Curriculum & Syllabi Handbook
MBA International Management Full-Time

Academic year: 2025/ 2026

Study and Examination Regulations: 15.11.2023

MBA Full-Time

AACSB ACCREDITED

ESB BUSINESS SCHOOL

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1.   Qualification Profile

Aims of the programme

The aims of the International Management (Full-Time) programme leading to an MBA degree are multifaceted and geared towards individuals with non-business backgrounds, offering them the opportunity to cultivate international management competencies based on their existing professional experiences. The programme's primary objectives include:

1. Equipping students with comprehensive international management skills: The programme aims to provide students with a robust foundation in international management, covering various aspects such as strategy, finance, marketing, operations, and leadership. This holistic approach ensures that graduates are well-prepared to navigate the complexities of managing in a global context.
2. Preparing graduates for management roles in internationally active companies or organisations: Through a combination of theoretical learning and practical application, the programme prepares graduates to take on leadership positions in companies with a global presence or international organisations. By fostering a deep understanding of global business dynamics, graduates are equipped to contribute effectively to the success of their organisations on a global scale.

Upon completion of the programme, graduates are expected to demonstrate the following competencies:

- Integration of academic knowledge and professional experience: Graduates will possess the ability to leverage both theoretical concepts and real-world experiences to address challenges and opportunities in the field of international management.

- Analytical skills in dynamic global environments: Graduates will be adept at analysing complex problems within the ever-changing landscape of the global economy. They will be capable of developing and evaluating alternative solutions and making informed, goal-oriented decisions that drive organisational success.

- Entrepreneurial mindset and responsible decision-making: The programme aims to instil in graduates an entrepreneurial spirit, enabling them to think creatively, take calculated risks, and identify opportunities for innovation and growth. Moreover, graduates will be equipped with the skills to make and implement responsible decisions aligned with organizational objectives, while also considering the broader social and cultural implications of their actions.

By achieving these aims, the International Management (Full-Time) programme prepares graduates to thrive in diverse, multicultural business environments and make meaningful contributions to the global marketplace.

Degree awarded

Master of Business Administration (MBA)

Duration of studies

3 semesters/ 18 months

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Competency goals (CGs) according to AACSB

The overall competency goals and objectives of ESB degree programmes have evolved from the ESB Business School **mission** and are subject to continuous quality assurance processes.

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

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

Table 1: Competency goals MBA Full-Time

LANGUAGE PROFICIENCY	INTERCULTURAL COMPETENCE	ETHICAL DECISION-MAKING	PROBLEM-SOLVING COMPETENCE	EFFECTIVE LEADERSHIP	DIGITAL SKILLS
COMPETENCY GOAL 1	COMPETENCY GOAL 2	COMPETENCY GOAL 3	COMPETENCY GOAL 4	COMPETENCY GOAL 5	COMPETENCY GOAL 6
ESB MBA Full-Time graduates are proficient in at least one foreign language and communicate in spoken and written word at C1 proficiency level (admission requirement).	...are interculturally competent.	...are able to manage and address complex ethical and sustainability issues (ESG) in managerial decision making to empower and accelerate necessary societal transformations.	.... are experts at solving complex problems in the domain of international management.	...are able to demonstrate capabilities and an overall aptitude for effective leadership.	...have the ability to assess and develop digital business strategies.
Measure embedded in admission requirements	Measure embedded in M4.2 'Managing Across Cultures' by way of self-reflective exercises and IES online test	Measure embedded in M3.2 'Business Strategy' by way group case study and presentation in workshop format	Measure embedded in MT 'Master Thesis'	Measure embedded in M4.1 'Leading People and Change' by way of an individual, reflective term paper	Measure embedded in M3.2 'Business Strategy' by way of case study and presentation

Qualification profile of graduates

Graduates of ESB's MBA full-time programme are informed about relevant tools and skills and apply the competencies needed by managers to prepare, evaluate and take management decisions. They have learned to measure the performance of business and have developed skills to face international challenges of a highly competitive, globalised economy. Furthermore, graduates show a deepened understanding of integrated, responsible, company management and the ability to lead professionally in international business. By studying in international teams and building on international professional experience, they gain advanced communication and intercultural competencies.

The programme prepares for careers in all industries and various international organisations, acting as a springboard for entrepreneurial potential.

MBA Full-Time graduates generally pursue careers in the fields of:

- Marketing and Sales (Digital)
- Management and Leadership
- Finance
- Production and Operations
- Consultancy
- IT and Digital Systems
- Research and Development
- Purchasing and Procurement
- Human Resource Management
- Logistics and Distribution
- Entrepreneurship/ Start-Up Ventures

2. Study Structure

The standard duration of the Master of Business Administration (MBA) is three semesters (18 months) and admission to the course is yearly, every October (winter semester). The degree programme comprises two on-campus study semesters and a final semester comprised of a company placement and Enterprise Project report and a master's thesis.

Core programme

The core modules take place from October to mid-February and consist of six core focus areas;
- Accounting and Corporate Finance,
- Marketing and Supply Chain Management,
- Business Strategy and Economics,
- Leadership and Management across Cultures,
- Legal Frameworks of Management and
- German/ Business Language.

Together, these management subjects address the key challenges for future leaders in business and society and cover the key dimensions of international management.

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Specialisation subjects and courses

In the second semester, MBA students continue to develop their German language proficiency and will also be given guidance and instruction in academic writing and business research methods to help them prepare for their MBA Enterprise Project report and thesis.

The specialisation courses are scheduled from March to mid-July. Students will choose four of ten possible elective subjects, carefully selected from relevant and contemporary management issues and taught by ESB professors or industry experts in this particular field.

Focus areas of the elective courses are:
- Management, Strategy and Digitalisation
- Marketing and Sales
- Sustainability, Diversity and Change

Enterprise Project and Thesis

The programme includes a mandatory company project/placement (Enterprise Project) at a company of choice, capping off the MBA by writing a thesis of choice, either with the respective company or independently.

The Enterprise Project is completed in a company, entailing a company project or by an individual case-based project. The project covers 450 study hours (3 months) in general and will be concluded by a project report (Enterprise Project Report).

In the in-company project, students apply their acquired knowledge to real-world business challenges, developing their MBA and professional skills in a company of choice that could range from start-ups to multi-national enterprises including any of ESB's 50 corporate partners. Alumni and faculty members can also be helpful in finding a project. The organisation may even be located outside of Germany.

The master's thesis duration is 4 months, 3 months to write and submit the thesis and 1 month to complete the thesis colloquium (oral examination) after submission.

The structure of the MBA thesis is to be coordinated with the first supervisor and the scope is approx. 10,000 words.

The medium of instruction for all courses is English.

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3. Overview: Core Modules/Courses and Electives

Code	Modules and Courses	ECTS-Credits in Semester			Workload: SWS=contact hours per week			Type of Course Teaching Mode and Language				
		1.	2.	3.	SWS	Self study	Total workload	Type of Course	Langu-age	Assess-ment	Graded/Ungraded	Weight of Grade
M1	**Business in Numbers: Accounting and Finance**	6			4	120	180		E	KL(2)	g	6
M1.1	Fundamentals of Accounting				2	60	90	Lect./Sem.				
M1.2	Fundamentals of Corporate Finance				2	60	90	Lect./Sem.				
M2	**Managing Demand and Supply**	6			4	120	180		E	PA+KL(1)	g	6
M2.1	Marketing Management				2	60	90	Lect./Sem.				
M2.2	Supply Chain Management				2	60	90	Lect./Sem.				
M3	**Strategizing the Future**	6			4	120	180		E	CA+PA	g	6
M3.1	Understanding Markets and Environments				2	60	90	Lect./Sem				
M3.2	Business Strategy				2	60	90	Lect./Sem				
M4	**Managing People and Culture**	6			4	120	180		E	PA	g	6
M4.1	Leading People and Change				2	60	90	Lect./Sem				
M4.2	Managing Across Cultures				2	60	90	Lect./Sem				
M5	**Legal Frameworks of Management**	3			2	60	90	V	E	KL(2)	b	3
M6	**German 1 / Business Language 1**	3			4	30	90	Ü		CA	u	
M7	**German 2 / Business Language 2**		3		4	30	90	Ü		CA	u	
M8	**Business Research Methods**		3		2	60	90	Sem.	E	PA	u	
M9	**Elective 1**		6		3	135	180	Sem.	E	s. Tab. 3	g	6
M10	**Elective 2**		6		3	135	180	Sem.	E	s. Tab. 3	g	6
M11	**Elective 3**		6		3	135	180	Sem.	E	s. Tab. 3	g	6
M12	**Elective 4**		6		3	135	180		E	s. Tab. 3	g	6
M13	**Enterprise Project**			15		420	450	P	E/D	PA	u	
M13.2	Enterprise Project Report				2		450	Sem.				
M14	**Master's Thesis and Colloquium**			15		450	450	P	E	MT+MP (30 min)	g	15
	Sum Total	30	30	30	42	2,070	2,700					66

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Table 3: Electives

Code	Modules and Courses	ECTS-Credits in Semester			Workload: SWS=contact hours per week			Type of Course Teaching Mode and Language				
		1.	2.	3.	SWS	Self study	Total workload	Type of Course	Langu-age	Assess-ment	Graded/Ungraded	Weight of Grade
M9-M12	Lean Enterprise Management		6		3	135	180	Sem.	E	PA	g	6
	Leveraging Diversity, Equity and Inclusion (DEI) as Organizational Drivers		6		3	135	180	Sem.	E	PA	g	6
	Data Analytics and Decision Making		6		3	135	180	Sem.	E	PA	g	6
	Negotiation Skills for the Global Manager		6		3	135	180	Sem.	E	PA	g	6
	Strategy Creation and Execution		6		3	135	180	Sem.	E	PA	g	6
	Organizational Development: Power, Trust and Politics		6		3	135	180	Sem.	E	PA	g	6
	Business Models for a Circular Economy		6		3	135	180	Sem.	E	PA	g	6
	Data-Driven Marketing		6		3	135	180	Sem.	E	PA	g	6
	AI as a Driver of Digital Transformation in Marketing, Sales and Process Management		6		3	135	180	Sem.	E	PA	g	6
	Sustainable Finance		6		3	135	180	Sem.	E	PA	g	6
	Venture Capital Financing											
	Social Entrepreneurship		6		3	135	180	Sem.	E	PA	g	6
	International Studies		6		3	135	180	Sem.			g	6

Abbreviations

Lect./ Sem.	: Lecture/ Seminar
E/D	: Englisch/Deutsch – English/German
KL (2)	: Klausur mit Zeitdauer in h - Written Exam including duration (in hrs.)
PA	: Projektarbeit – Project Work
CA	: Continuous Assessment
MA	: Masterarbeit – Master's Thesis
MP	: Mündliche Prüfung - Oral Exam

4. Modules and Courses

Please note, deviations from listed teaching, examination and assessment formats are possible. There are no specific admission requirements for the modules, with the exception of the enterprise project and thesis, which require the successful completion of 24 credits. The modules are not transferable to other degree programmes.

4.1. Business in Numbers: Accounting and Finance

Module	M1
Semester	1
Duration of module	1 semester
Type of module	Core
Courses included in the module	• Fundamentals of Accounting • Fundamentals of Corporate Finance
How frequently is the module offered	Annually in winter semester
Admission requirements	None
Level	Master/ MBA
Responsible professor/module coordinator	Prof. Dr. Michel Charifzadeh michel.charifzadeh@reutlingen-university.de
Name(s) of lecturer(s)	Prof. Dr. Michel Charifzadeh michel.charifzadeh@reutlingen-university.de Prof. Dr. Sebastian Bunnenberg sebastian.bunnenberg@reutlingen-university.de
Credits (ECTS)	6/90
Total workload and breakdown	180 hours (60 hours lecture time, 120 hours independent study)
Learning outcomes of the module	Upon completing the Accounting and Finance module, students will have developed a set of professional competencies essential for navigating the complex landscape of business decision-making. Key outcomes include:

Professional competencies

A foundational understanding of financial statements will be attained (Financial Statement Literacy), enabling students to interpret and utilize them effectively for operational decision-making. Students will be equipped to assess the suitability of various accounting and financial techniques, as well as instruments, adapting them to diverse situations within companies. The module will instil an awareness of the financial impact of core business issues on corporate operations and emphasize the importance of social responsibility in decision-making processes.

Methodological competencies

The module will provide students with methodological competencies necessary for effective financial analysis and decision-making. Students will develop practical accounting skills, enabling them to navigate financial statements and apply this knowledge to make informed operational decisions. The module will introduce a range of financial techniques and instruments, allowing students to evaluate their applicability in different business situations. A fundamental understanding of key terms in business management and the acquisition of financial skills relevant to trade negotiations will be achieved.

Social competencies

The module will foster social competencies crucial for engaging effectively in the business environment. Students will enhance their ability to communicate financial information effectively, facilitating collaboration and understanding among diverse stakeholders. The module will emphasize the importance of ethical considerations in financial decision-making, promoting socially responsible practices within the business realm. Opportunities for collaborative learning will be integrated into the module, encouraging students to work together in analysing and solving complex financial problems.

Personal competencies

Students will develop critical thinking skills, enabling them to approach financial challenges with a strategic mindset and make sound decisions in the face of uncertainty. Exposure to diverse business scenarios will cultivate adaptability, empowering students to apply their financial knowledge in a variety of professional contexts. The module will encourage self-reflection, prompting students to evaluate their own decision-making processes and continually refine their financial acumen.

Examination/type of assessment	2 hour written exam KL(2)
Weighting of grade within programme	6/66

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4.1.1 Fundamentals of Accounting

Course	M1.1
Type of course	Core
Name of lecturer	Prof. Dr. Michel Charifzadeh michel.charifzadeh@reutlingen-university.de
Contact hours per week	2 hours
Learning outcomes	**Professional competencies** - Principles of recording business transactions utilizing the double-entry bookkeeping technique - Accounting principles and practices in financial statement preparation (with a focus on International Financial Reporting Standards – IFRS), including the ability to read, understand, and analyze financial statements to assess business performance - Financial literacy and mastering accounting terminology - Critical management expectations and governance requirements of the accounting function - Performance measurement and management - Accounting and management control systems for decision-making and strategy implementation **Methodological competencies** - Understanding and interpreting key elements, formulas, and indicators in financial statements - Accounting processes and documentation - Providing and evaluating financial inputs to planning and forecasting - Verifying accuracy of accounting and financial values - Using accounting information for operational and strategic decision-making **Social competencies** - Understanding the role of the accountant in management control - Communicating financial information effectively - Understanding the role of accounting integrity and ethics in corporate governance and strategy - Fostering collaborative learning **Personal competencies** - Understanding and anticipating the financial impact of plans and decisions on a business's performance for managers at all levels of the organisation - Developing critical thinking and problem-solving skills - Encouraging self-reflection, prompting students to evaluate their own decision-making processes

Course-specific contributions to AoL competency goals (CG 2-6)	• CG 3 introduced: Corporate governance, transparency and ethical behaviour in accounting are presented and reflected upon as critical underlying principles.
	• CG 4 introduced: Students will develop mechanisms of problem-solving for real-life business cases in the context of accounting and control. Concepts are discussed with a focus on understanding management control processes and assessing the financial impact of management decisions.
Content/ indicative syllabus	• Accounting principles and the conceptual framework of IFRS
	• The role of a controller in a corporation
	• Recording business transactions using double entry bookkeeping
	• The financial statements (Balance Sheet, Income Statement, Statement of Changes in Equity, Statement of Cash Flows)
	• Using financial statements for performance measurement
	• Key performance indicators
	• Shareholder value analysis, cost of capital, and value-based management
	• Strategic management accounting
	• Trends in international corporate reporting
Teaching and learning methodology	Lectures (seminar-style), in-class assignments, case studies and homework assignments
Indicative reading list	– Bhimani, A., Horngren, C.T., Datar, S. M. & Rajan, M.V. (2019). Management and Cost Accounting (7th ed.). Pearson Prentice Hall.
	– Charifzadeh, M. & Taschner, A. (2017). Management, Accounting and Control. Wiley.
	– Seal, W., Rohde, C., Garrison, R.H. & Noreen, E. W. (2019). Management Accounting (6th ed.). McGraw-Hill.
	– Taschner, A. & Charifzadeh, M. (2016). Management and Cost Accounting. Wiley.
	– Thomas, C.W., Tietz, W. M., Suwardy, T., Harrison, W. T., Horngren C. T. (2023). Financial Accounting (12th ed.). Pearson.
	– Rimmel, G. (ed.): Accounting for Sustainability. London and New York: Routledge 2020. ISBN: 978-0-367-47895-7.

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4.1.2. Fundamentals of Corporate Finance

Course	M1.2
Type of course	Core
Name of lecturer	Prof. Dr. Sebastian Bunnenberg sebastian.bunnenberg@reutlingen-university.de
Contact hours per week	2 hours
Learning outcomes	**Subject-specific competencies** • Students learn fundamentals of the following subjects in finance: o Capital budgeting including cash flow estimation, time value of money, DCF-methods, Net Present Value and Internal Rate of Return as financial indicators for investment decisions o Capital market theory, including Portfolio Selection Theory and the Capital Asset Pricing Model **Professional competencies** • Students learn how managerial decisions can be based on financial criteria in order to meet financial objectives of a business. • Students learn to transfer basic principles of mathematics and statistics to the field of corporate finance. **Social skills/ key competencies** • Students gain a clear understanding of how neoclassical models use assumptions, which may not mirror real life investors' attitudes to ethics, risk or personal gain. **Personal competencies:** • Students will learn how to develop complex analytical issues in a seminar- style interactive environment.
Course-specific contributions to AoL competency goals (CG 2-6)	• CG 3 introduced. Corporate governance and conflicts of interest in delegated management are introduced and reflected upon. • CG 4 introduced: Students acquire basic methods of financial management of companies by comparative analysis and learn to assess the financial impact of management decisions.
Content/ indicative syllabus	• Companies and their investment decisions from a financial perspective • Fundamental concepts of capital markets: Competition, price building, arbitrage, and the Law of One Price • Investments under certainty: Time value of money, discounting, Net Present Value, and Internal Rate of Return

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	• Investments under uncertainty: Estimating cash flows, quantifying risk, Portfolio Selection Theory, Capital Asset Pricing Model
	• Financing: Sources, forms, and instruments, weighted average cost of capital
Teaching and learning methodology	Lectures (seminar-style)
Indicative reading list	– Berk, J. B., & DeMarzo, P. M. (2024). Corporate finance (Sixth edition, global edition). Pearson.

4.1. Managing Demand and Supply

Module	M2
Semester	1
Duration of module	1 semester
Type of module	Core
Courses included in the module	• Marketing Management • Supply Chain Management
How frequently is the module offered	Annually in winter semester
Admission requirements	None
Level	Master/ MBA
Responsible professor/module coordinator	Prof. Dr. Stephan Höfer stephan.hoefer@reutlingen-university.de
Name(s) of lecturer(s)	Prof. Dr. Stephan Höfer stephan.hoefer@reutlingen-university.de Prof. Dr. Philipp Wunderlich philipp.wunderlich@reutlingen-university.de
Credits (ECTS)	6/90

Total workload and breakdown	180 hours (60 hours lecture time, 120 hours independent study)
Learning outcomes of the module	The module provides students with the strategic and operative marketing management tools to manage products and enter new markets. Students will acquire knowledge about complex international supply chains. The aim is that they are able to understand and to evaluate the wide spectrum of challenges in procurement, production and distribution of goods and services.
Examination/type of assessment	PA+KL(1)
Weighting of grade within programme	6/66

4.2.1. Marketing Management

Course	M2.1
Type of course	Core
Name of lecturer	Prof. Dr. Philipp Wunderlich philipp.wunderlich@reutlingen-university.de
Contact hours per week	2 hours
Learning outcomes	The course provides students with the strategic and operative marketing management tools to manage products and enter new markets. In particular, the students will acquire the following competencies: **Subject-specific competencies** • the basics of marketing and marketing philosophy • the basics of b2b marketing and digital marketing • consumer/customer behaviour • different types of marketing strategies • understanding of how the strategic process is being managed • be able to identify and handle competitive advantages in a highly competitive business environment • be aware of marketing instruments and apply them in a strategic process • manage a strategic process in marketing • develop an operative approach in marketing in order to transfer strategy into market relevant practical measures

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Professional competencies

- practical use of tools being used in marketing strategies

- become familiar with digital marketing tools such as e-procurement

- understand digital marketing success factors

- become familiar with and be able to use and apply strategic management models and tools to analyse and solve problems in a competitive environment

- formulate and assess international marketing strategies and demonstrate this by solving business case studies

- understand the impact of cultural, administrative, geographic and economic distance on strategic marketing management decisions

- demonstrate insight of the processes of strategic marketing management and corresponding disciplines like R&D, controlling and production management

- align marketing strategies with corporate objectives and translate these into operational measures

- develop a holistic view on marketing management decisions and impact on functional decision-making (corporate/ business segment strategy vs. functional strategies)

Social skills, key competencies

- develop critical thinking and reflection skills

- analyse and segment markets

- identify and find target groups

- develop target group-oriented strategies

- develop and assess communication strategies

- develop social skills through case study group work – coordination of tasks, working with different cultures and time management

Personal competencies

- take responsibility for and structure their own learning

- analyse and structure the complex set of information provided by case studies, identify key pieces of relevant information and key success factors and apply structuring and analytical methods and techniques to complex problems

- develop complex problems and penetrate complex multi-layered facts of a case under time pressure

- develop presentation skills through working out complex facts of a case and potential solutions and structuring analysis and implementation in an easy-to-digest way using the structure of existing management tools.

Course-specific contributions to	• CG 2 introduced: Students reflect upon intercultural aspects when making decisions in a global business environment. They work in

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AoL competency goals (CG 2-6)	international teams, reflecting the respective homeland conventions in consumption and business in general. They discuss and develop solutions using basic marketing instruments.
	• CG 3 introduced: Students reflect upon the potential ethical consequences of marketing and product decisions, in particular by solving case studies (e.g., on different environmental / social standards between countries, etc.).
	• CG 4 introduced: Students develop innovative solutions for entrepreneurial scenarios in the B2B and B2C business. They develop strategies for different kinds of products based on real case studies and present their results in international groups.
	• CG 6 reinforced: Students identify, develop and apply methods and tools for digital marketing and present their viable solutions by way of a paper and project presentation.
Content/ indicative syllabus	**Basics of marketing management.** Students • understand competitive markets • understand the customer • understand the importance of thinking and acting from the customers perspective and point of view • understand how to cluster customers (segmentation) **Strategic marketing management tools** • tools for analysing the company's own situation • market-oriented strategic analysis tools • decision-making tools in marketing **Transferring strategies into operative action** • developing and handling products • developing and handling communication measures • developing and handling prices • developing and handling distribution tools
Teaching and learning methodology	Mix between lectures and self-learning phases and presentations Case studies and discussion topics will be handed out during the session to be prepared by the students. Particular focus will be given on the applicability of tools. The final exam will contain questions which have to be answered according to practical examples or application of tools, which have been applied during the course.

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Indicative reading list	**Textbooks:**
	− Hollensen, Svend: Global Marketing, 8th Edition, Prentice Hall 2020
	− Kotler, Philip, et al.: Marketing Management, 3rd Edition, Prentice Hall 2016

4.2.2. Supply Chain Management

Course	M2.2
Type of course	Core
Name of lecturer	Prof. Dr. Stephan Höfer stephan.hoefer@reutlingen-university.de
Contact hours per week	2 hours
Learning outcomes	**Professional competencies:** After successfully attending this lecture, the students should be able to understand and to evaluate complex international supply chains. They acquire deep knowledge about the wide spectrum of challenges in procurement, production and distribution of goods and services. In addition, they reflect on how to apply new approaches to design flexible and synchronized value streams. **Methodological competencies:** Based on case studies, students learn to apply tools and techniques to evaluate the performance of supply chains and to raise potential for improvement. **Social competencies:** Based on their trained skills, the students are competent partners for specialists in production and logistics. They are able to quickly gain an overview of the coherent elements within a supply chain and are enabled to identify success factors by applying structuring and analytical methods for complex problems. They can convince and motivate their employees towards changes **Personal competencies:** With the help of the discussed case studies, the participants learn to manage complexity in a rapidly changing supply chain environment.
Course-specific contributions to AoL competency goals (CG 2-6)	• CG2 introduced: Business cases are being solved in small international teams. • CG 3 introduced: Students will be introduced to methods and ideas in relation to how the design of logistics processes, and especially in reverse logistics, can contribute to more sustainable operations. • CG 4 reinforced: Students analyse and discuss in each of the lectures small business cases in the field of international logistics and supply chain management. Thereby, they experience how to address and solve problems in this cross functional environment.

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	• CG 5 introduced: Participants learn to manage complexity in a rapidly changing supply chain environment and will be able to convince and motivate their employees towards change.
Content/ indicative syllabus	Content of this course: • Supply Chain Management • International Procurement • Synchronized Production • International Distribution • Sustainability in Supply Chain Management
Teaching and learning methodology	Mix between lectures, case studies, and self-learning phases. Case studies and discussion topics will be prepared by the students for the next session(s). Focus will be given on the applicability of tools. The final exam will either contain small case studies with several assignment questions or problem-solving tasks asking for the application of tools and methods to concrete practical examples.
Indicative reading list	**Basic reading:** − Robert Jacobs, Richard Chase: Operations and Supply Chain Management. McGraw-Hill Higher Education New York, 2023. **Further reading:** − Barry Evans, Robert Mason: The lean supply chain. Managing the challenge at Tesco. Kogan Page, 2018.

4.3. Strategizing the Future

Module	M3
Semester	1
Duration of module	1 semester
Type of module	Core
Courses included in the module	• Understanding Markets and Environment • Business Strategy
How frequently is the module offered	Annually in winter semester

Admission requirements	None
Level	Master/ MBA
Responsible professor/module coordinator	Prof. Dr. Elizabeth Hofvenschiöld elizabeth.hovfenschioeld@reutlingen-university.de
Name(s) of lecturer(s)	Prof. Dr. Stephan Seiter stephan.seiter@reutlingen-university.de Prof. Dr. Elizabeth Hofvenschiöld elizabeth.hovfenschioeld@reutlingen-university.de
Credits (ECTS)	6/90
Total workload and breakdown	180 hours (60 hours lecture time, 120 hours independent study)
Learning outcomes of the module	This module provides students with the theories, methods, case studies and practical applications of how to understand the past and present of business and anticipate the future of business.
Examination/type of assessment	CA + PA
Weighting of grade within programme	6/66

4.3.1. Understanding Markets and Environments

Course	M3.1
Type of course	Core
Name of lecturer	Prof. Dr. Stephan Seiter stephan.seiter@reutlingen-university.de
Contact hours per week	2 hours
Learning outcomes	**Professional competencies** Students are familiar with the principles of economics and understand the relations between micro- and macroeconomics as well as the role of economic policy in a global economy. They are aware of the economic settings which are relevant for entrepreneurial decision- making. They understand and reflect the market mechanisms in different market forms. 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 especially for employment and inflation in a global setting.

Methodological competencies

Students are informed about the key characteristics of relevant theoretical approaches in micro- and macroeconomics. They are aware of graphical, mathematical and econometric methods and tools to analyse and reflect market situations. They can describe and evaluate the implications of economic policy for individual and aggregate variables.

Students know how to handle and apply complex economic approaches. They will have developed a feeling for the mix of intuitive and sometimes fuzzy arguments and formal rigor needed to work with (economic) theory. They will also understand the relevance of assumptions for the outcome of economic models.

Social competencies

Students discuss about economic challenges within an international peer group. They present solutions to analytical exercises to each other and are able to argue about economic topics in a logically consistent way and draw conclusions. They reflect on the ethical dimensions of their economic decisions.

Personal competencies

Students reflect and challenge economic problems and current challenges in a global economy. They deepen their knowledge of economic variables and settings and develop the ability to think as an economist. They apply their knowledge and expertise in business and develop economic questions on their own.

Course-specific contributions to AoL competency goals (CG 2-6)	• CG 2 reinforced: Students critically reflect and evaluate economic problems and current challenges in a global economy based on theoretical concepts and empirical studies. This enables them to deal with international and intercultural challenges in business behaviour. • CG 3 reinforced: Students reflect on the ethical implications of economic decision-making. • CG 4 reinforced: Students analyse an economic problem using an appropriate theoretical framework. They are able to discuss the limitations of a theoretical model and can recognise potential uncertainty of empirical/theoretical analysis in economics. • CG 6 introduced: Students understand and reflect the importance of digital business strategies for the concentration processes in economies.

Content/ indicative syllabus	1. The big questions about the economy: Markets vs Central Planning
	
	2. Economic decision making: scarcity, work, and choice - some principles
	
	3. Economic relationships and interactions
	    a. Social interactions
	    b. Property and power: mutual gains and conflict
	    c. The firm: owners, managers, and employees

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	4. Markets
	a. The firm and its customers
	b. Supply and demand: Price-taking and competitive markets
	5. The aggregate economy in the short and medium run
	a. Economic fluctuations and unemployment
	b. Unemployment and fiscal policy
	c. Inflation, unemployment, and monetary policy
Teaching and learning methodology	Lecture, cases, quizzes, exercises, group work, student presentations
Indicative reading list	**Basic:** – The CORE team (2024), The Economy 2.0 Microeconomics, open source e-book: The Economy 2.0: Microeconomics - CORE (core-econ.org) – The CORE team (2024), The Economy 2.0 Macroeconomics, open source e-book: The Economy 2.0 - CORE (core-econ.org) – The CORE team (2022), The Economy 1.0, open source e-book: https://www.core-econ.org/the-economy/ **Further Reading:** – Mankiw, N. Gregory / Taylor, Mark P. / Ashwin, A. (2024): Economics, 4th ed., Andover: Cengage Learning EMEA – More reading material will be distributed in class.

4.2.1. Business Strategy

Course	M3.2
Type of course	Core
Name of lecturer	Prof. Dr. Elizabeth Hofvenschiöld elizabeth.hovfenschioeld@reutlingen-university.de
Contact hours per week	2 hours
Learning outcomes	**Professional competencies:** acquisition of actionable end-to-end approach for strategic analysis and recommendations; ability to recognise, reflect, & understand changes in the business environment with a focus on digitalisation and sustainability
	Methodological competencies: familiarisation of classical & innovative strategic analysis techniques; ability to analyse case studies & apply knowledge to practical situations

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	Social competencies: ability to repeatedly work successfully in multi-cultural teams under time constraints, also in hybrid & online environments; learn to active contribute to creating a psychologically safe learning environment
	Personal competencies: ability to design & convincingly communicate a strategic presentation in a practical way; development of active listening skills in a professional environment
Course-specific contributions to AoL competency goals (CG 2-6)	• CG 2 introduced: Students learn to reflect their working in international teams. They know how to integrate cultural differences into a working business strategy for an international firm. • **CG 3 assessed**: Students demonstrate proficiency in identifying, evaluating, & suggesting solutions to ethical issues. • CG 4 introduced: Students acquire the conceptual foundations for developing and implementing strategies that ensure viable business operations. • **CG 6 assessed**: Students demonstrate proficiency in the application of appropriate instruments/frameworks for developing business strategies, especially in the digital environment.
Content/ indicative syllabus	Strategy position • Deep understanding of the impact changes in the business environment, in particular digitalization, have on the strategy of a firm • Clarification of the strategy concept and process at different levels (corporate / business unit / functional) • The impact on strategy of the macro-environment, the industry environment, the organisation's strategic capability (resources and competences), the organisation's stakeholders and the organisation's culture • Strategic analysis tools (generic strategies, value disciplines, value chain, vertical integration, etc.) Strategic choices • Corporate and business level • Innovation and internationalization Strategy in action • Options for implementing strategies: process, organization, change • Critical links between strategies and leadership in the execution context Strategic thinking • Understanding how strategic thinking is crucial for the implementation of strategy

Teaching and learning methodology	Interactive lectures Case studies Group work
Indicative reading list	**Basic reading:** − Johnson, G., Scholes, K. & Whittington, R., (2017). Exploring Corporate Strategy. Essex: Pearson Education. **Additional reading:** − Krupp, S., & Schoemaker, P. J. H. (2014). Winning the Long Game: How Strategic Leaders Shape the Future. New York: Public Affairs. − Porter, M.E. (1985): Competitive advantage. Creating and sustaining superior performance. New York: The Free Press. − Schoemaker, Paul J. H. 2002. Profiting from Uncertainty: Strategies for Succeeding No Matter What the Future Brings. New York: Free Press. − Ross, J. W, Beath, C. M. & Mocker, M. (2019). Designed for Digital: How to Architect Your Business for Sustained Success. Management on the Cutting Edge. Cambridge: MIT Press.

Managing People and Culture

Module	M4
Semester	1
Duration of module	1 semester
Type of module	Core
Courses included in the module	● Leading People and Change ● Managing Across Cultures
How frequently is the module offered	Annually in winter semester
Admission requirements	None
Level	Master/ MBA
Responsible professor/module coordinator	Prof. Dr. Julia Hormuth julia.hormuth@reutlingen-university.de

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Name(s) of lecturer(s)	Prof. Dr. Julia Hormuth julia.hormuth@reutlingen-university.de
Credits (ECTS)	6/90
Total workload and breakdown	180 hours (60 hours lecture time, 120 hours independent study)
Learning outcomes of the module	**Professional competencies:** Students will develop competencies vital for effective leadership and management in diverse organisational settings, with a particular emphasis on navigating international environments. This comprehensive module systematically delves into various facets of managing people and culture to provide a well-rounded understanding and practical skills for future success. **Methodological competencies:** Students will learn to develop and answer specific research questions in accordance with academic standards. They will demonstrate the ability to stand back and view complex situations from different perspectives and to think critically about international organisations and what happens in them. They will also hone their problem-solving skills by means of case analysis. **Social competencies:** Students will cultivate essential interpersonal and intercultural skills, laying a strong foundation for their future endeavours. This includes honing their abilities in effective communication, adept conflict resolution, teamwork and leadership. **Personal competencies:** Our educational approach empowers students to refine their self-awareness, develop robust self-regulation and management skills, and elevate their overall personal and professional effectiveness.
Examination/type of assessment	CA/PA
Weighting of grade within programme	6/66

4.2.2. Leading People and Change

Course	M4.1
Type of course	Core
Name of lecturer	Prof. Dr. Julia Hormuth julia.hormuth@reutlingen-university.de
Contact hours per week	2 hours

Learning outcomes	**Professional competencies:** Students will acquire advanced proficiency in analysing and resolving complex issues within the realm of international people management. They will gain a sound understanding of how strategic workforce management impacts business success. Moreover, they will become well-versed in a range of diverse people management approaches and their practical applicability whilst developing the capacity to leverage various methods and tools effectively in specific, real-world situations.
	Methodological competencies: participants will acquire skills in research, case study analysis, data analysis, strategic planning, stakeholder engagement, ethical decision-making, change communication, feedback and evaluation, as well as reflective practice. These competencies enable them to navigate complex organisational environments, lead change initiatives, and make informed, ethical decisions while enhancing their ability to work with diverse teams and adapt to evolving business landscapes.
	Social competencies: Students will refine presentation, persuasion and teamwork skills for professional success, understanding intricate social dynamics in diverse business environments, including cross-cultural contexts.
	Personal competencies: Students will enhance their self-awareness, cultivate strong self-regulation and management capabilities, and enhance their overall personal and professional efficiency.
Course-specific contributions to AoL competency goals (CG 2-6)	• CG 2 reinforced: Students reflect upon the cultural variables that impact decision making in a global business environment. • CG 3 reinforced: Students reflect upon the potential ethical consequences of management decisions from a cultural and personality perspective. • CG 4 reinforced: Problem-solving and application of theory into practice is an essential part of each piece of assessed coursework. • **CG 5 assessed:** Students will reflect on their capabilities and an overall aptitude for effective leadership. The assignment will be based on theoretical frameworks, the results of self-assessment inventories and class exercises.
Content/ indicative syllabus	• Partnering with HR and developing a people-centric mindset • Recognising and developing different leadership styles • Engaging and motivating employees • Managing different personalities and team dynamics • Enabling trustful interpersonal cooperation and teamwork • Leading through change
Teaching and learning methodology	Lectures with discussion, case studies, video extracts, group discussions, self-assessment exercises

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Indicative reading list	- Griffin, R. W., Phillips, J. M., & Gully, S. M. (2020). *Organizational behavior: Managing people and organizations* (13th ed.). Cengage Learning, Inc.
	- House, R.J., Dorfman, P.W., Javidan, M., Hanges, P.J. & de Luque, M.S. (2013): *Strategic Leadership Across Cultures: GLOBE Study of CEO Leadership Behavior and Effectiveness in 24 Countries.* Sage.
	- Kotter, J. P. (2010). *Leading change*. Harvard Business University Press.
	- McShane, S., & Von Gilnow, M. (2021). *Organizational Behavior* (5th ed.). McGraw Hill.
	- Northouse, P. G. (2021). *Leadership: Theory and practice* (9th ed.). Sage Publications, Inc.
	- Robbins, S. P., Campbell, T., & Judge, T. A. (2019). *Organizational Behavior*. (18th ed.). Pearson.
	- Yukl, G. (2019): Leadership in Organizations (9th ed.). Pearson.

4.2.3. Managing Across Cultures

Course	M4.2
Type of course	Core
Name of lecturer	Prof. Dr. Julia Hormuth julia.hormuth@reutlingen-university.de
Contact hours per week	2 hours
Learning outcomes	**Professional competencies:** Students will gain knowledge of how to recognize and evaluate individual behaviour in international business interactions. They will gain competencies in working with colleagues and business partners from other cultures, in leading people with different cultural backgrounds, and in mediating in intercultural conflict situations. **Methodological competencies:** Students will develop the ability to analyse the influence of culture on people's behaviour in complex business situations. They will acquire skills in critical thinking and case study analysis, as well as problem-solving skills by learning how to apply theoretical intercultural concepts to solve problems in international business cases. **Social competencies:** Students will develop advanced interpersonal and intercultural communication and teamworking skills. They will learn to perceive diversity in social situations as an opportunity rather than a threat or a burden. **Personal competencies:** Students will develop an awareness of their own cultural profile, their individual strengths and weaknesses in intercultural business situations. Additionally, they will increase their personal effectiveness in international business environments.

Course-specific contributions to AoL competency goals (CG 2-6)	• **CG 2 assessed**: Students reflect upon the cultural variables that impact decision making in a global business environment – embedded assessment by way of IES (Intercultural Efficiency Scale) online test and personal development plan.
	• CG 3 reinforced: Students reflect upon the potential ethical consequences of management decisions from a cultural perspective.
	• CG 4 reinforced: Problem-solving and application of theory into practice is an essential part of each piece of assessed coursework
	• CG 5 reinforced: Students reflect on the dimensions relevant to leading people in an international environment and on their individual global leadership skills.
Content/ indicative syllabus	• The relevance of culture for international business relations
	• A framework for understanding and analysing human values and behaviours (approach, self-assessment)
	• Consequences of cultural differences on work organisation, decision-making, project management, teamwork, motivation, leadership, communication (sample critical incidents and case studies)
	• Developing cultural intelligence for global leadership
	• How culture affects the development of trust in international business relations
Teaching and learning methodology	Lectures with discussion, case studies, video extracts, group discussions, self-assessment exercises
Indicative reading list	− Barmeyer, Ch., Bausch, M. & Mayrhofer, U. (2021): *Constructive Intercultural Management: Integrating Cultural Differences Successfully.* Edward Elgar.
	− Chhokar, J. S., Brodbeck, F. C.& House, R. J. (Ed.) (2008), *Culture and Leadership Across the World. The GLOBE Book of In-Depth Studies of 25 Societies.* Taylor & Francis.
	− Holtbrügge, D. (2022): *Intercultural Management: Concepts, Practice, Critical Reflection.* Sage
	− House, R.J., Dorfman, P.W., Javidan, M., Hanges, P.J. & de Luque, M.S. (2013): *Strategic Leadership Across Cultures: GLOBE Study of CEO Leadership Behavior and Effectiveness in 24 Countries.* Sage.
	− Meyer, E: (2016). *The Culture Map. Decoding how People Think, Lead, and Get Things Done Across Cultures.* Public Affairs.

4.3. Legal Frameworks of Management

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Module	M5
Semester	1
Duration of module	1 semester
Type of module	Core
How frequently is the module offered	Annually in winter semester
Admission requirements	None
Level	Master/ MBA
Responsible professor/module coordinator	Prof. Dr. Markus Conrads markus.conrads@reutlingen-university.de
Name(s) of lecturer(s)	Prof. Dr. Markus Conrads markus.conrads@reutlingen-university.de
Credits (ECTS)	3/90
Total workload and breakdown	90 hours (30 hours lecture time, 60 hours independent study)
Learning outcomes of the module	**Subject specific competencies:** After the course the students will be able to - 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 **Professional, interdisciplinary and methodological competencies:** After the course the students will be able to – identify potential obstacles between management decisions and the legal framework **Social skills, key competencies** After the course the students will be able to – gain an understanding of and be able to apply ethical theories to managerial decision-making **Personal and practical competencies** After the course the students will be able to

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	— be open for the proposals of potential contract partners and react to them appropriately
Course-specific contributions to AoL competency goals (CG 2 - 6)	• **CG 2 introduced**: Students compare the content of different legal systems. Students compare and analyse the law-finding-process in different legal systems by solving case studies. • **CG 3 introduced:** Students learn to identify and to address ethical issues by applying legal frameworks to typical scenarios in international business (conflicting value systems, different governance schemes, etc.). • **CG 4 reinforced:** Students are confronted with case studies where they have to reflect and solve managerial problems on the basis of contract and company law. • **CG 5 reinforced:** Students learn the basics on contracts regarding digital content. They learn which statutory provisions apply and about which European initiatives are used to strengthen consumer protection in this field. • **CG 6 introduced:** Students learn how to use artificial intelligence in the field of law.

Content/ indicative syllabus	**Part 1: Legal framework for interaction with consumers and entrepreneurs**
	
	• **General Contract Law I: Conclusion and Validity of Contracts (20%)**
	   o Declaration of intent and conclusion of contract
	   o Grounds for avoidance and nullity
	   o Representation
	
	• **General Contract Law II: Breach of Contract (20%)**
	   o Withdrawal
	   o Default and refusal of acceptance
	   o Impossibility
	   o Breach of secondary obligation
	   o Default of the debtor
	   o Pre-contractual Obligation
	   o Obligatory accommodation
	   o Set-off and remission contract
	
	• **Special Contract Law I: Sales Law (12%)**
	
	• **Special Contract Law II: Credit Protection (3%)**
	
	Part 2: Legal framework for interaction with merchants, partners, shareholders and insolvency administrators
	
	• **Commercial law (45%)**

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o Merchant and company

o Procuration and commercial register

o Commercial transaction and purchase

- **International Commercial Law**

Teaching methodology	Lecture, cases, group work
Examination/type of assessment	KL(2)
Weighting of grade within programme	3/66
Indicative reading list	<u>CISG</u> Kröll/Mistelis/Perales Viscasillas, UN Convention on Contracts for the International Sale of Goods, 2. Aufl. München 2018, available on beck-online

4.4. German 1/ Business Language 1

Module	M6
Semester	1
Duration of module	1 semester
Type of module	Core
How frequently is the module offered	Annually in winter semester
Admission requirements	None, unless the student has prior knowledge of German. In this case, the student will take a placement test to determine the best placement level.
Level	Master/ MBA
Responsible professor/module coordinator	Prof. Yoany Beldarrain, Ph.D. Office: 5-116, Tel.: 07121 271 3101 yoany.beldarrain@reutlingen-university.de

Name(s) of lecturer(s)	Depends on the language level and semester. Current lecturers: Josefine Kohle-Hempel, Susanne Lindner, Gabriele Cwejn, Martin Böhler, Swantje Uhde-Sailer
Credits (ECTS)	3/90
Total workload and breakdown	90 hours (60 hours lecture time, 30 hours independent study)
Learning outcomes of the module	Students must demonstrate prerequisite skills in order to advance to the next level. After successful completion of this course, students should have developed:

Learning outcomes of the module (continued):

Professional competencies:

- Students will improve their language skills, while increasing their knowledge of basic business terminology in the target language.
- Students will demonstrate best practices for business communication skills in the target language.
- On all levels, students will improve their communication skills according to their individual capabilities.
- Students will acquire or improve their grammar skills and vocabulary in the target language according to their individual competency level.
- Students will acquire or improve written and oral communication skills in the target language, especially those skills used in business contexts and situations in the student's personal context (studies, internships)

Methodological competencies:

- Students will analyse and discuss different business topics using the target language.
- Social competencies:
- Students will interact in the target language for various purposes and with different types of audiences.
- Students will improve their intercultural awareness and intercultural communication competencies.

Personal competencies:

- Students will improve self-confidence using the target language for different purposes, including business situations.
- Students will become familiar with Germany and the ways of life and business life in German-speaking countries.
- Students will become aware of current economic developments in Germany and other German-speaking countries.

Content/ indicative syllabus	Depends on the course level. Each level follows the Common European Framework of References for Languages (CEFR).

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Teaching methodology	All teaching is by native speakers and based on short presentations, interactive activities, role-plays, written assignments, discussions, articles and short conversations.
Examination/type of assessment	CA
Weighting of grade within programme	ungraded
Indicative reading list	To be announced in class depending on the course level. Some textbooks and workbooks may be borrowed from the library.

4.5.   German 2/ Business Language 2

Module	M7
Semester	2
Duration of module	1 semester
Type of module	Core
How frequently is the module offered	Annually in summer semester
Admission requirements	Successful completion of previous level
Level	Master/ MBA
Responsible professor/module coordinator	Prof. Yoany Beldarrain, Ph.D. Office: 5-116, Tel.: 07121 271 3101 yoany.beldarrain@reutlingen-university.de
Name(s) of lecturer(s)	Depends on the language level and semester. Current lecturers: Josefine Kohle-Hempel, Susanne Lindner, Gabriele Cwejn, Martin Böhler, Swantje Uhde-Sailer
Credits (ECTS)	3/90
Total workload and breakdown	90 hours (60 hours lecture time, 30 hours independent study)
Learning outcomes of the module	After successful completion of this course, students should have developed: **Professional competencies:**

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- Students will improve their language skills, while increasing their knowledge of basic business terminology in the target language.
- Students will demonstrate best practices for business communication skills in the target language.
- On all levels, students will improve their communication skills according to their individual capabilities.
- Students will acquire or improve their grammar skills and vocabulary in the target language according to their individual competency level.
- Students will acquire or improve written and oral communication skills in the target language, especially those skills used in business contexts and situations in the student's personal context (studies, internships)

Methodological competencies:

Students will analyse and discuss different business topics using the target language.

Social competencies:

- Students will interact in the target language for various purposes and with different types of audiences.
- Students will improve their intercultural awareness and intercultural communication competencies.

Personal competencies:

- Students will improve self-confidence using the target language for different purposes, including business situations.
- Students will become familiar with Germany and the ways of life and business life in German-speaking countries.
- Students will become aware of current economic developments in Germany and other German-speaking countries.

Content/ indicative syllabus	Depends on the course level. Each level follows the Common European Framework of References for Languages (CEFR).
Teaching methodology	All teaching is by native speakers and based on short presentations, interactive activities, role-plays, written assignments, discussions, articles and short conversations.
Examination/type of assessment	CA
Weighting of grade within programme	ungraded
Indicative reading list	To be announced in class depending on the course level. Some textbooks and workbooks may be borrowed from the library.

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4.6.   Business Research Methods

Module	M8
Semester	2
Duration of module	1 semester
Type of module	Core
How frequently is the module offered	Annually in summer semester
Admission requirements	None
Level	Master/MBA
Responsible professor/module coordinator	Prof. Dr. Hermann Lassleben hermann.lassleben@reutlingen-university.de
Name(s) of lecturer(s)	Prof. Dr. Hermann Lassleben hermann.lassleben@reutlingen-university.de
Credits (ECTS)	3/90
Total workload and breakdown	90 hours (30 hours lecture time, 60 hours independent study)
Learning outcomes of the module	Upon successful completion, students will have developed the following competencies: **Professional competencies** The ability to examine scholarly research and concepts of international management critically from different perspectives. **Methodological competencies** The ability to conduct empirical research projects. **Social competencies** The ability to perform effectively as a team member, encourage and utilize others' contributions and to build teams. **Personal competencies**

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	An increase in personal effectiveness, work effectiveness and self-management.
Course-specific contributions to AoL competency goals (CG 2-6)	• CG 2 introduced: Students critically discuss research papers in diverse group settings. Some of the papers deal with cross-cultural issues and comparisons. • CG 3 introduced: Students become aware of the importance of ethical conduct in the context of empirical research, e.g., voluntariness and informed consent, protection of research participants from harm or damage, as well as anonymity and confidentiality of data. • CG 4 introduced: Students learn the most important methods of data analysis, which they can apply in later scientific (e.g., thesis), but also practical (e.g. data analysis) work. Recommendations and transfer to practice is a standard topic of discussion of each paper. • CG 6 introduced: Students learn how to digitally collect (e.g., online surveys) and analyse quantitative (SPSS) and qualitative (MaxQDA) data.
Content/ indicative syllabus	1. Introducing Business Research 2. Developing a Research Proposal 3. Reviewing the Literature and Citation 4. Methodology, Designs and Methods, Population and Sampling, Archival Research and Observation 5. Data Management 6. Collecting and Analysing Quantitative Data 7. Collecting and Analysing Qualitative Data 8. Discussion, Recommendations (Practice and Research), Limitations, Conclusions
Teaching methodology	Students learn (read, review, and discuss) the basic principles of business research. For this purpose, they prepare relevant chapters of the textbook by Quinlan and colleagues (2015) for class meetings, where they are recapitulated and discussed. Students also reflect (read, recapitulate, and discuss) current research in the field of international management. To this end, they prepare high-quality research papers on important topics in international management, provided in advance by the instructor, for class meetings where they are recapitulated and discussed. In doing so, they deepen their understanding of the application of business research principles and strategies and become familiar with a variety of current international management research. Students develop a research proposal on a topic of their choice. In doing so, they think through the entire research process from generating a research question and objective, configuring an appropriate research design, reviewing the literature, developing hypotheses/research questions, deciding on and developing research methods, determining the sample, managing data

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	collection, analysing data, drawing conclusions, discussing findings, and writing up their research idea.
Examination/type of assessment	PA (Research Proposal) (pass/fail)
Weighting of grade within programme	ungraded
Indicative reading list	− Aguinis, H. (2024), Research Methodology: Best Practices for Rigorous, Credible, and Impactful Research. Sage. − American Psychological Association. (2020). Publication Manual of the American Psychological Association: The Official Guide to APA Style. 7th Edition. APA. − Collis, J. & Hussey, R. (2021). Business Research: A Practical Guide for Students. 5th Edition. Macmillan. − Miles, M., Huberman, A. & Saldana, J. (2020). Qualitative Data Analysis: A Methods Sourcebook. 4th Edition. Sage. − Oakshott, L. (2016). Essential Quantitative Methods for Business, Management and Finance. 6th Edition. Palgrave. − Quinlan, C., Babin, B., Carr, J., Griffin, M. & Zikmund, W. (2015). Business Research Methods. Cengage Learning.

5. Elective Modules

5.1. Electives M9 - M11 - Strategy Creation and Execution

Semester	2
Duration	1 semester
Type of course	Elective
How frequently is the elective offered	Annually in Summer semester
Level	Master/ MBA
Responsible professor/ coordinator	Prof. Dr. Philipp Wunderlich philipp.wunderlich@reutlingen-university.de
Name(s) of lecturer(s)	Prof. Dr. Philipp Wunderlich philipp.wunderlich@reutlingen-university.de
Credits (ECTS)	6/90
Total workload and breakdown	180 hours (45 hours lecture time, 135 hours independent study)
Contact hours per week	3 hours
Learning outcomes of the elective	**Subject-specific competencies** Students learn the key tools and frameworks utilized in the successful execution of strategy with focus on management of change and transformation. The theoretical aspects of the course are reviewed in practical exercises, design and reviews of change projects and best practices and assignments. The course includes case study discussions and the practical application of different approaches, either in the classroom or with external partners, such as companies and consulting firms. **Professional, methodological competencies** The students should be able to understand how strategy execution is driven by focusing on the human side of change and utilize appropriate frameworks and tools. Students should understand the aspects of resistance to change and approaches to communicate all aspects of organizational change and transformations. Based on the different exercises and assignments, the students should be able to plan, structure and support the execution of change programmes in multi-cultural environments.

	Students will be able to understand the dynamics of change process as part of strategy execution. Conceptual thought in strategy management and management consulting is leveraged and enhanced. The students will be prepared to support senior executives in strategy execution and in support of major change programmes.
	Personal competencies
	Students should be able to interact with change targets, structure and support major strategy execution initiatives and change initiatives. Understanding of human elements of change, motivating for change and successful communication techniques are key competencies, which will be improved.
	Social skills, key competencies
	Students should significantly enhance their change agent capabilities including communication, empathy and understanding of human dynamics.
Course-specific contributions to AoL competency goals (CG 2-6)	• CG 2 introduced: Students understand the culture-dependence of change processes (resistance to change, how to manage change in different cultural environments) and can adapt their behaviour accordingly. • CG 3 introduced: Students learn to consider different stakeholder interests in change management processes. • CG 4 (Problem-solving for entrepreneurial scenarios) reinforced: Students learn to manage change management processes by integrating their business and management competencies.
Content/ indicative syllabus	The following topics will be discussed based on the current changes in the health sector: 1. Basics of strategy execution and success factors 2. Management of change as a critical competency 3. Theories of change and transformation 4. Aspects of resistance and communication 5. Planning and driving change programs 6. Best practices
Teaching methodology	Lecture, cases, group work
Examination/ type of assessment	PA
Weighting of grade within programme	6/66
Indicative reading list	Dan S. Cohen & John P. Kotter (2005) The Heart of Change Field Guide, HBS Press, 2005

5.2. Electives M9 - M12 - Data Analytics and Decision Making

Semester	2
Duration	1 semester
Type of course	Elective
How frequently is the elective offered	Annually in summer semester
Level	Master/ MBA
Responsible professor/ coordinator	Prof. Hermann Lassleben
Name(s) of lecturer(s)	Dr. Sebastian Marek Sebastian.Marek@Reutlingen-University.DE
Credits (ECTS)	6/90
Total workload and breakdown	180 hours (45 hours lecture time, 135 hours independent study)
Contact hours per week	3 hours
Learning outcomes of the elective	**Professional competencies** • Students understand the purpose, tools, and process of business analytics. • Students can translate business objectives into well-defined analytical questions and select appropriate analytical approaches. • Students can explore and leverage large datasets to address business-driven questions. • Students can interpret, visualize and communicate results of data-driven analysis to non-technical stakeholders. **Methodological competencies** • Students can select appropriate fundamental and advanced analysis methods based on data characteristics and business question. • Students can implement univariate and multivariate statistical methods, including descriptive statistics, hypothesis testing, regression/ correlation/ cluster analysis and machine learning. • Students can conduct time series analysis and forecasting using appropriate statistical methods. • Students can design and execute studies to identify causal relationships

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	using econometric techniques. • Students can explain analytically relevant properties and implement access options for databases. • Students can compare and select appropriate visualization techniques based on data type and type of analysis while considering potential misrepresentations. **Social competencies** • Students improve skills of (oral and written) structured communication as well as the ability of working in teams with respect to time constraints. • Students apply the legal and ethical limitations of data utilization. **Personal competencies** • Students can deal with previously unknown programming languages (SQL, Python) in a structured and goal-oriented way. • Students can quickly and concisely narrow down complex issues to the attributes and metrics relevant to a problem.
Course-specific contributions to AoL competency goals (CG 2-6)	• **CG 3 introduced:** In group discussion, students must weigh the benefits of gaining insight through data collection and analysis against the privacy and liberty rights of consumers, employees, etc. • **CG 4 reinforced:** The students practice the translation of statistical analysis results into the *language* of management in order to prepare decisions in an international management context. • **CG 5 reinforced:** Via an exam question at the end of semester exam requiring students to demonstrate their ability to use multivariate data analysis tools to understand, interpret and analyse data and communicate the results effectively to a non-expert audience. • **CG 6 reinforced:** The students practice the selection of the appropriate method of data analysis for a given research question.
Content/ indicative syllabus	• Objectives, components, and process of data analytics • Data storage and organisation • Data handling and data transformation • Uni- & multivariate methods of data analysis • Interpretation, visualisation, and communication of analysis results
Teaching methodology	• Lectures, case studies, student presentations • Software-based (SQL, Python) data analysis
Examination/ type of assessment	PA
Weighting of grade within programme	6/66

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Indicative reading list	− Berry, M.J.A.; Linoff, G.S. (2000): Mastering Data Mining. The Art and Science of Customer Relationship Management. Wiley Computer Publishing
	− Hair, Black, Babin, Anderson (2013). Multivariate Data Analysis, 7th ed., Upper Saddle River: Prentice Hall.
	− Kimball, R., Ross M. (2013): The Data Warehouse Toolkit: The Defini-tive Guide to Dimensional Modeling, 3rd edition, Wiley, Indianapolis.
	− McKinney, W. (2017): Python for Data Analysis: Data Wrangling with Pandas, NumPy, and IPython, 2nd edition, O'Reilly, Sebastopol.
	− Murach, M (2015): Murach's MySQL, 2nd Edition, Mike Murach & Associates, Fresno.
	− Provost, F.; Fawcett, T. (2013): Data Science for Business: What You Need to Know About Data Mining and Data-analytic Thinking, O'Reilly, Sebastopol.
	− Sharda, R., Delen, D, Turban E. (2017): Business Intelligence, Analyt-ics, and Data Science: A Managerial Perspective, 4th edition, Pear-son, Boston.
	− Wilke, C. O. (2019): Fundamentals of Data Visualization: A Primer on Making Informative and Compelling Figures, O'Reilly, Sebastopol.

5.3. Electives M9 - M12 - Lean Enterprise Management

Semester	2
Duration	1 semester
Type of course	Elective
How frequently is the elective offered	Annually in summer semester
Level	Master/ MBA
Responsible professor/ coordinator	Prof. Dr. Stephan Höfer stephan.hoefer@reutlingen-university.de
Name(s) of lecturer(s)	Prof. Dr. Stephan Höfer stephan.hoefer@reutlingen-university.de
Credits (ECTS)	6/90

Total workload and breakdown	180 hours (45 hours lecture time, 135 hours independent study)
Contact hours per week	3 hours
Learning outcomes of the elective	**Professional competencies:** After successfully attending this lecture, students should be able to implement the lean philosophy in their daily business life, and they understand the need for applying it in all areas of an enterprise. They can identify and quantify waste within business and production processes and know how to create lean value streams. They understand how to manage change processes towards lean enterprises and understand how to face resistance right from the beginning. **Methodological competencies:** Based on case studies, students learn to apply tools and techniques to evaluate the performance of business and production processes, to raise potential for improvement, and to guarantee a sustainable implementation. **Social competencies:** Based on their trained skills the students are able to convince and motivate their employees towards a continuous improvement culture. **Personal competencies:** With the help of the discussed case studies, the participants learn to manage change in a rapidly changing business environment.
Course-specific contributions to AoL competency goals (CG 2-6)	• CG 2 introduced: All business cases are being discussed in small international teams • CG 3 reinforced: Lean Management is all about reducing waste. Whether it is waste in transportation, in materials or in using energy and time. Thus, students will learn about how to apply, in practice, the idea of sustainable operations. • CG 4 reinforced: In small international teams students analyse, discuss and solve small business cases in the field of lean enterprise management, where they apply to identify and solve problems. • CG 5 reinforced: Lean Leadership requires a set of skills and competencies to shift an organisation towards a lean enterprise. This includes the management of change, stakeholder management and to implement Kata.
Content/ indicative syllabus	• Lean Enterprise Management • Learning from Manufacturing • Lean Administration • The way to agile waste free administrative processes • Management of change and resistance

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Teaching methodology	After acquiring the theoretical background, they apply the topics they have learned in exercises and business cases. Based on business cases from various areas within the administration like HR, R&D, and Sales, the students learn to apply the lean philosophy in these areas.
	At the end of the course, it is the task of the students to identify an individual administrative process, to visualize it, to analyse it, and to improve it. In addition, a target process will be defined and evaluated based on a before-after comparison of Lean KPI´s.
Examination/ type of assessment	PA
Weighting of grade within programme	6/66
Indicative reading list	William McKinnon: How to apply lean principles to administrative processes. Productivity press 2012.
	Don Tapping: Value stream management for the Lean Office. Productivity press, 2022.

5.4. Electives M9 - M12 - AI as a Driver of Digital Transformation in Marketing, Sales and Process Management

Semester	2
Duration	1 semester
Type of course	Elective
How frequently is the elective offered	Annually in summer semester
Level	Master/ MBA
Responsible professor/ coordinator	Prof. Hermann Lassleben
Name(s) of lecturer(s)	Stephanie Grosse Kamphake
	Stephanie.grossekamphake@decathlon.com
	Gr.kamphake@gmail.com
Credits (ECTS)	6/90
Total workload and	180 hours (45 hours lecture time, 135 hours independent study)

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breakdown	
Contact hours per week	3 hours
Learning outcomes of the elective	After the successful completion of the module the students should have developed the following competences: **Professional competences:** After successfully completing the module, students will have a good understanding of how artificial intelligence transforms business models, value creation, and operational processes in marketing and sales. They will be able to critically assess AI technologies and their strategic implications, identify use cases with measurable business impact, and align AI-driven initiatives with organizational goals and digital transformation strategies. **Methodological competences:** Through case studies and project work, they will develop the ability to translate business challenges into data- and AI-enabled solutions. **Social competences:** Students will strengthen their ability to collaborate in interdisciplinary teams and communicate complex AI-related topics to both technical and non-technical stakeholders. They will practice leading discussions on ethical, societal, and organizational implications of AI adoption and learn to foster a culture of innovation, collaboration, and responsible technology use within business environments. **Personal competences:** Students will develop critical thinking, self-reflection, and adaptability in managing digital transformation. They will gain confidence in navigating uncertainty and technological change, embracing continuous learning, and taking initiative in shaping AI strategies that are both innovative and ethically grounded.
Course-specific contributions to AoL competency goals (CG 2-6)	• **CG 3 introduced:** Students will practice leading discussions on ethical, societal, and organizational implications of AI adoption and learn to foster a culture of innovation, collaboration, and responsible technology use within business environments. • **CG 4 reinforced:** Student will develop the ability to translate business challenges into data- and AI-enabled solutions. • **CG 5 reinforced:** Students will gain confidence in navigating uncertainty and technological change, embracing continuous learning, and taking initiative in shaping AI strategies that are both innovative and ethically grounded. • **CG 6 reinforced:** Student will be able to critically assess AI technologies and their strategic implications, identify use cases with measurable business impact, and align AI-driven initiatives with organizational goals and digital transformation strategies.
Content/ indicative syllabus	Upon successful completion of this course, students will:

	• Understand the principles, technologies, and strategic impact of AI as a driver of digital transformation in marketing, sales, and process management.
	• Be able to identify, design, and evaluate AI-enabled use cases that create business value and enhance customer experience.
	• Develop the ability to critically assess ethical, organizational, and leadership implications of AI adoption and to communicate AI-driven insights effectively across business functions.
	• Lecture, case studies, group work
Teaching methodology	Upon successful completion of this course, students will: • Lecture, case studies, group work
Examination/ type of assessment	PA
Weighting of grade within programme	6/66
Indicative reading list	Tbd

5.5. Electives M9 - M12 - Negotiation Skills for the Global Manager

Semester	2
Duration	1 semester
Type of course	Elective
How frequently is the elective offered	Annually in summer semester
Level	Master/ MBA
Responsible professor coordinator	Prof. Dr. Niamh O'Mahony niamh.omahony@reutlingen-university.de
Credits (ECTS)	6/90
Total workload and breakdown	180 hours (45 hours lecture time, 135 hours independent study)

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Contact hours per week	3 hours
Learning outcomes of the elective	**Subject-specific competencies** Students learn and practise negotiation methods and techniques that can effectively be used in the types of business negotiation scenarios they are likely to face in their careers. They become familiar with how to deal with the obstacles and complicating factors likely to arise during such negotiations. Students gain insight into the dynamics of negotiating and structuring international business transactions. **Professional, methodological competencies** Students learn to determine if a negotiation is position-based or interest-based. They can differentiate between integrative and distributive bargaining and gain an understanding of which game to play depending on the situation. Students analyse the different stages of a negotiation and become acquainted with/practise relevant strategies and tactics to successfully manage business negotiations including cross-cultural and non-face-to-face contexts. **Social skills and key competencies** Students are able to reflect on and critically evaluate negotiation outcomes and the effectiveness of team-based negotiation. They are able to manage interpersonal and group conflict situations. They develop a sense of how to separate substantive issues (the deal) from broader relationship issues. They have an appreciation for the role of ethics in negotiations. Students understand and experience the impact of culture on the international negotiation process. They learn about different personality and management styles and how these can impact negotiations. They are also made aware of some of the cognitive biases likely to confront negotiators. **Personal competencies** Students can analyse and understand their own personalities and tendencies in bargaining situations. They learn how to move out of their comfort zones and adapt to situations. They demonstrate skills of active learning, teamwork, persuasion and presentation.
Course-specific contributions to AoL competency goals (CG 2-6)	• **CG 2 reinforced:** Students reinforce their intercultural competence, their communication and presentation skills by practising, self-reflection and feedback processes. • **CG 3 reinforced:** Students learn and practice principled negotiation. They reflect upon the potential ethical consequences of management decisions from a cultural and personality perspective. These are reinforced in the context of group exercises, simulation and self-reflection exercises. • **CG 4 reinforced:** Students apply their problem-solving skills to varying conflict situations. They analyse the root causes and work out potential solutions.

Content/ indicative syllabus	1. Fundamentals of negotiation and negotiation styles (distributive vs. integrative) 2. Interests vs. positions in negotiation strategy 3. Preparation for negotiation and planning 4. Principled negotiation and the concepts of BATNA and ZOPA 5. Power, trust and ethics in negotiation 6. The negotiation process: bargaining, reaching common ground, relationship building, persuasion, agreement conclusion 7. Dealing with difficult negotiators and obstacles 8. Cross-cultural negotiation 9. Negotiating across different communication media
Teaching methodology	- Case studies - Videos - Group exercises, role-plays and simulations
Examination/ type of assessment	PA
Weighting of grade within programme	6/66
Indicative reading list	▪ Cialdini, R. B. (2021). *Influence. The psychology of persuasion*. Collins. ▪ Fisher, R., Ury, W. L., & Patton, B. (2011). *Getting to yes.* (3rd edn.). Penguin Books. ▪ Lewicki, R.J., Saunders, D.M. & Barry, B. (2019). *Negotiation.* (7th edn.). McGraw Hill. ▪ Malhotra, D. (2025). *Negotiating the impossible: How to break deadlocks and resolve ugly conflicts (without money or muscle)*. Berrett-Koehler Publishers. ▪ Thompson, L.L. (2022). *The mind and heart of the negotiator.* (7th edn.). Collins.

5.6. Electives M9 - M12 - Data-Driven Marketing

Semester	2
Duration	1 semester

Type of course	Elective
How frequently is the elective offered	Annually in summer semester
Level	Master/ MBA
Responsible professor/module coordinator	Prof. Dr. Yvonne Graf yvonne.graf@reutlingen-university.de
Name(s) of lecturer(s)	Prof. Dr. Yvonne Graf yvonne.graf@reutlingen-university.de
Credits (ECTS)	6/90
Total workload and breakdown	180 hours (45 hours lecture time, 135 hours independent study)
Contact hours per week	3 hours
Learning outcomes of the elective	**Professional competencies** Students will acquire the ability to design, implement, and optimize data-driven marketing strategies that are tightly aligned with overarching business goals. This includes developing a deep understanding of customer behaviour through the analysis of first-party data (e.g., from CRM systems, web analytics, or social media platforms), identifying market trends via tools like competitive benchmarking and sentiment analysis, and leveraging emerging technologies such as customer data platforms (CDPs), marketing automation, or predictive analytics. **Methodological competencies** Students will become proficient in applying analytical frameworks and digital tools to solve specific marketing challenges, such as campaign performance optimization, customer segmentation, or personalization of customer journeys. They will develop strong skills in statistical methods (e.g., A/B testing, regression analysis) and will gain a conceptual understanding of AI-based models like recommendation systems or natural language processing. This methodological knowledge enables students to critically evaluate data models, extract actionable insights, and communicate findings effectively to both technical and non-technical stakeholders. **Social competencies** Students will work in groups towards a common goal learning to balance differing viewpoints to reach data- and consensus-based decisions. **Personal competencies** Students will develop creativity and entrepreneurial thinking by crafting innovative, data-supported marketing solutions. They will be encouraged to

	reflect critically on the ethical, legal, and social implications of data-driven marketing, including topics such as data privacy (e.g., GDPR) and algorithmic bias.
Course-specific contributions to AoL competency goals (CG 2-6)	• **CG 4 reinforced:** Students will learn to address complex marketing problems. This involves not only acquiring knowledge about appropriate frameworks but also becoming proficient in utilizing various tools for effective issue resolution. • **CG6 reinforced:** Students will gain a comprehensive understanding of digital marketing analytics, including key performance indicators (KPIs). They will learn how to choose the appropriate metrics to measure customer behaviour and engagement, and how to analyse the results to gain valuable insights into customer preferences and needs. Also they will deepen their proficiency in various statistical methods for more informed marketing decisions.
Content/ indicative syllabus	1. Introduction to Digital Marketing 2. Digital Marketing Strategy & Tactics 3. Data-Driven Decision Making 4. AI & Automation in Marketing
Teaching methodology	A mixture of learning methods is applied: • Interactive teaching with discussions • Project work in small groups • Case studies
Examination/type of assessment	PA
Weighting of grade within programme	6/66
Indicative reading list	− Chaffey, D. & Ellis-Chadwick, F. (2019). *Digital Marketing. Strategy, Implementation and Practice* (7th edition). Pearson. − Chaffey, D. & Smith, P. R. (2022). D*igital Marketing Excellence: Planning, Optimizing and Integrating Online Marketing* (6th edition). Taylor & Francis

5.7. Electives M9 - M12 - Venture Capital Financing

Semester	2
Duration	1 semester
Type of course	Elective

How frequently is the elective offered	Annually in summer semester
Level	Master/ MBA
Responsible professor/ coordinator	Dr. Cornelius Jasper Maas cm@shs-capital.eu
Name(s) of lecturer(s)	Dr. Cornelius Jasper Maas cm@shs-capital.eu
Credits (ECTS)	6/90
Total workload and breakdown	180 hours (45 hours lecture time, 135 hours independent study)
Contact hours per week	3 hours
Learning outcomes of the elective	**Professional competencies:** Comprehensive understanding of the venture capital industry including key stakeholders and their intentions. By leading the students through various dimension of the topic, they will understand the interaction of legal, financial, and economical dimensions. Using case studies, students will develop skills and templates for pitching their own business ideas and strategies to convince investors or boards. **Methodological competencies:** The lecture will equip students with real world investment evaluation patterns used to assess the potential of business ideas and start-ups. By transferring these patterns into potential deal structure mechanics, students will understand how venture capital funds try to manage risks while simultaneously increasing the upside for the fund. Insights about due diligence management and legal, and financial documentation will round up the methodological framework of this lecture. **Social competencies:** The various planned case studies will lead to interactive group discussions and brainstorming sessions increasing pitching, discussion and negotiation skills of the group. Students will receive open feedback about their presentation skills to increase the overall style and authenticity of their presentations. A guest lecture by a founder of a digital business model start-up will touch on advantages of networking and relationship building, which is an essential part of the venture capital industry. **Personal competencies:** Students' critical thinking, adaptability and decision-making skills will be fostered within the course. By understanding how to approach investment decisions, the students will prepare themselves for either working in venture capital funds or founding their own start-up. Our start-up founder guest speaker will also report on disappointments in the dynamic journey of an entrepreneur to teach students about the importance of resilience.

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Course-specific contributions to AoL competency goals (CG 2-6)	• **CG 4 reinforced:** Students learn how the distinct venture capital stakeholders individually try to optimize their position in collaborations, i.e., via specific legal and financial levers in shareholders and investment agreements. • **CG 5 introduced:** Students will become educated on negotiation and leadership skills, enabling them to lead similar processes in their future professional careers. • **CG 6 reinforced:** Based on a guest lecture and case study of a digital business start-up, students will be able to understand the characteristics of asset-light, digital business models and their economies of scale.
Content/ indicative syllabus	**Introduction Venture Capital** Lectures will start with an overview of origins and the evolution of venture capital, which role it plays for the economy, while also touching on its impact on societies. Additionally, students will understand the key players in the venture capital ecosystem (entrepreneurs, founders, investors, business angels, funds, …) as well as the rationale and drivers in their individual decision making. Further, the various venture capital funding stages will be explored (Seed, Series A, Series B, …) by addressing phase-specific characteristics. **Lifecycle of a Venture Capital Fund** Students will learn the lifecycle of funds from fundraising, deal flow, due diligence, dealmaking, to asset management and exit. The role of limited and general partners and according fee structures between these players will be explained. Subsequently, a deep dive into various parts of a typical venture capital investment process as well as exit strategies (IPO, trade sale, secondary, …) will be taught, educating students about their impact on VC fund returns. **The Entrepreneurial Journey** This part of the course will change perspectives to get students familiar with the rationale and challenges of founding a start-up. Insights into entrepreneurial everyday life with real examples will be presented by inviting a start-up founder as a guest speaker. This part of the lecture will also include group discussions about career planning, familiarising students with financial and other incentives behind entrepreneurial career paths. **Legal Perspective** In this section, the lecture will focus on the legal dimension of venture capital deals. Students will understand the rationale behind key documents in the venture capital industry such as term sheets, investment contracts, stock purchase agreements, as well as shareholder agreements. In addition, venture capital specific clauses and their purpose will be examined - such as liquidation preference, anti-dilution, call options, drag- and tag-along rights. Term sheet structuring case studies will be used to further shape the understanding of these topics.

	Financial Perspective Students will examine the role of financial models as well as cap tables in this lecture part. They will set up their own business plan models for simulated ventures to understand the interaction of a P&L, balance sheets, cashflow as well as liquidity needs. In addition, cap table development will be jointly simulated in order to educate the students about shareholding dilution implications. **Practical Applications and Insights** In the last part of the course, students will get useful insights on compelling pitch decks and storytelling, as well as pitching successfully in front of investors. By analysing real-world pitch decks, students will understand the red line in slide decks. In addition, pitch situations will be simulated in order to increase the student's skillset when convincing boards or investors on innovative ideas.
Teaching methodology	The course includes a combination of classical lecturing, case studies, interactive workshops, group projects and discussions, as well as a guest lecture from a start-up founder. Real-world documents and methodological venture capital frameworks will be used in order to assess innovative start-up ideas enabling students to understand the thinking and decision-making of venture capital funds.
Examination/type of assessment	PA
Weighting of grade within programme	6/66
Indicative reading list	▪ Feld, B., & Mendelson, J. (2016). Venture Deals: Be Smarter Than Your Lawyer and Venture Capitalist. Wiley. ▪ Gompers, P., & Lerner, J. (2004). The Venture Capital Cycle. MIT Press. ▪ Ries, E. (2011). The Lean Startup: How Today's Entrepreneurs Use Continuous Innovation to Create Radically Successful Businesses. Crown Business. ▪ Metrick, A., & Yasuda, A. (2021). Venture Capital and the Finance of Innovation. Wiley. ▪ Weitnauer, W. (2021). Venture Capital Handbuch: Ein Leitfaden für Investoren, Unternehmer und Berater. C.H. Beck. ▪ Timmons, J. A., & Spinelli, S. (2009). New Venture Creation: Entrepreneurship for the 21st Century. McGraw-Hill Education.

5.8. Electives M9 - M12 – Sustainable Finance

Semester	2
Duration	1 semester
Type of course	Elective
How frequently is the elective offered	Annually in summer semester
Level	Master/ MBA
Responsible professor/ coordinator	Professor Hermann Lassleben
Name(s) of lecturer(s)	Samer Ajour El Zein Ph.D. Samer.Ajour_el_zein@Reutlingen-University.DE
Credits (ECTS)	6/90
Total workload and breakdown	180 hours (45 hours lecture time, 135 hours independent study)
Contact hours per week	3 hours
Learning outcomes of the elective	**Professional competencies:** Students completing this course will have developed an understanding of: - the foundational principles of ESG investing and sustainable finance. - how to develop strategies for integrating ESG factors into traditional portfolio management. - how to analyse the performance impact of ESG investments and sustainable finance. - how to communicate the value of sustainable finance to various stakeholders. Students will become familiar with: - designing and managing portfolios that incorporate ESG factors and convert traditional finance into sustainable finance. - performing ESG due diligence and risk assessment. - using sustainability financial standards and frameworks effectively. - engaging in active stewardship to enhance financial sustainability They will learn: - deep understanding of the ESG factors and their relevance to sustainable financial performance.

- insights into global financial sustainability trends influencing investment decisions.
- knowledge of regulatory and voluntary frameworks guiding sustainable financial investing.
- how to evaluate green investments using both financial and non-financial metrics.

Methodological competencies:
- Prepare, structure and deliver analysis resulting from detailed review of case studies.
- Apply theoretical and practical frameworks to various business scenarios.

Social competencies:
- Prepare, structure and deliver results and outcomes in team environments.
- Perform various roles in team tasks, identify individual skills and apply them productively.

Personal competencies:
- Deliver oral and written presentations in a business context in a professional and competent manner to peers.
- Display confidence, professionalism, and critical thinking.

Course-specific contributions to AoL competency goals (CG 2-6)	• **CG 2 introduced:** Students learn to compare and to apply the various international financial asset classes in a variety of countries. • **CG 3 introduced**: Transparency, Regulations, and financial ethics are presented and reflected upon as critical underlying principles for social responsibility and sustainable investment practices. • **CG 4 introduced:** Students analyse financial assets by mathematical models and learn to assess the financial impact and exposure of management decisions in the area of sustainable finance. • **CG 6 introduced:** The sustainable financial decision-making system introduces digital business strategies with information technology database connected to new digital services.
Content/ indicative syllabus	*Topic 1: Historical perspective on the rise of sustainable finance and the role of ESG ratings and how they influence investment decisions.* • Differentiate and criticize the steps and challenges of sustainable finance evolution within society and businesses at organizational, national and international levels by analysing companies' strategic planning and its effect on investment portfolios • Criticize and evaluate companies by identifying and analysing their ethical disasters and sustainability innovation practices.

- Discuss the legitimacy of financial entities and the impact of those reports on investors and their portfolios

Topic 2: Methods for ESG integration in portfolio construction towards sustainable finance.

- Explore the role that social and environmental issues play on developing corporate identity?
- *Categorize and outline the CSR instruments by investigating their integration into companies' activities integrated in the modern portfolio theory aiming for sustainable finance*

Topic 3: Comparing financial returns of ESG-sustainable finance vs. traditional finance.

- Focus on ethical issues inherent to business. We will discuss classic ethical cases in order to see the types of ethical issues that arise
- What is green and blue washing? Should we choose those financial assets?

Topic 4: Understanding risk-adjusted returns in the context of sustainable finance.

- Design an implementation plan of a new integrated sustainable finance.
- Focus on the political role of the firm and corporate political actions such as lobbying.

Topic 5: Analysis of successful sustainable portfolios.

- Study of sustainability reporting frameworks like GRI and SASB.
- Overview of global ESG regulatory trends and compliance requirements.

Topic 6: Sustainable Financial Engineering

- Socially Corporate Engineering – Sustainable Finance
- Derivatives and instruments for sustainable finance

Teaching methodology	Lectures, discussion of cases, presentations, student work in teams Miscellaneous Examination type is CA for this course (40% assignments and 60% final group presentation)
Examination/type of assessment	PA
Weighting of grade within programme	6/66
Indicative reading list	• Siddique, M. N. E. A., Nor, S. M., Senik, Z. C., & Omar, N. A. (2023). Corporate Social Responsibility as the Pathway to Sustainable Banking: A Systematic Literature Review. Sustainability, 15(3), 1807 • Lazzolino, G., Bruni, M. E., Veltri, S., Morea, D., & Baldissarro, G. (2023). The impact of ESG factors on financial efficiency: An empirical analysis

for the selection of sustainable firm portfolios. Corporate Social Responsibility and Environmental Management.

- Nureen, N., Liu, D., Irfan, M., & Işik, C. (2023). Nexus between corporate social responsibility and firm performance: a green innovation and environmental sustainability paradigm. Environmental Science and Pollution Research, 30(21), 59349-59365.
- Lexe, J., & Lago, S. (2023). How do corporations develop and implement ESG strategies?: An exploratory multiple-case study of the automotive manufacturing industry.
- Akhtaruzzaman, M., Banerjee, A. K., Boubaker, S., & Moussa, F. (2023). Does green improve portfolio optimisation?. Energy Economics, 124, 106831.
- Jugend, D., Rojas Luiz, J. V., Chiappetta Jabbour, C. J., a Silva, S. L., Lopes de Sousa Jabbour, A. B., & Salgado, M. H. (2017). Green product development and product portfolio management: empirical evidence from an emerging economy. Business Strategy and the Environment, 26(8), 1181-1195.
- Ramlall, I. (2024). Green Assets and Global Portfolio Tail Risk? A Stress-Testing exercise under multiple asset classes under distinct market phases. Journal of Environmental Management, 359, 120867.

5.9. Electives M9 - M12 - Business Models for a Circular Economy

Semester	2
Duration	1 semester
Type of course	Elective
How frequently is the elective offered	Annually in summer semester
Level	Master/ MBA
Responsible professor/ coordinator	Prof. Dr. Maud Schmiedeknecht maud.schmiedeknecht@reutlingen-university.de
Name(s) of lecturer(s)	Prof. Dr. Maud Schmiedeknecht maud.schmiedeknecht@reutlingen-university.de
Credits (ECTS)	6/90
Total workload and breakdown	180 hours (45 hours lecture time, 135 hours independent study)
Contact hours per week	3 hours

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Learning outcomes of the elective	**Professional competencies** Providing real-world examples of businesses successfully implementing circular economy principles. Through case studies and practical projects, students develop technical skills in circular design, project management in sustainable initiatives, and leadership abilities needed to drive change within organisations. **Methodological competencies** By emphasizing research into innovative circular business models, this class sharpens methodological competencies. Students engage in analyzing and assessing the impact of circular practices, fostering a solid foundation in research and analytical thinking. **Social competencies** Social competencies are strengthened as students collaborate on group projects, simulating real-world teamwork in implementing circular strategies. The emphasis on stakeholder engagement and communication in the context of sustainable business practices cultivates interpersonal skills, enabling students to effectively convey complex ideas and negotiate solutions with diverse stakeholders. **Personal competencies** The class fosters adaptability and resilience by exploring the evolving landscape of circular economies and preparing students to navigate sustainability challenges. Through discussions on ethical considerations in business model transitions, students develop a strong sense of ethical decision-making, contributing to their personal competencies and reinforcing the importance of values in their professional journey.
Course-specific contributions to AoL competency goals (CG 2-6)	• **CG 3 reinforced:** Students understand the underlying principles and theoretical concepts of a circular economy. They are aware of ethical and legal issues and can identify ethical dilemmas of management decisions. • **CG 4 reinforced:** Students analyse and assess business models in the circular economy. They understand the complexity of setting up new circular business models or transforming existing business models accordingly. • **CG 5 reinforced:** Students reflect upon their social responsibility of business development projects. • **CG 6 reinforced:** Students understand circular (digital) business models and innovation.
Content/ indicative syllabus	• **Circular Economy Concepts:** Grasp the fundamental principles of the Circular Economy and its significance in the contemporary business landscape. • **Circular Business Models:** Explore a spectrum of circular business models, from product-as-a-service to closed-loop systems and assess their applicability across industries.

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	• **Circular Design Thinking:** Develop skills in applying circular design principles to product and service development, fostering innovation with a focus on sustainability. • **Circular Strategies:** Develop strategies for integrating circular economy principles into existing business frameworks, addressing challenges and leveraging opportunities for sustainable growth.
Teaching methodology	The module employs a combination of case studies, interactive workshops, guest lectures from industry experts, and group projects to provide a comprehensive understanding of circular business models. Real-world examples and current trends in circular economy practices will be emphasised, enabling students to apply theoretical knowledge to practical business scenarios.
Examination/type of assessment	PA
Weighting of grade within programme	6/66
Indicative reading list	− Bocken, N., Ritala, P. (2022): Six ways to build circular business models. Journal of business strategy, Vol. 43, No. 3 , pp. 184-192 − Bocken, N., Short, S.W., Evans, S. (2014): A literature and practice review to develop sustainable business model archetypes. Journal of Cleaner Production (65), pp. 42-56 − Konietzko, J., Bocken, N., Hultink, E.J. (2020): A Tool to Analyze, Ideate and Develop Circular Innovation Ecosystems. Sustainability 2020, 12, 417 − Lüdeke-Freund F, Breuer H, Massa L. (2022): Sustainable Business Model Design : 45 Patterns − Takacs, F., Stechow, R., Frankenberger, K. (2020). Circular Ecosystems: Business Model Innovation for the Circular Economy. White Paper of the Institute of Management & Strategy, University of St. Gallen.

5.10. Electives M9 - M12 - Social Entrepreneurship (Center for Entrepreneurship)

Semester	2
Duration	1 semester
Type of course	Elective
How frequently is the elective offered	Annually in summer semester
Level	Master/MBA

Responsible professor/ coordinator	Prof. Dr. Hermann Lassleben hermann.lassleben@reutlingen-university.de
Name(s) of lecturer(s)	Emre Akyel Emre.Akyel@Gast.Reutlingen-University.DE
Credits (ECTS)	6/90
Total workload and breakdown	180 hours (45 hours lecture time, 135 hours independent study)
Contact hours per week	3 hours
Learning outcomes of the elective	After the successful completion of the module the students should have developed the following competencies: **Professional competencies** include the ability to develop and assess innovative business ideas, apply financial methods such as DCF and multiples for company valuation, and calculate capital demand aligned with strategic growth goals. **Methodological competencies** encompass the structured use of tools such as the Business Model Canvas, prototyping techniques, validation methods, and financial forecasting models to test and refine early-stage ventures. **Social competencies** include the capacity to engage users and stakeholders in co-creation, conduct insightful interviews, and communicate entrepreneurial ideas clearly to diverse audiences including investors, partners, and beneficiaries. **Personal competencies** involve increased self-efficacy in navigating uncertainty, improved decision-making under risk, and a values-driven mindset for building purpose-oriented and responsible ventures.
Course-specific contributions to AoL competency goals (CG 2-6)	• **CG 3 introduced:** Students reflect on purpose-driven entrepreneurship, sustainability in business modelling, and the ethical implications of financial decisions, particularly within social enterprise contexts. • **CG 4 reinforced:** Students tackle real-world problems by designing and testing innovative business models, validating solutions with users, and translating them into financially viable, scalable ventures. • **CG 5 introduced:** Students practice entrepreneurial leadership by pitching ideas, taking initiative in group-based prototyping, and making data-informed decisions under uncertainty. • **CG 6 introduced:** Students use digital tools (e.g., Figma, Carrd, financial modelling spreadsheets) to create prototypes, test business models, and analyse early-stage traction, applying digital

	strategies to lean start-up development.
Content/ indicative syllabus	The course 'Social Entrepreneurship' offers an intensive learning experience that focuses on the sensitisation, creation, evaluation and prototyping of a business idea for a social enterprise.
Participants will start by studying a problematic social or environment issue to learn more about the source of the problem. They will then learn how to find a solution for this problem and validate and assess market attractiveness of their solution. The next step will be forming competitive strategies and developing a minimum viable product and/ or service.
In the pitching sessions, participants will learn how to present their venture idea in a three-minute pitch.
The module 'Social Entrepreneurship' follows the idea of project-based learning. The project students will be working on is their venture idea. Students do not need to have a business idea before entering this course. However, it will help be helpful for further progression. Using a sequence of nine sessions, the module leverages the theoretical input with hands-on sessions and intensive mentoring by industry experts to support the development of their social venture.
Teaching methodology	Project-based learning, group work, presentations, workshops
Examination/type of assessment	PA
1. Attendance and cooperation 30%
2. Pitch 35%
3. Written assignment 35%
Weighting of grade within programme	6/66
Indicative reading list	– Suzuki, D. T. (1964). An introduction to Zen Buddhism. New York: GrovePress.
– https://www.thoughtco.com/scientific-method-p2-373335
– https://www.youtube.com/watch?v=330YCLMDaRg

5.11. Electives M9 - M12 - Leveraging Diversity, Equity and Inclusion (DEI) as Organizational Drivers

Semester	2
Duration	1 semester
Type of course	Elective

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How frequently is the elective offered	Annually in summer semester
Level	Master/ MBA
Responsible professor/ coordinator	Prof. Yoany Beldarrain, Ph.D. yoany.beldarrain@reutlingen-university.de
Name(s) of lecturer(s)	Prof. Yoany Beldarrain, Ph.D. yoany.beldarrain@reutlingen-university.de
Credits (ECTS)	6/90
Total workload and breakdown	180 hours (45 hours lecture time, 135 hours independent study)
Contact hours per week	3 hours
Learning outcomes of the elective	**Professional competencies:** Participants know how to align DEI with organizational values and strategies for the benefit of the organization and other stakeholders. **Methodological competencies:** Participants prioritize values of fairness, equity, etc., when solving a business problem. They understand why it´s important to give everyone a voice and how to utilize insight to drive organizational change as ethical leaders. **Social competencies:** Participants understand the impact of DEI on workplace culture and sense of belonging. They take active steps to create a positive organizational culture. **Personal competencies:** Participants understand how concepts of DEI impact their own personal lives and reflect on their own biases and behaviours.
Course-specific contributions to AoL competency goals (CG 2-6)	• **CG 2 reinforced:** Participants will engage in high-level discussions about the intercultural aspects of DEI. Depending on the semester, students will experience intercultural exchange of ideas with other students from a partner university. • **CG 3 reinforced:** Participants will apply ethical decision-making in the process of solving the assigned business problem. They will use values such as fairness, equity, etc. • **CG 4 reinforced:** Same as above • **CG 5 reinforced:** Participants will reflect on their own leadership style but also about the impact of leadership style(s) best suited for leveraging DEI as organizational drivers as well as creating and promoting a sense of workplace belonging and safety. Ethical leadership principles are strongly emphasized as part of the solution to the business problem assessed in class.

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Content/ indicative syllabus	The topics include but are not limited to:
	1. The business case for DEI as organizational drivers, as it relates to different organizational functions.
	2. Aligning DEI with organizational values and strategic orientation
	3. Creating and promoting a sense of workplace belonging and safety to hire and retain a diverse workforce
	4. Leveraging DEI for innovation
	5. Leveraging DEI for societal impact beyond profits
	6. Ethical leadership principles
Teaching methodology	The main teaching methodology in this seminar is problem-based learning. Students will explore and apply key points from class as they solve an open-ended, real business problem involving DEI and ethical leadership.
	Highlights of this elective:
	1) Collaboration with a high-profile German global company, including company visit and presentations.
	2) COIL (Collaborative Online Intercultural Learning) experience with students from a partner university. Depending on the semester, this collaboration will take place online but very possibly in person as well. If students from the partner university can travel to Germany, additional intercultural activities and excursions will be planned.
	<u>Summer 2026</u>: The COIL with the partner university is confirmed and participants plan on traveling to Reutlingen to work on the company project with us.
Examination/type of assessment	PA
Weighting of grade within programme	6/66
Indicative reading list	In this seminar, we will reflect on relevant and current statistics published by the German government, research articles, and case studies. The following source will be used as a springboard for the seminar project:
	- Golom, F.D., & Cruz, M. (2021), Context-Levels-Culture: A Diagnostic Framework for Consulting to Diversity, Equity, and Inclusion Change in Organizations, in (Rami) Shani, A.B. and Noumair, D.A. (Eds.) *Research in Organizational Change and Development* (Vol. 29), Emerald Publishing Limited, Leeds, pp. 201-234. https://doi.org/10.1108/S0897-301620210000029009

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5.12. Electives M9 - M12 - Organizational Development: Power, Trust and Politics

Semester	2
Duration	1 semester
Type of course	Elective
How frequently is the elective offered	Annually in summer semester
Level	Master/ MBA
Responsible professor/ coordinator	Prof. Dr. habil. Arjan Kozica arjan.kozica@reutlingen-university.de
Name(s) of lecturer(s)	As above
Credits (ECTS)	6/90
Total workload and breakdown	180 hours (45 hours lecture time, 135 hours independent study)
Contact hours per week	3 hours
Learning outcomes of the elective	**Professional competencies:** Participants are familiar with theories and best practices of organizational theory and organizational development (OD); are able to develop organisations in the context of complexity and change; are able to influence behaviour in organizations and understand how concepts such as power, politics, and trust influence dynamics of organizations **Methodological competencies:** Participants tackle change challenges by developing appropriate OD plans and using methods and tools; are competent in critically analysing political behaviours and power structures; have the ability to build and maintain professional relationships in the context of power, micropolitics and trust in organizations; are skilled in working collaboratively by addressing power and trust issues; have the ability to reflect on one's own micropolitical behaviour and its impact and are proficient in critically evaluating micropolitical situations and developing effective solutions. **Social competencies:** Participants improve social influence tactics (motivation, communication) and enhance their ability to cope with paradoxical situations and ambiguity. **Personal competencies:** Participants will improve presentation skills and reflexive capacity.
Course-specific contributions to AoL	• **CG 3 reinforced**: Students understand the relevance of power in the context of ethical behaviour.

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competency goals (CG 2-6)	• **CG 4 reinforced:** Students develop their competencies in managing organizational change by applying methods of organisational development to specific text-based case studies.
Content/ indicative syllabus	Resulting from evermore dynamic and complex environments, researchers and practitioners see change of organizations as an important factor for achieving sustainable competitive advantages. Hence, planning and managing change and organizational development is crucial for organizations to survive as well as an inherent element of leadership. Following an individual, group and organizational level of analysis, this course elaborates upon fundamentals of how organizations change and develop, and discusses management models/frameworks and tactics of intentional change.

Yet, organizational change unfolds through personal and organizational resistance, and is a fuzzy and paradox endeavour. Managing change in an instrumental sense is hence limited. Therefore, this course is based on an OD-perspective and explores the intricate dynamics of power, politics, and trust within organizational settings. Students will examine how these elements influence organizational behaviour, decision-making, and change processes. By understanding the theories and practical applications of power and politics, as well as the critical role of trust, students will be equipped to navigate and manage complex organizational landscapes.

Upon successful completion of this course, students will:

- critically evaluate management models and frameworks related to organizational change and organizational development.

- have the ability to elaborate and implement concepts of organizational development.

- understand the fundamental concepts of power, politics, and trust in organizations.

- analyse the impact of power dynamics and political behaviour on organizational outcomes.

- develop strategies to build and maintain trust within teams and across the organization. |
Teaching methodology	The course includes lectures, mini-presentations and self-study with assigned readings.
Examination/type of assessment	PA
Weighting of grade within programme	6/66
Indicative reading list	Anderson, Cameron, Brion, Sebastien (2014). Perspectices of Power in Organisations, Annual Review of Organizational Psychology and Organisational Behavior, Vol. 1, 2014, pp. 67-97.

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Dirks, Kurt, de Jong, Bart (2022). Trust Within the Workplace: A Review of Two Waves of Research and a Glimpse of the Third, Annual Review of Organizational Psychology and Organizational Behavior, 9: 247-276.

Gruenfeld, Deborah (2020). Acting with Power. Why we are more Powerful Than We Believe, Penguin Random House: New York.

Hayes, J. (2018). The Theory and Practice of Change Management, 5th Edition, Palgrave MacMillian, New York.

Hochwarter, Wayne et al. (2020). Perceptions of Organisational Politics Research: Past, Present, and Future, Journal of Management, Vol. 46, No. 6, pp. 879-097.

Pfeffer, Jeffrey (2023). 7 Rules of Power. Surprising – but true – Advice to Get Things Done and Advance.

Schilcke, Oliver, Reimann, Martin, Cook, Karen (2021). Trust in Social Relations, Annual Review of Sociology, 47: 239-259.

Sturm, Rachel, Antonakis, John (2015). Interpersonal Power: A Review, Critique, and Research Agenda, Journal of Management, Vol. 41, No 1, pp. 136-163

5.13. Electives M9 - M12 - International Studies

(Elective at a partner university abroad)

Semester	2
Duration	180 hours workload
Type of course	Elective Students have the opportunity to complete an elective at one of ESB Business School's partner universities, for example a summer or winter school, a short stay or online participation. Conditions are that the course is at master's or MBA level, and that its content has not already been covered within the programme.
How frequently is the elective offered	Annually in summer semester
Admission requirements	Specific requirements depend on the partner university. Students must submit a learning agreement to the MBA FT academic coordinator prior to enrolling in the course at the partner university. As soon as students receive their grade transcripts, they should submit these to the coordinator.
Level	Master/MBA
Responsible professor/ coordinator	Prof. Dr. Hermann Lassleben hermann.lassleben@reutlingen-university.de

Name(s) of lecturer(s)	Depending on the partner university/course chosen
Credits (ECTS)	6/90
Total workload and breakdown	180 hours (minimal)
Contact hours per week	Amount of contact hours/independent study depends on the partner university/course chosen
Learning outcomes of the elective	**Professional competencies** Advanced knowledge in a particular field of international management (depending on chosen course), insight into different university systems **Methodological competencies** Advanced methodological competencies in a particular field of international management (depending on chosen course) **Social competencies** Advanced communication skills in the language of the host country and advanced intercultural skills **Personal competencies** Development of personality and personal profile through studying abroad, reflection and learning from international experiences
Course-specific contributions to AoL competency goals (CG 2-6)	Depending on the partner university/course chosen
Content/ indicative syllabus	Depending on the partner university/course chosen
Teaching methodology	Depending on the partner university/course chosen
Examination/type of assessment	Depending on the partner university/course chosen
Weighting of grade within programme	6/66
Indicative reading list	Depending on the partner university/course chosen

6.1. Enterprise Project

Module	M13.1
Semester	3
Duration of module	3 months
Type of module	Core
Courses included in the module	• Enterprise Project/ Company Placement • Enterprise Project Report
How frequently is the module offered	3rd semester
Admission requirements	Successful completion of M1-M6
Level	Master/MBA
Responsible professor/module coordinator	Prof. Dr. Hermann Lassleben hermann.lassleben@reutlingen-university.de
Name(s) of lecturer(s)	Prof. Dr. Larissa Zierow Larissa.zierow@Reutlingen-University.DE
Credits (ECTS)	15/90
Total workload and breakdown	450 hours
Learning outcomes of the module	**Professional competencies** The Enterprise Project (EP) deepens the understanding of key international management/international business problems from an academic as well as from a practical perspective. Students critically reflect on the content and the methodological skills acquired in previous modules and apply, extend and deepen their knowledge on a particular topic from a practical perspective. They conduct a comprehensive and structured review (EP report) of a key international management/international business problem, integrating theoretical and practical perspectives. **Methodological competencies** Students gain exposure to the international management/business landscape through active participation in real business organisations, teams, and projects. **Social competencies** Students apply and improve language, communication, and collaboration

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skills acquired during or prior to the EP experience. International students are exposed to the German/European work culture.

Personal competencies

The Enterprise Project (EP) helps students explore new perspectives and areas of interest to make informed choices for future employment. The EP report contributes to the development and refinement of students' writing skills. Students learn to work with colleagues from different cultural, educational, technical or other backgrounds to solve relevant problems or design beneficial solutions.

Examination/type of assessment	PA (pass/fail) Students submit an EP report (no more than 3,500 words) according to the following structure • Introduction of the company/organisation • Introduction of the function/department/team • Presentation of the project and the student's responsibilities • Critical evaluation of the project and student's tasks • Critical evaluation of which/how learning during the MBA program helped with the project • Conclusion/summary and recommendations

6.2. Enterprise Project Report

Course	M13.2
Type of course	Core
Name of lecturer	[Prof. Dr. Larissa Zierow](mailto:Larissa.zierow@Reutlingen-University.DE) Larissa.zierow@Reutlingen-University.DE
Learning outcomes	**Professional competencies** Students conduct a comprehensive and structured review (EP report) of a key international management/international business problem, integrating theoretical and practical perspectives. They gain in-depth expertise in the respective field/industry/domain of their EP. **Methodological competencies** Students learn about and are able to reflect on work practices and work culture in their EP organisation. **Social competencies** Students apply and improve language, communication, and collaboration skills acquired during or prior to the EP experience. International students are exposed to the German/European work culture.

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	Personal competencies
	Students explore new perspectives and areas of interest to make informed choices for future employment. The EP report contributes to the development and refinement of students' writing skills. Students are guided to critically reflect on their EP experience, enabling them to consciously identify significant learnings for their future professional endeavours. This provides them with valuable skills, insights, and self-awareness necessary for their continued professional growth and success.
Course-specific contributions to AoL competency goals (CG 2-6)	• **CG 2 reinforced:** Students experience intercultural differences in a real-life setting and learn to deal with them by applying concepts learned in previous modules. • **CG 3 reinforced:** Students learn to recognize issues of ethical and social responsibility in everyday workplace interaction. • **CG 4 reinforced:** Students manage complex tasks and integrate theoretical knowledge and professional experience to generate practical business solutions. • **CG 6 reinforced:** Students are exposed to and become familiar with contemporary and innovative tools for digital data analysis and digital business management.
Content/ indicative syllabus	Students apply their knowledge to a specific business situation and gain experience in the practical implementation and application of knowledge and skills acquired in previous modules. • Knowledge of working procedures in a business environment. Independent execution of international management/business projects and tasks Content varies depending on the organisation and functional area in which the EP is conducted Upon request, students will receive literature references for the specific industry/functional area/EP from the module leader or a qualified faculty member.
Teaching and learning methodology	The EP must be carried out with or for an international company or organization and can only be completed as a single continuous experience with one company or organisation. The project can take place in all functional areas of the company. Support and guidance will be provided by the company's direct supervisor/team and through support and feedback from faculty members.

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7. Master's Thesis and Colloquium

Module	M14
Semester	3
Duration of module	3 months
Type of module	Core
How frequently is the module offered	3rd semester
Admission requirements	Successful completion of M1-M6
Level	Master/MBA
Responsible professor/module coordinator	Prof. Dr. Hermann Lassleben hermann.lassleben@reutlingen-university.de The first supervisor should be a professor at ESB Business School. The second supervisor should be a professor at Reutlingen University or a company representative, who must be approved by the MBA examinations board.
Credits (ECTS)	15/90
Total workload and breakdown	450 hours
Learning outcomes of the module	**Professional competencies** Students integrate acquired management knowledge and skills while working independently and in depth on an international business problem/topic. They enhance their ability to solve complex international management problems. They learn to apply appropriate methodologies and develop viable solutions. They understand key concepts and techniques and develop expertise in the topic area of the master's thesis. **Methodological competencies** Students acquire the ability to identify and develop a feasible research aim, ground it in the discipline of management, source and review relevant literature and appropriate theories, develop hypotheses or research questions, select appropriate methods and collect data/source material to conduct analyses, propose solutions and make critical evaluations, identify implications of research findings, apply academic writing, and present a complex topic in well-structured, clear, and correct language within given constraints. **Social competencies** Students improve their ability to reflect on the scientific and practical relevance of proposed solutions, identify limitations and ethical issues,

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understand how to write up research findings to meet the needs of target audiences, develop the ability to contribute actively to the scientific community, and learn to assess when and how support from a supervisor is needed.

Personal competencies

Students improve their independent problem solving, academic writing and argumentation skills, and the ability to draw conclusions. They learn to manage their time and workload, to work effectively and efficiently, to identify their needs for further knowledge, and to critically evaluate and manage their own research process.

Course-specific contributions to AoL competency goals (CG 2-6)	• **CG 2 introduced:** Depending on the topic, students will demonstrate understanding of cultural issues in a business context throughout the design and research process. • **CG 3 introduced**: The social responsibility and ethical implications of the recommendations made in the thesis are discussed. Students adhere to the principles of research ethics, which is also included in the assessment. • **CG 4 assessed:** Students select and apply appropriate research methods to solve business problems independently, supported by feedback and guidance from their supervisor. Ideally, the work will be done in collaboration with a company working on a real project. The thesis is subject to the Assurance of Learning (AoL) process. • **CG 6 introduced:** Students use digital methods to collect (e.g., online surveys) and analyse quantitative (SPSS) and qualitative (MaxQDA) data.
Examination/type of assessment	Master's Thesis + Oral Exam (MP) (30 min.) The module examination consists of two parts: the Master's Thesis (MT) and the Master's Colloquium (MP). Students must obtain a pass grade of 4.0 or above in both components to pass the module. The Master's Thesis (MT) is graded independently by two supervisors according to the "Thesis Guidelines". The grade for the Master's Thesis (MT) is the collective average of the grades (50/50) of both supervisors. In the colloquium (45 minutes), students present the essence of their master's thesis (~15 minutes) to both supervisors and answer their respective questions (~15 minutes); 10 min grade announcement and feedback. The grade for the colloquium (MP) is the average (50/50) of both supervisors' grades. Module grade composition: 2/3 Master's Thesis (MT); 1/3 Colloquium (MP).
Weighting of grade within programme	15/66