COURSE CATALOGUE

**EXCELLENCE IN PEDAGOGY ELECTIVES
2024 - 2025**
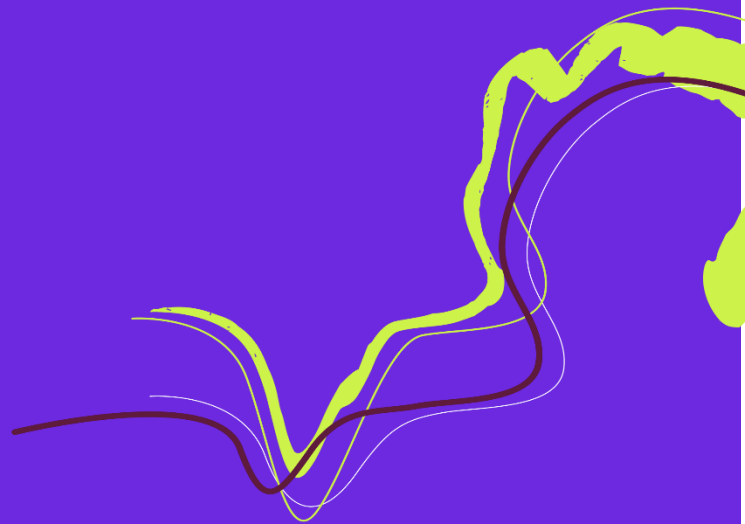
Master in Management 1st Year – LYON Campus
Exchange Students - Spring 2025

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BURGUNDY SCHOOL OF BUSINESS

SUMMARY

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

Week 1, January 13 to 17

Module's Title:	**Marketing and Society or Critical Marketing**	
Subject area / specialisation:	**Marketing (covering sustainability aspects of marketing)**	
Professor:	**Dr. Samanthika Gallage**	Samanthika.gallage1@nottingham.ac.uk
	University – University of Nottingham, UK	

Course Description and Learning objectives:

- **To develop knowledge and understanding of:** Customers and various stakeholders – changes in customer expectations, and different stakeholders that need to take into account when operating in the current global business landscape. The importance of sustainability issues, including an understanding of the challenges and opportunities arising from the activities of people and organisations on the economic, social, and environmental conditions of the future. To gain knowledge of marketing efforts across different geographic regions and the inherent challenges associated with them.

- **To develop intellectual skills:** Being able to think critically and be creative: manage the creative processes in self and others; organise thoughts, analyse, synthesise, and critically appraise. This includes the capability to identify assumptions of concepts and challenge them in order to achieve broader and long-term objectives benefitting organisations and wider stakeholders.

- **To develop professional practical skills:** Develop the ability to conduct research and enquiry into business and management issues either individually or as part of a group and present them effectively and debate within a group to come up with the optimum solution.

- **To develop transferable skills:** By developing critical self-awareness, self-reflection, conflict resolution, displaying commercial acumen, the ability to continue to learn through reflection on practice and experience. Also, soft skills such as understanding the needs of others and empathy towards them; sensitivity to diversity in people and in different situations.

Description of Content:

Given the current global challenges, the marketing landscape has undergone a significant transformation. Increasingly, organisations are requiring leaders and professionals to adopt a holistic approach to the discipline, integrating Sustainable Development Goals (SDGs) into their strategies (Chandy et al.2021). To achieve this, it is crucial to critically analyse the assumptions, concepts, and effects of marketing from the perspectives of various agents and stakeholders.

Aim of this module is to explore issues at the interface of marketing and society. This includes having a critical understanding of macro-marketing issues, how the changing political, economic, environmental and social environment is affecting marketing decision making. This also covers issues of the consumer society and how organisations can respond to such issues through responsible and sustainable marketing. Throughout the module students will be exposed to sustainable development goals and current challenges around achieving them.

Session 1: Does marketing need reforms ?

This session covers key concepts regarding the changing nature of marketing, importance of taking a wider view of marketing aligning with SDGs, chellenging certain assumptions of key concepts of marketing such as consumer sovereignty and consumer society. This session will be the foundation for the module.

Key readings:

- Chandy, R. K., Johar, G. V., Moorman, C., & Roberts, J. H. (2021), 'Better marketing for a better world', Journal of Marketing, 85(3), 1-9.
- Sheth, J. and Sisodia, R. (2005) 'Does Marketing Need Reform?', Journal of Marketing, 69(4), pp.10-12.

Small group activity – 'Marketing is/not a force for good' discussion as a debate

Case study discussion – Marketing and its discontent- HBR case

Session 2: Ethical and sustainable consumption
This session will cover topics of sustainable and ethical consumption. Session will address consumers' role in environmental damage and what initiatives consumer society can take to reverse the damage. Session will also address why consumers' behaviour does not match their stated concerns for the environment and wider society and explore the reasons for this attitude-behaviour gap in ethical consumption.
Key readings:

- Sheth J N Sethia N K and Srinivas, S (2011), 'Mindful consumption a customercentric approach to sustainability' Journal of the Academy of Marketing Science, 39 (1), 21 - 39
- Gonzalez-Arcos, C., Joubert, A. M., Scaraboto, D., Guesalaga, R., & Sandberg, J. (2021). "How do I carry all this now?" Understanding consumer resistance to sustainability interventions. Journal of Marketing, 85(3), 44-61.

Small group activity – 'measuring my carbon footprint' activity
Case discussion – Nestle in Africa small case study discussion

Session 3: Sustainable marketing
After understanding sustainable and ethical consumption requirement from consumer side, this session will cover topics related to sustainable and ethical marketing strategies of organisations. Certain strategies such as greening the marketing mix, triple bottom-line, shared value will be discussed. Session will also cover problematic challenges in this arena such as 'green washing'
Key readings:

- Kemper, J.A. and Ballantine, P.W. (2019) "What do we mean by sustainability marketing?", Journal of Marketing Management, 35(3-4), pp.277-309.
- Dyllick, T., & Muff, K. (2016). Clarifying the meaning of sustainable business: Introducing a typology from business-as-usual to true business sustainability. Organization & Environment, 29(2), 156-174.

Small group activity – Classify businesses based on their level of sustainability efforts quiz (20% marks)
Case discussion – Patagonia case study

Session 4: Marketing beyond profits
This session focuses on broadening the scope of marketing beyond commercial activities This session will revisit the importance of broadening the scope of marketing (linking with session 1) for a greater good and discuss in depth how the sub discipline of social marketing evolved over the years making positive changes in the society.
Key readings:

- Kotler, P. (2005) 'The Role Played by the Broadening of Marketing Movement in the History of Marketing Thought'. Journal of Public Policy & Marketing, 24(1), pp.114–116.
- Peattie, K. and Peattie, S. (2009) 'Social marketing: A pathway to consumption reduction?' Journal of Business Research, 62(2), pp.260–268

Small group activity - Creative poster development for a social issue applying social marketing tools and techniques (30% marks)
Case discussion - A case study from national social marketing centre – Malaria prevention in Kenya

Session 5: Low-income consumers – vulnerabilities and strengths

The session will take a careful look at low-income consumers in the bottom of the pyramid focusing on vulnerabilities and strengths for scholarship and practice.

Key readings:

- • Prahalad, C.K. (2012) 'Bottom of the Pyramid as a Source of Breakthrough Innovations', Journal of Product Innovation Management, 29(1), pp. 6–12
- • Viswanathan, M., Baskentli, S., Gallage, S., Martin, D. M., Ramirez-Grigortsuk, M., & Subrahmanyan, S. (2021) 'A Demonstration of Symbiotic Academic-Social Enterprise in Subsistence Marketplaces: Researching and Designing Customized Sustainability Literacy Education in Tanzania', Journal of public policy & marketing, 40(2), pp. 245–261.

Small video case discussion - Virtual immersion to a day in life of a rural Indian woman
Final group presentation and Q and A
Wrapping up with questions and reflections

Assessment:
- • 20% - Quiz in session 3
- • 30% poster development in session 4
- • 50 % - Group presentation for the "competing on social purpose" Nike case study- HBR in session 5

Teaching Method:
• Classroom teaching
• One to one discussion
• Group discussions
• Small tasks such as quizzes, debates
• Case study discussions
• Video cases (virtual immersion to a context) and discussions

Bibliography:
- • Caruana, R., Carrington, M.J. and Chatzidakis, A. (2016) 'Beyond the attitude-behaviour gap: Novel perspectives in consumer ethics: Introduction to the thematic symposium'. Journal of Business Ethics, 136(2), 215-218
- • Chandy, R., Johar, G., Moorman, C., and Roberts, J. (2021) 'Better Marketing for a Better World', Journal of Marketing, 85(3), pp. 1–9
- • Crane, A., Matten, D., Glozer, S., & Spence, L. J. (2019). Business ethics: Managing corporate citizenship and sustainability in the age of globalization. Oxford University Press, USA.
- • Dyllick, T., & Muff, K. (2016). Clarifying the meaning of sustainable business: Introducing a typology from business-as-usual to true business sustainability. Organization & environment, 29(2), 156-174.
- • Gallage. S; Teresa Heath; Caroline Tynan (2020)., "Adopting and Sustaining Responsible Drinking: Reconciling Selves Amidst Conflicting Messages" Journal of Marketing Management, Vol. 36 (17-18), 635-1657
- • Gonzalez-Arcos, C., Joubert, A. M., Scaraboto, D., Guesalaga, R., & Sandberg, J. (2021). "How do I carry all this now?" Understanding consumer resistance to sustainability interventions. Journal of Marketing, 85(3), 44-61
- • Kotler, P. (2005) 'The Role Played by the Broadening of Marketing Movement in the History of Marketing Thought'. Journal of Public Policy & Marketing, 24(1), pp.114–116.NSMC https://www.thensmc.com/ The National Social Marketing Centre (UK)

- Parsons, E., Maclaran, P. and Chatzidakis, A. (2018) Contemporary Issues in Marketing and Consumer Behaviour, 2nd edition, Oxford: Butterworth-Heinemann (eBook)
- Peattie, K. and Peattie, S. (2009) 'Social marketing: A pathway to consumption reduction?' Journal of Business Research, 62(2), pp.260–268
- Prahalad, C.K. (2012) 'Bottom of the Pyramid as a Source of Breakthrough Innovations', Journal of Product Innovation Management, 29(1), pp. 6–12
- Sheth J N Sethia N K and Srinivas, S (2011), 'Mindful consumption a customercentric approach to sustainability' Journal of the Academy of Marketing Science, 39 (1), 21 - 39
- Sheth, J. and Sisodia, R. (2005) 'Does Marketing Need Reform?', Journal of Marketing, 69(4), pp.10-12
- Tadajewski, M. (2019). "Critical Reflections on the Marketing Concept and Consumer Sovereignty". In M. Tadajewski, M. Higgins, J. Denegri-Knott and R. Varman (Eds.) The Routledge Companion to Critical Marketing. London: Routledge, 196-224.
- Viswanathan, M., Baskentli, S., Gallage, S., Martin, D. M., Ramirez-Grigortsuk, M., &
- Subrahmanyan, S. (2021) 'A Demonstration of Symbiotic Academic-Social Enterprise in Subsistence Marketplaces: Researching and Designing Customized Sustainability Literacy Education in Tanzania', Journal of public policy & marketing, 40(2), pp. 245–261.
- Viswanathan, M., Elaydi, R., Gau, R., & Christensen, L. J. (2019) 'Subsistence Marketplaces', Journal of Public Policy & Marketing, 38(1), pp. 36–41.
- Wilkie, W.L. and Moore, E.S. (1999) 'Marketing's Contributions to Society'. Journal of Marketing, 63(4), pp.198–218

Module's title:	**Leading teams**	
Subject area / specialization:	**Organizational behavior**	
Professor:	**Dr. Arménio Rego**	arego@ucp.pt
	University: Católica Porto Business School - Catholic University of Portugal	

Course Description and Learning objectives:

Teams are at the core of modern organizations, and organizational effectiveness depends greatly on teams' effectiveness. The course explores the critical factors of team effectiveness and develops one of those most important factors: leadership. It is expected that students:

- Understand the idiosyncratic, complex, and dynamic nature of teams
- Identify the main factors that influence team effectiveness
- Understand the main leadership functions that contribute for team effectiveness, including team innovation
- Develop competencies that make them more able to lead generative teams.

Description of Content:

Session 1:

- Defining teams and distinguishing them from other collectives
- The three main criteria for assessing team effectiveness
- Critical factors of team effectiveness: cooperation, coordination, cognition, conflict management, coaching, communication, composition, culture, and context

Session 2:

- Leadership functions for the transition and action phases
- Leadership strategies and actions to build innovative teams
- Team leadership as a collective endeavour performing crucial functions

Session 3:

- Team diversity as a critical condition of team effectiveness and innovation
- Advantages and risks (e.g., team faultlines) of team diversity
- Team diversity supporting complex decision-making and preventing groupthink

Session 4:
- The relevance of team psychological safety, speak up climate and accountability for decision making and team creativity/innovation
- How generative teams emerge from crossing team diversity with team psychological safety
- How do leaders foster team psychological safety and team learning

Session 5:

- Fostering team strengths, including team psychological capital
- Fostering team's growth mindset
- Encouraging the team to develop effective ground roles that contribute for team learning and development

Session 6:

- Challenges for leading virtual teams
- Challenges for leading multicultural teams
- Paradoxes of leading teams (e.g., individual - collective; cooperation-competition; authority-freedom)

Session 7:

- Groups' oral presentations
- "Wrap-up": main lessons

Assessment:

- **Individual component (50%)**
  Each student must submit a critical review (2 pages) of an academic paper with a "practical" orientation. The papers will be selected (by the lecturer) mainly from *Harvard Business Review* (although some papers will be selected also from *Business Horizons* and Organizational Dynamics).
- **Group component (50%)**
  Groups will present a paper in the last session, and three dimensions will be assessed: (a) how the presentation reflects the paper content, (b) the capacity to connect the content with the case of a real team, and (c) how students are able to extract practical implications.

Teaching Method:

Lectures will be combined with group discussions, cases (mainly in the business and sport contexts), self-reports (for developing self-awareness) and short surveys about teams.

Bibliography:

Cunha, M. P., Rego, A., & Simpson, A. V. (2022). Team ground rules: Their nature and functions. *Organizational Dynamics*, 51(4), 10.1016/j.orgdyn.2022.100933

Kozlowski, S. W. J., Gully, S. M., McHugh, P. P., Salas, E., & Cannon-Bowers, J. A. (1996). A dynamic theory of leadership and team effectiveness: Developmental and task contingent leader roles. *Research in Personnel and Human Resources Management*, 14, 253-305.

Leinwand, P., Mani, M. M. & Sheppard, B. (2022). Reinventing your leadership team. *Harvard Business Review*, January-February, 60-69.

Liao, C. (2017). Leadership in virtual teams: A multilevel perspective. *Human Resource Management Review*, 27(4), 648-659.

Morgeson, F. P., DeRue, D. S., & Karam, E. P. (2010). Leadership in teams: A functional approach to understanding leadership structures and processes. *Journal of Management*, 36(1), 5–39.

Rego, A., Melo, A. I., Bluhm, D., Cunha, M. P. & Reis Júnior, D. (2021). Leader-expressed humility predicting team psychological safety: A personality dynamics lens. *Journal of Business Ethics,* 174, 669–686.

Rego, A., Simpson, A., Cunha, M. P., Silard, T., Oliveira, E. & Mamédio, D. F. (2024). How leaders 'strength of heart' and 'strength of will' enhance team performance. *Human Performance,* 37(3), 117-141.

Reyes, D. L., Luna, M., & Salas, E. (2021). Challenges for team leaders transitioning from face-to-face to virtual teams. *Organizational Dynamics*, 50(2), 100785.

Shapiro, M. (2015). *HBR Guide to Leading Teams (HBR Guide Series)*. Harvard Business Review Press.

Super, J. F. (2020). Building innovative teams: Leadership strategies across the various stages of team development. *Business Horizons*, 63(4), 553-563.

Tannenbaum, S., & Salas, E. (2020). *Teams that work: the seven drivers of team effectiveness*. Oxford University Press.

Vickerg, S. M. J. & Christfort, K. (2017). Pioneers, drivers, integrators & guardians. *Harvard Business Review*, March-April, 50-57.

Week 2, January 20 to 24

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

Course Description and Learning objectives:

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

After the course, students should be able to:

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

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

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

Assessment:

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

Teaching method:

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

also develops students' abilities to apply concepts in real-world scenarios, fostering a dynamic and effective business education.

Bibliography:

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

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

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

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

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

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

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

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

Course Description and Learning objectives:

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

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

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

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

Description of content:

Session 1: Introduction to Climate Change
- Defining the concepts: weather, climate, ecosystems.
- The climate science
- A primer on carbon cycle
- Measures of climate change
- Modelling climate change

Session 2: Risks and impacts of climate change
- General systematics
- Economic and social impacts: valuation methods and metrics

Session 3: Responses to climate change impacts
- Adaptation and mitigation principles
- Integrated assessment models
- Policy tools in fighting against the adverse impacts of climate change (incl. cap-and-trade; carbon tax)

Session 4: Green transformation of companies
- Sustainability principles applied to companies
- Methods of diminishing of environmental footprint of companies
- Policy incentives
- ESG benchmarking

Session 5: Climate finance
- Sustainable bonds and sustainable loans
- Financial hedging of climate change risks
- Official Development Assistance for climate change

Assessment:

Continuous assessment: 40%
A group assignment:
- related to the evaluation of climate change-related risks and opportunities for the specific firm OR
- related to the evaluation of green transformation of a specific company

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

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

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

Bibliography:

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

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

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

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

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

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

Week 3, March 17 to 21
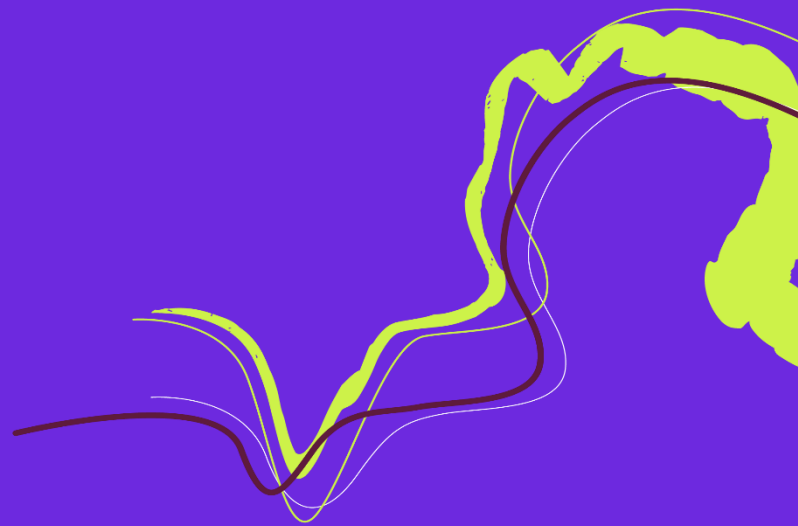
Module's Title:	**Economics of Artificial Intelligence**	
Subject area / specialisation:	**Economics**	
Professor:	**Dr. Stijn Vanormelingen**	Stijn.vanormelingen@kuleuven.be
	University KU Leuven	

Course Description and Learning objectives:

This course aims to familiarize students with the economic causes and effects of technological change in general with a particular focus on Artificial Intelligence (AI).

First, the students learn how technological change has historically evolved and what its impact was on productivity and therefore economic development. Second, I introduce perspectives on how technological change can affect the labor market outcomes and I discuss as well recent empirical evidence. I focus especially on the impact of AI and contrast it with previous technological developments. Third, I discuss what new technologies (digitalization, AI, …) can mean for market power of individual firms and concentration in the market. Fourth, I discuss how the development and introduction of these new technologies can affect income and wealth inequality, and which policies can help to tackle this. Finally, I will discuss future trends in AI and its potential long-term impacts.

The objectives are:

History of Technology
- Trace the historical relationship between technological innovations and economic growth.
- Compare past technological revolutions with the current digital revolution.

Technology and the Labor Market
- Understand the impact of ICT, AI, and robotics on employment and job displacement.
- Explore the changing nature of work and the rise of the gig economy.
- Examine policy responses to technological unemployment and skill mismatches.

Technology and Market Power
- Investigate how technological advancements influence market structures and firm behaviour.
- Analyse the rise of tech giants and their market power.
- Discuss regulatory challenges and antitrust policies in the digital age.

Technology and Inequality
- Examine the relationship between technological advancements and economic inequality.
- Assess the distributional impacts of ICT, AI, and robotics on income and wealth.
- Explore policy measures to mitigate technological inequality.

Future Prospects and Policy Implications
- Discuss the future trajectory of technological development and its potential economic impacts.
- Explore the ethical and societal implications of AI and robotics.
- Debate policy options for harnessing technology for inclusive growth and development.

Description of Content:

Session 1: The history of technology and its impact on economic growth
- Historical relationship between technological improvements and economic development
- Relation between technological innovations and productivity (historical and recent, Solow paradox, …)
- Comparison between past technological revolutions and the current digital revolution

Session 2: Technology and the Labor Market
- Understand the impact of technological innovations on employment outcomes
- Special focus on the impact of recent technologies such as robotics and AI on the labour market
- Changing nature of work and the gig economy

Session 3: Technology and Market Power
- Market concentration and market power in tech industries
- Network effects and the economics of platforms
- Technological change and AI as a source of market power and dominance

Session 4: Technology and Inequality
- The digital divide and access to new technologies
- Wage inequality and wealth concentration
- Policy intervention to tackle potential effects on inequality because of AI and robots

Session 5: Future Prospects and Policy Implications
- Future trends in AI
- Ethical considerations in AI and automation
- Long-term economic impacts of technological advancements such as AI

Assessment:

I am flexible and will set the evaluation in line with what is common in the program. One possibility would be a written review/assessment of an opinion article.

Teaching Method:

The course will consist of interactive lectures.

Bibliography:

The final selection of papers and books on which the course will be based has to be completed. The slides together with lecture notes will be based on this material but will be designed to be self-contained.

Some suggestions (non-exhaustive) of material on which the course will be based:

- Acemoglu, Daron, and Simon Johnson (2023). Power and Progress: Our Thousand-Year Struggle Over Technology and Prosperity. New York: PublicAffairs.

- Autor, D. (2024). Applying AI to Rebuild Middle Class Jobs. *National Bureau of Economic Research Working Paper Series*, *No. 32140*. https://doi.org/10.3386/w32140

- Agrawal, Ajay; Gans, Joshua, and Goldfarb, Avi (2019) The Economics of Artificial Intelligence: An Agenda, Chicago University Press.
- Bijnens, G., Humlum A., and Vanormelingen S. (2024) Integrators: The Firm Boundaries of Capital-Skill Complementarity, *mimeo.*

- Brynjolfsson, Erik and McAfee, Andrew (January, 2014) The Second Machine Age: Work, Progress and Prosperity in a Time of Brilliant Technologies, W.W. Norton & Company, ISBN 978-0-393-23935-5

- Humlum, A. and Vestergaard E. (2024) The adoption of ChatGPT, IZA DP No. 16992

Websites
1- *Bitcoin Forum - Index. (2020). Retrieved 11 November 2020, from* https://bitcointalk.org/
2- *Les grandes dates de Bitcoin - Bitcoin.fr. (2020). Retrieved 11 November 2020, from https://bitcoin.fr/histoire/*

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

Course Description and Learning objectives:

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

Description:

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

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

Objectives:

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

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

Description of Content:

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

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

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

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

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

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

Teaching Method:

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

The primary teaching approaches are the following:

- Socratic method, named after the classical Greek philosopher Socrates, stimulates critical thinking and allows students to present opposing arguments or viewpoints in the form of inquiry and debate; and

- Case Study method which enables the student to serve in the role of decision-maker for real-life business and management situations. The case method approach empowers students to apply the theories, concepts, and practices of managing complex ethical issues. Moreover, critical thinking skills are applied as students examine the causes, consider and compare/contrast alternative courses of actions, probe underlying issues, and suggest recommendations or strategies that address the situations of the case.

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

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

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

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

Module's Title:	Global Management: Navigating Culture, Ethics, and Sustainability	
Subject area / specialisation:	International Management	
Professor:	Dr. Emilene Leite	emileneleite@yahoo.com emilene.leite@uwasa.fi
	University of Vaasa, Vaasa, Finland	

Course Description and Learning objectives:

This course is designed to enhance students' understanding of managerial behavior in an international environment. It focuses on cultural, ethical, and sustainability aspects of international business and management. Students will explore how management practices and processes differ across national and regional borders, emphasizing the importance of culture, ethics, and sustainability in global business operations. The course discusses key concepts, theories, and models related to international business, culture, and sustainability. By examining real-world case studies and engaging in group projects, students will develop the skills to navigate and lead in culturally diverse and environmentally sustainable business environments.

Learning Outcomes

After successful completion of the course, students are expected to:
- Be able to describe and identify how management practices and processes differ across national and regional borders aligning culture, ethics, and sustainability.
- Be able to discuss how a learning model can be used by managers to better understand and adapt to ever-changing, culturally distinct, and environmentally sustainable business environments.
- Be able to independently prepare and complete assignments within a specified timeframe.
- Be able to use models which provide assistance in conceptualizing cultural and sustainable business environments.
- Be able to demonstrate the ability to work in project groups in a cross-cultural and sustainabilityfocused context.
- Be able to compare and contrast management practices and processes across national and regional borders with a focus on diversity, culture, ethics in business, and sustainability.

Description of Content:

This course is designed to enhance the students' understanding of managerial behaviour in an international environment. The course focuses on cultural, ethical, and sustainability aspects of international business and management. Concepts, theories, and models related to international business, culture, and sustainability are discussed.

The course focuses specifically on the following 4 points:

 • **Cultural Differences:** Understanding how cultural differences impact management practices and processes in various international contexts.
• **Ethical Considerations:** Exploring the ethical challenges faced by managers in a globalized business environment and the importance of ethical decision-making.
• **Sustainability:** Emphasizing the role of sustainability in international business, including sustainable business practices, environmental responsibility, and the impact of global operations on local communities.
• **Adaptation and Learning Models:** Using learning models to help managers adapt to the ever-changing and culturally distinct business environments, integrating sustainability into their strategies.

Session 1: Managerial Challenges and the Global Manager's Role in the International Business Context
- Understanding the global manager's responsibilities and challenges.
- Integrating sustainability into managerial roles and decision-making.
- The impact of global business practices on sustainability.

Session 2: Understanding Culture in the Global Complex World
- Exploring cultural diversity and its implications for international business.
- The role of cultural awareness in promoting sustainable business practices.
- Case studies of how cultural understanding enhances sustainability initiatives.

Session 3: Leadership
- Providing feedback across cultures and its role in sustainable leadership.
- Team building and trust in a multicultural environment with a sustainability focus.
- Leadership strategies for fostering a culture of sustainability.

Session 4: Sustainable Business Practices in International Management
- Exploring best practices for integrating sustainability into global business operations.
- Case studies of successful and (un)sustainable business models in different cultural contexts.
- Strategies for overcoming sustainability challenges in international management.

Session 5: Oral Examination and wrap-up.

Assessment:

Modes of assessment

Group Assignment. Written group report and oral examination.

For students with a documented disability, the university may approve applications for adapted or other modes of assessment.

To participate in the exam, there is an 80 % attendance requirement.

In addition, students must complete the following compulsory, **non-graded activities:**

Non-graded Activity 1: Each student has to write a review (max 2 pages) of an assigned academic article.

Non-graded Activity 2: Write a reflection summarizing what has been discussed in the classroom as well as the student takeaways from this course (max 2 pages).

Graded-Activity

Group Activity 3: Develop a group business report (term paper) applying concepts, and models discussed during lectures to a business case of the student's choice.

Individual Activity 4: Apart from co-developing a group paper, each student will be assigned to another group paper whereby he/she has to play the role of discussant (of one specific paper – see activity 4) during the group presentations.

Teaching Method:

A mixture of traditional ordinary lectures, case-based teaching, and classroom teaching where students present findings from the paper they have to write. Students have to do one individual assignment and case study and, in groups, write a paper. Active student participation is expected in all sessions. In the majority of the sessions, the theory will be interpreted and explained. Students are asked to thoroughly prepare certain cases or texts at home. Parallel to the sessions is a group assignment that will result in a professional report and a concise presentation and defense. The emphasis of the assignment is to be able to critically evaluate management models/techniques and to be able to translate them into organizational practice

Bibliography:

- Steers, R. M., Osland, J. S., & Szkudlarek, B. (2023). Management across cultures: Challenges, strategies, and skills. Cambridge University Press.

- Galpin, T., Whitttington, J. L., & Bell, G. (2015). Is your sustainability strategy sustainable? Creating a culture of sustainability. Corporate Governance, 15(1), 1-17.

- Assoratgoon, W., & Kantabutra, S. (2023). Toward a sustainability organizational culture model. Journal of Cleaner Production, 400, 136666.

- Leite, E., & Johnstone, L. (2023). Regaining Legitimacy in an MNC After a Socio-Ecological Crisis: An Un (smart) Business Strategy?. In Sustainable International Business: Smart Strategies for Business and Society (pp. 275-302). Cham: Springer International Publishing.

- Wijethilake, C., Upadhaya, B., & Lama, T. (2023). The role of organisational culture in organisational change towards sustainability: evidence from the garment manufacturing industry. Production Planning & Control, 34(3), 275-294.

- Haessler, P. (2020). Strategic decisions between short-term profit and sustainability. Administrative
  - Sciences, 10(3), 63.

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

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

At the end of the course, students should be able to:
1. Understand and apply customer journey mapping techniques
2. Optimize customer touchpoints for enhanced experience
3. Leverage technology to deliver exceptional customer experiences

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

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

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

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

Session 5: Measuring and Improving Customer Experience

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

Assessment:

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

Teaching Method:

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

Bibliography:

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

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

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

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

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

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

Module's Title:	**Success in Digital Wine Business**	
Subject area / specialisation:	**Digital Marketing**	
Professor:	**Dr. Damien Wilson**	wilsodam@sonoma.edu
	Sonoma State University	

Course Description and Learning objectives:

An in-depth study of electronic business considerations from the practices and lessons learned by those leading digital integration in the global wine industry. Topics include the opportunities and challenges associated with extension into the digital platform, specifically with regard to those measurable communications aims. From the need to create brand awareness, and provide information, through to demand creation, as well as sales and customer relationship management, this course connects the need to identify and select effective platforms for wine businesses, with the process and metrics to measure in designing, implementing, evaluating and adapting digital wine business strategies from those wine businesses that have done so effectively across the international wine business environment. The course includes topics on effective webpage design, email campaigns, social media integration, e-commerce considerations, and innovative practices in AI adoption in the wine industry.

1. Describe how the digital platform impacts the strategic intent and operational functioning of a wine business;
2. Learn a range of best practices across the digital platform that are currently available in the wine industry;
3. Apply decision models based on the wine business' strategic aim, from awareness creation, to recommend, review or repurchasing practices;
4. Understand the reasons for identifying and using metrics that best measure strategic success of the digital business strategy;
5. Describe the procedures for developing and managing electronic commerce, so it furthers the strategic, marketing, financial, and/or operational plans of an organization;
6. Recognize benefits and limitations of various winery management software;
7. Appreciate the importance of the security, legal, and privacy issues and understand how they may impact a wine organization's business strategy;
8. Analyze cases involving digital wine business decisions and provide recommendations;
9. Introduce the emerging challenges and benefits of AI as they apply to the role of the wine business manager.

Description of Content:

Session 1: Course Introduction and Overview. Benchmarking exercises, prior to delivery of teaching content. Introduction to Best Cases of Digital Business in the Wine Industry. Technology and the considerations used in implementing digital wine business practices.

Session 2: Security, privacy, and ethical considerations in digital business operations. Introduction to and development of practical skills in designing and evaluating communications content for web sites.

Session 3: Successful Practices across social media platforms. Winery management software, and effective database management systems used in the wine industry

Session 4: Direct-to-consumer marketing issues and strategies. Wine club management issues

Session 5: Digital wine business cases evaluations. Introducing AI innovations and opportunities for wine businesses in the digital age.

Assessment:

- Completion of Learning Goals Benchmarks and Reviews – 20%
- Contributions to In-class exercises and discussions – 40%
- Digital Wine Business Case Evaluations – 40%

Teaching Method:

The course will involve a range of the following approaches: lecture highlights, group discussions, guest speakers, application exercises, case analyses, and in-class group activities. All are designed to help familiarize students with digital business topics, and to stimulate critical thinking and learning.

Bibliography:

- Wirtz, B. W. (2021). *Digital Business and Electronic Commerce: Strategy, Business Models and Technology*. Springer Nature.
- Sznolnoki, G., Thach, L., & Kolb, D. (2019). *Successful Social Media and Ecommerce Strategies in the Wine Industry*. Palgrave Macmillan US.

Module's Title:	**Introduction to Business Process Modelling via BPMN 2.0: Foundations and Principles**	
Subject area / specialisation:	**Digital and Data management**	
Professor:	**Ilia Maslov**	ilia.maslov@kuleuven.be
	University: KU Leuven, Brussels, Belgium	

Course Description and Learning objectives:

Process modelling allows for better representation of any given process to better communicate it among the stakeholders, analyse the problems, improve the process, implement IT systems more consciously. It is at the core of a business process management initiative, aimed at going from function-based organization to process-oriented one.

These lectures will provide a brief yet comprehensive introduction to Business Process Model and Notation (BPMN 2.0), de-facto standard in the industry to model processes. The learning will be primarily hands-on, with continuous modelling exercises in class after being explained a theory and the tools. There will be also multi-disciplinary approach with the connections made to the IS engineering and information knowledge management ideas and patterns. Students will be given

Learning Objectives:

1. Understand and able to explain the conceptual modelling principles and foundations.

2. Understand the fundamental concepts of process modelling with BPMN 2.0.

3. Can read and write basic and semi-complex BPMN 2.0 models and critically evaluate their readability and pragmatic value.

4. Know how to apply token-based visualizations in BPMN 2.0.

5. Having the skills to work with the process modelling software at a basic level.

6. Able to independently learn of modelling in various business and research contexts.

Target Audience:
- Students with basic knowledge of business management, management information systems, or related fields.
- Faculty members and researchers interested in (business) process modelling at organizations.

Description of Content:
- Session 1 : Introduction to Conceptual and Process Modelling concepts; Business Process Management as the context of process modelling; Basic BPMN 2.0 elements; introduction to group assignment of modelling a targeted business/IT system.
- Session 2 : Requirements engineering and interviewing as a method for understanding modelled process; Basic Process Model patterns; Process Modelling software and scenario simulations; first process modelling exercises.
- Session 3 : Advanced BPMN 2.0 elements and process model patterns; Process modelling exercises.
- Session 4 : Process models and Data/IS modelling patterns; Process modelling exercises.
- Session 5 : Final group assignment presentations in-class with the feedback.
-

Assessment:
- 40% in-class modelling exercises
- 60% final modelling assignment of a process / information system in groups

Teaching Method:

Method is based on an extensive doctoral research programme into the education of process modelling to make the approach more systematic. Teaching is provided in a practical, hands-on approach after the theory to support the understanding of key phenomena. Scaffolding is offered by gradually increasing the difficulty and providing cognitive support via the empirically proven visualization method with token simulations. Connections are drawn to provide the context for process modelling. Students are encouraged to take on the motivation at learning independently after the course, given the broader theory of modelling, to be able to potentially understand other types of modelling (like data or IS modelling).

Bibliography:

Process modelling content is primarily based on the:
1. Dumas, M., Rosa, L. M., Mendling, J., & Reijers, A. H. (2018). Fundamentals of business process management. Springer-Verlag.

Teaching approach:
1. Maslov, I. (2022, May). Towards Empirically Validated Process Modelling Education Using a BPMN Formalism. In International Conference on Research Challenges in Information Science (pp. 803-810). Cham: Springer International Publishing.
2. Maslov, I., & Poelmans, S. (2024). Facilitating the comprehension of business process models for unexperienced modelers using token-based animations. Information & Management, 61(5), 103967.
3. Maslov, I., & Poelmans, S. (2023). Advancing the BPMN 2.0 standard with an extended animated notation: a research program for token-based process modeling education. In BIR Workshops (pp. 182-194).
4. Maslov, I., & Poelmans, S. (In-press, exp. 2024). Comprehension of (business) process models via tokens: an eye-tracking approach. In BPM2024: Educators Forum

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

Course Description and Learning objectives:

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

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

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

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

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

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

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

Description of Content:

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

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

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

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

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

Assessment:

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

Teaching Method:

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

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

Bibliography:

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

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

Module's Title:	**Finance and Accounting for Everyone**	
Subject area / specialisation:	**Personal and Business Finance**	
Professor:	**Mrs. Meg Harris**	megharris@unomaha.edu
	University of Nebraska at Omaha	

Course Description and Learning objectives:

The course is designed to give incoming graduate students the foundation in accounting that is necessary for subsequent graduate courses. The emphasis is on introducing the students to as many accounting concepts as possible.

Learning Objectives:
- Understand financial accounting concepts, terminology, and techniques so that they can comprehend typical corporate financial statements provided in annual reports and apply their accounting knowledge to business decision-making.
- Use of accounting information for managerial decision-making, planning, directing operational activities, and controlling. Students will be exposed to basic managerial accounting concepts and techniques, and their application in business decision-making, such as, cost behaviour, cost estimation, budgeting, and cost-volume profit analysis.

Description of Content:

Session 1: Balance Sheets and Income Statements

Financial statements and accounting, more generally, are the language of business. This session focuses on the components of a balance sheet and what the composition of assets, liabilities, and equity tell the user/investor. We discuss the nuances of short-term and long-term assets and liabilities, classification of such items, and balancing the balance sheet. The income statement portion will focus on revenue and expense recognition, when costs should be expensed or capitalized, and how this ties into the balance sheet.

Session 2: Cash Flow Statements and Financial Statement Analysis

This session will focus on cash flow statement components and methods. We also discuss their international uses as the mandates differ from country to country.

Session 3: Budgeting and Cost Accounting

In this session, we will discuss budgeting methods, planning for operating and strategic decisions, and methods of assigning costs to products and services.

Session 4: Variance Analysis and Special Decisions

In this session, we will discuss the differences that occur between actual and budgeted results, how to evaluate these variances, and how to use this information for future planning. Special decisions will evaluate short-term investing decisions.

Session 5: Cybersecurity in Finance and Accounting

This session will discuss the impact of cybersecurity in finance and accounting

Assessment:
- Session reflections 5% each (25% total)
- Session activities 10% each (50% total)
- Group presentation/activity 25%

Teaching Method:

The course will employ a variety of teaching methods including lecture, group discussions, individual reflections, and critical thinking activities. Active participation in critical thinking activities is imperative for knowledge retention and therefore is required in this course.

Bibliography:
- Scagnelli, Simone, et al. Introduction to Financial Accounting. G. Giappichelli Editore, 2019. EBSCOhost.
- Richard Barker. Short Introduction to Accounting. Cambridge University Press, 2011. EBSCOhost.
- Harold Bierman, Jr. Introduction To Accounting And Managerial Finance, An: A Merger Of Equals. World Scientific, 2010. EBSCOhost,
- Clive Marsh. Business and Financial Models. Kogan Page, 2013. EBSCOhost.
- Managerial: Accounting [Book]. https://www.oreilly.com/library/view/managerial-accounting/9780471699606/.
- Fundamentals of Corporate Finance, Second Edition [Book]. https://www.oreilly.com/library/view/fundamentals-of-corporate/9780470876442/.

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

Course Description and Learning objectives:

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

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

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

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

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

Assessment:

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

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

Teaching Method:

In class activities composed by face-to-face lectures and seminar activities. Students will be required to participate in discussions and to work in group to examine real-world scenarios from a policy and business practitioner's perspective.
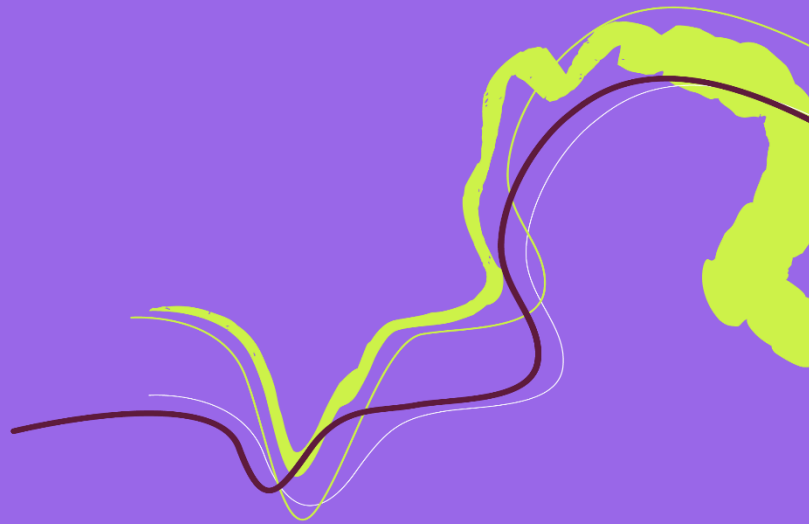
Bibliography:
- https://sdgs.un.org/goals
- https://www.globalreporting.org/
- Hanley, N., Shogren, J., White, B., 2013. Introduction to Environmental Economics. Oxford University
- Press
- Meinhold, R., 2021. Business Ethics and Sustainability. Routledge
- Reading material (journal articles and reports) will be distributed to students during the teaching weeks

Module's Title:	**Big Data in Business**	
Subject area / specialisation:	**N/A**	
Professor:	**Surat Teerakapibal**	N/A
	Thammasat Business School	

Course Description and Learning objectives:
N/A

Description of Content:
N/A

Assessment:
N/A

Teaching Method:
N/A

Bibliography:
N/A

Module's Title:	**Portfolio Analysis**	
Subject area / specialisation:	**N/A**	
Professor:	**Jun Gao**	N/A
	University College Cork	

Course Description and Learning objectives:
N/A

Description of Content:
N/A

Assessment:
N/A

Teaching Method:
N/A

Bibliography:
N/A

Week 4, March 24 to 28

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

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

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

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

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

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

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

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

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

Assessment:

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

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

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

Module's Title:	**Intercultural Management**	
Subject area / specialisation:	**N/A**	
Professor:	**Jane Everett**	N/A
	LIUC, Italy	

Course Description and Learning objectives:
N/A

Description of Content:
N/A

Assessment:
N/A

Teaching Method:
N/A

Bibliography:
N/A