

Oplysninger fra CVR

CVR-nummer

19596915

Virksomhedens navn

Copenhagen Business School Handelshøjskolen

Virksomhedens adresse

Solbjerg Plads 3, 2000 Frederiksberg

0. Ansøgningens type

Der ansøges om

- ☐ Ansøgningsskema 1 bacheloruddannelse 180 ECTS-point
- ☐ Ansøgningsskema 2 kandidatuddannelse 120 ECTS-point
- ☒ Ansøgningsskema 3 kandidatuddannelse 75 ECTS-point
- ☐ Ansøgningsskema 4 erhvervskandidatuddannelse 75-120 ECTS-point
- ☐ Ansøgningsskema 5 erhvervskandidatuddannelse som kombinationsuddannelse (1+2) 120 ECTS-point
- ☐ Ansøgningsskema 6 erhvervskandidatuddannelse som kombinationsuddannelse 75-120 ECTS-point

Ansøgningsrunde

2026-2

1. Grundoplysninger for uddannelsen

Navn på institution

Copenhagen Business School Handelshøjskolen

Udbudsted

2000 Frederiksberg

Bynavn

Frederiksberg

Angiv evt. supplerende bynavn

Uddannelsestype

Kandidat

Fagbetegnelse dansk

Geopolitik og virksomhedens robusthed

Fagbetegnelse engelsk

Geopolitics and Corporate Resilience

Betegnelse dansk (titel)

[Cand.merc.](#) i geopolitik og virksomhedens robusthed

Betegnelse engelsk (titel)

MSc in Economics and Business Administration in Geopolitics and Corporate Resilience

Hvilket hovedområde hører uddannelsen under?

Samfundsvidenskab

Vælg undervisningssprog

- ☐ Dansk
- ☒ Engelsk

Forslag til censorkorps. Angiv hvilket censorkorps, som institutionen ønsker at knytte til uddannelsen

Censorkorpset for Erhvervsøkonomi

Hvilke adgangskrav gælder til uddannelsen?

De faglige adgangskrav er i alt 90 ECTS-points fordelt på:

45 ECTS-points i følgende fagområder, med mindst 5 ECTS inden for hvert område:

- Mikroøkonomi
- Organisation
- Marketing
- Kvantitative metoder/ Statistik
- Regnskab
- Finansiering

45 ECTS-points inden for Erhvervsøkonomi og/eller Økonomi

Adgangsgivende bachelorgrader fra CBS:

BSc in Business Administration and Service Management

BSc in International Business

BSc in International Shipping and Trade

HA almen

HA i projektledelse

HA(jur.)

BSc in Business Administration and Digital Management

BSc in Business Administration and Sociology

HA(fil.)

HA(psyk.)

Adgangsgivende bachelorgrader fra andre danske universiteter:

AAU – BSc in Economics and Business Administration

AAU – HA erhvervsøkonomi

AU – BSc in Economics and Business Administration

AU – HA erhvervsøkonomi

AU – HA(jur.)

RUC – BSc in Business Administration

RUC – International Bachelor in Social Sciences + Business Administration

RUC – Samfundsvidenskabelig bachelor + Erhvervsøkonomi (HA)

SDU – BSc in Economics and Business Administration

SDU – BSc in International Business Administration and Foreign Languages/BSc i international erhvervsøkonomi med fremmedsprog

SDU – HA erhvervsøkonomi

Beskriv uddannelsens formål og erhvervssigte

Denne uddannelse ruste de studerende til at analysere, forstå og håndtere virkningerne af geopolitik og globale risici på virksomhedernes strategier og forretning. Uddannelsen undersøger, hvordan eksterne påvirkninger omsættes til operationelle sårbarheder, strategiske afvejninger og udfordringer med modstandsdygtighed for virksomheder. Studerende udvikler evnen til at vurdere organisatorisk eksponering og koordinere reaktioner på tværs af virksomhedsfunktioner, hvilket understøtter ledelsesbeslutningstagning i ustabile globale miljøer.

Ved at udvikle avanceret analytisk viden og praktiske evner inden for organisatorisk resiliens, risikostyring og strategisk beslutningstagning vil kandidater kunne vurdere, hvordan ydre påvirkninger influerer på virksomhedens drift, og omsætte komplekse udviklinger til strukturerede vurderinger og koordinerede organisatoriske svar, der understøtter informerede ledelsesbeslutninger. Programmet er rettet mod et arbejdsmarked, hvor internationalt aktive virksomheder og konsulentfirmaer samt brancheorganisationer, offentlige myndigheder og ikke-statslige aktører i stigende grad har brug for kandidater, der kan analysere komplekse eksterne risici og forklare deres konsekvenser for forretningsdrift, strategi og organisatorisk robusthed.

Se bilag på engelsk for uddybning af akademisk profil, erhvervssigte og kompetenceprofil.

Angiv hvilken struktur og konstituerende faglige elementer uddannelsen består af.

Uddannelsen omfatter følgende obligatoriske kurser:

Globale risici og den nye verdensorden

Dette er et introduktionskursus i geopolitik og globale risici. Ved systematisk at introducere nøglebegreber og anvende dem på eksisterende cases, skaber dette kursus et fælles akademisk grundlag, som senere kurser bygger videre på.

Virksomheders eksponering og beslutningsværktøjer

Studerende bevæger sig fra en generel forståelse af risici til en konkret vurdering af, hvor en bestemt virksomhed er sårbar. De studerende lærer at identificere kritiske afhængigheder og koncentrationer med særlig opmærksomhed på flaskehalse og skjulte sårbarheder.

Avancerede Forskningsmetoder

Kvantitative metoder, herunder kortlægning af handels- og investeringsstrømme samt regressionsbaserede metoder, introduceres og sættes i kontekst.

Studerende introduceres også til kvalitativ metode, herunder storskala-tekstanalyse og datavisualisering.

Geoøkonomi: Virksomheder og stater

Kurset undersøger de geoøkonomiske virkemidler, der er tilgængelige for virksomheder og stater, såsom industripolitik, eksportkontrol, investeringsscreening og offentlige indkøb.

AI til tidlig varsling og strategisk intelligens

Dette kursus træner de studerende i at opbygge fremad-skuende efterretninger til virksomheder, der opererer under geopolitisk usikkerhed. De studerende lærer at definere, hvad en virksomhed skal overvåge, identificere relevante signaler og skelne mellem støj og væsentlige ændringer.

Robusthedsstrategi og organisatorisk design

Studerende lærer at behandle robusthed som et sæt strategiske og organisatoriske beslutninger, der former, hvordan virksomheden håndterer eksterne risici og tilpasser sig dem.

Krisehåndtering og interesserstyring

Dette kursus fokuserer på, hvad virksomheder gør, når beslutninger skal træffes under pres. Studerende lærer, hvordan organisationer fastlægger prioriteter, koordinerer på tværs af funktioner og tilpasser planer i takt med at in-formationen ændrer sig.

Se bilag på engelsk for oversigt over struktur, uddybende beskrivelse af hver enkelt kursus, samt potentielle valgfag.

Angiv antal ECTS-point for hele uddannelsen

75

2. Øvrige krav til ansøgningen

Kort beskrivelse af hvordan aftagere og øvrige relevante interessenter er inddraget i processen omkring udvikling af uddannelsen.

Som led i udviklingen af denne uddannelse har der været en løbende dialog med flere interessenter, herunder især aftagerne og de studerende.

De indledende drøftelser med CBS Business Panel drejede sig om behovet for en sådan ny uddannelse og om uddannelsens profil. Det blev klart, at danske virksomheder har brug for at opruste på dette område, da eksterne risici udgør en betydelig belastning.

Efterfølgende er der indledt en diskussion med en række potentielle aftagere, bl.a. Dansk Erhverv, Dansk Industri, Dansk Metal og Mærsk, som har ført til en yderligere skærpelse af profilen med mere fokus på implikationerne for virksomhederne. Ligesom de har betonet det analytiske aspekt der kan understøtte strategiske og organisatoriske beslutninger i virksomheden. Uddannelsen er således ændret, så den er mere hands-on og praktisk med et stærkt fokus på forståelse af eksterne risici, analyseværktøjer og brug af AI til tidligt varsel om risici.

De studerendes repræsentanter fra de relevante studienævne er ligeledes inddraget i diskussionen af profilen, hvor deres synspunkt primært har været rettet mod at præcisere kompetence- og jobprofilen. Aftagerne har ligeledes givet feedback på den ønskede jobprofil, hvilket har medvirket til at den er blevet yderligere skærpet.

Se også Appendix 2 i det vedhæftede bilag på engelsk med listen over de interessenter, der har været drøftelse med.

3. Baggrundsoplysninger til brug for sagsbehandling

Henvisning til evt. tidligere godkendt heltidsuddannelse og dennes takstindplacering

Forslag til takstindplacering

Heltidstakst 1

Begrundelse for takstindplacering

Heltidstakst 1: uddannelsen er en ren samfundsvidenskabelig uddannelse.

Beskriv ligheder og forskelle til beslægtede uddannelser, herunder beskæftigelse og eventuel dimensionering

CBS har koordineret de planlagte uddannelsesudbud med de øvrige universiteter både gennem Danske Universiteters Rektorkollegiums Udvalg for Uddannelsespolitik (RUP) og gennem direkte dialog på prodekan-/dekanniveau. Uddannelsesudbuddene blev drøftet i RUP den 3. marts til første koordinering af nye uddannelsesudbud og 9. juni 2026 til anden koordinering af nye uddannelsesudbud som led i den fælles koordinering af universiteternes uddannelsesudbud i forbindelse med universitetsreformen. Herudover har CBS deltaget i tværgående koordinering med AAU, AU, KU og SDU samt i bilateral dialog med AAU om konkrete uddannelser og mulige overlap.

I forbindelse med koordineringen blev der desuden identificeret mulige snitflader mellem Geopolitics og tre samfundsvidenskabelige uddannelser på KU og AU, som efterfølgende blev taget op i den videre koordinering på dekan-/associate dean-niveau.

Koordineringen i RUP og på dekan/associate dean niveau har ikke identificeret overlap af en karakter, der har givet anledning til ændringer i de

planlagte uddannelser. Der er løbende fulgt op på eventuelle snitflader mellem konkrete uddannelsesudbud.

Beslægtede uddannelser

Uddannelsen deler analysen af geopolitik og geøkonomi med MSc International Business and Politics ved CBS. Programmet har dog et klart fokus på virksomhederne, hvor formålet er at forstå konsekvenserne for erhvervslivet frem for at studere international politik i sin egen ret. Dette inkluderer analyse og forståelse af eksterne risici samt udvikling af robusthedstrategier og er derfor mere hands-on og praktisk.

Københavns Universitet tilbyder to programmer: MSc i Business and Development Studies og MSc i Security Risk Management. Begge har et bredere makroniveau og samfundsfokus, hvor den første har et mere regionalt fokus, mens den anden fokuserer på overordnede samfundsmæssige risici og statskundskab.

Den 1-årige EBA i Global Supply Chain Management, som tilbydes af Syddansk Universitet, har en vis overlapning i virksomhedsorienteringen, men programmet fokuserer mere snævert på forsyningskædeproblemer og mangler en forståelse af den geopolitiske og geøkonomiske kontekst. Som sådan er dette en praktisk, virksomhedsorienteret uddannelse, der unikt kombinerer forståelsen af eksterne risici med interne forretningsmæssige implikationer og mulige strategier for at imødekomme dem.

Se også Appendix 1 i det vedhæftede bilag på engelsk med uddybende kommentarer om forskellene i forhold til beslægtede uddannelser.

Vælg forventet opstartsår

2028

Angiv forventet optag på uddannelsen det første år

50

Angiv forventet optag på uddannelsen det andet år

60

Angiv det forventede optag på uddannelsen det tredje år

60

Øvrige bemærkninger til ansøgningen?

☒ ★Det bekræftes hermed at ansøgningen er godkendt af rektor

Navn på kontaktperson

Regitze Ladefoged

Kontaktpersons e-mail

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Vedhæft samlet PDF-fil

Bilag til ansøgning om Geopolitics and Corporate Resilience.pdf

767.2 KB

Bilag til ansøgning om MSc in Economics and Business Administration in Geopolitics and Corporate Resilience

Academic Profile

This interdisciplinary master's program equips students to analyze, understand, and manage the effects of global disruptions on the operations and corporate strategies of internationally active firms. The program examines interconnected sources of disruption, including geopolitical tensions, geoeconomic shocks, climate and resource pressures, and cyber and hybrid threats, while focusing on the business implications, i.e., how firms anticipate, respond to, and adapt to these disruptions.

A key feature of the program is its emphasis on working across disciplinary and organizational boundaries. Contemporary disruption rarely affects firms through a single channel. Geopolitical tensions may simultaneously influence regulation, operations, financing, reputational risk, and market access. Climate and resource pressures may interact with logistics, stakeholder demands, and operational continuity. Cyber and hybrid threats may affect technology infrastructure, trust, compliance, and organizational preparedness.

The program studies how external disturbances translate into operational vulnerabilities, strategic trade-offs, and resilience challenges for firms. As such, it builds on students' existing knowledge of corporate strategy and organization and enables them to understand the implications of global disruptions for business. Students develop the ability to assess organizational exposure and coordinate responses across corporate functions, supporting managerial decision-making in volatile global environments. Students learn to distinguish between sources of disruption and the channels through which they affect firms, while also considering their broader societal impacts. The program trains students to analyze interdependencies and cascading effects across sources of disruption and exposure channels.

By developing advanced analytical knowledge and practical capabilities in organizational resilience, risk governance, and strategic decision-making, graduates will be able to assess how external disruptions affect corporate operations and to translate complex developments into structured assessments and coordinated organizational responses that support informed managerial decision-making.

Teaching is research-based and primarily grounded in international business, international political economy, corporate strategy, organization, risk management, and geoeconomics, while

remaining practice-oriented. Learning takes place through real-world cases, simulations, and applied projects.

Labor market orientation

Documented labor-market demand. The program responds to a documented need among Danish firms and public-sector organizations for employees who can translate external disruption into business-relevant analysis and action. CBS's 2026 study of Danish business leaders combined 15 interviews with executives, board members, and business experts with a survey of 150 respondents. The study found that top-management attention to hybrid risks, business continuity planning, and geopolitical change were among business leaders' highest priorities. It also identified room for improvement in corporate preparedness and, especially, in coordination with customers, suppliers, financial partners, and public authorities. These findings point to a concrete competence gap: organizations need employees who can connect geopolitical and hybrid developments to operational continuity, strategic choices, and cross-organizational coordination.¹ This need is reinforced by Dansk Industri's May 2026 analysis of investor calls in 15 listed Danish companies. Geopolitics and developments in international markets were the most prevalent topic in analysts' questions, accounting for 23 percent of analysts' speaking time. Dansk Industri also identifies geopolitical uncertainty as one of the largest barriers to growth for Danish companies. Together, this evidence indicates that organizations need professionals who can determine how external developments affect their particular operations and turn that assessment into decisions.²

Employment fields and job profiles. The primary labor market comprises internationally active firms, consulting and advisory organizations, financial institutions, operators of global supply chains and critical infrastructure, industry organizations, and public authorities. Likely entry-level job titles include Geopolitical Risk Analyst, Strategic Intelligence Analyst, Risk and Resilience Analyst, Business Continuity or Crisis Management Coordinator, Supply Chain Risk Analyst, Sanctions or Export-Control Analyst, Regulatory Affairs Specialist, Corporate Affairs or Public Policy Analyst, Sustainability or Climate Risk Analyst, and Strategy or Risk Consultant. Graduates would normally enter at analyst, specialist, consultant, or coordinator level, with the potential to progress toward positions such as Enterprise Risk Manager, Business Continuity Manager, Resilience Manager, or Head of Risk or Strategic Intelligence. While job titles will vary across organizations, international labor-market evidence nevertheless indicates that resilience is becoming a more formal organizational function: a Deloitte analysis of approximately 4,000 job advertisements from 2019 to 2022 found that roles containing "resilience" in the title increased by more than 400 percent.³

Functions graduates will perform. Across these job profiles, graduates will serve four related functions. First, they will monitor geopolitical, geoeconomic, regulatory, technological, climate-related, and hybrid developments and determine which signals require management attention. Second, they will map how external developments could affect a specific organization through its suppliers, logistics routes, production locations, markets, financing, technologies, infrastructure, and stakeholder relationships. Third, they will develop and compare strategic and operational responses, including diversification, redundancy, changes to sourcing or market exposure,

¹ CBS Geopolitics and Business Security, *Business in a Different Reality: Danish Business Leaders' View on Navigating Geopolitical Uncertainty and Managing Hybrid Threats*, 2026.

² Dansk Industri, *Global uro optager danske virksomheders investorer*, May 2026.

³ Deloitte, *Companies are scrambling for "resilience" leaders. What are the roles and the skills?*, 2023.

continuity arrangements, and crisis-escalation procedures. Fourth, they will support coordination across business functions and communicate evidence, assumptions, uncertainties, and trade-offs to senior management, boards, and relevant external partners.

The program trains students to produce the types of outputs used in analytical and advisory work. These include a corporate exposure map and executive risk memo; an AI-supported early-warning system with signposts, thresholds, and a strategic intelligence brief; a corporate resilience strategy, operating-model redesign, or business-continuity framework with an implementation roadmap; and a stakeholder response plan and crisis communication playbook. Students will also gain experience producing scenario analyses, data visualizations, and concise executive briefings. Together, these outputs are designed to answer the questions faced by decision-makers: What has changed? Where is the organization exposed? How material is the risk or opportunity? Which assumptions and uncertainties shape the assessment? What strategic and operational options are available? What trade-offs do they involve? Which developments should trigger escalation or further action? By repeatedly producing these outputs in relation to company cases and real-world problems, students develop experience converting complex and incomplete information into clear recommendations for managerial use.

Distinctive labor-market contribution. This program's distinctive contribution to the labor market is to educate business-oriented analysts who can integrate external intelligence with an understanding of corporate strategy, organization, and operations. Graduates will be able to work across the organizational boundaries separating strategy, risk, supply chain, compliance, security, sustainability, finance, and communication, thereby helping organizations convert fragmented information into coordinated decisions. The job-oriented electives and final project allow students to specialize this profile in areas such as supply-chain resilience, financial-sector exposure, public-sector resilience, cyber-related business risk, or sustainability and resource competition. Overall, the program prepares graduates to provide structured, evidence-based, and decision-ready support to leaders of organizations operating under persistent geopolitical and global uncertainty.

Competency Profile

Knowledge

1. Demonstrate advanced conceptual knowledge of international business, corporate strategy and organization, international political economy, and geoeconomics to understand the political and economic frameworks within which businesses operate.
2. Understand major sources of global disruption, including geopolitical shifts, technology competition, climate and resource pressures, and cyber and hybrid threats.
3. Identify how disruptions affect firms through key exposure channels, including operations, markets, financing, and stakeholder expectations, and how interdependencies can create cascading effects.

Skills

1. Apply structured approaches to monitor and interpret emerging disruptions using AI, horizon scanning, scenario analysis, and early-warning indicators to separate noise from important changes.
2. Map and assess corporate risk exposure across geographies, suppliers, logistics routes, technologies, and stakeholder environments, identifying critical dependencies and concentrations.

3. Analyze interdependencies and cascading effects across disruption sources and exposure channels, and translate implications into concrete risks, opportunities, and trade-offs for strategy and operations.

Competences

1. Apply relevant research methods for analysis of global disruptions, which implies structured reasoning, appropriate evidence, awareness of analytical choices, and judgment.
2. Integrate analysis of global disruption into strategic options and operating model choices, bridging analytical insights, collaboration, and decision-making by translating external developments into actionable recommendations.
3. Use critical thinking to justify recommendations and decisions under uncertainty, making assumptions and trade-offs explicit, e.g., balancing performance goals with resilience, ethical dilemmas, and diverse stakeholder expectations.

Program Structure

Semester 1 September-December		Semester 2 January-April	Semester 3 May-August
<i>First Quarter</i>		<i>Third Quarter</i>	Final project 15 ECTS
One-week business project	Global Disruptions and the New World Order 7,5 ECTS	AI for Early Warning and Strategic Intelligence 7,5 ECTS	
	Corporate Exposure Assessment and Decision Tools 7,5 ECTS	Resilience Strategy and Operating Model Design 7,5 ECTS	
<i>Second Quarter</i>		<i>Fourth Quarter</i>	
Advanced Research Methods 7.5 ECTS		Crisis Response and Stakeholder Management 5 ECTS	
Goeconomics: Firms and States 7,5 ECTS		Electives (2 x 5 ECTS)	

The following outlines the content of each course and the progression in the program.

One-week business project

The program starts with a group project on global disruptions that lasts for one week. A top manager will deliver a lecture on how the company has been affected by various disruptions in recent years to illustrate the program's core issue clearly. The students are then divided into groups, each assigned a specific company, and tasked with preparing a report on the disruptions the company has experienced and how it has responded to them. Students will be given a list of potential sources, and they can use all available sources, including AI. The insights from the business project will be built on and extended in later courses, e.g., the method course and the AI course.

First-quarter courses

Global Disruptions and the New World Order

The opening course confronts students with the empirical reality of contemporary international affairs and provides a map of the global disruptions. Students are introduced to concepts that run through the entire program: geoeconomics and the use of economic instruments for strategic ends; weaponized interdependence and the vulnerability created by asymmetric market relationships; strategic autonomy as a policy objective for both states and firms; techno-nationalism and the political logic of technological self-sufficiency. This course performs two functions. First, it grounds students in the origins and dynamics of global disruption. By spending dedicated time on structural causes, students develop the capacity to distinguish surface-level symptoms from deeper forces at work. Second, the course establishes a shared conceptual vocabulary. Students arrive with diverse backgrounds, and without a common framework, subsequent courses risk talking past each other. By introducing key concepts systematically and applying them to real cases, this course creates the intellectual common ground that later courses build on and extend.

Corporate Exposure Assessment and Decision Tools

This course runs in parallel with, and is synchronized with, the above course and covers the business implications of external disruptions. Students move from a general understanding of disruption to a concrete assessment of where a specific firm is vulnerable. Students learn to identify critical dependencies and concentrations, paying particular attention to chokepoints, hidden vulnerabilities, and single points of failure that connect the firm to suppliers, infrastructure, markets, financing, and stakeholder expectations. The emphasis is diagnostic. Students learn to distinguish which exposures require managerial attention and why. The course is built around applied exercises, case work, and analysis using company data where possible and structured public information where necessary. Students learn to communicate exposure in a form that supports managerial judgment under uncertainty. The final output is a corporate exposure map and an executive risk memo that identify the most important vulnerabilities, explain their business significance, and define priority areas for further analysis or action.

Second-quarter courses

Advanced Research Methods

The course extends students' bachelor-level knowledge of methods and develops their ability to apply quantitative and qualitative empirical analysis to research problems. Observations about the world are easy to make but harder to validate. This course builds the capacity to assess causation,

trajectory, and implications. Quantitative methods, including trade and investment flow mapping and regression-based approaches, are introduced and contextualized. Students are also introduced to computational tools, including large-scale text analysis (e.g., on company reports) and data visualization. Students work with firm-level data combined with data on sanctions, trade flows, and investment screening records. The course specifically emphasizes questions about how to design and assess studies, analytical techniques, methodological fit, and data quality, i.e., it is basically how to use empirical analysis for informed decision-making in companies.

Geeconomics: Firms and States

While the course on “Global Disruptions and the New World Order” provides the map, this one explains the terrain in detail, outlines the strategic behavior of the key actors and examines the implications for firms. Its central argument is that markets and geopolitics are mutually constitutive. The course examines the instruments available to firms and the contemporary geoeconomic state (such as industrial policy, sovereign wealth funds, export controls, investment screening, and public procurement). This course treats states and firms as co-constitutive actors in a shared competitive environment. That framing reflects how the world actually works, and it equips students to advise both corporate and governmental clients in ways that analysts trained in only one tradition cannot.

Third-quarter courses in parallel

AI for Early Warning and Strategic Intelligence

This course trains students to build forward-looking intelligence for firms operating under geopolitical and geoeconomic uncertainty. It shows how AI-supported tools can be used responsibly within a broader intelligence cycle that includes priority setting, collection, analysis, briefing, and feedback. Building on earlier exposure assessment and methods training, students learn to define what a firm should monitor, identify relevant signals, test competing interpretations, and distinguish important changes from noise. The course gives particular attention to source quality, misinformation, false positives, bias, and the risks of over-automation. Students work with a company case to design monitoring questions, develop signposts and thresholds, and translate uncertain signals into concise advice for decision-makers. They also learn how to combine AI-enabled scanning with expert input and structured analytic techniques, so that early warning remains connected to managerial judgment. The emphasis is on interpretation rather than prediction. By the end of the course, students produce an early-warning system tailored to a specific firm and a short strategic intelligence brief that makes assumptions, uncertainty, and recommended follow-up actions explicit.

Resilience Strategy and Operating Model Design

This course examines how firms turn exposure analysis and intelligence into concrete resilience choices before disruption materializes. Students learn to treat resilience as a set of strategic and operating model decisions that shape how the firm absorbs, adapts to, and recovers from shocks. Building on prior work in exposure assessment and geoeconomic constraints, the course asks how managers decide what to protect, what to redesign, what to duplicate, and what risks to accept. Students examine the alignment between business strategy, organizational routines, supply chain architecture, governance, and continuity arrangements. Through applied cases and design exercises, students assess trade-offs between efficiency and flexibility, cost and redundancy, global integration and local responsiveness. The course also distinguishes preparation from response. Students learn to build implementation roadmaps that can be defended under uncertainty. The final output is a corporate resilience strategy, operating model redesign, or business continuity framework that connects external constraints to specific managerial choices.

Fourth-quarter courses

Crisis Response and Stakeholder Management

This course focuses on what firms do once disruption becomes immediate, and decisions must be made under pressure. It builds on the exposure maps, warning systems, and resilience plans

developed earlier in the program, but shifts the emphasis from preparation to activation. Students learn how organizations establish priorities, escalate decisions, coordinate across functions, and adapt plans as information changes. The course treats stakeholder management and communication as core parts of crisis response, not as separate public relations tasks. Students examine how managers balance operational continuity with legal, reputational, workforce, commercial, and public authority pressures when events unfold faster than the organization can fully verify the available information. Particular attention is given to conflicting stakeholder expectations and the need to communicate without overpromising. Outputs include a stakeholder response plan and a crisis communication playbook. The aim is to develop students' ability to coordinate action and communication when the organization is under serious strain.

Electives

The following courses are potential **electives** that align with specific job functions or domains. Students can choose two of them.

Supply Chain Strategy Under Disruptions

This elective examines how global supply chains are shaped by geopolitical and geoeconomic disruptions, including sanctions, trade restrictions, transport constraints, financial and digital chokepoints, supplier concentration, and infrastructure dependence. The course goes beyond generic supply chain resilience by focusing on how firms operate when access to inputs, routes and technologies is increasingly influenced by geopolitical pressure and policy shifts. The course goes beyond day-to-day operational disruptions to analyze how structural dependencies can become strategic vulnerabilities. Students work on sourcing dependencies, critical nodes such as ports and straits, digital infrastructure lock-outs, inventory trade-offs, supplier segmentation, and contingency planning.

The Financial Sector and Global Disruptions

Geopolitical events increasingly shape financial performance, insurance risks, and investment returns. A new sanctions regime, trade dispute, or armed conflict can rapidly affect asset values, commodity prices, and corporate earnings. For insurers, geopolitical instability can generate new sources of exposure, from cyberattacks and political violence to disruptions in global logistics networks. For equity investors and private capital firms, government subsidies, industrial policies, and technology restrictions are becoming major drivers of competitive advantage and sectoral growth. Financial consultants and advisors must increasingly help clients navigate a world in which global disruptions can have consequences as significant as those of market forces. Understanding geopolitics and the nature of disruptions is therefore no longer a niche skill but an essential component of risk management, investment strategy, and long-term value creation.

Public Sector Resilience and Regulatory Governance

This elective examines how public-sector organizations are affected by global disruption and how they manage resilience in providing or safeguarding critical societal functions. Building on the program's focus on geopolitical, geoeconomic, technological, environmental, and societal disruption, the course shifts the analytical lens from corporate exposure to public responsibility. Students examine how ministries, agencies, municipalities, regulators, defense-related organizations, and public-private partnerships respond when disruption affects essential services, infrastructure, health preparedness, digital networks, or energy systems. Students work with cases where public objectives and commercial priorities intersect, including critical infrastructure, emergency procurement, sanctions implementation, crisis logistics, and continuity planning. Through applied exercises, students learn to analyze interdependencies across public and private actors, assess institutional bottlenecks, and translate complex disruption into practical governance choices.

Cyber Threats and Global Disruptions (offered jointly with the new MSc in Business Administration and Artificial Intelligence for Business)

The course examines how digital attacks can ripple across economies, institutions, and societies. It explores major forms of cyber risk, including espionage, ransomware, supply chain attacks, and critical infrastructure disruption. The course connects technical cybersecurity issues with strategic, legal, and organizational decision-making. It highlights how governments, firms, and international

organizations respond to emerging digital threats. Case studies are used to analyze real-world crises and the wider consequences of cyber-enabled disruption. The course also considers the ethical challenges of surveillance, attribution, and offensive cyber operations. By combining theory and practice, it prepares students to understand cyber conflict in a globally connected world.

Sustainability and Resource Competition

This elective examines how firms navigate disruption and opportunity in the green transition. It focuses on the business implications of sustainability requirements, carbon-related pressures, energy security, and critical minerals. Rather than treating climate change solely as a physical hazard, the course emphasizes the strategic and operational challenges firms face as transition pressures reshape operations, market access, investment choices, systemic risk calculations, and stakeholder expectations. Students work with cases involving energy price shocks, green industrial policy episodes, fuel and emissions requirements, access to critical minerals, infrastructure bottlenecks, and local conflict around major projects. The course also examines how firms develop transition strategies that are commercially viable, operationally feasible, and resilient to policy shifts and geopolitical pressures.

Appendix 1

Overview of comparable programs

Education	Institution	How does MSc in Geopolitics and Corporate Resilience distinguish itself?
MSc in International Business and Politics	Copenhagen Business School	The program shares the analysis of contemporary international relations/geopolitics with the MSc IBP. However, our program has business as its primary focus, including risk analysis and the cultivation of resilience competencies. It will provide a more hands-on, business-oriented, and practical education.
MSc in Business and the Global South (BGS)	Copenhagen Business School	Little overlap, as this program begins from the firm and looks outward. BGS takes a structural approach to the interactions of businesses in the global South. BGS focuses on culture, sustainability, and the global South specialization that our program does not have.
MSc in Security Risk Management	University of Copenhagen	This program focuses on ‘risk’ as the fundamental concept, whereas our program focuses on disruptions and ‘resilience’, i.e., the cultivation of adaptive capabilities given an analysis of the external environment. This program is best suited to students with a background in political science, whereas our program is best suited to students with a background in business and the social sciences.
MSc in Business Analytics	Danish Technical University	General business administration with a distinct focus on big data, statistics, and computer science, and no courses in geopolitics, geoeconomics, or resilience.
MSc in Business Analytics and Artificial Intelligence	IT-University	Business administration program with a focus on AI, and no courses in geopolitics, geoeconomics, or resilience. It is a part-time professional master’s program.

EBA in Global Supply Chain Management	University of Southern Denmark	A 1-year program focused on supply chain management, risk analysis, and resilience. While there are some overlaps with our program, this program is narrowly focused on supply chain management and almost exclusively on the internal business perspective, thereby lacking detailed analysis of the geopolitical context for supply chain management.
International Studies	Aarhus University	International relations/development studies program. No business focus, resilience perspective, or practical skills.
Cand.Tech in Risk and Safety Management	Aalborg University	Technical program with a focus on risk and safety management in the construction, transportation, and energy sectors, but little on geopolitics and resilience.

Appendix 2. Aftagerinddragelse i udviklingen af den nye uddannelse

Dette bilag beskriver den fælles CBS-proces for aftagerinddragelse i forbindelse med udvikling og review af nye uddannelser, der indgår i den særlige godkendelsesprocedure.

På CBS sker aftagerinddragelsen gennem en kombination af centrale og decentrale fora, herunder CBS Business Panel, studienævnenes aftagerpaneler, direktionens branchedialoger samt øvrig dialog med relevante aftagere. Processen skal sikre, at udviklingen af nye uddannelser belyses med input om behov, relevans, kompetenceprofiler, erhvervssigte og strategisk retning.

Nedenstående tabel viser den fælles CBS-proces for aftagerinddragelse for uddannelser der søger september 2026.

Samlet set viser processen, at aftagerinddragelse er indarbejdet i udviklingen af de nye uddannelser både gennem fælles CBS-fora og gennem uddannelsesspecifik dialog. Formålet er at sikre, at de nye uddannelser udvikles med blik for arbejdsmarkedets behov, relevante kompetenceprofiler og uddannelsernes erhvervssigte.

Tidspunkt	Interessent	Input
28. januar 2025	CBS Business Panel	Drøftelse af modeller for erhvervskandidatuddannelser og 75 ECTS kandidatuddannelser
28. februar-28. april 2025	Advisory Board	Drøftelse af forslag til nye uddannelser i studienævnets aftagerpanel.
28. maj 2025	CBS Business Panel	Drøftelse af forslag til nye uddannelser med fokus på kompetenceprofiler og erhvervssigte
April-september 2025	Direktionens branchedialoger om uddannelser fra 2027	6. februar: Møde med Deloitte. 10. februar: Møde med Finans Danmark 1. april: Dialogmøde med Finans Danmark, Danske Bank, Nordea, Nykredit, Jyske Bank. 28. april: møde med Dansk Erhvervs rådgiverudvalg. 25. august: Møde med DI Rådgiverne. 27. august: Møde med DI Ejendom 2. september: Møde med DI og Dansk Erhverv.
30. september 2025	Advisory Board Seminar	Seminar for alle aftagerpaneler om input til nye uddannelser
Oktober/November 2025	Advisory Board	Drøftelse af kompetenceprofil og erhvervssigte i studienævnets aftagerpanel
18. november 2025	CBS Business Panel	Drøftelse af kompetenceprofil, erhvervssigte, titel og strategiske indsatser
9. april 2026	Dansk Industri og Danske Erhverv	Presentation og drøftelse af første udkast til master om Geopolitik og resilience med Peter Dige Thagesen, Head of Politics, DI og Mads Eriksen Storm, Uddannelses- og forskningspolitisk chef, Dansk Erhverv
12. maj 2026	CBS Business Panel	Drøftelse af kompetenceprofil, erhvervssigte og titel for 6 nye uddannelser under udvikling
29. maj 2026	Global Re-Industrialization Program	Drøftelse med virksomhedsledere om behovet for en sådan uddannelse og dens erhvervssigte
1. juni 2026	GBP Advisory Board	Drøftelse af kompetenceprofil, erhvervssigte, struktur og progression i uddannelsen
3. juni 2026	Maersk	Drøftelse med CFO Rex Gu, Maersk Logistics om erhvervssigte og relevans for Maersk
20 august 2027	Aftager event "Future Focus"	Fælles aftager event med fokus på aftager input til et uddannelseslandskab under forandring, nuværende og fremtidige behov for business kompetencer og hvordan CBS kan imødekomme dette behov. Deltagerliste: • Danske Rederier • Deloitte Danmark • Djøf • EY Danmark • Finans Danmark

		• FLSmidt • Forsvaret • Fritz Shur Consumer Products • FSR – danske revisorer • GN • Grant Thornton Danmark • Implement • KPMG Danmark • Kunde & Co • McKinsey • PwC • Ramboll Management Consulting • Voluntas • Ørsted
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Til Uddannelses- og Forskningsstyrelsen

Ansøgning om godkendelse af nye uddannelser – 15. september 2026

Hermed godkendes, at Copenhagen Business School fremsender ansøgninger om godkendelse af nye uddannelser via den særlige godkendelsesprocedure til fristen d. 15. september 2026. Det drejer sig om følgende nye uddannelser:

- MSc in Economics and Business Administration in Geopolitics and Corporate Resilience (75 ECTS)
- MSc in Economics and Business Administration in Management (75 ECTS)
- MSc in Business Administration in Applied Economics and Finance (75 ECTS)
- MSc in Economics and Business Administration in Supply Chain Management (75 ECTS)
- MSc in Social Science in Entrepreneurship and Organisational Innovation (både som 75 ECTS fuldtid og erhvervskandidat)
- MSc in Business Administration and Digital Business (120 ECTS erhvervskandidat 1+2)

Uddannelserne er udviklet som led i implementeringen af kandidatreformen.

Venlig hilsen



Peter Mølgaard
Rektor

08 september 2026

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