



# Preliminary List of Courses for Exchange Students

MSc International Business Development (IBD)

MSc International Accounting, Controlling and Taxation (IACT)



Winter Semester 2024/25

[www.esb-business-school.de](http://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
09.06.2024	Preliminary course selection Please use the following link: <a href="https://forms.office.com/e/3zCXxP5kxt">https://forms.office.com/e/3zCXxP5kxt</a>	<a href="mailto:esb.incomings@reutlingen-university.de">esb.incomings@reutlingen-university.de</a>
June-September 2024	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 <a href="mailto:esb.incomings@reutlingen-university.de">esb.incomings@reutlingen-university.de</a>

## 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 winter semester	End of courses winter semester
Digital Marketing	4	Winter/ Summer	5	Continuous assessment	Late September/ Early October	Early February
Entrepreneurship	4	Winter/ Summer	5	Presentation	Late September/ Early October	Early February
International Finance	4	Winter/ Summer	4	Presentation/ written exam, 1 hr	Late September/ Early October	Early February
Strategy & Business Models	2	Winter/ Summer	2	Written exam, 1 hr	Late September/ Early October	Early February
Business English	2	Winter/ Summer	2	Continuous assessment	Late September/ Early October	Early February
Business Ethics & Sustainability Management	4	Winter/ Summer	5	Continuous assessment	Late September/ Early October	Early February
Futures Thinking	4	Winter/ Summer	5	Presentation / Paper	Late September/ Early October	Early February
Business Research	2	Winter/ Summer	2	Presentation	Late September/ Early October	Early February
Sustainability Dynamics	4	Winter/ Summer	5	Continuous assessment	Late September/ Early October	Early February

## 2.1 Digital Marketing

<b>Module</b>	
<b>Name(s) of lecturer(s)</b>	Prof. Dr. Yvonne Graf <a href="mailto:Yvonne.Graf@Reutlingen-University.DE">Yvonne.Graf@Reutlingen-University.DE</a>
<b>Language of instruction</b>	English
<b>Credits (ECTS)</b>	5 ECTS
<b>Total workload</b>	150 h (60 h attendance, 90 h self-study)
<b>Contact hours</b>	4 hours per week (SWS)
<b>Learning outcomes</b>	<ul style="list-style-type: none"> <li>• <b>Professional competencies:</b> <ul style="list-style-type: none"> <li>○ 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.</li> <li>○ After the course, they will be able use marketing analytics tools and methodologies to measure and evaluate the performance of digital marketing campaigns.</li> <li>○ 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.</li> </ul> </li> <li>• <b>Methodological competencies:</b> <ul style="list-style-type: none"> <li>○ 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.</li> <li>○ The course will teach best practice tools and technologies to support marketing campaigns, e.g., SEA and SEO.</li> </ul> </li> <li>• <b>Social competencies:</b> <ul style="list-style-type: none"> <li>○ Students will work in groups towards a common goal and thus will be able to collaborate effectively.</li> <li>○ Students will learn how to communicate digital marketing strategies and activities to diverse stakeholders.</li> </ul> </li> <li>• <b>Personal competencies:</b> <ul style="list-style-type: none"> <li>○ Students will demonstrate creativity and innovation in developing digital marketing strategies and tactics that address real-world business challenges.</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>○ 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.</li> </ul>
<b>Course-specific contributions to AoL competency goals (CG 1 – 6)</b>	<p><b>CG5:</b> 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><b>CG6:</b> 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>
<b>Content / indicative syllabus</b>	<ul style="list-style-type: none"> <li>● Digital marketing strategy</li> <li>● Digital marketing channels</li> <li>● Social media, affiliate, influencer marketing</li> <li>● Digital advertisement</li> <li>● E-commerce &amp; omnichannel</li> <li>● Marketing analytics</li> <li>● CRM &amp; marketing automation</li> </ul>
<b>Teaching and learning methodology</b>	<p>A mixture of learning methods is applied:</p> <ul style="list-style-type: none"> <li>● Interactive teaching with discussions</li> <li>● Project work in small groups</li> <li>● Presentations and written assignments</li> <li>● Case studies</li> </ul>
<b>Miscellaneous</b>	<p>Guest lecture/workshop if applicable</p>
<b>Indicative reading list</b>	<p>Chaffey, D. &amp; Ellis-Chadwick, F. (2019). <i>Digital Marketing. Strategy, Implementation and Practice</i> (7<sup>th</sup> edition). Pearson.</p>

## 2.2. Entrepreneurship

<b>Module</b>	
<b>Lecturers name</b>	Prof. Dr. Maud Helene Schmiedeknecht Geb. 17, Raum 130, Tel.: 07121 271 3081 <a href="mailto:Maud.Schmiedeknecht@reutlingen-university.de">Maud.Schmiedeknecht@reutlingen-university.de</a>
<b>Language of instruction</b>	English
<b>Credits (ECTS)</b>	5 ECTS
<b>Total workload</b>	150 h (60 h attendance, 90 h self-study)
<b>Contact hours</b>	4 hours per week
<b>Learning outcomes</b>	<ul style="list-style-type: none"> <li>• <b>Professional competencies:</b> Learn about entrepreneurial thinking and acting; understand (digital) business models and innovation, get to know agile innovation management approaches, etc.; business design</li> <li>• <b>Methodological competencies:</b> 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</li> <li>• <b>Social competencies:</b> New forms of cooperation (working in start-up mode, working in sprints), training of team and communication skills when developing a business idea</li> <li>• <b>Personal competencies:</b> Innovation management and entrepreneurship competencies, entrepreneurial mindset and creative competencies for the development of (new) solutions to problem</li> </ul>
<b>Course-specific contributions to AoL competency goals (CG 1 – 6)</b>	<p><b>CG 3:</b> 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><b>CG 4:</b> 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><b>CG 5:</b> 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>
<b>Content/ Indicative syllabus</b>	<ul style="list-style-type: none"> <li>• Introduction: Ecosystems &amp; innovation programmes, entrepreneurial mindset and skills, methods &amp; tools</li> <li>• Design Thinking Workshop</li> <li>• Business Model (Innovation)</li> <li>• Business Design Process (Discover, Design, Validate)</li> <li>• Pitch</li> </ul>
<b>Teaching and learning methods</b>	Lectures, discussions, workshops, literature studies, group work, real-life project with interviews, customer interactions and presentations

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

### 2.3. International Finance

Admission requirements	Basic principles from Bachelor's degree programme
Level	Graduate, Master
Name of professor	<a href="#">Prof. Dr. Hans-Martin Beyer</a> Building 5, room 109, tel.: 07121 271 6025 <a href="mailto:Hans-Martin.Beyer@reutlingen-university.de">Hans-Martin.Beyer@reutlingen-university.de</a>
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"> <li>• <b>Professional competencies:</b> Students will develop an enhanced understanding of financial statement analysis and corporate M&amp;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).</li> <li>• <b>Methodological competencies:</b> 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.</li> <li>• <b>Social competencies:</b> Through the interactive nature of the course, students will refine their oral and written communication competence and their team skills.</li> <li>• <b>Personal competencies:</b> 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.</li> </ul>
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"> <li>– Financial statement ratio analysis and market multiples</li> <li>– income/DCF approaches – methodological issues and application</li> <li>– implications of valuing internationally</li> <li>– implications of risk management on value</li> </ul>
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"> <li>– Damodaran, Aswath: Investment Valuation, Wiley, 3<sup>rd</sup> ed, 2012</li> <li>– Damodaran, Aswath: The dark side of valuation, Pearson/FT Press, 3<sup>rd</sup> ed., 2018</li> <li>– De Luca, Pasquale: Analytical Corporate Valuation: Fundamental Analysis, Asset Pricing and Company Valuation, Springer, 2018</li> <li>– Fridson, Martin S. &amp; Alvarez, Fernando, Financial Statement Analysis: A Practitioner’s Guide, John Wiley &amp; Sons and Financial Statement Analysis Workbook, Wiley, 2011</li> <li>– Gaughan, Patrick A.: Mergers, Acquisitions, and Corporate Restructurings, Wiley, 7<sup>th</sup> ed., 2018</li> </ul>

- Higgins, Robert C.: Analysis for Financial Management, McGrawHill, 12<sup>th</sup> ed., 2018
- Jones, Charles P.: Investments – Principles and Concepts, Wiley, 12<sup>th</sup> 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, 6<sup>th</sup> ed. 2015 (Memo: 7<sup>th</sup> ed. Appears in Nov. 2020)
- Reed Lajoux, Alexandra: The Art of M&A – A Merger, Acquisition and Buy-out Guide, McGrawHill, 5<sup>th</sup> ed., 2019
- Ross, S.A. / Westerfield, R.W. / Jaffe J.F./Jordan, B.D.: Corporate Finance – Core Principles and Applications, McGrawHill, 5<sup>th</sup> edition, 2015
- Titman, S./ Martin, J.D.: Valuation – The Art and Science of corporate investment decisions, Pearson, 3<sup>rd</sup> ed., 2015
- Shapiro, Alan C.: Multinational Financial Management, Wiley, 10<sup>th</sup> ed. 2013

#### **Supplementary**

- Harrison, W. T., Horngren C. T. et al: Financial Accounting – Global Edition, Pearson, 11<sup>th</sup> ed., 2018
- <http://cpaclass.com/fsa/ratio-01a.htm>
- [https://www.dvfa.de/fileadmin/downloads/Publikationen/Standards/DVFA\\_Best\\_Practice\\_Recommendations\\_Corporate\\_Valuation.pdf](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 <a href="mailto:Florian.Kapmeier@reutlingen-university.de">Florian.Kapmeier@reutlingen-university.de</a>
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"> <li>• <b>Professional competencies:</b> 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.</li> <li>• <b>Methodological competencies:</b> Problem solving in strategic management issues also in international context; step-by-step development of strategies.</li> <li>• <b>Social competencies:</b> 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.</li> <li>• <b>Personal competencies:</b> Awareness of own potential in analyzing and assessing strategy issues; Awareness for own argumentation skills and ability to deal with complex issues.</li> </ul>
Content/ indicative syllabus	<ul style="list-style-type: none"> <li>– What is Strategy &amp; Levels of Strategy</li> <li>– Strategic Analysis I: External Analysis</li> <li>– Strategic Analysis II: Internal Analysis</li> <li>– Developing Strategic Options</li> <li>– Growth Strategies</li> <li>– Strategies in a Globalized World</li> </ul>
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"> <li>– Hungenberg, Harald: Strategisches Management in Unternehmen. Wiesbaden, Springer Gabler 2014</li> <li>– Lynch, Richard, Strategic Management. Harlow, England ; Pearson 2018</li> <li>– Morschett, Dirk, Schramm-Klein, Hanna, Zentes, Joachim: Strategic international management. Text and cases, Berlin, Wiesbaden 2015</li> </ul>
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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	<a href="#">Prof. Yoany Beldarrain (Ph.D)</a>
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 <a href="mailto:Yoany.Beldarrain@reutlingen-university.de">Yoany.Beldarrain@reutlingen-university.de</a>
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"> <li>• <b>Professional competencies:</b> <ul style="list-style-type: none"> <li>– Students will confidently conduct a product review using written and verbal business English.</li> <li>– Students will confidently use verbal and written business English in a variety of scenarios, including difficult or challenging scenarios.</li> <li>– Students will confidently conduct a persuasive presentation a business topic in English.</li> <li>– Students will conduct a professional business meeting.</li> <li>– Students will apply extended business and economics-related terminology in simulations and discussions.</li> </ul> </li> </ul>

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

	<p>5. Formulate solution and express self in Business English</p> <p><b>Case study 1</b> Learning Objectives:</p> <ol style="list-style-type: none"> <li>1. Identify key vocabulary words and their synonyms</li> <li>2. Edit a paragraph for conciseness</li> <li>3. Ethical hot seat</li> <li>4. Learning Objectives:</li> <li>5. Identify elements of ethical communication</li> <li>6. Choose a communication approach that best fits a given business scenario</li> </ol> <p><b>Case study 2</b> Learning Objectives:</p> <ol style="list-style-type: none"> <li>1. Identify parts of a business meeting agenda</li> <li>2. Create an effective agenda</li> <li>3. Apply appropriate words and phrases used when discussing ideas at a meeting.</li> <li>4. Confidently state a position</li> <li>5. Conduct a business meeting while following the agenda</li> </ol> <p><b>Elevator pitch</b> Learning Objectives:</p> <ol style="list-style-type: none"> <li>1. Discuss the purpose of an elevator pitch</li> <li>2. Identify the parts of an elevator pitch</li> <li>3. Create &amp; deliver an elevator pitch</li> </ol> <p><b>Managing change &amp; conflict</b> Learning Objectives:</p> <ol style="list-style-type: none"> <li>1. Using Business English, state a position after taking different perspectives into consideration</li> <li>2. Use technology tools to communicate virtually</li> </ol> <p><b>Presentations/paper</b> Learning Objectives:</p> <ol style="list-style-type: none"> <li>1. Persuade an audience using written and verbal Business English</li> </ol>
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"> <li>– English Grammar: Understanding the Basics (2010) By Evelyn P. Altenberg, Robert M. Vago, Cambridge University Press</li> <li>– The New English Grammar: With Phonetics, Morphology and Syntax (2010) By Horace Dalmolin, Tate Publishing</li> <li>– Oxford Business English Dictionary (2006) By Dylis Parkinson &amp; Joseph Noble, Oxford University Press</li> </ul>

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

<b>Name of lecturer</b>	Prof. Dr. Maud Helene Schmiedeknecht Geb. 17, Raum 130, Tel.: 07121 271 3081 <a href="mailto:Maud.Schmiedeknecht@reutlingen-university.de">Maud.Schmiedeknecht@reutlingen-university.de</a>
<b>Language of instruction</b>	English
<b>Credits (ECTS)</b>	5 ECTS
<b>Total workload</b>	150 h (60 h presence, 90 h self study)
<b>Contact hours</b>	4 hours per week (SWS)
<b>Learning outcomes</b>	<ul style="list-style-type: none"> <li>• <b>Fachliche Kompetenzen (Professional Competencies):</b> 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.</li> <li>• <b>Fachübergreifende Kompetenzen (Methodological Competencies):</b> 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.).</li> <li>• <b>Soziale Kompetenzen (Social Competencies):</b> 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.</li> <li>• <b>Persönliche Kompetenzen (Personal Competencies):</b> Students will gain knowledge and competencies in analyzing and assessing ethical and sustainability management issues and thereby grow into responsible decision makers.</li> </ul>
<b>Course-specific contributions to AoL competency goals (CG 1 – 6)</b>	<p><b>CG 2:</b> 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><b>CG 3:</b> 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><b>CG 4:</b> 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><b>CG 5:</b> Students understand the complexity of setting up new sustainable business models or transforming existing business models accordingly.</p>
<b>Content / indicative syllabus</b>	<ul style="list-style-type: none"> <li>▪ Theory of business ethics</li> <li>▪ Values management system</li> <li>▪ Case studies on business ethics and values management system</li> <li>▪ Communication in Management within a business environment</li> <li>▪ Basics of sustainability management: principles, topics, models</li> <li>▪ Innovating for circular economy: product/service, business model and ecosystem innovation</li> <li>▪ Sustainability strategies and implementation: processes, instruments and standards</li> <li>▪ Selected functional areas of sustainability management: supply chain, communication, reporting</li> </ul>
<b>Teaching and learning methodology</b>	Seminar style lecture including presentations by students, case studies, discussions, coaching by instructor
<b>Miscellaneous</b>	Guest speaker
<b>Indicative reading list</b>	<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, 4<sup>th</sup> 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., &amp; 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. &amp; Frankenberger, K. (2020). Circular Ecosystems: Business Model Innovation for the Circular Economy. White Paper of the Institute of Management &amp; 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 <a href="mailto:Elizabeth.Hofvenschioeld@Reutlingen-University.DE">Elizabeth.Hofvenschioeld@Reutlingen-University.DE</a>
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"> <li>• <b>Professional Competencies:</b> 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.</li> <li>• <b>Methodological Competencies:</b> 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.</li> <li>• <b>Social Competencies:</b> 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.</li> <li>• <b>Personal Competencies:</b> 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</li> </ul>
Content/ indicative syllabus	– Introduction to Futures Thinking

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

## 2.8. Business Research

<b>Name(s) of lecturer(s)</b>	Prof. Dr. Yvonne Graf <a href="mailto:Yvonne.Graf@Reutlingen-University.DE">Yvonne.Graf@Reutlingen-University.DE</a>
<b>Language of instruction</b>	English
<b>Credits (ECTS)</b>	2 ECTS
<b>Total workload</b>	60 h (30 h attendance, 30 h self-study)
<b>Contact hours</b>	2 hours per week (SWS)
<b>Learning outcomes</b>	<ul style="list-style-type: none"> <li>• <b>Professional competencies:</b> <ul style="list-style-type: none"> <li>○ The course will provide students with the knowledge and skills necessary to conduct rigorous business research.</li> <li>○ Students will learn to design research studies and formulate research questions.</li> </ul> </li> <li>• <b>Methodological competencies:</b> <ul style="list-style-type: none"> <li>○ 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.</li> <li>○ The course will provide students with a thorough understanding of the various primary and secondary data collection methods available for business research.</li> </ul> </li> <li>• <b>Social competencies:</b> <ul style="list-style-type: none"> <li>○ The course will promote collaboration and teamwork among students.</li> <li>○ 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.</li> </ul> </li> <li>• <b>Personal competencies:</b> <ul style="list-style-type: none"> <li>○ 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.</li> <li>○ Students will develop effective time management skills to successfully complete the various stages of the research process.</li> <li>○ 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.</li> </ul> </li> </ul>
<b>Course-specific contributions to AoL competency goals (CG 1 – 6)</b>	<b>CG3:</b> 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><b>CG4:</b> 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><b>Content/ indicative syllabus</b></p>	<ul style="list-style-type: none"> <li>• Basics of science and research</li> <li>• Research questions</li> <li>• Searching and working with literature</li> <li>• Primary and secondary data collection</li> <li>• Content and structural requirements</li> <li>• Research ethics</li> </ul>
<p><b>Teaching and learning methodology</b></p>	<p>A mixture of learning methods is applied:</p> <ul style="list-style-type: none"> <li>• Interactive teaching with discussions</li> <li>• Project work in small groups with presentations and written reporting</li> </ul>
<p><b>Miscellaneous</b></p>	<p>Guest lecture/workshop if applicable</p>
<p><b>Indicative reading list</b></p>	<ul style="list-style-type: none"> <li>• Baur, N., &amp; Blasius, J. (2022). <i>Handbuch Methoden der empirischen Sozialforschung</i> (3rd ed.). Springer VS.</li> <li>• Saunders, M. N. K., Lewis, P., &amp; Thornhill, A. (2019). <i>Research Methods for Business Students</i> (8<sup>th</sup> edition). Pearson Education.</li> <li>• Homburg, C. (2020). <i>Marketingmanagement: Strategie – Instrumente – Umsetzung – Unternehmensführung</i> (7th ed.). Springer Gabler.</li> <li>• Kreis, H., Wildner, R., &amp; Kuß, A. (2021). <i>Marktforschung: Grundlagen der Datenerhebung und Datenanalyse</i> (7th edition). Springer Gabler.</li> </ul>

## 2.9 Sustainability Dynamics

<b>Name of lecturer</b>	Prof. Dr. Florian Kapmeier Building 5, office 111, Tel.: 07121 271 3104 <a href="mailto:Florian.Kapmeier@reutlingen-university.de">Florian.Kapmeier@reutlingen-university.de</a>
<b>Language of instruction</b>	English
<b>Credits (ECTS)</b>	5 ECTS
<b>Total workload and breakdown</b>	150 h (60 h Presence, 90 h Self Study)
<b>Contact hours</b>	4 hours per week (SWS)
<b>Learning outcomes of the course</b>	<p>Why do so many business and/or sustainability strategies fail? Why do we see so few high sustainability impact actions that transform markets and organizations towards environmental and social sustainability, despite evidence of successful efforts? Why do so many actions fail to produce lasting results? Why do many businesses suffer from periodic crises, fluctuating sales, earnings, and morale? Why do some firms grow while others stagnate? How do once-dominant firms lose their competitive edge? How could companies avoid being accused of “greenwashing”? How can firms assess high-leverage policies against the climate crisis? And how can a firm identify and design high-leverage policies, policies that are not thwarted by unanticipated side effects?</p> <p>Accelerating economic, technological, social, and environmental change challenge managers to learn at increasing rates (the “great acceleration”). And we must increasingly learn how to design and manage complex systems with multiple feedback effects, long time delays, and nonlinear responses to our decisions. Yet learning in such environments is difficult, precisely because we never confront many of the consequences of our most important decisions. Effective learning in such environments requires methods to develop systems thinking, to represent and assess such <i>dynamic complexity</i> – and tools managers can use to accelerate learning throughout an organization.</p> <p>Upon completion of this strategy course, participants will have developed the following competencies:</p> <p><b>Professional competencies:</b></p> <ul style="list-style-type: none"> <li>• Students are introduced to systems thinking and the system dynamics modeling methodology.</li> <li>• They apply system dynamics to corporate challenges in the area of strategy, corporate environmental sustainability, organizational change, and policy design.</li> <li>• Students will learn to visualize a business organization in terms of the structures and policies that create dynamics and regulate performance.</li> <li>• In particular, they will improve their understanding of the ways in which an organization's performance is related to its internal structure and operating policies as well as those of sustainability, customers, competitors, and suppliers.</li> </ul>

	<ul style="list-style-type: none"> <li>• Students will build their own simulation models, use interactive management flight simulators, and work with case studies to develop conceptual and modeling skills for the design and management of organizations in a dynamic world.</li> <li>• They will learn principles for effective use of modeling in the real world.</li> <li>• (no prior programming skills necessary)</li> </ul> <p>The module contributes to the profile in Strategy.</p> <p><b>Methodological competencies:</b></p> <ul style="list-style-type: none"> <li>• Students will develop an understanding of dynamic complexity, inherent in most business situations of policy-design and decision-making with special focus on corporate environmental and social sustainability.</li> <li>• They will learn how to carefully analyze complex systems, understand over-time-behavior, and the impacts of time delays, non linear relationships, and feedbacks.</li> <li>• Students will learn to recognize and deal with situations where policy interventions are likely to be delayed, diluted, or defeated by unanticipated reactions and side effects.</li> <li>• Students get to work with role-playing games, simulation models, case studies, and management flight simulators to develop principles of policy design for successful management of complex strategies.</li> <li>• They will have a chance to use state of the art software for computer simulation and gaming (no prior computer modeling experience is needed).</li> </ul> <p><b>Social competencies:</b></p> <ul style="list-style-type: none"> <li>• Students will improve their ability to work in teams in order to analyze complex business challenges.</li> <li>• They will also refine their oral and written communication skills because of the interactive nature of the course.</li> <li>• Through teamwork under time pressure and diversity in class, students will develop social and intercultural skills, including giving and receiving feedback.</li> </ul> <p><b>Personal competencies:</b></p> <ul style="list-style-type: none"> <li>• Students will improve their analytical and problem-solving skills. Students will be better aware of dynamic complexity.</li> <li>• Students learn about high-impact sustainability actions.</li> <li>• They will learn about their own position and the impact of own behavior, policy-design, and strategic decision-making on the complex system in which they themselves – as decision-makers - are embedded.</li> </ul>
<p><b>Content/ indicative syllabus</b></p>	<ul style="list-style-type: none"> <li>▪ State of the World</li> <li>▪ Systems thinking for sustainability: Principles and tools</li> <li>▪ Dynamics of simple systems, human behavior, and sustainability</li> <li>▪ Application of the systems perspective to sustainability issues, such as limits to growth, managing natural resources, pandemics</li> </ul>

	<ul style="list-style-type: none"> <li>▪ Building capabilities for sustainability</li> <li>▪ Aspects of Limits to Growth: planetary boundaries; populations; economies; tourism growth and waste management in Small Island States; “Limits to Growth study; Earth4All study; organizations (example of PEOPLExpress with “management flight simulator”)</li> <li>▪ Climate action: where is the leverage? (roleplaying game)</li> <li>▪ Social sustainability: happiness, (over)consumption</li> <li>▪ Dynamics of pandemics (such as SARS-Covid-19) and Diffusion of new products in the market)</li> <li>▪ Examples of system dynamics-based research on sustainability issues</li> </ul>
<b>Teaching and learning methods</b>	Interactive lecture, case studies, videos, interactive simulators, and (award-winning) management games
<b>Miscellaneous</b>	Occasional guest speaker
<b>Indicative reading list</b>	<p>Lecture handout with list of references, case studies, current sustainability reports and articles, amongst others:</p> <ul style="list-style-type: none"> <li>– Booth Sweeney, L. &amp; Sterman, J.D. (2000). Bathtub dynamics: initial results of a systems thinking inventory, <i>System Dynamics Review</i>, 16(4): 249-286.</li> <li>– Creutzig, F., &amp; Kapmeier, F. (2020). Engage, don’t preach: Active learning triggers climate action. <i>Energy Research &amp; Social Science</i>, 70, 101779.</li> <li>– Herrington, G. (2021). Update to limits to growth: Comparing the world3 model with empirical data. <i>Journal of Industrial Ecology</i>. 25: 614– 626.</li> <li>– Kapmeier, F., &amp; Gonçalves, P. (2018). Wasted paradise? Policies for Small Island States to manage tourism-driven growth while controlling waste generation: the case of the Maldives. <i>System Dynamics Review</i>, 34(1-2): 172-221.</li> <li>– Kapmeier, F., Greenspan, A. S., Jones, A. P., &amp; Sterman, J. D. (2021). Science-based analysis for climate action: how HSBC Bank uses the En-ROADS climate policy simulation. <i>System Dynamics Review</i>, 37(4): 333-352.</li> <li>– Repenning N. and J.D. Sterman (2001) “Nobody ever gets credit for fixing problems that never happened”. <i>California Management Review</i>, 43(4):64-88.</li> <li>– Rooney-Varga, J. N., Sterman, J. D., Fracassi, E., Franck, T., Kapmeier, F., Kurker, V., Johnston, E., Jones, A. P., &amp; Rath, K. (2018). Combining role-play with interactive simulation to motivate informed climate action: Evidence from the World Climate simulation. <i>Plos One</i>, 13(8), e0202877.</li> <li>– Rooney-Varga, J. N., Kapmeier, F., Sterman, J. D., Jones, A. P., Putko, M., &amp; Rath, K. (2020). The Climate Action Simulation. <i>Simulation &amp; Gaming</i>, 51(2), 114–140.</li> <li>– Steffen et al. (2015). Planetary boundaries: Guiding human development on a changing planet. <i>Science</i>, 347(6223), 1259855.</li> </ul>

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|  | <ul style="list-style-type: none"><li>– Sterman, J.D. (2000). Business Dynamics. Systems Thinking and Modeling for a Complex World. Irwin McGrawHill.</li><li>– Sterman, J.D. (2012). "Sustaining sustainability: creating a systems science in a fragmented academy and polarized world." Sustainability science. Springer New York, 2012. 21-58.</li><li>– Sterman (2013). Stumbling towards Sustainability: Why organizational learning and radical innovation are necessary to build a more sustainable world—but not sufficient. R. Henderson, M. Tushman and R. Gulati (eds.) Organizational &amp; Strategic Change and the Challenge of Sustainability. Oxford University Press.</li></ul> |
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### 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	Contact hours / week	ECTS Credits	Courses start	Courses end
<b>Welcome on board! Part 1</b> <i>Pre-arrival training on Intercultural basics regarding Germany</i>	10 total contact hours	1	2 online meetings: dates tba.	1 session on campus: date tba.
<b>Welcome on board! Part 2</b> <i>Post-arrival training on living and studying in Germany</i>	10 total contact hours	1	2 online meetings, tba.	1 session on campus, tba.
<b>Pre-semester Intensive Course:</b> <i>(offered on different levels A1 - C1)</i> <b>"Business German"</b> Registration period: until 31 July	4	4	02.09.2024	13.09.2024
<b>"German Language and Culture"</b> Registration period: until 16 August <b>Course fee: 250€</b>	4	4	16.09.2024	27.09.2024
<b>Deutsch</b> <i>German language courses during the semester</i> <i>(offered on different levels A1 - C1)</i>	4	4	Late September/ Early October	Early February
<b>Besser Deutsch sprechen</b> <i>Course focussing on conversation &amp; pronunciation</i> <i>(offered on levels A2/B1 &amp; B2/C1)</i>	2	2	Late September/ Early October	December
<b>Grammatik aktiv</b> <i>Course focussing on grammar</i> <i>(offered on levels A2/B1 &amp; B2/C1)</i>	2	2	Late September/ Early October	December
<b>Deutsch lernen mit Literatur und Film</b> <i>ab B1 Level</i>	2	2	Late September/ Early October	Early February
<b>Vorlesung "Wirtschaft auf Deutsch I"</b> <i>ab B2 Level</i>	4	6	Late September/ Early October	Early February

### 3.1 Wirtschaft auf Deutsch

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