



International Retail Management Master of Arts M.A. Curriculum and Syllabi Handbook



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1. Qualification Profile

Aims of the Program

The International Retail Management program integrates theory and practice at a high level and combines attendance phases/classroom learning with projects from corporate practice fitting to the student's professional activity. The concept of the degree program is to broaden both the knowledge and the competences of a Bachelor degree, as well as to embed advanced knowledge of general management and retail management. The curriculum is practically and internationally oriented in structure and content. Value is especially placed on soft skills and project management.

- The degree course provides its graduates with the qualifications that commercial retail enterprises require of their executives.
- The focus is on imparting and developing the knowledge and skills required for management in the retail trade in a national and international context.
- Areas of professional emphasis constitute key elements of business management along with teaching leadership skills.
- In so doing, it is very important to us to work with our students to develop a holistic perspective of management duties in retail businesses in a globalized environment.

Target Groups of the Program

- Persons who will hold responsible positions in the retail sector in the future, in a national and international context.
- Graduates of bachelor programs, who seek to earn a consecutive master's degree so as to position themselves professionally in the promising retail field.
- Professionals with work experience, who are seeking a new career path, and have identified the international retail and marketing sector as an attractive option for their goals.
- Future managers who want to shape competitive organizations and seek to advance the successful development of their careers.

Degree awarded

Master of Arts (M.A.)

Duration of Studies

The program covers a standard period of four part-time semesters (while working in a retail company or in a retail business unit), with a workload of 90 ECTS-Credits. In case of 120 ECTS to be earned, a study extension is possible.

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 and in line with the educational mission of ESB Business School.

The defined competency goals (and objectives) for all ESB programmes include:

- Language proficiency
- Intercultural competence
- Ethical behaviour
- Problem-solving competence
- Functional and methodological competence
- Digital skills in functional and/or methodological context

Competency Goals and Objectives M.A. International Retail Management

LANGUAGE PROFICIENCY	INTER-CULTURAL COMPETENCE	ETHICAL BEHAVIOUR	PROBLEM-SOLVING COMPETENCE	FUNCTIONAL COMPETENCE	METHODOLOGICAL COMPETENCE
COMPETENCY GOAL 1	COMPETENCY GOAL 2	COMPETENCY GOAL 3	COMPETENCY GOAL 4	COMPETENCY GOAL 5	COMPETENCY GOAL 6
IRM graduates... ... are proficient in at least one foreign language and communicate in spoken and written word at B2 proficiency level (admission requirements).	... are inter-culturally competent. ... reflect upon the cultural context and its complexities when making decisions in a global business environment.	... are able to manage complex, ethical and legal issues expertly in their professional field and in wider, environmental contexts. ... are able to develop extensive, prudent and viable solutions that conform to ethical behavior in their professional field and in wider, environmental and social contexts.	... are domain experts in international retail business. ... analyze complex problems and develop innovative solutions in the domain of international retail management.	... can apply project management skills to analyze retail problems and to select and apply project management methods, tools and instruments to solve practical issues in a retail management context.	... are familiar with methods and tools for digital business strategies and have the ability to assess digital business strategies in the context of international retail.
Measure embedded in admission requirements.	Measure embedded in module M14 Intercultural Management by way of self-reflective exercises and IES online test.	Measure embedded in module M15.4 Applied Project Management by way of project documentation.	Measure embedded in module M16 Master Thesis.	Measure embedded in module M15.4 Applied Project Management by way of project documentation..	Measure embedded in module M12 Trends in International Management by way of term paper and presentation.

Qualification Profile of Graduates

- The focus is on international market or customer-oriented corporate management from the retail perspective, with forward integration of the industry and backward integration of the retail trade.
- The combination of practice-based seminars and lectures along with hands-on project work supports corporate practices and promotes the integration of acquired competences into professional working life.
- We engender an integral understanding of all relevant business processes in international retail management. A broad range of knowledge and skills, international business and leadership create the professional profile required by companies of future managers.
- The program imparts the capability to implement knowledge and decision-making competence in complex and unfamiliar situations with a high degree of independence.

2. Structure of Study Program

The program consists of modules, which may be composed of single courses, contributing to the learning outcomes of the module.

The curriculum comprises international general Management competences, retail-specific knowledge, interdisciplinary and personal skills. The Master Thesis complements the curricular structure.

The following figure provides an overview of the modules:



3. Overview: Modules and Courses

Module	Course	ECTS-Credits in Semester				Workload			Type of course-teaching modus and Language			Weight according to ECTS
		1.	2.	3.	4.	Contact days	Self study	Total workload	Type of course	Language	assessment	
M1	Retail Management Handelsbetriebslehre	5				40	110	150	V/S	D	RE+HA	5
M2	Consumer Goods Marketing Konsumgütermarketing	5				40	110	150	V/S	D	KL1+RE	5
M3	Business Analytics and Data Science Business Analytics und Data Science	5				40	110	150	V/S	D/E	KL2	5
M4	Negotiation Techniques Gesprächs- und Verhandlungsführung	4				40	80	120	S/Ü	E	RE	4
M5	Leading and Managing People Personalführung und -management		5			40	110	150	V/S	E	KL1+RE	5
M6	Marketing Research and Consulting Marktforschung und Consulting		5			40	110	150	V/S	D	PA	5
M7	International Supply Chain Management, Buying, Logistics Internationales Supply Chain Management, Einkauf, Logistik		5			40	110	150	V/S	D	KL2	5
M8	Accounting and Finance Controlling und Finanzen		5			40	110	150	V/S	E	KL1+RE	5
M9	Presentation, Moderation, Rhetorics Präsentation, Moderation, Rhetorik		4			40	80	120	S/Ü	D	RE	4
M10	Sales Management Verkaufsmanagement			5		40	110	150	V/S	D	RE+HA	5
M11	Sustainability Management Nachhaltigkeitsmanagement			5		40	110	150	V/S	E	PA	5
M12	Trends in Retail and International Management Trends im Handel und Internationalen Management			5		40	110	150	V/S	E	RE+HA	5
M13	International Strategy and Implementation Internationale Strategie und Implementierung			5		40	110	150	V/S	D/E	PA	5
M14	Intercultural Management and Communication Interkulturelles Management und Kommunikation			4		40	80	120	S/Ü	E	HA	4
M15	Project-based Learning Projektbasiertes Lernen				8	80	160	240	S/Ü	D/E	PA	8
M16	Master Thesis Masterarbeit				15	0	450	450	S/Ü	D/E	MT	15
Total		19	24	24	23	640	2060	2700				
		90										

Abbreviations for assessment according to study regulations of Reutlingen University:

- HA Hausarbeit (schriftliche Ausarbeitung) / written homework
- KL Klausurarbeit/ written exam (hours)
- MT Master-Thesis / Master-Arbeit
- PA Projektarbeit (schriftliche Ausarbeitung oder Präsentation kann enthalten sein)/ Project work (may include written paper and presentation)
- RE Referat (Präsentation/Vortrag und ggf. Diskussion) / student's presentation and optional discussion

The following applies for all modules:

Frequency of the offering: All modules are offered once per intake, whereby options for repetition within half a year or a year will be granted.

Usability of the module: The modules are program-specific and not transferable to other programs or target groups.

All modules are **mandatory modules**.

Prerequisites for the module: No specific entry requirements have been defined for the modules (with the exception of the admission qualifications for the program). The part-time program requires independent, self-directed preparation and follow-up processing of the module content.

4. Modules and Courses

4.1. Retail Management

Module No.	IRM-1
Semester	1
Duration of module	1 semester
Type of module	Compulsory
How frequently is the module offered	Each intake
Admission requirements	Management knowledge from a business-oriented bachelor study program
Level	Graduate, Master
Transferability of the module	-
Module coordinator/Responsible professor	<p>Prof. Dr. Gerd Nufer building 17, room 017, Tel.: 07121 271 6011 gerd.nufer@reutlingen-university.de</p> <p>Prof. Dr. Peter Bug building 20, room 20-103, Tel.: 07121 271 8027 peter.bug@reutlingen-university.de</p> <p>Prof. Dr. Jochen Strähle building 20, room 104, Tel.: 07121 271 8073 jochen.straehle@reutlingen-university.de</p>
Lecturers names	<p>Prof. Dr. Christian Gruninger-Hermann DHBW Lörrach, Tel.: 07621 2071 174 gruninger-hermann@dhbw-loerrach.de</p> <p>Prof. Dr. Peter Bug building 20, room 20-103, Tel.: 07121 271 8027 peter.bug@reutlingen-university.de</p> <p>Prof. Dr. Jochen Strähle building 20, room 104, Tel.: 07121 271 8073 jochen.straehle@reutlingen-university.de</p>
Teaching language	German
Credits (ECTS)	5
Total workload and breakdown	150 h
Total contact hours	4 presence days / 40 h
Examination/ Type of assessment	<p>Term paper (HA 60%), presentation (RE 40%). Term paper: 2,000-3,000 words, individually. Presentation: 10-15 min., individually.</p>
Weighting of Grade within overall program	5/90

<p>Learning outcomes</p>	<ul style="list-style-type: none"> ▪ Subject-specific competences: Participants are able to understand national and international retail companies in a holistic way. The key learning outcome is to fully comprehend the processes within and interdependencies between different functional and regional units of retail organizations on a national and global scale. After completion of the module, participants should be able to explain retail structures and performance factors of retailing in an international context. ▪ Professional competences: Goal of the module is the acquisition of theories and instruments of retail management. Program participants learn to identify developments in the framework of retail and to analyze international market trends and sector-specific trends. Based on identified developments, they have gained the competency to develop sustainable strategies for goal-oriented retail companies in a global business environment. While enabling students to gain an understanding of this industry, it provides guidance and tools for solving typical strategic and operational management tasks for future retail managers. ▪ Social skills, key competences: Communication skills and reflective thinking are trained by discussing in class. Exercises and case studies are usually conducted as group work. Hereby students not only learn to work and organize in groups, but are also advanced regarding social competences und presentation skills. ▪ Personal competences: Goal orientation, self-management, information management, commitment and creativity is trained by applying module content competencies to an assignment.
<p>Course-specific contribution to AoL competency goals</p>	<p>CG4 introduced: Students are able to understand international retail companies in a holistic way and develop relevant and viable solutions. They broaden their knowledge in a written assignment and a presentation/discussion and enhance retail-specific problem solving competencies. Students are able to present, explain, classify, and use the theoretical foundations of retail management. They are able to apply what they learn in a problem-related and solution-oriented manner. They know the strengths and weaknesses of the instruments or methods and can weigh them against each other.</p>
<p>Content/ Indicative syllabus</p>	<p>Retail-related knowledge is gained by learning on a selection of the following topics:</p> <ul style="list-style-type: none"> ▪ Fundamentals of international retail management: selected theories and models of trade management, models for structuring business problems in retailing, success factor research and business comparison in retailing, conceptual retail principles, retail strategies, development of retail business and sales formats, international retail-specific development trends: market trends and retail-sector trends, developments in retail frame conditions, business models and business model innovation in retail. ▪ E-commerce management: e-commerce strategy and conception of online stores, operation and implementation of online stores, online retail platforms, design of online stores, mobile commerce, social commerce and live commerce, virtual commerce and e-marketing, as social media marketing, online advertising.

	<ul style="list-style-type: none"> ▪ Service management in international retailing: term and characteristics of service management resp. services (purpose and systematization of services, service-specifics), quality of service (operationalization and measurement of service quality, quality assessment), service production (processes, resource planning, capacity, productivity), service marketing, characteristics of the service marketing mix.
Teaching and learning methodology	<ul style="list-style-type: none"> ▪ Lecture in a seminaristic style. ▪ Application of gained theoretical know-how and competency in an individual assignment with outcome presentation and discussion. ▪ Case studies to transfer theoretical knowledge to concrete situations, presentations to train, improve and assess communication and presentation skills.
Miscellaneous	-
Indicative reading list	<p>Required reading:</p> <ul style="list-style-type: none"> ▪ Rudolph, T. (2021). Modernes Handelsmanagement. Eine Einführung. 4th edition. Stuttgart: Schäffer-Poeschel. ▪ Deges, F. (2023). Grundlagen des E-Commerce: Strategien, Modelle, Instrumente. 2nd Edition. Springer. <p>Additional recommended reading:</p> <ul style="list-style-type: none"> ▪ Berman, B., Evans, J. R., & Chatterjee, P. (2018). Retail management. A strategic approach. Harlow, England: Pearson ▪ Bilinska-Reformat, K., Kucharska, B., Twardzik, M. & Dolega, L. (2019). Sustainable development concept and creation of innovative business models by retail chains. In: International Journal of Retail & Distribution Management, Vol. 47, No. 1, pp. 2-18 ▪ Fernie, J., & Sparks, L. (2019). Logistics and retail management. Emerging issues and new challenges in the retail supply chain. London: Kogan Page ▪ Haller, S. (2018). Handelsmarketing. Herne: Kiehl ▪ Haller, S. (2017). Dienstleistungsmanagement. Grundlagen – Konzepte – Instrumente. Wiesbaden: Springer Gabler ▪ Heinemann, G. (2023). Intelligent Retail, The Future of Stationary Retail. Wiesbaden: Springer Fachmedien. ▪ Heinemann, G. (2022). Der neue Online-Handel: Geschäftsmodelle, Geschäftssysteme und Benchmarks im E-Commerce. 13th edition. Wiesbaden: Springer Fachmedien. ▪ Holtbrügge, D. (2018). Personalmanagement. Berlin: Springer Gabler ▪ Hubert, B. (2019). Grundlagen des operativen und strategischen Controllings. Konzeptionen, Instrumente und ihre Anwendung. Wiesbaden: Springer Gabler ▪ Kollmann, T. (2019). E-Business: Grundlagen elektronischer Geschäftsprozesse in der Digitalen Wirtschaft. 7th edition. Wiesbaden: Springer Gabler. ▪ Müller-Hagedorn, L. & Natter, M. (2011). Handelsmarketing. 5th edition. Stuttgart: Kohlhammer. ▪ Müller-Hagedorn, L., Toporowski, W. & Zielke, S. (2012). Der Handel. 2nd edition. Stuttgart: Kohlhammer.

	<ul style="list-style-type: none"> ▪ Piotrowicz, W., & Cuthbertson R. (2019). Exploring Omnichannel Retailing. Common Expectations and Diverse Realities. Cham: Springer Nature Switzerland ▪ Swoboda, B., Foscht, T. & Schramm-Klein, H. (2019). Handelsmanagement Offline-, Online-und Omnichannel-Handel. 4th edition. München: Franz Vahlen. ▪ Zentes, J., Morschett, D., & Schramm-Klein, H. (2017). Strategic Retail Management. Text and International Cases. 3rd edition, Wiesbaden: Springer Gabler
Status	30.09.2024

4.2. Consumer Goods Marketing

Module No.	IRM-2
Semester	1
Duration of module	1 semester
Type of module	Compulsory
How frequently is the module offered?	Each intake
Admission requirements	Marketing knowledge from a business-oriented bachelor study program
Level	Graduate, Master
Transferability of the module	Prerequisite for further marketing modules and market-oriented projects in the following semesters
Module coordinator/Responsible professor	Prof. Dr. Gerd Nufer building 17, room 017, Tel.: 07121 271 6011 gerd.nufer@reutlingen-university.de
Lecturers names	Prof. Dr. Gerd Nufer building 17, room 017, Tel.: 07121 271 6011 gerd.nufer@reutlingen-university.de Prof. Dr. André Bühler HfWU Nürtingen-Geislingen, Tel.: 07022 201329 andre.buehler@sportmarketing-institut.de
Teaching language	German
Credits (ECTS)	5
Total workload and breakdown	150 h
Total contact hours	4 presence days / 40 h
Examination/ Type of assessment	Written exam (KL1 50%), presentation (RE 50%). Written exam: 60 min., Presentation: 30-45 min., team work.
Weighting of Grade within overall program	5/90
Learning outcomes	<p>The aim of the course is the acquisition of reinforced knowledge concerning theories and tools for consumer goods marketing and the prevailing market mechanisms. Participants learn to think and act in an international market-oriented way, geared towards market development. They learn to devise a marketing strategy and to implement it using advanced decision-oriented methods and tools. The work in practical case studies enables the application and intensification of the theoretical marketing knowledge acquired.</p> <ul style="list-style-type: none"> ▪ Subject-specific competences: The objective is to be able to qualify for the assumption of professional responsibility in national or international retail management or marketing for consumer goods both in mid-sized and large-scale companies. Students learn market-focused thinking and acting to have the capacity to develop markets on a global scale. They learn to create/devise a marketing strategy and to implement it by using marketing tools.

	<ul style="list-style-type: none"> ▪ Professional competences: The students are capable of establishing correlations and cross-links between individual international marketing tools and to classify these within the overall context of market-oriented corporate management. ▪ Social skills, key competences: Within the scope of dealing with and working on case studies in groups, the students develop and enhance their social skills and advance their personality development. They acquire problem-solving skills and decision-making capabilities, for self-management and autonomy along with the ability to work in a team. ▪ Personal competences: Students recognize the importance and necessity of marketing, are capable of classifying these in the overall framework of business administration and of dealing with the resulting questions in a professional manner. They become competent dialog partners to specialists in national and international marketing and are capable of professional communication with marketing managers and officers and of developing solutions for marketing issues or problems.
<p>Course-specific contribution to AoL learning objectives</p>	<p>CG4 introduced: Students evaluate and summarize the concepts of international consumer goods marketing. Through a rigorous management approach, students will acquire the ability to understand and solve marketing problems. Moreover, students are able to apply theoretical concepts to specific practical situations. Students work in groups on case studies and present their working results.</p> <p>CG5 introduced: Teamwork and project management are trained by working on and solving practical case studies.</p>
<p>Content/ Indicative syllabus</p>	<p>Theoretical content of the course:</p> <ul style="list-style-type: none"> ▪ Consumer Behaviour ▪ Customer Relationship Marketing ▪ International Consumer Marketing ▪ Digital Marketing ▪ Marketing below the line: Guerrilla Marketing ▪ Analytical Marketing: Marketing Budgeting and Marketing Controlling ▪ Tips for working on Case Studies ▪ Specials from Research and Practice <p>The practical case studies to be worked on vary from semester to semester, e.g.:</p> <ul style="list-style-type: none"> ▪ Case Study Positioning of a Bodylotion ▪ Case Study Super GmbH Supermarket ▪ Case Study Apple Watch for Best Agers ▪ Case Study Digital Marketing of Airbnb ▪ Case Study Market Entry of Tchibo in Great Britain ▪ Case Study Internationalization Strategy of Amazon Go
<p>Teaching and learning methodology</p>	<p>Mixture of different teaching methods that alternate and address different learning types:</p> <ul style="list-style-type: none"> ▪ Course in seminar style ▪ Preparation of concepts in small groups with final presentation of results and discussion

Miscellaneous	If applicable, guest lecture
Indicative reading list	<ul style="list-style-type: none"> ▪ Belch, George E. / Belch, Michael A.: Advertising and Promotion. An Integrated Marketing Communications Perspective, 11th ed., Boston 2017 ▪ Bruhn, Manfred: Integrierte Unternehmens- und Markenkommunikation. Strategische Planung und operative Umsetzung, 6. Aufl., Stuttgart 2014 ▪ Cateora, Philip / Gilly, Mary / Graham, John / Money, R. Bruce: International Marketing, 18. Aufl., New York 2019 ▪ Dwivedi, Abhishek / McDonald, Robert: Building brand authenticity in fast-moving consumer goods via consumer perceptions of brand marketing communications. In: European Journal of Marketing, Vol. 52 (2018), No. 7/8, pp. 1387-1411 ▪ Green, Mark C. / Keegan, Warren J.: Global Marketing, 10. Aufl., Upper Saddle River 2020 ▪ Homburg, Christian: Marketingmanagement. Strategie – Instrumente – Umsetzung – Unternehmensführung, 6. Aufl., Wiesbaden 2017 ▪ Jobber, David / Ellis-Chadwick, Fiona: Principles and Practice of Marketing, 9. Aufl., London 2019 ▪ Kotler, Philip / Keller, Kevin Lane / Opresnik, Marc Oliver: Marketing-Management. Konzepte – Instrumente – Unternehmensfallstudien, 15. Aufl., München 2017 ▪ Meffert, Heribert / Burmann, Christoph / Kirchgeorg, Manfred: Marketing. Grundlagen marktorientierter Unternehmensführung. Konzepte – Instrumente - Praxisbeispiele, 13. Aufl., Wiesbaden 2019 ▪ Nufer, Gerd: Ambush Marketing im Sport. Grundlagen – Best Practice – Evaluation, 2. Aufl., Berlin 2018 ▪ Nufer, Gerd / Bühler, André: Event-Marketing in Sport und Kultur. Konzepte – Fallbeispiele – Trends, Berlin 2015 ▪ Sander, Matthias: Marketing-Management. Märkte, Marktforschung und Marktbearbeitung, 3. Aufl., Stuttgart 2019
Status	18.07.2024

4.3. Business Analytics and Data Science

Module No.	IRM-3
Semester	1
Duration of module	1 semester
Type of module	Compulsory
How frequently is the module offered	Each intake
Admission requirements	Mathematical/statistical knowledge from a business oriented bachelor study program
Level	Graduate, Master
Transferability of the module	Prerequisite for further modules and projects in the following semesters
Module coordinator/Responsible professor	<p>Prof. Dr. Bodo Herzog building 5, room 108, Tel.: 07121 271 6031 bodo.herzog@reutlingen-university.de</p> <p>Prof. Dr. Marlene Ferencz building 5, room 110, Tel.: 07121 271 6030 marlene.ferencz@reutlingen-university.de</p> <p>Prof. Dr. Volker Reichenberger building 16, room 007, Tel.: 07121 271 3090 volker.reichenberger@reutlingen-university.de</p>
Lecturers names	<p>Prof. Dr. Bodo Herzog building 5, room 108, Tel.: 07121 271 6031 bodo.herzog@reutlingen-university.de</p> <p>Prof. Dr. Marlene Ferencz building 5, room 110, Tel.: 07121 271 6030 marlene.ferencz@reutlingen-university.de</p> <p>Prof. Dr. Volker Reichenberger building 16, room 007, Tel.: 07121 271 3090 volker.reichenberger@reutlingen-university.de</p>
Teaching language	German/English
Credits (ECTS)	5
Total workload	150 h
Total contact hours	4 presence days / 40 h
Examination/ Type of assessment	Written exam (KL2 100%). Written exam: 120 min.
Weighting of Grade within overall program	5/90
Learning outcomes	<p>The objective of the course is to expand mathematical and statistical techniques necessary to present and analyze advanced quantitative problems. The course intends to inspire to a wide range of applications and to give students the confidence to work with quantitative methods in the various fields of management. They get introduced to statistical software and learn how to create data driven business decisions and how to communicate them to the stakeholders.</p> <ul style="list-style-type: none"> ▪ Subject-specific competences: The module imparts advanced skills for the analysis of mathematical and

	<p>statistical problems. This includes concrete procedures as well as methodical approximation methods. The students learn to correctly apply and interpret statistical program packages.</p> <ul style="list-style-type: none"> ▪ Professional competences: Quantitative methods underpin effective evidenced-based planning in all sectors. Participants should gain a practical understanding of data and statistical questions and be able to apply them in business management contexts. ▪ Social skills, key competences: Students learn the responsible handling of mathematical problems and statistical data analysis in order to solve and assess the significance of the statements. They improve their ability to work focused and under time pressure. ▪ Personal competences: Students learn to handle data and to understand and explain a statistical evaluation. In addition, independent learning and practicing is required.
Course-specific contribution to AoL competency goals	<p>CG4 reinforced: Students analyse complex problems and data sets with the most relevant quantitative methods and interpret solutions to underpin decision making processes in the domain of international retail management.</p> <p>CG6 introduced: Digital competencies are introduced. Students acquire knowledge of a statistical software and use the tool for analysing data.</p>
Content/ Indicative syllabus	<p>Theory and applications with one software solution:</p> <ul style="list-style-type: none"> ▪ Descriptive statistics ▪ Hypothesis testing ▪ Multivariate statistical methods ▪ Advanced data science topics
Teaching and learning methodology	<p>A variety of alternate teaching methods are used:</p> <ul style="list-style-type: none"> ▪ Seminar-style course lectures ▪ Working on cases in the computer lab ▪ Discussions and group work
Miscellaneous	<p>The content of this module is universal and applicable around the world.</p>
Indicative reading list	<ul style="list-style-type: none"> ▪ Field, A. (2018): Discovering statistics using IBM SPSS statistics. 5th edition. SAGE ▪ Field, A. (2013): Discovering statistics using R. SAGE ▪ Moore, David S.; McCabe, George P. and Craig, Bruce A. (2017): Introduction to the practice of statistics. Ninth edition. New York, NY: Macmillan education; W. H. Freeman and Company ▪ Nazarathy, Y. and Klok, H. (2021): Statistics with Julia: Fundamentals for Data Science, Machine Learning and Artificial Intelligence, Springer Verlag (https://link.springer.com/book/10.1007/978-3-030-70901-3) ▪ Stock, J.H. and Watson, M.W: (2006). Introduction to Econometrics, Pearson International Edition
Status	18.07.2024

4.4. Negotiation Techniques

Module No.	IRM-4
Semester	1
Duration of module	1 semester
Type of module	Compulsory
How frequently is the module offered	Each intake
Admission requirements	Knowledge from a business-oriented bachelor study program
Level	Graduate, Master
Transferability of the module	-
Module coordinator/Responsible professor	<p>Prof. Dr. Hazel Grünewald Building 17, room 17-005, Tel. 0171 9393218 hazel.gruenewald@reutlingen-university.de</p> <p>Prof. Dr. Matthias Freise building 20, room 20-106, Tel. 07121 271 8079 matthias.freise@reutlingen-university.de</p>
Lecturers names	<p>Prof. Dr. Hazel Grünewald Building 17, room 17-005, Tel. 0171 9393218 hazel.gruenewald@reutlingen-university.de</p> <p>Prof. Dr. Matthias Freise building 20, room 20-106, Tel. 07121 271 8079 matthias.freise@reutlingen-university.de</p> <p>Prof. Dr. Peter Bug building 20, room 20-103, Tel.: 07121 271 8027 peter.bug@reutlingen-university.de</p>
Teaching language	English
Credits (ECTS)	4
Total workload and breakdown	120 h
Total contact hours	4 presence days / 40 h
Examination/ Type of assessment	<ul style="list-style-type: none"> ▪ Presentation (RE 100%).
Weighting of Grade within overall program	4/90
Learning outcomes	<ul style="list-style-type: none"> ▪ Subject-specific competences: Participants are able to prepare international negotiations and to negotiate and therefore reach better negotiating results. ▪ Professional competences: Students will gain expertise in planning and executing international negotiations, mastering strategies to navigate difficult situations. They will learn to create and explore potential consensus positions, so as to enable more collaborative and successful outcomes.

	<p>The course will further help them strengthen their ability to present arguments effectively, while adhering to objective criteria to maintain credibility and fairness. Moreover, they will gain proficiency in overcoming obstacles and handling complications that may arise in complex negotiations, ensuring smoother processes and better results.</p> <ul style="list-style-type: none"> ▪ Social skills, key competences: Advanced negotiation skills are essential in every retail environment. Students will learn to identify and analyse issues connected to their business environment. They will develop the ability to distinguish between substantive issues (the deal itself) and broader relationship dynamics, allowing them to manage both effectively during negotiations. Students will explore various cultural, personality, and management styles, and critically reflect on how they influence the dynamics of negotiations. Additionally, they will examine the ethical considerations involved in negotiations and gain awareness of common cognitive biases that negotiators are likely to encounter. ▪ Personal competences: Students will be able to analyse and understand their personality and tendencies, as well as those of their counterparts in bargaining situations. Using this knowledge, they will explore how to move out of their comfort zone and adapt to situations. Overall, they will strengthen their communication, emotional intelligence, and interpersonal skills, enabling them to collaborate more effectively with clients, colleagues, superiors, and external partners.
<p>Course-specific contribution to AoL competency goals</p>	<p>CG2 reinforced: The module is delivered in English and emphasises an international perspective, with a focus on intercultural differences and their impact on negotiations.</p> <p>CG3 introduced: Students will explore the ethical dimensions of negotiations, gaining awareness of the cognitive biases that can influence decision-making throughout the negotiation process.</p> <p>CG4 introduced: Students will effectively apply negotiation methods, developing relevant and practical solutions to tackle the complexities of negotiations in retail management.</p>
<p>Content/ Indicative syllabus</p>	<p>Students will delve into negotiation fundamentals and acquire a comprehensive understanding of:</p> <ul style="list-style-type: none"> ▪ 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.
<p>Teaching and learning methodology</p>	<p>The didactic concept of the module blends:</p>

	<ul style="list-style-type: none"> ▪ 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, <p>self-assessment exercises to increase self-awareness and assist in adapting or regulating behaviour.</p>
Miscellaneous	-
Indicative reading list	<p>Required reading:</p> <ul style="list-style-type: none"> ▪ Malhotra, D. (2019). HBR's 10 Must Reads on Negotiation. Harvard Business Review Press. ▪ Stone, D., Patton, B., & Heen, S. (2023). Difficult Conversations: How to Discuss What Matters Most (3rd ed.). Penguin. ▪ 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 it. Random House Business. <p>Additional reading:</p> <ul style="list-style-type: none"> ▪ Cialdini, R. B. (2021). Influence: The Psychology of Persuasion (Expanded ed.). Harper Business. ▪ Federman, S. (2023). Transformative Negotiation. University of California Press ▪ Fisher, R., & Ertel, D. (1995). Getting ready to negotiate: The getting to yes workbook. Penguin. ▪ Lewicki, R., Barry, B., & Saunders, D. (2021). Essentials of Negotiation (7th ed.). McGraw-Hill. ▪ Malhotra, D. & Bazerman, M. (2008). Negotiation Genius: How to Overcome Obstacles and Achieve Brilliant Results at the Bargaining Table and Beyond. Bantam. ▪ Menkel-Meadow, C., & Wheeler, M. (2010). What's Fair: Ethics for Negotiators. Jossey-Bass. <p>In addition, we will refer to current articles from the following website: https://www.pon.harvard.edu/</p>
Status	30.09.2024

4.5. Leading and Managing People

Module No.	IRM-5
Semester	2
Duration of module	1 semester
Type of module	Compulsory
How frequently is the module offered	Each intake
Admission requirements	2 nd semester status
Level	Graduate, Master
Transferability of the module	-
Module coordinator/Responsible professor	<p>Prof. Dr. Hermann Laßleben building 17, room 123, Tel.: 07121 271 6019 hermann.lassleben@reutlingen-university.de</p> <p>Prof. Dr. Julia Hormuth building 5, room 116, Tel.: 07121 271 3075 julia.hormuth@reutlingen-university.de</p> <p>Prof. Dr. Hazel Grünewald building 17, room 005, Tel.: 07121 271 3074 hazel.gruenewald@reutlingen-university.de</p>
Lecturers names	<p>Prof. Dr. Hermann Laßleben building 17, room 123, Tel.: 07121 271 6019 hermann.lassleben@reutlingen-university.de</p> <p>Prof. Dr. Julia Hormuth building 5, room 116, Tel.: 07121 271 3075 julia.hormuth@reutlingen-university.de</p> <p>Prof. Dr. Hazel Grünewald building 17, room 005, Tel.: 07121 271 3074 hazel.gruenewald@reutlingen-university.de</p>
Teaching language	English
Credits (ECTS)	5
Total workload and breakdown	150 h
Total contact hours	4 presence days / 40 h
Examination/ Type of assessment	<p>Written exam (KL1 75%), presentation (RE 25%). Written exam: 60 min., Presentation: 15-30 min., team work.</p>
Weighting of Grade within overall program	5/90
Learning outcomes	The overall objective of the module is to provide students with a comprehensive overview of concepts, methods, and practices in the areas of HRM and Organizational Behavior.

	<ul style="list-style-type: none"> ▪ Subject-specific competences: Participants get acquainted with advanced theoretical concepts and with practical challenges in the subject areas. They comprehend the possibilities and limitations of international workforce management in organizations. ▪ Professional competences: Participants gain expertise in analyzing and solving problems in the domain of international people management. They understand the impact of strategic workforce management on business success. They get familiar with diverse approaches of people management and their applicability. They get to know how to make use of different methods and instruments in specific situations. ▪ Social skills, key competences: Participants refine their presentation and team-working skills, and develop their competencies to act and interact successfully in business environments. They understand the dynamics of social systems such as organizations or teams in a context with several different cultures involved. <p>Personal competences: Participants are able to take responsibility for HRM and leadership duties within the scope of management positions. They are prepared to stand ambiguities and to manage subordinates effectively.</p>
<p>Course-specific contribution to AoL competency goals</p>	<p>CG2 reinforced: Students reflect upon the complexities of people management in an international context. They work on case studies that focus global workforce issues requiring them to consider the culture dependency of different parties' positions.</p> <p>CG3 reinforced: Students identify and discuss social and ethical consequences of HR and leadership strategies and decisions in case studies and exercises. Practical examples teach them that organizational success and consideration of people's needs is not contradictory but complementary.</p> <p>CG4 introduced: Students train to apply HRM tools and techniques to enhance organizational effectiveness and performance. By case studies and assignments on workforce issues they hone their problem-solving competencies.</p>
<p>Content/ Indicative syllabus</p>	<p>Areas of HRM to be covered:</p> <ul style="list-style-type: none"> ▪ Introduction to HRM ▪ Workforce Planning ▪ Recruitment & Selection ▪ Training & Development ▪ Performance Management ▪ Reward & Retention Management <p>Areas of OB to be covered:</p> <ul style="list-style-type: none"> ▪ Leadership & Change ▪ Motivation ▪ International Communication ▪ Behavior in/of Groups/Teams <p>Organizational Culture & Diversity</p>
<p>Teaching and learning methodology</p>	<p>The didactical concept of the module combines:</p> <ul style="list-style-type: none"> ▪ Interactive presentations of the lecturer to systematically introduce participants to the different topics

	<ul style="list-style-type: none"> ▪ Team-based exercises and case study work to deepen the acquired knowledge ▪ Critical analysis (self-study) of selected literature to extend knowledge in the different areas <p>Critical analysis (in teams) of current research and/or corporate practices in the subject areas to consolidate the acquired competencies.</p>
Miscellaneous	Diverse study material will be provided on the module's Knoodle site
Indicative reading list	<ul style="list-style-type: none"> ▪ Bohlander, G. & Snell S. (2018), Managing Human Resources, 18/e, Cengage ▪ Brewster, C., Houldsworth, E., Sparrow, P., & Vernon, G. (2016), International human resource management, 4/e, Kogan Page Publishers ▪ Dessler, G. (2016), Human Resource Management, 15/e, Pearson. ▪ Lussier, R. & Hendon, J. (2019), Human Resource Management: Functions, Applications, and Skill Development, 3/e, Sage ▪ Mondy, R. & Martocchio, J. (2016), Human Resource Management, 14/e, Pearson ▪ Noe, R. & Hollenbeck, J. & Gerhart, B. & Wright, P. (2019), Human Resource Management: Gaining a Competitive Advantage, 11/e, McGraw Hill ▪ Phillips, J. & Phillips, P. & Smith, K. (2016), Accountability in Human Resource Management: Connecting HR to Business Results, 2/e, Routledge ▪ Reiche, B. S., Harzing, A. W., & Tenzer, H. (Eds.). (2018), International human resource management, 5/e, Sage ▪ Robbins, S. & Judge, T. (2019), Organizational Behavior, 18/e, Pearson ▪ Scandura, T. (2019), Essentials of Organizational Behavior: An Evidence-Based Approach, 2/e, Sage ▪ Valentine, S. & Meglich, P. & Mathis, R. & Jackson, J. (2016), Human Resource Management, 15/e, Cengage
Status	18.07.2024

4.6. Marketing Research and Consulting

Module No.	IRM-6
Semester	2
Duration of module	1 semester
Type of module	Compulsory
How frequently is the module offered	Each intake
Admission requirements	Good mathematical/statistical knowledge and marketing research knowledge from a business oriented bachelor study program
Level	Graduate, Master
Transferability of the module	Prerequisite for further modules and market-oriented projects in the following semesters
Module coordinator/Responsible professor	Prof. Dr. Gerd Nufer building 17, room 017, Tel.: 07121 271 6011 gerd.nufer@reutlingen-university.de
Lecturers names	Prof. Dr. Gerd Nufer building 17, room 017, Tel.: 07121 271 6011 gerd.nufer@reutlingen-university.de Prof. Dr. André Bühler HfWU Nürtingen-Geislingen, Tel.: 07022 201329 andre.buehler@sportmarketing-institut.de
Teaching language	German
Credits (ECTS)	5
Total workload and breakdown	150 h
Total contact hours	4 presence days / 40 h
Examination/ Type of assessment	Project work (PA 100%). Project work: practical project with final presentation of results in 30-60 min., team work, evaluated individually.
Weighting of Grade within overall program	5/90
Learning outcomes	<p>The objective of the course is to expand marketing skills through the process of market research in a national and international context. The theoretical market research knowledge is immediately applied and intensified by working on a practice-based project.</p> <ul style="list-style-type: none"> ▪ Subject-specific competences: Participants are capable of establishing and understanding correlations and cross-links between international marketing and market research. ▪ Professional competences: Participants learn the process of market research and its implementation in terms of practical issues drawn from actual practice. ▪ Social skills, key competences: Within the scope of dealing with a practical project in groups, the students learn and deepen their social skills and advance their personal development. They acquire competencies in problem-solving and decision-

	<p>making capabilities, in self-management and autonomy as well as the capacity for teamwork.</p> <p>▪ Personal competences: After having taken the course, its participants should be capable of consulting statistical secondary analyzes for dealing with practical problems/issues and in particular be able to conduct primary statistical research - both in cooperation with market research institutes and independently.</p>
Course-specific contribution to AoL competency goals	<p>CG4 reinforced: Students work in groups on real-life projects. They acquire the skills to analyze, understand and model complex international marketing research problems. Specifically, they learn how to translate research questions into problem classes and which analysis methods are most suitable to provide answers to specific research questions. They also learn how and where to gather the appropriate data as well as how to analyze data to derive specific recommendations.</p> <p>CG5 reinforced: Teamwork and project management are trained by working on and solving practical retail projects.</p> <p>CG6 introduced: Students analyze the relevance of digital tools and frameworks for their research topic. They use SPSS for analyzing data.</p>
Content/ Indicative syllabus	<ul style="list-style-type: none"> ▪ Marketing research planning ▪ Data collection ▪ Data analysis ▪ Presentation of results and consulting ▪ Selected special international aspects ▪ Practical marketing research and consulting project
Teaching and learning methodology	<p>A variety of alternate teaching methods are used which will appeal to different learning styles:</p> <ul style="list-style-type: none"> ▪ Seminar-style course lectures ▪ Immediate application of acquired theoretical knowledge in the scope of a practical project
Miscellaneous	<p>Comprehensive briefing by contact persons from corporate practice, final presentation to representatives of the contracting company</p>
Indicative reading list	<p>Necessary preparatory for the module:</p> <ul style="list-style-type: none"> ▪ Fantapié Altobelli, Claudia: Marktforschung. Methoden – Anwendungen – Praxisbeispiele, 3. Aufl., Stuttgart 2017 <p>Further recommended literature:</p> <ul style="list-style-type: none"> ▪ Backhaus, Klaus / Erichson, Bernd / Plinke, Wulff / Weiber, Rolf: Multivariate Analysemethoden. Eine anwendungsorientierte Einführung, 15. Aufl., Berlin u.a. 2018 ▪ Berekoven, Ludwig / Eckert, Werner / Ellenrieder, Peter: Marktforschung. Methodische Grundlagen und praktische Anwendung, 12. Aufl., Wiesbaden 2009 ▪ Burns, Alvin C. / Veeck, Ann / Bush, Ronald F.: Marketing Research, Global Edition, 8. Aufl., Harlow 2016 ▪ Malhotra, Naresh K. / Birks, David F. / Nunan, Dan: Marketing Research. An Applied Approach, 5. Aufl., Harlow 2017
Status	18.07.2024

4.7. International Supply Chain Management, Buying, Logistics

Module No.	IRM-7
Semester	2
Duration of module	1 semester
Type of module	Compulsory
How frequently is the module offered	Each intake
Admission requirements	Management knowledge from a business-oriented bachelor study program
Level	Graduate, Master
Transferability of the module	-
Module coordinator/Responsible professor	<p>Prof. Dr. Günter Bitsch building 16, room 111, Tel.: 07121 271 3079 guenter.bitsch@reutlingen-university.de</p> <p>Prof. Dr. Matthias Freise building 20, room 20-106, Tel. 07121 271 8079 matthias.freise@reutlingen-university.de</p>
Lecturers names	<p>Prof. Dr. Günter Bitsch building 16, room 111, Tel.: 07121 271 3079 guenter.bitsch@reutlingen-university.de</p> <p>Prof. Dr. Matthias Freise building 20, room 20-106, Tel. 07121 271 8079 matthias.freise@reutlingen-university.de</p> <p>Prof. Dr. Marcus Brandenburg Tel.: 0176 49 68 95 31 marcus.brandenburg@hs-flensburg.de</p>
Teaching language	German
Credits (ECTS)	5
Total workload and breakdown	150 h
Total contact hours	4 presence days / 40 h
Examination/ Type of assessment	Written exam (KL2, 100%). Written exam: 120 min.
Weighting of Grade within overall program	5/90
Learning outcomes	<ul style="list-style-type: none"> ▪ Subject-specific competences: Participants are equipped to address selected logistical challenges using mathematical methods and simulations. They understand the tasks and responsibilities associated with International Supply Chain Management and can make informed decisions accordingly. Participants are proficient in recognizing, managing, and optimizing international supply chain configurations. They are capable of evaluating functional principles and interdependencies across value chain areas. Moreover, they can proficiently

	<p>link Supply Chain Management performance parameters with the financial outcomes of a retail company. Participants can also assess and develop the impact of sustainable management practices on supply chains.</p> <ul style="list-style-type: none"> ▪ Professional competences: Participants are able to take responsibility in controlling international value chains. ▪ Social skills, key competences: Understanding of intercultural issues and diversity in international supply chains. Key competency is the knowledge about supply chains and their feedback to retail management. ▪ Personal competences: Goal orientation, self-management, and specific negotiating techniques are trained in order to reach future personal and company goals easier.
Course-specific contribution to AoL competency goals	<p>CG2 introduced: The module focuses on an international perspective and stresses intercultural differences. Students know how cultural contexts influence sourcing structures, behaviours, decision-making and design of a supply chain.</p> <p>CG4 reinforced: Students know how supply chain structures and its targets contribute to successful business projects and how they support implementation of business strategies via sound backend processes that can be scaled to planned market development measures, as well as to current results.</p>
Content/ Indicative syllabus	<ul style="list-style-type: none"> ▪ Building a Strategy Framework to Analyze Supply Chains ▪ Designing the Supply Chain Network ▪ Planning and Coordinating Demand and Supply in a Supply Chain ▪ Planning and Managing Inventories in a Supply Chain ▪ Designing and Planning Transportation Networks ▪ Managing Cross Functional Drivers in a Supply Chain
Teaching and learning methodology	<p>There are different teaching methods applied in this module. These methods alternate in order to address different learning types:</p> <ul style="list-style-type: none"> ▪ Lecture in a seminar style ▪ Develop concepts in small groups with following result presentation and discussion
Miscellaneous	<p>Guest lecture included</p>
Indicative reading list	<ul style="list-style-type: none"> ▪ Bai, B. (2023). Acquiring supply chain agility through information technology capability: the role of demand forecasting in retail industry. <i>Kybernetes</i>, 52(10), 4712-4730. https://doi.org/10.1108/k-09-2021-0853 ▪ Ge, D., Pan, Y., Shen, Z.-J. M., Wu, D., Yuan, R., & Zhang, C. (2019). Retail supply chain management: a review of theories and practices. <i>Journal of Data, Information and Management</i>, 1(1-2), 45-64. https://doi.org/10.1007/s42488-019-00004-z ▪ Ayers, J., Odegaard, M. A. (2017): <i>Retail Supply Chain Management</i>, Taylor & Francis Inc., 2. Auflage ▪ Chopra, S. (2020). <i>Supply Chain Management: Strategy, Planning, and Operation</i>, Global Edition (7 ed.). Pearson ▪ Chopra, S., Meindl, P. (2018): <i>Supply Chain Management: Strategy, Planning and Operation (What's New in Operations Management)</i>, Prentice Hall, Upper Saddle River

	<ul style="list-style-type: none"> ▪ Kummer,S, Grün, O., Jammerneegg, W. (2018), Grundzüge der Beschaffung, Produktion und Logistik (Pearson Studium - Economic BWL), Pearson Studium; 4., aktualisierte Edition ▪ Handfield, R.B., Moncka, R., Giunipero L., Patterson,J. (2020): Purchasing & Supply Chain Management, Cengage Learning, Inc; 7. Edition ▪ Koberg, E., Longoni, A. (2019): A systematic review of sustainable supply chain management in global supply chains. In: Journal of cleaner production, Vol. 207, pp. 1084-1098
Status	30.09.2024

4.8. Accounting and Finance

Module No.	IRM-8
Semester	2
Duration of module	1 semester
Type of module	Compulsory
How frequently is the module offered	Each intake
Admission requirements	Management knowledge from a business oriented bachelor study program
Level	Graduate, Master
Transferability of the module	-
Module coordinator/Responsible professor	<p>Prof. Dr. Robert LoBue building 17, room 014, Tel.: 07121 271 6021 robert.lobue@reutlingen-university.de</p> <p>Prof. Dr. Michel Charifzadeh building 5, room 113, Tel.: 07121 271 3053 michel.charifzadeh@reutlingen-university.de</p> <p>Prof. Dr. Hans-Martin Beyer building 5, room 109, Tel.: 07121 271 6025 hans-martin.beyer@reutlingen-university.de</p>
Lecturers names	<p>Prof. Dr. Robert LoBue building 17, room 014, Tel.: 07121 271 6021 robert.lobue@reutlingen-university.de</p> <p>Prof. Dr. Michel Charifzadeh building 5, room 113, Tel.: 07121 271 3053 michel.charifzadeh@reutlingen-university.de</p> <p>Prof. Dr. Hans-Martin Beyer building 5, room 109, Tel.: 07121 271 6025 hans-martin.beyer@reutlingen-university.de</p>
Teaching language	English
Credits (ECTS)	5
Total workload	150 h
Total contact hours	4 presence days / 40 h
Examination/ Type of assessment	<p>Written exam (KL1 60%), presentation (RE 40%).</p> <p>Written exam: 60 min.</p> <p>Presentation: 30-60 min., team work.</p>
Weighting of Grade within overall program	5/90
Learning outcomes	The aim of this course is to deepen the student's knowledge and skills in international management control and corporate finance. Participants of the module gain an integrated understanding of the control function as well as selected areas of corporate finance. A focus is put on how these support management decisions.

	<ul style="list-style-type: none"> ▪ Subject-specific competences: Students gain advanced knowledge of performance measurement and management, financial analysis, strategic management accounting, value-based management and company valuation in an international context. Practical examples and cases provide them with insights into performance measurement and management systems of existing companies. Upon completion of the module, students will have acquired the skills and knowledge to perform a company financial assessment and valuation. Students will understand the role of the controller in a corporate context including ethical perspectives. ▪ Professional competences: Upon completion of the module students will develop critical thinking and problem solving skills in addition to analytical skills. They will be able to critically discuss concepts applied in international practice and acquire the ability to transfer and apply theoretical knowledge to real-life situations. In particular, students will acquire the skills to measure various aspects of performance of a business firm properly. They will be able to identify operational drivers as well as being able to relate them to financial outcome. This will enable them to understand how performance measurement and performance management help to assess and implement strategies and investments. They will be able to reveal shortcomings and weaknesses which will enable them to discuss and develop solutions to these shortcomings. Students will be able to independently design a strategic performance management system. In this context, they will also understand the meaning and the components of value of a business. ▪ Social skills, key competences: Through the interactive nature of the module, students will refine their oral and written communication skills. In addition, students will improve their ability to work in teams under time pressure. Since the module is held in English language, students will be able to apply the acquired concepts and skills in an international company context. ▪ Personal competences: Students will be trained in goal oriented team work. Ultimately, students will be equipped with the necessary knowledge and competencies to resume a role in a management control function in an internationally operating firm.
<p>Course-specific contribution to AoL competency goals</p>	<p>CG2 reinforced: The module is taught in English. The module highlights international aspects of finance and control.</p> <p>CG4 reinforced: Students analyze different current issues in international accounting and finance with a focus on analyzing/assessing accounting data and deriving conclusions for management control and value improvement. Students understand, apply and interpret valuation methods and put them into an international context. Valuation problems are discussed and elaborated in group projects on basis of scientific studies or practical situations.</p>
<p>Content/ Indicative syllabus</p>	<ul style="list-style-type: none"> ▪ Role of the controller and treasurer in the corporate context ▪ Financial statement literacy and usage ▪ Financial statement analysis including ratio analysis ▪ Performance measurement and management systems ▪ Value-based measurement and management

	<ul style="list-style-type: none"> ▪ Strategic management accounting and the Balanced Scorecard ▪ Investment decisions with Discounted-Cash-Flow ▪ Cost of capital and capital markets ▪ International company valuation and case study
Teaching and learning methodology	<p>This course will be conducted in the form of lecture seminars, in-class assignments, case studies and homework assignments.</p> <p>Group projects (and case studies) will enhance team work and deepen the understanding. Students will prepare a presentation in a team, coached by the instructor, and present and discuss the results of their work in class.</p>
Miscellaneous	-
Indicative reading list (most recent editions)	<ul style="list-style-type: none"> ▪ Anthony, R. N. / et.al.: Management Control Systems, McGraw Hill, 1st European ed., 2014 ▪ Buttkus, M., / Eberenz, R.: Performance Management in Retail and the Consumer Goods Industry: Best Practices and Case Studies, Springer 2019 ▪ Charifzadeh, M. / Taschner, A.: Management Accounting and Control, 2017, Wiley. ▪ Damodaran, A.: Investment Valuation, Wiley, 3rd ed., 2012 ▪ Bhimani, A. / Horngren, C. T. / Datar, S. M. / Rajan, M.: Management and Cost Accounting, Pearson Prentice Hall, 6th ed., 2015 ▪ Horngren, C. T. / Datar, S. M. / et.al.: Cost Accounting, Pearson Prentice Hall, 16th ed., 2018 ▪ Jablonsky, S. F. / Barsky, N. P.: The Manager's Guide to Financial Statement Analysis, Wiley, 2001 ▪ Kaplan, R. S. / Atkinson, A. A.: Advanced Management Accounting, Pearson Prentice Hall, 3rd ed., 2015 ▪ Kaplan, R.S. / Norton, D.P.: The Balanced Scorecard – measures that drive performance, in: Harvard Business Review, Vol. 70 (1992), No. 1 (January-February), pp. 71-79 ▪ Kaplan, R. S. / Norton, D. P.: Using the Balanced Scorecard as a Strategic Management System, in: Harvard Business Review, Vol. 74 (1996), No. 1, pp. 75-85 ▪ Koller, T. / Goedhart, M. / Wessels, D.: Valuation. Measuring and Managing the Value of Companies, Wiley, 6th ed., 2015 ▪ Ross, S. A. / Westerfield, R W. / Jordan, B. D.: Fundamentals of Corporate Finance, McGraw Hill, 12th ed., 2018 ▪ Walsh, C.: Key Management Ratios, Pearson Prentice Hall, 4th ed., 2008 ▪ Young, S. D. / O'Byrne, S. F.: EVA and Value Based Management, McGraw-Hill, 2000 <p>Additional reading presented in class or on Knoodle</p>
Status	18.07.2024

4.9. Presentation, Moderation, Rhetorics

Module No.	IRM-9
Semester	2
Duration of module	1 semester
Type of module	Compulsory
How frequently is the module offered	Each intake
Admission requirements	As a consecutive Master, the program focuses on expanding and deepening of acquired knowledge of students. Participants are confronted with higher demands in breadth, depth and practical application.
Level	Graduate, Master
Transferability of the module	The module contains several communications skills, which can be transferred into other semesters in the program. The course has been conceived transversely. It serves as the prerequisite for presentation, moderation, rhetorics and conflict management also.
Module coordinator/Responsible professor	Prof. Dr. Gerd Nufer building 17, room 017, Tel.: 07121 271 6011 gerd.nufer@reutlingen-university.de
Lecturers names	Thomas Keppler Keppler Institut, Tel.: 0731 1657899 thomas.keppler@gmx.net Prof. Dr. Nello Gaspardo building 17, room 13, Tel.: 07121 271 3043 nello.gaspardo@reutlingen-university.de
Teaching language	German
Credits (ECTS)	4
Total workload and breakdown	120 h
Total contact hours	4 presence days / 40 h
Examination/ Type of assessment	<p>Presentation (RE 100%). Assessment: Presentation In their final presentation students will be expected to apply the acquired theoretical knowledge in a customised 'live' case scenario.</p> <ul style="list-style-type: none"> The final assessment will be based around a group simulation. Students should discuss on a merger between two companies within a time frame of 3 hours and 40 minutes. Due the fact that two involved companies are forced to but not willing to merge, the task will be more demanding and complex in terms of navigating a final outcome. The group will be separated into two groups; each representing the respective company. The ultimate goal will be to achieve a merger agreement among equals. In the simulation assessment, participants should apply the main theoretical and practical input of the course, such as: presentation/moderation and rhetorical knowledge and skills. <p>Other assessment/simulation criteria:</p> <ul style="list-style-type: none"> In a first part each student will have to introduce/present and defend their own suggestions, considering the specific needs of the counterpart company (empathetic approach).

	<ul style="list-style-type: none"> • Each student will have a special role in the company. Both CEOs will coordinate the presentation, and when necessary, have to moderate the controversial discussion. • In a second part each students will also have to focus on developing a personal approach- getting to know each other and their counterparts, whilst establishing mutual trust among all involved in the merger discussion • In a third part each student will have to create an appropriate atmosphere in order to face a difficult and controversial discussion. Due the fact that both parties are very proud of their corporate identity and leadership style, company members will need empathy, charisma, convincing rational contents and persuasive arguments. The two CEOs will have to moderate as well as successfully navigating through major party terms and conditions for establishing a positive merger outcome for both parties. <p>Final individual feedback on student performance will be given from the professor respectively.</p>
<p>Weighting of Grade within overall program</p>	<p>4/90</p>
<p>Learning outcomes</p>	<p>Through intensive discussions, individual simulation and in small groups, students will face real and authentic cases. They will understand complex situations and solve difficult issues in a given context. The main learning outcomes are:</p> <ul style="list-style-type: none"> ▪ Subject-specific competences: <ul style="list-style-type: none"> - The theoretical part gives to the participants appropriate communicative tools for presentation, moderation, discussion and conflict management in an international context - They have to speak like professionals, argue like experts and lead like a leader ▪ Professional competences: <ul style="list-style-type: none"> - People have to learn listening attentively to their interlocutors - Understanding and selecting nonverbal cues - Getting familiar with presentation techniques - Due the practical orientation of the class and final assessment, students will receive theoretically a practically instruments and knowledge to face complex situations - With interdisciplinary know-how and problem-solving methods, students will be able to apply communication skills in their professional field - Commanding and showing rhetorical competence ▪ Social skills, key competences: <ul style="list-style-type: none"> - Students will reinforce their communication, presentation and argumentation skills and acquire social competence - Managing personal conflicts in a given situation - Using convincing technique, persuasive attitude, and moderation principles - Working tight together in critical context - Using empathy and appropriate communication skills with challenging people and in delicate situations

	<ul style="list-style-type: none"> ▪ Personal competences: <ul style="list-style-type: none"> - Demonstrating self-control during controversial discussions, and speaking when required by keeping the final goal - Facing unpredictable people, arguments and situations, reinforcing spirit of adaptation, appearing self-confident <p>Communicating with challenging people and managing difficult situations in an international context</p>
Course-specific contribution to AoL competency goals	<p>CG3 introduced: Intensive case discussions, simulations and group work contribute to the reflection upon the potential ethical consequences of management decisions.</p> <p>CG4 introduced: Students have to face a real case tailor made to employ the acquired theoretical knowledge. They show understanding of complex problem structures and develop relevant and viable solutions.</p>
Content/ Indicative syllabus	<ul style="list-style-type: none"> ▪ Presentation technique, structuring complex speech, using rhetorical devices to convince listeners with facts and figures by emphasizing advantages ▪ Listening technique, using empathy and employing emotions and charisma to persuade people by emphasizing benefits ▪ Dealing successfully with challenging people and in challenging international situations ▪ Acquiring and employing emotional intelligence and social intelligence ▪ Managing rhetorical technique ▪ Managing moderation skills ▪ Selected international presentations and simulations
Teaching and learning methodology	<ul style="list-style-type: none"> ▪ Interactive teaching method combined with a classical class lecture ▪ Individual presentation ▪ Group presentation ▪ Conflict management ▪ Moderation of conflictual situations ▪ Final feedback of the professor at the end of each performance
Miscellaneous	-
Indicative reading list	<p>Compulsory readings:</p> <ul style="list-style-type: none"> ▪ Tailor made manuscript with case studies <p>Recommended readings:</p> <ul style="list-style-type: none"> ▪ Gaspardo, N.: von harten Hunden und arroganten Giraffen. Der richtige Umgang mit Menschen im Beruf und Alltag, 2. Auflage. UVK Verlag, München 2020 ▪ Goleman, D.: Emotionale Intelligenz, München und Wien, 1996 und 2015 <p>Suitable readings for learning purpose:</p> <ul style="list-style-type: none"> ▪ Bartsch, T.-C/M Hoppmann/B.F. Rex/M. Vergeest: Trainingsbuch Rhetorik, Paderborn, München, Wien, Zürich, 2005 ▪ Schilling, G.: Moderation von Gruppen, Berlin, 2004 ▪ Schloemer, S.; Tomaschek, N.: Leading in Complexity. New Ways of Management, 2010 <p>Watzlawick, P./Beavom, J.H./Jackson, D.: Menschliche Kommunikation, Formen, Störungen, Paradoxien, Bern, 1985</p>
Status	18.07.2024

4.10. Sales Management

Module No.	IRM-10
Semester	3
Duration of module	1 semester
Type of module	Compulsory
How frequently is the module offered	Each intake
Admission requirements	Marketing knowledge in planning, organization, and implementation of marketing strategies, covering such issues as channel management, sales management, pricing policies and communication as well as a understanding of market research and consumer behavior
Level	Graduate, Master
Transferability of the module	-
Module coordinator/Responsible professor	Prof. Dr. Gerd Nufer building 17, room 017, Tel.: 07121 271 6011 gerd.nufer@reutlingen-university.de
Lecturers names	Prof. Dr. Christian Gruninger-Hermann DHBW Lörrach, Tel.: 07621 2071 174 gruninger-hermann@dhbw-loerrach.de Prof. Dr. Tina Weber building 20, room 106, Tel.: 07121 271 8031 tina.weber@reutlingen-university.de
Teaching language	German
Credits (ECTS)	5
Total workload and breakdown	150 h
Total contact hours	4 presence days / 40 h
Examination/ Type of assessment	Term paper (HA 60%), presentation (RE 40%). Term paper: 2,000-3,000 words, individually. Presentation: 10-15 min., individually.
Weighting of Grade within overall program	5/90
Learning outcomes	Aim of this course is to deepen the knowledge conveyed in the course "Retail Management". Specific aspects regarding sales as sales strategy, sales organization, customer management, international sales channel management and controlling are focused. The following objectives are pursued in particular: <ul style="list-style-type: none"> ▪ Subject-specific competences: Participants become familiar with current developments in the national and international retail industry on a theoretical as well as practical level. In addition, all major aspects of successful retail sales in the consumer goods industry are identified and deeply discussed.

	<ul style="list-style-type: none"> ▪ Professional competences: Through numerous role plays, exercises and case studies participants learn to develop and apply a successful sales strategy. ▪ Social skills, key competences: Role plays, exercises and international case studies are usually conducted as group work. Hereby students not only learn to work and organize in groups, but are also advanced regarding social competences. ▪ Personal competences: Due to the very compact knowledge transfer and high workload during the full-day classes students need high commitment and a high degree of self-management not only during class hours but also during self-study phases.
Course-specific contribution to AoL competency goals	<p>CG4 reinforced: Students learn about sales management responsibilities and skills to select and apply appropriate methods of problem solving. Through a rigorous management approach, students acquire the ability to apply theoretical concepts to specific practical situations. Essays written by students contribute to retail-specific problem solving competencies.</p> <p>CG6 introduced: Students understand digital retail strategies. They are able to identify and analyze challenges and perspectives regarding digital retail.</p>
Content/ Indicative syllabus	<ul style="list-style-type: none"> ▪ Sales Strategy ▪ Sales Organization ▪ Sales Information Management ▪ Customer Management ▪ Human Resource Management in Sales ▪ Omni Channel Retailing ▪ Multi Channel Behaviour ▪ Types of International Retail Strategies ▪ Business Models and Business Model Innovation in International Retail
Teaching and learning methodology	<ul style="list-style-type: none"> ▪ Role plays to apply learned contents in practical situations ▪ Case studies to transfer theoretical knowledge to concrete situations ▪ Presentations to assess communication skills ▪ Essay to test self-study capabilities ▪ Written exam to test knowledge
Miscellaneous	If applicable guest lecturers are invited in class.
Indicative reading list	<ul style="list-style-type: none"> ▪ Berman, B. / Thelen, S. (2018): Planning and implementing an effective omnichannel marketing program. In: International Journal of Retail & Distribution Management, Vol. 46, Ed. 7, pp. 598–614 ▪ Binder, J. (2014): Online Channel Integration - Value Creation and Customer Reactions in Online and Physical Stores, Wiesbaden ▪ Cummins, S. / Peltier, J.W. / Dixon, A. (2016): Omni-channel research framework in the context of personal selling and sales management: A review and research extensions. In: Journal of Research in Interactive Marketing, Vol. 10, No. 1, pp. 2-16 ▪ Homburg, C. / Schäfer, H. / Schneider, J. (2016): Sales Excellence – Vertriebsmanagement mit System, 8th Ed., Wiesbaden ▪ Homburg, C. / Wieseke, J. (Hrsg.): Handbuch Vertriebsmanagement, 1st Ed., Wiesbaden 2011

	<ul style="list-style-type: none"> ▪ Steiner, J. (2013): Vertrieb - Sales Management in der Konsumgüterindustrie, Stuttgart, München ▪ Weis (2010): Verkaufsmanagement, 7th Ed, Ludwigshafen ▪ Winkelmann, P. (2012): Marketing und Vertrieb – Fundamente für die Marktorientierte Unternehmensführung, 8th Ed., München ▪ Winkelmann, P. (2012): Vertriebskonzeption und Vertriebssteuerung – Die Instrumente des integrierten Kundenmanagements – CRM, 5th Ed., München ▪ Wirtz, B. (2013): Multi-Channel-Marketing – Grundlagen, Instrumente, Prozesse, 2nd Ed., Wiesbaden
Status	18.07.2024

4.11. Sustainability Management

Module No.	IRM-11
Semester	3
Duration of module	1 semester
Type of module	Compulsory
How frequently is the module offered	Each intake
Admission requirements	International management knowledge from a business-oriented bachelor study program
Level	Graduate, Master
Transferability of the module	-
Module coordinator/Responsible professor	Prof. Dr. Maud Helene Schmiedeknecht building 17, room 130, Tel.: 07121 271 3081 maud.schmiedeknecht@reutlingen-university.de
Lecturers names	Prof. Dr. Maud Helene Schmiedeknecht building 17, room 130, Tel.: 07121 271 3081 maud.schmiedeknecht@reutlingen-university.de Prof. Dr. Lisa Ranisch Ostbayerische Technische Hochschule Amberg-Weiden Tel.: 0961 382 1322 l.ranisch@oth-aw.de
Teaching language	English
Credits (ECTS)	5
Total workload and breakdown	150 h
Total contact hours	4 presence days / 40 h
Examination/ Type of assessment	Project work (PA 100%). Project work: Presentation (60%), term paper (40%).
Weighting of Grade within overall program	5/90
Learning outcomes	<ul style="list-style-type: none"> ▪ Subject-specific competences: Students will develop an enhanced understanding of theoretical and practical aspects of business ethics and sustainability management. They will be able to apply methods to identify and analyze challenges and perspectives regarding ethical and sustainability issues. Furthermore, students will be able to organize and constructively use a process of exchange and confrontation with relevant stakeholders and their perspectives. ▪ Professional competences: Students will enhance their analytical and critical thinking skills in addition to their problem-solving skills particularly in the field of sustainability management. Furthermore, they will be able to create a presentation deck considering the requirements of a management consultancy (storyline, action title, etc.).

	<ul style="list-style-type: none"> ▪ Social skills, key competences: Through the interactive nature of the course, students will apply their oral and written communication skills. Furthermore, they will apply their team skills by developing results in discussions in various team set-ups. Students will be able to analyze and critically reflect on their own learning process during the course. ▪ Personal competences: Students will gain knowledge and competencies in analyzing and assessing ethical and sustainability management issues and thereby grow into responsible decision makers.
Course-specific contribution to AoL competency goals	<p>CG2 introduced: Students reflect upon the complexities of international corporations regarding sustainability topics, e.g. social and ecological challenges of setting up international sustainable supply chains.</p> <p>CG3 introduced: When writing term papers and presenting their topics in class, students are asked to put special emphasis on the ethical aspects of their topic. Questions and discussions contribute to ethical behavior. Students review each other's presentations and provide peer feedback. Arising ethical dilemmas will be used as an opportunity for an ethical discussion. Thus, students learn how to handle these kinds of challenges.</p> <p>CG4 reinforced: Students analyze and assess sustainability management issues, e.g. sustainability strategies and implementation of management systems. They analyze and evaluate sustainability reports regarding strategy, implementation, and KPIs.</p>
Content/ Indicative syllabus	<ul style="list-style-type: none"> ▪ Basics of sustainability management: principles, topics, models ▪ Innovating for circular economy: product/service, business model and ecosystem innovation ▪ Sustainability strategies and implementation: processes, instruments and standards ▪ Selected functional areas of sustainability management: e.g. supply chain, communication, reporting
<ul style="list-style-type: none"> ▪ Teaching and learning methodology 	<p>A variety of alternating teaching methods are used, thus appealing to different learning styles:</p> <ul style="list-style-type: none"> ▪ Seminar-style course lectures ▪ Development/elaboration of concepts in small groups with a final presentation of results and discussion
Miscellaneous	If applicable guest lecture and/or excursion
Indicative reading list	<p>Lecture handout with list of references, case studies, sustainability reports and articles, amongst others:</p> <ul style="list-style-type: none"> ▪ Aargaard, A. (ed.) (2019): Sustainable Business Models. Innovation, Implementation and Success. Palgrave ▪ 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 ▪ Crane, A./Matten, D. (2016): Business Ethics: Managing Corporate Citizenship and Sustainability in the Age of Globalization, 4th edition, Oxford University Press, Oxford ▪ Geissdoerfer, M., Vladimirova, D., Evans, S. (2018): Sustainable business model innovation: A review. Journal of Cleaner Production (198), pp. 401-416

	<ul style="list-style-type: none"> ▪ Konietzko, J., Bocken, N., Hultink, E.J. (2020): A Tool to Analyze, Ideate and Develop Circular Innovation Ecosystems. <i>Sustainability</i> 2020, 12, 417 ▪ Lüdeke-Freund, Carroux, S., Joyce, A., Massa, L., Breuer, H. (2018): The Sustainable Business Model Pattern Taxonomy – 45 Patterns to Support Sustainability-Oriented Business Model Innovation. <i>Sustainable Production and Consumption</i> (15), pp. 145-162 ▪ Schaltegger, S., & Burritt, R. (2018). Business cases and corporate engagement with sustainability: Differentiating ethical motivations. <i>Journal of Business Ethics</i>, 147(2), 241-259 ▪ 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. ▪ World Economic Forum (2022): The Global Risks Report 2022
Status	18.07.2024

4.12. Trends in Retail and International Management

Module No.	IRM-12
Semester	3
Duration of module	1 semester
Type of module	Compulsory
How frequently is the module offered	Each intake
Admission requirements	Knowledge from the module Retail Management
Level	Graduate, Master
Transferability of the module	-
Module coordinator/Responsible professor	Prof. Dr. Jochen Strähle building 20, room 104, Tel.: 07121 271 8073 jochen.straehle@reutlingen-university.de Prof. Dr. Andreas Taschner building 17, room 005, Tel.: 07121 271 3027 andreas.taschner@reutlingen-university.de
Lecturers names	Prof. Dr. Jochen Strähle building 20, room 104, Tel.: 07121 271 8073 jochen.straehle@reutlingen-university.de Prof. Dr. Andreas Taschner building 17, room 005, Tel.: 07121 271 3027 andreas.taschner@reutlingen-university.de
Teaching language	English
Credits (ECTS)	5
Total workload and breakdown	150 h
Total contact hours	4 presence days / 40 h
Examination/ Type of assessment	Term paper (HA 75 %), presentation (RE 25 %). Term paper: 15-20 p., individually. Presentation: 15-20 min., individually.
Weighting of Grade within overall program	5/90
Learning outcomes	The objective of the course is to gain knowledge about current trends in society and business and their impact on the retail industry. <ul style="list-style-type: none"> ▪ Subject-specific competences: Participants gain expert knowledge in dedicated retail questions and their linkages to general trends. They identify and analyze challenges and perspectives arising from these trends and develop appropriate solutions for retail business. ▪ Professional competences: After completing participants may conduct in-depth analysis of retail structures und develop new opportunities for their businesses based on current societal and business developments.

	<ul style="list-style-type: none"> ▪ Social skills, key competences: Participants improve presentation skills and learn to conduct proper retail analysis. ▪ Personal competences: Goal orientation, self-management, information management, commitment and creativity.
Course-specific contribution to AoL competency goals	<p>CG2 introduced: The module focuses on an international perspective and stresses intercultural differences. Students evaluate and summarize international/intercultural differences and are able to consider the respective cultural environment in their analysis.</p> <p>CG3 introduced: Students write term papers and present their topics in class. Questions and discussions contribute to ethical behavior. Students review each other's presentations and provide peer feedback. If the discussion has an ethical dilemma, the lecturer will use it as an opportunity for an ethical discussion (e.g. in ingredients which are being used in products in some countries and are forbidden in others). Thus, students learn to handle these kinds of challenges.</p> <p>CG4 reinforced: When writing a paper students understand complex problem structures, apply appropriate methods/tools/instruments for complex problems technically correct and develop relevant and viable solutions.</p> <p>CG6 reinforced: Students understand digital business and retail strategies. They are able to identify and analyze challenges and perspectives regarding digital business and retail by solving real cases and by developing future-oriented solutions.</p>
Content/ Indicative syllabus	<p>Content components and processes to achieve qualification; concrete structure of learning sequence.</p> <p>Selection of the following topics according to the development in current international retail:</p> <ul style="list-style-type: none"> ▪ General trends in business and society and their implications on business models and business operations ▪ Selected tools, approaches and processes for handling these trends ▪ Trends in international retail and trade (market and management trends – landscape of retailing, Consumer centric retail) ▪ Retail diversification, advanced distribution strategy (systems, direct marketing, pier levels, management, marketing logistics) ▪ Location strategy (aim, aspects of location decisions – location analysis, evaluation models) in a digital context ▪ New Retail, E-business, e-commerce, mobile-commerce, social-commerce strategies (auctions, portals, intermediate, onsite/offsite, social media, web) ▪ eCRM (customer acquisition, customer analysis, profiling, relationship-management, ECR, customer value, loyalty programs, omnichannelling, KPIs)
Teaching and learning methodology	<p>Different teaching methods:</p> <ul style="list-style-type: none"> ▪ Lecture with seminaristic character ▪ Integration of theoretical contents in individually assigned tasks with concluding presentation ▪ Creative groupwork with supervised tasks
Miscellaneous	Guest speaker, if appropriate/possible

<p>Indicative reading list</p>	<ul style="list-style-type: none"> ▪ Adam, M., Strähle, J., & Freise, M. (2018). Dynamic capabilities of early-stage firms: Exploring the business of renting fashion. <i>Journal of Small Business Strategy</i>, 28(2), 49–67 ▪ Amazon holt Whole Foods Market als Produktmarke nach Deutschland. (2019, Januar 9). Abgerufen 14. Januar 2019, von Supermarktblog website: https://www.supermarktblog.com/2019/01/09/amazon-startet-whole-foods-market-als-produktmarke-in-deutschland ▪ Bill, A. (2012). “Blood, Sweat and Shears”: Happiness, Creativity, and Fashion Education. <i>Fashion Theory</i>, 16(1), 49–65. https://doi.org/10.2752/175174112X13183318404186 ▪ Celik, H. (2016). The Functionality of Online Shopping Site within the Customer Service Life Cycle: A Literature Review. <i>Encyclopedia of E-Commerce Development, Implementation, and Management</i>, 791–803. https://doi.org/10.4018/978-1-4666-9787-4.ch055 ▪ Orboi, M.-D., & others. (2013). Aspects regarding the evolution of the organic food market in the world. <i>Research Journal of Agricultural Science</i>, 45(2), 201–209 ▪ Osterwalder, A., Pigneur, Y. (2010): <i>Business Model Generation: A Handbook for Visionaries, Game Changers, and Challengers</i>, Hoboken/NJ ▪ Report, W. H. (2018, März 14). <i>World Happiness Report 2018</i>. Abgerufen 22. Januar 2019, von World Happiness Report website: /ed/2018 ▪ Ritch, E. L. (2015). Consumers interpreting sustainability: moving beyond food to fashion. <i>International Journal of Retail & Distribution Management</i>, 43(12), 1162–1181. https://doi.org/10.1108/IJRDM-04-2014-0042 ▪ Schallehn, H., Seuring, S., Strähle, J., & Freise, M. (2019). Customer experience creation for after-use products: A product–service systems-based review. <i>Journal of Cleaner Production</i>, 210, 929–944. https://doi.org/10.1016/j.jclepro.2018.10.292 ▪ Springer, N. P., Garbach, K., Guillozet, K., Haden, V. R., Hedao, P., Hollander, A. D., ... Brodt, S. (2015). Sustainable Sourcing of Global Agricultural Raw Materials: Assessing Gaps in Key Impact and Vulnerability Issues and Indicators. <i>PLoS ONE</i>, 10(6), 1–22. https://doi.org/10.1371/journal.pone.0128752 ▪ Strähle, J., & Stöcklin, K. (2014). <i>Einkaufsverhalten in Warenhäusern in Deutschland und USA: Zusammenfassung der Studienergebnisse</i>. BoD E-Short ▪ Was SciFi-Autor Isaac Asimov 1983 für das Jahr 2019 voraussagte – und was davon eintrat. (2019). Abgerufen 14. März 2019, von watson.de website: https://www.watson.de/!296426595 ▪ WCED. (1987). <i>Our common future</i>. Brundtland Commission (WCED) report. Abgerufen von http://search.ebscohost.com/login.aspx?direct=true&db=edsoai&AN=edsoai.757367072&lang=de&site=eds-live&authtype=shib <p>List of further references, case studies, current reports and articles will be provided in class</p>
<p>Status</p>	<p>18.07.2024</p>

4.13. International Strategy and Implementation

Module No.	IRM-13
Semester	3
Duration of module	1 semester
Type of module	Compulsory
How frequently is the module offered	Each intake
Admission requirements	Management knowledge from a business-oriented bachelor study program
Level	Graduate, Master
Transferability of the module	-
Module coordinator/Responsible professor	Prof. Dr. Gerd Nufer building 17, room 017, Tel.: 07121 271 6011 gerd.nufer@reutlingen-university.de Prof. Dr. Carmen Finckh building 17, room 130, Tel.: +49 175 - 2060333 carmen.finckh@reutlingen-university.de
Lecturers names	Prof. Dr. Simon Adderley Oxford Brookes University, Tel.: +44 1865 485747 sadderley@brookes.ac.uk Prof. Dr. Carmen Finckh building 17, room 130, Tel.: +49 175 - 2060333 carmen.finckh@reutlingen-university.de
Teaching language	English/German
Credits (ECTS)	5
Total workload and breakdown	150 h
Total contact hours	4 presence days / 40 h
Examination/ Type of assessment	Project work (PA 100%). Project work with final presentation of results in 30-45 min., team work, evaluated individually.
Weighting of Grade within overall program	5/90
Learning outcomes	After having taken the course, its participants should be capable of international thinking and acting strategically while considering different contexts. Inter alia, the course serves the purpose of providing preparation for increased international fields of work while referencing a strategic approach and for increased requirements to manage the implementation of strategies. ▪ Subject-specific competences: - Deeper understanding of the strategic management process in different contexts and its challenges - Confident handling of the strategy and strategy implementation toolbox

	<ul style="list-style-type: none"> - Strategic management processes and systems and process- and system-oriented thinking - In-depth content-related and analytical comprehension in selected focus topics/issues ▪ Professional competences: <ul style="list-style-type: none"> - Understanding of strategic matters and action approaches for complex international strategic and implementation challenges - Thought patterns and analytical procedure with a focus on different contexts - Perceiving and understanding the complexity engendered by international corporate activities and approaches for coping with and managing the complexity ▪ Social skills, key competences: <ul style="list-style-type: none"> - Teamwork in business simulations and on projects in the development and elaboration of strategic and implementation issues ▪ Personal competences: <ul style="list-style-type: none"> - Purposeful handling of strategic management approaches and methods as well as the data for the analysis of specific strategic issues/questions
<p>Course-specific contribution to AoL competency goals</p>	<p>CG2 reinforced: The module focuses on an international strategic and implementation perspectives. On the basis of business simulations and case studies the topics of internationalisation strategy and of strategic change of companies are discussed.</p> <p>CG4 reinforced: The main feature of the course is to apply strategic management methods and tools to deal with complex and uncertain situations in in the business environment and strategy implementation to come up with feasible and realistic decisions.</p> <p>CG6 reinforced: Students understand digital business models and innovation, get to know traditional and agile innovation management approaches.</p>
<p>Content/ Indicative syllabus</p>	<ul style="list-style-type: none"> ▪ What is international strategy, strategic thinking and strategy implementation? ▪ Exploring the international strategic environment and strategy implementation ▪ How does culture and the context effect strategy and strategy implementation? ▪ What is strategic purpose and what are the implementation challenges and how do we set them? ▪ Measuring strategic capabilities and implementation success ▪ Making strategic choices ▪ Innovation, agile organization and implementing strategies ▪ International case studies in groups
<p>Teaching and learning methodology</p>	<p>A variety of teaching methods are used:</p> <ul style="list-style-type: none"> ▪ Lecture elements with practical relevance ▪ In-class case studies ▪ Group project assignments/work ▪ Interactive discussions

	Wherever possible, references are made to the retail business, also pointing out its own special features. Several articles and case studies that are used in the course must be read prior to the start of the course.
Miscellaneous	-
Indicative reading list	<ul style="list-style-type: none"> ▪ Appelbaum S.H, Habashy S, Malo J.-L and Shafiq H (2012) “Back to the Future Revisiting Kotters 1996 Change Model,” Journal of Management Development, 31(8), pp. 764–782 ▪ Beer M and Nohria N (2000) “Cracking the Code of Change,” Harvard business review, 78(3), pp. 133–41 ▪ By, R.T, Hughes, M. and Ford, J. (2016) “Change Leadership- Oxymoron and Myths,” Journal of Change Management, 16(1), pp. 8–17 ▪ Chesbrough, H. (2010) “Business Model Innovation- Opportunities and Barriers,” Long Range Planning, 43(2-3), pp. 354–363. (1) ▪ Gündoğdu, M.Ç., 2012. Re-thinking entrepreneurship, intrapreneurship, and innovation A multi-concept perspective. Procedia-Social and Behavioral Sciences, 41, pp.296-303 ▪ Knights, D. and Morgan, G., 1991. Corporate strategy, organizations, and subjectivity A critique. Organization studies, 12(2), pp.251-273. ▪ Kotter, J.P., 1995. Leading change- Why transformation efforts fail. Harvard Business Review ▪ Kaplan, R. S.; Norton, D. P. (2008), The execution premium: linking strategy to operations for competitive advantage, Boston, Mass.: Harvard Business School Press. ▪ Kaplan, R. S.; Norton, D. P. (2008), The strategy-focused organization: how balanced scorecard companies thrive in the new business environment, Boston, Mass.: Harvard Business School Press. ▪ Mintzberg, H. and Waters, J.A., 1985. Of strategies, deliberate and emergent. Strategic management journal, 6(3), pp.257-272. ▪ Porter, M.E., 1997. Competitive strategy. Measuring business excellence, 1(2), pp.12-17. ▪ Wunder, T. (2016). Essentials of Strategic Management. Effective Formulation and Execution of Strategy, Schäffer-Poeschel. ▪ Wunder, T. (ed., 2019). Rethinking Strategic Management. Sustainable Strategizing for Positive Impact, Springer ▪ Papers/Articles to specific topics ▪ Case Studies
Status	18.07.2024

4.14. Intercultural Management and Communication

Module No.	IRM-14
Semester	3
Duration of module	1 semester
Type of module	Compulsory
How frequently is the module offered	Each intake
Admission requirements	3 rd semester status
Level	Graduate, Master
Transferability of the module	-
Module coordinator/Responsible professor	<p>Prof. Yoany Beldarrain, PhD building 5, room 114, Tel.: 07121 271 3101 yoany.beldarrain@reutlingen-university.de</p> <p>Prof. Baldur H. Veit, LL.D. building 3, room 218, Tel.: 07121 271 1004 baldur.veit@reutlingen-university.de</p> <p>Prof. Dr. Gerd Nufer building 17, room 017, Tel.: 07121 271 6011 gerd.nufer@reutlingen-university.de</p> <p>Prof. Dr. Julia Hormuth building 5, room 116, Tel.: 07121 271 3075 julia.hormuth@reutlingen-university.de</p>
Lecturers names	<p>Prof. Yoany Beldarrain, PhD building 5, room 114, Tel.: 07121 271 3101 yoany.beldarrain@reutlingen-university.de</p> <p>Prof. Baldur H. Veit, LL.D. building 5, room 004b, Tel.: 07121 271 1004 baldur.veit@reutlingen-university.de</p> <p>Prof. Dr. Robert Münscher HS Worms, Tel.: 06241 509 140 muenscher@hs-worms.de</p> <p>Prof. Dr. Julia Hormuth building 5, room 116, Tel.: 07121 271 3075 julia.hormuth@reutlingen-university.de</p>
Teaching language	English
Credits (ECTS)	4
Total workload and breakdown	120 h
Total contact hours	4 presence days / 40 h
Examination/ Type of assessment	Term paper (HA 100%). Term paper: 2,500-3,000 words, individually.

Weighting of Grade within overall programme	4/90
Learning outcomes	<p>After successful completion of this course the students should have gained the following knowledge and developed the following competencies:</p> <ul style="list-style-type: none"> ▪ Subject-specific competencies: Students apply up-to-date, relevant intercultural management concepts and approaches to understand the dynamics of cultural differences in international business contexts and thus leverage diversity to develop innovative solutions. ▪ Professional competencies: Students develop competencies in interacting and successfully leading intercultural teams. They develop skills to prevent and solve intercultural problems in different business situations. ▪ Social skills, key competencies: Students develop competencies for interacting with others in diverse working contexts (e.g. national, organizational, social diversity). Besides, through a broad variety of exercises and simulations, they refine their teamworking and communication skills. ▪ Personal competencies: Students gain an awareness of their own cultural profile and their intercultural communication skills.
Course-specific contribution to AoL competency goals	<p>CG2 assessed: The module is taught in English and serves as preparation for the phase abroad. Students work in teams and discuss several intercultural case studies. Students' level of intercultural competence is assessed, especially their intercultural knowledge and understanding and their reflection of behavioural strategies. Intercultural competence is assessed by way of the Intercultural efficiency scale (IES) Test.</p> <p>CG3 introduced: Ethical aspects of diversity are discussed as part of the intercultural management challenges.</p> <p>CG4 introduced: Students discuss and evaluate various case studies from international business situations.</p>
Content/ Indicative syllabus	<ol style="list-style-type: none"> 1. An advanced understanding of Intercultural Management <ul style="list-style-type: none"> ▪ Culture and cultural differences in international management ▪ Levels of culture (nation, organization, function etc.) ▪ Effects of cultural differences on interaction and communication ▪ Dimensions of intercultural competence /cultural intelligence ▪ Culture shock and cultural adaptation 2. Dealing with cultural differences in intercultural interaction <ul style="list-style-type: none"> ▪ Dimensions of cultural differences (e.g. hierarchy, time management, work organization, communication patterns) ▪ Examples of culture-specific values, attitudes and behaviors ▪ Strategies for dealing with intercultural misunderstandings ▪ Leadership styles in intercultural, rapidly changing business contexts (culture-specific tendencies versus adaptive leadership styles best suited for digitalization, etc.) 3. Challenges and solutions <ul style="list-style-type: none"> ▪ Leading and motivating employees from diverse backgrounds ▪ Communicating and presenting in international business settings

	<ul style="list-style-type: none"> ▪ Conflict management and facework ▪ Best practices for managing intercultural teams, including virtual teams ▪ Dynamics behind intercultural/cross-cultural negotiations
Teaching and learning methodology	<p>The following teaching methods are used throughout the course:</p> <ul style="list-style-type: none"> ▪ Interactive lecture with small group discussions and activities ▪ Discussion of case studies and cultural critical incidents ▪ Analysis and discussion of film extracts of relevant video clips or TedTalks by experts ▪ Self-inventories, practical exercises and simulations ▪ Moderated reflection of individual experiences ▪ Development of a practical case study <p>The variety of activities and resources emphasize self-reflection, group reflection, and knowledge transfer.</p>
Miscellaneous	-
Indicative reading list	<ul style="list-style-type: none"> ▪ Adler, Nancy J. (2008): International Dimensions of Organizational Behavior. 5th Edition. Stanford: Cengage Learning Services. ▪ Browaeyns, Marie-Joëlle; Price, Roger (2016): Understanding Cross-Cultural Management. Second Edition. Essex: Pearson (3rd ed.). ▪ Chhokar, J.S.; Brodbeck, F.C.; House, R.J. (Eds.) (2008): Culture and Leadership Across the World: The GLOBE Book of In-Depth Studies of 25 Societies. New York: Lawrence Erlbaum. ▪ Deardorff, D. K. (2009): The SAGE Handbook of Intercultural Competence. Thousand Oaks: Sage. ▪ Ferraro, G. P., & Briody, E. K. (2013): The Cultural Dimension of Global Business. Upper Saddle River: Pearson (7th edition). ▪ Holden, N., Michailova, S., & Tietze, S. (Eds.) (2015): The Routledge Companion to Cross-Cultural Management. London, New York: Routledge. ▪ House, Robert et al. (Hg.) (2004): Culture, Leadership, and Organizations: The GLOBE Study of 62 Societies. Thousand Oaks: Sage ▪ Meyer, E. (2015). The Culture Map: Breaking Through The Invisible Boundaries Of Global Business. New York: Public Affairs (Internat. Ed.). ▪ Thomas, A., & Kinast, E. U. (2010). Handbook of Intercultural Communication And Cooperation. Göttingen: Vandenhoeck & Ruprecht. ▪ Wildman, J. L., Griffith, R. L., & Armon, B. K. (Eds.) (2016): Critical Issues in Cross Cultural Management. Basel: Springer International Publishing.
Status	18.07.2024

4.15. Project-based Learning

Module No.	IRM-15
Semester	1-4
Duration of module	4 semesters
Type of module	Compulsory
Courses included in the module	<ul style="list-style-type: none"> ▪ Scientific Methods (semester 1: general prep, semester 4: thesis prep) ▪ Project Management (semester 2) ▪ Applied Project Management (semester 2/3) ▪ Practical Business and Retail Studies (semester 3/4)
How frequently is the module offered	Each intake
Admission requirements	Project management knowledge from a business-oriented bachelor study program
Level	Graduate, Master
Transferability of the module	-
Module coordinator/Responsible professor	Prof. Dr. Gerd Nufer building 17, room 017, Tel.: 07121 271 6011 gerd.nufer@reutlingen-university.de
Teaching language	German/English
Total number of ECTS	8
Total workload and breakdown	240 h
Examination/Type of assessment	Project work (PA 100%). Project work: final report containing 10,000-15,000 words, team work, evaluated individually.
Weighting of Grade within overall program	8/90
Learning outcomes of the module	<p>The objective of this module is to work intensively as a team in dealing with a practical problem or issue over an extended period of time and then resolving it.</p> <ul style="list-style-type: none"> ▪ Subject-specific competences: Participants have the capacity to work intensively on a practical problem presentation in international retail management over an extended period of time and to resolve it while completing their studies. ▪ Professional competences: Participants learn to use the project management skills they have acquired in their studies and apply them in practice. ▪ Social skills, key competences: In the course of working on practice-based international projects in groups, the students learn social skills, intensify these and advance their personal development. Participants acquire competences in problem-solving and decision-making capabilities, for self-management and autonomy along with the capacity for teamwork.

	<ul style="list-style-type: none">▪ Personal competences: Participants should demonstrate that they are capable of dealing with a practical assignment within a specified time limit, in which they work independently in small groups, in a structured manner and using scientific methods, applying social/ethical criteria and by using what they have learned in their studies.
Status	18.07.2024

4.15.1. Scientific Methods

Course number/ Code	IRM-15.1
Type of course	Optional
Lecturers names	Prof. Dr. Gerd Nufer building 17, room 017, Tel.: 07121 271 6011 gerd.nufer@reutlingen-university.de Prof. Dr. Robert LoBue building 17, room 014, Tel.: 07121 271 6021 robert.lobue@reutlingen-university.de
Teaching language	German/English
Credits (ECTS)	-
Total contact hours	2 presence days / 20 h
Learning outcomes of the course	The purpose of this course is to refresh/learn fundamental key qualifications in the area of scientific work. The knowledge and skills imparted in this course constitute the basis for scientific papers to be prepared in all other modules, in particular for the Master thesis. <ul style="list-style-type: none"> ▪ Subject-specific competences: Participants are capable of independently authoring a scientific paper. ▪ Professional competences: Participants learn to use modern international information sources and data bases for research and analysis. ▪ Social skills, key competences: Acquisition of competences for problem-solving and decision-making capacity, for self-management and autonomy. ▪ Personal competences: Participants should be capable of presenting and documenting scientific results to a professional audience in a competent manner.
Course-specific contribution to AoL competency goals	CG3 introduced: Ethical awareness, ethical analysis and application of ethics theories are introduced.
Content/ Indicative syllabus	<ul style="list-style-type: none"> ▪ Structure of a scientific publication or presentation ▪ Development of a scientific publication or presentation ▪ Citation method ▪ Source materials/bibliography ▪ Literature research ▪ Selected specific aspects
Teaching and learning methodology	Course in seminar style
Miscellaneous	Library tour and database training
Indicative reading list	<ul style="list-style-type: none"> ▪ Harvard Business School (Hrsg.): Business Communication: Your Mentor and Guide to Doing Business Effectively, Boston/MA 2003 ▪ Heesen, Bernd: Wissenschaftliches Arbeiten: Vorlagen und Techniken für das Bachelor-, Master- und Promotionsstudium, 3. Aufl., Heidelberg 2014 ▪ Kornmeier, Martin: Wissenschaftlich schreiben leicht gemacht – für Bachelor, Master und Dissertation, 8. Aufl., Bern 2018

	<ul style="list-style-type: none">▪ Niedermair, Klaus: Recherchieren und Dokumentieren. Der richtige Umgang mit Literatur im Studium, Konstanz 2010▪ Theisen, Manuel: Wissenschaftliches Arbeiten. Erfolgreich bei Bachelor- und Masterarbeit, 18. Aufl., München 2021
Status	18.07.2024

4.15.2. Project Management

Course number/ Code	IRM-15.2
Type of course	Optional
Lecturers names	<p>Prof. Dr.-Ing. Jochen Brune, MBA building 4, room 008, Tel.: 07121 271 7075 jochen.brune@reutlingen-university.de</p> <p>Prof. Dr. Günter Bitsch building 16, room 111, Tel.: 07121 271 3079 guenter.bitsch@reutlingen-university.de</p> <p>Prof. Dr. André Bühler HfWU Nürtingen-Geislingen, Tel.: 07022 201329 andre.buehler@sportmarketing-institut.de</p>
Teaching language	German
Credits (ECTS)	-
Total contact hours	2 presence days / 20 h
Learning outcomes of the course	<ul style="list-style-type: none"> ▪ Subject-specific competences: After successful completion of the course, the students are able to describe the principles of international project management. ▪ Professional competences: The students are able to practically apply important methods and techniques of classical project management to successfully plan a project. They are able to plan a project regarding scope, schedule, cost and quality. They are able to analyze a given project in detail and to optimize it regarding scope, schedule, cost and quality. ▪ Social skills, key competences: Students are able to analyze the context of a project. They are able to express the result of their analysis using correct technical terms. ▪ Personal competences: The students understand why structuring and planning are prerequisites for successful execution of complex international projects.
Course-specific contribution to AoL competency goals	<p>CG4 introduced: Retail-specific problem-solving competencies are introduced. Students learn to apply management methods to solve complex problems.</p> <p>CG5 introduced: Project management competencies are introduced. Students learn to apply project management methods to work on practical retail projects.</p>
Content/ Indicative syllabus	<p>Presentation of project management methods and techniques, with the focus on structured international project planning and optimization.</p> <p>Fundamental principles of project management: Projects, triple constraint, differences between working in projects and working in operations, project success and failure, tasks of a project manager, project organization forms, forms of project lifecycle, activities at project start, project management core processes (planning, project start, project execution, project controlling, project closing), supporting and facilitating processes.</p> <p>Methods of classical project management: Project proposal, Product Breakdown Structure (PBS), Work Breakdown</p>

	Structure (WBS), Work Package Descriptions (WPD), Project Network Diagram (PND) (activity sequencing), Project schedule, effort and duration estimation, resources plan, resources optimization, cost structure plan, project budget plan.
Teaching and learning methodology	Lecture, combined with practical work on case studies
Miscellaneous	-
Indicative reading list	Compulsory reading: <ul style="list-style-type: none"> ▪ Lecture script Recommended readings: <ul style="list-style-type: none"> ▪ Jenny, Bruno: 'Projektmanagement', vdf Hochschulverlag, Zürich, 5. Aufl., 2016 ▪ Kerzner, Harold: 'Project Management: A Systems Approach to Planning, Scheduling, and Controlling', John Wiley & Sons; 12th ed., 2016 ▪ Meredith, Jack; Mantel, Samuel: 'Project Management – A Managerial Approach', 9th ed., Wiley, 2015
Status	18.07.2024

4.15.3. Practical Business and Retail Studies

Course number/ Code	IRM-15.3
Type of course	Compulsory
Lecturers names	<p>Prof. Dr. Gerd Nufer building 17, room 017, Tel.: 07121 271 6011 gerd.nufer@reutlingen-university.de</p> <p>Prof. Dr. Robert LoBue building 17, room 014, Tel.: 07121 271 6021 robert.lobue@reutlingen-university.de</p> <p>Prof. Dr. Nicolette Michels Oxford Brookes University, Tel.: +44 1865 741111 nicoletteycmichels@gmail.com</p> <p>Prof. Dr. Sarah Quinton Oxford Brookes University, Tel.: +44 1865 485858 sequinton@brookes.ac.uk</p>
Teaching language	German/English
Credits (ECTS)	-
Total contact hours	4 presence days / 40 h
Learning outcomes of the course	<p>The objective of this module is to delve into corporate practice with the purpose of bridging theory and practice, and in the process applying and critically reflecting on that which has been previously learned in the course of the program.</p> <ul style="list-style-type: none"> ▪ Subject-specific competences: Expanded comprehension of actions in operational management. Knowledge of the influencing factors required to make the potential for success operationally accessible. Cross-sector (or industry) examples of operational management, planning and implementation in large chain-store type or other companies including independent retailers. ▪ Professional competences: International benchmarking and application viability of operational methods of analysis in the areas of shop construction, store operations, staff management, merchandising, inventory management and incorporating an appreciation of the target market. ▪ Social skills, key competences: Involves acquisition of problem-solving and decision-making capabilities, for self-management and autonomy as well as the capacity for teamwork and presentation skills. ▪ Personal competences: After taking the course, participants should be capable of assuming responsibility in operational retail management with a greater understanding of the international complexities.
Course-specific contribution to AoL competency goals	<p>CG2 reinforced: Bridging theory and practice and comparing national and international concepts contributes to intercultural competence.</p> <p>CG4 reinforced: International benchmarking contributes to retail-specific understanding of complex problems and problem solving competencies.</p>
Content/ Indicative syllabus	<ul style="list-style-type: none"> ▪ Interdisciplinary benchmarking and comparing

	<ul style="list-style-type: none"> ▪ Individual insights into various international companies
Teaching and learning methodology	<ul style="list-style-type: none"> ▪ International benchmarking within the scope of excursions into corporate practice and, as appropriate, with guest lectures by practitioners ▪ In addition to the lecture parts, stationary, on-site exercises and analyzes are called for, which enable elaboration of the content among the groups of participants
Miscellaneous	Delving into corporate practice, international guest lectures as appropriate
Indicative reading list	<ul style="list-style-type: none"> ▪ Ebster, Claus / Garaus, Marion: Store Design and Visual Merchandising: Creating Store Space That Encourages Buying, Fairchild Books 2011 ▪ Lewis, Michael / Weitz, Barton, A.: Retailing Management, McGraw Hill 2011 ▪ Lewis, Michael / Weitz, Barton, A. / Grewel, Dhruv: Retailing Management, 10th ed., McGraw Hill 2018 ▪ Umdasch Shop Academy (Hrsg.): Lexikon für Ladenbau und Ladenmarketing: Ladenarchitektur, Shop-Design, Ladenplanung, Shop-Beleuchtung, Betriebstypen, Standorte, Ladenbau, POS-Marketing, Visual Marketing, Visual Merchandising, München 2011 <p>Relevant industry specific publications such as www.thegrocer.com, www.internateretailing.com</p>
Status	18.07.2024

4.15.4. Applied Project Management

Course number/ Code	IRM-15.4
Type of course	Compulsory
Lecturers names	<p>Prof. Dr. Gerd Nufer building 17, room 017, Tel.: 07121 271 6011 gerd.nufer@reutlingen-university.de</p> <p>Prof. Dr. André Bühler HfWU Nürtingen-Geislingen, Tel.: 07022 201329 andre.buehler@sportmarketing-institut.de</p>
Teaching language	German/English
Credits (ECTS)	8
Total contact hours	160 h workload in total. Support and supervision by academic and practice-based adviser.
Learning outcomes of the course	<p>The objective of this module is to work in a team to intensively deal with and resolve a practical problem over an extended period of time.</p> <ul style="list-style-type: none"> ▪ Subject-specific competences: Participants are capable of intensively dealing with and resolving a practical problem derived from international retail management, complementary to their studies. ▪ Professional competences: Participants learn to use the project management skills and knowledge acquired in their studies and apply them in practice. ▪ Social skills, key competences: Within the scope of working on a practice-based international project in groups, the students develop and enhance their social skills and advance their personal development. They acquire problem-solving skills and decision-making capabilities, for self-management and autonomy along with the ability to work in a team. ▪ Personal competences: Participants should demonstrate that they are capable of dealing with a practical assignment within a specified time limit, in which they work independently in small groups, in a structured manner and using scientific methods, applying social/ethical criteria and by using what they have learned in their studies.
Course-specific contribution to AoL competency goals	<p>CG2 reinforced: Bridging theory and practice and comparing national and international concepts contributes to intercultural competence.</p> <p>CG3 assessed: Ethical awareness, ethical analysis and application of ethics theories is a part of the team work. Analysis by students contribute to ethical behavior. Each team member reflects individually upon potential ethical consequences and summarizes his/her findings in the final written report.</p> <p>CG4 reinforced: Project work on real-life projects by students contributes to retail-specific problem solving competencies. Students show understanding of complex problem structures, apply appropriate methods/tools/instruments for complex problems technically correct and develop relevant and viable solutions.</p>

	<p>CG5 assessed: Students apply project management skills to analyze retail problems and to select and apply project management methods, tools and instruments to solve practical issues in a retail management context.</p> <p>CG6 reinforced: Students understand digital strategies. They are able to identify and analyze advanced challenges and perspectives regarding digital business.</p>
Content/ Indicative syllabus	<ul style="list-style-type: none"> ▪ Dealing with and working on a practical project management issue from a company (the specific projects vary depending on the company providing the issues/support and supervision) ▪ Author a written final report
Teaching and learning methodology	Project-oriented learning
Miscellaneous	Support/supervision by a contact person from the company as well as an academic contact person
Indicative reading list	Depends on the issues
Status	18.07.2024

4.16. Master Thesis

Module No.	IRM-16
Semester	4
Duration of module	1 semester
Type of module	Compulsory
How frequently is the module offered	Each intake
Admission requirements	<p>Registration for the Master thesis is permissible at the earliest after passing modules comprising 60 of 90 (respectively or 90 of 120) ECTS credit points and must take place no later than 2 months after passing all the modules with the exception of the Master Thesis module.</p> <p>The subject of the Master thesis must be such that it can be worked on in a manner which is complementary (accompanies) to the participant's studies, within 4 months.</p>
Level	Graduate, Master
Transferability of the module	-
Module coordinator/Responsible professor	<p>Prof. Dr. Gerd Nufer building 17, room 017, Tel.: 07121 271 6011 gerd.nufer@reutlingen-university.de</p> <p>Prof. Dr. Robert LoBue building 17, room 014, Tel.: 07121 271 6021 robert.lobue@reutlingen-university.de</p>
Lecturers names	All professors of the study program
Teaching language	German/English
Credits (ECTS)	15
Total workload and breakdown	450 h
Total contact hours	Scholarly supervision by first examiner
Examination/Type of assessment	<p>Master thesis (MT 2/3), colloquium (1/3).</p> <ul style="list-style-type: none"> ▪ Master thesis: in writing, 15,000 words +/- 10 %, submitted in print in triplicate and in electronic format; individually. ▪ Colloquium: oral presentation with supporting media, responding to follow-up questions (45 minutes in total), individually.
Weighting of Grade within overall programme	15/90
Learning outcomes	<p>The objective of the Master thesis is the detailed, extensive presentation of complex relationships as well as a critical engagement with a coordinated scientific subject.</p> <ul style="list-style-type: none"> ▪ Subject-specific competences: Participants are capable of independently drafting a complex scientific paper. ▪ Professional competences: Participants make use of modern international sources of information and databases for research and analyzes.

	<ul style="list-style-type: none"> ▪ Social skills, key competences: The competences acquired are in problem-solving and decision-making capabilities, in self-management and autonomy. ▪ Personal competences: By means of the Master thesis, participants should demonstrate that they are capable of dealing with an academic problem presentation within a specified time limit, in which they work independently, in a structured manner and using scientific methods, applying social/ethical criteria and by using that which they have learned in their studies up to that time.
Course-specific contribution to AoL competency goals	<p>CG2 reinforced: Throughout the process of finding a research topic as well as while conducting the research, each student is challenged to demonstrate an awareness and understanding of intercultural issues in an international business context.</p> <p>CG3 reinforced: The understanding of ethical principles and social responsibility perspectives is required within the master thesis through an appropriate choice of research questions.</p> <p>CG4 assessed: Participants demonstrate by their Master's thesis that they are able to apply their knowledge to real-world situations and to analyze problems appropriately. They develop viable, innovative solutions for a specific company problem or an empirical question. The idea of the master thesis is to impel students to select and apply appropriate research methods to solve business problems on their own. This is supported by feedback from the supervisor. The program-specific competency goal, the ability to analyze complex problems and to develop innovative solutions in the domain of international retail management, will be assessed by review of the thesis.</p> <p>CG5 reinforced: Students apply project management skills to analyze problems and to select and apply project management methods, tools and instruments to solve practical issues.</p> <p>CG6 reinforced: Students understand digital strategies. They are able to identify and analyze advanced challenges and perspectives regarding digital business.</p>
Content/ Indicative syllabus	<ul style="list-style-type: none"> ▪ Individual treatise of a research question (varying subjects related to retail business; no group-work) ▪ Preparation of a Master thesis ▪ Scientific colloquium to defend the thesis
Teaching and learning methodology	Scientific paper + its defense
Miscellaneous	-
Indicative reading list	Related to subject
Status	18.07.2024