



# *COURSE CATALOGUE*

EXCELLENCE IN PEDAGOGY ELECTIVES  
2024 - 2025

Master in Management 1<sup>st</sup> Year – DIJON Campus  
Exchange Students - Spring 2025

# SUMMARY

## WEEK 1. JANUARY 13 TO 17 ..... 4

Global Business & Sustainability .....	5
Branding in Times of Crisis.....	6
International Finance.....	8
Corporate Social Responsibility.....	10
Business Opportunities in Emerging Markets.....	12
Conflict Management Skills .....	13
Luxury.....	14

## WEEK 2. JANUARY 20 TO 24 ..... 15

Automation, Artificial Intelligence (AI) and Multinational Business .....	16
Strategic Management and Business Model .....	19
Artificial Intelligence and Entrepreneurship.....	20
The Psychology Behind Consumer Behavior.....	22
Building Brands with Purpose .....	23
Finance – The Role of Risk .....	25
Luxury Branding Management .....	27
New product development.....	28

## WEEK 3. MARCH 17 TO 21 ..... 29

Wine: from the vineyard to the customer in business management .....	30
Strategy, people and performance .....	31
Techno-Driven Retail Consumer in Southeast Asia: Insights and Innovations for Retail Success .....	33
Responsible Marketing .....	36
Ethics in business technology and the environment.....	38
Responsible AI and Emerging Frameworks.....	40
Digital Transformation: Enabling Technologies for a Sustainable Development .....	44
Designing transformational experiences in food and wine: synergising art and cultural heritage .....	47
Upskilling for Business: Generative AI Workshop to Boost Productivity .....	50
Customer Experience in the Digital Age.....	53
Social media for brand building and growth .....	55

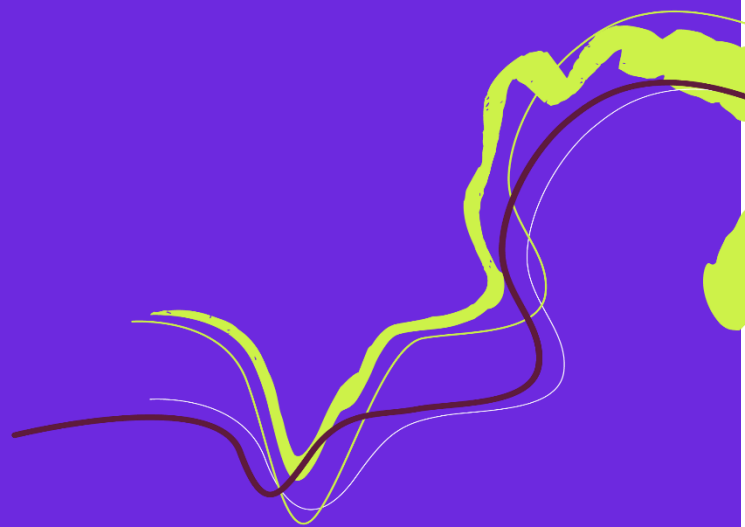
Bootcamp in Entrepreneurship: The Lean Startup .....	57
Building a Sustainable Brand through Upcycling .....	59
Retention Revolution: Tools and Techniques for CRM Success .....	61
Designing Experiences in Metaverse Platforms .....	63
Digital Transformation and Sustainability: Bridging Concepts and Applications for Future Business Leaders .....	65
Negotiation Skills .....	67
Tea studies .....	70
Achieving gender parity.....	71
Luxury in the Era of Sustainability.....	72
Social Media Strategy with 'Branded Content'- Crossing Borders .....	73
AI driven financial well-being: using data to empower citizens .....	74
Services Marketing, Innovation and Sustainability .....	77
Data Visualization and Analytics .....	80

## ***WEEK 4, MARCH 24 TO 28.....81***

Leadership, Strategy, and Decision Making .....	82
International Management and Organizational Structures .....	83
Fashion and Society .....	85
Investing in stock markets .....	87
Business Intelligence and analytics .....	88
Big Data in Business .....	89
AI Applications in Business .....	90
Creating Content and Marketing Briefs .....	91

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

*WEEK 1. JANUARY 13 TO 17*





Module's Title:	Global Business & Sustainability	
Subject area / specialisation:	Management / Global Business	
Professor:	Bongjin Kim	<a href="mailto:bkim432@ewha.ac.kr">bkim432@ewha.ac.kr</a>
	EWha Womans University, College of Business, South Korea	
Learning objectives:		
<p>Global business involves any business transaction between parties from more than one country. As cross-border trade and investment continue to increase, the global economy is becoming more closely integrated. Advances in communications and transportation technology, a reduction in trade barriers worldwide, and the formation of regional trading alliances have made international business an increasingly important part of the global economy. Yet, differences in political, economic, and socio-cultural environments around the globe challenge business professionals with opportunities and risks. This course will help students understand the international business environment and the intricacy of the global economy.</p>		
<p>1. Have knowledge of the international institutions and practices that impact international business</p> <p>2. Understand the managerial implications of international business concepts and examine MNCs' strategies and behaviours to enhance competitiveness in the areas of manufacturing, marketing, and human resource management.</p> <p>3. Understand the different challenges when businesses operate in the international environment</p> <p>4. Understand the role of social, cultural, political, regulatory and legal differences that affect international businesses</p> <p>5. Develop the ability to comprehend international economic and financial issues</p>		
Description of Content:		
<ul style="list-style-type: none"><li>• The concept of globalization</li><li>• Understanding politics, laws, economics, ethics, norms, &amp; cultures</li><li>• Leveraging capabilities globally</li><li>• Foreign direct investment (FDI)</li><li>• Entering foreign markets</li><li>• Managing competitive dynamics in global markets</li></ul>		
Assessment:		
<ul style="list-style-type: none"><li>▪ Case Analysis/Presentation – Team Task (40%)</li><li>▪ Test (40%)</li><li>▪ Class Participation (20%)</li></ul>		
Teaching Method:		
<ul style="list-style-type: none"><li>▪ Lecture</li><li>▪ Case Discussion</li></ul>		
Bibliography:		
<ul style="list-style-type: none"><li>▪ Text: Not required</li><li>▪ 3 – 4 Cases : To be announced</li></ul>		

Module's Title:	Branding in Times of Crisis	
Subject area / specialization:	Business / Marketing	
Professor:	Dr. Maiara Kososki	<a href="mailto:maiara.regina@pucpr.br">maiara.regina@pucpr.br</a>
	Pontificia catholic university of Parana, Brasil	
Learning objectives:		
<ul style="list-style-type: none"><li>• To be able to explore important issues in planning and to be able to develop, implement, and evaluat brand strategies.</li><li>• To be able to describe and identify all the components of brand management and how they affect and improve marketing decision-making.</li><li>• To be able to understand how valuable brands are created, managed and measured and how brand positioning is developed through authenticity.</li></ul>		
Description of Content:		
<p>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.</p> <ul style="list-style-type: none"><li>• Session 1: Brand architecture, portfolio and extension as a wise strategic investment.</li><li>• Session 2: Brand identity and brand image in corporate reputation.</li><li>• Session 3: Brands and people: how do people connect to brands in times of crisis?</li><li>• Session 4: Managing a brand through brand value.</li><li>• Session 5: Brand positioning through brand authenticity.</li></ul>		
Assessment: The course assessment is designed to enhance academic performance. Final result is the average of the following tasks:		
<ul style="list-style-type: none"><li>• Short assignments (individual) 25%</li><li>• Team presentation (team) 35%</li><li>• Class participation (individual) 15%</li><li>• Final Exam (individual) 25%</li></ul>		
Teaching Method:		
<p>Bi-modular (face-to-face and online classes).</p> <p>Theoretical and practical exercises will be taught through lectures, discussions, online quizzes, case studies and project based learning.</p>		
Bibliography:		
<ul style="list-style-type: none"><li>• <b>SESSION 1 - Assignment</b> (<i>To read before class</i>)</li></ul> <p><b>Aaker, D.</b>, Brand Portfolio Strategy: Creating Relevance, Differentiation, Energy, Leverage, and Clarity: Free Press, 2004. <b>[Chapter 1]</b></p> <p><b>Aaker, D.</b>, Should you take your brand to where the action is?, Harvard Business Review on Brand Management, 1997.</p> <p><b>Avery, J.</b> Brand Portfolio Strategy and Brand Architecture, Harvard, 2017.</p> <ul style="list-style-type: none"><li>• <b>SESSION 2 - Assignment</b> (<i>To read before class</i>)</li></ul> <p><b>Chernatony, L. D.</b> Brand management through narrowing the gap between brand identity and brand reputation. Journal of Marketing Management. v. 15, 1999, p. 157–59.</p>		

**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:	International Finance							
Subject area / specialisation:	Open macroeconomics, international capital flows							
Professor:	Mojmir Mrak	<a href="mailto:mojmir.mrak@ef.uni-lj.si">mojmir.mrak@ef.uni-lj.si</a>						
	Ljubljana University, Faculty of Economics, Slovenia							
Learning objectives:								
<p>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.</p> <p>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:</p> <ul style="list-style-type: none"><li>• to understand key concepts in international finance,</li><li>• to demonstrate ability to analyse international finance problems and to write issue papers on this subject, and</li><li>• to present ideas on international financial issues in a clear, concise and professional manner</li></ul>								
Description of Content:								
<p>The module consists of three main parts.</p> <ul style="list-style-type: none"><li>• 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.</li><li>• The second part of the module is aimed at two specific risks in international finance, namely (i) foreign exchange risk and (ii) country risk.</li><li>• 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).</li></ul>								
Assessment:								
<p>The final grade will be composed on the following three components:</p> <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> <p>Students will be assessed</p> <ul style="list-style-type: none"><li>• on their knowledge on the content domain of international finance,</li><li>• on their ability to understand and analyze the issues presented in their home assignments, and</li><li>• 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.</li></ul>			• 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	<a href="mailto:c.ochie@northumbria.ac.uk">c.ochie@northumbria.ac.uk</a>
	Northumbria University, Newcastle, UK	
Learning objectives:		
<p>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.</p> <p>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.</p>		
Description of Content:		
<p>Session 1 : Introduction to CSR</p> <p>Session 2: The Triple Bottom Line (TBL) theory/concepts</p> <p>Session 3: Triple Bottom Line and Sustainable Supply Chain</p> <p>Session 4 : Incorporating Sustainability in Business Strategy</p> <p>Session 5 : Module review and assessment</p>		
Assessment:		
<ul style="list-style-type: none"><li>100% individual assignment</li></ul>		
Teaching Method:		
<p>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.</p> <p>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.</p>		

### **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

<b>Module's Title:</b>	<b>Business Opportunities in Emerging Markets</b>	
<b>Subject area / specialisation:</b>	N/A	
<b>Professor:</b>	<b>Anthony Kuo</b>	N/A
	National Yang Ming Chiao Tung University, Taiwan	
<b>Learning objectives:</b> N/A		
<b>Description of Content:</b> N/A		
<div style="background-color: #f8d7da; padding: 10px; text-align: center;"> <b>FURTHER DETAILS WILL BE PROVIDED AT A LATER TIME</b> </div>		
<b>Assessment:</b> N/A		
<b>Teaching Method:</b> N/A		
<b>Bibliography:</b> N/A		

<b>Module's Title:</b>	<b>Conflict Management Skills</b>	
<b>Subject area / specialisation:</b>	N/A	
<b>Professor:</b>	<b>Wolfgang Steinel</b>	N/A
	Leiden University, Faculty of Social and Behavioural Sciences, The Netherlands	
<b>Learning objectives:</b> N/A		
<b>Description of Content:</b> N/A		
<div style="background-color: #f8d7da; padding: 10px; text-align: center;"> <b>FURTHER DETAILS WILL BE PROVIDED AT A LATER TIME</b> </div>		
<b>Assessment:</b> N/A		
<b>Teaching Method:</b> N/A		
<b>Bibliography:</b> N/A		

<b>Module's Title:</b>	<b>Luxury</b>	
<b>Subject area / specialisation:</b>	N/A	
<b>Professor:</b>	<b>Parc Jung Kun</b>	N/A
	Hanyang University, South Korea	
<b>Learning objectives:</b> N/A		
<b>Description of Content:</b> N/A		
<div style="background-color: #f8d7da; padding: 10px; text-align: center;"> <b>FURTHER DETAILS WILL BE PROVIDED AT A LATER TIME</b> </div>		
<b>Assessment:</b> N/A		
<b>Teaching Method:</b> N/A		
<b>Bibliography:</b> N/A		



WEEK 2, JANUARY 20 TO  
24



Module's Title:	Automation, Artificial Intelligence (AI) and Multinational Business	
Subject area / specialisation:	Technology Management	
Professor:	Dr. Hakeem M. Mohsin	<a href="mailto:hakeem_mm@gsm.nucba.ac.jp">hakeem_mm@gsm.nucba.ac.jp</a>
	NUCB Business School, Japan	
Learning objectives:		
By the end of the course, students will be able to:		
<ul style="list-style-type: none"><li>• Understand the implications of automation technology based on "Artificial Intelligence" (AI)</li><li>• Explore the idea of “workforce of the future” and tackle the issues related to education, training, and support.</li><li>• Understand how digital companies create value and expand the scope by leveraging data and analytics.</li><li>• Develop an awareness of disruptive technologies changing market dynamics.</li><li>• Understand the strategic moves by organizations to tackle advanced technologies in their core business areas.</li></ul>		
In addition to theme-based learning goals, students are expected to,		
<ul style="list-style-type: none"><li>• Analyze and evaluate, concepts, theoretical knowledge, and actual business situations.</li><li>• Establish the link between theory and case situations.</li></ul>		
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		
<ul style="list-style-type: none"><li>• Understand the implications of automation technology based on "Artificial Intelligence" (AI)</li><li>• Analyze the trends leading to the surge in AI and applications.</li><li>• Explore the limitations of the technology</li><li>• Discuss the key concerns about the AI technology</li></ul>		
- Session 2 :		
Theme: Digital Transformation and Retail		
Case 1: To Be Decided		
Intended Takeaways		
<ul style="list-style-type: none"><li>• Explore the idea of “workforce of the future”.</li><li>• What does the adoption of automation technology mean for low-skill workers?</li><li>• Discuss the possibility automation of low-skill tasks,</li></ul>		

- 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:	Strategic Management and Business Model	
Subject area / specialisation:	Management / Strategic Management	
Professor:	Bongjin Kim	<a href="mailto:bkim432@ewha.ac.kr">bkim432@ewha.ac.kr</a>
	EWha Womans University, College of Business, South Korea	
<b>Learning objectives:</b>		
<p>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.</p>		
<ul style="list-style-type: none"><li>▪ Develop knowledge and skills to apply course material/learning to improve strategic thinking, problem solving skills, and management decisions in the real world.</li><li>▪ 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.</li><li>▪ 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.</li><li>▪ Understand the importance of business model innovation in association with strategic management in creating a sustainable competitive advantage</li></ul>		
<b>Description of Content:</b>		
<ul style="list-style-type: none"><li>• The concept of strategy</li><li>• Business model and innovation</li><li>• The sources and dimensions of competitive advantage</li><li>• Industry analysis and competitive dynamics</li><li>• Core capabilities and core competences/capabilities</li><li>• Vertical integration and diversification strategy</li></ul>		
<b>Assessment:</b>		
<ul style="list-style-type: none"><li>▪ Case Analysis/Presentation – Team Task (40%)</li><li>▪ Test (40%)</li><li>▪ Class Participation (20%)</li></ul>		
<b>Teaching Method:</b>		
<ul style="list-style-type: none"><li>▪ Lecture</li><li>▪ Case Discussion</li></ul>		
<b>Bibliography:</b>		
<ul style="list-style-type: none"><li>▪ Text: Not required</li><li>▪ 3 Cases<ul style="list-style-type: none"><li>- To be announced</li></ul></li></ul>		

Module's Title:	Artificial Intelligence and Entrepreneurship	
Subject area / specialization:	Entrepreneurship	
Professor:	Dr. Fauzia Jabeen	<a href="mailto:Fauzia.jabeen@adu.ac.ae">Fauzia.jabeen@adu.ac.ae</a> ; <a href="mailto:drfauziaadu@gmail.com">drfauziaadu@gmail.com</a>
	College of Business, Abu Dhabi University, Abu Dhabi, UAE	
Course Description and Learning objectives:		
<p>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.</p> <p>Upon successful completion of this course, students will be able to:</p> <ul style="list-style-type: none"><li>• Recognize the concepts, skills and tools necessary to succeed as an entrepreneur in the field of artificial intelligence.</li><li>• Apply skills to investigate possibilities for AI based products and services.</li><li>• Devise strategies to find investors, fund deals and plan for an eventual exit.</li><li>• Communicate effectively using media and presentations.</li><li>• Prepare a comprehensive business plan for the new business venture.</li></ul>		
Description of Content:		
<p>Session 1: Foundations of Entrepreneurship and AI</p> <ul style="list-style-type: none"><li>- Introduction to entrepreneurship and its relevance in the AI landscape.</li><li>- Overview of artificial intelligence: history, types, and applications.</li><li>- Understanding the symbiotic relationship between entrepreneurship and AI.</li></ul> <p>Session 2: AI Technologies and Tools for Entrepreneurs</p> <p>Session 3: AI-driven Business Opportunities</p> <ul style="list-style-type: none"><li>- Identifying market gaps and opportunities for AI-driven solutions.</li><li>- Disruptive potential of AI across industries: healthcare, finance, manufacturing, etc.</li></ul> <p>Session 4: Using Design Thinking to Design Business Models, Developing an Effective Business Plan in AI Landscape</p> <p>Session 5: Sources of Capital for Entrepreneurs : Legal and Marketing Challenges for Entrepreneurial Ventures in Industry 4.0 and 5.0</p>		
Assessment:		
<ul style="list-style-type: none"><li>• 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)</li><li>• 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)</li></ul>		



- 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*, 11<sup>th</sup> 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:	The Psychology Behind Consumer Behavior	
Subject area / specialisation:	Consumer Behavior / Marketing / Business	
Professor:	Juliana COSTA	<a href="mailto:juliana.noschang@pucpr.br">juliana.noschang@pucpr.br</a>
	Pontificia catholic university of Parana, Brasil	
Learning objectives:		
<ul style="list-style-type: none"><li>Gain understanding of the psychological factors that impact consumer behavior.</li><li>Apply relevant consumer behavior theories in understanding the impact of marketing strategies and reasons for why consumers behave the way they do.</li><li>Develop critical and reflexive understandings of the nature of consumption, markets and culture.</li></ul>		
Description of Content:		
<p>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.</p> <ul style="list-style-type: none"><li>Session 1 : Perception, motivation and beliefs.</li><li>Session 2: Attitudes and Learning.</li><li>Session 3: Self and self-concept</li><li>Session 4 : Personality and Lifestyle</li><li>Session 5 : Impact of variables on consumption decisions and psychographic segmentation</li></ul>		
Assessment:		
<ul style="list-style-type: none"><li>80% Group Assignments (group)</li><li>20% Final Exam (individual)</li></ul>		
Teaching Method:		
<ul style="list-style-type: none"><li>Lectures</li><li>Role Play and Simulation</li><li>PBL (Problem Based Learning) in real context situations</li><li>Inverted Classroom</li><li>Peer-based learning</li></ul>		
Bibliography:		
<p>Eysenck, M. W, &amp; Keane, M. T. Cognitive psychology: a student’s handbook (Eighth edition). Routledge, 2020</p> <p>Gazzaniga, M. S., Ivry, R. B., Mangun, G. R., &amp; Gazzaniga, R. A. Cognitive neuroscience: the biology of the mind (Fifth edition). W. W.Norton &amp; Company, 2019.</p> <p>Kotler, P. and Keller, K. Marketing Management. 15th ed. Harlow: Pearson, 2016</p> <p>Solomon, M. Consumer Behavior: Buying, Havind and Being (12th edition), Pearson, 2016.</p> <p>Solomon, M. Consumer Behavior: Buying, Havind and Being Global Edition, Pearson, 2017.</p> <p>Solomon, M. and Lowrey T. M. The Routledge Companion to Consumer Behavior, Routledge, 2020.</p> <p>Sternberg, R. J., &amp; Sternberg, K. Cognitive psychology (7th edition). Cengage Learning, 2017.</p>		

Module's Title:	Building Brands with Purpose	
Subject area / specialisation:	Marketing	
Professor:	Francisco Guzmán, PhD	<a href="mailto:francisco.Guzman@unt.edu">francisco.Guzman@unt.edu</a>
	University of North Texas College in Business, USA	
Learning objectives:		
<ul style="list-style-type: none"><li>To understand <b>how and why conscientious strategies</b> - Corporate Social Responsibility, Sustainability, Activism—<b>become part of a</b> business philosophy and <b>brand's purpose</b>.</li><li>To understand the <b>drivers</b> of a brand's purpose-driven approach.</li><li>To become aware of the <b>potential consequences</b> of a brand's purpose-driven approach.</li><li>To learn the <b>basic brand management concepts and tools</b> to develop a purpose-driven strategy.</li><li>To learn how to use <b>relevant research</b> as a way of <b>building insights</b> into stakeholder attitudes and behavior to create relevant purpose-driven innovations.</li><li>To relate theoretical concepts to real-life <b>marketing practices</b>.</li></ul>		
<p>By the end of the course, you are expected to have a <b>clear understanding of the brand building with purpose process</b> and to be able to analyze it with a certain degree of <b>creativity</b> and professional marketing skill. You should be able to assess the potential benefits and risks of such approach, and have a thorough understanding of how purpose-driven brands indicate a truth to themselves and a commitment to meeting broader social needs. In summary, you should improve your marketing capabilities: <b>knowledge, ability</b> and <b>attitudes</b> to prepare you as a marketing professional.</p>		
Description of Content:		
<p>The course will cover the roles different stakeholders play in influencing businesses to act conscientiously, the challenge of trade-offs, and the issues related to effective communication. The course takes a realistic but optimistic view, in that the lectures and readings reflect the difficulties that organizations encounter, but also the opportunities that can be seized through an integrated and conscientious approach. We will look at small and large organizations and the implications for both consumer and B2B brands based on <b>real scenarios</b> and the burgeoning <b>academic literature</b> on the topic.</p>		
<p><b>Day 1:</b> “What is a brand with purpose?”</p> <ul style="list-style-type: none"><li>What is a brand?</li><li>The purpose imperative (Aaker Chapter 1 &amp; 4)</li><li>Operationalizing purpose: Reference market (<i>Lambin, Readings</i>)</li><li>Unilever case study (Aaker Chapter 2)</li></ul>		
<p><b>Day 2:</b> “Basic brand marketing strategies”</p> <ul style="list-style-type: none"><li>Segmentation &amp; Positioning</li><li>Brand Leveraging</li><li>Brand Activation (Aaker Chapter 10)</li><li>Various Examples</li><li>Discussion article Berkey and Orts</li></ul>		
<p><b>Day 3:</b> “Developing conscience”</p> <ul style="list-style-type: none"><li>What is conscience? (I&amp;I Chapter 2)</li><li>The business with conscience model (I&amp;I Chapter 3)</li><li>Enablers of a conscientious innovation strategy (I&amp;I Chapter 6)</li><li>Tony’s Chocoloney case study</li></ul>		
<p><b>Day 4:</b> “Communicating purpose”</p> <ul style="list-style-type: none"><li>(I&amp;I Chapter 7)</li><li>Discussion article by Sweigart</li><li>Types of commitment</li><li>Various examples</li></ul>		

### Day 5: "The personal way to make a difference"

- It is up to us (I&I Chapter 9)

#### Assessment:

- |   |    |
|---|----|
| - Final case (team project)             | 65 |
| - Pop Quiz (individual)                 | 10 |
| - Participation/Attendance (individual) | 25 |

**\*Class participation and continuous evaluation:** You are expected to adopt a positive and respectful attitude while in class and while working with other group members. You are expected to read the papers/articles/chapters as outlined each week, to arrive **on time** and fully prepared for all classes and to meet all deadlines as outlined during the course. I will bear in mind the frequency and quality of your participation, the amount of interest shown about the course (inside and outside the classroom), and how much you make the class richer through your work.

*0-12 points: People who don't attend class and when they do don't participate.*

*15 points: People who attend class but just sit and listen.*

*17 points: People who attend class and participate for time to time.*

*19 points: People who attend class and participate often.*

*21 points: People who attend class and participate often and also show interest outside of the classroom.*

*23 points: People who attend class and have excellent participation & constant interest outside of the classroom.*

*25 points: People who meet all the previous standards and additionally enrich the class with voluntary extra work.*

#### Teaching Method:

The course is designed around three fundamental concepts:

- Learning by doing
- Reflection in action
- Coaching

**Theory Sessions:** I will briefly introduce various concepts of brand building with purpose to develop a conscientious brand/organization. The seminar will be based on traditional lecturer-led sessions, video case studies, short group exercises, questions and answer sessions, etc. Heavy discussion and participation are expected. In order to do so, you must come to class prepared. I am not here to "teach the text". In class we will develop learning experiences. **A good command of spoken and written English is required.**

**Group Project:** For the group project, students will have the opportunity to apply what they learn to an organization of their choosing. The group project will require the students to conduct primary research as a way to understand stakeholder perspectives and then to develop an innovation/purpose-based campaign that will deliver relevant benefits.

#### Bibliography:

- Aaker, D. (2023). *The future of purpose-driven branding. Signature programs that impact & inspire both business and society*. Morgan James Publishing.
- B. Berkey, B. and Orts, E. (2021). The Climate Imperative for Business. *California Management Review Frontiers*. 30 April 2021 <https://cmr.berkeley.edu/2021/04/climate-imperative/>
- Ind, N. and Iglesias, O. (2022). *In good conscience. Do the right thing while building a profitable business*. Palgrave Macmillan.
- Sweigart, L. (2021). A new role for business leaders: moral integrator. *Strategy + Business*. 16 August 2021. <https://www.strategy-business.com/article/A-newrole-for-business-leaders-Moral-integrator>

<b>Module's Title:</b>	<b>Finance – The Role of Risk</b>	
<b>Subject area / specialisation:</b>	<b>Finance/Risk</b>	
<b>Professor:</b>	<b>Dr. Fergal O'Brien</b>	<a href="mailto:fergal.g.obrien@ul.ie">fergal.g.obrien@ul.ie</a>
	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>



Module's Title:	Luxury Branding Management	
Subject area / specialisation:	Marketing	
Professor:	Ian Phau	<a href="mailto:ian.phau@cbs.curtin.edu.au">ian.phau@cbs.curtin.edu.au</a>
	Curtin University, Curtin Business School, Australia	
Learning objectives:		
<ul style="list-style-type: none"><li>To have the necessary knowledge and skills to understand the strategic role of <b>design</b> in the <b>marketing processes</b> of <b>luxury</b> goods and services</li><li>To examine the <b>formulation</b> and implementation of <b>marketing communications</b> in respect of luxury companies</li><li>To examine <b>concepts</b>, models and trends that impact luxury in the retail environment</li></ul>		
Description of Content:		
Block 1: "Luxury Branding Fundamentals"		
<ul style="list-style-type: none"><li>The antecedents of the consumption of luxury goods</li><li>The anti-laws of luxury marketing</li></ul>		
Block 2: "Luxury Brand Management"		
<ul style="list-style-type: none"><li>Brand equity: the specificities of luxury brands</li><li>Design to convey corporate identity in luxury sectors</li><li>Design, brand and product positioning for luxury sectors</li><li>Managing luxury counterfeits and mimics</li></ul>		
Block 3: "Communication in Luxury Branding"		
<ul style="list-style-type: none"><li>Communication models and their application to the luxury sector</li><li>Conveying luxury in the retail environment</li></ul>		
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:		
<ul style="list-style-type: none"><li>Learning by doing (Group Campaign Development)</li><li>Reflection in action (Individual Assignment and Participation)</li><li>Coaching</li></ul>		
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.		

<b>Module's Title:</b>	<b>New product development</b>	
<b>Subject area / specialisation:</b>	N/A	
<b>Professor:</b>	<b>Narongsak (Tek) Thongpapanl</b>	N/A
	Brock University, Goodman School of Business, Canada	
<b>Learning objectives:</b> N/A		
<b>Description of Content:</b> N/A		
<div style="background-color: #f8d7da; padding: 10px; text-align: center;"> <b>FURTHER DETAILS WILL BE PROVIDED AT A LATER TIME</b> </div>		
<b>Assessment:</b> N/A		
<b>Teaching Method:</b> N/A		
<b>Bibliography:</b> N/A		

WEEK 3, MARCH 17 TO 21



Module's Title:	Wine: from the vineyard to the customer in business management	
Subject area / specialisation:	Wine	
Professor:	Davide Dargenio	<a href="mailto:davide.dargenio@ehl.ch">davide.dargenio@ehl.ch</a>
	Ecole Hôtelière de Lausanne, Suisse	
Learning objectives:		
<ul style="list-style-type: none"><li>• Understand main viticulture principles and the importance of climate and terroir</li><li>• Have a basic understanding of winemaking and influences on the wine style</li><li>• Know the main wine types, international grape varieties characteristic and style</li><li>• Understand the wine tasting and create a story telling about wine.</li><li>• Understand the trade structure, the segmentation and the target</li></ul>		
Description of Content:		
<ul style="list-style-type: none"><li>• The history of winemaking and main producing countries</li><li>• The grape, the vine and the terroir</li><li>• Winemaking techniques and cultural practices</li><li>• Introduction to the winetasting and sales storytelling</li><li>• Market trend and sales strategy</li><li>• Wine distributors and increasing wine sales</li></ul>		
Assessment:		
<ul style="list-style-type: none"><li>• Final examination: multiple-choice and opened questions (80%)</li><li>• Group work presentation (20%): 3 choices 1-make your wine-2- launch a new product(wine) for Moet Hennesey, 3- You are a concept designer, who specializes in innovation management. You decide to research the market and influence the wine industry.</li></ul>		
Teaching Method:		
The course may involve one or more of the following approaches: lecture, videos, discussion, application exercises, case analysis, team work, in-class group activities, and a final group project.		
Bibliography:		
To be announced		

Module's Title:	Strategy, people and performance	
Subject area / specialisation:	Human Resource	
Professor:	Dr. Bruno H. Rocha Fernandes.	<a href="mailto:bruno.fernandes@fdc.org.br">bruno.fernandes@fdc.org.br</a>
	Fundação Dom Cabral, Brasil	
Learning objectives:		
<ul style="list-style-type: none"><li>• Interpret and understand the concept of Strategic Human Resource Management (SHRM) in terms of its inception, development and current business practices.</li><li>• Analyze SHRM frameworks and its relation to theories like Resource Based Theory, Core Competence and other.</li><li>• Identify SHRM and its state of art practices like recruitment &amp; hiring, performance appraisal, training &amp; development, career &amp; succession, compensation.</li><li>• Evaluate the High-Performance Working Systems concept and its theoretical and practical implications.</li><li>• Analyze if and how SHRM adds value to organizations through performance improvement in a variety of dimensions.</li></ul>		
Description of Content:		
<p>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 &amp; 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</p> <ul style="list-style-type: none"><li>• Session 1 : Strategic Human Resource Management (SHRM): origins, development and today.</li><li>• Session 2: Framework for integrating strategy and HRM : competence models</li><li>• Session 3: Performance Management : contemporary practices</li><li>• Session 4 : Organizational and personnel development : models and practices</li><li>• Session 5 : SHRM effectiveness : case studies</li></ul>		
Assessment:		
<ul style="list-style-type: none"><li>▪ 50 %: individual position paper</li><li>▪ 50 % team based case study resolution</li></ul>		
Teaching Method:		
<p>The course will be taught using a variety of pedagogical techniques including readings, lectures, seminars, case studies and in-class discussions.</p>		
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.
- JAUQUES, 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).
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- 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:	Techno-Driven Retail Consumer in Southeast Asia: Insights and Innovations for Retail Success	
Subject area / specialisation:	Retail Marketing, Emerging Market, International Marketing, Strategy	
Professor:	Dr. Peri A. Manaf	peri.manaf@binus.ac.id
	BINUS Business School – Bina Nusantara University	
Course description and Learning Objectives:		
<p>The retail sector in Southeast Asia is undergoing a phenomenal transformation driven by the region's rapid economic development, changing demographics, and technological innovations. On the one hand, technology is becoming increasingly integrated into every aspect of life, and understanding its impact on consumer behavior is critical for developing successful retail strategies. On the other hand, the effects of demographic shifts, the growing middle class, and digital breakthroughs on retail strategy while exploring rising marketplaces, evolving consumer tastes, and cutting-edge technology.</p> <p>This course is a deep dive into the intersection of technology and consumer behavior in the retail sector. Students will explore the role of various technologies, from e-commerce platforms and mobile applications to AI and big data analytics, and how these technologies are reshaping consumer expectations, buying habits, and brand interactions, especially in the context of Southeast Asia. The course will also provide insights into leveraging technology to meet evolving consumer needs, build stronger relationships, drive retail innovation, and implement sustainable practices in the region.</p> <p>After exploring concepts and applications in the form of class discussions, gamified quizzes, and CSR considerations in the first four sessions, the class setting becomes a studio session in the fifth. Each student group, based on the provided case study, will be challenged to design innovative retail concepts and then defend how the proposed concept is able to address specific challenges or opportunities in the sector (read the attached case study and teaching notes softcopy).</p> <p>The learning objectives of this case study are as follows:</p> <p><b>LO1: Analyse the Impact of Technology on Consumer Behaviour.</b></p> <p>Students will evaluate how various technologies, including e-commerce platforms, mobile applications, AI, and big data analytics, influence consumer expectations, buying habits, and brand interactions in the Southeast Asian retail sector.</p> <p><b>LO2: Assess Demographic and Economic Trends</b></p> <p>Students will examine the effects of demographic shifts, such as the growing middle class and changing consumer tastes, on Southeast Asian retail strategies and market opportunities, integrating regional insights into their analyses and conversion strategy.</p> <p><b>LO3: Develop Innovative Retail Strategies</b></p> <p>Through interactive case studies and group discussions, students will design and propose innovative retail concepts that leverage technological advancements and address specific challenges or opportunities in the retail sector, showcasing their ability to apply theoretical knowledge to practical scenarios.</p> <p><b>LO4: Evaluate Sustainable and Ethical Practices</b></p> <p>Students will explore the integration of sustainable practices and corporate social responsibility (CSR) in retail strategies, assessing how these considerations can enhance consumer relationships and drive long-term retail success in the context of technological advancement.</p>		
Description of Content:		

### **Session 1: Understanding the Southeast Asia Retail Landscape and Demographic Shifts**

#### **Topics Covered:**

- Dynamic Southeast Asia Retail Landscape
- Tapping into the Power of Southeast Asia's Middle Class and Demographic Shifts
- The Tech-Savvy Southeast Asian Consumer: Understanding Digital Behaviors and Preferences
- The Role of E-commerce and Mobile Commerce in Shaping Consumer Behavior

### **Session 2: The Digital Revolution and Omnichannel Retail**

#### **Topics Covered:**

- Embracing the Digital Revolution: How Technology is Transforming Retail
- Mastering the Art of Omnichannel Retail: Seamless Customer Journeys
- The Future of Payments: Digital Innovations Reshaping Transactions
- The Impact of Social Media and Influencer Marketing on Consumer Decisions

### **Session 3: Harnessing Technology: AI, Big Data, and Personalization**

#### **Topics Covered:**

- Harnessing the Power of AI and Automation in Retail Operations
- Unlocking the Secrets of Personalization: Data-Driven Retail Strategies
- Harnessing the Power of AI: Personalization and Predictive Analytics in Retail
- Big Data in Retail: Insights into Consumer Behavior and Trends

### **Session 4: Future Trends and Sustainability in Retail**

#### **Topics Covered:**

- The Future of Retail: Augmented Reality, Virtual Reality, and Internet of Things
- Crafting Unforgettable Experiences: Experiential Retail and Community Building
- Riding the Green Wave: The Rise of Sustainability and Ethical Consumption
- Building Digital Trust: Cybersecurity and Data Privacy in Retail

### **Session 5: Studio Session - Case Study and Innovation Challenge**

#### **Case Study Discussion:**

- Analyze a comprehensive case study on Zalora, a Southeast Asian online fashion retail company, focusing on its use of technology to drive consumer engagement and business growth.

#### **Group Challenge:**

- Students will be divided into groups and tasked with designing innovative retail concepts based on the case study.
- Each group will present their proposed retail concept, highlighting how it addresses specific challenges or opportunities in the sector.
- Groups will also discuss how their concepts integrate technology, sustainability, and customer relationship strategies.

#### **Defense and Feedback:**

- Each group will defend their proposed concept in front of the class and instructors, receiving feedback on their approach and solutions.
- The session will conclude with a reflection on the key learnings and insights gained from the challenge.

### **Assessment:**

#### **• 15%: Gamified Quizzes (Sessions 1-4)**

At the end of each session, students will participate in a gamified quiz using an interactive platform (such as Kahoot or Quizizz) to reinforce key concepts and ensure understanding. These quizzes will cover the topics discussed in each session. The daily updated highest score will be posted at the beginning of every session class.

#### **• 15%: Individual Reflective Essay**

Students will write a reflective essay (750-1,000 words) on how technology is transforming the retail sector in Southeast Asia, drawing on course content and their own insights. The essay should include reflections on the impact of demographic changes, the role of AI, and the importance of sustainability

#### **• 70%: Group Presentation and Defense (Session 5 Studio Session)**

Each student group will design an innovative retail concept based on the case study discussed in the studio session. They will present their concept to the class, highlighting how it addresses specific challenges or opportunities, integrates technology, and incorporates sustainability and customer relationship strategies. They will then defend their concept through a Q&A session.

#### **Teaching Method:**

##### *1. Interactive Lectures with Real-World Case Studies*

Each session will begin with an interactive lecture that incorporates real-world case studies relevant to the Southeast Asian retail landscape. These case studies will be used to illustrate key concepts and encourage critical thinking and application of theories.

##### *2. Gamified Quizzes*

At the end of each session, students will participate in gamified quizzes using platforms like Kahoot or Quizizz. These quizzes will reinforce key concepts in a fun and engaging way.

##### *3. Group Projects and Presentations*

Students will work in groups to design innovative retail concepts based on a comprehensive case study. They will present their concepts and defend their strategies through a structured Q&A session.

##### *4. Studio Sessions and Simulation-Based Learning*

The fifth session will be a studio session where student groups will use simulation-based learning to test their retail concepts in a controlled environment. This will include scenariobased challenges where they must adapt their strategies in real time.

##### *5. Reflective Essays and Peer Feedback*

Students will write reflective essays on how technology is transforming the retail sector in Southeast Asia, incorporating peer feedback to refine their analyses.

#### **Bibliography:**

- Barry Berman & Joel R. Evans (2018) Retail Management A Strategic Approach (13e). Pearson.
- Economy SEA 2020: At full velocity—Resilient and racing ahead, Retrieved from <https://www.thinkwithgoogle.com/intl/en-apac/consumer-insights/consumer-journey/e-economy-sea-2020-resilient-and-racing-ahead-what-marketers-need-to-know-about-this-years-digital-shifts/>
- Deloitte (2022). Emerging Markets: ASEAN Article Series. Retrieved from - <https://www2.deloitte.com/us/en/insights/economy/emerging-markets-outlook-02-2022.html>
- Kearney. (2022). Capturing the growth of Indonesia's digital trade sector. Retrieved from <https://www.kenarney.com/locations/southeast-asia/article/-/insights/capturing-the-growth-of-indonesia-s-digital-trade-sector>
- Levy, M., Weitz, B. A., & Grewal, D. (2022). Retailing Management (11e). McGraw-Hill Education.
- The tech transformation imperative in retail retrieved from <https://www.mckinsey.com/industries/retail/our-insights/the-tech-transformation-imperative-in-retail>
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Module's Title:	Responsible Marketing	
Subject area/specialisation:	Marketing	
Professor:	Prof. (Dr.) Fauzia Jabeen	<a href="mailto:fauzia.jabeen@adu.ac.ae">fauzia.jabeen@adu.ac.ae</a> ; <a href="mailto:drfauziaadu@gmail.com">drfauziaadu@gmail.com</a>
	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 otherhuman factors
- The elusive sustainable consumer
- Sustainable consumer behaviour
- Organisational buying behaviour, the B2Bmarket
- Social and environmental Influences onbusiness buyers

**Seminar:** To consider the importance of marketing auditing into today’sfast paced business world. To consider how businesses canadopt 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 ResponsibleMarketing 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:	Ethics in business technology and the environment	
Subject area / specialisation:	Leadership, Business Ethics, Decision Making	
Professor:	Gregg Glover	<a href="mailto:gregg_glover@post.harvard.edu">gregg_glover@post.harvard.edu</a>
	Harvard University, Faculty of Arts and Sciences, USA	
Learning objectives:		
<ul style="list-style-type: none"><li>• How to analyze real-world ethical dilemmas using multiple frameworks and methods of analysis, considering many possible choices, and selecting a “best choice” options.</li><li>• How to evaluate, test, and strengthen one’s personal decision-making processes.</li><li>• Enhance your critical reasoning skills, particularly as applied to ethical issues.</li><li>• Improve your ability to engage productively in discussions of difficult and controversial moral questions.</li><li>• Improve ability to write effectively about complex issues, including ethical issues.</li><li>• Apply ethical reasoning to issues that arise in business settings.</li></ul>		
Description of Content:		
<p>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.</p> <p>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.</p> <p>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.</p>		
Assessment:		
<p>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.</p>		
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:	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:		
<p>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.</p> <p>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.</p>		
Learning Outcomes/ Competencies:		
<ul style="list-style-type: none"><li>• To provide an understanding of the AI Challenges and Apprehensions in Deployment</li><li>• To understand Social and ethical considerations and dilemmas in the deployment of AI technologies including an understanding of High-Risk AI scenarios</li><li>• Discuss the concepts and principles of Responsible AI.</li><li>• To familiarize students with the tools and frameworks to promote ethical development and deployment of AI</li><li>• 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.</li><li>• To discuss Privacy and Data Protection implications for compliance</li><li>• To encourage critical thinking about the social implications of AI.</li></ul>		
Description of Content:		
<p>Session 1: AI Challenges and Apprehensions in Deployment and why you should Think about ‘Responsible AI’</p> <ul style="list-style-type: none"><li>• Threats from AI Models: Examine threat scenarios due to AI and Big data</li><li>• AI Risk Management and High-Risk AI Scenarios</li><li>• AI Bias: Back propagation and bias</li><li>• Digital Deception, Misinformation, Disinformation and Deep Fakes</li><li>• Security and Privacy</li><li>• Liability of stakeholders across the AI Lifecycle</li></ul> <p>Session 2: The Concepts and Principles of Responsible AI</p> <ul style="list-style-type: none"><li>• Governing Principles of Responsible AI:</li><li>• Bias</li></ul>		



- 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.

- **Bibliography:**

BOOK: Thinking about AI Ethics, Ethical Machines by Reid Blackman, HBR Press

- Walsh Mike. (2019) "Does Your AI Have Users Best Interest at Heart?" Harvard Business Review
- Bar Lanyado "Can you trust ChatGPT's package recommendations?"
- Ellora Thadaney Israni, "When an algorithm helps send you to prison," The New York Times, 26 October 2017.
- NIST (National Institute of Standards and Technology), ENISA (The European Union Agency for Cybersecurity), The MITRE Corporation and OWASP
- Blackman Reid, Ammanath Beena. (2022) "When -and Why- You Should Explain How Your AI Works" Harvard Business Review.
- Neeley, T. (2023), 8-Questions about using AI Responsibly Answered, Harvard Business Review
- Deborah G. Johnson and Mario Verdicchio, (2023) "Computing Ethics -Ethical AI Is Not about AI" Association for Computing Machinery,
- Stanford University, Ethical Challenges of AI Applications Chapter 5, AI Index Report, 2021
- Hosanagar Kartik., & Jair V. (2018) "We Need Transparency in Algorithm but Too Much Can Backfire", Harvard Business Review.
- Jobin, A., Ienca, M., & Vayena, E. (2019). The global landscape of AI ethics guidelines. Nature machine intelligence, 1(9), 389-399.
- Mann Jasvinder., Zaric G., & Maclean Kyle. (2021) "Ethical Implications of Artificial Intelligence, Machine Learning and Big Data" Ivey Publishing, W21095.
- Siau, K., & Wang, W. (2020). Artificial intelligence (AI) ethics: ethics of AI and ethical AI. Journal of Database Management (JDM), 31(2), 74-87.
- Exercise: To catch a Thief, Explainable AI in Insurance Fraud Detection, HBR
- Case: Ethical programming of Algorithms: How to deal with Ethical Risks of AI Tools for Hiring Decisions
- Mitigating Bias in AI (2022), MeitY, Government of India
- Indian AI Stack (2020), Department of Telecommunications, Government of India
- Federal Trade Commission Guidelines: Truth, Fairness and Equity in AI
- Cadelon François, Carlo R.C.D., Bondt Midas De., & Theodoros Evgeniou. (2021) "Ai Regulation is Coming" Harvard Business Review.
- Andrew Burt (2021) New AI Regulations are Coming. Is your organization Ready? Harvard Business Review

- Blackman Reid., (2022) “Why you need an AI Ethics Committee” Harvard Business Review
- Maliha et al. (2021), To spur growth in AI, we need a new approach to Legal Liability, Harvard Business Review
- Stuart E. Middleton, Emmanuel Letouzé, Ali Hossaini, And Adriane Chapman. (2022) “Trust, Regulation, and Human-in-the-Loop AI within the European Region” ACM Digital Library, Volume 65
- Hanani Ronit Justo-.,(2022) “The politics of Artificial Intelligence regulation and governance reform in the European Union” Policy Sciences (2022) 55:137–159
- OECD Legal Instruments “Recommendation of the Council on OECD Legal Instruments Artificial Intelligence”, OECD,2019

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

**Course description and Learning objectives:**

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

**Description of Content:**

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

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

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

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

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

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

#### Assessment:

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

#### Teaching Method:

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

#### Bibliography:

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Module's Title:	Designing transformational experiences in food and wine: synergising art and cultural heritage	
Subject area/specialisation:	Marketing, Digital Marketing, Food and Wine Experiences	
Professor:	Dr. Marianna Sigala	Marianna.Sigala@newcastle.edu.au
	University of Newcastle, Australia	
Course description and Learning objectives:		
<p>This course delves into the integration of art and cultural heritage in designing immersive, engaging, memorable and transformational food and wine experiences that can generate value to various stakeholders, such as: boosting business benefits, elevating consumers’ well-being and uplifting community welfare.</p> <p>By blending the principles of experience design with art-based initiatives and the theory of cultural ecosystems, students will learn to create multi-sensory environments that innovate and elevate culinary and oenological experiences. Through a combination of theoretical frameworks and approaches (e.g. co-creation, story-telling, transformational service research, sensorial marketing, art-based initiatives), practical applications, and case study analyses, this course aims to equip students with the knowledge and skills to generate business and social value by innovating and enhancing the food and wine sectors.</p>		
<u>Learning Objectives:</u>		
<p>The course aims to help students advance their knowledge and skills in:</p> <ul style="list-style-type: none"><li>• Understanding the foundational theories of experience design and their application into food and wine</li><li>• Use technological advances (e.g. AI, smart technologies) and techniques (e.g. story-telling, co-creation and sensorial marketing) for designing memorable, immersive, engaging, transformational and authentic food and wine experience</li><li>• Gain insights and understanding into the historical and contemporary use of cultural heritage in enhancing culinary and wine experiences (e.g. gastrodplomacy)</li><li>• Develop practical skills in designing and implementing art-based food and wine experiences</li><li>• Analysing real-world case studies to identify best practices and innovative approaches in using art and cultural heritage to design memorable, immersive, engaging and transformational food and wine experiences</li></ul>		
<p>Critically evaluate the effectiveness of experience design, art-based and culture- infused experiences in achieving sustainable and transformational outcomes for organisations, consumers and local communities.</p>		
Description of Content:		
<p><b>Session 1:</b> Principles, theories, models and advances in experience design: applications and best practices in food and wine experiences</p> <p><b>Session 2:</b> Design elements, tools and techniques for creating memorable, immersive, engaging, authentic and transformational food and wine experiences</p> <p><b>Session 3:</b> Art-based initiatives: theory, practice and effectiveness in using art for designing transformational food and wine experiences</p> <p><b>Session 4:</b> Food &amp; Wine Cultural Heritage: concept, elements and best practices for embedding tangible and intangible cultural elements into the design of transformational food and wine experiences</p> <p><b>Session 5:</b> Evaluating and Measuring Success: methods and metrics for assessing the effectiveness and impacts of art-based and culture-infused food and wine experiences on various stakeholders including the company/brand, consumers and the local communities.</p>		

**Assessment:**

- 20% class participation in discussing and analyzing case studies and videos
- 80% Group Project (20% team presentation + 60% written report): a hands-on project in designing an art-based and/or culture infused food and wine experience

**Teaching Method:**

- Interactive lecture (power point)
- Case studies: home reading and class discussion
- Videos: watching and class debate
- Group presentations and peer-to-peer learning

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- Sigala, M. (2019d). Scarecrows: An art exhibition at Domaine Sigalas inspiring transformational wine tourism experiences. *Management and Marketing of Wine Tourism Business: Theory, Practice, and Cases*, 313-343.
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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:		
<p>"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.</p>		
Learning Objectives		
<p>By the end of this course, participants will be able to:</p>		
<p>1. Understand the Fundamentals of Generative AI:</p> <ul style="list-style-type: none"><li>- Comprehend the basic principles and concepts of Generative AI.</li><li>- Identify the key differences between Generative AI and other forms of AI.</li></ul>		
<p>2. Explore Generative AI Technologies and Tools:</p> <ul style="list-style-type: none"><li>- Familiarize themselves with the latest Generative AI tools and platforms.</li><li>- Evaluate the suitability of various Generative AI technologies for different business scenarios.</li></ul>		
<p>3. Apply Generative AI to Enhance Productivity:</p> <ul style="list-style-type: none"><li>- Develop strategies to integrate Generative AI into business processes to improve efficiency and output.</li><li>- Implement practical solutions using Generative AI to solve real-world business problems.</li></ul>		
<p>4. Address Ethical and Practical Considerations:</p> <ul style="list-style-type: none"><li>- Identify and navigate ethical challenges associated with the use of Generative AI.</li><li>- Ensure compliance with industry standards and regulations.</li></ul>		
Description of Content:		
<p>Session 1: Introduction to Generative AI: Models, Applications, and Existing Technology</p> <ul style="list-style-type: none"><li>• Introduction to the Branch of Generative AI</li><li>• Evolution of Generative AI Models</li><li>• Types of Generative AI Models</li></ul>		
<p>Session 2: Text Generative and Understanding Models: Business Use Cases</p> <ul style="list-style-type: none"><li>• Prompt Engineering</li><li>• GPT4o: Use Cases for business</li><li>• Creating GPTs: Virtual assistants for business</li><li>• Alternative Models: Gemini, Copilot, Claude 3.5, Llama 3</li></ul>		
<p>Session 3: Image, Video, and Voice Generative Models: Business Use Cases</p> <ul style="list-style-type: none"><li>• Types of Models: GANs, Diffusion Models</li><li>• Applications of Generative AI in Image Generation: Use cases for business</li></ul>		

- 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.

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Module's Title:	Customer Experience in the Digital Age	
Subject area/specialisation:	Service Strategy, Digital Customer Experience	
Professor:	Dr. Kyuho Lee	Kyuho.Lee@sonoma.edu
	Sonoma State University, California, US	
Course description and Learning objectives:		
<p>This course is designed to acquaint the student with the principles of services marketing and their application in a variety of service sectors --ranging from winery to hospital in the digital age. Services marketing theory and principles on compelling customer digital experience strategy will be applied to a firm’s strategic marketing planning and the development of its service operation process within the service industry. Specifically, the course encompasses six cornerstones of services marketing to enhance customer experience: a) a developing competitive service model in The digital age, b) managing the seamless customer interface from online to offline, c) implementing sustainable services and digital marketing strategies, d). integrating AI into a firm’s service strategy, e) tech adaptation to enhance customer experience, and f). understanding the digital path to purchase. Furthermore, several case studies relevant to the topics of the application AI into a firm’s service strategy and tech solution to labor challenges in the global service industry will be incorporated into the class to help students better understand customer experience in the digital age.</p> <p>Upon completion of this course, students should be able to demonstrate an understanding of:</p> <ul style="list-style-type: none"><li>• The critical concepts of services marketing &amp; digital customer experience</li><li>• The management of the seamless customer interface from online to offline</li><li>• The implementation of competitive digital service strategies</li><li>• The design and management of the service process</li><li>• The application of AI in designing customer experience</li><li>• The understanding of the digital path to purchase</li><li>• The understanding of how to engage customers digitally</li><li>• The underlying concept of service recovery &amp; real-time service recovery using Chatbot</li></ul>		
Description of Content:		
<p>Session 1: Discuss an overview of services marketing and digital customer experience. Discuss the concept of service quality and digital customer experience gap. The class final project will be discussed.</p> <p>Session 2: Discuss digital service strategies and seamless customer interface from online to offline</p> <p>Session 3: Discuss the digital path to purchase. AI Streamlining guest experience ranging from product development &amp; innovation, supply chain &amp; logistics (real time inventory &amp; demand planning) to organizational functions (employee training and real time service recovery using chatbot)</p> <p>Session 4: Discuss strategies on how to engage customers digitally focusing on convenience, experience, customization and socialization. Disuss a firm’s service recovery strategy and real time service recovery strategy using chatbot.</p> <p>Session 5 : Final Project Presentation</p>		

### Assessment:

- |                                    |     |
|------------------------------------|-----|
| • Class Attendance (Individual)    | 5%  |
| • Class Participation (Individual) | 5%  |
| • Class Project (Group)            | 30% |
| • Class Assignment (Individual)    | 30% |
| • Final Exam (Individual)          | 30% |

### Teaching Method:

A variety of teaching methods will be employed in the course. For example, lecture, team projects, case study analysis, and small group team exercises will be used.

### Individual Assignments

There will be an array of individual assignments. Each homework assignment is designed to help students apply the key concepts of customer experience in the digital age into a real-world wine industry and engage in class more proactively.

### Group work

There will be one group project.

### Bibliography:

- Avery, J., & Steenburgh, T. (2018). HubSpot and Motion AI: Chatbot-Enabled CRM. Harvard Business School Case Study.
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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:		
<p>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.</p> <p>Thus, the learning objectives of the course are:</p> <ol style="list-style-type: none"><li>1. To identify the current phenomena of social media marketing strategy, the relevant practices, and the potential opportunities and challenges for brand management</li><li>2. To assess the available tools in developing social media tactics for various industries</li><li>3. To propose a framework for social media marketing strategies in building, maintaining, and growing a brand.</li></ol>		
Description of Content:		
<p>Session 1: The growth and relevance of social media in digital marketing</p> <p>Session 2: Developing social media marketing strategy and analytics</p> <p>Session 3: Strategic branding through social media</p> <p>Session 4: The use of artificial intelligence in social media for branding</p> <p>Session 5: Developing social media content for social commerce</p>		
Assessment:		
<p>Total: 100%</p> <ul style="list-style-type: none"><li>▪ 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.</li><li>▪ Individual assignment 2 (30%): This assignment requires each student to practice the social commerce by designing a social media communication campaign for branding outcomes.</li><li>▪ 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.</li></ul>		
Teaching Method:		
<ul style="list-style-type: none"><li>• Lecturing through presentation slides</li><li>• Case study discussion</li><li>• Research article discussion</li><li>• Class exercise through problem-based learning</li></ul>		

### **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.
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- Keller, K. L. & Swaminathan, V. (2020). *Building, measuring, and managing brand equity*. 5th Edition. Pearson.



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:		
<p>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.</p>		
<p><b>Learning Objectives:</b> 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.</p>		
Description of Content:		
<p>Day 1: Class Introduction; Students and Faculty; Analyzing a case; Managing the Entrepreneurship Process, Opportunity Recognition; Feasibility Analysis; Competitors</p>		
<p>Day 2: Developing an Effective Business Model; the Lean Startup; Writing a Business Plan, Legal Organization &amp; Intellectual Property</p>		
<p>Day 3: Introduction to Fundraising; Dilution, Angel Capital, VC, &amp; Private Equity; Loan Financing; Crowdfunding</p>		
<p>Day 4: More Venture Capital; Term Sheets; Review of Business Valuation, Business Ethics; Lifestyle Planning; Planning Your Feasibility Study.</p>		
<p>Day 5: Tweaking Your Feasibility Study Plan, Wrapping Up; Conducting Your Feasibility Study</p>		
Assessment:		
<p>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.</p>		
<p>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.</p>		

**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.

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- 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:	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:		
<p>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.</p>		
Course Objectives:		
<ul style="list-style-type: none"><li>• Understand the principles of the circular economy and how they apply to upcycling.</li><li>• Analyze successful upcycled brands through case studies.</li><li>• Develop practical skills in creating prototypes from upcycled materials.</li><li>• Utilize the Lean Canvas framework to build a business model for an upcycled brand.</li><li>• Present a cohesive and innovative upcycled brand concept</li></ul>		
Description of Content:		
Session 1 : Introduction to Customer Retention and Customer Relationship Mmanagement		
<ul style="list-style-type: none"><li>● Theory:<ul style="list-style-type: none"><li>○ Importance of customer retention in modern business.</li><li>○ Overview of CRM (Customer Relationship Management) concepts.</li><li>○ Key metrics and KPIs for measuring customer retention.</li></ul></li><li>● Retention Tool:<ul style="list-style-type: none"><li>○ Introduction to tools like Clever Tap, Moengage, and WebEngage.</li><li>○ Tool Usage, navigation, and overview of features.</li></ul></li></ul>		
Session 2: Understanding Customer Behaviour and Segmentation		
<ul style="list-style-type: none"><li>● Theory:<ul style="list-style-type: none"><li>○ Customer behaviour analysis and its impact on retention.</li><li>○ Techniques for effective customer segmentation.</li><li>○ Building customer personas.</li></ul></li><li>● Retention Tool:<ul style="list-style-type: none"><li>○ Using CleverTap and WebEngage for customer segmentation.</li><li>○ Analysing customer data and creating segments in the tools.</li></ul></li></ul>		
Session 3: Crafting Effective Retention Strategies		
<ul style="list-style-type: none"><li>● Theory:<ul style="list-style-type: none"><li>○ Strategies for improving customer retention.</li><li>○ Personalization and its role in retention.</li><li>○ Lifecycle marketing and engagement tactics.</li></ul></li></ul>		

- 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.

#### **Bibliography:**

- Prior, D. D., Buttle, F., & Maklan, S. (2024). *Customer relationship management: Concepts, applications and technologies*. Taylor & Francis.
- Frederick F. Reichheld, Phil Schefter, and Darrell Rigby. (2002, February 1). *Avoid the four perils of CRM*. Harvard Business Review. <https://hbr.org/2002/02/avoid-the-four-perils-of-crm>
- Dianne Ledingham and Darrell Rigby. (2004, November 1). *CRM done right*. Harvard Business Review. <https://hbr.org/2004/11/crm-done-right>
- *Fonos boosts subscription growth and loyalty through personalized engagement across the user lifecycle, enabled by CleverTap*. (2024, July 1). CleverTap - All-in One Customer Engagement Platform. <https://clevertap.com/fonos-boosts-subscription-growth-and-loyalty-through-personalized-engagement-across-the-user-lifecycle-enabled-by-clevertap/>

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:		
<p><b>Retention Revolution : Tools and Techniques for CRM</b> 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.</p>		
Learning Objective of this course		
<ul style="list-style-type: none"><li>• Understand the importance of customer retention and CRM.</li><li>• Become proficient in using a marketing automation tool.</li><li>• Apply effective segmentation and personalization techniques.</li><li>• Analyze customer data to make informed decisions.</li><li>• Develop comprehensive retention strategies.</li><li>• Recognize and adapt to cross-cultural differences in customer behavior.</li><li>• Enhance collaboration and communication skills through team projects.</li><li>• Apply theoretical knowledge to real-world challenges.</li></ul>		
Description of Content:		
<p>Session 1: The growth and relevance of social media in digital marketing</p> <p>Session 2: Developing social media marketing strategy and analytics</p> <p>Session 3: Strategic branding through social media</p> <p>Session 4: The use of artificial intelligence in social media for branding</p> <p>Session 5: Developing social media content for social commerce</p>		
Assessment:		
<p>Total: 100%</p> <ul style="list-style-type: none"><li>▪ 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.</li><li>▪ Individual assignment 2 (30%): This assignment requires each student to practice the social commerce by designing a social media communication campaign for branding outcomes.</li><li>▪ 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.</li></ul>		

**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:	Designing Experiences in Metaverse Platforms	
Subject area/specialisation:	Design & Communicationsin Metaverse Platforms	
Professor:	Mg. Javier Andrés Spector	javierspector@ing.austral.edu.ar
	Universidad Austral	
Course description and Learning objectives:		
<p>Students will get in depth knowledge about the current Metaverse ecosystem, and which are the most relevant sites to achieve their business and communicational objectives. The course aims to provide hands on experience in the design of interactive products leveraging the strengths of each of the selected Metaverse platforms.</p> <p>Even though the course will start with a Masterclass and theoretical explanation of the concepts of the Metaverse, the remaining session are intended to be Workshops where students will gain firsthand knowledge of what it entails to create content within Metaverse environments. It is expected that students will have no prior knowledge of how to create 3D models, but that they are willing to learn some basic tools that will enable them to develop their own simple designs.</p> <p>By the end of the course, students should be able to design simple environments and wearables which can be published online.</p>		
Description of Content:		
<p>Session 1 : Introduction to the Metaverse. Mixed realities (augmented and virtual reality).</p> <p>Session 2: What are 3D graphics, how do computer games work. Learning basic 3D modeling tools.Diving into the Metaverse, designing with OnCyber.</p> <p>Session 3: Welcome to Decentraland, designing an interactive environment.</p> <p>Session 4 : Dress to impress, creating wearables in Decentraland.</p> <p>Session 5 : Final assignment, orientation and final thoughts</p>		
Assessment:		
<ul style="list-style-type: none"><li>25% Class interaction and participation.</li><li>75% Group Project: creating a Metaverse Experience for their business or personal project.</li></ul>		
Teaching Method:		
<p>Master class introduction and workshop during the remaining sessions.</p> <p>Even though the course will start with a Masterclass and theoretical explanation of the concepts of the Metaverse, the remaining session are intended to be Workshops where students will gain firsthand knowledge of what it entails to create content within Metaverse environments. It is expected that students will have no prior knowledge of how to create 3D models, but that they are willing to learn some basic tools that will enable them to develop their own simple designs.</p>		

**Bibliography:**

- Ball, M. (2024). The metaverse: Fully Revised and Updated Edition: Building the Spatial Internet.
- Decentraland player documentation. (n.d.). Decentraland Documentation.  
<https://docs.decentraland.org/player/>
- Installation | Spatial Creator Toolkit. (n.d.). <https://toolkit.spatial.io/docs/installation>
- Its time we had a frank discussion about the state of the-metaverse. (2023, September 22).  
[www.fastcompany.com](http://www.fastcompany.com). <https://www.fastcompany.com/90955919/its-time-we-had-a-frank-discussion-about-the-state-of-the-metaverse>
- Value creation in the metaverse. (2022, June 14). McKinsey & Company.  
<https://www.mckinsey.com/capabilities/growth-marketing-and-sales/our-insights/value-creation-in-the-metaverse>
- What | oncyber. (n.d.). <https://docs.ncyber.io>



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:		
<p>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.</p>		
Learning objectives:		
<ul style="list-style-type: none"><li>➤ Understand the concept of digital transformation and the key drivers for businesses.</li><li>➤ Analyze the benefits and challenges for companies from emerging technologies through case studies in national and international companies.</li><li>➤ Apply concepts of corporate sustainability to assess the environmental and social impact of business decisions.</li><li>➤ Design effective strategies for corporate social responsibility, integrating sustainability principles into corporate operations.</li></ul>		
Description of Content:		
<p>Session 1 : Fundamentals of digital transformation</p> <ul style="list-style-type: none"><li>➤ Introduction to digital transformation : Basic concepts and relevance in the business context.</li><li>➤ Drivers of digital transformation : Factors that motivate and guide the adoption of digital technologies in organizations.</li></ul>		
<p>Session 2: Emerging technologies: Basic concepts and applications in business</p> <ul style="list-style-type: none"><li>➤ Business benefits and challenges of emerging technologies : Examination of how new technologies like artificial intelligence, blockchain, IoT, and others can benefit companies.</li><li>➤ 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.</li></ul>		
<p>Session 3 : Key concepts of sustainability</p> <ul style="list-style-type: none"><li>➤ Dimensions of sustainability and their importance : Broadened discussion incorporating insights from environmental science, economics, and social sciences.</li><li>➤ Agile methodologies for sustainability: Introduction to Scrum and Social Lean Canvas, with practical workshops for strategic planning.</li></ul>		
<p>Session 4 : Challenge of applied research in digital transformation and sustainability</p> <ul style="list-style-type: none"><li>➤ Data search and analysis: Enhanced methods and techniques for gathering and analyzing relevant data for digital transformation and sustainability projects.</li><li>➤ Use of generative AI for analysis and presentation of information : Hands-on training in using cutting-edge AI tools for data analysis and presentation.</li></ul>		

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

- Proposal of solutions to real-world business challenges : Development of a comprehensive sustainability impact project addressing specific issues.
- Presentation of results: Students will present their projects to a panel for critique and feedback.

#### Assessment:

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

#### Teaching Method:

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

#### Bibliography:

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

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

Del Orbe Ayala, K.R., & González Chouciño, M.A. (Coords.). (2023). *Innovación social, sostenibilidad e innovación docente*. Dykinson. <https://www.dykinson.com/libros/innovacion-social-sostenibilidad-e-innovacion-docente/9788411702454/>

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

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

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

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

### Course description and Learning objectives:

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

This module gives a foundation in the following areas:

#### Theoretical Competency

- Comparing distributive and integrative negotiations
- Distinguishing between interests and positions
- Understanding the tenets associated with principled negotiations
- Identifying ethical issues in negotiations

#### Skills Development

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

### Description of Content:

#### Session 1: Distributive Negotiations

##### Readings

Getting to Yes sample chapter (9 pages)

Getting to Yes tip sheet (1 page)

BATNA Basics (11 pages)

**Case Simulation:** Kirwan-Roche

#### Session 2: Integrative Negotiations

##### Readings

Getting Past No Sample Chapter (12 pages)

Getting Past No Tip Sheet (1 page)

Negotiation Skills (19 pages)

**Case Simulation:** Sally Soprano

#### Session 3: Integrative Negotiation & Crafting Deals

##### Readings

How to Improve Negotiations Skills (14 pages)

Dealing with Difficult People (20 pages)

**Case Simulation:** Insurance Case

#### Session 4: Difficult Conversations & Multi-Party Negotiations

##### Readings

Business Negotiation Strategies (20 pages)

**Case Simulation:** Agency Paperwork

#### Session 5: Agents & Multi-party Negotiations

**Exam Case Simulation:** Eazy's Garage

#### Assessment:

After each case simulation you are invited to **record the outcome of your negotiation and to reflect on your negotiation approach**, as well as that of your negotiation partner. There will be several **online quizzes to assess your understanding of key concepts and frameworks** introduced via the case simulations.

The **in-class assessment involves preparation for a negotiation**. You will be given one side of a case simulation and invited to prepare a written analysis for the negotiation with the other party. You will also be required to answer short-answer questions.

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

#### Teaching Method:

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

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

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

#### Bibliography:

##### Readings Available for Students to Download for Free

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

- Program on Negotiations Harvard Law School (2012) *How to Improve Negotiations Skills: Win-Win Negotiation Strategies from the Pros*, Cambridge, MA: Harvard University. (14 pages)
- Program on Negotiations Harvard Law School (2013) *Dealing with Difficult People*, Cambridge, MA: Harvard University. (20 pages)
- Program on Negotiations Harvard Law School (2014) *Business Negotiation Strategies: How to Negotiate Better Business Deals*, Cambridge, MA: Harvard University. (20 pages)

#### **Supplementary Recommended Texts**

- Fisher, R. & Ury, W. (2012) *Getting to Yes: Negotiating Agreement Without Giving In*. New York: Random House Business.
- Ury, W. (1993) *Getting Past No: Negotiating in Difficult Situations*. New York: Random House Business.

<b>Module's Title:</b>	<b>Tea studies</b>	
<b>Subject area / specialisation:</b>	<b>N/A</b>	
<b>Professor:</b>	<b>Ka Tat Nixon Chen</b>	<b>N/A</b>
	Mahidol University International College, Tourism and Hospitality Industry Division, Thailand	
<b>Learning objectives:</b> N/A		
<b>Description of Content:</b> N/A		
<div style="background-color: #f8d7da; padding: 10px; text-align: center;"> <b>FURTHER DETAILS WILL BE PROVIDED AT A LATER TIME</b> </div>		
<b>Assessment:</b> N/A		
<b>Teaching Method:</b> N/A		
<b>Bibliography:</b> N/A		

<b>Module's Title:</b>	<b>Achieving gender parity</b>	
<b>Subject area / specialisation:</b>	N/A	
<b>Professor:</b>	Jane Everett	N/A
	LIUC, Italy	
<b>Learning objectives:</b> N/A		
<b>Description of Content:</b> N/A		
<div style="background-color: #f8d7da; padding: 10px; text-align: center;"> <b>FURTHER DETAILS WILL BE PROVIDED AT A LATER TIME</b> </div>		
<b>Assessment:</b> N/A		
<b>Teaching Method:</b> N/A		
<b>Bibliography:</b> N/A		

<b>Module's Title:</b>	<b>Luxury in the Era of Sustainability</b>	
<b>Subject area / specialisation:</b>	<b>N/A</b>	
<b>Professor:</b>	<b>Annalisa Margarita Mariano</b>	<b>N/A</b>
	Ateneo de Manila University, Philippines	
<b>Learning objectives:</b> N/A		
<b>Description of Content:</b> N/A		
<div style="background-color: #f8d7da; padding: 20px; text-align: center;"> <b>FURTHER DETAILS WILL BE PROVIDED AT A LATER TIME</b> </div>		
<b>Assessment:</b> N/A		
<b>Teaching Method:</b> N/A		
<b>Bibliography:</b> N/A		



<b>Module's Title:</b>	<b>Social Media Strategy with 'Branded Content'- Crossing Borders</b>	
<b>Subject area / specialisation:</b>	N/A	
<b>Professor:</b>	Amrita Bansal	N/A
	IMI New Delhi, India	
<b>Learning objectives:</b> N/A		
<b>Description of Content:</b> N/A		
<div style="background-color: #f8d7da; padding: 10px; text-align: center;"> <b>FURTHER DETAILS WILL BE PROVIDED AT A LATER TIME</b> </div>		
<b>Assessment:</b> N/A		
<b>Teaching Method:</b> N/A		
<b>Bibliography:</b> N/A		

Module's Title:	AI driven financial well-being: using data to empower citizens	
Subject area / specialisation:	Digital Transformation, Financial Technology and consumer economics	
Professor:	Fergal Carton	f.carton@ucc.ie
	University College Cork, Ireland	
Learning objectives:		
<p>This course is aimed at understanding how the use of historic and real-time data might improve the safeguarding and economic well-being of citizens and households. From this understanding, the goal is to work with stakeholders to design your own bank (DYOB). This prototype service should manage citizen resources such as money, personal identity, private and public sector entitlements, sources of income and expenditure, ...</p> <p>From this work, students will explore policy implications, in particular to safeguard vulnerable citizens from fraud and malpractice in financial services (objective risk), and to build resilience among consumers with respect to their use of revolving consumer credit (subjective risk).</p> <p>The learning objective is to familiarize students with the challenges of managing personal finances for sustainable economic well-being, and to gain confidence in the application of data driven solutions to address those challenges, all the while respecting the “compliance by design” ethics with respect to customer data, privacy and appropriateness of products and services to vulnerable customers. Topics covered will include:</p> <ul style="list-style-type: none"><li>• Convergence of digital business models for shopping, banking, payments and leisure (eg. growth of the super-app, in-app payments, gaming, live shopping, ...)</li><li>• Information systems and the API economy</li><li>• Digital transformation of consumer finance</li><li>• Digital payments and online banking</li><li>• Cashless or less-cash: considering vulnerable citizen requirements</li><li>• Financial Technology capabilities</li><li>• AI and data driven decision making</li><li>• Using “nudges” to influence customer behaviour</li><li>• Safeguarding vulnerable customers</li><li>• The role of policy (DSA, ADM, GDPR, ...) in shaping practice</li></ul> <p>Technology capabilities from current digital banking platforms that will inform how challenges are addressed:</p> <ul style="list-style-type: none"><li>• using “stewarded” accounts on-line eg. where vulnerable customers could be assisted by nominated agents acting on their behalf (many platforms have such accounts for under 18 family members)</li><li>• using public service identity authentication (eg. GovID, Carte Vitale, ...) as a sovereign identity guardian, access to all online services is channelled through one public identity</li><li>• using automated triggers and nudges to encourage and reward resilient behaviours eg. saving for a rainy day can be automated by apps that trigger savings when it rains</li><li>• spending delay buffers that block purchases after midnight till the next morning</li><li>• “kitty” applications (eg. Leetchi) that allow groups of friends, families, colleagues to chip in to a kitty for a particular cause</li><li>• using spending categorisation and analysis tools to advise consumers how to keep within budget</li><li>• budget integration of merchant loyalty schemes into budget planning behaviours (air miles for all!)</li></ul>		

**Description of Content:**

Session 1 : The challenges of financial well-being (economic resilience, sustainability, ...)

Session 2: Financial technology overview : how traditional services are being transformed

Session 3: Risks of exclusion for vulnerable customers, role of cash in budgeting

Session 4 : Policy and keeping pace with technology capabilities

Session 5 : Some perspectives for the future of AI enabled consumer decision making

**Assessment:**

- 40% Group exercise (DYOB: Design your own Bank, see separate assessment brief)
- 60% Exam: 3 hour exam, essay style answers, Answer 4 questions from 6, closed book

**Teaching Method:**

In class lectures and workshops, groupwork in breakout sessions, FinTech guest lecturers to stimulate debate, students engaging directly with stakeholders for research, ... site visits where feasible (eg. digital transformation hubs).

**Bibliography:**

- Carton, F. L., Xiong, H., and McCarthy, J. B. (2022). Drivers of financial well-being in socio-economically deprived populations. *Journal of Behavioral and Experimental Finance*, Elsevier. <https://doi.org/10.1016/j.jbef.2022.100628>
- CCPC (2023). *Financial well-being in Ireland: Financial literacy and inclusion in 2023*. Report by Indecon, commissioned by the Competition and Consumer Protection Commission. <https://www.ccpc.ie/business/research/market-research/financial-well-being-in-ireland-financial-literacy-and-inclusion-in-2023/>
- De Vita, G., and Luo, Y. (2021). Financialization, household debt and income inequality: Empirical evidence. *International Journal of Financial Economics*, 26, 1917–1937.
- Federal Reserve Board (2014). Aggregate revolving credit survey. Available at [https://www.federalreserve.gov/releases/g19/hist/cc\\_hist\\_sa\\_levels.html](https://www.federalreserve.gov/releases/g19/hist/cc_hist_sa_levels.html), last accessed 5 Sept 2023.
- French, D., McKillop, D., and Stewart, E. (2020). The effectiveness of smartphone apps in improving financial capability. *The European Journal of Finance*, 26(4-5), 302–318. <https://doi.org/10.1080/1351847X.2019.1639526>
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- Xiao, J. J., and Porto, N. (2017). Financial education and financial satisfaction: Financial literacy, behavior, and capability as mediators. *International Journal of Bank Marketing*, Emerald Publishing Limited.

Module's Title:	Services Marketing, Innovation and Sustainability	
Subject area / specialisation:	Marketing	
Professor:	Dr. Maria-Eugenia Ruiz-Molina	ruizmaeu@uv.es
	Universitat de València & Universitat Oberta de Catalunya (Spain)	
<b>Learning objectives:</b>		
<p>Disruptive innovations have transformed the way services companies and organizations interact with consumers who, in turn, are empowered with information. The COVID-19 pandemic has accelerated the digitalization of many firms in the services industries and several well-established brands have witnessed how newcomers have rapidly achieved a relevant market share and have changed the rules of the game, being more aligned with the consumers’ needs and raising their expectations. This course aims at providing students with a critical awareness of the principal concepts of Services Marketing and the impact of Sustainability-Oriented Service Innovation, as an emergent field of the innovation in services, under the triple bottom line approach, today more necessary than ever, of environmental, social and economic sustainability.</p>		
<p>After completing the course, students should be able to:</p> <ul style="list-style-type: none"><li>• Assess the importance of services marketing for the development of a company.</li><li>• Identify the main strategies and tactics that a company may display to implement sustainability-oriented service innovations.</li><li>• Adapt the services marketing strategies to the characteristics of the generic and competitive environment of a firm.</li></ul>		
<b>Description of Content:</b>		
<p>Session 1 : Services marketing</p> <ul style="list-style-type: none"><li>• Key features of service marketing</li><li>• Organization for service</li><li>• Design of the service</li><li>• The service encounter</li><li>• Managing people</li><li>• Relationship marketing</li><li>• Service quality</li><li>• Guidelines to develop the team project</li></ul>		
<p>Session 2 : Innovation in services</p> <ul style="list-style-type: none"><li>• Need for innovation in service marketing</li><li>• Product innovations in services</li><li>• Process innovation in services</li><li>• Organizational innovation in services</li><li>• Marketing innovation in services</li><li>• Using Artificial Intelligence to support innovation in services</li></ul>		
<p>Session 3 : Sustainability in services</p> <ul style="list-style-type: none"><li>• The concept of sustainability</li><li>• The Triple Bottom Line</li><li>• Sustainability and company internal organization</li><li>• Sustainability and assortment of products and services</li><li>• Sustainability and social commitment</li><li>• Sustainability and environmental commitment</li></ul>		

#### Session 4 : Sustainability-Oriented Service Innovation

- Service innovation and Sustainable Business Models
- Sustainability-oriented Service Offer
- Sustainability-oriented Customer Interaction
- Sustainability-oriented Delivery System
- Sustainability-oriented Benefits and Costs

#### Session 5 : Case studies on Sustainability-Oriented Service Innovation

- Retailing
- Tourism
- Financial services
- Subscription-based services

#### Assessment:

- 45 % individual assignments on case studies
- 45% team project
- 10% class participation in proposed discussions

Course assessment will be based on class participation (10%), individual assignments on case studies (45%) and a team project (45%). Regarding the team project, students will be asked to propose a digital marketing plan for a product/brand. Full details about the requirements for this group assignment (content required, word limit, deadline, etc.) will be provided at the beginning of the course.

#### Teaching Method:

Classes will be based on participative master classes, where the lecturer will introduce the main concepts and initiate discussions. Students will then work on practical examples.

- Interactive lectures
- Group discussions
- Case studies
- Group Project
- Videos

#### Bibliography:

##### Basic readings:

- Correia, R. & Dominyka Venciute, D. (2024). AI Innovation in Services Marketing. IGI Global, Hershey PA.
- Elkington, J. (2018). "25 years ago I coined the phrase 'triple bottom line.' Here's why it's time to rethink it", Harvard Business Review, Vol. 25, pp. 2-5.
- Luceri, B. & Martinelli, E. (Ed.) (2022). Managing Sustainability: Perspectives From Retailing and Services. Springer, Cham.
- Wirtz, J., & Lovelock, C. (2021). Services marketing: People, technology, strategy. World Scientific.

##### Complementary readings:

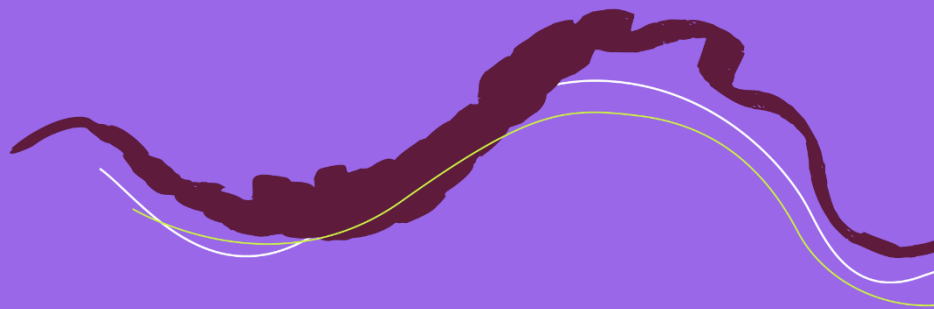
- Bello, D. R., Gallino, S., and Moreno, A. (2014). How to win in an omnichannel world. MIT Sloan Management Review, 56(1), 45-53.

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- Dawar, N., & Bendle, N. (2018). Marketing in the age of Alexa. *Harvard Business Review*, 96(3), 80-86.
- Ghose, A. (2018, 14 May). "What blockchain could mean for marketing". *Harvard Business Review*, Digital articles.
- Wilson, A., Zeithaml, V.A., Bitner, M.J. & Gremler, D.D. (2021). *Services Marketing. Integrating customer focus across the firm*, 4th edition. McGraw Hill, London.

<b>Module's Title:</b>	<b>Data Visualization and Analytics</b>	
<b>Subject area / specialisation:</b>	N/A	
<b>Professor:</b>	Ramesh Behl	N/A
	IMI	
<b>Learning objectives:</b> N/A		
<b>Description of Content:</b> N/A		
<div style="background-color: #f8d7da; padding: 10px; text-align: center;"> <b>FURTHER DETAILS WILL BE PROVIDED AT A LATER TIME</b> </div>		
<b>Assessment:</b> N/A		
<b>Teaching Method:</b> N/A		
<b>Bibliography:</b> N/A		



WEEK 4, MARCH 24 TO 28



Module's Title:	Leadership, Strategy, and Decision Making	
Subject area / specialisation:	Leadership, Organizational Behaviour, Strategy	
Professor:	Gregg Glover	<a href="mailto:gregg_glover@post.harvard.edu">gregg_glover@post.harvard.edu</a>
	Harvard University, Faculty of Arts and Sciences, USA	
Learning objectives:		
<ul style="list-style-type: none"><li>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.</li><li>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.</li><li>Students will learn about their own leadership style and preferences by engaging in an exercise in-class, and debriefing on the results.</li><li>Students will develop skills and knowledge that improve your abilities to function as a leader and a manager.</li><li>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.</li></ul>		
Description of Content:		
<p>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.</p> <p>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.</p>		
Assessment:		
<p>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)</p>		
Teaching Method:		
<p>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</p>		
Bibliography:		
<ul style="list-style-type: none"><li>Lee Bolman and Terrance Deal, Reframing Organizations: Artistry, Choice, and Leadership, Seventh Edition, 2021. San Francisco : Jossey-Bass, Inc.</li><li>Kotter, John. “What Leaders Really Do,” Harvard Business School Classic Series, 2001, Boston, MA.</li><li>Amazon as an Employer Case (2016), Harvard Business School Publishing.</li></ul>		

<b>Module's Title:</b>	<b>International Management and Organizational Structures</b>	
<b>Subject area / specialisation:</b>	<b>Business, Management, Economics</b>	
<b>Professor:</b>	<b>Raúl Montalvo</b>	<a href="mailto:rmontalvo@itesm.mx">rmontalvo@itesm.mx</a>
	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:

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

Module's Title:	Fashion and Society	
Subject area / specialisation:	Marketing	
Professor:	Ka Tat Nixon Chen	<a href="mailto:nixon.che@mahidol.ac.th">nixon.che@mahidol.ac.th</a>
	Mahidol University, International College, Tourism and Hospitality Industry Division, Thailand	
Learning objectives:		
<ul style="list-style-type: none"><li>Students identify design elements of fashion.</li><li>Students understand fashion expresses the political, economic, social, technological and ethical progressions and changes of society and</li><li>Students critique the influence of fashion on the socio-culture of society.</li></ul>		
Description of Content:		
<p>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.</p> <p><b>Block 1</b></p> <ul style="list-style-type: none"><li>Introduction: What is fashion?</li></ul> <p>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.</p> <ul style="list-style-type: none"><li>Design elements of fashion.</li></ul> <p>Design elements that contribute to a fashion trend and a fashion outlook.</p> <ul style="list-style-type: none"><li>History of fashion since post-modern era.</li></ul> <p>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&amp;M that change the landscape of fashion.</p> <p><b>Block 2</b></p> <ul style="list-style-type: none"><li>Fashion reflects its temporal and spatial context</li></ul> <p>Fashion is a media through which people can see the nature and change of politics, economy, society and technology.</p> <ul style="list-style-type: none"><li>Fashion and the development of art</li></ul> <p>Fashion is a product of art development and is an art by itself.</p> <p><b>Block 3</b></p> <ul style="list-style-type: none"><li>Fashion is a cultural expression</li></ul> <p>Fashion is associated with the distinctive heritage, personality or characters shared by a group of people.</p> <ul style="list-style-type: none"><li>Fashion is about creativity</li></ul> <p>Fashion is an expression of the creative mindset of fashion designers; in particular their interpretation of human shapes.</p>		

**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	<a href="mailto:Johan.smith@usb.ac.za">Johan.smith@usb.ac.za</a>
	University of Stellenbosch Business School, South Africa	
Learning objectives:		
After the course, students should have an understanding of		
<ul style="list-style-type: none"><li>▪ key financial value drivers</li><li>▪ how value enhancing decisions impact on shareholder value</li><li>▪ key metrics used by analysts to rate companies</li><li>▪ Interpreting and drawing conclusions from valuation metrics reported by analysts and obtained from financial data providers such as Bloombergs, Reuters and others.</li></ul>		
Description of Content:		
<ul style="list-style-type: none"><li>▪ The course is case study driven</li><li>▪ The specific cases chosen, focus on the impact of high growth, risk, supply chain efficiencies and synergies, on valuation.</li><li>▪ The valuation of Facebook and Twitter and their IPO's are amongst the cases discussed.</li><li>▪ 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).</li><li>▪ Students are introduced to the real world of equity markets</li><li>▪ Relative valuation techniques and DCF techniques are used to evaluate and discuss stock market valuation of companies</li><li>▪ 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.</li></ul>		
Assessment:		
<ul style="list-style-type: none"><li>▪ Group assignments (questions arising from case studies) 30%</li><li>▪ Group assignment presented during last session 50%</li><li>▪ Individual contribution to group assignments/class participation 20%</li></ul>		
Teaching Method:		
A case study approach		
<ul style="list-style-type: none"><li>▪ Face to face contact with students: 15hours (5 sessions of 3 hours)</li><li>▪ Student preparation and case assignments 10 - 15 hours</li></ul>		
Bibliography:		
<ul style="list-style-type: none"><li>▪ No prescribed textbook</li><li>▪ Theory based on any standard textbook on Corporate Finance eg</li><li>▪ <a href="#">David Hillier</a>, <a href="#">Stephen Ross</a>, <a href="#">Randolph Westerfield</a>, <a href="#">Jeffrey Jaffe</a>, <a href="#">Bradford Jordan</a>: Corporate Finance: 2nd European Edition 2013</li><li>▪ Cases and articles to be distributed electronically</li></ul>		

Module's Title:	Business Intelligence and analytics	
Subject area / specialisation:	Information technology.	
Professor:	Elie Elia	<a href="mailto:elia.elie@uqam.ca">elia.elie@uqam.ca</a>
	UQAM, ESG, Canada	
Learning objectives :		
<ul style="list-style-type: none"><li>• Understand the technical and organizational fundamentals of business intelligence and analytics (BI).</li><li>• Describe the capabilities needed for the implementation of successful BI initiatives.</li><li>• Know the different usages of BI at the operational, managerial and strategic level (including building interactive dashboards and conducting data visualization).</li><li>• Identify opportunities for undertaking BI initiatives in an organization.</li></ul>		
<ol style="list-style-type: none"><li>1. Information and decision support concepts</li><li>2. Business intelligence framework</li><li>3. BI platforms and tools</li><li>4. BI domain applications and functional analytics (interactive dashboards and scorecards).</li><li>5. Advanced business analytics (data mining, data visualization, big data and social media analytics)</li><li>6. Business information requirements for BI projects and project implementation</li><li>7. Strategic planning and future trends in BI</li></ol>		
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's Title:	Big Data in Business	
Subject area / specialisation:	Data Analytics	
Professor:	Assoc.Prof.Dr. Surat Teerakapibal	<a href="mailto:suratt7@tbs.tu.ac.th">suratt7@tbs.tu.ac.th</a>
	Thammasat Business School, Thammasat University	
Course Description and Learning objectives:		
<p>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.</p> <p>Students will be able to:</p> <ul style="list-style-type: none"><li>- Determine and acquire necessary data for making business decisions</li><li>- Select appropriate data analysis techniques</li><li>- Propose business strategies based on acquired empirical results</li><li>- Effectively communicate results and recommendations to diverse audiences</li></ul>		
Description of Content:		
<p>Session 1: Big Data and Its Applications</p> <p>Session 2: Data Visualization with Tableau ; Storytelling with Data</p> <p>Session 3: Demand Forecasting and Behavioral Models</p> <p>Session 4: Data-driven Market Segmentation and Brand Positioning</p> <p>Session 5: Final Exam</p>		
Assessment:		
<ul style="list-style-type: none"><li>• In-class Workshops 60%</li><li>• Final Exam 20%</li><li>• Class Discussions 10%</li><li>• Peer Evaluation 10%</li></ul>		
Teaching Method:		
<ul style="list-style-type: none"><li>- Lectures</li><li>- Case Studies</li><li>- Workshops</li></ul>		
Bibliography:		
<p>Lilien, G.L., Rangaswamy, A. and De Bruyn, A. (2013) Principles of Marketing Engineering. PA: DecisionPro.</p>		

Module's Title:	AI Applications in Business	
Subject area / specialisation:	Business Management and Strategy	
Professor:	Dr. Phani Tej Adidam	<a href="mailto:padidam@unomaha.edu">padidam@unomaha.edu</a>
	University of Nebraska at Omaha, USA	
Learning objectives:		
<p>The course provides an overview of AI and its role in business transformation. The purpose of this course is to improve understanding of AI, discuss the many ways in which AI is being used in the industry, and provide a strategic framework for how to bring AI to the center of digital transformation efforts.</p> <p>In terms of business applications, we will consider applications of AI in Media, Finance, Healthcare, Retail, and other industries. We will consider how AI can be used as a source of competitive advantage. We will conclude with a discussion of ethical challenges and a governance framework for AI. No prior technical background is assumed but some interest in (and exposure to) technology is helpful.</p>		
Description of Content:		
<p>Session 1: The Age of AI</p> <p>Session 2: Rethinking the firm</p> <p>Session 3: Becoming an AI Company</p> <p>Session 4: The Ethics of Digital Scale, Scope, and Learning</p> <p>Session 5: A Leadership Mandate</p>		
Assessment:		
<ul style="list-style-type: none"><li>• Case Analysis: 50%</li><li>• Presentation: 30%</li><li>• Class Engagement: 20%</li></ul>		
Teaching Method:		
<ul style="list-style-type: none"><li>- Lectures</li><li>- Class discussions</li><li>- Group assignments</li></ul>		
Bibliography:		
Competing in the Age of AI by Marco Iansiti and Karim Lakhani		

<b>Module's Title:</b>	<b>Creating Content and Marketing Briefs</b>	
<b>Subject area / specialisation:</b>	<b>N/A</b>	
<b>Professor:</b>	<b>Ian Phau</b>	<b>N/A</b>
	Curtin University, Curtin Business School, Australia	
<b>Learning objectives:</b> N/A		
<b>Description of Content:</b> N/A		
<div style="background-color: #f08080; padding: 10px; text-align: center;"> <b>FURTHER DETAILS WILL BE PROVIDED AT A LATER TIME</b> </div>		
<b>Assessment:</b> N/A		
<b>Teaching Method:</b> N/A		
<b>Bibliography:</b> N/A		