

Curriculum & Syllabus Handbook – BSc. Int. Man- agement Double Degree

Core and Elective Modules for students starting at Partner University

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1. The IMX Study Programme

The International Management Double Degree (IMX) undergraduate study programme leading to the academic qualification of Bachelor of Science in International Management and a corresponding degree from the chosen partner university is designed to qualify graduates for international management, project management and expert positions in companies in all branches of industry and non-profit-making organisations. Taking into account the trend towards consecutive master programmes the IMX programme also prepares students for a programme of study leading to a master's degree.

Because of the targeted professional occupations, or future study options, the qualification of the IMX students focuses on three main objectives, described in detail below:

- Professional qualification of very good high-school graduates by means of an international generalist and practice-oriented education in business administration, with equal emphasis placed on the development of personality (*“employability”*),
- Encouragement to take part in extra-curricular student activities and social commitment (*“democratic citizenship”*),
- Acquisition of skills required to carry out academic work independently (*“skills for academic work”*).

Employability is the central conceptual focus of the IMX study programme. The aim is to train managers and experts with a global perspective, who are able to perform successfully in companies and organisations with international operations. Graduates of the IMX programme should therefore have developed skills in two fields:

- *Professional competence*: generalist, international, and practice-oriented.
- *Soft skills (methodical, social, personal competence)* in the fields of communication, structured problem solving, focus on achievement, organisation and management, teamwork, emotional and intercultural competence/ethical conduct.

The contents of the IMX study programme, especially in the first three years, are of a *generalist* nature, in order to enable extensive treatment of the most important aspects of business studies (see Curriculum & Syllabus Handbook and Agreed Module Structure). In the fourth year, in-depth study of special areas, functions, or industries is possible in order to prepare for a specific professional preference which may already have been formed at this stage. These professional skills are acquired in the “2 + 2 Model”, a two-year period abroad, the work experience placement abroad, classes in the language of the country of the host university, work in multinational groups, and intensive learning of the language and culture of the host country in an international context (*international*).

The obligatory work experience in both the home and the host country provide students with early insight into the world of work in two cultural zones and the opportunity to put their theoretical knowledge and soft skills to the test, thus deepening their understanding. In addition, the professors in the IMX programme have many years of professional experience, and maintain close contacts to industry. Guest lecturers from the world of business, projects, case studies, and the opportunity to carry out work for the graduation thesis in collaboration with companies are a further component of the training for the real world provided by the IMX programme (*practice-oriented*).

IMX also works closely with globally active companies. This is supported both by the ESB corporate support association, VIMA, and by the ESB Advisory Board. These two organisations are used intensively by IMX in order to keep in touch with corporate requirements with regard to internationality and practical focus.

In addition to academically well-founded professional competences, graduates of the IMX programme should also have acquired a wide range of **soft skills** required for successful operation in international management or expert positions in all branches of industry and non-profit-making organisations. These include written and spoken **communication** skills in German, English and the language of the host country. This is supported by the 2+2 Model and intensive language teaching in the first half of the study programme, and after changing the study location before the fifth semester. Graduates should also be able to present themselves and behave in a manner appropriate to the situation. These presentation skills are promoted by practice on many occasions during studies and the obligatory work experience period of at least two semesters.

The field of **structured problem solving** comprises the identification and definition of complex problems and breaking them down and working through them systematically. Specific classroom units are dedicated to imparting this competence. Good analytical skills and sound numeracy are also required to be successful in many business professions. The IMX programme offers core and elective modules to provide a range of support for the acquisition of these skills.

The desired student **focus on achievement** requires, in addition to a high level of willingness to learn, a clear dedication to achievement and the ability to work under pressure. Graduates should also be able to meet deadlines and achieve set targets. This requires the development of active skills in self-management and management of others as well as situative adaptability. The demanding curriculum and the usually very challenging work experience semesters support the development of these skills. Two years spent studying in the context of another country and culture necessarily help to develop skills in self-management and the management of others (**organisation and management**).

To perform successfully in a team requires appropriate behaviour with regard to criticism and conflict but also the willingness to assume responsibility and leadership skills: **team-work**, often in a multicultural context, is an integral component of most of the teaching modules. In their extra-curricular activities in various student organisations, students also work on the development of their leadership skills. **Emotional and intercultural competence** are also promoted by the 2+2 Model. Students acquire first-hand experience of studying in another country. **Ethical conduct** is required of all those involved in the IMX programme – students, staff, and teachers.

These objectives described above are also reflected in the “Learning Outcomes” in the Curriculum & Syllabus Handbook for the four areas of competence: professional, methodical, social, and personal.

A unique feature of the IMX study programme compared to other programmes within and outside ESB Business School are the wide-ranging student activities and the social commitment of students. By taking particular social, cultural, or political commitment of applicants into account in the admissions process, the programme specially targets people who are likely to become actively involved during their studies. This “**democratic citizenship**” is actively promoted by the IMX programme and by ESB Business School as a whole. Many of these activities are supported by professors and other members of staff. VIMA, which was established and developed by this study programme many years ago, values the commitment of the students and also supports it financially.

In view of the fact that an increasing number of students in the programme are considering the possibility of going on to study in a consecutive master's programme, the acquisition of *skills for academic work* is of growing importance. The study programme, which is weighted with 240 ECTS credits, makes graduates eligible to go on to any consecutive master's degree programme. The aim of achieving competence in academic work is served mostly by working on the graduation thesis for the bachelor's degree. Students are given systematic guidance in the form of an introduction to academic working methods, close personal support, and tutorials. Obligatory seminars in the 4th and 5th semesters serve as additional preparation of students for work on the bachelor thesis. IMX students who would like to go on to study for a PhD can fulfil this wish through the cooperation programmes between IMX and the partner universities in Dublin, Krakow, and Piacenza. The IMX degree also makes students eligible for participation in the PhD programmes of most international institutions.

The IMX programme meets all the formal and structural requirements of the qualification parameters for German academic degrees. It actually sets higher than average standards for bachelor degree programmes with regard to admission requirements, duration of studies, and qualification objectives.

Degree awarded

Bachelor of Science in International Business (BSc.) from Reutlingen University and Bachelor Degree (BSc. or BA) from partner institution

Duration of studies

8 semesters (4 years), thereof 2 years at ESB Business School and 2 years at partner institution; including two mandatory internships.

2. Learning Goals and Learning Objectives according to AACSB

The International Management Double-Degree programmes (IMX) follow the goal, or „mission“ set by the ESB Business School:

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

Derived from this target, the ESB Business School is committed to achieve defined learning outcomes in the individual programmes; upon this achievement the quality of teaching is measured. The programme goals are rendered in English and will follow the international quality standards of AACSB (Association to Advance Collegiate Schools of Business) in addition they will be evaluated and assessed.

The defined learning goals and objectives for the ESB programmes include

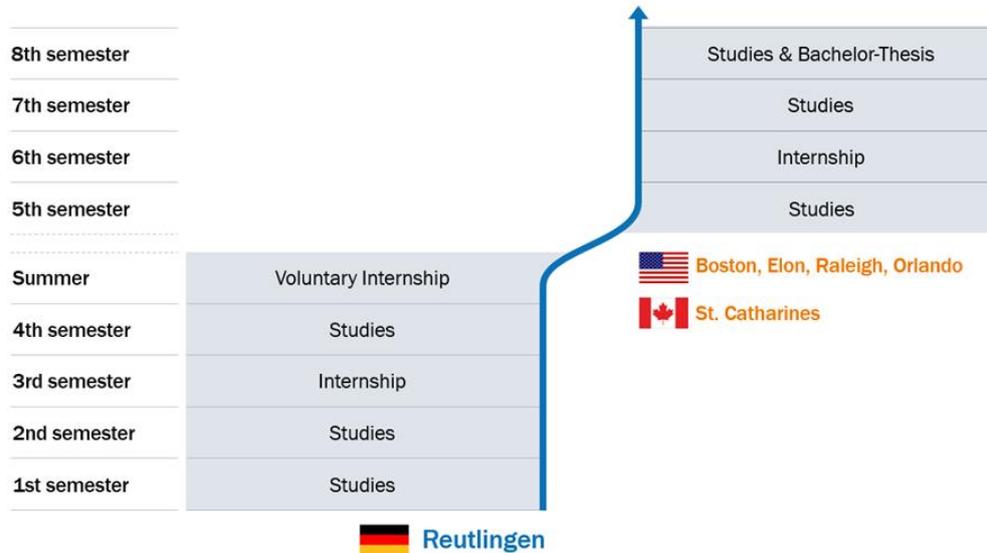
- language proficiency
- intercultural competence / global perspective
- ethical behaviour
- domain specific problem solving competencies

The "learning goals" indicate, which competencies the graduates have attained (what graduates are), while the "learning objectives" identify the specific skills of graduates (what graduates do/make).

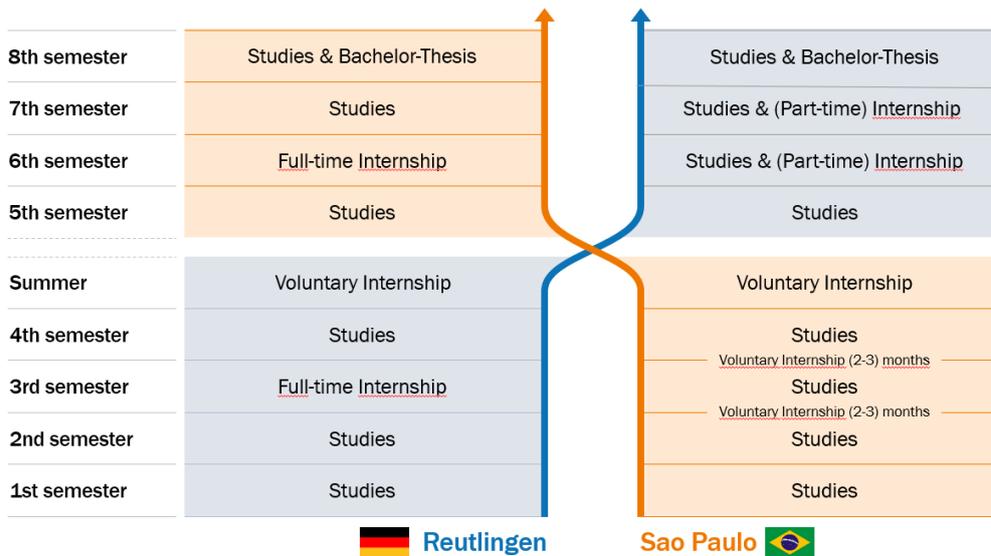
LANGUAGE PROFICIENCY	INTERCULTURAL COMPETENCE	ETHICAL BEHAVIOR	DOMAIN-SPECIFIC PROBLEM SOLVING COMPETENCIES
LEARNING GOAL 1	LEARNING GOAL 2	LEARNING GOAL 3	LEARNING GOAL 4
IMX graduates are proficient in at least one foreign language	... are interculturally competent	... are able to manage ethical and legal issues in given situations	... are skilled problem solvers in general management situations
LEARNING OBJECTIVE 1	LEARNING OBJECTIVE 2	LEARNING OBJECTIVE 3	LEARNING OBJECTIVE 4
IMX graduates communicate in spoken and written word at C1 proficiency level	... demonstrate an awareness and understanding of cultural issues in a business context	...are aware of the main ethical and legal issues in their professional field. ...are able to analyze these issues on the basis of normative theory or models. ...are able to develop viable solutions that conform to ethical behavior in given situations.	... understand and apply common managerial concepts to typical business situations
Measure embedded (assessed) in <i>Module A-C-CL3 Communication Skills & Intercultural Competences</i> , Sem4, academic term paper and part of exam	Measure embedded (assessed) in <i>Module B-C-INT2.1 Preparation for Mandatory Internship II</i> , Sem5 as well as in overall study structure (4+4), IES test	Measure embedded (assessed) in <i>Module B-C-ETH1 Business Ethics</i> , Sem7, presentations	Measure embedded (assessed) in <i>Module B-C-STR2 Advanced Quantitative and Qualitative Concepts in International Management</i> , Sem8 with oral examination and <i>Module B-C-PRO Bachelor Thesis</i> , Sem8

3. Programme Structure (for students admitted by ESB Business School)

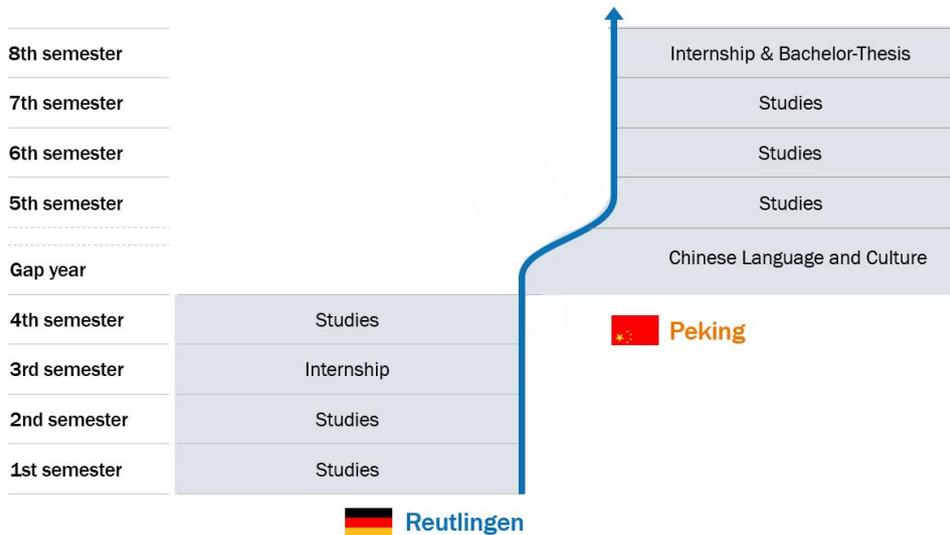
German – North American Study Programme (Start in Reutlingen only)



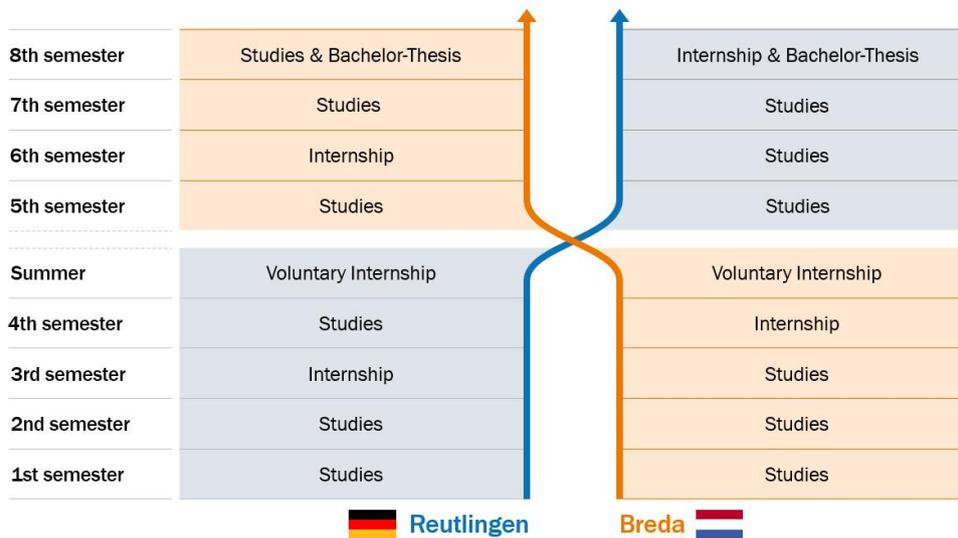
German – Brazilian Study Programme



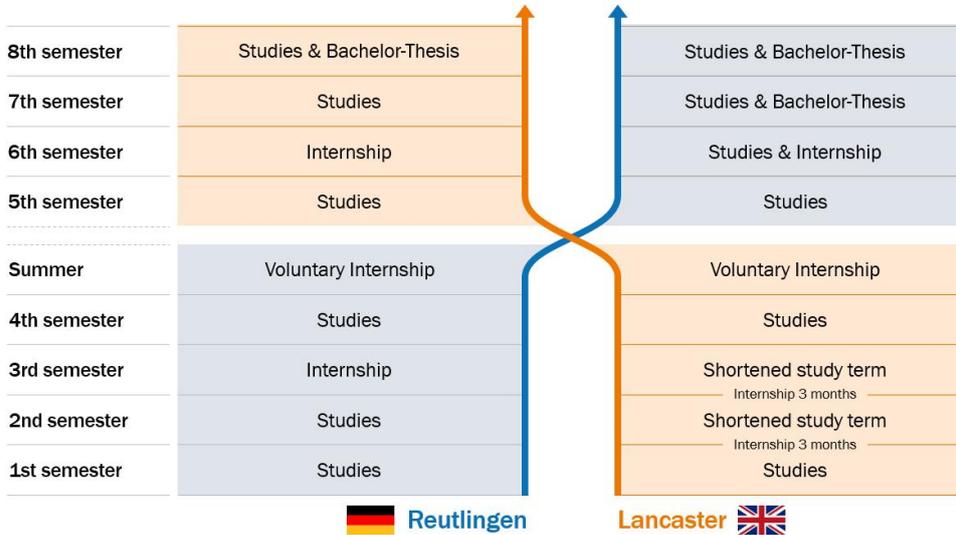
German – Chinese Study Programme
(Start in Reutlingen only)



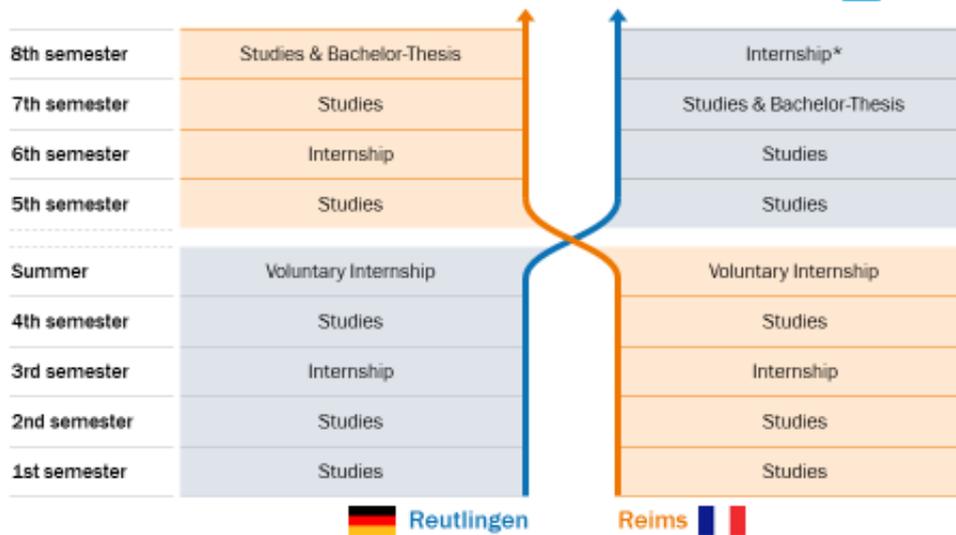
German – Dutch Study Programme



German – English Study Programme

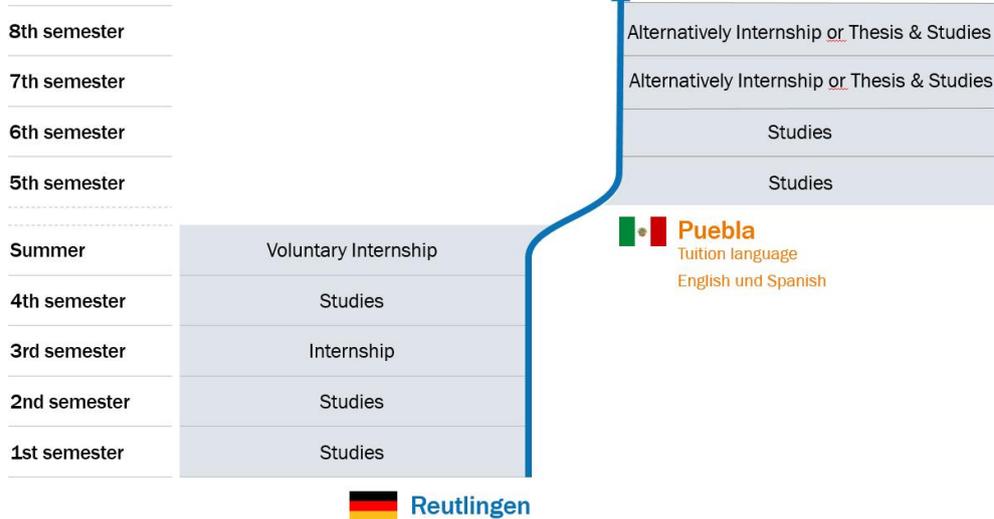


German – French Study Programme

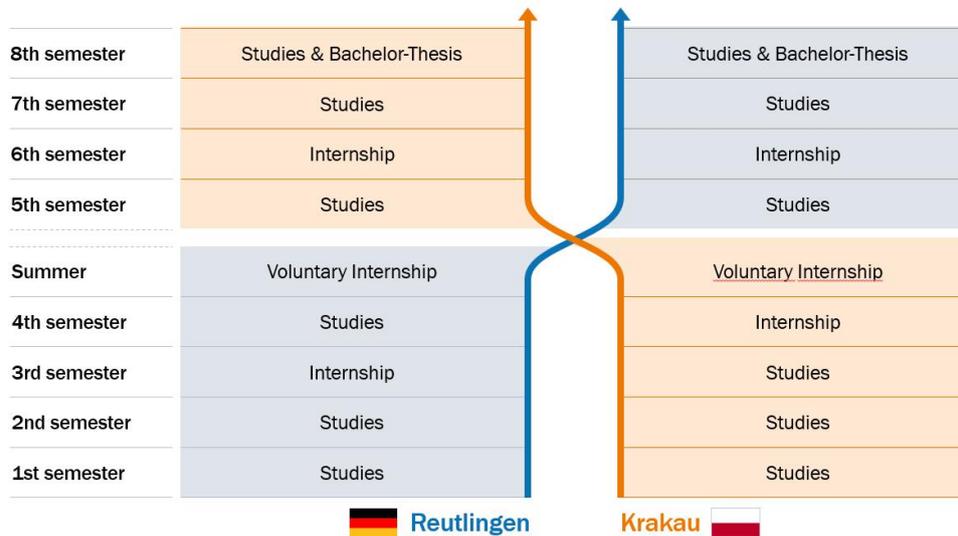


* in exceptional cases the internship can be in the 6th semester

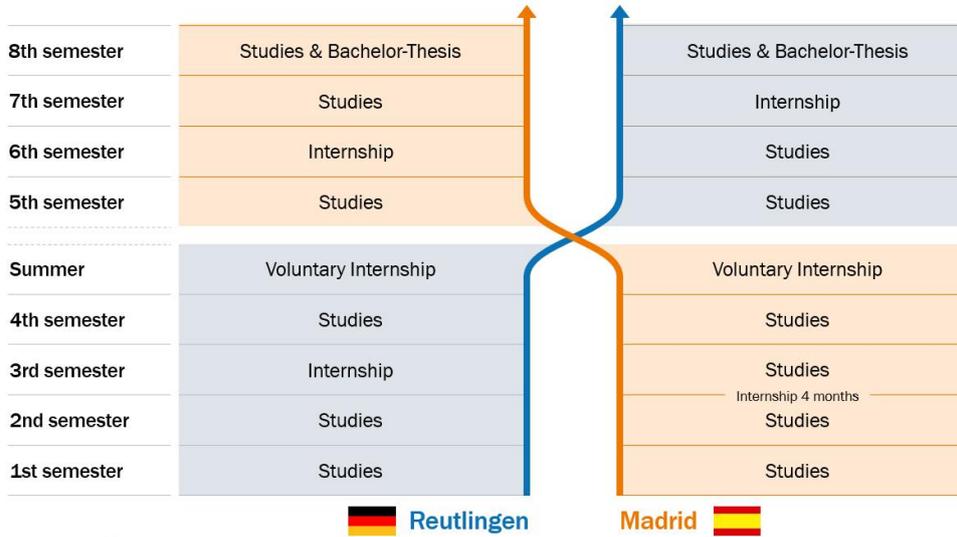
German – Mexican Study Programme (Start in Reutlingen only)



German – Polish Study Programme



German – Spanish Study Programme



Reutlingen

Madrid

4. Agreed Double Degree Structure

March 8, 2018

First half (Years 1 and 2)	ECTS credits	Second half (Years 3 and 4)	ECTS credits
Core content 1 (CC1)		Core content 2 (CC2)	
Internship (INT1)	5	Internship (INT2)	20
Quantitative Methods (QM)	10	Strategy (STR)	10
Economics (ECO)	10	International Economics / International Business (IE)	10
Introduction to Business (BUS)	5	Final Project (PRO)	10
Organisational Behavior (OB)	5	Ethics (ETH)	5
Marketing (MAR)	10	HR (HR)	5
Finance (FIN)	10	Production & Operations Management (POM)	5
Accounting (ACC)	10		
Communications/languages (CL)	10		
International Studies/business (IST)	5		
Total core courses	80	Total core courses	65
		Core electives (CE)	
		Entrepreneurship (ENT)	5
		Business Analytics (BAL)	5
		MIS/ Information Management (MIS)	5
			15
Regional basket 1 (RB1)	40	Regional basket 2 (RB2)	55
		Regional basket besides core electives	40
Total first half	120	Total second half	120

5. Overview: Modules and Courses – Start at Partner University

Core Modules

Modul / Module	Modulname / Name module	ECTS pro Semester / ECTS-Credits per semester					SWS / in-class hours	Selbststudium / Self study	Gesamte Workload / Total workload	Art / Type of course	Sprache / Language	Prüfungsleistung / Assessment	benotet / graded (g) // unbenotet / ungraded (u)
		1.-4.	5.	6.	7.	8.							
B-C-ECO1	Internationale Volkswirtschaftslehre / International Economics		5				4	90	150	L/S	Englisch* / German*	KL2	g
B-C-BAL1	Business Analytics I / Business Analytics I		5				4	90	150	L/S/P	Englisch	KL2/PA	g
B-C-BAL2	Business Analytics II / Business Analytics II					5	4	90	150	L/S/P	Deutsch	KL2/PA	g
B-C-HR1	Personalmanagement / Human Resource Management		5				4	90	150	L/S	Deutsch	KL2	g
B-C-ACC1_FIN1	Rechnungswesen und Unternehmensfinanzierung / Accounting and Corporate Finance		5				4	90	150	L/T	Deutsch	KL2	g
B-C-RES1	Angewandtes wissenschaftliches Arbeiten im Internationalen Management / Applied Research in International Management		6				2	150	180	L/S	Deutsch	HA	g
B-C-RES2	Methoden des wissenschaftlichen Arbeitens / Methods of Scientific Research				3		1	75	90	L/S	Deutsch	KL1	g
B-C-LAW1	Wirtschaftsrecht / Business Law				5		4	90	150	L	Deutsch	PA	g
B-C-STR1	Strategisches Management / Strategic Management				5		4	90	150	L/S	Deutsch	KL2/PA	g
B-C-STR2	Fortgeschrittene qualitative und quantitative Konzepte im Internationalen Management / Advanced qualitative and quantitative Concepts in International Management					8	4	180	240	L/S/T	Deutsch	MP	g
B-C-ETH1	Wirtschaftsethik / Business Ethics				5		4	90	150	L/S	Deutsch	KL2/PA	g
B-C-POM1	Logistik / Logistics		3				2	60	90	L/S	Deutsch	PA	g
B-C-POM2	Produktionsmanagement / Production Management				3		2	60	90	L/S	Deutsch	KL2	g
B-C-INT2	Pflichtpraktikum II / Mandatory Internship II			20			2	570	600	S/I/C	Deutsch	PR/HA/RE	u
B-C-INT2.1	Praktikumsvorbereitung II / Preparation for Mandatory Internship II						1	45	60	S	Deutsch		
B-C-INT2.2	Pflichtpraktikum II / Mandatory Internship II						0	450	450	I	Deutsch		
B-C-INT2.3	Kolloquium Pflichtpraktikum II / Colloquium on Internship II						1	75	90	C	Deutsch		
B-C-PRO	Bachelorarbeit / Bachelor Thesis					12	0	360	360	Thesis	Deutsch / Englisch	BT	g
	Leistungen beim Partner, 1. Hälfte / Credits earned at partner university, 1st half	100											g
	Pflichtpraktikum I (Partnerhochschule) / Mandatory Internship I (Partner university)	20											u
	Summe Pflichtmodule / Sum mandatory courses	120	29	20	21	25	45	2175	2850		* student need to choose either English or German speaking course		

Elective CSIC German (mandatory for non-native speakers)

Modul / Module	Modulname / Name module	ECTS pro Semester / ECTS-		SWS / in- class hours	Selbst- studium / Self study	Gesamte Workload / Total workload	Art / Type of course	Sprache / Language	Prüfungs- leistung / Assessment	benotet / graded (g) // unbenotet / ungraded (u)
		5.	6.-8.							
B-E-CL1	Kommunikationsfähigkeiten und Interkulturelle Kompetenz - Wirtschaftsdeutsch / Communication Skills and Intercultural Competence - Business German	5		5	75	150	L/S/C	Deutsch	KL2/CA	g
B-E-CL1.1a	Kommunikationsfähigkeiten und Interkulturelle Kompetenz - Wirtschaftsdeutsch - B1 / Communication Skills and Intercultural Competence - Business German - B1	4		4	60	120	L/S	Deutsch		
B-E-CL1.1b	Kommunikationsfähigkeiten und Interkulturelle Kompetenz - Wirtschaftsdeutsch - B1-1 / Communication Skills and Intercultural Competence - Business German - B1-1	4		4	60	120	L/S	Deutsch		
B-E-CL1.1c	Kommunikationsfähigkeiten und Interkulturelle Kompetenz - Wirtschaftsdeutsch - B1-2 / Communication Skills and Intercultural Competence - Business German - B1-2	4		4	60	120	L/S	Deutsch		
B-E-CL1.1d	Kommunikationsfähigkeiten und Interkulturelle Kompetenz - Wirtschaftsdeutsch - B2 / Communication Skills and Intercultural Competence - Business German - B2	4		4	60	120	L/S	Deutsch		
B-E-CL1.1e	Kommunikationsfähigkeiten und Interkulturelle Kompetenz - Wirtschaftsdeutsch - C1 / Communication Skills and Intercultural Competence - Business German - C1	4		4	60	120	L/S	Deutsch		
B-E-CL1.1f	Kommunikationsfähigkeiten und Interkulturelle Kompetenz - Wirtschaftsdeutsch - C2 / Communication Skills and Intercultural Competence - Business German - C2	4		4	60	120	L/S	Deutsch		
B-E-CL1.2	Fachkolloquium Internationales / Colloquium International Matters	1		1	15	30	C	Deutsch		

Electives

Modul / Module	Modulname / Name module	ECTS pro Semester / ECTS-Credits per semester					SWS / in-class hours	Selbststudium / Self study	Gesamte Workload / Total workload	Art / Type of course	Sprache / Language	Prüfungsleistung / Assessment	benotet / graded (g) // unbenotet / ungraded (u)
		1.-4.	5.	6.	7.	8.							
B-E-CL2	Internationale Verhandlungsführung / International Negotiations		5				4	90	150	S	Englisch	MP/PA	g
B-E-BUS1	Führung in Change Management Prozessen / Leadership in a Change Management Process					5	4	90	150	S	Englisch	MP/PA	g
B-E-BUS2	Internationalisierung von Geschäftsaktivitäten / Internationalization of Business Activities				(5)		4	-60	0	L/S	Deutsch	PA	g
B-E-RES1	Studentisches Forschungsprojekt / Research project					5	4	90	150	L/S	Deutsch	PA	g
B-E-MAR1	Dienstleistungsmarketing / Services Marketing		5				4	90	150	L/S	Englisch	PA	g
B-E-MAR2	Sport- und Eventmarketing / Sports and Events Marketing				(5)		4	-60	0	L/S	Deutsch	PA	g
B-E-MAR3	Marktanalyse / Market Analysis				5		4	90	150	L/S/P	Deutsch	PA	g
B-E-MAR4	Markenführung / Brand Management					5	4	90	150	L/S	Deutsch	KL2/PA	g
B-E-MAR5	Investitionsgütermarketing / Business to Business Marketing					5	4	90	150	L/S	Deutsch	KL2	g
B-E-MAR6	Marketing-below-the-line - Innovatives Marketing / Marketing-below-the-line – Innovative Marketing					5	4	90	150	L/S	Deutsch	PA	g
B-E-MAR7	Internationales Vertriebsmanagement / International Sales Management					5	4	90	150	L/S	Deutsch	PA	g
B-E-FIN1	Transaktionsberatung / Transaction Advisory					5	4	90	150	L/S	Deutsch	KL2	g
B-E-FIN2	Wertpapiermanagement / Investment Management					5	4	90	150	L/S	Deutsch	KL1/PA	g
B-E-FIN3	Angewandte Ökonometrie / Applied Econometrics					5	4	90	150	L/S	Englisch	KL1/PA	g
B-E-FIN4	Risikomanagement / Risk Management					5	4	90	150	L/S/P	Deutsch	KL1/PA	g
B-E-FIN5	Behavioral Finance / Behavioral Finance					5	4	90	150	L/S	Deutsch	KL1/PA	g
B-E-MIS1	Business Intelligence / Business Intelligence		5				4	90	150	L/S	Deutsch	PA	g
B-E-MIS2	Systeme und Lösungen I / Systems and Solutions I		5				4	90	150	L/S/P	Deutsch	PA	g
B-E-MIS3	Systeme und Lösungen II / Systems and Solutions II					5	4	90	150	L/S/P	Deutsch	PA	g
B-E-MIS4	Smart Grid Economics / Smart Grid Economics					5	4	90	150	L/S	Deutsch	PA	g
B-E-POM1	Logistik / Logistics					5	4	90	150	L/S/P	Deutsch	PA	g
B-E-POM2	Lean Enterprise Management / Lean Enterprise Management					5	4	90	150	L/S	Deutsch	KL2	g
B-E-POM3	Projekte Produktion und Logistik / Projects Production and Logistics					5	4	90	150	L/S/P	Deutsch	PA	g
B-E-ECO1	Umweltökonomie / Environmental Economics					5	4	90	150	L/S	Deutsch	PA	g
B-E-ECO2	Energiewirtschaft / Energy Economics					5	4	90	150	L/S	Deutsch	KL1/PA	g
B-E-ECO5	Wachstum und Außenwirtschaft / Growth and Development					5	4	90	150	L/S	Deutsch	PA	g
B-E-ECO6	Industrieökonomik / Industrial Organization					5	4	90	150	L/S	Deutsch	KL2/CA	g
B-E-ORG-2	Change Management und Organisationales Lernen / Change Management and Organizational Learning					5	4	90	150	L/S	Deutsch	KL1/PA	g
B-E-HR1	Personalmanagement / Human Resource Management					5	4	90	150	L/S	Deutsch	KL1/PA	g
B-E-ENT1	Exploratives Kreieren und Entwickeln von Geschäftsmodellen / Explorative Business Model Generation and Development		5		5	5	4	90	150	L/S/P	Deutsch	PA	g
B-E-ENT2	Businessplanerstellung / Business Plan Development		5		5	5	4	90	150	L/S/P	Deutsch	PA	g
B-E-ENT3	Innovationsmanagement / Management of Innovations					5	4	90	150	L/S	Deutsch	CA/PA	g
B-E-ENT5	Gründung von Internet Start-ups / Creating Internet Start-ups					5	4	90	150	L/S/P	Deutsch	KL1/PA	g
B-E-ENT6	Validierung eines Geschäftsmodells / Validating a Business Model					5	4	90	150	L/S/P	Deutsch	PA	g
B-E-ENT7	Social Entrepreneurship / Social Entrepreneurship					5	4	90	150	L/S	Deutsch	PA	g
B-E-ENT8	Entrepreneurship / Entrepreneurship					5	4	90	150	L/S	Deutsch	PA	g
B-E-LAW1	Recht für Gründer / Law for Founders					5	4	90	150	L/S	Deutsch	KL2	g
B-E-LAW2	Wirtschaftsrecht III / Business Law III		5				4	90	150	L/S	Deutsch	KL2	g
B-E-LAW3	Arbeitsrecht II / Labour Law II					5	4	90	150	L/S	Deutsch	KL2	g
Summe Wahlpflichtmodule / Sum electives						25	20	450	750				

Notes: Some elective modules might not be offered due to sabbaticals/other restrictions. B-E-CL1 mandatory for non-native speakers with insufficient language level (test to be conducted in introductory week)

Legend: L: Lecture / S: Seminar / P: Project / I: Internship / C: Colloquium / T: Tutorial / Kx : Exam x hours / PA: Project work (e.g., case work, seminar papers, presentations, debates, oral participation, projects) / CA: Continuous Assessment / TES: Online-Test / HA: seminar paper

Core Modules (Pflichtmodule)

B-C-ECO1 International Economics (Internationale Volkswirtschaftslehre)

Semester	5
Duration of module	1 Semester
Type of module	Core
How frequently is the module offered	Annually
Admission requirements	Successful completion of the first two years of study at partner university (module: Credits Earned at Partner University, First half)
Transferability of the module to other programmes	None; available for exchange students
Responsible professor / Module coordinator	Prof. Dr. Rolf Daxhammer Building 5, Room 213, Tel.: 07121/271-3005 rolf.daxhammer@reutlingen-university.de
Lecturers	Prof. Dr. Rolf Daxhammer Prof. Dr. Stephan Seiter Prof. Dr. Philipp von Carlowitz
Teaching language	English / German (student need to choose either English or German speaking course)
Credits (ECTS)	5
Total work load	150 h (60 h contact, 90 h self-study)
Contact hours per week	4 SWS
Examination/ Type of assessment	Two-hour written examination (100%)
Weighting of Grade within overall programme	5/200
Learning outcomes	<p>After the successful completion of the module the students should have developed the following competences</p> <ul style="list-style-type: none"> • Professional competences: Students will gain an overview of the whole spectrum of topics related to international economics and economic policy. At the conclusion of the course they will be able to understand the theoretical basis of international economics and policy. Students will also learn how to compare and analyse international economic statistics as well as different economic policy approaches in different countries. • Methodological competences: Students will learn how to analyze thorough theoretical research. They will gain an understanding of analytical tools used in international trade research and they will learn how to apply statistical software tools to international trade problems. They will learn how to apply theoretical concepts in real life policy decisions. Special emphasis will be placed on understanding tools to forecast policy measures with direct impact on business activities.

	<ul style="list-style-type: none"> • Social competences: Students will refine their oral and written communication skills, improve their ability to work in teams under time pressure and give and receive feedback by fellow students in a structured manner. They will especially learn how to communicate in a rigorous research environment and how to react to issues of ethics and morality when discussing economic policy measures in written or oral form. • Personal competences: Students should be able to understand how to find an individual perspective on complex issues for which there is no clear “black or white”-answer.
Course specific contributions to AoL learning objectives	LG 3: Students discuss the concept of “homo oeconomicus” and its implications for economic policy strategies // LG 4: International economic theories are used to discuss implications for international business activities.
Contents/ Indicative syllabus	<p>Balance of payment, explanations of international trade, international factor mobility, trade policy instruments and arguments, World Trade Organization.</p> <p>Economic policy and market economies: stabilization policy, market failure and social policies.</p> <p>Public choice: legislators, bureaucrats and special interest groups.</p> <p>Structural problems and structural policies in Europe: aims and areas of responsibility in structural policies, strategies and instruments, structural policies with reference to examples of selected problems and countries (regional problems and regional policies; sectoral problems and sectoral policies; company-related policies)</p>
Teaching and learning methodology	Lecture and case studies
Indicative reading list	<p><u>In-depth reading:</u></p> <ul style="list-style-type: none"> • Altmann, J. (2017): Wirtschaftspolitik, uvk, Konstanz-München. • Klump, R. (2013): Wirtschaftspolitik: Instrumente, Ziele und Institutionen, 3rd edition, Pearson Studium, München et al. • Brümmerhoff, D. and Büttner, Th. (2018): Finanzwissenschaft, 12th edition, Oldenbourg, München. • Fritsch, M., Wein, Th. and Wers, H.-J. (2017): Marktversagen und Wirtschaftspolitik; 10th edition, Vahlen, München. • Krugman, P.R., Obstfeld and M., Melitz, M. (2015): International Economics: Theory and Policy, 11th edition, Pearson, Boston.

B-C-BAL1 Business Analytics I (Business Analytics I)

Semester	5
Duration of module	1 Semester
Type of module	Core
How frequently is the module offered	Annually
Admission requirements	Successful completion of the first two years of study at partner university (module: Credits Earned at Partner University, First half)
Transferability of the module to other programmes	None; available for exchange students
Responsible professor / Module coordinator	Prof. Dr. Clemens van Dinther Building 5, Room 210, Tel.: 07121/271-3118 clemens.van_dinther@reutlingen-university.de
Lecturers	Prof. Dr. Clemens van Dinther Prof. Dr. Tobias Schütz
Teaching language	English
Credits (ECTS)	5
Total work load	150 h (60 h contact, 90 h self-study)
Contact hours per week	4 SWS
Examination/ Type of assessment	Two hour written examination (80%) with 50% MIS and 50% Data Analytics each and project work (20%). In the project work, students work on exercises, text or software implementation either on their own or in teams. The objective of the project work is to learn with additional material and apply it in practice
Weighting of Grade within overall programme	5/200
Learning outcomes	After the successful completion of the module the students should have developed the following competences: <ul style="list-style-type: none"> Professional competences: Understanding of economic and technical aspects of the Information/Internet Economy and Information Technology (value and price of information, information as economic good, principles of information processing and computation, decision processes and optimization). Understand the requirements, possibilities and limitations of gathering relevant business information from quantitative data sources Methodological competences: Application of information engineering and software engineering fundamentals (data and information principles, data processing, algorithms, decision making, process modeling). Choose and apply both uni- and multi variate analysis methods to extract relevant information from quantitative data in order to make or support business decisions

	<ul style="list-style-type: none"> • Social competences: Improving oral and written communication skills as well as the ability of working in teams with respect to time constraints. Understand and apply the legal and ethical limitations of data utilization (ESOMAR guidelines, PII, etc.) • Personal competences: Ability to understand and assess the importance (Management) of Data Sources and Information Systems. Object-oriented problem solving
Course specific contributions to AoL learning objectives	LG3: Discussing and reflecting ethical issues regarding MIS and Information usage and data privacy// LG4: Application of economic theories in an IT-Business Context; Reflection of organizational challenges resulting from information economics; development of structured problem solving and algorithms
Contents/ Indicative syllabus	<ul style="list-style-type: none"> • Information management, principles of data modelling and processing, decision processes • Uni- & multi variate methods of data analysis
Teaching and learning methodology	<ul style="list-style-type: none"> • Lectures, case studies, student presentations • programming/implementation of software code • software-based (Tableau, SPSS) data analysis and syntax programming in computer lab
Indicative reading list	Integrated guest lecturers / case studies
	<p><u>Preparatory reading:</u></p> <ul style="list-style-type: none"> • McAfee, A., Brynjolfsson, E. (2008): Investing in the IT that makes a competitive difference, Harvard Business Review. • Sarstedt, M., Mooi, E.A. (2019): A Concise Guide to Market Research – The Process, Data, and Methods Using IBM SPSS Statistics, 3rd edition, Springer, Berlin <p><u>In-depth reading:</u></p> <ul style="list-style-type: none"> • Backhaus K. et al (2018): Multivariate Analysemethoden – Eine anwendungsorientierte Einführung, 15th edition, Springer, Heidelberg • Backhaus K. et al (2015): Fortgeschrittene Multivariate Analysemethoden – Eine anwendungsorientierte Einführung, 3rd edition, Springer, Heidelberg • Ernesti, J., Kaiser, P. (2015): Python 3: Das umfassende Handbuch: Sprachgrundlagen, Objektorientierung, Modularisierung, Rheinwerk Computing • Laudon, K.C., Laudon, J.P., Schoder, D. (2010): „Wirtschaftsinformatik – eine Einführung“, Pearson, München. • Sarstedt, M., Schütz, T., Raitchel, S. (2018): IBM SPSS Syntax. Eine anwendungsorientierte Einführung, 3rd edition, München. • Shapiro, C., Varian, H. (2013): Information Rules: a strategic guide to the network economy <p>Further reading will be recommended in class.</p>

B-C-BAL2 Business Analytics II (Business Analytics II)

Semester	8
Duration of module	1 Semester
Type of module	Core
How frequently is the module offered	Annually
Admission requirements	Successful completion of the first two years of study at partner university (module: Credits Earned at Partner University, First half) as well as core module Mandatory Internship II
Transferability of the module to other programmes	None
Responsible professor/ Module coordinator	Prof. Dr. Tobias Schütz Building 5, Room 209, Tel.: 07121/271-3099 tobias.schuetz@reutlingen-university.de
Lecturers	Prof. Dr. Clemens van Dinther Prof. Dr. Tobias Schütz
Teaching language	German
Credits (ECTS)	5
Total work load	150 h (60 h contact, 90 h self-study)
Contact hours per week	4 SWS
Examination/ Type of assessment	Two-hour written exam (80%) with 50% Analysis & Data Mining and 50% MIS content and project work (20%). Objective of the project work is an in-depth learning and applying of content of the course including additional scientific work and material
Weighting of Grade within overall programme	5/200
Learning outcomes	After the successful completion of the module the students should have developed the following competences: <ul style="list-style-type: none"> Professional competences: Understanding of structure, processes and Information Technology; Data Mining and Information retrieval; Software solutions for these problems Methodological competences: Information retrieval, information storage, information transformation and information pricing Social competences: Improving oral and written communication skills as well as ability to work in teams under time pressure; Ability to understand intercultural problems and handle them. Personal competences: Ability to understand and apply information based business models, technical challenges as well as data driven methods
Course specific contributions to AoL learning objectives	LG2: multicultural teams solving business cases in CA // LG3: Reflection of ethical issues; ethical aspects included in cases; LG4: Application of Theory to case studies; Transfer and application of inter-disciplinary and module-specific concepts and methods using examples and graded CA teamwork tasks
Contents/ Indicative syllabus	<ul style="list-style-type: none"> Elements, structures and processes information systems; design information systems

	<ul style="list-style-type: none"> • Concepts, methods and tools for information processing/transformation and data analysis • Data Mining and use of Mining Software (KNIME) • Network technique & critical path analysis
Teaching and learning methodology	Interactive lectures, case studies, workshop
Indicative reading list	Excursion, guest lectures
	<p><u>In-depth reading:</u></p> <ul style="list-style-type: none"> • Domschke, W. et. al (2015): Einführung in Operations Research, 9th edition., Springer Gabler, Wiesbaden. • Laudon, K.C., Laudon, J.P. and D. Schoder (2010): „Wirtschaftsinformatik – eine Einführung“, Pearson, München. • Shapiro, C., Varian, H. (2013): Information Rules: a strategic guide to the network economy <p>Further reading will be recommended in class.</p>

B-C-HR1 Human Resource Management (Personalmanagement)

Semester	5
Duration of module	1 Semester
Type of module	Core
How frequently is the module offered	Annually
Admission requirements	Successful completion of the first two years of study at partner university (module: Credits Earned at Partner University, First half)
Transferability of the module to other programs	None
Responsible professor/ Module coordinator	Prof. Dr. Petra Kneip Building 5, Room 207, Tel.: 07121/271-3022 petra.kneip@reutlingen-university.de
Lecturers	Prof. Dr Petra Kneip Prof. Dr. Arjan Kozica
Teaching language	German
Credits (ECTS)	5
Total work load	150 h (60 h contact, 90 h self-study)
Contact hours per week	4 SWS
Examination/ Type of assessment	Two-hour written examination (100%)
Weighting of Grade within overall program	5/200
Learning outcomes	<p>After the successful completion of the course the students</p> <ul style="list-style-type: none"> • possess a comprehensive review of essential HRM concepts and practices • should be able to explain what HRM is and understand its relevance to managers and employees in work organizations • know current issues in HRM and understand why firms are challenged by them • have discussed HRM from a strategic perspective and how it relates to the management process • have learned to critically assess significant HRM concepts and practices and become aware of the possibilities and limitations of HRM. • will be familiarized with and applied some of basic techniques and tools of HRM practices, e.g. workforce planning methods, analysis of job postings, social media in recruiting, selection methods, process of training design, performance appraisal forms. • have acquired in-depth knowledge of a contemporary HRM topic through self-study and independent research in a small group and are capable to effectively present the key findings of their study project in class.

<p>Course specific contributions to AoL learning objectives</p>	<p>LG3: a. (related to the course topic: Diversity management in recruiting & selection) - Working in 3 groups of students, the students develop job postings in line with anti-discrimination laws and discuss steps for gender-sensitive selection processes. b. (related to the course topic: employees as an asset for the sustainable success of companies) - Working in 3 groups of students, the students analyse the different statements of companies concerning their view on the importance of their employees. They discuss and recognize the dilemma of companies to see their employees both as an asset and cost factor. // LG4: Working in 3 groups of students, the students deepen their knowledge about fundamental HRM fields of activities, e.g. recruiting & selection, workplace learning, compensation and workforce reduction, as well as HR strategies. They reflect on and evaluate different people management approaches and analyse consequences for managing people issues.</p>
<p>Contents/ Indicative syllabus</p>	<p>Introduction to the field, terms, role, responsibilities and the organization of the HR function, current and future challenges for HRM, HRM activities & practices, HR strategy, HR controlling, workforce planning, recruiting & selection, training & development, performance management, compensation & benefits, workforce restructuring & layoffs, term project.</p>
<p>Teaching and learning methodology</p>	<p>The didactic concept of the course blends lectures, students' presentations, case studies, self-studies and project work together.</p>
<p>Miscellaneous</p>	<p>Occasional guest lecture.</p>
<p>Indicative reading list</p>	<p>Recommended textbooks:</p> <ul style="list-style-type: none"> • Bartscher, Th., Stöckl, J., Träger, Th. (2012): Personalmanagement. Grundlagen, Handlungsfelder, Praxis, Pearson, München • Berthel, J., Becker, F. G. (2017): Personal-Management: Grundzüge für Konzeptionen betrieblicher Personalarbeit, 11th edition, Schäffer-Poeschel, Stuttgart • Bohlander, G. W., Snell, S. A. (2012): Principles of Human Resource Management, 16th edition, Cengage Learning, Stamford • Bröckermann, R. (2012): Personalwirtschaft. Lehr- und Übungsbuch für Human Resource Management, 6th edition, Schäffer-Poeschel, Stuttgart • Dessler, G. (2017): Human Resource Management, 15th edition, Pearson, Harlow • Scholz, C. (2014): Grundzüge des Personalmanagements, 2nd edition, Vahlen, München • Scholz, C. (2014): Personalmanagement. Informationsorientierte und verhaltenstheoretische Grundlagen, 6th edition, Vahlen, München • Stock-Homburg, R. (2013): Personalmanagement: Theorien - Konzepte - Instrumente, 3rd edition, Gabler, Wiesbaden <p>Additional literature, e.g. journal articles, is introduced throughout the semester</p>

B-C-ACC1_FIN1 Accounting & Corporate Finance (Rechnungswesen und Unternehmensfinanzierung)

Semester	5
Duration of module	1 semester
Type of module	Core
How frequently is the module offered	Annually
Admission requirements	Successful completion of the first two years of study at partner university (module: Credits Earned at Partner University, First half)
Transferability of the module to other programmes	None
Responsible professor/ Module coordinator	Prof. Dr. Julia Brüggemann Building 5, Room 209, Tel.: 07121/271-3088 julia.brueggemann@reutlingen-university.de
Lecturers	Prof. Dr. Christoph Binder Prof. Dr. Julia Brüggemann Prof. Dr. Günther Reiter
Teaching language	German
Credits (ECTS)	5
Total work load	150 h (60 h contact, 90 h self-study)
Contact hours per week	4 SWS
Examination/ Type of assessment	Two hour final examination (100%)
Weighting of Grade within overall programme	5/200
Learning outcomes	<p>After the successful completion of the module the students should have developed the following competences</p> <ul style="list-style-type: none"> Professional competences: recapitulate their financial and managerial accounting knowledge acquired in the first half of their studies; understand and use the German terminology for key accounting concepts; understand and refine knowledge on calculation methods and expand the interpretation capabilities of cost figures; conduct cost variance analysis and explore more advanced management accounting methods e.g. life-cycle-costing; critically discuss the differences of an accounting and controlling perspective; recapitulate the finance knowledge acquired in the first half of their studies; understand and use the German terminology for key finance instruments and concepts; evaluate the access to different financing instruments for different types of companies; become familiar with innovative financing instruments; calculate pre-emptive rights for capital increases; calculate a company's cost of capital and critically reflect on its limitations; compare and apply different capital structure theories; understand the theoretical foundations of the leverage effect and its practical applications; apply different valuation methods and understand their real-life limitations; use derivative instruments for hedging purposes Methodological competences: transfer basic principles of mathematics and statistics to the field of corporate finance

	<ul style="list-style-type: none"> • Social competences: Active participation in classroom discussions and driving team learning experience • Personal competences: independently define own knowledge gaps and proactively use tutorials provided
Course specific contributions to AoL learning objectives	LG4: Student solve small case studies and exercises individually or in small teams, applying accounting and financing concepts and models to specific situation of companies.
Contents/ Indicative syllabus	<p>Accounting: Cost and profit accounting, management accounting and cost management, introduction to controlling, financial accounting in an international context (IFRS, US-GAAP)</p> <p>Corporate Finance: Traditional and innovative financing instruments, cost of capital (incl. CAPM), capital structure (incl. leverage effect), valuation methods and derivative instruments, hedging</p>
Teaching and learning methodology	Lectures (seminar-style), flipped classrooms, self-tests, student tutorials, articles
Miscellaneous	Guest speakers
Indicative reading list	<p><u>Mandatory reading:</u></p> <ul style="list-style-type: none"> • Lectures notes provides for Corporate Finance through Relax • Weber, J., Weißenberger, B.E. (2015): Einführung in das Rechnungswesen, 9th edition, Schäffer-Poeschel, Stuttgart <p><u>Additional reading:</u></p> <ul style="list-style-type: none"> • Brealey, R., Myers, S., Allen, F., (2019): Principles of Corporate Finance – Global Edition, McGraw-Hill Education, 13th edition, Columbus • Coenenberg, A.G., Fischer, T. M., Günther, T. (2018): Kostenrechnung und Kostenanalyse, 9th edition, Schäffer-Poeschel, Stuttgart • Coenenberg, A.G., Haller, A., Schultze, W. (2016): Jahresabschluss und Jahresabschlussanalyse, 25th edition, Schäffer-Poeschel, Stuttgart • Eun, C., Resnick, B., (2017): International Financial Management – Global Edition, 8th edition, McGraw-Hill Education - Europe, New York • Friedl, G., Hofmann, C., Pedell, B. (2017): Kostenrechnung. Eine entscheidungs-orientierte Einführung, 3rd edition, Vahlen, München • Horngren, C.T., Datar, S.M., Rajan, M. (2014): Cost Accounting. A Managerial Emphasis, 15th edition, Upper Sadle River • Horváth, P., Gleich, R., Seiter, M. (2019): Controlling, 14th edition, Vahlen, München • IASB (2017): International Financial Reporting Standards • Koller, T., Goedhart, M.(2015), Valuation - Measuring and Managing the Value of Companies, 6th edition, John Wiley & Sons, New Jersey • Küpper, H.-U. et al (2013): Controlling. Konzeption, Aufgaben, Instrumente, 6th edition, Schäffer-Poeschel, Stuttgart • Küting, K., Weber, C.-P. (2015): Die Bilanzanalyse, 11th edition, Schäffer-Poeschel, Stuttgart • Pellens, B. et al. (2017): Internationale Rechnungslegung. 10th edition, Schäffer-Poeschel, Stuttgart

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| | <ul style="list-style-type: none">• Perridon, L., Steiner, M. (2016): Finanzwirtschaft der Unternehmung, 17th edition, Vahlen, München• Weber, J., Schäffer, U. (2016): Einführung in das Controlling, 15th edition, Schäffer-Poeschel, Stuttgart• Weber, J. Schäffer, U. , Binder, C. (2016): Einführung in das Controlling. Übungen und Fallstudien mit Lösungen, 3rd edition, Schäffer-Poeschel, Stuttgart |
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An additional script/slides will be provided.

B-C-RES1 Applied Research in International Management (Angewandte Forschung im Internationalen Management)

Semester	5
Duration of module	1 Semester
Type of module	Core
How frequently is the module offered	Annually
Admission requirements	Successful completion of the first two years of study at partner university (module: Credits Earned at Partner University, First half)
Transferability of the module to other programs	None
Responsible professor/ Module coordinator	Prof. Dr. Christoph Binder Building 5, Room 211, Tel.: 07121/271-3047 christoph.binder@reutlingen-university.de
Lecturers	Prof. Dr. Christoph Binder Prof. Dr. Sebastian Bunnenberg Prof. Dr. Markus Conrads Prof. Dr. Rolf Daxhammer Prof. Dr. Petra Kneip Prof. Dr. Arjan Kozica Prof. Dr. Niamh O'Mahony Prof. Dr. Günther Reiter
Teaching language	German
Credits (ECTS)	6
Total work load	180 h (30 h contact, 150 h self-study)
Contact hours per week	2 SWS
Examination/ Type of assessment	Individual seminar paper (100%)
Weighting of Grade within overall program	6/200
Learning outcomes	<p>After the successful completion of the module the students should have developed the following competences</p> <ul style="list-style-type: none"> Professional competences: critically discuss the relevance and limitations of key concepts within a self-chosen area in International Management (e.g. Finance, Accounting, Marketing, Logistic); understand connections between main management sections, handle with methods for problem solving; recapitulate the Management Knowledge and apply in different settings; critically discuss Management Concepts and Methods, apply core methods in problem structuring and solving and scientific paper writing

	<ul style="list-style-type: none"> • Methodological competences: develop problem structuring and solving capabilities (quantitative and qualitative); standards for scientific paper writing • Social competences: refine their written communication skills • Personal competences: take the initiative to write a short paper applying scientific standards on a topic in International Management
Course specific contributions to AoL learning objectives	LG4: Definition of a focused research question in the field of International Management and structured elaboration on relevant aspects within the individual research paper
Contents/ Indicative syllabus	Current developments and trends in International Management on a self-chosen topic and area (e.g. key performance indicators, international accounting standards, innovative types of marketing concepts, lean management methods, innovation management, impact of digitalization on business models and value-added processes etc.)
Teaching and learning methodology	3 introductory lectures on methodical and scientific work, individual coaching and feedback sessions by individual professor and group discussion.
Miscellaneous	Guest speakers
Indicative reading list	A specific script will be provided on “How to write a research paper”.

B-C-RES2 Methods of Scientific Research (Methoden des wissenschaftlichen Arbeitens)

Semester	7
Duration of module	1 semester
Type of module	Core
How frequently is the module offered	Annually
Admission requirements	Successful completion of the first two years of study at partner university (module: Credits Earned at Partner University, First half)
Transferability of the module to other programmes	None
Responsible professor/ Module coordinator	Prof. Dr. Arjan Kozica Building 5, Room 208, Tel.: 07121/271-3134 arjan.kozica@reutlingen-university.de
Lecturers	Prof. Dr. Clemens van Dinther Prof. Dr. Arjan Kozica Prof. Dr. Christina Kühnl
Language	German
Total number of credits	3
Total work load	90 h (15 h contact, 75 h self-study)
Contact hours	1 SWS
Examination/ Type of assessment	One hour examination (100%)
Weighting of Grade within overall programme	3/200
Learning outcomes	After the successful completion of the module the students have laid the theoretical foundation for the following competences: <ul style="list-style-type: none"> • Professional competences: The students will learn about the main principles how to compose a thesis, to organize the respective workflow and to present the results in an international standard. • Methodological competences: This module introduces most important research methodologies for basic research approaches in management studies. • Social competences: Methodological abilities will enable the students to become part of national and international research teams • Personal competences: By acquiring important methodological competencies which can be applied also in other classes, the students will be empowered for participating in Master study programmes.
Course specific contributions to AoL learning objectives	LG 3: Students learn fundamentals of research ethics in order to prepare them for their own research in the bachelor thesis // LG 4: Students enhance their knowledge about research methods and build up competencies for analyzing business related questions in a scientific manner.
Contents/ Indicative syllabus	Introduction into the planning process of writing a thesis and introduction of major formal requirements, planning of the four month time for finalizing a thesis, effective acquiring of information, effective storing of information, intellectual usage of those information, self-organisation of academic work, tuition: setting-up of the actual hypothesis and application of the respective methodologies to deal with the hypothesis, consultancy during different stages of the

	student's work and support regarding particular content- or method-related issues.
Teaching and learning methodology	Interactive lecture format, Online tests / quizzes to track student progress
Miscellaneous	None
Indicative reading list	<ul style="list-style-type: none"> • Atteslander, P. (2010): Methoden der empirischen Sozialforschung, 13th edition, Berlin • Bortz, J. and Döring, N. (2016): Forschungsmethoden und Evaluation für Human- und Sozialwissenschaftler, 5. Auflage, Berlin • Minto, B. (2006): Das Prinzip der Pyramide: Ideen klar, verständlich und erfolgreich kommunizieren, München • Theisen, M.R. (2013): Wissenschaftliches Arbeiten, 16th edition, München

B-C-LAW1 Business Law (Wirtschaftsrecht)

Semester	7
Duration of module	1 Semester
Type of module	Core
How frequently is the module offered	Annually
Admission requirements	Successful completion of the first two years of study at partner university (module: Credits Earned at Partner University, First half)
Transferability of the module to other programmes	None
Responsible professor/ Module coordinator	Prof. Dr. Markus Conrads, Building 17, Room 013, Tel.: 07121/271-3080 markus.conrads@reutlingen-university.de
Teaching language	German
Credits (ECTS)	5
Total work load	150 h (60 h contact, 90 h self-study)
Contact hours per week	4 SWS
Examination/ Type of assessment	Presentation (100%)
Weighting of Grade within overall programme	5/200
Learning outcomes	<p>After the successful completion of the module the students should have developed the following competences</p> <ul style="list-style-type: none"> 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 learning objectives	LG3: During the course students coming from different countries compare in a seminar thesis they prepare in a group work different legal systems with each other
Contents/ Indicative syllabus	The lecture is on international sales law: The internationally unified CISG is compared to the domestic substantive law in Spain, England, Italy, France, USA, Germany, Austria and Switzerland. The students shall understand the basic differences between national and international legal transactions by comparing the national substantive laws to the CISG. Furthermore students repeat the content of lectures they visited at the partner university and are confronted with the law applicable in international transactions. They are also informed about basic differences in national commercial law that are practically important in international transactions, like formation of contract in civil and

	common law legal systems, implementation and validity of terms and conditions, penalties, liquidated damages and limitation of liability.
Teaching and learning methodology	Interactive lectures and case studies.
Indicative reading list	<p><u>Preparatory reading:</u></p> <ul style="list-style-type: none"> • Conrads, M. (2017): Internationales Kaufrecht, De Gruyter Oldenbourg, Berlin/Boston • Conrads, M. and F. Schade (2011): Internationales Wirtschaftsprivatrecht, Oldenbourg, München

B-C-STR1 Strategic Management (Strategisches Management)

Semester	7
Duration of module	1 Semester
Type of module	Core
How frequently is the module offered	Annually
Admission requirements	Successful completion of the first two years of study at partner university (module: Credits Earned at Partner University, First half)
Transferability of the module to other programmes	None
Responsible professor/ Module coordinator	Prof. Dr. Ditmar Hilpert Building 2, Room 312, Tel.: 07121/271-3007 ditmar.hilpert@reutlingen-university.de
Teaching language	German
Credits (ECTS)	5
Total workload	150 h, (60 h contact, 90 h self-study)
Contact hours per week	4 SWS
Examination/ Type of assessment	Continuous assessment (e.g. project assignment, individual presentation or paper) (50%) and two hour written examination (50%)
Weighting of Grade within overall programme	5/200
Learning outcomes	<p>After the successful completion of the module the students should have developed the following competences:</p> <ul style="list-style-type: none"> • Professional competences: To understand and discuss the environment and background of today's managers, to analyze processes and methods for developing strategies (e.g. military vs. business strategy, SWOT/GAP-analysis, portfolios) • Methodological competences: To develop a perspective about business processes, to understand the ways in which a company can create and sustain competitive advantages, to formulate, communicate, implement and control effective business strategies, to understand by haptic managements games the problems occurring in companies • Social competences: To use oral communication skills to discuss and formulate alternative business strategies and model with peers, to evaluate own contribution to the success of a group (management games) • Personal competences: To encourage students to develop their own business ideas, to be able to evaluate strategies, to manage change in an evolving business context
Course specific contributions to AoL learning objectives	LG2: to understand and discuss the environment and background of today's international manager´s tasks // LG3: to analyze processes and methods for developing strategies; to develop a perspective about business processes, to understand the ways in which a company can create and sustain competitive advantages // LG4: to formulate, communicate, implement and control effective business strategies; to encourage students to develop their own business

	ideas, to be able to evaluate strategies, to manage change in an evolving business context
Contents/ Indicative syllabus	The environment of today's managers, processes and methods for developing strategies, visions, missions, value and competitive advantages, strategists and managers in the context of time, corporate objectives, experience curve, shareholder value approach, customer satisfaction, tutorials and management games.
Teaching and learning methodology	Interactive subject, guest lectures, case studies and management-games.
Indicative reading list	<p><u>Preparatory reading:</u></p> <ul style="list-style-type: none"> • Fink, D. (2003): Management Consulting, 2nd edition, Vahlen, München • Friedag, H.; Schmidt, W. (2007): Balanced Scorecard, 3rd edition, Haufe, Planegg/München • Nöllke, M. (2004): So managt die Natur, Haufe, Planegg/München <p><u>In-depth reading:</u></p> <ul style="list-style-type: none"> • Simon, H. (2005): Die heimlichen Gewinner, 5th edition, Campus, Frankfurt/Main • Scheuss, R. (2008): Handbuch der Strategien, Campus, Frankfurt/Main <p>Additional readings will be recommended in class.</p>

B-C-STR2 Advanced Qualitative and Quantitative Concepts in International Management
(Fortgeschrittene qualitative und quantitative Konzepte im Internationalen Management)

Semester	8
Duration of module	1 Semester
Type of module	Core
How frequently is the module offered	Annually
Admission requirements	Successful completion of the first two years of study at partner university (module: Credits Earned at Partner University, First half) as well as core module Mandatory Internship II
Transferability of the module to other programmes	None
Responsible professor / Module coordinator	Prof. Dr. Christina Kühnl Building 5, Room 211, Tel.: 07121/271-3034 christina.kuehnl@reutlingen-university.de
Lecturers	Prof. Dr. Christoph Binder Prof. Dr. Rainer Kämpf Prof. Dr. Christina Kühnl Prof. Dr. Günther Reiter Prof. Dr. Stephan Seiter Prof. Dr. Philipp von Carlowitz
Teaching language	German
Credits (ECTS)	8
Total work load	240 h (60 h contact, 180 h self-study)
Contact hours per week	4 SWS
Examination/ Type of assessment	Oral examination (100%)
Weighting of Grade within overall programme	8/200
Learning outcomes	<p>After the successful completion of the module the students should have developed the following competences</p> <ul style="list-style-type: none"> • Professional competences: Students know core aspects of management in all major areas. They know how to apply core concepts in different situations. They have a deeper and more comprehensive understanding of relevant aspects of international management and interfaces between core disciplines. • Methodological competences: Students have fundamental knowledge in major topics of international management. They are able to effectively reproduce content and methodologies acquired as well as to apply them in relevant business settings. Students can cope with a relevant set of content; prioritize it according to individual needs in specific business settings.

	<ul style="list-style-type: none"> • Social competences: Students have acquired solid individual working skills and have a strong ability to work and learn individually and in teams as well as to express themselves in group discussions. • Personal competences: Students have self-confidence and more solid understanding of core aspects of international management. They can independently define individual knowledge gaps and proactively address them by individual training.
Course specific contributions to AoL learning objectives	LG2: Students discuss and reflect on business examples from an intercultural perspective // LG4: students read, discuss, evaluate, transfer, and apply domain-specific insights to case studies and guest lectures. The oral examination contributes to the assessment of this learning goal.
Contents/ Indicative syllabus	This capstone course covers relevant aspects of international management studies and allows students to get a more solid comprehensive view and understanding of core elements of their management studies. Areas covered are e.g. theories of economics, principles and concepts of accounting and corporate finance as well as marketing, methodologies to support core business analysis and understanding of core concepts e.g. in strategy, production etc.
Teaching and learning methodology	Lectures, seminar-style group discussions and case studies as well as coached reading
Indicative reading list	A detailed reading list for all topics will be provided during the semester.

B-C-ETH1 Business Ethics (Wirtschaftsethik)

Semester	7
Duration of module	1 semester
Type of module	Core
How frequently is the module offered	Annually
Admission requirements	Successful completion of the first two years of study at partner university (module: Credits Earned at Partner University, First half)
Transferability of the module to other programmes	None
Responsible professor/ Module coordinator	Prof. Dr. Arjan Kozica Building 5, Room 208, Tel.: 07121/271-3134 arjan.kozica@reutlingen-university.de
Lecturers	Prof. Dr. Bernd Banke Prof. Dr. Maud Schmiedeknecht
Language	German
Total number of credits	5
Total work load	150 h (60 h contact, 90 h self-study)
Contact hours	4 SWS
Examination/ Type of assessment	Two hour examination based on Ethics content (70%) and a group presentation on Ethics content (30%)
Weighting of Grade within overall programme	5/200
Learning outcomes	<p>After the successful completion of the course the students should have developed the following competences</p> <ul style="list-style-type: none"> Professional competences: understand and discuss the relevance of ethics and CSR in society and business life and the limitations of our “industrial way of life” in the context of the natural environment and globalization (awareness). Ability to analyse ethical business challenges based on theories (analysis). Familiar with the main tools and instruments to apply ethics in business situations (implementation). Methodological competences: discuss and develop complex ethical concepts in real-life situations and apply tools. Social competences: refine their oral and written communication skills; improve their ability to work in teams under time pressure; give and receive feedback by fellow students in a structured manner Personal competences: take the initiative for a responsible and future oriented behaviour in society and business.
Course specific contributions to AoL learning objectives	<p>LG 3: The lecture develops the awareness of students about ethical challenges in business practice by case analysis, enables students to analyze business situations from a moral point of view by discussing fundamental ethical theories and further enables students to solve ethical challenges in business practice by discussing approaches for implementing ethics/CSR in business operations with case studies.</p> <p>This makes it possible to assess LG3 with presentations in this module.</p>

<p>Contents/ Indicative syllabus</p>	<ul style="list-style-type: none"> • Most important conflicts and struggles in business operations and their embeddedness in society, institutional fields, organizations, and individual behaviors. • Stakeholder perspective and the analysis of specific business operations based on stakeholder analysis • Key actors in the field of CSR and business ethics and their roles • Normative theories of business ethics (discourse or Kantian ethics; applied ethics like business ethics, engineering ethics, ...) • Concepts and theories like CSR, sustainability management • Tools for improving ethical behavior in business operations (e.g. reward systems; compliance structures, norms)
<p>Teaching and learning methodology</p>	<p>Interactive lecture</p>
<p>Miscellaneous</p>	<p>None</p>
<p>Indicative reading list</p>	<ul style="list-style-type: none"> • Crane, A./Matten, D. (2016): Business Ethics: Managing Corporate Citizenship and Sustainability in the Age of Globalization, 4th edition Oxford University Press, Oxford • Trevino, L./Nelson, K. (2017): Managing business ethics, 7th edition, Oxford University Press, Oxford

B-C-POM1 Logistics (Logistik)

Semester	5
Duration of module	1 Semester
Type of module	Core
How frequently is the module offered	Annually
Admission requirements	Successful completion of the first two years of study at partner university (module: Credits Earned at Partner University, First half)
Transferability of the module to other programmes	None
Responsible professor/ Module coordinator	Prof. Dr. Rainer Kämpf Building 5, Room 207, Tel.: 07121/271-3004 rainer.kaempf@reutlingen-university.de
Teaching language	German
Credits (ECTS)	3
Total work load	90 h (30 h contact, 60 h self-study)
Contact hours per week	2 SWS
Examination/ Type of assessment	Two written assessment in small teams counting 50% each
Weighting of Grade within overall programme	3/200
Learning outcomes	<p>After the successful completion of the module the students should have developed the following competences:</p> <ul style="list-style-type: none"> Professional competences: Understanding of structure, processes and Information Technology of supply chains and logistical systems (supply chain design, layout planning, procurement); Software solutions for these problems (ERP, transportation problems, location problems) Methodological competences: application of different planning methods in logistics: process planning, transport and warehouse planning, network scheduling Social competences: Improving oral and written communication skills as well as ability to work in teams under time pressure; Ability to understand intercultural problems and handle them. Personal competences: Ability to understand and assess the importance of Logistics in the context of international enterprises and supply chain
Course specific contributions to AoL learning objectives	LG3: Reflection of ethical issues; ethical aspects included in cases // LG4: Application of theory to case studies; transfer and application of interdisciplinary and module-specific concepts and methods using examples
Contents/ Indicative syllabus	Elements, structures and processes of logistics systems; design of supply chains. Concepts, methods and tools for supply chain management (SCM). Information management and technology in logistics environment. Application of planning and optimization methods in logistics.
Teaching and learning methodology	Interactive lectures, case studies

Miscellaneous	Excursion, guest lectures
Indicative reading list	<p><u>Preparatory reading:</u></p> <ul style="list-style-type: none"> • Baumgarten, H. and J. Weber (1999): Handbuch Logistic, Schäfer-Poeschel, Stuttgart. • Brumme, H., Schröter, N., and I. Schröter (2010): Supply Chain Management und Logistik; Kohlhammer, Stuttgart. • Kummer, S.; Grün, O.; Jammerneegg, W. (2013): Grundzüge der Beschaffung, Produktion und Logistik, Pearson-Verlag, München. <p><u>In-depth reading:</u></p> <ul style="list-style-type: none"> • Werner, H. (2003): Supply Chain Management, Gabler, Wiesbaden <p>Further reading will be recommended in class.</p>

B-C-POM2 Production Management (Produktionsmanagement)

Semester	7
Duration of module	1 Semester
Type of module	Core
How frequently is the module offered	Annually
Admission requirements	Successful completion of the first two years of study at partner university (module: Credits Earned at Partner University, First half)
Transferability of the module to other programmes	None
Responsible professor/ Module coordinator	Prof. Dr. Rainer Kämpf Building 5, Room 207, Tel.: 07121/271-3004 rainer.kaempf@reutlingen-university.de
Teaching language	German
Credits (ECTS)	3
Total work load	90 h (30 h contact, 60 h self-study)
Contact hours per week	2 SWS
Examination/ Type of assessment	Two-hour written examination (100%)
Weighting of Grade within overall programme	3/200
Learning outcomes	After the successful completion of the module the students should have developed the following competences: <ul style="list-style-type: none"> Professional competences: Understanding of structures, processes and tools in production environment including product lifecycle, production planning and scheduling and quality management. Methodological competences: Understanding and application of production planning methods (material management, capacity planning, shop floor scheduling) Social competences: Improving oral and written communication skills as well as the ability of working in teams with respect to time constraints Personal competences: Ability to understand and assess the importance of Production Management in the context of international enterprises
Course specific contributions to AoL learning objectives	LG3: Discussion and reflection of ethical issues included in cases // LG4: Application of theory to case studies; transfer and application of interdisciplinary and module-specific concepts and methods using examples
Contents/ Indicative syllabus	Organisation and processes in production environment, methods and tools for production planning, scheduling and quality management.
Teaching and learning methodology	Interactive lectures and case studies
Miscellaneous	Excursion, guest lectures
Indicative reading list	<u>Preparatory reading:</u>

- Gienke, H. and R. Kämpf, (2007): Handbuch Produktion, Hanser Verlag, München.
- Kummer, S., Grün, O. and Jammerneegg, W. (2013): Grundzüge der Beschaffung, Produktion und Logistik, Pearson-Verlag, München.

In-depth reading:

- Steven, M. (2007): Handbuch Produktion, Kohlhammer Verlag, Stuttgart
- Thonemann, U. (2005): Operations Management, Pearson-Verlag, München.

Further reading will be recommended in class.

B-C-INT2 Mandatory Internship II (Pflichtpraktikum II)

Semester	6 (5 and 7)
Duration of module	1 Semester
Type of module	Core
Courses included in the module	Preparation for Internship II (Semester 5) Mandatory Internship II (Semester 6) Colloquium on Internship II (Semester 7)
How frequently is the module offered	Annually
Admission requirements	Successful completion of the first two years of study at partner university (module: Credits Earned at Partner University, First half)
Transferability of the module to other programmes	None
Responsible professor/ Module coordinator	Prof. Dr. Ditmar Hilpert Building 2, Room 312, Tel.: 07121/271-3007 ditmar.hilpert@reutlingen-university.de
Total number of ECTS	20
Examination/ Type of assessment	Assessment of the work or project results by supervisor on site. Work Experience Report (independently formulated script) of at least 20 pages, with 20 minute presentation and tutorial.

B-C-INT2.1 Preparation for Mandatory Internship II (Praktikumsvorbereitung II)

Lecturers	Prof. Dr. Ditmar Hilpert
Teaching language	German
Semester	5
Total work load	60 h, (15 h contact, 45 h self-study)
Contact hours per week	1 SWS
Weighting of Grade within overall programme	ungraded
Learning outcomes	After the successful completion of the course the students should have developed the following competences: <ul style="list-style-type: none"> Professional competences: To recognize the importance of rhetorical concerns, such as audience and purpose, to develop basic skills related to grammar, mechanics, and style, to be able to organize and run any kind of meeting Methodological competences: Principles of communication, body language, presenting to an audience, dealing with critical situations in communication Social competences: To learn the complexity of network structure in a living organization/company, to perform and to excel in an organization/company

	<ul style="list-style-type: none"> Personal competences: Independent composition of a curriculum vitae and letter of application, to be able to work successful in an internship environment
Course specific contributions to AoL learning objectives	LG2: To recognize the importance of rhetorical concerns, such as international audience // LG3: to learn the complexity of international network structure in a living organization/company, to perform and to excel in an organization/company // LG4: to develop basic skills related to grammar, mechanics, and style, to be able to organize and run any kind of meeting; to set up an independent composition of a curriculum vitae and letter of application, to be able to work successful in an internship environment
Contents/ Indicative syllabus	Principles of communication, body language, presenting to an audience, dealing with critical situations in communication and presenting personal information in a curriculum vitae.
Teaching and learning methodology	Interactive seminar
Miscellaneous	None
Indicative reading list	<ul style="list-style-type: none"> Molcho, S. (2006): ABC der Körpersprache, Ariston, München Reichel, W. and Reulein, D. (2005): Erfolgreiche Musterbewerbungen und Lebensläufe, Goldmann, München Seifert, J.W. (2004): Visualisieren, Präsentieren, Moderieren, 21st edition, Gabal Verlag, Offenbach

B-C-INT2.2 Mandatory Internship II (Pflichtpraktikum II)

Lecturers	Prof. Dr. Ditmar Hilpert
Teaching language	German
Credits (ECTS)	
Total work load	450 h self-study
Contact hours per week	None
Weighting of Grade within overall programme	ungraded
Learning outcomes	<p>After the successful completion of the second mandatory internship, students should have developed the following competences:</p> <ul style="list-style-type: none"> Professional competences: To learn to apply the basic knowledge acquired during their studies to simplify practical problems in business enterprises or organizations, and to understand better the practical relevance of the acquired abstract knowledge. Methodological competences: WIL (Work Integrated Learning) experience by internship for at least 20 weeks; Learning by Doing Social competences: Insights should be gained into real business issues, and the socio-economic dimensions of decision-making processes should be understood Personal competences: To work in individual departments of a business enterprise, organization, or government body, to complete complex projects, or parts of such projects, under supervision, to report

	and/or present project results to management responsible for the project or the department. Involvement in operational or organizational work processes.
Course specific contributions to AoL learning objectives	LG2: To learn to apply the basic knowledge acquired during their studies to simplify practical problems in international business enterprises or organizations, and to understand better the practical relevance of the acquired abstract knowledge // LG3: to work in individual departments of a business enterprise, organization, or government body, to complete simple projects, or parts of projects, under supervision // LG4: to report and/or present project results to management responsible for the project or the department. Involvement in operational or organizational work processes.
Contents/ Indicative syllabus	Work in individual departments of a business enterprise, organisation, or government body. Independent processing of simple projects, or parts of projects, under supervision. Report and/or presentation of project results to management responsible for the project or the department. Involvement in operational or organisational work processes. Presentations about the internship with regard to tasks and responsibilities for projects assumed, solutions developed and knowledge gained in the process.
Teaching and learning methodology	Learning by doing
Miscellaneous	None
Indicative reading list	n.a.

B-C-INT2.3 Colloquium on Mandatory Internship II (Kolloquium Pflichtpraktikum II)

Lecturers	Prof. Dr. Günther Reiter
Teaching language	German
Semester	7
Total work	90 h (15 h contact, 75 h self-study)
Contact hours per week	1 SWS
Weighting of Grade within overall programme	Ungraded for ESB Business School degree; some partner institutions required grade
Learning outcomes	<p>Concise and structured presentation of tasks assumed or projects carried out during the second Internship using professional methods. Assessment of learning results or knowledge gained during the second Internship. Critical analysis of work processes and problem-solving methods in the organizational unit in which the Internship was served and formulation of approaches for improvement.</p> <ul style="list-style-type: none"> Professional competences: To be able to give a structured presentation of the projects the students worked on during their second internship. To show how advanced academic knowledge can be transferred to real problems in a company or an organization. Become an idea on structures and processes in profit and non-profit organizations. Methodological competences: Transfer advanced academic problem solving methods and instruments to more complex real problems in business. Structure real problems/situations in a way to make problem solving instruments and approaches applicable. Be able to apply project management instruments to manage complex projects outside the academic world. To summarize the impressions an experiences

	<p>from a longer work experience in a written report, to give an oral presentation on it.</p> <ul style="list-style-type: none"> • Social competences: Improve written and oral communication as well as presentation skills on a higher level. Integrate yourself in a team and work together in a team with experienced professionals. Give and receive feedback by experienced colleagues and by managers. • Personal competences: To derive personal consequences from the work experience in an organization. To become a more detailed idea of own talents and job perspectives and to communicate it in a clear and structured manner. Preparation for a later career in a company or a non-profit organization.
Course specific contributions to AoL learning objectives	LG 2: Students reflect on their challenges in working in different cultural country-specific and company-specific environments // LG 3: Students elaborate on specific tasks and results within their mandatory internship and reflect on ethical implications // LG 4: Students present their independent contributions to specific projects and reflect on applying managerial concepts to business situations
Contents/ Indicative syllabus	Presentation of their “work experience report” with the most important insights gained in the internship including: the organization, tasks or projects completed, most important work results, learning success and suggestions for improvement for the decision-making and solution-seeking processes of the organization concerned. Follow-up tutorial.
Teaching and learning methodology	Independent formulation, presentation, and tutorial.
Miscellaneous	None
Indicative reading list	n.a.

B-C-PRO Bachelor Thesis (Bachelorarbeit)

Semester	8
Duration of module	1 semester
Type of module	Core
How frequently is the module offered	Annually
Admission requirements	Successful completion of the first two years of study at partner university (module: Credits Earned at Partner University, First half) as well as core module Mandatory Internship II
Transferability of the module to other programmes	None
Responsible professor/ Module coordinator	Prof. Dr. Jörg Naeve Building 5, Room 222a, Tel.: 07121/271-3071 joerg.naeve@reutlingen-university.de
Lecturers	All professors
Language	German / English
Total number of credits	12
Total work load	360 h self-study
Contact hours	None
Examination/ Type of assessment	Bachelor thesis (100%)
Weighting of Grade within overall programme	12/200
Learning outcomes	After the successful completion of the module the students should have developed the following competences: <ul style="list-style-type: none"> Professional / methodological competences: extract key information elements from a comprehensive / extensive research field and structure, prepare and present the findings Social / personal competences: organize oneself through 5 month project
Course specific contributions to AoL learning objectives	LG4: Students defining a suitable research question, which they attempt to answer by guided self-study with a stress on adequate methodology, thorough use of the relevant literature and a focus on applicability of the results. This makes it possible to assess this learning goal at this point.
Contents/ Indicative syllabus	Individual – depending on topic and research method chosen
Teaching and learning methodology	Preparation and presentation of process
Miscellaneous	None
Indicative reading list	Depending on topic Guidelines for writing academic papers at ESB Business School Current version https://relax.reutlingen-university.de/course/view.php?id=7029

Electives (Wahlpflichtmodule)

B-E-CL1 Communication Skills and Intercultural Competence – Business German (Kommunikationsfähigkeiten und Interkulturelle Kompetenz – Wirtschaftsdeutsch)

Semester	5
Duration of module	1 semester
Type of module	Elective, mandatory for non-native German speakers
Courses included in the module	Communication Skills and Intercultural Competence (Business German) Colloquium International Matters
How frequently is the module offered	Annually
Admission requirements	Successful completion of the first two years of study at partner university (module: Credits Earned at Partner University, First half)
Transferability of the module to other programmes	None
Responsible professor/ Module coordinator	Prof. Dr. Niamh O'Mahony Building 17, Room 113, Tel.: 07121/271-3028 niamh.omahony@reutlingen-university.de
Total number of ECTS	5
Examination/ Type of assessment	Continuous assessment + active participation (50%), two-hour written examination (50%)

B-E-CL1.1 Communication Skills and Intercultural Competence – Business German (Kommunikationsfähigkeit und Interkulturelle Kompetenz - Wirtschaftsdeutsch)

Lecturers	Ms. U. Heim-Cycon Ms. Christine Kreher Ms. Veronika Kronfeld-Hein Ms. Franziska Schröder
Teaching language	German
Credits (ECTS)	4
Semester	5
Total work load	120 h (60 h contact, 60 h self-study)
Contact hours per week	4 SWS
Weighting of Grade within overall programme	4/200
Learning outcomes	After successful completion of the module the students should have developed the following competences: <ul style="list-style-type: none"> Professional competences: an understanding of the workings of the German economy, business culture and business style in Germany. Expansion of business vocabulary relevant to the business modules studied by them on the business side of their degree program. Improved oral and written skills in German. Advanced German grammar

	<p>knowledge. Job application documentation and interview skills in German.</p> <ul style="list-style-type: none"> • Methodological competences: Presentation skills both individual and group. • Social competences: Improved communication skills (oral and written) and ability to work under time pressure in the foreign language in intercultural groups. • Personal competences: the confidence to apply for jobs in German-speaking countries in the area of international management.
Course specific contributions to AoL learning objectives	LG1: Students are provided with oral/written German skills to help them to follow and participate in their German business lectures/classes and apply for an internship in Germany. LG2: Students are made aware of the context within which German business functions.
Contents/ Indicative syllabus	Insight into the German economy and business culture in Germany. Business vocabulary relevant to the business modules studied by students in the second half of their studies. Improvement of grammar, pronunciation, written and oral German. Job applications, interviews and presentations. Levels B1 – B2 of the Common European Framework of Languages will be offered.
Teaching and learning methodology	Reading, writing, listening comprehension, role plays, discussions, presentations, interviews, group work, peer-learning.
Indicative reading list	<ul style="list-style-type: none"> • Weekly newspapers: FAZ, DIE ZEIT, Der Spiegel u.a. • Dreyer, H. and Schmitt, R. (2007): Lehr- und Übungsbuch der deutschen Grammatik, Hueber, München • Fiegler-Poyet, M., Straub, B., Thiele, P. (2008). Das Testbuch Wirtschaftsdeutsch, Deutsch als Fremdsprache in der Wirtschaft. Langenscheidt: Berlin und München • Buscha, A., Matz, J., Raven, S., Szita. (2016). Entscheidungen. Deutsch als Geschäfts- und Verhandlungssprache. Schubert-Verlag:Leipzig <p>Further reading will be recommended in class</p>

B-E-CL1.2 Colloquium International Matters (Fachkolloquium Internationales)

Lecturers	All program directors of all IMX-links
Teaching language	German
Credits (ECTS)	1
Semester	5
Total work load	30 h (15 h contact, 15 h self-study)
Contact hours per week	1 SWS
Weighting of Grade within overall programme	1/200
Learning outcomes	<p>After successful completion of the module the students should have developed the following competences:</p> <ul style="list-style-type: none"> • Professional competences: Understand and use different approaches to integrate oneself in new environment, particularly with regards to new working styles, teaching methods as well as setting of daily priorities for successful studies

	<ul style="list-style-type: none"> • Methodological competences: Transfer theoretical principles of intercultural management and communication by real life experience in a new, foreign environment • Social competences: Active participation and integration in a new environment, setting own priorities, reduce barriers e.g. in talking in a foreign language as well as driving own priorities to be successful in studies as well as internship • Personal competences: Independently define own mode of integration, identification of gaps e.g. in language competencies and overcome barriers to address those gaps in an effective and efficient manner
Course specific contributions to AoL learning objectives	LG1: Group mentoring sessions and selected follow-up meetings with individual students to work and discuss on their current situation as well as improvement potential on language competencies. // LG2: Group mentoring sessions where students express their challenges living and learning in a new cultural environment as well as feedback from mentor as well as peers regarding measures to further facilitate adaption and integration process
Contents/ Indicative syllabus	The colloquium covers relevant aspects of successful integration in a foreign environment. Individual and group mentoring sessions with students coming or going abroad will facilitate this process e.g. with regards to understanding of lectures, planning of courses, working methodologies, infrastructure as well as integration in a new environment.
Teaching and learning methodology	Group as well as individual mentoring sessions, on a case-by-case basis student presentations and short essays
Indicative reading list	n/a

B-E-CL2 International Negotiations (Internationale Verhandlungsführung)

Semester	5
Duration of module	1 Semester
Type of module	Elective
How frequently is the module offered	Annually
Admission requirements	Successful completion of the first two years of study at partner university (module: Credits Earned at Partner University, First half)
Transferability of the module to other programmes	None; available for exchange students
Responsible professor/ Module coordinator	Prof. Dr. Arjan Kozica Building 5, Room 208, Tel.: 07121/217-3134 arjan.kozica@reutlingen-university.de
Lecturers	Prof. Dr. Nello Gaspardo Prof. Dr. Markus Conrads
Teaching language	English
Credits (ECTS)	5
Total work load	150 h (60 h contact, 90 h self-study)
Contact hours per week	4 SWS, blocked within one week
Examination/ Type of assessment	Three or maximum four people form a group, prepare and simulate an international negotiation with a professor and one assistant. Preparation time: 60 min.; Examination time: 60 min. Examination description <ul style="list-style-type: none"> • Preparation: The group has to prepare the simulation with the professor and one assistant. Students have to understand the content of the case, the cultural situation and main goals of the examination. They have to create an offering company, assigning a specific role to each participant, developing a suitable strategy and finally to prepare a business negotiation. The major target of the preparation is creating a homogeneous group, showing social competence and professional skills • Examination: Students have to inform, convince and persuade the professor and his/her assistant by presenting the company, the negotiation strategy in a persuasive way under consideration of particular intercultural situation. Students have to underline their professional competence, international awareness, apply the appropriate negotiation tools and tactics and finally appearing compact, brilliant and convincing by responding and arguing. They have to respect their own functions, integrate their arguments in the global strategy
Weighting of Grade within overall programme	5/200
Learning outcomes	International business, especially where prolonged business negotiations are involved, is fraught with difficulties. Apart from practical and technical problems, national psychology and cultural characteristics frequently interfere during the communicative approach between business people. Equally important are business etiquette and cultural awareness. Main goals:

	<ul style="list-style-type: none"> • Knowledge: Participants will acquire and apply theoretical and methodological knowledge techniques. Managing contracting negotiations in an international context and knowing how to achieve goals under consideration of the given situation, communication climate and balance of power between negotiators. Including the major interests of all negotiators to adopt the most appropriate communication technique. • Professional competences: Participants will learn to behave in a professional attitude and behaviour in an international context. Students will learn how to apply the main negotiation tools, the appropriate tactics and negotiation techniques. • Methodological competences: Students will train to choose and apply their communicative approach using attentive listening technique, observing behaviour – verbal and nonverbal cues - of the counterpart and employing the most suitable negotiation methodology • Social competences: The negotiation is a social interaction per se. Participants will acquire a show a strong social awareness in intercultural situations. Communicating, negotiating and acting with people of different cultural background, different values, attitude and behaviour, mentality, language, rituals, etiquette and communicative approach. Students will get familiar with different ways to establish relationship and doing business. • Personal competences: Developing personal ability to understand and negotiate successfully with international business partners. Employing social competence and intercultural awareness to appear professional, acting determined and competent.
<p>Course specific contributions to AoL learning objectives</p>	<p>LG 2: Students demonstrate empathy, intercultural awareness as well as understanding of verbal and nonverbal language in different countries applying different negotiation techniques in short business cases. // LG 4: Within authentic business cases, students understand and successfully apply major negotiation techniques to both achieve business goals and establish good and trustworthy relationships with business partners.</p>
<p>Contents/ Indicative syllabus</p>	<p>How to negotiation: Negotiation techniques: The weak/soft negotiation style; the hard/dominant negotiation style; the balance negotiation style. International negotiation. The most important steps of international transactions. Major sources of conflict of international negotiation: verbal, para verbal and non-verbal communication. Managing challenging situations in an international context</p> <p>What to negotiate: Management of contractual relations: standard business terms; negotiation process; conclusion of contract; subject matter and performance of contract.</p>
<p>Teaching and learning methodology</p>	<p>Interactive, case simulations, individual homework and group work.</p>
<p>Indicative reading list</p>	<p>A tailor-made manuscript will be distributed.</p> <ul style="list-style-type: none"> • Conrads, M. (2017): Internationales Kaufrecht. UN-Kaufrecht mit rechtsvergleichenden Bezügen, De Gruyter, Oldenburg • Croach, N. (2004): Mexicans & Americans: Cracking the Cultural Code. Nicolas Brealey Publishing, London • Fisher, R.; Shapiro, D. (2006): Beyond reason. Using Emotions as You Negotiate. Random House Business Books, London • Gaspardo, N.: Von harten Hunden und hyperaktiven Affen. Der richtige Umgang mit Menschen im Beruf und Alltag, UVK Verlagsgesellschaft mbH – Konstanz, 2018

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| | <ul style="list-style-type: none">• Gesteland, R. (1999): Cross-Cultural Business Behavior. Copenhagen Business School Press, Copenhagen• Hofstede, G. (2006): Culture and Organizations; Intercultural Cooperation and its Importance for Survival, Profile Books, London• Levine, R. (1997): Geography of Time. Basic Books, New York• Lewis, R., D. (2006): When Cultures Collide. A Major New Edition Of The Global Guide. Nicholas Brealey, London• Münscher, R., Hormuth, J. (2013): Vertrauensfallen im internationalen Management. Hintergründe, Beispiele, Strategien. Springer Gabler• Schroll-Machl, S. (2005): Doing Business with Germans. Their Perception. Our Perception. 2nd Edition, Vandenhoeck & Ruprecht, Göttingen• Rothlauf, J. (2009): Interkulturelles Management, 3rd edition, Oldenburg, München |
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B-E-BUS1 Leadership in a Change Management Process (Führung in Change Management Prozessen)

Semester	8
Type of module	Elective
How frequently is the module offered	Annually
Admission requirements	Successful completion of the first two years of study at partner university (module: Credits Earned at Partner University, First half) as well as core module Mandatory Internship II
Transferability of the module to other programmes	None; available for exchange students
Responsible professor/ Module coordinator	Prof. Dr. Arjan Kozica Building 5, Room 208, Tel.: 07121/271-3134 arjan.kozica@reutlingen-university.de
Lecturers	Prof. Dr. Nello Gaspardo Building 17, Room 114, Tel.: 07121/217-3043 nello.gaspardo@reutlingen-university.de
Teaching language	English
Credits (ECTS)	5
Total work load	150 h (60 h contact, 90 h self-study)
Contact hours per week	4 SWS (blocked within one week, 6 days)
Examination/ Type of assessment	<p>Oral examination: A group of maximum ten students represents two different companies that have to merge to survive on strong competitive market. The two groups have to prepare the examination separately, distribute roles and competence, preparing a power point presentation and a strategy how to merge. Duration of the examination: 3 hours plus 40 minutes feedback from professor. Examination description</p> <ul style="list-style-type: none"> • First part: The two groups have to introduce the companies (30 minutes each). Participants have to demonstrate their ability do present the status quo in a clear, precise and concise form, using visuals such as power point in an appropriate way. Percentage weighting for the exam 30 %. • Second part: After the presentation of the status quo, participating students have to know each other personally. Getting together to create a personal relationship with the counterpart to overcome stereotypes and prejudices. This single participant has to create the prerequisites for a long-term tight relationship and trust with the counterpart. Percentage weighting for the exam 10 %. • Third part: The two companies have to choose the appropriate communicative approach and arguments to merge. Each student has to apply the acquired personal, methodological, personal and social competence how to merge with a strong competitor. Participants have to show how they face controversial topics and find a win-win solution for a strong merger. Percentage weighting for the exam 60 %. • Final feedback from professor (40 minutes)

Weighting of Grade within overall programme	5/200
Learning outcomes	<p>Internationally operating companies have entered the global market in order to remain competitive to search for new business opportunities. To fulfil these tasks companies need leaders. The leadership process involves the use of authority to help determine group or organizational goals, to motivate organizational members for their work and to influence group dynamic and organizational culture.</p> <ul style="list-style-type: none"> • Professional competences: Students will learn to discover and improve their personal skills, such as communication skills and empathetic approach in order to motivate and convince colleagues, employees and subordinates especially during the change management process. • Methodological competences: Students will train to choose appropriate arguments to inform, convince – rational process - and persuade – emotional process - interlocutors. They will be able to distinguish and integrate manager’s skills and leader’s attitude and behaviour in changing situations. Selecting the methodological and chronological communicative approach according to the goals, situation, personal skills of people and organizational goals. • Social competences: Leading is primarily a social interaction. Acquiring social competence in an intercultural milieu also, represents one of the most important targets of this elective. Knowing the partner by improving listening techniques, using empathy, employing the main elements of the emotional intelligence to touch rational understanding and emotions of people. • Personal competences: Participants will learn and train to listen attentively, to react ad hoc, to motivate subordinates and colleagues by using a persuasive communicative approach. They will learn to apply personal skills by improving listening communication, to speak confidently, to motivate partners by solving conflicts, and overcoming resistance against change. Finally students will praxis ho to lead <i>challenging</i> people in <i>delicate</i> situations such as change management. Developing personal skills – charisma – to create followers.
Course specific contributions to AoL learning objectives	<p>LG2: Students exercise the empathetic approach to understanding emotional intelligence in business case scenarios (both individually and in small international teams) // LG3. Students become aware of the change management process and understand why people resist to it. By applying appropriate tools, students learn how to overcome rational and emotional obstacles during delicate change // LG4: Students employ appropriate tools to lead and deal with challenging individuals using charisma and a persuasive attitude during different stages of change management processes.</p>
Contents/ Indicative syllabus	<p>Major parts of the course are: communication and presentation technique. ability to select and use best arguments to convince and persuade people in a given context. Knowing main leadership techniques and leadership styles. Building trust. Choosing appropriate leadership models in controversial situations. Dealing successfully with different and challenging people – colleagues, subordinates or executives. Using empathetic approach to understand and motivate people. Giving feedback to people of different generations. Leading people in a change management process.</p>
Teaching and learning methodology	<p>Case studies, interactive with continuous simulations, individual homework and cooperation in groups.</p>
Indicative reading list	<p>A tailor-made manuscript will be distributed.</p>

	<ul style="list-style-type: none"> • Blanchard, K. (2010): Leading at a Higher Level, Blanchard on Leadership and Creating High Performing Organizations; Blanchard Management Corporation, New Jersey • Brooks, I. (2009): Organizational behaviour – individuals, groups and organisation, 4th edition, FT Prentice Hall, Harlow • Covey, S.R. (1999): Principle-Centred Leadership. Franklin Covey Co., Simon & Schuster, London • Dessler, G. (2001): Management – Leading people and organizations in the 21st Century, 2nd edition. Prentice Hall, New Jersey • Gaspardo, N. (2018): Von harten Hunden und hyperaktiven Affen. Der richtige Umgang mit Menschen im Beruf und Alltag, UVK Verlagsgesellschaft mbH, Konstanz. • Goleman, D., McKee, A. (2018): HBR Emotional Intelligence. Boxed Set (6 books), Harvard Business Review, Harvard Business School Press • Harvard Business School (2004): Harvard Business Essentials – Creating Teams with and Edge, Harvard Business School Press, Boston • Messick, D., Kramer, M., Roderick, M. (2005): The Psychology of Leadership – New Perspectives and Research, Lawrence Erlbaum Associates, New Jersey • Nickols, F. (2006): Change Management: A Primer. Available at: http://www.nickols.us/change.pdf • Richard, T.; Clarck, M. (2006): Dilemmas of Leadership. Routledge, New York • Robbins, S.P. (2005): Essentials of Organizational Behaviour, 8th edition. Pearson Prentice Hall, New Jersey • Seliger, R. and Tolchinsky, P.D. in Schloemer, S. and Tomaschek, N. (2010): Leading in Complexity, New Ways of Management; Carl-Auer, Heidelberg
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B-E-BUS2 Internationalization of Business Activities (Internationalisierung von Geschäftsaktivitäten)

Semester	7
Duration of module	1 semester
Type of module	Elective
How frequently is the module offered	Annually
Admission requirements	Successful completion of the first two years of study at partner university (module: Credits Earned at Partner University, First half)
Transferability of the module to other programmes	None
Responsible professor/ Module coordinator	Prof. Dr. Philipp von Carlowitz Building 5, Room 210, Tel.: 07121/271-3017 philipp.von-carlowitz@reutlingen-university.de
Teaching language	German
Credits (ECTS)	5
Total work load	150 h (60 h contact, 90 h self-study)
Contact hours per week	4 SWS
Examination/ Type of assessment	Two presentations, weighting 50% of total grade each.
Weighting of Grade within overall programme	5/200
Learning outcomes	After the successful completion of the module the students should have developed the following competences: <ul style="list-style-type: none"> • Professional competences: gain knowledge on African economies and doing business in lesser developed countries; thinking and acting in foreign cultures; development of coherent and implementable business concepts; development of decision-making skills • Methodological competences: development of a business model, internationalization of business and all its different facets • Social competences: refine oral and written communication skills; give and receive feedback by fellow students in a structured manner • Personal competences: skills in dealing with complex issues, presentation skills
Course specific contributions to AoL learning objectives	LG4: In a case study type setting, management concepts are applied to develop a specific business model for a start-up company when entering an Emerging Market
Contents/ Indicative syllabus	<ul style="list-style-type: none"> • Business Model development incl. case • African economies and doing business in Africa • Globalization and market entry and development • Internationalization of SME – what is different • Internationalization of Supply Chains • Finding the right location <p>Students will be asked to develop a business model for a small start-up company producing solar run appliances (esp. lamps) for the African market.</p>

	In general the structure of this elective is in each session: the first part is a lecture, second part is a case study
Teaching and learning methodology	Lectures, group work, case studies and discussions.
Miscellaneous	Guest lecture (tbc)
Indicative reading list	<p>Recommended reading:</p> <ul style="list-style-type: none"> • Chatterjee, S. (2013). Simple Rules for Designing Business Models, in: California Management Review, Vol. 55, No. 2, pp. 97-124. • Schallmo (2013). Geschäftsmodelle entwickeln. SpringerGabler Verlag, Wiesbaden • Zott, C.; Amit, R.; Massa, L. (2011). The Business Model: Recent Developments and Future Research, in: Journal of Management, Vol. 37, No. 4, pp. 1019-1042. • Zott, C.; Amit, R. (2013). The business model. A theoretically anchored robust construct for strategic analysis, in: Strategic Organization. Vol. 11, No. 4, pp. 403-411. <p>Various HBR case studies; further relevant readings will be distributed in class.</p>

B-E-RES1 Research Project (Studentisches Forschungsprojekt)

Semester	8
Duration of module	1 semester
Type of module	Elective
How frequently is the module offered	Annually
Admission requirements	Successful completion of the first two years of study at partner university (module: Credits Earned at Partner University, First half) as well as core module Mandatory Internship II Application letter
Transferability of the module to other programmes	None
Responsible professor/ Module coordinator	Prof. Dr. Arjan Kozica Building 5, Room 208, Tel.: 07121/271-3134 arjan.kozica@reutlingen-university.de
Lecturers	Prof. Dr. Rolf Daxhammer Prof. Dr. Clemens van Dinther Prof. Dr. Christina Kühnl Prof. Dr. Arjan Kozica Prof. Dr. Philipp von Carlowitz
Teaching language	German
Credits (ECTS)	5
Total work load	150 h (60 h contact, 90 h self-study)
Contact hours per week	4 SWS
Examination/ Type of assessment	Continuous assessment consisting of a written documentation of research output and group presentation
Weighting of Grade within overall programme	5/200
Learning outcomes	After the successful completion of the module the students should have developed the following competences: <ul style="list-style-type: none"> Professional competences: Participants have an in-depth understanding about how to conduct research projects. Especially, they understand epistemological and methodological approaches and their link to theoretical and empirical research questions. They understand the institutional environment of research and are able to identify appropriate research strategies for different research challenges. During their specific research project the students further develop in-depth knowledge about their research area. Methodological competences: Students are able to structure identified research questions, to transfer them into manageable reach designs and to conduct the research process. They are able to craft written research findings into publishable formats. Further, they are able to condense research findings into clear research presentations. Social competences: Students develop their competencies to work in teams, to collaboratively deal with complex research questions and to organize the common knowledge finding process.

	<ul style="list-style-type: none"> Personal competences: Students develop their critical and reflexive competencies, and their ability to cope with high levels of ambiguity. They are better able to structure complex problems, to find solutions for generating new scientific insights, and to strive in complex and uneasy situations for specific research outputs. Further, they are able to present and defend their research findings.
Course specific contributions to AoL learning objectives	<p>LG2: Organized small groups of 3 or 4 students, the students elaborate a research question, collect data and author a written research output (conference paper, third party funding proposal). Based on the varying specific question, the students substantially deepening their global perspective by addressing a globally/intercultural relevant research question. // LG3: Organized small groups of 3 or 4 students, the students elaborate a research question, collect data and author a written research output (conference paper, third party funding proposal). Based on the varying specific question, the students substantially deepening their ethical perspective by addressing an ethically relevant research question. // LG4: Organized small groups of 3 or 4 students, the students elaborate a research question, collect data and author a written research output (conference paper, third party funding proposal). Based on the varying specific question, the students substantially deepening their problem-solving skills by addressing a practically relevant research question.</p>
Contents/ Indicative syllabus	<p>The module develops the ability of engaged and high performing students to conduct research projects. Students learn how to contribute to existing research projects (primarily at ESB Business School) by identifying a specific research question within the existing project, collecting and analyzing data and writing a distinctive research output (like journal oriented working paper, research report, book chapter, proposal for third party funding).</p> <p>Specific contents are:</p> <ul style="list-style-type: none"> - Institutional structure of research - Epistemology and methodology - Research process - Conducting a research project - Crafting research projects - Presenting research findings
Teaching and learning methodology	Interactive group work and seminars
Miscellaneous	None
Indicative reading list	<ul style="list-style-type: none"> Ang, Siah Hwee (2014). Research Design for Business & Management, Sage Publications: London. Van de Ven, Andrew H. (2007). Engaged scholarship. A guide for organizational and social research. Oxford University Press: Oxford.

B-E-MAR1 Services Marketing (Dienstleistungsmarketing)

Semester	5
Duration of module	1 Semester
Type of module	Elective
How frequently is the module offered	Annually
Admission requirements	Successful completion of the first two years of study at partner university (module: Credits Earned at Partner University, First half)
Transferability of the module to other programmes	None; available for exchange students
Responsible professor/ Module coordinator	Prof. Dr. Marco Schmäh Building 5, Room 213a, Tel.: 07121/271-3018 marco.schmaeh@reutlingen-university.de
Teaching language	English
Credits (ECTS)	5
Total work load	150 h (60 h contact, 90 h self-study)
Contact hours per week	4 SWS
Examination/ Type of assessment	Seminar paper (100%)
Weighting of Grade within overall programme	5/200
Learning outcomes	<p>After the successful completion of the module the students should have developed the following competences</p> <ul style="list-style-type: none"> • Professional competences: critically discuss the relevance and success factors of services management for different business models; recapitulate and apply the value based selling concept in complex business to business services sales situations; understand the importance of calculating and capturing the value of a service solution • Methodological competences: develop a pricing/negotiation strategy; synthesize complex information for an executive C-level service sales presentation; transfer and apply theoretical sales knowledge to real-life business cases • Social competences: refine their oral communication skills; improve their ability to work in small teams under time pressure in order to solve a given complex service sales situation; give and receive feedback by fellow students in a structured manner • Personal competences: develop the ability to think and act proactively as well as customer oriented; understand and reflect the own personality and try to decode the personality of other persons
Course specific contributions to AoL learning objectives	LG 4: Students explore core drivers of service processes and learn management concepts for the marketing of complex B2B service products . They learn what consequences on service processes derive from the special characteristic of the service product. They construct a team paper for a specific B2B service problem (incl. presentations).
Contents/ Indicative syllabus	Tasks and addressees of the annual account; corporate sustainability and balance sheet interpretations; balancing according to German GAAP; balancing according to IAS/IFRS; balance sheet analysis and policy

Teaching and learning methodology	Lectures (seminar character), preparing a presentation
Indicative reading list	<p><u>Core Literature</u></p> <ul style="list-style-type: none"> • Meffert, H., Bruhn, M. (2015): Dienstleistungsmarketing – Grundlagen, Konzepte, Methoden, Springer Gabler, Wiesbaden • Johnston, M., Marshall, G. (2016): Sales Force Management, McGraw Hill, New York <p><u>Additional Reading</u></p> <ul style="list-style-type: none"> • Lovelock, Ch., Wirtz, J. (2016): Services Marketing – People, Technology, Strategy, Pearson Prentice Hall, Upper Saddle River, New Jersey • Zeithaml, A., Bitner, M. (2017): Services Marketing – Integrating Customer Focus across the firm; McGraw Hill, New York

B-E-MAR2 Sports and Events Marketing (Sport- und Eventmarketing)

Semester	7
Duration of module	1 semester
Type of module	Elective
How frequently is the module offered	Not offered in 2019/20
Admission requirements	Successful completion of the first two years of study at partner university (module: Credits Earned at Partner University, First half)
Transferability of the module to other programmes	None
Responsible professor/ Module coordinator	Prof. Dr. Gerd Nufer Building 5, Room 5-108, Tel.: 07121/271-6011 gerd.nufer@reutlingen-university.de
Teaching language	German
Credits (ECTS)	5
Total work load	150 h (60 h contact, 90 h self-study)
Contact hours per week	4 SWS
Examination/ Type of assessment	Test (50%), Project (50%)
Weighting of Grade within overall programme	5/200
Learning outcomes	<p>After the successful completion of this module the students are able to:</p> <ul style="list-style-type: none"> • Understand and explain the specifications of both the sports and the event business. • Transfer, specify and apply business knowledge into sports and event management and marketing. • Solve complex practical tasks at the intersection of sports and business with interdisciplinary methods. • Discover and analyze current trends in sports and event marketing. • Solve complex practical case studies on sports and event marketing in interactive teamwork under realistic circumstances. • Present logical and convincing arguments and discuss topics on sports and event marketing responsibly on an expert level. • Write a scientific essay on sports and marketing on an expert level.
Course specific contributions to AoL learning objectives	LG 3: Detailed analysis by students contribute to ethical behavior: Students reflect upon the potential ethical consequences of sport management and sport marketing decisions. // LG 4: Group work on case studies and student presentations contribute to specific problem solving competencies: Students show understanding of complex problem structures; apply appropriate methods/tools/instruments for complex problems technically correct; develop relevant and viable solutions.
Contents/ Indicative syllabus	Deepening of marketing knowledge, broadening by new, innovative topics of sports and event marketing. Current topics from the following areas are covered: sports management, sports marketing, event marketing, event management, sports sponsorship, ambush marketing etc. The focus of the seminar may vary from semester to semester.

Teaching and learning methodology	Seminar or lectures in seminar style, illustrative practical examples, case studies, qualitative and quantitative test questions, exercises, project work, presentations and discussions.
Miscellaneous	If applicable guest lecturers, excursions, company presentations, company co-operations
Indicative reading list	<ul style="list-style-type: none"> • Bühler, A. and Nufer, G. (2010): Relationship Marketing in Sports, Elsevier/Butterworth-Heinemann, London • Bühler, A., and Nufer, G. (2014): International Sports Marketing, Principals and Perspectives, ESV, Berlin • Nufer, G. (2002): Wirkungen von Sportsponsoring. Empirische Analyse am Beispiel der Fußball-Weltmeisterschaft 1998 in Frankreich unter besonderer Berücksichtigung von Erinnerungswirkungen bei jugendlichen Rezipienten, ESV, Berlin • Nufer, G. (2018): Ambush Marketing im Sport. Grundlagen – Best Practice – Evaluation, 2nd edition, ESV, Berlin • Nufer, G. (2012): Event-Marketing und -Management. Grundlagen – Planung – Wirkungen – Weiterentwicklungen, 4th edition, Deutscher Universitätsverlag, Wiesbaden • Nufer, G. (2013): Ambush Marketing in Sports. Theory and Practice, RouHedge, London/New York • Nufer, G. and Bühler, A. (2012): Management im Sport. Betriebswirtschaftliche Grundlagen und Trends der modernen Sportökonomie, 3rd edition, ESV, Berlin • Nufer, G. and Bühler, A. (2013): Marketing im Sport. Grundlagen, Trends und internationale Perspektiven des modernen Sportmarketing, 3rd edition, ESV, Berlin • Nufer, G. and Bühler, A. (2015): Event-Marketing in Sport und Kultur. Konzepte - Fallbeispiele - Trends, ESV, Berlin

B-E-MAR3 Market Analysis (Marktanalyse)

Semester	7
Duration of module	1 Semester
Type of module	Elective
How frequently is the module offered	Annually
Admission requirements	Successful completion of the first two years of study at partner university (module: Credits Earned at Partner University, First half)
Transferability of the module to other programmes	None
Responsible professor/ Module coordinator	Prof. Dr. Tobias Schütz Building 5, Room 209, Tel.: 07121/271-3099 tobias.schuetz@reutlingen-university.de
Teaching language	German
Credits (ECTS)	5
Total work load	150 h (60 h contact, 90 h self-study/project work)
Contact hours	4 SWS (blocked)
Examination/ Type of assessment	Solution and presentation of a practical customer data analysis project
Weighting of Grade within overall programme	5/200
Learning outcomes	<p>After the successful completion of this module, the students are able to...</p> <ul style="list-style-type: none"> • Professional competences: thoroughly understand the process elements of a market research project (specifically order, relevance, time requirements, cost drivers, pitfalls, best practices); conduct a practical empirical research project from start to finish while considering the rules of scientific research • Methodological competences: display an advanced level of competence in data analysis methods (parametric Testing, ANOVA, Regression Analysis, Cluster Analysis, Factor Analysis, etc.); routinely wield IT tools employed within an empirical research project, specifically Open Project (project planning and project management), X-Mind (problem structuring), SoSci (online surveying), SPSS (data analysis) and PowerPoint (presentation writing) • Social competences: understand the complexities of working on marketing projects within a team environment; work in and manage peer teams with a high level of cultural heterogeneity • Personal competences: handle and manage client relationships with real corporate customers; present, sell and defend own research outcomes and the business implications derived
Course specific contributions to AoL learning objectives	LG 4: Student teams solving an empirical market research problem (problem analysis, choice of method, questionnaire design and programming, data gathering, analysis, interpretation, communication)
Contents/ Indicative syllabus	Basics of empirical research, hypothesis generation, questionnaire design, IBM SPSS and SPSS Syntax, data analysis (statistical testing, ANOVA, regression analysis, factor analysis, cluster analysis).

Teaching and learning methodology	Lectures (seminar character), individual project coaching sessions and regular milestone presentations with 360° feedback.
Miscellaneous	Teams of 3 students conduct a scientific research study project with the intention to achieve a course publication.
Indicative reading list	<ul style="list-style-type: none"> • Atteslander, P. (2010): Methoden der empirischen Sozialforschung, 13th edition, ESV, Berlin • Backhaus, E. et al (2018): Multivariate Analyse-methoden – ein anwendungsorientierte Einführung, 15th edition, Springer, Berlin • Sarstedt, M., Mooi, E.A. (2019): A Concise Guide to Market Research – The Process, Data, and Methods Using IBM SPSS Statistics, 3rd edition, Springer, Berlin • Sarstedt, M., Schütz, T. (2018): IBM SPSS Syntax – eine anwendungsorientierte Einführung, 3rd edition, Vahlen, München

B-E-MAR4 Brand Management (Markenführung)

Semester	8
Duration of module	1 semester
Type of module	Elective
How frequently is the module offered	Annually
Admission requirements	Successful completion of the first two years of study at partner university (module: Credits Earned at Partner University, First half) as well as core module Mandatory Internship II
Transferability of the module to other programmes	None
Responsible professor/ Module coordinator	Prof. Dr. Tobias Schütz Building 5, Room 209, Tel.: 07121/271-3099 tobias.schuetz@reutlingen-university.de
Lecturers	Prof. Dr. Pascal Mourier Tel.: 0177/273 23 03 pascal@mourier-online.de
Teaching language	German
Credits (ECTS)	5
Total work load	150 h (60 h contact, 90 h self-study)
Contact hours per week	4 SWS
Examination/ Type of assessment	Two hours written examination (60%), group project (40%)
Weighting of Grade within overall programme	5/200
Learning outcomes	<p>After having successfully completed the Brand Management seminar it is expected that the students should have developed several competences that can be resumed as follows:</p> <ul style="list-style-type: none"> • Professional competences: The module gives the students the opportunity to understand the relevant environmental elements (the landscape) of a brand, to understand why brands are nowadays so important in global business reality, how brands are becoming what they are, what brands are, what the ingredients are (brand framework), how to professionally manage them, to understand what is communication and how brands communicate, especially in regard to the current development of social networks. • Methodological competences: Through different teaching and learning methodologies the seminar gives the students the opportunity to apprehend the complexity of brands and through given frameworks (both theoretical and practical instruments used by global corporations) not only how to analyse such complex systems but also how to use the learnt knowledge in business life. The module is therefore giving a high level of methodological competences to enable the students to understand complexity in the contest of brand, to transfer knowledge in practical cases and to apply these fundamentals in their future business life.

	<ul style="list-style-type: none"> • Social competences: Since one of the learning axis is based upon workgroup which will be presented to the class (this is being part of the notation for 40%) the module gives to the students the opportunity to improve their ability to work in a team, to define with the other members of the team which topic the group is going to work upon, to organise the group, to take a role within the group and to assume also responsibility for the other members. This is taking place under time pressure since the groups have only a few weeks to perform and to deliver to the class the results under the form of a structured presentation as well as a written summary. • Personal competences: Through the above mentioned workgroup and the fact that the module is being very interactive the students have the chance and the opportunity in several situations to invest themselves in creating a piece of the knowledge that the module is producing. They become the chance to work in group, to have an impact on the others, to participate to the quality of the class, to articulate ideas and concepts, to ask questions to managers of global companies. The students become a framework to develop their strengths to interact in groups, improve their presentation competences and refine their oral as well as written communication skills.
<p>Course specific contributions to AoL learning objectives</p>	<p>LG 4: Students' regular analyses, discussions and development of suggestions to improvement observed brand management initiatives</p>
<p>Contents/ Indicative syllabus</p>	<p>The module covers:</p> <ul style="list-style-type: none"> • The landscape of brands (economic, social, demographic, etc.) • The trends and insights having already major influences on managing brands as we can observe them on the markets • The trends as social bodies - sociology of brands • A brand system framework - brand as a system (brand identity, symbiosis, brand relevance, continuity and performance) • The fundamentals of communication, communication in our modern societies, brand communication, introduction to neuro-marketing and influence and change driven by social medias
<p>Teaching and learning methodology</p>	<p>The seminar is built upon a methodology mix made of elements of lectures to transfer ground knowledge, concepts and structures and interactive elements. This is including the presentations of at least three actual brand cases through major global corporations like P&G, L'Oreal, Beiersdorf or Shell as well as cases analysis conducted by the students in workgroups</p>
<p>Indicative reading list</p>	<ul style="list-style-type: none"> • Aaker, D.A. (2012): Building Strong Brands, 4th edition, Simon and Schuster, New York • Barthes, R. (2010): Mythen des Alltags, Suhrkamp Verlag, Berlin • Baudrillard, J. (2007): Das System der Dinge; Über unser Verhältnis zu den alltäglichen Gegenständen, 3rd edition, Campus Verlag, Frankfurt am Main • Esch, F-R. (2017): Strategie und Technik der Markenführung, 9th edition, Verlag Franz Vahlen, München • Gladwell, M. (2002): Tipping Point, Back Bay Books, New York • Kapferer J-N (2012): The New Strategic Brand Management: Advanced Insights and Strategic Thinking, 5th edition, Kogan Page, London; Philadelphia • Lévi-Strauss, C. (1978): Traurige Tropen, Suhrkamp Verlag, Frankfurt • Luhmanns N. (1987): Soziale Systeme, Suhrkamp Verlag,

	<p>Frankfurt am Main</p> <ul style="list-style-type: none">• Ortega y Gasset, J. (2002): Der Aufstand der Massen, 2nd edition, Deutsche Verlags-Anstalt DVA, Stuttgart – München• Posselt, E. (2016): Marke neu denken, Springer Gabler, Wiesbaden• Ries, A. and Trout, J. (2011): Positioning: the Battle for Your Mind, McGraw-Hill, New York• Roberts, K. (2005): Lovemarks, The future beyond brands, Revised edition, Power House Books, New York• Sattler, H. (2013): Markenpolitik, 3rd edition, Kohlhammer, Stuttgart• Van Auken, B. (2003): Brand Aid, Amacom, New York• Zyman, S. (2000): The End of Marketing as we know it, Revised Edition, Harper Business, New York
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B-E-MAR5 Business to Business Marketing (Investitionsgütermarketing)

Semester	8
Duration of module	1 Semester
Type of module	Elective
How frequently is the module offered	Annually
Admission requirements	Successful completion of the first two years of study at partner university (module: Credits Earned at Partner University, First half) as well as core module Mandatory Internship II
Transferability of the module to other programmes	None
Responsible professor/ Module coordinator	Prof. Dr. Tobias Schütz Building 5, Room 209, Tel.: 07121/271-3099 tobias.schuetz@Reutlingen-University.de
Lecturers	Wolfgang Vogt Tel.: 0176/30478800 vogtwo@googlemail.com
Teaching Language	German
Credits (ECTS)	5 ECTS
Total work load	150 h (60 h contact, 90 h self-study)
Contact hours per week	4 SWS
Examination/ Type of assessment	Two hour written examination (100%)
Weighting of Grade within overall programme	5/200
Learning outcomes	<p>After the successful completion of the module the students should have developed the following competences:</p> <ul style="list-style-type: none"> Professional competences: critically discuss differences between Business to Business and Business to Consumer Marketing. Are able to develop marketing plans that fit into company strategies or provide input that influences changes in company strategies. Are able to judge on the quality of Business and Marketing Plans developed by others. Methodological competences: understand and are able to apply methods to analyze markets, market segments, buyers and competition, to define a clearly defined target audience and to recommend options to generate a competitive advantage and know how to measure success of these activities to continuously improve plans Social competences: refine their oral and written communication skills; improve their ability to work in teams under time pressure; give and receive feedback by fellow students in a structured manner Personal competences: take the initiative to convince a business owner to adapt business plans to changed market conditions, accept necessary changes to existing marketing plans or to support the development of new business or marketing plans.

Course specific contributions to AoL learning objectives	LG 4: Within a case study logic, the students apply marketing tools and frameworks under the specific conditions of the B2B environment
Contents/ Indicative syllabus	Market audit, strategic options to generate competitiveness, identify and address target audiences, understand buying behaviour, branding, value capture and strategic control, marketing of the offer, relationship management, control and change management.
Teaching and learning methodology	Face to face education, intensive discussions and regular case studies.
Miscellaneous	Practitioner presentations on current B2B marketing challenges of major industry players.
Indicative reading list	<ul style="list-style-type: none"> • Backhaus, K. and Voeth, M. (2014): Industriegütermarketing : Grundlagen des Business-to-Business-Marketings, 10th edition, München • Godefroid, P. and Pförtsch, W. (2009): Business to Business Marketing, 4th edition, Ludwigshafen • Kleinaltenkamp, M., Plinke, W. and Geiger, I. (2015): Fundamentals of Business-to-Business Marketing, Berlin • Osterwalder, A. and Pigneur, Y. (2011): Business Model Generation: Ein Handbuch für Visionäre, Spielveränderer und Herausforderer, Frankfurt • Osterwalder, A. et al (2015): Value Proposition Design: Entwickeln Sie Produkte und Services, die Ihre Kunden wirklich wollen, Campus Verlag, Frankfurt a.M. • Pförtsch, W. and Schmid, M. (2005): B2B Markenmanagement, München • Vogt, W. (2018): Schlankes Marketing für den Mittelstand, Springer Gabler, Wiesbaden

B-E-MAR6 Marketing-below-the-line – innovative Marketing (Marketing-below-the-line – Innovatives Marketing)

Semester	8
Duration of module	1 semester
Type of module	Elective
How frequently is the module offered	Annually
Admission requirements	Successful completion of the first two years of study at partner university (module: Credits Earned at Partner University, First half) as well as core module Mandatory Internship II
Transferability of the module to other programmes	None
Responsible professor/ Module coordinator	Prof. Dr. Gerd Nufer Building 5, Room 108, Tel.: 07121/271-6011 gerd.nufer@reutlingen-university.de
Teaching language	German
Credits (ECTS)	5
Total work load	150 h (60 h contact, 90 h self-study)
Contact hours per week	4 SWS
Examination/ Type of assessment	Test (40%), Presentation (60%)
Weighting of Grade within overall programme	5/200
Learning outcomes	<p>After the successful completion of this module the students are able to:</p> <ul style="list-style-type: none"> • Understand and explain the relevant tools of marketing communications. • Describe and explain the importance and specifications of innovative marketing within the marketing mix. • Outline and characterize the interdependences of above and below the line marketing communication. • Solve complex tasks in marketing communications above and below the line with interdisciplinary methods and models from psychology, sociology, medicine and other related disciplines. • Work individually and in teamwork on complex topics on marketing below the line. • Present logical and convincing arguments and discuss topics on marketing below the line responsibly on an expert level. • Write a scientific essay on an innovative marketing below the line topic on an expert level (using all skills gained while working on the bachelor thesis).
Course specific contributions to AoL learning objectives	LG 2: Focusing on a global dimension contributes to intercultural competence: Students reflect upon the cultural context and its complexities when making decisions in a global business environment. // LG 4: Student presentations contribute to specific problem solving competencies: Students show under-

	standing of complex problem structures; apply appropriate methods/tools/instruments for complex problems technically correct; develop relevant and viable solutions.
Contents/ Indicative syllabus	Deepening of marketing knowledge, broadening by new, innovative topics, especially of marketing communications. Current topics from the following areas are covered: advertising, marketing communications below the line, guerrilla marketing, ambush marketing, CRM, international branding. The focus of the seminar may vary from semester to semester.
Teaching and learning methodology	Seminar or lectures in seminar style, illustrative practical examples, case studies, project work, presentations and discussions.
Miscellaneous	If applicable guest lecturers, excursions, company presentations, company co-operations
Indicative reading list	<ul style="list-style-type: none"> • Belch, G.E. / Belch, M.A. (2014): Advertising and Promotion. An Integrated Marketing Communications Perspective, 10th edition, McGraw Hill, Boston • Levinson, C.J. (2018): Guerilla Marketing des 21. Jahrhunderts. Clever werben mit jedem Budget, 3rd edition, Campus, Frankfurt/Main • Nufer, G. (2018): Ambush Marketing im Sport. Grundlagen – Best Practice – Evaluation, 2nd edition, ESV, Berlin • Nufer, G. / Bühler, A. (2015): Event-Marketing in Sport und Kultur. Konzepte – Fallbeispiele – Trends, ESV, Berlin

B-E-MAR7 International Sales Management (Internationales Vertriebsmanagement)

Semester	7
Duration of module	1 semester
Type of module	Elective
How frequently is the module offered	Annually
Admission requirements	Successful completion of the first two years of study at partner university (module: Credits Earned at Partner University, First half)
Transferability of the module to other programmes	None
Responsible professor/ Module coordinator	Prof. Dr. Marco Schmäh Building 5, Room 213a, Tel.: 07121/271-3018 marco.schmaeh@reutlingen-university.de
Teaching language	German
Credits (ECTS)	5 ECTS
Total work load	150 h (60 h contact, 90 h self-study)
Contact hours per week	4 SWS
Examination/ Type of assessment	Seminar paper (100%)
Weighting of Grade within overall programme	5/200
Learning outcomes	<p>After the successful completion of the module the students should have developed the following competences</p> <ul style="list-style-type: none"> • Professional competences: critically discuss the relevance and success factors of services management for different business models; recapitulate and apply the value based selling concept in complex business to business sales situations; understand the importance of calculating and capturing the value of a solution • Methodological competences: develop a pricing/negotiation strategy; synthesize complex information for an executive C-level sales presentation; transfer and apply theoretical sales knowledge to real-life business cases • Social competences: refine their oral communication skills; improve their ability to work in small teams under time pressure in order to solve a given complex sales situation; give and receive feedback by fellow students in a structured manner • Personal competences: develop the ability to think and act proactively as well as customer oriented; understand and reflect the own personality and try to decode the personality of other persons
Course specific contributions to AoL learning objectives	LG4: Transfer and application of sales specific concepts and methods using examples and graded teamwork tasks (incl. presentations)
Contents/ Indicative syllabus	The students learn how to apply the Value Based Selling Concept to B2B markets. So they are able to give quantitative and qualitative value for the offered solution to the customer in B2B markets. They are able to derive which values are critically for which customer solutions. With the use of CRM tools they

	<p>know how to set up such a database and to fill it with the core content for sales processes.</p> <p>They learn how to apply the new institutional economics to the sales process and this means they are able to systematically present value information to the customer.</p> <p>Moreover, they learn how to structure knowledge within the sales processes. At the end of the day they analyse the customer needs and base their sales presentation and negotiation on sales theory.</p> <p>Within the course they learn how to apply motivation theories to motivate and bind the sales force.</p> <p>Finally they get to know their own personality profile with the latest methodology so they learn about their personality and their impact on others.</p>
Teaching and learning methodology	Lecture, case studies, role playing, group work, videos.
Miscellaneous	Guest Lecture of top sales trainers or Chief Sales Officers
Indicative reading list	<p>A reading list is given and contains the relevant literature of the course e.g.</p> <ul style="list-style-type: none"> • Backhaus, K., Voeth, M. (2014): Industriegütermarketing, 12th edition, Vahlen, München • Belz, C., Bieger, T. (2006): Customer Value, 2nd edition, Moderne Industrie, Landsberg am Lech, • Belz, M. , Reinhold, M. (2002): Internationales Vertriebsmanagement für Industriegüter, Ueberreuter, Berlin • Bußmann, W., Zupancic, D. (2008): Verkaufen von Profi zu Profi, Moderne Industrie, Landsberg am Lech, • Schmäh, M. (2008): Spitzenverkäufer und Value Selling - Anforderungen aus Kundensicht; in: Marketing Review St. Gallen, 3-2008, S. 38-42 • Schmäh, M., Kirchherr, M. (2006): Leistung Preis-Wert verkaufen, in: Absatzwirtschaft, 11/2006, S. 56-58 • Schmäh, M. (2006): Durchgängiges Value Based Marketing als Werttreiber im Systemgeschäft, in: THEXIS, Juli 2006, S. 38-42

B-E-FIN1 Transaction Advisory (Transaktionsberatung)

Semester	7
Duration of module	1 Semester
Type of module	Elective
How frequently is the module offered	Annually
Admission requirements	Successful completion of the first two years of study at partner university (module: Credits Earned at Partner University, First half)
Transferability of the module to other programmes	None
Responsible professor/ Module coordinator	Prof. Dr. Günther Reiter Building 5, Room 206, Tel.: 07121/271-3010 guenther.reiter@reutlingen-university.de
Lecturers	Jürgen Schmidt juergen.d.schmidt@de.ey.com
Teaching language	German
Credits (ECTS)	5
Total work load	150 h (60 h contact, 90 h self-study)
Contact hours per week	4 SWS
Examination/ Type of assessment	Two hour written examination (100%)
Weighting of Grade within overall programme	5/200
Learning outcomes	<p>After the successful completion of the module, the students should have developed the following competences:</p> <ul style="list-style-type: none"> Professional competences: understand the transaction processes and working steps, understand the different valuation methods, understand the elements of the Sale and Purchase agreement, understand transaction conditions in early stages and restructuring phases, understand accounting of business combinations under IFRS Methodological competences: analyze profit and loss, balance sheet and cash flow statement, analyze and comment on developments in the sections quality of earnings, cash flows and net assets, calculate enterprise values based on discounted cash flow and earnings methods, calculate and apply WACC, analyze IFRS accounting for acquisitions Social competences: enhance oral and written communication skills, able to participate in discussions about transaction issues in a structured manner Personal competences: ability to work with auditors and investment bankers
Course specific contributions to AoL learning objectives	LG 4: Complex cases studies focusing on M&A, students learn to structure and prioritize various aspects determining the transaction value of the involved companies.

Contents/ Indicative syllabus	Trends and developments in the areas of due diligence, restructuring, going public, valuation methods and transaction accounting.
Teaching and learning methodology	Lecture and case studies.
Indicative reading list	<ul style="list-style-type: none">• IDW (2018): WP Handbuch: Bewertung und Transaktionsberatung, Düsseldorf

B-E-FIN2 Investment Management (Wertpapiermanagement)

Semester	7
Duration of module	1 semester
Type of module	Elective
How frequently is the module offered	Annually
Admission requirements	Successful completion of the first two years of study at partner university (module: Credits Earned at Partner University, First half)
Transferability of the module to other programmes	None
Responsible professor/ Module coordinator	Prof. Dr. Rolf Daxhammer Building 5, Room 213, Tel.: 07121/271-3005 rolf.daxhammer@reutlingen-university.de
Teaching language	German
Credits (ECTS)	5
Total work load	150 h (60 h contact, 90 h self-study)
Contact hours per week	4 SWS
Examination/ Type of assessment	One hour written examination (1/3) and various small assessment throughout the semester (2/3)
Weighting of Grade within overall programme	5/200
Learning outcomes	<p>After the successful completion of the module the students should have developed the following competences</p> <ul style="list-style-type: none"> • Professional competences: Students will learn how to apply the principles of portfolio management and where their limitations are. At the end of the course they will be able to understand the complex interaction of different financial markets and the government is trying to regulate these markets. All topics will be discussed in the framework of Private and Investment Banking activities. Students will thus gain in insight into both professional environments. • Methodological competences: Students will learn how to give presentations in a professional environment and, at the end of the course, they will have learned how to build efficient portfolios applying statistical tools in excel. • Social competences: Students will refine their oral and written communication skills, improve their ability to work in teams under time pressure and give and receive feedback by fellow students in a structured manner. • Personal competences: Students will build their own portfolio and they will learn to explain the rationale behind their selection to a professional audience.
Course specific contributions to AoL learning objectives	LG 3: In student presentations the ethical implications of dealing with risky financial assets are addressed and discussed. Students are encouraged to use different perspectives when assessing the “profitability” of different financial asset classes. // LG4: Students practice valuation techniques for different asset classes; they compare different approaches of dealing with the riskiness of relevant cashflows.

Contents/ Indicative syllabus	Economics of financial markets, financial intermediaries and financial services, overview of financial markets, money markets, debt markets, equity markets, foreign exchange markets, security exchanges, asset management and behavioral finance.
Teaching and learning methodology	<p>Lectures: Interactive seminar-style lectures will create knowledge and understanding by discussing relevant textbook chapters.</p> <p>Cases/exercises will make sure that students get ample exposure to applying knowledge, making judgements and developing learning skills. The class will draw extensively on real life and close to real time cases or market developments.</p> <p>Presentations will help students improve their communication skills both with a professional and an academic target audience in mind.</p> <p>Online discussions will help students to react to current market developments in a very rapid manner to acquaint students with the speed of information processing in real financial markets.</p>
Miscellaneous	Online discussions, external presentations/field trips
Indicative reading list	<ul style="list-style-type: none"> ● Achleitner, A.-K. (2009): Handbuch des Investment Banking, Gabler, Wiesbaden ● Bodie, Z., Kane, A., Marcus, A. (2017): Investments, McGraw-Hill Publ.Comp., Chicago et al. ● Brealey, R. A., Myers, S. C., Allen, F. (2016): Principles of Corporate Finance, 9th edition, McGraw-Hill Higher Education, New York et al. ● Daxhammer, R.J., Resch, A., Schacht, O. (2018): IPO – an inside view, uvk, Konstanz-München ● Steiner, M., Bruns, Ch. (2017): Wertpapier-Management; Schäffer-Pöschel, Stuttgart

B-E-FIN3 Applied Econometrics (Angewandte Ökonometrie)

Semester	7
Duration of module	1 Semester
Type of module	Elective
How frequently is the module offered	Annually
Admission requirements	Successful completion of the first two years of study at partner university (module: Credits Earned at Partner University, First half)
Transferability of the module to other programmes	None; available for exchange students
Responsible professor/ Module coordinator	Prof. Dr. Sebastian Bunnenberg Building 5, Room 211 sebastian.bunnenberg@reutlingen-university.de
Teaching language	English
Credits (ECTS)	5
Total work load	150 h (60 h contact hours, 90 h self-study)
Contact hours per week	4 SWS
Examination/ Type of assessment	Take-home examination (30%) and final one hour exam (70%).
Weighting of Grade within overall programme	5/200
Learning outcomes	Sparking students' interest in empirical methods useful for research and practical work in many business sectors; endowing participants with an econometric toolbox for the analysis of panel data, quasi experiments, and real-world interventions; and equipping participants with a profound knowledge of data handling and programming skills in STATA.
Course specific contributions to AoL learning objectives	LG 4: The students sharpen their analytical skills by conducting, interpreting, and discussing different analysis of empirical data, such as panel data analysis, error clustering, and analyzing causal effects of treatments and interventions on markets and individuals.
Contents/ Indicative syllabus	In the lecture „Applied Econometrics“, students will learn how to apply fundamental statistical methods in empirical analyses in economics. The lecture and the exercises focus on the application of methods of cross-sectional and panel regression analysis in STATA. As these methods are essential tools in empirical research, the lecture prepares students for seminars and graduation theses in many fields of business and economics. The lecture focuses on the statistical methods and their applications in microeconomics and finance. The statistical assumptions underlying hypothesis tests and the impact of the violation of these assumptions are discussed, as well as the statistical and economic interpretation of estimation results in the context of specific applications. In the accompanying exercise, the students will apply these methods to fundamental empirical research questions in the context of microeconomics, capital markets, and public interventions, amongst others. As students will use STATA in the tutorial, this software will be introduced in the lecture as well. A personal STATA license is NOT required for the course; STATA is installed on a sufficient number of pool computers.

Teaching and learning methodology	Lectures and exercises
Indicative reading list	<p><u>Preparatory reading:</u></p> <ul style="list-style-type: none"> • Angrist, J.D., Pischke, J.-S. (2014): Mastering Metrics: The Path from Cause to Effect, Princeton University Press. <p><u>Main literature:</u></p> <ul style="list-style-type: none"> • Stock, J.H., Watson, M.W. (2015): Introduction to Econometrics, updated 3rd edition, Pearson. <p><u>In-depth reading:</u></p> <ul style="list-style-type: none"> • Angrist, J.D., Pischke, J.-S. (2008): Mostly Harmless Econometrics: An Empiricist's Companion, Princeton University Press • Greene, W.H. (2011): Econometric Analysis, 7th revised edition, Prentice Hall. • Hayashi, F. (2000): Econometrics, Princeton University Press • Wooldridge, J.W. (2010): Econometric Analysis of Cross Section and Panel Data, 2nd edition, The MIT Press.

B-E-FIN4 Risk Management (Risikomanagement)

Semester	7
Duration of module	1 semester
Type of module	Elective
How frequently is the module offered	Annually
Admission requirements	Successful completion of the first two years of study at partner university (module: Credits Earned at Partner University, First half)
Transferability of the module to other programmes	None
Responsible professor/ Module coordinator	Prof. Dr. Julia Brüggemann Building 5, Room 209, Tel.: 07121/271-3088 julia.brueggemann@reutlingen-university.de
Teaching language	German
Credits (ECTS)	5
Total work load	150 h (60 h contact, 90 h self-study)
Contact hours per week	4 SWS
Examination/ Type of assessment	1 hour written examination (30%), group project with written project report and presentation (70%)
Weighting of Grade within overall programme	5/200
Learning outcomes	<p>After the successful completion of the module the students should have developed the following competences</p> <ul style="list-style-type: none"> Professional competences: critically discuss the relevance and limitations of risk management for different institutions and settings; recapitulate and apply the overall ERM concept; use various risk identification frameworks in specific situations; calculate a Value-at-Risk/CFaR; use the Excel add-in @Risk for riskifying models; understand the profitability and risk drivers for a specific industry/company Methodological competences: develop a complex excel model incl. montecarlo simulation; synthesize complex quantitative information for a high-level presentation; transfer and apply theoretical knowledge to a real-life setting Social competences: refine their oral and written communication skills; further build ability to work in teams under time pressure Personal competences: take the initiative to convince a company to participate; further build time-management and project management skills
Course specific contributions to AoL learning objectives	LG3: students discuss the reasons for the failure of a company's risk cultures based on a case study // LG4: student conduct and present a risk identification in small international teams for a real-life company; based on the assessment, students model the key 3-5 risk with @risk and discuss potential measures to reduce or mitigate these key risks; based on this exercise students get an understanding of the value drivers for this particular company
Contents/ Indicative syllabus	The module covers the basics of risk management: risk definition, risk categories, risk and return, limitation of risk awareness, the enterprise risk management framework (ERM) including risk identification, risk measurement, risk

	documentation, risk strategy, risk organization, risk processes and risk culture as well as current topics in risk management.
Teaching and learning methodology	Lectures, risk modelling (with @Risk), case studies and group project.
Miscellaneous	External guest lecture (tbd)
Indicative reading list	<p>Recommended reading:</p> <ul style="list-style-type: none"> • Brüggemann, J., Binder, C., Högsdahl, N., (2017): Bei Entscheidungen Risiken berücksichtigen, Controlling & Management Review, No. 3, p. 64-69 • COSO (2017): Enterprise Risk Management – Integrating with Strategy and Performance, https://www.coso.org/Documents/2017-COSO-ERM-Integrating-with-Strategy-and-Performance-Executive-Summary.pdf • Vanini, U., (2012): Risikomanagement: Grundlagen - Instrumente, Unternehmenspraxis, Schäffer-Poeschl <p>Additional reading:</p> <ul style="list-style-type: none"> • Brüggemann, J., Binder, C., Högsdahl, N., (2017): Performance-Maße zur risikoadjustierten Steuerung, Controlling & Management Review, No. 4, p. 58-63 • Condamin, L, Louisot, J.-P., Naim, P. (2006): Risk quantification – Management, Diagnosis and Hedging, Wiley & Sons, Chichester • Crouhy, M., Galai, D., Mark, R., (2014): The Essentials of Risk Management, 2nd edition, McGraw-Hill, New York • Romeike, F. and Hager, P., (2013): Erfolgsfaktor Risikomanagement 3.0: Methoden, Beispiele, Checklisten – Praxishandbuch für Industrie und Handel, 3rd edition, Springer Gabler, Wiesbaden <p>A detailed script will be provided.</p>

B-E-FIN5 Behavioral Finance (Behavioral Finance)

Semester	8
Duration of module	1 Semester
Type of module	Elective
How frequently is the module offered	Annually
Admission requirements	Successful completion of the first two years of study at partner university (module: Credits Earned at Partner University, First half) as well as core module Mandatory Internship II
Transferability of the module to other programmes	None
Responsible professor/ Module coordinator	Prof. Dr. Rolf Daxhammer Building 5, Room 213, Tel.: 07121/271-3005 rolf.daxhammer@reutlingen-university.de
Teaching language	German
Credits (ECTS)	5
Total work load	150 h (60 h contact, 90 h self-study)
Contact hours per week	4 SWS
Examination/ Type of assessment	One hour exam (1/3) and various other assessments (e.g., assignments/quizzes, presentation) (2/3)
Weighting of Grade within overall programme	5/200
Learning outcomes	<p>After the successful completion of the module the students should have developed the following competences</p> <ul style="list-style-type: none"> • Professional competences: Students will learn why the concept of economic rationality has its limits in Financial Markets. They will understand the limits of neoclassical financial models. They will perform investment analyses based on a behavioral Prospect Theory approach. Students will be able explain phases of financial bubbles and list the most important ones. • Methodological competences: Students will learn how to give presentations in a professional environment and, at the end of the course, they will be able to understand the complex environment of financial decision making from a behavioral perspective. • Social competences: Students will refine their oral and written communication skills, improve their ability to work in teams under time pressure and give and receive feedback by fellow students in a structured manner. • Personal competences: Students will be involved in ongoing research projects like experiments and simulations. They will learn about research methodologies in a “hands on” fashion.
Course specific contributions to AoL learning objectives	LG 4: In groups of 2 students prepare research agendas which address the implications of introducing behavioral concepts into standard neoclassical financial theory. Thus they get a solid understanding for the limitations of some of the standard problem solving tools in investment management

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

B-E-MIS1 Business Intelligence (Business Intelligence)

Semester	5
Duration of module	1 semester
Type of module	Elective
How frequently is the module offered	Annually
Admission requirements	Successful completion of the first two years of study at partner university (module: Credits Earned at Partner University, First half)
Transferability of the module to other programmes	None
Responsible professor/ Module coordinator	Prof. Werner Glaser Building 17, Room 015, Tel.: 07121/271-3048 werner.glaser@reutlingen-university.de
Teaching language	German
Credits (ECTS)	5
Total work load	150 h (60 h contact, 90 h self-study)
Contact hours per week	4 SWS
Examination/ Type of assessment	Project „Solving business problems using Excel“ (50%) and project „Data base development using Access“ (50%)
Weighting of Grade within overall programme	5/200
Learning outcomes	After the successful completion of the module the students should have developed the following competences: <ul style="list-style-type: none"> • Professional competences: Ability to use Excel, develop a Data Base and combine Excel and Access for Business Intelligence applications • Methodological competences: Knowledge Excel and Access • Social competences: Team working and project planning • Personal competences: Self-organization and experience in working together
Course specific contribution to AoL learning objectives	LG4: The students learn how to solve business problems by using logical, mathematical and conceptual approaches of spreadsheet and/or database technique. They learn how to handle and to analyse data in different fields of applications.
Contents/ Indicative syllabus	<ul style="list-style-type: none"> • Solving business problems with Excel • Database management with Access • Development of relational databases with Access • Linking of Excel and Access to an integrated Business Intelligence Solution <p>The last two topics will be covered in projects at the computer by using the respective software (Excel, Access). The software will be introduced by working on small case examples.</p>
Teaching and learning methodology	Lectures / Projects using MS-Excel and MS-Access
Miscellaneous	None

Indicative reading list

- Doberenz, W. and Gewinnus, T. (2011): Access 2010 Programmierung, Köln
- Nelles, S. (2011): Excel 2010 im Controlling, Bonn
- Schüler, A. (2011): Finanzmanagement mit Excel, München
- Schwarze, J. (2010): Projektmanagement mit Netzplantechnik, 10th edition, Herne

B-E-MIS2 Systems & Solutions I (Systeme & Lösungen I)

Semester	5
Duration of module	1 semester
Type of module	Elective
How frequently is the module offered	Annually
Admission requirements	Successful completion of the first two years of study at partner university (module: Credits Earned at Partner University, First half)
Transferability of the module to other programmes	None
Responsible professor/ Module coordinator	Prof. Dr. Clemens van Dinther Building 5, Room 210, Tel.: 07121/271-3118 clemens.van_dinther@reutlingen-university.de
Lecturers	Prof. Dr. Clemens van Dinther Prof. Dr. Rainer Kämpf
Teaching language	German
Credits (ECTS)	5
Total work load	150 h (60 h contact, 90 h self-study)
Contact hours per week	4 SWS
Examination/ Type of assessment	Project studies (teamwork), presentations and/or text. Details to be provided in one of the first lectures
Weighting of Grade within overall programme	5/200
Learning outcomes	<p>Students learn to work with up to date concepts and methods in business. Students learn to select from a set of different solution approaches (e.g. Design Thinking, SCRUM, process definition, tools from logistic and manufacturing) and apply them to a practical project (in recent years this project was to implement and operate a cafeteria on Campus). Starting from the very beginning of a project including definition and idea generation we will work also on implementing and prototyping. The project work will be split into subtopics that are selected dependent on current trends and needs. After the successful completion of the module the students should have developed the following competencies:</p> <ul style="list-style-type: none"> • Professional competences: dependent on the project focus students learn to transfer and apply solution approaches (e.g. Design Thinking, SCRUM), simple prototyping in different business related areas (e.g. Finance, Operations, Marketing, IT). • Methodological competences: Students learn to select appropriate methods and apply them practical in a project. Thus, students are able to develop skills on finding appropriate business solutions in an increasing digitized business context. • Social competences: Improving oral and written communication skills as well as ability to work in teams under time pressure; Presentation skills; Working in project teams. • Personal competences: Ability to apply learned methods in practical-based case studies, working in international student teams.

Course specific contributions to AoL learning objectives	LG4: Transfer and application of interdisciplinary and modul-specific concepts and methods in a case study which includes a graded team presentation
Contents/ Indicative syllabus	Companies expect students to have understanding of business, operations and digital technology. In this course students work on current project topics bringing together these three perspectives. Students will work on solutions of business problems while applying appropriate concepts (e.g. Design Thinking, SCRUM, project planning, analytics, optimization, strategic games) and tools.
Teaching and learning methodology	Flipped classroom methods, workshops, cases/projects as well as the application of theory and use of practical tools.
Miscellaneous	Excursion, guest lectures
Indicative reading list	Handout core module MIS & PM. Case studies and system specific handout given by the lecturer. Further reading will be recommended in class.

B-E-MIS3 Systems & Solutions II (Systeme & Lösungen II)

Semester	8
Duration of module	1 semester
Type of module	Elective
How frequently is the module offered	Annually
Admission requirements	Successful completion of the first two years of study at partner university (module: Credits Earned at Partner University, First half) as well as core module Mandatory Internship II
Transferability of the module to other programmes	None
Responsible professor/ Module coordinator	Prof. Dr. Rainer Kämpf Building 5, Room 207, Tel.: 07121/271-3004 rainer.kaempf@reutlingen-university.de
Lecturers	Prof. Dr. Clemens van Dinther Prof. Dr. Rainer Kämpf
Teaching language	German
Credits (ECTS)	5
Total work load	150 h (60 h contact, 90 h self-study)
Contact hours per week	4 SWS
Examination/ Type of assessment	Project studies (teamwork), presentations and/or text. Details to be provided in one of the first lectures
Weighting of Grade within overall programme	5/200
Learning outcomes	<p>Students learn to work with up to date concepts and methods in business. Students learn to select from a set of different solution approaches (e.g. Design Thinking, SCRUM, process definition, tools from logistic and manufacturing) and apply them to a practical project (in recent years this project was to implement and operate a cafeteria on Campus). Starting from the very beginning of a project including definition and idea generation we will work also on implementing and prototyping. The project work will be split into subtopics that are selected dependent on current trends and needs. After the successful completion of the module the students should have developed the following competencies:</p> <ul style="list-style-type: none"> • Professional competences: dependent on the project focus students learn to transfer and apply solution approaches (e.g. Design Thinking, SCRUM), simple prototyping in different business related areas (e.g. Finance, Operations, Marketing, IT). • Methodological competences: Students learn to select appropriate methods and apply them practical in a project. Thus, students are able to develop skills on finding appropriate business solutions in a increasing digitized business context. • Social competences: Improving oral and written communication skills as well as ability to work in teams under time pressure; Presentation skills; Working in project teams. • Personal competences: Ability to apply learned methods in practical-based case studies, working in international student teams.

Course specific contributions to AoL learning objectives	Transfer and application of interdisciplinary and module-specific concepts and methods in a case study which includes a graded team presentation
Contents/ Indicative syllabus	Companies expect students to have understanding of business, operations and digital technology. In this course students work on current project topics bringing together these three perspectives. Students will work on solutions of business problems while applying appropriate concepts (e.g. Design Thinking, SCRUM, project planning, analytics, optimization, strategic games) and tools.
Teaching and learning methodology	Flipped classroom methods, workshops, cases/projects as well as the application of theory and use of practical tools.
Miscellaneous	Excursion, guest lectures
Indicative reading list	Handout core module MIS & PM. Case studies and system specific handout given by the lecturer. Further reading will be recommended in class.

B-E-MIS4 Smart Grid Economics (Smart Grid Economics)

Semester	7
Duration of module	1 semester
Type of module	Elective (in cooperation with the Karlsruhe Institute of Technology, KIT)
How frequently is the module offered	Annually
Admission requirements	Successful completion of the first two years of study at partner university (module: Credits Earned at Partner University, First half)
Transferability of the module to other programmes	None
Responsible professor/ Module coordinator	Prof. Dr. Clemens van Dinther Building 5, Room 210, Tel.: 07121/271-3118 clemens.van_dinther@reutlingen-university.de
Teaching language	German
Credits (ECTS)	5
Total work load	150 h (60 h contact, 90 h self-study)
Contact hours per week	4 SWS The lecture consists of two parts. Part one is a university-style lecture in cooperation with the Karlsruhe Institute of Technology (KIT) dependent on KIT's semester schedule (probably on a blocked basis). Students can either visit KIT or participate via remote connection. Part two takes place in Reutlingen limited to Reutlingen students only. In this part, students will work on preparatory and additional material as well as on exercises.
Examination/ Type of assessment	The examination type is project work, which includes different types of material (e.g. exercises, summary of scientific articles and discussions, written exam questions). Details to be provided beginning of semester.
Weighting of Grade within overall programme	5/200
Learning outcomes	After the successful completion of the module the students should have developed the following competences: <ul style="list-style-type: none"> • Professional competences: Understanding of economic, technical, and juridical aspects of the German Energiewende, especially of the Smart Grid • Methodological competences: Theories and Models, Application of modeling and problem solving • Social competences: Improving oral and written communication skills as well as the ability of working in organizational-spanning teams • Personal competences: Ability to understand and assess the importance the Energy system, Climate Change, Energy Economics and object oriented problem solving
Course specific contributions to AoL learning objectives	LG3: Discussing and reflecting ethical and societal issues regarding the Energy System, Climate and Information usage and data privacy // LG4: Application of economic theories in an Energy-Business and Economics Context; Reflection of organizational challenges resulting from the Energiewende; development of structured problem solving and algorithms

Contents/ Indicative syllabus	Introduction to changing energy systems, Demand side management, Modelling renewable generation, Strategies for Energy Management, Smart Grid Regulation, Charging coordination of electric vehicles, strategies for households in a smart grid environment
Teaching and learning methodology	Lectures, seminar work. student presentations
Indicative reading list	<p><u>Preparatory reading:</u></p> <ul style="list-style-type: none"> • Bund der Deutschen Industrie: Auf dem Weg zum Internet der Energie Der Wettbewerb allein wird es nicht richten. <p><u>In-depth reading:</u></p> <ul style="list-style-type: none"> • Articles from the Journal Energy Economics and Energy Policy <p>Further reading to be provided in class.</p>

B-E-POM1 Logistics (Logistik)

Semester	7
Duration of module	1 Semester
Type of module	Elective
How frequently is the module offered	Annually
Admission requirements	Successful completion of the first two years of study at partner university (module: Credits Earned at Partner University, First half)
Transferability of the module to other programmes	None
Responsible professor/ Module coordinator	Prof. Dr. Rainer Kämpf Building 5, Room 207, Tel.: 07121/271-3004 rainer.kaempf@reutlingen-university.de
Teaching language	German
Credits (ECTS)	5
Total work load	150 h (60 h contact, 90 h self-study)
Contact hours per week	4 SWS
Examination/ Type of assessment	2 teamwork studies (2-3 students) of given cases or topics, presentation and text counting 50% each.
Weighting of Grade within overall programme	5/200
Learning outcomes	<p>After the successful completion of the module the students should have developed the following competences:</p> <ul style="list-style-type: none"> • Professional competences: Understanding of principles, structures and processes within logistical system (concerning procurement, transport, warehouses and distribution) including necessary information technology; Ecological aspects of logistics • Methodological competences: Transfer and apply theoretical knowledge to practical experience; Working with case studies (Planning of warehouses, optimization of distribution structures, ecological optimization of supply chains) • Social competences: Improving oral and written communication skills as well as ability to work in teams under time pressure; Presentation skills • Personal competences: Ability to apply learned methods in practical-based case studies, working in international student teams <p>Additional to the core modules Production Management and Logistics this elective deepens Logistics know-how and capability to apply methods.</p>
Course specific contributions to AoL learning objectives	LG4: Transfer and application of interdisciplinary and modul-specific concepts and methods using cases which includes a graded team case study and a graded team presentation
Contents/ Indicative syllabus	Lectures of theoretical background, principles and methods concerning logistics of procurement, transport, warehouse and distribution including necessary information technology and processes. Different case studies, students have to work at in teams, to deepen their know-how and capability to apply.

Teaching and learning methodology	Lectures and case studies.
Miscellaneous	Excursion
Indicative reading list	<ul style="list-style-type: none"> • Brumme, H., Schröter, N., Schröter, I. (2010): Supply Chain Management und Logistik, Kohlhammer, Stuttgart. • Jacobi, C.; Hartel, D.; Wendik, H. (2004): Logistik Management, Emporias, München. • Kummer, S.; Grün, O.; Jammerneegg, W. (2013): Grundzüge der Beschaffung, Produktion und Logistik, Pearson, München. • Weber, J. (2002): Logistik & Supply Chain Controlling, Schäfer-Poeschel, Stuttgart. <p>Case studies and specific handout given by the lecturer. Further reading will be recommended in class.</p>

B-E-POM2 Lean Enterprise Management (Lean Enterprise Management)

Semester	7
Duration of module	1 Semester
Type of module	Elective
How frequently is the module offered	Annually
Admission requirements	Successful completion of the first two years of study at partner university (module: Credits Earned at Partner University, First half)
Transferability of the module to other programmes	None
Responsible professor/ Module coordinator	Prof. Dr. -Ing. Stephan Höfer Building 5, Room 213a, Tel.: 07121/271-3062 stephan.hoefer@reutlingen-university.de
Teaching language	German
Credits (ECTS)	5 ECTS
Total work load	150 h (60 h contact, 90 h self-study)
Contact hours per week	4 SWS
Examination/ Type of assessment	Two hour examination (100%)
Weighting of Grade within overall program	5/200
Learning outcomes	<ul style="list-style-type: none"> • Professional competency: After successfully attending this lecture, the participants should be able to understand the strong interrelationship between the elements within a supply chain network, the Lean Philosophy and the Lean Enterprise Management strategy and how to apply a large variety of tools and techniques to create lean value streams within manufacturing and administration • Methodological Competency: After successfully attending this lecture, the participants should be able to understand how to manage the process of change towards a lean enterprise and which tools can be used to face resistance against change right from the beginning. • Social Competency: After successfully attending this lecture, the participants should be able to reflect to which extend their personal behavior, the style of communication and the way addressing people is a key factor for the success of a lean project. • Personal Competency: "Lean starts with yourself". If you are not willing to question your own behavior, your own way of thinking and your own acting, it will be difficult to implement lean thinking in your organization." This is one of the key learning outcomes, which the participants should understand after having successfully completed this course.
Course specific contributions to AoL learning objectives	LG 4: In small international teams students analyze, discuss, and solve in each lecture business cases with lean tools and techniques. At the end of the course, students are confronted with a holistic business case. It is their task to apply both, lean administration and lean manufacturing to developed a concept to optimize a holistic supply chain based on lean principles.

Contents/ Indicative syllabus	Supply chain management, lean enterprise management, lean manufacturing, lean administration, seven steps toward a successful process optimization, management of change and facing resistance.
Teaching and learning methodology	Seminar style teaching with integrated case studies. After getting the theoretical background, the students will apply the learned subject in exercises and business cases. At the end of the course, it is the task of the students to act as consultants and to provide a concept for a holistic supply chain optimization. Therefore, all topics discussed before have to be applied. Based on this case, potential project management approaches will be discussed and ways to face resistance will be addressed.
Indicative reading list	<ul style="list-style-type: none"> • Bertagnolli, F. (2018): Lean Management. Springer Gabler Verlag • Chiarini, A. (2013): Lean Organization: from the Tools of the Toyota Production System to Lean Office. Springer Verlag • Goldratt, E. M., Cox, J. (2004): The Goal- A process of ongoing improvement. 20th Anniversary Edition. The North River Press, Great Barrington, MA,USA • Lunau, S. (2012): Six Sigma & Lean Toolset, 3. Auflage, Springer Verlag • May, C.; Schimek, P. (2008): Total Productive Management: Grundlagen und Einführung von TPM - oder wie Sie Operational Excellence erreichen, CETPM Publishing, Ansbach • Meier, D., Liker, J. (2007): Der Toyota Weg. Finanzbuchverlag, München • Regber, H., Zimmermann, K. (2007): Change Management in der Produktion. MI Fachverlag Landsberg • Womack, J. P., Jones, D. T. (2003): Lean Thinking – Banish Waste and Create Wealth in Your Corporation, B&T, 2 Rev Upd, Deutsche Übersetzung: Womack, J. P., Jones, D. T. (2004): Lean Thinking – Ballast abwerfen, Unternehmensgewinne steigern, Campus, Frankfurt/Main

B-E-POM3 Projects Production and Logistics (Projekte Produktion und Logistik)

Semester	8
Duration of module	1 Semester
Type of module	Elective
How frequently is the module offered	Annually
Admission requirements	Successful completion of the first two years of study at partner university (module: Credits Earned at Partner University, First half) as well as core module Mandatory Internship II
Transferability of the module to other programmes	None
Responsible professor/ Module coordinator	Prof. Dr. Rainer Kämpf Building 5, Room 207, Tel.: 07121/271-3004 rainer.kaempf@reutlingen-university.de
Teaching language	German
Credits (ECTS)	5
Total work load	150 h (60 h contact, 90 h self-study)
Contact hours per week	4 SWS
Examination/ Type of assessment	2 presentations of each project team. Grading by the lecturer taking into account company feedback.
Weighting of Grade within overall programme	5/200
Learning outcomes	<p>After the successful completion of the module the students should have developed the following competences:</p> <ul style="list-style-type: none"> Professional competences: Project-teams of 3-5 students solving realistic and actual problems of industrial companies in the area of production and logistics; Project based organization of the lectures; Working as an external consultant within production and logistics companies Methodological competences: Working as an international student project-team integrated in a company; Direct experience of processes, structures and social behavior in the company; Solving problems by application of specific methods and direct interaction to the employees; Experience of project-management in realistic environment Social competences: Ability to work in project-teams under time pressure; Presentation skills; Communication skills and social behavior within company structures Personal competences: Project and team experience in realistic application; Developing of results and acquiring project-specific knowledge – supported and coached by the lecturer - within very short time.
Course specific contributions to AoL learning objectives	LG4: Transfer and application of interdisciplinary and modul-specific concepts and methods in a industrial project which includes a graded team presentation
Contents/ Indicative syllabus	Working with realistic and actual problems of industrial companies, direct experience of processes, structures and social behavior in a company, working

	as an external consultant team, solving the problem by application of specific methods and direct interaction to the employees
Teaching and learning methodology	Working as a project team with internal and external project meetings Coaching by the lecturer Transfer of specific methods with workshops
Miscellaneous	Several visits to the involved companies.
Indicative reading list	Further reading depends on specific project task and will be recommended by the lecturer

B-E-ECO1 Environmental Economics (Umweltökonomie)

Semester	7
Duration of module	1 Semester
Type of module	Elective
How frequently is the module offered	Annually
Admission requirements	Successful completion of the first two years of study at partner university (module: Credits Earned at Partner University, First half)
Transferability of the module to other programmes	None
Responsible professor/ Module coordinator	Prof. Dr. Stephan Seiter Building 17, Room 012, Tel.: 07121/271-3008 stephan.seiter@reutlingen-university.de
Teaching language	German
Credits (ECTS)	5
Total work load	150 h (60 h contact, 90 h self-study)
Contact hours per week	4 SWS
Examination/ Type of assessment	Term paper (100%)
Weighting of Grade within overall programme	5/200
Learning outcomes	<p>After the successful completion of the module the students should have developed the following competences</p> <ul style="list-style-type: none"> • Professional competences: know and understand how environmental problems are caused by economic activities on a national and international level, comprehend and apply the concepts of external effects, public goods, common resources and natural monopolies, reflect and analyze the concepts internalization of external effects based on the approaches by Pigou and Coase, as well as the implications for environmental policy, analyze current environmental policy and environmental economic challenges on a national and international level, explore the basic ideas of public choice. • Methodological competences: analyze the environmental situation of economies, develop a strategy for environmental policy, write a report on a topic of environmental policy and generate a review of relevant economic indicators, work interdisciplinary by applying macroeconomic and microeconomics to the topics of the course, • Social competences: refine their oral and written communication skills; improve their ability to reflect political statements; give and receive feedback by fellow students in a structured manner • Personal competences: present and defend a self-developed environmental policy strategy, focus on key economic problems linked to environmental challenges.

Course specific contributions to AoL learning objectives	LG 3: Students understand and appreciate the relevance of a society's evaluation of the environment and its implications for environmental economic policy. // LG 4: Students reflect the importance of environmental policy for business decision.
Contents/ Indicative syllabus	The following contents are taught in class: from 'The Limits to Growth' to the 'Stern-Report', the relevance of externalities, public goods, common resources and natural monopolies, the internalization of externalities: Pigou taxes and Coase Theorem, environmental policy: principles and tools, an international perspective, the economics of resources and the value of the environment.
Teaching and learning methodology	Lectures, group work, case studies and discussions
Miscellaneous	2-3 field trips and e-learning.
Indicative reading list	<ul style="list-style-type: none"> • Feess, E. , Seelinger, A., (2013): Umweltökonomie und Umweltpolitik, 4th edition, Vahlen, München. • Meadows, D., Randers, J., Meadows, D. (2015): Grenzen des Wachstums - Das 30-Jahre-Update: Signal zum Kurswechsel, 5th edition, Schäffer-Poeschel, Stuttgart. • Stern, N. (2006): The Economics of Climate Change, http://web.archive.nationalarchives.gov.uk/20100407172811/http://www.hm-treasury.gov.uk/stern_review_report.htm • Wicke, L. (1993): Umweltökonomie, 4th edition, Vahlen, München. <p>Additional readings will distributed in class.</p>

B-E-ECO2 Energy Economics (Energiewirtschaft)

Semester	7
Duration of module	1 Semester
Type of module	Elective
How frequently is the module offered	Annually
Admission requirements	Successful completion of the first two years of study at partner university (module: Credits Earned at Partner University, First half)
Transferability of the module to other programmes	None
Responsible professor/ Module coordinator	Prof. Dr. Stephan Seiter Building 17, Room 012, Tel.: 07121/271-3008 stephan.seiter@reutlingen-university.de
Lecturers	Prof. Dr. Willi Weiblen willi@cweiblen.de
Teaching language	German
Credits (ECTS)	5
Total work load	150 h (60 h contact, 90 h self-study)
Contact hours per week	4 SWS
Examination/ Type of assessment	One hour written exam, project work with presentation
Weighting of Grade within overall programme	5/200
Learning outcomes	<p>After the successful completion of the module the students should have developed the following competences:</p> <ul style="list-style-type: none"> • Professional competences: know and understand the core characteristics of the energy industry, reflect the basics of energy laws as well as competition laws, comprehend the different challenges for energy supply on a regional, federal and European level as well as the impact of energy policy on energy industry, analyze the variety of renewable energies and the economical, technological as well as legal implications of feeding them into the energy network, recapitulate the economic and legal implications of the redemption of energy networks, explore current challenges in the energy industry. • Methodological competences: analyze the energy situation on regional, federal and European levels, work interdisciplinary by applying and linking the approaches taught in class to other fields of economics, such as social policy, • Social competences: refine their oral and written communication skills; improve their ability to reflect political statements and legal conditions; give and receive feedback by fellow students in a structured manner

	<ul style="list-style-type: none"> Personal competences: present and defend a concept of energy policy, focus on key economic problems linked to challenges in the energy industry.
Course specific contributions to AoL learning objectives	LG 3: Students reflect the environmental and social implications of energy policy. // LG 4: Students know the relevance of energy markets for managerial decisions.
Contents/ Indicative syllabus	The following contents are taught in class: introduction to the energy industry, energy law and basic competition law, regional, federal and European goals of energy policy, alternative energies and their feed-in, redemption of energy networks.
Teaching and learning methodology	Lectures, group work, case studies and discussions.
Miscellaneous	2-3 field trips and e-learning.
Indicative reading list	<ul style="list-style-type: none"> Ströbele, W., Pfaffenberger, W., Heuterkes, M. (2010): Energiewirtschaft: Einführung in Theorie und Politik, Vahlen, München <p>Relevant readings will be distributed in class.</p>

B-E-EC05 Growth and Development (Wachstum und Außenwirtschaft)

Semester	8
Duration of module	1 semester
Type of module	Elective
How frequently is the module offered	Annually
Admission requirements	Successful completion of the first two years of study at partner university (module: Credits Earned at Partner University, First half) as well as core module Mandatory Internship II
Transferability of the module to other programmes	None
Responsible professor/ Module coordinator	Prof. Dr. Stephan Seiter Building 17, Room 012, Tel.: 07121/271-3008 stephan.seiter@reutlingen-university.de
Teaching language	German
Credits (ECTS)	5
Total work load	150 h (60 h contact, 90 h self-study)
Contact hours per week	4 SWS
Examination/ Type of assessment	Term paper (100%)
Weighting of Grade within overall programme	5/200
Learning outcomes	<p>After the successful completion of the module the students should have developed the following competences</p> <ul style="list-style-type: none"> • Professional competences: know and understand the economic growth process of the German economy and the German unification in 1990, understand traditional and modern approaches of economic growth theory, reflect and analyze the concepts of technological progress and its implications for economic growth as well as income distribution, discuss the concepts of network externalities and path dependency, explore the key drivers of technological progress and globalization • Methodological competences: analyze the economic situation of economies, develop a growth and development strategy for these countries, write a report on economic growth and generate a review of important economic indicators, • Social competences: refine their oral and written communication skills; improve their ability to reflect political statements; give and receive feedback by fellow students in a structured manner • Personal competences: present and defend a self-developed economic policy strategy, focus on key economic problems.
Course specific contributions to AoL learning objectives	LG 2: Students reflect the relevance of international differences in economic policy and evaluate the different concepts. // LG 4: Students understand the relation between growth and international trade in a globalized economy.

Contents/ Indicative syllabus	The following contents are taught in class: the German economy after World War II: from miracle to stagflation, the economic consequences of the German unification in 1990, post-Keynesian growth theory, neoclassical growth theory, the role of technological progress, endogenous growth theory, growth in a global economy, network economics, information technologies from an economic perspective and the new economy debate.
Teaching and learning methodology	Lectures, group work, case studies and discussions.
Miscellaneous	E-learning.
Indicative reading list	<ul style="list-style-type: none"> • Aghion, P., Howitt, P. (2015), Wachstumsökonomie, De Gruyter Oldenbourg, München (dt. Übersetzung von Aghion, P., Howitt, P. (2009), Economics of Growth, MIT Press Cambridge, Übersetzer: Stephan Seiter) • Frenkel, M., Hemmer, H.-R. (1999): Grundlagen der Wachstumstheorie, Vahlen, München <p>Additional readings will be distributed in class.</p>

B-E-ECO6 Industrial Organization (Industrieökonomik)

Semester	8
Duration of module	1 Semester
Type of module	Elective
How frequently is the module offered	Annually
Admission requirements	Successful completion of the first two years of study at partner university (module: Credits Earned at Partner University, First half) as well as core module Mandatory Internship II
Transferability of the module to other programmes	None
Responsible professor/ Module coordinator	Prof. Dr. Jörg Naeve Building 5, Room 222A, Tel.: 07121/271-3071 joerg.naeve@reutlingen-university.de
Teaching language	German
Credits (ECTS)	5
Total work load	150 h (60 h contact, 90 h self-study)
Contact hours per week	4 SWS
Examination/ Type of assessment	Two hour written examination (75%), continuous assessment (25%)
Weighting of Grade within overall programme	5/200
Learning outcomes	<p>After successful completion of the module the students should have developed the following competences.</p> <ul style="list-style-type: none"> Professional competences: Students are acquainted with basic models of modern industrial organizations and able to understand the type of economic problems addressed in this field. They can read and understand the relevant literature. Students can assess which parameters are important for the functioning of a market and learn how to draw conclusions with respect to the institutional and legal frameworks for markets as well as to companies' strategic behaviour on different types of markets. Methodological competences: Students should be able to apply the basic formal methods used in industrial organization and be able to judiciously choose between verbal, mathematical and graphic presentations of the models used. In particular, they can work with basic game theoretic models and methods. Also they are aware of strengths and weaknesses of said models. They gain experience in correctly using mathematical formulations and solutions to economic problems through individual solutions to problem sets and feedback. Social competences: Students can work on problems in international groups (continuous assessment is based on discussions in the whole group) and present their results on the blackboard (i.e. without specific preparation of the presentation) and discuss them in the group and with the professor.

	<ul style="list-style-type: none"> Personal competences: Students can deal with highly abstract models and are encouraged to challenge them based on their real life experience. They gain confidence in such discussions because of their experience in real business situations is valuable. At the same time, the perspective the models offer help to critically reflect business practices.
Course specific contributions to AoL learning objectives	<p>LG3: Students reflect possible tensions between firms' objectives and legal restrictions. They understand that they could be directly involved e.g. as possible whistle-blowers in cartel cases.</p> <p>LG 4: Students understand the importance of the specific market setting for individual firms' decisions.</p>
Contents/ Indicative syllabus	<p>The module builds on microeconomics, in particular the theory of the firm which is reviewed briefly stressing methodological aspects, especially the interplay between verbal descriptions of economic problems and intuition, the mathematical models and their solutions, and graphical representations of the formal results.</p> <p>There are three main blocks: perfect competition as the benchmark case, the theory of monopoly, including price differentiation, monopoly on durable goods, multiple goods monopoly and the choice of quality or advertisement effort and the theory of oligopoly, starting from the seminal models of Cournot and Bertrand and including models with product differentiation, sequential competition, the discussion of cartels and their stability and mergers.</p> <p>In each topic, the starting point is basic models and the goal is to discuss their applicability to real economic problems and the relevance of the theory for decisions of companies in their market setting.</p>
Teaching and learning methodology	Lectures and discussion and colloquium based on problem sets.
Miscellaneous	When possible, guest speakers e.g. from institutions such as the European Commission, the Bundeskartellamt or the Monopolkommission
Indicative reading list	<ul style="list-style-type: none"> Bester, H. (2017): Theorie der Industrieökonomik, 7th edition, Springer, Berlin Pfähler, W. and Wiese, H. (2008): Unternehmensstrategien im Wettbewerb – eine spieltheoretische Analyse, 3rd edition, Springer, Berlin Tirole, J. (1999): Industrieökonomik, 2nd edition, Oldenbourg, München

B-E-ORG2 Change Management and Organizational Learning (Change Management und Organisationsales Lernen)

Semester	8
Duration of module	1 semester
Type of module	Elective
How frequently is the module offered	Annually
Admission requirements	Successful completion of the first two years of study at partner university (module: Credits Earned at Partner University, First half) as well as core module Mandatory Internship II
Transferability of the module to other programmes	None
Responsible professor/ Module coordinator	Prof. Dr. Arjan Kozica Building 5, Room 208, Tel.: 07121/271-3134 arjan.kozica@reutlingen-university.de
Lecturers	Dr. Daniel Thiemann
Teaching language	German
Credits (ECTS)	5
Total work load	150 h (45 h contact, 105 h self-study)
Contact hours per week	4 SWS
Examination/ Type of assessment	One hour examination (50%) and multiple small assessments (50%)
Weighting of Grade within overall programme	5/200
Learning outcomes	<p>After the successful completion of the module the students should have developed the following competences:</p> <ul style="list-style-type: none"> • Professional competences: familiar with theories and best practices about organizational learning and change management, able to critically reflect upon mainstream thinking on change-management and the learning organization, understand how concepts such as power, politics, communication and sensemaking influence dynamics of organizations • Methodological competences: tackling change challenges by developing appropriate change plans and using methods and tools (“best practices”) • Social competences: improve social influence tactics (motivation, communication), enhance ability to cope with paradoxical situations and ambiguity • Personal competences: presentation skills, improve reflexive capacity
Contents/ Indicative syllabus	Resulting from evermore dynamic and complex environments, researchers and practitioners see learning and change of organizations as an important factor for achieving sustainable competitive advantages. Hence, planning and managing change is crucial for organizations to survive. Following an individual, group and organizational level of analysis, this course elaborates upon fundamentals of how organizations learn and change, and discusses management models/frameworks and tactics of intentional change (“Best practices”

	<p>for coping managing change as project, coping with resistance, leadership styles, effective communication).</p> <p>Yet, organizational change unfolds through personal and organizational resistance, and is a fuzzy and paradox endeavor. Managing change in an instrumental sense is hence limited. Therefore, the course also discusses limits of change, put normative models of “change management” into context and discusses managerial scope and appropriate behavior in face of ever-changing environments and organizations.</p>
Teaching and learning methodology	Lectures, mini-presentations, self-study with assigned readings
Miscellaneous	
Indicative reading list	<ul style="list-style-type: none"> • Grey, C. (2016). A Very Short, Fairly Interesting and Reasonably Cheap Book About Studying Organizations, 4th Edition, SAGE Publications, Thousand Oaks/California. • Hayes, J. (2018). The Theory and Practice of Change Management, 5th Edition, Palgrave MacMillian, New York. • Kotter, John P. (2012). Leading Change. Wie Sie Ihr Unternehmen in acht Schritten erfolgreich verändern. Verlag Franz Vahlen, München.

B-E-HR1 Human Resource Management (Personalmanagement)

Semester	8
Duration of module	1 Semester
Type of module	Elective
How frequently is the module offered	Annually
Admission requirements	Successful completion of the first two years of study at partner university (module: Credits Earned at Partner University, First half) as well as core module Mandatory Internship II
Transferability of the module to other programmes	None
Responsible professor/ Module coordinator	Prof. Dr. Petra Kneip Building 5, Room 207, Tel.: 07121/271-3022 petra.kneip@reutlingen-university.de
Teaching language	German
Credits (ECTS)	5
Total work load	150 h (60 h contact, 90 h self-study)
Contact hours per week	4 SWS
Examination/ Type of assessment	One-hour written examination (30%) and student project (70%)
Weighting of Grade within overall programme	5/200
Learning outcomes	<p>After the successful completion of the course the students</p> <ul style="list-style-type: none"> • have acquired in-depth knowledge in a defined HR practice (e.g. recruiting, training & development, benefit & compensation etc.) or a contemporary HRM challenge. • have researched in a small team guided by the supervisor the relevant theoretical foundations of their topic and have proposed recommendations in accordance to the chosen target group. • have selected and practiced instruments, methods and tools which fit to and are relevant for their respective HR topic. • are able to present their research process and results to a selected audience. • have reflected their theoretical knowledge and their own experiences in the area of HRM by discussing a contemporary challenge with a guest speaker from industry
Course specific contributions to AoL learning objectives	LG4: Students develop their problem-solving skills by applying their knowledge to a real HR challenge.
Contents/ Indicative syllabus	Knowledge of human resource management is seen as a basic competence for nearly all corporate functions. The increasing virtualization of HR activities pushes more and more of the core HR work from the HR department to line management. For managers (and senior professionals) it becomes essential to

	<p>acquire competence in the different HRM practices and to contribute to their company's competitive advantage through the management of people.</p> <p>We will focus on selected contemporary HRM topics and build up knowledge from a theoretical perspective as well as through guest presentations and project work.</p>
Teaching and learning methodology	The methods employed to achieve course objectives will include: class lectures, textbook readings and some reading assignments from sources other than the textbook, guest lectures and transfer - applying theoretical knowledge through a project assignment
Miscellaneous	Guests from the industry
Indicative reading list	<p><u>Recommended textbooks</u></p> <ul style="list-style-type: none"> • Berthel, J., Becker, F. G. (2017): Personal-Management: Grundzüge für Konzeptionen betrieblicher Personalarbeit, 11th edition, Schäffer-Poeschel, Stuttgart • Bohlander, G. W., Snell, S. A. (2012): Principles of Human Resource Management, 16th edition, Cengage Learning, Stamford • Dessler, G. (2017): Human Resource Management, 13th edition, Pearson, Harlow • Scholz, C. (2014): Personalmanagement. Informationsorientierte und verhaltenstheoretische Grundlagen, 6th edition, Vahlen, München • Stock-Homburg, R. (2013): Personalmanagement: Theorien - Konzepte - Instrumente, 3rd edition, Gabler, Wiesbaden <p>Additional literature, e.g. journal articles, is introduced throughout the semester.</p>

B-E-ENT1 Explorative Business Model Generation and Development (Exploratives Kreieren und Entwickeln von Geschäftsmodellen)

Semester	5 & 7 & 8
Duration of module	1 semester
Type of module	Elective
How frequently is the module offered	Every semester
Admission requirements	Successful completion of the first two years of study at partner university (module: Credits Earned at Partner University, First half)
Transferability of the module to other programmes	Transferable to all programs at Reutlingen University
Module coordinator	Thomas Rehmet Building 20, Room 005, Tel.: 07121/271-1082 thomas.rehmet@reutlingen-university.de
Lecturers	Sonja Döring sjd@noacademy.de
Teaching language	German
Credits (ECTS)	5
Total work load	150 h (60 h contact, 90 h self-study)
Contact hours per week	4 SWS
Examination/ Type of assessment	Individual online participation (30%), group presentation (40%), written group paper (30%)
Weighting of Grade within overall programme	5/200
Learning outcomes	The participants should develop competencies in the following fields <ul style="list-style-type: none"> Professional competences: ability to develop an idea into a successful business model and systematically monitor it by using smart metrics Methodological competences: Interview technologies, Business Modell Canvas, Value Proposition Canvas, Smart Metrics, Lean Startup Social competences: refine their oral and written communication skills; give and receive feedback by fellow students in a structured manner; group work in international teams Personal competences: ability to work under time pressure, creativity, initiative
Course specific contributions to AoL learning objectives	LG3: students gather data from interviews and reflect on their communication, students organise in teams and reflect and agree on team rules, students find compromises on course of action // LG4: Students need to organise a short time frame, Students need to solve new and complex competitive solutions, Students need to go out of the building for data creation
Contents/ Indicative syllabus	The module covers: <ul style="list-style-type: none"> Understanding the dynamics of business model development Identifying business models Developing an own business model Understanding basic tools and methods: Business Model Canvas, Lean Start-up & Value Proposition Canvas Being able to systematically track progress via smart Metrics

	<ul style="list-style-type: none"> • Competitor analysis • Pitch training and Storytelling
Teaching and learning methodology	Lectures, case studies, coaching, group project, online platform
Miscellaneous	None
Indicative reading list	<ul style="list-style-type: none"> • Constable, G. and Rimalovski, F. (2014): Talking to humans. New York: Giff Constable. • Croll, A. & Yoskovitz, B. (2013): Lean Analytics. Sebastopol, CA: O'Reilly and Associates. • Dorf, B. & Blank, S. (2012): The Start-up Owner's Manual Pescadero, CA: K & S Ranch. • Osterwalder, A. and Pigneur, Y. (2011): Business Model Generation. Frankfurt/M: Campus Verlag. • Ries, E. (2011): Lean Startup. New York: Crown Business. <p>Lecture script provided online</p>

B-E-ENT2 Businessplan Development (Businessplanerstellung)

Semester	5 & 7 & 8
Duration of module	1 semester
Type of module	Elective
How frequently is the module offered	Each semester
Admission requirements	Successful completion of all core modules in the first year of study
Transferability of the module to other programmes	Transferable to all programs at Hochschule Reutlingen
Module coordinator	Thomas Rehmet Building 17, Room 005, Tel.: 07121/271-1082 thomas.rehmet@reutlingen-university.de
Lecturers	Carsten Funk cf@dynajet.de
Teaching language	German
Credits (ECTS)	5
Total work load	150 h (60 h contact, 90 h self-study)
Contact hours per week	4 SWS
Examination/ Type of assessment	Individual online participation (30%), group presentation (30%), written group paper (40%)
Weighting of Grade within overall programme	5/200
Learning outcomes	The participants should develop competencies in the following fields <ul style="list-style-type: none"> Professional competences: knowledge about the basic structure of a standard business plan; in depth understanding of each chapter of a business plan Methodological competences: the capability to write, read and evaluate business plans Social competences: refine their oral and written communication skills; give and receive feedback by fellow students in a structured manner; group work in international teams Personal competences: ability to work under time pressure
Course specific contributions to AoL learning objectives	LG4: Application of theory to develop and present a business plan
Contents/ Indicative syllabus	The module covers writing of a business plan, presentation of a business plan in front of a professional audience, current trends in entrepreneurship
Teaching and learning methodology	Lectures, hands on coaching, case studies, group project, online platform (moodle)
Miscellaneous	External guest lecture
Indicative reading list	Lecture script provided online

B-E-ENT3 Management of Innovations (Innovationsmanagement)

Semester	7
Duration of module	1 semester
Type of module	Elective
How frequently is the module offered	Annually
Admission requirements	Successful completion of the first two years of study at partner university (module: Credits Earned at Partner University, First half)
Transferability of the module to other programmes	None; available for exchange students
Responsible professor/ Module coordinator	Prof. Dr. Christina Kühnl Building 5, Room 211, Tel.: 07121/271-3034 christina.kuehnl@reutlingen-university.de
Teaching language	English
Credits (ECTS)	5
Total work load	150 h (60 h contact, 90 h self-study)
Contact hours per week	4 SWS
Examination/ Type of assessment	Continuous assessment consisting of active in-class participation, case study presentation as well as project work and project presentation. Further details are provided at the beginning of the semester.
Weighting of Grade within overall programme	5/200
Learning outcomes	After the successful completion of the module the students should have developed the following competences: <ul style="list-style-type: none"> • Professional competences: students understand, critically discuss, and apply principles of and current developments in innovation management. They will be able to understand the complex interaction of stakeholders during an innovation project. • Methodological competences: students transfer and apply theoretical knowledge to practical experience; work with case studies; combine scientific and practical insights to project work. • Social competences: students refine their oral and written communication skills; improve their ability to work in teams under time pressure; give and receive feedback by fellow students in a structured manner. • Personal competences: students learn how to work in an innovation project and solve a complex innovation project.
Course specific contributions to AoL learning objectives	LG2: Students adopt a global perspective on innovation management by discussing business examples and case studies. // LG3: Pricing of a pharmaceutical innovation and its ethical implications are discussed. // LG4: Students discuss, reflect on, and apply (case studies) innovation management concepts.
Contents/ Indicative syllabus	The module covers the principles of innovation management (e.g., definition of innovation; importance of innovations for company success; innovation strategy; culture of innovation; innovation process; success drivers of innovation;

	tools for managing the innovation process) as well as more recent developments in innovation management (e.g., crowdsourcing, crowdfunding, design thinking). The focus of the seminar may vary from semester to semester.
Teaching and learning methodology	Seminar or lectures in seminar style, illustrative practical examples, case studies, exercises, project work, presentations and discussions.
Miscellaneous	If applicable guest lecturers, company presentations, company co-operations will be integrated in the course.
Indicative reading list	Tailor-made lecture notes and reading list will be distributed in class.

B-E-ENT5 Creating Internet Start-Ups (Gründung von Internet Start-Ups)

Semester	8
Duration of module	1 semester
Type of module	Elective
How frequently is the module offered	Annually
Admission requirements	Successful completion of the first two years of study at partner university (module: Credits Earned at Partner University, First half) as well as core module Mandatory Internship II
Transferability of the module to other programmes	None
Responsible professor/ Module coordinator	Prof. Dr. Clemens van Dinther Building 5, Room 210, Tel.: 07121/271-3118 clemens.van_dinther@reutlingen-university.de
Teaching language	German
Credits (ECTS)	5
Total work load	150 h (60 h contact, 90 h self-study)
Contact hours per week	4 SWS
Examination/ Type of assessment	Group assignment incl. presentation (50%) and one hour written examination (50%)
Weighting of Grade within overall programme	5/200
Learning outcomes	After the successful completion of the module the students should have developed the following competences: <ul style="list-style-type: none"> Professional competences: Business Plan development; constituent parts of a business plan; managing a start-up enterprise Methodological competences: Project management; creativity techniques; Canvas-approach; business model development process from innovation to design, prototyping; group coaching Social competences: working in a team; communication skills Personal competences: presentation skills; working with time constraints; entrepreneurial thinking
Course specific contributions to AoL learning objectives	LG2: teams of four international students develop a project // LG4: Application of theory to invent and develop a internet start-up business plan
Contents/ Indicative syllabus	In this course groups of 4 students invent and develop a individual business plan for online businesses. The business plan is presented in front of a jury of practitioners and academics. The presentation follows a typical venture-capital presentation design (limited time, short assessment). The module covers: <ul style="list-style-type: none"> Developing a business plan Project management Assessment of basic internet specific business models and characteristics Team work

Teaching and learning methodology	Lecture and group work
Miscellaneous	Module also open to students from INF
Indicative reading list	<p>Recommended reading:</p> <ul style="list-style-type: none"> • Bloch, M., Pigneur, Y. and Segev, A. (1996): On the Road of Electronic Commerce - a Business Value Framework, Gaining Competitive Advantage and Some Research Issues, March. Institut D'Informatique et Organization, Ecole des HEC, Université Lausanne. • Picot, A., Reichwald, R. and Wigand, R. T. (1998): Die grenzenlose Unternehmung : Information, Organisation und Management; Lehrbuch zur Unternehmensführung im Informationszeitalter. Gabler Verlag. Wiesbaden. • Ries, E. (2012): Lean Startup – Schnell, risikolos und erfolgreich Unternehmen gründen, Redline Verlag. München. • Osterwalder, A. and Pigneur, Y. (2010): Business Model Generation – ein Handbuch für Visionäre, Spielveränderer und Herausforderer, Campus Verlag, Frankfurt/New York.

B-E-ENT6 Validating a Business Model (Validierung eines Geschäftsmodells)

Semester	7
Duration of module	1 Semester
Type of module	Elective
How frequently is the module offered	Annually
Admission requirements	Successful completion of the first two years of study at partner university (module: Credits Earned at Partner University, First half)
Transferability of the module to other programmes	None
Responsible professor/ Module coordinator	Prof. Dr. Jürgen Münch Building 9, Room 026, +49 172 6716407 juergen.muench@reutlingen-university.de
Teaching language	German
Credits (ECTS)	5
Total work load	150 h (60 h contact hours, 90 h self-study)
Contact hours per week	Blocked, 10.09-14.09.2018, 10.11.2018 and 13.12.2018
Examination/ Type of assessment	Oral and written project presentation (100%)
Weighting of Grade within overall programme	5/200
Learning outcomes	<p>By the end of this module the participants have developed the following competencies:</p> <ul style="list-style-type: none"> • Professional competencies: The students are able to name and describe the key aspects of start-up methods such as Design Thinking. They can identify and describe the appropriate validation methods for their start-up idea. The participants are able to explain the Lean Start-up approach, illustrate this method with examples and summarize the key aspects of this approach. They are proficient at creating business models, validation methods and team collaboration. They can also analyse and apply growth methods such as online marketing to their business ideas. The participants can design an appealing presentation of their business idea and present it in front of a jury. • Methodological competencies: This module balances a theoretical and practical approach and follows the basic principle of the scientific method. The students get to know and learn to apply the following methods: Customer Development, Lean Start-up, Design Thinking, and pitch deck presentation. • Social competencies: The interactive and interdisciplinary nature of the course helps the students to enhance their oral and written communication, social interaction and team working skills. The students can respectfully cooperate in a competitive environment, be supportive of one another and base their action on facts and objective criteria. • Personal competencies: The students learn to critically reflect on, analyse their ideas, actions, specific personal skills and strengths. They act on the conclusions, which result from the self-reflection process to

	<p>seek improvement. As a result, they can justify and defend their opinions and actions to critical comments in an open discussion. Thus, they develop personal confidence and decision-making skills.</p>
Course specific contributions to AoL learning objectives	<p>LG3: The seminar 'Interview Training' incorporates the ethical awareness component. // LG4: The nature of this module forces the participants to excel in the domain-specific problem-solving competencies by developing and validating a business idea in three block seminars combining the expertise from the areas: Problem/Solution Fit, Product/Market Fit und Business Model Fit.</p>
Contents/ Indicative syllabus	<p>The aim of this module is to sensitize the participants to the topic Entrepreneurship, to teach them the relevant skills for exploring, finding, developing and validating a business idea. Thereby, the initial idea gets transformed into a solution that is embedded in a sustainable and scalable business model. The students also learn the relevant soft skills to negotiate, pitch and present their start-up ideas to the jury panel and successful entrepreneurs.</p> <p>This module consists of three blocks: The first block lasts for five days and covers the milestones Problem/Solution Fit und Product/Market Fit. In the first block, the students learn the design thinking method, creative thinking techniques and lean canvas. They are using these techniques to refine and advance their early business ideas. This block includes also the following topics: validation methods, interview- and pitch training, digital prototyping, social media marketing, scaling and traction. The second block takes place in November. This block makes up the third milestone of the module: Business Model Fit. It consists of an analysis of business model validation activities, the evolution of the business model, and the presentation of the business idea validation. The module concludes with the start-up event 'Move Your Idea' in December. During this event, the teams present their validated business ideas and collect feedback.</p>
Teaching and learning methodology	<p>i. a. Group work, individual work, flipped classroom, individual and group presentation, written and oral presentation, plenum discussion, qualitative and potentially quantitative analysis, interviews, frontal teaching, problem-oriented teaching and learning, case studies, video conferences.</p>
Miscellaneous	<p>Guest lecturers, participation in external events</p>
Indicative reading list	<ul style="list-style-type: none"> • Blank, S., Dorf, B. (2014): Das Handbuch für Startups: Schritt für Schritt zum erfolgreichen Unternehmen, O'Reilly. • Osterwalder, A., & Pigneur, Y. (2010): Business model canvas. John Wiley & Sons. • Maurya, A. (2012): Running Lean: Iterate from Plan A to a Plan That Works. 2. Auflage, O'Reilly.es and Tools, Princeton University Press.

B-E-ENT7 Social Entrepreneurship (Social Entrepreneurship)

Semester	8
Duration of module	1 semester
Type of module	Elective
How frequently is the module offered	Annually
Admission requirements	Successful completion of the first two years of study at partner university (module: Credits Earned at Partner University, First half) as well as core module Mandatory Internship II
Transferability of the module to other programmes	None
Module coordinator	Dr. Lyubomyr Matsekh Building 17, Room 006, Tel.: 07121/271-3045 lyubomyr.matsekh-ukrayinsky@reutlingen-university.de
Teaching language	German
Credits (ECTS)	5
Total work load	150 h (60 h contact, 90 h self-study)
Contact hours per week	4 SWS
Examination/ Type of assessment	Written (70%) and oral (30%) project presentation
Weighting of Grade within overall programme	5/200
Learning outcomes	<p>By the end of this module the participants have developed the following competencies:</p> <ul style="list-style-type: none"> Professional competencies: Students will become familiar with theoretical and practical aspects of social entrepreneurship. 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 in the field of social entrepreneurship. Methodological competencies: Students will learn to apply the basic principle of the 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 social entrepreneurship. 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 learning objectives	LG3: The seminars on sustainability, social entrepreneurship and nonprofitability incorporate the ethical awareness component.

	LG4: Through the interdisciplinary nature of this module, the participants develop domain-specific problem-solving competencies.
Contents/ Indicative syllabus	<p>The aim of this module is to sensitize the participants to the topic Social Entrepreneurship, to teach them the relevant skills for exploring, finding, developing and validating a business idea for a sustainable social start-up. The students also learn the relevant soft skills to negotiate, pitch and present their start-up ideas to the jury panel and successful entrepreneurs (start-up event 'Move Your Idea').</p> <p>This module consists i. a. of following seminars:</p> <ul style="list-style-type: none"> • The 17 Sustainable Development Goals • Social Impact Metrics/ Change Agents/ Theory of Change • Social Entrepreneurship and Corporate Social Responsibility • Design Thinking • Business Model Canvas • Project Management • Validation • Financing • Marketing (Online Marketing/ Social Media Marketing) • Interview and Pitch Training
Teaching and learning methodology	Lecture, discussion, presentation.
Miscellaneous	Guest lecturers, participation in external events, study trips
Indicative reading list	<ul style="list-style-type: none"> • Ehrenberger, M. (2017). <i>Corporate Social Entrepreneurship. Prozess und Form ökonomischer Organisation zur Kreation sozialunternehmerischer Opportunitäten</i>. Marburg: Metropolis. • Kury, K. W. (2012). Sustainability Meets Social Entrepreneurship: A Path to Social Change through Institutional Entrepreneurship. <i>International Journal Of Business Insights & Transformation</i>, 464-71. • Osburg, T. & Schmidpeter, R. (Eds) (2013). <i>Social Innovation. Solutions for a Sustainable Future</i>. Springer, Berlin. • Weidinger, C., Fischler, F., & Schmidpeter, R. (Eds) (2014). <i>Sustainable Entrepreneurship</i>, Springer, Berlin.

B-E-ENT8 Entrepreneurship (Entrepreneurship)

Semester	8
Duration of module	1 semester
Type of module	Elective
How frequently is the module offered	Annually
Admission requirements	Successful completion of the first two years of study at partner university (module: Credits Earned at Partner University, First half) as well as all core module in 5th semester and the core module Mandatory Internship II.
Transferability of the module to other programmes	None
Module coordinator	Prof. Dr. Dennis De Geb. 17, Raum 123, Tel.: 07121 271 6009 dennis.de@reutlingen-university.de
Teaching language	German
Credits (ECTS)	5
Total work load	150 h (60 h contact, 90 h self-study)
Contact hours per week	4 SWS
Examination/ Type of assessment	Written (50%) and oral (50%) project presentation
Weighting of Grade within overall programme	5/200
Learning outcomes	<p>Students are expected to understand the peculiarities and challenges of entrepreneurship. They will be able to differentiate between the challenges entrepreneurship poses on the individual and what it takes to take an idea forward and make a business of it.</p> <p>They will be able to judge the feasibility of a business idea both from the side of the potential founder/s and the viability of the business model. Additionally, they will have a deeper understanding of a (varying) selection of topics and issues relevant to entrepreneurship.</p> <p>After the successful completion of the module students should have developed the following competences:</p> <ul style="list-style-type: none"> • Professional competences: ability to identify and differentiate personal and business-related success factors for founding a real company; • Methodological competences: ability to evaluate the feasibility of a business idea, identify the value proposition, develop a business model, draft a business plan, identify sources of funding and start a business. • Social competence: improve awareness of social responsibility towards customers and employees, improve the ability to communicate and lead small teams they work in. • Personal competence: improve the ability to reflect on oneself, develop the ability to lead and motivate teams, develop the ability to think and act proactively as well as customer oriented

<p>Course specific contributions to AoL learning objectives</p>	<ul style="list-style-type: none"> • LG3 – reinforced: students are confronted with social and ethical implications of starting and running an enterprise and reflect on potential ethical consequences of management decisions • LG4 – reinforced: students develop innovative solutions for entrepreneurial scenarios' in the context of a group project and presentation
<p>Contents/ Indicative syllabus</p>	<p>Questions the course wants to answer: Who starts a business, why, when and how? How come there are so stark differences between countries also in terms of gender? And how come there are successful practices but no evidence for success factors? How can one start a business and what life cycle can one expect?</p> <p>Enterprise population, socio-economic/educational background of entrepreneurs, international comparison, entrepreneuring & enterprising, feasibility study & business modelling, business plan, financing business ventures, business life cycle and growth.</p>
<p>Teaching and learning methodology</p>	<p>Seminaristic style, cases</p>
<p>Miscellaneous</p>	
<p>Indicative reading list</p>	<p>Current international qualitative and quantitative studies and findings (uploaded to Relax) such as:</p> <ul style="list-style-type: none"> • Global Entrepreneurship Monitor (current study, online GEM.org) • International Small Business Journal Relevant current studies and publications will be announced • Journal of Small Business Management Relevant current studies and publications will be announced • Entrepreneurship Theory and Practice Relevant current studies and publications will be announced <p>Besides that, indicative:</p> <ul style="list-style-type: none"> • Scarborough, N. (2014): Essentials of Entrepreneurship and Small Business Management, Pearson, London • Stokes, D. ; Wilson, N. ; Mador, M. (2010): Entrepreneurship, South Western, Masen • De, D. (2008): Entrepreneurship, Gründung und Wachstum von kleinen und mittleren Unternehmen, Pearson, München (available as e-book)

B-E-LAW1 Law for Founders (Recht für Gründer)

Semester	8
Duration of module	1 semester
Type of module	Elective
How frequently is the module offered	Annually
Admission requirements	Successful completion of the first two years of study at partner university (module: Credits Earned at Partner University, First half) as well as core module Mandatory Internship II; Successful participation of B-E-LAW2 is highly recommended.
Transferability of the module to other programmes	None
Responsible professor/ Module coordinator	Prof. Dr. Jürgen Schulze Building 5, Room 5-222a, Tel.: 07121/271-3003 juergen.schulze@reutlingen-university.de
Teaching language	German
Credits (ECTS)	5
Total work load	150 h (60 h contact, 90 h self-study)
Contact hours per week	4 SWS
Examination/ Type of assessment	Two hour written exam (100%)
Weighting of Grade within overall programme	5/200
Learning outcomes	After the successful completion of the module the students should have developed the following competences: <ul style="list-style-type: none"> Professional competences: ability to identify and use personal and legal related key factors for founding a company Methodological competences: basic understanding of the steps of setting up a business from the legal point of view Social competences: improve awareness of social responsibility towards clients and employees; improving the ability to communicate with third parties as administration and counsels Personal competences: improve the ability to reflect on oneself as an entrepreneur; develop the ability to identify legal risks and generate solutions
Course specific contributions to AoL learning objectives	LG 3: Students learn to identify and formulate basic legal issues in the field of starting a new firm. In some cases students are asked to examine legal solutions with respect to fairness and justice
Contents/ Indicative syllabus	Introduction, industrial property, industrial law, tax law, company law, labour law, insurance law, competition regulations, insolvency law, law relating to economic offences
Teaching and learning methodology	Interactive lectures and case studies.
Miscellaneous	None
Indicative reading list	Textbook BGB, HGB, GewO, Tax Law Recommendations will be given at the beginning of the course, e.g.,:

	Führich, E. (2017): Wirtschaftsprivatrecht, Privatrecht, Handelsrecht, Gesellschaftsrecht, 13 th edition, Vahlen, München
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B-E-LAW2 Business Law III (Wirtschaftsrecht III)

Semester	5
Duration of module	1 semester
Type of module	Elective
How frequently is the module offered	Annually
Admission requirements	Successful completion of the first two years of study at partner university (Module: Credits Earned at Partner University, First half)
Transferability of the module to other programmes	None
Responsible professor/ Module coordinator	Prof. Dr. Jürgen Schulze Building 5, Room 5-222a, Tel.: 07121/271-3003 juergen.schulze@reutlingen-university.de
Teaching language	German
Credits (ECTS)	5
Total work load	150 h (60 h contact, 90 h self-study)
Contact hours per week	4 SWS
Examination/ Type of assessment	Two hour written exam (100%)
Weighting of Grade within overall programme	5/200
Learning outcomes	After the successful completion of the module the students should have developed the following competences: <ul style="list-style-type: none"> Professional competences: identify and formulate basic legal issues that apply to the facts of a given case Methodological competences: basic understanding of the steps of finding legal decisions; basic knowledge of legal research Social competences: accepting dissenting/opposing opinions; refine oral and written communication skills Personal competences: promote fairness and justice by recognizing and addressing legal dilemmas and generating alternative solutions
Course specific contributions to AoL learning objectives	LG 3: Students learn to identify and formulate basic legal issues in the field of general German civil law. In some cases students are asked to examine legal solutions with respect to fairness and justice.
Contents/ Indicative syllabus	Introduction, legal transactions, contract law, impairment of the performance of an obligation, consumer protection.
Teaching and learning methodology	Interactive lectures, case studies.
Miscellaneous	None
Indicative reading list	<ul style="list-style-type: none"> Textbook BGB Recommendations will be given at the beginning of the course, e.g.: <ul style="list-style-type: none"> Führich, E. (2017): Wirtschaftsprivatrecht, Privatrecht, Handelsrecht, Gesellschaftsrecht, 13th edition, Vahlen, München.

B-E-LAW3 Labour Law II (Arbeitsrecht II)

Semester	7
Duration of module	1 semester
Type of module	Elective
How frequently is the module offered	Annually
Admission requirements	Successful completion of the first two years of study at partner university (module: Credits Earned at Partner University, First half)
Transferability of the module to other programmes	None
Responsible professor/ Module coordinator	Prof. Dr. Jürgen Schulze Building 5, Room 5-222a, Tel.: 07121/271-3003 juergen.schulze@reutlingen-university.de
Teaching language	German
Credits (ECTS)	5
Total work load	150 h (60 h contact, 90 h self-study)
Contact hours per week	4 SWS
Examination/ Type of assessment	Two hour written exam (100%)
Weighting of Grade within overall programme	5/200
Learning outcomes	After the successful completion of the module the students should have developed the following competences: <ul style="list-style-type: none"> Professional competences: identify and formulate basic legal issues that apply to the facts of a given case Methodological competences: basic understanding of the steps of finding legal decisions; basic knowledge of legal research Social competences: accepting dissenting/opposing opinions; refine oral and written communication skills Personal competences: promote fairness and justice by recognizing and addressing legal dilemmas and generating alternative solutions
Course specific contributions to AoL learning objectives	LG 3: Students learn to identify and formulate basic legal issues in the field of German labour law. Especially precarious employment relations are examined in accordance with ethical criteria.
Contents/ Indicative syllabus	Introduction, application of employment, employment contract, compensations for damages, secondary workers, termination and works committee.
Teaching and learning methodology	Interactive lectures and case studies
Miscellaneous	Optional visit to a hearing at the local labour court.
Indicative reading list	<ul style="list-style-type: none"> Textbook Labour Law Recommendations will be given at the beginning of the course, e.g.: <ul style="list-style-type: none"> Wörlen, R., Kokemoor, A., (2017): Arbeitsrecht, 12th edition, Vahlen, München