A PRACTITIONER'S PERSPECTIVE

From strategy to real-world business.

Guest lectures and interactive sessions

Beata Schäfer | BMS Advisory

I would welcome the opportunity to contribute practical international business perspectives to your programme. My proposed sessions connect classroom concepts with the decisions people face when building markets, developing partnerships and turning strategy into action.

WHAT STUDENTS TAKE AWAY

A structured way to analyse a business situation, an appreciation of stakeholder incentives and experience explaining a decision under imperfect information. Each session includes a practical question or exercise, followed by discussion.

PRACTITIONER APPROACH

Sessions are built around anonymised, real-world international business situations rather than abstract case answers. Students work with incomplete information, conflicting stakeholder interests and practical constraints, then explain a decision, define ownership and adapt when reality changes. This practitioner approach complements academic frameworks without replacing them.

FORMAT & AUDIENCE

60-minute guest lecture or 90-minute interactive session, online or on campus by arrangement. Suitable for undergraduate and postgraduate programmes in international business, management, entrepreneurship and related disciplines. No technical software knowledge is required.

English is the primary delivery language. Polish is also available; a German-language session can be discussed according to the programme and topic.

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SELECT ONE FOCUS

Three core paths into practice.

01 Building a market, not just entering one

Best suited to: International business, entrepreneurship and marketing students.

Learning outcomes: Distinguish market presence from traction; prioritise a customer segment; explain how a local ecosystem supports market entry.

Applied activity: Teams choose an initial customer segment and defend one path to market. Their output is a one-page market-entry hypothesis.

02 Partnerships beyond the logo collection

Best suited to: Business strategy, sales management and innovation students.

Learning outcomes: Map value for the customer, partner and vendor; identify conflicting incentives; define a first joint action.

Applied activity: Teams negotiate a short partner activation plan with a joint objective, named owners and a first customer-facing action.

03 Execution and trust when plans meet reality

Best suited to: Management, leadership and project-based programmes.

Learning outcomes: Translate a priority into an owned action; identify an early warning signal; practise a clear conversation when a commitment is at risk.

Applied activity: Teams respond to a delayed launch, revise the next steps and explain how they would communicate with the partner and customer.

Each topic can stand alone. A short series can connect all three, supported by selected BMS Perspectives as optional pre-reading.

OPTIONAL PRE-READING & PREPARATION / EXECUTION

Perspective 04 - Execution is where strategy becomes real.

Students identify one strategic priority and the ownership, next action and evidence needed to turn it into progress.

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EXAMPLE SESSION

Decide. Explain. Reflect. Adapt.

Illustrative case: A European B2B software company is preparing to enter a new market. The distributor wants a broad launch, the vendor has limited delivery capacity and the first customer needs a reliable timeline. Students recommend the first move and justify the trade-offs.

This is a fictional teaching scenario. Any examples drawn from professional practice would be anonymised and selected to protect confidential information.

SUGGESTED RUNNING ORDER

Activity	60 minutes	90 minutes
Opening question & context	5	10
Concepts & practitioner examples	15	20
Case task / group discussion	15	25
Debrief & challenge questions	15	20
Q&A and personal takeaway	10	15

STUDENT OUTPUT

One page recording the chosen customer focus, partner contribution, next action, decision owner, main risk and review point. The debrief assesses the reasoning and trade-offs, rather than looking for a single prescribed answer.

ARRANGING A SESSION

We would agree the module fit, student level, learning objectives, group size, format, date and any preparation with the course leader. Fees, travel and permission for recording or reusing materials would be agreed before confirmation.

Discuss a session: contact@bms-advisory.com

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04 / PERSONAL VALUES IN PRACTICE

Observe. Understand. Lead responsibly.

An optional standalone session for leadership, entrepreneurship and international business programmes. Dog DNA is an opening brand metaphor, not a scientific model or an animal-assisted intervention.

LEARNING OUTCOMES

Distinguish observation from interpretation; ask questions that uncover stakeholder needs; translate empathy into a clear, accountable business action.

PRACTICAL EXERCISE

A fictional partner repeatedly postpones a joint launch. Students separate what is known from what is assumed, design three questions, and agree a next action with an owner and review point. The debrief examines how to combine understanding with commercial boundaries.

FORMAT

60 minutes: context 10, concepts 15, exercise 20, debrief 15. 90 minutes: context 10, concepts 20, exercise 30, debrief 20, Q&A 10.

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05 / HUMAN-CENTRED AI IN PRACTICE

From possibility to useful application.

An optional standalone session for international business, innovation, leadership and entrepreneurship programmes. Students examine how an organisation can move from an impressive capability to a useful and responsible application.

LEARNING OUTCOMES

Frame a real business need before selecting a technology. Distinguish technical capability from practical value. Assess usability, safeguards, support and accountability. Explain what evidence would justify continuation or scale.

PRACTICAL EXERCISE

A fictional B2B company is piloting an AI assistant for customer and partner questions. Students define the task, identify the users, decide which outputs require human review, assign ownership and choose evidence that would demonstrate useful progress. The debrief examines adoption, trust and the limits of the proposed application.

FORMAT

60 minutes: context 10, concepts 15, exercise 20, debrief 15. 90 minutes: context 10, concepts 20, exercise 30, debrief 20, Q&A 10.

OPTIONAL PRE-READING & PREPARATION

Perspective 05 - Dog DNA. Observation, empathy, individual needs and responsible partnership. Students note what changes when they observe carefully before proposing the next step.

Perspective 06 - Trust in practice. Expectations, early signals, clear conversations and dependable follow-through. Students identify one action that builds trust and one that can damage it.

Perspective 07 - Human-centred AI. Clear purpose, usable design, responsible decisions and implementation support. Students identify one useful application and prepare one question about accountability.

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06 / BUSINESS DEVELOPMENT

Shape an opportunity before selling it.

AUDIENCE

International business, entrepreneurship, strategy and sales management programmes.

LEARNING OUTCOMES

Distinguish an emerging opportunity from a qualified lead; map customer needs and complementary capabilities; identify the decision-makers and evidence needed for a credible next step.

PRACTICAL EXERCISE

A fictional technology company and a specialist partner see a possible customer need, but neither has a qualified opportunity. Teams create an opportunity hypothesis, identify who should join the conversation and propose a first test of value.

STUDENT OUTPUT

A one-page opportunity brief: customer need, potential value, capabilities, decision-makers, uncertainties and next action.

FORMAT

60 minutes: context 10, concepts 15, exercise 20, debrief 15. 90 minutes: context 10, concepts 20, exercise 30, debrief 20, Q&A 10.

OPTIONAL PRE-READING & PREPARATION

Perspective 08 - Business development starts before the sales pipeline. Students identify one opportunity that needs shaping before it can be progressed.

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07 / CONVERSATION & DECISION-MAKING

Ask the question that improves the decision.

AUDIENCE

Management, leadership, entrepreneurship and cross-functional project programmes.

LEARNING OUTCOMES

Separate facts from assumptions; use listening and constructive challenge to uncover competing priorities; agree a next step while keeping decision ownership clear.

PRACTICAL EXERCISE

A fictional leadership team must choose between a rapid launch and a narrower pilot. Students take different stakeholder roles, surface assumptions, test what would change the decision and negotiate a workable next step.

STUDENT OUTPUT

A short decision record: objective, assumptions tested, alternatives considered, common ground, decision owner and next step.

FORMAT

60 minutes: context 10, concepts 15, exercise 20, debrief 15. 90 minutes: context 10, concepts 20, exercise 30, debrief 20, Q&A 10.

OPTIONAL PRE-READING & PREPARATION

Perspective 09 - Better decisions begin with a good conversation. Students prepare one assumption to challenge and one question that could change a decision.

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08 / MARKETS & GROWTH

Turn a growth target into a credible path.

AUDIENCE

International business, marketing, entrepreneurship and strategic management programmes.

LEARNING OUTCOMES

Prioritise markets and customer segments; compare direct and partner-led approaches; identify evidence of traction and the conditions needed for repeatable growth.

PRACTICAL EXERCISE

A fictional B2B company has resources for only one of three expansion opportunities. Teams choose where to focus, explain what they will not pursue, and define a first test and a review point before scaling.

STUDENT OUTPUT

A focused growth hypothesis: chosen market, customer segment, proposition, partner role, traction evidence and conditions for scale.

FORMAT

60 minutes: context 10, concepts 15, exercise 20, debrief 15. 90 minutes: context 10, concepts 20, exercise 30, debrief 20, Q&A 10.

OPTIONAL PRE-READING & PREPARATION

Perspective 10 - Growth needs a path, not just a target. Students distinguish a target from the choices and evidence required to pursue it.

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09 / CONNECTING PEOPLE TO DECISIONS

Bring the right people into the conversation.

AUDIENCE

International business, entrepreneurship, partnership management and cross-functional project programmes.

LEARNING OUTCOMES

Identify the people who can decide, contribute essential knowledge and deliver the outcome; prepare shared context for a useful conversation; define an accountable next step.

PRACTICAL EXERCISE

Two fictional partners see a promising customer opportunity, but responsibility for delivery is unclear. Teams map the participants needed, prepare a short introduction brief and agree the decision to be made before commercial discussions move further.

STUDENT OUTPUT

A stakeholder and conversation brief: who needs to participate and why, shared context, decision required, next-step owner and timing.

FORMAT

60 minutes: context 10, concepts 15, exercise 20, debrief 15. 90 minutes: context 10, concepts 20, exercise 30, debrief 20, Q&A 10.

OPTIONAL PRE-READING & PREPARATION

Perspective 11 - The right conversation can shorten the distance to a decision. Students identify an opportunity that needs the involvement of a missing stakeholder.

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10 / LEARNING ACROSS GENERATIONS

Learning across generations

AUDIENCE

Business, management, technology and professional development programmes.

LEARNING OUTCOMES

Recognise complementary forms of expertise; design reciprocal mentoring; identify the support people need to apply new knowledge.

PRACTICAL EXERCISE

A team introduces a new digital tool. Experienced colleagues know the customer context; newer colleagues know the interface. Teams design a reciprocal learning activity and identify how to include people who hesitate to ask questions.

STUDENT OUTPUT

A mentoring brief with a shared learning goal, contributions from both participants, practical task and evidence of learning.

FORMAT

60 minutes: context 10, concepts 15, exercise 20, debrief 15. 90 minutes: context 10, concepts 20, exercise 30, debrief 20, Q&A 10.

OPTIONAL PRE-READING & PREPARATION

Perspective 12 - The best teachers help us see differently. Preparation question: Whose knowledge are we overlooking, and what would help them contribute?

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11 / FROM WORKSHOP TO ACTION

From workshop energy to everyday action

AUDIENCE

Management, entrepreneurship, business development and project programmes.

LEARNING OUTCOMES

Translate workshop ideas into actionable commitments; distinguish ownership from a name on a list; define a useful follow-up and decision point.

PRACTICAL EXERCISE

A market-development workshop produces many promising ideas but the team has a full calendar. Groups select one test, assign an owner with authority and support, and plan the review.

STUDENT OUTPUT

A one-week action brief: purpose, first step, owner, support, obstacle, learning evidence and review decision.

FORMAT

60 minutes: context 10, concepts 15, exercise 20, debrief 15. 90 minutes: context 10, concepts 20, exercise 30, debrief 20, Q&A 10.

OPTIONAL PRE-READING & PREPARATION

Perspective 13 - From workshop energy to Monday morning action. Preparation question: What can the team realistically do next week, and what will it learn?

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12 / PAUSE AND PROFESSIONAL DIRECTION

Pause, reflection and professional direction

AUDIENCE

Career development, leadership, entrepreneurship and management programmes.

LEARNING OUTCOMES

Distinguish activity from direction; identify assumptions behind a career choice; turn reflection into a proportionate next step.

PRACTICAL EXERCISE

A fictional manager faces several opportunities after a demanding project. Groups examine energy, values, transferable experience and constraints before recommending one exploratory step.

STUDENT OUTPUT

A decision brief with three reflection questions, explicit assumptions and a small test of the proposed direction.

FORMAT

60 minutes: context 10, concepts 15, exercise 20, debrief 15. 90 minutes: context 10, concepts 20, exercise 30, debrief 20, Q&A 10.

OPTIONAL PRE-READING & PREPARATION

Perspective 14 - A pause can change the next move. Preparation question: Does the next available step still make sense for the direction you want?

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13 / CURIOSITY AND SHARED LIGHTNESS

Warmth, curiosity and inclusive communication

AUDIENCE

International business, hospitality, communication and team leadership programmes.

LEARNING OUTCOMES

Recognise how small gestures support connection; assess humour across contexts; choose an inclusive way to create ease in a group.

PRACTICAL EXERCISE

A mixed international team meets for the first time. Groups compare three possible icebreakers, identify who might feel put on the spot and design a welcoming alternative.

STUDENT OUTPUT

An opening activity with purpose, participation choices, cultural considerations and a way to notice discomfort.

FORMAT

60 minutes: context 10, concepts 15, exercise 20, debrief 15. 90 minutes: context 10, concepts 20, exercise 30, debrief 20, Q&A 10.

OPTIONAL PRE-READING & PREPARATION

Perspective 15 - A little play can change the day. Preparation question: Does this moment of humour give everyone room to join in?

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14 / ROOTS AND OPEN HORIZONS

Roots, culture and international partnerships

AUDIENCE

International business, market development, alliances and intercultural management programmes.

LEARNING OUTCOMES

Recognise how identity shapes assumptions; distinguish transferable experience from local knowledge; prepare questions that support a useful international partnership.

PRACTICAL EXERCISE

A company takes a familiar offer into a new market. Teams identify assumptions about trust, decision-making and service, then design questions for a local partner conversation.

STUDENT OUTPUT

A market conversation brief: assumptions, local questions, common interests and evidence still needed.

FORMAT

60 minutes: context 10, concepts 15, exercise 20, debrief 15. 90 minutes: context 10, concepts 20, exercise 30, debrief 20, Q&A 10.

OPTIONAL PRE-READING & PREPARATION

Perspective 16 - Strong roots. Open horizons. Preparation question: Which assumptions travel with us, and which need to be reconsidered locally?

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15 / CHOICE AND CAPACITY

Opportunity selection and responsible commitments

AUDIENCE

Business development, strategy, entrepreneurship and partnership programmes.

LEARNING OUTCOMES

Evaluate opportunity and delivery capacity together; distinguish no from not yet; communicate a clear decision without dismissing the relationship.

PRACTICAL EXERCISE

A potential partner can open a new market, but local support is not ready. Groups assess the case and recommend accept, decline or defer, with the necessary conditions and communication.

STUDENT OUTPUT

An opportunity decision with capacity assessment, conditions, owner and a respectful response.

FORMAT

60 minutes: context 10, concepts 15, exercise 20, debrief 15. 90 minutes: context 10, concepts 20, exercise 30, debrief 20, Q&A 10.

OPTIONAL PRE-READING & PREPARATION

Perspective 17 - A clear no can protect a better yes. Preparation question: Would saying yes allow us to keep the commitments we already have?

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16 / RELATIONSHIPS THAT SUSTAIN PROGRESS

Trust, reciprocity and meaningful networks

AUDIENCE

Leadership, international business, entrepreneurship and partnership programmes.

LEARNING OUTCOMES

Distinguish a contact list from a trusted network; prepare an introduction with regard for both people; plan proportionate follow-through.

PRACTICAL EXERCISE

A founder seeks support for a new initiative. Groups map existing relationships, identify what they can contribute and prepare one introduction without treating every exchange as a transaction.

STUDENT OUTPUT

A relationship brief with shared purpose, contributions, consent for the introduction and a follow-through plan.

FORMAT

60 minutes: context 10, concepts 15, exercise 20, debrief 15. 90 minutes: context 10, concepts 20, exercise 30, debrief 20, Q&A 10.

OPTIONAL PRE-READING & PREPARATION

Perspective 18 - No meaningful progress is made alone. Preparation question: How do we contribute to a relationship when there is no immediate opportunity?

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17 / NEW CHAPTERS

Experience, curiosity and a new chapter

AUDIENCE

Leadership, management, entrepreneurship and professional development programmes.

LEARNING OUTCOMES

Use experience without imposing a familiar template; test assumptions in a new context; identify one useful learning step.

PRACTICAL EXERCISE

An experienced team enters an unfamiliar market. Groups separate transferable strengths from assumptions that need fresh evidence, then prepare questions for a first partner conversation.

STUDENT OUTPUT

A learning brief: useful experience, untested assumptions, questions, next step and evidence.

FORMAT

60 minutes: context 10, concepts 15, exercise 20, debrief 15. 90 minutes: context 10, concepts 20, exercise 30, debrief 20, Q&A 10.

OPTIONAL PRE-READING & PREPARATION

Perspective 19 - Experience Is a Beginning, Not a Finish Line Preparation question: What can experience help us see, and what might it stop us noticing?

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18 / TIME FOR WHAT MATTERS

Attention, priorities and responsible choices

AUDIENCE

Leadership, management and professional development programmes.

LEARNING OUTCOMES

Recognise the cost of postponing important conversations; balance commitments; make a proportionate choice under uncertainty.

PRACTICAL EXERCISE

A fictional project team has limited time and several legitimate priorities. Groups decide which conversations need attention now, what can wait and how to communicate the trade-offs respectfully. No personal disclosure is required.

STUDENT OUTPUT

A priority brief with a decision, trade-offs, a conversation to have now and a practical next action.

FORMAT

60 minutes: context 10, concepts 15, exercise 20, debrief 15. 90 minutes: context 10, concepts 20, exercise 30, debrief 20, Q&A 10.

OPTIONAL PRE-READING & PREPARATION

Perspective 20 - Make Room for What Matters Preparation question: What important commitment are we treating as if there will always be another chance?

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19 / BELONGING ACROSS WORLDS

Belonging across cultures and places

AUDIENCE

International business, intercultural management and inclusive team leadership programmes.

LEARNING OUTCOMES

Distinguish belonging from conformity; notice assumptions about home and identity; design ways for colleagues to contribute without personal disclosure.

PRACTICAL EXERCISE

A team spanning several countries starts a joint project. Groups identify practices that may exclude newcomers and design a shared working agreement with more than one way to participate.

STUDENT OUTPUT

A team agreement with shared purpose, participation choices, support and a review point.

FORMAT

60 minutes: context 10, concepts 15, exercise 20, debrief 15. 90 minutes: context 10, concepts 20, exercise 30, debrief 20, Q&A 10.

OPTIONAL PRE-READING & PREPARATION

Perspective 21 - Belonging Can Have More Than One Home Preparation question: How can a group create belonging without expecting everyone to have the same story?

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20 / PRESENCE AND GRATITUDE

Presence, care and inclusive communication

AUDIENCE

Leadership, communication, international business and professional development programmes.

LEARNING OUTCOMES

Recognise different experiences of a shared occasion; choose thoughtful language; create a welcoming interaction without pressure to celebrate.

PRACTICAL EXERCISE

An international team plans an end-of-year gathering. Groups consider people who celebrate differently or find the season difficult, then design an invitation and participation options that leave room for each person.

STUDENT OUTPUT

An inclusive invitation, participation choices and a short plan for listening and follow-through.

FORMAT

60 minutes: context 10, concepts 15, exercise 20, debrief 15. 90 minutes: context 10, concepts 20, exercise 30, debrief 20, Q&A 10.

OPTIONAL PRE-READING & PREPARATION

Perspective 22 - Presence Is a Gift Preparation question: What would make this shared moment welcoming without asking anyone to pretend?

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21 / A CLEARER CHOICE

From intention to one meaningful step

AUDIENCE

Management, entrepreneurship, strategy and professional development programmes.

LEARNING OUTCOMES

Turn a broad intention into a clear choice; connect action with capacity; define evidence and a realistic review point.

PRACTICAL EXERCISE

A fictional team begins the year with several ambitions and a full workload. Groups choose one meaningful step, identify what must stop or wait, and agree how they will judge its value.

STUDENT OUTPUT

A one-step action brief: purpose, choice, owner, capacity, evidence and review date.

FORMAT

60 minutes: context 10, concepts 15, exercise 20, debrief 15. 90 minutes: context 10, concepts 20, exercise 30, debrief 20, Q&A 10.

OPTIONAL PRE-READING & PREPARATION

Perspective 23 - A New Year Begins with a Clearer Choice Preparation question: Which clear choice would give the next step a realistic chance to matter?

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BEATA SCHÄFER

Experience across markets. Attention to people.

Beata Schäfer is an international business development and strategic partnerships executive with more than 30 years of experience across software, services, consulting and emerging technologies. She has built businesses, partner ecosystems and go-to-market structures across DACH, CEE and EMEA.

Her career impact includes expanding and strengthening an ecosystem of 50+ partners across DACH and CEE, bringing structure and commercial focus to approximately 14,000 General Business accounts, and building and scaling regional organisations of 100+ people. She has managed and developed 350+ technology vendors and launched an EMEA Solutions Center of Competence. Through Way2Value assignments, she built international networks of 100+ partners and engaged 1,000+ C-level executives in international market-development initiatives.

She combines strategic market analysis with pragmatic execution, cross-cultural leadership and the ability to mobilise people around new opportunities. Her work connects market entry, alliances, business development and execution - always with clear commercial objectives and responsibility for follow-through.

Through BMS Advisory, she helps companies and entrepreneurs turn complexity into opportunity: by seeing what matters, creating structure, bringing the right people together and building trust before building business.

DELIVERY

English is the primary teaching language. Polish is available; a German-language session can be discussed according to the programme and topic. Sessions draw on practitioner experience and use anonymised business situations.

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