

WSB University				
Field of study: Management				
Course: Wirtschaftsdeutsch/ Business German				
Educational profile: general				
Education level: II -cycle studies				
Number of hours per semester	1		2	
	I	II	III	IV
Full-time studies (L/C/lab/pr/e)		20	20	
Part-time studies (L/C/lab/pr/e)				
CLASS LANGUAGE	German/ English			
LECTURER	Michał Jakubski, PhD			
FORM	e-learning course (WSB Online platform)			

COURSE OBJECTIVES	This course aims to develop students' linguistic and communicative competence in German, with particular emphasis on business and management contexts. Students acquire and apply specialized vocabulary related to corporate structures, team collaboration, negotiation, and digital transformation. They analyse authentic materials and formulate context-appropriate responses, both written and spoken, with growing grammatical precision and lexical accuracy. Emphasis is placed on using German fluently and correctly in professional discussions, emails, reports, and presentations. Learners demonstrate the ability to participate in workplace interactions such as meetings, problem-solving discussions, and intercultural exchanges. Students collaborate in culturally diverse teams, adapting their language and behaviour to different communication styles and organizational cultures. They evaluate team dynamics and reflect on their role in joint tasks, using German to negotiate meaning, manage conflicts, and build consensus. The course also introduces digital tools—such as collaborative platforms, corpora, and AI-supported writing systems—which students use to research, draft, and revise professional content in German. They integrate quantitative and qualitative data into their arguments and formulate evidence-based recommendations tailored to business settings. Throughout the course, students reflect on the ethical and intercultural dimensions of professional communication in German-speaking environments. By actively engaging in project work, simulations, and peer review, they strengthen both their language skills and their ability to communicate effectively in global business contexts. Upon completion, students are able to express themselves clearly, accurately, and persuasively in a variety of business-related situations, demonstrating linguistic competence, digital literacy, and intercultural sensitivity.		
Reference to learning outcomes – Field-related learning outcome EFMD	Description of learning outcomes		
	Description of learning outcomes	Teaching and learning methods	Verification of learning outcomes
Knowledge			

Intercultural Communication and Interpersonal Skills LO8 LO9	Students identify and describe key cultural norms and communication styles specific to German-speaking countries. They analyze common barriers in cross-cultural communication and compare strategies used in various intercultural scenarios. Learners apply appropriate linguistic structures and techniques—such as formal register, feedback methods, and polite refusal—tailored to business and academic settings. Through simulations and case studies, they demonstrate the ability to negotiate and resolve misunderstandings respectfully. Students interpret culturally coded messages and distinguish between direct and indirect forms of communication. They practice role-plays that illustrate how tone, context, and hierarchy affect meaning. Learners formulate culturally appropriate responses in both written and spoken German at B2 level. They evaluate the effectiveness of different communication strategies in intercultural situations. Finally, students justify their choices and revise their approaches based on peer and instructor feedback.	Teaching methods: Asynchronous video and audio lectures presenting theoretical frameworks on intercultural communication, supported by authentic examples from German-speaking business and academic environments.	Final (online) test
Skills & Attitudes		Learning methods: Case study analysis of intercultural conflicts, requiring students to identify key issues, evaluate communication strategies, and propose solutions in written German.	

Digital Skills and the Use of Information and Communication Technologies LO17 LO18	Students identify and describe key features of digital communication in German-speaking academic and professional contexts. They apply AI-powered tools, digital corpora, and speech analysis software to collect, process, and evaluate language-based data in German. Learners demonstrate the ability to collaborate using platforms such as shared documents, virtual meetings, and online workspaces to co-author texts and presentations. They produce well-structured arguments and data-informed conclusions in written and oral German, using appropriate tone, register, and formatting conventions. Students critically assess the functionality, ethics, and intercultural implications of digital tools, including translation systems and automated writing aids. They design and present interactive reports, dashboards, or collaborative texts that reflect both linguistic precision and data-supported insights. Through peer review and instructor feedback, they revise their outputs to improve clarity, structure, and communicative impact. By completing digital tasks in group settings, students enhance their intercultural digital literacy, develop autonomy in using ICT, and build confidence in complex digital communication.	Teaching methods 1. Multimedia instructional units (video, audio, screencasts) demonstrating how to use AI tools, corpora, and digital platforms for language analysis and production in German. Learning methods 1. Digital peer feedback and iterative revision, allowing students to assess and improve their work based on linguistic accuracy, technological functionality, and communicative effectiveness.	Mandatory Task
Intercultural Communication and Interpersonal Skills LO7 LO8 LO9	Students identify the characteristics of effective team collaboration and explain the impact of cultural diversity on group dynamics. They analyze intercultural challenges in team-based communication and compare approaches used to manage conflict and ensure inclusion. Through structured group work and project-based learning in German, students apply appropriate strategies to foster cooperation, mediate	Teaching methods 1. Asynchronous video and audio input sessions introducing models of team collaboration, group dynamics, and intercultural communication in German-speaking professional contexts. 2. Instructor-guided online projects using collaborative tools (e.g., shared documents, discussion forums) to model effective team strategies and demonstrate best practices in multilingual teamwork.	Final (online) test 1st mandatory task

misunderstandings, and facilitate consensus. They demonstrate the ability to articulate their views clearly and respectfully in both written and spoken German at B2 level. Learners adapt their communication to different team roles and cultural perspectives, reflecting on feedback from peers and instructors. They create joint presentations and co-author written texts in German, integrating diverse viewpoints. Students evaluate the effectiveness of their team's communication process and revise their approaches where necessary. By completing collaborative tasks in multilingual settings, they strengthen their intercultural communicative competence and demonstrate accountability, empathy, and initiative.

Learning methods

1. Virtual group tasks and peer collaboration, where students co-create presentations, reports, or discussion posts in German, simulating real-life professional cooperation.
2. Reflective self- and peer-assessment, encouraging learners to evaluate their contribution to team processes and adapt their communication strategies in line with intercultural feedback.

Full- time Participation in lectures = Participation in classes = Preparation to classes = Preparation to lectures = Preparation to an examination = Project tasks = e-learning = 40 Credit/examination = 2 others (indicate which) = 8 TOTAL: 50 ECTS points: 2 Including practical classes: 0	Part-time Participation in lectures = Participation in classes = Preparation to classes = Preparation to lectures = Preparation to an examination = Project tasks = e-learning = Credit/examination = others (indicate which) = TOTAL: ECTS points: Including practical classes:
PREREQUISITES	Students enrolling in this course should have a proficiency level in German of at least A2/B1, allowing them to understand and produce basic professional communication in a business context. A fundamental knowledge of management and business-related concepts, equivalent to that acquired in an undergraduate degree in this field, is also required. This background will enable students to effectively engage with specialized vocabulary and complex linguistic structures relevant to business and management discourse in German.
COURSE CONTENT (Division into contact hours and e-learning)	E-learning (WSB Online platform): Course Structure and Modules The course consists of two modules: Module A (Semester 2) and Module B (Semester 3). Each module comprises 4 structured lessons, designed to progressively enhance students' linguistic and business competencies. Each lesson is divided into four sections: Pre-test: Activates and consolidates previously acquired knowledge, ensuring a strong foundation for new content. Vocabulary Section: Introduces and explains key business-related terminology relevant to the lesson's theme. Task Section: Includes exercises that develop all language skills—reading, listening, writing, speaking, and grammar. Post-test: Assesses progress and retention of newly acquired knowledge.

Module A (Semester 2)

1. Ausbildung und Beruf / Education and Career

Description:

This lesson explores the structure of education and vocational training in German-speaking countries, emphasizing the relationship between qualifications and career prospects. Students gain insights into job market trends and employment structures.

The lecture aims:

To familiarize students with key terminology related to education, training, and career development.
To enhance their ability to discuss career paths, job applications, and qualifications in German.
To develop an understanding of workplace expectations and recruitment processes in a German-speaking business environment.

Teaching methods:

PowerPoint presentations
Short instructional videos

Learning methods:

Self-check quiz assessing knowledge of career development processes (WSB Online platform – formative assessment), Interactive e-learning tasks (gap-fill exercises, true/false quizzes, drag-and-drop tasks, matching exercises, dialogue simulations, multiple-choice questions, sentence reordering)

Delivered knowledge/skills/attitudes:

Understanding key terms related to vocational training and job applications
Ability to describe one's education and career path in German
Improved communication in professional and recruitment contexts

2. Betriebliche Abläufe / Business Operations

Description:

This lesson introduces students to key operational processes within companies, including workflow, task management, and corporate structures.

The lecture aims:

To equip students with essential vocabulary related to company operations.
To enhance their ability to describe workplace structures and responsibilities.
To improve their ability to discuss company workflows in professional settings.

Teaching methods:

PowerPoint presentations
Short instructional videos

Learning methods:

Self-check quiz assessing knowledge of career development processes (WSB Online platform – formative assessment), Interactive e-learning tasks (gap-fill exercises, true/false quizzes, drag-and-drop tasks, matching exercises, dialogue simulations, multiple-choice questions, sentence reordering)

Delivered knowledge/skills/attitudes:

Understanding organizational hierarchies and work processes
Ability to describe business functions in German

	Enhanced ability to participate in discussions about corporate structures 3. Geschäftliche Kontakte / Business Networking Description: This lesson focuses on professional networking, business etiquette, and building professional relationships in a German-speaking business context. The lecture aims: To introduce students to the language of business communication and networking. To develop intercultural awareness in professional relationships. To enhance confidence in using German for formal communication. Teaching methods: PowerPoint presentations Short instructional videos Learning methods: Self-check quiz assessing knowledge of career development processes (WSB Online platform – formative assessment), Interactive e-learning tasks (gap-fill exercises, true/false quizzes, drag-and-drop tasks, matching exercises, dialogue simulations, multiple-choice questions, sentence reordering) Delivered knowledge/skills/attitudes: Mastery of professional communication etiquette in German Improved networking skills for formal and informal business settings Enhanced ability to initiate and maintain professional relationships 4. Zeit im Arbeitsleben / Time Management in the Workplace Description: This lesson explores time management strategies and work-life balance in professional environments. The lecture aims: To introduce vocabulary related to scheduling, prioritization, and efficiency. To enhance students' ability to discuss deadlines, workload, and productivity in German. To develop skills in planning and organizing professional tasks effectively. Teaching methods: PowerPoint presentations Short instructional videos Learning methods: Self-check quiz assessing knowledge of career development processes (WSB Online platform – formative assessment), Interactive e-learning tasks (gap-fill exercises, true/false quizzes, drag-and-drop tasks, matching exercises, dialogue simulations, multiple-choice questions, sentence reordering) Delivered knowledge/skills/attitudes:
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Familiarity with German terminology related to time management
Ability to discuss productivity strategies in a professional context
Improved proficiency in scheduling and prioritizing tasks in German

Module B (Semester 3)

5. Geld im Arbeitsleben / Money in the Workplace

Description:

This lesson covers financial transactions, salaries, and budgeting in professional settings.

The lecture aims:

To introduce key financial vocabulary and phrases.

To improve students' ability to discuss wages, invoices, and financial planning in German.

To develop their ability to handle financial discussions in a business environment.

Teaching methods:

PowerPoint presentations

Short instructional videos

Learning methods:

Self-check quiz assessing knowledge of career development processes (WSB Online platform – formative assessment), Interactive e-learning tasks (gap-fill exercises, true/false quizzes, drag-and-drop tasks, matching exercises, dialogue simulations, multiple-choice questions, sentence reordering)

Delivered knowledge/skills/attitudes:

Competence in discussing financial matters in German

Understanding of salary structures and budgeting strategies

Improved ability to read and interpret financial documents

6. Allerlei Produkte / Various Products

Description:

This lesson examines product descriptions, categorization, and consumer expectations.

The lecture aims:

To introduce specialized vocabulary for describing and evaluating products.

To develop students' ability to discuss product quality and innovation.

To improve skills in presenting and promoting products in German.

Teaching methods:

PowerPoint presentations

Short instructional videos

Learning methods:

Self-check quiz assessing knowledge of career development processes (WSB Online platform – formative assessment), Interactive e-learning tasks (gap-fill exercises, true/false quizzes, drag-and-drop tasks, matching exercises, dialogue simulations, multiple-choice questions, sentence reordering)

Delivered knowledge/skills/attitudes:

Ability to describe and compare products in German

Understanding of customer preferences and product innovation

	Enhanced skills in product presentation 7. Verkaufen und Kaufen / Selling and Buying Description: This lesson explores sales techniques, purchasing processes, and customer interactions. The lecture aims: To teach key phrases and structures for sales and negotiations. To develop skills in handling transactions and customer inquiries. To enhance students' confidence in selling and buying scenarios. Teaching methods: PowerPoint presentations Short instructional videos Learning methods: Self-check quiz assessing knowledge of career development processes (WSB Online platform – formative assessment), Interactive e-learning tasks (gap-fill exercises, true/false quizzes, drag-and-drop tasks, matching exercises, dialogue simulations, multiple-choice questions, sentence reordering) Delivered knowledge/skills/attitudes: Proficiency in handling sales and purchases in German Understanding negotiation tactics and persuasive language Improved communication in customer service interactions 8. Werbung und Konsumverhalten / Advertising and Consumer Behavior Description: This lesson delves into marketing strategies, consumer psychology, and advertising in German-speaking markets. The lecture aims: To introduce vocabulary related to marketing and advertising. To develop an understanding of consumer behavior and advertising strategies. To improve students' ability to critically assess and create marketing messages. Teaching methods: PowerPoint presentations Short instructional videos Learning methods: Self-check quiz assessing knowledge of career development processes (WSB Online platform – formative assessment), Interactive e-learning tasks (gap-fill exercises, true/false quizzes, drag-and-drop tasks, matching exercises, dialogue simulations, multiple-choice questions, sentence reordering) Advertising campaign analysis (WSB Online – formative assessment) Delivered knowledge/skills/attitudes:
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	Enhanced ability to discuss advertising and marketing strategies in German
LITERATURE (compulsory reading)	1. Buscha A., Raven S. und andere: Entscheidungen. Deutsch als Geschäfts und Verhandlungssprache für Fortgeschrittene Lerner C1/C2. Schubert Verlag. Leipzig 2012. 2. Grigull I., Raven S.: Geschäftliche Begegnungen A2+. Schubert Verlag. Leipzig 2012. 3. Grigull I., Raven S.: Geschäftliche Begegnungen B1+. Schubert Verlag. Leipzig 2012. 4. Ros, L. und andere: Perspektive Deutsch. Kommunikation am Arbeitsplatz A2/ B1. Übungsbuch. Klett. Stuttgart 2014. 5. Olaszy, K., Pakozdine G. I.: Aktuelle Wirtschaftsthemen. Lehrbuch für die Mittel und Oberstufe (B2, C1). 6. Olaszy, K.: Wirtschaftsdeutsch. Olka. Budapest 2007. 7. Eismann, V.: Wirtschaftskommunikation Deutsch. Langenscheidt. Berlin 2005. 8. Riegler-Poyet M. und andere: Das Testbuch Wirtschaftsdeutsch. Langenscheidt. Berlin 2005. 9. Farmache, A. und andere: Berufliches Deutsch B2. Das Training für Beruf und Alltag. Klett. Stuttgart 2019. 10. Becker J. und andere: Deutsch am Arbeitsplatz A2/B1+. Cornelsen. Berlin 2013. 11. Menschen im Beruf. Telefontraining. Hueber. 2017. 12. Erfolgreich im Beruf. B1. Cornelsen. Berlin 2019.
OPTIONAL LITERATURE	----
SCHOLARLY PUBLICATIONS BY PERSONS WHO CONDUCT CLASSES, WHICH ARE RELATED TO THE MODULE SUBJECT	-----

TEACHING AIDS	PC, MsTeams, WSB Online platform, Microsoft 365, source texts and other stuff like videos, pictures, charts, animations etc. multimedia presentation (ppt)
PROJECT (if implemented in the framework of a classes module)	Not applicable
FORM AND CONDITIONS OF ASSESSMENT CRITERIA FOR ASSESSING ACHIEVED LEARNING OUTCOMES.	Students complete e-learning tasks that develop various language skills, including reading and listening comprehension, vocabulary acquisition, writing, and grammatical competence. Each task is assigned a specific number of points, which are automatically aggregated by the WSB Online platform's algorithm. Based on the total score accumulated across individual lessons, students generate a course completion report: Semester 2 – Module A, Semester 3 – Module B. This structured approach ensures a progressive acquisition of business German proficiency, allowing students to systematically build their linguistic competence while tracking their own learning progress in a measurable and goal-oriented manner. Evaluation criteria: 0-50 % of correct answers – a grade of 2,0 (bad) 51–60% of correct answers receives a grade of 3 (satisfactory); 61-70 % of correct answers – a grade of 3,5 (satisfactory plus) 71-80 % of correct answers – a grade of 4,0 (good) 81-90 % of correct answers – a grade of 4,5 (good plus) 91-100 % of correct answers – a grade of 5,0 (very good)

* L-lecture, C- classes lab- laboratory, pro- project, e- e-learning