

University	Level	Code	Name of course / link to course description	ECTS	Teacher	Semester/ teaching period	Dates (if available)	Spots
Universität St. Gallen	Bachelor	5,137	Psychology of Entrepreneurship	4	Isabella Hatak	Spring Semester	Mondays of 20.02./27.02./06.03./13.03./20.03./27.03.23 from 12.15-16.00	1
Universität St. Gallen	Bachelor	4,172	Digital Business Ethics - Managing the Ethical Challenges of Modern Information Technologies	3	Thorsten Busch	Spring Semester	3.-5. April 10am-6pm every day	2
Università Commerciale 'Luigi Bocconi' di Milano	Bachelor	30221	Management of Fashion Companies, class 33	6	TBD	Spring Semester	link to class timetable	3
Università Commerciale 'Luigi Bocconi' di Milano	Bachelor	30214	Sustainable Operations Management, class 31	6	Alberto Grando	Spring Semester	link to class timetable	3
Università Commerciale 'Luigi Bocconi' di Milano	Bachelor	30514	Big Data Analytics for Business Analytics, class 31	6	Emanuele Borgonovo	Spring Semester	link to class timetable	3
Universitat Ramon Llull, ESADE Business School	Bachelor	6955	Brands and Digital: The Case Studies	5	Ana Varela	Spring Semester	Wednesdays 8h-10:30h from Feb 1st till April 26th	3
Universitat Ramon Llull, ESADE Business School	Bachelor	6345	Data analytics and visualization in financial statement analysis	2	Petya Platikanova	Spring Semester	Mondays 10:45h-13:15h from Jan 30th till March 6th	3
Universitat Ramon Llull, ESADE Business School	Bachelor	6907	Fundaments of Sustainability and Circular Economy in a Holistic Context	5	Francesc Lozano Winterhalder	Spring Semester	Mondays and Wednesdays 17:30h-20h from Jan 30th till April 24th	3
Universitat Ramon Llull, ESADE Business School	Bachelor	6806	Non-Market Strategy I	4	Tamiko Ysa	Spring Semester	Tuesdays and Thursdays 14:45h-17:15h from Jan 31st till March 7th	3
Wirtschaftsuniversität Wien	Bachelor	4478	Marketing for Emerging Markets	6	Sandra Awanis	Spring Semester	May 31-June 7 2023 (10-12 & 13-15)	3
Wirtschaftsuniversität Wien	Bachelor	4533	Advanced Strategic Leadership	6	Barabra Sporn, Anna Godonoga	Spring Semester	April 20-May 17: Thursdays 13-18h)	3
Wirtschaftsuniversität Wien	Bachelor	5944	Conscious Marketing	6	Azra Bayraktar	Spring Semester		3
Erasmus Universiteit Rotterdam	Bachelor	83EL103-11	Global Virtual Teams	5	T. Davidson	Spring Semester	Jan-Jun 2023 (tbc)	2
Erasmus Universiteit Rotterdam	Bachelor	83EL114	Organizations & Social Movements	5	J. Lodge	Spring Semester	Jan-Jun 2023 (tbc)	1



COURSE 2021/2022 A.Y.

30214 SUSTAINABLE OPERATIONS MANAGEMENT

Classi impartite in lingua inglese

Programs: CLEAM (6 crediti - II sem. - OP | 6 cfu - SECS-P/08), CLEF (6 crediti - II sem. - OP | 6 cfu - SECS-P/08), CLEACC (6 crediti - II sem. - OP | 6 cfu - SECS-P/08), BESS-CLES (6 crediti - II sem. - OP | 6 cfu - SECS-P/08), BIEF (6 crediti - II sem. - OP | 6 cfu - SECS-P/08), BIEM (6 crediti - II sem. - OP | 6 cfu - SECS-P/08), BIG (6 crediti - II sem. - OP | 6 cfu - SECS-P/08), BEMACS (6 crediti - II sem. - OP | 6 cfu - SECS-P/08)

Classes: 31 (II sem.)**Department:** Management and Technology**Course director:** ALBERTO GRANDO

Classe 31

VALERIA BELVEDERE

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ALBERTO GRANDO

Department of Management and Technology

Università Bocconi, Milan, Italy

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Pisani Roberta (position: TA)

Attenzione! Il programma di seguito riportato è da considerarsi valido SOLO per l'anno accademico 2021/2022.

MISSION

In the last 20 years, both service and manufacturing companies have been focusing more on the environmental and social outcomes of the goods and services they offer and the processes they manage. Nowadays, we are witnessing phenomena such as the increasing costs of energy and materials, which call for a more efficient use of production resources, as well as growing consumer awareness of environmental and social issues, which leads consumers to prefer companies that adopt sustainable practices, or national and international regulations aimed at preventing and controlling company's environmental and social impact. The resulting challenges for enterprises include integrating environmental, social and safety concerns in their agenda. Operations and Supply Chain Management is increasingly connected to sustainability, since it influences a wide bundle of decisions that affect several environmental and social issues, such as new product development, product reuse or recycling, offshoring and outsourcing in newly developing countries, green logistics, etc. This course aims to illustrate how Operations and Supply Chain Management can be managed to properly deal with health, social and environmental issues and how to transform such a challenge into a source of competitive advantage.

COURSE CONTENT DETAILED - SCHEDULE

- CLEAM, CLEF, CLEACC, BESS-CLES, BIEF, BIEM, BIG, BEMACS cl. 31

Date Hour	Lesson/ Exercise	Topic	Teacher	Reference
Monday 07/02/2022 16:50-18.20	Lesson	Introduction to the course The need of a New Renaissance	A. Grando	Chapter 1. Sustainability and future trends
Wednesday 09/02/2022 10:20-12:50	Lesson	The impact of mega trends Sustainable operations management	A. Grando	Chapter 1. Sustainability and future trends
Monday	Lesson	A reference framework for	A. Grando	Chapter 2. Sustainable

14/02/2022 16:50-18.20		responsible and sustainable operations management I was a sari case discussion using Canvas Business Model framework First group assignment introduction		Operations and Supply Chain Management as Competitive Factors Case Study "I Was a Sari" presentation
Wednesday 16/02/2022 10:20-12:50	Lesson	Green Design and New Product Development Green Products Assessment Exercise	A. Grando	Chapter 3 Sustainability and New Product Design Guest presenting an "upcycling initiative" in Mumbai
Monday 21/02/2022 16:50-18.20	Lesson	Green Design and New Product Development First Group Assignment presentations	A. Grando	Chapter 3 Sustainability and New Product Design
Wednesday 23/02/2022 10:20-12:50	Lesson	Sustainability and Procurement	V. Belvedere	Chapter 4. Sustainability and Procurement
Monday 28/03/2022 16:50-18.20	Lesson	Sustainability and Vendor Assessment	V. Belvedere	Chapter 4. Sustainability and Procurement Case Study MyTshirt
Wednesday 02/03/2022 10:20-12:50	Lesson	Sustainability and Logistics, Physical Distribution Second group assignment introduction	V. Belvedere	Chapter 6. Sustainability and Production
Monday 07/03/2022 16:50-18.21	Lesson	Sustainability and Green Packaging	V. Belvedere	Chapter 6. Sustainability and Logistics, Physical Distribution and Packaging
Wednesday 09/03/2022 10:20-12:50	Lesson	Sustainability and Production Second group assignment presentation	V. Belvedere	Chapter 5. Sustainability and Logistics, Physical Distribution and Packaging Case Mineral Water
Wednesday 23/03/2022 10:20-12:50	Lesson	Reverse Logistics and Closed-loop Supply Chain	A. Grando	Chapter 7 Reverse Logistics management and Closed-Loop Supply Chain 3R Case Study
Monday 28/03/2022 16:50-18.20	Lesson	Closed-loop Supply Chain and Recovery Options	A. Grando	Chapter 7 Reverse Logistics management and Closed-Loop Supply Chain
Wednesday 31/03/2022 10:20-12:50	Lesson	Circular economy and social impact	A. Grando	Guest presenting an entrepreneurial path oriented to sustainability
Monday 04/04/2022 16:50-18.20	Lesson	Performance measurement and sustainability	V. Belvedere	Chapter 8. Performance measurement
Wednesday 06/04/2022 10:20-12:50	Lesson	Performance measurement and sustainability	V. Belvedere	Chapter 8. Performance measurement
Monday 11/04/2022 16:50-18.20	Lesson	Sustainability and Urban mobility Third group assignment presentation	A. Grando	Guest presenting sustainability initiatives developed in the UK

Wednesday 13/04/2022 10:20-12:50	Lesson	Materiality Matrix building Startup and sustainability	A. Grando	Guests presenting a BCorp Incubator and some sustainable start-ups
Wednesday 27/04/2022 16:50-18.20	Lesson	Social sustainability Visit to "Isemprevivi"	A. Grando	
Monday 02/05/2022 10:20-12:50	Lesson	Third group assignment presentation Synthesis of the course and Exam-rules and mock-up presentation	1. Grando V. Belvedere	

TEACHING METHODS

Selection:

- Face-to-face lectures
 - face-to-face lectures
- Online lectures
 - synchronous
- Guest speaker's talks (in class or in distance)
 - in-class
- Company visits
- Case studies /Incidents (traditional, online)
 - traditional case studies
 - online case studies
- Group assignments
 - case analysis
 - report

The teaching style of this course is consistent with its learning goals and is based on case discussions, group works, real examples and on the interactions with guest speakers from companies that are coping with these issues. During the course, topics are analyzed moving from real-life case-histories, so as to make the students aware not only of the technicalities related to sustainability in Operations and Supply Chain Management, but also of the most valuable experiences of companies and of industries that are leading the process toward a more sustainable operating system.

ASSESSMENT METHODS

Selected methods:	Continuous assessment	Partial exams	General exam
■ Written individual exam (traditional/online)			X
○ Open and/or closed answers questions exam			x
■ Group assignment (report, exercise, presentation, project work etc.)	X		
○ Assessment of the results achieved/outcome	x		

○ Evaluation of oral presentation in class (possible)	x		
■ Active class participation (virtual, attendance)	X		
■ Peer evaluation	X		

For attending students:

The final evaluation is given weighting the grades of three group assignments (10% each), class participation (10%), and of the individual result in a final written exam (60%), mainly based on multiple-choice questions, open questions and exercises, particularly focused on the topics analyzed in the course.

The contribution of each team member to the Group Assignments will be measured using Peer Evaluation.

Each team member belonging to each team (virtual and in-class teams) will evaluate their teammates on a 0-100 scale. The average peer grades will be used to weight the final assignments grades.

For non attending students:

Final evaluation based (100%) on a written exam, mainly based on multiple-choice questions, open questions and exercises, related to the reference book.

TEACHING MATERIALS

- CLEAM, CLEF, CLEACC, BESS-CLES, BIEF, BIEM, BIG, BEMACS cl. 31

Attending students

- Belvedere V., Grando A. (2017), *Sustainable Operations and Supply Chain Management*, Wiley & Sons.
- Case-studies discussed in class and uploaded on the e-learning.

Non attending students

- Belvedere V., Grando A. (2017), *Sustainable Operations and Supply Chain Management*, Wiley & Sons.

HONOR CODE

Bocconi University conceives of education as an ongoing process that stretches across a person's entire professional life. The University hopes that the entire Bocconi community will respect the values of fairness and correctness associated with it, values which inspire and guide the conduct of all community members as they pursue common objectives and a shared mission. The Bocconi University Honor Code is published at <http://www.unibocconi.eu/honorcode>. We encourage all students to read it.

The pin code to record your presence with the Attendance procedure must be entered in the classroom in the presence of the faculty member who handles the recording. For 'Attendance', presence for the entire duration of the activity is intended. In case of an improper use of the Attendance recording procedure by students - e.g. entering the pin to record attendance while outside the classroom, unexcused exit from the classroom before the end of activities - a disciplinary sanction equal to a six-month suspension from exams/graduation will be given to the student.

Aggiornato al 31/01/2022 14:29



COURSE 2021/2022 A.Y.

30221 MANAGEMENT OF FASHION COMPANIES

Class groups taught in English

Programs: CLEAM (6 crediti - II sem. - OP | 6 cfu - SECS-P/07), CLEF (6 crediti - II sem. - OP | 6 cfu - SECS-P/07), CLEACC (6 crediti - II sem. - OP | 6 cfu - SECS-P/07), BESS-CLES (6 crediti - II sem. - OP | 6 cfu - SECS-P/07), WBB (6 crediti - II sem. - OP | 6 cfu - SECS-P/07), BIEF (6 crediti - II sem. - OP | 6 cfu - SECS-P/07), BIEM (6 crediti - II sem. - OP | 6 cfu - SECS-P/07), BIG (6 crediti - II sem. - OP | 6 cfu - SECS-P/07), BEMACS (6 crediti - II sem. - OP | 6 cfu - SECS-P/07)

Classes: 33 (II sem.), 34 (II sem.)

Department: Management and Technology

Course director: PAOLA ANNA VARACCA CAPELLO

Classe 32

ERICA PAOLA CORBELLINI
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Classe 33

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Attenzione! Il programma di seguito riportato è da considerarsi valido SOLO per l'anno accademico 2021/2022.

SUGGESTED BACKGROUND KNOWLEDGE

To successfully attend the course some basic concepts on corporate and competitive strategy (such as industry analysis, consumer segmentation, growth strategies, SWOT analysis) are recommended.

MISSION

The fashion and luxury world (F&L) is becoming more and more relevant from the economic point of view. It is one of the areas of Italian excellence, but is also an important sector in many



COURSE 2021/2022 A.Y.

30514 BIG DATA FOR BUSINESS ANALYTICS

Classi impartite in lingua inglese

Programs: CLEAM (6 crediti - II sem. - OP | 6 cfu - SECS-S/06), CLEF (6 crediti - II sem. - OP | 6 cfu - SECS-S/06), CLEACC (6 crediti - II sem. - OP | 6 cfu - SECS-S/06), BESS-CLES (6 crediti - II sem. - OP | 6 cfu - SECS-S/06), WBB (6 crediti - II sem. - OP | 6 cfu - SECS-S/06), BIEF (6 crediti - II sem. - OP | 6 cfu - SECS-S/06), BIEM (6 crediti - II sem. - OP | 6 cfu - SECS-S/06), BIG (6 crediti - II sem. - OP | 6 cfu - SECS-S/06), BEMACS (6 crediti - II sem. - OP | 6 cfu - SECS-S/06)

Classes: 31 (II sem.)

Department: Decision Sciences

Course director: EMANUELE BORGONOVO

Classe 31

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Attenzione! Il programma di seguito riportato è da considerarsi valido SOLO per l'anno accademico 2021/2022.

SUGGESTED BACKGROUND KNOWLEDGE

It is suggested for students to have attended a basic course on mathematics and a basic course on statistics before this course.

MISSION

The scope of this course is to offer participants a thorough exploration of business analytics and of how computational modelling can be combined with big data to achieve given industry goals. In a well known communication to the European Parliament on 2 July 2014, the European Community evidenced the need of training a generation of managers who know how to combine information derived from data into models to support decisions. In fact, in recent years, the data driven revolution is changing the way in which institutions and corporations make decisions. We are heading towards industry 4.0. The great availability of data, the increased computing and information technology capabilities are creating new jobs and changing the way in which companies operate. The February 2018 report of the UK Government Office for Science highlights that computational modelling is a source of competitive advantage for corporations. In the first part of the course, participants are exposed to the fundamental theoretical and methodological basis, analyzing relevant quantitative and mathematical methods. In the second part, students are exposed to industry case studies. With the participation of field experts, students will discover how innovative methods based on big data and information technology allow us to solve modern industrial problems.

COURSE CONTENT DETAILED - SCHEDULE

- CLEAM, CLEF, CLEACC, BESS-CLES, WBB, BIEF, BIEM, BIG, BEMACS cl. 31

Content	Reference	Teacher
1. Introduction to Linear Programming: Geometric interpretation. The simplex	Vanderbei, Material from Ch 1 and 2	Emanuele Borgonovo

Method		
1. The simplex method, Degeneracy and Unboundedness. Duality	Vanderbei, Material from Ch 2 and 3	Emanuele Borgonovo
1. Hands on Sessions	Material Provided by the Teacher	Fabio Tonoli
1. Duality and Sensitivity Analysis	Vanderbei, Material from Chapter 5, 7	Emanuele Borgonovo
1. Hands on Sessions	Material Provided by the Teacher	Fabio Tonoli
1. Regressions	Vanderbei, Material from Chapter 12	Emanuele Borgonovo
1. Hands on Sessions	Material Provided by the Teacher	Fabio Tonoli
1. Transportation Problems 2. Training a Neural Network	Vanderbei, Material from Chapters 14 and 15	Emanuele Borgonovo
1. Integer Programming	Vanderbei, Material from Chapter 23	Fabio Tonoli
1. Training a Neural Network	Material Provided by the Teacher	Emanuele Borgonovo
1. Hands on Session	Vanderbei, Material from Chapters 14 and 15	Emanuele Borgonovo Fabio Tonoli
Case Study1	TBD	Emanuele Borgonovo & Guest Lecturer
Case Study 1	TBD	Borgonovo, and Guest Lecturer
Case study 2	TBD	Borgonovo, and Guest Lecturer
Case study 2	TBD	Borgonovo, and Guest Lecturer
Case study 3	TBD	Borgonovo, and Guest Lecturer
Case study 3	TBD	Borgonovo, and Guest Lecturer
Case study 4	TBD	Borgonovo, and Guest Lecturer
Case study 4	TBD	Borgonovo, and Guest Lecturer
Case Study 4	TBD	Borgonovo, and Guest Lecturer

TEACHING METHODS

Selection:

- Face-to-face lectures
 - face-to-face lectures
- Online lectures
 - synchronous
- Guest speaker's talks (in class or in distance)
 - in-class
 - in distance
- Company visits
- Case studies /Incidents (traditional, online)
 - traditional case studies

- Group assignments
 - project work

The course makes use of a combination of teaching techniques. Remote (online) but synchronous lectures are used for the sessions in which methodological and theoretical parts of the paper are proposed and discussed.

- In these sessions students are assisted in identifying the quantitative model, in implementing the model through dedicated software and in performing sensitivity analysis.
- In the second part of the course, students are exposed to the solution of industry case studies presented in a triplet of lectures. After the exposition by the experts of the industrial problem, participants are introduced to the methods of solution and are guided in critically discussing the results, the methodologies adopted and in identifying weaknesses and remaining open questions.

ASSESSMENT METHODS

Selected methods:	Continuous assessment	Partial exams	General exam
■ Written individual exam (traditional/online)			X
○ Closed answers questions exam (e.g.: single input, multiple choice, select etc.)			x
■ Individual assignment (report, exercise, presentation, project work etc.)	X		
○ Assessment of the results achieved/outcome	x		

The assessment will be written in the form of: Assignments plus Final Respondus test. Students can take the exam in the following form, mode A or mode B at their choice.

Mode A: There will be two intermediate assignments concerning the first part of the course and one concerning the second part of the course and a final general exam through the Respondus platform.

- The first two assignments concern the material explained first part of the course. They consist of a series of quantitative questions in closed form. Students solve mathematical problems divided into open-ended numerical questions and multiple-choice (or multiple answer) questions. The first assignments wish to test student's ability in formulating a computational model to solve a given business problem and their understanding of the principles of the solution of linear programming problems.
- The third assignment concerns the material explained in the second part of the course. It consists of closed form/ multiple choice questions concerning the methodological aspects of the case studies and the material developed in the second part of the course. Students will be tested on their knowledge of the business problems illustrated in the second part of the course and in their ability to recognize the challenges to the use of quantitative models to solve such problems.

In Mode B students take a unique final assignment on the entire course program. This assignment is, virtually, the union of the assignments in Mode A.

With the assignments, students will also be tested on the dedicated subroutines developed for the course and implemented in the software Matlab.

All students will then be required to take a final Respondus test, which will test their knowledge on the entire course program, through multiple-choice/multiple answer questions. The Respondus exam is closed book.

In the case the data challenge associated to the course is approved (this is still to be determined at this stage), one additional point on the scale 0/30 can be gained by students through participation in the data challenge.

Greater details on the exam scoring are as follows:

Mode A: Partial Assignments

The first assignment concerns the first part of the course (simplexes, linear programming and linear regressions). It will be worth 100 points, but it will be rescaled to yield a score out of 20 points on the 0-30 scale. It will last 60 minutes.

The second assignment concerns neural networks. It will be worth 100 points, but it will be rescaled to a score out of 2 points on the 0-30 scale. It will last 30 minutes.

The third assignment concerns the second part of the course. It will be worth 100 points, but it will be rescaled to a score out of 2 points on the 0-30 scale. It will last 30 minutes.

The three assignments will sum up to a maximum of 24 points on the 0-30 scale.

Mode B: Day-before-the-exam Single Assignment

The 'day before the exam' assignment will cover the entire course. It will be worth 100 points, but it will be rescaled to a score out of 24 points.

It will be available the day before the final exam from 8:30 A.M. to 8:30 P.M. Milan time. It will last 90 minutes. The results will be visible from 8:30 A.M Milan time on the day of the final exam

Final Exam (required for both Mode A and Mode B)

The final exam (on the entire program) will be worth 100 points, but it will be rescaled to a score out of 7 points on the 0-30 scale. It will last 20 minutes.

The final exam will be held in presence, with your PC, using the Respondus App to lock-down your browser.

Enrollment

Students are required to enroll for the final exam. No enrollment is required for the assignments of mode A or B.

TEACHING MATERIALS

- CLEAM, CLEF, CLEACC, BESS-CLES, WBB, BIEF, BIEM, BIG, BEMACS cl. 31

Teaching material is composed of:

- 1) The textbook
- 2) The class slides provided by the teacher
- 3) The dedicated video tutorials
- 4) End of class quizzes
- 5) Exercises and past exams

All the material is available through the blackboard platform.

Suggested Texts:

- R.J. VANDERBEI, *Linear Programming*, Springer Series in Operational Research and Management Science, 2014, Fourth Edition, ISBN 978-1-4614-7629-0.
- F.S. HILLIER and G.J. LIEBERMAN, *Introduction to Operations Research*, Second Edition, 2001.
- Teaching notes and slides provided by the teachers.

HONOR CODE

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Aggiornato al 01/02/2022 20:07



Brands & Digital: the Case Studies (2225.YR.015194.1)

GENERAL INFORMATION

Type: OPT **Curs:** 3,4 **Period:** S semester

ECTS Credits: 5 ECTS

Teaching Staff:

Group	Teacher	Department	Language
Year 3	Ana Maria Varela Otero	Marketing	ENG

Group	Teacher	Department	Language
Year 4	Ana Maria Varela Otero	Marketing	ENG

PREREQUISITES

Marketing basic courses

PREVIOUS KNOWLEDGE

Marketing Basic course

COURSE CONTRIBUTION TO PROGRAM

Course: BRANDS & DIGITALS. THE CASE STUDY. : How to Succeed in Brand Communication Today in a Connected

World, Brands Must be Always-On Introduction

The marketing paradigm has transformed with the rise and consolidation of digital technologies. This course will teach you about this shift and how it has altered the way brands communicate with their audiences.

Companies today exist in a fast-paced information cycle and face the constant proliferation of social media channels, the growing power of connected customers, and an explosion of new digital tools that provide an unprecedented and complex ecosystem.

To succeed, marketers must be able to plan, implement, and measure the impact of digital strategies that are suited to today's customers and integrated with both traditional and innovative marketing and business goals.

This course aims to help students understand the complexities and the opportunities of this new normal, and to examine how success in the digital space implies managing a continuously changing balance between the Strategic, Creative, Technological and Analytical elements that support an effective Communication Strategy.

COURSE LEARNING OBJECTIVES

Objectives

1. Develop the capacity to analyze a strategic challenge in the context of Brand and Communication to identify an opportunity
2. Evaluate the internal and external situation to formulate an effective digital strategy
3. Implement communication solutions related to Awareness, Engagement, Activation, Execution and Evaluation

CONTENT

1. Industry #1: FMCG

In this 1st session a general overview of the course will be introduced and a 1st case study will be analyzed. Some exercises will be worked in class, and some others will be described to develop individually or in groups

for the following session.

2. Industry #2: OTC Pharma

In this 2nd session a new case study will be analyzed. Some exercises will be worked in class, and some others will be described to develop individually or in groups for the following session.

3. Industry #3: BEAUTY

In this session a new case study will be analyzed. Some exercises will be worked in class, and some others will be described to develop individually or in groups for the following session.

4. Industry #4: LUXURY & FASHION

In this session a new case study will be analyzed. Some exercises will be worked in class, and some others will be described to develop individually or in groups for the following session.

5. Industry #5: TRAVEL

In this session a new case study will be analyzed. Some exercises will be worked in class, and some others will be described to develop individually or in groups for the following session.

6. Industry #6: SPORTS

In this session a new case study will be analyzed. Some exercises will be worked in class, and some others will be described to develop individually or in groups for the following session.

7. Industry #7: TBD

In this session a new case study will be analyzed. Some exercises will be worked in class, and some others will be described to develop individually or in groups for the following session.

8. Industry #8: TBD

In this session a new case study will be analyzed. Some exercises will be worked in class, and some others will be described to develop individually or in groups for the following session.

9. Industry #9: TBD

In this session a new case study will be analyzed. Some exercises will be worked in class, and some others will be described to develop individually or in groups for the following session.

10. FINAL PRESENTATIONS

METHODOLOGY

Methodology

With exposure to 9 iconic brand case studies in different industries, students will familiarize themselves with Digital Best Practices, using a Brand Planning framework to analyze strategic brand challenges, communication opportunities and digital processes to achieve their course learnings.

Each session will be designed and delivered using:

- Theory
- Brand Case Study
- Groupwork with practical exercise
- Group Presentation of results

Students will apply their learnings on a Final Project based on the case analysis of a brand of their choice.

Assessment criteria

Assessment criteria

- 20% Class attendance and active individual participation in session
 - 20% Group exercises, analysis and take-aways. Written report hand-ins including peer evaluation
 - 20% Individual exercises
 - 40% Final Project including +/- PEER EVALUATION
- Class attendance. A minimum class attendance of 80% is required to pass the course

TIMETABLE AND SECTIONS

Group	Teacher	Department
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Group	Teacher	Department
Year 3	Ana Maria Varela Otero	Marketing

Timetable Year 3

Group	Teacher	Department
Year 4	Ana Maria Varela Otero	Marketing

Timetable Year 4



Data analytics and visualization in financial statement analysis (2225.YR.014155.1)

GENERAL INFORMATION

Type: OPT **Curs:** 3,4 **Period:** S semester

ECTS Credits: 2 ECTS

Teaching Staff:

Group	Teacher	Department	Language
Year 3	Petya Platikanova	Economía, Finanzas y Contabilidad	ENG

Group	Teacher	Department	Language
Year 4	Petya Platikanova	Economía, Finanzas y Contabilidad	ENG

PREREQUISITES

Good knowledge in the field of financial accounting and finance

COURSE CONTRIBUTION TO PROGRAM

In recent years, the ability to effectively communicate financial information has become critical for professional developments in any finance-related discipline, from corporate finance to investment banking and consultancy. Advances in the data visualization tools enable us to better communicate complex relationships in financial data to insiders (such as managers, collaborators and colleagues) to outsiders (including current and prospective investors, regulatory authorities and creditors).

Similarly to the large volume of financial information produced on a daily basis, there are thousands of sources with recommendations how to present financial information with a convincing story-telling visualization and solid financial analysis. Despite this abundance, it is difficult to find a concise guide about data visualization and analysis in the area of finance and financial analysis specifically. Many sources contain effective solutions to data visualization in financial analysis but lack specific instructions and programming tools to implement them. This intensive course offers a practical approach to data visualization and analysis with real business examples and specific programming outcomes.

The course will lay out the foundations of data visualization and analysis using Python on the implementation side. Python is a leading programming language for data science. In the finance industry, Python is used to model risk exposure, analyze market trends, evaluate different investment options and make more informed decisions. In this course, we will introduce the foundations of Python programming that enable the data visualization of financial information relevant for both finance professionals and corporate leaders.

COURSE LEARNING OBJECTIVES

The objective of this course is expand your knowledge and reinforce your learning about working with data by using different resources.

- We will revise, reflect, and refine your skill and understanding about the challenges of working with data through practical exercises.
- We will challenge your existing approaches to creating and consuming visualizations, examine effective or ineffective visualization, and encourage you to have a more structured approach to data visualization.
- The course will increase your awareness of the possible approaches to visualizing data and hopefully

help you become an informed user of data visualizations available in social media, press reports, etc. and often presented at work and outside work for decision making

CONTENT

1. Topic 1: Introduction to data visualization in financial statement analysis. Review and discussion of viz examples with financial data. Differentiation of effective and ineffective visualizations with financial data

Objectives:

- Introduce the main advantages and disadvantages of data visualizations in financial statement analysis.
- Identify the key components of effective visualizations.
- Discuss the main difference between exploratory vs. explanatory visualizations.
- Recommend possible improvements for more effective visualizations.

2. Topic 2: Examine representative financial metrics discussed in corporate filings and other corporate documents.

Objectives: a. Get familiar with corporate reports and its structure.

- Practice data analysis of financial indicators.
- Evaluate the information properties of exploratory and explanatory visualizations.
- Recommend possible improvements for more effective visualizations.

3. Topic 3: Practice data visualization. Discuss data selection to "drive" data reading in a certain direction - data selection bias (example: Airbnb IPO vs others).

Objectives:

- Get familiar with a data visualization tool.
- Practice data analytical skills using specific examples (e.g., Airbnb IPO).
- Evaluate and select data to present a particular point of view (strong sell as compared to strong buy argument).
- Discuss possible data visualizations to effectively communicate a particular perspective.

4. Topic 4: Examine financial information and perform financial analysis. Select the main financial inputs to elaborate a strong buy or sell recommendation.

Objectives:

- Examine the main financial inputs used in financial analysis,
- Identify patterns in the financial data.
- Discuss the main aspects of financial analysis using a real-world business example.
- Select financial inputs for data visualization in support of opposing recommendations (strong buy and strong sell recommendation)

5. Topic 5: Introduce Google Colab and examine easy-to-use Python resources for financial analysis and visualization.

Objectives:

- Examine examples in Python related to: data upload, import of stock market data using for example Yahoo Finance API, sentiment analysis, along with respective data visualizations.
- Learn to modify or customize ready-made Python codes.

ASSESSMENT

ASSESSMENT BREAKDOWN

Description	%
Class discussion	30
Group project	70

Assessment criteria

Class participation (30%)

Final project (70%)

The objective of the project is to examine financial indicators of different companies and selectively present visualizations of financial information in favor of a "strong buy? (for the groups with a buyer role) and a "strong sell? (for the groups with a seller role) recommendation. Both profiles, buyer and seller, are long-term investors (i.e., temporary price fluctuations are relevant to the extent to which they expose the investor to a high level of uncertainty regarding long-term stock profitability prospects). The purpose of the project is to: a) demonstrate that the same sources of financial information can be used to defend completely opposing recommendations (i.e., "data picking? in

financial analysis), b) practice the visualization of financial indicators typically used in fundamental analysis, and c) prepare effective visualizations in favor of a pre-defined advisory position. The course will finish with final presentations when the results of the group project will be presented.

TIMETABLE AND SECTIONS

Group	Teacher	Department
Year 3	Petya Platikanova	Economía, Finanzas y Contabilidad

Timetable Year 3

Group	Teacher	Department
Year 4	Petya Platikanova	Economía, Finanzas y Contabilidad

Timetable Year 4



Fundamentals of Sustainability and Circular Economy in a Holistic Context (2225.YR.014752.1)

GENERAL INFORMATION

Type: OPT **Curs:** 3,4 **Period:** S semester

ECTS Credits: 5 ECTS

Teaching Staff:

Group	Teacher	Department	Language
Year 3	Francesc Lozano Winterhalder	Ciencias Sociales	ENG

Group	Teacher	Department	Language
Year 4	Francesc Lozano Winterhalder	Ciencias Sociales	ENG

COURSE LEARNING OBJECTIVES

- To understand the roots of the worldwide environmental crisis and its consequences
- To be aware of the solutions
- To clarify that acting at all levels (companies, public sector, private life) we need responsibility and opportunity at the same time
- To know what a sustainable business is, analyzing real cases
- To discover how to become an innovator and sustainable entrepreneur
- To know the worst problem, we are facing nowadays all over the world: Climate Change (What is this? Reasons, actions facing the problem, companies, energy, and Climate Change)
- To be familiar with the best tool we have to solve our planetary crisis, the Circular Economy
- To inform about the framework developed recently to transform our linear economies into circular, closing the loop
- To have knowledge of how to transform a company into circular (circular models), including case study
- To see a big panorama of sustainability including global factors, social and ethical aspects, including the fundamentals for the new future leaders.

CONTENT

1. CONTENTS

1. SUSTAINABILITY AS RESPONSIBILITY AND OPPORTUNITY

1.1. Is there an environmental crisis?

1.2. Environmental risk - BP case discussions - Nature is our mother but also our killer - Natural risk and consequences.

1.3. Why do we have a crisis?

1.4. The ecological footprint - Biodiversity and planet balance - Why is there important biodiversity? Health, food, biotechnology - Ecosystems and business (externalities)

1.5. Are there any solutions for our environmental crisis? - The role of technology - The case Ford - Sustainable Business Models - Case analysis - Sustainable Innovation and entrepreneurship - Case analysis

2. SAVING ENERGY

2.1. Climate Change - Six Degrees, a National Geographic Report ¿ Carbon Footprint - Climate vs. weather - The Greenhouse Effect - Reasons of our global warming and Climate Change - Consequences - Two key actions

2.2. What kind of energy do we need? - Renewable and not renewable sources of energy - Strategies in front the energy challenges - The concept of negawatts - Global Energy Trends report

2.3. How do companies deal with climate change and the energy problem?

3. REDUCING IMPACTS

3.1. The strategy of the three ¿: reducing, reusing, recycling

3.2. Workshop: from linear to circular - What is Circular Economy? ¿ Towards a zero-waste world (Imitating nature)

3.3. The Circular Economy Action Plan (UE) ¿ How to transform a company into circular? (AENOR Guide) ¿ Circular models and successful cases

4. CONSIDERING VALUES AND WORLDWIDE FACTORS

4.1. Global aspects: ¿The Story of Stuff¿ (activity in groups)

4.2. Social perspective: Introduction to Sustainability Analytics - Creating Shared Value (M. Porter) - M. Porter in New York (short video) - Creating Sustainable and Pro-social Enterprise

4.3. Values - International Manager Behavior (Global and Sustainable Leadership, including ethical aspects) - Responsible consumption - Designing a Sustainable Financial System (Development Goals and Socio-Ecological Responsibility) - Deep roots of our environmental crisis - From a biological evolution to an ethical one - Towards a holistically sustainable development

5. FINAL WORK PRESENTATION

METHODOLOGY

- Lectures given by the teacher. These are illustrated with an important amount of audiovisual support material. In a word: master classes online (explanation of the basic theme)

- Workshop

- Going in depth in different fundamental matters and case analysis, as homework. These studies will be done in general in groups and will be presented in class for discussion and comment.

Assessment criteria

The assessment will be continuously, considering the different types of activities, ensuring a balanced contribution of each one to the evaluation: attendance (30%) and home/class work presentation (40%) - Final work presentation (30%).

BIBLIOGRAPHY

The bibliography and references will be presented at each session.

TIMETABLE AND SECTIONS

Group	Teacher	Department
Year 3	Francesc Lozano Winterhalder	Ciencias Sociales

Timetable Year 3

Group	Teacher	Department
Year 4	Francesc Lozano Winterhalder	Ciencias Sociales

Timetable Year 4



Non-Market Strategy I (2225.YR.015155.1)

GENERAL INFORMATION

Type: OPT **Curs:** 3,4 **Period:** S semester

ECTS Credits: 4 ECTS

Teaching Staff:

Group	Teacher	Department	Language
Year 3	Tamyko Ysa Figueras	Dirección General y Estrategia	ENG

Group	Teacher	Department	Language
Year 4	Tamyko Ysa Figueras	Dirección General y Estrategia	ENG

PREREQUISITES

- You could not take this course (4 ECTS) and Non Market Strategy Relations (2 ECTS). You should choose only one.

COURSE CONTRIBUTION TO PROGRAM

This course will explore the relationship between business and its stakeholders - including the government, social movements, NGOs, and activists- around the world, with the goal of preparing you, to develop and implement non market strategies. Our goal is to provide you with a managerial framework for effective nonmarket management.

The course will consist of case-based discussions and lecture will be kept to a minimum.

COURSE LEARNING OBJECTIVES

Mastering markets is no longer enough. Business operates in both a market and a nonmarket environment. Successful corporate strategy aligns the firm's capabilities with the demands of both its market and nonmarket environment.

Multinational companies are increasingly affected by government policy, changing regulations, activist pressure, and media scrutiny - anywhere in the world and often instantaneously.

Non market strategy is a way to pursue strategic goals through political and social leverage. That part of management involving government, regulators, civil society and the media.

Non market strategy helps groups gain soft power and influence and use them to their competitive advantage. It is developed towards government, press and influential groups.

Through non market strategies, groups can reshape the rule of the game through laws and regulation. It can also be driven by social pressure, media and education. Tools for non market strategies are: events, demonstrations, networking, sponsoring, research, publications, but also the consequences of law suits.

Connected to lobbying, nonmarket strategies are more global and long term focus. Managing nonmarket strategies invite firms to care about their reputation, values and social impact.

"The biggest single change in management during my career has been the increase in time managers

spend dealing with government." Edmund T. Pratt, Jr., Chairman and CEO of Pfizer Inc.

METHODOLOGY

The course will consist of case-based discussions and lecture will be kept to a minimum. This is a discussion course, so we encourage your active participation. Sharing your experience with the group will enrich all the participants and make the sessions more dynamic.

Assessment criteria

Given the case-based nature of the course, attendance is required, and active participation of all course members is critical.

Course assessment is based on:

- Case write-ups: 30%
- Peer evaluation: 5%
- Class participation and quizzes: 25%
- Final Project/case: 40%

BIBLIOGRAPHY

- Packet of cases and readings (available through ecampus).
- David P. Baron, Business and Its Environment. Upper Saddle River, New Jersey: Pearson

TIMETABLE AND SECTIONS

Group	Teacher	Department
Year 3	Tamyko Ysa Figueras	Dirección General y Estrategia

Timetable Year 3

Group	Teacher	Department
Year 4	Tamyko Ysa Figueras	Dirección General y Estrategia

Timetable Year 4



Course and Examination Fact Sheet: Spring Semester 2023

Course Dates

3-5 April 2023 10 am - 6 pm every day.

4,721: Technologien/Technologies: Digital Business Ethics - Managing the Ethical Challenges of Modern Information Technologies

ECTS credits: 3

Overview examination/s

(binding regulations see below)

Decentral - Presentation (in groups - all given the same grades) (50%)

Examination time: term time

Decentral - examination paper written at home (individual) (50%)

Examination time: term time

Attached courses

Timetable -- Language -- Lecturer

[4,721,1.00 Technologien/Technologies: Digital Business Ethics - Managing the Ethical Challenges of Modern Information Technologies](#) -- Englisch -- [Busch Thorsten](#)

Course information

Course prerequisites

None.

Learning objectives

Upon successful completion of this class, students will:

- be familiar with ethical theories and frameworks that help them understand ethical issues in business;
- have developed problem-solving and critical leadership skills when it comes to ethical questions in digital environments;
- be aware of the ethical pitfalls they will encounter when they either start a digital business themselves or when they have to evaluate digital business models as an analyst, policymaker or scholar.

Course content

This class will feature several introductory lectures addressing ethics in general as well as business ethics and technology ethics in particular. Students will then be able to pick group presentation topics from the following list of issues:

1. Morals and mobile phones
2. Digital labor and the 'sharing economy'
3. Big Data in organizations
4. Social networks and privacy
5. Whistleblowing: Snowden, Wikileaks, Cambridge Analytica, etc.
6. Robot ethics and artificial intelligence
7. Intellectual property wars
8. Net neutrality

Course structure and indications of the learning and teaching design

This class combines lecture content (both offline and online) with group presentations, interactive elements, class discussions, and personal reflection (by way of writing individual term papers). Student interaction and collaboration are essential to both the mission of this class and everyone's learning outcome. (For more details, see course content.)



This class will likely be held **face-to-face**, but depending on the evolving Covid situation, it might need to be held **online** via Zoom.

Contextual Studies are considered part of **Contact Learning**; thus, taking part properly implies **regular attendance**, be it online or in the classroom. In order to fully comply with the distance and hygiene rules applicable at the university, the course may be taught online or in smaller groups. It is students' responsibility to ensure that there is **no timetable clash** between the courses they have chosen. A detailed course outline and all relevant documents will be made available on **Studynet**. Only the current timetable as published on **Stundenplan online** applies.

Course literature

The following list represents introductory materials. Most of the literature used in class will consist of academic papers, newspaper articles, and videos, all of which will be provided digitally prior to class.

- Benkler, Y. (2006): The Wealth of Networks. New Haven & London: Yale University Press.
- Broussard, M. (2018): Artificial Unintelligence. How Computers Misunderstand the World. Cambridge, MA: MIT Press.
- Ess, C. (2020): Digital Media Ethics. 3rd edition. Malden, MA: Polity Press.
- Eubanks, V. (2017): Automating Inequality. New York: St. Martin's Press.
- Lessig, L. (2008): Remix. Making Art and Commerce Thrive in the Hybrid Economy. New York: Penguin Press.
- MacKinnon, R. (2012): Consent of the Networked. New York: Basic Books.
- Noble, S. U. (2018): Algorithms of Oppression. How Search Engines Reinforce Racism. New York: NYU Press.
- O'Neil, C. (2016): Weapons of Math Destruction. How Big Data Increases Inequality and Threatens Democracy. New York: Crown.
- Palfrey, J. & Gasser, U. (2012): Interop. The Power and Perils of Highly Interconnected Systems. New York: Basic Books.
- Palfrey, J. (2012): Intellectual Property Strategy. Cambridge, MA: MIT Press.
- Pasquale, F. (2015): The Black Box Society. Cambridge, MA: Harvard University Press.
- Srnicek, N. (2017): Platform Capitalism. Cambridge: Polity Press.
- Vaidhyanathan, S. (2018): Antisocial Media. Oxford: Oxford University Press.
- Zittrain, J. (2008): The Future of the Internet - and How to Stop it. New Haven & London: Yale University Press.

Additional course information

This class will also be open to students from our partner schools, who might participate remotely.

In the case of the President's Board having to implement new directives due to the SARS-CoV-2 pandemic in SpS2022, the course information listed above will be changed as follows:

- The course will be conducted online via the platform Zoom;
- Course sessions will not be recorded;
- The lecturer informs students via StudyNet and e-mail on the changed implementation modalities of the course;
- There are no changes necessary to the course information.

The examination information listed below would be changed as follows:

- The presentations will be conducted online and are being recorded;
- There are no changes necessary to the examination information.

Dr. Thorsten Busch is a lecturer in digital business ethics, game studies, and responsible innovation at the University of St.Gallen. Moreover, he is an adjunct lecturer in digital marketing ethics at Trinity Business School in Dublin, Ireland, a lecturer in ethics and management at HEC Montréal, and affiliated faculty in game studies at Concordia University, Montréal, Canada.

Examination information

Examination sub part/s



1. Examination sub part (1/2)

Examination time and form

Decentral - Presentation (in groups - all given the same grades) (50%)

Examination time: term time

Remark

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Examination-aid rule

Practical examination

No examination-aid rule is necessary for such examination types. The rules and regulations of the University of St. Gallen apply in a subsidiary fashion.

Supplementary aids

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Examination languages

Question language: English

Answer language: English

2. Examination sub part (2/2)

Examination time and form

Decentral - examination paper written at home (individual) (50%)

Examination time: term time

Remark

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Examination-aid rule

Term papers

Written work must be written without outside help according to the known citation standards, and a declaration of authorship must be attached, which is available as a template on the StudentWeb.

Documentation (quotations, bibliography, etc.) must be carried out universally and consistently according to the requirements of the chosen/specified citation standard such as e.g. APA or MLA.

The legal standard is recommended for legal work (cf. by way of example: FORSTMOSER, P., OGOREK R., SCHINDLER B., Juristisches Arbeiten: Eine Anleitung für Studierende (the latest edition in each case), or according to the recommendations of the Law School).

The reference sources of information (paraphrases, quotations, etc.) that has been taken over literally or in the sense of the original text must be integrated into the text in accordance with the requirements of the citation standard used. Informative and bibliographical notes must be included as footnotes (recommendations and standards e.g. in METZGER, C., Lern- und Arbeitsstrategien (latest edition)).

For all written work at the University of St.Gallen, the indication of page numbers is mandatory, regardless of the standard chosen. Where page numbers are missing in sources, the precise designation must be made differently: chapter or section title, section number, article, etc.

Supplementary aids

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Examination languages

Question language: English

Answer language: English

Examination content



This class covers subject matter that is evolving fast. Class content is thus subject to change, depending on whether new developments make it necessary to supplement, change or replace content. Generally speaking, students will be expected to make the following contributions to class:

1. Prior to the block seminar, students will be expected to familiarize themselves with a short **introduction to ethics** that they will be provided with via the online learning platform.
2. **Group presentations** on the topics listed in part 2 of the "course content" section will need to be given. Depending on how many students end up registering for class, groups will likely be comprised of two or three students each.
3. Lastly, students are expected to write an **individual term paper** (at least 12,000 characters including spaces) demonstrating both their understanding of the factual knowledge presented in this class and their critical reflection skills.

Examination relevant literature

See course literature.

Please note

Please note that only this fact sheet and the examination schedule published at the time of bidding are binding and takes precedence over other information, such as information on StudyNet (Canvas), on lecturers' websites and information in lectures etc.

Any references and links to third-party content within the fact sheet are only of a supplementary, informative nature and lie outside the area of responsibility of the University of St.Gallen.

Documents and materials are only relevant for central examinations if they are available by the end of the lecture period (CW21) at the latest. In the case of centrally organised mid-term examinations, the documents and materials up to CW 12 are relevant for testing.

Binding nature of the fact sheets:

- Course information as well as examination date (organised centrally/decentrally) and form of examination: from bidding start in CW 04 (Thursday, 27 January 2022);
- Examination information (regulations on aids, examination contents, examination literature) for decentralised examinations: in CW 12 (Monday, 21 March 2022);
- Examination information (regulations on aids, examination contents, examination literature) for centrally organised mid-term examinations: in CW 12 (Monday, 21 March 2022);
- Examination information (regulations on aids, examination contents, examination literature) for centrally organised examinations: two weeks before the end of the registration period in CW 15 (Monday, 11 April 2022).



Course and Examination Fact Sheet: Autumn Semester 2022

5,137: The Psychology of Entrepreneurship

ECTS credits: 4

Overview examination/s

(binding regulations see below)

Decentral - Written examination (with defined exam duration) (50%, 60 mins.)

Examination time: term time

Decentral - Presentation (in groups - all given the same grades) (35%)

Examination time: term time

Decentral - Active participation (15%)

Examination time: term time

Attached courses

Timetable -- Language -- Lecturer

[5,137,1.00 The Psychology of Entrepreneurship](#) -- Englisch -- [Hatak Isabella](#)

Course information

Course prerequisites

No formal prerequisites. However, students should show a general interest in entrepreneurship, entrepreneurial behavior, and entrepreneurial success as well as in cognition, emotion and behavior in general and especially in the context of entrepreneurship.

Learning objectives

Upon successful completion of the course, students...

- understand the characteristics of the successful/unsuccessful entrepreneur along the dimensions biology, personality, identity, cognitions, motivations, emotions, and behaviors, and can combine insights from these different dimensions to develop an integrative understanding of the psychology of entrepreneurship and to holistically evaluate entrepreneurial personalities (including themselves)
- understand the theoretical underpinnings of the psychology of entrepreneurship, including a range of theoretical perspectives to explain preconditions, processes and outcomes of entrepreneurship with a focus on the individual, and can reflect on the purpose and use of these theoretical foundations for entrepreneurship in practice
- reflect holistically both on the bright (e.g., well-being, satisfaction, wealth) and dark sides (e.g., stress, burn-out, failure) of entrepreneurship and thus recognize the significance of entrepreneurship as a multi-level, multi-dimensional phenomenon
- effectively use their acquired theoretical knowledge and methodological skills, including models such as JDC, ERI, etc., in practice to analyze and evaluate entrepreneurial personalities, as well as to creatively develop measures for fostering successful entrepreneurship and entrepreneurial well-being in various roles such as (corporate) entrepreneur, investor, startup employee, coach, or as consultant
- understand the characteristics and role of social entrepreneurship in today's society from a psychology perspective, based on which they are able to identify and systematically analyze individual entrepreneurial characteristics and develop recommendations for sustainable entrepreneurial action and effective engagement in social entrepreneurship
- effectively communicate, present and discuss their observations and findings, and thereby convey sensitive aspects regarding individuals' personalities in an appropriate and considerate way
- successfully bear responsibility for a comprehensive project and reflect on their individual strengths and weaknesses in the context of teamwork in tasks related to psychological analyses, evaluations and recommendations
- effectively take action to ensure their own but also other's well-being, satisfaction, and mental health when engaging in entrepreneurial activities



Course content

Entrepreneurship comes in many forms from start-ups to exploring and exploiting new opportunities for value creation in young and more established ventures. At the heart of successful or failed entrepreneurial initiatives is the individual entrepreneur. Thus, understanding the entrepreneur is imperative to understanding the essence of entrepreneurship and to successfully running ventures.

This course explores the psychology behind entrepreneurship. It takes a deeper look at the individuals involved in entrepreneurship. Drawing on latest research on the psychological foundations of entrepreneurship, topics taught and discussed in the course include the personality, biology and social identity of entrepreneurs and thereby exploring whether entrepreneurs are born or made; how entrepreneurs use their working memory, growth mindset and heuristics to make decisions and what cognitive strategies stimulate opportunity recognition and their (creative) exploitation; what fires entrepreneurs (in terms of strong emotions such as passion for founding or developing; grief as it concerns business failure) and how entrepreneurial action is motivated; how entrepreneurs can increase their 'returns' (in terms of income and well-being); and what the ingredients are of 'social entrepreneurship'. The course will also reflect on how each one of us can act in an entrepreneurial manner. Particular emphasis is placed on developing the entrepreneurial characteristics needed for successfully running ventures.

The course examines the psychological underpinnings of the entrepreneurial preconditions, processes and outcomes. It is also mindful of the diversity of entrepreneurial endeavors ranging from high-tech and digital entrepreneurs to social entrepreneurs that address societal needs. Teaching includes a mix of theory inputs, practical examples, case study work, interactive group work, and provides opportunities for students to self-reflect on their personal strengths and weaknesses for entrepreneurship.

By the end of this course successful participants will have deepened their scientific and practical understanding of the psychological foundations of entrepreneurship and the specific opportunities and challenges associated with individuals involved in the process of recognizing and exploiting new opportunities.

Course structure and indications of the learning and teaching design

The course covers the following modules:

1. **Introduction to the Course**
2. **Entrepreneurial Personality**
3. **Entrepreneurial Cognition**
4. **Entrepreneurial Emotion & Well-being**
5. **Entrepreneurial Motivation & Social Entrepreneurship**
6. **Integration and Evaluation:** Group presentations, exam

All modules will be covered during the first half of the semester as part of interactive online lectures held via Zoom (live streaming). Recordings of each session will be made available for a duration of 7 days after the respective session. The final exam will take place in the form of an open-book online exam.

Teaching includes a mix of theory inputs, practical examples and applications, interactive group work, case study work and provides opportunities for students to reflect on individuals' enablers and barriers to successful entrepreneurial behavior. Each module will feature both a general approach to concepts and theories from the discipline of psychology as well as a specific and tailored focus on theories, concepts, and applications within the context of entrepreneurship. In addition, the course will feature a selected guest speaker from practice.

Please note that minor changes and adjustments to the structure of the course may occur before and during the semester.

Course literature

The mandatory literature for the course comprises the lecture slides (including discussions, videos, exercises etc.) as well as the following articles:

- Rauch, A., & Frese, M. (2007). Let's put the person back into entrepreneurship research: A meta-analysis on the relationship between business owners' personality traits, business creation, and success. *European Journal of Work and Organizational Psychology*, 16(4), 353-385.
- Baron, R. A. (2006). Opportunity recognition as pattern recognition: How entrepreneurs "connect the dots" to identify new business opportunities. *Academy of Management Perspectives*, 20(1), 104-119.
- Baron, R. A. (2008). The role of affect in the entrepreneurial process. *Academy of Management Review*, 33(2), 328-340.



Further optional reading and complementary material will be provided.

Additional course information

Attendance at all seminar sessions is expected and proactive participation makes up (a small) part of the grade.

Examination information

Examination sub part/s

1. Examination sub part (1/3)

Examination time and form

Decentral - Written examination (with defined exam duration) (50%, 60 mins.)

Examination time: term time

Remark

Written online open-book examination.

Examination-aid rule

Online remote examination - Open book

Students are free to choose aids but will have to comply with the following restrictions:

- Calculator models which do not belong to the Texas Instruments TI-30 series are explicitly not allowed.
- In addition, any type of communication is inadmissible, as are all electronic devices that can be programmed and enable communication, such as electronic dictionaries, additional notebooks, tablets, mobile phones and other devices, which have not been explicitly permitted by the faculty member in charge.

The procurement of the electronic aids as well as ensuring their functionality and fulfillment of the technical requirements is the responsibility of the students.

The examination must be carried out using the programs defined in advance by the faculty member in charge. Mastery of the operation of the programs is part of the examination.

Supplementary aids

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Examination languages

Question language: English

Answer language: English

2. Examination sub part (2/3)

Examination time and form

Decentral - Presentation (in groups - all given the same grades) (35%)

Examination time: term time

Remark

Group project – analysis and presentation

Examination-aid rule

Online remote examination with or without recording

In presentations, aids for visual presentation can be used. These aids can be specified or restricted by the faculty members.

The procurement of the aids as well as ensuring the functionality and fulfillment of the technical requirements is exclusively the



responsibility of the students.

The examination can be conducted with or without recording. If the examination is to be recorded, either written consent must be requested in advance or verbal consent must be given in front of the running camera before the examination.

Supplementary aids

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Examination languages

Question language: English

Answer language: English

3. Examination sub part (3/3)

Examination time and form

Decentral - Active participation (15%)

Examination time: term time

Remark

Active class participation during online sessions

Examination-aid rule

Active classroom participation

In the "Active classroom participation" examination form, regular participation in class is assessed.

The assessment criteria can be as follows:

- Requests to speak enrich the discussion (productive) / requests to speak disturb the discussion (counterproductive);
- Requests to speak are correct/requests to speak are incorrect;
- Requests to speak are frequent/average/rare;
- No requests to speak, but students follow the lesson/no requests to speak and students do not noticeably follow the lessons.

Supplementary aids

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Examination languages

Question language: English

Answer language: English

Examination content

The overall grade is composed of a written examination (individual level, 50%), a group project comprising the creation and presentation of an analysis of individual entrepreneurial characteristics including recommendations for successful entrepreneurial action (group level, 35%), and active class participation (individual level, 15%).

The **written examination (50% of the overall grade)** covers all topics that are addressed and discussed as part of the course, including the lecture slides (including videos, discussions, exercises, etc.), mandatory readings, contents discussed during the sessions as well as the contents from the guest lecture. The following contents are therefore relevant for the examination:

- all contents on the foundations of psychology, entrepreneurship, as well as on the intersection between psychology and entrepreneurship;
- all contents on personality, cognition (including growth mindset), and emotion from both a general psychology perspective as well as applied to the context of entrepreneurship;
- all contents on entrepreneurial well-being, motivation, and social entrepreneurship

The **group project (35% of the overall grade)** comprises an in-depth analysis of an entrepreneur with regard to her/his



characteristics. Students are asked to create a presentation summarizing their analyses and findings, and to present and discuss their insights and reflections as well as recommendations in class. Both the presentation content as well as the presentation will be considered for the grading of the group projects. Note: The group presentations will take place virtually, i.e., all group members will be giving the presentation and participating in the presentations via video conference.

Active class participation (15% of the overall grade) comprises proactiveness and quality of contributions during class. The course is designed to offer plenty of opportunities for participation, such as in small exercises, discussions of mandatory readings, and case study discussions.

Examination relevant literature

Literature relevant for the examination comprises both the mandatory articles as well as the lecture slides and contents covered in class (including guest lecture, discussions, video contents, exercises etc.). Both the mandatory articles as well as the lecture slides will be made available on StudyNet (Canvas) one week prior to the respective session (for sessions 1-4), and two weeks prior to session 5 (for session 5) so that all materials are accessible at least 2 weeks prior to the exam.

Please note

Please note that only this fact sheet and the examination schedule published at the time of bidding are binding and takes precedence over other information, such as information on StudyNet (Canvas), on lecturers' websites and information in lectures etc.

Any references and links to third-party content within the fact sheet are only of a supplementary, informative nature and lie outside the area of responsibility of the University of St.Gallen.

Documents and materials are only relevant for central examinations if they are available by the end of the lecture period (CW51) at the latest. In the case of centrally organised mid-term examinations, the documents and materials up to CW 42 are relevant for testing.

Binding nature of the fact sheets:

- Course information as well as examination date (organised centrally/decentrally) and form of examination: from bidding start in CW 34 (Thursday, 25 August 2022);
- Examination information (regulations on aids, examination contents, examination literature) for decentralised examinations: in CW 42 (Monday, 17 October 2022);
- Examination information (regulations on aids, examination contents, examination literature) for centrally organised mid-term examinations: in CW 42 (Monday, 17 October 2022);
- Examination information (regulations on aids, examination contents, examination literature) for centrally organised examinations: two weeks before the end of the registration period in CW 45 (Monday, 7 November 2022).

GLOBAL VIRTUAL TEAMS (B3EL103-11)

Course description

Content

Teamwork has long been a vital skill in the workplace. Today's teams however are more dynamic and "virtual" than ever and are required to operate across disciplinary, temporal, cultural, linguistic, and geographical boundaries. Organizations increasingly rely on such global virtual teams (GVT's) to participate in the global marketplace, to leverage talent globally, or to tackle global strategic challenges.

Unfortunately, getting global virtual teams to realize this potential is anything but trivial. Communication breakdowns, animosity and conflict across geographical sites, motivational issues, and missed targets are common. Have you mastered the skill of global virtual teamwork? Do you know how to help your team get the best out of its cross-boundary work?

This course aims to sensitize students to the opportunities and challenges of contemporary teamwork, with a focus on global and virtual teamwork. The course consists of a series of interactive lectures, including case studies, exercises, and group discussions, which will equip you with the theoretical knowledge and practical tools to gain insight into your real-life team challenges and deal with such challenges more effectively in the future. As part of the course, you will carry out two team assignments, which include both content and process challenges within your team, which will (ideally) be comprised of members from different national backgrounds (and/or other diversity attributes), collaborating on their tasks remotely. Topics focus on the role of geographical distance, language differences, cultural diversity, and virtuality in teamwork effectiveness.

Learning goals

Describe and differentiate relevant topics, theories, and research on contemporary teamwork, with a focus on global virtual teamwork
Understand the nature and the challenges of common divides within global virtual teamwork (a.o., cultural, linguistic, geographical, temporal)
Apply relevant theory to analyze the determinants of GVT successes and failures in different contexts
Use evidence-based, scientific insights to design interventions for enhancing teamwork effectiveness
Develop a critical, evidence-based perspective on global virtual teamwork challenges
More confidently and successfully handle personal challenges related to cross-boundary team-based work

Instructional modes

Instructional modes

- Online discussions
- Online lecture
- Online workshop

Assessment



Assessments (result in OSIRIS)

- **Group Report**

Test weight 20

- **Participation in online activities**

Test weight 20

- **Team Presentation**

Test weight 20

- **Written examination**

Test weight 40

ORGANISATIONS & SOCIAL MOVEMENTS (B3EL114)

Course description



Content

Course overview

Current historical and political events show us how the study of social movements is more relevant than ever. Black Lives Matter, MeToo and Extinction Rebellion are only but the most recent examples of organized forms of collective action powerfully challenging the status quo in the social and environmental domains of modern societies.

Going beyond the confrontational nature of social movements, organizations (such as in the profit, nonprofit or public sector) can leverage and cooperate with social movements to create opportunities for social change in their fields and in broader society.

The course seeks to provide students with a general understanding of social movements, their impact in driving social and environmental change, and how organizations can interact with them in tackling some of the grand challenges of our time.

Learning goals

Learning goals

After following this course, students will be able to:

- Distinguish different types of social movements and recognize the drivers behind their birth, growth and eventual success/failure.
- Understand the impact of social movements in driving (or reacting to) social change and tackling current societal and environmental grand challenges
- Understand the impact and implications of social movements' activities for organizations, in particular by looking at organizations as targets of social movements, organizations as sights of social movements, and organizations and market opportunities as outcomes of social movements.
- Identify opportunities for organizations to collaborate with social movements in driving social change and tackling grand challenges

Instructional modes



Instructional modes

- **Lecture**
- **Online Workshop**

Assessment



Assessments (result in OSIRIS)

- **Written test**

Test weight 100