









Module Description International Commerce & Leadership

Identifier	Category	Details / Content
General Information		
1.1	Module name	International Commerce & Leadership
1.2	Contained courses	a) Leadership Training (6 ECTS) b) E-commerce (3 ECTS) c) Marketing Project (6 ECTS) d) Sustainable Economics -Selected Case Studies (3 ECTS) e) International Economic Relations (3 ECTS) <i>(not offered in SS25 due to dean assignment)</i> f) Innovation Management (3 ECTS) g) Service Strategy and Customer Satisfaction (3 ECTS) <i>(not offered in SS25)</i> h) Marketing AI sandbox (3 ECTS) i) Data integration & data visualization (3 ECTS) j) Food and nutrition security in humanitarian action (3 ECTS)
1.3	Module code	MSB.0.0039.0.V (Leadership Training) MSB.2.0046.0.V.1 (E-commerce) MSB.2.0046.0.V.2 (Marketing Project) MSB.0.0027.0.V (Sustainable Economics -Selected Case Studies) MSB.0.0033.0.V (International Economic Relations) MSB.0.0024.0.V (Innovation Management) MSB.2.0046.0.V.4 (Service Strategy and Customer Satisfaction) MSB.0.0046.0.V.3 (Marketing AI sandbox) MSB.2.0046.0.V.8 (Data integration & data visualization) MSB.2.0046.0.V.7 (Food and nutrition security in humanitarian action)
Timing		
2.1	Frequency of offer	Summer semester

2.2	Attend in which semester	in 1st. semester (for first semester students) in 2nd. Semester (for second semester students) Incoming students
Link to study programs		
3.1	Offered in study program	Master International Marketing and Sales
3.2	Mandatory courses in module or Electives	Mandatory
Workload		
4.1	Lecture form	Seminarian lessons 1. Semester: choose 6 ECTS 2. Semester: choose 12 ECTS
4.2	Contact time	1. Semester: 4 semester weekly hours = 60 hours per semester 2. Semester: 8 semester weekly hours = 120 hours per semester
4.3	Self-study time	1. Semester: 120 hours per semester 2. Semester: 240 hours per semester
4.4	Total workload	1. Semester: 180 hours 2. Semester: 360 hours
4.5	Workload in credits	1. Semester: 6 ECTS 2. Semester: 12 ECTS
Intended learning outcomes & learning content		
Intended learning outcomes a) Leadership Training		
5.1	ILO ICL 1	Graduates can reflect critically learning- and development processes and accompany those by means of adequate methods.
	ILO ICL 2	Graduates are capable of transmitting different learning- and study techniques and apply these techniques situation adequately.
	ILO ICL 3	Graduates can discuss the differences between Consulting, Coaching and Mentoring and are able to discharge their role as mentors in the sense of the transformational leadership.
	ILO ICL 4	Graduates are able to apply techniques of group- and team moderation.
	ILO ICL 5	Graduates can learn self-organized and give advices and support to others during their first approaches of self-organized learning.
	ILO ICL 6	Graduates can discuss group processes and have acquired first approaches of controlling these processes.






Contribution of module ILOs to study programme ILOs
(only most relevant contribution is highlighted)

	K1: effectively acquire knowledge in international marketing & sales
	A1: apply knowledge and take decisions
	K1: effectively acquire knowledge in international marketing & sales
	S2: participate in and lead teams
	K2: think analytically, and critically
	S2: participate in and lead teams

	ILO ICL 7	Graduates can reflect critically their own strengths and weaknesses within the process of mentoring.		K2: think analytically, and critically
Intended learning outcomes b) E-Commerce				
5.1	ILO ICL 8	Graduates can discuss business theory and technologies as well as systems and concepts of e-commerce. He / she is in a position to evaluate and design concepts for e-commerce.		D1: apply digital competences for virtual work
	ILO ICL 9	Graduates can discuss marketing-related decisions to electronic distribution, electronic transactions, Internet-based communications and interactive service and product design based on the particulate behavior of online consumers.		D1: apply digital competences for virtual work
	ILO ICL 10	Graduates can in "e-commerce" analyze and structure international, strategically complex issues, develop a project design and methodological approach, conceptualize and manage project parts, coordinate partial areas and country tasks, create and professionally present target group-oriented reports and presentations and evaluate the project success and efficiency.		A2: plan, then act target-oriented to solve real business problems
	ILO ICL 11	Graduates can lead responsibly groups for complex tasks, represented and critically analyze their results, and perform competently project management.		S2: participate in and lead teams
Intended learning outcomes c) Marketing Project				
5.1	ILO ICL 12	Within the project or the case study on International Marketing & Business the educational content of the lecture will be reinforced on the basis of working on current tasks in a project or in a case. Master students are able to occupy leadership positions while project team members will be Bachelor students of the 3rd year.		S2: participate in and lead teams
	ILO ICL 13	Graduates are able to structure and analyze international, strategic, and complex tasks in the marketing & sales area.		A2: plan, then act target-oriented to solve real business problems
	ILO ICL 14	Graduates are able to develop a project design and methodical approaches, conceptualize and manage project parts, coordinate projects and lead / guide project team members, create and present target group oriented reports and presentations, and evaluate project success and efficiency.		S2: participate in and lead teams






Intended learning outcomes d) Sustainable Economics -Selected Case Studies

5.1	ILO ICL 15	Graduates can explain the global societal challenges of the 21st Century.
	ILO ICL 16	Graduates can describe and discuss the model of sustainable development as well as approaches to its implementation.
	ILO ICL 17	Graduates can apply systems thinking and implement this knowledge to develop solutions.
	ILO ICL 18	Graduates can independently prepare, present and discuss complex economic and interdisciplinary problems.
	ILO ICL 19	Graduates can sum up unknown topics in the field of sustainable economics in a structured manner.

	K4: know how to behave ethically
	K4: know how to behave ethically
	A1: apply knowledge and take decisions
	S1: manage effectively intercultural communication
	K4: know how to behave ethically



Intended learning outcomes e) International Economic Relations (not offered in SS25)












5.1	ILO ICL 20	Graduates will be able to demonstrate profound knowledge about the recent developments on the international market for goods, about possible interrelations with recent policy decisions in this field (BREXIT etc.) as well as about the effects of these developments on the national and international level in discussions.
	ILO ICL 21	Graduates will be able to explain the aforementioned developments as well as its consequences and effects, e.g. on the domestic distribution of income (inequality).
	ILO ICL 22	Graduates will be able to apply tools to analyze the global economic environment for companies operating in an international environment.
	ILO ICL 23	Graduates will be able to assess critically the effects of various national economic policy measures on cross-border trade and, hence, the situation of industrial sectors or even corporations.
	ILO ICL 24	Graduates will be able to derive implications of these developments on international markets as well as of particular economic policies for successful policies of international corporations.

	K1: effectively acquire knowledge in international marketing & sales
	K1: effectively acquire knowledge in international marketing & sales
	K2: think analytically, and critically
	K2: think analytically, and critically
	K2: think analytically, and critically

Intended learning outcomes f) Innovation Management

	ILO ICL 25	Graduates have the ability to discuss and develop an Innovation Programme.
	ILO ICL 26	Graduates will be able to develop an innovation by executing a design thinking approach.

	A1: apply knowledge and take decisions
	A1: apply knowledge and take decisions

5.1	ILO ICL 27	Graduates will be able to learn about the audience for whom they are designing, create new ideas and build a representation of your ideas to show to others.		A2: plan, then act target-oriented to solve real business problems
	ILO ICL 28	Graduates will be able to apply gained insights on a practical case.		A2: plan, then act target-oriented to solve real business problems
Intended learning outcomes g) Service Strategy and Customer Satisfaction (not offered in SS25)				
5.1	ILO ICL 29	Graduates can discuss the marketing of services and their similarity and differences from product marketing.		K1: effectively acquire knowledge in international marketing & sales
	ILO ICL 30	Graduates can discuss the importance of service quality and how it can be measured.		K1: effectively acquire knowledge in international marketing & sales
	ILO ICL 31	Graduates are capable of developing working knowledge on the services mix (7 P's instead of the 4P's).		K1: effectively acquire knowledge in international marketing & sales
	ILO ICL 32	Graduates are able to discuss the role of technology in services marketing.		K1: effectively acquire knowledge in international marketing & sales
	ILO ICL 33	Graduates can analyze and develop effective strategies that will help companies be successful in the competitive environment through case studies, discussions.		K2: think analytically, and critically
Intended learning outcomes h) Marketing AI sandbox				
5.1	ILO ICL 34	Graduates are able to discuss various AI techniques, algorithms, and applications relevant to marketing contexts.		K2: think analytically, and critically
	ILO ICL 35	Graduates are able to analyze and evaluate the scope and functionality of AI systems in marketing for enhancing customer engagement and optimizing marketing strategies.		D1: apply digital competences for virtual work
	ILO ICL 36	Graduates are able to discuss how AI-driven personalization, recommendation engines, chatbots, and sentiment analysis contribute to enhancing customer experience and how to leverage AI to tailor marketing content and interactions		K2: think analytically, and critically
	ILO ICL 37	Graduates are able to analyse how AI-driven insights, predictive analytics, and real-time decision-making can create a competitive edge in the dynamic marketing landscape		K2: think analytically, and critically

	ILO ICL 38	Graduates are able to apply their knowledge, working collaboratively in teams, to develop AI program-based case studies. They will identify real-world marketing challenges and design marketing solutions that take advantage of AI programs.
Intended learning outcomes i) Data integration & data visualization		
5.1	ILO ICL 39	Graduates are able to connect to data sources
	ILO ICL 40	Graduates are able to prepare (consolidate / clean / shape) data with Tableau Prep Builder
	ILO ICL 41	Graduates are able to push cleaned data to a cloudbased data-hub, perform data analysis, create insights, visualize data, and report it using Tableau Desktop
Intended learning outcomes j) Food and nutrition security in humanitarian action		
5.1	ILO ICL 42	Graduates are able to outline and distinguish major data collection methods, tools and indicators relevant to food and nutrition security in low-income countries
	ILO ICL 43	Graduates are able to select and apply appropriate methods and tools for surveys and assessments on food and nutrition security
	ILO ICL 44	Graduates are able to use reliable data sources to assess the status of food and nutrition security in a designated area
	ILO ICL 45	Graduates are able to to assist in surveys implemented by relief/development/research organizations
Learning content a) Leadership Training		
5.2	Learning content 1	Theory of interest and target in the learning process
	Learning content 2	Consequences for the teaching framework resulting from the learning theory
	Learning content 3	Self-management and study planning
	Learning content 4	Introduction to Coaching and differentiation from Consulting
	Learning content 5	Important content of conversation (e.g. listening, asking, catalyzer and interrupter of conversations)
	Learning content 6	Learning theory and memory



D1: apply digital competences for virtual work



D1: apply digital competences for virtual work



D1: apply digital competences for virtual work



D1: apply digital competences for virtual work



K3: conduct rigorous research



K2: think analytically, and critically



K3: conduct rigorous research

5.1	Learning content 7	Learning strategy, learning techniques and learning blockades
	Learning content 8	Overview of selected coaching methods
	Learning content 9	Reflection of mentor's own strengths and weaknesses within the process of mentoring (e.g. collegial consulting)
	Learning content 10	Coaching and leadership
	Learning content 11	Handling of emotions / oppositions
	Learning content 12	Dynamic in learning groups
	Learning content 13	Learning- and moderation techniques
Learning content b) E-Commerce		
5.2	Learning content 14	Magento introduction - Setting up your virtual machine
	Learning content 15	Finding your project - B2C, National, Category?
	Learning content 16	eCommerce strategy 1 - Magento introduction
	Learning content 17	eCommerce strategy 2 - Your project
	Learning content 18	Conversion & Perception
	Learning content 19	Implicit & Design
	Learning content 20	Products
	Learning content 21	Order process
	Learning content 22	E-shop quality
	Learning content 23	Concentration & Amazon
	Learning content 24	China & Alibaba
Learning content 25	Presentation of results	
Learning content c) Marketing Project		
5.2	Learning content 26	Concept: Projects will be "acquired" from professional partners. The partners deliver their research / managerial problem for which the project should develop a solution within the timeframe of the course. Master students will occupy leadership positions while project team members will be Bachelor students of the 3rd year.
	Learning content 27	Structuring and analyzing the type of problem (On the basis of a given case study or a real project in cooperation with a company/praxis partner)
	Learning content 28	Development of a project design / plan
	Learning content 29	Conception of project and leadership of Bachelor students (e.g. development of a questionnaire, spot check drawing, analysis, measure deduction, preparation for decisions)

	Learning content 30	Realization of the work / Execution of the project / Steering / Motivation / Guidance
	Learning content 31	Report writing and presentation
	Learning content 32	Evaluation and feedback to Bachelor students
Learning content d) Sustainable Economics -Selected Case Studies		
5.2	Learning content 33	Introduction
	Learning content 34	Introduction to Sustainable Economics and Climate Fresk!
	Learning content 35	Allocation of the topics for the case studies: 1. Earth for all: Five Extraordinary Turnarounds for Global Equity on a Healthy Planet 2. Exploring Two Scenarios: Too Little Too Late or Giant Leap? 3. Saying Goodbye to Poverty 4. The Inequality Turnaround: "Sharing the Dividends" 5. The Empowerment Turnaround: "Achieving Gender Equity" 6. The Food Turnaround: Making the Food system Healthy for People and Planet 7. The Energy Turnaround: "Electrifying Everything" 8. From "Winner Take All" Capitalism to Earth4All Economies
	Learning content 36	Delivery of the agendas
	Learning content 37	Discussion of the agendas
	Learning content 38	Delivery of the sheets for the presentations
	Learning content 39	Presentation of case studies
	Learning content 40	Delivery of the short proceedings
Learning content e) International Economic Relations		
	Learning content 41	Introduction: Selected issues of the topic, assignment of presentation topics References i.a.: Krugman / Obstfeld (2023), chapters 2 and 13; Pugel (2016), chapter 16 and appendix E; The Economist (2022)

5.2	Learning content 42	Theories and effects of international trade a) Theories of international trade b) Effects of international trade References i.a.: Baldwin / Wyplosz (2020), chapters 4 and 5; Krugman / Obstfeld (2023), chapters 4, 5 and 7; Pugel (2016), chapters 3, 5, 6 and 7
	Learning content 43	Trade and the distribution of income a) Measures of inequality b) Effects of international trade on the distribution of income c) Policy options
	Learning content 44	Foreign trade policy a) General aspects of foreign trade policy b) Protectionism and its effects References i.a.: Krugman / Obstfeld (2023), chapters 9 and 10; Pugel (2016), chapters 8, 9, 10 and 12.
Learning content f) Innovation Management		
5.2	Learning content 45	Basics of innovation management - Lecture Day
	Learning content 46	Business Project 1 - Design Thinking
	Learning content 47	Business Project 2 - Innovation Programme Development
Learning content g) Service Strategy and Customer Satisfaction		
5.2	Learning content 48	This course is based on the unique attributes of services and how they are different from products.
	Learning content 49	The course will try to clarify these differences and provide the student with knowledge for an entry-level position in the services industry.
	Learning content 50	The objective of this course focuses on the problems facing the service sector.
	Learning content 51	Some of the problems include inability to manage demand and supply as well as difficulty in controlling quality.
	Learning content 52	Strategies used by successful services marketers to overcome some of these difficulties are discussed.
	Learning content 53	The emphasis in the course will be on service in general rather than on any particular industry.
Learning content h) Marketing AI sandbox		
	Learning content 54	How does AI work?

5.2	Learning content 55	How is AI changing organizations and what does it mean for your future as a manager?
	Learning content 56	How powerful and diverse are marketing AI use cases?
	Learning content 57	What are marketing AI pitfalls and ethical boundaries?
	Learning content 58	How to evaluate marketing AI programs?
	Learning content 59	Application of knowledge on self-selected marketing AI program
Learning content i) Data integration & data visualization		
5.2	Learning content 60	How to connect to data sources?
	Learning content 61	How to prepare (consolidate / clean / shape) data with Tableau Prep Builder?
	Learning content 62	How to analyse and visualize data using Tableau Desktop?
	Learning content 63	Project based on CRISP-DM with SQL data base, using Tableau Prep Builder for data preparation and consolidation and Tableau for analysis and visualization
Learning content j) Food and nutrition security in humanitarian action		
5.2	Learning content 64	<ul style="list-style-type: none"> • Concept of food and nutrition security • Water, sanitation and hygiene (WASH) • Standards of surveys and questionnaires • Measuring food insecurity and hunger • Qualitative assessment of food intake • WHO Infant and young child feeding indicators • Anthropometric measurements • WHO Child growth standards • Rapid nutrition assessments in emergencies • Optional add on: Production and marketing of foods and food products to combat malnutrition
Requirements & examination		
6	Participation requirement	None
7.1	Requirements for the award of credit points	Passed module (min. 50% of points)
7.2	Assessment method a) Leadership Training	100% Learning portfolio (participation in seminars as well as in briefings and debriefings for didactic sessions)
7.2	Assessment method b) E-Commerce	100% Project work (Shop, strategy paper, presentation)
7.2	Assessment method c) Marketing Project	100% Project work

7.2	Assessment method d) Sustainable Economics -Selected Case Studies	100% Presentation
7.2	Assessment method e) International Economic Relations	50% Presentation, 50% Research paper
7.2	Assessment method f) Innovation Management	50% Presentation, 50% Assignment
7.2	Assessment method g) Service Strategy and Customer Satisfaction	50% case study assignment, 20% service encounter entry, 30% open book Ilias test
7.2	Assessment method h) Marketing AI sandbox	100% Presentation
7.2	Assessment method i) Data integration & data visualization	100% Presentation (Data engineering 1/3; Analytics 1/3, Data Visualization 1/3)
7.2	Assessment method j) Food and nutrition security in humanitarian action	100% Presentation
7.3	Requirements for admission to the examination	
7.4	Importance of the mark for total mark	1. Semester: 5% (6 ECTS of 120 ECTS) 2. Semester: 10% (12 ECTS of 120 ECTS)
8.1	Lecture language	German, English
8.2	Module supervisor	Prof. Dr. Bert Kiel
8.3	Lecturers	a) Prof. Dr. Juliane Wolf, Prof. Dr. Sonja Öhlschlegel- Haubrock, Dr. Jutta Rach b) Prof. Dr. Michael Hewing c) Prof. Dr. Philipp Bitzer, Prof. Dr. Carmen-Maria Albrecht, Prof. Dr. Thorsten Kliewe, Prof. Dr. Nils Ommen d) Prof. Dr. Nina Michaelis e) Prof. Dr. Manuel Rupprecht f) Prof. Dr. Thorsten Kliewe, Prof. Dr. Daniel Agyapong g) Prof. Dr. Carmen -Maria Albrecht Prof. Dr. Mathew Joseph h) Prof. Dr. Bert Kiel, Prof. Dr. Nils Ommen i) Prof. Dr. Klaus Schulte j) Prof. Dr. Jan Makurat
8.4	Maximum number of participants	Depends on selected course
8.5	Supplementary information	The lectures are taught in English, except for a) Leadership training, which is given in German
Recommended reading a) Leadership Training		
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Recommended reading b) E-Commerce		

Laudon, K. C., & Traver, C. G. (2023). Ecommerce 2023–2024: Business, technology, society.
Ravensbergen, Schoneville, Magento Beginners Guide, 2022
David Chaffey, E-Business & E-Commerce Management
Intershop: The Conversion Rate Conundrum
Sanjay Mohapatra, E-Commerce Strategy
Recommended reading c) Marketing Project
Depends on assigned courses
Recommended reading d) Sustainable Economics -Selected Case Studies
Dixon-Decleve, S. et. al. (2022): Earth for all - A Survival Guide for Humanity, New Society Publishers.
Molthan-Hill, P. (Ed.) (2017): The Business Student's Guide to Sustainable Management – Principles and Practice, 2nd Edition, Sheffield, UK.
Skene, K. and Murray, A. (2017): Sustainable Economics: Context, Challenges and Opportunities for the 21st-Century Practitioner, Routledge (eBook)
WBGU – German Advisory Council on Global Change, various reports, see: https://www.wbgu.de/en/
Wuppertal Institut, various publications see: https://wupperinst.org/en/publications/
Recommended reading e) International Economic Relations
Amador, J. and Cabral, S. (2014), Global value chains: surveying drivers, measures and impacts, Banco de Portugal Working Paper No. 3/2014, available online: https://www.researchgate.net/publication/265503717_Global_Value_Chains_Surveying_Drivers_Measures_and_Impacts
Baldwin, R., Wyplosz, C. (2020), The Economics of European Integration, 6th edition.
Boffa, M., Jansen, M., and Solleder, O. (2018), Value chain activities in the age of changing trade alliances, contribution to VoxEU.org, 15 December 2018, available online: https://voxeu.org/article/value-chainactivity-age-changing-trade-alliances
Canas, J. (2017), Texas Border Cities Illustrate Benefits and Challenges of Trade, in: Southwest Economy, Federal Reserve Bank of Dallas, 4th Quarter 2016, pp. 16-20, online: https://www.dallasfed.org/research/swe/2016/swe1604g
Dabla-Norris, E. et al. (2015), Causes and Consequences of Income Inequality: A Global Perspective, IMF Staff Discussion Note 15/13
Dauth, W., Findeisen, S. and Südekum, J. (2017a), Außenhandel und Erwerbsverläufe im Verarbeitenden Gewerbe: Arbeitnehmer in Deutschland profitieren vom Außenhandel – aber nicht alle, in: IAB Kurzbericht, Nr. 15/2017, available online: http://iab.de/897/section.aspx/Publikation/k170627305
Dauth, W., Findeisen, S. and Südekum, J. (2017b), Sectoral employment trends in Germany: The effect of globalisation on their micro anatomy, contribution to VoxEU, 26 January 2017, available online: https://voxeu.org/article/globalisation-and-sectoral-employment-trends-germany
Dollar, D. et al. (2017), Global value chain development report 2017: Measuring and analyzing the impact of GVCs on economic development. Available online: https://www.wto.org/english/res_e/booksp_e/gvcs_report_2017.pdf
Evenett, S. J. (2017, ed.), Cloth for wine? The relevance of Ricardo's comparative advantage in the 21st century, CEPR Press, London

Fuest, C. (2017), 2017: The year of European populism?, in: Intereconomics, 52 (1), pp. 2-3, online: http://archive.intereconomics.eu/year/2017/1/2017-the-year-of-european-populism/
Haughton, J. and Khandker, S. R. (2009), Handbook on poverty and inequality, The World Bank, Washington DC.
IMF, WTO and World Bank (2017), Making trade an engine of growth for all, Washington and Geneva, available online: https://www.wto.org/english/news_e/news17_e/wto_imf_report_07042017.pdf
Krugman, P. R., Obstfeld, M. and Melitz, M. J. (2023), International economics – theory and policy, 12th edition, Pearson, Boston
Nascia, L. and Pianta, M. (2009), Forces of inequality? The impact of technology and globalisation, in: Intereconomics, 44 (6), pp. 332-336, online: http://archive.intereconomics.eu/downloads/getfile.php?id=710
OECD (2017), The future of global value chains, STI policy note September 2017, available online: http://www.oecd.org/sti/ind/policy-note-future-of-global-value-chains.pdf
OECD (2018), Trade policy implications of global value chains, Trade policy brief, December 2018, available online: https://www.oecd.org/tad/trade-policy-implications-global-value-chains.pdf
Peters, H. and Volwahren, M. (2017), Rising income inequality: Do not draw the obvious conclusions, in: Intereconomics, 52 (2), pp. 111-118.
Senses, M. Z. (2017), Globalisation and US labour markets, in: Bown, C. P. (ed.), Economics and policy in the age of Trump, CEPR Press, pp. 49-57.
Südekum, J. (2017), Die Globalisierungsverlierer kompensieren – aber wie?, in: Wirtschaftsdienst, 97 (8), pp. 566-570.
The Economist (2016), Collateral damage – the impact of free trade, 30 July 2016, online: http://www.economist.com/node/21702791/print
The Economist (2022), Reinventing Globalization, issue of 18th June 2022.
WTO (2017), World trade report 2017, Geneva, available online: https://www.wto.org/english/res_e/booksp_e/anrep_e/world_trade_report17_e.pdf
Recommended reading f) Innovation Management
Depends on subject in respective semester
Recommended reading g) Service Strategy and Customer Satisfaction
Douglas Hoffman, John Bateson (2016): Services Marketing, 5th ed., Cengage Publication.
Jochen Wirtz, Christopher Lovelock (2021): Services Marketing: People, Technology, Strategy. 9th ed., World Scientific.
Recommended reading h) Marketing AI sandbox
Vegard Kolbjørnsrud, Designing the Intelligent Organization, 2023, California Management Review 2024, Vol. 66(2) 44–64
Howard Gardner - Frames of Mind, ASIN: B0057DAINO
Ziakis, C.; Vlachopoulou, M. Artificial Intelligence in Digital Marketing: Insights from a Comprehensive Review.
Alex Connock, Media Management and Artificial Intelligence, 2022
Ray Kurzweil, The singularity is nearer when we merge with AI, 2024, ISBN-13: 978-0593489413
Kai-Fu Lee, AI Superpowers, 2018

40 powerful AI tools for Smart Learning, Selynna Payne, 2023
40 powerful AI tools for Sales and Marketing, Selynna Payne, 2023
Mustafa Suleyman, The coming wave, 2023
Recommended reading i) Data integration & data visualization
Recommended reading j) Food and nutrition security in humanitarian action