

COURSE CATALOGUE

2026 - 2027

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

BSB BURGUNDY SCHOOL OF BUSINESS | We believe in you TH

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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:	Ethics in business technology and the environment	
Subject area / specialisation:	Leadership, Business Ethics, Decision Making	
Professor:	Gregg Glover	gregg_glover@post.harvard.edu
	Harvard University, Faculty of Arts and Sciences, USA	

Learning objectives:

- How to analyze real-world ethical dilemmas using multiple frameworks and methods of analsys, considering many possible choices, and selecting a "best choice" options.
- How to evaluate, test, and strengthen one's personal decision-making processes.
- Enhance your critical reasoning skills, particularly as applied to ethical issues.
- Improve your ability to engage productively in discussions of difficult and controversial moral questions.
- Improve ability to write effectively about complex issues, including ethical issues.
- Apply ethical reasoning to issues that arise in business settings.

Description of Content:

It's been said that ethics in general is the study of standards of behavior that promote human welfare, often referred to as "the good." Business ethics is the study of those standards of business behavior that do the same thing—promote human welfare and the good. It can be argued that the study of business ethics is essential to becoming a good decision maker and business leader. Leaders, managers and executives will often be faced with complex ethical questions that require critical thinking and a deep understanding of ethical leadership principles and best practices.

This module will explore how we build a foundation in ethics to make sound decisions in our organizations as ethical leaders. How do business leaders make difficult decisions when weighing ethical considerations against profit? Should they consider ethics at all in decision making? How do they approach difficult decisions and dilemmas from an ethical perspective ? In this module, students will survey how ethics play a role in society and will gain a foundation for making good ethical decisions in their roles as business leaders. The module prepares students to anticipate and identify ethical issues and apply appropriate ethical reasoning in working with them. Students begin by examining the objectives of a business or organization to assess how ethics relate to that purpose. By examining real-world examples, students in the course will learn an ethical decision-making framework that can be applied in their day-to-day work, as leaders, managers, or entrepreneurs.

We wil use readings, case studies, and active role-play scenarios to consider important current-day issues that business leaders confront, including those involving modern technology, and the impact and responsibility businesses have that involve climate change and the environment. Students will also apply broader ethical concepts to their own business situations, in established companies or new, start-up organizations. By the end of the week, students will leave with the ability to categorize and evaluate various situations and identify the relevant ethical considerations, and how to approach decisions from an ethical point of view in complex, multifaceted cases.

Assessment:

Students will be asked to complete a small-scale analysis of an ethical dilemma in a business or organizational setting, and a short final paper due (5-7 pages in English) due one week after the module conclusion.

Teaching Method:

Class presentation and discussion, incorporating readings, video, and case studies will be employed. We will also discuss ethical decision making through case study teaching method of actual buisness situations and role-play exercises.

Bibliography:

- Richard T. DeGeorge, Business Ethics, 7th Edition, Pearson Publishers, NY, Nov. 2009.
- John Endris, Good Business: An Ethics Workshop for Business Leaders. 2016, CreateSpace Independent Publishing Platform.
- Michael J. Sandel, Justice: What's the Right Thing to Do? Farrar, Straus and Giroux Publishers, 2009, New York, NY.
- Selected case studies and resources from the Markkula Center for Applied Ethics, Santa Clara University, Santa Clara, CA.

Module's Title:	**International Finance**	
Subject area / specialisation:	**Open macroeconomics, international capital flows**	
Professor:	**Mojmir Mrak**	mojmir.mrak@ef.uni-lj.si
	Ljubljana University, Faculty of Economics, Slovenia	

Learning objectives:

The main objective of the module is to give participants a focused overview of international finance issues at the global level. The course is designed to combine both practical and theoretical approaches to global finance. Students will be put into positions of various players in international finance (foreign direct and/or portfolio investor, creditor, government of the recipient country, multilateral financial institution, etc.). The mathematical context of the course will be kept to a minimum, with the main focus being on institutional aspects as well as on practical application.

After the module, participants are expected to understand main international finance concepts, their relationship to other macroeconomic aggregates as well as institutional aspects of international finance and capital flows at the global level. More specifically, participants will be able:

- to understand key concepts in international finance,
- to demonstrate ability to analyse international finance problems and to write issue papers on this subject, and
- to present ideas on international financial issues in a clear, concise and professional manner

Description of Content:

The module consists of three main parts.

- It will start with the examination of the two main concepts in international finance, namely (i) balance of payments, and (ii) exchange rates. This introduction is needed for an analysis of the concept and evolution of the international monetary system and of the international financial governance problems.
- The second part of the module is aimed at two specific risks in international finance, namely (i) foreign exchange risk and (ii) country risk.
- Within the third part of the module, a selected number of specific international finance issues will be analysed in some depth. This will include (i) financial crises – the current one and its crossover with the crises in the 1990s, and (ii) international capital flows to emerging economies through official flows (multilateral financial institutions) and private flows (selected financial instruments, such as syndicated loans and bonds).

Assessment:

The final grade will be composed on the following three components:

- Class participation 10 %
- Daily home assignments 30 %
- Final Exam 60 %

Students will be assessed

- on their knowledge on the content domain of international finance,
- on their ability to understand and analyze the issues presented in their home assignments, and
- on the quality of presentations in class discussions, the written reports and the examination questions; by quality in this context we mean the clarity and persuasiveness of each bit of work.

Teaching Method:

The module will be carried out as a combination of lectures, exercises and home assignments to be done by the participants. Each day, participants will be asked to do home assignments while written exam will be done on Friday.

The reading assignments will be sat to the participants for each of the lectures. Participants are expected to stay current in their reading assignment preparation before class, to regularly attend class and to participate actively in the class discussions.

Bibliography:

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

Module's Title:	**Branding in Times of Crisis**	
Subject area / specialization:	**Business / Marketing**	
Professor:	**Dr. Maiara Kososki**	maiara.regina@pucpr.br
	Pontificia catholic university of Parana, Brasil	

Learning objectives:

- To be able to explore important issues in planning and to be able to develop, implement, and evaluat brand strategies.
- To be able to describe and identify all the components of brand management and how they affect and improve marketing decision-making.
- To be able to understand how valuable brands are created, managed and measured and how brand positioning is developed through authenticity.

Description of Content:

Brands compete against others striving for survival in any given ecosystem. In order to survive and guarantee its best performance, brands need to have a well-established purpose. The brand purpose goes beyond generating profits. Also, creating a great relationship with customers is no longer enough. The new consumer wants to live in a better world through the use of engaged brands. Thus, the creation and maintenance of a strong brand provides the ability to simplify consumer decision-making in times of crisis. In this course, students will learn the role of brands, the concept of brand authenticity, and the advantages of creating enduring brands during difficult periods.

- Session 1: Brand architecture, portfolio and extension as a wise strategic investment.
- Session 2: Brand identity and brand image in corporate reputation.
- Session 3: Brands and people: how do people connect to brands in times of crisis?
- Session 4: Managing a brand through brand value.
- Session 5: Brand positioning through brand authenticity.

Assessment: The course assessment is designed to enhance academic performance. Final result is the average of the following tasks:

- Short assignments (individual) 25%
- Team presentation (team) 35%
- Class participation (individual) 15%
- Final Exam (individual) 25%

Teaching Method:

Bi-modular (face-to-face and online classes).
Theoretical and practical exercises will be taught through lectures, discussions, online quizzes, case studies and project based learning.

Bibliography:

- **SESSION 1 - Assignment** *(To read before class)*

Aaker, D., Brand Portfolio Strategy: Creating Relevance, Differentiation, Energy, Leverage, and Clarity: Free Press, 2004. **[Chapter 1]**
Aaker, D., Should you take your brand to where the action is?, Harvard Business Review on Brand Management, 1997.
Avery, J. Brand Portfolio Strategy and Brand Architecture, Harvard, 2017.

- **SESSION 2 - Assignment** *(To read before class)*

Chernatony, L. D. Brand management through narrowing the gap between brand identity and brand reputation. Journal of Marketing Management. v. 15, 1999, p. 157–59.

Heding, T.; Knudtzen, C. F.; Bjerre, M. Brand Management: Research, theory and practice. Rutledge: New York, 2009. **[The Identity approach. Cap. 5, p. 47-82]**
Nandan, S. An exploration of the brand identity-brand image linkage: A communications perspective. Journal of Brand Management. v. 12, n. 4, Apr. 2005, p. 264-278.

- **SESSION 3 - Assignment** *(To read before class)*

Fournier, S., Consumer and their brands: developing relationship theory in consumer research. Journal of Consumer **Research.** v. 24, March 1998, p. 343-373.
Fournier, S. Lessons learned about consumers' relationships with their brands. *In:* MACINNIS, D. J.; PARK, C. W.; PRIESTER, J. R. Handbook of brand relationships. Armonk: M. E. Sharpe, 2009.
Heding, T.; Knudtzen, C. F.; Bjerre, M. Brand Management: Research, theory and practice. Rutledge: New York, 2009. **[The Relational Approach. Cap. 8, p. 152-180]**

- **SESSION 4 - Assignment** *(To read before class)*

Holt, D. How to Build an Iconic Brand. Market Leader, 2003.

- **SESSION 5 - Assignment** *(To read before class)*

Aaker, D. & Shansby, J. G., Positioning Your Product by Business Horizons, 25 (May-June), pp. 52-62, 1982.
Gilmore, J.; Pine II, J. Authenticity: What Consumers Really Want by (Harvard Business School Press, 2007) [chapters 1-3]

Module's Title:	**Bootcamp in Entrepreneurship: The Lean Startup**	
Subject area/specialisation:	**Marketing Management / Branding**	
Professor:	**James W. Wolfe**	jwolfe7@gmu.edu
	George Mason University	

Course description and Learning objectives:

This bootcamp in entrepreneurship is designed as an introduction to the Lean Startup Methodology and the entrepreneurial process. Topics will include screening the opportunity, creating new ventures, the Lean Startup, evaluating the entrepreneurial team, financing, and exit strategies. The centerpiece of this course is developing a brief Feasibility Study Plan for an actual idea or technology you may be interested in pursuing someday. Students will explore a concept or technology for their Feasibility Study, and spend the rest of the module researching their business ideas and planning a more in-depth study, which can be completed after the bootcamp. The subject may be a new concept developed by the student, or an existing idea (or IP) taken from something you have read or seen.

Learning Objectives: This course is for anyone who plans to participate in the creation, management, financing, or sale of a new venture. Emphasis will be placed on the start-up business, but we will also apply the Lean Startup Methodology to corporate innovation. Upon completion students should comprehend the language of entrepreneurship; be familiar with the new venture process; understand the distinctions between managerial and entrepreneurial behaviors; and be qualified to join an entrepreneurial team applying the Lean Startup Methodology.

Description of Content:

Day 1: Class Introduction; Students and Faculty; Analyzing a case; Managing the Entrepreneurship Process, Opportunity Recognition; Feasibility Analysis; Competitors

Day 2: Developing an Effective Business Model; the Lean Startup; Writing a Business Plan, Legal Organization & Intellectual Property

Day 3: Introduction to Fundraising; Dilution, Angel Capital, VC, & Private Equity; Loan Financing; Crowdfunding

Day 4: More Venture Capital; Term Sheets; Review of Business Valuation, Business Ethics; Lifestyle Planning; Planning Your Feasibility Study.

Day 5: Tweaking Your Feasibility Study Plan, Wrapping Up; Conducting Your Feasibility Study

Assessment:

Working individually, students will prepare a Feasibility Study Plan (Maximum 8 pages, not including appendices). The Plan will outline the concrete next steps (after the course) to complete a comprehensive Feasibility Study of the student's final, selected business idea. In addition, students will be expected to participate actively in class discussion, including case analyses, each day of the Bootcamp.

Students should note that discussion participation is not a trivial part of the course, and includes group discussions of the readings, cases, films, and other students' plans.

Teaching Method:
We meet daily in-person for one week. The professor will be available for synchronous (person-to-person, real time) online chats via Zoom before the course, and in the evenings.
We will treat this course as a graduate seminar. There is no required textbook. The course will use practitioner-oriented articles that are available from the GMU digital library (online) or Harvard Publications (available to purchase). Cases discussed will include mostly those developed by the professors affiliated with the George Mason University Center for Innovation and Entrepreneurship focusing on entrepreneurial start-up firms. Outside videos have been selected from Linked In Learning, YouTube, and the instructor's own recorded work. Note: the professor should be viewed as facilitator to your learning, and not as an oracle.

The course will culminate in the preparation of a written plan to conduct your own Feasibility Study for a serious idea that may interest you. Class work will center on analysis of the cases, and your ongoing work to analyze your own business concept for your eventual Feasibility Study. Each day students will be expected to attempt to interview an several potential customers, partners, or suppliers for their concept (completing about a dozen over the week), and report regularly on their findings. This is an intensive bootcamp experience, with students expected to complete some assignments before the course, and during each evening.

Bibliography:

- Outsourcing Business Processes for Innovation by Mary C. Lacity; Leslie P. Willcocks. Sloan Management Review, 2013.
- Beware the Next Big Thing by Julian Birkinshaw. Harvard Business Review, 2014.
- Opportunity Recognition and Breakthrough Innovation in Large Established Firms by Gina Colarelli O'Connor; Mark Rice. California Management Review, 2001.
- So, You Want to Be an Entrepreneur? Lessons from the Entrepreneurship Bootcamp for Veterans with Disabilities by F. Randy Blasss; David Ketchen Jr. Business Horizons, 2014.
- What Entrepreneurs Get Wrong by Vincent Onyemah; Martha Rivera Pesquera; Abdul Ali. Harvard Business Review, 2013.
- Why the Lean Start-Up Changes Everything by Steven G. Blank. Harvard Business Review, 2013.
- How to Write a Great Business Plan by William A. Sahlman. Harvard Business Review, 1997.
- Note on Bank Loans by Scott P. Mason; Susan L. Roth. Harvard Business Review, 1991.
- Bootstrap Finance: The Art of Start-Ups by Amar V. Bhide. Harvard Business Review, 1992.
- Solving the Puzzle of the Cash Flow Statement by Julie H. Hertenstein; Sharon M. McKinnon. Harvard Business Review, 1997.
- Democratizing Innovation and Capital Access: The Role of Crowdfunding by Ethan Mollick; Alicia Robb. Harvard Business Review, 2016.
- Note on Building a Financial Model by Dennis Rohan; Alexander Tauber. Harvard Business Review, 2005.
- Note on the Initial Public Offering Process by: Josh Lerner. Harvard Business Review, 199

Module's Title:	Luxury Branding Management	
Subject area / specialisation:	**Marketing**	
Professor:	**Ian Phau**	ian.phau@cbs.curtin.edu.au
	Curtin University	

Learning objectives :

- To have the necessary knowledge and skills to understand the strategic role of **design** in the **marketing processes** of **luxury** goods and services
- To examine the **formulation** and implementation of **marketing communications** in respect of luxury companies
- To examine **concepts**, models and trends that impact luxury in the retail environment

Description of Content:

Block 1: "Luxury Branding Fundamentals"

- The antecedents of the consumption of luxury goods
- The anti-laws of luxury marketing

Block 2**:** "Luxury Brand Management"

- Brand equity: the specificities of luxury brands
- Design to convey corporate identity in luxury sectors
- Managing luxury counterfeits and mimics

Block 3**:** "Communication in Luxury Branding"

- Communication models and their application to the luxury sector
- Conveying luxury in the retail environment

Assessment:

Group Campaign Development	50
Individual Assignment	30
Participation/Attendance	20
Total	**100**

Teaching Method:

The course is an experiential learning course designed around three fundamental concepts:

- Learning by doing (Group Campaign Development)
- Reflection in action (Individual Assignment and Participation)
- Coaching

All readings and materials will be provided by the instructor.

Suggested Readings:

Kapferer, J. N. & Bastien, V. (2012). *The luxury strategy: Break the rules of marketing to build luxury brands*. Kogan Page Publishers.

Chevalier, M., & Mazzalovo, G. (2008). *Luxury brand management: a world of privilege*. John Wiley & Sons.

Module's Title:	**Branding with Purpose**	
Subject area / specialisation:	**Marketing**	
Professor:	**Francisco Guzmán, PhD**	francisco.Guzman@unt.edu
	University of North Texas College in Business, USA	

Learning objectives:

- To understand **how and why conscientious strategies -** Corporate Social Responsibility, Sustainability, Activism—**become part of a** business philosophy and **brand's purpose**.
- To understand the **drivers** of a brand's purpose-driven approach.
- To become aware of the **potential consequences** of a brand's purpose-driven approach.
- To learn the **basic brand management concepts and tools** to develop a purpose-driven strategy.
- To learn how to use **relevant research** as a way of **building insights** into stakeholder attitudes and behavior to create relevant purpose-driven innovations.
- To relate theoretical concepts to real-life **marketing practices**.

By the end of the course, you are expected to have a **clear understanding of the brand building with purpose process** and to be able to analyze it with a certain degree of **creativity** and professional marketing skill. You should be able to assess the potential benefits and risks of such approach, and have a thorough understanding of how purpose-driven brands indicate a truth to themselves and a commitment to meeting broader social needs. In summary, you should improve your marketing capabilities: **knowledge**, **ability** and **attitudes** to prepare you as a marketing professional.

Description of Content:

The course will cover the roles different stakeholders play in influencing businesses to act conscientiously, the challenge of trade-offs, and the issues related to effective communication. The course takes a realistic but optimistic view, in that the lectures and readings reflect the difficulties that organizations encounter, but also the opportunities that can be seized through an integrated and conscientious approach. We will look at small and large organizations and the implications for both consumer and B2B brands based on **real scenarios** and the burgeoning **academic literature** on the topic.

Day 1: "What is a brand with purpose?"

- What is a brand?
- The purpose imperative (Aaker Chapter 1 & 4)
- Operationalizing purpose: Reference market (*Lambin, Readings*)
- Unilever case study (Aaker Chapter 2)

Day 2: "Basic brand marketing strategies"

- Segmentation & Positioning
- Brand Leveraging
- Brand Activation (Aaker Chapter 10)
- Various Examples
- Discussion article Berkey and Orts

Day 3: "Developing conscience"

- What is conscience? (I&I Chapter 2)
- The business with conscience model (I&I Chapter 3)
- Enablers of a conscientious innovation strategy (I&I Chapter 6)
- Tony's Chocoloney case study

Day 4: "Communicating purpose"

- (I&I Chapter 7)
- Discussion article by Sweigart
- Types of commitment
- Various examples

Day 5: "The personal way to make a difference"

- It is up to us (I&I Chapter 9)

Assessment:

- Final case (team project) 65
- Pop Quiz (individual) 10
- Participation/Attendance (individual) 25

***Class participation and continuous evaluation**: You are expected to adopt a positive and respectful attitude while in class and while working with other group members. You are expected to read the papers/articles/chapters as outlined each week, to arrive **on time** and fully prepared for all classes and to meet all deadlines as outlined during the course. I will bear in mind the frequency and quality of your participation, the amount of interest shown about the course (inside and outside the classroom), and how much you make the class richer through your work.

0-12 points: People who don't attend class and when they do don't participate.
15 points: People who attend class but just sit and listen.
17 points: People who attend class and participate for time to time.
19 points: People who attend class and participate often.
21 points: People who attend class and participate often and also show interest outside of the classroom.
23 points: People who attend class and have excellent participation & constant interest outside of the classroom.
25 points: People who meet all the previous standards and additionally enrich the class with voluntary extra work.

Teaching Method:

The course is designed around three fundamental concepts:

Learning by doing
Reflection in action
Coaching

Theory Sessions: I will briefly introduce various concepts of brand building with purpose to develop a conscientious brand/organization. The seminar will be based on traditional lecturer-led sessions, video case studies, short group exercises, questions and answer sessions, etc. Heavy discussion and participation are expected. In order to do so, you must come to class prepared. I am not here to "teach the text". In class we will develop learning experiences. **A good command of spoken and written English is required**.

Group Project: For the group project, students will have the opportunity to apply what they learn to an organization of their choosing. The group project will require the students to conduct primary research as a way to understand stakeholder perspectives and then to develop an innovation/purpose-based campaign that will deliver relevant benefits.

Bibliography:

- Aaker, D. (2023). *The future of purpose-driven branding. Signature programs that impact & inspire both business and society*. Morgan James Publishing.
- B. Berkey, B. and Orts, E. (2021). The Climate Imperative for Business. *California Management Review Frontiers*. 30 April 2021 https://cmr.berkeley.edu/2021/04/climate-imperative/
- Ind, N. and Iglesias, O. (2022). *In good conscience. Do the right thing while building a profitable business*. Palgrave Macmillan.
- Sweigart, L. (2021). A new role for business leaders: moral integrator. *Strategy + Business*. 16 August 2021. https://www.strategy-business.com/article/A-newrole-for-business-leaders-Moral-integrator

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

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:	**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:	**Financial Assets Valuation in Developing Countries: when reality clashes textbook knowledge**	
Subject area / specialisation:	**Corporate Finance**	
Professor:	**Dr Adolfo Zuberbuhler**	azuberbuhler@pampaenergia.com
	Universidad del CEMA, Argentina	

Learning objectives:
The course is designed to give the basic valuation techniques for different asset types and then apply them in real cases in the Argentine market. We will see that many of the assumptions in the theory do not exist in real life, specially, in developing countries like Argentina. We will study and provide evidence of it.
We will recap basic statistics and financial toolkit to properly compute risk and return measures. We will study the Modern Portfolio Theory from Markowitz to multiple factor models and apply the theory in actual portfolio selection on a range of Argentine assets portfolios. We will also analyze fixed income valuation, risk and return measures and test the theory in light of Argentina´s recent default of its debt.
Lastly, we will introduce the valuation techniques for derivatives and the anomalies that occur in countries with limited capital flow due to government controls and regulations.
The course has a double objective: on one hand, students will learn the theory and the basic knowledge of asset valuation techniques of the main asset classes; on the other, they will apply these tools on real case examples in developing economies, mainly Argentina. Which offers a nice field case due to its constant financial struggles. In this way, they will test textbook knowledge with reality in stressed economies.

Description of Content:
Session 1: Financial mathematics. Time value of money, interest rates and discounted cash flows, measures of return and volatility. Introduction to the different financial assets. Computing stock returns. Case Study: arbitrage opportunities between local stocks in Argentina and their ADR.

Session 2: Fixed Income Valuation. Different FI instruments. How to value a bond: price and YTM. Compute bond return and risk measures (i.e. Duration, Modified Duration and Convexity). Construction of yield curves. Case Study: Valuation of Argentina´s defaulted debt exchange proposal.

Session 3: Modern Portfolio Theory: Markowitz and the efficient frontier; Tobin and the separation theorem; Sharpe and Treynor and the CAL, CAML and CAPM; French and Fama and the multi-factor models.

Session 4: Applying the modern portfolio theory. Cost adjusted returns. Risk adjusted returns. Risk adjusted return measures. Case Study: Choosing between different Argentine stock portfolios applying risk adjusted analysis.

Session 5: Futures and Forwards. Description and differences between futures and forwards. How to obtain a future price and the no arbitrage theory. Pricing forward contracts. Swaps (only if time allows). Case Study: currency future contracts in Argentina and their no-arbitrage.

Assessment:
- 40% student´s participation in case studies and assignments
- 60% final exam

Teaching Method:
During the morning classes the theory will be presented. Class presentations will cover all the content needed. However, special readings will be assigned to strengthen concepts. Also, optional readings will be presented for those willing to explore more on any given subject. During the afternoon classes we will apply and test the theory in case studies and exercises. Active participation of students is expected

specially in the case studies. Students have to take a final multiple-choice exam that will test all the content.

Bibliography:

Ross, Stephen et al. “Corporate Finance”, Mc Graw Hill 12th Edition
Hull, John C. “Options, Futures, and Other Derivatives”, Prentice Hall 5th Edition
Javier Estrada, FT Guide to Understanding Finance, Financial Times Guides, 2011
Simon Benninga, “Financial Modeling”, 4th edition
Carol Alexander, “Market Risk Analysis”, Book 1 (Quantitative Methods in Finance)
Tobin, J., “Liquidity Preference as Behavior Towards Risk”. Review of Economic Studies, February 1958, pp. 65-86.
Sharpe, W., “Capital Asset Prices – A Theory of Market Equilibrium Under Conditions of Risk”. Journal of Finance XIX (3) (1964), pp. 425-442.
Markowitz, H.M., “Portfolio Selection”. The Journal of Finance, Vol. 7, No. 1 (March 1952), pp. 77-91.
Markowitz, H.M., “The Optimization of a Quadratic Function Subject to Linear Constraints”. The RAND Corporation, P-637 (June 1955).
E. Fama, K. French. Common risk factors in the returns on stocks and bonds, Journal of Financial Economics, 1993.
https://mba.tuck.dartmouth.edu/pages/faculty/ken.french/data_library.html

Week 2, March 15 to 19

Module's Title:	Strategic Management and Business Model	
Subject area / specialisation:	Management / Strategic Management	
Professor:	Bongjin Kim	bkim432@ewha.ac.kr
	EWHA Womans University, College of Business, South Korea	

Learning objectives:

This course is designed to help students gain knowledge of the fundamental principles and theories of strategic management to understand the competitive forces facing a firm, to assess the attractiveness of the industry, and to identify potential sources of competitive advantage and disadvantage of a firm from the point of view of the practicing general manager. The key focus of this course is on the creation and maintenance of the long-term health of the entire firm or a major division of a corporation. As such, this course is concerned with strategic decisions, and with both the content of those decisions and the process by which general managers position the businesses and allocate resources in the face of competition and uncertainty. This means that this course stresses the determination of strategic direction and the management of the strategic process.

- Develop knowledge and skills to apply course material/learning to improve strategic thinking, problem solving skills, and management decisions in the real world.
- Understand fundamental principles, various tools, theoretical views, and ethical/leadership issues of strategic management to analyse the competitive forces, assess the attractiveness of the industry, evaluate and develop the critical resources and capabilities, and gain and sustain a competitive advantage.
- Develop skills to critically analyse and evaluate strategic issues and problems, arguments, and point of view for successful formulation and implementation of strategy both quantitatively and qualitatively.
- Understand the importance of business model innovation in association with strategic management in creating a sustainable competitive advantage

Description of Content:

- The concept of strategy
- Business model and innovation
- The sources and dimensions of competitive advantage
- Industry analysis and competitive dynamics
- Core capabilities and core competences/capabilities
- Vertical integration and diversification strategy

Assessment:

- Case Analysis/Presentation – Team Task (40%)
- Test (40%)
- Class Participation (20%)

Teaching Method:

- Lecture
- Case Discussion

Bibliography:

- Text: Not required
- 3 Cases
  - To be announced

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:	**Automation, Artificial Intelligence (AI) and Multinational Business**	
Subject area / specialisation:	**Technology Management**	
Professor:	**Dr. Hakeem M. Mohsin**	hakeem_mm@gsm.nucba.ac.jp
	NUCB Business School, Japan	

Learning objectives:

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

- Understand the implications of automation technology based on "Artificial Intelligence" (AI)
- Explore the idea of "workforce of the future" and tackle the issues related to education, training, and support.
- Understand how digital companies create value and expand the scope by leveraging data and analytics.
- Develop an awareness of disruptive technologies changing market dynamics.
- Understand the strategic moves by organizations to tackle advanced technologies in their core business areas.

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

- Analyze and evaluate, concepts, theoretical knowledge, and actual business situations.
- Establish the link between theory and case situations.

Description of Content:

Artificial Intelligence (AI) is transpiring as a soul of lifeless machines, putting them to work while making them aware of their own surroundings. Organizations are forced to reconsider their business models and adapt hastily in the age of automation and "Artificial Intelligence". The change can be impeding not only companies but for governments and people alike. AI-is-a-magic hype and associated uncertainty constrain its application in, and growth prospects of different industries. The course is designed to recast the focus on AI while considering the business implications and successful application of technology in retail, banking, financial services, telecom, and automobile sectors. AI creates opportunities for new business structures, processes, and strategies to compete.

Our case discussions will be about multinational corporations facing and responding to the industrial transformation due to big data, artificial intelligence, modern automation, robotics, and platform revolution.

- Session 1 :

Theme: Understanding Modern Automation

Intended Takeaways

- Understand the implications of automation technology based on "Artificial Intelligence" (AI)
- Analyze the trends leading to the surge in AI and applications.
- Explore the limitations of the technology
- Discuss the key concerns about the AI technology

- Session 2 :

Theme: Digital Transformation and Retail

Case 1: **To Be Decided**

Intended Takeaways

- Explore the idea of "workforce of the future".
- What does the adoption of automation technology mean for low-skill workers?
- Discuss the possibility automation of low-skill tasks,

- Explore the process of transforming a large retailer's strategy for 21st century ecommerce competition

- Session 3 :

Theme: Platform Strategies

Case 2: **To Be Decided**

Intended Takeaways

- Understand how digital companies create value and expand scope by leveraging data and analytics.
- Learn how digital innovation helps fill institutional voids.
- Understand impact of regulations on growth trajectory.
- Explore how network properties such as network effects and network bridging affect a platform's ability to sustain growth.

- Session 4 :

Theme: Managing the Technology Transition and Services

Case 3: **To Be Decided**

Intended Takeaways

- What are the implications of adopting AI across an organization?
- Explore the implications of AI adoption across business operations? How does AI enable value creation for customers?
- Discuss the implications of the firm-level adoption of these technologies for individuals and within a broader economy and how might local workforces and policymakers respond?

- Session 5 :

Theme: Managing The Industrial Transition

Intended Takeaways

- Understand how disruptive technologies change market dynamics.
- How to prepare for significant technological change in an industry.
- Understanding the evolution of industries, ethical standards and adaptability of MNCs.

Assessment:

- Class Participation 40 %
- Pre-assignment and Reflective report 20 %
- Case Assignments 40 %

There is "No Final Exam".

Class Participation Grading

Grading of your class participation is based on,

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

2. Relevance – Tackle the question being raised

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

Teaching Method:

Course Approach

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

exercises, etc. and through active participation in class discussions. Active participation and preparation for class are requirements for this course.

Assignments
There is a pre-assignment, five case assignments, and a reflection essay.

Final Exam. There is "No Final Exam" in the course.

Bibliography:

Required Course Materials
Case Studies
3 Case Studies

Reports
- McKinsey & Company, Jobs lost, jobs gained: What the future of work will mean for jobs, skills, and wages, December 2017.
- McKinsey & Company, "Industry 4.0: How to navigate digitization of the manufacturing sector," April 2015.

Additional Course Materials
Books
- Agrawal, Ajay, Gans, Joshua S., and Goldfarb, Avi., *Prediction Machines,* Harvard Business Review Press, 2018.
- Thomas H. Davenport, *The AI Advantage,* The MIT Press, 2018.
- Paul R. Daugherty, H. James Wilson, *Human + Machine: Reimagining Work in the Age of AI,* Harvard Business Review Press, 2018.
- Hod Lipson and Melba Kurman, *Driverless*, The MIT Press, 2016.

Module's Title:	**Business Intelligence and analytics**	
Subject area / specialisation:	**Information technology**	
Professor:	**Elie Elia**	elia.elie@uqam.ca
	UQAM, ESG, Canada	

Learning objectives :

- Understand the technical and organizational fundamentals of business intelligence and analytics (BI).
- Describe the capabilities needed for the implementation of successful BI initiatives.
- Know the different usages of BI at the operational, managerial and strategic level (including building interactive dashboards and conducting data visualization).
- Identify opportunities for undertaking BI initiatives in an organization.

1. Information and decision support concepts
2. Business intelligence framework
3. BI platforms and tools
4. BI domain applications and functional analytics (interactive dashboards and scorecards).
5. Advanced business analytics (data mining, data visualization, big data and social media analytics)
6. Business information requirements for BI projects and project implementation
7. Strategic planning and future trends in BI

Assessment:

Individual take home assignment	25%
3 group assignments	75%
Total	100%

Teaching Method:

In addition to lectures, teaching strategy relies on hands-on assignments (learning by doing), case-study analyses and class discussions (reflection in action) and presentations by participants (reversed pedagogy).

Bibliography:

All readings and materials will be provided by the instructor.

Module Title:	New Perspectives on CSR	
Subject area / specialization:	CSR	
Professor:	Dr. Daniel Malan	*daniel.malan@tcd.ie*
	Trinity College Dublin	

Course Description and Learning objectives:

The module critically explores some of the traditional topics associated with corporate social responsibility (CSR), but the focus is on new perspectives on how the purpose of business can be understood. The module follows the key ideas put forward by Dr Malan in his book "Power and Corporate Responsibility", the joint winner of the 2024 Academy of Management's Social Issues in Management Best Book Award. The module will be structured according to the following main themes: Understanding Responsibility, Taking Responsibility, Managing Responsibility, Governing Responsibility, Reporting on Responsibility and Regulating Responsibility.

Having completed this module, students should be able to:

1. Explain and evaluate core theories, concepts and frameworks associated with CSR;
2. Differentiate between and explain some of the core dichotomies in the field, e.g. profit and purpose, shareholder and stakeholder, regulation and voluntary action, etc.; and
3. Recognise and evaluate the ethical significance of business decisions, activities and behaviour on society.

Description of Content:

Session 1 : Introduction – Understanding Responsibility.

This session will assess the current relevance of the old narrative that business is only about money. Basic ethical theory and stakeholder theory will be introduced and the concept of corporate purpose will be investigated. Introduction of the individual and group assignments.

Sessions 2 and 3: Taking and Managing Responsibility.

These two integrated sessions will explore ethical leadership and the management of ethics and CSR. A practical framework for integration will be introduced, focusing on four dimensions : Assessment (understanding culture and risk), Behavioural change (getting people to do the right thing), Compliance (discussed as a point of departure rather than a destination by itself) and Disclosure (measurement and reporting will be discussed briefly but addressed in detail in Session 5).

Session 4: Governing Responsibility.

The important distinction between governance and management will be introduced. The session will focus on the definition of governance (the system by which organisations are directed and controlled), and how the board of directors should get involved in CSR.

Session 5 : Reporting on Responsibility and Regulating Responsibility.

This session will investigate the activities of corporate measurement and reporting in more detail. Reporting frameworks such as the Global Reporting Initiative (GRI), the International Sustainability Standards Board (ISSB) and the European Sustainability Reporting Standards (ESRS) will be discussed. From a regulatory perspective, core voluntary and mandatory standards will be discussed, with a focus on the Sustainable Development Goals (SDGs), the UN Global Compact and the OECD Guidelines for Multinational Enterprises.

Session 6: Group Presentations

Assessment:

- Individual Assignment: 80%
  More detail will be provided in Session 1. A case study will be provided and students will be expected to analyse and discuss the case, and then provide a solution based on the content of the module.
- Group presentations during final session: 20%
  More detail will be provided in Session 1. Groups will be expected to identify a recent issue in the business media, analyse it through the application of a CSR lens, present their findings to the class in Session 6 and manage a Q&A session.

Teaching Method:

The face-to-face teaching method will be interactive, with a mixture of traditional lecturing components, student participation through the use of Mentimeter software, discussion of video material, group work and class debates.

Bibliography (to be finalized, all material will be open source)

Donaldson, T. and Walsh, J. (2015). Toward a theory of business. *Research in Organizational Behavior, 35*, 181-207. Available at https://www.sciencedirect.com/science/article/pii/S0191308515000088

Friedman, M. (1970). The Social Responsibility of Business is to Increase its Profits. Available at https://www.nytimes.com/1970/09/13/archives/a-friedman-doctrine-the-social-responsibility-of-business-is-to.html

Garratt, B. (2022). The Four Levels of Board Maturity. Available at https://www.tcd.ie/media/tcd/business/docs/responsible-board-leadership-in-a-digital-age-2021.pdf

International Integrated Reporting Council (2013). The International <IR> Framework. Available at https://www.ifrs.org/issued-standards/integrated-reporting/

Malan, D. (2024). Chapter 3 of "Power and Corporate Responsibility: Dimensions, Purpose and Value". Routledge, 2024.

The United Nations (n.d.). The Sustainable Development Goals. Available at https://www.un.org/sustainabledevelopment/sustainable-development-goals/

World Economic Forum (2016). Values and the Fourth Industrial Revolution: Connecting the Dots between Value, Values, Profit and Purpose. Geneva, 2016. Available at https://www.weforum.org/whitepapers/values-and-the-fourth-industrial-revolution-connecting-the-dots-between-value-values-profit-and-purpose.

World Economic Forum (2021). The rise and role of the Chief Integrity Officer. Available at https://www3.weforum.org/docs/WEF_The_Rise_and_Role_of_the_Chief_Integrity_Officer_2021.pdf

Module's Title:	Data Visualization and Analytics	
Subject area / specialisation:	Information Management & Analytics	
Professor:	Ramesh Behl	rbehl@imi.edu
	International Management Institute, New Delhi	

Course Description and Learning objectives:

Every day we all are generating and accumulating large volume of data in varied formats, which is putting lot of pressure on our relatively constant perceptual and cognitive abilities. Data Visualization provides one means to overcome the challenge of information overload as they say “one picture is worth million words”. Data visualization helps in understanding and analysing the data better, improve comprehension, and decision making. Furthermore, visual representations may also help in engaging more diverse audiences in the process of analytic thinking. Given the rapid adoption of Generative AI in analytics, course will focus on how AI assists analysts in taking effective business decisions.

Course will cover techniques and algorithms for creating effective visualizations based on principles from graphic design, visual art, perceptual psychology, and cognitive science using AI tools. The course is targeted towards students who are interested in using visualization in their daily work for better and faster interpretation of huge varied data and also who are interested in analyzing data for hidden patterns. The course uses practical datasets and business situations relating to areas such as **sales, marketing, HR, customers, finance and operations.**

Learning Objectives:

1. Apply visualization principles to create effective analytical reports and dashboards.
2. Prepare, clean and transform data using Excel, Tableau and Power BI.
3. Use AI tools (ChatGPT, Microsoft Copilot, Tableau AI, Power BI Copilot and Claude/Gemini where appropriate) to accelerate data preparation, visualization design and business analysis.
4. Evaluate AI-generated insights and identify hallucinations, bias and incorrect visualizations.
5. Apply prompt engineering techniques to improve analytical outcomes.
6. Communicate business recommendations using AI-assisted storytelling.

Description of Content:

Session 1: Data Preparation, Visualization Fundamentals and AI-assisted Data Cleaning

- Introduction to visualization
- Human perception
- Choosing appropriate visual types
- Data quality & Data preparation
- Importing Data from various sources
- Introduction to Prompt Engineering
- Zero-shot vs Few-shot prompts

Exercise-1

- Deriving business intelligence using Microsoft Excel
- Identify Good and Bad Visualizations with justifications
- Use AI tool to review these charts and select the best chart type

- Check the quality of data and clean the data
- Use AI to check the quality of data on different parameters and compare the AI recommendations with Manual tools based process
- Writing different types of AI prompts and evaluate the difference
- Use AI to describe the given dataset

Session 2: Creating Effective Visualizations with AI
- Connecting and transforming data
- Creating Basic to Advanced Visuals
- Story Telling using Data
- AI-assisted Chart selection & creation

Exercise-2
- Connecting data from wide sources and transforming data
- Doing Multi-dimensional Analysis to find patterns
- Creating different types of visuals to get insights
- Using AI recommendations for best visualizations
- Building Story from the given dataset
- Using AI tool to create executive summary from the Story

Session 3: Exploratory and Predictive Analytics
- Creating Visuals to find hidden data patterns
- Adding analytics to visualization
- Creating Interactive Visuals to do What-if analysis
- Performing exploratory and predictive analytics
- Validating the AI-generated analysis

Exercise-3
- Creating Visuals to find trends, patterns and outliers
- Build Data models to create Star Schema
- Asking AI to explain relationships in given data model and what can go wrong
- Slicing, Dicing and Drilling the data to get hidden insights
- Creating Calculated Measures to get more insights
- Identifying Key Influencers in the dataset
- Create Interactive Visuals to see the impact of key variables
- Using AI tool to recommend predictive models and write smart narratives

Session 4 : Dashboard Design and AI-assisted Decision Making
- Defining KPIs and evaluating performance
- What are Dashboards, cockpits & Scorecards
- Building executive dashboards
- Creating Mobile Apps for Analytics
- Using AI to create interactive dashboards

Exercise-4
- Doing Diagnostic Analytics by Identifying the root causes
- Understanding Insights & Anomalies detections
- Dashboard planning in terms of layout, design, KPIs and wireframes

• Building Executive Dashboards
• Publishing the Dashboard across Mediums
• Using AI to identify the possible reasons for data trends

Session 5: AI-enabled Storytelling and Executive Presentations
• Creating analytical stories
• Develop executive presentations
• Critically evaluate AI-generated recommendations
• Sharing your analytical story

Exercise-5
• Doing Prescriptive analytics by evaluating alternatives
• Using AI as a decision tool
• Integrate analytics into executive dashboards
• Generate Board-level recommendations using AI

Assessment:

- Quiz (30%) to test students' conceptual and analytical understanding
- Assignment (20%) to enforce students continuous learning process
- Examination (50%) will consist of conceptual and/or application-oriented questions.

Teaching Method:

The course will be totally application and exercise based. Course will use business cases to discuss different decision scenarios. Course will be delivered using Excel, Tableau, Power BI, and AI tools like ChatGPT, Microsoft Copilot, Claude/Gemini where appropriate

Bibliography:

- Nussbaumer Knaflic, C. Storytelling with Data: Let's Practice! Wiley.
- Sharda, R., Delen, D., & Turban, E. Analytics, Data Science, & Artificial Intelligence: Systems for Decision Support. Pearson.
- Ware, C. Information Visualization: Perception for Design (4th ed.). Morgan Kaufmann.
- Winston, W. L. Microsoft Excel 2019: Data Analysis and Business Modelling. Microsoft Press.
- Alexander, M., Decker, J., & Wehner, R. Excel Dashboards and Reports. Wiley.
- Mollick, E. Co-Intelligence: Living and Working with AI.

Module's Title:	**Big Data in Business**	
Subject area / specialisation:	**Data Analytics**	
Professor:	**Assoc.Prof.Dr. Surat Teerakapibal**	suratt7@tbs.tu.ac.th
	Thammasat Business School, Thammasat University	

Course Description and Learning objectives:

The course introduces students to various data search, data collection, and data preparation techniques. These data include both internal and external data as well as big data online. Subsequently, students will learn how to analyze these data to uncover business insights before deriving data-driven business decisions.

Students will be able to:

- Determine and acquire necessary data for making business decisions
- Select appropriate data analysis techniques
- Propose business strategies based on acquired empirical results
- Effectively communicate results and recommendations to diverse audiences

Description of Content:

Session 1: Big Data and Its Applications
Session 2: Data Visualization with Tableau ; Storytelling with Data
Session 3: Demand Forecasting and Behavioral Models
Session 4: Data-driven Market Segmentation and Brand Positioning
Session 5: Final Exam

Assessment:

- In-class Workshops 60%
- Final Exam 20%
- Class Discussions 10%
- Peer Evaluation 10%

Teaching Method:

- Lectures
- Case Studies
- Workshops

Bibliography:

Lilien, G.L., Rangaswamy, A. and De Bruyn, A. (2013) Principles of Marketing Engineering. PA: DecisionPro.

Module's Title:	**Artificial Intelligence in Entrepreneurship**	
Subject area / specialization:	**Entrepreneurship**	
Professor:	**Dr. Fauzia Jabeen**	Fauzia.jabeen@adu.ac.ae ; drfauziaadu@gmail.com
	College of Business, Abu Dhabi University, Abu Dhabi, UAE	

Course Description and Learning objectives:

In today's dynamic and volatile landscape, the synthesis of entrepreneurship and AI has become a new frontier, brimming with endless business opportunities. The course shall equip the students with the tools, insights, and creative mindset needed to navigate this exhilarating terrain. As you navigate this exciting journey, culminate your experience by crafting an AI-infused entrepreneurial mindset that blends technological brilliance with visionary leadership. The class is highly experiential and hands-on, with sessions designed to familiarize the students with dimensions of AI and entrepreneurship and new venture development. Most of the examples we discuss in class will relate to venture formation in AI world, but the underlying principles will also apply to AI and entrepreneurship in corporate settings.

Upon successful completion of this course, students will be able to:

- Recognize the concepts, skills and tools necessary to succeed as an entrepreneur in the field of artificial intelligence.
- Apply skills to investigate possibilities for AI based products and services.
- Devise strategies to find investors, fund deals and plan for an eventual exit.
- Communicate effectively using media and presentations.
- Prepare a comprehensive business plan for the new business venture.

Description of Content:

Session 1: Foundations of Entrepreneurship and AI
- Introduction to entrepreneurship and its relevance in the AI landscape.
- Overview of artificial intelligence: history, types, and applications.
- Understanding the symbiotic relationship between entrepreneurship and AI.

Session 2: AI Technologies and Tools for Entrepreneurs

Session 3: AI-driven Business Opportunities
- Identifying market gaps and opportunities for AI-driven solutions.
- Disruptive potential of AI across industries: healthcare, finance, manufacturing, etc.

Session 4: Using Design Thinking to Design Business Models, Developing an Effective Business Plan in AI Landscape

Session 5: Sources of Capital for Entrepreneurs : Legal and Marketing Challenges for Entrepreneurial Ventures in Industry 4.0 and 5.0

Assessment:

- 20% Entrepreneurial Reflection Presentation (Group Work): Using concepts covered in class, the student teams will write a reflection regarding the value of AI and entrepreneurship for society and for organizations. (January 16th Afternoon)
- 10% Startup Stories (Group Work): Students shall present a start-up story of a local/international entrepreneur and analyse the entrepreneurial motivation and mindset of the entrepreneur. (January 17th Afternoon)

- 40% + 10% Team project and Presentation (Group Work): The report contains a business plan integrating AI for a new (profit or non-profit) venture offering solutions to increase (business) sustainability. (Friday 19th January Morning)
- 20% Class participation

Teaching Method:

The instructor expects students to be active recipients of information and owners of their learning process. Activities will include lectures, (computer) exercises, and work sessions. Assessments are group and individual-based. Students participate in various forms of presenting and analyzing information such as small group discussions, audio visual aid presentations, classroom experiments, etc. Students read the textbooks or other assigned ***reading before coming to class*** and participate in the critical evaluation of the material through small group and class discussion and individual writing.

Bibliography:

Recommended Text Books

Kuratko, D. F. (2017) *Entrepreneurship: Theory, Process, and Practice*, 11th Edition, Cengage Learning.
Marr, B. (2019). *Artificial intelligence in practice: how 50 successful companies used AI and machine learning to solve problems*. John Wiley & Sons.

Journal(s)/ Suggested Readings

Shepherd, D. A., & Majchrzak, A. (2022). Machines augmenting entrepreneurs: Opportunities (and threats) at the Nexus of artificial intelligence and entrepreneurship. *Journal of Business Venturing*, *37*(4), 106227.
Obschonka, M., & Audretsch, D. B. (2020). Artificial intelligence and big data in entrepreneurship: a new era has begun. *Small Business Economics*, *55*, 529-539.
Chalmers, D., MacKenzie, N. G., & Carter, S. (2021). Artificial intelligence and entrepreneurship: Implications for venture creation in the fourth industrial revolution. *Entrepreneurship Theory and Practice*, *45*(5), 1028-1053.
Truong, Y., Schneckenberg, D., Battisti, M., & Jabbouri, R. (2023). Guest editorial: Artificial intelligence as an enabler for entrepreneurs: an integrative perspective and future research directions. *International Journal of Entrepreneurial Behavior & Research*, *29*(4), 801-815.
Roundy, P. T. (2022). Artificial intelligence and entrepreneurial ecosystems: understanding the implications of algorithmic decision-making for startup communities. *Journal of Ethics in Entrepreneurship and Technology*, *2*(1), 23-38.
Keane, S. F., Cormican, K. T., & Sheahan, J. N. (2018). Comparing how entrepreneurs and managers represent the elements of the business model canvas. *Journal of Business Venturing Insights*, *9*, 65-74.
Morris, M., Schindehutte, M., & Allen, J. (2005). The entrepreneur's business model: toward a unified perspective. *Journal of business research*, *58*(6), 726-735.
Elsbach, K. D. (2003). How to pitch a brilliant idea. *Harvard business review*, *81*(9), 117-134.
Chen, X. P., Yao, X., & Kotha, S. (2009). Entrepreneur passion and preparedness in business plan presentations: a persuasion analysis of venture capitalists' funding decisions. *Academy of Management journal*, *52*(1), 199-214.
Hallen, B. L., & Eisenhardt, K. M. (2012). Catalyzing strategies and efficient tie formation: How entrepreneurial firms obtain investment ties. *Academy of Management Journal*, *55*(1), 35-70.

Module's Title:	**Finance – The Role of Risk**	
Subject area / specialisation:	**Finance/Risk**	
Professor:	**Dr. Fergal O'Brien**	fergal.g.obrien@ul.ie
	Kemmy Business School, University of Limerick, Ireland	

Course Description and Learning objectives:

The aim of this course is to develop students' understanding of corporate finance. The role of risk underpins the key concepts and features heavily in the course. We examine risk from a number of different perspectives. An important building block of this course is discounted cash flow techniques, and their applications in corporate finance. This course investigates the time value of money (not just from a mathematical perspective), and the popular methods of project appraisal including net present value method, internal rate of return, profitability indices, etc. It also looks at the importance of sensitivity, scenario and simulation analysis in further evaluating the riskiness of projects. Qualitative aspects of capital budgeting and investments are also examined. The various financial assets and capital markets are examined and assessed form a risk perspective. Issues around asset valuation are also discussed, and students are introduced to derivative instruments, and how they may be used both defensively and aggressively. Real option methodologies are introduced and their value in times of high uncertainty is emphasized. The risk-return relationship is examined and asset pricing models are introduced that try to capture the return to risk. New developments in natural language processing are also introduced as AI and machine learning techniques allow us to better measure signals from soft financial information.

At the end of this course students will be able to:

- outline the role of financial managers in modern business organizations.
- recognize the trade-off between risk and return and asset pricing models that try to capture this.
- outline the various forms of basic derivative instruments and their uses in risk management
- interpret hard and soft financial data to make informed business decisions.
- calculate present and future values of streams of cash flows.
- calculate the payback period, accounting rate of return, net present value and internal rate of return of a project.
- calculate, at a basic level, the value of equities, bonds and derivatives.
- evaluate risky projects using a range of capital budgeting techniques.
- calculate the value of real options in capital budgeting problems.
- introduce concepts around analyzing soft financial data using natural language processing

Description of Content:

Session 1: Introduction to Finance - What is finance? How is finance different to accounting? What is the goal of modern business organisations? How has the sustainability agenda affected our view on wealth maximisation? How is risk defined in finance compared to how we view risk individually? How do we measure risk? What are the risks that we can identify in financial markets?

Session 2: Evaluating Risky Projects - What are the main principles for evaluating risky projects? What is discounting? How important is the discount rate that reflects the riskiness of future cash flows? Where does that rate come from? Are NPV and IRR appropriate tools? Are there other ways to evaluate risky projects? How important is risk assessment tools like sensitivity, scenario and simulation analysis? How can managerial flexibility be incorporated into decision-making and why is that valuable when uncertainty is high?

Session 3: Financial Assets - What are the main financial asset classes? What are their risk characteristics? How do we perceive their riskiness from an investor perspective versus a company perspective? How are shares and bonds valued?

Session 4: Derivatives, Real Options and Risk - What are derivatives? How can they be used to manage risk? What about viewing them as leveraged positions in the underlying asset? How to price derivatives and an introduction to the greeks. Real options theory and augmenting NPV with real options thinking.

Session 5: Risk Capstone - A closer look at risk and its subcomponents (some that are beyond traditional finance). The importance of correlation and covariance. An introduction to asset pricing models. People risk (narcissistic leadership) and the role of signalling in finance. Natural language processing developments in financial analysis and risk assessment.

Assessment:

- 20% Individual Assignment
- 30% Group Assignment
- 50% Final Exam

Teaching Method:

The course will be delivered using a combination of:

- Lectures
- In-class examples
- Case studies
- Videos
- Research paper analysis

Students will be expected to work individually and in groups and to participate in discussions around the material. My style is to engage and work with students in a varied and interesting way to encourage broad appreciation of the topics at hand and to develop a better, more rounded view of finance.

My courses can be tailored for non-finance specialists as well as for those with some finance knowledge. You will see from my teaching evaluations how effective my teaching is.

Bibliography:

This will depend on the level of finance knowledge the participants have. I will provide all of the examples, case studies, readings, etc. I include some examples below.

- Fundamentals of Corporate Finance, Hillier, Ross, Westerfield and Jordan (2022), 4th Ed. McGraw Hill
- Ipsmiller, E., Brouthers, K. D., and Dikova, D. (2019) 25 Years of Real Option Empirical Research in Management. European Management Review, 16: 55–68. https://doi.org/10.1111/emre.12324.
- Tourish, D. (2020). Towards an organisational theory of hubris: Symptoms, behaviours and social fields within finance and banking. *Organization*, *27*(1), 88–109. https://doi.org/10.1177/1350508419828588