

80240 - Digital Business Modeling and Competitive Strategy

Teaching Guide Information

Subject: Elective

Teaching language:

Plenary session: Group 1: English

Number of credits: 6.0

Term: Second quarter

1. Basic description

Academic center: Escola Superior de Comerç Internacional

Degree / Course: International Business Program

Contact hours: 45

Total number of hours committed: 150

Lecturer: Marc Sansó (marc.sanso@prof.esci.upf.edu)

Timetable: [SIGMA schedule](#)

Office hours: Tuesday 16h

2. Presentation of the course

The course has a dual strategic-technological approach, from which we will approach the essential concepts for modeling innovation in the current competitive environment and the concept of disruption. The central axis lies, therefore, in the analysis of the profound impact technology has on the development of new business models, disruptive innovation, and consolidation of new agents in the business. It has five specific objectives:

1. Understand the essential frameworks of competitive strategy, including the methodology to successfully understand the creation of competitive advantages within complex value chains.
2. Understand the concept of disruptive innovation and its effect on the competitive paradigm shift.
3. Contextualize the importance of technology in the competitive development and growth of the organization, understanding it from a strategic point of view and a cross-cutting perspective.
4. Understand the different stages of technology development and its relationship with the successive stages of development of the business life cycle, adapting the strategy and operations of the company's competitive model to the requirements of each of them.
5. Analyze the current technological map, with an emphasis on the key technologies in the different time horizons, and the identification of selection and investment criteria of the core technologies for each company.

Goals:

- To increase the capacity for strategic analysis of competitive environments, characterizing their essential elements from a customer point of view and competitive factors.
- Characterize the vulnerability of the company's business model to change processes.
- Learn to reformulate the global and general strategy of the company from a perspective of adapting to change.
- To know the internal levers of the organization to systematize innovation as an organizational response to change processes.
- Understanding the impact of technology in business areas of the company.

- Understand how technologies shape industries, enhancing disruptive innovation and the creation of digital business models.
- Analysis of digital methodologies, channels, and tools for building customer-centric, customer satisfaction, and customer loyalty campaigns

3. Educational and learning process outcomes

General competences	Specific competences
<p>Instrumental competences</p> <p>G.I.3. Ability to organise and plan.</p> <p>G.I.4. Ability to tackle and solve problems.</p> <p>G.I.6. Ability to elaborate, present and defend arguments.</p> <p>Generic skills systemic</p> <p>G.S.4. Entrepreneurship.</p> <p>G.S.5. Self-learning capability.</p> <p>G.S.6. Ability to be proactive and propose, develop and implement initiatives and changes within the organisation.</p> <p>Competences for applicability</p> <p>G.A.2. Ability to use quantitative criteria and qualitative insights when taking decisions.</p>	<p>Professional competences</p> <p>E.P.8. Ability to take functional decisions within an organisation with international activity.</p>

The above competences reflect the basic competences set out in Royal Decree 1393/2007, namely:

- Competence to **comprehend knowledge, on the basis of general secondary education.**
- Competence to **apply knowledge** to day-to-day work in international management or marketing, in particular the ability to develop and defend arguments and to solve problems.
- Competence to **gather and interpret** relevant **data**, enabling the development of critical judgements on the economic and social reality.
- Competence to **communicate and transmit information** (ideas, problems, solutions) to a specialist and non-specialist audience.
- Competence to **develop learning activities** in a relatively autonomous manner.

The competences worked on in the course are divided into two groups: those seen as a development or specification of a basic competence; and those that hone graduates' professional profile with respect to general and specific competences.

Basic competence: **understanding of knowledge**

I. General competences G.I.3, G.A.2

Basic competence: **communicate and transmit information**

I. General competences G.I.6

Basic competence: **develop learning activities**

I. General competences G.I.4, G.S.5

Competences that hone graduates' professional profile which are not included under basic competences

In general, these competences combine the following key elements for honing students' professional profile in the area of international business and marketing:

- Provide students with the capacity to adapt to dynamic teams and environments.
- Provide students with the capacity to create their own integral vision of the operation of a business or international marketing project.
- Provide students with the capacity to take complex decisions and carry out negotiation processes.

I. General competences G.I.4, G.I.5, G.S.4

Learning outcomes specified for each topic.

The competences, the learning outcomes, the assessment elements and the quality of the learning process included in this Teaching Plan will not be affected if during the academic trimester the teaching model has to switch either to an hybrid model (combination of face-to-face and on-line sessions) or to a complete on-line model.

4. Contents

TOPIC 1: Strategic management.

Assignments: 1, 2

Learning outcome: This part of the course is concerned with understanding the strategic position of the organization and calibration of the main resources and competencies available, together with the analysis of

1.1. Industry Value chain analysis.

1.2. Five Forces of the Porter Model

1.3. Intern Value chain analysis

1.4. Competitive Variables: cost, quality, innovation, flexibility

1.5. Industry Lifecycle Analysis

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TOPIC 2: Digital Transformation of competitive environments

Assignments: 3

Learning outcome: basic notions of disruption and the role of technology in it. Understanding the evolution of disruptive technology.

2.1. Developmental patterns of adoption of new technological paradigms

2.2. The Hype Cycle of Technology Maturity.

2.3. Competitive characterization of dynamic models associated with technological change.

2.4. Fundamentals of KETs: blockchain, artificial intelligence, IoT, robotics, autonomous objects, data analytics.

TOPIC 3: Strategic innovation process: company perspective

Assignments: 4,5

Learning Outcome: Key frameworks of strategic analysis of impacted technologies and industries

3.1. Analysis of the key technology and business verticals most deeply impacted. Short-term and long-term analysis

3.2. Competitive disruption analysis: competitive paradigm, the role of challengers and big players. Low-end and high-end disruption.

3.3. Applied analysis, based on specific business cases of competitive variables and creation of business models. Relationship between technology and business development through its different phases.

3.4. Redefining Industries Impacted by Digital Disruption

TOPIC 4: Digital Business Modelling

Assignments: 6

Learning Outcome: Understanding of platform-based digital business models, KPIs, and metrics. Growth Models.

4.1. Multi-sided platforms: marketplaces, interaction-based types. Analysis of common models: integrators, aggregators, SaaS.

4.2. Network effect and Metcalfe's Law. Identification of growth incentives

4.3. Analysis of KPIs and metrics: growth, traction, conversion. ARPU vs CRPU, CAC.

4.4. Revenue and cost analysis: monetization strategies

4.5. Growth models: asymmetric vs diversified growth.

4.6.

Assignment	Name	Objectives
1	A mass consumption example	Understanding the essentials of the creation of a value chain.
2	Low-Cost Airlines	Application of the Five Forces of Porter methodology
3	Nokia Vs Apple	Introduction to the concept of disruption. Competitive paradigm analysis
4	Tesla: the challenge of disruption	Analysis of the strategic approach of a challenger and the push for disruption within the automotive sector. Analysis of the business lifecycle.
5	The Lego dilemma	Analysis of the strategic approach of a big player during a process of disruption
6	Netflix: hard times ahead.	Analysis of the procedures to create a multi-sided platform, triggering network effects. Differentiation and characterization of asymmetric and non-asymmetric growth models.

The Schedule of activities can be modified according to the program's needs.

5. Assessment

Assessment elements	Time period	Type of assessment		Assessment agent			Type of activity	Grouping		Weight (%)
		Comp	Opt	Lecturer	Self-assess	Co-assess		Indiv	Group	
Resolution of Assignments (groupal)	weekly	X		X			Case		X	40
Exam	end of term	X		X			Synthesis	X		60

Students must take the final exam if they want to receive a quantitative course evaluation. Students who do not attend the final exam will receive a "No Show" grade.

Total or partial copy and/or plagiarism will imply a failure in the subject with a final grade of zero points and no access to the make-up exam. According to the academic regulations specified in the Disciplinary rules for students of Universitat Pompeu Fabra, other additional sanctions may apply depending on the

seriousness of the offence.

In case of divergence between the evaluation criteria established in the Learning Plan and the Teaching Guide, those established in the Learning Plan will prevail.

6. Sustainable Development Goals

SDG 4: QUALITY EDUCATION

SDG 8: DECENT WORK AND ECONOMIC GROWTH

SDG 9: INDUSTRY, INNOVATION AND INFRASTRUCTURE