

**"EXCELLENCE
IN PEDAGOGY"
ELECTIVES**

SPRING 2021

**LEAD
FOR
CHANGE**



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<p>All course descriptions are provisional and can be subject to change.</p>

WEEK 1, JANUARY 11 TO 15

#WE ARE BSB

Master Grande École 2020-2021		
Module's Title:	Games and Strategies for Business	
Subject area / specialisation:	Behavioural Economics	
Pedagogy:	Distance learning only	
Professor:	Roberto Hernan Gonzalez	roberto.hernangonzalez@bsb-education.com
	Burgundy School of Business	
Learning objectives:		
<p>To develop an understanding of the key concepts, models and tools of the theory of games. To investigate the application of decision and game theory to business decision making.</p> <p>This module develops a knowledge and understanding of:</p> <p><i>Knowledge and understanding</i></p> <ul style="list-style-type: none"> • Markets - the development and operation of markets for resources, goods and services • People - the management and development of people within organisations • Business policy and strategy - the development of appropriate policies and strategies within a changing environment, to meet stakeholder interests • Pervasive issues - these would include sustainability, globalisation, corporate social responsibility, diversity, business innovation, creativity, enterprise development, knowledge management and risk management • The ethical dilemmas and corporate social responsibility issues that arise when ethical and organisational values are applied to situations and choices <p><i>Intellectual skills</i></p> <ul style="list-style-type: none"> • Being able to think critically and be creative: manage the creative processes in oneself and others; organise thoughts, analyse, synthesise and critically appraise. This includes the capability to identify assumptions, evaluate statements in terms of evidence, detect false logic or reasoning, identify implicit values, define terms adequately and generalise appropriately • Being able to solve complex problems and make decisions: establish criteria, using appropriate decision-making techniques including identifying, formulating and solving business problems; and the ability to create, identify and evaluate options; the ability to implement and review decisions <p><i>Professional practical skills</i></p> <ul style="list-style-type: none"> • The ability to conduct research into business and management issues either individually or as part of a team through research design, data collection, analysis, synthesis and reporting • Effective performance within team environments and the ability to recognise and utilise individuals' contributions in group processes and to negotiate and persuade or influence others; team selection, delegation, development and management • Leadership and performance management: selecting appropriate leadership style for different situations; setting targets, motivating, monitoring performance, coaching and mentoring 		
Description of Content:		
<ul style="list-style-type: none"> • Decision making • Risky decisions • Decision errors • Simulation games 		

- Coordination
- Cooperation
- Sequential games
- Strategic moves
- Social preferences
- Auctions

Assessment:

- A 2,000 words essay

Teaching Method:

- Lecture
- Classroom experiments

Bibliography:

There are a number of good books which cover the material in this module. For the game theory parts of the module, I particularly recommend the following:

- Dixit, A. K. and B. J. Nalebuff (2008): *The Art of Strategy: A Game Theorist's Guide to Success in Business and Life*. New York: WW Norton & Company. (AS)
- Dixit, A. K. and S. Skeath (1999): *Games of strategy*. New York: WW Norton & Company. (GOS)
- Dixit, A. K. and B. J. Nalebuff (1991): *Thinking strategically: The competitive edge in business, politics, and everyday life*. New York: WW Norton & Company. (TS)
- McMillan, J. (1996): *Games, strategies, and managers*. Oxford University Press. (GSM)
- Miller, J. D. (2003). *Game theory at work*. McGraw Hill. (GAW)

GOS is a textbook which covers most of the theoretical concepts discussed in this module. AS, TS, GSM and GAW are managerial game theory books with many cases and applications of game theory to business. The game theory books do not deal well with the psychological aspects of choice discussed in class. For these I recommend

- Wilkinson, N., and M. Klaes (2012): *An introduction to behavioral economics*. Palgrave Macmillan.
- Plous, S. (1993): *The psychology of judgment and decision making*. McGraw-Hill Book Company.
- Thaler, R. H. and C. S. Sunstein (2008): *Nudge: Improving Decisions about Health, Wealth, and Happiness*. Yale University Press.
- Ariely, D. (2008): *Predictably irrational*. New York: HarperCollins.
- Kahneman, D. (2011): *Thinking, fast and slow*. Macmillan.
- Russo, J. E. and P. J. Schoemaker, P. J. (1989): *Decision traps: Ten barriers to brilliant decision-making and how to overcome them*. New York: Doubleday.

Master Grande École 2020-2021		
Module's Title:	Strategies of value creation on the Internet	
Subject area / specialisation:	Marketing	
Pedagogy:	Distance learning only	
Professor:	Djamchid Assadi	Djamchid.assadi@bsb-education.com
	Burgundy School of Business	
Learning objectives:		
At the completion of the course, students should be able to:		
<ol style="list-style-type: none"> 1) Explain the founding concept of value creation in the cyberspace of the Internet 2) Provide insights on how to implement strategy in the New Economy. 3) Discern the strategic business models of value creation on the Internet 4) Understand the potentials of the Internet for marketing strategies and customer satisfaction 5) Understand what Web 2.0 is all about and the P2P revolution 6) Understand some legal and ethical issues related to E-Business 7) Work in teams and communicate in public. 		
Description of Content:		
<ul style="list-style-type: none"> ▪ Course Presentation - Introduction e-business - Teams Formation ▪ "Fluid" Consumer behaviour - Strategies of consumer journey - Teams work presentation and discussion ▪ What is a business model? - What are the components of a business model? – Customer Value Proposition and Income Stream - Teamwork presentation and discussion ▪ Technological Infrastructure and Governance - Teamwork presentation and discussion ▪ Business models of selling tangible and intangible products online - Theory of Long Tail - Teamwork presentation and discussion ▪ Big data and business model of infomediation - Big data analytics - Teamwork presentations and discussion ▪ Typology of social media - Social media strategy - Team work presentations and discussion ▪ Business model of exchange facilitation - Crowdsourcing and crowdfunding online - Teamwork presentations and discussion ▪ Brands say, People say - Brand strategies in face of social media - Workshop Presentations and evaluation 		
Assessment:		
The final grade will be based on:		
<ul style="list-style-type: none"> ▪ Course Work - Workshop preparation and presentation (50%) ▪ Final Exam – Personal term project (50%) 		
Teaching Method: This course aims to provide with insights and frameworks an understanding of the dynamism of the cyberspace for business and commerce. The teaching approach gives a balanced approach of theoretical enlightenment and practical enrichment; and accordingly mixes:		
<ul style="list-style-type: none"> ▪ Lectures. Each session is opened by the professor' lecture. ▪ Discussion. The professor will discuss the concepts and encourage questions and critical thinking. ▪ Workshops. Student teams will apply theories and concepts to practical cases. 		

Bibliography: Reading and understanding of the following articles are Compulsory:

- Anderson Chris, “The Long Tail: Forget squeezing millions from a few megahits at the top of the charts. The future of entertainment is in the millions of niche markets at the shallow end of the bit stream”, Wired, and October 2004.
- O’Reilly Tim, “What is Web 2.0. Design Patterns and Business Models for the Next Generation of Software”
- Porter M. E. (2001), Strategy and the Internet, Harvard Business Review, March
- Money from Friends: Finding the Right Revenue Model for Social Media, Knowledge@Wharton, August 29, 2012.
- Four ways to get more value from digital marketing, Published : March 2010, in McKinsey Quarterly Online

Further readings:

- Transmedia Storytelling, Fan Culture and the Future of Marketing, Published : July 3, 2012 in Knowledge@Wharton
- Erik Brynjolfsson, Yu Hu and Michael Smith, “From Niches to Riches: Anatomy of the Long Tail”
- Daniel G. Goldstein, Dominique C. Goldstein, “Profiting from the Long Tail”
- The course materials also include the PPT slides available on e-learning online

Master Grande École 2020-2021		
Module's Title:	Wine & food tourism marketing	
Subject area / specialisation:	Marketing	
Pedagogy:	Distance learning only	
Professor:	Laurence Cogan	laurence.cogan-marie@bsb-education.com
	School of Wine & Spirits Business @ Burgundy School of Business	
Learning objectives:		
<ul style="list-style-type: none"> • To learn the specificities of the food & wine industry; • To identify the market segment to which food and wine tourism is targeted; • To identify the profile of a oeno-gastro tourist; • To understand the importance of marketing food & wine; • To be able to clearly market a food site or a winery on a national or international level; • To be able to identify business opportunities in this industry. 		
Description of Content:		
<ul style="list-style-type: none"> • Introduction to the food/wine tourism concept • Profile of the oeno-gastro tourist • Creating and managing a food & or wine tourism festival/event • Role of the winery or the food production site in wine/food marketing and distribution • Function of wine/food routes and trails • Wine region brand building • New trends in food & wine tourism • Final project: designing an innovative food & or wine tourism concept 		
Assessment:		
Final project presentation (Group)	50	
Case study (Individual)	50	
Total	100	
Teaching Method:		
<p>The course is an experiential learning course designed around three fundamental concepts:</p> <ul style="list-style-type: none"> • Learning by doing (designing an innovative & realistic wine/food tourism project) • Reflection in action (participation and class discussion) • Coaching 		
Bibliography:		
<p>"Global Wine Tourism, Research, Management & Marketing" by Jack Carlsen & Stephen Charters, edition 2006.</p> <p>- "Wine Tourism around the world, Development, management and markets" by C. Michael Hall, Liz Sharples, Brock Cambourne, Niki Macionis, 2000.</p> <p>- "Wine, Food, and Tourism Marketing" (Journal of Travel & Tourism Marketing, Vol. 14, Numbers 3/4 2003) - C Michael Hall</p> <p>- "Food tourism around the world, Development, management and markets" by C. Michael Hall, Liz Sharples, Richard Mitchell, Niki Macionis & Brock Cambourne, 2003.</p> <p>- "Wine business management" by Steve Charters, Jérôme Gallo, Pearson, 2014.</p>		

Master Grande École 2020-2021		
Module's Title:	Management of Responsible Organizations "MORO"	
Subject area / specialisation:	Management of organizations	
Pedagogy:	Distance learning only	
Professor:	Marc Ingham	marc.ingham@bsb-education.com
	Christelle Havard	christelle.havard@bsb-education.com
School of Wine & Spirits Business @ Burgundy School of Business		
Learning objectives:		
<p>Linked to the research activities of the <i>Chair of Management and Responsible Innovations - MIR</i> and the global strategy of the Burgundy School of Business, the main learning goals of this course are the following:</p> <ul style="list-style-type: none"> • Understand concepts and associated practices linked to responsible management and innovations • Analyse the responsibility of organizations at the levels of strategy, environment, innovations and management • Study the implications and recommendations for future managers 		
Main targeted competencies and skills developed – BSB® Portfolio:		
<ul style="list-style-type: none"> ➤ MGE GK4.1 - To be acquainted with, to understand and to be capable of explaining the behaviour of individuals and groups within organizations ➤ MGE GK4.2 - To be acquainted with and to understand the principal dimensions of the analysis of organizations ➤ MGE GS1 - To know how to analyse and solve a problem and to know how to structure one's thinking ➤ MGE GS3 - To show open-mindedness and integrity ➤ MGE GS3.5 To be sensitive to corporate social responsibility and to behave in a responsible manner 		
Description of Content:		
<ul style="list-style-type: none"> • Session 1: Introduction to Corporate Social Responsibility in Organizations <i>by Marc Ingham</i> • Session 2: Responsible Innovations in Organizations • Session 3: Social Responsibility of Organisations and responsible Managers <i>by Christelle Havard</i> • Session 4: Strategic Integration of Responsible Management and Innovations <i>by Marc Ingham</i> (Supported by Christelle Havard to help student to prepare their case study) • Session 5: Mini Cases Presentations and Conclusions <i>by Christelle Havard and Marc Ingham</i> 		
Assessment:		
<p>1- Individual final exercise: Each student will present a personal reflection on their experience of the course (30%)</p> <p>Main ideas drawn from the texts to be read, complementarity between texts and contents of the course, the complementarity between the knowledge stemming from texts and from the class on one hand and construction of a mini-case on the other hand, what the course allowed to bring to the knowledge of the responsible organizations and to the critical glance which we can concern the Corporate Social Responsibility</p> <p>2- Collective Group work</p> <ul style="list-style-type: none"> a. Dossier: building a mini-case of a responsible organization (40%) b. Presentation of this mini-case during the last session (30%) 		

Teaching Method:

This course is based on advanced pedagogical methods based the combination and integration of various resources to sustain and strengthen the learning process and outcomes: - Mandatory readings, - Cases and illustrations (ex: La Poste, SEB, Triodos, Jegay Lagoute, Salomon, Patagonia,...) - Videos, - E-learning, - Links to web sites (Harvard, Insead, Stanford, MIT,...), Individual readings, -Group presentations on mini-case projects, Group report and active interactions during the sessions.

Participants will work in groups on a mini-case project that will be presented and discussed during the final session.

Bibliography:**Compulsory reading:**

Maon, F., Lindgreen, A., Swaen, V., (2008). Designing and Implementing Corporate Social Responsibility: An Integrative Framework Grounded in Theory and Practice, *Journal of Business Ethics*, Vol. 87, pp. 71-89.

Del Rio-Gonzales, P., (2009). The Empirical Analysis of the Determinants for Environmental Technological Change: A Research Agenda, *Ecological Economics*, Vol. 68, pp. 861-878.

Baumann-Pauly, D., Wickert, C., Spence, L., Scherer, A. G., (2013). Organizing Corporate Social Responsibility in Small and Large Firms: Size Matters, *Journal of Business Ethics*, Vol. 115, pp. 693-705.

Gond, J.-P., Igalens, J., Swaen V., El Akremi, A., (2011). The Human Resources Contribution to Responsible Leadership: an Exploration of the CSR-HR Interface, *Journal of Business Ethics*, Vol. 98, pp.115-132.

Complementary readings available on Elearning:

Garriga, E., Melé, D., (2004). Corporate Social Responsibility Theories: Mapping the Territory, *Journal of Business Ethics*, Vol. 53, pp. 51-71.

Porter, M., Kramer, M., (2011). Creating Shared Value – How to Reinvent Capitalism-and Unleash a Wave of Innovation and Growth, *Harvard Business Review*, Jan.-Feb. 2011, pp. 1-17.

Horbach, J., Rammer, C., Rennings, K., (2012). Determinants of Eco-Innovations by Type of Environmental Impact – The Role of Regulatory Push/Pull, Technology Push and Market Pull, *Ecological Economics*, Vol. 78- pp 112-122

De Marchi, V., (2012). Environmental Innovation and R&D Cooperation: Empirical Evidence from Spanish Manufacturing Firms, *Research Policy*, Vol. 41, pp. 614– 623.

Birkinshaw, J., Hamel, G., Mol, M., (2008). Management Innovation. *Academy of Management Review*, Vol. 33, No. 4, pp. 825-845.

Mol, M., Birkinshaw, J., (2009). The Sources of Management Innovation: When Firms Introduce New Management Practices. *Journal of Business Research*, Vol. 62, pp. 1269-1280.

Sharma, S., Sharma, J., Devi, A., (2009). Corporate Social Responsibility: the Key Role of Human Resource Management, *Business Intelligence Journal*, January, pp. 205-212.

L'Etang, J., (1995). Ethical Corporate Social Responsibility: A Framework for Managers, *Journal of Business Ethics*, Vol. 14, pp. 125-132.

Master Grande École 2020-2021		
Module's Title:	Video Game Markets and Marketing	
Subject area / specialisation:	Marketing	
Pedagogy:	Distance learning only	
Professor:	Mathieu-Claude Chaboud	mathieu-claude.chaboud@bsb-education.com
	Burgundy School of Business	
Learning objectives:		
<ul style="list-style-type: none"> • This course is dedicated to the exploration of all aspects of the video game industry markets. • To gain market specific knowledge about the industry and its components. • To learn about game product development and funding related to markets and distribution. • To understand its specific consumers segments and the typologies of other stakeholders. 		
Description of Content:		
Block 1: Introduction to video game markets		
<ul style="list-style-type: none"> • The structure of video game industry • Publishers • Studios • Independents companies 		
Block 2: Video game consumers		
<ul style="list-style-type: none"> • From hardcore to casual gamers and everything in between • Archetypal genres and the question of gameplay • Franchises, AAA and indie successes 		
Block 3: Market structures in the video game industry		
<ul style="list-style-type: none"> • Distribution • Brick & mortar and dematerialised platforms • PC, console and mobile markets 		
Block 4: Customer relationships and long term success		
<ul style="list-style-type: none"> • Funding projects • Legitimacy and consumer adoption • Social media and web 2.0 effects • The free-to-play revolution 		
Block 5: Piracy and anti-piracy in the video game industry		
<ul style="list-style-type: none"> • Intellectual property protection • Grey markets and piracy channels • Network externalities and the impact of piracy • Legacy video gaming: exploitation, use and abuse 		
Assessment:		
Final case study	75	
Participation/Attendance	25	
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:

All readings and materials will be provided by the instructor.

Master Grande École 2020-2021		
Module's Title:	Microfinance	
Subject area / specialisation:	Finance	
Pedagogy:	Distance learning only	
Professor:	Arvind Ashta	arvind.ashta@bsb-education.com
	Burgundy School of Business	
Learning objectives:		
<ul style="list-style-type: none"> ▪ To look at Microfinance institutions from different perspectives and understand how they work, why they work, and what is required of them in terms of strategy in the wake of sustainability and development objectives. ▪ Supplementary objectives are developing management skills in group work and team leading as well as the ability to appreciate corporate governance and business ethics issues within this field. ▪ To know how to carry out retrospective analysis on the governance of a firm and business ethics 		
Description of Content:		
<ul style="list-style-type: none"> ▪ Microfinance is a fast growing sector known for two key features: profitability and providing Financial inclusion. ▪ The course outlines the amazing growth of the microfinance institutions, their diverse business models, the sociological and management issues raised in managing these organizations and their markets, and the role of technology in promoting the growth. It looks at some aspects of risk management in the portfolios of socially responsible investment funds as well as governance issues raised by the involvement of global financial and non-governmental institutions. While the focus is predominantly on microcredit, other forms of microfinance will also be discussed. Finally, new technological developments are ushering in cloud computing, crowdfunding and mobile banking and the course will help students understand the opportunities as well as the risks of using high technology. ▪ You will be required to develop the strategy of a microfinance institution. 		
Assessment:		
<ul style="list-style-type: none"> ▪ Answering a question based on a book to be read before coming to class (20%) ▪ Problem Based Learning (50%) ▪ Final Quiz (30%) 		
Teaching Method:		
<ul style="list-style-type: none"> ▪ The course is a mixture of classes, including a visiting professor from the field, and problem based Learning. ▪ The course places equal emphasis on lectures with active discussion, extensive reading, and group work to build team skills. ▪ A Book Review is an additional tool used to the normal ones ticked below. ▪ The PBL approach requires highly intensive discussions between group members and a willingness to provide feedback to each other. It will be based on a case. You will be provided a country to invest in and have to formulate the complete strategy of entering the microfinance market in that country. High pressure targets may require working till late at night. 		

Bibliography:

Books:

Yunus, M. (2003). Banker to the Poor: Micro-Lending and the Battle Against World Poverty. New York, Public Affairs.

Armendàriz, B. and J. Morduch (2010). The Economics of Microfinance. Cambridge, MA, MIT Press.

Ashta, A., Ed. (2011). Advanced technologies for microfinance: Solutions and challenges. Hershey, PA, IGI Global.

Armendariz, B. and M. Labie, Eds. (2011). The Handbook of Microfinance. Singapore, World Scientific.

Papers:

Ashta, A. (2009). "Microcredit Capital Flows and Interest Rates: An Alternative Explanation." *Journal of Economic Issues* (M.E. Sharpe Inc.) 43(3): 661-683.

Ashta, A., K. Dayson, R. Gera, S. Hettihewa, N. V. Krishna and C. Wright (2013). Microcredit as a Social Innovation. *The International Handbook on Social Innovation*. F. Moulaert, D. MacCallum, A. Mehmood and A. Hamdouch. Cheltenham, UK., Edward Elgar: 80-93.

Ashta, A., M. Couchoro, A.S.M. Musa. 2014. Dialectic Evolution through the social innovation process: from microcredit to microfinance. *Journal of Innovation and Entrepreneurship* 3:4.(DOI: 10.1186/10.1186/2192-5372-3-4).

Ashta, A. and M. Hudon (2012). "The Compartamos microfinance IPO: Mission conflicts in hybrid institutions with diverse shareholding." *Strategic Change: Briefings in Entrepreneurial Finance* 21(7-8): 331-341.

Ashta, A., S. Khan, P.E. Otto. 2015. Does Microfinance Cause or Reduce Suicides? Policy Recommendations for Reducing Borrower Stress. *Strategic Change: Briefings in Entrepreneurial Finance* 24(2) 165–190.

Attuel-Mendes, L. and A. Ashta (2013). "The Truth, But Not Always The Whole Truth In Lending Laws." *Cost Management* 27(2): 6-19.

Constantinou, D. and A. Ashta (2011). "Financial crisis: lessons from microfinance." *Strategic Change: Briefings in Entrepreneurial Finance* 20(5/6): 187-203.

Johnson, S., A. Ashta and D. Assadi (2010). "Online or Offline? The Rise of "Peer-to-Peer" Lending in Microfinance." *Journal of Electronic Commerce in Organizations* 8(3): 26-37.

Khan, S. and A. Ashta (2012). "Cost control in Microfinance: Lessons from the ASA case." *Cost Management* 26(1): 5-22.

Khan, S. and A. Ashta (2013). "Managing Multi-Faceted Risks in Microfinance Operations." *Strategic Change* 22(1/2): 1-16.

Assadi, D., A. Ashta. 2014. Innovative Transposition of Trust Mechanisms in Social Lending Groups from Offline to Online *Strategic Change: Briefings in Entrepreneurial Finance* 23(7-8) 461-480.

Master Grande École 2020-2021		
Module's Title:	Strategic Management of Innovation (SMOFI)	
Subject area / specialization:	Strategy	
Pedagogy:	Distance learning only	
Professor:	Sophie Reboud	sophie.reboud@bsb-education.com
	Burgundy School of Business	
Learning objectives:		
<ul style="list-style-type: none"> • Understand innovation, its evolution and diffusion patterns, • Understand the key elements of a management style that fosters innovation, • Analyse the elements of an innovation strategy 		
Description of Content:		
<p>This unit focuses on the theory and practice of innovation management and its impact on strategy and team management. Topics covered include: i) the management of creativity at the individual and team level; ii) the design of sustainable business models for new products and innovations; iii) the understanding of innovation adoption; iv) the strategic management of the innovation process</p>		
Assessment:		
<ul style="list-style-type: none"> • Case studies in a group will assess the student's ability to write a diagnosis and use the main tools provided (individual and group work): 50% • The final exercise assesses the acquisition of knowledge and know-how (individual and group work): 50% <p>A summary of the work to be done along the course:</p> <ul style="list-style-type: none"> • Change of IS / innovation adoption – teamwork • Individual adoption of innovation – individual homework • Strategy and Business Model – teamwork • Academic paper reading – individual homework • The management of creativity and innovation – teamwork • Innovation Diagnostic Tool - individual contribution and teamwork 		
Teaching Method:		
<ul style="list-style-type: none"> • Lectures and cases for each topic • Experimentation: designing a measurement tool during the final session 		
The course is organized around three modules:		
<ul style="list-style-type: none"> • Part one: Diffusion and adoption of innovations, • Part two: Strategic innovation, including IP issues • Part three: Management fostering innovation and creativity • Final session: a tool to assess innovation 		

Bibliography:

Recommended texts:

• Textbook:

- Mazzarol, T. & Reboud, S. (2017) *Entrepreneurship and Innovation: Readings and Cases* 3rd Edition, Tilde University Press
- Additional useful sources
- Trott, P. (2012) *Innovation Management and New Product Development*, 5th edition, Pearson → e-book
- Ahmed, P., Shepherd, D. (2010) *Innovation Management*, Prentice Hall → e-book

Additional texts:

Ajzen, I. & M. Fishbein (1980). *Understanding Attitudes and Predicting Behaviour*. Englewood Cliffs, NJ., Prentice-Hall.

Amabile, T. M., C. N. Hadley, et al. (2002). "Creativity Under the Gun." *Harvard Business Review* 80(8): 52-61.

Chesbrough, H., & Rosenbloom, R. S. 2002. The role of the business model in capturing value from innovation: evidence from Xerox Corporation's technology spin-off companies. *Industrial and Corporate Change*, 11(3): 529-555

Davis, F. D. (1989). "Perceived usefulness, perceived ease of use, and user acceptance of information technology." *MIS quarterly*, 13(3): 319-340.

Farson, R. & Keyes, R. (2002), "The Failure-Tolerant Leader" *Harvard Business Review*, 80(8): 64-71

Kim, W. C., & Mauborgne, R. 2005. Value innovation: a leap into the blue ocean. *Journal of Business Strategy*, 26(4): 22-28.

Levitt, T. 2002. Creativity is not enough. *Harvard Business Review*, 80: 137-144.

Martins, E. C., & Terblanche, F. (2003) "Building organisational culture that stimulates creativity and innovation" *European Journal of Innovation Management*, 6(1): 64-74.

Rogers, Everett M. (1962). *Diffusion of Innovations*, Glencoe: Free Press, Ch. 7.

Master Grande École 2020-2021		
Module's Title:	Value and values of art markets: Organisation, economics, management and stakeholders	
Subject area / specialisation:	Cultural management	
Pedagogy:	Distance learning only	
Professor:	Marilena Vecco	marinela.vecco@bsb-education.com
	Burgundy School of Business	
Learning objectives:		
As learning goals, students will		
<ul style="list-style-type: none"> • gain an understanding of and be able to reproduce and explain the different exchange models for art goods; • picture the main characteristics and actors of the market for fine arts; • understand, explain and compare the different exchange dynamics within contemporary art markets; • Understand and be able to explain the main cultural management components and concepts; • Identify and compare best practices in the cultural sector and indicate why these examples may be considered a best practice; • Analyse cases, and provide creatively solutions to the proposed problems and assigned research questions; • Relate and apply theory to practice within case studies; • Develop, present and defend critically a point of view on the basis of the evaluation of alternatives within case studies. 		
Description of Content:		
<p>The aim of this course is to develop an understanding of management practices and trends within the international contemporary art market. The course focuses on the interactions between artists, collectors, museums, auction houses and galleries, as well as on the treatment of art as an investment.</p> <p>The aim of this course is twofold: to gain insight into the economic and management dimensions of the contemporary art world; and to alert students with a variety of interests (like business or society) to the intricate and often problematic interaction between the world of money and finance on one side and the creative world on the other.</p> <p>After completing this course, students will gain a cultural-economic and management perspective on arts markets. They should have a wide-ranging knowledge and critical understanding of the cultural economic perspective, of the economic and management dimension of the world of the arts.</p>		
Assessment:		
<p>Student understanding of the course material will be assessed through a group presentation on the final day of class.</p> <p>The assignment task is to critically discuss a case study and provide sustainable and viable solutions. This presentation should have two parts:</p> <ol style="list-style-type: none"> 1) Students will critically identify the main issues and challenges of the case study 2) Students will make decisions according to the information they have and develop sustainable solutions. This will include a discussion (comparison and contrast) of the different scenarios of the case study and reflection with sound arguments to justify the decisions taken by the group. 		

Teaching Method:

Students will participate in daily morning lectures, followed by afternoon seminar discussions and group projects. If PowerPoint slides are used during the lectures, they will be provided to students as well as any additional reading (articles) for lectures.

We will have several working methods. The students' individual reading of literature constitutes the preparation to each plenary session, together with the discussion of papers during the lectures. Discussion will include disagreements with the studied literature.

Basic principles and structures as well as additional information will be explained by the lecturer.

Students will be divided into groups. This division will be used for the final case study presentations. Every student is expected to be prepared for the lecture by reading the highlighted articles and being ready to talk about them.

Students are expected to do the following:

Be present. An absence is not only bad for the person, but it is also demotivating for the entire seminar. (Of course, things happen. You may fall seriously ill, for instance. In such a case, please send an e-mail to the lecturer). In case you are absent more than once, we will have to discuss how you can make up.

Come prepared. Study the reading assignments; know what your questions are.

Meet the deadlines. Being professional means being reliable and being on time. You will have to learn to meet your deadlines. This is a good time to start.

Contribute to and actively participate in discussion.

Course Schedule :

LECTURE 1

Morning

Introductory meeting
Exchange models for art goods

Subjects plenary session:

- introduction and course overview
- introduction to the aims, composition and assessment of the seminar
- Value and values
- Main features of cultural and art goods
- Art goods definitions: in-between aesthetics and market
- Exchange models for art goods

Learning objective: to understand the specific nature of cultural and art goods and to learn that cultural goods can be exchanged using other mechanisms beyond the traditional markets

Afternoon

Pecha Kucha by students
Group work/discussion: What are the main features separating a work of art from an industrial object?

LECTURE 2

The contemporary art market

Art markets and assessment: trends and techniques: art prices and dataset

Morning

Subjects plenary session:

- Art markets and assessment: trends and techniques
- Art prices and art indices and investment
- Cultural organisations features and strategic definitions

- Learning objectives:
- to understand the specific nature of the contemporary art market, its dynamics and its key players.
 - Main features and strategic definitions for cultural organisations.

Afternoon

Group work/discussion: Select an art organisation and identify its core values, mission and vision. Then groups will present their chosen organisation to the class.

LECTURE 3

The contemporary art market: structure, stakeholders and rules

Morning Art markets and stakeholders

Subjects plenary session: The contemporary art market: structure, stakeholders and rules
Introduction to management

Learning objectives: To gain an understanding of the main management notions and identify the distinctive features of cultural organisations.

Reading: Chong, D. (2005). Stakeholder relationships in the market for contemporary art. In Robinson, I. (ed.). *Understanding international art markets and management* (pp. 84-102). Abingdon: Routledge.
Velthuis, O. (2005). *Talking prices: Symbolic meanings of prices on the market for contemporary art*. Princeton: Princeton University Press: chapters 1 and 2 (pp. 21-57).

LECTURE 4

Leadership within cultural sector: balancing artistic goals against other goals

Morning Leadership in the cultural sectors and hybrid organisations
Reading de Voogt, A. (2006). Dual Leadership as a problem-solving tool in arts organizations. *International Journal of Arts Management*, 9(1), 17-22.
Case study: Pina Bausch

Learning objectives: To gain an understating of leadership in the cultural sector and different leadership styles

Afternoon Analysis of the case study to prepare for Friday

LECTURE 5

Morning Group Case Study Presentations.

Master Grande École 2020-2021		
Module's Title:	International Wine & Spirits Marketing/Communications with a focus on China	
Subject area / specialisation:	International Business/International Marketing	
Pedagogy:	Distance learning only	
Professor:	Jacques Thébault	jacques.thebault@bsb-education.com
	School of Wine & Spirits Business @ Burgundy School of Business	
Learning objectives:		
Anticipate & understand concrete issues executives will face working in an international context in general, and in China in particular (particular focus on Marketing & Communications).		
Description of Content:		
Within this course on International Business, students will first work on concrete international case studies based on experience sharing in the following subjects: Marketing, Communications, then a focus on doing business in China from a larger perspective will be presented.		
Part 1: Doing Business in Foreign Countries		
Block 1: Strategic Planning		
<ul style="list-style-type: none"> ✓ Conduct Business in Foreign Countries: Why do it ✓ Market Selection ✓ Case Study #1 		
Block 2: Strategic Marketing		
<ul style="list-style-type: none"> ✓ Understanding Market Drivers through Research ✓ Decoding your consumers ✓ Case Study #2 		
Block 3: Branding & Communications		
<ul style="list-style-type: none"> ✓ Brand Positioning ✓ Communication Plan ✓ Case Study #3 		
Part 2: Doing Business in China		
Block 4: Understanding External & Internal Forces		
<ul style="list-style-type: none"> ✓ Political, Economic, Physical, Socio-economic, Competitive, Distributive, Legal, Socio-cultural, Labor, Technological ✓ Human Resources ✓ Case Study #4 		
Block 5: Building a Face for your Brand in China		
<ul style="list-style-type: none"> ✓ On-line Marketing ✓ Case Study #5 		
Assessment:		
<ul style="list-style-type: none"> • Final Case Study 75% • Participation/Attendance 25% 		

Teaching Method:

In addition to lectures, the course is about experiential learning based around the following teaching strategies:

- Learning by doing: Short Group Case Studies (at least 5 case studies covered) + Final Case Study
- Reflection in action (participation & class discussion)

Bibliography:

Carpenter M., Dunung S. (2011), International Business: The Opportunities and Challenges of a Flat World, v. 2.0, Flat World

Charan R. (2013), Global Tilt: Leading your Business through the Great Economic Power Shift, Crown Business

Yip G., McKern B. (2016), China's Next Strategic Advantage: From Imitation to Innovation, The MIT Press

Schell O., Delury J. (2013), Wealth and Power: China's Long March to the Twenty-First Century, Random House

Master Grande École 2020-2021		
Module's Title:	Cryptocurrencies and Blockchain's technologies	
Subject area / specialisation:	Finance, Web Marketin, NICT	
Pedagogy:	Distance learning only	
Professor:	Aurore GALVES ORJOL	aurore.galves-orjol@bsb-education.com
	School of Wine & Spirits Business @ Burgundy School of Business	
Learning objectives:		
<p>Upon successful completion of this course, students will be able to:</p> <ul style="list-style-type: none"> - Deepen their knowledge on the concept of Money and understand the privacy need - Understand the blockchain's protocol by deepening the technologic components - Differentiate the cryptocurrencies and analyze the value proposal - Apprehend the decentralization concept and the DeFi's innovations - Consider the token as a new maketing innovation - Imagine a cryptocurrency to face the main difficulties of the business model on this market 		
Description of Content:		
<p>Bitcoin and cryptocurrencies are revolutionizing the Internet and rushing banks and finance's market by empowering the users.</p> <p>Indeed, with Bitcoin, we don't need banks anymore to use our money, now we can make faster and cheaper transactions from peer to peer.</p> <p>Imagine, you would like to send money to your friend abroad... Before, you were doing a SWIFT transfer and you needed to ask for bank permission, you had to pay bank fees because your transaction's destination was so far that it was more expensive and you had to wait for 1 week at least...</p> <p>Now, the world is changing, you can send any transaction you want, anywhere and anytime, with no fees or just a few cents in only 10 minutes. Welcome to the Internet of Money where, like at the beginning of the Internet, the big potential of innovation lead to huge opportunities.</p> <p>From the Internet of data to the Internet of values, this class invite you for a real exploration's week into the world of cryptocurrencies to make you understand why and how the direct instant and private send will change our lives.</p> <p>What money is? We must go back on this essential concept in our society. Money is a human imagination, it's a trust-based language. But currencies are like boundaries in economy so it's a real step forward to get this new universal electronic cash system, operating on a borderless, censorship resistant, public, open and neutral network.</p> <p>If everybody can use it, with no restrictions, markets of bank and finance have understood the interest and they also entered in Bitcoin network and crypto-currencies' market to take advantages of this major innovation: cost decreasing, faster and safer operations, finance digitalization. We will talk about Decentralized Finance (DeFi)</p> <p>This class will also deepen the mining process to understand how bitcoins are created and students will discover a new incentive in user-centric marketing. How can we engage users in our project? By rewarding them in cryptocurrencies.</p> <p>We call this new marketing technics: the tokenomics, because we make users win valuable tokens to immerse them in a real gamified journey... it looks like Black Mirror's episode... and it could become reality. That's why we need Game Changers to give cryptocurrencies the right direction for the future of a better and sustainable society.</p>		

Session 1 - Welcome to the Blockchain's world: discovering bitcoin and the cultural environment of crypto-users. Opening on Money's conceptions and Privacy with asymmetric cryptography

Session 2 - Blockchain's technologies: understand all NITC technologies composing a blockchain's protocol. (group evaluation on oral presentation) – the bitcoin's underlying technology.

Session 3 - Cryptocurrencies' market exploration: value proposal analysis of main cryptocurrencies, decentralized governance, user's adoption (group evaluation on oral presentation)

Session 4 – Crypto fundraising and DeFi (Decentralized Finance) > STO (security token offering), EPO (Equity Token Offering)

Session 5 – Gamification of User's experience with utility tokens (Marketing innovation) - (students will have to propose their own crypto-innovation)

Assessment:

- 50% individual exam through multichoice quiz
- 50% group evaluation with oral presentations
 - ✓ Blockchain's technologies
 - ✓ Cryptocurrencies market analysis)

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 could be asked to read the textbooks or other assigned ***reading or watching before coming to class*** and participate in the critical evaluation of the material through small group and class discussion and individual writing.

Bibliography:

- 1- Antonopoulos, Andreas M (2014) *Mastering Bitcoin: Unlocking Digital Currencies*. California: O'Reilly media edition.
- 2- Antonopoulos, Andreas M (2017) *Mastering Bitcoin 2nd Edition: Programming the Open Blockchain*. California: O'Reilly media edition.
- 3- Antonopoulos, Andreas M (2019) *The Internet of Money*. Merkle Bloom, self-published

Webography

- 4- Nakamoto, Satoshi (31 October 2008). "Bitcoin: A Peer-to-Peer Electronic Cash System" (PDF). *bitcoin.org*. Archived (PDF) from the original on 20 March 2014. Retrieved from <https://bitcoin.org/bitcoin.pdf>
- 5- Antonopoulos, Andreas M. (April 2014). *Mastering Bitcoin: Unlocking Digital Crypto-Currencies*. O'Reilly Media.
- 6- *The Age of Cryptocurrency: How Bitcoin and Digital Money Are Challenging the Global Economic Order* (1 ed.). New York: St. Martin's Press.

Websites

- 7- *Bitcoin Forum - Index*. (2020). Retrieved 11 November 2020, from <https://bitcointalk.org/>
- 8- *Les grandes dates de Bitcoin - Bitcoin.fr*. (2020). Retrieved 11 November 2020, from <https://bitcoin.fr/histoire/>

Master Grande École 2020-2021		
Module's Title:	The art and science of happiness	
Subject area / specialization:	Marketing	
Pedagogy:	Distance learning only	
Professor:	Dr. Aurore Bardey	aurore.bardey@bsb-education.com
	Burgundy School of Business	
Course Description and Learning objectives:		
<p>Did you know the common point between performance, good health and profitable business? Happiness is. Happiness enhances your performance at work, provides you with good physical and mental health, increases your focus and attention, as well as make your customers loyal, and your business grow. Although happiness is a word commonly used, there is a lot of research and science involved in the art of being happy.</p> <p>The class will provide you with the understanding of the concept of happiness, well-being and positive psychology as well as allowing you to apply these concepts in your everyday life, at school, at work and as part of your business. The course will be interactive and will focus on enhancing your critical thinking.</p> <p>Upon successful completion of this course, you will be able to understand:</p> <ol style="list-style-type: none"> 1. A critical understanding of happiness and well-being programmes; 2. An ability to discuss potential theoretical and practical applications of positive psychology in a business context to enhance performance; 3. An ability to address consumers' well-being in fashion business to enhance strategic marketing. 		
Description of Content:		
<p>Session 1: Introduction to the course and its structure; Introduction to Positive Psychology; Definition of Happiness; Testing; Factors influencing happiness.</p> <p>Session 2: Happiness at work; Motivation at work; Positive psychology interventions and well-being programmes.</p> <p>Session 3: Case study - HINSTA, from Formula drivers 1 to CEOs.</p> <p>Session 4: Fashion and Happiness; Well-being marketing; The customer is king – so why are we not making him/her happy?</p> <p>Session 5: Case study - the rise and fall of Victoria's Secret.</p>		
Assessment:		
<ul style="list-style-type: none"> • 20 %: Please complete the VIA survey online. Using concepts explained in session 1 and the outcome of your VIA survey, please reflect on how you can improve your happiness at work/school. • 40 %: Using the concepts covered in class, please evaluate the well-being programmes offer by HINSTA. Please list the strengths and weaknesses of the company products. Please suggest several routes of improvement as well as solutions to the underlined weaknesses. • 40 %: Using the concepts covered in class, please evaluate Victoria's Secret strategic marketing. Please list the strengths and weaknesses of the company strategy. Please suggest several routes of improvement as well as solutions to the underlined weaknesses. 		
Teaching Method:		
<p>You are expected to be engaged in the teaching sessions. The teaching sessions will include lectures, case studies evaluation, debates, and assessment preparation sessions. The sessions are meant to be interactive. You are expected to be committed in your learning and engaged in critical evaluation of the teaching materials and your own experience.</p>		

Bibliography:

Bardey, A., Mehdiratta, U. (2020). Victoria's Secret vs Savage X Fenty: Inclusivity in the Lingerie Industry. *Bloomsbury Fashion Business Cases*.

Boniwell, I. & Tunariu, A.D. (2011). *Positive Psychology, Theory, Research, and Applications*. 02nd edition. Open University, London.

Hewitt, J. & Hinsta, A. (2016). *Exponential*. Hinsta Performance, Finland.

WEEK 2, JANUARY 18 TO 22

#WE ARE BSB

Master Grande École 2020-2021	
Module's Title:	Marketing for Entrepreneurs
Subject area / specialisation:	Marketing
Pedagogy:	Distance learning only
Professor:	Francisco Guzmán Francisco.Guzman@unt.edu
	University of North Texas, College of Business, USA
Learning objectives:	
<ul style="list-style-type: none"> To understand that marketing as a business philosophy provides the best way to reach company objectives by satisfying consumer needs. To understand the importance of marketing in order to make business decisions. To learn the basic concepts of marketing within an entrepreneurial setting. To relate theoretical concepts to real-life marketing practices. To define marketing strategies and make decisions. 	
Description of Content:	
Block 1: "The Marketing and Entrepreneurship Orientations"	
<ul style="list-style-type: none"> The importance of having a Marketing Orientation Basic strategic marketing tools: Reference Market (<i>Lambin, Readings</i>) The Entrepreneurial Mind: Crafting a Personal Entrepreneurial Strategy (<i>Timmons & Spinelli, Ch. 1</i>) The Entrepreneurial Process (<i>Timmons & Spinelli, Ch. 3</i>) Finding and Screening Opportunities (<i>Timmons & Spinelli, Ch. 4</i>) 	
Block 2: "Knowing the Family Enterprise Consumer: The importance of Buyer Behaviour"	
<ul style="list-style-type: none"> The Family as an Enterprise (<i>Timmons & Spinelli, Ch. 17</i>) Introduction to Buyer Behaviour and the Buying Decision Process (<i>Blackwell, et. al., Ch. 1 and 3</i>) 	
Block 3: "Applying Marketing Strategies to an Entrepreneurial Venture"	
<ul style="list-style-type: none"> Positioning & Branding (<i>Kotler & Keller, Ch. 9, 10</i>) 	
Assessment:	
Final case study	65
Quiz	10
Participation/Attendance	25
Total	100
Teaching Method:	
The course is an experiential learning course designed around three fundamental concepts:	
<ul style="list-style-type: none"> Learning by doing (final case study) Reflection in action (participation and class discussion) Coaching 	
Bibliography:	
All readings and materials will be provided by the instructor.	

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

Bibliography:

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

Master Grande École 2020-2021		
Module's Title:	Cross-Cultural Management	
Subject area / specialisation:	Organisation management	
Pedagogy:	Distance learning only	
Professor:	Irina Petrovskaya	Petrovskaya@mgubs.ru
	Lomonosov Moscow State University, Business School, Russia	
Learning objectives:		
<ul style="list-style-type: none"> ▪ To develop an awareness of the concept of culture and its influence on management practices and organizational functioning ▪ To develop cultural sensitivity as an ability to understand and analyse the behaviour of other people in the specific organizational and cultural context, and to develop cultural self-awareness as an ability to recognize one's own cultural values, beliefs, attitudes and judgments. 		
On successful completion of the module, students will be able to:		
<ul style="list-style-type: none"> ▪ Understand the term "Culture", identify and analyse the components of culture ▪ Identify and explain the key concepts used for comparing cultures, critically assessing the applicability of these in the context of cross-cultural management and leadership ▪ Identify and analyse the issues of cross-cultural communication ▪ Identify and explain the role of perceptual process in cross-cultural conflicts. 		
Description of Content:		
<ul style="list-style-type: none"> ▪ The course will start with the exploration of the concept of national culture and its dimensions in order to understand the underlying determinants of behaviour of people with different cultural backgrounds (sessions 1-2). Then the issues of cross-cultural interaction will be addressed, including perception, communication and leadership (sessions 3-4). At the end of the course (session 5) we will discuss Russian culture and its influence on management and organizational behaviour. 		
Assessment:		
<ul style="list-style-type: none"> ▪ Class attendance and participation – 30% ▪ Critical incident analysis – 30% ▪ Exam – 40% 		
<p>Attendance and participation. Students are expected to attend all the classes. Less than 80% attendance qualifies as a fail grade. During the classes, students are expected to engage in meaningful classroom participation. This implies that students read the assigned cases before the class and are ready to contribute their opinions and experiences to the discussion during the class.</p> <p>Critical incident analysis. Critical incident is a situation in which a misunderstanding arises due to cultural differences between the interacting people, and which challenges one's assumptions and cultural biases, leading to reflection and increased self-awareness. Each student shall describe and analyse one critical incident from their personal experience, focusing on the "breakthrough" that they have made in their understanding of the culture and themselves in relation to the culture. Further guidance will be provided during session 1. Critical incident analyses need to be handed in before session 4.</p> <p>Exam. The exam will cover the material discussed during the course and will include multiple-choice, definition and essay questions. The exam will be held on the last day of the course – Friday, February 5.</p>		

Teaching Method:

- Interactive lectures, case and video discussions, in-class group work

Bibliography:

All reading materials required for this course will be distributed to students. For additional reading on Cross-Cultural Organizational Behaviour students may address: Adler, Nancy J. *International Dimensions of Organizational Behaviour*, 4th edition. South-Western, 2001. ISBN: 0324057865. Chapters of this text corresponding to the topics of the course will be included for reference in the Course schedule. Other basic additional materials for optional reading are listed below.

- Hall, Edward T. 1976. *Beyond Culture*. New York: Anchor Books.
- Hofstede G. 1993. Cultural constraints in management theories. *Academy of Management Executive*, vol. 7, № 1, p. 81-94
- Hofstede G. 2001. *Culture's Consequences: Comparing Values, Behaviors, Institutions and Organizations Across Nations*. 2nd ed. Thousand Oaks, CA: Sage Publications.
- Hofstede G., Hofstede G.J. 2005. *Cultures and Organizations: Software of the Mind*. Revised and Expanded 2nd Edition. New York: McGraw Hill.
- House, R.J., Hanges, P.J., Javidan, M., Dorfman. P. W., & Gupta, V. (Eds.). 2005. *Culture, Leadership and Organizations. The Globe Study of 62 Societies*. Thousand Oaks, London: Sage Publications.
- Lewis, R. D. 2005. *When Cultures Collide: Leading Across Cultures*, 3rd Edition. London; Naperville, Ill.: Nicholas Brealey.
- Trompenaars, F., and Hampden-Turner, Ch. 1997. *Riding The Waves of Culture: Understanding Diversity in Global Business*. New York: McGraw Hill.

Master Grande École 2020-2021	
Module's Title:	Global Business
Subject area / specialisation:	Management / Global Business
Pedagogy:	Distance learning only
Professor:	Bongjin Kim bkim432@ewha.ac.kr
	EWHA Womans University, College of Business, South Korea
Learning objectives:	
<p>Global business involves any business transaction between parties from more than one country. As cross-border trade and investment continue to increase, the global economy is becoming more closely integrated. Advances in communications and transportation technology, a reduction in trade barriers worldwide, and the formation of regional trading alliances have made international business an increasingly important part of the global economy. Yet, differences in political, economic, and socio-cultural environments around the globe challenge business professionals with opportunities and risks. This course will help students understand the international business environment and the intricacy of the global economy.</p>	
<ol style="list-style-type: none"> 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:	
<ul style="list-style-type: none"> • 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:	
<ul style="list-style-type: none"> ▪ Case Analysis/Presentation – Team Task (40%) ▪ Test (40%) ▪ Class Participation (20%) 	
Teaching Method:	
<ul style="list-style-type: none"> ▪ Lecture ▪ Case Discussion 	
Bibliography:	
<ul style="list-style-type: none"> ▪ Text: Not required ▪ 3 – 4 Cases : To be announced 	

Master Grande École 2020-2021		
Module's Title:	Entrepreneurship, Management and Business Strategy in the Global Context	
Subject area / specialisation:	Management / Global Business	
Pedagogy:	Distance learning only	
Professor:	Sang-Myung Lee	sanglee@hanang.ac.kr
	Hanyang University, South Korea	
Learning objectives:		
<p>Entrepreneurship is a vital source of change in all facets of society, empowering individuals to seek opportunity where others see insurmountable problems. For the past century, entrepreneurs have created many great enterprises that subsequently led to job creation, improved productivity, increased prosperity, and a higher quality of life. Entrepreneurship is now playing a vital role in finding solutions to the huge challenges facing civilization, including energy, environment, health, security, and education.</p> <p>The objective of this course is not to provide a “recipe” for entrepreneurial success, since no such recipe exists. Rather, the goal is to provide you with a set of skills, tools and concepts that are broadly applicable across a wide range of entrepreneurial settings in various cultural backgrounds.</p> <p>Specific topics covered in the course include:</p> <ul style="list-style-type: none"> • Generating ideas and determining whether they are true opportunities • Understanding the process of developing and testing new business concepts • Analysing business models and industry trends with concepts in business strategy • Identifying and selling to appropriate target markets • Marshalling the information and resources needed to pursue entrepreneurial ventures • Developing Global Mindset 		
Description of Content:		
<p>This class is fast paced. Our class time will be devoted to lecture, discussion, exercises, and group work. There will be a short break midway through each class.</p> <p>Cell phones, PDAs, and other personal electronics should be turned off and stowed for the duration of class time. Laptops may only be used for activities related to our class – engaging in non-class computing activities is distracting and rude to me and your classmates.</p>		
Assessment:		
<ul style="list-style-type: none"> ▪ Individual Assignments (Ideas Generation, Business Ideas Journal, Pitch) – 25% ▪ Group Task (Observation Exercise, Feasibility Study) – 25% ▪ Test – 30% ▪ Class Participation – 20% 		
Teaching Method:		
<ul style="list-style-type: none"> ▪ Lecture ▪ Class Discussions ▪ Various Real Activities 		
Bibliography:		
<ul style="list-style-type: none"> ▪ Text: Not required - 3 – 4 Articles and Assignments to be announced 		

Master Grande École 2020-2021	
Module's Title:	Introduction to Project Management
Subject area / specialisation:	Management
Pedagogy:	Distance learning only
Professor:	Yvan PETIT petit.yvan@ugam.ca
	École des sciences de la gestion de l'UQAM, Canada
Learning objectives:	
<ul style="list-style-type: none"> ▪ Get an overview of the project management domain <p>At the end of the course the student will</p> <ul style="list-style-type: none"> • Understand the differences between project management and general management; • Understand the different Project Management knowledge areas and the process groups <p>At the end of the course the student will be in a position to apply the project management concepts to simple projects</p>	
Description of Content:	
<ul style="list-style-type: none"> ▪ Day 1 <p>Course objectives and outlines What is a project What is project management? Knowledge Areas and Process groups Phases versus Process Groups Project initiating</p> <ul style="list-style-type: none"> ▪ Day 2 <p>Scope Management Logical Framework Analysis of the Environment Work Breakdown Structure Project Organization Schedule management (basics)</p> <ul style="list-style-type: none"> ▪ Day 3 <p>Planning the Schedule <ul style="list-style-type: none"> a) Critical Path Method b) Resource Constraints </p> <p>Cost Estimates and Budgeting Risk Analysis Communication Management Project Governance</p> <ul style="list-style-type: none"> ▪ Day 4 <p>Monitoring and Controlling Project Baselines Change Management Project Teams Agile Closing the Project Common Mistakes</p>	

Teaching Method:

Lectures and case studies

Assessment:

Final Exam

Bibliography:

Suggested readings:

Project Management Institute. (2017). A Guide to the Project management Body of Knowledge (6e ed.).

Gray, C. F., & Larson, E. W. (2010). Project Management: The Managerial Process (Fourth Edition ed.). McGraw-Hill

Kerzner, H. (2017). Project Management: A System Approach to Planning, Scheduling, and Controlling (12th ed.). Hoboken, John Wiley & Sons.

Meredith, J. R., & Mantel, S. J. (2015). Project Management: A Managerial Approach (9th ed.). Hoboken Wiley.

Master Grande École 2020-2021	
Module's Title:	Doing Business in Latin America
Subject area / specialization:	International Business
Pedagogy:	Distance learning only
Professor:	Luis I. Argüero liarguero@gmail.com
	Universidad Austral, Argentina
Learning objectives:	
<ul style="list-style-type: none"> • Identify and describe the historical roots of contemporary business environments in Latin America. • Understand the recent trends in economic growth and investments in Latin America. • Assess current events in terms of business risks and opportunity. • Compare, contrast and assess the economic, social, political, legal, and policy environments as they affect business 	
Description of Content:	
<p>The course presents an overview of the practical challenges and opportunities of conducting business in Latin America, introducing the political and economic environments and providing insight into specific issues, including the role of culture on core business functions.</p> <p>Beginning in the 1990s with the process of globalization, companies rushed to trade with and invest in countries throughout the world including the emerging markets of Latin America, As Latin America emerged from the downturn provoked by the 2008-2009 global financial crisis and recession, investors are again turning with interest to Latin America, a region with huge reserves of natural resources. This course helps prepare students for careers in companies with relations with Latin America and gives them a competitive advantage in building professional expertise in Latin American business.</p> <ol style="list-style-type: none"> 1. Current condition of Latin American economies and its trade. 2. Investment environment, FDI and Translatins 3. Integration in Lat Am: Mercosur and Pacific Alliance. 4. Labor mobility: migrations and remittances. 5. Natural Resources: extraction and trade 6. Relations with China 7. Consumption patterns and access to credit. 	
Assessment:	
<ul style="list-style-type: none"> • Case Analysis/Presentation – Team Task (40%) • Test (40%) • Class Participation (15%) • Brief individual presentation (5%) 	
Teaching Method:	
<ul style="list-style-type: none"> • Lectures and cases for each topic • Learning by doing (final case study) • Class discussions. 	
Bibliography:	
<ul style="list-style-type: none"> ▪ Argüero, L. (2016), "The ever 'under construction' Mercosur", UB. 	

- Durand, J. (2009), "Processes of migration in Latin America and the Caribbean", Human Development Research Paper 09/24, UNDP.
- ECLAC (2019), "Foreign Direct Investment in Latin America", United Nations Publications, Santiago de Chile.
- ECLAC (2019), "Latin America and the Caribbean in the World Economy", United Nations Publications, Santiago de Chile.
- ECLAC (2015), "Latin America and China: Towards a new era in economic cooperation", United Nations Publications, Santiago de Chile.

Master Grande École 2020-2021		
Module's Title:	Becoming a Cultural Leader <i>From cultural heritage conservation to performing arts management</i>	
Subject area / specialisation:	Cultural management	
Pedagogy:	Distance learning only	
Professor:	Paolo Petrocelli	info@paolopetrocelli.com
	LUISS Business School, Italy	
Learning objectives:		
<ul style="list-style-type: none"> • Providing students tools, techniques and knowledge to develop a critical vision of non-profit global scenarios; • Developing skills and capabilities needed to start a professional career in the cultural sector. 		
Description of Content:		
<p>The course provides students with a specialized training and learning experience about cultural leadership: the role of innovators and entrepreneurs within cultural institutions, foundations, companies and international cooperation, between public and private sector.</p> <p>The course deals with the main processes and functions of non-profit sector, analysing definitions, goals, characterizations with a focus on communication strategies, public relations - lobbying, fundraising and the study of national and international case histories and best practices.</p>		
Assessment:		
<p>Student understanding of the course material will be assessed through a group presentation on the final day of class.</p> <p>The assignment will be to design a work plan for the development of a cultural organization. This presentation should have two parts:</p> <ol style="list-style-type: none"> 1) Students will identify the existing strategies used to manage an organization. They will discuss how the organization is placed in the national/international scenario, what are its main assets and critical factors. 2) Students will develop a work plan designed to develop the overall organization and enable a growth in its managerial and financial model. The ultimate aim should be to make the organization more effective, well administrated and better promoted. 		
Teaching Method:		
<p>Students will participate in daily morning lectures, followed by afternoon seminar discussions and group projects.</p> <p><u>Monday</u> <i>Morning</i></p> <ul style="list-style-type: none"> • Lecture 1: Introduction to Cultural Leadership <p><i>Afternoon</i></p> <ul style="list-style-type: none"> • Seminar discussion: Group projects <p><u>Tuesday</u> <i>Morning</i></p> <ul style="list-style-type: none"> • Lecture 2: International Cultural Organizations <ul style="list-style-type: none"> ○ Case Study: UNESCO and the cultural heritage <p><i>Afternoon</i></p>		

- Seminar discussion: Group projects

Wednesday

Morning

- Lecture 3: Introduction to Performing Arts Management
 - Case Study: the Opera house system
- Seminar discussion: Group projects

Thursday

Morning

- Lecture 4: Personal branding for cultural leaders

Afternoon

- Free Afternoon

Friday

- Group Project Presentations

Bibliography:

Suggested Texts

The Cultural Leadership Handbook: How to Run a Creative Organization

By Robert Hewison e John Holden

Gower Applied Research

The Nonprofit Marketing Guide

High–Impact, Low–Cost Ways to Build Support for Your Good Cause

By Leroux Mille Kivi

John Wiley & Sons

Master Grande École 2020-2021	
Module's Title:	General Management Simulation
Subject area / specialization:	Strategic Management
Pedagogy:	Distance learning only
Professor:	Bazoge Benoit bazoge.benoit@uqam.ca
	École des Sciences de la Gestion de l'Université du Québec à Montréal (ESG UQÀM), Canada
Learning objectives:	
<ul style="list-style-type: none"> • Comprehend the overall operation of an organization based on customer, employee and shareholder satisfaction. • Grasp the logic of strategic decisions to better understand the rationale driving operational actions in the workings of the organization. • Understand how leaders set up coherent goals and strategies in constraint situations. • Realize the logic of a strategic decision applied to a complex organizational and competitive system. 	
Description of Content:	
<p>This course provides an intensive application of the concepts (shareholder value, cost configuration, market strategies, etc.) studied in strategy courses. It is designed with the intent to offer students exposure to concrete strategic issues through real-life business cases and to further develop the analytical and decision skills in the context of resources scarcity, human motivation, and competitive pressure. The course gives the student the opportunity to challenge his management skills and leadership talent in an enjoyable context.</p>	
Assessment:	
<ul style="list-style-type: none"> • Grades are based on the performance of the simulated company (team based) 	
Teaching Method:	
<ul style="list-style-type: none"> • Learning by doing: each team takes charge of their strategy, finance, marketing, etc. • Lecturing: problems raised in simulation are debriefed in class with review of management concepts • Coaching: each team is tutored by the teacher who plays a consultant role 	

Master Grande École 2020-2021	
Module's Title:	On Branding in Times of Crisis
Subject area / specialization:	Business / Marketing
Pedagogy:	Distance learning only
Professor:	Dr. Maiara Kososki maiara.regina@pucpr.br
	Pontificia catholic university of Parana, Brasil
Learning objectives:	
<ul style="list-style-type: none"> • To be able to explore important issues in planning and to be able to develop, implement, and evaluate 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:	
<p>Brands compete against others striving for survival in any given ecosystem. In order to survive and guarantee its best performance, brands need to have a well-established purpose. The brand purpose goes beyond generating profits. Also, creating a great relationship with customers is no longer enough. The new consumer wants to live in a better world through the use of engaged brands. Thus, the creation and maintenance of a strong brand provides the ability to simplify consumer decision-making in times of crisis. In this course, students will learn the role of brands, the concept of brand authenticity, and the advantages of creating enduring brands during difficult periods.</p> <ul style="list-style-type: none"> • 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:	
<ul style="list-style-type: none"> • Short assignments (individual) 25% • Team presentation (team) 35% • Class participation (individual) 15% • Final Exam (individual) 25% 	
Teaching Method:	
<p>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.</p>	
Bibliography:	
<ul style="list-style-type: none"> • SESSION 1 - Assignment (<i>To read before class</i>) <p>Aaker, D., Brand Portfolio Strategy: Creating Relevance, Differentiation, Energy, Leverage, and Clarity: Free Press, 2004. [Chapter 1]</p> <p>Aaker, D., Should you take your brand to where the action is?, Harvard Business Review on Brand Management, 1997.</p> <p>Avery, J. Brand Portfolio Strategy and Brand Architecture, Harvard, 2017.</p>	

- **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]

Master Grande École 2020-2021	
Module's Title:	Corporate Finance
Subject area / specialization:	Finance
Pedagogy:	Distance learning only
Professor:	Dr. Alina Maydybura amaydybura@ud.ac.ae
	University of Dubai, EAU
Learning objectives:	
<ul style="list-style-type: none"> • Apply the different capital budgeting methods to evaluate and select projects. (Session 1, 2) • Calculate and interpret the weighted average cost of capital (WACC) and its components. (Session 3) • Evaluate the firms' internal/external financing and dividend policies. (Session 4, 5) 	
Description of Content:	
<p>The course is designed to provide students with the principles that corporations use to make their investing and financing decisions. The topics covered include capital budgeting, the cost of capital, financing mix and the impact of leverage, dividend policy and internal financing.</p> <ul style="list-style-type: none"> • Session 1: Capital Budgeting Techniques and Practices • Session 2: Cash Flows and Other Topics in Capital Budgeting • Session 3: Cost of Capital • Session 4: The Firm's Financing Mix • Session 5: Dividend Policy and Internal Financing 	
Assessment:	
<ul style="list-style-type: none"> • 20% – Midterm Exam • 30% – Final Exam • 10% – Quiz 1 • 10% – Quiz 2 • 10% – Group Report • 10% – Group Presentation • 10% – Homework Submission (one homework per session) 	
Teaching Method:	
An interactive class representing a mixture of a lecture and a tutorial, with increased focus on application of the concepts learnt.	
Bibliography:	
<p>Keown, A.J., Martin, J.D., and Petty, J.W. (2019), Foundations of Finance, 10th edition (Global), Pearson, ISBN: 9781292318806.</p> <p>Brealey, R. (2019), Fundamentals of Corporate Finance, 13th edition, McGraw-Hill, ISBN: 9781260013900.</p> <p>Ross, S.A., Westerfield, R.W., and Jordan, B.D. (2019), Fundamentals of Corporate Finance, Middle East edition, 12th edition, Mc-Graw Hill, ISBN: 9781259918957</p>	

Master Grande École 2020-2021	
Module's Title:	Global Leadership of Altruism beyond COVID-19
Subject area / specialization:	Global Leadership, Corporate Sustainability Management
Pedagogy:	Distance learning only
Professor:	Tadao Onaka onaka@nucba.ac.jp
	NUCB Business School, Japan
Learning objectives:	
<ul style="list-style-type: none"> • Develop the framework of the new leadership competency to be required to overcome the COVID-19 disaster based on the hypothesis that Altruism could be the foundation of it. • Recognize the impact of Altruism on incubating creativity. • Understand why Altruism has been less focused than Selfishness throughout the 20th century while these two would have been originally provided with to human beings equally or at least in the rather balanced manner. • Learn from discussion what has caused Altruism to be less focused throughout the 20th century. • Understand the obstacles to revive Altruism and how we should and could revive it. 	
Description of Content:	
<p>This is the course to discuss a new leadership competency to be required to overcome COVID-19 disaster for future by:</p> <ul style="list-style-type: none"> • Reviewing what is happening in the global economy due to COVID-19 disaster, • Testing if Altruism that has been depressed by its counterpart value, Selfishness, throughout the 20th century, could realize the new leadership competency to stop the global economic crisis lasting long, • and specifically reviewing the Altruism leadership impact on the current and future business society by discussing in comparison the cases of Shareholder-First management for Shareholder's Property corporations and the cases of CSV/Sustainability management for Social Entity corporations. <p>All hours of the course, class discussion, group workshop, lecture and coaching, are to be delivered through online of synchronously interactive.</p> <ul style="list-style-type: none"> • Introduction: The Current Stage Report of COVID-19 <p>Students are expected to collect individually statistical data to present and share in the class the global impact of COVID-19 disaster as of December 2020.</p> <p>Subject (1): The Current Statistics of COVID-19 as of December 2020</p> <ul style="list-style-type: none"> • Session 1: The Reality COVID-19 Forces Us to Face <p>Among various situations of COVID-19 disaster, if we are to focus on revitalizing global economy as the highest priority and are to stop the turmoil lasting long, what should we do? Students are to explore the potential role of business managements to contribute to the breakthrough.</p> <p>Subject (2): Money Supply Status of Leading Central Banks</p> <p>Students are expected to collect individually statistical data to present and share in the class the global trend of excess currency supply level compared to GDP since 2008 in one of three, the US, EC and Japan.</p> <p>Subject (3): Why Corporations Will Not Stop Damaging Economy Further?</p> <p>What principles and values in the current corporations are causing their managements to implement strategies that would apparently further exacerbate the economic turmoil caused by COVID-19? Whether even those corporations assuming themselves as shareholder's property and prioritizing owner's value maximization can realize benefit from those strategies or not under the COVID-19 disaster environment is discussed.</p> <ul style="list-style-type: none"> • Session 2: Why Altruism and What is Altruism? 	

Based on a hypothesis that Altruism leader dominance especially in global economy can realize the breakthrough of the current disaster, students are to explore what is Altruism and why it will enable to do so from Jacques Attali's recent proposals. Also learn from two Altruism management corporation cases.

Subject (4): Jacques Attali "Vivement apres-demain!" and "Altruists By Choice or By Force"

Subject (5): Case Discussion "Knowledge Creation at Eisai Co., Ltd." (HBS Case)

Subject (6): Field Survey "SARAYA" (from SARAYA's English Edition Home Page)

- **Session 3: Shareholder's Property or Social Entity?**

Following the learning and discussion in the previous sessions, students are asked to think of the evolution of corporations by shifting their paradigm from shareholder's property to social entity. Also learn, Altruism and social entity corporations embodying Altruism are the indispensable foundation to revive creativity once spoiled under Selfishness having endlessly pursued maximizing self-wealth individually and socially throughout the 20th century.

Subject (7): Creativity and Social Entity Corporation

Subject (8): Field Survey "Why Scrapping Shareholders-First?"

Subject (9): What is CSV and for What?

Subject (10): Case Discussion "GE's Two-Decade Transformation: Jack Welch's Leadership" (HBS Case)

Subject (11): Case Discussion "GE's Growth Strategy: Immelt's Initiative" (HBS Case)

- **Session 4: Creativity and Altruism**

Test from HBS case and thought experiment by students, how Altruism plays the key role to revive Creativity.

Subject (12): Case Discussion "Strategy in the 21st Century Pharmaceutical Industry: Merck & Co. and Pfizer Inc." (HBS Case)

Subject (13): Can Altruism Incubate Creativity?

- **Session 5: Capitalism and Altruism**

Having reviewed both of benefits and consequent by-product of Capitalism, develop the new management competency scheme overcoming the limitation of F. Taylor's Scientific Management. Students are to develop it by utilizing the assumption that the new management competency is exactly the same as those having been proposed for the past 20 years as to fulfill the deficiency of Scientific Management and that it would be a counterpart competency of it being almost the same as the recently propose Sustainability Management competency.

Subject (14): Can Capitalism by Interest Rate Survive?

Assessment:

- Online Class Contribution 20%
- Assignment Report 50%
- Online Group Presentation 30%
- No Final Exam.

Teaching Method:

Case Discussion

Group Workshop

Field Survey from Corporate HP

Bibliography:

- (Individual Free Search) Statistical data indicating the current global stage of COVID-19 disaster as of the end of December 2020
- (Individual Free Search) Historical transitions of ratios of the levels of currency supply and GDP since the Lehman shock in 2008 in one of the following three countries, United States (Note 1) or Europe or Japan
- Note 1: <https://www.commerce.gov/bureaus-and-offices/bea>
- "Vivement apres-demain!" (Note 2) by Jacques Attali

- “Altruists By Choice or By Force” (Note 3) by Jacques Attali
Note 2: https://www.amazon.fr/Vivement-apr%C3%A8s-demain-Documents-Jacques-Attali-ebook/dp/B01M104DB6/ref=sr_1_34?
 - Note 3: <http://www.attali.com/en/geopolitics/altruists-by-choice-or-by-force/>
 - HBS Case: Knowledge Creation at Eisai Co., Ltd.
 - “SARAYA” HP information: <https://saraya.world/>
 - Scrapping Shareholder-First principles clearly in the US Business Roundtable by “Moves Away from Shareholder Primacy” message (Note 4)
 - World Economic Forum in Davos (Note 5)
Note 4: <https://www.businessroundtable.org/business-roundtable-redefines-the-purpose-of-a-corporation-to-promote-an-economy-that-serves-all-americans>
 - Note 5: <https://www.cnn.com/video/2020/01/23/watch-cnbc-full-interview-with-salesforce-co-ceo-marc-benioff.html>
 - CSV (Creating Shared Value). (Note 6)
Note 6: <http://www.relativimpact.com/downloads/HBR-Shared-value.pdf>
 - HBS Case: GE's Two-Decade Transformation: Jack Welch's Leadership
 - HBS Case: GE's Growth Strategy: Immelt's Initiative
 - HBS Case: Strategy in the 21st Century Pharmaceutical Industry: Merck & Co. and Pfizer Inc.
 - F. Taylor's Scientific Management
Note 7: https://en.wikipedia.org/wiki/Frederick_Winslow_Taylor
 - Note 8: https://en.wikipedia.org/wiki/Scientific_management
 - “The Fifth Discipline” (Note 9) proposed by Peter Senge
 - “Emotional Intelligence” (Note 10) by Daniel Goleman.
Note 9: https://en.wikipedia.org/wiki/Peter_Senge
 - Note 10: https://en.wikipedia.org/wiki/Emotional_intelligence
 - “Abraham Maslow’s Five Desires” (Note 11)
Note 11: https://en.wikipedia.org/wiki/Maslow%27s_hierarchy_of_needs
- EOF

WEEK 3, JANUARY 25 TO 29

#WE ARE BSB

Master Grande École 2020-2021		
Module's Title:	Fundamentals of Entrepreneurship	
Subject area / specialization:	Entrepreneurship	
Pedagogy:	Distance learning only	
Professor:	Dr. Fauzia Jabeen	Fauzia.jabeen@adu.ac.ae
	Abu Dhabi University, United Arab Emirates	
Course Description and Learning objectives:		
<p>You may want to start a new venture. You may find yourself starting a new venture in the future. You may find yourself working for an entrepreneur, funding entrepreneurs, or having to work with them. Or you may simply want to be more entrepreneurial in your own career. The goal of the course is to equip students with an entrepreneurial mindset and reinforce related core skills of new venture creation and growth. It exposes students with issues that relate to conceptualizing, developing and managing successful new ventures. The class is highly experiential and hands-on, with sessions designed to familiarize the students with many dimensions of entrepreneurship and new venture development. Most of the examples we discuss in class will relate to venture formation, but the underlying principles will also apply to entrepreneurship in corporate settings and to social entrepreneurship.</p> <p>Upon successful completion of this course, students will be able to:</p> <ol style="list-style-type: none"> 1. Describe the importance of entrepreneurial thinking and process to face with business environments that are, rapidly changing and highly uncertain. 2. Analyze business's problems and offer entrepreneurial solutions in functional areas such as strategy, marketing, human resources, finance and operations. 3. Describe an approach for identifying/analyzing ideas and opportunities in small businesses, and explain the factors that affect the growth of the businesses. 4. Prepare a comprehensive business plan for the new business venture. 		
Description of Content:		
<p>Session 1: Introduction to the course : structure ; The Entrepreneurial Mind-Set in Individuals ; Cognition and Ethics ; The Entrepreneurial Mind-Set in Organizations: Corporate Entrepreneurship ; Social Entrepreneurship and the Global Environment for Entrepreneurship</p> <p>Session 2: Innovation: The Creative Pursuit of Ideas ; Workshop 'Unlock Your Creativity'</p> <p>Session 3: Developing an Effective Business Plan</p> <p>Session 4: Sources of Capital for Entrepreneurs ; Legal and Marketing Challenges for Entrepreneurial Ventures</p> <p>Session 5: Strategic Entrepreneurial Growth</p>		
Assessment:		
<ul style="list-style-type: none"> • 20% Initial idea assignment (Individual Work): Using concepts covered in class, each student will identify and evaluate one potential venture idea. You will provide: (1) an overview of the idea and the need that it addresses; (2) your evaluation of idea potential, and; (3) a brief discussion of how you identified the opportunity. Dedicate about one page of single-spaced text to the proposed idea. After this, provide a brief analysis of your idea and justification about its potential and why. • 40% + 10% Team project and Presentation (Group Work) : The report contains a business plan for a new (profit or non-profit) venture offering solutions to increase (business) sustainability. • 10% Entrepreneurship Video: Student will create a video (max. 2 mins.) on any of theme: one pitch for potential investors/sponsors 'or' one pitch for potential users. • 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: 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:

Kuratko, D. F. (2017) *Entrepreneurship: Theory, Process, and Practice*, 10th Edition, Cengage Learning

Journal(s)/ Suggested Readings

1. Chebbi, Hela & Yahiaoui, Dorra & Sellami, Mohamed & Papolomou, Ioanna & Melanthiou, Yioula. (2019). Focusing on internal stakeholders to enable the implementation of organizational change towards corporate entrepreneurship: A case study from France. *Journal of Business Research*. 10.1016/j.jbusres.2019.06.003.
2. Crecente-Romero, Fernando & Giménez-Baldazo, Mónica & Rivera-Galicia, Luis F., (2016). "Subjective perception of entrepreneurship. Differences among countries," *Journal of Business Research*, Elsevier, vol. 69(11), pages 5158-5162.
3. Valentina Ndou, Gioconda Mele, Pasquale Del Vecchio, *Entrepreneurship education in tourism: An investigation among European Universities (2019)*, *Journal of Hospitality, Leisure, Sport & Tourism Education*, Volume 25, 100175, ISSN 1473-8376, <https://doi.org/10.1016/j.jhlste.2018.10.003>.
4. "Business model generation: a handbook for visionaries, game changers, and challengers" by A. Osterwalder and Y. Pigneur. John Wiley & Sons, 2010. (pgs. 1-50) <https://assets.strategyzer.com/assets/resources/business-model-generation-book-preview2010.pdf>
5. "Business Model Analysis for the Entrepreneur" HBS note 9-812-096.
6. "Creating Value through Business Model Innovation" by R. Amit and C. Zott, *Sloan Management Review*, 2012 "Startups Rarely do Anything Well" <http://venturefizz.com/blog/startups-rarely-do-anything-well>
7. "How to Pitch a Brilliant Idea" by K. Elsbach, *Harvard Business Review*, September 2003, p. 117. "Defend your Research: We can Measure the Power of Charisma" by A. Pentland, *Harvard Business Review*, Summer 2009, p. 35. "Entrepreneur Passion and Preparedness in Business Plan Presentations: A Persuasion Analysis of Venture Capitalists' Funding Decisions" by X.P. Chen, X. Yao, and S. Kotha, *Academy of Management Journal*, 2009, 52, p. 199 [read the introduction, pp. 199-200, and discussion pp.209-211
8. "Catalyzing strategies and efficient tie formation: How entrepreneurs obtain venture capital Ties" B. Halen, K. Eisenhardt. *Academy of Management Journal*, 2011.

Master Grande École 2020-2021		
Module's Title:	New Product Development	
Subject area/specialisation:	Marketing and Management	
Pedagogy:	Distance learning only	
Professor:	Narongsak (Tek) Thongpapanl	TEK@brocku.ca
	Brock University, Goodman School of Business, Canada	
Learning objectives:		
<p>This course is designed to achieve a number of objectives, as follows:</p> <ul style="list-style-type: none"> • To provide students with the fundamentals of the innovation and NPD processes. • To equip students with the analytical tools and evaluation methods used to increase the success rate in new product development. • To make students aware of both the external and internal influences on the methodologies needed to produce new products. • To familiarize students with the procedures associated with and issues critical to the new product launch. 		
Description of Content:		
<p>This course aims to explore the major issues, problems, and challenges faced by new product development managers and their teams. Overall, this course is structured to cover: (1) the key stages of product development (i.e., opportunity identification, idea generation; product design); product testing; launch issues; and life-cycle management; (2) new analytical methods to reduce risk and improve innovativeness at both new product team level and firm-level, and (3) a variety of new product development strategies (i.e., incremental versus radical innovativeness; technological discontinuities and dominant designs; new product diffusion and adoption; and exploration versus exploitation) from the perspective of large companies and start-ups.</p>		
Assessment:		
Individual Participation/Preparation (20%):		
<p>Considerable emphasis will be placed on student involvement. A seminar-type atmosphere will be encouraged during lecture and case discussions. For each meeting, students will be expected to come to class totally prepared with extensive notes covering any qualitative and quantitative analyses required in order to make a worthwhile contribution to the class discussion and play a critical and challenging role. Students are advised to read the chapter(s) to be discussed and the critical thinking and application questions before coming to class in order to gain more from the lectures and to be able to participate during class discussions. Students should also read the assigned case (if any) and be fully prepared to discuss when called upon. The calibre of individual participation is noted for each class session. You must participate in class, and this is possible only with preparation before class begins. <i>Students who attend classes but do not participate in class discussions will receive a grade of zero, regardless of the number of classes attended.</i></p>		
Mini-tests/Quizzes (80%)		
<p>There will be five 1-hour tests/exams at the end of the each lecture's day (i.e., the last hour of the day) as shown in the enclosed class schedule. <i>All course materials covered during the day of the lecture will be considered testable material.</i> The tests/exams can consist of multiple choice, definition, short answer and/or short essay questions. Each test/exam contributes to 16% of your final grade.</p>		

Teaching Method:

The following is the tentative course schedule. Please amend with additions or corrections.

Class Date	Read	Topic/Activity
Monday, February 9	PART ONE: Overview and Opportunity Identification/Selection (Chapters 1, 2, 3, 4)	1. The Strategic Elements of Product Development 2. The New Products Process 3. Opportunity Identification and Selection: Strategic Planning for New Products 4. Creativity and the Product Concept ***TEST ONE: Chapters 1, 2, 3***
Tuesday, February 10	PART TWO: Concept Generation (Chapters 5, 6, 7, 8)	5. Finding and Solving Customers' Problems 6. Analytical Attribute Approaches: Introduction and Perceptual Mapping 7. Analytical Attribute Approaches: Trade-Off Analysis and Qualitative Techniques 8. The Concept Evaluation System ***TEST TWO: Chapters 4, 5, 6, 7***
Wednesday, February 11	PART THREE: Concept/Project Evaluation (Chapters 9, 10, 11, 12)	9. Concept Testing 10. The Full Screen 11. Sales Forecasting and Financial Analysis 12. Product Protocol ***TEST THREE: Chapters 8, 9, 10, 11, 12***
Thursday, February 12	PART FOUR: Development (Chapters 13, 14, 15)	13. Design 14. Development Team Management 15. Product Use Testing ***TEST FOUR: Chapters 13, 14, 15***
Friday, February 13	PART FIVE: Launch (Chapters 16, 17, 18, 19)	16. Strategic Launch Planning 17. Implementation of the Strategic Plan 18. Market Testing 19. Launch Management ***TEST FIVE: Chapters 16, 17, 18, 19***

Bibliography:**Required Text:**

- Merle C. Crawford, Anthony C. Di Benedetto (2010), *New Products Management*, 10th Edition (McGraw-Hill/Irwin Series in Marketing).

Suggested Readings:

- Robert G. Cooper (2011), *Winning at New Products: Creating Value Through Innovation*, 4th Edition (Basic Books).
- *Innovator's Toolkit: 10 Practical Strategies to Help You Develop and Implement Innovation* (Harvard Business Review Press 2009)
- Devanathan Sudharshan (2003), *Market Thinker* (Prentice-Hall)
- Preston G. Smith, Donald G. Reinertsen (1998), *Developing the Product in Half the Time*, 2nd Edition (Wiley & Sons)

Master Grande École 2020-2021	
Module's Title:	Luxury Branding Management
Subject area / specialisation:	Marketing
Pedagogy:	Distance learning only
Professor:	Ian Phau ian.phau@cbs.curtin.edu.au
	Curtin University, Curtin Business School, Australia
Learning objectives:	
<ul style="list-style-type: none"> • 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"	
<ul style="list-style-type: none"> • The antecedents of the consumption of luxury goods • The anti-laws of luxury marketing 	
Block 2: "Luxury Brand Management"	
<ul style="list-style-type: none"> • 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"	
<ul style="list-style-type: none"> • 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:	
<ul style="list-style-type: none"> • Learning by doing (Group Campaign Development) • Reflection in action (Individual Assignment and Participation) • Coaching 	
Bibliography:	
All readings and materials will be provided by the instructor.	
Suggested Readings:	
Kapferer, J. N. & Bastien, V. (2012). <i>The luxury strategy: Break the rules of marketing to build luxury brands</i> . Kogan Page Publishers.	
Chevalier, M., & Mazzalovo, G. (2008). <i>Luxury brand management: a world of privilege</i> . John Wiley & Sons.	

Master Grande École 2020-2021		
Module's Title:	Strategic Management and Business Model Innovation	
Subject area / specialisation:	Management / Strategic Management	
Pedagogy:	Distance learning only	
Professor:	Bongjin Kim	bkim432@ewha.ac.kr
	EWha Womans University, College of Business, South Korea	
Learning objectives:		
<p>This course is designed to help students gain knowledge of the fundamental principles and theories of strategic management to understand the competitive forces facing a firm, to assess the attractiveness of the industry, and to identify potential sources of competitive advantage and disadvantage of a firm from the point of view of the practicing general manager. The key focus of this course is on the creation and maintenance of the long-term health of the entire firm or a major division of a corporation. As such, this course is concerned with strategic decisions, and with both the content of those decisions and the process by which general managers position the businesses and allocate resources in the face of competition and uncertainty. This means that this course stresses the determination of strategic direction and the management of the strategic process.</p> <ul style="list-style-type: none"> ▪ 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:		
<ul style="list-style-type: none"> • 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:		
<ul style="list-style-type: none"> ▪ Case Analysis/Presentation – Team Task (40%) ▪ Test (40%) ▪ Class Participation (20%) 		
Teaching Method:		
<ul style="list-style-type: none"> ▪ Lecture ▪ Case Discussion 		
Bibliography:		
<ul style="list-style-type: none"> ▪ Text: Not required ▪ 3 Cases - To be announced 		

Master Grande École 2020-2021		
Module's Title:	Sports Marketing in the Context of Globalization	
Subject area / specialisation:	Sports Marketing	
Pedagogy:	Distance learning only	
Professor:	André Richelieu	richelieu.andre@uqam.ca www.andrerichelieu-sportsmarketing.com
	École des Sciences de la Gestion de l'Université du Québec à Montréal (ESG UQÀM), Canada	

Learning objectives:

Ten topics will be covered throughout the seminar:

- The sports industry today and major trends that impact the actors of the sports ecosystem;
- The role and value of “fan-actors”, co-creators of their experience and potential ambassadors of the sports organization;
- The creation and management of a sports brand;
- The most effective branding strategies, such as brand extensions, co-branding, lifestyle branding, retro-marketing and storytelling;
- The development of a value proposition for fans around pricing strategies;
- The sports arenas, multipurpose stadiums and the “Vipization” of sports;
- The benefits of sporting events, be they major or minor ones, and how they can lead to a successful place branding strategy for cities, regions and countries;
- The risks of sports betting, corruption, doping, etc., as well as their impact on the integrity of sports and the sports brand;
- The globalization of sports and the internationalization of sports actors;
- The complexities of culture and the value of “glocalization”.

Moreover, the main objectives of this class are the following:

- Introduce students to the major transformations of the sports industry and lead them to develop a critical perspective on the issues sports organizations and actors are facing in their daily activities;
- Learn to build and manage effective marketing strategies for sports organizations and sports actors;
- Acquire the know-how and build the competencies that shall help students undertake the challenges and seize the opportunities the sports industry has to offer;
- Transcend the sports industry by identifying how the concepts and strategies learnt in this seminar could apply to other sectors;
- Invite students to reflect on the ethical issues prevalent in the sports industry.

Description of Content:

- The main objective of this seminar is to lay down the foundations of sports marketing, at a time when the sports industry faces huge transformations through media, technology and globalization.
- The course will look at the different actors of the industry, namely teams, players, leagues, federations, events, managers, sponsors, equipment makers, etc. Comparisons between Europe, North America and the rest of the world will be made throughout the seminar by referring to concrete examples and recent research conducted by the Professor. This class intends to broaden our horizons on sport business and sports marketing, as the two are strongly intertwined.

- As such, this seminar is designed for two types of students: first, those who want to have a look at a fascinating industry and learn specific marketing approaches that could be of value in their career; second, those students who are specifically looking to work (if not already working) in the sports industry and want to acquire (additional) knowledge and develop valuable skills.
- Throughout this seminar, students will develop analytical and practical skills in sports marketing, as well as sports business. Students will be exposed to both theory and practice. In addition, students will also be asked to reflect on the ethical aspects of sports marketing and sports business.

Assessment:

Students will be marked on:

1. The oral presentation of a sports brand strategy (on the last day of the seminar): 50%.
2. An active contribution to the seminar (throughout the seminar): 50%

1) The oral presentation of a sports brand strategy (50%)

What does the work involve? In teams of three, four or five, depending on the number of people registered, students will be asked to analyse the strategic construction and management of a sports brand of their choice. This could be a team, an athlete, a league, an event, a sponsor, an equipment maker, etc., as long as the selected brand already has an international presence. Students will look at the strategic construction of the brand at both the domestic and international levels.

Students will build their presentation on the knowledge acquired during the seminar, as well as on the research and analysis they will undergo by acquiring secondary data (and ideally primary data, as well). The project will be real. No two teams could use the same topic.

The structure of the presentation can follow the following sections:

- Introduction with a brief presentation of the sports brand you have chosen;
- Identity / personality of the sports brand (mainly the values, attributes and symbols of the sports brand);
- Positioning of the sports brand (especially the target markets and the USP);
- Marketing actions initiated in the home country and abroad by the sports brand, among
- The concepts studied in class (brand extensions, co-branding, "sportainment", storytelling, etc.);
- Conclusion and recommendations: Summary of the key points of your presentation +
- What makes the brand you analysed a strong one? + What actions should the sports brand
- Undertake in order to strengthen its brand equity?

Students will have 20 minutes to make their presentation, excluding the Q&A period. Presentations will take place on the last day of the seminar. All team members must be on 'stage' and speak during the exposé.

Evaluation criteria. The mark for the oral presentation will be based on the following elements:

- *The content of the presentation:* The clarity of the main ideas and recommendations you bring forward; the research and analysis efforts; the structure of your presentation; the originality of your recommendations (30 points).
- *The format of the presentation:* The oral abilities of the team members; The capacity to convey a convincing message in a lively and professional way; The quality of the power point (or prezi) presentation; The respect of the time allocated to you (20 points).

What to hand in to the professor? In addition to the oral presentation, students will be asked to hand in a written document that shall include:

- A copy of their slides (a black and white copy shall suffice);

- A list of references used to prepare the presentation.

The written document of the presentation will be delivered to the professor on the day of the presentation, prior to making their exposé.

Group dynamics and logistics. All members of a team will receive the same mark unless unexpected circumstances arise. These should be brought to the Professor's attention quickly and honestly by the team members. The teams and the choice of topic must be finalized by the end of the first day of our seminar.

2) An active contribution to the seminar (50%)

What am I looking for? A learning experience should be a joint responsibility between the Professor and the Students. Furthermore, we intend to make this class a true seminar. Consequently, students' participation is instrumental in the dynamics of the course and the learning process. This means that students are expected to be physically and psychologically present in class and participate in a constructive way, even those who are introvert. In this regard, I will take into account the frequency and quality of interventions.

The grade each student shall receive will reflect their continuous contribution in class through discussions, debates and exercises held in class.

Teaching Method:

Students will have a major role to play throughout the course. Based on the readings and research done by students, we will articulate the main concepts and establish links with the practical world of sports marketing and sports business. Cases, exercises, debates and other 'pedagogical surprises' will complement the Professor's performance. The objectives of this approach are three-fold:

- Develop critical thinking among students;
- Encourage the participation of a large number of students, even the introverts, in a context where risk is relatively minimal;
- Help students analyse the relevance of theories by way of constructive criticism and real examples.

Furthermore, students will do synthesizing exercises and resolve practical cases. These methods will help enhance the learning process and enable students to develop specific skills related to sports marketing. These skills will hopefully become of use in the real world, as mentioned above.

Bibliography:

Desbordes, M. and A. Richelieu (2012). *Global Sport Marketing. Contemporary Issues and Practice*. London, UK: Routledge Publishers.

Master Grande École 2020-2021		
Module's Title:	Business Opportunities in Emerging Markets	
Subject area / specialisation:	International Business and Management	
Pedagogy:	Distance learning only	
Professor:	Anthony Kuo	076667@mail.fju.edu.tw or profakuo@gmail.com
	Fu Jen Catholic University, College of Management, Taiwan	
Learning objectives:		
<ul style="list-style-type: none"> ▪ To know the business potential in emerging markets. ▪ To understand how to identify business opportunities in emerging markets from the 6 aspects of DIGEST (Demographic, Institutional, Geographic, Economic, Socio-cultural, and Technological aspects). ▪ To learn special phenomena in emerging markets, such as frugal innovation, and their implications for business managers. 		
Description of Content:		
<ul style="list-style-type: none"> ▪ Day 1 : The scope of emerging markets ; The business potential in emerging markets ; The DIGEST analysis framework ; The demographic and institutional aspects of business opportunities in emerging markets. ▪ Day 2 : The geographic, economic, socio-cultural, and technological aspects of business opportunities in emerging markets. ▪ Day 3 : Frugal innovation (the innovations initiated from emerging markets). ▪ Day 4 : Servitization and service economy in emerging markets. ▪ Day 5 : Group presentations by students. 		
Assessment:		
<ul style="list-style-type: none"> ▪ Group in-class presentation : 50% ▪ Group written-report : 30% ▪ Class participation (individual) : 20% 		
Teaching Method:		
<ul style="list-style-type: none"> ▪ Lecture ▪ In-class discussion ▪ Case studies ▪ Group projects 		
Bibliography:		
<ul style="list-style-type: none"> ▪ Ghemawat, P. (2013). Redefining global strategy: Crossing borders in a world where differences still matter. Harvard Business Press. ▪ Khanna, T., Palepu, K. G., & Sinha, J. (2005). Strategies that fit emerging markets. <i>Harvard business review</i>, 83(6), 4-19. ▪ Prahalad, C. K., & Hart, S. L. (2002) The Fortune at the Bottom of the Pyramid. Strategy+ Business (Issue 26, January 2002) (available at http://www.strategy-business.com/article/11518?gko=9a4ba) ▪ Radjou, N., Prabhu, J., & Ahuja, S. (2012). Jugaad Innovation: Think frugal, be flexible, generate breakthrough growth: Jossey-Bass. 		

Master Grande École 2020-2021		
Module's Title:	Reputation Management for the Modern Business	
Subject area / specialisation:	Marketing Brand Corporate Communication	
Pedagogy:	Distance learning only	
Professor:	Dr Marietjie Theron- Wepener	marietjie.theron-wepener@usb.ac.za
	University of Stellenbosch Business School, South Africa	
Learning objectives:		
<ul style="list-style-type: none"> • Appreciate how reputation contributes to organisational value and competitive advantage, leading to business success. • Appreciate the reputational landscape and the arrival of the 'reputation economy' (where people's perceptions of organisations are more important than their perceptions of products/services). • Assess how corporate reputation is related to concepts such as identity, image and brand • The measurement of corporate reputation. • Investigate how leaders' ethical communication and behaviour contribute to a favourable reputation (a 'good name'). • The role of relationship-building with stakeholders in building reputation. • Investigate digital and social tools that present opportunities and threats for reputation. • Assess reputational risk and crises management principles. 		
Description of Content:		
<p><i>'It takes 20 years to build a reputation and five minutes to ruin it. If you think about that, you'll do things differently.'</i> - Warren Buffett</p> <p>In the last few decades, corporate reputation has appeared strongly on the radar screens of companies and their boards of directors. Recent research shows that senior managers have identified reputation risk as the most important risk that any large organisation faces. We have arrived at the 'reputation economy', where people buy a product or service based on the admiration, trust and respect they have for the organisation behind the product. 39% of purchasing decisions are based on perceptions of the product/service and 61% on perceptions of the organisation itself.</p> <p>Stakeholders such as clients, investors, employees and pressure groups are more demanding than ever before and demand authentic and ethical behaviour. Reputation has become a major driver of business value. Organisations with favourable reputations have a competitive advantage when competing for clients, the best talent and the attention of investors, to name a few.</p> <p>A reputation can be managed (but the control of organisations is limited), and it differs from a brand (where organisations have control). Key to managing an organisation's reputation is to understand the importance of ethical decision-making and behaviour by leaders and managers, building relationships with key stakeholders and effective authentic communication.</p>		
Assessment:		
<ul style="list-style-type: none"> • Individual assignment 		
Teaching Method:		
<ul style="list-style-type: none"> ▪ Classroom discussion by lecturer of the latest knowledge in the field ▪ Case studies ▪ Small group discussions and feedback 		

Bibliography:

- Country RepTrak: Annual Ranking of Most Reputable Countries (2018).
<https://www.reputationinstitute.com/sites/default/files/pdfs/2018-Country-RepTrak.pdf>
- Most reputable companies in France (Annual RepTrak® France 2018)
<https://www.reputationinstitute.com/sites/default/files/pdfs/2018-France-RepTrak.pdf>
- Reputations Trends Report 2020:
<https://www.reputationinstitute.com/sites/default/files/pdfs/Reputation-2020-Ten-Trends-Driving-Reputation-Management.pdf>
- (2016). Facebook and your corporate reputation, Strategic Direction, Vol. 32 Iss 11 pp. 1 – 3.

Master Grande École 2020-2021	
Module's Title:	Managing change and transformation of archaic industries in VUCA environment
Subject area / specialisation:	Innovation and change management
Pedagogy:	Distance learning only
Professor:	Andrei Deyneko andrei.deyneko@gmail.com
	Institute of Business Studies, Russia
Learning objectives:	
<ul style="list-style-type: none"> • Students know and understand the concept of VUCA and can apply it in business and social projects and personal life • Students know and understand the dominating long-term political, economical, social and technological trends and learn how the above trends are translated in the context of specific industries like sports and fashion • Students develop basic skills of managing change in unpredictable environment 	
Description of Content:	
<ul style="list-style-type: none"> • Introduction to VUCA • Global and local trends • 7 basic steps of change management in VUCA • Future of sports (case study) • Future of fashion (case study) 	
Assessment:	
Students' assessment will be conducted based on 2 key criteria	
<ul style="list-style-type: none"> • Level of engagement and interaction during the classes • Essay on 7 steps of change management (the students will be asked to write and present a brief essay based on the key learnings from the module) 	
Teaching Method:	
<p>The suggested module is a result of personal transformation of the speaker and will offer a balanced combination of:</p> <ul style="list-style-type: none"> - Case studies from professional experience - Basics of change management theory - Interaction with students 	
Bibliography:	
<ul style="list-style-type: none"> • Rapid foresight methodology (https://ru.calameo.com/read/004713978e20a9a5b5ba7) • SOCIAL SCULPTING IN THE 21st CENTURY, Iepe B.T Rubing (https://medium.com/@iepebtrubingh/social-sculpting-in-the-21st-century-21b69f9d64db) • Homo deus, Yuval Noah Harary (https://www.ynharari.com/book/homo-deus/) 	

Master Grande École 2020-2021	
Module's Title:	Develop your soft skills: the key to success in the business world
Subject area / specialisation:	Leadership Management
Pedagogy:	Distance learning only
Professor:	Benoit CHALIFOUX chalifoux.benoit@ugam.ca
	École des Sciences de la Gestion de l'Université du Québec à Montréal (ESG UQÀM), Canada
Learning objectives:	
<p>Managers were formed to manage budgets, products, and processes, but fewer were formed to manage humans. It is indeed easier to teach techniques and methods (hard skills) rather than ways of behaving (soft skills). However, humans are at the center of any organization, whether they are CEOs, employees, clients, or shareholders.</p> <p>The current context of a hyper-competitive world leads companies to focus their efforts on productivity and forget about the human aspect of their organization.</p> <p>More than ever, interpersonal relationships are a crucial factor in the success or the failure of an organization but also in the fulfillment of its individuals.</p> <p>Far away from being an easy competence to develop, "soft skills" might be the determining factor that will make the difference in your professional career.</p> <ul style="list-style-type: none"> • How to Improve your Emotional Intelligence • Re-imagining Decision Making • Challenging traditional models of supervisory skills • Using empathy for conflict management • The art of selling without selling • Understanding the future worth of soft skills versus hard skills • How to create a work environment where your team blossoms and your results increase 	
Description of Content:	
<ul style="list-style-type: none"> ▪ Session 1 : The importance of the attitude and curiosity ▪ Session 2: The tools box (part 1) ▪ Session 3: The tools box (part 2) ▪ Session 4 : The power of self-awareness ▪ Session 5 : Your social radar and the importance of your relations 	
Assessment:	
<ul style="list-style-type: none"> ▪ 30% Pitch 180 seconds on a leadership topic ▪ 70% Final Exam 	
Teaching Method:	
<ul style="list-style-type: none"> - Coaching - Case study - Interactive courses - Presentation - Projects 	

Bibliography:

- Chalifoux, Benoit, (2020). Être à son meilleur, L'incroyable pouvoir des habiletés relationnelles
- Ibarra, H. and Lee Hunter, M. (2007). How Leaders Create and Use Networks. Harvard Business Review.
- Goleman, D. (2011). Leaderships that Gets Results. Harvard Business Review
- Rifkin, G. (2006). The Soft Skills of Global Managers. Harvard Business Review

Master Grande École 2020-2021		
Module's Title:	Strategic Foresight for Digital Futures	
Pedagogy:	Distance learning only	
Professor:	Dr. Alessandro Lanteri	alelanteri@gmail.com
	Institute of Business Studies, Russia	
Learning objectives:		
<p>Upon completion of this course, students will be able to:</p> <ul style="list-style-type: none"> • Identify critical strategic issues, like technological breakthrough, changes in consumer expectations, and disruptive business models; • Understand the limitations of long-term strategic planning and the challenges of predicting the future in VUCA times; • Master foresight techniques and tools; • Explore future-driven strategies and stress test them against scenarios to develop organisational resilience; • Encourage a culture of anti-fragility and innovation; • Embrace an agile and future-forward mindset. 		
Description of Content:		
<p>Recent global events have led many firms to be more attentive to potential surprising future events. As a result, exploring the future is becoming an intrinsic part of business intelligence and strategic planning. However, we can't know the future, because it doesn't exist yet, and we can't predict it, because we live in ever-turbulent (VUCA) times.</p> <p>This course introduces the mindset and the toolkit of corporate foresight to systematically explore possible scenarios, cultivate strategic agility, and develop future readiness with an emphasis on digital technologies such as AI and robotics.</p> <ul style="list-style-type: none"> • Session 1: Future(s) Thinking ; Understanding Change (eg., linear, exponential, wild cards...) • Session 2: Digital Future(s) ; Digital Technologies disrupting the world (eg., AI, robotics, AV's...) • Session 3: Strategic Foresight Tools and Methods ; Scenarios (eg., axes of uncertainty, Manoa, archetypes...) • Session 4: Strategic Foresight Tools and Methods (eg., future wheels, future triangle, future persona, windtunneling...) • Session 5: Learning from the Future(s) 		
Assessment:		
<ul style="list-style-type: none"> ▪ 50% - Individual task: Scenario description ▪ 50% - Group task: Future 		
Teaching Method:		
<p>The course embraces an experiential pedagogy and is very hands-on. Students are expected to actively participate in future-oriented practical exercises, individually and in group. The afternoon sessions will focus on reflective discussions to consolidate learning and help students cultivate a future mindset.</p>		
Bibliography:		
Required		

Bates Ramirez, V. (2016). The 6 Ds of Tech Disruption: A Guide to the Digital Economy. SingularityHub. URL: <https://singularityhub.com/2016/11/22/the-6-ds-of-tech-disruption-a-guide-to-the-digital-economy/#sm.000fiafulfnofaz11ug276lpnjtha>

Brynjolfsson, E. & A. McAfee (2017). "The Business of Artificial Intelligence. What it Can - and Cannot - Do for Your Organization." Harvard Business Review, URL: <https://hbr.org/cover-story/2017/07/the-business-of-artificial-intelligence>

Dator, J. (n/a). What Future Studies is, and Is Not. URL: www.futures.hawaii.edu/publications/futures-studies/WhatFSis.pdf

Esposito, M. & T. Tse (2017). "DRIVE: The Five Megatrends that Underpin the Future Business, Social, and Economic Landscapes." Thunderbird International Business Review, 60(1): 121-129. URL: <https://onlinelibrary.wiley.com/doi/full/10.1002/tie.21889>

Fergnani, A. et al. (2020), "Corporate Foresight In An Ever-Turbulent Era », European Business Review, September 25. URL : <https://www.europeanbusinessreview.com/corporate-foresight-in-an-ever-turbulent-era>

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Office for Science (2017). The Futures Toolkit. UK Government. URL: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/674209/futures-toolkit-edition-1.pdf

Ramirez, R. et al. (2017). "Using Scenario Planning to Reshape Strategy." MIT Sloan Management Review, 58(4): 31-37. URL: <https://sloanreview.mit.edu/article/using-scenario-planning-to-reshape-strategy>

UN (2018). Sustainable Development Knowledge Platform. URL: <https://sustainabledevelopment.un.org>

Recommended

Bennett, N. & G.J. Lemoine (2014). What VUCA Really Means for You. Harvard Business Review, 92 (1,2): 27

Derbyshire, J. & G. Wright (2014). "Preparing for the future: development of an 'antifragile' methodology that complements scenario planning by omitting causation." Technological Forecasting and Social Change, 82: 215-225.

Franam Street (2014). "Nassim Taleb: A Definition of Antifragile and its Implications." URL: <https://fs.blog/2014/04/antifragile-a-definition/>

Kelly, K. (2016). The Inevitable. Understanding the 12 Technological Forces that Will Shape Our Future. Viking Press.

Richard, P. & L. Elder (2014). "Learning the Art of Critical Thinking." Rotman Management, Winter: 40-45.

Sargut, G. & R. Gunter McGrath (2011). "Learning to Live with Complexity." Harvard Business Review, 89(9): 68-76.

Shell International (2018). Shell Scenarios. URL: www.shell.com/energy-and-innovation/the-energy-future/scenarios.html

Taleb, N. (2012). Antifragile. Things that Benefit from Disorder. Penguin Random House.

Tse, T. & M. Esposito (2016). Understanding How the Future Unfolds. Lioncrest.

Wilburn, K. & R. Wilburn (2011). "Abbreviated Scenario Thinking." Business Horizons, 54: 541-550.

World Economic Forum (2018). Future Scenarios and Implications for the Industry. URL: www.weforum.org/reports/future-scenarios-and-implications-for-the-industry

Wilkinson, A. & R. Kupers (2013). "Living in the Futures." Harvard Business Review, 91(5): 118-127.

Master Grande École 2020-2021	
Module's Title:	The Psychology Behind Consumer Behavior
Subject area / specialisation:	Consumer Behavior / Marketing / Business
Pedagogy:	Distance learning only
Professor:	Dr. Fabiana Thiele Escudero Fabiana.escudero@pucpr.br
	Pontificia catholic university of Parana, Brasil
Learning objectives:	
<ul style="list-style-type: none"> • 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:	
<p>This course is based on theories developed in psychology and builds a bridge to marketing. The conceptual framework of the course breaks the causes of behavior up into types of psychological responses (i.e., mental mechanisms), such as, perceiving, reasoning, feeling, learning, or remembering. These psychological responses intervene between the marketing mix (input) and the behavior of consumers, such as purchase or usage (output). The psychological responses hence provide a framework as to why certain marketing inputs lead to certain outputs, that is, a framework to derive strategically relevant consumer insights. The course also reviews a range of simple but powerful “levers” (inputs) that can influence consumer behavior in unexpected ways.</p> <ul style="list-style-type: none"> • 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:	
<ul style="list-style-type: none"> • 80% Group Assignments (group) • 20% Final Exam (individual) 	
Teaching Method:	
<ul style="list-style-type: none"> - Lectures - Role Play and Simulation - PBL (Problem Based Learning) in real context situations - Inverted Classroom - Peer-based learning 	
Bibliography:	
<p>Eysenck, M. W, & Keane, M. T. Cognitive psychology: a student’s handbook (Eighth edition). Routledge, 2020</p> <p>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.</p> <p>Kotler, P. and Keller, K. Marketing Management. 15th ed. Harlow: Pearson, 2016</p> <p>Solomon, M. Consumer Behavior: Buying, Havind and Being (12th edition), Pearson, 2016.</p> <p>Solomon, M. Consumer Behavior: Buying, Havind and Being Global Edition, Pearson, 2017.</p> <p>Solomon, M. and Lowrey T. M. The Routledge Companion to Consumer Behavior, Routledge, 2020.</p> <p>Sternberg, R. J., & Sternberg, K. Cognitive psychology (7th edition). Cengage Learning, 2017.</p>	

Master Grande École 2020-2021	
Module's Title:	The Ethics of Conflicts of Interest in Business
Subject area / specialisation:	Ethics / Business Ethics
Pedagogy:	Distance learning only
Professor:	Dr. Alonso Villarán
	villaran_am@up.edu.pe Universidad del Pacífico (Lima, Perú)
Learning objectives: At the end of the course, students will be ready to:	
<ul style="list-style-type: none"> • Distinguish between corporate social responsibility and conflicts of interest. • Identify, assess, and properly manage conflicts of interest. • Evaluate the regulation of conflicts of interest in codes of ethics. 	
Description of Content:	
<p>This course provides an introduction to conflicts of interest in business from an ethical perspective. It begins with an analysis of the relationship between corporate social responsibility and conflicts of interest, and calls for more attention to the latter in the business world. The course then tackles the main questions around conflicts of interest: What are conflicts of interest? Why are they morally problematic? And how to manage them ethically? The course finally develops a critical analysis of the way conflicts of interest are regulated in codes of ethics.</p> <ul style="list-style-type: none"> • Session 1 : Corporate Social Responsibility and Conflicts of Interest • Session 2: What are conflicts of interest ? • Session 3: Why are conflicts of interest morally problematic ? • Session 4 : How to manage conflicts of interest? • Session 5 : Conflicts of interest in codes of ethics 	
Assessment:	
<ul style="list-style-type: none"> • 20 % Active participation • 80 % Course's "memoria" (summary and reflection of every session) 	
Teaching Method:	
<ul style="list-style-type: none"> - High impact presentations - Joint reading and discussion of the material - Analysis of newspaper's cases and op-eds 	
Bibliography:	
<p>Boatright, J. R. 1992. "Conflict of Interest: An Agency Analysis." In <i>Ethics and Agency Analysis</i>, edited by N. Bowie and R. E. Freeman, 187–20. Oxford: Oxford University Press.</p> <p>Boatright, J. R. 1993. "Conflict of Interest: A Response to Michael Davis." <i>Business and Professional Ethics Journal</i> 12, no. 4: 43–46.</p> <p>Boatright, J. R. 2001. "Financial Services." In <i>Conflicts of Interest in the Professions</i>, edited by M. Davis and A. Stark, 217–236. Oxford: Oxford University Press.</p> <p>Boatright, J. R. 2008. "Conflict of Interest." In <i>Encyclopedia of Business Ethics and Society</i> 1, edited by R. W. Kolg, 4000–4004. Los Angeles: Sage Publications.</p> <p>Carson, T. 1994. "Conflicts of Interest." <i>Journal of Business Ethics</i> 13, no. 5: 387–404.</p> <p>Carson, T. 2004. "Conflicts of Interest and Self-Dealing in the Professions: A Review Essay." <i>Business Ethics Quarterly</i> 14, no. 1: 161–182.</p> <p>Davis, M. 1982. "Conflict of Interest." <i>Business and Professional Ethics Journal</i> 1, no. 4: 17–27.</p>	

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- Davis, M. 2012. "Conflict of Interest." In *Encyclopedia of Applied Ethics* 1 (second edition), edited by R. Chadwick, D. Callahan and P. Singer, 571–577. Amsterdam: Elsevier.
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- Luebke, N. R. 1987. "Conflict of Interest as a Moral Category." *Business and Professional Ethics Journal* 6, no. 1: 66–81.
- Luebke, N. R. 1993. "Response to Michael Davis." *Business and Professional Ethics Journal* 12, no. 4: 47–50.
- Margolis, J. 1979. "Conflicts of Interest and Conflicting Interest." In *Ethical Theory and Business*, edited by T. L. Beauchamp and N. Bowie, 361–372. New Jersey: Prentice Hall.
- Mill, J. S. 2001 (1861). *Utilitarianism*. Edited by George Sher. Indianapolis: Hackett Publishing Company.
- Norman, W. and Ch. MacDonald. 2010. "Conflicts of Interest." In *The Oxford Handbook of Business Ethics*, edited by G. G. Brenkert, 441–470. Oxford: Oxford University Press.
- Stark, A. 2001. "Comparing Conflict of Interest Across the Professions." In *Conflict of Interest in the Professions*, edited by M. Davis and A. Stark, 335–351. Oxford: Oxford University Press

WEEK 4, MARCH 15 TO 19

#WE ARE BSB

Master Grande École 2020-2021		
Module's Title:	Crisis Management	
Subject area / specialisation:	Management	
Pedagogy:	On campus (depending on sanitary conditions)	
Professor:	Andrew Gaudes	agaudes@brocku.ca
	Brock University, Goodman School of Business, Canada	
Learning objectives:		
<p>This course is designed to achieve a number of objectives, as follows:</p> <ul style="list-style-type: none"> • To introduce the principles of crisis management. • To illustrate how management may incorporate a “systems thinking” perspective within crisis management into better planning practices. • To identify how organizations may benefit from applying these principles within their operations. • To familiarize students with a crisis management framework. 		
Description of Content:		
<p>A central theme in management is <i>integration</i>. The mandate of this course is to introduce a systems thinking approach, via crisis management, to the functions of an organization, underscoring that little happens in isolation within an organization.</p> <p>The intent of the course, following from its integrative mandate, is to consider the concepts and skills you have acquired and to consider real management issues within organizations. The issue you will be investigating will deal with strategic planning, marketing, organizational and behavior, human resources management, and legal issues.</p> <p>Put another way, this is a course about “learning by doing,” not about the acquisition of pure or theoretical knowledge. Your challenge is to apply what you already know and what you can gather through appropriate methods of enquiry. The structure of the course follows from this principle. The required readings list is minimal; most class time will be spent discussing the project, and learning from each other; the assignments are limited to group project completion and participant evaluation.</p> <p>The work of this course is the actual execution of the project.</p>		
Assessment:		
Individual Participation/Preparation (20%):		
<p>Your participation score will be determined by everyone’s input in the class. You will be sent an electronic evaluation form used to evaluate all class participants, including yourself. An aggregated score, which includes all input will be used for your participation.</p> <p>The participation score will be based upon the following criteria. Each item will be scored as follows:</p> <ol style="list-style-type: none"> 1. Improvement required 2. Fully satisfactory, no improvement required 3. Outstanding 		
Classroom Skills		
<ul style="list-style-type: none"> • Is well prepared; knows the material and has well-formulated questions. 		

- Contributes meaningfully and knowledgeably to class discussions; provides valuable input.
- Takes a stand and expresses a view, even if it runs contrary to prevailing wisdom or the direction of conversation.
- Thinks strategically in evaluating issues and solutions.

Personal Skills

- Demonstrates high ethical standards.
- Listens effectively to others’ ideas and viewpoints.
- Communicates persuasively and logically.
- Raises tough issues and questions in a manner that encourages open discussion.

Team Skills

- Works effectively with fellow participants; builds consensus and manages conflict constructively.
- Takes initiative and effectively applies knowledge, experience, and expertise to issues confronting team.
- Is accessible, approachable, and available when needed.
- Is accountable and supports team decisions.

The entire class will provide input on Classroom and Personal Skills. Only team members will provide input to other members of their team, for the Team Skills part of the evaluation.

An Exercise in Crisis Management (80%)

The purpose of this project is to introduce the principles of crisis management. More importantly, it will illustrate how management may incorporate a “systems thinking” perspective within crisis management into better planning practices. It will also identify how organizations may benefit from applying these principles within their operations.

You will select an organization for this course. Equipped with your knowledge, your ability to research materials, and the readings provided in this course, each group develops a crisis preparedness profile of the chosen organization and prepares a report of the findings. The intent of the report is to direct attention to areas where the organization is well prepared for crisis events, and areas they need to consider improving. While most of your organization's information should be quickly retrievable for the assessment, some parts may take longer. If faced with the prospect of unavoidable delays in acquiring information, then generating assumptions may be necessary, but they must be appropriately identified as such and well-justified.

Teaching Method:

The following is the tentative course schedule.

<u>Class Date</u>	<u>Topic/Activity</u>
Monday	20. Introduction to course and program 21. Formation of project teams 22. Case Discussion: Williams Engineering 23. Project Development: Initial development
Tuesday	24. Progress reports: Overview of client’s operations 25. Case Discussion: SimplePay 26. Project Development: What are the goals? What are the products/services? Who are the customers?
Wednesday	27. Case progress reports 28. Case Discussion: Fukushima 29. Project Development: Discuss aspects of the client-specific issues
Thursday	30. Case progress reports 31. Case Discussion: Sony Pictures

	32. Project Development: Discuss aspects of the client-specific issues
Friday	33. Case progress reports 34. Final presentations

Bibliography:

Required Text:

There is no required text. However, several readings are necessary to frame your approach to crisis management and systems thinking.

Required Readings:

Read for Monday

- Brimm, L. (2015) Managing Yourself How to Embrace Complex Change: A framework for navigating big career transitions. *Harvard Business Review*, September, 108-112.
- Hunter, M., et al (2016) The New Rules for Crisis Management. *MIT Sloan Management Review*. 57(4), 70-78.
- Kaplan, R. & Mikes, A. (2012) Managing Risks: A New Framework, *Harvard Business Review*, June, 48-60.
- Kolko, J. (2015) Design Thinking Comes of Age: The approach, once used primarily in product design, is now infusing corporate culture. *Harvard Business Review*, September, 66-71.

Read for Tuesday

- Enns, D., & Lindsay, H. (2008) *20 Questions Directors Should Ask About Crisis Management*. Canadian Institute of Chartered Accountants, Toronto, ON, 32 pp.
- Sheffi, Y. (2015). Preparing for Disruptions Through Early Detection. *MIT Sloan Management Review*, 57(1), 31-42.

Read for Wednesday

- Fragouli, E., Ibidapo, B. (2015) Leading in Crisis: Leading Organizational Change & Business Development. *International Journal of Information, Business and Management*, 7(3), 71-90.
- Gulati, R., Casto, C., & Krontiris, C. (2014) How the Other Fukushima Plant Survived. *Harvard Business Review*, July-August, 111-115.
- Haddon, A., Loughlin, C., & McNally, C. (2015) Leadership in a time of financial crisis: what do we want from our leaders? *Leadership & Organization*, 36(5), 612-627.
- Lorsch, J., & McTague, E. (2016) Culture is not the Culprit: When organizations are in crisis, it's usually because the business is broken. *Harvard Business Review*, April, 96-105.

Read for Thursday

- Civelek, M., Cemberci, M., & Eralp, N. (2016) The Role of Social Media in Crisis Communication and Crisis Management. *International Journal of Research in Business & Social Science*, 5(3), 111-120.
- Garavatti, K. (2016) A Practical Guide to Emergency Communication. *People + Strategy*, 39(1), 39-41.

Master Grande École 2020-2021	
Module's Title:	Managing Wine Tourism Services: Branding and Delivery
Subject area / specialisation:	Services Marketing
Pedagogy:	On campus (depending on sanitary conditions)
Professor:	Bonnie Canziani bmcanzia@uncg.edu
	The University of North Carolina at Greensboro, Bryan School of Business and Economics, USA
Learning objectives:	
<ul style="list-style-type: none"> ▪ Discuss psychological, social, cultural, and situational issues affecting wine tourism ▪ Explain the primary features of product and experience-based wine tourism offers ▪ Determine the appropriate product mix of wine products, facilitating services and wine tourism activities and features in a wine tourism package or winery visit. ▪ Implement research to support service quality and measure wine tourist satisfaction. 	
Description of Content:	
<ul style="list-style-type: none"> ▪ Wine business brand propositions: the role of products, services, and experiences ▪ Hospitality and customer service management in the wine tourism sector ▪ The art of story-telling and staging interpretive activities related to wine ▪ Wine tourism packaging—bundling wine experiences and products ▪ The role of local wineries in the broader global wine tourism context 	
Assessment:	
<ul style="list-style-type: none"> • Evaluations of wine tourism packages with cost/benefit analysis (evaluated with rubric) • Wine business brand positioning statements by individual students (evaluated with rubric) • Wine tourism case study, data analysis and student group presentations (evaluated with rubric) 	
Teaching Method	
<ul style="list-style-type: none"> ▪ The course may involve one or more of the following approaches: lecture, discussion, application exercises, case analysis, teamwork, in-class group activities, and a final group project. 	
Bibliography: (To be selected from the following)	
<p>Ali-Knight, J., & Carlsen, J. (2003), "An exploration of the use of 'extraordinary' experiences in wine tourism", In: Lockshin, L. & Rungie, C. (eds). <i>Proceedings of the International Colloquium in Wine Marketing, Wine Marketing Group</i>. Adelaide, Australia: University of South Australia.</p> <p>Asero, V. & Patti, S. (2011). Wine tourism experience and consumer behavior: The case of Sicily. <i>Tourism Analysis</i>, 16(4), 431-442.</p> <p>Bruwer, J. & Alant, K. (2009). The hedonic nature of wine tourism consumption: An experiential view. <i>International Journal of Wine Business Research</i>, 21(3), 235-257.</p> <p>Byrd, E.T., Canziani, B., Hsieh, Y-C., Debbage, K., & Sönmez, S. (2016), "Wine tourism: Motivating visitors through core and supplementary services", <i>Tourism Management</i>, Vol. 52, pp. 19-29.</p>	

- Charters, S. & Ali-Knight, J. (2002). Who is the wine tourist? *Tourism Management*, 23(3), 311-319.
- Cohen, E. & Ben-Nun, L. (2009). The important dimensions of wine tourism experience from potential visitors' perception. *Tourism and Hospitality Research*, 9(1), 20 – 31.
- Colgate, M. & Alexander, N. (2002). Benefits and barriers of product augmentation: Retailers and financial services. *Journal of Marketing Management*, 18 (1), 105-123.
- Edvardsson B., & Tronvoll, B. (2013) "A new conceptualization of service innovation grounded in SD logic and service systems", *International Journal of Quality and Service Sciences*, Vol. 5 No. 1, pp. 19-31.
- Fernandes, T., and Cruz, M. (2016). Dimensions and outcomes of experience quality in tourism: The case of Port wine cellars. *Journal of Retailing and Consumer Services*, 31, 371-379.
- Getz, D. & Brown, G. (2006). Critical success factors for wine tourism regions: A demand analysis. *Tourism Management*, 27(1), 146-158.
- Galloway, G., Mitchell, R., Getz, D., Crouch, G. & Ong, B. (2008). Sensation seeking and the prediction of attitudes and behaviors of wine tourists. *Tourism Management*, 29(5), 950-966.
- Hume, M. (2008). Understanding core and peripheral service quality in customer repurchase of the performing arts. *Managing Service Quality*, 18(4), 349-369.
- Lovelock, C. (1996). Adding value to core products with supplementary services. In *Services Marketing*. 2nd edition, (pp.337- 359). Englewood Cliffs, NJ: Prentice - Hall.
- Naipaul, S. & Parsa, H.G. (2000). Supplementary services as a differentiation strategy: An empirical investigation of Lovelock's model in tourism. *Journal of Quality Assurance in Hospitality & Tourism*, 1 (1), 67-80.
- Ng, I., Parry, G., Smith, L., Maull, R. & Briscoe, G. (2012), "Transitioning from a goods-dominant to a service-dominant logic", *Journal of Service Management*, Vol. 23 No. 3, pp. 416–439.
- O'Neill, M. & Charters, S. (2000). Service quality at the cellar door: Implications for Western Australia's developing wine tourism industry. *Managing Service Quality*, 10(2), 112-123.
- O'Neill, M. & Plamer, A. (2004). Wine production and tourism: Adding service to a perfect partnership. *Cornell Hotel and Restaurant Administration Quarterly*, 45(3), 269-284.
- Quadri-Felitti, D. & Fiore, A.M. (2012). "Experience economy constructs as a framework for understanding wine tourism", *Journal of Vacation Marketing*, 18(1): 3-15.
- Shostack, L. (1977). Breaking free from product marketing. *Journal of Marketing*, 41(2), 73-80.
- Tommasetti, A., & Festa, G. (June 01, 2014), "An analysis of wine tourism in Italy from a strategic service-based perspective", *Service Science*, Vol. 6 No. 2, pp. 122-135.
- Tynan, C., McKechnie, S., & Hartley, S. (2014), "Interpreting value in the customer service experience using customer-dominant logic", *Journal of Marketing Management*, Vol. 30 No. 9-10, pp. 1058-1081.
- Visnjic, I., Wiengarten, F., & Neely, A. (2016). "Only the brave: Product innovation, service business model innovation, and their impact on performance", *Journal of Product Innovation Management*, 33 (1), 36-52.
- Zomerdijk, L., & Voss, C. (January 01, 2010). "Service Design for Experience-Centric Services", *Journal of Service Research*, 13(1), 67-82.
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Master Grande École 2020-2021	
Module's Title:	Entrepreneurship in Theory and Practice
Subject area / specialisation:	Entrepreneurship
Pedagogy:	On campus (depending on sanitary conditions)
Professor:	David Higgins dhiggins@liv.ac.uk
	University of Liverpool, Management School, United Kingdom
<p>Module Summary - The module seeks to give insight into the practice of “being” an entrepreneur, introducing students to the fundamentals of entrepreneurship and practice. In doing so, the module enables students to develop their critical skills and to analyse the internal and external factors that impact on entrepreneurship and how they intertwine to create success. The module seeks to present a overview of entrepreneurial activity drawing upon theoretical and applied research sources with a focus on factors which enable and support how we become entrepreneurial. Students will gain an understanding of the types and characteristics of entrepreneurs, how entrepreneurs learning, develop practice and approach opportunities and the outcomes of this activity.</p> <ul style="list-style-type: none"> • The aims of the module are to: <ol style="list-style-type: none"> 1. provide experience of the nature of entrepreneurship 2. outline the nature of entrepreneurship - individual, enterprise and community 3. provide knowledge of emerging issues in the entrepreneurial environment 4. demonstrate aspects of entrepreneurial learning 5. embed ethics in business as fundamental to a fairer entrepreneurial future 6. encourage an entrepreneurial identity and construction 	
<p>Learning objectives:</p> <ol style="list-style-type: none"> 1. Demonstrate a critical understanding of entrepreneurship and entrepreneurs. 2. Explain the main historical and current perspectives on innovation. 3. Demonstrate a broad understanding of entrepreneurs and the way they work. 4. Demonstrate a critical understanding of the established set of attitudes of the entrepreneur. 5. Describe and critically appraise the mechanisms for growing, and exiting from entrepreneurial ventures. 6. Understand the contribution that entrepreneurship and innovation makes how social value is an important aspect of entrepreneurship 7. Explain the contribution that entrepreneurship and innovation makes to broader societal issues 8. Explore the information requirements to enable creative decisions to be taken and the ways that information is used. <p>Transferable skills:</p> <ul style="list-style-type: none"> • Develop critical awareness and synthesis skills and apply to problem solving • Exercise effective team working skills in preparing and making presentations • Developing an appreciation of learning through action (Action learning) <p>The module is delivered and is designed to be accessible for all students, regardless of subject discipline. It supports and encourages students to consider and learn from entrepreneurial practice.</p>	

Description of Content:**Day One**

- Block 1 Morning: Introduction to Entrepreneurship & The Social World
- Block 2 Afternoon: Human Inquiry and Metaphors – Creating Actionable Knowledge

Day Two

- Block 3 Morning: Engaging with Action / Mindset – co-constructing entrepreneurial narratives”
- Block 4 Afternoon: Effectuation / Effectuation in Entrepreneurial Venture Creation (What makes entrepreneurs entrepreneurial) (Guest Speaker / Business Angel)

Day Three

- Block 5 Morning: Entrepreneurial Business Model Generation (Guest Speaker / Business Angel)
- Block 6 Afternoon : Entrepreneurial Opportunity Recognition (Societal implications)

Day Four

- Block 7 Morning: Workshop – Creating meaningful experience through artful inquiry
- Block 8 Afternoon: Workshop - Tales from the Module – A critique of Practice in action

Day Five

- Assessment Morning / Afternoon

Assessment:

The assessments will seek to demonstrate how entrepreneurship connects through a series of ‘lived experiences’ by undertaking this module, how entrepreneurship theory relates to practice.

The module is assessed by two assignments, each worth 40 / 60% of the complete module mark. The specific piece of work undertaken by each student must reflect the particular approach and perspectives of the module. The perspectives with which we would like you to work with are related to:

1. The role of reflective/reflexive practice in learning by doing and learning from doing
2. Learning from lived experiences and complex problems
3. The nature of entrepreneurship and the wider learning context.

All the above will have been addressed as part of the teaching and learning process – by way of investigation, reflection, debate and theorising (specifically in relation to the entrepreneurship and practice).

First Assignment Element (Assignment One) - Students will develop a group (3/ 5 students per group) poster presentation for a duration of 10/15 minutes, Focusing on learning outcomes 1 – 4, worth 40% of the module marks.

Second Assignment Element (Assignment Two) – Students will develop a critical analysis of the material developed in assignment one (their own experiences and learning, consisting of a 3,000 word individual assignment, (building from assignment one), as a sense making tool - to aid further understanding of the entrepreneurial process from a reflective practitioner perspective. Focusing on learning outcomes 5 - 8, worth 60% of the module marks.

Teaching Method:

The module seeks to support a teaching and learning strategy where focus and direction seeks to integrate the student’s perception of entrepreneurial practice. To this end Action Learning will be used to facilitate the practice of learning through action / sense making. The tenet of the module and its approach to entrepreneurial development, is that students should begin to develop the ability to exercise autonomy and self-direction in their learning and development. Students will be expected to take an active role

contributing to discussion, considering real examples and developments in research to support your participation.

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

1. Learning by doing
2. Reflection / Critical Reflection / Reflexivity in action
3. Coaching / Mentoring

Bibliography:

All readings and materials will be provided by the instructor.

- Jones, O., Macpherson, A., & Jayawarna D., (2013) *Resourcing the Start-up Business: Creating Dynamic Entrepreneurial Learning Capabilities*, Routledge, London
- Blundel, R. and Lockett, N. (2011) *Exploring entrepreneurship : practices and perspectives*. Oxford University Press, Oxford, UK.
- Down, S. (2010) *Enterprise, Entrepreneurship and Small Business*, London, Sage.
- Sarasvathy, S. (2009) *Effectuation: Elements of Entrepreneurial Expertise*, Cheltenham, Edward Elgar.
- Burns, P. (2007) *Entrepreneurship and Small Business (2nd ed)*, Basingstoke, Palgrave.

Additional reading

- Barringer, B. and Duane Ireland, R. (2015) *Entrepreneurship: successfully launching new ventures* (5th Edition), Prentice Hall.
- Bessant, J and Tidd, J (2015) *Innovation and entrepreneurship* (3rd Edition), John Wiley & Sons, Chichester, London.
- Burns, P. (2010) *Entrepreneurship and small business: start-up, growth and maturity* (3rd Edition), Palgrave Macmillan, Basingstoke, UK.
- Carter, S. and Jones-Evans, D. (2012) *Enterprise and Small Business: Principles, Practice and Policy* (3rd Edition), Pearson Education, Harlow, UK.
- Drucker (2007) *Innovation and Entrepreneurship: Classic Collection* (2nd Edition), Routledge.
- Mullins, J. (2013) *The new business road test : what entrepreneurs and executives should do before launching a lean start-up* (4th Edition), Financial Times/ Prentice Hall, London. UK.
- Osterwalder, A. and Pigneur, Y (2010) *Business model generation : a handbook for visionaries, game changers, and challengers*, John Wiley & Sons, UK.
- Timmons, J. and Spinelli, S. (2008) *New venture creation: entrepreneurship for the 21st century* (7th Edition), McGraw Hill, New Your, NY.

Entrepreneurship and small business development journals

- *Entrepreneurship theory and practice.*
- *International small business journal.*
- *Entrepreneurship and regional development.*
- *Journal of small business management.*
- *Strategic Entrepreneurship Journal*
- *Journal of small business and enterprise development*
- *International journal of entrepreneurial behaviour & research*
- *Journal of Enterprising Culture*
- *The International Entrepreneurship and Management Journal*
- *Journal of Entrepreneurship*
- *Social enterprise journal*

ISBE Conference abstracts - The Institute for Small Business and Entrepreneurship (ISBE) has a comprehensive archive of abstracts on small business and entrepreneurship research from the past five years. See <http://www.isbe.org.uk>

Master Grande École 2020-2021

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, Tecnológico de Monterrey, Mexico	

Learning objectives:

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

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

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

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

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

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



Description of Content:

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

Assessment:

Activity	Value
Group Discussion Forums. The grading for this activity will depend on the level of the discussion and analysis based on the assigned cases, class materials and questions and answers during the sessions.	15%
Attendance and Class participation	15%
Final project. This will consist of a final written report and a presentation that will be broadcasted and shared with the class.	55%
Peer grading of teammates at the conclusion and submit of the final project	15%
Total	100%

Teaching Method:**Lecture, case discussion and projects**

- **Collaborative work:** interacting with the course mates and exchanging knowledge, experience and points of view.
- **The use of different electronic means:** search of information.
- **To develop your skills:** to reinforce your decision making skills, problem solving, amongst others.

Bibliography:

Articles
The 7 Ps of Marketing Brian Tracy From Entrepreneur, May 17 th , 2004 http://www.entrepreneur.com/article/70824
Predicting Your Competitor's Reaction Kevin Coyne and John Horn From Harvard Business Review, April 2009 Issue https://hbr.org/2009/04/predicting-your-competitors-reaction/ar/1
Strategies That Fit Emerging Markets Tarun Khanna, Krishna G. Palepu, and Jayant Sinha From Harvard Business Review, June 2005 Issue https://hbr.org/2005/06/strategies-that-fit-emerging-markets
What's your pricing strategy for the Indian market? B V Krishnamurthy From Harvard Business Review, JANUARY 21, 2008 HTTPS://HBR.ORG/2008/01/WHATS-YOUR-PRICING-STRATEGY-FO
Cases
Competitor Analysis: Anticipating Competitive Actions (HBS) Peter J. Coughlan; Debbie Freier; Kaiho Patrick Lee Product #:701120-PDF-ENG

Master Grande École 2020-2021	
Module's Title:	Economics and Management of Urban Cultural Capital
Subject area/specialisation:	Cultural economics
Pedagogy:	On campus (depending on sanitary conditions)
Professor:	Christian Ost christian.ost@ichec.be
	ICHEC Brussels Management School, Belgium
Learning objectives:	
<p>This course is designed to achieve a number of objectives, as follows:</p> <ul style="list-style-type: none"> • To understand the principles of economics and management as applied to culture • To understand how cultural economics can improve urban management in a framework of sustainable development • To apprehend issues as tourism, urban development, or real estate management with a holistic and inter-disciplinary approach. 	
Description of Content:	
<p>The course aims to describe how economics and management can be associated with cultural issues, in particular in a context of historic cities with cultural heritage. As a separate discipline, economics can bring a specific insight into the cultural sector and comprehensive information to cultural/heritage specialists, urban stakeholders, and city decision-makers. The framework is one of sustainable economic development, where culture can be a pillar that enables innovation and creative industries.</p> <p>The course also is a multidisciplinary approach for dealing with decision-making processes in urban development. As far as the case of cultural assets are concerned, the course aims to implement an approach for considering the cultural capital of the city, the economic landscape or spatial integration of such cultural capital with urban factors, and the assessment of economic values generated by the cultural capital.</p> <p>The course takes into consideration innovative business, governance, and financial models that aim to address participatory approach, and to achieve inclusiveness and sustainability in cultural policies. Some emphasis is put on perception mapping processes and other innovative tools to bring consensus in urban decisions, and to increase the attractiveness of cities for residents, tourists, and investors.</p>	
Assessment:	
<p>A substantial part of the course will be dedicated to practical analysis made by participants. Given the number of participants, several groups will work on different applications of cultural economics to case-study of Dijon and its neighbourhood. This may require field work, collection of data, mapping, multi-criteria and impact analysis, drafting policy recommendations.</p> <p>Students are evaluated on their ability to understand basic concepts of cultural economics, and to their ability to apply such concepts and tools to specific cases. This also includes embedding the process into a managerial framework for decision-makers in urban development/conservation projects.</p> <p>Evaluation will be based on a group work on a specified urban area with a presentation in class. The collective mark for the work is 50% of the final mark, the other 50% being based on an individual paper to be determined during the course (1 or 2 pages as a reflection on a related topic).</p> <p>A very detailed document will be available for the students to understand the basics of cultural economics, and how to implement private and public decisions in a context of urban management.</p>	

Teaching Method:

The following is the tentative course schedule.

<u>Class Date</u>	<u>Topic/Activity</u>
Monday	Introduction to course and program Basics in cultural economics and management A discussion on intercultural concepts Formation of project teams
Tuesday	Step 1: Cultural capital Group presentations and discussion Step 2: Economic landscape Group presentations and discussion
Wednesday	Step 3: Assessment of economic values Group presentations and discussion Step 4: Perception mapping Group presentations and discussion
Thursday	Step 5: Project evaluation Group presentations and discussion Step 6: Business and financing models Group presentations and discussion
Friday	Final presentations Conclusions and wrapping-up

Bibliography:**Required Text:**

There is an unpublished document that gives a detailed description of all the process in decision-making of cultural economics in urban context. It also provides examples of the mapping process of cultural capital in historic cities.

Recommended Readings:

The Economics of Uniqueness, Investing in Historic City Cores and Cultural Heritage Asset for Sustainable Development, G. Liccardi and R. Amirtahmasebi editors, Urban Development Series, The World Bank, 2012, p.245-283.

Assessing the Values of Cultural Heritage, Research Report, The Getty Conservation Institute, 2002, www.getty.edu, p.101-117.

Cultural Heritage Counts for Europe, Report funded by the European Commission, Europa Nostra, with the KULeuven, 2015, www.europanostra.org, p.181-198.

Culture Urban Future, Global Report on Urban Sustainable Development (UN-Habitat III, Quito), UNESCO, 2016, www.unesco.org, p.228-235.

New Life for Historic Cities, The Historic Urban Approach Explained, UNESCO, 2012, www.unesco.org.

World Heritage and Sustainable Development, New Directions in World Heritage Management, Peter Bille Larsen, and William Logan (ed.), Routledge, 2017, p.53-67.

Reconnecting the City, The Historic Urban Landscape Approach and the Future of Heritage, Francisco Bandarin and Ron Van Oers, Wiley-Blackwell, 2014, p.291-296.

Master Grande École 2020-2021	
Module's Title:	Corporate Strategy and Sustainability
Subject area / specialisation:	International Strategy/Strategic Management
Pedagogy:	On campus (depending on sanitary conditions)
Professor:	Michael W. Zhang Michael.zhang@ntu.ac.uk
	Nottingham Trent University, Nottingham Business School, United Kingdom
Learning objectives:	
<ul style="list-style-type: none"> ▪ to provide students with a level of understanding that is at the forefront of the field of strategic management ▪ to equip students with established analytical frameworks and skills that incorporate the essential features of strategy analysis with a dynamic and holistic view of organizations ▪ to help improve students' academic performance at the master level on the one hand and to prepare them for a better understanding of the reality of the 'real business' life on the other ▪ to advise students as to the ways in which they will not only enhance independent learning capabilities at the individual level but also further develop their skills to be members of dynamic groups at the collective level 	
Description of Content:	
<p>As a guide, the module comprises 18 contact hours and 32 hours of individual directed study making it 50 hours in total. These hours include all formal contact hours, the time devoted to background reading, and all preparation and reading time associated both with the formal contact hours and the formative and summative assessments.</p> <ul style="list-style-type: none"> ▪ Introducing the topic and case study approach ▪ Sustainable Competitive Advantage and Corporate Sustainability ▪ Strategic Innovation and business models ▪ Resource-based View and Dynamic Capabilities ▪ Conclusion: Multidisciplinary and Interdisciplinary Research ▪ Exam: an ECCH case (will be distributed on Tuesday) 	
Assessment:	
<ul style="list-style-type: none"> ▪ Group presentation of an ECCH case study (70%) on Friday 18 March 2016 starting from 1300 hour ▪ The group presentation assessment accounts for 70% weighting of the total mark. Class participation accounts for 30% as contributions to class learning and discussion are a very important part of the learning process. A marking scheme is designed as a guidance. Group members are required to keep a Journal of your participation in the group work and your contribution to the preparation of the group presentation 	
Teaching Method:	
<ul style="list-style-type: none"> ▪ Lecture workshops ▪ Individual reading and research ▪ Group-based case studies 	

Bibliography:

- JOHNSON, G., SCHOLLES, K., and WHITTINGTON, R. (2011). *Exploring Corporate Strategy*. 9th Ed., Harlow: Financial Times Prentice Hall.
- DE WIT, B. and MEYER, R. (2014). *Strategy – An International Perspective*. 5th Ed., Andover: Cengage EMEA.
- GRANT, R.M., (2010). *Contemporary Strategic Analysis*. 7th Ed., Oxford: Blackwell.
- IRELAND, D., HOSKISSON, R. and HITT, M. (2013). *The Management of Strategy: Concepts and Cases*. International Edition and 10th Ed., Andover: Cengage EMEA.
- LASZLO, C. and ZHEXEMBAYEVA, N (2011). *Embedded Sustainability: The Next Big Competitive Advantage*. Sheffield: Greenleaf Publishing.
- Academy of Management Journal
- Academy of Management Review
- British Journal of Management
- European Management Journal
- Harvard Business Review
- International Small Business Journal
- Journal of International Business Studies
- Journal of Management Studies
- Journal of Sustainable Mobility
- Strategic Management Journal

Master Grande École 2020-2021	
Module's Title:	Leading for the Human Moment
Subject area / specialisation:	Leadership
Pedagogy:	On campus (depending on sanitary conditions)
Professor:	Dr Amy Bradley amy@wayfarersconsulting.co.uk
	Hult International Business School, UK
Learning objectives:	
<p>With a rise in remote working and an increased reliance on technology as a means of communication, the 'human moment' at work is becoming lost and opportunities to connect and care for our colleagues at a basic human level is diminishing. Faced with fracturing societies; a wavering global economy; pressures on organizations and jobs; and anxieties about the health of loved ones; for many people, their primary response is to want to self-protect. If, as human beings, however, we are able to respond by intentionally living, working and relating compassionately this can help to galvanise our communities, workplaces and each other. Compassion is a core human value which is too often overlooked in business. In the wake of COVID-19, building more 'human' workplaces, which place individual well-being and engagement at the centre, are needed more than ever. This course is designed to help students to understand the vital need for us to re-humanise the way that we manage, lead and relate, as well as understanding how to embed compassion to create healthier, happier and more engaged workplace environments.</p> <p>On successful completion of this course students will be able to:</p> <ol style="list-style-type: none"> 1. Discuss the importance of compassion in business and explain some of the barriers to compassion in organizational life. 2. Demonstrate how to practice self-compassion and compassion towards others. 3. Understand how compassionate leadership can be developed and practiced. 	
Description of Content:	
<p>Session 1: Building high quality connections Session 2: The business case for compassion Session 3: Developing and practising self-compassion Session 4: Compassionate leadership Session 5: Embedding compassion</p>	
Assessment:	
<ul style="list-style-type: none"> ▪ Group Presentations 40% ▪ Individual Reflective Essay 40% ▪ Class Participation 20% 	
Teaching Method:	
<p>This is an experiential and reflective course that asks students to step outside of their comfort zones. Through individual exercises; mindfulness and compassion practices; reflective journaling; discussions and group work; students will develop self-awareness and awareness of others as a step towards becoming more compassionate.</p>	

Bibliography:

- Batson, D.C. (2009) These Things Called Empathy: Eight Distinct but Related Phenomena in Decety, J., & Ickes, W. (Eds.) *The Social Neuroscience of Empathy*, MIT Press, pp. 3-15
- Bradley, A (2020) *Humans not Heroes: Leadership for the 21st Century*, CEO World, 16 January.
- Bradley, A (2019) *The Human Moment: The Positive Power of Compassion in the Workplace*, LID Publishing.
- Chapman, B & Sisodia, R (2015) *Everybody Matters: The Extraordinary Power of Caring for Your People Like Family*, Penguin Random House.
- Cuddy, A J C; Kohut, M & Neffinger, J (2013) *Connect, Then Lead*, Harvard Business Review, July-August
- Devaney, J (2015) *How to Listen Compassionately*, Uplift, 17 May.
- Frankl, V. (1985) *Man's Search for Meaning*, Simon & Schuster
- Goetz, J. L., Keltner, D., & Simon-Thomas, E. (2010). Compassion: An evolutionary analysis and empirical review, *Psychological Bulletin*, 136(3), 351–374
- Halifax, J. (2012) *Practicing G.R.A.C.E. How To Have Compassion*, Huffington Post.
- Neff, K. D. (2011). Self-compassion, self-esteem, and well-being, *Social and Personality Psychology Compass*, 5(1), 1–12.
- Neff, K. D. (2003) *Self-Compassion: An Alternative Conceptualization of a Healthy Attitude Toward Oneself*, (Links to an external site.) *Self and Identity*, 2:2, 85-101
- Roose, K (2019) *Do Not Disturb: How I Ditched My Phone and Unbroke My Brain*, New York Times, 23 February.
- Trapp, R (2019) *Why Compassion At Work Can Be Good For Business*, Forbes, 18 December

Master Grande École 2020-2021	
Module's Title:	Dealing with Uncertainty
Subject area / specialisation:	Decision Analysis
Pedagogy:	Distance learning only
Professor:	Pablo Sartor
	psartor@um.edu.uy
IEEM Business School – Uruguay	
Learning objectives:	
<p>After completion of this course, students are most likely able to:</p> <ul style="list-style-type: none"> ▪ Apply a conceptual framework for making decisions under uncertainty. ▪ Complement intuition with quantitative and qualitative aspects. ▪ Draw information from quantitative data (facts, assumptions and estimates). ▪ Apply certain tools (Decision Tree, Monte Carlo simulation and Regression) to the analysis of situations that involve uncertainty. ▪ Distinguish situations where uncertainty can be modeled from those where it must be handled elsehow; acquire tools for both kinds of situation. ▪ Make robust decisions 	
Description of Content:	
<p>The course addresses the following topics:</p> <ul style="list-style-type: none"> • The concepts of probability, uncertainty and risk. • Decision trees, action plans, expected value, risk profiles. • One-shot vs repetitive situations. • The role played the decision-maker. • A conceptual framework for decision-making under uncertainty. • Monte Carlo simulations and the use of QuickSim. • Forecasting by regression analysis. • Comparison, scope and limitations of these tools. • The art and science of bidding: a team-based competition. The prisoner's dilemma and the winner's curse. • Lean Startup and prototyping as a methodology for dealing with uncertainty. • Robustness of action plans. • What else (and where) to look at? <p>During the course, the following cases will be used:</p> <ul style="list-style-type: none"> • Case: Freemark Abbey Winery (Harvard Business School). • Exercises on Monte Carlo simulation (IEEM Business School). • Case: Predicting Customer Churn at QWE Inc. (Harvard Business School) • Case: IKE's Dilemma (IEEM Business School). 	
Assessment:	
<p>The final grade will be based on:</p> <ul style="list-style-type: none"> ▪ Class participation: 50% ▪ Quizzes: 50% 	

Teaching Method:

The teaching approach follows the Participant-centered learning philosophy. All topics are motivated by means of cases whose preparation is oriented by technical notes, videos and specific guidelines. The learning outcomes are then achieved through a dynamic combination of learn-by-doing tools (computer simulations, Excel models, team-based competition) followed by case discussion, to synthesize the analyses in light of the right criteria, drawing particular and general conclusions.

Bibliography:**Articles and technical notes :**

- Sartor, Pablo. "Basic concepts on Statistics." IEEM Business School, 2015.
- Sartor, Pablo. "Probability and Uncertainty." IEEM Business School, 2015.
- Sartor, Pablo. "On Decision Trees and Risk Profile." IEEM Business School, 2015.
- Sartor, Pablo. "Monte Carlo Simulation and Business Decision-Making". IEEM Business School, 2014.
- Sartor, Pablo. "QuickSim v.1.0.1. Fast how-to guide". IEEM Business School, 2014.
- Thomas R. Eisenmann, Eric Ries, Sarah Dillard. "Hypothesis-Driven Entrepreneurship: The Lean Startup". Harvard Business School Publishing (812095-PDF-ENG)

Books

- Hillier & Hillier. "Introduction to Management Science: A Modeling and Case Studies Approach with Spreadsheets". McGraw-Hill, 2014.
- Taleb, Nassim. "The Black Swan". Random House, 2010.

Master Grande École 2020-2021		
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.	rocha.fernandes@pucpr.br
	Pontifical Catholic University of Parana, Brasil	
Learning objectives:		
<ul style="list-style-type: none"> • 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:		
<p>Strategic human resource management. Competences: concepts and trends. Conceptual Background: Resource Based View, Path Dependence. Organizational competence: concepts, criteria, examples; resources; implications (strategy, internationalization, knowledge management, organizational culture, etc.). Individual competency: concepts (capacity and delivery, work levels). Relations with Organizational competence. Competency management models. Relations with people management processes: evaluation, training & development; Corporate University, succession and career, recruitment and selection, and compensation. Competency and organizational performance: relationship with balanced scorecard perspectives. High performance working systems (HPWS). Institutionalization of competency management mode</p> <ul style="list-style-type: none"> • 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:		
<ul style="list-style-type: none"> ▪ 50 %: individual position paper ▪ 50 % team based case study resolution 		
Teaching Method:		
The course will be taught using a variety of pedagogical techniques including readings, lectures, seminars, case studies and in-class discussions.		

Bibliography:

Basic:

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

Complementary:

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

Master Grande École 2020-2021	
Module's Title:	Digital Marketing for Social Change
Subject area / specialisation:	Marketing & Social Entrepreneurship
Pedagogy:	On campus (depending on sanitary conditions)
Professor:	Daniel Pérez Vidal Daniel@gowildwebs.com
	Hult International Business School
Learning objectives:	
<p>Upon successful completion of this course, students will be able to:</p> <ul style="list-style-type: none"> • 1. Understand how digital tools contribute to the marketing research process. • 2. Use digital tools to gather and analyse data and to produce and assess research findings. • 3. Think critically, reflectively and creatively to produce valuable solutions to business problems. 	
Description of Content:	
<p>There are numerous digital tools and online platforms that allow marketers to conduct quality research and analysis, often for free. In this course students will learn how to identify advanced tools for marketing research and how and when to use them. Information is power only when you know how to effectively access it, interpret it, and present it to others with both a factual and creative depth of insight.</p> <p>Through a real client brief we learn that marketing research can determine the fate of a social business at any stage of its lifecycle.</p> <p>We begin by learning how to use digital tools for scanning the business environment (market forces, key trends, industry forces and macroeconomic forces) and for optimising the business itself. We then conduct consumer research via keyword analysis, analytics and digital primary research tools. The next step is to access data on competitors and marketing stats. Finally, we make use of tools that assist marketers in the analysis and presentation of their findings with a high concept. The solutions presented to the client will be assessed for their critical rigour, reflective depth and creative flair.</p> <ul style="list-style-type: none"> • Session 1: Presentation of the challenge: a social business needs our help. Digital tools for environmental scanning in the context of marketing for social change. • Session 2: Keyword analysis, analytics and digital primary research tools. • Session 3: Thinking critically and reflectively about our findings. • Session 4: Thinking creatively: coming up with a high concept. • Session 5: Final presentations and live feedback. 	
Assessment:	
<ul style="list-style-type: none"> ▪ Final presentations – Group grade 20% / Individual grade 30% ▪ Final report – Group grade 10% / Individual grade 40% 	
Teaching Method:	
<p>The course integrates theory and practice in the form of lectures, case-study activities, project work, and visiting experts. Through seminars, demonstrations and the completion of assignments, you will learn how to apply advanced digital tool for marketing research to a real company brief. In practice, you will learn how to research and define the scope of the client's problems and how to develop relevant strategies, which you will then test and assess in an industry scenario.</p>	

It is critical that you come well prepared and ready to contribute to all classes. It is expected that you will attend all class sessions and submit all work on time. If you must miss a session, please catch up with someone who attended. Your performance during the course will be assessed taking into account not only your written and oral assignments, but also your attitude towards work, your engagement with everyone involved (from classmates to clients) and your commitment to the project we undertake together. This course requires regular meetings with peers and extensive independent effort. Out-of-class work is expected every day and it is fundamental to be able to pass this course.

Bibliography:

All of the resources needed for this course will be provided in class.

Here are some references for supplementary reading:

Boyd, A. ed (2012) *Beautiful Trouble: A Toolbox for Revolution*, OR Books.

Burns, Alvin C. (2013) *Marketing research*. Harlow: Pearson/Education.

Crouch, Sunny and Housden, Matthew (2003) *Marketing research for managers*. Amsterdam: Butterworth-Heinemann.

Gray, D., Brown, S., & Macanuso, J. (2010). *Gamestorming, a Playbook for Innovators, Rulebreakers, and Changemakers*. (1 ed.). Sebastopol, O'Reilly Media.

Lee, N.R. & Kotler, P. (2016) *Social Marketing. Changing Behaviours for Good*. 5th edition. Sage Publications.

Ryan, D. & Jones, C. (2014). *Understanding digital marketing: marketing strategies for engaging the digital generation*. Philadelphia, PA: Kogan Page.

Saunders, Mark, Lewis, Philip, and Thornhill, Adrian (2012) *Research methods for business students*. Harlow, England: Pearson.

Tuten, L.T. & Solomon, M.R. (2017). *Social Media Marketing*. 3rd ed. Sage.

Wolff, J. (2009). *Creativity Now: Get Inspired, Create Ideas and Make Them Happen - Now!* London, Prentice Hall.

Online tools to get acquainted with before class if you have the chance:

Google Analytics and Google Search Console.

Master Grande École 2020-2021	
Module's Title:	Social Entrepreneurship and Social Innovation. <i>A Latinoamerican perspective for global changes</i>
Subject area / specialisation:	Entrepreneurship and innovation
Pedagogy:	On campus (depending on sanitary conditions)
Professor:	Dr.(c) Jorge Cea Valencia jorge.cea@usm.cl
	Universidad Técnica Federico Santa María
Learning objectives:	
<ul style="list-style-type: none"> • To understand the main social, economic and environmental challenges in Latin America based on the Sustainable Development Goals (SDG) in a global context. • To understand the concepts and associated practices linked to social entrepreneurship and social innovation, according with the Sustainable Development Goals (SDG) in a Latin-American context. • To develop a critical analysis of entrepreneurship and social innovation business models. • To analyze and understand the particularities of different cases of entrepreneurship and social innovation in Latin America. • To be able to propose and present recommendations and innovative solutions to the different stakeholders considering the social innovation methodology. 	
Description of Content:	
<p>The aim of the course is to provide students with a new orientation and way of thinking to organise and lead sustainable development and global changes namely through social entrepreneurship and social innovation mainly considering the perspective developed through the LASIN project (Latin American Social Innovation Network).</p> <p>The course provides students with an understanding of the fields of social entrepreneurship and social innovation, which are rapidly gaining attention around the world from policy makers, organisations and others.</p> <p>As the traditional lines blur between non-profit enterprises, public services and business, it is critical that students understand the opportunities and challenges in this new landscape, which can be seen as highly relevant in the context of sustainability.</p> <p>The course aims at developing entrepreneurial skills and thinking frames for students who will lead sustainable economic, social and environmental projects in their future professions.</p> <p>In the course, real cases of entrepreneurship and social innovation developed in Latin American countries will be reviewed, seeking to understand their particularities and development context. Some of these cases will be presented by their own protagonists in order to gain an in-depth understanding of their development process.</p> <ul style="list-style-type: none"> • Session 1: Introduction to social, economic and environmental challenges in Latin America based on the Sustainable Development Goals (SDG) and link with social innovation and social entrepreneurship. • Session 2: Social Innovation and Social Entrepreneurship: Theoretical Contributions. Cases of social innovation and social entrepreneurship in Latin America. • Session 3: Methodology for the development of an entrepreneurship based on social innovation. • Session 4: Review and discussion of cases of social entrepreneurship and social innovation in Latin America. Analysis of the Latin American Social Innovation (LASIN) project. 	

- Session 5: Prepare and present an entrepreneurship based on social innovation considering the methodologies reviewed in classes and the latin american context.

Assessment:

- **40% Individual work:** Each student will select a social entrepreneurship or innovation and carry out a diagnosis and an analysis of its business model taking into account the triple bottom line and the SDG impact.
- **60% Collective group work:**
 - 40% Dossier: propose and prototype creative solution based on social innovation methodology.
 - 20% Presentation of the proposal to the class during the last session

Teaching Method:

This course is based on the experiential learning pedagogical approach.

First, there will be brief lectures on the main topics to be discussed during the course, and then, tools associated with active learning will be used, placing the student as the main actor in their learning process. These tools incorporate the development of cases and the development of a social innovation project proposal seeking to understand a social and environmental problem and then propose a solution through the methodologies seen in classes.

There will be a series real cases of entrepreneurship and social innovation developed in Latin American countries (Chile, Argentina, Brazil, Ecuador, etc.) that we will analyze in class, seeking to understand their particularities and development context. Some of these cases will be presented by their own protagonists in order to gain an in-depth understanding of their development process and to develop a case discussion with the entrepreneur.

Bibliography:

- Anderson, M., Puerta, S., Cipolla C. (2018) Latin American Social Innovation Network. Results and reflections. Publicaciones VID. Medellín, Colombia.
- Brown, T., & Wyatt, J. (2010). Design thinking for social innovation. *Development Outreach*, 12(1), 29-43.
- Chahine, T. (2016). Introduction to social entrepreneurship. CRC Press.
- Domanski, D., Howaldt, J., & Schröder, A. (2017). Social Innovation in Latin America. *Journal of Human Development and Capabilities*, 18(2), 307-312.
- Franz, H. W., Hochgerner, J., & Howaldt, J. (Eds.). (2012). Challenge social innovation: potentials for business, social entrepreneurship, welfare and civil society. Springer Science & Business Media
- Goldsmith, S. (2010). The power of social innovation: How civic entrepreneurs ignite community networks for good. John Wiley & Sons
- Haxeltine, A., Avelino, F., Pel, B., Dumitru, A., Kemp, R., Longhurst, N., ... & Wittmayer, J. M. (2016). A framework for transformative social innovation. *TRANSIT working paper*, 5, 2-1
- Howaldt, J., Domanski, D., & Schwarz, M. (2015). Rethinking social entrepreneurship: The concept of social entrepreneurship under the perspective of socio-scientific innovation research. *Journal of Creativity and Business Innovation*, 1(1).
- Mulgan, G., Tucker, S., Ali, R., & Sanders, B. (2007). Social innovation: what it is, why it matters and how it can be accelerated.
- Murray, R., Caulier-Grice, J., & Mulgan, G. (2010). The open book of social innovation (p. 2). London: National endowment for science, technology and the art.
- Osburg, T., & Schmidpeter, R. (2013). Social innovation. Solutions for a sustainable future.

Portales, L. (2019). *Social innovation and social entrepreneurship. Fundamentals, Concepts, and Tools*. Cham, Switzerland: Palgrave Macmillan.

Zhou, C., Friedrichs, Y. V., & Sundin, E. (2014). *Social entrepreneurship: Leveraging economic, political, and cultural dimensions*. Springer.

Other readings and materials will be provided by the professor.

Master Grande École 2020-2021		
Module's Title:	Automation, Artificial Intelligence (AI) and Multinational Business	
Subject area / specialisation:	Technology Management	
Pedagogy:	Distance learning only	
Professor:	Dr.(c) Jorge Cea Valencia	jorge.cea@usm.cl
	NUCB Business School, Japan	
Learning objectives:		
By the end of the course, students will be able to:		
<ul style="list-style-type: none"> • 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,		
<ul style="list-style-type: none"> • Analyze and evaluate, concepts, theoretical knowledge, and actual business situations. • Establish the link between theory and case situations. 		
Description of Content:		
<p>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.</p> <p>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.</p> <p>- Session 1 :</p> <p>Theme: Understanding Modern Automation</p> <p>Case 1: Modern Automation (A): Artificial Intelligence</p> <p>Intended Takeaways</p> <p>- Session 2 :</p> <p>Theme: Digital Transformation and Retail</p> <p>Case 2: Walmart’s Workforce of the Future</p> <p>Intended Takeaways</p> <ul style="list-style-type: none"> • 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 3: **Ant Financial (A)**

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 4: **Vodafone: Managing Advanced Technologies and Artificial Intelligence**

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

Case 5: **Autonomous Vehicles: The Rubber Hits the Road...but When?**

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

Case 1: Modern Automation (A): Artificial Intelligence

Case 2: Walmart’s Workforce of the Future

Case 3: Ant Financial (A)

Case 4: Vodafone: Managing Advanced Technologies and Artificial Intelligence

Case 5: Autonomous Vehicles: The Rubber Hits the Road...but When?

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.

Master Grande École 2020-2021		
Module's Title:	Applied Sustainability in the Real World: a roadmap between SDGs and Circularity	
Subject area / specialisation:	Entrepreneurship	
Pedagogy:	Distance learning only	
Professor:	Dr. Mark Esposito & Jinju Heo, DBA(c)	markesposito@fas.harvard.edu j.heo@pontsbschool.com
	Harvard University & Ecole des Ponts Business School	
Learning objectives:		
<p>Upon successful completion of this course, students will be able to:</p> <ul style="list-style-type: none"> • CHALLENGES: Thoroughly understand and appreciate the complex economic, political and social context within which businesses are operating globally. • ACTORS: Gain a deep appreciation for the complexity of operating globally within a web of stakeholders, such as major international players that have different motivations, value systems, and potential for conflict. • APPROACHES: Develop the hands-on capability and processes to meaningfully engage, integrate and align diverse stakeholders with multiple motivations and points-of-view on a complex global business issues to design a win-win proposition that creates shared, ethical and equitable value. 		
Description of Content:		
<p>In today's complex business environment, the need for enlightened, integrative and ethical leadership, capable of understanding, building and sustaining productive, value-creating and trust-based relationships with all its constituencies, is critical to the realization of strategic and organizational goals.</p> <p>With business now perceived as the most pervasive institution in our time, expectations of its role in an increasingly inter-connected global society have grown exponentially. Managers in the 21st century will need to think differently, understanding the broader context within which they are operating, and employing new business models to be successful. Conventional, narrow value chains will increasingly be replaced with value webs that involve multiple types of systems, institutions and stakeholders, the interests of which need to be understood and integrated to create value for both business and society. Sustainability will be our focal point as we navigate several examples and real-life cases where the applied nature of sustainability allows us to create long term value for society at large.</p> <ul style="list-style-type: none"> • Session 1 : Socio-Economic Systems: Stakeholders, Institutions and Interests. DRIVE Framework • Session 2: Business Case; what's the business model and its change • Session 3: The Purpose & Role of Business Society • Session 4 : Systemic change with a purpose • Session 5 : Strategic Entrepreneurial Growth : The rise of the Circular Economy 		
Assessment:		
<ul style="list-style-type: none"> • 50% Team project and Presentation (Group Work) • 30% Individual paper • 20% Class participation 		

Teaching Method:

Throughout the course, you will have multiple opportunities to critically examine, analyze and solve a variety of management problems in a cross-cultural context. This practice will come from a variety of formats, including readings, class discussion, video analysis, role plays, and personal reflections. You will be expected to attend all classes and arrive on time, read and reflect on the assigned materials and come prepared for class, and contribute to the learning that takes place in and outside class sessions.

The syllabus and class assignments function as our documents of mutual understanding of the course objectives, content and procedures.

The readings present more general lessons (i.e. theories) that are applicable to the course topics, and the applications demonstrate the real life issues and decisions that are involved. The readings and applications work together. The readings can enhance your understanding of, and insight into, the real world of business, and the applications can deepen your knowledge base.

Bibliography:

Tse, T.; Esposito, M; (2017) Understanding How the Future Unfolds: Using DRIVE to Harness the Power of Today's Megatrends

Journal(s)/ Suggested Readings and Cases

Bartlett and Ghoshal; Bennis, Purpose Driven Leadership

Eric Beinhocker and Nick Hanauer, Redefining Capitalism, McKinsey Quarterly, October 2014. Conscious Capitalism is not an oxymoron, HBR Blog

Institutions, Institutional Change & Economic Performance, Darden Business Publishing, UV0987- PDF-ENG.

Esposito, Tse: Thrive the new normal, DRIVE in uncertainty, European Financial Review

Louche, Celine and S. Idowli and W Filho, (2010) Innovative CSR: From Risk Management to Value Creation, Sheffield UK: Greenleaf Publishing

Sustainable Tea Unilever, HBR 2011

Greening Walmart: Progress and Controversy, HBR 2016 The Palm Oil Dilemma, INSEAD 2014

Turnaround at Norsk Gjenvinning, Harvard Business School 2015

Walmart: Navigating a Changing Retail Landscape, Harvard Business School 2011

WEEK 5, MARCH 22 TO 26

#WE ARE BSB

Master Grande École 2020-2021		
Module's Title:	Fashion and Society	
Subject area / specialisation:	Marketing	
Pedagogy:	Distance learning only	
Professor:	Ka Tat Nixon Chen	nixon.che@mahidol.ac.th
	Mahidol University, International College, Tourism and Hospitality Industry Division, Thailand	
Learning objectives:		
<ul style="list-style-type: none"> • 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:		
<p>Fashion is an expression of the essence of all times; a cultural product; an art piece; a lifestyle; a commercial product and after all, a main sector of the creative industry; the course emphasises the socio-cultural contexts and consumption of fashion.</p>		
Block 1		
<ul style="list-style-type: none"> • Introduction: What is fashion? <p>Fashion could be defined and categorised from different perspectives. It can a way of living, an expression of time and a means to express one true-self. Also, fashion could range from men to ladies, classic to modern, and high-fashion to mass fashion.</p>		
<ul style="list-style-type: none"> • Design elements of fashion. <p>Design elements that contribute to a fashion trend and a fashion outlook.</p>		
<ul style="list-style-type: none"> • History of fashion since post-modern era. <p>Revolutionary changes of fashion in the post-modern era; in particular the advancement of technology and the rise of retailers such as Zara and H&M that change the landscape of fashion.</p>		
Block 2		
<ul style="list-style-type: none"> • Fashion reflects its temporal and spatial context <p>Fashion is a media through which people can see the nature and change of politics, economy, society and technology.</p>		
<ul style="list-style-type: none"> • Fashion and the development of art <p>Fashion is a product of art development and is an art by itself.</p>		
Block 3		
<ul style="list-style-type: none"> • Fashion is a cultural expression <p>Fashion is associated with the distinctive heritage, personality or characters shared by a group of people.</p>		
<ul style="list-style-type: none"> • Fashion is about creativity <p>Fashion is an expression of the creative mindset of fashion designers; in particular their interpretation of human shapes.</p>		

Block 4

- Fashion needs customers' endorsements and approval

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

- Fashion and consumerism

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

Block 5

- Common ethical issues of fashion

Challenges of the fashion industry in the era of sustainability.

- Presentation of the group project

Assessment:

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

Teaching Method:

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

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

Bibliography:

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

Master Grande École 2020-2021	
Module's Title:	Creating Value Through Customer Engagement
Subject area / specialisation:	Marketing
Pedagogy:	On campus (depending on sanitary conditions)
Professor:	Yiorgos A. Bakamitsos
	bakamitsos@stetson.edu Stetson University, School of Business Administration, USA
Learning objectives:	
<p>The general objective of this course is to provide students with an understanding of the challenges and opportunities involved in designing and deploying marketing strategies that rely on consumer engagement.</p> <p>By the completion of this course students will be able to:</p> <ul style="list-style-type: none"> ▪ Articulate the value of consumer engagement. ▪ Demonstrate knowledge of tools and practices for structuring and controlling marketing programs based on consumer engagement. ▪ Demonstrate an understanding of the complexity to orchestrate consumer engagement marketing efforts in local and global markets. 	
Description of Content:	
<p>This course takes an analytical approach to the study of how the marketing function within a firm contributes to value creation for the organization. Attention focuses on the influence of the marketing effort to engage customers in value creation and transform them from passive recipients of information, products and services to active co-creators of value.</p> <p>The major objectives of this course are:</p> <ul style="list-style-type: none"> • To critically analyse the task of marketing in the process of creating value for the firm through the active engagement of customers. • To provide students with a sound conceptual and theoretical “tool kit” for analysing marketing problems faced by both profit and non-profit organizations. • To provide students with a forum for presenting and defending their recommendations, and for critically examining and discussing the recommendations of others. <p>The course is organized around five themes. The first theme deals with the importance of relationships in context of marketing strategy. Issues related to building, managing and growing relationships with customers as well as value delivery network partners will be explored.</p> <p>The second theme explores the enhanced role that consumers can play in the value creation process through marketing research. The importance of big data and data analytics will also be addressed.</p> <p>The third theme examines the impact of customization on the product/service (value offering) creation process. Issues ranging from boundary conditions and different types of customization to the “Design Approach” and product/service portfolio management will be discussed.</p> <p>The fourth topic explores in greater depth services and highlights their key differences from physical products and their implications for marketers in the value creation process.</p> <p>The fifth and final topic deals with the new communication landscape. We will discuss the impact of social media, viral marketing, gamification, cause marketing and augmented reality in crafting a communication strategy.</p>	

Assessment:

Evaluation of Student Work

Quizzes & in class exercises/presentations	20%
Final Exam	40%
Peer Evaluation	10%
Class Contribution	<u>30%</u>
	Total 100%

Honor Code

The Honor Code will be applied to the course in the following manner:

- Discussion cases may be prepared in groups or individually.
- The final examination is to be prepared individually.

Teaching Method:

Class Sessions

Most of the class sessions will be composed of two parts; lectures and case discussions. During the lecture part the conceptual and theoretical aspects of the course will be presented. Lectures aim at emphasizing the key concepts presented in the readings and at shedding light on aspects of the course that are of significant importance. Please note that although I will not lecture directly on the assigned readings, **you are expected to be familiar with them before coming to class.**

The second part of the class will be devoted to the discussion of a case that aims at demonstrating the key concepts presented in the lecture. Each student is expected to thoroughly prepare for each case and contribute to class discussion. The benefit that you derive from assignments is closely related to your willingness to expose your ideas to the critical judgment of the class. While I may probe and challenge you to defend your opinion, please understand that I do so in order to encourage precision in thinking and argument quality, and not because I do not like you or your opinion. As a professor of mine used to say, *the poorest quality opinion is the one left unvoiced*, so please do not hesitate to voice your opinion and to ask questions.

Class Contribution

As mentioned above, every class session will involve interaction in the form of class discussion, and all students are expected to participate by making comments and/or asking questions. Feel free to ask questions if a point is not clear. Chances are that the same question is on the mind of some of your classmates as well, and thus, you are doing them a favour by asking it. The criteria that will be used in assessing class contribution are listed below:

- In order to be able to participate in class discussions, attendance is mandatory. Attendance will be taken at the beginning of each class. If for any reason you cannot attend a class session please let me know in advance.
- Consistent and active participation in class discussion. Mere attendance will earn you only fifteen (15) points towards your class contribution grade.
- Quality comments that enhance our understanding of a given situation and go beyond the simple repetition of facts presented in a case.

Bibliography: Required material will be provided in class

Master Grande École 2020-2021	
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:	
<ol style="list-style-type: none"> 1. 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. 2. 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. 3. Students will learn about their own leadership style and preferences by engaging in an exercise in-class, and debriefing on the results. 4. Students will analyse and discuss a Harvard Business School 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:	
<p>Business leaders and managers use functional analysis, from marketing, finance, human resources, etc. to inform a direction or strategy for action. Instead of a functional analysis, this module proposes a “frames” analysis on leadership strategy, the nature of organizations, and administrative challenges. The module will introduce students to a set of theory that will prepare them to be effective leaders and decision-makers who better understand how their organizations function, and how to lead within them.</p> <p>Four distinct frames, or “lenses,” (human resource, political, symbolic, and structural) leaders to perform three vital functions: analyse 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 style, and how to recognize the leadership style of others.</p>	
Assessment:	
<p>Students will be asked to complete a small-scale analysis of an organization (business, program, or office) of their choosing using the frame analysis and theory presented in class, and submit a final paper (5-7 pages in English, due one week after the end of the module)</p>	
Teaching Method:	
<p>Class presentation and discussion, incorporating readings, video, and case studies will be employed. We will also discuss leadership and decision making through case study teaching method of an actual business situation.</p>	
Bibliography:	
<ul style="list-style-type: none"> ▪ Lee Bolman and Terrance Deal, Reframing Organizations: Artistry, Choice, and Leadership, Fifth Edition, 2013. San Francisco : Jossey-Bass, Inc. ▪ Kotter, John. “What Leaders Really Do,” Harvard Business School Classic Series, 2001, Boston, MA. ▪ Evergreen Natural Foods Case, 2012 (by Rosabeth Moss Kanter and Paul S. Myers), Boston, MA : Harvard Business School Publishing. 	

Master Grande École 2020-2021	
Module's Title:	Conflict Management Skills
Subject area / specialisation:	Personal Development
Pedagogy:	On campus (depending on sanitary conditions)
Professor:	Wolfgang Steinel wsteinel@fsw.leidenuniv.nl
	Leiden University, Faculty of Social and Behavioural Sciences, The Netherlands
Learning objectives:	
<ul style="list-style-type: none"> ▪ Develop an analytical understanding of the management of differences ▪ Learn (through class discussion and self-assessment) about own individual "bargaining styles," to become more effective <i>problem solvers</i> in the face of conflict ▪ Enhance the self-confidence of students with respect to their conflict resolution and negotiation skills 	
Description of Content:	
<ul style="list-style-type: none"> • This class will focus on the skills that managers need when dealing with conflict within the organization, when negotiating deals or solving disputes. Special emphasis will be given the areas of interpersonal and intergroup conflict, in addition to interpersonal influence techniques and the tactics and strategies involved with improved bargaining and negotiation. The course will involve extensive use of role-plays and related participative activities, enhanced by rigorous self-review and introspection. • The course is designed to be relevant to the broad spectrum of bargaining "problems" that are traditionally faced by the manager. Thus, the content is not be restricted to students interested in human resources or industrial relations. Students pursuing careers in sales, marketing, merger and acquisition, banking, purchasing, entrepreneurship and other areas that require skill in negotiation and persuasion should find the course useful and relevant. 	
Assessment:	
<ul style="list-style-type: none"> ▪ Negotiation Preparation Documents ▪ Short Papers, Reflection Reports ▪ Multiple Choice Quiz 	
Teaching Method:	
<p>This class applies an experiential learning approach. This means, the class is built around a number of exercises and debriefing in class discussion. Crucial elements in this format of instruction are:</p> <ul style="list-style-type: none"> ▪ Exercises: The course is built around a series of role-play exercises. You will conduct several negotiations with other students. ▪ Preparation for Role-Plays: Your classmates expect you to be fully prepared for each exercise. Prior to most negotiations, you are required to submit a planning document. ▪ Debriefing: We will debrief the role-plays in class. You are expected to participate in these class discussions. Your agreements will be revealed so that the class can analyse the relationship between different conflict management strategies and outcomes, learning from everyone's experience. ▪ Lectures: Lectures will introduce central concepts and theories of the psychology of conflict management, and the dynamics of interpersonal and intergroup negotiation. 	

Bibliography:

Readings (to be announced during the first meeting) provide an enriched understanding of activities just completed in class. The instructor has attempted to select a blend of reading that combines analytical richness with detailed examples and applications. Students will be responsible for completing the reading assignments. It is recommended to do the readings AFTER the role-play. The concepts will be more comprehensible if you have already experienced them directly, and foreknowledge of the concepts could prevent the mistakes that you need to make in order to learn.

Master Grande École 2020-2021	
Module's Title:	Smartmarketing for Entrepreneurs
Subject area / specialisation:	Marketing and Entrepreneurship
Pedagogy:	On campus (depending on sanitary conditions)
Professor:	Leopoldo Arias-Bolzmann lariasb@pucp.pe
	CENTRUM Católica Graduate Business School, Peru
Learning objectives:	
<ul style="list-style-type: none"> - To develop an understanding of key marketing concepts, methods, and strategies that can add value to real entrepreneurial ventures. - To incorporate course knowledge into a startup marketing plan. - To provide tools and techniques to start your business using a marketing perspective. - Learn to avoid common marketing decision making errors in entrepreneurial ventures. 	
Description of Content:	
<p>Segmentation, Targeting, and Positioning</p> <p>Selecting, Developing and Evaluating New Products and Services</p> <p>Entrepreneurial Pricing Decisions</p> <p>Public Relations and Publicity</p> <p>Entrepreneurial Distribution Decisions</p> <p>Product/Service Rollout</p> <p>Promotion and Viral Marketing</p> <p>Entrepreneurial Advertising Decisions</p> <p>Hiring is a Marketing Problem</p> <p>Marketing and Raising Capital</p> <p>Building Strong Brands and Strong Entrepreneurial Companies</p>	
Assessment:	
<ul style="list-style-type: none"> - Marketing Plan for a Startup: 60% - Class Participation and Attendance: 40% 	
Teaching Method:	
<ul style="list-style-type: none"> - Lecture: encourage questions and critical thinking - Students work in groups (or individually), to develop marketing plans for entrepreneurial ventures they are possibly starting - Learning by doing + coaching 	
Bibliography:	
<ul style="list-style-type: none"> - Arias-Bolzmann, Leopoldo G. "The Tree Metaphor: A Creative Approach to Understand Marketing" (2007), <u>International Journal of Case Method Research and Application</u>, Vol 3 - Lodish, Leonard, Howard Lee Morgan and Amy Kallianpur, Entrepreneurial Marketing, 2011, Wiley 	

Master Grande École 2020-2021	
Module's Title:	Decisions, emotions and uncertainty
Subject area / specialisation:	Decision Analysis
Pedagogy:	On campus (depending on sanitary conditions)
Professor:	Gabriel Reynoso-Castillo greynoso@ipade.mx
	IPADE Business School, Mexico
Learning objectives:	
<p>After completion of this course, students are most likely able to:</p> <ul style="list-style-type: none"> • Gain fundamental understanding of the models and solution methods for decision making (exercise, midterms and online quiz) • Implement and extend the methods and frameworks presented to decision making problems. • Formulate and identify uncertainty in order to communicate the problem and propose the solution. • Be able to critique approaches to solving decision problems. • Leveraging uncertainty as a business differentiation. • Know my emotions and its impact to train my gut feeling. 	
Description of Content:	
<p>The course addresses the following topics:</p> <ul style="list-style-type: none"> • Decision making frameworks. • Differences, bridge and gaps of decision making frameworks. • An anthropologic approach of the decision process. • How to understand, to interpret, to communicate and to solve uncertainty. • Impacts of the four villains of decision making. • Reducing the variability and the nervousness of the systems before taking decisions. • Using business analytics to facilitated the decision making process. • Think tank, when to choose collegiate, collaborative, personal and ethical decisions. <p>During the course, the following cases will be used:</p> <ul style="list-style-type: none"> • Case: Chocolate: a decision between the tradition, the future and the money (IPADE) • Ongoing case: The Venezuelan case, taking decision during hyperinflation times (IPADE). • Case: "Miracle on the Hudson" : Landing U.S. Airways Flight 1549 (Harvard Kennedy School) • Exercise: Canonical Decision Problems • Case: Decision Making and Leading through Crisis (Darden Business School) 	
Assessment:	
<p>The final grade will be based on:</p> <ul style="list-style-type: none"> • Class Participation 20% • Midtearm: 20% • Exercises on campus: 10% • Online quiz: 10% • Teamwork final project presentation: 20% 	
Teaching Method:	
<p>This course pretends to increase awareness and appreciation for why uncertainty and emotions matters. Introduces decision making with emotion under uncertainty from a conceptual perspective and provides an</p>	

overview of the necessary tools for applying and choosing decision-support systems, frameworks, tools and methods. Following an introduction to decision theory, the anthropology of the decisions and emotions, the course will cover model uncertainty, business analytics, business ethics, fuzzy logic and theory of possibilities.

Bibliography:

Articles and technical notes :

- Intuitive Decision Making Under Uncertainty: Risk Preferences and the Role of Intuition, Cristina Rata, Manel Baucells, IESE Business School, 2015.
- The Four Villains of Decision Making, Rotman Management Magazine, 2013.
- Deciding How to Decide, Hugh Courtney, Dan Lovallo, Carmina Clarke, HBS, 2013.
- Are You Solving the Right Problem?, Dwayne Spradlin, HBS, 2012.
- The Future of Decision Making: Less Intuition, More Evidence, Andrew McAfee, HBS, 2010.

Books

- The Undoing Project: A Friendship That Changed Our Minds, W. W. Norton & Company, 2016.
- Mykel J. Kochenderfer, Decision Making Under Uncertainty: Theory and Application, MIT Press, 2015.

Master Grande École 2020-2021		
Module's Title:	Are Arts and Culture Organizations different from other organizations?	
Subject area / specialisation:	Cultural management / Governance	
Pedagogy:	On campus (depending on sanitary conditions)	
Professor:	Jaime Alberto Ruiz Gutierrez	jruiz@uniandes.edu.co
	Universidad de Los Andes, Faculty of Law, Colombia	
Learning objectives:		
<ul style="list-style-type: none"> To provide observation skills, description, analysis and synthesis of relationships and organizational processes in arts and cultural organizations. To generate a critical approach to organizational theory and organizations in the context of cultural sector. To develop a comparative approach in relation with Latin-American cultural context. 		
Description of Content:		
<p>This course focused in organizational theory assists students to know some critical aspects to understand an arts and cultural organization. The course is based on organizational theory with practical applications in Latino American context.</p> <p>This course, in the area of knowledge corresponding to organizational theory seeks an approach to its main concepts, as well as their applicability to understand and to impact an organization. The applicability of theoretical knowledge in the case of arts and culture organizations will be analyzed and evaluated through different methodological strategies. The unity of analysis is the organization, in an ample perspective</p> <p>The course is structured based on the following four subjects:</p> <ul style="list-style-type: none"> The Organizations and their environment. To understand this first subject, Resource Dependence Theory and Institutional Theory, will be the principal support. Why Arts Organizations are so changing, is their environment more uncertainty than for others organizations? Arts organizations more proactive or more reactive? Academic Lecture. Case The Organizations and their stakeholders. The arts organizations are networks that must articulate different interest in a contingent and harmonic way. Audiences, different publics and sustainability. Private or public but independent. Lucrative objectives or become an institution. The Organizational structure. Inter organizational relations, governability and double leadership. Contracts, alliances and other mechanisms. Three different rhythms: Permanent, cyclical and ephemeral. Strategy and structure. An organizational constellation conforms the ecological structure of the arts and cultural sector. The Organizations and their impact. Indexes, Measurement, Statistics. The problem of an “objective” description of the administrative process and their products, results and impacts. 		
Assessment:		
<ul style="list-style-type: none"> Writing 2 short essays by groups of three persons. The integration of the groups must be different in the two homework. (60%) Participation in the discussion in the classroom (20%) Familiarity with the reading material. (15%) Participation in group discussion with the professor. (5%) 		

Teaching Method:

- Short Essays, Class participation, Case discussion, Conceptual discussions, Individual reading of literature, Presentations
- It's voluntary to have a personal interview with the professor, individually or by groups.
- The professor is available during the week to talk with the students. Appointment is needed jruiz@uniandes.edu.co

Bibliography:

- Brindle, M & De Vereaux (Ed). (2011) *The Arts Management Handbook*. Me Sharpe. London
- Currid, E (2007). *The Warhol Economy*. Princeton University Press.
- Dziurski, P (2017) *Stakeholder Management in cultural organizations*. Cultural Management Science and Education., vol 1, No 2.
- Hatch, M (2006) *Organization Theory. Modern, symbolic and postmodern perspectives*. Oxford University Press.
- Harvard Case Nykaa.com: A Passion for Beauty Paul A. Gompers, Anjali Raina, Rachna Chawla
- Harvard Case Roundabout Theatre Co. (A) Reynold Levy, Daniella Ballou
- Harvard Case A New Vision for the Stratford Festival Gerard Seijts, Robert Way
- Levitsky, Steven & Murillo, Maria Victoria (2013). *Building Institutions on Weak Foundations*. *Journal of Democracy* 24(2), 93-107
- Poisson-de Haro, S. (2013). *Strategic Management of Arts Organizations. Chapter 3 The Organization and its Governance Structure*. HEC Montreal. Canada
- Ruiz-Gutierrez, J. & Zuñiga, V. (2012) *The Bank of the Republic and Cultural Management: A process of organizational learning*. *International Journal of Arts Management*. *International Journal of Arts Management*. HEC Montreal. Canada
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Master Grande École 2020-2021	
Module's Title:	Intercultural Competences
Subject area / specialisation:	Management
Pedagogy:	On campus (depending on sanitary conditions)
Professor:	Dr. Jane Everett jeverett@liuc.it
	LIUC, Università Carlo Cattaneo, Italy
Learning objectives:	
<ul style="list-style-type: none"> ▪ Define culture and explore various metaphors used to represent it ▪ Learn and practise the skills of observing, describing and interpreting the behaviour of people who are culturally different from ourselves. ▪ Practice communication techniques that allow us to overcome the barriers involved in intercultural communication, including: <ul style="list-style-type: none"> suspension of judgment managing stereotypes reflecting on and interpreting behaviour development of empathy and perspective taking ▪ Increase self-cultural awareness and awareness of other cultures by learning a framework of cultural difference. ▪ Study the effect of culture on international negotiation and team work 	
Description of Content:	
<p>This course will explore specific intercultural skills that may be transferred to the international workplace. These skills include understanding the basic concepts of culture and how cultures differ, developing self-cultural awareness, the impact of perception on interaction, practice in suspension of judgment, managing stereotypes and reflecting on behaviour with the goal of developing the skill of perspective taking and cultivating cultural empathy. In addition, we will explore how cultural difference impacts specific business interactions such as negotiating and working in teams.</p>	
Assessment:	
<ul style="list-style-type: none"> • Course participation (attendance and active participation), role plays and practical activities constitute 50% and 50%. 	
Teaching Method:	
<ul style="list-style-type: none"> ▪ Lecture/Seminar ▪ Case studies ▪ Role plays ▪ Self-assessment tests 	
Bibliography:	
<ul style="list-style-type: none"> • Geert Hofstede, Gert Jan Hofstede, Michael Minkov: <i>Cultures and Organisations: Intercultural Cooperation and Its Importance for Survival</i>, McGraw Hill, 2010 • Helen Spencer-Oatey, Peter Franklin: <i>Intercultural Interaction, A Multidisciplinary Approach to Intercultural Communication</i>, Palgrave Macmillan, 2009 	

Master Grande École 2020-2021	
Module's Title:	Networks and International Strategic Alliances
Subject area / specialisation:	International Strategy/Strategic Management
Pedagogy:	On campus (depending on sanitary conditions)
Professor:	Michael W. Zhang (PhD) Michael.zhang@ntu.ac.uk
	Nottingham Trent University, Nottingham Business School, United Kingdom
Learning objectives:	
<p>To help develop the students' understanding of the changes taking place in the global economy, this module aims to stimulate the students' interest in the dynamics and complexity of international strategic management given its multi-faceted nature and content. The module also addresses critical issues such as building trust between international business partners and how trust exchanges are developed with external stakeholders.</p> <p>It is envisaged that this module will systematically improve the students' independent learning ability, critical thinking capacity, analytical skills through the application of advanced theories and frameworks to selected case studies with individual reading, writing and group activities.</p>	
Description of Content:	
<p>As a guide, the module comprises 18 contact hours and 32 hours of individual directed study making it 50 hours in total. These hours include all formal contact hours, the time devoted to background reading, and all preparation and reading time associated both with the formal contact hours and the formative and summative assessments.</p> <ul style="list-style-type: none"> ▪ Introducing the topic and case study approach ▪ A critique on globalisation ▪ Markets, networks, and international strategic alliances (ISAs) ▪ Governance, control and trust development ▪ Trust, distrust, and trustworthiness in inter-partner relationships (IPRs) ▪ Managing inter-partner boundaries ▪ Conclusion: conducting research and systematic literature review ▪ Exam: a case study and group presentation of inter-partner relationships of a chosen ISA 	
Assessment:	
<ul style="list-style-type: none"> ▪ Group presentation of the chosen case (70%) on Friday dd/mm/2019 starting from 1100 hour; the minimum group size is four, and maximum five depending on the class size ▪ The group presentation assessment accounts for 70% weighting of the total mark. Class participation accounts for 30% as contributions to class learning and discussion are very important of the learning process. A marking scheme is designed as a guidance. Group members are required to keep a Journal of their participation in the group work and their contribution to the preparation of the group presentation 	
Teaching Method:	
<ul style="list-style-type: none"> ▪ Lecture workshops ▪ Guided individual reading and research ▪ Group-based case studies 	

Bibliography:

- **Zhang, M. (2018). Trust Building and Boundary Spanning in Cross-Border Management. London and New York: Routledge. (Core)**
- DE WIT, B. and MEYER, R. (2014). Strategy – An International Perspective. 5th Ed., Andover: Cengage EMEA. (Indicative)
- Gooderham, P., Zhang, M. and Jordahl, A. (2015) 'Effective Boundary Spanners in IJVs Experiencing Performance Down-Turn', in A. Camillo (ed.), Global Enterprise Management, Volume II, New Perspectives on Challenges and Future Developments. New York: Palgrave Macmillan. (Indicative)
- Academy of Management Journal
- Academy of Management Review
- British Journal of Management
- European Management Journal
- Harvard Business Review
- International Small Business Journal
- Journal of International Business Studies
- Journal of Management Studies
- Strategic Management Journal

Master Grande École 2020-2021		
Module's Title:	Value Co-Creation in Sport Management	
Pedagogy:	On campus (depending on sanitary conditions)	
Professor:	Dr. Herbert Woratschek	h.woratschek@uni-bayreuth.de
	University of Bayreuth, Germany	
Learning objectives:		
Upon successful completion of this course, students will be able to:		
<ol style="list-style-type: none"> 1. Analyse how financial and social value is created in sport management. 2. Analyse how spectators capture value and how ticket prices should be set. 3. Define concrete sponsoring objectives and how to structure sponsors' decision-making process 4. Analyse the process of integrative branding in sport management 		
Description of Content:		
<p>You want to become an expert in sport management or a successful sport manager. Understand the importance of value co-creation and gather new insights that will make you more competitive in the field of sport management.</p> <p>First, you will gain a comprehensive understanding of the traditional way of thinking in sport economics and sport management which is described as a logic of sport products. Second, you also will discuss its limitations, which point to the importance of a new way of thinking in sport management. Consequently, the logic of value co-creation is explained by referring to the sport value framework. Third, you will analyse the logic of value co-creation and derive managerial consequences, respectively in ticketing, branding and sport sponsoring. To put it in a nutshell: You will learn more about the sport value framework and unpack this framework step by step with practical applications and innovative case studies to gain a better understanding how important social interactions are to co-create value in sport management.</p> <ul style="list-style-type: none"> - Session 1: Logic of Sport Products and Spectators' Value Capture - Session 2: Logic of Value Co-Creation and Engagement - Session 3: Ticketing and Value Capture in Social Context - Session 4: Value of Sport Sponsoring, Objectives and Decision Making - Session 5: Integrative Branding in Sport Management 		
Assessment:		
<ul style="list-style-type: none"> ▪ 40 % Team Projects and Presentations (Group Work): Using concepts covered in class ▪ 40 % Report (Individual Performance) ▪ 20 % Class Participation 		
Teaching Method:		
<p>The instructor expects students to be active co-creators in the course. Activities will include short lectures, interactive exercises, and work sessions. Assessments are group and individual-based. Students participate in various forms of presenting and analysing information such as small group discussions, audio visual aid presentations, etc. Students read the assigned articles and educational videos to prepare an individual report based on a critical evaluation of the material through small group, class discussions, assigned articles and educational videos.</p>		
Bibliography:		

- Cialdini, R. B., Borden, R. J., Thorne, A., Walker, M. R., Freeman, S., & Sloan, L. R. (1976). Basking in reflected glory: Three (football) field studies. *Journal of Personality and Social Psychology*, 34(3), 366-375.
- Humphreys, B., & Watanabe, N. (2012). Competitive Balance. In S. Shmanske & L. H. Kahane (Eds.), *The Oxford handbook of sports economics* (pp. 18-37). Oxford: Oxford University Press.
- Kringstad, M., & Gerrard, B. (2007). Beyond Competitive Balance. In M. M. Parent & T. Slack (Eds.), *International perspectives on the management of sport* (pp. 149–172). Amsterdam, Boston: Elsevier Butterworth-Heinemann.
- Pedersen, P. M., & Thibault, L. (2014). Managing Sport. In P. M. Pedersen & L. Thibault (Eds.), *Contemporary sport management* (pp. 4–31). Leeds: Human Kinetics.
- Pitts, B., Fielding, L. W. & Miller, L. K. (1994). Industry segmentation theory and the sport industry: Developing a sport industry segment model. *Sport Marketing Quarterly*, 3(1), 15-24.
- Robert, F., Marqués, P. & Le Roy, F. (2009). Coopetition between SMEs. An empirical study of French professional football. *International journal of entrepreneurship and small business*, 8(1), 23-43.
- Wann, D. L., & Branscombe, N. R. (1990). Die-Hard and Fair-Weather Fans: Effects of Identification on BIRGing and CORFing Tendencies. *Journal of Sport and Social Issues*, 14(2), 103-117.
- Woratschek, H., Horbel, C., & Popp, B. (2014). The sport value framework—a new fundamental logic for analyses in sport management. *European Sport Management Quarterly*, 14(1), 6-24.
- Woratschek, H., Horbel, C., & Popp, B. (2019). Determining Customer Satisfaction and Loyalty from a Value Co-Creation Perspective. *The Service Industries Journal*.
- Woratschek, H., & Griebel, L. (2020). SMAB Relevant Management Insights, 1-10, 14, 16, 18, 22 and 26. Retrieved from <https://www.sma-bayreuth.de/publishing/relevant-management-insights/>.

Master Grande École 2020-2021		
Module's Title:	Strategic Decision Making for Managers in the Organizations	
Subject area / specialization:	Business, Management, Economics	
Pedagogy:	Distance learning only	
Professor:	Raúl Montalvo	rmontalvo@itesm.mx
	EGADE Business School, Mexico	
Learning objectives:		
<p>Due to the dynamics of the market, it is important for managers to be strategic when making decisions. This implies at the end of the day to have a better understanding of the market, the business, the environment, etc. both from a global and a local perspective. Also, to consider that due to technological and social changes the business models have to be flexible and able to adapt to different situations and contexts.</p> <p>During this course, we will be analyzing the META+CD© model for decision makers. Which considers the analysis of the market, environment, technology, adaptability, competition, differentiation among others.</p>		
Description of Content:		
<p>Block 1: Problem-solution business models and decision making from the perspective of business-market-customer</p> <ul style="list-style-type: none"> • Models • Analysis of companies • The importance of strategic decision making 		
<p>Block 2: Strategic Decision Making: from a market and an environment perspective</p> <ul style="list-style-type: none"> • Market: fragmented/concentrated, young/mature • Environment, Evolution 		
<p>Block 3: Strategic Decision Making: from a technology and adaptability perspective</p> <ul style="list-style-type: none"> • Evolution of technology and the implications for business models • Transition • Time, temporality analysis • Business adaptability and • Adoption process 		
<p>Block 4: Strategic Decision Making: from a competition and differentiation perspective</p> <ul style="list-style-type: none"> • How competition affects the business? • Opportunity vs. financial cost and its implications • Market coverage • Compatibility • Differentiation as a strategic objective 		
<p>Block 5: Strategic Decision Making: final presentations</p> <ul style="list-style-type: none"> • Analysis of different companies 		
Assessment:		
Final presentations		75
Participation/Attendance		25
Total		100

Teaching Method:

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

- Learning by doing (analysis of a company's strategy that in groups have to be presented in the last class following the contents discussed during each block of the course with the guidance of the professor)
- Participation and class discussion

Bibliography:

All readings and materials will be provided by the instructor.