



Preliminary List of Courses for Exchange Students

Bachelor Programmes



Summer Semester 2026

www.esb-business-school.de

www.nxt.reutlingen-university.de

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How to register for courses

Deadline	What	Who
16.12.2025	Preliminary course selection Please use the following link: Preliminary Course Selection for Exchange Students, Summer Semester 2026	ESB NXT Incomings Team esb.nxt.incomings@reutlingen-university.de
February-March 2026	Course counselling via email and on campus	ESB NXT Incomings Team
Two weeks after start of courses	Final course selection → Please confirm your course selection → After this date no add/drop of courses due to team assignments	ESB NXT Incomings Team

Please note:

- You are allowed to take courses across all subject areas, with restrictions mainly in the elective courses of 4th year. Please see the course descriptions for the **prerequisites** in the elective courses. If you fulfill the prerequisites, you are allowed to take the course.
- Please pay attention to the start and end dates of the courses in case you have restrictions in terms of arrival/departure.
- The number of places in some courses is limited, so you should identify alternative courses as a backup.
- **Block seminars:** the IB block seminars (marked with an*) in each semester take place during one week only. This semester from **April 13-17, 2026**. You can choose **only one block seminar**, as they take place at the same time. In this week most other courses do not take place. Language courses will continue though. If you stay two semesters, you can take one block seminar per semester. It is not obligatory to attend a block seminar.

These are the block seminars in the summer semester 2026:

- Digital Systems 1
- Intercultural Negotiations
- Intercultural Management
- International Seminar on HRM & Organization
- International Seminar on Finance & Accounting

Business and Operations Management courses

The colour codes relate to the end date of courses.

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

Course Title	Examination number	Contact hours / week	ECTS Credits	Semester level	Course start	Course end	
Digital Systems 2	210100-P1	2	3	1 st year	1 st week of March	End of June	
Financial Accounting	210010-P1	2	3	1 st year	1 st week of March	End of June	
Human Resources	240220-P1	2	4	3 rd year	2 nd week of March	Beginning of July	
Industrial Engineering	240120-P1	4	4	2 nd year	2 nd week of March	Mid-July	
Intercultural Business Communication	240300-P1	2	3	1 st year	2 nd week of March	Mid-July	
Intercultural Management (block seminar)	210070-P1	2*	2	1 st year			
Intercultural Negotiations	210210-P1	2*	2	2 nd year			
International Business Communication	210200-P1	2	3	2 nd year	1 st week of March	End of June	
International Marketing	240040-P1	3	6	3 rd year	2 nd week of March	Beginning of July	
International Seminar on HRM & Organization		2*	3	3 rd year			
International Seminar on Finance & Accounting	210250-P1	2*	3	3 rd year			
Legal Aspects of International Business Transactions		2	3	3 rd year	2 nd week of March	Mid-July	
Management and Cost Accounting	210020-P1	2	3	1 st year	1 st week of March	End of June	
Management Accounting and Control	210170-P1	2	4	2 nd year	1 st week of March	End of June	
Macroeconomics	210150-P1	4	6	2 nd year	1 st week of March	End of June	
Method Portfolio	240230-P1	3	5	3 rd year	2 nd week of March	Beginning of July	
Microeconomics	210120-P1	4	6	1 st year	1 st week of March	End of June	
Negotiating across borders	240310-P1	3	3	2 nd year	2 nd week of March	Mid-July	

Course Title	Examination number	Contact hours / week	ECTS Credits	Semester level	Course start	Course end
Operational Planning and Optimization (Operations Research, Operations Management Systems, Project Management)	240080-P1	6	6	2 nd year	2 nd week of March	Mid-July
Principles of Corporate Finance	210160-P1	4	6	2 nd year	1 st week of March	End of June
Principles of HRM	210130-P1	4	6	1 st year	1 st week of March	End of June
Principles of Marketing	210030-P1	4	6	1 st year	1 st week of March	End of June
Process Optimization	240150-P1	2	4	3 rd year	2 nd week of March	Mid-July
Project Management	240200-P1	2	3	2 nd year	1 st week of March	End of June
Strategic Management	240030-P1	3	6	3 rd year	2 nd week of March	Beginning of July
Strategic Management Essentials	210180-P1	2	3	2 nd year	1 st week of March	End of June
Supply Chain Management, Logistics and Sourcing	240240-P1	2	4	3 rd year	2 nd week of March	Mid-July
Sustainable Consumption	240250-P1	2	4	3 rd year	2 nd week of March	Beginning of July

Course Title		Contact hours / week	ECTS Credits	Semester level	Course start	Course end	
Electives Please note: the access is dependent on course specific requirements/prerequisites which are mentioned in the course descriptions.							
Business Simulation (Systems Thinking & Sustainability)	210380-P1	4	5	4 th year	1 st week of March	End of June	
Business to Business Marketing	210300-P1	4	5	4 th year	1 st week of March	End of June	
Corporate Social Responsibility	210310-P1	4	5	4 th year	1 st week of March	End of June	
Consolidated Financial Statements		4	5	4 th year	1 st week of March	End of June	
Consulting Cases		4	5	4 th year	1 st week of March	End of June	
Digital Entrepreneurship	210350-P1	4	5	4 th year	1 st week of March	End of June	
Futures Thinking		4	5	4 th year	1 st week of March	End of June	
International Corporate Transactions	210420-P1	4	5	4 th year	1 st week of March	End of June	
International Financial Reporting		4	5	4 th year	1 st week of March	End of June	
Managing Digital Service Operations	210480-P1	4	5	4 th year	1 st week of March	End of June	
Managing a Global Workforce	210450-P1	4	5	4 th year	1 st week of March	End of June	
Organizational Behavior		4	5	4 th year	1 st week of March	End of June	

Pre-Semester courses and German language courses

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

Course Title	Examination number	Contact hours / week	ECTS Credits	Course start	Course end	
Welcome on board! Part 1 <i>Pre-arrival training on Intercultural basics regarding Germany</i>	850010-P1	10 total contact hours, three dates	1	Course dates: TBD; two dates online before your arrival, one date on campus	TBD	
Welcome on board! Part 2 <i>Post-arrival training on living and studying in Germany</i> Please note: this class is only eligible upon completion of Welcome on board! – Part 1	850020-P1	10 total contact hours, two dates	1	Course dates: TBD; one date on campus, one online	TBD	
Deutsch - German <i>German language courses during the semester (offered on different levels A1 - C1)</i>		4	4	2 nd week of March	early July	
Besser Deutsch sprechen <i>Course focussing on conversation & pronunciation (offered on levels A2/B1 & B2/C1)</i>		2	2	2 nd week of March	early July	
Grammatik aktiv <i>Course focussing on grammar (offered on levels A2/B1 & B2/C1)</i>		2	2	2 nd week of March	early July	
Deutsch lernen mit Literatur und Film <i>ab B1 Level</i>		2	2	2 nd week of March	early July	

Modules and Courses

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



Indicative Reading List	<ul style="list-style-type: none"> Nof, Shimon Y.: Material Handling Automation in Production and Warehouse Systems in: Springer Handbook of Automation; Springer; ISBN: 978-3-540-78831-7 <p>Furmans, Kai: Material Handling and Production Systems Modelling - based on Queuing Models; Springer, Dec. 2014</p> <p style="text-align: right;">back to overview</p>
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Advanced Mathematics III (Scientific Computing, Machine Learning and Data Analytics)	
Study Program	B.Sc. International Business Engineering- Operations
Study level and semester	Bachelor, 3 rd Semester
ECTS Credits	5 ECTS Credits
Hours per week / total contact hours	4
Total hours of study	150
Type/Teaching Method	Lecture with exercises
Courses included in the module	<ul style="list-style-type: none"> Scientific Computing Machine Learning and Data Analytics
Language of instruction	English
Frequency	Every Semester
Course Coordinator/Instructor	Prof. Dr. Volker Reichenberger Email: volker.reichenberger@reutlingen-university.de
Restrictions (if applicable)	n/a
Prerequisites:	Mathematics skills and knowledge of programming in Python
Course learning objectives:	Competencies in applied mathematics and the basics of machine learning, artificial intelligence and data analytics, including the ability to apply methods using software. Scientific Computing: <ul style="list-style-type: none"> Matrix Analysis Numerical Mathematics

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

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

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

Business Communication Essentials	
Study Program	B.Sc. International Business
Study level and semester	Bachelor, 1 st semester
ECTS Credits	2 ECTS Credits

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

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

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

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

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

Business Ethics	
Study Program	B.Sc. International Business
Study level and semester	Bachelor 6 th Semester
ECTS Credits	3 ECTS Credits
Hours per week / total contact hours	2 / 30
Total hours of study	90
Type/Teaching Method	Seminar
Language of instruction	English
Frequency	Every Semester
Course Coordinator/Instructor	<p>Prof. Dr. Elizabeth Hofvenschioeld</p> <p>E-Mail: Elizabeth.Hofvenschioeld@Reutlingen-University.DE</p>

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

	<ul style="list-style-type: none"> • Guidelines, standards, ratings, and certifications in business ethics and CSR • Technology and digital ethics
Assessment	Graded: 1 hour written exam
Indicative Reading List	<ul style="list-style-type: none"> • Crane, A., Matten, D., Glozer S. & Spemce, L. (2019). Business Ethics: Managing Corporate Citizenship and Sustainability in the Age of Globalization (5th ed.). Oxford University Press. • Christoph, L. (2018). Wirtschaftsethik. Vahlen (E-book available at the Library) • Floridi, L. (2019) Translating Principles into Practices of Digital Ethics: Five Risks of Being Unethical, Philosophy & Technology, 32:185-193 • Hansson, S. O. (Ed.) (2017) The Ethics of Technology: Methods & Approaches. London: Rowman & Littlefield International • Luetge, C. (2013). Handbook of the Philosophical Foundations of Business Ethics. Springer. • Velasquez, M. G. (2017). Business Ethics: Concepts and Cases (8th ed.). Pearson. <p style="text-align: right;">back to overview</p>

Business Law	
Study Program	B.Sc. International Business
Study level and semester	Bachelor, 1 st semester
ECTS Credits	5 ECTS Credits
Hours per week / total contact hours	4 / 60
Total hours of study	150
Type/Teaching Method	Lecture
Language of instruction	English
Frequency	Every Semester
Course Coordinator/ Instructor	Prof. Dr. Marcus Conrads E-Mail: Markus.Conrads@Reutlingen-University.DE
Course Instructors	Prof. Dr. Marcus Conrads Prof. Dr. Jürgen Schulze

Restrictions (if applicable)	Admission capacity for this course is limited
Prerequisites:	n/a
Course learning objectives:	<p>Upon completion of this course, participants will have developed the following competencies:</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
Contents:	<p>General Contract Law: 50%</p> <ul style="list-style-type: none"> • Declaration of intent and conclusion of contract • Grounds for avoidance and nullity • Representation • Withdrawal • Default and refusal of acceptance • Impossibility • Compensation for breach of secondary obligation • Default of the debtor • General Sales Law <ul style="list-style-type: none"> • Sales and Consumer Protection <p>Labour Law: (50%)</p> <p>Introduction to labor law</p> <ul style="list-style-type: none"> • Establishment of the employment relation (concept of the employee and the employer as well as other parties in the employment relationship, delimitations, Job advertisement (AGG), Job interview) • Content of the employment relationship (duties, liability) • Special employment relationships

	<ul style="list-style-type: none"> • Termination of the employment relationship (In particular: Termination by the employer, types, general and special conditions, protection against unfair dismissal, reference letter) • Collective employment law (overview) • Legal protection (overview)
Assessment	Graded: Written exam
Indicative Reading List	To be announced in the lecture. back to overview

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

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

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

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

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

Business Research Methods	
Study Program	B.Sc. International Business
Study level and semester	Bachelor 6 th Semester
ECTS Credits	5 ECTS Credits
Hours per week / total contact hours	3
Total hours of study	150
Language of instruction	English
Frequency	Every Semester

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

Assessment	Written essay
Indicative Reading List	<p><u>General literature</u></p> <ul style="list-style-type: none"> American Psychological Association. (2019). Publication Manual of the American Psychological Association. American Psychological Association. Field, A. (2018). Discovering Statistics Using IBM SPSS. Sage Publications. <p style="text-align: right;">back to overview</p>

Business Statistics	
Study Program	B.Sc. International Business
Study level and semester	Bachelor, 2 nd Semester
ECTS Credits	6 ECTS Credits
Hours per week / total contact hours	4 / 60
Total hours of study	180
Type/Teaching Method	Lecture
Language of instruction	English
Frequency	Every Semester
Course Coordinator	Prof. Dr. Marlene Ferencz E-mail: marlene.ferencz@reutlingen-university.de
Course Instructor	NN
Restrictions (if applicable)	n/a
Prerequisites:	n/a
Course learning objectives:	<p>Upon completion of this course, participants will have developed the following competences:</p> <p>Professional competences:</p> <ul style="list-style-type: none"> to introduce the students to many of the statistical and quantitative concepts and procedures in business applications and to improve their ability to make better decisions utilizing statistical methods on a wide



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

Change Management	
Study Program	Business Engineering – Sustainable Production and Business
Study level and semester	Bachelor, 6 th semester
ECTS Credits	6 ECTS Credits
Hours per week / total contact hours	2 / 30
Total hours of study	180
Type/Teaching Method	Lectures with integrated case studies and a project, which has to be worked on in teams.
Language of instruction	English
Frequency	Every Semester

Course Coordinator/Instructor	Hazel Grünewald
Prerequisites:	none
Course learning objectives:	<p>This module aims to:</p> <ul style="list-style-type: none"> • provide you with an overview of change management and related topics such as leadership and decision-making. • give you insights into the psychological and emotional factors influencing individual responses to change.. • equip you with tools to design interventions to address and overcome resistance. • help you create actionable change management plans incorporating stakeholder analysis and risk assessment. • foster an understanding of the importance of embedding change into organisational culture and practices. • enable you to assess the impact of cultural differences on change management processes. • address ethical considerations in change management decisions and actions.
Learning outcomes	<p>On completion of this module, you will be able to:</p> <ul style="list-style-type: none"> • define and explain key theories and models of change management • identify and assess internal and external drivers of organisational change. • identify common sources of resistance to change within organisations and design interventions to overcome resistance. • apply emotional intelligence to address resistance and engage stakeholders. • evaluate the role of leadership in facilitating successful organisational change. • develop strategies for effective communication during times of change. • analyse the role of culture and values in shaping change outcomes. • apply change management frameworks to case studies and real-world scenarios
Contents:	<p>#1 – Understanding change</p> <ul style="list-style-type: none"> • Why change often fails: common pitfalls in change initiatives • Identify the need for change: recognizing early warning signs of stagnation or decline • Mega trends and drivers for change

	<ul style="list-style-type: none"> • Diagnose the necessity for change (e.g., SWOT, gap analysis). • Comparison of popular change models <p>#2 – Vision and communication</p> <ul style="list-style-type: none"> • Create a compelling vision: understand the elements of an inspiring vision and learn to align goals and values • Conduct a stakeholder analysis using frameworks (e.g., Power-Interest Matrix) • Create a communication plan that anticipates resistance and fosters engagement. <p>#3 – Involvement of employees</p> <ul style="list-style-type: none"> • Define the role of project managers as change leaders. • Explore methods to redesign workflows and redefine roles for greater efficiency. • Use participative approaches to increase buy-in and ownership of change initiatives. • Facilitate group activities to gather employee feedback and ideas. <p>#4 – Leadership, management and change</p> <ul style="list-style-type: none"> • Discuss leadership styles and their impact on change processes (e.g., transformational, servant leadership). • Examine how culture supports or resists change. • Understand motivation techniques to inspire and involve individuals and teams. • Reflect on your personality, leadership style and openness to change. • Identify organisational and individual factors driving resistance and pre-empt issues • Learn decision-making tools to address conflicts and obstacles effectively. <p>#5 – Dealing with resistance and conflicts</p> <ul style="list-style-type: none"> • Reflect on your personality, leadership style and openness to change. • Identify organisational and individual factors driving resistance and pre-empt issues • Learn decision-making tools to address conflicts and obstacles effectively.
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	<p>#6 –Sustaining change</p> <ul style="list-style-type: none"> • Explore mechanisms for embedding change in organisational culture, such as incentives, training, and systems integration. • Familiarise yourselves with ongoing engagement techniques to maintain momentum and support for change.
<p>Teaching Methods</p>	<p>The didactic concept of the module blends</p> <ul style="list-style-type: none"> • Interactive lectures and presentations to introduce topics and concepts (in class) • Team-based exercises, assignments and case studies to consolidate and apply the acquired knowledge (in class) • Team-based analysis of an empirical study to get acquainted to using scholarly management literature (self study) • Individual reading assignments to extend the acquired knowledge (self study) For each topic, you can find some basic reading recommendations for self-study purposes. <p>Additional reading material (e.g. cases, exercises) is provided on the module’s RELAX platform.</p>
<p>Assessment</p>	<p>Graded: Written assignment, colloquium (15-minute presentation + 15-minute Q&A)</p>
<p>Recommended literature</p>	<ul style="list-style-type: none"> • Adizes I. (2014). Managing Corporate Lifecycles. Embassy Books. • Adizes I. (2016). Mastering Change. Adizes Institute. • Bass, B. M., & Avolio, B. J. (1993). Improving Organizational Effectiveness through Transformational Leadership. Sage. • Becker, F. (n.d.). Transformationale Führung und transaktionale Führung. Wirtschaftspsychologische Gesellschaft. • https://wpgs.de/fachtexte/fuehrung-von-mitarbeitern/transformationale-fuehrung-und-transaktionale-fuehrung/ • ChangeNOW. (2023, May 25). Inner change for emerging futures: From imagination to action Otto Scharmer • ChangeNOW2023 [Video]. YouTube. https://www.youtube.com/watch?v=rOXge-3OZ30 • De Bruin, L. (2020, 18 April). • Fiedler’s Contingency Model of Leadership: Matching the Leader to the Situation. B2U: Business-to-you. https://www.business-to-you.com/fiedler-contingency-model/ • Goleman, G. (2001). Leadership That Gets Results. Harvard Business Review, 35, 78-90. • Goleman, G. (2001). Emotional Intelligence: Why It Can Matter More Than IQ (25th ed.). Bloomsbury • Hersey, P., & Blanchard, K. H. (1977). Management of organizational behavior: Utilizing human resources (3rd ed.).

	<ul style="list-style-type: none"> • Prentice-Hall. • Ibarra, H. & Hunter, M.L. (2007). How leaders create and use networks. Harvard Business review. • Kanter, R. M. (2012). Ten reasons people resist change. Harvard Business Review. • Keller, S. & Schaninger, B. (August, 2019). Getting personal about change. Mckinsey Quarterly. • Kotter, J. P. & Schlesinger, L. A. (1979). Choosing strategies for change. Harvard Business Review. • Kotter, J. P. (2001, December). What leaders really do. Harvard Business Review. https://hbr.org/2001/12/what-leaders-really-do • Kotter, J.P. (2012). Leading Change. Harvard Business School Publishing Corporation. • Kübler-Ross, E., & Kessler, D. (2014). On grief and grieving: Finding the meaning of grief through the five stages of loss. Simon & Schuster. • Lewin, K (1947) Frontiers in group dynamics: Concept, method and reality in social science; equilibrium and social change. Human Relations 1(1), 5–41. • Lewin, K., Lippit, R., & White, R. K. (1939). Patterns of Aggressive Behaviour in Experimentally Created Social Climates. Journal of Social Psychology, 10, 271-301. • Meyer, E. (2014). Navigating the cultural minefield. Harvard Business Review • Misner, I. 2017. The 5 types of business networking organizations. • Peters, T., & Waterman, R. (1982). In search of excellence. Harper & Row Publishers. • Recker, L. (1991). PAEI and Myers-Briggs Typologies. Adizes Institute. • Scharmer, C. O. (2018). • Watkins, M., & Spencer, J. (2020) 10 reasons why organizational change fails. IMD Research and Knowledge. <p style="text-align: right;">back to overview</p>
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Circular Economy	
Study Program	B.Sc. International Business Engineering - Operations
Study level and semester	Bachelor, 6 th semester
ECTS Credits	4 ECTS Credits
Hours per week / total contact hours	2
Total hours of study	120

Type/Teaching Method	Lecture
Language of instruction	English
Frequency	Every Semester
Course Coordinator/Instructor	Prof. Dr. Anja Braun, Nada Ruzicic
Restrictions (if applicable)	Admission capacity for this course is limited
Prerequisites:	-
Course learning objectives:	<p>After successful completion of the module students have acquired the following competencies:</p> <p>Professional competencies:</p> <ul style="list-style-type: none"> • Apply theories to enable the shift from a linear model to a circular economy • Adopt and innovate new technical solutions to develop the environmental sector. <p>Methodological competencies:</p> <ul style="list-style-type: none"> • Transfer circular economy business concepts to real-life applications • Assess the technical possibilities of industrial, service, community, and primary production processes and systems to minimise environmental impacts <p>Social competencies:</p> <ul style="list-style-type: none"> • Co-operatively solve interdisciplinary challenges of circular economy value-added systems in small teams <p>Personal competencies:</p> <ul style="list-style-type: none"> • Understand the necessity of a circular economy • Critically reflect upon the circular economy concept
Contents:	<p>Based on the competences learned in semesters 1 to 6, students will generate an understanding of the the paradigm: decoupling economic growth from resource consumption. This includes the contents:</p> <ul style="list-style-type: none"> • Understand the guiding principles of the circular economy and relate it to neighboring concepts • Investigate what it takes to create products that are easy to repair, refurbish, remanufacture, repurpose, recycle or recover • Explain drivers and barriers for businesses to cooperate towards a circular economy

	<ul style="list-style-type: none"> • Gauge the macro-systemic effects of the transition towards a circular economy • Critically reflect upon the circular economy concept
Assessment	Lectures, group work, presentations
Indicative Reading List	<p>Sillanpää, M.; Ncibi, C. (2019): The Circular Economy – Case Studies about the Transition from the Linear Economy, LUT University, Finland; Academoc Press, Elsevier. ISBN: 978-0128152676</p> <p style="text-align: right;">back to overview</p>

Corporate Finance	
Study Program	Exchange Programme
Study level and semester	Bachelor
ECTS Credits	6 ECTS Credits
Hours per week / total contact hours	3 / 45
Total hours of study	180
Type/Teaching Method	Lectures and interactive format
Language of instruction	English
Frequency	Every Semester
Course Coordinator/Instructor	Prof. Dr. Johanna Bath
Restrictions (if applicable)	Admission capacity for this course is limited
Prerequisites:	none
Course learning objectives:	<p>Through this course, students gain a basic understanding of the principles of corporate finance (investment and financing).</p> <p>Professional skills: Students will understand and master the basics of corporate finance and recognize the relevance of financial decisions for entrepreneurial activities.</p>



	<p>Multidisciplinary skills: Students will be able to apply concepts of corporate finance in specific business situations. Students will be able to identify the strengths and weaknesses of different approaches and reflect and identify appropriate methods. Students will be able to edit and solve schematic problems of medium complexity in small groups.</p> <p>Social skills: Students will be able to identify potential conflicts between economically advantageous business decisions and ethical behavior and can critically reflect on them.</p>
Contents:	<ul style="list-style-type: none"> • The role of finance and investment decisions in enterprise, relevance of finance and investment for company management and company goals • Fundamentals of corporate financial management • Management of corporate capital and the different types of capital • Cost of capital • Financing options and overview of main sources of capital • Investment appraisal techniques • Measures of investment attractiveness (NPV, IRR, pay back, etc.) • Fundamentals of capital budgeting The role of risk in corporate finance
Assessment	<p>1hr exam (70%), presentation (15%), continuous assessment (10%), case study (5%)</p> <p>Attendance mandatory! back to overview</p>

Cross-border teamwork	
Study Program	B.Sc. Business Engineering – Sustainable Production and Business
Study level and semester	Bachelor, 1st semester
ECTS Credits	4 ECTS Credits
Hours per week / total contact hours	4
Total hours of study	120
Type/Teaching Method	Lecture
Language of instruction	English
Frequency	Every Semester

Course Coordinator/Instructor	Prof. Dr. Hazel Grünewald
Restrictions (if applicable)	Admission capacity for this course is limited
Prerequisites:	-
Course learning outcome:	<p>Professional competencies</p> <ul style="list-style-type: none"> Students will gain an understanding of key concepts, models and practices within the field of teamwork in organisations such as personality, motivation, team dynamics and effectiveness, culture and change; appreciation of how theories can be translated into practical applications. <p>Methodological competencies</p> <ul style="list-style-type: none"> Students will have a solid and broad toolkit to enable them to manage working in diverse cross-border teams <p>Social competencies</p> <ul style="list-style-type: none"> Students will develop their interpersonal skills (e.g. communication, influencing, resolving conflict, team skills, intercultural competence etc) They will increase their emotional intelligence and better understand how other team members tick and what motivators or triggers potentially influence their behaviour and reactions <p>Personal competencies</p> <ul style="list-style-type: none"> Students will be able to reflect on and have gained a deeper insight into why they act in certain ways and will increase their tolerance for ambiguity, adaptability and resilience in the face of challenges. <p>The desired language skills level corresponds to B2 of the Common European Framework of Reference for Languages.</p>
Contents:	<p>The course will give you a chance to explore your leadership style and understand your strengths and weaknesses with psychometric profiling. You will also gain an insight into different cultures, so that you can navigate successfully in global and diverse teams.</p> <p>The learning experience will be practice-oriented so that you have a chance not only to think about, but also test new approaches towards working in teams. By the end of the course, you will have a better understanding of who you are, how you tick and how other team members tick differently from you.</p>
Teaching and learning methods	Lectures with discussions, case studies, videos, research, group discussions, self-inventories, simulations.
Assessment	Written exam (2 hours) and continuous assessment



Indicative reading list	<ul style="list-style-type: none"> • Buelens, M., Sinding, K., Waldstrøm, C. et al. (2011), <i>Organisational Behaviour</i>. (4th ed.). McGraw-Hill Higher Education. • Chhokar, J. S., Brodbeck, F. C., & House, R. J. (Ed.) (2008), <i>Culture and Leadership Across the World. The GLOBE Book of In-Depth Studies of 25 Societies</i>. Taylor & Francis. • Duarte, D.L., & Snyder, N.T., (2006). <i>Mastering Virtual Teams: Strategies, Tools and Techniques that Succeed</i>. (3rd ed.). Jossey-Bass Inc. • Gibson, R. (2002). <i>Intercultural Business Communication</i>. Oxford University Press. • Gibson, R. (2022). <i>Bridge the Culture Gaps: A Toolkit for Effective Collaboration in the Diverse, Global Workplace</i>. Nicholas Brealey Publishing • Meyer, E. (2014). <i>The Culture Map. Decoding how People Think, Lead, and Get Things Done Across Cultures</i>. Public Affairs. • Morgan, A. (2022). <i>Coaching International Teams: Improving Communication, Inclusion and Productivity</i>. Econcise. • Northouse, P: G. (2019). <i>Leadership. Theory & Practice</i>. (8th ed.). Sage. • Robbins, S. P., Campbell, T. & Judge, T. A. (2019). <i>Organizational Behavior</i>. (18th ed., global ed.). Pearson. • Yukl, G. (2019). <i>Leadership in Organizations</i>. (9th ed.), Pearson. back to overview
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Digital Engineering	
Study Program	B.Sc. Business Engineering – Sustainable Production and Business
Study level and semester	Bachelor, 6 th Semester
ECTS Credits	5 ECTS Credits
Hours per week / total contact hours	4
Total hours of study	150
Language of instruction	English
Frequency	Every Semester
Courses included in the module	<ul style="list-style-type: none"> • Digital Engineering • Digital Engineering Laboratory
Course Coordinator/Instructor	Prof. Dr. Jochen Hartung

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

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

Digital Engineering Laboratory	
Lecturers name; contact details see ESB-website	Prof. Dr. Jochen Hartung
Teaching language	English

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

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

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

Digital Systems 2	
Study Program	B.Sc. International Business
Study level and semester	Bachelor, 2 nd Semester

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

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

Financial Accounting	
Study Program	B.Sc. International Business
Study level and semester	Bachelor, 1 st semester
ECTS Credits	3 ECTS Credits
Hours per week / total contact hours	2 / 30
Total hours of study	90
Type/Teaching Method	Lecture
Language of instruction	English
Frequency	Every Semester
Course Coordinator/Instructor	<p>Prof. Dr. Michel Charifzadeh</p> <p>E-Mail: michel.charifzadeh@reutlingen-university.de</p>
Restrictions (if applicable)	Admission capacity for this course is limited
Prerequisites:	n/a
Course learning objectives:	The aim of this course is to introduce and train students in the broad application of financial accounting theory and practice from an international

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

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

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

Course Coordinator/Instructor	Prof. Dr. Hazel Grünewald
Restrictions (if applicable)	Admission capacity for this course is limited
Prerequisites:	-
Course learning objectives:	<ul style="list-style-type: none"> ● Professional competencies: Understanding of key concepts, models, and practices within the field of HR such as workforce planning, recruiting, selection, performance management and development and cultural impact. Understanding of how theories can be used in practical applications. ● Methodological competencies: Competence to develop and answer a specific research question, to prepare a paper and a presentation according to scientific standards. The ability to stand back and view complex situations in perspective and to think critically about organizations and what happens in them. ● Social competencies: Presentation and teamwork skills (through group work and group presentations). ● Personal competencies: Awareness of the necessary skills to realize an academic project; competence to evaluate other student's academic projects and presentations.
Contents:	<p>The purpose of this course is to learn how to manage people in organizations. Understanding human resource management (HRM) is key to being an effective manager. This course uses an integrative approach to help students understand, predict, and influence how individuals behave at work.</p> <p>In addition, students will be provided with the tools to attract, select, and retain the right employees, while recognizing the role of the organization's culture and strategy and the impact of external forces. Real-world examples will be used to provide a relevant and rich learning experience.</p>
Assessment	Continuous Assessment and term paper
Indicative reading list	<ul style="list-style-type: none"> ▪ Bohlander, G. & Snell S. (2018), <i>Managing Human Resources</i>, 18/e, Cengage. ▪ Brewster, C., Houldsworth, E., Sparrow, P., & Vernon, G. (2023), <i>International Human Resource Management</i>, 5/e, Kogan Page Publishers. ▪ Dessler, G. (2024), <i>Human Resource Management</i>, 17/e, Pearson. ▪ Edwards, M., Edwards, K. & Jang, D. (2024), <i>Predictive HR Analytics: Mastering the HR Metric</i>, 3/e, Kogan. ▪ Kotter, J. P. (2010). <i>Leading change</i>. Harvard Business University Press. ▪ Lussier, R. & Hendon, J. (2019), <i>Human Resource Management: Functions, Applications, and Skill Development</i>, 3/e, Sage.

	<ul style="list-style-type: none"> ▪ Mondy, R. & Martocchio, J. (2016), <i>Human Resource Management</i>, 14/e, Pearson. ▪ Noe, R. & Hollenbeck, J. & Gerhart, B. & Wright, P. (2019), <i>Human Resource Management: Gaining a Competitive Advantage</i>, 11/e, McGraw Hill. ▪ Northouse, P. G. (2021). <i>Leadership: Theory and practice</i>, 8/e, Sage Publications, Inc. ▪ Phillips, J. & Phillips, P. & Smith, K. (2016), <i>Accountability in Human Resource Management: Connecting HR to Business Results</i>, 2/e, Routledge. ▪ Reiche, B. S., Harzing, A. W., & Tenzer, H. (Eds.). (2018), <i>International Human Resource Management</i>, 5/e, Sage. ▪ Robbins, S. & Judge, T. (2019), <i>Organizational Behavior</i>, 18/e, Pearson. ▪ Scandura, T. (2019), <i>Essentials of Organizational Behavior: An Evidence-Based Approach</i>, 2/e, Sage. ▪ Valentine, S. & Meglich, P. & Mathis, R. & Jackson, J. (2016), <i>Human Resource Management</i>, 15/e, Cengage. <p style="text-align: right;">back to overview</p>
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Industrial Engineering	
Study Program	B.Sc. Business Engineering – Sustainable Production and Business
Study level and semester	Bachelor, 3 rd Semester
ECTS Credits	4 ECTS Credits
Hours per week / total contact hours	4/ 60
Total hours of study	120
Type/Teaching Method	Lecture and small project work, laboratory
Language of instruction	English
Frequency	Every Semester
Courses included in the module	<ul style="list-style-type: none"> • Industrial Engineering • Laboratory Industrial Engineering
Course Coordinator/Instructor	Prof. Dr. Jochen Hartung

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

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

Intercultural Business Communication	
Study Program	B.Sc. International Business Engineering - Operations
Study level and semester	Bachelor, 1st Semester
ECTS Credits	3 ECTS Credits
Hours per week / total contact hours	2
Total hours of study	90
Type/Teaching Method	Lecture
Language of instruction	English
Frequency	Every Semester

Course Coordinator/Instructor	Prof. Dr. Hazel Grünewald
Restrictions (if applicable)	n/a
Prerequisites:	B2 level of English
Learning Outcomes:	<p>Raising awareness of foreign cultures and behaviour patterns is the primary aim of the course. After this course students should be in the position to:</p> <ul style="list-style-type: none"> • Evaluate the influence of intercultural differences in international business relationships and adapt their behaviour according to these differences. • Prepare themselves appropriately in advance for new intercultural situations. <p>After successful completion of this course the students should have gained the following knowledge and developed the following competencies:</p> <p>Professional competencies:</p> <ul style="list-style-type: none"> • knowledge and application of current intercultural management concepts and approaches; competence to analyse the influence and the consequences of cultural differences in specific international business situations <p>Methodological competencies:</p> <ul style="list-style-type: none"> • problem-solving skills (how to use theoretical concepts to solve problems in case studies) <p>Social competencies:</p> <ul style="list-style-type: none"> • advanced teamworking skills (through group discussions) • basic competence to interact successfully in an intercultural business environment. • an understanding of other worldviews and how these are shaped by cultural influence. <p>Personal competencies:</p> <ul style="list-style-type: none"> • awareness of the own cultural profile and its influence on their behaviour in intercultural business situations.
Contents:	<ul style="list-style-type: none"> • Definitions of culture • Understanding the role and significance of culture in cross-cultural business situations • Key models of national culture

	<ul style="list-style-type: none"> Working in multinational teams
Assessment	Graded: Continuous assessment
Teaching and Learning Methodology	Seminar (lecture, discussions, case studies, film extracts, movies, E-Learning, simulations and exercises)
Indicative Reading List	<ul style="list-style-type: none"> Chhokar, J. S., Brodbeck, F. C., & House, R. J. (Eds.) (2008). <i>Culture and Leadership Across the World: The GLOBE Book of In-Depth Studies of 25 Societies</i>. Lawrence Erlbaum. Gibson, R. (2021). <i>Bridge the Culture Gaps: A toolkit for effective collaboration in the diverse, global workplace</i>. Nicholas Brealey Publishing. Hall, E. T., & Hall, M. R. (1990). <i>Understanding cultural differences</i>. Intercultural press. Heldal, F., Sjøvold, E., & Stålsett, K. (2020). Shared cognition in intercultural teams: collaborating without understanding each other. <i>Team Performance Management: An International Journal</i>, 26(3/4), 211-226. Hofstede, G., Hofstede, G. J., & Minkov, M. (2010). <i>Cultures and Organizations –Software of the Mind Intercultural Cooperation and its Importance for Survival</i> (3rd ed.). McGraw-Hill Education. Jugdev, K. (2022). Applying Cultural Intelligence to Develop Adaptive Leadership. <i>Organization Development Journal</i>, 40(4), 56-70. Koponen, J., Julkunen, S., Gabrielsson, M., & Pullins, E. B. (2021). An intercultural, interpersonal relationship development framework. <i>International Marketing Review</i>, 38(6), 1189-1216. Lorenz, M. P., Ramsey, J. R., & Franke, G. R. (2020). The dark side of cultural intelligence: Exploring its impact on opportunism, ethical relativism, and customer relationship performance. <i>Business Ethics Quarterly</i>, 30(4), 552-590. Lewis, R. (2018). <i>When cultures collide: Leading across cultures</i>. 4th Edition. Nicholas Brealey Publishing Luthans, F., & Doh, J. P. (2018). <i>International management: Culture, strategy, and behavior</i>. McGraw-Hill. Meyer, E. (2016). <i>The Culture Map. Decoding How People Think, Lead, and Get Things Done across Cultures</i>. Public Affairs. Paiuc, D. (2021). Cultural intelligence as a core competence of inclusive leadership. <i>Management dynamics in the knowledge economy</i>, 9(3), 363378. Setti, I., Sommovigo, V., & Argentero, P. (2022). Enhancing expatriates' assignments success: The relationships between cultural intelligence, crosscultural adaptation and performance. <i>Current Psychology: A Journal for Diverse Perspectives on Diverse Psychological Issues</i>. Song, H., Varma, A., & Zhang Zhang, Y. (2023). Motivational cultural intelligence and expatriate talent adjustment: an exploratory study of

	<p>the moderation effects of cultural distance. <i>The International Journal of Human Resource Management</i>, 34(2), 344-368.</p> <ul style="list-style-type: none"> • Zhu, Y., & Bresnahan, M. J. (2021). Chinese international students and American domestic students' intercultural communication in response to group criticism: collective face and discomfort feelings. <i>International Journal of Conflict Management</i>, 33(2), 311-334. • Trompenaars, F., & Hampden-Turner, C. (2020). <i>Riding the Waves of Culture</i>. Understanding Cultural Diversity in Business, 4th Edition. Nicholas Brealey Publishing <p style="text-align: right;">back to overview</p>
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Intercultural Management (block seminar)	
Study Program	B.Sc. International Business
Study level and semester	Bachelor, 1 st semester
ECTS Credits	2 ECTS Credits
Hours per week / total contact hours	2 (block seminar) / 30
Total hours of study	60
Type/Teaching Method	Lecture
Language of instruction	English
Frequency	Every Semester during the block week in April/November
Course Instructor	Roy Mouawad E-Mail: roy.mouawad@reutlingen-university.de
Restrictions (if applicable)	Admission capacity for this course is limited
Prerequisites:	n/a
Course learning objectives:	<p>Upon completion of this course, participants will have developed the following competences:</p> <p>Professional competences:</p> <ul style="list-style-type: none"> • ability to recognize and explain culturally related behaviour and business phenomena; competence to evaluate and make recommendation on culture-oriented management decisions

	<p>Methodological competences:</p> <ul style="list-style-type: none"> ability to apply the ‘critical incident technique’ (as a research methodology used for qualitative research in social sciences); problem-solving skills (how to use theoretical intercultural concepts to solve problems in international business cases) <p>Social competences:</p> <ul style="list-style-type: none"> advanced presentation and intercultural team working skills (cf. group discussions and group presentations); ability to perceive a multi-cultural scene as an opportunity rather than a threat or liability <p>Personal competences:</p> <ul style="list-style-type: none"> awareness of the own cultural profile, the individual strength and weaknesses in intercultural business situations and in an intercultural learning environment
<p>Contents:</p>	<p>1. Basics of Intercultural Management</p> <ul style="list-style-type: none"> Definitions of culture Different levels of culture (e.g. national, regional, corporate) Effects of cultural differences in intercultural cooperations Strategies for intercultural interaction (adaptation/reconciliation) <p>2. A framework for understanding human values and behaviours</p> <ul style="list-style-type: none"> Needs, values, and motives Ethics and culture Leadership and culture Emotional intelligence Intercultural competence / cultural intelligence The developmental model of intercultural sensitivity <p>3. Understanding national cultures</p> <ul style="list-style-type: none"> Determinants of culture The model of cultural dimensions: Hofstede Cultural style: Trompenaars Social dimensions: GLOBE study <p>4. Business cases and lessons learned:</p> <ul style="list-style-type: none"> The importance of intercultural issues in different settings Examples of success stories (M&As, joint ventures, projects) Examples of failures (M&As, joint ventures, projects) <p>Lessons learned and strategies</p>
<p>Assessment</p>	<p>Graded: Continuous Assessment & Project Work</p>
<p>Indicative Reading List</p>	<p>Ayoko, O. B., Zhang, Y., & Nicoli, J. (2022). Conflict and socio-cultural adaptation: the mediating and moderating role of conflict communication behaviors and cultural intelligence. <i>The International Journal of Human Resource Management</i>, 33(17), 3451-3491.</p>

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

	<ul style="list-style-type: none"> • Song, H., Varma, A., & Zhang Zhang, Y. (2023). Motivational cultural intelligence and expatriate talent adjustment: an exploratory study of the moderation effects of cultural distance. <i>The International Journal of Human Resource Management</i>, 34(2), 344-368. • Zhu, Y., & Bresnahan, M. J. (2021). Chinese international students and American domestic students' intercultural communication in response to group criticism: collective face and discomfort feelings. <i>International Journal of Conflict Management</i>, 33(2), 311-334. <p style="text-align: right;">back to overview</p>
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Intercultural Negotiations	
Study Program	B.Sc. International Business
ECTS Credits	2 ECTS Credits
Hours per week / total contact hours	30 hours block seminar (equivalent to 2 hours per week)
Total hours of study	60
Type/Teaching Method	Block-seminar
Language of instruction	English
Frequency	Every Semester
Course Coordinator	Prof. Yoany Beldarrain, Ph.D. Email: yoany.beldarrain@reutlingen-university.de
Course Instructors	Lars Gairing Mark Hyland Lucas Ogden
Restrictions (if applicable)	n/a
Prerequisites:	B2 level In English language
Course learning objectives:	Upon completion of this course, participants will have developed the following competences: Professional competence:

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

International Business Communication	
Study Program	B.Sc. International Business

Study level and semester	Bachelor, 3 rd Semester
ECTS Credits	3 ECTS Credits
Hours per week / total contact hours	2 / 30
Total hours of study	90
Type/Teaching Method	Lecture
Language of instruction	English
Frequency	Every Semester
Course Coordinator/Instructor	Prof. Yoany Beldarrain, Ph.D. Email: yoany.beldarrain@reutlingen-university.de
Restrictions (if applicable)	n/a
Prerequisites:	B2 level In English language
Course learning objectives:	<p>Upon completion of this course, participants will have developed the following competences:</p> <p>Professional competence:</p> <ul style="list-style-type: none"> • Students will apply extended business and economics-related terminology in scenarios and discussions. • Students will integrate and demonstrate best practices for effective and ethical business communication skills when dealing with difficult work situations. • Students will demonstrate highly effective presentation skills. <p>Methodological competence:</p> <ul style="list-style-type: none"> • Students will discuss the impact of cultural dimensions and leadership styles on communication • Students will analyze, synthesize and evaluate business topics using verbal and written business English. • Students will apply communication methods and techniques best suited for specific business scenarios.

	<p>Social competence:</p> <ul style="list-style-type: none"> • Students will apply networking and teambuilding skills within an intercultural context. • Students will collaborate with peers from various cultural backgrounds to problem-solve business scenarios. <p>Personal competence:</p> <ul style="list-style-type: none"> • Students will confidently use the English language for different purposes, including business situations. • Students will attain the skills necessary to do an internship semester in an English-speaking program.
<p>Contents:</p>	<ol style="list-style-type: none"> 1. The International Business Communication course incorporates topics of recent/current interest around the globe. Topics from economics, finance, 2. politics, etc., are all examined through the lens of effective communication 3. for international business purposes. The course builds on skills previously 4. learned in Business Communication 1 and 2, thus underscoring the 5. dynamics at play in a communication act. The main topics may vary from semester to semester depending on current events that can be incorporated 6. into the class discussions: 7. Reflect upon own personal unconscious/conscious biases 8. (implicit/explicit) and the role these biases play in IBC 9. Reflect upon own personal preferences, cultural background and cultural competence, and how it may influence communication. 10. Discuss emotional intelligence and the role it plays in intra/interpersonal communication. 11. Define & identify the basic leadership styles & how IBC may be influenced, including pros & cons depending on the situational context and cultural context. 12. Identify and discuss predominant leadership styles based on cultural dimensions 13. Identify and discuss the different sources of power in leadership & management 14. Solve IBC communication problems as represented in different professional scenarios involving international teams 15. Identify & use the 7 C's of communication 16. Identify & discuss the impact of socio-political issues on current IBC trends, including different kinds of brand activism. 17. Identify and discuss relevant communication elements as reflected in corporate reputation. 18. Assess what is meant by ethical communication

	<p>19. Apply the dimensions of Redding's (1996) typology of unethical organizational communication</p> <p>20. Understand the four phases of the feminist perspective of organizational communication ethics proposed by Mattson and Buzzanell (1999) and extended by other researchers.</p> <p>21. Understand the importance of crisis communication according to Timothy Coombs' work.</p>
Assessment	Graded: Continuous assessment
Indicative Learning List	<ul style="list-style-type: none"> • Key theoretical sources as well as current, relevant examples will be announced in class and/or posted in Relax. Resources of interest include: • Benoit, W.L. (2015). Image restoration theory. Wiley Online Library. DOI: 10.1002/9781405186407.wbieci009.pub2 • Benoit, W. L. (2015). Accounts, excuses, apologies: Image repair theory and research (2nd ed.). Albany, NY: SUNY Press. • Botan, C.H. (2018). Strategic communication theory and practice: The cocreational model. Wiley Blackwell. ISBN: 978-0-470-67458-1 • Carroll, C.E. (Ed). (2013). The handbook of communication and corporate reputation. Wiley Blackwell. DOI:10.1002/9781118335529 • Coombs, W.T. (2006). The protective powers of crisis response strategies: Managing reputational assets during a crisis. Journal of Promotion Management, 12, 241-260. • Lerbinger, O. (2018). Corporate communication: An international and management perspective. Wiley Blackwell. ISBN: 978-1-119-47137-0 • Thomas, K. W., & Kilmann, R. H. (1978). Comparison of Four Instruments Measuring Conflict Behavior. Psychological Reports, 42(3_suppl), 1139-1145. DOI:10.2466/pr0.1978.42.3c.1139 <p style="text-align: right;">back to overview</p>

International Marketing	
Study Program	BSc Business Engineering – Sustainable Production and Business
Study level and semester	Bachelor, 6 th semester
ECTS Credits	6 ECTS Credits
Hours per week / total contact hours	4
Total hours of study	180
Type/Teaching Method	Lecture

Language of instruction	English
Frequency	Every Semester
Course Instructor	Dr. Milenka Plavec
Prerequisites:	Basic understanding of Marketing
Learning Outcome	<p>The aim of the International marketing course is the acquisition of reinforced knowledge concerning theories and tools for international marketing and the prevailing market mechanisms. Participants learn to think and act in an international market oriented way. They learn to devise a marketing strategy and to implement it using advanced decision-oriented methods and tools in global context. The work on practical case studies enables the application and intensification of the theoretical marketing knowledge acquired.</p> <ul style="list-style-type: none"> • Subject-specific competencies: The objective is to be able to qualify for the assumption of professional responsibility in international marketing area both in midsized and largescale companies. Students learn market-focused thinking and reactions and have the capacity to develop markets on a global scale. they learn to create/devise a international marketing strategy and to implement it by using marketing tools. • Professional competencies: The students are capable of establishing correlations and crosslinks between individual international marketing tools and to classify these within the overall context of market-oriented corporate management. They become competent in realizing the influence of different cultures on 4P`s of marketing (product, price, promotion and place) in different markets around the world. • Social skills, key competencies: Within the scope of dealing with and working on case studies in groups, the students develop and enhance their social skills and advance their personal skills. They acquire problem-solving and decision-making capabilities for self-management and autonomy, alongside the ability to work in a multicultural team with developing cooperation skills. • Personal competencies: Students recognize the importance and necessity of marketing and are capable of classifying these in the overall framework of business administration and of dealing with the resulting questions in a professional manner. Students are capable of

	<p>professional communication as marketing officers and of developing solutions for marketing issues or problems.</p>
<p>Course specific contribution to AoL competency goals</p>	<p>Students learn to adapt their behavior according to intercultural aspects in global marketing</p> <p>Students reflect upon the ethical consequences of their actions in international marketing</p> <p>Students show understanding of complex problem structures; apply appropriate methods/tools/instruments for complex problems in a technically correct manner and develop relevant and viable solutions. They reflect upon the consequences of the customer needs (including B2B customers) and wants for the supply chain and they develop scientific solutions for complex marketing problems – assessed in the context of a group project and presentation.</p> <p>Students will be able to apply new digital marketing tools, as well as strategies and methods of digital marketing and promotion. Teamwork and project management competencies are trained by working on and solving practical case studies.</p>
<p>Contents:</p>	<p><i>Part I: The decision whether to internationalize</i></p> <ol style="list-style-type: none"> 1. Global marketing in the firm 2. Initiation of internationalization 3. Internationalization theories 4. Development of the firm's international competitiveness <p><i>Part II: Deciding which markets to enter</i></p> <ol style="list-style-type: none"> 5. Global marketing research 6. The political and economic environment 7. The sociocultural environment 8. The international market selection process <p>Part III: Market entry strategies</p> <ol style="list-style-type: none"> 9. Some approaches to the choice of entry mode 10. Export modes 11. Intermediate modes 12. Hierarchical modes 13. International sourcing decisions and the role of the subsupplier <p>Part IV: Designing the global marketing programme</p> <ol style="list-style-type: none"> 14. Product decisions 15. Pricing decisions and terms of doing business 16. Distribution decisions 17. Communication decisions (promotion strategies) <p>Part V: Implementing and coordinating the global marketing programme</p> <ol style="list-style-type: none"> 18. Cross-cultural sales negotiations 19. Organization and control of the global marketing programme

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

	<ul style="list-style-type: none"> • Interbrand Best Global Brands 2024 Report <p style="text-align: right;">back to overview</p>
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International Seminar on HRM & Organization: Innovating New Business	
Study Program	B.Sc. International Business
Study level and semester	Bachelor 6 th Semester
ECTS Credits	3 ECTS Credits
Hours per week / total contact hours	2 / 30 (scheduled as a block – 1 week)
Total hours of study	120
Type/Teaching Method	Seminar
Language of instruction	English
Frequency	Every Semester during the block week in April/November
Course Coordinator/Instructor	Maria Haukka
Restrictions (if applicable)	Admission capacity for this course is limited
Prerequisites	none
Course learning objectives:	<p>On successful completion of this module, a student will have developed the following competencies:</p> <p>Professional competencies:</p> <p>Students completing this course will have developed an understanding of the possibilities of innovation process and the tools needed within the process. As well they will have learned the skills of pitching and the skills of facilitating the teamwork.</p> <p>The course is practical and students work in teams. All students will work on a defined problem or challenge of an organization that needs to be developed. There is no obligation to connect with that organization. The defined problem can be student's own remark of a defunctional operation from the worker's or customer's point of view.</p>

	<ul style="list-style-type: none"> • Students will become familiar with the definition of innovation. • They will learn the innovation process. • They will learn the formula of creating new business ideas, products or processes. • They will learn to use tools of Six Thinking Hats, Brainstorming, Lotus Blossom and Lean Model Canvas . • They will become familiar with trends and signals of the chosen field. • They will learn how to define a potential customer and his/her needs. • They will learn the basics of facilitating a team and take a lead in teamwork. • They will learn the basics of pitching and selling their ideas. <p>Methodological competencies:</p> <ul style="list-style-type: none"> • Prepare, structure and deliver analysis resulting from detailed review of case studies. • Apply frameworks to various scenarios. • Prepare, structure and deliver results and outcomes in team environments. • Balance a team approach to analysis while utilising individual skills. Be able to prepare and present a “pitch” to stakeholders. <p>Social competencies:</p> <ul style="list-style-type: none"> • Perform various roles in team tasks, identify their individual skills and apply them productively. • Deliver oral and written presentations in a business context in a professional and competent manner to peers. <p>Personal competencies:</p> <ul style="list-style-type: none"> • Apply sustainability frameworks and expanded awareness about global sustainability challenges to business situations. • Display confidence and professionalism, empathy and critical thinking. • Train system’s thinking abilities to reframe and apply global challenges to local issues. • Use a professional, structured approach to dealing with internal and external stakeholders in any business context
Contents:	<ul style="list-style-type: none"> • Introduction to innovations in business • Introduction to facilitation skills • Introduction to pitching skills • Innovation tools of new business, product or process • Use of variety of tools of innovation process • Business point of view of the innovation • Practice of facilitation skills
Assessment	Graded: continuous assessment

Indicative Reading List	back to overview
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International Seminar on Finance & Accounting	
Study Program	B.Sc. International Business
Study level and semester	Bachelor 6 th Semester
ECTS Credits	3 ECTS Credits
Hours per week / total contact hours	2 / 30
Total hours of study	120
Type/Teaching Method	Seminar
Language of instruction	English
Frequency	Every Semester
Course Coordinator/Instructor	Samer Ajour
Restrictions (if applicable)	n/a
Prerequisites:	
Course learning objectives:	
Contents:	
Assessment	Graded: Continuous assessment back to overview

Legal Aspects of International Business Transactions	
Study Program	B.Sc. International Business Engineering - Operations



Study level and semester	Bachelor, 6 th Semester
ECTS Credits	3 ECTS Credits
Hours per week / total contact hours	2
Total hours of study	90
Language of instruction	English
Frequency	Every Semester
Assessment	Written Exam (1hr.)
Lecturers name; contact details see ESB-website	Prof. Dr. Joachim Gschwinder
Teaching language	English
Contact hours per week	2 SWS
Learning outcomes	<p>On successful completion of this course, students will be able to:</p> <ul style="list-style-type: none"> • reflect on the different approaches by different legal systems and attain an appreciation of how these different legal systems regulate international business transactions; • analyse some key principles of international law to gain an understanding of how it impacts on international business across a variety of legal jurisdictions; • analyse some public international law issues as they affect international business transactions; • apply private international law to specific issues affecting international business such as in identifying the choice of law applicable to international sales contracts, the formation and terms of international sales contracts.
Graded/ungraded	Graded
Contents/ Indicative syllabus	<ul style="list-style-type: none"> • Legal systems in the world • World Trade law • European Union law • International Sales • International Dispute Resolution
Teaching and learning methodology	Lecture, case studies

Indicative Reading List	<ul style="list-style-type: none"> • August, Ray, Mayer, Don, Bixby, Michael B., International Business Law, International ed of 6th revised ed, Pearson Education Limited, New Jersey 2012. <p>Further material (script) will be provided in course.</p> <p style="text-align: right;">back to overview</p>
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Management and Cost Accounting	
Study Program	B.Sc. International Business
Study level and semester	Bachelor, 1 st semester
ECTS Credits	3 ECTS Credits
Hours per week / total contact hours	2 / 30
Total hours of study	90
Type/Teaching Method	Lecture
Language of instruction	English
Frequency	Every Semester
Course Coordinator/ Instructor	Prof. Dr. Christoph Binder E-Mail: Christoph.Binder@Reutlingen-University.DE
Restrictions (if applicable)	Admission capacity for this course is limited
Prerequisites:	n/a
Course learning objectives:	<p>Upon completion of this course, participants will have developed the following competences:</p> <p>Professional competences:</p> <ul style="list-style-type: none"> • Participants will have developed an understanding and insight into management accounting in general and especially the cost accounting framework and its basic instruments. • Students will be able to distinguish the corporate functions of management accounting from financial accounting and corporate finance. • They will be more familiar with the relevant cost terminology, the cost behavior patterns and develop an in-depth understanding of the cost aspects of running a business.

	<ul style="list-style-type: none"> • Students will develop an in-depth understanding of different methods and techniques of cost allocation applied in practice. • They will be able to independently apply, discuss, and challenge these methods. • They will learn how to use cost-volume-profit analysis independently to assist in cost planning and how to identify relevant information for decision making in current real-world business environments. <p>Methodological competences:</p> <ul style="list-style-type: none"> • Students will acquire analytical skills for business decision making. • Participants will be familiar with the relevant underlying theories and consequently develop related problem-solving skills that are also applicable to general decision making. • They will be able to critically discuss concepts applied in practice and acquire the ability to transfer and apply theoretical knowledge to real-life situations. <p>Social competences:</p> <ul style="list-style-type: none"> • Through the interactive nature of the course, students will refine their oral and written communication skills and become comfortable with communicating in both finance and accounting related context. <p>Personal competences:</p> <ul style="list-style-type: none"> • Students will have gained an understanding of concepts and instruments required by managerial staff with a focus on how they are applied. They will be prepared for subsequent semester courses in accounting and financial management, as well as in their careers.
<p>Contents:</p>	<ol style="list-style-type: none"> 1. Introduction and management accountant's role, differences between management accounting, financial accounting, and financial management, trends in management accounting 2. Cost behavior and cost terms: Variable costs vs. fixed costs, cost functions, direct costs vs. indirect costs, total costs vs. unit costs, capitalized costs vs. period costs 3. Cost functions, cost estimation techniques 4. Cost allocation, general cost allocation methods, specific cost allocation methods, variable and direct costing 5. The basic cost accounting system (Allocation according to cost types, according to cost centers, according to cost objects) 6. Cost-volume-profit-relationship analysis, estimating linear cost functions, break-even analysis, target operating profit analysis, operating leverage 7. Relevant information for decision making, e.g. one-time-only special orders, customer profitability analysis, make-or-buy decisions, product-mix decisions, equipment replacement

Assessment	Graded: Written exam
Indicative Reading List	<ul style="list-style-type: none"> • Bhimani, A., Horngren, C.T., Datar, S.M. & Rajan, M.V. (2019). Management and Cost Accounting (7th ed.). Pearson Prentice Hall. • Datar, S.M. & Rajan, M.V. (2018). Horngren's Cost Accounting (16th edition). Global Edition. Pearson. • Drury, C. & Tayles, M. (2021). Management and Cost Accounting (11th ed.). Cengage. <ul style="list-style-type: none"> • Horngren, C. T. & Sundem, G. L., et al. (2022). Introduction to Management Accounting (17th ed.). Pearson. • Taschner, A. & Charifzadeh, M. (2016). Management and Cost Accounting. Wiley. <p style="text-align: right;">back to overview</p>

Management Accounting and Control	
Study Program	B.Sc. International Business
Study level and semester	Bachelor, 3 rd Semester
ECTS Credits	4 ECTS Credits
Hours per week / total contact hours	2 / 30
Total hours of study	120
Type/Teaching Method	Lecture
Language of instruction	English
Frequency	Every Semester
Course Coordinator/Instructor	Prof. Dr. Michel Charifzadeh Email: michel.charifzadeh@reutlingen-university.de
Restrictions (if applicable)	n/a
Prerequisites:	Strongly recommended: Financial Accounting, Management and Cost Accounting
Course learning objectives:	Upon completion of this course, participants will have developed the following competences:

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

	<ul style="list-style-type: none"> • Shareholder value analysis, cost of capital and value-based management • Strategic management accounting with the balanced scorecard • Advanced topics in management accounting and control
Assessment	Graded: Written exam
Indicative Reading List	<p>Required reading</p> <ul style="list-style-type: none"> • Charifzadeh, M. & Taschner, A. (2017). Management Accounting and Control. Wiley. <p>Supplementary reading:</p> <ul style="list-style-type: none"> • Anthony, R. N et al. (2014). Management Control Systems (1st European ed.). McGraw Hill. • Bhimani, A., Horngren, C.T., Datar, S. M. & Rajan, M. V. (2023). Management and Cost Accounting (8th ed.). Pearson Prentice Hall. • Kaplan, R. S. & Atkinson, A. A. (1998). Advanced Management Accounting (3rd ed.). Pearson Prentice Hall. • Kaplan, R.S. & Norton, D.P. (1992). The Balanced Scorecard – measures that drive performance. Harvard Business Review, 70(1), 71-79. • Kaplan, R.S. & Norton, D.P. (1996). Using the Balanced Scorecard as a strategic management system. Harvard Business Review, 74 (1), 75-85. • Rappaport, A. (1992). CFOs and Strategists: Forging a Common Framework. Harvard Business Review, May-June, 84-91. • Seal, W., Rohde, C., Garrison, R.H. & Noreen, E. W. (2024). Management Accounting (7th ed.). McGraw-Hill. • Taschner, A. & Charifzadeh, M. (2016). Management and Cost Accounting. Wiley. • Walsh, C. (2008). Key Management Ratios (4th ed.). Pearson Prentice Hall. • Young, S. D. & O’Byrne, S. F. (2001). EVA and Value Based Management. McGraw-Hil. • Zimmermann, J. L. (2020). Accounting for Decision Making and Control (10th ed.). McGraw-Hill. <p>Additional reading material from business newspapers, periodicals, and academic journals will be provided during the course.</p> <p style="text-align: right;">back to overview</p>

Macroeconomics	
Study Program	B.Sc. International Business

Study level and semester	Bachelor, 3 rd Semester
ECTS Credits	6 ECTS Credits
Hours per week / total contact hours	4 / 40
Total hours of study	180
Type/Teaching Method	Lecture
Language of instruction	English
Frequency	Every Semester
Course Coordinator/Instructor	Prof. Dr. Bodo Herzog Email: bodo.herzog@reutlingen-university.de
Restrictions (if applicable)	n/a
Prerequisites:	Mathematics, Statistics, Microeconomics
Course learning objectives:	<p>Upon completion of this course, participants will have developed the following competences:</p> <p>Professional competences:</p> <ul style="list-style-type: none"> • The students can critically discuss the relevance and limitations or macroeconomic models; apply mathematical models in economics; understand model implications in specific economic situations; calculate and analytically derive model outcomes; MATLAB <p>Methodological competences:</p> <ul style="list-style-type: none"> • Gather data and empirically test and validate models; synthesize complex quantitative information for professional presentations; transfer and apply theoretical knowledge to real-life settings. Improve the ability to work in an analytical consistent and rigorous way <p>Social competences:</p> <p>n/a</p> <p>Personal competences:</p> <p>n/a</p>

	The students will be able to think strategically, such as economists and mathematicians
Contents:	<ul style="list-style-type: none"> • What's Macroeconomics about? • Growth Theory (Dynamic Theory & Simulations; Differential Equations) • Business Cycle Theory (closed and open economy; exchange rates) • Monetary Economics and Fiscal Theory, including research developments • Monetary Policy, including research developments • Economics of European Monetary Union and European Central Banking • Advanced Issues and Debates
Assessment	Graded: Written exam
Indicative Reading List	<p>Basic Literature:</p> <ul style="list-style-type: none"> • Abel, A.B. & Bernanke, B. & Croushore, D. (2013). Macroeconomics. Prentice Hall. • Acemoglu, D. & Laibson, D. & List, J.A. (2019). Macroeconomics. Pearson Press. • Blanchard, O. (2012). Macroeconomics. Prentice Hall. • Herzog, B. (2020). Lecture Notes in Macroeconomics. ESB, Reutlingen. • Mankiw, G. (2017). Principles of Macroeconomics. SW Cengage Learning. • Krugman, P. & Wells, R.(2012). Macroeconomics. Worth Publishers. • Ljungqvist, L. & Sargent, T.J. (2018). Recursive Macroeconomic Theory, MIT Press. • Obstfeld, M. & Rogoff, K. (1996). Foundation of International Macroeconomics. MIT Press. • Romer, D. (2018). Advanced Macroeconomics. McGraw-Hill. • Walsh, C.E. (2017). Monetary Theory and Policy. MIT Press. <p>Basic Mathematics books:</p> <ul style="list-style-type: none"> • Strang, G. (2019). Linear Algebra and Learning from Data, Wellesley-Cambridge Press. • Wainwright, K. and Chiang, A. (2004). Fundamental Methods of Mathematical Economics, McGraw-Hill Education. <p style="text-align: right;">back to overview</p>

Method Portfolio	
Study Program	B.Sc. Business Engineering – Sustainable Production and Business
Study level and semester	Bachelor, 6 th semester

ECTS Credits	5 ECTS Credits
Hours per week / total contact hours	3
Total hours of study	150
Type/Teaching Method	Seminar with lectures, intensive group work, simulation of a corporate stakeholder dialogue event.
Language of instruction	English
Frequency	Every Semester
Course Coordinator/Instructor	Prof. Dr. Wolfram Heger
Restrictions (if applicable)	Admission capacity for this course is limited
Prerequisites:	-
Course learning outcome:	<ul style="list-style-type: none"> Review and re-enforcement: Students are familiar with the global sustainability challenges, reference systems (SDGs, UN Global Compact etc.) as well as legal and ethical sustainability requirements (e.g. reporting standards) and can derive thereof reasonable and ethically required corporate action (in line with the triple bottom line approach). Using publicly available information (e.g. Sustainability Report), students can evaluate the sustainability risks and opportunities of a company – based on their specific business model. Furthermore, a first evaluation of the sustainability performance of a given company in a certain industry (strong and weak areas) can be conducted. Students can – as part of the sustainability governance and based on being familiar with the stakeholder theory - apply the stakeholder-management-approach on a company (incl. identification of relevant stakeholders and their legitimate demands). By taking on the role of a company representative or external stakeholder, students are able to strategically and tactically prepare (in several preparation sessions) and perform a simulated sustainability dialogue – with the aim of reaching pre-defined targets (in their respective role). <p>Students act as a team to reach jointly defined (sustainability-) goals.</p>
Content:	<ul style="list-style-type: none"> Review/re-inforcement on global sustainability challenges, reference systems and legal requirements. Introduction of the stakeholder theory and application of stakeholder-management- steps on a company (incl. understanding of legitimate external stakeholder demands)

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

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

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

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

Negotiating across borders	
Study Program	B.Sc. Business Engineering – Sustainable Production and Business
Study level and semester	Bachelor, 3 rd Semester
ECTS Credits	3 ECTS Credits
Hours per week / total contact hours	3
Total hours of study	90

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

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

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Operational Planning and Optimization (Operations Research, Operations Management Systems, Project Management)	
Study Program	B.Sc. International Business Engineering - Operations
Study level and semester	Bachelor, 3 rd Semester
ECTS Credits	6 ECTS Credits
Hours per week / total contact hours	2 / 30
Total hours of study	120

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

Learning outcomes	<p>Students are able to build elementary mathematical models for optimization problems and to apply established solution methods to these problems.</p> <p>They can apply their knowledge for scientific research as well as for practical purposes in engineering applications.</p> <p>They are able to judge the quality of mathematical models and of solutions provided by computer programs. They know about the possibilities of modelling as well as their shortcomings.</p>
Graded/ungraded	Graded
Course-specific contribution to AoL Competence Goals	<ul style="list-style-type: none"> • Competence Goal 1.1: introduced (Students get familiar with English notions from operations research.) • Competence Goal 4.1: introduced (Students learn to solve complex practical optimization problems using mathematical methods.) • Competence Goal 5.1: reinforced (Students are familiar with advanced mathematical and statistical concepts and are able to apply them to problems in economics and engineering) • Competence Goal 6.1: introduced (Students are able to apply advanced digital tools for collaboration, analysis and communication and/or are able to apply knowledge regarding digital aspects of economics and engineering)
Contents/ Indicative syllabus	<ul style="list-style-type: none"> • Linear problems and linear programming • Special linear problems (transportations problems etc.) • Graph-based problems • Simulation methods
Teaching and learning methodology	Lecture with exercises
Miscellaneous	---
Indicative reading list	<ul style="list-style-type: none"> • Hillier, Liebermann: Introduction to Operations Research. McGrawHill 2020
Operations Management Systems	
Lecturers name; contact details see ESB-website	Prof. Dr. Jochen Hartung
Teaching language	English
Credits (ECTS)	2
Total work load	60 hours
Contact hours per week	2 HPW

Learning outcomes	<ul style="list-style-type: none"> • Technical competencies: Students get to know IT application systems in different areas (ERP, CRM, BI). • Methodological competencies: Students learn procedures and methods for the selection, operation, and improvement of user acceptance of IT application systems. • Social competencies: Students work in small groups on application-related tasks with state-of-the-art real-life applications in various roles. • Personal competencies: Students learn to work on operational tasks with real-life applications and to critically evaluate the use of these systems in terms of technology, economic benefit, and user acceptance.
Graded/ungraded	Graded
Course-specific contribution to AoL Competence Goals	<ul style="list-style-type: none"> • Competence Goal 1.1: reinforced (The language of the lecture is English, thus improving the language skills of the student.) • Competence Goal 4.1: introduced (Students get to know different operational application systems and can courseify them concerning the different phases of selection, implementation, and operation) • Competence Goal 6.1: reinforced students are able to apply advanced digital tools for collaboration, analysis and communication and/or are able to apply knowledge regarding digital aspects of economics and engineering)
Contents/ Indicative syllabus	<ul style="list-style-type: none"> • Basics of Operations Management Systems • ERP (Selection, Implementation, Operation) • Business Intelligence and Business Analytics • CRM • SCM • SAP S/4 Hana Business Case
Teaching and learning methodology	Lecture, group collaboration and exercises
Miscellaneous	---
Indicative reading list	<ul style="list-style-type: none"> • Alpar, Paul, et al. Anwendungsorientierte Wirtschaftsinformatik: Strategische Planung, Entwicklung und Nutzung von Informationssystemen. Springer, 2019. • Hansen, Hans Robert, et. al. Wirtschaftsinformatik. Walter de Gruyter, 2019 • Gronau, Norbert. Enterprise resource planning: Architektur, Funktionen und Management von ERP-Systemen. Oldenbourg, 2010 • Laudon, Kenneth C., Laudon, Jane Management Information Systems: Managing the Digital Firm, 16th Edition. Pearson, 2020
Project Management	



Lecturers name; contact details see ESB-website	Prof. Dr. Johanna Bath
Teaching language	English
Credits (ECTS)	2
Total work load	60 hours
Contact hours per week	2 HPW
Learning outcomes	<p>Upon successful completion, students will have developed the following competencies:</p> <ul style="list-style-type: none"> • Subject-specific competencies: Students have developed the basic competencies in project management such as project definition and evaluation; planning and scheduling; resource selection, communication and feedback issues and cultural considerations. • Methodological competencies: Students have the ability to analyse project processes and use methods and systems to plan, schedule and monitor projects. • Specialised and practical competencies, skills and abilities: Students deepen their practical skills in the field of project management by applying all subject specific competencies in a project example in small teams in the lecture. • Social competencies: Students perform effectively as a team member while having also developed basic project leadership skills within a project team. • Normative competencies: Students increase personal and work effectiveness in communication and interaction in teams as well as become aware of complexity of working within a project team.
Graded/ungraded	Graded
Course-specific contribution to AoL Competence Goals	<ul style="list-style-type: none"> • Competence Goal 1.1: reinforced (Students get familiar with specific terms from the field of project management. They are constantly able to practice their written and oral language skills in English). • Competence Goal 2.1: reinforced (Students get familiar with specific aspects of international project management to understand different management approaches and team developing strategies.) • Competence Goal 3.1: introduced (Students learn that project management also means to discuss ethical issues depending on the project subject. In addition they learn that the management of projects is influenced by ethical conventions of the company and the project environment.) • Competence Goal 4.1: reinforced (Students get the ability to analyse processes, methods and systems used to plan, schedule and monitor projects. They will have developed the basic competencies in project

	management such as project definition and evaluation, planning and scheduling, resource selection and communication.)
Contents/ Indicative syllabus	<ul style="list-style-type: none"> • Introduction to Project Management • Project Selection • Project Life Cycle and Organisation • Project Goals and the Project Manager • Develop Project Charter and A3 • Project Integration Management • Project Scope Management • Project Time Management • Project Cost Management • Project Quality Management • Project Human Resource Management • Project Communication Management • Project Procurement Management • Project Executing • Project Monitoring & Controlling • Project Closing
Teaching and learning methodology	Lecture with interactive workshops
Miscellaneous	back to overview

Principles of Corporate Finance	
Study Program	B.Sc. International Business
Study level and semester	Bachelor, 3 rd Semester
ECTS Credits	6 ECTS Credits
Hours per week / total contact hours	4 / 60
Total hours of study	180
Type/Teaching Method	Lecture
Language of instruction	English
Frequency	Every Semester

Course Coordinator/Instructor	Prof. Dr. Hans-Martin Beyer Email: hans-martin.beyer@reutlingen-university.de
Restrictions (if applicable)	n/a
Prerequisites:	Strongly recommended: Financial Accounting, Management and Cost Accounting
Course learning objectives:	<p>Upon completion of this course, participants will have developed the following competences:</p> <p>Professional competences:</p> <ul style="list-style-type: none"> • Students will obtain fundamental understanding, competences, and skills in the field of corporate financial management and understand the connections to financial and management accounting. • Students will be able to identify the relevant approaches and variables of financial decisions in general. More specifically, they will understand, apply and assess approaches and methods of investment decision making. • They will be able to assess the theoretical and practical connections between e.g. investment decisions, cost of capital, capital structure, and financing instruments. • Students will be able to identify the basic instruments of corporate funding and to understand the underlying capital structure theory and practice. They are enabled to critically discuss concepts applied in practice and acquire the ability to transfer theoretical knowledge into real-life situations. <p>Methodological competences:</p> <ul style="list-style-type: none"> • Students will develop and further enhance their critical thinking and problem-solving skills in addition to analytical skills particularly in the fields of financing and investment decision making. • They will be able to apply and connect skills obtained in previous courses like M1.2, M3, M8, M10.1. <p>Social/personal competences:</p> <ul style="list-style-type: none"> • Through the interactive nature of the module elements, students will develop their respective terminology and refine their professional communication competences.
Contents:	<ol style="list-style-type: none"> 1. Financial Management Basics (finance definitions, finance functions, financial goals, stakeholders, financial planning, financial default) 2. Investment Decisions

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

Principles of Human Resource Management	
Study Program	B.Sc. International Business
Study level and semester	Bachelor, 2 nd Semester
ECTS Credits	6 ECTS Credits
Hours per week / total contact hours	4 / 60

Total hours of study	180
Type/Teaching Method	Lecture
Language of instruction	English
Frequency	Every Semester
Course Coordinator	Prof. Dr. Hermann Lassleben Email: hermann.lassleben@reutlingen-university.de
Course Instructor	NN
Restrictions (if applicable)	n/a
Prerequisites:	n/a
Course learning objectives:	<p>Upon completion of this module students will have developed the following competences:</p> <p>Professional competences:</p> <ul style="list-style-type: none"> • overview of HRM • acquaintance with theoretical foundations, concepts and approaches; ability to deal with HR related responsibilities in managerial jobs <p>Methodological competences:</p> <ul style="list-style-type: none"> • problem-solve HR and international management issues • critically assess HRM and international management concepts and their limitations • contribute to organizational effectiveness by appropriate HR solutions and intercultural management strategies <p>Social competences:</p> <ul style="list-style-type: none"> • advanced presentation and team working skills • competence to interact successfully in an intercultural business environment • understand dynamics in social systems such as organizations, or teams <p>Personal competences:</p> <ul style="list-style-type: none"> • awareness of own personality and its relation to job requirements

<p>Contents:</p>	<p>1. Introduction to HRM HRM Theories and Concepts, HRM Processes, HRM Roles, HRM Value Chain, HRM Competences, HRM and Organizational Performance</p> <p>2. HR Planning Job Analysis, Job Description, Job Specification, Job Architecture, Forecasting Demand, Forecasting Supply, Workforce Planning, Succession Planning</p> <p>3. Recruitment Staffing Process, Internal/External Hiring, External Recruiting Sources, Social Media Recruitment, Active Sourcing, Employer Brand & Branding</p> <p>4. Selection Selection Process, Selection Instruments, Competency Profiling, Interviewing, Testing, Assessment Centers, Assessment Errors, Staffing Metrics, AI-Powered Selection</p> <p>5. Training & Development Training Process, Training Needs, Training Methods, Evaluating Training Effects, Management Development, Career Management</p> <p>6. Performance Management Performance Measurement vs. Performance Management, Functions, Roles, Tools, 360° Feedback, Forced Distribution, Management by Objectives, Appraisal Interviews</p> <p>7. Reward Management Reward Strategy, Reward Components, Job Evaluation, Pay for Performance, Reward and Motivation, Benefits</p> <p>8. Retention Management Types of Turnover, Costs of Turnover, Reasons for Voluntary Turnover, Organizational Commitment, Employee Retention</p> <p>9. Predictive HR Analytics Human Capital Data, Analysis versus Prediction, Predictive Modelling, Dependent & Independent Variables, HR Analytics & HR Strategy</p>
<p>Assessment</p>	<p>Graded: Written Exam</p>
<p>Indicative Reading List</p>	<ul style="list-style-type: none"> • Bohlander, G. & Snell, S. & Morris, C. (2018). Managing Human Resources (18th ed.). Cengage. • Dessler, G. (2024). Human Resource Management (17th ed.). Pearson. • Edwards, M. & Edwards, K. (2016). Predictive HR Analytics: Mastering the HR Metric. Kogan. • Lussier, R. & Hendon, J. (2024). Fundamentals of Human Resource Management: Functions, Applications, Skill Development (3rd ed.).

	<p>Sage. Mondy, R. & Martocchio, J. (2016). Human Resource Management (14th ed.). Pearson.</p> <ul style="list-style-type: none"> • Noe, R. & Hollenbeck, J. & Gerhart, B. & Wright, P. (2019). Human Resource Management: Gaining a Competitive Advantage (11th ed.). McGraw-Hill Education. <p style="text-align: right;">back to overview</p>
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Principles of Marketing	
Study Program	B.Sc. International Business
Study level and semester	Bachelor, 1 st semester
ECTS Credits	6 ECTS Credits
Hours per week / total contact hours	4 / 60
Total hours of study	180
Type/Teaching Method	Lecture
Language of instruction	English
Frequency	Every Semester
Course Coordinator/Instructor	Prof. Dr. Oliver Goetz E-Mail: oliver.goetz@reutlingen-university.de
Restrictions (if applicable)	Admission capacity for this course is limited
Prerequisites:	n/a
Course learning objectives:	<p>Upon completion of this course, participants will have developed the following competences:</p> <p>Professional competences:</p> <ul style="list-style-type: none"> • critically discuss the relevance and success factors of marketing programs • recapitulate and apply insights to develop own marketing programs



	<ul style="list-style-type: none"> • understand major methods and approaches to develop products, services, and brands that are specific to customer needs • learn to define prices, communicate benefits, and distribute products • understand the importance of customer relationship management. <p>Methodological competences:</p> <ul style="list-style-type: none"> • develop a product, pricing, distribution, and advertising strategy • transfer and apply theoretical marketing knowledge to business cases • develop presentation skills, familiarize with basic research methodology. <p>Social competences:</p> <ul style="list-style-type: none"> • refine their oral communication skills • improve their ability to work in teams in order to solve a given complex marketing situation • give and receive feedback in a structured manner. <p>Personal competences:</p> <p>develop the ability to think and act proactively as well as customer/marketing oriented.</p>
Contents:	<ol style="list-style-type: none"> 1. Fundamentals 2. Branding 3. Product 4. Price 5. Promotion / Communication 6. Distribution and Sales
Assessment	Graded: Written exam
Indicative Reading List	<p>References and access to supplemental readings, videos, cases are provided during lectures; optional textbooks:</p> <ul style="list-style-type: none"> • Armstrong, G., & Kotler, P. (2022). Marketing: An Introduction, Global Edition (15th Ed.). Pearson. • Kotler, P., & Keller, K.L. (2016). Marketing Management, Global Edition (15th Ed.). Pearson. <p style="text-align: right;">back to overview</p>

Process Optimization	
Study Program	B.Sc. International Business Engineering - Operations
Study level and semester	Bachelor, 6 th semester
ECTS Credits	4 ECTS Credits
Hours per week / total contact hours	2
Total hours of study	120
Type/Teaching Method	Seminar
Language of instruction	English
Frequency	Every Semester
Course Coordinator/Instructor	Prof. Dr. Daniel Palm, Lukas Fontani
Restrictions (if applicable)	Admission capacity for this course is limited
Prerequisites:	Prior knowledge of process management is required
Course learning objectives:	<ul style="list-style-type: none"> • Methodological competencies: Students learn qualitative and quantitative methods for process optimization. • Technical competencies: Students learn about available tools and how to use them. • Social competencies: Through interaction within working groups, students gain experience in team collaboration. • Personal competencies: Students learn to optimize processes under various aspects to optimize and critically evaluate optimization.
Contents:	<ul style="list-style-type: none"> • Process Management Fundamentals • Business Process Modeling • Process Monitoring • Qualitative Process Analysis • Quantitative Process Analysis • Process Redesign
Assessment	Written exam back to overview



Project Management	
Study Program	B.Sc. International Business
Study level and semester	Bachelor, 3 rd Semester
ECTS Credits	3 ECTS Credits
Hours per week / total contact hours	2 / 30
Total hours of study	90
Type/Teaching Method	Lecture
Language of instruction	English
Frequency	Every Semester
Course Coordinator	Prof. Dr. Florian Kapmeier Email: florian.kapmeier@reutlingen-university.de
Course Instructor	NN - Adjunct Lecturer
Restrictions (if applicable)	Limited capacities may apply
Prerequisites:	n/a
Course learning objectives:	<p>This course aims to introduce and train students in managing projects, and especially dealing with complexity in projects. Upon completion of this course, participants will have developed the following competences:</p> <p>Professional competences:</p> <ul style="list-style-type: none"> • Students will learn about theory, methods, and quantitative tools that are applied to effectively plan, organize, and control projects, and about efficient techniques for managing projects. • Students will understand the theory underlying the methods and the tools of project management, incl. work breakdown structure (WBS), Critical Path Method (CPM), Critical Chain Method, Programme Evaluation and Review Techniques (PERT), and Project Risk Management, among others. <p>Methodological competences:</p> <ul style="list-style-type: none"> • Students will develop mechanisms of problem-solving and apply them to project management business cases.

	<ul style="list-style-type: none"> • They will develop competences to assimilate new knowledge alone or in a group with the support of state-of-the-art textbooks, apply the methods and tools to real-project management challenges and understand their limitations. <p>Social competences:</p> <ul style="list-style-type: none"> • Students will improve their intellectual skills including soft, social, communication, mathematical, analytical, synthesizing and problem-solving skills. As students work primarily in teams they benefit from their team members' skills: students will strengthen their social competence through cooperating with each other, by managing conflicts and giving and receiving feedback. • Students will also obtain an appreciation for organizational and human aspects in project organizations and project manager soft skills and typical profiles. <p>Personal competences:</p> <ul style="list-style-type: none"> • Students will gain personal confidence by building up knowledge, skills and capacities to approach managerial challenges in general and in managing projects in particular. • They also learn how to present logical and convincing arguments.
Contents:	<ul style="list-style-type: none"> • Introduction to project management • Projects in the organizational structure • Challenges in managing international projects • Project activity and risk planning • Project budgeting: costs and risks • Project scheduling: network techniques • Resource allocation • Project monitoring, project control, project auditing • Project termination
Assessment	Graded: Written exam/continuous assessment
Indicative Reading List	<p>Required readings</p> <ul style="list-style-type: none"> • Meredith, J.R., Mantel, S.J. (2019). Project Management: A Managerial Approach (10th ed.). Wiley. • Project Management Institute (2017). A Guide to the Project Management Body of Knowledge (6th ed.). Newton Square. <p>Recommended readings</p> <ul style="list-style-type: none"> • Goldratt, E. (1997). Critical chain. The North River Press. • Levy, F.K., Thomson, G.L., Wiest, J.D. (1963). The ABCs of Critical Path Method. Harvard Business Review, 41(5), 98-108.

	<ul style="list-style-type: none"> • Lyneis, J., Cooper, K., Els, S. (2001). Strategic Management of Complex Projects. System Dynamics Review, 17(3), 237-260. • Sosa, M.E., Eppinger, S.D., Rowles, C.M. (2004). The Misalignment of Product Architecture and Organizational Structure in Complex Product De-velopment. Management Science, 50(12), 1674-1689. <p style="text-align: right;">back to overview</p>
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Strategic Management	
Study Program	BSc Business Engineering – Sustainable Production and Business
Study level and semester	Bachelor, 6 th semester
ECTS Credits	6 ECTS Credits
Hours per week / total contact hours	3/45
Total hours of study	180
Type/Teaching Method	Lectures / Seminars In many practical group tasks the students will apply strategic tools to real business situations and transfer knowledge into applicable solutions.
Language of instruction	English
Frequency	Every Semester
Course Coordinator/Instructor	Jonas Senske
Prerequisites:	none
Course learning objectives:	Strategic Management is an analytical and creative process in leading and developing an economic organization in modern societies. To approach the complexity of a globalized business world the students will learn how to build a strategic framework and how to develop corporate strategies.
Learning Outcomes	Upon successful completion of this module, students will be able to analyze, develop, and implement effective strategies within complex and dynamic business environments. They will gain a comprehensive understanding of strategic management principles, including planning, marketing, controlling, innovation, and entrepreneurship. Furthermore, students will be equipped to incorporate sustainability and ethical considerations into strategic decision-making, enabling them to lead and shape competitive organizations in a globalized economy.



Contents:	<ul style="list-style-type: none"> • Introduction to Strategic Management • Fundamentals of Strategic Management • Strategic Planning • Implementation of Strategies • Strategic Marketing • Strategic Controlling • Innovation & Entrepreneurship • Sustainability & Ethics in Strategic Management
Assessment	Group report and presentation
Indicative Reading List	<ul style="list-style-type: none"> • Grant, R. M. (2016). Contemporary Strategy Analysis (9th ed.). Wiley. • Johnson, G., Scholes, K., & Whittington, R. (2017). Exploring Strategy: Text and Cases (11th ed.). Pearson. • Porter, M. E. (1980). Competitive Strategy: Techniques for Analyzing Industries and Competitors. Free Press. • Hill, C. W. L., & Jones, G. R. (2012). Strategic Management: An Integrated Approach (10th ed.). Cengage Learning. • Barney, J. B., & Hesterly, W. S. (2019). Strategic Management and Competitive Advantage: Concepts and Cases (6th ed.). Pearson. • Wheelen, T. L., Hunger, J. D., Hoffman, A. N., & Bamford, C. E. (2017). Strategic Management and Business Policy: Globalization, Innovation, and Sustainability (15th ed.). Pearson. • Dess, G. G., Lumpkin, G. T., & Eisner, A. B. (2018). Strategic Management: Creating Competitive Advantages (9th ed.). McGraw-Hill Education. • Ansoff, H. I. (1987). Corporate Strategy. Penguin Books. • Lynch, R. (2018). Strategic Management (8th ed.). Pearson. • Porter, M. E. (1985). Competitive Advantage: Creating and Sustaining Superior Performance. Free Press. <p style="text-align: right;">back to overview</p>

Strategic Management Essentials	
Study Program	B.Sc. International Business
Study level and semester	Bachelor, 3 rd Semester
ECTS Credits	3 ECTS Credits
Hours per week / total contact hours	2 / 30
Total hours of study	90
Type/Teaching Method	Lecture

Language of instruction	English
Frequency	Every Semester
Course Coordinator	Prof. Dr. Florian Kapmeier Email: florian.kapmeier@reutlingen-university.de
Restrictions (if applicable)	Limited capacities may apply
Prerequisites:	n/a
Course learning objectives:	<p>This course draws on a wide range of perspectives to explore the roots of long term competitive advantage in organizations. Using a combination of learning about strategic management concepts and tools, cases, readings and, most importantly, lively discussion, the course will explore the ways in which companies can differentiate themselves from others. Upon completion of this course, participants will have developed the following competences:</p> <p>Professional competences:</p> <ul style="list-style-type: none"> • Students are introduced to the principles of strategic management. • They will develop an understanding of the key concepts and principles of strategy formulation and competitive analysis • Students learn about how long term advantage is built from first-mover advantage, increasing returns, and unique organizational competences. • They will be able to critically discuss strategic management concepts applied in practice and acquire the ability to transfer and apply theoretical knowledge to real-life situations. <p>Methodological competences:</p> <ul style="list-style-type: none"> • Students will develop an understanding of the basic concepts and terminology used in strategic management, in particular, a clear understanding of the key concepts and principles of strategy formulation and competitive analysis, thus identifying opportunities and threats as well as strengths and weaknesses in the operating environment of organizations. • They develop an understanding of useful analytical skills, tools, and techniques for analyzing companies strategically, recognizing that no one strategic solution for an organization is necessarily correct.

	<p>Social competences:</p> <ul style="list-style-type: none"> • Students will improve their oral and written communication skills because of the interactive nature of the course and through the analysis and reporting of case situations. • Through teamwork on mini cases under time pressure and diversity in class, students will develop social and intercultural skills, including giving and receiving feedback. <p>Personal competences:</p> <p>Students will improve their oral and written presentation skills through the analysis and reporting of case situations and their analytical and problem-solving skills and their ability to think critically and strategically.</p>
<p>Contents:</p>	<ul style="list-style-type: none"> • Strategic Management: characteristics, strategic choice (Blue Oceans), strategy development • Company environment: market-based view, macro-environment, competitors, opportunities and threats • Strategic capability: resource-based-view, resources and competences, dynamic capabilities, organizational learning, strengths and weaknesses • Business level strategy: strategic business units, bases of competitive advantage, sustaining competitive advantage (Delta model), competition and cooperation, game theory • Corporate level and international strategy: product/market diversity, international diversity and international strategy • Methods of strategy development: directions for strategy development, methods of strategy development • Organizing for success: organizational forms, processes (Balanced Scorecard and Strategy Maps), relationships • Enabling success: managing people, managing information, managing finance, managing technology • Managing strategic change: change and change management, levers for managing strategic change • Understanding strategy development: intended strategy development, emergent strategy development
<p>Assessment</p>	<p>Graded: Written exam</p>
<p>Indicative Reading List</p>	<p>Required reading</p> <ul style="list-style-type: none"> • Johnson, G., Whittington, R., Scholes, K., Angwin, D. & Regner, P. (2017). Exploring Strategy – Text and Cases. Pearson. <p>Further readings</p> <ul style="list-style-type: none"> • Hagel, J.III, Brown, J.S., & Davison, L. (2008). Shaping Strategy in a World of Constant Disruption. Harvard Business Review, October, 80-89.

- Hax, A.C., & Wilde, D.I. (1999). The Delta Model, Adaptive Management in a Changing World. Sloan Management Review, Winter, 11-28.
- Johnson, M.W., Christensen, C.M., & Kagermann, H. (2008). Reinventing Your Business Model. Harvard Business Review, December, 51-59.
- Kaplan, R.S., & Norton, D.P. (2006). How to Implement a New Strategy Without Disrupting Your Organization. Harvard Business Review, March, 100-109.
- O'Reilly, C., & Tushman, M.L. (2004). The Ambidextrous Organization. Harvard Business Review, April, 74-81.
- Porter, M.E. (2008). The five competitive forces that shape strategy. Harvard Business Review, January, 25-40.
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- United Nations (2024). The 17 SDGs. <https://sdgs.un.org/goals>
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Supply Chain Management, Logistics and Sourcing	
Study Program	B.Sc. International Business Engineering - Operations
Study level and semester	Bachelor, 6 th semester
ECTS Credits	4 ECTS Credits
Hours per week / total contact hours	2
Total hours of study	120
Type/Teaching Method	Seminar
Language of instruction	English
Frequency	Every Semester
Course Coordinator/Instructor	Prof. Dr. techn. Daniel Palm; Martin Riester
Restrictions (if applicable)	Admission capacity for this course is limited
Prerequisites:	-
Course learning objectives:	<p>The course familiarizes students with the basic principles of Supply Chain Management, Logistics and Sourcing. After successful completion of this course the students should have gained the following knowledge and developed the following competencies:</p> <p>Professional competencies:</p> <ul style="list-style-type: none"> • Understand basic concepts and methods of Sourcing, Logistics and Supply Chain Management • Understand the role of Supply Chain Management in the Company and the interdependencies between marketing, engineering, production, logistics and sourcing. <p>Methodological competencies:</p> <ul style="list-style-type: none"> • Understand and apply methods to plan, control and optimize logistics functions <p>Personal competencies:</p> <p>develop the ability to think and act holistic and integrating</p>
Contents:	<ul style="list-style-type: none"> • Introduction to Supply Chain Management • Push and Pull Supply Chains

	<ul style="list-style-type: none"> • Global logistic structures and value chains • Integrated logistics, procurement, materials management and production • Sourcing Strategies • Supplier Assessment and Cooperation • Transport carriers, traffic infrastructure and its systems; targets and target conflicts of transport logistics • Tracking and Tracing
Assessment	Written exam back to overview

Sustainable Consumption	
Study Program	B.Sc. Business Engineering – Sustainable Production and Business
Study level and semester	Bachelor, 6 th semester
ECTS Credits	4 ECTS Credits
Hours per week / total contact hours	2
Total hours of study	120
Type/Teaching Method	Seminar
Language of instruction	English
Frequency	Every Semester
Course Coordinator/Instructor	Prof. Dr. Wolfram Heger
Restrictions (if applicable)	Admission capacity for this course is limited
Prerequisites:	Prior knowledge of sustainability is advantageous but not required
Course learning objectives/ learning outcome:	<ul style="list-style-type: none"> • Students are able to identify and understand the effects of today's corporate and individual production and consumption behavior on global key sustainability aspects – both environmental (e.g. climate change, biodiversity, water, pollution etc.) and social (human rights violation in work force and supply chain, diversity etc.). • Students can - using the Sustainable Development Goals (SDGs) of the United Nations as reference – link the 17 SDGs (and sub-targets) to Corporate and individual (own) consumption behavior.

	<ul style="list-style-type: none"> • Students understand and critically reflect on positive or negative sustainability effects of both production and consumption patterns – based on scientific known drivers and influencing factors, steering Corporate and individual consumer behavior. • Throughout the course, students are able to reflect on how their own consumption behavior in different areas (mobility, housing, food etc.) supports or prevents reaching the SDGs in different areas of their consumption.
Contents:	<ul style="list-style-type: none"> • Introduction of the global sustainability challenges such as climate change, biodiversity loss, human rights violations etc. – including their causes and short-, medium- and long-term effects • Elaboration on the connection between the global (corporate and individual) resource use and the resulting sustainability threats for the earth and mankind. • Provision and discussion of sustainability definitions (Brundlandt, EU etc.), concepts and forecast models (such as the planetary boundaries concept) in outlining the areas with need for action. • Deep dive on the Sustainable Development Goals of the United Nations as reference for global fields of action – incl. global aims of the 17 goals (and 169 sub-goals), today’s status towards the target achievement in 2030 (globally and in selected regions). • Definition and elaboration of criteria for a more sustainable consumption behaviour – particularly by being CO₂-positive, circular (R-strategies) and fair (considering human rights requirements) • introduction of ethical considerations and dilemmas in purchasing and consumption decisions, key aspects and areas, attitude behaviour gaps and willingness to change • Barriers and lock-ins to a transition to sustainable resource use • In-depth reflection on individual, selected SDGs (connected to consumption), targets, barriers for target achievement and their link to individual purchasing and consumption behaviour. • Case study and group discussion on the consumption behaviour for selected companies in the consumer goods industry (e.g. textile, food, chocolate etc.)
Teaching and learning methods	<p>Different teaching and learning methodologies are used, which alternate and thus appeal to different types of learners:</p> <ul style="list-style-type: none"> • Interactive seminar-style teaching with discussions • Small group case study work with presentation and discussion • Practical examples, exercises, homework • guest lectures (including optionally on-site visits at companies in the consumer goods industry)
Assessment	Presentation and written learning portfolio



Indicative reading list	<ul style="list-style-type: none"> • Bäckström, K.; Egan-Qyer, C.; Samsioe, E. (2024): The Future of Consumption: How Technology, Sustainability and Wellbeing will Transform Retail and Customer Experience • Balderjahn: I. (2020): Nachhaltiges Management und Konsumverhalten, November 2020 • Hansen, A.; Nielsen, K. B. (2023): Consumption, Sustainability and Everyday Life • United Nations: The Sustainable Development Goals Report, most recent annual version • United Nations Environment Programme: Global Resources Outlook - Bend the Trend, most recent version <p>back to overview</p>
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Modules and Courses: Electives

Business Simulation – Systems Thinking & Sustainability	
Study Program	B.Sc. International Business
Study level and semester	Bachelor 6 th Semester
ECTS Credits	5 ECTS Credits
Hours per week / total contact hours	4 / 60
Total hours of study	150
Type/Teaching Method	Seminar
Language of instruction	English
Frequency	Every Semester
Course Coordinator/Instructor	Prof. Dr. Florian Kapmeier E-Mail: florian.kapmeier@reutlingen-university.de
Restrictions (if applicable)	Admission capacity for this course is limited
Prerequisites:	Principles of Strategic Management
Course learning objectives:	Why do so many business strategies fail? Why do so many others fail to produce lasting results? Why do many businesses suffer from periodic crises,



fluctuating sales, earnings, and morale? Why do some firms grow while others stagnate? How do once-dominant firms lose their competitive edge? And how can a firm identify and design high-leverage policies, policies that are not thwarted by unanticipated side effects?

Accelerating economic, technological, social, and environmental change challenge managers to learn at increasing rates. And we must increasingly learn how to design and manage complex systems with multiple feedback effects, long time delays, and nonlinear responses to our decisions. Yet learning in such environments is difficult, precisely because we never confront many of the consequences of our most important decisions. Effective learning in such environments requires methods to develop systems thinking, to represent and assess such *dynamic complexity* – and tools managers can use to accelerate learning throughout an organization.

Upon completion of this strategy course, participants will have developed the following competences:

Professional competences:

- Students are introduced to systems thinking and the system dynamics modeling methodology.
- They apply system dynamics to corporate challenges in the area of strategy, organizational change, and policy design.
- Students will learn to visualize a business organization in terms of the structures and policies that create dynamics and regulate performance.
- In particular, they will improve their understanding of the ways in which an organization's performance is related to its internal structure and operating policies as well as those of customers, competitors, and suppliers.
- Students will use simulation models, management flight simulators, and case studies to develop conceptual and modeling skills for the design and management of organizations in a dynamic world.
- They will learn principles for effective use of modeling in the real world.

The module contributes to the profile in Strategy.

Methodological competences:

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

	<ul style="list-style-type: none"> • They will have a chance to use state of the art software for computer simulation and gaming (no prior computer modeling experience is needed). <p>Social competences:</p> <ul style="list-style-type: none"> • Students will improve their ability to work in teams in order to analyze complex business challenges. • They will also refine their oral and written communication skills because of the interactive nature of the course. • Through teamwork under time pressure and diversity in class, students will develop social and intercultural skills, including giving and receiving feedback. <p>Personal competences:</p> <ul style="list-style-type: none"> • Students will improve their analytical and problem-solving skills. Students will be better aware of dynamic complexity. • They will learn about their own position and the impact of own behavior, policy-design, and strategic decision-making on the complex system in which they themselves – as decision-makers - are embedded.
Contents:	<ul style="list-style-type: none"> • Management Simulation Game: The Beer Distribution Game / FishBanks • The case for modelling and simulation: complex systems • Introduction to system dynamics & getting to know Vensim • Simple dynamic models • Growth dynamics of organizations (with PEOPLExpress “management flight simulator”) • Business cycles and oscillations (e.g., commodity products oil, steel, sugar, real estate markets, etc.) • Aspects of limits to growth (planetary boundaries, populations, economies, tourism growth and waste management in Small Island States) • Diffusion models (Dynamics of pandemics (such as SARS-Covid-19) and Diffusion of new products in the market) • Sustainability dynamics (success of sustainability initiatives in companies and markets, transition of organizations and markets towards environmental sustainability, “greenwashing”, rebound effects, climate change mitigation, food market transition) • Management Simulation Game: Climate Action Simulation <p>Examples of system dynamics-based research</p>
Assessment	<p>Graded: Project work: 85% (including peer-assessment of 15%)</p> <p>Class participation 15%</p>
Indicative	<p>Required reading</p>

Reading List

- Sterman, J.D. (2000). Business Dynamics. Systems Thinking and Modeling for a Complex World. Irwin McGraHill.
- Rahmandad H, JD Sterman. 2012. Reporting Guidelines for Simulation-Based Research in Social Sciences. System Dynamics Review 28(4): 396-411. DOI: 10.1002/sdr.1481.
- Schlesinger, Leonard, A. & Whitestone, D. (2000). People Express (A). Har-vard Business Publishing, Case No. 9-483-103 Boston.

Further readings

- Booth Sweeney, L. & Sterman, J.D. (2000). Bathtub dynamics: initial results of a systems thinking inventory, System Dynamics Review, 16(4), 249-286.
- Creutzig, F., & Kapmeier, F. (2020). Engage, don't preach: Active learning triggers climate action. Energy Research & Social Science, 70, 101779.
- Kapmeier, F., & Gonçalves, P. (2018). Wasted paradise? Policies for Small Island States to manage tourism-driven growth while controlling waste generation: the case of the Maldives. System Dynamics Review, 34(1-2), 172-221.
- Kapmeier, F., Greenspan, A. S., Jones, A. P., & Sterman, J. D. (2021). Science-based analysis for climate action: how HSBC Bank uses the En-ROADS climate policy simulation. System Dynamics Review, 37(4), 333-352.
- Lyneis, J.M. (1999). System Dynamics for Business Strategy: A Phased Approach. System Dynamics Review, 15(1), 37-70.
- Lyneis J, J Sterman. 2016. How to Save a Leaky Ship: Capability Traps and the Failure of Win-Win Investments in Sustainability and Social Responsibility. Academy of Management Discoveries 2(1): 7-32
- Morecroft, J.D.W. (2015). Strategic Modelling and Business Dynamics: A Feedback Systems Approach. 2nd Ed. Wiley.
- Morecroft, J.D.W. & Sterman, J.D. (1994). Modeling for Learning Organizations. Productivity Press.
- Raworth, K. (2017). "A Doughnut for the Anthropocene: humanity's compass in the 21st century." The Lancet Planetary Health 1(2): e48-e49.
- Repenning, N. & Sterman, J.D. (2001). Nobody Ever Gets Credit for Fixing Problems that Never Happened: Creating and Sustaining Process Improvements. California Management Review, 43(4), 64-88.
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- Rooney-Varga, J. N., Sterman, J. D., Fracassi, E., Franck, T., Kapmeier, F., Kurker, V., Johnston, E., Jones, A. P., & Rath, K. (2018). Combining role-play with interactive simulation to motivate informed climate action: Evi-dence from the World Climate simulation. Plos One, 13(8), e0202877.
- Rooney-Varga, J. N., Kapmeier, F., Sterman, J. D., Jones, A. P., Putko, M., & Rath, K. (2020). The Climate Action Simulation. Simulation & Gaming, 51(2), 114–140.
- Steffen, W., K. Richardson, J. Rockström, S. E. Cornell, I. Fetzer, E. M. Ben-nett, R. Biggs, S. R. Carpenter, W. de Vries, C. A. de Wit, C. Folke, D. Ger-ten, J. Heinke, G. M. Mace, L. M. Persson, V. Ramanathan, B. Meyers and S. Sörlin (2015). Planetary boundaries: Guiding human development on a changing planet. Science 347(6223): 1259855.
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- Sterman JD. 2015. Stumbling Towards Sustainability: Why Organizational Learning and Radical Innovation Are Necessary to Build a More Sustainable World—but Not Sufficient. In Henderson R., M. Tushman , et al. (eds.), Leading Sustainable Change. Oxford University Press, Oxford UK, pp. 51-80
- Sterman J, W Moomaw, JN Rooney-Varga, L Siegel. 2022. Does Wood Bio-energy Help or Harm the Climate? Bulletin of the Atomic Scientists 78(3): 128-138.
- Sterman JD. 2022. Opinion: ‘Net Zero’ Pledges Can Amount to Greenwash-ing. This Is the Better Way to Reduce Deadly Carbon Emissions. Market Watch. Retrieved 24 January 2022. Available from <https://www.marketwatch.com/story/net-zero-pledges-can-amount-to-greenwashing-this-is-the-better-way-to-reduce-deadly-carbon-emissions-11642609889>.
- Struben, J. and F. Kapmeier (2023). "From low-hanging fruit to high-impact sustainability transformations: unpacking dynamics of intra- and interor-ganizational capability traps." System Dynamics Review n/a(n/a).
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Business to Business Marketing	
Study Program	B.Sc. International Business
Study level and semester	Bachelor 6 th Semester
ECTS Credits	5 ECTS Credits
Hours per week / total contact hours	4 / 60
Total hours of study	150
Type/Teaching Method	Seminar
Language of instruction	English
Frequency	Once
Course Coordinator	Prof. Dr. Oliver Götz E-Mail: oliver.goetz@reutlingen-university.de
Course Instructors	Prof. Dr. Oliver Götz Prof. Dr. Marco Schmäh
Restrictions (if applicable)	Admission capacity for this course is limited
Prerequisites:	Principles of Marketing
Course learning objectives:	<p>Upon completion of this course, participants will have developed the following competencies:</p> <p>Professional competencies:</p> <ul style="list-style-type: none"> • in-depth familiarity with methods and practical tools for business to business marketing and strengthened understanding of business to business management decisions, concepts, and solutions as well as limitations of business to business marketing activities. <p>Methodological competencies:</p> <ul style="list-style-type: none"> • fostering analytical and decision-making skills of the students by using theoretical concepts in lectures and case studies • preparation and presentation of team business case study before peers, critical evaluation of colleagues' case studies, research and writing of business to business marketing solutions, participation in seminar sessions

	<p>Social competencies:</p> <ul style="list-style-type: none"> • improved ability to work individually and in teams with focus on complex theoretical and analytical models • refined oral and written communication skills <p>Personal competencies:</p> <ul style="list-style-type: none"> • analysis of complex situation and execution of professional tools and techniques, present and debate topics on business to business marketing in a compelling and convincing manner
Contents	<ol style="list-style-type: none"> 1. Understand business to business (B2B) fundamentals 2. Decode buying processes 3. Four different areas fo B2B marketing 4. Customer Relationship Management 5. Negotiation and Personality 6. Motivating and Compensating the Sales Force
Assessments	Project Work
Indicative Reading List	<p>Brennan, R., Canning, L., & McDowell R. (2020). Business-to-BusinessMarketing (5th ed.). Sage.</p> <ul style="list-style-type: none"> • Kleinaltenkamp, M., Plinke, W., Wilkinson, I., & Geiger, I. (2015). Fundamentals of Business-to-Business Marketing. Springer. • Homburg, C. & Schäfer, H., & Schneider, J. (2016). Sales Excellence: Systematic Sales Management (8th ed.). Springer. <p>Additional references and access to supplemental readings, videos, cases are provided during lectures.</p> <p style="text-align: right;">back to overview</p>

Corporate Social Responsibility	
Study Program	B.Sc. International Business
Study level and semester	Bachelor 6 th Semester
ECTS Credits	5 ECTS Credits
Hours per week / total contact hours	4 / 60
Total hours of study	150

Type/Teaching Method	Seminar
Language of instruction	English
Frequency	Once
Course Coordinator	Prof. Dr. Elizabeth Hofvenschiöld E-Mail: Elizabeth.Hofvenschioeld@Reutlingen-University.DE
Course Instructor	Dr. Florian Müller
Restrictions (if applicable)	Admission capacity for this course is limited
Prerequisites:	n/a
Course learning objectives:	<p>Upon completion of this course, participants will have developed the following competencies:</p> <p>Professional competencies:</p> <ul style="list-style-type: none"> • The seminar "Corporate Social Responsibility" aims to show transdisciplinary approaches to the topic of business and corporate ethics and CSR and to equip participants with concrete methods for dealing with ethical dilemmas in the context of corporate governance. • The seminar is aimed at students of all disciplines who are interested in the global interrelationships of value creation processes in the economic system. The seminar aims to introduce the basics of New Institutional Economics based on the relevant canonical texts on the "Theory of the Firm" and thus to create a popular economic understanding of the idea of the firm. In particular, the focus will be on the institutional economic approach of property rights theory, transaction cost theory, principal-agent theory and contract theory and critically analysed along primary texts. • On the basis of case studies, concrete management tools, such as value management or compliance & integrity systems in the context of corporate governance, will be developed and applied. • The seminar delves into the "dark side of power" (Palazzo) and explores how strong organisational contexts move good people to make unethical decisions. • The content is varied between lecture impulses, case studies, group work and film or text analysis is used <p>The module contributes to the profile in Leadership.</p> <p>Methodological competencies:</p> <p>Knowledge and capability to transfer theoretical knowledge on given real problems, e.g.:</p> <ul style="list-style-type: none"> • - finding newest information in this fast developing area of research

	<p>- managing CSR related problems and challenges by following a 5 step procedure:</p> <ol style="list-style-type: none"> 1. Analysis of the situation 2. Definition of the problem 3. Analysis of the arguments 4. Evaluation and decision 5. Implementation into the management systems <p>Social competencies</p> <ul style="list-style-type: none"> • 1. Sharpening of awareness for ethical and social questions within the business context • 2. Strengthening of analytical & decision capabilities • 3. As a consequence of points 1. and 2. better communication and argumentation abilities. <p>Personal competencies:</p> <ul style="list-style-type: none"> • Higher awareness of the individual responsibility in professional life • Ability to influence work / life balance by finding more satisfaction in professional life • Higher self-consciousness
Contents	<ul style="list-style-type: none"> • Definitions of and approaches to CSR • Overview Corporate Governance Standards Additional elements of consolidated financial statements • Case studies • Management tools for the integration of a CSR strategy • CSR rankings, ratings and certifications
Assessments	project and presentation
Indicative Reading List	<ul style="list-style-type: none"> • Carroll, A. & Buchholtz, A. K. (2015) Business and Society: Ethics and Stakeholder Management (9th ed.). Cengage Learning. • Crane, A. et al. (2009). The Oxford Handbook of Corporate Social Responsibility. Oxford: Oxford University Press. • Rasche, A. et al. (2023). Corporate Sustainability – Managing Responsible • Business in a Globalised World. Cambridge: Cambridge University Press. <p style="text-align: right;">back to overview</p>

Consolidated Financial Statements	
Study Program	B.Sc. International Business
Study level and semester	Bachelor 6 th Semester
ECTS Credits	5 ECTS Credits
Hours per week / total contact hours	4 / 60
Total hours of study	150
Type/Teaching Method	Seminar
Language of instruction	English
Frequency	Once
Course Coordinator	Prof. Dr. Dominic Wader E-Mail: dominic.wader@reutlingen-university.de
Restrictions (if applicable)	Admission capacity for this course is limited
Prerequisites:	n/a
Course learning objectives:	TBD
Contents	TBD
Assessments	TBD
Indicative Reading List	TBD back to overview

Consulting Cases	
Study Program	B.Sc. International Business
Study level and semester	Bachelor 6 th Semester

ECTS Credits	5 ECTS Credits
Hours per week / total contact hours	4 / 60
Total hours of study	150
Type/Teaching Method	Seminar
Language of instruction	English
Frequency	Once
Course Coordinator	Prof. Dr. Yvonne Graf E-Mail: yvonne.graf@reutlingen-university.de
Restrictions (if applicable)	Admission capacity for this course is limited
Prerequisites:	n/a
Course learning objectives:	TBD
Contents	TBD
Assessments	TBD
Indicative Reading List	TBD back to overview

Digital Entrepreneurship	
Study Program	B.Sc. International Business
Study level and semester	Bachelor 6 th Semester
ECTS Credits	5 ECTS Credits
Hours per week / total contact hours	4 / 60
Total hours of study	150
Type/Teaching Method	Seminar
Language of instruction	English
Frequency	Planned each semester
Course Coordinator	Prof. Dr. Elizabeth Hofvenschioeld E-Mail: Elizabeth.Hofvenschioeld@Reutlingen-University.DE
Course Instructor	NN
Restrictions (if applicable)	Admission capacity for this course is limited
Prerequisites:	n/a
Course learning objectives:	<p>Upon completion of this course, participants will have developed the following competencies:</p> <p>Professional competencies:</p> <ul style="list-style-type: none"> • The module contributes to the profile in in Strategy, Economics and Digital Business • Students will be provided with a hands-on methodological toolset in order to be enabled to act as an entrepreneur and lead a start-up from initial idea to a first seed-investor pitch • Students will become familiar with theoretical and practical aspects of entrepreneurship in the field of digital business. • They will be acquainted with the Design Thinking method, Lean Startup, and agile working. • Students will get introduced to interviewing techniques and learn to identify and apply the appropriate validation method for their digital start-up idea.

	<p>Methodological competencies:</p> <ul style="list-style-type: none"> • Students will learn to apply the basic scientific methods above into a practical setting (make observations, formulate a problem statement, develop a hypothesis, design a testable prediction, gather data, test the prediction, refine/alter/expand/reject the hypothesis and develop a general action plan). <p>Social competencies:</p> <ul style="list-style-type: none"> • 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. <p>Personal competencies:</p> <ul style="list-style-type: none"> • 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
<p>Contents</p>	<p>The aim of this module is to sensitize the participants to the topic Entrepreneurship, to teach them the relevant skills for exploring, finding, developing and validating a business idea in the field of digital business. The following topics will be covered:</p> <ul style="list-style-type: none"> • Technological advancements in IT as enabler for digital entrepreneurship • The Internet of Things as a new economical paradigm • Digital business models and business model innovation • Lean Startup as a theoretical framework for digital entrepreneurship • Digital Entrepreneurship in corporate contexts • Systematic development of business ideas into business opportunities • Validation of business opportunities and corresponding tools and methodologies • Scaling of digital business • Presenting the validated idea in an investor pitch
<p>Assessments</p>	<p>Intermediate presentation (20%) Final investor pitch (50%) Business plan (20%) Presence & contribution to class (10%)</p>
<p>Indicative Reading List</p>	<ul style="list-style-type: none"> • Barringer, B.R. & Ireland, D. (2019). Entrepreneurship: Successfully • Launching New Ventures (6th ed.). Pearson.

	<ul style="list-style-type: none"> • Blank, S. & Dorf, B. (2012). The Startup Owner's Manual: The Step-By-Step Guide for Building a Great Company. Pescadero: K&S Ranch • Fleisch, E., Weinberger, M., & Wortmann, F. (2014). Business models and the Internet of Things. St.Gallen: Bosch IoT Lab. • Gassmann, O. et al. (2014). The Business Model Navigator: 55 Models That Will Revolutionise Your Business. New Jersey: Pearson. • Osterwalder, A., & Pigneur, Y. (2010). Business model generation: a handbook for visionaries, game changers, and challengers. New York: John Wiley & Sons. • Osterwalder, A., Pigneur, Y., Bernarda, G., & Smith, A. (2014). Value proposition design: How to create products and services customers want, Strategyzer series. New York: John Wiley & Sons. • Ries, E. (2011). The lean startup: How constant innovation creates radically successful businesses. London: Portfolio Penguin. • Tesch, J. F., & Brillinger, A. S. (2019). The evaluation aspect of digital business model innovation. In Business Model Innovation in the Era of the Internet of Things (pp. 67-86). Springer, Cham. • Wirtz, B. et al. (2021). Digital Business and Electronic Commerce. Cham, Switzerland: Springer Nature. <p style="text-align: right;">back to overview</p>
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Futures Thinking	
Study Program	B.Sc. International Business
Study level and semester	Bachelor 6 th Semester
ECTS Credits	5 ECTS Credits
Hours per week / total contact hours	4 / 60
Total hours of study	150
Type/Teaching Method	Seminar

Language of instruction	English
Frequency	Planned each semester
Course Coordinator	Prof. Dr. Elizabeth Hofvenschioeld E-Mail: Elizabeth.Hofvenschioeld@Reutlingen-University.DE
Restrictions (if applicable)	Admission capacity for this course is limited
Prerequisites:	n/a
Course learning objectives:	<p>Upon completion of this course, participants will have developed the following competencies:</p> <p>Professional competencies:</p> <ul style="list-style-type: none"> • Students will become familiar with the basic concepts of futures thinking and anticipating change. • They will become familiar with change drivers, particularly in the area of emerging technologies. • They will learn how to use futures methodologies to support diverse business activities, such as strategy development. • They will learn how to apply their insights about the future to a chosen business field. <p>Methodological competencies:</p> <ul style="list-style-type: none"> • Students will learn to challenge their mental models in a methodological manner. • They will learn tools that will help them make sense of change and make decisions in times of uncertainty. • They will learn how to create ideas about preferred futures, how to develop a strategy to work towards the preferred future, and how to communicate their ideas through storytelling. <p>Social competencies:</p> <ul style="list-style-type: none"> • Students will enhance their oral and written communication, social

	<p>interaction and team working skills.</p> <ul style="list-style-type: none"> • They will learn how to respectfully cooperate in a complex and rapidly changing environment, be supportive of one another and base their action on facts and objective criteria. <p>Personal competencies:</p> <p>Students will learn to critically reflect on and analyse their ideas, actions, specific personal skills, and strengths.</p> <ul style="list-style-type: none"> • Through the self-reflection process, they will develop personal confidence and decision making and practical skills. • They will gain competency in linking futures insights to real life business situations, such as strategic management or responsible product development, and with regard to their own career choices.
Contents	<ul style="list-style-type: none"> • Introduction to Futures Thinking • Understanding change – models of change, change drivers, assumptions of change, and implications of change • Selected tools of Futures Thinking: e.g. horizon scanning, 3 horizons, trend research, causal layered analysis, futures wheel, and narrative foresight • Continuous observation and reflection on learning about change and how to prepare for uncertainty • Development of a preferred futures narrative based on change drivers and assumptions
Assessments	<p>Continuous assessment in form of:</p> <ul style="list-style-type: none"> • Active class participation and attendance (20%) • Project work (create preferred futures story, methodology taught in course) within a team with presentation (45%) • 360° feedback (part of group project) (5%) • Journal (template provided) (30%)
Indicative Reading List	<ul style="list-style-type: none"> • Bengston, D. N. (2016) The Futures Wheel: A Method for Exploring the Implications of Social Ecological Change, Society & Natural Resources, 29:3, 374-379 • Balagtas, P. (2024) Making Futures Work. O'Reilly Media • Curry, A. & Hodgson, A. (2008) Seeing in Multiple Horizons: Connecting Futures to Strategy. Journal of Futures Studies, 13(1):1-20 • Day, G. S. & Schoemaker, P. J. H. (2006). Peripheral vision: detecting weak signals that will make or break your company. Harvard Business

	<p>School Press Hines, A. & Bishop, P. (2015). Thinking About the Future: Guidelines for Strategic Foresight.</p> <ul style="list-style-type: none"> • Hines, A. & Bishop, P. (2015). Thinking About the Future: Guidelines for Strategic Foresight. Hinesight • Gidley, J. (2017) The Future. A Very Short Introduction. Oxford University Press • Inayatullah, S. (2007) Questioning the Future: Methods and Tools for Organizational and Societal Transformations (3rd Ed.), Tamkang University • McGonigal, J. (2022) Imaginable, Spiegel & Grau • Scoblic, P. J. (2020) Learning from the Future. Harvard Business Review, July-August 2020 • Voros, J. (2003). A Generic Foresight Process Framework. Foresight, Vol. 5, no. 3:10-21 <p style="text-align: right;">back to overview</p>
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International Corporate Transactions	
Study Program	B.Sc. International Business
Study level and semester	Bachelor 6 th Semester
ECTS Credits	5 ECTS Credits
Hours per week / total contact hours	4 / 60
Total hours of study	150
Type/Teaching Method	Seminar
Language of instruction	English
Frequency	Every Semester
Course Coordinator	Prof. Dr. Hans-Martin Beyer E-Mail: Hans-Martin.Beyer@reutlingen-university.de
Restrictions (if applicable)	Admission capacity for this course is limited
Prerequisites:	Corporate Finance, Financial Accounting, Mathematics (Statistics) and Management Accounting

<p>Course learning objectives:</p>	<p>Upon completion of this course, participants will have developed the following competences:</p> <p>Professional competences:</p> <p>Students will develop an enhanced understanding of corporate M&A transactions and valuation techniques. In specific, students will be able to</p> <ul style="list-style-type: none"> • Differentiate and explain types of corporate transactions, key stages and respective stakeholders of M&A processes, and generic forms of structuring and financing transactions • Understand theoretical and methodological fundamentals of company valuation • Identify required data for income approaches including calculation of different forms of FCFs and understand estimating and planning approaches and limitations • Apply company valuation techniques to problems of limited complexity • Identify and address specific methodological issues in an international context e.g. in regard to the cost of capital • Students will be able to critically assess valuation concepts as well as data sources (i.e. Factset) applied in practice and acquire the ability to transfer and apply theoretical knowledge to real-life situations. <p>This module contributes to the profile in Finance.</p> <p>Methodological competences:</p> <ul style="list-style-type: none"> • Students will further enhance their critical thinking and problem-solving skills in addition to analytical skills particularly in the fields of company valuation and respective decision making. • They will obtain advanced analytical skills in structuring / developing business plans and applying financial modeling techniques. <p>Social competences:</p> <ul style="list-style-type: none"> • Through the interactive nature of the course, students will refine their oral and written communication competence and their team skills. <p>Personal competences:</p> <ul style="list-style-type: none"> • Students will be equipped with the necessary knowledge, experiences and competences to resume a role in the respective fields of professional competence. • Conflicting interests and related inter- and intrapersonal conflicts and ethical problems will be assessed and discussed.
<p>Contents:</p>	<p>Key topics / elements of the course include:</p> <ul style="list-style-type: none"> • M&A / Transaction fundamentals <ul style="list-style-type: none"> • Types, terms and motives • Transaction process and the role of valuation in the transaction process, stakeholders and regulatory framework • Generic forms of structuring and financing transactions, LBO structuring

	<ul style="list-style-type: none"> • Company Valuation <ul style="list-style-type: none"> • Valuation basics • Market Approaches – market multiples and comparable company analysis • Income Approaches with a focus on WACC and APV, guest lecture on capitalised earnings including: types and forecasting of free cash flows, methodological and practical deep dive on risk/cost of capital, terminal value /perpetuity modelling, plausibility testing • Assessment of approaches and conclusions <p>The above content will be accompanied/supported by case studies and student projects. Students will work in groups on methodological issues of valuation and will prepare a presentation and a management summary. The student work is coached by the instructor. Students will present the results of their work and discuss them in class.</p>
Assessment	Graded: Presentation/paper - 40%, Final written exam (1h) - 60%
Indicative Reading List	<ul style="list-style-type: none"> • Corelli, A. (2018). Analytical Corporate Finance (2nd ed.). Springer. • Damodaran, A. (2012). Investment Valuation (3rd ed.). Wiley. • Damodaran, A. (2018). The dark side of valuation (3rd ed.). Pearson/FT Press. • DePamphilis, Donald (2021): Mergers, Acquisitions, and Other Restructuring Activities, (11th ed.), Academic Press • De Luca, P. (2018). Analytical Corporate Valuation: Fundamental Analysis, Asset Pricing and Company Valuation. Springer. • Gaughan, P. A. (2018). Mergers, Acquisitions, and Corporate Restructurings (7th ed.). Wiley. • Jones, C. (2012). Investments – Principles and Concepts (12th ed.). Wiley. • Joy, J. (2018). Divestitures and Spin-Offs. Springer. • Koller, T. & Goedhart, M. & Wessels, D. (2020). Valuation – Measuring and managing the value of companies (7th ed.). Wiley. • Reed Lajoux, A. (2019). The Art of M&A – A Merger, Acquisition and Buy-out Guide (5th ed.). McGrawHill. • Ross, S.A. & Westerfield, R.W. & Jaffe J.F. & Jordan, B.D. (2022). Corporate Finance (13th ed.). McGrawHill. • Titman, S. & Martin, J.D. (2015). Valuation – The Art and Science of corporate investment decisions (3rd ed.). Pearson. <p>Supplementary</p> <ul style="list-style-type: none"> • Harrison, W. T., & Horngren, C. T. et al.(2018). Financial Accounting – Global Edition (11th ed.). Pearson. http://cpaclass.com/fsa/ratio-01a.htm • https://www.dvfa.de/fileadmin/downloads/Publikationen/Standards • / DVFA_Best_Practice_Recommendations_Corporate_Valuation.pdf

	<ul style="list-style-type: none"> Institut der Wirtschaftsprüfer in Deutschland e.V. (IDW): Standard S1 - Principles for the Performance of Business Valuations (IDW S1), 2008 (i.d.F. 2016) https://www.idw.de/the-idw/idw-pronouncements/idw-standards <p>Required readings and further literature are introduced in the course.</p> <p style="text-align: right;">back to overview</p>
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International Financial Reporting	
Study Program	B.Sc. International Business
Study level and semester	Bachelor 6 th Semester
ECTS Credits	5 ECTS Credits
Hours per week / total contact hours	4 / 60
Total hours of study	150
Type/Teaching Method	Seminar
Language of instruction	English
Frequency	Every Semester
Course Coordinator	Prof. Dr. Michel Charifzadeh E-Mail: michel.charifzadeh@reutlingen-university.de
Restrictions (if applicable)	Admission capacity for this course is limited
Prerequisites:	Foundation course in Financial Accounting
Course learning objectives:	<p>Upon completion of this course, participants will have developed the following competencies:</p> <p>Professional competencies:</p> <p>In this seminar, students get a detailed understanding of financial accounting according to International Financial Reporting Standards (IFRS) and the growing field of Sustainability Reporting. In specific,</p> <ul style="list-style-type: none"> students will develop an understanding of the origin of the international accounting standards, the principles, and the framework of IFRS in contrast to major local reporting principles like US GAAP or German

	<p>GAAP (HGB).</p> <ul style="list-style-type: none"> • since IFRSs are continuously developed, students will become familiar with the role of the standard-setting bodies (especially the IASB) and the imminent changes of IFRS. • students will be introduced to a selection of highly relevant IFRS standards, develop the ability to understand their content, and learn how to apply them effectively in practice • Students will get insights into the growing field of sustainability reporting and how frameworks such as ESRS, GRI, or Integrated Reporting guide new forms of corporate reporting. <p>The course contributes to the profile in Finance.</p> <p>Methodological competencies:</p> <ul style="list-style-type: none"> • Through a principles-based approach, students will develop critical thinking skills and the ability to apply general accounting concepts to specific situations and critically discuss existing solutions to accounting problems. • A major part of the course requirements is the writing of a research paper. Here, students will train the key skills of selecting, justifying and applying a methodology for solving a research question. • Students will train their academic writing skills, which will prepare them for writing their bachelor thesis. • Students will further shape their presentation skills. <p>Social competencies:</p> <ul style="list-style-type: none"> • Through the interactive nature of the course, students will refine their oral and written communication skills. • Through teamwork under time pressure and diversity in classroom, students will develop social and intercultural skills. <p>Personal competencies:</p> <ul style="list-style-type: none"> • Students develop the skills to work autonomously on a new complex topic. • They learn how to act competently and self-responsibly. • As part of the profile in Finance, the course will train students for both a specialist career in either of the following fields: corporate finance, accounting, auditing, or banking, as well as a leadership role in international management.
<p>Contents:</p>	<ol style="list-style-type: none"> 1. Theory, Framework, and Regulation 2. The process of harmonization, IFRS vs. US GAAP

	<p>3. Financial statements presentation</p> <p>4. Fixed (non-current) tangible assets</p> <p>5. Intangible assets, Goodwill, and Impairments</p> <p>6. Accounting for leases</p> <p>7. Sustainability accounting (Triple Bottom Line, Global Reporting Initiative GRI, the ISSB standards)</p> <p>8. Sustainability reporting in the EU, ESRS, & the EU Taxonomy</p> <p>Further exemplary topics to be covered in the course are:</p> <p>9. Provisions, contingent liabilities, and contingent assets</p> <p>10. Financial instruments, financial derivatives</p>
<p>Assessment</p>	<p>Presentation: 40%, research paper (60%).</p> <p>Additional adjustment: In order to encourage students' engagement and participation during class times, there is an additional component to the IFR grade:</p> <p>The final grade can deviate from the group presentation's and group paper's grades for individuals who continuously participate and actively contribute to the lectures.</p> <p>Individual group members, who show outstanding performance during class time, will receive an up to 0.5 higher grade for the course. Vice versa, poor-performing students may be downgraded by up to 0.5.</p>
<p>Indicative Reading List</p>	<p>Alexander, B. & Jorissen, A. & Hoogendoorn, et al. (2023). International Financial Reporting and Analysis (9th ed.). Boston: Cengage.</p> <p>Coenenberg, A. G. & Haller, A. & Schultze, W. (2024). Jahresabschluss und Jahresabschlussanalyse (27th ed.). Stuttgart: Schäffer-Pöschel.</p> <p>Collins, B. & McKeith, J. (2013). Financial Accounting and Reporting (2nd ed.). London: McGraw-Hill.</p> <p>Kieso, D. & Weygandt, J. & Warfield, T. (2024). Intermediate Accounting (5th ed.) IFRS edition. New Jersey: John Wiley & Sons.</p> <p>PKF International (2023). Wiley 2023 Interpretation and Application of IFRS Standards. New Jersey: Wiley.</p>

	<p>KPMG (2010). IFRSs: A Visual Approach (4th ed.). London: Palgrave Macmillan.</p> <p>Rimmel, G. (ed.) (2020). Accounting for Sustainability. London and New York: Routledge.</p> <p>Rimmel, G. et al. (eds.) (2024). Research Handbook on Sustainability Reporting. Cheltenham: Edward Elgar Publishing.</p> <p>Additional material from business newspapers, periodicals, and academic journals will be provided during the course back to overview</p>
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Managing Digital Service Operations	
Study Program	B.Sc. International Business
Study level and semester	Bachelor 6 th Semester
ECTS Credits	5 ECTS Credits
Hours per week / total contact hours	4 / 60
Total hours of study	150
Type/Teaching Method	Seminar
Language of instruction	English
Frequency	Every Semester
Course Coordinator	Prof. Dr. Elizabeth Hofvenschiöld E-Mail: Elizabeth.hofvenschioeld@reutlingen-university.de
Course Instructor	Angelika Gemmer
Restrictions (if applicable)	Admission capacity for this course is limited
Prerequisites:	/
Course learning objectives:	Upon completion of this course, participants will have developed the following competencies: Professional competencies:



	<ul style="list-style-type: none"> • expanded familiarity with methods and practical tools for service operations management and deep understanding of contact center business. Furthermore, students understand the close interlinkage between the topics of contact centers, digitalization and AI. <p>Methodological competencies:</p> <ul style="list-style-type: none"> • Students will further enhance their critical thinking, case analytical skills and problem-solving skills particularly in the fields of service operations management and will acquire competence in specific methods like project and process management <p>Social competencies:</p> <ul style="list-style-type: none"> • Through the interactive nature of the course, students will refine their oral and written communication competence and their team skills. <p>Personal competencies:</p> <ul style="list-style-type: none"> • Confidence in execution of professional tools and techniques, present and debate topics on service management and contact center management in a compelling and convincing manner.
<p>Contents:</p>	<p>With the increasing digitalization, digital service operations and contact centers grow in relevance for business and customers – at the same time they are disrupted by the possibilities of AI.</p> <p>PART I: The first part of the course introduces students to the basics of digital transformation and the development of the importance of services in this context as well as impacts on leadership and management.</p> <p>Topics covered include:</p> <ul style="list-style-type: none"> • Digital Transformation & the rise of services in this context with examples of disrupted industries and respective need for cultural transformation. • Introduction to Service Concepts and management tools. • Service Design & Architecture
<p>Assessment</p>	<p>Presentation of project teamwork, active participation in class</p>
<p>Indicative Reading List</p>	<p>References to supplemental readings, videos, cases are provided during lectures, optional textbook:</p> <p>Robert Johnston et al., Service Operations Management, 5th Edition 2021</p> <p>Michael Huth, Wiley-Schnellkurs Prozessmanagement, 2018, Wiley-VCH</p>

	<p>Verlag</p> <p>Aymen, Ismail, Echoes of Disruption – Reimagining Customer Engagement for the Future, 2024; ISBN 9798850016395 back to overview</p>
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Managing a Global Workforce	
Study Program	B.Sc. International Business
Study level and semester	Bachelor 6 th Semester
ECTS Credits	5 ECTS Credits
Hours per week / total contact hours	4 / 60
Total hours of study	150
Type/Teaching Method	Seminar
Language of instruction	English
Frequency	Every Semester
Course Coordinator/Instructor	Prof. Julia Hormuth Julia.Hormuth@Reutlingen-University.DE
Restrictions (if applicable)	Admission capacity for this course is limited
Prerequisites:	Principles of HRM
Course learning objectives:	<p>Upon completion of this course, participants will have developed the following competencies:</p> <p>Professional competencies:</p> <ul style="list-style-type: none"> Familiarity with specific challenges of managing people in a multinational environment; understanding of country-specific differences of HRM; deeper insight into one aspect of managing a global workforce. The module contributes to the profiles in Leadership or Strategy. <p>Methodological competencies:</p> <ul style="list-style-type: none"> Understand and apply methods to design work, recruit and select employees, develop remuneration and compensation systems, manage employee and organizational performance, cultivate employee learning, and to manage talent in an international organization.

	<ul style="list-style-type: none"> • Understand and apply methods to diagnose international organizations from a human resource and organizational behavior perspective and to design organizational development interventions to resolve typical international business challenges. <p>Social competencies:</p> <ul style="list-style-type: none"> • Presentation and teamworking skills (through group work and group presentations). <p>Personal competencies:</p> <ul style="list-style-type: none"> • Awareness of the own skills in managing international employees; aware-ness of the own skills in realizing an academic project.
<p>Contents:</p>	<p>Given the ever increasing globalization of business the workforce of a vast majority of companies is nowadays global. The purpose of this course is to understand the context, challenges and functions of managing a global workforce in international companies.</p> <ol style="list-style-type: none"> 1. Strategic International Workforce Management <ul style="list-style-type: none"> – The internationalization of human resource management – Internationalization strategies and strategic HR management – Future topics and trends in managing a global workforce 2. Global mobility and international assignments <ul style="list-style-type: none"> – Employee motivations and challenges of assignments – Recruiting and selecting possible candidates – The culture shock and expatriate preparation – Reintegration and career management – Flexible forms of international work (e.g. frequent traveling, virtual assignment, self-initiated expatriation) 3. Workforce management in joint ventures and M&As <ul style="list-style-type: none"> – Different forms of international alliances (e.g. strategic alliance, joint venture, M&A) – The relevance of HRM and culture in cross-border alliances – Case studies on success stories and failures of cross-border alliances (e.g. Renault Nissan, VW Shanghai, DaimlerChrysler) – Cultural due diligence and post merger integration 4. Current topics of global workforce management <ul style="list-style-type: none"> – E.g. Onboarding/integrating international employees into a diverse workforce; – E.g. Modern leadership styles in a globalized world 5. “Work from anywhere and consequences for global talent acquisition” <ul style="list-style-type: none"> – State-of-the-art discussion on work from anywhere (WFA) and on possible consequences for global talent acquisition – With the support and the guidance of the lecturer students will work on

	a qualitative study (i.e. realize an interview, analyse the data with qualitative content analysis / MAXQDA software etc.).
Assessment	Graded: The grade is based on an experiential group project (PA, 100%). Students have to develop a paper and presentation
Indicative Reading List	<ul style="list-style-type: none"> • Caligiuri, P., Lepak, D. & Bonache, J. (2010): Managing the Global Workforce. Wiley. • Crawley, E. & Swailes, S. & Walsh, D. (2013). Introduction to International Human Resource Management. Oxford University Press • Dickmann, M. & Brewster, C. & Sparrow, P. (Eds.) (2016). International Human Resource Management. Contemporary Human Resource Issues in Europe (3rd ed.). Routledge. • Dowling, P.J. & Festing, M. & Engle, A. D. (2017). International Human Resource Management (7th ed.). Cengage Learning. • Harzing, A.-W. & Pinnington, A. H. (Ed.) (2014). International Human Resource Management (4th ed.). Sage Publications. • House, R.J. et al. (2014). Strategic Leadership Across Cultures. The GLOBE Study of CEO Leadership Behavior and Effectiveness in 24 Countries. Sage Publications. • Stahl, G. K. & Mendenhall, M. E. (2005). Mergers and Acquisitions: Managing Culture and Human Resources. Stanford University Press. • Tarique, I., Briscoe, D. R., & Schuler, R. S. (2022). International human resource management: Policies and practices for multinational enterprises (6th ed.). Routledge. • Vance, Ch.M. & Paik, Y. (2015): Managing a Global Workforce. Challenges and Opportunities in International Human Resource Management. Routledg <p style="text-align: right;">back to overview</p>

Organizational Behavior	
Study Program	B.Sc. International Business
Study level and semester	Bachelor 6 th Semester
ECTS Credits	5 ECTS Credits
Hours per week / total contact hours	4 / 60
Total hours of study	150

Type/Teaching Method	Seminar
Language of instruction	English
Frequency	Every Semester
Course Coordinator	Prof. Julia Hormuth Julia.Hormuth@Reutlingen-University.DE
Course Instructor	NN
Restrictions (if applicable)	Admission capacity for this course is limited
Prerequisites:	/
Course learning objectives:	TBD
Contents	TBD
Assessments	TBD
Indicative Reading List	TBD back to overview

