COURSE CATALOGUE

2023-2024

Master in Management 1st Year – DIJON Campus
EXCELLENCE IN PEDAGOGY MODULES
Spring 2024

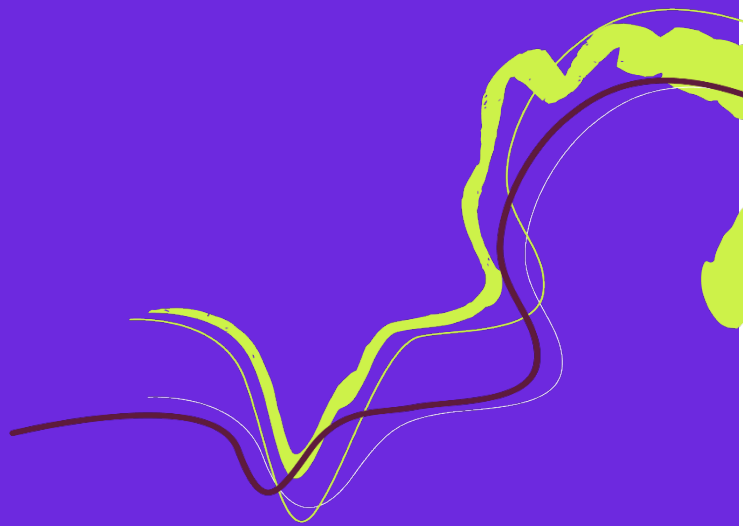BSB | BURGUNDY SCHOOL OF BUSINESS | We believe in youTH

SUMMARY

In this catalogue, you are able to choose up to **4 excellence modules**, which are taught in __weekly seminars__ (one module per week). These excellence modules are worth 2 credits ECTS each.

Please also refer to the Master 1 Spring Semester catalogue for further details

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

Week 1, January 15 to 19

Module's Title:	**Artificial Intelligence and Entrepreneurship**	
Subject area / specialization:	**Entrepreneurship**	
Pedagogy:	**On campus (depending on sanitary situation)**	
Professor:	**Dr. Fauzia Jabeen**	Fauzia.jabeen@adu.ac.ae ; drfauziaadu@gmail.com
	College of Business, Abu Dhabi University, Abu Dhabi, UAE	

Course Description and Learning objectives:

In today's dynamic and volatile landscape, the synthesis of entrepreneurship and AI has become a new frontier, brimming with endless business opportunities. The course shall equip the students with the tools, insights, and creative mindset needed to navigate this exhilarating terrain. As you navigate this exciting journey, culminate your experience by crafting an AI-infused entrepreneurial mindset that blends technological brilliance with visionary leadership. The class is highly experiential and hands-on, with sessions designed to familiarize the students with dimensions of AI and entrepreneurship and new venture development. Most of the examples we discuss in class will relate to venture formation in AI world, but the underlying principles will also apply to AI and entrepreneurship in corporate settings.

Upon successful completion of this course, students will be able to:
- Recognize the concepts, skills and tools necessary to succeed as an entrepreneur in the field of artificial intelligence.
- Apply skills to investigate possibilities for AI based products and services.
- Devise strategies to find investors, fund deals and plan for an eventual exit.
- Communicate effectively using media and presentations.
- Prepare a comprehensive business plan for the new business venture.

Description of Content:

Session 1: Foundations of Entrepreneurship and AI
  - Introduction to entrepreneurship and its relevance in the AI landscape.
  - Overview of artificial intelligence: history, types, and applications.
  - Understanding the symbiotic relationship between entrepreneurship and AI.

Session 2: AI Technologies and Tools for Entrepreneurs

Session 3: AI-driven Business Opportunities
  - Identifying market gaps and opportunities for AI-driven solutions.
  - Disruptive potential of AI across industries: healthcare, finance, manufacturing, etc.

Session 4: Using Design Thinking to Design Business Models, Developing an Effective Business Plan in AI Landscape

Session 5: Sources of Capital for Entrepreneurs : Legal and Marketing Challenges for Entrepreneurial Ventures in Industry 4.0 and 5.0

Assessment:
- 20% Entrepreneurial Reflection Presentation (Group Work): Using concepts covered in class, the student teams will write a reflection regarding the value of AI and entrepreneurship for society and for organizations. (January 16th Afternoon)
- 10% Startup Stories (Group Work): Students shall present a start-up story of a local/international entrepreneur and analyse the entrepreneurial motivation and mindset of the entrepreneur. (January 17th Afternoon)

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

Teaching Method:

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

Bibliography:
Recommended Text Books

Kuratko, D. F. (2017) _Entrepreneurship: Theory, Process, and Practice_, 11th Edition, Cengage Learning.

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

Journal(s)/ Suggested Readings

Shepherd, D. A., & Majchrzak, A. (2022). Machines augmenting entrepreneurs: Opportunities (and threats) at the Nexus of artificial intelligence and entrepreneurship. _Journal of Business Venturing_, _37_(4), 106227.

Obschonka, M., & Audretsch, D. B. (2020). Artificial intelligence and big data in entrepreneurship: a new era has begun. _Small Business Economics_, _55_, 529-539.

Chalmers, D., MacKenzie, N. G., & Carter, S. (2021). Artificial intelligence and entrepreneurship: Implications for venture creation in the fourth industrial revolution. _Entrepreneurship Theory and Practice_, _45_(5), 1028-1053.

Truong, Y., Schneckenberg, D., Battisti, M., & Jabbouri, R. (2023). Guest editorial: Artificial intelligence as an enabler for entrepreneurs: an integrative perspective and future research directions. _International Journal of Entrepreneurial Behavior & Research_, _29_(4), 801-815.

Roundy, P. T. (2022). Artificial intelligence and entrepreneurial ecosystems: understanding the implications of algorithmic decision-making for startup communities. _Journal of Ethics in Entrepreneurship and Technology_, _2_(1), 23-38.

Keane, S. F., Cormican, K. T., & Sheahan, J. N. (2018). Comparing how entrepreneurs and managers represent the elements of the business model canvas. _Journal of Business Venturing Insights_, _9_, 65-74.

Morris, M., Schindehutte, M., & Allen, J. (2005). The entrepreneur's business model: toward a unified perspective. _Journal of business research_, _58_(6), 726-735.

Elsbach, K. D. (2003). How to pitch a brilliant idea. _Harvard business review_, _81_(9), 117-134.

Chen, X. P., Yao, X., & Kotha, S. (2009). Entrepreneur passion and preparedness in business plan presentations: a persuasion analysis of venture capitalists' funding decisions. _Academy of Management journal_, _52_(1), 199-214.

Hallen, B. L., & Eisenhardt, K. M. (2012). Catalyzing strategies and efficient tie formation: How entrepreneurial firms obtain investment ties. _Academy of Management Journal_, _55_(1), 35-70.

Module's Title:	**Global Business & Sustainability**	
Subject area / specialisation:	**Management / Global Business**	
Pedagogy:	**On campus (depending on sanitary conditions)**	
Professor:	**Bongjin Kim**	bkim432@ewha.ac.kr
	EWHA Womans University, College of Business, South Korea	

Learning objectives:

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.

1. Have knowledge of the international institutions and practices that impact international business
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.
3. Understand the different challenges when businesses operate in the international environment
4. Understand the role of social, cultural, political, regulatory and legal differences that affect international businesses
5. Develop the ability to comprehend international economic and financial issues

Description of Content:

- The concept of globalization
- Understanding politics, laws, economics, ethics, norms, & cultures
- Leveraging capabilities globally
- Foreign direct investment (FDI)
- Entering foreign markets
- Managing competitive dynamics in global markets

Assessment:

- Case Analysis/Presentation – Team Task (40%)
- Test (40%)
- Class Participation (20%)

Teaching Method:

- Lecture
- Case Discussion

Bibliography:

- Text: Not required
- 3 – 4 Cases : To be announced

Module's Title:	**Branding in Times of Crisis**
Subject area / specialization:	**Business / Marketing**
Pedagogy:	**On campus (depending on sanitary conditions)**
Professor:	**Dr. Maiara Kososki** maiara.regina@pucpr.br
	Pontificia catholic university of Parana, Brasil

Learning objectives:
- To be able to explore important issues in planning and to be able to develop, implement, and evaluat brand strategies.
- To be able to describe and identify all the components of brand management and how they affect and improve marketing decision-making.
- To be able to understand how valuable brands are created, managed and measured and how brand positioning is developed through authenticity.

Description of Content:

Brands compete against others striving for survival in any given ecosystem. In order to survive and guarantee its best performance, brands need to have a well-established purpose. The brand purpose goes beyond generating profits. Also, creating a great relationship with customers is no longer enough. The new consumer wants to live in a better world through the use of engaged brands. Thus, the creation and maintenance of a strong brand provides the ability to simplify consumer decision-making in times of crisis. In this course, students will learn the role of brands, the concept of brand authenticity, and the advantages of creating enduring brands during difficult periods.

- Session 1: Brand architecture, portfolio and extension as a wise strategic investment.
- Session 2: Brand identity and brand image in corporate reputation.
- Session 3: Brands and people: how do people connect to brands in times of crisis?
- Session 4: Managing a brand through brand value.
- Session 5: Brand positioning through brand authenticity.

Assessment: The course assessment is designed to enhance academic performance. Final result is the average of the following tasks:

- Short assignments (individual) 25%
- Team presentation (team) 35%
- Class participation (individual) 15%
- Final Exam (individual) 25%

Teaching Method:

Bi-modular (face-to-face and online classes).
Theoretical and practical exercises will be taught through lectures, discussions, online quizzes, case studies and project based learning.

Bibliography:
- **SESSION 1 - Assignment** *(To read before class)*

Aaker, D., Brand Portfolio Strategy: Creating Relevance, Differentiation, Energy, Leverage, and Clarity: Free Press, 2004. **[Chapter 1]**
Aaker, D., Should you take your brand to where the action is?, Harvard Business Review on Brand Management, 1997.
Avery, J. Brand Portfolio Strategy and Brand Architecture, Harvard, 2017.
- **SESSION 2 - Assignment** *(To read before class)*

Chernatony, L. D. Brand management through narrowing the gap between brand identity and brand reputation. Journal of Marketing Management. v. 15, 1999, p. 157–59.

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

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

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

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

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

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

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

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

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

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

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

Module's Title:	**International Finance**	
Subject area / specialisation:	**Open macroeconomics, international capital flows**	
Pedagogy:	**On campus (depending on sanitary conditions)**	
Professor:	**Mojmir Mrak**	mojmir.mrak@ef.uni-lj.si
	Ljubljana University, Faculty of Economics, Slovenia	

Learning objectives:

The main objective of the module is to give participants a focused overview of international finance issues at the global level. The course is designed to combine both practical and theoretical approaches to global finance. Students will be put into positions of various players in international finance (foreign direct and/or portfolio investor, creditor, government of the recipient country, multilateral financial institution, etc.). The mathematical context of the course will be kept to a minimum, with the main focus being on institutional aspects as well as on practical application.

After the module, participants are expected to understand main international finance concepts, their relationship to other macroeconomic aggregates as well as institutional aspects of international finance and capital flows at the global level. More specifically, participants will be able:
- to understand key concepts in international finance,
- to demonstrate ability to analyse international finance problems and to write issue papers on this subject, and
- to present ideas on international financial issues in a clear, concise and professional manner

Description of Content:

The module consists of three main parts.

- It will start with the examination of the two main concepts in international finance, namely (i) balance of payments, and (ii) exchange rates. This introduction is needed for an analysis of the concept and evolution of the international monetary system and of the international financial governance problems.

- The second part of the module is aimed at two specific risks in international finance, namely (i) foreign exchange risk and (ii) country risk.

- Within the third part of the module, a selected number of specific international finance issues will be analysed in some depth. This will include (i) financial crises – the current one and its crossover with the crises in the 1990s, and (ii) international capital flows to emerging economies through official flows (multilateral financial institutions) and private flows (selected financial instruments, such as syndicated loans and bonds).

Assessment:

The final grade will be composed on the following three components:
- Class participation   10 %
- Daily home assignments   30 %
- Final Exam   60 %

Students will be assessed
- on their knowledge on the content domain of international finance,
- on their ability to understand and analyze the issues presented in their home assignments, and

- on the quality of presentations in class discussions, the written reports and the examination questions; by quality in this context we mean the clarity and persuasiveness of each bit of work.

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 sat 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, Guilermo 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**	
Pedagogy:	**On campus (depending on sanitary conditions)**	
Professor:	**Dr. Chinedu Ochie**	c.ochie@northumbria.ac.uk
	Northumbria University, Newcastle, UK	

Learning objectives:

Corporate Social Responsibility (CSR) is one of the key challenges facing contemporary commerce. This module takes an organisational perspective to help students understand how to manage organisational performance, not only in financial terms but also in terms of its social and environmental responsibilities. In other words, how to manage a 'triple bottom line' lies at the heart of this module. Through examining real-world organisations, through case studies and research-led activities, this module allows students to critically analyse and evaluate current practice and discuss practical ways that organisations can respond to the corporate responsibility agenda.

After participating in the module, the students would be able to critically evaluate the factors that underpin an organisation's success (or otherwise) in managing the triple bottom line. Also, the students would have learned how to use appropriate frameworks to analyse research material and draw useful conclusions.

Description of Content:
Session 1 : Introduction to CSR
Session 2: The Triple Bottom Line (TBL) theory/concepts
Session 3: Triple Bottom Line and Sustainable Supply Chain
Session 4 : Incorporating Sustainability in Business Strategy
Session 5 : Module review and assessment

Assessment:
- 100% individual assignment

Teaching Method:

First, the students will be provided with a teaching and learning plan (TLP) which outlines the formal sessions including lectures (1 hour), and seminars (2 hours), and the tutor-guided independent learning activities. This means that the students will learn through a combination of lectures, seminars, and tutor-guided independent learning. The lectures will be used to introduce theories, concepts, and frameworks. Tutor-guided independent learning will encompass a range of activities such as further academic reading, pre-preparation, exercises, and tutorials. Seminars will give students the opportunity to learn how to use the material introduced in lectures to analyse and evaluate the extent to which organisations are successful in managing the triple bottom line.

The module will be assessed by an individual assignment of 1000 words that will focus on an analysis and evaluation of a real-world organization. It will be submitted at the end of the module. Formative assessment will take place through group work, reflection, case study activity, and theory/practice-related discussions. The individual assignment will be marked and returned with annotated comments directly related to the assessment task. Students will also be provided with a written comment on actions to be taken to improve performance in assessment overall.

Bibliography:

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

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

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

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

Module's Title:	**AI Applications in Business**	
Subject area / specialisation:	**Business Management and Strategy**	
Pedagogy:	**On campus (depending on sanitary conditions)**	
Professor:	**Dr. Phani Tej Adidam**	padidam@unomaha.edu
	University of Nebraska at Omaha, USA	

Learning objectives:

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.

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.

Description of Content:
Session 1: The Age of AI
Session 2: Rethinking the firm
Session 3: Becoming an AI Company
Session 4: The Ethics of Digital Scale, Scope, and Learning
Session 5: A Leadership Mandate

Assessment:
- Case Analysis: 50%
- Presentation: 30%
- Class Engagement: 20%

Teaching Method:
- Lectures
- Class discussions
- Group assignments

Bibliography:

Competing in the Age of AI by Marco Iansiti and Karim Lakhani

Week 2, January 22 to 26

Module's Title:	**Automation, Artificial Intelligence (AI) and Multinational Business**	
Subject area / specialisation:	**Technology Management**	
Pedagogy:	**On campus (depending on sanitary situation)**	
Professor:	**Dr. Hakeem M. Mohsin**	hakeem_mm@gsm.nucba.ac.jp
	NUCB Business School, Japan	

Learning objectives:

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

- Understand the implications of automation technology based on "Artificial Intelligence" (AI)
- Explore the idea of "workforce of the future" and tackle the issues related to education, training, and support.
- Understand how digital companies create value and expand the scope by leveraging data and analytics.
- Develop an awareness of disruptive technologies changing market dynamics.
- Understand the strategic moves by organizations to tackle advanced technologies in their core business areas.

In addition to theme-based learning goals, students are expected to,

- Analyze and evaluate, concepts, theoretical knowledge, and actual business situations.
- Establish the link between theory and case situations.

Description of Content:

Artificial Intelligence (AI) is transpiring as a soul of lifeless machines, putting them to work while making them aware of their own surroundings. Organizations are forced to reconsider their business models and adapt hastily in the age of automation and "Artificial Intelligence". The change can be impeding not only companies but for governments and people alike. AI-is-a-magic hype and associated uncertainty constrain its application in, and growth prospects of different industries. The course is designed to recast the focus on AI while considering the business implications and successful application of technology in retail, banking, financial services, telecom, and automobile sectors. AI creates opportunities for new business structures, processes, and strategies to compete.

Our case discussions will be about multinational corporations facing and responding to the industrial transformation due to big data, artificial intelligence, modern automation, robotics, and platform revolution.

- Session 1 :

Theme: Understanding Modern Automation

Intended Takeaways

- Understand the implications of automation technology based on "Artificial Intelligence" (AI)
- Analyze the trends leading to the surge in AI and applications.
- Explore the limitations of the technology
- Discuss the key concerns about the AI technology

- Session 2 :

Theme: Digital Transformation and Retail

Case 1: **To Be Decided**

Intended Takeaways

- Explore the idea of "workforce of the future".
- What does the adoption of automation technology mean for low-skill workers?

- Discuss the possibility automation of low-skill tasks,
- Explore the process of transforming a large retailer's strategy for 21st century ecommerce competition

- Session 3 :

Theme: Platform Strategies

Case 2: **To Be Decided**

Intended Takeaways

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

- Session 4 :

Theme: Managing the Technology Transition and Services

Case 3: **To Be Decided**

Intended Takeaways

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

- Session 5 :

Theme: Managing The Industrial Transition

Intended Takeaways

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

Assessment:

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

There is "No Final Exam".

Class Participation Grading

Grading of your class participation is based on,

1. Quality - The comment should advance our understanding of the topic at hand instead of rephrasing or repeating other's comments)

2. Relevance – Tackle the question being raised

3. Frequency – You should participate in each session, depending on the number of participants you may need to raise your hand multiple times to participate actively.

Teaching Method:

Course Approach

Readings (cases or discussion material) are provided beforehand and assigned for each class; Participants are required to prepare for at least _three hours per case study_ in this course. The emphasis

will be on student responsibility for learning through active application of course content in case studies, exercises, etc. and through active participation in class discussions. Active participation and preparation for class are requirements for this course.

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

Final Exam. There is "No Final Exam" in the course.

Bibliography:
Required Course Materials
Case Studies
3 Case Studies

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

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

Module's Title:	**Strategic Management and Business Model Innovation**	
Subject area / specialisation:	**Management / Strategic Management**	
Pedagogy:	**On campus (depending on sanitary situation)**	
Professor:	**Bongjin Kim**	bkim432@ewha.ac.kr
	EWHA Womans University, College of Business, South Korea	

Learning objectives:

This course is designed to help students gain knowledge of the fundamental principles and theories of strategic management to understand the competitive forces facing a firm, to assess the attractiveness of the industry, and to identify potential sources of competitive advantage and disadvantage of a firm from the point of view of the practicing general manager. The key focus of this course is on the creation and maintenance of the long-term health of the entire firm or a major division of a corporation. As such, this course is concerned with strategic decisions, and with both the content of those decisions and the process by which general managers position the businesses and allocate resources in the face of competition and uncertainty. This means that this course stresses the determination of strategic direction and the management of the strategic process.

- Develop knowledge and skills to apply course material/learning to improve strategic thinking, problem solving skills, and management decisions in the real world.
- Understand fundamental principles, various tools, theoretical views, and ethical/leadership issues of strategic management to analyse the competitive forces, assess the attractiveness of the industry, evaluate and develop the critical resources and capabilities, and gain and sustain a competitive advantage.
- Develop skills to critically analyse and evaluate strategic issues and problems, arguments, and point of view for successful formulation and implementation of strategy both quantitatively and qualitatively.
- Understand the importance of business model innovation in association with strategic management in creating a sustainable competitive advantage

Description of Content:
- The concept of strategy
- Business model and innovation
- The sources and dimensions of competitive advantage
- Industry analysis and competitive dynamics
- Core capabilities and core competences/capabilities
- Vertical integration and diversification strategy

Assessment:
- Case Analysis/Presentation – Team Task (40%)
- Test (40%)
- Class Participation (20%)

Teaching Method:
- Lecture
- Case Discussion

Bibliography:
- Text: Not required
- 3 Cases
  - To be announced

Module's Title:	**Financial Assets Valuation in Developing Countries: when reality clashes textbook knowledge**	
Subject area / specialisation:	**Finance**	
Pedagogy:	**On campus (depending on sanitary conditions)**	
Professor:	**Dr Adolfo Zuberbuhler**	azuberbuhler@pampaenergia.com
	Universidad del CEMA, Argentina	

Course Description and Learning objectives:

The course is designed to give the basic valuation techniques for different asset types and then apply them in real cases in the Argentine market. We will see that many of the assumptions in the theory do not exist in real life, specially, in developing countries like Argentina. We will study and provide evidence of it.

We will recap basic statistics and financial toolkit to properly compute risk and return measures. We will study the Modern Portfolio Theory from Markowitz to multiple factor models and apply the theory in actual portfolio selection on a range of Argentine assets portfolios. We will also analyze fixed income valuation, risk and return measures and test the theory in light of Argentina´s recent default of its debt. Lastly, we will introduce the valuation techniques for derivatives and the anomalies that occur in countries with limited capital flow due to government controls and regulations.

The course has a double objective: on one hand, students will learn the theory and the basic knowledge of asset valuation techniques of the main asset classes; on the other, they will apply this tools on real case examples in developing economies, mainly Argentina. Which offers a nice field case due to its constant financial struggles. In this way, they will test textbook knowledge with reality in stressed economies.

Description of Content:

Session 1. Financial mathematics. Time value of money, interest rates and discounted cash flows, measures of return and volatility. Introduction to the different financial assets. Computing stock returns. Case Study : arbitrage opportunities between local stocks in Argentina and their ADR.

Session 2. Fixed Income Valuation. Different FI instruments. How to value a bond: price and YTM. Compute bond return and risk measures (i.e. Duration, Modified Duration and Convexity). Construction of yield curves. Case Study : Valuation of Argentina´s defaulted debt exchange proposal.

Session 3. Modern Portfolio Theory : Markowitz and the efficient frontier; Tobin and the separation theorem; Sharpe and Treynor and the CAL, CAML and CAPM; French and Fama and the multi-factor models.

Session 4 : Applying the modern portfolio theory. Cost adjusted returns. Risk adjusted returns. Risk adjusted return measures. Case Study : Choosing between different Argentine stock portfolios applying risk adjusted analysis.

Session 5 : Futures and Forwards. Description and differences between futures and forwards. How to obtain a future price and the no arbitrage theory. Pricing forward contracts. Swaps (only if time allows). Case Study : currency future contracts in Argentina and their no-arbitrage.

Assessment:

- 40% student´s participation in case studies and assignments
- 60% final exam

Teaching Method:

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

Bibliography:

Ross, Stephen et al. "Corporate Finance", Mc Graw Hill 12th Edition

Hull, John C. "Options, Futures, and Other Derivatives", Prentice Hall 5th Edition

Javier Estrada, FT Guide to Understanding Finance, Financial Times Guides, 2011

Simon Benninga, "Financial Modeling", 4th edition

Carol Alexander, "Market Risk Analysis", Book 1 (Quantitative Methods in Finance)

Tobin, J., "Liquidity Preference as Behavior Towards Risk". Review of Economic Studies, February 1958, pp. 65-86.

Sharpe, W., "Capital Asset Prices – A Theory of Market Equilibrium Under Conditions of Risk". Journal of Finance XIX (3) (1964), pp. 425-442.

Markowitz, H.M., "Portfolio Selection". The Journal of Finance, Vol. 7, No. 1 (March 1952), pp. 77-91.

Markowitz, H.M., "The Optimization of a Quadratic Function Subject to Linear Constraints". The RAND Corporation, P-637 (June 1955).

E. Fama, K. French. Common risk factors in the returns on stocks and bonds, Journal of Financial Economics, 1993.

https://mba.tuck.dartmouth.edu/pages/faculty/ken.french/data_library.html

Module's Title:	**The Psychology Behind Consumer Behavior**	
Subject area / specialisation:	**Consumer Behavior / Marketing / Business**	
Pedagogy:	**On campus (depending on sanitary conditions)**	
Professor:	**Juliana COSTA**	juliana.noschang@pucpr.br
	Pontificia catholic university of Parana, Brasil	

Learning objectives:
- Gain understanding of the psychological factors that impact consumer behavior.
- Apply relevant consumer behavior theories in understanding the impact of marketing strategies and reasons for why consumers behave the way they do.
- Develop critical and reflexive understandings of the nature of consumption, markets and culture.

Description of Content:
This course is based on theories developed in psychology and builds a bridge to marketing. The conceptual framework of the course breaks the causes of behavior up into types of psychological responses (i.e., mental mechanisms), such as, perceiving, reasoning, feeling, learning, or remembering. These psychological responses intervene between the marketing mix (input) and the behavior of consumers, such as purchase or usage (output). The psychological responses hence provide a framework as to why certain marketing inputs lead to certain outputs, that is, a framework to derive strategically relevant consumer insights. The course also reviews a range of simple but powerful "levers" (inputs) that can influence consumer behavior in unexpected ways.
- Session 1 : Perception, motivation and beliefs.
- Session 2: Attitudes and Learning.
- Session 3: Self and self-concept
- Session 4 : Personality and Lifestyle
- Session 5 : Impact of variables on consumption decisions and psychographic segmentation

Assessment:
- 80% Group Assignments (group)
- 20% Final Exam (individual)

Teaching Method:
- Lectures
- Role Play and Simulation
- PBL (Problem Based Learning) in real context situations
- Inverted Classroom
- Peer-based learning

Bibliography:

Eysenck, M. W, & Keane, M. T. Cognitive psychology: a student's handbook (Eighth edition). Routledge, 2020

Gazzaniga, M. S., Ivry, R. B., Mangun, G. R., & Gazzaniga, R. A. Cognitive neuroscience: the biology of the mind (Fifth edition). W. W.Norton & Company, 2019.

Kotler, P. and Keller, K. Marketing Management. 15th ed. Harlow: Pearson, 2016

Solomon, M. Consumer Behavior: Buying, Havind and Being (12th edition), Pearson, 2016.

Solomon, M. Consumer Behavior: Buying, Havind and Being Global Edition, Pearson, 2017.

Solomon, M. and Lowrey T. M. The Routledge Companion to Consumer Behavior, Routledge, 2020.

Sternberg, R. J., & Sternberg, K. Cognitive psychology (7th edition). Cengage Learning, 2017.

Module's Title:	**Building Brands with Purpose**
Subject area / specialisation:	**Marketing**
Pedagogy:	**On campus (depending on sanitary conditions)**
Professor:	**Francisco Guzmán, PhD** francisco.Guzman@unt.edu
	University of North Texas College in Business, USA

Learning objectives:

- To understand **how and why conscientious strategies -** Corporate Social Responsibility, Sustainability, Activism—**become part of a** business philosophy and **brand's purpose**.
- To understand the **drivers** of a brand's purpose-driven approach.
- To become aware of the **potential consequences** of a brand's purpose-driven approach.
- To learn the **basic brand management concepts and tools** to develop a purpose-driven strategy.
- To learn how to use **relevant research** as a way of **building insights** into stakeholder attitudes and behavior to create relevant purpose-driven innovations.
- To relate theoretical concepts to real-life **marketing practices**.

By the end of the course, you are expected to have a **clear understanding of the brand building with purpose process** and to be able to analyze it with a certain degree of **creativity** 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: **knowledge**, **ability** and **attitudes** to prepare you as a marketing professional.

Description of Content:

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 **real scenarios** and the burgeoning **academic literature** on the topic.

Day 1: "What is a brand with purpose?"
- What is a brand?
- The purpose imperative (Aaker Chapter 1 & 4)
- Operationalizing purpose: Reference market (*Lambin, Readings*)
- Unilever case study (Aaker Chapter 2)

Day 2: "Basic brand marketing strategies"
- Segmentation & Positioning
- Brand Leveraging
- Brand Activation (Aaker Chapter 10)
- Various Examples
- Discussion article Berkey and Orts

Day 3: "Developing conscience"
- What is conscience? (I&I Chapter 2)
- The business with conscience model (I&I Chapter 3)
- Enablers of a conscientious innovation strategy (I&I Chapter 6)
- Tony's Chocoloney case study

Day 4: "Communicating purpose"
- (I&I Chapter 7)
- Discussion article by Sweigart

- Types of commitment
- Various examples

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

Module's Title:	**Finance – The Role of Risk**	
Subject area / specialisation:	**Finance/Risk**	
Pedagogy:	**On campus (depending on sanitary conditions)**	
Professor:	**Dr. Fergal O'Brien**	fergal.g.obrien@ul.ie
	Kemmy Business School, Univeristy of Limerick, Ireland	

Course Description and Learning objectives:

The aim of this course is to develop students' understanding of corporate finance. The role of risk underpins the key concepts and features heavily in the course. We examine risk from a number of different perspectives. An important building block of this course is discounted cash flow techniques, and their applications in corporate finance. This course investigates the time value of money (not just from a mathematical perspective), and the popular methods of project appraisal including net present value method, internal rate of return, profitability indices, etc. It also looks at the importance of sensitivity, scenario and simulation analysis in further evaluating the riskiness of projects. Qualitative aspects of capital budgeting and investments are also examined. The various financial assets and capital markets are examined and assessed form 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

Week 3, March 18 to 22

Module's Title:	**Wine: from the vineyard to the customer in business management**	
Subject area / specialisation:	**Wine**	
Pedagogy:	**On campus (depending on sanitary situation)**	
Professor:	**Davide Dargenio**	davide.dargenio@ehl.ch
	Ecole Hôtelière de Lausanne, Suisse	

Learning objectives:

- Understand main viticulture principles and the importance of climate and terroir
- Have a basic understanding of winemaking and influences on the wine style
- Know the main wine types, international grape varieties characteristic and style
- Understand the wine tasting and create a story telling about wine.
- Understand the trade structure, the segmentation and the target

Description of Content:

- The history of winemaking and main producing countries
- The grape, the vine and the terroir
- Winemaking techniques and cultural practices
- Introduction to the winetasting and sales storytelling
- Market trend and sales strategy
- Wine distributors and increasing wine sales

Assessment:

- Final examination: multiple-choice and opened questions (80%)
- Group work presentation (20%): 3 choices 1make 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.

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**	
Pedagogy:	**On campus (depending on sanitary conditions)**	
Professor:	**Dr. Bruno H. Rocha Fernandes.**	bruno.fernandes@fdc.org.br
	Fundação Dom Cabral, Brasil	

Learning objectives:

- Interpret and understand the concept of Strategic Human Resource Management (SHRM) in terms of its inception, development and current business practices.
- Analyze SHRM frameworks and its relation to theories like Resource Based Theory, Core Competence and other.
- Identify SHRM and its state of art practices like recruitment & hiring, performance appraisal, training & development, career & succession, compensation.
- Evaluate the High-Performance Working Systems concept and its theoretical and practical implications.
- Analyze if and how SHRM adds value to organizations through performance improvement in a variety of dimensions.

Description of Content:

Strategic human resource management. Competences: concepts and trends. Conceptual Background: Resource Based View, Path Dependence. Organizational competence: concepts, criteria, examples; resources; implications (strategy, internationalization, knowledge management, organizational culture, etc.). Individual competency: concepts (capacity and delivery, work levels). Relations with Organizational competence. Competency management models. Relations with people management processes: evaluation, training & development; Corporate University, succession and career, recruitment and selection, and compensation. Competency and organizational performance: relationship with balanced scorecard perspectives. High performance working systems (HPWS). Institutionalization of competency management mode

- Session 1 : Strategic Human Resource Management (SHRM): origins, development and today.
- Session 2: Framework for integrating strategy and HRM : competence models
- Session 3: Performance Management : contemporary practices
- Session 4 : Organizational and personnel development : models and practices
- Session 5 : SHRM effectiveness : case studies

Assessment:

- 50 %: individual position paper
- 50 % team based case study resolution

Teaching Method:

The course will be taught using a variety of pedagogical techniques including readings, lectures, seminars, case studies and in-class discussions.

Bibliography:
Basic:

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

Complementary:

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

Module's Title:	**Luxury Branding Management**	
Subject area / specialisation:	Marketing	
Pedagogy:	**On campus (depending on sanitary conditions)**	
Professor:	**Ian Phau**	ian.phau@cbs.curtin.edu.au
	Curtin University, Curtin Business School, Australia	

Learning objectives:
- To have the necessary knowledge and skills to understand the strategic role of **design** in the **marketing processes** of **luxury** goods and services
- To examine the **formulation** and implementation of **marketing communications** in respect of luxury companies
- To examine **concepts**, models and trends that impact luxury in the retail environment

Description of Content:

Block 1: "Luxury Branding Fundamentals"
- The antecedents of the consumption of luxury goods
- The anti-laws of luxury marketing

Block 2**:** "Luxury Brand Management"
- Brand equity: the specificities of luxury brands
- Design to convey corporate identity in luxury sectors
- Design, brand and product positioning for luxury sectors
- Managing luxury counterfeits and mimics

Block 3**:** "Communication in Luxury Branding"
- Communication models and their application to the luxury sector
- Conveying luxury in the retail environment

Assessment:

Group Campaign Development	50
Individual Assignment	30
Participation/Attendance	20
Total	**100**

Teaching Method:

The course is an experiential learning course designed around three fundamental concepts:
- Learning by doing (Group Campaign Development)
- Reflection in action (Individual Assignment and Participation)
- Coaching

Bibliography:
All readings and materials will be provided by the instructor.

Suggested Readings:
Kapferer, J. N. & Bastien, V. (2012). *The luxury strategy: Break the rules of marketing to build luxury brands*. Kogan Page Publishers.
Chevalier, M., & Mazzalovo, G. (2008). *Luxury brand management: a world of privilege*. John Wiley & Sons.

Module's Title:	**International Management and Organizational Structures**	
Subject area / specialisation:	**Business, Management, Economics**	
Pedagogy:	**On campus (depending on sanitary conditions)**	
Professor:	**Raúl Montalvo**	rmontalvo@itesm.mx
	EGADE Business School, Technólogico de Monterrey, Mexico	

Learning objectives:

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

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

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

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

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

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

Description of Content:

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

Module's Title:	**The Impacts of Artificial Intelligence on Accounting and Finance**
Subject area / specialisation:	**Accounting / Finance**
Pedagogy:	**On campus (depending on sanitary conditions)**
Professor:	**Dr. Tyler Kleppe, PhD CPA** | tyler.kleppe@uky.edu University of Kentucky (USA)

Learning objectives:

The main objectives of this module are to introduce students to the ways in which artificial intelligence (AI) is currently impacting the accounting and finance industries and to discuss potential ways AI will impact these fields in the future. The course will provide hands-on learning opportunities and will expose students to timely case studies, as well as findings from cutting-edge academic research. The course material will be accessible to students regardless of background and existing knowledge of AI topics.

Upon successful completion of the course, students will:
- Have a working knowledge of business-relevant AI technologies;
- Understand specific, current ways in which AI is impacting accounting and finance professionals;
- Think critically about how AI could impact businesses and individuals in the future;
- Be able to assess the findings of academic research on AI;
- Apply new knowledge of AI issues in a collaborative environment.

Description of Content:

Session 1: Introduction to AI in Accounting and Finance
Session 2: Automation vs. Artificial Intelligence
Session 3: Benefits of AI in Accounting and Finance
Session 4: Challenges of AI in Accounting and Finance
Session 5: Ethical Issues with AI and Opportunities and Threats for the Future

Assessment:

- Group case study activity and presentation (25%)
- Individual written assignments (25%)
- Individual written examination (30%)
- Class participation and professionalism (20%)

Teaching Method:

The teaching method for this module will include a combination of lectures, class discussions, case studies, take-home reading assignments, and written assignments and examination. The course will be designed to encourage and stimulate student participation and discussion.

To facilitate student learning and comprehension, course delivery will combine lecture methods and project-based methods. The use of case studies and current academic research will further enhance the relevance of the course materials.

Bibliography:

Academic Studies:
Bakarich, K. M., and P. E. O'Brien. 2021. The Robots are Coming … But Aren't Here Yet: The Use of Artificial Intelligence Technologies in the Public Accounting Profession. *Journal of Emerging Technologies in Accounting* 18 (1): 27-43.

Bao, Y., et al. 2022. Artificial Intelligence and Fraud Detection. *Innovative Technology at the Interface of Finance and Operations* Volume I: 223-247.

Commerford, B. P., et al. 2022. Man Versus Machine: Complex Estimates and Auditor Reliance on Artificial Intelligence. *Journal of Accounting Research* 60 (1): 171-201.

Engle, R. F., and S. Campos-Martins. 2023. What are the Events that Shake Our World? Measuring and Hedging Global COVOL. *Journal of Financial Economics* 147 (1): 221-242.

Goodell, et al. 2021. Artificial Intelligence and Machine Learning in Finance: Identifying Foundations, Themes, and Research Clusters from Bibliometric Analysis. *Journal of Behavioral and Experimental Finance* 32: 100577.

Lehner, O. M., et al. 2022. Artificial Intelligence Based Decision-Making in Accounting and Auditing: Ethical Challenges and Normative Thinking. *Accounting, Auditing & Accountability Journal* 35 (9): 109-135.

Saggu, A., and L. Ante. 2023. The Influence of ChatGPT on Artificial Intelligence Related Crypto Assets: Evidence from a Synthetic Control Analysis. *Finance Research Letters* 55: 103993.

Wood, D. A., et al. 2023. The ChatGPT Artificial Intelligence Chatbot: How Well Does It Answer Accounting Assessment Questions? *Issues in Accounting Education* 38 (4): 1-28.

Other Readings/Discussion Pieces:
"AI, Automation, and the Future of Work: Ten Things to Solve For." *McKinsey Global Institute Executive Briefing*.

"Artificial Intelligence is Transforming the Function of Finance—and Turning Accountants into Innovators According to Microsoft." *Fortune*.

"Advantages and Disadvantages of Artificial Intelligence." *Towards Data Science*.

"The Promise and Peril of ChatGPT." *Journal of Accountancy*.

Case Studies and Practical Application:
"Artificial Intelligence Projects from Deloitte: Practical Cases of Applied AI." *Deloitte*.

"Case Studies: Artificial Intelligence." *Chicago Booth Review*.

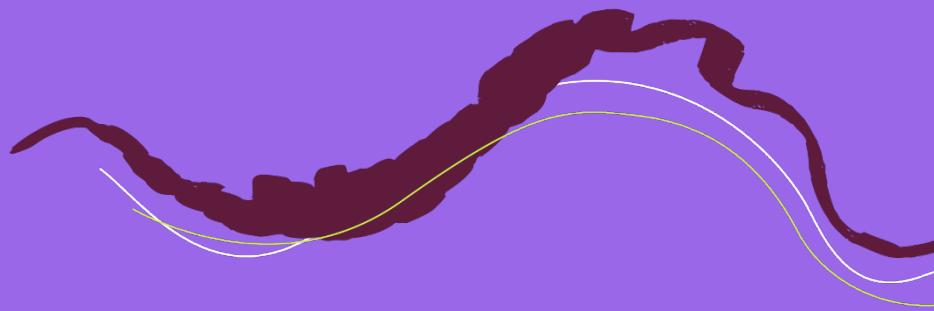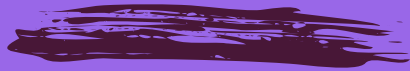"AI and Machine Learning." *Harvard Business Review*.

Module's Title:	**Business Ethics for Leaders**	
Subject area / specialisation:	**Leadership, Business Ethics, Decision Making**	
Pedagogy:	**On campus (depending on sanitary conditions)**	
Professor:	**Gregg Glover**	gregg_glover@post.harvard.edu
	Harvard University, Faculty of Arts and Sciences, USA	

Learning objectives:

- How to analyze real-world ethical dilemmas using multiple frameworks and methods of analsys, considering many possible choices, and selecting a "best choice" options.
- How to evaluate, test, and strengthen one's personal decision-making processes.
- Enhance your critical reasoning skills, particularly as applied to ethical issues.
- Improve your ability to engage productively in discussions of difficult and controversial moral questions.
- Improve ability to write effectively about complex issues, including ethical issues.
- Apply ethical reasoning to issues that arise in business settings.

Description of Content:

It's been said that ethics in general is the study of standards of behavior that promote human welfare, often referred to as "the good." Business ethics is the study of those standards of business behavior that do the same thing—promote human welfare and the good. It can be argued that the study of business ethics is essential to becoming a good decision maker and business leader. Leaders, managers and executives will often be faced with complex ethical questions that require critical thinking and a deep understanding of ethical leadership principles and best practices.

This module will explore how we build a foundation in ethics to make sound decisions in our organizations as ethical leaders. How do business leaders make difficult decisions when weighing ethical considerations against profit? Should they consider ethics at all in decision making? How do they approach difficult decisions and dilemmas from an ethical perspective ? In this module, students will survey how ethics play a role in society and will gain a foundation for making good ethical decisions in their roles as business leaders. The module prepares students to anticipate and identify ethical issues and apply appropriate ethical reasoning in working with them. Students begin by examining the objectives of a business or organization to assess how ethics relate to that purpose. By examining real-world examples, students in the course will learn an ethical decision-making framework that can be applied in their day-to-day work, as leaders, managers, or entrepreneurs.

We wil use readings, case studies, and active role-play scenarios to consider important current-day issues that business leaders confront, including those involving modern technology, and the impact and responsibility businesses have that involve climate change and the environment. Students will also apply broader ethical concepts to their own business situations, in established companies or new, start-up organizations. By the end of the week, students will leave with the ability to categorize and evaluate various situations and identify the relevant ethical considerations, and how to approach decisions from an ethical point of view in complex, multifaceted cases.

Assessment:

Students will be asked to complete a small-scale analysis of an ethical dilemma in a business or organizational setting, and a short final paper due (5-7 pages in English) due one week after the module conclusion.

Teaching Method:

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

Week 4, March 25 to 29

Module's Title:	**Leadership, Strategy, and Decision Making**	
Subject area / specialisation:	**Leadership, Organizational Behaviour, Strategy**	
Pedagogy:	**On campus (depending on sanitary conditions)**	
Professor:	**Gregg Glover**	gregg_glover@post.harvard.edu
	Harvard University, Faculty of Arts and Sciences, USA	

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

Description of Content:

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

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

Assessment:

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

Teaching Method:

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

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

Module's Title:	**Fashion and Society**	
Subject area / specialisation:	**Marketing**	
Pedagogy:	**On campus (depending on sanitary conditions)**	
Professor:	**Ka Tat Nixon Chen**	nixon.che@mahidol.ac.th
	Mahidol University, International College, Tourism and Hospitality Industry Division, Thailand	

Learning objectives:

- Students identify design elements of fashion.
- Students understand fashion expresses the political, economic, social, technological and ethical progressions and changes of society and
- Students critique the influence of fashion on the socio-culture of society.

Description of Content:

Fashion is an expression of the essence of all times; a cultural product; an art piece; a lifestyle; a commercial product and after all, a main sector of the creative industry; the course emphaises the socio-cultural contexts and consumption of fashion.

Block 1

• Introduction: What is fashion?

Fashion could be defined and categorised from different perspectives. It can a way of living, an expression of time and a means to express one true-self. Also, fashion could range from men to ladies, classic to modern, and high-fashion to mass fashion.

• Design elements of fashion.

Design elements that contribute to a fashion trend and a fashion outlook.

• History of fashion since post-modern era.

Revolutionary changes of fashion in the post-modern era; in particular the advancement of technology and the rise of retailers such as Zara and H&M that change the landscape of fashion.

Block 2

• Fashion reflects its temporal and spatial context

Fashion is a media through which people can see the nature and change of politics, economy, society and technology.

• Fashion and the development of art

Fashion is a product of art development and is an art by itself.

Block 3

• Fashion is a cultural expression

Fashion is associated with the distinctive heritage, personality or characters shared by a group of people.

• Fashion is about creativity

Fashion is an expression of the creative mindset of fashion designers; in particular their interpretation of human shapes.

Block 4

•   Fashion needs customers' endorsements and approval

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

•   Fashion and consumerism

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

Block 5

•   Common ethical issues of fashion

Challenges of the fashion industry in the era of sustainability.

•   Presentation of the group project

Assessment:

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

Teaching Method:

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

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

Bibliography:

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

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

Learning objectives:

After the course, students should have an understanding of
- key financial value drivers
- how value enhancing decisions impact on shareholder value
- key metrics used by analysts to rate companies
- Interpreting and drawing conclusions from valuation metrics reported by analysts and obtained from financial data providers such as Bloombergs, Reuters and others.

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

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

Teaching Method:

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

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

Module's Title:	**Business Intelligence and analytics**	
Subject area / specialisation:	**Information technology.**	
Pedagogy:	**On campus (depending on sanitary conditions)**	
Professor:	**Elie Elia**	elia.elie@uqam.ca
	UQAM, ESG, Canada	

Learning objectives :

- Understand the technical and organizational fundamentals of business intelligence and analytics (BI).

- Describe the capabilities needed for the implementation of successful BI initiatives.

- Know the different usages of BI at the operational, managerial and strategic level (including building interactive dashboards and conducting data visualization).

- Identify opportunities for undertaking BI initiatives in an organization.

1. Information and decision support concepts

2. Business intelligence framework

3. BI platforms and tools

4. BI domain applications and functional analytics (interactive dashboards and scorecards).

5. Advanced business analytics (data mining, data visualization, big data and social media analytics)

6. Business information requirements for BI projects and project implementation

7. Strategic planning and future trends in BI

Assessment:

Individual take home assignment   25

3 group assignments   75

Total   100

Teaching Method:

In addition to lectures, teaching strategy relies on hands-on assignments (learning by doing), case-study analyses and class discussions (reflection in action) and presentations by participants (reversed pedagogy).

Bibliography:

All readings and materials will be provided by the instructor.

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

Course description and Learning objectives:

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

Upon successful completion of this course, students will be able to:
1. Understanding the basic concepts of what constitutes responsible marketing.
2. Understanding the theory and practice of responsible business and management in an international context
3. Applying the methods that marketers can use to market their products and services in a sustainable and responsible way.

Description of Content:

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

Session 2: **Marketing Audit: How to Identify trends that impact on Business and the Society**
- To consider the importance of marketing audit upon business strategy.
- To review the importance of the internal and external marketing environments
- To consider appropriate tools for an internal and external environment analysis tools

Session 3: **Consumer Behaviour and Sustainable Consumption**
- Consumer (B2C) Behaviour and Decision-Making Process
- Individual internal human influences and other human factors
- The elusive sustainable consumer
- Sustainable consumer behaviour
- Organisational buying behaviour, the B2B market
- Social and environmental Influences on business buyers

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

Session 4: **Responsible Marketing Research and Planning for Sustainable Competitive Advantage**
- Responsible marketing research: Why is it important? What research can I do? How do I do marketing research?
- SMART objectives
- Sustainable Segmentation, Targeting and Positioning
- Enablers and barriers to Responsible Marketing Strategies

Session 5: **Relationship Marketing for Sustainable Competitive Advantage**
- Defining Relationship Marketing

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

Assessment:

The module has three points of assessment:

This will require students to research information about an industry and a company of their choice, propose anew 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 environmentalimperative", Journal of Marketing, 75(4), 132-135.
4. Richardson, N., 2022. How new sustainability typologieswill reshape traditional approaches to loyalty. *ItalianJournal of Marketing*, pp.1- 27.
5. Sheth, J.N. and Parvatiyar, A., 2021. Sustainable marketing: Market-driving, not market-driven. *Journal ofmacromarketing*, *41*(1), pp.150-165.
6. Varey, R. J. (2010). "Marketing means and endsfor 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:	**Big Data in Business**	
Subject area / specialisation:	**Data Analytics**	
Pedagogy:	**On campus (depending on sanitary conditions)**	
Professor:	**Assoc.Prof.Dr. Surat Teerakapibal**	suratt7@tbs.tu.ac.th
	Thammasat Business School, Thammasat University	

Course Description and Learning objectives:

The course introduces students to various data search, data collection, and data preparation techniques. These data include both internal and external data as well as big data online. Subsequently, students will learn how to analyze these data to uncover business insights before deriving data-driven business decisions.

Students will be able to:
- Determine and acquire necessary data for making business decisions
- Select appropriate data analysis techniques
- Propose business strategies based on acquired empirical results
- Effectively communicate results and recommendations to diverse audiences

Description of Content:

Session 1: Big Data and Its Applications
Session 2: Data Visualization with Tableau ; Storytelling with Data
Session 3: Demand Forecasting and Behavioral Models
Session 4: Data-driven Market Segmentation and Brand Positioning
Session 5: Final Exam

Assessment:

- In-class Workshops 60%
- Final Exam 20%
- Class Discussions 10%
- Peer Evaluation 10%

Teaching Method:

- Lectures
- Case Studies
- Workshops

Bibliography:

Lilien, G.L., Rangaswamy, A. and De Bruyn, A. (2013) Principles of Marketing Engineering. PA: DecisionPro.