



Master of Arts in Global Business

Module handbook

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Qualification goals.....	3
Study program concept.....	3
Teaching and Learning Methods.....	4
Examination concept.....	5
Subject areas and modules.....	7
International Management and Strategy.....	7
Advanced International Management.....	7
International Business Ethics and Corporate Governance.....	9
Global Strategic Leadership.....	11
Quantitative Methods & Data Analytics.....	13
Quantitative Methods for Business Decision Making.....	13
Advanced Data Analytics for Global Business.....	15
Research Methods Fundamentals.....	17
Industry Management.....	19
Digital Business Models and Platforms.....	19
Change Management and Organizational Development.....	22
Financial Management for Industrial Enterprises.....	24
Advanced Supply Chain Management.....	26
Strategic Marketing in Industrial Markets.....	28
Electives.....	31
Entrepreneurship and Global Venture Development.....	31
Cross-border Mergers and Acquisitions.....	33
Digital Innovation and Business Transformation.....	35
Global Human Resource Management.....	37
International Risk and Compliance Management.....	40
Sustainable Business Models.....	42
Intercultural Communication and Negotiation.....	45
Master's Qualification.....	48
Master-Thesis and Colloquium.....	48

Qualification goals

The application-oriented master's program in Global Business pursues the goal of training leaders who can shape the complex challenges and opportunities of the global economy in a responsible, innovative and resilience-oriented manner.

Graduates are proficient in the critical evaluation and application of international management theories (institutional theory, OLI paradigm, dynamic capabilities) to analyze multinational companies in volatile and digitized markets. They can plan, manage, and evaluate international corporate, business, and functional strategies, strike a balance between global integration and local adaptation, and configure global value chains and organizational structures that foster the flow of knowledge and innovation in transnational networks. They recognize and reflect on ethical dilemmas, sustainability, and governance issues in international business processes and develop responsible solutions, considering global standards (e.g., UN Global Compact, OECD Guidelines, CSRD). They develop high resilience and strategic competence in the face of global trends such as digitization, geopolitical fragmentation, sustainability pressures, and polycrises.

Graduates have the following core knowledge and skills:

- Analytical competence: Ability to conduct in-depth analysis of global markets, business models, industry-specific processes and international challenges.
- Strategic Management: Development, implementation and evaluation of international corporate strategies, including market analyses, market entry models, global supply chain and innovation management.
- Intercultural Leadership & Communication: Competence in leading, motivating and managing multicultural teams, building intercultural sensitivity and communication skills.
- Data and methodology expertise: Use of digital tools, AI-supported methods, data analytics and quantitative decision-making to solve complex business management issues.
- Ethical and sustainable conduct: Knowledge of corporate governance, anti-corruption, social responsibility and sustainable business management, including the implementation of regulatory and ethical standards.

In addition to core competencies, graduates possess the following in-depth, specialized skills:

- Innovation management: Development of cross-border innovation projects, management of digital transformations and integration of platform models and digital business processes.
- Global risk and crisis management: identification and control of risks arising from political, cultural and economic tensions; development of change management strategies and crisis prevention.
- Compliance and sustainable supply chains: Implementation of due diligence processes, supply chain transparency and sustainable resource management according to international standards.
- International Financial Management: Securing global financing, assessing currency risks, managing international financing rounds.
- Project management and entrepreneurship: Independent management of international projects, development of companies and scalable business models, considering social and regulatory requirements.

Study program concept

The didactic concept combines scientific foundation with international practical relevance and individual specialization:

- Integrative, interdisciplinary curriculum: Modular linking of management, strategy, ethics, governance, digitalization and innovation with cross-functional projects and case studies.
- Blended learning approach: a mix of face-to-face, online and group work, intensive involvement of corporate partners, international exchange formats and project work, and integration of stays abroad.
- Competency-oriented examination formats: combination of written exams, term papers, presentations, case study analyses, group projects and master's thesis, promoting reflective problem-solving and practical application.

- Individual specialization: Elective modules allow for targeted in-depth study in areas such as Global Strategy, Digital Transformation, Sustainable Business Management and Entrepreneurship.
- Practical focus & network: Cooperations with international companies and institutions, alumni networks, integration of case studies and corporate partnerships in studies, targeted career development and preparation for management tasks in the international corporate environment.

Teaching and Learning Methods

Overall didactic concept of the master's program in Global Business is consistently competency-oriented and practice-integrated. It aims to achieve complex qualification objectives through an intentional mix of mutually reinforcing teaching and learning formats. The methodology follows the principle of blended learning to ensure deep knowledge retention and its transfer into actionable skills.

The teaching and learning methods in the modules are uniformly structured as follows and are distributed proportionally between the face-to-face and interactive online phases:

Lecture-based phases

This section focuses on the efficient and systematic teaching of theoretical and conceptual foundations. Beyond the mere transfer of knowledge, the emphasis here is on structuring and providing orientation.

Content: Established and frontier theories (e.g., institutional theory, OLI paradigm, platform economy), analytical frameworks (e.g., for risk management, sustainability assessment) and models are presented.

Methodology: Teaching in this segment is strongly input-oriented, but incorporates thought-provoking questions, brief discussions, and exemplary applications to ensure alignment with the seminar components. The focus is on establishing a shared knowledge base and conceptual tools for in-depth application.

Seminar-style teaching

This is the central, application-oriented core of competence acquisition. Here, students are actively involved in knowledge construction and application. The formats are designed to develop critical thinking, analytical depth, and strategic judgment.

Case study analyses: Using real business situations (e.g. from the areas of market entry, M&A, digital transformation, ethical dilemmas), students learn to apply theories, diagnose problems and develop action-oriented solutions.

Critical text discussions: Engaging with current international research literature, management publications, and critical essays sharpens judgment and enables students to use scientific findings for strategic decisions.

Simulations and role-playing: Especially in modules such as "Intercultural Communication and Negotiation", "International HR Management" or "Global Strategic Leadership" simulations are used to test action competence in a protected space and to receive immediate feedback.

Group-based problem-solving: Complex, often interdisciplinary tasks are tackled in teams. This fosters not only in-depth subject knowledge but also teamwork, project management, and intercultural collaboration.

Practice-based phases

In these phases, the focus is on direct, often tool-supported application and practice of methods and techniques. This ensures the transfer of knowledge into practice and the development of practical skills.

Software-supported exercises: In the quantitative modules (e.g., "Advanced Data Analytics", "Quantitative Methods"), data analysis tools are applied practically to make data-driven decisions.

Development workshops: Here, concrete "artifacts" are created, e.g., the development of a business model canvas for a sustainable business model, the creation of a pitch deck for venture capital, the conception of a due diligence plan, or the writing of a strategic marketing plan.

Presentation and moderation exercises: Students practice preparing and defending complex content in a way that is appropriate for the target audience – be it top management, international investors or a non-specialist audience.

Workload and self-study (total workload: 130 hours / 5 ECTS credits)

Successful participation requires intensive, actively structured self-study. The 82 hours of self-study per module serve the purpose of:

Preparation and follow-up of the in-person sessions through reading.

In-depth literature research to determine individual focus areas.

Conducting group projects and virtual collaboration.

Preparation for exams (written exams, term papers, presentations).

Constructive Alignment: All teaching and learning formats are intentionally aligned with the specific learning objectives and competencies of the respective module, as well as with the required assessments. For example, a term paper requires intensive engagement with literature (self-study) and the ability to construct a structured argument (seminar-style instruction). A practical simulation exam is systematically prepared through prior application in the exercise and seminar phases. This consistent alignment ensures a coherent and learning-objective-oriented study experience.

Examination concept

All examinations in this degree program are conducted in person. Some examination papers are prepared independently by the examinee and uploaded to a submission server.

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:

Combination of examination formats	Didactic rationale
<p>W, Or</p> <p>Written work: Term paper, seminar paper, practical report of 10 pages or more</p> <p>Oral presentation: 15 minutes</p>	<ul style="list-style-type: none"> ▪ By developing a topic in writing in the form of a seminar or thesis. The student's ability to analyze and present solutions and draw appropriate conclusions is tested. At the same time, the ability to communicate with a target audience in an appropriate manner is assessed. ▪ In the presentation, students demonstrate that they have gained their own insights and have taken their own approach in a presentation or a speech in oral form, possibly also with media support. They demonstrated the ability to reproduce their own insights in a new form and convey them in a presentation suitable for the target audience.
<p>W, Or</p> <p>Written: Master-Thesis, 50-70 pages</p> <p>Oral: Colloquium, 60 minutes</p>	<ul style="list-style-type: none"> ▪ With their master'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 final result. ▪ In the colloquium, they present the results and their own approach to the development of the bachelor's thesis and answer examination questions.

Subject areas and modules

Subject area	International Management and Strategy	GBM 1
Module	Advanced International Management	GBM 1.1

Responsible person		
Frequency	Once in academic year	
Usability		
ECTS points	5	
Total workload (h)	130	
Teaching time (h)	48	8 days of 6 hours each
Learning time (h)	82	
semester	1	
Requirements	no	
Teaching method	Lecture 20% / Seminar 60% / Exercise 20%	
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	<p>Understanding the critical evaluation and application of key international management theories (e.g., institutional theory, OLI paradigm) to analyze the behavior of multinational corporations and formulate effective global corporate, business, and functional strategies (e.g., standardization vs. adaptation, GVC configuration). Analyzing and designing complex organizational structures and governance models of multinational corporations for strategic objectives, while simultaneously assessing challenges in cross-border knowledge transfer, innovation, and the impact of current forces such as digitalization, geopolitics, and sustainability. Developing ethical strategies for global CSR and stakeholder management and applying advanced concepts to diagnose problems and propose solutions to real-world challenges faced by multinational corporations.</p> <p>The students will be able to</p> <ul style="list-style-type: none"> ▪ critically analyze global environments and develop coherent international strategies. ▪ develop and evaluate complex structures for global efficiency, local responsiveness, and knowledge flow. ▪ configure and coordinate geographically distributed activities to gain a competitive advantage.
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	<ul style="list-style-type: none"> ▪ facilitate cross-border knowledge exchange, learning and innovation. ▪ respond to and assess disruptive global trends (digital, geopolitical, sustainable). ▪ navigate various formal and informal institutional environments and manage stakeholder expectations worldwide. ▪ make decisions while considering the global impact on CSR, ethics and sustainability.
Contents	<ol style="list-style-type: none"> 1. Global Current challenges 2. Theoretical Foundations (reinterpreted) 3. Geopolitical risk analysis, deglobalization and regional strategies (nearshoring, friend-shoring) 4. Organization and structure multinational pursue 5. Formulation of a global strategy, entry mode selection and international market entry 6. Global Value Chain (GVC) & Configuration, Digital GVCs and Platform-based MNEs 7. Cross-border scaling innovations 8. Knowledge Management & Innovation in Multinational Companies, 9. Stakeholder Management & Ethics
literature	<p>Bartlett, CA, Ghoshal, S., & Beamish, PW (2018). <i>Transnational Management: Text, Cases and Readings in Cross-Border Management</i> (6th ed.). McGraw-Hill/Irwin.</p> <p>Buckley, P.J., & Casson, M. (2024). The Future of the Multinational Enterprise in a Digital World: Internalization Theory and Beyond. <i>Journal of International Business Studies</i>, 55(1), 1-22.</p> <p>Hill, CWL, Hult, GTM (2023). <i>Global Business Today</i> (12th Edition). McGraw Hill.</p> <p>Meyer, KE (2023). International business in a turbulent world: A time for reflection and reorientation. <i>Journal for International Economics</i> (Editorial).</p> <p>Santana, M., & Coviello, N. (2023). Artificial Intelligence and International Business: A Review and Research Agenda. <i>Journal of International Business Studies</i>, 54(9), 1667-1693.</p> <p>Teece, DJ (2014). A dynamic, capability-based entrepreneurial theory of the multinational enterprise. <i>Journal of International Business Administration</i>.</p> <p>Teece, DJ (2023). Benefiting from innovations in the digital economy: basic technologies, standards and licensing models. <i>Research Policy</i>.</p> <p>Verbeke, A., & Hutzschenreuter, T. (2024). The limits of the multinational economy: <i>Internalization theory, the digital age and societal challenges</i>. <i>Journal for International Economics</i></p>

Subject area	International Management and Strategy	GBM 1
Module	International Business Ethics and Corporate Governance	GBM 1.2

Responsible person	
Frequency	Once in academic year
Usability	
ECTS points	5
Total workload (h)	130
Teaching time (h)	48 8 days of 6 hours each
Learning time (h)	82
semester	1
Requirements	no
Teaching method	Lecture 20% / Seminar 60% / Exercise 20%
Prerequisite for the awarding of performance points	
Examination format	Written (term paper, 10 pages) and oral (presentation, 15 minutes)
Grading scheme	Undifferentiated

Learning outcomes and competencies	<p>The students will be able to</p> <ul style="list-style-type: none"> ▪ understand key theories and concepts of business ethics and corporate governance in an international context. ▪ identify and analyze ethical issues in international companies. ▪ develop problem-solving skills in dealing with ethical dilemmas in international markets. ▪ reflect on the social responsibility of companies and executives in the global business environment. <p>Students can</p> <ul style="list-style-type: none"> ▪ evaluate the impact of corporate governance structures on company success and stakeholder relationships. ▪ present scientific questions, content and results to smaller and larger audiences. ▪ conduct open-ended discussions on scientific topics, including criticism and the corresponding response to it. ▪ develop strategies for successful publishing.
Contents	1. Theoretical foundations of business ethics: Normative and descriptive approaches

	<ol style="list-style-type: none"> 2. Intercultural Dimensions of business ethics 3. Anti-corruption, bribery prevention and ethical risks in global supply chains 4. Corporate Social Responsibility (CSR) and sustainability, ESG ratings, impact measurement and greenwashing 5. Principles and models of corporate governance (e.g., shareholder vs. stakeholder approaches) 6. International standards and codes (e.g., UN Global Compact, OECD Guidelines, ISO standards), EU Corporate Sustainability Reporting Directive (CSRD) and Supply Chain Due Diligence 7. Case Studies: Corporate Scandals and Best Practices in Corporate Governance 8. Ethical decision-making and compliance systems in multinational companies based on a transparent discourse theory, algorithmic ethics and AI governance
literature	<p>Crane, A., & Matten, D. (2022). <i>Business Ethics: Managing Corporate Citizenship and Sustainability in the Age of Globalization</i> (6th ed.). Oxford University Press.</p> <p>Dignum, V. (2023). <i>Responsible Artificial Intelligence: How to Develop and Use AI in a Responsible Way</i> (2nd ed.). Springer.</p> <p>OECD. (2011). <i>OECD Guidelines for Multinational Enterprises</i>.</p> <p>Schwartz, MS (2017). <i>Business Ethics: An Ethical Approach to Decision Making</i>. Wiley.</p> <p>Tricker, B. (2019). <i>Corporate Governance: Principles, Policies and Practices</i> (4th edition). Oxford University Press.</p> <p>Scherer, AG, Voegtlin, C., Dickson, B., & Henkel, S. (2023). Grand Societal Challenges and Responsible Innovation: A Critical Review and Research Agenda. <i>Journal of Management Studies</i>, 60(7), 1701-1738.</p>

Subject area	International Management and Strategy	GBM 1
Module	Global Strategic Leadership	GBM 1.3

Responsible person	
Frequency	Once in academic year
Usability	
ECTS points	5
Total workload (h)	130
Teaching time (h)	48 8 days of 6 hours each
Learning time (h)	82
Semester	1
Requirements	no
Teaching method	Lecture 20% / Seminar 60% / Exercise 20%
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	<p>The students will be able to</p> <ul style="list-style-type: none"> ▪ critically evaluate and apply contemporary leadership theories in various cultural and organizational contexts, while addressing global challenges. ▪ formulate culturally intelligent leadership approaches for managing multinational teams and promoting an inclusive working environment. ▪ assess ethical dilemmas and develop responsible decision-making frameworks for crisis situations in volatile global markets. ▪ integrate digital tools and analytical insights to improve the effectiveness of strategic leadership and propose innovative business solutions. ▪ build trust and coordination between investors, employees, governments and communities. ▪ utilize AI, data analytics, and virtual collaboration tools for distributed teams. ▪ balance risk, innovation and stability in a volatile environment.
Contents	<ol style="list-style-type: none"> 1. Fundamentals of global guide 2. Leading in a complex world: Geopolitical strategy and risk mitigation 3. Digital Transformation and Innovation Leadership 4. Organizational design for global agility

	<ol style="list-style-type: none"> 5. Stakeholder capitalism and ESG integration 6. Intercultural guide 7. Self-management & resilience: methods for coping with stress, techniques for self-reflection (e.g., reflection journal), principles of personal resilience 8. Ethical leadership decisions: Application of ethical decision-making frameworks (e.g., the "front page test", utilitarianism vs. deontology) to real global dilemmas 9. Remote & Hybrid Leadership: Leading Virtual Teams 10. Digital and data-driven leadership: using AI, data analytics and tools for virtual collaboration in distributed teams; Inclusive leadership: neurodiversity, psychological safety
literature	<p>Brett, JM (2018). <i>Negotiating Globally: How to Make Deals, Settle Disputes and Decide Across Cultural Boundaries</i> (3rd ed.).</p> <p>Davenport, T.H., & Mittal, N. (2024).</p> <p>George, B. (2023). <i>True North: Authentic Leadership in Today's Workplace</i>. Wiley.</p> <p>Goleman, D. (2020). <i>Leadership: The Power of Emotional Intelligence</i>. More Than Just Sound.</p> <p>Heifetz, R., et al. (2022). <i>The Practice of Adaptive Leadership: Tools and Tactics to Change Your Organization and the World</i>. Harvard Business Press.</p> <p>Hofstede, G., Hofstede, G.J., & Minkov, M. (2010). <i>Cultures and Organizations: Software of the Mind</i> (3rd ed.). McGraw-Hill.</p> <p>Meyer, E. (2021). <i>The Culture Map: Deciphering how people think, lead, and get things done across cultures</i>. Public Matters.</p> <p>Petriglieri, G., Ashford, S.J., & Wrzesniewski, A. (2024). Agony and Ecstasy in the Gig Economy: Cultivating Holding Environments for Precarious and Personalized Work. <i>Administrative Science Quarterly</i>, 69(1), 124-170.</p>

Subject area	Quantitative Methods & Data Analytics	GBM 2
Module	Quantitative Methods for Business Decision Making	GBM 2.1

Responsible person	
Frequency	Once in academic year
Usability	
ECTS points	5
Total workload (h)	130
Teaching time (h)	48 8 days of 6 hours each
Learning time (h)	82
Semester	1
Requirements	no
Teaching method	Lecture 25% / Seminar 35% / Exercise 40%
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	<p>The students know:</p> <ul style="list-style-type: none"> ▪ the basic and advanced quantitative methods that are relevant for data-driven business decisions (e.g., linear optimization, simulation, decision trees, multivariate statistics). ▪ the mathematical and statistical foundations of the methods as well as their areas of application in a business context. ▪ the possibilities and limitations of quantitative methods in the international business world. ▪ relevant software tools for applying quantitative models (e.g., Excel Solver, R, Python, @Risk). <p>The students can:</p> <ul style="list-style-type: none"> ▪ select suitable quantitative methods for solving complex business decision problems. ▪ implement these methods with suitable software tools and to interpret the results. ▪ conduct sensitivity analyses and scenario planning. ▪ visualize results in a way that is appropriate for the target audience and integrate them into decision-making processes. ▪ critically evaluate the results and assess their practical implications in the inter-
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	<p>national business environment.</p> <ul style="list-style-type: none"> ▪ assess the potential of AI and automation to improve quantitative decision-making models and processes.
Contents	<ol style="list-style-type: none"> 1. Fundamentals of quantitative modelling for entrepreneurial decisions 2. Linear and integer optimization (LP, IP, MIP) 3. Decision analysis: Decision trees, Bayesian analysis and decision-making under uncertainty 4. Stochastic modelling: Monte Carlo simulations for uncertainties in business processes, queuing theory 5. Software tools and implementation (Excel Solver, Python/ PuLP) 6. Integration: Case studies from SCM, Revenue Management, Portfolio Optimization 7. Introduction to Machine Learning for Optimization (Surrogate Models, Hyperparameter Tuning) 8. Practice-oriented case studies on quantitative decisions in supply chain, marketing, and finance
literature	<p>Camm, JD, Cochran, JJ, Fry, MJ, Ohlmann, JW, & Anderson, DR (2020). Business Analytics (4th ed.). Cengage Learning.</p> <p>Hillier, FS, & Lieberman, GJ (2021). Introduction to Operations Research (11th ed.). McGraw-Hill Education.</p> <p>James, G., Witten, D., Hastie, T., & Tibshirani, R. (2021). An Introduction to Statistical Learning with Applications in R and Python (2nd ed.). Springer.</p> <p>Kelleher, J.D., & Tierney, B. (2024). Data Science and Machine Learning: Mathematical and Statistical Methods (2nd ed.). CRC Press.</p> <p>Powell, SG, & Baker, KR (2017). Business Analytics: The Art of Modeling with Spreadsheets (5th edition). Wiley.</p> <p>Provost, F., & Fawcett, T. (2023). Data Science for Business: What You Need to Know about Data Mining and Data-Analytic Thinking (2nd ed.). O'Reilly Media.</p> <p>Winston, WL (2021). Operations Research: Applications and Algorithms (5th ed.). Cengage Learning.</p>

Subject area	Quantitative Methods & Data Analytics	GBM 2
Module	Advanced Data Analytics for Global Business	GBM 2.2

Responsible person		
Frequency	Once in academic year	
Usability		
ECTS points	5	
Total workload (h)	130	
Teaching time (h)	48	8 days of 6 hours each
Learning time (h)	82	
semester	1	
Requirements	no	
Teaching method	Lecture 25% / Seminar 30% / Exercise 45%	
Prerequisite for the awarding of performance points		
Examination format	Written (exam, 90 min)	
Grading scheme	Differentiated (at least a grade of 4.0)	

Learning outcomes and competencies	<p>The students know</p> <ul style="list-style-type: none"> ▪ the essential methods and procedures of modern data analysis (e.g. regression analyses, cluster analyses, decision trees, neural networks). ▪ concepts of big data architectures and their relevance for globally operating companies. ▪ predictive and prescriptive analytics approaches in a global business context. ▪ data protection and ethical principles of the use of data analytics (e.g. GDPR, AI ethics). ▪ the importance of data quality and data governance for successful analytics projects. <p>Students will be able to</p> <ul style="list-style-type: none"> ▪ analyze and interpret complex data sets from global business processes. ▪ select and apply appropriate analytical methods to support strategic decisions in international business. ▪ visualize and present the results of data-based analyses in a way that is appropriate for the target audience.
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	<ul style="list-style-type: none"> ▪ design and manage analytics projects as a team. ▪ critically reflect on the implications of their analyses and derive recommendations for action. ▪ evaluate and implement AI-driven analysis and automation techniques to efficiently solve complex business problems.
Contents	<ol style="list-style-type: none"> 1. Data Analytics Lifecycle in the global business context 2. Exploratory Data Analysis (EDA) and Feature Engineering 3. Supervised Learning: Regression and Classification 4. (Linear/Logistic Regression, Decision Trees, Random Forest) 5. Unsupervised Learning: Clustering and Dimension Reduction 6. (K-Means, PCA, t-SNE) 7. Model evaluation and deployment: train-test split, cross-validation, confusion matrix, ROC-AUC 8. Visual analytics, dashboarding and data storytelling: Tableau/Power BI, Plotly 9. Big Data Tools (Spark, SQL), Cloud Platforms (AWS/Azure) and Data Governance (GDPR, Bias)
literature	<p>Agrawal, A., Gans, J., & Goldfarb, A. (2024). <i>Power and Prediction: The Disruptive Economics of AI</i> (Updated ed.). Harvard Business Review Press.</p> <p>Aggarwal, CC (2021). <i>Machine Learning for Text</i> (2nd ed.). Springer.</p> <p>Cielen, D., & Chen, L. (2020). <i>Introduction to Data Science: Big Data, Machine Learning and More, with Python Tools</i> (2nd ed.). Manned.</p> <p>James, G., Witten, D., Hastie, T., & Tibshirani, R. (2021). <i>An Introduction to Statistical Learning with Applications in R and Python</i> (2nd ed.). Springer.</p> <p>Taddy, M. (2023). <i>Business Data Science: Combining Machine Learning and Economics to Optimize, Automate, and Accelerate Business Decisions</i> (2nd ed.). McGraw Hill.</p>

Subject area	Quantitative Methods & Data Analytics	GBM 2
Module	Research Methods Fundamentals	GBM 2.3

Responsible person		
Frequency	Once in academic year	
Usability		
ECTS points	5	
Total workload (h)	130	
Teaching time (h)	48	8 days of 6 hours each
Learning time (h)	82	
semester	1	
Requirements	no	
Teaching method	Lecture 20% / Seminar 45% / Exercise 35%	
Prerequisite for the awarding of performance points		
Examination format	Written (exam, 90 min.)	
Grading scheme	Differentiated (at least a grade of 4.0)	

Learning outcomes and competencies	<p>The students know</p> <ul style="list-style-type: none"> ▪ the key terms, methods and concepts of empirical social research. ▪ typical research designs and know when to use them. ▪ the difference between qualitative, quantitative and combined research. ▪ quality criteria and their importance for research. <p>The students can</p> <ul style="list-style-type: none"> ▪ apply suitable data collection and analysis methods to practical research questions. ▪ formulate hypotheses and operationalizations for one's own research question. ▪ create a research design, including the choice of methods and the timeline. ▪ distinguish between suitable and unsuitable methods for specific research projects. ▪ analyze existing studies for methodological quality and validity. ▪ evaluate the coherence between research questions, design and method. ▪ critically reflect on methodological, ethical and epistemological decisions in the research process. ▪ evaluate data collection and evaluation processes regarding validity and usability.
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	<ul style="list-style-type: none"> ▪ discuss the strengths and limitations of the chosen methods. ▪ develop an original, methodologically sound research design for an empirical project (e.g., master's thesis). ▪ design their own data collection instruments (e.g., interview guides, questionnaires). ▪ integrate theoretical, methodological and practical considerations into a coherent research concept. ▪ use generative AI critically and responsibly in the research process.
Contents	<ol style="list-style-type: none"> 1. Epistemological foundations: research logic, paradigms, quality criteria 2. Literature search and review methods: Systematic search, evaluation, synthesis 3. Research designs: Quantitative: Experiment, survey, hypotheses, operationalization 4. Research designs: Qualitative: Interviews, grounded theory, case studies, coding 5. Mixed methods and triangulation 6. Data analysis tools: Quantitative (SPSS, R - descriptive to multivariate) 7. Data analysis tools: Qualitative (MAXQDA, coding strategies) 8. Research ethics, data protection and AI in research 9. Exposé - development and research planning
literature	<p>Aguinis, H., Ramani, RS, & Alabduljader, N. (2023). Best-Practice Recommendations for Producers, Evaluators, and Users of Methodological Literature Reviews. <i>Organizational Research Methods</i>, 26(1), 46-76.</p> <p>Birhane, A., Kalluri, P., Card, D., et al. (2023). The Values Encoded in Machine Learning Research. <i>ACM Conference on Fairness, Accountability, and Transparency</i>.</p> <p>Creswell, JW, & Creswell, JD (2022), <i>Research design: Qualitative, quantitative and mixed Methodological Approaches</i> (6th ed.), Sage Publications.</p> <p>Field, A. (2018), <i>Discovering Statistics with IBM SPSS Statistics</i> (5th ed.), Sage.</p> <p>Fahrmeir, L., et al. (2021), <i>Statistics – The Path to Data Analysis</i> (9th ed.). Springer.</p> <p>Haare, JF, Schwarz, WC, Babin, BJ, & Anderson, RE (2019), <i>Multivariate Data Analysis</i> (8th ed.), Cengage.</p> <p>Helferich, C. (2021), <i>The quality of qualitative data: Manual for conducting qualitative interviews</i> (6th ed.), Beltz Juventa.</p> <p>Kuckartz, U. (2022), <i>Qualitative Content Analysis. Methods, Practice, Computer Support</i> (6th ed.), Springer</p> <p>Rasch, D., Friese, M., Hofmann, M., & Naumann, E. (2021), <i>Quantitative Methods 2 – Application in S PSS and R</i> (2nd ed.), Springer.</p>

Subject area	Industry Management	GBM 3
Module	Digital Business Models and Platforms	GBM 3.1

Responsible person	
Frequency	Once in academic year
Usability	
ECTS points	5
Total workload (h)	130
Teaching time (h)	48 8 days of 6 hours each
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, 10 pages) and oral (presentation, 15 minutes)
Grading scheme	Undifferentiated

Learning outcomes and competencies	<p>The students will be able to</p> <ul style="list-style-type: none"> ▪ analyze and deconstruct the core mechanisms of digital business models using established strategic frameworks and to assess the competitive dynamics of platform markets – including the power of network effects and strategic wrapping. ▪ design a viable digital business model or platform strategy and to define the value proposition, revenue logic and ecosystem architecture. ▪ assess the role of artificial intelligence (AI) and machine learning as key drivers for value creation, personalization and automated trust, while mastering the design of the data strategy and AI infrastructure required for a scalable platform. ▪ assess the profound ethical, regulatory and governance challenges of dominant digital platforms, including data protection, filter bubbles, algorithmic bias and market power. ▪ evaluate the profound ethical, regulatory, and governance challenges associated with dominant digital platforms, including issues of data privacy, filter bubbles, algorithmic bias, and market. <p>Competencies:</p> <ul style="list-style-type: none"> ▪ Ecosystem thinking: The ability to map and develop strategies within complex,
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	<p>multi-sided networks rather than linear chains.</p> <ul style="list-style-type: none"> ▪ Ingenuity in platform design: Expertise in designing the core interactions, incentives, and governance rules that promote the growth of a platform. ▪ Strategic foresight: Anticipating how digital models will change industries and identifying innovation opportunities. ▪ Critical appraisal: Ability to critically assess the sustainability, scalability, and ethical implications of digital business models. ▪ Monetization strategy: Skills in designing and aligning revenue models (e.g., freemium, subscriptions, transaction fees) for digital offerings.
Contents	<ol style="list-style-type: none"> 1. Fundamentals of digital business models: Pipeline vs. platform, business model Canvas (digitally adapted), role of data, networks, AI 2. Platform Economics I: Fundamental mechanisms, network effects (direct, indirect, cross-side, negative), chicken-and-egg problem and launch strategies, winner-take-most dynamics 3. Platform Economy II: Architecture and Competition: Core- periphery architecture, platform envelopment, multi- homing and lock-in 4. Monetization and pricing: Pricing models (commission, subscription, freemium, ads), two-sided pricing, data monetization 5. AI-powered platforms: AI as a platform capability, data network effects, algorithmic governance and matching 6. Platform Governance: Quality and trust management, content moderation, reputation systems 7. Regulation and Compliance: Digital Markets Act (EU), Antitrust Law and Platform Power, algorithmic transparency 8. Case studies and platform design workshop: B2C platforms (Airbnb, Uber), B2B platforms (Alibaba, Siemens MindSphere), design exercise: developing your own platform strategy
literature	<p>Agrawal, A., Gans, J., & Goldfarb, A. (2022). <i>Power and prediction: The disruptive economics of artificial intelligence</i>. Harvard Business Review Press.</p> <p>Brynjolfsson, E., & McAfee, A. (2017). <i>Machine, Platform, Crowd: Harnessing Our Digital Future</i>. W.W. Norton & Company.</p> <p>Brynjolfsson, E., Rock, D., & Syverson, C. (2023). The Productivity J-Curve: How Intangibles Complement General Purpose Technologies. <i>American Economic Journal: Macroeconomics</i>, 15(1), 77-108.</p> <p>Choudary, SP (2022). <i>The Platform Organization: The Inversion of the Pyramid</i>. Platform Thinking Labs.</p> <p>Gawer, A., & Cusumano, MA (2014). <i>Industry platforms and ecosystem innovations</i>. <i>Journal of Product Innovation Management</i>.</p> <p>Hein, A., Schreieck, M., Riasanow, T., et al. (2024). Digital Platform Ecosystems. <i>Electronic Markets</i>, 34(1), Article 12.</p> <p>Iansiti, M., & Lakhani, KR (2020). <i>Competition in the Age of AI: Strategy and Leadership When Algorithms and Networks Rule the World</i>. Harvard Business Review Press.</p> <p>Osterwalder, A., & Pigneur, Y. (2010). <i>Business Model Generation: A Handbook for Vi-</i></p>

	<p><i>sionaries, Game Changers and Challengers</i>. John Wiley & Sons.</p> <p>Parker, GG, Van Alstynne, MW, & Choudary, SP (2016). <i>Platform Revolution: How Connected Markets Are Changing Business and How You Can Make Them Work for You</i>. W.W. Norton & Company.</p> <p>Van Alstynne, MW, Parker, GG, & Choudary, SP (2016). <i>Pipelines, Platforms and the New Rules of Strategy</i>. Harvard Business Review.</p>
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Subject area	Industry Management	GBM 3
Module	Change Management and Organizational Development	GBM 3.2

Responsible person	
Frequency	Once in academic year
Usability	
ECTS points	5
Total workload (h)	130
Teaching time (h)	48 8 days of 6 hours each
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 assignment (term paper, 10 pages)
Grading scheme	Differentiated (at least a grade of 4.0)

Learning outcomes and competencies	<p>The students can</p> <ul style="list-style-type: none"> ▪ diagnose organizational systems and the readiness for change using established analytical frameworks. ▪ develop comprehensive change management strategies that consider stakeholder dynamics, communication, and cultural barriers. ▪ assess the crucial role of leadership and power in enabling successful transformation initiatives. ▪ apply principles of organizational development to promote long-term adaptability, learning and team effectiveness in a global context. ▪ promote organizational agility and cultivate a digital- ready culture to enable continuous adaptation. <p>Competencies:</p> <ul style="list-style-type: none"> • Change Leadership: The ability to formulate a compelling vision for change and inspire others to take action that goes beyond mere project management. ▪ Stakeholder Influence & Empathy: Competence in mapping stakeholder landscapes, understanding different perspectives, and building robust coalitions. ▪ Systems thinking: The ability to recognize the connections between structure, culture, processes and people, and to anticipate unintended consequences.
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	<ul style="list-style-type: none"> ▪ Moderation and intervention skills: The practical ability to design and lead work shops, dialogues and interventions that change team dynamics and resolve conflicts. ▪ Cultural agility: The sensitivity and ability to manage changes in different national and corporate cultures. ▪ Agility & Digital Fluency: The ability to design and manage adaptive organizational systems that thrive in volatility and leverage digital tools and mindsets as core competencies. ▪ Cultivating learning ecosystems: The ability to go beyond one-off interventions and create environments of continuous feedback, experimentation and knowledge sharing that drive change sustainably.
Contents	<ol style="list-style-type: none"> 1. Fundamentals & Theories: Differentiation between CM and OD; Lewin's model of change; Kotter's 8-step process; ADKAR model; and critique of these linear models. 2. Diagnostic frameworks: System models for the analysis of organizations (Burke-Litwin causal model, Nadler- Tushman congruence model); force field analysis; stakeholder mapping and analysis. 3. The human side of change: Understanding and overcoming resistance; the psychology of change; building commitment vs. mere compliance; communication strategies for uncertainty, changing communication and stakeholder engagement 4. Leadership & Culture: The crucial role of leaders as sponsors of change; building change capacities within the organization; defining and shaping organizational culture. 5. OD interventions: Techniques for team building, process consulting, role clarification, conflict resolution and promoting a learning organization. 6. Sustainable change: The role of performance management, rewards and structures in reinforcing new behaviors and implementing change. 7. Agility and digital culture, agile change management (Scrum) for Change, SAFe), post-merger integration as a special case of change
literature	<p>Higgs, M., & Dulewicz, V. (2023). Leading Change: Why Transformation Efforts Fail Revisited. <i>Journal of Change Management</i>, 23(3), 251-270.</p> <p>Kanter, RM (2020). Think outside the box: How progressive leaders can change the world with one smart innovation after another. Public Relations.</p> <p>Kotter, JP (2012). Leading Change. Harvard Business Review Press.</p> <p>Schein, EH, & Schein, P. (2016). <i>Organizational Culture and Leadership</i> (5th ed.). Wiley.</p> <p>Shook, J., et al. (2021). <i>The Toyota Way to Organizational Excellence: How Individuals and Teams Continuously Improve Organizations</i>. McGraw-Hügel.</p> <p>Wilson, H.J., & Daugherty, P.R. (2023). <i>Reimagining Work: How AI is Transforming Organizations</i>. MIT Sloan Management Review Books.</p>

Subject area	Industry Management	GBM 3
Module	Financial Management for Industrial Enterprises	GBM 3.3

Responsible person		
Frequency	Once in academic year	
Usability		
ECTS points	5	
Total workload (h)	130	
Teaching time (h)	48	8 days of 6 hours each
Learning time (h)	82	
semester	2	
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	Differentiated (at least a grade of 4.0)	

Learning outcomes and competencies	<p>The students will be able to</p> <ul style="list-style-type: none"> ▪ evaluate large investment projects using advanced valuation techniques to justify long-term strategic decisions. ▪ analyze the financial health and operational performance of industrial companies using key performance indicators and cash flow analyses. ▪ develop strategies to optimize global working capital management and increase liquidity within complex supply chains. ▪ assess specific financial risks, such as commodity price and currency volatility, and propose appropriate hedging and financing strategies. ▪ evaluate and select suitable sustainable financing instruments (e.g., green bonds, ESG-linked loans) to finance strategic initiatives. <p>Competencies:</p> <ul style="list-style-type: none"> ▪ Strategic investment appraisal: The ability to critically assess the long-term value and risk of large, irreversible capital projects. ▪ Financial analysis for business: Expertise in analyzing annual financial statements to diagnose operational inefficiencies and drive performance improvements. ▪ Working capital optimization: Skills in managing the cash conversion cycle to
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	<p>free up cash and improve liquidity without disrupting operations.</p> <ul style="list-style-type: none"> ▪ Risk assessment and mitigation: The ability to identify, quantify, and develop strategies for managing financial risks associated with global industrial activities. ▪ CFO-CEO dialogue: The ability to translate operational data into financial implications and communicate them effectively to support strategic decision-making. ▪ The ability to integrate ESG criteria into financial planning and investor communication.
Contents	<ol style="list-style-type: none"> 1. Advanced Capital Budgeting: Discounted Cash Flow (DCF) analysis in an industrial context; handling project-specific risks (WACC adjustments); real options analysis for assessing strategic flexibility. 2. Analysis of annual financial statements for industrial companies: In-depth examination of the balance sheets and cash flow statements of manufacturing companies; analysis of key performance indicators (e.g., asset turnover, inventory days, ROIC). 3. Working Capital Management: Techniques for managing inventory (JIT, EOQ), receivables (credit policy) and accounts payable; supply chain finance solutions (e.g., reverse factoring). 4. Performance Management: The connection between operational KPIs (e.g., Overall Equipment Effectiveness - OEE, throughput) and financial key figures (e.g., cost of goods sold, gross margin). 5. Financing & Risk Management: Capital structure decisions for cyclical industries; hedging strategies for foreign currency and commodity exposures; trade finance and political risks. 6. Valuation of industrial companies: Specific challenges in the valuation of cyclical and capital-intensive companies; valuation multiples used in the industrial sector. 7. Sustainability financing: Green Bonds, ESG-linked Loans, Impact Investing 8. International aspects: Currency management, transfer pricing, country risk 9. AI applications in finance: Algorithmic trading, credit scoring, ESG rating algorithms
literature	<p>Berk, J., & DeMarzo, P. (2023). <i>Corporate Finance</i> (5th ed.). Pearson.</p> <p>Cao, L. (2023). AI in Finance: A Review. <i>Journal of Finance and Data Science</i>, 9, 100112.</p> <p>Damodaran, A. (2012). <i>Investment Valuation: Tools and Techniques for Determining the Value of an Asset</i> (3rd ed.). Wiley.</p> <p>Hull, JC (2022). <i>Risk Management and Financial Institutions</i> (6th ed.). Wiley.</p> <p>Kaplan, R.S., & Norton, D.P. (1996). <i>The Balanced Scorecard: Putting strategy into action</i>. Harvard Business Review Press.</p> <p>Koller, T., Goedhart, M., & Wessels, D. (2020). <i>Valuation: Measuring and Managing the Value of Companies</i> (7th ed.). Wiley.</p> <p>Serafeim, G. (2023). <i>Purpose and Profit: How Business Can Lift Up the World</i>. Harvard Business Review Press.</p>

Subject area	Industry Management	GBM 3
Module	Advanced Supply Chain Management	GBM 3.4

Responsible person	
Frequency	Once in academic year
Usability	
ECTS points	5
Total workload (h)	130
Teaching time (h)	48 8 days of 6 hours each
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, 10 pages) and oral (presentation, 15 minutes)
Grading scheme	Differentiated (at least a grade of 4.0)

Learning outcomes and competencies	<p>The students will be able to</p> <ul style="list-style-type: none"> ▪ analyze and design global supply chain networks that strategically optimize costs, service, and risk. ▪ apply data-driven models and evaluate new technologies to improve forecasting and operational efficiency. ▪ develop strategies for building resilient supply chains that can withstand global disruptions. ▪ formulate and implement sustainable and ethically responsible supply chain practices. <p>Competencies:</p> <ul style="list-style-type: none"> ▪ Strategic thinking: Ability to see the "big picture" and align operational SCM decisions with the corporate strategy. ▪ Analytical & Problem Solving: Competence in using data and analysis tools to solve complex SCM problems (e.g., reducing a bottleneck, optimizing inventory). ▪ Systems Thinking: Understanding the dependencies within a supply chain and the impact of decisions. ▪ Risk management: Expertise in identifying, assessing and developing risk
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	<p>mitigation strategies for global supply chain risks.</p> <ul style="list-style-type: none"> ▪ Technological acumen: Ability to evaluate and propose the introduction of new SCM technologies. ▪ Intercultural collaboration: Understanding how to manage supply chain partners across different regions and cultures.
<p>Contents</p>	<ol style="list-style-type: none"> 1. Strategic Core concepts: Supply chain strategy frameworks (e.g. strategic fit, lean vs. agile, mass customization). 2. Global network design: location, capacity planning, global trade regulations and tariff optimization. 3. Supply Chain Analytics & Planning: Demand forecasting (statistical Methods, ML), inventory optimization (Safety Stock, EOQ, Newsvendor), sales & operations planning (S&OP) process, prescriptive analytics (optimization under uncertainty) 4. Digital supply chain: Role of AI/ML in forecasting and automation, Internet of Things (IoT) for tracking and monitoring, blockchain for provenance and smart contracts. 5. Risk & Resilience: Supply Chain Risk Management (SCRM) frameworks, scenario planning, supply chain stress tests, design for redundancy and flexibility. 6. Sustainability & Ethics: Principles of the circular economy, measuring the CO2 footprint, ethical procurement, modern slavery in supply chains, green logistics. 7. Relationship Management: Supplier Relationship Management (SRM), Customer Relationship Management (CRM) in the SCM context. 8. Sustainable Supply Chains: Circular Supply Chains (Reverse Logistics, Remanufacturing), CO2 Footprint Measurement (Scope 3), green logistics and procurement, ethical supply chains: Modern slavery and forced labor detection, supply chain transparency (Blockchain), Fair Trade and ethical sourcing
<p>literature</p>	<p>Baryannis, G., Dani, S., & Antoniou, G. (2023). Predicting Supply Chain Risks Using Machine Learning: The Trade-off Between Performance and Interpretability. <i>European Journal of Operational Research</i>, 307(1), 289-305.</p> <p>Chopra, S., & Meindl, P. (2022). <i>Supply Chain Management: Strategy, Planning and Operation</i> (8th edition). Pearson.</p> <p>Christopher, M. (2016). <i>Logistics & Supply Chain Management</i> (6th ed.). Pearson.</p> <p>Iansiti, M., & Lakhani, KR (2017). The truth about blockchain. <i>Harvard Business Review</i>.</p> <p>Simchi-Levi, D., Kaminsky, P., & Simchi-Levi, E. (2021). <i>Supply chain design and management: Concepts, strategies, and case studies</i> (4th ed.). McGraw-Hill.</p> <p>Reeves, M., Whitaker, K., & Deegan, M. (2020). Fight, flight, or freeze: How to build a resilient supply chain. <i>Harvard Business Review</i>.</p> <p>Sodhi, M.S., & Tang, C.S. (2023). Supply Chain Resilience: A Comprehensive Review. <i>Production and Operations Management</i>, 32(4), 1231-1256.</p> <p>World Economic Forum (WEF) & BCG. (2021). <i>Net Zero Challenge: The Opportunity in the Supply Chain</i>. (Industry Report)</p>

Subject area	Industry Management	GBM 3
Module	Strategic Marketing in Industrial Markets	GBM 3.5

Responsible person	
Frequency	Once in academic year
Usability	
ECTS points	5
Total workload (h)	130
Teaching time (h)	48 8 days of 6 hours each
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 assignment (term paper, 10 pages)
Grading scheme	Differentiated (at least a grade of 4.0)

Learning outcomes and competencies	<p>The students can</p> <ul style="list-style-type: none"> ▪ analyze complex industrial buyer behavior and the structure of multi-stakeholder buying centers. ▪ develop compelling, value-oriented offers and pricing strategies based on quantifiable customer benefits. ▪ design and implement strategic key account management plans to foster long-term global partnerships. ▪ formulate an integrated strategic marketing plan for an industrial product or service and to effectively coordinate segmentation, positioning and the marketing mix. ▪ use of AI-powered tools for generating customer insights, predictive analytics, and personalized marketing on a scale. <p>Competencies:</p> <ul style="list-style-type: none"> ▪ Value quantification: The ability to translate product features into quantifiable financial benefits for the customer. ▪ Stakeholder Mapping & Influence: Competence in identifying all members of a buying center, understanding their influence and criteria, and developing targeted engagement strategies.
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	<ul style="list-style-type: none"> ▪ Strategic relationship management: Skills in long-term negotiation, contract closing, and building trust with key accounts and sales partners. ▪ Technical-marketing translation: The ability to bridge the gap between technical/R&D teams and market needs, and to effectively communicate complex product benefits. ▪ AI-powered customer insights: The ability to use AI to analyze complex B2B buyer data and predict market trends.
Contents	<ol style="list-style-type: none"> 1. Fundamentals of industrial marketing: main differences between B2B and B2C marketing; derived demand; inelasticity of demand; the role of services in industrial offerings (servitization). 2. Understanding industrial customers: The Buying Centre model (initiators, users, influencers, decision-makers, gatekeepers, buyers); the organizational purchasing process; building Customer Relationship Management (CRM) systems for B2B. 3. Strategic framework: B2B market segmentation (e.g., by company graphic, NAICS codes, purchasing behavior); global portfolio analysis (e.g., BCG matrix, GE-McKinsey matrix adapted for B2B). 4. Product policy and value proposition in B2B: Product lifecycle management, solution selling and servitization - B2B branding 5. Pricing policy in B2B: Value-in-Use Pricing, Total Cost Total Cost of Ownership (TCO), negotiated pricing and tenders 6. Distribution channels and sales management: Direct sales vs. industrial distributors, channel management and partner networks 7. B2B communication: Personal selling and solution workshops, trade fairs and technical white papers, content marketing and thought leadership 8. Key Account Management (KAM): Identifying strategic accounts, developing KAM plans, global KAM structures 9. Digital B2B marketing: Account-Based Marketing (ABM), Marketing Automation and Lead Nurturing, Social Selling (LinkedIn) 10. AI in B2B marketing: Predictive lead scoring, customer insights and sentiment analysis, chatbots and conversational AI
literature	<p>Anderson, JC, Narus, JA, & Narayandas, D. (2009). <i>Business Market Management: Understanding, Creating, and Delivering Value</i> (3rd edition). Pearson.</p> <p>Davenport, T., Guha, A., Grewal, D., & Bressgott, T. (2023). How Artificial Intelligence Will Change the Future of Marketing. <i>Journal of the Academy of Marketing Science</i>, 51(1), 1-22.</p> <p>Hinterhuber, A., & Snelgrove, TC (2023). <i>Selling Value: How to Win More Deals at Higher Prices</i>. Routledge.</p> <p>Homburg, C., Jozić, D., & Kuehnl, C. (2023). Customer Experience Management: Toward Implementing an Evolving Marketing Concept. <i>Journal of the Academy of Marketing Science</i>, 51(1), 1-31.</p> <p>Hutt, MD, & Speh, TW (2020). <i>Business Marketing Management: B2B</i> (12th Edition). Cengage Learning.</p> <p>Kotler, P., Pfoertsch, W., & Sponholz, U. (2021). <i>B2B Brand Management: From Endur-</i></p>

	<p><i>ing Markets to Emerging Markets</i>. Springer.</p> <p>McDonald, M., Rogers, B., & Woodburn, D. (2022). <i>Key Account Management: Unlocking the Future</i>. Kogan- Seite</p>
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Subject area	Electives	GBM 4
Module	Entrepreneurship and Global Venture Development	GBM 4.1

Responsible person	
Frequency	Once in academic year
Usability	
ECTS points	5
Total workload (h)	130
Teaching time (h)	48 8 days of 6 hours each
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, 10 pages) and oral (presentation, 15 minutes)
Grading scheme	Undifferentiated

Learning outcomes and competencies	<p>Students master the identification and validation of global business opportunities, the development of scalable models, and navigate intercultural and regulatory complexities. They acquire skills to secure international financing, pitch effectively, and mitigate risks such as currency fluctuations or political instability. Furthermore, they learn to lead multi-cultural teams, utilize digital tools, and align businesses with ethical and sustainability goals (e.g., SDGs). Finally, they master the development and implementation of global scaling strategies and the use of ecosystem partnerships for accelerated growth.</p> <p>The students will be able to</p> <ul style="list-style-type: none"> ▪ identify unmet needs across borders. ▪ adapt to local contexts while maintaining scalability. ▪ organize partners, sales, and fundraising worldwide. ▪ deal with legal, financial and operational uncertainties. ▪ organize bootstrapping, grants, and investor networking. ▪ utilize technologies for cost-effective internationalization. ▪ align companies with the SDGs (e.g. clean energy, fintech inclusion). ▪ interact with startup ecosystems by leveraging networks for talent, capital, and market access.
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Contents	<ol style="list-style-type: none"> 1. Fundamentals of Entrepreneurship: Opportunity recognition in a global context, entrepreneurial mindset and effectuation 2. Team building and the founder's dilemma: Multicultural founding teams: Equity split and co-founder agreements, remote team collaboration 3. Opportunity Validation (Lean Startup): Customer discovery interviews, problem-solution fit, MVP development and testing, Pivot or Persevere 4. Business Model Design: Business Model Canvas: Value Proposition Canvas, Revenue Models for globally scalable ventures 5. Market Entry Strategies: Born Global vs. gradual internationalization, digital-first vs. physical presence, partnering strategies (distributors, resellers) 6. Scaling Strategies: Growth hacking and viral loops, platform effects and network growth, building for scale (tech infrastructure) 7. Ecosystem Navigation: Startup accelerators and incubators, corporate venturing and open innovation, government support programs 8. Fundraising Journey: Bootstrapping vs. external funding, angel investors, VCs, crowdfunding, pitch deck development, terms sheets and valuation 9. Legal and Operational Setup: Company Formation internationally, IP Protection (Patents, Trademarks), Regulatory Compliance in Different Markets 10. Failure Management and Exit Strategies: Learning from failure (Failure Modes), graceful shutdown, exit options (Acquisition, IPO, Management Buyout) 11. Impact Entrepreneurship: Social Entrepreneurship Models, sustainable Business Canvas, Impact Measurement (SROI, SDG Alignment)
literature	<p>Blank, S., & Dorf, B. (2020). <i>The Startup Owner's Manual: The Step-by-Step Guide for Building a Great Company</i>. John Wiley & Sons.</p> <p>Gompers, P., & Gornall, W. (2023). <i>Entrepreneurial Finance: The Art and Science of Growing Ventures</i>. WITH Press.</p> <p>Khanna, T. (2022). <i>Trust: Creating the Foundation for Entrepreneurship in Developing Countries</i>. Berrett-Koehler.</p> <p>Müller, S., & Johnson, K. (2025). <i>Venture Diplomacy: Navigating State Power and Policy for Global Startups</i>. Stanford University Press.</p> <p>Nambisan, S., Wright, M., & Feldman, M. (2023). The Digital Transformation of Innovation and Entrepreneurship: Progress, Challenges and Key Themes. <i>Research Policy</i>, 52(1), 104773.</p> <p>Obschonka, M., & Audretsch, DB (2023). Artificial Intelligence and Big Data in Entrepreneurship: A New Era Has Begun. <i>Small Business Economics</i>, 61(3), 1007-1023.</p> <p>Osterwalder, A., Pigneur, Y., Bernarda, G., & Smith, A. (2014). <i>Value Proposition Design: How to Create Products and Services Customers Want</i>. John Wiley & Sons.</p> <p>Ries, E. (2011). <i>The Lean Startup: How Today's Entrepreneurs Use Continuous Innovation to Create Radically Successful Businesses</i>. Crown Business.</p> <p>Brown, T., & Mason, C. (2024). <i>The Scale-Up Playbook: Strategies for International Growth in a Fragmented World</i>. Routledge.</p>

Subject area	Electives	GBM 4
Module	Cross-border Mergers and Acquisitions	GBM 4.2

Responsible person	
Frequency	Once in academic year
Usability	
ECTS points	5
Total workload (h)	130
Teaching time (h)	48 8 days of 6 hours each
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 (exam, 90 minutes)
Grading scheme	undifferentiated

Learning outcomes and competencies	<p>The students possess specialized knowledge and practical skills in the field of international mergers and acquisitions. They learn to understand mergers and acquisitions (M&A) as a strategic instrument for globally operating companies and to analyze them within an intercultural, legal, and financial context.</p> <p>The focus is on cross-border transactions (Cross-Border M&A), which are characterized by complex differences in legal systems, tax structures, corporate cultures and political frameworks.</p> <p>The students will be able to</p> <ul style="list-style-type: none"> ▪ understand the strategic, financial and legal foundations of cross-border M&A. ▪ plan, analyze and evaluate international M&A processes. ▪ understand the cultural, ethical and political challenges of cross-border transactions. ▪ apply structured evaluation and integration approaches to real case studies.
Contents	<ol style="list-style-type: none"> 1. Strategic rationale for cross-border M&A: motives (market access, capabilities, scale), make-or-buy decision, M&A vs. joint ventures vs. alliances 2. Target Identification and Screening: Strategic Fit Assessment, Cultural Compatibil-

	<p>ity Pre-Screening, Preliminary Valuation</p> <ol style="list-style-type: none"> 3. Deal Structuring and Negotiation: Asset Deal vs. Share Deal, Payment Structures (Cash, Stock, Earn-outs), Term Sheets and Letter of Intent, Cross-Border Tax Optimization 4. Due Diligence (Financial, Legal, Operational), Financial DD (Quality of Earnings, Working Capital), Legal DD (Contracts, IP, Litigation Risks), Operational DD (IT Systems, Supply Chain), AI- supported DD tools (Document Review, Red Flag Detection) 5. Valuation Methods for Cross-Border M&A: DCF with Country Risk Adjustment, Comparable Transactions Analysis, Synergy Valuation and Standalone Value, Valuation of Tech/AI Companies (Special Case) 6. Regulatory and Compliance: Antitrust/Competition Law (EU, US, China), Foreign Investment Screening (CFIUS, EU FDI), Cross-Border Tax and Transfer Pricing, FCPA and Anti-Bribery Compliance 7. Cultural Due Diligence and Integration Planning: National Culture Assessment (Hofstede), Organizational Culture Fit, Communication Strategy Development, Integration Management Office (IMO) Setup 8. Post-Merger Integration (PMI): Day 1 Planning and 100 Day Plan, Synergy Capture (Revenue, Cost, Financial), Organizational Design and Reporting Lines, IT Systems Integration - Talent Retention and Key Employee Programs 9. Performance Measurement and Value Creation: M&A Success Metrics, Synergy Tracking Dashboard, Post-Close Adjustments and Earn-out Management 10. Case Studies: Cross-Border M&A Successes and Failures
literature	<p>Angwin, D. (ed.) (2022). Mergers and Acquisitions. Routledge.</p> <p>Bauer, F., & Matzler, K. (2014). M&A Integration: A Framework for Executives and Managers. Springer.</p> <p>Bruner, RF (2016). Applied Mergers and Acquisitions. Wiley.</p> <p>DePamphilis, D. (2021). Mergers, Acquisitions and Other Restructurings. Academic Publishing.</p> <p>Dwivedi, YK, et al. (2023). Artificial Intelligence (AI) in M&A: A Review and Research Agenda. International Journal of Information Management, 72, 102642.</p> <p>Gole, WJ, & Hilger, PJ (2009). Due Diligence: An M&A Value Creation Approach. Wiley.</p> <p>Menz, M., Kunisch, S., & Collis, DJ (2024). The Corporate Strategy Premium: How Much is Good Corporate Strategy Worth? Strategic Management Journal, 45(1), 3-33.</p> <p>Vaara, E., Tienari, J., & Koveshnikov, A. (2024). From the Editors: Microfoundations in International Business: Individual Behavior, Social Interactions and Organizational Practices. Journal of International Business Studies, 55(1), 1-12.</p>

Subject area	Electives	GBM 4
Module	Digital Innovation and Business Transformation	GBM 4.3

Responsible person	
Frequency	Once in academic year
Usability	
ECTS points	5
Total workload (h)	130
Teaching time (h)	48 8 days of 6 hours each
Learning time (h)	82
Semester	2nd/3rd
Requirements	no
Teaching method	Lecture 20% / Seminar 60% / Exercise 20%
Prerequisite for the awarding of performance points	
Examination format	Written assignment (term paper, 10 pages)
Grading scheme	undifferentiated

Learning outcomes and competencies	<p>Students learn to design disruptive digital business models (e.g., platforms, subscriptions) using tools such as the They will apply the Business Model Canvas for Digital Ecosystems to ensure alignment with market demands and technological capabilities. They will master customer-centric innovation techniques to transform traditional value chains into data-driven, scalable models. Furthermore, they will develop skills that enable them to assess the feasibility and risks of new digital offerings and reconcile innovation with operational and ethical constraints. They will also be able to design and lead the organizational change process necessary for implementing digital transformations by addressing cultural resistance, restructuring workflows, and developing talent.</p> <p>The students will be able to</p> <ul style="list-style-type: none"> ▪ align the introduction of technologies with business objectives. ▪ shape the transition from linear to platform-based models. ▪ manage stakeholder acceptance for digital transformation. ▪ implement AI and automation responsibly. ▪ use analytics for transformation. ▪ collaborate with startups, technology providers and regulatory authorities.
Contents	1. Fundamentals of digital disruption: Disruptive vs. sustaining innovation, digital

	<p>disruption patterns (unbundling, disintermediate), industry transformation cases (media, retail, finance)</p> <ol style="list-style-type: none"> 2. Digital Maturity Assessment: Digital Maturity Frameworks (MIT CISR, etc.), As-Is vs. To-Be Analysis, Digital Roadmap Development 3. Innovation processes and methods: Design Thinking for digital services, Lean Startup and MVP Development, Agile Development (Scrum, Kanban), Three Horizons Model for Innovation Portfolio 4. Digital Business Model Innovation: Business Model Canvas (digitally adapted), Platform Business Models (see GBM 3.1 for further information), Monetization Strategies (Freemium, Subscription, Data), Ecosystem Thinking 5. Technology enablers: Cloud computing (IaaS, PaaS, SaaS) and migration, APIs and microservices architecture, IoT and edge computing, AI/ML integration (see GBM 2.2 for details) 6. Data Strategy and Governance: Data-Driven Organization Design, Data Architecture and Data Lakes, Data Governance and Quality Management, GDPR Compliance 7. Legacy Modernization and Technical Debt: Legacy System Assessment, Modernization Strategies (Rehost, Refactor, Replace), Bimodal IT / Two-Speed Architecture, Managing Technical Debt 8. Leading Digital Transformation (Change Perspective): Digital Culture Building (Agile Mindset, Fail-Fast), Upskilling and Reskilling Programs, Organizational Design for Agility, Overcoming Resistance (see GBM 3.2 for more details) 9. Scaling Digital Innovation: From Pilot to Production, Innovation Metrics and KPIs, Failure Management (Kill or Scale Decisions), Building Innovation Ecosystems 10. Ethics, Regulation and Responsible Innovation: AI Ethics and Algorithmic Accountability, Regulatory Landscape (GDPR, AI Act, DMA, DSA), Privacy by Design 11. Responsible Innovation Framework
literature	<p>Baldwin, R. (2023). <i>The Globotics Upheaval: Globalization, Robotics, and the Future of Work</i>. Oxford University Press.</p> <p>Iansiti, M. & Lakhani, KR (2020). <i>Competition in the Age of AI: Strategy and Leadership When Algorithms and Networks Rule the World</i>. Harvard Business Review Press.</p> <p>McAfee, A., & Brynjolfsson, E. (2024). <i>The Geek Way: The Radical Mindset that Drives Extraordinary Results</i>. Little, Brown Spark.</p> <p>Nambisan, S., et al. (2023). <i>The Digital Multinational Enterprise: Navigating the New Normal in Global Business</i>. MIT Press.</p> <p>Nambisan, S., Lyytinen, K., & Yoo, Y. (2024). Digital Innovation: Towards a Transdisciplinary Perspective. <i>Information Systems Research</i>, 35(1), 3-19.</p> <p>Rogers (2022) <i>The Roadmap for Digital Transformation</i>.</p> <p>Westerman, G., et al. (2024). <i>The Transformation Myth: Leading Your Business Through Uncertain Times</i>. MIT Press.</p>

Subject area	Electives	GBM 4
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Module	Global Human Resource Management	GBM 4.4
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Responsible person		
Frequency	Once in academic year	
Usability		
ECTS points	5	
Total workload (h)	130	
Teaching time (h)	48	8 days of 6 hours each
Learning time (h)	82	
semester	2nd/3rd	
Requirements	no	
Teaching method	Lecture 20% / Seminar 55% / Exercise 25%	
Prerequisite for the awarding of performance points		
Examination format	Written assignment (term paper, 10 pages)	
Grading scheme	Undifferentiated	

Learning outcomes and competencies	<p>The students can</p> <ul style="list-style-type: none"> ▪ adapt strategies to different legal/cultural contexts (e.g., cultures with high and low power distance). ▪ manage global talent from expatriate assignments to the integration of remote employees. ▪ reduce prejudice in hiring, promotions and team dynamics. ▪ use data for workforce planning and predictive turnover models. ▪ master regional regulations (e.g. GDPR for employee data, China's Employment Contract Law). ▪ eliminate modern forms of slavery, child labor and exploitation of the gig economy. ▪ lead HR transformations (e.g., post-merger integration, digital training). ▪ critically evaluate the ethical implications and effectiveness of AI applications in HR processes. ▪ Apply AI-supported performance management and predictive analytics for employee turnover.
Contents	<ol style="list-style-type: none"> 1. Strategic IHRM Frameworks: - IHRM vs. Domestic HRM, Integration-Responsiveness Framework (Bartlett & Ghoshal), Best Fit vs. Best Practice Debate, HR's Role in Global Strategy Execution 2. Global Workforce Planning and Talent Acquisition: Global Talent Sourcing Strate-

	<p>gies, Employer Branding international, Selection Methods across Cultures, AI in Recruitment (Algorithmic Hiring, Bias Mitigation)</p> <ol style="list-style-type: none"> 3. Expatriate Management: Types of International Assignments (Long-term, Short-term, Commuter), Selection and Preparation (Cross-Cultural Training) Compensation & Benefits (Base Salary, Allowances, Taxation), Performance Management for Expats, Repatriation Challenges 4. Global Performance Management: Performance Appraisal across Cultures, 360-Degree Feedback international, Goal setting (MBO vs. OKR) global, AI-powered Performance Analytics 5. Global Compensation and Benefits: Compensation Philosophy (Ethnocentric, Polycentric, Geocentric), Equity and Fairness Perceptions across Cultures, Global Benefits Harmonization vs. Localization, Share-based Compensation globally 6. Global Learning and Development: Global Leadership Development Programs, Cross-Cultural Competence Training, E-Learning and Virtual Training, AI-powered Personalized Learning 7. Diversity, Equity, Inclusion (DEI): Legal Frameworks (EU Equality Directives, US EEO), Unconscious Bias Training, Gender Pay Gap Analysis, LGBTQ+ Inclusion across Cultures, Neurodiversity in the Workplace 8. Global Labor Relations and Employee Voice - Trade Unions and Collective Bargaining internationally: Works Councils (EU), Employee Representation Models (Germanic vs. Anglo-Saxon), Strikes and Industrial Action 9. Employment Law and Compliance: Divergent Employment Law Systems, Termination and Redundancy internationally, Working Time Regulations (EU vs. US vs. Asia), Data Privacy in HR (GDPR for Employee Data), Modern Slavery Act Compliance 10. Digital HR and People Analytics, HR Information Systems (HRIS) global, People Analytics and Workforce Planning, Predictive Analytics (Attrition Prediction), Ethical Use of Employee Data 11. Future of Work: Remote and Hybrid Work Models global, Gig Economy and Platform Workers, Automation and Job Redesign, Skills of the Future (Reskilling, Upskilling)
literature	<p>Briscoe, D., Schuler, R., & Tarique, I. (2021). International Human Resource Management (6th ed.). Routledge. (Comprehensive IHRM textbook)</p> <p>Dowling, P., Festing, M., & Engle, A. (2023). International Human Resource Management (8th ed.). Cengage. (Focus on expatriates)</p> <p>Collings, DG, Mellahi, K., & Cascio, W.F. (2023). Global Talent Management and Performance in Multinational Enterprises: A Multilevel Perspective. <i>Journal of Management</i>, 49(2), 540-566.</p> <p>Harzing, A.-W., & Pudelko, M. (2023). International Human Resource Management (5th ed.). Sage. (Critical Perspective)</p> <p>Tambe, P., Cappelli, P., & Yakubovich, V. (2023). Artificial Intelligence in Human Resources Management: Challenges and a Path Forward. <i>California Management Review</i>, 65(2), 15-42.</p>

Subject area	Electives	GBM 4
Module	International Risk and Compliance Management	GBM 4.5

Responsible person	
Frequency	Once in academic year
Usability	
ECTS points	5
Total workload (h)	130
Teaching time (h)	48 8 days of 6 hours each
Learning time (h)	82
semester	2nd/3rd
Requirements	no
Teaching form	Lecture 25% / Seminar 50% / Exercise 25%
Prerequisite for the awarding of performance points	
Examination format	Written (term paper, 10 pages) and oral (presentation, 15 minutes)
Grading scheme	Undifferentiated

Learning outcomes and competencies	<p>Upon completion of this module, participants will be able to systematically analyze global risks and regulatory requirements and develop robust compliance programs for multinational companies. They will master practical risk mitigation tools—including due diligence, scenario planning, and crisis management—while navigating complex ethical dilemmas in high-risk environments. Furthermore, students will learn to leverage technology for compliance automation and to lead organizational responses to geopolitical, financial, and operational disruptions with strategic agility.</p> <p>The students will be able to</p> <ul style="list-style-type: none"> ▪ forecast geopolitical, financial and operational threats. ▪ adapt compliance programs to evolving laws (e.g. CSDD, CSDDD). ▪ review third parties, mergers and market entries. ▪ manage reputational, legal and operational crises. ▪ reconcile the expectations of investors, regulators and the community. ▪ link sustainability risks with Enterprise Risk Management (ERM). ▪ use LegalTech (e.g., AI for AML monitoring).
Contents	1. Enterprise Risk Management (ERM) Fundamentals: Risk Taxonomy (Strategic, Operational, Financial, Compliance), ERM Frameworks (COSO ERM, ISO 31000,

	<p>Risk Appetite and Risk Tolerance, Three Lines of Defense Model</p> <ol style="list-style-type: none"> 2. Geopolitical and Country Risk: Political Risk Assessment, Sanctions Regimes (UN, EU, US OFAC), Trade Wars and Export Controls, Corruption Perceptions Index and Country-Risk Scores, Scenario Planning for Geopolitics 3. Compliance ecosystem I: Anti-Bribery and Corruption (ABC), FCPA (US Foreign Corrupt Practices Act), UK Bribery Act, OECD Anti-Bribery Convention, Implementing Compliance Programs (Policies, Training, Monitoring) 4. Compliance Ecosystem II: Further Regulations, Anti-Money Laundering (AML) and Know-Your-Customer (KYC), Whistleblowing (EU Directive, Dodd-Frank), Export Controls and Dual-Use Goods, Economic Sanctions Compliance 5. Third-Party Risk Management: Vendor Due Diligence (Financial, Reputational, Compliance), Contract Management and SLAs, Ongoing Monitoring (Red Flags, Exit Strategies) 6. Supply Chain Risk and ESG Compliance: Supply Chain Due Diligence (EU CS-DDD, German LkSG), Modern Slavery Act Compliance, ESG Risk Assessment (Climate, Human Rights), Supplier Audits and Corrective Action Plans 7. Cyber Risk and Data Security: Cyber Threat Landscape, GDPR and Data Breach Notification, Incident Response Planning, Cyber Insurance 8. Technology in Risk and Compliance (RegTech / LegalTech), AI for AML Monitoring (Transaction Screening), Contract Analytics and Clause Detection, Continuous Compliance Monitoring, Predictive Risk Analytics 8. Crisis Management and Business Continuity: Crisis Management Framework, Business Continuity Planning (BCP), Crisis Communication, Crisis Simulation Exercise 9. Building Ethical Culture and Compliance Effectiveness: Tone from the Top vs. Tone from the Middle, Behavioral Ethics and Psychological Biases, Speak-Up Culture and Psychological Safety, Measuring Compliance Culture
literature	<p>Biegelman & Bartow (2022). Navigating the Compliance Labyrinth. Routledge.</p> <p>Chui, M., Roberts, R., & Yee, L. (2023). Generative AI and the Future of Work: A Global Survey. McKinsey Global Institute.</p> <p>Goergen, M., Limbach, P., & Scholz- Daneshgari, M. (2023). Corporate Governance and Risk Taking in Uncertain Times. <i>Journal of Corporate Finance</i>, 81, 102437.</p> <p>Hopkin (2021). Fundamentals of Risk Management. Kogan page.</p> <p>Macht (2023). "Riskwork: The organizational life of risk management." <i>J. der Managementstudien</i>.</p> <p>Veale, M., & Binns, R. (2023). Fairer Machine Learning in the Real World: Mitigating Discrimination Without Collecting Sensitive Data. <i>Big Data & Society</i>, 10(1).</p> <p>World Economic Forum (2023). <i>Global Risks Report</i>.</p> <p>Wright et al. (2022). "ESG compliance and corporate value." <i>Journal of Strategic Management</i>.</p>

Subject area	Electives	GBM 4
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Module	Sustainable Business Models	GBM 4.6
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Responsible person	
Frequency	Once in academic year
Usability	
ECTS points	5
Total workload (h)	130
Teaching time (h)	48 8 days of 6 hours each
Learning time (h)	82
Semester	2nd/3rd
Requirements	no
Teaching method	Lecture 20% / Seminar 60% / Exercise 20%
Prerequisite for the awarding of performance points	
Examination format	Written assignment (term paper, 10 pages)
Grading scheme	Undifferentiated

Learning outcomes and competencies	<p>The students will be able to</p> <ul style="list-style-type: none"> ▪ align business strategies with the United Nations' SDGs, ESG principles and planetary boundaries. ▪ develop the transition from linear "take -make - waste " models to closed-loop systems. ▪ reconcile profit and purpose by involving investors, employees, and communities. ▪ understand the interactions between entrepreneurial activities and ecological/ social systems. ▪ quantify sustainability performance using frameworks such as GRI, SASB and TCFD. ▪ create positive ecological and social incentives. ▪ develop disruptive solutions using Green Tech, biomimicry and social entrepreneurship. ▪ configure and coordinate geographically distributed activities to gain a competitive advantage. ▪ facilitate cross-border knowledge exchange, learning and innovation. ▪ assess and respond to disruptive global trends (digital, geopolitical, sustainability). ▪ navigate various formal and informal institutional environments and manage
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	<p>stakeholder expectations worldwide.</p> <ul style="list-style-type: none"> ▪ make decisions while considering the global impact on CSR, ethics and sustainability.
Contents	<ol style="list-style-type: none"> 1. Foundations of Sustainable Business: Triple Bottom Line (People, Planet, Profit), Planetary Boundaries and Donut Economics, Stakeholder Capitalism vs. Shareholder Primacy, Business Case for Sustainability 2. Recognizing and Avoiding SDG Washing, Business Contributions to SDGs (Cases) 3. ESG framework and reporting: ESG criteria (environmental, social, governance), reporting standards (GRI, SASB, TCFD, ISSB), materiality assessment - ESG ratings and investor expectations 4. Circular Economy Principles: Linear vs. Circular Business Models, R-Frameworks (Refuse, Reuse, Repair, Refurbish, Remanufacture, Repurpose, Recycle, Recover), Reverse Logistics and Product Take-Back, Circular Business Model Patterns 5. Sustainable Business Model Archetypes: Sharing Economy Models (Access over Ownership), Product-as-a-Service (PaaS, Servitization), Circular Supply Chain Models, Social Enterprise Models, B-Corp Certification 6. Tools for Sustainable Business Design: Sustainable Business Model Canvas - Value Proposition Canvas (with Sustainability Lens): Life Cycle Assessment (LCA), Carbon Footprint Calculation (Scope 1, 2, 3) 7. Impact measurement and management: Theory of Change, Impact Metrics (IRIS+, SDG Indicators), Social Return on Investment (SROI), B Impact Assessment 8. Sustainable Finance and Investment: Green Bonds and Sustainability-Linked Loans, ESG Integration in Investment Decisions, Impact Investing and Venture Philanthropy, Blended Finance Models 9. Implementation Challenges: Cost vs. Benefit Trade-offs (Short-term vs. Long-term), Supply Chain Transformation, Stakeholder Engagement and Buy-in, Greenwashing Risks and Authenticity, Regulatory Compliance (EU Taxonomy, CSRD) 10. Industry-Specific Applications (Case Studies): Fashion (Fast Fashion vs. Circular Fashion), Food (Regenerative Agriculture, Vertical Farming), Energy (Renewable Energy Transition), Manufacturing (Circular Industrial Ecosystems), Tech (E-Waste Management, Green Computing)
literature	<p>Eccles, RG, & Klimenko, S. (2023). The Investor Revolution: Shareholders Change the Future of Corporate Governance. HBR-Verlag.</p> <p>Ellen MacArthur Foundation (2023). Handbook for the Circular Economy.</p> <p>Geissdoerfer, M., Pieroni, MP, Pigosso, DC, & Soufani, K. (2023). Circular Business Models: A Review. Journal of Cleaner Production, 277, 123741.</p> <p>Lüdeke-Freund, F., et al. (2023). Sustainable Business Model Design: 45 Patterns. Springer.</p> <p>Raworth, K. (2022). Doughnut Economics: 7 Ways a 21st Century Economist Can Do Business to Think. Random House.</p> <p>Stubbendeck, J., & Schneider, A. (2024). ESG Investing: A Practical Guide to Implementing Environmental, Social and Governance Principles. Wiley.</p>

	<p>Stubbs, W., & Cocklin, C. (2020). Business models for sustainability. Edward Elgar.</p> <p>Vinuesa, R., Azizpour, H., Leite, I., et al. (2023). The Role of Artificial Intelligence in Achieving the Sustainable Development Goals. Nature Communications, 14, 233.</p>
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Subject area	Electives	GBM 4
Module	Intercultural Communication and Negotiation	GBM 4.7

Responsible person		
Frequency	Once in academic year	
Usability		
ECTS points		
Total workload (h)	130	
Teaching time (h)	48	8 days of 6 hours each
Learning time (h)	82	
Semester	2nd/3rd	
Requirements	No	
Teaching method	Lecture 15% / Seminar 50% / Exercise 35%	
Prerequisite for the awarding of performance points		
Examination format	Practical Exam (simulation, 20 min.)	
Grading scheme	Undifferentiated	

Learning outcomes and competencies	<p>The students will be able to</p> <ul style="list-style-type: none"> ▪ adapt communication and negotiation styles to different cultural contexts. ▪ develop integrative solutions by identifying underlying interests and enabling shared value creation. ▪ facilitate dialogues in virtual and hybrid environments while building trust. ▪ navigate conflicts constructively and use them as a source of innovation and deeper understanding. ▪ communicate negotiation results and intercultural interactions in a reflective and target-group-oriented manner. <p>Competencies:</p> <ul style="list-style-type: none"> ▪ Cultural agility: The ability to seamlessly adapt communication and negotiation style to different cultural contexts. ▪ Interest-based synthesis: The ability to uncover underlying interests and forge inclusive solutions that satisfy multiple parties. ▪ Metacommunication: The ability to communicate about communication to resolve process disruptions. ▪ Empathic bridging: Competence in translating between different disciplinary
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	<p>"languages" and value systems to enable collaboration.</p> <ul style="list-style-type: none"> ▪ Conflict navigation: The ability to transform conflicts from a destructive force into a source of innovation and deeper understanding.
<p>Contents</p>	<ol style="list-style-type: none"> 1. Intercultural Communication Foundations: Beyond Hofstede: Organizational, Professional, Digital Cultures - High-Context vs. Low-Context Communication (Hall), Direct vs. Indirect Communication Styles - Polychronic vs. Monochronic Time Orientation 2. Nonverbal Communication across Cultures: Kinesics (Gestures, Facial Expressions), Proxemics (Personal Space and Territory), Haptics (Touch) and Oculistics (Eye Contact), Chronics (Time Perception), Cultural Misinterpretation Risks 3. Communication in Virtual and Hybrid Environments: Digital Body Language (Email Tone, Response Time), Video Conference Etiquette (Cameras, Backgrounds, Asynchronous Communication Strategies, Building Trust Virtually across Cultures 4. International Business Etiquette: Meeting Protocols (Punctuality, Agendas, Hierarchies), Gift-Giving Customs, Dining Etiquette and Toasting, Dress Codes, Business Card Exchange 5. Foundations of Negotiation Theory: Distributive vs. Integrative Negotiation, BATNA (Best Alternative to Negotiated Agreement), ZOPA (Zone of Possible Agreement), Reservation Point and Aspiration Point 6. Principled Negotiation (Harvard Method): Separate People from the Problem, Focus on Interests, not Positions - Generate Options for Mutual Gain - Use Objective Criteria, Application to Creative and Digital Contexts 7. Cross-Cultural Negotiation Styles: Negotiation Styles across Cultures (Hofstede's Dimensions applied), Individualistic vs. Collectivistic Approaches, Face-Saving and Harmony (Asian Cultures), Direct vs. Indirect Bargaining, Relationship-Building (Guanxi, Wasta) 8. Negotiation Tactics and Counter Tactics: Anchoring, Framing, Bracketing, Good Cop/Bad Cop, Deadline Pressure and Silence, Identifying and Countering Hardball Tactics 9. Conflict Resolution across Cultures: Conflict Resolution Styles (Thomas-Kilmann), Cultural Preferences (Avoiding, Accommodating, Compromising, Collaborating, Competing), Third-Party Mediation. Face saving strategies 10. Facilitating Intercultural Dialogue and Meetings: Power Dynamics and Inclusive Facilitation, Ensuring Psychological Safety for Diverse Voices, Managing Dominant Speakers, Structured Dialogue Techniques (World Café, Fishbowl) 11. Special Topics: Negotiating Complex Deals, Multi-Party Negotiations, Multi-Issue Negotiations (Logrolling, Contingent Agreements), Coalitions and Alliances, Negotiating in Creative Industries (IP, Licensing, Creative Control)
<p>literature</p>	<p>Brett, J.M. (2018). Negotiating Globally: How to Negotiate Deals, Resolve Disputes, and Make Decisions Across Cultural Boundaries (3rd ed.).</p> <p>Hofstede, G., Hofstede, GJ, & Minkov, M. (2010). Cultures and Organizations: Software of the Mind (3rd ed.). McGraw Hill.</p> <p>Fisher, R., Ury, W., & Patton, B. (2011). Getting to Yes: Negotiating Agreement Without Giving In. Penguin.</p>

	<p>Hancock, J. T., Naaman, M., & Levy, K. (2023). AI-Mediated Communication: Definition, Research Agenda, and Ethical Considerations. <i>Journal of Computer-Mediated Communication</i>, 25(1), 89-100.</p> <p>Jandt, F.E. (2021). <i>An Introduction to Intercultural Communication: Identities in a Global Community</i> (10th ed.). Sage Publications.</p> <p>Lewicki, RJ, Saunders, DM, & Barry, B. (2020). <i>Essentials of Negotiation</i> (7th ed.). McGraw Hill.</p> <p>Meyer, E. (2014). <i>The Culture Map: Breaking Through the Invisible Boundaries of Global Business</i>. Public Affairs.</p> <p>Schein, EH & Schein, PA (2021). <i>Humble Inquiry: The Gentle Art of Asking Instead of Telling</i>. Berrett-Koehler.</p> <p>Shank, D.B., & DeSanti, A. (2023). Trust and Communication with AI: Implications for Organizations. <i>Journal of Communication</i>, 73(3), 234-248.</p> <p>Stone, D., Patton, B., & Heen, S. (2010). <i>Difficult Conversations: How to Discuss What Matters Most</i>. Penguin.</p> <p>Tenzer, H., Terjesen, S., & Harzing, A. W. (2024). Language in International Business: A Review and Agenda for Future Research. <i>Journal of International Business Studies</i>, 55(1), 123-155.</p>
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Subject area	Master's Qualification	GBM 5
Module	Master-Thesis and Colloquium	GBM 5.1

Responsible person	
Frequency	Once in the academic year
Usability	Only in this study program
ECTS points	25
Total workload (UE)	650 (self-study phase)
semester of study	3
Requirements	GBM 1 International Management & Strategy GBM 2 Quantitative Methods & Data Analytics GBM 3 Industry Management GBM 4 Electives
Requirement for the Award from Performance points	
Examination format	In written form (50 to 70 pages) (master's Thesis) Oral (defense) (60 minutes)
Grading scheme	differentiated (at least the note 4.0)

Learning outcomes and competencies	<p>The students will be able to</p> <ul style="list-style-type: none"> ▪ apply the theories, models and methods learned during study to a concrete innovative question. ▪ reflect on the chosen topic independently, systematically and critically. ▪ present the results of the research and the main theses of the work in clear and scientifically sound language. ▪ perform the necessary proofreading and editing tasks independently. <p>The master's thesis will be presented at the end as part of a defense:</p> <ul style="list-style-type: none"> ▪ The work will be presented by the author. ▪ The thesis provides a scientifically sound explanation of its objectives, theoretical basis, and methodological approach. ▪ The findings are clearly presented. ▪ In the subsequent academic examination or discussion between students and lecturers, it is explained how to deal with critical questions, objections and comments in a scientifically correct manner and how the student scientifically defends his theses of the thesis.
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	<ul style="list-style-type: none"> ▪ The student demonstrates how he has scientifically analyzed the reviews of his thesis.
Contents	<p>The examination committee will be presented with a logically structured master's thesis written independently within the allotted time frame, in which the procedure and results are logically structured, scientifically prepared, and presented in clear language. The defense provides the opportunity to discuss the topic of the work after evaluation by the instructors and to defend one's own results. The specific topics and content of the master's thesis are determined by the examination committee in accordance with the General Study and Examination Regulations, as amended, considering the proposals of the students.</p>
Recommended reading	<p>Literature directs itself after the theme of the master's thesis.</p>