COURSE CATALOGUE

2025 - 2026

Master 1 alternance Violet – LYON Campus
EXCELLENCE IN PEDAGOGY ELECTIVE
Spring 2026

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All course descriptions are provisional and can be subject to change.

Week 1, January

12 to 16

Module's Title:	Leadership, Strategy, and Decision Making	
Subject area / specialisation:	Leadership, Organizational Behaviour, Strategy	
Professor:	Gregg Glover	gregg_glover@post.harvard.edu
	Harvard University, Faculty of Arts and Sciences, USA	

Learning objectives:

- Students will be introduced to frame analysis, a set of theories taken from organizational behaviour that guides leaders in how to engage in effective strategic decision making while better understanding their organizations.
- Students will reflect on the differences between leadership and management, and how to define and recognize both. Examples of varying kinds of leadership will be presented and discussed.
- Students will learn about their own leadership style and preferences by engaging in an exercise in-class, and debriefing on the results.
- Students will develop skills and knowledge that improve your abilities to function as a leader and a manager.
- Students will analyze and discuss a case study using the theory discussed in class to understand the business organization profiled—and the decisions leaders face within it—from multiple perspectives.

Description of Content:

Business leaders and managers use functional analysis, from marketing, finance, human resources, etc. to inform a direction or strategy for action. Instead of a functional analysis, this module proposes a “frames” analysis on leadership strategy, the nature of organizations, and administrative challenges. The module will introduce students to a set of theory that will prepare them to be effective leaders and decision-makers who better understand how their organizations function, and how to lead within them.

Four distinct frames, or “lenses,” (human resource, political, symbolic, and structural) leaders to perform three vital functions: analyze an organization, strategize a solution to an administrative challenge or crisis, and demonstrate personal leadership. During the second part of this module, students will explore how to identify and define their personal leadership, and to recognize the leadership style of others.

Assessment:

Students will be asked to complete a small-scale analysis of an organization (business, program, or office) of their choosing using the frame analysis and theory presented in class, and submit a final paper (5-7 pages in English, due one week after the end of the module)

Teaching Method:

Class presentation and discussion, incorporating readings, video, and case studies will be employed. We will also discuss leadership and decision making through case study teaching method of actual buisness situations

Bibliography:

- Lee Bolman and Terrance Deal, Reframing Organizations: Artistry, Choice, and Leadership, Seventh Edition, 2021. San Francisco : Jossey-Bass, Inc.
- Kotter, John. “What Leaders Really Do,” Harvard Business School Classic Series, 2001, Boston, MA.
- Amazon as an Employer Case (2016), Harvard Business School Publishing.

Module's Title:	Ethics and Sustainability: Business Practices and Policies	
Subject area / specialisation:	Business management; Economics; Sustainability Policies	
Professor:	**Dr. Valeria Andreoni**	vandreoni@ucc.ie
	University College Cork	

Course Description and Learning objectives:

Module Description: This module will be composed by 3 interrelated parts.

- The first part of the module will explore the role that sustainability issues and natural resource constraints can have in development opportunities of countries. The socio-environmental implications of policies and economic practices will be explore, to allow students to better understand the interrelated relationships existing between the human and the ecological system. The main theories and tools used in ecological and environmental economics will also be explored to provide practical skills to be used in the analysis of real-world problems.
- The second part of the module will focus on business activities and will explore the main challenges faced by business leaders operating in an environment where stakeholders are socially conscious and ethically aware. This part will examine challenges in responding to key threats to environmental and social sustainability and will explore the evolution of contemporary developments within the corporate responsibility and sustainability agenda in business.
- The last part of the module will be focused on the United Nations' Sustainable Development Goals and will explore the interrelated nature of the sustainability agenda. The activity will be complemented with the use of the 2030 SDGs Game that is a participatory card game where students will be invited to simulate possible world outcomes for the year 2030. The 2030 SDGs Game highlights the importance of balancing the three pillars of People, Planet and Prosperity and brings sustainability to life. Participants in the simulation receive time, money and projects, and decide how to invest their resources and which projects to run in order to work towards achieving their goals. More information about the game are included in the following paper publishes in the International Journal of Sustainabiltiy in Higher Education : Exploring the interconnected nature of the sustainable development goals: the 2030 SDGs Game as a pedagogical tool for interdisciplinary education | Emerald Insight

Module Aims/Objectives: This module provides students with the ability to anticipate, critically analyze, and respond to the challenges that emerge from the environmental, social, ethical and political operations of contemporary business in a global environment.

Module Learning Outcomes:

- Assess the impact of key sustainability challenges on the business environment;
- Propose appropriate business strategies in the context of the sustainability agenda;
- Analyze the business environment from an ethically and socially responsible perspective
- Critically reflect on the Sustainable Development Goals and related policies
- Research and report on the main sustainability challenges and related business and policy practices

Description of Content:

- **Session 1:** Analysis of the main sustainability challenges and related policies (e.g. climate change, biodiversity loss, waste management, natural resource constraints)
- **Session 2:** Analysis of the main perspectives and tools used in ecological and environmental economics (e.g. cost benefit analysis, multicriteria evaluation, LCA, pricing mechanisms)
- **Session 3:** Analysis of the main sustainability and ethical challenges faced by businesses (e.g. resource constraints, consumer responsibility, socio-environmental policies, globalization)
- **Session 4:** Analysis of the main strategies used by business, complemented with the use of case studies and in class activities
- **Session 5**: United Nations' Sustainable Development Goals and 2030 SDGs Game

Assessment:

- 50 % - 2000 words individual report: "Select a business activity/organization and critically analyse how it is adapting to and meeting challenges with regard to ethics and sustainability. You might consider the organisation's current business model, its major ethical and sustainability issues along with their implications and existing/possible responses"
- 50% - Group presentation on a selected sustainability policy: "Discuss the main rationale and the main implications together with the main challenges and the possible spillover effects generated across countries and sectors"

Teaching Method:

In class activities composed by face-to-face lectures and seminar activities. Students will be required to participate in discussions and to work in group to examine real-world scenarios from a policy and business practitioner's perspective.

Bibliography:

- https://sdgs.un.org/goals
- https://www.globalreporting.org/
- Hanley, N., Shogren, J., White, B., 2013. Introduction to Environmental Economics. Oxford University
- Press
- Meinhold, R., 2021. Business Ethics and Sustainability. Routledge
- Reading material (journal articles and reports) will be distributed to students during the teaching weeks

Other excellence modules available for which the syllabi hasn’t been received yet.

FURTHER DETAILS WILL BE PROVIDED AT A LATER TIME

Module’s title	Professor
New product development	**Narongsak (Tek) Thongpapanl**

Les modules d’excellence disponibles pour lesquels nous n’avons pas encore les syllabus.

Week 2, January

19 TO 23

Module's Title:	Global Digital Business	
Subject area / specialisation:	International Business	
Professor:	Dr. Arto Ojala	arto.ojala@uwasa.fi
	University of Vaasa	

Course Description and Learning objectives:

Digitalization is changing how firms enter international markets and how they operate with foreign customers. The purpose of the course is to give an in-depth understanding of how digitalization is changing firms' business models and the way they implement their strategies in global markets. The course provides both theoretical and practical understanding related to this phenomenon. Students learn how different theories explain firms' actions in the changed landscape and how to apply these theories in practice.

After the course, students should be able to:

1) identify different dimensions of internationalization strategies and apply this knowledge in a global digital context;
2) identify and explain different internationalization pathways, reflect upon them, and apply this knowledge in practice through case analysis and empirical work with companies;
3) recognize, analyse, and reflect on how digitalization, digital platforms, and digital artifacts impact international operations and change international business models.

The course will also support the development of students' general skills in the areas of critical thinking and analytical writing; oral and written presentation; self-organization and time management

Description of content:

- Session 1 : Introduction to the course/practicalities, Dimensions of internationalization
- Session 2: Internationalization approaches and theories in the context of digital business
- Session 3: Characteristics of digital artifacts
- Session 4 : Digital platform strategies in international business
- Session 5 : Digital business models in a globalized world

Assessment:

- 25 % Active participation to group discussions
- 50 % Group work
- 25 % Individual reflection essay

Teaching method:

The teaching method combines teacher-centered lectures and student-centered group discussions with problem-based learning to create an interactive learning environment. The approach begins with traditional lectures to provide students with foundational knowledge of core concepts. These lectures, enhanced with real-world examples, are the first part of each class session. Following the lectures, students engage in small group discussions to delve deeper into the topics, analyse case studies, debate different perspectives, and engage in peer teaching. This collaborative environment encourages active engagement and enhances comprehension. The method culminates in problembased learning, where groups tackle specific business problems using the knowledge gained from lectures and discussions. This phase involves identifying problems, conducting research, developing solutions, and presenting findings. The approach emphasizes practical application, critical thinking, and collaboration, essential skills in the international business. By integrating these methods, the teaching approach not only conveys essential knowledge but also develops students’ abilities to apply concepts in real-world scenarios, fostering a dynamic and effective business education.

Bibliography:

The main teaching material based on the lecture slides. However, additional reading includes the following articles:

- Ojala, A., Evers, N., Rialp, A. (2018). Extending the international new venture phenomenon to digital platform providers: A longitudinal case study. Journal of World Business 53, 725-739.

- Ojala, A. & Lyytinen, K. (2022). How do entrepreneurs create indirect network effects on digital platforms? A study on a multi-sided gaming platform, Technology Analysis & Strategic Management.

- Ojala, A., Fraccastoro, S., Gabrielsson, M, & Rollins, M. (2020). Internationalization of a digital service provider: the role of digital artifacts. Proceedings of 53rd Hawaii International Conference on System Science (HICSS 2020), Maui, Hawaii, January 6-10.2020.

- Hasan, R. & Ojala, A. (2024). Managing artificial intelligence in international business: Towards a research agenda on sustainable production and consumption. Thunderbird International Business Review. 66 (2), 151- 170.

- Ojala, A., Fraccastoro, S., & Gabrielsson, M. (2023). Characteristics of digital artifacts in international endeavors of digital-based international new ventures. Global Strategy Journal.

- Evers, N. Ojala, A., Sousa, C.M.P. & Rialp, A. (2023). Unraveling Business Model Innovation in Firm Internationalization - A Systematic Literature Review and Future Research Agenda. Journal of Business Research.

Module's Title:	Economic intelligence in times of climate change	
Subject area / specialisation:	Economics/Finance/Management	
Professor:	Waldemar KARPA, Associate prof. of economics	wkarpa@kozminski.edu.pl
	Kozminski University, Warsaw, Poland	

Course Description and Learning objectives:

This course examines the intersection of business, economics, and climate change. We will explore the scientific basis for climate change, its potential economic impacts, and the opportunities and challenges it presents for businesses. We will analyse various policy responses and discuss how businesses can adapt and thrive in a low-carbon economy. After the course, students should be able to:

- Understand the science behind climate change and its potential economic consequences.
- Analyze the impact of climate change on different sectors of the economy.
- Evaluate the economic rationale for climate change mitigation and adaptation strategies.
- Identify business opportunities arising from the transition to a low-carbon economy.
- Critically assess different policy approaches to climate change.
- Develop skills in business case analysis for climate-related initiatives.

By the end of this course, participants are able to:

- Understand the impacts of climate change on the activities of firms and, more broadly, on economy and society
- Design adequate policy responses to adapt and mitigate these impacts, from various perspectives (incl. managerial and macro governance).

Description of content:

Session 1: Introduction to Climate Change

- Defining the concepts: weather, climate, ecosystems.
- The climate science
- A primer on carbon cycle
- Measures of climate change
- Modelling climate change

Session 2: Risks and impacts of climate change

- General systematics
- Economic and social impacts: valuation methods and metrics

Session 3: Responses to climate change impacts

- Adaptation and mitigation principles
- Integrated assessment models
- Policy tools in fighting against the adverse impacts of climate change (incl. cap-and-trade; carbon tax)

Session 4: Green transformation of companies

- Sustainability principles applied to companies
- Methods of diminishing of environmental footprint of companies
- Policy incentives
- ESG benchmarking

Session 5: Climate finance

- Sustainable bonds and sustainable loans
- Financial hedging of climate change risks
- Official Development Assistance for climate change

Assessment:

Continuous assessment: 40%
A group assignment:

- related to the evaluation of climate change-related risks and opportunities for the specific firm OR
- related to the evaluation of green transformation of a specific company

Final assessment: 60%
A role-playing assessment game.

Teaching method:
Every session will have a substantial debate component. I value individual opinions and art of argumentation.

Organization of the sessions:
The sessions will combine lectures, debates, group assignments, case studies, data analysis, quizzes and polls.

Bibliography:

The main teaching material based on the lecture slides. However, additional reading includes the following articles:

- Nordhaus, W.D. (2015). The Spirit of Green: The Economics of Collisions and Contagions in a Crowded World, Princeton University Press

- Nordhaus, W.D. (2015). The Climate Casino: Risk, Uncertainty, and Economics for a Warming World. Yale University Press

- Maslin, M. (2014). Climate Change: A Very Short Introduction. Oxford University Press.

- Sachs, J.D. (2015). The Age of Sustainable Development. Columbia University Press.

Students will be also referring to a wide range of business intelligence/company evaluations from major consultancies and national/international organizations.

Other excellence modules available for which the syllabi hasn’t been received yet.

FURTHER DETAILS WILL BE PROVIDED AT A LATER TIME

Module’s title	Professor
Wine experiences emotions and sustainability	Davide DARGENIO

Les modules d’excellence disponibles pour lesquels nous n’avons pas encore les syllabus.

Week 3, March 16 to 20

Module's Title:	**Change Management through the Lens of Artificial Intelligence**	
Subject area / specialisation:	**Change Management**	
Professor:	**Dr. Victoria M Grady, Associate Professor of Organisational Behaviour and Management**	vgrady3@gmu.edu
	George Mason University, USA	

Course Description and Learning objectives:
The recent surge in Artificial Intelligence (AI) focused workplace dialogue that often begins with whether we will integrate AI and ends with when we will integrate is high priority. In many instances, not only is the AI dialogue the catalyst behind the need to change, but it is also shifting the way that organisations of the future will manage change. This course is designed to re-think the way organisations build change management capability through the lens of an AI based process. With focus on development of a strategic integration plans that highlights how AI can be used to enhance productivity, performance and agility at both the individual and organisational levels.

Description:
Understanding Artificial Intelligence As A Strategic Change Management Tool presents a systems view of organisational change that will include literature review, intervention strategy development, data analysis, diagnosis, and integration of artificial intelligence as strategic tools.

The course begins with the introduction of defined organisational change management theories/models and explores the relevance to the 21st century organisation. The assigned literature is designed to expose the student to an array of academic theories and models that challenge the intellectual perception of organisational change. Using HBR and real-time case studies as the scenario prompt, students will develop change management strategy using artificial intelligence as a process differentiator. The objective is to expose the unique nature of organisational change while exploring the potential benefit and/or challenges of artificial intelligence as a strategic tool.

Objectives:
Through the lens of the assigned literature and course activities, the experience will:

- Explore defined organisational change management theory and models;
- Integrate specific artificial intelligence tools through case study analysis and real-time situation application to create more custom application of change management theory;
- Identify and defend conclusions regarding value of strategic change management generated with artificial intelligence analysis tools;
- Review evolving industry challenges such as change fatigue, burnout, and engagement utilizing group discussion question and related practical analysis—AND;
- Discuss future focused research related to areas of current change management innovation.

Description of Content:
Session 1: Understanding Change and Transition Basics, Establish the Importance of Mental Models (Cain-Personality), Bias, Perceptions (Gladwell-Bias and Perception), Attitudes on Change and Transition, the Brain and Change (Boyd-Neuroplasticity)

Session 2: Managing during times of Transition, Disruption, Innovation, Understanding, the Nuance Between Embracing/Resisting, Change Readiness, Change Response Styles and Case Study #1

Session 3: Define the Difference Between Change (transition) Management and Leadership, the Culture of Change and Transition, Introduction Artificial Intelligence, In Class Activity (individual), In Class Activity (group)

Session 4: Understanding Communication and Change, Risk and Change, Digital Transformation, In Class Activity (group), Consider Evolving Industry Change Challenges such as Burnout, Engagement and Change fatigue, Case Study #2

Session 5: Case Study #3, In Class HBR Simulation and Final Group Presentations

Assessment	Grade %
Reaction Paper (Individual)	25%
In Class Activity and Presentation (Group)	20%
Final Research Case Study- Presentation (Group)	25%
Daily Response Question (Individual)	20% (4% per day)
Overall, Class Participation and Attendance	10%

Teaching Method:

The learning strategies include lectures, group discussions, case studies, experiential exercises, simulations and TED talk video discussions.

The primary teaching approaches are the following:

- Socratic method, named after the classical Greek philosopher Socrates, stimulates critical thinking and allows students to present opposing arguments or viewpoints in the form of inquiry and debate; and
- Case Study method which enables the student to serve in the role of decision-maker for real-life business and management situations. The case method approach empowers students to apply the theories, concepts, and practices of managing complex ethical issues. Moreover, critical thinking skills are applied as students examine the causes, consider and compare/contrast alternative courses of actions, probe underlying issues, and suggest recommendations or strategies that address the situations of the case.

Bibliography:

HBR Coursepack:

- From Mental Models to Transformation: Overcoming Inhibitors to Change- **HBR Article Course Pack**
- Leading Change Through Unprecedented Times: Nancy Sims and the Robert A. Toigo Foundation-**HBR Article Course Pack**
- Starbucks Corporation: 2023 **- Case Study HBR Course Pack**
- AI: Beyond the Hype**- HBR Article Course Pack**
- Dennis Hightower and Euro Disney**- Case Study HBR Course Pack**
- Generative AI: Reimaging Business Beyond Chat GPT**- HBR Article Course Pack**
- The Neuroscience of Trust**- HBR Article Course Pack**
- The Beijing Palace Museum: The Future of its Digital Transformation- **Case Study in HBR Course pack**
- Tony Hsieh at Zappos**- Case Study HBR Course Pack**

- Power and Influence V3 **- HBR Change Management Simulation**

Other Articles:

- Kotter, John-- https://hbr.org/2021/08/is-your-organization-surviving-change-or-thriving-in-it
- Kotter, John-- https://hbr.org/1995/05/leading-change-why-transformation-efforts-fail-2
- Noer, David-- https://www.shrm.org/hr-today/news/hr-magazine/pages/1108wells2.aspx
- Grady, Victoria-- https://hbr.org/2021/03/3-tools-to-help-leaders-steady-their-teams-during-a-transition
- Grady, Victoria-- https://ceoworld.biz/2022/05/06/making-a-transitional-space-in-the-workplace-how-to-bring-people-to-change/
- Grady, Victoria-- https://talentculture.com/understanding-the-great-resignation-to-define-the-future-of-work/
- Grady, Victoria-- https://www.hrdive.com/news/ai-role-in-change-management/715195/

Book Requirements :

- Grady, Victoria and McCreesh, Patrick (2022). *Stuck: How to Win at Work by Understanding Loss.* Routledge Taylor Francis. New York, New York.

Module's Title:	**Managing Customer Experience**	
Subject area / specialisation:	**Marketing / Customer Experience Management**	
Professor:	**Jyro B. Trivino**	jtrivino@ateneo.edu
	Ateneo de Manila University	

Course Description and Learning objectives:
This five-day intensive module is developed to provide undergraduate students with a comprehensive understanding of the principles, strategies, and tools used to design customer experiences. Students will explore the critical components, including customer journey mapping, touchpoint management, and the use of technology in delivering exceptional customer experiences. Students will gain insights into how businesses can create and sustain positive customer interactions through a blend of theoretical knowledge, case studies, and practical exercises.

At the end of the course, students should be able to:

1. Understand and apply customer journey mapping techniques
2. Optimize customer touchpoints for enhanced experience
3. Leverage technology to deliver exceptional customer experiences

Description of Content:

Session 1: Introduction to Customer Experience
During this introductory session, students will be introduced to the fundamental concepts and importance of Customer Experience in the contemporary business landscape. They will explore the essential elements that constitute a successful CX strategy, such as understanding customer needs and expectations, fostering emotional connections, and delivering consistent value across all touchpoints. The session will highlight the critical role CX plays in differentiating businesses in a competitive market and driving customer loyalty and satisfaction.

Session 2: Customer Journey Mapping
Students will learn the intricacies of customer journey mapping, a crucial tool for visualizing and understanding the customer's experience with a brand. They will explore the step-by-step process of creating detailed journey maps that identify every interaction a customer has with a company, from initial awareness to post-purchase engagement. By examining real-world examples and participating in hands-on exercises, students will learn to pinpoint key touchpoints, recognize pain points, and uncover opportunities for enhancing the customer experience.

Session 3: Touchpoint Management
This session focuses on the critical task of managing customer touchpoints to ensure a cohesive and positive customer experience. Students will dig deeper into the various types of touchpoints, including physical, digital, and human interactions, that customers encounter throughout their journey with a brand. They will learn strategies for optimizing these touchpoints to enhance customer satisfaction and loyalty, such as creating consistent messaging, improving service delivery, and leveraging feedback for continuous improvement.

Session 4: Leveraging on Technology
During this fourth session, students will explore the transformative role of technology in enhancing Customer Experience. They will learn about the various technological tools and platforms, such as Customer Relationship Management systems, chatbots, artificial intelligence, and data analytics, that businesses use to personalize and improve customer interactions. The session will cover how these technologies can be utilized to gather valuable customer insights, automate processes, and deliver consistent, high-quality experiences across multiple channels.

Session 5: Measuring and Improving Customer Experience

Fourth final session, students will focus on the critical processes of measuring and continuously improving Customer Experience. They will learn about various metrics and methodologies, such as Net Promoter Score, Customer Satisfaction Score, and Customer Effort Score, that are often used to evaluate customer satisfaction and loyalty. The session will also cover techniques for collecting and analyzing customer feedback to identify areas for improvement. Students will explore how to develop and implement actionable improvement plans based on data insights and feedback.

Assessment:

- Quiz (25%)
- Reflection Paper (25%)
- Group Case study (20%)
- Group Presentation (30%)

Teaching Method:

This course will employ an interactive and experiential teaching approach designed to engage students through a blend of theoretical instruction, practical exercises, and real-world case studies. Each session will start with a foundational lecture to introduce key concepts and principles, followed by hands-on activities and stimulating learning exercises. Students will also participate in group discussions and activities to encourage peer learning and the application of concepts in practical scenarios. This dynamic teaching method aims to create an immersive learning environment that prepares students to appreciate customer experience in five days.

Bibliography:

Bliss, J. (2019). *Chief Customer Officer 2.0: How to Build Your Customer-Driven Growth Engine*. Wiley.

Fader, P. (2020). *Customer Centricity: Focus on the Right Customers for Strategic Advantage*. Wharton School Press.

Fischer, R., & Vögtlin, C. (2022). *Designing a Customer-Centric Organization: A Guide for Leaders*. Springer.

Hogan, D., & Bond, D. (2021). *The Customer Experience Edge: Technology and Techniques for Delivering an Enduring, Profitable, and Positive Customer Experience*. McGraw-Hill Education.

Richardson, A. (2022). *Customer Experience Strategy: The Complete Guide from Innovation to Execution*. Palgrave Macmillan.

Watkinson, M. (2020). *The Ten Principles Behind Great Customer Experiences*. Pearson.

Module's Title:	Ethics and Sustainability: Business Practices and Policies	
Subject area / specialisation:	Business management; Economics; Sustainability Policies	
Professor:	Dr. Valeria Andreoni	vandreoni@ucc.ie
	University College Cork	

Course Description and Learning objectives:

Module Description: This module will be composed by 3 interrelated parts.

- The first part of the module will explore the role that sustainability issues and natural resource constraints can have in development opportunities of countries. The socio-environmental implications of policies and economic practices will be explore, to allow students to better understand the interrelated relationships existing between the human and the ecological system. The main theories and tools used in ecological and environmental economics will also be explored to provide practical skills to be used in the analysis of real-world problems.
- The second part of the module will focus on business activities and will explore the main challenges faced by business leaders operating in an environment where stakeholders are socially conscious and ethically aware. This part will examine challenges in responding to key threats to environmental and social sustainability and will explore the evolution of contemporary developments within the corporate responsibility and sustainability agenda in business.
- The last part of the module will be focused on the United Nations' Sustainable Development Goals and will explore the interrelated nature of the sustainability agenda. The activity will be complemented with the use of the 2030 SDGs Game that is a participatory card game where students will be invited to simulate possible world outcomes for the year 2030. The 2030 SDGs Game highlights the importance of balancing the three pillars of People, Planet and Prosperity and brings sustainability to life. Participants in the simulation receive time, money and projects, and decide how to invest their resources and which projects to run in order to work towards achieving their goals. More information about the game are included in the following paper publishes in the International Journal of Sustainabiltiy in Higher Education : Exploring the interconnected nature of the sustainable development goals: the 2030 SDGs Game as a pedagogical tool for interdisciplinary education | Emerald Insight

Module Aims/Objectives: This module provides students with the ability to anticipate, critically analyze, and respond to the challenges that emerge from the environmental, social, ethical and political operations of contemporary business in a global environment.

Module Learning Outcomes:

- Assess the impact of key sustainability challenges on the business environment;
- Propose appropriate business strategies in the context of the sustainability agenda;
- Analyze the business environment from an ethically and socially responsible perspective
- Critically reflect on the Sustainable Development Goals and related policies
- Research and report on the main sustainability challenges and related business and policy practices

Description of Content:

- **Session 1:** Analysis of the main sustainability challenges and related policies (e.g. climate change, biodiversity loss, waste management, natural resource constraints)
- **Session 2:** Analysis of the main perspectives and tools used in ecological and environmental economics (e.g. cost benefit analysis, multicriteria evaluation, LCA, pricing mechanisms)
- **Session 3:** Analysis of the main sustainability and ethical challenges faced by businesses (e.g. resource constraints, consumer responsibility, socio-environmental policies, globalization)
- **Session 4:** Analysis of the main strategies used by business, complemented with the use of case studies and in class activities
- **Session 5**: United Nations' Sustainable Development Goals and 2030 SDGs Game

Assessment:

- 50 % - 2000 words individual report: "Select a business activity/organization and critically analyse how it is adapting to and meeting challenges with regard to ethics and sustainability. You might consider the organisation's current business model, its major ethical and sustainability issues along with their implications and existing/possible responses"

- 50% - Group presentation on a selected sustainability policy: "Discuss the main rationale and the main implications together with the main challenges and the possible spillover effects generated across countries and sectors"

Teaching Method:

In class activities composed by face-to-face lectures and seminar activities. Students will be required to participate in discussions and to work in group to examine real-world scenarios from a policy and business practitioner's perspective.

Bibliography:

- https://sdgs.un.org/goals
- https://www.globalreporting.org/
- Hanley, N., Shogren, J., White, B., 2013. Introduction to Environmental Economics. Oxford University
- Press
- Meinhold, R., 2021. Business Ethics and Sustainability. Routledge
- Reading material (journal articles and reports) will be distributed to students during the teaching weeks

Module's Title:	**Digital Transformation and Sustainability: Bridging Concepts and Applications for Future Business Leaders**	
Subject area/specialisation:	**Sustainability**	
Professor:	**Dr. May Portuguez Castro**	may.portuguez@pucp.edu.pe
	CENTRUM Business School, Pontificia Universidad Católica del Perú	

Course description and Learning objectives:

This course aims to provide a deep understanding of digital transformation and sustainability concepts, emphasizing their interconnectedness. From the analysis of emerging technologies to the creation of sustainable solutions, the course will provide tools and knowledge to apply research and innovation and develop necessary leadership in companies and new business models. It will follow a challenge-based learning methodology and development of complex thinking in master's students in business. Through practical cases and specific applications, it will address challenges and seize opportunities in the digital and sustainable economy, aimed at implementing this knowledge in business environments. We expect the outcomes of this course to result in viable projects applicable in both current companies and future sustainable and transformative ventures.

Learning objectives:

➢ Understand the concept of digital transformation and the key drivers for businesses.

➢ Analyze the benefits and challenges for companies from emerging technologies through case studies in national and international companies.

➢ Apply concepts of corporate sustainability to assess the environmental and social impact of business decisions.

➢ Design effective strategies for corporate social responsibility, integrating sustainability principles into corporate operations.

Description of Content:

Session 1 : Fundamentals of digital transformation

➢ Introduction to digital transformation : Basic concepts and relevance in the business context.

➢ Drivers of digital transformation : Factors that motivate and guide the adoption of digital technologies in organizations.

Session 2: Emerging technologies: Basic concepts and applications in business

➢ Business benefits and challenges of emerging technologies : Examination of how new technologies like artificial intelligence, blockchain, IoT, and others can benefit companies.

➢ Case studies of successful digital transformations : Expanded to include diverse international examples that have successfully implemented emerging technologies to transform their operations and business strategies.

Session 3 : Key concepts of sustainability

➢ Dimensions of sustainability and their importance : Broadened discussion incorporating insights from environmental science, economics, and social sciences.

➢ Agile methodologies for sustainability: Introduction to Scrum and Social Lean Canvas, with practical workshops for strategic planning.

Session 4 : Challenge of applied research in digital transformation and sustainability

➢ Data search and analysis: Enhanced methods and techniques for gathering and analyzing relevant data for digital transformation and sustainability projects.

➢ Use of generative AI for analysis and presentation of information : Hands-on training in using cutting-edge AI tools for data analysis and presentation.

Session 5 : Bootcamp for integrating digital transformation and sustainability in new businesses

➢ Proposal of solutions to real-world business challenges : Development of a comprehensive sustainability impact project addressing specific issues.

➢ Presentation of results: Students will present their projects to a panel for critique and feedback.

Assessment:

- 20% Class participation
- 20% Discussion forums
- 30% Learning portfolio, documenting progress and projects.
- 30% Final project, focusing on a sustainability impact project designed to propose innovative solutions to real-world challenges.

Teaching Method:

The teaching method will combine a variety of interactive and practical approaches to ensure comprehensive and applicable learning. It will follow a challenge-based approach and a methodology for developing complex thinking to foster innovation and real-world problem-solving. This method will include the presentation of real-life cases to contextualize theories in specific business environments. Practical activities, group discussions, and collaborative projects will facilitate the direct application of knowledge and encourage peer learning and network building. Additionally, a bootcamp focused on developing strategies that integrate digital transformation and sustainability into new business models will be conducted.

Bibliography:

Bastos, T., & Teixeira, L. (2024). Digital Transition and Sustainable Development Goals: A Theoretical Reflection on the Impact of I4.0 Technologies. In F.J.G. Silva, L.P. Ferreira, J.C. Sá, M.T. Pereira, & C.M.A. Pinto (Eds.), *Flexible Automation and Intelligent Manufacturing: Establishing Bridges for More Sustainable Manufacturing Systems. FAIM 2023. Lecture Notes in Mechanical Engineering*. Springer, Cham. https://doi.org/10.1007/978-3-031-38165-2_83

Cardoso, M.G., Ares, E., Ferreira, L.P., & Pelaez, G. (2024). Artificial Intelligence and I4.0 in Manufacturing: The Role of Sustainability. In F.J.G. Silva, L.P. Ferreira, J.C. Sá, M.T. Pereira, & C.M.A. Pinto (Eds.), *Flexible Automation and Intelligent Manufacturing: Establishing Bridges for More Sustainable Manufacturing Systems. FAIM 2023. Lecture Notes in Mechanical Engineering*. Springer, Cham. https://doi.org/10.1007/978-3-031-38165-2_68

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Portuguez Castro, M., & Gómez Zermeño, M. (2020). Challenge Based Learning: Innovative Pedagogy for Sustainability through e-Learning in Higher Education. *Sustainability, 12*(10), 15. https://www.mdpi.com/2071-1050/12/10/4063

Ramírez-Montoya, M.S., Basabe, F.E., Carlos Arroyo, M., Patiño, I.A., & Portuguez-Castro, M. (2024). *Open Model of Complex Thinking for the Future of Education*. Octaedro Publishing, Spain. http://doi.org/10.36006/16422-0

Vargova, M.M. (2013). Sustainability and Business at a Crossroads: The Idea of Positive Investments in Creating Shared Value. In P. Taticchi, P. Carbone, & V. Albino (Eds.), *Corporate Sustainability. CSR, Sustainability, Ethics & Governance*. Springer, Berlin, Heidelberg. https://doi.org/10.1007/978-3-642-37018-2_4

Module's Title:	**Investing in stock markets**
Subject area / specialisation:	**Corporate Finance**
Professor:	**Johannes du Preez Smith** Johan.smith@usb.ac.za University of Stellenbosch Business School, South Africa

Learning objectives:

After the course, students should have an understanding of

- key financial value drivers
- how value enhancing decisions impact on shareholder value
- key metrics used by analysts to rate companies
- Interpreting and drawing conclusions from valuation metrics reported by analysts and obtained from financial data providers such as Bloombergs, Reuters and others.

Description of Content:

- The course is case study driven
- The specific cases chosen, focus on the impact of high growth, risk, supply chain efficiencies and synergies, on valuation.
- The valuation of Facebook and Twitter and their IPO's are amongst the cases discussed.
- Other than focusing on identifying value drivers and the impact on valuation, the cases also present an opportunity to apply and better understand the theory presented in a standard Corporate Finance course (an assumed prerequisite).
- Students are introduced to the real world of equity markets
- Relative valuation techniques and DCF techniques are used to evaluate and discuss stock market valuation of companies
- Students are required to investigate a real company and make a presentation explaining their understanding of key value drivers of the company and its relative competitive position, and their understanding of analysts' views of the company, and comment on how the company is rated by the market.

Assessment:

- Group assignments (questions arising from case studies) 30%
- Group assignment presented during last session 50%
- Individual contribution to group assignments/class participation 20%

Teaching Method:

A case study approach

- Face to face contact with students: 15hours (5 sessions of 3 hours)
- Student preparation and case assignments 10 - 15 hours

Bibliography:

- No prescribed textbook
- Theory based on any standard textbook on Corporate Finance eg
- David Hillier, Stephen Ross, Randolph Westerfield, Jeffrey Jaffe, Bradford Jordan: Corporate Finance: 2nd European Edition 2013
- Cases and articles to be distributed electronically

Module Title:	International Marketing in the Digital Era	
Subject area / specialization:	International Business - Marketing	
Professor:	*Jennifer Ford*	*Jennifer.Ford@viu.ca*
	Vancouver Island University, B.C., Canada	

Course Description and Learning objectives:

COURSE DESCRIPTION:

This course explores how businesses can successfully market products and services across borders in the digital age. Students will analyze both macro and micro environmental forces shaping international marketing and will examine how consumer behavior differs across cultures and platforms. Special emphasis is placed on the intersection of digital transformation, cultural nuance, and global strategy.

Using France and Canada as focal points, students will compare consumer expectations, cultural influences, and digital ecosystems to understand how marketability shifts across environments. The course combines lectures, case studies, and hands-on projects to provide both strategic insight and practical application.

LEARNING OBJECTIVES:

- Assess how macro (PESTLE) and micro (customers, competitors, suppliers) forces influence international marketing.
- Compare and contrast French and Canadian consumer behaviors and digital environments.
- Apply cultural frameworks to design marketing strategies across borders.
- Evaluate the role of digital platforms in shaping brand perception internationally.
- Develop and present a market entry strategy tailored to a cross-cultural context.

Description of Content:

This 7-session, MBA-level seminar explores international marketing through the lens of Canada–France trade and culture. Students begin with macro-environment analysis and the Canada-EU CETA agreement, then examine cross-cultural consumer behavior, digital research tools, and the role of innovation in modern marketing ecosystems. They apply strategic segmentation and positioning, design market-entry and channel plans, and assess ethics, privacy, and regulatory challenges such as GDPR and PIPEDA. Workshops, data dives, and strategy labs culminate in a final team presentation of an international marketing strategy brief.

Session	Theme	Key Topics	Format	Assignment/Deliverables
1	**Global Marketing Environments**	Macro forces shaping Canada–France trade, digital transformation, overview of EU & North American markets, CETA trade agreement deep dive. Form teams.	Lecture + Comparative Case	Analysis of CETA's opportunities & challenges (PESTEL)
2	**Cultural & Consumer Insights**	Cross-cultural psychology (i.e. Hofstede, Schwartz), generational shifts, bilingual messaging, digital personas for Canadian vs. French consumers	Lecture + Workshop	Group development of consumer personas for Canada and France

3	**Market Research & Digital Tools**	Digital ethnography, analytics, social listening (Google Trends, SEMrush), data sources for Canada/France	Tools Demo + Guided Practice	Data Dive Report on a consumer or tech brand (teams)
4	**Innovation & Digital Ecosystems**	Canadian and French digital marketing ecosystems, beauty-tech (e.g., L'Oréal/ModiFace), AI applications, start-up collaborations	Case Analysis	Reflection on how digital ecosystems drive market entry
5	**Strategic Positioning & Segmentation**	STP in global markets, AI-driven targeting, local vs. global messaging strategies, bilingual positioning	Strategy Lab + Mini-Case	Develop a Positioning Map (teams) for a selected product/brand
6	**Market Entry & Channel Strategy**	Entry modes (export, JV, digital-first), Canadian and French retail/e-commerce landscape, omnichannel partnerships (Sephora, Shoppers, Carrefour, marketplaces)	Lecture + Guest Speaker (online)	Draft a Canada ↔ France Entry Plan with channel choices
7	**Ethics, Data Privacy & Final Presentations**	GDPR & PIPEDA compliance, AI ethics, inclusive/localized messaging, managing political & regulatory risk	Discussion + Group Presentations	International Marketing Strategy Brief (final team presentation)

Assessment:

- Participation and Engagement 20%
- Individual in-class assignments 40%
- Team Presentation Market Entry 40%

Teaching Method:

1. Interactive Lectures (30–40% of class time)

- Short, focused sessions with strong visual and data support.
- Incorporates real-time polling (e.g., Slido or Mentimeter) to check understanding and engage students.
- Includes Canadian and French/European examples to contextualize theory.

2. Case-Based Learning

- Students explore **real business cases** involving international digital marketing strategies (e.g., Shopify, Airbnb, Netflix).
- Cases are used to examine contrasting cultural, regulatory, and market-entry dynamics.

3. Hands-On Digital Tools Practice

- Students will use real-world marketing analytics tools (e.g., Google Trends, SEMrush, Tableau) to gather, present and interpret consumer data.

- Focus on **digital ethnography**, **social listening**, and **trend analysis** to build practical research skills.

4. Collaborative Workshops

- Each day includes at least one collaborative exercise where students apply concepts to real problems.
- Examples: Building personas, STP exercises, positioning maps, market entry plans.

5. Comparative Analysis

- Frequent Canada vs. France/Europe comparisons to develop cross-cultural analytical skills.
- Encourages students to move beyond generalizations and understand regional consumer behavior and regulations.

7. Peer Learning & Presentations

- Small-group collaboration fosters international perspectives and peer feedback.
- Final day includes formal group presentations with peer and instructor Q&A.

8. Reflective Learning

- Each session ends with 5–10 minutes of guided reflection to help students connect the day's learning to their own goals or experiences.

By using an integrated, practice-driven approach, students will:

- Gain **conceptual clarity** and **technical confidence** with digital tools.
- Improve **intercultural marketing acumen** by comparing Canada and France/Europe.
- Build **teamwork and communication skills** through group projects.
- Develop the ability to make **data-driven, ethical marketing decisions** in global contexts

Bibliography:

NOTE: No textbook required. Readings will be provided throughout the week.

Morgan, N. A., Feng, H., & Whitler, K. A. (2018). Marketing capabilities in international marketing. Journal of International Marketing, 26(1), 61-95. https://doi.org/10.1509/jim.17.0056

Nam, H., & Kannan, P. K. (2020). Digital Environment in Global Markets: Cross-Cultural Implications for Evolving Customer Journeys. *Journal of International Marketing*, *28*(1), 28–47. https://www.jstor.org/stable/26979556

Petrescu, M., Namin, A., & Richard, M. (2023). Technology within cultures: Segmenting the wired consumers in canada, france, and the USA. *Journal of Business Research, 164*, 113972. https://doi.org/10.1016/j.jbusres.2023.113972

Module Title:	Agile Product Development	
Subject area / specialization:	Strategy, Technology Management	
Professor:	*Dr. Rian Beise-Zee*	*rian@apu.ac.jp*
	Ritsumeikan Asia Pacific University, Japan	

Course Description and Learning objectives:

During the course, students will learn different aspects of the management of product development technology based on agile principles. Modern technology poses challenges of complexity based on system integration, digitalization, dynamic customer needs that are less and less manageable with traditional innovation processes. Agile product development is an approach to product development that is customer-focused, incremental, team based and iterative. This seminar introduces participants to the principles, practices, and tools of agile product development based on real business cases. It is part of agile management; insights into agile product development can be used in other managerial areas of a company. The course emphasizes applying agile frameworks (Scrum, user story mapping, Lean Startup) to real-world product challenges, from ideation to delivery. Through case studies and a group project, participants will learn from real applications of agile product development how to align customer needs, iteration, and cross-functional collaboration to accelerate innovation and reduce complexity and risk. The seminar focuses on strategic managerial applications of agile management such as leading digital transformation beyond team organization and software development.

Learning Objectives

1. Know the origins and principles of agile product development beyond software.
2. Differentiate between agile methods and traditional product development.
3. Understand strategic benefits of agile: speed, flexibility, customer value.
4. Recognize the managerial role in enabling agility.
5. Use customer-centric tools such as user stories, persona and prototyping.
6. Understand product complexity and approaches to reduce it
7. Manage trade-offs between speed, scope, and quality.
8. Develop a product concept, backlog and roadmap using Agile methods.

Group Project: Over the course of the seminar students design a product concept in teams a backlog and roadmap for a hypothetical app. Groups will have a stand-up meeting in the morning and group work in the afternoon each day and present their concepts on the last day.
Deliverable: Reflection paper: What will you take back to your own practice? Or: Where agility could add value in students' organizations

Description of Content:

The course covers the managerial aspects of agile product development, the principles of incrementalism, interactive and experimental learning, system thinking, customer needs identification and complexity. Lectures kick off the day by introducing a thematic topic of agile product development. Students will then read a business case, discuss it in a small group and prepare to present and discuss the case in class. Students are working each day on a product development project by going through a sprint throughout the week.

Day 1 : From Traditional Product Development to Agile Leadership

Main themes:
Traditional product development (waterfall, stage-gate), comparing a traditional vs. agile product launch

Leading without micromanaging: Governance in Agile Organizations, understanding agile roles (Product Owner, Scrum Master, etc.)
Case #1: Campbell Food vs. Nestle Nutrition Platform
Video: Ideo's Shopping cart project
Activities:
Start project sprint (Group formation, planning, sprint execution, retrospective)

Day 2: Iteratively Identifying Customer Needs
Main themes:
Customer-centric tools, user stories, persona and prototyping
Case #2: Alibaba's Tmall Innovation Center
Activities:
Write user stories for a new product concept, product backlog
Sketch app workflows

Day 3: Testing cycles and experiments
Main themes:
Build customer feedback loops into product strategy
Design of Experiments
Case #3: Booking.com

Activities:
Conduct quick peer "customer" feedback sessions.
Analyze feedback (what worked, what failed, surprises).
Refine backlog with insights from feedback.

Day 4: Incrementalism and Continuous Development
Main themes:
Incremental vs radical innovation, freemium
Case #4: Othellonia: Growing a Mobile Game
Activities:
Iterate on prototype.

Day 5: Dealing with Complexity
Main themes:
Management of Complexity, integrated vs. modular design
Digital Transformation
Case #5: Komatsu and digital transformation

Activities:
Presentations of product concepts
Sprint Retrospective:
- What went well?
- What could be improved?
- What will we try next time?

Assessment:

Assessments are group (60%) and individual (40%) based.

- 10% individual class participation
- 30 % group case presentation
- 30 % group project
- 30 % Individual reflection paper

Teaching Method:
A mix of lectures, case discussion and team project work. The seminar focuses on active learning through case analysis and discussion as well as team projects to experience iteration and agile project management. Lectures serve as providing a knowledge base and stimuli. The individual reflection paper forces students to conclude the seminar with transfer of learnings into their own environment.

Bibliography:

Books:

- *Pratton, J. (2014) User Story Mapping Discover the Whole Story, Build the Right Product, O'Reilly.*
- *Knapp, J., Zeratsky, J., Kowitz, B. (2016) Sprint: How to Solve Big Problems and Test New Ideas in Just Five Days, Simon & Schuster.*
- Ries, E. *The Lean Startup: How Today's Entrepreneurs Use Continuous Innovation to Create Radically Successful Businesses.* Crown

Articles:

- *Rigby, Sutherland, & Takeuchi (2016): Embracing Agile, Harvard Business Review*, 94(5), 40–50.
- Kumar (2014) Making "Freemium" work, *Harvard Business Review*, 92 (5), 27–29.
- Gu, Kannan, Ma (2019) How Companies Can Get the Most Out of a Freemium Business Model, Harvard Business Review, 97(2), 118-125. https://hbr.org/2019/03/how-companies-can-get-the-most-out-of-a-freemium-business-model
- Denning (2015) Agile: it's time to put it to use to manage business complexity, *Strategy & Leadership*, 43(5), 10-17.
- Kohavi; Ron and Stefan Thomke (2017) The Surprising Power of Online Experiments, *Harvard Business Review*, 95(5), 74–82

Papers:

- *Agile Manifesto (2001)*

Module Title:	**Marketing Tourism in a Digital and AI-Powered World**	
Subject area / specialization:	Tourism Management, Digital Marketing, Artificial Intelligence & Digitalisation, Innovation in International Business	
Professor:	Dr. Farhad Moghimehfar	Farhad.moghimehfar@viu.ca
	Vancouver Island University	

Course Description and Learning objectives:

Digitalisation and artificial intelligence (AI) are reshaping how tourism destinations, businesses, and global brands connect with travellers and manage customer relationships. From personalised recommendations powered by algorithms to immersive digital campaigns across multiple platforms, technology now drives how experiences are promoted and consumed.

At the same time, these tools raise important questions about ethics, sustainability, consumer trust, and cultural sensitivity. This course provides students with a critical and applied perspective on tourism marketing in the digital and AI era. While focused on tourism and hospitality, the concepts and skills are highly transferable to international business, brand management, and digital strategy more broadly. Students will engage with real-world case studies, interactive workshops, and scenario-based exercises to develop both conceptual understanding and practical skills. Topics include AI-driven customer engagement, digital storytelling, influencer marketing, data analytics, cross-cultural considerations, agentic AI, and the future of sustainable marketing in an AI-powered world.

By the end of the module, students will be able to:

- Analyse how AI and digital technologies are transforming marketing practices in tourism and international business.
- Evaluate opportunities and risks of digitalisation, including ethical and cross-cultural implications.
- Apply digital marketing frameworks and AI-based tools to practical case scenarios.
- Design a marketing concept that integrates digital or AI-driven approaches, including the application of agentic AI.
- Reflect on the future skillsets required for innovation and leadership in global markets.

Description of Content:

Session 1: Foundations of Digitalisation and AI in Marketing
This session establishes the theoretical foundation for the course. It introduces key concepts such as digitalisation, artificial intelligence (AI), machine learning, and agentic AI, highlighting how these technologies are transforming international business and tourism. Students explore how past technological innovations, from online booking systems to mobile apps, have shifted consumer behaviour and industry practices. Through short case vignettes, students analyse examples of digital disruption in tourism, identifying drivers of change and implications for marketing strategy. The session concludes with team discussions linking theoretical concepts to their own digital experiences as consumers and future managers.

Session 2: From Theory to Tools - Customer Engagement and Data Analytics
Building on conceptual foundations, this session moves into practical tools that businesses use to engage customers in the digital era. Topics include AI-driven personalisation, recommendation systems, chatbots, and predictive analytics for market segmentation. Students review real-world

examples of tourism brands that successfully implemented (or struggled with) these technologies. Issues of data ethics, consumer privacy, and trust are integrated into the discussion. In a team exercise, students work with a simplified dataset or campaign case to identify how customer insights can be extracted and applied to improve marketing effectiveness.

Session 3: Applied Strategies - Storytelling, Influencers, and Cross-Cultural Messaging

This session focuses on the human side of digital marketing. Students examine how destinations and businesses use digital storytelling to build authentic brand narratives and how influencer partnerships shape travel decisions. Cross-cultural considerations are emphasised, as marketing messages often succeed or fail depending on their resonance with diverse audiences. Students are introduced to frameworks for intercultural communication and branding in international contexts. In teams, they design a short digital storytelling campaign tailored to a specific global market, presenting their strategies for peer critique and instructor feedback.

Session 4: Emerging Practices - Innovation, Agentic AI, and the Future of Marketing

This session explores cutting-edge developments in digitalisation and AI, focusing on innovation and future trends. Students critically analyse applications such as generative AI in content creation, autonomous marketing agents, and immersive technologies (AR/VR) in customer engagement. Case studies from tourism and other industries illustrate both opportunities for innovation and risks such as misinformation, exclusion, or overreliance on automation. Teams engage in a structured debate, taking positions on whether agentic AI will strengthen or undermine consumer trust and sustainable marketing practices. The session closes with synthesis discussions on principles for responsible innovation.

Session 5: Real-World Application - Designing an AI-Enhanced Marketing Concept

The final session integrates knowledge and skills gained throughout the module. In teams, students develop a marketing concept for a tourism destination, event, or business that leverages digitalisation and AI tools. Concepts must demonstrate creativity, strategic thinking, and awareness of ethical and cross-cultural considerations. Teams deliver short presentations of their concepts, followed by peer review and instructor feedback. The session concludes with reflection on future skillsets needed for leadership and innovation in international business, helping students connect course content to their own career aspirations.

Assessment:

This module will follow a Team-Based Learning (TBL) approach, which combines individual accountability with collaborative application. Students will first demonstrate readiness through individual and team-based quizzes, then work together on applied exercises, and finally integrate their learning into a team project and individual reflection.

- **Readiness Assurance Tests (Individual and Team): 20%**
  Early in the module, students complete a short individual quiz on foundational concepts, followed by the same quiz in teams. This ensures each student comes prepared while reinforcing learning through discussion. There will be a total of 4 quizzes.
- **Team Application Exercises: 30%**
  During Sessions 2–4, teams complete structured application activities (data analysis, digital storytelling campaign design, and debate on agentic AI). These exercises are graded on analytical depth, creativity, and integration of ethical and cross-cultural considerations.
- **Final Team Project and Presentation: 40%**
  In Session 5, teams design and present an AI-enhanced marketing concept for a tourism destination or business. Projects are assessed on creativity, feasibility, strategic alignment, and responsible/innovative use of AI.

- **Individual Reflection: 10%**
  Each student submits a brief written reflection (1–2 pages) connecting course content to their personal learning and career goals. This ensures individual accountability and critical thinking.

Teaching Method:

This module will be delivered using a Team-Based Learning (TBL) approach, an evidence-based instructional strategy designed to promote deep learning, critical thinking, and collaborative problem-solving. Unlike traditional lecture formats, TBL shifts the focus from passive knowledge acquisition to active application of concepts in small, permanent teams. Research has shown that TBL improves student engagement, accountability, and learning outcomes across a wide range of disciplines, including management education.

The TBL process in this course includes three core elements:

1. **Readiness Assurance:** Each session begins with a short instructor primer (starting in Session 1 and continued in Session 3), followed by an Individual Readiness Assurance Test (iRAT) and a Team Readiness Assurance Test (tRAT). This ensures accountability at both the individual and team level without requiring students to complete pre-class readings. To balance workload in this one-week block format, two readiness cycles will be used (in Sessions 1 and 3), maintaining the same overall assessment weight of 20%.
2. **Application Exercises:** Teams work on complex, real-world problems using the "4S" framework, significant problem, same problem, specific choice, and simultaneous reporting. In this module, such exercises include analysing datasets, designing storytelling campaigns, and debating the implications of agentic AI. These tasks reinforce both conceptual understanding and applied problem-solving.
3. **Peer Evaluation and Reflection:** Students reflect on their contributions and learning while also providing constructive feedback to team members. This encourages accountability, develops professional communication skills, and mirrors the collaborative processes of international business environments.

This method is particularly appropriate for the topic of digitalisation and AI in tourism marketing, as it requires students to integrate theoretical concepts with applied decision-making in international and cross-cultural contexts. Working in teams reflects the collaborative nature of the business environment, while structured activities encourage the development of transferable skills in leadership, communication, and innovation.

Bibliography:

Books / edited volumes (chapters will be assigned; no full purchases required):

Jerez-Jerez, M. J., Sevilla-Sevilla, C., & Aguiar-Castillo, L. (Eds.). (2025). *The role of artificial intelligence in the tourism and hospitality sector*. Routledge. https://doi.org/10.4324/9781003545125

Correia, R., Martins, M. R., & Fontes, R. (Eds.). (2024). *AI innovations for travel and tourism*. IGI Global. https://www.igi-global.com/book/innovations-travel-tourism/331769

Santos, J. D., Sousa, B. B., & Botelho Pires, P. (Eds.). (2025). *Leveraging digital marketing for tourism: Exploring strategies and applications in contemporary tourism markets*. Springer. https://link.springer.com/book/10.1007/978-3-031-88582-2

Öztürk, A. B., & Hancer, M. (2022). *Digital marketing and social media strategies for tourism and hospitality organizations*. Goodfellow Publishers. https://www.goodfellowpublishers.com/academic-publishing.php?content=story&storyID=445

Lima Silva, Ó., & Santos, J. D. (Eds.). (2019). *Digital marketing strategies for tourism, hospitality, and airline industries*. IGI Global. https://www.igi-global.com/book/digital-marketing-strategies-tourism-hospitality/223464

Journal articles:

López-Naranjo, A. L., et al. (2025). Artificial intelligence in the tourism business: A systematic review. *Frontiers in Artificial Intelligence*. https://doi.org/10.3389/frai.2025.1599391

Núñez, J. C. S., Gómez-Pulido, J. A., & Robina-Ramírez, R. (2024). Machine learning applied to tourism: A systematic review. *Wiley Interdisciplinary Reviews: Data Mining and Knowledge Discovery, 14*(5), e1549. https://doi.org/10.1002/widm.1549

Prasanna, A., Pushparaj, P., & Kushwaha, B. P. (2025). Conversational AI in tourism: A systematic literature review using TCM and ADO framework. *Journal of Hospitality and Tourism Management* (Articles in Press). https://doi.org/10.1016/j.jhtm.2025.101310

Note: Selected chapters from the listed books will be assigned to students to ensure accessibility and focus. Students will not be required to purchase full volumes; course readings will be made available in accordance with academic resource policies.

Module's Title:	**Fintech for sustainability**	
Subject area/specialisation:	**Sustainability**	
Professor:	**Arash ALOOSH**	may.portuguez@pucp.edu.pe
	CENTRUM Business School, Pontificia Universidad Católica del Perú	

Course description and Learning objectives:

The financial sector is undergoing a profound transformation driven by technological innovation and the urgent need to address global sustainability challenges. This course focuses on two major forces reshaping modern finance—Financial Technology (FinTech) and Sustainable Finance—and investigates their intersection in transparency, which is emerging as a foundational principle for future financial systems.

Building on students' prior knowledge of sustainable finance and green bonds and equity, the course places special emphasis on the role of retail investors and their growing influence through FinTech platforms and social media communities. While such tools democratize finance and amplify individual voices, they do not always align with sustainability objectives. The course examines both the risks of unsustainable speculation (e.g., bubbles, herding) and the opportunities to leverage FinTech, data, and online networks to promote accountability, ESG integration, and sustainable economic outcomes.

Students will gain an advanced understanding of cutting-edge financial technologies (AI, NLP, decentralized finance, tokenization, and digital currencies), ESG frameworks, and the dynamics of social media–driven retail investment. They will critically evaluate how FinTech can either undermine or accelerate the transition to a sustainable economy and learn to integrate innovative, transparent solutions at this intersection.

Learning Objectives

- Explain the key concepts, technologies, and regulatory developments driving FinTech innovation and retail investments.
- Analyse the principles, models, and tools of sustainable finance, including ESG risks, in relation to market dynamics shaped by FinTech and social media
- Evaluate the challenges and opportunities related to transparency, disclosure, and data governance in finance.
- Apply technological and sustainable finance frameworks to assess transformative trends in the financial ecosystem.
- Integrate FinTech and sustainability perspectives towards innovative, transparent financial solutions

Description of Content:

Session 1: FinTech Innovations: AI, NLP, Social Media, and DeFi
AI and machine learning applications in finance (credit scoring, fraud detection, algorithmic trading)
Natural language processing (NLP) and sentiment analysis using social media data
Decentralized Finance (DeFi): tokenization, blockchain, and Central Bank Digital Currencies (CBDCs)
Regulatory frameworks (PSD2, GDPR) and their implications for innovation and data privacy

Session 2: Retail Investors and the Power of Social Media
Rise of retail investors and democratization of finance through apps and platforms
Herding behaviour, bubbles, and volatility driven by online communities

Session 3 : ESG Dimensions in Practice: Instruments, Risks, and Regulation
E (Environmental): Rockström's Planetary Boundaries, Green Bonds (EuGB), Emission Trading Systems, environmental risk modelling
S (Social): Human rights in finance, financial inclusion, social impact measurement and modelling
G (Governance): ESG disclosure and reporting, taxation and regulation (SFDR, CSRD), and tackling greenwashing / whitewashing

Session 4 : Transparency as the Bridge: Integrating FinTech and Sustainable Finance
Role of technology and retail investors in enhancing ESG transparency (blockchain, smart contracts, real-time
reporting)
Data-driven accountability: open banking, data standardization, and interoperability

Session 5 : Group project

Assessment:

- ? %50 continuous assessment (including class discussions)
- ? %50 group project

Teaching Method:
Mutual learning: Interactive Lectures, Concept Mapping, Debates and Challenge Based learning and Pitch Presentations

Bibliography:

List of suggested readings for Fintech
Aloosh, A., Choi, H.-E., Ouzan, S. & Shahzad, S.J.H., 2025. Social Media Co-Attention and Investment CoBubbles. Working paper. Available at: https://ssrn.com/abstract=5436076
Bertucci, L., Aloosh, A. K. Bheemaiah, S. Choukroun, M. Fabi, H. Francois, A. Hihi, and M. Ros, A Hitchhiker's Guide to Decentralized Finance (DeFi), Blockchains and Platforms Chair of Ecole Polytechnique and Capgemini. 2022. Free access is available at this link.
Buckley RP, Arner DW, Zetzsche DA. FinTech: Finance, Technology and Regulation. Cambridge University Press; 2023.
Chishti, S., & Barberis, J. (2016). The FinTech Book: The Financial Technology Handbook for Investors, Entrepreneurs and Visionaries. Chichester, UK: John Wiley & Sons Ltd
Freedman, R.S., Introduction to financial technology, Elsevier Science & Technology , 2006.
Oranburg SC. A History of Financial Technology and Regulation: From American Incorporation to Cryptocurrency and Crowdfunding. Cambridge University Press; 2022.
Sheikh, F., 2020. When Numbers Don't Add Up: Accounting Fraud and Financial Technology. Business Expert Press.
Teigland, Robin, Siri, Shahryar, Larsson, Anthony Moreno Puertas, Alejandro, and Ingram, Claire (2018). The Rise and Development of Fintech: Accounts of Disruption from Sweden and Beyond. Routledge: London, UK, Available at SSRN.
List of suggested readings for Sustainability
Grober, U. and Cunningham, R., Sustainability: A Cultural History; Green Books: Cambridge, UK, 2012.
Schoenmaker, D. and W. Schramade, Principles of Sustainable Finance Oxford University Press (2018).
Lehner, O.M., Routledge Handbook of Social and Sustainable Finance Routledge, London. (2016).
Milano, R., A brief history of social banking O. Weber, R. Sven (Eds.), Social Banks and the Future of Sustainable Finance, Taylor & Francis, London (2011), pp. 15-47.
Mulligan, M., An Introduction to Sustainability: Environmental, Social and Personal Perspectives (second ed.),
Routledge, Oxon and New York (2018)

Module's Title:	Negotiation Skills	
Subject area / specialisation:	Negotiations, Digital Marketing, Social Media Marketing	
Professor:	Dr. Ann Torres	ann.torres@universityofgalway.ie
	University of Galway	

Course Description and Learning objectives:
Negotiation is a dialogue to discover common ground among parties with differing aims, needs and perspectives in order to achieve a solution. The aim is to seek a process by which parties may pursue a mutually acceptable outcome, which typically involves an element of compromise. Negotiations explore how two or more parties with competing interests discuss and manage issues so as to attain an agreement, settle a matter of mutual concern, or resolve a conflict. Negotiation is a valuable leadership and management skill, which is employed in a wide range of business contexts, such as contracts, deal-making, employment discussions, team building, and disputes. Negotiations occur in commercial, non-profit, and governmental organisations.

This module gives a foundation in the following areas:
Theoretical Competency
- Comparing distributive and integrative negotiations
- Distinguishing between interests and positions
- Understanding the tenets associated with principled negotiations
- Identifying ethical issues in negotiations

Skills Development
- Applying active listening techniques
- Investigating the joint outcome space through BATNA, ZOPA, RP, and anchoring
- Crafting solutions via standards and persuasion
- Employing the seven-elements framework

Description of Content:
Session 1: Distributive Negotiations
Readings
Getting to Yes sample chapter (9 pages)
Getting to Yes tip sheet (1 page)
BATNA Basics (11 pages)
Case Simulation: Kirwan-Roche

Session 2: Integrative Negotiations
Readings
Getting Past No Sample Chapter (12 pages)
Getting Past No Tip Sheet (1 page)
Negotiation Skills (19 pages)
Case Simulation: Sally Soprano

Session 3: Integrative Negotiation & Crafting Deals
Readings
How to Improve Negotiations Skills (14 pages)
Dealing with Difficult People (20 pages)
Case Simulation: Insurance Case

Session 4: Difficult Conversations & Multi-Party Negotiations
Readings
Business Negotiation Strategies (20 pages)
Case Simulation: Agency Paperwork

Session 5: Agents & Multi-party Negotiations
Exam Case Simulation: Eazy's Garage

Assessment:
After each case simulation you are invited to ***record the outcome of your negotiation and to reflect on your negotiation approach,*** as well as that of your negotiation partner. There will be several ***online quizzes to assess your understanding of key concepts and frameworks*** introduced via the case simulations.
The ***in-class assessment involves preparation for a negotiation***. You will be given one side of a case simulation and invited to prepare a written analysis for the negotiation with the other party. You will also be required to answer short-answer questions.

In-Class Case Simulations & Reflections (Sessions 1-4)	25%
Online Quizzes (Sessions 1-4)	25%
Exam Case Simulation (Session 5)	50%
	100%

Teaching Method:
As an area of study, negotiations is highly accessible, as it can be readily observed in our everyday personal and professional lives. For this reason, many find studying negotiations interesting and useful. The module is delivered in a block over several sessions and introduces key theoretical concepts and simulations.

These sessions enable you to put theory into practice through a series of case simulation exercises (i.e., role-play cases). The case simulations afford the opportunity to meet with others enrolled in the module so as to exchange ideas and experiences. As this module is highly experiential, the key to success is to engage reflectively with the assigned readings and to participate fully in the case simulations.

Case simulations include instructions and confidential information that must be read either in advance of class or during class.

Bibliography:
Readings Available for Students to Download for Free

Fisher, R. & Ury, W. (2012) 'Chapter 1: Don't Bargain Over Positions', *Getting to Yes: Negotiating Agreement Without Giving In*. New York: Random House Business. (9 pages)
Ury, W. (2020) '*Getting to Yes* Tip Sheet' available at WilliamUry.com. (1 page)
Program on Negotiations Harvard Law School (2012) *BATNA Basics: Boost Your Power at the Negotiating Table*, Cambridge, MA: Harvard University. (11 pages)
Ury, W. (1993) 'Chapter 1: Don't React Go to the Balcony', *Getting Past No: Negotiating in Difficult Situations*. New York: Random House Business. (12 pages)
Ury, W. (2020) '*Getting Past No Tip Sheet'* available at WilliamUry.com. (1 page)
Program on Negotiations Harvard Law School (2014) *Negotiation Skills: Negotiation Strategies and Negotiation Techniques to Help You Become a Better Negotiator*, Cambridge, MA: Harvard University. (19 pages)
Program on Negotiations Harvard Law School (2012) *How to Improve Negotiations Skills: Win-Win Negotiation Strategies from the Pros*, Cambridge, MA: Harvard University. (14 pages)
Program on Negotiations Harvard Law School (2013) *Dealing with Difficult People*, Cambridge, MA: Harvard University. (20 pages)
Program on Negotiations Harvard Law School (2014 *Business Negotiation Strategies: How to Negotiate Better Business Deals*, Cambridge, MA: Harvard University. (20 pages)

Supplementary Recommended Texts

Fisher, R. & Ury, W. (2012) *Getting to Yes: Negotiating Agreement Without Giving In*. New York: Random House Business.

Ury, W. (1993) *Getting Past No: Negotiating in Difficult Situations*. New York: Random House Business.

Other excellence modules available for which the syllabi hasn’t been received yet.

FURTHER DETAILS WILL BE PROVIDED AT A LATER TIME

Module’s title	Professor
Wine experiences emotions and sustainability	Davide DARGENIO

Les modules d’excellence disponibles pour lesquels nous n’avons pas encore les syllabus.

Week 4, March

23 to 27

Module's Title:	**Company valuation: methods and challenges**	
Subject area / specialisation:	**Finance**	
Professor:	**Dr. Pablo Arana**	pablo.arana@pucp.pe
	Centrum PUCP Business School	

Course Description and Learning objectives:
The course is theoretical-practical in nature, and its main objective is to develop the appropriate methodology for valuing companies through different methods. Classes will develop theory such as discussion, resolution of exercises, and construction of real practical cases so that students learn by putting into practice what was discussed in class.

General objective: students will put into practice the most popular methodologies for valuing companies and shares to find their best approximation of the price of a share that is publicly traded on a Stock Exchange.

Specific objective 1: students will learn financial statement projection techniques as input for the valuation of companies.

Specific objective 2: students will learn opportunity cost calculation models and their different variants depending on the relevant case material.

Specific objective 3: students will learn how to construct free and shareholder cash flows.

Specific objective 4: students will learn the calculation of the market value of the company and shares based on the content previously developed in class.

Specific objective 5: students will learn alternative methods of valuing companies and shares.

Description of Content:
Session 1 : The class will develop the logic of how to project the Income Statement and the Balance Sheet, according to the particularities of each of the accounts that compose them, and through different techniques, among which are averages, linear regression, simple exponential smoothing, among others.

Session 2: The class will develop the theoretical foundations and practical applications of the Capital Asset Pricing Model (CAPM) and the Weighed Average Cost of Capital (WACC). Specific cases will be reviewed to review exceptions and particularities according to each of the elements of said models.

Session 3: The class will develop the theoretical foundations and practical methodology to build Free Cash Flow (FCF) and Equity Cash Flow (ECF).

Session 4 : The class will develop the methodology for valuing companies and shares through discounted cash flow, through the appropriate opportunity costs. Methodological positions in this regard will be contrasted and particular cases will be reviewed according to the characteristics of the valued company.

Session 5 : The class will develop alternative valuation methods such as the dividend discount model, valuation multiples, among others. The results obtained will be compared against the valuation with discounted cash flows, and the particularities of each method will be addressed.

Assessment:

- 20% class contribution or participation (individual).
- 30% evaluated class exercises (group).
- 50% final applied assignment (group).

Teaching Method:

The teaching method will consist of the development of short lectures for each class that will be followed by specific practical exercises in class to train what is reviewed in the lecture. In addition to these specific practical exercises, an example of a real company will be gradually developed, whose information will be processed class by class, so that students, at the end of the class sessions, can understand in depth the process of valuation by flows. discounted cash flow. The last class will be the exception, as we will develop alternative methods to discounted cash flow.

The evaluation system aims to encourage all students to participate in class, in addition to solving exercises in class as a team associated with the topics seen in said session. Finally, in those same teams they will present their final work, whose delivery date may be after the end of the class, delivered online to be graded by the teacher.

Bibliography:

- Koller, T., Goedhart, M. & Wessels, D. (2020). Valuation (7th ed.). McKinsey & Company.

- Ross, S. A., Westerfield, R. W., Jaffe, J. & Jordan, B. D. (2018). Corporate Finance (11th ed.). McGraw Hill.

Module's Title:	**Digital Transformation: Enabling Technologies for a Sustainable Development**	
Subject area/specialisation:	**Digital Transformation, Industry 4.0, Technology Adoption Management**	
Professor:	**Juan Pablo Cosentino**	jcosentino@austral.edu.ar ; jpcosentino@gmail.com
	University Austral Argentina	

Course description and Learning objectives:

Digital transformation: technological enablers for sustainable development proposes a look that covers from the foundation laid by the Scientific Revolution to the fourth industrial revolution, focusing on innovation cycles and the differential aspects of Industry 4.0. Participants will be able to understand the construction of the roadmap based on the Acatech Maturity Index, they will learn about the main causes and reasons why digital transformations fail...and succeed. They will understand the importance of data as a vector and basis to ensure efficient management in companies. The program delves into the transition from products to smart solutions, evaluates transformative business models through enabling technologies such as IoT and 5G, and examines sustainable practices in production and mobility. Case studies and teamwork will be fundamental part of the program during all sessions.

Description of Content:

Session 1: From the Scientific Revolution of the 17th Century to Industry 4.0
Innovation Cycles: Why the 4th? From Evolution to Revolution. Industry 4.0 and the Fourth Industrial Revolution. ACATECH and World Economic Forum initiatives. Why is this 4th revolution so different from the previous ones? From Digitization to Digital Transformation: Why does Data Culture Matter? Data-Driven Organizations, Data as the Main Asset (!?). Agility versus Latency in Decision-Making Processes. Digital Transformation is not just about technology. Companies are disappearing faster and faster.
Case Study: Digital Transformation at GE: What Went Wrong? IVEY.
PS Teamwork.

Session 2: Acatech Maturity Index
Step by step, how to determine the maturity of a company on the roadmap to becoming a 4.0 company. Why does Digital Transformation fail? IT/OT Convergence. Purpose definition and the difference between "want" and "need" in the technology context.
Case Study: Michelin Digital Transformation and Culture – Where the Rubber Meets the Road. IMD.
Teamwork.

Session 3: From Products and Services to Smart Solutions
How companies and the competency landscape have changed. Key enabling technologies and impact radar according to the Productivity Revolution, Privacy and Transparency, Smart World, and Critical Enablers (Gartner and others). How to interpret the Emerging Technologies landscape: An overview from the Hype Cycle model.
Teamwork.

Session 4: Transformative Business Models
Identifying if a business model has the DNA to become transformative. Key Enabling Technologies: IoT, LEO Satellites (OneWeb, Amazon Kuiper, and Starlink), 5G.
Case Discussion: SpaceX as a Paradigm Shifter in Reusable Rockets for Satellite Launch. Rolls Royce IoT.
Teamwork.

Session 5: Moving from Linear to Circular Economies
From recycling to upcycling: What are companies doing? Changes in production, efficiency, and

productivity improvement in modular production systems, "ARCULUS" case study. From Green, Gray, and Brown to Agriculture 1.0 to 4.0: How agriculture can move from carbon emitter to carbon capturer. Mobility, from well to wheel (Fuel, Grid, Battery, and Cells): New horizons in mobility. How green are the energy sources we use?
Case Study: Smart and Connected Vehicle.
Teamwork.

Assessment:

- Participation during classroom sessions 45%
- Teamwork Presentation 30%
- Flipped Session (last day) 25%

Teaching Method:

Expository, Master or Theoretical Class. Teamwork. Case method. Previous reading of class material. Flipped Classroom session

Bibliography:

- Hilbert, M. Online Course Digital Technology & Social Change Unversity of California.
- Schuh, G., Anderl, R., Gausemeier, J., ten Hompel, M., & Wahlster, W. (2017). Industrie 4.0 Maturity Index. Managing the Digital Transformation of Companies.
- Hey, J. (2004). The data, information, knowledge, wisdom chain: the metaphorical link. Intergovernmental Oceanographic Commission, 26, 1-18.
- (2016) Digital Transformation of Industries. World Economic Forum. Accenture.
- ACATECH STUDY Industrie 4.0 Maturity Index. Managing the Digital Transformation of Companies. Günther Schuh, Reiner Anderl, Jürgen Gausemeier, Michael ten Hompel, Wolfgang Wahlster (Eds.)
- Case studies on Circular Economy models and integration of Sustainable Development Goals in business strategies in the EU and LAC. EU-LAC Foundation, Kowszyk, Yanina, Maher, Rajiv
- Digital revolution in agribusiness, Brazilian Case, MIT Technology Review, Gustavo Caetano.
- Why data culture matters? McKinsey Quarterly, 2018, Alejandro Díaz, Kayvaun Rowshankish, and Tamim Saleh
- Industry 4.0 - The Capgemini Consulting View, Sharpening the Picture beyond the Hype. Capgemini Consulting. Jochen Bechtold, Andreas Kern Dr. Gunnar Ebner.
- Why digital strategies fail, McKinsey Quarterly, 2018. https://www.mckinsey.com/capabilities/mckinsey-digital/ourinsights/why-digital-strategies-fail
- Rüegg-Stürm, J. (2004). The new St. Gallen management model: Basic categories of an approach to integrated management. Springer.
- Case Study : Digital Transformation at GE: What Went Wrong. By Robert D. Austin / Genevieve Pelow . IVEY 9B19M110
- Case Study: Michelin: Digital transformation and culture – where the rubber hits the road. By Didier Bonnet and Lisa Simone Duke. Reference: IMD-7-2278.
- The Transformative Business Model How to tell if you have one by Stelios Kavadias, Kostas Ladas, and Christoph Loch, 2016, HBR.
- Digital Transformation Is Not About Technology by Behnam Tabrizi, Ed Lam, Kirk Girard, and Vernon Irvin March 13, 2019, HBR.
- How Hardware Makers Can Win in the Software World By Massimo Russo, George Bene, Sanjay Verma, and Aakash Arora, MAY 26, 2016, BCG.
- Why So Many High-Profile Digital Transformations Fail by Thomas H. Davenport and George Westerman March 09, 2018 HBR

- Samsung: The Internet of Things, Paul Okundaye; Nicole R.D. Haggerty, 9B19E020_P , September 2019, Ivey Publishing
- Flipping The Odds Of Digital Transformation Success, P. Forth, R. de Laubier, T. Reichert, S. Chakraborty, BCG Pres, 2020.
- HBR´s 10 Must Reads on Leading Digital Transformation. ISBN: 978-1-64782-216-3 , Harvard Business School Publishing, 2021.

Module's Title:	**Fintech for sustainability**	
Subject area/specialisation:	**Finance / FinTech and Sustainability**	
Professor:	**Arash ALOOSH**	(Adresse mail) arash.aloosh@dcu.ie
	Dublin City University	

Course description and Learning objectives:

The financial sector is undergoing a profound transformation driven by technological innovation and the urgent need to address global sustainability challenges. This course focuses on two major forces reshaping modern finance—Financial Technology (FinTech) and Sustainable Finance—and investigates their intersection in transparency, which is emerging as a foundational principle for future financial systems.
Building on students' prior knowledge of sustainable finance and green bonds and equity, the course places special emphasis on the role of retail investors and their growing influence through FinTech platforms and social media communities. While such tools democratize finance and amplify individual voices, they do not always align with sustainability objectives. The course examines both the risks of unsustainable speculation (e.g., bubbles, herding) and the opportunities to leverage FinTech, data, and online networks to promote accountability, ESG integration, and sustainable economic outcomes.
Students will gain an advanced understanding of cutting-edge financial technologies (AI, NLP, decentralized finance, tokenization, and digital currencies), ESG frameworks, and the dynamics of social media–driven retail investment. They will critically evaluate how FinTech can either undermine or accelerate the transition to a sustainable economy and learn to integrate innovative, transparent solutions at this intersection.
Learning Objectives
 Explain the key concepts, technologies, and regulatory developments driving FinTech innovation and retail investments.
 Analyse the principles, models, and tools of sustainable finance, including ESG risks, in relation to market dynamics shaped by FinTech and social media
 Evaluate the challenges and opportunities related to transparency, disclosure, and data governance in finance.
 Apply technological and sustainable finance frameworks to assess transformative trends in the financial ecosystem.
 Integrate FinTech and sustainability perspectives towards innovative, transparent financial solutions

Description of Content:
Session 1: FinTech Innovations: AI, NLP, Social Media, and DeFi
AI and machine learning applications in finance (credit scoring, fraud detection, algorithmic trading)
Natural language processing (NLP) and sentiment analysis using social media data
Decentralized Finance (DeFi): tokenization, blockchain, and Central Bank Digital Currencies (CBDCs)
Regulatory frameworks (PSD2, GDPR) and their implications for innovation and data privacy

Session 2: Retail Investors and the Power of Social Media
Rise of retail investors and democratization of finance through apps and platforms
Herding behaviour, bubbles, and volatility driven by online communities

Session 3 : ESG Dimensions in Practice: Instruments, Risks, and Regulation
E (Environmental): Rockström's Planetary Boundaries, Green Bonds (EuGB), Emission Trading Systems, environmental risk modelling
S (Social): Human rights in finance, financial inclusion, social impact measurement and modelling

G (Governance): ESG disclosure and reporting, taxation and regulation (SFDR, CSRD), and tackling greenwashing / whitewashing

Session 4 : Transparency as the Bridge: Integrating FinTech and Sustainable Finance
Role of technology and retail investors in enhancing ESG transparency (blockchain, smart contracts, real-time
reporting)
Data-driven accountability: open banking, data standardization, and interoperability

Session 5 : Group project

Assessment:

- ? %50 continuous assessment (including class discussions)
- ? %50 group project

Teaching Method:
Mutual learning: Interactive Lectures, Concept Mapping, Debates and Challenge Based learning and Pitch Presentations

Bibliography:

List of suggested readings for Fintech
Aloosh, A., Choi, H.-E., Ouzan, S. & Shahzad, S.J.H., 2025. Social Media Co-Attention and Investment CoBubbles. Working paper. Available at: https://ssrn.com/abstract=5436076
Bertucci, L., Aloosh, A. K. Bheemaiah, S. Choukroun, M. Fabi, H. Francois, A. Hihi, and M. Ros, A Hitchhiker's Guide to Decentralized Finance (DeFi), Blockchains and Platforms Chair of Ecole Polytechnique and Capgemini. 2022. Free access is available at this link.
Buckley RP, Arner DW, Zetzsche DA. FinTech: Finance, Technology and Regulation. Cambridge University Press; 2023.
Chishti, S., & Barberis, J. (2016). The FinTech Book: The Financial Technology Handbook for Investors, Entrepreneurs and Visionaries. Chichester, UK: John Wiley & Sons Ltd
Freedman, R.S., Introduction to financial technology, Elsevier Science & Technology , 2006.
Oranburg SC. A History of Financial Technology and Regulation: From American Incorporation to Cryptocurrency and Crowdfunding. Cambridge University Press; 2022.
Sheikh, F., 2020. When Numbers Don't Add Up: Accounting Fraud and Financial Technology. Business Expert Press.
Teigland, Robin, Siri, Shahryar, Larsson, Anthony Moreno Puertas, Alejandro, and Ingram, Claire (2018). The Rise and Development of Fintech: Accounts of Disruption from Sweden and Beyond. Routledge: London, UK, Available at SSRN.
List of suggested readings for Sustainability
Grober, U. and Cunningham, R., Sustainability: A Cultural History; Green Books: Cambridge, UK, 2012.
Schoenmaker, D. and W. Schramade, Principles of Sustainable Finance Oxford University Press (2018).
Lehner, O.M., Routledge Handbook of Social and Sustainable Finance Routledge, London. (2016).
Milano, R., A brief history of social banking O. Weber, R. Sven (Eds.), Social Banks and the Future of Sustainable Finance, Taylor & Francis, London (2011), pp. 15-47.
Mulligan, M., An Introduction to Sustainability: Environmental, Social and Personal Perspectives (second ed.),
Routledge, Oxon and New York (2018)

Module Title:	**MARKETING AND BUSINESS STRATEGY OF LUXURY COMPANIES**
Subject area / specialization:	**MARKETING**
Professor:	*Dr ANGELO MANARESI* — *Adresse mail ANGELO.MANARESI@UNIBO.IT* *University of Bologna - Italy*

Course Description and Learning objectives:

This course provides an in-depth exploration of the marketing strategies employed by companies in the luxury sector. It aims to equip students with the tools and analytical frameworks necessary to understand, design, and evaluate marketing strategies in an industry where brand identity, symbolic value, and customer exclusivity are critical drivers of competitive advantage.
Students will examine the strategic tensions luxury companies face—between growth and exclusivity, heritage and innovation, accessibility and elitism. Through lectures, case discussions, and workshops, the course explores how iconic companies such as Ferrari, Gucci, Cucinelli, Prada, Versace, Michael Kors, Coach, Furla, Coccinelle, Bottega Veneta, Campomaggi, Giuseppe Zanotti, Gianvito Rossi, Sergiorossi, Safilo, and Luxottica navigate these trade-offs to sustain long-term brand equity and profitability.
The course balances qualitative frameworks (brand identity, positioning, storytelling, experience design) with quantitative considerations (pricing strategy, digital channel KPIs). It also introduces students to trends such as the role of sustainability in modern luxury branding.
By the end of the course, students will be able to:

1. **Define the unique characteristics of luxury marketing and how they differ from traditional marketing models.**
2. **Analyze the strategic positioning of luxury brands using real-world case studies.**
3. **Evaluate the impact of digital transformation on luxury retail and customer experience.**
4. **Design marketing strategies that align with the symbolic and experiential dimensions of luxury consumption. How luxury companies respond to trends such as inclusivity and sustainability.**
5. **The evolution of the industry. From organic growth to big groups and new companies**

Description of Content:

Session 1 (up to 3 hours): Define the unique characteristics of luxury marketing and how they differ from traditional marketing models.
What is common and what is specific of luxury marketing
Market share analysis, double jeopardy and the difference between large brands and small brands
Perceived value vs. functional value, Inclusivity, scarsity, exclusivity, social and personal value
Principles of Luxury Brand Management and marketing strategy ; Brand DNA
Workshop: Brand prism and brand identity
Michael Kors and Coach – Democratizing luxury in a digital world or just Americans finding a finance way to luxury
What we do not see: Yacths, Helicopters, Islands, Aircrafts, or just Tuscany Villas close to Sting

Session 2 (up to 6 hours): Analyze the strategic positioning of luxury brands using real-world case studies.
Scaling Luxury without Dilution
Armani and brand vertical extension
Gucci vs. Bottega Veneta – Different growth models and positioning in the Kering Group
Global and segmentation strategy: Catherine Deneuve in France and Lenny Kravitz in USA as testimonials for LV
Ferrari vs. Lamborghini – Different identities or different strategies
The shoe district in Italy: so many entrepreneurs and so few left in the transition
Safilo and Luxottica: a category player and a luxury company
Decisions about the level of vertical integration (and when and how) play a strong strategic role
Trading up brands and strategies: Toyota and Lexus, VW and AUDI, but no space for VW Phaeton
Apply tools such as brand architecture and brand prism

Session 3 (up to 6 hours): Evaluate the impact of digital transformation on luxury retail and customer experience.
What is the difference between fashion and luxury about on line experiences
Fashion and luxury on line retailers : from Yoox to MyTheresa, Zalando and the new ones
Can Vinted-like platforms change the way to look at fashion and luxury
Digital business and technologies in brick and mortar stores: Sephora and other cases, innovation but what about implementation
Buy now pay later : the strange animal
Essilor-Luxottica, Meta : is it technology or luxury
What is the future of on line business in fashion and luxury
Italic is an online store or a game changer
Campomaggi radio and the eggs from the Outlet store chickens

Session 4 (up to 6 hours): Design marketing strategies that align with the symbolic and experiential dimensions of luxury consumption. How luxury companies respond to trends such as inclusivity and sustainability and the need to grow
What can be done in the luxury business about experiences
What we mean by customer experience and where
Sustainability : Fast or slow fashion and luxury.
The real question is not does it matter, but who matters
Brunello Cucinelli – Humanistic Capitalism and Brand Crafting
Cucinelli in Europe but what about South Korea
The challenge of Prada buying Versace
Sustainability and digital: what relationship we see and we do not see
Rereri case and new ideas : is that luxury about sustainalbility or about customer experience
How much can they pay for it : lost in translation or humble, Furla and Coccinelle

Session 5 (3 hours):The evolution of the industry. From organic growth to big groups and new companies
The evolution of the industry
Entry barriers or exit barriers
M&A
Groups based in retailing
Losing soul : Mandarina Duck

What synergies in the big groups
Finance or marketing : real estate
Is it still possible to create new brands and companies
Scope for making products look old and cost more
The big groups and the new groups
What about the future of small and medium enterprises in the luxury business
What to do if you work for a 30-50 million euros fashion and luxury company : stores and what and where
Tom Ford and how to exit
Difference about how to make them grow ; old companies from the niche (Borsalino) and new companies.. from where (Elisabetta Franchi)
Why Bizzarri switched from management to entrepreneurship

Assessment:

- 30% Individual Assignment
- 70% Group Assignment

Teaching Method:

The course will be delivered using a combination of:

• Lectures

• In-class examples-cases

• Images and Videos

Students will be expected to work individually and in groups and to participate in discussions around the material and the ideas. My style is to engage and work with students in a varied and interesting way to encourage broad appreciation of the topics at hand and to develop a better, more rounded view of why branding is part of luxury experience and how companies in that industry have to grow. My courses can be tailored for non-marketing specialists as well as for those with some marketing knowledge.

Bibliography:

- Erica Corbellini, Stefania Saviolo, Managing fashion and luxury companies, ETAS Management, Rizzoli, 2009
- Beatriz Casais, Ana Maria Soares, Mafalda Abreu; Doina Lungu; Jorge Rodrigues, Look at what I own: the role of social media in luxury brand equity and conspicuous consumption, Asia Pacific Journal of Marketing and Logistics 1–16, September 15, 2025
- Andrew Ehrenberg, Gerald Goodhardt, and Patrick Barwise, Double Jeopardy Revised, Journal of Marketing,
- 1990, 54, 82-91.
- Jean-Nol Kapferer, Kapferer on Luxury: How Luxury Brands Can Grow Yet Remain Rare, Kogan, 2015

- Liu Tong, Caroline Swee Lin Tan, Carolina Quintero Rodriguez, Virtual reality in the luxury fashion industry: a systematic literature review, Spanish Journal of Marketing - ESIC (2025) 29 (3): 312–329.
- Christine Ye , Sustainable luxury marketing: A systematic review and agenda for future research, Journal of Global Scholars of Marketing Science, Volume 35, 2025 - Issue 4, Pages 602-632
- Yanbo Zhang, Chuanlan Liu, Chunmin Lang, How luxury fashion brands leverage TikTok to captivate young consumers: an exploratory investigation using video analytics, Journal of Marketing Analytics (2025) 13:128–144

Module Title:	Agile Product Development	
Subject area / specialization:	Strategy, Technology Management	
Professor:	*Dr. Rian Beise-Zee*	*rian@apu.ac.jp*
	Ritsumeikan Asia Pacific University, Japan	

Course Description and Learning objectives:

During the course, students will learn different aspects of the management of product development technology based on agile principles. Modern technology poses challenges of complexity based on system integration, digitalization, dynamic customer needs that are less and less manageable with traditional innovation processes. Agile product development is an approach to product development that is customer-focused, incremental, team based and iterative. This seminar introduces participants to the principles, practices, and tools of agile product development based on real business cases. It is part of agile management; insights into agile product development can be used in other managerial areas of a company. The course emphasizes applying agile frameworks (Scrum, user story mapping, Lean Startup) to real-world product challenges, from ideation to delivery. Through case studies and a group project, participants will learn from real applications of agile product development how to align customer needs, iteration, and cross-functional collaboration to accelerate innovation and reduce complexity and risk. The seminar focuses on strategic managerial applications of agile management such as leading digital transformation beyond team organization and software development.

Learning Objectives

9. Know the origins and principles of agile product development beyond software.
10. Differentiate between agile methods and traditional product development.
11. Understand strategic benefits of agile: speed, flexibility, customer value.
12. Recognize the managerial role in enabling agility.
13. Use customer-centric tools such as user stories, persona and prototyping.
14. Understand product complexity and approaches to reduce it
15. Manage trade-offs between speed, scope, and quality.
16. Develop a product concept, backlog and roadmap using Agile methods.

Group Project: Over the course of the seminar students design a product concept in teams a backlog and roadmap for a hypothetical app. Groups will have a stand-up meeting in the morning and group work in the afternoon each day and present their concepts on the last day.
Deliverable: Reflection paper: What will you take back to your own practice? Or: Where agility could add value in students' organizations

Description of Content:

The course covers the managerial aspects of agile product development, the principles of incrementalism, interactive and experimental learning, system thinking, customer needs identification and complexity. Lectures kick off the day by introducing a thematic topic of agile product development. Students will then read a business case, discuss it in a small group and prepare to present and discuss the case in class. Students are working each day on a product development project by going through a sprint throughout the week.

Day 1 : From Traditional Product Development to Agile Leadership

Main themes:
Traditional product development (waterfall, stage-gate), comparing a traditional vs. agile product launch

Leading without micromanaging: Governance in Agile Organizations, understanding agile roles (Product Owner, Scrum Master, etc.)
Case #1: Campbell Food vs. Nestle Nutrition Platform
Video: Ideo's Shopping cart project
Activities:
Start project sprint (Group formation, planning, sprint execution, retrospective)

Day 2: Iteratively Identifying Customer Needs
Main themes:
Customer-centric tools, user stories, persona and prototyping
Case #2: Alibaba's Tmall Innovation Center
Activities:
Write user stories for a new product concept, product backlog
Sketch app workflows

Day 3: Testing cycles and experiments
Main themes:
Build customer feedback loops into product strategy
Design of Experiments
Case #3: Booking.com

Activities:
Conduct quick peer "customer" feedback sessions.
Analyze feedback (what worked, what failed, surprises).
Refine backlog with insights from feedback.

Day 4: Incrementalism and Continuous Development
Main themes:
Incremental vs radical innovation, freemium
Case #4: Othellonia: Growing a Mobile Game
Activities:
Iterate on prototype.

Day 5: Dealing with Complexity
Main themes:
Management of Complexity, integrated vs. modular design
Digital Transformation
Case #5: Komatsu and digital transformation

Activities:
Presentations of product concepts
Sprint Retrospective:
- What went well?
- What could be improved?
- What will we try next time?

Assessment:

Assessments are group (60%) and individual (40%) based.

- 10% individual class participation
- 30 % group case presentation
- 30 % group project
- 30 % Individual reflection paper

Teaching Method:
A mix of lectures, case discussion and team project work. The seminar focuses on active learning through case analysis and discussion as well as team projects to experience iteration and agile project management. Lectures serve as providing a knowledge base and stimuli. The individual reflection paper forces students to conclude the seminar with transfer of learnings into their own environment.

Bibliography:

Books:

- *Pratton, J. (2014) User Story Mapping Discover the Whole Story, Build the Right Product, O'Reilly.*
- *Knapp, J., Zeratsky, J., Kowitz, B. (2016) Sprint: How to Solve Big Problems and Test New Ideas in Just Five Days, Simon & Schuster.*
- Ries, E. *The Lean Startup: How Today's Entrepreneurs Use Continuous Innovation to Create Radically Successful Businesses.* Crown

Articles:

- *Rigby, Sutherland, & Takeuchi (2016): Embracing Agile, Harvard Business Review*, 94(5), 40–50.
- Kumar (2014) Making "Freemium" work, *Harvard Business Review*, 92 (5), 27–29.
- Gu, Kannan, Ma (2019) How Companies Can Get the Most Out of a Freemium Business Model, Harvard Business Review, 97(2), 118-125. https://hbr.org/2019/03/how-companies-can-get-the-most-out-of-a-freemium-business-model
- Denning (2015) Agile: it's time to put it to use to manage business complexity, *Strategy & Leadership*, 43(5), 10-17.
- Kohavi; Ron and Stefan Thomke (2017) The Surprising Power of Online Experiments, *Harvard Business Review*, 95(5), 74–82

Papers:

- *Agile Manifesto (2001)*

Module Title:	International Marketing in the Digital Era: Environments & Consumer Insights	
Subject area / specialization:	International Business - Marketing	
Professor:	*Jennifer Ford*	*Jennifer.Ford@viu.ca*
	Vancouver Island University, B.C., Canada	

Course Description and Learning objectives:

COURSE DESCRIPTION:

This course explores how businesses can successfully market products and services across borders in the digital age. Students will analyze both macro and micro environmental forces shaping international marketing and will examine how consumer behavior differs across cultures and platforms. Special emphasis is placed on the intersection of digital transformation, cultural nuance, and global strategy.

Using France and Canada as focal points, students will compare consumer expectations, cultural influences, and digital ecosystems to understand how marketability shifts across environments. The course combines lectures, case studies, and hands-on projects to provide both strategic insight and practical application.

LEARNING OBJECTIVES:

- Assess how macro (PESTLE) and micro (customers, competitors, suppliers) forces influence international marketing.
- Compare and contrast French and Canadian consumer behaviors and digital environments.
- Apply cultural frameworks to design marketing strategies across borders.
- Evaluate the role of digital platforms in shaping brand perception internationally.
- Develop and present a market entry strategy tailored to a cross-cultural context.

Description of Content:

This 7-session, MBA-level seminar explores international marketing through the lens of Canada–France trade and culture. Students begin with macro-environment analysis and the Canada-EU CETA agreement, then examine cross-cultural consumer behavior, digital research tools, and the role of innovation in modern marketing ecosystems. They apply strategic segmentation and positioning, design market-entry and channel plans, and assess ethics, privacy, and regulatory challenges such as GDPR and PIPEDA. Workshops, data dives, and strategy labs culminate in a final team presentation of an international marketing strategy brief.

Session	Theme	Key Topics	Format	Assignment/Deliverables
1	**Global Marketing Environments**	Macro forces shaping Canada–France trade, digital transformation, overview of EU & North American markets, CETA trade agreement deep dive. Form teams.	Lecture + Comparative Case	Analysis of CETA's opportunities & challenges (PESTEL)
2	**Cultural & Consumer Insights**	Cross-cultural psychology (i.e. Hofstede, Schwartz), generational shifts, bilingual	Lecture + Workshop	Group development of consumer personas

		messaging, digital personas for Canadian vs. French consumers		for Canada and France
3	**Market Research & Digital Tools**	Digital ethnography, analytics, social listening (Google Trends, SEMrush), data sources for Canada/France	Tools Demo + Guided Practice	Data Dive Report on a consumer or tech brand (teams)
4	**Innovation & Digital Ecosystems**	Canadian and French digital marketing ecosystems, beauty-tech (e.g., L'Oréal/ModiFace), AI applications, start-up collaborations	Case Analysis	Reflection on how digital ecosystems drive market entry
5	**Strategic Positioning & Segmentation**	STP in global markets, AI-driven targeting, local vs. global messaging strategies, bilingual positioning	Strategy Lab + Mini-Case	Develop a Positioning Map (teams) for a selected product/brand
6	**Market Entry & Channel Strategy**	Entry modes (export, JV, digital-first), Canadian and French retail/e-commerce landscape, omnichannel partnerships (Sephora, Shoppers, Carrefour, marketplaces)	Lecture + Guest Speaker (online)	Draft a Canada ↔ France Entry Plan with channel choices
7	**Ethics, Data Privacy & Final Presentations**	GDPR & PIPEDA compliance, AI ethics, inclusive/localized messaging, managing political & regulatory risk	Discussion + Group Presentations	International Marketing Strategy Brief (final team presentation)

Assessment:

- Participation and Engagement 20%
- Individual in-class assignments 40%
- Team Presentation Market Entry 40%

Teaching Method:

1. Interactive Lectures (30–40% of class time)

- Short, focused sessions with strong visual and data support.
- Incorporates real-time polling (e.g., Slido or Mentimeter) to check understanding and engage students.
- Includes Canadian and French/European examples to contextualize theory.

2. Case-Based Learning

- Students explore **real business cases** involving international digital marketing strategies (e.g., Shopify, Airbnb, Netflix).
- Cases are used to examine contrasting cultural, regulatory, and market-entry dynamics.

3. Hands-On Digital Tools Practice

- Students will use real-world marketing analytics tools (e.g., Google Trends, SEMrush, Tableau) to gather, present and interpret consumer data.

- Focus on **digital ethnography**, **social listening**, and **trend analysis** to build practical research skills.

4. Collaborative Workshops

- Each day includes at least one collaborative exercise where students apply concepts to real problems.
- Examples: Building personas, STP exercises, positioning maps, market entry plans.

5. Comparative Analysis

- Frequent Canada vs. France/Europe comparisons to develop cross-cultural analytical skills.
- Encourages students to move beyond generalizations and understand regional consumer behavior and regulations.

7. Peer Learning & Presentations

- Small-group collaboration fosters international perspectives and peer feedback.
- Final day includes formal group presentations with peer and instructor Q&A.

8. Reflective Learning

- Each session ends with 5–10 minutes of guided reflection to help students connect the day's learning to their own goals or experiences.

By using an integrated, practice-driven approach, students will:

- Gain **conceptual clarity** and **technical confidence** with digital tools.
- Improve **intercultural marketing acumen** by comparing Canada and France/Europe.
- Build **teamwork and communication skills** through group projects.
- Develop the ability to make **data-driven, ethical marketing decisions** in global contexts

Bibliography:

NOTE: No textbook required. Readings will be provided throughout the week.

Morgan, N. A., Feng, H., & Whitler, K. A. (2018). Marketing capabilities in international marketing. Journal of International Marketing, 26(1), 61-95. https://doi.org/10.1509/jim.17.0056

Nam, H., & Kannan, P. K. (2020). Digital Environment in Global Markets: Cross-Cultural Implications for Evolving Customer Journeys. *Journal of International Marketing*, *28*(1), 28–47. https://www.jstor.org/stable/26979556

Petrescu, M., Namin, A., & Richard, M. (2023). Technology within cultures: Segmenting the wired consumers in canada, france, and the USA. *Journal of Business Research, 164*, 113972. https://doi.org/10.1016/j.jbusres.2023.113972

Module Title:	Marketing Tourism in a Digital and AI-Powered World	
Subject area / specialization:	Tourism Management, Digital Marketing, Artificial Intelligence & Digitalisation, Innovation in International Business	
Professor:	Dr. Farhad Moghimehfar	Farhad.moghimehfar@viu.ca
	Vancouver Island University	

Course Description and Learning objectives:

Digitalisation and artificial intelligence (AI) are reshaping how tourism destinations, businesses, and global brands connect with travellers and manage customer relationships. From personalised recommendations powered by algorithms to immersive digital campaigns across multiple platforms, technology now drives how experiences are promoted and consumed.

At the same time, these tools raise important questions about ethics, sustainability, consumer trust, and cultural sensitivity. This course provides students with a critical and applied perspective on tourism marketing in the digital and AI era. While focused on tourism and hospitality, the concepts and skills are highly transferable to international business, brand management, and digital strategy more broadly. Students will engage with real-world case studies, interactive workshops, and scenario-based exercises to develop both conceptual understanding and practical skills. Topics include AI-driven customer engagement, digital storytelling, influencer marketing, data analytics, cross-cultural considerations, agentic AI, and the future of sustainable marketing in an AI-powered world.

By the end of the module, students will be able to:

- Analyse how AI and digital technologies are transforming marketing practices in tourism and international business.
- Evaluate opportunities and risks of digitalisation, including ethical and cross-cultural implications.
- Apply digital marketing frameworks and AI-based tools to practical case scenarios.
- Design a marketing concept that integrates digital or AI-driven approaches, including the application of agentic AI.
- Reflect on the future skillsets required for innovation and leadership in global markets.

Description of Content:

Session 1: Foundations of Digitalisation and AI in Marketing

This session establishes the theoretical foundation for the course. It introduces key concepts such as digitalisation, artificial intelligence (AI), machine learning, and agentic AI, highlighting how these technologies are transforming international business and tourism. Students explore how past technological innovations, from online booking systems to mobile apps, have shifted consumer behaviour and industry practices. Through short case vignettes, students analyse examples of digital disruption in tourism, identifying drivers of change and implications for marketing strategy. The session concludes with team discussions linking theoretical concepts to their own digital experiences as consumers and future managers.

Session 2: From Theory to Tools - Customer Engagement and Data Analytics

Building on conceptual foundations, this session moves into practical tools that businesses use to engage customers in the digital era. Topics include AI-driven personalisation, recommendation systems, chatbots, and predictive analytics for market segmentation. Students review real-world examples of tourism brands that successfully implemented (or struggled with) these technologies. Issues of data ethics, consumer privacy, and trust are integrated into the discussion. In a team exercise, students work with a simplified dataset or campaign case to identify how customer insights can be extracted and applied to improve marketing effectiveness.

Session 3: Applied Strategies - Storytelling, Influencers, and Cross-Cultural Messaging
This session focuses on the human side of digital marketing. Students examine how destinations and businesses use digital storytelling to build authentic brand narratives and how influencer partnerships shape travel decisions. Cross-cultural considerations are emphasised, as marketing messages often succeed or fail depending on their resonance with diverse audiences. Students are introduced to frameworks for intercultural communication and branding in international contexts. In teams, they design a short digital storytelling campaign tailored to a specific global market, presenting their strategies for peer critique and instructor feedback.
Session 4: Emerging Practices - Innovation, Agentic AI, and the Future of Marketing
This session explores cutting-edge developments in digitalisation and AI, focusing on innovation and future trends. Students critically analyse applications such as generative AI in content creation, autonomous marketing agents, and immersive technologies (AR/VR) in customer engagement. Case studies from tourism and other industries illustrate both opportunities for innovation and risks such as misinformation, exclusion, or overreliance on automation. Teams engage in a structured debate, taking positions on whether agentic AI will strengthen or undermine consumer trust and sustainable marketing practices. The session closes with synthesis discussions on principles for responsible innovation.
Session 5: Real-World Application - Designing an AI-Enhanced Marketing Concept
The final session integrates knowledge and skills gained throughout the module. In teams, students develop a marketing concept for a tourism destination, event, or business that leverages digitalisation and AI tools. Concepts must demonstrate creativity, strategic thinking, and awareness of ethical and cross-cultural considerations. Teams deliver short presentations of their concepts, followed by peer review and instructor feedback. The session concludes with reflection on future skillsets needed for leadership and innovation in international business, helping students connect course content to their own career aspirations.

Assessment:
This module will follow a <u>Team-Based Learning (TBL)</u> approach, which combines individual accountability with collaborative application. Students will first demonstrate readiness through individual and team-based quizzes, then work together on applied exercises, and finally integrate their learning into a team project and individual reflection.

- **Readiness Assurance Tests (Individual and Team): 20%**
  Early in the module, students complete a short individual quiz on foundational concepts, followed by the same quiz in teams. This ensures each student comes prepared while reinforcing learning through discussion. There will be a total of 4 quizzes.
- **Team Application Exercises: 30%**
  During Sessions 2–4, teams complete structured application activities (data analysis, digital storytelling campaign design, and debate on agentic AI). These exercises are graded on analytical depth, creativity, and integration of ethical and cross-cultural considerations.
- **Final Team Project and Presentation: 40%**
  In Session 5, teams design and present an AI-enhanced marketing concept for a tourism destination or business. Projects are assessed on creativity, feasibility, strategic alignment, and responsible/innovative use of AI.
- **Individual Reflection: 10%**
  Each student submits a brief written reflection (1–2 pages) connecting course content to their personal learning and career goals. This ensures individual accountability and critical thinking.

Teaching Method:

This module will be delivered using a Team-Based Learning (TBL) approach, an evidence-based instructional strategy designed to promote deep learning, critical thinking, and collaborative problem-solving. Unlike traditional lecture formats, TBL shifts the focus from passive knowledge acquisition to active application of concepts in small, permanent teams. Research has shown that TBL improves student engagement, accountability, and learning outcomes across a wide range of disciplines, including management education.

The TBL process in this course includes three core elements:

1. **Readiness Assurance: Each session begins with a short instructor primer (starting in Session 1 and continued in Session 3), followed by an Individual Readiness Assurance Test (iRAT) and a Team Readiness Assurance Test (tRAT). This ensures accountability at both the individual and team level without requiring students to complete pre-class readings. To balance workload in this one-week block format, two readiness cycles will be used (in Sessions 1 and 3), maintaining the same overall assessment weight of 20%.**
2. **Application Exercises: Teams work on complex, real-world problems using the "4S" framework, significant problem, same problem, specific choice, and simultaneous reporting. In this module, such exercises include analysing datasets, designing storytelling campaigns, and debating the implications of agentic AI. These tasks reinforce both conceptual understanding and applied problem-solving.**
3. **Peer Evaluation and Reflection: Students reflect on their contributions and learning while also providing constructive feedback to team members. This encourages accountability, develops professional communication skills, and mirrors the collaborative processes of international business environments.**

This method is particularly appropriate for the topic of digitalisation and AI in tourism marketing, as it requires students to integrate theoretical concepts with applied decision-making in international and cross-cultural contexts. Working in teams reflects the collaborative nature of the business environment, while structured activities encourage the development of transferable skills in leadership, communication, and innovation.

Bibliography:

Books / edited volumes (chapters will be assigned; no full purchases required):

Jerez-Jerez, M. J., Sevilla-Sevilla, C., & Aguiar-Castillo, L. (Eds.). (2025). *The role of artificial intelligence in the tourism and hospitality sector*. Routledge. https://doi.org/10.4324/9781003545125

Correia, R., Martins, M. R., & Fontes, R. (Eds.). (2024). *AI innovations for travel and tourism*. IGI Global. https://www.igi-global.com/book/innovations-travel-tourism/331769

Santos, J. D., Sousa, B. B., & Botelho Pires, P. (Eds.). (2025). *Leveraging digital marketing for tourism: Exploring strategies and applications in contemporary tourism markets*. Springer. https://link.springer.com/book/10.1007/978-3-031-88582-2

Öztürk, A. B., & Hancer, M. (2022). *Digital marketing and social media strategies for tourism and hospitality organizations*. Goodfellow Publishers. https://www.goodfellowpublishers.com/academic-publishing.php?content=story&storyID=445

Lima Silva, Ó., & Santos, J. D. (Eds.). (2019). *Digital marketing strategies for tourism, hospitality, and airline industries*. IGI Global. https://www.igi-global.com/book/digital-marketing-strategies-tourism-hospitality/223464

Journal articles:

López-Naranjo, A. L., et al. (2025). Artificial intelligence in the tourism business: A systematic review. *Frontiers in Artificial Intelligence*. https://doi.org/10.3389/frai.2025.1599391
Núñez, J. C. S., Gómez-Pulido, J. A., & Robina-Ramírez, R. (2024). Machine learning applied to tourism: A systematic review. *Wiley Interdisciplinary Reviews: Data Mining and Knowledge Discovery, 14*(5), e1549. https://doi.org/10.1002/widm.1549
Prasanna, A., Pushparaj, P., & Kushwaha, B. P. (2025). Conversational AI in tourism: A systematic literature review using TCM and ADO framework. *Journal of Hospitality and Tourism Management* (Articles in Press). https://doi.org/10.1016/j.jhtm.2025.101310

Note: **Selected chapters from the listed books will be assigned to students to ensure accessibility and focus. Students will not be required to purchase full volumes; course readings will be made available in accordance with academic resource policies.**

Other excellence modules available for which the syllabi hasn't been received yet.

FURTHER DETAILS WILL BE PROVIDED AT A LATER TIME

Module's title	Professor
Sustainable finance	Marthe HAGAN-LUFF
Intercultural Management	Jane Everett
Marketing Tourism in a Digital and AI-Powered World	Moghimehfar Farhad
Portfolio Analysis	Jun Gao
Conceptual and business modelling in the managerial toolset for digitalization governance	Juan Pablo CONSENTINO

Les modules d'excellence disponibles pour lesquels nous n'avons pas encore les syllabus.