

Curriculum & Syllabus Handbook – BSc. Int. Management Double Degree

Core and Elective Modules for students starting at ESB Business School,
Reutlingen University

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1. The IMX Study Programme

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Degree awarded

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

Duration of studies

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

2. Learning Goals and Learning Objectives according to AACSB

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

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

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

The defined learning goals and objectives for the ESB programmes include

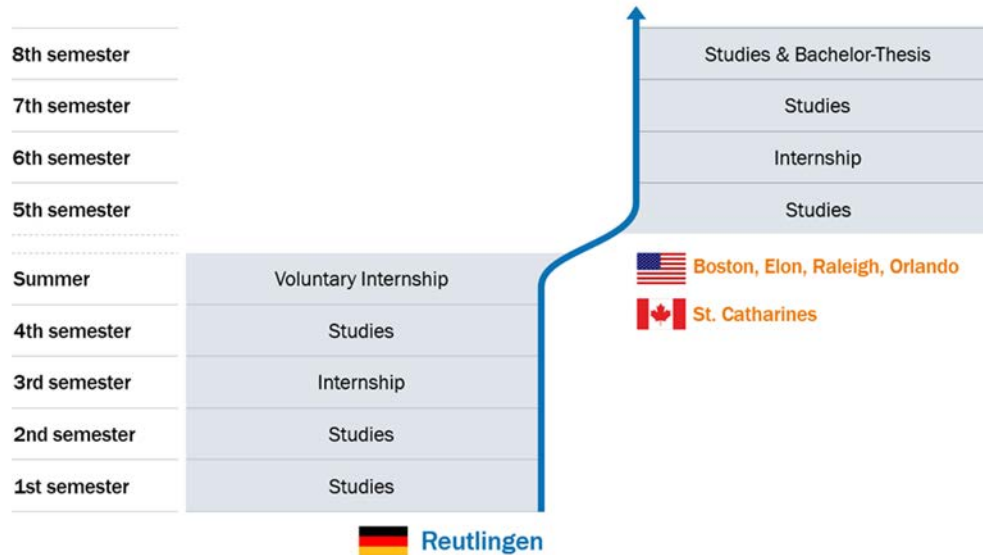
- language proficiency
- intercultural competence / global perspective
- ethical behaviour
- domain specific problem solving competencies

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

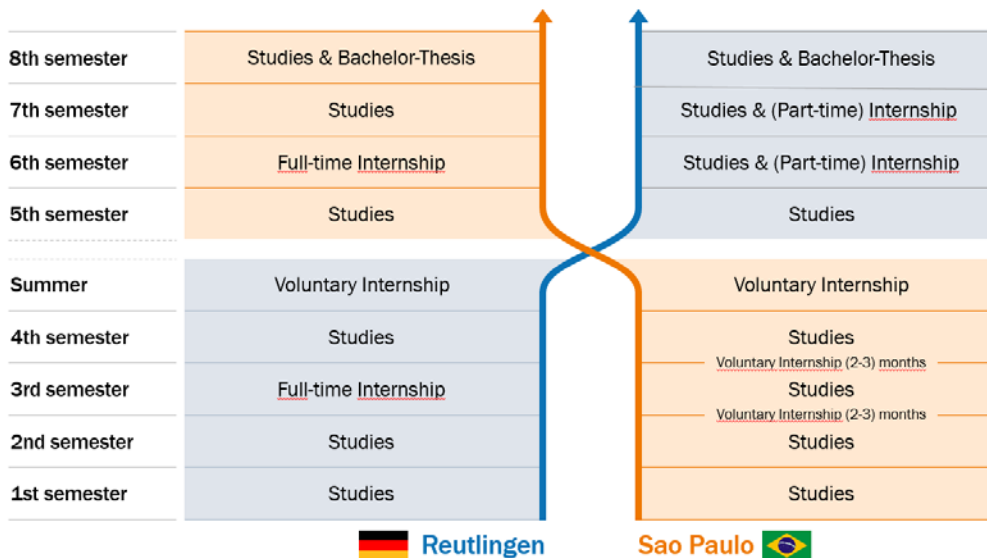
LANGUAGE PROFICIENCY	INTERCULTURAL COMPETENCE	ETHICAL BEHAVIOR	DOMAIN-SPECIFIC PROBLEM SOLVING COMPETENCIES
LEARNING GOAL 1	LEARNING GOAL 2	LEARNING GOAL 3	LEARNING GOAL 4
IMX graduates are proficient in at least one foreign language	... are interculturally competent	... are able to manage ethical and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

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

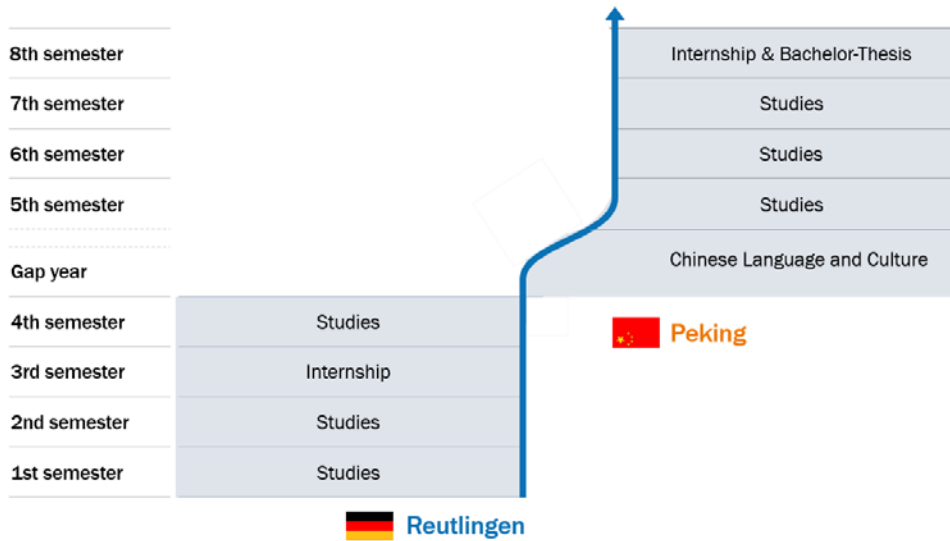
German – North American Study Programme (Start in Reutlingen only)



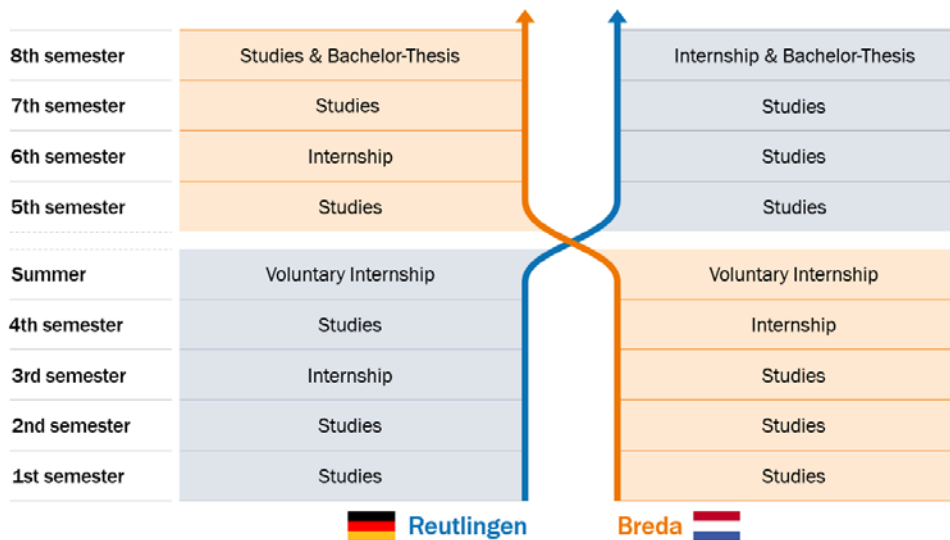
German – Brazilian Study Programme



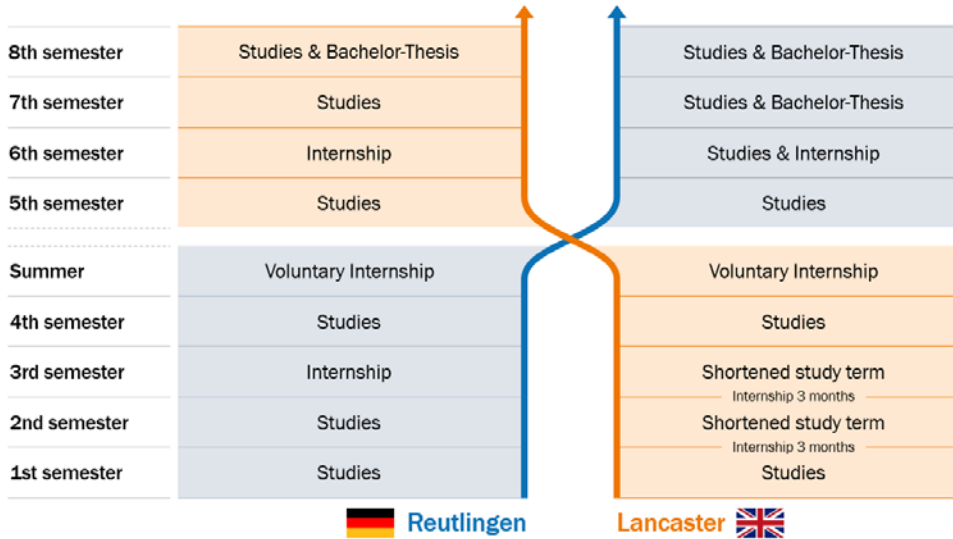
German – Chinese Study Programme (Start in Reutlingen only)



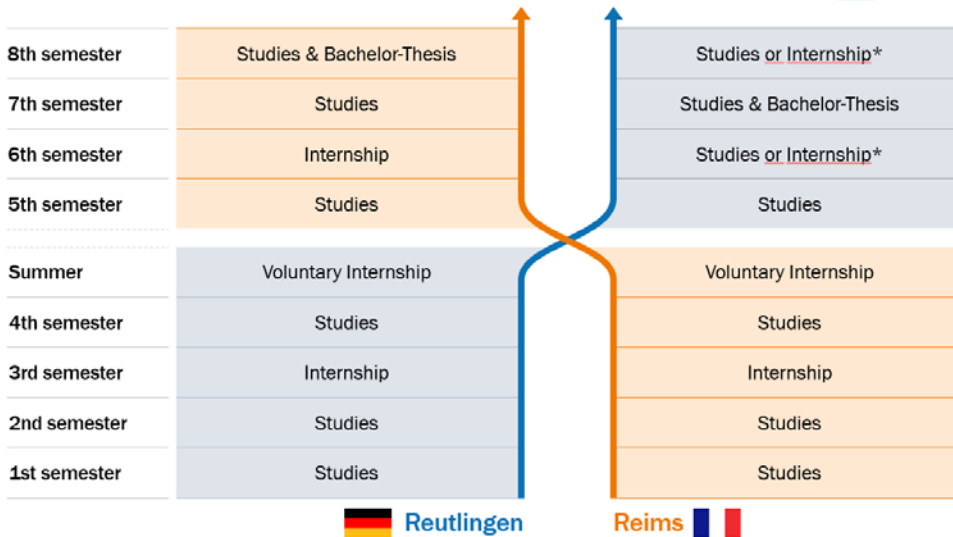
German – Dutch Study Programme



German – English Study Programme

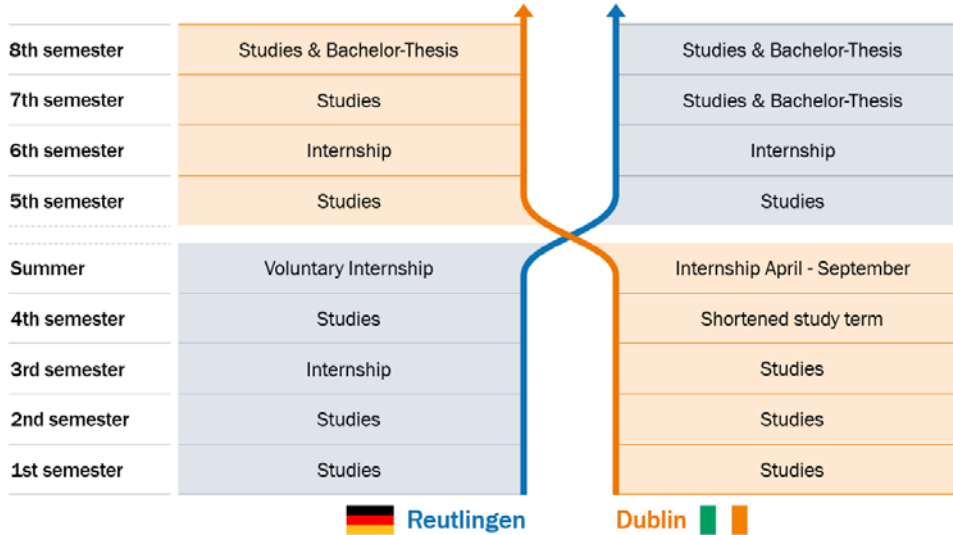


German – French Study Programme

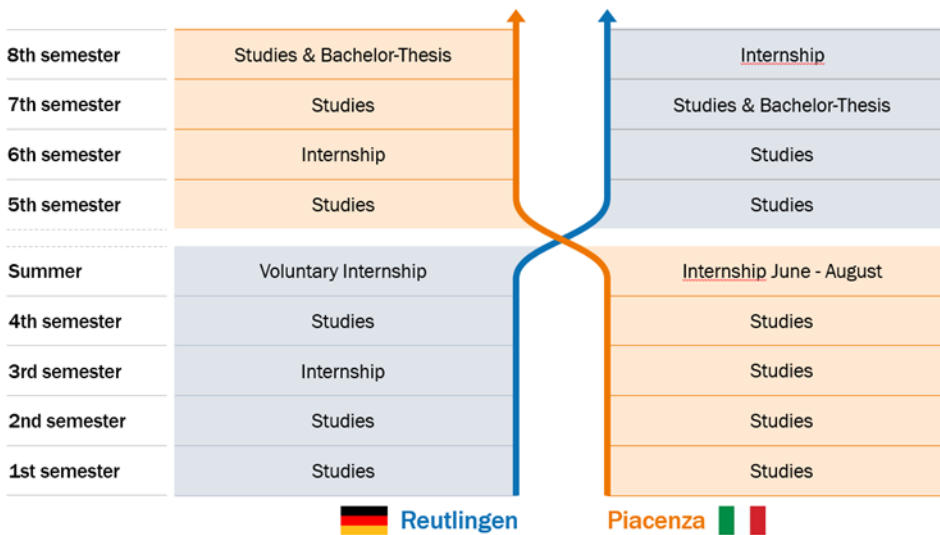


*Internship can be in 6th or 8th semester

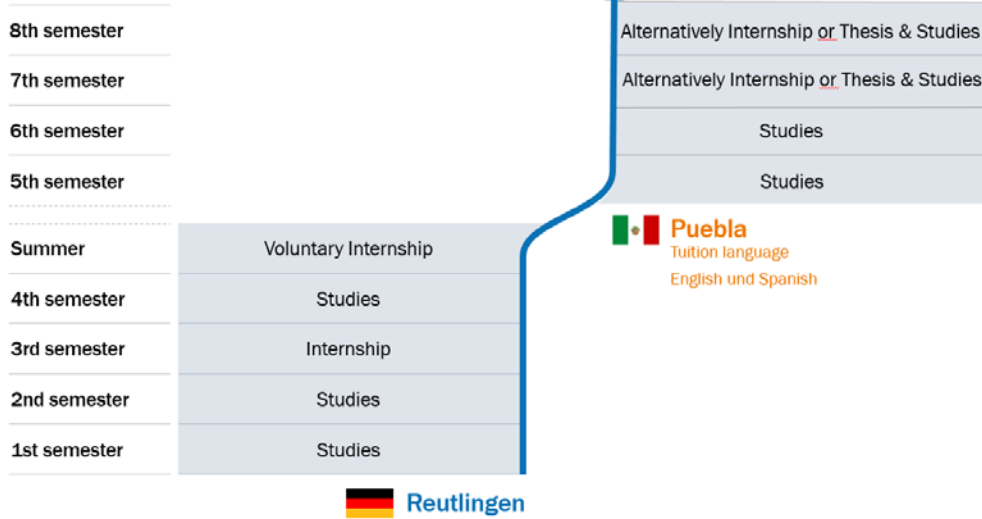
Deutsch – Irish Study Programme



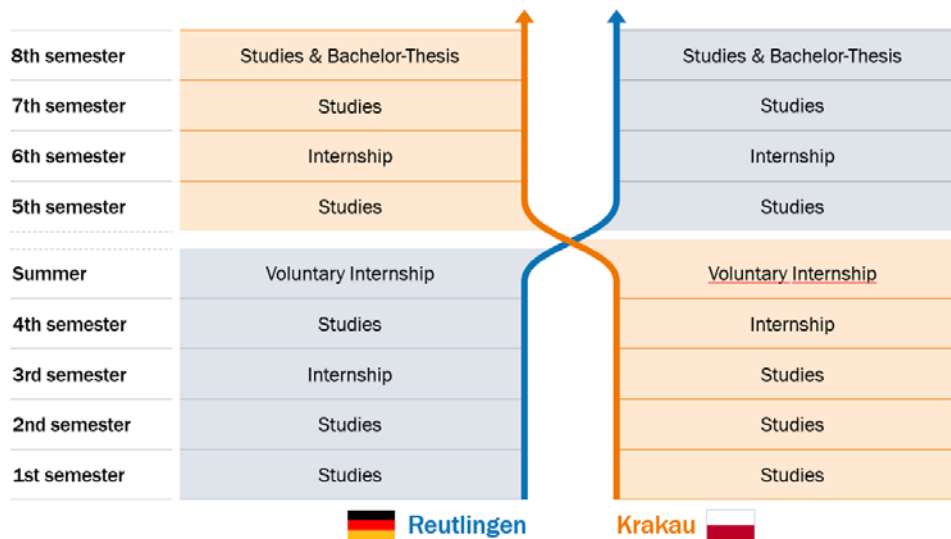
German – Italian Study Programme



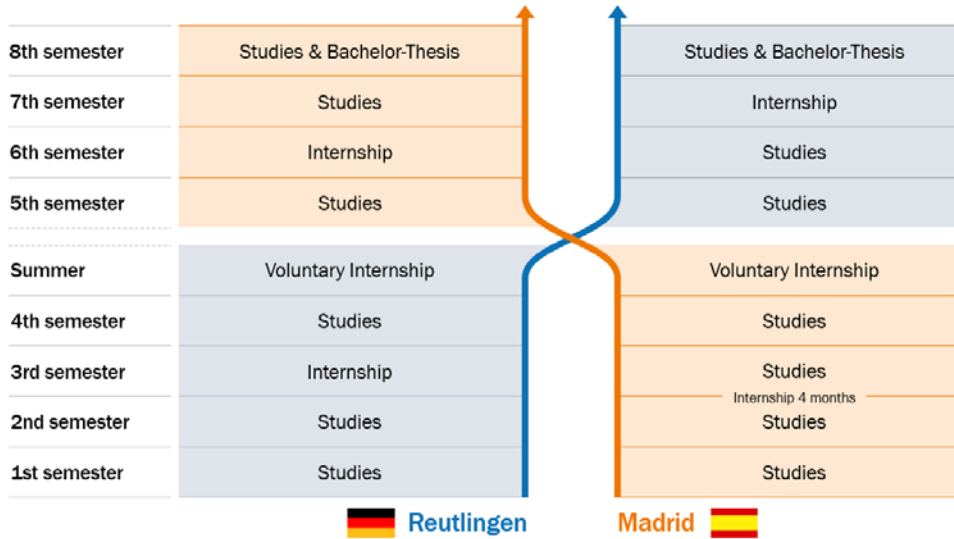
German – Mexican Study Programme (Start in Reutlingen only)



German – Polish Study Programme



German – Spanish Study Programme



4. Agreed Double Degree Structure

March 8, 2018

First half (Years 1 and 2)	ECTS credits	Second half (Years 3 and 4)	ECTS credits
<i>Core content 1 (CC1)</i>		<i>Core content 2 (CC2)</i>	
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
		<i>Core electives (CE)</i>	
		Entrepreneurship (ENT)	5
		Business Analytics (BAL)	5
		MIS/ Information Management (MIS)	5
			15
<i>Regional basket 1 (RB1)</i>	40	<i>Regional basket 2 (RB2)</i>	55
		Regional basket besides core electives	35
Total first half	120	Total second half	120

5. Overview: Modules and Courses - Start in Reutlingen

Core Modules

Modul / Module	Modulname / Name module	ECTS pro Semester / ECTS-Credits per semester					SWS / in-class hours	Selbststudium / Self study	Gesamte Workload / Total workload	Art / Type of course	Sprache / Language	Prüfungsleistung / Assessment	benotet / graded (g) // unbenotet / ungraded (u)
		1.	2.	3.	4.	5.-8.							
A-C-QM1	Quantitative Methoden I / Quantitative Methods I	5					4	90	150	L/S	Deutsch	TES/KL2	g
A-C-QM2	Quantitative Methoden II / Quantitative Methods II		5				4	90	150	L/S	Deutsch	KL2	g
A-C-ECO1	Volkswirtschaftslehre I - Mikroökonomik / Economics I - Microeconomics	5					4	90	150	L/S	Deutsch	KL2/CA	g
A-C-ECO2	Volkswirtschaftslehre II - Makroökonomik / Economics II - Macroeconomics		5				4	90	150	L/S	Deutsch	KL2	g
A-C-BUS1	Einführung in die Betriebswirtschaftslehre / Introduction to Business	7					6	120	210	L/S	Deutsch	KL3/PA	g
A-C-BUS1.1	Allgemeine Betriebswirtschaftslehre / Business Administration						4	90	150	L/S	Deutsch		
A-C-ACC1	Grundlagen des Rechnungswesen / Accounting Fundamentals						2	30	60	L	Deutsch		
A-C-OB1	Organisation / Organisation				5		4	90	150	L	Deutsch	KL2	g
A-C-MAR1	Marketing / Marketing		5				4	90	150	L	Deutsch	KL2	g
A-C-MAR2	Marketing Projekt / Marketing Project				5		4	90	150	P	Deutsch	PA	g
A-C-FIN1_ACC2	Grundlagen der Finanzierung, der Investition und des Rechnungswesens / Fundamentals Finance, Capital Budgeting & Management Accounting		8				6	150	240	L/T	Deutsch	KL3	g
A-C-FIN2	Finanzierung II / Finance II				5		4	90	150	L/S	Deutsch	KL1/HA	g
A-C-FIN2.1	Erweiterte Grundlagen der Unternehmensfinanzierung / Intermediate Corporate Finance						2	30	60	L	Deutsch		
A-C-FIN2.2	Angewandtes wissenschaftliches Arbeiten in Finanzierung / Applied Research in Finance						2	60	90	S	Deutsch		
A-C-ACC3	Jahresabschluss / Financial Accounting				5		4	90	150	L/S	Deutsch	KL2/PA	g
A-C-IST1	Internationale Studien / International Studies	2					2	30	60	L	Deutsch	KL1	g
A-C-IST2	Internationale Konjunkturzyklen und Wirtschaftspolitik / International Business Cycle and Economic Policy				3		2	60	90	L	Deutsch	KL2	g
A-C-INT1	Pflichtpraktikum I / Mandatory Internship I				20		2	570	600	S/IC	Deutsch	PR/HA/RE	u
A-C-INT1.1	Praktikumsvorbereitung I / Preparation for Mandatory Internship I						1	45	60	S	Deutsch		
A-C-INT1.2	Pflichtpraktikum I / Mandatory Internship I						0	450	450	I	Deutsch		
A-C-INT1.3	Kolloquium Pflichtpraktikum I / Colloquium on Mandatory Internship I						1	75	90	C	Deutsch		
	Leistungen beim Partner, 2. Hälfte / Credits earned at partner university, 2nd half					88							g
	Pflichtpraktikum II (Partnerhochschule) / Mandatory Internship II (Partner university)					20							u
	Bachelorarbeit (Partnerhochschule) / Bachelor thesis (Partner university)					12							g
	Summe Pflichtmodule (ohne CSIC) / Sum mandatory courses (w/o CSIC)	19	23	20	23	120	54	1740	2550				

Core Modules CSIC

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.							
A-C-CL1a	Kommunikationsfähigkeiten und interkulturelle Kompetenz I - Wirtschaftsenglisch / Communications Skills and Intercultural Competence I - Business English	5				4	90	150	L/S	Englisch	KL2/CA	g
A-C-CL2a	Kommunikationsfähigkeiten und interkulturelle Kompetenz II - Wirtschaftsenglisch / Communications Skills and Intercultural Competence II - Business English		5			4	90	150	L/S	Englisch	KL2/CA	g
A-C-CL3a	Kommunikationsfähigkeiten und Interkulturelle Kompetenz III - Wirtschaftsenglisch (Zielniveau C1) / Communications Skills and Intercultural Competence III - Business English (Exit Level C1)				5	5	75	150	L/S/C	Englisch	KL2/CA	g
A-C-CL3.1a	Kommunikationsfähigkeiten und Interkulturelle Kompetenz III - Wirtschaftsenglisch / Communication Skills and Intercultural Competences III - Business English					4	60	120	L/S	Englisch		
A-C-CL3.2a	Fachkolloquium Internationales / Colloquium International Matters					1	15	30	C	Deutsch		

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.							
A-C-CL1b	Kommunikationsfähigkeiten und interkulturelle Kompetenz I - Wirtschaftsfranzösisch / Communications Skills and Intercultural Competence I - Business French	5				6	60	150	L/S	Französisch	KL2/CA	g
A-C-CL2b	Kommunikationsfähigkeiten und interkulturelle Kompetenz II - Wirtschaftsfranzösisch / Communications Skills and Intercultural Competence II - Business French		5			4	90	150	L/S	Französisch	KL2/CA	g
A-C-CL3b	Kommunikationsfähigkeiten und Interkulturelle Kompetenz III - Wirtschaftsfranzösisch (Zielniveau C1) / Communications Skills and Intercultural Competence III - Business French (Exit Level C1)				5	5	75	150	L/S/C	Französisch	KL2/CA	g
A-C-CL3.1b	Kommunikationsfähigkeiten und Interkulturelle Kompetenz III - Wirtschaftsfranzösisch / Communication Skills and Intercultural Competences III - Business French					4	60	120	L/S	Französisch		
A-C-CL3.2b	Fachkolloquium Internationales / Colloquium International Matters					1	15	30	C	Deutsch		
A-C-CL1c	Kommunikationsfähigkeiten und interkulturelle Kompetenz I - Wirtschaftsspanisch / Communications Skills and Intercultural Competence I - Business Spanish	5				6	60	150	L/S	Spanisch	KL2/CA	g
A-C-CL2c	Kommunikationsfähigkeiten und interkulturelle Kompetenz II - Wirtschaftsspanisch / Communications Skills and Intercultural Competence II - Business Spanish		5			4	90	150	L/S	Spanisch	KL2/CA	g
A-C-CL3c	Kommunikationsfähigkeiten und Interkulturelle Kompetenz III - Wirtschaftsspanisch (Zielniveau C1) / Communications Skills and Intercultural Competence III - Business Spanish (Exit Level C1)				5	5	75	150	L/S/C	Spanisch	KL2/CA	g
A-C-CL3.1c	Kommunikationsfähigkeiten und Interkulturelle Kompetenz III - Wirtschaftsspanisch / Communication Skills and Intercultural Competences III - Business Spanish					4	60	120	L/S	Spanisch		
A-C-CL3.2c	Fachkolloquium Internationales / Colloquium International Matters					1	15	30	C	Deutsch		
A-C-CL1d	Kommunikationsfähigkeiten und interkulturelle Kompetenz I - Wirtschaftsitälienisch / Communications Skills and Intercultural Competence I - Business Italian	5				6	60	150	L/S	Italienisch	KL2/CA	g
A-C-CL2d	Kommunikationsfähigkeiten und interkulturelle Kompetenz II - Wirtschaftsitälienisch / Communications Skills and Intercultural Competence II - Business Italian		5			4	90	150	L/S	Italienisch	KL2/CA	g
A-C-CL3d	Kommunikationsfähigkeiten und Interkulturelle Kompetenz III - Wirtschaftsitälienisch (Zielniveau C1) / Communications Skills and Intercultural Competence III - Business Italian (Exit Level C1)				5	5	75	150	L/S/C	Italienisch	KL2/CA	g
A-C-CL3.1d	Kommunikationsfähigkeiten und Interkulturelle Kompetenz III - Wirtschaftsitälienisch / Communication Skills and Intercultural Competences III - Business Italian					4	60	120	L/S	Italienisch		
A-C-CL3.2d	Fachkolloquium Internationales / Colloquium International Matters					1	15	30	C	Deutsch		
A-C-CL1e	Kommunikationsfähigkeiten und interkulturelle Kompetenz I - Wirtschaftspolnisch / Communications Skills and Intercultural Competence I - Business Polish	5				6	60	150	L/S	Polnisch	KL2/CA	g
A-C-CL2e	Kommunikationsfähigkeiten und interkulturelle Kompetenz II - Wirtschaftspolnisch / Communications Skills and Intercultural Competence II - Business Polish		5			4	90	150	L/S	Polnisch	KL2/CA	g
A-C-CL3e	Kommunikationsfähigkeiten und Interkulturelle Kompetenz III - Wirtschaftspolnisch (Zielniveau C1) / Communications Skills and Intercultural Competence III - Business Polish (Exit Level C1)				5	5	75	150	L/S/C	Polnisch	KL2/CA	g
A-C-CL3.1e	Kommunikationsfähigkeiten und Interkulturelle Kompetenz III - Wirtschaftspolnisch / Communication Skills and Intercultural Competences III - Business Polish					4	60	120	L/S	Polnisch		
A-C-CL3.2e	Fachkolloquium Internationales / Colloquium International Matters					1	15	30	C	Deutsch		

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.								
A-C-CL1f	Kommunikationsfähigkeiten und interkulturelle Kompetenz I - Wirtschaftschinesisch / Communications Skills and Intercultural Competence I - Business Chinese	5				6	60	150	L/S	Mandarin	KL2/CA	g	
A-C-CL2f	Kommunikationsfähigkeiten und interkulturelle Kompetenz II - Wirtschaftschinesisch / Communications Skills and Intercultural Competence II - Business Chinese		5			6	60	150	L/S	Mandarin	KL2/CA	g	
A-C-CL3f	Kommunikationsfähigkeiten und Interkulturelle Kompetenz III - Wirtschaftschinesisch (Zielniveau HSK 3) / Communications Skills and Intercultural Competence III - Business Chinese (Exit Level HSK 3)				5	7	45	150	L/S/C	Mandarin	KL2/CA	g	
A-C-CL3.1f	Kommunikationsfähigkeiten und Interkulturelle Kompetenz III - Wirtschaftschinesisch / Communication Skills and Intercultural Competences III - Business Chinese					6	30	120	L/S	Mandarin			
A-C-CL3.2f	Fachkolloquium Internationales / Colloquium International Matters					1	15	30	C	Deutsch			
A-C-CL1g	Kommunikationsfähigkeiten und interkulturelle Kompetenz I - Wirtschaftsdeutsch / Communications Skills and Intercultural Competence I - Business German	5				4	90	150	L/S	Deutsch	KL2/CA	g	
A-C-CL2g	Kommunikationsfähigkeiten und interkulturelle Kompetenz II - Wirtschaftsdeutsch / Communications Skills and Intercultural Competence II - Business German		5			4	90	150	L/S	Deutsch	KL2/CA	g	
A-C-CL3g	Kommunikationsfähigkeiten und Interkulturelle Kompetenz III - Wirtschaftsdeutsch (Zielniveau C1) / Communications Skills and Intercultural Competence III - Business German (Exit Level C1)				5	5	75	150	L/S/C	Deutsch	KL2/CA	g	
A-C-CL3.1g	Kommunikationsfähigkeiten und Interkulturelle Kompetenz III - Wirtschaftsdeutsch / Communication Skills and Intercultural Competences III - Business German					4	60	120	L/S	Deutsch			
A-C-CL3.2g	Fachkolloquium Internationales / Colloquium International Matters					1	15	30	C	Deutsch			

Electives Second Business Language

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.-8.							
A-E-L1	Zweite Wirtschaftssprache I - Wirtschaftsenglisch / Second Business Language I - Business English	6				4	120	180	L/S	Englisch	2x(K2/CA)	g	
A-E-L2	Zweite Wirtschaftssprache II - Wirtschaftsenglisch / Second Business Language II - Business English				4	2	90	120	L/S	Englisch	K2/CA	g	
A-E-L3	Zweite Wirtschaftssprache I - Wirtschaftsfranzösisch / Second Business Language I - Business French	6				8	60	180	L/S	Französisch	2x(K2/CA)	g	
A-E-L4	Zweite Wirtschaftssprache II - Wirtschaftsfranzösisch / Second Business Language II - Business French				4	4	60	120	L/S	Französisch	K2/CA	g	
A-E-L5	Zweite Wirtschaftssprache I - Wirtschaftsspanisch / Second Business Language I - Business Spanish	6				8	60	180	L/S	Spanisch	2x(K2/CA)	g	
A-E-L6	Zweite Wirtschaftssprache II - Wirtschaftsspanisch / Second Business Language II - Business Spanish				4	4	60	120	L/S	Spanisch	K2/CA	g	
A-E-L7	Zweite Wirtschaftssprache I - Wirtschaftschinesisch / Second Business Language I - Business Chinese	6				8	60	180	L/S	Mandarin	2x(K2/CA)	g	
A-E-L8	Zweite Wirtschaftssprache II - Wirtschaftschinesisch / Second Business Language II - Business Chinese				4	4	60	120	L/S	Mandarin	K2/CA	g	
A-E-L9	Chinesisch intensiv I - Chinese intensive I	6				4	120	180	L/S	Mandarin	CA	g	
A-E-L10	Chinesisch intensiv II - Chinese intensive II				4	2	90	120	L/S	Mandarin	CA	g	
A-E-L11	Zweite Wirtschaftssprache - Wirtschaftsportugiesisch / Second Business Language - Business Portuguese				5	4	90	150	L/S	Portuguese	K2/CA	g	

Electives Business Courses

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.-8.								
A-E-CL1	Interkulturelles Management / Intercultural Management		5				4	90	150	L/S	Deutsch	PA	g	
A-E-CL2	Internationale Verhandlungsführung / International Negotiations		5				4	90	150	S	Englisch	MP/PA	g	
A-E-CL3	Rhetorik und Moderationstechniken / Rhetoric and moderation techniques				5		4	90	150	L	Deutsch	PA	g	
A-E-BUS1	Führung in Change Management Prozessen / Leadership in a Change Management Process				5		4	90	150	S	Englisch	MP/PA	g	
A-E-BUS2	Grundlagen des Projektmanagements / Project Management Basics		(5)				4	90	150	L/P	Deutsch	KL1/PA	g	
A-E-BUS3	Technik und Management Projekte / Technology and Management Projects		5				4	90	150	L/P	Deutsch	PA	g	
A-E-BUS4	Wissensintensive Unternehmen / Knowledge-intensive Companies				5		4	90	150	L/P	Deutsch	K2	g	
A-E-STR1	Strategische Themen im Internationalen Management / Strategic Topics in International Management				5		4	90	150	L/S	Deutsch	PA	g	
A-E-ENT1	Exploratives Kreieren und Entwickeln von Geschäftsmodellen / Explorative Business Model Generation and Development				5		4	90	150	L/S/P	Deutsch	PA	g	
A-E-ENT2	Businessplanerstellung / Business Plan Development				5		4	90	150	L/S/P	Deutsch	PA	g	
A-E-ENT3	Social Entrepreneurship / Social Entrepreneurship				5		4	90	150	L/S	Deutsch	PA	g	
A-E-MIS1	Wirtschaftsinformatik / Business Informatics		5				4	90	150	L/P	Deutsch	PA	g	
A-E-MAR2	Internationales Dienstleistungsmarketing / International Service Marketing		5				4	90	150	L/S	Deutsch	PA	g	
A-E-FIN1	Kapitalmarktorientiertes Management / Capital Market oriented Management				5		4	90	150	L/S	Englisch	K1/PA	g	
A-E-POM1	Lean Management / Lean Management				5		4	90	150	L/S	Deutsch	KL2	g	
A-E-POM2	Beschaffungsmanagement / Procurement Management				5		4	90	150	L/S	Deutsch	PA	g	
A-E-LAW1	Wirtschaftsrecht I / Business Law I	5					4	90	150	L	Deutsch	KL2	g	
A-E-LAW2	Internationales Wirtschaftsrecht / Legal Frameworks for International Management		5				4	90	150	L/S	Deutsch	PA	g	
A-E-LAW3	Wirtschaftsrecht II / Business Law II				5		4	90	150	L	Deutsch	KL2	g	
A-E-LAW4	Arbeitsrecht I / Labour Law I				5		4	90	150	L/S	Deutsch	KL2	g	
Summe Wahlpflichtmodule / Sum electives		20						16	360	600				

Notes: Some elective modules might not be offered due to sabbaticals/other restrictions.

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

Core Modules (Pflichtmodule)

A-C-QM1 Quantitative Methods I (Quantitative Methoden I)

Semester	1
Duration of module	1 Semester
Type of module	Core
How frequently is the module offered	Annually
Admission requirements	None
Transferability of the module to other programmes	None
Responsible professor/ Module coordinator	Prof. Dr. Jörg Naeve Building 5, Room 222a, Tel.: 07121/271-3071 Joerg.Naeve@Reutlingen-University.DE
Lecturers	Prof. Dr. Sebastian Bunnenberg Prof. Dr. Stephan Höfer Prof. Dr. Jörg Naeve
Teaching language	German
Credits (ECTS)	5
Total work load	150 h (60 h contact, 90 h self-study)
Contact hours per week	4 SWS
Examination/ Type of assessment	Two-hour written examination (100%), preparatory online test (optional)
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 learn to understand fundamental mathematical procedures and to apply them to business and economic issues. Students learn to understand and to apply basic concepts of descriptive statistics. They are able to assess both the benefits and the shortcomings of a quantitative approach. Methodological competences: Students know the basics of mathematical logic and set theory. They master basic calculus including sequences and series (with applications to financial mathematics) as well as differentiation with basic optimization (Lagrange method) and integration. In statistics they understand different methods of collecting data and presenting them. They judgementsly apply different measures for the location and the dispersion of empirical distributions. They understand and can measure different concepts of correlation and appreciate the difference between correlation and causality, also the can work with (one dimensional) linear regressions.

	<ul style="list-style-type: none"> • Social competences: Students can work in international groups (we strongly encourage building mixed groups in which problems should be prepared for the colloquia), 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 either appreciate their talents in quantitative methods or learn how to deal with their weaknesses, accepting that these methods are indispensable and can be mastered with the necessary amount of dedication.
Course specific contributions to AoL learning objectives	LG3: Class lecture demonstrating how different ways to present data in particular graphically may change the perception and a discussion on how this can be used to “lie with statistics”. // LG4: Students each week discussing and solving small business problems in small international groups applying mathematical and statistical methods
Contents/ Indicative syllabus	Quantitative methods are an important component of many aspects of business studies and economics – e.g. finance, micro- and macroeconomic theory. For this reason, this course is designed to impart knowledge and competence in the following areas: basic principles of analysis, basic principles of mathematics for finance, basic principles of descriptive statistics and basic principles of linear regressions as a basis for econometrics.
Teaching and learning methodology	Lectures and problem set based colloquia with student participation
Miscellaneous	Some use of Excel; tutorials
Indicative reading list	<p><u>Preparatory reading:</u></p> <ul style="list-style-type: none"> • Bamberg, G., F. Baur and M. Krapp (2017): Statistik, 18th edition, Oldenbourg, München. • Schwarze, J. (2003): Mathematik für Wirtschaftswissenschaftler – Elementare Grundlagen für Studienanfänger, NWB, Herne. <p><u>In-depth reading:</u></p> <ul style="list-style-type: none"> • Bosch, K. (2003): Mathematik für Wirtschaftswissenschaftler, 14th edition, Oldenbourg, München. • Schwarze, J. (2005): Mathematik für Wirtschaftswissenschaftler, Band 1 - Grundlagen, 12th edition, NWB, Herne. • Schwarze, J. (2005): Mathematik für Wirtschaftswissenschaftler, Band 2 – Differential und Integralrechnung, 12th edition, NWB, Herne. • Schwarze, J. (2009): Grundlagen der Statistik, Band 1 – Beschreibende Verfahren, NWB, Herne. <p>Handouts (slides used in the lectures) as well as additional material (problem sets and solutions, collection of relevant formulas) are distributed and available online.</p>

A-C-QM2 Quantitative Methods II (Quantitative Methoden II)

Semester	2
Duration of module	1 Semester
Type of module	Core
How frequently is the module offered	Annually
Admission requirements	None
Transferability of the module to other programmes	None
Responsible professor / Module coordinator	Prof. Dr. Jörg Naeve Building 5, Room 222a, Tel.: 07121/271-3071 Joerg.Naeve@Reutlingen-University.DE
Lecturers	Prof. Dr. Werner Glaser Prof. Dr. Stephan Höfer Prof. Dr. Jörg Naeve
Teaching language	German
Credits (ECTS)	5
Total work	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 successful completion of the module the students should have developed the following competences.</p> <ul style="list-style-type: none"> • Professional competences: Students have a basic knowledge of time series analysis. They learn to understand and to apply basic concepts of inductive statistics with an emphasis on estimation and an introduction to testing. Students learn to understand fundamental mathematical procedures and to apply them to business and economic issues, in particular in the areas of linear algebra and operations research. They are able to assess both the benefits and the shortcomings of a quantitative approach. • Methodological competences: Students know the basics of probabilistic models and arguments. They can construct relevant samples, apply the appropriate estimation and testing techniques based on sample size and the underlying distribution, and are able to correctly interpret their results. Students can solve systems of linear equations using matrix calculus and are able to solve linear programs with the simplex method. Also they can apply these methods to basic transportation problems. • Social competences: Students can work in international groups (we strongly encourage building mixed groups in which problems should be prepared for the colloquia), present their results on the blackboard

	<p>(i.e. without specific preparation of the presentation) and discuss them in the group and with the professor.</p> <ul style="list-style-type: none"> • Personal competences: Students either appreciate their talents in quantitative methods or learn how to deal with their weaknesses, accepting that these methods are indispensable and can be mastered with the necessary amount of dedication.
Course specific contributions to AoL learning objectives	LG3: Class lecture on choosing samples and the possibility to cheat here or even fake data. // LG4: Students each week discussing and solving small business problems in small international groups applying mathematical and statistical methods
Contents/ Indicative syllabus	Basic principles of time series analysis, basic principles of probability theory, basic estimation and testing procedures. Principles of linear algebra, systems of linear equations, the simplex method and basic transportation theory.
Teaching and learning methodology	Lectures and problem set based colloquia with student participation
Miscellaneous	Some use of Excel, tutorials
Indicative reading list	<p><u>Preparatory reading:</u></p> <ul style="list-style-type: none"> • Bamberg, G., F. Baur and M. Krapp (2017): Statistik, 18th edition, Oldenbourg, München. • Schwarze, J. (2003): Mathematik für Wirtschaftswissenschaftler – Elementare Grundlagen für Studienanfänger, NWB, Herne. <p><u>In-depth reading:</u></p> <ul style="list-style-type: none"> • Schwarze, J. (2009): Grundlagen der Statistik, Band 2 – Wahrscheinlichkeitsrechnung und induktive Statistik, 9th edition, NWB, Herne. • Schwarze, J. (2005): Mathematik für Wirtschaftswissenschaftler, Band 3 – Lineare Algebra, Lineare Optimierung und Graphentheorie, 12th edition, NWB, Herne. • Simon, C. P. and L. E. Blume (1994): Mathematics for Economists, W.W.Norton, New York. • Sydsaeter, K. and P. Hammond (2013): Mathematik für Wirtschaftswissenschaftler, 4th edition, Pearson Studium, München. • Wewel, M. C. (2010): Statistik im Bachelor-Studium der BWL und VWL, 2nd edition, Pearson Studium, München.

A-C-ECO1 Economics I - Microeconomics (Volkswirtschaftslehre I – Mikroökonomik)

Semester	1
Duration of module	1 Semester
Type of module	Core
How frequently is the module offered	Annually
Admission requirements	None
Transferability of the module to other programmes	None
Responsible professor/ Module coordinator	Prof. Dr. Jörg Naeve Building 5, Room 222a, Tel.: 07121/271-3071 Joerg.Naeve@Reutlingen-University.DE
Teaching language	German
Credits (ECTS)	5
Semester	1
Total work load	150 h (60 h contact, 90 h self-study)
Contact hours per week	4 SWS
Examination/ Type of assessment	Continuous assessment (10%) and two-hour written examination (90%)
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 know the basic principles of microeconomics and understand how this field relates to macroeconomics and economics in general. They are aware of the economic framework in which business decisions are taken. Students can appreciate the role and interaction of different economic agents (households and firms) on markets, as well as the importance of the role of the state setting the frame for individual economic decisions and the functioning of markets. They are able to evaluate economic situations using the Pareto criterion. • Methodological competences: Students know the microeconomic approach of individual optimization and can apply it to households and firms using mathematical calculus, graphical methods and economic reasoning. They are able to determine market outcomes under different assumptions of the market structure (perfect competition, monopoly and oligopoly) and judge their welfare consequences using Pareto efficiency as their benchmark and consumer and producer rent as tools. . • Social competences: Students can work on problems in international groups (continuous assessment is accepted only by groups of mixed nationalities) and present their results on the blackboard (i.e. without

	<p>specific preparation of the presentation) and discuss them in the group and with the professor.</p> <ul style="list-style-type: none"> • Personal competences: Students can deal with highly abstract models and the fact that they have to work with them even though they still have not fully understood all details (thereby they learned to deal with frustration, as well). They developed a feeling for the mix of intuitive and sometimes fuzzy arguments and formal rigour needed to work with (economic) theory.
Course specific contributions to AoL learning objectives	<p>LG3: Class lecture and discussions on the tension between efficiency and distribution. Also discussing the limitations and consequences of the model of “homo oeconomicus” as well as the role and normative foundations of the profit maximization assumption. // LG 4: Students understand the main micro-reconomic determinants and know the implication for business decisions</p>
Contents/ Indicative syllabus	<p>Market and competition as the basis of the market economy, Pareto efficiency as benchmark of welfare theory, consumer and producer behaviour, welfare theory, markets and market behaviour.</p>
Teaching and learning methodology	<p>Lecture and colloquium based on problem sets</p>
Indicative reading list	<p><u>Preparatory reading:</u></p> <ul style="list-style-type: none"> • Huber, P. (2005): Volkswirtschaftslehre, Mikroökonomik, Shaker, Aachen. <p><u>In-depth reading:</u></p> <ul style="list-style-type: none"> • Huber, P. (2002): Volkswirtschaftslehre, Übungen Mikroökonomik, Shaker, Aachen. • Herdzina, K. and S. Seiter (2015): Einführung in die Mikroökonomik, 12th edition, Vahlen, München. • Pindyck, R. S. and D. L. Rubinfeld (2013): Mikroökonomie, 8th edition, Pearson Studium, München. • Varian, H. R. (2016): Grundzüge der Mikroökonomik, 9th edition, Oldenbourg, München.

A-C-ECO2 Economics II - Macroeconomics (Volkswirtschaftslehre II – Makroökonomik)

Semester	2
Duration of module	1 Semester
Type of module	Core
How frequently is the module offered	Annually
Admission requirements	None
Transferability of the module to other programmes	None
Responsible professor / Module coordinator	Prof. Dr. Stephan Seiter Building 17, Room 012, Tel.: 07121/271-3008 Stephan.Seiter@Reutlingen-University.DE
Teaching language	German
Credits (ECTS)	5
Total work load	150 h (60 h contact, 90 h self-study)
Contact hours per week	4 SWS
Examination/ Type of assessment	Two-hour written examination (100%)
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 know the basic principles of macroeconomics and understand how this field relates to microeconomics and economics in general. Furthermore, they are aware of the macroeconomic framework which relevant for economic policy and business decisions. Students can appreciate the role and interaction of different economic agents (households and firms) on aggregated markets, as well as the relevance of spill-over and feedback effects between the goods, money and labour markets. They are able to reflect the relevance of fiscal and monetary policy for employment and inflation. They are able to evaluate economic situations using the ISLM-Model as well as the AS-AD-Model. • Methodological competences: Students know the key aspects of neo-classical and Keynesian approaches in macroeconomics. They can reflect and analyse labour market policy, monetary policy and fiscal policy and know to apply using mathematical calculus, graphical methods and economic reasoning. They are able to describe and evaluate the implications of these policies on inflation and employment under different assumptions with regard to the flexibility of markets. • Social competences: Students can reflect and discuss macroeconomic problems in international groups as well as alone, and know to present their statements in discussions and in the group and with the professor.

	<ul style="list-style-type: none"> Personal competences: Students can deal with highly abstract models without leaving this framework. Thus, focussing on the key relations decisive for the analysed problem. They developed a feeling for the mix of intuitive and sometimes fuzzy arguments and formal rigour needed to work with (economic) theory. They also understand the relevance of assumptions for the outcome of economic models.
Course specific contributions to AoL learning objectives	LG 4: Students understand the main macroeconomic determinants and know the implication for business decisions
Contents/ Indicative syllabus	Tutorials on macro-economic theory in the open economy, income and employment, fiscal policy, inflation and European monetary policy, basic principles of economic growth and economic dimensions of German unity.
Teaching and learning methodology	Lecture and tutorial
Indicative reading list	<p><u>Preparatory reading:</u></p> <ul style="list-style-type: none"> Mankiw, N.G. and Taylor, M.P. (2016), Grundzüge der Volkswirtschaftslehre, 6th edition, Schäffer-Poeschel, Stuttgart. <p><u>In-depth reading:</u></p> <ul style="list-style-type: none"> Blanchard, O. and Illing, G. (2017): Makroökonomie, 7th edition, Pearson Studium, München et al. Mankiw, N. G. (2017): Makroökonomik. 7th edition, Schäffer-Poeschel, Stuttgart.

A-C-BUS1 Introduction to Business (Einführung in die Betriebswirtschaftslehre)

Semester	1
Duration of module	1 Semester
Type of module	Core
Courses included in the module	Business Administration (A-C-BUS1.1) Accounting Fundamentals (A-C-ACC1)
How frequently is the module offered	Annually
Admission requirements	None
Transferability of the module to other programmes	None
Responsible professor/ Module coordinator	Prof. Dr. Jürgen Schulze Building 5, Room 222a, Tel.: 071217271-3003 juergen.schulze@reutlingen-university.de
Total number of ECTS	7
Examination/ Type of assessment	Three-hour written examination (85%) + written group project on problem-structuring (15%)

A-C-BUS1.1 Business Administration (Allgemeine Betriebswirtschaftslehre)

Lecturers	Prof. Dr. Christoph Binder Prof. Dr. Julia Brüggemann Prof. Dr. Arjan Kozica Prof. Dr. Jürgen Schulze
Teaching language	German
Credits (ECTS)	5
Semester	1
Total work load	150 h (60 h contact, 90 h self-study)
Contact hours per week	4
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 basic tools, techniques and general theories of business administration and management as well as their relevance and limitations. Methodological competences: synthesize the information, transfer and apply theoretical knowledge to a real-life setting; apply Barbara Minto's pyramid principle for real-life problems; develop structured presentations 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 apply knowledge in a company

<p>Course specific contributions to AoL learning objectives</p>	<p>LG2: Organized in 3 international student teams, students are introduced into doing business in a globalized world. Based on readings, they discuss political, economic and social aspects of globalization and discuss challenges of international business operations. // LG3: Working in 3 groups of students, the students discuss societal, economic and ecological impacts of international business operations. Using a case study about ethical problems related to producing chocolate they reflect upon ethical issues in global value chain. Ethical aspects (i.e. profitability vs. fairness) of economics are addressed in general and with regard to a franchise contract in particular. // LG 4: Students explore core drivers of a production process, interdependencies and consequences on the profitability of a company in the half-day business simulation. Some KPIs are introduced to manage company performance on cash and profitability; students apply the Minto's pyramid principle in international teams by developing a group presentation; Working in 3 groups of students, the students are introduced into business strategy. Based on three small case studies, they apply different models (Porters 5 forces; Porters market strategy) and start developing their skills in "doing" strategy.</p>
<p>Contents/ Indicative syllabus</p>	<p>Basic principles of business administration, approaches to management theory, introduction into the legal system, choice of the legal form, management of values and ethics, strategy and strategy formation, decision theory, problem structuring, problem analysis and structured communication methods.</p>
<p>Teaching and learning methodology</p>	<p>Interactive lecture, case studies, student assignments, short student presentations and participation in the Business Game.</p>
<p>Miscellaneous</p>	<p>Business Game</p>
<p>Indicative reading list</p>	<ul style="list-style-type: none"> • Schmalen, H., Pechtl, H. (2013): Grundlagen und Probleme der Betriebswirtschaft, 15th edition, Schäffer Poeschel, Stuttgart • Wöhe, G., Döring, U. (2016): Einführung in die Allgemeine Betriebswirtschaftslehre, 26th edition, Vahlen, München • Wirtschaftsteil Tageszeitung, Wirtschaftszeitung (z.B. FTD, Handelsblatt, Economist)

A-C-ACC1 Accounting Fundamentals (Grundlagen des Rechnungswesens)

Lecturers	Manuela Mair Maier.Manuela@web.de
Teaching language	German
Credits (ECTS)	2
Semester	1
Total work load	60 h (30 contact, 30 h self-study)
Contact hours per week	2 SWS
Weighting of Grade within overall programme	2/200
Learning outcomes	<p>Participants should become able to formulate simple and complex business transactions as accounting records, to present these in accounts according to various account systems, and then to generate a balance sheet and a profit and loss account. Fundamental questions with regards to balancing and valuation will also be examined.</p> <p>After the successful completion of the module, the students should be able to:</p> <ul style="list-style-type: none"> • Professional competences: understand the importance and the necessity of bookkeeping for a company; become familiar with correct book entries for different simple as well as complex business transactions; becoming able to generate a balance sheet as well as an income statement from the double entry bookkeeping system • Methodological competences: understand the basic philosophy of different bookkeeping systems especially the double entry system; have a deeper understanding of the legal framework and the different aspects of a bookkeeping; transfer and apply theoretical knowledge to real business transactions • Social competences: refine their oral and written communication skills; improve their ability to work in a group; give and receive feedback by tutor students • Personal competences: gaining self-confidence when being confronted with bookkeeping issues and sharing the own knowledge with others; feeling competent to work in a team with business graduates
Course specific contributions to AoL learning objectives	LG 4: Students understand interdependencies on business challenges and financial statements through exercises simulating specific book entries
Contents/ Indicative syllabus	Business and legal principles of book keeping, system and technique of double-entry book keeping, special business transactions of their book entries and their accounting, valuation, preparing a balance sheet and a profit and loss account.
Teaching and learning methodology	Lecture with tutorials
Indicative reading list	<p><u>Preparatory reading:</u></p> <ul style="list-style-type: none"> • Döring, U. and Buchholz, R. (2015): Buchhaltung und Jahresabschluss. 14th edition, Erich Schmidt Verlag, Berlin. <p><u>In-depth reading:</u></p> <ul style="list-style-type: none"> • Bähr, G. and W. F. Fischer-Winkelmann (2010): Buchhaltung und Jahresabschluss, 9th edition, Gabler, Wiesbaden.

	<ul style="list-style-type: none">• Eisele, W. and A. Knobloch (2011): Technik des betrieblichen Rechnungswesens, 8th edition, Vahlen, München.• Wöhe, G. and K. Kußmaul (2015): Grundzüge der Buchführung und Bilanztechnik, 9th edition, Vahle Verlag, München.
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A-C-OB1 Organisation (Organisation)

Semester	4
Duration of module	1 Semester
Type of module	Core
How frequently is the module offered	Annually
Admission requirements	Successful completion of the core module Mandatory Internship I
Transferability of the module to other programmes	None
Responsible professor/ Module coordinator	Prof. Dr. Arjan Kozica Building 5, Room 208, Tel.: 07121/271-3134 arjan.kozica@reutlingen-university.de
Lecturers	Prof. Dr. Petra Kneip Prof. Dr. Arjan Kozica
Teaching language	German
Credits (ECTS)	5
Total workload	150 h (60 h contact, 90 h self-study)
Contact hours per week	4 SWS
Examination/ Type of assessment	Two-hour written examination (100%)
Weighting of Grade within overall programme	5/200
Learning outcomes	<p>The module introduces into the fundamentals of organisation. It consists of two parts: Part A <i>Organisational Behaviour</i> (focusing on the study of human behaviour in organizational contexts with a focus on individual and group processes and actions) and Part B <i>Organisational Design</i> (focusing on organisational structure).</p> <p>Part A: Organisational Behaviour After the successful completion of the course the students should be able to:</p> <ul style="list-style-type: none"> • identify the focus, goals, key concepts, theories and practices of individual, group, and organizational behavior including personality, perceptions, intelligence, motivation at work, group and team behaviour, structure, roles and norms, team development and leadership, organisational culture and ethics • apply those concepts and theories to understanding and critically analyzing various individual, interpersonal, group, and organisational management processes • explain how individual, group, and organisational characteristics and processes affect individual and organisational outcomes. • list the major challenges and opportunities for managers to use OB concepts and discuss contemporary challenges and opportunities in organisational behaviour.

	<ul style="list-style-type: none"> work and learn independently, exercise initiative and take personal responsibility for their own work, and operate effectively within a team environment <p>Part B: Organisational Design</p> <p>After the completion of the course students should be able to:</p> <ul style="list-style-type: none"> conceptually define organisations and understand their relevance in society explain fundamental organisational theories (bureaucratic theory, scientific management, human relations, contingency approach, behavioural approach) understand key concepts of organisational design (e.g. integration and differentiation, coordination and control) are familiar with different forms of organisational structure (e.g. functional, divisional, matrix, project structure) map organisation structures according to strategic needs become aware of trends in organisational design (e.g. relevance of new forms such as organisational networks, clusters, movements and voluntary organisations) understand the meaning of organisational development and its significance for innovation describe the dimensions of organisational change and appropriate strategies, methods and instruments to drive these processes
<p>Course specific contributions to AoL learning objectives</p>	<p>LG 3: Ethical behavior (related to the course subject: social perception and stereotyping); Organized in 3 international student teams, students learn about the development of stereotypes and other biases, reflect on their own biases and discuss the impact on minorities. // LG4: Working in 3 groups of students, the students discuss integration and differentiation of organizational structures and reflect on consequences for organizational behavior.</p>
<p>Contents/ Indicative syllabus</p>	<p>Part A: Organisational Behaviour (OB) studies the influence that individuals, groups and organisational structure have on behaviour within organisations. The goals of OB are to explain, predict and influence behaviour and apply that knowledge toward improving an organisation's effectiveness. The content of the course is organised by the three major areas on which OB focuses: individual behaviour, group behaviour and organisational aspects.</p> <ul style="list-style-type: none"> Introduction to Organisational Behaviour Perspectives on individual behaviour including personality, perception, intelligence, motivation at work Perspectives on group and team behaviour including group processes, structure, roles and norms, team development and leadership Organisational aspects including organisational culture <p>Part B: Organisational Design</p> <ul style="list-style-type: none"> Organisation theory Fundamental principles of organisation Organisational structures and forms Learning organisation and change management
<p>Teaching and learning methodology</p>	<p>Lecture with case studies, group work, student presentations and discussions</p>
<p>Miscellaneous</p>	<p>Guest speaker</p>

Indicative reading list

Organisational Behaviour:

- Buelens, M., Sinding, K., Waldstrom, C. et al. (2014): Organisational Behaviour, 5th edition, McGraw Hill, London
- Brooks, I. (2018): Organisational Behaviour: Individuals, Groups and Organisation, 5th edition, FT Prentice Hall, London
- Franken, S. (2010): Verhaltensorientierte Führung: Handeln, Lernen und Diversity im Unternehmen, 3rd edition, Gabler, Wiesbaden
- Robbins, S. P., Judge, T. A. (2015): Organizational Behavior, 16th edition, Pearson, Harlow
- Rosenstiel v. L., Nerdinger, F.W. (2011): Grundlagen der Organisationspsychologie, 7th edition, Schäffer-Poeschel, Stuttgart
- Zimbardo, P.G., Gerrig, R. J. (2008): Psychologie, 18th edition, Pearson, München

Organisational design:

- Buron, R.M., Obel, B., SeSanctis, G. (2015). Organizational Design: A Step-by-Step Approach, 3rd edition, Cambridge University Press
- Kieser, A., Walgenbach, P. (2010): Organisation, 6th edition, Schäffer-Poeschel, Stuttgart
- Schreyögg, G. (2012): Organisation: Grundlagen moderner Organisationsgestaltung, 6th edition, Gabler, Wiesbaden
- Staehle, W. H.(1999): Management: Eine verhaltenswissenschaftliche Perspektive, 8th edition, Vahlen, München
- Vahs, D. (2012): Organisation: Ein Lehr- und Managementbuch, 8th edition, Schäffer-Poeschel, Stuttgart

A-C-MAR1 Marketing (Marketing)

Semester	2
Duration of module	1 Semester
Type of module	Core
How frequently is the module offered	Annually
Admission requirements	None
Transferability of the module to other programmes	None
Responsible professor/ Module coordinator	Prof. Dr. Christina Kühnl Building 5, Room 211, Tel.: 07121/271-3034 Christina.Kuehnl@reutlingen-university.de
Lecturers	Prof. Dr. Christina Kühnl Prof. Dr. Tobias Schütz
Teaching language	German
Credits (ECTS)	5
Total workload	150 h (60 h contact, 90 h self-study)
Contact hours per week	4 SWS
Examination/ Type of assessment	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 the relevance and success factors of different marketing approaches; recapitulate and apply the value based marketing concept in business situations; understand and apply the fundamentals of strategic marketing and the 4 Ps; understand and apply the fundamentals of empirical research (define research question, determine research design, choose data gathering method, gather data, analyze data, communicate results); structure and conduct a marketing research project • Methodological competences: develop a pricing/distribution/advertising strategy; transfer and apply theoretical marketing knowledge to real-life business cases; display a basic level of competence in the empirical research process, especially in data gathering (qualitative and quantitative) and data analysis methods (parametric Testing, ANOVA, Regression Analysis, Cluster Analysis, Factor Analysis, etc.) • Social competences: refine their oral communication skills; improve their ability to work in teams in order to solve a given complex marketing situation; give and receive feedback by fellow students in a structured manner; understand the legal and ethical borders and limitations of empirical research (ESOMAR guidelines, restrictions in using personally identifiable information, etc.) and apply them in future research projects

	<ul style="list-style-type: none"> Personal competences: develop the ability to think and act proactively as well as customer/marketing oriented; use SPSS (statistical analysis program) to analyze data sets, interpret the results and translate them into business actions
Course specific contributions to AoL learning objectives	LG 4: Students learn and practice to judge marketing and market research situations and choose and apply the optimal research method, tool or framework
Contents/ Indicative syllabus	<p>Introduction to marketing, consumer behaviour, strategic marketing and the 4Ps (product, price, place, promotion)</p> <p>Marketing research fundamentals, data types and sources, questionnaire development, qualitative data gathering, experimental studies, descriptive statistics, tests (T-Tests, Chi-Square Test), ANOVA, regression analysis and communication of results.</p>
Teaching and learning methodology	Lecture, group work, homework, case study, exercises in computer lab
Miscellaneous	Guest lectures
Indicative reading list	<p><u>Preparatory reading:</u></p> <ul style="list-style-type: none"> Homburg, Ch. (2017): Grundlagen des Marketingmanagements, 5th edition, Gabler, Wiesbaden Sarstedt, M. and E.A. Mooi (2014): A Concise Guide to Market Research – The Process, Data, and Methods Using IBM SPSS Statistics, 2nd edition, Springer, Berlin <p><u>In-depth reading:</u></p> <ul style="list-style-type: none"> Atteslander, P. (2010): Methoden der empirischen Sozialforschung, 13th edition, ESV, Berlin Backhaus, E. et al (2008): Multivariate Analysemethoden – ein anwendungsorientierte Einführung, 12th edition, Springer, Berlin Sarstedt, M. Schütz, T. (2010): IBM SPSS Syntax – eine anwendungsorientierte Einführung, 2nd edition, Vahlen, München Schütz, T. / Sarstedt, M. (2016): Moderne empirische (Nicht-) Kundenforschung – Plädoyer für einen Schritt zurück, Teil 1, in: WiSt - Wirtschaftswissenschaftliches Studium, Jahrgang 45 (2016), Heft 4, 188-193. Schütz, T. / Sarstedt, M. (2016): Moderne empirische (Nicht-) Kundenforschung – Plädoyer für einen Schritt zurück, Teil 2, in: WiSt - Wirtschaftswissenschaftliches Studium, Jahrgang 45 (2016), Heft 5, 224-228

A-C-MAR2 Marketing Project (Marketing Projekt)

Semester	4
Duration of module	1 Semester
Type of module	Core
How frequently is the module offered	Annually
Admission requirements	Successful completion of the core module Mandatory Internship I
Transferability of the module to other programmes	None
Responsible professor/ Module coordinator	Prof. Dr. Tobias Schütz Building 5, Room 209, Tel.: 07121/271-3099 Tobias.Schuetz@reutlingen-university.de
Lecturers	Prof. Dr. Christina Kühnl Prof. Dr. Tobias Schütz
Teaching language	German
Credits (ECTS)	5
Total work	150 h (60 h contact, 90 h project work and self-study)
Contact hours per week	4 SWS
Examination/ Type of assessment	Solution and presentation of a practical marketing / market research problem (group project)
Weighting of Grade within overall programme	5/200
Learning outcomes	<p>After the successful completion of this module, the students are able to...</p> <ul style="list-style-type: none"> • Professional competences: thoroughly understand the process elements of a market research project (specifically order, relevance, time requirements, cost drivers, pitfalls, best practices); conduct a practical empirical research project from start to finish while considering the rules of scientific research • Methodological competences: wield a comprehensive toolkit of marketing management methods (e.g. Porter's 5 Forces, SWOT Analysis, Portfolio Analysis, STP etc.) and display a solid level of competence and in methods of data gathering (surveying, expert interviewing, observational studies) and data analysis (parametric Testing, ANOVA, Regression Analysis, Cluster Analysis, Factor Analysis, etc.) • Social competences: understand the complexities of working on marketing projects within a team environment; work in and manage peer teams with a high level of cultural heterogeneity • Personal competences: handle and manage client relationships with real corporate customers; present, sell and defend own research outcomes and the business implications derived in front of a professional audience
Course specific contributions to AoL learning objectives	LG 2: Students develop solutions to marketing problems for real life clients in international student project teams. Each team's success is fundamentally determined by the understanding of the team members' cultural background and the successful handling of intercultural differences. // LG 4: The effective

	analysis of the empirical / practical marketing problem along with the selection and successful application of marketing and / or marketing research methods, tools and frameworks
Contents/ Indicative syllabus	Review: basics of market research, multi-variate methods of data analysis (advanced), advanced SPSS skills and tools, introduction to SPSS-syntax programming, marketing toolbox, presentation structuring and slide writing. Marketing strategy, current topics in marketing (e.g., customer experience management)
Teaching and learning methodology	Lectures, individual and project-team coaching, detailed feedback on intermediate and final presentations.
Indicative reading list	<p><u>Preparatory reading:</u></p> <ul style="list-style-type: none"> • Homburg, Ch. (2017): Grundlagen des Marketingmanagements, 5th edition, Gabler, Wiesbaden. • Sarstedt, M. / Mooi, E.A. (2019): A Concise Guide to Market Research – The Process, Data, and Methods Using IBM SPSS Statistics, 3rd edition, Springer, Berlin <p><u>In-depth reading:</u></p> <ul style="list-style-type: none"> • Atteslander, P. (2010): Methoden der empirischen Sozialforschung, 13th edition, ESV, Berlin • Backhaus, E. et al (2016): Multivariate Analysemethoden – ein anwendungsorientierte Einführung, 14th edition , Springer, Berlin • Sarstedt, M. / Schütz, T. / Raithel, S. (2018): IBM SPSS Syntax – eine anwendungsorientierte Einführung, 3rd edition, Vahlen, München • Schütz, T. / Sarstedt, M. (2016): Moderne empirische (Nicht-) Kundenforschung – Plädoyer für einen Schritt zurück, Teil 1, in: WiSt - Wirtschaftswissenschaftliches Studium, Jahrgang 45 (2016), Heft 4, 188-193. • Schütz, T. / Sarstedt, M. (2016): Moderne empirische (Nicht-) Kundenforschung – Plädoyer für einen Schritt zurück, Teil 2, in: WiSt - Wirtschaftswissenschaftliches Studium, Jahrgang 45 (2016), Heft 5, 224-228 • Further literature available on request

A-C-FIN1_ACC2 Fundamentals Finance, Capital Budgeting und Management Accounting
 (Grundlagen der Finanzierung, der Investition und des Rechnungswesens)

Semester	2
Duration of module	1 Semester
Type of module	Core
How frequently is the module offered	Annually
Admission requirements	None
Transferability of the module to other programmes	None
Responsible professor/ Module coordinator	Prof. Dr. Julia Brüggemann Building 5, Room 209, Tel.: 07121/271-3088 julia.brueggemann@reutlingen-university.de
Lecturers	Prof. Dr. Julia Brüggemann Prof. Dr. Sebastian Bunnenberg Manuela Mair
Teaching language	German
Credits (ECTS)	8
Total work	240 h (90 h contact and 150 h self-study)
Contact hours per week	6
Examination/ Type of assessment	Three-hour written examination on all topics (100%)
Weighting of Grade within overall programme	8/200
Learning outcomes	<p>After the successful completion of the module the students should have developed the following competences</p> <ul style="list-style-type: none"> • Professional competences: understand and use the German terminology for key finance instruments and concepts; name the key characteristics of equity and debt instruments; critically evaluate the benefits and limitations of different financing instruments for different types of companies; calculate a company's cost of capital and critically reflect on its limitations; calculate the impact of the leverage effect on a company's ROE; use the DCF methodology to value a company; apply the procedures in investment accounting in case book settings; explain the theoretical foundations of these procedures; understand and use the German terminology for key cost accounting instruments and systems including important aspects of financial accounting; discuss the tasks of cost accounting in a company; conduct a cost variance analysis as well as a contribution margin analysis; critically reflect on cost and revenue data; classify costs into different categories; reflect on the differences of cost-centre and cost-object accounting • Methodological competences: transfer basic principles of mathematics to the field of financing, cost accounting and investment • Social competences: active participation in class discussions

	<ul style="list-style-type: none"> Personal competences: independently define own knowledge gaps and proactively use tutorials provided
Course specific contributions to AoL learning objectives	LG4: Student solve small case studies and exercises, applying fundamental Accounting, Investment and Financing concepts and models; The calculation of products or services in case studies lead to a deeper understanding of cost structures and cost elements.
Contents/ Indicative syllabus	<p>Finance as a business function, goals of financing, types of financing (debt vs. equity; internal vs. external financing), financing instruments, costs of financing, leverage effect and capital structure, introduction to DCF</p> <p>Basic principles of mathematics with regard to finance and theory of investment, investment accounting.</p> <p>Tasks of cost accounting; interplay between financial accounting and cost accounting, principle concepts of cost and revenue accounts, cost classification, cost-centre accounting, cost-object accounting and break-even analysis.</p>
Teaching and learning methodology	Lectures (seminar-style), student tutorials, case studies
Miscellaneous	Guest speakers, student-led tutorials
Indicative reading list	<p><u>Preparatory reading</u></p> <ul style="list-style-type: none"> Pre-reading for each finance lectures provided on relax Paul, S., Horsch, A., Kaltofen, D., Uhde, A., Weiß, G. (2017): Unternehmerische Finanzierungspolitik, Schäffer-Poeschel, Stuttgart Weber, J., Weißenberger, B.E. (2015): Einführung in das Rechnungswesen, 9th edition, Schäffer-Poeschel, Stuttgart <p><u>In-depth reading</u></p> <ul style="list-style-type: none"> Becker, H. P. (2016): Investition und Finanzierung : Grundlagen der betrieblichen Finanzwirtschaft, Investitionscontrolling, 6th edition, Gabler Verlag, Wiesbaden. Busse von Colbe, W., Laßmann, G., Witte, F. (2015): Investitionstheorie und Investitionsrechnung, 4th edition, Springer Gabler, Wiesbaden. Brealey, R., Myers, S., Allen, F. (2016): Principles of Corporate Finance – Global Edition, McGraw-Hill, 12th edition, New York Brigham, E.F., Ehrhardt, M.C. (2016): Financial Management: Theory & Practice, Cengage Learning, Boston. Coenenberg, A.G., Fischer, T. M., Günther, T. (2016): Kostenrechnung und Kostenanalyse, 9th edition, Schäffer-Poeschel, Stuttgart Friedl, G., Hofmann, C., Pedell, B. (2017): Kostenrechnung. Eine entscheidungsorientierte Einführung, 3rd edition, Vahlen, München Koller, T., Goedhart, M., Wessels, D. (2015): Valuation - Measuring and Managing the Value of Companies, 6th edition, John Wiley & Sons, New Jersey Kruschwitz, L. (2014): Investitionsrechnung, 14th edition, R. Oldenbourg Verlag, München – Wien. Perridon, L., Steiner, M., (2016): Finanzwirtschaft der Unternehmung, 17th edition, Vahlen, München Poggensee, K. (2015): Investitionsrechnung: Grundlagen, Aufgaben, Lösungen, 3rd edition, Gabler Verlag, Wiesbaden.

	<ul style="list-style-type: none">• Weber, J., Schäffer, U., Binder, C. (2016): Einführung in das Controlling. Übungen und Fallstudien mit Lösungen, 3rd edition, Schäffer-Poeschel, Stuttgart• Weber, J., Schäffer, U. (2016): Einführung in das Controlling, 15th edition, Schäffer-Poeschel, Stuttgart
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A-C-FIN2 Finance II (Finanzierung II)

Semester	4
Duration of module	1 Semester
Type of module	Core
Courses included in the module	Intermediate Corporate Finance Applied research in Finance
How frequently is the module offered	Annually
Admission requirements	Successful completion of the core module Mandatory Internship I
Transferability of the module to other programmes	None
Responsible professor/ Module coordinator	Prof. Dr. Sebastian Bunnenberg Building 5, Room 211 sebastian.bunnenberg@reutlingen-university.de
Total number of ECTS	5
Examination/ Type of assessment	One hour written examination (50%) and individual seminar paper(50%)

A-C-FIN2.1 Intermediate Corporate Finance (Erweiterte Grundlagen der Unternehmensfinanzierung)

Lecturers	Prof. Dr. Sebastian Bunnenberg Prof. Dr. Rolf Daxhammer
Teaching language	German
Credits (ECTS)	2
Semester	4
Total work	60 h (15 h contact, 45 h self-study)
Contact hours per week	2 SWS
Weighting of Grade within overall programme	2/200
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 familiar with the fundamentals of international finance and securities markets. The main focus is on trading in securities as an especially important form of international corporate finance. They also gain a basic understanding of using derivatives for hedging and speculative purposes. • Methodological competences: Students learn how to analyze securities' and companies' fair value through theoretical models. They apply these valuation techniques to stylized examples and real-word data. • Social competences: During the lecture, students learn how to collaborate to solve complex analytical tasks in a seminar style interactive environment.

	<ul style="list-style-type: none"> Personal competences: Students gain a clear understanding of how neoclassical models use assumptions that may not mirror real life investors' attitudes to ethics, risk, or personal gain.
Course specific contributions to AoL learning objectives	LG 4: Students are able to base investment and financing decisions on economic reasoning and analytical insight.
Contents/ Indicative syllabus	Understanding international financial markets is essential to successfully compete in business. Valuation principles that guide investment decisions on global stock and bond markets are also relevant for banks' lending standards, company valuation in private equity, and management by results in major enterprises. This course aims to teach students how to base managerial decisions in corporate finance and investment on rational arguments derived from economic theory and structured analyses. They will also learn about the limits of these approaches, such as the gaps between purely rational behavior of investors and observable investment behavior.
Teaching and learning methodology	Interactive lectures, case studies, company presentations (tbc)
Indicative reading list	<ul style="list-style-type: none"> Berk, J., DeMarzo, P. (2016): Corporate Finance, Global Edition, Addison-Wesley Brealey, R., Myers, S., Allen, F., (2016): Principles of Corporate Finance, McGraw-Hill International Edition, 12th edition Eun, C., Resnick, B., Sabherwal, S. (2014): International Financial Management, McGraw-Hill International Edition, 7th edition <p>Further literature will be advised in class/study group.</p>

A-C-FIN2.2 Applied Research in Finance (Angewandtes wissenschaftliches Arbeiten in Finanzierung)

Lecturers	<p>Prof. Dr. Christoph Binder Prof. Dr. Julia Brüggemann Prof. Dr. Sebastian Bunnenberg Prof. Dr. Rolf Daxhammer Prof. Dr. Petra Kneip Prof. Dr. Jörg Naeve Prof. Dr. Günther Reiter Prof. Dr. Clemens van Dinther</p>
Teaching language	German
Credits (ECTS)	3
Semester	4
Total work	90 h (30 h contact, 60 h self-study)
Contact hours per week	2 SWS
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: Students will become familiar with the basic principles of international finance and securities markets. The

	<p>main focus will be on trading in securities as an especially important form of international corporate finance. They will also gain a basic understanding of using derivatives for hedging and speculative purposes.</p> <ul style="list-style-type: none"> • Methodological competences: Students will have the opportunity to practice the writing of an individual research paper according to academic standards and under close, individualized supervision. They will learn how to find relevant research questions. They will compile and review relevant literature. And they will practice scientific writing skills. • Social competences: Students will learn to present their research results in conference like environment. Thus, they will learn how to react to academic criticism. • Personal competences: In the course of working on their papers students will interact with supervising professors along the lines of academic professionalism including the exchange of argument and counter-argument.
Course specific contributions to AoL learning objectives	LG4: In written individual papers students demonstrate that they can identify finance-related problems; and they offer strategies how to solve these problems; students receive personal individual feedback by professor
Contents/ Indicative syllabus	Introduction in academic writing; Individual feedback sessions on research question, structure and final seminar paper
Teaching and learning methodology	The class will be held in two parts. The first part are 3 introductory lectures on academic research and writing. The second part is in-depth study within several study groups. Each group will be supervised by a professor who will provide individual coaching on the seminar paper to be written.
Indicative reading list	<ul style="list-style-type: none"> • A specific script will be provided on “How to write a research paper” • Additional literature will be advised in each study group.

A-C-ACC3 Financial Accounting (Jahresabschluss)

Semester	4
Duration of module	1 Semester
Type of module	Core
How frequently is the module offered	Annually
Admission requirements	Successful completion of the core module Mandatory Internship I
Transferability of the module to other programmes	None
Responsible professor/ Module coordinator	Prof. Dr. Günther Reiter Building 5, Room 206, Tel.: 07121/271-3010 Guenther.reiter@reutlingen-university.de
Teaching language	German
Credits (ECTS)	5
Total work	150 h (60 h contact, 90 h self-study)
Contact hours per week	4 SWS
Examination/ Type of assessment	Presentation (1/3) and two-hour written examination (2/3)
Weighting of Grade within overall programme	5/200
Learning outcomes	<p>Participants will become familiar with all important aspects of preparing and presenting corporate financial statements. Beginning with the purposes of financial accounting, the important questions of balancing and valuation will be examined and explained in the context of real cases. Special attention will be paid to the differences between German GAAP and the international systems according to IAS / IFRS.</p> <p>After the successful completion of the module, the students should be able to:</p> <ul style="list-style-type: none"> • Professional competences: critically discuss the importance, the legal framework and the different aspects of preparing annual financial statements; become familiar with all relevant aspects of the valuation of assets and liabilities under German law (HGB) and IAS/IFRS; critically analyse annual financial statements of different companies • Methodological competences: understand the basic philosophy and the differences of the German law and IFRS; critical review and apply different evaluation approaches; become able to prepare true and fair view financial statements on the basis of bookkeeping data recognizing different targets; transfer and apply theoretical knowledge to a real published financial statements • 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: gaining self-confidence when being confronted with financial statement issues and sharing the own knowledge with

	others; feeling competent to work in a team together with a CFO of a company or with certified public accountants
Course specific contributions to AoL learning objectives	LG2: Group work and presentations in international teams; individual reflections on these presentations // LG4: Discussion e.g. on evaluation of assets and companies, on several specific cases over the whole semester
Contents/ Indicative syllabus	Tasks and addressees of the annual account, corporate sustainability and balance sheet interpretations, balancing according to German GAAP IAS/IFRS, and balance sheet analysis and policy.
Teaching and learning methodology	Lecture with in-depth tutorial
Miscellaneous	Guest lectures by international accountants and auditors
Indicative reading list	<p><u>Preparatory reading:</u></p> <ul style="list-style-type: none"> • Buchholz, R. (2017): Internationale Rechnungslegung, 13th edition, Erich Schmidt, Berlin. <p><u>In-depth reading:</u></p> <ul style="list-style-type: none"> • Coenenberg, A.G. et al (2016): Jahresabschluss und Jahresabschlussanalyse, 24th edition, Schäffer-Poeschel, Stuttgart. • Federmann, R. (2018): Bilanzierung nach Handelsrecht und Steuerrecht, 13th edition, Erich Schmidt, Berlin. • Pellens, B., R. U. Fülbier, J. Gassen and T. Sellhorn (2017): Internationale Rechnungslegung, 10th edition, Schäffer-Poeschel, Stuttgart. • Küting, K.-H. and C.P. Weber (2015): Die Bilanzanalyse, 11th edition, Schäffer-Poeschel, Stuttgart.

A-C-IST1 International Studies (Internationale Studien)

Semester	1
Duration of module	1 Semester
Type of module	Core
How frequently is the module offered	Annually
Admission requirements	None
Transferability of the module to other programmes	None
Responsible professor/ Module coordinator	Prof. Dr. Philipp von Carlowitz Building 5, Room 210, Tel.: 07121/271-3017 Philipp.von-carlowitz@reutlingen-university.de
Lecturers	Florian Setzen (florian.setzen@europa-zentrum.de) Prof. Dr. Philipp von Carlowitz
Teaching language	German
Credits (ECTS)	2
Total work load	60 h (30 h contact, 30 h self-study)
Contact hours per week	2 SWS
Examination/ Type of assessment	1-hour exam (100%) based on assigned readings
Weighting of Grade within overall programme	2/200
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: The students learn about company issues in the international market place. They observe opportunities and threats in international business and how to deal with them through in-depth and case based lectures. A strong focus is given to the EU as the most advanced regional integration project and what it hold for companies in terms of chances. A thorough understanding of its working is provided. Methodological competences: This module introduces methodologies of international business. This is important for their entire bachelor program of International Management. Social competences: By discussing various topics with the students of the first semester different national views on international business can be discussed. Personal competences: By introducing an interdisciplinary discipline the students acquire important methodological competencies which can be applied also in other classes.
Course specific contributions to AoL learning objectives	LG2: International business interdependencies in a global and regional context, e. g. European Union, are presented and discussed to show the variety of cultures and business environments that affect business // LG3: Challenges of international business in terms of governance, compliance and corruption are discussed using specific, real small business cases, e.g. Siemens.

<p>Contents/ Indicative syllabus</p>	<p>Understanding globalization esp. from an economic and business perspective; regional economic integration esp. the principles of the European integration process; the political system of the EU. Key Topics of International Business will be discussed based on mini-presentations by students regarding different regions (intercultural management topics), different business functions in an international context (logistics, sales/marketing, production/global value chains), and role of multinational companies. The aim is to introduce students to management topics and implications of international business in a practical way. Students will study the detailed management concepts behind the discussion in the process of their Bachelor Degree studies.</p>
<p>Teaching and learning methodology</p>	<p>Lectures, seminars</p>
<p>Indicative reading list</p>	<ul style="list-style-type: none"> • Bleuel, H.-H. (2017). Internationales Management. Grundlagen, Umfeld und Entscheidungen. Kohlhammer, Stuttgart. • Bundeszentrale für politische Bildung (2012). Europäische Union. Informationen zur politischen Bildung. Bonn: BpB. • Weidenfeld, W. (Hrsg.) (2008): Die Europäische Union. Politisches System und Politikbereiche. Bundeszentrale für politische Bildung, Bonn. • Further literature will be provided at the beginning of the course

A-C-IST2 International Business Cycle and Economic Policy (Internationale Konjunkturzyklen und Wirtschaftspolitik)

Semester	4
Duration of module	1 Semester
Type of module	Core
How frequently is the module offered	Annually
Admission requirements	Successful completion of the core module Mandatory Internship I
Transferability of the module to other programmes	None
Responsible professor/ Module coordinator	Prof. Dr. Stephan Seiter Building 17, Room 012, Tel.: 07121/271-3008 Stephan.Seiter@Reutlingen-University.DE
Teaching language	German
Credits (ECTS)	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: know and understand the basic approaches of business cycle theory, reflect the key approaches of stabilization and growth policy in an international setting, analyze current economic challenges, reading statistics on business cycles and growth. Methodological competences: apply the concepts taught in class to an economic crisis, work interdisciplinary by applying and linking the approaches taught in class to other fields of economics, such as social policy, Social competences: refine their oral and written communication skills; improve their ability to reflect stabilization and growth policy; give and receive feedback by fellow students in a structured manner Personal competences: present and defend a statement on economic policy, focus on key economic problems on national and global level.
Course specific contributions to AoL learning objectives	LG 4: Students learn the key concepts of economic policy and European integration. They also reflect the implications of such a policy for companies in an international macroeconomic environment.
Contents/ Indicative syllabus	The course covers the following topics: business cycle theories, indicators and data mining, starting point: a macro-economic model, stabilization policy:

	goals, tools and strategies, international stabilization policy, European monetary integration and growth policy and environment
Teaching and learning methodology	Lectures, case studies, discussions
Indicative reading list	<p><u>Preparatory reading:</u></p> <ul style="list-style-type: none"> • Conrad, C.A. (2017): Wirtschaftspolitik: Eine praxisorientierte Einführung, Springer Gabler, Wiesbaden. • Klumpp, R. (2013): Wirtschaftspolitik: Instrumente, Ziele und Institutionen, 3rd edition, Pearson-Studium, München et al. <p>Additional material (data sets, studies, handouts etc.) will be distributed in class.</p>

A-C-INT1 Mandatory Internship I (Pflichtpraktikum I)

Semester	3 (2 and 4)
Duration of module	3 semesters
Type of module	Core
Courses included in the module	Preparation for Mandatory Internship I (Semester 2) Mandatory Internship I (Semester 3) Colloquium on Mandatory Internship I (Semester 4)
How frequently is the module offered	Annually
Admission requirements	Successful completion of all core modules in the first year of study
Transferability of the module to other programmes	None
Responsible professor/ Module coordinator	Prof. Dr. Ditmar Hilpert Building 2, Room 312, Tel.: 07121/271-3007 ditmar.hilpert@reutlingen-university.de
Total number of ECTS	20
Examination/ Type of assessment	Assessment of the work or project results by supervisor on site. Work Experience Report (independently formulated script) of at least 15 pages, with 20 minutes presentation and tutorial.

A-C-INT1.1 Preparation for Mandatory Internship I (Praktikumsvorbereitung I)

Lecturers	Prof. Dr. Ditmar Hilpert
Teaching language	German
Credits (ECTS)	2
Semester	2
Total work load	60 h (15 h contact, 45 h self-study)
Contact hours per week	1 SWS
Weighting of Grade within overall programme	ungraded
Learning outcomes	After the successful completion of the course, the students should have developed the following competences: <ul style="list-style-type: none"> Professional competences: To recognize the importance of rhetorical concerns, such as audience and purpose, to develop basic skills related to grammar, mechanics, and style Methodological competences: To understand principles of communication, body language, to present to an audience, dealing with critical situations in communication Social competences: To learn the complexity of network structure in a living organization/company, to perform and to excel in an organization/company

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

A-C-INT1.2 Mandatory Internship I (Pflichtpraktikum I)

Lecturers	Prof. Dr. Ditmar Hilpert
Teaching language	German
Credits (ECTS)	15
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 first mandatory internship, the 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 simple projects, or parts of projects, under supervision, to report and/or present project results to management responsible for the project or the department. Involvement in operational or organizational work processes.

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

A-C-INT1.3 Colloquium on Mandatory Internship I (Kolloquium Pflichtpraktikum I)

Lecturers	Prof. Dr. Günther Reiter
Teaching language	German
Credits (ECTS)	3
Total workload	90 h (15 h contact, 75 h self-study)
Contact hours per week	1 SWS
Weighting of Grade within overall programme	Ungraded for ESB degree; some partner institutions required grade for their degree
Learning outcomes	<p>Concise and structured presentation of tasks assumed or projects carried out during the first placement using professional methods. Assessment of learning results or knowledge gained during the first placement. Critical analysis of work processes and problem-solving methods in the organizational unit in which the placement 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 internship. To show how 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 competence: Transfer academic problem solving methods and instruments to 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 simple 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. Integrate yourself in a team and work together

	<p>in a team with professionals. Give and receive feedback by experienced colleagues and by managers.</p> <ul style="list-style-type: none"> • Personal competences: To derive personal consequences from the work experience in an organization. To become a rough idea on its own talents and job perspectives and to communicate it in a clear and structured manner.
Course specific contributions to AoL learning objectives	LG3: Students elaborate on specific tasks and results within their mandatory internship and reflect on ethical implications // LG4: Being involved in dedicated projects students learn to apply common managerial concepts
Contents/ Indicative syllabus	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.
Teaching and learning methodology	Independent formulation, presentation, and tutorial.
Miscellaneous	None
Indicative reading list	n/a

A-C-CL1 Communication Skills and Intercultural Competence I ((Kommunikationsfähigkeit und interkulturelle Kompetenz I)

Semester	1
Duration of module	1 Semester
Type of module	Core
How frequently is the module offered	Annually
Admission requirements	None – oral examination at application stage to IMX/partner universities
Transferability of the module to other programmes	None
Responsible professor/ Module coordinator	Prof. Dr. Niamh O'Mahony Building 17, Room 113, Tel.: 07121/271-3028 niamh.omahony@reutlingen-university.de
Lecturers	English: Prof. Dr. N. O'Mahony & seasonal lecturers French: Mr. Turcot, Ms. Beroud Spanish: Ms. De Nisi, Ms. Gonzales Bosque Italian: Ms. Bassi German: Ms. Ursula Heim-Cycon, Ms. Veronika Kronfeld-Hein Polish: Ms. Jolanta Banach Mandarin: Ms. Chantal Köngeter & seasonal lecturers Portuguese: N.N.
Teaching language	Language depending on country in second part of studies. The following are currently available: English, French, Spanish, Italian, German, Polish, Mandarin
Credits (ECTS)	5
Total work load	150 h (60 h or 90 h contact, 90 h or 60 h self-study)
Contact hours per week	4 SWS for English and German, 6 SWS for all other languages
Examination/ Type of assessment	Continuous assessment + active participation (50%), two-hour written examination (50%)
Weighting of Grade within overall programme	5/200
Learning outcomes	After successful completion of the module students should have developed the following competencies: <ul style="list-style-type: none"> Professional competences: ability to talk and write about business topics relevant to their business degree programme in the foreign language using appropriate business vocabulary, register and structures. Understanding of the current business, political and economic environment of the country in which they will spend the second part of their studies. Development of an appreciation of the cultural differences between Germany and this country and how these impact on doing business. Acquisition of the academic writing skills necessary for the second part of their studies in the foreign country. Job application and interview skills in the foreign language.

	<ul style="list-style-type: none"> • Methodological competences: Presentation skills both individual and group. Negotiation skills. Interview techniques. • Social competences: Honing of oral and written communication skills, ability to work in groups under time pressure • Personal competences: Development of the skill-set necessary to live, work and study in the foreign culture
<p>Course specific contributions to AoL learning objectives</p>	<p>LG1:Class lectures are held entirely in the foreign language, taught in small groups and are highly interactive. The focus here is developing presentation skills for business, acquiring basic business vocab in and developing business writing skills.// LG2: Students are introduced to cultural differences between the German mindset and that of the target country.</p>
<p>Contents/ Indicative syllabus</p>	<p><u>English</u></p> <p><i>Business English:</i> Introduction to vocabulary for business subjects. Vocabulary for presentations. Strategic business communication.</p> <p><i>Intercultural Competence Training:</i> Preparation of students for living, working and studying in the UK, USA and Ireland; insights into the national and business cultures of these countries; identification of differences to Germany. Insights into the current business, economic and political environment in the USA, Ireland & UK.</p> <p><u>French</u></p> <p><i>Business French:</i> Introduction to vocabulary for business subjects. Acquisition of vocabulary for business presentations. Introduction to companies. Strengths and weaknesses of the French economy and comparisons with Germany. Written summaries of business texts; vocabulary for formulating oral/writing arguments. Discussion</p> <p><i>Intercultural Competence Training:</i> Introduction to intercultural terminology and intercultural competence. Basic cultural differences between the Germans and the French. Intercultural parameters in advertising: aims and effects. Living and studying in Reims, NEOMA, the partner school. Introduction to the Champagne region.</p> <p><u>Spanish</u></p> <p><i>Business Spanish:</i> Introduction to vocabulary for business subjects. Readings and debates on current economic topics. Vocabulary for presentations.</p> <p><i>Intercultural Competence Training:</i> Introduction to various current political and economic topics relating to Spain, Mexico and Latin America. Insights into the world of work and companies in the Spanish-speaking world.</p> <p><u>Italian</u></p> <p><i>Business Italian:</i> Introduction to vocabulary for business subjects. Vocabulary for presentations. Development of language skills to enable students to understand and discuss the business section of newspapers.</p> <p><i>Intercultural Competence Training:</i> Intercultural differences between the Italians and the Germans. Insights into various aspects of political, economic, social and historical of both countries to understand these differences. Introduction to “Made in Italy” and the structure of Italian industry.</p> <p><u>German</u></p> <p><i>Business German:</i> Introduction to vocabulary for business subjects. Working with business texts. Discussions of current economic themes. Vocabulary for presentations.</p>

	<p><i>Intercultural Competence Training:</i> Introduction to German national and business culture. Insights into the political, social, economic and historical development of modern day Germany in order to understand the origin of these cultural specificities and differences to other countries.</p> <p><u>Polish</u></p> <p><i>Business Polish:</i> Introduction to vocabulary for business subjects, history and politics. Vocabulary for presentations. Work with newspaper articles. Company presentations.</p> <p><i>Intercultural Competence Training:</i> Intercultural similarities and differences between the Germans and the Poles. The Jagellonian University and its role in Poland's history.</p> <p><u>Mandarin</u></p> <p><i>Chinese for beginners:</i> Reinforcement of Chinese phonetics and tones. System of character writing, looking up and classifying Chinese characters, use of Chinese online learning tools and dictionaries. Using Chinese in basic business settings such as shopping, negotiation of the price and talking about work.</p> <p><i>Intermediate Chinese:</i> Business Chinese: Introduction to the business studies and economics in Chinese including basic economic concepts (e.g., supply and demand, pricing, income, consumption, cost and benefit). Use of Chinese websites and search strategies for information on the Chinese internet. The content for the intermediate level depends also on the actual level of the participating students.</p> <p><i>Intercultural Competence Training:</i> The students will be prepared for living, working and studying in China by insights into the national culture, current social situation and history of China. They will receive a solid introduction to Chinese business culture. Basic cultural differences between Chinese and Germans will be identified.</p>
<p>Teaching and learning methodology</p>	<p>Case studies, short papers, presentations, projects, discussions, role plays, film clips. Activities include both individual and small group tasks. Many oral elements are videoed. Online work possible.</p>
<p>Indicative reading list</p>	<p><u>English</u></p> <ul style="list-style-type: none"> • Marcousé, I., M. Surridge and A. Gillespie (2011): Business Studies for A Level. 4th Edition, Oxon: Hodder & Stoughton, London • Powell, M (2010): Dynamic Presentations, Cambridge University Press, Cambridge • Financial Times, The Economist. <p><u>French</u></p> <ul style="list-style-type: none"> • Vocabulaire progressif du francais des affaires Ed: Clé international • Dictionnaire d'apprentissage du francais des affaires <p><u>Spanish</u></p> <ul style="list-style-type: none"> • Tamames, R. (1999): Español de la economía Española, Economía Española, Madrid • Zaragoza, A. (2002): En Equipo.es , Hueber, München <p><u>Italian</u></p> <ul style="list-style-type: none"> • Macedonia, M.(2001): Made in Italy, Oldenbourg, München, Wien • Haring A.L. (2003): Wirtschaftsitalienisch, Oldenbourg, München, Wien

German

- Weekly newspapers: FAZ, DIE ZEIT, Der Spiegel u.a.
- Dreyer, H. and Schmitt, R. (2007): Lehr- und Übungsbuch der deutschen Grammatik, Hueber, München

Polish

- Polish newspapers: Forbes, Brief

Mandarin

- Heisig, J. W. and Richardson T. W. (2009): Remembering Simplified Hanzi 1, University of Hawai'i Press, Honolulu
- Liu, X (ed.) (2012): Das Neue Praktische Chinesisch. Lehrbuch & Arbeitsbuch. 3rd Edition. Chinabooks, Zürich
- Ning, C. and Montanaro, J. (ed.) (2012): Encounters, Sinolingua, Beijing
- Zhu, J. (2007): Chinesische Grammatik für Deutsche, Buske Verlag, Hamburg

Additional reading will be recommended in class.

A-C-CL2 Communication Skills and Intercultural Competence II (Kommunikationsfähigkeit und interkulturelle Kompetenz II)

Semester	2
Duration of module	1 Semester
Type of module	Core
How frequently is the module offered	Annually
Admission requirements	None – oral examination at application stage to IMX/partner universities
Transferability of the module to other programmes	None
Responsible professor/ Module coordinator	Prof. Dr. Niamh O`Mahony Building 17, Room 113, Tel.: 07121/271-3028 niamh.omahony@reutlingen-university.de
Lecturers	English: Prof. Dr. N. O`Mahony & seasonal lecturers French: Mr. S. Turcot, Ms. S. Beroud Spanish: Ms. Maria De Nisi Italian: Ms. Elena Bassi German: Ms. Veronika Kronfeld-Hein Polish: Ms. Jolanta Banach Mandarin: Ms. Chantal Köngeter & seasonal lecturers Portuguese: N.N.
Teaching language	Language depending on country in second part of studies. The following are currently available: English, French, Spanish, Italian, German, Polish, Mandarin
Credits (ECTS)	5
Total work load	150 h (60 h or 90 h contact; 90 h or 60 h self-study)
Contact hours per week	4 SWS (for Mandarin 6 SWS)
Examination/ Type of assessment	Continuous assessment + active participation (50%), two-hour written examination (50%)
Weighting of Grade within overall programme	5/200
Learning outcomes	After successful completion of the module students should have developed the following competencies: <ul style="list-style-type: none"> Professional competences: ability to talk and write about business topics relevant to their business degree program in the foreign language using appropriate business vocabulary, register and structures. Understanding of the current business, political and economic environment of the country in which they will spend the second part of their studies. Development of an appreciation of the cultural differences between Germany and this country and how these impact on doing business. Acquisition of the academic writing skills necessary for the second part of their studies in the foreign country. Job application and interview skills in the foreign language.

	<ul style="list-style-type: none"> • Methodological competences: Presentation skills both individual and group. Negotiation skills. Interview techniques. • Social competences: Honing of oral and written communication skills, ability to work in groups under time pressure • Personal competences: Development of the skill-set necessary to live, work and study in the foreign culture
<p>Course specific contributions to AoL learning objectives</p>	<p>LG1: Class lectures are held entirely in the foreign language, taught in small groups and are highly interactive. Students build on and expand their business vocabulary, increase their ability to be able to read and understand business texts, develop their oral abilities and improve their writing skills + soft skills in the target language. // LG2: Ongoing discussion and analysis in class with the students of cultural differences and their impact on the day-to-day interaction with the foreign culture.</p>
<p>Contents/ Indicative syllabus</p>	<p><u>English</u></p> <p><i>Business English:</i> development of Business English vocabulary for degree subjects as well as vocabulary necessary to read relevant business publications; advanced business writing skills. Presentation skills, meeting skills, negotiation skills, job applications and interview technique.</p> <p><i>Intercultural Competence Training:</i> Analysis of current economic and business topics related to GB/IRL/USA, company forms in the UK vs USA</p> <p><u>French</u></p> <p><i>Business French:</i> Vocabulary for business subjects including vocabulary for business start-ups, French company legal forms, the global economy, international operations of French companies, SME sectors, markets, products and competition. Language for complex argumentation. Group discussions. Writing and summarizing texts.</p> <p><i>Intercultural Competence Training:</i> The world of work in France: corporate culture, trade unions and the intercultural differences in France vs Germany. Important current economic/political topics. The close relationships between France and German.</p> <p><u>Spanish</u></p> <p><i>Business Spanish:</i> Development of Business Spanish vocabulary for a wide range of business subjects, presentation skills, negotiations, business communication, formulation of oral and written arguments on topics relating to the business world.</p> <p><i>Intercultural Competence Training:</i> Insights into trade and commerce with the Spanish-speaking world.</p> <p><u>Italian</u></p> <p><i>Business Italian:</i> Vocabulary for business subjects. Legal forms and organizational structures of Italian companies. Development of oral and written skills also for complex topics. Language of argumentation.</p> <p><i>Intercultural Competence Training:</i> Analysis of current economic topics in Italy. Insights into differences in mentality between the Germans and the Italians in business life. Negotiation rules. Differences in organizational structure and leadership culture in Germany and Italy.</p> <p><u>German</u></p> <p><i>Business German:</i> Vocabulary for business subjects, job applications. Company annual reports. Discussion of current business topics. Presentations.</p> <p><i>Intercultural Competence Training:</i> Insights into important German business</p>

	<p>institutions.</p> <p><u>Polish</u> <i>Business Communications Skills:</i> Vocabulary for business subjects, written business communication, work with newspaper articles to improve language skills, presentations, minute taking at meetings, critical consideration of current business topics. <i>Intercultural Competence Training:</i> Poland's job market and the current economic state of the country.</p> <p><u>Mandarin</u> <i>Business Chinese for beginners:</i> Describing and comparing products, explaining processes. Conversations with colleagues, superiors and business partners with topics such as making suggestions, asking for leave, invitations and appraisal/feedback. <i>Intermediate Chinese:</i> Business Writing: Reading and writing business-related texts and e-mails including price quotations, inquiry letters, notifications and announcements. Use of Chinese social media and communication systems for business purposes. Describing statistics and processes. Writing a cover letter for a job application <i>Intercultural Competence Training:</i> The students will be prepared for living, working and studying in China by insights into the national culture, current social situation and history of China. They will receive a solid introduction to Chinese business culture. Basic cultural differences between Chinese and Germans will be identified.</p>
Teaching and learning methodology	Case studies, short papers, presentations, projects, discussions, role plays, film clips. Activities include both individual and small group tasks. Many oral elements are videoed. Online work possible.
Indicative reading list	<p><u>English</u></p> <ul style="list-style-type: none"> • Financial Times, The Economist <p><u>French</u></p> <ul style="list-style-type: none"> • Vocabulaire progressif du francais des affaires Ed: Clé international • Dictionnaire d'apprentissage du francais des affaires <p><u>Spanish</u></p> <ul style="list-style-type: none"> • Jockel, Sabine (2007): Wirtschaftsspanisch. Einführung. Oldenburg Verlag. München/Wien • Schnitzer, Johannes/Schatzl, Brigitte (2008): Übungsbuch zu Wirtschaftsspanisch. Terminologisches Handbuch. Manual de lenguaje económico. Oldenburg Verlag. München Wien <p><u>Italian</u></p> <ul style="list-style-type: none"> • Macedonia, M.(2001): Made in Italy, Oldenbourg, München, Wien • Haring A.L. (2003): Wirtschaftsitalienisch, Oldenbourg, München, Wien <p><u>German</u></p> <ul style="list-style-type: none"> • Weekly newspapers: FAZ, DIE ZEIT, Der Spiegel u.a. • Dreyer, H. and Schmitt, R. (2007): Lehr- und Übungsbuch der deutschen Grammatik, Hueber, München <p><u>Polish</u></p>

- Polish newspapers: Forbes, Brief

Mandarin

- Heisig, J. W. and Richardson T. W. (2009): Remembering Simplified Hanzi 1, University of Hawai'i Press, Honolulu
- Liu, X (ed.) (2012): Das Neue Praktische Chinesisch. Lehrbuch & Arbeitsbuch. 3rd Edition. Chinabooks, Zürich
- Ning, C. and Montanaro, J. (ed.) (2012): Encounters, Sinolingua, Beijing
- Zhu, J. (2007): Chinesische Grammatik für Deutsche, Buske Verlag, Hamburg

Additional reading will be recommended in class

A-C-CL3 Communication Skills and Intercultural Competence III
(Kommunikationsfähigkeit und interkulturelle Kompetenz III)

Semester	4
Duration of module	1 Semester
Type of module	Core
Courses included in the module	Communication Skills and Intercultural Competences III Colloquium International Matters
How frequently is the module offered	Annually
Admission requirements	Successful completion of the core module Mandatory Internship I
Transferability of the module to other programmes	None
Responsible professor/ Module coordinator	Prof. Dr. Niamh O'Mahony Building 17, Room 113, Tel.: 07121/271-3028 niamh.omahony@reutlingen-university.de
Total number of ECTS	5
Examination/ Type of assessment	Continuous assessment + active participation (50%), two-hour written examination (50%)

A-C-CL3.1 Communication Skills and Intercultural Competence III (Kommunikationsfähigkeit und interkulturelle Kompetenz III)

Lecturers	English: Prof. Dr. N. O'Mahony & seasonal lecturers French: Mr. S. Turcot, Ms. S. Beroud Spanish: Ms. Maria De Nisi Italian: Ms. Elena Bassi German: Ms. Ursula Heim-Cycon, Ms. Veronika Kronfeld-Hein Polish: Ms. Jolanta Banach Mandarin: Ms. Chantal Köngeter & seasonal lecturers Portuguese: N.N.
Teaching language	Language depending on country in second part of studies. The following are currently available: English, French, Spanish, Italian, German, Polish, Mandarin
Credits (ECTS)	4
Semester	4
Total work load	120 h (60 h contact or 90 h, 60 h or 30 h self-study)
Contact hours per week	4 SWS (for Mandarin 6 SWS)
Weighting of Grade within overall programme	4/200
Learning outcomes	After successful completion of the module students should have developed the following competencies: <ul style="list-style-type: none"> Professional competences: ability to talk and write about business topics relevant to their business degree program in the foreign language

	<p>using appropriate business vocabulary, register and structures. Understanding of the current business, political and economic environment of the country in which they will spend the second part of their studies. Development of an appreciation of the cultural differences between Germany and this country and how these impact on doing business. Acquisition of the academic writing skills necessary for the second part of their studies in the foreign country. Job application and interview skills in the foreign language.</p> <ul style="list-style-type: none"> • Methodological competences: Presentation skills both individual and group. Negotiation skills. Interview techniques. • Social competences: Honing of oral and written communication skills, ability to work in groups under time pressure • Personal competences: Development of the skill-set necessary to live, work and study in the foreign culture
<p>Course specific contributions to AoL learning objectives</p>	<p>LG1: Class lectures are held entirely in the foreign language, taught in small groups and are highly interactive. Students are exposed to written and oral situations of the level that is necessary for them to be able to function in the target language as the remainder of their studies will be in the target language.//LG2: In-class examination and discussion of current/historical topics that influence current thinking in the target cultures and provide a greater understanding of the context within which business functions in the target country. Cultural differences in the approach to written argumentation for academic purposes practiced. This makes it possible to assess this learning goal with an academic term paper as well as tailored questions in the exam.</p>
<p>Contents/ Indicative syllabus</p>	<p><u>English</u></p> <p><i>Business English:</i> Debates on current business topics in order to train spontaneous, fluent oral competence and argumentation. Consolidations and extension of business vocabulary. Language of business journalism (written). Academic writing. Introduction to Harvard Case Studies.</p> <p><i>Intercultural Competence Training:</i> Insights into the current state of the economy and politics in GB/IRL/USA and relevant area studies topics to understand the current economic and political context.</p> <p><u>French</u></p> <p><i>Business French:</i> Consolidation and extension of business vocabulary. Vocabulary for the internship. Language for the writing of the rapport du stage (internship report). Job application documents. Case studies.</p> <p><i>Intercultural Competence Training:</i> Introduction to structure of the French internship report. Final preparation for the second part of the program in France. Current state of the French economy and politics as well as important issues facing France as a country.</p> <p><u>Spanish</u></p> <p><i>Business Spanish:</i> Consolidation and extension of business vocabulary. Discussion of and debates on current economic and political themes. Job applications. Academic writing.</p> <p><i>Intercultural Competence Training:</i> Analysis of current relevant economic and political topics from the Spanish-speaking world. Introduction to the cultures of Spain and Mexico and insights into the cultural differences with Germany.</p> <p><u>Italian</u></p> <p><i>Business Italian:</i> Consolidation and extension of business vocabulary. Writing of complex texts in Italian.</p>

	<p><i>Intercultural Competence Training:</i> Critical consideration of various current political and economic topics relating to Italy. Differences in the third level systems of education (Germany vs Italy), job applications for internships and the difference to applications for full-time positions. Discussion of practical aspects of spending the second half of the program in Italy.</p> <p><u>German</u></p> <p><i>Business German:</i> Consolidation and extension of business vocabulary. Debates on current economic and business topics. The language of the business media. Academic writing. Negotiations. The language of argumentation.</p> <p><i>Intercultural Competence Training:</i> German Area Studies. Critical analysis of various current German economic and political topics.</p> <p><u>Polish</u></p> <p><i>Business Polish:</i> Consolidation and extension of business vocabulary. Job applications, negotiations, presentations, academic writing, case studies.</p> <p><i>Intercultural Competence Training:</i> Polish Area Studies. The historical and political aspects of Poland's globalization. Poland's entry to the EU and its impact. Leadership and organization in Poland.</p> <p><u>Mandarin</u></p> <p><i>Chinese for beginners:</i> Culturally and linguistically managing business situations. Such settings include introducing oneself and the company, making business related phone calls, making appointments, meetings with business partners, purchasing and negotiating.</p> <p><i>Intermediate Chinese:</i> Analyzing and discussing case studies about companies related to China. More complex oral language use including weighing advantages and disadvantages, debating and holding business presentations.</p> <p><i>Intercultural Competence Training:</i> The students will be prepared for living, working and studying in China by insights into the national culture, current social situation and history of China. They will receive a solid introduction to Chinese business culture. Basic cultural differences between Chinese and Germans will be identified.</p>
Teaching and learning methodology	Case studies, short papers, presentations, projects, discussions, role plays, film clips. Activities include both individual and small group tasks. Many oral elements are videoed. Online work possible.
Indicative reading list	<p><u>English</u></p> <ul style="list-style-type: none"> • APA (2011) Concise Rules of APA Style, 6th edition • Harvard Business School Case Studies • Marcousé, I., M. Surridge and A. Gillespie (2011): Business Studies for A Level. 4th Edition, Oxon: Hodder & Stoughton, London • McCarthy, M and O'Dell, F (2008): Academic Vocabulary in Use, Cambridge University Press, Cambridge • The Economist <p><u>French</u></p> <ul style="list-style-type: none"> • Vocabulaire progressif du français des affaires Ed: Clé international • Dictionnaire d'apprentissage du français des affaires <p><u>Spanish</u></p> <ul style="list-style-type: none"> • Jockel, Sabine (2007): Wirtschaftsspanisch. Einführung. Oldenburg Verlag. München/Wien

	<ul style="list-style-type: none"> Schnitzer, Johannes/Schatzl, Brigitte (2008): Übungsbuch zu Wirtschaftsspanisch. Terminologisches Handbuch. Manual de lenguaje económico. Oldenburg Verlag. München Wien <p><u>Italian</u></p> <ul style="list-style-type: none"> Macedonia, M.(2001): Made in Italy, Oldenbourg, München, Wien Haring A.L. (2003): Wirtschaftsitalienisch, Oldenbourg, München, Wien <p><u>German</u></p> <ul style="list-style-type: none"> Weekly newspapers: FAZ, DIE ZEIT, Der Spiegel u.a. Dreyer, H. and Schmitt, R. (2007): Lehr- und Übungsbuch der deutschen Grammatik, Hueber, München <p><u>Polish</u></p> <ul style="list-style-type: none"> Polish newspapers: Forbes, Brief <p><u>Mandarin</u></p> <ul style="list-style-type: none"> Heisig, J. W. and Richardson T. W. (2009): Remembering Simplified Hanzi 1, University of Hawai'i Press, Honolulu Liu, X (ed.) (2012): Das Neue Praktische Chinesisch. Lehrbuch & Arbeitsbuch. 3rd Edition. Chinabooks, Zürich Ning, C. and Montanaro, J. (ed.) (2012): Encounters, Sinolingua, Beijing Zhu, J. (2007): Chinesische Grammatik für Deutsche, Buske Verlag, Hamburg <p>Additional reading will be recommended in class.</p>
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A-C-CL3.2 Colloquium International Matters (Fachkolloquium Internationales)

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

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

Electives (Wahlpflichtmodule)

A-E-L1 Second Business Language I – Business English (Zweite Wirtschaftssprache I - Wirtschaftsenglisch)

Semester	1 and 2
Duration of module	1 academic year
Type of module	Elective
Courses included in the module	The module is offered ESB-wide. Please refer for more details to the ESB second language module book.
How frequently is the module offered	Annually
Admission requirements	None
Transferability of the module to other programmes	As each level offered is based on the levels of the CEFR (Common European Framework of Reference for Languages), these modules are transferable to any programme following this framework
Responsible professor/ Module coordinator	Prof. Dr. Niamh O'Mahony Building 17, Room 113, Tel.: 07121/271-3028 niamh.omahony@reutlingen-university.de
Lecturers	Prof. Dr. Niamh O'Mahony + seasonal lectures
Teaching language	English
Credits (ECTS)	6
Total work load	180 h (60 h contact and 120 h self-study for English)
Contact hours per week	4 SWS
Examination/ Type of assessment	Continuous assessment + active participation (50%), two-hour written examination (50%)
Weighting of Grade within overall programme	4/200
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: Expansion of business vocabulary in the given foreign language. Improved oral and written skills in the foreign language particularly tailored to business situations. Greater grammar knowledge. Insights into specific industrial branches/companies, intercultural insights into the relevant business environment • 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: be equipped to function in a business setting in the given foreign language. Level of achievement depends on the CEFR levels taken by the individual students. Have a good basis on which to build further fluency in the future.

Course specific contributions to AoL learning objectives	LG1: Classes are held in the target language and are taught in small groups. After 2 semesters, students are now exposed to more challenging oral and written business situations in the target language. The level and complexity here depends on the starting level in 1a, but even students who were beginners in sem 1 should have acquired a solid basis by this stage.
Contents/ Indicative syllabus	Dependent on individual level of module. The following levels of the Common European Framework for Languages (CEF) are offered <ul style="list-style-type: none"> • English: B1-3, B2-3 and C1-3 At all levels the content is business related.
Teaching and learning methodology	Classes are highly interactive and include e.g. role play, group work, presentations, listening comprehensions, essays, discussions.
Miscellaneous	None
Indicative reading list	Is specific to each level and individual to each teacher. Full details are provided to students during the first class of each module

A-E-L2 Second Business Language II – Business English (Zweite Wirtschaftssprache II - Wirtschaftsenglisch)

Semester	4
Duration of module	1 semester
Type of module	Elective
Courses included in the module	The module is offered ESB-wide. Please refer for more details to the ESB second language module book.
How frequently is the module offered	Annually
Admission requirements	Successful completion of the core module Mandatory Internship I
Transferability of the module to other programmes	As each level offered is based on the levels of the CEFR (Common European Framework of Reference for Languages), these modules are transferable to any programme following this framework
Responsible professor/ Module coordinator	Prof. Dr. Niamh O'Mahony Building 17, Room 113, Tel.: 07121/271-3028 niamh.omahony@reutlingen-university.de
Lecturers	Prof. Dr. Niamh O'Mahony + seasonal lectures
Teaching language	English
Credits (ECTS)	4
Total work load	120 h (30 h contact and 90 h self-study for English)
Contact hours per week	2 SWS
Examination/ Type of assessment	Continuous assessment + active participation (50%), two-hour written examination (50%)
Weighting of Grade within overall programme	4/200
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: Expansion of business vocabulary in the given foreign language. Improved oral and written skills in the foreign language particularly tailored to business situations. Greater grammar knowledge. Insights into specific industrial branches/companies, intercultural insights into the relevant business environment • 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: be equipped to function in a business setting in the given foreign language. Level of achievement depends on the CEFR levels taken by the individual students. Have a good basis on which to build further fluency in the future.
Course specific contributions to AoL learning objectives	LG1: Classes are held in the target language and are taught in small groups. After 2 semesters, students are now exposed to more challenging oral and written business situations in the target language. The level and complexity

	here depends on the starting level in 1a, but even students who were beginners in sem 1 should have acquired a solid basis by this stage.
Contents/ Indicative syllabus	<p>Dependent on individual level of module. The following levels of the Common European Framework for Languages (CEF) are offered</p> <ul style="list-style-type: none"> • English: B1-3, B2-3 and C1-3 <p>At all levels the content is business related.</p>
Teaching and learning methodology	Classes are highly interactive and include e.g. role play, group work, presentations, listening comprehensions, essays, discussions.
Miscellaneous	None
Indicative reading list	Is specific to each level and individual to each teacher. Full details are provided to students during the first class of each module

A-E-L3 Second Business Language I – Business French (Zweite Wirtschaftssprache I - Wirtschaftsfranzösisch)

Semester	1 and 2
Duration of module	1 academic year
Type of module	Elective
Courses included in the module	The module is offered ESB-wide. Please refer for more details to the ESB second language module book.
How frequently is the module offered	Annually
Admission requirements	None
Transferability of the module to other programmes	As each level offered is based on the levels of the CEFR (Common European Framework of Reference for Languages), these modules are transferable to any programme following this framework
Responsible professor/ Module coordinator	Prof. Dr. Niamh O'Mahony Building 17, Room 113, Tel.: 07121/271-3028 niamh.omahony@reutlingen-university.de
Lecturers	Seasonal lectures
Teaching language	French
Credits (ECTS)	6
Total work load	180 h (120 h contact and 60 h self-study)
Contact hours per week	8 SWS
Examination/ Type of assessment	Continuous assessment + active participation (50%), two-hour written examination (50%)
Weighting of Grade within overall programme	4/200
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: Expansion of business vocabulary in the given foreign language. Improved oral and written skills in the foreign language particularly tailored to business situations. Greater grammar knowledge. Insights into specific industrial branches/companies, intercultural insights into the relevant business environment • 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: be equipped to function in a business setting in the given foreign language. Level of achievement depends on the CEFR levels taken by the individual students. Have a good basis on which to build further fluency in the future.
Course specific contributions to AoL learning objectives	LG1: Classes are held in the target language and are taught in small groups. After 2 semesters, students are now exposed to more challenging oral and written business situations in the target language. The level and complexity

	here depends on the starting level in 1a, but even students who were beginners in sem 1 should have acquired a solid basis by this stage.
Contents/ Indicative syllabus	<p>Dependent on individual level of module. The following levels of the Common European Framework for Languages (CEF) are offered</p> <ul style="list-style-type: none"> • French: B1 – C1 <p>At all levels the content is business related.</p>
Teaching and learning methodology	Classes are highly interactive and include e.g. role play, group work, presentations, listening comprehensions, essays, discussions.
Miscellaneous	None
Indicative reading list	Is specific to each level and individual to each teacher. Full details are provided to students during the first class of each module

A-E-L4 Second Business Language II – Business French (Zweite Wirtschaftssprache II - Wirtschaftsfranzösisch)

Semester	4
Duration of module	1 semester
Type of module	Elective
Courses included in the module	The module is offered ESB-wide. Please refer for more details to the ESB second language module book.
How frequently is the module offered	Annually
Admission requirements	Successful completion of the core module Mandatory Internship I
Transferability of the module to other programmes	As each level offered is based on the levels of the CEFR (Common European Framework of Reference for Languages), these modules are transferable to any programme following this framework
Responsible professor/ Module coordinator	Prof. Dr. Niamh O'Mahony Building 17, Room 113, Tel.: 07121/271-3028 niamh.omahony@reutlingen-university.de
Lecturers	Seasonal lectures
Teaching language	French
Credits (ECTS)	4
Total work load	120 h (60 h contact and 60 h self-study)
Contact hours per week	4 SWS
Examination/ Type of assessment	Continuous assessment + active participation (50%), two-hour written examination (50%)
Weighting of Grade within overall programme	4/200
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: Expansion of business vocabulary in the given foreign language. Improved oral and written skills in the foreign language particularly tailored to business situations. Greater grammar knowledge. Insights into specific industrial branches/companies, intercultural insights into the relevant business environment 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: be equipped to function in a business setting in the given foreign language. Level of achievement depends on the CEFR levels taken by the individual students. Have a good basis on which to build further fluency in the future.
Course specific contributions to AoL learning objectives	LG1: Classes are held in the target language and are taught in small groups. After 2 semesters, students are now exposed to more challenging oral and written business situations in the target language. The level and complexity

	here depends on the starting level in 1a, but even students who were beginners in sem 1 should have acquired a solid basis by this stage.
Contents/ Indicative syllabus	<p>Dependent on individual level of module. The following levels of the Common European Framework for Languages (CEF) are offered</p> <ul style="list-style-type: none"> • French: B1 – C1 <p>At all levels the content is business related.</p>
Teaching and learning methodology	Classes are highly interactive and include e.g. role play, group work, presentations, listening comprehensions, essays, discussions.
Miscellaneous	None
Indicative reading list	Is specific to each level and individual to each teacher. Full details are provided to students during the first class of each module

A-E-L5 Second Business Language I – Business Spanish (Zweite Wirtschaftssprache I - Wirtschaftsspanisch)

Semester	1 and 2
Duration of module	1 academic year
Type of module	Elective
Courses included in the module	The module is offered ESB-wide. Please refer for more details to the ESB second language module book.
How frequently is the module offered	Annually
Admission requirements	None
Transferability of the module to other programmes	As each level offered is based on the levels of the CEFR (Common European Framework of Reference for Languages), these modules are transferable to any programme following this framework
Responsible professor/ Module coordinator	Prof. Dr. Niamh O'Mahony Building 17, Room 113, Tel.: 07121/271-3028 niamh.omahony@reutlingen-university.de
Lecturers	Seasonal lectures
Teaching language	Spanish
Credits (ECTS)	6
Total work load	180 h (120 h contact and 60 h self-study)
Contact hours per week	8 SWS
Examination/ Type of assessment	Continuous assessment + active participation (50%), two-hour written examination (50%)
Weighting of Grade within overall programme	4/200
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: Expansion of business vocabulary in the given foreign language. Improved oral and written skills in the foreign language particularly tailored to business situations. Greater grammar knowledge. Insights into specific industrial branches/companies, intercultural insights into the relevant business environment • 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: be equipped to function in a business setting in the given foreign language. Level of achievement depends on the CEFR levels taken by the individual students. Have a good basis on which to build further fluency in the future.
Course specific contributions to AoL learning objectives	LG1: Classes are held in the target language and are taught in small groups. After 2 semesters, students are now exposed to more challenging oral and written business situations in the target language. The level and complexity

	here depends on the starting level in 1a, but even students who were beginners in sem 1 should have acquired a solid basis by this stage.
Contents/ Indicative syllabus	<p>Dependent on individual level of module. The following levels of the Common European Framework for Languages (CEF) are offered</p> <ul style="list-style-type: none"> • Spanish: A2-2 - C1 <p>At all levels the content is business related.</p>
Teaching and learning methodology	Classes are highly interactive and include e.g. role play, group work, presentations, listening comprehensions, essays, discussions.
Miscellaneous	None
Indicative reading list	Is specific to each level and individual to each teacher. Full details are provided to students during the first class of each module

A-E-L6 Second Business Language II – Business Spanish (Zweite Wirtschaftssprache II - Wirtschaftsspanisch)

Semester	4
Duration of module	1 semester
Type of module	Elective
Courses included in the module	The module is offered ESB-wide. Please refer for more details to the ESB second language module book.
How frequently is the module offered	Annually
Admission requirements	Successful completion of the core module Mandatory Internship I
Transferability of the module to other programmes	As each level offered is based on the levels of the CEFR (Common European Framework of Reference for Languages), these modules are transferable to any programme following this framework
Responsible professor/ Module coordinator	Prof. Dr. Niamh O'Mahony Building 17, Room 113, Tel.: 07121/271-3028 niamh.omahony@reutlingen-university.de
Lecturers	Seasonal lectures
Teaching language	Spanish
Credits (ECTS)	4
Total work load	120 h (60 h contact and 60 h self-study)
Contact hours per week	4 SWS
Examination/ Type of assessment	Continuous assessment + active participation (50%), two-hour written examination (50%)
Weighting of Grade within overall programme	4/200
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: Expansion of business vocabulary in the given foreign language. Improved oral and written skills in the foreign language particularly tailored to business situations. Greater grammar knowledge. Insights into specific industrial branches/companies, intercultural insights into the relevant business environment • 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: be equipped to function in a business setting in the given foreign language. Level of achievement depends on the CEFR levels taken by the individual students. Have a good basis on which to build further fluency in the future.
Course specific contributions to AoL learning objectives	LG1: Classes are held in the target language and are taught in small groups. After 2 semesters, students are now exposed to more challenging oral and written business situations in the target language. The level and complexity

	here depends on the starting level in 1a, but even students who were beginners in sem 1 should have acquired a solid basis by this stage.
Contents/ Indicative syllabus	<p>Dependent on individual level of module. The following levels of the Common European Framework for Languages (CEF) are offered</p> <ul style="list-style-type: none"> • Spanish: A2-2 – C1 <p>At all levels the content is business related.</p>
Teaching and learning methodology	Classes are highly interactive and include e.g. role play, group work, presentations, listening comprehensions, essays, discussions.
Miscellaneous	None
Indicative reading list	Is specific to each level and individual to each teacher. Full details are provided to students during the first class of each module

A-E-L7 Second Business Language I – Business Chinese (Zweite Wirtschaftssprache I - Wirtschaftschinesisch)

Semester	1 and 2
Duration of module	1 academic year
Type of module	Elective
Courses included in the module	The module is offered ESB-wide for the following languages: English, French, Spanish and Mandarin. Please refer for more details to the ESB second language module book.
How frequently is the module offered	Annually
Admission requirements	None
Transferability of the module to other programmes	As each level offered is based on the levels of the CEFR (Common European Framework of Reference for Languages), these modules are transferable to any programme following this framework
Responsible professor/ Module coordinator	Prof. Dr. Niamh O'Mahony Building 17, Room 113, Tel.: 07121/271-3028 niamh.omahony@reutlingen-university.de
Lecturers	Seasonal lectures
Teaching language	Chinese (Mandarin)
Credits (ECTS)	6
Total work load	180 h (120 h contact and 60 h self-study)
Contact hours per week	8 SWS
Examination/ Type of assessment	Continuous assessment + active participation (50%), two-hour written examination (50%)
Weighting of Grade within overall programme	4/200
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: Expansion of business vocabulary in the given foreign language. Improved oral and written skills in the foreign language particularly tailored to business situations. Greater grammar knowledge. Insights into specific industrial branches/companies, intercultural insights into the relevant business environment • 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: be equipped to function in a business setting in the given foreign language. Level of achievement depends on the CEFR levels taken by the individual students. Have a good basis on which to build further fluency in the future.
Course specific contributions to AoL learning objectives	LG1: Classes are held in the target language and are taught in small groups. After 2 semesters, students are now exposed to more challenging oral and written business situations in the target language. The level and complexity

	here depends on the starting level in 1a, but even students who were beginners in sem 1 should have acquired a solid basis by this stage.
Contents/ Indicative syllabus	<p>Dependent on individual level of module. The following levels of the Common European Framework for Languages (CEF) are offered</p> <ul style="list-style-type: none"> • Chinese (Mandarin): B1 <p>At all levels the content is business related.</p>
Teaching and learning methodology	Classes are highly interactive and include e.g. role play, group work, presentations, listening comprehensions, essays, discussions.
Miscellaneous	None
Indicative reading list	Is specific to each level and individual to each teacher. Full details are provided to students during the first class of each module

A-E-L8 Second Business Language II – Business Chinese (Zweite Wirtschaftssprache II - Wirtschaftschinese)

Semester	4
Duration of module	1 semester
Type of module	Elective
Courses included in the module	The module is offered ESB-wide for the following languages: English, French, Spanish and Mandarin. Please refer for more details to the ESB second language module book.
How frequently is the module offered	Annually
Admission requirements	Successful completion of the core module Mandatory Internship I
Transferability of the module to other programmes	As each level offered is based on the levels of the CEFR (Common European Framework of Reference for Languages), these modules are transferable to any programme following this framework
Responsible professor/ Module coordinator	Prof. Dr. Niamh O'Mahony Building 17, Room 113, Tel.: 07121/271-3028 niamh.omahony@reutlingen-university.de
Lecturers	Seasonal lectures
Teaching language	Chinese (Mandarin)
Credits (ECTS)	4
Total work load	120 h (60 h contact and 60 h self-study)
Contact hours per week	4 SWS
Examination/ Type of assessment	Continuous assessment + active participation (50%), two-hour written examination (50%)
Weighting of Grade within overall programme	4/200
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: Expansion of business vocabulary in the given foreign language. Improved oral and written skills in the foreign language particularly tailored to business situations. Greater grammar knowledge. Insights into specific industrial branches/companies, intercultural insights into the relevant business environment • 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: be equipped to function in a business setting in the given foreign language. Level of achievement depends on the CEFR levels taken by the individual students. Have a good basis on which to build further fluency in the future.
Course specific contributions to AoL learning objectives	LG1: Classes are held in the target language and are taught in small groups. After 2 semesters, students are now exposed to more challenging oral and written business situations in the target language. The level and complexity

	here depends on the starting level in 1a, but even students who were beginners in sem 1 should have acquired a solid basis by this stage.
Contents/ Indicative syllabus	<p>Dependent on individual level of module. The following levels of the Common European Framework for Languages (CEF) are offered</p> <ul style="list-style-type: none"> • Chinese (Mandarin): B1 <p>At all levels the content is business related.</p>
Teaching and learning methodology	Classes are highly interactive and include e.g. role play, group work, presentations, listening comprehensions, essays, discussions.
Miscellaneous	None
Indicative reading list	Is specific to each level and individual to each teacher. Full details are provided to students during the first class of each module

A-E-L9 Chinese intensive I (Chinesisch intensiv I)

Semester	1 and 2
Duration of module	1 academic year
Type of module	Elective
Courses included in the module	Chinese Intensive Ia (semester 1) Chinese Intensive Ib (semester 2)
How frequently is the module offered	Annually
Admission requirements	None - Written test at the beginning of the student's studies to determine initial level.
Transferability of the module to other programmes	As each level offered is based on the levels of the HSK (Hànyǔ Shuǐpíng Kǎoshì/ 汉语水平考试/Chinese Proficiency Test), these modules are transferable to any program following this framework.
Responsible professor/ Module coordinator	Prof. Dr. Niamh O`Mahony Building 17, Room 008, Tel.: 07121/271-3028 niamh.omahony@reutlingen-university.de
Total number of ECTS	6

A-E-L9.1 Course Chinese Intensive Ia (Chinesisch Intensiv Ia)

Lecturers	Ms. Chantal Köngeter & seasonal lecturers
Teaching language	Mandarin
Credits (ECTS)	3
Semester	1
Total work load	90 h (30 h contact, 60 h self-study)
Contact hours per week	2 SWS
Examination/ Type of assessment	Continuous assessment (100%): oral presentations and written assignments
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: The students will build up solid language skills through a systematic introduction of grammar patterns, phonetics, the characters and vocabulary. They will improve their oral and written skills in everyday life, academic and business situations. By gaining insights into specific branches and companies, they can acquire intercultural insights into the Chinese business environment. • Methodological competences: The module introduces learning methodologies for the Chinese language. They will learn how to handle texts or situations, in which not all of the language is understood (e.g. due to unknown vocabulary). Both individual and group presentation skills will be enhanced. The students will learn how to analyze the cultural aspect of business settings in China and how to react accordingly.

	<ul style="list-style-type: none"> • Social competences: The students will improve their oral and written communication skills linguistically, socially and interculturally due to the structure of the course which includes working in teams and role plays. By introducing different, non-European perspectives to their mindset, students will increase their awareness of differentiating cultural dimensions. • Personal competences: The students will be equipped to function in a Chinese business setting and day-to-day life. They will have a good basis in Chinese to build further fluency in the future.
Course specific contributions to AoL learning objectives	LG1: Class lectures are held entirely in the foreign language, taught in small groups and are highly interactive. The focus here is acquiring basic business vocab in and developing business writing skills.
Contents/ Indicative syllabus	<p><i>Chinese for beginners</i>: Introduction to the Chinese language, including phonetics, the transcription system „Pinyin“, the writing of characters and development of basic grammar structures and vocabulary. Introduction to Business Chinese.</p> <p><i>Intermediate Chinese</i>: Focus on the system of writing Chinese characters, basic business vocabulary, reading strategies and writing skills including summary writing, oral presentations.</p> <p><i>Intercultural Competence</i>: The students will be prepared for living, working and studying in China by insights into the national culture, current social situation and history of China. They will receive a solid introduction to Chinese business culture. Basic cultural differences between Chinese and Germans will be identified.</p>
Teaching and learning methodology	Classes are highly interactive and include e.g. role play, group work, presentations, listening comprehensions, essays, discussions.
Miscellaneous	None
Indicative reading list	<ul style="list-style-type: none"> • Hua, Y. (ed.) (2013): The Stories of the Chinese, 3rd Edition, Beijing Language and Culture University Press, Beijing • Li, S. (ed.) (2012): New Silk Road Business Chinese Series, 2nd Edition, Peking University Press, Beijing • Yuan, F. (ed.) (2013): Business Chinese for Success. Real Cases from Real Companies, 6th Edition, Peking University Press, Beijing <p>Additional reading will be recommended in class.</p>

A-E-L9.1 Course Chinese Intensive Ib (Chinesisch Intensiv Ib)

Lecturers	Ms. Chantal Köngeter & seasonal lecturers
Teaching language	Mandarin
Credits (ECTS)	3
Semester	2
Total work load	90 h (30 h contact, 60 h self-study)
Contact hours per week	2 SWS
Examination/ Type of assessment	Continuous assessment (100%): oral presentations and written assignments
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: The students will build up solid language skills through a systematic introduction of grammar patterns, phonetics, the characters and vocabulary. They will improve their oral and written skills in everyday life, academic and business situations. By gaining insights into specific branches and companies, they can acquire intercultural insights into the Chinese business environment. • Methodological competences: The module introduces learning methodologies for the Chinese language. They will learn how to handle texts or situations, in which not all of the language is understood (e.g. due to unknown vocabulary). Both individual and group presentation skills will be enhanced. The students will learn how to analyze the cultural aspect of business settings in China and how to react accordingly. • Social competences: The students will improve their oral and written communication skills linguistically, socially and interculturally due to the structure of the course which includes working in teams and role plays. By introducing different, non-European perspectives to their mindset, students will increase their awareness of differentiating cultural dimensions. • Personal competences: The students will be equipped to function in a Chinese business setting and day-to-day life. They will have a good basis in Chinese to build further fluency in the future.
Course specific contributions to AoL learning objectives	<p>LG1: Class lectures are held entirely in the foreign language, taught in small groups and are highly interactive. Students build on and expand their business vocabulary, increase their ability to be able to read and understand business texts, develop their oral abilities and improve their writing skills + soft skills in the target language. // LG2: Students are introduced to cultural differences between the German mindset and that of the target country.</p>
Contents/ Indicative syllabus	<p><i>Chinese for beginners</i>: Acquisition of a solid vocabulary for daily life at the university and basic business situations, focus on colloquial expression and listening strategies. Introduction of more characters and more advanced grammar structures.</p> <p><i>Intermediate Chinese</i>: Communication exercises in more complex situations including university and business settings, improving reading and writing skills for daily and business activities and introduction to formal/academic writing.</p> <p><i>Intercultural Competence</i>: The students will be prepared for living, working and studying in China by insights into the national culture, current social situation and history of China. They will receive a solid introduction to Chinese business culture. Basic cultural differences between Chinese and Germans will be identified.</p>
Teaching and learning methodology	<p>Classes are highly interactive and include e.g. role play, group work, presentations, listening comprehensions, essays, discussions.</p>
Miscellaneous	<p>None</p>
Indicative reading list	<ul style="list-style-type: none"> • Hua, Y. (ed.) (2013): <i>The Stories of the Chinese</i>, 3rd Edition, Beijing Language and Culture University Press, Beijing • Li, S. (ed.) (2012): <i>New Silk Road Business Chinese Series</i>, 2nd Edition, Peking University Press, Beijing • Yuan, F. (ed.) (2013): <i>Business Chinese for Success. Real Cases from Real Companies</i>, 6th Edition, Peking University Press, Beijing <p>Additional reading will be recommended in class.</p>

A-E-L10 Chinese intensive II (Chinesisch intensiv II)

Semester	4
Duration of module	1 semester
Type of module	Elective
Courses included in the module	The module is offered ESB-wide. Please refer for more details to the ESB language module book.
How frequently is the module offered	Annually
Admission requirements	Successful completion of the core module Mandatory Internship I
Transferability of the module to other programmes	As each level offered is based on the levels of the HSK (Hànyǔ Shuǐpíng Kǎoshì/ 汉语水平考试/Chinese Proficiency Test), these modules are transferable to any program following this framework.
Responsible professor/ Module coordinator	Prof. Dr. Niamh O'Mahony Building 17, Room 008, Tel.: 07121/271-3028 niamh.omahony@reutlingen-university.de
Lecturers	Ms. Chantal Köngeter & seasonal lecturers
Teaching language	Mandarin
Credits (ECTS)	4
Total work load	120 h (60 h contact, 60 h self-study)
Contact hours per week	4 SWS
Examination/ Type of assessment	Continuous assessment (100%): oral presentations and written assignments
Weighting of Grade within overall programme	4/200
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: The students will build up solid language skills through a systematic introduction of grammar patterns, phonetics, the characters and vocabulary. They will improve their oral and written skills in everyday life, academic and business situations. By gaining insights into specific branches and companies, they can acquire intercultural insights into the Chinese business environment. • Methodological competences: The module introduces learning methodologies for the Chinese language. They will learn how to handle texts or situations, in which not all of the language is understood (e.g. due to unknown vocabulary). Both individual and group presentation skills will be enhanced. The students will learn how to analyze the cultural aspect of business settings in China and how to react accordingly. • Social competences: The students will improve their oral and written communication skills linguistically, socially and interculturally due to the structure of the course, which includes working in teams and role plays. By introducing different, non-European perspectives to their mindset, students will increase their awareness of differentiating cultural dimensions.

	<ul style="list-style-type: none"> Personal competences: The students will be equipped to function in a Chinese business setting and day-to-day life. They will have a good basis in Chinese to build further fluency in the future.
Course specific contributions to AoL learning objectives	<p>LG1: Class lectures are held entirely in the foreign language, taught in small groups and are highly interactive. Students build on and expand their business vocabulary, increase their ability to be able to read and understand business texts, develop their oral abilities and improve their writing skills + soft skills in the target language. // LG2: Ongoing discussion and analysis in class with the students of cultural differences and their impact on the day-to-day interaction with the foreign culture.</p>
Contents/ Indicative syllabus	<p><i>Chinese for beginners:</i> Stronger focus on written language, ability to write, read and discuss texts in Chinese. Expansion of basic business terminology and expressions. Introduction to formal language.</p> <p><i>Intermediate Chinese:</i> Focus on understanding newspaper articles and written Chinese terms and expressions. Production of own summaries, texts and oral presentations in a business context.</p> <p><i>Intercultural Competence:</i> The students will be prepared for living, working and studying in China by insights into the national culture, current social situation and history of China. They will receive a solid introduction to Chinese business culture. Basic cultural differences between Chinese and Germans will be identified.</p>
Teaching and learning methodology	Classes are highly interactive and include e.g. role play, group work, presentations, listening comprehensions, essays, discussions.
Miscellaneous	None
Indicative reading list	<ul style="list-style-type: none"> Hua, Y. (ed.) (2013): The Stories of the Chinese, 3rd Edition, Beijing Language and Culture University Press, Beijing Li, S. (ed.) (2012): New Silk Road Business Chinese Series, 2nd Edition, Peking University Press, Beijing Yuan, F. (ed.) (2013): Business Chinese for Success. Real Cases from Real Companies, 6th Edition, Peking University Press, Beijing <p>Additional reading will be recommended in class.</p>

A-E-L11 Second Business Language Portuguese (Zweite Wirtschaftssprache Portugiesisch)

Semester	4
Duration of module	1 semester
Type of module	Elective
Courses included in the module	The module is offered ESB-wide. Please refer for more details to the ESB language module book.
How frequently is the module offered	Annually
Admission requirements	Successful completion of the core module Mandatory Internship I
Transferability of the module to other programmes	As each level offered is based on the levels of the CEFR (Common European Framework of Reference for Languages), these modules are transferable to any programme following this framework
Responsible professor/ Module coordinator	Prof. Dr. Niamh O'Mahony Building 17, Room 008, Tel.: 07121/271-3028 niamh.omahony@reutlingen-university.de
Lecturers	Seasonal lecturers
Teaching language	Portuguese
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 + active participation (50%), 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: Expansion of business vocabulary in the given foreign language. Improved oral and written skills in the foreign language particularly tailored to business situations. Greater grammar knowledge. Insights into specific industrial branches/companies, intercultural insights into the relevant business environment • 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: be equipped to function in a business setting in the given foreign language. Level of achievement depends on the CEFR levels taken by the individual students. Have a good basis on which to build further fluency in the future.
Course specific contributions to AoL learning objectives	LG1: Classes are held in the target language and are taught in small groups.

Contents/ Indicative syllabus	<p>Dependent on individual level of module. The following levels of the Common European Framework for Languages (CEF) are offered</p> <ul style="list-style-type: none"> • Portuguese: A1 – B2 <p>At all levels the content is business related.</p>
Teaching and learning methodology	Classes are highly interactive and include e.g. role play, group work, presentations, listening comprehensions, essays, discussions.
Miscellaneous	None
Indicative reading list	Is specific to each level and individual to each teacher. Full details are provided to students during the first class of each module

A-E-CL1 Intercultural Management (Interkulturelles Management)

Semester	2
Duration of module	1 Semester
Type of module	Elective
How frequently is the module offered	Annually
Admission requirements	None
Transferability of the module to other programmes	None
Responsible professor/ Module coordinator	Prof. Dr. Christoph Binder Building 5, Room 211, Tel.: 07121/271-3047 christoph.binder@reutlingen-university.de
Lecturers	Dr. Dorothee Kaiser Dr.Dorothee.Kaiser@gmx.de
Teaching language	German
Credits (ECTS)	5
Total work load	150 h (60 h contact, 90 h self-study)
Contact hours per week	4 SWS
Examination/ Type of assessment	Oral presentation of intercultural team work in class (50%) and individual paper (50%)
Calculation 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: Acquisition of knowledge about the basic management strategies and recent investigation in international contexts; students transfer and apply theoretical knowledge to a real-life setting; they achieve a deeper understanding of cultural differences and regional specifics. They achieve competences mainly in topics as leadership skills, intercultural team work, negotiating strategies and business behaviour. • Methodological competences: Students are able to analyse case studies and critical incidents in an intercultural context, to apply cultural dimensions and theoretical background to real-life settings; they can describe cultural differences without judging them with the tools of cultural dimensions. • Social competences: Students are aware of different values and cultural imprinting; they are able to react in a flexible way in cultural ambiguous situations; they improve 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 and constructive manner • Personal competences: Students are able to change perspectives and modify ethno-central judgements about different cultures; they are able of self-reflection their own attitudes towards stereotypes, they are able to distinguish between self-perception and the perception of another; they are able to reflect their own intercultural team work.

<p>Course specific contributions to AoL learning objectives</p>	<p>LG2: Students present in small international teams different countries or regions in a historical, cultural and political approach and deepen their knowledge and understanding of cultural differences in the world. // LG3: Students analyze several case studies about cultural differences concerning topics like compliance, ethics standards and values (f.i. corruption, gifts and assessment practice) in different countries, understanding that certain values and ethics standards change from one culture to the other and in different corporate contexts. // LG4: Students experiment in several role-plays the change of perspectives and the cultural interpretation of conflict situations and practice different communication and problem solving skills.</p>
<p>Contents/ Indicative syllabus</p>	<p>The course aims at providing students with the competences required to analyse international business and organizational cultural differences within and between organizations. The students will learn to identify challenges in cross-cultural management and different ways to approach them. The focus of this elective is on the behavioural and communicational aspects of intercultural management. For example: the changing role of the global manager, cross-cultural dimension of decision-making in the context of post mergers, cross-cultural communication and negotiation, dealing with customers in different parts of the world, working in an international team or project and dealing with international mobility and expatriation issues.</p> <p>At the conclusion of this elective, the students will be able to apply methods of intercultural management for the analysis of case studies, to differentiate in their own communicational behaviour depending on the cross-cultural setting, to integrate their knowledge of intercultural management into their basic knowledge of the different subjects in general economics and to systemize and present in an objective form cultural differences and business behaviour.</p>
<p>Teaching and learning methodology</p>	<p>Variation of different learning methodology: lectures about basic theories, intercultural team work, analysis of case studies, presentation of the students, very interactive elements with practical exercises, games of cultural simulation, role plays</p>
<p>Miscellaneous</p>	<p>Guest lectures of invited managers about their international management experience</p>
<p>Indicative reading list</p>	<ul style="list-style-type: none"> • Bolten, J. (2007): Einführung die Interkulturelle Wirtschaftskommunikation, Vandenhoeck & Ruprecht, Göttingen • Brodbeck, F.C. (2008): Die Suche nach universellen Führungsstandards: Herausforderungen im globalen Dorf. In: Wirtschaftspsychologie aktuell 1/2008, S. 19-22. • Engelen, A. / Tholen, E. (2014): Interkulturelles Management, Schäffer-Poeschel, Stuttgart • Groysberg, B. / Lee, J. / Price, J. / Cheng, J. Y. J. (2018): Guide to Corporate Culture. How to manage the eight critical elements of organizational life. In: Harvard Business Review January – February 2018, p. 45-52. • Haller P.M./ Nägele, U. (2013): Praxishandbuch interkulturelles Management: der andere Weg: affektives Vermitteln interkultureller Kompetenz, Springer Gabler, Wiesbaden • Meyer, E. (2014): The Culture Map. Decoding how people think, lead, and get things done across cultures. New York: Public Affairs.

	<ul style="list-style-type: none">• Roth, J. / Köck, C. (Hg.)(2011): Culture communication skills Interkulturelle Kompetenz. Handbuch für die Erwachsenenbildung. München.• Lang, R. / Baldauf, N. (2016): Interkulturelles Management. Wiesbaden: Springer Gabler.• Rothlauf, J. (2014): Interkulturelles Management. Mit Beispielen aus Vietnam, China, Japan, Russland und den Golfstaaten, Oldenbourg, München• Schroll-Machl, S. (2013): Die Deutschen- Wir Deutsche. Fremdwahrnehmung und Selbstsicht im Berufsleben, Vandenhoeck & Ruprecht, Göttingen
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A-E-CL2 International Negotiations (Internationale Verhandlungsführung)

Semester	2
Duration of module	1 Semester
Type of module	Elective
How frequently is the module offered	Annually
Admission requirements	None
Transferability of the module to other programmes	None
Responsible professor/ Module coordinator	Prof. Dr. Arjan Kozica Building 5, Room 208, Tel.: 07121/271-3134 Arjan.kozica@reutlingen-university.de
Lecturers	Prof. Dr. Markus Conrads Prof. Dr. Nello Gaspardo
Teaching language	English
Credits (ECTS)	5
Total work load	150 h (60 h contact, 90 h self-study)
Contact hours per week	4 SWS, blocked within one week
Examination/ Type of assessment	Three or maximum four people form a group, prepare and simulate an international negotiation with a professor and one assistant. Preparation time: 60 min.; Examination time: 60 min. Examination description <ul style="list-style-type: none"> • Preparation: The group has to prepare the simulation with the professor and one assistant. Students have to understand the content of the case, the cultural situation and main goals of the examination. They have to create an offering company, assigning a specific role to each participant, developing a suitable strategy and finally to prepare a business negotiation. The major target of the preparation is creating a homogeneous group, showing social competence and professional skills • Examination: Students have to inform, convince and persuade the professor and his/her assistant by presenting the company, the negotiation strategy in a persuasive way under consideration of particular intercultural situation. Students have to underline their professional competence, international awareness, apply the appropriate negotiation tools and tactics and finally appearing compact, brilliant and convincing by responding and arguing. They have to respect their own functions, integrate their arguments in the global strategy
Weighting of Grade within overall programme	5/200
Learning outcomes	International business, especially where prolonged business negotiations are involved, is fraught with difficulties. Apart from practical and technical problems, national psychology and cultural characteristics frequently interfere during the communicative approach between business people. Equally important are business etiquette and cultural awareness. Main goals:

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

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| | <ul style="list-style-type: none">• Gesteland, R. (1999): Cross-Cultural Business Behavior. Copenhagen Business School Press, Copenhagen• Hofstede, G. (2006): Culture and Organizations; Intercultural Cooperation and its Importance for Survival, Profile Books, London• Levine, R. (1997): Geography of Time. Basic Books, New York• Lewis, R., D. (2006): When Cultures Collide. A Major New Edition Of The Global Guide. Nicholas Brealey, London• Münscher, R., Hormuth, J. (2013): Vertrauensfallen im internationalen Management. Hintergründe, Beispiele, Strategien. Springer Gabler• Schroll-Machl, S. (2005): Doing Business with Germans. Their Perception. Our Perception. 2nd Edition, Vandenhoeck & Ruprecht, Göttingen• Rothlauf, J. (2009): Interkulturelles Management, 3rd edition, Oldenburg, München |
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A-E-CL3 Rhetoric and moderation techniques (Rhetorik und Moderationstechniken)

Semester	4
Duration of module	1 semester
Type of module	Elective
How frequently is the module offered	Annually
Admission requirements	Successful completion of the core module Mandatory Internship I
Transferability of the module to other programmes	None
Responsible professor/ Module coordinator	Prof. Dr. Ditmar Hilpert Building 2, Room 312, Tel.: 07121/271-3007 ditmar.hilpert@reutlingen-university.de
Teaching language	German
Credits (ECTS)	5
Total work load	150 h (60 h contact, 90 h self-study)
Contact hours per week	4 SWS (blocked)
Examination/ Type of assessment	Small projects and presentations (50%) and final presentation (50%)
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: investigate the nature and practice of discourse, develop heuristics, identify various sets arguments, analyze specific rhetorical situations and justify rhetorical decision, being able to use various techniques of finding/developing/structuring ideas, leading/heading meetings, speaking in public Methodological competences: develop problem structuring capabilities in various situations such as free speech, presentations and group moderation Social competences: identify rhetorical situations, applying a wide range of effective and appropriate responses Personal competences: knowing to use the power of the personal voice and body language in multiple situations, understanding that the use of different moderation technique is essential in bringing people together for success
Course specific contributions to AoL learning objectives	LG2 : investigate the nature and practice of discourse, develop heuristics, identify various sets arguments, analyze specific rhetorical situations and justify rhetorical decision, being able to use various techniques of finding/developing/structuring ideas, leading/heading meetings, speaking in public; : identify rhetorical situations, applying a wide range of effective and appropriate responses, use all these skills in an international environment/context
Contents/ Indicative syllabus	Rhetoric is an ancient humanistic discipline, which is today and tomorrow as important as it was in the past – find an overview of rhetoric and moderations techniques from the old tradition of classic greek/roman teachers (Aristotle, Cicero ...) to the modern approaches (reading people, meta-plan ...)

Teaching and learning methology	Lectures, individual presentations (training the voice, body language etc), group discussions using different moderations techniques, individual and group feedback/video feedback
Indicative reading list	<p>Recommended reading:</p> <ul style="list-style-type: none"> • Bruno, T.et al. (2014): Körpersprache und Rhetorik, 2nd edition, Haufe, Freiburg • Freimuth, J. (2012): Moderation, Hogrefe, Göttingen, Oxford <p>Additional reading:</p> <ul style="list-style-type: none"> • Molcho, S. (2013): Körpersprache, 26th edition, Goldmann, München • Navarro, J. (2010): Menschen lesen: Ein FBI-Agent erklärt, wie man Körpersprache entschlüsselt, MVG-Verlag, München

A-E-BUS1 Leadership in a Change Management Process (Führung in Change Management Prozessen)

Semester	4
Type of module	Elective
How frequently is the module offered	Annually
Admission requirements	Successful completion of the core module Mandatory Internship I
Transferability of the module to other programmes	None
Responsible professor/ Module coordinator	Prof. Dr. Arjan Kozica Building 5, Room 208, Tel.: 07121/271-3134 Arjan.Kozica@reutlingen-university.de
Lecturers	Prof. Dr. Nello Gaspardo Building 17, Room 114, Tel.: 07121/271-3043 Nello.Gaspardo@reutlingen-university.de
Teaching language	English
Credits (ECTS)	5
Total work load	150 h (60 h contact, 90 h self-study)
Contact hours per week	4 SWS (blocked within one week, 6 days)
Examination/ Type of assessment	<p>Oral examination: A group of maximum ten students represents two different companies that have to merge to survive on strong competitive market. The two groups have to prepare the examination separately, distribute roles and competence, preparing a power point presentation and a strategy how to merge. Duration of the examination: 3 hours plus 40 minutes feedback from professor. Examination description</p> <ul style="list-style-type: none"> • First part: The two groups have to introduce the companies (30 minutes each). Participants have to demonstrate their ability do present the status quo in a clear, precise and concise form, using visuals such as power point in an appropriate way. • Second part: After the presentation of the status quo, participating students have to know each other personally. Getting together to create a personal relationship with the counterpart to overcome stereotypes and prejudices. This single participant has to create the prerequisites for a long-term tight relationship and trust with the counterpart. • Third part: The two companies have to choose the appropriate communicative approach and arguments to merge. Each student has to apply the acquired personal, methodological, personal and social competence how to merge with a strong competitor. Participants have to show how they face controversial topics and find a win-win solution for a strong merger. • Final feedback from professor (40 minutes)
Weighting of Grade within overall programme	5/200
Learning outcomes	Internationally operating companies have entered the global market in order to remain competitive to search for new business opportunities. To fulfil these

	<p>tasks companies need leaders. The leadership process involves the use of authority to help determine group or organizational goals, to motivate organizational members for their work and to influence group dynamic and organizational culture.</p> <ul style="list-style-type: none"> • Professional competences: Students will learn to discover and improve their personal skills, such as communication skills and empathetic approach in order to motivate and convince colleagues, employees and subordinates especially during the change management process. • Methodological competences: Students will train to choose appropriate arguments to inform, convince – rational process - and persuade – emotional process - interlocutors. They will be able to distinguish and integrate manager’s skills and leader’s attitude and behaviour in changing situations. Selecting the methodological and chronological communicative approach according to the goals, situation, personal skills of people and organizational goals. • Social competences: Leading is primarily a social interaction. Acquiring social competence in an intercultural milieu also, represents one of the most important targets of this elective. Knowing the partner by improving listening techniques, using empathy, employing the main elements of the emotional intelligence to touch rational understanding and emotions of people. • Personal competences: Participants will learn and train to listen attentively, to react ad hoc, to motivate subordinates and colleagues by using a persuasive communicative approach. They will learn to apply personal skills by improving listening communication, to speak confidently, to motivate partners by solving conflicts, and overcoming resistance against change. Finally students will practice how to lead <i>challenging</i> people in <i>delicate</i> situations such as change management. Developing personal skills – charisma – to create followers.
<p>Course specific contributions to AoL learning objectives</p>	<p>LG2: Students exercise the empathetic approach to understanding emotional intelligence in business case scenarios (both individually and in small international teams) // LG3. Students become aware of the change management process and understand why people resist to it. By applying appropriate tools, students learn how to overcome rational and emotional obstacles during delicate change // LG4: Students employ appropriate tools to lead and deal with challenging individuals using charisma and a persuasive attitude during different stages of change management processes.</p>
<p>Contents/ Indicative syllabus</p>	<p>Major parts of the course are: communication and presentation technique. ability to select and use best arguments to convince and persuade people in a given context. Knowing main leadership techniques and leadership styles. Building trust. Choosing appropriate leadership models in controversial situations. Dealing successfully with different and challenging people – colleagues, subordinates or executives. Using empathetic approach to understand and motivate people. Giving feedback to people of different generations. Leading people in a change management process.</p>
<p>Teaching and learning methodology</p>	<p>Case studies, interactive with continuous simulations, individual homework and cooperation in groups.</p>
<p>Indicative reading list</p>	<p>A tailor-made manuscript will be distributed.</p> <ul style="list-style-type: none"> • Blanchard, K. (2010): <i>Leading at a Higher Level, Blanchard on Leadership and Creating High Performing Organizations</i>; Blanchard Management Corporation, New Jersey • Brooks, I. (2009): <i>Organizational behaviour – individuals, groups and organisation</i>, 4th edition, FT Prentice Hall, Harlow

- Covey, S.R. (1999): Principle-Centred Leadership. Franklin Covey Co., Simon & Schuster, London
- Dessler, G. (2001): Management – Leading people and organizations in the 21st Century, 2nd edition. Prentice Hall, New Jersey
- Gaspardo, N. (2018): Von harten Hunden und hyperaktiven Affen. Der richtige Umgang mit Menschen im Beruf und Alltag, UVK Verlagsgesellschaft mbH, Konstanz.
- Goleman, D., McKee, A. (2018): HBR Emotional Intelligence. Boxed Set (6 books), Harvard Business Review, Harvard Business School Press
- Harvard Business School (2004): Harvard Business Essentials – Creating Teams with and Edge, Harvard Business School Press, Boston
- Messick, D., Kramer, M., Roderick, M. (2005): The Psychology of Leadership – New Perspectives and Research, Lawrence Erlbaum Associates, New Jersey
- Nickols, F. (2006): Change Management: A Primer. Available at: <http://www.nickols.us/change.pdf>
- Richard, T.; Clarck, M. (2006): Dilemmas of Leadership. Routledge, New York
- Robbins, S.P. (2005): Essentials of Organizational Behaviour, 8th edition. Pearson Prentice Hall, New Jersey
- Seliger, R. and Tolchinsky, P.D. in Schloemer, S. and Tomaschek, N. (2010): Leading in Complexity, New Ways of Management; Carl-Auer, Heidelberg

A-E-BUS2 Project Management Basics (Grundlagen des Projektmanagements)

Semester	2 (in SoSe 2019 not offered due to sabbatical)
Duration of module	1 semester
Type of module	Elective
How frequently is the module offered	Annually
Admission requirements	None
Transferability of the module to other programmes	None
Responsible professor/ Module coordinator	Prof. Dr. Petra Kneip Building 5, Room 207, Tel.: 07121/271-3022 Petra.Kneip@reutlingen-university.de
Teaching language	German
Credits (ECTS)	5
Total work load	150 h (60 h contact, 90 h self-study)
Contact hours per week	4 SWS
Examination/ Type of assessment	One-hour written examination (30%) and student project (70%)
Weighting of Grade within overall programme	5/200
Learning outcomes	<p>After the successful completion of the course the students</p> <ul style="list-style-type: none"> • are acquainted with a broad basic overview of project management principles and practices according to the “Project Management Body of Knowledge” (following the Project Management Institute) • know how to plan, lead and implement small and medium size projects • have experienced the complexity in projects by applying their theoretical knowledge to accomplish a project task during the semester. • have increased their ability to function effectively in a project team either as project team member or project manager.
Course specific contributions to AoL learning objectives	LG4: Students develop their problem-solving skills by applying project management methods and tools to a real business project.
Contents/ Indicative syllabus	<p>This course is intended to be an introduction into the field of project management.</p> <p>The course will familiarize participants to project management standards. It will be conducted as a practical, hands-on workshop that emphasizes discussion and exercises. Participants will get the opportunity to practice by accomplishing a project task during the semester.</p> <p>Course delivery strategy includes: define concepts, explain tools/techniques, practice tools/techniques, discuss & review and transfer to assigned project.</p> <p>Content of theoretical part: introduction to project management, project phases, life cycles & knowledge areas, defining the project, the project manager and the project team, planning the project, monitoring and controlling the project and closing their project.</p>

Teaching and learning methodology	The methods employed to achieve course objectives include: class lectures, highlighting critical course material, reading assignments and transfer: applying theoretical knowledge to an existing project task.
Miscellaneous	Guest speaker
Indicative reading list	<p><u>Required reading:</u></p> <ul style="list-style-type: none"> • Schmid, P., (2018): Erfolgreiches Projektmanagement: einfach - praktisch – agil. Nützliche Methoden für kleine und mittlere Projekte. 7th edition, Metropolitan, Berlin / Regensburg <p><u>In-depth reading:</u></p> <ul style="list-style-type: none"> • DeMarco , T. (1998): Der Termin: Ein Roman über Projektmanagement, Hanser, München • Litke, H.-D. (2017): Projektmanagement: Methoden, Techniken, Verhaltensweisen. 6th edition, Hanser, München • PMI ed., (2013): A Guide to the Project Management Body of Knowledge, 5th edition, PMI Inc., Newton Square

A-E-BUS3 Technology and Management Projects (Technik und Management Projekte)

Semester	2
Duration of module	1 Semester
Type of module	Elective
How frequently is the module offered	Annually
Admission requirements	None
Transferability of the module to other programmes	None
Responsible professor/ Module coordinator	Prof. Dr. Albrecht Oehler Building 17, Room 007, Tel.: 07121/271-5011 albrecht.oehler@reutlingen-university.de
Teaching language	German
Credits (ECTS)	5
Total work load	150 h (60 h contact, 90 h self-study)
Contact hours per week	4 SWS
Examination/ Type of assessment	Assessment of laboratory (40%), term paper (30%) and presentation (30%)
Weighting of Grade within overall programme	5/200
Learning outcomes	<p>After the successful completion of the module the student should have developed the following competences:</p> <ul style="list-style-type: none"> • Professional competences: the students should be able to work independently on a technical topic (e.g. communication networks, identification systems etc.). Understand and analyze the context and present the results in a comprehensive way to an audience. • Methodological competences: the students have to build teams for a technological project. In this project we have normally technical and economical skills, so the way of working is here quite different compared to an economical topic. The students investigate a topic and draft an application form for a research project in the area of communication technologies. To achieve this, the planned research work has to be structured e.g. by mile stones, deliverables, budgets etc using project management. • Social competences: The teamwork, which is directed by the academic staff, is a very essential part of a successful progress in the given time slot to realize the project. • Personal competences: built the bridge between the technological and the economic sight.

Course specific contributions to AoL learning objectives	LG 3: In the students presentations of the project the ethical implications of the project design must be addressed and discussed. // LG 4: Based on the lecture, teams with two students exercise practical work in the laboratory, providing insight into engineering aspects. In addition small international student teams create one or more Technology Projects by developing a research project application. This includes an analysis of the status quo, the research question, a project plan with milestones and financing issues.
Contents/ Indicative syllabus	Interdisciplinary and methodological competencies should be imparted to enable the students in handling complex topics and complex systems.
Teaching and learning methodology	Lectures, laboratory and teamwork, which is directed by the lecturer. Students will be prepared by lectures for the following laboratory: Basics in Electronics, Identification Systems (RFID) and Communication systems (WiFi-Systems).
Miscellaneous	Laboratory
Indicative reading list	<ul style="list-style-type: none"> Hagmann, G. (2013): Grundlagen der Elektrotechnik, AULA-Verlag, Wiebelsheim, p. 1-45 <p>Additional notes will be provided in class</p>

A-E-BUS4 Knowledge Intensive Companies (Wissensintensive Unternehmen)

Semester	4
Duration of module	1 semester
Type of module	Elective
How frequently is the module offered	Annually
Admission requirements	Successful completion of the core module Mandatory Internship I
Transferability of the module to other programmes	None.
Responsible professor/ Module coordinator	Prof. Dr. Günter Bitsch
Teaching language	German
Credits (ECTS)	5
Total work load	150 h (60 h contact, 90 h self-study)
Contact hours per week	4 SWS
Examination/ Type of assessment	Two hours written 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
Course specific contributions to AoL learning objectives	LG4: 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.
Contents/ Indicative syllabus	<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
Teaching and learning methodology	Lectures, case studies and cooperation in groups.
Miscellaneous	None.
Indicative reading list	<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.

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| | <ul style="list-style-type: none">• 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.• Starbuck, W. H. (1992). Learning by knowledge-intensive firms. <i>Journal of Management Studies</i>, 29(6), 713-740. |
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A-E-STR1 Strategic Topics in International Management (Strategische Themen im Internationalen Management)

Semester	4
Duration of module	1 Semester
Type of module	Elective
How frequently is the module offered	Annually
Admission requirements	Successful completion of the core module Mandatory Internship I
Transferability of the module to other programmes	None
Responsible professor/ Module coordinator	Prof. Dr. Philipp von Carlowitz Building 5, Room 210, Tel.: 07121/271-3017 Philipp.von-carlowitz@reutlingen-university.de
Teaching language	German
Credits (ECTS)	5
Total work load	150 h (60 h contact, 90 h self-study)
Contact hours per week	4 SWS
Examination/ Type of assessment	Two presentations (50% each)
Weighting of Grade within overall programme	5/200
Learning outcomes	After the successful completion of the module the students should have developed the following competences: <ul style="list-style-type: none"> Professional competences: Deal with complexities of global business issues; develop decision making skills Methodological competences: Analytical approach to market entry decisions of companies, management coordination in global business context; further develop presentation skills Social competences: Work in teams; deal with controversial business situation taking account of various interests Personal competences: Due to role play learn to deal with pressure in simulated situation, drive project and team towards goal under time pressure.
Course specific contributions to AoL learning objectives	LG2: In international student teams a Go-to-Market strategy into a sub-Saharan Africa market is developed and graded // LG4: Using a practical business case situation students apply existing international business and strategic management concepts to solve a specific business problem (go-to-market) and present it in a management style
Contents/ Indicative syllabus	Presentation of Global business Environment; dealing with globalized business environment regarding Sales, Production, Organization/Management; Case Studies on Market Entry Approach and decision (role play); Strategy development in a global context. Strong real world and application focus.
Teaching and learning methodology	Lecture, presentation, role plays, case studies, group work.
Miscellaneous	Usually approach is based on one industry and one region

Indicative reading list	Presented in first class on outline
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A-E-ENT1 Explorative Business Modell Generation and Development (Exploratives Kreieren und Entwickeln von Geschäftsmodellen)

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

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

A-E-ENT2 Business Plan Development (Businessplanerstellung)

Semester	4
Duration of module	1 semester
Type of module	Elective
How frequently is the module offered	Each semester
Admission requirements	Successful completion of the core module Mandatory Internship I
Transferability of the module to other programmes	Transferable to all programs at Hochschule Reutlingen
Module coordinator	Thomas Rehmet Building 20, Room 005, Tel.: 07121/271-1082 thomas.rehmet@reutlingen-university.de
Lecturers	Carsten Funk cf@dynajet.de
Teaching language	German
Credits (ECTS)	5
Total work load	150 h (60 h contact, 90 h self-study)
Contact hours per week	4 SWS
Examination/ Type of assessment	Individual online participation (30%), group presentation (30%), written group paper (40%)
Weighting of Grade within overall programme	5/200
Learning outcomes	The participants should develop competencies in the following fields <ul style="list-style-type: none"> Professional competences: knowledge about the basic structure of a standard business plan; in depth understanding of each chapter of a business plan Methodological competences: the capability to write, read and evaluate business plans Social competences: refine their oral and written communication skills; give and receive feedback by fellow students in a structured manner; group work in international teams Personal competences: ability to work under time pressure
Course specific contributions to AoL learning objectives	LG4: Application of theory to develop and present a business plan
Contents/ Indicative syllabus	The module covers writing of a business plan, presentation of a business plan in front of a professional audience, current trends in entrepreneurship
Teaching and learning methodology	Lectures, hands on coaching, case studies, group project, online platform (moodle)
Miscellaneous	External guest lecture
Indicative reading list	Lecture script provided online

A-E-ENT3 Social Entrepreneurship (Social Entrepreneurship)

Semester	4
Duration of module	1 semester
Type of module	Elective
How frequently is the module offered	Annually
Admission requirements	Successful completion of the core module Mandatory Internship I
Transferability of the module to other programmes	None
Module coordinator	Dr. Lyubomyr Matsekh Building 17, Room 006 and Building 5, Room 006, Tel.: 07121/271-3045 and -1094 Lyubomyr.Matsekh-Ukrayinsky@reutlingen-university.de
Teaching language	German
Credits (ECTS)	5
Total work load	150 h (60 h contact, 90 h self-study)
Contact hours per week	4 SWS
Examination/ Type of assessment	Written (70%) and oral (30%) project presentation
Weighting of Grade within overall programme	5/200
Learning outcomes	<p>By the end of this module the participants have developed the following competencies:</p> <ul style="list-style-type: none"> Professional competencies: Students will become familiar with theoretical and practical aspects of social entrepreneurship. They will be acquainted with the design thinking method and business model canvas. They will also learn to identify, describe and apply the appropriate validation method for their start-up idea in the field of social entrepreneurship. Methodological competencies: Students will learn to apply the basic principle of the scientific method (make observations, formulate a problem statement, develop a hypothesis, design a testable prediction, gather data, test the prediction, refine/alter/expand/reject the hypothesis and develop a general action plan) in the field of social entrepreneurship. Social competencies: Students will enhance their oral and written communication, social interaction and team working skills. They will learn how to respectfully cooperate in a competitive environment, be supportive of one another and base their action on facts and objective criteria. Personal competencies: Students will learn to critically reflect on and analyse their ideas, actions, specific personal skills and strengths. Through the self-reflection process, they will develop personal confidence and decision-making skills.
Course specific contributions to AoL learning objectives	LG3: The seminars on sustainability, social entrepreneurship and nonprofitability incorporate the ethical awareness component. // LG4: Through the interdisciplinary nature of this module, the participants develop domain-specific problem-solving competencies.

<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 i. a. of following seminars:</p> <ul style="list-style-type: none"> • The 17 Sustainable Development Goals • Social Impact Metrics/ Change Agents/ Theory of Change • Social Entrepreneurship and Corporate Social Responsibility • Design Thinking • Business Model Canvas • Project Management • Validation • Financing • Marketing (Online Marketing/ Social Media Marketing) • Interview and Pitch Training
<p>Teaching and learning methodology</p>	<p>Lecture, discussion, presentation.</p>
<p>Miscellaneous</p>	<p>Guest lecturers, participation in external events, study trips</p>
<p>Indicative reading list</p>	<ul style="list-style-type: none"> • Ehrenberger, M. (2017). <i>Corporate Social Entrepreneurship. Prozess und Form ökonomischer Organisation zur Kreation sozialunternehmerischer Opportunitäten</i>. Marburg: Metropolis. • Kury, K. W. (2012). Sustainability Meets Social Entrepreneurship: A Path to Social Change through Institutional Entrepreneurship. <i>International Journal Of Business Insights & Transformation</i>, 464-71. • Osburg, T. & Schmidpeter, R. (Eds) (2013). <i>Social Innovation. Solutions for a Sustainable Future</i>. Springer, Berlin. • Weidinger, C., Fischler, F., & Schmidpeter, R. (Eds) (2014). <i>Sustainable Entrepreneurship</i>, Springer, Berlin.

A-E-MIS1 Business Informatics (Wirtschaftsinformatik)

Semester	2
Duration of module	1 Semester
Type of module	Elective (recommended for some students in the German-US link)
How frequently is the module offered	Annually
Admission requirements	None
Transferability of the module to other programmes	None
Responsible professor/ Module coordinator	Prof. Dr. Werner Glaser Building 17, Room 015, Tel.: 07121/271-3048 werner.glaser@reutlingen-university.de
Teaching language	German
Credits (ECTS)	5
Total work load	150 h (60 h contact, 90 h self-study)
Contact hours per week	4 SWS
Examination/ Type of assessment	Project (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: Understanding data base management systems; Developing of database systems; Using spreadsheets in controlling • Methodological competences: Transfer and apply theoretical knowledge to practical experience; Working with case studies (developing a database using data base management systems; solving business problems using spreadsheets) • 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 understand and evaluate the importance and possibilities of data base management systems and spreadsheet programs
Course specific contributions to AoL learning objectives	LG4: The students learn how to solve business problems by using logical, mathematical and conceptual approaches of spreadsheet and/or database technique. They learn how to handle and to analyse data in different fields of applications.
Contents/ Indicative syllabus	Solving business problems using Excel Developing and Implementing a Relational Data Base System
Teaching and learning methodology	Lectures, projects and case studies
Indicative reading list	Presented in first class on outline

A-E-MAR2 International Service Marketing (Internationales Dienstleistungsmarketing)

Semester	2
Duration of module	1 semester
Type of module	Elective
How frequently is the module offered	Annually
Admission requirements	None
Transferability of the module to other programmes	None
Responsible professor/ Module coordinator	Prof. Dr. Marco Schmäh Building 5, Room 213a, Tel.: 07121/271-3018 marco.schmaeh@reutlingen-university.de
Teaching language	German
Credits (ECTS)	5 ECTS
Total work load	150 h (60 h contact, 90 h self-study)
Contact hours per week	4 SWS
Examination/ Type of assessment	Seminar paper (100%)
Weighting of Grade within overall programme	5/200
Learning outcomes	<p>After the successful completion of the module the students should have developed the following competences</p> <ul style="list-style-type: none"> • Professional competences: critically discuss the relevance and success factors of services management for different business models; recapitulate and apply the value based selling concept in complex business to business sales situations; understand the importance of calculating and capturing the value of a b2b service solution • Methodological competences: develop a pricing/negotiation strategy; synthesize complex information for an executive C-level sales presentation; transfer and apply theoretical sales knowledge to real-life business cases • Social competences: refine their oral communication skills; improve their ability to work in small teams under time pressure in order to solve a given complex sales situation; give and receive feedback by fellow students in a structured manner • Personal competences: develop the ability to think and act proactively as well as customer oriented; understand and reflect the own personality and try to decode the personality of other persons
Course specific contributions to AoL learning objectives	LG 4: Students explore core drivers of service processes and learn the value based selling concept. They learn what consequences on sales processes derive from the special characteristic of the service product. They construct a team paper for a specific B2B sales problem and present it to the class.
Contents/ Indicative syllabus	The students learn how to apply the sales of services to B2B markets. So they are able to give value for the offered solution to the customer in B2B markets. They are able to derive which values are critical for customer service 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>They learn how to apply the new institutional economics to the sales process, which means they are able to systematically present value information to the customer.</p> <p>The students learn to apply the blueprinting process. They learn how to design and optimize service processes in B2B markets.</p> <p>Moreover, they learn how to structure knowledge within the service sales processes. At the end of the day they analyze 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 and videos.
Miscellaneous	Guest lectures who are top sales trainers or chief sales officers.
Indicative reading list	<p>A reading list is given and contains the relevant literature of the course e.g.</p> <ul style="list-style-type: none"> • Backhaus, K., Voeth, M. (2014): Industriegütermarketing, 12th edition, Vahlen, München • Belz, C., Bieger, T. (2006): Customer Value, 2nd edition, Moderne Industrie, Landsberg am Lech, • Belz, M. , Reinhold, M. (2002): Internationales Vertriebsmanagement für Industriegüter, Ueberreuter, Berlin • Bußmann, W., Zupancic, D. (2008): Verkaufen von Profi zu Profi, Moderne Industrie, Landsberg am Lech, • Caldini, R. (2003): Die Psychologie des Überzeugens, 3rd edition, Huber Hans, Bern • Ingram, Th., La Forge, R., Avila, R., Schwepker, Ch., Williams, M. (2015): Sales Management, Routledge, New York • Meffert, M., Bruhn, M., (2015): Dienstleistungsmarketing, Springer Gabler, Wiesbaden • Schmäh, M. (2008): Spitzenverkäufer und Value Selling - Anforderungen aus Kundensicht; in: Marketing Review St. Gallen, 3-2008, S. 38-42 • Schmäh, M.; Kirchherr, M. (2006): Leistung Preis-Wert verkaufen, in: Absatzwirtschaft, 11/2006, S. 56-58 • Schmäh, M. (2006): Durchgängiges Value Based Marketing als Werttreiber im Systemgeschäft, in: THEXIS, Juli 2006, S. 38-42

A-E-FIN1 Capital Market oriented Management (Kapitalmarktorientiertes Management)

Semester	4
Duration of module	1 semester
Type of module	Elective
How frequently is the module offered	Annually
Admission requirements	Successful completion of the core module Mandatory Internship I
Transferability of the module to other programmes	None.
Responsible professor/ Module coordinator	Prof. Dr. Sebastian Bunnenberg Building 5, Room 211 Sebastian.bunnenberg@reutlingen-university.de
Teaching language	English
Credits (ECTS)	5
Total work load	150 h (60 h contact, 90 h self-study)
Contact hours per week	4 SWS
Examination/ Type of assessment	One hour written examination (70%) and take-home exam (30%)
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 familiar with the principles of value-based management. They understand how and why a company's cash-flow profile and cost of capital affect business decisions. Furthermore, they can analyze which factors determine the cash-flow and cost of capital, and to which extent and how these outcomes can be managed using financial instruments. • Methodological competences: Students learn to systematically include financial aspects into managerial decisions, such as impacts on cash-flow and the corporate risk profile. • Social competences: During the lecture, students learn how to collaborate to solve complex analytical tasks in a seminar style interactive environment. • Personal competences: Students practice how to critically discuss managerial decisions using facts and rational arguments.
Course specific contributions to AoL learning objectives	LG 4: Students are able to include advanced financial aspects in business decisions.
Contents/ Indicative syllabus	Nearly all managerial decisions have an impact on a company's future profits and risk and, thus, on its value to stake holders. This course demonstrates how these impacts can be included in business decisions and managed using various practical problems, such as currency risk and its hedging, asset-liability-management, and risk-adjusted performance management. The theoretical foundations of these problems are discussed, as well as the costs and effectiveness of various management and hedging instruments

Teaching and learning methodology	Interactive lectures, exercises, and case studies
Miscellaneous	None.
Indicative reading list	<ul style="list-style-type: none"> • Berk, J., DeMarzo, P. (2016): Corporate Finance, Global Edition, Addison-Wesley • Hull, John C. (2018). Risk Management and Financial Institutions, 5th Edition, Wiley. • Crouhy, M., Galai, D., Mark, R. (2014): The Essentials of Risk Management, 2nd Edition, McGraw-Hill.

A-E-POM1 Lean Management (Lean Management)

Semester	4
Duration of module	1 Semester
Type of module	Elective
How frequently is the module offered	Annually
Admission requirements	Successful completion of the core module Mandatory Internship I
Transferability of the module to other programmes	None
Responsible professor/ Module coordinator	Prof. Dr. -Ing. Stephan Höfer Building 5, Room 213a, Tel.: 07121/271-5028 Stephan.Hoefer@reutlingen-university.de
Teaching language	German
Credits (ECTS)	5
Total work load	150 h, (60 h contact, 90 h self-study)
Contact hours per week	4 SWS
Examination/ Type of assessment	Two hour written examination (100%)
Weighting of Grade within overall programme	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 basics of Supply Chain Management including Procurement, Production Management and Distribution, understand the strong interrelationship inside the network within a supply chain and understand the Lean Philosophy and the Lean Enterprise Management strategy and 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 apply a large variety of tools and techniques to create lean value streams within manufacturing and administration. • Social Competency: After successfully attending this lecture, the participants should be able to reflect to which extend their personal behavior, the style of communication and the way addressing people is a key factor for the success of a lean project. • Personal Competency: "Lean starts with yourself. If you are not willing to question your own behavior, your own way of thinking and your own acting, it will be difficult to implement lean thinking in your organization." This is one of the key learning outcomes, which the participants should have understand after successfully completing this course.
Course specific contributions to AoL learning objectives	LG 4: In small international teams students analyze, discuss, and solve in each lecture business cases with lean tools and techniques. At the end of the course, students are confronted with a holistic business case. It is their task to apply both, lean administration and lean manufacturing to developed a concept to optimize a holistic supply chain based on lean principles.

Contents/ Indicative syllabus	Supply Chain Management, Production Management, Logistics, Lean Enterprise Management, Lean Manufacturing, Lean Administration and Supply Chain Optimization.
Teaching and learning methodology	<p>Seminar style teaching with integrated case studies.</p> <p>After getting the theoretical background, the students will apply the learned subject in exercises and business cases.</p> <p>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 must be applied.</p>
Miscellaneous	None
Indicative reading list	<ul style="list-style-type: none"> • Chiarini, A. (2013): Lean Organization: from the Tools of the Toyota Production System to Lean Office. Springer Verlag • Goldratt, E. M., Cox, J. (2004): The Goal- A process of ongoing improvement. 20th Anniversary Edition. The North River Press, Great Barrington, MA,USA • Lunau, S. (2012): Six Sigma & Lean Toolset, 3. Auflage, Springer Verlag • May, C.; Schimek, P. (2008): Total Productive Management: Grundlagen und Einführung von TPM - oder wie Sie Operational Excellence erreichen, CETPM Publishing, Ansbach • Meier, D., Liker, J. (2007): Der Toyota Weg. Finanzbuchverlag, München • Regber, H., Zimmermann, K. (2007): Change Management in der Produktion. MI Fachverlag Landsberg • Smalley, A. (2005): Produktionssysteme glätten: Anleitung zur Lean Production nach dem Pull-Prinzip - angepasst an die Kundennachfrage, Lean Enterprise Institute, Aachen • Womack, J. P., Jones, D. T. (2003): Lean Thinking – Banish Waste and Create Wealth in Your Corporation, B&T, 2 Rev Upd, Deutsche Übersetzung: Womack, J. P., Jones, D. T. (2004): Lean Thinking – Ballast abwerfen, Unternehmensgewinne steigern, Campus, Frankfurt/Main

A-E-POM2 Procurement Management (Beschaffungsmanagement)

Semester	4
Duration of module	1 semester
Type of module	Elective
How frequently is the module offered	Annually
Admission requirements	Successful completion of the core module Mandatory Internship I
Transferability of the module to other programmes	None
Responsible professor/ Module coordinator	Prof. Dr. Rainer Kämpf Building 5, Room 207, Tel.: 07121/217-3004 rainer.kaempf@reutlingen-university.de
Teaching language	German
Credits (ECTS)	5
Total work load	150 h (60 h contact, 90 h self-study)
Contact hours per week	4 SWS
Examination/ Type of assessment	Small projects and presentations (50%) and final presentation (50%)
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: Understanding of the strategical and operational elements of procurement processes (concerning acquisition, sourcing strategies, supplier relationship management) including necessary information technology, ethical aspects and trends (Procurement 4.0) Methodological competences: Transfer and apply theoretical knowledge to practical experience; Working with case studies (demand management, optimization of procurement structures and processes) 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
Course specific contributions to AoL learning objectives	LG4: Transfer and application of interdisciplinary and module-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 of procurement including acquisition, sourcing strategies, supplier relationship management, controlling, planning tools, information technology and processes, web-based procurement, Procurement 4.0. Different case studies, students have in teams, to deepen their knowledge and capability to apply
Teaching and learning methodology	Lectures and case studies.
Miscellaneous	Guest lectures

Indicative reading list

- Arnold, U.; Kasulke, G. (2007): Praxishandbuch innovative Beschaffung: Wegweiser für den strategischen und operativen Einkauf, Wiley-VCH-Verlag
- Krampf, P. (2014): Beschaffungsmanagement: Eine praxisorientierte Einführung in Materialwirtschaft und Einkauf, Vahlen Verlag.
- Kummer, S., Grün, O., Jammerneegg, W. (2013): Grundzüge der Beschaffung, Produktion und Logistik, Pearson, München.

Case studies and specific handout given by the lecturer. Further reading will be recommended in class.

A-E-LAW1 Business Law I (Wirtschaftsrecht I)

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

A-E-LAW2 Legal Frameworks for International Management (Internationales Wirtschaftsrecht)

Semester	2
Duration of module	1 Semester
Type of module	Elective
How frequently is the module offered	Annually
Admission requirements	None
Transferability of the module to other programmes	None
Responsible professor/ Module coordinator	Prof. Dr. Markus Conrads Building 17, Room 013, Tel.: 07121/271-3080 markus.conrads@reutlingen-university.de
Teaching language	German
Credits (ECTS)	5
Total work load	150 h (60 h contact, 90 h self-study)
Contact hours per week	4 SWS
Examination/ Type of assessment	Presentation (100%)
Weighting of Grade within overall programme	5/200
Learning outcomes	<p>After the successful completion of the module the student should have developed the following competences:</p> <ul style="list-style-type: none"> Professional competences: identify and apply appropriate international agreements (international treaties/protocols) for the drawing up of international contracts; identify and apply the local regulations in order to develop/manage corporations in a foreign country Methodological competences: analyze topics of an area of business they are not familiar with – and law is such an area; summarize their results of research for a layman Social competences: be open for the proposals of potential contract partners and react on them appropriately Personal competences: gain an understanding of and be able to apply ethical theories to managerial decision-making
Course specific contributions to AoL learning objectives	LG3: During the course students coming from different countries compare in a seminar paper different legal systems with each other
Contents/ Indicative syllabus	<p>The lecture International Law gives an overview of international mercantile and business law. Conflict of laws, international civil procedure, CISG, INCOTERMS, forms of credit, construction and building contracts. The lectures are combined with case studies reviewing legal perspectives of international business activities.</p> <p><u>Block 1: Common Law and Civil Law</u></p>

	<p>Structure of German Civil Code as an example for a civil law system: A comparative view. History of English Law and Legal Method.</p> <p><u>Block 2: CISG</u></p> <p>CISG as source of international unified law, content of CISG and legal traditions behind the CISG.</p>
Teaching and learning methodology	Case study oriented lecture.
Miscellaneous	None
Indicative reading list	<p>English Legal History</p> <ul style="list-style-type: none"> • Plucknett, A. (1956): Concise History of the Common Law, Little Brown and Company 5th edition, Boston • Pollock, J., Maitland, A. (1968): History of the English Law, Cambridge University Press 2nd edition, Cambridge <p>CISG</p> <ul style="list-style-type: none"> • Conrads. Markus (2017): Internationales Kaufrecht, De Gruyter Berlin/Boston • Bianca, C.M., Bonell, M.J. (1987): Commentary on the International Sales Law, A Giuffrè Editore, S.p.A. Mailand • www.cisg-online.ch

A-E-LAW3 Business Law II (Wirtschaftsrecht II)

Semester	4
Duration of module	1 Semester
Type of module	Elective
How frequently is the module offered	Annually
Admission requirements	Successful completion of the core module Mandatory Internship I
Transferability of the module to other programmes	None
Responsible professor/ Module coordinator	Prof. Dr. Jürgen Schulze Building 5, Room 222a, Tel.: 07121/271-3003 juergen.schulze@reutlingen-university.de
Teaching language	German
Credits (ECTS)	5
Total work load	150 h (60 h contact; 90 h self-study)
Contact hours per week	4 SWS
Examination/ Type of assessment	Two-hour written 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 competence: identify and formulate basic legal issues that apply to the facts of a given case Methodological competences: basic understanding of the steps of finding legal decisions; basic knowledge of legal research Social competences: accepting dissenting/opposing opinions; refine oral and written communication skills Personal competences: promote fairness and justice by recognizing and addressing legal dilemmas and generating alternative solutions
Course specific contributions to AoL learning objectives	LG 3: Students learn to identify and formulate basic legal issues in the field of German commercial and company law.
Contents/ Indicative syllabus	Civil law, commercial law, company law and optional introduction to labour law.
Teaching and learning methodology	Interactive lectures and case studies.
Indicative reading list	<ul style="list-style-type: none"> Textbook BGB, HGB 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

A-E-LAW4 Labour Law I (Arbeitsrecht I)

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