AALTO UNIVERSITY
School of Business

ECOL ONLINE COURSES
Spring 2024

7.11.2023
Changes to the information are possible

University	Level	Code	Name of course / link to course description	ECTS	Teacher	Semester/ teaching period	Dates (if available)
Universität St. Gallen	Bachelor	6,159	Psychology of Entrepreneurship	4	Isabella Hatak	Spring Semester	Mondays of 20.02./27.02./06.03./13.03./20.03./27.03.23 from 12.15-16.00
Universität St. Gallen	Bachelor	6,135	International Management	3	Thorsten Busch	Spring Semester	3.-5. April 10am-6pm every day
Università Commerciale 'Luigi Bocconi' di Milano	Bachelor	30221	Management of Fashion Companies, class 33	6	Vittoria Veronesi	Spring Semester	link to class timetable
Università Commerciale 'Luigi Bocconi' di Milano	Bachelor	30214	Sustainable Operations Management, class 31	6	Alberto Grando	Spring Semester	link to class timetable
Università Commerciale 'Luigi Bocconi' di Milano	Bachelor	30514	Big Data Analytics for Business Analytics, class 31	6	Emanuele Borgonovo	Spring Semester	link to class timetable
Universitat Ramon Llull, ESADE Business School	Bachelor		Brands and Digital: The Case Studies	5	Ana Varela	Spring Semester	Wednesdays 8h-10:30h from February 14th till May 8th 2024
Universitat Ramon Llull, ESADE Business School	Bachelor		Data analytics and visualization in financial statement analysis	2	Petya Platikanova	Spring Semester	Mondays 10:45h-13:15h from February 12th till March 18th 2024
Universitat Ramon Llull, ESADE Business School	Bachelor		Fundaments of Sustainability and Circular Economy in a Holistic Context	5	Francesc Lozano Winterhalder	Spring Semester	Mondays and Wednesdays 17:30h- 20h from February 12th till April 8th 2024
Universitat Ramon Llull, ESADE Business School	Bachelor		Non-Market Strategy I	4	Tamiko Ysa	Spring Semester	Mondays, Wednesdays and Fridays from 10:45h- 13:15h from February 12th till May 3rd 2024
Wirtschaftsuniversität Wien	Bachelor	4482	Advanced Strategic Management	6	Sebastaian Priestersberger	Spring Semester	TBA
Wirtschaftsuniversität Wien	Bachelor	4432	Marketing in Emerging Markets	6	Sandra Awanis	Spring Semester	TBA
Wirtschaftsuniversität Wien	Bachelor	5392	Advanced Strategic Leadership	6	Barbara Sporn & Ana Godonoga	Spring Semester	TBA
Wirtschaftsuniversität Wien	Bachelor	5470	Agile Leadership in the Digital Age	6	Helga Pattart-Drexler	Spring Semester	TBA
Wirtschaftsuniversität Wien	Bachelor	5707	International Supply Chain Operations	6	Hans-Joachim Schramm	Spring Semester	TBA

University of St.Gallen

Course and Examination Fact Sheet: Autumn Semester 2022

5,137: The Psychology of Entrepreneurship

ECTS credits: 4

Overview examination/s
(binding regulations see below)
Decentral - Written examination (with defined exam duration) (50%, 60 mins.)
Examination time: term time
Decentral - Presentation (in groups - all given the same grades) (35%)
Examination time: term time
Decentral - Active participation (15%)
Examination time: term time

Attached courses
Timetable -- Language -- Lecturer
5,137,1.00 The Psychology of Entrepreneurship -- Englisch -- Hatak Isabella

Course information

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

Learning objectives
 Upon successful completion of the course, students…

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

Course content

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

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

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

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

Course structure and indications of the learning and teaching design

The course covers the following modules:

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

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

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

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

Course literature

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

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

Further optional reading and complementary material will be provided.

Additional course information

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

Examination information

Examination sub part/s

1. Examination sub part (1/3)

Examination time and form
Decentral - Written examination (with defined exam duration) (50%, 60 mins.)
Examination time: term time

Remark
Written online open-book examination.

Examination-aid rule
Online remote examination - Open book

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

- Calculator models which do not belong to the Texas Instruments TI-30 series are explicitly not allowed.

- In addition, any type of communication is inadmissible, as are all electronic devices that can be programmed and enable communication, such as electronical 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

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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).

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

GENERAL INFORMATION

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

ECTS Credits: 5 ECTS

Teaching Staff:

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

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

PREREQUISITES

Marketing basic courses

PREVIOUS KNOWLEDGE

Marketing Basic course

COURSE CONTRIBUTION TO PROGRAM

Course: BRANDS & DIGITALS. THE CASE STUDY. : How to Succeed in Brand Communication Today in a Connected
World, Brands Must be Always-On Introduction
The marketing paradigm has transformed with the rise and consolidation of digital technologies.
This course will teach you about this shift and how it has altered the way brands communicate
with their audiences.
Companies today exist in a fast-paced information cycle and face the constant proliferation of
social media channels, the growing power of connected customers, and an explosion of new
digital tools that provide an unprecedented and complex ecosystem.
To succeed, marketers must be able to plan, implement, and measure the impact of digital
strategies that are suited to today's customers and integrated with both traditional and
innovative marketing and business goals.
This course aims to help students understand the complexities and the
opportunities of this new normal, and to examine how success in the digital space implies
managing a continuously changing balance between the Strategic, Creative, Technological and
Analytical elements that support an effective Communication Strategy.

COURSE LEARNING OBJECTIVES

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

CONTENT

1. Industry #1: FMCG

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

for the following session.

2. Industry #2: OTC Pharma

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

3. Industry #3: BEAUTY

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

4. Industry #4: LUXURY & FASHION

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

5. Industry #5: TRAVEL

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

6. Industry #6: SPORTS

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

7. Industry #7: TBD

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

8. Industry #8: TBD

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

9. Industry #9: TBD

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

10. FINAL PRESENTATIONS

METHODOLOGY

Methodology
With exposure to 9iconic brand case studies in different industries, students will familiarize themselves with Digital Best Practices, using a Brand Planning framework to analyze strategic brand challenges, communication opportunities and digital processes to achieve their course learnings.
Each session will be designed and delivered using:
- Theory
- Brand Case Study
- Groupwork with practical exercise
- Group Presentation of results
Students will apply their learnings on a Final Project based on the case analysis of a brand of their choice.

Assessment criteria

Assessment criteria

- 20% Class attendance and active individual participation in session
- 20% Group exercises, analysis and take-aways. Written report hand-ins including peer evaluation
- 20% Individual exercises
- 40% Final Project including +/- PEER EVALUATION

- Class attendance. A minimum class attendance of 80% is required to pass the course

TIMETABLE AND SECTIONS

Group	Teacher	Department

Group	Teacher	Department
Year 3	Ana Maria Varela Otero	Marketing

Timetable Year 3

Group	Teacher	Department
Year 4	Ana Maria Varela Otero	Marketing

Timetable Year 4

Group	Teacher	Department
Year 3	Ana Maria Varela Otero	Marketing

Timetable Year 3

Group	Teacher	Department
Year 4	Ana Maria Varela Otero	Marketing

Timetable Year 4

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

GENERAL INFORMATION

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

ECTS Credits: 2 ECTS

Teaching Staff:

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

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

PREREQUISITES

Good knowledge in the field of financial accounting and finance

COURSE CONTRIBUTION TO PROGRAM

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

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

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

COURSE LEARNING OBJECTIVES

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

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

CONTENT

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

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

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

Objectives: a. Get familiar with corporate reports and its structure.
b. Practice data analysis of financial indicators.
c. Evaluate the information properties of exploratory and explanatory visualizations.
d. Recommend possible improvements for more effective visualizations.

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

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

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

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

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

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

ASSESSMENT

ASSESSMENT BREAKDOWN

Description	%
Class discussion	30
Group project	70

Assessment criteria

Class participation (30%)
Final project (70%)
The objective of the project is to examine financial indicators of different companies and selectively present visualizations of financial information in favor of a "strong buy? (for the groups with a buyer role) and a "strong sell? (for the groups with a seller role) recommendation. Both profiles, buyer and seller, are long-term investors (i.e., temporary price fluctuations are relevant to the extent to which they expose the investor to a high level of uncertainty regarding long-term stock profitability prospects). The purpose of the project is to: a) demonstrate that the same sources of financial information can be used to defend completely opposing recommendations (i.e., "data picking? in

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

TIMETABLE AND SECTIONS

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

Timetable Year 3

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

Timetable Year 4

Fundaments 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 ¿r¿: reducing, reusing, recycling

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

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

4. CONSIDERING VALUES AND WORLDWIDE FACTORS

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

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

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

5. FINAL WORK PRESENTATION

METHODOLOGY

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

- Workshop

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

Assessment criteria

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

BIBLIOGRAPHY

The bibliography and references will be presented at each session.

TIMETABLE AND SECTIONS

Group	Teacher	Department
Year 3	Francesc Lozano Winterhalder	Ciencias Sociales

Timetable Year 3

Group	Teacher	Department
Year 4	Francesc Lozano Winterhalder	Ciencias Sociales

Timetable Year 4

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

GENERAL INFORMATION

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

ECTS Credits: 4 ECTS

Teaching Staff:

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

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

PREREQUISITES

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

COURSE CONTRIBUTION TO PROGRAM

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

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

COURSE LEARNING OBJECTIVES

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

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

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

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

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

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

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

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

METHODOLOGY

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

Assessment criteria

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

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

BIBLIOGRAPHY

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

TIMETABLE AND SECTIONS

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

Timetable Year 3

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

Timetable Year 4

4432 Marketing for Emerging Markets – Syllabus Summer Semester 2024

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 Janerio 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 excessing 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!

4482 Advanced Strategic Management – Syllabus Summer Semester 2024

Instructors

Sebastian Priestersberger

Contact details

Sebastian.priestersberger@wu.ac.at

Dates

tba	tba	tba	Online Unit

Contents

Building on the content of the course Strategic Management and Strategic Leadership 1 (SM&SL 1) the Strategic Management track of the Strategic Management and Strategic Leadership 2 (SM&SL 2) course briefly introduces the advanced tools for strategic management as well as organizational leadership. The focus of the course lies on strategy formulation and leadership psychology. Regarding the strategic management part of the course the key areas are business strategy as well as corporate strategy. The course further explores the tools and concepts of diversification, vertical integration, acquisitions, alliances and global strategy. Eventually, the important area of strategy implementation is discussed. Regarding the leadership part the course focuses on leading for change and innovation as well as on strategic leadership in organizations.

Before starting the course students will be expected to have the basic knowledge from all chapters covered in the course SM&SL 1. Students who did not take the SM&SL 1 courses (and who applied directly to SM&SL 2), are asked to familiarize themselves with the content of the SM&SL 1 course prior to the start of the Advanced Strategic Management course.

Learning outcomes

Students who have passed this course successfully are able to:

- explain the nature and purpose of strategic management

- describe the two generic business strategies and understand their differences

- discuss potential implications of diversification and vertical integration on firm performance

- explain the main differences between acquisitions and alliances

- identify drivers that shape global strategies

- name and describe forces which influence firms' ability to compete in a global market

- explain the most important factors of successful strategy implementation

- understand the psychological process involved in making major changes

- understand how to develop an appealing vision for the organization

- understand how top executives can influence organizational processes and performance

Apart from these skills, students further develop their social skill-set through demanding group assignments. By the end of the course, students are able to systematically solve in-depth case studies and provide solutions to strategic problems and assess their impact on firm performance.

Last update: Nov 6, 23. Subject to change.

Attendance requirements

All students must attend the first session (kick off session)!

Attendance in all five online block-sessions is required! Please inform the instructor about any absence prior to the session. You are only allowed to miss one half of a session. If you miss more than one half of a session, you will be deregistered from the course. The same applies for unexcused absence. The last two hour session in the schedule constitutes the final exam.

Teaching/learning method(s)

This course is an online course. As this is a highly interactive class, it is important that you are well prepared and present for all sessions!

The course Advanced Strategic Management (Strategic Management track of the Strategic Management and Strategic Leadership 2 (SM&SL 2)) involves different teaching methods including in-class discussions, case studies, reading assignments, group assignments and oral presentations. The content and structure of the course covers the most important aspects of modern international strategic management and is closely tied to the following two books (see below for details):

- "Strategic Management" by Frank T. Rothaermel

- "Leadership in Organizations" by Gary Yukl and William L. Gardner

Assessment

Grading scheme:
The following grading criteria apply:

- Individual in-class participation: 5%

- Mini-quizzes: 5%

- Group assignments: 40%

- Final exam: 50%

Last update: Nov 6, 23. Subject to change.

5392 Advanced Strategic Leadership– Syllabus Summer Semester 2024

Instructors

Barbara Schachermayr-Sporn, Ana Godonoga

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%

Version 03.11.2023, subject to change

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.

5470 Agile Leadership in the digital age – Syllabus Summer Semester 2024

Instructors
Helga Pattart-Drexler, M.A.

Dates

Day	Date	Time	Room
tba	tba	tba	Online

Contents
In the course, participants will deal intensively with agile leadership. Because Agility is not only a concept for organizations, but a mindset for every individual on a global scale. Agility is about fast adaptation to changing circumstances. It is about focus on people and their needs, be it customers or organizational members. It is about creating space for innovation and creativity. During the course the different types of leadership will be examined and the term agility will be discussed intensively. International differences are taken into account and the role of agile leadership in international context is also highlighted. The participants will have the chance to try out and get to know different tools by themselves. The digital world and how leadership changes in it will also be part of the course. The main focus is to know and name the students' own competencies and strengths and to identify their own leadership strengths to be able to work successfully in global contexts.

Learning outcomes
After completing the block, students are able to

- Understand and explain why agility is so important
- Identify their individual strengths and skills
- Reflect and analyze their own attitude towards agility
- Understand the digital world and the requirements for leadership on a global scale
- Identify international differences regarding leadership
- Experiment with diverse tools and methods to foster your own agile skills

Assessment
- Part 1/ 30%: Text (max 1500 words) about your own strengths and individual fields of development
- Part 2/ 35%: 1 Group-Presentation or 1 Group Moderation during the webinars
- Part 3/ 35%: an individual video about the learned aspects and reflection of the own inner change after finishing the course

Attendance requirements
The course consists of 2 mandatory parts:

- Live-Webinars (must be 80% completed)
- Online Course/Self Study: 10h (must be 100% completed)

Teaching / learning methods
Impulses, Discussion, Peer Feedback, Self-Learning, "Fireside-Talk"

Recommended previous knowledge and skills
- Openness to new topics
- Pleasure to work with others in a team
- Be able to see mistakes as opportunities

Version 06.11.2023, subject to change

5707 International Supply Chain Operations – Syllabus Summer Semester 2024

Instructors
Dipl.-Vw.Dr. Hans-Joachim Schramm

Contact details
hschramm@wu.ac.at

Dates

tba

Hybrid, for ECOL students: online

Contents

This elective course is about managing supply chains outlining operational aspects of transportation, logistics and supply chain management on a global level. A focus will be placed on the trade environment, export/import regulations, customs management, and trade facilitation. Furthermore, an introduction into trade management, including contracting issues, documentary paperwork, Incoterms® as well as means and modes of payment including the impact of digitization and digitalization is provided. Moreover, an insight into the highly relevant subjects of risk, security, and compliance management is given. The course will finish with the topic of transport management that includes organization of international good movements and multimodal transport operations. The course is held in six sessions structured as follows:

- Trade Environment: Legal framework of trade and export/import regulations
- Customs Management: Customs practices and trade facilitation
- Risk, Security, and Compliance Management
- Trade Management: Contracting issues, trade terms (esp. Incoterms 2020) and terms of payment
- Transport Management: Organization of international good movements
- Wrap-up: Process Models and Transport Management Issues
- This sequence of sessions may change due to availability of lecturers.

Learning outcomes

At the end of this course, students should have knowledge in actual trade practice, including contracting, customs procedures and documentary paperwork, means and modes of payment, transport management as well as risk, security, and compliance management issues. This enables them to plan successfully shipping and handling for international goods movements in concordance with the present European Union legal environment and critically evaluate supply chain risk, security and compliance management issues therein.

Attendance requirements

Attendance of minimum 80% (or 5/6 sessions) is mandatory. This ia also valid when we switch to online live mode.

Teaching/learning method(s)

Teaching will be in synchronous hybrid mode: a mixture of class room teaching and remote online sessions (via ZOOM) in parallel. Only if absolutely necessary this class would switch to full distance mode. Even in the remote format, the sessions will take place within the announced time slots.

Assessment

Assessment of the performance of the students takes place through

- Remote Take Home Exam (60%)
- Midterm exam in form of single choice questions (20%)
- Individual Assignment as home work (20%)

Grading scale is as follows:

Excellent (1):	90.0% - 100.0%
Good (2):	75.0% - <90.0%
Satisfactory (3):	62.5% - <75.0%
Sufficient (4):	50.0% - <62.5%
Fail (5):	<50.0%

Prerequisite for passing the course: minimum performance of 60% in the Remote Take Home Exam.

Readings

David Pierre A. (2021): International logistics: the management of international trade operations.