"EXCELLENCE IN PEDAGOGY" ELECTIVES

SPRING 2022

BURGUNDY SCHOOL OF BUSINESS

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All course descriptions are provisional and can be subject to change.

Week 2, January 17 to 21

#WE ARE BSB

Master Grande École 2021-2022		
Module's Title:	**Doing Business in Latin America**	
Subject area / specialization:	**International Business**	
Pedagogy:	**On campus (depending on sanitary conditions)**	
Professor:	**Luis I. Argüero**	liarguero@gmail.com
	Universidad Austral, Argentina	

Learning objectives:

- Identify and describe the historical roots of contemporary business environments in Latin America.
- Understand the recent trends in economic growth and investments in Latin America.
- Assess current events in terms of business risks and opportunity.
- Compare, contrast and assess the economic, social, political, legal, and policy environments as they affect business

Description of Content:

The course presents an overview of the practical challenges and opportunities of conducting business in Latin America, introducing the political and economic environments and providing insight into specific issues, including the role of culture on core business functions.
Beginning in the 1990s with the process of globalization, companies rushed to trade with and invest in countries throughout the world including the emerging markets of Latin America,
As Latin America emerged from the downturn provoked by the 2008-2009 global financial crisis and recession, investors are again turning with interest to Latin America, a region with huge reserves of natural resources. This course helps prepare students for careers in companies with relations with Latin America and gives them a competitive advantage in building professional expertise in Latin American business.

1. Current condition of Latin American economies and its trade.
2. Investment environment, FDI and Translatins
3. Integration in Lat Am: Mercosur and Pacific Alliance.
4. Labor mobility: migrations and remittances.
5. Natural Resources: extraction and trade
6. Relations with China
7. Consumption patterns and access to credit.

Assessment:

- Case Analysis/Presentation – Team Task (40%)
- Test (40%)
- Class Participation (15%)
- Brief individual presentation (5%)

Teaching Method:

- Lectures and cases for each topic
- Learning by doing (final case study)
- Class discussions.

Bibliography:

- Argüero, L. (2016), "The ever 'under construction' Mercosur", UB.

- Durand, J. (2009), “Processes of migration in Latin America and the Caribbean”, Human Development Research Paper 09/24, UNDP.
- ECLAC (2019), “Foreign Direct Investment in Latin America”, United Nations Publications, Santiago de Chile.
- ECLAC (2019), “Latin America and the Caribbean in the World Economy”, United Nations Publications, Santiago de Chile.
- ECLAC (2015), "Latin America and China: Towards a new era in economic cooperation", United Nations Publications, Santiago de Chile.

Master Grande École 2021-2022		
Module's Title:	**The Ethics of Conflicts of Interest in Business**	
Subject area / specialisation:	**Ethics / Business Ethics**	
Pedagogy:	**On campus (depending on sanitary conditions)**	
Professor:	**Dr. Alonso Villarán**	villaran_am@up.edu.pe
	Universidad del Pacífico (Lima, Perú)	

Learning objectives:
At the end of the course, students will be ready to:

- Identify, classify, assess, and properly manage conflicts of interest.
- Evaluate the regulation of conflicts of interest in codes of ethics.

Description of Content:
This course provides an introduction to conflicts of interest in business from an ethical perspective. It begins with an analysis of the relationship between corporate social responsibility and conflicts of interest, and calls for more attention to the latter in the business world. The course then tackles the main questions around conflicts of interest: What are conflicts of interest? Why are they morally problematic? And how to manage them ethically? The course finally develops a critical analysis of the way conflicts of interest are regulated in codes of ethics.

- Session 1: Defining conflicts of interest
- Session 2: Clasifying conflicts of interest
- Session 3: Assessing conflicts of interest
- Session 4: Managing conflicts of interest
- Session 5: Conflicts of interest in codes of ethics

Assessment:

- 20 % Active participation
- 80 % Assessing conflicts of interest in codes of ethics

Teaching Method:

- High impact presentations
- Reading and discussion of book
- Analysis of how codes of ethics regulate conflicts of interest

Bibliography (required):

Villarán, A. 2021. *The Ethics of Conflicts of Interest in Business*: An Introduction. Lanham, Maryland: Rowman & Littlefield.

(complementary)

Boatright, J. R. 1992. “Conflict of Interest: An Agency Analysis.” In *Ethics and Agency Analysis*, edited by N. Bowie and R. E. Freeman, 187–20. Oxford: Oxford University Press.

Boatright, J. R. 1993. “Conflict of Interest: A Response to Michael Davis.” *Business and Professional Ethics Journal* 12, no. 4: 43–46.

Boatright, J. R. 2001. “Financial Services.” In *Conflicts of Interest in the Professions*, edited by M. Davis and A. Stark, 217–236. Oxford: Oxford University Press.

Boatright, J. R. 2008. “Conflict of Interest.” In *Encyclopedia of Business Ethics and Society* 1, edited by R. W. Kolg, 4000–4004. Los Angeles: Sage Publications.

Carson, T. 1994. “Conflicts of Interest.” *Journal of Business Ethics* 13, no. 5: 387–404.

Carson, T. 2004. "Conflicts of Interest and Self-Dealing in the Professions: A Review Essay." *Business Ethics Quarterly* 14, no. 1: 161–182.
Davis, M. 1982. "Conflict of Interest." *Business and Professional Ethics Journal* 1, no. 4: 17–27.
Davis, M. 1993. "Conflict of Interest Revisited." *Business and Professional Ethics Journal* 12, no. 4: 21–44.
Davis, M. 2012. "Conflict of Interest." In *Encyclopedia of Applied Ethics* 1 (second edition), edited by R. Chadwick, D. Callahan and P. Singer, 571–577. Amsterdam: Elsevier.
Luebke, N. R. 1987. "Conflict of Interest as a Moral Category." *Business and Professional Ethics Journal* 6, no. 1: 66–81.
Luebke, N. R. 1993. "Response to Michael Davis." *Business and Professional Ethics Journal* 12, no. 4: 47–50.
Margolis, J. 1979. "Conflicts of Interest and Conflicting Interest." In *Ethical Theory and Business*, edited by T. L. Beauchamp and N. Bowie, 361–372. New Jersey: Prentice Hall.
Norman, W. and Ch. MacDonald. 2010. "Conflicts of Interest." In *The Oxford Handbook of Business Ethics*, edited by G. G. Brenkert, 441–470. Oxford: Oxford University Press.
Stark, A. 2001. "Comparing Conflict of Interest Across the Professions." In *Conflict of Interest in the Professions*, edited by M. Davis and A. Stark, 335–351. Oxford: Oxford University Press.
Villarán, A. 2020. "Conflicts of Interest: A Moral Analysis." *Business and Professional Ethics Journal* 39, no. 1: 121–142.

Master Grande École 2021-2022		
Module's Title:	**Empower our Humanity**	
Subject area / specialisation:	**Management Skills**	
Pedagogy:	**On campus (depending on sanitary conditions)**	
Professor:	**Dr. Bossi, José Ignacio**	jib@cema.edu.ar
	Universidad del CEMA, Argentina	

Learning objectives:
The world is on a journey towards a succession of digital evolutions. Each of them puts in check or in dispute, the role of our humanity and the power that it confers to the relationship with the issues (exponential digitization).
Values such as: inclusion (love), 360 empathy, adaptation and cooperation, distinguish us as a species and need to be manifested and empowered, in the times to come.

The content modules are:

1. Not to dehumanize ourselves is to include people in the use of technology, considering all aspects that characterize it, from the physical, cognitive, to the emotional and behavioral. That's what digital transformation is all about.
2. Love is a constituent characteristic of human beings. What is good love? It is a question with which we should look in the mirror
3. Empathy 360. Invites us to look at what's next, at all living beings and at our planet. If the ape disappears, is this possible for humans?
4. Adaptation. We human beings distinguish ourselves by having the ability to face the challenges that the context proposes to them (today increasingly technology), with innovative solutions. "The SH always find the way"
5. Cooperation. When we design technology, the premise should be that it follows rules of cooperation with human beings and avoids competition.

Description of Content:
Session 1: the human phenomenon
Section 2: technology and its humanizing and dehumanizing impact
Session 3: Challenges of our humanity
Session 4: Expanded Humanity Project
Session 5: integration of learning

Assessment:
Once the humanizing skills that each participant chooses have been agreed upon. The assessment of learning and participation will be linked to the ability to show these skills in the mini-group projects that we are going to generate

- 50% | Perception of human self-inspiration given the offered and chosen standard
- 50% | Evaluation of their mini-group classmates and the teacher of the degree of manifestation of their chosen humanity

Teaching Method:

1. **Oral presentation of the teacher**. We will seek to sensitize the participants from minute zero of the course, with a mix of my own and other people's stories where humanity occurs.
2. **Projects**. Once the key skills that we consider to sustain our humanity are developed, we will invite students to propose projects, to which they themselves can join in mini-groups, to develop them.

3. **Liberating structures** | https://www.liberatingstructures.com/ They are new mechanisms to facilitate educational spaces that promote collaboration and co-creation of learning (flipped classroom)

Bibliography:

- ***21 Lessons for the 21st Century*** *| Yuval Noah Harari, Derek Perkins, et ál.*
- ***Sapiens: A Brief History of Humankind*** *| Derek Perkins, Yuval Noah Harari, et ál.*
- ***The Palliative Society: Pain Today*** *| Byung-Chul Han y Daniel Steuer | 30 agosto 2021*
- ***Coaching: Evoking Excellence in Others****,3rd Edition | James Flaherty | 15 marzo 2010*
- ***Conscious Business****: How to Build Value through Values Tapa blanda – 1 Octubre 2013 | Fred Kofman Ph.D. (Author), Ken Wilber (Foreword), Peter Senge (Foreword)*
- ***The Surprising Power of Liberating Structures****: Simple Rules to Unleash A Culture of Innovation (Black and White Version) |Henri Lipmanowicz (Author), Keith McCandless (Author)*

Master Grande École 2021-2022		
Module's Title:	**Business Model Innovation for Emerging Markets**	
Subject area / specialisation:	**Business / Administration**	
Pedagogy:	**On campus (depending on sanitary conditions)**	
Professor:	**Oscar G. Acosta Rizo**	oscar@iteso.mx
	University Instituto Tecnológico de Estudios Superiores del Occidente (ITESO), Mexico	

Course Description:

The course will provide hands-on learning on designing innovative business models focused in Latin-America real cases, based on value creation and top trends. The rapid technologic development as well as global competence demand innovative solutions that create value for specific problems in a sustainable way. It is necessary for the organizations, -from startups, small businesses to big corporations- to develop new ways to create, capture and deliver value for its stakeholders, facilitating the integration of matters concerning business, ethics, and society. This is particularly important for newly created enterprises, since they have to design organizational structures, processes, and systems that allow them to enter and consolidate on a market.

Learning objectives:

- Learn different tools for the designing of innovative business models suitable for emerging markets
- Develop an implementation ready and validated business model based on a value proposition.
- Design innovative and scalable business models with characteristics of actual and successful business models to give viability and sustainability to new business projects.
- Communicate ideas, concepts, and business models on a clear and convincing manner, drawing interest and trust from others towards the project.
- Relate the enterprising activity with ethical business practice that contribute to the development of its value network and community.

Description of Content:

Session 1: Introduction to Business Model Innovation: Disney and a Pig Business Model
Session 2: Business Model Trends and Business Model Canvas: Using examples of Latin-American Market
Session 3: Value Proposition Examples and Value Proposition Canvas Workshop
Session 4: Business Model Patterns Workshop for an Entrepreneur in Latin America
Session 5: Innovation Workshop with Business Model Patterns and delivery

Assessment:

- 10% “Farm. Del Ahorro” Pharmacy of Latin American Business Model Report
- 15% Latin American Business Model Case Using Canvas and Value Proposition Canvas
- 25% Business Model Patterns research and Example Presentation; Mexico, Brazil, India, South Africa, China, and Turkey
- 50 % Business Model Innovation Proposal for a real Business Model for a Mexican Entrepreneur

Teaching Method:

Professorship and workshop. With Mixed parts of participation

Bibliography:

Gassmann, O., Frankenberger, K., & Csik, M. (2015). The Business Model Navigator: 55 Models That Will Revolutionise Your Business (1.a ed.). FT Press.

Osterwalder, A., & Pigneur, Y. (2010). Business Model Generation: A Handbook for Visionaries, Game Changers, and Challengers (1st ed.). Wiley.
Osterwalder, A., Pigneur, Y., Bernarda, G., Smith, A., & Papadakos, T. (2014). Value Proposition Design: How to Create Products and Services Customers Want (1.a ed.). Wiley.

WEEK 3, JANUARY 24 TO 28

#WE ARE BSB

Master Grande École 2021-2022		
Module's Title:	**Strategic Management and Business Model Innovation**	
Subject area / specialisation:	**Management / Strategic Management**	
Pedagogy:	**On campus (depending on sanitary situation)**	
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

Master Grande École 2021-2022		
Module's Title:	**Business analytics and forecasting techniques**	
Subject area / specialisation:	**Finance**	
Pedagogy:	**Distance learning only**	
Professor:	**Dr. Andreas Karathanasopoulos**	akarathanasopoulos@ud.ac.ae
	University of Dubai	

Learning objectives:

The course is an introduction to Business Analytics. It covers managerial statistical tools in descriptive analytics and predictive analytics, including regression. Other topics covered include forecasting, risk analysis, simulation, and data mining, and decision analysis. This course provides students with the fundamental concepts and tools needed to understand the emerging role of business analytics in organizations and shows students how to apply basic business analytics tools in a spreadsheet environment, and how to communicate with analytics professionals to effectively use and interpret analytic models and results for making better business decision. Emphasis is placed on applications, concepts and interpretation of results, rather than theory and calculations. Students use a computer software package for data analysis.

Description of Content:

1. Probability distribution and applications Sampling and estimation
2. Statistical inference, Regression Analysis
3. Forecasting with linear models.,
4. Introduction to data mining
5. Spreadsheet modeling and analysis

Assessment:

- Assignment 50 %
- Exam 50%

Teaching Method:

Lab and class

Bibliography:

Business Analytics by James R. Evans, 2nd edition; Publisher: Pearson; ISBN-13: 9780321997821

Week 4, March 14 to 18

#WE ARE BSB

Master Grande École 2021-2022		
Module's Title:	**Applied Sustainability in the Real World: a roadmap between SDGs and Circularity**	
Subject area / specialisation:	**Entrepreneurship**	
Pedagogy:	**On campus (depending on sanitary situation)**	
Professor:	**Dr. Mark Esposito**	markesposito@fas.harvard.edu
	Harvard University, USA	

Learning objectives:

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

- CHALLENGES: Thoroughly understand and appreciate the complex economic, political and social context within which businesses are operating globally.
- ACTORS: Gain a deep appreciation for the complexity of operating globally within a web of stakeholders, such as major international players that have different motivations, value systems, and potential for conflict.
- APPROACHES: Develop the hands-on capability and processes to meaningfully engage, integrate and align diverse stakeholders with multiple motivations and points-of-view on a complex global business issues to design a win-win proposition that creates shared, ethical and equitable value.

Description of Content:

In today's complex business environment, the need for enlightened, integrative and ethical leadership, capable of understanding, building and sustaining productive, value-creating and trust-based relationships with all its constituencies, is critical to the realization of strategic and organizational goals.

With business now perceived as the most pervasive institution in our time, expectations of its role in an increasingly inter-connected global society have grown exponentially. Managers in the 21st century will need to think differently, understanding the broader context within which they are operating, and employing new business models to be successful. Conventional, narrow value chains will increasingly be replaced with value webs that involve multiple types of systems, institutions and stakeholders, the interests of which need to be understood and integrated to create value for both business and society. Sustainability will be our focal point as we navigate several examples and real-life cases where the applied nature of sustainability allows us to create long term value for society at large.

- Session 1 : Socio-Economic Systems: Stakeholders, Institutions and Interests. DRIVE Framework
- Session 2: Business Case; what's the business model and its change
- Session 3: The Purpose & Role of Business Society
- Session 4 : Systemic change with a purpose
- Session 5 : Strategic Entrepreneurial Growth : The rise of the Circular Economy

Assessment:

- 50% Team project and Presentation (Group Work)
- 30% Individual paper
- 20% Class participation

Teaching Method:

Throughout the course, you will have multiple opportunities to critically examine, analyze and solve a variety of management problems in a cross-cultural context. This practice will come from a variety of formats, including readings, class discussion, video analysis, role plays, and personal reflections. You will be expected to attend all classes and arrive on time, read and reflect on the assigned materials and come prepared for class, and contribute to the learning that takes place in and outside class sessions.

The syllabus and class assignments function as our documents of mutual understanding of the course objectives, content and procedures.

The readings present more general lessons (i.e. theories) that are applicable to the course topics, and the applications demonstrate the real life issues and decisions that are involved. The readings and applications work together. The readings can enhance your understanding of, and insight into, the real world of business, and the applications can deepen your knowledge base.

Bibliography:

Tse. T.; Esposito. M; (2017) Understanding How the Future Unfolds: Using DRIVE to Harness the Power of Today's Megatrends

Journal(s)/ Suggested Readings and Cases

Bartlett and Ghoshal; Bennis, Purpose Driven Leadership

Eric Beinhocker and Nick Hanauer, Redefining Capitalism, McKinsey Quarterly, October 2014. Conscious Capitalism is not an oxymoron, HBR Blog

Institutions, Institutional Change & Economic Performance, Darden Business Publishing, UV0987- PDF-ENG.

Esposito, Tse: Thrive the new normal, DRIVE in uncertainty, European Financial Review

Louche, Celine and S. Idowli and W Filho, (2010) Innovative CSR: From Risk Management to Value Creation, Sheffield UK: Greenleaf Publishing

Sustainable Tea Unilever, HBR 2011

Greening Walmart: Progress and Controversy, HBR 2016 The Palm Oil Dilemma, INSEAD 2014

Turnaround at Norsk Gjenvinning, Harvard Business School 2015

Walmart: Navigating a Changing Retail Landscape, Harvard Business School 2011

<table>
<tr><td colspan="3">Master Grande École 2021-2022</td></tr>
<tr><td>Module's Title:</td><td colspan="2">CSR Communication</td></tr>
<tr><td>Subject area / specialisation:</td><td colspan="2">Strategy / Corporate Social Responsibility</td></tr>
<tr><td>Pedagogy:</td><td colspan="2">On campus (depending on sanitary conditions)</td></tr>
<tr><td rowspan="2">Professor:</td><td>Dr. Déborah Philippe</td><td>deborah.philippe@unil.ch</td></tr>
<tr><td colspan="2">University of Lausanne, Swiss</td></tr>
</table>

Learning objectives:

Over the past few decades, actors in different spheres – science, politics, economics, civil society, media – and based around the world, have acknowledged the need for radical change to a society that continues to destroy the natural ecosystems and social cohesion that sustain human life. Scholars and practitioners have studied the damage from multiple perspectives and identified the barriers to transformation on different levels. One of the main obstacles to deeper and more widespread change are the stories that are told about our society and the natural environment. The institutional and corporate discourses and the ideologies that underlie them shape perceptions and drive the behaviors that collectively slow or stop change, and even perpetuate current practices.

Cases of green- and bluewashing by multinational corporations (MNCs), in which what they say in their sustainability communication deviates completely from what they do in their operations, continue to be uncovered around the world. Academics in different fields also question the relationship between MNCs' discourses and actions. With tens of thousands of employees, operations in tens of countries, and often diversified activities, there is an immense amount of information that could be conveyed in a MNC's non-financial disclosure and communication. As a consequence, even in the age of big data and artificial intelligence, organizational actors must make choices about what to report and how to report it. In this course, we will investigate what choices are made and what the societal implications of these choices are.

The course is designed for students who are interested in Corporate Social Responsibility, Sustainability, and non-financial reporting. It introduces them to the practice of CSR/Sustainability reporting as well as to the discourses produced by non-corporate actors in support of CSR. It exposes them to the problematic relationship between sustainability discourses and materiality.

Selected research articles recently published on this topic will be used to provide examples and grounds for in-class discussions.

Evaluation:

The assignment will be exclusively based on group-work (3-5 students) and will consist of the analysis of a MNC CSR communication, using the techniques seen in class. The output will take two forms: a 10-15 min oral presentation of this analysis during the last session and a 5 page-written report due at the end of the week following the course. The size of the groups and length of the oral presentation will be adapted according to the size of the cohort.

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

- Identify the different elements that constitute firms' non-financial reporting
- Understand how organizations build their sustainability communication
- Analyze these communications and assess their transparency and quality

Description of Content:

Session 1: Presentation of the course; Introduction to sustainability, sustainability discourses, and the role of these discourses in the socio-ecological transition of our societies

Session 2: Institutional sustainability discourses

Session 3: MNCs sustainability discourses

Session 4: From verbal to multimodal sustainability discourses

Session 5: Students’ presentations (group-work)

Assessment:

- 70% final report (group-work)
- 30% oral presentation (group-work)

Teaching Method:

The class rests on your willingness and ability to engage with the contents and materials discussed in class. In-class activities include lectures and group works. Although I will be endorsing an instructor’s role in the introductory session, it will shift toward that of a facilitator in the following ones. What you will get from this seminar will thus largely be a function of your willingness to engage with its contents and to actively shape the sessions through your oral contributions. You are therefore expected to prepare assigned readings or homework prior to class.

Bibliography:

Lyon, T. P. and Montgomery, A. W. (2015). ‘The means and end of greenwash’. Organization and Environment, 28, 223-49.

Milne, M. J., Kearins, K. and Walton, S. (2006). ‘Creating adventures in wonderland: The journey metaphor and environmental sustainability’. Organization, 13, 801-39.

Milne, M. J., Tregidga, H. and Walton, S. (2009). ‘Words not actions! the ideological role of sustainable development reporting’. Accounting, Auditing and Accountability Journal, 22, 1211-1257.

Schoeneborn D, Morsing M, Crane A. Formative Perspectives on the Relation Between CSR Communication and CSR Practices: Pathways for Walking, Talking, and T(w)alking. Business & Society. 2020;59(1):5-33.

Shao K, Janssens M. Who is the Responsible Corporation? A multimodal analysis of power in CSR videos of multinational companies. Organization Studies. September 2021.

Master Grande École 2021-2022		
Module's Title:	**Strategy and its implementation for sustainable development**	
Subject area / specialisation:	**Strategic Management**	
Pedagogy:	**Distance learning only**	
Professor:	**Dr. Eduardo Pordomingo**	eddiex10@gmail.com
	Universidad del CEMA, Argentina	

Course Description and Learning objectives:

This course is about the definition of the company's strategy, its implementation and control for sustainable development. In particular, we will consider the principles and goals established by the United Nations, which set up an agenda for different social actors, in particular for business endeavors. In other words, we will focus on the definition of business strategies in order to achieve not only economic but also social and environmental goals in the long term.
Along this course, we will discuss the formal and informal elements of the corporate strategy formulation, the analysis of the organizational environment in the light of the stakeholder theory, the benefits and challenge of the decentralization process, the different business units organization and performance, and the management accounting tools and KPIs to implement and control the intended strategy. Finally, we will study an adapted model of the strategic map and the balanced scorecard considering not only the traditional views but we will also include into our analysis a long-term sustainability perspective.
The course sessions will include theoretical frameworks, case studies, and other empirical resources focusing, for instance, on particular issues concerning the strategy formulation and its implementation in the Agribusiness sector in Argentina.

This course aims to:

- Provide students with a theoretical and empirical understanding of the definition, prioritization and implementation of corporate strategies for sustainable development.
- Provide students with empirical evidence from case studies and other pedagogical resources to better understand the agribusiness sector in Argentina.
- Develop critical understanding of the management control process for strategy implementation
- Encourage and facilitate critical thinking and oral skills on strategic management issues.

Description of Content:
Session 1: **Strategy definition for sustainable development**
Strategic decision making and sustainable development.
Strategy definition: Main characteristics. Economic, social and environmental impacts.
Organizational environment. Reference to the stakeholder theory.
Strategy definition in the agribusiness sector (Argentina).

Session 2: **Corporate strategy and decentralization**
Corporate strategy. Business Units. Decentralization process.
Benefits and challenges of decentralization.
Responsibility centers from a management accounting perspective.
A corporate strategy within the bioethanol industry (Argentina).

Session 3: **Strategy implementation and control**
Managerial alignement to the corporate strategy. Mgmt. control systems.
Management accounting. Planning and budgeting for strategy implementation.
Performance: measurement and analysis. Challenges.

Flexible budget variance analysis

Session 4 : **KPIs. Financial and non-financial indicators.**
Financial indicators and management performance. Benefits and limitations.
ROI, ROE, ROA. Duppont Analysis. Residual Income and Economic Value Added.
Operations, Marketing; CSR and Sustainability Indicators.
References to Precision Farming in Argentina.

Session 5 : **Adapted balanced scorecared (BSC) for sustainble development.**
Introduction to the balanced scorecard and its traditional perpectives.
CSR and Sustainablity: the shared value perspective for sustainable development.
A new approach for the BSC. Sustainability agenda: corporate goverance, organizacional culture, operations and marketing, employees, commuities and environemntal protection.

Assessment:

- Individual Assessment (multiple choice quizzes): 15 %
- Group Assessment (case resolutions): 25%
- Active Class Participation: 10%
- Final exam (theoretical and practical exercises): 50%

Teaching Method:

Lectures and presentations
Interactive in-class discussions based on cases and other pedagogical resources
Students case preparation and presentation in class
Individual and group assessments.

Bibliography:

Anthony, R., Govindarajan, V., Hartmann, K., Kraus, K., Nilsson, G. (2014) Management Control Systems Mc. Graw Hill Education. European Edition.

Atkinson, A., Kaplan, ,R., Matsumura, E., Young, S., (2012) Management Accounting – Information for decision making and strategy execution. Pearson – Prentice Hall. 6th Edition.

Pordomingo, E., Zicari, A. (2020) Tomas Hermanos: An Overview of Management Control. Case-Reference no. 320-0198-1. Subject category: Strategy and General Management. The Case Centre / Centrale de Cas et de Médias Pédagogiques. Published by: ESSEC Business School.

Pordomingo, E., Zicari A. (2019) Nueva Castilla. Case-Reference no. 319-0323-1. Subject category: Strategy and General Management. The Case Centre / Centrale de Cas et de Médias Pédagogiques. Published by: ESSEC Business School

Pordomingo, E., Zicari, A. (2018) The Connquert Case: The Balanced Scorecard as a Tool for Strategy Case-Reference no. 318-0289-1. Subject category: Strategy and General Management. Published by: ESSEC Business School.

WEEK 5, MARCH 21 TO 25

#WE ARE BSB

Master Grande École 2021-2022		
Module's Title:	**New Global Agendas Post Covid-19**	
Subject area/specialisation:	**Global Studies**	
Pedagogy:	**On campus (depending on sanitary conditions)**	
Professor:	**Dra. Sara Barrón López**	sbarron@ucema.edu.ar | barronlopez@gmail.com
	Universidad del CEMA, Argentina	

Course Description and Learning objectives:

Globalization today finds a complex morphology in constant flux. From the perspective of social sciences, reference is made to a long-term process based on paramount geopolitical, economic and socio-cultural changes.

Although consensus is relatively broad when it comes to defining its most defining elements, its implications and potentialities for societies are highly controversial. In particular, facets of the global course are challenged with irreconcilable perspectives in the basis of "rights" and "wrongs" of globalization.

In addition, the globalization process will be considered in the light of the disruption caused by COVID19. The management of the pandemic on a global scale adds more complexity and urgency to reflect on its manifestations and future consequences.

Course aims:

- #1 To Arrive at sociologically based conceptualizations of globalization with reliable and up-to-date references.
- #2 To Identify distinctive processes of globalization from an historical and processual perspective
    - For the purposes of greater analytical understanding, discriminate the various debates around globalization into four major areas of reflection: a) social, b) economic / market, c) political, and d) cultural.
    - In each of these areas: reflect on possible future scenarios, based on the specialized bibliography and some diagnoses by prominent authors.
- #3 To Analyze the most salient debates about the general evolution of globalization, with a focus on:
    - Its limits and potentialities of global wellbeing
    - Its political implications (liberal democracies) and power distribution systems: issues of global governance.

Learning objectives:

Global thinking, cosmopolitan mindset.

The course is intended to equip students with a broad range of skills to become an active participant in a crucial time of change. By studying today's most pressing issues from the migrant crisis to global warming, students will be able to acquire a global perspective to face contemporary challenges.

Description of Content:

Session 1: Global Framework and definitions

Genealogy of a concept. The new and the old of globalization. Chronology -Stages of globalization. Facts and fictions of globalization from a sociological understanding.

Session 2: Global cities and resilience

It is presented the global city model. It will be discussed the geographic dispersal of economic activities that marks globalization, along with the simultaneous integration of such geographically dispersed activities, a key factor feeding the growth and importance of central corporate functions. Ranking models to classify cities will be revised to understand key economic process and variables.

Session 3: Politics and Globalization

The political dimension of the globalization in analysed under the guise of both global and municipal governance, key frameworks to understand current geo-politics. Some empirical cases will be taken as examples to think on issues related to local and international politics, including urban resilience and other key themes of the global agenda.

Session 4: Social Media and Movements in the context of Globalization

The role of technology and mass media are analysed as driving forces behind some key social movements and the consolidation of the knowledge society. Social networks will be also considered as key platforms of late modernity in order to explain new expressions of identity, emerging social practices and digital versions of citizenship where the local and the global intersect in complex ways.

Session 5: Global Governance approaches to Planetary Health

The disruption of the pandemic put into question the scope and benefits of globalization in terms of effective management to cope the different crisis derived (i.e., economic, political, diplomatic, among others). Issues such as global health, zoonoses and multilateralism will be analysed in the context of new controversies arising at global scale.

Assessment:

- Oral Colloquium preview of Essay: 20%
- 1500-word Essay: 75%
- Attentive and participatory course attendance: 5%

Teaching Method:

Following the impact of the pandemic, I will adapt my teaching and assessment to ensure the attending students will be able to follow the course uninterruptedly and safely. This includes being taught through blended delivery, normally including some face-to-face teaching, online provision, or a combination of both through the week.

Bibliography:

BARBER, BENJAMIN R (2013) If Mayors Ruled the World. Dysfunctional Nations, Rising Cities. Yale Books Ch.1

DA CRUZ, NUNO F., RODE PHILIPP, and MCQUARRIE, MICHAEL (2019) *New Urban Governance: A Review of Current Themes and Future Priorities* in Journal of Urban Affairs, Vol.41. n|1 pp1-19. London School of Economics and Political Science.

HEILGENDORFF, FRANZ J. «Conceptualizing Capitalist Globalization » in Philosophy of Globalization Eds Concha Roldán, Daniel Brauer and Johannes Rohbeck (2018) De Gruyter.

HULME, DAVID and HORNER, RORY « After the Immediate Coronavirus Crisis: Three Scenarios for Global Development » in COVID-19 in the Global South Book. Impacts and Responses Book Ed(s): Pádraig Carmody, Gerard McCann, Clodagh Colleran, Ciara O'Halloran (2020) Bristol University Press.

JENKINS, HENRY; FORD, SAM and GREEN, JOSHUA (2013): Spreadable media: creating value and meaning in a network culture. New York University Press.

RONFELDT, DAVID and ARQUILLA, JOHN (2020) « Hope for the Noosphere and Noopolitik: The Global Commons Report » in Whose Story Wins Report. Rise of the Noosphere, Noopolitik, and Information-Age State craft. Report RAND Corporation.

SASSEN, SASKIA (2005) « The Global City, Introducing a concept » en Denationalization: Territory, Authority and Rights in a Global Digital Age. Princeton University Press.

CASE STUDIES references:

#1 URBAN RESILIENCE¬

https://resilientcitiesnetwork.org/

https://www.rockefellerfoundation.org/100-resilient-cities/
#2 CIRULAR ECONOMY
https://ellenmacarthurfoundation.org/topics/circular-economy-introduction/overview
https://www.amsterdam.nl/en/policy/sustainability/circular-economy/
#3 SOCIAL MOVEMENTS AND GLOBAL AGENDA
https://fridaysforfuture.org/
http://niunamenos.org.ar/
https://blacklivesmatter.com/

Master Grande École 2021-2022		
Module's Title:	**Strategic Decision Making for Managers in the Organizations**	
Subject area / specialization:	**Business, Management, Economics**	
Pedagogy:	**Distance learning only**	
Professor:	**Raúl Montalvo**	rmontalvo@itesm.mx
	EGADE Business School, Mexico	

Learning objectives:

Due to the dynamics of the market, it is important for managers to be strategic when making decisions. This implies at the end of the day to have a better understanding of the market, the business, the environment, etc. both from a global and a local perspective. Also, to consider that due to technological and social changes the business models have to be flexible and able to apat to different situations and contexts.

During this course, we will be analyzing the META+CD© model for decision makers. Which considers the analysis of the market, environment, technology, adaptability, competition, diferentation among others.

Description of Content:

Block 1: **Problem-solution business models and decision making from the perspective of business-market-customer**

- Models
- Analysis of companies
- The importance of strategic decision making

Block 2: **Strategic Decision Making: from a market and an environment perspective**

- Market: fragmented/concentrated, young/mature
- Environment, Evolution

Block 3: **Strategic Decision Making: from a technology and adaptability perspective**

- Evolution of technology and the implications for business models
- Transition
- Time, temporality analysis
- Business adaptability and
- Adoption process

Block 4: **Strategic Decision Making: from a competition and diferentiation perspective**

- How competition affects the business?
- Opportunity vs. financial cost and its implications
- Market coverage
- Compatibility
- Differentiation as a strategic objective

Block 5: **Strategic Decision Making: final presentations**

- Analysis of different companies

Assessment:

Final presentations	75
Participation/Attendance	25
Total	100

Teaching Method:

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

- Learning by doing (analysis of a company´s strategy that in gropus have to be presented in the last class following the contents discussed during each block of the course with the guidance of the professor)
- Participation and class discussion

Bibliography:

All readings and materials will be provided by the instructor.