Hochschule Reutlingen
Reutlingen University

Curriculum & Syllabi Handbook

BSc International Business (IB)

www.esb-business-school.de

Study and Examination Regulations: 05.02.2019
Summer Semester 2025

AACSB ACCREDITED

ESB BUSINESS SCHOOL

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1. Qualification Profile

Aims of the programme

The bachelor's degree programme in international business prepares graduates for specialist and managerial positions in national and particularly, in international companies and organizations. Additionally, this degree qualifies graduates for masters' programmes in related subject areas by teaching the fundamentals of international business administration, by enabling students to deepen their knowledge of specific corporate functions, and by qualifying them for further academic studies. Furthermore, the IB programme teaches language skills in at least three languages and emphasises practical orientation, intercultural competence; industry-relevant digital and analytical skills and a sense of social and ethical responsibility.

Degree awarded

Bachelor of Science in International Business (BSc)

Duration of studies

7 semesters

Additional IB programme goals & competencies

Functional/professional competencies:

- After finishing the degree programme, graduates are versed in the area of international business management and have advanced competencies in selected business functions of marketing, strategy, human resource management, financial management, or digital business.
- Through a supervised internship and project-based modules, graduates are experienced in solving practical problems by means of theoretical concepts and in working together across functions.

Technical and methodological competencies:

- Graduates have a good command of relevant methods of accounting, mathematics, statistics, and project management.
- Graduates are familiar with economic theories and basic principles of law.
- Graduates are proficient in techniques of scientific research and able to apply them independently.
- Graduates know how to use information-processing tools to solve business problems.
- Graduates are fluent in two foreign languages in addition to their mother tongue.

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Social competencies:

- Graduates are experienced in cooperating in culturally diverse teams and can analyze and solve intercultural issues.
- After finishing the programme, graduates will have a track record of studying and working in different foreign countries.
- Graduates are adept in presenting their ideas in convincing ways to multiple audiences.

Personal competencies:

- Graduates understand how to integrate scientific perspectives in an interdisciplinary way to tackle complex socio-economic issues.
- Graduates are able and used to reflect the consequences of their actions for the wider social and natural environment and consequently act and decide sustainably and responsibly in their duties.
- Graduates understand ethical principles and the necessity of business to operate in accordance with societally-accepted values.

Qualification profile of graduates

Graduates of the programme acquire the necessary qualifications for careers in international business management as well as for further masters' programmes. They are proficient in the fundamentals of international business administration and gain particular expertise in one or more business functions. In addition, graduates of the international business programme

- have high intercultural competence,
- work in a solution-oriented, analytical and structured manner,
- are motivated and show above-average commitment,
- are eager to take on management positions,
- are dynamic, innovative, and mobile,
- set themselves ambitious goals,
- can convince others with their distinctive personality,
- are valuable team players who show responsibility for the team and the task,
- communicate clearly,
- show an awareness of values.

2. Competency Goals (CGs) according to AACSB

The overarching competency goals of the ESB degree programs are based on the mission statement of ESB Business School and are subject to continuous quality assurance.

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

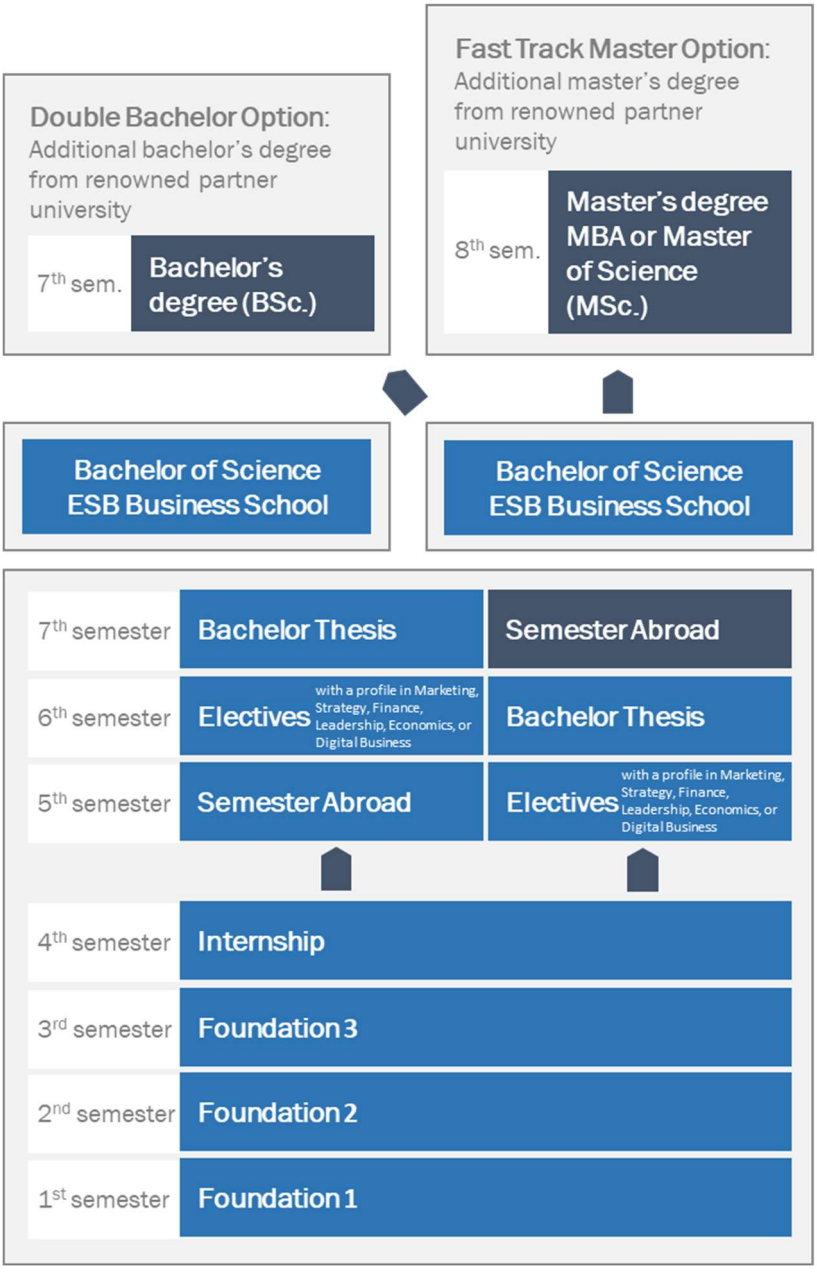
Derived from this target, ESB Business School is committed to achieving distinct learning outcomes in individual programmes. The quality of teaching and learning is measured along these outcomes. The programme goals are rendered in English and follow the international quality standards of AACSB (Association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

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

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

LANGUAGE PROFICIENCY	INTERCULTURAL COMPETENCE	ETHICAL BEHAVIOUR	PROBLEM SOLVING COMPETENCE	FUNCTIONAL COMPETENCE	METHODOLOGICAL COMPETENCE
COMPETENCY GOAL 1	COMPETENCY GOAL 2	COMPETENCY GOAL 3	COMPETENCY GOAL 4	COMPETENCY GOAL 5 QUANTITATIVE SKILLS	COMPETENCY GOAL 6 DIGITAL SKILLS
IB graduates are proficient in at least one foreign language.	... are interculturally competent.	... are able to manage ethical and legal issues in given situations.	...are skilled problem solvers in the domain of international business.	... are able to interpret and evaluate quantitative information and derive conclusions in a business or economic context.	... demonstrate the ability to explain (i.e. identify, analyze and communicate) the business impact of a specific digital technology.
Measure embedded in M.17.1 Intercultural Business Communication', semester 3 by way of academic termpaper and presentation	Measure embedded in M.22 'Practical Intercultural Studies', semester 6 by way of entrally administered IES test	Measure embedded in M.21 'Business Ethics', semester 6 by way of exam questions and cases	Measure embedded in M.20 'Bachelor Thesis'	Measure embedded in M.8 'Business Statistics', semester 2 by way of exam questions	Measure embedded in M.7.2 'Digital systems 2' by way of student video

3. Course of Study



4. Overview of Curriculum

Code	Modules and courses	ECTS-Credits in semester							SWS	Assessment	Graded/ un-graded	Weighting
		1.	2.	3.	4.	5.	6.	7.				
M1	**Principles of Accounting**	**6**							**4**	**KL2**	g	6
M1.1	Financial Accounting								2			
M1.2	Management and Cost Accounting								2			
M2	**Principles of Marketing**	**6**							**4**	**KL2**	g	6
M3	**Business Mathematics**	**6**							**4**	**KL2 + Testat**	g	6
M4	**Business Law**	**5**							**4**	**KL2**	g	5
M5	**Business Communication 1**	**4**							**4**	**CA + PA**	g	4
M5.1	Business Communication Essentials								2			
M5.2	Intercultural Management								2			
M6	**Second Business Language 1 (a-d)**	**3**							**4**	**CA**	g	3
M7	**Digital Systems**		**6**						**4**	**CA + PA**	g	6
M7.1	Digital Systems 1								2			
M7.2	Digital Systems 2								2			
M8	**Business Statistics**		**6**						**4**	**KL2**	g	6
M9	**Microeconomics**		**6**						**4**	**KL2 + CA**	g	6
M10	**Principles of Human Resource Management**		**6**						**4**	**KL2**	g	6
M11	**Business Communication 2**		**3**						**2**	**CA**	g	3
M12	**Second Business Language 2 (a-d)**		**3**						**4**	**CA**	g	3
M13	**Macroeconomics**			**6**					**4**	**KL2**	g	6

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Code	Modules and courses	ECTS-Credits in semester							SWS	Assessment	Graded/ un-graded	Weighting
		1.	2.	3.	4.	5.	6.	7.				
M14	**Principles of Corporate Finance**			**6**					**4**	**KL2**	g	6
M15	**Management Accounting and Control**			**4**					**2**	**KL1**	g	4
M16	**Principles of Strategic Management**			**6**					**4**	**KL1 + PA**	g	6
M16.1	Strategic Management Essentials								2			
M16.2	Project Management								2			
M17	**Intercultural Business Communication**			**5**					**4**	**CA**	g	5
M17.1	International Business Communication								2			
M17.2	Intercultural Negotiations								2			
M18	**Second Business Language 3 (a-d)**			**3**					**4**	**CA**	g	3
M19	**Internship**				**30**				**4**	**PR + PA**	u	–
M19.1	Internship											
M19.2	Internship Colloquium								2			
M19.3	Practical Business Studies								2			
M20	**International Studies**					**30**			**2**	**depending on partner university**	**g**	15
M20.1	International Studies											
M20.2	International Studies Colloquium								2			

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Code	Modules and courses	ECTS-Credits in semester							SWS	Assessment	Graded/ un-graded	Weighting
		1.	2.	3.	4.	5.	6.	7.				
M21	Business Ethics						3		2	KL1	g	3
M22	Practical Intercultural Studies						2		2	PA	g	2
M23	Business Research Methods						5		3	HA	u	–
M24	Elective						5		4	see list	g	5
M25	Elective						5		4	see list	g	5
M26	Elective						5		4	see list	g	5
M27	Elective						5		4	see list	g	5
M28	Elective							5	4	see list	g	5
M29	Elective							5	4	see list	g	5
M30	Elective							5	4	see list	g	5
M31	International Seminar							3	2	PA	u	–
M32	Bachelor's Thesis							12		Bachelor Thesis	g	12
	Total	30	30	30	30	30	30	30			Total graded credits:	157

g=graded, u=ungraded, KL=written exam (in hrs), CA=continuous assessment, PA = project work, PR = internship, HA = seminar paper

Code	Modules and courses	ECTS-Credits in semester						SWS	Assessment	Graded/ un-graded	Weighting
		1.	2.	3.	4.	5.	6. or 7.				
	Electives										
M24 - M30	Sales Management						5	4	PA	g	5
	Marketing Communications						5	4	PA	g	5
	Marketing Research Projects						5	4	PA	g	5
	International Financial Reporting						5	4	RE + HA	g	5
	Consolidated Financial Statements						5	4	KL2	g	5
	International Corporate Transactions						5	4	PA + KL1	g	5
	Advanced Quantitative Finance						5	4	KL1	g	5
	Strategic Management in the Digital Age						5	4	CA + PA	g	5
	Business Simulation						5	4	PA	g	5
	Advanced HRM						5	4	HA	g	5
	Managing a Global Work Force						5	4	PA	g	5
	Corporate Social Responsibility						5	4	PA	g	5
	Industrial Organization						5	4	PA	g	5
	Advanced International Economics						5	4	HA	g	5
	Data Analysis						5	4	PA	g	5
	Social Entrepreneurship						5	4	PA	g	5
	Digital Entrepreneurship						5	4	PA	g	5
	Internship 2-1						5	4	PR	u	–
	Internship 2-2						5	4	PR	u	–
	Internship 2-3						5	4	PR	u	–
	International Financial Reporting						5	4	RE + HA	g	5
	Consolidated Financial Statements						5	4	KL2	g	5

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	Modules	Profiles					
		Marketing	Strategy	Finance	Leadership	Economics	Digital Business
	Electives						
M24 - M30	Sales Management	X					
	Business to Business Marketing	X					
	Marketing Communications	X					
	Marketing Research Projects	X					
	International Financial Reporting			X			
	Consolidated Financial Statements			X			
	International Corporate Transactions			X			
	Advanced Quantitative Finance			X		X	
	Strategic Management in the Digital Age		X		X		X
	Business Simulation		X				
	Advanced HRM				X		
	Managing a Global Work Force		X		X		
	Corporate Social Responsibility				X		
	Organizational Behavior		X		X		
	Industrial Organization	X	X			X	
	Advanced International Economics			X		X	
	Data Analysis	X		X		X	X
	Social Entrepreneurship	X	X		X		
	Digital Entrepreneurship		X			X	X
	New Product Development	X	X				
	Futures Thinking		X				

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Code	Modules and courses	ECTScredits in semester							SWS	Assessment	Graded/ un-graded	Weighting
		1.	2.	3.	4.	5.	6.	7.				
	Honours modules											
H1	Honours course: Honours' Seminar		6						2	CA	u	--
H2	Honours course: Additional Elective			5					4	CA	u	--
H3	Honours course: Independent Studies					6			2	CA	u	--
H4	Honours course: Research Seminar						8		2	HA	u	--
H5	Honours course: Interdisciplinary Studies							5	2	CA	u	--

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5. Modules and Courses

A. Compulsory Modules

1. Principles of Accounting

Module	**M1**
Semester	1
Duration of module	1 semester
Type of module	Compulsory
Courses included in the module	1. Financial Accounting 2. Management and Cost Accounting
How frequently is the module offered	Each semester
Admission requirements	None
Level	Bachelor
Transferability of the module	Open to exchange students / students of other ESB bachelors' programmes on request.
Responsible professor/ module coordinator	Prof. Dr. Michel Charifzadeh Office: 5-113, Tel.: 07121 271 3053 michel.charifzadeh@reutlingen-university.de
Name of lecturer	See course descriptions
Language of instruction	English
Credits (ECTS)	6 ECTS
Total workload	180 hours (60 hours lecture time, 120 hours independent study)
Contact hours per week (SWS)	4 hours
Examination/ type of assessment	2 hour written module exam

Weighting of grade within overall programme	6/157
Learning outcomes	Upon completion of this module, participants will have developed the following competencies: **Professional competencies:** • Understand the role of accounting information in supporting decision-making, problem-solving, and effective communication within the accounting field. • Develop proficiency in recording financial transactions and preparing, reading, and interpreting fundamental financial statements. • Gain foundational knowledge of management accounting, with a focus on cost accounting frameworks and essential tools. • Learn and apply cost terminology commonly used in business practice. **Methodological competencies:** • Develop a principles-based accounting approach to apply general accounting concepts to specific real-world situations. • Critically analyze and reflect on the activities and performance of large firms using publicly available information. • Acquire analytical skills and master calculation and reporting techniques for measuring results and supporting short-term planning. • Utilize computational business decision-making models in practical scenarios, while also considering qualitative societal and environmental factors. **Social competencies:** • Refine oral and written communication skills to effectively communicate within a professional business context. **Personal competencies:** • Develop proactive and critical-thinking skills to approach problems effectively. • Build a strong foundation for learning accounting concepts, akin to mastering a new "language" from the ground up. • Prepare for subsequent coursework in accounting and financial management, as well as practical applications in the professional world.

1.1 Financial Accounting

Course	**M1.1**
Name of lecturer See ESB website for contact details.	Prof. Dr. Michel Charifzadeh
Language of instruction	English
Credits (ECTS)	3
Total workload	90 hours (30 hours lecture time, 30 hours independent study, 30 hours exam preparation)
Contact hours per week (SWS)	2 hours
Learning outcomes	The primary objective of this course is to provide students with a comprehensive understanding and practical application of financial accounting theory within an international context. By the end of this course, participants will have acquired the following competencies: **Professional competencies:** • Students will possess a thorough comprehension of accounting terminology and will be proficient in recording business transactions utilizing the double-entry bookkeeping technique. • Participants will be capable of preparing fundamental financial statements, including the income statement, statement of changes in equity, balance sheet, and statement of cash flows. • Participants demonstrate that they are able to understand and interpret the key messages of basic financial statements. • They will exhibit a strong command of essential financial accounting elements, such as assets, liabilities, equity, revenues, and expenses. • Students will be able to apply valuation principles to determine the worth of assets and liabilities, as well as calculate relevant book values. Additionally, they will apply accounting regulations in accordance with international financial reporting standards (IFRS) whenever appropriate. • Participants will recognize the pivotal role of accounting in the financial decision-making process and will be adequately prepared for subsequent courses in accounting and financial management.

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	Methodological competencies: • Through a principles-based accounting approach, students will acquire the ability to apply general concepts to specific situations. • Students will be able to prepare financial statements and have an understanding of the information given in financial statements. • They will have the basic knowledge to interpret financial statements and to compare financial statements of different companies. **Social competencies:** • Through the interactive nature of the course, participating students will refine their oral and written communication skills and become comfortable communicating in a business context. **Personal competencies:** • Most students will experience this course as an entirely new field. Thereby, they will acquire the general readiness to learn a completely new 'language' their way up from the bottom.
Course-specific contributions to AoL competency goals (CG 1 - 6)	CG1: The course is taught in English. By the completion of the course, students will be able to understand and articulate the relevant accounting terms in English. In particular, students will be able to correctly express journal entries and the elements of financial statements in the English language. CG4: Students will start to develop mechanisms of problem solving for real-life accounting business cases. Through a principles-based accounting approach, students will acquire the ability to apply general concepts to specific situations. In particular, students will prepare financial statements and interpret the information given in financial statements in order to solve business problems within an international accounting context. CG5: Students are required to perform simple mathematical calculations and prepare and interpret financial reports, which essentially consist of quantitative information. CG6: Students are introduced to the changes in the accounting environment through the increasing availability and capabilities of digital systems that support financial accounting.
Contents/ indicative syllabus	• Introduction to accounting • Accounting concepts and principles • The accounting equation • The financial statements (Balance Sheet, Income Statement, Statement of Changes in Equity, Statement of Cash Flows)

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	• Recording business transactions using double entry bookkeeping • Recording in a journal • Accrual accounting vs. cash-basis accounting • Closing the accounts • Accounting for merchandising operations • Current assets, accounting for inventory • Non-current assets, PP&E, and intangibles • Provisions, liabilities • Short-term investment and receivables • Shareholders' equity
Teaching and learning methodology	This course will be conducted in the form of lecture seminars, in class assignments, case studies and homework assignments. Where appropriate: in-class discussion.
Indicative reading list	Thomas, C.W., Tietz, W. M., Suwardy, T., Harrison, W. T., Horngren C. T. (2023). *Financial Accounting* (12th ed.). Pearson. Weygandt, J. J. & Kimmel, P. D. & Kieso, D.E. (2022). *Financial Accounting with International Financial Reporting Standards* (5th ed.). John Wiley & Sons. Alternatively / for in-depth information: Miller-Nobles, T.L et al. (2021). *Horngren's Accounting* (13th ed.). Pearson.

1.2. Management and Cost Accounting

Course	**M1.2**
Name of lecturer See ESB website for contact details	Prof. Dr. Christoph Binder
Language of instruction	English
Credits (ECTS)	3 ECTS
Total workload	90 hours (30 hours lecture time, 45 hours independent study, 15 hours exam preparation)
Contact hours per week (SWS)	2 hours
Learning outcomes	Upon completion of this course, participants will have developed the following competencies: **Professional competencies:** • Participants will have developed an understanding and insight into management accounting in general and especially the cost accounting framework and its basic instruments. • Students will be able to distinguish the corporate functions of management accounting from financial accounting and corporate finance. • They will be more familiar with the relevant cost terminology, the cost behavior patterns and develop an in-depth understanding of the cost aspects of running a business. • Students will develop an in-depth understanding of different methods and techniques of cost allocation applied in practice. • They will be able to independently apply, discuss, and challenge these methods. • They will learn how to use cost-volume-profit analysis independently to assist in cost planning and how to identify relevant information for decision making in current real-world business environments. **Methodological competencies:** • Students will acquire analytical skills for business decision making. • Participants will be familiar with the relevant underlying theories and consequently develop related problem solving skills that are also applicable to general decision making.

	• 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. **Social competencies:** • Through the interactive nature of the course, students will refine their oral and written communication skills and become comfortable with communicating in both finance and accounting related context. **Personal competencies:** • Students will have gained an understanding of concepts and instruments required by managerial staff with a focus on how they are applied. They will be prepared for subsequent semester courses in accounting and financial management, as well as in their careers.
Course-specific contributions to AoL competency goals (CG 1 - 6)	CG1: Students are required to master an advanced level of English terminology used in accounting and control measurements for business operations. CG3: Students are introduced to the professional concepts of fiduciary responsibility, conflict of interest awareness, and corporate social responsibility/sustainability as related to ethical goal attainment. CG4: Throughout the lectures, discussions, case studies, and homework exercises, analytical observations, tools, and methods are employed for solving problems of critical operational and pricing decision-making found in today's organizations. CG5: Students are required to perform mathematical calculations and analyze performance data that essentially consists of quantitative information.
Contents/ indicative syllabus	1. Introduction and management accountant's role, differences between management accounting, financial accounting, and financial management 2. Cost behavior and cost terms: Variable costs vs. fixed costs, cost functions, direct costs vs. indirect costs, total costs vs. unit costs, capitalized costs vs. period costs 3. Cost functions, cost estimation techniques 4. Cost allocation, general cost allocation methods, specific cost allocation methods, variable and direct costing 5. The basic cost accounting system (Allocation according to cost types, according to cost centers, according to cost objects) 6. Cost-volume-profit-relationship analysis, estimating linear cost functions, break-even analysis, target operating profit analysis, operating leverage

	7. Relevant information for decision making, e.g. one-time-only special orders, customer profitability analysis, make-or-buy decisions, product-mix decisions, equipment replacement
Teaching and learning methodology	This course will be conducted in the form of lecturing seminars, in-class exercises, case studies, and homework assignments.
Indicative reading list	Bhimani, A., Horngren, C.T., Datar, S.M. & Rajan, M.V. (2019). *Management and Cost Accounting* (7th ed.). Pearson Prentice Hall. Datar, S.M. & Rajan, M.V. (2018). *Horngren's Cost Accounting* (16th edition). Global Edition. Pearson. Drury, C. & Tayles, M. (2021). *Management and Cost Accounting* (11th ed.). Cengage. Horngren, C. T. & Sundem, G. L., et al. (2022). *Introduction to Management Accounting* (17th ed.). Pearson. Taschner, A. & Charifzadeh, M. (2016). *Management and Cost Accounting*. Wiley.

2. Principles of Marketing

Course	**M2**
Semester	1
Duration of module	1 semester
Type of module	Compulsory
Courses included in the module	n/a
How frequently is the module offered	Each semester
Admission requirements	None
Level	Bachelor
Transferability of the module	open to exchange students / students of other ESB bachelors' programmes on request.
Responsible professor/ module coordinator	Prof. Dr. Oliver Goetz Office: 5-112, Tel.: 07121 271 3033 oliver.goetz@reutlingen-university.de
Name of lecturer See ESB website for contact details.	Prof. Dr. Oliver Goetz
Language of instruction	English
Credits (ECTS)	6 ECTS
Total workload	180 hours (60 hours lecture time, 120 hours independent study)
Contact hours per week (SWS)	4 hours
Examination/ type of assessment	2-hour exam at the end of the semester (100%)
Weighting of grade within overall programme	6/157

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Learning outcomes	Upon completion of this course, participants will have developed the following competencies: **Professional competencies:** • critically discuss the relevance and success factors of marketing programmes • recapitulate and apply insights to develop own marketing programmes • understand major methods and approaches to develop products, services, and brands that are specific to customer needs • learn to define prices, communicate benefits, and distribute products • understand the importance of customer relationship management. **Methodological competencies:** • develop a product, pricing, distribution, and advertising strategy • transfer and apply theoretical marketing knowledge to business cases • develop presentation skills, familiarize with basic research methodology. **Social competencies:** • refine their oral communication skills • improve their ability to work in teams in order to solve a given complex marketing situation • give and receive feedback in a structured manner. **Personal competencies:** • develop the ability to think and act proactively as well as customer/marketing oriented.
Course-specific contributions to AoL competency goals (CG 1-6)	CG1: The course is taught in English. By completion of the course, students will be able to understand and articulate the most relevant terms and abbreviations used in marketing practice and academia. In particular, students will be able to use these terms in discussions within the lecture. CG4: Students will learn about key concepts and principles of marketing management. Through a rigorous management approach, students will acquire the ability to understand and solve marketing problems by revealing an understanding of marketing research and research methods (e.g., conjoint). Moreover, students should be able to apply theoretical concepts to specific practical situations. CG5: Students are required to perform simple mathematical calculations and interpret results of statistical analyses. CG6: Students are introduced to the changes in the marketing environment through the increasing availability of digital marketing channels and

	respective data as well as capabilities of analytical systems that support marketing acativities.
Contents/ indicative syllabus	1. Fundamentals 2. Branding 3. Product 4. Price 5. Promotion / Communication 6. Distribution and Sales
Teaching and learning methodology	The content of the module will be delivered through dedicated course sessions. Active course participation is required. Course content comprises suggested readings as well as additional materials presented during lectures.
Miscellanous	Guest lectures, company presentations
Indicative reading list	References and access to supplemental readings, videos, cases are provided during lectures; optional textbooks: Armstrong, G., & Kotler, P. (2022). *Marketing: An Introduction, Global Edition* (15th Ed.). Pearson. Kotler, P., & Keller, K.L. (2016). *Marketing Management*, Global Edition (15th Ed.). Pearson.

3. Business Mathematics

Module	**M3**
Semester	1
Duration of module	1 semester
Type of module	Compulsory
Courses included in the module	n/a
How frequently is the module offered	Each semester
Admission requirements	Basic school maths required Pass the admissions test (Testat)
Level	Bachelor
Transferability of the module	open to exchange students / students of other ESB bachelor programmes on request.
Responsible professor/ module coordinator	Prof. Dr. Marlene Ferencz Office: 5-114, Tel.: 07121 271 3102 marlene.ferencz@reutlingen-university.de
Names of lecturers For contact details, see ESB website.	Prof. Dr. Jörg Naeve
Language of instruction	English
Credits (ECTS)	6
Total workload	180 hours (40 hours lecture time, 140 hours independent study)
Contact hours per week (SWS)	4 hours
Examination/ type of assessment	Testat and 2 hours written examination.
Weighting of grade within programme	6/157

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Learning outcomes	Upon completion of this course, participants will have developed the following competencies: **Professional competencies:** • demonstrate an understanding of key concepts and fundamental mathematical techniques used in modern economics: to differentiate functions in one and several variables • the ability to solve economic optimization problems and basic the skills of matrix manipulation and mathematics of finance **Methodological competencies**: • Provide appropriate mathematical representations of economic problems • Demonstrate an ability to apply and explain the use of mathematical techniques to solve problems in macroeconomics and microeconomic
Course-specific contributions to AoL competency goals (CG 1-6)	CG1 is reinforced in this module especially focusing on the spoken business math specific vocabulary due to the interactivity of the course. CG4: Especially business mathematical methods and techniques are introduced to develop a basis for solving international business problems. Furthermore, students need to show in the final exams that they can apply these methods appropriately. CG5 is assessed in this module in the final exam. Students need to complete calculations, evaluate the process and derive conclusions.
Contents/ indicative syllabus	Basic skills, mathematics of finance, differentiation, and its economic applications, partial differentiation, constrained and unconstrained optimization problems using Lagrange method, integration, matrices, systems of linear equations, input-output algebra, linear programmeming.
Teaching and learning methodology	• Lectures with worked examples to illustrate methods described accompanied by numerous practice problems • Tutorials are offered to support students in problem-solving. • Online refresh courses are offered in Relax
Miscellaneous	• Sharpen students' numeracy skills, problem-solving skills and communication skills • The content of this module is universal and applicable around the world.

Indicative reading list	Basic Literature Bradley, T. (2013). *Essential mathematics for economics and business* (4th ed.). Chichester, West Sussex, United Kingdom: Wiley. Barnett, R. A. et al. (2019). *College mathematics for business, economics, life sciences, and social sciences* (14th ed.). Boston: Pearson. Jacques, I. (2018). *Mathematics for economics and business* (9th ed.). Harlow, England: Pearson. Advanced Literature Sydsæter, K. et al. (op. 2016). *Essential mathematics for economic analysis* (5th ed.). Harlow [etc.]: Pearson Education.

4. Business Law

Module	M4
Semester	1
Duration of module	1 semester
Type of module	Obligatory
Courses included in the module	n/a
How frequently is the module offered	Each semester
Admission requirements	None
Level	Bachelor
Transferability of the module	open to exchange students / students of other ESB bachelor programmes on request.
Responsible professor/ module coordinator	Prof. Dr. Markus Conrads Office: 17-125, Tel.: 07121 271 3001 Markus.Conrads@reutlingen-university.de
Name of lecturer; see ESB website for contact details	Prof. Dr. Markus Conrads Prof. Dr. Jürgen Schulze

Language of instruction	English
Credits (ECTS)	5
Total workload	150 hours (60 hours lecture time, 90 hours independent study)
Contact hours per week (SWS)	4
Examination/ type of assessment	2 hours written exam
Weighting of grade within overall programme	5/157
Learning outcomes	Upon completion of this course, participants will have developed the following competencies: • **Professional competences**: identify and apply appropriate international agreements (international treaties/protocols) for the drawing up of international contracts; identify and apply the local regulations in order to develop/manage corporations in a foreign country • **Methodological competences:** analyze topics of an area of business they are not familiar with – and law is such an area; summarize their results of research for a layman • **Social competences:** be open for the proposals of potential contract partners and react on them appropriately • **Personal Competence:** gain an understanding of and be able to apply ethical theories to managerial decision-making
Course-specific contributions to AoL competency goals (CG 1-6)	CG1 is reinforced in this module especially focusing on the spoken legal vocabulary due to the interactivity of the course. CG3.: Students will be aware of the ethical implications each business law case has. CG4: Students learn to identify legal problems and learn the technique of legal problem solving. Alternative methods of conflict solving are introduced and evaluated.
Contents/ indicative syllabus	General Contract Law: 50% • Declaration of intent and conclusion of contract • Grounds for avoidance and nullity • Representation

	• Withdrawal • Default and refusal of acceptance • Impossibility • Compensation for breach of secondary obligation • Default of the debtor • General Sales Law • Sales and Consumer Protection Labour Law: (50%) • Introduction to labor law • Establishment of the employment relation (concept of the employee and the employer as well as other parties in the employment relationship, delimitations, Job advertisement (AGG), Job interview) • Content of the employment relationship (duties, liability) • Special employment relationships • Termination of the employment relationship (In particular: Termination by the employer, types, general and special conditions, protection against unfair dismissal, reference letter) • Collective employment law (overview) • Legal protection (overview)
Teaching and learning methodology	Classic seminaristic style of teaching, including various case studies.
Miscellaneous	None
Indicative reading list	To be announced in the lecture.

5. Business Communication 1

Module	**M5**
Semester	1
Duration of module	1 semester
Type of module	Compulsory
Courses included in the module	1. Business Communication Essentials 2. Intercultural Management
How frequently is the module offered	Each semester
Admission requirements	Business Communication Essentials: Advanced command of the English language.
Level	Bachelor
Transferability of the module	open to exchange students / students of other ESB bachelor programmes on request.
Responsible professor/ module coordinator	Prof. Yoany Beldarrain, Ph.D. Office: 5-116, Tel.: 07121 271 3101 yoany.beldarrain@reutlingen-university.de
Name of lecturer	See course descriptions
Language of instruction	English
Credits (ECTS)	4
Total workload	120 hours (60 hours lecture time, 60 hours independent study)
Contact hours per week (SWS)	4 hours
Examination/ type of assessment	**Business Communication Essentials (50%):** Assessments consist of verbal and written continuous assessments (CA). **Intercultural Management (50%):** Project work (PA)
Weighting of grade within overall programme	4/157

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Learning outcomes	The objective of this module is that students become familiar with the principles of written and oral business communication and increase their understanding of the principles of business collaboration, especially in intercultural contexts. After the successful completion of this module, students will have developed the following competencies: **Professional competencies:** • Students will improve their English language skills, while increasing their knowledge of basic business terminology • Students will demonstrate best practices for business communication skills • Students will improve their ability to recognize and explain culturally related behaviour and business phenomena, to deal with intercultural challenges in business and to make recommendation on culture-oriented management decisions. **Methodological competencies:** • Students will analyze and discuss different business topics using appropriate vocabulary. • Students will become familiar with the 'critical incident technique' (a qualitative research methodology in social sciences). **Social competencies:** • Students will interact in English for various purposes and with different types of audiences. • Students will improve their intercultural teamworking skills (cf. intercultural working groups). **Personal competencies:** • Students will improve self-confidence using spoken and written English for different purposes, including business situations. • Students will develop a better awareness of their own cultural profile as well as their individual strengths and weaknesses in intercultural business situations.

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5.1. Business Communication Essentials

Course	**M5.1**
Name of lecturer For contact details, see ESB website.	Claire Dillon
Language of instruction	English
Credits (ECTS)	2
Total workload	60 hours (30 hours lecture time, 30 hours independent study)
Contact hours per week (SWS)	2 hours
Learning outcomes	See Module M5 description. Additionally: **Professional competencies:** • Students will demonstrate effective presentation skills and techniques. • Students will use technology tools to create and conduct highly effective presentations • Students will demonstrate effective verbal and written English language skills to communicate with an audience in different business scenarios • Students will understand the role of internal/external communication in employer branding **Methodological competencies:** • Students will identify and discuss using different presentation styles in real-world scenarios • Students will propose solutions to common problems associated with presenting to a business audience **Social competencies:** • Students will demonstrate techniques that help presenters connect with an audience **Personal competencies:** • Students will improve self-confidence using the English language for conducting business presentations • Students will improve their public speaking confidence

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	• Students will understand and acknowledge how effective presentation skills are an essential part of today's business world
Course-specific contributions to AoL competency goals (CG 1-6)	CG1: Students write an essay response to a critical business problem by emphasizing structure/organization, critical thinking, style, academic register, clarity, tense usage, collocations, effective introductions/ conclusions, etc. Students also design and hold a professional presentation about either their home country or country of choice, focusing on business etiquette and protocol as well as business relevant information (investment potential, political climate, etc.) CG2: Students work in international teams to review each other's presentations and provide peer feedback. Feedback is given through their own cultural lens, which helps students to learn about each other's perspective. Students adapt their presentations and delivery style to the needs and expectations of a culturally diverse audience. CG4: The country presentations are used as a springboard for critical discussions about local economics, etc.
Contents/ indicative syllabus	The topics covered will be of recent/current interest in a global context. The course Business Communication Essentials will include: • relevant language, etiquette and protocols used in presentations and meetings in different cultural contexts, as well as conducting general business activities. • writing skills such as complaint/rejection/or recommendation emails • employer branding as it pertains to internal and external business communication • the enrichment of business vocabulary and business grammar • Key elements of verbal and written communication will be emphasized such as: defining the goals and the topic, preparing and structuring the content, adjusting to the audience, developing powerful arguments, chairing the discussion, etc.
Teaching and learning methodology	Teaching is by native speakers and is based on dossiers of materials appropriate to the relevant topics (texts, statistical charts, newspaper articles, etc). Collaboration and discussion are at the core of the course. There are four parallel groups each of approx. 18 students. Great importance is given to verbal competence. Regular written work and active participation is expected of students.

Indicative reading list	Brown, L. (2019). *The only business writing book you´ll ever need*. New York: W.W. Norton & Company Independent Publishers. Cambride Business English Dictionary. (2011). Cambridge University Press. Talbot, F. (2019). *How to write effective Business English. Your guide to excellent professional communication*. 3rd edition. UK: Kogan Page Ltd.

5.2. Intercultural Management

Course	**M5.2**
Name of lecturer For contact details, see ESB website.	Roy Mouawad
Language of instruction	English
Credits (ECTS)	2
Total workload	60 hours (30 hours lecture time, 30 hours independent study)
Contact hours per week (SWS)	2 hours
Learning outcomes	Upon completion of this course, participants will have developed the following competencies: **Professional competencies:** • ability to recognize and explain culturally related behaviour and business phenomena; competence to evaluate and make recommendation on culture-oriented management decisions **Methodological competencies:** • ability to apply the 'critical incident technique' (as a research methodology used for qualitative research in social sciences); problem-solving skills (how to use theoretical intercultural concepts to solve problems in international business cases) **Social competencies:** • advanced presentation and intercultural team working skills (cf. group discussions and group presentations); ability to perceive a multi-cultural scene as an opportunity rather than a threat or liability

	Personal competencies: • awareness of the own cultural profile, the individual strength and weaknesses in intercultural business situations and in an intercultural learning environment
Course-specific contributions to AoL competency goals (CG 1-6)	CG1: Based on an interview with an international manager students develop a written intercultural case study report. The focus is on a precise description and critical analysis of the case as well as a differentiated presentation of cultural differences. Students also develop a poster, which synthesizes the key elements of the case study. CG2: Students work in international teams and discuss several intercultural case studies. Students' level of intercultural competence is reinforced, especially their intercultural knowledge and understanding and their reflection of behavioural strategies. CG4: Different case studies from different international business situations are developed and discussed.
Contents/ indicative syllabus	**1. Basics of Intercultural Management** – Definitions of culture – Different levels of culture (e.g. national, regional, corporate) – Effects of cultural differences in intercultural cooperations – Strategies for intercultural interaction (adaptation/reconciliation) **2. A framework for understanding human values and behaviours** – Needs, values, and motives – Ethics and culture – Leadership and culture – Intercultural competence / cultural intelligence **3. Understanding national cultures** – Determinants of culture – The model of cultural dimensions: Hofstede – Cultural style: Trompenaars – Social dimensions: GLOBE study **4. Business cases and lessons learned:** – The importance of intercultural issues in different settings – Examples of success stories (M&As, joint ventures, projects) – Examples of failures (M&As, joint ventures, projects) – Lessons learned and strategies
Teaching and learning methodology	Lectures with discussions, case studies, research / survey results, group discussions, self-inventories / self-assessment exercises, debates.

Indicative reading list	Ayoko, O. B., Zhang, Y., & Nicoli, J. (2022). Conflict and socio-cultural adaptation: the mediating and moderating role of conflict communication behaviors and cultural intelligence. The International Journal of Human Resource Management, 33(17), 3451-3491. Bajaj, G., Khandelwal, S., & Budhwar, P. (2021). COVID-19 pandemic and the impact of cross-cultural differences on crisis management: A conceptual model of transcultural crisis management. International Journal of Cross Cultural Management, 21(3), 569-601. Bratianu, C., & Paiuc, D. (2022). A Bibliometric Analysis of Cultural Intelligence and Multicultural Leadership. Revista de Management Comparat International, 23(3), 319-337. Chen, J. (2022). Rapport Management in the German–Chinese Workplace: Interculturality as a Resource?. Journal of International and Intercultural Communication, 15(4), 454-474. Chmielecki, M. (2021). Leading intercultural virtual teams during the COVID-19 pandemic–Research results. Journal of Intercultural Management, 13(1), 69-87. Gross-Gołacka, E., Plotnikova, M., & Žukovskis, J. (2022). Diversity Management in Management Studies–Theoretical Discussion. Journal of Intercultural Management, 14(3), 4-16. Heldal, F., Sjøvold, E., & Stålsett, K. (2020). Shared cognition in intercultural teams: collaborating without understanding each other. Team Performance Management: An International Journal, 26(3/4), 211-226. Jugdev, K. (2022). Applying Cultural Intelligence to Develop Adaptive Leadership. Organization Development Journal, 40(4), 56-70. Koponen, J., Julkunen, S., Gabrielsson, M., & Pullins, E. B. (2021). An intercultural, interpersonal relationship development framework. International Marketing Review, 38(6), 1189-1216. Lorenz, M. P., Ramsey, J. R., & Franke, G. R. (2020). The dark side of cultural intelligence: Exploring its impact on opportunism, ethical relativism, and customer relationship performance. Business Ethics Quarterly, 30(4), 552-590. Nadeem, M. U., Mohammed, R., Dalib, S., & Mumtaz, S. (2022). An investigation of factors influencing intercultural communication competence of the international students from a higher education institute in Malaysia. Journal of Applied Research in Higher Education, 14(3), 933-945. Ooi, Z. Y., & Chelliah, S. (2022). Factors Influencing Firm Performance, Mediating Role of Competitive Advantage, and Moderating Role of Cultural Intelligence: A Conceptual Framework. Global Business & Management Research, 14. Paiuc, D. (2021). Cultural intelligence as a core competence of inclusive leadership. Management dynamics in the knowledge economy, 9(3), 363-378. Setti, I., Sommovigo, V., & Argentero, P. (2022). Enhancing expatriates' assignments success: The relationships between cultural intelligence, cross-

	cultural adaptation and performance. Current Psychology: A Journal for Diverse Perspectives on Diverse Psychological Issues. Song, H., Varma, A., & Zhang Zhang, Y. (2023). Motivational cultural intelligence and expatriate talent adjustment: an exploratory study of the moderation effects of cultural distance. The International Journal of Human Resource Management, 34(2), 344-368. Zhu, Y., & Bresnahan, M. J. (2021). Chinese international students and American domestic students' intercultural communication in response to group criticism: collective face and discomfort feelings. International Journal of Conflict Management, 33(2), 311-334.

6. Second Business Language 1

(see under elective modules)

7. Digital Systems

Module	**M7**
Semester	2
Duration of module	1 semester
Type of module	Compulsory
Courses included in the module	1. Digital Systems 1 2. Digital Systems 2
How frequently is the module offered	Each semester
Admission requirements	None
Level	Bachelor
Transferability of the module	open to exchange students / students of other ESB bachelor programmes on request.
Responsible professor/ module coordinator	Prof. Dr. Martin Mocker Office: 5-115 Tel.: 07121 271 3123 martin.mocker@reutlingen-university.de
Name of lecturer For contact details, see ESB website.	Prof. Dr. Martin Mocker; Dr. Daniel Georges

Language of instruction	English
Credits (ECTS)	6
Total workload	180 hours (60 hours lecture time, 120 hours independent study)
Contact hours per week (SWS)	4 hours
Examination/ type of assessment	Digital Systems 1: Project work (50%), Digital Systems 2: Continuous assessment (50%)
Weighting of grade within overall programme	6/157
Learning outcomes	Upon completion of this course, participants will have developed the following competencies: **Professional competencies**: • enhance students' abilities to use and manage IT; advance analytical and technical skills of solving business problems with Information Technology (IT); develop students' skills on how to manage IT as an important business resource **Methodological competencies**: • develop students' command of methods to analyze and resolve business problems with IT as well as making IT-related business decisions. Provide and broaden fundamental skills to problem-solving with the use of IT as well as presenting the results of the problem solving using IT **Social competencies:** • improve their ability to work individually and in teams, focused on problem-solving under time pressure as well as coming to fact-based decisions and discuss them with others **Personal competencies:** • to sharpen students' organisational skills, problem-solving skills, interpretation of information and communication of the synthesis of a solution

7.1. Digital Systems 1

Course	**M7.1**
Name of lecturer For ontact details, see ESB website.	Dr. Daniel Georges
Language of instruction	English
Credits (ECTS)	3 ECTS
Total workload	90 hours (30 hours lecture time, 60 hours independent study)
Contact hours per week (SWS)	2 hours, block seminar
Learning outcomes	Upon completion of this course, participants will have developed the following competencies: **Professional competencies:** • to solve business problems with the help of information technology (IT)-based tools, especially by programming applications; to be able to more effectively communicate with IT people **Methodological competencies:** • to formulate, analyze and solve business problems with algorithms and to implement them in a programming language **Social competencies:** • improve the ability to work individually and in teams under time pressure **Personal competencies:** • by mastering the skills addressed in this course, students should be more productive in addressing these problems by using the appropriate IT-based tools
Course-specific contributions to AoL competency goals (CG 1-6)	CG1 is reinforced by using English as the course language. CG4 is introduced as the project work involves solving business problems with the help of information technology tools. CG6: is assessed as the project work involves developing a business-relevant application; the acquired skills will help students to better understand the impact of digital technologies on businesses.

Contents/ indicative syllabus	Introduction to problem analysis and formulating algorithms; implementing algorithms in a programming language, using variables, data-types, functions, control structures like conditional tests and loops.
Teaching and learning methodology	Class work and guided practical work is carried out in specially equipped classrooms with demonstrations of how to work with selected programmes. Asynchronous preparation is performed by students individually with the help of videos and practical assignments.
Indicative reading list	Robbins, J. N. (2018). *Learning web design: A beginner's guide to HTML, CSS, JavaScript, and web graphics* (5th ed.). O'Reilly.

7.2. Digital Systems 2

Course	**M7.2**
Name of lecturer	Prof. Dr. Martin Mocker
Language of instruction	English
Credits (ECTS)	3 ECTS
Total workload	90 hours (30 hours lecture time, 60 hours independent study)
Contact hours per week (SWS)	2 hours
Learning outcomes	Upon completion of this course, participants will have developed the following competencies: **Professional competencies:** • to further enhance students' IT and digital literacy skills and to provide and broaden the understanding digital technology -related concepts and trends, and to evaluate and work with those concepts in a business context Methodological competencies: • students will be familiar with the will be familiar with the management of IT as a business resource by managing applications, information, IT infrastructure and important tasks of the IT function. Social competencies: • to further improve their ability to work on problem solving and under time pressure; to arrive at a managerial decision in situations of ambiguity and defend it in a discussion with others

	Personal competencies: • to prepare students for the requirements during their studies and in their later business careers in these fields
Course-specific contributions to AoL competency goals (CG 1-6)	CG1 is reinforced by using English as the course language. CG3 is introduced as it pertains to the ethical questions that come up in relation to information technology such as the ethical use of customer and employee data in decision making. CG4 is reinforced. In each session, students analyze how information technology supports decision making and facilitates business problem solving as well as how to address managerial challenges with regards to IT. CG6: is assessed (embedded assessment) as students discuss real-life cases of the business impact of technology and the project requires them to choose a specific digital technology and to identify, assess, and communicate its impact on business.
Contents/ indicative syllabus	• Digit(al-)ization: using digital technologies to improve business processes, products, and business models • Managing applications (application development, major application types: ERP, CRM, SCM, etc.) • IT infrastructure management • Managing the IT function: outsourcing, IT governance, the role of the CIO, CDO • Current digital technology trends (e.g., machine learning, cloud computing, blockchain, big data analytics, internet of things, etc.)
Teaching and learning methodology	• Lectures and discussions of case studies and articles • Students are assigned a project and the results are shared with all other students • Contribution to in-class discussions
Indicative reading list	References and supplemental readings are provided during lectures as the course progresses. Optional textbook Turban, E. & Pollard, C. & Wood, G. (2018). *Information Technology for Management: On-Demand Strategies for Performance, Growth and Sustainability*. Wiley.

8. Business Statistics

Module	**M8**
Semester	2
Duration of module	1 semester
Type of module	Compulsory
Courses included in the module	Business Statistics
How frequently is the module offered	Each semester
Admission requirements	None
Level	Bachelor
Transferability of the module	open to exchange students / students of other ESB bachelor programmes on request.
Responsible professor/ module coordinator	Prof. Dr. Marlene Ferencz Office: 5-114, Tel.: 07121 271 3102 marlene.ferencz@reutlingen-university.de
Name of lecturer	Prof. Dr. Marlene Ferencz
Language of instruc-tion	English
Credits (ECTS)	6
Total workload	180 hours (40 hours lecture time, 140 hours independent study)
Contact hours per week (SWS)	4 hours
Examination/ type of assessment	2 hours written examination
Weighting of grade within overall programme	6/157

Learning outcomes	Upon completion of this course, participants will have developed the following competencies: **Professional competencies:** • to introduce the students to many of the statistical and quantitative concepts and procedures in data science applications and improve their ability to make better decisions utilizing data science methods on a wide variety of topics such as interpreting numerical and graphical summaries of data, solving a range of problems involving probability, understanding the basic concepts of statistical inference, computing and interpreting the results in hypothesis testing, fitting and interpreting regression models. • to understand a common statistical presentation. Methodological competencies: • to introduce the students to data science methods, concepts and analysis to support decision making and to understand the role of Julia in statistical calculations.
Course-specific contributions to AoL competency goals (CG 1-6)	CG1 is reinforced in this module by especially focusing on the spoken business statistic specific vocabulary due to the interactivity of the course. CG4: Especially statistical methods and techniques are introduced to develop a basis for solving research questions. Furthermore students need to show in the final exams that they can apply these methods appropriately. CG5: Assessment embedded. Students learn to describe, to present, to analyse and to interprete quantitative information. They are able to derive conclusions, to obtain significant results and make recommendations in a business setting. CG6: is introduced by focusing on the possible business implications of handling data. Descriptive and inferential results are obtained using the statistical software Julia language.
Contents/ indicative syllabus	Descriptive statistics, probability and probability distributions, sampling and sampling distributions, statistical inference and hypothesis testing for single populations, statistical inference and hypothesis testing for two populations, simple regression analysis and correlation, tests of goodness of fit and independence.
Teaching and learning methodology	Lectures with worked examples to illustrate methods described accompanied by numerous practice problems.

	Performing statistical calculations using Excel or SPSS. Tutorials are offered to support students in problem solving (if there are students for it). Additional online material in Relax.
Miscellaneous	The content of this module is universal and applicable around the world.
Indicative reading list	Anderson, D.R. & Williams, T. A. & Sweeney, D. J. & Freeman, N. J. & Shoesmith, E. (2020). *Statistics for business and economics* (14th ed.). Andover, Great Britain: Cengage Learning.

9. Microeconomics

Module	**M9**
Semester	1
Duration of module	1 semester
Type of module	Compulsory
Courses included in the module	n/a
How frequently is the module offered	Each semester
Admission requirements	None
Level	Bachelor
Transferability of the module	open to exchange students / students of other ESB bachelor programmes on request.
Responsible professor/ module coordinator	Anna Goeddeke Office: 5-116, Tel.: 07121 271 3102 anna.goeddeke@reutlingen-university.de
Name of lecturer	Anna Goeddeke
Language of instruction	English
Credits (ECTS)	6 ECTS
Total workload	180 hours (60 hours lecture time, 120 hours independent study)

Contact hours per week (SWS)	4 hours
Examination/ type of assessment	Final Exam and Continuous Assessment 2 hour exam at the end of the semester (100%), Continuous Assessment (max +20% extra)
Weighting of grade within overall programme	6/157
Learning outcomes	Upon completion of this course, participants will have developed the following competencies: **Professional competencies:** • familiarizing students with current internationally accepted microeconomic concepts and its problem-oriented application • enabling students to comprehend and analyse market economy systems and to understand and assess the de facto opportunities and limits of market economy systems • strengthening the ability to apply classical microeconomic theories as well as behavioural economic theories when appropriate **Methodological competencies:** • ability to think in a structured manner about complex problems • deepening mathematical skills; ability to apply theoretic models to real-world problems, strengthening the ability to challenge theoretic concepts and their applicability to real life situation • developing competencies to assimilate new knowledge alone or in a group with the support of text books • be able to support firms' decisions on strategic variables in different real live competitive situations **Social competencies:** • different intellectual skills needed in this class, such as mathematical, analytical, synthesising and problem-solving skills • students will have to work in teams and thereby benefitting from the different skills of the different team members. • therefore, students' social competence cooperating with each other, managing conflicts and giving and receiving feedback will be strengthened

	Personal competencies: • the class will support the first semester students to find their personal learning style providing a variety of learning environments • participants will study under the guidance of the lecturer in class as well as studying in smaller groups or individually outside of the class. • students will learn to manage themselves to handle a considerable amount of unfamiliar knowledge within a limited timeframe. Thereby, the class supports a realistic and positive self-confidence of the students together with the student's ability in managing personal expectations. • students are furthermore encouraged in their ambitiousness to build the ability to solve applied economic problems.
Course-specific contributions to AoL competency goals (CG 1-6)	CG1 is introduced in this module especially focusing on the spoken and written microeconomic vocabulary. CG4 is also introduced in this module. Especially economic methods and techniques are applied to solve international business problems. CG5: is reinforced in theis module. In particular the calculation of prices, quantities, profits, consumer surplus, producer surplus, welfare, elasticities, taxes, welfare losses in different market forms is practiced in class CG6: is introduced in this class. Techological development have huge impact on competition in different markets. Theses are discussed in class.
Contents/ indicative syllabus	1. Prosperity, inequality, and planetary limits 2. Technology and incentives 3. Doing the best you can: Scarcity, wellbeing, and working hours 4. Strategic interactions and social dilemmas 5. The rules of the game: Who gets what and why 6. The firm and its employees 7. The firm and its customers 8. Supply and demand: Markets with many buyers and sellers 9. Lenders and borrowers and differences in wealth 10. Market successes and failures: The societal effects of private decisions
Teaching and learning methodology	The class follows an inverted classroom approach, which requires students to read the relevant textbook chapters before each session. This approach allows us to focus on applying and deepening the material during class time.

	Throughout the term, we will combine the inverted classroom method with classroom experiments and case studies to enhance understanding of microeconomics. Students will also engage with introductory and less formal readings on various microeconomic topics.
Indicative reading list	Literature The Economy 2.0: Microeconomics Open access e-text https://core-econ.org/the-economy/.

10. Principles of Human Resource Management

Module	**M10**
Semester	2
Duration of module	1 semester
Type of module	Compulsory
Courses included in the module	n/a
How frequently is the module offered	Each semester
Admission requirements	None
Level	Bachelor
Transferability of the module	open to exchange students / students of other ESB bachelor programmes on request.
Responsible professor/ module coordinator	Prof. Dr. Hermann Lassleben Office: 17-123, Tel.: 07121 271 6019 hermann.lassleben@reutlingen-university.de
Name of lecturer	Prof. Dr. Hermann Lassleben
Language of instruction	English
Credits (ECTS)	6
Total workload	180 hours (60 hours lecture time, 120 hours independent study)

Contact hours per week (SWS)	4 hours
Examination/ type of assessment	2h written exam at the end of the semester
Weighting of grade within programme	6/157
Learning outcomes	Upon completion of this module students will have developed the following competencies: **Professional competencies**: • overview of HRM • acquaintance with theoretical foundations, concepts and approaches; ability to deal with HR related responsibilities in managerial jobs **Methodological competencies**: • problem-solve HRM issues • critically assess HRM concepts and their limitations • contribute to organizational effectiveness by appropriate HR solutions and strategies **Social competencies**: • presentation and teamworking skills • competence to interact successfully in an international business environment • understand people dynamics in social systems such as organizations, or teams **Personal competencies:** • awareness of own personality and its relation to job requirements
Course-specific contributions to AoL competency goals (CG 1-6)	CG1: Discussions (in-class) of cases and recent developments in the field of HRM trains the usage of field-specific vocabulary and self-assurance in communicating in English. Obligatory reading of textbook chapters and press-clips as well as watching videos provided on RELAX, all in English. CG2: Explicitly addressed in topic no. 10 of syllabus and as a boundary condition of all functions of HRM in today's corporate world. Teamwork in multicultural groups on case studies in-class.

	CG4: Substantially all of the teaching is linked to cases or practical examples, for which students have to come up with suggestions and recommendations after discussion. The same applies to the final exam: no reproduction but application-oriented questions. Practitioners (guest presentations) bring in a practical problem-solving perspective. CG6: Explicitely addressed in topics, no. 3 (social media recruitment), no. 4 (AI-powered selection), and in particular, in no. 9 (predictive HR analytics), where a systematic overview of the tools and techniques, possibilities, limitations and applications of data analytics in the area of HRM is given.
Contents/ indicative syllabus	**1. Introduction to HRM** HRM Theories and Concepts, HRM Processes, HRM Roles, HRM Value Chain, HRM Competencies, HRM and Organizational Performance **2. HR Planning** Job Analysis, Job Description, Job Specification, Job Architecture, Forecasting Demand, Forecasting Supply, Workforce Planning, Succession Planning **3. Recruitment** Staffing Process, Internal/External Hiring, External Recruiting Sources, Social Media Recruitment, Active Sourcing, Employer Brand & Branding **4. Selection** Selection Process, Selection Instruments, Competency Profiling, Interviewing, Testing, Assessment Centers, Assessment Errors, Staffing Metrics, AI-Powered Selection **5. Training & Development** Training Process, Training Needs, Training Methods, Evaluating Training Effects, Management Development, Career Management **6. Performance Management** Performance Measurement vs. Performance Management, Functions, Roles, Tools, 360°Feedback, Forced Distribution, Management by Objectives, Appraisal Interviews **7. Reward Management** Reward Strategy, Reward Components, Job Evaluation, Pay for Performance, Reward and Motivation, Benefits **8. Retention Management** Types of Turnover, Costs of Turnover, Reasons for Voluntary Turnover, Organizational Commitment, Employee Retention

	9. People-/HR Analytics Human Capital Data, Analysis versus Prediction, Predictive Modelling, Dependent & Independent Variables, HR Analytics & HR Strategy
Teaching and learning methodology	Lectures, cases, group discussions, exercises
Miscellaneous	Practitioners will be invited on occasion to present practical examples concerning the respective topics. Cases, presentations, videos, links as well as additional reading material will be provided on the course's RELAX website.
Indicative reading list	Bohlander, G. & Snell, S. & Morris, C. (2018). *Managing Human Resources* (18th ed.). Cengage. Dessler, G. (2024). *Human Resource Management* (17th ed.). Pearson. Edwards, M. & Edwards, K. (2016). *Predictive HR Analytics: Mastering the HR Metric*. Kogan. Lussier, R. & Hendon, J. (2024). *Fundamentals of Human Resource Management: Functions, Applications, Skill Development* (3rd ed.). Sage. Mondy, R. & Martocchio, J. (2016). *Human Resource Management* (14th ed.). Pearson. Noe, R. & Hollenbeck, J. & Gerhart, B. & Wright, P. (2019). *Human Resource Management: Gaining a Competitive Advantage* (11th ed.). McGraw-Hill Education.

11. Business Communication 2

Module	**M11**
Semester	2
Duration of module	1 semester
Type of module	Compulsory
Courses included in the module	n/a
How frequently is the module offered	Each semester
Admission requirements	Successful completion of Module 5.
Level	Bachelor
Transferability of the module	open to exchange students / students of other ESB bachelor programmes on request.
Responsible professor/ module coordinator	Prof. Yoany Beldarrain, Ph.D. Office: 5-116, Tel.: 07121 271 3101 yoany.beldarrain@reutlingen-university.de
Name of lecturer	Bronwyn Wiebecke
Language of instruction	English
Credits (ECTS)	2
Total work	60 hours (30 hours lecture time, 30 hours independent study)
Contact hours per week (SWS)	2 hours
Examination/ type of assessment	Assessments consist of verbal and written continuous assessments (CA).

Learning outcomes	Upon completion of this course, participants will have developed the following competencies: **Professional competencies:** • Students will improve their English language skills while increasing their knowledge of basic business terminology, as well as terminology connected to marketing. • Students will understand the role of business communication in marketing. • Students will demonstrate best practices for personal branding • Students will demonstrate best practices for business communication skills. • Students will write and present persuasively. **Methodological competencies:** • Students will analyze and discuss different business topics business using appropriate vocabulary connected to marketing and strategy. **Social competencies:** • Students will interact in English for various purposes and with different types of audiences. **Personal competencies:** • Students will improve self-confidence using spoken and written English in intercultural business situations.
Course-specific contributions to AoL competency goals (CG 1-6)	CG1: Students write a persuasive essay about a critical business topic. Special emphasis will be given to style/register/clarity/critical thinking. Students will design and deliver a persuasive business presentation in English, using highly-effective techniques and professional vocabulary. CG2: Students work in international teams to provide each other with feedback during presentations. Feedback is given through their own cultural lens, which helps students learn about each other's perspectives. Students adapt their presentations and delivery style to the needs and expectations of a culturally diverse audience. CG4: The case study presentations are used as a springboard for critical discussions
Contents/ indicative syllabus	The topics covered will be of recent/current interest in a global context. The course Business Communication 2 will include: • the role of communication in self-branding/self-marketing and employability aspects such as job interviews

	• advanced persuasive writing skills • advanced persuasive presentation skills
Teaching and learning methodology	Teaching is by native speakers and is based on dossiers of materials appropriate to the relevant topic (texts, statistical charts, news-paper articles, etc). Collaboration and discussion are at the core of the course. There are four parallel groups each of approx. 18 students. Great importance is given to verbal competence. Regular written work and active participation is expected of students.
Indicative reading list	Cambride Business English Dictionary. (2011). Cambridge University Press. Downes, C. (2008). *Cambridge English for job-hunting*. Cambridge Univer-sity Press. Talbot, F. (2019). *How to write effective Business English. Your guide to excellent professional communication*. 3rd edition. UK: Kogan Page Ltd.

12. Second Business Language 2
(see under elective modules)

13. Macroeconomics

Module	**M13**
Semester	3
Duration of module	1 semester
Type of module	Compulsory
How frequently is the module offered	Each semester
Admission requirements	Mathematics, Statistics, Microeconomics
Level	Bachelor (+ Master)
Transferability of the module	Open to exchange students, IB-programme and other ESB-programmes.
Responsible professor/ module coordinator	Professor Dr. Bodo Herzog Office: 5-108, Tel: 07121 271 6031

	bodo.herzog@reutlingen-university.de
Name of lecturer For contact details, see ESB website.	Professor Dr. Bodo Herzog
Language of instruction	English
Credits (ECTS)	6 ECTS
Total workload	180 hours (60 hours lecture time, 120 hours independent study)
Contact hours per week	Online lectures 4 hours per week
Examination/ type of assessment	Written exam (2:00h); upon announcement.
Weighting of grade within programme	6/157
Learing outcomes	Upon completion of this course, participants will have developed the following competencies: **Professional competencies:** • The students can critically discuss the relevance and limitations or macroeconomic models; apply mathematical models in economics; understand model implications in specific economic situations; calculate and analytically derive model outcomes; Julia programming **Methodological competencies:** • Gather data and empirically test and validate models; synthesize complex quantitative information for professional presentations; transfer and apply theoretical knowledge to real-life settings. Improve the ability to work in an analytical consistent and rigorous way The students will be able to think strategically, such as economists and mathematicians.
Course-specific contributions to AoL competency goals (CG 1-6)	CG1: Class discussions about current economic issues as well as all course documents are in English. CG4: Continuous problem-solving in the lectures, homework and exam dealing with macroeconomic problems.
Contents/ indicative syllabus	Main topics: 1. What's Macroeconomics about?

	2. Growth Theory (Dynamic Theory & Simulations; Differential Equations) 3. Business Cycle Theory (closed and open economy; exchange rates) 4. Monetary Economics and Fiscal Theory, including research developments 5. Monetary Policy, including research developments (scientific computing) 6. Economics of European Monetary Union and European Cental Banking 7. Advanced Issues and Debates
Teaching and learning methodology	Lectures, Discussions, and Presentations. Throughout the semester, extensive papers will be distributed; these are intended for students' preparation and consolidation of the course material. Some homework sets will be distributed; these will be only processed and prepared by students individually or in groups.
Miscellaneous	Discussion of problems of common interest; case studies; computer simulations; e-learning platform; video lectures; guest lectures; and 'Nobel Lecture in Economics'
Indicative reading list	<u>Basic Literature</u> Abel, A.B. & Bernanke, B. & Croushore, D. (2013). *Macroeconomics*. Prentice Hall. Acemoglu, D. & Laibson, D. & List, J.A. (2019). *Macroeconomics*. Pearson Press. Blanchard, O. (2012). *Macroeconomics*. Prentice Hall. Herzog, B. (2020). Lecture Notes in Macroeconomics. ESB, Reutlingen. Mankiw, G. (2017). *Principles of Macroeconomics*. SW Cengage Learning. Krugman, P. & Wells, R.(2012). *Macroeconomics*. Worth Publishers. Ljungqvist, L. & Sargent, T.J. (2018). *Recursive Macroeconomic Theory*, MIT Press. Obstfeld, M. & Rogoff, K. (1996). *Foundation of International Macroeconomics.* MIT Press. Romer, D. (2018). *Advanced Macroeconomics.* McGraw-Hill. Walsh, C.E. (2017). *Monetary Theory and Policy*. MIT Press. <u>Basic Mathematics books:</u> Strang, G. (2019). *Linear Algebra and Learning from Data*, Wellesley-Cambridge Press. Wainwright, K. and Chiang, A. (2004). *Fundamental Methods of Mathematical Economics*, McGraw-Hill Education.

14. Principles of Corporate Finance

Module	M14
Semester	3
Duration of module	1 Semester
Type of module	Compulsory
Courses included in the module	n/a
How frequently is the module offered	Each Semester
Admission requirements	Strongly recommended: Financial Accounting, Management and Cost Accounting
Level	Bachelor
Transferability of the module	open to exchange students / students of other ESB bachelor programmes on request.
Responsible professor/ module coordinator	Prof. Dr. Hans-Martin Beyer Office: 5-109, Tel: 07121 271 6025 hans-martin.beyer@reutlingen-university.de
Name of lecturer	See above
Language of instruction	English
Credits (ECTS)	6
Total workload	180 hours (40 hours lecture time, 140 hours independent study)
Contact hours per week (SWS)	4 hours
Examination/ type of assessment	2 hour written module exam
Weighting of grade within programme	6/157
Learning outcomes	Upon completion of this course, participants will have developed the following competencies:

	Professional competencies: • Students will obtain fundamental understanding, competencies, and skills in the field of corporate financial management and understand the connections to financial and management accounting. • Students will be able to identify the relevant approaches and variables of financial decisions in general. More specifically, they will understand, apply and assess approaches and methods of investment decision making. • They will be able to assess the theoretical and practical connections between e.g. investment decisions, cost of capital, capital structure, and financing instruments. • Students will be able to identify the basic instruments of corporate funding and to understand the underlying capital structure theory and practice. They are enabled to critically discuss concepts applied in practice and acquire the ability to transfer theoretical knowledge into real-life situations. **Methodological competencies**: • Students will develop and further enhance their critical thinking and problem-solving skills in addition to analytical skills particularly in the fields of financing and investment decision making. • They will be able to apply and connect skills obtained in previous courses like M1.2, M3, M8, M10.1. **Social/personal competencies**: • Through the interactive nature of the module elements, students will develop their respective terminology and refine their professional communication competencies.
Course-specific contributions to AoL competency goals (CG 1-6)	CG1: The course is taught in English. By completion of the course, students will be able to understand and articulate the most relevant terms used in practice and academia in the field of corporate finance, investment, and financing related decision problems as well as portfolio theory in English. CG4: Students will understand and apply methods of assessing and interpreting potential investments to draw conclusions for decision making. Theoretical concepts are discussed with a focus on understanding the impact of risk and uncertainty to financial decisions and related methods / approaches to address them in practical decision making. Students will assess and solve problems e.g. in the fields of portfolio risk management, equity and debt financing, capital structuring/financial leverage, bond pricing. CG5: Students can interpret quantitative financial data such as cash flow forecasts, and use them e.g. for financial valuation, evaluate both forecasting approaches and the calculation processes and derive conclusions about the validity of the results.

Contents/ indicative syllabus	1. Financial Management Basics (finance definitions, finance functions, financial goals, stakeholders, financial planning, financial default, types of financing) 2. Investment Decisions (types of Investments, theoretical foundations, methods of investment valuation/capital budgeting under certainty - NPV, IRR, Payback/amortisation methods, methods, methods of addressing uncertainty in investment decisions e.g. sensitivity analysis) 3. Cost of Capital and Risk (measuring risk, Portfolio theory, asset pricing models eg. CAPM, cost of debt, calculation of WACC) 4. Financing instrument and capital structure (External equity financing instruments e.g. IPO/SPO, BA/VC/PE, retained earnings, external debt financing instruments e.g. bank loans, bonds, debt substitutes, trade financing, internal financing instruments e.g. retained earnings, provisions, depreciations, use of leverage effect and introduction capital structure theory) 5. Financial Risk Management (with a focus on currency risks) (currency quoting, risk exposure, types of hedging, currency derivatives, hedging with currency forwards, futures and options)
Teaching and learning methodology	Lectures and seminar, quantitative exercises/cases, discussion, readings
Indicative reading list	Arnold, Glen/Lewis, Deborah (2019): *Corporate Financial Management* (6th ed.), Pearson. Berk, J. & De Marzo, P. (2023). *Corporate Finance* (6th global ed.). Pearson. Brealey, R. A. & Myers, S. C. & Allen, F.& Edmans, A.. (2022). *Principles of Corporate Finance (14th internat. ed.).* McGraw-Hill. Brigham, E. F. & Houston, J. F. (2021). *Fundamentals of Financial Management* (16th ed.). South-Western Cengage Learning. Copeland, T. E. & Weston, J. Fr. & Shastri, K. (2013). *Financial Theory and Corporate Policy* (4th ed). Pearson. Corelli, A. (2018). Analytical Corporate Finance, (2nd ed.), Springer. Gitman, Lawrence J. (2014). *Principles of Managerial Finance* (14th global ed.). Pearson. Ross, Stephen A. & Westerfield et al. (2021). *Fundamentals of Corporate Finance* (13th ed.). McGraw-Hill. **Required readings and further articles will be introduced during the course.**

15. Management Accounting and Control

Module	**M15**
Semester	3
Duration of module	1 Semester
Type of module	Compulsory
Courses included in the module	n/a
How frequently is the module offered	Each semester
Admission requirements	Strongly recommended: Financial Accounting (M1.1), Management and Cost Accounting (M1.2)
Level	Bachelor
Transferability of the module	open to exchange students / students of other ESB bachelor programmes on request.
Responsible professor/ module coordinator	Prof. Dr. Michel Charifzadeh Office: 5-113, Tel.: 07121 271 3053 michel.charifzadeh@reutlingen-university.de
Name of lecturer	Prof. Dr. Michel Charifzadeh
Language of instruction	English
Credits (ECTS)	4
Total workload	120 hours (30 hours lecture time, 45 hours independent study, 45 hours exam preparation)
Contact hours per week (SWS)	2 hours
Examination/ type of assessment	1 hour written exam
Weighting of grade within programme	4/157
Learning outcomes	Upon completion of this course, participants will have developed the following competencies:

	Professional competencies: • Students will develop an enhanced understanding of how to apply concepts, instruments, and techniques of management accounting and control for implementing strategic goals. • Students will recognize ethical aspects of accounting and understand the role of the controller in a corporation. • Students will acquire the ability to independently set up an operating budget as well as a financial budget. • They will be able to critically discuss the behavioral implications of the budgeting process. • Students will develop the necessary skills to measure the financial performance of a business firm from various perspectives, enabling them to assess its overall health and effectiveness.. • They will demonstrate the ability to identify financial drivers and establish connections with operational drivers, thereby facilitating informed decision-making. • By learning from real-life examples, students will gain practical insights into the implementation of performance measurement systems in organizations and their role in executing strategies. • Students will Learn to recognize the limitations of management control systems and propose effective solutions to overcome these challenges. **Methodological competencies**: • 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. **Social competencies**: • Through the interactive nature of the course, students will refine their oral and written communication skills. • Students will improve their ability to work in teams, particulary under time constraints. **Personal competencies**: • Students will be equipped with the necessary knowledge and competencies to resume a role in a management control function in an internationally operating firm and become a valuable partner for operating and financial managers.

Course-specific contributions to AoL competency goals (CG 1-6)	CG1: The course is taught in English. By the completion of the course, students will be able to understand and articulate the most relevant terms used in practice and academia in the fields of management reporting, budgeting, performance measurement, and strategic management control in English. CG4: Students will develop mechanisms of problem-solving for real-life business cases in the context of management control. Concepts are discussed with a focus on understanding management control processes and interpreting performance measures of internationally operating business entities. They will solve problems of performance management in the fields of operating profitability, asset use efficiency, liquidity, financial leverage, and value creation. CG5: Students are required to perform mathematical calculations and analyze performance data that essentially consists of quantitative information. CG6: Students are introduced to the changes in management accounting and control systems through the increasing availability and capabilities of digital technology that supports managerial decision making.
Contents/ indicative syllabus	• Introduction to management accounting and management control • The role of a controller in a corporate function • Ethical challenges in management accounting and control • The budgeting process, operating budgets, financial budgets • Behavioural aspects in budgeting and alternative approaches to budgeting • Controllability and responsibility centers • Performance measurement with financial statements • Concepts of Net Working Capital, Capital Employed, the Profit Cascade (EBT, EBIT, EBITDA) • Key performance indicators, financial ratios • Shareholder value analysis, cost of capital, and value based management • Strategic management accounting with the balanced scorecard • Shareholder value vs. stakeholder maximization and sustainability
Teaching and learning methodology	This course will be conducted in the form of lecturing seminars, in class assignments, case studies and homework assignments.
Miscellaneous	Guest lecture by industry expert

Indicative reading list	Required reading Charifzadeh, M. & Taschner, A. (2017*). Management Accounting and Control.* Wiley. Supplementary reading Anthony, R. N et al. (2014). *Management Control Systems* (1st European ed.). McGraw Hill. Bhimani, A., Horngren, C.T., Datar, S. M. & Rajan, M. V. (2023). *Management and Cost Accounting* (8th ed.). Pearson Prentice Hall. Kaplan, R. S. & Atkinson, A. A. (1998). *Advanced Management Accounting* (3rd ed.). Pearson Prentice Hall. Kaplan, R.S. & Norton, D.P. (1992). The Balanced Scorecard – measures that drive performance. *Harvard Business Review*, 70(1), 71-79. Kaplan, R.S. & Norton, D.P. (1996). Using the Balanced Scorecard as a strategic management system. *Harvard Business Review, 74* (1), 75-85. Rappaport, A. (1992). CFOs and Strategists: Forging a Common Framework. *Harvard Business Review*, May-June, 84-91. Seal, W., Rohde, C., Garrison, R.H. & Noreen, E. W. (2024). *Management Accounting* (7th ed.). McGraw-Hill. Taschner, A. & Charifzadeh, M. (2016). *Management and Cost Accounting.* Wiley. Walsh, C. (2008). *Key Management Ratios* (4th ed.). Pearson Prentice Hall. Young, S. D. & O'Byrne, S. F. (2001). *EVA and Value Based Management*. McGraw-Hil. Zimmermann, J. L. (2020). *Accounting for Decision Making and Control* (10th ed.). McGraw-Hill. Additional reading material from business newspapers, periodicals, and academic journals will be provided during the course.

16. Principles of Strategic Management

Module	**M16**
Semester	3
Duration of module	1 semester
Type of module	Compulsory
Courses included in the module	1. Strategic Management Essentials 2. Project Management
How frequently is the module offered	Each semester
Admission requirements	None
Level	Bachelor
Transferability of the module	open to exchange students / students of other ESB bachelor programmes on request.
Responsible professor/ module coordinator	Prof. Dr. Florian Kapmeier Office: 5-111, Tel.: 07121 271 3104 florian.kapmeier@reutlingen-university.de
Name of lecturer	See course descriptions
Language of instruction	English
Credits (ECTS)	6 ECTS
Total workload	180 hours (60 hours lecture time, 120 hours independent study)
Contact hours per week (SWS)	4 hours
Examination/ type of assessment	1h written exam (50%), Continuous assessment (50%)
Weighting of grade within overall programme	6/157
Learning outcomes	Upon completion of this course, participants will have developed the following competencies:

	Professional competencies: • They will develop an understanding of the key concepts and principles of strategic and project management. • Students critically discuss the relevance and success factors of the strategy formulation and competitive analysis as well as their connection to the value based marketing concept and marketing mix decisions. **Methodological competencies:** • develop an understanding of the basic concepts and terminology used in strategic and project management. In particular a clear understanding of principles of strategy formulation and competitive analysis, and basics of managing a project • transfer and apply theoretical management knowledge to real-life business cases • develop presentation skills, familiarize with basic research methodology **Social competencies:** • refine their oral communication skills • improve their ability to work in teams in order to solve a given complex marketing situation • give and receive feedback by fellow students in a structured manner **Personal competencies:** • develop the ability to think and act proactively

16.1 Strategic Management Essentials

Course	**M16.1**
Name of lecturer **For contact details, see ESB website.**	Prof. Dr. Martin Mocker
Language of instruction	English
Credits (ECTS)	3 ECTS
Total workload	90 hours (30 hours lecture time, 30 hours independent study, 30 hours exam preparation)

Contact hours per week (SWS)	2 hours
Learning outcomes	This course draws on a wide range of perspectives to explore the roots of long term competitive advantage in organizations. Using a combination of learning about strategic management concepts and tools, cases, readings and, most importantly, lively discussion, the course will explore the ways in which companies can differentiate themselves from others. Upon completion of this course, participants will have developed the following competencies: **Professional competencies:** • Students are introduced to the principles of strategic management. • They will develop an understanding of the key concepts and principles of strategy formulation and competitive analysis. • Students learn about how long term advantage is built from first-mover advantage, increasing returns, and unique organizational competencies. • They will be able to critically discuss strategic management concepts applied in practice and acquire the ability to transfer and apply theoretical knowledge to real-life situations. **Methodological competencies:** • Students will develop an understanding of the basic concepts and terminology used in strategic management, in particular, a clear understanding of the key concepts and principles of strategy formulation and competitive analysis, thus identifying opportunities and threats as well as strengths and weaknesses in the operating environment of organizations. • They develop an understanding of useful analytical skills, tools, and techniques for analyzing companies strategically, recognizing that no one strategic solution for an organization is necessarily correct. **Social competencies:** • Students will improve their oral and written communication skills because of the interactive nature of the course and through the analysis and reporting of case situations. • Through teamwork on mini cases under time pressure and diversity in class, students will develop social and intercultural skills, including giving and receiving feedback.

	Personal competencies: • Students will improve their oral and written presentation skills through the analysis and reporting of case situations and their analytical and problem-solving skills and their ability to think critically and strategically.
Course-specific contributions to AoL competency goals (CG 1-6)	CG1: The course is taught in English. By completion of the course, students will be able to understand and articulate the relevant terms of strategic management in English. In particular, students will be able to correctly analyze companies' environmental pressures, their ways to generate economic rent via tools of the market-based view and the resource-based-view. CG4: Students will be introduced to mechanisms of problem-solving to real-life strategic management cases. Through a rigorous strategic management approach, students will train the ability to apply general concepts to specific situations. In particular, students prepare strategic management cases and solve the issues presented. CG6: Students are introduced to changes in business models through capabilities in digital technogolgy.
Contents/ indicative syllabus	• State of the World (overpopulation, over-consumption in the affluent world, planetary boundaries, doughnut economics, overshooting of ecological boundaries, undershooting social sustainability) and Sustainable Development Goals (SDGs) • Strategic aspects of corporate sustainability transformation • Strategic Management: characteristics, strategic choice (Blue Oceans), strategy development • Company environment: market-based view, macro-environment, competitors, opportunities and threats • Strategic capability: resource-based-view, resources and competencies, dynamic capabilities, organizational learning, strengths and weaknesses • Business level strategy: strategic business units, bases of competitive advantage, sustaining competitive advantage (Delta model), competition and cooperation, game theory • Corporate level and international strategy: product/market diversity, international diversity and international strategy • Methods of strategy development: directions for strategy development, methods of strategy development • Organizing for success: organizational forms, processes (Balanced Scorecard and Strategy Maps), relationships

	• Enabling success: managing people, managing information, managing finance, managing technology • Managing strategic change: change and change management, levers for managing strategic change • Understanding strategy development: intended strategy development, emergent strategy development
Teaching and learning methodology	Interactive lecture, case studies
Indicative reading list	Required reading Johnson, G., Whittington, R., Scholes, K., Angwin, D. & Regner, P. (2017). *Exploring Strategy – Text and Cases.* Pearson. <u>Further readings</u> Hagel, J.III, Brown, J.S., & Davison, L. (2008). Shaping Strategy in a World of Constant Disruption. *Harvard Business Review*, October, 80-89. Hax, A.C., & Wilde, D.I. (1999). The Delta Model, Adaptive Management in a Changing World. *Sloan Management Review*, Winter, 11-28. Johnson, M.W., Christensen, C.M., & Kagermann, H. (2008). Reinventing Your Business Model. *Harvard Business Review*, December, 51-59. Kaplan, R.S., & Norton, D.P. (2006). How to Implement a New Strategy Without Disrupting Your Organization. *Harvard Business Review*, March, 100-109. O'Reilly, C., & Tushman, M.L. (2004). The Ambidextrous Organization. *Harvard Business Review*, April, 74-81. Porter, M.E. (2008). The five competitive forces that shape strategy. *Harvard Business Review*, January, 25-40. Raworth, K. (2017). A Doughnut for the Anthropocene: humanity's compass in the 21st century. The Lancet Planetary Health 1(2): e48-e49. Richardson, K., W. Steffen, W. Lucht, J. Bendtsen, S. E. Cornell, J. F. Donges, M. Drüke, I. Fetzer, G. Bala, W. von Bloh, G. Feulner, S. Fiedler, D. Gerten, T. Gleeson, M. Hofmann, W. Huiskamp, M. Kummu, C. Mohan, D. Nogués-Bravo, S. Petri, M. Porkka, S. Rahmstorf, S. Schaphoff, K. Thonicke, A. Tobian, V. Virkki, L. Wang-Erlandsson, L. Weber and J. Rockström (2023). Earth beyond six of nine planetary boundaries. Science Advances 9(37): eadh2458.

	Steffen, W., K. Richardson, J. Rockström, S. E. Cornell, I. Fetzer, E. M. Bennett, R. Biggs, S. R. Carpenter, W. de Vries, C. A. de Wit, C. Folke, D. Gerten, J. Heinke, G. M. Mace, L. M. Persson, V. Ramanathan, B. Reyers and S. Sörlin (2015). Planetary boundaries: Guiding human development on a changing planet. Science 347(6223): 1259855. United Nations (2024). The 17 SDGs. https://sdgs.un.org/goals Wackernagel, M., L. Hanscom and D. Lin (2017). Making the Sustainable Development Goals Consistent with Sustainability. Frontiers in Energy Research 5.

16.2. Project Management

Course	**M16.2**
Name of lecturer; for contact details, see ESB website	Arne Peters
Language of instruction	English
Credits (ECTS)	3
Total workload	90 hours (30 hours lecture time, 60 hours independent study)
Contact hours per week (SWS)	2 hours
Learning outcomes	This course aims to introduce and train students in managing projects, and especially dealing with complexity in projects. Upon completion of this course, participants will have developed the following competencies: **Professional competencies:** • Students will learn about theory, methods, and quantitative tools that are applied to effectively plan, organize, and control projects, and about efficient techniques for managing projects. • Students will understand the theory underlying the methods and the tools of project management, incl. work breakdown structure (WBS), Critical Path Method (CPM), Critical Chain Method, Programme Evaluation and Review Techniques (PERT), and Project Risk Management, among others.

	Methodological competencies: • Students will develop mechanisms of problem-solving and apply them to project management business cases. • They will develop competencies to assimilate new knowledge alone or in a group with the support of state-of-the-art textbooks, apply the methods and tools to real-project management challenges and understand their limitations. **Social competencies:** • Students will improve their intellectual skills including soft, social, communication, mathematical, analytical, synthesising and problem-solving skills. As students work primarily in teams they benefit from their team members' skills: students will strengthen their social competence through cooperating with each other, by managing conflicts and giving and receiving feedback. • Students will also obtain an appreciation for organizational and human aspects in project organizations and project manager soft skills and typical profiles. **Personal competencies:** • Students will gain personal confidence by building up knowledge, skills and capacities to approach managerial challenges in general and in managing projects in particular. • They also learn how to present logical and convincing arguments.
Course-specific contributions to AoL competency goals (CG 1-6)	CG1: The course is taught in English. By completion of the course, students will be able to understand and articulate the relevant building blocks of project management in English. CG2: Students collaborate in international teams to prepare and hold a presentation on a topic of managing projects. They work in other international teams on other issues on project management in class, thus reflecting on the different cultural dimensions. Furthermore, one topic is especially focussing on project management in the international context. CG4: Students develop mechanisms of problem-solving to real-life project management cases. While they learn the building blocks of project management, students acquire the ability to apply general concepts to specific situations. Also, students prepare real-life project management cases with reference to the theoretical concepts learned. CG6: Students are introduced to how digital technology supports managing large complex and international projects.
Contents/ indicative syllabus	• Introduction to project management

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	• Projects in the organizational structure • Challenges in managing international projects • Project activity and risk planning • Project budgeting: costs and risks • Project scheduling: network techniques • Resource allocation • Project monitoring, project control, project auditing • Project termination
Teaching and learning methodology	Seminar-style course, discussion of cases, computer-based project simulation and methods for project planning, team tasks and presentation to the plenum, team assessments.
Miscellaneous	Guest lecture
Indicative reading list	<u>Required readings</u> Meredith, J.R., Mantel, S.J. (2019). *Project Management: A Managerial Approach* (10th ed.). Wiley. Project Management Institute (2017). *A Guide to the Project Management Body of Knowledge* (6th ed.). Newton Square. <u>Recommended readings</u> Goldratt, E. (1997). *Critical chain.* The North River Press. Levy, F.K., Thomson, G.L., Wiest, J.D. (1963). The ABCs of Critical Path Method. *Harvard Business Review*, *41*(5), 98-108. Lyneis, J., Cooper, K., Els, S. (2001). Strategic Management of Complex Projects. *System Dynamics Review*, *17*(3), 237-260. Sosa, M.E., Eppinger, S.D., Rowles, C.M. (2004). The Misalignment of Product Architecture and Organizational Structure in Complex Product Development. *Management Science*, *50*(12), 1674-1689.

17. Intercultural Business Communication

Module	**M17**
Semester	1
Duration of module	1 semester
Type of module	Compulsory
Courses included in the module	1. International Business Communication 2. Intercultural Negotiations
How frequently is the module offered	Each semester.
Admission requirements	Completion of Module 5 and Module 11.
Level	Bachelor
Transferability of the module	open to exchange students / students of other ESB bachelor programmes on request.
Responsible professor/ module coordinator	Prof. Yoany Beldarrain, Ph.D. Office: 5-116, Tel.: 07121 271 3101 yoany.beldarrain@reutlingen-university.de
Name of lecturer	See course descriptions
Language of instruction	English
Credits (ECTS)	5
Total workload	150 hours (for details see course descriptions)
Contact hours per week (SWS)	4 hours
Examination/ type of assessment	**International Business Communication (worth 80% of the module grade):** Assessments consist of verbal and written continuous assessments (CA) as well as active participation. **Intercultural Negotiations (worth 20% of the module grade):** Active participation as part of a negotiation team is required. Student must participate at least 80% of the time, including participation in the final negotiations.

Weighting of grade within programme	5/157

17.1. International Business Communication

Course	**M17.1**
Name of lecturer For contact details, see ESB website.	Prof. Yoany Beldarrain, Ph.D.
Language of instruction	English
Credits (ECTS)	3
Total workload	90 hours (30 hours lecture time, 60 hours independent study)
Contact hours per week (SWS)	2 hours
Examination/ type of assessment	Assessments consist of verbal and written continuous assessments (CA). This module part is worth 80% of the entire module grade.
Weighting of grade within programme	3/157
Learning outcomes	Upon completion of this course, participants will have developed the following competencies: **Professional competencies:** • Students will apply extended business and economics-related terminology in scenarios and discussions. • Students will integrate and demonstrate best practices for effective and ethical business communication skills when dealing with difficult professional situations. • Students will demonstrate highly effective presentation skills. **Methodological competencies:** • Students will discuss the impact of cultural dimensions and leadership styles on communication • Students will analyze, synthesize and evaluate business communication cases using verbal and written business English.

	• Students will apply communication methods and techniques best suited for specific business scenarios. **Social competencies:** • Students will apply networking and teambuilding skills within an inter-cultural context. • Students will collaborate with peers from various cultural backgrounds to problem-solve business scenarios. **Personal competencies:** • Students will confidently use the English language for different purposes, including business situations. • Students will attain the skills necessary to do an internship semester in an English-speaking programme.
Course-specific contributions to AoL competency goals (CG 1-6)	CG1: Assessment embedded, students write an academic, analytical essay about a business communication problem using a current event/case as example. They also present a relevant analysis verbally. CG2: Students collaborate in international teams and reflect on the different cultural dimensions and their impact on one´s behavior, preferences, communication style, leadership style, etc. Students also practice conflict resolution techniques and take several surveys to reflect on their contributions to the international team. CG3: Ethical business communication is discussed in connection to the analytical paper topic/case. For example, the VW emissions scandal and how the company communicated with stakeholders. Students use Redding´s typology of unethical communication to discuss different cases. CG4: Students critically analyze business cases using quantitative and/or qualitative data to support their analysis, recommendations, etc. CG6: Students will use different technology tools/virtual teaming in order to understand the differences between face-to-face communication dynamics versus virtual teaming dynamics, as well as practice adaptation strategies when working in international teams.
Contents/ indicative syllabus	The International Business Communication course incorporates topics of recent/current interest around the globe. Topics from economics, finance, politics, etc., are all examined through the lens of effective communication for international business purposes. The course builds on skills previously learned in Business Communication 1 and 2, thus underscoring the dynamics at play in a communication act. The main topics may vary from semester to semester depending on current events that can be incorporated into the class discussions:

	1. Reflect upon own personal unconscious/conscious biases (implicit/explicit) and the role these biases play in IBC 2. Reflect upon own personal preferences, cultural background and cultural competence, and how it may influence communication. 3. Discuss emotional intelligence and the role it plays in intra/interpersonal communication. 4. Define & identify the basic leadership styles & how IBC may be influenced, including pros & cons depending on the situational context and cultural context. 5. Identify and discuss predominant leadership styles based on cultural dimensions 6. Identify and discuss the different sources of power in leadership & management 7. Solve IBC communication problems as represented in different professional scenarios involving international teams 8. Identify & use the 7 C´s of communication 9. Identify & discuss the impact of socio-political issues on current IBC trends, including different kinds of brand activism. 10. Identify and discuss relevant communication elements as reflected in corporate reputation. 11. Assess what is meant by ethical communication 12. Apply the dimensions of Redding's (1996) typology of unethical organizational communication 13. Understand the four phases of the feminist perspective of organizational communication ethics proposed by Mattson and Buzzanell (1999) and extended by other researchers. 14. Understand the importance of crisis communication according to Timothy Coombs´ work. 15. Understand and analyze examples of Image Repair Theory (Benoit, 2014) in connection to branding 16. Understand and discuss the applicability of the Cocreational Model (Botan, 2018) in strategic communication. 17. Compare actions vs reactions, proactive vs reactive BC 18. Identify benefits of open & clear BC. 19. Compare/contrast the 5 management styles for handling conflict as per Thomas-Kilmann and others. 20. Choose the proper communication channel, mode, tone, register when dealing with a difficult situation. 21. Critically analyze and evaluate a current event/business case as it relates to international IBC dynamics.

Teaching and learning methodology	This is a blended (hybrid) course, with a few online sessions and/or components depending on the semester. This course follows a constructivist learning approach, thus students will engage in f2f as well as online discussions. Teaching is by native speakers and is based on dossiers of materials appropriate to the relevant topic (texts, statistical charts, newspaper articles, etc). There are four parallel groups each of approx. 18 students. Great importance is given to both, verbal and written competence.
Indicative reading list	Key theoretical sources as well as current, relevant examples will be announced in class and/or posted in Relax. Resources of interest include: Benoit, W.L. (2015). Image restoration theory. Wiley Online Library. DOI: 10.1002/9781405186407.wbieci009.pub2 Benoit, W. L. (2015). *Accounts, excuses, apologies: Image repair theory and research* (2nd ed.). Albany, NY: SUNY Press. Botan, C.H. (2018). *Strategic communication theory and practice: The cocreational model.* Wiley Blackwell. ISBN: 978-0-470-67458-1 Carroll, C.E. (Ed). (2013). *The handbook of communication and corporate reputation.* Wiley Blackwell. DOI:10.1002/9781118335529 Coombs, W.T. (2006). The protective powers of crisis response strategies: Managing reputational assets during a crisis. Journal of Promotion Management, 12, 241-260. Lerbinger, O. (2018). *Corporate communication: An international and management perspective*. Wiley Blackwell. ISBN: 978-1-119-47137-0 Thomas, K. W., & Kilmann, R. H. (1978). Comparison of Four Instruments Measuring Conflict Behavior. *Psychological Reports*, 42(3_suppl), 1139-1145. DOI:10.2466/pr0.1978.42.3c.1139

17.2. Intercultural Negotiations

Course	**M17.2**
Name of lecturer For contact details, see ESB website.	Prof. Yoany Beldarrain, Ph.D. Lars Gairing Mark Hyland Steven Kerns
Language of instruction	English
Credits (ECTS)	2
Total workload	60 hours (30 hours lecture time, 30 hours independent study)
Contact hours per week	30 hours block seminar (equivalent to 2 hours per week)
Examination/ type of assessment	A minimum of 80% participation is required in this part of the module. Students must also participate in the final negotiations (CA). This module component is worth 20% of the entire module grade.
Learning outcomes	Upon completion of this seminar, participants will have developed the following competencies: **Professional competencies:** • Students will demonstrate highly effective negotiation skills face-to-face as well as virtually. • Students will use technology tools for virtual teaming (internal/external communication) **Methodological competencies:competencies:** • Students will discuss the impact of cultural dimensions on intercultural negotiations both, virtual and f2f. • Students will apply communication methods and techniques to adapt their own communication style in an intercultural negotiation, virtual and f2f. **Social competencies:competencies:** • Students will collaborate with peers from various cultural backgrounds to problem-solve intercultural negotiation scenarios, virtual and f2f.

	Personal competencies:competencies: • Students will confidently use business English for negotiations.
Course-specific contributions to AoL competency goals (CG 1-6)	CG1: Students engage in negotiation simulations in which they have to practice using business English on the fly, thus adapting to the flow of the dialogue, and reacting/adapting to the unscripted dynamics. CG2: Students collaborate in international teams to practice negotiation skills and virtual teaming, thus reflecting on the different cultural dimensions and their impact on one´s behavior, preferences, communication style, leadership style, etc. Students also practice conflict resolution techniques and reflect on their contributions to the international/intercultural-team. CG6: Students will become experts using web conferencing tools in order to communicate/conduct a professional negotiation.
Contents/ indicative syllabus	1. Recognize and use specific negotiation language 2. Understand key steps to take before, during, and after the negotiation event 3. Explore the Bargaining Zone model, ZOPA & BATNA 4. Compare/contrast negotiation styles across cultures 5. Distinguish between cultural differences/similarities that might influence negotiations/business communication and adapt accordingly. 1. Discuss key elements of successful intercultural negotiations 2. Reflect upon own negotiation style in connection to cultural background 3. Identify and use best practices for f2f/virtual teaming 4. Utilize techniques for moderating a f2f and virtual meeting. 5. Utilize a webconference/collaboration tool effectively and professionally (MS Teams, Zoom) 6. Identify potential conflicts within virtual teams and prevent them. 7. Understand and apply the Harvard model and principles of negotiations.

Teaching and learning methodology	In the International Negotiations seminar, students will collaborate in international teams and engage in various negotiation scenarios. Students will use MS Teams for any virtual component. MS Teams and/or Zoom might also be an option depending on the semester. There are four parallel groups, each of approx. 18 students. Great importance is given to both, verbal and written competence. Active participation is expected of students, and may constitute part of the assessment.
Indicative reading list	All reading materials will be announced in class. Fisher, R., Ury, W. & Patton, B. (2011). *Getting to Yes: Negotiating an agreement without giving in* (3rd ed). New York, NY: Penguin Books. MacRae, B. (2012). *Negotiating and influencing skills: The art of creating and claiming value.* SAGE. DOI: 10.4135/9781452233390

18. Second Business Language 3
(see under elective modules)

19. Internship

Module	**M19**
Semester	4
Duration of module	1 semester
Type of module	Core
Courses included in the module	• Internship • Internship Colloquium • Practical Business Studies
How frequently is the module offered	Each semester
Admission requirements	None
Level	Bachelor
Transferability of the module	None / this module is for IB students only

Responsible professor/ module coordinator	Prof. Dr. Michel Charifzadeh Office: 5-113, Tel.: 07121 271 3053 Michel.charifzadeh@reutlingen-university.de
Name of lecturer	See course descriptions
Language of instruction	English
Credits (ECTS)	30
Total workload	900 hours (60 hours lecture time, 840 hours independent study)
Contact hours per week (SWS)	4 hours
Examination/ type of assessment	Students must submit to the internship officer (upload in RELAX) • The internship contract (Deadline: Students must submit their internship contract at the latest at the beginning of the internship semester) • The internship report – in the semester following the internship (Deadline: Students must submit the internship report at the latest 2 weeks after the start of the semester following the internship.) • Internship certificate – in the semester following the internship (Deadline: Students must submit the internship certificate at the latest 2 weeks after the start of the semester following the internship) • Presentation Practical Business Studies (M19.3) – in the semester following the internship (Deadline: Presentation takes place during the semester following the internship. Students must submit their presentation materials prior to the presentation)
Weighting of grade within overall programme	not graded (pass/fail)
Learning outcomes	Upon successful completion of this course, participants will have developed the following competencies: **Professional Competencies:** • During their internship, students will engage in critical reflection of class contents and methodological skills acquired during the first three semesters, allowing them to apply, expand, and deepen their knowledge from a practical standpoint.

	• They will conduct a comprehensive and structured review of their internship semester, encompassing an academic analysis of a key business problem encountered during the internship. **Methodological Competencies:** • Students will gain exposure to the international business landscape by actively participating in real-life business organizations, teams, and projects. **Social Competencies:** • Students will apply and enhance their social, language, and communication skills, which they have acquired concurrently or prior to the internship experience. **Personal Competencies:** • The course methodology, focused on report writing, will contribute to the development and refinement of students' writing skills. • Students will be guided in their internship report to critically reflect on their internship experience, enabling them to consciously acknowledge significant learnings for their future professional endeavors. • This course will facilitate the exploration of new perspectives and areas of interest, aiding students in making informed choices for their elective courses. • Through reflection on their prior studies, students will experience personal growth and maturity. • These competencies fostered by the course will equip students with valuable skills, insights, and self-awareness necessary for their continued professional growth and success.

19.1 Internship

Course	**M19.1**
Name of lecturer **For contact details, see ESB website.**	Prof. Dr. Michel Charifzadeh
Language of instruction	English
Credits (ECTS)	26 ECTS
Total workload	780 hours, internship of at least 20 weeks
Contact hours per week (SWS)	none – but internship supervision

Learning outcomes	Upon completion of this course, participants will have developed the following competencies: **Professional Competencies:** • Participants will develop specialized skills and knowledge pertinent to their respective functions, areas, or industries. The course content caters to the specific requirements of different professional contexts. **Methodological Competencies:** • Students will be exposed to the dynamics of the international business landscape through active engagement in real-life business organizations, teams, and projects. This experiential approach facilitates a deeper understanding of global business practices and challenges. **Social Competencies:** • Participants will have the opportunity to apply and enhance their social, language, and communication skills, building upon the foundations established prior and developed further during their internship experience. • The course promotes effective interpersonal communication and cultural competence. **Personal Competencies:** • As a result of their engagement in the module, students will undergo personal growth and maturation. They will develop a greater sense of self-awareness, adaptability, and responsibility, laying a strong foundation for their future personal and professional endeavors. • By cultivating these competencies, the module empowers participants to excel in their chosen fields, equipping them with the necessary knowledge, skills, and personal attributes to navigate diverse professional contexts successfully.
Course-specific contributions to AoL competency goals (CG 1-6)	The competency goals CG2, CG3, CG4, and CG6 are introduced or reinforced during the internship. CG2: They work in international oriented companies where they have to cope with mixed teams, with their supervisors, and different clients. CG3: In their practical internship semester, students are introduced to real-world scenarios that necessitate the consideration and management of ethical challenges. CG4: The primary objective of the internship semester is to provide students with practical exposure to business processes and working environments within organizations. Throughout the duration of the internship, students will have the opportunity to immerse themselves in the intricacies of the business world, applying and expanding upon the theoretical knowledge acquired during their academic studies. Furthermore, the internship experience will foster the development of problem-solving skills

	as students confront real-life business challenges. CG6: As digitization has entered virtually every area of business, students, while immersed in real business environments, are introduced to the process of recognizing and evaluating the economic impact of digitization.
Contents/ indicative syllabus	This module encompasses the acquisition of work procedures within a business environment, empowering students to independently carry out common business tasks, with specific content tailored to the organization offering the internship.
Teaching and learning methodology	Support / guidance by the internship company's direct supervisor / team. Continuous support & feedback from faculty members.
Miscellaneous	None
Indicative reading list	Upon request, students will receive literature references for the specific industry of the internship from their supervisor or an appropriate faculty member.

19.2. Internship Colloquium

Course	**M19.2**
Name of lecturer For contact details, see ESB website.	Prof. Dr. Michel Charifzadeh
Language of instruction	English
Credits (ECTS)	2 ECTS
Total workload	60 hours (30 hours lecture time, 30 hours independent study)
Contact hours per week (SWS)	2 hours
Learning outcomes	**Personal competencies:** In the internship report, students are guided to critically reflect on the internship in order to consciously perceive important experiences and to use them for their further professional development.
Course-specific contributions to AoL competency goals (CG 1-6)	The competency goals CG2, CG3, CG4, and CG6 are introduced or reinforced during the internship colloquium. CG2: The supervisor facilitates guidance for students in addressing intercultural challenges when specifically requested.

	CG3: Upon request, the supervisor provides guidance to students in navigating ethical challenges. CG4: Students receive guidance on applying and expanding their theoretical knowledge acquired during their studies to effectively solve problems. CG6: Students are introduced to the analysis of the commercial impact of digitalization.
Contents/ indicative syllabus	Knowledge of work procedures in a business environment; independent execution of typical business tasks. Contents vary depending on the organisation offering the internship.
Teaching and learning methodology	Continuous support & feedback by the responsible internship officer in guiding the students through the internship and process of reporting.
Miscellaneous	None
Indicative reading list	Upon request, students will receive literature references for the specific industry of the internship from their supervisor or an appropriate faculty member.

19.3. Practical Business Studies

Course	**M19.3**
Name of lecturer For contact details, see ESB website.	Prof. Dr. Michel Charifzadeh Prof. Dr. Hermann Lassleben
Language of instruction	English
Credits (ECTS)	2 ECTS
Total workload	60 hours (30 hours lecture time, 30 hours independent study)
Contact hours per week (SWS)	2 hours
Learning outcomes	Upon completion of this course, participants will have developed the following competencies: Professional competencies: • Students will engage in reflective practices and meaningful exchanges regarding the experiences acquired during their internship semester.

	• Guided by instructors, students will engage in critical self-reflection, aiming to develop an awareness of the acquired experiences and their significance for future career trajectories. **Methodological Competencies:** • A systematic and critical evaluation of the internship semester will be conducted, encompassing an extensive and well-structured report that includes an academic reflection on a pivotal business problem encountered during the internship. **Social Competencies:** • Students will apply and enhance their social, language, and communication skills, drawing upon the knowledge and skills acquired simultaneously or prior to the internship. **Personal Competencies:** • Through presentations delivered by their peers, students will gain insights into a diverse range of potential professional fields and obtain an overview of different industry sectors, companies, functions, and career prospects. Moreover, the application of the course's methodology, particularly report writing, will enhance and refine students' writing skills. • By engaging in reflective practices, comprehensive evaluations, and skill-building activities, students are equipped with the necessary foundations for future career success and continuous personal development.
Course-specific contributions to AoL competency goals (CG 1-6)	The competency goals CG2, CG3, CG4, and CG6 are introduced or reinforced during the Practical Business Studies course. CG1: Students are tasked with preparing a presentation and delivering a talk in English language, reflecting upon the experiences they have acquired during the internship semester. CG2: Students are expected to present their reflections in front of an international audience, providing insights into the intercultural experiences they have gained throughout their internship (if applicable). CG3: Students are encouraged to engage in critical thinking, specifically focusing on the ethical dimensions of their professional endeavors, and are expected to share their thoughtful reflections with the audience. CG4: Students are required to report on the practical application of the theoretical knowledge they have acquired during their academic studies and thus reflect on the development of their prolem-solving skills.

	CG6: Students are introduced to the significance and economic implications of digitalization, with a specific emphasis on presenting its relevance in the business environment they have expereinced.
Content/ indicative syllabus	Students create and hold a presentation on their completed internship. The presentation considers the following aspects: 1. internship company (country, industry sector, group, location) 2. functional area (structure, tasks, responsibilities) 3. tasks during the internship 4. special incidents, unpleasant events 5. lessons learned, reflection (professional, social, methodological, personal competencies) 6. career planning 7. advice to other students
Teaching and learning methodology	Students' presentations, discussions and Q&A

20. International Studies

Module	**M20**
Semester	5 (or 7 if a student realizes an additional Master's degree at a partner university (Fast Track Option))
Duration of module	1 Semester
Type of module	Compulsory
Courses included in the module	International Studies International Studies Colloquium
How frequently is the module offered	Each semester
Admission requirements	Internal application for international study semester at Reutlingen University, application at partner university, further requirements depend on the partner university (e.g. TOEFL). Students will hand in their learning agreement to the IB international coordinator two weeks after the start of the studies at the partner university. As soon as students receive their transcripts of records they will submit it to the IB international coordinator.

Level	Bachelor
Transferability of the module	The studies at IB partner schools are only for IB students
Responsible professors/ module coordinators	Prof. Dr. Julia Hormuth Office: 5-116, Tel.: 07121 271 3075 julia.hormuth@reutlingen-university.de
Name(s) of lecturer(s)	Depending on the partner university / courses chosen.
Language of instruction	English or other languages, depending on partner university.
Credits (ECTS)	30
Total workload	900 hours – full-time equivalent at partner university (amount of contact hours / independent study depends on the partner university / courses chosen)
Contact hours per week	Depending on the partner university / courses chosen.
Examination/ type of assessment	Depending on the partner university / courses chosen.
Weighting of grade within overall programme	15/157 (Note: weighting of only 50%)
Learning outcomes	Upon completion of this course, participants will have developed the following competencies: **Professional competencies:** • advanced knowledge in the various fields of international business (depending on courses chosen); understanding of different university systems. **Methodological competencies:** • advanced methodological competencies in the various fields of international business (depending on courses chosen). **Social competencies:** • advanced communication skills in the language of the host country; advanced intercultural skills.

	Personal competencies: • development of personality and personal profile through studying abroad; reflection and learning from own international experiences.

20.1. International Studies

Course	**M20.1**
Name of lecturer **For contact details, see ESB website.**	Depending on the partner university / courses chosen.
Language of instruction	English and/or Spanish and/or French
Credits (ECTS)	28
Total workload	840 hours (amount of contact hours / independent study depends on the partner university / courses chosen)
Contact hours per week (SWS)	Depending on the partner university / courses chosen.
Learning outcomes	Depending on the partner university / courses chosen.
Course-specific contributions to AoL competency goals (CG 1-6)	Depending on the partner university / courses chosen.
Contents/ indicative syllabus	Depending on the partner university / courses chosen.
Teaching and learning methodology	Depending on the partner university / courses chosen.
Indicative reading list	Depending on the partner university / courses chosen.

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20.2. International Studies Colloquium

Course	**M20.2**
Name of lecturer For contact details, see ESB website.	Prof. Dr. Julia Hormuth
Language of instruction	English
Credits (ECTS)	2
Total workload	60 hours (30 hours lecture time, 30 hours independent study)
Contact hours per week (SWS)	2 hours
Learning outcomes	After successful completion of this course the students have developed the following competencies: **Professional competencies:** • understanding of different university systems and learning styles, especially one university system outside of Germany. **Methodological competencies:** • competence to prepare and manage a study semester abroad strategically. **Social competencies:** • skills in communicating internationally and transferring experiences. **Personal competencies:** • reflection of own goals for the study semester abroad and of own international experiences; learn from other students' experiences.
Course-specific contributions to AoL competency goals (CG 1-6)	CG1: Students prepare documents of PU's, interact with exchange coordinators of PU's, thus apply language competencies in "real-world" situations; they report on their experiences abroad to university staff, professors and peer/junior students (e.g. written re-port, skype presentation). CG2: Students discuss their intercultural experiences, including the different university systems, teaching & learning styles, and more.
Contents/ indicative syllabus	• Definition of students' goals for the international study semester; • information on different options for the international study semester (individual research by students, info sessions, skype conferences, etc.);

	• discussion of students' experiences and problems during their international study semester; • transfer of experiences to junior students (international study semester reports, skype conferences, update of partner university handbook/guidelines); • transfer of experiences to local students (presentation of ESB Business School/IB programme at partner university); • content and focus of specific business courses abroad; • different university systems, course concepts, and learning styles.
Teaching and learning methodology	Colloquium, continuous support by the IB International Relations Officers, individual coaching.
Indicative reading list	Will be discussed during the course.

21. Business Ethics

Module	**M21**
Semester	6
Duration of module	1 semester
Type of module	Compulsory
Courses included in the module	n/a
How frequently is the module offered	Each Semester
Admission requirements	None
Level	Bachelor
Transferability of the module	open to exchange students / students of other ESB bachelor programmes on request.
Responsible professor/ module coordinator	Prof. Dr. Elizabeth Hofvenschiöld
Name of lecturer	Prof. Dr. Elizabeth Hofvenschiöld

Language of instruction	English
Credits (ECTS)	3 ECTS
Total workload	90 h (30 hours lecture time, 60 hours independent study)
Contact hours per week (SWS)	2 hours
Examination/ type of assessment	1 hour written exam
Weighting of grade within programme	3/ 157
Learning outcomes	Upon completion of this course, participants will have developed the following competencies: **Professional competencies:** • Knowledge, skills and capabilities for ethical decision making in a global business environment. Students will learn about the steps for ethical decision making. **Methodological competencies:** • Knowledge and capability to transfer theoretical knowledge on given real problems in daily business life by going through 5 steps Ethics management applicable in all situations: a) Analysis of the situation given and identification of ethical issue b) Definition of the ethical problem c) Analysis of the (ethical, economic, and other) arguments d) Evaluation and decision e) Implementation into the management systems **Social competencies:** • Improvement of communication skills by: Theory: introduction of basic knowledge of communication theories Practice: case studies in team work and class discussions • Improvement of digitalization knowledge through: Theory: introduction to digital ethics Practice: case studies in team work and class discussions **Personal competencies:** • Gain personal confidence by getting knowledge, skills and capacities to approach ethical and moral problems occurring in their professional life.

	• Ambition and engagement are strengthened in team and class discussions. • Personal flexibility and autonomy are trained.
Course-specific contributions to AoL competency goals (CG 1-6)	CG1: Discussion and case studies in international student groups in English language. CG3: Assessment embedded. In this course, students develop an awareness of ethical impacts, to acquire the ability of analysing ethical impacts and finally they will develop techniques to find a solution to an ethical challenge in a global context. CG4: Students will learn to identify ethical problems in business cases; they will know how to choose the correct theory/approach to tackle a specific challenge. Students will know about the positive and negative consequences of their decision. CG6: Students are introduced to the changes in an environment driven by rapid digitalization. Digital communication and other new technologies can cause changes in values and raise the necessity for new (ethical) rules.
Contents/ indicative syllabus	• Definitions of terms in business ethics • Significance of ethics in modern global economy • Philosophical roots of business ethics (from Plato to Kant and to non-western ethics approaches) • Modern business ethics approaches (ethics of discourse, principle-based ethics, applied ethics, etc.) • Integrity, governance and compliance management • Guidelines, standards, ratings, and certifications in business ethics and CSR • Technology and digital ethics
Teaching and learning methodology	An integrated system of lectures and practical sessions in the form of case discussions on the problems of ethics and social competence in international business. Cases of particular importance will be distributed and students will be requested to discuss those in class.
Miscellaneous	Occasional guest speaker

Indicative reading list	Crane, A., Matten, D., Glozer S. & Spemce, L. (2019). *Business Ethics: Managing Corporate Citizenship and Sustainability in the Age of Globalization* (5th ed.). Oxford University Press. Christoph, L. (2018). *Witschaftsethik*. Vahlen (E-book available at the Library) Floridi, L. (2019) Translating Principles into Practices of Digital Ethics: Five Risks of Being Unethical, *Philosophy & Technology*, 32:185-193 Hansson, S. O. (Ed.) (2017) *The Ethics of Technology: Methods & Approaches*. London: Rowman & Littlefield International Luetge, C. (2013). *Handbook of the Philosophical Foundations of Business Ethics*. Springer. Velasquez, M. G. (2017). *Business Ethics: Concepts and Cases (8th ed.)*. Pearson.

22. Practical Intercultural Studies

Module	**M22**
Semester	6
Duration of module	1 semester
Type of module	Compulsory
How frequently is the module offered	Each semester
Level	Bachelor
Transferability of the module	open to exchange students / students of other ESB bachelor programmes on request.
Responsible professor/ module coordinator	Prof. Dr. Julia Hormuth Office: 5-116, Tel.: 07121 271 3075 julia.hormuth@reutlingen-university.de
Name of lecturer For contact details, see ESB website.	Prof. Dr. Julia Hormuth
Language of instruction	English
Credits (ECTS)	2
Total workload	60 hours (project work intensively coached by the lecturer, e-learning)
Contact hours per week (SWS)	2 hours
Examination/ type of assessment	Intercultural project work (video presentation)
Weighting of grade within programme	2 / 157
Learning outcomes	Upon completion of this course, participants will have developed the following competencies:

	Professional competencies: • deep understanding of challenging situations in intercultural management and communication practice. **Methodological competencies:** • competence to plan, structure and realize a project work independently, competence to develop a film script and realize a film project. **Social competencies:** • advanced competence to deal with intercultural situations in different contexts (e.g. lectures, group works, presentations, negotiations, projects). **Personal competencies:** • deep reflection of own intercultural experiences (made during students' international study semester(s) and/or their internship abroad).
Course-specific contributions to AoL competency goals (CG 1-6)	CG1: Students realize interviews with local professionals during their studies or internship abroad, they develop a film script as well as a film in which they present culture-specific content and intercultural experiences in a foreign culture. CG2: Assessment embedded (IES Test). Students create individual diary reports and intercultural videos about their experiences abroad. Hereby, their knowledge and understanding of the host culture, their level of self-reflection and reflection of the host culture as well as their understanding of interculturally competent behaviours are assessed.
Contents/ indicative syllabus	This course focuses on the application of intercultural knowledge and skills to an intercultural project and to a specific business culture. In addition, students will systematically reflect on and learn from their own and other students' intercultural experiences gained during their international study semester(s) and/or their internship abroad. • Students will be introduced to the culture-specific approach as an important complement to the basic models of intercultural management from introductory courses. • Students will learn about a wide range of business-related 'culture-specific concepts' from business cultures around the world as well as the socio-historic backgrounds that help to explain their meaning and significance (e.g. 'guanxi' in China, 'janteloven' in Scandinavia, 'ubuntu' in South Africa).

	• Students work individually or in groups on one 'culture-specific concept' of the host culture of their international study. They research relevant literature, conduct interviews with local professionals and develop a video presenting the concept, its business implications and socio-historical background. • Students explore and discuss the culture-specific project outcomes of their peers. They discuss the differences and similarities of concepts from different cultures in different areas of doing business (e.g. building and maintaining business relationships, business communication, problem-solving, decision-making). • Throughout the realization of their project, students will be intensively supported and coached by the lecturer. • The results of the projects will be presented on campus and/or virtually to the whole group.
Teaching and learning methodology	On-campus and virtual zoom sessions, project work with individual coaching, video recording, on-campus and virtual presentations.
Indicative reading list	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. Further reading depends on the project and the host culture and will be announced in class.

23. Business Research Methods

Module	**M23**
Semester	6
Duration of module	1 semester
Type of module	Compulsory
Courses included in the module	n/a
How frequently is the module offered	Each semester
Admission requirements	none
Level	Bachelor
Transferability of the module	open to exchange students / students of other ESB bachelor programmes on request.
Responsible professor/ module coordinator	Prof. Dr. Anna Goeddeke Office: 5-112, Tel.: 07121 271 3102 anna.goedekke@reutlingen-university.de
Name of lecturer	Prof. Dr. Oliver Goetz, Anna Goeddeke
Language of instruction	English
Credits (ECTS)	5
Total workload	150 hours (45 hours lecture time, 105 hours independent study)
Contact hours per week (SWS)	3 hours
Examination/ type of assessment	Written essay (100%)
Weighting of grade within overall programme	5/157
Learning outcomes	This class provides students with opportunities to develop and demonstrate knowledge and understanding, qualities and skills in scientific research

	methods and applications. Students will be familiarized with scientific research methods. Upon completion of this course, participants will have developed the following competencies: **Professional competencies:** • Familiarize students with scientific research methods at all stages of the research process. This encompasses starting from an idea; stating a research question based on the ideas; developing specific aims and objectives of research; undertaking a literature review; select an appropriate methodology; devise data collection methods, followed by data gathering and data analyzing and finally drawing conclusions and complete a short write-up in form of a short essay that is cummulativily developed throughout the clas. **Methodological competencies:** • Accomplishing an applied business research project; applying principles of research design and analysis to specific small scale business projects; evaluating appropriate research methods within a research project in form of a short essay; discussing and challenging research projects with peers. **Social competencies:** • Giving and receiving feedback; supporting peers throughout the research process, working effectively with others on projects, managing conflicts in groups; **Personal competencies:** • managing time and workload; improve own learning and performance; developing autonomy as a researcher; improving academic writing skills and developing skills of reflection.
Course-specific contributions to AoL competency goals (CG 1-6)	CG1 is reinforced as this class forces the students to write the first longer seminar paper to help the students to prepare for the bachelor thesis. CG4 is assessed. In their research paper the students have to select and apply appropriate research methods to solve business problems. CG5: is reinforced through different statistical models that the students apply in their project work.
Contents/ Indicative syllabus	• Introduction • Research and Publication Process • How to find literature • How to write a research paper • How to read an academic paper

	• Causal vs Correlational research • Statistical Methods: Multiple linear regression & comparing means • Common mistakes in bachelor theses
Teaching and learning methodology	Lectures, small research projects to be conducted in small teams or individually; findings will be presented as a cummulative essay with a strong focus on research proposal..
Indicative reading list	General literature American Psychological Association. (2019). *Publication Manual of the American Psychological Association.* American Psychological Association. Field, A. (2018). *Discovering Statistics Using IBM SPSS*. Sage Publications.

24. – 30. Electives

(see under elective modules)

31. International Seminar

Module	**M31**
Semester	7
Duration of module	1 semester
Type of module	Compulsory
Courses included in the module	n/a
How frequently is the module offered	Each semester
Admission requirements	None
Level	Bachelor
Transferability of the module	open to exchange students / students of other ESB bachelor programmes on request.
Responsible professors/ module coordinators	Prof. Dr. Julia Hormuth Office: 5-116, Tel.: 07121 271 3075 julia.hormuth@reutlingen-university.de
Name of lecturer	Visiting professors from partner university: Matej Nakić (Business Psychology) and Samer Ajour (Green Sustainable Portfolio Management)
Language of instruction	English
Credits (ECTS)	3
Total workload	90h (30 hours lecture time, 60 hours independent study)
Contact hours per week (SWS)	2 hours (to be scheduled as a block – 1 week = 30hours)
Examination/ type of assessment	Project work (not graded –pass/fail)
Learning outcomes	On successful completion of this module, a student will have developed the following competencies:

	Professional competencies: **OPTION 1: Business Psychology (Matej Nakić)** Students completing this course will have developed an understanding of: • the fundamental principles of social psychology and their practical applications in business contexts, • how cognitive and behavioral aspects of social cognition, social perception, attitudes, and conformity influence decision-making in markets and workplaces, • effective strategies for assessing, predicting, and shaping human attitudes and behaviors. Students will become familiar with… • core methodologies used in social psychology to study human behavior in group and individual settings, • key theories related to social cognition, social perception, attitudes, and conformity, • techniques for leveraging social psychological insights to enhance organizational dynamics, marketing strategies, and workplace interactions. They will learn: • to analyze and interpret human behavior using social psychological concepts, • to apply principles of social cognition and social perception in solving real-world challenges in marketing and organizational management, • practical skills for attitude assessment, prediction, and persuasion, • how to identify and utilize factors influencing conformity in group and workplace settings to foster collaboration and innovation. **Option 2: Green Sustainable Portfolio Management (Samer Ajour El Zein)** Students completing this course will have developed an understanding of: • Understand the foundational principles of ESG investing. • Develop strategies for integrating ESG factors into traditional portfolio management. • Analyse the performance impact of ESG investments. • Communicate the value of sustainable investments to various stakeholders. Students will become familiar with: • Designing and managing portfolios that incorporate ESG factors.

	• Performing ESG due diligence and risk assessment. • Using sustainability reporting standards and frameworks effectively. • Engaging in active stewardship to enhance portfolio sustainability. They will learn: • Deep understanding of the ESG factors and their relevance to financial performance. • Insights into global sustainability trends influencing investment decisions. • Knowledge of regulatory and voluntary frameworks guiding sustainable investing. • Ability to evaluate green investments using both financial and non-financial metrics. **For both courses, these further competencies hold:** **Methodological competencies:** • Prepare, structure and deliver analysis resulting from detailed review of case studies. • Apply theoretical and practical frameworks to various business scenarios. **Social competencies:** • Prepare, structure and deliver results and outcomes in team environments. • Perform various roles in team tasks, identify individual skills and apply them productively. **Personal competencies:** • Deliver oral and written presentations in a business context in a professional and competent manner to peers. • Display confidence, professionalism, and critical thinking.
Course-specific contributions to AoL competency goals (CG 1-6)	CG1: Students taught by native speakers get practice communicating in foreign languages with native speakers. CG2: Students exposed to different teaching and discussion styles through visiting professor. Contents regularly encompass different country practices and intercultural influences. CG4: Discussion of practical examples from a different national (international) background/point of view to emphasize the application in practice.

Contents/ indicative syllabus	During SS 2025 two different international seminars (option 1 + option 2) will be offered. Students choose one of the options (selection process and selection criteria will be communicated in time). **OPTION 1: Business Psychology (Matej Nakić)** ***Day 1: Methodology*** • Introduction to the methodology of social psychology. • Overview of research techniques and their relevance to business applications. ***Day 2: Social Cognition*** • Exploration of cognitive and behavioral dimensions of social cognition. • Practical applications in marketing: understanding consumer thought processes. • Workplace applications: improving decision-making and team interactions. ***Day 3: Social Perception*** • Examination of cognitive and behavioral aspects of social perception. • Marketing focus: interpreting customer needs and behaviors. • Workplace focus: fostering mutual understanding and effective communication. ***Day 4: Attitudes*** • Insights into the theory of attitudes and their role in shaping behavior. • Techniques for assessing and predicting attitudes. • Persuasion strategies for influencing and changing attitudes in marketing and organizational settings. ***Day 5: Conformity*** • Introduction to the dynamics of conformity and group influence. • Market relevance: leveraging social influence to guide consumer behavior. • Workplace relevance: creating cohesive teams and aligning organizational goals. **Option 2: Green Sustainable Portfolio Management (Samer Ajour El Zein)** ***Day 1 Historical perspective on the rise of sustainable investing and the role of ESG ratings and how they influence investment decisions.*** • Differentiate and criticize the steps and challenges of CSR evolution within society and businesses at organizational, national and international levels by analyzing companies' strategic planning and its effect on investment portfolios

	• Criticize and evaluate companies by identifying and analyzing their ethical disasters and sustainability innovation practices. • Discuss the legitimacy of business and the impact of those reports on investors and their portfolios ***Day 2: Methods for ESG integration in portfolio construction and management.*** • Explore the role do social and environmental issues play on developing corporate identity? • Categorize and outline the CSR instruments by investigating their integration into companies' activities integrated in the modern portfolio theory. ***Day 3: Comparing financial returns of ESG-integrated portfolios vs. traditional portfolios.*** • Focus on ethical issues inherent to business. We will discuss classic ethical cases in order to see the types of ethical issues that arise • What is Green and blue washing? Shall we choose those investments. ***Day 4: Understanding risk-adjusted returns in the context of ESG investing.*** • Design an implementation plan of a new integrated sustainability strategy • Focus on political role of the firm and corporate political actions such as lobbying. ***Day 5: Analysis of successful sustainable portfolios.*** • Study of sustainability reporting frameworks like GRI and SASB. • Overview of global ESG regulatory trends and compliance requirements. • Socially Corporate Engineering Investment Portfolio
Teaching and learning methodology	The course is taught inseminar-style, blocked in one week.

Indicative reading list	**OPTION 1: Business Psychology (Matej Nakić)** ***Obligatory Literature:*** • Aronson, E., Wilson, T. D., & Akert, R. M. (2018). *Social Psychology* (10th Edition). Pearson. ***Additional Literature:*** • Cialdini, R. B. (2021). *Influence: The Psychology of Persuasion* (New and Expanded Edition). Harper Business. • Fiske, S. T., & Taylor, S. E. (2017). *Social Cognition: From Brains to Culture* (3rd Edition). SAGE Publications. • Myers, D. G., & Twenge, J. M. (2021). *Social Psychology* (13th Edition). McGraw Hill. • Heath, C., & Heath, D. (2010). *Switch: How to Change Things When Change Is Hard*. Broadway Business. **OPTION 2: Green Sustainable Portfolio Management (Samer Ajour El Zein)** ***Obligatory Literature:*** • Kashif, U., & Meo, M. S. (2024). 4 Case Studies in Green Bond Portfolio Management Best Practices and Lessons Learned. Green Bonds and Sustainable Finance: The Evolution of Portfolio Management in Conventional Markets, 50. ***Additional Literature:*** • Siddique, M. N. E. A., Nor, S. M., Senik, Z. C., & Omar, N. A. (2023). Corporate Social Responsibility as the Pathway to Sustainable Banking: A Systematic Literature Review. Sustainability, 15(3), 1807 • Lazzolino, G., Bruni, M. E., Veltri, S., Morea, D., & Baldissarro, G. (2023). The impact of ESG factors on financial efficiency: An empirical analysis for the selection of sustainable firm portfolios. Corporate Social Responsibility and Environmental Management. • Nureen, N., Liu, D., Irfan, M., & Işik, C. (2023). Nexus between corporate social responsibility and firm performance: a green innovation and environmental sustainability paradigm. Environmental Science and Pollution Research, 30(21), 59349-59365. • Lexe, J., & Lago, S. (2023). How do corporations develop and implement ESG strategies?: An exploratory multiple-case study of the automotive manufacturing industry. • Akhtaruzzaman, M., Banerjee, A. K., Boubaker, S., & Moussa, F. (2023). Does green improve portfolio optimisation?. Energy Economics, 124, 106831. • Jugend, D., Rojas Luiz, J. V., Chiappetta Jabbour, C. J., a Silva, S. L., Lopes de Sousa Jabbour, A. B., & Salgado, M. H. (2017). Green product development and product portfolio management: empirical evidence

	from an emerging economy. Business Strategy and the Environment, 26(8), 1181-1195. • Ramlall, I. (2024). Green Assets and Global Portfolio Tail Risk? A Stress-Testing exercise under multiple asset classes under distinct market phases. Journal of Environmental Management, 359, 120867.

32. Bachelor Thesis

Module	**M32**
Semester	7
Duration of module	1 semester
Type of module	compulsory
Courses included in the module	n/a
How frequently is the module offered	Each semester
Admission requirements	All ECTS credits from semesters 1-3 and successful completion of 140 ECTS in total.
Level	Bachelor
Transferability of the module	The Bachelor Thesis is only open for IB students
Responsible professor/ module coordinator	Prof. Dr. Marlene Ferencz Office: 5-114, Tel.: 07121 271 3102 marlene.ferencz@reutlingen-university.de
Name of lecturer For contact details, see ESB website.	All professors of the IB programme
Language of instruction	Language of thesis is English or other language to be defined by supervisor.
Credits (ECTS)	12
Total workload	360 hours (360 hours of independent study)
Contact hours per week (SWS)	n/a

Examination/ type of assessment	The bachelor's thesis is to be submitted at the Studienservice Center during the office hours on that day. It is furthermore permitted to send the thesis by mail or that it is submitted in person by an authorized representative. However, the date of the arrival of the thesis at the Studienservice Center is relevant, not the date of the postmark. • Students have to submit two tightly-bound hard copies (no binding spines). • The thesis must include a signed Declaration of Authorship. • The bachelor's thesis should consist of not more than 7,000 words (main body) and should generally follow the structure of a research paper. A thesis may deviate from this in agreement with the first supervisor. • Formatting and language must be in line with the ESB Business School guidelines published on RELAX. • Students are required to submit a PDF version of their thesis to the first supervisor via email. On request, students may be asked to submit e.g. data sets electronically to first supervisor. For further details, please refer to the most recent Implementation Provisions (to be found on RELAX under "General Documents".
Weighting of grade within programme	12/157
Learning outcomes	The bachelor thesis provides students with the opportunity – by working in-depth within a limited subject area –to independently show and demonstrate their ability to • formulate a business-related research topic; • select and review relevant literature; • present and discuss hypotheses in a well-structured, clear and comprehensive way. • conduct analyses; • make critical evaluations; • identify implications of the research results; • advance state-of-the-art research; • contribute to the discussion in the international business and research community.

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	Professional competencies: With the bachelor thesis students should be able to further develop and show their ability to • state a relevant research question in the management area • develop specific aims and objective; • familiarize themselves with a complex topic, narrow it down, critically review, and develop it further; • undertake a comprehensive literature review; • make appropriate choices of applying theory and methodologies to approach the research question; • collect – if applicable – data in a systematic and methodologically reliable manner; and • show ability within their field of study to conduct assessments with reference to scientific and practical aspects. **Methodological competencies:** Methodological competencies students should acquire and show are, in particular, to • understand the most important concepts and techniques in business research methodology; • select theories, methodologies and source material that are appropriate for approaching the topic; • argue in favor of and account for the solution proposals of the thesis; • challenge and advance relevant research literature; • apply acadmic writing language in the thesis; and • present a complex topic in well-structured, clear and correct language within the given restrictions. **Social competencies:** The following social competencies will be developed further by undertaking research and writing a bachelor thesis: • understanding how research results are to be reported in writing to suit the needs of the target audience; • improving the capability to actively contribute to the scientific community;

	• being capable of evaluating when and how support from the supervisor is needed; and • being capable of indicating implications of research for business practice. **Personal competencies:** • managing time and workload; • being able to work effectively and efficiently; • dealing with a certain subject repeatedly and over a longer period of time; • showing the ability to identify own need for further knowledge and develop own skills; • ability to work independently, in particular to identify and analyze relevant problems and thereby developing autonomy as a researcher; • being capable of critically evaluating the own research process and directing this process based on this evaluation.
Course-specific contributions to AoL competency goals (CG 1-6)	CG1: The thesis has to be written in English, especially focusing on a scientific language and thus reinforces this learning goal. CG2: Throughout the process of finding a research topic as well as while conducting the research, each student can demonstrate an awareness and understanding of cultural issues in a business context. This is dependent on the topic. CG3: The understanding of ethical principles and social responsibility perspectives is discussed within the thesis, if applicable. CG4: Assessment embedded, the basic idea of the thesis is to impel the students to select and apply appropriate research methods to solve business problems on their own. This will be supported by detailed feedback from the supervisor. Ideally, the thesis is done together with a company working on a real-world project. The adviser supports this project. The thesis is also subject to 'assurance of learning' processes.
Contents/ indicative syllabus	Students will familiarize themselves with a complex topic, as well as to categorize, limit, critically evaluate and further develop it. They will work independently and apply academic and scientific working methods. While writing the thesis, they will present a complex topic in written form, and actively contribute to discussions about scientific topics in the field of International Business.
Teaching and learning methodology	Close supervision of the students' work by the supervisors: Prior to the official filing student and supervisor agree on topic, research questions, table

	of content, and project timetable. The thesis might be conducted in cooperation with an external organisation. In the course of the project, student and advisor will discuss progress on a continuous basis. Every student must have at least 1 mandatory consultation with the supervisor during the period. This consultation will in particular include feedback on the selection of the methodology and its technically correct application. Formal deadlines are set to hand in the final version of the table of content as well as a draft version.
Indicative reading list	For the start basic literature covering business research methodology, e.g. • Cooper, D. & Schindler, P. (2014). *Business Research Methods* (12th ed.). NY, USA: McGraw-Hill Irwin • Saunders, M. & Lewis, P. & Thornhill, A. (2016). *Research Methods for Business Students* (7th ed.). New Jersey, USA: FT Prentice Hall • Jankowicz, A. (2005). *Business Research Projects* (4th ed.). Thomson • Quinlan, C., Babin, B., Carr, J., Griffin, M. & Zikmund, W. (2015). *Business Research Methods.* Boston, USA: Cengage. is recommended. Thesis advisors will provide guidance to students towards the literature review requirement for the specific topic of the individual thesis.

B. Elective Modules

6. Second Business Language 1

Module	**M6**
Semester	1
Duration of module	1 semester
Type of module	Elective (compulsory to select 1 language)
Courses included in the module	M6.a Business French M6.b Business Spanish M6.c Business Chinese M6.d Business German
How frequently is the module offered	Each semester
Admission requirements	Language placement test
Level	Bachelor
Transferability of the module	open to exchange students / students of other ESB bachelor programmes on request.
Responsible professor/ module coordinator	Prof. Yoany Beldarrain, Ph.D. Office: 5-116, Tel.: 07121 271 3101 yoany.beldarrain@reutlingen-university.de
Name of lecturer For contact details, see ESB website.	Depends on the language and the level. Lecturers might change from semester to semester. • For Business Spanish: Pilar Beil, Martha Barreto, Amaya Bolumburu, Mayra Cortes, Juana Palacios de Abt , Maria Lopez Sanchez, Milena Sanchez, Maria Luisa del Rio, Juan Pedro Leon • For Business French: Rauland Ouattara, Anne-Marie L'abbé • For Business German: Josefine Kohle-Hempel, Susanne Lindner, Gabriele Cwejn, Martin Böhler, Swantje Uhde-Sailer • For Business Chinese: Fan-An Kuo, Xinchao Cui, Ying Feng

Language of instruction	Spanish, French, Chinese or German
Credits (ECTS)	3
Total workload	90 hours (60 hours lecture time, 30 hours independent study)
Contact hours per week (SWS)	4 hours
Examination/ type of assessment	<u>For Business German, Spanish, French and Chinese:</u> Assessment for each language course consists of multiple continuous assessments (CA). The weight of each CA is as follows: -1 hour written exam at end of the semester (50%); - written assignment (20%), verbal assignment (20%; - active participation and attendance (10%). All continuous assessments are determined at the group/language level.
Weighting of grade within programme	3/157
Learning outcomes	For Spanish, courses are offered on several levels (A1 to C1 of the Common European Framework of Reference for Languages). For French, courses are offered at the A2/B1 to C1 level. For Chinese, courses are offered A1 to B1 level. Over the course of three semesters students complete three consecutive levels of one language. Students must demonstrate prerequisite skills in order to advance to the next level. After successful completion of this course, students should have developed: **Professional competencies:** • Students will improve their language skills, while increasing their knowledge of basic business terminology in the target language. • Students will demonstrate best practices for business communication skills in the target language. • On all levels, students will improve their communication skills according to their individual capabilities. • Students will acquire or improve their grammar skills and vocabulary in the target language according to their individual competency level. • Students will acquire or improve written and oral communication skills in the target language, especially those skills used

	in business contexts and situations in the student's personal context (studies, internships). **Methodological competencies:** • Students will analyze and discuss different business topics using the target language. **Social competencies:** • Students will interact in the target language for various purposes and with different types of audiences. • Students will improve their intercultural awareness and intercultural communication competencies. **Personal competencies:** • Students will improve self-confidence using the target language for different purposes, including business situations. • Students will become familiar with Spain/Latin America, France and Germany and the ways of life and business life in Spanish, French or German-speaking countries. • Students will become aware of current economic developments and problems in Spanish, French, Chinese or German-speaking countries.
Course-specific contributions to AoL competency goals (CG 1-6)	CG1: In levels A1-B1 students learn the language in context by discussing current events in the target language. For example, A2 German: students write a simple letter to the local refugee office to offer tutoring. The difficulty level matches their competency level. CG2: Students discuss the topics and reflect on different cultural perspectives visually (e.g. Venn Diagrams) with level-appropriate vocabulary. Students collaborate in international teams.
Contents/ indicative syllabus	Depends on the course level. See Miscellaneous.
Teaching and learning methodology	All teaching is by native speakers and based on short presentations, interactive activities, role-plays, written assignments, discussions, articles and short conversations.
Miscellaneous	The Business Spanish, Business Chinese and Business French courses are offered ESB-wide and therefore reflect the ESB-wide module and course

	descriptions. The Business Communication and Business German courses are offered within the study programme.
Indicative reading list	For Business Spanish: *The publisher is rolling out a new edition, specific information will be provided in class. Workbook: Meta Profesional Plus A1-A2 Spanisch für den Beruf (2023). Stuttgart: Klett Verlag Workbook: Meta Profesional B1 Spanisch für den Beruf (2022). Stuttgart: Klett Verlag -Additional literature will be announced in class (depends on the course level). The above titles can only be purchased on the official Klett website. Some copies are available in the library. For Business French, Business German, Business Chinese: To be announced in class depending on the course level.

12. Second Business Language 2

Module	**M12**
Semester	2
Duration of module	1 semester
Type of module	Elective (compulsory to select 1 language)
Courses included in the module	M12.a Business French M12.b Business Spanish M12.c Business Chinese M12.d Business German
How frequently is the module offered	Each semester
Admission requirements	Completion of Module M6 Second business language 1
Level	Bachelor

Transferability of the module	open to exchange students / students of other ESB bachelor programmes on request.
Responsible professor/ module coordinator	Prof. Yoany Beldarrain, Ph.D. Office: 5-116, Tel.: 07121 271 3101 yoany.beldarrain@reutlingen-university.de
Name of lecturer For contact details, see ESB website.	Depends on the language and the level. Lecturers might change from semester to semester. • For Business Spanish: Pilar Beil, Martha Barreto, Amaya Bolumburu, Mayra Cortes, Juana Pala-cios de Abt , Maria Lopez Sanchez, Milena Sanchez, Maria Luisa del Rio, Juan Pedro Leon • For Business French: Rauland Ouattara, Anne-Marie L'abbé • For Business German: Josefine Kohle-Hempel, Susanne Lindner, Gabriele Cwejn, Martin Böhler, Swantje Uhde-Sailer For Business Chinese: Fan-An Kuo, Xinchao Cui, Ying Feng
Language of instruction	Spanish, French, Chinese or German
Credits (ECTS)	3
Total workload	90 hours (60 hours lecture time, 30 hours independent study)
Contact hours per week (SWS)	4 hours
Examination/ type of assessment	For Business German, Spanish, French and Chinese: Assessment for each language course consists of multiple continuous assessments (CA). The weight of each CA is as follows: -1 hour written exam at end of the semester (50%); - written assignment (20%), verbal assignment (20%; - active participation and attendance (10%). All continuous assessments are determined at the group/language level.
Weighting of grade within overall programme	3/157
Learning outcomes	For Spanish, courses are offered on several levels (A1 to C1 of the Common European Framework of Reference for Languages). For French, courses are offered at the A2/B1 to C1 level. For Chinese, courses are offered A1 to B1

	level. Over the course of three semesters students complete three consecutive levels of one language. Students must demonstrate the prerequisite skills in order to advance to the next level. After successful completion of this course, students should have developed: **Professional competencies:** • Students will improve their language skills, while increasing their knowledge of basic business terminology in the target language. • Students will demonstrate best practices for business communication skills in the target language. • On all levels, students will improve their communication skills according to their individual capabilities. • Students will acquire or improve their grammar skills and vocabulary in the target language according to their individual competency level. • Students will acquire or improve written and oral communication skills in the target language, especially those skills used in business contexts and situations in the student's personal context (studies, internships). **Methodological competencies:** • Students will analyze and discuss different business topics using the target language. **Social competencies:** • Students will interact in the target language for various purposes and with different types of audiences. • Students will improve their intercultural awareness and intercultural communication competencies. **Personal competencies:** • Students will improve self-confidence using the target language for different purposes, including business situations. • Students will become familiar with Spain/Latin America, France and Germany and the ways of life and business life in Spanish, French or German-speaking countries. • Students will become aware of current economic developments and problems in Spanish, French, Chinese or German-speaking countries.

Course-specific contributions to AoL competency goals (CG 1-6)	CG1: In levels A1-B1 students learn the language in context by discussing current events in the target language. For example, A2 German: students write a simple letter to the local refugee office to offer tutoring. The difficulty level matches their competency level. CG2: Students discuss the topics and reflect on different cultural perspectives visually (e.g. Venn Diagrams) with level-appropriate vocabulary. Students collaborate in international teams.
Contents/ indicative syllabus	Depends on the course level. See Miscellaneous.
Teaching and learning methodology	All teaching is by native speakers and based on short presentations, interactive activities, role-plays, written assignments, discussions, articles and short conversations.
Miscellaneous	The Business Spanish and Business French and Business Chinese courses are offered ESB-wide and therefore reflect the ESB-wide module and course descriptions. The Business Communication and Business German courses are offered within the study programme.
Indicative reading list	<u>For Business Spanish</u>: *The publisher is rolling out a new edition, specific information will be provided in class. Workbook: Meta Profesional Plus A1-A2 Spanisch für den Beruf (2023). Stuttgart: Klett Verlag Workbook: Meta Profesional B1 Spanisch für den Beruf (2022). Stuttgart: Klett Verlag -Additional literature will be announced in class (depends on the course level). The above titles can only be purchased on the official Klett website. Some copies are available in the library. <u>For Business French, Business German, Business Chinese:</u> To be announced in class depending on the course level.

18. Second Business Language 3

Module	**M18**
Semester	3
Duration of module	1 Semester
Type of module	Elective (compulsory to select 1 language)
Courses included in the module	M18.a Business French M18.b Business Spanish M18.c Business Chinese M18.d Business German
How frequently is the module offered	Each semester
Admission requirements	Completion of Module M12 Second business language 2
Level	Bachelor
Transferability of the module	open to exchange students / students of other ESB bachelor programmes on request.
Responsible professor/ module coordinator	Prof. Yoany Beldarrain, Ph.D. Office: 5-116, Tel.: 07121 271 3101 yoany.beldarrain@reutlingen-university.de
Name of lecturer For contact details, see ESB website.	Depends on the language and the level. Lecturers might change from semester to semester. • For Business Spanish: Pilar Beil, Martha Barreto, Amaya Bolumburu, Mayra Cortes, Juana Pala-cios de Abt , Maria Lopez Sanchez, Milena Sanchez, Maria Luisa del Rio, Juan Pedro Leon • For Business French: Rauland Ouattara, Anne-Marie L'abbé • For Business German: Josefine Kohle-Hempel, Susanne Lindner, Gabriele Cwejn, Martin Böhler, Swantje Uhde-Sailer For Business Chinese: Fan-An Kuo, Xinchao Cui, Ying Feng
Language of instruction	Spanish, French, Chinese or German
Credits (ECTS)	4

Total workload	120 hours (60 hours lecture time, 60 hours independent study)
Contact hours per week (SWS)	4 hours
Examination/ type of assessment	<u>For Business German, Spanish, French and Chinese:</u> Assessment for each language course consists of multiple continuous assessments (CA). The weight of each CA is as follows: -1 hour written exam at end of the semester (50%); - written assignment (20%), verbal assignment (20%; - active participation and attendance (10%). All continuous assessments are determined at the group/language level.
Weighting of grade within programme	4/157
Learning outcomes	For Spanish, courses are offered on several levels (A1 to C1 of the Common European Framework of Reference for Languages). For French, courses are offered at the A2/B1 to C1 level. For Chinese, courses are offered at the A1-B1 level. Over the course of three semestesr, students complete three consecutive levels of one language. Students must demonstrate the prerequisite skills in order to advance to the next level. After successful completion of this course, students should have developed: **Professional competencies:** • Students will improve their language skills, while • increasing their knowledge of basic business terminology in the target language. • Students will demonstrate best practices for business • communication skills in the target language. • On all levels, students will improve their communication skills according to their individual capabilities. • Students will acquire or improve their grammar skills and • vocabulary in the target language according to their • individual competency level. • Students will acquire or improve written and oral • communication skills in the target language, especially those skills used in business contexts and situations in the • student's personal context (studies, internships).

	Methodological competencies: • Students will analyze and discuss different topics related to business communication. **Social competencies:** • Students will interact in the target language for various purposes and with different types of audiences. • Students will improve their intercultural awareness and intercultural communication competencies. **Personal competencies:** • Students will improve self-confidence using the target • language for different purposes, including business • situations. • Students will become familiar with Spain/Latin America, France and Germany and the ways of life and business life in Spanish, French, Chinese or German-speaking countries. • Students will become aware of current economic • developments and problems in Spanish, French, Chinese or • German-speaking countries.
Course-specific contributions to AoL competency goals (CG 1-6)	CG1: In levels B2-C1 students use the target language to analyse and propose solutions to business/economic problems in countries where the target language is spoken. For example, C1 Spanish: stu-dents propose solutions to end poverty in Latin America. They write a formal proposal and speak in a class “forum.” CG2: Using level-appropriate vocabulary, students reflect on their personal perspectives to the proposed solutions, comparing and contrasting the different cultural elements that might influence those personal perspectives. Students collaborate in international teams.
Contents/ indicative syllabus	Depends on the course level. See Miscellaneous.
Teaching and learning methodology	All teaching is by native speakers and based on short presentations, interactive activities, role-plays, written assignments, discussions, articles and short conversations.
Miscellaneous	The Business Spanish and Business French and Business Chinese courses are offered ESB-wide and therefore reflect the ESB-wide module and course descriptions. The Business Communication and Business German courses are offered within the study programme.

Indicative reading list	For Business Spanish: *The publisher is rolling out a new edition, specific information will be provided in class. Workbook: Meta Profesional Plus A1-A2 Spanisch für den Beruf (2023). Stuttgart: Klett Verlag Workbook: Meta Profesional B1 Spanisch für den Beruf (2022). Stuttgart: Klett Verlag -Additional literature will be announced in class (depends on the course level). The above titles can only be purchased on the official Klett website. Some copies are available in the library. For Business French, Business German, Business Chinese: To be announced in class depending on the course level.

24. – 30. Electives

Sales Management

Module	**M24 – 30**
Semester	6 or 7
Duration of module	1 semester
Type of module	Elective
How frequently is the module offered?	Each semester
Admission requirements	None
Level	Major
Transferability of the module	open to exchange students / students of other ESB bachelor programmes on request.
Module coordinator/ responsible professor	Prof. Dr. Marco Schmäh Office: 17-013, Tel.: 07121 271 3018 marco.schmaeh@reutlingen-university.de

Name of lecturer For contact details, see ESB website.	Prof. Dr. Marco Schmäh
Language of instruction	English
Credits (ECTS)	5 ECTS
Total workload	150 hours (60 hours lecture time, 90 hours independent study)
Contact hours per week (SWS)	4 hours
Examination/ type of assessment	Project work (100%)
Weighting of grade within overall programme	5/157
Learning outcomes	Upon completion of this course, participants will have developed the following competencies: **Professional competencies:** • expanded familiarity with methods and practical tools for sales management and strengthened understanding of implementation of personell selling. This module contributes to the profile in Marketing. **Methodological competencies:** • fostering analytical and decision-making skills of the students by using theoretical concepts in lectures and case studies • preparation and presentation of team business case study before peers, critical evaluation of colleagues' case studies, research and writing of sales management solutions, participation in seminar sessions **Social competencies:** • improved ability to work individually and in teams with focus on complex theoretical and analytical models • refined oral and written communication skills **Personal competencies:**

	• analysis of complex situation and execution of professional tools and techniques, present and debate topics on sales management in a compelling and convincing manner
Course-specific contributions to AoL competency goals (CG 1-6)	CG1: The course will be taught in English. By completion of the course, students will be able to understand and articulate the most relevant terms and abbreviations used in practice and academia in the field of sales management in English. In particular, students will be able to discuss sales management problems, to present solutions and to participate in negotiations. CG3: The course makes isolated references to ethical aspects. Contents will refer to cases of specific situations and behavior in negotiations. In particular, students will discuss the role of buying centers and customer relationship management with this regard. CG4: Students will learn about sales management responsibilities and skills to select and apply appropriate methods of problem-solving. Through a rigorous management approach, students will acquire the ability to apply theoretical concepts to specific practical situations. In particular, students prepare sales management cases and solve the issues presented.
Contents/ indicative syllabus	1. Introduction to Sales Management 2. Value Based Selling 3. Digital Value Selling 4. Buying Center Analysis 5. Understanding Sales Processes
Teaching and learning methodology	Lectures (seminar character), guest lecture, role plays, case studies
Miscellaneous	This module contributes to the profile in Marketing.
Indicative reading list	References and access to supplemental readings, videos, cases are provided during lectures; optional textbook: Homburg, C. & Schäfer, H. & Schneider, J. (2016). *Sales Excellence: Systematic Sales Management* (8th ed.) Berlin: Springer. Ingram, T. N. & LaForge, R.W. & Avila, R. A. & Schwepker, C. H. & Williams, M.R. (2019). *Sales management: Analysis and decision making* (10th ed.) Abingdon: Routledge.

Business to Business Marketing

Module	**M24 - 30**
Semester	6 or 7
Duration of module	1 semester
Type of module	Elective
How frequently is the module offered?	Each semester
Admission requirements	None
Level	Major
Transferability of the module	open to exchange students / students of other ESB bachelor programmes on request.
Module coordinator/ responsible professor	Prof. Dr. Oliver Goetz Office: 5-112, Tel.: 07121 271 3033 oliver.goetz@reutlingen-university.de
Name of lecturer For contact details, see ESB website.	Prof. Dr. Oliver Goetz Prof. Dr. Marco Schmäh
Language of instruction	English
Credits (ECTS)	5 ECTS
Total workload	150 hours (60 hours lecture time, 90 hours independent study)
Contact hours per week (SWS)	4 hours
Examination/ type of assessment	Project work (100%)
Weighting of grade within overall programme	5/157
Learning outcomes	Upon completion of this course, participants will have developed the following competencies: **Professional competencies:**

	• in-depth familiarity with methods and practical tools for business to business marketing and strengthened understanding of business to business management decisions, concepts, and solutions as well as limitations of business to business marketing activities. **Methodological competencies:** • fostering analytical and decision-making skills of the students by using theoretical concepts in lectures and case studies • preparation and presentation of team business case study before peers, critical evaluation of colleagues' case studies, research and writing of business to business marketing solutions, participation in seminar sessions **Social competencies:** • improved ability to work individually and in teams with focus on complex theoretical and analytical models • refined oral and written communication skills **Personal competencies:** • analysis of complex situation and execution of professional tools and techniques, present and debate topics on business to business marketing in a compelling and convincing manner
Course-specific contributions to AoL competency goals (CG 1-6)	CG1: The course will be taught in English. By completion of the course, students will be able to understand and articulate the most relevant terms and abbreviations used in practice and academia in the field of business to business marketing in English. In particular, students will be able to discuss management problems, to present solutions and to participate in negotiations with regard to the four different areas of business to business marketing . CG3: The course makes isolated references to ethical aspects. Contents will refer to cases of specific situations and behavior in negotiations. In particular, students will discuss the role of buying centers and customer relationship management with this regard. CG4: Students will learn about business to business marketing and skills to select and apply appropriate methods of problem-solving. Through a rigorous management approach, students will acquire the ability to apply theoretical concepts to specific practical situations. The underlying theoretical concepts are elaborated and discussed. In particular, students will prepare management cases and solve the issues presented.
Contents/ indicative syllabus	1. Understand business to business (B2B) fundamentals 2. Decode buying processes 3. Four different areas fo B2B marketing 4. Key Account Management

	5. Negotiation and Personality 6. Customer Relationship Management
Teaching and learning methodology	Lectures (seminar character), guest lecture, role plays, case studies, computer simulation
Miscellaneous	This module contributes to the profile in Marketing.
Indicative reading list	Brennan, R., Canning, L., & McDowell R. (2020). *Business-to-Business-Marketing* (5th ed.). Sage. Kleinaltenkamp, M., Plinke, W., Wilkinson, I., & Geiger, I. (2015). *Fundamentals of Business-to-Business Marketing.* Springer. Homburg, C. & Schäfer, H., & Schneider, J. (2016). *Sales Excellence: Systematic Sales Management* (8th ed.). Springer. Additional references and access to supplemental readings, videos, cases are provided during lectures.

Marketing Communications

Module	**M20.a**
Semester	6 or 7
Duration of module	1 semester
Type of module	Elective
How frequently is the module offered?	**- NOT AVAILABLE IN SS 2025 -**
Admission requirements	None
Level	Major
Transferability of the module	open to exchange students / students of other ESB bachelor programmes on request.
Module coordinator/ responsible professor	Prof. Johanna Bath Office: 17-014, johanna.bath@reutlingen-university.de

Name of lecturer For contact details, see ESB website.	Prof. Dr. Johanna Bath
Language of instruction	English
Credits (ECTS)	5 ECTS
Total workload	150 hours (60 hours lecture time, 90 hours independent study)
Contact hours per week (SWS)	4 hours
Examination/ type of assessment	Project work (100%)
Weighting of grade within overall programme	5/157
Learning outcomes	After the successful completion of the module the students should have developed the following competencies: **Professional competencies**: deepen knowledge in marketing communication; understand and explain the relevant tools of marketing communication. Gain an understanding of online marketing, digital marketing, content marketing and the special challegens of digital business models (e.g. platform business models), understand the importance of technology/algorithms of these marketing practices • understand the concept of digital business model development and platform business model development and the connected marketing/communication challenges • be able to describe and distinguish different tools of marketing communication and their applications • Conduct customer research and customer interviews to identitfy painpoints and customer language • be able to develop an IMC plan for a business • be able to apply different techniques for developing message strategy, especially content strategy/content marketing • understand Message execution • understand Digital Branding • be able to formulate and asses the User Journey in Digital Era This module contributes to the profile in Marketing.

	Methodological competencies: solve complex tasks in marketing communication, online marketing, social media marketing, etc. structures and process based approaches **Social competencies**: improve the ability to work individually and in teams under time pressure; refine verbal and written communication skills **Personal competencies**: present logical and convincing arguments; discuss topics on marketing communication responsibly on an expert level
Course-specific contributions to AoL competency goals (CG 1-6)	CG1: Students work intensively on case studies/applied project and present their results in English language. The lecture, the discussions and the literature are fully in English, too. They write discussion papers on cases/projects and international communication analyses. CG2: Students work in international teams to review each other´s presentations and give and get peer feedback. Students also learn about international/intercultural differences in professional marketing communication in a business context. CG4: Marketing communication is one of the cornerstones of branding. The students learn how to write an IMC plan, how to write a message strategy to brief the agencies, and how to develop a brand from the scratch. CG6: Students are introduced to the changes in the consumer journey and branding through the increasing availability and capabilities of digital systems.
Contents/ indicative syllabus	Topics will vary from semester to semester, for example: • Online Marketing & Social Media Marketing • Digital Business Models • Platform & Sharing Economy • Marketing & Technology
Teaching and learning methodology	Seminar in interactive style, illustrative practical examples, case studies; project work, presentations, discussions Insights into innovative research topics, guest lecturers
Miscellaneous	This module contributes to the profile in Marketing.
Indicative reading list	Botsman, R. (2017). Who can you trust? How technology brought us together and why it might drive us apart. Publicaffairs Blank & Dorf (2012): The Startup Owner's Manual: The Step-By-Step Guide for Building a Great Company. K & S Ranch.

	Fitzpatrick, Rob (2013): The Mom Test: How to talk to customers & learn if your business is a good idea when everyone is lying to you. CreateSpace Independent Publishing Platform. Hoffmann, K. (2017): Prinzip Kostenlos – Content Marketing für Dienstleister, Berater und Wissensträger, Wiley: Weinheim (in German) Parker, G., et. al. (2016): Platform Revoluation, How Networked markets are transforming the economy and how to make them work for you, Norton: New York Sundararajan, A. (2016): The Sharing Economy, The MIT Press: Cambridge Lerner, C. (2017): Explosive Growth, Clifford Ventures Corporation Osterwalder & Pigneur (2010): Business Model Generation: A Hand-book for Visionaries, Game Changers, and Challengers. John Wiley & Sons. Ries (2011): The Lean Startup. How today's entrepreneurs use continuous innovation to create radically successful businesses. Currency. Walling, R. (2023): The SaaS Playbook: Build a Multimillion-Dollar Startup Without Venture Capital. Start Small, LLC. Wilkinson, A. (2015): The Creator`s Code: The Creator's Code: The Six Essential Skills of Extraordinary Entrepreneurs. Simon & Schuster.

Marketing Research Projects

Module	**M24 – 30**
Semester	6 or 7
Duration of module	1 semester
Type of module	Elective
How frequently is the module offered?	**- NOT AVAILABLE IN SS 2025 -**
Admission requirements	None
Level	Major
Transferability of the module	open to exchange students / students of other ESB bachelor programmes on request.

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Module coordinator/ responsible professor	Prof. Dr. Gerd Nufer Office: 17-017, Tel.: 07121 271 6011 gerd.nufer@reutlingen-university.de
Name of lecturer For contact details, see ESB website.	Prof. Dr. Gerd Nufer
Language of instruction	German
Credits (ECTS)	5 ECTS
Total workload	150 hours (60 hours lecture time, 90 hours independent study)
Contact hours per week (SWS)	4 hours
Examination/ type of assessment	Project work on real-life marketing research projects with primary research in cooperation with companies from the region (continuous assessment)
Weighting of grade within overall programme	5/157
Learning outcomes	Upon completion of this course, participants will have developed the following competencies: **Professional competencies:** • deepen marketing knowledge with the process of marketing research; apply marketing knowledge in real-life project work in a company context. This module contributes to the profile in Marketing. **Methodological competencies:** • employ and sharpen research, information & data handling; convert theoretical knowledge immediately into a practical research and consulting project **Social competencies** • improve the ability to work in teams under time pressure; refine oral and written communication skills.

	Personal competencies • convince a company to participate in such a project; present results to company representatives
Course-specific contributions to AoL competency goals (CG 1-6)	CG1: By completion of the course, students are able to understand and articulate the relevant terms used in marketing practice and academia. Students are able to use these terms in discussions within the course as well as in practice and academia. CG4: 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 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. CG5: Students collect, analyze and interpret quantitative data and derive recommendations for marketing practice. CG6: Students are prepared to conduct online surveys and to use digital technology.
Contents/ indicative syllabus	1. Marketing research planning 2. Data collection 3. Data analysis 4. Presentation of results and consulting
Teaching and learning methodology	Lectures in seminaristic style, illustrative practical examples, case studies; test questions, qualitative and quantitative exercises, project work, discussions. Guest lecturers, excursions, company presentations, company cooperations
Miscellaneous	This module contributes to the profile in Marketing.

Indicative reading list	Berekoven, L., Eckert, W. & Ellenrieder, P. (2009). *Marktforschung. Methodische Grundlagen und praktische Anwendung* (12th ed.). Wiesbaden: Gabler. Berndt, R. (1996). *Marketing 1. Käuferverhalten, Marktforschung und Marketing-Prognosen* (3rd ed.). Berlin: Springer. Bühl, A. (2018). SPSS 25. *Einführung in die moderne Datenanalyse* (16th ed.). München: Pearson. Burns, A. C. & Bush, R.F. (2014). *Marketing Research.* International Edition (7th ed.). Harlow: Pearson. Malhotra, N. K., Birks, D. F. & Nunan, D. (2017). *Marketing Research. An Applied Approach* (5th ed.) Harlow: Pearson. Nufer, G. & Bühler, A. (Eds.) (2012). *Management im Sport. Betriebswirtschaftliche Grundlagen und Anwendungen der modernen Sportökonomie* (3rd ed.). Berlin: ESV. Nufer, G. & Bühler, A. (Eds.) (2013). *Marketing im Sport. Grundlagen und Trends des modernen Sportmarketing* (3rd ed.). Berlin: ESV. Nufer, G. (2018). *Ambush Marketing im Sport. Grundlagen – Best Practice – Evaluation* (2nd ed.). Berlin: ESV.

International Financial Reporting: IFRS & Accounting for Sustainability

Module	**M24 – 30**
Semester	6 or 7
Duration of module	1 semester
Type of module	Elective
How frequently is the module offered?	Each semester
Admission require-ments	None
Level	Major
Transferability of the module	open to exchange students / students of other ESB bachelor programmes on request.

Module coordinator/ responsible professor	Prof. Dr. Michel Charifzadeh Office: 5-113, Tel.: 07121 271 3053 michel.charifzadeh@reutlingen-university.de
Name of lecturer For contact details, see ESB website.	Prof. Dr. Michel Charifzadeh
Language of instruction	English
Credits (ECTS)	5 ECTS
Total workload	150 hours (60 hours lecture time, 90 hours independent study)
Contact hours per week (SWS)	4 hours
Examination/ type of assessment	Presentation: 40%, research paper (60%). Additional adjustment: In order to encourage students' engagement and participation during class times, there is an additional component to the IFR grade: The final grade can deviate from the group presentation's and group paper's grades for individuals who continuously participate and actively contribute to the lectures. Individual group members, who show outstanding performance during class time, will receive an up to 0.5 higher grade for the course. Vice versa, poor-performing students may be downgraded by up to 0.5.
Weighting of grade within programme	5/157
Learning outcomes	Upon completion of this course, participants will have developed the following competencies: **Professional competencies:** In this seminar, students get a detailed understanding of financial accounting according to International Financial Reporting Standards (IFRS) and the growing field of Sustainabiliy Reporting. In specific, • students will develop an understanding of the origin of the international accounting standards, the principles, and the framework of IFRS in contrast to major local reporting principles like US GAAP or German GAAP (HGB).

	• since IFRSs are continuously developed, students will become familiar with the role of the standard-setting bodies (especially the IASB) and the imminent changes of IFRS. • students will deal with the recent standard developments by the IASB and the latest developments in international reporting. Based on this, students will be equipped with the knowledge and skills to critically discuss and solve specific accounting problems and challenge existing and proposed standards. • Students will get insights into the growing field of sustainability reporting and how frameworks such as ESRS, GRI, or Integrated Reporting guide new forms of corporate reporting. The course contributes to the profile in Finance. **Methodological competencies:** • Through a principles-based approach, students will develop critical thinking skills and the ability to apply general accounting concepts to specific situations and critically discuss existing solutions to accounting problems. • A major part of the course requirements is the writing of a research paper. Here, students will train the key skills of selecting, justifying and applying a methodology for solving a research question. • Students will train their academic writing skills, which will prepare them for writing their bachelor thesis. • Students will further shape their presentation skills. **Social competencies:** • Through the interactive nature of the course, students will refine their oral and written communication skills. • Through teamwork under time pressure and diversity in classroom, students will develop social and intercultural skills. **Personal competencies:** • Students develop the skills to work autonomously on a new complex topic. • They learn how to act competently and self-responsibly. • As part of the profile in Finance, the course will train students for both a specialist career in either of the following fields: corporate finance, accounting, auditing, or banking, as well as a leadership role in international management.
Course-specific contributions to AoL	CG1: The course is taught in English. By the completion of the course, students will be able to understand and articulate the most relevant terms

competency goals (CG 1-6)	used in practice and academia in the field of international financial reporting in English. CG3: The course makes references to ethical aspects, in particular, cases of accounting fraud (such as the Enron accounting scandal) and accounting for sustainability. Students engage in discussions about unethical behavior that can lead to accounting misstatements and will understand how unethical behavior in accounting can lead to flawed investor decision making. In addition, students will discuss the growing field of accounting for sustainability and triple bottom line reporting. CG4: Students will develop mechanisms of problem-solving for real-life business cases in international accounting. As the course takes a principles-based accounting approach, students will acquire the ability to solve accounting problems independently by applying the accounting conventions and principles defined in the IFRS Conceptual Framework, such as relevance and faithful representation. In an academic research paper, students learn to justify the selection of appropriate methods and are trained in applying the chosen methods correctly. Students will be coached by the instructor and receive individual feedback on their research paper after submission of the paper. CG5: Students are required to perform mathematical calculations and prepare and interpret financial reports, which essentially consist of quantitative information. CG6: Students are introduced to the changes in the accounting environment through the increasing availability and capabilities of digital systems that support corporate reporting.
Contents/ indicative syllabus	1. Theory, Framework, and Regulation 2. The process of harmonization, IFRS vs. US GAAP 3. Financial statements presentation 4. Fixed (non-current) tangible assets 5. Intangible assets, Goodwill, and Impairments 6. Accounting for leases 7. Sustainability accounting (Triple Bottom Line, Global Reporting Initiative GRI, the ISSB standards) 8. Sustainability reporting in the EU, ESRS, & the EU Taxonomy *Further exemplary topics to be covered in the course are:* 9. Provisions, contingent liabilities, and contingent assets 10. Financial instruments, financial derivatives
Teaching and learning methodology	The general topics and an overview will be presented by the instructor. Case studies will deepen understanding. Students will work in parallel (in

	groups) on current issues in corporate reporting and prepare a presentation and a research paper according to scientific standards. The student work is coached by the instructor. Students will present the results of their work and discuss them in class. The instructor provides individual feedback, both on the presentation and the research paper.
Miscellaneous	The course contributes to the profile in Finance. Guest workshop by an expert working in the industry (optional).
Indicative reading list	Alexander, B. & Jorissen, A. & Hoogendoorn, et al. (2023). *International Financial Reporting and Analysis* (9th ed.). Boston: Cengage. Coenenberg, A. G. & Haller, A. & Schultze, W. (2024). *Jahresabschluss und Jahresabschlussanalyse* (27th ed.). Stuttgart: Schäffer-Pöschel. Collins, B. & McKeith, J. (2013). *Financial Accounting and Reporting* (2nd ed.). London: McGraw-Hill. Kieso, D. & Weygandt, J. & Warfield, T. (2024). *Intermediate Accounting* (5th ed.) IFRS edition. New Jersey: John Wiley & Sons. PKF International (2023). *Wiley 2023 Interpretation and Application of IFRS Standards.* New Jersey: Wiley. KPMG (2010). IFRSs: *A Visual Approach* (4th ed.). London: Palgrave Macmillan. Rimmel, G. (ed.) (2020). *Accounting for Sustainability*. London and New York: Routledge. Rimmel, G. et al. (eds.) (2024). *Research Handbook on Sustainability Reporting*. Cheltenham: Edward Elgar Publishing. Additional material from business newspapers, periodicals, and academic journals will be provided during the course.

Consolidated Financial Statements

Module	**M24 – 30**
Semester	6 or 7
Duration of module	1 semester
Type of module	Elective
How frequently is the module offered?	**- NOT AVAILABLE IN SS 2025 -** Each semester
Admission requirements	None
Level	Major
Transferability of the module	open to exchange students / students of other ESB bachelor programmes on request.
Module coordinator/ responsible professor	Prof. Dr. Dominic Wader Office: 17-116, Tel.: 07121 271 3065 dominic.wader@reutlingen-university.de
Name of lecturer For contact details, see ESB website.	Prof. Dr. Dominic Wader
Language of instruction	English
Credits (ECTS)	5 ECTS
Total workload	150 hours (60 hours lecture time, 45 hours independent study, 45 hours exam preparation)
Contact hours per week (SWS)	4 hours
Examination/ type of assessment	written exam (120 min) at the end of the semester
Weighting of grade within programme	5/157

Learning outcomes	**Professional competencies:** • In this seminar-style course, students get a detailed understanding of consolidated financial statements. • Students are guided through all relevant areas of the preparation of consolidated financial statements according to local and international GAAP. • Starting with the scope and the principles of consolidated financial statements they will learn to apply in-depth the consolidation process for investments, joint ventures, and associates both in theory and in practice. This module contributes to the profile in Finance. **Methodological competencies:** • Students will further enhance their critical thinking, case analytical skills and problem-solving skills particularly in the fields of consolidated financial statements. **Social competencies:** • Through the interactive nature of the course, students will refine their oral and written communication competence and their team skills. **Personal competencies:** • Students will be equipped with the necessary knowledge, experiences, and competencies to resume a role in the respective fields of professional competence. • The course will train students for both a specialist career in accounting and auditing and a role in general management.
Course-specific contributions to AoL competency goals (CG 1-6)	CG1: The course is taught in English. By completion of the course, students will be able to understand and articulate the most relevant terms used in practice consolidation in English. CG4: Students will understand, apply and interpret the conceptual and technical aspects of consolidated financial statements. The underlying theoretical concepts are elaborated and discussed. In particular, students will solve cases in the fields of the consolidation of investments, joint ventures, and associates in an international context. CG5: Students are required to perform mathematical calculations and prepare and interpret consolidated financial statements, which essentially consist of quantitative information. CG6: Students are introduced to the changes in the accounting environment through the increasing availability and capabilities of digital systems that support corporate reporting.

Contents/ indicative syllabus	Basic topics and an overview will be presented by the instructor. Case studies will deepen the understanding. Case studies are prepared by students, who are coached by the instructor. Students will present the results of their work and discuss them in class. General topics to be covered are: • Scope of Consolidated Financial Statements • Principles of Consolidated Financial Statements • Special Purpose Entities • Components of Consolidated Financial Statements • Translation of foreign exchanges rates • Consolidation of investments • Elimination of intragroup transactions • Joint Ventures • Equity Method • Deferred Taxes • Additional elements of consolidated financial statements
Teaching and learning methodology	Seminar-style lecture including case studies, discussions, coaching by instructor.
Miscellaneous	This module contributes to the profile in Finance.
Indicative reading list	Alexander, B. & Jorissen, A. & Hoogendoorn, et al. (2023). *International Financial Reporting and Analysis* (9th ed.). Boston: Cengage. Coenenberg, A. G. & Haller, A. & Schultze, W. (2021). *Jahresabschluss und Jahresabschlussanalyse* (26th ed.). Stuttgart: Schäffer-Pöschel. Krimpmann, A. (2015). *Principles of Group Accounting under IFRS*. New Jersey: Wiley. PKF International (2023). *Wiley 2023 Interpretation and Application of IFRS Standards.* New Jersey: Wiley.

International Corporate Transactions

Module	**M24 – 30**
Semester	6 or 7
Duration of module	1 semester
Type of module	Elective
How frequently is the module offered?	Each semester
Admission requirements	None
Level	Major
Transferability of the module	open to exchange students / students of other ESB bachelor programmes on request.
Module coordinator/ responsible professor	Prof. Dr. Hans-Martin Beyer Office: 5-109, Tel.: 07121 271 6025 hans-martin.beyer@reutlingen-university.de
Name of lecturer For contact details, see ESB website.	Fabian Schneider
Language of instruction	English
Credits (ECTS)	5 ECTS
Total workload	150 hours (40 hours lecture time, 110 hours independent study and project work)
Contact hours per week (SWS)	4 hours
Examination/ type of assessment	Presentation/paper - 40%, Final written exam (1h) - 60%
Weighting of grade within overall programme	5/157
Learning outcomes	Upon completion of this course, participants will have developed the following competencies:

	Professional competencies: Students will develop an enhanced understanding of corporate M&A transactions and valuation techniques. In specific, students will be able to • Differentiate and explain types of corporate transactions, key stages and respective stakeholders of M&A processes, and generic forms of structuring and financing transactions • Understand theoretical and methodological fundamentals of company valuation • Identify required data for income approaches including calculation of different forms of FCFs and understand estimating and planning approaches and limitations • Apply company valuation techniques to problems of limited complexity • Identify and address specific methodological issues in an international context e.g. in regard to the cost of capital • Students will be able to critically assess valuation concepts as well as data sources (i.e. Factset) applied in practice and acquire the ability to transfer and apply theoretical knowledge to real-life situations. This module contributes to the profile in Finance. **Methodological competencies:** • Students will further enhance their critical thinking and problem-solving skills in addition to analytical skills particularly in the fields of company valuation and respective decision making. • They will obtain advanced analytical skills in structuring / developing business plans and applying financial modeling techniques. **Social competencies:** • Through the interactive nature of the course, students will refine their oral and written communication competence and their team skills. **Personal competencies:** • Students will be equipped with the necessary knowledge, experiences and competencies to resume a role in the respective fields of professional competence. • Conflicting interests and related inter- and intrapersonal conflicts and ethical problems will be assessed and discussed.

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Course-specific contributions to AoL competency goals (CG 1-6)	**CG1**: The course is taught in English. By completion of the course, students will be able to understand and articulate the most relevant terms used in practice and academia in the field of corporate transactions and in particular in the field of company valuation approaches in English. **CG3:** The course makes references to ethical aspects, e.g. referring to ethical conflict situations in transactions and valuation. Contents will refer to ethical issues in interest driven valuation including forecasting and setting valuation assumptions. **CG4:** Students will understand, apply and interpret valuation methods. Theoretical concepts behind key variables for valuation are elaborated in group projects on the basis of scientific studies / research papers and discussed regarding their importance for practical valuation in class. Students will solve valuation problems in the fields of calculating, normalising and forecasting cash flows, cost of capital and terminal value calculation, and in applying to different valuation approaches like entity WACC and APV as well as market multiple methods. **CG5:** Students will be calculating, normalising and forecasting cash flows, cost of capital and terminal value calculation, and in applying to different valuation approaches. Results are interpreted and conclusions e.g. for negotiations drawn. **CG6:** Students are introduced to a professional finance software and database, which is applied for projects and valuation problems.

Contents/ Indicative syllabus	Key topics / elements of the course include:
	• **M&A / Transaction fundamentals**
	  • Types, terms and motives
	  • Transaction process and the role of valuation in the transaction process, stakeholders and regulatory framework
	  • Generic forms of structuring and financing transactions, LBO structuring
	  • Role and techniques of financial due diligence to derive a sustainable earnings position
	• **Company Valuation**
	  • Valuation basics
	  • Market Approaches – market multiples and comparable company analysis
	  • Income Approaches with a focus on WACC and APV, guest lecture on capitalised earnings (tbc)
	  including: types and forecasting of free cash flows, methodological and practical deep dive on risk/cost of capital, terminal value /perpetuity modelling, plausibility testing
	  • Assessment of approaches and conclusions
	The above content will be accompanied/supported by case studies and student projects. Students will work in groups on methodological issues of valuation and will prepare a presentation and a management summary. The student work is coached by the instructor. Students will present the results of their work and discuss them in class.

Teaching and learning methodology	Seminar style lecture including presentations by students, case studies, discussions, coaching by instructor. Training and application of a professional financial software/database (Factset) Guest lecture(s) by experts working in M&A /transaction advisory
Miscellaneous	This module contributes to the profile in Finance.
Indicative reading list	• Corelli, A. (2018). *Analytical Corporate Finance* (2nd ed.). Springer. • Damodaran, A. (2012). *Investment Valuation* (3rd ed). Wiley. • Damodaran, A. (2018). *The dark side of valuation* (3rd ed.). Pearson/FT Press. • DePamphilis, Donald (2021): Mergers, Acquisitions, and Other Restructuring Activities, (11th ed.), Academic Press

- De Luca, P. (2018). *Analytical Corporate Valuation: Fundamental Analysis, Asset Pricing and Company Valuation.* Springer.
- Gaughan, P. A. (2018). *Mergers, Acquisitions, and Corporate Restructurings* (7th ed.). Wiley.
- Jones, C. (2012). *Investments – Principles and Concepts* (12th ed.). Wiley.
- Joy, J. (2018). *Divestitures and Spin-Offs.* Springer.
- Koller, T. & Goedhart, M. & Wessels, D. (2020). *Valuation – Measuring and managing the value of companies* (7th ed.). Wiley.
- Reed Lajoux, A. (2019). *The Art of M&A – A Merger, Acquisition and Buy-out Guide* (5th ed.). McGrawHill.
- Ross, S.A. & Westerfield, R.W. & Jaffe J.F. & Jordan, B.D. (2022). *Corporate Finance* (13th ed.). McGrawHill.
- Titman, S. & Martin, J.D. (2015). *Valuation – The Art and Science of corporate investment decisions* (3rd ed.). Pearson.

Supplementary

- Harrison, W. T., & Horngren, C. T. et al.(2018). *Financial Accounting* – Global Edition (11th ed.). Pearson.
- http://cpaclass.com/fsa/ratio-01a.htm
- https://www.dvfa.de/fileadmin/downloads/Publikationen/Standards/ DVFA_Best_Practice_Recommendations_Corporate_Valuation.pdf
- Institut der Wirtschaftsprüfer in Deutschland e.V. (IDW): *Standard S1 - Principles for the Performance of Business Valuations (IDW S1)*, 2008 (i.d.F. 2016)
  https://www.idw.de/the-idw/idw-pronouncements/idw-standards

Required readings and further literature are introduced in the course.

Advanced Quantitative Finance: Banking, Finance & AI-Methodology

Module	**M24 – M30**
Semester	6 or 7
Duration of module	1 semester
Type of module	Elective
How frequently is the module offered?	Each semester
Admission requirements	None
Level	Major
Transferability of the module	Open to exchange students / IB-programme / students of other ESB bachelor programmes
Module coordinator/ responsible professor	Prof. Dr. Bodo Herzog Office: 5-108, Tel.: 07121 271 6031 bodo.herzog@reutlingen-university.de
Name of lecturer For contact details, see ESB website.	Professor Dr Herzog
Language of instruction	Englisch
Credits (ECTS)	5 ECTS
Total workload	150 h (40 hours lecture time, 110 hours independent study)
Contact hours per week (SWS)	4 hours
Examination/ type of assessment	CA: • Mid-End-Term (50%) • Group presentation (30%) • Active class participation about the content (20%)
Weighting of grade within programme	5/157

Learning outcomes	The course provides a focus on mathematical, computational and applied issues on advanced topics in banking and finance. Upon completion of this course, participants will have developed the following competencies: **Professional competencies:** After the successful completion of this module the students can critically discuss the relevance and limitations of financial & computational concepts; apply mathematical models; understand model implications in specific situations; calculate and analytically derive model outcomes; Students will implement their models in reliable and useable software solutions with software applications. This module contributes to the profile in Finance, Economics, Data Science. **Methodological competencies:** Students will have the persistence, integrity, and maturity to develop advanced tools that can be used responsibly and fully appropriate to the problem at hand; improve the ability to work in an analytical rigorous way. Students will design and evaluate complex dynamical systems in a global context; synthesize complex quantitative information for professional presentations; transfer and apply theoretical knowledge to real-life settings. **Social competencies:** n/a **Personal competencies:** n/a Students will effectively communicate difficult quantitative solutions to non-specialist users; the students should be able to think strategically
Course-specific contributions to AoL competency goals (CG 1-6)	CG1: Class discussions about current financial issues as well as all course documents are in English. CG4: Continuous problem-solving in the lectures, programming tasks, homework and exam. Students will have the persistence, integrity, and maturity to develop and apply advanced quantitative tools that can be used responsibly to solve problems.

Contents/ indicative syllabus	1. Introduction – Banking & Finance & AI- Methodology
	2. Financial Engineering and/or Monetary Economics
	3. Data Science in Finance & Economics
	4. Scientific Computing
	   a. Brownian Motion
	   b. Market Modelling (Ito's Lemma)
	   c. Pricing of Financial Derivatives (Black-Scholes Formula)
	5. AI & Deep Learning
	6. Advanced topics in Fractional Finance (optional)

Teaching and learning methodology	• Lectures, discussions, and presentations. Throughout the semester, extensive papers will be distributed; these are intended for students' preparation and consolidation of the course material. In all sub-areas, homework sets will be distributed as well; these will be processed and prepared by students individually or in groups. • Julia programming, Factset Applications • Online-Forums, Chats, and Discussions • Guest Lectures
Miscellaneous	This module contributes to the profile in Finance, Data Science and Economics
Indicative reading list	<u>Basic Literature</u> Capasso, V. & Bakstein, D. (2012). *An Introduction to Continuous- Time Stochastic Processes* (2nd ed.). Basel, Switzerland: Birkhäuser. Cinlar, E. (2010). *Probability and Stochastics* (GTM 261). Berlin, Germany: Springer. Herzog, B. (2020). *Lecture Notes: Adv. Finance. ESB Business School.* Herzog, B. (2023). *Lecture Notes: Probabilistic Machine Learning. ESB Business School.* Miranda, M.J. & Fackler, P.L. (2002). *Applied Computational Economics and Finance.* MIT Press. Mishkin, F.S. (2009). *Economics of Money, Banking and Financial Markets* (Business School Edition). London, UK: Pearson. Neftci, S.N. (2014). Principles of Financial Engineering. *Academic Press*. Neftci, S.N. (2013). An Introduction to the Mathematics of Financial Derivatives. *Academic Press.* Wilmott, P. (2006). *Paul Wilmott on Quantitative Finance*. New Jersey, USA: Wiley. <u>Advanced Literature</u> Mao, X. (2011). *Stochastic Differential Equations and Applications* (2nd ed.). Cambridge, UK: Woodhead Publishing. Oksendal, B. (2010). *Stochastic Differential Equations*. Berlin, Germany: Springer.

	Rogers, L.C.G. & Williams, D. (2011). *Diffusions, Markov Processes and Martingales.* Cambridge, UK: Cambridge University Press. Ruppert, D. (2010). *Statistics and Data Analysis for Financial Engineering*. Berlin, Germany: Springer. Seydel, R.U. (2017). *Tools for Computational Finance.* Berlin, Germany: Springer.

Strategic Management in the Digital Age

Module	**M24 - M30**
Semester	6 or 7
Duration of module	1 semester
Type of module	Elective
How frequently is the module offered?	Each semester
Admission requirements	None
Level	Major
Transferability of the module	Open to exchange students / students of other ESB bachelor programmes on request.
Module coordinator/ responsible professor	Prof. Dr. Martin Mocker Office: 5-111, Tel.: 07121 271 3123 martin.mocker@reutlingen-university.de
Name of lecturer For contact details, see ESB website.	Prof. Dr. Martin Mocker
Language of instruction	English
Credits (ECTS)	5
Total workload	150 hours (60 hours lecture time, 90 hours independent study)
Contact hours per week (SWS)	4 hours

Examination/ type of assessment	Presentation of project teamwork; individual in-class contribution to case discussion
Weighting of grade within overall programme	5/157
Learning outcomes	Upon completion of this course, participants will have developed the following competencies: **Professional competencies:** • Students are expected to understand the ambiguity and complexity of defining and executing strategy in an increasingly global and increasingly digital world. • They will be able to identify the key decisions—especially those pertaining to digitalization—driving long-term firm performance and understand how these decisions influence why some firms are more successful than others while still others fail. This module contributes to the profile in Strategy, Leadership, or Digital Business. **Methodological competencies:** • the capability to deal with complex, ambiguous situations by breaking problems down into parts, analyze the parts critically, weigh opposing arguments, present a synthesis and debate a decision in class as well as staying open to enhance or change decisions **Social competencies:** • use feedback to improve their communication skills, their ability to work in teams, as well as defend their arguments in a discussion **Personal competencies** • deal with ambiguous situations that do not have a definite “right or wrong” answer
Course-specific contributions to AoL competency goals (CG 1-6)	CG1: reinforced through using English as the course language. CG3: reinforced as it pertains to the ethical questions that come up in relation to strategic decisions such as exerting bargaining power over other stakeholders for competitive advantage. CG4: assessed as the evaluated deliverables require analyzing strategic business challenges faced by actual companies and formulating how these can be solved with strategic management tools and frameworks. CG6: is assessed as the students analyze and discuss real-life cases on the impact of digital technologies.

Content/ indicative syllabus	The course is organized around strategic decisions 1. Overview: Strategic issues in the digital age 2. The impact of digital technologies on industry structure 3. Strategy implementation and business architecture 4. The role of digital technologies in gaining and sustaining competitive advantage 5. Multi-sided platforms 6. Digital transformation
Teaching and learning methodology	Discussion of cases (i.e. the narrative of a business manager facing a difficult problem that will be discussed in class); lectures; students also work in groups and are assigned projects.
Miscellaneous	This module contributes to the profile in Strategy, Leadership, or Digital Business. A substantial part of student's grade depends on their contribution to in-class discussion (continuous assessment).
Indicative reading list	References and access to supplemental readings, videos, cases are provided during lectures; optional text book: General strategy concepts used in the course: Ghemawat, P. (2009). *Strategy and the Business Landscape 3rd International Student edition*. Pearson. Ross, J.W. & Beath, C.M. & Mocker, M. (2019). *Designed for Digital: How to Architect Your Business for Sustained Success.* MIT Press.

Business Simulation: Systems Thinking & Sustainability

Module	**M24 - M30**
Semester	6 or 7
Duration of module	1 semester
Type of module	Elective
How frequently is the module offered?	**- NOT AVAILABLE IN SS 2025 -** Each semester
Admission requirements	None
Level	Major
Transferability of the module	open to exchange students / students of other ESB bachelor programmes on request.
Module coordinator/ responsible professor	Prof. Dr. Florian Kapmeier Tel.: +49 7121-271-3104 florian.kapmeier@reutlingen-university.de
Name of lecturer For contact details, see ESB website.	Prof. Dr. Florian Kapmeier
Language of instruction	English
Credits (ECTS)	5 ECTS
Total workload	150 hours (60 hours lecture time, 90 hours independent study)
Contact hours per week (SWS)	4 hours
Examination/ type of assessment	Project work: 85% (including peer-assessment of 15%); class participation 15%
Weighting of grade within overall programme	5/157
Learning outcomes	Why do so many business and/or sustainability strategies fail? Why do we see so few high sustainability impact actions that transform markets and organizations towards environmental and social sustainability, despite evi-

	dence of successful efforts? Why do so many actions fail to produce lasting results? Why do many businesses suffer from periodic crises, fluctuating sales, earnings, and morale? Why do some firms grow while others stagnate? How do once-dominant firms lose their competitive edge? How could companies avoid being accused of “greenwashing”? How can firms assess high-leverage policies against the climate crisis? And how can a firm identify and design high-leverage policies, policies that are not thwarted by unanticipated side effects? Accelerating economic, technological, social, and environmental change challenge managers to learn at increasing rates (the “great acceleration”). And we must increasingly learn how to design and manage complex systems with multiple feedback effects, long time delays, and nonlinear responses to our decisions. Yet learning in such environments is difficult, precisely because we never confront many of the consequences of our most important decisions. Effective learning in such environments requires methods to develop systems thinking, to represent and assess such *dynamic complexity* – and tools managers can use to accelerate learning throughout an organization. Upon completion of this strategy course, participants will have developed the following competencies: **Professional competencies:** • Students are introduced to systems thinking and the system dynamics modeling methodology. • They apply system dynamics to corporate challenges in the area of strategy, corporate environmental sustainability, organizational change, and policy design. • Students will learn to visualize a business organization in terms of the structures and policies that create dynamics and regulate performance. • In particular, they will improve their understanding of the ways in which an organization's performance is related to its internal structure and operating policies as well as those of customers, competitors, and suppliers. • Students will build their own simulation models, use interactive management flight simulators, and work with case studies to develop conceptual and modeling skills for the design and management of organizations in a dynamic world. • They will learn principles for effective use of modeling in the real world. • (no prior programming skills necessary) The module contributes to the profile in Strategy.

	Methodological competencies: • Students will develop an understanding of dynamic complexity, inherent in most business situations of policy-design and decision-making. • They will learn how to carefully analyze complex systems, understand over-time-behavior, and the impacts of time delays, non linear relationships, and feedbacks. • Students will learn to recognize and deal with situations where policy interventions are likely to be delayed, diluted, or defeated by unanticipated reactions and side effects. • Students get to work with role-playing games, simulation models, case studies, and management flight simulators to develop principles of policy design for successful management of complex strategies. • They will have a chance to use state of the art software for computer simulation and gaming (no prior computer modeling experience is needed). **Social competencies:** • Students will improve their ability to work in teams in order to analyze complex business challenges. • They will also refine their oral and written communication skills because of the interactive nature of the course. • Through teamwork under time pressure and diversity in class, students will develop social and intercultural skills, including giving and receiving feedback. **Personal competencies:** • Students will improve their analytical and problem-solving skills. Students will be better aware of dynamic complexity. • They will learn about their own position and the impact of own behavior, policy-design, and strategic decision-making on the complex system in which they themselves – as decision-makers - are embedded.
Course-specific contributions to AoL competency goals (CG 1-6)	CG1: The course is taught in English. By completion of the course, students will be able to understand and articulate the basic idea of system dynamics and its fields of application in English. In particular, students will be able to critically analyze issues that companies and societies need to deal with and find solutions. CG3: Ethical aspects do play an important role in this course, be it in understanding the dynamics of epidemics and vaccinations, the dynamics of companies' too fast growth, which is often followed by a bust, the critical aspect of (too much) consumption in the affluent countries of the world

	and the reflection on what really makes humans happy. A special focus of the class is the realizing of the differences in wealth of the different countries of the world when we play the simulation-based roleplay World Climate. Here, international students represent different nations and blocks of the world, and they need to find an internationally valid agreement on how to reduce GHG emissions in order to stabilize the temperature rise below 2°C over pre-industrial times. Students realize very well the tension between the developed and the developing countries of the world. CG4: In this course, students realize that many management tools cut off feedback loops that the world actually consists of. Students learn a different way of thinking of how to approach complex issues that the world is dealing with, including feedback-loops, time delays, and non-linearities – all of which combined enable students to realize the roots of counterintuitive behavior of problem situations. CG5: Students develop quantitative simulation models in class and in assignments. They collect and analyze both qualitative and quantitative data. They transfer the data into dynamic simulation models, validate and analyze them, and generate recommendations for policy-designers and decision-makers. And learn to describe, to present, to analyse and to interprete quantitative information. They are able to derive conclusions, to obtain significant results and make recommendations in a business setting. CG6: Students are introduced to changes in business models through capabilities in digital technogolgy. They also learn how data can support managerial decision-making, using dynamic simulation models.
Content/ indicative syllabus	• Management Simulation Game: The Beer Distribution Game / FishBanks • The case for modelling and simulation: complex systems • Introduction to system dynamics & getting to know Vensim • Simple dynamic models • Growth dynamics of organizations and managing social sustainability (with PEOPLExpress “management flight simulator”) • Aspects of limits to growth (planetary boundaries, populations, economies; Limits to Growth study; Earth4All study) • Diffusion models (Dynamics of pandemics (such as SARS-Covid-19) • Sustainability dynamics (success of sustainability initiatives in companies and markets, transition of organizations and markets towards environmental sustainability, “greenwashing”, rebound effects, climate change mitigation, food market transition) • Management Simulation Game: Climate Action Simulation

	• Tourism growth and waste management in Small Island States Examples of system dynamics-based research on sustainability issues
Teaching and learning methodology	Interactive lecture, case studies, videos, interactive simulators, and (award-winning) management games
Miscellaneous	The module contributes to the profile in Strategy.
Indicative reading list	**Required reading** Sterman, J.D. (2000). *Business Dynamics. Systems Thinking and Modeling for a Complex World.* Irwin McGraHill. Rahmandad H, JD Sterman. 2012. Reporting Guidelines for Simulation-Based Research in Social Sciences. *System Dynamics Review* 28(4): 396-411. DOI: 10.1002/sdr.1481. Schlesinger, Leonard, A. & Whitestone, D. (2000). People Express (A). *Harvard Business Publishing,* Case No. 9-483-103 Boston. **Further readings** Booth Sweeney, L. & Sterman, J.D. (2000). Bathtub dynamics: initial results of a systems thinking inventory, *System Dynamics Review*, *16*(4), 249-286. Creutzig, F., & Kapmeier, F. (2020). Engage, don't preach: Active learning triggers climate action. *Energy Research & Social Science*, *70*, 101779. Kapmeier, F., & Gonçalves, P. (2018). Wasted paradise? Policies for Small Island States to manage tourism-driven growth while controlling waste generation: the case of the Maldives. *System Dynamics Review*, *34*(1-2), 172-221. Kapmeier, F., Greenspan, A. S., Jones, A. P., & Sterman, J. D. (2021). Science-based analysis for climate action: how HSBC Bank uses the En-ROADS climate policy simulation. *System Dynamics Review*, *37*(4), 333-352. Lyneis, J.M. (1999). System Dynamics for Business Strategy: A Phased Approach. *System Dynamics Review*, *15*(1), 37-70. Lyneis J, J Sterman. 2016. How to Save a Leaky Ship: Capability Traps and the Failure of Win-Win Investments in Sustainability and Social Responsibility. *Academy of Management Discoveries* 2(1): 7-32 Morecroft, J.D.W. (2015). *Strategic Modelling and Business Dynamics: A Feedback Systems Approach*. 2nd Ed. Wiley.

Morecroft, J.D.W. & Sterman, J.D. (1994). *Modeling for Learning Organizations.* Productivity Press.

Raworth, K. (2017). "A Doughnut for the Anthropocene: humanity's compass in the 21st century." The Lancet Planetary Health 1(2): e48-e49.

Repenning, N. & Sterman, J.D. (2001). Nobody Ever Gets Credit for Fixing Problems that Never Happened: Creating and Sustaining Process Improvements. *California Management Review*, *43*(4), 64-88.

Richardson, K., W. Steffen, W. Lucht, J. Bendtsen, S. E. Cornell, J. F. Donges, M. Drüke, I. Fetzer, G. Bala, W. von Bloh, G. Feulner, S. Fiedler, D. Gerten, T. Gleeson, M. Hofmann, W. Huiskamp, M. Kummu, C. Mohan, D. Nogués-Bravo, S. Petri, M. Porkka, S. Rahmstorf, S. Schaphoff, K. Thonicke, A. Tobian, V. Virkki, L. Wang-Erlandsson, L. Weber and J. Rockström (2023). Earth beyond six of nine planetary boundaries. Science Advances 9(37): eadh2458.

Rooney-Varga, J. N., Sterman, J. D., Fracassi, E., Franck, T., Kapmeier, F., Kurker, V., Johnston, E., Jones, A. P., & Rath, K. (2018). Combining role-play with interactive simulation to motivate informed climate action: Evidence from the World Climate simulation. *Plos One*, *13*(8), e0202877.

Rooney-Varga, J. N., Kapmeier, F., Sterman, J. D., Jones, A. P., Putko, M., & Rath, K. (2020). The Climate Action Simulation. *Simulation & Gaming*, *51*(2), 114–140.

Steffen, W., K. Richardson, J. Rockström, S. E. Cornell, I. Fetzer, E. M. Bennett, R. Biggs, S. R. Carpenter, W. de Vries, C. A. de Wit, C. Folke, D. Gerten, J. Heinke, G. M. Mace, L. M. Persson, V. Ramanathan, B. Reyers and S. Sörlin (2015). Planetary boundaries: Guiding human development on a changing planet. Science 347(6223): 1259855.

Sterman JD. 2008. Risk Communication on Climate: Mental Models and Mass Balance. *Science* 322: 532-533.

Sterman JD. 2015. Stumbling Towards Sustainability: Why Organizational Learning and Radical Innovation Are Necessary to Build a More Sustainable World—but Not Sufficient. In Henderson R., M. Tushman , et al. (eds.), *Leading Sustainable Change*. Oxford University Press, Oxford UK, pp. 51-80

Sterman J, W Moomaw, JN Rooney-Varga, L Siegel. 2022. Does Wood Bioenergy Help or Harm the Climate? *Bulletin of the Atomic Scientists* 78(3): 128-138.

Sterman JD. 2022. Opinion: 'Net Zero' Pledges Can Amount to Greenwashing. This Is the Better Way to Reduce Deadly Carbon Emissions. Market

	Watch. Retrieved 24 January 2022. Available from https://www.marketwatch.com/story/net-zero-pledges-can-amount-to-greenwashing-this-is-the-better-way-to-reduce-deadly-carbon-emissions-11642609889. Struben, J. and F. Kapmeier (2023). "From low-hanging fruit to high-impact sustainability transformations: unpacking dynamics of intra- and interorganizational capability traps." System Dynamics Review n/a(n/a). Wackernagel, M., L. Hanscom and D. Lin (2017). Making the Sustainable Development Goals Consistent with Sustainability. Frontiers in Energy Research 5. Warren, K. (2008). *Strategic Management Dynamics*. Wiley.

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Advanced Human Resource Management: Next Generation Leadership

Module	**M24 - M30**
Semester	6 or 7
Duration of module	1 semester
Type of module	Elective
How frequently is the module offered?	Each semester
Admission requirements	None
Level	Major
Transferability of the module	open to exchange students / students of other ESB bachelor programmes on request.
Module coordinator/ responsible professor	Prof. Dr. Elizabeth Hofvenschiöld elizabeth.hofvenschioeld@reutlingen-university.de
Name(s) of lecturer(s); For contact details, see ESB website.	Alexandra Strassburger
Language of instruction	English
Credits (ECTS)	5
Total workload	150 hours (40 hours lecture time, 110 hours independent study)
Contact hours per week (SWS)	4 hours
Examination/ type of assessment	Project paper on leadership and presentation of the findings in class. Active participation in class.
Weighting of grade within overall programme	5/157

learning outcomes	By the end of the course, students will be well-prepared to take on leadership roles in various fields, equipped with the skills and knowledge to navigate the complexities of modern leadership and drive positive change in their organizations and communities. Upon successful completion, students will have developed the following competencies: **Professional Skills** • Leadership Theories: Understanding and applying classical and contemporary leadership styles. • Ethical Decision-Making: Making principled decisions and fostering an ethical organizational culture. • Organizational Behavior: Managing team dynamics, motivation theories, and organizational culture. • Management vs. Leadership: Distinguishing and applying management and leadership approaches appropriately. • Innovation: Driving innovation and creative techniques within an organization. • Industry Insights: Gaining practical experience and insights from industry leaders. **Personal Skills** • Self-Leadership: Developing self-awareness, self-regulation, and personal development planning. • Authentic Leadership: Practicing self-awareness, transparency, and building trust. **Methodological Skills** • Practical Application: Applying leadership knowledge to real-world challenges through practicums and capstone projects. • Strategic Thinking: Analyzing and planning strategically for future challenges. **Social Skills** • Communication: Enhancing public speaking, interpersonal communication, and conflict resolution skills. • Intercultural Leadership: Leading effectively in a global context by understanding and adapting to cultural differences. • Team Building: Building and leading effective teams, and motivating and inspiring others.
Course-specific contributions to AoL competency goals (CG 1-6)	CG1: Reading assignments & discussions (in-class) of textbook chapters (Business Research Methods) and scientific papers (diverse topics) grows

	self-assurance in communicating “technically” in English. Students develop a presentation on a topic of choice including all necessary analysis and present it in class and lead the discussion. (all in English). CG2: Students work together in multicultural/multinational teams on their research project and presentation. CG4: Recommendations respectively transfer to practice is a standard topic of every presentation discussion. Implications for practice must be included and are evaluated in each term paper. CG5: The students will have the opportunity to collect primary data and interpret this and evaluate this for their chosen topic for presentation.
Content/ indicative syllabus	**Target of the Course:** The Next Generation Leadership course is designed to equip students with the essential skills, knowledge, and practical experience needed to become effective and innovative leaders in a rapidly changing global environment. The course focuses on developing a comprehensive understanding of leadership theories, ethical decision-making, strategic thinking, communication skills, and the ability to manage change and innovation. It also emphasizes the importance of sustainability, global awareness, and the impact of technology on leadership. The course builds on the learnings of the Business Ethics course. **Key Objectives:** **Foundational Knowledge:** Provide a solid grounding in classical and contemporary leadership theories, helping students understand various leadership styles and their applications. **Leadership Trends:** Introduce students to current and emerging leadership trends, and future challenges in leadership. **Ethical Leadership:** Instill a strong sense of ethics and corporate social responsibility, enabling students to make principled decisions and foster an ethical organizational culture. **Communication Skills:** Enhance students' public speaking, interpersonal communication, and conflict resolution skills, crucial for effective leadership. **Organizational Behavior:** Teach students about team dynamics, motivation theories, and organizational culture to improve their ability to lead and manage teams. **Managing vs. Leadership:** Clarify the distinctions and overlaps between managing and leading, and guide students on when to apply each approach.

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	Intercultural Leadership: Prepare students to lead in a global context by understanding cultural differences and adapting leadership styles accordingly. **Leading People:** Equip students with strategies for building and leading effective teams, and techniques for motivating and inspiring others. **Leading Myself:** Foster self-awareness, self-regulation, and personal development planning to help students lead themselves effectively. **Authentic Leadership:** Emphasize the principles of authentic leadership, including self-awareness, transparency, and building trust. **Practical Application:** Provide hands-on experience through leadership practicums and capstone projects, allowing students to apply their knowledge to real-world challenges. **Workshops:** Enhance learning through workshops on emerging leadership trends, offering insights from industry leaders.
Teaching and learning methodology	The course is conducted in the form of a project seminar with a combination of theory and practical application
Miscellaneous	The module contributes to the profile in Leadership.
Indicative reading list	Northouse, Peter G. (2021). Leadership: Theory and Practice (9th Edition). SAGE Publications. Goleman, Daniel. (1998). "What Makes a Leader?" Harvard Business Review. Koter, John P. (1995) “Leading Change: Why Transformation Efforts Fail. Harvard Business Review. Kelly, Louise (2023) Mindfulness for Authentic Leadership. Wiley TED Talk: "Why Good Leaders Make You Feel Safe" by Simon Sinek

Managing a Global Workforce

Module	**M24 - M30**
Semester	6 or 7
Duration of module	1 semester
Type of module	Elective
How frequently is the module offered?	Each semester
Admission requirements	None
Level	Major
Transferability of the module	open to exchange students / students of other ESB bachelor programmes on request.
Module coordinator/ responsible professor	Prof. Dr. Julia Hormuth julia.hormuth@reutlingen-university.de
Name(s) of lecturer(s) For contact details, see ESB website.	Prof. Dr. Julia Hormuth
Language of instruction	English
Credits (ECTS)	5
Total workload	150 hours (60 hours lecture time, 90 hours independent study)
Contact hours per week (SWS)	4 hours
Examination/ type of assessment	The grade is based on an experiential group project (PA, 100%). Students have to develop a paper and presentation.
Weighting of grade within overall programme	5/157
Learning outcomes	Upon completion of this course, participants will have developed the following competencies:

	Professional competencies: • Familiarity with specific challenges of managing people in a multinational environment; understanding of country-specific differences of HRM; deeper insight into one aspect of managing a global workforce. The module contributes to the profiles in Leadership or Strategy. **Methodological competencies:** • Competence to develop and answer a specific research question, to prepare a paper and a presentation according to scientific standards. • Competence to apply MAXqda (qualitative data analysis software) in qualitative research. **Social competencies:** • Presentation and teamworking skills (through group work and group presentations). **Personal competencies:** • Awareness of the own skills in managing international employees; awareness of the own skills in realizing an academic project.
Course-specific contributions to AoL competency goals (CG 1-6)	CG1: Students develop an academic paper and hold a presentation; a strong focus is on academic writing and presentation skills. CG2: Students work in international teams. They analyze the influence of cultural differences on HRM policies and practices in different countries as well as the intercultural dimension of international HRM tasks (e.g. management of culture shock, cross-cultural adaptation, cultural due diligence). CG4: Students work on a research project on an international HRM topic. They develop a paper following academic standards (literature review, methodology, empirical results, discussion of impact).
Content/ indicative syllabus	With the increasing globalization of business, the workforce of a large number of companies is now global. PART I: The first part of the course introduces students to the specific challenges of **managing a global workforce in international companies**. Topics in this part are: 1. **Strategic International Workforce Management** – The internationalization of human resource management – Internationalization strategies and strategic HR management – Future topics and trends in managing a global workforce 2. **Global mobility and international assignments** – Employee motivations and challenges of assignments

	– Selecting and preparing candidates for an international assignment – The culture shock and cross-cultural adaptation – Reintegration and career management – Flexible forms of international work (e.g. frequent traveling, virtual assignment, self-initiated expatriation) – Sustainable global mobility 3. **Workforce management in joint ventures and M&As** – Different forms of international alliances (e.g. strategic alliance, joint venture, M&A) – The relevance of HRM and culture in cross-border alliances – Cultural due diligence and post merger integration – Case studies on success stories and failures of cross-border alliances (e.g. Renault Nissan, VW Shanghai, DaimlerChrysler) 4. **Current topics of global workforce management** – E.g. Onboarding/integrating international emplyoees into a diverse workforce; modern leadership styles in a globalized world PART II: The second part of the course will **focus a one current topic in the field**. With the support and the guidance of the lecturer, students will work on a qualitative research project. The aim is to help them acquire the skills that they need to carry out their own empirical (qualitative) project for the bachelor thesis. Topic for WS 2023/24: 5. **"Work from anywhere and consequences for global talent acquisition"** – State-of-the-art discussion on work from anywhere (WFA) and on possible consequences for global talent acquisition – With the support and the guidance of the lecturer students will work on a qualitative study (i.e. realize an interview, analyse the data with qualitative content analysis / MAXQDA software etc.).
Teaching and learning methodology	Lectures with discussions, case studies, film extracts, groupwork, exercises; project work coached by lecturer, presentations, moderated discussions.
Miscellaneous	The module contributes to the profiles in Leadership and Strategy.
Indicative reading list	– Caligiuri, P., Lepak, D. & Bonache, J. (2010): *Managing the Global Workforce.* Wiley. – Crawley, E. & Swailes, S. & Walsh, D. (2013). *Introduction to International Human Resource Management.* Oxford University Press.

	– Dickmann, M. & Brewster, C. & Sparrow, P. (Eds.) (2016). *International Human Resource Management. Contemporary Human Resource Issues in Europe* (3rd ed.). Routledge. – Dowling, P.J. & Festing, M. & Engle, A. D. (2017). *International Human Resource Management* (7th ed.). Cengage Learning. – Harzing, A.-W. & Pinnington, A. H. (Ed.) (2014). *International Human Resource Management* (4th ed.). Sage Publications. – House, R.J. et al. (2014). *Strategic Leadership Across Cultures. The GLOBE Study of CEO Leadership Behavior and Effectiveness in 24 Countries.* Sage Publications. – Stahl, G. K. & Mendenhall, M. E. (2005). *Mergers and Acquisitions: Managing Culture and Human Resources*. Stanford University Press. – Tarique, I., Briscoe, D. R., & Schuler, R. S. (2022). *International human resource management: Policies and practices for multinational enterprises* (6th ed.). Routledge. – Vance, Ch.M. & Paik, Y. (2015): *Managing a Global Workforce. Challenges and Opportunities in International Human Resource Management.* Routledge.

Corporate Social Responsibility

Module	**M24 - M30**
Semester	6 or 7
Duration of module	1 semester
Type of module	Elective
How frequently is the module offered?	Each semester
Admission requirements	None
Level	Major
Transferability of the module	open to exchange students / students of other ESB bachelor programmes on request.

Module coordinator/ responsible professor	Prof. Dr. Elizabeth Hofvenschiöld elizabeth.hofvenschioeld@reutlingen-university.de
Name(s) of lecturer(s) For contact details, see ESB website.	Florian Müller
Language of instruction	English
Credits (ECTS)	5
Total workload	150 hours (60 hours lecture time, 90 hours independent study)
Contact hours per week (SWS)	4 hours
Examination/ type of assessment	The grade is based on project and presentation
Weighting of grade within overall programme	5/157
Learning outcomes	Upon completion of this course, participants will have developed the following competencies: **Professional competencies:** • The seminar "Corporate Social Responsibility" aims to show transdisciplinary approaches to the topic of business and corporate ethics and CSR and to equip participants with concrete methods for dealing with ethical dilemmas in the context of corporate governance. • The seminar is aimed at students of all disciplines who are interested in the global interrelationships of value creation processes in the economic system. The seminar aims to introduce the basics of New Institutional Economics based on the relevant canonical texts on the "Theory of the Firm" and thus to create a popular economic understanding of the idea of the firm. In particular, the focus will be on the institutional economic approach of property rights theory, transaction cost theory, principal-agent theory and contract theory and critically analysed along primary texts. • On the basis of case studies, concrete management tools, such as value management or compliance & integrity systems in the context of corporate governance, will be developed and applied.

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	• The seminar delves into the "dark side of power" (Palazzo) and explores how strong organisational contexts move good people to make unethical decisions. • The content is varied between lecture impulses, case studies, group work and film or text analysis is used The module contributes to the profile in Leadership. **Methodological competencies:** Knowledge and capability to transfer theoretical knowledge on given real problems, e.g.: • - finding newest information in this fast developing area of research - managing CSR related problems and challenges by following a 5 step procedure: 1. Analysis of the situation 2. Definition of the problem 3. Analysis of the arguments 4. Evaluation and decision 5. Implementation into the management systems **Social competencies** • 1. Sharpening of awareness for ethical and social questions within the business context • 2. Strengthening of analytical & decision capabilities • 3. As a consequence of points 1. and 2. better communication and argumentation abilities. **Personal competencies:** • Higher awareness of the individual responsibility in professional life • Ability to influence work / life balance by finding more satisfaction in professional life • Higher self-consciousness
Course-specific contributions to AoL competency goals (CG 1-6)	CG1: Discussion and case studies in international student groups in English language. CG3: Students will learn to identify ethical problems in business cases They will know how to choose the correct theory/approach to tackle a specific challenge. Students will be aware of the positive and negative consequences of their decision. CG4: Students will have tools to implement CSR-strategies into business. They will learn how to identify the challenges and the methods appropriate

	to tackle them. Finally, students will be aware of the legal, economic and ethical consequences of their decisions.
Content/ indicative syllabus	• Definitions of and approaches to CSR • Overview Corporate Governance Standards • Case studies • Management tools for the integration of a CSR strategy • CSR rankings, ratings and certifications
Teaching and learning methodology	The course is taught in a classical "seminaristic - style", meaning that after an introduction by the professor, the students will have to do research work on their own to apply theoretical knowledge to practical phenomena in worldwide business. Class discussions on contemporary cases and problems will form a major part of this course. Students will be asked to do research online and in books.
Miscellaneous	The module contributes to the profile in Leadership.
Indicative reading list	Carroll, A. & Buchholtz, A. K. (2015) *Business and Society: Ethics and Stakeholder Management* (9th ed.). Cengage Learning. Crane, A. et al. (2009). *The Oxford Handbook of Corporate Social Responsibility.* Oxford: Oxford University Press. Rasche, A. et al. (2023). *Corporate Sustainability – Mamging Responsible Business ian a Globalised World.* Cambridge: Cambridge University Press.

Organizational Behavior

Module	**M24 - M30**
Semester	6 or 7
Duration of module	1 semester
Type of module	Elective
How frequently is the module offered?	Each semester
Admission requirements	None
Level	Major
Transferability of the module	Open to exchange students / students of other ESB bachelor programmes on request.
Module coordinator/ responsible professor	Prof. Dr. Julia Hormuth julia.hormuth@reutlingen-university.de
Name(s) of lecturer(s); For contact details, see ESB website.	Asst. Prof. Hary Febriansyah, Ph.D
Language of instruction	English
Credits (ECTS)	5
Total workload	150 hours (60 hours lecture time, 90 hours independent study)
Contact hours per week (SWS)	4 hours
Examination/ type of assessment	Project work (including group paper, group presentation and individual analysis)
Weighting of grade within overall programme	5/157

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Learning outcomes	After the successful completion of this course the students should have gained the following knowledge and developed the following competencies: **Professional competencies**: understanding of key concepts, models and practices within the field of organisational behaviour such as personality, motivation, team dynamics and effectiveness, decision-making, organisational design, culture and change; appreciation of how theories can be translated into practical applications. The module contributes to the profiles in Leadership and Strategy. **Methodological competencies**: competence to develop and answer a specific research question, to prepare a paper and a presentation according to scientific standards. The ability to be able to stand back and view complex situations in perspective and to think critically about organisations and what happens in them. **Social competencies**: presentation and teamwork skills (through group work and group presentations). **Personal competencies**: awareness of the own skills in realising an academic project; competence to evaluate other student's academic projects and presentations.
Course-specific contributions to AoL competency goals (CG 1-6)	CG1: Students design and deliver an interactive lecture in English, using highly effective teaching techniques. CG2: Students consider international perspectives of organisational behaviour e.g. working in global virtual teams, cultural differences in leadership. CG3: The students discuss organisational behaviour from different ethical perspectives e.g. equity theory, organisational justice. CG4: Students critically evaluate the preparation, delivery of and response to their lecture in a self-reflective essay.
Content/ indicative syllabus	**PART I: The world of organisational behaviour** Foundations of organisational behaviour **PART II: Individual process** Understanding people at work • Values, Norm, and Ethics • Vision, Mission, Strategy Motivation and Competence • Motivation

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	• Personality • Competence **PART III: Social/group process** Diversity and conflict management • Emotional and stress management • Diversity in the workplace • Communication and conflict management • Overcoming barriers to change **PART IV: Change management and leadership** • Change management and organisational development • Leadership in practices
Teaching and learning methodology	Lectures with case studies, videos, group work, exercises, self-reporting, student presentations, class discussions, and mini project
Miscellaneous	The module contributes to the profiles in Leadership and Strategy.
Indicative reading list	– Buelens, M., Sinding, K., Waldstrøm, C. et al. (2011). Organisational Behaviour (4th ed.). McGraw-Hill Higher Education. – Competence at Work, by Lyle M. Spencer, Jr., and Signe M. Spencer. (1993). New York: Wiley. – Dubois, D. D., Kemp, L. K., Rothwell, W. J, & Stern, D. Jo King. (2004). Competency-based human resource management. Palo Alto: Davies-Black Publishing. – Gerrig, R. J., Zimbardo, P., Svartal, F. et al. (2012). Psychology & Life (18th ed.). Pearson. – Goleman, Daniel. (2020). Emotional intelligence. New York: Bantam Books, Inc – Griffin, R. W., Phillips, J. M., & Gully, S. M. (2020). Organizational behavior: Managing people and organizations (13th ed.). Cengage Learning, Inc. – Kotter, J. P. (2010). Leading change. Harvard Business University Press. – Kouzes, J. M., & Posner, B. Z. (2017). The leadership challenge (6th ed.). John Wiley & Sons. – Lauer, T. (2021). Change management: fundamentals and success factors. Springer

	– McShane, S., & Von Gilnow, M. (2021). Organizational Behavior (5th ed.). McGraw Hill. – Northouse, P. G. (2021). Leadership: Theory and practice (9th ed.). Sage Publications, Inc. – Pfeffer, J. (1992). Managing with power: Politics and influence in organizations. Boston: – Robbins, S. P., Campbell, T., & Judge, T. A. (2019). Organizational Behavior. (18th ed.). Pearson – Voss, C., & Raz, T. (2017). Never split the difference. Random House Business Books.

Industrial Organization

Module	**M24 - M30**
Semester	6 or 7
Duration of module	1 semester
Type of module	Elective
How frequently is the module offered?	Each semester
Admission requirements	None
Level	Major
Transferability of the module	open to exchange students / students of other ESB bachelor programmes on request.
Module coordinator/ responsible professor	Prof. Dr. Anna Goeddeke
Name(s) of lecturer(s) For contact details, see ESB website.	Prof. Dr. Anna Goeddeke Room 5-114, Tel: 07121-271 3102
Language of instruction	English
Credits (ECTS)	5
Total workload	150 hours (60 hours lecture time, 90 hours independent study)

Contact hours per week (SWS)	4 hours
Examination/ type of assessment	Project work: 100% The grading for this class will be structured so that the class average will not fall below the overall average achieved in all elective courses within the IB Program last semester.
Weighting of grade within overall programme	5/157
Learning outcomes	Upon completion of this course, participants will have developed the following competencies: **Professional competencies:** • The module contributes to the profile in Economics, Strategy or Marketing. • Students should aim to fortify their structured reasoning capabilities in the context of strategic economic problems. They should intensify their proficiency in logical thinking, making them adept at dissecting and understanding complex scenarios. Furthermore, it's crucial for them to augment their ability to translate theoretical models into practical applications, effectively tackling real-world problems. Moreover, they should enhance their critical evaluation skills, enabling them to scrutinize theoretical concepts and test their viability in real-life situations. This module contributes to the profile in Marketing, Strategy or Economics. **Methodological competencies:** • Interpreting and understanding contemporary research papers in game-theory and industrial organization, effectively keeping abreast with the latest advancements. • Capacity to distill complex economic research into easily understandable narratives, thus making current studies accessible to audiences without a background in economics. **Social competencies:** • Different intellectual skills needed in this class, such as mathematical, analytical, synthesising and problem-solving skills. • Students will have to work in teams and thereby benefitting from the different skills of the different team member.

	• Therefore, students' social competence cooperating with each other, managing conflicts and giving and receiving feedback will be strengthened. **Personal competencies:** • Participants will study under the guidance of the lecturer in class as well as studying in smaller groups or individually outside of the class. • Students will learn managing themselves to handle a considerable amount of unfamiliar knowledge within a limited timeframe. Thereby, the class supports a realistic and positive self-confidence of the students together with the student's ability managing personal expectations. • Students are furthermore encouraged in their ambitiousness to build the ability to solve applied economic problems.
Course-specific contributions to AoL competency goals (CG 1-6)	CG1 The course is taught in English. Students focus in this module especially on the spoken and written vocabulary for economics. CG4 is reinforced in this module. Especially economic methods and techniques are applied to solve international business problems. CG5: Is reinforced in the discussion of advanced market models. The students need the understanding of advanced quantitative skills to be able to comprehend and discuss the models. CG6: is introduced when assessing dynamic aspects of competition as well as special market types.
Content/ indicative syllabus	Foundations in Game Theory • Games with Sequential Moves • Simultaneous-Move Games • Combining Sequential and Simultaneous Moves • Simultaneous-Move Games: Mixed Strategies Application to IO Problems • Strategic Moves • Uncertainty and Information • Stability of Collusive Agreements • Collective-Action Games • Design of Incentives • Auction, Bidding Strategy, and Auction Design • Bargaining • Evolutionary Games

Teaching and learning methodology	Interactive Seminar
Miscellaneous	The module contributes to the profile in Economics, Strategy, or Marketing.
Indicative reading list	Dixit, A. K., Skeath, S., & McAdams, D. (2020). *Games of Strategy:* Fifth International Student Edition. WW Norton & Company. Belleflamme, P., & Peitz, M. (2015). *Industrial Organization: Markets and Strategies* (2nd ed.). Cambridge: Cambridge University Press. Cabral, L. (2016*). Introduction to Industrial Organization*. The MIT Press. Martin, S. (2010). *Industrial Organization in Context*. Oxford: Oxford University Press. Tirole, J. (1988). *Industrial organization*. The MIT Press.

Advanced International Economics: Data Science

Module	**M24**
Semester	6 or 7
Duration of module	1 semester
Type of module	Elective
How frequently is the module offered?	**- NOT AVAILABLE IN SS 2025 -**
Admission requirements	Statistics and Economics
Level	Major
Transferability of the module	IB-programme / students of other ESB bachelor programmes
Module coordinator/ responsible professor	Prof. Dr. Bodo Herzog Office: 5-108, Tel.: 07121 271 6031 bodo.herzog@reutlingen-university.de

Name(s) of lecturer(s) For contact details, see ESB website.	Prof. Dr. Bodo Herzog
Language of instruction	English
Credits (ECTS)	5
Total workload	150 hours (60 hours lecture time, 90 hours independent study)
Contact hours per week (SWS)	4 hours
Examination/ type of assessment	CA, presentation and short paper (including, grading of peer-assessment)
Weighting of grade within overall programme	5/157
Learning outcomes	Upon completion of this course, participants will have developed the following competencies: **Professional competencies:** • Students critically discuss macroeconomic and monetary models, including interdisciplinary research. • Students apply mathematical tools in economic research. • The module contributes to the profile in Economics or Finance. **Methodological competencies:** • Gather data and empirically test and validate econometric models; synthesize complex quantitative information; transfer and apply theoretical knowledge **Social competencies:** n/a Personal competencies: • The students should be able to think strategically, such as, economists and mathematicians
Course-specific contributions to AoL competency goals (CG 1-6)	CG1: Research about current economic, financial and political issues, as well as all course documents, are in English. CG4: Students gain skills in continuous problem-solving in the research project

	CG5: The module includes dealing with quantiative models.
Contents/ indicative syllabus	• Introuction to Julia language • Computational Thinking in Julia • Data Science & Simulation Techniques in Julia • State-of-the-art Bayesian Methods in Julia • Causal Inference Methods • Real-world (small) class projects
Teaching and learning methodology	Research seminar
Miscellaneous	The module contributes to the profiles in Economics, Finance, Quantiative Methods, Marketing or Digital Business.
Indicative reading list	Up-to-date research papers (will be provided during the seminar)

Data Analysis

Module	**M24 - M30**
Semester	6 or 7
Duration of module	1 semester
Type of module	Elective
How frequently is the module offered?	Each semester
Admission require-ments	None
Level	Major
Transferability of the module	open to exchange students / students of other ESB bachelor programmes on request.

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Module coordinator/ responsible professor	Prof. Dr. Marlene Ferencz Office: 5-110, Tel.: 07121 271 6030 marlene.ferenz@reutlingen-university.de
Name(s) of lecturer(s) For contact details, see ESB website.	Prof. Dr. Marlene Ferencz
Language of instruction	English
Credits (ECTS)	5
Total workload	150 hours (40 hours lecture time, 110 hours independent study)
Contact hours per week (SWS)	4 hours
Examination/ type of assessment	Project work
Weighting of grade within overall programme	5/157
Learning outcomes	Upon completion of this course, participants will have developed the following competencies: **Professional competencies:** • The module contributes to the profile in Marketing, Finance, Economics or Digital business. • Students should gain a practical understanding of statistical questions and be able to apply them in business management contexts. • The module imparts advanced skills for the analysis of statistical problems. This includes concrete procedures as well as methodical correlations. • The students learn to correctly apply and interpret statistical programme packages. **Methodological competencies:** Students gain insight into statistical programme packages and learn the basic ideas of the implemented methods. Students will learn how to identify the correct statistical technique by focusing on the problem objective and data type; • how to calculate statistical data using SPSS;

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	• how to use the statistical programming language R; • how to interpret results in the context of the problem. They should be able to continue their education independently and to understand and apply other methods from the literature. **Social competencies:** • Students learn the responsible handling of statistical data analysis and are able to assess the significance of the statements. • They improve their ability to work focused and under time pressure. **Personal competencies:** • Using case studies, students learn to understand and explain a statistical evaluation. In addition, their own presentation techniques and independent learning are required.
Course-specific contributions to AoL competency goals (CG 1-6)	CG1 is reinforced in this module by especially focusing on the spoken and written vocabulary used in business research. CG4 is reinforced. Based on the basic statistical knowledge, the most important methods of data analysis are applied, expanded and interpreted for scientific work. CG5: is assessed. Students carry out complex statistical evaluations. They prove in a term paper that they are able to analyse correctly, to interpret the results and draw the right conclusions. CG6: is introduced by focusing on the economic applications that can be derived from the outputs generated by statistical software.
Content/ indicative syllabus	Introduction in R and the use of SPSS Important inference methods of data analysis in business: • Comparing two populations: parametric and non-parametric methods • Analysis of variance • Multiple linear regression • Mediation and Moderation • Panel data • Time series • Factor analysis • Cluster Analysis Elaboration of the method, presentation, practice, and interpretation

	Conclusions and writing up statistical results.
Teaching and learning methodology	Computer based course. Students are made confident with the statistical programming language R and the statistical programme (SPSS). Students will work independently on advanced statistical methods and present them in class.
Miscellaneous	The module contributes to the profile in Marketing, Finance, Economics or Digital business.
Indicative reading list	Basic Literature Timming, A. R. (2022). *Applied Statistics: business and management research.* Los Angeles: SAGE. Field, A. (2018). *Discovering statistics using IBM SPSS statistics* (5th ed.). Los Angeles, London, New Delhi, Singapore, Washington DC, Melbourne: SAGE. Lehmann, M. (2022). *Complete Data Analysis Using R: Your Applied Manual.* SAGE Publications Ltd. Additional Literature Keller, G. (2014). *Statistics for management and economics* (10th ed.)[student edition]. Cengage Learning. Moore, D. S. & McCabe, G. P. & Craig, B. A. (2017). *Introduction to the practice of statistics* (9th ed.). New York, NY: macmillan education; W. H. Freeman and Company.

Social Entrepreneurship

Module	**M24 - M30**
Semester	6 or 7
Duration of module	1 semester
Type of module	Elective
How frequently is the module offered?	Each semester
Admission requirements	None Access to the course is administered by the Center of Entrepreneurship

Level	Major
Transferability of the module	open to exchange students
Module coordinator/ responsible professor	Prof. Dr. Elizabeth Hofvenschiöld
Name(s) of lecturer(s) For contact details, see ESB website.	Emre Akyel (Center for Entrepreneurship) emre.akyel@inaia.de
Language of instruction	English
Credits (ECTS)	5
Total work	150h (60 hours lecture time, 90 hours independent study)
Contact hours per week	4 hours per week
Examination/ type of assessment	Written (70%) and oral (30%) project presentation
Weighting of grade within programme	5/157
Learning outcomes	After the successful completion of this course the students should have gained the following knowledge and developed the following competencies: **Professional competencies:** • Students will become familiar with theoretical and practical aspects of entrepreneurship, with a particular focus on social or environmental impact. • They will be acquainted with the design thinking method and business model canvas. • They will also learn to identify, describe and apply the appropriate validation method for their start-up idea. The module contributes to the profile in Marketing, Strategy, Leadership. **Methodological competencies:**

	• Students will learn to apply the basic scientific method (make observations, formulate a problem statement, develop a hypothesis, design a testable prediction, gather data, test the prediction, refine/alter/expand/reject the hypothesis and develop a general action plan) in the field of entrepreneurship. • The course social entrepreneurship follows the idea of project and challenge-based learning. Students will further develop their problem-solving skills. **Social competencies:** • Students will enhance their oral and written communication, social interaction and team working skills. • They will learn how to respectfully cooperate in a competitive environment, be supportive of one another and base their action on facts and objective criteria. **Personal competencies:** • Students will learn to critically reflect on and analyse their ideas, actions, specific personal skills and strengths. Through the self-reflection process, they will develop personal confidence and decision making skills.
Course-specific contributions to AoL competency goals (CG 1-6)	CG1 The course is taught in English. Students focus in this module especially on the spoken and written economic vocabulary. CG3: The module includes aspects of ethical awareness when becoming an entrepreneur. CG4: Through the interdisciplinary nature, the practical orientation and the coverage of methodological aspects in this module, the participants develop problem-solving skills as an entrepreneur.
Content/ indicative syllabus	The aim of this module is to sensitize the participants to the topic Entrepreneurship, to teach them the relevant skills for exploring, finding, developing and validating a business idea for a sustainable start-up. The students also learn the relevant soft skills to negotiate, pitch and present their start-up ideas to a jury panel and successful entrepreneurs (such as in the start-up event 'Move Your Idea'). This module has two streams. In the first stream, course participants will start with a problem deep-dive. In the second stream, every team, once formed, will undergo several mentoring sessions on business model creation. This module consists of the following lectures: • Introduction and process • Sustainability and social entrepreneurship

	• Observing and discovering • Team Building/ Problem Framing/ Games • Sustainable Business Models • User research and interview training • Personal development • Customer journey mapping • Ideation and concept creation • Pitch Training_Attention • Pitch Training_Believe • Pitch Training_Care • Hollywood pitch • PITCH YOUR IDEA (internal pitching competition) • MOVE YOUR IDEA (external pitching competition)
Teaching and learning methodology	Lecture, discussion, presentation. Guest lecturers, participation in external events, study trips may be incorporated in the module.
Miscellaneous	The module contributes to the profiles in Marketing, Strategy, and Leadership.
Indicative reading list	Barringer, B.R. & Ireland, D. (2019). *Entrepreneurship: Successfully Launching New Ventures* (6th ed.). Pearson. Blank, S. & Dorf, B. (2012). *The Startup Owner's Manual: The Step-By-Step Guide for Building a Great Company*. Pescadero: K&S Ranch. Dyer, J.H., Gregersen, H.B. & Christensen, C.M. (2009). The innovator's DNA. *Harvard Business Review, 87*(12), 60-67. Gassmann, O. et al. (2014). *The Business Model Navigator: 55 Models That Will Revolutionise Your Business*. New Jersey: Pearson. Kury, K. W. (2012). *Sustainability Meets Social Entrepreneurship: A Path to Social Change through Institutional Entrepreneurship. International Journal Of Business Insights & Transformation*. 464-71. Lewrick, M. et al. (2018). *The Design Thinking Playbook: Mindful Digital Transformation of Teams, Products, Services, Businesses and Ecosystem*. Wiley.

	Maurya, A. (2012). *Running Lean: Iterate from Plan A to a Plan That Works* (2nd ed.). Sebastopol: O'Reilly. Osterwalder, A., & Pigneur, Y. (2010). *Business Model Generation*. John Wiley & Sons. Ries, E. (2017). *The Lean Startup: How Today's Entrepreneurs Use Continuous Innovation to Create Radically Successful Businesses*. Redfern: Currency. Weidinger, C. & Fischler, F. & Schmidpeter, R. (2014). *Sustainable Entrepreneurship*. Berlin, Germany: Springer.

Digital Entrepreneurship

Module	**M24 - M30**
Semester	6 or 7
Duration of module	1 semester
Type of module	Elective
How frequently is the module offered?	Each semester
Admission requirements	None
Level	Major
Transferability of the module	open to exchange students / students of other ESB bachelors' programmes on request.
Module coordinator/ responsible professor	Prof. Dr. Martin Mocker
Name(s) of lecturer(s) For contact details, see ESB website.	Jakob Kalbfell Jakob.kalbfell@reutllingen-university.de
Language of instruction	English
Credits (ECTS)	5

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Total workload	150 hours (60 hours lecture time, 90 hours independent study)
Contact hours per week (SWS)	4 hours
Examination/ type of assessment	Intermediate presentation (20%) Final investor pitch (50%) Business plan (20%) Presence & contribution to class (10%)
Weighting of grade within programme	5/157
Learning outcomes	Upon completion of this course, participants will have developed the following competencies: **Professional competencies:** • Students will be provided with a hands-on methodological toolset in order to be enabled to act as an entrepreneur and lead a start-up from initial idea to a first seed-investor pitch. • Students will become familiar with theoretical and practical aspects of entrepreneurship in the field of digital business. • They will be acquainted with the Design Thinking method, Lean Startup, and agile working. • Students will get introduced to interviewing techniques and learn to identify and apply the appropriate validation method for their digital start -up idea. The module contributes to the profile in Strategy, Economics and digital business development. **Methodological competencies:** • Students will learn to apply the basic scientific methods above into a practical setting (make observations, formulate a problem statement, develop a hypothesis, design a testable prediction, gather data, test the prediction, refine/alter/expand/reject the hypothesis and develop a general action plan). **Social competencies:** • Students will enhance their oral and written communication, social interaction and team working skills.

	• They will learn how to respectfully cooperate in a competitive environment, be supportive of one another and base their action on facts and objective criteria. **Personal competencies:** • Students will learn to critically reflect on and analyse their ideas, actions, specific personal skills, and strengths. • Through the self-reflection process, they will develop personal confidence and decision-making skills.
Course-specific contributions to AoL competency goals (CG 1-6)	CG1: The course is taught in English. Students focus in this module especially on the spoken and written economic vocabulary. CG4: Through its interdisciplinary nature, the practical orientation and the coverage of methodological aspects in this module, the participants develop problem-solving skills as an entrepreneur. CG6: Digital competencies will be reinforced
Content/ indicative syllabus	The aim of this module is to sensitize the participants to the topic Entrepreneurship, to teach them the relevant skills for exploring, finding, developing and validating a business idea in the field of digital business. The following topics will be covered: • Technological advancements in IT as enabler for digital entrepreneurship • The Internet of Things as a new economical paradigm • Digital business models and business model innovation • Lean Startup as a theoretical framework for digital entrepreneurship • Digital Entrepreneurship in corporate contexts • Systematic development of business ideas into business opportunities • Validation of business opportunities and corresponding tools and methodologies • Scaling of digital business • Presenting the validated idea in an investor pitch
Teaching and learning methodology	Lecture, discussion, presentation, approx.. 50 % online, 50% on campus. Guest lecturers, participation in external events, study trips may be incorporated in the module.
Miscellaneous	The module contributes to the profile in in Strategy, Economics and Digital Business.
Indicative reading list	Barringer, B.R. & Ireland, D. (2019). *Entrepreneurship: Successfully Launching New Ventures* (6th ed.). Pearson. Blank, S. & Dorf, B. (2012). *The Startup Owner's Manual: The Step-By-Step Guide for Building a Great Company*. Pescadero: K&S Ranch

	Fleisch, E., Weinberger, M., & Wortmann, F. (2014). *Business models and the Internet of Things*. St.Gallen: Bosch IoT Lab. Gassmann, O. et al. (2014). *The Business Model Navigator: 55 Models That Will Revolutionise Your Business*. New Jersey: Pearson. Osterwalder, A., & Pigneur, Y. (2010). *Business model generation: a handbook for visionaries, game changers, and challengers*. New York: John Wiley & Sons. Osterwalder, A., Pigneur, Y., Bernarda, G., & Smith, A. (2014). Value proposition design: How to create products and services customers want, Strategyzer series. New York: John Wiley & Sons. Ries, E. (2011). The lean startup: How constant innovation creates radically successful businesses. London: Portfolio Penguin. Tesch, J. F., & Brillinger, A. S. (2019). The evaluation aspect of digital business model innovation. In Business Model Innovation in the Era of the Internet of Things (pp. 67-86). Springer, Cham. Wirtz, B. et al. (2021). *Digital Business and Electronic Commerce*. Cham, Swizerland: Springer Nature.

New Product Development

Module	**M24 - M30**
Semester	6 or 7
Duration of module	1 semester
Type of module	Elective
How frequently is the module offered?	**- NOT AVAILABLE IN SS 2025 -**
Admission requirements	None
Level	Major
Transferability of the module	open to exchange students / students of other ESB bachelors' programmes on request.
Module coordinator/ responsible professor	Prof. Dr. Oliver Goetz Office: 5-112, Tel.: 07121 271 3033 oliver.goetz@reutlingen-university.de

Name(s) of lecturer(s) For contact details, see ESB website.	Amir Ekhlassi, PhD. (online)
Language of instruction	English
Credits (ECTS)	5
Total workload	150 hours (60 hours lecture time, 90 hours independent study)
Contact hours per week (SWS)	4 hours
Examination/ type of assessment	Continuous assessment in form of: • Active class participation (20%) • Case studies in team work with presentation (30%) • Team work project (phase by phase) (50%) • In each case, the student must obtain at least 50% of the grade.
Weighting of grade within programme	5/157
Learning outcomes	Upon completion of this course, participants will have developed the following competencies: **Professional competencies:** (this course focuses on marketing aspects and launch stage of the New Product Development Process; around 80% of the course content is related to the field of marketing and 20% to strategic management) • Students will become familiar with the new product development (NPD) process both in the context of corporations and start-ups. • They will learn how to devise a core strategic vision (CSV) at the product level. • They will become familiar with different types of product architecture and learn how product architecture and marketing decisions affect each other. • They will also learn to develop a “launch plan” for a new product • They will learn successful expansion paths via the “Leveraged Expansion Framework”. • They will learn how to define a superior “new service concept” using benefit and cost- side strategies

	• Students will be acquainted with the concept of "Vector of differentiation" (VOD) and learn to select a primary and a secondary VOD for a new product as a way to go next. **Methodological competencies:** • Students will learn to solve complex tasks in new product development process: defining a new product concept and devise a launch plan; work with interdisciplinary methods and models from product design, marketing, services marketing, strategy, start-up creation, engineering and other related disciplines **Social competencies:** • Students will enhance their oral and written communication, social interaction and team working skills. • They will learn how to respectfully cooperate in a competitive environment, be supportive of one another and base their action on facts and objective criteria. **Personal competencies:** • Students will learn to critically reflect on and analyse their ideas, actions, specific personal skills, and strengths. • Through the self-reflection process, they will develop personal confidence and decision making and practical skills. • Students present logical and convincing arguments; discuss topics and case studies on new product development and product launch responsibly on an expert level
Course-specific contributions to AoL competency goals (CG 1-6)	CG1: The course is taught in English. Students focus in this module especially on the spoken and written business and marketing vocabulary. Students work intensively on case studies/applied project and present their results in English language. They write English reports or presentation on cases/projects. CG2: Students work in international teams to review each other´s presentations and give and get peer feedback. Students also learn about international/intercultural differences in a professional launch plan, start-up ecosystems in a business context. CG4: Through its interdisciplinary nature, the practical orientation and the coverage of practical aspects in this module, the participants develop practical skills as an entrepreneur/or start-up enthusiast. CG6: Some of the case studies are related to the context of sharing economy and digital platforms, and students will discuss and analyse the business impact of these digital platforms.

Content/ indicative syllabus	• New Product Development Process (Stage-Gate Model) • Launch Plan • Core Strategic Vision (CSV) at product level • Product Architecture • Successful Expansion Paths: The Leveraged Expansion Framework • Start-up Growth • Creating customer value: New service concept • Moving from Service to solution and experience • Achieving Sustained Differentiation Using Vectors of Differentiation (VOD)
Teaching and learning methodology	Online seminar (zoom, etc.) in interactive style, illustrative practical examples, case studies; project work, presentations, discussions, guest speakers from both corporation and start-up contexts
Miscellaneous	The module contributes to the profiles in Marketing and Strategy.
Indicative reading list	**Readings: (Books)** 1. Ulrich K., Eppinger S., Yang M. C., (2019), Product design and development, (7th Edition), McGraw-Hill Education 2. Crawford C.M., Di Benedetto C.A., (2020), New Products Management, (12th Edition), McGraw-Hill Education 3. Mcgrath M., (2000), Product strategy for high technology companies, (2nd edition), McGraw-Hill Education 4. Blank S. (2020), The Four Steps to the Epiphany: Successful Strategies for Products that Win, (1st Edition), Wiley 5. Ries E., (2001), The Lean Startup: How Today's Entrepreneurs Use Continuous Innovation to Create Radically Successful Businesses, YCS Publishers 6. Chesbrough H. (2003), Open Innovation: The new imperative for creating and profiting from technology, Harvard Business School Publishing 7. Horovits J. (2000], Seven secrets of service strategy, Pearson Education Limited 8. Zeithaml V.A., Bitner M.J, Gremler D.D., (2018), Services Marketing, (Seventh Edition), McGraw-Hill 9. Viguerie P., Smit S., Baghai M., (2008), The granularity of growth, John Wiley & Sons

	Case Studies **Students will select their case studies from the following list:** 1. Ornelia Lupoi, (2021)," HELLOFRESH: Will meal kit home delivers still be hot post- Covid -19?" IMD (Institute for Management Development) 2. Chiara Farronato, Alan Maccormack, Sarah Mehta, (2020), "Innovation at Uber: The launch of Express Pool", Harvard Business School 3. Tim Calkins, (2023), "Crescendo: Steinway's Growth Strategy", Kellogge School of Management, Northwestern University 4. Ryan Nelson, Ryan Wright, (2019), "CarMax: Driving what's possible", University of Virginia 5. Mohanbir Sawhney, (2018), "Starbucks: Driving Growth Through New Dining Occasions", Harvard Business School 6. Rory Mcdonald, Clayton Christensen, Robin Yang, TY Hollingsworth, (2014), "AmazonFresh: Rekindling the Online Grocery Market", Harvard Business School 7. Nader Tavassoli, (2022), "Red Bull Spreads its wings", London Business School 8. Elie Ofek, K. Shelette Stewart, Julia Kelley, (2022), "Mary Kay Inc.: Enriching Women's Lives While Embracing Change", Harvard Business School 9. Angela Y. Lee, Vasilia Kilibarda Funston, (2017), "Aliada: An online Platform Matching Maids with Customers in Mexico", Kellogg School of Management, Northwestern University 10. Elie Ofek, Jeffrey D. Shulman, (2017), "AnswerDash", Harvard Business School 11. John Quelch, Sunru Yong, (2015), "Eco7: Launching a New Motor Oil", Harvard Business School 12. Atul Teckchandani, (2015), "Ecowash: A business opportunity worth pursuing?" , Ivey Publishing 13. Stefan Thomke, Ashok Nimgade, (2017), "IDEO", Harvard Business School 14. Archana Anand Boppolige, Cledwyn Fernandez, (2022), "Simple Energy: Launch strategy for the next generation electric scooter", Ivey Publishing 15. John A. Quelch, Katherine B. Hartman, (2019), "Whiskey and Cheddar: Ingredient branding at the Caesan cheese cooperative", Harvard Business School

	16. John A. Quelch, Diane Badame, (2013), “Montreaux Chocolate USA: Are Americans Ready for Healthy Dark Chocolate?”, Harvard Business School 17. Thomas Eisenmann, Allison Ciechanover, Jeff Huizinga, (2016),” thredUp: Think Secondhand First”, Harvard Business School 18. Anupama Prashar, Leena Ajit Kaushal, (2018), “Fitpass: Toward Democratizing Fitness”, Ivey Publishing 19. Jamie Anderson, Karin Kollenze-Quetard, Nader T Tavassoli, (2018), “Dollar Shave Club: Disrupting the Shaving Industry”, London Business School 20. Chong Wu, Hubert Pun, Zhenhua Zhang, (2019), “COLIN Co.: New Product Developmet”, Ivey Publishing 21. Rajeev Kumra, (2021), “Lendenclub: “New Product Development in the Digital Space”, Ivey Publishing 22. Darren Meister, R. Chandrasekhar, (2021), “MCCORMICK & CO.: Deploying artificial intelligence in new product development”, Ivey Publishing 23. Ayelet Israeli, Jill Avery, (2018), “Predicting Consumer Tastes with Big Data at GAP”, Harvard Business School 24. Elie Ofek, Michael Norris, (2013), “An Exercise in Designing a Travel Coffee Mug”, Harvard Business School 25. Mitchell M. Tseng, Ivey Buche, ((2014), “DJI Innovations: Product Development in Start-ups”, Hong Kong University of Science and Technology (HKUST), Harvard Business Publishing 26. John Gourville, (2019), “Four Products: Predicting diffusion”, Harvard Business School

Futures Thinking

Module	**M24 - M30**
Semester	6 or 7
Duration of module	1 semester
Type of module	Elective
How frequently is the module offered?	Planned each semester
Admission requirements	None
Level	Major
Transferability of the module	open to exchange students / students of other ESB bachelors' programmes on request.
Module coordinator/ responsible professor	Prof. Dr. Elizabeth Hofvenschiöld
Name(s) of lecturer(s) For contact details, see ESB website.	Prof. Dr. Elizabeth Hofvenschiöld Elizabeth.hofvenschioeld@reutlingen-university.de
Language of instruction	English
Credits (ECTS)	5
Total workload	150 hours (40 hours lecture time, 110 hours independent study)
Contact hours per week (SWS)	4 hours
Examination/ type of assessment	Continuous assessment in form of: • Active class participation and attendance (20%) • Project work (create preferred futures story, methodology taught in course) within a team with presentation (45%) • 360° feedback (part of group project) (5%) • Journal (template provided) (30%)
Weighting of grade within programme	5/157

Learning outcomes	Upon completion of this course, participants will have developed the following competencies: **Professional competencies:** • Students will become familiar with the basic concepts of futures thinking and anticipating change. • They will become familiar with change drivers, particularly in the area of emerging technologies. • They will learn how to use futures methodologies to support diverse business activities, such as strategy development. • They will learn how to apply their insights about the future to a chosen business field. **Methodological competencies:** • Students will learn to challenge their mental models in a methodological manner. • They will learn tools that will help them make sense of change and make decisions in times of uncertainty. • They will learn how to create ideas about preferred futures, how to develop a strategy to work towards the preferred future, and how to communicate their ideas through storytelling. **Social competencies:** • Students will enhance their oral and written communication, social interaction and team working skills. • They will learn how to respectfully cooperate in a complex and rapidly changing environment, be supportive of one another and base their action on facts and objective criteria. **Personal competencies:** • Students will learn to critically reflect on and analyse their ideas, actions, specific personal skills, and strengths. • Through the self-reflection process, they will develop personal confidence and decision making and practical skills. • They will gain competency in linking futures insights to real life business situations, such as strategic management or responsible product development, and with regard to their own career choices.
Course-specific contributions to AoL	CG 1: The course is taught in English. Students focus in this module especially on the spoken and written business and futures vocabulary. Students

competency goals (CG 1-6)	work intensively on the course projects and present their results in English language. They write English reports or presentation on cases/projects. CG 4: Futures Thinking is a dynamic capability. Students will learn to apply methods of futures thinking to multiple areas in the business environment, particularly to strategy development and implementation. CG 6: Students will learn to identify technological and other drivers of change and assess their impacts on diverse areas of business and on the future of work in general.
Content/ indicative syllabus	• Introduction to Futures Thinking • Understanding change – models of change, change drivers, assumptions of change, and implications of change • Selected tools of Futures Thinking: e.g. horizon scanning, 3 horizons, trend research, causal layered analysis, futures wheel, and narrative foresight • Continuous observation and reflection on learning about change and how to prepare for uncertainty • Development of a preferred futures narrative based on change drivers and assumptions
Teaching and learning methodology	Seminar in interactive style, illustrative practical examples, creative methods, project work, presentations, discussions, guest speakers
Miscellaneous	The module contributes to the profile in Strategy.
Indicative reading list	Bengston, D. N. (2016) The Futures Wheel: A Method for Exploring the Implications of Social Ecological Change, Society & Natural Resources, 29:3, 374-379 Balagtas, P. (2024) *Making Futures Work.* O'Reilly Media Curry, A. & Hodgson, A. (2008) Seeing in Multiple Horizons: Connecting Futures to Strategy. Journal of Futures Studies, 13(1):1-20 Day, G. S. & Schoemaker, P. J. H. (2006). *Peripheral vision: detecting weak signals that will make or break your company*. Harvard Business School Press Hines, A. & Bishop, P. (2015). *Thinking About the Future: Guidelines for Strategic Foresight*. Hinesight Gidley, J. (2017) *The Future. A Very Short Introduction*. Oxford University Press Inayatullah, S. (2007*) Questioning the Future: Methods and Tools for Organizational and Societal Transformations (3rd Ed.)*, Tamkang University

	McGonigal, J. (2022) Imaginable, Spiegel & Grau Scoblic, P. J. (2020) Learning from the Future. Harvard Business Review, July-August 2020 Voros, J. (2003). A Generic Foresight Process Framework. Foresight, Vol. 5, no. 3:10-21

Internship 2-1, Internship 2-2, Internship 2-3

Module	**M24 - M30**
Semester	6
Duration of module	1 semester
Type of module	Elective
How frequently is the module offered?	Each semester
Admission requirements	Accessable only for students choosing the Fast Track Option. Students must formally apply at the examination board for this module.
Level	Major
Transferability of the module	-
Responsible professor/ module coordinator	Prof. Dr. Michel Charifzdeh Office: 5-113, Tel.: 07121 271 3053 Michel.charifzadeh@reutlingen-university.de
Courses included in the module	These modules can only be taken together: • Internship 2-1 • Internship 2-2 • Internship 2-3
How frequently is the module offered	Each semester
Admission requirements	These modules (Internship 2-1, Internship 2-2 and Internship 2-3) can only be chosen by students who follow the Fast Track Option, where the targeted degree programme requires more than 6 months of practical experience (typically MBA degrees). Students have to address an informal application to the examination committee, requesting access to these modules.
Name of lecturer For contact details, see ESB website.	Prof. Dr. Michel Charifzadeh
Language of instruction	English or other language depending on employer

Credits (ECTS)	5 x 3 = 15 ECTS
Total workload	450 hours, all independent study
Contact hours per week	A minimum of 12 weeks and up to 26 weeks internship
Examination/ type of assessment	For internship 2 students submit to the internship officer (upload in Relax) • The internship contract • Certificate of employment /internship certificate
Weighting of grade within programme	not graded (pass/fail)
Learning outcomes	Students prepare for the Fast Track Master's programme. They are expected to demonstrate one year of professional experience in their field of studies. Upon completion of this course, participants will have developed the following competencies: **Professional competencies:** • enable students to obtain advanced practical experience in industries / companies / functions of their interest in an international business context; prepare the students for the later start in their business career **Methodological competencies:** • enable students to critically reflect class contents obtained during the first 6 semesters from a practical perspective; apply, broaden and deepen the respective knowledge **Social competencies:** • apply and improve social skills obtained simultaneously or before the internship; improve the ability to work individually and in teams under time pressure **Personal competencies:** • apply and improve language and communication skills obtained simultaneously or before the internship; discuss business topics responsibly on an expert level

Course-specific contributions to AoL competency goals (CG 1-6)	CG2: They work in international oriented companies where they have to cope with mixed teams, with their supervisors and different clients. CG4: The primary goal of the practical semester is to deepen their knowledge of the business processes and working environments in organizations. During the internship, students should prepare for the business world, broaden their network, apply and deepen the theoretical knowledge acquired during their studies. CG6: Students are introduced to identify and analyze the economic implications of digitalization.
Contents/ Indicative syllabus	Knowledge of work procedures in a business environment; independent execution of typical business tasks. Contents vary depending on the organisation providing the internship. Please also refer to the most current implementation provisions.
Teaching and learning methodology	Feedback through the online Relax course internship 2. Support / guidance by the internship company's direct supervisor / team. Continuous support & feedback by defined professors of the programme.
Miscellaneous	Depending on internship
Indicative reading list	Depending on internship

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C. Honours Modules

Honours modules are voluntary and will be offered for selected students that show extraordinary performance and motivation. These modules provide an opportunity for such students to earn an additional 30 ECTS credits in addition to the credits gained in their bachelor's degree.

1. Honours course: Honours' Seminar

Module	**H1**
Semester	2
Duration of module	1 semester
Type of module	Elective
How frequently is the module offered	Each semester
Admission requirements	See implementation provisions for admission to Honours programme
Responsible professor/ module coordinator	Prof. Dr. Oliver Goetz Office: 5-112, Tel.: 07121 271 3033 oliver.goetz@reutlingen-university.de
Name of lecturer	Professors Beldarrein, Beyer, Charifzadeh, Goeddeke, Goetz, Herzog, Hofven-schiöld, Hormuth, Kapmeier, Lassleben, Mocker
Language of instruction	English
Credits (ECTS)	6 ECTS
Total workload	180 hours (30 hours lecture time, 150 hours independent study)
Contact hours per week (SWS)	2 hours
Examination/ type of assessment	Continuous assessment: Project work with research discussion, paper proposal, ungraded (pass/fail)
Learning outcomes	Upon completion of this course, participants will have developed the following competencies: **Professional competencies:**

	• After the successful completion of this module the students can critically discuss state of the art research papers in the major fields of business and economics. • The student understands the relevance and limitations of different research approaches. The students are able to develop their own research topic. **Methodological competencies:** • Critical thinking, autodidactic learning of new methods, how models are empirically tested. In addition, students are able to synthesize complex information for a scientific debate and argue in an analytical consistent and rigorous way.
Content/ indicative syllabus	Each professor discusses an up-to-date research related topic in her/his field of studies. Students must prepare and develop ideas for their own research project (e.g., for H4 Honours course: Research seminar). • Development Economics / Open Borders (Science of immigration) • Finding focus and owning your attention • Ai-tools in economic sciences: Do we need a new debt rule in Germany? • The power of diversity and inclusion in the workplace • (De-)Globalization and the role of IT Topics can change depending on innovative research or actual business aspects.
Teaching and learning methodology	Seminar
Indicative reading list	The respective professor distributes state-of-the-art research papers.

2. Honours course: Additional Elective

Module	**H2**
Semester	3
Duration of module	1 semester
Type of module	Elective
Courses included in the module	n/a
How frequently is the module offered	Each semester
Admission requirements	See implementation provisions for admission to honours programme
Responsible professor/ module coordinator	Anna Goeddeke Office: 5-116, Tel.: 07121 271 3102 anna.goeddeke@reutlingen-university.de & the respective professor of the chosen elective module M24 – M30.
Name of lecturer	Depends on the chosen elective (see modules M24 – M30).
Language of instruction	English
Credits (ECTS)	5 ECTS
Total workload	150 hours (60 hours lecture time, 90 hours independent study)
Contact hours per week (SWS)	4 hours
Examination/ type of assessment	Depends on the chosen elective (see modules M24 – M30). The honours module is ungraded (pass/fail)
Weighting of grade within overall programme	n/a
Learning outcomes	Students gain additional competencies and can further specialise in a subject in one of the following profiles: Marketing, Strategy, Finance, Leadership, Economics, or Digital Business. The learning outcomes depend on the

	chosen elective (see modules M24 – M30). Please refer to the respective module.
Content/ indicative syllabus	Depends on the chosen elective (see modules M24 – M30).
Teaching and learning methodology	Depends on the chosen elective (see modules M24 – M30).
Indicative reading list	Depends on the chosen elective (see modules M24 – M30).

3. Honours course: Independent Studies

Module	**H3**
Semester	5
Duration of module	1 semester
Type of module	Elective
Courses included in the module	n/a
How frequently is the module offered	Each semester
Admission requirements	See implementation provisions for admission to honours programme
Responsible professor/ module coordinator	Anna Goeddeke Office: 5-116, Tel.: 07121 271 3102 anna.goeddeke@reutlingen-university.de
Name of lecturer	Depending on institution and course chosen
Credits (ECTS)	6 ECTS
Total workload	180 hours (30 hours contact, 150 hours independent study)
Contact hours per week (SWS)	Depending on institution and course chosen
Examination/ type of assessment	Depending on institution and course chosen. The module is ungraded (pass/fail)

Learning outcomes	Through an additional independent course work students gain additional competencies in a subject chosen during their stay abroad. Through the independent nature of the course, students are encouraged to choose an interdisciplinary topic.
Content/ indicative syllabus	Students take one additional course/module during their studies abroad. Students are free to choose from institutions, location, and form of course. It can also be a distance learning course (e.g. MOOCs). Alternatively, they can take modules from a summer school. Recognition of courses and credits is done via a learning agreement. Contents depend on the institution / courses chosen.
Teaching and learning methodology	Depending on institution and course chosen.
Indicative reading list	Depending on institution and course chosen.

4. Honours course: Research Seminar

Module	**H4**
Semester	6
Duration of module	1 semester
Type of module	Elective
Courses included in the module	n/a
How frequently is the module offered	Each semester
Admission requirements	See implementation provisions for admission to honours programme
Responsible professor/ module coordinator	Prof. Dr. Bodo Herzog Office: 5-108, Tel.: 07121 271 6031 bodo.herzog@reutlingen-university.de
Name of lecturer	Professors Banke, Beldarrein, Beyer, Charifzadeh, Goeddeke, Goetz, Herzog, Hofvenschiöld, Hormuth, Kapmeier, Lassleben, Mocker

Language of instruction	English
Credits (ECTS)	8 ECTS
Total workload	240 hours (20 hours lecture time, 220 hours independent study)
Contact hours per week (SWS)	2 hours
Examination/ type of assessment	Research paper, ungraded (pass/fail)
Learning outcomes	Upon completion of this course, participants will have developed the following competencies: **Professional competencies:** • After the successful completion of this module students can apply advanced research methods and scientific writing in one major field. In addition, students are able to contribute to the scientific community with a rigorous scientific research result. **Methodological competencies:** • Research skills in the respective field of study.
Content/ indicative syllabus	Students work with one of the above-listed lecturers based on students interest on a previously approved research project and write a research paper. The final design of the research project may be worked out between mentor and student, but it is the student's responsibility to make the initial research proposal, to approach a suitable mentor, and to manage their own work throughout the assigned time frame.
Teaching and learning methodology	Research Seminar. Throughout the semester, students work on a research project and write a research paper (optional).
Indicative reading list	The respective professor distributes up-to-date research papers.

5. Honours course: Interdisciplinary Studies

Module	**H5**
Semester	7
Duration of module	1 semester
Type of module	Elective
Courses included in the module	n/a
How frequently is the module offered	Each semester
Admission requirements	See implementation provisions for admission to honours programme
Responsible professor/ module coordinator	Prof. Dr. Oliver Goetz Office: 5-112, Tel.: 07121 271 3033 oliver.goetz@reutlingen-university.de
Names of lecturers	Depending on institution and course chosen
Language of instruction	English
Credits (ECTS)	5 ECTS
Total workload	150 hours (30 hours lecture time, 120 hours independent study)
Contact hours per week (SWS)	2 hours
Examination/ type of assessment	Continuous assessment: Depending on course plan. The module is ungraded (pass/fail)
Learning outcomes	Depending on the interdisciplinary subject chosen, students who successfully complete this module will develop professional, methodological, social and/or personal competencies. The interdisciplinary nature of the course will strengthen skills in interdisciplinary problem solving, enable critical reflection of discipline-specific approaches, and facilitate the broadening of academic perspectives.

Content/ indicative syllabus	In the honours course 'Interdisciplinary Studies', one of the above-listed lecturers acts as mentor on a study project initiated by the student. The final design of the course plan may be worked out between mentor and student, but it is the student's responsibility to make the initial proposal, to approach a suitable faculty sponsor, and to manage their own work throughout the assigned time frame. A prerequisite of this course is that there is no course currently offered within the IB programme with regard to the study project outlined in the proposal. The proposal must describe the body of knowledge the student wants to study, including why this is important to his/her overall programme of study and/or future career, list proposed sources for information the student wants to study, including a specification of courses the student wants to attend. In addition, the proposal must specify the final product of work, a clear timeline and a description of the expected outcomes with regard to the students' learning.
Teaching and learning methodology	Depending on the course plan and subject chosen.
Indicative reading list	Depending on the course plan and subject chosen.