Curriculum & Syllabi Handbook
MBA International Management Full-Time

Academic year: 2024/ 2025

Study and Examination Regulations: 15.11.2023

MBA Full-Time

AACSB ACCREDITED

ESB BUSINESS SCHOOL

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 instill 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

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 communi-cate in spoken and written word at C1 proficiency level (admission requirement).	...are interculturally competent.	...are able to manage complex, ethical and legal issues expertly in their professional field and in wider, environmental contexts.	.... are experts at solving complex problems in the domain of international managemernt.	...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 M5 'Legal Frameworks of Management' by way of presentation and class discussion	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

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Curriculum and Syllabi Handbook
MBA International Managemernt Full-Time

ESB
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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.

Hochschule Reutlingen
Reutlingen University

Curriculum and Syllabi Handbook
MBA International Managemernt Full-Time

ESB
BUSINESS SCHOOL

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 420 study hours (3 months) in general, from October to December and will be concluded by a 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 will ideally be finalised within 3 months (December-February).

The medium of instruction for all courses is English.

Curriculum and Syllabi Handbook
MBA International Managemernt Full-Time

Hochschule Reutlingen
Reutlingen University

ESB
BUSINESS SCHOOL

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	
M13.1	Enterprise Project						420					
M13.2	Enterprise Project Colloquium				2		30	Sem.				
M14	**Master's Thesis**			15		450	450	P	E	MT+MP (30 min)	g	15
	Sum Total	30	30	30	42	2,070	2,700					66

Hochschule Reutlingen
Reutlingen University

Curriculum and Syllabi Handbook
MBA International Managemernt Full-Time

ESB
BUSINESS SCHOOL

Tabelle 3: Electives

Code	Modules and Courses	ECTS-Credits in Semester			Workload: SWS=contact hours per week			Type of Course Teaching Mode and Language				Weight of Grade
		1.	2.	3.	SWS	Self study	Total workload	Type of Course	Langu-age	Assess-ment	Graded/Ungraded	
M9-M12	*Focus Area: Management, Strategy and Digitalization*											
	Strategy Creation and Execution		6		3	135	180	Sem.	E	PA	g	6
	Data Analytics and Decision Making		6		3	135	180	Sem.	E	PA	g	6
	Lean Enterprise Management		6		3	135	180	Sem.	E	PA	g	6
	Focus Area: Marketing and Sales											
	International Sales Management		6		3	135	180	Sem.	E	PA	g	6
	Data-Driven Marketing		6		3	135	180	Sem.	E	PA	g	6
	Negotiating across Borders		6		3	135	180	Sem.	E	PA	g	6
	Focus Area: Sustainability, Diversity and Change											
	Sustainability Dynamics		6		3	135	180	Sem.	E	PA	g	6
	Business Models for a Circular Economy		6		3	135	180	Sem.	E	PA	g	6
	Organizational and Business Transformation		6		3	135	180	Sem.	E	PA	g	6
	Leveraging Managing Diversity, Equity and Inclusion (DEI) as Organizational Drivers		6		3	135	180	Sem.	E	PA	g	6
	International Studies		6		3	135	180	Sem.			g	6
	Vom Prüfungsausschuss ergänzte Electives		6		3	135	180	Sem.	E/D		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

Hochschule Reutlingen
Reutlingen University

Curriculum and Syllabi Handbook
MBA International Managemernt Full-Time

ESB
BUSINESS SCHOOL

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 instill 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

Hochschule Reutlingen
Reutlingen University

Curriculum and Syllabi Handbook
MBA International Managemernt Full-Time

ESB
BUSINESS SCHOOL

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 and analysis (with a focus on International Financial Reporting Standards – IFRS) - 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	• CG 3 introduced: Corporate governance, transparency and ethical behaviour in accounting are presented and reflected upon as critical underlying principles.

AoL competency goals (CG 2-6)	• 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 • 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. – Weygandt, J. & Kimmel, P. (2022). Financial accounting: with international financial reporting standards. Wiley.

Curriculum and Syllabi Handbook
MBA International Managemernt Full-Time

Hochschule Reutlingen
Reutlingen University

ESB
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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
	   o Market risk management in the context of FX risk, including the use of derivative instruments for FX hedging purposes
	
	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

	• 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	**Basic:** – Berk, J. B., & DeMarzo, P. M. (2020). Corporate Finance (5th edition, global edition). Pearson. **Further reading:** – Brealey, R. A., Myers, S. C., & Allen, F. (2020). Priciples of Corporate Finance (13th edition). McGraw-Hill. – Eun, C. S., & Resnick, B. G. (2018). International Financial Management (8th edition). McGraw-Hill.

4.2. 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

Hochschule Reutlingen
Reutlingen University

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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

Hochschule Reutlingen
Reutlingen University

Curriculum and Syllabi Handbook
MBA International Managemernt Full-Time

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- 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

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

Hochschule Reutlingen
Reutlingen University

Curriculum and Syllabi Handbook
MBA International Managemernt Full-Time

ESB
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	• 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 AoL competency goals (CG 2-6)	• CG 2 introduced: Students reflect upon intercultural aspects when making decisions in a global business environment. They work in 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.

Hochschule Reutlingen
Reutlingen University

Curriculum and Syllabi Handbook
MBA International Managemernt Full-Time

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	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.
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)	• 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 sustainalble operations. • CG 4 introduced: In small international teams students analyse, discuss, and solve in each of the lectures small business cases in the field of international logistics and supply chain management.

Hochschule Reutlingen
Reutlingen University

Curriculum and Syllabi Handbook
MBA International Managemernt Full-Time

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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, 15 th. edition, 2017. **Further reading:** − Paul Myerson: Lean Supply Chain and Logistics Management. McGraw Hill New York, 2012.

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. Larissa Zierow larissa.zierow@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. Larissa Zierow larissa.zierow@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

Hochschule Reutlingen
Reutlingen University

Curriculum and Syllabi Handbook
MBA International Managemernt Full-Time

ESB
BUSINESS SCHOOL

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: The capitalist revolution
	2. Economic decision making: scarcity, work, and choice
	3. Economic relationships and interactions
	     a. Social interactions
	     b. Property and power: mutual gains and conflict
	     c. The firm: owners, managers, and employees

Hochschule Reutlingen
Reutlingen University

Curriculum and Syllabi Handbook
MBA International Managemernt Full-Time

ESB
BUSINESS SCHOOL

	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.

4.3.2. 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 **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 introduced**: Through case studies and role plays students are made aware of ethical problems and dilemmas when leading and managing diverse organisations. They learn to identify potential goal conflicts between stakeholder groups and set up appropriate governance structures to cope with them. • **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** • Generation and evaluation of strategic options to reach strategic goals • Corporate and business level • Innovation, internationalization, M&A **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 Hybrid format
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.

4.4. 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

Hochschule Reutlingen
Reutlingen University

ESB BUSINESS SCHOOL

Name(s) of lecturer(s)	Prof. Dr. Hazel Grünewald hazel.gruenewald@reutlingen-university.de 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 spans two semesters, systematically delving into various facets of organisational behaviour 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 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 skills, laying a strong foundation for their future endeavours. This includes honing their abilities in effective communication, persuasive techniques, 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

4.4.1. Leading People and Change

Course	M4.1
Type of course	Core
Name of lecturer	Prof. Dr. Hazel Gruenewald hazel.gruenewald@reutlingen-university.de

Hochschule Reutlingen
Reutlingen University

Curriculum and Syllabi Handbook
MBA International Managemernt Full-Time

ESB
BUSINESS SCHOOL

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	• Creating a people manager value proposition • Different HRM and leadership approaches towards: o Dealing with macro trends o Workforce planning o Recruitment & selection o Training & development o Performance management o Reward & retention management and motivation

	o Organisational culture & diversity
	o Change
	• Time will also be devoted to self-reflection in terms of leadership & management styles as well as considering how to understand and deal with different personality types, team behaviours etc.
Teaching and learning methodology	Lectures (seminar-style), case studies, video extracts, exercises, self-assessment exercises
Indicative reading list	- Bridges, W. & Bridges, S. (2017). *Managing Transitions: Making the Most of Change*. (4th ed.). Hodder And Stoughton Ltd. - Brown, B. (2018). *Dare to lead*. Vermillon. - Commeaux, A. & Agin, N. (2020). *Change (the) Management: Why We as Leaders Must Change for the Change to Las*t. Lioncrest Publishing. - Griffin, R. W., Phillips, J. M., & Gully, S. M. (2020). *Organizational behavior: Managing people and organizations* (13th ed.). Cengage Learning, Inc. - Kotter, J. P. (2010). *Leading change*. Harvard Business University Press. - Lauer, T. (2021). *Change management: fundamentals and success factors.* Springer. - Maxwell, J.C. (2019). *Leadershift: The 11 Essential Changes Every Leader Must Embrace,* HarperCollins Leadership. - 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.

4.4.2. Managing Across Cultures

Course	M4.2
Type of course	Core
Name of lecturer	Prof. Dr. Gaye Özçelik gaye.oezcelik@reutlingen-university.de 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

Hochschule Reutlingen
Reutlingen University

Curriculum and Syllabi Handbook
MBA International Managemernt Full-Time

ESB
BUSINESS SCHOOL

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) • 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. (201): *Constructive Intercultural Management: Integrating Cultural Differences Successfully.* Edward Elgar.

Hochschule Reutlingen
Reutlingen University

Curriculum and Syllabi Handbook
MBA International Managemernt Full-Time

ESB
BUSINESS SCHOOL

- 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.

4.5. Legal Frameworks of Management

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

Hochschule Reutlingen
Reutlingen University

Curriculum and Syllabi Handbook
MBA International Managemernt Full-Time

ESB
BUSINESS SCHOOL

	- 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
	– 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 assessed**: 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.). Evaluation takes place in the form of a written exam. • 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

Hochschule Reutlingen
Reutlingen University

Curriculum and Syllabi Handbook
MBA International Managemernt Full-Time

ESB
BUSINESS SCHOOL

	◦ Pre-contractual Obligation
	
	    ◦ Obligatory accommodation
	
	    ◦ 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%)**
	
	    ◦ Merchant and company
	
	    ◦ Procuration and commercial register
	
	    ◦ 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

4.6. 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: **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 analyze 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.

Hochschule Reutlingen
Reutlingen University

Curriculum and Syllabi Handbook
MBA International Managemernt Full-Time

ESB
BUSINESS SCHOOL

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.

4.7.   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:
	• 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 analyze 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.

4.8. 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 independently 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** An increase in personal and work effectiveness, the ability to exercise self-reflection, improve self-awareness 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, and anonymity and confidentiality of data. • CG 4 introduced: Students learn the most important methods of data analysis, which they can apply in their later scientific (e.g. thesis), but also practical (e.g. data analysis) work. Recommendations and transfer to practice is a standard topic of discussion in 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 Literature 4. Understanding Research Methodology and Design 5. Understanding Research Methods, Populations and Sampling 6. Using Secondary Data and Archival Sources 7. Using Interviews and Focus Groups 8. Using Questionnaires and Scales 9. Managing Data and Introducing Data Analysis 10. Analysing Quantitative Data 11. Analysing Qualitative Data 12. Drawing Conclusions and Writing Research
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 issues and 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

Hochschule Reutlingen
Reutlingen University

Curriculum and Syllabi Handbook
MBA International Managemernt Full-Time

ESB
BUSINESS SCHOOL

	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	– 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. – Jankowicz, A. (2005). Business Research Projects. 4th Edition. Thomson Learning. – 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 - M12 - 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

Hochschule Reutlingen
Reutlingen University

Curriculum and Syllabi Handbook
MBA International Managemernt Full-Time

ESB
BUSINESS SCHOOL

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. Dr. Sascha Schweitzer sascha.schweitzer@reutlingen-university.de
Name(s) of lecturer(s)	Prof. Dr. Sascha Schweitzer sascha.schweitzer@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 know the purpose, tools, and process of business analytics. • Students have the ability to explore data sets and identify meaningful questions. • Students have the ability to hypothesize and test cause-and-effect relationships of economic interrelations on the basis of empirical methods. • Students are familiar with the fundamental rules of analysing large data sets with univariate and multivariate empirical methods. • Students are able to combine business questions with data-based solutions and both visualize and communicate analysis results to information recipients without substantial knowledge in statistics / analytics. **Methodological competencies** • Students master both fundamental and advanced methods of analysing large data sets with univariate and multivariate empirical methods. • Students have an understanding of the derivation of analytically relevant properties of databases. • Students master the fields of application and the handling of practice-relevant analysis methods (focus: regression analysis, cluster analysis,

Hochschule Reutlingen
Reutlingen University

Curriculum and Syllabi Handbook
MBA International Managemernt Full-Time

ESB
BUSINESS SCHOOL

	machine learning).
	• Students have an understanding of the choice and application of different types of visualisations. In doing so, they recognize and mitigate potential caveats of the visualisation methods.
	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 are able to 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
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 & As-sociates, 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 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 • Lean Manufacturing • Simulation Game: From Push to Pull • Lean Administration • Business Case Supply Chain Leadtime reduction • Management of change and resistance
Teaching methodology	After acquiring the theoretical background, they apply the topics they have learned in exercises and business cases.. Based on a simulation game they experience the potential of pull systems versus push systems and learn how to design the change process towards synchronized production processes. Based on business cases from various areas within the administration like HR, R&D, and Sales, the students learn to apply the lean philosopy in these

Hochschule Reutlingen
Reutlingen University

Curriculum and Syllabi Handbook
MBA International Managemernt Full-Time

ESB
BUSINESS SCHOOL

areas as well.

At the end of the course, i the task of the students is to act as consultants and to provide a concept for holistic supply chain optimization, including a manufacturing and business process. Therefore, all previously dicusseds topics have to be applied. Based on this case, potential project management approaches will be discussed and ways to face resistance will be addressed.

Examination/ type of assessment	PA
Weighting of grade within programme	6/66
Indicative reading list	CHIARINI, A. (2013): Lean Organization: From the Tools of the Toyota Production System to Lean Office. Springer Verlag, ISBN 978-88-470-2509-7

5.4. Electives M9 - M12 - International Sales 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. Marco Schmäh marco.schmaeh@reutlingen-university.de
Name(s) of lecturer(s)	Prof. Dr. Marco Schmäh marco.schmaeh@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**

Hochschule Reutlingen
Reutlingen University

Curriculum and Syllabi Handbook
MBA International Managemernt Full-Time

ESB
BUSINESS SCHOOL

	Students are able to understand, explain, choose and apply the key approaches of sales management. They know to use the instruments for the job requirements of an international product manager.
	Methodological competencies
	Students develop a pricing/negotiation strategy; synthesize complex information for an executive C-level sales presentation; transfer and apply theoretical sales knowledge to real-life business cases.
	Interdisciplinary competencies
	Students are qualified to analyse and evaluate the implications of sales techniques in an international framework and the consequences for the whole company strategy.
	Social competencies
	Students refine their oral communication skills; improve their ability to work in small teams under time pressure in order to solve a given complex sales situation; give and receive feedback by fellow students in a structured manner
	Personal competencies
	Students develop the ability to think and act proactively as well as be customer oriented; understand and reflect their own personality and try to decode the personality of others.
Course-specific contributions to AoL competency goals (CG 2-6)	• CG 2 reinforced: Students learn the systematic approach to develop a sound sales strategy. • CG 3 introduced: Students reflect upon the potential ethical consequences of management decisions. They discuss ethical questions in marketing and sales. • CG 4 reinforced: Students work on a comprehensive case study on international sales, reinforcing their competencies in project and process management. • CG 6 reinforced: Students critically discuss the relevance and success factors of digital marketing, especially recapitulating and applying the business model canvas concept; i.e understanding the importance of digital marketing.
Content/ indicative syllabus	1. Introduction to Sales Management 2. Value Based Selling 3. Digital Value Selling 4. Buying Center Analysis & Procurement 5. Customer Success Management
Teaching methodology	Lectures (seminar character), guest lecture, role plays, case studies
Examination/ type of assessment	PA
Weighting of grade	6/66

Hochschule Reutlingen
Reutlingen University

Curriculum and Syllabi Handbook
MBA International Managemernt Full-Time

ESB
BUSINESS SCHOOL

within programme	
Indicative reading list	– Homburg, C. & Schäfer, H. & Schneider, J. (2016). *Sales Excellence: Systematic Sales Management* (8th ed.) Berlin: Springer. – Ingram, T. N. & LaForge, R.W. & Avila, R. A. & Schwepker, C. H. & Williams, M.R. (2024). *Sales management: Analysis and decision making* (11th ed.) Abingdon: Routledge.

5.5. 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 expertise to develop and execute data-driven marketing strategies that align with overarching business objectives. This involves cultivating a profound understanding of market trends, customer behavior, and emerging technologies. **Methodological competencies** Students will be able to apply frameworks and tools to address specific digital marketing challenges. They will gain proficiency in statistical analysis as a foundation for data-driven decision-making and comprehend the underlying logic of AI-based models. This knowledge empowers them to

Hochschule Reutlingen
Reutlingen University

Curriculum and Syllabi Handbook
MBA International Managemernt Full-Time

ESB
BUSINESS SCHOOL

	communicate effectively with relevant stakeholders and find solutions for complex marketing issues.
	Social competencies
	Students work in groups towards a common goal, improving their ability to work together effectively.
	Personal competencies
	Students will demonstrate creativity and innovation in developing data-driven marketing strategies and tactics that address real-world business challenges.
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 behavior and engagement, and how to analyze 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 Analytics 4. AI 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

5.6. Electives M9 - M12 - Negotiating Across Borders

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. Hazel Grünewald](mailto:hazel.gruenewald@reutlingen-university.de) hazel.gruenewald@reutlingen-university.de
Name(s) of lecturer(s)	Prof. Dr. Hazel Grünewald hazel.gruenewald@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 acquire and apply effective cross-cultural negotiation methods and techniques, gaining proficiency in overcoming potential obstacles and complications. They also develop a deep understanding of the intricacies involved in negotiating and structuring international business transactions. **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 get acquainted with / practise relevant strategies and tactics to successfully manage cross-cultural communications and business negotiations. **Social competencies:** Students learn to reflect and discuss current topics connected to making deals in an international environment. They develop a sense of how to separate substantive issues (the deal) from broader relationship issues. 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. Students are confronted with ethical implications in negotiations. They are also made aware of some of the cognitive biases likely to confront negotiators. **Personal competencies:**

	Students learn to analyse and understand their own personalities and tendencies and those of their counterparts in bargaining situations. They learn how to move out of their comfort zones and adapt to situations.
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 – reinforced in the context of group exercises, simulation and a self-reflective essay. • 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	Students will delve into negotiation fundamentals and acquire a comprehensive understanding of: • distinctions between negotiation types (distributive vs. integrative, competitive vs. cooperative) • concepts such as BATNA (Best Alternative to a Negotiated Agreement) and ZOPA (Zone of Possible Agreement) • their unique negotiation styles, inclusive of personal and cultural influences, values, and personalities, and their implications on negotiation dynamics • how to recognise and address the needs of stakeholders • how to establish rapport and build trust and manage challenging conversations • ways to handle concessions and craft strategic offers • how to identify and navigate ethical dilemmas that may arise in negotiation contexts.
Teaching methodology	The didactic concept of the module blends: • interactive lectures to introduce topics and concepts (in class), • individual and team-based exercises and assignments to consolidate and apply the acquired knowledge and learnings (in class/ self-study), • individual reading assignments to extend the acquired knowledge and learnings (in class/ self-study), • case studies and critical incidents to help recognise obstacles and factors complicating interpersonal communication, • self-assessment exercises to increase self-awareness and assist in adapting or regulating behaviour.
Examination/type of assessment	PA

Weighting of grade within programme	6/66
Indicative reading list	− Cialdini, R. B. (2021). *Influence: The Psychology of Persuasion* (Expanded ed.). Harper Business. − Fisher, R., & Ertel, D. (1995). *Getting ready to negotiate: The getting to yes workbook*. Penguin. − Malhotra, D. (2019). *HBR's 10 Must Reads on Negotiation*. Harvard Business Review Press − Ury, W. (2016), *Getting to Yes with Yourself: How to Get What You Truly Want* (Reprint. Ed.). HarperOne. − Voss, C. & Raz, T. (2017). *Never split the difference. Negotiating as if your life depended on i*t. Random House Business.

5.7. Electives M9 - M12 - Sustainability Dynamics

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. Florian Kapmeier florian.kapmeier@reutlingen-university.de
Name(s) of lecturer(s)	Prof. Dr. Florian Kapmeier florian.kapmeier@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	Why do so many sustainability strategies fail? Why do we see so few high sustainability impact actions that transform markets and organisations towards environmental and social sustainability, despite evidence of successful efforts? How could companies avoid being accused of greenwashing? How can firms assess high-leverage policies against the

climate crisis? And how can a firm identify and design high-leverage policies, policies that are not thwarted by unanticipated side effects?

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

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

Professional competencies

- Students are introduced to systems thinking and the system dynamics methodology.
- They apply qualitative systems thinking and quantitative system dynamics to corporate challenges in the area of strategy, corporate environmental sustainability, organizational change, and policy design.
- Students will learn to visualize a business organisation in terms of the structures and policies that create dynamics and regulate performance.
- Students will improve their understanding of the ways in which an organisation's performance is related to its internal structure and operating policies as well as those of customers, competitors, and suppliers.
- Students will learn how to understand and interpret existing simulation models, build their own simulation models, use interactive management flight simulators, and work with case studies to develop conceptual and modeling skills for the design and management of organizations in a dynamic world.
- They will learn principles for effective use of modeling in the real world.
- (No prior programming skills necessary.)

Methodological competencies

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

Hochschule Reutlingen
Reutlingen University

Curriculum and Syllabi Handbook
MBA International Managemernt Full-Time

ESB
BUSINESS SCHOOL

- They will have a chance to use state of the art software for computer simulation and gaming.

Social competencies

- Students will improve their ability to work in teams, analyzing complex business challenges.
- They will refine their oral and written communication skills because of the interactive nature of the course.
- Through teamwork under time pressure and diversity in class, students will develop social and intercultural skills, including giving and receiving feedback.

Personal competencies

- Students will improve their analytical and problem-solving skills. They will be better aware of dynamic complexity.
- Students will learn about their own position and the impact of own behavior, policy-design, and strategic decision-making on the complex system in which they themselves – as decision-makers - are embedded.

Course-specific contributions to AoL competency goals (CG 2-6)	• CG 2 introduced: Students learn in intercultural aspects especially through increasing awareness of inequalities between the global north and the global south when diving into the causes and consequences of climate change and mitigation efforts.
	• CG 3 reinforced: Ethical aspects do play an important role in this course, be it in understanding the dynamics of epidemics and vaccinations, the critical aspect of (over-)consumption in affluent countries, and reflections on what really makes humans happy. A special focus of the class is the realisation of the differences in wealth of the different countries of the world when we play the simulation-based roleplay Climate Action Simulation. Here, students represent different nations and blocks of the world and of different stakeholder groups, and they need to find an internationally valid agreement on how to reduce GHG emissions in order to stabilize the temperature rise below 2°C above pre-industrial times. Students realize clearly the tension between developed and developing countries.
	• CG 4 reinforced: Students realize that many management tools cut off feedback loops that the world actually consists of. With systems thinking, students learn a different way of thinking and problem-solving of how to approach the complex issues that the world is dealing with, including feedback-loops, time delays, and non-linearities – all of which combined enable students to realize the roots of counterintuitive behavior of problem situations.
	• CG 5 reinforced: Students develop qualitative and quantitative simulation models on sustainability issues in class and in assignments. They collect and analsze both qualitative and quantitative data. They transfer the data into dynamic simulation models, validate and analyse them, and generate recommendations for policy-designers and decision-makers. And learn to describe, to present, to analyse and to interpret quantitative information. They are able to derive conclusions, to obtain

Hochschule Reutlingen
Reutlingen University

Curriculum and Syllabi Handbook
MBA International Managemernt Full-Time

ESB
BUSINESS SCHOOL

	• significant results and make recommendations in a business setting. • CG6 reinforced: Students build capabilities in digital technology through developing and interpreting quantiative simulation models. They learn how data can support managerial decision-making, using dynamic simulation models.
Content/ indicative syllabus	• The case for modelling and simulation: complex systems • Management Simulation Game: FishBanks, Climate Action Simulation • Introduction to system dynamics & getting to know Vensim • Simple dynamic models • Aspects of limits to growth (planetary boundaries, populations, economies; Limits to Growth study; Earth4All study) • Diffusion dynamics (Dynamics of pandemics (such as SARS-Covid-19) and diffusion of new (sustainability) products in the market • Sustainability dynamics (success of sustainability initiatives in companies and markets, transition of organizations and markets towards environmental sustainability, 'greenwashing', rebound effects, climate change mitigation, food market transition)
Teaching methodology	Interactive lecture, case studies, videos, interactive simulators, and (award-winning) management games
Examination/type of assessment	PA
Weighting of grade within programme	6/66
Indicative reading list	**Required reading:** – Sterman, J.D. (2000). Business Dynamics. Systems Thinking and Modeling for a Complex World. Irwin McGraHill. – Rahmandad H, JD Sterman. 2012. Reporting Guidelines for Simulation-Based Research in Social Sciences. System Dynamics Review 28(4): 396-411. DOI: 10.1002/sdr.1481. **Further reading:** – Creutzig, F., & Kapmeier, F. (2020). Engage, don't preach: Active learning triggers climate action. Energy Research & Social Science, 70, 101779. – Kapmeier, F., & Gonçalves, P. (2018). Wasted paradise? Policies for Small Island States to manage tourism-driven growth while controlling waste generation: the case of the Maldives. System Dynamics Review, 34(1-2), 172-221. – Kapmeier, F., Greenspan, A. S., Jones, A. P., & Sterman, J. D. (2021). Science-based analysis for climate action: how HSBC Bank uses the EnROADS climate policy simulation. System Dynamics Review, 37(4), 333-352.

- Lyneis J, J Sterman. 2016. How to Save a Leaky Ship: Capability Traps and the Failure of Win-Win Investments in Sustainability and Social Responsibility. Academy of Management Discoveries 2(1): 7-32

- Repenning, N. & Sterman, J.D. (2001). Nobody Ever Gets Credit for Fixing Problems that Never Happened: Creating and Sustaining Process Improvements. California Management Review, 43(4), 64-88.

- Rooney-Varga, J. N., Sterman, J. D., Fracassi, E., Franck, T., Kapmeier, F., Kurker, V., Johnston, E., Jones, A. P., & Rath, K. (2018). Combining role-play with interactive simulation to motivate informed climate action: Evidence from the World Climate simulation. Plos One, 13(8), e0202877.

- Rooney-Varga, J. N., Kapmeier, F., Sterman, J. D., Jones, A. P., Putko, M., & Rath, K. (2020). The Climate Action Simulation. Simulation & Gaming, 51(2), 114–140.

- Sterman JD. 2008. Risk Communication on Climate: Mental Models and Mass Balance. Science 322: 532-533.

- Sterman JD. 2015. Stumbling Towards Sustainability: Why Organizational Learning and Radical Innovation Are Necessary to Build a More Sustainable World—but Not Sufficient. In Henderson R., M. Tushman , et al. (eds.), Lead-ing Sustainable Change. Oxford University Press, Oxford UK, pp. 51-80

- Sterman J, W Moomaw, JN Rooney-Varga, L Siegel. 2022. Does Wood Bio-energy Help or Harm the Climate? Bulletin of the Atomic Scientists 78(3): 128-138.

- Sterman JD. 2022. Opinion: 'Net Zero' Pledges Can Amount to Greenwashing. This Is the Better Way to Reduce Deadly Carbon Emissions. Market Watch. Retrieved 31 January 2024. Available from https://www.marketwatch.com/story/net-zero-pledges-can-amount-to-greenwashing-this-is-the-better-way-to-reduce-deadly-carbon-emissions-11642609889.

Hochschule Reutlingen
Reutlingen University

Curriculum and Syllabi Handbook
MBA International Managemernt Full-Time

ESB
BUSINESS SCHOOL

5.8. 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
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 are able to 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. • **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

Hochschule Reutlingen
Reutlingen University

ESB BUSINESS SCHOOL

— 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.

5.9. Electives M9 - M12 - Organizational and Business Transformation

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. Jörg Büechl joerg.bueechl@reutlingen-university.de
Name(s) of lecturer(s)	Prof. Dr. Jörg Büechl joerg.bueechl@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:** To understand and discuss the environment and background of today's managers, to analyze processes and methods for organizational and business transformation (e.g. scenario planning, organizational typology, transformation management **Methodological competencies**: To develop a perspective about transformation processes, to understand the ways in which a company can

Hochschule Reutlingen
Reutlingen University

Curriculum and Syllabi Handbook
MBA International Managemernt Full-Time

ESB
BUSINESS SCHOOL

	create and sustain competitive advantages, to formulate, communicate, implement and control effective business strategies and practices
	Social competencies: To use oral communication skills to discuss and formulate alternative transformation strategies and model with peers, to evaluate own contributions to the success of a group
	Personal competencies: To encourage students to develop their own business ideas, to be able to evaluate strategies, to manage change in an evolving business context
Course-specific contributions to AoL competency goals (CG 2-6)	• CG 2 introduced: To understand and discuss the environment and background of today's international tasks as a manager • CG 3 reinforced: To analyze processes and methods for developing strategies; to develop a perspective about business processes, to understand the ways in which a company can create and sustain competitive advantages • CG 4 reinforced: To formulate, communicate, implement and control effective organizational business transformation strategies; to encourage students to develop their own business ideas, to be able to evaluate strategies, to manage change in an evolving business context
Content/ indicative syllabus	• Students understand the basics of organizational and business transformation. They learn the approaches, concepts and implementation strategies of organizational business transformation initiatives and projects. Students will be able to develop corporate strategies based on changing market conditions and implement them using a variety of methods and solutions in the field of organizational development and business transformation in order to sustain organizational competitiveness. • The aim here is to be able to work on and answer complex and special questions in the field of organizational development and business transformation in a targeted manner. In addition, students learn to initiate and support the associated cultural change in the company and to further expand the competitiveness of companies.
Teaching methodology	Seminar style teaching with integrated project work. Students will first learn the theoretical background and then apply it to specific business situations.
Examination/type of assessment	PA
Weighting of grade within programme	6/66
Indicative reading list	− Goulding, Fin; Shaughessy, Haydn: Transformation Spring: How to fix bug transformation problems in just 4 weeks. Independently Published. 2020 − Jagitani, Lalit: When Change Happens... A Story of Organizational Transformation. LeadThink, 2016

Curriculum and Syllabi Handbook
MBA International Managemernt Full-Time

Hochschule Reutlingen
Reutlingen University

ESB
BUSINESS SCHOOL

- Laloux, Frederic; Appert Etienne; Kauschke, Mike. Reinventing organizations: A guide to creating organizations inspired by the next stage in human consciousness. Nelson Parker, 2016.

- Perkin, Neil. Agile Transformation: Structures, Processes and Mindsets for the Digital Age. Kogan Page. 2019

- Ramirez, R., Wilkinson, A. (2016): Strategic Reframing: The Oxford Scenario Planning Approach, 1st edition. OUP Oxford.

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

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. 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 when collecting feedback via surveys or interviews, and how to use insight gained for driving change. **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 behaviors.
Course-specific contributions to AoL competency goals (CG 2-6)	• CG 2 reinforced: Partcipants will engage in high-level discussions about the intercultural aspects of DEI. • 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.
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
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.
Examination/type of assessment	PA
Weighting of grade within programme	6/66
Indicative reading list	This seminar uses current government publications, 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

Hochschule Reutlingen
Reutlingen University

Curriculum and Syllabi Handbook
MBA International Managemernt Full-Time

ESB
BUSINESS SCHOOL

5.11. 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 one elective at one of ESB Business School's partner universities (e.g. summer school, winter school, short stay, or online participation). The condition is that it is a course at master's or MBA level and that the content of the course has not been covered by courses at ESB Business School.
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 academic coordinator prior to enrolling in the course at the partner university. As soon as students receive their grade transcripts, they should submit theses to the respective 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 Advanced intercultural skills

Hochschule Reutlingen
Reutlingen University

Curriculum and Syllabi Handbook
MBA International Managemernt Full-Time

ESB
BUSINESS SCHOOL

	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

5.12. Electives M9 - M12 - Supplementary Elective (2 Electives from MBA Part-Time)

Semester	2
Duration	Depending on courses chosen
Type of course	Elective
	Before MBA Full-Time (FT) students choose their electives, the MBA FT management team will decide to offer a bundle of two electives (2 * 3 ECTS) from the MBA Part-Time (PT) programme complementary to the electives offered in the MBA FT programme.
How frequently is the elective offered	Depending on offerings of MBA Part-Time per semester
Admission requirements	Requirements depend on MBA Part-Time programme
Level	Master/ MBA
Responsible professor/ coordinator	Prof. Dr. Hermann Lassleben hermann.lassleben@reutlingen-university.de

Name(s) of lecturer(s)	Depending on courses chosen
Credits (ECTS)	6/90
Total workload and breakdown	180 hours (45 hours lecture time, 135 hours independent study)
Contact hours per week	Depending on courses chosen.
Learning outcomes of the elective	**Professional competencies** Advanced knowledge in a particular field of international management (depending on courses) **Methodological competencies** Advanced methodological competencies in a particular field of international management (depending on courses) **Social competencies** Improvement of communication and collaboration skills through interaction with participants from different backgrounds **Personal competencies** Development of personality and personal profile through reflection and learning in a new team setting
Course-specific contributions to AoL competency goals (CG 2-6)	Depending on courses chosen
Content/ indicative syllabus	Depending on courses chosen
Teaching methodology	Depending on courses chosen
Examination/type of assessment	Depending on courses chosen
Weighting of grade within programme	6/66
Indicative reading list	Depending on courses chosen

Hochschule Reutlingen
Reutlingen University

Curriculum and Syllabi Handbook
MBA International Managemernt Full-Time

ESB
BUSINESS SCHOOL

6. Enterprise Project

Module	M13
Semester	3
Duration of module	3 months
Type of module	Core
Courses included in the module	• Enterprise Project • Enterprise Project Colloquium
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. Hermann Lassleben hermann.lassleben@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 a 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 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. In the EP colloquium, 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.

Examination/type of assessment	PA (pass/fail) Students submit an EP report (3,000 to 4,000 words) covering the following elements • Presentation of the company or organisation • Presentation of the functional area, in which the EP was conducted • Description of the EP's objectives and milestones • A critical evaluation of the organisation, as well as the completed tasks regarding the EP objectives and milestones • A critical evaluation of the extent to which the learnings received at ESB Business School helped them to carry out the EP (in terms of overall understanding, analytics and methodology)
Weighting of grade within programme	n/a

6.1. Enterprise Project

Course	M13.1
Type of course	Core
Name of lecturer	[Prof. Dr. Hermann Lassleben](#) [hermann.lassleben@reutlingen-university.de](#)
Learning outcomes	**Professional competencies** The Enterprise Project (EP) deepens the understanding of a 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 skills acquired during or prior to the EP experience. International students are exposed to the German/European work culture.
	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.
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.
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.
Indicative reading list	n/a

6.2. Enterprise Project Colloquium

Course	M13.2
Type of course	Core
Name of lecturer	Prof. Dr. Hermann Lassleben

Hochschule Reutlingen
Reutlingen University

Curriculum and Syllabi Handbook
MBA International Managemernt Full-Time

ESB
BUSINESS SCHOOL

	hermann.lassleben@reutlingen-university.de
Contact hours per week	2 hours (in form of weekly consultation hours for students before, during and immediately after the EP)
Learning outcomes	**Professional competencies** Students gain in-depth expertise in the respective field/industry/domain of their EP. **Methodological competencies** Students learn to apply theoretical insights as a means of solving practical international management/ business problems. They gain experience in project management as well as specific tools/ techniques relevant to the particular EP domain. **Social competencies** Students learn about and are able to reflect on work practices and work culture in their EP organisation. **Personal competencies** Students learn to work with colleagues from different cultural, educational, technical or other backgrounds to solve relevant problems or design beneficial solutions.
Course-specific contributions to AoL competency goals (CG 2-6)	• CG 2 reinforced: Module leader facilitates guidance for students in addressing intercultural challenges upon request. • CG 3 reinforced: Module leader provides guidance to students in navigating ethical challenges upon request. • CG 4 reinforced: Module leader or faculty members provide guidance to students on applying and expanding their theoretical knowledge acquired during their studies to effectively solve international management/ businesss or concrete EP problems.
Content/ indicative syllabus	• 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
Teaching and learning methodology	Providing ongoing support and feedback to guide students through the EP and reporting process
Indicative reading list	Upon request, students will receive literature references for the specific industry/ functional area/ EP from the module leader or a qualified faculty member.

7. Master's Thesis

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 ESB Business School 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,

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:** The basic idea of the thesis is that 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 (30 minutes), students present the essence of their master's thesis (~15 minutes) to both supervisors and answer their respective questions (~15 minutes). The grade for the colloquium (MP) is the average (50/50) of both supervisors' grades.
	The module grade for the Master's Thesis module is made up of two thirds of the Master's Thesis (MT) grade and one third of the Master's Colloquium (MP) grade.
Weighting of grade within programme	15/66