



COURSE CATALOGUE

2025 - 2026

Master in Management 1st Year – DIJON Campus
EXCELLENCE IN PEDAGOGY ELECTIVE
Spring 2025

BSB
BURGUNDY SCHOOL OF BUSINESS

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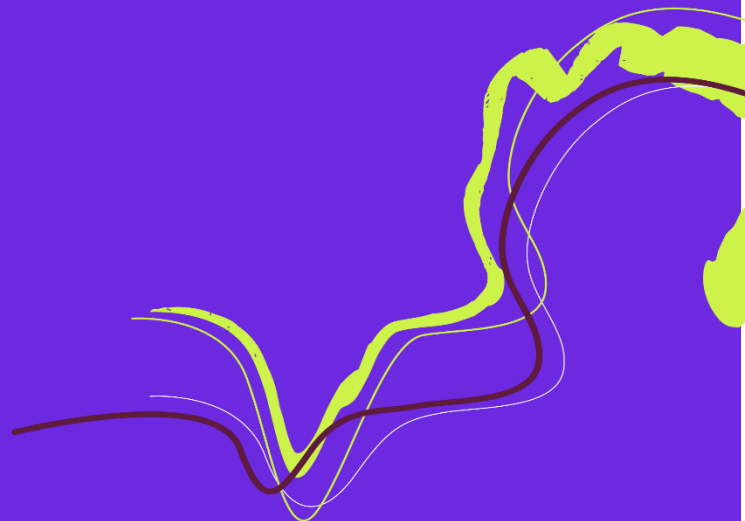
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All course descriptions are provisional and can be subject to change.

WEEK 1, JANUARY

12 TO 16



Module's Title:	Strategy, people and performance	
Subject area / specialisation:	Human Resource	
Professor:	Dr. Bruno H. Rocha Fernandes.	bruno.fernandes@fdc.org.br
	Fundação Dom Cabral, Brasil	
Learning objectives:		
• Interpret and understand the concept of Strategic Human Resource Management (SHRM) in terms of its inception, development and current business practices. • Analyze SHRM frameworks and its relation to theories like Resource Based Theory, Core Competence and other. • Identify SHRM and its state of art practices like recruitment & hiring, performance appraisal, training & development, career & succession, compensation. • Evaluate the High-Performance Working Systems concept and its theoretical and practical implications. • Analyze if and how SHRM adds value to organizations through performance improvement in a variety of dimensions.		
Description of Content:		
Strategic human resource management. Competences: concepts and trends. Conceptual Background: Resource Based View, Path Dependence. Organizational competence: concepts, criteria, examples; resources; implications (strategy, internationalization, knowledge management, organizational culture, etc.). Individual competency: concepts (capacity and delivery, work levels). Relations with Organizational competence. Competency management models. Relations with people management processes: evaluation, training & development; Corporate University, succession and career, recruitment and selection, and compensation. Competency and organizational performance: relationship with balanced scorecard perspectives. High performance working systems (HPWS). Institutionalization of competency management mode • Session 1 : Strategic Human Resource Management (SHRM): origins, development and today. • Session 2: Framework for integrating strategy and HRM : competence models • Session 3: Performance Management : contemporary practices • Session 4 : Organizational and personnel development : models and practices • Session 5 : SHRM effectiveness : case studies		
Assessment:		
▪ 50 %: individual position paper ▪ 50 % team based case study resolution		
Teaching Method:		
The course will be taught using a variety of pedagogical techniques including readings, lectures, seminars, case studies and in-class discussions.		

Bibliography:

Basic:

- AUDENAERT, Mieke; VANDERSTRAETEN, Alex; BUYENS, Dirk; DESMIDT, Sebastian. Does alignment elicit competency-based HRM? A systematic review. *Management Revue*. 2014, Vol. 25 Issue 1, p5-26. 22p.
- BUCKINGHAM, Marcus; GOODALL, Ashley. Reinventing Performance Management: How One Company Is Rethinking Peer Feedback And The Annual Review, And Trying To Design A System To Fuel Improvement. *Harvard Business Review*. Apr 2015.
- CHARAN, R.; DROTTER, S.; NOEL, J. THE LEADERSHIP PIPELINE: How to Build the Leadership-Powered Company, 2001.
- FERNANDES, B. H. R.; SILVA, F. S. B.; SARTORI, R. V. Growing Fast and Profitably in the Highly Competitive Telecom Industry: The Case of GVT . *Administração: Ensino e Pesquisa*, v. 19, n. 2, p. 340-380, 2018.
- KAUFMAN, B. Evolution of Strategic HRM as Seen Through Two Founding Books: a 30th Anniversary Perspective on Development of the Field. *Human Resource Management*, May–June 2015, Vol. 54, No. 3. Pp. 389–407

Complementary:

- AUFSEß, D. K., SMUKALLA, M., ABT, M. Towards a New Training Transfer Portfolio: A Review of Training-related Studies in the Last Decade. *Zeitschrift für Personalforschung*, 23(4), 2009, 288-311
- BARNEY, Jay. Firm Resources and Sustained Competitive Advantage. *Journal of Management*. Mar 1991, Vol. 17 Issue 1, p99. 22p
- BISWAS, M. K. & SUAR, D. (2016). Antecedents and consequences of employer branding. *Journal of Business Ethics*, 136 (1), 57-72.
- BROUSSEAU, K. R., DRIVER, M., HOURIHAN, G., LARSSON, R. The Seasoned Executive's Decision-Making Style, *Harvard Business Review*, Feb. 2006, p. 111-121.
- CAMPION, Michael.; FINK, Alexis A.; RUGGEBERG, Brian J.; CARR, Linda; PHILLIPS, Genevan M.; ODMAN, Ronald B. *Personnel Psychology*. Spring2011, Vol. 64 Issue 1, p225-262. 38p.
- JAQUES, E. In Praise of Hierarchy. *Harvard Business Review*, Jan-Feb, 1990, p. 127-133.
- LE DEIST, Françoise Delamare; WINTERTON, Jonathan. What Is Competence? *Human Resource Development International*, Mar 2005, Vol. 8 Issue 1, p27-46, 20p.
- MUSCA, G. Strategizing In Dynamic Environments: From Micro-experimentations To New Competences. 23rd Egos, 2007. (La construction de compétences dans l'action. *Revue Française de Gestion*. Mai 2007, Issue 174, p93-113. 21p.)
- PICHLER, Saun. Social context of performance appraisal and appraisal reactions. *Human Resource Management*, september–october 2012.
- PIKETTY, Thomas. *Le capital au XXI siècle*. Editions de Seuil, 2014.
- PRAHALAD, C. K.; G. HAMEL. The core competence of corporations. *Harvard Business Review*, mai-jun, 1990).
- PULAKOS, E. D.; MUELLER, Hanson R., ARAD, S.; MOYE, N. (2015). Performance management can be fixed: An on-the-job experiential learning approach for complex behavior change. *Industrial and Organizational Psychology: Perspectives on Science and Practice*, 8, 2015, p. 51-76.
- REDMOND, E. (2013). Competency models at work: the value of perceived relevance and fair rewards for employee outcomes. *Human Resource Management*, 52(5), 771-792.
- ROTHWELL, William J. Replacement planning: a starting point for succession planning and talent management. *International Journal of Training & Development*. Mar2011, Vol. 15 Issue 1, p87-99. 13p.
- STROHMEIER, STEFAN. Digital human resource management: a conceptual clarification. *German Journal of Human Resource Management*. Mar 2020, p. 1 -21.
- WRIGHT, P., GUEST, D., PAAUWE, J. Off The Mark: Response to Kaufman's Evolution. *Human Resource Management*, May–June 2015, Vol. 54, No. 3. Pp. 409–415.

Module's Title:	Bootcamp in Entrepreneurship: The Lean Startup	
Subject area/specialisation:	Marketing Management / Branding	
Professor:	James W. Wolfe	jwolfe7@gmu.edu
	George Mason University	
Course description and Learning objectives:		
This bootcamp in entrepreneurship is designed as an introduction to the Lean Startup Methodology and the entrepreneurial process. Topics will include screening the opportunity, creating new ventures, the Lean Startup, evaluating the entrepreneurial team, financing, and exit strategies. The centerpiece of this course is developing a brief Feasibility Study Plan for an actual idea or technology you may be interested in pursuing someday. Students will explore a concept or technology for their Feasibility Study, and spend the rest of the module researching their business ideas and planning a more in-depth study, which can be completed after the bootcamp. The subject may be a new concept developed by the student, or an existing idea (or IP) taken from something you have read or seen.		
Learning Objectives: This course is for anyone who plans to participate in the creation, management, financing, or sale of a new venture. Emphasis will be placed on the start-up business, but we will also apply the Lean Startup Methodology to corporate innovation. Upon completion students should comprehend the language of entrepreneurship; be familiar with the new venture process; understand the distinctions between managerial and entrepreneurial behaviors; and be qualified to join an entrepreneurial team applying the Lean Startup Methodology.		
Description of Content:		
Day 1: Class Introduction; Students and Faculty; Analyzing a case; Managing the Entrepreneurship Process, Opportunity Recognition; Feasibility Analysis; Competitors		
Day 2: Developing an Effective Business Model; the Lean Startup; Writing a Business Plan, Legal Organization & Intellectual Property		
Day 3: Introduction to Fundraising; Dilution, Angel Capital, VC, & Private Equity; Loan Financing; Crowdfunding		
Day 4: More Venture Capital; Term Sheets; Review of Business Valuation, Business Ethics; Lifestyle Planning; Planning Your Feasibility Study.		
Day 5: Tweaking Your Feasibility Study Plan, Wrapping Up; Conducting Your Feasibility Study		
Assessment:		
Working individually, students will prepare a Feasibility Study Plan (Maximum 8 pages, not including appendices). The Plan will outline the concrete next steps (after the course) to complete a comprehensive Feasibility Study of the student’s final, selected business idea. In addition, students will be expected to participate actively in class discussion, including case analyses, each day of the Bootcamp.		
Students should note that discussion participation is not a trivial part of the course, and includes group discussions of the readings, cases, films, and other students’ plans.		

Teaching Method:

We meet daily in-person for one week. The professor will be available for synchronous (person-to-person, real time) online chats via Zoom before the course, and in the evenings. We will treat this course as a graduate seminar. There is no required textbook. The course will use practitioner-oriented articles that are available from the GMU digital library (online) or Harvard Publications (available to purchase). Cases discussed will include mostly those developed by the professors affiliated with the George Mason University Center for Innovation and Entrepreneurship focusing on entrepreneurial start-up firms. Outside videos have been selected from Linked In Learning, YouTube, and the instructor's own recorded work. Note: the professor should be viewed as facilitator to your learning, and not as an oracle.

The course will culminate in the preparation of a written plan to conduct your own Feasibility Study for a serious idea that may interest you. Class work will center on analysis of the cases, and your ongoing work to analyze your own business concept for your eventual Feasibility Study. Each day students will be expected to attempt to interview several potential customers, partners, or suppliers for their concept (completing about a dozen over the week), and report regularly on their findings. This is an intensive bootcamp experience, with students expected to complete some assignments before the course, and during each evening.

Bibliography:

- Outsourcing Business Processes for Innovation by Mary C. Lacity; Leslie P. Willcocks. Sloan Management Review, 2013.
- Beware the Next Big Thing by Julian Birkinshaw. Harvard Business Review, 2014.
- Opportunity Recognition and Breakthrough Innovation in Large Established Firms by Gina Colarelli O'Connor; Mark Rice. California Management Review, 2001.
- So, You Want to Be an Entrepreneur? Lessons from the Entrepreneurship Bootcamp for Veterans with Disabilities by F. Randy Blass; David Ketchen Jr. Business Horizons, 2014.
- What Entrepreneurs Get Wrong by Vincent Onyemah; Martha Rivera Pesquera; Abdul Ali. Harvard Business Review, 2013.
- Why the Lean Start-Up Changes Everything by Steven G. Blank. Harvard Business Review, 2013.
- How to Write a Great Business Plan by William A. Sahlman. Harvard Business Review, 1997.
- Note on Bank Loans by Scott P. Mason; Susan L. Roth. Harvard Business Review, 1991.
- Bootstrap Finance: The Art of Start-Ups by Amar V. Bhide. Harvard Business Review, 1992.
- Solving the Puzzle of the Cash Flow Statement by Julie H. Hertenstein; Sharon M. McKinnon. Harvard Business Review, 1997.
- Democratizing Innovation and Capital Access: The Role of Crowdfunding by Ethan Mollick; Alicia Robb. Harvard Business Review, 2016.
- Note on Building a Financial Model by Dennis Rohan; Alexander Tauber. Harvard Business Review, 2005.
- Note on the Initial Public Offering Process by: Josh Lerner. Harvard Business Review, 199

Module's Title:	International Finance							
Subject area / specialisation:	Open macroeconomics, international capital flows							
Professor:	Mojmir Mrak	mojmir.mrak@ef.uni-lj.si						
	Ljubljana University, Faculty of Economics, Slovenia							
Learning objectives:								
The main objective of the module is to give participants a focused overview of international finance issues at the global level. The course is designed to combine both practical and theoretical approaches to global finance. Students will be put into positions of various players in international finance (foreign direct and/or portfolio investor, creditor, government of the recipient country, multilateral financial institution, etc.). The mathematical context of the course will be kept to a minimum, with the main focus being on institutional aspects as well as on practical application. After the module, participants are expected to understand main international finance concepts, their relationship to other macroeconomic aggregates as well as institutional aspects of international finance and capital flows at the global level. More specifically, participants will be able: • to understand key concepts in international finance, • to demonstrate ability to analyse international finance problems and to write issue papers on this subject, and • to present ideas on international financial issues in a clear, concise and professional manner								
Description of Content:								
The module consists of three main parts. • It will start with the examination of the two main concepts in international finance, namely (i) balance of payments, and (ii) exchange rates. This introduction is needed for an analysis of the concept and evolution of the international monetary system and of the international financial governance problems. • The second part of the module is aimed at two specific risks in international finance, namely (i) foreign exchange risk and (ii) country risk. • Within the third part of the module, a selected number of specific international finance issues will be analysed in some depth. This will include (i) financial crises – the current one and its crossover with the crises in the 1990s, and (ii) international capital flows to emerging economies through official flows (multilateral financial institutions) and private flows (selected financial instruments, such as syndicated loans and bonds).								
Assessment:								
The final grade will be composed on the following three components: <table><tr><td>• Class participation</td><td>10 %</td></tr><tr><td>• Daily home assignments</td><td>30 %</td></tr><tr><td>• Final Exam</td><td>60 %</td></tr></table> Students will be assessed • on their knowledge on the content domain of international finance, • on their ability to understand and analyze the issues presented in their home assignments, and • on the quality of presentations in class discussions, the written reports and the examination questions; by quality in this context we mean the clarity and persuasiveness of each bit of work.			• Class participation	10 %	• Daily home assignments	30 %	• Final Exam	60 %
• Class participation	10 %							
• Daily home assignments	30 %							
• Final Exam	60 %							

Teaching Method:

The module will be carried out as a combination of lectures, exercises and home assignments to be done by the participants. Each day, participants will be asked to do home assignments while written exam will be done on Friday.

The reading assignments will be set to the participants for each of the lectures. Participants are expected to stay current in their reading assignment preparation before class, to regularly attend class and to participate actively in the class discussions.

Bibliography:

- Eiteman, David and Stonehill, Arthur and Moffett, Michael. *Multinational Business Finance*. Pearson Education, 2013, selected chapter(s).
- Calvo, Guillermo and Mishkin, Frederic. *The Mirage of Exchange Rate Regimes for Emerging Markets*. NBER Working Paper No. 9808.
- Mrak, Mojmir. *Global Imbalances and Global Governance*. European Parliament.
- Shapiro, Alan. *Multinational Financial Management*. Wiley, 2010, selected chapter(s).
- Baldwin, Richard and Wyplosz, Charles. *The Economics of European Integration*. McGraw Hill, 2015, selected chapter(s).
- Allard, Celine and others. *Towards a fiscal union of the Euro area*. IMF staff discussion note.
- Clark, Ephraim and Levasseur, Michel and Rousseau, Patrick. *International Finance*. Chapman Hill, selected chapter(s)

Module's Title:	Corporate Social Responsibility	
Subject area / specialisation:	Strategic Management and Corporate Social Responsibility	
Professor:	Dr. Chinedu Ochie	c.ochie@northumbria.ac.uk
	Northumbria University, Newcastle, UK	
Learning objectives:		
Corporate Social Responsibility (CSR) is one of the key challenges facing contemporary commerce. This module takes an organisational perspective to help students understand how to manage organisational performance, not only in financial terms but also in terms of its social and environmental responsibilities. In other words, how to manage a ‘triple bottom line’ lies at the heart of this module. Through examining real-world organisations, through case studies and research-led activities, this module allows students to critically analyse and evaluate current practice and discuss practical ways that organisations can respond to the corporate responsibility agenda. After participating in the module, the students would be able to critically evaluate the factors that underpin an organisation’s success (or otherwise) in managing the triple bottom line. Also, the students would have learned how to use appropriate frameworks to analyse research material and draw useful conclusions.		
Description of Content:		
Session 1 : Introduction to CSR Session 2: The Triple Bottom Line (TBL) theory/concepts Session 3: Triple Bottom Line and Sustainable Supply Chain Session 4 : Incorporating Sustainability in Business Strategy Session 5 : Module review and assessment		
Assessment:		
100% individual assignment		
Teaching Method:		
First, the students will be provided with a teaching and learning plan (TLP) which outlines the formal sessions including lectures (1 hour), and seminars (2 hours), and the tutor-guided independent learning activities. This means that the students will learn through a combination of lectures, seminars, and tutor-guided independent learning. The lectures will be used to introduce theories, concepts, and frameworks. Tutor-guided independent learning will encompass a range of activities such as further academic reading, pre-preparation, exercises, and tutorials. Seminars will give students the opportunity to learn how to use the material introduced in lectures to analyse and evaluate the extent to which organisations are successful in managing the triple bottom line. The module will be assessed by an individual assignment of 1000 words that will focus on an analysis and evaluation of a real-world organization. It will be submitted at the end of the module. Formative assessment will take place through group work, reflection, case study activity, and theory/practice-related discussions. The individual assignment will be marked and returned with annotated comments directly related to the assessment task. Students will also be provided with a written comment on actions to be taken to improve performance in assessment overall.		

Bibliography:

Carroll, A. B. (2008). A history of corporate social responsibility: Concepts and practices. The Oxford handbook of corporate social responsibility, 19-46.

Elkington J. (1997) Cannibals With Forks: the Triple Bottom Line of 21st Century Business. Oxford : Capstone. Kramer. (2007). Strategy and Society: The link between competitive advantage and corporate social responsibility-Reply. Harvard Business Review, 85(4), 133-133

Laasch, O and Conway, R (2015), Principles of Responsible Management. Stamford, USA : Cengage Learning.

Pagell, M., & Wu, Z. (2009). Building a more complete theory of sustainable supply chain management using case studies of 10 exemplars. Journal of supply chain management, 45(2), 37-56. Peng, M. W. (2016). Global business. USA : Cengage learning Porter, M. E., & Kramer, M. R. (2011). Creating shared value: Redefining capitalism and the role of the corporation in society. Harvard Business Review, 89(1/2), 62-77. Van Zanten, J. A., & Van Tulder, R. (2018). Multinational enterprises and the Sustainable Development Goals: An institutional approach to corporate engagement. Journal of International Business Policy, 1(3-4), 208-233. Werther Jr, W. B., & Chandler, D. (2010). Strategic Corporate Social Responsibility: Stakeholders in a global Environment. Sage

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

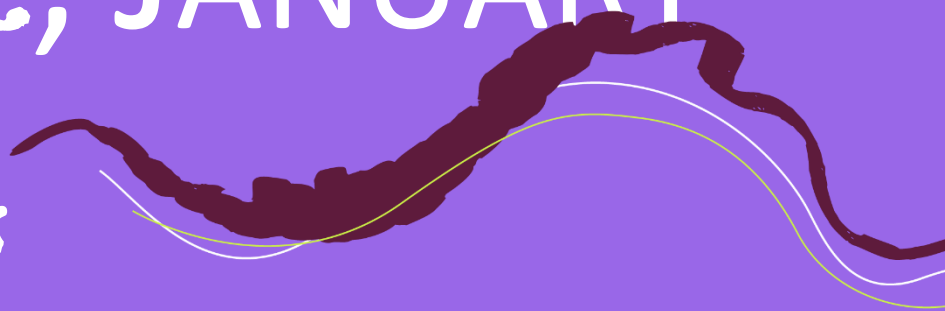
FURTHER DETAILS WILL BE PROVIDED AT A LATER TIME

Module's title	Professor
Building Strong Brands	Sianne Gordon - Wilson
Business Opportunities in Emerging Markets	Anthony Kuo
Advertising and media strategy	Sianne Gordon - Wilson
Luxury	Parc Jung Kun

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

WEEK 2, JANUARY

19 TO 23



Module's Title:	Automation, Artificial Intelligence (AI) and Multinational Business	
Subject area / specialisation:	Technology Management	
Professor:	Dr. Hakeem M. Mohsin	hakeem_mm@gsm.nucba.ac.jp
	NUCB Business School, Japan	
Learning objectives:		
By the end of the course, students will be able to:		
• Understand the implications of automation technology based on "Artificial Intelligence" (AI) • Explore the idea of “workforce of the future” and tackle the issues related to education, training, and support. • Understand how digital companies create value and expand the scope by leveraging data and analytics. • Develop an awareness of disruptive technologies changing market dynamics. • Understand the strategic moves by organizations to tackle advanced technologies in their core business areas.		
In addition to theme-based learning goals, students are expected to,		
• Analyze and evaluate, concepts, theoretical knowledge, and actual business situations. • Establish the link between theory and case situations.		
Description of Content:		
Artificial Intelligence (AI) is transpiring as a soul of lifeless machines, putting them to work while making them aware of their own surroundings. Organizations are forced to reconsider their business models and adapt hastily in the age of automation and "Artificial Intelligence". The change can be impeding not only companies but for governments and people alike. AI-is-a-magic hype and associated uncertainty constrain its application in, and growth prospects of different industries. The course is designed to recast the focus on AI while considering the business implications and successful application of technology in retail, banking, financial services, telecom, and automobile sectors. AI creates opportunities for new business structures, processes, and strategies to compete. Our case discussions will be about multinational corporations facing and responding to the industrial transformation due to big data, artificial intelligence, modern automation, robotics, and platform revolution. - Session 1 : Theme: Understanding Modern Automation Intended Takeaways • Understand the implications of automation technology based on "Artificial Intelligence" (AI) • Analyze the trends leading to the surge in AI and applications. • Explore the limitations of the technology • Discuss the key concerns about the AI technology - Session 2 : Theme: Digital Transformation and Retail Case 1: To Be Decided Intended Takeaways • Explore the idea of “workforce of the future”. • What does the adoption of automation technology mean for low-skill workers? • Discuss the possibility automation of low-skill tasks,		

- Explore the process of transforming a large retailer's strategy for 21st century ecommerce competition

- Session 3 :

Theme: Platform Strategies

Case 2: **To Be Decided**

Intended Takeaways

- Understand how digital companies create value and expand scope by leveraging data and analytics.
- Learn how digital innovation helps fill institutional voids.
- Understand impact of regulations on growth trajectory.
- Explore how network properties such as network effects and network bridging affect a platform's ability to sustain growth.

- Session 4 :

Theme: Managing the Technology Transition and Services

Case 3: **To Be Decided**

Intended Takeaways

- What are the implications of adopting AI across an organization?
- Explore the implications of AI adoption across business operations? How does AI enable value creation for customers?
- Discuss the implications of the firm-level adoption of these technologies for individuals and within a broader economy and how might local workforces and policymakers respond?

- Session 5 :

Theme: Managing The Industrial Transition

Intended Takeaways

- Understand how disruptive technologies change market dynamics.
- How to prepare for significant technological change in an industry.
- Understanding the evolution of industries, ethical standards and adaptability of MNCs.

Assessment:

- Class Participation 40 %
- Pre-assignment and Reflective report 20 %
- Case Assignments 40 %

There is "No Final Exam".

Class Participation Grading

Grading of your class participation is based on,

1. Quality - The comment should advance our understanding of the topic at hand instead of rephrasing or repeating other's comments)
2. Relevance – Tackle the question being raised
3. Frequency – You should participate in each session, depending on the number of participants you may need to raise your hand multiple times to participate actively.

Teaching Method:

Course Approach

Readings (cases or discussion material) are provided beforehand and assigned for each class; Participants are required to prepare for at least *three hours per case study* in this course. The emphasis will be on student responsibility for learning through active application of course content in case studies,

exercises, etc. and through active participation in class discussions. Active participation and preparation for class are requirements for this course.

Assignments

There is a pre-assignment, five case assignments, and a reflection essay.

Final Exam. There is “No Final Exam” in the course.

Bibliography:**Required Course Materials****Case Studies**

3 Case Studies

Reports

- McKinsey & Company, Jobs lost, jobs gained: What the future of work will mean for jobs, skills, and wages, December 2017.
- McKinsey & Company, “Industry 4.0: How to navigate digitization of the manufacturing sector,” April 2015.

Additional Course Materials**Books**

- Agrawal, Ajay, Gans, Joshua S., and Goldfarb, Avi., *Prediction Machines*, Harvard Business Review Press, 2018.
- Thomas H. Davenport, *The AI Advantage*, The MIT Press, 2018.
- Paul R. Daugherty, H. James Wilson, *Human + Machine: Reimagining Work in the Age of AI*, Harvard Business Review Press, 2018.
- Hod Lipson and Melba Kurman, *Driverless*, The MIT Press, 2016.

Module's Title:	Responsible Marketing	
Subject area/specialisation:	Marketing	
Professor:	Prof. (Dr.) Fauzia Jabeen	fauzia.jabeen@adu.ac.ae ; drfauziaadu@gmail.com
	College of Business, Abu Dhabi University, Abu Dhabi, UAE	

Course description and Learning objectives:

The module aims to encourage students to think strategically about how marketing can help organisations develop successfully a sustainable competitive advantage and can be an important element of strategic change. The course emphasizes the need for a new strategic decision-making approach within a firm based on the Responsible Marketing Orientation. The module aims to encourage the students to think strategically about the links between Marketing and Responsible Business. Students will have the opportunity to develop their analytical, critical and creative skills that are important for future business leaders.

Upon successful completion of this course, students will be able to:

1. Understanding the basic concepts of what constitutes responsible marketing.
2. Understanding the theory and practice of responsible business and management in an international context
3. Applying the methods that marketers can use to market their products and services in a sustainable and responsible way.

Description of Content:

Session 1: Introduction to Marketing Strategy, Responsibility and Sustainability: Defining strategy, sustainability and responsibility in business, the role of responsible marketing in contemporary organizations.

Session 2: Marketing Audit: How to Identify trends that impact on Business and the Society

- To consider the importance of marketing audit upon business strategy.
- To review the importance of the internal and external marketing environments
- To consider appropriate tools for an internal and external environment analysis tools

Session 3: Consumer Behaviour and Sustainable Consumption

- Consumer (B2C) Behaviour and Decision-Making Process
- Individual internal human influences and other human factors
- The elusive sustainable consumer
- Sustainable consumer behaviour
- Organisational buying behaviour, the B2B market
- Social and environmental Influences on business buyers

Seminar: To consider the importance of marketing auditing into today's fast paced business world. To consider how businesses can adopt a responsible marketing approach through the use of marketing intelligence.

Session 4: Responsible Marketing Research and Planning for Sustainable Competitive Advantage

- Responsible marketing research: Why is it important? What research can I do? How do I do marketing research?
- SMART objectives
- Sustainable Segmentation, Targeting and Positioning
- Enablers and barriers to Responsible Marketing Strategies

Session 5: Relationship Marketing for Sustainable Competitive Advantage

- Defining Relationship Marketing

- Customer Relationship Management and Relationship Marketing
- Benefits of Relationship Marketing for sustainable competitive advantage
- **Future themes and issues:** Consumer empowerment, Ethics and Responsible Marketing, Socially responsible international businesses

Assessment:

The module has three points of assessment:

This will require students to research information about an industry and a company of their choice, propose a new product/service, and by using the appropriate Marketing frameworks and tools, to develop a strategy that would enable the successful introduction of this new product/service in the marketing and propose future strategic actions to maintain its sustainable competitive advantage.

- a) Group Critical Thinking Activity (20%) and
- b) Group assignment- Part 1 (Presentation) (20%) and Part 2 (40% + 10%)
- c) 10% Class participation

Teaching Method:

The instructor expects students to be active recipients of information and owners of their learning process. Activities will include lectures, (computer) exercises, and work sessions. Assessments are group and individual-based. Students participate in various forms of presenting and analyzing information such as small group discussions, audio visual aid presentations, classroom experiments, etc. Students read the textbooks or other assigned **reading before coming to class** and participate in the critical evaluation of the material through small group and class discussion and individual writing

Bibliography:

Richardson, N.(2019). Sustainable Marketing Planning. Routledge

Journal(s)/ Suggested Readings

1. de Ruyter, K., Keeling, D.I., Plangger, K., Montecchi, M., Scott, M.L. and Dahl, D.W., 2021. Reimagining marketing strategy: driving the debate on grand challenges. *Journal of the Academy of Marketing Science*, pp.1-9.
2. Sana, S. S. (2020). Price competition between green and non green products under corporate social responsible firm. *Journal of retailing and consumer services*, 55, 102118.
3. Kotler, P. (2011). "Reinventing marketing to manage the environmental imperative", *Journal of Marketing*, 75(4), 132-135.
4. Richardson, N., 2022. How new sustainability typologies will reshape traditional approaches to loyalty. *Italian Journal of Marketing*, pp.1- 27.
5. Sheth, J.N. and Parvatiyar, A., 2021. Sustainable marketing: Market-driving, not market-driven. *Journal of macromarketing*, 41(1), pp.150-165.
6. Varey, R. J. (2010). "Marketing means and ends for a sustainable society: A welfare agenda for transformative change", *Journal of Macromarketing*, 30(2), 112-126.
7. Žabkar, V., Koklič, M. K., McDonald, S., & Abosag, I. (2018). Guest Editorial: In Search of Sustainable and Responsible Consumption. *European Journal of Marketing*, 52(3/4), 470-475
8. Ioannou, I., Kassinis, G., & Papagiannakis, G. (2022). The impact of perceived greenwashing on customer satisfaction and the contingent role of capability reputation. *Journal of Business Ethics*, 1-15

Module's Title:	Strategic Management and Business Model	
Subject area / specialisation:	Management / Strategic Management	
Professor:	Bongjin Kim	bkim432@ewha.ac.kr
	EWha Womans University, College of Business, South Korea	
Learning objectives:		
This course is designed to help students gain knowledge of the fundamental principles and theories of strategic management to understand the competitive forces facing a firm, to assess the attractiveness of the industry, and to identify potential sources of competitive advantage and disadvantage of a firm from the point of view of the practicing general manager. The key focus of this course is on the creation and maintenance of the long-term health of the entire firm or a major division of a corporation. As such, this course is concerned with strategic decisions, and with both the content of those decisions and the process by which general managers position the businesses and allocate resources in the face of competition and uncertainty. This means that this course stresses the determination of strategic direction and the management of the strategic process.		
▪ Develop knowledge and skills to apply course material/learning to improve strategic thinking, problem solving skills, and management decisions in the real world. ▪ Understand fundamental principles, various tools, theoretical views, and ethical/leadership issues of strategic management to analyse the competitive forces, assess the attractiveness of the industry, evaluate and develop the critical resources and capabilities, and gain and sustain a competitive advantage. ▪ Develop skills to critically analyse and evaluate strategic issues and problems, arguments, and point of view for successful formulation and implementation of strategy both quantitatively and qualitatively. ▪ Understand the importance of business model innovation in association with strategic management in creating a sustainable competitive advantage		
Description of Content:		
• The concept of strategy • Business model and innovation • The sources and dimensions of competitive advantage • Industry analysis and competitive dynamics • Core capabilities and core competences/capabilities • Vertical integration and diversification strategy		
Assessment:		
▪ Case Analysis/Presentation – Team Task (40%) ▪ Test (40%) ▪ Class Participation (20%)		
Teaching Method:		
▪ Lecture ▪ Case Discussion		
Bibliography:		
▪ Text: Not required ▪ 3 Cases - To be announced		

Module's Title:	The Psychology Behind Consumer Behavior	
Subject area / specialisation:	Consumer Behavior / Marketing / Business	
Professor:	Juliana COSTA	juliana.noschang@pucpr.br
	Pontificia catholic university of Parana, Brasil	
Learning objectives:		
• Gain understanding of the psychological factors that impact consumer behavior. • Apply relevant consumer behavior theories in understanding the impact of marketing strategies and reasons for why consumers behave the way they do. • Develop critical and reflexive understandings of the nature of consumption, markets and culture.		
Description of Content:		
This course is based on theories developed in psychology and builds a bridge to marketing. The conceptual framework of the course breaks the causes of behavior up into types of psychological responses (i.e., mental mechanisms), such as, perceiving, reasoning, feeling, learning, or remembering. These psychological responses intervene between the marketing mix (input) and the behavior of consumers, such as purchase or usage (output). The psychological responses hence provide a framework as to why certain marketing inputs lead to certain outputs, that is, a framework to derive strategically relevant consumer insights. The course also reviews a range of simple but powerful “levers” (inputs) that can influence consumer behavior in unexpected ways. • Session 1 : Perception, motivation and beliefs. • Session 2: Attitudes and Learning. • Session 3: Self and self-concept • Session 4 : Personality and Lifestyle • Session 5 : Impact of variables on consumption decisions and psychographic segmentation		
Assessment:		
• 80% Group Assignments (group) • 20% Final Exam (individual)		
Teaching Method:		
- Lectures - Role Play and Simulation - PBL (Problem Based Learning) in real context situations - Inverted Classroom - Peer-based learning		
Bibliography:		
Eysenck, M. W, & Keane, M. T. Cognitive psychology: a student’s handbook (Eighth edition). Routledge, 2020 Gazzaniga, M. S., Ivry, R. B., Mangun, G. R., & Gazzaniga, R. A. Cognitive neuroscience: the biology of the mind (Fifth edition). W. W.Norton & Company, 2019. Kotler, P. and Keller, K. Marketing Management. 15th ed. Harlow: Pearson, 2016 Solomon, M. Consumer Behavior: Buying, Havind and Being (12th edition), Pearson, 2016. Solomon, M. Consumer Behavior: Buying, Havind and Being Global Edition, Pearson, 2017. Solomon, M. and Lowrey T. M. The Routledge Companion to Consumer Behavior, Routledge, 2020. Sternberg, R. J., & Sternberg, K. Cognitive psychology (7th edition). Cengage Learning, 2017.		

Module's Title:	Financial Assets Valuation in Developing Countries: when reality clashes textbook knowledge	
Subject area / specialisation:	Finance	
Professor:	Dr Adolfo Zuberbuhler	azuberbuhler@pampaenergia.com
	Universidad del CEMA, Argentina	
Course Description and Learning objectives:		
The course is designed to give the basic valuation techniques for different asset types and then apply them in real cases in the Argentine market. We will see that many of the assumptions in the theory do not exist in real life, specially, in developing countries like Argentina. We will study and provide evidence of it. We will recap basic statistics and financial toolkit to properly compute risk and return measures. We will study the Modern Portfolio Theory from Markowitz to multiple factor models and apply the theory in actual portfolio selection on a range of Argentine assets portfolios. We will also analyze fixed income valuation, risk and return measures and test the theory in light of Argentina’s recent default of its debt. Lastly, we will introduce the valuation techniques for derivatives and the anomalies that occur in countries with limited capital flow due to government controls and regulations. The course has a double objective: on one hand, students will learn the theory and the basic knowledge of asset valuation techniques of the main asset classes; on the other, they will apply this tools on real case examples in developing economies, mainly Argentina. Which offers a nice field case due to its constant financial struggles. In this way, they will test textbook knowledge with reality in stressed economies.		
Description of Content:		
Session 1. Financial mathematics. Time value of money, interest rates and discounted cash flows, measures of return and volatility. Introduction to the different financial assets. Computing stock returns. Case Study: arbitrage opportunities between local stocks in Argentina and their ADR. Session 2. Fixed Income Valuation. Different FI instruments. How to value a bond: price and YTM. Compute bond return and risk measures (i.e. Duration, Modified Duration and Convexity). Construction of yield curves. Case Study : Valuation of Argentina’s defaulted debt exchange proposal. Session 3. Modern Portfolio Theory : Markowitz and the efficient frontier; Tobin and the separation theorem; Sharpe and Treynor and the CAL, CAML and CAPM; French and Fama and the multi-factor models. Session 4 : Applying the modern portfolio theory. Cost adjusted returns. Risk adjusted returns. Risk adjusted return measures. Case Study : Choosing between different Argentine stock portfolios applying risk adjusted analysis. Session 5 : Futures and Forwards. Description and differences between futures and forwards. How to obtain a future price and the no arbitrage theory. Pricing forward contracts. Swaps (only if time allows). Case Study : currency future contracts in Argentina and their no-arbitrage.		
Assessment:		
• 40% student’s participation in case studies and assignments • 60% final exam		

Teaching Method:

During the morning classes the theory will be presented. Class presentations will cover all the content needed. However, special readings will be assigned to strengthen concepts. Also, optional readings will be presented for those willing to explore more on any given subject. During the afternoon classes we will apply and test the theory in case studies and exercises. Active participation of students is expected specially in the case studies. Students have to take a final multiple-choice exam that will test all the content.

Bibliography:

Ross, Stephen et al. "Corporate Finance", Mc Graw Hill 12th Edition
Hull, John C. "Options, Futures, and Other Derivatives", Prentice Hall 5th Edition
Javier Estrada, FT Guide to Understanding Finance, Financial Times Guides, 2011
Simon Benninga, "Financial Modeling", 4th edition
Carol Alexander, "Market Risk Analysis", Book 1 (Quantitative Methods in Finance)
Tobin, J., "Liquidity Preference as Behavior Towards Risk". Review of Economic Studies, February 1958, pp. 65-86.
Sharpe, W., "Capital Asset Prices – A Theory of Market Equilibrium Under Conditions of Risk". Journal of Finance XIX (3) (1964), pp. 425-442.
Markowitz, H.M., "Portfolio Selection". The Journal of Finance, Vol. 7, No. 1 (March 1952), pp. 77-91.
Markowitz, H.M., "The Optimization of a Quadratic Function Subject to Linear Constraints". The RAND Corporation, P-637 (June 1955).
E. Fama, K. French. Common risk factors in the returns on stocks and bonds, Journal of Financial Economics, 1993.
https://mba.tuck.dartmouth.edu/pages/faculty/ken.french/data_library.html

Module's Title:	Luxury Branding Management	
Subject area / specialisation:	Marketing	
Professor:	Ian Phau	ian.phau@cbs.curtin.edu.au
	Curtin University, Curtin Business School, Australia	
Learning objectives:		
- To have the necessary knowledge and skills to understand the strategic role of design in the marketing processes of luxury goods and services - To examine the formulation and implementation of marketing communications in respect of luxury companies - To examine concepts, models and trends that impact luxury in the retail environment		
Description of Content:		
Block 1: “Luxury Branding Fundamentals”		
- The antecedents of the consumption of luxury goods - The anti-laws of luxury marketing		
Block 2: “Luxury Brand Management”		
- Brand equity: the specificities of luxury brands - Design to convey corporate identity in luxury sectors - Design, brand and product positioning for luxury sectors - Managing luxury counterfeits and mimics		
Block 3: “Communication in Luxury Branding”		
- Communication models and their application to the luxury sector - Conveying luxury in the retail environment		
Assessment:		
Group Campaign Development	50	
Individual Assignment	30	
Participation/Attendance	20	
Total	100	
Teaching Method:		
The course is an experiential learning course designed around three fundamental concepts:		
- Learning by doing (Group Campaign Development) - Reflection in action (Individual Assignment and Participation) - Coaching		
Bibliography:		
All readings and materials will be provided by the instructor.		
Suggested Readings:		
Kapferer, J. N. & Bastien, V. (2012). <i>The luxury strategy: Break the rules of marketing to build luxury brands</i> . Kogan Page Publishers.		
Chevalier, M., & Mazzalovo, G. (2008). <i>Luxury brand management: a world of privilege</i> . John Wiley & Sons.		

Module's Title:	Finance – The Role of Risk	
Subject area / specialisation:	Finance/Risk	
Professor:	Dr. Fergal O'Brien	fergal.g.obrien@ul.ie
	Kemmy Business School, Univeristy of Limerick, Ireland	

Course Description and Learning objectives:

The aim of this course is to develop students' understanding of corporate finance. The role of risk underpins the key concepts and features heavily in the course. We examine risk from a number of different perspectives. An important building block of this course is discounted cash flow techniques, and their applications in corporate finance. This course investigates the time value of money (not just from a mathematical perspective), and the popular methods of project appraisal including net present value method, internal rate of return, profitability indices, etc. It also looks at the importance of sensitivity, scenario and simulation analysis in further evaluating the riskiness of projects. Qualitative aspects of capital budgeting and investments are also examined. The various financial assets and capital markets are examined and assessed from a risk perspective. Issues around asset valuation are also discussed, and students are introduced to derivative instruments, and how they may be used both defensively and aggressively. Real option methodologies are introduced and their value in times of high uncertainty is emphasized. The risk-return relationship is examined and asset pricing models are introduced that try to capture the return to risk. New developments in natural language processing are also introduced as AI and machine learning techniques allow us to better measure signals from soft financial information.

At the end of this course students will be able to:

- outline the role of financial managers in modern business organizations.
- recognize the trade-off between risk and return and asset pricing models that try to capture this.
- outline the various forms of basic derivative instruments and their uses in risk management
- interpret hard and soft financial data to make informed business decisions.
- calculate present and future values of streams of cash flows.
- calculate the payback period, accounting rate of return, net present value and internal rate of return of a project.
- calculate, at a basic level, the value of equities, bonds and derivatives.
- evaluate risky projects using a range of capital budgeting techniques.
- calculate the value of real options in capital budgeting problems.
- introduce concepts around analyzing soft financial data using natural language processing

Description of Content:

Session 1: Introduction to Finance - What is finance? How is finance different to accounting? What is the goal of modern business organisations? How has the sustainability agenda affected our view on wealth maximisation? How is risk defined in finance compared to how we view risk individually? How do we measure risk? What are the risks that we can identify in financial markets?

Session 2: Evaluating Risky Projects - What are the main principles for evaluating risky projects? What is discounting? How important is the discount rate that reflects the riskiness of future cash flows? Where does that rate come from? Are NPV and IRR appropriate tools? Are there other ways to evaluate risky projects? How important is risk assessment tools like sensitivity, scenario and simulation analysis? How can managerial flexibility be incorporated into decision-making and why is that valuable when uncertainty is high?

Session 3: Financial Assets - What are the main financial asset classes? What are their risk characteristics? How do we perceive their riskiness from an investor perspective versus a company perspective? How are shares and bonds valued?

Session 4: Derivatives, Real Options and Risk - What are derivatives? How can they be used to manage risk? What about viewing them as leveraged positions in the underlying asset? How to price derivatives and an introduction to the greeks. Real options theory and augmenting NPV with real options thinking.

Session 5: Risk Capstone - A closer look at risk and its subcomponents (some that are beyond traditional finance). The importance of correlation and covariance. An introduction to asset pricing models. People risk (narcissistic leadership) and the role of signalling in finance. Natural language processing developments in financial analysis and risk assessment.

Assessment:

- 20% Individual Assignment
- 30% Group Assignment
- 50% Final Exam

Teaching Method:

The course will be delivered using a combination of:

- Lectures
- In-class examples
- Case studies
- Videos
- Research paper analysis

Students will be expected to work individually and in groups and to participate in discussions around the material. 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 finance.

My courses can be tailored for non-finance specialists as well as for those with some finance knowledge. You will see from my teaching evaluations how effective my teaching is.

Bibliography:

This will depend on the level of finance knowledge the participants have. I will provide all of the examples, case studies, readings, etc. I include some examples below.

- Fundamentals of Corporate Finance, Hillier, Ross, Westerfield and Jordan (2022), 4th Ed. McGraw Hill
- Ipsmiller, E., Brouthers, K. D., and Dikova, D. (2019) 25 Years of Real Option Empirical Research in Management. *European Management Review*, 16: 55–68. <https://doi.org/10.1111/emre.12324>.
- Tourish, D. (2020). Towards an organisational theory of hubris: Symptoms, behaviours and social fields within finance and banking. *Organization*, 27(1), 88–109. <https://doi.org/10.1177/1350508419828588>

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

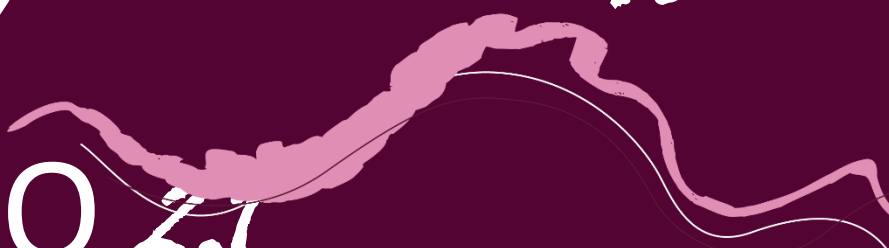
FURTHER DETAILS WILL BE PROVIDED AT A LATER TIME

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 *3*, MARCH *16*

TO *21*



Module's Title:	Artificial Intelligence in Entrepreneurship	
Subject area / specialization:	Entrepreneurship	
Professor:	Dr. Fauzia Jabeen	Fauzia.jabeen@adu.ac.ae ; drfauziaadu@gmail.com
	College of Business, Abu Dhabi University, Abu Dhabi, UAE	
Course Description and Learning objectives:		
In today's dynamic and volatile landscape, the synthesis of entrepreneurship and AI has become a new frontier, brimming with endless business opportunities. The course shall equip the students with the tools, insights, and creative mindset needed to navigate this exhilarating terrain. As you navigate this exciting journey, culminate your experience by crafting an AI-infused entrepreneurial mindset that blends technological brilliance with visionary leadership. The class is highly experiential and hands-on, with sessions designed to familiarize the students with dimensions of AI and entrepreneurship and new venture development. Most of the examples we discuss in class will relate to venture formation in AI world, but the underlying principles will also apply to AI and entrepreneurship in corporate settings. Upon successful completion of this course, students will be able to: • Recognize the concepts, skills and tools necessary to succeed as an entrepreneur in the field of artificial intelligence. • Apply skills to investigate possibilities for AI based products and services. • Devise strategies to find investors, fund deals and plan for an eventual exit. • Communicate effectively using media and presentations. • Prepare a comprehensive business plan for the new business venture.		
Description of Content:		
Session 1: Foundations of Entrepreneurship and AI - Introduction to entrepreneurship and its relevance in the AI landscape. - Overview of artificial intelligence: history, types, and applications. - Understanding the symbiotic relationship between entrepreneurship and AI. Session 2: AI Technologies and Tools for Entrepreneurs Session 3: AI-driven Business Opportunities - Identifying market gaps and opportunities for AI-driven solutions. - Disruptive potential of AI across industries: healthcare, finance, manufacturing, etc. Session 4: Using Design Thinking to Design Business Models, Developing an Effective Business Plan in AI Landscape Session 5: Sources of Capital for Entrepreneurs : Legal and Marketing Challenges for Entrepreneurial Ventures in Industry 4.0 and 5.0		
Assessment:		
• 20% Entrepreneurial Reflection Presentation (Group Work): Using concepts covered in class, the student teams will write a reflection regarding the value of AI and entrepreneurship for society and for organizations. (January 16th Afternoon) • 10% Startup Stories (Group Work): Students shall present a start-up story of a local/international entrepreneur and analyse the entrepreneurial motivation and mindset of the entrepreneur. (January 17th Afternoon)		

- 40% + 10% Team project and Presentation (Group Work): The report contains a business plan integrating AI for a new (profit or non-profit) venture offering solutions to increase (business) sustainability. (Friday 19th January Morning)
- 20% Class participation

Teaching Method:

The instructor expects students to be active recipients of information and owners of their learning process. Activities will include lectures, (computer) exercises, and work sessions. Assessments are group and individual-based. Students participate in various forms of presenting and analyzing information such as small group discussions, audio visual aid presentations, classroom experiments, etc. Students read the textbooks or other assigned ***reading before coming to class*** and participate in the critical evaluation of the material through small group and class discussion and individual writing.

Bibliography:

Recommended Text Books

Kuratko, D. F. (2017) *Entrepreneurship: Theory, Process, and Practice*, 11th Edition, Cengage Learning.

Marr, B. (2019). *Artificial intelligence in practice: how 50 successful companies used AI and machine learning to solve problems*. John Wiley & Sons.

Journal(s)/ Suggested Readings

Shepherd, D. A., & Majchrzak, A. (2022). Machines augmenting entrepreneurs: Opportunities (and threats) at the Nexus of artificial intelligence and entrepreneurship. *Journal of Business Venturing*, 37(4), 106227.

Obschonka, M., & Audretsch, D. B. (2020). Artificial intelligence and big data in entrepreneurship: a new era has begun. *Small Business Economics*, 55, 529-539.

Chalmers, D., MacKenzie, N. G., & Carter, S. (2021). Artificial intelligence and entrepreneurship: Implications for venture creation in the fourth industrial revolution. *Entrepreneurship Theory and Practice*, 45(5), 1028-1053.

Truong, Y., Schneckenberg, D., Battisti, M., & Jabbouri, R. (2023). Guest editorial: Artificial intelligence as an enabler for entrepreneurs: an integrative perspective and future research directions. *International Journal of Entrepreneurial Behavior & Research*, 29(4), 801-815.

Roundy, P. T. (2022). Artificial intelligence and entrepreneurial ecosystems: understanding the implications of algorithmic decision-making for startup communities. *Journal of Ethics in Entrepreneurship and Technology*, 2(1), 23-38.

Keane, S. F., Cormican, K. T., & Sheahan, J. N. (2018). Comparing how entrepreneurs and managers represent the elements of the business model canvas. *Journal of Business Venturing Insights*, 9, 65-74.

Morris, M., Schindehutte, M., & Allen, J. (2005). The entrepreneur's business model: toward a unified perspective. *Journal of business research*, 58(6), 726-735.

Elsbach, K. D. (2003). How to pitch a brilliant idea. *Harvard business review*, 81(9), 117-134.

Chen, X. P., Yao, X., & Kotha, S. (2009). Entrepreneur passion and preparedness in business plan presentations: a persuasion analysis of venture capitalists' funding decisions. *Academy of Management journal*, 52(1), 199-214.

Hallen, B. L., & Eisenhardt, K. M. (2012). Catalyzing strategies and efficient tie formation: How entrepreneurial firms obtain investment ties. *Academy of Management Journal*, 55(1), 35-70.

Module's Title:	Branding in Times of Crisis	
Subject area / specialization:	Business / Marketing	
Professor:	Dr. Maiara Kososki	maiara.regina@pucpr.br
	Pontificia catholic university of Parana, Brasil	
Learning objectives:		
• To be able to explore important issues in planning and to be able to develop, implement, and evaluat brand strategies. • To be able to describe and identify all the components of brand management and how they affect and improve marketing decision-making. • To be able to understand how valuable brands are created, managed and measured and how brand positioning is developed through authenticity.		
Description of Content:		
Brands compete against others striving for survival in any given ecosystem. In order to survive and guarantee its best performance, brands need to have a well-established purpose. The brand purpose goes beyond generating profits. Also, creating a great relationship with customers is no longer enough. The new consumer wants to live in a better world through the use of engaged brands. Thus, the creation and maintenance of a strong brand provides the ability to simplify consumer decision-making in times of crisis. In this course, students will learn the role of brands, the concept of brand authenticity, and the advantages of creating enduring brands during difficult periods. • Session 1: Brand architecture, portfolio and extension as a wise strategic investment. • Session 2: Brand identity and brand image in corporate reputation. • Session 3: Brands and people: how do people connect to brands in times of crisis? • Session 4: Managing a brand through brand value. • Session 5: Brand positioning through brand authenticity.		
Assessment: The course assessment is designed to enhance academic performance. Final result is the average of the following tasks:		
• Short assignments (individual) 25% • Team presentation (team) 35% • Class participation (individual) 15% • Final Exam (individual) 25%		
Teaching Method:		
Bi-modular (face-to-face and online classes). Theoretical and practical exercises will be taught through lectures, discussions, online quizzes, case studies and project based learning.		
Bibliography:		
• SESSION 1 - Assignment (<i>To read before class</i>) Aaker, D., Brand Portfolio Strategy: Creating Relevance, Differentiation, Energy, Leverage, and Clarity: Free Press, 2004. [Chapter 1] Aaker, D., Should you take your brand to where the action is?, Harvard Business Review on Brand Management, 1997. Avery, J. Brand Portfolio Strategy and Brand Architecture, Harvard, 2017. • SESSION 2 - Assignment (<i>To read before class</i>) Chernatony, L. D. Brand management through narrowing the gap between brand identity and brand reputation. Journal of Marketing Management. v. 15. 1999. p. 157–59.		

Heding, T.; Knudtzen, C. F.; Bjerre, M. Brand Management: Research, theory and practice. Rutledge: New York, 2009. **[The Identity approach. Cap. 5, p. 47-82]**

Nandan, S. An exploration of the brand identity-brand image linkage: A communications perspective. Journal of Brand Management. v. 12, n. 4, Apr. 2005, p. 264-278.

- **SESSION 3 - Assignment** (*To read before class*)

Fournier, S., Consumer and their brands: developing relationship theory in consumer research. Journal of Consumer Research. v. 24, March 1998, p. 343-373.

Fournier, S. Lessons learned about consumers' relationships with their brands. *In*: MACINNIS, D. J.; PARK, C. W.; PRIESTER, J. R. Handbook of brand relationships. Armonk: M. E. Sharpe, 2009.

Heding, T.; Knudtzen, C. F.; Bjerre, M. Brand Management: Research, theory and practice. Rutledge: New York, 2009. **[The Relational Approach. Cap. 8, p. 152-180]**

- **SESSION 4 - Assignment** (*To read before class*)

Holt, D. How to Build an Iconic Brand. Market Leader, 2003.

- **SESSION 5 - Assignment** (*To read before class*)

Aaker, D. & Shansby, J. G., Positioning Your Product by Business Horizons, 25 (May-June), pp. 52-62, 1982.

Gilmore, J.; Pine II, J. Authenticity: What Consumers Really Want by (Harvard Business School Press, 2007) [chapters 1-3]

Module's Title:	Ethics in business technology and the environment	
Subject area / specialisation:	Leadership, Business Ethics, Decision Making	
Professor:	Gregg Glover	gregg_glover@post.harvard.edu
	Harvard University, Faculty of Arts and Sciences, USA	
Learning objectives:		
• How to analyze real-world ethical dilemmas using multiple frameworks and methods of analysis, considering many possible choices, and selecting a “best choice” options. • How to evaluate, test, and strengthen one’s personal decision-making processes. • Enhance your critical reasoning skills, particularly as applied to ethical issues. • Improve your ability to engage productively in discussions of difficult and controversial moral questions. • Improve ability to write effectively about complex issues, including ethical issues. • Apply ethical reasoning to issues that arise in business settings.		
Description of Content:		
It’s been said that ethics in general is the study of standards of behavior that promote human welfare, often referred to as “the good.” Business ethics is the study of those standards of business behavior that do the same thing—promote human welfare and the good. It can be argued that the study of business ethics is essential to becoming a good decision maker and business leader. Leaders, managers and executives will often be faced with complex ethical questions that require critical thinking and a deep understanding of ethical leadership principles and best practices. This module will explore how we build a foundation in ethics to make sound decisions in our organizations as ethical leaders. How do business leaders make difficult decisions when weighing ethical considerations against profit? Should they consider ethics at all in decision making? How do they approach difficult decisions and dilemmas from an ethical perspective ? In this module, students will survey how ethics play a role in society and will gain a foundation for making good ethical decisions in their roles as business leaders. The module prepares students to anticipate and identify ethical issues and apply appropriate ethical reasoning in working with them. Students begin by examining the objectives of a business or organization to assess how ethics relate to that purpose. By examining real-world examples, students in the course will learn an ethical decision-making framework that can be applied in their day-to-day work, as leaders, managers, or entrepreneurs. We wil use readings, case studies, and active role-play scenarios to consider important current-day issues that business leaders confront, including those involving modern technology, and the impact and responsibility businesses have that involve climate change and the environment. Students will also apply broader ethical concepts to their own business situations, in established companies or new, start-up organizations. By the end of the week, students will leave with the ability to categorize and evaluate various situations and identify the relevant ethical considerations, and how to approach decisions from an ethical point of view in complex, multifaceted cases.		
Assessment:		
Students will be asked to complete a small-scale analysis of an ethical dilemma in a business or organizational setting, and a short final paper due (5-7 pages in English) due one week after the module conclusion.		
Teaching Method:		

Class presentation and discussion, incorporating readings, video, and case studies will be employed. We will also discuss ethical decision making through case study teaching method of actual business situations and role-play exercises.

Bibliography:

- Richard T. DeGeorge, Business Ethics, 7th Edition, Pearson Publishers, NY, Nov. 2009.
- John Endris, Good Business: An Ethics Workshop for Business Leaders. 2016, CreateSpace Independent Publishing Platform.
- Michael J. Sandel, Justice: What's the Right Thing to Do? Farrar, Straus and Giroux Publishers, 2009, New York, NY.
- Selected case studies and resources from the Markkula Center for Applied Ethics, Santa Clara University, Santa Clara, CA.

Module's Title:	Social media for brand building and growth	
Subject area/specialisation:	Marketing Management / Branding	
Professor:	Dr. Artha Sejati Ananda	artha.ananda@binus.edu
	BINUS University	
Course description and Learning objectives:		
This course is designed with the purpose of preparing students with conceptual and theoretical knowledge as well as practical skills in utilizing and developing digital technology in the form of social media for strategic branding purposes. The course considers the current practical tools available in the field of social media marketing to enable students to take strategic and tactical decisions for brand building and management. Thus, the learning objectives of the course are: 1. To identify the current phenomena of social media marketing strategy, the relevant practices, and the potential opportunities and challenges for brand management 2. To assess the available tools in developing social media tactics for various industries 3. To propose a framework for social media marketing strategies in building, maintaining, and growing a brand.		
Description of Content:		
Session 1: The growth and relevance of social media in digital marketing Session 2: Developing social media marketing strategy and analytics Session 3: Strategic branding through social media Session 4: The use of artificial intelligence in social media for branding Session 5: Developing social media content for social commerce		
Assessment:		
Total: 100% ▪ Individual assignment 1 (30%): Each student should develop an analysis report of current social media strategies by various industries. Each student will develop a different industry report assignment. ▪ Individual assignment 2 (30%): This assignment requires each student to practice the social commerce by designing a social media communication campaign for branding outcomes. ▪ Group assignment (40%): Each group of students will develop a social media marketing strategy for a specific brand according to the brand’s segmentation, targeting, positioning, and marketing mix.		
Teaching Method:		
• Lecturing through presentation slides • Case study discussion • Research article discussion • Class exercise through problem-based learning		

Bibliography:

- Abraham, J. (2021). *Creating Brand Cool: Brand Distinction in the Online Marketplace*. Routledge.
- Ananda, A. S., Hernández-García, Á., & Lamberti, L. (2016). N-REL: A comprehensive framework of social media marketing strategic actions for marketing organizations. *Journal of Innovation & Knowledge*, 1(3), 170-180.
- Chaffey, D., & Ellis-Chadwick, F. (2022). 8th Edition. *Digital Marketing*. Pearson.
- Feroz, A.K., Sponder, M. & Khan, G.F. (2024). 2nd Edition. *Digital Analytics for Marketing*. Routledge, NY.
- Keller, K. L. & Swaminathan, V. (2020). *Building, measuring, and managing brand equity*. 5th Edition. Pearson.

Module's Title:	International Management and Organizational Structures	
Subject area / specialisation:	Business, Management, Economics	
Professor:	Raúl Montalvo	rmontalvo@itesm.mx
	EGADE Business School, Tecnológico de Monterrey, Mexico	

Learning objectives:

During this course we will be combining the analysis from three main angles: business context (economic figures of the country or region, business framework, consumer behaviour, etc.), business model and business expansion strategy: with case discussion and evidence of the strategy used and its implications when a group of companies from different countries and sectors went global.

During this course it is expected that students show a commitment with the policies of the course and to get fully involved in following the sessions, materials posted and their interaction with other classmates to enrich the discussion and learning process.

All the materials have been selected and prepared to develop a better understanding of decision making in global environments.

At the end of this course, students are expected to achieve the following learning objectives:

1. To understand the importance of adapting a business model when moving from local to global.
2. To analyse the context of the implications of a global business environment.
3. To understand when it comes to make strategic decisions the relevance of business nature and mutual interdependence.

Important: At the end of the course, the students after working in teams will prepare a presentation of a company where they will analyse and apply decision making analysis in the case of a global business.



Description of Content:

• Day 1	The internationalization process and its implications
• Topic 1:	• Going global and the need of a strategy
• Reading: Strategies That Fit Emerging Markets	
• 1.1 Strategy and planning vs. reaction, which goes first?	
• 1.2 Adapting to the environment	
• 1.3 The adaptation and learning process	
• Topic 2:	• Internationalization strategies
• Reading: CEMEX: http://www.fundinguniverse.com/company-histories/cemex-s-a-de-c-v-history/	
• 2.1 From a traditional business to a technology based business	
• 2.2 Geographic diversification	
• 2.3 Acquisition strategies	
• 1.4 Vertical integration	
• 1.5 Corporate culture	
• Day 2	• Making strategic decisions
• Topic 3:	• Strategic Decisions
• Reading: Competitor Analysis: Anticipating Competitive Actions	
• 3.1 The importance of information	
• 3.2 Understanding mutual interdependence	
• 3.3 Strategic decision making	
• Topic 4:	• Competition Strategy
• Reading: Predicting Your Competitor's Reaction	
• 4.1 Understanding competition	
• 4.2 How important is to learn competitor's actions and reactions	
• Day 3	Strategic global marketing management
• Topic 5:	• Product planning and Consumer Behaviour
• Cottle-Taylor: Expanding the Oral Care Group in India	
Reading: What's your pricing strategy for the Indian market?	
• 5.1 Market development	
• 5.2 Understanding market demand	
• 5.3 Analysing strategic marketing decisions	
• Topic 6:	• Developing a Marketing strategy
• Reading: The 7 Ps of Marketing	
• 6.1 The 4 P's and the 3 other ones	
• 6.2 Importance of adapting to a constantly evolving market	
• Day 4	The business and the environment
• Topic 7:	
• Building the demand and analysing mutual interdependence under competitive environments (simulations)	
• Day 5	The business and the market
Presentations of projects by the students	

Module's Title:	Retention Revolution: Tools and Techniques for CRM Success	
Subject area/specialisation:	Marketing	
Professor:	Parvinder Arora.	parvinder.arora@imi.edu
	IMI New Delhi	
Course description and Learning objectives:		
Retention Revolution : Tools and Techniques for CRM equips students with a thorough understanding of customer retention and relationship management, blending theory with hands-on practice. Utilizing CRM tools like CleverTap and WebEngage, students will learn to design and implement effective retention strategies through interactive lectures, workshops, and case studies. By the end of the course, students will be adept at analyzing customer data, personalizing marketing campaigns, and developing comprehensive retention plans.		
Learning Objective of this course		
• Understand the importance of customer retention and CRM. • Become proficient in using a marketing automation tool. • Apply effective segmentation and personalization techniques. • Analyze customer data to make informed decisions. • Develop comprehensive retention strategies. • Recognize and adapt to cross-cultural differences in customer behavior. • Enhance collaboration and communication skills through team projects. • Apply theoretical knowledge to real-world challenges.		
Description of Content:		
Session 1: The growth and relevance of social media in digital marketing Session 2: Developing social media marketing strategy and analytics Session 3: Strategic branding through social media Session 4: The use of artificial intelligence in social media for branding Session 5: Developing social media content for social commerce		
Assessment:		
Total: 100% ▪ Individual assignment 1 (30%): Each student should develop an analysis report of current social media strategies by various industries. Each student will develop a different industry report assignment. ▪ Individual assignment 2 (30%): This assignment requires each student to practice the social commerce by designing a social media communication campaign for branding outcomes. ▪ Group assignment (40%): Each group of students will develop a social media marketing strategy for a specific brand according to the brand’s segmentation, targeting, positioning, and marketing mix.		
Teaching Method:		
• Lecturing through presentation slides • Case study discussion • Research article discussion • Class exercise through problem-based learning		

Bibliography:

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- Chaffey, D., & Ellis-Chadwick, F. (2022). 8th Edition. *Digital Marketing*. Pearson.
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- Keller, K. L. & Swaminathan, V. (2020). *Building, measuring, and managing brand equity*. 5th Edition. Pearson.

Module's Title:	Upskilling for Business: Generative AI Workshop to Boost Productivity	
Subject area/specialisation:	Artificial Intelligence for Business	
Professor:	Dr. Giulio F. Marchena Sekli	gmarchena@pucp.pe
	CENTRUM PUCP	
Course description and Learning objectives:		
"Upskilling for Business: Generative AI Workshop to Boost Productivity" is an intensive and practical course designed to equip business professionals with the skills and knowledge necessary to leverage Generative AI technologies to enhance productivity and drive innovation. This course covers foundational concepts, the use of different GenAI tools, and real-world applications of Generative AI across various business functions. Participants will gain hands-on experience through interactive workshops and collaborative projects, enabling them to apply these cutting-edge technologies within their organizations effectively.		
Learning Objectives		
By the end of this course, participants will be able to:		
1. Understand the Fundamentals of Generative AI: - Comprehend the basic principles and concepts of Generative AI. - Identify the key differences between Generative AI and other forms of AI.		
2. Explore Generative AI Technologies and Tools: - Familiarize themselves with the latest Generative AI tools and platforms. - Evaluate the suitability of various Generative AI technologies for different business scenarios.		
3. Apply Generative AI to Enhance Productivity: - Develop strategies to integrate Generative AI into business processes to improve efficiency and output. - Implement practical solutions using Generative AI to solve real-world business problems.		
4. Address Ethical and Practical Considerations: - Identify and navigate ethical challenges associated with the use of Generative AI. - Ensure compliance with industry standards and regulations.		
Description of Content:		
Session 1: Introduction to Generative AI: Models, Applications, and Existing Technology • Introduction to the Branch of Generative AI • Evolution of Generative AI Models • Types of Generative AI Models		
Session 2: Text Generative and Understanding Models: Business Use Cases • Prompt Engineering • GPT4o: Use Cases for business • Creating GPTs: Virtual assistants for business • Alternative Models: Gemini, Copilot, Claude 3.5, Llama 3		
Session 3: Image, Video, and Voice Generative Models: Business Use Cases • Types of Models: GANs, Diffusion Models • Applications of Generative AI in Image Generation: Use cases for business		

- Prompt Engineering for Image Generation
- Image Generation with GPT4o
- Video Generation with Runway
- Audio and voice generation with ElevenLabs and Sunno
- Voicebot use cases for business

Session 4: Generative AI in Office Productivity Platforms

- Microsoft Copilot for Microsoft 365: common productivity use cases
- Google Gemini: common productivity use cases
- Use Case Scenarios by Department
- Low Code Development Platforms Powered by Generative AI

Session 5: Considerations for Implementing a Generative AI Strategy in Organizations

- Ethical Implications of Generative AI
- Legal Implications of Generative AI
- Steps to Adopt Generative AI in the Organization

Assessment:

- Class Participation: 30%
- Partial Deliverables: 30%
- Final Applied Project: 40%

Teaching Method:

The teaching method is based on the Learning By Doing technique, where theoretical explanations are followed by practical applications. In this course, students will first learn how to use various generative AI tools through detailed demonstrations and guided instructions. They will then immediately apply this knowledge by developing use cases tailored to a business or entrepreneurial venture of their choice. This hands-on approach ensures that students not only understand the concepts but also gain valuable experience in implementing generative AI solutions in real-world scenarios.

Bibliography:

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- Microsoft (2024). Microsoft Copilot for Microsoft 365. <https://learn.microsoft.com/es-es/copilot/microsoft-365/microsoft-365-copilot-overview>
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<https://www.infoworld.com/article/3713500/how-generative-ai-impacts-low-code-development.html>
- Dey, S. (2023). Which Ethical Implications Of Generative AI Should Companies Focus On?
<https://www.forbes.com/sites/forbestechcouncil/2023/10/17/which-ethical-implications-of-generative-ai-should-companies-focus-on/?sh=518f6381239f>

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, Sergio Rossi, 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. <i>What is common and what is specific of luxury marketing</i> <i>Market share analysis, double jeopardy and the difference between large brands and small brands</i> <i>Perceived value vs. functional value, Inclusivity, scarcity, exclusivity, social and personal value</i> <i>Principles of Luxury Brand Management and marketing strategy ; Brand DNA</i> <i>Workshop: Brand prism and brand identity</i> <i>Michael Kors and Coach – Democratizing luxury in a digital world or just Americans finding a finance way to luxury</i> <i>What we do not see: Yachts, Helicopters, Islands, Aircrafts, or just Tuscany Villas close to Sting</i>		

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 sustainability 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 : Mandarin 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:

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- 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.
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- 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

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

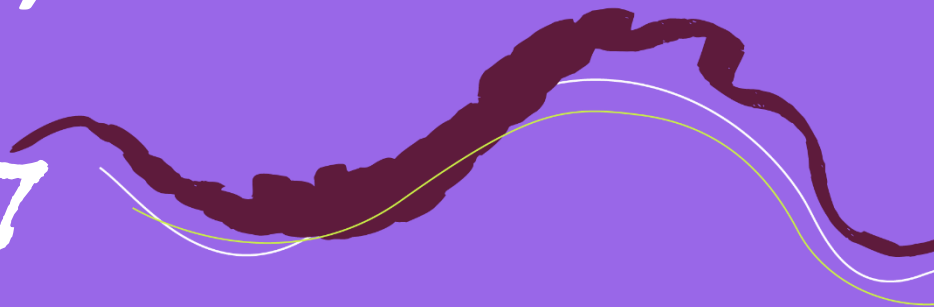
FURTHER DETAILS WILL BE PROVIDED AT A LATER TIME

Module's title	Professor
AI in entrepreneurship	Fauzia JABEEN
Tea studies	Ka Tat Nixon Chen
Creating Content and Marketing Briefs	Ian Phau
Social Media Strategy with 'Branded Content'- Crossing Borders	Amrita Bansal
Data Visualization and Analytics	Ramesh Behl
Services marketing (customer experience)	Kyuho LEE

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

WEEK 4, MARCH

23 TO 27



Module's Title:	Fashion and Society	
Subject area / specialisation:	Marketing	
Professor:	Ka Tat Nixon Chen	nixon.che@mahidol.ac.th
	Mahidol University, International College, Tourism and Hospitality Industry Division, Thailand	
Learning objectives:		
- Students identify design elements of fashion. - Students understand fashion expresses the political, economic, social, technological and ethical progressions and changes of society and - Students critique the influence of fashion on the socio-culture of society.		
Description of Content:		
Fashion is an expression of the essence of all times; a cultural product; an art piece; a lifestyle; a commercial product and after all, a main sector of the creative industry; the course emphasises the socio-cultural contexts and consumption of fashion. Block 1 - Introduction: What is fashion? Fashion could be defined and categorised from different perspectives. It can a way of living, an expression of time and a means to express one true-self. Also, fashion could range from men to ladies, classic to modern, and high-fashion to mass fashion. - Design elements of fashion. Design elements that contribute to a fashion trend and a fashion outlook. - History of fashion since post-modern era. Revolutionary changes of fashion in the post-modern era; in particular the advancement of technology and the rise of retailers such as Zara and H&M that change the landscape of fashion. Block 2 - Fashion reflects its temporal and spatial context Fashion is a media through which people can see the nature and change of politics, economy, society and technology. - Fashion and the development of art Fashion is a product of art development and is an art by itself. Block 3 - Fashion is a cultural expression Fashion is associated with the distinctive heritage, personality or characters shared by a group of people. - Fashion is about creativity Fashion is an expression of the creative mindset of fashion designers; in particular their interpretation of human shapes.		

Block 4

- Fashion needs customers' endorsements and approval

Fashion is a commercial activity that requires consumers' consumption; in particular at the retail level for survival.

- Fashion and consumerism

Fashion is a product that has to respond to consumer behaviour and protect consumer rights and safety.

Block 5

- Common ethical issues of fashion

Challenges of the fashion industry in the era of sustainability.

- Presentation of the group project

Assessment:

Attendance and class participation	10
Group project and presentation	40
Individual paper	50
Total	100

Teaching Method:

In addition to lectures, the course is an experiential learning course designed around three fundamental concepts:

- Learning by doing (final case study)
- Reflection in action (participation and class discussion)
- Coaching

Bibliography:

- Baudot, F. (2006). Fashion: The Twentieth Century. New York: Universe

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'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 business 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:	Business Intelligence and analytics	
Subject area / specialisation:	Information technology.	
Professor:	Elie Elia	elia.elie@uqam.ca
	UQAM, ESG, Canada	
Learning objectives :		
• Understand the technical and organizational fundamentals of business intelligence and analytics (BI). • Describe the capabilities needed for the implementation of successful BI initiatives. • Know the different usages of BI at the operational, managerial and strategic level (including building interactive dashboards and conducting data visualization). • Identify opportunities for undertaking BI initiatives in an organization.		
1. Information and decision support concepts 2. Business intelligence framework 3. BI platforms and tools 4. BI domain applications and functional analytics (interactive dashboards and scorecards). 5. Advanced business analytics (data mining, data visualization, big data and social media analytics) 6. Business information requirements for BI projects and project implementation 7. Strategic planning and future trends in BI		
Assessment:		
Individual take home assignment	25%	
3 group assignments	75%	
Total	100%	
Teaching Method:		
In addition to lectures, teaching strategy relies on hands-on assignments (learning by doing), case-study analyses and class discussions (reflection in action) and presentations by participants (reversed pedagogy).		
Bibliography:		
All readings and materials will be provided by the instructor.		

Module Title:	New Perspectives on CSR	
Subject area / specialization:	CSR	
Professor:	<i>Dr. Daniel Malan</i>	<i>daniel.malan@tcd.ie</i>
	<i>Trinity College Dublin</i>	

Course Description and Learning objectives:

The module critically explores some of the traditional topics associated with corporate social responsibility (CSR), but the focus is on new perspectives on how the purpose of business can be understood. The module follows the key ideas put forward by Dr Malan in his book “Power and Corporate Responsibility”, the joint winner of the 2024 Academy of Management’s Social Issues in Management Best Book Award. The module will be structured according to the following main themes: Understanding Responsibility, Taking Responsibility, Managing Responsibility, Governing Responsibility, Reporting on Responsibility and Regulating Responsibility.

Having completed this module, students should be able to:

1. Explain and evaluate core theories, concepts and frameworks associated with CSR;
2. Differentiate between and explain some of the core dichotomies in the field, e.g. profit and purpose, shareholder and stakeholder, regulation and voluntary action, etc.; and
3. Recognise and evaluate the ethical significance of business decisions, activities and behaviour on society.

Description of Content:

Session 1 : Introduction – Understanding Responsibility.

This session will assess the current relevance of the old narrative that business is only about money. Basic ethical theory and stakeholder theory will be introduced and the concept of corporate purpose will be investigated. Introduction of the individual and group assignments.

Sessions 2 and 3: Taking and Managing Responsibility.

These two integrated sessions will explore ethical leadership and the management of ethics and CSR. A practical framework for integration will be introduced, focusing on four dimensions : Assessment (understanding culture and risk), Behavioural change (getting people to do the right thing), Compliance (discussed as a point of departure rather than a destination by itself) and Disclosure (measurement and reporting will be discussed briefly but addressed in detail in Session 5).

Session 4: Governing Responsibility.

The important distinction between governance and management will be introduced. The session will focus on the definition of governance (the system by which organisations are directed and controlled), and how the board of directors should get involved in CSR.

Session 5 : Reporting on Responsibility and Regulating Responsibility.

This session will investigate the activities of corporate measurement and reporting in more detail. Reporting frameworks such as the Global Reporting Initiative (GRI), the International Sustainability Standards Board (ISSB) and the European Sustainability Reporting Standards (ESRS) will be discussed. From a regulatory perspective, core voluntary and mandatory standards will be discussed, with a focus on the Sustainable Development Goals (SDGs), the UN Global Compact and the OECD Guidelines for Multinational Enterprises.

Session 6: Group Presentations

Assessment:

- Individual Assignment: 80%
More detail will be provided in Session 1. A case study will be provided and students will be expected to analyse and discuss the case, and then provide a solution based on the content of the module.
- Group presentations during final session: 20%
More detail will be provided in Session 1. Groups will be expected to identify a recent issue in the business media, analyse it through the application of a CSR lens, present their findings to the class in Session 6 and manage a Q&A session.

Teaching Method:

The face-to-face teaching method will be interactive, with a mixture of traditional lecturing components, student participation through the use of Mentimeter software, discussion of video material, group work and class debates.

Bibliography (to be finalized, all material will be open source)

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Module's Title:	Digital Transformation and Sustainability: Bridging Concepts and Applications for Future Business Leaders	
Subject area/specialisation:	Sustainability	
Professor:	Dr. May Portuguese 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.

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Module's Title:	Big Data in Business	
Subject area / specialisation:	Data Analytics	
Professor:	Assoc.Prof.Dr. Surat Teerakapibal	suratt7@tbs.tu.ac.th
	Thammasat Business School, Thammasat University	
Course Description and Learning objectives:		
The course introduces students to various data search, data collection, and data preparation techniques. These data include both internal and external data as well as big data online. Subsequently, students will learn how to analyze these data to uncover business insights before deriving data-driven business decisions. Students will be able to: - Determine and acquire necessary data for making business decisions - Select appropriate data analysis techniques - Propose business strategies based on acquired empirical results - Effectively communicate results and recommendations to diverse audiences		
Description of Content:		
Session 1: Big Data and Its Applications Session 2: Data Visualization with Tableau ; Storytelling with Data Session 3: Demand Forecasting and Behavioral Models Session 4: Data-driven Market Segmentation and Brand Positioning Session 5: Final Exam		
Assessment:		
• In-class Workshops 60% • Final Exam 20% • Class Discussions 10% • Peer Evaluation 10%		
Teaching Method:		
- Lectures - Case Studies - Workshops		
Bibliography:		
Lilien, G.L., Rangaswamy, A. and De Bruyn, A. (2013) Principles of Marketing Engineering. PA: DecisionPro.		

Module's Title:	Building a Sustainable Brand through Upcycling	
Subject area/specialisation:	Sustainability	
Professor:	Ms. Catherine De Guzman	mcbdeguzman@ateneo.edu
	Ateneo De Manila University	
Course description and Learning objectives:		
This intensive 5-day course is designed to guide students through the process of creating a brand focused on upcycling. Students will learn about the principles of the circular economy, engage in hands-on activities and utilize frameworks such as the Lean Canvas. The course will combine lectures, case discussions, prototype making, and culminate in a final brand presentation.		
Course Objectives:		
• Understand the principles of the circular economy and how they apply to upcycling. • Analyze successful upcycled brands through case studies. • Develop practical skills in creating prototypes from upcycled materials. • Utilize the Lean Canvas framework to build a business model for an upcycled brand. • Present a cohesive and innovative upcycled brand concept		
Description of Content:		
Session 1 : Introduction to Customer Retention and Customer Relationship Mmanagement		
● Theory: ○ Importance of customer retention in modern business. ○ Overview of CRM (Customer Relationship Management) concepts. ○ Key metrics and KPIs for measuring customer retention. ● Retention Tool: ○ Introduction to tools like Clever Tap, Moengage, and WebEngage. ○ Tool Usage, navigation, and overview of features.		
Session 2: Understanding Customer Behaviour and Segmentation		
● Theory: ○ Customer behaviour analysis and its impact on retention. ○ Techniques for effective customer segmentation. ○ Building customer personas. ● Retention Tool: ○ Using CleverTap and WebEngage for customer segmentation. ○ Analysing customer data and creating segments in the tools.		
Session 3: Crafting Effective Retention Strategies		
● Theory: ○ Strategies for improving customer retention. ○ Personalization and its role in retention. ○ Lifecycle marketing and engagement tactics.		

- Retention Tool:

- Setting up personalized campaigns in Marketing Automation Tools.
- Using automation features to manage customer lifecycle marketing.

Session 4 : Measuring and Analysing Retention Efforts

- Theory:

- Importance of analytics in measuring retention success.
- Key metrics and tools for analysing retention campaigns.
- Understanding customer feedback and its role in retention.

- Retention Tool:

- Utilizing analytics features and dashboards in tools like Clever Tap and WebEngage.
- Analysing campaign/journey performance and customer feedback within the tools.

Session 5 : Case Studies and Capstone Project

- Theory:

- Review of successful and challenging case studies in customer retention.
- Discussion on lessons learned and best practices.

Presentations and feedback sessions on the projects.

Assessment:

- 60% of capstone project by students where they will design and implement a retention strategy for a brand.
- 40 % on class participation and quizzes to test students' conceptual and analytical understanding of the topics.

Teaching Method:

This course is a mix of conceptual and practical application of the tools hence we will use presentations, class discussion, interactive videos , case base teaching, Hands-On Workshops to provide a dynamic and interactive learning environment that balances theoretical knowledge with practical application, fostering a comprehensive understanding of customer retention and CRM strategies.

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Module's Title:	Responsible AI and Emerging Frameworks	
Subject area/specialisation:	Information Systems	
Professor:	Dr. Anjali Kaushik	anjalikaushik@mdi.ac.in
	University Management Development Institute Gurgaon	
Course description and Learning objectives:		
Artificial intelligence (AI) powers Google’s search engine enables Facebook to target advertising, and allows Alexa and Siri to do their jobs. AI is also behind self-driving cars, predictive policing, and autonomous weapons that can kill without human intervention. These and other AI applications raise complex ethical issues that are the subject of ongoing debate. As AI technologies become increasingly sophisticated and integrated into our lives, ethical concerns have grown around issues such as privacy, bias, transparency, accountability, explainability, and the potential misuse of AI. In response to these and other ethical concerns, organizations and governments have developed various frameworks and guidelines for the responsible development and use of AI. These frameworks typically include principles such as transparency, fairness, accountability, and human-centric design. This course offers a deep understanding of the ethical considerations, tools and frameworks to promote ethical development and deployment of AI, regulatory enablement’s to ensure Responsible AI practices. This knowledge is essential in designing and managing AI based products. Students will critically examine potential threats arising from AI applications, along with a comprehensive study of various tools and frameworks to ensure responsible AI practices.		
Learning Outcomes/ Competencies:		
• To provide an understanding of the AI Challenges and Apprehensions in Deployment • To understand Social and ethical considerations and dilemmas in the deployment of AI technologies including an understanding of High-Risk AI scenarios • Discuss the concepts and principles of Responsible AI. • To familiarize students with the tools and frameworks to promote ethical development and deployment of AI • To understand regulatory enablement’s to ensure ethical AI practices including the EU AI Act 2023, US Blueprint for AI Bill of Rights, US Algorithmic Accountability Act, Singapore AI Governance Framework, ISAGO Framework, AI Ethics Framework of Australia, Japan, Poland, France, Switzerland, UK, UAE, Israel, etc. • To discuss Privacy and Data Protection implications for compliance • To encourage critical thinking about the social implications of AI.		
Description of Content:		
Session 1: AI Challenges and Apprehensions in Deployment and why you should Think about ‘Responsible AI’ • Threats from AI Models: Examine threat scenarios due to AI and Big data • AI Risk Management and High-Risk AI Scenarios • AI Bias: Back propagation and bias • Digital Deception, Misinformation, Disinformation and Deep Fakes • Security and Privacy • Liability of stakeholders across the AI Lifecycle Session 2: The Concepts and Principles of Responsible AI • Governing Principles of Responsible AI:		

- Bias
- Explainability
- Accountability and Trust,
- Transparency
- Fairness and Non-discrimination
- Safety and Reliability
- Privacy and Security

Session 3 and 4: Techniques and Frameworks to Promote Ethical Development and Deployment of AI
 AI Ethics for Developers: Principles for ethical design of AI systems, Tools and techniques

- Auditing AI Algorithms (to ensure fairness, transparency, and accountability)
- Machine Unlearning Algorithms (rectifying inaccuracies, biases, and outdated information)
- Synthetic Data Generation Techniques (filling data gaps, mitigating privacy concerns, and promoting equitable representation)
- AI Bias Mitigating Strategies (analyze bias in different aspects, such as race, gender, or other protected attributes; pre-processing data to remove bias, adjusting algorithms to account for fairness, or post-processing predictions to re-calibrate outcomes, re-sampling data, re-weighting samples, adversarial training, etc)
- Ethical AI Frameworks (AI Ethics by Design)
- Explainable AI Frameworks (model visualization, feature importance analysis, and generating human-understandable explanations for AI predictions)
- Technological innovations for creation/ detection, industry initiatives, media literacy programs for tackling deep fakes and other High-risk AI scenarios
- AI Governance Testing Frameworks (evaluating and ensuring compliance with governance policies, ethical guidelines, and regulatory requirements in the development and deployment)

Session 5: Ethical AI Practices: Regulatory Enablement's

To understand regulatory enablement's to ensure ethical AI practices including the EU AI Act 2023, US Blueprint for AI Bill of Rights, US Algorithmic Accountability Act, Singapore AI Governance Framework, ISAGO Framework, AI Ethics Framework of Australia, Japan, Poland, France, Switzerland, UK, UAE, Israel, etc.

- Overview of Mandatory regulatory practices by platform owners in India and Globally for ensuring Ethical AI
- AI regulations in different countries: regulatory sandbox, testing, mandatory certification requirement,
- technical documentation,
- sharing of source code,
- data quality guidelines,
- human oversight,
- guard rail for or limitation on certain uses or applications,
- Liability issues: penalty for non-compliance and liability for defective AI products as regulations

Session 6 (Optional): Privacy and Data Protection Implications For Compliance

- Comparative study of Regulations on data Privacy globally including India, EU GDPR and US
- Global Privacy Impact Assessment
- Global e-commerce and Privacy
- Transborder data flows and maintaining Privacy across frameworks
- Privacy Enhancing Techniques and Strategies (data minimization, anonymization, differential privacy)

Assessment:

Sr. No.	Name of Component	Weightage assigned (%age)
1	Quizzes and Class Participation	20
2	Cases and assignment	30
3	Mid-Term Examination	25
4	End-Term Examination	25
	Total	100

Teaching Method:

The course will be taught through a combination of class discussions, case studies, exercises, quizzes, projects, assignments, and presentations. Participants are expected to have comprehensively read the assigned articles, and the case studies. Participants are expected to pro-actively participate in class discussions. Each participant/team is expected to have analyzed the business case study for the session as the context. The groups will be evaluated based on the depth, clarity and practicality of their analysis.

The detailed module outline shows the topics, reading assignments and activities for each session. Further, there will be data analysis and exercises based on that. Guest sessions will be organized on related concepts.

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- Case: Ethical programming of Algorithms: How to deal with Ethical Risks of AI Tools for Hiring Decisions
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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
Managing Customer Experience	Jyro TRIVINO
Marketing and Society or Critical Marketing	Samathika GALLAGE
Conflict Management Skills	Wolfgang Steinel
Personal branding	Dominyka VENCIUTE
Entrepreneurship for small business operators: From concept development to feasibility study in the digital age	Kyuho LEE

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