

University	Level	Code	Name of course / link to course description	ECTS	Teacher	Semester/ teaching period	Dates
Copenhagen Business School	Undergraduate	BHAAV2311U	Entrepreneurial Business Planning and Development	7,5	Toke Reichstein	Fall semester, I	TBA
Copenhagen Business School	Undergraduate	BHAAV6099U	Consumer Behaviour	7,5	Thyra Uth Thomsen	Fall semester, II	TBA
Copenhagen Business School	Undergraduate	BHAAV6033U	Brand Management	7,5	Gülen Sarial Abi	Fall semester, I	TBA
Wirtschaftsuniversität Wien	Undergraduate		Conscious Marketing	6	Azra Bayraktar	Fall Semester	TBA
Wirtschaftsuniversität Wien	Undergraduate		Marketing in Emerging Markets	6	Awanis	Fall Semester	TBA
Wirtschaftsuniversität Wien	Undergraduate		International Business Strategy	6	Alexander Mohr	Fall Semester	TBA
Wirtschaftsuniversität Wien	Undergraduate		Advanced Strategic Leadership	6	Barbara Sporn & Ana Godonoga	Fall Semester	TBA
Rotterdam School of Management	Undergraduate	B3EL105	Macro Economics	5	Alina Andrei	Fall Semester	TBA
Rotterdam School of Management	Undergraduate	B3EL114	Organisations & Social Movements	5	Jan Lodge	Fall Semester	TBA
Universita Commerciale Luigi Bocconi	Undergraduate	30221	Management of Fashion Companies, class 32	6	Erica Corbellini	Fall Semester	Timetable
Universita Commerciale Luigi Bocconi	Undergraduate	30296	Global Sustainability Strategy, class 31	6	Nicola Misani	Fall Semester	Timetable
Universita Commerciale Luigi Bocconi	Undergraduate	30012	Business Strategy, class 33	6	Lavie Dovev	Fall Semester	Timetable
Universität St.Gallen	Undergraduate	5,137	The Psychology of Entrepreneurship	4	Isabella Hatak	Fall semester	12:15-16:00; Mondays, 18.09.-23.10.2023
Universität St.Gallen	Undergraduate	5,139	Strategic Foresight	4	Tamara Carleton, William Cockrane	Fall Semester	12:15-16:00; Mondays, 18.09. -18.12.2023
Universität St.Gallen	Undergraduate	3,720	Digital Games - Business Culture, Ethics	3	Thorsten Busch	Fall Semester	9:00-17:00; 30. + 31.10.2023
Universität St.Gallen	Undergraduate	5,133	International Management	4	Winfried Ruigrok, Tomas KasasKlett	Fall Semester	12:15-16:00; Mondays; 18.09.-23.10.2023
Universitat Ramon Llull, ESADE Business School	Undergraduate		Behavioral Economics	3	Pedro Rey	Fall Semester	September to December TBC
Universitat Ramon Llull, ESADE Business School	Undergraduate		Business & Cinema	2	Alex Fernández de Castro	Fall Semester	September to December TBC
Universitat Ramon Llull, ESADE Business School	Undergraduate		Fundamentals of Sustainability and Circular Economy un a Holistic Context	5	Francesc Lozano Winterhalder	Fall Semester	September to December TBC

MACROECONOMICS (B3EL105)

Course description

Content

This elective course aims to broaden students' perspectives and knowledge about Macroeconomics. Macroeconomic conditions not only affect us all in our daily lives, but business managers need to have a basic understanding of macroeconomics for a more comprehensive view of the market conditions, to be better equipped to respond to major macroeconomic events such as sudden increases in interest rates, or inflation, or even sudden resource scarcity (see the disruptions resulting from the war started by Russia in Ukraine). Incorporating a basic understanding of macroeconomic factors and how the economic environment affects the business one, may give managers a significant competitive advantage by either helping them seize new opportunities or avoid costly errors. As individuals, we care about how inflation affects our abilities to pay for goods and services, how interest rates influence our access to financial resources, or how labor market conditions or technological developments affect our abilities to obtain specific jobs.

The range of topics covers the evolution of Macroeconomics and its theories, global instabilities, and their implications. This elective incorporates theory, practical applications, and economic puzzles, all relevant in a dynamic world. We start with identifying the primary schools of thought in the field, which is essential to anyone struggling to understand why macroeconomists so often issue divergent opinions on the same event (e.g., global economic crises). We then continue with an applied perspective on the classical key Macroeconomic indicators and look at the short-run and medium-run. In addition to learning about the key indicators in their theoretical form, students will get a chance to see how these work in practice by playing a game (the Econland simulation). Finally, major economic crises of the past century are reviewed, in addition to discussing the macroeconomic impact of phenomena such as crypto-currencies and political instabilities in critical world regions. This course extends the knowledge gained during the first-year Economics course; it aims to give students a broader perspective on the wider environment in which companies develop and execute their strategies.

Learning goals

After following this course, the student is able to:

- *Describe and compare* the different schools of thought in Macroeconomics.
- *Understand* the dynamics of an economy, more specifically, concepts of monetary and fiscal policy, aggregate demand, and aggregate supply.
- *Evaluate* an economy's state and *recognize* the potential for improving the country's economic health.
- *Assess* the impact/potential impact of macroeconomic factors/conditions/decisions on population approval ratings and implications for businesses
- *Critically assess* the potential impact of unpredicted events (see covid-19 & war) on economies' health.

Entrance requirements

Assumed previous knowledge

There are no pre-requisites for this elective. Students should be able and willing to read parts of a university-level textbook and academic articles. Some basic (high-school-level) mathematics and graphing skills might come in handy. This elective is only available to RSM-students and to incoming exchange students of RSM.

Instructional modes



Instructional modes

- **Online lectures**
- **Q&A sessions**
- **Workshops**

Assessment



Assessments (result in OSIRIS)

- **Group Assignment**
Test weight 30
- **Written examination**
Test weight 70

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



COURSE 2022/2023 A.Y.

30221 MANAGEMENT OF FASHION COMPANIES

Class groups taught in English

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

Classes: 31 (I sem.), 32 (I sem.)

Department: Management and Technology

Course director: VITTORIA VERONESI

Classe 31

ERICA PAOLA CORBELLINI
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MARGHERITA MURA (Teaching Assistant)
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Classe 32

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Attenzione! Il programma di seguito riportato è da considerarsi valido SOLO per l'anno accademico 2022/2023.

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 other countries. Companies are growing and new job opportunities are available for talented young people with a managerial background. The F&L world is dynamic, multifaceted and is undergoing an intense evolution, mainly driven by the digital transformation. Students learn about the main characteristics of F&L companies, get insights on the main managerial processes that are peculiar to these industries and understand the different managerial profiles in order to be able to start a career in F&L. In F&L, the ability to create an emotional value for brands is a key factor: discussing branding concepts is a take away of the course that students could successfully apply to other industries.

COURSE CONTENT DETAILED - SCHEDULE

- CLEAM cl. 31

Course Description and Objectives

The course provides an overview of the fashion system and an in-depth understanding of fashion companies' strategic, organizational, and managerial characteristics, both in the high-end and mass market.

Course objectives can be synthesized as follows:

- To get acquainted with the concept of fashion cycle and timing and management of trends;
- To learn about the main landmarks in the development of fashion companies and how the greatest international designers, brands, and countries (France, Italy, the US, and Asia) influenced the current global fashion system;
- To analyze the main business logic and business models in the fashion and luxury industries;
- To understand seasonal strategies at the level of product, distribution, and communication;
- To learn about the latest trends in the fashion industry: digital transformation, omnichannel, and sustainability.

The learning process is facilitated through stimulating teaching methods such as case histories, guest speakers, and field projects, taking advantage of being located in a leading fashion center like Milan.

Timetable

Classes are held in person at Bocconi university

DATE	TIME	ROOM
Monday	10:20 to 11:50	202
Tuesday	13:10 to 14:40	1

(Please note: lessons hours and rooms can vary. Keep checking your you@B diary for updates)

Detailed Schedule

2022/2023 I sem	Content	Readings
(1) 5/9 (MO) 10:15-11:45	Course introduction – What is fashion?	Slides “Managing Fashion and Luxury Companies”: Chapter 1: 1.1; 1.2
(2) 6/9 (TU) 13:00-14:30	Business models and industry segmentation in fashion	Slides “Managing Fashion and Luxury Companies”: Chapters 6: 6.1; 6.2; 6.3; 7: 7.1 – 7.4 “Fashion Collections”: Chapter 2
(3) 12/9 (MO) 10:15-11:45	Group projects contents and methodology	Slides
(4) 13/9 (TU) 13:00-14:30	Brand management in fashion	Slides “Managing Fashion and Luxury Companies”: Chapter 9: 9.1; 9.2
(5) 19/9 (MO) 10:15-11:45	Trading down and trading up strategies: luxury & masstige	“Managing Fashion and Luxury Companies”: Chapter 6: 6.4-6.5
(6) 20/9 (TU) 13:00-14:30	The French model: great couturiers and luxury conglomerates	Slides “Managing Fashion and Luxury Companies”: Chapters 3: 3.1; 3.2; 7.6
(7) 27/9 (TU) 13:00-14:30	Guest Speaker Altagamma A global view of the fashion industries: the Altagamma World Market Monitor	Slides “Managing Fashion and Luxury Companies”: Chapters 3: 3.4; 14: 14.4 “Fashion Collections”: Chapters 1 and 4
(8) 29/9 (TH) 16:30-18	The Italian model: designers and value of Made in Italy	Slides “Managing Fashion and Luxury Companies”: Chapters 3: 3.4; 14: 14.4 “Fashion Collections”: Chapters 1 and 4
(9)	Guest speakers	Slides

3/10 (MO) 08:30-10:00 with class 32	Creative Entrepreneurship in fashion & luxury	
(10) 3/10 (MO) 10:15-11:45	Success lessons and challenges ahead in fast fashion	Slides "Managing Fashion and Luxury Companies": Chapters 7: 7.5; 12: 12.1
(11) 4/10 (TU) 13:00-14:30	Managing stylistic identity and merchandising	Slides "Managing Fashion and Luxury Companies": Chapter 11: 11.1 – 11.4 "Fashion Collections": Chapter 3
(12) 10/10 (MO) 10:15-11:45	Guest speaker Khooa How fashion can become customer-centered	Slides
(13) 11/10 (TU) 13:00-14:30	Digital transformation in fashion communication	Slides "Managing Fashion and Luxury Companies": Chapter 13: 13.1 – 13.4
FALL BREAK		
(14) 7/11 (MO) 10:15-11:45	Group projects tutorship	
(15) 8/11 (TU) 13:00-14:30	The new role of retail: how to create an omnichannel engagement	Slides "Managing Fashion and Luxury Companies": Chapter 12: 12.4; 12.5
(16) 14/11 (MO) 08:30-10:00 with class 32	Guest Speaker Moncler Mixing urbanwear with luxury. The Moncler KOL and influencers strategy	Slides
(17) 14/11 (MO) 10:15-11:45	CSR in fashion: how to integrate sustainability into business practice	Slides
(18) 15/11 (TU) 13:00-14:30	Guest Speaker Furla Conversion rate optimization strategies for fashion	Slides
(19) 21/11 (MO) 10:15-11:45	Guest Speaker Gucci Cracking the luxury code with Millennials and GenZ. The value of a career in Retail	Slides
(20) 22/11 (TU) 13:00-14:30	From fashion to beauty: inside the booming beauty industry	Slides
(21) 28/11 (MO) 08:30-10:00 with class 32	Guest Speaker wearesocial Gamification and new social: fashion plays the game	Slides
(22) 29/11 (TU) 13:00-14:30	Changing the fashion landscape: radical fashion and new designers	Slides
(23) 5/12 (MO) 10:15-11:45	Group projects presentation	
(24) 6/12 (TU) 13:00-14:30	Course wrap-up How to get into the fashion industry	Slides

- CLEACC cl. 32

Course Description and Objectives

The course provides an overview of the fashion system and an in-depth understanding of fashion companies' strategic, organizational, and managerial characteristics, both in the high-end and mass market.

Course objectives can be synthesized as follows:

- To get acquainted with the concept of fashion cycle and timing and management of trends;
- To learn about the main landmarks in the development of fashion companies and how the greatest international designers, brands, and countries (France, Italy, US, and Asia) influenced the current global fashion system;
- To analyze the main business logic and business models in fashion and luxury industries;
- To understand seasonal strategies at the level of product, distribution, and communication;
- To learn about the latest trends in the fashion industry: digital transformation, omnichannel, and sustainability.

The learning process is facilitated through stimulating teaching methods such as case histories, guest speakers, and field projects, taking advantage of being located in a leading fashion center like Milan.

Timetable

Classes will be held online only

DATE	TIME	
Monday	13:10 to 14:40	
Thursday	15:00 to 16:30	

Please note:

- Lesson hours could vary. Keep checking your you@B diary for updates
- On the lesson calendar reported on your you@B diary, a physical room is associated with each lecture for bureaucratic reasons. Please ignore that information as classes will be held online only.

Detailed Schedule

2022/2023 I sem	Contents	Readings
(1) 5/9 (MO) 13:00-14:30	Course introduction - What is fashion?	Slides "Managing Fashion and Luxury Companies": Chapter 1: 1.1; 1.2
(2) 8/9 (TH) 14:45-16:15	Business models and industry segmentation in fashion	Slides "Managing Fashion and Luxury Companies": Chapters 6: 6.1; 6.2; 6.3; 7: 7.1 – 7.4 "Fashion Collections": Chapter 2
(3) 12/9 (MO) 13:00-14:30	Group projects contents and methodology	Slides
(4) 15/9 (TH) 14:45-16:15	Brand management in fashion	Slides "Managing Fashion and Luxury Companies": Chapter 9: 9.1; 9.2
(5) 19/9 (MO) 13:00-14:30	Trading down and trading up strategies: luxury & masstige	"Managing Fashion and Luxury Companies": Chapter 6: 6.4-6.5
(6) 22/9 (TH) 14:45-16:15	The French model: great couturiers and luxury conglomerates	Slides "Managing Fashion and Luxury Companies": Chapters 3: 3.1; 3.2; 7.6
(7) 26/9 (MO) 13:00-14:30	The Italian model: designers and value of Made in Italy	Slides "Managing Fashion and Luxury Companies": Chapters 3: 3.4;

		14: 14.4 "Fashion Collections": Chapters 1 and 4
(8) 29/9 (TH) 14:45-16:15	Guest Speaker Altagamma A global view on the fashion industries: the Altagamma World Market Monitor	Slides
(9) 3/10 (MO) 08:30-10:00 with class 31	Guest speakers Creative Entrepreneurship in fashion & luxury	Slides
(10) 6/10 (TH) 14:45-16:15	Success lessons and challenges ahead in fast fashion	Slides "Managing Fashion and Luxury Companies": Chapters 7: 7.5; 12: 12.1
(11) 10/10 (MO) 13:00-14:30	Guest speaker Khooa How fashion can become customer-centered	Slides
(12) 13/10 (TH) 14:45-16:15	Managing stylistic identity and merchandising	Slides "Managing Fashion and Luxury Companies": Chapter 11: 11.1 – 11.4 "Fashion Collections": Chapter 3
FALL BREAK		
(13) 27/10 (TH) 14:45-16:15	Digital transformation in fashion communication	Slides "Managing Fashion and Luxury Companies": Chapter 13: 13.1 – 13.4
(14) 3/11 (TH) 14:45-16:15	The new role of retail: how to create an omnichannel engagement	Slides "Managing Fashion and Luxury Companies": Chapter 12: 12.4; 12.5
(15) 7/11 (MO) 13:00-14:30	Group projects tutorship	
(16) 10/11 (TH) 14:45-16:15	Guest Speaker Furla Conversion rate optimization strategies for fashion	Slides
(17) 14/11 (MO) 08:30-10:00 with class 31	Guest Speaker Moncler Mixing urbanwear with luxury. The Moncler KOL and influencers strategy	Slides
(18) 17/11 (TH) 14:45-16:15	Guest Speaker Gucci Cracking the luxury code with Millennials and GenZ. The value of a career in Retail	Slides
(19) 21/11 (MO) 13:00-14:30	CSR in fashion: how to integrate sustainability into business practice	Slides
(20) 24/11 (TH) 14:45-16:15	From fashion to beauty: inside the booming beauty industry	Slides
(21) 28/11 (MO) 08:30-10:00 with class 31	Guest Speaker wearesocial Gamification and new social: fashion plays the game	Slides
(22) 28/11 (MO) 13:00-14:30	Changing the fashion landscape: radical fashion and new designers	Slides
(23) 1/12 (TH) 14:45-16:15	Group projects presentation	
(24)	Course wrap-up	Slides

5/12 (MO) 13:00-14:30	How to get into the fashion industry	
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TEACHING METHODS

Selection:

- Face-to-face lectures
 - face-to-face lectures
 - with use of new technology
- Online lectures
 - synchronous
 - asynchronous
- Guest speaker's talks (in class or in distance)
 - in-class
- Case studies /Incidents (traditional, online)
 - traditional case studies
 - online case studies
- Group assignments
 - project work
 - presentation
 - coaching and/or targeted tutorship

The learning process is facilitated by the variety of teaching methods listed above.

- Some case studies are discussed during the course.
- The group field project, for all attending students, is presented in class and followed by a short discussion.
- Suggestions are provided to take advantage of the location in Milan, the leading fashion center in Italy.

Please note: lectures will be held in-person for class 31 and online only for class 32

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
○ 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

TEACHING MATERIALS

- CLEAM cl. 31 - CLEACC cl. 32

Attending students

Attending students have to base their preparation on slides and notes taken in class. In case you miss some classes, or you want to deepen some content, you can refer to the following texts:

- E. Corbellini, S. Saviolo (2009), "Managing Fashion and Luxury Companies", ETAS. Chapters and paragraphs: 1; 3 (3.5 excluded); 6; 7; 8; 9; 12; 13; 14 (chapters 2, 4, 5, 10, 11 are excluded)
- N. Misani, P.Varacca Capello (2017), "Fashion Collections: Product Development and Merchandising", EGEA. Chapters 1, 2, 3, 4 (chapters 5, 6, 7 are excluded)

Non-Attending students

- E. Corbellini, S. Saviolo (2009), "Managing Fashion and Luxury Companies", ETAS. The whole book has to be studied.
- N. Misani, P.Varacca Capello (2017), "Fashion Collections: Product Development and Merchandising", EGEA. The whole book has to be studied.

General Information on compulsory readings

- Books are available at the Egea Bookstore, which is located in Via Bligny, close to the Velodromo university building. Those who cannot visit the book shop can buy the paper or electronic books directly on the Bboard course webpage, section "Books & Tools" on the left menu, "Egea - course gallery"
- Handouts and cases discussed in class will be available on the course website (www.unibocconi.it-Quick Links) 1st semester - Undergraduate Degree Programs 2022/2023-30221. Password has already been sent via e-mail from the international office.
- On the course webpage, you will also find students' field projects, group composition, and final grades.

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.

COURSE ETIQUETTE

Office hours

Office hours are available at <http://didattica.unibocconi.it/ricevimento/index.php>
Office hours could vary: please check on the website.

Secretary Department of Management and Technology

Via Roentgen, 1 - 4th floor (C3-04) phone 02.58362533
email: dipartimentomnt@unibocconi.it

Aggiornato al 02/09/2022 17:19



COURSE 2022/2023 A.Y.

30296 GLOBAL SUSTAINABILITY STRATEGY

Class groups taught in English

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

Classes: 24 (I sem.), 31 (I sem.)

Department: Management and Technology

Course director: NICOLA MISANI

Classe 24

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Classe 31

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Attenzione! Il programma di seguito riportato è da considerarsi valido SOLO per l'anno accademico 2022/2023.

SUGGESTED BACKGROUND KNOWLEDGE

To feel comfortable in this course, you should be familiar with basic concepts regarding management, organizations, and global economy.

MISSION

Sustainability connects old concerns for economic growth and social equity with a concern for the carrying capacity of natural systems. The course explores how sustainability is becoming an existential challenge for humanity – due to such alarming issues as climate change or growing social inequality – and a source of change for companies. Organizations are rethinking their role in the society and increasingly choosing to exceed the legal requirements they face and to take action to address social and environmental problems. Students are confronted with the theoretical bases of sustainability, seen as a perspective that shapes the role of the organizations within society and promote sustainable development, and the challenges of incorporating this perspective into the practices of organizations. A strategic approach to sustainability is more complex than traditional strategy, because it requires managers to engage with the non-market environment including regulators, activists, and non-governmental organizations (NGOs). The course is oriented around understanding the conditions under which sustainability can benefit all the stakeholders involved.

COURSE CONTENT DETAILED - SCHEDULE

- WBB cl. 24 - CLEAM, CLEF, CLEACC, BESS-CLES, BIEF, BIEM, BIG, BEMACS cl. 31

Week 1. Introduction to Sustainability

Day 1. Monday, September 5, 2022 (10:15 – 11:45): live session.

- Introduction to Sustainability
- Introduction to the course

Before this class: read the syllabus and log into Blackboard and explore the class page

Day 2. Thursday, September 8, 2022 (16:30 – 18:00): videos and online activities (asynchronous session).

- Watch the instructor videos on Sustainability Concepts
- Take the self-evaluation quizzes after the videos
- Learning activity: Fill in the questionnaire (“Are you interested in sustainability?”) **by Friday, September 9, at 14:00.**

During the week, read:

- Barbier (2022), “Humankind and the Planet”, in *Economics for a Fragile Planet: Rethinking Markets, Institutions and Governance* (pp. 21-54). Cambridge University Press.
- Dyllick & Hockerts (2002), “Beyond the business case for corporate sustainability”, *Business Strategy and the Environment*, 11: 130-141.

Week 2. Corporate Sustainability

Day 1. Monday, September 12, 2022 (10:15 – 11:45): videos and online activities (asynchronous session)

- Watch the instructor videos on Corporate Sustainability
- Take the self-evaluation quizzes after the videos
- Learning Activity: Discussion of the article “Unilever’s Plastic Playbook” **by Wednesday, September 14, at 18:00.**

Day 2. Thursday, September 15, 2022 (16:30 – 18:00): live session

- Introduction to the group projects
- Debriefing of last week’s questionnaire and this week’s discussion of the Unilever article
- Cases and trends in corporate sustainability

During the week, read:

- Ditlev-Simonsen (2022), “Economic Theories and Sustainable Development”, in *A Guide to Sustainable Corporate Responsibility* (pp. 37-60). Palgrave Macmillan.

Week 3. Climate Change and the Road to Net Zero

Day 1. Monday, September 19, 2022 (10:15 – 11:45): videos and online activities (asynchronous session)

- Watch the instructor videos on Climate Change
- Take the self-evaluation quizzes after the videos
- Learning Activity: Play the Climate Change simulation and post your scores **by Wednesday, September 14, at 18:00.**

Day 2. Thursday, September 22, 2022 (16:30 – 18:00): live session

- Debriefing of the Climate Change simulation
- The road to Net Zero

During the week, read:

- Henderson et al. (2020), “Climate Change in 2020: Implications for Business”, Harvard Business School, 9-320-087.

Week 4. Decarbonization Strategies

Day 1. Monday, September 26, 2022 (10:15 – 11:45): videos and online activities (asynchronous session)

- Watch the instructor videos on Decarbonization
- Take the self-evaluation quizzes after the videos
- Learning Activity: Discussion of Microsoft’s Decarbonization Plan **by Wednesday, September 28, at 18:00.**

Day 2. Thursday, September 29, 2022 (16:30 – 18:00): live session

- Debriefing of Microsoft's Decarbonization Plan discussion
- Cases and trends in decarbonization

During the week, read:

- McKinsey & Company (2022), "Playing offense to create value in the net-zero transition", published at <https://www.mckinsey.com/> (April 12).

Week 5. Sustainable Business Models**Day 1. Monday, October 3, 2022 (10:15 – 11:45): videos and online activities (asynchronous session)**

- Watch the instructor videos on Sustainable Business Models
- Take the self-evaluation quizzes after the videos
- Learning activity: Case analysis of Bamboo Clothing **by Wednesday, October 5, at 18:00.**

Day 2. Thursday, October 6, 2022 (16:30 – 18:00): live session

- Debriefing of the Bamboo Clothing Case
- Guest speech on sustainable value creation (Consulting company)

During the week, read:

- Bocken et al. (2014), "A literature and practice review to develop sustainable business model archetypes", *Journal of Cleaner Production*, 65: 42-56.

Week 6. Circular Economy**Day 1. Monday, October 10, 2022 (10:15 – 11:45): videos and online activities (asynchronous session)**

- Watch the instructor videos on Circular Economy
- Take the self-evaluation quizzes after the videos
- Learning activity: 10 Rs exercise **by Wednesday, October 12, at 18:00.**

Day 2. Thursday, October 13, 2022 (16:30 – 18:00): live session

- **Short Test 1 (16:30 – 16.45) – it covers the weeks from 1 to 6**
- Debriefing of the 10 Rs exercise.
- Guest speech on circular design (Fashion company)

During the week, read:

- Ellen MacArthur Foundation (2015), "Towards a Circular Economy: Business Rationale for an Accelerated Transition", <https://ellenmacarthurfoundation.org/towards-a-circular-economy-business-rationale-for-an-accelerated-transition>.

Week 7. Sustainable Supply Chains**Day 1. Thursday, October 27, 2022 (16:30 – 18:00): videos and online activities (asynchronous session)**

- Watch the instructor videos on Sustainable Supply Chains
- Take the self-evaluation quizzes after the videos
- Learning activity: Case analysis of Cocoa's Child laborers **by Wednesday, November 2, at 18:00.**

Day 2. Thursday, November 3, 2022 (16:30 – 18:00): live session

- Update on the group projects
- Debriefing of Cocoa's Child laborers case
- New EU regulations and supply chain initiatives

During the week, read:

- Kraft & Zheng (2021), "How Supply Chain Transparency Boosts Business Value, *MIT Sloan Management Review*, 63(1): 34-40.

Week 8. Sustainability in the Marketplace

Day 1. Monday, November 7, 2022 (10:15 – 11:45): videos and online activities (asynchronous session)

- Watch instructor videos on Sustainability in the Marketplace
- Take the self-evaluation quizzes after the videos
- Learning activity: Prepare questions for the guest speaker **by Wednesday, November 9, at 18:00.**

Day 2. Thursday, November 10, 2022 (16:30 – 18:00): live session

- Guest speech on marketing products with a purpose (Beauty company)

During the week, read:

- Kronthal-Sacco et al., "Sustainable Purchasing Patterns and Consumer Responsiveness to Sustainability Marketing Messages", *Journal of Sustainability Research*, available at https://sustainability.hapres.com/htmls/JSR_1204_Detail.html

Week 9. Sustainability Reporting

Day 1. Monday, November 14, 2022 (10:15 – 11:45): videos and online activities (asynchronous session)

- Watch instructor videos on Sustainability Reporting
- Take the self-evaluation quizzes after the videos
- Learning activity: Exercise on sustainability reports **by Wednesday, November 16, at 18:00.**

Day 2. Thursday, November 17, 2022 (16:30 – 18:00): live session

- Debriefing of the sustainability reports exercise.
- New EU regulation, reporting trends, and the double materiality concept

During the week, read:

- Barker & Eccles (2018), "Should FASB and IASB be responsible for setting standards for nonfinancial information?", *Said Business School, Green paper.*

Week 10. Sustainability and Finance

Day 1. Monday, November 21, 2022 (10:15 – 11:45): videos and online activities (asynchronous session)

- Watch instructor videos on Sustainable Finance
- Take the self-evaluation quizzes after the videos
- Learning activity: discussion of Tariq Fancy's "Secret Diary of a Sustainable Investor" **by Wednesday, November 23, at 18:00.**

Day 2. Thursday, November 24, 2022 (16:30 – 18:00): live session

- Update on the group projects
- Debriefing of the Tariq Fancy discussion
- Current trends and evolution of ESG

During the week, read:

- Ditlev-Simonsen (2022), "Sustainability and Finance: Environment, Social, and Governance (ESG)", in *A Guide to Sustainable Corporate Responsibility* (pp. 189-206). Palgrave Macmillan.

Week 11. Organizational Issues

Day 1. Monday, November 28, 2022 (10:15 – 11:45): videos and online activities (asynchronous session)

- Watch instructor videos on Sustainability Adoption
- Take the self-evaluation quizzes after the videos
- Learning activity: Prepare questions for the guest speaker **by Wednesday, November 30, at 18:00.**

Day 2. Thursday, December 1, 2022 (16:30 – 18:00): live session

- **Short Test 2 (16:30 – 16.45) – it covers the weeks from 7 to 11**
- Guest speech on processes and planning for sustainability (Consumer goods company)

Upload the final report and presentation of your group project by December 2, 2022 at 18:00.

During the week, read:

• Ditlev-Simonsen (2022), "Strategy to Approach Sustainability in Companies: A Step by Step Model", in *A Guide to Sustainable Corporate Responsibility* (pp. 149-162). Palgrave Macmillan.

Week 12. Presentation of Group Projects

Monday, December 5, 2022 (10:15 – 11:45): live session

- Live presentations of the first round of groups

Monday, December 5, 2022 (12:00 – 13.30): live session

- Live presentations of the second round of groups

Learning activity: post comments on each other's reports and presentations **by Wednesday, December 7, at 18:00.**

No readings this week.

Please notice that:

- Names of guest speakers will be published after their confirmation; possible changes in the dates of the speeches are still possible
- Live sessions are recorded. The recordings stay online until midnight of the day that follows the class
- Instructor videos of asynchronous classes stay online for all the semester
- Attendance is taken during the live sessions through the you@B procedure
- You can complete the "Learning activities" after the deadline, but they will be marked "late". This has consequences for achieving the attending student status (see below, "Assessment")
- However, it will not be possible to complete a learning activity after **Friday, December 9, at 18:00**, when the course formally ends.
- It is recommended that you read the readings in the week they are indicated, for optimal learning. However, knowledge of the readings is only tested in the final written exam.
- Guest speeches are studying materials for the final written exam
- Short tests cover all the remaining materials (slides, videos, cases, and learning activities)

TEACHING METHODS

Selection:

- Online lectures
 - synchronous
 - asynchronous
- Guest speaker's talks (in class or in distance)
 - in distance
- Case studies /Incidents (traditional, online)
 - online case studies
 - online incidents

- Individual assignments
 - case analysis
 - exercises
- Group assignments
 - project work
 - presentation
- Interactive class activities (role playing, business game, simulation, online forum, instant polls)
 - simulation
 - instant polls

The course is online.

The course is based on active teaching methodologies aimed at maximizing students' participation. In addition to theoretical sessions, students are involved in the discussion of case studies and exercises based on real-world examples. Guest speakers will provide a practical perspective on how sustainability is becoming a necessary element of strategies of firms. Theory and practice are combined dynamically.

Specific learning activities (which may consist of questionnaires, reflection papers, self-evaluation quizzes, in-class exercises, and so on) complement each class and stimulate the active involvement of students in the course.

ASSESSMENT METHODS

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

Detailed information on assessment

For attending students

Students qualify as attending if:

1. they complete at least 75% of the activities that are carried out in the sessions (see below)
2. they participate in the group project (including the final presentation, which is an essential part of the project)
3. they achieve a passing grade (18/31) as an average of the two short tests

To calculate the 75% of the activities, a point system is used:

- One point is given for each attendance to the live sessions (13)
- One point is given for each learning activity (12) completed by the weekly deadline.
- Learning activities marked late receive 0.5 points.
- To be considered an attending student, you must arrive at **18 points** in total at the end of the course (i.e., by **Friday, December 9, at 18:00**)

Learning activities **are not graded**. They are only marked for completion. To be considered complete, a learning activity must be of acceptable quality.

No exceptions will be granted to students who don't manage to record their attendance or to complete the activities on time for any reason, including connection difficulties.

The final grade will consist of the following components:

- Short tests: 25%
- Group project: 25%
- Final written exam: 50%

The maximum grade is **31**. The minimum passing grade is **18**.

The **short tests** are quizzes (including multiple-choice and reasoning questions) that are held during classes and focus on students' ability to apply knowledge and understanding of all concepts of the course. There will be two short tests during the term (one before the mid-term break and one after). They will be held during classes (see the timetable). Formats and examples of quizzes and exercises will be shown to students before the actual short tests.

The final grade of the short tests is the **average of the two short tests**. The passing grade is **18**.

In the **group assignment**, you are asked to explore the sustainability problems and opportunities of a **product** and offer appropriate business solutions from the point of view of a company. Products could be diamonds, canned tuna, lipsticks, jeans trousers, and other products with significant sustainability impacts. You will have to consider both social and environmental issues and analyze them with the correct methods. You will have to develop realistic suggestions that a company may want to implement. This assignment will test your ability to apply the concepts of the course and turn them into solutions and innovations for sustainability.

The expected output of the assignment consists of:

1. A presentation to be delivered in front of the class on the last day of the course.
2. A report to be uploaded on Blackboard before the deadline.

Groups will include **six members** at most, consisting of any combination of on-campus and off-campus students, including Exchange students. Therefore, groups will be created after the end of the add and drop period for Exchange students.

The report should be no longer than 4,000 words (with further room for an appendix that can be used only for figures, tables, and graphs, if needed). References – also not included in the word counting – should be in APA or Chicago styles.

The report will be evaluated based on the quality of information, effective writing and presentation, application of concepts and models used in the course, coherence among parts, and – the most important criterion – convincing argumentation. In writing these reports, you are expected to respect Bocconi's honour code. Please be aware that the Plagiarism software will be used to check your reports.

Further instructions regarding the assignment will be detailed in a separate document that will be distributed in the first weeks of the course.

The **final written exam** tests the knowledge you obtained by attending classes and studying materials. It will consist of a mix of multiple-choice questions and some short-essay questions (e.g., concept questions or cases analysis). Mock examples of questions and exercises will be provided in class and on Blackboard before exams. Exam questions and exercises in the attending-student exam focus on the materials presented and discussed in class.

The minimum passing grade for the final written exam is **18**.

For non-attending students

Written exam to test knowledge obtained by studying **the required readings and the textbook**. As for attending students, the exam will consist of multiple-choice questions and some short-essay questions (e.g., concept questions or cases analysis).

TEACHING MATERIALS

- WBB cl. 24 - CLEAM, CLEF, CLEACC, BESS-CLES, BIEF, BIEM, BIG, BEMACS cl. 31

For attending students

- A collection of readings provided through Blackboard (see list below).
- Case studies and slides used during the classes.

For non-attending students

- A collection of readings provided through Blackboard (see list below).
- R. Hahn (2022), *Sustainability Management: Global Perspectives on Concepts, Instruments, and Stakeholders*, <https://sustainabilitymanagementbook.com/> (ALL CHAPTERS).

All readings, cases or materials discussed in the classroom will be made available on Blackboard. The instructor's slides of all classes are also posted there.

Collection of readings on Blackboard (attending and non-attending students)

- Barbier (2022), "Humankind and the Planet", in *Economics for a Fragile Planet: Rethinking Markets, Institutions and Governance* (pp. 21-54). Cambridge University Press.
- Barker & Eccles (2018), "Should FASB and IASB be responsible for setting standards for nonfinancial information?", Said Business School, Green paper.
- Bocken et al. (2014), "A literature and practice review to develop sustainable business model archetypes", *Journal of Cleaner Production*, 65: 42-56.
- Ditlev-Simonsen (2022), "Economic Theories and Sustainable Development", in *A Guide to Sustainable Corporate Responsibility* (pp. 37-60). Palgrave Macmillan.
- Ditlev-Simonsen (2022), "Sustainability and Finance: Environment, Social, and Governance (ESG)", in *A Guide to Sustainable Corporate Responsibility* (pp. 189-206). Palgrave Macmillan.
- Ditlev-Simonsen (2022), "Strategy to Approach Sustainability in Companies: A Step by Step Model", in *A Guide to Sustainable Corporate Responsibility* (pp. 149-162). Palgrave Macmillan.
- Dyllick & Hockerts (2002), "Beyond the business case for corporate sustainability", *Business Strategy and the Environment*, 11: 130-141.
- Ellen MacArthur Foundation (2015), "Towards a Circular Economy: Business Rationale for an Accelerated Transition", <https://ellenmacarthurfoundation.org/towards-a-circular-economy-business-rationale-for-an-accelerated-transition>.
- Henderson et al. (2020), "Climate Change in 2020: Implications for Business", Harvard Business School, 9-320-087.
- Kraft & Zheng (2021), "How Supply Chain Transparency Boosts Business Value", *MIT Sloan Management Review*, 63(1): 34-40.
- Kronthal-Sacco et al., "Sustainable Purchasing Patterns and Consumer Responsiveness to Sustainability Marketing Messages", *Journal of Sustainability Research*, available at https://sustainability.hapres.com/htmls/JSR_1204_Detail.html
- McKinsey & Company (2022), "Playing offense to create value in the net-zero transition", published at <https://www.mckinsey.com/> (April 12).

HONOR CODE

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COURSE ETIQUETTE

The instructor is happy to discuss the course, your progress, or any other issue of interest on an individual basis or in small groups. Office-hour details of Nicola Misani (nicola.misani@unibocconi.it) are here: <http://didattica.unibocconi.eu/ricstu/persona.php>. Office hours will be usually held online (through Zoom or similar). To set up an appointment outside office hour availabilities, please send the instructor an e-mail.

Teaching office: Elisabetta Ostoni (Department of Management and Technology), Via Rontgen 1, Floor 4, Tel. 02.5836.2532 - elisabetta.ostoni@unibocconi.it

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COURSE 2022/2023 A.Y.

30012 STRATEGIA COMPETITIVA / BUSINESS STRATEGY

Class groups taught in English

Programs: CLEF (6 credits - II sem. - OP | 6 cfu - SECS-P/07), BESS-CLES (6 credits - II sem. - OP | 6 cfu - SECS-P/07), BIEF (6 credits - II sem. - OBCUR | 6 cfu - SECS-P/07), BIEM (6 credits - II sem. - OB | 6 cfu - SECS-P/07), BIG (6 credits - II sem. - OP | 6 cfu - SECS-P/07), BEMACS (6 credits - II sem. - OP | 6 cfu - SECS-P/07)

Classes: 15 (II sem.), 16 (II sem.), 17 (II sem.), 18 (II sem.), 31 (II sem.), 32 (II sem.)

Department: Management e Tecnologia / Management and Technology

Course director: ANNE JEANNE MARIE JOSEPH SERVANTIE JACQUEMINET

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Classe 32

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Attenzione! Il programma di seguito riportato è da considerarsi valido SOLO per l'anno accademico 2022/2023.

SUGGESTED BACKGROUND KNOWLEDGE

This is an introductory course, therefore there is no formal prerequisite. Students should be familiar with the fundamentals of management and microeconomics.

MISSION

Business strategy is concerned with answering two central questions: “How and where should a business compete?” In this course, we consider analytical techniques for diagnosing the competitive position of a business, evaluating business strategies, and identifying what organization form a business should take. These concepts and frameworks help you to structure complex problems in business strategy and provide a solid foundation for strategic decision making.

COURSE CONTENT DETAILED - SCHEDULE

- BIEM cl. 15, 16, 17, 18 - CLEF, BESS-CLES, BIEF, BIG, BEMACS cl. 31, 32

Session 1: Introduction
 Session 2: Industry Analysis
 Session 3: Strategic Groups
 Session 4: Competitive & Cost Advantage
 Session 5: Differentiation Advantage
 Session 6: Industry Dynamics
 Session 7: Vertical Integration
 Session 8: Diversification
 Session 9: Internationalization (+ Pressure Test)
 Session 10: Team presentation I
 Session 11: Team presentation II
 Session 12: Simulation game

TEACHING METHODS

Selection:

- Face-to-face lectures
 - face-to-face lectures
- Exercises (exercises, database, software etc.)
 - in-class exercises
- Case studies /Incidents (traditional, online)
 - traditional case studies
- Group assignments
 - case analysis
 - presentation
- Interactive class activities (role playing, business game, simulation, online forum, instant polls)
 - business game

Session structure

For attending students, the 4-hour classes are organized as follows:

- Half of the lesson is an interactive lecture based on text books as well as examples from the business press and the professor's work and academic experiences.
- The other half of the lesson is spent solving a case study in teams (for potential regular sessions one entire session is devoted to theory/lecture and the following session on solving a case study in teams).
- Throughout the class, students may also be asked to answer questions, to interact with the professor and other students, and conduct in-class exercises. The professor is present to discuss problems with students, but the cases must be solved in teams. Students are expected to be familiar with the topic of the day, and ask questions to the professor in order to prepare for case assignments. Lessons always start on time and the professor remains available to answer any questions for the duration of the lesson.
- The last session of the course is dedicated to a competitive business game, played in teams.

Attendance

for attending students, in-person attendance is mandatory for the entire class and is kept by the professor.

For non-attending students, attendance and participation in in-class group activities are not required.

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		

Attending students

With the purpose of measuring the acquisition of the above-mentioned learning outcomes the student assessment is based on the following components:

1. Course Final Exam: the comprehensive final exam in this course is a written exam that tests students' ability to explain the theoretical arguments learned during the course and to use them to answer questions related to a real business case. It is graded out of 30 and counts for 60% of the final grade.
2. Course "Pressure Test": the pressure test is a timed case assignment to be solved in teams. The goal of this assessment exercise is to evaluate students' critical thinking over a firm's strategic problem. It is graded out of 30 and counts for 10% of the final grade.
3. Class presentation: the teams prepare a 15-minutes presentation on a company of their choice that faces a business strategy challenge. This project presentation, is intended to test the students' ability to work in teams, to speak in public, and to address a real life company problem with the tools they acquired in class. It is graded out of 30 and counts for 30% of the final grade.
4. In class case assignments: the goal of these assignments is to foster in class interactions and to apply concepts introduced in the lectures to solve practical business strategy problems. The group assignments are pass or fail and students need their group to pass at least 6 out of 8 cases to gain a 1-point bonus on their final grade.

Non-attending students

The assessment method for non-attending students is based on a comprehensive final exam in written form graded out of 30.

It is the same as the final exam for attending students and aims at evaluating the individual student's ability to apply the theoretical arguments learned for this course to answer questions related to a real business case.

TEACHING MATERIALS

- BIEM cl. 15, 16, 17, 18 - CLEF, BESS-CLES, BIEF, BIG, BEMACS cl. 31, 32

Attending students

- Case studies and reading materials uploaded on the e-learning platform.
- R. GRANT, *Contemporary Strategy Analysis*, Wiley, 2022, 11th Edition (Chapters 1,3,4,7,8,10,11,12).

Non-attending students

- R. GRANT, *Contemporary Strategy Analysis*, Wiley, 2022, 11th Edition (Chapters 1,3,4,7,8,10,11,12).

HONOR CODE

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COURSE 2022/2023 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
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alberto.grando@sdabocconi.it

Attenzione! Il programma di seguito riportato è da considerarsi valido SOLO per l'anno accademico 2022/2023.

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 06/02/2023 16:30- 18.00	Lesson	Introduction to the course The need of a New Renaissance A reference framework for responsible and sustainable operations management	A. Grando	Chapter 1. Sustainability and future trends Chapter 2. Sustainable Operations and Supply Chain Management as Competitive factors
Wednesday 08/02/2023	Lesson	The impact of mega trends Sustainable operations management	A. Grando	Chapter 1. Sustainability and future trends

10:15-12:45		Introduction Case Study "IwasaSari)		Case Study "IwasaSari" presentation
Monday 13/02/2023 16:30-18.00		CANCELLED		
Wednesday 15/02/2023 10:15-12:45	Lesson	IwasaSari case discussion using Canvas Business Model framework	A. Grando	Chapter 1. Sustainability and future trends Case Study "IwasaSari" presentation
Monday 20/02/2023 16:30-18.00	Lesson	Sustainability and Procurement	V. Belvedere	Chapter 4. Sustainability and Procurement
Wednesday 22/02/2023 10:15-12:45	Lesson	Sustainability and Vendor Assessment	V. Belvedere	Chapter 4. Sustainability and Procurement Case Study MyTshirt
Monday 27/02/2023 16:30-18.00	Lesson	Sustainability and Production	V. Belvedere	Chapter 6. Sustainability and Production
Wednesday 01/03/2023 10:15-12:30	Lesson	Sustainability and Physical Distribution	V. Belvedere	Chapter 6. Sustainability and Logistics, Physical Distribution and Packaging
Monday 06/03/2023 16:30-18.00	Lesson	Sustainability and Green Packaging First group assignment introduction	V. Belvedere	Chapter 5. Sustainability and Logistics, Physical Distribution and Packaging Case Mineral Water
Wednesday 08/03/2023 10:15-12:30	Lesson	Reverse Logistics and Closed-loop Supply Chain	A. Grando	Chapter 7 Reverse Logistics management and Closed-Loop Supply Chain
Wednesday 22/03/2023 10:15-12:30	Lesson	Closed-loop Supply Chain and Recovery Options	A. Grando	Chapter 7 Reverse Logistics management and Closed-Loop Supply Chain 3R Case Study
Monday 27/03/2023 16:30-18.00	Lesson	Green Design and New Product Development Second group assignment presentation	A. Grando	Chapter 3 Sustainability and New Product Design Green Products Assessment Exercise
Wednesday 29/03/2023 10:15-12:30	Lesson	Visit to Venture Capital Company e-Novia	A. Grando	Meeting with e_Novia management and projects presentation
Monday 03/04/2023 16:30-18.00	Lesson	Sustainable Product development	A. Grando	Guest: Rodrigo Doxandabarat "the case of Dotz"
Wednesday 05/04/2023 10:15-12:30	Lesson	Materiality Matrix building and ESG Benefit Corporation	A. Grando	Exercise in class

Monday 17/04/2023 16:30- 18.00	Lesson	Performance measurement and sustainability	V. Belvedere	Chapter 8. Performance measurement
Wednesday 19/04/2023 09:00- 13:00	Lesson	Performance measurement and sustainability	V. Belvedere	Chapter 8. Performance measurement
Wednesday 26/04/2023 10:15- 12:30	Lesson	Visit to Cariplo Factory and projects presentation	A. Grando	Meeting with management and activities presentation
Monday 03/05/2023 10:15- 12:30	Lesson	Start-up and Sustainability Synthesis of the course and Exam-rules and mock-up presentation	A. Grando V. Belvedere	Guest from: I_Cube

TEACHING METHODS

Selection:

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

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
<ul style="list-style-type: none"> ■ 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 two group assignments (15% 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.

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Course and Examination Fact Sheet: Autumn Semester 2023

3,720: Technologien/Technologies: Digital Games - Business, Culture, Ethics

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

[3,720.1.00 Technologien/Technologies: Digital Games - Business, Culture, Ethics](#) -- Englisch -- [Busch Thorsten](#)

Course information

Course prerequisites

None.

Learning objectives

After successful completion of this class, students will be able to:

- understand the broad scope of today's gaming landscape from a wide range of perspectives;
- make informed decisions as managers, policymakers, and designers;
- critically evaluate:
 1. the design of games as cultural artifacts,
 2. the business of creating games,
 3. the political processes that influence game development,
 4. the ethical controversies that surround games,
 5. the international and intercultural dimensions of game development.

Course content

Over the course of the past 40 years, digital games have become a mainstream medium - not just commercially, but also culturally. In many different ways, HSG graduates will thus spend their future careers interacting with social contexts influenced by the business side of games, by gaming culture, and by the norms and values of gaming communities. For instance, companies today use "gamification" to achieve their management goals, consumers interact with a wide variety of games every day on their smart phones and on social media, and political decision-makers need to decide whether game companies deserve tax breaks in order to create a game development studio in their respective region of the globe. Digital game literacy is thus not only required knowledge for anyone seeking a career in digital media today, but also for any professional in a wide range of industries, and even in public service. That is why this multidisciplinary course will use a wide range of perspectives to contextualize digital games not just as an entertainment product but rather as a multi-faceted phenomenon that informs us about social issues such as identity, gender roles, politics, media ethics, as well as the design and critical use of technology.

Course structure and indications of the learning and teaching design

1. Introductory lecture: What is so interesting about games?
2. Just mindless fun or serious e-sport? Understanding the context of games as cultural artifacts
3. Hardware: a brief history of gaming technologies



4. Business models: consoles, PC, MMOs, social, mobile, freemium, etc.
5. Not just numbers: games industry culture and business practices
6. Good game, bro: diversity in the games and technology industries
7. Games industry ethics and moral issues in games
8. Give me a (tax) break: political dimensions of the games business
9. How to sell games: enthusiast media, gaming influencers and media ethics
10. Gamification: game-based incentives in business, health care, education, and everything
11. Virtual worlds, real toxic player behavior: flaming, trolling, and hate on gaming platforms
12. Gaming globally: international and intercultural perspectives

This class will adapt a flipped classroom model that engages students in active and collaborative learning processes, and all students are expected to aid everybody else's respective learning success by actively contributing to group presentations and class discussions. After the semester break, students will need to perform independent research for their individual term papers. Students are free to write about any topic they are interested in, as long as it is relevant to the scope of this class.

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.

Contextual Studies are considered part of **Contact Learning**; thus, taking part properly implies **regular attendance**. It is the students' own 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**. - Students are generally expected to contribute to classroom discussions.

Course literature

The following list represents interesting introductory materials that are not mandatory for this class. You can read books just for fun, actually! Who knew, right? Most of the literature student groups will use when they prepare their presentations for our class will consist of academic papers, newspaper articles, and videos. I will provide a detailed syllabus via Study Net prior to class so that all groups can easily find the literature for their respective presentation topics.

- Busch, T., Boudreau, K., & Consalvo, M. (2016). Toxic gamer culture, corporate regulation, and standards of behavior among players of online games. In Conway, S., & deWinter, J., eds., *Video Game Policy: Rules of Play*. New York: Routledge.
- Consalvo, M. (2007). *Cheating: Gaining advantage in videogames*. Cambridge, MA: MIT Press.
- Dyer-Witheford, N., & De Peuter, G. (2009). *Games of empire: Global capitalism and video games*. U of Minnesota Press.
- Egenfeldt-Nielsen, S., et al. (2016). *Understanding video games*. 3rd edition. New York: Routledge.
- Fernández-Vara, C. (2019). *Introduction to game analysis*. 2nd edition. New York: Routledge.
- Freyermuth, G. S. (2015). *Games - Game Design - Game Studies. An introduction*. Bielefeld: transcript Verlag.
- Fuchs, M., et al (eds.) (2014). *Rethinking gamification*. Lüneburg: Meson Press.
- Harambam, J., Aupers, S., & Houtman, D. (2011). Game over? Negotiating modern capitalism in virtual game worlds. *European Journal of Cultural Studies* 14. 299-319.
- Humphreys, S. (2008). Ruling the virtual world: Governance in massively multiplayer online games. *European Journal of Cultural Studies* 11. 149-171.
- Huntemann, N. B., & Aslinger, B. (2013). *Gaming globally: Production, play and place*. New York: Palgrave Macmillan.
- Jones, P, Comfort, D. & Hillier, D. (2013). *Playing the game: corporate social responsibility and the games industry*. *Journal of Public Affairs*. <https://doi.org/10.1002/pa.1457>.
- Juul, J. (2005). *Half-real: Video games between real rules and fictional worlds*. Cambridge, MA: MIT Press.
- Juul, J. (2009). *A casual revolution: reinventing videogames and their players*. Cambridge, MA: MIT Press.
- Koster, R. (2014). *A theory of fun for game design*. 2nd edition. Sebastopol, CA: O'Reilly.
- Lastowka, G. (2010). *Virtual justice: The new laws of online worlds*. New Haven, CT/London: Yale University Press.
- Mäyrä, F. (2008). *An introduction to game studies*. London: Sage.
- Paul, C. A. (2012). *Wordplay and the discourse of video games: Analyzing words, design, and play*. New York: Routledge.
- Sicart, M. (2013). *Beyond choices. The design of ethical gameplay*. Cambridge, MA: MIT Press.
- Suzor, N., & Woodford, D. (2013). Evaluating consent and legitimacy amongst shifting community norms: an EVE Online case study. *Journal of Virtual Worlds Research* 6(3). <https://eprints.gut.edu.au/219611/>
- Zackariasson, P., & Wilson, T. L. (eds.) (2012). *The video game industry: Formation, present state, and future*. New York: Routledge.

Additional course information

Dr. Thorsten Busch is Adjunct Teaching Fellow at Trinity College Dublin, chargé de cours at HEC Montréal, Affiliated Faculty at



Concordia University Montréal, and a Lecturer in game studies, digital business ethics, and responsible innovation at the University of St. Gallen.

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

Presentations

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

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

A syllabus including presentation topics and literature will be made available via Studynet once the course bidding process has been completed.

How to approach your presentations

Each student within a group is supposed to present for 10 minutes. Depending on your group size, your group is thus responsible for a presentation of 30-40 minutes, after which you will be asked to contribute to a discussion moderated by the professor. Please feel free to prepare some questions that you can use to start the discussion with the class. Your goal is to teach your fellow students in simple yet precise terms the most fundamental and interesting things you think they should know about your subject matter. You should approach games from a critical academic perspective that includes business, cultural, and ethical dimensions, and your presentations should reflect these dimensions. Try to answer the following questions:

1. What are the main concerns, contexts, and stakeholders in your field?
2. What cases can you use to illustrate these concerns?
3. Why do these concerns matter in terms of business, culture, and ethics, respectively?
4. Are there games or game-related cultural expressions that deal with those concerns? (If so, please talk about them or feel free to demonstrate them in class through screenshots, video or live gameplay.)

Term papers

In addition to your group presentation, you will also be tasked with writing an individual term paper. This paper should not be longer than 13,000 characters, and it needs to be submitted via email as a pdf attachment to my above-mentioned email address. The deadline for submission is *January 10, 2023*. I will assume that you have already been trained at the University of St.Gallen to write a term paper, but I will gladly give you a few suggestions and guidelines in class. Generally speaking, you will be expected to identify an interesting research question yourself, and I will gladly discuss the feasibility of that project with you individually at the end of our class. If you have any questions, please feel free to ask anytime.

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 (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).



Course and Examination Fact Sheet: Autumn Semester 2023

5,133 | 6,135: International Management

ECTS credits: 4

Overview examination/s

(binding regulations see below)

Central - Written examination (50%, 90 mins.)

Examination time: inter-term break

Decentral - examination paper written at home (in groups - all given the same grades) (50%)

Examination time: term time

Attached courses

Timetable -- Language -- Lecturer

[5,133,1.00 International Management](#) -- Englisch -- [Casas Klett Tomas](#), [Ruigrok Winfried](#)

Course information

Course prerequisites

None.

Learning objectives

This course has the following objectives:

1. To understand how multinational corporations coordinate activities across borders and cultures, respond to the conflicting challenges of globalisation and de-globalisation, and compete in the ever-changing global economic, social, and political environments.
2. To learn to analyse complex international management cases comprehensively and succinctly.
3. To discuss international management challenges, draw meaningful conclusions, and put down your insights in a group paper.
4. To develop problem-solving and inter-personal skills for working effectively in culturally-diverse groups.

Course content

In this course, key international management topics will be discussed, including globalisation, international strategy, internationalisation process, cross-cultural management, fundamentals and practical insights for doing business in important international markets, and other aspects related to international business.

Course structure and indications of the learning and teaching design

- This course counts 4 credits. Accordingly, the total average workload for students is 120 hours. This includes self-study, campus time and all examinations.

The sessions will be a mixture of lectures, case discussions, and small in-class assignments.

Course literature

All readings (including case studies) will be provided through Canvas.

Additional course information

For students taking the International Management profile area, this is a compulsory course.



Examination information

Examination sub part/s

1. Examination sub part (1/2)

Examination time and form

Central - Written examination (50%, 90 mins.)

Examination time: inter-term break

Remark

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Examination-aid rule

Extended Closed Book

The use of aids is limited; any additional aids permitted are exhaustively listed under "Supplementary aids". Basically, the following is applicable:

- At such examinations, all the pocket calculators of the Texas Instruments TI-30 series and mono- or bilingual dictionaries (no subject-specific dictionaries) without hand-written notes are admissible. Any other pocket calculator models and any electronic dictionaries are inadmissible.
- In addition, any type of communication, as well as any electronic devices that can be programmed and are capable of communication such as notebooks, tablets, mobile telephones and others, are inadmissible.
- Students are themselves responsible for the procurement of examination aids.

Supplementary aids

None.

Examination languages

Question language: English

Answer language: English

2. Examination sub part (2/2)

Examination time and form

Decentral - examination paper written at home (in groups - all given the same grades) (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

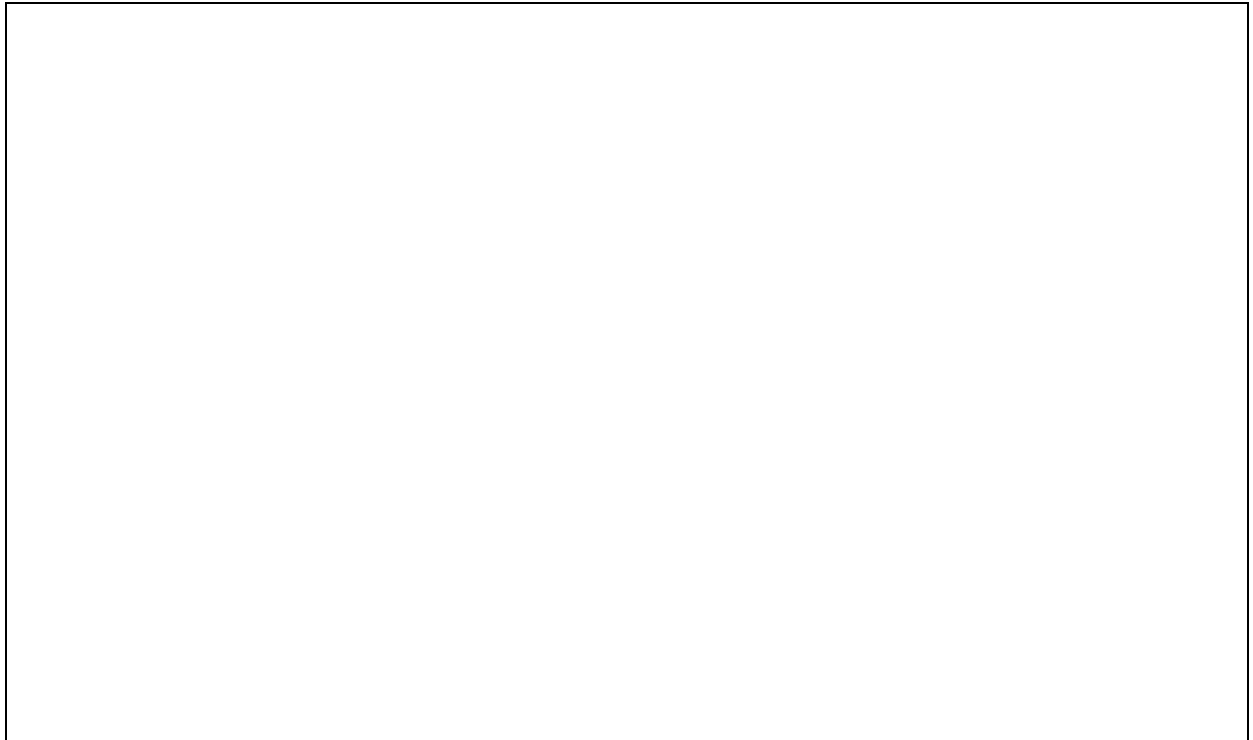
Answer language: English

Examination content

All course contents, including lectures, guest lecture, slides and all compulsory readings.

Examination relevant literature

All compulsory readings listed on Canvas





Course and Examination Fact Sheet: Autumn Semester 2023

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).



Course and Examination Fact Sheet:

5,139 Strategic Foresight - Autumn 2023 AY24

ECTS-Credits: 4

Overview examination/s

Group presentations in class – 50%

Class participation – 25%

Individual assignments – 25%

Instructors

5,139 Strategic Foresight – English – Tamara Carleton

5,139 Strategic Foresight – English – William Cockayne

Course information

Course prerequisites

Students are required to fully commit from week 1 in respect to those on the course wait list. Please note that this course 5,139 is highly recommended as preparation for the related capstone course in the spring semester.

ECOL prerequisites

Previous ECOL students have stated that 5,139 is unlike anything they've experienced at their home institutions. To build the success of prior years, this year's ECOL offering will seek to enroll three students at each partner school.

Learning objectives

1. Understand how to think about the future in an analytical way.
2. Develop the ability to use strategic foresight to incite action.
3. Learn a set of foresight tools and techniques for researching, analyzing, and developing radical solutions across multiple future horizons.
4. Work in teams using industry-leading techniques to find and develop a future opportunity.
5. Understand and analyze how several leading companies use roadmaps for future innovation strategy.

Course content

In this course, students imagine and invent a better future using strategic foresight tools and methods to pursue radical innovation. Building on practices from Silicon Valley and courses taught at Stanford University, this course is hands-on and immersive. You learn by doing, practicing with teams, and sharing evolving project updates with your peers. Guest inventors and innovators will share their experience how using foresight informed their startup strategy,

technology invention, and leadership.

Key concepts and methods:

- Four horizon model
- Backcasting techniques
- Finding your future customers
- Developing future decision-making models
- Creating actionable scenarios
- Pre-testing your vision – being DARPA Hard
- Wargaming for business foresight

Course structure

The course is delivered through a combination of lecture, guided discussion, team presentations, case studies, practical application, and small group activities. The course is a constant dialogue between the lecturers and all class participants, through which students develop their own ideas and understanding of strategic foresight in action. Students are encouraged to contact course alumni to see how this course experience compares to other HSG courses.

Course literature

- *Playbook for Strategic Foresight and Innovation* by Carleton & Cockayne, available free under CC at <https://innovation.io/plabook/>
- *Building Moonshots: 50+ Ways for Turning Radical Ideas into Reality* by Carleton & Cockayne, available at <https://www.buildingmoonshots.com/>
- Weekly readings are drawn from the global business and technology press (Bloomberg, The Financial Times, IEEE Spectrum, Nature, The Economist, et al) to further our understanding of the teams who are delivering world-changing breakthroughs.

Additional course information

This course will be team taught by Prof. Dr. Tamara Carleton and Dr. William Cockayne.

Prof. Dr. Tamara Carleton; Institute for Information Systems; tamara.carleton@unisg.ch
Dr. William Cockayne; Institute for Information Systems; william.cockayne@unisg.ch

Tamara Carleton, Ph.D., is the CEO and founder of Innovation Leadership Group LLC, working with leading companies, such as Nestlé Purina Petcare (food), Airbus Group (aerospace), Volvo Group (manufacturing), Vinnova (public sector), and others. She is an International Professor in Innovation & Entrepreneurship at the EGADE Business School in Tecnológico de Monterrey in Mexico, and Associate Professor (Universitetslektor) at Blekinge Institute of Technology (BTH) in Sweden, and the co-director of Stanford's Foresight and Moonshots programs.

William Cockayne has spent his life building great teams who can imagine, invent, and deliver the future. A visionary technologist with a passion for understanding the latest breakthroughs, he has worked with world-changing teams in companies both big and small. In addition to his industry work, he spent the last two decades at the world's leading universities working alongside the next generation of genius leaders as a member of the faculty at Stanford University, the University of St. Gallen, Blekinge Institute of Technology, and the Osaka Institute of Technology. He holds a doctorate in mechanical engineering from

Stanford University and a master's degree in computer science.

Examination information

1. Examination sub part (1/3)

Group presentations across the course = 50% of the final grade

Format

Group presentations are collaborative report outs given by your team to your peers, either in or outside class, to help show and explain your latest teamwork and thinking. Where appropriate and possible, we encourage teams that live nearby to meet in person as small groups, which will help to expediate and enrichen the online class lectures and virtual collaboration.

As part of the evaluation, teammates will complete a brief questionnaire about each other's contribution and self-contribution.

Examination language

English

2. Examination sub part (2/3)

Class participation = 25% of the final grade

Format

Class participation will be assessed in terms of the quality of inputs, not in terms of frequency of contribution. Inputs may be comments or questions and should enhance the overall group discussions and lectures. Participation includes feedback to other teams outside class.

Examination language

English

3. Examination sub part (3/3)

Individual assignments = 25% of the final grade

Format

Individual assignments comprise personal reading reflections and other homework.

Examination language

English

Examination Content

In the weekly one-page analyses, each student will answer a standard set of reflection questions that expand on the available readings and relevant in-class discussions. Each assignment is limited to one-page, double-spaced, and is used to assess a student's perspective on the readings as part of the class's ongoing dialogue, identify issues raised in the readings that the student would like to see explored in more depth (which helps to direct the in-class discussion), and note areas that the student wants to challenge based on further industry analysis.

There is also an individual assignment applying strategic foresight to oneself.

Examination Relevant Literature

Weekly readings are drawn from award-winning books, public discussions, and presentations from the likes of venture capitalists Marc Andreessen and Mike Maples, Professor David Yoffie and Colonel Daniel Orišek, and innovators including Steve Jobs, Mark Zuckerberg, Bill Gross (idealab) and Yang Yuanqing.

0479 Marketing in Emerging Markets – Syllabus Winter Semester 2023/24

Instructors

Sandra Awanis

Contact details

s.awanis@lancaster.ac.uk

Dates

tba

tba

tba

Online Unit

Contents

This course is designed to provide students with an in-depth understanding and appreciation for the emerging markets and its consumers. The module delivers research-led, contemporary discussions on how emerging markets become the biggest drivers of the changing global economic reality under which multinational corporations now operate. The module will also provide opportunities for detailed investigations on selected emerging market regions, including Southeast Asia, the Middle East, South Americas and Eastern Europe.

Learning outcomes

On completion of the module, students are expected to:

- Identify the various characteristics of emerging markets and how they may differ from the developed markets counterparts
- Understand the challenges and opportunities that marketers face when they operate in emerging markets, and assess the potentials of emerging markets for market entry
- Critically evaluate the applicability of international marketing theories within the context of emerging markets
- Formulate viable strategic marketing plans for firms that are both operating and seeking to operate within the emerging markets' business environment
- Develop advanced skills in oral communication through class participations and group presentation; and further critical skills through individual research and reflective exercises

Attendance requirements

Please note that the first and last session are mandatory. If you do not attend the first session, you will be de-registered from the course. In order to obtain a grade for the course, students must attend at least 80% of the course. An absence of 4 hours (1 session) is permitted.

Teaching/learning method(s)

This course will be imparted through:

- Interactive lectures will focus mainly on theory. However, a strong emphasis is placed on student research and participation in class discussions.
- Case studies (text and video formats) will encourage students to apply theory to real-life situations faced by firms operating in emerging markets. -

Assessment

• Individual class attendance and participation (20%)

Students will be assigned a set of questions to answer in relation to the case studies and daily essential readings. This makes class discussion more substantial and enables students to obtain marks for class participation. Students must prepare ahead of class to ensure higher performance.

• Group presentation (30%)

Students will be working in groups (4-5 persons in each group) to present a marketing plan to launch an Austrian product in China. Products may include one of the following:

- Manner Wafers
- Swarovski
- Julius Meinl Coffee
- Vienna Philharmonica

There are a number of key points you must pay attention to as you prepare your presentations:

1. The presentations will last 25 minutes, with an additional 10 minutes dedicated to questions and discussion around the topic. The presenting team will be assessed on the basis of their presentation and the quality of their responses to questions.
2. The format of the assessed presentation is entirely up to you but must be interactive – be as creative as you like, but you must ensure you cover the main theoretical material and demonstrate its application/use in marketing practice in emerging markets. You could also show videos or introduce other relevant activities. Use your imagination to bring your topic to life in a thoughtful way. You will be assessed on this aspect of the presentation.
3. All presentations must be using Microsoft Powerpoint only, and you must submit your slides to your tutor before your presentation.
4. Free riders will not be tolerated. A formal peer evaluation process will be introduced in cases where there an individual fails to display collaborative competence to achieve group objectives

Individual essay (50%)

Students are required to produce a 2000-words individual essay on the following:

'Superior marketing in emerging market is all about tapping into the most affluent tier of customers in emerging-market-cities such as Delhi, Shanghai, Rio de Janeiro and Moscow.'

Critically discuss this statement in the light of relevant academic literatures and your own reflections of the group presentation.

Key points to note in relation to the essay:

1. Information as to when the essay is due will be announced in due course. Please submit your Microsoft Word document to s.awanis@lancaster.ac.uk and imm@wu.ac.at
2. In order to answer the question fully, you must provide a discussion using the academic literature. You are expected to build on your presentation work, but to also find additional material, e.g., news report, statistical information from databases.
3. You are expected to integrate both academic and non-academic sources where appropriate.
4. The word limit is 2000 words. There will be penalties for essays exceeding this word limit.
5. Essays must conform to the following format: Times New Roman Font; 12 point font; double spaced; Margins 2.5 cm; page number at the bottom; no other headers or footers.
6. No extensions will be allowed for the submission of coursework except in the case of certified illness or another substantial cause.

Total 100%

Recommended Readings:



Nirmalya K. & Steenkamp, J-B., (2013) Brand Breakout: How Emerging Market Brands Will Go Global.

Tarun Khanna and Krishna G. Palepy (2010) Winning in Emerging Markets: A Road Map for Strategy and Execution.

Cavusgil, S. T., Ghauri, P. and Akcal, A. (2013) Doing Business in Emerging Markets.

Dawar, N. and Chattopadhyay, A., (2002) Rethinking Marketing Programs for Emerging Markets, Long Range Planning, 35(5) 457-474.

London, T. and Hart, S.T., (2004) Reinventing Strategies for Emerging Markets: Beyond the Transnational Model, Journal of International Business Studies, 35(5) 35-370.

Sheth, J., (2011) Impact of Emerging Markets on Marketing: Rethinking Existing Perspectives and Practices, Journal of Marketing, 75(4), 166-182.

Databases

Global Insight (Euromonitor International) – www.euromonitor.com

Global Edge (Michigan State University) – www.globaledge.msu.edu

The cases for this course will be available to buy at the IMM Institute prior to course begin, you will be notified by e-mail beforehand. Please read them before the course starts!

1244 International Business Strategy – Syllabus Winter Semester 2023/24

Instructors

Univ.Prof. Dr. Alexander Mohr

Contact details

amohr@wu.ac.at

Dates

Day	Date	Time	Room
tbc	tbc	tbc	Online

Contents

The international expansion of their operations is central for the survival of an increasing number of firms. This international expansion poses novel challenges for firms and requires them to rethink their existing strategy and develop strategies for their international business operations. In this module we will analyse both the strategies used when expanding overseas as well as the strategies that can be used to operate and develop and existing network of international operations.

Learning outcomes

Upon successful completion of this course you will:

1. Become aware of the various types of international strategies available to internationally operating firms
2. Be able to recognize how particular characteristics of firms and their environments affect the choice and implementation of international business strategies.
3. Develop the skills needed for solving the challenges faced by firms when considering different international business strategies and their implementation in a dynamic environment
4. Demonstrate improved quantitative research skills.
5. Demonstrate improved critical thinking and problem solving skills.
6. Improve communication skills necessary for effective team performance.

Attendance requirements

It is expected that students participate in the introduction section, as well as the individual and group coaching sessions.

Teaching/learning method(s)

This course is comprised of online sessions, lecture casts for self-study, individual research and a team research project. This module will take place online. All course documents, assignments, lecture casts, etc. will be posted on the course website on Learn@WU.

Assessment

Assessment will be based on both individual and team performance.

Assignments with percent of total grade:

- Individual Essay 1: 25% (on the international operations of a self-selected multinational)
- Individual Essay 2: 25% (on the effects that the Covid-19 pandemic has had on a self-selected multinational)
- Team presentation: 50%

Availability of lecturer(s)

I will be available for meetings via MS Teams by prior appointment, e-mail address:
amohr@wu.ac.at

1455 Advanced Strategic Leadership– Syllabus Winter Semester 2023/24

Instructors

Barbara Schachermayr-Sporn, Ana Godonga

Dates

Day	Date	Time	Room
tba	tba	tba	Online
tba	tba	tba	Online
tba	tba	tba	Online
tba	tba	tba	Online
tba	tba	tba	Online

Contents

Building on the content of “Strategic Management and Strategic Leadership”, the “Advanced Strategic Leadership” course starts with a brief introduction to the fundamental theories and concepts of Strategy and Leadership. The course, however, focuses more in-depth on concepts and theories of strategic leadership. In this regard, key aspects, including the essence and scope of strategic leadership, the role, characteristics and experience of executives and their relationship to organizational outcomes are discussed. The course also presents different approaches to business-level and global strategies and reflects on their implications for strategic leaders.

Learning outcomes

Students who have passed this course successfully are able to:

- explain the role of strategy, strategic management and strategic leadership in an organization;
- distinguish between different types of leadership;
- understand the influence of situations on leader behavior;
- understand how cultural contexts influence leader behavior;
- recognize the importance of leadership training and development in organizations;
- describe the two generic business strategies, understand their differences and their implications for strategic leaders;
- assess the drivers that shape global strategies and their implications for strategic leaders.

In addition, students will hone their communication and presentation skills through interactive group assignments. By the end of the course, students will be able to systematically apply concepts and theories of strategic leadership through in-depth analysis of case studies. By working hands-on on real case scenarios, students will be able to understand the application of theory to practice.

Assessment

- Take-home exam: 20 points
- Learning diary and peer grading: 10 points
- Group assignments: 30 points
- Final exam: 40 points

Excellent (1)	90% - 100%
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Good (2)	80% - 89%
Satisfactory (3)	70% - 79%
Sufficient (4)	60% - 69%
Fail (5)	<60%

Attendance requirements

Attendance in all sessions is mandatory. Unexcused absence results in failing the class. The last two-hour session in the schedule is reserved for the final exam. All students must attend the first class on time!

Teaching / learning methods

The course involves a variety of teaching methods including lectures, in-class discussions, case studies, reading assignments, group assignments and oral presentations. This pedagogical approach aims to enhance students' learning and knowledge of the subject, as well their presentation, expression and teamwork skills, which are highly relevant in the labor market. The content and structure of the course are based on the textbooks "Strategic Management", by Frank T. Rothaermel, and "Leadership in Organizations", by Gary Yukl and William L. Gardner III. These textbooks cover fundamental aspects of modern strategic management and strategic leadership. They are available at the WU library.

Recommended previous knowledge and skills

One assessment component of this course is a take-home case application which draws on the material taught in Strategic Management and Strategic Leadership. Students are therefore strongly advised to familiarise themselves with the fundamentals of strategic management and strategic leadership (definition and types of strategies, external analysis of industry structure, internal analysis of a firm's core competencies, competitive advantage and firm performance, and definitions of leadership). Please refer to Chapters 1-5 (Rothärmel, Frank T. (2021). Strategic management, 5th ed.) and Chapters 1-2 (Yukl, Gary A./Gardner, William L. (2020). Leadership in organizations, 9th ed.) for an overview of fundamentals of strategic management and strategic leadership.

Readings

Please log in with your WU account to use all functionalities of read!t. For off-campus access to our licensed electronic resources, remember to activate your [VPN connection](#). In case you encounter any technical problems or have questions regarding read!t, please feel free to contact the library at readinglists@wu.ac.at.

1811 Conscious Marketing – Syllabus Winter Semester 2023/24

Instructors

Azra Bayraktar

Dates

Day	Date	Time	Room
tba	tba	tba	Online
tba	tba	tba	Online
tba	tba	tba	Online
tba	tba	tba	Online
tba	tba	tba	Online

Contents

After the first environmental movements beginning in the 1970s and celebrating the first Earth Day in these years, it took 35 years that the mass public will start talk environmental issues in major platforms. In 2006 Al Gore's movie "Inconvenient Truth" and after publishing the "Green Marketing Manifesto" by John Grant in 2007 green marketing and consciousness the Eco Marketing became an issue for big companies like GE, Walmart to M&S and become a focal point in many business and political discussions. Sustainability has recently become the most important topic in many areas of the business world. Starting from the generating sustainable raw materials for the production process to using green energy for the production, treating the employees in an ethical way, reducing carbon footprint in logistics, sourcing local supplies, reorganizing the retail spaces and finally cooperating with the consumers in order to use recycling packaging, integrating them into the recycling process etc. Rethinking the whole value creation system sustainably offers managers different opportunities to redesign their value chain systems and transfer their brands into active brands, which stand for a purpose. In 2019, a report from an Australian Think Tank suggested that humankind could face an existential threat by 2050. Every sector and person should do more than not using a plastic bag. Especially marketing has a big role to integrate sustainability and social purpose, building brands and businesses that are both not bad (hybrid cars, reducing the carbon emission by 2030 relative to 2010) and 'net good', help to improve their health and well-being. In this class students will gain knowledge of bringing business model to 'net good', (taking proactive steps like IKEA) and creating sustainable offerings for their customers in a conscious way.

Learning outcomes

Students will learn the theoretical background about creating conscious and active brands, learning the purpose and the reason of this conscious movement and how they could be part of this movement, in order to help companies and Startups by creating an appropriate marketing plan. As an example, they have to compare different sectors and best cases for conscious marketing like textile, furnishing, automobiles, buildings, retailing, food, cosmetics, beauty etc. and make in-class presentations.

Assessment

Grading Components:

Team presentations (40 points)
 In-class participation (10 points)
 Final exam: (50 points)

Grading Scale:

90 points or more: 1 (excellent)
 80 points or more: 2 (good)

Version 03.11.2022, subject to change

70 points or more: 3 (satisfactory)

60 points or more: 4 (sufficient)

59 points or below: 5 (fail)

Attendance requirements

According to the examination regulations, full student attendance provided for a PI. Students need to attend at least 80% of class sessions in order to pass the course successfully. (They can miss 3 classes only in case of sickness etc.). In case of an absence, please notify the lecturer in advance.

Teaching / learning methods

The class uses a mix of teaching-centered lectures, case discussions, student presentations and guest lecture(s) to examine the conscious marketing. Throughout the course, a special emphasis is put on taking different disciplines (consumer behavior, global marketing, supply chain, etc.) into account.



Behavioural Economics (2225.YR.014060.3)

GENERAL INFORMATION

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

ECTS Credits: 3 ECTS

Teaching Staff:

Group	Teacher	Department	Language
Year 3	Pedro Rey Biel	Economía, Finanzas y Contabilidad	ENG

Group	Teacher	Department	Language
Year 4	Pedro Rey Biel	Economía, Finanzas y Contabilidad	ENG

PREVIOUS KNOWLEDGE

No formal knowledge is required to take this course, apart from an interest in understanding how psychology influences behaviour. Previous knowledge of statistics, graphical analysis and experience of how decisions are currently taken in business settings will help make the course more interesting.

WORKLOAD DISTRIBUTION

The recent award of the Nobel Prize in Economics to Professor Richard H. Thaler (University of Chicago) in 2017 and the Nobel Prize for Field Experimentation to professors E. Duflo and A. Banerjee (MIT) and M. Kremer (Harvard) in 2019, have been the culmination of a revolution in Economics consisting in expanding the limited set of human motivations which were taken into account in traditional Economics to a much more interesting and realistic set of models in which experimental evidence is used to create a model including enriched Psychology.

At the same time, firms and institutions have finally realized that optimal decision making and organizational design can be achieved through a better understanding of the motivations behind economic agents (employers, employees, partners, clients?) esteeming from purposely designed laboratory and field experiments, which allow to establish causality behind economic phenomena.

In this course you will learn the main findings of behavioral economics in topics including choice under uncertainty, other regarding preferences, time discounting, game theory, learning, bounded rationality, emotions and neuroeconomics. You will not only learn how this findings came to be but also how to design, conduct and analyze your own experiments so that organizations can benefit from your knowledge and achieve better decision making based on causal evidence.

Additionally, through participating in class experiments, you may also learn more about yourself that you are currently prepared to know!

The course will combine lectures discussing the main topics, participation in experiments to understand the applied implications of our lessons and the design and exposition of a behaviorally inspired experimental project by students.

COURSE CONTRIBUTION TO PROGRAM

The course will emphasize the importance of taking into account behavioural aspects in predicting and optimizing business decisions. At the same time, we will develop proper experimentation, beyond A/B testing as an important tool of the modern business manager.

We will discuss successful cases (and failures!) of applying behavioural decision making and experimentation in real companies, and learn from previous business and research experiences such that the student can apply them in real business settings.

COURSE LEARNING OBJECTIVES

By the end of this course you will be able to:

- Be aware of the main psychological traits underpinning economic behavior.
- Design incentive schemes appealing to human motivation.
- Go beyond A/B testing and understand how causality can be established through the power of experimental design.
- Design powerful economic experiments and analyze their results.
- Conduct controlled laboratory experiments that allow you to understand human behavior.
- Perform Randomized Controlled Trials (RCTs) and field experiments in general, which help you to optimize decisions in any organization.
- Convince firms and institutions that decision making based on experimental evidence is a much more reliable way of running their organizations.
- Understand how behavioral economics findings have been applied to better organizational design and to several areas such as Finance, Marketing, Pricing, Retail, Health or Education.

CONTENT

1. Lecture 1: What is Behavioral Economics? Not Only a Collection of Biases (but also)

2. Lecture 2: The Power of Experimentation to Establish Causality

3. Lecture 3: Other-regarding Preferences, cooperation and competition

4. Lecture 4: Intertemporal Decision Making and Decisions under risk and uncertainty

5. Lecture 5: Behavioral Change: Nudges and Incentives

6. Lecture 6: Advising institutions and Conducting Experiments in Firms

7. Lecture 7: Behavioral Finance & Consulting

8. Lecture 8: Applying Behavioral Science to Sectors: Health, Education and Video-games

9. Lectures 9 and 10: Student presentations and wrap-up

METHODOLOGY

Sessions comprise lectures, class experiments, case study discussions, and exercises. The goal of the lectures is to present theories, frameworks, analytical techniques, tools, practical insights, and examples. The goal of the experiments is for you to put yourself in the shoes of economics agents, learning about yourselves and understanding that learning from good experiments is not obvious. The goal of the case discussions and exercises is to examine important concepts in different managerial settings, and to practice making decisions.

The course will use a collection of research articles, readings and case studies which will be made available through Moodle. You are expected to have read the "required readings" posted on Moodle before class and be prepared to discuss them in class. If you want to learn more about a specific topic, come see me and I'll point you to additional sources.

ASSESSMENT

ASSESSMENT BREAKDOWN

Description	%
Participation	10
Assignments	20
Group Project	70

Assessment criteria

Assessment of your work

- Your overall performance in the course will be evaluated based on your participation in the class and in experiments (10%), your individual assignments (20%) and a final project (70%):
- Participation (10%): The long-term benefits from this course are proportional to your investment in this course. This means that you must come to class prepared and contribute to the discussion in class. You will be evaluated based on the quality and quantity of your contributions to the course.

Class participation is not limited to comments and responses to questions that I ask. Questions and comments that extend the discussion meaningfully, or that seek clarification, are welcome and encouraged.

- Assignments (20%): Throughout the course you will be given a number of assignments, to be completed individually. Assignments could be case analyses, exercises, surveys, or short essays. I will evaluate the quality of the work you submit.
- Group project (70%): Throughout the course you will have to develop an experimental project with your group. There will be meetings with me to help define the project (sector, topic, etc). In the final two weeks all members of each group will present their projects.

General expectations

The Honour Code of ESADE states: "I will not lie, cheat or steal to gain an academic advantage. I will respect all students, faculty and staff with my words and deeds." Violations of these principles include, but are not limited to, the following actions:

- Lying - Knowingly communicating an untruth in order to gain an unfair academic or employment advantage,
- Cheating - Using unauthorized materials to complete an assignment, copying the work of another person, unauthorized provision of materials or information to another person, plagiarism and so on. All communications, written, oral or otherwise among students during examinations are forbidden, as is the use of notes, books, computers, calculators or other written material except when approved by the instructor,
- Stealing - Taking the property of another member of the school community without permission, defacing or vandalizing the property of ESADE or the misuse of school resources,
- Respect for others - Treating all ESADE students, staff, faculty and external contacts with politeness and cordiality, and refraining from using abusive language or physical violence.

Upon witnessing a violation of the Honour Code, a student has the moral obligation to inform the individual whose conduct is questioned that the Code has been violated. Each member of the ESADE community, as a person of integrity, has a personal obligation to adhere to this requirement, both on campus and when representing ESADE off campus.

Failure to comply with the more explicit guidelines set forth by the MBA programme's rules and regulations can also be considered a breach of the Honour Code. Purported violations are handled by the MBA Programme Office, which reserves the right to exercise any disciplinary action necessary in order to uphold the standards set forth herewith or in the MBA programme's rules and regulations.

BIBLIOGRAPHY

There is no formal specific book for the course. Students will be provided through Moodle with business cases, research articles and other readings throughout the course.

For the interested student, classic books such as "Thinking Fast and Slow" (D. Kahneman) or "Nudge" (Thaler and Sunstein) are recommended.

Some of the discussions we will be having will be based on "Misbehaving" (Thaler) and "The Power of Experiments" (Luca and Bazerman).

BIO

Pedro Rey Biel is Professor of Behavioral Economics at ESADE, Ramon Llull University (Barcelona, Spain). He obtained his Master Degree in Economics and Finance from CEMFI (Bank of Spain) and a Ph.D. in Economics from University College London (United Kingdom). Before joining ESADE in April 2018, he was a tenured faculty member at Universitat Autònoma de Barcelona. Since 2008 he had held a visiting position at the Rady School of Management at University of California San Diego (UCSD), where he has taught MBA course on Managerial Economics and on Strategy. Pedro has also been the lead behavioral scientist behind All of Us, the United States Precision Medicine Initiative started by President Obama.

Pedro's research combines theoretical and empirical methodologies, as well as laboratory and field experiments to understand economic decision making and how it is affected by the design of proper incentive schemes which take into account the complex array of behavioral traits behind human motivation. He frequently collaborates with leading firms and institutions in designing field experiments which help obtaining better outcomes. He has published articles in leading academic journals in economics such as The Journal of European Economic Association, The Journal of Economic Perspectives, The Economic Journal, and The Journal of Public Economics and in the leading field journals such as Games and Economic Behavior, Journal of Economic Behavior and Organization and Experimental Economics. His work has also appeared regularly in popular outlets, such as The Wall Street Journal, or The Financial Times. He is also one of the editors of the most popular blog about Economics in Spain (www.nadaesgratis.es). He currently serves on the Editorial Board of the Journal of Economic Behavior and Organization, NPJ Digital Medicine (Nature) and Journal of Socio-Economics.

Pedro lives in Barcelona with his spouse and twin daughters (with whom he aims not to conduct RCTs). In his spare time (?), he also serves as elected member of the Spanish Society of Illusionism and runs marathons.

Pedro's personal webpage can (currently) be found here: <http://pareto.uab.es/prey/>

Pedro's complete CV is here: <http://pareto.uab.es/prey/cvweb.pdf>

Contact details as follows:

Pedro.rey@esade.edu

TIMETABLE AND SECTIONS

Group	Teacher	Department
Year 3	Pedro Rey Biel	Economía, Finanzas y Contabilidad

Timetable Year 3

Group	Teacher	Department
Year 4	Pedro Rey Biel	Economía, Finanzas y Contabilidad

Timetable Year 4



Business and Cinema (2225.YR.014127.1)

GENERAL INFORMATION

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

ECTS Credits: 2 ECTS

Teaching Staff:

Group	Teacher	Department	Language
Year 3	Alex Fernández de Castro Krings	Sección Español	ENG

Group	Teacher	Department	Language
Year 4	Alex Fernández de Castro Krings	Sección Español	ENG

PREREQUISITES

Before each session, students will have to watch a movie related to Business. Prior to session one, students will have to watch "The Social Network" (2010), by David Fincher

PREVIOUS KNOWLEDGE

No previous knowledge about Cinema is necessary. During the course, students will become acquainted with some of the most celebrated business-related films.

WORKLOAD DISTRIBUTION

Time required to watching all 6 movies, 10 hours aprox

Time required to contribute to all forums of discussion, 3 hours aprox

Time required to prepare for the group presentation: 5 hours aprox, including watching the movie, preparing slides, etc

Time required to write both final essays: 8 hours aprox

Total: 26 hours aprox

COURSE CONTRIBUTION TO PROGRAM

The objective of this course is to provide a deeper understanding of Business and Cinema through some of the best business-related movies produced in the 20th and 21st Century. It also hopes to generate debate and critical thinking among students, through a fun and engaging method.

COURSE LEARNING OBJECTIVES

To provide a deeper understanding of Business and Cinema through some of the best business-related movies produced in the 20th and 21st Century

CONTENT

1.

2. Course Syllabus

1. "The Social Network", by David Fincher (2010)
2. "The Assistant", by Kitty Green (2019)
3. "Priorat", a documentary by David Fernández de Castro (2016)
4. ¿Up in the Air? by Jason Reitman (2009)

5. ¿The Wolf of Wall Street¿, by Martin Scorsese (2013)

6. ¿You¿ve Got Mail¿, by Nora Ephron (1998) + ¿Cebra¿: insights from a short-film scriptwriter

METHODOLOGY

A movie will have to be watched by all students before each session, so that they can contribute to its analysis in class.

During sessions, students will present as a group about one business-related movie, and we will discuss cinema or business related topics like:

- a) University models in the US and Europe. Cultural differences between Europe and the US
- b) Art vs entertainment in movies
- c) Cinema and morals
- d) Career paths and current trends in Business Schools: working as a consultant right after graduating from a Business School vs working for a big corporation
- e) Growing wine in Southern Catalunya + How to work efficiently with Spaniards: doing business across cultures
- f) Writing a film: insights from a a short-film scriptwriter

Assessment criteria

Students will contribute to forums of discussion about all the movies watched in class. They will also present about a business-related movie not included in the syllabus. Finally, they will write 2 final essays: one about a Business-related movie, a second, shorter one, about main take-aways from the course.

Contributions to forums + group presentation: 40%

Final essays, 60%

TIMETABLE AND SECTIONS

Group	Teacher	Department
Year 3	Alex Fernández de Castro Krings	Sección Español

Timetable Year 3

Group	Teacher	Department
Year 4	Alex Fernández de Castro Krings	Sección Español

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