



Curriculum & Syllabi Handbook

BSc International Management Double Degree

Start Partner University



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www.esb-business-school.de



BSc International Management Double Degree

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1. The IMX Study Programme

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

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

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

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

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

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

The obligatory work experience in both the home and the host country provide students with early insight into the world of work in two cultural zones and the opportunity to put their theoretical knowledge and soft skills to the test, thus deepening their understanding.

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In addition, the professors in the IMX programme have many years of professional experience, and maintain close contacts to industry. Guest lecturers from the world of business, projects, case studies, and the opportunity to carry out work for the graduation thesis in collaboration with companies are a further component of the training for the real world provided by the IMX programme (*practice-oriented*).

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

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

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

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

To perform successfully in a team requires appropriate behaviour with regard to criticism and conflict but also the willingness to assume responsibility and leadership skills: *team-work*, often in a multicultural context, is an integral component of most of the teaching modules. In their extra-curricular activities in various student organisations, students also work on the development of their leadership skills. *Emotional and intercultural compe-*

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tence are also promoted by the 2+2 Model. Students acquire first-hand experience of studying in another country. *Ethical conduct* is required of all those involved in the IMX programme – students, staff, and teachers.

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

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

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

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

Degree awarded

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

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Duration of studies

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

2. Competency Goals and Learning Objectives according to AACSB

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

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

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

The defined competency goals and objectives for the ESB programmes include

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

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

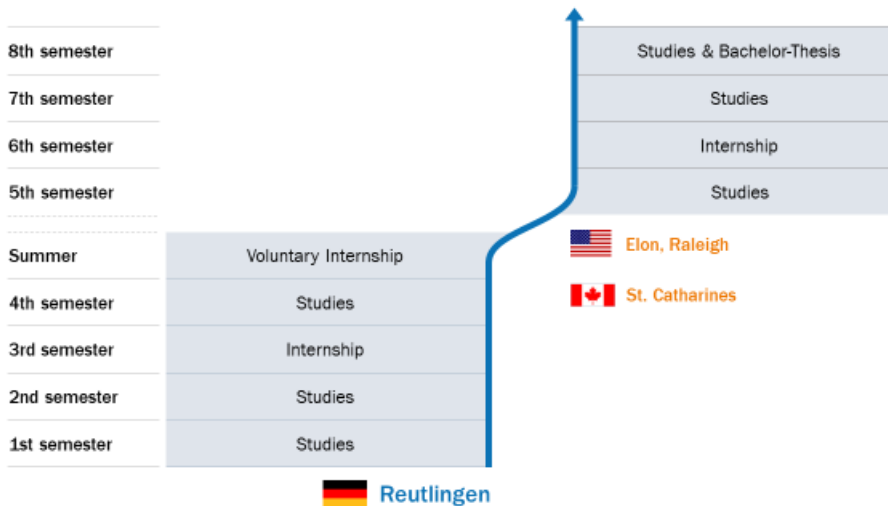
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LANGUAGE PROFICIENCY	INTERCULTURAL COMPETENCE	ETHICAL BEHAVIOUR	PROBLEM-SOLVING COMPETENCE	FUNCTIONAL COMPETENCE	METHODOLOGICAL COMPETENCE
COMPETENCY GOAL 1	COMPETENCY GOAL 2	COMPETENCY GOAL 3	COMPETENCY GOAL 4	COMPETENCY GOAL 5 DIGITAL SKILLS	COMPETENCY GOAL 6 DIGITAL SKILLS
IMX graduates are proficient in at least one foreign language	... are interculturally competent.	... are able to manage complex ethical and legal issues in given situations	... are skilled problem solvers in general management situations	IMX graduates understand the importance of data and have the skills to apply data management and analysis	IMX graduates are able to create and work with digital content and understand copyright and privacy regulations in the field of international management
Learning Objective 1	Learning Objective 2	Learning Objective 3	Learning Objective 4	Learning Objective 5	Learning Objective 6
IMX graduates communicate in spoken and written word at C1 proficiency level	... demonstrate an awareness and understanding of cultural issues in a business context	... Are aware of the main ethical and legal issues in their professional field. ... are able to analyze these issues on the basis of normative theory or models. ...are able to develop viable solutions that conform to ethical behavior in given situations	... understand and apply common managerial concepts to typical business situations	IMX graduates have basic understanding of data management and of data analysis techniques	IMX graduates are able to work with digital content and understand Copyright and Privacy regulation
Measure embedded (assessed) in Module A-C-CL3 Communication Skills & Intercultural Competences, Sem4, academic term paper and part of exam	Measure embedded (assessed) in Module B-C-INT2.1 preparation for Mandatory Internship II, Sem5, as well as in overall study structure (4+4), IES test	Measure embedded (assessed) in Module B-C-ETH1 Business Ethics, Sem7, presentations	Measure embedded (assessed) in Module B-C-STR2 Advanced Quantitative and Qualitative Concepts in International Management, Sem8, with oral examination and Module B-C-PRO Bachelor Thesis, Sem8	Measure embedded (assessed) in Module B-C-BAL1 Business Analytics I, Sem5, project work and part of exam	Measure embedded (assessed) in Module B-C-BAL2 Business Analytics II, Sem8, project work and part of exam

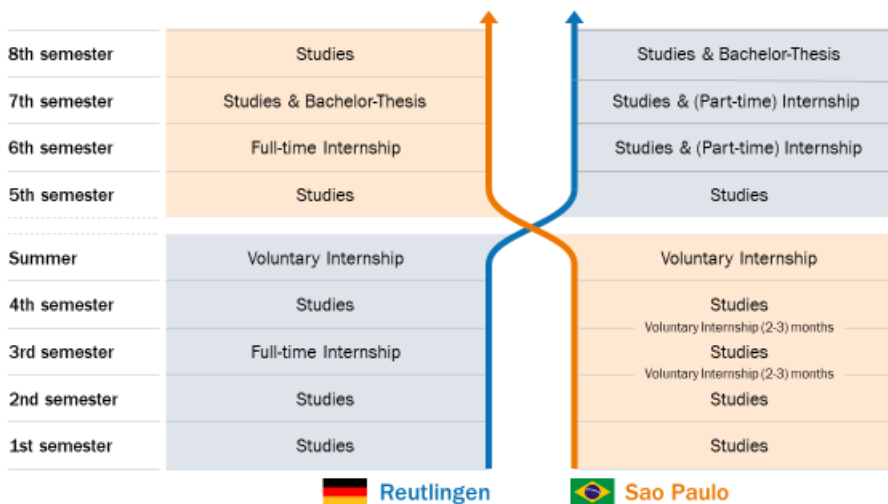
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3. Programme Structure (for students admitted by ESB Business School)

German – North American Programme
(Start in Reutlingen only)

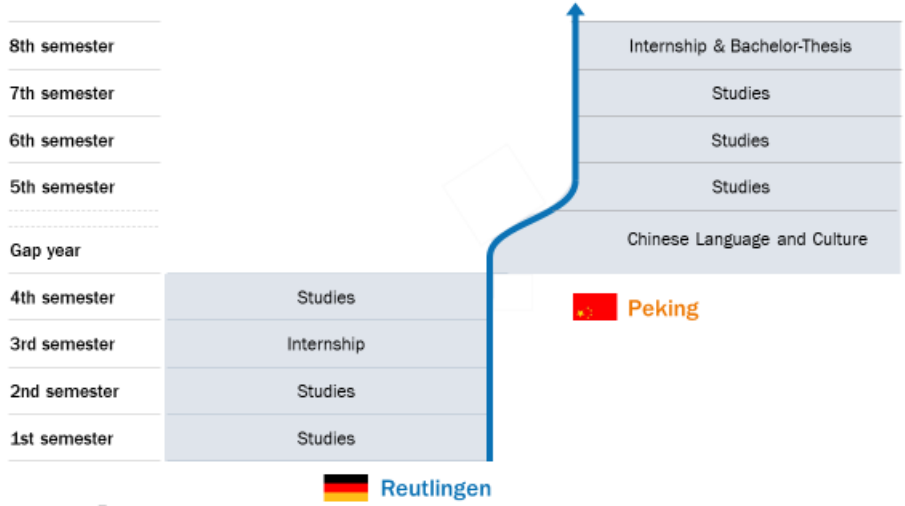


German – Brazilian Study Programme

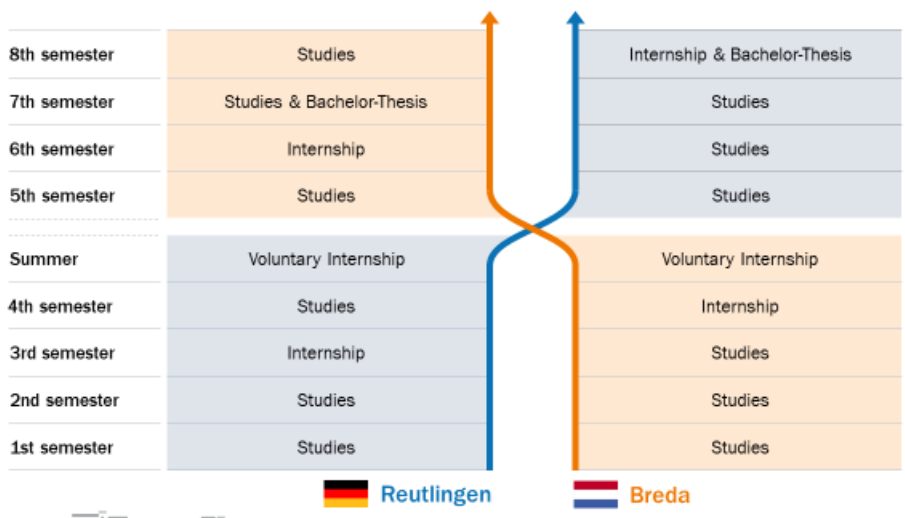


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German – Chinese Study Programme
(Start in Reutlingen only)

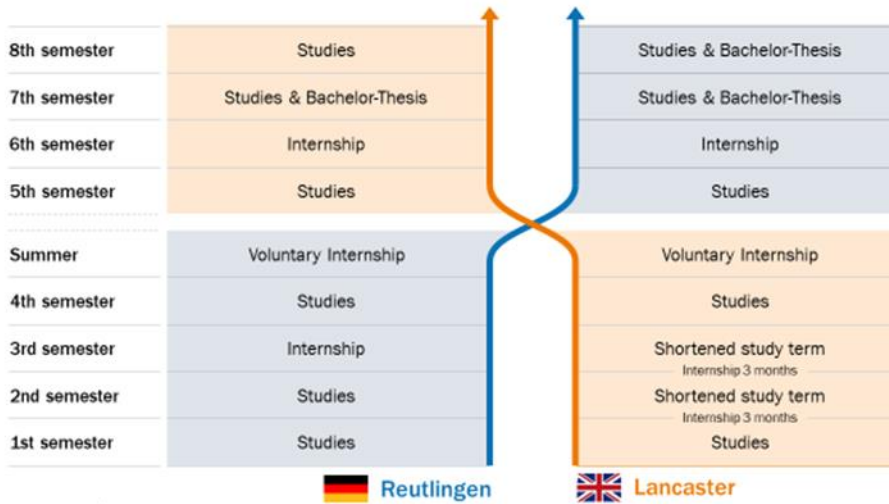


German – Dutch Study Programme

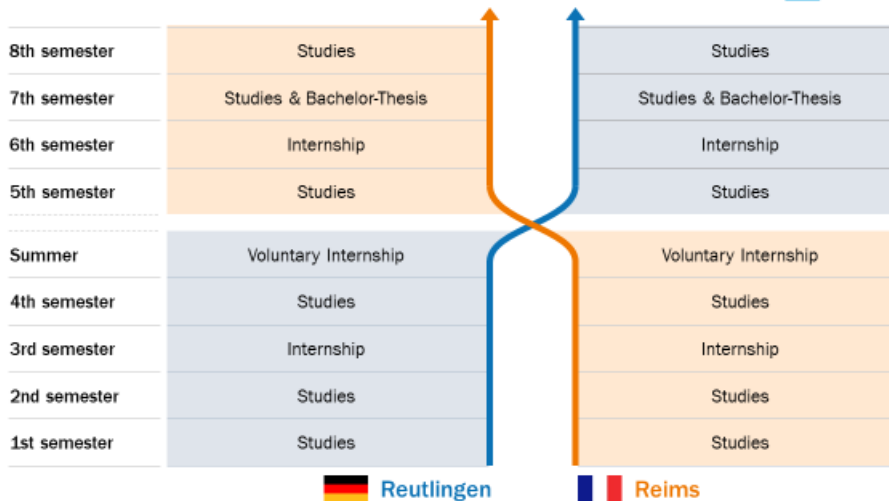


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German – English Study Programme

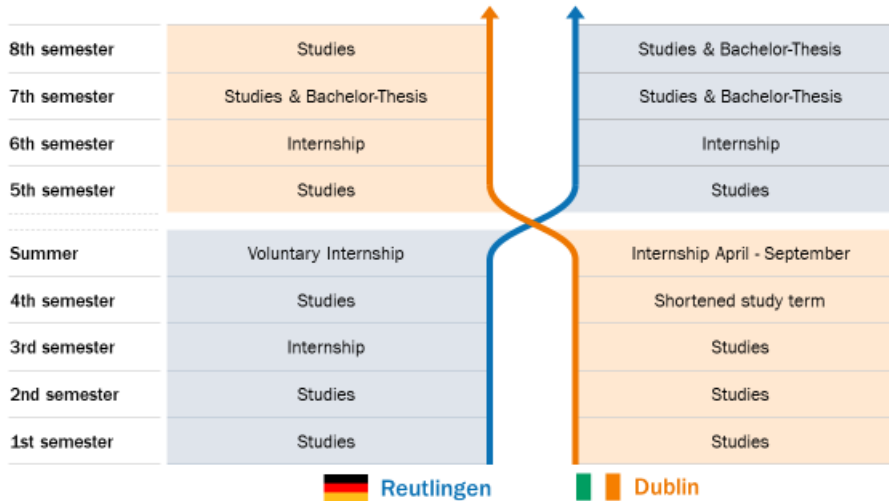


German – French Study Programme

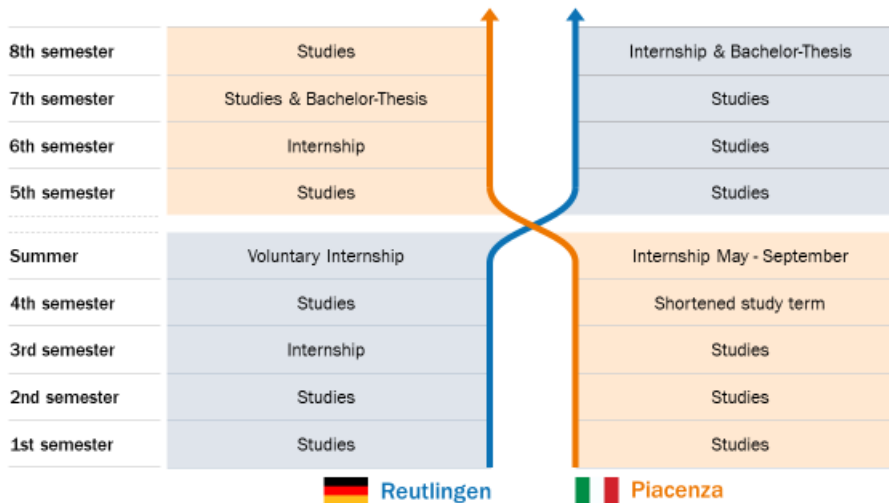


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German – Irish Study Programme

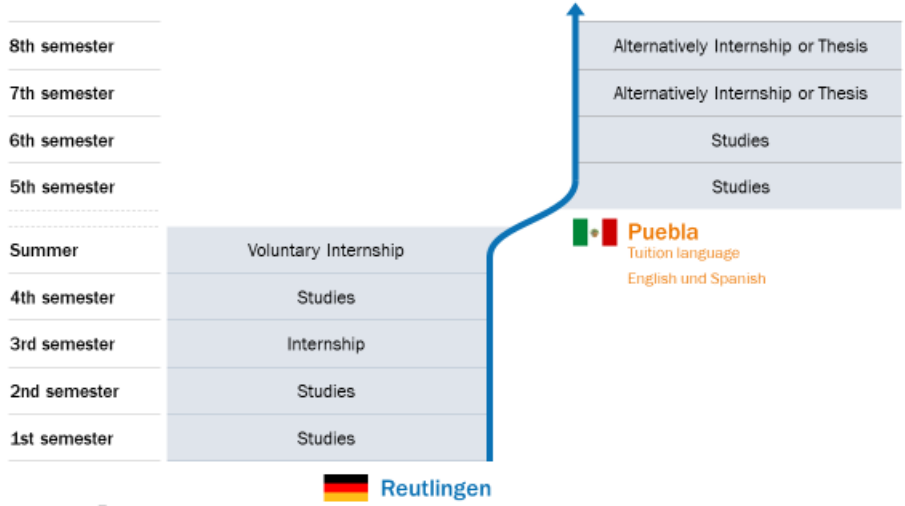


German – Italian Study Programme

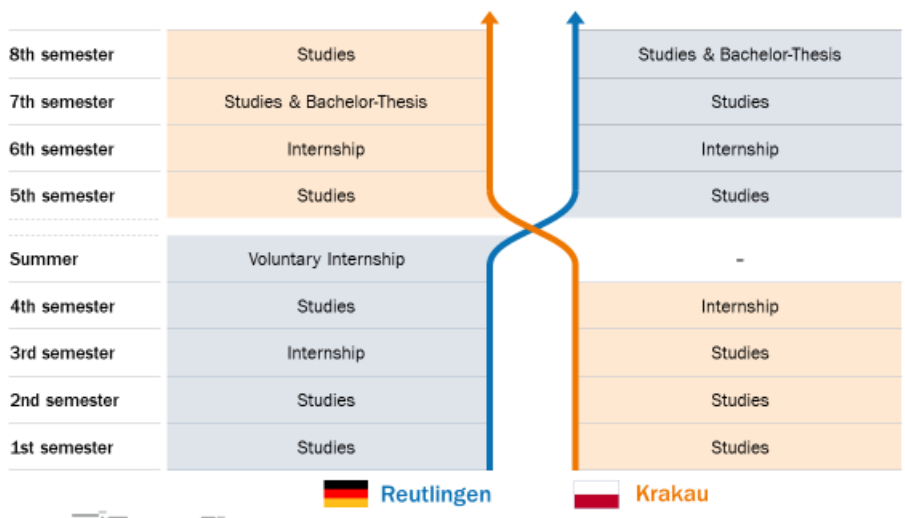


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German – Mexican Study Programme
(Start in Reutlingen only)

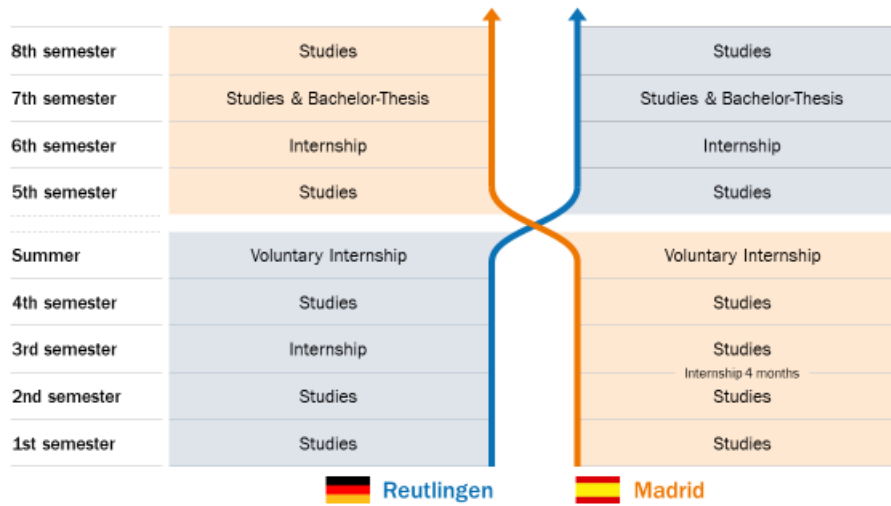


German – Polish Study Programme



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German – Spanish Study Programme



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4. Agreed Double Degree Structure

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

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

Core Modules (Pflichtmodule)

Modul / Module	Modulname / Name module	ECTS pro Semester / ECTS-Credits per semester					SWS / in-class hours	Selbststudium / Self study	Gesamte Workload / Total workload	Art / Type of course	Sprache / Language	Prüfungsleistung / Assessment	benotet / graded (g) // unbenotet / ungraded (u)
		1.-4.	5.	6.	7.	8.							
B-C-ECO1	Internationale Volkswirtschaftslehre / International Economics		5				4	90	150	LS	Englisch	KL2	g
B-C-BAL1	Business Analytics I / Business Analytics I		5				4	90	150	L/S/P	Englisch	KL2/PA	g
B-C-BAL2	Business Analytics II / Business Analytics II					5	4	90	150	L/S/P	Deutsch	KL2/PA	g
B-C-HR1	Personalmanagement / Human Resource Management		5				4	90	150	LS	Deutsch	KL2	g
B-C-ACC1_FIN1	Rechnungswesen und Unternehmensfinanzierung / Accounting and Corporate Finance		5				4	90	150	L/T	Deutsch	KL2	g
B-C-RES1	Angewandte Forschung im Internationalen Management / Applied Research in International Management		6				2	150	180	LS	Deutsch	HA	g
B-C-RES2	Methoden des wissenschaftlichen Arbeitens / Methods of Scientific Research				3		1	75	90	LS	Deutsch	KL1	g
B-C-LAW1	Wirtschaftsrecht / Business Law				5		4	90	150	L	Deutsch	PA	g
B-C-STR1	Strategisches Management / Strategic Management				5		4	90	150	LS	Deutsch	KL2/PA	g
B-C-STR2	Fortgeschrittene qualitative und quantitative Konzepte im Internationalen Management / Advanced qualitative and quantitative Concepts in International Management					8	4	180	240	L/S/T	Deutsch	KL2	g
B-C-ETH1	Wirtschaftsethik / Business Ethics			5			4	90	150	LS	Deutsch	KL1/PA	g
B-C-POM1	Logistik / Logistics		3				2	60	90	LS	Deutsch	PA	g
B-C-POM2	Produktionsmanagement / Production Management			3			2	60	90	LS	Deutsch	KL2	g
B-C-INT2	Pflichtpraktikum II / Mandatory Internship II		20				2	570	600	S/W/C	Deutsch	PR/HARE	u
B-C-INT2.1	Praktikums vorbereitung II / Preparation for Mandatory Internship II		2				1	45	60	S	Deutsch		
B-C-INT2.2	Pflichtpraktikum II / Mandatory Internship II		18				0	450	450	I	Deutsch		
B-C-INT2.3	Kolloquium Pflichtpraktikum II / Colloquium on Internship II		3				1	75	90	C	Deutsch		
B-C-PRO	Bachelorarbeit / Bachelor Thesis					12	0	360	360	Thesis	Deutsch / Englisch	BT	g
	Leistungen beim Partner, 1. Hälfte / Credits earned at partner university, 1st half	100											g
	Pflichtpraktikum I (Partnerhochschule) / Mandatory Internship I (Partner university)	20											u
	Summe Pflichtmodule / Sum mandatory courses	120	29	20	21	25	45	2175	2850				

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Elective CSIC Business German (mandatory for non-native speakers)
(Wahlpflichtmodule CSIC Wirtschaftsdeutsch)

Modul / Module	Modulname / Name module	ECTS pro Semester / ECTS-Credits per semester						SWS / in-class hours	Selbststudium / Self study	Gesamte Workload / Total workload	Art / Type of course	Sprache / Language	Prüfungsleistung / Assessment	benotet / graded (g) // unbenotet / ungraded (u)
		1.	2.	3.	4.	5.	6.-8.							
B-E-CL1	Kommunikationsfähigkeiten und Interkulturelle Kompetenz - Wirtschaftsdeutsch / Communication Skills and Intercultural Competence - Business German					5		5	75	150	L/S/C	Deutsch	KL2/CA	g
B-E-CL1.1a	Kommunikationsfähigkeiten und Interkulturelle Kompetenz - Wirtschaftsdeutsch - B1 / Communication Skills and Intercultural Competence - Business German - B1					4		4	60	120	L/S	Deutsch		
B-E-CL1.1b	Kommunikationsfähigkeiten und Interkulturelle Kompetenz - Wirtschaftsdeutsch - B1-1 / Communication Skills and Intercultural Competence - Business German - B1-1					4		4	60	120	L/S	Deutsch		
B-E-CL1.1c	Kommunikationsfähigkeiten und Interkulturelle Kompetenz - Wirtschaftsdeutsch - B1-2 / Communication Skills and Intercultural Competence - Business German - B1-2					4		4	60	120	L/S	Deutsch		
B-E-CL1.1d	Kommunikationsfähigkeiten und Interkulturelle Kompetenz - Wirtschaftsdeutsch - B2 / Communication Skills and Intercultural Competence - Business German - B2					4		4	60	120	L/S	Deutsch		
B-E-CL1.1e	Kommunikationsfähigkeiten und Interkulturelle Kompetenz - Wirtschaftsdeutsch - C1 / Communication Skills and Intercultural Competence - Business German - C1					4		4	60	120	L/S	Deutsch		
B-E-CL1.1f	Kommunikationsfähigkeiten und Interkulturelle Kompetenz - Wirtschaftsdeutsch - C2 / Communication Skills and Intercultural Competence - Business German - C2					4		4	60	120	L/S	Deutsch		
B-E-CL1.2	Fachkolloquium Internationales / Colloquium International Matters					1		1	15	30	C	Deutsch		

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Electives Business Courses (Wahlpflichtmodule)

Modul / Module	Modulname / Name module	ECTS pro Semester / ECTS-Credits per semester					SWS / In-class hours	Selbststudium / Self study	Gesamte Workload / Total workload	Art / Type of course	Sprache / Language	Prüfungsleistung / Assessment	benotet / graded (g) // unbenotet / ungraded (u)
		1.-4.	5.	6.	7.	8.							
B-E-CL2	Internationale Verhandlungsführung / International Negotiations	5				4	90	150	S	Englisch	MP/PA	g	
B-E-BUS1	Führung in Change Management Prozessen / Leadership in a Change Management Process	(5)		5		4	90	150	S	Englisch	MP/PA	g	
B-E-BUS2	Internationalisierung von Geschäftsaktivitäten / Internationalization of Business Activities			5		4	90	150	L/S	Deutsch	PA	g	
B-E-BUS3	Wissensintensive Unternehmen / Knowledge Intensive Companies			(5)		4	90	150	L/S	Deutsch	KL2	g	
B-E-STR1	Digitale Transformation der globalen Wirtschaft / Digital Transformation of the Global Business World			5		5	90	150	L	Deutsch	CA	g	
B-E-RES1	Studentisches Forschungsprojekt / Research project				5	4	90	150	L/S	Deutsch	PA	g	
B-E-MAR1	Dienstleistungsmarketing / Services Marketing	5				4	90	150	L/S	Englisch	PA	g	
B-E-MAR2	Sport- und Event-Marketing / Sports and Events Marketing			(5)		4	90	150	L/S	Deutsch	PA	g	
B-E-MAR3	Marktanalyse / Market Analysis			5		4	90	150	L/S/P	Deutsch	PA	g	
B-E-MAR4	Markenführung / Brand Management				5	4	90	150	L/S	Deutsch	KL2/PA	g	
B-E-MAR5	B2B-Marketing / B2B-Marketing				5	4	90	150	L/S	Deutsch	KL2	g	
B-E-MAR6	Marketing-below-the-line - Innovatives Marketing / Marketing-below-the-line - Innovative Marketing				(5)	4	90	150	L/S	Deutsch	PA	g	
B-E-MAR7	Internationales Vertriebsmanagement / International Sales Management			(5)		4	-60	0	L/S	Deutsch	PA	g	
B-E-FIN1	Transaktionsberatung / Transaction Advisory			(5)		4	-60	0	L/S	Deutsch	KL2	g	
B-E-FIN2	Wertpapiermanagement / Investment Management			(5)	5	4	90	150	L/S	Deutsch	KL1/PA	g	
B-E-FIN3	Angewandte Ökonometrie / Applied Econometrics				5	4	90	150	L/S	Englisch	KL1/PA	g	
B-E-FIN4	Risikomanagement / Risk Management			(5)	5	4	90	150	L/S/P	Deutsch	KL1/PA	g	
B-E-FIN5	Behavioral Finance / Behavioral Finance				5	4	90	150	L/S	Deutsch	KL1/PA	g	
B-E-FIN6	Bank- und Versicherungsmanagement / Banking and Insurance Management			5		4	90	150	L/S	Deutsch	KL1/PA	g	
B-E-ACC1	Controlling und Unternehmenssteuerung / Management Accounting and Management Control				(5)	4	90	150	L/S	Deutsch	KL1/PA	g	
B-E-ACC2	Konzernrechnungslegung / Group Accounting			(5)		4	90	150	L/S	Deutsch	KL2	g	
B-E-MIS1	Wirtschaftsinformatik / Business Informatics	5				4	90	150	L/S	Deutsch	PA	g	
B-E-MIS2	Systeme und Lösungen I / Systems und Solutions I	5				4	90	150	L/S/P	Deutsch	PA	g	
B-E-MIS3	Systeme und Lösungen II / Systems und Solutions II				5	4	90	150	L/S/P	Deutsch	PA	g	
B-E-MIS4	Energiewirtschaftliche und technische Herausforderungen der Energiewende / Economic and technical challenges of the energy sector and its transition			(5)		4	-60	0	L/S	Deutsch	PA	g	
B-E-POM1	Logistik / Logistics			5		4	90	150	L/S/P	Deutsch	PA	g	
B-E-POM2	Lean Enterprise Management / Lean Enterprise Management			5		4	90	150	L/S	Deutsch	KL2	g	
B-E-POM3	Projekte Produktion und Logistik / Projects Production and Logistics				5	4	90	150	L/S/P	Deutsch	PA	g	

Partnerhochschule / Partner university

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Modul / Module	Modulname / Name module	ECTS pro Semester / ECTS-Credits per semester					SWS / in-class hours	Selbststudium / Self study	Gesamte Workload / Total workload	Art / Type of course	Sprache / Language	Prüfungsleistung / Assessment	benotet / graded (g) // unbenotet / ungraded (u)
		1.-4.	5.	6.	7.	8.							
B-E-ECO0	Aktuelle volkswirtschaftliche Themen / Current Topics in Economics	(5)		(5)	(5)	4	90	150	L/S	Deutsch / Englisch	KL1/PA	g	
B-E-ECO3	Wettbewerbspolitik / Competition Policy	(5)				4	90	150	L/S	Deutsch	PA	g	
B-E-ECO4	Internationale Konjunktur- und Wirtschaftspolitik / International Economic Policy			(5)		4	90	0	L/S	Deutsch	PA	g	
B-E-ECO5	Wachstum und Außenwirtschaft / Growth and Development				5	4	90	150	L/S	Deutsch	PA	g	
B-E-ECO6	Industrieökonomik / Industrial Organization				5	4	90	150	L/S	Deutsch	KL2	g	
B-E-ORG-2	Change Management und Organisationales Lernen / Change Management and Organizational Learning				5	4	90	150	L/S	Deutsch	KL1/PA	g	
B-E-HR1	Personalmanagement / Human Resource Management				5	4	90	150	L/S	Deutsch	KL1/PA	g	
B-E-ENT1	Entrepreneurship - Develop your Start-up / Entrepreneurship - Entwickle (D)ein (Startup-)Projekt	5		5	5	4	90	150	L/S/P	Deutsch	PA	g	
B-E-ENT2	Business Plan Seminar / Business Plan Seminar	5		5	5	4	90	150	L/S/P	Deutsch	PA	g	
B-E-ENT3	Innovationsmanagement / Management of Innovations			5		4	90	150	L/S	Deutsch	CA/PA	g	
B-E-ENT5	Gründung von Internet Start-ups / Creating Internet Start-ups				5	4	90	150	L/S/P	Deutsch	KL1/PA	g	
B-E-ENT7	Social Entrepreneurship / Social Entrepreneurship				5	4	90	150	L/S	Englisch	PA	g	
B-E-ENT9	IPBS-Summer School			5		4	70-90	150		Englisch	PA	g	
B-E-LAW1	Recht für Gründer / Law for Founders				5	4	90	150	L/S	Deutsch	KL2	g	
B-E-LAW2	Wirtschaftsrecht III / Business Law III	(5)				4	-60	0	L/S	Deutsch	KL2	g	
B-E-LAW3	Arbeitsrecht II / Labour Law II			(5)		4	90	150	L/S	Deutsch	KL2	g	
B-E-LAW4	Steuerrecht / Tax Law			(5)		4	90	150	L/S	Deutsch	PA	g	
Summe Wahlpflichtmodule / Sum electives		25					20	450	750				

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

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

6. Core Modules (Pflichtmodule)

International Economics (Internationale Volkswirtschaftslehre)

Module	B-C-EC01
Semester	5
Duration of module	1 Semester
Type of module	Core
How frequently is the module offered	Annually
Admission requirements	Successful completion of the first two years of study at partner university (module: Credits Earned at Partner University, First half)
Transferability of the module to other programmes	None; available for exchange students
Level	Bachelor
Responsible professor /Module coordinator	Prof. Dr. Rolf Daxhammer Building 5, Room 213, phone 07121/271-3005 rolf.daxhammer@reutlingen-university.de
Lecturers	Prof. Dr. Rolf Daxhammer Prof. Dr. Stephan Seiter Prof. Dr. Philipp von Carlowitz
Language of instruction	English
Credits (ECTS)	5
Total work load	150 h (60 h contact, 90 h self-study)
Contact hours per week	4 SWS
Examination/ Type of assessment	Two-hour written examination (100%)
Weighting of Grade within overall programme	5/200
Learning outcomes	After the successful completion of the module the students should have developed the following competences <ul style="list-style-type: none"> Professional competences: Students will gain an overview of the whole spectrum of topics related to international economics and economic

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	<p>policy. At the conclusion of the course they will be able to understand the theoretical basis of international economics and policy. Students will also learn how to compare and analyse international economic statistics as well as different economic policy approaches in different countries.</p> <ul style="list-style-type: none"> • Methodological competences: Students will learn how to analyze thorough theoretical research. They will gain an understanding of analytical tools used in international trade research and they will learn how to apply statistical software tools to international trade problems. They will learn how to apply theoretical concepts in real life policy decisions. Special emphasis will be placed on understanding tools to forecast policy measures with direct impact on business activities. • Social competences: Students will refine their oral and written communication skills, improve their ability to work in teams under time pressure and give and receive feedback by fellow students in a structured manner. They will especially learn how to communicate in a rigorous research environment and how to react to issues of ethics and morality when discussing economic policy measures in written or oral form. • Personal competences: Students should be able to understand how to find an individual perspective on complex issues for which there is no clear “black or white”-answer.
<p>Course-specific contributions to AoL competency goals (CG 1 - 6)</p>	<p>CG 3: Students discuss the concept of “homo oeconomicus” and its implications for economic policy strategies.</p> <p>CG 4: International economic theories are used to discuss implications for international business activities.</p> <p>CG 5: Students are aware of the relevance of times series for understanding and analyzing the economic development. They know and understand the implications of phenomenon such as structural breaks or cyclical developments. Students know to interpret times series of economic indicators and are able to draw conclusions for economic policy tools.</p> <p>CG 6: Students are able to detect and apply relevant data sources.</p>
<p>Contents/ Indicative syllabus</p>	<p>Balance of payment, explanations of international trade, international factor mobility, trade policy instruments and arguments, World Trade Organization.</p> <p>Economic policy and market economies: stabilization policy, market failure and social policies.</p> <p>Public choice: legislators, bureaucrats and special interest groups.</p> <p>Structural problems and structural policies in Europe: aims and areas of responsibility in structural policies, strategies and instruments, structural policies with reference to examples of selected problems and countries (regional problems and regional policies; sectoral problems and sectoral policies; company-related policies)</p>
<p>Teaching and learning methodology</p>	<p>Lecture and case studies</p>

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<p>Indicative reading list</p>	<p><u>In-depth reading:</u></p> <ul style="list-style-type: none"> • Altmann, J. (2017): Wirtschaftspolitik, uvk, Konstanz-München. • Brümmerhoff, D. and Büttner, Th. (2018): Finanzwissenschaft, 12th edition, Oldenbourg, München. • Fritsch, M., Wein, Th. and Wers, H.-J. (2017): Marktversagen und Wirtschaftspolitik; 10th edition, Vahlen, München. • Klump, R. (2013): Wirtschaftspolitik: Instrumente, Ziele und Institutionen, 3rd edition, Pearson Studium, München et al. • Krugman, P.R., Obstfeld and M., Melitz, M. (2015): International Economics: Theory and Policy, 11th edition, Pearson, Boston. • Mankiw, N. Gregory / Taylor, Mark P. / Ashwin, A. (2019): Business Economics, 3rd ed., Andover: Cengage Learning EMEA.
<p>Contents/ Indicative syllabus</p>	<p>Presentation of their Work Experience Report with the most important insights gained in the placement. The report must include information about the organization, tasks or projects which were carried out, most important work results, learning success and suggestions for improvement for the decision-making and solution-seeking processes of the organization concerned and follow-up tutorial.</p>
<p>Teaching and learning methodology</p>	<p>Independent formulation, presentation, and tutorial.</p>
<p>Miscellaneous</p>	<p>None</p>
<p>Indicative reading list</p>	<p>n/a</p>

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Business Analytics I (Business Analytics I)

Module	B-C-BAL1
Semester	5
Duration of module	1 Semester
Type of module	Core
How frequently is the module offered	Annually
Admission requirements	Successful completion of the first two years of study at partner university (module: Credits Earned at Partner University, First half)
Transferability of the module to other programmes	None; available for exchange students
Level	Bachelor
Responsible professor / Module coordinator	Dr. Tim Straub Building 5, Room 210, phone 07121/271-3118 tim.straub@reutlingen-university.de
Lecturers	Prof. Dr. Tobias Schütz Dr. Tim Straub
Language of instruction	English
Credits (ECTS)	5
Total work load	150 h (60 h contact, 90 h self-study)
Contact hours per week	4 SWS
Examination/ Type of assessment	Two hour written examination (80%) with 50% MIS and 50% Data Analytics each and project work (20%). In the project work, students work on exercises, text or software implementation either on their own or in teams. The objective of the project work is to learn with additional material and apply it in practice
Weighting of Grade within overall programme	5/200
Learning outcomes	<ul style="list-style-type: none"> • After the successful completion of the module the students should have developed the following competences: • Professional competences: Understanding of economic and technical aspects of the Information/Internet Economy and Information Technology (value and price of information, information as economic good,

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	<p>principles of information processing and computation, decision processes and optimization). Understand the requirements, possibilities and limitations of gathering relevant business information from quantitative data sources</p> <ul style="list-style-type: none"> • Methodological competences: Application of information engineering and software engineering fundamentals (data and information principles, data processing, algorithms, decision making, process modeling, programming). Choose and apply both uni- and multi variate analysis methods to extract relevant information from quantitative data in order to make or support business decisions • Social competences: Improving oral and written communication skills as well as the ability of working in teams with respect to time constraints. • Personal competences: Ability to understand and assess the importance (Management) of Data Sources and Information Systems. Object-oriented problem solving
Course-specific contributions to AoL competency goals (CG 1 - 6)	<p>CG 3: Discussing and reflecting ethical issues regarding MIS and Information usage and data privacy.</p> <p>CG4: Application of economic theories in an IT-Business Context; Reflection of organizational challenges resulting from information economics; development of structured problem solving and algorithms;</p> <p>CG5: Understanding the importance of data and learning skills for data management</p>
Contents/ Indicative syllabus	<p>Information management, principles of data modelling and processing, decision processes</p> <p>Uni- & multi variate methods of data analysis</p>
Teaching and learning methodology	<p>Lectures, case studies, student presentations</p> <p>programming/implementation of software code</p> <p>software-based (SPSS, KNIME, Python) data analysis and syntax programming</p>
Miscellaneous	<p>Integrated guest lecturers / case studies</p>
Incentive reading list	<p><u>Preparatory reading:</u></p> <ul style="list-style-type: none"> • McAfee, A., Brynjolfsson, E. (2008): Investing in the IT that makes a competitive difference, Harvard Business Review. • Sarstedt, M., Mooi, E.A. (2019): A Concise Guide to Market Research – The Process, Data, and Methods Using IBM SPSS Statistics, 3rd edition, Springer, Berlin • Silipo, R. (2019): KNIME Beginner’s Luck - A Guide to KNIME Analytics Platform for Beginners, KNIME Press <p><u>In-depth reading:</u></p> <ul style="list-style-type: none"> • Backhaus K. et al (2018): Multivariate Analysemethoden – Eine anwendungsorientierte Einführung, 15th edition, Springer, Heidelberg

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- Backhaus K. et al (2015): Fortgeschrittene Multivariate Analysemethoden – Eine anwendungsorientierte Einführung, 3rd edition, Springer, Heidelberg
- Ernesti, J., Kaiser, P. (2015): Python 3: Das umfassende Handbuch: Sprachgrundlagen, Objektorientierung, Modularisierung, Rheinwerk Computing
- Laudon, K.C., Laudon, J.P., Schoder, D. (2010): „Wirtschaftsinformatik – eine Einführung“, Pearson, München.
- Sarstedt, M., Schütz, T., Raithel, S. (2018): IBM SPSS Syntax. Eine anwendungsorientierte Einführung, 3rd edition, München.
- Shapiro, C., Varian, H. (2013): Information Rules: a strategic guide to the network economy

Further reading will be recommended in class.

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Business Analytics II (Business Analytics II)

Module	B-C-BAL2
Semester	8
Duration of module	1 Semester
Type of module	Core
How frequently is the module offered	Annually
Admission requirements	Successful completion of the first two years of study at partner university (module: Credits Earned at Partner University, First half) as well as core module Mandatory Internship II
Transferability of the module to other programmes	None
Level	Bachelor
Responsible professor/ Module coordinator	Prof. Dr. Tobias Schütz Building 5, Room 209, phone 07121/271-3099 tobias.schuetz@reutlingen-university.de
Lecturers	Prof. Dr. Tobias Schütz Dr. Tim Straub
Language of instruction	German
Credits (ECTS)	5
Total work load	150 h (60 h contact, 90 h self-study)
Contact hours per week	4 SWS
Examination/ Type of assessment	Two-hour written exam (80%) with 50% Analysis & Data Mining and 50% MIS content and project work (20%). Objective of the project work is an in-depth learning and applying of content of the course including additional scientific work and material
Weighting of Grade within overall programme	5/200
Learning outcomes	After the successful completion of the module the students should have developed the following competences:

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	<ul style="list-style-type: none"> Professional competences: Understanding of structure, processes and Information Technology; Data Mining and Information retrieval; Software solutions for these problems Methodological competences: Information retrieval, information storage, information transformation and information pricing Social competences: Improving oral and written communication skills as well as ability to work in teams under time pressure; Ability to understand intercultural problems and handle them. Personal competences: Ability to understand and apply information based business models, technical challenges as well as data driven methods
Course-specific contributions to AoL competency goals (CG 1 - 6)	<p>CG 2: multicultural teams solving business cases in CA.</p> <p>CG 3: Reflection of ethical issues; ethical aspects included in cases;</p> <p>CG 4: Application of Theory to case studies; Transfer and application of interdisciplinary and module-specific concepts and methods using examples and graded CA teamwork tasks;</p> <p>CG 6: Ability to work with digital content and understanding the concept of copyright law and data privacy law</p>
Contents/ Indicative syllabus	<p>Elements, structures and processes information systems; design information systems</p> <p>Concepts, methods and tools for information processing/transformation and data analysis</p> <p>Data Mining and use of Mining Software (KNIME)</p> <p>Advanced Methods of Multi-Variate Data Analysis</p>
Teaching and learning methodology	Interactive lectures, case studies, workshop
Indicative reading list	<p><u>Data analytics reading list:</u></p> <ul style="list-style-type: none"> Backhaus K. et al (2015): Fortgeschrittene Multivariate Analysemethoden – Eine anwendungsorientierte Einführung, 3rd edition, Springer, Heidelberg. Sarstedt, M., Mooi, E.A. (2019): A Concise Guide to Market Research – The Process, Data, and Methods Using IBM SPSS Statistics, 3rd edition, Springer, Berlin Sarstedt, M., Schütz, T., Raithel, S. (2018): IBM SPSS Syntax. Eine anwendungsorientierte Einführung, 3rd edition, München. Silipo, R. (2019): KNIME Beginner’s Luck - A Guide to KNIME Analytics Platform for Beginners, KNIME Press, ISBN 978-3-033-02850-0 <p><u>MIS reading list:</u></p> <ul style="list-style-type: none"> Domschke, W. et. al (2015): Einführung in Operations Research, 9th edition., Springer Gabler, Wiesbaden.

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| | <ul style="list-style-type: none">• Laudon, K.C., Laudon, J.P. and D. Schoder (2010): „Wirtschaftsinformatik – eine Einführung“, Pearson, München.• Shapiro, C., Varian, H. (2013): Information Rules: a strategic guide to the network economy |
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Further reading will be recommended in class.

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Human Resource Management (Personalmanagement)

Module	B-C-HR1
Semester	5
Duration of module	1 Semester
Type of module	Core
How frequently is the module offered	Annually
Admission requirements	Successful completion of the first two years of study at partner university (module: Credits Earned at Partner University, First half)
Transferability of the module to other programs	None
Level	Bachelor
Responsible professor/ Module coordinator	Prof. Dr. Petra Kneip Building 5, Room 207, phone 07121/271-3022 petra.kneip@reutlingen-university.de
Lecturers	Prof. Dr Petra Kneip Prof. Dr. Arjan Kozica
Language of instruction	German
Credits (ECTS)	5
Total work load	150 h (60 h contact, 90 h self-study)
Contact hours per week	4 SWS
Examination/ Type of assessment	Two-hour written examination (100%)
Weighting of Grade within overall program	5/200
Learning outcomes	After the successful completion of the course the students <ul style="list-style-type: none"> • possess a comprehensive review of essential HRM concepts and practices • should be able to explain what HRM is and understand its relevance to managers and employees in work organizations

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	<ul style="list-style-type: none"> • know current issues in HRM and understand why firms are challenged by them • have discussed HRM from a strategic perspective and how it relates to the management process • have learned to critically assess significant HRM concepts and practices and become aware of the possibilities and limitations of HRM. • will be familiarized with and applied some of basic techniques and tools of HRM practices, e.g. workforce planning methods, analysis of job postings, social media in recruiting, selection methods, process of training design, performance appraisal forms. • have acquired in-depth knowledge of a contemporary HRM topic through self-study and independent research in a small group and are capable to effectively present the key findings of their study project in class.
<p>Course-specific contributions to AoL competency goals (CG 1 - 6)</p>	<p>CG3: a. (related to the course topic: Diversity management in recruiting & selection) - Working in 3 groups of students, the students develop job postings in line with anti-discrimination laws and discuss steps for gender-sensitive selection processes. b. (related to the course topic: employees as an asset for the sustainable success of companies) - Working in 3 groups of students, the students analyse the different statements of companies concerning their view on the importance of their employees. They discuss and recognize the dilemma of companies to see their employees both as an asset and cost factor. CG 4: Working in 3 groups of students, the students deepen their knowledge about fundamental HRM fields of activities, e.g. recruiting & selection, workplace learning, compensation and workforce reduction, as well as HR strategies. They reflect on and evaluate different people management approaches and analyse consequences for managing people issues.</p> <p>CG 5: ESB graduates understand the importance of data and have the skills to apply data management and analysis.</p>
<p>Contents/ Indicative syllabus</p>	<p>Introduction to the field, terms, role, responsibilities and the organization of the HR function, current and future challenges for HRM, HRM activities & practices, HR strategy, HR controlling, workforce planning, recruiting & selection, training & development, performance management, compensation & benefits, workforce restructuring & layoffs, term project.</p>
<p>Teaching and learning methodology</p>	<p>The didactic concept of the course blends lectures, students' presentations, case studies, self-studies and project work together.</p>
<p>Miscellaneous</p>	<p>Occasional guest lecture.</p>
<p>Indicative reading list</p>	<p>Recommended textbooks:</p> <ul style="list-style-type: none"> • Bartscher, Th., Nissen, R. (2017): Personalmanagement. Grundlagen, Handlungsfelder, 2nd edition., Praxis, Pearson, München. • Berthel, J., Becker, F. G. (2021): Personal-Management: Grundzüge für Konzeptionen betrieblicher Personalarbeit, 12th edition, Schäffer-Poeschel, Stuttgart.

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- Bröckermann, R. (2021): Personalwirtschaft. Lehr- und Übungsbuch für Human Resource Management, 8th edition, Schäffer-Poeschel, Stuttgart.
 - Dessler, G. (2020): Human Resource Management, 16th edition, Pearson, Harlow.
 - Scholz, C. (2019): Grundzüge des Personalmanagements, 4th edition, Vahlen, München.
 - Scholz, C. (2014): Personalmanagement. Informationsorientierte und verhaltenstheoretische Grundlagen, 6th edition, Vahlen, München.
 - Stock-Homburg, R. (2019): Personalmanagement: Theorien - Konzepte - Instrumente, 4th edition, Gabler, Wiesbaden.

Additional literature, e.g. journal articles, is introduced throughout the semester

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Accounting and Corporate Finance (Rechnungswesen und Unternehmensfinanzierung)

Module	B-C-ACC1_FIN1
Semester	5
Duration of module	1 semester
Type of module	Core
How frequently is the module offered	Annually
Admission requirements	Successful completion of the first two years of study at partner university (module: Credits Earned at Partner University, First half)
Transferability of the module to other programmes	None; available for exchange students
Level	Bachelor
Responsible professor / Module coordinator	Prof. Dr. Julia Brüggemann Building 5, Room 214, phone 07121/271-3088 julia.brueggemann@reutlingen-university.de
Lecturers	Prof. Dr. Christoph Binder Prof. Dr. Julia Brüggemann
Language of instruction	German
Credits (ECTS)	5
Total work load	150 h (60 h contact, 90 h self-study)
Contact hours per week	4 SWS
Examination/ Type of assessment	Two-hour final examination
Weighting of Grade within overall programme	5 / 200
Learning outcomes	After the successful completion of the module the students should have developed the following competences <ul style="list-style-type: none"> Professional competences: recapitulate their financial and managerial accounting knowledge acquired in the first half of their studies; understand and use the German terminology for key accounting concepts; understand and refine knowledge on calculation methods and expand

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	<p>the interpretation capabilities of cost figures; conduct cost variance analysis and explore more advanced management accounting methods e.g. life-cycle-costing; critically discuss the differences of an accounting and controlling perspective; recapitulate the finance and investment knowledge acquired in the first half of their studies; understand and use the German terminology for key finance instruments and concepts; understand elemental concepts of capital markets theory to evaluate risky investments; calculate a company's cost of capital and critically reflect on its limitations; ; understand the theoretical foundations of the leverage effect and its practical applications; apply different valuation methods and understand their real-life limitations; use derivative instruments for hedging purposes, understand the implications of Covid-19 and other crisis on financing and valuations company.</p> <ul style="list-style-type: none"> • Methodological competences: transfer basic principles of mathematics and statistics to the field of corporate finance. • Social competences: Active participation in classroom discussions and driving team learning experience. • Personal competences: independently define own knowledge gaps and proactively use tutorials provided
<p>Course-specific contributions to AoL competency goals (CG 1 - 6)</p>	<p>CG 4: Students solve small case studies and exercises individually or in small teams, applying accounting, financing concepts and models to specific situation of companies</p>
<p>Contents/ Indicative syllabus</p>	<p>Accounting: Cost and profit accounting, management accounting and cost management, introduction to controlling, financial accounting in an international context (IFRS, US-GAAP)</p> <p>Corporate Finance: Traditional financing instruments, cost of capital (CAPM, W, capital structure including leverage effect, valuation methods, derivative instruments and hedging</p>
<p>Teaching and learning methodology</p>	<p>Lectures (seminar-style), self-tests, student tutorials, articles</p>
<p>Indicative reading list</p>	<p><u>Mandatory reading:</u></p> <ul style="list-style-type: none"> • Weber, J., Weißenberger, B.E. (2015): Einführung in das Rechnungswesen, 9th edition, Schäffer-Poeschel. • Lecture notes will be provided through MS Teams. <p><u>In-depth reading:</u></p> <ul style="list-style-type: none"> • Berk, J, DeMarzo, P. (2018): Grundlagen der Finanzwirtschaft, 4th edition, Pearson. • Brealey, R., Myers, S., Allen, F., (2019): Principles of Corporate Finance, 13th edition, McGraw-Hill.

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- Coenenberg, A.G., Fischer, T. M., Günther, T. (2018): Kostenrechnung und Kostenanalyse, 9th edition, Schäffer-Poeschel.
- Coenenberg, A.G., Haller, A., Schultze, W. (2021): Jahresabschluss und Jahresabschlussanalyse, 26th edition, Schäffer-Poeschel.
- Datar, S.M., Rajan, M. (2018): Horngren's Cost Accounting - A Managerial Emphasis, 16th edition, Pearson.
- Eun, C., Resnick, B., (2020): International Financial Management – Global Edition, 9th edition, McGraw-Hill.
- Friedl, G., Hofmann, C., Pedell, B. (2017): Kostenrechnung. Eine entscheidungs-orientierte Einführung, 3rd edition, Vahlen.
- Horváth, P., Gleich, R., Seiter, M. (2019): Controlling, 14th edition, Vahlen.
- Koller, T., Goedhart, M., Wessels, D. (2020): Valuation - Measuring and Managing the Value of Companies, 7th edition, Wiley.
- Küpper, H.-U. et al (2013): Controlling. Konzeption, Aufgaben, Instrumente, 6th edition, Schäffer-Poeschel.
- Küting, K., Weber, C.-P. (2015): Die Bilanzanalyse, 11th edition, Schäffer-Poeschel.
- Perridon, L., Steiner, M., (2016): Finanzwirtschaft der Unternehmung, 17th edition, Vahlen.

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Applied Research in International Management (Angewandte Forschung im Internationalen Management)

Module	B-C-RES1
Semester	5
Duration of module	1 Semester
Type of module	Core
How frequently is the module offered	Annually
Admission requirements	Successful completion of the first two years of study at partner university (module: Credits Earned at Partner University, First half)
Transferability of the module to other programs	None
Level	Bachelor
Responsible professor/ Module coordinator	Prof. Dr. Sebastian Bunnenberg Building 5, Room 211, phone 07121/271-3138 sebastian.bunnenberg@reutlingen-university.de
Lecturers	Lecturers to be announced at the beginning of the semester
Language of instruction	German
Credits (ECTS)	6
Total work load	180 h (30 h contact, 150 h self-study)
Contact hours per week	2 SWS
Examination/ Type of assessment	Individual seminar paper (100%)
Weighting of Grade within overall program	6/200
Learning outcomes	<p>After the successful completion of the module the students should have developed the following competences</p> <ul style="list-style-type: none"> Professional competences: critically discuss the relevance and limitations of key concepts within a self-chosen area in International Management (e.g. Finance, Accounting, Marketing, Logistic); understand connections between main management sections, handle with methods for problem solving; recapitulate the Management Knowledge and apply in different settings; critically discuss Management Concepts and Methods, apply core methods in problem structuring and solving and scientific paper writing

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	<ul style="list-style-type: none"> • Methodological competences: develop problem structuring and solving capabilities (quantitative and qualitative); standards for scientific paper writing • Social competences: refine their written communication skills • Personal competences: take the initiative to write a short paper applying scientific standards on a topic in International Management
Course-specific contributions to AoL competency goals (CG 1 - 6)	CG4: Definition of a focused research question in the field of International Management and structured elaboration on relevant aspects within the individual research paper
Contents/ Indicative syllabus	Current developments and trends in International Management on a self-chosen topic and area (e.g. key performance indicators, international accounting standards, innovative types of marketing concepts, lean management methods, innovation management, impact of digitalization on business models and value-added processes etc.)
Teaching and learning methodology	3 introductory lectures on methodical and scientific work, individual coaching and feedback sessions by individual professor and group discussion.
Miscellaneous	Guest speakers
Indicative reading list	A specific script will be provided on "How to write a research paper".

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Methods of Scientific Research (Methoden des wissenschaftlichen Arbeitens)

Module	B-C-RES2
Semester	7
Duration of module	1 semester
Type of module	Core
How frequently is the module offered	Annually
Admission requirements	Successful completion of the first two years of study at partner university (module: Credits Earned at Partner University, First half)
Transferability of the module to other programmes	None
Level	Bachelor
Responsible professor/ Module coordinator	Prof. Dr. Arjan Kozica Building 5, Room 208, phone 07121/271-3134 arjan.kozica@reutlingen-university.de
Lecturers	Prof. Dr. Arjan Kozica Dr. Tim Straub Prof. Dr. Philipp Wunderlich
Language of instruction	German
Total number of credits	3
Total work load	90 h (15 h contact, 75 h self-study)
Contact hours	1 SWS
Examination/ Type of assessment	One hour examination (100%)
Weighting of Grade within overall programme	3/200
Learning outcomes	After the successful completion of the module the students have laid the theoretical foundation for the following competences: <ul style="list-style-type: none"> Professional competences: The students will learn about the main principles how to compose a thesis, to organize the respective workflow and to present the results in an international standard.

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	<ul style="list-style-type: none"> • Methodological competences: This module introduces most important research methodologies for basic research approaches in management studies. • Social competences: Methodological abilities will enable the students to become part of national and international research teams • Personal competences: By acquiring important methodological competencies which can be applied also in other classes, the students will be empowered for participating in Master study programmes.
Course-specific contributions to AoL competency goals (CG 1 - 6)	<p>CG 3: Students learn fundamentals of research ethics in order to prepare them for their own research in the bachelor thesis.</p> <p>CG 4: Students enhance their knowledge about research methods and build up competencies for analyzing business related questions in a scientific manner.</p>
Contents/ Indicative syllabus	<p>Introduction into the planning process of writing a thesis and introduction of major formal requirements, planning of the four month time for finalizing a thesis, effective acquiring of information, effective storing of information, intellectual usage of those information, self-organisation of academic work, tuition: setting-up of the actual hypothesis and application of the respective methodologies to deal with the hypothesis, consultancy during different stages of the student's work and support regarding particular content- or method-related issues.</p>
Teaching and learning methodology	<p>Interactive lecture format, Online tests / quizzes to track student progress</p>
Miscellaneous	<p>None</p>
Indicative reading list	<ul style="list-style-type: none"> • Atteslander, P. (2010): Methoden der empirischen Sozialforschung, 13th edition, Berlin. • Bortz, J. and Döring, N. (2016): Forschungsmethoden und Evaluation für Human- und Sozialwissenschaftler, 5th edition, Berlin. • Minto, B. (2006): Das Prinzip der Pyramide: Ideen klar, verständlich und erfolgreich kommunizieren, München. • Theisen, M.R. (2021): Wissenschaftliches Arbeiten, 18th edition, München.

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Business Law (Wirtschaftsrecht)

Module	B-C-LAW1
Semester	7
Duration of module	1 Semester
Type of module	Core
How frequently is the module offered	Annually
Admission requirements	Successful completion of the first two years of study at partner university (module: Credits Earned at Partner University, First half)
Transferability of the module to other programmes	None
Level	Bachelor
Responsible professor/ Module coordinator	Prof. Dr. Markus Conrads, Building 17, Room 013, phone 07121/271-3080 markus.conrads@reutlingen-university.de
Language of instruction	German
Credits (ECTS)	5
Total work load	150 h (60 h contact, 90 h self-study)
Contact hours per week	4 SWS
Examination/ Type of assessment	Presentation (100%)
Weighting of Grade within overall programme	5/200
Learning outcomes	<p>After the successful completion of the module the students should have developed the following competences</p> <ul style="list-style-type: none"> • Professional competences: identify and apply appropriate international agreements (international treaties/protocols) for the drawing up of international contracts; identify and apply the local regulations in order to develop/manage corporations in a foreign country • Methodological competences: analyze topics of an area of business they are not familiar with – and law is such an area; summarize their results of research for a layman • Social competences: be open for the proposals of potential contract partners and react on them appropriately

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	<ul style="list-style-type: none"> Personal Competence: gain an understanding of and be able to apply ethical theories to managerial decision-making
Course-specific contributions to AoL competency goals (CG 1 - 6)	<p>CG 3: During the course students coming from different countries compare in a seminar thesis they prepare in a group work different legal systems with each other.</p> <p>CG 5: The students will learn about recent developments on the contract law regarding software development and the provision of it-services.</p>
Contents/ Indicative syllabus	<p>The lecture is on international sales law: The internationally unified CISG is compared to the domestic substantive law in Spain, England, Italy, France, USA, Germany, Austria and Switzerland. The students shall understand the basic differences between national and international legal transactions by comparing the national substantive laws to the CISG. Furthermore, students repeat the content of lectures they visited at the partner university and are confronted with the law applicable in international transactions. They are also informed about basic differences in national commercial law that are practically important in international transactions, like formation of contract in civil and common law legal systems, implementation and validity of terms and conditions, penalties, liquidated damages and limitation of liability.</p>
Teaching and learning methodology	Interactive lectures and case studies.
Indicative reading list	<p><u>Preparatory reading:</u></p> <ul style="list-style-type: none"> Conrads, M. (2017): Internationales Kaufrecht, De Gruyter Oldenbourg, Berlin/Boston. Conrads, M. and F. Schade (2011): Internationales Wirtschaftsprivatrecht, Oldenbourg, München.

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Strategic Management (Strategisches Management)

Module	B-C-STR1
Semester	7
Duration of module	1 Semester
Type of module	Core
How frequently is the module offered	Annually
Admission requirements	Successful completion of the first two years of study at partner university (module: Credits Earned at Partner University, First half)
Transferability of the module to other programmes	None
Level	Bachelor
Responsible professor/ Module coordinator	NN
Lecturers	Jan Langhof
Language of instruction	German
Credits (ECTS)	5
Total workload	150 h, (60 h contact, 90 h self-study)
Contact hours per week	4 SWS
Examination/ Type of assessment	Continuous assessment (e.g. project assignment, individual presentation or paper) (50%) and two hour written examination (50%)
Weighting of Grade within overall programme	5/200
Learning outcomes	<p>After the successful completion of the module the students should have developed the following competences:</p> <ul style="list-style-type: none"> • Professional competences: To understand and discuss the environment and background of today's managers, to analyze processes and methods for developing strategies (e.g. military vs. business strategy, SWOT/GAP-analysis, portfolios) • Methodological competences: To develop a perspective about business processes, to understand the ways in which a company can create and sustain competitive advantages, to formulate, communicate,

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	<p>implement and control effective business strategies, to understand by haptic managements games the problems occurring in companies</p> <ul style="list-style-type: none"> • Social competences: To use oral communication skills to discuss and formulate alternative business strategies and model with peers, to evaluate own contribution to the success of a group (management games) • Personal competences: To encourage students to develop their own business ideas, to be able to evaluate strategies, to manage change in an evolving business context
<p>Course-specific contributions to AoL competency goals (CG 1 - 6)</p>	<p>CG 2: to understand and discuss the environment and background of today's international manager's tasks.</p> <p>CG 3: to analyze processes and methods for developing strategies; to develop a perspective about business processes, to understand the ways in which a company can create and sustain competitive advantages.</p> <p>CG 4: to formulate, communicate, implement and control effective business strategies; to encourage students to develop their own business ideas, to be able to evaluate strategies, to manage change in an evolving business context</p>
<p>Contents/ Indicative syllabus</p>	<p>The environment of today's managers, processes and methods for developing strategies, visions, missions, value and competitive advantages, strategists and managers in the context of time, corporate objectives, experience curve, shareholder value approach, customer satisfaction, tutorials and management games.</p>
<p>Teaching and learning methodology</p>	<p>Interactive subject, guest lectures, case studies and management-games.</p>
<p>Indicative reading list</p>	<p><u>Preparatory reading:</u></p> <ul style="list-style-type: none"> • Fink, D. (2003): Management Consulting, 2nd edition, Vahlen, München. • Friedag, H.; Schmidt, W. (2007): Balanced Scorecard, 3rd edition, Haufe, Planegg/München. • Nöllke, M. (2004): So managt die Natur, Haufe, Planegg/München. <p><u>In-depth reading:</u></p> <ul style="list-style-type: none"> • Simon, H. (2005): Die heimlichen Gewinner, 5th edition, Campus, Frankfurt/Main. • Scheuss, R. (2008): Handbuch der Strategien, Campus, Frankfurt/Main. • Additional readings will be recommended in class.

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

Module	B-C-STR2
Semester	8
Duration of module	1 Semester
Type of module	Core
How frequently is the module offered	Annually
Admission requirements	Successful completion of the first two years of study at partner university (module: Credits Earned at Partner University, First half) as well as core module Mandatory Internship II
Transferability of the module to other programmes	None
Level	Bachelor
Responsible professor / Module coordinator	Prof. Dr. Philipp von Carlowitz Building 5, Room 210, phone 07121/271-3034 philipp.von_carlowitz@reutlingen-university.de
Lecturers	Prof. Dr. Christoph Binder Prof. Dr. Julia Brüggemann Prof. Dr. Rainer Kämpf Prof. Dr. Tobias Schütz Prof. Dr. Stephan Seiter Prof. Dr. Philipp von Carlowitz
Language of instruction	German
Credits (ECTS)	8
Total work load	240 h (60 h contact, 180 h self-study)
Contact hours per week	4 SWS
Examination/ Type of assessment	two-hour written exam

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Weighting of Grade within overall programme	8/200
Learning outcomes	<p>After the successful completion of the module the students should have developed the following competences</p> <ul style="list-style-type: none"> • Professional competences: Students know core aspects of management in all major areas. They know how to apply core concepts in different situations. They have a deeper and more comprehensive understanding of relevant aspects of international management and interfaces between core disciplines. • Methodological competences: Students have fundamental knowledge in major topics of international management. They are able to effectively reproduce content and methodologies acquired as well as to apply them in relevant business settings. Students can cope with a relevant set of content; prioritize it according to individual needs in specific business settings. • Social competences: Students have acquired solid individual working skills and have a strong ability to work and learn individually and in teams as well as to express themselves in group discussions. • Personal competences: Students have self-confidence and more solid understanding of core aspects of international management. They can independently define individual knowledge gaps and proactively address them by individual training.
Course-specific contributions to AoL competency goals (CG 1 – 6)	<p>CG 2: Students discuss and reflect on business examples from an intercultural perspective.</p> <p>CG 4: students read, discuss, evaluate, transfer, and apply domain-specific insights to case studies and guest lectures. The oral examination contributes to the assessment of this competency goal.</p>
Contents/ Indicative syllabus	<p>This capstone course covers relevant aspects of international management studies and allows students to get a more solid comprehensive view and understanding of core elements of their management studies. Areas covered are e.g. theories of economics, principles and concepts of accounting and corporate finance as well as marketing, methodologies to support core business analysis and understanding of core concepts e.g. in strategy, production etc.</p>
Teaching and learning methodology	<p>Lectures, seminar-style group discussions and case studies as well as coached reading</p>
Indicative reading list	<p>A detailed reading list for all topics will be provided during the semester.</p>

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Business Ethics (Wirtschaftsethik)

Module	B-C-ETH1
Semester	7
Duration of module	1 semester
Type of module	Core
How frequently is the module offered	Annually
Admission requirements	Successful completion of the first two years of study at partner university (module: Credits Earned at Partner University, First half)
Transferability of the module to other programmes	None
Level	Bachelor
Responsible professor/ Module coordinator	Prof. Dr. Arjan Kozica Building 5, Room 208, phone 07121/271-3134 arjan.kozica@reutlingen-university.de
Lecturers	Isabel Jandisek Quirin Kissmehl
Language	German
Total number of credits	5
Total work load	150 h (60 h contact, 90 h self-study)
Contact hours	4 SWS
Examination/ Type of assessment	One hour examination based on Ethics content (70%) and a group presentation on Ethics content (30%)
Weighting of Grade within overall programme	5/200
Learning outcomes	After the successful completion of the course the students should have developed the following competences <ul style="list-style-type: none"> Professional competences: understand and discuss the relevance of ethics and CSR in society and business life and the limitations of our “industrial way of life” in the context of the natural environment and globalization (awareness). Ability to analyse ethical business challenges based on theories (analysis). Familiar with the main tools and instruments to apply ethics in business situations (implementation).

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	<ul style="list-style-type: none"> • Methodological competences: discuss and develop complex ethical concepts in real-life situations and apply tools. • Social competences: refine their oral and written communication skills; improve their ability to work in teams under time pressure; give and receive feedback by fellow students in a structured manner • Personal competences: take the initiative for a responsible and future oriented behavior in society and business.
Course-specific contributions to AoL competency goals (CG 1 – 6)	<p>CG 3: The lecture develops the awareness of students about ethical challenges in business practice by case analysis, enables students to analyze business situations from a moral point of view by discussing fundamental ethical theories and further enables students to solve ethical challenges in business practice by discussing approaches for implementing ethics/CSR in business operations with case studies.</p> <p>This makes it possible to assess CG3 with presentations in this module.</p>
Contents/ Indicative syllabus	<p>Most important conflicts and struggles in business operations and their embeddedness in society, institutional fields, organizations, and individual behaviors.</p> <p>Stakeholder perspective and the analysis of specific business operations based on stakeholder analysis</p> <p>Key actors in the field of CSR and business ethics and their roles</p> <p>Normative theories of business ethics (discourse or Kantian ethics; applied ethics like business ethics, engineering ethics, ...)</p> <p>Concepts and theories like CSR, sustainability management</p> <p>Tools for improving ethical behavior in business operations (e.g. reward systems; compliance structures, norms)</p>
Teaching and learning methodology	Interactive lecture
Miscellaneous	None
Indicative reading list	<ul style="list-style-type: none"> • Crane, A./Matten, D. (2019): Business Ethics: Managing Corporate Citizenship and Sustainability in the Age of Globalization, 5th edition Oxford University Press, Oxford. • Trevino, L./Nelson, K. (2017): Managing business ethics, 7th edition, Oxford University Press, Oxford.

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Logistics (Logistik)

Module	B-C-POM1
Semester	5
Duration of module	1 Semester
Type of module	Core
How frequently is the module offered	Annually
Admission requirements	Successful completion of the first two years of study at partner university (module: Credits Earned at Partner University, First half)
Transferability of the module to other programmes	None
Level	Bachelor
Responsible professor/ Module coordinator	Prof. Dr. Rainer Kämpf Building 5, Room 207, phone 07121/271-3004 rainer.kaempf@reutlingen-university.de
Language of instruction	German
Credits (ECTS)	3
Total work load	90 h (30 h contact, 60 h self-study)
Contact hours per week	2 SWS
Examination/ Type of assessment	Two written assessment in small teams counting 50% each
Weighting of Grade within overall programme	3/200
Learning outcomes	<p>After the successful completion of the module the students should have developed the following competences:</p> <ul style="list-style-type: none"> Professional competences: Understanding of structure, processes and Information Technology of supply chains and logistical systems (supply chain design, layout planning, procurement); Software solutions for these problems (ERP, transportation problems, location problems) Methodological competences: application of different planning methods in logistics: process planning, transport and warehouse planning, network scheduling

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	<ul style="list-style-type: none"> • Social competences: Improving oral and written communication skills as well as ability to work in teams under time pressure; Ability to understand intercultural problems and handle them. • Personal competences: Ability to understand and assess the importance of Logistics in the context of international enterprises and supply chain
Course-specific contributions to AoL competency goals (CG 1 – 6)	<p>CG 3: Reflection of ethical issues; ethical aspects included in cases.</p> <p>CG4: Application of theory to case studies; transfer and application of interdisciplinary and module-specific concepts and methods using examples</p>
Contents/ Indicative syllabus	<p>Elements, structures and processes of logistics systems; design of supply chains. Concepts, methods and tools for supply chain management (SCM). Information management and technology in logistics environment. Application of planning and optimization methods in logistics.</p>
Teaching and learning methodology	<p>Interactive lectures, case studies</p>
Miscellaneous	<p>Excursion, guest lectures</p>
Indicative reading list	<p><u>Preparatory reading:</u></p> <ul style="list-style-type: none"> • Baumgarten, H. and J. Weber (1999): Handbuch Logistic, Schäfer-Poeschel, Stuttgart. • Brumme, H., Schröter, N., and I. Schröter (2010): Supply Chain Management und Logistik; Kohlhammer, Stuttgart. • Kummer, S.; Grün, O.; Jammerneegg, W. (2013): Grundzüge der Beschaffung, Produktion und Logistik, Pearson-Verlag, München. <p><u>In-depth reading:</u></p> <ul style="list-style-type: none"> • Werner, H. (2003): Supply Chain Management, Gabler, Wiesbaden <p>Further reading will be recommended in class.</p>

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Production Management (Produktionsmanagement)

Module	B-C-POM2
Semester	7
Duration of module	1 Semester
Type of module	Core
How frequently is the module offered	Annually
Admission requirements	Successful completion of the first two years of study at partner university (module: Credits Earned at Partner University, First half)
Transferability of the module to other programmes	None
Level	Bachelor
Responsible professor/ Module coordinator	Prof. Dr. Rainer Kämpf Building 5, Room 207, phone 07121/271-3004 rainer.kaempf@reutlingen-university.de
Language of instruction	German
Credits (ECTS)	3
Total work load	90 h (30 h contact, 60 h self-study)
Contact hours per week	2 SWS
Examination/ Type of assessment	Two-hour written examination (100%)
Weighting of Grade within overall programme	3/200
Learning outcomes	<p>After the successful completion of the module the students should have developed the following competences:</p> <ul style="list-style-type: none"> • Professional competences: Understanding of structures, processes and tools in production environment including product lifecycle, production planning and scheduling and quality management. • Methodological competences: Understanding and application of production planning methods (material management, capacity planning, shop floor scheduling)

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	<ul style="list-style-type: none"> • Social competences: Improving oral and written communication skills as well as the ability of working in teams with respect to time constraints • Personal competences: Ability to understand and assess the importance of Production Management in the context of international enterprises
Course-specific contributions to AoL competency goals (CG 1 – 6)	<p>CG 3: Discussion and reflection of ethical issues included in cases.</p> <p>CG 4: Application of theory to case studies; transfer and application of interdisciplinary and module-specific concepts and methods using examples</p>
Contents/ Indicative syllabus	Organisation and processes in production environment, methods and tools for production planning, scheduling and quality management.
Teaching and learning methodology	Interactive lectures and case studies
Miscellaneous	Excursion, guest lectures
Indicative reading list	<p><u>Preparatory reading:</u></p> <ul style="list-style-type: none"> • Gienke, H. and R. Kämpf, (2007): Handbuch Produktion, Hanser Verlag, München. • Kummer, S., Grün, O. and Jammerneegg, W. (2013): Grundzüge der Beschaffung, Produktion und Logistik, Pearson-Verlag, München. <p><u>In-depth reading:</u></p> <ul style="list-style-type: none"> • Steven, M. (2007): Handbuch Produktion, Kohlhammer Verlag, Stuttgart • Thonemann, U. (2005): Operations Management, Pearson-Verlag, München. <p>Further reading will be recommended in class.</p>

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Mandatory Internship II (Pflichtpraktikum II)

Module	B-C-INT2
Semester	6 (5 and 7)
Duration of module	1 Semester
Type of module	Core
Courses included in the module	Preparation for Internship II (Semester 5) Mandatory Internship II (Semester 6) Colloquium on Internship II (Semester 7)
How frequently is the module offered	Annually
Admission requirements	Successful completion of the first two years of study at partner university (module: Credits Earned at Partner University, First half)
Transferability of the module to other programmes	None
Level	Bachelor
Responsible professor/ Module coordinator	Prof. Dr. Jürgen Schulze Building 5, Room 222a, phone 07121/271-3003 jürgen.schulze@reutlingen-university.de
Lecturer	Prof. Dr. Petra Kneip Prof. Dr. Jürgen Schulze
Total number of ECTS	20
Examination/ Type of assessment	Students must submit to the internship office (upload in Relax) The internship contract The internship report and presentation – in the semester following the internship Employment certificate (as soon as possible) Students will have to attend the colloquium seminar in the semester following the internship, prepare a presentation and share their internship experience with the audience.

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Preparation for Mandatory Internship II (Praktikumsvorbereitung II)

Module	B-C-INT2.1
Lecturers	Prof. Dr. Petra Kneip Prof. Dr. Jürgen Schulze
Language of instruction	German
Semester	5
Total work load	60 h, (15 h contact, 45 h self-study)
Contact hours per week	1 SWS
Weighting of Grade within overall programme	ungraded
Learning outcomes	<p>After the successful completion of the course the students should have developed the following competences:</p> <ul style="list-style-type: none"> • Professional competences: To recognize the importance of rhetorical concerns, such as audience and purpose, to develop basic skills related to grammar, mechanics, and style, to be able to organize and run any kind of meeting • Methodological competences: Principles of communication, body language, presenting to an audience, dealing with critical situations in communication • Social competences: To learn the complexity of network structure in a living organization/company, to perform and to excel in an organization/company • Personal competences: Independent composition of a curriculum vitae and letter of application, to be able to work successful in an internship environment
Course-specific contributions to AoL competency goals (CG 1 - 6)	<p>CG 2: To recognize the importance of rhetorical concerns, such as international audience.</p> <p>CG 3: to learn the complexity of international network structure in a living organization/company, to perform and to excel in an organization/company.</p> <p>CG 4: to develop basic skills related to grammar, mechanics, and style, to be able to organize and run any kind of meeting; to set up an independent composition of a curriculum vitae and letter of application, to be able to work successful in an internship environment.</p>
Contents/ Indicative syllabus	Get an overview of the preparation, content and procedure of the internship semester; review, research and analyze career related information including discipline specific career options; critically analyse individual competencies and how this translates from academic to employment; set up an independent

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	composition of a curriculum vitae and letter of application, to be able to work successful in an internship environment.
Teaching and learning methodology	Information sessions, continuous support & feedback from ESB Career Center and internship office.
Miscellaneous	None
Indicative reading list	Course Material / E-Learning courses provided by the ESB Career Center

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Mandatory Internship II (Pflichtpraktikum II)

Module	B-C-INT2.2
Lecturers	Prof. Dr. Petra Kneip Prof. Dr. Jürgen Schulze
Language of instruction	German
Semester	6
Total work load	450 h self-study
Contact hours per week	None
Weighting of Grade within overall programme	ungraded
Learning outcomes	<p>After the successful completion of the second mandatory internship, students should have developed the following competences:</p> <ul style="list-style-type: none"> • Professional competences: To learn to apply the basic knowledge acquired during their studies to simplify practical problems in business enterprises or organizations, and to understand better the practical relevance of the acquired abstract knowledge. • Methodological competences: WIL (Work Integrated Learning) experience by internship for at least 20 weeks; Learning by Doing • Social competences: Insights should be gained into real business issues, and the socio-economic dimensions of decision-making processes should be understood • Personal competences: To work in individual departments of a business enterprise, organization, or government body, to complete complex projects, or parts of such projects, under supervision, to report and/or present project results to management responsible for the project or the department. Involvement in operational or organizational work processes.
Course-specific contributions to AoL competency goals (CG 1 - 6)	<p>CG 2: To learn to apply the basic knowledge acquired during their studies to simplify practical problems in international business enterprises or organizations, and to understand better the practical relevance of the acquired abstract knowledge.</p> <p>CG 3: to work in individual departments of a business enterprise, organization, or government body, to complete simple projects, or parts of projects, under supervision.</p> <p>CG 4: to report and/or present project results to management responsible for the project or the department. Involvement in operational or organizational work processes.</p>

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Contents/ Indicative syllabus	Work in individual departments of a business enterprise, organisation, or government body. Independent processing of simple projects, or parts of projects, under supervision. Report and/or presentation of project results to management responsible for the project or the department. Involvement in operational or organisational work processes. Presentations about the internship with regard to tasks and responsibilities for projects assumed, solutions developed and knowledge gained in the process.
Teaching and learning methodology	Learning by doing
Miscellaneous	None
Indicative reading list	n.a.

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Colloquium on Mandatory Internship II (Kolloquium Pflichtpraktikum II)

Module	B-C-INT2.3
Lecturers	Prof. Dr. Petra Kneip Prof. Dr. Jürgen Schulze
Language of instruction	German
Semester	7
Total work	90 h (15 h contact, 75 h self-study)
Contact hours per week	1 SWS
Weighting of Grade within overall programme	Ungraded for ESB Business School degree; some partner institutions required grade
Learning outcomes	<p>Concise and structured presentation of tasks assumed or projects carried out during the second Internship using professional methods. Assessment of learning results or knowledge gained during the second Internship. Critical analysis of work processes and problem-solving methods in the organizational unit in which the Internship was served and formulation of approaches for improvement.</p> <ul style="list-style-type: none"> • Professional competences: To be able to give a structured presentation of the projects the students worked on during their second internship. To show how advanced academic knowledge can be transferred to real problems in a company or an organization. Become an idea on structures and processes in profit and non-profit organizations. • Methodological competences: Transfer advanced academic problem solving methods and instruments to more complex real problems in business. Structure real problems/situations in a way to make problem solving instruments and approaches applicable. Be able to apply project management instruments to manage complex projects outside the academic world. To summarize the impressions and experiences from a longer work experience in a written report, to give an oral presentation on it. • Social competences: Improve written and oral communication as well as presentation skills on a higher level. Integrate yourself in a team and work together in a team with experienced professionals. Give and receive feedback by experienced colleagues and by managers. • Personal competences: To derive personal consequences from the work experience in an organization. To become a more detailed idea of own talents and job perspectives and to communicate it in a clear and structured manner. Preparation for a later career in a company or a non-profit organization.

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<p>Course-specific contributions to AoL competency goals (CG 1 - 6)</p>	<p>CG 2: Students reflect on their challenges in working in different cultural country-specific and company-specific environments.</p> <p>CG 3: Students elaborate on specific tasks and results within their mandatory internship and reflect on ethical implications.</p> <p>CG 4: Students present their independent contributions to specific projects and reflect on applying managerial concepts to business situations</p>
<p>Contents/ Indicative syllabus</p>	<p>Presentation of their “work experience report” with the most important insights gained in the internship including: the organization, tasks or projects completed, most important work results, learning success and suggestions for improvement for the decision-making and solution-seeking processes of the organization concerned. Follow-up tutorial.</p>
<p>Teaching and learning methodology</p>	<p>Independent formulation, presentation, and tutorial.</p>
<p>Miscellaneous</p>	<p>None</p>
<p>Indicative reading list</p>	<p>n.a.</p>

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Bachelor Thesis (Bachelorarbeit)

Module	B-C-PRO
Semester	8
Duration of module	1 semester
Type of module	Core
How frequently is the module offered	Annually
Admission requirements	Successful completion of the first two years of study at partner university (module: Credits Earned at Partner University, First half) as well as core module Mandatory Internship II
Transferability of the module to other programmes	None
Level	Bachelor
Responsible professor/ Module coordinator	Prof. Dr. Jörg Naeve Building 5, Room 222a, phone 07121/271-3071 joerg.naeve@reutlingen-university.de
Lecturers	All professors
Language	German / English
Total number of credits	12
Total work load	360 h self-study
Contact hours	None
Examination/ Type of assessment	Bachelor thesis (100%)
Weighting of Grade within overall programme	12/200
Learning outcomes	After the successful completion of the module the students should have developed the following competences: <ul style="list-style-type: none"> Professional / methodological competences: extract key information elements from a comprehensive / extensive research field and structure, prepare and present the findings Social / personal competences: organize oneself through 5-month project
Course-specific contributions to AoL	CG 4: Students defining a suitable research question, which they attempt to answer by guided self-study with a stress on adequate methodology, thorough

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competency goals (CG 1 - 6)	use of the relevant literature and a focus on applicability of the results. This makes it possible to assess this competency goal at this point.
Contents/ Indicative syllabus	Individual – depending on topic and research method chosen
Teaching and learning methodology	Preparation and presentation of process
Miscellaneous	None
Indicative reading list	<ul style="list-style-type: none"> • Depending on topic • Guidelines for writing academic papers at ESB Business School Current version https://teams.microsoft.com/l/team/19%3ane-Ogn4A7iDiN89JyR2DZhkl6bZyOfovo8lhyc_GjCBo1%40thread.tacv2/conversations?groupId=f0dd0d85-04ad-4c88-af85-a1b29131db98&tenantId=a0629466-5815-4bba-a174-daf8ccaf3be1

7. Electives CSIC Business German (Wahlpflichtmodule Wirtschaftsdeutsch)

Communication Skills and Intercultural Competence – Business German
(Kommunikationsfähigkeiten und Interkulturelle Kompetenz – Wirtschaftsdeutsch)

Module	B-E-CL1
Semester	5
Duration of module	1 semester
Type of module	Elective, mandatory for non-native German speakers, who do not have C1 level German
Courses included in the module	Communication Skills and Intercultural Competence (Business German) Colloquium International Matters
How frequently is the module offered	Annually
Admission requirements	Successful completion of the first two years of study at partner university (module: Credits Earned at Partner University, First half)
Transferability of the module to other programmes	None
Level	Bachelor
Responsible professor/ Module coordinator	Prof. Dr. Niamh O'Mahony Building 17, Room 113, phone 07121/271-3028 niamh.omahony@reutlingen-university.de
Total number of ECTS	5
Examination/ Type of assessment	Continuous assessment and active participation (50%), two-hour written examination (50%)

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Communication Skills and Intercultural Competence – Business German (Kommunikationsfähigkeit und Interkulturelle Kompetenz - Wirtschaftsdeutsch)

Module	B-E-CL1.1
Lecturers	Ms. U. Heim-Cycon Ms. Veronika Kronfeld-Hein Ms. Sibylle Raisig Ms. Franziska Schröder
Language of instruction	German
Credits (ECTS)	4
Semester	5
Total work load	120 h (60 h contact, 60 h self-study)
Contact hours per week	4 SWS
Weighting of Grade within overall programme	4/200
Learning outcomes	<p>After successful completion of the module the students should have developed the following competences:</p> <ul style="list-style-type: none"> • Professional competences: an understanding of the workings of the German economy, business culture and business style in Germany. Expansion of business vocabulary relevant to the business modules studied by them on the business side of their degree program. Improved oral and written skills in German. Advanced German grammar knowledge. Job application documentation and interview skills in German. • Methodological competences: Presentation skills both individual and group. • Social competences: Improved communication skills (oral and written) and ability to work under time pressure in the foreign language in intercultural groups. • Personal competences: the confidence to apply for jobs in German-speaking countries in the area of international management.
Course-specific contributions to AoL competency goals (CG 1 - 6)	<p>CG1: Students are provided with oral/written German skills to help them to follow and participate in their German business lectures/classes and apply for an internship in Germany.</p> <p>CG2: Students are made aware of the context within which German business functions.</p>

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<p>Contents/ Indicative syllabus</p>	<p>Insight into the German economy and business culture in Germany. Business vocabulary relevant to the business modules studied by students in the second half of their studies. Improvement of grammar, pronunciation, written and oral German. Job applications, interviews and presentations. Levels B1 – B2 of the Common European Framework of Languages will be offered.</p>
<p>Teaching and learning methodology</p>	<p>Reading, writing, listening comprehension, role plays, discussions, presentations, interviews, group work, peer-learning.</p>
<p>Indicative reading list</p>	<ul style="list-style-type: none"> • Weekly newspapers: FAZ, DIE ZEIT, Der Spiegel u.a. • Buscha, A., Matz, J., Raven, S., Szita. (2016). Entscheidungen. Deutsch als Geschäfts- und Verhandlungssprache. Schubert-Verlag;Leipzig. • Dreyer, H. and Schmitt, R. (2007): Lehr- und Übungsbuch der deutschen Grammatik, Hueber, München. • Fiegler-Poyet, M., Straub, B., Thiele, P. (2008). Das Testbuch Wirtschaftsdeutsch, Deutsch als Fremdsprache in der Wirtschaft. Langenscheidt: Berlin und München. <p>Further reading will be recommended in class</p>

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Colloquium International Matters (Fachkolloquium Internationales)

Module	B-E-CL1.2
Lecturers	All program directors of all IMX-links
Language of instruction	German
Credits (ECTS)	1
Semester	5
Total work load	30 h (15 h contact, 15 h self-study)
Contact hours per week	1 SWS
Weighting of Grade within overall programme	1/200
Learning outcomes	<p>After successful completion of the module the students should have developed the following competences:</p> <ul style="list-style-type: none"> • Professional competences: Understand and use different approaches to integrate oneself in new environment, particularly with regards to new working styles, teaching methods as well as setting of daily priorities for successful studies • Methodological competences: Transfer theoretical principles of intercultural management and communication by real life experience in a new, foreign environment • Social competences: Active participation and integration in a new environment, setting own priorities, reduce barriers e.g. in talking in a foreign language as well as driving own priorities to be successful in studies as well as internship • Personal competences: Independently define own mode of integration, identification of gaps e.g. in language competencies and overcome barriers to address those gaps in an effective and efficient manner
Course-specific contributions to AoL competency goals (CG 1 - 6)	<p>CG1: Group mentoring sessions and selected follow-up meetings with individual students to work and discuss on their current situation as well as improvement potential on language competencies.</p> <p>CG2: Group mentoring sessions where students express their challenges living and learning in a new cultural environment as well as feedback from mentor as well as peers regarding measures to further facilitate adaption and integration process:</p>
Contents/ Indicative syllabus	The colloquium covers relevant aspects of successful integration in a foreign environment. Individual and group mentoring sessions with students coming or going abroad will facilitate this process e.g. with regards to understanding of

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	lectures, planning of courses, working methodologies, infrastructure as well as integration in a new environment.
Teaching and learning methodology	Group as well as individual mentoring sessions, on a case-by-case basis student presentations and short essays
Indicative reading list	n/a

8. Elective Business Course (Wahlpflichtmodule)

International Negotiations (Internationale Verhandlungsführung)

Module	B-E-CL2
Semester	5
Duration of module	1 Semester
Type of module	Elective
How frequently is the module offered	Not offered in 2021/2022
Admission requirements	Successful completion of the first two years of study at partner university (module: Credits Earned at Partner University, First half)
Transferability of the module to other programmes	None; available for exchange students
Level	Bachelor
Responsible professor/ Module coordinator	Prof. Dr. Arjan Kozica Building 5, Room 208, phone 07121/217-3134 arjan.kozica@reutlingen-university.de
Lecturers	NN
Language of instruction	English
Credits (ECTS)	5
Total work load	150 h (60 h contact, 90 h self-study)
Contact hours per week	4 SWS, blocked within one week
Examination/ Type of assessment	Three or maximum four people form a group, prepare and simulate an international negotiation with a professor and one assistant. Preparation time: 60 min.; Examination time: 60 min. Examination description Preparation: The group has to prepare the simulation with the professor and one assistant. Students have to understand the content of the case, the cultural situation and main goals of the examination. They have to create an offering company, assigning a specific role to each participant, developing a suitable strategy and finally to prepare a business negotiation. The major target of the preparation is creating a homogeneous group, showing social competence and professional skills

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	<p>Examination: Students have to inform, convince and persuade the professor and his/her assistant by presenting the company, the negotiation strategy in a persuasive way under consideration of particular intercultural situation. Students have to underline their professional competence, international awareness, apply the appropriate negotiation tools and tactics and finally appearing compact, brilliant and convincing by responding and arguing. They have to respect their own functions, integrate their arguments in the global strategy</p>
<p>Weighting of Grade within overall programme</p>	<p>5/200</p>
<p>Learning outcomes</p>	<p>International business, especially where prolonged business negotiations are involved, is fraught with difficulties. Apart from practical and technical problems, national psychology and cultural characteristics frequently interfere during the communicative approach between business people. Equally important are business etiquette and cultural awareness.</p> <p>Main goals:</p> <ul style="list-style-type: none"> • Knowledge: Participants will acquire and apply theoretical and methodological knowledge techniques. Managing contracting negotiations in an international context and knowing how to achieve goals under consideration of the given situation, communication climate and balance of power between negotiators. Including the major interests of all negotiators to adopt the most appropriate communication technique. • Professional competences: Participants will learn to behave in a professional attitude and behaviour in an international context. Students will learn how to apply the main negotiation tools, the appropriate tactics and negotiation techniques. • Methodological competences: Students will train to choose and apply their communicative approach using attentive listening technique, observing behaviour – verbal and nonverbal cues - of the counterpart and employing the most suitable negotiation methodology • Social competences: The negotiation is a social interaction per se. Participants will acquire a show a strong social awareness in intercultural situations. Communicating, negotiating and acting with people of different cultural background, different values, attitude and behaviour, mentality, language, rituals, etiquette and communicative approach. Students will get familiar with different ways to establish relationship and doing business. • Personal competences: Developing personal ability to understand and negotiate successfully with international business partners. Employing social competence and intercultural awareness to appear professional, acting determined and competent.
<p>Course-specific contributions to AoL competency goals (CG 1 - 6)</p>	<p>CG 2: Students demonstrate empathy, intercultural awareness as well as understanding of verbal and nonverbal language in different countries applying different negotiation techniques in short business cases.</p>

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	CG 4: Within authentic business cases, students understand and successfully apply major negotiation techniques to both achieve business goals and establish good and trustworthy relationships with business partners.
Contents/ Indicative syllabus	<p>How to negotiation: Negotiation techniques: The weak/soft negotiation style; the hard/dominant negotiation style; the balance negotiation style. International negotiation. The most important steps of international transactions. Major sources of conflict of international negotiation: verbal, para verbal and non-verbal communication. Managing challenging situations in an international context</p> <p>What to negotiate: Management of contractual relations: standard business terms; negotiation process; conclusion of contract; subject matter and performance of contract.</p>
Teaching and learning methodology	Interactive, case simulations, individual homework and group work.
Indicative reading list	<p>A tailor-made manuscript will be distributed.</p> <ul style="list-style-type: none"> • Conrads, M. (2017): Internationales Kaufrecht. UN-Kaufrecht mit rechtsvergleichenden Bezügen, De Gruyter, Oldenburg. • Croach, N. (2004): Mexicans & Americans: Cracking the Cultural Code. Nicolas Brealey Publishing, London. • Fisher, R.; Shapiro, D. (2006): Beyond reason. Using Emotions as You Negotiate. Random House Business Books, London. • Gaspardo, N.: Von harten Hunden und hyperaktiven Affen. Der richtige Umgang mit Menschen im Beruf und Alltag, UVK Verlagsgesellschaft mbH – Konstanz, 2018. • Gesteland, R. (1999): Cross-Cultural Business Behavior. Copenhagen Business School Press, Copenhagen. • Hofstede, G. (2006): Culture and Organizations; Intercultural Cooperation and its Importance for Survival, Profile Books, London. • Levine, R. (1997): Geography of Time. Basic Books, New York. • Lewis, R., D. (2006): When Cultures Collide. A Major New Edition Of The Global Guide. Nicholas Brealey, London. • Münscher, R., Hormuth, J. (2013): Vertrauensfallen im internationalen Management. Hintergründe, Beispiele, Strategien. Springer Gabler. • Schroll-Machl, S. (2005): Doing Business with Germans. Their Perception. Our Perception. 2nd Edition, Vandenhoeck & Ruprecht, Göttingen. • Rothlauf, J. (2009): Interkulturelles Management, 3rd edition, Oldenburg, München.

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Leadership in a Change Management Process (Führung in einem Change Management Prozess)

Module	B-E-BUS1
Semester	5
Type of module	Elective
How frequently is the module offered	Annually
Admission requirements	Successful completion of the first two years of study at partner university (module: Credits Earned at Partner University, First half) as well as core module Mandatory Internship II
Transferability of the module to other programmes	None; available for exchange students
Level	Bachelor
Responsible professor/ Module coordinator	Prof. Dr. Arjan Kozica Building 5, Room 208, phone 07121/271-3134 arjan.kozica@reutlingen-university.de
Lecturers	Dr. Michiel Frederick Coetzer Tel.: +27798961988 ccoetzer@wisdomyinternational.com
Language of instruction	English
Credits (ECTS)	5
Total work load	150 h (60 h contact, 90 h self-study)
Contact hours per week	4 SWS (blocked within one week, 6 days)
Examination/ Type of assessment	<p>Experiential group project</p> <p>Students are divided into small groups (maximum five members per team) to complete a group project to evaluate the application of theoretical knowledge.</p> <p>Part 1: Each group chooses a company and interviews one or more managers of the company to understand any current and/or future challenges in the business.</p> <p>Part 2: After the interview(s), each group use the theoretical knowledge provided in this course to write a proposal on how to solve the business challenges from a leadership, human resource management, organizational development, and change management perspective.</p>

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	<p>Part 3: Each group prepares and delivers a formal presentation on the company challenges as well as their proposed solution or interventions from a leadership, human resource management, organizational development, and change management perspective.</p> <p>The written proposal weighs 70% and the presentation weighs 30% of the final grade.</p>
<p>Weighting of Grade within overall programme</p>	<p>5/200</p>
<p>Learning outcomes</p>	<p>After the successful completion of the module the students should have developed the following competences:</p> <p>Professional competences:</p> <p>Understand a variety of leadership theories, functions, and ethics.</p> <p>Understand fundamental human resource functions to optimize organizational effectiveness, impact, and performance.</p> <p>Understand employee behavior in terms of values, attitudes, motivation, and conflict.</p> <p>Understand the concepts of organizational climate and culture and how it influences employee engagement, wellbeing, and wellness.</p> <p>Understand the forces and models of change and how to lead and manage change in an organization.</p> <p>Methodological competences:</p> <p>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 organization.</p> <p>Understand and apply methods to diagnose organizations from a leadership, human resource, and organizational behavior perspective and to design organizational development interventions to resolve typical business challenges.</p> <p>Understand and apply methods to manage change and communication in an organization.</p> <p>Social competences:</p> <p>Lead people in the context of business.</p> <p>Interpret and influence employee behavior.</p> <p>Work within a group to resolve typical business challenges from a leadership and human resources perspective.</p>

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	<p>Personal competences:</p> <p>Evaluate and understand personal leadership behavior and apply reflection techniques to improve personal leadership effectiveness.</p> <p>Understand and apply effective conflict management skills on a personal level.</p> <p>Apply effective communication skills in the context of business and change.</p>
<p>Course-specific contributions to AoL competency goals (CG 1 - 6)</p>	<p>CG3: Understand the application of ethical behavior in the context of leadership and human resource management.</p> <p>CG4: Understand and apply fundamental leadership and human resource management concepts to resolve typical business challenges and situations.</p> <p>CG5: Understand methods to conduct an organizational diagnosis from a leadership and human resource perspective and to use and analyze organizational diagnostic data.</p>
<p>Contents/ Indicative syllabus</p>	<p>Leadership</p> <ul style="list-style-type: none"> Defining leadership Purpose and functions of a leader Leadership intent and motivation Trait leadership theories Behavioral leadership theories Skill leadership theories Contingency leadership theories Integrative leadership theories Leadership ethics <p>Human Resource Management</p> <ul style="list-style-type: none"> Defining human resource management Strategic human resource management Job analysis and work design (job grading and job profiles) Employee planning and on-boarding (workforce planning, recruitment and selection, and induction) Remuneration and compensation strategies. Performance management and high performing organizations. Employee learning and development. Talent management strategies.

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	<p>Organizational Behaviour</p> <p>Defining organizational behaviour Employee values, attitudes, and motivation Managing employee and team conflict Employee wellbeing and wellness Organizational climate and cultures Organizational diagnosis and interventions</p> <p>Change Management</p> <p>Forces of organizational change Models of change Leading and managing change Resistance to change Effective communication during a change process</p>
<p>Teaching and learning methodology</p>	<p>Foundational learning methods: Lectures and self-study.</p> <p>Social learning methods: Group discussions and group problem solving.</p> <p>Experiential learning methods: Case studies, simulations, in-class activities, gamification, experiential group project.</p> <p>Personal learning: Personal assessments and reflection.</p>
<p>Indicative reading list</p>	<p><u>In-depth reading:</u></p> <ul style="list-style-type: none"> • Bauer, T., Erdogan, B., Caughlin, D., & Truxillo, D. (2020). Fundamentals of human resource management: People, data, and analytics. Thousand Oaks, CA: Sage Publishing, Inc. • Griffen, R. W., Phillips, J. M., & Gully, S. M. (2020). Organizational behavior: Managing people and organizations. Boston, MA: Cengage Learning, Inc. • Northouse, P. G. (2021). Leadership: Theory and practice (9th ed.). Canada: Sage Publications, Inc. <p><u>Supplementary reading:</u></p> <ul style="list-style-type: none"> • Coetzer, M. F. (2019). Leading business beyond profit: A practical guide to leading a business to profit and significance. Bloomington: Westbow Press. • Klemich, S. & Klemich, M. (2020). Above the line: Leading and living with heart. USA: HarperCollins Publishers. • Lussier, R. N., & Achua, C. F. (2016). Leadership: Theory, application and skill development (6th ed.). Boston, USA: Cengage Learning, Inc. • Raina, R. (2019). Change management and organizational development. Thousand Oaks, CA: Sage Publishing, Inc.

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Internationalization of Business Activities (Internationalisierung von Geschäftsaktivitäten)

Module	B-E-BUS2
Semester	7
Duration of module	1 semester
Type of module	Elective
How frequently is the module offered	Annually
Admission requirements	Successful completion of the first two years of study at partner university (module: Credits Earned at Partner University, First half)
Transferability of the module to other programmes	None
Level	Bachelor
Responsible professor/ Module coordinator	Prof. Dr. Philipp von Carlowitz Building 5, Room 210, phone 07121/271-3017 philipp.von-carlowitz@reutlingen-university.de
Language of instruction	German
Credits (ECTS)	5
Total work load	150 h (60 h contact, 90 h self-study)
Contact hours per week	4 SWS
Examination/ Type of assessment	Two presentations, 1st presentation (30%), 2nd presentation (70%)
Weighting of Grade within overall programme	5/200
Learning outcomes	<p>After the successful completion of the module the students should have developed the following competences:</p> <ul style="list-style-type: none"> Professional competences: gain knowledge on African economies and doing business in lesser developed countries; thinking and acting in foreign cultures; development of coherent and implementable business concepts; development of decision-making skills Methodological competences: development of a business model, internationalization of business and all its different facets Social competences: refine oral and written communication skills; give and receive feedback by fellow students in a structured manner

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	<ul style="list-style-type: none"> Personal competences: skills in dealing with complex issues, presentation skills
Course-specific contributions to AoL competency goals (CG 1 - 6)	<p>CG2: Understanding the impact of different (African) culture and circumstances on business activities;</p> <p>CG4: In a case study type setting, management concepts are applied to develop a specific business model for a start-up company when entering an Emerging Market</p> <p>CG5: Researching and analyzing statistical data for top-down market analysis</p>
Contents/ Indicative syllabus	<ul style="list-style-type: none"> Business Model development incl. case African economies and doing business in Africa Market entry and development Internationalization of Supply Chains Impact of digitalization / new technologies on business Students will be asked to develop a business model for a small start-up company producing solar run appliances (esp. lamps) for the African market. In general, the structure of this elective is in each session: the first part is a lecture, second part is a case study
Teaching and learning methodology	Lectures, group work, case studies and discussions.
Miscellaneous	Guest lecture (tbc)
Indicative reading list	<p>Recommended reading:</p> <ul style="list-style-type: none"> Gassmann, O.; Frankenberger, K.; Csik, M. (2013). Geschäftsmodelle entwickeln: 55 innovative Konzepte mit dem St. Galler Business Model Navigator. Hanser Verlag. Osterwalder, Alexander; Pigneur, Yves (2010). Business model generation: a handbook for visionaries, game changers, and challengers. John Wiley & Sons. Schallmo (2013). Geschäftsmodelle entwickeln. Springer Gabler Verlag, Wiesbaden. Zott, C.; Amit, R.; Massa, L. (2011). The Business Model: Recent Developments and Future Research, in: Journal of Management, Vol. 37, No. 4, pp. 1019-1042. Zott, C.; Amit, R. (2013). The business model. A theoretically anchored robust construct for strategic analysis, in: Strategic Organization. Vol. 11, No. 4, pp. 403-411. Various HBR case studies <p>Further relevant readings will be distributed in class.</p>

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Knowledge Intensive Companies (Wissensintensive Unternehmen)

Module	B-E-BUS3
Semester	7
Duration of module	1 semester
Type of module	Elective
How frequently is the module offered	Not offered in 2021/22
Admission requirements	Successful completion of the first two years of study at partner university (module: Credits Earned at Partner University, First half)
Transferability of the module to other programmes	None
Level	Bachelor
Responsible professor/ Module coordinator	Prof. Dr. Günter Bitsch Building 16, Room 111, phone 07121/271-3079 guenter.bitsch@reutlingen-university.de
Language of instruction	German
Credits (ECTS)	5
Total work load	150 h (60 h contact, 90 h self-study)
Contact hours per week	4 SWS
Examination/ Type of assessment	Two hours written exam (100%)
Weighting of Grade within overall programme	5/200
Learning outcomes	<p>After the successful completion of the course the students</p> <ul style="list-style-type: none"> • Know-how and understanding knowledge intensive companies in regard to their internal structures and external performance relationships • can assess the role of the knowledge worker and its specifics • know-how and apply management and leadership conceptions for knowledge intensive companies • know and apply growth strategies for knowledge intensive companies

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<p>Course-specific contributions to AoL competency goals (CG 1 - 6)</p>	<p>CG4: Students develop their problem-solving skills by applying knowledge and methods in knowledge-intensive firms from both a personal as well as an organizational view of governance.</p>
<p>Contents/ Indicative syllabus</p>	<p>The module covers:</p> <ul style="list-style-type: none"> • Structures of knowledge intensive companies • Knowledge Worker as the dominant key player • Leading knowledge intensive companies • Strategic management conceptions • Growth management strategies
<p>Teaching and learning methodology</p>	<p>Lectures, case studies and cooperation in groups.</p>
<p>Miscellaneous</p>	<p>None</p>
<p>Indicative reading list</p>	<p><u>Required reading:</u></p> <ul style="list-style-type: none"> • Alvesson, M. (2004). <i>Knowledge work and knowledge-intensive firms</i>. OUP Oxford. <p><u>In-depth reading:</u></p> <ul style="list-style-type: none"> • Costas, J., & Kärreman, D. (2016). The bored self in knowledge work. <i>Human Relations</i>, 69(1), 61-83. • Geigenmüller, A. (2018). Service Business Development für wissensintensive Dienstleistungen. In <i>Service Business Development</i> (pp. 567-585). Springer, Wiesbaden. • Kärreman, D., & Alvesson, M. (2009). Resisting resistance: Counter-resistance, consent and compliance in a consultancy firm. <i>Human relations</i>, 62(8), 1115-1144. • Løwendahl, B. (2005). <i>Strategic management of professional service firms</i>. Copenhagen Business School Press DK.

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Digital Transformation of the Global Business World (Digitale Transformation der globalen Wirtschaft)

Module	B-E-STR1
Semester	7
Duration of module	1 Semester
Type of module	Elective
How frequently is the module offered	Annually
Admission requirements	Successful completion of the first two years of study at partner university (module: Credits Earned at Partner University, First half)
Transferability of the module to other programmes	None
Level	Bachelor
Responsible professor/ Module coordinator	Dr. Tim Straub Building 5, Room 210, phone 07121/271-3118 tim.straub@reutlingen-university.de
Additional lectures	Markus Schmidt
Language of instruction	German
Credits (ECTS)	5
Total work load	150 h (60 h contact, 90 h self-study)
Contact hours per week	4 SWS
Examination/ Type of assessment	Continuous assessment
Weighting of Grade within overall programme	5/220
Learning outcomes	<p>After the successful completion of the module the students should have developed the following competences:</p> <ul style="list-style-type: none"> Professional competences: good understanding of Business drivers of Digital Transformation. (Platforms, Tech Companies, VC Thinking, New Technologies such as Big Data, AI,...). Wide Competencies in the implementation of a digital transformation of companies (hard skills and soft skills). Different approaches and situations in large corporates and Medium Sized companies

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	<ul style="list-style-type: none"> • Methodological competences: How to use methods in Digital Strategy, Portfolio Management of Innovation, Business Modell Innovation and lean start-up. • Social competences: to manage a business world of Ambidexterity, transformational leadership (lead my business, my team, myself), strong focus on leadership and people in a digital transformation. Perception of different strengths of US, CN and EU in Digital. • Personal competences: good and broad understanding of the relevance of digitization in Society, Economy and personal life. A good feeling for concrete business cases. Influence and impact of Big Data and AI on future jobs and (re)skilling.
Course-specific contributions to AoL competency goals (CG 1 - 6)	<p>CG3 (ethical issues): AI& Ethics, Sustainability & New Technologies, good and modern leadership</p> <p>CG4 (problem solving): Thinking in new ecosystems, doing business in a world of VUCA, balancing between Soft and Hard skills</p> <p>CG5 (importance of data, data management): Data Business Models, Big Data& AI, Data Analytics, Moore's law, Platform Business</p> <p>CG6 (understanding and working with digital content): the course covers almost all aspects of digital content.</p>
Contents/ Indicative syllabus	<p>This course will mainly address and answer the following questions:</p> <ul style="list-style-type: none"> • Why does the digital transformation have such a ground breaking impact on the global business world, both on the global economy and international companies? • Why is the digital transformation so important for the economy and all companies? • What should be the content of an excellent digital strategy? • How to implement a successful digital transformation? • How to do it successfully in the areas of Organisation, Processes, Technology, Leadership, People and Culture?
Teaching and learning methodology	<p>Presentation with PP, breakout session/working groups, polls, vodcasts/podcasts/videos/life spots from experts. Use of Concrete Business Cases.</p> <p>Teaching is possible with personal presence and remote. All kind of hybrid (digital& F2F) concepts are feasible.</p>
Miscellaneous	<p>Lecturing based on a concept out of the book "The Digital Transformer's Dilemma and long practical experience in Business (Executive, Non-Executive, Advising, Coaching)</p> <p>All new insights and learnings from COVID-19 will be included</p>
Indicative reading list	<p><u>Preparatory reading:</u></p> <ul style="list-style-type: none"> • Andrew McAfee, Erik Brynjolfsson "Machine, Platform, Crowd" chapter 1, the triple revolution.

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- Clayton Christensen „the Innovator’s Dilemma“.
- Marco Iansiti, Karim R.Lakhani, „competing in the age of AI“ chapter 2, Rethinking the firm.
- Michael A. Cusumano, Annabelle Gawer, David B.Yoffie, “Business of Platforms” chapter 1, Platform thinking.
- In-depth reading:
- Karolin Frankenberger, Markus Schmidt “The Digital Transformer’s Dilemma”.
- Oliver Gassmann, Karolin Frankenberger „the Business Model Navigator“ Chapter 1.
- Steve Blank, “Why the lean Start-up changes everything”, HBR article.
- W.Chan Kim, Renée Mauborgne, “Blue Ocean Strategy”.

Further reading will be recommended in class.

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Research Project (Studentisches Forschungsprojekt)

Module	B-E-RES1
Semester	8
Duration of module	1 semester
Type of module	Elective
How frequently is the module offered	Annually
Admission requirements	Successful completion of the first two years of study at partner university (module: Credits Earned at Partner University, First half) as well as core module Mandatory Internship II Application letter
Transferability of the module to other programmes	None
Level	Bachelor
Responsible professor/ Module coordinator	Prof. Dr. Arjan Kozica Building 5, Room 208, phone 07121/271-3134 arjan.kozica@reutlingen-university.de
Lecturers	Prof. Dr. Rolf Daxhammer Prof. Dr. Arjan Kozica Prof. Dr. Philipp von Carlowitz
Language of instruction	German
Credits (ECTS)	5
Total work load	150 h (60 h contact, 90 h self-study)
Contact hours per week	4 SWS
Examination/ Type of assessment	Continuous assessment consisting of a written documentation of research output and group presentation
Weighting of Grade within overall programme	5/200
Learning outcomes	After the successful completion of the module the students should have developed the following competences: <ul style="list-style-type: none"> Professional competences: Participants have an in-depth understanding about how to conduct research projects. Especially, they understand epistemological and methodological approaches and their link to

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	<p>theoretical and empirical research questions. They understand the institutional environment of research and are able to identify appropriate research strategies for different research challenges. During their specific research project, the students further develop in-depth knowledge about their research area.</p> <ul style="list-style-type: none"> • Methodological competences: Students are able to structure identified research questions, to transfer them into manageable reach designs and to conduct the research process. They are able to craft written research findings into publishable formats. Further, they are able to condense research findings into clear research presentations. • Social competences: Students develop their competencies to work in teams, to collaboratively deal with complex research questions and to organize the common knowledge finding process. • Personal competences: Students develop their critical and reflexive competencies, and their ability to cope with high levels of ambiguity. They are better able to structure complex problems, to find solutions for generating new scientific insights, and to strive in complex and uneasy situations for specific research outputs. Further, they are able to present and defend their research findings.
<p>Course-specific contributions to AoL competency goals (CG 1 - 6)</p>	<p>CG2: Organized small groups of 3 or 4 students, the students elaborate a research question, collect data and author a written research output (conference paper, third party funding proposal). Based on the varying specific question, the students substantially deepening their global perspective by addressing a globally/intercultural relevant research question.</p> <p>CG3: Organized small groups of 3 or 4 students, the students elaborate a research question, collect data and author a written research output (conference paper, third party funding proposal). Based on the varying specific question, the students substantially deepening their ethical perspective by addressing an ethically relevant research question.</p> <p>CG4: Organized small groups of 3 or 4 students, the students elaborate a research question, collect data and author a written research output (conference paper, third party funding proposal). Based on the varying specific question, the students substantially deepening their problem-solving skills by addressing a practically relevant research question.</p>
<p>Contents/ Indicative syllabus</p>	<p>The module develops the ability of engaged and high performing students to conduct research projects. Students learn how to contribute to existing research projects (primarily at ESB Business School) by identifying a specific research question within the existing project, collecting and analyzing data and writing a distinctive research output (like journal oriented working paper, research report, book chapter, proposal for third party funding).</p> <p>Specific contents are:</p> <ul style="list-style-type: none"> • Institutional structure of research • Epistemology and methodology • Research process

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	<ul style="list-style-type: none"> • Conducting a research project • Crafting research projects • Presenting research findings
Teaching and learning methodology	Interactive group work and seminars
Miscellaneous	None
Indicative reading list	<ul style="list-style-type: none"> • Ang. Siah Hwee (2014). Research Design for Business & Management, Sage Publications: London. • Van de Ven, Andrew H. (2007). Engaged scholarship: A guide for organizational and social research. Oxford University Press: Oxford.

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Services Marketing (Dienstleistungsmarketing)

Module	B-E-MAR1
Semester	5
Duration of module	1 Semester
Type of module	Elective
How frequently is the module offered	Annually
Admission requirements	Successful completion of the first two years of study at partner university (module: Credits Earned at Partner University, First half)
Transferability of the module to other programmes	None; available for exchange students
Level	Bachelor
Responsible professor/ Module coordinator	Prof. Dr. Marco Schmäh Building 5, Room 213a, phone 07121/271-3018 marco.schmaeh@reutlingen-university.de
Lecturers	Prof. Dr. Marco Schmäh Dr. Manuel Kern manuelkern@kpmg.com
Language of instruction	English
Credits (ECTS)	5
Total work load	150 h (60 h contact, 90 h self-study)
Contact hours per week	4 SWS
Examination/ Type of assessment	Seminar paper (100%)
Weighting of Grade within overall programme	5/200
Learning outcomes	<p>After the successful completion of the module the students should have developed the following competences</p> <ul style="list-style-type: none"> Professional competences: critically discuss the relevance and success factors of services management for different business models; recapitulate and apply the value based selling concept in complex business to business services sales situations; understand the importance of calculating and capturing the value of a service solution Methodological competences: develop a pricing/negotiation strategy; synthesize complex information for an executive C-level service sales

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	<p>presentation; transfer and apply theoretical sales knowledge to real-life business cases</p> <ul style="list-style-type: none"> • Social competences: refine their oral communication skills; improve their ability to work in small teams under time pressure in order to solve a given complex service sales situation; give and receive feedback by fellow students in a structured manner • Personal competences: develop the ability to think and act proactively as well as customer oriented; understand and reflect the own personality and try to decode the personality of other persons • Digital competences: critically discuss the relevance and success factors of digital marketing especially for services management, recapitulate and apply the business model canvas concept, understand the importance of digital service solutions
Course-specific contributions to AoL competency goals (CG 1 - 6)	CG 4: Students explore core drivers of service processes and learn management concepts for the marketing of complex B2B service products. They learn what consequences on service processes derive from the special characteristic of the service product. They construct a team paper for a specific B2B service problem (incl. presentations).
Contents/ Indicative syllabus	Tasks and addressees of the annual account; corporate sustainability and balance sheet interpretations; balancing according to German GAAP; balancing according to IAS/IFRS; balance sheet analysis and policy
Teaching and learning methodology	Lectures (seminar character), preparing a presentation
Indicative reading list	<p><u>Core Literature</u></p> <ul style="list-style-type: none"> • Johnston, M., Marshall, G. (2016): Sales Force Management, McGraw Hill, New York. • Meffert, H., Bruhn, M. (2015): Dienstleistungsmarketing – Grundlagen, Konzepte, Methoden, Springer Gabler, Wiesbaden. • Ryan, D. (2016): Understanding Digital Marketing, 4th edition, London Kogan Page. <p><u>Additional Reading</u></p> <ul style="list-style-type: none"> • Lovelock, Ch., Wirtz, J. (2016): Services Marketing – People, Technology, Strategy, Pearson Prentice Hall, Upper Saddle River, New Jersey. • Zeithaml, A., Bitner, M. (2017): Services Marketing – Integrating Customer Focus across the firm; McGraw Hill, New York.

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Sports and Events Marketing (Sport- und Eventmarketing)

Module	B-E-MAR2
Semester	7
Duration of module	1 semester
Type of module	Elective
How frequently is the module offered	Not offered in 2021/2022
Admission requirements	Successful completion of the first two years of study at partner university (module: Credits Earned at Partner University, First half)
Transferability of the module to other programmes	None
Level	Bachelor
Responsible professor/ Module coordinator	Prof. Dr. Gerd Nufer Building 5, Room 5-108, phone 07121/271-6011 gerd.nufer@reutlingen-university.de
Language of instruction	German
Credits (ECTS)	5
Total work load	150 h (60 h contact, 90 h self-study)
Contact hours per week	4 SWS
Examination/ Type of assessment	Test (50%), Project (50%)
Weighting of Grade within overall programme	5/200
Learning outcomes	<p>After the successful completion of this module the students are able to:</p> <ul style="list-style-type: none"> • Understand and explain the specifications of both the sports and the event business. • Transfer, specify and apply business knowledge into sports and event management and marketing. • Solve complex practical tasks at the intersection of sports and business with interdisciplinary methods. • Discover and analyze current trends in sports and event marketing. • Solve complex practical case studies on sports and event marketing in interactive teamwork under realistic circumstances.

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	<ul style="list-style-type: none"> • Present logical and convincing arguments and discuss topics on sports and event marketing responsibly on an expert level. • Write a scientific essay on sports and marketing on an expert level.
Course specific contributions to AoL learning objectives	<p>CG 3: Detailed analysis by students contribute to ethical behavior: Students reflect upon the potential ethical consequences of sport management and sport marketing decisions.</p> <p>CG 4: Group work on case studies and student presentations contribute to specific problem solving competencies: Students show understanding of complex problem structures; apply appropriate methods/tools/instruments for complex problems technically correct; develop relevant and viable solutions.</p>
Contents/ Indicative syllabus	<p>Deepening of marketing knowledge, broadening by new, innovative topics of sports and event marketing. Current topics from the following areas are covered: sports management, sports marketing, event marketing, event management, sports sponsorship, ambush marketing etc. The focus of the seminar may vary from semester to semester.</p>
Teaching and learning methodology	<p>Seminar or lectures in seminar style, illustrative practical examples, case studies, qualitative and quantitative test questions, exercises, project work, presentations and discussions.</p>
Miscellaneous	<p>If applicable guest lecturers, excursions, company presentations, company co-operations</p>
Indicative reading list	<ul style="list-style-type: none"> • Bühler, A. and Nufer, G. (2010): Relationship Marketing in Sports, Elsevier/Butterworth-Heinemann, London. • Bühler, A., and Nufer, G. (2014): International Sports Marketing, Principles and Perspectives, ESV, Berlin. • Nufer, G. (2002): Wirkungen von Sportsponsoring. Empirische Analyse am Beispiel der Fußball-Weltmeisterschaft 1998 in Frankreich unter besonderer Berücksichtigung von Erinnerungswirkungen bei jugendlichen Rezipienten, ESV, Berlin. • Nufer, G. (2018): Ambush Marketing im Sport. Grundlagen – Best Practice – Evaluation, 2nd edition, ESV, Berlin. • Nufer, G. (2012): Event-Marketing und -Management. Grundlagen – Planung – Wirkungen – Weiterentwicklungen, 4th edition, Deutscher Universitätsverlag, Wiesbaden. • Nufer, G. (2013): Ambush Marketing in Sports. Theory and Practice, RouHedge, London/New York. • Nufer, G. and Bühler, A. (2012): Management im Sport. Betriebswirtschaftliche Grundlagen und Trends der modernen Sportökonomie, 3rd edition, ESV, Berlin. • Nufer, G. and Bühler, A. (2013): Marketing im Sport. Grundlagen, Trends und internationale Perspektiven des modernen Sportmarketing, 3rd edition, ESV, Berlin.

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| | <ul style="list-style-type: none">• Nufer, G. and Bühler, A. (2015): Event-Marketing in Sport und Kultur. Konzepte - Fallbeispiele - Trends, ESV, Berlin. |
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Market Analysis/Performance Marketing (Marktanalyse)

Module	B-E-MAR3
Semester	7
Duration of module	1 Semester
Type of module	Elective
How frequently is the module offered	Annually
Admission requirements	Successful completion of the first two years of study at partner university (module: Credits Earned at Partner University, First half)
Transferability of the module to other programmes	None
Level	Bachelor
Responsible professor/ Module coordinator	Prof. Dr. Philipp Wunderlich Building 5, Room 210, Tel.: 07121/271-3021 philipp.wunderlich@reutlingen-university.de
Language of instruction	German
Credits (ECTS)	5
Total work load	150 h (60 h contact, 90 h self-study)
Contact hours per week	4 SWS
Examination/ Type of assessment	Written exam 120min
Weighting of Grade within overall programme	5/200
Learning outcomes	<p>After the successful completion of the module the students should have developed the following competences</p> <ul style="list-style-type: none"> Professional competences: thoroughly understand the process elements of performance management (specifically requirements, channels, analyses and utilized technology); gain a deeper understanding of special cases of Performance Marketing as Mobile Marketing and Amazon-Optimization Methodological competences: gain a basic understanding of web analytics and tracking and be able to use the concept of customer journey attribution

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	<ul style="list-style-type: none"> • Social competences: understand the complexities of working on marketing projects within a team environment; work in and manage peer teams with a high level of cultural heterogeneity • Personal competences: critically challenge the influence of (Performance) Marketing on our every-day lives
Course specific contributions to AoL competency goals	CG 4: Student teams working on case studies with the need to present and defend their findings
Contents/ Indicative syllabus	Introduction to Performance Marketing, Performance Marketing Channels (including SEA and Influencer Marketing), Evaluation and Analyses, Special Cases (Amazon, Mobile Marketing), Technology,
Teaching and learning methodology	Lectures (seminar character) and case study work
Miscellaneous	
Indicative reading list	<ul style="list-style-type: none"> • Kamps, I., Schetter, D. (2020): Performance Marketing – Der Wegweiser zu einem mess- und steuerbaren Online-Marketing – Einführung in Instrumente, Methoden und Technik, 2nd edition, Springer Gabler, Wiesbaden. • Kotler, P., Kartajaya H., Setiawan, I. (2021): Marketing 5.0 – Technology for Humanity, Wiley, New Jersey. • Kotler, P., Kartajaya H., Setiawan, I. (2017): Marketing 4.0 – Moving from Traditional to Digital, Wiley, New Jersey.

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Brand Management (Markenführung)

Module	B-E-MAR4
Semester	8
Duration of module	1 semester
Type of module	Elective
How frequently is the module offered	Annually
Admission requirements	Successful completion of the first two years of study at partner university (module: Credits Earned at Partner University, First half) as well as core module Mandatory Internship II
Transferability of the module to other programmes	None
Level	Bachelor
Responsible professor/ Module coordinator	Prof. Dr. Tobias Schütz Building 5, Room 209, phone 07121/271-3099 tobias.schuetz@reutlingen-university.de
Lecturers	Prof. Dr. Pascal Mourier phone 0177/273 23 03 pascal.mourier@reutlingen-university.de
Language of instruction	German
Credits (ECTS)	5
Total work load	150 h (60 h contact, 90 h self-study)
Contact hours per week	4 SWS
Examination/ Type of assessment	Two hours written examination (60%), group project (40%)
Weighting of Grade within overall programme	5/200
Learning outcomes	<p>After having successfully completed the Brand Management seminar it is expected that the students should have developed several competences that can be resumed as follows:</p> <ul style="list-style-type: none"> Professional competences: The module gives the students the opportunity to understand the relevant environmental elements (the landscape) of a brand, to understand why brands are nowadays so important in global business reality, how brands are becoming what they are, what brands are, what the ingredients are (brand framework), how

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	<p>to professionally manage them, to understand what is communication and how brands communicate, especially in regard to the current development of social networks.</p> <ul style="list-style-type: none"> • Methodological competences: Through different teaching and learning methodologies the seminar gives the students the opportunity to apprehend the complexity of brands and through given frameworks (both theoretical and practical instruments used by global corporations) not only how to analyse such complex systems but also how to use the learnt knowledge in business life. The module is therefore giving a high level of methodological competences to enable the students to understand complexity in the contest of brand, to transfer knowledge in practical cases and to apply these fundamentals in their future business life. • Social competences: Since one of the learning axis is based upon workgroup which will be presented to the class (this is being part of the notation for 40%) the module gives to the students the opportunity to improve their ability to work in a team, to define with the other members of the team which topic the group is going to work upon, to organise the group, to take a role within the group and to assume also responsibility for the other members. This is taking place under time pressure since the groups have only a few weeks to perform and to deliver to the class the results under the form of a structured presentation as well as a written summary. • Personal competences: Through the above mentioned workgroup and the fact that the module is being very interactive the students have the chance and the opportunity in several situations to invest themselves in creating a piece of the knowledge that the module is producing. They become the chance to work in group, to have an impact on the others, to participate to the quality of the class, to articulate ideas and concepts, to ask questions to managers of global companies. The students become a framework to develop their strengths to interact in groups, improve their presentation competences and refine their oral as well as written communication skills.
<p>Course-specific contributions to AoL competency goals (CG 1 - 6)</p>	<p>CG 4: Students' regular analyses, discussions and development of suggestions to improvement observed brand management initiatives</p>
<p>Contents/ Indicative syllabus</p>	<p>The module covers:</p> <p>The landscape of brands (economic, social, demographic, etc.)</p> <p>The trends and insights having already major influences on managing brands as we can observe them on the markets</p> <p>The trends as social bodies - sociology of brands</p> <p>A brand system framework - brand as a system (brand identity, symbiosis, brand relevance, continuity and performance)</p>

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	<p>The fundamentals of communication, communication in our modern societies, brand communication, introduction to neuro-marketing and influence and change driven by social medias</p>
<p>Teaching and learning methodology</p>	<p>The seminar is built upon a methodology mix made of elements of lectures to transfer ground knowledge, concepts and structures and interactive elements. This is including the presentations of at least three actual brand cases through major global corporations like P&G, L’Oreal, Beiersdorf or Shell as well as cases analysis conducted by the students in workgroups</p>
<p>Indicative reading list</p>	<ul style="list-style-type: none"> • Aaker, D.A. (2012): Building Strong Brands, 4th edition, Simon and Schuster, New York. • Barthes, R. (2010): Mythen des Alltags, Suhrkamp Verlag, Berlin. • Baudrillard, J. (2007): Das System der Dinge; Über unser Verhältnis zu den alltäglichen Gegenständen, 3rd edition, Campus Verlag, Frankfurt am Main. • Dyllick, T. and Muff, K. (2016) Clarifying the Meaning of Sustainable Business: Introducing a Typology from Business-as-Usual to True Business Sustainability. SAGE Publications, Thousand Oaks, 156-174. • Esch, F-R. (2018): Strategie und Technik der Markenführung, 9th edition, Verlag Franz Vahlen, München. • Gladwell, M. (2002): Tipping Point, Back Bay Books, New York. • Kapferer J-N (2012):. The New Strategic Brand Management: Advanced Insights and Strategic Thinking, 5th edition, Kogan Page, London; Philadelphia. • Lévi-Strauss, C. (1978): Traurige Tropen, Suhrkamp Verlag, Frankfurt. • Luhmanns N. (1987): Soziale Systeme, Suhrkamp Verlag, Frankfurt am Main. • Ortega y Gasset, J. (2002): Der Aufstand der Massen, 2nd edition, Deutsche Verlags-Anstalt DVA, Stuttgart – München. • Posselt, E. (2016): Marke neu denken, Springer Gabler, Wiesbaden. • Ries, A. and Trout, J. (2011): Positioning: the Battle for Your Mind, McGraw-Hill, New York. • Roberts, K. (2005): Lovemarks, The future beyond brands, Revised edition, Power House Books, New York. • Sattler, H. (2013): Markenpolitik, 3rd edition, Kohlhammer, Stuttgart. • Van Auken, B. (2003): Brand Aid, Amacom, New York. • Zyman, S. (2000): The End of Marketing as we know it, Revised Edition, Harper Business, New York.

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Business to Business Marketing (Business to Business Marketing)

Module	B-E-MAR5
Semester	8
Duration of module	1 Semester
Type of module	Elective
How frequently is the module offered	Annually
Admission requirements	Successful completion of the first two years of study at partner university (module: Credits Earned at Partner University, First half) as well as core module Mandatory Internship II
Transferability of the module to other programmes	None
Level	Bachelor
Responsible professor/ Module coordinator	Prof. Dr. Tobias Schütz Building 5, Room 209, phone 07121/271-3099 tobias.schütz@reutlingen-university.de
Lecturers	Wolfgang Vogt phone 0176/30478800, vogtwo@googlemail.com
Language of instruction	German
Credits (ECTS)	5 ECTS
Total work load	150 h (60 h contact, 90 h self-study)
Contact hours per week	4 SWS
Examination/ Type of assessment	Two hour written examination (100%)
Weighting of Grade within overall programme	5/200
Learning outcomes	<p>After the successful completion of the module the students should have developed the following competences:</p> <ul style="list-style-type: none"> Professional competences: critically discuss differences between Business to Business and Business to Consumer Marketing. Are able to develop marketing plans that fit into company strategies or provide input that influences changes in company strategies. Are able to judge on the quality of Business and Marketing Plans developed by others. Methodological competences: understand and are able to apply methods to analyze markets, market segments, buyers and competition, to

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	<p>define a clearly defined target audience and to recommend options to generate a competitive advantage and know how to measure success of these activities to continuously improve plans</p> <ul style="list-style-type: none"> • Social competences: refine their oral and written communication skills; improve their ability to work in teams under time pressure; give and receive feedback by fellow students in a structured manner • Personal competences: take the initiative to convince a business owner to adapt business plans to changed market conditions, accept necessary changes to existing marketing plans or to support the development of new business or marketing plans.
Course-specific contributions to AoL competency goals (CG 1 - 6)	CG 4: Within a case study logic, the students apply marketing tools and frameworks under the specific conditions of the B2B environment
Contents/ Indicative syllabus	Market audit, strategic options to generate competitiveness, identify and address target audiences, understand buying behaviour, branding, value capture and strategic control, marketing of the offer, relationship management, control and change management.
Teaching and learning methodology	Face to face education, intensive discussions and regular case studies.
Miscellaneous	Practitioner presentations on current B2B marketing challenges of major industry players.
Indicative reading list	<ul style="list-style-type: none"> • Backhaus, K. and Voeth, M. (2014): Industriegütermarketing Grundlagen des Business-to-Business-Marketings, 10th edition, München. • Conta Gromberg, B. & E. (2019), Business Model Produkt Treppe, Smart Business Concepts, Jesteburg. • Godefroid, P. and Pförtsch, W. (2009): Business to Business Marketing, 4th edition, Ludwigshafen. • Kleinaltenkamp, M., Plinke, W. and Geiger, I. (2015): Fundamentals of Business-to-Business Marketing, Berlin. • Osterwalder, A. and Pigneur, Y. (2011): Business Model Generation: Ein Handbuch für Visionäre, Spielveränderer und Herausforderer, Frankfurt. • Osterwalder, A. et al (2015): Value Proposition Design: Entwickeln Sie Produkte und Services, die Ihre Kunden wirklich wollen, Campus Verlag, Frankfurt a.M. • Pförtsch, W. and Schmid, M. (2005): B2B Markenmanagement, München. • Seebacher, U. (Hrsg.) (2021) Praxishandbuch B2B-Marketing, Springer Gabler, Wiesbaden.

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| | <ul style="list-style-type: none">• Vogt, W. (2018): Schlankes Marketing für den Mittelstand, Springer Gabler, Wiesbaden. |
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Marketing-below-the-line – innovative Marketing (Marketing-below-the-line – Innovatives Marketing)

Module	B-E-MAR6
Semester	8
Duration of module	1 semester
Type of module	Elective
How frequently is the module offered	Not offered in 2021/2022
Admission requirements	Successful completion of the first two years of study at partner university (module: Credits Earned at Partner University, First half) as well as core module Mandatory Internship II
Transferability of the module to other programmes	None
Level	Bachelor
Responsible professor/ Module coordinator	Prof. Dr. Gerd Nufer Building 5, Room 108, phone 07121/271-6011 gerd.nufer@reutlingen-university.de
Language of instruction	German
Credits (ECTS)	5
Total work load	150 h (60 h contact, 90 h self-study)
Contact hours per week	4 SWS
Examination/ Type of assessment	Test (40%), Presentation (60%)
Weighting of Grade within overall programme	5/200
Learning outcomes	<p>After the successful completion of this module the students are able to:</p> <ul style="list-style-type: none"> • Understand and explain the relevant tools of marketing communications. • Describe and explain the importance and specifications of innovative marketing within the marketing mix. • Outline and characterize the interdependences of above and below the line marketing communication.

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	<ul style="list-style-type: none"> • Solve complex tasks in marketing communications above and below the line with interdisciplinary methods and models from psychology, sociology, medicine and other related disciplines. • Work individually and in teamwork on complex topics on marketing below the line. • Present logical and convincing arguments and discuss topics on marketing below the line responsibly on an expert level. • Write a scientific essay on an innovative marketing below the line topic on an expert level (using all skills gained while working on the bachelor thesis).
Course-specific contributions to AoL competency goals (CG 1 - 6)	<p>CG 2: Focusing on a global dimension contributes to intercultural competence: Students reflect upon the cultural context and its complexities when making decisions in a global business environment.</p> <p>CG 4: Student presentations contribute to specific problem solving competencies: Students show understanding of complex problem structures; apply appropriate methods/tools/instruments for complex problems technically correct; develop relevant and viable solutions.</p>
Contents/ Indicative syllabus	<p>Deepening of marketing knowledge, broadening by new, innovative topics, especially of marketing communications.</p> <p>Current topics from the following areas are covered: advertising, marketing communications below the line, guerrilla marketing, ambush marketing, CRM, international branding.</p> <p>The focus of the seminar may vary from semester to semester.</p>
Teaching and learning methodology	Seminar or lectures in seminar style, illustrative practical examples, case studies, project work, presentations and discussions.
Miscellaneous	If applicable guest lecturers, excursions, company presentations, company co-operations
Indicative reading list	<ul style="list-style-type: none"> • Belch, G.E. / Belch, M.A. (2014): Advertising and Promotion. An Integrated Marketing Communications Perspective, 10th edition, McGraw Hill, Boston. • Levinson, C.J. (2018): Guerilla Marketing des 21. Jahrhunderts. Clever werben mit jedem Budget, 3rd edition, Campus, Frankfurt/Main. • Nufer, G. (2018): Ambush Marketing im Sport. Grundlagen – Best Practice – Evaluation, 2nd edition, ESV, Berlin. • Nufer, G. / Bühler, A. (2015): Event-Marketing in Sport und Kultur. Konzepte – Fallbeispiele – Trends, ESV, Berlin.

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International Sales Management (Internationales Vertriebsmanagement)

Module	B-E-MAR7
Semester	7
Duration of module	1 semester
Type of module	Elective
How frequently is the module offered	Not offered in 2021/2022
Admission requirements	Successful completion of the first two years of study at partner university (module: Credits Earned at Partner University, First half)
Transferability of the module to other programmes	None
Level	Bachelor
Responsible professor/ Module coordinator	Prof. Dr. Marco Schmäh Building 5, Room 213a, phone 07121/271-3018 marco.schmaeh@reutlingen-university.de
Language of instruction	German
Credits (ECTS)	5 ECTS
Total work load	150 h (60 h contact, 90 h self-study)
Contact hours per week	4 SWS
Examination/ Type of assessment	Seminar paper (100%)
Weighting of Grade within overall programme	5/200
Learning outcomes	<p>After the successful completion of the module the students should have developed the following competences</p> <ul style="list-style-type: none"> Professional competences: critically discuss the relevance and success factors of services management for different business models; recapitulate and apply the value based selling concept in complex business to business sales situations; understand the importance of calculating and capturing the value of a solution Methodological competences: develop a pricing/negotiation strategy; synthesize complex information for an executive C-level sales presentation; transfer and apply theoretical sales knowledge to real-life business cases

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	<ul style="list-style-type: none"> • Social competences: refine their oral communication skills; improve their ability to work in small teams under time pressure in order to solve a given complex sales situation; give and receive feedback by fellow students in a structured manner • Personal competences: develop the ability to think and act proactively as well as customer oriented; understand and reflect the own personality and try to decode the personality of other persons • Digital competences: critically discuss the relevance and success factors of digital topics and tools especially for sales management, recapitulate and apply digital tools, understand the importance of digital sales solutions
Course-specific contributions to AoL competency goals (CG 1 - 6)	CG 4: Transfer and application of sales specific concepts and methods using examples and graded teamwork tasks (incl. presentations)
Contents/ Indicative syllabus	<p>The students learn how to apply the Value Based Selling Concept to B2B markets. So, they are able to give quantitative and qualitative value for the offered solution to the customer in B2B markets. They are able to derive which values are critically for which customer solutions. With the use of CRM tools, they know how to set up such a database and to fill it with the core content for sales processes.</p> <p>They learn how to apply the new institutional economics to the sales process and this means they are able to systematically present value information to the customer.</p> <p>Moreover, they learn how to structure knowledge within the sales processes. At the end of the day they analyse the customer needs and base their sales presentation and negotiation on sales theory.</p> <p>Within the course they learn how to apply motivation theories to motivate and bind the sales force.</p> <p>Finally, they get to know their own personality profile with the latest methodology so they learn about their personality and their impact on others.</p>
Teaching and learning methodology	Lecture, case studies, role playing, group work, videos.
Miscellaneous	Guest Lecture of top sales trainers or Chief Sales Officers
Indicative reading list	<p>A reading list is given and contains the relevant literature of the course e.g.</p> <ul style="list-style-type: none"> • Backhaus, K., Voeth, M. (2014): Industriegütermarketing, 12th edition, Vahlen, München. • Ingram, T., LaForge, R., Avila, R., Schwepker, C., Williams, M. (2015): Sales Management, Routledge, New York. • Ryan, D. (2016): Understanding Digital Marketing, 4th edition, London Kogan Page.

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	<ul style="list-style-type: none">• Schmäh, M. (2008): Spitzenverkäufer und Value Selling - Anforderungen aus Kundensicht; in: Marketing Review St. Gallen, 3-2008, S. 38-42.
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Transaction Advisory (Transaktionsberatung)

Module	B-E-FIN1
Semester	7
Duration of module	1 Semester
Type of module	Elective
How frequently is the module offered	Not offered in 2021/22
Admission requirements	Successful completion of the first two years of study at partner university (module: Credits Earned at Partner University, First half)
Transferability of the module to other programmes	None
Level	Bachelor
Responsible professor/ Module coordinator	NN
Lecturers	NN
Language of instruction	German
Credits (ECTS)	5
Total work load	150 h (60 h contact, 90 h self-study)
Contact hours per week	4 SWS
Examination/ Type of assessment	Two hour written examination (100%)
Weighting of Grade within overall programme	5/200
Learning outcomes	<p>After the successful completion of the module, the students should have developed the following competences:</p> <ul style="list-style-type: none"> Professional competences: understand the transaction processes and working steps, understand the different valuation methods, understand the elements of the Sale and Purchase agreement, understand transaction conditions in early stages and restructuring phases, understand accounting of business combinations under IFRS Methodological competences: analyze profit and loss, balance sheet and cash flow statement, analyze and comment on developments in the sections quality of earnings, cash flows and net assets, calculate

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	<p>enterprise values based on discounted cash flow and earnings methods, calculate and apply WACC, analyze IFRS accounting for acquisitions</p> <ul style="list-style-type: none"> • Social competences: enhance oral and written communication skills, able to participate in discussions about transaction issues in a structured manner • Personal competences: ability to work with auditors and investment bankers
Course-specific contributions to AoL competency goals (CG 1 - 6)	CG 4: Complex cases studies focusing on M&A, students learn to structure and prioritize various aspects determining the transaction value of the involved companies.
Contents/ Indicative syllabus	Trends and developments in the areas of due diligence, restructuring, going public, valuation methods and transaction accounting.
Teaching and learning methodology	Lecture and case studies.
Indicative reading list	<ul style="list-style-type: none"> • IDW (2018): WP Handbuch: Bewertung und Transaktionsberatung, Düsseldorf.

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Investment Management (Wertpapiermanagement)

Module	B-E-FIN2
Semester	7 (in 2021/22 Semester 8)
Duration of module	1 semester
Type of module	Elective
How frequently is the module offered	annually
Admission requirements	Successful completion of the first two years of study at partner university (module: Credits Earned at Partner University, First half)
Transferability of the module to other programmes	None
Level	Bachelor
Responsible professor/ Module coordinator	Prof. Dr. Rolf Daxhammer Building 5, Room 213, phone 07121/271-3005 rolf.daxhammer@reutlingen-university.de
Language of instruction	German
Credits (ECTS)	5
Total work load	150 h (60 h contact, 90 h self-study)
Contact hours per week	4 SWS
Examination/ Type of assessment	One hour written examination (1/3) and various small assessment throughout the semester (2/3)
Weighting of Grade within overall programme	5/200
Learning outcomes	<p>After the successful completion of the module the students should have developed the following competences</p> <ul style="list-style-type: none"> • Professional competences: Students will learn how to apply the principles of portfolio management and where their limitations are. At the end of the course they will be able to understand the complex interaction of different financial markets and the government is trying to regulate these markets. All topics will be discussed in the framework of Private and Investment Banking activities. Students will thus gain in insight into both professional environments. • Methodological competences: Students will learn how to give presentations in a professional environment and, at the end of the course,

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	<p>they will have learned how to build efficient portfolios applying statistical tools in excel.</p> <ul style="list-style-type: none"> • Social competences: Students will refine their oral and written communication skills, improve their ability to work in teams under time pressure and give and receive feedback by fellow students in a structured manner. • Personal competences: Students will build their own portfolio and they will learn to explain the rationale behind their selection to a professional audience.
<p>Course-specific contributions to AoL competency goals (CG 1 - 6)</p>	<p>CG 3: In student presentations the ethical implications of dealing with risky financial assets are addressed and discussed. Students are encouraged to use different perspectives when assessing the “profitability” of different financial asset classes.</p> <p>CG 4: Students practice valuation techniques for different asset classes; they compare different approaches of dealing with the riskiness of relevant cash-flows.</p> <p>CG 5: Students learn how to compare different quantitative approaches to forecasting securities prices.</p>
<p>Contents/ Indicative syllabus</p>	<p>Economics of financial markets, financial intermediaries and financial services, overview of financial markets, money markets, debt markets, equity markets, foreign exchange markets, security exchanges, asset management and organisational finance.</p>
<p>Teaching and learning methodology</p>	<p>Lectures: Interactive seminar-style lectures will create knowledge and understanding by discussing relevant textbook chapters.</p> <p>Cases/exercises will make sure that students get ample exposure to applying knowledge, making judgements and developing learning skills. The class will draw extensively on real life and close to real time cases or market developments.</p> <p>Presentations will help students improve their communication skills both with a professional and an academic target audience in mind.</p> <p>Online discussions will help students to react to current market developments in a very rapid manner to acquaint students with the speed of information processing in real financial markets.</p>
<p>Miscellaneous</p>	<p>Online discussions, external presentations/field trips</p>
<p>Indicative reading list</p>	<ul style="list-style-type: none"> • Achleitner, A.-K. (2009): Handbuch des Investment Banking, Gabler, Wiesbaden. • Bodie, Z., Kane, A., Marcus, A. (2017): Investments, McGraw-Hill Publ.Comp., Chicago et al. • Brealey, R. A., Myers, S. C., Allen, F. (2016): Principles of Corporate Finance, 9th edition, McGraw-Hill Higher Education, New York et al. • Daxhammer, R.J., Resch, A., Schacht, O. (2018): IPO – an inside view, uvk, Konstanz-München.

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| | <ul style="list-style-type: none">• Steiner, M., Bruns, Ch. (2017): Wertpapier-Management; Schäffer-Pöschel, Stuttgart. |
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Applied Econometrics (Angewandte Ökonometrie)

Module	B-E-FIN3
Semester	8 (in semester 7 in 2021/22)
Duration of module	1 Semester
Type of module	Elective
How frequently is the module offered	Annually
Admission requirements	Successful completion of the first two years of study at partner university (module: Credits Earned at Partner University, First half)
Transferability of the module to other programmes	None; available for exchange students
Level	Bachelor
Responsible professor / Module coordinator	Prof. Dr. Sebastian Bunnenberg Building 5, Room 211, phone 07121/271-3138 sebastian.bunnenberg@reutlingen-university.de
Lecturers	
Language of instruction	English
Credits (ECTS)	5
Total work load	150 h (60 h contact, 90 h self-study)
Contact hours per week	4 SWS
Examination/ Type of assessment	Take-home examination (30%) and one-hour final exam (70%)
Weighting of Grade within overall programme	5 / 200
Learning outcomes	After the successful completion of the module the students should have developed the following competences <ul style="list-style-type: none"> • Professional competences: • Methodological competences: • Social competences: • Personal competences:

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<p>Course-specific contributions to AoL competency goals (CG 1 - 6)</p>	<p>CG 3: Students develop a sense of scientific credibility in empirical analyses of causal relationships. This is supported by a brief philosophical treatment of the concept of causality in scientific theory and in-depth discussion of how to conduct unbiased and critical empirical analyses.</p> <p>CG 4: Students are able to autonomously select statistical procedures for empirical analyses of causal relationship. They are able to critically assess the internal and external validity of own empirical analyses or those executed by others.</p> <p>CG 5: Students gain analytical skills by conducting, interpreting, and discussing different analysis of empirical data, such as panel data analysis, error clustering, and analysing causal effects of treatments and interventions on markets and individuals.</p>
<p>Contents/ Indicative syllabus</p>	<p>In the lecture “Applied Econometrics”, students will learn how to apply fundamental and advanced statistical methods of empirical analyses in business and economics. The course focuses on the application of methods of cross-sectional and panel regression analysis in STATA. As these methods are essential tools in empirical research, the lecture prepares students for seminars and graduation theses in many fields of business and economics.</p> <p>The lecture focuses on the statistical methods and their applications in business as well as micro- and financial economics. The statistical assumptions underlying hypothesis tests and the impact of the violation of these assumptions are discussed, as well as the statistical and economic interpretation of estimation results in the context of specific applications. In the accompanying exercise, the students will apply these methods to empirical research questions in management, microeconomics, capital markets, and public interventions, amongst others.</p>
<p>Teaching and learning methodology</p>	<p>Lectures and exercises</p>
<p>Indicative reading list</p>	<p><u>Preparatory reading:</u></p> <ul style="list-style-type: none"> • Angrist, J.D., Pischke, J.-S. (2014): Mastering Metrics: The Path from Cause to Effect, Princeton University Press. <p><u>Main literature:</u></p> <ul style="list-style-type: none"> • Stock, J.H., Watson, M.W. (2019): Introduction to Econometrics, 4th edition, Pearson. <p><u>In-depth reading:</u></p> <ul style="list-style-type: none"> • Greene, W.H. (2011): Econometric Analysis, 7th revised edition, Prentice Hall. • Hayashi, F. (2000): Econometrics, Princeton University Press • Wooldridge, J.W. (2010): Econometric Analysis of Cross Section and Panel Data, 2nd edition, MIT Press.

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Risk Management (Risikomanagement)

Module	B-E-FIN4
Semester	7
Duration of module	1 Semester
Type of module	Elective
How frequently is the module offered	Annually
Admission requirements	Successful completion of the first two years of study at partner university (module: Credits Earned at Partner University, First half)
Transferability of the module to other programmes	None
Level	Bachelor
Responsible professor/ Module coordinator	Prof. Dr. Julia Brüggemann Building 5, Room 211, phone 07121/271-3088 julia.brueggemann@reutlingen-university.de
Lecturers	Prof. Dr. NN
Language of instruction	German
Credits (ECTS)	5
Total work load	150 h (60 h contact, 90 h self-study)
Contact hours per week	4 SWS
Examination/ Type of assessment	risk report incl. excel modeling (70%), presentation of risk report and Q&A (20%) and participation in class discussions (10%)
Weighting of Grade within overall programme	5/200
Learning outcomes	<p>After the successful completion of the module the students should have developed the following competences</p> <ul style="list-style-type: none"> Professional competences: critically discuss the relevance and limitations of risk management for different institutions and settings; recapitulate and apply the overall ERM concept; use various risk identification frameworks in specific situations; calculate a Value-at-Risk/CfaR; use the Excel add-in @Risk for riskifying models; understand the profitability and risk drivers for a specific industry/company

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	<ul style="list-style-type: none"> • Methodological competences: develop a complex excel model incl. montecarlo simulation; synthesize complex quantitative information for a high-level presentation; transfer and apply theoretical knowledge to a real-life setting • Social competences: refine the oral and written communication skills; further build ability to work in teams under time pressure • Personal competences: take the initiative to convince a company to participate; further build time-management and project management skills
Course specific contributions to AoL competency goals	<p>CG3: students discuss the reasons and implications for the failure of a company's risk cultures based on a case study.</p> <p>CG 4: student conduct and present a risk identification in small international teams for a real-life company; based on the assessment, students model the key 3-5 risk with @Risk and discuss potential measures to reduce or mitigate these key risks; based on this exercise students get an understanding of the value drivers for this particular company.</p> <p>CG 5: students learn how to use the excel add-in @Risk in order to riskify a company's P&L/cashflow statement with a monte-carlo-simulation. Students collect data (e.g., price fluctuations of raw material, weather data) and analyze its implications on the company's key risk factors.</p>
Contents/ Indicative syllabus	The module covers the basics of risk management: risk definition, risk categories, the enterprise risk management framework (ERM) including risk identification, risk measurement, risk documentation, risk strategy, risk organization, risk processes and risk culture as well as current topics in risk management.
Teaching and learning methodology	Lectures, risk modelling (with @Risk), case studies and group project.
Miscellaneous	External guest lecture
Indicative reading list	<ul style="list-style-type: none"> • Recommended reading: • Brüggemann, J. & Binder, C., (2021): Über das Finden von Grauen Schwänen, Controlling & Management Review, No. 2, p. 46-51. • Brüggemann, J., Binder, C., Högsdahl, N., (2017): Bei Entscheidungen Risiken berücksichtigen, Controlling & Management Review, No. 3, p. 64-69. • COSO (2017): Enterprise Risk Management – Integrating with Strategy and Performance, https://www.coso.org/Documents/2017-COSO-ERM-Integrating-with-Strategy-and-Performance-Executive-Summary.pdf. • Vanini, U. & Rieg, R.(2021): Risikomanagement: Grundlagen – Instrumente, Unternehmenspraxis, 2. Auflage, Schäffer-Poeschl. <p>Additional reading:</p>

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| | <ul style="list-style-type: none">• Brüggemann, J., Binder, C., Högsdahl, N., (2017): Performance-Maße zur risikoadjustierten Steuerung, Controlling & Management Review, No. 4, p. 58-63.• Crouhy, M., Galai, D., Mark, R., (2014): The Essentials of Risk Management, 2nd edition, McGraw-Hill, New York.• HBR's 10 Must-Reads (2020): On Managing Risk, Harvard Business Review Press, Boston. |
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A detailed script will be provided.

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Behavioral Finance (Behavioral Finance)

Module	B-E-FIN5
Semester	8
Duration of module	1 Semester
Type of module	Elective
How frequently is the module offered	Annually
Admission requirements	Successful completion of the first two years of study at partner university (module: Credits Earned at Partner University, First half) as well as core module Mandatory Internship II
Transferability of the module to other programmes	None
Level	Bachelor
Responsible professor/ Module coordinator	Prof. Dr. Rolf Daxhammer Building 5, Room 213, phone 07121/271-3005 rolf.daxhammer@reutlingen-university.de
Language of instruction	German
Credits (ECTS)	5
Total work load	150 h (60 h contact, 90 h self-study)
Contact hours per week	4 SWS
Examination/ Type of assessment	One hour exam (1/3) and various other assessments (e.g., assignments/quizzes, presentation) (2/3)
Weighting of Grade within overall programme	5/200
Learning outcomes	<p>After the successful completion of the module the students should have developed the following competences</p> <ul style="list-style-type: none"> Professional competences: Students will learn why the concept of economic rationality has its limits in Financial Markets. They will understand the limits of neoclassical financial models. They will perform investment analyses based on a behavioral Prospect Theory approach. Students will be able explain phases of financial bubbles and list the most important ones. Methodological competences: Students will learn how to give presentations in a professional environment and, at the end of the course,

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	<p>they will be able to understand the complex environment of financial decision making from a behavioral perspective.</p> <ul style="list-style-type: none"> • Social competences: Students will refine their oral and written communication skills, improve their ability to work in teams under time pressure and give and receive feedback by fellow students in a structured manner. • Personal competences: Students will be involved in ongoing research projects like experiments and simulations. They will learn about research methodologies in a “hands on” fashion.
Course-specific contributions to AoL competency goals (CG 1 - 6)	<p>CG 4: In groups of 2 students prepare research agendas which address the implications of introducing behavioral concepts into standard neoclassical financial theory. Thus, they get a solid understanding for the limitations of some of the standard problem solving tools in investment management.</p> <p>CG 6: In Behavioral Analytics students learn how insights into behavioral biases can be drawn from comprehensive data sets.</p>
Contents/ Indicative syllabus	<p>Basics and Limits of rational Behaviour in Financial Markets</p> <p>Phases of and Examples for Speculative Bubbles</p> <p>Information Processing and Decision Making from an Organisational Perspective</p> <p>Applications of Behavioral Finance</p> <p>Limitations of and Challenges for Behavioral Finance</p>
Teaching and learning methodology	<p>Lectures: Interactive seminar-style lectures will create knowledge and understanding by discussing relevant textbook chapters.</p> <p>Cases/Exercises will make sure that students get ample exposure to applying knowledge, making judgements and developing learning skills. The class will draw extensively on real life and close to real time cases or market developments.</p> <p>Presentations will help students improve their communication skills both with a professional and an academic target audience in mind.</p> <p>Online discussions will help students to react to current market developments in a very rapid manner to acquaint students with the speed of information processing in real financial markets</p>
Miscellaneous	<p>Online discussions 15-30%, external presentations/field trips 15-30%</p>
Indicative reading list	<ul style="list-style-type: none"> • Acker, L.F., Deaves, R. (2010): Behavioral Finance, Cengage, Mason. • Daxhammer, R.J., Facsar, M. (2017): Behavioral Finance, 2nd edition, UVK/Lucius, Konstanz. • Daxhammer, R.J., Facsar, M. (2017): Spekulationsblasen – Den Turbulenzen am Finanzmarkt auf der Spur, 2nd edition, UVK/Lucius, Konstanz. • Nofsinger, J.R. (2017): The Psychology of Investing, 6th edition, Routledge, London.

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Banking and Insurance Management (Bank- und Versicherungsmanagement)

Module	B-E-FIN6
Semester	7
Duration of module	1 Semester
Type of module	Elective
How frequently is the module offered	Not offered in 2021/22
Admission requirements	Successful completion of the first two years of study at partner university (module: Credits Earned at Partner University, First half)
Transferability of the module to other programmes	None; available for exchange students
Level	Bachelor
Responsible professor / Module coordinator	Prof. Dr. Sebastian Bunnenberg Building 5, Room 211, phone 07121/271-3138 sebastian.bunnenberg@reutlingen-university.de
Lecturers	Prof. Dr. Sebastian Bunnenberg
Language of instruction	German
Credits (ECTS)	5
Total work load	150 (60 h contact hours, 90 h self study)
Contact hours per week	4
Examination/ Type of assessment	Final one-hour exam (50%), group project with written project report (50%)
Weighting of Grade within overall programme	5/200
Learning outcomes	After the successful completion of the module the students should have developed the following competences <ul style="list-style-type: none"> Professional competences: Students are able economically describe the business models of banks, life insurers and nonlife insurers as well as to read their income statements and balance sheets. They can describe the most important service parameters that determine the financial success of companies in these industries. They understand

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	<p>and are apply to apply essential management and regulation insights within these industries in decisions about these parameters.</p> <ul style="list-style-type: none"> • Methodological competences: Students are able to understand and apply essential stochastic models to quantify default risk and underwriting risk. This includes models used for internal control as well as for regulatory purposes. • Social competences: Students are able to discuss about and decide on complex quantitative problems in banking and insurance as a member of a non-hierarchical management team. • Personal competences: Students are able quantify stochastic future events and deal with the resulting risk in business decisions.
<p>Course-specific contributions to AoL competency goals (CG 1 - 6)</p>	<p>CG 3: Students learn to objectively and truthfully assess profits and risks in complex financial contracts and similar contexts. They learn to collectively decide on management problems and take responsibility for the outcomes of their decisions.</p> <p>CG 4: Students learn about the complex and abstract business models of banks and insurers, students are able to better understand and negotiate according contracts as customers of these industries. Furthermore, they acquire essential knowledge and skills for further studies of or a career in banking and insurance.</p> <p>CG 5: Students learn to use capital market data in decision processes, such as interest rate decisions of banks and investment decisions on financial markets.</p>
<p>Contents/ Indicative syllabus</p>	<p>This course teaches elemental insights into the business models as well as the management of banks and insurers:</p> <ul style="list-style-type: none"> • Banks' and insurers' business model from an economic perspective • Relevance of banks and insurers for the overall economy • Income statement and balance sheet structure of banks and insurers • Specific parameters of banks' profitability • Contribution margin and maturity margin • Modelling and hedging credit risk • Specific parameters of life insurers' profitability • Interest guarantees • Investment return • Specific parameter of nonlife insurers' profitability • Underwriting risk • Reinsurance
<p>Teaching and learning methodology</p>	<p>50% of the course will be held as a weekly lecture of hours throughout the semester. The other 50% of the course will take place as block course in which students will apply the material from the lecture in a business simulation game.</p>

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Indicative reading list	<p><u>Preparatory reading:</u></p> <ul style="list-style-type: none">• Baule, R. (2019): Finanzwirtschaftliches Bankmanagement – Bankkalkulation, Risikomanagement und Regulierung, Schäffer-Poeschel: Stuttgart.• Nguyen, T., Romeike, F. (2012): Versicherungswirtschaftslehre – Grundlagen für Studium und Praxis, Gabler: Wiesbaden. <p><u>In-depth reading:</u></p> <p>Further literature is provided during the lecture.</p>
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Business Informatics/Platform Economics (Wirtschaftsinformatik)

Module	B-E-MIS1
Semester	5
Duration of module	1 semester
Type of module	Elective
How frequently is the module offered	Annually
Admission requirements	None
Transferability of the module to the other programmes	None
Level	Bachelor
Module coordinator/responsible professor	Dr. Tim Straub Building 5, Room 210, phone 07121/271-3149 tim.straub@reutlingen-university.de
Language of instruction	English
Credits (ECTS)	5
Total workload and breakdown	150 h (60 h contact, 90 h self-study)
Contact hours	4 SWS
Examination/type of assessment	Group assignment incl. presentation (1/3) and one hour written examination (2/3)
Weighting of grade within programme	5/200
Learning outcomes	<p>After the successful completion of the module the students should have developed the following competences</p> <p>Professional competences: Understanding of the economics of (internet) platforms (digital goods, markets, two-sided markets, peer to peer platforms, etc.); Engineering & managing (new) platforms</p> <p>Methodological competences: Application of economics on platform models; understanding how platforms can be engineered from an economic side; basic knowledge of game theory</p>

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	<p>Social competences: Improving oral and written communication skills as well as the ability of working in teams with respect to time constraints</p> <p>Personal competences: presentation skills; working with time constraints; economic thinking</p>
Course-specific contributions to AoL competency goals	<p>CG2: multicultural teams working together in group assignment</p> <p>CG 3: Discussing and reflecting ethical issues regarding data usage of platforms</p> <p>CG 4: Application of economic theories on (internet) platforms; Application of an engineering approach for applying economics in analyzing, understanding, and testing of (new) platforms; development of structured problem solving; transfer in group assignment</p> <p>CG 5: Understanding the importance of data for (internet) platforms</p>
Content/ indicative syllabus	<p>This lecture provides an overview of the central role of platforms (peer to peer, two sided markets, digital platforms, etc.) in many new (internet) businesses. It is analyzed from a business, microeconomic, and behavioral perspective.</p> <p>It focuses on the exchange of two trading partners via an intermediary on internet platforms (e.g. AirBnB, eBay, etc.) and applies an engineering approach for applying economics in analyzing, understanding, and testing of (new) platforms. Topics include network effects, peer-to-peer markets, crowdsourcing, and market mechanisms. Beyond the lecture part, the course imparts knowledge by means of a case study, in which students are asked to analyze a platform themselves in groups.</p>
Teaching and learning methods	Lecture and group work
Miscellaneous	
Indicative reading list	<p>Recommended reading:</p> <ul style="list-style-type: none"> • Bundesministerium für Wirtschaft und Energie (2017). „Kompetenzen für eine digitale Souveränität“ (accessible via: https://www.bmwi.de/Redaktion/DE/Publikationen/Studien/kompetenzen-fuer-eine-digitale-souveraenitaet.html) • Bundesministerium für Wirtschaft und Energie (2017). „Weißbuch Digitale Plattformen.“ (accessible via: https://www.bmwi.de/Redaktion/DE/Publikationen/Digitale-Welt/weissbuch-digitale-plattformen.html) • Easley, D., and Kleinberg, J. 2010. “Network Effects,” in Networks, Crowds, and Markets: Reasoning about a Highly Connected World, Cambridge University Press, pp. 509–542. • Eisenmann, T., Parker, G., and Van Alstyne, M. W. 2006. “Strategies for two-sided markets,” Harvard Business Review 84(10), pp. 1–11.

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 - Teubner, T., and Hawlitschek, F. (in press). "The economics of P2P online sharing," in The Sharing Economy: Possibilities, Challenges, and the way forward, Praeger Publishing.
 - Straub, T., Kohler, M., Hottum, P., Arrass, V., & Welter, D. (2013). Customer integration in service innovation: An exploratory study. Journal of technology management & innovation, 8(3), 25-33.
 - Cardoso, J., Fromm, H., Nickel, S., Satzger, G., Studer, R., & Weinhardt, C. (Eds.). (2015). Fundamentals of service systems. Springer International Publishing.
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Systems & Solutions I (Systeme & Lösungen I)

Module	B-E-MIS2
Semester	5
Duration of module	1 semester
Type of module	Elective
How frequently is the module offered	Annually
Admission requirements	Successful completion of the first two years of study at partner university (module: Credits Earned at Partner University, First half)
Transferability of the module to other programmes	None
Level	Bachelor
Responsible professor/ Module coordinator	Prof. Dr. Rainer Kämpf Building 5, Room 207, phone 07121/271-3004 rainer.kaempf@reutlingen-university.de
Lecturers	Prof. Dr. Rainer Kämpf Dr. Tim Straub
Language of instruction	German
Credits (ECTS)	5
Total work load	150 h (60 h contact, 90 h self-study)
Contact hours per week	4 SWS
Examination/ Type of assessment	Project studies (teamwork), presentations and/or text. Details to be provided in one of the first lectures
Weighting of Grade within overall programme	5/200
Learning outcomes	Students learn to work with up to date concepts and methods in business. Students learn to select from a set of different solution approaches (e.g. Design Thinking, SCRUM, process definition, tools from logistic and manufacturing) and apply them to a practical project (in recent years this project was to implement and operate a cafeteria on Campus). Starting from the very beginning of a project including definition and idea generation we will work also on implementing and prototyping. The project work will be split into subtopics that are selected dependent on current trends and needs. After the successful completion of the module the students should have developed the following competencies:

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	<ul style="list-style-type: none"> Professional competences: dependent on the project focus students learn to transfer and apply solution approaches (e.g. Design Thinking, SCRUM), simple prototyping in different business related areas (e.g. Finance, Operations, Marketing, IT). Methodological competences: Students learn to select appropriate methods and apply them practical in a project. Thus, students are able to develop skills on finding appropriate business solutions in an increasing digitized business context. Social competences: Improving oral and written communication skills as well as ability to work in teams under time pressure; Presentation skills; Working in project teams. Personal competences: Ability to apply learned methods in practical-based case studies, working in international student teams.
Course-specific contributions to AoL competency goals (CG 1 - 6)	CG4: Transfer and application of interdisciplinary and modul-specific concepts and methods in a case study which includes a graded team presentation
Contents/ Indicative syllabus	Companies expect students to have understanding of business, operations and digital technology. In this course students work on current project topics bringing together these three perspectives. Students will work on solutions of business problems while applying appropriate concepts (e.g. Design Thinking, SCRUM, project planning, analytics, optimization, strategic games) and tools.
Teaching and learning methodology	Flipped classroom methods, workshops, cases/projects as well as the application of theory and use of practical tools.
Miscellaneous	Excursion, guest lectures
Indicative reading list	<ul style="list-style-type: none"> Handout core module MIS & PM. Case studies and system specific handout given by the lecturer. <p>Further reading will be recommended in class.</p>

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Systems & Solutions II (Systeme & Lösungen II)

Module	B-E-MIS3
Semester	8
Duration of module	1 semester
Type of module	Elective
How frequently is the module offered	Annually
Admission requirements	Successful completion of the first two years of study at partner university (module: Credits Earned at Partner University, First half) as well as core module Mandatory Internship II
Transferability of the module to other programmes	None
Level	Bachelor
Responsible professor/ Module coordinator	Prof. Dr. Rainer Kämpf Building 5, Room 207, phone 07121/271-3004 rainer.kaempf@reutlingen-university.de
Lecturers	Prof. Dr. Rainer Kämpf Dr. Tim Straub
Language of instruction	German
Credits (ECTS)	5
Total work load	150 h (60 h contact, 90 h self-study)
Contact hours per week	4 SWS
Examination/ Type of assessment	Project studies (teamwork), presentations and/or text. Details to be provided in one of the first lectures
Weighting of Grade within overall programme	5/200
Learning outcomes	Students learn to work with up to date concepts and methods in business. Students learn to select from a set of different solution approaches (e.g. Design Thinking, SCRUM, process definition, tools from logistic and manufacturing) and apply them to a practical project (in recent years this project was to implement and operate a cafeteria on Campus). Starting from the very beginning of a project including definition and idea generation we will work also on implementing and prototyping. The project work will be split into subtopics that are

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	<p>selected dependent on current trends and needs. After the successful completion of the module the students should have developed the following competencies:</p> <ul style="list-style-type: none"> • Professional competences: dependent on the project focus students learn to transfer and apply solution approaches (e.g. Design Thinking, SCRUM), simple prototyping in different business related areas (e.g. Finance, Operations, Marketing, IT). • Methodological competences: Students learn to select appropriate methods and apply them practical in a project. Thus, students are able to develop skills on finding appropriate business solutions in a increasing digitized business context. • Social competences: Improving oral and written communication skills as well as ability to work in teams under time pressure; Presentation skills; Working in project teams. • Personal competences: Ability to apply learned methods in practical-based case studies, working in international student teams.
<p>Course-specific contributions to AoL competency goals (CG 1 - 6)</p>	<p>CG 4: Transfer and application of interdisciplinary and module-specific concepts and methods in a case study which includes a graded team presentation</p>
<p>Contents/ Indicative syllabus</p>	<p>Companies expect students to have understanding of business, operations and digital technology. In this course students work on current project topics bringing together these three perspectives. Students will work on solutions of business problems while applying appropriate concepts (e.g. Design Thinking, SCRUM, project planning, analytics, optimization, strategic games) and tools.</p>
<p>Teaching and learning methodology</p>	<p>Flipped classroom methods, workshops, cases/projects as well as the application of theory and use of practical tools.</p>
<p>Miscellaneous</p>	<p>Excursion, guest lectures</p>
<p>Indicative reading list</p>	<ul style="list-style-type: none"> • Handout core module MIS & PM. • Case studies and system specific handout given by the lecturer. <p>Further reading will be recommended in class.</p>

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Economic and technical challenges of the energy sector and its transition
(Energiewirtschaftliche und technische Herausforderungen der Energiewende)

Module	B-E-MIS4
Semester	7
Duration of module	1 semester
Type of module	Elective
How frequently is the module offered	Not offered in 2021/22
Admission requirements	Successful completion of the first two years of study at partner university (module: Credits Earned at Partner University, First half)
Transferability of the module to other programmes	None
Level	Bachelor
Responsible professor/ Module coordinator	Prof. Dr. Clemens van Dinther Building 5, Room 210, phone 07121/271-3118 clemens.van_dinther@reutlingen-university.de
Language of instruction	German
Credits (ECTS)	5
Total work load	150 h (60 h contact, 90 h self-study)
Contact hours per week	4 SWS The lecture consists of two parts. One part consists of university-style lecture (theory, methods, algorithms) which were developed in cooperation with the Karlsruhe Institute of Technology (KIT). In the second part, students will work on preparatory and additional material in a seminar style. Seminar presentations are to be held (maybe in cooperation with the course environmental economics).
Examination/ Type of assessment	The examination type is project work, which includes different types of material (e.g. exercises, summary of scientific articles and discussions, written exam questions). Details to be provided beginning of semester.
Weighting of Grade within overall programme	5/200
Learning outcomes	After the successful completion of the module the students should have developed the following competences:

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	<p>Professional competences: Understanding of economic, technical, and juridical aspects of the German Energiewende, especially of the Smart Grid</p> <p>Methodological competences: Theories and Models, Application of modeling and problem solving</p> <p>Social competences: Improving oral and written communication skills as well as the ability of working in organizational-spanning teams</p> <p>Personal competences: Ability to understand and assess the importance the Energy system, Climate Change, Energy Economics and object oriented problem solving</p>
Course-specific contributions to AoL competency goals (CG 1 – 6)	<p>CG 3: Discussing and reflecting ethical and societal issues regarding the Energy System, Climate and Information usage and data privacy.</p> <p>CG 4: Application of economic theories in an Energy-Business and Economics Context; Reflection of organizational challenges resulting from the Energiewende; development of structured problem solving and algorithms</p>
Contents/ Indicative syllabus	Introduction to changing energy systems, Demand side management, Modeling renewable generation, Strategies for Energy Management, Smart Grid Regulation, Charging coordination of electric vehicles, strategies for households in a smart grid environment
Teaching and learning methodology	Lectures, seminar work. Student presentations
Indicative reading list	<p><u>Preparatory reading:</u></p> <ul style="list-style-type: none"> Bund der Deutschen Industrie (2011): Auf dem Weg zum Internet der Energie Der Wettbewerb allein wird es nicht richten. <p><u>In-depth reading:</u></p> <ul style="list-style-type: none"> Articles from the Journal Energy Economics and Energy Policy <p>Further reading to be provided in class.</p>

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Logistics (Logistik)

Module	B-E-POM1
Semester	7
Duration of module	1 Semester
Type of module	Elective
How frequently is the module offered	Annually
Admission requirements	Successful completion of the first two years of study at partner university (module: Credits Earned at Partner University, First half)
Transferability of the module to other programmes	None
Level	Bachelor
Responsible professor/ Module coordinator	Prof. Dr. Rainer Kämpf Building 5, Room 207, phone 07121/271-3004 rainer.kaempf@reutlingen-university.de
Language of instruction	German
Credits (ECTS)	5
Total work load	150 h (60 h contact, 90 h self-study)
Contact hours per week	4 SWS
Examination/ Type of assessment	2 teamwork studies (2-3 students) of given cases or topics, presentation and text counting 50% each.
Weighting of Grade within overall programme	5/200
Learning outcomes	<p>After the successful completion of the module the students should have developed the following competences:</p> <ul style="list-style-type: none"> Professional competences: Understanding of principles, structures and processes within logistical system (concerning procurement, transport, warehouses and distribution) including necessary information technology; Ecological aspects of logistics Methodological competences: Transfer and apply theoretical knowledge to practical experience; Working with case studies (Planning of warehouses, optimization of distribution structures, ecological optimization of supply chains)

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	<ul style="list-style-type: none"> • Social competences: Improving oral and written communication skills as well as ability to work in teams under time pressure; Presentation skills • Personal competences: Ability to apply learned methods in practical-based case studies, working in international student teams • Additional to the core modules Production Management and Logistics this elective deepens Logistics know-how and capability to apply methods.
Course-specific contributions to AoL competency goals (CG 1 – 6)	CG 4: Transfer and application of interdisciplinary and modul-specific concepts and methods using cases which includes a graded team case study and a graded team presentation
Contents/ Indicative syllabus	Lectures of theoretical background, principles and methods concerning logistics of procurement, transport, warehouse and distribution including necessary information technology and processes. Different case studies, students have to work at in teams, to deepen their know-how and capability to apply.
Teaching and learning methodology	Lectures and case studies.
Miscellaneous	Excursion
Indicative reading list	<ul style="list-style-type: none"> • Brumme, H., Schröter, N., Schröter, I. (2010): Supply Chain Management und Logistik, Kohlhammer, Stuttgart. • Jacobi, C.; Hartel, D.; Wendik, H. (2004): Logistik Management, Emporias, München. • Kummer, S.; Grün, O.; Jammerneegg, W. (2013): Grundzüge der Beschaffung, Produktion und Logistik, Pearson, München. • Weber, J. (2002): Logistik & Supply Chain Controlling, Schäffer-Poeschel, Stuttgart. • Case studies and specific handout given by the lecturer. <p>Further reading will be recommended in class.</p>

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Lean Enterprise Management (Lean Enterprise Management)

Module	B-E-POM2
Semester	7
Duration of module	1 Semester
Type of module	Elective
How frequently is the module offered	Annually
Admission requirements	Successful completion of the first two years of study at partner university (module: Credits Earned at Partner University, First half)
Transferability of the module to other programmes	None
Level	Bachelor
Responsible professor/ Module coordinator	Prof. Dr.-Ing. Stephan Höfer Building 5, Room 213a, phone 07121/271-3062 stephan.hoefer@reutlingen-university.de
Language of instruction	German
Credits (ECTS)	5 ECTS
Total work load	150 h (60 h contact, 90 h self-study)
Contact hours per week	4 SWS
Examination/ Type of assessment	Two hour examination (100%)
Weighting of Grade within overall program	5/200
Learning outcomes	<ul style="list-style-type: none"> Professional competency: After successfully attending this lecture, the participants should be able to understand the strong interrelationship between the elements within a supply chain network, the Lean Philosophy and the Lean Enterprise Management strategy and how to apply a large variety of tools and techniques to create lean value streams within manufacturing and administration Methodological Competency: After successfully attending this lecture, the participants should be able to understand how to manage the process of change towards a lean enterprise and which tools can be used to face resistance against change right from the beginning.

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	<ul style="list-style-type: none"> • Social Competency: After successfully attending this lecture, the participants should be able to reflect to which extend their personal organization, the style of communication and the way addressing people is a key factor for the success of a lean project. • Personal Competency: “Lean starts with yourself”. If you are not willing to question your own organisation, your own way of thinking and your own acting, it will be difficult to implement lean thinking in your organization.” This is one of the key learning outcomes, which the participants should understand after having successfully completed this course.
Course-specific contributions to AoL competency goals (CG 1 – 6)	CG 4: In small international teams, students analyze, discuss, and solve in each lecture business cases with lean tools and techniques. At the end of the course, students are confronted with a holistic business case. It is their task to apply both, lean administration and lean manufacturing to developed a concept to optimize a holistic supply chain based on lean principles.
Contents/ Indicative syllabus	Supply chain management, lean enterprise management, lean manufacturing, lean administration, seven steps toward a successful process optimization, management of change and facing resistance.
Teaching and learning methodology	Seminar style teaching with integrated case studies. After getting the theoretical background, the students will apply the learned subject in exercises and business cases. At the end of the course, it is the task of the students to act as consultants and to provide a concept for a holistic supply chain optimization. Therefore, all topics discussed before have to be applied. Based on this case, potential project management approaches will be discussed and ways to face resistance will be addressed.
Indicative reading list	<ul style="list-style-type: none"> • Bertagnolli, F. (2018): Lean Management. Springer Gabler Verlag. • Chiarini, A. (2013): Lean Organization: from the Tools of the Toyota Production System to Lean Office. Springer Verlag. • Goldratt, E. M., Cox, J. (2004): The Goal- A process of ongoing improvement. 20th Anniversary Edition. The North River Press, Great Barrington, MA, USA. • Lunau, S. (2012): Six Sigma & Lean Toolset, 3rd edition, Springer Verlag. • May, C.; Schimek, P. (2008): Total Productive Management: Grundlagen und Einführung von TPM – oder wie Sie Operational Excellence erreichen, CETPM Publishing, Ansbach. • Meier, D., Liker, J. (2007): Der Toyota Weg. Finanzbuchverlag, München. • Regber, H., Zimmermann, K. (2007): Change Management in der Produktion. MI Fachverlag Landsberg. • Womack, J. P., Jones, D. T. (2003): Lean Thinking – Banish Waste and Create Wealth in Your Corporation, B&T, 2 Rev Upd, Deutsche

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	Übersetzung: Womack, J. P., Jones, D. T. (2004): Lean Thinking – Ballast abwerfen, Unternehmensgewinne steigern, Campus, Frankfurt/Main.
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Projects Production and Logistics (Projekte Produktion und Logistik)

Module	B-E-POM3
Semester	8
Duration of module	1 Semester
Type of module	Elective
How frequently is the module offered	Annually
Admission requirements	Successful completion of the first two years of study at partner university (module: Credits Earned at Partner University, First half) as well as core module Mandatory Internship II
Transferability of the module to other programmes	None
Level	Bachelor
Responsible professor/ Module coordinator	Prof. Dr. Rainer Kämpf Building 5, Room 207, phone 07121/271-3004 rainer.kaempf@reutlingen-university.de
Language of instruction	German
Credits (ECTS)	5
Total work load	150 h (60 h contact, 90 h self-study)
Contact hours per week	4 SWS
Examination/ Type of assessment	2 presentations of each project team. Grading by the lecturer taking into account company feedback.
Weighting of Grade within overall programme	5/200
Learning outcomes	<p>After the successful completion of the module the students should have developed the following competences:</p> <ul style="list-style-type: none"> Professional competences: Project-teams of 3-5 students solving realistic and actual problems of industrial companies in the area of production and logistics; Project based organization of the lectures; Working as an external consultant within production and logistics companies Methodological competences: Working as an international student project-team integrated in a company; Direct experience of processes, structures and social behavior in the company; Solving problems by

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	<p>application of specific methods and direct interaction to the employees; Experience of project-management in realistic environment</p> <ul style="list-style-type: none"> • Social competences: Ability to work in project-teams under time pressure; Presentation skills; Communication skills and social behavior within company structures • Personal competences: Project and team experience in realistic application; Developing of results and acquiring project-specific knowledge – supported and coached by the lecturer – within very short time.
Course-specific contributions to AoL competency goals (CG 1 – 6)	CG 4: Transfer and application of interdisciplinary and modul-specific concepts and methods in an industrial project which includes a graded team presentation
Contents/ Indicative syllabus	Working with realistic and actual problems of industrial companies, direct experience of processes, structures and social behavior in a company, working as an external consultant team, solving the problem by application of specific methods and direct interaction to the employees
Teaching and learning methodology	Working as a project team with internal and external project meetings Coaching by the lecturer Transfer of specific methods with workshops
Miscellaneous	Several visits to the involved companies.
Indicative reading list	Further reading depends on specific project task and will be recommended by the lecturer

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Environmental Economics (Umweltökonomie)

Module	B-E-EC01
Semester	7
Duration of module	1 Semester
Type of module	Elective
How frequently is the module offered	Annually
Admission requirements	Successful completion of the first two years of study at partner university (module: Credits Earned at Partner University, First half)
Transferability of the module to other programmes	None
Level	Bachelor
Responsible professor/ Module coordinator	Prof. Dr. Stephan Seiter Building 17, Room 012, phone 07121/271-3008 stephan.seiter@reutlingen-university.de
Lecturer	Prof. Dr. Jörg Naeve Building 5, Room 5-222a, phone 07121/271-3071 joerg.naeve@reutlingen-university.de Prof. Dr. Stephan Seiter
Language of instruction	German
Credits (ECTS)	5
Total work load	150 h (60 h contact, 90 h self-study)
Contact hours per week	4 SWS
Examination/ Type of assessment	Term paper (100%)
Weighting of Grade within overall programme	5/200
Learning outcomes	<p>After the successful completion of the module the students should have developed the following competences</p> <ul style="list-style-type: none"> Professional competences: know and understand how environmental problems are caused by economic activities on a national and international level, comprehend and apply the concepts of external effects, public goods, common resources and natural monopolies, reflect and analyze the concepts internalization of external effects based on the

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	<p>approaches by Pigou and Coase, as well as the implications for environmental policy, analyze current environmental policy and environmental economic challenges on a national and international level, explore the basic ideas of public choice.</p> <ul style="list-style-type: none"> • Methodological competences: analyze the environmental situation of economies, develop a strategy for environmental policy, write a report on a topic of environmental policy and generate a review of relevant economic indicators, work interdisciplinary by applying macroeconomic and microeconomics to the topics of the course, • Social competences: refine their oral and written communication skills; improve their ability to reflect political statements; give and receive feedback by fellow students in a structured manner • Personal competences: present and defend a self-developed environmental policy strategy, focus on key economic problems linked to environmental challenges.
Course-specific contributions to AoL competency goals (CG 1 - 6)	<p>CG 3: Students understand and appreciate the relevance of a society's evaluation of the environment and its implications for environmental economic policy.</p> <p>CG 4: Students reflect the importance of environmental policy for business decision.</p> <p>CG 5: Students know to interpret basic relevant data related to environmental economics.</p> <p>CG 6: Students are able to detect and apply relevant data sources.</p>
Contents/ Indicative syllabus	<p>The following contents are taught in class: from 'The Limits to Growth' to the 'Stern-Report', the relevance of externalities, public goods, common resources and natural monopolies, the internalization of externalities: Pigou taxes and Coase Theorem, environmental policy: principles and tools, an international perspective, the economics of resources and the value of the environment.</p>
Teaching and learning methodology	<p>Lectures, group work, case studies and discussions</p>
Miscellaneous	<p>2-3 field trips and e-learning. This part of the module depends on the current laws due to COVID19.</p>
Indicative reading list	<ul style="list-style-type: none"> • Anderson, D. A. (2019), Environmental economics and Natural Resource Management, 5th edition, Routledge, London und New York. • Deimer, K., Pätzold, M., Tolkmitt, V. (2017), Ressourcenallokation, Wettbewerb und Umweltökonomie: Wirtschaftspolitik in Theorie und Praxis, Springer Gabler, Berlin und Heidelberg. • Feess, E., Seelinger, A., (2013): Umweltökonomie und Umweltpolitik, 4th edition, Vahlen, München. • Hanley, N., Shogren, J., White, B. (2019), Introduction to Environmental Economics, 3rd edition, Oxford University Press, Oxford.

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- Meadows, D., Randers, J., Meadows, D. (2015): Grenzen des Wachstums – Das 30-Jahre-Update: Signal zum Kurswechsel, 5th edition, Schäffer-Poeschel, Stuttgart.
 - Stern, N. (2006): The Economics of Climate Change, http://webarchive.nationalarchives.gov.uk/20100407172811/http://www.hm-treasury.gov.uk/stern_review_report.htm
 - Wicke, L. (1993): Umweltökonomie, 4th edition, Vahlen, München.

Additional readings will distributed in class.

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Competition Policy (Wettbewerbspolitik)

Module	B-E-EC03
Semester	5
Duration of module	1 Semester
Type of module	Elective
How frequently is the module offered	Not offered in 2021/22
Admission requirements	Successful completion of the first two years of study at partner university (module: Credits Earned at Partner University, First half)
Transferability of the module to other programmes	None; available for exchange students
Level	Bachelor
Responsible professor / Module coordinator	Prof. Dr. Jörg Naeve Building 5, Room 222a, phone 07121/271-3071 joerg.naeve@reutlingen-university.DE
Language of instruction	German
Credits (ECTS)	5
Total work load	150 h (60 h contact, 90 h self-study)
Contact hours per week	4 SWS
Examination/ Type of assessment	Group presentation (1/3) and individual term paper (2/3)
Weighting of Grade within overall programme	5/200
Learning outcomes	<p>After the successful completion of the module the students should have developed the following competences</p> <ul style="list-style-type: none"> • Professional competences: Students should know the legal and institutional basics of competition policy in Germany and Europe and be able to assess them also in comparison to US competition law and policy. • Methodological competences: Students should have a basic feeling for how economic theory and models enter competition policy decisions and the legal framework and understand the merits and limitations of economic theory in this area. Also, they should have a basic

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	<p>understanding about questions of law as well as law and economics in the field.</p> <ul style="list-style-type: none"> • Social competences: Cooperation in a diverse group. • Personal competences: Students should develop their presentation skills as well as getting acquainted to scientific writing.
<p>Course-specific contributions to AoL competency goals (CG 1 - 6)</p>	<p>CG 3: Students develop an awareness that they might get into situation involving infringements of competition law. We discuss the possible role as whistle blower and resulting conflicts of interest.</p> <p>CG 4: Students understand the tensions between competition policy and other areas such as industrial policy or structural or regional policies.</p>
<p>Contents/ Indicative syllabus</p>	<p>The institutional and legal framework of competition policy in Germany, Europe (and the US); Antitrust Policy (cartels, leniency policies); Merger control; Abuse of a dominant position (e.g. predatory pricing); State Aid</p>
<p>Teaching and learning methodology</p>	<p>Lecture and reading (legal texts and case decisions), students' presentations and discussion.</p>
<p>Indicative reading list</p>	<p><u>Preparatory reading:</u></p> <ul style="list-style-type: none"> • Schmidt, I. and Haucap, J.: Wettbewerbspolitik und Kartellrecht: Eine interdisziplinäre Einführung, 10th edition, De Gruyter Oldenbourg, München, 2013. <p><u>In-depth reading:</u></p> <ul style="list-style-type: none"> • Motta, M. (2004): Competition Policy: Theory and Practice, Cambridge University Press, Cambridge. • Schwalbe, U. and Zimmer, D.: Kartellrecht und Ökonomie: Moderne ökonomische Ansätze in der europäischen und deutschen Zusammenschlusskontrolle, 3rd edition., Fachmedien Recht und Wirtschaft, Frankfurt.

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Growth and Development (Wachstum und Außenwirtschaft)

Module	B-E-EC05
Semester	8
Duration of module	1 semester
Type of module	Elective
How frequently is the module offered	Annually
Admission requirements	Successful completion of the first two years of study at partner university (module: Credits Earned at Partner University, First half) as well as core module Mandatory Internship II
Transferability of the module to other programmes	None
Level	Bachelor
Responsible professor/ Module coordinator	Prof. Dr. Stephan Seiter Building 17, Room 012, phone 07121/271-3008 stephan.seiter@reutlingen-university.de
Language of instruction	German
Credits (ECTS)	5
Total work load	150 h (60 h contact, 90 h self-study)
Contact hours per week	4 SWS
Examination/ Type of assessment	Term paper (100%)
Weighting of Grade within overall programme	5/200
Learning outcomes	<p>After the successful completion of the module the students should have developed the following competences</p> <ul style="list-style-type: none"> Professional competences: know and understand the economic growth process of the German economy and the German unification in 1990, understand traditional and modern approaches of economic growth theory, reflect and analyze the concepts of technological progress and its implications for economic growth as well as income distribution, discuss the concepts of network externalities and path dependency, explore the key drivers of technological progress and globalization Methodological competences: analyze the economic situation of economies, develop a growth and development strategy for these countries,

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	<p>write a report on economic growth and generate a review of important economic indicators,</p> <ul style="list-style-type: none"> • Social competences: refine their oral and written communication skills; improve their ability to reflect political statements; give and receive feedback by fellow students in a structured manner • Personal competences: present and defend a self-developed economic policy strategy, focus on key economic problems.
<p>Course-specific contributions to AoL competency goals (CG 1 - 6)</p>	<p>CG 2: Students reflect the relevance of international differences in economic policy and evaluate the different concepts.</p> <p>CG 4: Students understand the relation between growth and international trade in a globalized economy.</p> <p>CG 5: Students know to interpret and to reflect time series describing long run economic trends and development processes.</p> <p>CG 6: Students are aware of the relevance of different data sources for developing strategies for economic growth and technological progress.</p>
<p>Contents/ Indicative syllabus</p>	<p>The following contents are taught in class: the German economy after World War II: from miracle to stagflation, the economic consequences of the German unification in 1990, post-Keynesian growth theory, neoclassical growth theory, the role of technological progress, endogenous growth theory, growth in a global economy, network economics, information technologies from an economic perspective, globalisation and digitalisation.</p>
<p>Teaching and learning methodology</p>	<p>Lectures, group work, case studies and discussions.</p>
<p>Miscellaneous</p>	<p>E-learning.</p>
<p>Indicative reading list</p>	<ul style="list-style-type: none"> • Aghion, P., Howitt, P. (2015), Wachstumsökonomie, De Gruyter Oldenbourg, München (dt. Übersetzung von Aghion, P., Howitt, P. (2009), Economics of Growth, MIT Press Cambridge, Übersetzer: Stephan Seiter) • Frenkel, M., Hemmer, H.-R. (1999): Grundlagen der Wachstumstheorie, Vahlen, München • Gordon, R. (2017), The Rise and Fall of American Growth: The U.S. Standard of Living Since the Civil War, Princeton University Press, Princeton und Oxford. • Piketty, T. (2020), Kapital und Ideologie, C.H. Beck, München. <p>Additional readings will be distributed in class.</p>

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Industrial Organization (Industrieökonomik)

Module	B-E-EC06
Semester	8
Duration of module	1 Semester
Type of module	Elective
How frequently is the module offered	Annually
Admission requirements	Successful completion of the first two years of study at partner university (module: Credits Earned at Partner University, First half) as well as core module Mandatory Internship II
Transferability of the module to other programmes	None
Level	Bachelor
Responsible professor/ Module coordinator	Prof. Dr. Jörg Naeve Building 5, Room 222A, phone 07121/271-3071 joerg.naeve@reutlingen-university.de
Language of instruction	German
Credits (ECTS)	5
Total work load	150 h (60 h contact, 90 h self-study)
Contact hours per week	4 SWS
Examination/ Type of assessment	Two hour written examination
Weighting of Grade within overall programme	5/200
Learning outcomes	<p>After successful completion of the module the students should have developed the following competences.</p> <ul style="list-style-type: none"> Professional competences: Students are acquainted with basic models of modern industrial organizations and able to understand the type of economic problems addressed in this field. They can read and understand the relevant literature. Students can assess which parameters are important for the functioning of a market and learn how to draw conclusions with respect to the institutional and legal frameworks for markets as well as to companies' strategic challenge on different types of markets.

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	<ul style="list-style-type: none"> • Methodological competences: Students should be able to apply the basic formal methods used in industrial organization and be able to judiciously choose between verbal, mathematical and graphic presentations of the models used. In particular, they can work with basic game theoretic models and methods. Also, they are aware of strengths and weaknesses of said models. They gain experience in correctly using mathematical formulations and solutions to economic problems through individual solutions to problem sets and feedback. • Social competences: Students can work on problems in international groups (continuous assessment is based on discussions in the whole group) and present their results on the blackboard (i.e. without specific preparation of the presentation) and discuss them in the group and with the professor. • Personal competences: Students can deal with highly abstract models and are encouraged to challenge them based on their real life experience. They gain confidence in such discussions because of their experience in real business situations is valuable. At the same time, the perspective the models offer help to critically reflect business practices.
<p>Course-specific contributions to AoL competency goals (CG 1 - 6)</p>	<p>CG 3: Students reflect possible tensions between firms objectives and legal restrictions. They understand that they could be directly involved e.g. as possible whistle-blowers in cartel cases.</p> <p>CG 4: Students understand the importance of the specific market setting for individual firms decisions.</p>
<p>Contents/ Indicative syllabus</p>	<p>The module builds on microeconomics, in particular the theory of the firm which is reviewed briefly stressing methodological aspects, especially the interplay between verbal descriptions of economic problems and intuition, the mathematical models and their solutions, and graphical representations of the formal results.</p> <p>There are three main blocks: perfect competition as the benchmark case, the theory of monopoly, including price differentiation, monopoly on durable goods, multiple goods monopoly and the choice of quality or advertisement effort and the theory of oligopoly, starting from the seminal models of Cournot and Bertrand and including models with product differentiation, sequential competition, the discussion of cartels and their stability and mergers.</p> <p>In each topic, the starting point is basic models and the goal is to discuss their applicability to real economic problems and the relevance of the theory for decisions of companies in their market setting.</p>
<p>Teaching and learning methodology</p>	<p>Lectures and discussion and colloquium based on problem sets.</p>
<p>Miscellaneous</p>	<p>When possible, guest speakers e.g. from institutions such as the European Commission, the Bundeskartellamt or the Monopolkommission</p>

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Indicative reading list	<ul style="list-style-type: none">• Bester, H. (2017): Theorie der Industrieökonomik, 7th edition, Springer, Berlin.• Pfähler, W. and Wiese, H. (2008): Unternehmensstrategien im Wettbewerb – eine spieltheoretische Analyse, 3rd edition, Springer, Berlin.• Tirole, J. (1999): Industrieökonomik, 2nd edition, Oldenbourg, München.
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Change Management and Organizational Learning (Change Management und Organisationales Lernen)

Module	B-E-ORG2
Semester	8
Duration of module	1 semester
Type of module	Elective
How frequently is the module offered	Annually
Admission requirements	Successful completion of the first two years of study at partner university (module: Credits Earned at Partner University, First half) as well as core module Mandatory Internship II
Transferability of the module to other programmes	None
Level	Bachelor
Responsible professor/ Module coordinator	Prof. Dr. Arjan Kozica Building 5, Room 208, phone 07121/271-3134 arjan.kozica@reutlingen-university.de
Language of instruction	German
Credits (ECTS)	5
Total work load	150 h (45 h contact, 105 h self-study)
Contact hours per week	4 SWS
Examination/ Type of assessment	One hour examination (50%) and multiple small assessments (50%)
Weighting of Grade within overall programme	5/200
Learning outcomes	<p>After the successful completion of the module the students should have developed the following competences:</p> <ul style="list-style-type: none"> Professional competences: familiar with theories and best practices about organizational learning and change management, able to critically reflect upon mainstream thinking on change-management and the learning organization, understand how concepts such as power, politics, communication and sensemaking influence dynamics of organizations

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	<ul style="list-style-type: none"> • Methodological competences: tackling change challenges by developing appropriate change plans and using methods and tools (“best practices”) • Social competences: improve social influence tactics (motivation, communication), enhance ability to cope with paradoxical situations and ambiguity • Personal competences: presentation skills, improve reflexive capacity
Course-specific contributions to AoL competency goals (CG 1 - 6)	CG4: Students develop their competence to manage organizational change by applying methods of change management so specific text-based case studies.
Contents/ Indicative syllabus	<p>Resulting from evermore dynamic and complex environments, researchers and practitioners see learning and change of organizations as an important factor for achieving sustainable competitive advantages. Hence, planning and managing change is crucial for organizations to survive. Following an individual, group and organizational level of analysis, this course elaborates upon fundamentals of how organizations learn and change, and discusses management models/frameworks and tactics of intentional change (“Best practices” for coping managing change as project, coping with resistance, leadership styles, effective communication).</p> <p>Yet, organizational change unfolds through personal and organizational resistance, and is a fuzzy and paradox endeavor. Managing change in an instrumental sense is hence limited. Therefore, the course also discusses limits of change, put normative models of “change management” into context and discusses managerial scope and appropriate behavior in face of ever-changing environments and organizations.</p>
Teaching and learning methodology	Lectures, mini-presentations, self-study with assigned readings
Miscellaneous	
Indicative reading list	<ul style="list-style-type: none"> • Grey, C. (2016). A Very Short, Fairly Interesting and Reasonably Cheap Book About Studying Organizations, 4th Edition, SAGE Publications, Thousand Oaks/California. • Hayes, J. (2018). The Theory and Practice of Change Management, 5th Edition, Palgrave MacMillian, New York. • Kotter, John P. (2012). Leading Change. Wie Sie Ihr Unternehmen in acht Schritten erfolgreich verändern. Verlag Franz Vahlen, München.

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Human Resource Management (Personalmanagement)

Module	B-E-HR1
Semester	8
Duration of module	1 Semester
Type of module	Elective
How frequently is the module offered	Annually
Admission requirements	Successful completion of the first two years of study at partner university (module: Credits Earned at Partner University, First half) as well as core module Mandatory Internship II
Transferability of the module to other programmes	None
Level	Bachelor
Responsible professor/ Module coordinator	Prof. Dr. Petra Kneip Building 5, Room 207, phone 07121/271-3022 petra.kneip@reutlingen-university.de
Language of instruction	German
Credits (ECTS)	5
Total work load	150 h (60 h contact, 90 h self-study)
Contact hours per week	4 SWS
Examination/ Type of assessment	One-hour written examination (30%) and student project (70%)
Weighting of Grade within overall programme	5/200
Learning outcomes	<p>After the successful completion of the course the students</p> <ul style="list-style-type: none"> • have acquired in-depth knowledge in a defined HR practice (e.g. recruiting, training & development, benefit & compensation etc.) or a contemporary HRM challenge. • have researched in a small team guided by the supervisor the relevant theoretical foundations of their topic and have proposed recommendations in accordance to the chosen target group. • have selected and practiced instruments, methods and tools which fit to and are relevant for their respective HR topic.

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	<ul style="list-style-type: none"> • are able to present their research process and results to a selected audience. • have reflected their theoretical knowledge and their own experiences in the area of HRM by discussing a contemporary challenge with a guest speaker from industry.
Course-specific contributions to AoL competency goals (CG 1 - 6)	CG 4: Students develop their problem-solving skills by applying their knowledge to a real HR challenge.
Contents/ Indicative syllabus	<p>Knowledge of human resource management is seen as a basic competence for nearly all corporate functions. The increasing virtualization of HR activities pushes more and more of the core HR work from the HR department to line management. For managers (and senior professionals) it becomes essential to acquire competence in the different HRM practices and to contribute to their company's competitive advantage through the management of people.</p> <p>We will focus on selected contemporary HRM topics and build up knowledge from a theoretical perspective as well as through guest presentations and project work.</p>
Teaching and learning methodology	The methods employed to achieve course objectives will include: class lectures, textbook readings and some reading assignments from sources other than the textbook, guest lectures and transfer – applying theoretical knowledge through a project assignment
Miscellaneous	Guests from the industry
Indicative reading list	<p><u>Recommended textbooks</u></p> <ul style="list-style-type: none"> • Berthel, J., Becker, F. G. (2017): Personal-Management: Grundzüge für Konzeptionen betrieblicher Personalarbeit, 11th edition, Schäffer-Poeschel, Stuttgart. • Bohlander, G. W., Snell, S. A. (2012): Principles of Human Resource Management, 16th edition, Cengage Learning, Stamford. • Dessler, G. (2017): Human Resource Management, 13th edition, Pearson, Harlow. • Scholz, C. (2014): Personalmanagement. Informationsorientierte und verhaltenstheoretische Grundlagen, 6th edition, Vahlen, München. • Stock-Homburg, R. (2013): Personalmanagement: Theorien – Konzepte – Instrumente, 3rd edition, Gabler, Wiesbaden. <p>Additional literature, e.g. journal articles, is introduced throughout the semester.</p>

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Entrepreneurship – Develop your Start-up (Entrepreneurship – Entwickle (D)ein (Startup-) Projekt)

Module	B-E-ENT1
Semester	5 & 7 & 8
Duration of module	1 semester
Type of module	Elective
How frequently is the module offered	Every semester
Admission requirements	Successful completion of the first two years of study at partner university (module: Credits Earned at Partner University, First half)
Transferability of the module to other programmes	Transferable to all programs at Reutlingen University
Level	Bachelor
Module coordinator	Thomas Rehmet Building 20, Room 005, phone 07121/271-1082 thomas.rehmet@reutlingen-university.de
Lecturers	Matthias Gutbrod Matthias.Gutbrod@Reutlingen-University.DE
Language of instruction	German
Credits (ECTS)	5
Total work load	150 h (60 h contact, 90 h self-study)
Contact hours per week	4 SWS
Examination/ Type of assessment	Individual online participation (30%), group presentation (40%), written group paper (30%)
Weighting of Grade within overall programme	5/200
Learning outcomes	The participants should develop competencies in the following fields <ul style="list-style-type: none"> Professional competences: ability to develop an idea into a successful business model and systematically monitor it by using smart metrics Methodological competences: Interview technologies, Business Modell Canvas, Value Proposition Canvas, Smart Metrics, Lean Startup

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	<ul style="list-style-type: none"> • Social competences: refine their oral and written communication skills; give and receive feedback by fellow students in a structured manner; group work in international teams • Personal competences: ability to work under time pressure, creativity, initiative
Course-specific contributions to AoL competency goals (CG 1 - 6)	<p>CG 3: students gather data from interviews and reflect on their communication, students organize in teams and reflect and agree on team rules, students find compromises on course of action.</p> <p>CG 4: Students need to organize a short time frame, Students need to solve new and complex competitive solutions, Students need to go out of the building for data creation</p>
Contents/ Indicative syllabus	<p>The module covers:</p> <p>Understanding the dynamics of business model development</p> <p>Identifying business models</p> <p>Developing an own business model</p> <p>Understanding basic tools and methods: Business Model Canvas, Lean Start-up & Value Proposition Canvas</p> <p>Being able to systematically track progress via smart Metrics</p> <p>Competitor analysis</p> <p>Pitch training and Storytelling</p>
Teaching and learning methodology	Lectures, case studies, coaching, group project, online platform
Miscellaneous	None
Indicative reading list	<ul style="list-style-type: none"> • David J.Blank & Osterwalder, A (2020): Testing Business Ideas, New Jersey John Wiley & Sons, Inc. • Constable, G & Rimalovski, F (2018): Testing with Humans, The Power of Moments: Zeitschrift Publishers Weekly. 8/7/2017, Vol. 264 Issue 32, p62-62. 1/4p. • Heath, C & Heath, D (2017): The Power of Moments. • Wedell-Wedellsborg, T (2020): What´s Your Problem?, Harvard Business Review Press. • Wunker, S & Wattmann, J & David,F (2016): Jobs to Be Done, New York Atlanta Brussels AMACOM. <p>Lecture script provided online</p>

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Business Plan Seminar (Business Plan Seminar)

Module	B-E-ENT2
Semester	5 & 7 & 8
Duration of module	1 semester
Type of module	Elective
How frequently is the module offered	Each semester
Admission requirements	Successful completion of all core modules in the first year of study
Transferability of the module to other programmes	Transferable to all programs at Hochschule Reutlingen
Level	Bachelor
Module coordinator	Thomas Rehmet Building 17, Room 005, phone 07121/271-1082 thomas.rehmet@reutlingen-university.de
Lecturers	Markus Riehl Markus.Riehl@Reutlingen-University.DE
Language of instruction	German
Credits (ECTS)	5
Total work load	150 h (60 h contact, 90 h self-study)
Contact hours per week	4 SWS
Examination/ Type of assessment	Individual online participation (30%), group presentation (30%), written group paper (40%)
Weighting of Grade within overall programme	5/200
Learning outcomes	<ul style="list-style-type: none"> • The participants should develop competencies in the following fields • Professional competences: knowledge about the basic structure of a standard business plan; in depth understanding of each chapter of a business plan • Methodological competences: the capability to write, read and evaluate business plans • Social competences: refine their oral and written communication skills; give and receive feedback by fellow students in a structured manner; group work in international teams

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	<ul style="list-style-type: none"> • Personal competences: ability to work under time pressure
Course-specific contributions to AoL competency goals (CG 1 - 6)	CG 4: Application of theory to develop and present a business plan
Contents/ Indicative syllabus	The module covers writing of a business plan, presentation of a business plan in front of a professional audience, current trends in entrepreneurship
Teaching and learning methodology	Lectures, hands on coaching, case studies, group project, online platform (moodle)
Miscellaneous	External guest lecture
Indicative reading list	Lecture script provided online

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Management of Innovations (Innovationsmanagement)

Module	B-E-ENT3
Semester	7
Duration of module	1 semester
Type of module	Elective
How frequently is the module offered	Annually
Admission requirements	Successful completion of the first two years of study at partner university (module: Credits Earned at Partner University, First half)
Transferability of the module to other programmes	None; available for exchange students
Level	Bachelor
Responsible professor/ Module coordinator	Prof. Dr. Julia Brüggemann Building 5, Room 211, phone 07121/271-3088 julia.brueggemann@reutlingen-university.de
Lecturer	Dr. Steffen Wütz steffen.wuetz@reutlingen-university.de
Language of instruction	English
Credits (ECTS)	5
Total work load	150 h (60 h contact, 90 h self-study)
Contact hours per week	4 SWS
Examination/ Type of assessment	Continuous assessment consisting of active in-class participation, case study presentation as well as project work and project presentation. Further details are provided at the beginning of the semester.
Weighting of Grade within overall programme	5/200
Learning outcomes	<p>After the successful completion of the module the students should have developed the following competences:</p> <ul style="list-style-type: none"> • Professional competences: students understand, critically discuss, and apply principles of and current developments in innovation management. They will be able to understand the complex interaction of stakeholders during an innovation project. • Methodological competences: students transfer and apply theoretical knowledge to practical experience; work with case studies; combine scientific and practical insights to project work.

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	<ul style="list-style-type: none"> • Social competences: students refine their oral and written communication skills; improve their ability to work in teams under time pressure; give and receive feedback by fellow students in a structured manner. • Personal competences: students learn how to work in an innovation project and solve a complex innovation project.
Course-specific contributions to AoL competency goals (CG 1 - 6)	<p>CG 2: Students adopt a global perspective on innovation management by discussing business examples and case studies.</p> <p>CG 4: Students discuss, reflect on, and apply (case studies) innovation management concepts.</p>
Contents/ Indicative syllabus	The module covers the principles of and recent developments in innovation management: definition of innovation, importance of innovations for company success, innovation strategy, culture of innovation, innovation process, success drivers of innovation, and tools for managing the innovation process (e.g., design thinking). The focus of the seminar may vary from semester to semester.
Teaching and learning methodology	Seminar or lectures in seminar style, illustrative practical examples, case studies, exercises, project work, presentations and discussions.
Miscellaneous	If applicable guest lecturers, company presentations, company co-operations will be integrated in the course.
Indicative reading list	Tailor-made lecture notes and reading list will be distributed in class.

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Creating Internet Start-Ups (Gründung von Internet Start-Ups)

Module	B-E-ENT5
Semester	8
Duration of module	1 semester
Type of module	Elective
How frequently is the module offered	Annually
Admission requirements	Successful completion of the first two years of study at partner university (module: Credits Earned at Partner University, First half) as well as core module Mandatory Internship II
Transferability of the module to other programmes	None
Level	Bachelor
Responsible professor/ Module coordinator	Dr. Tim Straub Building 5, Room 210, phone 07121/271-3118 tim.straub@reutlingen-university.de
Language of instruction	German
Credits (ECTS)	5
Total work load	150 h (60 h contact, 90 h self-study)
Contact hours per week	4 SWS
Examination/ Type of assessment	Group assignment incl. presentation (50%) and one hour written examination (50%)
Weighting of Grade within overall programme	5/200
Learning outcomes	<p>After the successful completion of the module the students should have developed the following competences:</p> <ul style="list-style-type: none"> • Professional competences: Business Plan development; constituent parts of a business plan; managing a start-up enterprise • Methodological competences: Project management; creativity techniques; Canvas-approach; business model development process from innovation to design, prototyping; group coaching • Social competences: working in a team; communication skills • Personal competences: presentation skills; working with time constraints; entrepreneurial thinking

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<p>Course-specific contributions to AoL competency goals (CG 1 - 6)</p>	<p>CG 2: teams of four international students develop a project. CG 4: Application of theory to invent and develop a internet start-up business plan</p>
<p>Contents/ Indicative syllabus</p>	<p>In this course groups of 4 students invent and develop a individual business plan for online businesses. The business plan is presented in front of a jury of practitioners and academics. The presentation follows a typical venture-capital presentation design (limited time, short assessment). The module covers:</p> <p>Developing a business plan Project management Assessment of basic internet specific business models and characteristics Team work</p>
<p>Teaching and learning methodology</p>	<p>Lecture and group work</p>
<p>Miscellaneous</p>	<p>Module also open to students from INF</p>
<p>Indicative reading list</p>	<p>Recommended reading:</p> <ul style="list-style-type: none"> • Bloch, M., Pigneur, Y. and Segev, A. (1996): On the Road of Electronic Commerce - a Business Value Framework, Gaining Competitive Advantage and Some Research Issues, March. Institut D'Informatique et Organization, Ecole des HEC, Université Lausanne. • Osterwalder, A. and Pigneur, Y. (2010): Business Model Generation – ein Handbuch für Visionäre, Spielveränderer und Herausforderer, Campus Verlag, Frankfurt/New York. Picot, A., Reichwald, R. and Wigand, R. T. (1998): Die grenzenlose Unternehmung: Information, Organisation und Management; Lehrbuch zur Unternehmensführung im Informationszeitalter. Gabler Verlag. Wiesbaden. • Ries, E. (2012): Lean Startup – Schnell, risikolos und erfolgreich Unternehmen gründen, Redline Verlag. München.

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Social Entrepreneurship (Social Entrepreneurship)

Module	B-E-ENT7
Semester	8
Duration of module	1 semester
Type of module	Elective
How frequently is the module offered	Annually
Admission requirements	Successful completion of the first two years of study at partner university (module: Credits Earned at Partner University, First half) as well as core module Mandatory Internship II
Transferability of the module to other programmes	None
Level	Bachelor
Module coordinator	Dr. Lyubomyr Matsekh Building 7, Room 002-A, phone 07121/271-1094 lyubomyr.matsekh-ukrayinsky@reutlingen-university.de
Lecturers	Various lecturers to be announced at the beginning of the semester
Language of instruction	English
Credits (ECTS)	5
Total work load	150 h (60 h contact, 90 h self-study)
Contact hours per week	4 SWS
Examination/ Type of assessment	Written (70%) and oral (30%) project presentation
Weighting of Grade within overall programme	5/200
Learning outcomes	By the end of this module the participants have developed the following competencies: <ul style="list-style-type: none"> Professional competencies: Students will become familiar with theoretical and practical aspects of social entrepreneurship. They will be acquainted with the design thinking method and business model canvas. They will also learn to identify, describe and apply the appropriate validation method for their start-up idea in the field of social entrepreneurship.

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	<ul style="list-style-type: none"> • Methodological competencies: Students will learn to apply the basic principle of the scientific method (make observations, formulate a problem statement, develop a hypothesis, design a testable prediction, gather data, test the prediction, refine/alter/expand/reject the hypothesis and develop a general action plan) in the field of social entrepreneurship. • Social competencies: Students will enhance their oral and written communication, social interaction and team working skills. They will learn how to respectfully cooperate in a competitive environment, be supportive of one another and base their action on facts and objective criteria. • Personal competencies: Students will learn to critically reflect on and analyse their ideas, actions, specific personal skills and strengths. Through the self-reflection process, they will develop personal confidence and decision-making skills.
<p>Course-specific contributions to AoL competency goals (CG 1 - 6)</p>	<p>CG 3: The seminars on sustainability, social entrepreneurship and nonprofitability incorporate the ethical awareness component.</p> <p>CG 4: Through the interdisciplinary nature of this module, the participants develop domain-specific problem-solving competencies.</p>
<p>Contents/ Indicative syllabus</p>	<p>The aim of this module is to sensitize the participants to the topic Social Entrepreneurship, to teach them the relevant skills for exploring, finding, developing and validating a business idea for a sustainable social start-up. The students also learn the relevant soft skills to negotiate, pitch and present their start-up ideas to the jury panel and successful entrepreneurs (start-up event 'Move Your Idea').</p> <p>This module consists e. a. of following seminars:</p> <p>The 17 Sustainable Development Goals Social Impact Metrics/ Change Agents/ Theory of Change Social Entrepreneurship and Corporate Social Responsibility Design Thinking Business Model Canvas Project Management Validation Financing Marketing (Online Marketing/ Social Media Marketing) Interview and Pitch Training</p>
<p>Teaching and learning methodology</p>	<p>Lecture, discussion, presentation.</p>
<p>Miscellaneous</p>	<p>Guest lecturers, participation in external events, study trips</p>

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Indicative reading list

- Duffy, X. (2020). The Iceberg and The Sustainable Entrepreneur. Aarhus, Zeal aps, Aarhus/Denmark.
- Ehrenberger, M. (2017). Corporate Social Entrepreneurship. Prozess und Form ökonomischer Organisation zur Kreation sozialunternehmerischer Opportunitäten. Marburg: Metropolis.
- Kury, K. W. (2012). Sustainability Meets Social Entrepreneurship: A Path to Social Change through Institutional Entrepreneurship. International Journal Of Business Insights & Transformation, 464-71.
- Osburg, T. & Schmidpeter, R. (Eds) (2013). Social Innovation. Solutions for a Sustainable Future. Springer, Berlin.
- Weidinger, C., Fischler, F., & Schmidpeter, R. (Eds) (2014). Sustainable Entrepreneurship, Springer, Berlin.

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IPBS Summer School (IPBS Summer School)

Module	B-E-ENT9
Semester	7
Duration of module	1 Semester
Type of module	Elective
How frequently is the module offered	Annually
Admission requirements	None in general, however there may be admission requirements by the local organizers.
Transferability of the module to other programmes	None; available for exchange students
Level	Bachelor
Responsible professor / Module coordinator	Prof. Dr. Jörg Naeve Building 5, Room 222a, phone 07121/271-3071 joerg.naeve@reutlingen-university.DE
Lecturers	Lecturer(s) from IPBS partner schools
Language of instruction	English
Credits (ECTS)	5
Total work load	150 h (60 – 80 h contact, 70 – 90 h self-study)
Contact hours per week	4 SWS, blocked in two weeks (after end of regular classes)
Examination/ Type of assessment	Project
Weighting of Grade within overall programme	5/200
Learning outcomes	The following points will be determined by the organizers of the IPBS summer school and communicated to students as soon as the information becomes available, which should be during November / beginning of December before students select electives for the “Sommersemester”.
Course-specific contributions to AoL competency goals (CG 1 - 6)	Please refer to IPBS summer school information

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Contents/ Indicative syllabus	Please refer to IPBS summer school information
Teaching and learning methodology	Please refer to IPBS summer school information
Indicative reading list	If applicable communicated with announcement of IPBS summer school

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Law for Founders (Recht für Gründer)

Module	B-E-LAW1
Semester	8
Duration of module	1 semester
Type of module	Elective
How frequently is the module offered	Annually
Admission requirements	Successful completion of the first two years of study at partner university (module: Credits Earned at Partner University, first half) as well as core module Mandatory Internship II; Successful participation of B-E-LAW2 is highly recommended.
Transferability of the module to other programmes	None
Level	Bachelor
Responsible professor/ Module coordinator	Prof. Dr. Jürgen Schulze Building 5, Room 5-222a, phone 07121/271-3003 juergen.schulze@reutlingen-university.de
Language of instruction	German
Credits (ECTS)	5
Total work load	150 h (60 h contact, 90 h self-study)
Contact hours per week	4 SWS
Examination/ Type of assessment	Two hour written exam (100%)
Weighting of Grade within overall programme	5/200
Learning outcomes	<p>After the successful completion of the module the students should have developed the following competences:</p> <ul style="list-style-type: none"> • Professional competences: ability to identify and use personal and legal related key factors for founding a company • Methodological competences: basic understanding of the steps of setting up a business from the legal point of view • Social competences: improve awareness of social responsibility towards clients and employees; improving the ability to communicate with third parties as administration and counsels

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	<ul style="list-style-type: none"> Personal competences: improve the ability to reflect on oneself as an entrepreneur; develop the ability to identify legal risks and generate solutions
Course-specific contributions to AoL competency goals (CG 1 - 6)	CG 3: Students learn to identify and formulate basic legal issues in the field of starting a new firm. In some cases, students are asked to examine legal solutions with respect to fairness and justice
Contents/ Indicative syllabus	Introduction, industrial property, industrial law, tax law, company law, labour law, insurance law, competition regulations, insolvency law, law relating to economic offences
Teaching and learning methodology	Interactive lectures and case studies.
Miscellaneous	None
Indicative reading list	<ul style="list-style-type: none"> Textbook BGB, HGB, GewO, Tax Law Recommendations will be given at the beginning of the course, e.g.: <ul style="list-style-type: none"> Führich, E. (2017): Wirtschaftsprivatrecht, Privatrecht, Handelsrecht, Gesellschaftsrecht, 13th edition, Vahlen, München.

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Business Law III (Wirtschaftsrecht III)

Module	B-E-LAW2
Semester	5
Duration of module	1 semester
Type of module	Elective
How frequently is the module offered	Not offered in 2021/22
Admission requirements	Successful completion of the first two years of study at partner university (Module: Credits Earned at Partner University, First half)
Transferability of the module to other programmes	None
Level	Bachelor
Responsible professor/ Module coordinator	Prof. Dr. Jürgen Schulze Building 5, Room 5-222a, phone 07121/271-3003 juergen.schulze@reutlingen-university.de
Language of instruction	German
Credits (ECTS)	5
Total work load	150 h (60 h contact, 90 h self-study)
Contact hours per week	4 SWS
Examination/ Type of assessment	Two hour written exam (100%)
Weighting of Grade within overall programme	5/200
Learning outcomes	<p>After the successful completion of the module the students should have developed the following competences:</p> <ul style="list-style-type: none"> • Professional competences: identify and formulate basic legal issues that apply to the facts of a given case • Methodological competences: basic understanding of the steps of finding legal decisions; basic knowledge of legal research • Social competences: accepting dissenting/opposing opinions; refine oral and written communication skills • Personal competences: promote fairness and justice by recognizing and addressing legal dilemmas and generating alternative solutions

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Course-specific contributions to AoL competency goals (CG 1 - 6)	CG 3: Students learn to identify and formulate basic legal issues in the field of general German civil law. In some cases, students are asked to examine legal solutions with respect to fairness and justice.
Contents/ Indicative syllabus	Introduction, legal transactions, contract law, impairment of the performance of an obligation, consumer protection.
Teaching and learning methodology	Interactive lectures, case studies.
Miscellaneous	None
Indicative reading list	<ul style="list-style-type: none"> • Textbook BGB <p>Recommendations will be given at the beginning of the course, e.g.:</p> <ul style="list-style-type: none"> • Führich, E. (2017): Wirtschaftsprivatrecht, Privatrecht, Handelsrecht, Gesellschaftsrecht, 13th edition, Vahlen, München.

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Labour Law II (Arbeitsrecht II)

Module	B-E-LAW3
Semester	7
Duration of module	1 semester
Type of module	Elective
How frequently is the module offered	Not offered in 2021/22
Admission requirements	Successful completion of the first two years of study at partner university (module: Credits Earned at Partner University, First half)
Transferability of the module to other programmes	None
Level	Bachelor
Responsible professor/ Module coordinator	Prof. Dr. Jürgen Schulze Building 5, Room 5-222a, phone 07121/271-3003 juergen.schulze@reutlingen-university.de
Language of instruction	German
Credits (ECTS)	5
Total work load	150 h (60 h contact, 90 h self-study)
Contact hours per week	4 SWS
Examination/ Type of assessment	Two hour written exam (100%)
Weighting of Grade within overall programme	5/200
Learning outcomes	<p>After the successful completion of the module the students should have developed the following competences:</p> <ul style="list-style-type: none"> • Professional competences: identify and formulate basic legal issues that apply to the facts of a given case • Methodological competences: basic understanding of the steps of finding legal decisions; basic knowledge of legal research • Social competences: accepting dissenting/opposing opinions; refine oral and written communication skills • Personal competences: promote fairness and justice by recognizing and addressing legal dilemmas and generating alternative solutions

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Course-specific contributions to AoL competency goals (CG 1 - 6)	CG 3: Students learn to identify and formulate basic legal issues in the field of German labour law. Especially precarious employment relations are examined in accordance with ethical criteria.
Contents/ Indicative syllabus	Introduction, application of employment, employment contract, compensations for damages, secondary workers, termination and works committee.
Teaching and learning methodology	Interactive lectures and case studies
Miscellaneous	Optional visit to a hearing at the local labour court.
Indicative reading list	<ul style="list-style-type: none"> • Textbook Labour Law Recommendations will be given at the beginning of the course, e.g.: <ul style="list-style-type: none"> • Wörlen, R., Kokemoor, A., (2019): Arbeitsrecht, 13th edition, Vahlen, München.