



International Retail Management  
Master of Arts M.A.  
Curriculum & Syllabi Handbook



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## 1. Qualification Profile

### Aims of the Program

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

- The degree course provides its graduates with the qualifications that commercial retail enterprises require of their executives.
- The focus is on imparting and developing the knowledge and skills required for management in the retail trade in a national and international context.
- Areas of professional emphasis constitute key elements of business management along with teaching soft skills.
- In so doing, it is very important to us to work with our students to develop a holistic perspective of management duties in retail businesses in a globalized environment.

### Target Groups of the Program

- Persons who will hold responsible positions in the retail sector in the future, in a national and international context.
- Graduates of bachelor programs, who seek to earn a consecutive master's degree so as to position themselves professionally in the promising retail field.
- Professionals with work experience, who are seeking a new career path, and have identified the international retail and marketing sector as an attractive option for their goals.
- Future managers who want to shape competitive organizations and seek to advance the successful development of their careers.

### Degree awarded

Master of Arts (M.A.)

### Duration of Studies

The program covers a standard period of four part-time semesters (while working in a retail company or in a retail business unit), with a workload of 90 ECT-Credits.

### Learning Goals and Objectives

The program includes learning goals and objectives derived from the mission of ESB Business School as well as program-specific goals.

## Learning Goals and Objectives

LANGUAGE PROFICIENCY	INTERCULTURAL COMPETENCE	ETHICAL BEHAVIOR	DOMAIN-SPECIFIC PROBLEM SOLVING COMPETENCIES
LEARNING GOAL 1	LEARNING GOAL 2	LEARNING GOAL 3	LEARNING GOAL 4
IRM graduates ... ... are proficient in at least one foreign language (admission requirement)	... are interculturally competent and able to reflect upon intercultural issues in a global business environment	... are able to manage complex, ethical and legal issues expertly in their professional field and in wider, environmental contexts	... are domain experts in international retail business
	LEARNING OBJECTIVE 2	LEARNING OBJECTIVE 3	LEARNING OBJECTIVE 4
... communicate in spoken and written word at proficiency level (English language admission requirement)	... reflect upon the cultural context and its complexities when making decisions in a global business environment	..... are reflexively aware of ethical and legal issues in their professional field and are able to critically analyze these issues on the basis of normative theory or models. Furthermore, they are able to develop extensive, prudent and viable solutions that conform to ethical behavior in their professional field and in wider, environmental and social contexts.	... analyze complex problems and develop innovative solutions in the domain of international retail management
English proficiency is admission requirement	Embedded assessment in M14 Intercultural Management via online survey	Embedded assessment in M15.3 Applied Project Management	Embedded assessment in M16.2 Master Thesis

## Qualification Profile of Graduates

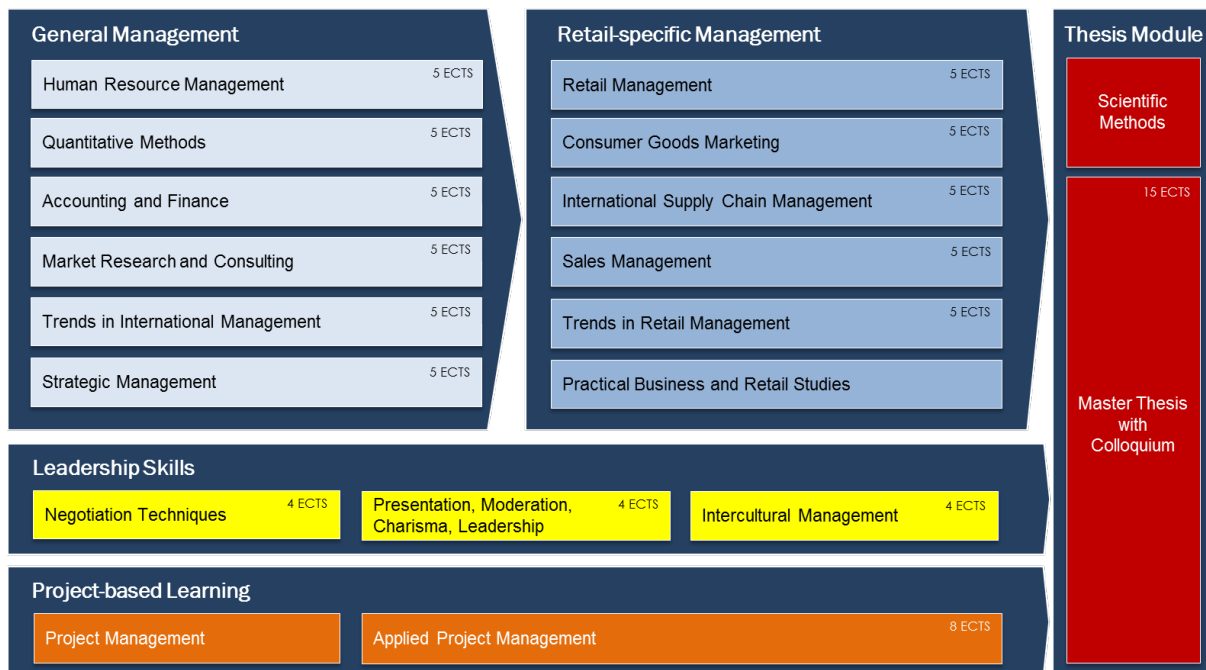
- The focus is on market or customer-oriented corporate management from the retail perspective, with forward integration of the industry and backward integration of the retail trade.
- The combination of practice-based seminars and lectures along with hands-on project work supports corporate practices and promotes the integration of acquired competences into professional working life.
- We engender an integral understanding of all relevant business processes in international retail management. A broad range of knowledge and skills, international business and leadership create the professional profile required by companies of future managers.
- The program imparts the capability to implement knowledge and decision-making competence in complex and unfamiliar situations with a high degree of independence.

## 2. Structure of Study Program

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

The curriculum comprises general Management competences, retail-specific knowledge, interdisciplinary and personal skills and includes a Master's Thesis. An international Module complements the curricular structure.

The following figure provides an overview of the modules:



### 3. Overview: Modules and Courses

Module	Course	ECTS -Credits in Semester				Workload			Type of course-teaching modus and Language			weight according to ECTS	
		1.	2.	3.	4.	Contact days	Self study	Total workload	Type of course	Language	assessment		
M1	Retail Management Handelsbetriebslehre	5				40	110	150	V/S	D	RE+HA	5	
M2	Consumer Goods Marketing Konsumgütermarketing	5				40	110	150	V/S	D	KL1+RE	5	
M3	Quantitative Methods Quantitative Methoden	5				40	110	150	V/S	D	KL2	5	
M4	Negotiation Techniques Gesprächs- und Verhandlungsführung	4				40	80	120	S/Ü	E	RE	4	
M5	Human Resource Management Personalmanagement		5			40	110	150	V/S	E/D	KL1+RE	5	
M6	Marketing Research and Consulting Marktforschung und Consulting		5			40	110	150	V/S	D	KL1+PA	5	
M7	Accounting and Finance Controlling und Finanzen		5			40	110	150	V/S	E	KL1+RE	5	
M8	International Supply Chain Management Internationales Supply Chain Management		5			40	110	150	V/S	D	KL2	5	
M9	Presentation, Moderation, Charisma, Leadership Präsentation, Moderation, Charisma, Führung		4			40	80	120	S/Ü	D	RE	4	
M10	Sales Management Verkaufsmanagement			5		40	110	150	V/S	D	KL1+HA	5	
M11	Strategic Management Strategisches Management			5		40	110	150	V/S	E	KL1+RE	5	
M12	Trends in International Management Trends in der Internationalen Betriebswirtschaftslehre			5		40	110	150	V/S	D/E	RE+HA	5	
M13	Trends in Retail Management Trends in der Handelsbetriebslehre			5		40	110	150	V/S	D/E	RE+HA	5	
M14	Intercultural Management Interkulturelles Management			4		40	80	120	S/Ü	E	HA	4	
M15	Project-based Learning Projektbasiertes Lernen				8	60	180	240	S/Ü	D/E	PA	8	
	Project Management Projektmanagement					20							
	Practical Business and Retail Studies Praktische Betriebswirtschafts- und Handelsbetriebslehre					40							
	Applied Project Management Angewandtes Projektmanagement						180						
M16	Master Thesis Masterarbeit				15	20	430	450	S/Ü	D/E	MT	15	
	Scientific Methods Wissenschaftliches Arbeiten					20							
	Master Thesis with Colloquium Masterarbeit mit Kolloquium						430						
	<b>Total</b>	<b>19</b>	<b>24</b>	<b>24</b>	<b>23</b>	<b>640</b>	<b>2060</b>	<b>2700</b>					
			90										
M17	Bachelors 180 ECTS: Research Project and Practical Project / Practical Experience Forschungsarbeit und Praxisprojekt / Berufspraxis	30				900	900			HA		30	

Abbreviations for assessment according to study regulations of Reutlingen University:

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

The following applies for all modules:

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

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

All modules are **mandatory modules**.

**Prerequisites for the module:** No specific entry requirements have been defined for the modules (with the exception of the admission qualifications for the program). The part-Time program requires independent, self-directed preparation and follow-up processing of the module content.



## 4. Modules and Courses

### 4.1. Retail Management

Module No.	IRM-1
Semester	1
Duration of module	1 semester
Type of module	Compulsory
How frequently is the module offered	Each intake
Admission requirements	Basic management knowledge from a business-oriented bachelor study program
Level	Graduate, Master
Transferability of the module	-
Module coordinator/Responsible professor	Prof. Dr. Peter Bug building 20, room 20-103, Tel.: 07121 271 8027 <a href="mailto:peter.bug@reutlingen-university.de">peter.bug@reutlingen-university.de</a>
Lecturers names	Prof. Dr. Peter Bug building 20, room 20-103, Tel.: 07121 271 8027 <a href="mailto:peter.bug@reutlingen-university.de">peter.bug@reutlingen-university.de</a>
Teaching language	German
Credits (ECTS)	5
Total workload and breakdown	150 h
Total contact hours	4 presence days / 40 h
Examination/ Type of assessment	Presentation (50%), Term Paper (50 %)
Weighting of Grade within overall program	5/90
Learning outcomes	<ul style="list-style-type: none"> <li>▪ <b>Subject-specific competences:</b> Participants are able to understand retail companies in a holistic way and how to assess their processes. Core competency is to understand the context with different retail company departments and their interdependencies. After completion of the module participants should be able to explain the subject of retail, retail structures and performance factors of retailing.</li> <li>▪ <b>Professional competences:</b> Goal of the module is the acquisition of theories and instruments of retail management. Program participants learn to identify developments in the framework of retail and to analyze national and international market and sector-specific trends. They have therefore gained the competency to develop strategies with which retail companies can react goal-oriented on identified developments.</li> </ul>

	<ul style="list-style-type: none"> <li>▪ <b>Social skills, key competences:</b> Communication skills and reflective thinking are trained by discussing in class.</li> <li>▪ <b>Personal competences:</b> Goal orientation, self-management, information management, commitment and creativity is trained by applying module content competencies to an actual homework task.</li> </ul>
<b>Course-specific contribution to AoL learning objectives</b>	<p>LO 4.:</p> <p>Students are able to understand retail companies in a holistic way and develop relevant and viable solutions. They elaborate their knowledge in a written homework and a presentation/discussion.</p>
<b>Content/ Indicative syllabus</b>	<p>Retail-related knowledge is gained by learning on a selection of the following topics:</p> <ul style="list-style-type: none"> <li>▪ Basic principles of retail management: conceptual retail principles, context of retail management (types and developments), retail strategies, management of supply chains, concentration and integration of retail businesses (reasons, forms, effects), development of retail business and sales formats, retail-specific development trends: market trends and retail-sector trends, developments in retail frame conditions.</li> <li>▪ Characteristics of retail human resource management: manpower requirements planning, human-resource allocation, personnel development, payment and incentives, social company policy, Personnel administration, personnel information systems, personnel controlling.</li> <li>▪ Service management in retailing: term and characteristics of service management resp. services (purpose and systematization of services, service-specifics), quality of service (operationalization and measurement of service quality, quality assessment), service production (processes, resource planning, capacity, productivity), service marketing, characteristics of the service marketing mix.</li> <li>▪ Controlling &amp; Treasury: controlling: goals and tasks of controlling, strategic controlling, operative controlling, retail-specific controlling instruments, exemplary deepening and new developments, finance management, treasury: instruments of finance and risk controlling, limit planning and cash management, cash flow, equity market information systems.</li> <li>▪ Consumer behavior: psychological and sociological principles, basic models of consumer behavior, (S-R model, S-O-R model), activating processes (emotions, motives, attitudes), cognitive processes (perception, learning, thinking), sociological determinants (group, layer, culture, subculture), partial models versus total models.</li> </ul>
<b>Teaching and learning methodology</b>	<p>Lecture in a seminaristic style, application of gained theoretical know-how and competency in an individual assignment with outcome presentation and discussion</p>
<b>Miscellaneous</b>	-
<b>Indicative reading list</b>	<p>Recommended readings representing the state of the art, suitable for learning purpose, level adequate to deepen knowledge presented and discussed in class:</p> <ul style="list-style-type: none"> <li>▪ Barth, H., Hartmann, M., &amp; Schröder, H. (2015). Betriebswirtschaftslehre des Handels. Wiesbaden: Springer Gabler</li> </ul>

	<ul style="list-style-type: none"> <li>▪ Berman, B., Evans, J. R., &amp; Chatterjee, P. (2018). Retail management. A strategic approach. Harlow, England: Pearson</li> <li>▪ Fernie, J., &amp; Sparks, L. (2019). Logistics and retail management. Emerging issues and new challenges in the retail supply chain. London: Kogan Page</li> <li>▪ Haller, S. (2018). Handelsmarketing. Herne: Kiehl</li> <li>▪ Haller, S. (2017). Dienstleistungsmanagement. Grundlagen – Konzepte – Instrumente. Wiesbaden: Springer Gabler</li> <li>▪ Holtbrügge, D. (2018). Personalmanagement. Berlin: Springer Gabler</li> <li>▪ Hubert, B. (2019). Grundlagen des operativen und strategischen Controlling. Konzeptionen, Instrumente und ihre Anwendung. Wiesbaden: Springer Gabler</li> <li>▪ Lerchenmüller, M. (2014). Handelsbetriebslehre. Herne: Kiehl</li> <li>▪ Piotrowicz, W., &amp; Cuthbertson R. (2019). Exploring Omnichannel Retailing. Common Expectations and Diverse Realities. Cham: Springer Nature Switzerland</li> <li>▪ Pfohl, H. (2018). Logistiksysteme. Betriebswirtschaftliche Grundlagen. Berlin: Springer Vieweg</li> <li>▪ Rudolph, T. (2013). Modernes Handelsmanagement. Eine Einführung in die Handelslehre. Stuttgart: Schäffer-Poeschel</li> <li>▪ Solomon, M. R. (2018). Consumer Behavior. Buying, Having, and Being. Boston, MA: Pearson</li> <li>▪ Steenkamp, J., &amp; Sloot, L. (2019). Retail disruptors. The spectacular rise and impact of the hard discounters. London: Kogan Page</li> <li>▪ Weber, J., Bramsemann, U., Heineke, C. &amp; Hirsch, B. (2017). Wertorientierte Unternehmenssteuerung. Konzepte – Implementierung – Praxis-Statement. Wiesbaden: Springer Gabler</li> <li>▪ Zentes, J., Morschett, D., &amp; Schramm-Klein, H. (2017). Strategic Retail Management. Text and International Cases. Wiesbaden: Springer Gabler</li> </ul>
<b>Status</b>	18.03.2020

## 4.2. Consumer Goods Marketing

<b>Module No.</b>	IRM-2
<b>Semester</b>	1
<b>Duration of module</b>	1 semester
<b>Type of module</b>	Compulsory
<b>How frequently is the module offered?</b>	Each intake
<b>Admission requirements</b>	Basic marketing knowledge from a business-oriented bachelor study program
<b>Level</b>	Graduate, Master
<b>Transferability of the module</b>	Prerequisite for further marketing modules and market-oriented projects in the following semesters
<b>Module coordinator/Responsible professor</b>	Prof. Dr. Gerd Nufer building 5, room 108, Tel.: 07121 271 6011 <a href="mailto:gerd.nufer@reutlingen-university.de">gerd.nufer@reutlingen-university.de</a>
<b>Lecturers names</b>	Prof. Dr. Gerd Nufer building 5, room 108, Tel.: 07121 271 6011 <a href="mailto:gerd.nufer@reutlingen-university.de">gerd.nufer@reutlingen-university.de</a> Prof. Dr. André Bühler HfWU Nürtingen-Geislingen, Tel.: 07022 201329 <a href="mailto:andre.buehler@sportmarketing-institut.de">andre.buehler@sportmarketing-institut.de</a>
<b>Teaching language</b>	German
<b>Credits (ECTS)</b>	5
<b>Total workload and breakdown</b>	150 h
<b>Total contact hours</b>	4 presence days / 40 h
<b>Examination/ Type of assessment</b>	Written examination (50%), presentation/case study (50%)
<b>Weighting of Grade within overall program</b>	5/90
<b>Learning outcomes</b>	<p>The aim of the course is the acquisition of basic knowledge concerning theories and tools for consumer goods marketing and the prevailing market mechanisms. Participants learn to think and act in a market-oriented way, geared towards market development. They learn to devise a marketing strategy and to implement it using marketing tools. The hands-on work in practical case studies enables the application and intensification of the theoretical marketing knowledge acquired.</p> <ul style="list-style-type: none"> <li>▪ <b>Subject-specific competences:</b> The objective is to be able to qualify for the assumption of professional responsibility in national or international retail management or marketing for consumer goods both in mid-sized and large-scale companies. Students learn market-focused thinking and acting to have the capacity to develop markets. They learn to create/devise a marketing strategy and to implement it by using marketing tools.</li> </ul>

	<ul style="list-style-type: none"> <li>▪ <b>Professional competences:</b> 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.</li> <li>▪ <b>Social skills, key competences:</b> Within the scope of dealing with and working on case studies in groups, the students develop and enhance their social skills and advance their 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.</li> <li>▪ <b>Personal competences:</b> 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.</li> </ul>
<b>Course-specific contribution to AoL learning objectives</b>	<p>LO 4: Students evaluate and summarize the key concepts of consumer goods marketing. Through a rigorous management approach, students will acquire the ability to understand and solve marketing problems. Moreover, students are able to apply theoretical concepts to specific practical situations. Students work in groups on case studies and present their working results.</p>
<b>Content/ Indicative syllabus</b>	<ul style="list-style-type: none"> <li>▪ Strategic marketing</li> <li>▪ Product policy</li> <li>▪ Pricing policy</li> <li>▪ Customer relationship marketing</li> <li>▪ Guerilla marketing</li> <li>▪ Selected special aspects</li> <li>▪ Case studies</li> </ul>
<b>Teaching and learning methodology</b>	<p>Mixture of different teaching methods that alternate and address different learning types:</p> <ul style="list-style-type: none"> <li>▪ Course in seminar style</li> <li>▪ Preparation of concepts in small groups with final presentation of results and discussion</li> </ul>
<b>Miscellaneous</b>	If applicable, guest lecture
<b>Indicative reading list</b>	<ul style="list-style-type: none"> <li>▪ Belch, George E. / Belch, Michael A.: Advertising and Promotion. An Integrated Marketing Communications Perspective, 11th ed., Boston 2017</li> <li>▪ Bruhn, Manfred: Integrierte Unternehmens- und Markenkommunikation. Strategische Planung und operative Umsetzung, 6. Aufl., Stuttgart 2014</li> <li>▪ Homburg, Christian: Marketingmanagement. Strategie – Instrumente – Umsetzung – Unternehmensführung, 6. Aufl., Wiesbaden 2017</li> <li>▪ Kotler, Philip / Keller, Kevin Lane / Opresnik, Marc Oliver: Marketing-Management. Konzepte – Instrumente – Unternehmensfallstudien, 15. Aufl., München 2017</li> </ul>

	<ul style="list-style-type: none"> <li>▪ Meffert, Heribert / Burmann, Christoph / Kirchgeorg, Manfred: Marketing. Grundlagen marktorientierter Unternehmensführung. Konzepte – Instrumente – Praxisbeispiele, 13. Aufl., Wiesbaden 2019</li> <li>▪ Nufer, Gerd: Ambush Marketing im Sport. Grundlagen – Best Practice – Evaluation, 2. Aufl., Berlin 2018</li> <li>▪ Nufer, Gerd / Bühler, André: Event-Marketing in Sport und Kultur. Konzepte – Fallbeispiele – Trends, Berlin 2015</li> <li>▪ Sander, Matthias: Marketing-Management. Märkte, Marktforschung und Marktbearbeitung, 3. Aufl., Stuttgart 2019</li> </ul>
<b>Status</b>	18.03.2020

### 4.3. Quantitative Methods

<b>Module No.</b>	IRM-3
<b>Semester</b>	1
<b>Duration of module</b>	1 semester
<b>Type of module</b>	Compulsory
<b>How frequently is the module offered</b>	Each intake
<b>Admission requirements</b>	Basic mathematical/statistical knowledge from a business oriented bachelor study program
<b>Level</b>	Graduate, Master
<b>Transferability of the module</b>	Prerequisite for further modules and projects in the following semesters
<b>Module coordinator/Responsible professor</b>	<p>Prof. Dr. Bodo Herzog building 5, room 108, Tel.: 07121 271 6031 <a href="mailto:bodo.herzog@reutlingen-university.de">bodo.herzog@reutlingen-university.de</a></p> <p>Prof. Dr. Volker Reichenberger building 16, room 007, Tel.: 07121 271 3090 <a href="mailto:volker.reichenberger@reutlingen-university.de">volker.reichenberger@reutlingen-university.de</a></p> <p>Prof. Dr. Marlene Ferencz building 5, room 110, Tel.: 07121 271 6030 <a href="mailto:marlene.ferencz@reutlingen-university.de">marlene.ferencz@reutlingen-university.de</a></p>
<b>Lecturers names</b>	<p>Prof. Dr. Bodo Herzog building 5, room 108, Tel.: 07121 271 6031 <a href="mailto:bodo.herzog@reutlingen-university.de">bodo.herzog@reutlingen-university.de</a></p> <p>Prof. Dr. Volker Reichenberger building 16, room 007, Tel.: 07121 271 3090 <a href="mailto:volker.reichenberger@reutlingen-university.de">volker.reichenberger@reutlingen-university.de</a></p> <p>Prof. Dr. Marlene Ferencz building 5, room 110, Tel.: 07121 271 6030 <a href="mailto:marlene.ferencz@reutlingen-university.de">marlene.ferencz@reutlingen-university.de</a></p>
<b>Teaching language</b>	German
<b>Credits (ECTS)</b>	5
<b>Total workload and breakdown</b>	150 h
<b>Total contact hours</b>	4 presence days / 40 h
<b>Examination/Type of assessment</b>	Written examination (90 min.)
<b>Weighting of Grade within overall program</b>	5/90
<b>Learning outcomes</b>	The objective of the course is to expand mathematical and statistical techniques necessary to present and analyze advanced quantitative problems. The course intends to make a wide range of applications understandable

	<p>and give students the confidence to work with quantitative methods in the various fields of management. They get introduced to statistical software and learn how to create data driven business decisions and how to communicate them to the stakeholders.</p> <ul style="list-style-type: none"> <li>▪ <b>Subject-specific competences:</b> The module imparts advanced skills for the analysis of mathematical and statistical problems. This includes concrete procedures as well as methodical approximation methods. The students learn to correctly apply and interpret statistical program packages.</li> <li>▪ <b>Professional competences:</b> Quantitative methods underpin effective evidenced-based planning in all sectors. Participants should gain a practical understanding of data and statistical questions and be able to apply them in business management contexts.</li> <li>▪ <b>Social skills, key competences:</b> Students learn the responsible handling of mathematical problems and statistical data analysis in order to solve and assess the significance of the statements. They improve their ability to work focused and under time pressure.</li> <li>▪ <b>Personal competences:</b> Students learn to handle data and to understand and explain a statistical evaluation. In addition, independent learning and practicing is required.</li> </ul>
<p><b>Course-specific contribution to AoL learning objectives</b></p>	<p>LO 4: Students analyse complex mathematical problems and data sets with the most relevant quantitative methods and interpret solutions to underpin decision making processes in the domain of international retail management.</p>
<p><b>Content/ Indicative syllabus</b></p>	<ul style="list-style-type: none"> <li>▪ Math's refresher</li> <li>▪ Optimization procedures</li> <li>▪ Refresher in descriptive statistics</li> <li>▪ Inferential statistical techniques</li> <li>▪ Data Analysis with SPSS</li> </ul>
<p><b>Teaching and learning methodology</b></p>	<p>A variety of alternate teaching methods are used:</p> <ul style="list-style-type: none"> <li>▪ Seminar-style course lectures</li> <li>▪ Working on cases in the computer lab</li> <li>▪ Discussions and group work</li> </ul>
<p><b>Miscellaneous</b></p>	<p>The content of this module is universal and applicable around the world.</p>
<p><b>Indicative reading list</b></p>	<p>Basic Literature:</p> <ul style="list-style-type: none"> <li>▪ Chiang and Wainwright (2005). Fundamental Methods of Mathematical Economics</li> <li>▪ Curwin, Jon; Slater, Roger (2005): Quantitative methods for business decisions. 5th ed. Australia: Thomson</li> <li>▪ Field, Andy (2018): Discovering statistics using IBM SPSS statistics. 5th edition. SAGE</li> <li>▪ Moore, David S.; McCabe, George P.; Craig, Bruce A. (2017): Introduction to the practice of statistics. Ninth edition. New York, NY: Macmillan education; W. H. Freeman and Company</li> </ul>



	<ul style="list-style-type: none"><li>▪ Stock, J.H. and M.W. Watson (2006). Introduction to Econometrics, Pearson International Edition</li><li>▪ Strang, G. (2016), Introduction to Linear Algebra, Wellesley-Cambridge Press</li></ul>
<b>Status</b>	18.03.2020

#### 4.4. Negotiation Techniques

<b>Module No.</b>	IRM-4
<b>Semester</b>	1
<b>Duration of module</b>	1 semester
<b>Type of module</b>	Compulsory
<b>How frequently is the module offered</b>	Each intake
<b>Admission requirements</b>	Basic knowledge from a business-oriented bachelor study program
<b>Level</b>	Graduate, Master
<b>Transferability of the module</b>	-
<b>Module coordinator/Responsible professor</b>	Prof. Dr. Matthias Freise building 20, room 20-106, Tel. 07121 271 8079 <a href="mailto:matthias.freise@reutlingen-university.de">matthias.freise@reutlingen-university.de</a> Prof. Dr. Peter Bug building 20, room 20-103, Tel.: 07121 271 8027 <a href="mailto:peter.bug@reutlingen-university.de">peter.bug@reutlingen-university.de</a>
<b>Lecturers names</b>	Prof. Dr. Matthias Freise building 20, room 20-106, Tel. 07121 271 8079 <a href="mailto:matthias.freise@reutlingen-university.de">matthias.freise@reutlingen-university.de</a> Prof. Dr. Peter Bug building 20, room 20-103, Tel.: 07121 271 8027 <a href="mailto:peter.bug@reutlingen-university.de">peter.bug@reutlingen-university.de</a>
<b>Teaching language</b>	English
<b>Credits (ECTS)</b>	4
<b>Total workload and breakdown</b>	120 h
<b>Total contact hours</b>	4 presence days / 40 h Theory: 2x5 hours = 1 day Negotiating laboratory = 3 days 3 <sup>rd</sup> and 4 <sup>th</sup> day with two divided groups in laboratory and two lecturers, if more than 12 persons attending
<b>Examination/ Type of assessment</b>	180 minutes oral exam including: <ul style="list-style-type: none"> <li>▪ negotiating preparation individually and with a team</li> <li>▪ negotiating in a team</li> <li>▪ associated written documents</li> </ul>
<b>Weighting of Grade within overall program</b>	4/90
<b>Learning outcomes</b>	<ul style="list-style-type: none"> <li>▪ <b>Subject-specific competences:</b> Participants are able to prepare negotiations and to negotiate and and therefore reach better negotiating results.</li> </ul>

	<ul style="list-style-type: none"> <li>▪ <b>Professional competences:</b> Planning of negotiations. Improvement of soft skills. Methods of better working with clients, colleagues, superiors and external negotiating partners. Development of options of possible consensus positions. Argumentation. Insist on objective criteria.</li> <li>▪ <b>Social skills, key competences:</b> Negotiating skills are basic skills needed in every retail environment. These skills are trained and the ongoing gaining of future skills is being trained.</li> <li>▪ <b>Personal competences:</b> Goal orientation, self-management, and specific negotiating techniques are trained in order to reach future personal and company goals easier.</li> </ul>
<b>Course-specific contribution to AoL learning objectives</b>	<p>LO 2: The module is taught in English. The module focuses on an international perspective and stresses intercultural differences.</p> <p>LO 3: Students reflect upon the potential ethical consequences of management decisions. Focusing on applied negotiating contributes to the awareness of ethical behavior.</p> <p>LO 4: Students apply appropriate negotiating methods technically correct and develop relevant and viable solutions for complex negotiations in retail management.</p>
<b>Content/ Indicative syllabus</b>	<p>Negotiating knowledge is gained by learning on following topics:</p> <ul style="list-style-type: none"> <li>▪ Negotiating theory and negotiating laboratory. After short theoretical explanations the practical training dominates this module's contact hours</li> <li>▪ Separation of negotiating problem and involved persons</li> <li>▪ Negotiating partner-oriented behavior</li> <li>▪ Focus on interests, not on positions</li> <li>▪ Negotiating process</li> <li>▪ Training of own behavior</li> <li>▪ Understanding of different negotiating approaches</li> <li>▪ Application on practical negotiating situations in company</li> <li>▪ International Negotiating</li> <li>▪ Individual feedback on negotiating behavior</li> </ul>
<b>Teaching and learning methodology</b>	Ca. 25% lecture, ca. 75% training and negotiating feedback
<b>Miscellaneous</b>	-
<b>Indicative reading list</b>	<p>Recommended readings representing the state of the art, suitable for learning purpose, level adequate to deepen knowledge presented and discussed in class:</p> <ul style="list-style-type: none"> <li>▪ Dawson, R. (2017). Secrets of power negotiating. Inside secrets from a master negotiator. Pan MacMillan</li> <li>▪ Fisher, R., &amp; William, U. (2011). Getting to yes. Negotiating an agreement without giving in. New York: Penguin Books</li> </ul>

	<ul style="list-style-type: none"><li>▪ Kolb, D. M., &amp; Porter, J. L. (2015). Negotiating at Work. Turn Small Gains into Big Wins. Jossey Bass</li><li>▪ Welch, B., LaFond, C., &amp; Vine, S. (2010). English for Negotiating. Oxford Business English. Oxford University Press</li></ul> Additional literature recommendations in course
<b>Status</b>	18.03.2020

#### 4.5. Human Resource Management

<b>Module No.</b>	IRM-5
<b>Semester</b>	2
<b>Duration of module</b>	1 semester
<b>Type of module</b>	Compulsory
<b>How frequently is the module offered</b>	Each intake
<b>Admission requirements</b>	2 <sup>nd</sup> semester status
<b>Level</b>	Graduate, Master
<b>Transferability of the module</b>	-
<b>Module coordinator/Responsible professor</b>	Prof. Dr. Hermann Laßleben building 5, room 110, Tel.: 07121 271 6019 <a href="mailto:hermann.lassleben@reutlingen-university.de">hermann.lassleben@reutlingen-university.de</a> Prof. Dr. Julia Hormuth building 5, room 116, Tel.: 07121 271 3075 <a href="mailto:julia.hormuth@reutlingen-university.de">julia.hormuth@reutlingen-university.de</a>
<b>Lecturers names</b>	Prof. Dr. Hermann Laßleben building 5, room 110, Tel.: 07121 271 6019 <a href="mailto:hermann.lassleben@reutlingen-university.de">hermann.lassleben@reutlingen-university.de</a> Prof. Dr. Julia Hormuth building 5, room 116, Tel.: 07121 271 3075 <a href="mailto:julia.hormuth@reutlingen-university.de">julia.hormuth@reutlingen-university.de</a>
<b>Teaching language</b>	English
<b>Credits (ECTS)</b>	5
<b>Total workload and breakdown</b>	150 h
<b>Total contact hours</b>	4 presence days / 40 h
<b>Examination/ Type of assessment</b>	Presentation (25%) plus final written exam (75%)
<b>Weighting of Grade within overall program</b>	5/90
<b>Learning outcomes</b>	<p>Overall objective of the module is to provide students with a comprehensive overview of concepts, methods, and practices in the areas of HRM and Organizational Behavior.</p> <ul style="list-style-type: none"> <li>▪ <b>Subject-specific competences:</b> Participants get acquainted with advanced theoretical foundations and with practical challenges in the subject areas. They comprehend the possibilities and limitations of workforce management in organizations.</li> <li>▪ <b>Professional competences:</b> Participants are enabled to analyze and solve problems in the domain of people management. They understand the impact of strategic workforce</li> </ul>

	<p>management on business success. They get familiar with diverse approaches of people management and their applicability. They get to know how to make use of different methods and instruments in specific situations.</p> <ul style="list-style-type: none"> <li>▪ <b>Social skills, key competences:</b> Participants refine their presentation and team-working skills, and develop their competencies to act and interact successfully in business environments. They understand the dynamics of social systems such as organizations or teams.</li> <li>▪ <b>Personal competences:</b> Participants are enabled to take responsibility for HRM and leadership duties within the scope of management positions. They are prepared to stand ambiguities and to manage subordinates effectively.</li> </ul>
<p><b>Course-specific contribution to AoL learning objectives</b></p>	<p>LO 2: Students reflect upon the complexities of people management in an international context. They work on case studies that focus global workforce issues requiring them to consider the culture dependency of different parties' positions.</p> <p>LO 3: Students identify and discuss social and ethical consequences of HR and leadership strategies and decisions in case studies and exercises. Practical examples teach them that organizational success and consideration of people's needs is not contradictory but complementary.</p> <p>LO 4: Students train to apply HRM tools and techniques to enhance organizational effectiveness and performance. By case studies and assignments on workforce issues they hone their problem-solving competencies.</p>
<p><b>Content/ Indicative syllabus</b></p>	<p>Areas of HRM to be covered:</p> <ul style="list-style-type: none"> <li>▪ Workforce Planning</li> <li>▪ Recruitment &amp; Selection</li> <li>▪ Training &amp; Development</li> <li>▪ Performance Management</li> <li>▪ International HRM</li> </ul> <p>Areas of OB to be covered:</p> <ul style="list-style-type: none"> <li>▪ Leadership</li> <li>▪ Motivation &amp; Rewards</li> <li>▪ Communication</li> <li>▪ Behavior in/of Groups/Teams</li> <li>▪ Organizational Culture</li> </ul>
<p><b>Teaching and learning methodology</b></p>	<p>The didactical concept of the module combines:</p> <ul style="list-style-type: none"> <li>▪ Interactive presentations of the lecturer to systematically introduce participants to the different topics</li> <li>▪ Team-based exercises and case study work to deepen the acquired knowledge</li> <li>▪ Critical analysis (self-study) of selected literature to extend knowledge in the different areas</li> </ul>

	<ul style="list-style-type: none"> <li>▪ Critical analysis (in teams) of current research and/or corporate practices in the subject areas to consolidate the acquired competencies.</li> </ul>
<b>Miscellaneous</b>	Diverse study material will be provided on the module's Knoodle site
<b>Indicative reading list</b>	<ul style="list-style-type: none"> <li>▪ Bohlander, G. &amp; Snell S. (2018), <i>Managing Human Resources</i>, 18/e, Cengage</li> <li>▪ Dessler, G. (2016), <i>Human Resource Management</i>, 15/e, Pearson.</li> <li>▪ Lussier, R. &amp; Hendon, J. (2019), <i>Human Resource Management: Functions, Applications, and Skill Development</i>, 3/e, Sage</li> <li>▪ Mondy, R. &amp; Martocchio, J. (2016), <i>Human Resource Management</i>, 14/e, Pearson</li> <li>▪ Noe, R. &amp; Hollenbeck, J. &amp; Gerhart, B. &amp; Wright, P. (2019), <i>Human Resource Management: Gaining a Competitive Advantage</i>, 11/e, McGraw Hill</li> <li>▪ Phillips, J. &amp; Phillips, P. &amp; Smith, K. (2016), <i>Accountability in Human Resource Management: Connecting HR to Business Results</i>, 2/e, Routledge</li> <li>▪ Robbins, S. &amp; Judge, T. (2019), <i>Organizational Behavior</i>, 18/e, Pearson</li> <li>▪ Scandura, T. (2019), <i>Essentials of Organizational Behavior: An Evidence-Based Approach</i>, 2/e, Sage</li> <li>▪ Valentine, S. &amp; Meglich, P. &amp; Mathis, R. &amp; Jackson, J. (2016), <i>Human Resource Management</i>, 15/e, Cengage</li> </ul>
<b>Status</b>	18.03.2020

#### 4.6. Marketing Research and Consulting

<b>Module No.</b>	IRM-6
<b>Semester</b>	2
<b>Duration of module</b>	1 semester
<b>Type of module</b>	Compulsory
<b>How frequently is the module offered</b>	Each intake
<b>Admission requirements</b>	Good mathematical/statistical knowledge and basic marketing research knowledge from a business oriented bachelor study program
<b>Level</b>	Graduate, Master
<b>Transferability of the module</b>	Prerequisite for further modules and market-oriented projects in the following semesters
<b>Module coordinator/Responsible professor</b>	Prof. Dr. Gerd Nufer building 5, room 108, Tel.: 07121 271 6011 <a href="mailto:gerd.nufer@reutlingen-university.de">gerd.nufer@reutlingen-university.de</a>
<b>Lecturers names</b>	Prof. Dr. Gerd Nufer building 5, room 108, Tel.: 07121 271 6011 <a href="mailto:gerd.nufer@reutlingen-university.de">gerd.nufer@reutlingen-university.de</a> Prof. Dr. André Bühler HfWU Nürtingen-Geislingen, Tel.: 07022 201329 <a href="mailto:andre.buehler@sportmarketing-institut.de">andre.buehler@sportmarketing-institut.de</a>
<b>Teaching language</b>	German
<b>Credits (ECTS)</b>	5
<b>Total workload and breakdown</b>	150 h
<b>Total contact hours</b>	4 presence days / 40 h
<b>Examination/ Type of assessment</b>	Practical project (2/3), written examination (1/3)
<b>Weighting of Grade within overall program</b>	5/90
<b>Learning outcomes</b>	<p>The objective of the course is to expand marketing skills through the process of market research in a national and international context. The theoretical market research knowledge is immediately applied and intensified by working on a practice-based project.</p> <ul style="list-style-type: none"> <li>▪ <b>Subject-specific competences:</b> Participants are capable of establishing and understanding correlations and cross-links between marketing and market research.</li> <li>▪ <b>Professional competences:</b> Participants learn the process of market research and its implementation in terms of practical issues drawn from actual practice.</li> <li>▪ <b>Social skills, key competences:</b> Within the scope of dealing with a practical project in groups, the stu-</li> </ul>



	<p>dents learn and deepen their social skills and advance their personal development. They acquire competencies in problem-solving and decision-making capabilities, in self-management and autonomy as well as the capacity for teamwork.</p> <p>▪ <b>Personal competences:</b> After having taken the course, its participants should be capable of consulting statistical secondary analyses for dealing with practical problems/issues and in particular be able to conduct primary statistical research - both in cooperation with market research institutes and independently, on their own.</p>
<b>Course-specific contribution to AoL learning objectives</b>	<p>LO 4: Students work in groups on real-life projects. They acquire the skills to analyze, understand and model complex marketing research problems. Specifically, they learn how to translate research questions into problem classes and which analysis methods are most suitable to provide answers to specific research questions. They also learn how and where to gather the appropriate data as well as how to analyze data to derive specific recommendations.</p>
<b>Content/ Indicative syllabus</b>	<ul style="list-style-type: none"> <li>▪ Marketing research planning</li> <li>▪ Data collection</li> <li>▪ Data analysis</li> <li>▪ Presentation of results and consulting</li> <li>▪ Selected special aspects</li> <li>▪ Practical marketing research and consulting project</li> </ul>
<b>Teaching and learning methodology</b>	<p>A variety of alternate teaching methods are used which will appeal to different learning styles:</p> <ul style="list-style-type: none"> <li>▪ Seminar-style course lectures</li> <li>▪ Immediate application of acquired theoretical knowledge in the scope of a practical project</li> </ul>
<b>Miscellaneous</b>	<p>Comprehensive briefing by contact persons from corporate practice, final presentation to representatives of the contracting company</p>
<b>Indicative reading list</b>	<p>Necessary preparatory for the module:</p> <ul style="list-style-type: none"> <li>▪ Fantapié Altobelli, Claudia: Marktforschung. Methoden – Anwendungen – Praxisbeispiele, 3. Aufl., Stuttgart 2017</li> </ul> <p>Further recommended literature:</p> <ul style="list-style-type: none"> <li>▪ Backhaus, Klaus / Erichson, Bernd / Plinke, Wulff / Weiber, Rolf: Multivariate Analysemethoden. Eine anwendungsorientierte Einführung, 15. Aufl., Berlin u.a. 2018</li> <li>▪ Berekoven, Ludwig / Eckert, Werner / Ellenrieder, Peter: Marktforschung. Methodische Grundlagen und praktische Anwendung, 12. Aufl., Wiesbaden 2009</li> <li>▪ Berndt, Ralph: Marketing 1. Käuferverhalten, Marktforschung und Marketing-Prognosen, 3. Aufl., Berlin u.a. 1996</li> </ul>
<b>Status</b>	18.03.2020

#### 4.7. Accounting and Finance

<b>Module No.</b>	IRM-7
<b>Semester</b>	2
<b>Duration of module</b>	1 semester
<b>Type of module</b>	Compulsory
<b>How frequently is the module offered</b>	Each intake
<b>Admission requirements</b>	Basic management knowledge from a business oriented bachelor study program
<b>Level</b>	Graduate, Master
<b>Transferability of the module</b>	-
<b>Module coordinator/Responsible professor</b>	<p>Prof. Dr. Michel Charifzadeh building 5, room 113, Tel.: 07121 271 3053 <a href="mailto:michel.charifzadeh@reutlingen-university.de">michel.charifzadeh@reutlingen-university.de</a></p> <p>Prof. Dr. Robert LoBue building 17, room 014, Tel.: 07121 271 6021 <a href="mailto:robert.lobue@reutlingen-university.de">robert.lobue@reutlingen-university.de</a></p> <p>Prof. Dr. Hans-Martin Beyer building 5, room 109, Tel.: 07121 271 6025 <a href="mailto:hans-martin.beyer@reutlingen-university.de">hans-martin.beyer@reutlingen-university.de</a></p>
<b>Lecturers names</b>	<p>Prof. Dr. Michel Charifzadeh building 5, room 113, Tel.: 07121 271 3053 <a href="mailto:michel.charifzadeh@reutlingen-university.de">michel.charifzadeh@reutlingen-university.de</a></p> <p>Prof. Dr. Robert LoBue building 17, room 014, Tel.: 07121 271 6021 <a href="mailto:robert.lobue@reutlingen-university.de">robert.lobue@reutlingen-university.de</a></p> <p>Prof. Dr. Hans-Martin Beyer building 5, room 109, Tel.: 07121 271 6025 <a href="mailto:hans-martin.beyer@reutlingen-university.de">hans-martin.beyer@reutlingen-university.de</a></p>
<b>Teaching language</b>	English
<b>Credits (ECTS)</b>	5
<b>Total workload and breakdown</b>	150 h
<b>Total contact hours</b>	4 presence days / 40 h
<b>Examination/ Type of assessment</b>	Project / case study / presentation (40%), written exam (60%)
<b>Weighting of Grade within overall program</b>	5/90
<b>Learning outcomes</b>	The aim of this course is to deepen the student's knowledge and skills in management control and corporate finance. Participants of the module gain an integrated understanding of the control function as well as selected

	<p>areas of corporate finance. A focus is put on how these support management decisions.</p> <ul style="list-style-type: none"> <li>▪ <b>Subject-specific competences:</b> Students gain advanced knowledge of performance measurement and management, financial analysis, strategic management accounting, value-based management and company valuation. Practical examples and cases provide them with insights into performance measurement and management systems of existing companies. Upon completion of the module, students will have acquired the skills and knowledge to perform a company financial assessment and valuation. Students will understand the role of the controller in a corporate context including ethical perspectives.</li> <li>▪ <b>Professional competences:</b> Upon completion of the module students will develop critical thinking and problem solving skills in addition to analytical skills. They will be able to critically discuss concepts applied in practice and acquire the ability to transfer and apply theoretical knowledge to real-life situations.  In particular, students will acquire the skills to measure various aspects of performance of a business firm properly. They will be able to identify operational drivers as well as being able to relate them to financial outcome. This will enable them to understand how performance measurement and performance management help to assess and implement strategies and investments. They will be able to reveal shortcomings and weaknesses which will enable them to discuss and develop solutions to these shortcomings. Students will be able to independently design a strategic performance management system. In this context, they will also understand the meaning and the components of value of a business.</li> <li>▪ <b>Social skills, key competences:</b> Through the interactive nature of the module, students will refine their oral and written communication skills. In addition, students will improve their ability to work in teams under time pressure. Since the module is held in English language, students will be able to apply the acquired concepts and skills in an international company context.</li> <li>▪ <b>Personal competences:</b> Students will be trained in goal oriented team work. Ultimately, students will be equipped with the necessary knowledge and competencies to resume a role in a management control function in an internationally operating firm.</li> </ul>
<p><b>Course-specific contribution to AoL learning objectives</b></p>	<p>LO 2: The module is taught in English. The module highlights international aspects of finance and control.</p> <p>LO 4: Students analyze different current issues in international accounting and finance with a focus on analyzing/assessing accounting data and deriving conclusions for management control and value improvement. Students understand, apply and interpret valuation methods and put them into an international context. Valuation problems are discussed and elaborated in group projects on basis of scientific studies or practical situations.</p>
<p><b>Content/ Indicative syllabus</b></p>	<ul style="list-style-type: none"> <li>▪ Role of the controller and treasurer in the corporate context</li> </ul>

	<ul style="list-style-type: none"> <li>▪ Financial statement literacy and usage</li> <li>▪ Financial statement analysis including ratio analysis</li> <li>▪ Performance measurement and management systems</li> <li>▪ Value-based measurement and management</li> <li>▪ Strategic management accounting and the Balanced Scorecard</li> <li>▪ Investment decisions with Discounted-Cash-Flow</li> <li>▪ Cost of capital and capital markets</li> <li>▪ Company valuation and case study</li> </ul>
<b>Teaching and learning methodology</b>	<p>This course will be conducted in the form of lecture seminars, in-class assignments, case studies and homework assignments.</p> <p>Group projects (and case studies) will enhance team work and deepen the understanding. Students will prepare a presentation in a team, coached by the instructor, and present and discuss the results of their work in class.</p>
<b>Miscellaneous</b>	-
<b>Indicative reading list (most recent editions)</b>	<ul style="list-style-type: none"> <li>▪ Anthony, R. N. / et.al.: Management Control Systems, McGraw Hill, 1<sup>st</sup> European ed., 2014</li> <li>▪ Charifzadeh, M. / Taschner, A.: Management Accounting and Control, 2017, Wiley.</li> <li>▪ Damodaran, A.: Investment Valuation, Wiley, 3<sup>rd</sup> ed., 2012</li> <li>▪ Bhimani, A. / Horngren, C. T. / Datar, S. M. / Rajan, M.: Management and Cost Accounting, Pearson Prentice Hall, 6<sup>th</sup> ed., 2015</li> <li>▪ Horngren, C. T. / Datar, S. M. / et.al.: Cost Accounting, Pearson Prentice Hall, 16<sup>th</sup> ed., 2018</li> <li>▪ Jablonsky, S. F. / Barsky, N. P.: The Manager's Guide to Financial Statement Analysis, Wiley, 2001</li> <li>▪ Kaplan, R. S. / Atkinson, A. A.: Advanced Management Accounting, Pearson Prentice Hall, 3<sup>rd</sup> ed., 2015</li> <li>▪ Kaplan, R.S. / Norton, D.P.: The Balanced Scorecard – measures that drive performance, in: Harvard Business Review, Vol. 70 (1992), No. 1 (January-February), pp. 71-79</li> <li>▪ Kaplan, R. S. / Norton, D. P.: Using the Balanced Scorecard as a Strategic Management System, in: Harvard Business Review, Vol. 74 (1996), No. 1, pp. 75-85</li> <li>▪ Koller, T. / Goedhart, M. / Wessels, D.: Valuation. Measuring and Managing the Value of Companies, Wiley, 6<sup>th</sup> ed., 2015</li> <li>▪ Ross, S. A. / Westerfield, R W. / Jordan, B. D.: Fundamentals of Corporate Finance, McGraw Hill, 12<sup>th</sup> ed., 2018</li> <li>▪ Walsh, C.: Key Management Ratios, Pearson Prentice Hall, 4<sup>th</sup> ed., 2008</li> <li>▪ Young, S. D. / O'Byrne, S. F.: EVA and Value Based Management, McGraw-Hill, 2000</li> </ul> <p>Additional reading presented in class or on Knoodle</p>
<b>Status</b>	18.03.2020

#### 4.8. International Supply Chain Management

<b>Module No.</b>	IRM-8
<b>Semester</b>	2
<b>Duration of module</b>	1 semester
<b>Type of module</b>	Compulsory
<b>How frequently is the module offered</b>	Each intake
<b>Admission requirements</b>	Basic management knowledge from a business-oriented bachelor study program
<b>Level</b>	Graduate, Master
<b>Transferability of the module</b>	-
<b>Module coordinator/Responsible professor</b>	Prof. Dr. Matthias Freise building 20, room 20-106, Tel. 07121 271 8079 <a href="mailto:matthias.freise@reutlingen-university.de">matthias.freise@reutlingen-university.de</a>
<b>Lecturers names</b>	Prof. Dr. Matthias Freise building 20, room 20-106, Tel. 07121 271 8079 <a href="mailto:matthias.freise@reutlingen-university.de">matthias.freise@reutlingen-university.de</a> Prof. Dr. Marcus Brandenburg Tel.: 0176 49 68 95 31 <a href="mailto:marcus.brandenburg@hs-flensburg.de">marcus.brandenburg@hs-flensburg.de</a> Thomas Beckmann Tel.: +41-41-8507363 <a href="mailto:thb_home@bluewin.ch">thb_home@bluewin.ch</a>
<b>Teaching language</b>	German
<b>Credits (ECTS)</b>	5
<b>Total workload and breakdown</b>	150 h
<b>Total contact hours</b>	4 presence days / 40 h
<b>Examination/ Type of assessment</b>	Written exam
<b>Weighting of Grade within overall program</b>	5/90
<b>Learning outcomes</b>	<ul style="list-style-type: none"> <li>▪ <b>Subject-specific competences:</b> Participants understand Supply Chain Management tasks and responsibilities. They are able to choose appropriate action. Participants know, recognize and are able to control supply chain configurations, evaluate functional principles and interconnecting principles of value chain areas. They are able to realize the link between performance parameters of Supply Chain Management and the financial success of a retail company in a qualified way. The impact of sustainable management on supply chains can be developed by module participants.</li> </ul>

	<ul style="list-style-type: none"> <li>▪ <b>Professional competences:</b> Participants are able to take responsibility in controlling international value chains.</li> <li>▪ <b>Social skills, key competences:</b> Understanding of intercultural issues and diversity in international supply chains. Key competency is the knowledge about supply chains and their feedback to retail management.</li> <li>▪ <b>Personal competences:</b> Goal orientation, self-management, and specific negotiating techniques are trained in order to reach future personal and company goals easier.</li> </ul>
<b>Course-specific contribution to AoL learning objectives</b>	<p>LO 2: The module focuses on an international perspective and stresses intercultural differences. Students know how cultural contexts influence sourcing structures, behaviours, decision-making and design of a supply chain.</p> <p>LO 4: Students know how supply chain structures and its targets contribute to successful business projects and how they support implementation of business strategies via sound backend processes that can be scaled to planned market development measures, as well as to current results.</p>
<b>Content/ Indicative syllabus</b>	<ul style="list-style-type: none"> <li>▪ Subject of Supply Management</li> <li>▪ Strategic Supply Management</li> <li>▪ Configuration of product and network</li> <li>▪ Product development in value chains</li> <li>▪ Configuration of production network</li> <li>▪ Structure of distribution functions</li> <li>▪ Optimizing of processes in value chains</li> <li>▪ Sustainable Supply Chain Management</li> <li>▪ Supply chain controlling</li> </ul>
<b>Teaching and learning methodology</b>	<p>There are different teaching methods applied in this module. These methods alternate in order to address different learning types:</p> <ul style="list-style-type: none"> <li>▪ Lecture in a seminar style</li> <li>▪ Develop concepts in small groups with following result presentation and discussion</li> </ul>
<b>Miscellaneous</b>	<p>Guest lecture included</p>
<b>Indicative reading list</b>	<ul style="list-style-type: none"> <li>▪ Ayers, J., Odegaard, M. A. (2017): Retail Supply Chain Management, Taylor &amp; Francis Inc., 2. Auflage</li> <li>▪ Bozarth, C.B., Handfield, R.B. (2015): Introduction to Operations and Supply Chain Management, Pearson, 4. Auflage</li> <li>▪ Chopra, S., Meindl, P. (2018): Supply Chain Management: Strategy, Planning and Operation (What's New in Operations Management), Prentice Hall, Upper Saddle River</li> <li>▪ Large, R. (2013): Strategisches Beschaffungsmanagement – Eine praxisorientierte Einführung, Springer Gabler, Wiesbaden</li> <li>▪ Goldbach, M., Seuring, S.(2010): Cost Management in Supply Chains, Physica Verlag Heidelberg</li> </ul>

	<ul style="list-style-type: none"><li>▪ Handfield, R.B., Nichols, E.L. (2008): Supply Chain Redesign: Transforming Supply Chains Into Integrated Value Systems, Financial Times Prentice Hall</li></ul>
<b>Status</b>	18.03.2020

#### 4.9. Presentation, Moderation, Charisma, Leadership

<b>Module No.</b>	IRM-9
<b>Semester</b>	2
<b>Duration of module</b>	1 semester
<b>Type of module</b>	Compulsory
<b>How frequently is the module offered</b>	Each intake
<b>Admission requirements</b>	As a consecutive Master, the program focuses on expanding and deepening of acquired knowledge of students. Participants are confronted with higher demands in breadth, depth and practical application.
<b>Level</b>	Graduate, Master
<b>Transferability of the module</b>	The module contains several communications skills, which can be transferred into other semesters in the program. The course has been conceived transversely. It serves as the basis for leadership and conflict management also.
<b>Module coordinator/Responsible professor</b>	Prof. Dr. Gerd Nufer building 5, room 108, Tel.: 07121 271 6011 <a href="mailto:gerd.nufer@reutlingen-university.de">gerd.nufer@reutlingen-university.de</a>
<b>Lecturers names</b>	Prof. Dr. Nello Gaspardo building 17, room 13, Tel.: 07121 271 3043 <a href="mailto:nello.gaspardo@reutlingen-university.de">nello.gaspardo@reutlingen-university.de</a> Thomas Keppler Keppler Institut, Tel.: 0731 1657899 <a href="mailto:tk@kepplerinstitut.de">tk@kepplerinstitut.de</a>
<b>Teaching language</b>	German
<b>Credits (ECTS)</b>	4
<b>Total workload and breakdown</b>	120 h
<b>Total contact hours</b>	4 presence days / 40 h
<b>Examination/ Type of assessment</b>	<p>The final oral exam is the concretization of the intended objectives of the module.</p> <p>The final assessment is a simulation in the group. Eight people have to deal for three hours plus 40 minutes final feedback, with a merger between two companies. Due the fact, that two involved companies are forced but not willing to merge, the whole examination gets more demanding and complex. Students have to face a real case tailor made to employ the acquired theoretical knowledge. The group will be separated in two parts. Each one represents one company. Their ultimate goal is to achieve a merger agreement among equals. In the assessment, participants are employing the main topics of the course, such as: presentation/moderation and charisma/leadership. They have to introduce and defend own suggestions taking account of the needs of the counterpart (empathetic approach).</p> <p>Each student will have a special role in the company. The two CEOs are coordinating the presentation, and when necessary, have to moderate discussion.</p>



	<p>In the second part is focus on knowing each other personally. They have to establish a mutual trust among involved experts.</p> <p>In the third part of the assessment, students have to create an appropriate atmosphere to face hart and controversial discussion. Due the fact that both are very proud on their corporate identity and leadership style, company members need empathy, charisma and persuasive arguments.</p> <p>Especially the two CEOs have do moderate and conduct successfully discuss through major merger topics.</p> <p>Final individual feedback from the professor.</p>
<b>Weighting of Grade within overall program</b>	4/90
<b>Learning outcomes</b>	<p>Through intensive discussions, individual simulation and in small groups, students will face real and authentic cases. They will understand complex situations and solve difficult issues in a given context. The main learning outcomes could selected in a following way:</p> <ul style="list-style-type: none"> <li>▪ <b>Subject-specific competences:</b> <ul style="list-style-type: none"> <li>- The theoretical part gives to the participants appropriate communicative tools for presentation, moderation, discussion and conflict management</li> <li>- They have to speak like professionals, argue like experts and lead like a leader</li> </ul> </li> <li>▪ <b>Professional competences:</b> <ul style="list-style-type: none"> <li>- People have to learn listening attentively to their interlocutors</li> <li>- Understanding and selecting nonverbal cues</li> <li>- Getting familiar with presentation techniques</li> <li>- Due the practical orientation of the class and final assessment, students will receive theoretically a practically instruments and knowledge to face complex situations</li> <li>- Thank the interdisciplinary know-how and problem-solving methods, students will be able to apply communication skills in their professional field</li> <li>- Commanding and showing leadership competence</li> </ul> </li> <li>▪ <b>Social skills, key competences:</b> <ul style="list-style-type: none"> <li>- Student will reinforce their communication and argumentation skills and acquire social competence</li> <li>- Managing personal conflicts in a given situation</li> <li>- Using convincing technique, persuasive attitude, and moderation principles</li> <li>- Working tight together in critical context</li> <li>- Using empathy and appropriate communication skills with challenging people and in delicate situations</li> </ul> </li> <li>▪ <b>Personal competences:</b> <ul style="list-style-type: none"> <li>- Demonstrating self-control during controversial discussions, and speaking when required by keeping the final goal</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>- Facing unpredictable people, arguments and situations, reinforcing spirit of adaptation, appearing self-confident</li> <li>- Communicating with challenging people and managing difficult situations</li> </ul>
<b>Course-specific contribution to AoL learning objectives</b>	<p>LO 3: Intensive case discussions, simulations and group work contribute to the reflection upon the potential ethical consequences of management decisions.</p> <p>LO 4: Students have to face a real case tailor made to employ the acquired theoretical knowledge. They show understanding of complex problem structures and develop relevant and viable solutions.</p>
<b>Content/ Indicative syllabus</b>	<ul style="list-style-type: none"> <li>▪ Presentation technique, structuring complex speech, using rhetorical devices to convince listeners with facts and figures by emphasizing advantages</li> <li>▪ Listening technique, using empathy and employing emotions and charisma to persuade people by emphasizing benefits</li> <li>▪ The anatomy of the message and its four major parts</li> <li>▪ Dealing successfully with challenging people and in delicate situations</li> <li>▪ Acquiring and employing emotional intelligence and social intelligence</li> <li>▪ Managing controversial discussions</li> <li>▪ Managing moderation technique</li> <li>▪ Leader, leadership and analysis of major leadership styles</li> <li>▪ Selected presentations and simulations</li> </ul>
<b>Teaching and learning methodology</b>	<ul style="list-style-type: none"> <li>▪ Interactive teaching method combined with a classical class lecture</li> <li>▪ Individual presentation</li> <li>▪ Group presentation</li> <li>▪ Conflict management</li> <li>▪ Moderating conflictual situations</li> <li>▪ After each performance final feedback of the professor</li> </ul>
<b>Miscellaneous</b>	-
<b>Indicative reading list</b>	<p>Compulsory readings:</p> <ul style="list-style-type: none"> <li>▪ Tailor made manuscript with case studies</li> </ul> <p>Recommended readings:</p> <ul style="list-style-type: none"> <li>▪ Gaspardo, N.: Von harten Hunden und hyperaktiven Affen. Der richtige Umgang mit Menschen im Beruf und Alltag, UVK Verlag, 2018</li> <li>▪ Goleman, D.: Emotionale Intelligenz, München und Wien, 1996 und 2015</li> </ul> <p>Suitable readings for learning purpose:</p> <ul style="list-style-type: none"> <li>▪ Bartsch, T.-C/M Hoppmann/B.F. Rex/M. Vergeest: Trainingsbuch Rhetorik, Paderborn, München, Wien, Zürich, 2005</li> <li>▪ Schilling, G.: Moderation von Gruppen, Berlin, 2004</li> <li>▪ Schloemer, S.; Tomaschek, N.: Leading in Complexity. New Ways of Management, 2010</li> <li>▪ Watzlawick, P./Beavom, J.H./Jackson, D.: Menschliche Kommunikation, Formen, Störungen, Paradoxien, Bern, 1985</li> </ul>

<b>Status</b>	18.03.2020
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## 4.10. Sales Management

<b>Module No.</b>	IRM-10
<b>Semester</b>	3
<b>Duration of module</b>	1 semester
<b>Type of module</b>	Compulsory
<b>How frequently is the module offered</b>	Each intake
<b>Admission requirements</b>	Basic marketing knowledge in planning, organization, and implementation of marketing strategies, covering such issues as channel management, sales management, pricing policies and communication as well as a basic understanding of market research and consumer behavior
<b>Level</b>	Graduate, Master
<b>Transferability of the module</b>	-
<b>Module coordinator/Responsible professor</b>	Prof. Dr. Gerd Nufer building 5, room 108, Tel.: 07121 271 6011 <a href="mailto:gerd.nufer@reutlingen-university.de">gerd.nufer@reutlingen-university.de</a>
<b>Lecturers names</b>	Prof. Dr. Christian Gruninger-Hermann DHBW Lörrach, Tel.: 07621 2071 174 <a href="mailto:gruninger-hermann@dhbw-loerrach.de">gruninger-hermann@dhbw-loerrach.de</a> Prof. Dr. Tina Weber building 20, room 106, Tel.: 07121 271 8031 <a href="mailto:tina.weber@reutlingen-university.de">tina.weber@reutlingen-university.de</a>
<b>Teaching language</b>	German
<b>Credits (ECTS)</b>	5
<b>Total workload and breakdown</b>	150 h
<b>Total contact hours</b>	4 presence days / 40 h
<b>Examination/Type of assessment</b>	Exam (50%), Term Paper (50%)
<b>Weighting of Grade within overall program</b>	5/90
<b>Learning outcomes</b>	<p>Aim of this course is to deepen the knowledge conveyed in the basic course "Retail Management". Specific aspects regarding sales as sales strategy, sales organization, customer management, sales channel management and controlling are focused. The following objectives are pursued in particular:</p> <ul style="list-style-type: none"> <li>▪ <b>Subject-specific competences:</b> Participants become familiar with current developments in the national and international retail industry on a theoretical as well as practical level. In addition, all major aspects of successful retail sales in the consumer goods industry are identified and deeply discussed.</li> </ul>

	<ul style="list-style-type: none"> <li>▪ <b>Professional competences:</b> Through numerous role plays, exercises and case studies participants learn to develop and apply a successful sales strategy.</li> <li>▪ <b>Social skills, key competences:</b> Role plays, exercises and case studies are usually conducted as group work. Hereby students not only learn to work and organize in groups, but are also advanced regarding social competences.</li> <li>▪ <b>Personal competences:</b> Due to the very compact knowledge transfer and high workload during the full-day classes students need high commitment and a high degree of self-management not only during class hours but also during self-study phases.</li> </ul>
<b>Course-specific contribution to AoL learning objectives</b>	<p>LO 4: Students learn about sales management responsibilities and skills to select and apply appropriate methods of problem solving. Through a rigorous management approach, students acquire the ability to apply theoretical concepts to specific practical situations. Essays written by students contribute to retail-specific problem solving competencies.</p>
<b>Content/ Indicative syllabus</b>	<ul style="list-style-type: none"> <li>▪ Sales Strategy</li> <li>▪ Sales Organization</li> <li>▪ Sales Information Management</li> <li>▪ Customer Management</li> <li>▪ Human Resource Management in Sales</li> <li>▪ Omni Channel Retailing</li> <li>▪ Multi Channel Behaviour</li> <li>▪ Types of Retail</li> <li>▪ Business Models and Business Model Innovation in Retail</li> </ul>
<b>Teaching and learning methodology</b>	<ul style="list-style-type: none"> <li>▪ Role plays to apply learned contents in practical situations</li> <li>▪ Case studies to transfer theoretical knowledge to concrete situations</li> <li>▪ Presentations to assess communication skills</li> <li>▪ Essay to test self-study capabilities</li> <li>▪ Written exam to test knowledge</li> </ul>
<b>Miscellaneous</b>	If applicable guest lecturers are invited in class.
<b>Indicative reading list</b>	<ul style="list-style-type: none"> <li>▪ Binder, Jochen (2014): Online Channel Integration - Value Creation and Customer Reactions in Online and Physical Stores, Wiesbaden</li> <li>▪ Homburg, C. / Schäfer, H. / Schneider, J. (2016): Sales Excellence – Vertriebsmanagement mit System, 8th Ed., Wiesbaden</li> <li>▪ Homburg, C. / Wieseke, J. (Hrsg.): Handbuch Vertriebsmanagement, 1st Ed., Wiesbaden 2011</li> <li>▪ Steiner, J. (2013): Vertrieb - Sales Management in der Konsumgüterindustrie, Stuttgart, München</li> <li>▪ Weis (2010): Verkaufsmanagement, 7th Ed, Ludwigshafen</li> <li>▪ Winkelmann, P. (2012): Marketing und Vertrieb – Fundamente für die Marktorientierte Unternehmensführung, 8th Ed., München</li> </ul>

	<ul style="list-style-type: none"> <li>▪ Winkelmann, P. (2012): Vertriebskonzeption und Vertriebssteuerung – Die Instrumente des integrierten Kundenmanagements – CRM, 5th Ed., München</li> <li>▪ Wirtz, B. (2013): Multi-Channel-Marketing – Grundlagen, Instrumente, Prozesse, 2nd Ed., Wiesbaden</li> </ul>
<b>Status</b>	18.03.2020

#### 4.11. Strategic Management

<b>Module No.</b>	IRM-11
<b>Semester</b>	3
<b>Duration of module</b>	1 semester
<b>Type of module</b>	Compulsory
<b>How frequently is the module offered</b>	Each intake
<b>Admission requirements</b>	Basic management knowledge from a business-oriented bachelor study program
<b>Level</b>	Graduate, Master
<b>Transferability of the module</b>	-
<b>Module coordinator/Responsible professor</b>	<p>Prof. Dr. Gerd Nufer building 5, room 108, Tel.: + 49 7121 271 6011 <a href="mailto:gerd.nufer@reutlingen-university.de">gerd.nufer@reutlingen-university.de</a></p> <p>Prof. Dr. Carmen Finckh building 17, room 130, Tel.: +49 7121 271 6018 / +49 175 - 2060333 <a href="mailto:carmen.finckh@reutlingen-university.de">carmen.finckh@reutlingen-university.de</a></p> <p>Prof. Dr. Philipp von Carlowitz building 17, room 021, Tel.: 07121 271 3017 <a href="mailto:philipp.von-carlowitz@reutlingen-university.de">philipp.von-carlowitz@reutlingen-university.de</a></p>
<b>Lecturers names</b>	<p>Prof. Dr. Simon Adderley Oxford Brookes University, Tel.: +44 1865 485747 <a href="mailto:sadderley@brookes.ac.uk">sadderley@brookes.ac.uk</a></p> <p>Prof. Dr. Carmen Finckh building 17, room 130, Tel.: +49 7121 271 6018 <a href="mailto:carmen.finckh@reutlingen-university.de">carmen.finckh@reutlingen-university.de</a></p> <p>Prof. Dr. Philipp von Carlowitz building 17, room 021, Tel.: 07121 271 3017 <a href="mailto:philipp.von-carlowitz@reutlingen-university.de">philipp.von-carlowitz@reutlingen-university.de</a></p>
<b>Teaching language</b>	English/German
<b>Credits (ECTS)</b>	5
<b>Total workload and breakdown</b>	150 h
<b>Total contact hours</b>	4 presence days / 40 h
<b>Examination/ Type of assessment</b>	Written examination, presentation
<b>Weighting of Grade within overall program</b>	5/90
<b>Learning outcomes</b>	After having taken the course, its participants should be capable of thinking and acting strategically while considering different contexts. Inter alia, the

	<p>course serves the purpose of providing preparation for increased international fields of work while referencing a strategic approach and for increased requirements to manage the implementation of strategies.</p> <ul style="list-style-type: none"> <li>▪ <b>Subject-specific competences:</b> <ul style="list-style-type: none"> <li>- Deeper understanding of the strategic management process in different contexts and its challenges</li> <li>- Confident handling of the strategy and strategy implementation toolbox</li> <li>- Strategic management processes and systems and process- and system-oriented thinking</li> <li>- In-depth content-related and analytical comprehension in selected focus topics/issues</li> </ul> </li> <li>▪ <b>Professional competences:</b> <ul style="list-style-type: none"> <li>- Understanding of strategic matters and action approaches for complex international strategic and implementation challenges</li> <li>- Thought patterns and analytical procedure with a focus on different contexts</li> <li>- Perceiving and understanding the complexity engendered by international corporate activities and approaches for coping with and managing the complexity</li> </ul> </li> <li>▪ <b>Social skills, key competences:</b> <ul style="list-style-type: none"> <li>- Teamwork in business simulations and on projects in the development and elaboration of strategic and implementation issues</li> </ul> </li> <li>▪ <b>Personal competences:</b> <ul style="list-style-type: none"> <li>- Purposeful handling of strategic management approaches and methods as well as the data for the analysis of specific strategic issues/questions</li> </ul> </li> </ul>
<p><b>Course-specific contribution to AoL learning objectives</b></p>	<p>LO 2: The module focuses on an international strategic and implementation perspectives. On the basis of business simulations and case studies the topics of internationalisation strategy and of strategic change of companies are discussed.</p> <p>LO 4: The main feature of the course is to apply strategic management methods and tools to deal with complex and uncertain situations in in the business environment and strategy implementation to come up with feasible and realistic decisions.</p>
<p><b>Content/ Indicative syllabus</b></p>	<ul style="list-style-type: none"> <li>▪ What is strategy, strategic thinking and strategy implementation?</li> <li>▪ Exploring the strategic environment and strategy implementation</li> <li>▪ How does culture and the context effect strategy and strategy implementation?</li> <li>▪ What is strategic purpose and what are the implementation challenges and how do we set them?</li> <li>▪ Measuring strategic capabilities and implementation success</li> <li>▪ Making strategic choices</li> <li>▪ Innovation, agile organization and implementing strategies</li> </ul>



	<ul style="list-style-type: none"> <li>▪ Case studies in groups</li> <li>▪ Harvard Business Simulation on strategy implementation</li> </ul>
<b>Teaching and learning methodology</b>	<p>A variety of teaching methods are used:</p> <ul style="list-style-type: none"> <li>▪ Lecture elements with practical relevance</li> <li>▪ In-class case studies</li> <li>▪ Group project assignments/work</li> <li>▪ Interactive discussions</li> </ul> <p>Wherever possible, references are made to the retail business, also pointing out its own special features. Several articles and case studies that are used in the course must be read prior to the start of the course.</p>
<b>Miscellaneous</b>	-
<b>Indicative reading list</b>	<ul style="list-style-type: none"> <li>▪ Balogun, J.; Hope Hailey, V. (2008). Exploring Strategic Change, 3rd ed., Prentice Hall/Financial Times.</li> <li>▪ De Wit, B.; Meyer, R. (2010). Strategy Process, Content, Context, 4th ed., Thomson.</li> <li>▪ Faulkner, D.; Campbell, A. (2003). The Oxford Handbook of Strategy, 2 vols.</li> <li>▪ Grant, R.M. (2013). Contemporary Strategy Analysis, 8th ed., Chichester.</li> <li>▪ Henry, A. (2011). Understanding Strategic Management, 2nd ed., Oxford.</li> <li>▪ Huber, A. J. (2011), Effective Strategy Implementation. Conceptualizing Firms' Strategy Implementation Capabilities and Assessing Their Impact on Firm Performance, Wiesbaden.</li> <li>▪ Hungenberg, H. (2010). Strategisches Management in Unternehmen, 6. Aufl., Gabler, Wiesbaden.</li> <li>▪ Johnson, G.; Scholes, K.; Whittington, R.; Angwin, D.; Regner, P. (2013). Exploring Strategy Text and Cases, 10th ed., FT Prentice Hall.</li> <li>▪ Kaplan, R. S.; Norton, D. P. (2008), The execution premium : linking strategy to operations for competitive advantage, Boston, Mass. : Harvard Business School Press.</li> <li>▪ Kaplan, R. S.; Norton, D. P. (2008), The strategy-focused organization : how balanced scorecard companies thrive in the new business environment, Boston, Mass.: Harvard Business School Press.</li> <li>▪ Knights, D.; Glenn M. (1991). Corporate strategy, organizations, and subjectivity: A critique. Organization studies 12.2 : 251-273.</li> <li>▪ Kolbusa, M. (2014). Implementation Management. High-Speed Strategy Implementation, New York: Springer.</li> <li>▪ Kudernatsch, D.; Liker, J. K. (2019). Hoshin Kanri. Policy Deployment durch agile Strategieumsetzung, 2. Aufl., Schäffer-Poeschel.</li> <li>▪ Lynch, R. (2012). Strategic Management, 6. ed., Pearson Education, Harlow.</li> <li>▪ MacLennan, A. (2011). Strategy execution. Translating strategy into action in complex organizations, London: Routledge.</li> <li>▪ Mintzberg, H.; Ahlstrand, B.; Lampel, J. (2008). Strategy Safari. Edinburgh: Prentice Hall.</li> </ul>

	<ul style="list-style-type: none"> <li>▪ Mintzberg, H.; JWaters, J. A. (1985). Of strategies, deliberate and emergent." Strategic management journal 6.3: 257-272.</li> <li>▪ Niven, P. R.; Lamorte, B. (2016). Objectives and key results: Driving focus, alignment, and engagement with OKRs, John Wiley &amp; Sons.</li> <li>▪ Porter, M. E. (1998). Competitive Advantage, New York: Free Press.</li> <li>▪ Porter, Michael E. (1997). Competitive strategy. Measuring Business Excellence1.2: 12-17.</li> <li>▪ Raps, A. (2008). Erfolgsfaktoren der Stratgieimplementierung. Konzeption, Instrumente und Fallbeispiele, 3. Aufl.</li> <li>▪ Scharmer, C. O. (2011). Theorie U. von der Zukunft her führen. Presencing als soziale Technik (Öffnung des Denkens, Öffnung des Fühlens, Öffnung des Willens), 2. Aufl., Carl-Auer-Verlag.</li> <li>▪ Starkey, K. (2004). How Organizations Learn, 2nd ed., Thomson.</li> <li>▪ Wunder, T. (2016). Essentials of Strategic Management. Effective Formulation and Execution of Strategy, Schäffer-Poeschel.</li> <li>▪ Papers/Articles to specific topics</li> <li>▪ Case Studies</li> </ul>
<b>Status</b>	18.03.2020

## 4.12. Trends in International Management

<b>Module No.</b>	IRM-12
<b>Semester</b>	3
<b>Duration of module</b>	1 semester
<b>Type of module</b>	Compulsory
<b>How frequently is the module offered</b>	Each intake
<b>Admission requirements</b>	Basic management knowledge from a business-oriented bachelor study program
<b>Level</b>	Graduate, Master
<b>Transferability of the module</b>	-
<b>Module coordinator/Responsible professor</b>	<p>Prof. Dr. Maud Schmiedeknecht building 17, room 130, Tel.: 07121 271 3081 <a href="mailto:maud.schmiedeknecht@reutlingen-university.de">maud.schmiedeknecht@reutlingen-university.de</a></p> <p>Prof. Dr. Philipp von Carlowitz building 17, room 021, Tel.: 07121 271 3017 <a href="mailto:philipp.von-carlowitz@reutlingen-university.de">philipp.von-carlowitz@reutlingen-university.de</a></p> <p>Prof. Dr. Andreas Taschner building 17, room 125, Tel.: 07121 271 3000 <a href="mailto:andreas.taschner@reutlingen-university.de">andreas.taschner@reutlingen-university.de</a></p>
<b>Lecturers names</b>	<p>Prof. Dr. Maud Schmiedeknecht building 17, room 130, Tel.: 07121 271 3081 <a href="mailto:maud.schmiedeknecht@reutlingen-university.de">maud.schmiedeknecht@reutlingen-university.de</a></p> <p>Prof. Dr. Philipp von Carlowitz building 17, room 021, Tel.: 07121 271 3017 <a href="mailto:philipp.von-carlowitz@reutlingen-university.de">philipp.von-carlowitz@reutlingen-university.de</a></p> <p>Prof. Dr. Andreas Taschner building 17, room 125, Tel.: 07121 271 3000 <a href="mailto:andreas.taschner@reutlingen-university.de">andreas.taschner@reutlingen-university.de</a></p>
<b>Teaching language</b>	English
<b>Credits (ECTS)</b>	5
<b>Total workload and breakdown</b>	150 h
<b>Total contact hours</b>	4 presence days / 40 h
<b>Examination/ Type of assessment</b>	Presentation (50 %), term paper (50 %)
<b>Weighting of Grade within overall program</b>	5/90
<b>Learning outcomes</b>	The objective of the course is to gain knowledge about Megatrends, e. g. Digitalization, Urbanization, climate Change, demographic Change, and their impact on international management and business topics.

	<p>The skills/knowledge acquired are intensified through work on practice-based case studies. In addition, participants write an academic paper on a subject in the field of megatrends and their impact on international management, which also serves as preparation for the Master thesis.</p> <ul style="list-style-type: none"> <li>▪ <b>Subject-specific competences:</b> Students will develop an enhanced understanding of the link between mega trends and their international management topics. They will be able to identify and analyze challenges and perspectives arising from these trends and know how to adequately handle them in their company.</li> <li>▪ <b>Professional competences:</b> Students will enhance their analytical and critical thinking skills in addition to their problem solving skills particularly when handling mega trends and their impact on international management.</li> <li>▪ <b>Social skills, key competences:</b> 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.</li> <li>▪ <b>Personal competences:</b> Students will gain knowledge and competencies in analyzing and assessing international management and mega trends with appropriate methods/tools/instruments and in developing relevant and viable solutions.</li> </ul>
<p><b>Course-specific contribution to AoL learning objectives</b></p>	<p>LO 2: The course focuses on the global perspective of business and stresses international and intercultural differences. Students evaluate and summarize international/intercultural differences and are able to consider the respective cultural environment in their analysis.</p> <p>LO 3: When writing term papers and presenting their topics in class, students are asked to put special emphasis on the ethical aspects of their topic. Questions and discussions contribute to ethical behavior. Students review each other's presentations and provide peer feedback. Arising ethical dilemmas will be used as an opportunity for an ethical discussion. Thus, students learn how to handle these kinds of challenges.</p> <p>LO 4: Students will gain knowledge and competencies in analyzing and assessing international management outcomes as a result of megatrends with appropriate methods/tools/instruments and in developing relevant and viable solutions.</p>
<p><b>Content/ Indicative syllabus</b></p>	<ul style="list-style-type: none"> <li>▪ Introduction to Megatrends and their link to international management</li> <li>▪ Implication on strategies and business models</li> <li>▪ Implications on business operations</li> <li>▪ Special Deep Dives</li> <li>▪ Case Studies</li> </ul>

<b>Teaching and learning methodology</b>	<p>A variety of alternating teaching methods are used, thus appealing to different learning styles:</p> <ul style="list-style-type: none"> <li>▪ Seminar-style course lectures</li> <li>▪ Development/elaboration of concepts in small groups with a final presentation of results and discussion</li> <li>▪ Academic presentation</li> <li>▪ Writing an individual academic paper</li> </ul>
<b>Miscellaneous</b>	If applicable guest lecture and/or excursion
<b>Indicative reading list</b>	Lecture handout and list of references, case studies, current reports and articles will be provided in class.
<b>Status</b>	18.03.2020

### 4.13. Trends in Retail Management

Module No.	IRM-13
Semester	3
Duration of module	1 semester
Type of module	Compulsory
How frequently is the module offered	Each intake
Admission requirements	Basic knowledge from the module Retail Management
Level	Graduate, Master
Transferability of the module	-
Module coordinator/Responsible professor	<p>Prof. Dr. Jochen Strähle building 20, room 104, Tel.: 07121 271 8073 <a href="mailto:jochen.straehle@reutlingen-university.de">jochen.straehle@reutlingen-university.de</a></p> <p>Prof. Dr. Gerd Nufer building 5, room 108, Tel.: + 49 7121 271 6011 <a href="mailto:gerd.nufer@reutlingen-university.de">gerd.nufer@reutlingen-university.de</a></p> <p>Prof. Dr. Peter Bug building 20, room 20-103, Tel.: 07121 271 8027 <a href="mailto:peter.bug@reutlingen-university.de">peter.bug@reutlingen-university.de</a></p>
Lecturers names	<p>Prof. Dr. Jochen Strähle building 20, room 104, Tel.: 07121 271 8073 <a href="mailto:jochen.straehle@reutlingen-university.de">jochen.straehle@reutlingen-university.de</a></p> <p>Prof. Dr. Sven Köhler DHBW Stuttgart, Tel.: 0711 1849 598 <a href="mailto:sven.koehler@dhbw-stuttgart.de">sven.koehler@dhbw-stuttgart.de</a></p> <p>Prof. Dr. Peter Bug building 20, room 20-103, Tel.: 07121 271 8027 <a href="mailto:peter.bug@reutlingen-university.de">peter.bug@reutlingen-university.de</a></p>
Teaching language	German
Credits (ECTS)	5
Total workload and breakdown	150 h
Total contact hours	4 presence days / 40 h
Examination/ Type of assessment	Presentation (25 %), term paper (75 %)
Weighting of Grade within overall program	5/90
Learning outcomes	<ul style="list-style-type: none"> <li>▪ <b>Subject-specific competences:</b> Participants gain expert knowledge in dedicated retail questions and their linkages.</li> </ul>

	<ul style="list-style-type: none"> <li>▪ <b>Professional competences:</b> After completing participants may conduct in-depth analysis of retail structures und develop new opportunities for their businesses.</li> <li>▪ <b>Social skills, key competences:</b> Participants improve presentation skills and learn to conduct proper retail analysis.</li> <li>▪ <b>Personal competences:</b> Goal orientation, self-management, information management, commitment and creativity.</li> </ul>
<b>Course-specific contribution to AoL learning objectives</b>	<p>LO 2: The module focuses on an international perspective and stresses intercultural differences.</p> <p>LO 3: Students write term papers and presents their topics in class. Questions and discussions contribute to ethical behavior. Students review each other´s presentations and provide peer feedback. If the discussion has an ethical dilemma, the lecturer will use it as an opportunity for an ethical discussion (e.g. in ingredients which are being used in products in some countries and are forbidden in others). Thus, students learn to handle these kinds of challenges.</p> <p>LO 4: When writing a paper students understand complex problem structures, apply appropriate methods/tools/instruments for complex problems technically correct and develop relevant and viable solutions.</p>
<b>Content/ Indicative syllabus</b>	<p>Content components and processes to achieve qualification; concrete structure of learning sequence.</p> <p>Selection of the following topics according to the development in current retail:</p> <ul style="list-style-type: none"> <li>▪ Trends in retail and trade (market and management trends – landscape of retailing, Consumer centric retail)</li> <li>▪ Retail diversification, advanced distribution strategy (systems, direct marketing pier levels, management, marketing logistics)</li> <li>▪ Location strategy (basics, aim, aspects of location decisions – location analysis, evaluation models) in a digital context</li> <li>▪ New Retail, E-business, e-commerce, mobile-commerce, social-commerce strategies (auctions, portals, intermediate, onsite/offsite, social media, web)</li> <li>▪ eCRM (customer acquisition, customer analysis, profiling, relationship-management, ECR, customer value, loyalty programs, omnichannelling, KPIs)</li> </ul>
<b>Teaching and learning methodology</b>	<p>Different teaching methods:</p> <ul style="list-style-type: none"> <li>▪ Lecture with seminaristic character</li> <li>▪ Integration of theoretical contents in individually assigned tasks with concluding presentation</li> <li>▪ Creative groupwork with supervised tasks</li> </ul>
<b>Miscellaneous</b>	<p>Guest speaker, if appropriate/possible</p>

<b>Indicative reading list</b>	<ul style="list-style-type: none"> <li>▪ Adam, M., Strähle, J., &amp; Freise, M. (2018). Dynamic capabilities of early-stage firms: Exploring the business of renting fashion. <i>Journal of Small Business Strategy</i>, 28(2), 49–67</li> <li>▪ Amazon holt Whole Foods Market als Produktmarke nach Deutschland. (2019, Januar 9). Abgerufen 14. Januar 2019, von Supermarktblog website: <a href="https://www.supermarktblog.com/2019/01/09/amazon-startet-whole-foods-market-als-produktmarke-in-deutschland">https://www.supermarktblog.com/2019/01/09/amazon-startet-whole-foods-market-als-produktmarke-in-deutschland</a></li> <li>▪ Bill, A. (2012). “Blood, Sweat and Shears”: Happiness, Creativity, and Fashion Education. <i>Fashion Theory</i>, 16(1), 49–65. <a href="https://doi.org/10.2752/175174112X13183318404186">https://doi.org/10.2752/175174112X13183318404186</a></li> <li>▪ Celik, H. (2016). The Functionality of Online Shopping Site within the Customer Service Life Cycle: A Literature Review. <i>Encyclopedia of E-Commerce Development, Implementation, and Management</i>, 791–803. <a href="https://doi.org/10.4018/978-1-4666-9787-4.ch055">https://doi.org/10.4018/978-1-4666-9787-4.ch055</a></li> <li>▪ Orboi, M.-D., &amp; others. (2013). Aspects regarding the evolution of the organic food market in the world. <i>Research Journal of Agricultural Science</i>, 45(2), 201–209</li> <li>▪ Report, W. H. (2018, März 14). World Happiness Report 2018. Abgerufen 22. Januar 2019, von World Happiness Report website: /ed/2018</li> <li>▪ Ritch, E. L. (2015). Consumers interpreting sustainability: moving beyond food to fashion. <i>International Journal of Retail &amp; Distribution Management</i>, 43(12), 1162–1181. <a href="https://doi.org/10.1108/IJRDM-04-2014-0042">https://doi.org/10.1108/IJRDM-04-2014-0042</a></li> <li>▪ Schallehn, H., Seuring, S., Strähle, J., &amp; Freise, M. (2019). Customer experience creation for after-use products: A product–service systems-based review. <i>Journal of Cleaner Production</i>, 210, 929–944. <a href="https://doi.org/10.1016/j.jclepro.2018.10.292">https://doi.org/10.1016/j.jclepro.2018.10.292</a></li> <li>▪ Springer, N. P., Garbach, K., Guillozet, K., Haden, V. R., Hedao, P., Hollander, A. D., ... Brodt, S. (2015). Sustainable Sourcing of Global Agricultural Raw Materials: Assessing Gaps in Key Impact and Vulnerability Issues and Indicators. <i>PLoS ONE</i>, 10(6), 1–22. <a href="https://doi.org/10.1371/journal.pone.0128752">https://doi.org/10.1371/journal.pone.0128752</a></li> <li>▪ Strähle, J., &amp; Stöcklin, K. (2014). Einkaufsverhalten in Warenhäusern in Deutschland und USA: Zusammenfassung der Studienergebnisse. BoD E-Short</li> <li>▪ Was SciFi-Autor Isaac Asimov 1983 für das Jahr 2019 voraussagte – und was davon eintrat. (2019). Abgerufen 14. März 2019, von watson.de website: <a href="https://www.watson.de/!296426595">https://www.watson.de/!296426595</a></li> <li>▪ WCED. (1987). Our common future. Brundtland Commission (WCED) report. Abgerufen von <a href="http://search.ebscohost.com/login.aspx?direct=true&amp;db=edsoai&amp;AN=edsoai.757367072&amp;lang=de&amp;site=eds-live&amp;authtype=shib">http://search.ebscohost.com/login.aspx?direct=true&amp;db=edsoai&amp;AN=edsoai.757367072&amp;lang=de&amp;site=eds-live&amp;authtype=shib</a></li> </ul>
<b>Status</b>	18.03.2020



#### 4.14. Intercultural Management

<b>Module No.</b>	IRM-14
<b>Semester</b>	3
<b>Duration of module</b>	1 semester
<b>Type of module</b>	Compulsory
<b>How frequently is the module offered</b>	Each intake
<b>Admission requirements</b>	3 <sup>rd</sup> semester status
<b>Level</b>	Graduate, Master
<b>Transferability of the module</b>	-
<b>Module coordinator/Responsible professor</b>	<p>Prof. Yoany Beldarrain, PhD building 5, room 114, Tel.: 07121 271 3101 <a href="mailto:yoany.beldarrain@reutlingen-university.de">yoany.beldarrain@reutlingen-university.de</a></p> <p>Prof. Dr. Julia Hormuth building 5, room 116, Tel.: 07121 271 3075 <a href="mailto:julia.hormuth@reutlingen-university.de">julia.hormuth@reutlingen-university.de</a></p> <p>Prof. Baldur H. Veit, LL.D. building 3, room 218, Tel.: 07121 271 1004 <a href="mailto:baldur.veil@reutlingen-university.de">baldur.veil@reutlingen-university.de</a></p> <p>Prof. Dr. Gerd Nufer building 5, room 108, Tel.: 07121 271 6011 <a href="mailto:gerd.nufer@reutlingen-university.de">gerd.nufer@reutlingen-university.de</a></p>
<b>Lecturers names</b>	<p>Prof. Yoany Beldarrain, PhD building 5, room 114, Tel.: 07121 271 3101 <a href="mailto:yoany.beldarrain@reutlingen-university.de">yoany.beldarrain@reutlingen-university.de</a></p> <p>Prof. Dr. Julia Hormuth building 5, room 116, Tel.: 07121 271 3075 <a href="mailto:julia.hormuth@reutlingen-university.de">julia.hormuth@reutlingen-university.de</a></p> <p>Prof. Baldur H. Veit, LL.D. building 5, room 004b, Tel.: 07121 271 1004 <a href="mailto:baldur.veil@reutlingen-university.de">baldur.veil@reutlingen-university.de</a></p> <p>Prof. Dr. Robert Münscher HS Worms, Tel.: 06241 509 140 <a href="mailto:muenscher@hs-worms.de">muenscher@hs-worms.de</a></p>
<b>Teaching language</b>	English
<b>Credits (ECTS)</b>	4
<b>Total workload and breakdown</b>	120 h
<b>Total contact hours</b>	4 presence days / 40 h

<b>Examination/ Type of assessment</b>	Written Paper (100%)
<b>Weighting of Grade within overall programme</b>	4/90
<b>Learning outcomes</b>	<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"> <li>▪ <b>Subject-specific competencies:</b> Students get knowledge of state-of-the-art intercultural management concepts and approaches and develop the skill to identify the consequences of cultural differences in international business situations.</li> <li>▪ <b>Professional competencies:</b> Students develop competencies in interacting successfully in an intercultural business environment. They develop skills for solving intercultural problems and making use of synergies in international business cases.</li> <li>▪ <b>Social skills, key competencies:</b> Students develop competencies for interacting with others in diverse working contexts (e.g. national, organizational, social diversity). Besides, through a broad variety of exercises and simulations, they refine their teamworking and communication skills.</li> <li>▪ <b>Personal competencies:</b> Students gain an awareness of their own cultural profile and their individual strengths and weaknesses in intercultural interaction.</li> </ul>
<b>Course-specific contribution to AoL learning objectives</b>	<p>LO 2 (embedded assessment): The module is taught in English and serves as preparation for the phase abroad. Students work in teams and discuss several intercultural case studies. Students' level of intercultural competence is assessed, especially their intercultural knowledge and understanding and their reflection of behavioural strategies. Intercultural competence is assessed by way of the Intercultural efficiency scale (IES) Test.</p> <p>LO 3: Ethical aspects of diversity are discussed as part of the intercultural management challenges.</p> <p>LO 4: Students discuss and evaluate various case studies from international business situations.</p>
<b>Content/ Indicative syllabus</b>	<ol style="list-style-type: none"> <li>1. An advanced understanding of Intercultural Management <ul style="list-style-type: none"> <li>▪ Culture and cultural differences in management</li> <li>▪ Levels of culture (nation, organization, function etc.)</li> <li>▪ Effects of cultural differences on interaction</li> <li>▪ Dimensions of intercultural competence /cultural intelligence</li> <li>▪ Culture shock and cultural adaptation</li> </ul> </li> <li>2. Dealing with cultural differences in intercultural interaction <ul style="list-style-type: none"> <li>▪ Dimensions of cultural differences (e.g. hierarchy, time management, work organization)</li> <li>▪ Examples of culture-specific values, attitudes and behaviors</li> <li>▪ Strategies for dealing with intercultural misunderstandings</li> </ul> </li> </ol>

	<p>3. Challenges and solutions</p> <ul style="list-style-type: none"> <li>▪ Leading and motivating international employees</li> <li>▪ Communicating and presenting in international business settings</li> <li>▪ Conflict management and facework</li> <li>▪ Intercultural teams</li> <li>▪ Managing business operations in foreign branches</li> <li>▪ Intercultural negotiation and supplier relationship management</li> </ul>
<p><b>Teaching and learning methodology</b></p>	<p>The following teaching methods are used throughout the course:</p> <ul style="list-style-type: none"> <li>▪ Lecture with discussions</li> <li>▪ Discussion of case studies and cultural critical incidents</li> <li>▪ Analysis and discussion of film extracts</li> <li>▪ Self-inventories, practical exercises and simulations</li> <li>▪ Moderated reflection of individual experiences</li> <li>▪ Development of a practical case study</li> </ul> <p>Generally, a great emphasis is put on a regular change between knowledge transfer, group work and reflection of experiences/exercises.</p>
<p><b>Miscellaneous</b></p>	<p>-</p>
<p><b>Indicative reading list</b></p>	<ul style="list-style-type: none"> <li>▪ Adler, Nancy J. (2008): International Dimensions of Organizational Behavior. 5th Edition. Stanford: Cengage Learning Services.</li> <li>▪ Browaeyns, Marie-Joëlle; Price, Roger (2016): Understanding Cross-Cultural Management. Second Edition. Essex: Pearson (3<sup>rd</sup> ed.).</li> <li>▪ Chhokar, J.S.; Brodbeck, F.C.; House, R.J. (Eds.) (2008): Culture and Leadership Across the World: The GLOBE Book of In-Depth Studies of 25 Societies. New York: Lawrence Erlbaum.</li> <li>▪ Deardorff, D. K. (2009): The SAGE Handbook of Intercultural Competence. Thousand Oaks: Sage.</li> <li>▪ Ferraro, G. P., &amp; Briody, E. K. (2013): The Cultural Dimension of Global Business. Upper Saddle River: Pearson (7<sup>th</sup> edition).</li> <li>▪ Holden, N., Michailova, S., &amp; Tietze, S. (Eds.) (2015): The Routledge Companion to Cross-Cultural Management. London, New York: Routledge.</li> <li>▪ House, Robert et al. (Hg.) (2004): Culture, Leadership, and Organizations: The GLOBE Study of 62 Societies. Thousand Oaks: Sage</li> <li>▪ Meyer, E. (2015). The Culture Map: Breaking Through The Invisible Boundaries Of Global Business. New York: Public Affairs (Internat. Ed.).</li> <li>▪ Thomas, A., &amp; Kinast, E. U. (2010). Handbook of Intercultural Communication And Cooperation. Göttingen: Vandenhoeck &amp; Ruprecht.</li> <li>▪ Wildman, J. L., Griffith, R. L., &amp; Armon, B. K. (Eds.) (2016): Critical Issues in Cross Cultural Management. Basel: Springer International Publishing.</li> </ul>
<p><b>Status</b></p>	<p>18.03.2020</p>

#### 4.15. Project-based Learning

<b>Module No.</b>	IRM-15
<b>Semester</b>	2-4
<b>Duration of module</b>	3 semesters
<b>Type of module</b>	Compulsory
<b>Courses included in the module</b>	<ul style="list-style-type: none"> <li>▪ Project Management</li> <li>▪ Practical Business and Retail Studies</li> <li>▪ Applied Project Management</li> </ul>
<b>How frequently is the module offered</b>	Each intake
<b>Admission requirements</b>	Basic project management knowledge from a business-oriented bachelor study program
<b>Level</b>	Graduate, Master
<b>Transferability of the module to other programs</b>	-
<b>Responsible professor/ Module coordinator</b>	Prof. Dr. Gerd Nufer building 5, room 108, Tel.: 07121 271 6011 <a href="mailto:gerd.nufer@reutlingen-university.de">gerd.nufer@reutlingen-university.de</a>
<b>Total number of ECTS</b>	8
<b>Total workload and breakdown</b>	240 h
<b>Learning outcomes of the module</b>	<p>The objective of this module is to work intensively as a team in dealing with a practical problem or issue over an extended period of time and then resolving it.</p> <ul style="list-style-type: none"> <li>▪ <b>Subject-specific competences:</b> Participants have the capacity to work intensively on a practical problem presentation in retail management over an extended period of time and to resolve it while completing their studies.</li> <li>▪ <b>Professional competences:</b> Participants learn to use the project management skills they have acquired in their studies and apply them in practice.</li> <li>▪ <b>Social skills, key competences:</b> In the course of working on practice-based projects in groups, the students learn social skills, intensify these and advance their personal development. Participants acquire competences in problem-solving and decision-making capabilities, for self-management and autonomy along with the capacity for teamwork.</li> <li>▪ <b>Personal competences:</b> Participants should demonstrate that they are capable of dealing with a practical assignment within a specified time limit, in which they work independently in small groups, in a structured manner and using scientific methods, applying social/ethical criteria and by using what they have learned in their studies.</li> </ul>

<b>Examination/ Type of assessment</b>	Project work / written final report: <ul style="list-style-type: none"> <li>▪ Teamwork, generally teams of 4 participants.</li> <li>▪ Final report, generally containing 10,000-15,000 words, to be submitted in printed form in duplicate and in addition, in electronic form on CD-ROM.</li> </ul>
<b>Weighting of Grade within overall program</b>	8/90
<b>Status</b>	18.03.2020

#### 4.15.1 Project Management

<b>Course number/ Code</b>	IRM-15.1
<b>Type of course</b>	Compulsory
<b>Lecturers names</b>	<p>Prof. Dr.-Ing. Jochen Brune, MBA building 4, room 008, Tel.: 07121 271 7075 <a href="mailto:Jochen.brune@reutlingen-university.de">Jochen.brune@reutlingen-university.de</a></p> <p>Prof. Dr. André Bühler HfWU Nürtingen-Geislingen, Tel.: 07022 201329 <a href="mailto:andre.buehler@sportmarketing-institut.de">andre.buehler@sportmarketing-institut.de</a></p>
<b>Teaching language</b>	German
<b>Credits (ECTS)</b>	8 for the entire module
<b>Total contact hours</b>	2 presence days / 20 h
<b>Learning outcomes of the course</b>	<ul style="list-style-type: none"> <li>▪ <b>Subject-specific competences:</b> After successful completion of the course, the students are able to describe the fundamental principles of project management.</li> <li>▪ <b>Professional competences:</b> The students are able to practically apply important methods and techniques of classical project management to successfully plan a project. They are able to plan a project regarding scope, schedule, cost and quality. They are able to analyze a given project in detail and to optimize it regarding scope, schedule, cost and quality.</li> <li>▪ <b>Social skills, key competences:</b> Students are able to analyze the context of a project. They are able to express the result of their analysis using correct technical terms.</li> <li>▪ <b>Personal competences:</b> The students understand why structuring and planning are prerequisites for successful execution of complex projects.</li> </ul>
<b>Course-specific contribution to AoL learning objectives</b>	<p>LO 4: Retail-specific problem-solving competencies are introduced. Students learn to apply project management methods to solve complex project planning problems.</p>
<b>Content/ Indicative syllabus</b>	<p>Introduction to classical project management methods and techniques, with the focus on structured project planning and optimization.</p> <p>Fundamental principles of project management: Projects, triple constraint, differences between working in projects and working in operations, project success and failure, tasks of a project manager, project organization forms, forms of project lifecycle, activities at project start, project management core processes (planning, project start, project execution, project controlling, project closing), supporting and facilitating processes.</p> <p>Methods of classical project management: Project proposal, Product Breakdown Structure (PBS), Work Breakdown Structure (WBS), Work Package Descriptions (WPD), Project Network Dia-</p>

	gram (PND) (activity sequencing), Project schedule, effort and duration estimation, resources plan, resources optimization, cost structure plan, project budget plan.
<b>Teaching and learning methodology</b>	Lecture, combined with practical work on case studies
<b>Miscellaneous</b>	-
<b>Indicative reading list</b>	<p>Compulsory reading:</p> <ul style="list-style-type: none"> <li>▪ Lecture script</li> </ul> <p>Recommended readings:</p> <ul style="list-style-type: none"> <li>▪ Jenny, Bruno: 'Projektmanagement', vdf Hochschulverlag, Zürich, 5. Aufl., 2016</li> <li>▪ Kerzner, Harold: 'Project Management: A Systems Approach to Planning, Scheduling, and Controlling', John Wiley &amp; Sons; 12th ed., 2016</li> <li>▪ Meredith, Jack; Mantel, Samuel: 'Project Management – A Managerial Approach', 9th ed., Wiley, 2015</li> </ul>
<b>Status</b>	18.03.2020

#### 4.15.2 Practical Business and Retail Studies

<b>Course number/ Code</b>	IRM-15.2
<b>Type of course</b>	Compulsory
<b>Lecturers names</b>	<p>Prof. Dr. Gerd Nufer building 5, room 108, Tel.: 07121 271 6011 <a href="mailto:gerd.nufer@reutlingen-university.de">gerd.nufer@reutlingen-university.de</a></p> <p>Prof. Dr. Nicolette Michels Oxford Brookes University, Tel.: +44 1865 741111 <a href="mailto:nicoletteycmichels@gmail.com">nicoletteycmichels@gmail.com</a></p> <p>Prof. Dr. Sarah Quinton Oxford Brookes University, Tel.: +44 1865 485858 <a href="mailto:sequinton@brookes.ac.uk">sequinton@brookes.ac.uk</a></p>
<b>Teaching language</b>	English/German
<b>Credits (ECTS)</b>	8 for the entire module
<b>Total contact hours</b>	4 presence days / 40 h
<b>Learning outcomes of the course</b>	<p>The objective of this module is to delve into corporate practice with the purpose of bridging theory and practice, and in the process applying and critically reflecting on that which has been previously learned in the course of the program.</p> <ul style="list-style-type: none"> <li>▪ <b>Subject-specific competences:</b> Expanded comprehension of actions in operational management. Knowledge of the influencing factors required to make the potential for success operationally accessible. Cross-sector (or industry) examples of operational management, planning and implementation in large chain-store type or other companies including independent retailers.</li> <li>▪ <b>Professional competences:</b> Benchmarking and application viability of operational methods of analysis in the areas of shop construction, store operations, staff management, merchandising, inventory management and incorporating an appreciation of the target market.</li> <li>▪ <b>Social skills, key competences:</b> Involves acquisition of problem-solving and decision-making capabilities, for self-management and autonomy as well as the capacity for teamwork and presentation skills.</li> <li>▪ <b>Personal competences:</b> After taking the course, participants should be capable of assuming responsibility in operational retail management with a greater understanding of the international complexities.</li> </ul>
<b>Course-specific contribution to AoL learning objectives</b>	<p>LO 2: Bridging theory and practice and comparing national and international concepts contributes to intercultural competence.</p> <p>LO 4: Benchmarking contributes to retail-specific understanding of complex problems and problem solving competencies.</p>



<b>Content/ Indicative syllabus</b>	<ul style="list-style-type: none"> <li>▪ Interdisciplinary benchmarking and comparing</li> <li>▪ Individual insights into various companies</li> </ul>
<b>Teaching and learning methodology</b>	<ul style="list-style-type: none"> <li>▪ Benchmarking within the scope of excursions into corporate practice and, as appropriate, with guest lectures by practitioners</li> <li>▪ In addition to the lecture parts, stationary, on-site exercises and analyses are called for, which enable elaboration of the content among the groups of participants</li> </ul>
<b>Miscellaneous</b>	Delving into corporate practice, guest lectures as appropriate
<b>Indicative reading list</b>	<ul style="list-style-type: none"> <li>▪ Ebster, Claus / Garaus, Marion: Store Design and Visual Merchandising: Creating Store Space That Encourages Buying, Fairchild Books 2011</li> <li>▪ Lewis, Michael / Weitz, Barton, A.: Retailing Management, McGraw Hill 2011</li> <li>▪ Lewis, Michael / Weitz, Barton, A. / Grewel, Dhruv: Retailing Management, 10<sup>th</sup> ed., McGraw Hill 2018</li> <li>▪ Umdasch Shop Academy (Hrsg.): Lexikon für Ladenbau und Ladenmarketing: Ladenarchitektur, Shop-Design, Ladenplanung, Shop-Beleuchtung, Betriebstypen, Standorte, Ladenbau, POS-Marketing, Visual Marketing, Visual Merchandising, München 2011</li> <li>▪ Relevant industry specific publications such as <a href="http://www.thegrocer.com">www.thegrocer.com</a>, <a href="http://www.internateretailing.com">www.internateretailing.com</a></li> </ul>
<b>Status</b>	18.03.2020

#### 4.15.3 Applied Project Management

<b>Course number/ Code</b>	IRM-15.3
<b>Type of course</b>	Compulsory
<b>Lecturers names</b>	Prof. Dr. Gerd Nufer building 5, room 108, Tel.: 07121 271 6011 <a href="mailto:gerd.nufer@reutlingen-university.de">gerd.nufer@reutlingen-university.de</a> Prof. Dr. André Bühler HfWU Nürtingen-Geislingen, Tel.: 07022 201329 <a href="mailto:andre.buehler@sportmarketing-institut.de">andre.buehler@sportmarketing-institut.de</a>
<b>Teaching language</b>	German/English
<b>Credits (ECTS)</b>	8 for the entire module
<b>Total contact hours</b>	- support and supervision by academic and practice-based adviser
<b>Learning outcomes of the course</b>	<p>The objective of this module is to work in a team to intensively deal with and resolve a practical problem over an extended period of time.</p> <ul style="list-style-type: none"> <li>▪ <b>Subject-specific competences:</b> Participants are capable of intensively dealing with and resolving a practical problem derived from retail management, complementary to their studies.</li> <li>▪ <b>Professional competences:</b> Participants learn to use the project management skills and knowledge acquired in their studies and apply them in practice.</li> <li>▪ <b>Social skills, key competences:</b> Within the scope of working on a practice-based project in groups, the students develop and enhance their social skills and advance their personal development. They acquire problem-solving skills and decision-making capabilities, for self-management and autonomy along with the ability to work in a team.</li> <li>▪ <b>Personal competences:</b> Participants should demonstrate that they are capable of dealing with a practical assignment within a specified time limit, in which they work independently in small groups, in a structured manner and using scientific methods, applying social/ethical criteria and by using what they have learned in their studies.</li> </ul>
<b>Course-specific contribution to AoL learning objectives</b>	<p>LO 3 (embedded assessment): Ethical awareness, ethical analysis and application of ethics theories is a part of the team work. Analysis by students contribute to ethical behavior. Each team member reflects individually upon potential ethical consequences and summarizes his/her findings in the final written report.</p> <p>LO 4.: Project work on real-life projects by students contributes to retail-specific problem solving competencies. Students show understanding of complex problem structures, apply appropriate methods/tools/instruments for complex problems technically correct and develop relevant and viable solutions.</p>

<b>Content/ Indicative syllabus</b>	<ul style="list-style-type: none"> <li>▪ Dealing with and working on a practical project management issue from a company (the specific projects vary depending on the company providing the issues/support and supervision)</li> <li>▪ Author a written final report</li> </ul>
<b>Teaching and learning methodology</b>	Project-oriented learning
<b>Miscellaneous</b>	Support/supervision by a contact person from the company as well as an academic contact person
<b>Indicative reading list</b>	Depends on the issues
<b>Status</b>	18.03.2020

#### 4.16. Master Thesis

<b>Module No.</b>	IRM-16
<b>Semester</b>	4
<b>Duration of module</b>	1 semester
<b>Type of module</b>	Compulsory
<b>Courses included in the module</b>	<ul style="list-style-type: none"> <li>▪ Scientific Methods</li> <li>▪ Master Thesis with Colloquium</li> </ul>
<b>How frequently is the module offered</b>	Each intake
<b>Admission requirements</b>	<p>Registration for the Master thesis is permissible at the earliest after passing modules comprising 60 of 90 (respectively or 90 of 120) ECTS credit points and must take place no later than 2 months after passing all the modules with the exception of the Master Thesis module.</p> <p>The subject of the Master thesis must be such that it can be worked on in a manner which is complementary (accompanies) to the participant's studies, within 4 months.</p>
<b>Level</b>	Graduate, Master
<b>Transferability of the module</b>	-
<b>Responsible professor/ Module coordinator</b>	<p>Prof. Dr. Gerd Nufer building 5, room 108, Tel.: 07121 271 6011 <a href="mailto:gerd.nufer@reutlingen-university.de">gerd.nufer@reutlingen-university.de</a></p> <p>Prof. Dr. Robert LoBue building 17, room 014, Tel.: 07121 271 6021 <a href="mailto:robert.lobue@reutlingen-university.de">robert.lobue@reutlingen-university.de</a></p>
<b>Total number of ECTS</b>	15
<b>Total workload and breakdown</b>	450 h
<b>Learning outcomes of the module</b>	<p>The objective of the Master thesis is the detailed, extensive presentation of complex relationships as well as a critical engagement with a coordinated scientific subject.</p> <ul style="list-style-type: none"> <li>▪ <b>Subject-specific competences:</b> Participants are capable of independently drafting a complex scientific paper.</li> <li>▪ <b>Professional competences:</b> Participants make use of modern sources of information and databases for research and analyses.</li> <li>▪ <b>Social skills, key competences:</b> The competences acquired are in problem-solving and decision-making capabilities, in self-management and autonomy.</li> <li>▪ <b>Personal competences:</b> By means of the Master thesis, participants should demonstrate that they are capable of dealing with an academic problem presentation within a specified time limit, in which they work independently, in a structured</li> </ul>

	manner and using scientific methods, applying social/ethical criteria and by using that which they have learned in their studies up to that time.
<b>Examination/ Type of assessment</b>	Examinations: <ul style="list-style-type: none"> <li>▪ Master thesis: in writing, 15,000 words +/- 10 %, submitted in print in triplicate and in addition, electronically on a CD-ROM.</li> <li>▪ Colloquium: oral, presentation with supporting media, responding to follow-up questions (approximately 45 minutes in total).</li> </ul> Weighting: Master thesis (2/3), Colloquium (1/3)
<b>Weighting of Grade</b>	15/90
<b>Status</b>	18.03.2020

#### 4.16.1 Scientific Methods

<b>Course number/ Code</b>	IRM-16.1
<b>Type of course</b>	Compulsory
<b>Lecturers names</b>	<p>Prof. Dr. Gerd Nufer building 5, room 108, Tel.: 07121 271 6011 <a href="mailto:gerd.nufer@reutlingen-university.de">gerd.nufer@reutlingen-university.de</a></p> <p>Prof. Dr. André Bühler HfWU Nürtingen-Geislingen, Tel.: 07022 201329 <a href="mailto:andre.buehler@sportmarketing-institut.de">andre.buehler@sportmarketing-institut.de</a></p>
<b>Teaching language</b>	German
<b>Credits (ECTS)</b>	15 for the overall module
<b>Total contact hours</b>	2 presence days / 20 h
<b>Learning outcomes of the course</b>	<p>The purpose of this course is to refresh/learn fundamental key qualifications in the area of scientific work. The knowledge and skills imparted in this course constitute the basis for scientific papers to be prepared in all other modules, in particular for the Master thesis.</p> <ul style="list-style-type: none"> <li>▪ <b>Subject-specific competences:</b> Participants are capable of independently authoring a scientific paper.</li> <li>▪ <b>Professional competences:</b> Participants learn to use modern information sources and data bases for research and analysis.</li> <li>▪ <b>Social skills, key competences:</b> Acquisition of competences for problem-solving and decision-making capacity, for self-management and autonomy.</li> <li>▪ <b>Personal competences:</b> Participants should be capable of presenting and documenting scientific results to a professional audience in a competent manner.</li> </ul>
<b>Course-specific contribution to AoL learning objectives</b>	<p>LO 4: Retail-specific problem-solving competencies are introduced. In their following master thesis the students have to select and apply appropriate research methods to solve business problems.</p>
<b>Content/ Indicative syllabus</b>	<ul style="list-style-type: none"> <li>▪ Structure of a scientific publication or presentation</li> <li>▪ Development of a scientific publication or presentation</li> <li>▪ Citation method</li> <li>▪ Source materials/bibliography</li> <li>▪ Literature research</li> <li>▪ Selected specific aspects</li> </ul>
<b>Teaching and learning methodology</b>	Course in seminar style
<b>Miscellaneous</b>	Library tour and database training
<b>Indicative reading list</b>	<ul style="list-style-type: none"> <li>▪ Heesen, Bernd: Wissenschaftliches Arbeiten: Vorlagen und Techniken für das Bachelor-, Master- und Promotionsstudium, 3. Aufl., Heidelberg 2014</li> </ul>

	<ul style="list-style-type: none"> <li>▪ Kornmeier, Martin: Wissenschaftlich schreiben leicht gemacht – für Bachelor, Master und Dissertation, 8. Aufl., Bern 2018</li> <li>▪ Niedermair, Klaus: Recherchieren und Dokumentieren. Der richtige Umgang mit Literatur im Studium, Konstanz 2010</li> <li>▪ Theisen, Manuel: Wissenschaftliches Arbeiten. Erfolgreich bei Bachelor- und Masterarbeit, 17. Aufl., München 2017</li> </ul>
<b>Status</b>	18.03.2020

#### 4.16.2 Master Thesis with Colloquium

<b>Course number/ Code</b>	IRM-16.2
<b>Type of course</b>	Compulsory
<b>Lecturers names</b>	All professors of the study program
<b>Teaching language</b>	German/English
<b>Credits (ECTS)</b>	15 for the overall module
<b>Total contact hours</b>	Scholarly supervision by first examiner
<b>Learning outcomes of the course</b>	<p>The objective of the Master thesis is the detailed, extensive presentation of complex relationships as well as critical engagement with a coordinated scientific subject.</p> <ul style="list-style-type: none"> <li>▪ <b>Subject-specific competences:</b> Participants are capable of independently authoring a complex scientific paper.</li> <li>▪ <b>Professional competences:</b> Participants learn to use modern information sources and data bases for research and analysis.</li> <li>▪ <b>Social skills, key competences:</b> Problem-solving and decision-making competences, self-management and autonomy.</li> <li>▪ <b>Personal competences:</b> By means of the Master thesis, participants should demonstrate that they are capable of dealing with an academic problem presentation within a specified time-limit, independently, in a structured manner by using scientific methods, applying social/ethical criteria and by application of theories and knowledge gained.</li> </ul>
<b>Course-specific contribution to AoL learning objectives</b>	<p>LO 2: Throughout the process of finding a research topic as well as while conducting the research, each student is challenged to demonstrate an awareness and understanding of intercultural issues in a business context.</p> <p>LO 3: The understanding of ethical principles and social responsibility perspectives is required within the master thesis through an appropriate choice of research questions.</p> <p>LO 4 (embedded assessment): Participants demonstrate by their Master's thesis that they are able to apply their knowledge to real-world situations and to analyse problems appropriately. They develop viable, innovative solutions for a specific company problem or an empirical question. The basic idea of the master thesis is to impel students to select and apply appropriate research methods to solve business problems on their own. This is supported by feedback from the supervisor.</p> <p>The program-specific learning goal, the ability to analyze complex problems and to develop innovative solutions in the domain of international retail management, will be assessed by review of the thesis.</p>
<b>Content/ Indicative syllabus</b>	<ul style="list-style-type: none"> <li>▪ Individual treatise of a research question (varying subjects related to retail business; no group-work)</li> </ul>



	<ul style="list-style-type: none"> <li>▪ Preparation of a Master thesis</li> <li>▪ Scientific colloquium to defend the thesis</li> </ul>
<b>Teaching and learning methodology</b>	Scientific paper + its defense
<b>Miscellaneous</b>	-
<b>Indicative reading list</b>	Related to subject
<b>Status</b>	18.03.2020

#### 4.17. For candidates with 180 ECTS in the bachelor program: Research Project and Practical Project / Practical Experience

<b>Module No.</b>	IRM-17
<b>Type of module</b>	Compulsory for candidates with a bachelor´s degree with 180 ECTS
<b>Module coordinator/Responsible professor</b>	Technically: Dean of studies Prof. Dr. Gerd Nufer building 5, room 108, Tel.: 07121 271 6011 <a href="mailto:gerd.nufer@reutlingen-university.de">gerd.nufer@reutlingen-university.de</a> Formally: Examination committee
<b>Teaching language</b>	German/English
<b>Credits (ECTS)</b>	30
<b>Examination/ Type of assessment</b>	<p>The prerequisites for participation in a Master´s program include having completed a first degree studies program with a final grade higher than 2.5 with a minimum of 210 ECTS.</p> <p>Graduates with less than 180 ECTS-Credits, will have to complete an additional module or demonstrate and document equivalent competences to fulfill the given requirements. The recognition process has to be confirmed by the examination board.</p> <p>The following applications may be approved:</p> <p><b>1. Acknowledgement of professional work experience:</b> If this exceeds 2 years (minimum additional requirement: not as part of a dual studies Bachelor program). Accomplishments to be provided:</p> <ul style="list-style-type: none"> <li>▪ Written <b>experience report</b> for the purpose of classifying one´s own work within a business context.</li> <li>▪ Verification of outstanding and independent professional qualifications (<b>reference certificate</b>).</li> </ul> <p><b>2. Composition of two homework papers:</b> Accomplishments to be provided:</p> <ul style="list-style-type: none"> <li>▪ Scientific special assignment by a specialist professor (<b>theory paper</b>) over 15 ECTS.</li> <li>▪ Report on a relevant practical field of work (<b>practice-oriented paper</b>) over 15 ECTS.</li> </ul> <p>Decisions regarding such applications are made based on the equivalence of academic achievement or qualifications of the applicants. As a matter of principle, the recognition of achievements for the studies program is based on a case-by-case decision.</p>
<b>Indicative reading list</b>	Depending on topic or issue
<b>Status</b>	18.03.2020