



Preliminary List of Courses for Exchange Students

MSc International Business Development (IBD)

MSc International Accounting, Controlling and Taxation (IACT)



Summer Semester 2025

www.esb-business-school.de

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1. General information on course selection

Dear exchange student,

You may select your subjects from the courses outlined in this course catalogue.

Here you will find the courses offered in **English** in our Masters' programmes **MSc International Accounting, Controlling and Taxation (IACT)** and **International Business Development (IBD)**, as well as courses offered by our **Reutlingen International Office (RIO)**.

How to register for courses:

Deadline	What	Who
17.12.2024	Preliminary course selection Please use the following link: Preliminary Course Selection for Exchange Students, summer semester 2025	esb.incomings@reutlingen-university.de
February/March 2025	Course counselling via email and on campus	ESB Incomings Team
Two weeks after start of courses	Final course selection → Please confirm your course selection → After this date no add/ drop of courses due to team assignments	ESB Incomings Team esb.incomings@reutlingen-university.de

2. Courses offered in the MSc IBD and IACT programmes

Course Title	Contact hours / week	Offered Winter/ Summer	ECTS Credits	Type of assessment	Courses start summer semester	End of courses summer semester
Digital Marketing	4	Winter/ Summer	5	Continuous assessment	Mid March	Mid July
Entrepreneurship	4	Winter/ Summer	6	Project work	Mid March	Mid July
International Finance	4	Winter/ Summer	4	Presentation/ written exam, 1 hr	Mid March	Mid July
Strategy & Business Models	2	Winter/ Summer	2	Project work	Mid March	Mid July
Business English	2	Winter/ Summer	2	Continuous assessment	Mid March	Mid July
Business Ethics & Sustainability Management	4	Winter/ Summer	5	Paper/Exam 1hr	Mid March	Mid July
Futures Thinking	4	Winter/ Summer	5	Continuous assessment	Mid March	Mid July
Business Research	2	Winter/ Summer	2	Presentation	Mid March	Mid July
Leadership	4	Winter/ Summer	5		Mid March	Mid July

2.1 Digital Marketing

Module	
Name(s) of lecturer(s)	Prof. Dr. Yvonne Graf Yvonne.Graf@Reutlingen-University.DE
Language of instruction	English
Credits (ECTS)	5 ECTS
Total workload	150 h (60 h attendance, 90 h self-study)
Contact hours	4 hours per week (SWS)
Learning outcomes	<ul style="list-style-type: none"> • Professional competencies: <ul style="list-style-type: none"> ○ Students will learn how to develop and implement data-driven digital marketing strategies that are aligned with broader business goals and to reflect a deep understanding of market trends, customer behaviour, and emerging technologies. ○ After the course, they will be able use marketing analytics tools and methodologies to measure and evaluate the performance of digital marketing campaigns. ○ Students will learn to communicate and collaborate effectively with cross-functional teams and stakeholders, including providing clear and compelling presentations of digital marketing strategies and results. • Methodological competencies: <ul style="list-style-type: none"> ○ Students will be able to develop and execute effective digital marketing campaigns across various channels, including social media, email, mobile, affiliate marketing, and influencer marketing. ○ The course will teach best practice tools and technologies to support marketing campaigns, e.g., SEA and SEO. • Social competencies: <ul style="list-style-type: none"> ○ Students will work in groups towards a common goal and thus will be able to collaborate effectively. ○ Students will learn how to communicate digital marketing strategies and activities to diverse stakeholders. • Personal competencies: <ul style="list-style-type: none"> ○ Students will demonstrate creativity and innovation in developing digital marketing strategies and tactics that address real-world business challenges.

	<ul style="list-style-type: none"> ○ In the course, they will learn to cultivate a growth mindset and willingness to learn and adapt to new technologies, techniques, and trends in the fast-evolving field of digital marketing.
Course-specific contributions to AoL competency goals (CG 1 – 6)	<p>CG5: Through a combination of theoretical instructions and practical exercises, students will learn how to apply digital activities and tools to approach diverse customer segments and meet the specific needs of users. Building on this, they will be able to develop customized digital marketing campaigns.</p> <p>CG6: Students will gain a comprehensive understanding of digital marketing analytics, including key performance indicators (KPIs). They will learn how to choose the appropriate metrics to measure customer behavior and engagement, and how to analyze the results to gain valuable insights into customer preferences and needs. Through practical exercises and real-world case studies, they will develop the ability to use these insights to make data-driven recommendations.</p>
Content / indicative syllabus	<ul style="list-style-type: none"> ● Digital marketing strategy ● Digital marketing channels ● Social media, affiliate, influencer marketing ● Digital advertisement ● E-commerce & omnichannel ● Marketing analytics ● CRM & marketing automation
Teaching and learning methodology	<p>A mixture of learning methods is applied:</p> <ul style="list-style-type: none"> ● Interactive teaching with discussions ● Project work in small groups ● Presentations and written assignments ● Case studies
Miscellaneous	<p>Guest lecture/workshop if applicable</p>
Indicative reading list	<p>Chaffey, D. & Ellis-Chadwick, F. (2019). <i>Digital Marketing. Strategy, Implementation and Practice</i> (7th edition). Pearson.</p>

2.2. Entrepreneurship

Module	
Lecturers name	Prof. Dr. Maud Helene Schmiedeknecht Geb. 17, Raum 130, Tel.: 07121 271 3081 Maud.Schmiedeknecht@reutlingen-university.de
Language of instruction	English
Credits (ECTS)	6 ECTS
Total workload	150 h (60 h attendance, 90 h self-study)
Contact hours	4 hours per week
Learning outcomes	<ul style="list-style-type: none"> • Professional competencies: Learn about entrepreneurial thinking and acting; understand (digital) business models and innovation, get to know agile innovation management approaches, etc.; business design • Methodological competencies: Start-up methods such as design-thinking, lean start-up development, customer-centralized development, problem-solving and decision-making competencies, lean prototyping, project agility, early customer- and market centric validation of hypothesis • Social competencies: New forms of cooperation (working in start-up mode, working in sprints), training of team and communication skills when developing a business idea • Personal competencies: Innovation management and entrepreneurship competencies, entrepreneurial mindset and creative competencies for the development of (new) solutions to problem
Course-specific contributions to AoL competency goals (CG 1 – 6)	<p>CG 3: Students reflect upon the social responsibility of business development projects. They learn the concept of social entrepreneurship. Their business models are challenged respective of economic, ecological and social dimensions.</p> <p>CG 4: Students generate business ideas in teams. By presenting their ideas in a pitch-event they learn to convince the audience of how their product or service solves a specific problem.</p> <p>CG 5: Students elaborate one business model for their own idea to enhance entrepreneurial skills. Furthermore, they validate the most critical hypotheses of their business model.</p>
Content/ Indicative syllabus	<ul style="list-style-type: none"> • Introduction: Ecosystems & innovation programmes, entrepreneurial mindset and skills, methods & tools • Design Thinking Workshop • Business Model (Innovation) • Business Design Process (Discover, Design, Validate) • Pitch
Teaching and learning methods	Lectures, discussions, workshops, literature studies, group work, real-life project with interviews, customer interactions and presentations

Weight of grade within programme	5/90
Indicative reading list	<ul style="list-style-type: none"> • Blank & Dorf (2012): The Startup Owner's Manual: The Step-By-Step Guide for Building a Great Company. K & S Ranch. • Gassmann, Frankenberger & Csik (2014): The Business Model Navigator: 55 Models That Will Revolutionise Your Business. Pearson. • Humble, Molesky & O'Reilly (2015): Lean Enterprise: How High Performance Organizations Innovate at Scale • Kawasaki (2015): The Art of the Start 2.0: The Time-Tested, Battle-Hardened Guide for Anyone Starting Anything. • Lewrick, Link & Leifer (2018): The Design Thinking Playbook: Mindful Digital Transformation of Teams, Products, Services, Businesses. John Wiley & Sons. • Maurya (2012): Running Lean: Iterate from Plan A to a Plan That Works • Newport (2016): Deep Work: Rules for Focused Success in a Distracted World • Osterwalder & Pigneur (2010): Business Model Generation: A Handbook for Visionaries, Game Changers, and Challengers. John Wiley & Sons. • Plattner (2010): Design Thinking: Understand – Improve – Apply. Springer. • Ries (2011): The Lean Startup. How today's entrepreneurs use continuous innovation to create radically successful businesses. Currency. • Roam (2012): Blah Blah Blah: What To Do When Words Don't Work • Schrage (1999): Serious Play: How the World's Best Companies Simulate to Innovate • Schrage (2014): The Innovator's Hypothesis (The MIT Press)

2.3. International Finance

Admission requirements	Basic principles from Bachelor's degree programme
Level	Graduate, Master
Name of professor	Prof. Dr. Hans-Martin Beyer Building 5, room 109, tel.: 07121 271 6025 Hans-Martin.Beyer@reutlingen-university.de
Language of instruction	English
Credits (ECTS)	4 ECTS
Total workload and breakdown	120 h (60 hours class attendance, 60 hours self study)
Contact hours	4 hours per week

Examination/ type of assessment	Presentation / written examination (1 hour)
Learning outcomes of the course	<ul style="list-style-type: none"> ● Professional competencies: Students will develop an enhanced understanding of financial statement analysis and corporate M&A transactions and valuation. In specific, students will be able to apply methods and models to identify and analyze the most relevant financial performance measures for managing a firm. Over and above, students will be able to assess and apply core valuation techniques and methods and to discuss valuation concepts applied in practice as well as IT tools and data sources (i.e. Factset). ● Methodological competencies: Students will further enhance their critical thinking and problem solving skills in addition to analytical skills particularly in the fields of statement analysis and company valuation and respective decision making. ● Social competencies: Through the interactive nature of the course, students will refine their oral and written communication competence and their team skills. ● Personal competencies: Students will be equipped with the necessary knowledge, experiences and competencies to resume a role in the respective fields of professional competence. Conflicting interests and related inter- and intrapersonal conflicts and ethical problems will be assessed and discussed.
Content/ indicative syllabus	<p>Fundamentals of Corporate Transactions including types of transactions and transaction stakeholders and process.</p> <p>Valuation and assessment concepts and methods with a specific focus on</p> <ul style="list-style-type: none"> – Financial statement ratio analysis and market multiples – income/DCF approaches – methodological issues and application – implications of valuing internationally – implications of risk management on value
Teaching and learning methods	Seminar style lecture including presentations by students, case studies, discussions, coaching by instructor; training and application of the Factset financial software / database.
Miscellaneous	Guest lectures by external valuation professionals
Indicative reading list	<ul style="list-style-type: none"> – Damodaran, Aswath: Investment Valuation, Wiley, 3rd ed, 2012 – Damodaran, Aswath: The dark side of valuation, Pearson/FT Press, 3rd ed., 2018 – De Luca, Pasquale: Analytical Corporate Valuation: Fundamental Analysis, Asset Pricing and Company Valuation, Springer, 2018 – Fridson, Martin S. & Alvarez, Fernando, Financial Statement Analysis: A Practitioner’s Guide, John Wiley & Sons and Financial Statement Analysis Workbook, Wiley, 2011 – Gaughan, Patrick A.: Mergers, Acquisitions, and Corporate Restructurings, Wiley, 7th ed., 2018

- Higgins, Robert C.: Analysis for Financial Management, McGrawHill, 12th ed., 2018
- Jones, Charles P.: Investments – Principles and Concepts, Wiley, 12th ed., 2012
- Joy, Joseph: Diverstitures and Spin-Offs, Springer, 2018
- Koller, Tim/Goedhart, Marc/Wessels, David: Valuation – Measuring and managing the value of companies, Wiley, 6th ed. 2015 (Memo: 7th ed. Appears in Nov. 2020)
- Reed Lajoux, Alexandra: The Art of M&A – A Merger, Acquisition and Buy-out Guide, McGrawHill, 5th ed., 2019
- Ross, S.A. / Westerfield, R.W. / Jaffe J.F./Jordan, B.D.: Corporate Finance – Core Principles and Applications, McGrawHill, 5th edition, 2015
- Titman, S./ Martin, J.D.: Valuation – The Art and Science of corporate investment decisions, Pearson, 3rd ed., 2015
- Shapiro, Alan C.: Multinational Financial Management, Wiley, 10th ed. 2013

Supplementary

- Harrison, W. T., Horngren C. T. et al: Financial Accounting – Global Edition, Pearson, 11th ed., 2018
- <http://cpaclass.com/fsa/ratio-01a.htm>
- https://www.dvfa.de/fileadmin/downloads/Publikationen/Standards/DVFA_Best_Practice_Recommendations_Corporate_Valuation.pdf

Further literature / articles will be introduced during the course

2.4. Strategy & Business Models

Admission requirements	None
Level	Graduate, Master
Name of professor	Prof. Dr. Florian Kapmeier Building 5, office 111, Tel.: 07121 271 3104 Florian.Kapmeier@reutlingen-university.de
Language of instruction	English
Credits (ECTS)	2 ECTS
Total workload and breakdown	60 h (30 hours class attendance, 30 hours self study)
Contact hours	2 hours per week (SWS)
Examination/ type of assessment	Final exam (1h)
Learning outcomes of the course	<p>Upon completion of this course, students have obtained the following competencies:</p> <ul style="list-style-type: none"> • Professional competencies: Critically understand the complexity of strategy development and the ability to link different aspects of business in a long term perspective; Ability to scrutinize existing strategies for consistency and do-ability. • Methodological competencies: Problem solving in strategic management issues also in international context; step-by-step development of strategies. • Social competencies: Argue for or against positions in front of audiences; Develop results in discussions in various team set ups; Apply effective written and oral communication skills. • Personal competencies: Awareness of own potential in analyzing and assessing strategy issues; Awareness for own argumentation skills and ability to deal with complex issues.
Content/ indicative syllabus	<ul style="list-style-type: none"> – What is Strategy & Levels of Strategy – Strategic Analysis I: External Analysis – Strategic Analysis II: Internal Analysis – Developing Strategic Options – Growth Strategies – Strategies in a Globalized World
Teaching and learning methods	Lectures, cases, discussions, exercises, reading assignments on important topics of Strategic Management. Main Focus is on Case Studies to be prepared for self-study; cases are discussed in class.
Miscellaneous	

Indicative reading list	<ul style="list-style-type: none"> – Hungenberg, Harald: Strategisches Management in Unternehmen. Wiesbaden, Springer Gabler 2014 – Lynch, Richard, Strategic Management. Harlow, England ; Pearson 2018 – Morschett, Dirk, Schramm-Klein, Hanna, Zentes, Joachim: Strategic international management. Text and cases, Berlin, Wiesbaden 2015
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2.5. Business English

Admission Requirements	There is no language placement test for Business English. All students are expected to already have a high proficiency level upon admission to the programme.
Level	Course is conducted at C1.2 level
Module coordinator/ responsible professor	Prof. Yoany Beldarrain (Ph.D)
Name(s) of lecturer(s) (for contact details, see ESB website)	Depends on semester: Lucas Ogden, otherwise contact: Prof. Yoany Beldarrain (Ph.D) Building 5, Room 114, Tel.: 07121 271 3101 Yoany.Beldarrain@reutlingen-university.de
Language of instruction	English
Credits (ECTS)	2 ECTS
Total workload and breakdown	60 hours (30 hours class attendance, 30 hours self study)
Contact hours	2 hours per week (SWS)
Examination/ type of assessment	Continuous assessment
Learning outcomes of the course	<p>Over the course of two semesters, students complete two consecutive levels of one language. After the successful completion of this course, students should have developed:</p> <ul style="list-style-type: none"> • Professional competencies: <ul style="list-style-type: none"> – Students will confidently conduct a product review using written and verbal business English. – Students will confidently use verbal and written business English in a variety of scenarios, including difficult or challenging scenarios. – Students will confidently conduct a persuasive presentation a business topic in English. – Students will conduct a professional business meeting. – Students will apply extended business and economics-related terminology in simulations and discussions.

	<ul style="list-style-type: none"> • Methodological competencies: <ul style="list-style-type: none"> – Students will integrate content knowledge of core program curriculum to research, analyze, critique and evaluate a business scenario, then write a persuasive paper based on the scenario. – Students will apply appropriate grammar, punctuation and spelling conventions when writing. • Social competencies: <ul style="list-style-type: none"> – Students will apply networking and teambuilding skills within a multicultural context. – Students will collaborate with peers from various cultural backgrounds to problem-solve business scenarios. – Students will compare/contrast the impact of cultural dimensions in different business scenarios. – Students will confidently and professionally discuss ideas and state a position during a business meeting. • Personal competencies: <ul style="list-style-type: none"> – Students will confidently use the English language for different purposes, including business situations. – Students will improve their vocabulary and skills based on their individual competency level.
<p>Content/ indicative syllabus</p>	<p>The content of each course level is in accordance with the Common European Framework Reference for Languages (CEFR). Content will be adapted to the needs of the students.</p> <p>Business English Boot Camp</p> <p>Learning Objectives:</p> <ol style="list-style-type: none"> 1. Assess own grammar needs 2. Apply English grammar rules 3. Compare strategies for writing a report versus writing a persuasive paper <p>Writing a product review & making recommendations</p> <p>Learning Objectives:</p> <ol style="list-style-type: none"> 1. Identify the parts of a business report 2. Identify common business words used in a report 3. Make recommendations 4. Use proper voice and register (formal, informal, neutral) 5. Write a business report <p>Intercultural business communication</p> <p>Learning Objectives:</p> <ol style="list-style-type: none"> 1. Understand how cultural background influences communication 2. Compare/contrast the impact of cultural dimensions in a business scenario 3. Communicating under stress 4. Identify ways to deal with stress at work (conflict resolution approaches)

	<p>5. Formulate solution and express self in Business English</p> <p>Case study 1 Learning Objectives:</p> <ol style="list-style-type: none"> 1. Identify key vocabulary words and their synonyms 2. Edit a paragraph for conciseness 3. Ethical hot seat 4. Learning Objectives: 5. Identify elements of ethical communication 6. Choose a communication approach that best fits a given business scenario <p>Case study 2 Learning Objectives:</p> <ol style="list-style-type: none"> 1. Identify parts of a business meeting agenda 2. Create an effective agenda 3. Apply appropriate words and phrases used when discussing ideas at a meeting. 4. Confidently state a position 5. Conduct a business meeting while following the agenda <p>Elevator pitch Learning Objectives:</p> <ol style="list-style-type: none"> 1. Discuss the purpose of an elevator pitch 2. Identify the parts of an elevator pitch 3. Create & deliver an elevator pitch <p>Managing change & conflict Learning Objectives:</p> <ol style="list-style-type: none"> 1. Using Business English, state a position after taking different perspectives into consideration 2. Use technology tools to communicate virtually <p>Presentations/paper Learning Objectives:</p> <ol style="list-style-type: none"> 1. Persuade an audience using written and verbal Business English
Teaching and learning methods	All teaching is by native speakers and based on short presentations, interactive activities, role-plays, written assignments, discussions, articles, etc., depending on individual student needs.
Miscellaneous	The Business English courses are tailored to the needs of the IACT and IBD students.
Indicative reading list	<p><u>Possible resources include:</u></p> <ul style="list-style-type: none"> – English Grammar: Understanding the Basics (2010) By Evelyn P. Altenberg, Robert M. Vago, Cambridge University Press – The New English Grammar: With Phonetics, Morphology and Syntax (2010) By Horace Dalmolin, Tate Publishing – Oxford Business English Dictionary (2006) By Dylis Parkinson & Joseph Noble, Oxford University Press

	<ul style="list-style-type: none"> – Collins COBUILD-International Business English Dictionary (2011) By Sandra Anderson, Harper Collins Publishers – Business English: The Writing Skills You Need for Today's Workplace (2010) By Andrea B. Geffner, Barron's Publishers – How to Write Effective Business English: The Essential Toolkit (2009) By Fiona Talbot, Kogan Ltd. Publishers
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2.6. Business Ethics & Sustainability Management

Name of lecturer	Prof. Dr. Maud Helene Schmiedeknecht Geb. 17, Raum 130, Tel.: 07121 271 3081 Maud.Schmiedeknecht@reutlingen-university.de
Language of instruction	English
Credits (ECTS)	5 ECTS
Total workload	150 h (60 h presence, 90 h self study)
Contact hours	4 hours per week (SWS)
Learning outcomes	<ul style="list-style-type: none"> • Fachliche Kompetenzen (Professional Competencies): 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. • Fachübergreifende Kompetenzen (Methodological Competencies): 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.). • Soziale Kompetenzen (Social Competencies): 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. • Persönliche Kompetenzen (Personal Competencies): Students will gain knowledge and competencies in analyzing and assessing ethical and sustainability management issues and thereby grow into responsible decision makers.
Course-specific contributions to AoL competency goals (CG 1 – 6)	<p>CG 2: 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>CG 3: Students understand the underlying principles and theoretical concepts of business ethics and Corporate Social Responsibility (CSR). They</p>

	<p>are aware of ethical and legal issues, identify ethical dilemmas of management decisions and are able to critically analyze these issues on the basis of normative theory or models. Furthermore, students are able to develop solutions by solving ethical cases in wider, environmental and social contexts with a four-step approach.</p> <p>CG 4: 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> <p>CG 5: Students understand the complexity of setting up new sustainable business models or transforming existing business models accordingly.</p>
Content / indicative syllabus	<ul style="list-style-type: none"> ▪ Theory of business ethics ▪ Values management system ▪ Case studies on business ethics and values management system ▪ Communication in Management within a business environment ▪ 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: supply chain, communication, reporting
Teaching and learning methodology	Seminar style lecture including presentations by students, case studies, discussions, coaching by instructor
Miscellaneous	Guest speaker
Indicative reading list	<p>Lecture handout with list of references, case studies, sustainability reports and articles, amongst others:</p> <p>Aargaard, A. (ed.) (2019): Sustainable Business Models. Innovation, Implementation and Success. Palgrave</p> <p>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</p> <p>Crane, A./Matten, D. (2016): Business Ethics: Managing Corporate Citizenship and Sustainability in the Age of Globalization, 4th edition, Oxford University Press, Oxford</p> <p>Geissdoerfer, M., Vladimirova, D., Evans, S. (2018): Sustainable business model innovation: A review. Journal of Cleaner Production (198), pp. 401-416</p> <p>Konietzko, J., Bocken, N., Hultink, E.J. (2020): A Tool to Analyze, Ideate and Develop Circular Innovation Ecosystems. Sustainability 2020, 12, 417</p> <p>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. Sustainable Production and Consumption (15), pp. 145-162</p> <p>Lütge, C. (ed.) (2013): Handbook of the Philosophical Foundations of Business Ethics. Springer</p>

	<p>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</p> <p>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.</p> <p>World Economic Forum (2022): The Global Risks Report 2022</p>
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2.7. Futures Thinking

Admission requirements	None
Level	Graduate, Master
Lecturer's Name	Prof. Dr. Elizabeth Hofvenschiöld Elizabeth.Hofvenschioeld@Reutlingen-University.DE
Language of instruction	English
Credits (ECTS)	5 ECTS
Total workload and breakdown	150 hours (60 hours class attendance, 90 h self study)
Contact hours	4 hours per week (SWS) / Semesterwochenstunden (SWS)
Learning outcomes	<ul style="list-style-type: none"> • Professional Competencies: Students will develop skills on how to deal with dynamic, complex and uncertain social and business environments, in particular in regard to the future, long term strategy formulation and decision making, by applying principles of Futures Thinking and tools such as horizon scanning, trend research, and the futures wheel. • Methodological Competencies: Students will enhance their decision-making skills by challenging mental models, making sense of the future, making decisions in uncertainty, and creating ideas about preferred futures. • Social Competencies: Students will apply their oral and written communication skills through the interactive nature of the course. Furthermore, they will apply their team skills by developing results in discussions and in a trends research exercise, for example. • Personal Competencies: Students will gain knowledge and competencies in analyzing and assessing changes in the business environment and linking these insights to strategy formulation and will gain experience in working and collaborating in a hybrid environment
Content/ indicative syllabus	– Introduction to Futures Thinking

	<ul style="list-style-type: none"> – Understanding change – models of change, change drivers, assumptions of change, and implications of change – Selected tools of Futures Thinking: horizon scanning, 3 horizons, trend research, causal layered analysis, futures wheel, backcasting, and futures communication – Deep dive into emerging technology trend research (identification and description) – Development of a preferred futures narrative based on trends with application to a specific business area of interest
<p>Teaching and learning methods</p>	<p>Seminar style lectures including presentations from students, discussions, coaching by instructor, workshops, individual research and group work.</p>
<p>Indicative reading list</p>	<ul style="list-style-type: none"> – Bengston, D. N. (2016) The Futures Wheel: A Method for Exploring the Implications of Social Ecological Change, <i>Society & Natural Resources</i>, 29:3, 374-379 – Curry, A. & Hodgson, A. (2008) Seeing in Multiple Horizons: Connecting Futures to Strategy. <i>Journal of Futures Studies</i>, 13(1):1-20 – Day, G. S. & Schoemaker, P. J. H. (2006). <i>Peripheral vision: detecting weak signals that will make or break your company</i>. Boston: Harvard Business School Press – Hines, A. & Bishop, P. (2015). <i>Thinking About the Future: Guidelines for Strategic Foresight</i>. Houston: Hinesight – Inayatullah, S. (2007) <i>Questioning the Future: Methods and Tools for Organizational and Societal Transformations</i> (3rd Ed.), Tamsui, Taiwan: Tamkang University – O'Reilly, T. (2017). <i>What's the Future and Why It's up to Us</i>. London: Random House Business Books – Slaughter, R. (2022). The IT revolution part 4: Transcending the matrix. <i>Futures</i>, Vol. 135, Jan. 2022, 102869 – Taleb, N.N. (2007) <i>The Black Swan: The impact of the highly improbable</i>. New York: Random House – Voros, J. (2003). A Generic Foresight Process Framework. <i>Foresight</i>, Vol. 5, no. 3:10-21

2.8. Business Research

Name(s) of lecturer(s)	Prof. Dr. Yvonne Graf Yvonne.Graf@Reutlingen-University.DE
Language of instruction	English
Credits (ECTS)	2 ECTS
Total workload	60 h (30 h attendance, 30 h self-study)
Contact hours	2 hours per week (SWS)
Learning outcomes	<ul style="list-style-type: none"> ● Professional competencies: <ul style="list-style-type: none"> ○ The course will provide students with the knowledge and skills necessary to conduct rigorous business research. ○ Students will learn to design research studies and formulate research questions. ● Methodological competencies: <ul style="list-style-type: none"> ○ Students will gain proficiency in conducting literature searches, assessing the quality and relevance of sources, and critically synthesizing existing knowledge to inform their research questions. ○ The course will provide students with a thorough understanding of the various primary and secondary data collection methods available for business research. ● Social competencies: <ul style="list-style-type: none"> ○ The course will promote collaboration and teamwork among students. ○ Students will gain an understanding of the social and ethical implications of business research, and learn how to incorporate stakeholder perspectives in the research process. ● Personal competencies: <ul style="list-style-type: none"> ○ Students will learn to identify and evaluate research questions and hypotheses in business contexts and gain confidence in their ability to design and conduct research studies. ○ Students will develop effective time management skills to successfully complete the various stages of the research process. ○ The course will encourage students to reflect on their own ethical and professional values, and develop a sense of responsibility towards the wider community in conducting research.
Course-specific contributions to AoL competency goals (CG 1 – 6)	CG3: Students will develop a comprehensive understanding of the ethical issues that are commonly associated with research practices and know how to apply ethical principles to conduct their own research.

	<p>CG4: Students will gain skills and knowledge required to develop and frame research questions in a way that is both clear and concise, and will be able to identify the appropriate data needed to effectively answer these questions.</p>
<p>Content/ indicative syllabus</p>	<ul style="list-style-type: none"> • Basics of science and research • Research questions • Searching and working with literature • Primary and secondary data collection • Content and structural requirements • Research ethics
<p>Teaching and learning methodology</p>	<p>A mixture of learning methods is applied:</p> <ul style="list-style-type: none"> • Interactive teaching with discussions • Project work in small groups with presentations and written reporting
<p>Miscellaneous</p>	<p>Guest lecture/workshop if applicable</p>
<p>Indicative reading list</p>	<ul style="list-style-type: none"> • Baur, N., & Blasius, J. (2022). <i>Handbuch Methoden der empirischen Sozialforschung</i> (3rd ed.). Springer VS. • Saunders, M. N. K., Lewis, P., & Thornhill, A. (2019). <i>Research Methods for Business Students</i> (8th edition). Pearson Education. • Homburg, C. (2020). <i>Marketingmanagement: Strategie – Instrumente – Umsetzung – Unternehmensführung</i> (7th ed.). Springer Gabler. • Kreis, H., Wildner, R., & Kuß, A. (2021). <i>Marktforschung: Grundlagen der Datenerhebung und Datenanalyse</i> (7th edition). Springer Gabler.

2.9 Leadership

Name of lecturer	
Language of instruction	English
Credits (ECTS)	5 ECTS
Total workload and breakdown	150 h (60 h Presence, 90 h Self Study)
Contact hours	4 hours per week (SWS)
Learning outcomes of the course	
Content/ indicative syllabus	
Teaching and learning methods	
Miscellaneous	
Indicative reading list	

3. Pre-semester courses and German Language courses

All course information for the courses organized by the Reutlingen International Office (RIO) are available via this [link](#).

Course Title	Examination number	Contact hours / week	ECTS Credits	Courses start	Courses end
Welcome on board! Part 1 <i>Pre-arrival training on Intercultural basics regarding Germany</i>		10 total contact hours, three dates	1	Monday, 27 January 2025, 8:30 am – 11:30 am (CET, online) Wednesday, 12 February 2025, 8.30 am – 11:30 am (CET, online)	Friday, 14 March 2025, 3 pm – 7 pm (CET, on-campus)
Welcome on board! Part 2 <i>Post-arrival training on living and studying in Germany</i> Please note: this class is only eligible upon completion of Welcome on board! – Part 1		10 total contact hours, two dates	1	Saturday, 05 April 2025, 9.30 am – 5 pm (CET, on-campus) Wednesday, 30 April 2025, 6.30 pm – 8 pm (CET, online)	Wednesday, 30 April 2025, 6.30 pm – 8 pm (CET, online)
Deutsch <i>German language courses during the semester (offered on different levels A1 - C1)</i>		4	4	March	early July
Besser Deutsch sprechen <i>Course focussing on conversation & pronunciation (offered on levels A2/B1 & B2/C1)</i>		2	2	March	early July
Grammatik aktiv <i>Course focussing on grammar (offered on levels A2/B1 & B2/C1)</i>		2	2	March	early July
Deutsch lernen mit Literatur und Film <i>ab B1 Level</i>		2	2	March	early July
Vorlesung "Wirtschaft auf Deutsch II" <i>ab B2 Level</i>		4	6	March	early July

3.1 Wirtschaft auf Deutsch I

Year / semester	2
Frequency	Every Semester
Name of lecturer	Prof. Baldur Veit
Language of instruction	German
Credits (ECTS)	6
Total workload	120 hours
Contact hours	4 hrs per week / 60 Contact hours
Assessment	Minimum 80% attendance and written exam
Teaching methods	Lecture/seminar
Learning outcomes of the course	Upon completion of this course the student will have an understanding of : Terminology and knowledge of Germany
Content/ indicative syllabus	This course covers the fundamentals and technical terms in the field of economics with a focus on Germany. Lecture topics include: Facts about Germany, trade fairs, dual education system, social market economy, automobile industry.
Recommended literature	None. All handouts will be provided by the professor