Bachelor of Arts in Global Business

Module handbook

Date: February 12, 2026

Version: 4.0

Table of contents

Qualification goals

The bachelor's program in Global Business aims to prepare students in an integrated and practice-oriented manner for assuming responsible positions in internationally operating companies and organizations. Graduates can analyze business and economic relationships in their global dimension in a professionally sound manner, to recognize economic, social, and cultural differences, and to critically reflect on them.

The program fosters the development of independently thinking, open-minded, and multicultural individuals who can shape change with innovative thinking and assume leadership roles. A particular focus is placed on imparting intercultural competence, the ability to work in international and diverse teams, and an understanding of ethical and sustainability-oriented practices. The ability to work scientifically and to independently solve complex practical problems is another key objective, ensuring compatibility with international master's programs.

Graduates possess in-depth knowledge in the following areas:

International Business Administration and Global Management

- International business strategies and market entry models
- Global marketing, international financial management and cross-border supply chain management
- Intercultural management and leadership of multinational teams
- Digital business models and e-commerce in global markets

Economics and global Economic systems

- Micro- and macroeconomic relationships in international contexts
- World economy, trade theories and international Monetary systems
- Economic policy and regulatory frameworks in different regions
- Sustainable Development and Planetary Boundaries in an Economic Context

Accounting, Controlling and International Affairs Tax law

- International Accounting Standards (IFRS, US-GAAP)
- Financial analysis and management accounting in multinational companies
- Transfer pricing and international tax planning
- Controlling systems for global organizations

International Commercial law

- UN Sales Law (CISG) and international contract drafting
- Legal systems in Europe, Asia and other economic areas
- Compliance, export and sanctions law
- Data protection and AI regulation in international contexts

Digitalization and technology in a global context

- Digital Business Fundamentals and Digital Transformation
- Business analytics, AI and data-driven decision-making
- Cybersecurity and digital process management
- E-commerce strategies and platform economy

Quantitative methods and empirical research

- Business Mathematics, Statistics and Data Analysis
- Scientific Methods and research design
- Process analysis and optimization
- Application-oriented research projects

Intercultural communication and soft skills

- Business English and professional communication in global teams
- Negotiation and mediation in intercultural settings
- Leadership and Change Management

- Project management and digital collaboration

The graduates are characterized by the following specific competencies:

Intercultural and global competence

- Analysis and management of cultural differences in international business contexts
- guide multicultural and virtual teams
- Adapting communication and leadership styles to different cultural contexts
- Development of globally scalable and locally adapted strategies (glocalization)

Strategic and analytical skills

- Formulation and evaluation of international business strategies
- Analysis of global markets and identification of opportunities and risks
- Using data-driven methods for strategic decisions
- Development of digital business models for international markets

Digital Leadership and Technology Competence

- Designing digital transformation processes in global organizations
- Use of AI, analytics and digital platforms for value creation
- Management of cybersecurity risks and compliance requirements
- Leadership in hybrid and remote work environments

Ethics, sustainability and social issues responsibility

- Integrating ESG criteria into business decisions
- Evaluating ethical dilemmas in international contexts
- Financial support sustainable and inclusive business practices
- Reflection of societal effects entrepreneurial action

Methodological and scientific competence

- Application of scientific research methods to practically relevant issues
- Conducting empirical studies and international market research
- Critical analysis and interpretation of research results
- Evidence-based decision-making under uncertainty

Communicative and social skills

- Negotiation and conflict resolution in international settings
- Presentation of complex topics to diverse target groups
- Network building and stakeholder management across cultural boundaries

Study program concept

The curriculum of the bachelor's program in Global Business is designed to optimally prepare students for the challenges of a globalized and digitalized business world. It combines a solid academic foundation with strong practical relevance and fosters the development of internationally oriented, responsible leaders.

The bachelor's program in Global Business follows an innovative and future-oriented study concept that comprehensively prepares students for leadership roles in international companies. The seven-semester program combines a solid academic foundation with intensive practical experience and is divided into three clearly structured phases.

In the first phase (semesters 1-3), a broad foundation in business administration and economics is laid, supplemented by quantitative methods, language skills, and basic digital knowledge. Starting in the second semester, a profile-forming specialization begins, running in parallel along two tracks: International Management (Track A) and Digital Business (Track B).

The second phase (semesters 4–6) deepens this specialization through international and strategic content, supplemented by elective courses in soft skills. A key element is the integrated internship in the 6th semester, in which students apply and expand their knowledge in an international business environment. This can be completed as a work placement semester in a company or as a semester abroad at one of our partner universities. Both options ensure the direct transfer of theory into practice, the strengthening of personal profile development, and the acquisition of essential international skills. The practical phase is integrated into the degree program with 30 ECTS credits. The final phase (semester 7) is dedicated to in-depth academic study and the writing of the bachelor's thesis.

A special feature of the degree program is its consistent internationalization. as well as the integration of interdisciplinary content from law, technology, cultural studies, and sustainability sciences. Future-oriented topics such as artificial intelligence, digital business models, sustainability, and global supply chains are systematically incorporated into the curriculum.

The teaching concept relies on a balanced mix of lectures, seminars, case studies, simulations, and project-based learning. Digital and AI-supported teaching formats are also used. Assessment methods are competency-oriented and practically relevant.

The aim is to train graduates who not only possess sound specialist knowledge, but also intercultural competence, strategic thinking skills, digital leadership abilities and a strong sense of responsibility for ethical and sustainable business practices.

Teaching and Learning Methods

The bachelor’s program in Global Business employs innovative and diverse teaching and learning methods, consistently geared towards the acquisition of international business skills. The didactic concept follows four central principles:

Student-centered learning is the focus, promoting the active participation of students through interactive methods, self-directed learning and collaborative learning methods.

Theory-practice integration is systematically implemented through the processing of real business cases from international companies, the involvement of practitioners, and project work with external partners.

The international focus is reflected in multinational case studies, international sources, virtual collaboration with partner universities, and intercultural teamwork as a central form of learning.

Digital competence development is promoted through the integration of digital tools into all learning processes, the use of learning management systems and AI-supported learning assistance.

The mix of methods includes:

- Lectures for structured knowledge transfer with interactive elements
- Seminars for in-depth discussion and critical reflection
- Exercises for the practical application of methods and tools
- Case study work with real business situations from different regions
- Project-based learning in interdisciplinary and international teams
- Simulations and business games for complex decision-making situations
- Research-oriented learning with independent empirical research
- Digital and hybrid learning formats with blended learning and virtual collaboration

accompanied by comprehensive support services such as mentoring programs, language courses, career services, and digital learning resources. Assessment methods are consistently competency-based and include written assignments, presentations, project work, and simulation-based assessments.

This diverse methodological approach ensures that students not only acquire specialist knowledge, but also develop the analytical, practical and intercultural skills necessary for international leadership tasks.

Examination concept

The use of assessments that combine two assessment formats, but whose proportion should not exceed that of a full assessment and whose components complement each other meaningfully, is a key feature of the module assessments in this degree program. They form the basis for competency-based assessment.

This competency-based assessment can be justified by several key didactic principles:

Focus on competency demonstration: Combined assessments directly address the core of competency-based learning by requiring students to demonstrate their ability to apply knowledge and skills in authentic contexts. This captures what students can do.

Promoting self-reflection and self-regulated learning: The process of selecting artifacts and writing reflective statements encourages students to critically examine their own learning. This fosters metacognitive skills and supports self-regulated learning, as students become more aware of their strengths, weaknesses, and learning processes.

Constructive alignment: Combined assessments can be effectively aligned with the principles of constructive alignment. The learning activities within the module should offer students the opportunity to develop the competencies assessed in the portfolio. The portfolio content and assessment criteria are then directly linked to these learning objectives and activities, creating a coherent learning experience.

Authenticity and practical relevance: Combined exams can include tasks that reflect real-world problems and challenges, increasing the exam's authenticity. This helps students recognize the relevance of what they have learned to their future professional practice and boosts their motivation.

Reducing exam anxiety and power imbalance: The combination of various practical and written exam formats in the combined exam, along with the option of a final discussion/defense, promotes the relevance of the performance and can reduce the high pressure often associated with traditional exams. The discussion can also foster a more dialogical and less hierarchical relationship between examiner and student.

Assessment of a broader range of skills: Combined exams are well suited to assess not only subject-specific knowledge and skills, but also interdisciplinary, social and personal skills such as reflection, communication and self-management.

The significance of content-based assessment methods in the age of generative AI: With traditional assessment methods, such as term papers or media products, examiners will not have sufficient means in the future to differentiate and evaluate the influence or weighting of the use of generative AI tools in assessment performance.

Module exams combine various competency assessments. This combines factual and methodological knowledge with practical skills and/or the ability to present one's own work. Exams that employ this approach are characterized by the following requirements/learning objectives:

Written assessments in the form of term papers can take various formats depending on the module's objectives and teaching approach. These include, among others: traditional academic papers, project documentation, portfolios, case study analyses, proposals, or business plans. The specific format will be announced by the instructors at the beginning of the module and is based on the specific learning objectives of the respective module.

The combination of written exam and oral exam in the form of a case discussion ensures that both the basic subject knowledge (tested in the written exam) and the ability to spontaneously, analytically discuss and argue solutions in practical situations (tested in the case discussion) are validly assessed.

The combination of exam and term paper ensures that both the basic subject knowledge (tested in the exam) and the ability to perform a structured, in-depth written analysis of a complex problem using scientific working methods (tested in the term paper) are validly assessed.

Combination of examination formats	Didactic rationale
W / Or Written work: Term paper, seminar paper, practical report in 6 to 15 pages. Oral presentation: 10 to 30 minutes	▪ The written development of a topic, presented as a seminar paper or term paper, assesses the ability to analyze and based on this analysis, to present solutions and derive appropriate conclusions. Simultaneously, it evaluates the competence to communicate effectively with a target audience. ▪ In their presentations, students demonstrate their ability to present their own findings and methodology in an oral presentation or lecture, possibly with the aid of media. This demonstrates their capacity to present their own findings in a new format and to communicate them in a way that is appropriate for the target audience.
W / Or Written exam: 60 minutes Oral: Technical discussion, 15 minutes	▪ The combination of written exam and oral exam in the form of a case discussion ensures that both the basic subject knowledge (tested in the written exam) and the ability to spontaneously, analytically discuss and argue solutions in practical situations (tested in the case discussion) are validly assessed.
W / Pr Written exam: 60 minutes Practical exam, 60 minutes	▪ An exam assesses factual knowledge and its application to subject-specific questions. ▪ The practical exam assesses the extent to which the acquired knowledge can be applied in a practical setting.
W / Pr Written exam: 60 minutes Practical: Project: Documentation 4 pages	▪ An exam assesses factual knowledge and its application to subject-specific questions. ▪ The practical exam involves carrying out a suitable project and documenting the process. This documentation assesses the candidate's ability to reflect on their own approach.
W / Pr Written assignment: 6 pages Practical exam, 15 minutes	▪ The written development of a topic, presented as a seminar paper or term paper, assesses the ability to analyze and based on this analysis, to present solutions and derive appropriate conclusions. Simultaneously, it evaluates the competence to communicate effectively with a target audience. ▪ The practical examination assesses the approach taken in implementing a task and the application of practical and methodological skills.
W /Or Written: Bachelor's thesis, 40-50 pages Oral: Colloquium, 30 minutes	▪ In their bachelor's thesis, students demonstrate that they can analyze, evaluate, and reflect on complex issues. They should also demonstrate the ability to develop at least one appropriate solution. They use scientific methods and select appropriate literature, methods, research designs, etc. to develop the solution and justify the selection of the result. ▪ In the colloquium, they present the result and their own approach to developing the bachelor's thesis and answer the examination questions.

Subject areas and modules

Subject area	**General Business Administration and Economics**	**GBB 1**
module	**Systems-oriented Business Administration**	**GBB 1.1**

Responsible		
Frequency	Once in academic year	
Applicability		
ECTS points	5	
Total workload (h)	130	
Teaching time (h)	48	e.g. 8 days in 6 hours
Learning time (h)	82	
Semester	1	
Requirements	No	
Teaching method	Lecture 30% / Seminar 40% / Exercise 30%	
Prerequisite for the awarding of performance points		
Examination format	Written (exam, 90 minutes)	
Grading scheme	Undifferentiated	

Learning outcomes and competencies	Students will be able to explain the core principles of system thinking (e.g., interdependence, feedback loops, emergence) as applied to business. They will be able to analyze a global company using a specific business model framework (e.g., Business Model Canvas, V4 Framework). Finally, they will be able to assess how different management models (e.g., hierarchical, networked, agile) affect the responsiveness of organizations in global contexts. The students will be able to ▪ model important dependencies within a global business system and its external environment, ▪ design or adapt business models for specific international market opportunities or challenges, ▪ analyze the systemic impacts (e.g., financial, operational, reputational) of global risks (e.g., political instability, currency fluctuations, pandemic) on a multinational company, ▪ develop strategies that leverage system dynamics to achieve competitive advantages in a global environment

Contents	1. Systems thinking in business: Traditional vs. systemic management, interdependence in global companies 2. Business Model as a System: Business Model Canvas, VP Canvas, Platform Business Models (Understanding Network Effects, Two-/Multi-Sided Markets) 3. Systemic Basic concepts: System elements & relationships (supply chain), feedback loops (reinforcing loops, balancing loops), emergence and complexity 4. Management models in practice: Traditional hierarchies, matrix structures, and agile organizations 5. Global context: Global value chains as systems, international institutions, sustainability as a systemic challenge 6. Application & Integration: Stakeholder Mapping, Scenario Thinking 7. Doughnut Economics (Kate Raworth) for systemic sustainability 8. Digital Twin concepts for business models 9. Web3 and Decentralized Business Models 10. Impact Measurement Frameworks (B Lab, IRIS+)
Literature	Iansiti, M., & Lakhani, K.R. (2020). Competing in the Age of AI: Strategy and Leadership When Algorithms and Networks Run the World. Harvard Business Review Press. Gassmann, O., et al. (2020). The Business Model Navigator (2nd ed.). FT Press. Kim, D. H., & Anderson, V. (2019). Systems Thinking Tools: A User's Reference Guide. Pegasus Communications. Laloux, F., & Appert, E. (2023). Reinventing Organizations Illustrated. Nelson Parker. Meadows, D.H. (2008). Thinking in Systems: A Primer. Chelsea Green Publishing. Osterwalder, A., & Pigneur, Y. (2010). Business Model Generation: A Handbook for Visionaries. Wiley. Parker, G.G., et al. (2016). Platform revolution. Norton. Raworth, K. (2024). Donut Economics in Practice. Chelsea Green. Rockström, J., et al. (2023). Safe and Just Earth System Boundaries. Nature 619. World Economic Forum (2024). Stakeholder Capitalism Metrics 2.0.

Subject area	**General Business Administration and Economics**	GBB 1
Module	**Financial Management Fundamentals**	**GBB 1.2**

Responsible		
Frequency	Once in academic year	
Applicability		
ECTS points	5	
Total workload (h)	130	
Teaching time (h)	48	e.g. 8 days in 6 hours
Learning time (h)	82	
Semester	1	
Requirements	No	
Teaching method	Lecture 35% / Seminar 30% / Exercise 35%	
Prerequisite for the awarding of performance points		
Examination format	Written (exam, 90 minutes)	
Grading scheme	Differentiated (at least a grade of 4.0)	

Learning outcomes and competencies	Students can define and explain the core components of the main financial statements (balance sheet, profit and loss statement, cash flow statement) and their interrelationships, explain the concept of the time value of money (TVM) and justify its crucial role as a basis for financial decision-making, describe the fundamental relationship between risk and return, identify common sources of financing (debt and equity) and compare their basic characteristics, and recognize important financial ratios for assessing profitability, liquidity, solvency and efficiency and interpret their significance. The students will be able to ▪ perform basic financial calculations (e.g. PV, FV, NPV, simple key figures), ▪ analyze the financial performance and position of a company based on its annual financial statements and key figures, ▪ assess the financial attractiveness of simple investment projects based on the NPV and the payback period, ▪ assess the impact of fundamental financing decisions (e.g. debt vs. equity) on a company's financial statements and risk profile and ▪ communicate basic financial information and analyses clearly and concisely

Contents	1. Fundamentals of financial accounting: Purpose and structure of the balance sheet, profit and loss statement, cash flow statement. Accruals and deferrals vs. cash accounting. Basic principles of accounting. 2. Analysis of the annual financial statements: Key figures (Liquidity: Short-term/Quick; Solvency: Debt/Equity; Profitability: ROA/ROE/ROS; Efficiency: Inventory/Receivables Turnover). Interpreting and comparing trends. 3. Time value of money (TVM), present value (PV), future value (FV), annuities, perpetuals. 4. Fundamentals of capital budgeting: Net present value (NPV), Internal rate of return (IRR), Payback period (concepts and calculation). 5. Risk & Return Fundamentals: Concept of risk, diversification (basic idea), risk-free interest rate, risk premium. 6. Sources of financing: Characteristics of debt capital (loans, bonds) and equity capital (common stock, retained earnings). Cost of capital (basic concept). 7. Fundamentals of Working Capital Management: Concepts of cash, inventory, receivables and payables management, CCC calculation, liquidity vs. profitability (e.g. Amazon) 8. Global context (introduction): Impact of exchange rates on financial statements (introduction to translation risks), knowledge of International Financial Reporting Standards (IFRS) compared to local GAAP, sales- driven Forecasting, pro forma statements 9. Digital Finance Tools: Fintech Basics (Payment, Lending, Robo-Advisors), Introduction to Power BI (Dashboards), Sustainable Finance & ESG Integration, ESG Rating Agencies and Their Role, Green Bonds, Social Bonds, Sustainability-Linked Loans, EU Taxonomy for Sustainable Activities, impact investing and blended finance. 10. Global context: Currency risk basics (transaction vs. translation exposure), IFRS vs. US GAAP: key differences, exchange rate impact on NPV, digital assets & alternative finance: blockchain-based finance (DeFi basics), token omics and utility tokens, central bank digital currencies (CBDCs).
Literature	Atrill, P., & McLaney, E. (2023). Accounting and Finance for Non-Specialists (12th ed.). Pearson. Berk, J., DeMarzo, P., & Harford, J. (2023). Fundamentals of Corporate Finance (5th ed.). Pearson. Brealey, RA, Myers, SC, Allen, F., & Edmans, A. (2023). Principles of Corporate Finance (14th ed.). McGraw-Hill. Damodaran, A. (2023). Damodaran on Valuation: Security Analysis for Investment and Corporate Finance (3rd ed.). Wiley. Damodaran, A. (2024). Corporate Finance: Theory and Practice (6th ed.). Wiley. Hillier, D., Clacher, I., Ross, S., Westerfield, R., & Jordan, B. (2023). Fundamentals of Corporate Finance (4th European Edition). McGraw-Hill. Kimmel, PD, Weygandt, JJ, & Kieso, DE (2023). Financial Accounting: Tools for Business Decision Making (9th or 10th Canadian ed.). Wiley. Libby, R., Libby, P., & Hodge, F. (2023). Financial Accounting (11th ed.). McGraw-Hill.

	Ross, S.A., et al. (2022). Corporate Finance (13th ed.). McGraw Hill. Schoenmaker, D. & Schramade, W. (2024). Principles of Sustainable Finance. 3rd ed. Oxford. Shapiro, A.C. (2022). Multinational Financial Management (11th ed.). Wiley.

Subject area	**General Business Administration and Economics**	**GBB 1**
Module	**Microeconomics and Macroeconomics**	**GBB 1.3**

Responsible		
Frequency	Once in academic year	
Applicability		
ECTS points	5	
Total workload (h)	130	
Teaching time (h)	48	e.g. 8 days in 6 hours
Learning time (h)	82	
Semester	1	
Requirements	No	
Teaching method	Lecture 40% / Seminar 30% / Exercise 30%	
Prerequisite for the awarding of performance points		
Examination format	Written (exam, 90 minutes)	
Grading scheme	Differentiated (at least a grade of 4.0)	

Learning outcomes and competencies	Students will be able to apply microeconomic models of supply, demand, and market structures to analyze the business environment and predict the effects of interventions. They will develop the competence to interpret key macroeconomic indicators to assess the economic stability and health of various countries. Furthermore, they will be able to evaluate how fiscal and monetary policies affect exchange rates, interest rates, and general business conditions. Ultimately, they will be able to use economic reasoning to make informed, evidence-based decisions in a complex global economic landscape. The students will be able to ▪ think outside the box, understand incentives, and recognize trade-offs are crucial for strategic decision-making. (Economic thinking) ▪ use simplified economic models to break through the complexity of the real world and create verifiable predictions about market behavior. (Model-based analysis) ▪ read and interpret economic news, data reports, and political announcements and understand their immediate impact on the global economy. (Global Economic Literacy) ▪ critically assess the policies of governments and central banks, not only regarding their domestic economic impact, but also their spillover effects on the global economy. (Policy Assessment)

Contents	Microeconomics Contents: 1. Economic thinking and basic principles: scarcity, opportunity costs, marginal analysis, trade-offs & production Possibility Frontier 2. Markets, Prices & Elasticity: Supply and Demand, Elasticity, 3. Production & Costs: Short-Run vs. Long-Run, Fixed vs. Variable Costs, Marginal Cost & Average Cost, Economies of Scale 4. Market structures and competition: Perfect competition, monopolistic competition, oligopoly, monopoly; analysis of strategic interaction and pricing power. 5. Behavioral economics: heuristics, biases, nudging theory 6. Digital Economics: Network effects, multi-sided markets, lock-in effects 7. Market failure and government intervention: externalities, public goods, the economic reasons for (and against) regulation, trade protectionism. Macroeconomic Contents 8. Economic measurement: National accounts (GDP), inflation indices, unemployment rates. 9. Economic cycles and growth: factors driving economic growth and productivity, business cycle, long-term growth (productivity, technology and innovation), planetary boundaries and economic growth: degrowth vs. green growth, circular economy macro models. 10. Short-term fluctuations: Aggregate demand and aggregate supply model, the business cycle. 11. Macroeconomic policy: Fiscal policy: Government spending and taxes. 12. Monetary policy: The role of central banks, interest rates, the money supply. 13. The open economy: exchange rates, balance of payments, capital flows and the interconnectedness of economies; Geoeconomics: economic sanctions, supply chain resilience; Economic Statecraft
Literature	Acemoglu, D., Laibson, D., & List, JA (2019). Economics (2nd ed.). Pearson. Hubbard, RG, & O'Brien, AP (2021). Economics (8th ed.). Pearson. Krugman, P., Obstfeld, M., & Melitz, MJ (2023). International Economics: Theory and Policy (12th ed.). Pearson. Krugman, P., & Wells, R. (2023). Economics (6th ed.). Worth Publishers. Mankiw, NG (2023). Fundamentals of Economics (10th ed.). Cengage Learning. Raworth, K. (2017). Donut Economics. Random House. Rochet, J.-C. & Tirole, J. (2023). Platform competition. WITH Press. Thaler, R. & Sunstein, C. (2021). Nudge: The Final Edition. Penguin.

Subject area	**General Business Administration and Economics**	**GBB 1**
Module	**Financial Accounting & Reporting**	**GBB 1.4**

Responsible		
Frequency	Once in academic year	
Applicability		
ECTS points	5	
Total workload (h)	130	
Teaching time (h)	48	e.g. 8 days in 6 hours
Learning time (h)	82	
Semester	1	
Requirements	No	
Teaching method	Lecture 30% / Seminar 35% / Exercise 35%	
Prerequisite for the awarding of performance points		
Examination format	Written (exam, 90 minutes)	
Grading scheme	Differentiated (at least a grade of 4.0)	

Learning outcomes and competencies	The students will be able to ▪ prepare and interpret the three core financial statements – income statement, balance sheet and cash flow statement – in accordance with the main accounting principles and to analyze these statements using ratio analysis to assess the profitability, liquidity and general financial health of a company. ▪ explain the most important differences between international accounting frameworks, in particular IFRS and US-GAAP. ▪ critically assess the quality of financial reports, to understand the impact of accounting decisions, and to appreciate the role of auditing in ensuring credibility. The students can ▪ read and understand a company's annual report. (Financial literacy) ▪ process quantitative data, identify trends, and draw meaningful conclusions about a company's financial health. (Numerical and analytical skills) ▪ use financial data to support business decisions such as investments, lending, and performance evaluation. (Decision-making ability) The students know and understand ▪ presented figures. They understand the subjectivity associated with accounting estimates (e.g., depreciation, provisions) and recognize potential for "profit management." (Critical thinking)

	▪ to articulate financial insights and their implications for a non-technical audience. (Communication skills)
Contents e	1. Reasons for accounting: Stakeholder & information needs, Agency Problem, Financial vs. Managerial Accounting, Basic principles (Accrual, Going Concern, Materiality, Conservatism) 2. The balance sheet: Basic equation: Assets = Liabilities + Equity, Asset side, Liability side: Current Liabilities, Non-Current Liabilities, Contingent Liabilities, Equity, Structural analysis, Asset-heavy vs. Asset-light business models, Liquidity vs. Solvency 3. Profit and Loss Statement (Income Statement): Structure (Top-Down), Critical Understanding, Practical Examples 4. Cash Flow Statement: Sections Operating, Investing, Financing Activities), Free Cash Flow Calculation (FCF = Operating CF – CapEx) 5. Combining the 3 statements: Articulation (Net Income, Cash Balance), Accrual to cash timing differences, Non-Cash Items) 6. Financial Ratio Analysis: Liquidity, Profitability (ROA, ROE, DuPont Analysis), Solvency, Efficiency (Asset Turnover etc.) 7. Market metrics & valuation: Price-to-Earnings (P/E), Price-to-Book (P/B), Price-to-Sales (P/S), etc., Integrated Reporting & Natural Capital Accounting: IIRC Framework and <IR>, Natural Capital Protocol (Capitals Coalition), True Cost Accounting for externalities 8. Critical reading of business reports: Structure an annual report (MD&A, financial statements, etc.), off-balance sheet items 9. Red Flags & Earnings Quality: Meaning, Earnings Quality Indicators 10. International accounting: IFRS vs. US-GAAP, CTA (Cumulative Translation Adjustment), convergence efforts (IASB + FASB)
Literature	Deloitte (2024): ESG and Financial Reporting Integration: Practical Guide Ernst & Young (2024): Transfer Pricing in the Digital Economy: OECD Guidelines EU Commission (2024): CSRD Implementation Guidelines: Sustainability Reporting Standard. IFRS Foundation (2024). ISSB Standards: IFRS S1 & S2. International Accounting Standards Board (IASB). (2024). IFRS Standards: Mandatory for financial years beginning on or after 1 January 2024. IFRS Foundation. Robinson, TR, Henry, E., Pirie, WL, & Broihahn, MA (2020). Analysis of International Financial Statements (4th ed.). Wiley. KPMG (2024): Digital Finance Transformation: AI in Accounting and Reporting PwC (2024): IFRS and US GAAP: Similarities and Differences. PricewaterhouseCoopers LL Weiss, GI, Sondhi, AC, & Fried, D. (2012). The Analysis and Usability of Financial Statements (3rd ed.). Wiley. Weygandt, JJ, Kimmel, PD, & Kieso, DE (2024). Financial Accounting with International Accounting Standards (5th ed.). Wiley.

Subject area	**General Business Administration and Economics**	**GBB 1**
module	**Marketing and Sales Management**	**GBB 1.5**

Responsible		
Frequency	Once in academic year	
Applicability		
ECTS points	5	
Total workload (h)	130	
Teaching time (h)	48	e.g. 8 days in 6 hours
Learning time (h)	82	
semester	2	
Requirements	No	
Teaching method	Lecture 25% / Seminar 45% / Exercise 30%	
Prerequisite for the awarding of performance points		
Examination format	Written (term paper, 6 pages) and oral (presentation, 15 minutes)	
Grading scheme	Differentiated (at least a grade of 4.0)	

Learning outcomes and competencies	The students will be able to ▪ explain the STP process (segmentation, targeting, positioning) in different cultural /economic contexts. ▪ describe the most important digital marketing channels (SEO, SEM, Social, Email) and their global variations. ▪ identify the components of a global brand strategy and the challenges of brand management across cultures. ▪ describe the sales process and the principles of key account management for multinational customers. ▪ conduct fundamental international market research and analysis of intercultural consumer behavior. ▪ develop a localized marketing mix (4Ps/7Ps) for a specific international market entry scenario. ▪ design a digital marketing campaign that is adapted to regional platforms (e.g. WeChat vs. WhatsApp) and regulations (e.g. GDPR). ▪ formulate a sales plan and negotiation strategy for a global B2B account, taking cultural norms into account. ▪ measure and interpret marketing/sales KPIs (ROI, CLV, conversion rates, sales cycle length) in a global context.

Contents e	1. Global Consumer Insights: Intercultural consumer behavior, consumer psychology integration, international market research methods, global buyer journeys. 2. Global Marketing Strategy (STP): International market segmentation criteria, targeting strategies (standardized vs. customized), positioning in different cultures. 3. Global Marketing Mix (4Ps/7Ps): Product (adaptation vs. standardization, global product life cycle, global portfolio management). 4. Price (International pricing strategies (skimming, penetration, etc.), Incoterms®, currency/transfer pricing problems, grey markets. 5. Place (Distribution) (Global channel design, management of intermediaries (agents, distributors), e-commerce logistics, international omnichannel strategies. 6. Promotion (Global IMC strategy, adaptation of advertising/creativity, management of global agencies, digital/ social media marketing in various regions, PR worldwide). 7. People, processes, physical evidence (services) (Global challenges of service marketing. 8. Global Brand Management: Building and managing global brands, brand architecture (House of Brands vs. Branded House), combating counterfeits. 9. Digital marketing in a global context: Customer journey mapping, marketing analytics, platform variations, localization of digital content, global SEO/SEM, social media marketing, data protection regulations (GDPR, CCPA). 10. Fundamentals of Sales Management: Design of the sales process (lead generation to closing), B2B vs. B2C sales models, sales structure (territory, product, customer). 11. Global Sales Management: Leading international sales teams, cultural aspects of sales and negotiation, Key/Global Account Management (KAM/GAM), sales technology (CRM - e.g. Salesforce). 12. Marketing & Sales Performance: Key marketing KPIs (brand awareness, market share, ROI, CLV, NPS, CSAT, CAC), key sales KPIs (quota achievement, conversion rate, sales cycle, average store size, SCL). 13. Ethics & Sustainability (Sustainable marketing/sales practices, greenwashing, sustainable global value propositions). 14. International Market Research: Digital market research tools, intercultural challenges, research process. 15. Next-Gen Digital Marketing: Creator Economy and influencer partnerships, community building strategies (Discord, Slack communities), conversational commerce (WhatsApp Business, chatbots), Web3 marketing (NFTs, token-gated content). 16. Privacy-First Marketing: Post-Cookie Tracking (First-Party Data, CDPs), Privacy Sandbox and FLoC, Consent Management Platforms (CMPs)
Literature	Chaffey, D., & Ellis-Chadwick, F. (2023). Digital Marketing: Strategy, Implementation and Practice (8th edition). Pearson. De Mooij, M. (2023). Global Marketing and Advertising: Understanding Cultural Paradoxes (6th ed.). Sage. Hollensen, S. (2023). Global Marketing (8th ed.). Pearson.

	Ingram, TN, LaForge, RW, Avila, RA, Schwepker Jr., CH, & Williams, MR (2023). Sales Management: Analysis and Decision Making (11th edition). Routledge. Jobber, D., & Lancaster, G. (2023). Sales and Distribution Management (12th ed.). Pearson. Kotler, P., Keller, KL, Brady, M., Goodman, M., & Hansen, T. (2023). Marketing Management (16th European Edition). Pearson. Lin, J. (2024). The Creator Economy: How to Build It, Scale It, and Make It Last. Wiley. Usunier, JC., & Lee, JA (2023). Marketing Across Cultures (7th ed.). Pearson.

Subject area	**General Business Administration and Economics**	**GBB 1**
Module	**Global Operations & Supply Chain Management**	**GBB 1.6**

Responsible		
Frequency	Once in academic year	
Applicability		
ECTS points	5	
Total workload (h)	130	
Teaching time (h)	48	e.g. 8 days in 6 hours
Learning time (h)	82	
Semester	3	
Requirements	No	
Teaching method	Lecture 20% / Seminar 50% / Exercise 30%	
Prerequisite for the awarding of performance points		
Examination format	Written assignment (term paper, 8 pages)	
Grading scheme	Differentiated (at least a grade of 4.0)	

Learning outcomes and competencies	The students will be able to ▪ analyze and articulate the core principles of global supply chain design, including the strategic trade-offs between centralized and decentralized networks. ▪ critically examine Lean Production techniques and assess the specific challenges associated with their implementation in different cultural contexts. ▪ identify and assess the main drivers of operational risk in international environments, such as tariffs, logistics delays and other geopolitical and regulatory factors. The students can ▪ map and analyze a global supply chain using flowcharts/SIPOC diagrams. ▪ calculate capacity metrics (e.g., throughput, utilization) for facilities in multiple countries. ▪ apply quality management tools (e.g. Six Sigma, SPC) in different teams. ▪ develop a robust sourcing strategy for geopolitical risks. ▪ optimize inventory guidelines considering international lead times and demand fluctuations.

Contents e	1. Global Supply Chain Design: Network configuration, offshoring/nearshoring, trade-offs (cost vs. flexibility) 2. Process management: Lean/Just-in-Time (JIT), Theory of Constraints, process mapping 3. Quality management: (TQM, Six Sigma, ISO standards, cultural barriers to quality) 4. Capacity & Forecasting: Demand planning in volatile markets, capacity scaling strategies 5. Logistics & Inventory: Incoterms®, Global Warehousing, EOQ with currency/transport risks 6. Digital Operations: Industry 4.0 (IoT, AI in predictive maintenance), Blockchain for traceability 7. Sustainability and ethics: circular supply chains, reduction of the CO2 footprint, ethical sourcing (e.g. conflict minerals) 8. Risk management: frameworks for supply chain disruptions (e.g., SCOR model), dual sourcing, geopolitical contingency planning 9. Smart Operations & Industry 4.0: IoT sensors and predictive maintenance, digital twin in production, cobots (collaborative robots) and human-machine interaction, 3D printing and on-demand manufacturing. 10. Circular Operations Management: Design for Disassembly and Remanufacturing, Reverse Logistics and Product-as-a-Service, Material Passports and Digital Product Passports (DPP)
Literature	Chopra, S., & Meindl, P. (2023). Supply Chain Management (8th edition). Pearson. Christopher, M. (2023). Logistics & Supply Chain Management (6th ed.). FT Press. Ellen MacArthur Foundation (2024). Circular Economy in Manufacturing. Heizer, J., Render, B., & Munson, C. (2023). Operations Management (14th ed.). Pearson. Ivanov, D. (2023). Digital Supply Chain Management and Technology. Springer. World Economic Forum. (2023). Global Risk Report (Focus on Supply Chain Resilience). Shen, ZJ. (Ed.). (2022). Sustainable Supply Chains: Models, Methods and Policy Insights. Springer. Simchi -Levi, D. (2023). Operating rules: Delivering customer value through flexible processes. MIT Press. Slack, N., Brandon-Jones, A., & Burgess, N. (2024). Business Management (10th edition). Pearson.

Subject area	**General Business Administration and Economics**	**GBB 1**
Module	**Controlling & Management Accounting**	**GBB 1.7**

Responsible		
Frequency	Once in academic year	
Applicability		
ECTS points	5	
Total workload (h)	130	
Teaching time (h)	48	e.g. 8 days in 6 hours
Learning time (h)	82	
semester	3	
Requirements	No	
Teaching method	Lecture 25% / Seminar 40% / Exercise 35%	
Prerequisite for the awarding of performance points		
Examination format	Written (exam, 90 minutes)	
Grading scheme	Undifferentiated	

Learning outcomes and competencies	The students will be able to ▪ explain the role of controlling in supporting strategic management decisions in multinational corporations (MNCs). ▪ define and differentiate between different cost concepts (fixed, variable, direct, indirect, opportunity). ▪ describe the main budgeting techniques (incremental, zero-based, rolling) and their suitability for volatile global markets. ▪ identify key performance indicators (KPIs) for different organizational levels and functions in a global context. The students can ▪ calculate product/service costs using the methods of wage costing, process costing and process costing (ABC). ▪ perform cost- volume-profit (CVP) analyses for product lines with multiple currencies. ▪ create operating budgets (sales, production, purchasing) considering international demand fluctuations. ▪ analyze deviations (price, efficiency, volume) and identify the causes in different countries.

	▪ evaluate the profitability of segments (products, regions, channels) using contribution margin analysis. ▪ design simple dashboards with financial and non-financial KPIs relevant to global managers.
Contents	1. Cost concepts and behavior: Cost classification (fixed, variable, direct, indirect, sunk, opportunity), cost drivers, cost estimation methods. 2. Calculation systems: wage calculation, process calculation, process cost accounting (ABC) and management (ABM). 3. Support in decision-making: Relevant costs for decisions (make - or -buy, special orders, product mix), pricing strategies (cost -plus, target cost). 4. Planning and budgeting: Master budget components (operational and financial budgets), budgeting approaches (incremental, zero-based, rolling), behavioral aspects of budgeting. 5. Performance measurement: Variance analysis (materials, labor, overhead costs), standard costing, responsibility accounting (costs, profit, investment centers). 6. Management control systems: Designing effective control systems, Balanced Scorecard (BSC) perspectives (finance, customers, internal processes, learning and growth) and strategy mapping. 7. Global Context: Transfer pricing models and challenges, performance evaluation of foreign subsidiaries (currency conversion adjustments), management of various reporting requirements, controlling for global projects/teams, integration of ESG cost/benefit analysis into controlling systems. 8. Sustainability Accounting: Carbon Accounting (GHG Protocol), Social Return on Investment (SROI), Full Cost Accounting for Externalities, Integrated Reporting.
Literature	Atkinson, AA, Kaplan, RS, Matsumura, EM, & Young, SM (2023). Controlling (8th edition). Pearson. Bhimani, A., Horngren, CT, Datar, SM, & Rajan, MV (2023). Controlling and Cost Accounting (7th ed.). Pearson. Cokins, G. (2023). Predictive Analytics for Managers: Using Big Data to Drive Strategic Decisions. Wiley. Choi, FDS, & Meek, GK (2023). International Accounting (9th ed.). Pearson. Drury, C. (2024). Management and Cost Accounting (11th ed.). Cengage Learning. Horngren, CT, Datar, SM, Rajan, MV, Wynder, M., Maguire, W., & Tan, R. (2023). Cost Accounting: A Management Focus (4th Aus/NZ Edition or Global Edition). Pearson. Kaufmann, KA, & Van der Stede, WA (2023). Management Control Systems: Performance Measurement, Evaluation and Incentives (5th ed.). Pearson. Kaplan, RS, & Atkinson, AA (2015). Extended Management Accounting (3rd edition). Pearson. Schaltegger, S. et al. (2024). Sustainability Accounting and Reporting. 3rd ed. Springer.

Subject area	**Laws**	**GBB 2**
Module	**Law I (CISG - UN law of sale)**	**GBB 2.1**

Responsible		
Frequency	Once in academic year	
Applicability		
ECTS points	5	
Total workload (h)	130	
Teaching time (h)	48	e.g. 8 days in 6 hours
Learning time (h)	82	
semester	2	
Requirements	No	
Teaching method	Lecture 30% / Seminar 40% / Exercise 30%	
Prerequisite for the awarding of performance points		
Examination format	Written (exam, 90 minutes)	
Grading scheme	Differentiated (at least a grade of 4.0)	

Learning outcomes and competencies	Students will be able to ▪ determine the scope of application of the CISG (Articles 1–6) including exclusions and choice-of-law clauses and to apply the principles of interpretation (Article 7). ▪ classify the conclusion of the contract legally according to CISG (Articles 14–24: offer/acceptance, revocation, silence). ▪ systematically present the obligations of the seller and the buyer (obligations to deliver, transfer ownership, ensure quality, pay and accept; Art. 30–44, 53–60). ▪ determine the transfer of risk (Articles 66–70) including the interface to Incoterms ® 2020 in a practical manner. ▪ examine legal remedies in case of breach of contract (subsequent performance, reduction, damages, cancellation of contract; Art. 45 ff., 61 ff.) as well as material breach of contract (Art. 25) and grace period (Art. 47/49, 63/64) on a case-by-case basis. ▪ calculate and justify damages including foreseeability (Articles 74–77) and interest (Article 78). ▪ legally assess and contractually secure obstacles/force majeure (Art. 79). ▪ address burdens of proof and presentation, the incorporation of general terms and conditions, and the relationship between the CISG and national law/UNIDROIT principles in a practice-oriented manner.

	Skills: ▪ Case-solving skills: Structured subsumption of CISG facts (exam/case). ▪ Contract drafting: Drafting and evaluation of choice of law, jurisdiction/arbitration clauses, warranty and Incoterms® clauses. ▪ Risk management: Identification and contractual allocation of performance, price and logistics risks in cross-border goods purchases. ▪ Communication: Concise written/oral argumentation towards commercial stakeholders and lawyers.
Contents e	1. Introduction & structure of the UN Convention on Contracts for the International Sale of Goods; distinction from national sales law. 2. Scope of application, party autonomy, interpretation (Articles 1–7). 3. Contract conclusion: offer/acceptance, binding effect, revocation, battle of forms. 4. Contractual obligations: Delivery, quality/conformity of goods (Art. 35), documents; payment/acceptance. 5. Transfer of risk and delivery terms: Articles 66–70 and interaction with Incoterms ® 2020. 6. Breach of contract & legal remedies: Subsequent performance, replacement delivery/repair, price reduction, cancellation (fundamental breach), damages including cover purchase, obligations to cooperate. 7. Extended deadline mechanisms (Art. 47, 63) and rights of cancellation (Art. 49, 64). 8. Damages: Calculation, foreseeability, mitigation of damages (Art. 74–77), interest (Art. 78). 9. Force majeure/ hardship according to Art. 79; contractual arrangements. 10. Inclusion of terms and conditions, evidentiary issues, reference to UNIDROIT Principles (comparative, optional). 11. Practical examples & contract clauses: Choice of law, jurisdiction/arbitration, quality specs, inspection/notification obligations, warranty periods.
Literature	Schlechtriem, P.; Schwenzer, I. (eds.): Commentary on the Uniform UN Sales Law (CISG), 7th ed., CH Beck/Hart/Nomos, 2019. Huber, P.; Mullis, A.: The CISG – A New Textbook for Students and Practitioners, Sellier European Law Publishers, 2007. Kröll, S.; Mistelis, L.; Perales Viscasillas, P. (eds.): UN Convention on Contracts for the International Sale of Goods (CISG): A Commentary, Beck/Hart/Nomos, 2011.

Subject area	**Laws**	**GBB 2**
Module	**Comparative International Business Law**	**GBB 2.2**

Responsible		
Frequency	Once in academic year	
Applicability		
ECTS points	5	
Total workload (h)	130	
Teaching time (h)	48	e.g. 8 days in 6 hours
Learning time (h)	82	
Semester	3	
Requirements	No	
Teaching method	Lecture 25% / Seminar 45% / Exercise 30%	
Prerequisite for the awarding of performance points		
Examination format	Written (exam, 90 minutes)	
Grading scheme	Differentiated (at least a grade of 4.0)	

Learning outcomes and competencies	Students will be able to ▪ explain the basic structures and legal sources of European, Indian and Chinese commercial law and to assess their relevance for business decisions. ▪ analyze market and company access (corporate and investment law, FDI regime, approvals, joint ventures). ▪ examine contractual and liability issues in cross-border transactions (purchase, service, distribution and licensing agreements; warranty/liability; review of general terms and conditions). ▪ systematically assess key regulatory areas: EU internal market law/fundamental freedoms, competition/antitrust law, consumer protection, compliance & anti-corruption, export control/sanctions, labor and tax principles. ▪ classify data and cybersecurity law comparatively (EU GDPR, India: DPDP Act, China: PIPL/Cybersecurity & Data Security Law) and to address risks contractually/organizationally. ▪ manage intellectual property rights (IPR) (registration, licensing, enforcement, combating counterfeiting). ▪ plan dispute resolution (mediation, arbitration — e.g. ICC, SIAC, HKIAC, CIETAC — enforcement under the New York Convention). Skills:

	▪ Case resolution & risk analysis (issue spotting, subsumption, risk heatmaps). ▪ Contract drafting (choice of law/jurisdiction/arbitration clauses, data protection and compliance annexes, IP/licensing clauses). ▪ Regulatory Strategy for market entry and ongoing operations (governance, internal controls, third-party management). ▪ Intercultural legal communication: concise, target-group-oriented presentation for management/stakeholders.
Contents	1. Legal framework & institutions: EU (primary/secondary law, ECJ), India (constitution, central economic laws), China (legislative architecture, administrative enforcement). 2. Corporate/Investment Law: Company forms, Companies Act (India), Foreign Exchange Management/FDI rules, China Foreign Investment Law, negative lists, joint venture/WFOE models. 3. Contract law & sales: Contract types, incorporation of general terms and conditions, representatives/distributors, product liability/product safety. 4. Internal Market & Competition (EU): Fundamental freedoms, state aid, cartel prohibition/merger control (comparison of India/China). 5. Data, Tech & Compliance: GDPR, DPDP-Act (India), PIPL/DSL/CSL (China), cross-data flows, data transfers, IT security requirements. 6. IP rights: Trademarks/patents/copyright, registration (EUIPO/CNIPA), licensing and technology transfer. 7. Trade & Sanctions Law: Export Control, Dual-Use, Embargoes – Impact on Supply Chains. 8. Basic principles of employment and taxation: Employment, risks of permanent establishments (overview). 9. Dispute Resolution: Jurisdiction/Arbitration Clauses (ICC, SIAC/HKIAC/CIETAC), Evidence/Enforcement Issues (NY Convention). 10. Practical examples & contract clauses: choice of law, data processing, compliance guarantees, audit/exit provisions. 11. AI Regulation in Comparison: EU AI Act (2024) vs. China's Algorithm Regulation, India's Digital Personal Data Protection Act (2023), Cross-Border AI Deployment Challenges. 12. Supply Chain Due Diligence: German Supply Chain Act (LkSG), EU Corporate Sustainability Due Diligence Directive (CSDDD), US Uyghur Forced Labor Prevention Act
Literature	Craig, P.; de Búrca, G. (2021): EU Law: Text, Cases, and Materials (7th ed.). Oxford University Press. Singh, A. (current (Edition): Business Law (Focus areas: Indian Contract Act, Companies Act). Eastern Book Company. Chen, J.; Clarke, DC; Zhang, M. (eds.) (current ed.): Chinese Business Law (Company, Investment, Data & Competition Law). Edward Elgar/Kluwer.

Subject area	**Quantitative Methods and Research**	**GBB 3**
module	**Business Mathematics & Statistics**	**GBB 3.1**

Responsible		
Frequency	Once in academic year	
Applicability		
ECTS points	5	
Total workload (h)	130	
Teaching time (h)	48	e.g. 8 days in 6 hours
Learning time (h)	82	
semester	1	
Requirements	No	
Teaching method	Lecture 30% / Seminar 20% / Exercise 50%	
Prerequisite for the awarding of performance points		
Examination format	Written exam (60 minutes) and practical exercise (data analysis, 60 minutes)	
Grading scheme	Differentiated (at least a grade of 4.0)	

Learning outcomes and competencies	The students will be able to ▪ apply mathematical concepts, including infinitesimal calculus and financial mathematics, to model and solve business problems related to optimization and the time value of money. ▪ organize, visualize, and interpret data using descriptive statistics to identify relevant trends and patterns. ▪ perform statistical inferences, such as constructing confidence intervals and conducting hypothesis tests, to support data-driven decision-making under uncertainty. ▪ explain the difference between classical inferential statistical analysis and predictive modelling (machine learning) and to distinguish fundamental concepts of supervised machine learning (e.g., training/test split, overfitting) from those of unsupervised learning methods (e.g., clustering). ▪ create and interpret basic regression models to analyze relationships between variables and to make forecasts for business planning.
Contents	Mathematical content: 1. Algebra for Business: Linear and nonlinear functions, systems of equations.

	2. Calculus for optimization: Derivatives for finding maxima and minima (e.g., profit maximization, cost minimization). 3. Financial mathematics: time value of money, simple interest and compound interest, present and future value of annuities, net present value (NPV) for investment valuation. Statistical Contents: 4. Descriptive statistics: Measurements of central tendency (mean, median) and dispersion (variance, standard deviation), data visualization (histograms, box plots, scatter plots). 5. Probability: Basic concepts, probability distributions (e.g., normal, binomial). 6. Inferential statistics: sampling distributions, confidence intervals and hypothesis tests for means and proportions. 7. Introductory regression analysis: correlation, simple linear regression, interpretation of coefficients, R-squared. 8. Applications: Use of software for all statistical calculations. 9. Predictive Analytics & Machine Tools Learning 10. Concepts: Supervised vs. unsupervised learning. Basic idea of classification and regression. Training, validation, and test data. 11. Introduction to algorithms: Logistic regression for classification (e.g., predicting customer churn). Simple Decision trees to Visualization of decision rules. 12. Application & Ethics: Practical exercise using a user-friendly library (e.g., scikit-learn in Python or via a GUI solution like Orange Data Mining). Critical discussion of biases in training data and their societal impact. 13. Causal Inference Basics: Difference Correlation vs. causality, A/B testing and randomized controlled trials (RCTs), difference-in-differences (DiD) for policy evaluation
Literature	Anderson, DR, Sweeney, DJ, Williams, TA, Camm, JD, & Cochran, JJ (2022). Statistics for Business and Economics (15th ed.). Cengage Learning. Arya, J.C., & Lardner, R.W. (2022). Mathematics for Business and Economics (Custom Edition). Pearson. Pearl, J. & Mackenzie, D. (2024). The Book of Why: The New Science of Cause and Effect. 2nd ed. Basic Books. Sharpe, ND, De Veaux, RD, & Velleman, PF (2019). Business Statistics (4th ed.). Pearson.

Subject area	**Quantitative Methods and Research**	**GBB 3**
module	**Scientific Methods**	**GBB 3.2**

Responsible		
Frequency	Once in academic year	
Applicability		
ECTS points	5	
Total workload (h)	130	
Teaching time (h)	48	e.g. 8 days in 6 hours
Learning time (h)	82	
semester	1	
Requirements	No	
Teaching method	Lecture 20% / Seminar 50% / Exercise 30%	
Prerequisite for the awarding of performance points		
Examination format	Written assignment (term paper, 10 pages) and presentation (15 minutes)	
Grading scheme	Differentiated (at least a grade of 4.0)	

Learning outcomes and competencies	The students will be able to ▪ systematically plan and justify scientific research processes from problem identification to results presentation. ▪ select and methodologically substantiate suitable research designs (qualitative, quantitative, mixed methods) for complex business questions. ▪ use digital research tools and AI-supported methods in a reflective manner and to critically evaluate their ethical implications. ▪ write research papers according to scientific standards and present results in a way that is appropriate for different target groups. ▪ manage and document research data in accordance with ethical and data protection standards (GDPR).
Contents	1. Scientific Foundations & Research Ethics: Research philosophies and epistemological foundations, ethical principles, GDPR compliance, AI ethics in research, research process phases and quality criteria 2. Research Designs & Methods: Qualitative Approaches: Interviews, Focus Groups, Case Studies; Quantitative Designs: Surveys, Experiments, Sampling; Mixed Methods: Integration Strategies, Triangulation

	3. Digital research practice: Online survey tools (Qualtrics), social media listening, web scraping, AI- supported research, Literature analysis and data evaluation, research data management and digital documentation 4. Research communication & transfer: Scientific writing, citation standards, publication strategies, data visualization and audience-appropriate presentation, transfer into practice: Business cases, bachelor's thesis preparation
Literature	Easterby-Smith, M., Jaspersen, LJ, Thorpe, R., & Valizade, D. (2021). Management and Business Research (7th ed.). Sage. Saunders, MNK, Lewis, P., & Thornhill, A. (2023). Research methods for business students (9th ed.). Pearson. Zikmund, WG, Babin, BJ, Carr, JC, & Griffin, M. (2021). Business Research Methods (11th ed.). Cengage Learning.

Subject area	**Quantitative Methods and Research**	**GBB 3**
module	**Process Analysis**	**GBB 3.3**

Responsible		
Frequency	Once in academic year	
Applicability		
ECTS points	5	
Total workload (h)	130	
Teaching time (h)	48	8 days of 6 hours each
Learning time (h)	82	
semester	7	
Requirements	No	
Teaching method	Lecture 15% / Seminar 50% / Exercise 35%	
Prerequisite for the awarding of performance points		
Examination format	Written (project work, 8 pages) and oral (reflection, 15 minutes)	
Grading scheme	Undifferentiated	

Learning outcomes and competencies	The students know and understand how to ▪ map and document business processes using standardized notations to visualize workflows and identify participants. (Process Thinking) ▪ measure key performance indicators such as cycle time and bottleneck rates to quantitatively assess process efficiency. (System analysis) ▪ apply both qualitative and quantitative analysis techniques to diagnose the causes of inefficiencies and quality problems. (Quantitative diagnosis) ▪ design and propose data-driven process improvements using methods such as Lean and Six Sigma to improve performance. (Design for Efficiency & Quality)
Contents	1. Process fundamentals. Process definition and types: Relationship between process excellence and competitive advantage 2. Process modelling and documentation Flowcharts and swim lane diagrams, value stream mapping, business process model and notation (BPMN)

	3. Process measurement and key performance indicators (KPIs): Time-related KPIs (throughput time, cycle time), capacity and throughput KPIs, quality KPIs (error rates) 4. Analysis techniques: Root Cause Analysis (5 Whys, Ishikawa), process simulation and optimization, benchmarking and best practices 5. Process improvement and design: Lean principles and types of waste, Six Sigma (DMAIC cycle), Business Process Reengineering 6. Digital Process Analysis Tools: Process Mining Software (Celonis, UiPath Process Mining), Value Stream Mapping Digital (Lucidchart, Miro), Simulation Tools (AnyLogic, Arena) 7. Robotic Process Automation (RPA) Basics: RPA Potential Analysis, Rule-Based vs. AI-Enhanced Automation, Hyperautomation Concept (Gartner)
Literature	Dumas, M., La Rosa, M., Mendling , J., & Reijers , HA (2018). Fundamentals of Business Process Management (2nd ed.). Springer. George, M. L., Rowlands, D., Kastle, B., & Upton, D. (2004). What is Lean Six Sigma? McGraw Hill. Laguna, M., & Marklund, J. (2018). Business Process Modeling, Simulation and Design (3rd ed.). CRC Press. Liker, JK (2021). The Toyota Way: 14 Management Principles of the World's Largest Manufacturer (2nd ed.). McGraw-Hill. Rother, M., & Shook, J. (2009). Learning to see: Value stream mapping for value creation and the elimination of Muda. Lean Enterprise Institute. van der Aalst, W. (2023). Process mining in action. Springer.

Subject area	**Quantitative Methods and Research**	GBB 3
Module	**Applied Research**	**GBB 3.4**

Responsible		
Frequency	Once in academic year	
Applicability		
ECTS points	10	
Total workload (h)	260	
Teaching time (h)	96	e.g. 8 days of 6 hours each
Learning time (h)	164	
Semester	7	
Requirements	No	
Teaching method	Lecture 10% / Seminar 50% / Exercise 40%	
Prerequisite for the awarding of performance points		
Examination format	Written (term paper, 12 pages) and oral (presentation/defense, 15 min.)	
Grading scheme	Undifferentiated	

Learning outcomes and competencies	The students will be able to ▪ independently design and develop a methodologically sound research project to address a specific global business problem. ▪ carry out the entire research cycle, including the collection and analysis of quantitative data using appropriate statistical techniques and software. ▪ interpret analytical results to draw valid, meaningful conclusions and translate them into actionable business recommendations. ▪ communicate their research process, results and strategic insights professionally through both a comprehensive written report and a compelling presentation.
Contents	1. Implementation of the research design: operationalization of variables, sampling strategies and selection, development of data collection instruments 2. Data management: Data cleansing and preparation, data encoding and transformation, quality assurance in data collection

	3. Statistical analysis methods: Descriptive statistics and data visualization, inferential statistical methods (hypothesis testing), regression analysis and modelling 4. Interpretation and synthesis: Critical interpretation of results, discussion of limitations, derivation of practical implications 5. Research communication: Structuring scientific reports, visual presentation of results, scientific presenting and defense 6. Reproducibility & Open Science: Pre-registration of studies (OSF, AsPredicted), Open Data and FAIR principles, Replication Crisis and p-Hacking Awareness
Literature	Cooper, DR, & Schindler, PS (2023). Business Research Methods (14th ed.). McGraw-Hill. Easterby-Smith, M., Jaspersen, LJ, Thorpe, R., & Valizade, D. (2021). Management and Business Research (7th ed.). Sage. Feld, A. (2017). Compiling Statistics with IBM SPSS Statistics (5th edition). Sage. Saunders, MNK, Lewis, P., & Thornhill, A. (2023). Research Methods for Business Students (9th ed.). Pearson. Zikmund, WG, Babin, BJ, Carr, JC, & Griffin, M. (2021). Business Research Methods (11th ed.). Cengage Learning.

Subject area	**International and Strategic Management**	**GBB 4**
module	**Intercultural Management**	**GBB 4.1**

Responsible		
Frequency	Once in academic year	
Applicability		
ECTS points	5	
Total workload (h)	130	
Teaching time (h)	48	e.g. 8 days in 6 hours
Learning time (h)	82	
semester	2	
Requirements	No	
Teaching method	Lecture 20% / Seminar 60% / Exercise 20%	
Prerequisite for the awarding of performance points		
Examination format	Written (term paper, 8 pages) and oral (reflection discussion, 15 minutes)	
Grading scheme	Undifferentiated	

Learning outcomes and competencies	The students will be able to ▪ explain the most important cultural dimensions (Hofstede, GLOBE, Trompenaars) and their strategic implications for market entry/organizational design. ▪ describe how cultural values shape the expectations, communication style and motivation of leaders in different regions. ▪ diagnose cultural friction points in international joint ventures/M&A cases using frameworks. ▪ design team processes for multicultural virtual teams. ▪ identify ethical challenges in intercultural power dynamics (e.g., neocolonialism in supply chains).
Contents	1. Cultural context: Hofstede (6D), GLOBE Project, Trompenaars, Hall (High/Low Context), Schwartz. Critique/limitations of models. 2. Communication & Negotiation: Intercultural communication styles (direct/indirect), nonverbal cues, barriers to active listening, persuasion tactics, conflict resolution models. 3. Leadership & Motivation: Culturally influenced leadership styles, implications of power distance, reward systems, feedback approaches.

	4. Global teams: Challenges of virtual collaboration, building trust between cultures, dealing with diversity. 5. Ethics & Power: Cultural relativism vs. universal ethics, global CSR, postcolonial critique, gender dynamics. 6. Strategy integration: Influence of culture on the choice of market entry mode, HRM (selection/expatriation), organizational structure. 7. Cultural Intelligence (CQ): Metacognitive, cognitive, motivational and behavioral CQ development. 8. Psychological foundations, Digital Culture Clash: Remote Work Cultural Challenges - Global vs. Local Platform Norms (WeChat vs. WhatsApp), Meme Culture and Cultural Appropriation in Marketing 9. Geopolitical Intercultural Dynamics: Nationalism and Corporate Response (e.g. China-US Tensions), Cultural Due Diligence in M&A
Literature	Baskerville -Morley, RF (2023). Intercultural Management in Practice: Learning to Lead Diverse Global Organizations. Haus, RJ, et al. (2004). Culture, Leadership and Organizations: The GLOBE Study. Sage. Hofstede, G., Hofstede, G.J., & Minkov, M. (2010). Cultures and Organizations: Software of the Mind (3rd ed.). McGraw-Hill. Livermore, D. (2021). Digital, diverse, and divided: How to talk to racists, compete with robots, and overcome polarization. Berrett-Köhler. (CQ in polarized contexts). Meyer, E. (2024). The Culture Map 2.1: Digital Communication Across Borders. Public affairs. Emerald, Thomas, DC, & Peterson, MF (2024). Intercultural Management: Essential Concepts (5th ed.). Sage. Steers, RM, Sánchez-Runde, CJ, & Nardon, L. (2024). Cross-cultural management: Challenges, strategies and skills (5th ed.). Cambridge. Trompenaars, F., & Hampden-Turner, C. (2020). Riding the Waves of Culture (4th ed.). Nicholas Brealey. Van Dyne, L., Ang, S., & Livermore, D. (2010). Cultural intelligence: A path to leadership in a rapidly globalizing world. In K. Hannum et al. (Eds.), Leading across differences.

Subject area	**International and Strategic Management**	**GBB 4**
Module	**Strategic Organizations & Market Orientation**	**GBB 4.2**

Responsible		
Frequency	Once in academic year	
Applicability		
ECTS points	5	
Total workload (h)	130	
Teaching time (h)	48	e.g. 8 days of 6 hours each
Learning time (h)	82	
Semester	5	
Requirements	No	
Teaching method	Lecture 20% / Seminar 55% / Exercise 25%	
Prerequisite for the awarding of performance points		
Examination format	Written (term paper, 8 pages) and oral (presentation, 10 min.)	
Grading scheme	Differentiated (at least a grade of 4.0)	

Learning outcomes and competencies	The students will be able to ▪ analyze and evaluate the alignment between a company's global strategy and its organizational structure, identifying areas of fit and misalignment. (Strategic Alignment Thinking) ▪ assess a company's market orientation by examining its processes for generating, disseminating, and responding to market information. (Market Sensing & Customer Centricity) ▪ design an organizational structure and propose management systems that effectively support strategic implementation and customer focus. (Executive Synthesis) ▪ develop management plans to transform corporate culture and processes and improve agility and strategic responsiveness in a global market.
Contents	1. Fundamentals of organizational design: The connection between strategy and structure; determinants of organizational structure (strategy, size, technology, environment); the evolution of organizational forms. 2. Types of organizational structures: Traditional: Functional, Divisional (Product, Geography, Market), Matrix; Modern: Network organizations, Holacracy, Agile/ Teal organizations.

	3. The concept of market orientation: Information generation: Systematic scanning of the customer, competitor, and external environment. - Information dissemination: Breaking down silos to exchange market insights across departments. Responsiveness: The company-wide commitment to act based on information. 4. Enablers of strategic implementation: Management systems: Strategic planning, budgeting, performance measurement (KPIs, balanced budget) Scorecard). - Culture & Leadership: Building a customer-centric culture; the role of leadership in strategy implementation, Change Management: Models for managing organizational transformation (e.g., Kotter's 8-step model). 5. Next-Gen Organizational Forms: Teal Organizations (Laloux) and self-organization, Holacracy and Sociocracy 3.0, DAO structures and token-based governance, platform cooperatives (e.g., Stocksy) 6. Hybrid Work Organizational Design: Remote-First vs. Office-First Structures, Asynchronous Decision-Making Protocols, Digital HQ Concepts (Notion, Slack as OS)
Literature	Galbraith, JR (2014). Designing Organizations: Strategy, Structure and Process at the Business and Enterprise Levels (3rd edition). Jossey -Bass. Kotter, JP (2012). Leading Change. Harvard Business Review Press. Laloux, F. (2014). Reinventing Organizations: A Guide to Creating Organizations Inspired by the Next Stage of Human Consciousness. Nelson Parker. Laloux, F. (2024). Reinventing Organizations: 10 Years Later. Nelson Parker. Schneider, N. (2024). Governable Stacks: Looking Beyond the Platform. WITH Press. Porter, ME (1996). What is Strategy? Harvard Business Review.

Subject area	**Digitalization and Technology**	**GBB 5**
Module	**Digital Business Fundamentals**	**GBB 5.1**

Responsible		
Frequency	Once in academic year	
Applicability		
ECTS points	5	
Total workload (h)	130	
Teaching time (h)	48	e.g. 8 days of 6 hours each
Learning time (h)	82	
Semester	2	
Requirements	No	
Teaching method	Lecture 25% / Seminar 45% / Exercise 30%	
Prerequisite for the awarding of performance points		
Examination format	Written exam (60 minutes) and project work (documentation, 4 pages)	
Grading scheme	Differentiated (at least a grade of 4.0)	

Learning outcomes and competencies	The students can ▪ explain how digital platforms (e.g. Alibaba, Uber) disrupt traditional global value chains. ▪ analyze data network effects as sources of competitive advantage. ▪ describe the challenges of digital globalization (e.g. data sovereignty, fragmentation). The students will be able to ▪ map digital business models (subscription, freemium, ecosystem) to market opportunities. ▪ design data-driven customer journeys for cross-border contexts. ▪ assess the scalability of the tech stack for international expansion. ▪ assess AI ethics risks (bias, data protection) in multicultural environments.
Contents	1. Digital disruption: platform economy, API-driven ecosystems. 2. Core technologies: AI/ML, Blockchain, IoT, Cloud – focused on the impact on the business, not on the programming. 3. Data strategy: Monetization models, GDPR/CCPA compliance, cross-border data flows. 4. Digital transformation: change management, agile scaling, digital culture.

	5. Global context: Digital divide, e-commerce localization (e.g., SEA super apps), cyber sovereignty (China's Great Firewall vs. EU's DMA). 6. Web3 Business Fundamentals: Decentralized Identity (DID) and Self-Sovereign Identity, NFT business models (beyond art: ticketing, credentials), token omics: utility vs. security tokens, DAO coordination models
Literature	Couturier, J. & Solanas, A. (2023). Digital sovereignty: From narrative to policy? European Journal of Cybersecurity. Davenport, TH & Mittal, N. (2022). All In on AI: How smart companies achieve great success with artificial intelligence. HBR-Verlag. Iansiti, M. & Lakhani, KR (2020). Competition in the Age of AI: Strategy and Leadership when Algorithms and Networks Rule the World. HBR Publishing. (Strategy focus: How AI is redefining the global scale) McAfee, A. & Brynjolfsson, E. (2017). Machine, Platform, Crowd: Harnessing Our Digital Future. Norton. (Balance between automation/human innovation) Parker, GG, Van Alstyne, MW & Choudary, SP (2016). Platform Revolution: How Connected Markets Are Changing the Economy. W.W. Norton Provost, F. & Fawcett, T. (2013). Data Science for Business. O'Reilly. Wu, T. (2018). The Curse of Size: Antitrust Law in the New Golden Age. Columbia Global reports. Tapscott, D. & Tapscott, A. (2024). Web3: Charting the Internet's Next Economic and Cultural Frontier. HBR Press.

Subject area	**Digitalization and Technology**	GBB 5
Module	**Business Informatics**	**GBB 5.2**

Responsible		
Frequency	Once in academic year	
Applicability		
ECTS points	5	
Total workload (h)	130	
Teaching time (h)	48	e.g. 8 days of 6 hours each
Learning time (h)	82	
Semester	3	
Requirements	No	
Teaching method	Lecture 25% / Seminar 40% / Exercise 35%	
Prerequisite for the awarding of performance points		
Examination format	Written (exam, 60 minutes and term paper, 6 pages)	
Grading scheme	Differentiated (at least a grade of 4.0)	

Learning outcomes and competencies	The students will be able to ▪ analyze the strategic role of information systems in global companies and evaluate digital architectures for international business processes. ▪ understand the integration of enterprise systems, cloud infrastructures and AI platforms to support digital business models and to design technological solutions considering scalability, security and compliance requirements. ▪ analyze and evaluate the strategic importance of information systems for competitive advantages in global markets. The students acquire the following skills: ▪ Compare enterprise systems (ERP, CRM, SCM) regarding their suitability for international business processes and justify selection decisions. ▪ Evaluate cloud architecture and AI platforms for scalable digital business models and to develop implementation strategies. ▪ Design data management concepts (data warehouses, data lakes, data governance) and evaluate their contribution to business intelligence. ▪ Integrate IT security concepts and compliance requirements (GDPR, AI Act) into technological solutions and assess risks.

Contents	1. Strategic Business Informatics: Role of IT as a competitive factor in global markets, Digital Business Strategy and IT Governance, Technology trends and their disruptive impact (AI, Cloud, Platforms), Business-IT alignment in multinational companies 2. Enterprise Systems & Integration: ERP systems (SAP S/4HANA, Oracle Fusion) for global processes, CRM systems (Salesforce, Microsoft Dynamics) for international customer management, supply chain management systems (SAP Ariba, Kinaxis), integration architectures and API management, selection criteria and implementation strategies 3. Cloud Computing & Digital Infrastructures: Cloud service models (IaaS, PaaS, SaaS) and deployment models, multi-cloud strategies (AWS, Azure, Google Cloud), containerization (Docker, Kubernetes) and microservices, serverless computing and cloud-native architectures, cost management and performance optimization 4. Data & AI Infrastructure: Data warehouses (Snowflake, Redshift) vs. data lakes (Databricks), data governance and master data management, AI platforms (AWS SageMaker, Google Vertex AI), MLOps and machine learning pipelines, real-time data processing (Apache Kafka, Stream Analytics) 5. IT Security & Compliance: Cybersecurity frameworks (NIST, ISO 27001), Identity and Access Management in global contexts Business, Data Protection (GDPR) and Compliance (AI Act, Digital Services Act), Cloud Security and Zero-Trust Architectures , Incident Response and Business Continuity Planning, Future Trends & Architecture, Low-Code/No-Code Platforms (Microsoft Power Platform), AI Copilots in Enterprise Software, Quantum Computing and Post-Quantum Cryptography, Sustainable IT and Green Computing, Architecture Governance and Technology Road mapping
Literature	Davenport, TH, Harris, JG, & Abney, D. (2022). Competition in Analytics: The New Science of Winning. Harvard Business Review Press. O'Brien, JA, & Marakas, GM (2022). Management Information Systems (12th or later edition). McGraw-Hill, Irwin. Pearlson, KE, Saunders, CS, & Galletta, DF (2024). Managing and using information systems: A strategic approach (8th ed.). Wiley.

Subject area	**Digitalization and Technology**	**GBB 5**
Module	**Digital Transformation/Change Management**	**GBB 5.3**

Responsible		
Frequency	Once in academic year	
Applicability		
ECTS points	5	
Total workload (h)	130	
Teaching time (h)	48	e.g. 8 days of 6 hours each
Learning time (h)	82	
Semester	7	
Requirements	No	
Teaching method	Lecture 15% / Seminar 60% / Exercise 25%	
Prerequisite for the awarding of performance points		
Examination format	Written (term paper, 6 pages) and oral (presentation, 15 min.)	
Grading scheme	Undifferentiated	

Learning outcomes and competencies	The students can: ▪ explain how AI/Blockchain/IoT are disrupting global value chains. ▪ analyze cultural barriers to the adoption of technologies (e.g., cultures with high power distance that resist agility). ▪ assess the ethical risks of automation (in emerging economies). ▪ design roadmaps for multinational companies (e.g., phased rollout vs. big bang). ▪ develop programs to promote digital competence across linguistic/cultural barriers. ▪ apply negotiation techniques with global stakeholders (trade unions, regulatory authorities) to reach compromises on the implementation of technologies.
Contents	1. Fundamentals of digital transformation: Definition and drivers of digitalization, impact on business models, digital maturity models 2. Technological enablers: Artificial Intelligence and machine learning, Internet of Things (IoT) and edge computing, blockchain and distributed ledger technologies 3. Change management in digitalization: Digital leadership and cultural change, agile transformation, skills development and further training

	4. Strategic implementation: Digital transformation roadmaps, ecosystem and partnership management, metrics and success measurement | 5. Regulatory and ethical aspects: Data protection and compliance (GDPR, AI Act), ethical implications of AI systems, sustainability and green IT 6. AI Transformation Specifics: Data Flywheel Effect, MLOps and Model Governance, Prompt Engineering as Core competency: AI Literacy Programs for Non-Technical Staff
Literature	Davenport, T. & Mittal, N. (2024). All in on AI. 2nd ed. HBR Press. Hiatt, J. & Creasey, T. (2022). Change Management: The Human Side of Change (3rd ed.). Prosci. (ADKAR model applications in multinational companies) Iansiti, M. & Lakhani, KR (2020). Competition in the Age of AI. HBR-Verlag. Kane, GC (2019). The Technology Fallacy: How People Are the Real Key to Digital Transformation. MIT Press. Kotter, JP (2021). Change: How Businesses Achieve Unexpected Results in Uncertain Times. Wiley. Nambisan, S. (2023). Digital Globalization: Politics, Politics and a Governance Paradox. Oxford. Prahalad, CK & Mashelkar, RA (2023). The Holy Grail of Innovation: Leveraging India's Frugal Upheavals. Harvard Business Review. Westerman, G. et al. (2023). The Future Ready Challenge: Improve 10 Key Skills to Win the Race. Wiley.

Subject area	**Soft skills**	**GBB 6**
Module	**Global Business Communication**	**GBB 6.1**

Responsible		
Frequency	Once in academic year	
Applicability		
ECTS points	5	
Total workload (h)	130	
Teaching time (h)	48	e.g. 8 days of 6 hours each
Learning time (h)	82	
Semester	4	
Requirements	No	
Teaching method	Lecture 10% / Seminar 50% / Exercise 40%	
Prerequisite for the awarding of performance points		
Examination format	Written (term paper, 6 pages) and oral (presentation, 15 minutes)	
Grading scheme	Differentiated (at least a grade of 4.0)	

Learning outcomes and competencies	The students master ▪ culturally nuanced business communication, by adapting tone, formality and medium (emails, presentations, negotiations) to different global contexts, such as indirect feedback in Japan or data-driven pitches for German clients. ▪ crisis-ready language skills, including writing culturally sensitive apologies and dealing with multilingual PR challenges, while using AI tools (Grammarly, Otter.ai) for sophisticated, efficient communication. ▪ hybrid and intercultural team dynamics, from navigating time zone fairness in virtual meetings to using mobile-first strategies (voice notes, localized platforms) in emerging markets.
Contents	1. Negotiation linguistics: Power words: Avoiding "unfortunately" in French (considered impolite), Clarity of contracts: Use of simple English vs. legalese per jurisdiction 2. Emerging market tactics: Mobile-first communication: voice notes for partners with low literacy skills; the language of giving: thank-you notes for offers in the Middle East 3. Virtual Meeting Excellence: Camera etiquette, technical aspects Preparation and moderation of virtual meetings

	4. Digital tools: AI prompt engineering for market research summaries, TED-style talk training with VR audience simulations 5. AI Communication Tools: Grammarly Business, Otter.ai for meeting minutes, DeepL for translations 6. Asynchronous communication: Best practices for Slack/Teams, document-based discussions
Literature	Crisis Group (2024). Apology statements that worked (and failed). Fischer, R. et al. (2023). Getting to Yes in 50 languages. Penguin. Garner, B. (2023). Harvard Business Review: A Guide to Persuasive Presentations. HBR Publishing. Grammar (2024). AI for writing business documents. Meyer, E. (2024). The Culture Map 2.1: Digital Communication. Public Relations. Zoom (2024). Playbook for hybrid meetings.

Subject area	**Soft Skills**	**GBB 6**
module	**Human Resource Management**	**GBB 6.2**

Responsible		
Frequency	Once in academic year	
Applicability		
ECTS points	5	
Total workload (h)	130	
Teaching time (h)	48	e.g. 8 days of 6 hours each
Learning time (h)	82	
semester	4	
Requirements	No	
Teaching method	Lecture 20% / Seminar 55% / Exercise 25%	
Prerequisite for the awarding of performance points		
Examination format	Written (term paper, 6 pages) and practical exam (simulation, 15 minutes)	
Grading scheme	Differentiated (at least a grade of 4.0)	

Learning outcomes and competencies	The students can ▪ explain the strategic importance of human resource management for achieving global competitive advantages. ▪ compare how key HR practices, such as recruitment and performance management, differ across various cultural and national contexts. ▪ design and implement fundamental, effective and culturally aware human resource management strategies for key activities such as the selection of international talent and the motivation of diverse teams. ▪ develop HR strategies and implement HR processes. ▪ design hybrid working models and digital HR processes. ▪ analyze people data for strategic personnel decisions. The students master ▪ Intercultural competence: The ability to understand management styles and adapt them to different cultural norms and legal frameworks. ▪ Ethical Leadership & Social Responsibility: The competence to make fair, legal and ethical decisions regarding personnel management. ▪ Communication and conflict resolution: Skills to give constructive feedback, to negotiate, and to resolve interpersonal disputes within a team.

	▪ Strategic thinking: The ability to recognize the relationship between human resource management practices and overall business performance.
Contents	1. Strategic Human Resource Management: HR strategy and business alignment, HR controlling and key performance indicators, employer branding and employer attractiveness 2. Human Resources development: Personnel requirements planning, recruitment and selection procedures, onboarding and integration 3. Personnel development: Competency management and career paths, training needs analysis and evaluation, leadership development programs 4. Performance and remuneration: target agreement and performance appraisal, remuneration systems and incentive design, variable remuneration and bonus systems 5. Personnel law and organization: Basic principles of labor law, employee participation, personnel administration and processes 6. Hybrid Work Models: Remote-first policies, hybrid Work models, digital collaboration 7. HR Analytics Basics: Employee Engagement Metrics, People Data Analysis 8. Agile Performance Management: OKRs, continuous feedback, digital development talks 9. People Analytics & HR Tech: Predictive Attrition Modelling, Skills Ontologies and Internal Talent Marketplaces, AI in Recruiting: Bias Detection Tools, Sentiment Analysis (employee feedback) 10. Future of Work Practices: 4-Day Work Week Experiments (Iceland, Belgium), Right to Disconnect Legislation, Gig Economy Integration (Freelancer Management Systems), Skills-Based Hiring vs. Credential-Based
Literature	Briscoe, D., Schuler, R., & Tarique, I. (2021). International Human Resource Management: Strategies and Practices for Multinational Companies (6th ed.). Routledge. Boudreau, J. & Cascio, W. (2024). Investing in People: Financial Impact of Human Resource Initiatives. 4th ed. SHRM. Dowling, PJ, Festing, M., & Engle, AD, Sr. (2017). International Human Resource Management (7th ed.). Cengage Learning. Ely, RJ, & Thomas, DA (2020). Taking diversity seriously: Enough with the business case. Harvard Business Review, 98(6), 114-122. Tambe, P., Cappelli, P., & Yakubovich, V. (2019). AI in human resources: Challenges and a path to the future. California Management Review, 61(4), 15–42. Pulakos, ED, et al. (2019). Performance management can be fixed: an experience-based learning approach in the workplace for complex behavior changes. Work and Organizational Psychology, 12(3), 1-29.

Subject area	**Soft skills**	**GBB 6**
Module	**Negotiation & Facilitation Skills**	**GBB 6.3**

Responsible		
Frequency	Once in academic year	
Applicability		
ECTS points	5	
Total workload (h)	130	
Teaching time (h)	48	e.g. 8 days of 6 hours each
Learning time (h)	82	
Semester	5	
Requirements	No	
Teaching method	Lecture 15% / Seminar 50% / Exercise 35%	
Prerequisite for the awarding of performance points		
Examination format	Written (term paper, 6 pages) and oral (presentation, 15 min.)	
Grading scheme	Differentiated (at least a grade of 4.0)	

Learning outcomes and competencies	The students can ▪ apply the principles of principled negotiation to focus on interests, generate mutually beneficial options, and establish objective criteria in negotiation situations. ▪ strategically employ different negotiation tactics in a global, intercultural context and to respond ethically to them. ▪ design and moderate discussions that manage group dynamics, ensure equal participation, and lead stakeholders to a consensus. ▪ critically analyze negotiation and moderation scenarios to advocate for solutions that build long-term relationships and create sustainable value.
Contents	1. The Harvard Negotiation Project & Principled Negotiation: The four pillars: People, Interests, Options, Criteria (PIOC). - BATNA (Best Alternative to a Negotiated Agreement), WATNA, and ZOPA. 2. Negotiation tactics and strategies: Distributive (win -lose) vs. integrative (win-win) negotiation. - Dealing with difficult tactics, anchoring, concession management. 3. The art of moderation and facilitation: The role of the moderator as a neutral process guide. - Techniques for setting agendas, active listening, summarizing, and

	consensus building. - Dealing with dominant personalities and engaging quiet participants. 4. Intercultural and ethical dimensions: How negotiation and communication styles differ across cultures (direct vs. indirect, emotional expressiveness, concept of time). - Ethical boundaries in negotiation and moderation; building long-term trust. 5. Digital Negotiation platforms: Virtual deal rooms, e-signature tools, online mediation 6. Cross- cultural Virtual Negotiation: Cultural Differences in Digital Negotiations 7. Digital Negotiation Dynamics: Asynchronous Negotiation (Email, Shared Docs), Video Negotiation Body Language, AI Negotiation Coaches (ChatGPT as sparring partner), Cross-Cultural Emoji/GIF Interpretation
Literature	Fischer, R., Ury, W., & Patton, B. (2011). Getting to Yes: Negotiating Agreement Without Giving In (3rd ed.). Penguin books. Kaner, S. (2014). Guide for moderators to participatory decision-making (3rd ed.). Jossey -Bass. Meyer, E. (2016). The Culture Map: Deciphering how people think, lead, and get things done across cultures. Public Relations. Susskind, L. (2024). Good for You, Great for Me: Finding the Trading Zone and Winning at Win-Win Negotiation. 2nd ed. Public Affairs. Ury, W. (2007). The Power of a Positive No: How to Say No and Still Get Yes. Bantam Chicken.

Subject area	**Electives**	**GBB 7**
Module	**Leadership**	**GBB 7.1.1**

Responsible		
Frequency	Once in academic year	
Applicability		
ECTS points	5	
Total workload (h)	130	
Teaching time (h)	48	e.g. 8 days of 6 hours each
Learning time (h)	82	
Semester	4	
Requirements	No	
Teaching method	Lecture 15% / Seminar 60% / Exercise 25%	
Prerequisite for the awarding of performance points		
Examination format	Written (term paper, 6 pages) and oral (presentation, 15 minutes)	
Grading scheme	Undifferentiated	

Learning outcomes and competencies	The students will be able to ▪ adapt leadership approaches to different cultural and organizational contexts (e.g. hierarchical vs. flat structures) while simultaneously managing ethical dilemmas such as demands for bribery versus compliance. ▪ address geopolitical, technological and operational disruptions (e.g., hybrid team burnout, deepfake disinformation) using AI-driven analytics and VR simulations. ▪ promote innovation in resource-constrained environments (e.g. Jugaad in India) while aligning ESG commitments with business objectives. Skills ▪ Cultural Intelligence (CQ): e.g., mediating conflicts between direct and indirect communication cultures (e.g., Dutch bluntness vs. Thai Kreng Jai) and implementing inclusive meeting practices (e.g., silent brainstorming for introverts). ▪ Crisis management: e.g., dealing with supply chain revolts (e.g., factory strikes in Vietnam) and combating deepfake disinformation targeting the reputation of companies. ▪ Digital Leadership: e.g., using AI analytics (e.g., Microsoft Viva Insights) to prevent burnout in hybrid teams, and leading metaverse teams (e.g., onboarding Generation Z via VR simulations).

Contents	1. Leadership fundamentals and theories: Evolution of leadership research, trait, behavioral and situational approaches, transformational vs. transactional leadership 2. Leadership styles and skills: Emotional intelligence in leadership, decision-making and problem-solving, conflict management and mediation 3. Leadership in different contexts: Intercultural leadership, virtual and remote leadership, leadership in project and matrix organizations 4. Personnel development and management: employee motivation and retention, performance management and feedback, talent management and succession planning 5. Ethical leadership and responsibility: Corporate governance and compliance, sustainability-oriented leadership, whistleblowing and ethical dilemmas 6. Hybrid Team Leadership: Leadership distributed teams, remote motivation 7. Psychological Safety: Building psychological safety, including leadership 8. Digital leadership tools: engagement metrics, performance tracking
Literature	Goleman, D. (2023). Leadership that works: A global meta-analysis of emotional intelligence. HBR Publishing. Khanna, T. (2023). Trust Networks: Leading in Low Governance Zones. Harvard. Microsoft (2024). Playbook for Hybrid Work: Data-Driven Team Health. Meta (2024). Leading the Metaverse: VR Onboarding Tactics. Meyer, E. (2024). *The Culture Map 2.1: AI-supported teams*. Public Relations. Useem, M. (2023). The Edge: Crisis Leadership in the Algorithmic Age. Wharton.

Subject area	**Electives**	**GBB 7**
Module	**Neuroscience of Leadership & Decision-Making**	**GBB 7.1.2**

Responsible		
Frequency	Once in academic year	
Applicability		
ECTS points	5	
Total workload (h)	130	
Teaching time (h)	48	e.g. 8 days of 6 hours each
Learning time (h)	82	
semester	4	
Requirements	No	
Teaching method	Lecture 20% / Seminar 55% / Exercise 35%	
Prerequisite for the awarding of performance points		
Examination format	Written (term paper, 6 pages) and oral (presentation, 15 minutes)	
Grading scheme	Undifferentiated	

Learning outcomes and competencies	Students develop a deep understanding of the neurobiological foundations of leadership behavior and learn to translate insights from decision psychology into practical leadership tools. They can diagnose cognitive biases in individual and organizational decision-making processes and develop systematic counterstrategies. The students will be able to ▪ systematically identify cognitive biases and decision traps in individual and organizational processes. ▪ translate neuroscientific findings about brain functions into practical leadership tools and team processes. ▪ develop resilience strategies based on stress neurobiological principles for themselves and teams. ▪ design decision architectures and meet formats for complex and uncertain environments. ▪ promote psychological safety as a basis for innovative team performance. ▪ create neuroplastic learning environments to increase organizational adaptability.

Contents e	1. Neurobiological foundations of leadership: mirror neuron systems and empathic leadership, neurotransmitter dynamics in stress and creativity phases (cortisol, dopamine, oxytocin), prenatal neurology and early childhood imprinting of leadership behavior, epigenetic influences on resilience and change ability 2. Systematic decision pathologies: Cognitive distortions in strategic planning processes, groupthink and the Abilene paradox in executive and supervisory boards, neuroeconomics of risk appetite and loss aversion, digital nudging and ethical limits of behavioral economic interventions 3. Organizational neuroscience: Collective brain model for learning organizations, SCARF model (Status, Certainty, Autonomy, Relatedness, Fairness) in reorganization processes, neurofeedback systems for leadership development, mental hygiene routines for high-performance teams 4. Application areas of global leadership: Cultural neuroscience: Intercultural variation patterns in decision architectures, Brain-computer interfaces (BCI) and their ethical implications, psychological safety as a neurobiological performance multiplier, post-traumatic growth in transformation processes 5. AI Decision Support: AI-supported decision-making, predictive analytics 6. Digital Decision Hygiene: Process Standards in Virtual Decision Making 7. Behavioral Team Decisions: Collective decision-making in digital settings
Literature	Rock, D. (2023). Brain-Based Leadership: The Science of Significant Others. NeuroLeadership Institute Doyle, E. & Salz, W. (2024). The Decisive Mind: How Brain Science Can Revolutionize Organizational Decision-Making. Harvard Business Review Press Immordino-Yang, M.H. (2022). The Neurobiology of Emotional Learning: Insights for Leadership Development. Nature Reviews Neuroscience European NeuroLeadership Institute (2023). *Future of Work 2025: Brain-Centric Workplace Design* Klein, G. (2023). Sources of Power 2.0: How People Make Decisions in Extreme Environments. WITH Press Goleman, D. & Davidson, R. (2024). Altered Traits: Science Reveals How Meditation Changes Your Mind, Brain, and Body. Penguin Random House

Subject area	**Electives**	**GBB 7**
Module	**International Project Management**	**GBB 7.2.1**

Responsible		
Frequency	Once in academic year	
Applicability		
ECTS points	4th/5th	
Total workload (h)	130	
Teaching time (h)	48	e.g. 8 days of 6 hours each
Learning time (h)	82	
Semester	4	
Requirements	No	
Teaching method	Lecture 15% / Seminar 50% / Exercise 35%	
Prerequisite for the awarding of performance points		
Examination format	Written (term paper, 6 pages) and oral (presentation, 15 minutes)	
Grading scheme	Undifferentiated	

Learning outcomes and competencies	Students will be able to strategically integrate hybrid project management approaches into global contexts and utilize AI-powered tools for resource optimization and risk prediction. They are skilled in leading virtual international teams using remote-first approaches and fostering psychological safety in digital collaboration spaces. Students can manage sustainability-oriented projects while considering ESG criteria and successfully engage cross-cultural stakeholders in complex ecosystems using digital collaboration tools. Furthermore, they apply AI-supported risk analyses to geopolitical and cultural challenges and develop resilient project strategies for international ventures. The students can ▪ strategically select and adapt hybrid PM approaches (Agile/Waterfall/Scrum) in global contexts. ▪ use AI-powered PM tools for resource optimization, risk prediction and automated reporting. ▪ lead virtual international teams with remote-first approaches and promote psychological safety in digital spaces. ▪ Manage cross-cultural stakeholders in complex ecosystems using digital collaboration tools. ▪ integrate sustainability and ESG criteria into international project life cycles. ▪ perform AI-supported risk analyses for geopolitical and cultural project risks.

Contents	1. Foundations & Global Project Landscape: Evolution of PM: From Traditional From hybrid to AI- supported, Global PM Standards in Comparison: PMI 7.0, PRINCE2 Agile, Scaling Frameworks (SAFe, LeSS), Digital-First Mindset: Remote vs. Hybrid vs. On-Site Project Teams 2. AI-Powered Project Management Predictive Resource Allocation, Risk Analytics 3. Virtual Team Leadership & Digital Collaboration, Remote Leadership Frameworks: Asynchronous Communication, Digital Daily Standups, Tool Ecosystems (Asana/Jira for agile projects, MS Project for classic PM, Miro/Mural for virtual workshops, Slack/Teams for daily communication), Psychological Safety in Virtual rooms 4. Cross-Cultural Agile & Stakeholder Management: Cultural adaptation of agile practices (e.g., Scrum in high-power- distance cultures), digital stakeholder mapping with AI-supported influence analyses, virtual negotiation across time zones and cultures 5. Sustainability & ESG in International Projects: Green Project Management: Minimizing the CO_2 $\mathrm{footprint}$ of projects, ESG compliance in global supply chains, SDG alignment of project goals 6. Global Risk Management 4.0: Geopolitical Early risk detection with AI monitoring, cybersecurity in distributed environments Project teams, business continuity at global Crises
Literature	Fried, J. & Hansson, D.H. (2023). Remote: Office Not Required - The 2024 Edition. Currency Press. Harvard Business Review (2024). The Future of Project Leadership in AI-Driven Organizations (article collection). Gartner (2024). Hybrid Work and Project Management: Best Practices 2024. Kerzner, H. (2022). Project Management: A Systems Approach to Planning, Scheduling, and Controlling (13th ed.). Wiley. Kerzner, H. (2023/2024). Project Management Best Practices: Achieving Global Excellence (5th ed.). Wiley. Meyer, E. (2016). The Culture Map: Decoding How People Think, Lead, and Get Things Done Across Cultures. Public Affairs. Project Management Institute (PMI). (2021). A Guide to the Project Management Body of Knowledge (PMBOK® Guide) (7th Edition).

Subject area	**Electives**	**GBB 7**
Module	**AI Leadership & Technology Ethics**	**GBB 7.2.2**

Responsible		
Frequency	Once in academic year	
Applicability		
ECTS points	5	
Total workload (h)	130	
Teaching time (h)	48	e.g. 8 days of 6 hours each
Learning time (h)	82	
Semester	4	
Requirements	No	
Teaching method	Lecture 20% / Seminar 55% / Exercise 25%	
Prerequisite for the awarding of performance points		
Examination format	Written (term paper, 6 pages) and oral (presentation, 15 minutes)	
Grading scheme	Undifferentiated	

Learning outcomes and competencies	The students will be able to ▪ implement ethical AI governance systems and compliance structures in multinational organizations. ▪ identify and assess the technological consequences and regulatory developments in volatile political landscapes at an early stage. ▪ conduct bias audits, fairness tests and transparency mechanisms in ML development processes. ▪ manage sustainable AI systems with a minimal ecological footprint and positive social impact. ▪ effectively lead multidisciplinary ethics committees and AI oversight bodies. ▪ prepare and implement crisis communication and incident response for AI system failures.
Contents	1. Ethical AI frameworks and implementation: Comparative analysis of international AI ethics guidelines (EU AI Act, China's Guidelines, US Executive Orders), operationalization of ethical principles in agile development processes, Explainable AI (XAI) methods for regulatory compliance, ethics - by -design in product development life cycles

	2. Leadership in AI Transformations: Talent Management for hybrid human-AI team building, Change Management for AI-induced workplace transformation, AI strategy development in the tension between innovation and regulation, Stakeholder alignment for controversial AI applications (facial recognition, predictive policing), LLM integration, Prompt Engineering Governance 3. Regulatory ecosystem and compliance: Conformity assessment under the EU AI Act (high-risk system categorization), data governance acts and their implications for training data, liability frameworks for autonomous systems, international certification processes for trustworthy AI 4. Strategic Foresight and Risk Management: Anticipatory Governance for emerging AI risks (superintelligence, alignment problem), AI safety research and its business relevance, geopolitical dimensions of the AI race, sustainable AI: energy consumption and ecological footprint of LLMs
Literature	Brynjolfsson, E. & McAfee, A. (2024). The Turing Trap: The Promise & Peril of Human-Like AI. Stanford Digital Economy Lab European Parliament (2024). The AI Act: Implementation Guidelines for Businesses. Official Journal of the EU. MIT Schwarzman College of Computing (2023). AI Governance in Practice: Case Studies from Global Corporations. UNESCO (2023). Recommendation on the Ethics of Artificial Intelligence: Implementation Toolkit. Dignum, V. (2023). Responsible Artificial Intelligence: How to Develop and Use AI in a Responsible Way. Springer. World Economic Forum (2024). AI Governance Alliance: Briefing Papers on Generative AI.

Subject area	**Electives**	**GBB 7**
module	**Purpose Leadership & Corporate Activism**	**GBB 7.3.1**

Responsible		
Frequency	Once in academic year	
Applicability		
ECTS points	5	
Total workload (h)	130	
Teaching time (h)	48	e.g. 8 days of 6 hours each
Learning time (h)	82	
semester	5	
Requirements	No	
Teaching method	Lecture 15% / Seminar 60% / Exercise 25%	
Prerequisite for the awarding of performance points		
Examination format	Written (term paper, 6 pages) and oral (presentation, 15 minutes)	
Grading scheme	Undifferentiated	

Learning outcomes and competencies	The students can ▪ develop effective purpose strategies with measurable social and economic impact. ▪ plan and conduct strategic corporate activism campaigns in polarized public discourse. ▪ analyze and integrate diverse stakeholder interests and expectations in controversial social debates. ▪ create authentic purpose-driven communication across various media channels and target groups. ▪ establish employee activism programs to promote employee engagement and internal entrepreneurship. ▪ implement impact measurement systems and impact-oriented reporting for purpose initiatives.
Contents	1. Evolution of Corporate Responsibility: Historical development from the philanthropy to the activism model, B Corp certification and benefit corporation legal forms, impact investing and its influence on corporate governance, post-Covid expectations of corporate social role

	2. Strategic Corporate Activism: Issue Selection Frameworks for Social Engagement, Shareholder Activism vs. Management-led Activism, Employee Resource Groups as Change Agents, Intersectionality in Diversity & Inclusion Initiatives 3. Communication and positioning: Authenticity management in social media, partnership building with civil society organizations, counter-mobilization against orchestrated boycott campaigns, CEO activism and personal brand risk management 4. Measurement and scaling: Impact Weighted Accounts Initiative methodology, Social Return on Investment (SROI) calculations, ESG integration in executive compensation, due diligence for social engagement in authoritarian regimes 5. Digital stakeholder mapping: network analysis tools, influence analytics 6. Digital Lobbying: Online Campaign Management, Policy Monitoring Tools 7. Virtual Corporate Diplomacy: Digital multi-stakeholder initiatives
Literature	Henderson, R. & van den Steen, E. (2024). The Purpose Revolution: How Leaders Can Win in the Age of Social Capitalism. Harvard Business Review Press. Edelman Trust Barometer (2024). The New Leadership: Navigating the Polarized World. Special report B Lab Global (2023). B Corp Climate Justice Playbook: Integrating Equity into Climate Action Gartenberg, C. & Serafeim, G. (2023). Corporate Purpose and Firm Performance: A Network Perspective. Strategic Management Journal. WEF (2024). The Future of Corporate Social Responsibility: From CSR to CSV 2.0. Harvard Business School (2023). Impact-Weighted Accounts: Operational Implementation Guidelines.

Subject area	**Electives**	**GBB 7**
Module	**Digital Collaboration & Virtual Team Excellence**	**GBB 7.3.2**

Responsible		
Frequency	Once in academic year	
Applicability		
ECTS points	5	
Total workload (h)	130	
Teaching time (h)	48	e.g. 8 days of 6 hours each
Learning time (h)	82	
Semester	5	
Requirements	No	
Teaching method	Lecture 15% / Seminar 50% / Exercise 35%	
Prerequisite for the awarding of performance points		
Examination format	Written (term paper, 6 pages) and oral (presentation, 15 minutes)	
Grading scheme	Undifferentiated	

Learning outcomes and competencies	The students can ▪ design and implement virtual work environments for global teams, considering technical and cultural requirements. ▪ moderate complex collaboration processes across time zones promote psychological safety in virtual settings. ▪ evaluate and optimize digital team workflows using data-driven approaches and metrics. ▪ develop strategies for inclusive collaboration in hybrid working models, with special consideration for cultural diversity.
Contents	1. Team Architectures & Design: Remote-First Organization Design: Structural Models, Role Definition; Hybrid Work Models: Implementation Strategies, Policy Development; Global Team Composition: Cultural Diversity, Time Zone Management; Virtual Organizational Culture: Trust Building, Digital Rituals 2. Tools & Platforms: Tool landscape: Slack, Teams, Asana, Miro, Notion - selection and integration, AI-powered collaboration: AI tools for automation and analysis, Security & Compliance: Data protection, access rights in global contexts, Implementation strategies: Change management, adoption metrics

	3. Meeting Excellence & Communication, Virtual Meetings: Agenda Design, Technical Preparation, Moderation, Asynchronous Processes: Document-Based Discussions, Decision Logs, Crisis Communication: Escalation Management, Conflict Resolution, Cultural Adaptation: Inclusive Participation, Diverse Communication Styles 4. Performance & Engagement: Effectiveness Measurement: Productivity Metrics, Quality Indicators, Engagement Tracking: Wellbeing Metrics, Burnout Prevention, Data-Driven Optimization: A/B Testing, Continuous Improvement, Psychological Safety: Measurement Instruments, Intervention Design
Literature	Fried, J. & Hansson, D.H. (2023). Remote: Office Not Required - The 2024 Edition. Currency Press. Edmondson, A.C. (2023). The Fearless Organization: Creating Psychological Safety in the Workplace for Learning, Innovation, and Growth. Wiley. Lister, K., & Harnish, T. (2024). The State of Remote Work 2024: Global Trends and Best Practices. Global Workplace Analytics Zigarmi, D., & Roberts, T.P. (2023). The Leader's Guide to Managing Remote Teams. Berrett-Koehler Publishers.

Subject area	**Electives**	**GBB 7**
Module	**Data Visualization & Communication Skills**	**GBB 7.4.1**

Responsible		
Frequency	Once in academic year	
Applicability		
ECTS points	5	
Total workload (h)	130	
Teaching time (h)	48	e.g. 8 days of 6 hours each
Learning time (h)	82	
Semester	5	
Requirements	No	
Teaching method	Lecture 15% / Seminar 45% / Exercise 40%	
Prerequisite for the awarding of performance points		
Examination format	Written (term paper, 6 pages) and oral (presentation, 15 minutes)	
Grading scheme	Undifferentiated	

Learning outcomes and competencies	The students will be able to ▪ apply key design principles to create clear, compelling data visualizations and professional presentations. (Visual competence) ▪ build and curate a coherent and effective personal brand across key digital media platforms. (Digital Presence & Personal Branding) ▪ design and deliver compelling narratives that combine strong visuals with a confident presentation for a global audience. (Audience-centric communication) ▪ critically evaluate business communication based on its effectiveness, its ethical presentation of information, and its intercultural sensitivity.
Contents	1. Principles of visual communication: Data visualization: choosing the right chart type, decluttering and storytelling with data; basics of visual design: layout, hierarchy, color and typography for non-designers. 2. Tools & Software: Practical introduction to tools such as Microsoft PowerPoint/Excel (advanced functions), Canva, Tableau Public or Adobe Express for creating professional visualizations. 3. Personal Branding & Digital Presence: Strategy: Defining a unique value proposition and target audience, Implementation: Optimizing LinkedIn profiles, building a

	professional online network, creating a digital portfolio, Ethics & Reputation Management: Understanding digital footprints, data protection settings and maintaining professionalism. 4. Media training and presentation skills: creating a narrative arc for presentations, on-camera presence for video conferences and recordings, handling Q&A sessions and speaking confidently in public. 5. AI-Powered Data Visualization: Generative Tools, Interactive Dashboard Design 6. Digital Executive Presence: Virtual leadership communication, online personal branding 7. Data Storytelling: Narrative Data Analysis, Executive Briefing Techniques
Literature	Clark, D. (2017). Stand Out: How to Build Your Personal Brand and Find Your Dream Job. Penguin. Duarte, N. (2019). DataStory: Explain data and inspire action through storytelling. Ideapress Publishing. Knaflic, CN (2015). Storytelling with Data: A Guide to Data Visualization for Businesspeople. Wiley. Vaughan, T. (2021). Multimedia: Making It Work (10th edition). McGraw-Hill Education.

Subject area	**Electives**	**GBB 7**
Module	**Multistakeholder Diplomacy & Public Affairs**	**GBB 7.4.2**

Responsible		
Frequency	Once in academic year	
Applicability		
ECTS points	5	
Total workload (h)	130	
Teaching time (h)	48	e.g. 8 days of 6 hours each
Learning time (h)	82	
Semester	5	
Requirements	No	
Teaching method	Lecture 20% / Seminar 55% / Exercise 25%	
Prerequisite for the awarding of performance points		
Examination format	Written (term paper, 6 pages) and oral (presentation, 15 minutes)	
Grading scheme	Undifferentiated	

Learning outcomes and competencies	The students master ▪ complex negotiation and influence strategies in multilateral settings with state, civil society and intergovernmental actors. ▪ to develop public affairs strategies that consider both local communities and global governance structures. The students will be able to ▪ develop comprehensive multi-stakeholder strategies in complex global governance systems. ▪ proactively assess geopolitical risks and regulatory changes for international business activities. ▪ initiate innovative public-private partnerships in challenging political and cultural environments. ▪ conduct diplomatic negotiations and relations with state and non-state actors on an equal footing. ▪ design lobbying and influence strategies while adhering to transparent compliance standards. ▪ combine local community relations and global corporate diplomacy approaches.

Contents e	1. Theoretical foundations of global governance: Regime theory and its application to digital governance, network governance in post-Westphalian systems, private authority in global standardization processes, legitimation strategies of private governance initiatives. 2. Practical forms of multi-stakeholder engagement: UN Global Compact and Sustainable Development Goals partnerships, industry associations and sector initiatives (e.g. Responsible Business Alliance), community advisory panels and local participation mechanisms, multi-stakeholder partnerships in fragile states. 3. Public Affairs in complex regulatory environments: Lobbying under transparency and compliance requirements (lobby register laws), Political Risk Assessment in emerging markets, Regulatory Entrepreneurship in disruptive technology fields, Crisis Diplomacy in trade conflicts and sanctions. 4. Diplomatic protocols and procedures: Consular support for business activities abroad, protocol hierarchies in international negotiations, cultural intelligence in diplomatic settings, Track II diplomacy and unofficial communication channels. 5. Digital stakeholder mapping: network analysis tools, influence analytics 6. Digital Lobbying: Online Campaign Management, Policy Monitoring Tools 7. Virtual Corporate Diplomacy: Digital multi-stakeholder initiatives
Literature	Abbott, K. W. & Hale, T. (2023). The Orchestration of Global Governance: Partnerships, Institutions, and Networks. Oxford University Press. OECD (2024). Lobbying in the 21st Century: Transparency, Integrity and Access. OECD Publishing. UN Development Program (2023). Multistakeholder Partnerships for the SDGs: A Practical Guide. Harvard Kennedy School (2024). Corporate Diplomacy: Building Reputations and Relationships with External Stakeholders. Executive Education Papers. Transparency International (2023). Global Corruption Barometer: Private Sector Edition. World Bank Group (2024). Doing Business 2024: Understanding Regulations for Small and Medium-Size Enterprises.

Subject area	**Global Business Specialization: International Management**	**GBB 8.A**
Module	**Global Strategic Management**	**GBB 8.A. 1**

Responsible		
Frequency	Once in academic year	
Applicability		
ECTS points	5	
Total workload (h)	130	
Teaching time (h)	48	e.g. 8 days of 6 hours each
Learning time (h)	82	
Semester	2	
Requirements	No	
Teaching method	Lecture 25% / Seminar 50% / Exercise 25%	
Prerequisite for the awarding of performance points		
Examination format	Written (term paper, 8 pages), oral (presentation, 10 minutes)	
Grading scheme	Differentiated (at least a grade of 4.0)	

Learning outcomes and competencies	The students will be able to ▪ critically analyzing complex international environments, using advanced strategic frameworks to identify key global opportunities and threats. ▪ formulate and evaluate various market entry and expansion strategies and weigh their risks and strategic suitability. ▪ develop strategies that effectively reconcile the need for global integration with the responsiveness of the local market. ▪ synthesize these elements to develop a comprehensive global strategy that includes the organizational structure, implementation plans, and mechanisms for maintaining competitive advantage. Skills ▪ Strategic thinking: From tactical problems to long-term, holistic visions. ▪ Advanced analytical skills: Use of complex frameworks to deconstruct ambiguous business situations. ▪ Intercultural decision-making: Making judgments that consider ethical, cultural, and institutional differences. ▪ Synthesis: Integration of knowledge from finance, marketing and operations into a unified strategic plan.

	▪ Persuasive communication: Articulating and defending a complex strategic recommendation in written reports and oral presentations (e.g., through business cases or simulations).
Contents e	1. Introduction to global strategy: The concept of competitive advantage in a global context. 2. External and internal analysis: PESTEL, Porter's Five Forces, Global Value Chain Analysis, Resource-based View (RBV), VRIO Framework. 3. Theories of internationalization: The Uppsala model (gradual internationalization) vs. Born-Global/International New Ventures. 4. Global strategic orientations: The Integration Responsiveness (IR) Grid (Bartlett & Ghoshal). 5. Market entry and expansion strategies: Evaluation of entry modes (export, licensing, franchising, JVs, WOSs), strategic alliances and post-market entry growth strategies. 6. Global Mergers & Acquisitions: Motives, Challenges and Integration Processes. 7. Global knowledge management and innovation: Managing R&D and innovation across borders. 8. Corporate strategy: Diversification, portfolio management and corporate governance in multinational companies. 9. Implementation & Structure: Organizational designs for multinational companies (e.g., geographical, product divisions, matrix). 10. Contemporary topics: Digital transformation, platform-based strategies, ESG and sustainability as a strategic imperative, management of geopolitical risks and strategies for emerging markets. 11. Deglobalization strategies: Reshoring and friend - shoring, geopolitical risk hedging, multidomestic strategies at Fragmentation
Literature	Bartlett, CA, & Ghoshal, S. (2002). Cross-border management: The transnational solution. (2nd ed.). Harvard Business School Press. Cavusgil, ST, Ritter, G., Riesenberger, J., Rammal, HG, & Rose, EL (2020). International Business: The New Realities. (5th ed.). Pearson. Ghemawat, P. (2018). The new global roadmap: Sustainable strategies for turbulent times. Harvard Business Review Press. Peng, MW, & Meyer, KE (2019). International Business. (Each newer edition, e.g. 4th). Cengage Learning.

Subject area	**Global Business Specialization: International Management**	**GBB 8.A**
Module	**International Market Research**	**GBB 8.A. 2**

Responsible		
Frequency	Once in academic year	
Applicability		
ECTS points	5	
Total workload (h)	130	
Teaching time (h)	48	e.g. 8 days of 6 hours each
Learning time (h)	82	
Semester	2	
Requirements	No	
Teaching method	Lecture 10% / Seminar 60% / Exercise 30%	
Prerequisite for the awarding of performance points		
Examination format	Written assignment (term paper, 8 pages)	
Grading scheme	Differentiated (at least a grade of 4.0)	

Learning outcomes and competencies	The students will be able to ▪ identify and utilize important global secondary data sources to assess international market potential. ▪ critically evaluate and adapt research methods to address intercultural challenges such as translation, bias, and equivalence. ▪ design and conduct valid qualitative and quantitative research projects tailored to specific international contexts. ▪ analyze the results and synthesize them into actionable, evidence-based insights to support strategic international business decisions. Skills ▪ Intercultural research design: Adapting research instruments and methods to different cultural settings. ▪ Data Sourcing & Evaluation: Critical assessment of the credibility and relevance of international data from various sources (government, business, digital). ▪ Analytical thinking: Using analytical frameworks to understand complex, often contradictory, international data. ▪ Project management: Conception and planning of a comprehensive international research project within time and budget constraints.

	▪ Strategic communication: Presenting insights in a clear, persuasive and culturally aware manner to support decision-making.
Contents	1. The role of international market research: linking research with international strategic decisions (entry, segmentation, positioning). 2. The international research process: A step-by-step framework adapted to global complexity. 3. Secondary research: Use of multinational databases (e.g. Euromonitor, Statista, OECD), evaluation of data quality and comparability across markets. 4. Qualitative methods: Adapting focus groups, in-depth interviews, and ethnographic techniques to cultural contexts. Focus on translation and moderation. 5. Quantitative methods: Intercultural survey design to achieve functional, conceptual, and metric equivalence. Challenges during sampling in various countries. 6. Scaled & questionnaire design: Consideration of response biases (e.g. extreme responses, tolerance bias) and translation techniques (back-translation). 7. Digital & Social Media Research: Use of web analytics, social listening tools (e.g., Brandwatch) and online communities for global Insights. 8. Data analysis and interpretation: Analysis of intercultural datasets using suitable statistical software, avoiding erroneous intercultural comparisons. 9. Reporting & Presentation: Communicating the results to a multicultural management team. 10. Ethical and management issues: dealing with international data protection laws, data security and cooperation with international research agencies.
Literature	Bloomberg (2024). Predicting currency crises via social media. Craig, CS, & Douglas, SP (2021). International Market Research. (4th ed., Wiley). De Mooij, M. (2021). Global Marketing and Advertising: Understanding Cultural Paradoxes. (6th ed., SAGE). GSMA (2024). Mobile Consumer Insights in the Global South. Hantrais, L. (2022). International comparative research: Theory, methods and practice. (2nd ed., Red Globe Press). Harvard Kennedy School (2024). Researching sanctioned markets. Kammern, R. (2024). Decolonizing data: Participatory methods of the majority world. Oxford. Kumar, V. (2023). International Market Research (5th ed.). Wiley MIT Sloan (2023). AI for resource-poor market research.

Subject area	**Global Business Specialization: International Management**	**GBB 8.A**
Module	**Global Marketing Strategies**	**GBB 8.A. 3**

Responsible		
Frequency	Once in academic year	
Applicability		
ECTS points	10	
Total workload (h)	260	
Teaching time (h)	96	e.g. 16 days of 6 hours each
Learning time (h)	164	
Semester	3	
Requirements	No	
Teaching method	Lecture 15% / Seminar 60% / Exercise 25%	
Prerequisite for the awarding of performance points		
Examination format	Written assignment (term paper, 5 pages)	
Grading scheme	Differentiated (at least a grade of 4.0)	

Learning outcomes and competencies	The students will be able to ▪ analyze international environments for global market opportunities. ▪ formulate marketing strategies that reconcile global integration with local adaptation. ▪ develop culturally resonant branding and communication approaches. ▪ design comprehensive global marketing plans that are aligned with business objectives. Skills ▪ Intercultural Consumer Insight: Interpretation of cultural influences on consumer behavior ▪ Strategic market assessment: Systematic market screening and selection ▪ Marketing mix adjustment: Decision-making for adjusting product, price, location, and advertising ▪ Global brand responsibility: Maintaining brand consistency while enabling local relevance ▪ Digital Global Campaign Management: Using digital platforms for international reach

Contents e	1. Fundamentals of global marketing: drivers of globalization and strategic necessities 2. Global marketing environment: Cultural, economic, legal and technological factors 3. Market selection and entry strategies: Screening models and selection of the entry mode 4. Global Segmentation and Positioning: Cross-Border approaches to consumer segmentation 5. Marketing Mix Strategies 6. Product: Standardization vs. Adaptation Strategies 7. Price: International price frameworks and transfer prices 8. Location: Design of the global distribution channel 9. Funding: Intercultural communication strategies 10. Global Brand Management: Brand Architecture and Equity Management 11. Digital Global Marketing: Social media and E-Commerce Strategies in different markets 12. Organizing for Global Marketing: Structural considerations and control mechanisms 13. Glocalization 2.0: Micro-Moment marketing, hyperlocal targeting (Geofencing), cultural remixing
Literature	Aaker, DA, & Joachimsthaler, E. (2022). Brand Leadership (2nd ed.). Simon & Schuster. Chen, L. (2024). Guanxi Marketing: Selling via China's social ecosystems. HKU Press. De Mooij, M. (2021). Global Marketing and Advertising: Understanding Cultural Paradoxes (6th ed.). Sage GSMA (2024). Mobile Marketing in Africa: More than SMS. HBR (2023). When brands become political targets. Hollensen, S. (2024). Global Marketing (8th ed.). Pearson. Kotler, P., Keller, K.L., & Chernev, A. (2022). Marketing Management (16th ed.). Pearson Stengel, J. (2023). Growth: Marketing in the Age of Polycrisis. HBR-Verlag.

Subject area	**Global Business Specialization: International Management**	**GBB 8.A**
Module	**International Tax Law**	**GBB 8.A.4**

Responsible		
Frequency	Once in academic year	
Applicability		
ECTS points	10	
Total workload (h)	260	
Teaching time (h)	96	e.g. 16 days of 6 hours each
Learning time (h)	164	
semester	4	
Requirements	No	
Teaching method	Lecture 30% / Seminar 40% / Exercise 30%	
Prerequisite for the awarding of performance points		
Examination format	Written (exam, 120 minutes)	
Grading scheme	Differentiated (at least a grade of 4.0)	

Learning outcomes and competencies	Students can ▪ explain the basic principles of international tax law and assess their significance for cross-border business activities. ▪ identify double taxation conflicts and resolve them by applying double taxation agreements (DTAs) in accordance with the OECD Model Tax Convention. ▪ analyze the taxing rights of states (residence vs. source principle) and develop corresponding tax planning strategies. ▪ assess the tax consequences of international business transactions (deliveries, services, licenses, financing, digital business models). ▪ apply the basic principles of transfer pricing according to OECD guidelines. ▪ identify, document and manage tax risks and compliance requirements in cross-border activities. ▪ assess the impact of international reform initiatives (e.g. BEPS, Pillar 1 & 2, minimum taxation) on corporate structures. Skills: ▪ Analytical competence: Application of international tax standards to practical case studies. ▪ Design expertise: Development of tax-optimized corporate and investment structures while adhering to legal frameworks.

	▪ Risk management expertise: Identification, assessment and reduction of tax risks in an international context. ▪ Communication skills: Conveying tax analyses and recommendations to management, auditors and authorities.
Content e	1. Introduction and system of international tax law. 2. Tax jurisdictions and connecting factors: residence, permanent establishment, source state principle. 3. Double taxation: causes, avoidance through OECD model taxation and national implementations. 4. Methods for avoiding double taxation: exemption method, credit method. 5. Transfer pricing: OECD guidelines, arm's length principle, documentation requirements, functional and risk analysis. 6. Withholding taxes and taxes on dividends, interest, licenses, and services. 7. International tax planning and structuring: holding companies, financing and licensing structures. 8. Abuse prevention & anti- avoidance rules: GAAR, CFC rules, controlled foreign company (CFC) rules, substance requirements. 9. Added value tax in an international context: place of supply, intra-Community supplies, reverse charge. 10. BEPS initiative and OECD Pillar 1 & 2: Minimum taxation, global minimum tax, offsetting of profits of digital corporations. 11. Dispute Resolution: Agreement procedure, arbitration according to Article 25 OECD Model Tax Convention. 12. Practical examples and case studies: Design of international supply chains, functional relocation, licensing models.
Literature	Lang, M.; Pistone, P.; Schuch, J.; Staringer, C. (eds.): Introduction to International Tax Law, 10th ed., Linde Verlag, Vienna, 2023. OECD (2022): OECD Model Tax Convention on Income and on Capital: Condensed Version 2022, OECD Publishing, Paris. Baker, P. (2021): *Double Taxation Conventions and International Tax Law,* Sweet & Maxwell, London

Subject area	**Global Business Specialization: International Management**	**GBB 8.A**
Module	**Cross-Cultural Leadership**	**GBB 8.A.5**

Responsible		
Frequency	Once in academic year	
Applicability		
ECTS points	5	
Total workload (h)	130	
Teaching time (h)	48	e.g. 8 days of 6 hours each
Learning time (h)	82	
semester	5	
Requirements	No	
Teaching method	Lecture 15% / Seminar 60% / Exercise 25%	
Prerequisite for the awarding of performance points		
Examination format	Written (term paper, 8 pages) and oral (presentation, 10 min.)	
Grading scheme	Differentiated (at least a grade of 4.0)	

Learning outcomes and competencies	The students will be able to ▪ analyze how cultural values influence the perception of effective leadership. It enables them to critically examine their own leadership style and cultural biases. ▪ adapt their communication and management approaches to motivate and unite diverse, global teams. ▪ make ethically sound and inclusive decisions in a complex international environment.
Contents	1. Introduction to intercultural leadership: Definition of leadership vs. management in a global context; the business case for inclusive leadership. 2. Fundamental cultural framework: Dive deep into Hofstede, the GLOBE project, Hall's contextual culture and Trompenaars ' dimensions with a direct reference to leadership behavior. 3. Self-awareness and global mindset: Use of diagnostic instruments (e.g., implicit association tests, Cultural Orientations Framework) for personal reflection. 4. Motivation and engagement in different cultures: Application of motivation theories (e.g., McClelland's needs, Herzberg's two-factor theory) in different cultural environments.

	5. Intercultural communication and feedback: Navigating between high- context and low- context communication; the art of giving and receiving criticism across cultures. 6. Leading global virtual teams: Strategies for building trust, establishing communication protocols, and using technology to overcome the challenges of distance. 7. Negotiation and conflict resolution: Understanding culturally different approaches to conflict (e.g., direct confrontation vs. indirect mediation). 8. Ethics and social responsibility: Addressing challenges such as bribery, corruption, labour standards and environmental practices from different cultural perspectives. 9. Contemporary topics: leading diverse talent, managing expatriates and repatriates, the role of AI in global teamwork and promoting DEI (Diversity, Equity, and Inclusion). 10. Simulations and case studies: Immersive role-playing games (e.g., negotiations about a joint venture) and analysis of real cases (e.g., Microsoft's leadership under Satya Nadella, challenges in cross-border mergers and acquisitions). 11. Polycrisis Leadership: Leading Through Multiple Simultaneous Crises, Climate-Refugee Management in Supply Chains, Scenario Planning for Geopolitical Shocks
Literature	Cascio, J. (2024). Facing the Age of Chaos. Fast Company Press. House, RJ, Hanges, PJ, Javidan, M., Dorfman, PW, & Gupta, V. (Eds.). (2004). Culture, Leadership and Organizations: The GLOBE Study of 62 Societies. SAGE Publications. Meyer, E. (2023). The Culture Map 2.0: AI, hybrid work and polarization. Public Affairs. Livermore, D. (2024). Digital, diverse and divided: Pioneers through cultural friction. Berrett -Köhler. Nkomo, S. (2023). Postcolonial Leadership: Beyond the West. Stanford. Chen, L. (2024). *Guanxi 2.0: Building Digital Relationships in China*. HKU Press. Gelfand, M. (2023). Rule-setters, rule-breakers: Tight/loose cultures in crisis. Scribner. Gundling, E., Hogan, T., & Cvitkovich, K. (2011). What is global leadership? 10 key behaviors that make great global leaders. Nicholas Brealey Publishing. United Nations Global Compact (2024). Playbook for combating corruption in emerging economies.

Subject area	**Global Business Specialization: International Management**	**GBB 8.A**
module	**Global Supply Chain Management**	**GBB 8.A.6**

Responsible		
Frequency	Once in academic year	
Applicability		
ECTS points	5	
Total workload (h)	130	
Teaching time (h)	48	e.g. 8 days of 6 hours each
Learning time (h)	82	
semester	5	
Requirements	No	
Teaching method	Lecture 20% / Seminar 50% / Exercise 30%	
Prerequisite for the awarding of performance points		
Examination format	Written assignment (term paper, 10 pages)	
Grading scheme	Differentiated (at least a grade of 4.0)	

Learning outcomes and competencies	The students master resilient supply chain design. and optimize costs, sustainability (CO_2 reduction), and geopolitical risks (e.g., sanctions, trade wars) using tools such as AI forecasting and blockchain traceability. They develop crisis response capabilities to manage disruptions (e.g., rerouting shipments during conflicts) while ensuring compliance with ethical regulations (e.g., auditing for child labor at Tier 3 suppliers). Students are empowered to integrate digital solutions (e.g., smart contracts, digital twins) with the realities of emerging economies (e.g., informal last-mile networks) to ensure supply chain agility. Skills ▪ Strategic network design: Modelling and evaluating different global supply chain configurations to support business strategy. ▪ Global logistics management: Understanding the practical aspects and documentation of international trade and transport. ▪ Risk assessment and mitigation: Systematic identification, analysis and planning of potential disruptions. ▪ Data analysis and interpretation: Using data to solve problems in areas such as demand forecasting, inventory optimization, and supplier performance.

	▪ Stakeholder management: Effective cooperation and negotiations with various partners throughout the entire chain (suppliers, logistics service providers, customs officials).
Contents e	1. Introduction to global SCM: The strategic importance of global supply chains; the 5Rs (Right Product, Right Place, Right Time, Right Condition, Right Cost). 2. Global supply chain strategy: Aligning the SC strategy with the business strategy; the strategic fit model; offshoring vs. nearshoring vs. reshoring. 3. Global network design and configuration: location decisions for facilities, centralization vs. decentralization, and the role of free trade zones. 4. Sourcing & Procurement: Global Supplier selection, Supplier Relationship Management (SRM) and Total Cost of Ownership (TCO) analysis. 5. Global logistics and trade compliance: International means of transport (air, sea, rail, road), warehousing, customs clearance and Incoterms® 2020. 6. Demand planning and inventory management: forecasting in a global context, management of safety stocks, mitigation of the bullwhip effect. 7. Supply chain risk management: Identifying risks (operational, financial, geopolitical); building resilience through redundancy, flexibility, and transparency. 8. Performance Measurement: Key Performance Indicators (KPIs) for global SCM (e.g. OTIF, Cash-to-Cash cycle time). 9. Contemporary topics: Sustainable and ethical SCM (green logistics, circular economy), digital supply chains (AI, IoT, blockchain) and the future of global SCM. 10. Case studies: In-depth analysis of companies known for their excellent supply chains (e.g., Amazon, Toyota, Inditex/Zara) and failures. 11. Supply Chain Transparency Tech: Blockchain for Provenance (IBM Food Trust, VeChain), satellite monitoring for Tier-3 suppliers, Digital Product Passports (DPP), EU regulation
Literature	Bozarth, CC, & Handfield, RB (2019). Introduction to Operations and Supply Chain Management. (5th ed., Pearson). Chopra, S., & Meindl, P. (2021). Supply Chain Management: Strategy, Planning and Operation. (8th ed., Pearson). Christopher, M. (2016). Logistics & Supply Chain Management. (6th ed., Pearson). Gartner (2024). AI in the Supply Chain: Use Cases. Hugos, M. (2018). Fundamentals of Supply Chain Management. (4th ed., Wiley). McKinsey (2024). Blockchain for provenance. Simchi -Levi, D. (2024). Operating rules for hyperlocalization. MIT Press. Sheffi, Y. (2023). The Magic Assembly Line: AI and the Future of Supply Chains. MIT Press. Sodhi, M. & Tang, C. (2023). Dealing with paradoxes in the supply chain. Palgrave. WEF (2024). Global Toolkit for Supply Chain Policies. WEF publishing. World Bank (2024). Supply chains in the informal economy.

Subject area	**Global Business Specialization: Digital Business**	**GBB 8.B**
Module	**Data Analytics for Business**	**GBB 8.B.1**

Responsible		
Frequency	Once in academic year	
Applicability		
ECTS points	5	
Total workload (h)	130	
Teaching time (h)	48	e.g. 8 days of 6 hours each
Learning time (h)	82	
Semester	2	
Requirements	No	
Teaching method	Lecture 25% / Seminar 35% / Exercise 40%	
Prerequisite for the awarding of performance points		
Examination format	Written assignment (term paper, 10 pages)	
Grading scheme	Differentiated (at least a grade of 4.0)	

Learning outcomes and competencies	Students will be able to ▪ understand and apply the basic principles and methods of data analysis in a business context. ▪ identify data sources, clean, transform and prepare data for analysis purposes (Data Preparation & Cleaning). ▪ differentiate between descriptive, diagnostic, predictive and prescriptive analysis methods and to use them in a targeted manner. ▪ apply statistical and algorithmic methods (e.g., regression, classification, clustering, forecasting) with suitable tools (e.g., Excel, Python, Power BI, Tableau, R). ▪ create visualizations and dashboards to support data-driven management decisions. ▪ integrate business analytics processes into corporate strategies and to assess the value of data-driven decision-making. ▪ consider ethical, legal and data protection aspects (especially GDPR) when handling business data. Skills ▪ Analytical competence: Application of quantitative methods to problem solving in a business context.

	▪ Technological competence: Proficiency in using common analysis tools and business intelligence systems. ▪ Interpretive competence: Deriving recommendations for action from data analyses and communicating the results to management and stakeholders. ▪ Methodological competence: Development of small analytical models and dashboards for decision support. ▪ Responsibility competence: Raising awareness of data protection, bias and ethical dimensions of data-based decisions.
Contents	1. Introduction to Data Analytics: Role, benefits and maturity level of data-driven companies. 2. Data Lifecycle Management: Data collection, integration, preparation and quality. 3. Fundamentals of statistics and probability theory for business analyses. 4. Exploratory Data Analysis (EDA): Data visualization, correlations, and pattern recognition. 5. Descriptive and diagnostic analytics: key figures, KPI systems, trend and variance analyses. 6. Predictive analytics: Forecasting models, machine learning basics (e.g. linear/logistic regression, decision trees, clustering). 7. Prescriptive analytics: optimization, scenario analysis, decision models. 8. Business Intelligence & Dashboarding: Data Visualization with tools such as Tableau, Power BI, Excel or Python/R. 9. Applications in business administration areas: Marketing Analytics, Financial Analytics, Operations & Supply Chain Analytics, HR Analytics. 10. Data Governance & Ethics: Data protection (GDPR), data security, fairness, transparency. 11. Case Studies & Projects: Setting up a data analysis project from defining the research question to presenting the results. 12. Real-Time Analytics & Streaming Data: Apache Kafka, Flink for Stream Processing, Event-Driven Architectures, Real-Time Dashboards (Grafana, Datadog).
Literature	Kleppmann, M. (2023). Streaming systems. 2nd ed. O'Reilly. Marr, B. (2022): Data Strategy: How to Profit from a World of Big Data, Analytics and the Internet of Things, 2nd ed., Kogan Page. Provost, F.; Fawcett, T. (2013): Data Science for Business: What You Need to Know about Data Mining and Data-Analytic Thinking, O'Reilly Media. Shmueli, G.; Bruce, PC; Patel, NR (2020): Data Mining for Business Analytics: Concepts, Techniques, and Applications in Python, 4th ed., Wiley.

Subject area	**Global Business Specialization: Digital Business**	**GBB 8.B**
Module	**Digital Business Models**	**GBB 8.B.2**

Responsible		
Frequency	Once in academic year	
Applicability		
ECTS points	5	
Total workload (h)	130	
Teaching time (h)	48	e.g. 8 days in 6 hours
Learning time (h)	82	
semester	2	
Requirements	No	
Teaching method	Lecture 25% / Seminar 45% / Exercise 30%	
Prerequisite for the awarding of performance points		
Examination format	Written (term paper, 8 pages) and oral (presentation, 10 minutes)	
Grading scheme	Differentiated (at least a grade of 4.0)	

Learning outcomes and competencies	The students will be able to ▪ classify and critically evaluate the central archetypes of digital business models, such as platforms and subscriptions, based on established strategic frameworks. ▪ analyze global industries to identify how these models create disruptive opportunities or threats to international expansion. ▪ design a coherent and viable digital business model by defining the global value proposition, revenue logic, and key operational metrics. ▪ assess the significant risks of cross-border digitization, including compliance with different data regulations and the challenges of cultural adaptation.
Contents	1. Foundations of Value: The transformation from linear value chains to circular value networks and ecosystems. Introduction to the business model Canvas and the value proposition Canvas as fundamental tools. 2. Digital Business Model Archetypes: In-depth examination of key models: Platform Models (e.g., Airbnb, Uber, App Store) and their dynamics (network effects, multi-sided markets), subscription and freemium models (e.g. Spotify, Zoom), On-demand and sharing economy models, data-driven and AI-centric models (e.g., Tesla, Netflix).

	3. Global mechanisms of digital business: Monetization and pricing: microtransactions, dynamic pricing and global payment systems; user acquisition and growth hacking: viral loops, SEO/SEM and global growth strategies; key metrics: unit economy (CAC, LTV, churn), engagement metrics (DAU, MAU). 4. Global challenges: dealing with different data protection laws (GDPR, CCPA), moderation of content, digital taxation, intellectual property in the digital context and management of cultural adaptation. 5. Web3 Business Models: Play-to-Earn (Axie Infinity Model), DeFi protocols as a business (Compound, Uniswap), NFT utility beyond Art (Membership, Tickets), DAO-as-a-Service
Literature	Chen, J. (2024). Web3 Business Models. O'Reilly. Choudary, SP (2018). The Architecture of Digital Platforms: How to Build Connected Ecosystems. Moazed, A., & Johnson, NL (2016). Modern Monopolies: What it takes to dominate the 21st-century economy. St. Martin's Press. Osterwalder, A., Pigneur, Y., et al. (2014). Value Proposition Design: How to create products and services that customers want. John Wiley & Sons. Parker, GG, Van Alstyne, MW, & Choudary, SP (2016). Platform Revolution: How Connected Markets Are Changing Business and How You Can Make Them Work for You. W.W. Norton & Company. Tiwana, A. (2013). Platform ecosystems: Aligning architecture, governance, and strategy. Morgan Kaufmann.

Subject area	**Global Business Specialization: Digital Business**	**GBB 8.B**
module	**E-Commerce Strategies**	**GB 8.B.3**

Responsible		
Frequency	Once in academic year	
Applicability		
ECTS points	10	
Total workload (h)	260	
Teaching time (h)	96	e.g. 16 days of 6 hours each
Learning time (h)	164	
semester	3	
Requirements	No	
Teaching method	Lecture 15% / Seminar 55% / Exercise 30%	
Prerequisite for the awarding of performance points		
Examination format	Written (term paper, 15 pages) and oral (presentation, 20 minutes)	
Grading scheme	Differentiated (at least a grade of 4.0)	

Learning outcomes and competencies	The students will be able to ▪ formulate a comprehensive global e-commerce strategy, including market selection and localized market launch plans. ▪ evaluate and select suitable digital marketing tactics and technology platforms to drive international customer acquisition and growth. ▪ analyze the international customer journey and develop data-driven initiatives to optimize conversion rates and customer loyalty. ▪ assess and manage the complex operational and legal challenges of cross-border e-commerce, from global logistics and payment processing to compliance with international regulations.
Contents	1. Strategic foundations: The global e-commerce landscape (B2C, B2B, C2C), business models (D2C, marketplaces, subscriptions) and the role of e-commerce within a broader digital transformation strategy. 2. Market entry and growth: Market selection: Using data to assess international market opportunities and readiness, go -to -market models: From organic search (international SEO) to paid acquisition (global PPC campaigns) to emerging channels (social commerce, influencer marketing).

	3. Conversion Rate Optimization (CRO): Principles of User Experience (UX) design, strategies for shopping cart abandonment, and personalization tactics for a global audience. 4. The global operational backbone: Logistics: International shipping strategies, warehousing (3PLs), customs and duties; Payments: Offering local payment methods (e.g., Alipay, iDEAL, SEPA) and managing fraud prevention; Legal and compliance: Data protection (GDPR), consumer protection laws and terms of use in different countries. 5. Live Commerce & Social Selling: Live Streaming Commerce (Taobao Live Model), Shoppable Videos (TikTok Shop, Instagram Reels), Influencer Drop Models (FOMO Marketing)
Literature	Chandra, A., & Kumar, S. (2021). E-commerce logistics and supply chain management. Kogan-Seite. Chaffey, D., & Ellis-Chadwick, F. (2022). Digital Marketing: Strategy, Implementation and Practice (8th edition). Pearson. Chaffey, D., & Smith, PR (2017). Digital Marketing Excellence: Planning, Optimizing and Integrating Online Marketing (5th ed.). Routledge. Ryan, D. (2023). Understanding Digital Marketing: A Complete Guide to Customer Retention and Implementing Successful Digital Campaigns (5th edition). Kogan website. Wang, J. (2024). Live Commerce in China: A Playbook for the West. Palgrave.

Subject area	**Global Business Specialization: Digital Business**	**GBB 8.B**
Module	**Cybersecurity**	**GBB 8.B.4**

Responsible		
Frequency	Once in academic year	
Applicability		
ECTS points	10	
Total workload (h)	260	
Teaching time (h)	96	e.g. 16 days of 6 hours each
Learning time (h)	164	
Semester	4	
Requirements	No	
Teaching method	Lecture 25% / Seminar 40% / Exercise 35%	
Prerequisite for the awarding of performance points		
Examination format	Written (term paper, 10 pages) and oral (presentation, 10 minutes)	
Grading scheme	Differentiated (at least a grade of 4.0)	

Learning outcomes and competencies	Students will be able to ▪ understand the basic concepts, principles, and threats of information and cybersecurity. ▪ systematically analyze risks and attack vectors (e.g. malware, phishing, social engineering, ransomware, insider threats) and to develop appropriate protective measures. ▪ evaluate and apply security architectures and strategies for IT systems, networks and cloud environments. ▪ consider the organizational, technical and legal framework of cybersecurity in the corporate context. ▪ explain and practically apply the fundamentals of cryptography (encryption, authentication, digital signatures, public key infrastructure). ▪ understand emergency and incident response processes and integrate them into security concepts. ▪ be familiar with international and European security standards (e.g. ISO/IEC 27001, NIS2, GDPR, BSI IT Baseline Protection) and to assess their implementation in companies. ▪ critically reflect on human factors and security in dealing with digital technologies.

Contents	1. Introduction to information security and cybersecurity: terms, objectives (CIA Triad), current threat landscape. 2. Types of cyberattacks and threats: Malware, social engineering, phishing, DoS /DDoS, ransomware, zero-day exploits. 3. IT security management: risk analysis, determination of protection requirements, security guidelines, awareness programs. 4. Security architectures and technologies: Firewalls, Intrusion Detection / Prevention, Endpoint Protection, Cloud Security, Zero Trust. 5. Cryptography basics: Symmetric/asymmetric methods, hashing, digital signatures, PKI, SSL/TLS. 6. Network security: Segmentation, VPN, secure communication, WLAN protection mechanisms. 7. Data protection and legal basis: GDPR, NIS2 Directive, IT Security Act, compliance requirements. 8. Incident Response & Business Continuity: Detection, Response, Recovery, Forensics, Lessons Learned. 9. Cyber Risk Management: Risk identification, assessment, metrics, reporting. 10. Standards and norms: ISO/IEC 27001, BSI IT Baseline Protection, NIST Cybersecurity Framework. 11. Human Factors: Security awareness, training, organizational behavior, insider threats. 12. Trends & future topics: AI in cybersecurity, cloud security, quantum cryptography, supply chain security.
Literature	Pfleger, CP; Pfleger, S.L.; Margulies, J. (2023): Security in Computing, 6th ed., Pearson. Andress, J. (2023): The Basics of Information Security: Understanding the Fundamentals of InfoSec in Theory and Practice, 3rd ed., Elsevier. European Union Agency for Cybersecurity (ENISA) (current): *Cybersecurity Guidelines and NIS2 Implementation Reports,* ENISA Publications.

Subject area	**Global Business Specialization: Digital Business**	**GBB 8.B**
Module	**Digital Process Management**	**GBB 8.B.5**

Responsible		
Frequency	Once in academic year	
Applicability		
ECTS points	5	
Total workload (h)	130	
Teaching time (h)	48	e.g. 8 days of 6 hours each
Learning time (h)	82	
Semester	5	
Requirements	No	
Teaching method	Lecture 20% / Seminar 50% / Exercise 30%	
Prerequisite for the awarding of performance points		
Examination format	Written assignment (term paper, 10 pages)	
Grading scheme	Differentiated (at least a grade of 4.0)	

Learning outcomes and competencies	Students can ▪ explain the basics, goals and principles of process management in the digital age. ▪ model, analyze and optimize business processes using common modelling languages (e.g. BPMN 2.0). ▪ identify digitalization potential in existing processes and realize it through automation, integration and data-based control. ▪ define, measure, and use key performance indicators (KPIs) for performance evaluation. ▪ apply digital process management tools (e.g., process mining, RPA, workflow systems) in a practical manner. ▪ understand the linking of processes, data and technologies in a digitally networked organization. ▪ consider change management and governance aspects when introducing digital processes. ▪ reflect on the legal and ethical implications of digital process design (data protection, transparency, compliance).

Contents	1. Introduction to Business Process Management (BPM): Fundamentals, terms, goals, benefits of digital process control. 2. Process modelling: methods and notations (BPMN 2.0, EPC), process hierarchies, end -to -end process view. 3. Process analysis and optimization: Weakness analysis, Lean Management, Six Sigma, Kaizen, value stream analysis. 4. Digitization of processes: Identification of digital levers (automation, integration, standardization). 5. Process Automation: Use of Robotics Process Automation (RPA), workflow engines and AI-powered automation solutions. 6. Process Mining & Analytics: Data-driven process analysis, performance measurement, deviation analysis. 7. Process governance & organizational design: roles, responsibilities, process owners, center of excellence. 8. IT architecture & integration: ERP, CRM and workflow systems, interfaces, APIs, cloud platforms. 9. Change management and acceptance: Introduction of digital processes, employee participation, training and communication. 10. Data protection, security & compliance: GDPR, traceability, audit trails, internal control systems. 11. Trends & Innovations: Hyper automation, Low-Code/ No -Code platforms, AI in process management, digital twins of processes. 12. Practical project / Case Study: Analysis and digitization of a real business process using suitable tools. 13. Low-code/no-code process automation: Citizen developer concept, Air table, Zapier, Make.com for business users, governance for shadow IT processes
Literature	Dumas, M.; La Rosa, M.; Mendling, J.; Reijers, HA (2018): Fundamentals of Business Process Management, 2nd ed., Springer. van der Aalst, WMP (2016): Process Mining: Data Science in Action, 2nd ed., Springer. vom Brocke, J.; Mendling, J. (Ed.) (2018): Business Process Management Cases: Digital Innovation and Business Transformation in Practice, Springer. Gartner (2024). Low-Code Development Platforms Magic Quadrant. Gartner Research.

Subject area	**Global Business Specialization: Digital Business**	**GB 8.B**
Module	**Artificial Intelligence in Business**	**GB 8.B.6**

Responsible		
Frequency	Once in academic year	
Applicability		
ECTS points	5	
Total workload (h)	130	
Teaching time (h)	48	e.g. 8 days of 6 hours each
Learning time (h)	82	
Semester	5	
Requirements	No	
Teaching method	Lecture 25% / Seminar 45% / Exercise 30%	
Prerequisite for the awarding of performance points		
Examination format	Written assignment (term paper, 10 pages)	
Grading scheme	Differentiated (at least a grade of 4.0)	

Learning outcomes and competencies	Students will be able to ▪ understand and classify the basic concepts, methods and application areas of artificial intelligence (AI) in a business context. ▪ distinguish between AI technologies (e.g., machine learning, deep learning, natural language processing, generative AI) and to evaluate their potential for different business areas. ▪ critically analyze the application areas of AI in marketing, finance, operations, HR and strategic management. ▪ understand data requirements, training processes and model evaluation, and to conceptually design basic AI models. ▪ assess AI-based decision support systems and integrate them responsibly into management processes. ▪ reflect on the ethical, legal and societal implications of AI use (transparency, bias, data protection, responsibility). ▪ develop AI strategies for organizations that combine technological innovation, economic efficiency, and compliance.
Contents	1. Introduction to Artificial Intelligence (AI): Definitions, historical development, classifications and key technologies.

	2. Fundamentals of machine learning (ML): Supervised, unsupervised and reinforcement learning; models and algorithms (e.g., decision trees, neural networks, clustering). 3. Deep learning and neural networks: architecture, training methods, applications (image, speech and text processing). 4. Natural Language Processing (NLP): Language models, text mining, chatbots, translation systems, Large Language Models (LLMs). 5. Generative AI: Concepts, tools and business models (e.g. image, text and code generation; application scenarios in marketing, design, service). 6. AI in business practice: Case studies on application areas in marketing (e.g., predictive analytics), finance (fraud detection), operations (optimization, maintenance), HR (recruiting, skills). Matching). 7. AI strategy & implementation: Process models, data strategy, infrastructure, change management. 8. Ethics, responsibility and regulation: Bias, fairness, transparency, traceability, EU AI Act, GDPR reference. 9. Governance and risk management: guidelines, responsibilities, auditability, AI compliance. 10. Trends & future perspectives: Explainable AI (XAI), Edge AI, Human-AI Collaboration, autonomous systems. 11. Practical projects / case studies: Development and evaluation of an AI-based business case. 12. Generative AI Applications: Prompt Engineering Best Practices, Multimodal AI (DALL-E, Midjourney for Business), AI Agents and Autonomous Workflows (LangChain, AutoGPT), Retrieval-Augmented Generation (RAG) for Enterprise
Literature	Brock, JK-U.; Wangenheim, F. (2021): Business and Artificial Intelligence, Routledge. Haenlein, M.; Kaplan, A.; Tan, C.-W. (2023): Artificial Intelligence in Practice: How Organizations Can Harness AI to Improve Performance and Stakeholder Value, Routledge. Ng, A. (2024). AI For Everyone. Coursera/DeepLearning.AI. OpenAI (2024). GPT Best Practices for Enterprise. OpenAI Docs. Russell, S.J.; Norvig, P. (2021): *Artificial Intelligence: A Modern Approach,* 4th ed., Pearson.

Subject area	**Work Placement Semester**	**GBB 9**
Module	**Internship and Presentation**	**GBB 9.1**

Responsible		
Frequency	Once in academic year	
Applicability		
ECTS points	30	
Total workload (h)	780	
Teaching time (h)	12	e.g. 2 days of 6 hours each
Learning time (h)	768	
Semester	6	
Requirements	No	
Teaching method	Depending on the internship company	
Prerequisite for the awarding of performance points		
Examination format	Oral, presentation and written assessment, practical report (10 pages)	
Grading scheme	Undifferentiated	

Learning outcomes and competencies	The students know and understand how to independently negotiate the working conditions for a study-related internship in an internship contract with the respective internship provider. They can ▪ apply and test the skills learned during studies in a practical, professional setting. ▪ additionally, gain in-depth practical knowledge in the respective field of application. ▪ get to know potential employers and the peculiarities of the industry. ▪ The specialist and methodological knowledge acquired during the internship should be presented and reflected upon in an internship report.
Contents	The content of the internship semester is largely determined by the focus of the company where the students complete their internship. The type, scope, and quality of the projects and tasks undertaken by students during their internships are defined both by the contact persons at the media companies and by the supervising lecturers at mdh, ensuring that the practical and educational goals of the internship are optimally achieved. Regular meetings with the supervising lecturers are held to review the fulfilment of evaluation criteria and, if necessary, adjust.

Literature	The literature depends on the specific task.

Subject area	**Bachelor's Qualification**	**GBB 10**
Module	**Thesis and Colloquium**	**GBB 10.1**

Responsible		
Frequency	Once in academic year	
Applicability		
ECTS points	10	
Total workload (h)	260	
Teaching time (h)		
Learning time (h)	260	
Semester	7	
Requirements	GBB 1 Academic Methods and Competencies GBB 2 Law GBB 3 Quantitative Methods and Research GBB 4 International and Strategic Management GBB 5 Digitalization and Technology GBB 6 Soft Skills GBB 7 Electives GBB 8.A Global Business Specialization: International Management or GBB 8.B Global Business Specialization: Digital Business GBB 9 Work Placement Semester	
Prerequisite for the awarding of performance points		
Examination format	Written thesis (40-50 pages) and oral defence (30 minutes)	
Grading scheme	Differentiated (at least a grade of 4.0)	

Learning outcomes and competencies	**Thesis** The review panel should be presented with a logically structured paper in which the methodology and results are presented in a clear and concise manner. Students can independently address a complex business administration issue with an international or global dimension using scientific methods. They demonstrate the ability to critically analyze, synthesize theories and empirical findings, and develop practical solutions. They master the entire research process, from topic selection and literature review to data collection (if necessary) and the coherent presentation of results. **Colloquium** The colloquium focuses primarily on the subject areas of the thesis, including related and complementary fields of knowledge. The colloquium aims to determine whether the

	students possess sound knowledge in the areas of global business and in the subject areas to which their thesis is thematically assigned. The students can ▪ conduct a project presentation according to optimized communication and visualization criteria for the presentation of the final thesis, ▪ contribute basic knowledge in accordance with the subject areas of the thesis.
Contents	1. Developing a research question with an international focus 2. Systematic literature search and evaluation 3. Application of quantitative or qualitative research methods 4. If necessary, empirical data collection and analysis 5. Structured and scientifically sound presentation 6. Critical discussion of the results and implications 7. Writing the work according to academic standards 8. Oral presentation and defense of the results
Literature	Saunders, MNK, Lewis, P., & Thornhill, A. (2023). Research methods for business students (9th ed.). Pearson. Eco, U. (2017). How to write a scientific thesis (13th ed.). utb. Theisen, MR (2022). Scientific Works (18th ed.). Vahlen.