

COURSE CATALOGUE

2026 - 2027

Master in Management 1st Year – LYON Campus
EXCELLENCE IN PEDAGOGY ELECTIVE
Spring 2027

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SUMMARY

SUMMARY 2

WEEK 1, MARCH 8 TO 12 4

Leadership, Strategy, and Decision Making 5
The Psychology Behind Consumer Behavior 6
New Product Development 7
Brand marketing and luxury management 9
AI Agents and Customer Experience Strategy in the Digital Age 11
Intercultural Competences for Future Leaders 13
Building a Sustainable Brand through Upcycling 15
Regenerative Innovation: Transitions from Breakdown to Breakthrough 17
Managing Transformational Experiences in Luxury: From Having to Becoming 19
Harmonising Horizons: Weaving Intercultural Competencies in Business 25
Designing Food and Wine Experiences Through Art and Cultural Heritage 25
Human-Centered Entrepreneurship in the Age of AI; 29
Strategy, people and performance 31

WEEK 2, MARCH 15 TO 19 32

The Psychology Behind Consumer Behavior 33
Managing Customer Experience 34
Wine experiences emotions and sustainability 36
Investing in stock markets 37
Fashion and Society 38
Building a Sustainable Brand through Upcycling 40
Entrepreneurship for Small Business Operators: From Concept Development to Feasibility Study in the Digital Age 42
Building Strong Brands 44
Intercultural Competences for Future Leaders 46

Retention Revolution: Tools and Techniques for CRM Success 48
Responsible AI: Principles, Tools and Frameworks 50
Company valuation: methods and challenges 54
International Business and Geopolitics 56

IMPORTANT INFORMATION
Each course is worth 1 ECTS
All course descriptions are provisional and can be subject to change.
Modules with less than 12 students enrolled will not open.

WEEK 1, MARCH 8 TO 12

Module's Title:	**Leadership, Strategy, and Decision Making**	
Subject area / specialisation:	**Leadership, Organizational Behaviour, Strategy**	
Professor:	**Gregg Glover**	gregg_glover@post.harvard.edu
	Harvard University, Faculty of Arts and Sciences, USA	

Learning objectives:

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

Description of Content:

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

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

Assessment:

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

Teaching Method:

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

Bibliography:

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

Module's Title:	The Psychology Behind Consumer Behavior	
Subject area / specialisation:	Consumer Behavior / Marketing / Business	
Professor:	Juliana COSTA	juliana.noschang@pucpr.br
	Pontificia Catholic University of Parana, Brasil	

Learning objectives:

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

Description of Content:

This course is based on theories developed in psychology and builds a bridge to marketing. The conceptual framework of the course breaks the causes of behavior up into types of psychological responses (i.e., mental mechanisms), such as, perceiving, reasoning, feeling, learning, or remembering. These psychological responses intervene between the marketing mix (input) and the behavior of consumers, such as purchase or usage (output). The psychological responses hence provide a framework as to why certain marketing inputs lead to certain outputs, that is, a framework to derive strategically relevant consumer insights. The course also reviews a range of simple but powerful "levers" (inputs) that can influence consumer behavior in unexpected ways.

- Session 1 : Perception, motivation and beliefs.
- Session 2: Attitudes and Learning.
- Session 3: Self and self-concept
- Session 4 : Personality and Lifestyle
- Session 5 : Impact of variables on consumption decisions and psychographic segmentation

Assessment:

- 75% Group Assignments (group)
- 25% Final Exam (individual)

Teaching Method:

- Lectures
- PBL (Problem Based Learning) in real context situations
- Inverted Classroom
- Peer-based learning

Bibliography:

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

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

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

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

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

Module's Title:	New Product Development	
Professor:	Prof. Dr. Narongsak (Tek) Thongpapanl	TEK@brocku.ca
	Brock University, Goodman School of Business, Canada	

Learning objectives:

This course is designed to help students:

• Understand innovation and NPD fundamentals: Grasp the key principles, stages, and frameworks that drive innovation as a foundation for sustainable business growth and long-term customer value creation.

• Apply analytical tools and evaluation methods: Use strategic and analytical tools to identify customer needs, assess opportunities, and enhance the success of NPD projects that create and deliver superior value.

• Recognize internal and external influences: Analyze how organizational capabilities, culture, market trends, technology, and sustainability imperatives shape customer-centered innovation strategies.

• Manage new product launches effectively: Plan and implement launch strategies that achieve market success, deliver meaningful customer value, and promote sustainable growth

Description of Content:

This course explores the key issues, challenges, and strategic decisions faced by managers and teams in new product development (NPD) and innovation management. Emphasizing business growth, sustainability, and customer value creation, it examines how organizations design responsible innovations that create, communicate, and deliver superior value to customers and society.

The course covers:

1. Stages of the product development process – from opportunity identification and idea generation to design, testing, commercialization, and life-cycle management, with attention to customer insights and sustainability at each stage.
2. Analytical and strategic methods – tools and frameworks to reduce risk, foster innovation, and align NPD with long-term growth and value delivery at both the project and firm levels.
3. Innovation and NPD strategies – including incremental and radical innovation, technological discontinuities, dominant designs, diffusion and adoption, and balancing exploration and exploitation across start-ups and established firms.

Through conceptual frameworks, analytical tools, and real-world cases, students will learn to design and manage innovation processes that drive sustainable growth, competitive advantage, and lasting customer relationships.

Assessment:

1. Individual Participation and Preparation (20%):

Active participation and thoughtful preparation are essential for a dynamic learning environment. This seminar-style course emphasizes collaborative learning through lectures, case analyses, and discussions. Students are expected to come fully prepared—having read all assigned chapters, cases, and discussion questions—and ready to engage critically and constructively with peers. Effective participation involves applying course concepts to real-world innovation challenges, integrating insights about customer value, sustainability, and business growth into discussions, and contributing meaningfully and respectfully to class dialogues and exercises. Participation will be evaluated based on preparation, insightfulness, and consistency of engagement rather than frequency alone.

2. Group Assignments (80%):

Students will work in groups of six to seven members to complete four assignments, each worth 20% of the final grade. These projects simulate real-world innovation and new product development (NPD) problem-solving, requiring teams to research, analyze, and propose creative, sustainable solutions that deliver customer value. Four assignments will be posted from Monday through Thursday, and each must be submitted within 48 hours of release. Submissions must be computer-generated, in Times New Roman 12-point font, single-spaced, with one-inch margins, and must not exceed five pages (excluding appendices and references). No late submissions will be accepted. A grade of zero will apply unless a documented, university-approved reason is provided, in which case the missed weight will be redistributed across the remaining assignments. These group projects are designed to foster collaborative research, critical thinking, and the integration of theory and practice, enabling students to explore how innovative organizations understand, create, and deliver sustainable customer value in competitive markets.

Teaching Method:

The course combines lectures, discussions, and group-based assignments to create an interactive, practice-oriented learning environment. The following is the tentative course schedule (subject to adjustment as needed):

Class Date	Topic/Activity
Day 1	• Lecture 1 – Setting the Foundation of New Product Development • Lecture 2 – Opportunity Identification and Selection • Lecture 3 – Idea and Concept Generation • Lecture 4 – Analytical Attributes Approaches → GROUP ASSIGNMENT ONE
Day 2	• Lecture 4 – Analytical Attributes Approaches (continued) • Lecture 5 – Concept Evaluation and Testing → GROUP ASSIGNMENT TWO
Day 3	• Lecture 6 – Idea and Concept Screening • Lecture 7 – Market Potential Analysis → GROUP ASSIGNMENT THREE
Day 4	• Lecture 8 – Product Design and Testing • Lecture 9 – Market Testing and Launch Management → GROUP ASSIGNMENT FOUR
Day 5	• Lecture 9 – Market Testing and Launch Management (continued) • Article Discussion – Why Customers Don't Buy → GROUP PRESENTATION

Bibliography:

• Lecture 9 – Market Testing and Launch Management (continued)

• Article Discussion – Why Customers Don't Buy

→ GROUP PRESENTATION

Module's Title:	Brand marketing and luxury management	
Subject area / specialization:	MARKETING / LUXURY BRAND MANAGEMENT	
Professor:	Prof. Jung Kun	viroid2007@gmail.com
	Hanyang University, South Korea	

Course Description and Learning objectives:

This course offers students a perspective on the luxury brand industry and an understanding of the retail management and strategies of luxury brands.

Students learn and explore success factors, marketing strategies, and communication strategies in the overall characteristics of luxury brands, focusing on retail management.

The course is an useful resource for students interested in the luxury brand industry and marketing, providing a deep understanding of the luxury retail management and strategies of luxury brands so that students can achieve their application and success in the field through an understanding of the luxury brand industry and case analysis of Asian and other countries.

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

- Understanding of brand marketing
- Grasp knowledge of luxury industry all over the world
- Explore the idea of luxury management
- Understand how consumers are reacting in luxury market
- Develop an awareness of dark and positive side of luxury industry
- Understand the strategic moves of luxury marketing
- Expanding knowledge to luxury services and service design thinking

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

- Analyze and evaluate, concepts, theoretical knowledge, and actual business situations of luxury products
- Establish the link between theory and real-world cases

Description of Content:

Session 1 :
Theme: Understand of brand and brand-related issues
Case 1: To Be Decided
Practice1: Brand positioning

Session 2 :
Theme: Consumer behavior and theories behind brand and luxury brand
Case 2: To Be Decided
Practice2: Theories applied to your everyday consumption (luxury or not)

Session 3 :
Theme: Luxury industry review
Case 3: To Be Decided
Practice 3: “my” luxury and “your” luxury

Session 4 :
Theme: Strategies in luxury industries
Case 4: To Be Decided
Practice 4: Marketing strategies for specific luxury products/industry
Group Presentations

Session 5 :

Theme: Managing luxury service industry

Case 5: To Be Decided

Practice 5: Luxury service design thinking: Strategy building by service touch-points

Small Exam

Assessment:

- Class Participation 30 %
- Case Assignments 30 %
- In Class Practice Presentation 25 %
- Group Presentation: 15%

There is “No Final Exam”.

Class Participation Grading

Grading of your class participation is based on,

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

2. Relevance – Tackle the question being raised

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

Teaching Method:

Course Approach

Readings (cases or discussion material) are provided beforehand and assigned for each class; Participants are required to prepare for at least three hours per case study in this course. The emphasis will be on student responsibility for learning through active application of course content in case studies, exercises, etc. and through active participation in class discussions. Active participation and preparation for class are requirements for this course.

Assignments

There is a in-class-assignment (practice) every class

Final Exam. There is “SMALL Final Exam” in the course.

Required Course Materials: everything will be provided in class

Case Studies

5 Case Studies

5 In-class-practices

Module Title:	**AI Agents and Customer Experience Strategy in the Digital Age**	
Subject area / specialization:	**Service Strategy, Digital Customer Experience**	
Professor:	**Dr. Kyuho Lee**	Kyuho.Lee@sonoma.edu
	Sonoma State University, California, US	

Course Description

The course explores how services marketing theories and principles can be applied to strategic marketing planning and service operations, with a particular emphasis on creating compelling customer experiences through digital technologies and artificial intelligence (AI). Specifically, the course focuses on five key pillars of services marketing aimed at enhancing customer experience and strengthening competitive advantage:

1. Developing Competitive Service Business Models in the Digital Age: Understanding how service firms can design innovative business models and create sustainable competitive advantages in an increasingly digital marketplace.
2. Managing Seamless Customer Experiences Across Online and Offline Channels: Exploring strategies for integrating digital and physical service touchpoints to deliver consistent, personalized, and engaging customer experiences.
3. Implementing Sustainable Service and Digital Marketing Strategies: Examining how service organizations can integrate sustainability principles and digital marketing technologies into their strategic planning and service delivery.
4. Integrating AI and AI-Powered Service Agents into Service Strategies: Investigating how artificial intelligence, including AI-powered service agents and automation technologies, can transform service operations, enhance customer engagement, and improve operational efficiency.
5. Understanding the Digital Path to Purchase: Analyzing how consumers search for information, evaluate alternatives, make purchasing decisions, and engage with service providers throughout the digital customer journey.

In addition, the course incorporates real-world case studies from various service industries to illustrate how organizations leverage AI technologies to enhance customer experiences, address labor shortages, and overcome operational challenges in the global service economy. Through these case studies, students will develop a deeper understanding of how emerging technologies are reshaping services marketing and creating new opportunities for innovation and competitive differentiation.

Course Objectives

Upon completion of this course, students should be able to demonstrate an understanding of:

- The critical concepts of services marketing & digital customer experience
- The management of the seamless customer interface from online to offline
- The implementation of competitive digital service strategies
- The design and management of the service process
- The application of AI in designing customer experience
- The understanding of the digital path to purchase
- The understanding of how to engage customers digitally
- The underlying concept of service recovery & real-time service recovery using Chatbots

Description of Content:

Session 1: Discuss an overview of services marketing and digital customer experience.
Discuss the concept of service quality and digital customer experience gap.
The class final project will be discussed.
Session 2: Discuss digital service strategies and seamless customer interface from online to offline
Session 3: Discuss the digital path to purchase. AI Streamlining guest experience ranging from product development & innovation, supply chain & logistics (real time inventory & demand planning) to organizational functions (employee training and real time service recovery using chatbots)

Session 4: Discuss strategies on how to engage customers digitally focusing on convenience, experience, customization and socialization. Discuss a firm's service recovery strategy and real time service recovery strategy using chatbots.
Session 5 : Final Project Presentation

Assessment:

Final Project (Group) 30%
Assignments (Individual) 10%
Attendance (Individual) 5%
Class Participation (Individual) 5%
Final Exam (Individual) 50%

Teaching Method:

Assignments Policy
I don't accept late assignments. If you miss the due date of a homework assignment, you will not earn any credits. Please be sure to submit your homework on time. I will give you the detailed guidelines of assignment submission.

Grading Scale
A (93 or more); A- (90-92); B+(87-89); B (83-86); B- (80-82); C+(77-79); C (73-76); C- (70-72); D+(67-69); D (63-66); D- (60-62); F (59 or less) Requests for re-evaluation of a grade or assignment must be made in writing and give reasons.

Plagiarism
Honesty requires that any ideas or materials taken from another source for either written or oral use must be fully acknowledged. Offering the work of someone else as one's own is plagiarism. The ideas taken from another and requiring acknowledgement range from isolated formulas, sentences, or paragraphs to entire articles copied from books, periodicals, speeches, or the writings of other students. The offering of materials assembled or collected by others in the form of projects or collections without acknowledgment is also considered plagiarism. Any student who fails to give credit for ideas or materials taken from another source is guilty of plagiarism. Cheating and/or plagiarism are grounds for an F. See the student handbook for university rules.

Module's Title:	Intercultural Competences for Future Leaders	
Subject area / specialisation:	Culture, communication, power and collective action	
Professor:	**Jane Elizabeth Everett**	jane.everett@ownvoice.net
	Libera Università Carlo Cattaneo (LIUC), Italy	

Learning objectives:

By the end, students should be able to:

1. Interpret intercultural situations through multiple perspectives, distinguishing evidence from assumptions
2. Explain interactions between culture, embodied responses, identity, experience and context
3. Adapt communication while investigating how others understand the situation
4. Analyse how language, status and institutional arrangements affect participation and influence
5. Address intercultural misunderstandings and disagreements by exploring different perspectives, communicating concerns and negotiating workable agreements.
6. Develop and justify practical approaches that strengthen participation, working relationships and intercultural collaboration.

Description of Content:

Day 1 - Culture, perception and the construction of explanations

o Leadership question: *How do we make sense of unfamiliar behaviour without explaining everything through culture?*

o Conceptual foundations

- Culture as embodied, socially transmitted, historically situated and continually reproduced or contested
- Interactions between biological inheritance, development, experience and context; distinguishing these mechanisms when making explanatory claims
- Multiple identities and levels of culture: professional, organisational, disciplinary, generational and societal
- Attribution, stereotyping and reflexivity
- Cultural dimensions as provisional questions rather than diagnostic labels

o Output: An evidence-based interpretation map containing alternative explanations and questions for investigation.

Day 2 – Communication, meaning and adaptive leadership

o Leadership question: *How do we coordinate action when people understand the same exchange differently?*

o Conceptual foundations

- Communication as the co-construction of meaning
- Common ground, implicit expectations and communication repair
- Face, identity and the relational consequences of disagreement
- Language asymmetry and participation
- Adapting while communicating, alongside preparation beforehand

o Output: A communication protocol supported by evidence from the day's simulation and practical rehearsal.

Day 3 – Power, credibility and the conversion of voice into influence

o Leadership question: *What enables knowledge to shape a decision?*

o Conceptual foundations

- Formal authority, informal influence and control over resources or agendas.
- Participation, recognition, credibility and decision authority.
- Epistemic injustice and its distinction from ordinary disagreement.
- Intersections between language, gender, race, professional position and organisational status.
- Leadership responsibility for the architecture of participation.

o Output: A decision-process redesign explaining whose knowledge should influence which decisions, through what mechanism.

Day 4 – Intercultural disagreement and collaborative leadership

o Leadership question: *How can we work constructively with different expectations of leadership, responsibility and disagreement?*

o Conceptual foundations

- Different expectations of leadership: authority, consultation, initiative, accountability and support.
- Recognising how expectations about respect, feedback and disagreement affect working relationships.
- Distinguishing differences in communication preferences from disagreements about interests, values or responsibilities.
- Perspective-taking and checking interpretations without assuming agreement.
- Giving feedback, addressing misunderstandings and negotiating shared ways of working.

o Output: A negotiated team working agreement and an individual analysis of the

communication and leadership choices that helped—or hindered—the conversation.

Day 5 – Intercultural leadership in practice: integration and development

o Leadership question: *How can we adapt our leadership to help people with different expectations work together?*

o Conceptual foundations

- Integrating self-awareness, interpretation, communication and attention to power.
- Adapting leadership behaviour to the people, purpose and context.
- Facilitating participation and checking shared understanding.
- Balancing adaptation with clear responsibilities and ethical commitments.
- Using feedback and reflection to identify priorities for continued development.

o Output: Assessed team leadership proposal, individual case response and a personal development plan specifying one competence to practise, a concrete action and a way to obtain feedback

Assessment:

Team leadership proposal and demonstration 50%: Developed through Days 1–4; presented on Day 5. A two-page proposal, a short presentation and a demonstration of a critical leadership conversation. Will assess ability to interpret an intercultural situation, apply course concepts and propose practical ways to improve communication, participation and collaboration.

Individual learning reflection and development plan 50%: Approximately 700–900 words, submitted within five days of course completion. Includes a concise development plan. Will assess ability to examine personal assumptions and behaviour, learn from feedback and identify a concrete priority for practice.

Module's Title:	**Building a Sustainable Brand through Upcycling**	
Subject area/specialisation:	**Sustainability**	
Professor:	**Ms. Catherine De Guzman**	mcbdeguzman@ateneo.edu
	Ateneo De Manila University, Philippines	

Course description and Learning objectives:

This intensive 5-day course is designed to guide students through the process of creating a brand focused on upcycling. Students will learn about the principles of the circular economy, engage in hands-on activities and utilize frameworks such as the Lean Canvas. The course will combine lectures, case discussions, prototype making, and culminate in a final brand presentation.

Course Objectives:

- Understand the principles of the circular economy and how they apply to upcycling.
- Analyze successful upcycled brands through case studies.
- Develop practical skills in creating prototypes from upcycled materials.
- Utilize the Lean Canvas framework to build a business model for an upcycled brand.
- Present a cohesive and innovative upcycled brand concept

Description of Content:

Session 1 : Introduction to Customer Retention and Customer Relationship Mmanagement

- Theory:
  - Importance of customer retention in modern business.
  - Overview of CRM (Customer Relationship Management) concepts.
  - Key metrics and KPIs for measuring customer retention.
- Retention Tool:
  - Introduction to tools like Clever Tap, Moengage, and WebEngage.
  - Tool Usage, navigation, and overview of features.

Session 2: Understanding Customer Behaviour and Segmentation

- Theory:
  - Customer behaviour analysis and its impact on retention.
  - Techniques for effective customer segmentation.
  - Building customer personas.
- Retention Tool:
  - Using CleverTap and WebEngage for customer segmentation.
  - Analysing customer data and creating segments in the tools.

Session 3: Crafting Effective Retention Strategies

- Theory:
  - Strategies for improving customer retention.
  - Personalization and its role in retention.
  - Lifecycle marketing and engagement tactics.

- Retention Tool:
  - Setting up personalized campaigns in Marketing Automation Tools.
  - Using automation features to manage customer lifecycle marketing.

Session 4 : Measuring and Analysing Retention Efforts

- Theory:
  - Importance of analytics in measuring retention success.
  - Key metrics and tools for analysing retention campaigns.
  - Understanding customer feedback and its role in retention.
- Retention Tool:
  - Utilizing analytics features and dashboards in tools like Clever Tap and WebEngage.
  - Analysing campaign/journey performance and customer feedback within the tools.

Session 5 : Case Studies and Capstone Project

- Theory:
  - Review of successful and challenging case studies in customer retention.
  - Discussion on lessons learned and best practices.

Presentations and feedback sessions on the projects.

Assessment:

- 60% of capstone project by students where they will design and implement a retention strategy for a brand.
- 40 % on class participation and quizzes to test students' conceptual and analytical understanding of the topics.

Teaching Method:

This course is a mix of conceptual and practical application of the tools hence we will use presentations, class discussion, interactive vidéos , case base teaching, Hands-On Workshops to provide a dynamic and interactive learning environment that balances theoretical knowledge with practical application, fostering a comprehensive understanding of customer retention and CRM strategies.

Bibliography:

- Prior, D. D., Buttle, F., & Maklan, S. (2024). *Customer relationship management: Concepts, applications and technologies*. Taylor & Francis.
- Frederick F. Reichheld, Phil Schefter, and Darrell Rigby. (2002, February 1). *Avoid the four perils of CRM*. Harvard Business Review. https://hbr.org/2002/02/avoid-the-four-perils-of-crm
- Dianne Ledingham and Darrell Rigby. (2004, November 1). *CRM done right*. Harvard Business Review. https://hbr.org/2004/11/crm-done-right
- *Fonos boosts subscription growth and loyalty through personalized engagement across the user lifecycle, enabled by CleverTap*. (2024, July 1). CleverTap - All-in One Customer Engagement Platform. https://clevertap.com/fonos-boosts-subscription-growth-and-loyalty-through-personalized-engagement-across-the-user-lifecycle-enabled-by-clevertap/

Module Title:	**Regenerative Innovation: Transitions from Breakdown to Breakthrough**	
Subject area / specialization:	Innovation (Regenerative Innovation, Sustainable Technology, Systems Thinking, Leadership)	
Professor:	**Prof. Dr Wayne Visser**	waynevisser1@gmail.com
	Cátolica Porto Business School (Galp Chair, Portugal) / University of Cambridge Institute for Sustainability Leadership (Fellow)	

Course Description and Learning objectives:

This seminar equips students to understand and drive regenerative innovation — turning breakdowns in nature, society and the economy into market-based breakthroughs. It combines global systems thinking, cutting-edge sustainable-technology analysis and reflection on the leadership needed to scale change. The seminar draws directly on the instructor's original research and teaching across three programmes: the Future Fitness MBA elective (Gordon Institute of Business Science, South Africa & Sasin School of Management, Thailand), the Regenerative Innovation course at Antwerp Management School (Belgium), and teaching on Circular and Regenerative Business & Technology at Cátolica Porto Business School (Portugal).

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

- Apply systems thinking and scenario-planning tools to analyze global sustainability challenges.
- Understand and apply the Six Great Transitions framework — from degradation, depletion, disparity, disease, disconnection and disruption to restoration, renewal, responsibility, revitalization, rewiring and resilience — to identify regenerative innovation opportunities.
- Critically evaluate emerging sustainable technologies across energy, transport, food, materials, data, robotics and AI.
- Assess how organizations scale disruptive, exponential innovation, using frameworks such as diffusion of innovation and tipping-point theory.
- Reflect on the leadership qualities and styles needed to drive regenerative innovation, informed by real innovator case studies.

Description of Content:

Session 1: Global Challenges & Systems Thinking

Key global risk trends and data (WEF, Globescan/ERM); the Six Great Transitions to Thriving, from breakdown to breakthrough; a systems-thinking mapping exercise; scenario-planning methodology and a group exercise developing 2050 scenarios.

Session 2: Regenerative Innovation & Technology

The evolution of business responses (CSR to Shared Value to ESG to Regeneration); what innovation is and how it diffuses (Rogers); frameworks for sustainable innovation (Hart's Sustainable Value Framework; Nidumolu et al.'s levels of innovation opportunity); the six innovation types (symbiotic, sustainable, shared, satisfying, smart, secure); open innovation and exponential/tipping-point thinking (XPRIZE, Earthshot Prize, The Breakthrough Effect); group brainstorm on innovations for each transition.

Session 3: Regenerative Innovation in Sectors I

Energy, Transport & Food — the '10 technologies that can save the planet' framework; energy technologies (solar, wind, battery storage, green hydrogen) with real-world examples; electric vehicles; cellular and microbial (precision-fermentation) agriculture; climate-solutions quiz.

Session 4: Regenerative Innovation in Sectors II

Materials, Data, Robotics & AI — biomaterials and biofabrication case studies (mycelium, algae, lab-grown leather); Earth information systems and satellite-based monitoring; robotics and automation; artificial intelligence applications for sustainability; group exercise investigating the progress and scaling potential of these technologies in France/Europe ; interactive circular-economy quiz.

Session 5: Leadership for Regenerative Innovation

New leadership styles for driving regenerative change (missionary/creative leadership); innovator case studies (Keller Rinaudo/Zipline, Ethan Brown/Beyond); frameworks for purposeful leadership and personal

leader-type reflection; closing session on hope as a renewable resource, with a culminating group reflection and future imagination.

Assessment:

- 20% Attendance & participation: engagement across all five sessions
- 80% In-class quizzes: four short quizzes embedded across the week, aggregated into a single mark

Teaching Method:

Highly interactive lecture-workshop format, developed and refined across Cambridge, Antwerp, Sasin, GIBS and Cátolica Porto.

Combines short input lectures grounded in original data and frameworks, systems-thinking and scenario-planning exercises, case-based group work, in-class quizzes, video clips and reflective/creative writing.

No pre-class reading or purchased materials are required; all content is delivered and reinforced within the sessions themselves.

Bibliography:

Visser, W. (2026, forthcoming) Technologies of Hope: An Earth-Saving Mission. Oxford: Routledge.

Visser, W. (2022) Thriving: The Breakthrough Movement to Regenerate Nature, Society and the Economy. Austin: Fast Company Press.

Visser, W. (2024) Regenerative Innovation: Turning Breakdowns into Breakthroughs in Nature, Society and the Economy. Antwerp Management School.

Visser, W. (2015) Sustainable Frontiers: Unlocking Change Through Business, Leadership and Innovation. Sheffield: Greenleaf.

Hart, S.L. Sustainable Value Framework — pollution prevention, clean technology, base of the pyramid, product stewardship.

Nidumolu, R., Prahalad, C.K. & Rangaswami, M.R. (2009) Why Sustainability Is Now the Key Driver of Innovation. Harvard Business Review.

Elkington, J. (2020) Green Swans: The Coming Boom in Regenerative Capitalism. New York: Fast Company Press.

Systemiq, University of Exeter & Bezos Earth Fund (2023) The Breakthrough Effect: How to Trigger a Cascade of Tipping Points to Accelerate the Net Zero Transition.

Module Title:	**Managing Transformational Experiences in Luxury: From Having to Becoming**	
Subject area / specialization:	Luxury Management: Branding and Marketing (marketing, consumer behavior and business model design)	
Professor:	**Dr. Lisa Slevitch, Associate Professor**	lisa.slevitch@okstate.edu
	Spears School of Business, Oklahoma State University (Stillwater, Oklahoma, USA) School of Hospitality and Tourism Management, US	

Course Description

Luxury is no longer bought mainly to be owned or displayed. Several recent reports find that experiential luxury is outgrowing tangible luxury goods by roughly 1.5 times, and that the dominant purchase motive is shifting from social validation toward self-actualisation. (Altagamma Luxury Goods Worldwide Market Study, 2026) Additionally, contemporary marketing and consumer-psychology research describes the same movement as a progression from having, to doing, to being, to becoming as customers increasingly buy a brand for who it helps them become. Firms that can reliably guide that becoming, rather than merely sell an object or stage a memorable moment, command the highest margins, the strongest brand meaning and the deepest customer relationships in the sector.

This one-week block seminar is designed for MIM students with no prior background in luxury and no prior background in any specific industry. It treats luxury as a management laboratory in which brand meaning, consumer psychology, pricing power, customer journey design and business model choice are applied. Examples are drawn across the luxury and premium spectrum: fashion and leather goods, jewellery and watches, beauty, wines and spirits, automotive, design, membership and subscription businesses, and experiential categories such as gastronomy and hospitality, which are treated as one category among several rather than as the subject of the course.

Students learn to distinguish a transformational offer from a satisfying, delightful or memorable one; to explain the consumer psychology that makes transformation possible; to design a transformational offer across the customer journey; to measure and price transformation as a business outcome; and to assess the ethical, cultural and reputational risks a firm takes on when it promises to change people. The skills transfer directly to brand management, marketing, consulting, product and service design, customer strategy and entrepreneurship, in luxury and well beyond it.

The seminar is fully self-contained. No pre-class reading and no purchase of materials is required: all materials, cases, data extracts and exhibits are distributed in class.

Learning Objectives

On completion of this module, students will be able to:

- Distinguish transformational offers from satisfaction, delight and memorability, and explain why the shift from goods to experiences to transformations changes a firm's economics, pricing power and competitive position.
- Explain the consumer psychology behind the having-doing-being-becoming progression, including the extended self, experiential versus material consumption, hedonic versus eudaimonic well-being, and the pro-ego and pro-social pathways through which luxury affects customers.
- Design a transformational offer across the pre-purchase, purchase and post-purchase journey, using customer journey mapping and service blueprinting, and specify the role of staff, community and digital touchpoints as facilitators of change.
- Evaluate how transformation can be measured and monetised, selecting appropriate constructs and metrics and connecting them to price architecture, membership and subscription models, customer relationship management and customer lifetime value.

- Assess the ethical, cultural, inclusion and sustainability risks of transformational claims, including transformation-washing and greenwashing, customer vulnerability, cultural appropriation and negative or unintended change, and recommend governance safeguards.

Description of Content:

The module is delivered as a five-day in-person block seminar in English. Each session is built as a three-hour conceptual core followed by a three-hour applied block, so the seminar can be run at 15, 20 or 30 contact hours by scaling the applied block to BSB's standard volume. The structure below is written at the fuller volume; once BSB confirms the contact-hour allocation for the block week, session content, in-class activities and the pacing of the transformational offer will be adjusted proportionally, with the conceptual core retained in full at every volume.

Every session applies theory rather than only presenting it. Each conceptual core is followed by an applied block in which students work the day's frameworks on live material: case discussion, structured debate, diagnostic exercises on real brands, journey mapping and service blueprinting workshops, role-played client conversations, interpretation of market data, and peer critique. Roughly half of scheduled contact time is spent on application, and every framework introduced on a given day is used by the students on that same day, so that theory is tested against evidence before they leave the room.

Session 1 - From the Experience Economy to the Transformation Economy

What a firm is actually selling. The progression from commodities to goods to services to experiences to transformations, and what makes a transformation a distinct economic offering with distinct margins. Why customers pay for experiences over objects, and why experiential purchases become more central to identity than material ones. Possessions, brands and the extended self. Current market evidence: experiential luxury outpacing personal luxury goods, the rise of self-actualisation motives, and wellness, longevity and self-improvement as fast-growing premium categories. Applied: mini cases on what a luxury brand actually sells, how brand meaning is built, and what happens when the firm loses control of who its meaning belongs to. Students form pairs or trios, and each pair selects a luxury or premium brand to work on across the week.

Session 2 - What a Transformation Actually Is

The consumer psychology beneath the business model. Self-concept, identity and aspiration as the raw material of a transformational offer. Hedonic versus eudaimonic well-being, and why pleasure and meaning are managed differently. Transformative learning: disorientation, reflection and integration as the mechanism by which change actually occurs, and what a firm can and cannot engineer. The dual-pathway view of luxury and well-being: pro-ego routes through status, pride and self-image, and pro-social routes through connection, contribution and ethical alignment, and the different customer segments each attracts. Applied: a structured exercise in which students reconstruct and code a personal transformational purchase or experience against the frameworks, then diagnose in their pairs where their chosen brand's current offer enables or blocks change.

Session 3 - Designing and Staging Transformation

From diagnosis to design. Mapping the customer journey across pre-purchase, purchase and post-purchase stages, and identifying the touchpoints the firm owns, shares and does not control. Service blueprinting as a practical design tool. Brand experience as a managed construct: sensory, affective, intellectual and behavioural dimensions. Staff, advisors, instructors, ambassadors and customer communities as agents of change, and the tension between scripted brand standards and genuine personalisation. Physical, digital and phygital touchpoints, including AI-enabled personalisation, and where technology deepens or dilutes transformation. Applied: case discussion of How Peloton Built the Foundation for Enduring Success, a business built on selling becoming rather than owning, examined for its journey design, its use of instructors and community as facilitators, its phygital architecture and the fragility of the model, followed by a design

sprint in which each pair of students produces the first version of a transformational offer for its chosen brand, with structured cross-pair critique.

Session 4 - Measuring, Pricing and Monetizing Transformation

Making transformation manageable. What can be measured and with what instruments: brand experience scales, well-being and identity measures, journey-level and touchpoint-level metrics, and the limits of satisfaction and net promoter scores when the outcome is personal change. Building a workable KPI set when the outcome matures months after the purchase: proxy indicators, follow-up protocols, cohort tracking, advocacy and repeat purchase. The commercial argument based on willingness to pay, price architecture and the premium a transformational promise supports; membership, subscription, programme and cohort business models; customer relationship management, clienteling and customer lifetime value. Applied: pairs of students build a measurement and monetization plan for their offer and stress-test a competitor's transformational claim against the available evidence.

Session 5 - Risk, Ethics and Governance, and Assessment

What a firm takes on when it promises to change people. Transformation-washing and its relationship to greenwashing: drivers, detection and consequences. Customer vulnerability, informed consent and the boundary between a commercial promise and a therapeutic one. Cultural appropriation and community effects when a brand borrows meaning it did not create. Inclusion and exclusion deliberate design choices in luxury. Sustainability and the credibility of purpose-driven luxury. A practical governance and safeguards checklist for brand managers. Each pair of students presents and defends their final transformational offer before the class acting as a brand committee, in a short pitch and question period timed so that the whole class is heard within the session.

Assessment:

All assessments are completed in class during the block week.

- In-class activities and assignments, individually submitted and rubric-marked (cases, exercises, diagnostics, knowledge checks) - 60%
- Transformational offer: design brief and oral defense, in pairs or trios (Session 5) - 40%

In-class activities and assignments are the graded work produced inside each session: case briefs and case discussion notes, diagnostic and analytical exercises, experience maps and service blueprints, the measurement plan, and short knowledge checks. Each is submitted individually on a supplied template, is marked against published rubric rather than on impression and is returned with written feedback the following morning. All are set, completed and submitted within the session in which they are introduced. This component carries 60% of the mark, so the majority of the grade rests on individual, documented and remarkable work.

The transformational offer is the module's integrating deliverable. Students work in pairs (or trios), select a luxury or premium brand on Day 1, and build across the week a proposal for an offer through which that brand would guide its customers toward a defined personal change. The brief is written in class on a supplied template and covers six elements: the target customer and the change being promised; the psychological mechanism the offer relies on; the journey design, including touchpoints, facilitators and the post-purchase phase; the measurement plan and its KPIs; the price and business model; and the ethical safeguards. On Day 5 each pair presents and defends the brief before the class acting as a brand committee. Marking follows a rubric issued on Day 1 and weights diagnostic accuracy, design coherence, commercial realism, ethical judgement and quality of defense. The pair mark is adjusted by a short peer-contribution assessment completed in class.

Mapping of assessment to learning objectives:

Learning objective	Assessed by	Weight
LO1. Distinguish transformational offers and explain the shift in a firm's economics	Day 1 offering-ladder diagnostic and knowledge check; Section 1 of the offer brief	15%
LO2. Explain the consumer psychology of having, doing, being and becoming	Day 2 transformation coding exercise and knowledge check; Section 2 of the offer brief	20%
LO3. Design a transformational offer across the customer journey	Day 3 journey map and service blueprint; Section 3 of the offer brief and the Day 5 defense	25%
LO4. Evaluate how transformation is measured and monetized	Day 4 measurement and monetization plan; Sections 4 and 5 of the offer brief	25%
LO5. Assess ethical, cultural, inclusion and sustainability risks and recommend safeguards	Day 5 safeguards audit; Section 6 of the offer brief and the Day 5 defense	15%

Weights are the share of the total module mark contributed by the activities and brief sections mapped to each objective; every objective is assessed by at least one individually marked component.

Teaching Method:

The module is built from the outset around BSB's requirement that students neither purchase materials nor complete pre-class readings: there is no textbook, no reading pack to buy, no assignment issued before Day 1, and no task that assumes work done between sessions beyond what is completed in the room. Each session alternates short conceptual inputs (20-30 minutes) with active work, so that students never sit through more than half an hour of lecture at a time. No prior knowledge of luxury or of any particular industry is assumed.

- Cases are handed out at the start of the session and read in a guided, time-boxed in-class protocol (jigsaw reading, with each sub-team assigned a section of the case and its exhibits, followed by cross-briefing and plenary discussion). Abridged versions are used so that reading fits inside 30-40 minutes of class time.
- Guided in-class reading of one- to two-page excerpts and data exhibits, followed by structured pair and plenary discussion.
- Transformational offer project: students work in pairs or trios, select a luxury or premium brand on Day 1, and develop a transformational offer across the week, presented and defended on Day 5.
- Applied consumer-behavior exercises, including personal purchase mapping and role-played client advisory conversations.
- Live polling and short knowledge checks for retrieval practice and immediate feedback, counted within the in-class activities component.
- A live field diagnostic: where the campus and schedule permit, a short visit to a luxury retail, gastronomy or wine venue, with students auditing it against the week's frameworks.

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Module Title:	**Harmonising Horizons: Weaving Intercultural Competencies in Business**	
Subject area / specialization:	Human resources: culture and management	
Professor:	**Assoc. Prof. Dr. Joaquim Dias Soeiro**	joaquimd@sunway.edu.my
	Sunway University, Malaysia	

Course Description and Learning objectives:

The subject focuses on the critical aspects of culture via key cultural frameworks such as Hofstede model, Osgood & Schramm model or The Globe model. It is known to not underestimate the power of culture. Consequently, students will study the complex challenges of culture poses in international business today. The topics covered are culture's influence on conducting global business, cultural values and management communication styles, managing multicultural teams, building trust across cultures, international negotiations, and conflict resolution.

The learning objectives aims to:
1. Define the different concepts and theories of culture (norms, values, stereotypes, etc.).
2. Identify the various situations of intercultural / multicultural / cross-cultural phenomena.
3. Analyse and measure the effects of different cultures coming into contact with each other (Misunderstandings, synergy, etc.).
4. Recommend good practices in managing intercultural phenomenon in the workplace.

Description of Content:
Session 1: Defining and Conceptualizing culture
Session 2: Managing culture at the workplace
Session 3: Globe model & case study
Session 4: Hofstede model & case study
Session 5: Neuliep model & case study

Assessment:

- 60 % Case to be studied
- 40 % Presentation

Teaching Method:

- Lectures
- Tutorials
- Case studies
- Individual activities
- Group activities

Module Title:	**Designing Food and Wine Experiences Through Art and Cultural Heritage**

Subject area / specialization:	Marketing, Digital Marketing, Food and Wine Experiences	
Professor:	**Dr. Marianna Sigala**	Marianna.Sigala@newcastle.edu.au
	University of Newcastle, Australia	

Course Description and Learning objectives:

This course delves into the integration of art and cultural heritage in designing immersive, engaging, memorable and transformational food and wine experiences that can generate value to various stakeholders, such as boosting business benefits, elevating consumers' well-being and uplifting community welfare.

By blending the principles of experience design with art-based initiatives and the theory of cultural ecosystems, students will learn to create multi-sensory environments that innovate and elevate culinary and oenological experiences. The course material and pedagogy combines theoretical frameworks and approaches (e.g. co-creation, storytelling, transformational service research, sensorial marketing, art-based initiatives), practical applications, and case study analyses.

Overall, the course aims to equip students with the knowledge and skills to generate business and social value by innovating and enhancing the food and wine sectors.

Learning objectifs

The course aims to help students advance their knowledge and skills in:

- Understanding the foundational theories of experience design and their application into food and wine
- Using technological advances (e.g. AI, smart technologies) and techniques (e.g. storytelling, co-creation and sensorial marketing) for designing memorable, immersive, engaging, transformational and authentic food and wine experience
- Gain insights and understanding into the historical and contemporary use of cultural heritage in enhancing culinary and wine experiences (e.g. gastrodiplomacy)
- Develop practical skills in designing and implementing art-based food and wine experiences
- Analysing real-world case studies to identify and learn from best practices and innovative approaches in using art and cultural heritage to design memorable, immersive, engaging and transformational food and wine experiences
- Understand the creative and cultural sectors and build the knowledge and skills to build cross-industry collaborations for designing wine and food experiences
- Using art and culture- for designing wine and food experiences that support sustainability and positive transformation for organisations, consumers and local communities

Description of Content:

Session 1: Principles, theories, and market trends in experience design:

- Consumer behaviour and expectations in (wine/food) experiences
- Industry applications and best practices in food and wine experiences

Session 2: Experience Design elements, tools and techniques: for creating memorable, immersive, engaging, authentic and transformational food and wine experiences

Session 3: Art-based initiatives: theory, practice and effectiveness in using art for designing transformational food and wine experiences

Session 4: Food & Wine Cultural Heritage: concept, elements and best practices for embedding tangible and intangible cultural elements into the design of transformational food and wine experiences

Session 5: Evaluating and Measuring Success: methods and metrics for assessing the effectiveness and impacts of art-based and culture-infused food and wine experiences on various stakeholders including the company/brand, consumers and the local communities

Assessment:

- 20% class participation in discussing and analysing case studies and videos
- 80% Group Project (20% team presentation + 60% written report): a hands-on project in designing an art-based and/or culture infused food and wine experience

Teaching Method:

- Interactive lectures (power point)
- Case studies: home reading and class discussions
- Videos: watching and class debate
- Group presentations and peer-to-peer learning

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Module's Title:	**Human-Centered Entrepreneurship in the Age of AI; Business Model Innovation, Collective Intelligence & Social Impact**	
Subject area / specialisation:	**Entrepreneurship, Business Model Innovation, Artificial Intelligence, Social Entrepreneurship, and Sustainable Business.**	
Professor:	**Dr. Oscar Guillermo Acosta Rizo**	oscarguillermo@gmail.com oacosta@iteso.mx
	University ITESO, Mexico	

Course Description and Learning objectives:

This intensive, experiential course explores how artificial intelligence can transform entrepreneurship and business models while addressing societal challenges. Combining business model innovation, AI-powered experimentation, and collective intelligence, students will critically analyze existing businesses, reinvent them for the future, and collaboratively develop human-centered solutions with measurable social impact. Through the Coral Tank methodology, students experience entrepreneurship as a collaborative process in which ideas evolve through peer evaluation, critical thinking, and shared value creation.

Learning Objectives

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

1. Critically assess the societal, ethical, and economic implications of artificial intelligence.
2. Analyze and redesign business models using established innovation frameworks and AI tools.
3. Apply generative AI to research, ideation, digital prototyping, and future scenario development.
4. Evaluate and collectively improve entrepreneurial proposals through structured peer assessment.
5. Design and communicate innovative business models that integrate economic viability, social impact, sustainability, and human well-being.

Description of Content:

Session 1: AI, Humanity & the Future of Entrepreneurship

Explore the technological, philosophical, and ethical implications of AI and its role in shaping the future of entrepreneurship. Students identify societal challenges, assess their skills and interests with AI assistance, and form interdisciplinary teams through a collaborative digital platform.

Session 2: Decoding Business Models

Introduction to business model innovation using Gassmann's Business Model Navigator and established business model frameworks. Teams select and analyze an existing company, exploring its value creation mechanisms, competitive environment, and potential disruption in the AI era.

Session 3: AI-Driven Business Model Innovation

Teams reinvent existing business models through AI-assisted ideation, experimentation, and prototyping. Using the Coral Tank methodology, students collectively evaluate proposals based on innovation, feasibility, sustainability, and social value, selecting two promising projects for further development.

Session 4: From Business Innovation to Social Impact

Introduction to social entrepreneurship, shared value, and impact measurement. Students reorganize into collaborative groups to transform the selected projects into human-centered business models, identifying beneficiaries, societal challenges, potential negative externalities, and measurable outcomes.

Session 5: Envisioning Desirable Futures

Students use generative AI, digital prototypes, visual storytelling, and future scenarios to communicate how their ventures could operate in the coming decade. Final presentations demonstrate business innovation, social relevance, and responsible AI integration, followed by collective reflection on entrepreneurship and human purpose.

Assessment:

- 25% Business Model Analysis and Innovation: Critical analysis of an existing company and its AI-driven transformation.
- 35% Collaborative Innovation and Peer Evaluation: Active contribution to Coral Tank, evidence-based assessment, constructive feedback, and collective project development.
- 40% Final Human-Centered Venture Project: Business model feasibility, innovation, measurable social impact, ethical considerations, prototyping, and final presentation.

Individual contributions will be assessed throughout the course, ensuring that learning outcomes are recognized regardless of which projects are selected for final development.

Teaching Method:

Experiential and project-based learning combining interactive lectures, case studies, AI-assisted workshops, collaborative prototyping, structured peer evaluation, and reflective discussions.

The course applies the Coral Tank methodology, a collective innovation approach in which students develop, challenge, select, and collaboratively transform entrepreneurial ideas into shared solutions.

A preconfigured digital platform supports team formation, transparent evaluation, iterative feedback, and project evolution. AI serves as a creative and analytical tool while students
retain responsibility for critical judgment, ethical decisions, and final outcomes.

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2. Osterwalder, A., & Pigneur, Y. (2010). Business Model Generation. Wiley.
3. Yunus, M. (2007). Creating a World Without Poverty: Social Business and the Future of Capitalism. PublicAffairs.
4. Porter, M. E., & Kramer, M. R. (2011). Creating Shared Value. Harvard Business Review, 89(1/2), 62–77.
5. UNESCO. (2021). Recommendation on the Ethics of Artificial Intelligence.
6. OECD. (2024). OECD AI Principles (updated edition).

Module's Title:	Strategy, people and performance	
Professor:	Dr. Bruno H. Rocha Fernandes	bruno.fernandes@fdc.org.br
	Fundação Dom Cabral, Brasil	

Learning objectives:

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

Description of Content:

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

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

Assessment:

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

Teaching Method:

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

WEEK 2, MARCH 15 TO 19

Module's Title:	The Psychology Behind Consumer Behavior	
Subject area / specialisation:	Consumer Behavior / Marketing / Business	
Professor:	Juliana Costa	juliana.noschang@pucpr.br
	Pontificia Catholic University of Parana, Brasil	

Learning objectives:

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

Description of Content:

This course is based on theories developed in psychology and builds a bridge to marketing. The conceptual framework of the course breaks the causes of behavior up into types of psychological responses (i.e., mental mechanisms), such as, perceiving, reasoning, feeling, learning, or remembering. These psychological responses intervene between the marketing mix (input) and the behavior of consumers, such as purchase or usage (output). The psychological responses hence provide a framework as to why certain marketing inputs lead to certain outputs, that is, a framework to derive strategically relevant consumer insights. The course also reviews a range of simple but powerful "levers" (inputs) that can influence consumer behavior in unexpected ways.

- Session 1 : Perception, motivation and beliefs.
- Session 2: Attitudes and Learning.
- Session 3: Self and self-concept
- Session 4 : Personality and Lifestyle
- Session 5 : Impact of variables on consumption decisions and psychographic segmentation

Assessment:

- 75% Group Assignments (group)
- 25% Final Exam (individual)

Teaching Method:

- Lectures
- PBL (Problem Based Learning) in real context situations
- Inverted Classroom
- Peer-based learning

Bibliography:

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

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

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

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

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

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

Module's Title:	Managing Customer Experience	
Subject area / specialization:	Marketing / Customer Experience Management	
Professor:	Jyro B. Trivino	jtrivino@ateneo.edu
	Ateneo de Manila University, Philippines	

Course Description and Learning objectives:

This five-day intensive module is developed to provide Master's level students with a comprehensive understanding of the principles, strategies, and tools used to design customer experiences. Students will explore the critical components, including customer journey mapping, touchpoint management, and the use of technology in delivering exceptional customer experiences. Students will gain insights into how businesses can create and sustain positive customer interactions through a blend of theoretical knowledge, case studies, and practical exercises.

At the end of the course, students should be able to:

1. Understand and apply customer journey mapping techniques
2. Optimize customer touchpoints for enhanced experience
3. Leverage technology to deliver exceptional customer experiences

Description of Content:

Session 1: Introduction to Customer Experience

During this introductory session, students will be introduced to the fundamental concepts and importance of Customer Experience in the contemporary business landscape. They will explore the essential elements that constitute a successful CX strategy, such as understanding customer needs and expectations, fostering emotional connections, and delivering consistent value across all touchpoints. The session will highlight the critical role CX plays in differentiating businesses in a competitive market and driving customer loyalty and satisfaction.

Session 2: Customer Journey Mapping

Students will learn the intricacies of customer journey mapping, a crucial tool for visualizing and understanding the customer's experience with a brand. They will explore the step-by-step process of creating detailed journey maps that identify every interaction a customer has with a company, from initial awareness to post-purchase engagement. By examining real-world examples and participating in hands-on exercises, students will learn to pinpoint key touchpoints, recognize pain points, and uncover opportunities for enhancing the customer experience.

Session 3: Touchpoint Management

This session focuses on the critical task of managing customer touchpoints to ensure a cohesive and positive customer experience. Students will dig deeper into the various types of touchpoints, including physical, digital, and human interactions, that customers encounter throughout their journey with a brand. They will learn strategies for optimizing these touchpoints to enhance customer satisfaction and loyalty, such as creating consistent messaging, improving service delivery, and leveraging feedback for continuous improvement.

Session 4: Leveraging on Technology

During this fourth session, students will explore the transformative role of technology in enhancing Customer Experience. They will learn about the various technological tools and platforms, such as Customer Relationship Management systems, chatbots, artificial intelligence, and data analytics, that businesses use to personalize and improve customer interactions. The session will cover how these technologies can be utilized to gather valuable customer insights, automate processes, and deliver consistent, high-quality experiences across multiple channels.

Session 5: Measuring and Improving Customer Experience

Fourth final session, students will focus on the critical processes of measuring and continuously improving Customer Experience. They will learn about various metrics and methodologies, such as Net Promoter Score, Customer Satisfaction Score, and Customer Effort Score, that are often used to evaluate customer satisfaction and loyalty. The session will also cover techniques for collecting and analyzing customer feedback to identify areas for improvement. Students will explore how to develop and implement actionable improvement plans based on data insights and feedback.

Assessment:

- Short Quiz (25%)
- Reflection Paper (20%)
- Group Case Study (25%)
- Group Presentation (30%)

Teaching Method:

This course will employ an interactive and experiential teaching approach designed to engage students through a blend of theoretical instruction, practical exercises, and real-world case studies. Each session will start with a foundational lecture to introduce key concepts and principles, followed by hands-on activities and stimulating learning exercises. Students will also participate in group discussions and fun activities to encourage peer learning and the application of concepts in practical customer experience scenarios. This dynamic teaching method aims to create an immersive learning environment that prepares students to appreciate customer experience in five days.

Bibliography:

Fischer, R., & Vögtlin, C. (2022). *Designing a Customer-Centric Organization: A Guide for Leaders*. Springer.

Hogan, D., & Bond, D. (2021). *The Customer Experience Edge: Technology and Techniques for Delivering an Enduring, Profitable, and Positive Customer Experience*. McGraw-Hill Education.

Prior, D.D., Buttle, F., & Maklan, S. (2024). *Customer Relationship Management Concepts, Applications and Technologies.* Routledge.

Richardson, A. (2022). *Customer Experience Strategy: The Complete Guide from Innovation to Execution*. Palgrave Macmillan.

Robinson, S. & Robinson, M.M. (2024). *Designing Customer Experiences with Soul: How to Build Products, Services and Brands that People Genuinely Love*. Holonomics Publishing.

Torres, E.N., Zhang, T. (2023). *Customer Service Marketing: Managing The Customer Experience.* Routledge.

Yorgov, I. (2023). *The New Customer Experience Management: Why and How The Companies of The Future Address Their Customers' Needs Proactively.* Routledge.

Module's Title:	Wine Experiences Emotions and Sustainability	
Subject area / specialization:	**Customer experience in wine tourism & innovative wine experiences -creating value, emotion, and sustainability.**	
Professor:	**Davide Dargenio**	davide.dargenio@ehl.ch
	EHL Hospitality Business School, Switzerland	

Course Description and Learning objectives:

Students at the end of the course will be able to understand the wine experiences from different retailers and apply problem solving with digital marketing and practical sustainable strategies.

Objectives

Understand customer experience for wine tourism and hospitality

Identify and apply innovative problem-solving to enhance the experience of the customer, for different targets.

Create a wine experience integrating sustainable practices and digital marketing strategies.

Description of Content:

Students will learn how to design, manage, and innovate wine experiences across:

- Tourism & destination development (wine Routes, winery Visits)
- Hospitality (restaurants, hotels, events)
- Retail & Digital (E-Commerce, virtual Tastings)

The focus will be on:

1. Customer Experience (CX)
2. Value Co-Creation (Customer Engagement)
3. Innovation (solving Problems creatively)
4. Sustainability (responsible, authentic practices)

Further details about the course (e.g. course design, course chronology, material used, group composition,
1 week course, 21hrs

4 modules:

1. Foundations of Wine Tourism & Wine Experiences
2. The Customer Journey & Experience Economy
3. Common Problems in Wine Experiences
4. Innovation as a Solution

Using digital tools, gaming and emotional and sensorial approach during the classes.

Assessment:

Type of assessment: Written and oral

Duration: 2hrs

Group/individual: Group and individual

Assessment mode Category: Summative

Module's Title:	**Investing in Stock Markets**	
Subject area / specialisation:	**Corporate Finance**	
Professor:	**Johannes du Preez Smith**	Johan.smith@usb.ac.za
	University of Stellenbosch Business School, South Africa	

Learning objectives:

After the course, students should have an understanding of

- key financial value drivers
- how value enhancing decisions impact on shareholder value
- key metrics used by analysts to rate companies
- Interpreting and drawing conclusions from valuation metrics reported by analysts and obtained from financial data providers such as Bloombergs, Reuters and others.

Description of Content:

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

Assessment:

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

Teaching Method:

A case study approach

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

Bibliography:

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

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

Learning objectives:

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

Description of Content:

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

Block 1

•Introduction: What is fashion?

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

•Design elements of fashion.

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

•History of fashion since post-modern era.

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

Block 2

•Fashion reflects its temporal and spatial context

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

•Fashion and the development of art

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

Block 3

•Fashion is a cultural expression

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

•Fashion is about creativity

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

Block 4

•Fashion needs customers' endorsements and approval

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

•Fashion and consumerism

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

Block 5

•Common ethical issues of fashion

Challenges of the fashion industry in the era of sustainability.

•Presentation of the group project

Assessment:

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

Teaching Method:

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

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

Bibliography:

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

Module's Title:	**Building a Sustainable Brand through Upcycling**	
Subject area/specialisation:	**Sustainability**	
Professor:	**Ms. Catherine De Guzman**	mcbdeguzman@ateneo.edu
	Ateneo De Manila University, Philippines	

Course description and Learning objectives:

This intensive 5-day course is designed to guide students through the process of creating a brand focused on upcycling. Students will learn about the principles of the circular economy, engage in hands-on activities and utilize frameworks such as the Lean Canvas. The course will combine lectures, case discussions, prototype making, and culminate in a final brand presentation.

Course Objectives:

- Understand the principles of the circular economy and how they apply to upcycling.
- Analyze successful upcycled brands through case studies.
- Develop practical skills in creating prototypes from upcycled materials.
- Utilize the Lean Canvas framework to build a business model for an upcycled brand.
- Present a cohesive and innovative upcycled brand concept

Description of Content:

Session 1: Introduction to Customer Retention and Customer Relationship Management

● Theory:
○ Importance of customer retention in modern business.
○ Overview of CRM (Customer Relationship Management) concepts.
○ Key metrics and KPIs for measuring customer retention.
● Retention Tool:
○ Introduction to tools like Clever Tap, Moengage, and WebEngage.
○ Tool Usage, navigation, and overview of features.

Session 2: Understanding Customer Behaviour and Segmentation

● Theory:
○ Customer behaviour analysis and its impact on retention.
○ Techniques for effective customer segmentation.
○ Building customer personas.
● Retention Tool:
○ Using CleverTap and WebEngage for customer segmentation.
○ Analysing customer data and creating segments in the tools.

Session 3: Crafting Effective Retention Strategies

● Theory:
○ Strategies for improving customer retention.
○ Personalization and its role in retention.
○ Lifecycle marketing and engagement tactics.
● Retention Tool:
○ Setting up personalized campaigns in Marketing Automation Tools.
○ Using automation features to manage customer lifecycle marketing.

Session 4: Measuring and Analysing Retention Efforts

● Theory:
○ Importance of analytics in measuring retention success.
○ Key metrics and tools for analysing retention campaigns.
○ Understanding customer feedback and its role in retention.
●Retention Tool:
○ Utilizing analytics features and dashboards in tools like Clever Tap and WebEngage.

○ Analysing campaign/journey performance and customer feedback within the tools.

Session 5: Case Studies and Capstone Project

● Theory:

○ Review of successful and challenging case studies in customer retention.

○ Discussion on lessons learned and best practices.

Presentations and feedback sessions on the projects.

Assessment:

- 60% of capstone project by students where they will design and implement a retention strategy for a brand.
- 40 % on class participation and quizzes to test students' conceptual and analytical understanding of the topics.

Teaching Method:

This course is a mix of conceptual and practical application of the tools hence we will use presentations, class discussion, interactive videos, case base teaching, Hands-On Workshops to provide a dynamic and interactive learning environment that balances theoretical knowledge with practical application, fostering a comprehensive understanding of customer retention and CRM strategies.

Bibliography:

- Prior, D. D., Buttle, F., & Maklan, S. (2024). *Customer relationship management: Concepts, applications and technologies*. Taylor & Francis.
- Frederick F. Reichheld, Phil Schefter, and Darrell Rigby. (2002, February 1). *Avoid the four perils of CRM*. Harvard Business Review. https://hbr.org/2002/02/avoid-the-four-perils-of-crm
- Dianne Ledingham and Darrell Rigby. (2004, November 1). *CRM done right*. Harvard Business Review. https://hbr.org/2004/11/crm-done-right
- *Fonos boosts subscription growth and loyalty through personalized engagement across the user lifecycle, enabled by CleverTap*. (2024, July 1). CleverTap - All-in One Customer Engagement Platform. https://clevertap.com/fonos-boosts-subscription-growth-and-loyalty-through-personalized-engagement-across-the-user-lifecycle-enabled-by-clevertap/

Module Title:	**Entrepreneurship for Small Business Operators: From Concept Development to Feasibility Study in the Digital Age**	
Subject area / specialization:	**Small Business Operation, Retailing Management, and Entrepreneurship**	
Professor:	**Dr. Kyuho Lee**	Kyuho.Lee@sonoma.edu
	Sonoma State University, California, U.S.	

Course Description and Learning objectives:
This course is designed to help students understand the key foundations of small business management and innovative entrepreneurship mindset in the digital age. The process of small business development planning ranging from concept development to a location selection, operations, and marketing will be discussed. The course also encompasses a competitive digital strategy for small business operators such as a wine bar, and a restaurant operator. The course pivots on the class final project which is designed for a student to develop a business plan for their own business. In conjunction with the class final project, students will select a potential location for their business in Dijon and conduct a feasibility study. AI applications into small business operation and feasibility study will be incorporated into the course.

Upon completion of the course, students should be able to demonstrate an understanding of:

- The process of developing a small business operation such as a restaurant, and a wine bar.
- The concept development process for a small business operator.
- A business plan including operations, finance, marketing, and branding.
- The feasibility study of a small business operation.
- The application of AI in development of a concept essence of small business operation.
- The importance of developing competitive advantages for the success of a small business operation.
- The design and development of digital strategy for small business operators.
- The critical success factors to succeed in small business operations.
- A value proposition, a mission statement and a vision statement for small business operators.

Description of Content:
Session 1 : Discuss an overview of small business management.
Discuss how to develop a business plan for a small business operator.
Explore how to identify and assess emerging business opportunities for small business operators
Analyze the critical success factors of small business management using case studies
Session 2 : Discuss small business ideas and concept essence through marketing research.
Discuss how to develop value propositions, mission statements and vision statements.
Session 3 : Conduct a feasibility study, develop a competitive distribution strategy including an online distribution strategy for a small business operator. Develop marketing, branding and operation strategy.
Session 4 : Discuss the key financial metrics measuring the success of a small business operation.
Discuss the legal issues in running a small business operation. Discuss social responsibility and sustainability strategy of a small business management.
Session 5 : Each group presents their group's business plan.

Assessment:

- Final Project - 60%
- Assignments - 30%
- Class participation & attendance: 10%

Teaching Method:
A variety of teaching methods will be employed in the course. For example, lecture, team projects, case study analysis, and small group team exercises will be used.

Individual Assignments
There will be an array of individual assignments. Each homework assignment is designed to help students apply the key concepts of customer experience in the digital age into a real-world wine industry and engage in class more proactively.
Group work
There will be one group project.

Course Material (The instructor will provide the course materials to the students)
Battaglia, M., Testa, F., Bianci, L., Iraldo, F. & Frey, M. (2014). Corporate social responsibility and competitiveness within SMEs of the fashion industry: Evidence from Italy and France. *Sustainability, 6*(2), 872-983.
Kantabutra, S., & Avery, G. C. (2010). The power of vision: statements that resonate. *Journal of Business Strategy, 31*(1), 37-45.
Gasparin, M., Quinn, M., Green, W., Saren, M., & Conway, S. (2022). Stories of value: Business model innovation adding value propositions articulated by slow storytelling. *Journal of Business Research*, 149, October, 101-111.
Gilboa, S., Seger-Guttmann, T., & Mimran, O. (2019). The unique role of relationship marketing in small businesses' customer experience. *Journal of Retailing and Customer Services, 51*(Nov), 152-164.
Jocumsen, G. (2004). How do small business managers make strategic marketing decisions? A model of process. *Journal of European Marketing, 38*(5/6), 659-674.
Li, W., Liu, K., Belitski, M., Ghobadian, A., & O'Regan, N. (2016). E-Leadership through stragegic alignment: An empirical study of small-and medium-sized enterprise in the digital age. *Journal of Information Technology, 31*(2), 185-206
Morrison, A., Breen, J., & Ali, S. (2003). Small business growth: Intention, ability and opportunity. *Journal of Small Business Management, 41*(4), 417-425.

Bibliography:
Kyuho Lee, Sonoma State University, California, USA
Kyuho Lee is a professor of marketing and wine business at Sonoma State University, California, USA. He received his PhD in Hospitality and Tourism Management from Virginia Tech. He also received an AACSB Post Doctoral Bridge to Business Program Certificate (Marketing) at Virginia Tech in 2009. He has served as editor for Journal of Foodservice Business Research and co-editor of Services Marketing Quarterly published by Taylor & Francis since 2023. He specializes in the study of services marketing, direct consumer sales and retailing strategy for small winery operators, and entrepreneurship for independent restaurant operators and small winery operators. He has published his works in leading academic journals, such as Journal of Retailing, Services Marketing, Service Industries Journal, Journal of Intellectual Capital, Journal of Hospitality Marketing & Management, and Cornell Hospitality Quarterly.

Module Title:	**Building Strong Brands**	
Subject area / specialization:	**Marketing/ Brand Management**	
Professor:	Dr. Zoe Lee	LeeSH4@cardiff.ac.uk
	Cardiff University, UK	

Course Description and Learning objectives:

In this module, you will build a strategic and practical understanding of how to create, sustain, and revitalise strong brands in today's dynamic and competitive markets. You will develop the key skills needed to succeed as a strategic brand manager. We will explore the core theories, principles, and practices that drive effective branding in contemporary society. You will critically examine real-world brands and case studies, analysing how brands operate within social and cultural contexts. You will then apply these insights to develop impactful and effective brand strategies.

By the end of this course, you will:

1. Explain the key principles of successful brand building and brand equity.
2. Analyse how brand identity, image, positioning, and storytelling contribute to strong branding in branding.
3. Apply branding frameworks to assess, develop, and grow strong brands in local and global markets.
4. Develop strategic branding recommendations based on real-world cases and team-based exercises.
5. Reflect on how branding decisions shape consumer perceptions, business outcomes, and societal change.

Description of Content:

Session 1 : **Foundations of Strong Brands**

- What is a brand? Brand identity vs. image
- Brand equity: Meaning, measurement, and impact
- Brand purpose and consumer connection
- Workshop: Brand autopsy – deconstructing iconic brands
- Group work: Begin brand strategy project

Session 2: **Brand Positioning and Architecture**

- Brand positioning: Frameworks and competitive advantage
- Brand personality
- Managing brand architecture (umbrella vs. house of brands); brand extensions
- Case study analysis: Unpacking brand portfolios

Session 3: **Brand Storytelling and Emotional Branding**

- Creating strong consumer brand relationships
- The role of narrative and cultural branding
- Interactive session: Crafting a brand story

Session 4 : **Branding in a Changing World**

- Brand activism, inclusivity, and ethical branding
- Brand revitalisation and repositioning mature or declining brands
- Global branding challenges and crisis

Session 5 : **Future of Branding, Reflection and Group Presentation**

- AI, personalisation and co-creation
- Reflective branding exercise
- Final group presentations: Brand strategy proposals
- Wrap-up and final Q&A

Assessment:

- 35% Group Presentation
- 45% Individual assignment
- 20% Participation/Attendance

Teaching Method:

The course is designed and grounded in three fundamental teaching principles that support deep, applied learning:

- Practice-based learning (Design new brand strategy)
- Case-based exploration and reflection (Individual assignment)
- Collaboration

Bibliography:

Dr Zoe Lee is a **Reader (Associate Professor) in Marketing** and branding expert at Cardiff Business School. She is also a Programme Director for the MSc Strategic & Digital Marketing. As an Associate Editor of the *Journal of Strategic Marketing* and editorial board member of several international journals, she brings deep expertise in ethical and responsible branding, particularly brand purpose, activism and sustainability in luxury strategies.

Zoe has published in leading journals such as *Journal of Business Research, Journal of Interactive Marketing, Industrial Marketing Management,* and *European Journal of Marketing*; and received the *Outstanding Article* award in 2018. Zoe has led interdisciplinary, globally funded projects (British Council, British Academy, ESRC, British Council) that span the UK, US, Australia, New Zealand, Finland, Italy and Indonesia. Her work on brand dialogue has been featured at BBC Radio Cymru. She has been recognised consistently for teaching excellence at Cardiff, including nominations for “Most Outstanding Learning Experience” and “Most Engaging Staff Member” between 2021 and 2025.

Module's Title:	Intercultural Competences for Future Leaders	
Subject area / specialisation:	Culture, communication, power and collective action	
Professor:	**Jane Elizabeth Everett**	jane.everett@ownvoice.net
	Libero Istituto Universitario Carlo Cattaneo (LIUC), Italy	

Learning objectives:

By the end, students should be able to:

1. Interpret intercultural situations through multiple perspectives, distinguishing evidence from assumptions
2. Explain interactions between culture, embodied responses, identity, experience and context
3. Adapt communication while investigating how others understand the situation
4. Analyse how language, status and institutional arrangements affect participation and influence
5. Address intercultural misunderstandings and disagreements by exploring different perspectives, communicating concerns and negotiating workable agreements.
6. Develop and justify practical approaches that strengthen participation, working relationships and intercultural collaboration.

Description of Content:

Day 1 - Culture, perception and the construction of explanations

o Leadership question: *How do we make sense of unfamiliar behaviour without explaining everything through culture?*

o Conceptual foundations

- Culture as embodied, socially transmitted, historically situated and continually reproduced or contested
- Interactions between biological inheritance, development, experience and context; distinguishing these mechanisms when making explanatory claims
- Multiple identities and levels of culture: professional, organisational, disciplinary, generational and societal
- Attribution, stereotyping and reflexivity
- Cultural dimensions as provisional questions rather than diagnostic labels

o Output: An evidence-based interpretation map containing alternative explanations and questions for investigation.

Day 2 – Communication, meaning and adaptive leadership

o Leadership question: *How do we coordinate action when people understand the same exchange differently?*

o Conceptual foundations

- Communication as the co-construction of meaning
- Common ground, implicit expectations and communication repair
- Face, identity and the relational consequences of disagreement
- Language asymmetry and participation
- Adapting while communicating, alongside preparation beforehand

o Output: A communication protocol supported by evidence from the day's simulation and practical rehearsal.

Day 3 – Power, credibility and the conversion of voice into influence

o Leadership question: *What enables knowledge to shape a decision?*

o Conceptual foundations

- Formal authority, informal influence and control over resources or agendas.
- Participation, recognition, credibility and decision authority.
- Epistemic injustice and its distinction from ordinary disagreement.
- Intersections between language, gender, race, professional position and organisational status.
- Leadership responsibility for the architecture of participation.

o Output: A decision-process redesign explaining whose knowledge should influence which decisions, through what mechanism.

Day 4 – Intercultural disagreement and collaborative leadership

o Leadership question: *How can we work constructively with different expectations of leadership, responsibility and disagreement?*

o Conceptual foundations

- Different expectations of leadership: authority, consultation, initiative, accountability and support.
- Recognising how expectations about respect, feedback and disagreement affect working relationships.
- Distinguishing differences in communication preferences from disagreements about interests, values or responsibilities.
- Perspective-taking and checking interpretations without assuming agreement.
- Giving feedback, addressing misunderstandings and negotiating shared ways of working.

o Output: A negotiated team working agreement and an individual analysis of the

communication and leadership choices that helped—or hindered—the conversation.

Day 5 – Intercultural leadership in practice: integration and development

o Leadership question: *How can we adapt our leadership to help people with different expectations work together?*

o Conceptual foundations

- Integrating self-awareness, interpretation, communication and attention to power.
- Adapting leadership behaviour to the people, purpose and context.
- Facilitating participation and checking shared understanding.
- Balancing adaptation with clear responsibilities and ethical commitments.
- Using feedback and reflection to identify priorities for continued development.

o Output: Assessed team leadership proposal, individual case response and a personal development plan specifying one competence to practise, a concrete action and a way to obtain feedback

Assessment:

Team leadership proposal and demonstration 50%: Developed through Days 1–4; presented on Day 5. A two-page proposal, a short presentation and a demonstration of a critical leadership conversation. Will assess ability to interpret an intercultural situation, apply course concepts and propose practical ways to improve communication, participation and collaboration.

Individual learning reflection and development plan 50%: Approximately 700–900 words, submitted within five days of course completion. Includes a concise development plan. Will assess ability to examine personal assumptions and behaviour, learn from feedback and identify a concrete priority for practice.

Module's Title:	**Retention Revolution: Tools and Techniques for CRM Success**	
Subject area/specialisation:	**Marketing**	
Professor:	**Parvinder Arora.**	parvinder.arora@imi.edu
	IMI New Delhi, India	

Course description and Learning objectives:

Retention Revolution : Tools and Techniques for CRM equips students with a thorough understanding of customer retention and relationship management, blending theory with hands-on practice. Utilizing CRM tools like CleverTap and WebEngage, students will learn to design and implement effective retention strategies through interactive lectures, workshops, and case studies. By the end of the course, students will be adept at analyzing customer data, personalizing marketing campaigns, and developing comprehensive retention plans.

Learning Objective of this course

- Understand the importance of customer retention and CRM.
- Become proficient in using a marketing automation tool.
- Apply effective segmentation and personalization techniques.
- Analyze customer data to make informed decisions.
- Develop comprehensive retention strategies.
- Recognize and adapt to cross-cultural differences in customer behavior.
- Enhance collaboration and communication skills through team projects.
- Apply theoretical knowledge to real-world challenges.

Description of Content:

Session 1: The growth and relevance of social media in digital marketing
Session 2: Developing social media marketing strategy and analytics
Session 3: Strategic branding through social media
Session 4: The use of artificial intelligence in social media for branding
Session 5: Developing social media content for social commerce

Assessment:

Total: 100%

- Individual assignment 1 (30%): Each student should develop an analysis report of current social media strategies by various industries. Each student will develop a different industry report assignment.
- Individual assignment 2 (30%): This assignment requires each student to practice the social commerce by designing a social media communication campaign for branding outcomes.
- Group assignment (40%): Each group of students will develop a social media marketing strategy for a specific brand according to the brand's segmentation, targeting, positioning, and marketing mix.

Teaching Method:

- Lecturing through presentation slides
- Case study discussion
- Research article discussion
- Class exercise through problem-based learning

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Module's Title:	**Responsible AI: Principles, Tools and Frameworks**	
Subject area/specialisation:	**Information Systems**	
Professor:	**Dr. Anjali Kaushik**	anjalikaushik@mdi.ac.in
	University Management Development Institute Gurgaon, India	

Course description and Learning objectives:

Artificial intelligence (AI) powers Google's search engine enables Facebook to target advertising, and allows Alexa and Siri to do their jobs. AI is also behind self-driving cars, predictive policing, and autonomous weapons that can kill without human intervention. These and other AI applications raise complex ethical issues that are the subject of ongoing debate. As AI technologies become increasingly sophisticated and integrated into our lives, ethical concerns have grown around issues such as privacy, bias, transparency, accountability, explainability, and the potential misuse of AI. In response to these and other ethical concerns, organizations and governments have developed various frameworks and guidelines for the responsible development and use of AI. These frameworks typically include principles such as transparency, fairness, accountability, and human-centric design.

This course offers a deep understanding of the ethical considerations, tools and frameworks to promote ethical development and deployment of AI, regulatory enablement's to ensure Responsible AI practices. This knowledge is essential in designing and managing AI based products. Students will critically examine potential threats arising from AI applications, along with a comprehensive study of various tools and frameworks to ensure responsible AI practices.

Learning Outcomes/ Competencies:

- To provide an understanding of the AI Challenges and Apprehensions in Deployment
- To understand Social and ethical considerations and dilemmas in the deployment of AI technologies including an understanding of High-Risk AI scenarios
- Discuss the concepts and principles of Responsible AI.
- To familiarize students with the tools and frameworks to promote ethical development and deployment of AI
- To understand regulatory enablement's to ensure ethical AI practices including the EU AI Act 2023, US Blueprint for AI Bill of Rights, US Algorithmic Accountability Act, Singapore AI Governance Framework, ISAGO Framework, AI Ethics Framework of Australia, Japan, Poland, France, Switzerland, UK, UAE, Israel, etc.
- To discuss Privacy and Data Protection implications for compliance
- To encourage critical thinking about the social implications of AI.

Description of Content:

Session 1: **AI Challenges and Apprehensions in Deployment and why you should Think about 'Responsible AI'**

- Threats from AI Models: Examine threat scenarios due to AI and Big data
- AI Risk Management and High-Risk AI Scenarios
- AI Bias: Back propagation and bias
- Digital Deception, Misinformation, Disinformation and Deep Fakes
- Security and Privacy
- Liability of stakeholders across the AI Lifecycle

Session 2: **The Concepts and Principles of Responsible AI**

- Governing Principles of Responsible AI: Bias
- Explainability
- Accountability and Trust,
- Transparency

- Fairness and non-discrimination
- Safety and Reliability
- Privacy and Security

Session 3: **Techniques and Frameworks to Promote Ethical Development and Deployment of AI**
AI Ethics for Developers: Principles for ethical design of AI systems, Tools and techniques

- Auditing AI Algorithms (to ensure fairness, transparency, and accountability)
- Machine Unlearning Algorithms (rectifying inaccuracies, biases, and outdated information)
- Synthetic Data Generation Techniques (filling data gaps, mitigating privacy concerns, and promoting equitable representation)
- AI Bias Mitigating Strategies (analyze bias in different aspects, such as race, gender, or other protected attributes; pre-processing data to remove bias, adjusting algorithms to account for fairness, or post-processing predictions to re-calibrate outcomes, re-sampling data, re-weighting samples, adversarial training, etc)
- Ethical AI Frameworks (AI Ethics by Design)
- Explainable AI Frameworks (model visualization, feature importance analysis, and generating human-understandable explanations for AI predictions)
- Technological innovations for creation/ detection, industry initiatives, media literacy programs for tackling deep fakes and other High-risk AI scenarios
- AI Governance Testing Frameworks (evaluating and ensuring compliance with governance policies, ethical guidelines, and regulatory requirements in the development and deployment)

Session 4: **Ethical AI Practices: Regulatory Enablement's**
To understand regulatory enablement's to ensure ethical AI practices including the EU AI Act 2023, US Blueprint for AI Bill of Rights, US Algorithmic Accountability Act, Singapore AI Governance Framework, ISAGO Framework, AI Ethics Framework of Australia, Japan, Poland, France, Switzerland, UK, UAE, Israel, etc.

- Overview of Mandatory regulatory practices by platform owners in India and Globally for ensuring Ethical AI
- AI regulations in different countries: regulatory sandbox, testing, mandatory certification requirement,
- technical documentation,
- sharing of source code,
- data quality guidelines,
- human oversight,
- guard rail for or limitation on certain uses or applications,
- Liability issues: penalty for non-compliance and liability for defective AI products as regulations

Session 5: **Privacy and Data Protection Implications For Compliance**

- Comparative study of Regulations on data Privacy globally including India, EU GDPR and US
- Global Privacy Impact Assessment
- Global e-commerce and Privacy
- Transborder data flows and maintaining Privacy across frameworks
- Privacy Enhancing Techniques and Strategies (data minimization, anonymization, differential privacy)

Assessment:

Sr. No.	Name of Component	Weightage assigned (%age)
1	Quizzes and Class Participation	30
2	Cases and assignment	20
	Total	50

Teaching Method:

The course will be taught through class discussions, case studies, exercises, quizzes, projects, assignments, and presentations. Participants are expected to have comprehensively read the assigned articles and the case studies. Participants are expected to proactively participate in class discussions. Each participant/team is expected to have analyzed the business case study for the session as the context. Groups will be evaluated based on the depth, clarity, and practicality of their analysis.

The detailed module outline shows the topics, reading assignments and activities for each session. Additionally, there will be data analysis and related exercises.

- **Bibliography:**

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- Case: Ethical programming of Algorithms: How to deal with Ethical Risks of AI Tools for Hiring Decisions
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Module's Title:	Company Valuation: Methods and Challenges	
Subject area / specialisation:	Finance	
Professor:	Dr. Pablo Arana	pablo.arana@pucp.pe
	Centrum PUCP Business School, Peru	

Course Description and Learning objectives:

The course is theoretical-practical in nature, and its main objective is to develop the appropriate methodology for valuing companies through different methods. Classes will develop theory such as discussion, resolution of exercises, and construction of real practical cases so that students learn by putting into practice what was discussed in class.

General objective: students will put into practice the most popular methodologies for valuing companies and shares to find their best approximation of the price of a share that is publicly traded on a Stock Exchange.

Specific objective 1: students will learn financial statement projection techniques as input for the valuation of companies.

Specific objective 2: students will learn opportunity cost calculation models and their different variants depending on the relevant case material.

Specific objective 3: students will learn how to construct free and shareholder cash flows.

Specific objective 4: students will learn the calculation of the market value of the company and shares based on the content previously developed in class.

Specific objective 5: students will learn alternative methods of valuing companies and shares.

Description of Content:

Session 1 : The class will develop the logic of how to project the Income Statement and the Balance Sheet, according to the particularities of each of the accounts that compose them, and through different techniques, among which are averages, linear regression, simple exponential smoothing, among others.

Session 2: The class will develop the theoretical foundations and practical applications of the Capital Asset Pricing Model (CAPM) and the Weighed Average Cost of Capital (WACC). Specific cases will be reviewed to review exceptions and particularities according to each of the elements of said models.

Session 3: The class will develop the theoretical foundations and practical methodology to build Free Cash Flow (FCF) and Equity Cash Flow (ECF).

Session 4 : The class will develop the methodology for valuing companies and shares through discounted cash flow, through the appropriate opportunity costs. Methodological positions in this regard will be contrasted and particular cases will be reviewed according to the characteristics of the valued company.

Session 5 : The class will develop alternative valuation methods such as the dividend discount model, valuation multiples, among others. The results obtained will be compared against the valuation with discounted cash flows, and the particularities of each method will be addressed.

Assessment:

- 20% class contribution or participation (individual).
- 30% evaluated class exercises (group).
- 50% final applied assignment (group).

Teaching Method:

The teaching method will consist of the development of short lectures for each class that will be followed by specific practical exercises in class to train what is reviewed in the lecture. In addition to these specific practical exercises, an example of a real company will be gradually developed, whose information will be processed class by class, so that students, at the end of the class sessions, can understand in depth the process of valuation by flows. discounted cash flow. The last class will be the exception, as we will develop alternative methods to discounted cash flow.

The evaluation system aims to encourage all students to participate in class, in addition to solving exercises in class as a team associated with the topics seen in said session. Finally, in those same teams they will present their final work, whose delivery date may be after the end of the class, delivered online to be graded by the teacher.

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Module's Title:	International Business and Geopolitics	
Subject area / specialisation:	Strategy and International Business	
Professor:	Dr. Debraj Ghosal	debraj.ghosal@spjimr.org debghosal@yahoo.com
	SP Jain Institute of Management and Research (SPJIMR), India	

Course Description and Learning objectives:

The course aims to build the knowledge, skills and global mindset to operate Business Internationally. It covers state of globalization, geopolitics and risks in International Business. MNC's and Strat ups market entry strategies by understanding which countries to enter (Where), Timing of entry (When) and modes of entry (How). It increases understanding of Country analysis, Country competitiveness and Roles of International Business managers. It is a General Management course focusing on Global Strategy and Geopolitics. Taught by Prof with Industry experience and academic research credentials with experience of 27 years working in India and China. Starting business in Brazil, Ethiopia and having experience of teaching in Europe and Asia.

Course Learning Objective:

- Evolve market entry strategies for businesses in international markets including country selection and modes of international business, Digital Globalization
- Identify and mitigate Geopolitical Risk, Focus on Semiconductor, AI Geopolitical Race
- Develop a global mindset and doing business in emerging markets
- Analyze Country using EAF Framework & Country competitiveness (Porter's Diamond Model)

Description of Content:

Session 1: Global Strategy and Market Entry Strategy
- How companies decide market entry strategy by choosing country and mode of entry?
- Learn about Uppsala Model, CAGE framework, Modes of entry
- Case study of Netflix, Amazon Globalisation

Session 2: Doing business in Emerging Markets -China, India
- Country Analysis using EAF framework, Case study of China and its success in Electric Vehicles BYD case study
- Country Competitiveness and Clusters using Porter Diamond Model. Case study of India's competitiveness in Green Hydrogen, Software industry
- Opportunities from India EU FTA Free Trade Agreement

Session 3: Global Strategies of MNC from Europe
- AAA Framework by Pankaj Ghemawat
- ASML, Netherland global dominance
- Zara Fast Fashion global strategy
- Clusters and Economic Strategy of Major cities -Case study of New York City

Session 4: Geopolitics and Risk management in International Business
- This will cover choke points and geopolitics
- Geopolitics of AI and semiconductor industry with a case study on Nvidia, USA
- Europe managing energy transition amidst geopolitics
- Space race and AI Race among countries
- Foreign Policy & International Relations

Session 5: Digital Globalisation
- Digital Channels as a Mode of Foreign Market Entry

• Digital Platforms for International Brand Building
• Case study on Football globalization by FIFA and other sports like cricket
• Bollywood (Indian movies) globalisation and K Pop global popularity

Assessment:

- 25 % Active participation to group discussions
- 50 % Group work
- 25 % Individual reflection essay

Teaching Method:

• Class discussion with PPTs and videos

• Case study discussion & analysis

• Groupwork by the students that support the class discussion

Bibliography:

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• Tata Electronics entry into semiconductor industry by Debraj Ghosal, Emerald Emerging Markets Case Studies,26 Nov 2025, 1–33 https://doi.org/10.1108/EEMCS-02-2025-0089
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