

MBA Exchange:
IESE Business in Barcelona, Spain
Abby DeBerry
Full Semester: Jan-April



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What to Pack

- Converters/Wall Adapter. I would get a converter that works for Europe and the UK.
- Any cosmetic products that you may need. Ex. Hair gel, curl cream, mousse
- Medicine. Ex. Tylenol, Advil, Allergy medicine
- Sunglasses (multiple)
- Fanny pack or small bag that can be secured to your body
- Camera(s)/Polaroid Camera
- Tripod (HIGHLY recommend)
- Beach blanket
- Microfiber towel/any quick drying towel

Things to do in Barcelona

Shopping

El Corte Inglés | <https://goo.gl/5c21td>

Maremagnum | <https://goo.gl/C246re>

DIAGONAL MAR | <https://goo.gl/FLBeKT>

SPLAU | <https://www.splau.com/>

La Roca Village Outlet shopping | <https://goo.gl/oxfKbG>

Shopping Streets:

- Porta de angel street
- Passeig de Gràcia street

Ps: For non-Europeans don't forget to ask for your Tax free invoice VAT “21% refund at the airport”

Attractions

El Raval

- Museo d'Art Contemporani de Barcelona
- Gran Teatre del Liceu
- Palau Güell
- Sant Pau del Camp
- Rambla del Raval

El Born

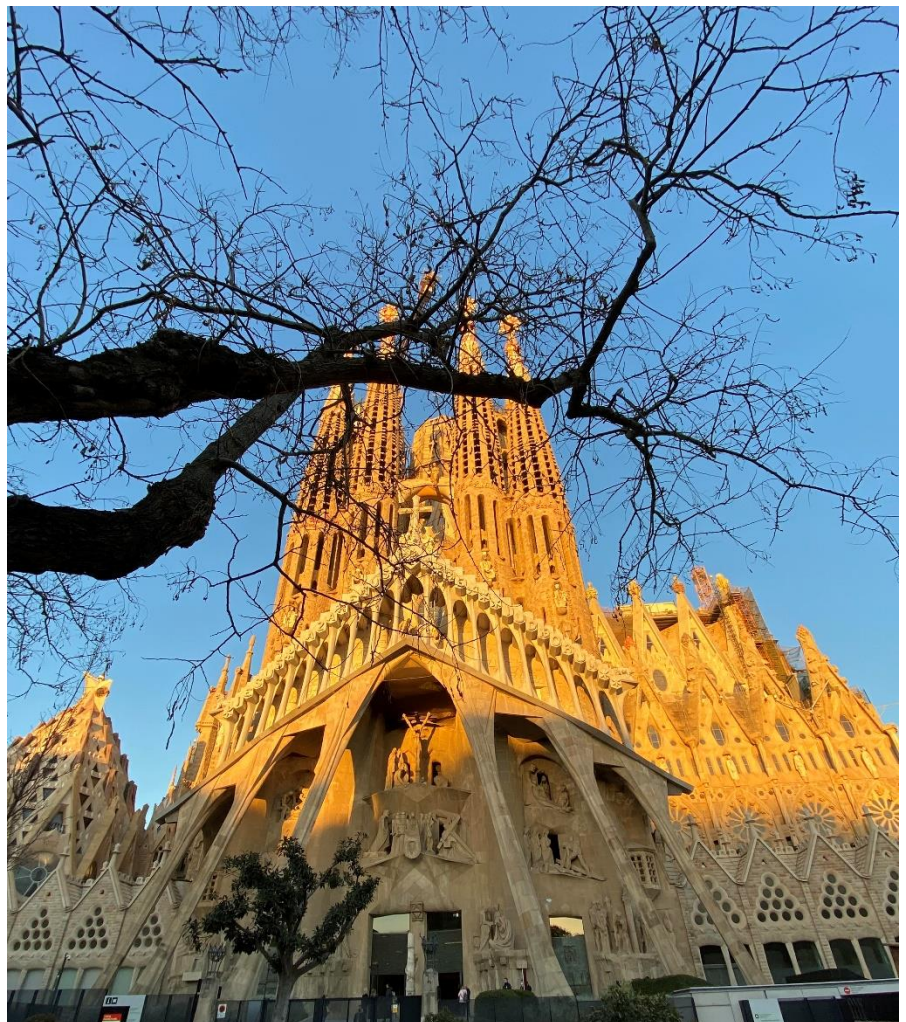
- Palau de la Música Catalana
- El Born Centre Cultural
- Santa Maria Del Mar
- Mercat Santa Catarina
- Museu Picasso
- El Born CCM

Plaza de España

- Museu Nacional d'Art de Catalunya
- Palau Victòria Eugènia
- Torre de Comunicacions de Montjuïc
- Teatre Lliure
- Jardins de Joan Maragall
- Jardins de Laribal
- Catalan Museum of Archaeology
- Museu d'Arqueologia de Catalunya
- Museu Etnològic de Barcelona
- Magic Fountain of Montjuïc

Other

- La Fàbrica de Chocolate



- CosmoCaixa - Science Museums
- Barcelona Aquarium
- Tibidabo Amusement Park
- Chocolate Museum
- Barcelona Zoo
- Montjuïc Cable cars
- Ciutadella Park
- Wax Museum
- Las Golondrinas boat trip
- Poble Espanyol
- Maritime Museum
- Walking Tours

<https://www.guruwalk.com/walks/4511-exclusive-gothic-quarter-free-walking-tour/reviews/new?>

Museums

Camp Nou
 Picasso Museum
 Barcelona History Museum
 Museu Nacional d'Art de Catalunya
 Palau de la Música Catalana
 Moco Museum Barcelona

Hiking

El Montjuïc | Teleférico de Montjuïc
 (Barcelona Cable Car)
 Park Güell
 El Bunkers
 Montserrat

Beaches

Platja Barceloneta
 Platja Bogatell
 Playa Icària
 Platja de Badalona
 Platja Masnou

Nightlife

Jamboree
 Shoko
 Pacha
 CDLC
 Opium
 Catwalk



Housing

Most exchange students stayed in Eixample and opted for Airbnb. I stayed in two Airbnbs over my time. I stayed with another Kenan-Flagler student on exchange at IESE for a month and then moved closer to IESE.

Airbnb 1

Name: Charming Apartment in Barcelona | Hosted by Alvaro & Pol

Address: Carrer de la Diputació, 354 5º 3ª, Barcelona, Catalunya 08013, Spain

2 bedrooms, 1 bath

Cost: \$2560.91 USD (Jan 5- Jan 31)

I loved this place! The neighborhood was fun and a short walk to bars & clubs. However, it took about an hour on public transportation to get to IESE.

[Airbnb 2](#)

Name: New 3 double bedrooms gorgeous apartment | Hosted by Al & Milla

Address: Carrer Del Pedraforca, 14, L'Hospitalet de Llobregat, Catalunya 08905, Spain

3 bedrooms, 1 bath

Cost: \$4,700.15 USD (Feb 4-Apr 7)

I would NOT recommend this place. It was dirty, in a quiet neighborhood, and the host was very rude.

[Transportation](#)

Public transportation is VERY easy in Barcelona, and I recommend using it as much as you can. You can call an Uber but there are not many available. It is extremely easy to walk to a taxi stand or hail a taxi on the street. I also used an app called FREE NOW (mytaxi) to call cars.

[Courses](#)

It is important to note that IESE is on a semester schedule rather than Mods, so make sure to speak with Patricia if you are only going for one Mod so that you can sign up for the correct number of credits. I choose the full semester (Mod III and Mod IV). If you are interested in IESE, I would HIGHLY suggest going a full semester. I think Spring semester is the best time. Below are the courses that I choose:

[Personal Finance](#)

Professor(s): Javier Estrada

January 10-14 (Intensive Course)

This course was one of the best courses I have taken during my MBA experience. The material is relevant and can immediately be put into practice. The professor was no nonsense but willing to help when asked.

Rating: 10/10

[From Adam Smith to Pope Francis: What is Business for?](#)

Professor(s): Pedro Videla, Martin Schlag

January 17-21 (Intensive Course)

I found this course very interesting! It allowed me to see multiple point of views when it comes to the intersectionality of religion and business. All students were very respectful in offering their opinions and experiences during class.

Rating: 9/10

[Entrepreneurial Finance 3](#)

Professor(s): Heinrich Liechtenstein, Rob Johnson

January 24-April 5

Very good class if interested in learning how to finance your own business! It wasn't the most interesting to me. Professors were very knowledgeable.

Rating: 8/10

[Cross-Cultural Issues in Negotiation](#)

Professor(s): Kandarp Mehta

January 24-March 28

I loved this course! A welcomed extension to the Negotiations class offered at Kenan Flagler. The professor is wonderful!

Rating: 9/10

[Organizations of the Future](#)
Professor(s): Sampsa Samila

January 26-February 24

The professor was very quirky but I liked how he taught the class. Cool information.

Rating: 7/10

[Corporate Finance in Emerging Markets](#)
Professor(s): Ahmad Rahnema Alavi

January 26-March 10

I was lost the entire course. I would not recommend.

Rating: 4/10

[Applied Tools for Investors](#)
Professor(s): Javier Estrada

February 7-March 15

I enjoyed having the professor for a second time. We expanded on some of the topics we learned in the intensive course. Not a bad class.

Rating: 8/10



Unexpected Costs

[Transportation Costs](#)
80 Euros/ \$90.78

I bought the T-Jove travel card for young adults under 25 years old. Unlimited rides on the metro, bus, train, and tram for 3 months (90 days after purchase).

[VPN](#)
\$47.23

I bought a Surfshark 3 month VPN subscription so that I could watch Netflix, Hulu, and other streaming services for the U.S.

[Phone Plan](#)
20 Euros/month

I bought the Orange Holiday SIM card that gives you 30GB to use in 30 days. I would recommend

buying the SIM card once you arrive for better rates.

[Money Exchange](#)

A small percentage is charged whenever you exchange money. I would take some cash (USD) for emergencies but using a credit/debit card is easiest. Apply/Tap pay is available everywhere, even in cabs/taxis.

Advice

Have an amazing time abroad! Get outside your comfort zone and explore. You will not regret it!

If you have any questions, please feel free to contact me!

Abby DeBerry

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Appendix

Example Winter Schedule

2021-2022 Final Elective Courses

2021-2022 Winter Course Descriptions

Winter Bidding Timeline

2021-2022 Academic Calendar

If you enter the course code in the cells below, you will highlight the schedule of that course

Important Note: Sessions flagged with a comment indicate a classroom change. Be aware that comments will not appear when document is printed. Please check the digital version.

ROOM	NAIROBI	B-102	F-102	Q-502	NAIROBI	B-102	F-102	Q-502	NAIROBI	B-102	F-102	Q-502	NAIROBI	B-102	F-102	Q-502	NAIROBI	B-102	F-102	Q-502				
January																								
MONDAY 10					TUESDAY 11					WEDNESDAY 12					THURSDAY 13					FRIDAY 14				
8:15 - 9:30		PERFIN				PERFIN				PERFIN				PERFIN				PERFIN						
9:45 - 11:00	AFRICA	PERFIN	SERMA		AFRICA	PERFIN	SERMA		AFRICA	PERFIN	SERMA		AFRICA	PERFIN	SERMA		AFRICA	PERFIN	SERMA					
11:15 - 12:30	AFRICA		SERMA		AFRICA		SERMA		AFRICA		SERMA		AFRICA		SERMA		AFRICA		SERMA					
12:45-14:00				PYTHON				PYTHON				PYTHON				PYTHON				PYTHON				
14:15-15:30	AFRICA		MANDES		AFRICA		MANDES		AFRICA		MANDES		AFRICA		MANDES		AFRICA		MANDES					
15:45-17:00	AFRICA		MANDES		AFRICA		MANDES		AFRICA		MANDES		AFRICA		MANDES		AFRICA		MANDES					
17:15-18:30			SEARCH				SEARCH				SEARCH				SEARCH				SEARCH					
18:45-20:00			SEARCH	09:00-18:00			SEARCH	09:00-18:00			SEARCH	09:00-18:00			SEARCH	09:00-18:00			SEARCH	09:00-18:00				

ROOM	B-102	F-102	Q-502	B-102	F-102	Q-502	B-102	F-102	Q-502	B-102	F-102	Q-502	B-102	F-102	Q-502	B-102	F-102	Q-502						
January																								
MONDAY 17					TUESDAY 18					WEDNESDAY 19					THURSDAY 20					FRIDAY 21				
8:15 - 9:30																								
9:45 - 11:00		DUBAI	ADPO			DUBAI	ADPO			DUBAI	ADPO			DUBAI	ADPO			DUBAI	ADPO					
11:15 - 12:30		DUBAI	ADPO			DUBAI	ADPO			DUBAI	ADPO			DUBAI	ADPO			DUBAI	ADPO					
12:45-14:00	EXSIM			PYTHON	EXSIM			PYTHON	EXSIM			PYTHON	EXSIM			PYTHON	EXSIM			PYTHON				
14:15-15:30		DUBAI	MANDES			DUBAI	MANDES			DUBAI	MANDES			DUBAI	MANDES			DUBAI	MANDES					
15:45-17:00		DUBAI	MANDES			DUBAI	MANDES			DUBAI	MANDES			DUBAI	MANDES			DUBAI	MANDES					
17:15-18:30																								
18:45-20:00	08:30-18:30				08:30-18:30				08:30-18:30				08:30-18:30					08:30-18:30		08:30-18:30				

ROOM	F-102	G-201	B-102	B-201	B-301	F-102	G-201	B-102	B-201	B-301	F-102	G-201	B-102	B-201	B-301	F-102	G-201	B-102	B-201	B-301				
January																								
MONDAY 24					TUESDAY 25					WEDNESDAY 26					THURSDAY 27					FRIDAY 28				
8:15 - 9:30		RESTATE		VCPE		NEG-1						ORGANIZE		POWER		NAVEI		ORGANIZE		POWER				
9:45 - 11:00		RESTATE		VCPE		NEG-1					NAVEI		ORGANIZE	POWER		NAVEI		ORGANIZE	POWER					
11:15 - 12:30	PSL-2	SE			HEALTH	PSL-2	SE			HEALTH	EXEC	EMECO-1	INNOVATE-I	POWER-I	SMA	EXEC	EMECO-1	INNOVATE-I	POWER-I	SMA				
12:45-14:00	WELCOME EXCHANGE - G-201																							
14:15-15:30	CMC	ML	TRADI	ENFI-2		CMC	ML	TRADI	ENFI-2		EXEC-2	EMECO-2	CFEM	POWER-II		EXEC-2	EMECO-2	CFEM	POWER-II					
15:45-17:00		SISCI-1		ENFI-3			SISCI-1		ENFI-3		BMI	STRATGEO	CONFLICT	SALMA		BMI	PERSO-I	STRATGEO	VCIC	SALMA				
17:15-18:30	CROSSNEG	RESTATE-2	CITY			CREATIV	BUSPER	STRATGEO-2	STRATS		BMI	STRATGEO	CONFLICT	SALMA		BMI	PERSO-I	STRATGEO	VCIC	SALMA				
18:45-20:00	CROSSNEG	RESTATE-2	CITY			CREATIV	BUSPER	STRATGEO-2	STRATS		BMI	STRATGEO	CONFLICT	SALMA		BMI	PERSO-I	STRATGEO	VCIC	SALMA				

ROOM	F-102	G-201	B-102	B-201	B-301	F-102	G-201	B-102	B-201	B-301	F-102	G-201	B-102	B-201	B-301	F-102	G-201	B-102	B-201	B-301				
Jan./Febr.																								
MONDAY 31					TUESDAY 1					WEDNESDAY 2					THURSDAY 3					FRIDAY 4				
8:15 - 9:30		RESTATE		VCPE		NEG-1							SICON					ORGANIZE						
9:45 - 11:00		RESTATE		VCPE		NEG-1							SICON	POWER				ORGANIZE	POWER					
11:15 - 12:30	PSL-2	SE		DEMERS	HEALTH	PSL-2	SE		DEMERS	HEALTH	EXEC	EMECO-1	INNOVATE-I	POWER-I	SMA			EXEC	INNOVATE-I	POWER-I				
12:45-14:00													ALUMNI SESSION - 12:45-14:00 (Aula Magna)											
14:15-15:30	CMC	ML	TRADI	ENFI-2		CMC	ML	TRADI	ENFI-2		EXEC-2	EMECO-2	CFEM	POWER-II		WOMEN IN BUSINESS					EXEC-2	POWER-II		
15:45-17:00		SISCI-1		ENFI-3			SISCI-1		ENFI-3		BMI	STRATGEO	VCIC	SALMA					VCIC					
17:15-18:30	CROSSNEG	RESTATE-2	CITY			CREATIV	BUSPER	STRATGEO-2	STRATS		BMI	STRATGEO	VCIC	SALMA					VCIC					
18:45-20:00	CROSSNEG	RESTATE-2	CITY			CREATIV	BUSPER	STRATGEO-2	STRATS		BMI	STRATGEO	VCIC	SALMA					VCIC					

ROOM	F-102	G-201	B-102	B-201	B-301	F-102	G-201	B-102	B-201	B-301	F-102	G-201	B-102	B-201	B-301	F-102	G-201	B-102	B-201	B-301				
February																								
MONDAY 7					TUESDAY 8					WEDNESDAY 9					THURSDAY 10					FRIDAY 11				
8:15 - 9:30		RESTATE	ATFI	VCPE									ORGANIZE			ORGANIZE								
9:45 - 11:00		RESTATE	ATFI	VCPE									ORGANIZE	POWER		ORGANIZE			VCIC					
11:15 - 12:30	PSL-2	SE		DEMERS	HEALTH						EXEC	EMECO-1	INNOVATE-I	POWER-I	SMA	EXEC	EMECO-1	INNOVATE-I	POWER-I	SMA				
12:45-14:00													FT RANKING BRIEFING (Aula Magna) 12:55-13:55 (tbc)											
14:15-15:30	CMC	ML	TRADI	ENFI-2							EXEC-2	EMECO-2	CFEM	POWER-II					VCIC					
15:45-17:00				ENFI-3							BMI	PERSO-I	STRATGEO	VCIC	SALMA	BMI			VCIC					
17:15-18:30	CROSSNEG	RESTATE-2	CITY								BMI	PERSO-I	STRATGEO	VCIC	SALMA	BMI			VCIC					
18:45-20:00	CROSSNEG	RESTATE-2	CITY								BMI	PERSO-I	STRATGEO	VCIC	SALMA	BMI			VCIC					

ROOM	F-102	G-201	B-102	B-201	B-301	F-102	G-201	B-102	B-201	B-301	F-102	G-201	B-102	B-201	B-301	F-102	G-201	B-102	B-201	B-301				
February																								
MONDAY 14					TUESDAY 15					WEDNESDAY 16					THURSDAY 17					FRIDAY 18				
8:15 - 9:30		RESTATE	ATFI	VCPE		NEG-1		ATFI					ORGANIZE					ORGANIZE						
9:45 - 11:00		RESTATE	ATFI	VCPE		NEG-1		ATFI			NAVEI	BRAND	SICON	POWER		NAVEI	BRAND	SICON	POWER					
11:15 - 12:30	PSL-2	SE		DEMERS	HEALTH	PSL-2	SE		DEMERS	HEALTH	EXEC	EMECO-1	INNOVATE-I	POWER-I	SMA	EXEC	EMECO-1	INNOVATE-I	POWER-I	SMA				
12:45-14:00																								
14:15-15:30	CMC	ML	TRADI	ENFI-2		CMC	ML	TRADI	ENFI-2		EXEC-2	EMECO-2	CFEM	POWER-II		EXEC-2	EMECO-2	CFEM	POWER-II					
15:45-17:00				ENFI-3					ENFI-3					CONFLICT	SALMA			PERSO-I	STRATGEO	SALMA				
17:15-18:30	CROSSNEG	RESTATE-2	CITY			CREATIV	BUSPER	STRATGEO-2	STRATS					CONFLICT	SALMA			PERSO-I	STRATGEO	SALMA				
18:45-20:00	CROSSNEG	RESTATE-2	CITY			CREATIV	BUSPER	STRATGEO-2	STRATS					CONFLICT	SALMA			PERSO-I	STRATGEO	SALMA				

ROOM	F-102	G-201	B-102	B-201	B-301	F-102	G-201	B-102	B-201	B-301	F-102	G-201	B-102	B-201	B-301	F-102	G-201	B-102	B-201	B-301				
February																								
MONDAY 21					TUESDAY 22					WEDNESDAY 23					THURSDAY 24					FRIDAY 25				
8:15 - 9:30		RESTATE	ATFI	VCPE		NEG-1		ATFI					ORGANIZE					ORGANIZE						
9:45 - 11:00		RESTATE	ATFI	VCPE		NEG-1		ATFI			NAVEI	BRAND	SICON	POWER		NAVEI	BRAND	SICON	POWER					
11:15 - 12:30	PSL-2	SE		DEMERS	HEALTH	PSL-2	SE		DEMERS	HEALTH	EXEC	EMECO-1	INNOVATE-I	POWER-I	SMA	EXEC	EMECO-1	INNOVATE-I	POWER-I	SMA				
12:45-14:00																								
14:15-15:30	CMC	ML	TRADI	ENFI-2		CMC	ML	TRADI	ENFI-2		EXEC-2	EMECO-2	CFEM	POWER-II		EXEC-2	EMECO-2	CFEM	POWER-II					
15:45-17:00		SISCI-1		ENFI-3			SISCI-1		ENFI-3					CONFLICT	SALMA			PERSO-I	STRATGEO	SALMA				

CONNECT DAY (CONSUMER, FINTECH & TECH)
&
VCIC (European round)

11:15 - 12:30	EASTER HOLIDAY	PERSOI 0.5		VALUE	DEMER	HEALTH	PERSOI 0.5		VALUE	DEMER		EXEC		INNOVATE-I	POWER-I		EXEC		POWER-I	INNOVATE-I	
12:45-14:00							CORPENT		SFIN												
14:15-15:30				TRADI				CORPENT		SFIN			EXEC-2			POWER-II		EXEC-2		POWER-II	STRATGEO
15:45-17:00		DDO	SISCI-1				DDO	SISCI-1						PERSO-II	SFIN						STRATGEO
17:15-18:30		TRANSFO	BUSPER	STRATGEO-2	STRATS		TRANSFO			CORPGO				PERSO-II	SFIN						STRATGEO
18:45-20:00			BUSPER	STRATGEO-2	STRATS					CORPGO											

ROOM	F-102	G-201	B-102	B-201	B-301	F-102	G-201	B-102	B-201	B-301	F-102	G-201	B-102	B-201	B-301	F-102	G-201	B-102	B-201	B-301	F-102	B-102	B-201	B-301											
April																																			
MONDAY 25												TUESDAY 26						WEDNESDAY 27						THURSDAY 28						FRIDAY 29					
8:15 - 9:30		STRALUX	FINTECH				STRALUX	FINTECH																											
9:45 - 11:00		STRALUX	FINTECH				STRALUX	FINTECH				BRAND	PROMA			NAVEI	BRAND	PROMA						SICON											
11:15 - 12:30	PERSOI 0.5		VALUE	DEMER				VALUE					INNOVATE-I			EXEC		INNOVATE-I						SICON											
12:45-14:00								VALUE																											
14:15-15:30																EXEC-2																			
15:45-17:00	DDO	SISCI-1				DDO	SISCI-1				CORPENT	PERSO-II	SFIN					PERSO-II						STRATGEO											
17:15-18:30	TRANSFO		CORPGO			TRANSFO	BUSPER	STRATGEO-2	STRATS		CORPENT	PERSO-II	SFIN					PERSO-II						STRATGEO											
18:45-20:00			CORPGO				BUSPER	STRATGEO-2	STRATS		CORPENT																								
May																																			
MONDAY 9												TUESDAY 10						WEDNESDAY 11						THURSDAY 12						FRIDAY 13					
HOLIDAYS																																			
GRADUATION (TBC)																																			

International Electives: Nairobi															
Code	Name of Course & Concentration			Professor	Credits	Language	Incompatibles							Start date	End date
AFRICA	Doing Business in Africa + Geopolitics			F. Ogola	1	E	MANDES	PERFIN	PYTHON	SEARCH	SERMA			Jan-10	Jan-14

International Electives: Dubai															
Code	Name of Course & Concentration			Professor	Credits	Language	Incompatibles							Start date	End date
DUBAI	Middle East: From Cultural Foundations to Sustainability and AI			M. Las Heras	1	E	ADPO	EXSIM	MANDES	PYTHON				Jan-17	Jan-21

Intensive Electives: Barcelona Campus																
Code	Name of Course & Concentration			Professor	Credits	Language	Incompatibles							Start date	End date	
ADPO	From Adam Smith to Pope Francis: What is Business for?			M. Schlag	0.5	E	DUBAI	EXSIM	PYTHON					Jan-17	Jan-21	
EXSIM	Executive Management Simulation			A. Girbal/A. Serrano	1	E	ADPO	DUBAI	MANDES	PYTHON				Jan-17	Jan-21	
MANDES	Managing Derivative Securities			R. de Santiago	0.5	E	AFRICA	EXSIM	DUBAI	PYTHON				Jan-10	Jan-21	
PERFIN	Personal Finance			J. Estrada	0.5	E	AFRICA	PYTHON	SERMA					Jan-10	Jan-14	
PYTHON	Python Bootcamp for Data Analysis			D. Diaz-The Bridge Dig. Talent Accelerator	1	E	ADPO	AFRICA	DUBAI	EXSIM	MANDES	PERFIN	SEARCH	SERMA	Jan-10	Jan-21
SEARCH	Entrepreneurial Acquisitions and Search Funds			J. Simon	0.5	E	AFRICA	PYTHON						Jan-10	Jan-14	
SERMA	Service Management			P. Rocha	0.5	E	AFRICA	PERFIN	PYTHON					Jan-10	Jan-14	

Electives: Barcelona Campus															
Code	Name of Course & Concentration			Professor	Credits	Language	Incompatibles							Start date	End date
ATFI	Applied Tools for Investors			J. Estrada	1	E	NEG-1	RESTATE	VCPE					Feb-07	Mar-15
BMI	Business Model Innovation			C. Zott	0.5	E	CONFLICT	PERSO-I	SALMA	STRATGEO	VCIC			Jan-26	Mar-10
BRAND	Brands and Advertising			X. Oliver	1	E	NAVEI	POWER	PROMA	SICON				Feb-10	Apr-28
BUSPER	Management and Law: a Business Perspective			I. Costas	1	E	CREATIV	STRATGEO-2	STRATS	TRANSFO				Feb-01	Apr-26
CFEM	Corporate Finance in Emerging Markets			A. Rahanema	0.5	E	EMECO-2	EXEC-2	POWER-II					Jan-26	Mar-10
CITY	Cities in Motion: Strategy Foundations of City Management			P. Berrone/J.E. Ricart	0.5	E	CROSSNEG	RESTATE-2						Jan-24	Feb-28
CMC	Crisis Management and Communications			Y. De la Cierva	0.5	E	ENFI-2	ML	TRADI					Jan-24	Mar-08
COACHING 0.5	Coaching 0.5			A. Ribera	0.5	E	CORPENT	PERSO-II	SFIN					Mar-16	Apr-07
CONFLICT	Managing Conflicts and Turbulence			A. Vaccaro	0.5	E	BMI	SALMA	STRATGEO					Jan-26	Mar-17
CORPENT	Corporate Entrepreneurship			J. Prats	0.5	E	COACHING 0.5	PERSO-II	SFIN					Mar-23	Apr-27
CORPGO	Corporate Governance			C. Garcia Pont	0.5	E	TRANSFO							Mar-14	Apr-25
CREATIV	Creativity and Laboratory of Ideas			K. Mehta	0.5	E	BUSPER	STRATGEO-2	STRATS					Jan-25	Mar-15
CROSSNEG	Cross-Cultural Issues in Negotiation			K. Mehta	0.5	E	CITY	RESTATE-2						Jan-24	Feb-28
DDO	Data-Driven Organization			J. Valor/J. Zamora	0.5	E	ENFI-3	SISCI-1						Mar-14	Apr-26
DEMER	Derecho Mercantil			C. Sancho	1	S	HEALTH	PERSOI 0.5	PSL-2	SE	VALUE			Jan-31	Apr-25
EMECO-1	Emerging Economies-1			P. Videla	1	E	EMECO-2	EXEC	INNOVATE-I	POWER-I	SMA			Jan-26	Mar-10
EMECO-2	Emerging Economies-2			P. Videla	1	E	CFEM	EMECO-1	EXEC-2	POWER-II				Jan-26	Mar-10
ENFI-2	Entrepreneurial Finance-2			H. Liechtenstein/R. Johnson	1	E	CMC	ENFI-3	ML	TRADI				Jan-24	Apr-05
ENFI-3	Entrepreneurial Finance-3			H. Liechtenstein/R. Johnson	1	E	DDO	ENFI-2	SISCI-1					Jan-24	Apr-05
EXEC	EXECUTE! Implementing Strategic and Organizational Change			M. Maoret	1	E	EMECO-1	EXEC-2	INNOVATE-I	POWER-I	SMA			Jan-26	Apr-28
EXEC-2	EXECUTE! Implementing Strategic and Organizational Change-2			M. Maoret	1	E	CFEM	EMECO-2	EXEC	POWER-II				Jan-26	Apr-28
FINTECH	The Rising of Fintech			M. Anton/M. Giné	0.5	E	STRALUX							Mar-22	Apr-26
HEALTH	Management in the Health Sector (Health Care, Medical & Pharmaceutical)			M. Rosenmöller	1	E	DEMER	PERSOI 0.5	PSL-2	SE	VALUE			Jan-24	Apr-19
INNOVATE-I	Innovation Strategy			S. Samila	1	E	EMECO-1	EXEC	POWER-I	SMA				Jan-26	Apr-28
ISP 0.5	Independent Study Project			TBD	0.5	E/S								----	----
ISP 1	Independent Study Project-1			TBD	1	E/S	****For more information check ISP description page in the Course Catalog							----	----
LAND	Landing in your family business – setting priorities and aligning with your family			H. Liechtenstein										Dec-03	Mar-25
ML	Machine Learning			M.A. Canela	1	E	CMC	ENFI-2	TRADI					Jan-24	Apr-04
NAVEI	Entrepreneurship: New Ventures			M. Carrenzo	1	E	BRAND	POWER	PROMA	SICON				Jan-26	Apr-28
NEG-1	Negotiation-1			K. Mehta	0.5	E	ATFI							Jan-25	Mar-08
ORGANIZE	Organizations of the Future			S. Samila	0.5	E								Jan-26	Feb-24
PERSO-I	Personalidad y liderazgo-I			P. de Castro	0.5	S	BMI	SALMA	STRATGEO	VCIC				Jan-27	Feb-24
PERSO-II	Personalidad y liderazgo-II			P. de Castro	0.5	S	COACHING 0.5	CORPENT	SFIN					Mar-23	Apr-28
PERSOI 0.5	Personality, Self Leadership and Happiness 0.5			A. Ribera	0.5	E	DEMER	HEALTH	VALUE					Mar-14	Apr-25
POWER	Power and Influence in Organizations			S. Brion	1	E	BRAND	NAVEI	POWER-I	POWER-II	PROMA	SICON		Jan-26	Apr-22
POWER-I	Power and Influence in Organizations-I			S. Brion	1	E	EMECO-1	EXEC	INNOVATE-I	POWER	POWER-II	SMA		Jan-26	Apr-22
POWER-II	Power and Influence in Organizations-II			S. Brion	1	E	CFEM	EMECO-2	EXEC-2	POWER	POWER-I			Jan-26	Apr-22
PROMA	Project Management			J. Ribera	0.5	E	BRAND	NAVEI	POWER					Mar-16	Apr-28
PSL-2	Public Speaking for Leaders 2			Y. De la Cierva	0.5	E	DEMER	HEALTH	SE					Jan-24	Mar-07
RESTATE	Real Estate Investments and Management			C. Vergara	0.5	E	ATFI	RESTATE-2	VCPE					Jan-24	Feb-28
RESTATE-2	Real Estate Investments and Management-2			C. Vergara	0.5	E	CITY	CROSSNEG	RESTATE					Jan-24	Feb-28
SALMA	Sales Management			C. Chiesa	1	E	BMI	CONFLICT	PERSO-I	STRATGEO	VCIC			Jan-26	Mar-17
SE	Sustainable Entrepreneurship: Creating Opportunities for Meaningful Change			D. Pacheco	0.5	E	DEMER	HEALTH	PSL-S					Jan-24	Mar-01
SFIN	Sustainable Finance			A. Rahnema	0.5	E	COACHING 0.5	CORPENT	PERSO-II					Mar-16	Apr-27
SICON	Social Impact Consulting			J. Jané	1	E	BRAND	NAVEI	POWER					Jan-27	Apr-29
SISCI-1	Management Control			E. Weber	1	E	DDO	ENFI-3						Jan-24	Apr-26
SMA	Social Media Analytics			I. Alegre/ M.A. Canela	0.5	E	EMECO-1	EXEC	INNOVATE-I	POWER-I				Jan-26	Mar-09
STRALUX	Strategic Management Fashion & Luxury Goods Industry			F. Ferraro/A. Baldo	0.5	E	FINTECH							Mar-22	Apr-26
STRATGEO	Strategy and Geopolitics			M. Rosenberg	1	E	BMI	CONFLICT	PERSO-I	SALMA	STRATGEO-2	VCIC		Jan-26	Apr-29
STRATGEO-2	Strategy and Geopolitics			M. Maoret	1	E	BUSPER	CREATIV	STRATGEO	STRATS	TRANSFO			Jan-25	Apr-26
STRATS	Strategy and Sustainability			M. Rosenberg	1	E	BUSPER	CREATIV	STRATGEO-2	TRANSFO				Jan-25	Apr-26
TRADI	Qué hacen los buenos directivos. El Día a día del Director General			J.E. Ricart	1	S	CMC	ENFI-2	ML					Jan-24	Apr-19
TRANSFO	Transformación Estratégica			J. Vilà	0.5	S	BUSPER	CORPGO	STRATGEO-2	STRATS				Mar-07	Apr-26
VALUE	Value Investing			M. Badia	0.5	E	DEMER	HEALTH	PERSOI 0.5					Mar-21	Apr-26
VCIC	Venture Capital Investment Competition Course			H. Liechtenstein/L.M. Cabiedes/D. Frodsham	0.5	E	BMI	PERSO-I	SALMA	STRATGEO				Jan-27	Feb-11
VCPE	Venture Capital & Private Equity			H. Liechtenstein/U. Grabenwarter	1	E	ATFI	RESTATE						Jan-24	Mar-28

Important Note: Sessions flagged with a comment indicate a classroom change. Be aware that comments will not appear when document is printed. Please check the digital version

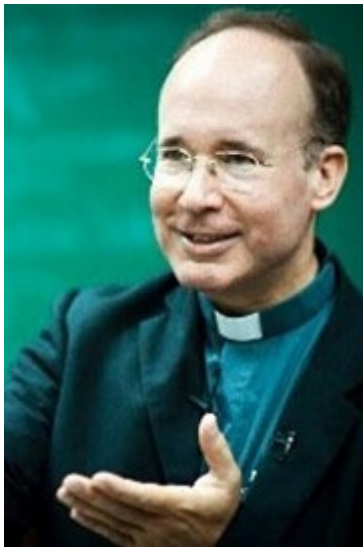
Concentration:
Data Analytics & Digital Business
Entrepreneurship & Innovation
Finance
International Business

Course Acronym	Course Name	Language	Professor
ADPO	From Adam Smith to Pope Francis: what is business for?	English	Prof. Martin Schlag , Prof. Pedro Videla
ATFI	Applied Tools for Investors	English	Prof. Javier Estrada
BRAND	Brands and Advertising	English	Prof. Xavier Oliver Conti
CFEM	Corporate Finance in Emerging Markets	English	Prof. Ahmad Rahnema
CITY	Cities in Motion: Strategy Foundations of City Management	English	Prof. Pascual Berrone , Prof. Joan Enric Ricart Costa
CMC	Crisis Management and Communications	English	Prof. Santiago de la Cierva
CORPENT	Corporate Entrepreneurship	English	Prof. Julia Prats
CORPGO	Corporate Governance	English	Prof. Carlos García Pont
CROSSNEG	Cross-Cultural Issues in Negotiation	English	Prof. Kandarpkumar Mehta
DDO	Data-Driven Organization	English	Prof. Josep Valor , Prof. Javier Zamora
EMECO-2	Emerging Economies 2	English	Prof. Pedro Videla
ENFI-2	Entrepreneurial Finance 2	English	Prof. Rob Johnson , Prof. Heinrich Liechtenstein
ENFI-3	Entrepreneurial Finance 3	English	Prof. Rob Johnson , Prof. Heinrich Liechtenstein
EXEC-2	EXECUTE! Implementing Strategic and Organizational Change 2	English	Prof. Massimo Maoret
FINTECH	The Rising of Fintech	English	Prof. Miguel Antón , Prof. Mireia Giné Torrens
FINTECH-2	The Rising of Fintech-2	English	Prof. Miguel Antón , Prof. Mireia Giné Torrens
HEALTH	Management in the Health Sector (Health Care, Medical and Pharmaceutical)	English	Prof. Magda Rosenmöller
INNOVATE-I	Innovation Strategy I	English	Prof. Sampsá Samila
MANDES	Managing Derivative Securities	English	Prof. Rafael de Santiago
NEG-1	Negotiation 1	English	Prof. Kandarpkumar Mehta
ORGANIZE	Organizations of the Future	English	Prof. Sampsá Samila
PERFIN	Personal Finance	English	Prof. Javier Estrada
POWER-I	Power and Influence in Organizations I	English	Prof. Sebastien Brion
POWER-II	Power and Influence in Organizations II	English	Prof. Sebastien Brion
PSL-2	Public Speaking for Leaders 2	English	Prof. Santiago de la Cierva
PYTHON	Python Bootcamp for Data Analysis	English	Prof. Diego Diaz
RESTATE	Real Estate Investments and Management	English	Prof. Carles Vergara Alert
RESTATE-2	Real Estate Investments and Management 2	English	Prof. Carles Vergara Alert
SE	Sustainable Entrepreneurship: Creating Opportunities for Meaningful Change	English	Prof. Desirée Pacheco
SEARCH	Entrepreneurship Through Acquisitions and Search Funds	English	Prof. Jan Simon
SFIN	Sustainable Finance	English	Prof. Ahmad Rahnema
SICON	Social Impact and Sustainability Consulting	English	Prof. Inés Alegre , Prof. Pascual Berrone , Prof. Romain Boulongne , Prof. Joan Jané Marcet, Prof. Desirée Pacheco , Prof. Joaquim Vila
STRALUX	Strategic Management in Fashion and Luxury Goods	English	Prof. Andrea Baldo , Prof. Fabrizio Ferraro
STRATEGEO	Strategy and Geopolitics	English	Prof. Mike Rosenberg
STRATEGEO-2	Strategy and Geopolitics 2	English	Prof. Massimo Maoret
STRATS	Strategy and Sustainability	English	Prof. Mike Rosenberg
VALUE	Value Investing	English	Prof. Marc Badia
VCPE	Venture Capital and Private Equity	English	Prof. Uli Grabenwarter , Prof. Heinrich Liechtenstein

WINTER TERM 2021
COURSE DESCRIPTIONS

From Adam Smith to Pope Francis: what is business for? - 0.5 credits

Prof. Martin Schlag



Prof. Pedro Videla



INTRODUCTION

“In view of the importance of religion in the organization of political and economic life in most countries, the economist cannot, as a scientist, ignore it. ... We are witnessing a gradual reunification of the social sciences. This reunification will be slow, but it is inevitable.” (Jean Tirole, Winner of the Nobel Prize in Economics, 2014) Reality is more important than ideas, but human reality is shaped by actions, and these are rooted in ideas. Business is part of society too, and as such is guided by ideas, as the economist John Maynard Keynes has famously put it: “Practical men, who believe themselves to be quite exempt from any intellectual influence, are usually the slaves of some defunct economist.” Without reflection on the ideas that guide business, we become easy prey to manipulation, populists and ideology. Adam Smith is considered the father of political economics; Pope Francis has been speaking out strongly to world leaders on responsible forms of business, also in his encyclical

on social friendship Fratelli Tutti of October 4, 2020. We will study some of their ideas (and others) and their meaning for the purpose of business.

OBJECTIVES

To help students become critical and reflexive thinkers, who can position themselves conscientiously in society as citizens and honest men and women. The course aims at fostering sustainable business practices which produce goods that are really good, services that really serve, and wealth that has real worth. The course also offers the possibility to exercise frequently used arguments in business ethics cases.

CONTENT

Overview of different approaches to business and the economy. Business ethics cases.

METHODOLOGY

Mix of interactive teaching and cases.

EVALUATION

Active participation in class (100%)

FACULTY

Professor Martin Schlag

Born 1964 in New York, USA. 1991 Doctor iuris at the University of Vienna. 1996 priestly ordination in the Prelature of Opus Dei. 1998 Doctor Theologiae at the Pontifical University Santa Croce. Since 2008 professor for social moral theology at the same University, as well as cofounder and Director of its Research Centre Markets, Culture and Ethics. 2012 appointment as Consultant to the Pontifical Council for Justice and Peace. 2013 appointment as full professor at Santa Croce, and 2014 as Fellow at the Centre for Enterprise, Markets and Ethics in Oxford. Since 2015 also professor for Business Ethics at the University Roma 2 Tor Vergata. Over 80 publications, among them: *Cómo poner a dieta al caníbal. Ética para salir de la crisis económica*, (Madrid: Rialp, 2015); together with Domènec Melé *Humanism in Economics and Business. Perspectives of the Catholic Social Tradition*, (New York: Springer 2015); and *A Catholic Spirituality for Business: The Logic of Gift* (Washington, DC: The Catholic University of America Press, 2019).

Professor Pedro Videla

Pedro Videla is professor in the Economics Department at IESE Business School. He holds a Ph.D. and an MA in economics, both from the University of Chicago, and a commercial engineering degree in economics from the Universidad Católica de Chile. His areas of specialization include macroeconomics, international economies and emerging economies.

As a consultant Prof. Videla has been involved in projects with institutions such as the World Bank, IMF, EU, the Inter American Development Bank, and the USAID. He has been a guest professor at many universities worldwide, including Reykjavik University (Iceland), Nile

University (Egypt), Lagos Business School (Nigeria), CEIBS (China), Universidad de los Andes, (Chile) and Wharton School (USA).

LEARNING OUTCOMES

Critical thinking. Sustainable business practices. Sound ethical argument.

COMPETENCES

Students should possess and understand knowledge that provides the basis or opportunity for originality in the development and/or application of ideas, often in a research context. Valuing the common good above and beyond the limits of one's own job and within the framework of globalization.

Learning to live as a global citizen by confronting multicultural issues present in the global market.

Recognizing the dangers and taking advantage of the opportunities that impact the competitiveness and effectiveness of business.

Adopting an anthropological and sociological model based on academic studies that explain organizational behavior, with special emphasis on the concepts of motivation, trust, authority, power and commitment. Orienting the model toward analysis and action in the organization of work, management styles and the creation of business cultures.

STUDENT PROFILE

All MBA-2 students are welcome

ADDITIONAL INFORMATION

Number of credits

0.5

Language

English

Quantitative orientation of the course (1: not at all; 5: highly quantitative)

1

Geographical focus of course or cases

Global

Doing Business in Africa + Geopolitics - 1 credit

Prof. Frederick Onyango Ogola

INTRODUCTION

This course will introduce you to the reality of doing business in Africa. The African continent has been always considered the bandwagon of economic development and hence, it has been overlooked in the agenda of companies and businessmen from developing economies. However, a more accurate reality shows that the continent has potential –small but growing, nevertheless - to develop new ideas and successful business models. A business potential that will hopefully put the continent on a sustainable path of economic growth, and that will make countries more independent of financial aid and donations. The main objective of the course "Doing Business in Africa" is to help students experience in-situ this potential and expose them to the opportunities and challenges that Africa presents to business leaders and have direct interactions with business leaders and African MBA students. Some notions of World geopolitics as they affect Africa will also be discussed.

OBJECTIVES

Understand the socio-economic, political and business context for doing business in Africa
Discuss the new opportunities linked to key successful industries in Africa - agribusiness, consumer goods, tourism, financial services, natural resources, ...
Understand the management challenges of working in Africa, including political risks, people management issues and legal D
Discuss key success models with some local entrepreneur and managers of both indigenous and foreign companies

CONTENT

Africa context and geopolitics
Understanding consumer markets in Africa
Impact of new technologies in the continent
Analysis of key industries (agribusiness, mobile money, oil and gas, tourism, microfinance)
Cross cultural management and African business etiquette
Stakeholder management and corruption

METHODOLOGY

The course will be structured as a multidisciplinary seminar in which several professors and speakers will introduce topics in economics, marketing and operations, finance and leadership. Some classes will be taught through a series of African cases that represent real management decisions and students will have the opportunity to discuss the cases with relevant local managers. There will also be some round table discussions with guest speakers and site visits, and a networking exercises with Kenyan E-MBA.

In additions to the sessions, students will be asked to (a) prepare a logbook on his experience; (b) prepare a short team paper-preparation (3 pages) on either an African economy, a relevant business opportunity in Africa or one industry of interest.

EVALUATION

Students will be evaluated in the following manner:

30-40 % Individual class participation

25-30 % Individual course log

30-40 % Team final paper & in-module deliverables

FACULTY

Frederik Ogola

Senior Lecturer of strategy and decision making at Strathmore University Business School (SBS)

PhD and Master's Degree in Management Science and Innovation from ESADE Business School

LEARNING OUTCOMES

Increased knowledge about the African context

Critical thinking with regard to a new business environment (assessed via class participation and a term final project)

Multi-cultural awareness and abilities (assessed via the participation in the different cross-cultural exercise)

Practice robust decision-making in highly uncertain and rapidly changing environments

COMPETENCES

Critical thinking vis a vis new context and idea

Resilience to face difficult environments

Cultural awareness

Team work

STUDENT PROFILE

Any MBA-II student

ADDITIONAL INFORMATION

Number of credits 1.0

Language English

Quantitative orientation of the course (1: not at all; 5: highly quantitative) 2

Geographical focus of course or cases Global

Applied Tools for Investors - 1 credit



Prof. Javier Estrada

INTRODUCTION

This course has no cases. If you can live with that, then keep on reading.

OBJECTIVES

The ultimate goal of this course is to provide you with tools widely used by investors and finance practitioners at large. The course is 100% applied and practical and you will not just read or hear about these tools but you will also get to apply them yourself. This is both a self-contained course on issues related to Portfolio Management and Wealth Management, as well as an ideal continuation of PERFIN, if you have taken that course. ATFI is a bit more technical than PERFIN, and the workload is higher, but nothing an IESE student would not be able to handle just fine.

CONTENT

The following are the topics and issues to be discussed during our sessions:

1. Background. Basic finance theory / Mean returns.
2. A Long-Term Perspective. Return / Risk.
3. Risk and Return. Other views of risk / Risk-adjusted returns.
4. Beyond Beta. The three-factor model / Smart beta.
5. Retirement Planning. The working period / The retirement period.
6. Portfolio Construction. Optimization in Excel / Geometric mean maximization.
7. Forecasting. Multiples / The return decomposition model.
8. Emerging Markets. Performance / Risk.

METHODOLOGY

This course is based on interactive lectures, not on cases. The core of each session is the class discussion, which is preceded by an article in the course package to be read before the session, and supplemented by another posted on Blackboard after the session. Critically important, class discussions are also based on your application of the tools discussed in class.

EVALUATION

Performance on this course will be evaluated through five group applications (80% of the final credit) that consist of processing data, applying tools, interpreting results, and generating a brief report; and on individual class participation (20%).

FACULTY

JAVIER ESTRADA

Professor of Finance

Ph.D. in Economics, University of Illinois at Urbana-Champaign

M.S. in Finance, University of Illinois at Urbana-Champaign

Licenciado en Economía, Universidad Nacional de La Plata (Buenos Aires)

LEARNING OUTCOMES

This course will provide you with a broad set of tools that will ultimately make you, first, a better investor of your own money; and second, a better advisor of your clients' money, should you end up working in the wealth management sector.

COMPETENCES

This course will provide you with broad skills in the area of wealth management. Such skills are relevant for those that end up working in the finance industry, advising clients on how to manage their capital; or those that end up working in other industries but still need to sensibly manage their own savings.

STUDENT PROFILE

Anybody interested in a better understanding of critical issues related to the management of their capital or that of others.

ADDITIONAL INFORMATION

Number of credits

1.0

Language

English

Quantitative orientation of the course (1: not at all; 5: highly quantitative)

4

Geographical focus of course or cases

Global

Business Model Innovation- 0,5 credits



Prof. Zott

INTRODUCTION

In the past few decades, innovations in computing and information technologies have accelerated, instigating a fundamental shift in the economic and competitive landscapes. The changes that this shift has been fueling are pervasive, comprehensive and disruptive. Often touted as the “digitalization of business,” they go far beyond increasing firm efficiency and profitability through digitizing individual processes or functions within firms. They are profound, holistic, and shake firms to their core. They encompass every industry in every corner of the world. They present new and exciting business opportunities in industries that were once considered all but immune to attacks from newcomers. These developments present enormous opportunities for aspiring entrepreneurs whose innovative business models can disrupt entire industries as Airbnb did in the hospitality industry, and Uber in the industry for personal transportation. As well, managers of incumbent firms need to explore new possibilities for value creation that are anchored in the redesign of their firms’ business models as Charles Schwab, the financial services firm, did when it transformed its business model to the web. Reinforcing and accelerating these mega trends, the scale of the COVID-19 health crisis is altering the preferences, habits, and risk attitudes of customers, prompting companies large and small, public and private, for-profit and social, to reinvent and reimagine themselves.

Business Model Innovation (BMI) is a half credit MBA elective course that prepares you to be a more effective manager, entrepreneur, business leader and consultant in this new reality. The course centers on the conceptualization, design, analysis and implementation.

OBJECTIVES

The main objective of the course is to familiarize you with the knowledge, concepts and tools needed to diagnose and evaluate existing business models as well as to analyze, design and implement novel business models. The concepts that form the basis for the course are deeply anchored in state-of-the-art research and practice on the subject of business model innovation. The integrative framework that we will learn addresses both the content (e.g., the key components of a business model) as well as the process of business model design. The course material guides you through the strategic analysis, ideation and development stages of the business model innovation process; it helps you work through that process in a structured manner.

CONTENT

Sessions 1&2: Introduction To BMI

Introduction to the course and its key concepts

Why do business models matter?

What is a business model? What is it not?

The “What, How, Who & Why” framework and its implications

Sessions 3&4: The Power Of New Models

Adopting a Business Model Mindset and why is it needed

Leadership actions to foster a Business Model Mindset

What is business model innovation?

A framework for business model innovation

Measuring business model innovation

The Pros and Cons of business model innovation

Sessions 5&6: Strategic Design Of BMI

Why is a design perspective relevant to business model development?

What is design in the context of Business models?

Business Model Design Drivers:

Deployable Resources (D)

External Environment (E)

Stakeholders’ Activities (S)

Incumbents’ Templates (I)

Goals (G)

Perceived Needs (N)

Robust BMI

The Business Model Design Process

Building a BMI capability

Sessions 7&8: BMI Tools and Evaluation

Tools for articulating and understanding business models

Tools for framing the business model design effort

Tools for designing and implementing business model innovations

Tools for evaluating business models

Value proposition

The NICE value drivers

Business Model Canvas

Session 9&10: Managing the Organizational Challenges of BMI in Startups and in Established Firms

What are the business model implementation challenges and barriers in startups and in established firms?

Creating internal fit – overcoming resistance to change and organizational inertia in established firms

Addressing leadership and knowledge gaps

Managing business model implementation risks in startups

The sharks dilemma

The roles of governance and leadership in business model implementation

Revenue models

Strategic implications of business model innovation in the digital age

How to develop a business model innovation strategy

Sessions 11&12: Project Presentations

Student teams present their BMI projects to the class

METHODOLOGY

You will be introduced to a comprehensive framework for developing and implementing a new business model described in *BUSINESS MODEL INNOVATION STRATEGY: Transformational Concepts and Tools for Entrepreneurial Leaders* By: Raphael Amit and Christoph Zott John Wiley & Sons Inc. 2021 Hoboken, NJ. The framework will be brought to life through a combination of lectures, in-class exercises, illustrations, case discussions and guest speakers.

EVALUATION

Course evaluation will be based on individual class participation and in-class assignments (40%), group assignments (20%) and a group project (40%).

FACULTY

Prof. Christoph Zott

Professor of Entrepreneurship

PhD, Commerce and Business Administration, University of British Columbia, Canada

Diplom-Wirtschaftsingenieur, Karlsruhe Institute of Technology, Germany

DEA, Génie Industriel, Institut National Polytechnique de Grenoble, France.

Christoph Zott is Full Professor and Head of the Entrepreneurship Department at IESE based in Barcelona / Spain. Before joining IESE he was a tenured Professor of Entrepreneurship at INSEAD in Fontainebleau / France. For the past 25 years, Prof. Zott has worked and lived in Germany, U.S., Canada, France and Spain. He founded a consulting company and mentors entrepreneurs all over the world. He is passionate about helping people and companies to realize their dream to “create something from nothing.”

Prof. Zott teaches courses on entrepreneurship and business model innovation in the IESE MBA and Executive Education programs. He advises startups, high-growth firms, social ventures as well as large established firms interested in innovation and entrepreneurial change. His advisory work and teaching are anchored in his own research. Prof. Zott has written over 50 articles and published them in top journals and books. His research has been featured in *The Economist*, *Forbes* and in *The Wall Street Journal*. His research interests range from business model design and innovation to entrepreneurial leadership.

In addition to being an experienced teacher, consultant, mentor, and researcher, Prof. Zott has served in various professional leadership positions. For example, he served as the Co-Editor of the *Strategic Entrepreneurship Journal*, the leading international journal on entrepreneurship. In addition, Prof. Zott was elected as the Chair of the Strategic Management Division of the Academy of Management, the world's largest organization of management scholars.

LEARNING OUTCOMES

Learn the key concepts that enable you to analyze and design new business models, and apply them to real-world problems

Identify and evaluate opportunities for creating and capturing value through the design of the business model
Understand the value drivers of business models, and how they contribute to the firm's value proposition
Learn and apply techniques for generating and evaluating new business models
Learn and apply design thinking to develop business model innovations
Develop your ideas into full-fledged concepts that are ready for implementation
Assess the challenges associated with business model innovation in start-ups
Assess the challenges associated with business model design and rejuvenation in large established firms

COMPETENCES

The course fosters valuable competencies for MBA students interested in innovation, design, entrepreneurship, consulting, and general management. Top managers and entrepreneurs need to be able to design and implement value-creating business models to ensure the viability, success, and sustainability of their firms. Recent studies indicate that these competencies have indeed become crucial for managers to help them address disruptions in their respective industries, and to leverage new business opportunities that present themselves through new technologies, digitalization and shifts in customer preferences. Business model analysis and design are also quickly becoming essential ingredients of the senior consultant's toolkit who aspires to provide premium advice and help to top managers and entrepreneurs. Accordingly, the course will provide you with the following skills:

Adopt a holistic and systemic perspective of the firm, the stakeholders that are involved in its valuecreating activities, and the ecosystem in which the firm is embedded
Understand the firm's business model as a level of analysis that is distinct from other levels (e.g., product, process, organization, or industry) and hence a unique differentiating factor
Articulate, depict, and evaluate the business model of an existing firm
Analyze its strengths and weaknesses
Describe its key components and value drivers
Understand the different steps in the design process
Apply design thinking to the development of a new business model for an established firm
Understand the drivers of the design process, and how they influence the business model design outcome
Present your newly developed business model concept to senior managers and convince them about the merits of your ideas

STUDENT PROFILE

I would like to encourage highly motivated, energetic, and pro-active students who are passionately interested in business model innovation and entrepreneurial initiative in new and established firms to apply. The course is designed principally to address the interests of students who expect to embark on an entrepreneurial career, expect to assume a managerial role within a venture-backed start-up company, or wish to pursue a management consulting or corporate career oriented towards innovation and the pursuit of new business opportunities. The course will build on a range of fields including strategy, marketing, entrepreneurship, organization design, and finance.

ADDITIONAL INFORMATION

Number of credits
0.5

Language

Quantitative orientation of the course (1: not at all; 5: highly quantitative)4

Geographical focus of course or cases

None - globally applicable

Brands and Advertising - 1 credit



Prof. Xavier Oliver Conti

INTRODUCTION

Parity is the main problem of brands today. Consumers are finally on the driving seat and decide what they want to buy with very little loyalty to the brands they have been consuming in the past. This is the consequence of a very big change in consumer behavior mainly due to the extraordinary number of products and services in all categories that are perceived similar or even the same. Discovering what can be done to differentiate a brand from the rest is crucial to build a solid business today. And the rules of the game have changed. We all love brands like Apple and Nike, but it's hard to fully understand what did they do to be where they are today. Copying doesn't work as it did before because we are talking about companies and brands that base their existence in ideologies with lots of values. That are very difficult to imitate

OBJECTIVES

Discover how big and small brands from lots of sectors have managed to cross the walls people have built to prevent the assault of mass marketing communications. Find ways to enroll consumers into the brand ideals, emotions and products. Discover how to turn consumers into fans.

CONTENT

The subject will be divided in 9 modules:

1. Luxury products. Luxury Brands
2. Low Cost
3. Cult Brands
4. Retail Revolution

5. Branding in NGO's
6. Personal Branding
7. Employer Brand
8. Being the Best in the World
9. Brands with a Dream

METHODOLOGY

9 cases, 8 workshops and 3 invited guest speakers

EVALUATION

Class attendance and participation (60%), Workshops exercises (40%)

FACULTY

Xavier Oliver
Professor of Marketing

Doctor in Communications, University of Navarra
Graduate in Economic Sciences and Management. University of Barcelona

LEARNING OUTCOMES

Greater marketing strategy skills

Better understanding of the market dynamics
Better understanding of consumer behavior
Greater insights into the possibilities of better communications

COMPETENCES

Company Strategical Decision Making
Understanding Customer Purchasing Behavior
Understand Customer's Brand Loyalty and Impulse Buying in different product and service segment
Judgments of different brand positioning

STUDENT PROFILE

This subject is for all those who believe they will have management responsibilities on the company strategy and positioning that will be reflected on how customers will think, feel and act in front of their brand or brands, as well as those who want to understand

customers orientation strategies. Marketing, strategy, sales, retail and corporate communications are all involved in Brands and Advertising.

ADDITIONAL INFORMATION

Number of credits

1.0

Language

English

Quantitative orientation of the course (1: not at all; 5: highly quantitative)

1

Geographical focus of course or cases

Management and Law: a Business Perspective - 1 credit



Prof. Ignasi Costas Ruiz del Portal

INTRODUCTION

This course explores the legal context in which businesses operate. Students examine various areas of the law which are integral to operating a business enterprise, in order to understand the role of the law in the decision-making process and know when/how to avoid risks and identify opportunities

OBJECTIVES

The purpose of the course is to understand basic legal terminology, anticipate and evaluate legal issues in business transactions and develop critical thinking skills. The aim of the course is to prepare students to recognize legal issues, to gain an enhanced understanding of legal concepts and constraints, and to improve analytical problem-solving and decision-making skills in order to gain confidence with respect to the legal environment. In business practice, this invaluable set of skills will be applicable as a strategic tool on a day-to-day as well as long-term basis. It is not about becoming a business law specialist, but about recognizing legal instruments and concepts that can be used in the business world.

CONTENT

This course will use case studies for a more practical approach and to appreciate details from real-life situations. Furthermore, the content of the course will be presented using a combination of legal concepts from a continental European perspective in addition to a US perspective. Although these legal systems have different backgrounds and structures, they do, nonetheless, share some common rules, especially in business-related matters.

Through the integration of the content of this course, students will gain a strong level of comfort, acquiring and developing valuable decision-making skills.

Sessions of the course will be linked through a linear project in which a group of individuals decide for different reasons to start their own venture. We will live with them for some weeks, witnessing the difficulties and challenges they must face when creating the

company. From the moment they have to leave their existing activities (termination, non-competition, non-solicitation), to the agreement on the rules of coexistence (shareholders' agreements), to the need of bringing talent with limited resources (SOPs), to the negotiation with investors, and on, to the internationalization of the activities of the company. We will also get familiar with the basic concepts of different commercial contracts (license, sale, franchise, distribution, etc) that they deal with in their day-to-day activities within the company. Next we will face some structural decisions due to the will of some of the founding shareholders to leave the project. We will analyze different scenarios such as: buying their shares, going public (IPO), or selling the company. Lastly, we will pay close attention to those liabilities that business owners and high-level executives may face, focusing on how to anticipate and manage corporate crises, including bankruptcy

METHODOLOGY

Students are not expected to memorize legal texts but are expected to read assignments and participate actively in projects and in class discussions, which will focus on the different stages that a company goes through, understanding the law as a strategic tool to increase risk management, optimize resources, maximize value and increase predictability. Materials will be provided by the instructor.

EVALUATION

Students are not expected to memorize legal texts but are expected to read assignments and participate actively in projects and in class discussions, which will focus on the different stages that a company goes through, understanding the law as a strategic tool to increase risk management, optimize resources, maximize value and increase predictability. Materials will be provided by the instructor.

FACULTY

Ignasi Costas

Degree in Law, Pompeu Fabra University
Chartered European Financial Analyst
Postgraduate studies at UCLA, UC Davis, and Harvard University.
Lecturer at Spanish Universities
Visiting Scholar at Columbia University Law School

LEARNING OUTCOMES

Understand the strategic importance of law in business management.

Acquire sufficient knowledge to obtain a general familiarity with business law.

Apply legal knowledge and concepts in order to prevent and avoid legal problems, shift disputes and resolve conflict.

Obtain the necessary skills and knowledge to manage their legal exposures in an efficient, cost-effective and ethical manner.

Become knowledgeable and critical consumers of legal services and understand their importance when preventing conflict.

Obtain the necessary tools and skills to do legal research in the future, as a means to make educated choices about legal related matters.

Think critically about legal issues in order to develop a deeper understanding and informed opinions.

Understand the relationship of ethics to law, as a means of avoiding legal conflict by behaving ethically.

Improve risk management skills by learning to prevent and shift legal liability and identify the legal consequences that derive from it.

COMPETENCES

- Students should know how to apply the knowledge acquired and their problem-solving capacity in new and little-known settings within broader (or multidisciplinary) contexts related to their area of study.
- Recognizing the dangers and taking advantage of the opportunities that impact the competitiveness and effectiveness of the business
- Measuring and being aware of one's own attitude toward risk and uncertainty. Learning methods to identify risk factors, evaluate them and study their impact on decisions. Carrying out awareness studies, advanced simulations and scenario analysis.
- Apply

STUDENT PROFILE

The course is targeted at entrepreneurs who intend to start a company, young business owners, high-level executives and decision-makers, in general, who are seeking to gain or broaden their general understanding of business law as a competitive advantage.

ADDITIONAL INFORMATION

Number of credits

1.0

Language

English

Quantitative orientation of the course (1: not at all; 5: highly quantitative)

1

Geographical focus of course or cases

Europe US

Corporate Finance in Emerging Markets - 0.5 credits



Prof. Ahmad Rahnema

INTRODUCTION

International competition has become one of the major challenges that most companies have to face. Competing internationally requires firms to take advantage of all opportunities and be aware of possible threats of the international financial markets. This course focuses on the key concepts of financial management in emerging markets, economies that are the engine of growth opportunities in the global economy

OBJECTIVES

The course will explore issue related with the financial management in the emerging markets. Attention will be focused on the application of finance perspectives in key business decisions such as investment analysis, structuring and contracting; analysis of key international financial decisions including financing, risk management, and financial logistics; and the key interactions of finance and competitive strategy in a the context of the emerging markets.

CONTENT

To this aim, key concepts of financial theory will be reviewed with a focus on investment and financing decisions as it relates to investors in emerging markets. Relevant features of emerging markets will be covered. Subsequently, the issue of exposure to currency and political risks will be addressed from a corporate perspective (the different types of risks, how to measure them, whether and how to hedge them).

Topics that related to financing as well as special financing vehicles are presented. The last part of the course will deal with issues related to valuation in the emerging economies.

METHODOLOGY

Each session will involve class discussion. In some instances, discussion will be centred on lectures; in others it will be centred on a business case. Your participation is critical to the success of the course. You are expected to read all cases and reading materials, before come to class, and participate in class discussion.

EVALUATION

There will be a final exam at the end of the course. Class participation during the course module is also important aspects of the course. Thus, grades will be based on the final exam (70%), and on your contributions in classroom (30%).

FACULTY

Ahmad Rahnema

Professor of Financial Management

Ph.D. in Management, IESE Business School, University of Navarra

Master of Business Administration, Western Michigan University

LEARNING OUTCOMES

Upon finishing this course, students must be able to:

- I. Identify the different classes of financial risks faced by businesses operating in emerging markets.
- II. Measure the company's exposure to these risks.
- III. Evaluate strategies available for businesses operating in emerging markets to hedge their currency risk.
- IV. Perform investment analysis in emerging markets.

COMPETENCES

☐ General Competences

- I. Decision making in a changing and complex context characterized by high level of political, social and economical uncertainty.
- II. Understanding the idiosyncratic financial challenges faced by businesses operating in emerging markets.

☐ Specific Competences

- I. Understand why companies and investors are interested in doing business in emerging markets? What are the conditions under which a corporation can add to shareholder value through business in emerging economies?
- II. Understand how to hedge for currency risks in countries with no derivative markets
- III. Understand and apply appropriate quantitat

STUDENT PROFILE

ADDITIONAL INFORMATION

Number of credits

0.5

Language

English

Quantitative orientation of the course (1: not at all; 5: highly quantitative)

1

Geographical focus of course or cases

Global

Cities in Motion: Strategy Foundations of City Management - 0.5 credits



Prof. Pascual Berrone



Prof. Joan Enric Ricart Costa

INTRODUCTION

Cities are not a new phenomenon. They can be traced back as far as 5000 when the city of Urkus in the southern desert of Iraq was as a metropolis with 50,000 inhabitants. Since then, cities have evolved in various forms and shapes. For the first time in over 5000 years, the urban population has outnumbered the rural population. Today cities are the place where about half of the World lives and develops its main activities. They have become the fundamental systems where individuals work, play, dream, love, and die.

We tend to have a rather fix impression of the city where we live. We know where our work is, what bus to take to go to downtown or where the nearest supermarket is to buy our groceries. Cities, however, are not static entities. On the contrary, cities develop dynamically as they grow in size and change their shape and personality as time goes by: they are Cities in Motion. It is this rather dynamic characteristic that allows accommodating the rapid growth of the urban population. In those cities where the growth was carefully planned, the city has maintained or even improved their services and the level of quality of life of the community. Conversely, urban areas that were careless about the needs of a growing population feel how their urban infrastructures are collapsing.

And this is just the beginning. Projections indicate that this trend will intensify during the next decades, with 75 percent of the population expected to be located in cities by the year 2040. To accommodate this boom, in the next 40 years we must build out the same amount of urban capacity our ancestors took 4,000 years to create. Can this growth be done in a sustainable way? Will cities be able to respond to the impact of this massive growth? Why are some cities considered “smart”? What is the role of the companies? What are the business opportunities in the process of reinventing cities? What are the new opportunities arising from lifestyles shaped by rising population density? How do we engage citizens in the process? Will we expand in ways that ensure communities are enjoyable places to live and promote social equality? And if so, how do we do it?

The elective course entitled “Cities in Motion: Strategy Foundations of City Management” emphasizes the notion of “Smart Governance.” That is, we stress the role of strategic thinking within the confines of cities. Urban leaders are generalists, and at the core of leadership is the setting of an overall strategy for the city. This course brings a set of concepts and a point of view of these inherently complex and creative processes that are particularly relevant in managing a city.

Smart Governance also implies taking an integrated view of the city. It accentuates the relationships among the functional areas of the municipality (i.e., economy, transport and mobility, education, finance etc.). We challenge the traditional view that cities typically adopt by implementing initiatives in a siloed fashion where each agency would pursue its own plans. We will argue that a prosperous city is one that embraces a holistic approach to urban initiatives. Coordination and consistency across the functional areas within a municipality and among different social actors are hallmarks of effective urban strategy. In this way, the city is able to tap its full potential for integration by creating value through more comprehensive, integrated improvements to city infrastructure and services.

At the same time, we will analyze the role the private sector has in transforming the cities. From a company’s point of view, understanding the challenges and opportunities that urbanization represents and the idiosyncratic elements that cities have when they become “customers”, are fundamental if firms want to thrive in an increasingly urbanized world. In this regard, broad issues such as the sharing economy, new business models, the process of digitalization, and the public-private collaboration arrangements will be analyzed and discussed.

OBJECTIVES

Thinking strategically at the city level is a difficult skill to master. This module's objective is to push participants to think strategically in different situations that cities (and companies) around the world face. The course will introduce the participants to a coherent framework of urban planning and related concepts used to analyze a city's competitive and social environments. We expect you to be able to use these tools to become better strategic urban thinkers. Additionally, cases will present situations where difficult issues need to be evaluated or critical decisions need to be made in order to successfully cope with strategic urban challenges. The ultimate objective is to formulate an urban strategy for a city and/or a commercial strategy for a firm that has a city as a client that will shape the future environment of it by adopting a strategic decision-making approach.

CONTENT

The course material consists of cases and complementary reading. Through the different sessions, we will try to cover both, the perspective of the city, and the perspective of the companies, as they collaborate to deal with the Urban Challenges.

METHODOLOGY

The course presents the framework and concepts of urban strategies by analyzing concrete urban situations in recent cases. The concepts are integrated into our conceptual framework and extended in a final lecture. We use the case discussions to debate the challenges and opportunities associated with cities' growth supported with complementary material and some guests to our sessions. In addition to class participation in the discussion, there is teamwork with a compulsory group project.

EVALUATION

Class participation: 50%

Course project: 50%

FACULTY

Pascual Berrone

Professor of Strategic Management

Ph. D. in Business Economics and Quantitative Methods

Holder of the Chair of Sustainability and Business Strategy Schneider Electric

Joan Enric Ricart

Professor of Strategic Management and Economics

Doctor Ingeniero Industrial, Universidad Politécnica de Cataluña

Ph. D. in Managerial Economics and Decision Sciences, Northwestern University (Kellogg)

Doctor en Ciencias Económicas y Empresariales, Universidad Autónoma de Barcelona

Holder of the Chair Carl Schroeder on Strategic Management

LEARNING OUTCOMES

1. Think strategically in different situations that cities and companies around the world face.
2. Learn a coherent framework of urban planning
3. Understand the notion of “smart governance” and learn the impact it can have on business models
4. Link related concepts that are used to analyze the competitive and social environments of a city and its internal strengths and weaknesses.

5. Evaluate critical decisions that are city-wide
6. Formulate the core elements of an urban strategy for a city
7. Apply concepts and tools to the real and concrete urban challenge

COMPETENCES

Conceptualizing and developing sound plans that can be presented to real urban situations

- Learning to manage tools that help implement an urban strategy, both for cities and companies.
- Performing an in-depth analysis of the determining factors and evolution of urbanization and the challenges and opportunities that may emerge from it.
- Understanding and assessing the impact of urbanization on a different society and its actors

STUDENT PROFILE

This course is intended for students who are interested in the intersection of business and urban challenges. It is also relevant to students interested in strategy consulting in the field of urban development.

ADDITIONAL INFORMATION

Number of credits

0.5

Language

English

Quantitative orientation of the course (1: not at all; 5: highly quantitative)

2

Geographical focus of course or cases

Global

Crisis Management and Communications- 0,5 credits

Prof. De la Cierva

INTRODUCTION

Companies, even excellent companies, can find themselves embroiled in crises that threaten their economic results, their reputation with priority stakeholders, and even their survival. The urgency of the situation and the emotional tensions affecting managers, make the right decisions is much more difficult.

Solving serious crises always involves measures of two kinds: action that focuses on the effects of the crisis on people and things, as well as addressing the causes of the crisis; and the communication of these actions to ensure that stakeholders understand what is being done and collaborate in overcoming the problem. Crisis management without effective communication does not lead to a solution; it simply makes matters worse.

This course helps to learn the main elements of crisis response and provides the means to create a personal self-training process to master conflict prevention, crisis management and communication, and post-crisis recovery and renewal.

OBJECTIVES

The aims of the course are:

To understand the dynamics of corporate crises of all kinds (mistakes with severe consequences, criminal behavior, external attacks, accidents and natural disasters, media scandals) and the typical behavior of various stakeholders — victims, employees, customers, neighbors, public authorities and regulators, shareholders, unions, local communities, the media — in such situations.

To learn about the most effective measures for resolving crises, including both situations for which the organization bears responsibility (corporate apology strategies) and those involving malicious accusations or groundless claims.

To learn a systematic method for dealing with corporate crises that facilitates determination of what is most basic and what is of secondary importance, the order in which actions should be taken, and the steps an organization should take to inform its stakeholders and gain their support.

CONTENT

The content of the course includes four elements:

Lectures on crisis management's best practices. Categorization, expectations, and behavior of the various stakeholders in a crisis. Guiding principles for crisis management and communication. Corporate apologies. Strategies for preventing conflicts and controversies.

Crisis case studies:

Accident with victims

Product recall
Online crisis
Confronting activist groups
Political-oriented strike
Conflict with public authorities
Corporate fraud
Controversy related to ideas and values
Cyber attacks
Guest speakers who had a significant role in corporate crisis, to share with students their experiences and learning points.

Crisis simulations.

METHODOLOGY

The methodology combines lectures, case studies and practical exercises in class.

This syllabus does not contain technical notes. Students will receive a copy of the course's handbook, where they will find the theoretical explanations needed to prepare those cases to be discussed in class.

EVALUATION

Grading is based on contribution to in-class learning, including cases, exercises and simulations (40%); a paper (2,000/2,500 words), analyzing the corporate response, its strengths and its shortcomings, and lessons to be learnt (40%); and a written exam (20%) on crisis management best practices.

FACULTY

Dr. Yago de la Cierva
Senior Lecturer, Department of People in Organizations

Madrid (1960)

Law School (Santiago de Compostela, 1982)

Ph.D. in Philosophy (University of Navarra, 2000)

PMD, IESE Business School (Barcelona, 2009)

Former IESE Corporate Communications Director and Secretary General of the IESE Campus in Madrid (2008-2013)

After his graduation in Law, he has dedicated all his professional life to the four branches of communications: journalism (he founded and directed the international TV news agency ROMereports); corporate communication; university teaching (he lectures on "Corporate

Communication” and “Crisis Management and Communication” in four universities); and crisis consultant, with particular emphasis in educational institutions.

His research is focused on crisis management, corporate communications in all its aspects, and events organization as a communicational tool. His last book is Leading companies through storms and crises (Eunsa 2021). His new project is “How to ask for pardon and be pardoned”, on best practices in corporate apology and reputation restoration after a scandal.

In his free time, he enjoys sailing at the Atlantic, and likes also to suffer as any authentic Atletico de Madrid supporter.

LEARNING OUTCOMES

Understand the different perspectives of each stakeholder in a crisis and identify which one is more relevant in a specific situation.

Learn a methodical system to react to crisis in a systematic, fast and coherent way.

Analyze risks and opportunities, distinguish between different risks and outcomes, and elaborate a crisis prevention plan.

Project how to adapt corporate crisis response to different types of crises and scandals.

Develop your communication skills during different through exercises and simulations

Apprehend key aspects of internal communications, media relations, customer relations and investor relations, and recognize how to coordinate all of them in a consistent manner.

COMPETENCES

General Competences

- Critical Thinking
- Risk Analysis
- Decision Making
- Judgment
- Communication.

Specific Competences

Students should be able to deal with complex, tense, confuse situations, and make decisions based on information that is incomplete or limited.

Students should know how to apply the knowledge acquired and their problem-solving capacity in new and little-known settings within multicultural contexts.

Students should maintain personal balance in situations of special tension and behave in a straight and honest way in any situation.

Students should learn how to apply a structured, sound process in the analysis of business situations and decision making that includes the following phases: diagnosis of the problem,

selection of criteria, identification of alternatives, weighted analysis and selection of an alternative with its corresponding plan of action.

Students should understand the importance of internal corporate cultures, and how to interpret hard and risky personal and organizational situations. The course focuses these issues with an anthropological and sociological approach based on academic studies that explain organizational behavior, with special emphasis on the concepts of motivation, trust, authority, power and commitment.

STUDENT PROFILE

This course fits better for those students aiming at top management positions, both in big companies, startups, public institutions or non-profit organizations, that will be deciding the corporate response on a crisis; and for people interested in social strategy, politics and corporate communication.

ADDITIONAL INFORMATION

Number of credits 0.5

Quantitative orientation of the course (1: not at all; 5: highly quantitative)1

Geographical focus of course or cases

Case selection and best practices taught in class are applicable to managers who will work for companies operating on international markets with different sets of cultures and law systems.

Language English

COACHING 0.5 - 0.5 credits



Prof. Alberto Ribera

INTRODUCTION

McKinsey has acquired Aberkyn, a firm specialized in executive coaching. BCG is asking its senior partners to get accredited in executive coaching. The last Corporate Learning Survey indicated that coaching has become the preferred learning and development resource for more than 80% of companies worldwide, both for senior executives and high potentials.

The reason is twofold. First, the need of transformational change in organizations. More than changes in procedures, technology, policies, systems, etc., transformation demands changing people's mindsets and behaviours, Second, companies must nurture talent to reach peak performance and foster people's engagement and meaningful work.

Coaching is therefore a critical competence for anyone that manages people and aspires to be an effective leader in times requiring radical transformation. A coaching style of leadership is a precious skill for anybody graduating from the MBA program.

OBJECTIVES

This course aims at the following objectives:

Learn the foundations of coaching with a particular emphasis on coaching for peak performance, career advancement, and transformational change

Acquire practice of coaching conversations: the art of listening and questioning

Apply coaching methodologies: feedforward and feedback, thought provoking questions, immunity map, etc., to develop your leadership competencies and instill a positive change in yourself and others.

Leverage coaching as an engine for growth and development of persons for a better service to individuals, companies and society.

CONTENT

The course content is a mix of workshops to learn and practice specific techniques and skills, and a few theoretical sessions to understand the foundations of executive coaching based on rigorous and state-of-the-art elements of psychology, organizational behaviour and other disciplines.

The contents of the course can be summarized as follows:

Conversational Coaching: building trust and meaningful dialogue

Active listening and artful questioning

Awareness: gaining clarity of purpose and goals

Strengths-based coaching

Feedforward as a methodology to move to action and change

Immunity map: triggers and barriers for change

Coaching for career transition and advancement

How to influence positively through executive coaching

METHODOLOGY

The course is made of 6 days with 2 sessions each day along 3 weeks.

The course will have a limited number of participants to facilitate practical exercises in triads supervised by senior executive coaches.

Most sessions will be workshops delivered by senior executive coaches. Few sessions will be lectures or case discussions that require previous study of technical notes, articles, or videos.

The course will include a 360 assessment of leadership competencies that should be done before the first session.

EVALUATION

60%: attendance and active participation – 40%: final written assignment

FACULTY

Alberto Ribera

Professor of the Practice of Management and Academic Director of IESE Coaching Unit

Medical Doctor, Universitat Autònoma de Barcelona

Ph.D. in Economics, UIC (Barcelona)

Coaching Certification Program, Columbia Business School

The practical sessions will be guided by senior executive coaches who are members of the IESE Coaching Unit.

LEARNING OUTCOMES

By the end of the course participants will have learnt how to:

establish a safe and trustworthy connection for a valuable coaching conversation.

listen empathetically through different angles

enhance the skills of asking meaningful and relevant questions

improve the ability to receive and give feedback

gain awareness of one's potential and confidence

identify their own barriers towards change and how to overcome them to move to action

COMPETENCES

CG3 Receiving the commitment of collaborators by inspiring their trust, giving meaning to their work, and motivating them to achieve their goals.

CG4 Promoting an atmosphere of collaboration, communication, and trust among team members, overcoming cultural barriers to harness diversity as an enriching factor.

CG6 Prioritizing objectives, planning activities appropriately and implementing them in the allotted time.

CE05 Measuring and being aware of one's own attitude toward risk and uncertainty. Learning methods to identify risk factors, evaluate them and study their impact on decisions.

CE07 Applying techniques and skills for dealing with situations involving people with the aim of effectively managing teams and resolving conflicts in multicultural contexts.

CE08 Acquiring coaching skills to identify and develop the talent of the organization's members. Learning techniques to give and receive feedback, observe and measure competencies, and facilitate development through the design of work experiences.

CE10 Bolstering the leadership skills of teams and companies by starting with self-awareness and understanding the different temperaments and how they interact. Being familiar with the state of the art of empirical research in this field.

STUDENT PROFILE

The course is offered to students interested in gaining practical skills and theoretical knowledge about coaching.

ADDITIONAL INFORMATION

Number of credits

0.5

Language

English

Quantitative orientation of the course (1: not at all; 5: highly quantitative)

Geographical focus of course or cases

Managing Conflicts and Turbulence - 0.5 credits



Prof. Antonino Vaccaro

INTRODUCTION

How can we manage difficult peers or a very problematic boss? What are the strategies to work in highly conflictive environments? How can we transform disruptive conflicts into opportunities? How can we stabilize highly complex and turbulent environments? What are the threats and opportunities to deal with complexity? This course will address these questions through the discussion of case studies, the conduction of class simulations and negotiations and the interaction with outstanding keynote speakers.

OBJECTIVES

This is for me a course about creative and critically thinking.

The main objective of this course is to think alternatively and critically conflict management:

- Acquiring and applying tools to prevent conflict at individual, group and organizational level
- Acquiring and applying tools to manage conflict at individual, group and organizational level
- Identifying critical variables to understand geopolitical conflicts

CONTENT

- 1.- One-to-one conflicts: how to prevent and eventually manage
- 2.- Inter and intra group conflict: how to prevent and eventually manage
- 3.- Conflict within complex organizations: how to prevent and eventually manage
- 4.- A Geo-political perspective of conflicts: consequences for business and organizations

METHODOLOGY

A lot of simulations !!!

In addition: case studies, invited speakers, individual and group work.

EVALUATION

60% class participation
40% final project (during the last session)

FACULTY

Antonino Vaccaro is Professor of the Department of Business Ethics and of IESE's Negotiation Unit. He is also the Academic Director of the Center for Business in Society and of IESE's compliance courses for top managers in Europe, North and Latin America.

Antonino received a MSc. in Engineering (Politecnico of Milan), a Ph.D. in Industrial Engineering and Management with a specialization in technology manipulation and corporate corruption (IST Lisbon) and two Post Doctoral Research Fellowships from Carnegie Mellon University and from the University of Oxford.

His areas of specialization are compliance, white collar crime and corruption.

His researches have been published in leading peer reviewed scientific journals such as the Academy of Management Journal, Research Policy, Journal of Economic Behavior and Organization, Technological Forecasting and Social Change, Journal of Management Studies, Ethics and Information Technology, Journal of Business Ethics, The Information Society, etc. and have been featured twice by the Economist and Forbes (please, read the page research for more information).

Professor Vaccaro has conducted consultancy and applied research projects for European governmental institutions, the United Nation (Global Compact) and for multinational companies such as Southern Company (US), Alpiq (Switzerland), Volkswagen Autoeuropa (Portugal, Germany), CNIM (France), Artsana Group (Italy), REWE (Germany), Bayer (Germany), HM Clause (France), Fitò (Spain), Rijk Zwaan (Netherlands), etc.

He has worked as expert witness on over 20 cases related to corruption, white collar crime and damage evaluation on civil and criminal cases in Italy, Spain, Portugal, Africa and Latin America. He has also collaborated on investigations with several police forces including the Portuguese Judiciary Police, the Italian Guardia di Finanza, the Italian Carabinieri, etc.

LEARNING OUTCOMES

- Learning how to identify and deal with problematic individuals, groups, organizations and environments
- Understanding the dynamics of conflicts at multiple levels: individual, group, organization, market, etc.
- Experiencing and practicing techniques to get out of conflicting blocks
- Learning how to transform conflicts and turbulence in opportunities for learning and improvement
- Learning and implementing strategies to manage complexity and turbulence in your daily life

COMPETENCES

- Critical Thinking
- Gain practical tools to effectively manage diverse stakeholders in the face of complex and uncertain challenges
- Improve your capability to manage turbulence in a global environment
- Improve your decision-making skills in volatile and ambiguous situations

STUDENT PROFILE

2nd year MBA student

ADDITIONAL INFORMATION

Number of credits 0.5

Language English

Quantitative orientation of the course (1: not at all; 5: highly quantitative) 1

Geographical focus of course or cases Global

Corporate Entrepreneurship - 0.5 credits

PROFESSOR :

Prof. Julia Prats

INTRODUCTION

The opportunities, the speed of change and the disruption that new technologies are producing in current business models, and in the very structure of industries, confronts top management of established companies with a reality that requires more entrepreneurial capabilities.

These companies find themselves under great pressure to both discover new growth opportunities and transform, through innovation, the way they produce and deliver their current portfolios.

Corporate entrepreneurship serves those challenges to ensure the future of the firm. It includes both the creation and management of internal ventures with internal ideas as well as leveraging open innovation opportunities, that is, capturing innovation outside firm boundaries.

The Corporate Entrepreneurship course sheds light on the alternative paths to profitable growth, the process of launching internal initiatives, the mechanisms for identifying external sources of innovation – among them attracting and collaborating with startups- and the entrepreneurial and personal skills needed for navigating the complexity of large organizations.

OBJECTIVES

The course pursues three main objectives. First, it aims to provide you with knowledge, concepts and tools that help you to explore and understand in its entirety the intrapreneurial process. As a second main objective, the course shows the challenges that intrapreneurs face when launching new projects within a corporation. We will discuss both structural and behavioral challenges. Third, the course will delve into the Corporate

Venturing phenomena, that is, how large corporations work with startups. We will explore the mechanisms that are used, and everything related to their implementation.

CONTENT

Corporate entrepreneurship includes both the creation and management of internal ventures with internal ideas as well as the process of open innovation, that is, capturing innovation outside the firm boundaries.

The course shows how launching initiatives inside of a large corporation has many things in common with a startup, identifying the opportunity, crafting the right team, designing a business model, financing the project, and implementing the venture through experimentation. However, some aspects make the process more difficult to succeed. These challenges have to do with managing the strategic alignment of the project with the company's vision, its fit in the structure and the organization, the political processes, and the internal management of potential failures. The intrapreneur and the team's profile become a critical aspect for the success of the projects.

When the firm decides to capture innovative initiatives outside the firm, a new set of challenges come into place. The course also explores the process of open innovation and more specifically corporate venturing, the mechanisms by which large corporations collaborate with startups. Implementing open innovation requires designing the governance, the structuring, the incentives, the key performance indicators, and the skills to successfully manage it.

METHODOLOGY

The Corporate Entrepreneurship course approaches the phenomenon from different perspectives and methodologies. The sessions include cases discussions, guest speakers and project-based exercises.

EVALUATION

Course evaluation will be based on individual class participation (50%), individual assignments (20%), and the group project (30%).

FACULTY

Prof. M^a Julia Prats

Professor of Entrepreneurship

Bertrán Foundation Chair of Entrepreneurship

- Doctor of Business Administration, Harvard University
- Master in Business Administration, IESE, University of Navarra
- Degree in Industrial Engineering, Universitat Politècnica de Catalunya

LEARNING OUTCOMES

Learn the key concepts that are relevant for launching new ventures in the context of established firms

- Review the entrepreneurial process and discover the intrapreneurial process
- Identify and evaluate the challenges that intrapreneurs confront inside large corporations
- Manage entrepreneurial talent inside the firm
- The role of the intrapreneur and the sponsor
- Understand the alternatives to scan outside the firm for innovation
- Explore the corporate venturing phenomenon, its advantages, and limitations
- Design a profitable growth path through innovation

COMPETENCES

The course fosters valuable competencies for MBA students interested in general management and entrepreneurship. Top managers and entrepreneurs need to be able to design and implement value-creating initiatives to ensure the viability, success, and sustainability of their firms. Numerous recent studies indicate that these competences have indeed, become crucial for managers to help them address potential disruptions in their respective industries, and to leverage new business opportunities that present themselves through new technologies, digitalization and shifts in customer preferences. Launching new initiatives inside the firm and being able to identify and capture innovation outside the firm boundaries are quickly becoming essential elements of top managers.

The course will provide you with the following skills:

- Adopt a holistic and systemic perspective of the firm, the stakeholders that are involved in its value-creating activities, and the ecosystem in which the firm is embedded
- Articulate, depict, and evaluate new initiatives to be launched inside the firm. Understand the fit, the path to follow and the exit strategies
- Evaluate, for each specific company the mechanisms, to collaborate with startups
- Identify and build the necessary skills of an intrapreneur as well as those of the sponsor

STUDENT PROFILE

Entrepreneurial managers

ADDITIONAL INFORMATION

Number of credits

0.5

Language

English

Quantitative orientation of the course (1: not at all; 5: highly quantitative)

3

Geographical focus of course or cases

Corporate Governance - 0.5 credits

Prof. Carlos García Pont

INTRODUCTION

Corporate Governance deals with the highest level of responsibility at the firm. It is the governance system the one that balances the interests and the accountability that the firm/corporation has in front of shareholders, employees, suppliers, financiers, government and the community at large. Different societies and legal systems favor diverse pressures on the diverse stakeholders. It is the ultimate responsibility of the corporate governance system to be accountable to all of them.

The first part of the course will deal with governance in public firms. Issues that have to do with the role of the board, board selection and board responsibilities.

The second part of the course will deal explicitly with the problems of governance in a Family enterprise. We will deal with the tools that are widely use to deal with family governance, such as the role of a outsiders of the board, the family protocol, the family council, family succession or the need for the family office.

OBJECTIVES

Trying to consider all aspect of corporate governance in 12 sessions is impossible. We are going to focus on some smaller objectives. When you finish the course you should have basic concepts on:

- The responsibility of the board of directors.
- The organization of the board of directors
- The management of the Board of directors
- The governance of a family business
- Family constitutions.
- Family council.
- Family office.

CONTENT

Corporate governance. We will basically deal with the role of the board, what is expected of them, both from the business point of view and the stakeholder point of view. The sessions will be:

- The role of the board
- How to design a board of directors
- Responsibilities of the board of directors.

At the family governance business level we will also have three double sessions based on:
Governance in family business: the tools

The problem of succession in family businesses: the role of the family council
Experiences in Family Businesses

METHODOLOGY

We are going to have six double sessions that are going to be organized in this way in thirds:

A case discussion that will help us introduce the topic:

A guest talking about issues related with the case topic

A small lecture/presentation colloquium on the issues on session.

EVALUATION

The evaluation will be based on two items:

Basically class participation.

Failure to attend class will punish your final grade.

Each student will submit a short report based on one course case (at your choice). It will count for 50% of the final grade.

FACULTY

Carlos García Pont is professor in the Marketing and Analysis of Business Problems Departments. His work places special emphasis on the importance of alliances in understanding competitive strategy, the organizational needs of market-oriented organizations in industrial markets and subsidiary strategy in global corporations.

He has also done work in the areas of strategic management and marketing strategy. Prof. García Pont has had extensive experience with both local and multinational organizations in his consulting activities.

Areas of interest

- * Strategic management: business development and strategic assets
- * Building dynamic organizations
- * Strategic alliances
- * International management

Prof. Josep Tàpies

Josep Tàpies is emeritus professor in the Department of Strategic Management at IESE. He gained a PhD in Industrial Engineering at the Polytechnic University of Catalonia (UPC) and an MBA at ESADE.

His areas of specialization include strategic management, corporate governance, family-owned firms, their development and governance structures. He currently teaches several courses in the MBA program, as well as in other General Management Programs at IESE. He

also designs programs focused at issues related specifically to family-owned firms, where he teaches general management, governance and strategy in family-owned businesses.

Professor Tàpies has taught General Management in a number of different business schools in both Europe and Latin America, including AESE in Portugal, IDE in Ecuador, PAD-University of Piura in Peru, ISE in Brazil, IAE in Argentina, ESE in Chile, and INALDE in Colombia. He has also been a member of the academic board of IPADE in Mexico and ESE in Santiago, Chile.

For many years now, Professor Tàpies has worked as a consultant with individual businesses, many of them family-owned, as well as with Spanish and international banking institutions. He is a member of the board of directors at several Spanish companies, Fellow of the International Family Enterprise Research Academy (IFERA), member of the board of the Spanish Association of Family-Owned Business Consultants and Academics (CAEF) and the international center for financial research (CIIF).

Prof. Tàpies has written book chapters and books such as “100 Familias que cambiaron el mundo: Las empresas familiares y la industrialización”, “Sí quiero: el compromiso de la familia empresaria”, “Management Buy Out”, “Plan de vuelo”, “Family Business: not so small nor so young. A renewed approach to the age and size of the Spanish family business”, “Family values and value creation” (co-authored by Professor John L. Ward) and “Empresa Familiar: 30 años de preguntas con respuesta”. He has also developed a wide variety of academic and journalistic articles on family-owned businesses.

LEARNING OUTCOMES

A student following this course will learn about.

The functions of a board of directors.

The working of the boards of directors

The difference governance in public and private corporations

Governance issues in Family Firms.

COMPETENCES

Being able to identify the needs of a board of directors and how to structure it.

Understand the differences between board of directors of public and private firms, the needs for family councils and the particularities of governing a family business

STUDENT PROFILE

ADDITIONAL INFORMATION

Number of credits 0.5

Language English

Quantitative orientation of the course (1: not at all; 5: highly quantitative)

Geographical focus of course or cases

Various

Creativity and Laboratory of Ideas - 0.5 credits



Prof. Kandarpkumar Mehta

INTRODUCTION

Do you know how can you be more creative? How can you generate new ideas? Do you wish to see how effectively and creatively can you solve problems that organizations face? This course is going to address, precisely these questions. Being creative in business is not a choice, it's an obligation. Managers' ability to come up with new and useful ideas is becoming more important as the competitive field has moved from efficiency to innovation. Great businesses are created around the commercialization of creative products and services all the way from fashion, art, perfumes, theater, or entertainment. This course, taking inputs from psychology, art, anthropology and management research, addresses following questions.

What makes us more creative? What kind of situation, problems, motivation bring out our creative best?

What doesn't allow us to explore our creativity? Understanding individual blocks to creativity and strategies for unblocking creativity

Profiles of creative individuals and their life experiences

Creativity in organizations. Applying techniques of creativity to real problems in organizations. Students will be given an opportunity to interact with prestigious organizations where they will discuss their problems and students will try to come up with creative solutions applying techniques developed in the class.

OBJECTIVES

The objectives of the course are to learn about the various faces of creativity through concepts and theories of creativity, to share with creative people in various industries and crafts about how they experience the creative process and how it can be translated to the business world, and to experience creative techniques through exercises. The course focuses on both individual as well as organizational creativity and its determinants. Through various exercises students will discover their personal stimulators and blocks to creativity, while working in a group or alone. The course aims at making students aware of their individual creative profile personal motivators as well as individual blocks to creativity. Another important objective of the course is to identify strategies for designing organizations where creativity can be fostered among individuals for a greater innovation

performance. Finally, as mentioned before, we will invite organizations to share their problems and participants, in a laboratory-type setting, will try to find creative solutions to their problems.

CONTENT

The 12 sessions will be roughly divided into three parts:

Cases and lectures to learn about different models and concepts of creativity

Speakers from the world of business and arts, that will share with us how they structure creativity in their work

Creative exercises to experience how to stimulate creativity and how to identify and de-fuse blocks to creativity

METHODOLOGY

The class combines case discussion, exercises and guest speakers. In all of these situations, students should participate actively.

EVALUATION

Evaluation will be based on class participation (60%) and an individual project based on the exploration of a particular aspect of individual creativity using concepts and techniques developed during the course as well as the punctual submission of diary of creative encounters.

The evaluation will be done as following,

- Class participation – 60%
- Individual Project – 25%
- Diary of creative encounters – 15%

FACULTY

Kandarp Mehta

Senior Lecturer

Negotiation Unit, Entrepreneurship Department

Visiting Scholar, DRRC – Kellogg School of Management

PhD from IESE Business School, Barcelona; MBA (Fin); ICWA

LEARNING OUTCOMES

Ability to understand one's own cognitive journey in generation of ideas

Ability to understand one's own blocks to creativity

Identification of one's own 'creative comfort zone' i.e. what inspires one the most to come up with creative ideas

Identification of different techniques of idea generation for different situations

Ability to analyze problems and challenges to ascertain the appropriate creativity technique to resolve it

COMPETENCES

General Competencies

Cognitive thinking

Analytical reasoning

Imagination

Ability to gather relevant information and synthesize it in order to resolve the present problems.

Specific Competencies

Divergent thinking
Analogical reasoning
Remote association
Spontaneity

STUDENT PROFILE

The course is directed to students interested in better understanding about how creative people think and work and how to use creativity techniques to enhance the idea generation stage of innovation. The course will be helpful to anybody who wishes to explore the personal aspects of creativity and understand what are the basic blocks to one's creative potential.

ADDITIONAL INFORMATION

Number of credits 0.5

Language English

Quantitative orientation of the course (1: not at all; 5: highly quantitative) 1

Geographical focus of course or cases Global

Cross-Cultural Issues in Negotiation - 0.5 credits



Prof. Kandarpkumar Mehta

INTRODUCTION

The course focuses on negotiation in the global business setting. Negotiation is an essential skill for managers and entrepreneurs. In today's connected global world negotiating across cultures adds significant complexity to the process of negotiation. There is substantial variation in how people negotiate around the world. The course is not on "When in Rome...". Rather it's a course that helps create an analytical framework by which participants can overcome biases and look at diverse cultures beyond stereotypes and develop a unique cultural sensitivity. The course aims at helping participants in using this cultural sensitivity effectively in negotiation situations to achieve better outcomes.

OBJECTIVES

- 1) To improve your ability to negotiate in competitive as well as collaborative situations.
- 2) To increase your level of awareness of the negotiation process.
- 3) To develop a framework to understand negotiation style of different cultures.
- 4) To understand personal negotiation style and see how it needs to be adjusted in different cultural contexts.

CONTENT

Understanding negotiation process and fundamental principles of negotiation in competitive as well as collaborative situations

Understanding cultural differences in negotiations

Understanding different cultural prototypes of negotiation

Understanding how to prepare for negotiation in different cultures

Ethics and cultures

METHODOLOGY

The methodology of the course is similar to other negotiation courses. In each session, we will be going through a three stage process:

- 1) Negotiation Exercise. During each class sessions, you will have an opportunity to complete a negotiation with one or more of your classmates.

- 2) In class review. After you complete each negotiation exercise, we will review the results in class, and we will discuss the main points of the exercise.
- 3) Journal. You will keep a journal to record your experiences during simulation exercises, your learning from exercises and class discussions, and areas that according to you should be addressed in order to improve your negotiating skills.

EVALUATION

Evaluation will be done on the basis of class participation and disciplined and punctual submission of the final negotiation paper.

FACULTY

Kandarp Mehta
Negotiation Unit, Entrepreneurship Department
PhD from IESE Business School, Barcelona; MBA (Fin); ICWA

LEARNING OUTCOMES

During the module, we will concentrate on trying to attain the following objectives:

- 1) To improve your ability to negotiate in competitive as well as collaborative situations across different cultures
- 2) To increase your level of awareness of the negotiation process in different cultures.
- 3) To make you aware of how cultural context influences negotiation processes
- 4) To reflect on your personal negotiation approach and how it can be molded in different cultures

COMPETENCES

General Competences

- _ Receiving and transmitting ideas effectively using the appropriate channel in the right moment and providing specific details to back up their observations and conclusions.
- _ Diagnosing, dealing with and resolving interpersonal conflicts quickly and deeply, without damaging personal relations.
- _ Receiving the commitment of collaborators by inspiring their trust, giving meaning to their work and motivating them to achieve their goals.
- _ Promoting an atmosphere of collaboration, communication and trust among team members.
- _ Displaying an entrepreneurial spirit and making the necessary changes with decisiveness and personal responsibility.
- _ Identifying and effectively dealing with information that is relevant to the job.
- _ Negotiating, reaching satisfactory agreements for the parties involved, and discovering or creating items that give added value to the relationship.
- _ Reacting with emotions and states of mind that are appropriate in each situation.
- _ Being upright and behaving in an honorable fashion in any situation.

Specific Competences

- _ Applying techniques and skills for dealing with situations involving people with the aim of effectively managing teams and resolving conflicts in multicultural contexts

STUDENT PROFILE

Negotiation is a very important management skill across industries and organizations. Any second year student who wants to explore and develop his own negotiation style across cultures through highly interactive case discussions and role plays. If you have already done the Negotiation elective in the 4th term, this course is still extremely relevant for you as it helps you extend your learning in negotiation to a multicultural context.

ADDITIONAL INFORMATION

Number of credits 0.5

Language English

Quantitative orientation of the course (1: not at all; 5: highly quantitative) 2

Geographical focus of course or cases

Global

Digital-Driven Organization - 0.5 credits



Prof. Josep Valor



Prof. Javier Zamora

INTRODUCTION

This course will focus on building data-driven organizations, in the context where connected data becomes one of the main assets of the organization. Digital-driven organizations base the design, the delivery and the production of their value proposition on interactions derived from connected data.

As we saw in MBA TOM course, we should not consider new digital technologies (e.g., AI, social media, cloud computing, mobile, big data, IoT or blockchain) in isolation, but as tools that enable a world with an exponentially increasing digital density. In other words, as much more processes of the organizations, people and things get more and more digitally connected and data from these interactions is collected, it translates into a growing digital density and begins blurring the frontiers between the physical and digital worlds. This new scenario where the physical and digital worlds are indistinguishable is the underlying driving force of digital transformation that many organizations are undergoing today. In this context, a digital-driven organization leverages this scenario of high digital density by turning the connected data into new sources of value creation and value capture. However, in the same way that a company does not become an Internet company just by creating a web page, a company does not become a digital-driven organization by the mere acquisition of new data systems in their IT portfolio. Considering data as an asset translates, among other things, into competing on analytics. To that extent, a digital-driven organization should manage connected data and newly created interactions based on connected data in a holistic way when considering its impact in different dimensions: technology infrastructure, business model and organizational model, as well as, the context where the organization is operating.

OBJECTIVES

The course explores the interrelations of the technological, strategical and organizational dimensions in a digital-driven organization. Through a combination of cases, roundtables and open discussions we will identify key principles and related working practices to achieve the cultural change needed in a digital-driven organization.

CONTENT

The course uses a general model of digital transformation within a digital density framework that was introduced in MBA TOM. In this course, we hone in to the impact of the introduction of new

digital technologies in an organization. The model structures the digital transformation of an enterprise along three core dimensions:

Technology Infrastructure

Business Model

Organizational Model

Reflect upon capabilities and competences business leaders need to develop to build a digital-driven organization.

METHODOLOGY

This course consists of a combination of open lectures, cases, and roundtables. In addition, there will be a team project.

Individual sessions are complemented with additional readings where necessary and useful.

EVALUATION

Your grade will be evenly split between your class participation and the team project.

The grading breakdown is shown below:

Class attendance and participation: 50%

Individual paper reviewing another team's project: 25%

Team Project: 25%

FACULTY

Josep Valor

Professor of Information

Indra Chair of Digital Strategy

Josep Valor-Sabatier is professor of Information Systems and information technology and holder of the Indra Chair of Digital Strategy.

He received his Ph.D. in Operations Research from MIT, and his Sc.D. in Medical Engineering from the Harvard-MIT Division of Health Sciences and Technology. Josep Valor teaches extensively at the senior executive level on Management Information Systems, Media Management, Management of Technology, and Strategy.

In in-company training he has been involved in projects with leading organizations like the Telefonica, Ericsson, Vodafone, The World Bank, Santander, BBVA, Oracle, Sony, Technicolor, Abbott, ING, BASF, KPMG, Henkel and 3i.

His research has been published in the International Journal of Electronic Commerce, Knowledge and Process Management and he has published books on the information-telecommunications hyper-industry and Information Systems management. His current research interests focus on the impact of ITCs on competitiveness and industry structure, with emphasis on telecommunications and media.

Prof. Valor served as the conference co-chair of the 2002 International Conference on Information Systems (ICIS) in Barcelona.

Prof. Javier Zamora

Professor of the Practice of Management

Javier Zamora is a Professor of the Practice of Management and Head of Information Systems Department at IESE Business School. He received his Ph.D in Electrical Engineering from Columbia University, and his M.Sc. in Telecommunications Engineering from the Universitat Politècnica de Catalunya. He also holds a PDG from IESE.

He is the co-academic director of the Digital Ecosystem Industry Meeting, as well as the executive programs Digital Mindset and Transformación Digital at IESE. His current areas of interest are focused on data-driven organizations and Artificial Intelligence and its impact on digital transformation.

Prof. Zamora's teaching spans across all IESE programs, from MBA to Custom, and is focused on the digital transformation of organizations through the knowledge and application of new digital technologies with special emphasis on the redesign of processes and the challenge for senior executives to develop a digital mindset. In custom training and consulting he has been involved in projects with leading organizations. He also regularly teaches at AESE (Portugal), IAE (Argentina), PAD (Peru) and ESE (Chile).

Prof. Zamora is co-founder of Inqbarna, a company specialized in the design, development and marketing of mobile experiences for smartphones and tablets. For eight years he was the General Manager of eNeo Labs, a company devoted to products and services for the digital home. His previous professional experience includes four years as Director of Product Development at Xbind in New York, a pioneering company in video transmission over data networks, and five years researching and implementing one of the first video-on-demand systems in the US at the Center for Telecommunications Research and the Image and Advanced Television Laboratory of Columbia University.

He served in the International Standard Organization (ISO) as editor of the MPEG-4 video standard. Javier Zamora is author of five publications in international journals and fifteen technical contributions to standard bodies. He is the author of two international patents on digital home architecture and services. From 2005 to 2009, he designed and taught the class "Topics in New Technologies and Business" in the international Master of Science in Information and Communication Technologies Dept as a visiting professor at Universitat Politècnica de Catalunya.

LEARNING OUTCOMES

Identify and become familiar with the technological, strategical and organizational dimensions of a digital-driven organization.

Understand how value is created and captured in digital-driven organizations.

Analyze the steps that an organization should do to start integrating new digital technologies (e.g., AI) in its business model.

Create awareness of managing data as an asset in the organization from three perspectives: challenges, capabilities and governance.

Draw on the right mix of internal and external resources and capabilities of workers to achieve a digital-driven organization.

Understand that it is not the data itself, but the enabled interactions that very often are at the basis of new value propositions.

Identify the critical meta-competences needed in a digital transformation process to become a digital-driven organization.

Adopt a digital mindset.

COMPETENCES

This course builds and reinforces the following competences:

General Competences:

To explain and discuss business situations in a rigorous, effective way using both formal and informal procedures, and providing relevant information to support their observations and conclusions.

To distinguish and categorize relevant information for effective business decision making.

To interpret the global context in order to analyze and judge the threats and opportunities facing the organization.

To formulate and evaluate business strategies in decision-making, anticipating the economic consequences of action plans.

Specific competence:

To develop knowledge and skills in advanced strategic methods and strategic thinking to understand how to improve positioning in a digitally-dense world.

STUDENT PROFILE

Any second year MBA student interested in digital transformation processes. No prerequisite is needed, although there some connections with DIGIPROM and MAVEN courses.

ADDITIONAL INFORMATION

Number of credits 0.5

Language English

Quantitative orientation of the course (1: not at all; 5: highly quantitative) 4

Geographical focus of course or cases

Global. A combination of European, US and Asian cases

Derecho Mercantil- 1 credit

Prof. Carlos Sancho Gargallo

INTRODUCTION

La planificación jurídica puede ser determinante, sobre todo para evitar riesgos innecesarios y para aprovechar oportunidades sobre la marcha. Intentaremos abordar el mundo habitual de los negocios desde un prisma complementario al puramente económico, el jurídico, dando por descontado que no es el factor esencial en la gestión empresarial, pero que puede tener repercusiones importantísimas en los posibles desenlaces de las decisiones que tomemos.

OBJECTIVES

Se pretende conseguir una iniciación al mundo del derecho en aquellos aspectos que puedan afectar de forma directa al empresario o al directivo en su toma de decisiones en la esfera cotidiana de los negocios. Pretendemos que, tras este curso, el directivo o empresario sepa plantearse las preguntas oportunas para llegar, con la colaboración de los necesarios especialistas, a las decisiones más adecuadas. No se trata de crear especialistas en derecho mercantil, sino en familiarizar al alumno con herramientas y conceptos que le serán de suma utilidad a la hora de plantear sus distintas alternativas de negocio en el día a día.

CONTENT

Se trata de plantearnos posibles problemas tan normales como los siguientes:

¿Cuál es la mejor forma jurídica para crear una empresa? ¿Sociedad Limitada, Sociedad Anónima? ¿Empresario individual? ¿Otros?
¿Quién manda realmente en una empresa? ¿Los Socios? ¿Los administradores? ¿Los directivos?
¿Se pueden prever futuras luchas de poder en las empresas?
¿Responden los empresarios personalmente de los problemas de la empresa?
¿Puede ir a la cárcel un empresario por su gestión en la empresa? ¿En que casos?
Si un negocio va mal, ¿significa necesariamente el cierre de la empresa? ¿Qué soluciones da la Ley para intentar salvarla?
¿Cuáles son los distintos medios legales para cobrar a nuestros clientes? ¿Son todos igual de seguros? ¿Qué podemos hacer si no nos pagan?
¿Cómo hemos de negociar con la Banca?
¿Sabemos plantear un contrato con proveedores o clientes, previendo al máximo los riesgos de futuro?
¿Podemos mover libremente nuestro dinero y el de la empresa por el mundo?
¿Hay realmente seguridad en los negocios por Internet?
Estas y otras muchas preguntas se verán contestadas a lo largo de las distintas sesiones de este curso.

METHODOLOGY

No se trata de memorizar textos legales, sino de aprender de forma amena, a través de casos prácticos basados en hechos reales, cuales son los conceptos y herramientas básicas para defenderse en el mundo real de los negocios

EVALUATION

Se valorará principalmente la participación directa en las discusiones de los casos, complementándose la misma con la resolución de un caso final

FACULTY

Carlos Sancho

Senior Lecturer de Dirección Financiera

Licenciado en Derecho, Universitat de Barcelona

LEARNING OUTCOMES

Esperamos que los alumnos hayan aprendido a discernir, en un supuesto de hecho, las cuestiones de ámbito jurídico para poder resolverlas con el correspondiente apoyo especializado. Los alumnos tienen que aprender a clarificar los problemas que se les plantean en el día a día, en la toma de decisiones, por lo que necesitarán desarrollar capacidades tendentes a adquirir una mentalidad jurídica.

COMPETENCES

Cualquier alumno, al margen de su nacionalidad, interesado en tomar decisiones correctas, incluyendo el prisma del conocimiento de las posibilidades y ventajas que ofrece la Ley.

STUDENT PROFILE

Cualquier alumno, al margen de su nacionalidad, interesado en tomar decisiones correctas, incluyendo el prisma del conocimiento de las posibilidades y ventajas que ofrece la Ley.

ADDITIONAL INFORMATION

Number of credits 1

Language

Quantitative orientation of the course (1: not at all; 5: highly quantitative) 2

Geographical focus of course or cases

Middle East: From Cultural Foundations to Sustainability and AI - 1 credit



Prof. Mireia Las Heras



Kakul Agha, Associate Professor Human Resources Skyline University

INTRODUCTION

This course will take you on a journey starting from the history and cultural foundations in the Middle East, through to its current innovation and sustainability opportunities, trends of human resources in the UAE, growth of entrepreneurship in the region and how growth has taken place in the vibrant metropolis of Dubai. With Dubai also showcasing the World Expo this year, under the themes of “Opportunity, Mobility and Sustainability”, this will provide further opportunity to explore these headline topics in a unique and privileged context.

OBJECTIVES

Get a flavor and understand the historic, cultural, socio-political, economic and business context for doing business in the Middle East.

Learn about current innovation and sustainability opportunities in the Middle East.

Develop an understanding of the trends of Human Resources in the United Arab Emirates (UAE).

Understand how entrepreneurship has grown in the Middle East region.

Get insights into how Dubai specifically has grown from a tourism and branding perspective.

CONTENT

History and Foundation of Religious Values.

Innovation and sustainability: opportunities in the Middle East.

Trends of Human Resources in the UAE.

Entrepreneurship in the Middle East Region with a focus on UAE.

How has Dubai grown, tourism and branding of UAE.

METHODOLOGY

The course is structured as a multidisciplinary seminar in which several local professors and speakers will introduce topics in history, human resources, finance, marketing, entrepreneurship and innovation. Classes will be taught largely by local faculty, combined with guest-speakers from different sectors and complemented with different site-visits.

This will allow for unique insights into the local day to day of doing business in the Middle East together with an expatriate perspective provided by interaction with some IESE alumni from among the extensive alumni network present in Dubai.

In addition to the sessions, students will be asked to (a) prepare a logbook on his/her experience; (b) prepare clip of news related to the topics seen in class (c) prepare a business plan (10 slides) based on the unique opportunities seen in the classes and visits.

EVALUATION

Students will be evaluated in the following manner:

- 30 % Individual class participation
- 30 % Individual course log
- 40 % Team project & in-module deliverables

FACULTY

Mireia Las Heras, Professor of Managing People in Organisations
IESE Business School

Kakul Agha, Associate Professor Human Resources
Skyline University

LEARNING OUTCOMES

- Increased knowledge about the Middle East context
- Critical thinking in relation to a new business environment (assessed via class participation and a term final project)
- Multi-cultural awareness and abilities (assessed via the participation in the different cross-cultural exercise)
- Practice robust decision-making in highly uncertain and rapidly changing environment.

COMPETENCES

- Critical thinking vis a vis a new context, cultures and ideas
- Resilience in facing difficult and challenging environments
- Multi-cultural awareness

Teamwork

STUDENT PROFILE

Any MBA-II student

ADDITIONAL INFORMATION

Number of credits 1.0

Language English

Quantitative orientation of the course (1: not at all; 5: highly quantitative) 2

Geographical focus of course or cases

LANGUAGE: English

GEOGRAPHICAL FOCUS OF COURSE OR CASES:

UAE, Middle East, Global

Emerging Economies 1 - 1 credit



Prof. Pedro Videla

INTRODUCTION

This course is about the economic performance of countries. Why are some countries rich, and others poor? Why do poor countries sometimes catch up, and rich countries sometimes fall behind? Why do all countries experience variation in their growth rates?

These questions form the core of the field of macroeconomics. As we work our way through them, we will consider the impact on performance productivity, capital and labor markets, legal and political institutions, international trade, and poverty and inequality.

The structure of the course will be as follows:

1. Introduction. Coverage of basic stylized facts. The framework of analysis will consist of evaluating the main features of growth in a select number of emerging or developing regions of the world.
2. Growth Theory. It is not factor accumulation: It is not perspiration, it is inspiration. the course will review growth experiences in emerging markets. What are the sources of growth? What role do institutions play? Is trade a necessary condition for growth?
3. Economic Reforms. What can be learned from the experience of economic reform in developing economies towards a market oriented and a more open approach. We will also discuss the viability and sustainability of reforms. Additionally, policy and institutional issues are examined. Finally, an outlook on the more and the less successful regions will be presented.
4. Exchange Rate Policy. What is the impact of economic growth over the real exchange rate (traded to non-traded goods relative price). What does determine real wages and competitiveness.
5. Main Emerging Areas and Countries: Diagnosis of problems, description and evaluation of policies, basic short-term and long-term results.

5.1. Sources of growth in Asia's Little Dragons: Taiwan, South Korea, Hong-Kong and Singapore

5.2. China and India: cross country comparison of distinct development models.

5.3. Russia's transition from communism.

5.4. Commodity curse in Middle-East.

5.5. Why is Africa lagging behind.

5.5. Latin America's failure.

6. Summary and main conclusions of the course.

OBJECTIVES

Emerging economies represent eighty-five percent of the world's population; some of them form the most dynamic part of the world's economy; all together they are a very diverse lot. There is strong likelihood that most MBA graduates will work in, or on those economies during the course of their professional career. The standard box of tools provided in the Global Economics course has been designed with industrial economies in mind, and must be complemented with other perspectives if it is to be useful. To provide such a complement is the main purpose of this course.

A second related goal is to assess the current processes of transition towards a market economy in some Latin American and African countries. Lessons learned from former emerging markets in East Asia will also be reviewed in order to test whether conditions and policies which facilitated their success may or may not be available to the new breed of emerging economies.

Course participants will also be given the chance to become familiar with the current debates on emerging markets and to examine up to date information available on the levels of economic performance of emerging economies, on their institutional peculiarities and policies, and on the main problems faced by their governments to cope with the current global financial crisis. Participants will be required to read and to discuss assigned articles from the list of specialized literature on specific topics and to also take part in emerging market risk assessment exercises in small groups.

Some of the economic, institutional and cultural aspects that affect and condition the normal development of business life, the dynamics of foreign exchange, trade and long-term development will be addressed in this course. Particular attention will be shown to the evaluation of economic policies and reforms, and the quality of institutional arrangements.

CONTENT

Class discussion of specific topics and case studies.

METHODOLOGY

Course participants will receive a selected reading list and additional sources of information. Students are expected to attend all sessions, participate in group assignments and discussions, and to take a final exam at the end of the course

EVALUATION

The grading for the course will be based on three main areas, consisting of:

- 1) Class participation and Power Votes;
- 2) Team assignment; and
- 3) Final exam

FACULTY

Pedro Videla

Professor of Economics

Ph.D. in Economics, University of Chicago

M.A. in Economics, University of Chicago

Ingeniero Comercial (Economía), Universidad Católica de Chile

LEARNING OUTCOMES

At the end of the course, you will be able to critically assess the impact of macroeconomic policies, regulatory environments, rules of laws, institutions on countries' growth and development. This includes:

Distinguish and understand the implications of policies on economic growth.

Evaluate the consequences of trade policies on income inequality and poverty.

Understand the impact of factor accumulation on economic growth.

Understand the impact of quality of institutions on economic growth.

Understand how real exchange rates is determined and its impact in sector changes.

COMPETENCES

General competences:

Decision making

Critical thinking

Specific competences:

Understand and critically assess how institutional development, governance, and economic policies affect the process of growth.

Understand why countries fail.

STUDENT PROFILE

Students with an international outlook who are interested in current debates in macroeconomy.

ADDITIONAL INFORMATION

Number of credits 1.0

Language English

Quantitative orientation of the course (1: not at all; 5: highly quantitative) 2

Geographical focus of course or cases

Global

Emerging Economies 2 - 1 credit



Prof. Pedro Videla

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STUDENT PROFILE

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ADDITIONAL INFORMATION

Number of credits 1.0

Language English

Quantitative orientation of the course (1: not at all; 5: highly quantitative) 2

Geographical focus of course or cases

Global

Entrepreneurial Finance 2 - 1 credit



Prof. Heinrich Liechtenstein



Prof. Rob Johnson

INTRODUCTION

This course is designed to introduce students to the financial practices involved when an entrepreneur is trying to start a business, manage a growing business, engineer a management buy-out or buy-in, and/or realize value that has been created in a private company. The course takes a pragmatic approach that focuses on what actually happens rather than on financial theory, and in this sense it is appropriate for both finance novices and those experienced in finance. Topics covered include assessing a new opportunity, raising capital, financing terms, pricing and structuring financings, dealing with management incentives and with shareholder conflicts, and exiting -- from the point of view of both the entrepreneur and the investor. This course is not a technical finance course; rather, it is designed to help students understand what actually happens in real-life situations.

OBJECTIVES

The course has four principal objectives:

To develop an approach for assessing entrepreneurial opportunities

To give students a feeling for the financing process

To provide an understanding of different methods used in valuing privately-held companies

To sensitize students to various issues that can arise when funding as well as exiting a venture

Because there are so many variables and permutations involved in entrepreneurial finance, the only way to learn about these issues is through experience. This course is intended to be the start of that experience for students.

CONTENT

Opportunity assessment

Valuation techniques -- how they work & when they are applicable

Raising equity capital

Understanding key financing terms

Financing instruments & how they work

Pricing and structuring financings

Multiple rounds of financing and preserving one's equity

Investor considerations and potential conflicts

Loan finance and dealing with banks

Exiting - IPOs and trade sales

METHODOLOGY

Each session is built around a case discussion, with some classes focusing on the entrepreneur's point of view and others on the investor's point of view. There will be guest speakers who were involved in the businesses in some of the cases. There is a significant amount of case preparation and reading, and each student will prepare 2 individual slides / papers and one group paper dealing with valuation and deal structure issues.

EVALUATION

Assessment will be based 50% on classroom participation and 50% on the papers. Given the grading plan, all students are expected to participate in classroom discussions.

FACULTY

Heinrich Liechtenstein:

Professor of Financial Management

Doctor of Business and Economic Sciences, University of Vienna Master in Business

Administration, IESE, University of Navarra Degree in Business and Economic Sciences,

University of Graz Certified European Financial Analyst

Rob Johnson:

Visiting Professor of Entrepreneurship

Master in Christianity & Interreligious Dialogue, Heythrop College, University of London

Master in Business Administration, The Darden School, University of Virginia

Bachelor of Arts, Davidson College

LEARNING OUTCOMES

The outcome should be a broad perspective, along with a better understanding, of how the various elements involved in financing an entrepreneurial business can be managed to optimize the outcome for all of the parties involved.

COMPETENCES

Rather than focusing on a set of specific competences, this course is about ways of thinking about the various issues involved in financing a venture and the potential effects that those issues can have on all parties involved – entrepreneurs, investors, and the company. Indeed, it is assumed that students will already be familiar with many of the competences used in the course, some of them learned in other courses; the emphasis here will be on what they actually mean and when, whether, and how they apply.

STUDENT PROFILE

This course is designed for students who want to start, buy and/or run their own business; those who expect to provide financing or consulting services to entrepreneurial companies; and those who want to know more about personal investments in private companies. The course is not a technical finance course; rather, it takes a pragmatic approach designed to put into perspective various financial techniques that you will have learned about in other courses in order to assess the wide variety of issues involved in financing, building and ultimately exiting an entrepreneurial company. It is assumed that students will already be familiar with such financial techniques as discounted cash flow (DCF), internal rate of return (IRR), price-earnings ratio (P/E), etc.

No auditors are allowed.

ADDITIONAL INFORMATION

Number of credits 1.0

Language English

Quantitative orientation of the course (1: not at all; 5: highly quantitative) 4

Geographical focus of course or cases

Europe - International

Entrepreneurial Finance 3 - 1 credit



Prof. Heinrich Liechtenstein



Prof. Rob Johnson

INTRODUCTION

This course is intended to give students an understanding of the entrepreneurial finance process. It covers the full range of entrepreneurial finance activities, focusing on a variety of deals – start-ups, growth investments and buyouts – from both the entrepreneur’s and the investor’s point of view. Class discussions will cover a broad range of challenges, from assessing investment opportunities to structuring financings, from dealing with entrepreneurial business issues to ultimately realizing value from one's investment.

OBJECTIVES

Despite a proliferation of publications, it is difficult to find a single comprehensive source on the subject of entrepreneurial finance, partly because any given deal can involve so many variations on each issue and because there are often no clear answers to many issues. Indeed, it is this inherent ambiguity that makes the area frustrating for some people. The best way to learn about entrepreneurial finance is to be involved in lots of deals, learning from each and building upon your experience in addressing the variety of issues involved in each deal. This course is designed to serve as the beginning of that experience.

CONTENT

There are four underlying themes that run throughout the course:

- How to assess a new venture opportunity as an entrepreneur or an investor,
- How to value an unquoted (privately held) company,
- How financing transactions are structured, and
- How investors exit from unquoted investments.

Intermingled with these themes in the course are a wide variety of issues and challenges that must also be addressed in financing an unquoted company.

METHODOLOGY

Through the cases you will be exposed to as many deals as possible, requiring you to analyse each situation, identify the key issues, and think through the possibilities and pitfalls of alternative approaches to various financing issues. The course is centred on case discussions, from both the entrepreneur's and the financier's point of view, with written assignments to be prepared for several different cases. There will also be guest speakers who have been involved in entrepreneurial finance situations.

Most of the assigned readings relate to subjects being addressed in the cases for the relevant sessions. There is a brief description for each reading to give you an idea of what the note contains. Though some of the notes are a bit old and contain outdated examples and statistics, they describe principles which are still valid today and provide useful practical information.

Students will prepare papers or slides based on selected cases listed on the "Written Assignments" pages in this course outline. These papers are designed to give you more experience in addressing financing issues that are inherently ambiguous. Typically, this means that there is no single "right answer," so you must think through all the issues carefully to reach and then defend your conclusions. Written assignments will be assessed on (i) your identification and analysis of the key issues, (ii) the quality of your insights regarding those issues, (iii) your explanation of how and why you reached your conclusions, and (iv) your ability to convey your points clearly and concisely. Don't assume that your exhibits are self-explanatory – explain your approach, major assumptions and conclusions in the text. The exhibits for the relevant cases are available on the Virtual Campus.

It is important that you read carefully "Written Assignments" at the end of this course outline and then follow the instructions on those pages, as these are not traditional case write-ups. Each submission must be your own individual work.

One caution: This is not a course where you can learn by simply skimming the case before class and then picking up a few useful points from the class discussion. You will only learn about entrepreneurial finance if you struggle with the issues and do the relevant

calculations beforehand to reach your own conclusions and then build on that experience through the class discussion.

EVALUATION

Student grades will be based 50% on the written assignments and 50% on quality (not quantity) of classroom discussion.

Quality class participation counts highly in this course. You should prepare each case thoroughly, including all relevant calculations and deal structures, and be prepared to initiate class discussion and defend your conclusions. Please display your name card at every session.

FACULTY

Heinrich Liechtenstein

<https://www.iese.edu/faculty-research/faculty/heinrich-liechtenstein/>

Luis Martin Cabiedes

<https://www.iese.edu/faculty-research/faculty/luis-martin-cabiedes/>

LEARNING OUTCOMES

This course is intended for those individuals who anticipate starting, acquiring or running their own business; those who expect to be providing capital or consulting services to entrepreneurial businesses; and those who want to know more about personal investments in privately-held companies. The outcome should be a broad perspective, along with a better understanding, of how the various elements involved in financing an entrepreneurial business can be managed to optimize the outcome for all parties.

COMPETENCES

Rather than focusing on a set of specific competences, this course is about ways of thinking about the various issues involved in financing a venture and the potential effects that those issues can have on all parties involved – the entrepreneur, investors, and the company and its constituencies. Indeed,

It is assumed that students will already be familiar with many of the competences used in the course, some of them learned in various finance classes; the emphasis here will be on what they actually mean and when, whether and how they apply.

STUDENT PROFILE

This course is designed for students who want to start, buy or run their own businesses some day; those who expect to provide financing or consulting services to entrepreneurial companies; and those who want to know more about personal investments in privately-held companies. Note that this is not a technical finance course; rather, the course follows a pragmatic approach designed (a) to put into perspective various things that you will have learned in finance courses in order (b) to enable discussion of a wide variety of issues

involved in financings and exits of unquoted companies. It is assumed that students will already be familiar with such financial techniques as discounted cash flows, internal rates of return, price/earnings ratios, etc. No auditors are allowed.

ADDITIONAL INFORMATION

Number of credits 1.0

Language English

Quantitative orientation of the course (1: not at all; 5: highly quantitative) 4

Geographical focus of course or cases

Europe / International

EXECUTE! Implementing Strategic and Organizational Change - 1 credit

Prof. Massimo Maoret

INTRODUCTION

An effective business strategy is not just a simple, rational economic plan, as learned in the first year COMSTRAT course. Strategic plans also have to be implemented and then carefully executed. Success is achieved only if general managers can act simultaneously as strategists and orchestrators, strategizing the position of their firms in the external environment while at the same time organizing the four internal pillars of their organization – its system of critical tasks, its formal structures, its organizational culture and its people. This often entails successfully executing organizational change.

EXECUTE! takes a holistic and process approach to executing business strategy and achieving organizational change. The ultimate goal of this class is to help you to become aware of the difference between developing a strategy for a business and “making it happen” inside an organization. Too often carefully crafted strategies fail miserably in the field, because of poor execution and a lack of understanding of the political and organizational dynamics of the firm.

OBJECTIVES

Students are expected to develop the ability to understand how leaders can nurture and guide the strategic process in their firms, and how managers at every level can move their units towards common organizational goals. As strategic execution often requires implementing radical changes within the firm, we will stress the decisions, actions, and conditions that facilitate or impede the successful attainment of organizational change.

Learning Outcomes:

How to move from strategic analysis to strategy execution

How to successfully “take charge” when appointed to a new general management position

How to realign the internal elements of an organization with external stakeholder demands

How to identify and overcome internal sources of resistance to change

How to use and navigate informal networks to acquire power and getting things done

CONTENT

The course will be structured around three interlocked modules:

Module 1. Strategic congruence and organizational alignment

Module 2. Leading strategic, organizational and cultural change

Module 3. Strategy execution in the trenches: Getting things done at the business frontline

METHODOLOGY

Case studies, guest speakers, exercises and computer simulations

EVALUATION

Students will be evaluated based on class participation, a number of case write-ups, and a final project.

FACULTY

Massimo Maoret
Associate Professor of Strategic Management
Ph.D. in Management, Boston College

LEARNING OUTCOMES

Transforming strategic formulation into strategy execution
Successfully taking charge of a new general management position
Understanding the common barriers to “getting things done”
Realigning internal organizational elements with external stakeholder demands
Identifying and overcoming internal sources of resistance to change
Navigating informal organizational networks to acquire power and get things done

COMPETENCES

-Critical thinking
Team work and communication
Decision making
Judgment under uncertainty
Change management
General management skills

STUDENT PROFILE

The class will focus on developing the ability to face and overcome the key organizational challenges that students will face during the next steps in their careers. It will be particularly useful for students that aim at general management positions and/or organizational and strategy consultants.

ADDITIONAL INFORMATION

Number of credits 1.0
Language English
Quantitative orientation of the course (1: not at all; 5: highly quantitative) 1
Geographical focus of course or cases
Europe - US - Global

EXECUTE! Implementing Strategic and Organizational Change 2 - 1 credit

Prof. Massimo Maoret

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Number of credits 1.0

Language English

Quantitative orientation of the course (1: not at all; 5: highly quantitative) 1

Geographical focus of course or cases

Europe - US - Global

Executive Management Simulation- 1 credit

Prof. Albert Girbal

Prof. Alejandro Serrano

INTRODUCTION

This is a full-time week-long course; starts at 8:30am and finishes at 7:00pm, which makes EXSIM totally incompatible with any other intensive course that week.

You have survived to more than 400 cases and lectures. You master the fundamental concepts and techniques of all functional areas of a company. There are no more hidden secrets in operations, marketing, finance, and strategy waiting for you. Leadership flows through your veins and you know you can crunch any decision tree or regression. Despite all this, however, you have a strange feeling of emptiness inside... You need action, and you need it now.

This course is a call of duty for all students who recognize themselves in the previous lines and are willing to invest one full week of very hard work during their MBA to become part of a business simulation environment and experience what it takes to be at the top of an industrial company.

EXSIM welcomes you to the newly appointed Executive Committee (ExCo) of Mezquite Inc., where you will take over one of the key positions of the company: CEO, CMO, COO, CFO, Supply Chain Manager, and Controller. You will be responsible for the decisions of your area and, as a member of the ExCo, you will work together with the CEO to set and execute the strategy of the company. Mezquite was incorporated two years ago and develops, manufactures, and sells an innovative appliance in different regions of the world. In your relentless battle for sustainable profitability, you will compete in a highly dynamic market against other companies run by fellow classmates on a “real-time” distributed simulation context. As in real life, you will also have to manage some key stakeholders of the company: the Board of Directors, the Bank, and the President of the Unions. For this, while part of the simulation is web-based, a significant fraction of your time will be also invested in teamwork and face-to-face meetings and negotiations with stakeholders.

This full-time week-long business simulation covers all relevant areas of a company: strategic decision making, marketing and sales, operations and supply chain management, and finance. As a result, the course is a comprehensive complement to help MBA students put into practice all the applied knowledge acquired so far. At the same time, the dynamics of the simulation will challenge the ability of students to translate strategy into results, to work in teams effectively and share workload under a high pressure environment and, finally, to live their values in the leadership path to success.

OBJECTIVES

To develop and apply a general management approach to decision making under uncertainty that combines business sense and technical rigor.

To experience being part of the ExCo of an industrial company under market pressures and permanent challenges of the stakeholders.

To apply 1st year MBA concepts, skills and values in a comprehensive “real-life” situation.

CONTENT

This multidisciplinary simulation/course covers topics from general management as well as different functional areas of a company. In particular:

Sales and marketing: Demand planning and forecasting, pricing policy, marketing management, new product designs, expansion policy, etc.

Finance: Cash flow management, asset management, leverage management, investment analysis, etc.

Operations: Production management and planning, staffing, PP&E investment decisions, RM and WIP control, etc.

Supply chain management: Inbound and outbound logistics, warehousing strategy, etc.

Leadership: Team behavior and dynamics, team building, time management, resilience, etc.

METHODOLOGY

The ExCo of each company will be briefed with a status quo at the beginning of the course. Then, each team will have to decide on an initial company strategy. It will be confronted by their ability to deliver results on a quarterly basis and their ability to satisfy their stakeholders’ interests.

The course is run over a multi-player (multi-company) web-based business game and spans five consecutive days (Mo to Fr) so that the company is managed during several four-month periods on a continuous basis. At the beginning of each period, managers will receive the results of the previous one (based on the previous set of decisions taken), and will have to prepare their strategy and decisions for the next period. At the same time, the management will have to perform some extra “live” (face-to-face) activities regarding stakeholder management that may involve meetings with the Board of Directors (where, for instance, strategy will be defended and the dividends policy agreed on), meetings with the Bank representative (where the financing terms of the short- and long-term loans of the company will be agreed on), and meetings with the President of the Unions (where labor issues will be discussed).

The set of management decisions to be taken each period is complex and includes all the different areas of the company (e.g., sales & marketing will need to decide which markets to enter and which pricing strategy to use; operations will decide on the capacity to allocate, where and which quantities to produce; supply chain will manage the network of warehouses and distribute the products; finance will decide on the working capital needs and will negotiate with the Bank the financing conditions and debt structure of the company, etc.). Needless to say, all these decisions are intertwined and the team will need to work coordinately to achieve robust decision making.

This combination of hard deadlines for decision making and en-vivo negotiations will boost your adrenaline and keep you up for work on a full-time basis. This is why the “formal”

schedule of the course starts at 8:30am and finishes at 7:00pm, which makes EXSIM totally incompatible with any other course.

To tell you the truth, our previous experience with MBA and EMBA students shows that it is very likely that most of you (and us) will do overtime beyond the official schedule, as you won't have that much time to perform additional analysis, plan on your negotiation strategy, or stabilize your performance during the day. We encourage you to take part of EXSIM only if you are willing to put the effort and the energy required to get the most out of this course. Do not get scared, the workload is not unbearable and, in fact, after all, former EXSIM participants asked for more! Let us share with you some feedback we received in the past:

"A great experience that adds a lot value that probably is difficult to get through regular case-based classes", EMBA Student, Class of 2012.

"Best course of the MBA! It is a great way of ending the MBA as I was able to use all the previous learning achieved in a very practical way" , MBA Student, Class of 2016

"More learning than a few courses combined. This course is highly recommended for all MBA students", MBA Student, Class of 2016

"This course was an amazing experience. A very good way of putting together everything that we have learnt in different courses. Very challenging but very rewarding. Well set up. Interesting subject matter and great speakers/guests." MBA Student, Class of 2019

EVALUATION

Students will be evaluated both on the results of their company, benchmarked against their competitors, as well as the degree of accomplishment and soundness of the strategy, benchmarked against their Board of Directors approval. Finally, personal commitment will also be assessed, and an important part of it will be the feedback of your fellow ExCo members. As an indication, the weights given to each of these elements are as follows:

Company results: 30%

Strategy accomplishment: 40%

Personal commitment: 30%

FACULTY

Prof. Albert Girbal

Lecturer of Production, Technology, and Operations Management

MSc in Mechanical Engineering, MSc in Energy Engineering, University of Pennsylvania

PDG IESE Business School

BSc. in Industrial Engineering, Universitat Politècnica de Catalunya

Albert Girbal has a solid executive background in a wide range of industrial companies and consultancy firms

LEARNING OUTCOMES

COMPETENCES

The competences to achieve during the course have to do with both the application of specific knowledge acquired during the previous year ("hard" knowledge) as well as with leadership, interpersonal skills and team building capabilities ("soft" skills) as the dynamics of the simulation forces all these components to work together and simultaneously.

Thus, the expected competences to attain are:

Understand the decision making process, its constraints and requirements.

Students should know how to apply the knowledge acquired and their problem-solving capacity in new and little-known settings within broader (or multidisciplinary) contexts.

Students should understand the key role of the different stakeholders and the best way to manage them.

They should be able to integrate knowledge and deal with the complexity of making judgements based on information that is incomplete or limited, and time constrained.

Diagnosing, dealing with and resolving interpersonal conflicts quickly and deeply.

Maintaining personal balance in situations of special tension.

Performing critical analysis and interpretation of the contents of a company's balance sheet, income statement and cash flow statement to diagnose problems and make decisions.

Bolstering the leadership skills both individually and as a team.

Promoting an atmosphere of collaboration, communication and trust among team members, overcoming cultural barriers to harness

STUDENT PROFILE

The course will be of high value to those students who are interested in becoming part of an Executive Committee

ADDITIONAL INFORMATION

Number of credits 1

Language

Quantitative orientation of the course (1: not at all; 5: highly quantitative) 5

Geographical focus of course or cases

The Rising of Fintech - 0.5 credits

Prof. Miguel Antón

Prof. Mireia Giné Torrens

INTRODUCTION

Technological innovation has been triggering substantial changes and disruptions in the financial services industry over the past years, threatening to render obsolete many current business models and financial sub-sectors. Targeting accrued inefficiencies in the system, and aided by technological advances, many entrepreneurs have entered the market looking to provide customers with innovative, cheaper and more efficient ways to serve their financial needs. Financial technology, Fintech, is the industry composed by these new players, generally comprising hi-tech startups who pose a real challenge to the slow-changing and less technological incumbents. The course immerses students into this new and auspicious universe, looking to understand the underlying processes behind the technological changes to better capture opportunities.

OBJECTIVES

The course aims to provide students with a comprehensive understanding of the fintech revolution, the nature and dynamics of the main technological advances and financial innovations, the role played by data and analytics, and the opportunity therein. Students will learn how market inefficiencies offer interesting entry points to fintech players, and how to detect these new opportunities and creatively incorporate the new technologies and analytics into entrepreneurial projects.

CONTENT

The course is organized around the three main areas in which financial services are being most dramatically revolutionized: (i) Lending/Consumer Finance, (ii) Payments, and (iii) Trading & Investing. It provides a theoretical background on the economics of financial systems and credit markets, but focuses most specifically on the main developments in each of these areas, as are crowdfunding and lending clubs, market-place lending, cryptocurrencies and Blockchain. For each of these topics, the course provides an in-depth analysis of the marketplace and its incumbents, paying particular attention to business strategies of the technology-based startups, and the importance of data and analytics in this. The course also offers the opportunity to gain insight and perspective on the industry from guest speakers in different fintech areas. For more information please refer to the course outline below.

METHODOLOGY

The course is designed to be interactive, and students are expected to actively engage in class and show initiative. It includes a mixture of standard lectures, cases and examples, class discussions, and guest speakers, which will expose students to real-life experiences.

There is also a group project meant to be presented at the end of the course, consisting in the development of a new venture's business plan.

EVALUATION

Grades will be based on the following criteria:

(I) Class participation — 30%

Students are expected to contribute positively in class discussions, ask questions, share relevant information, expend effort on in-class exercises, and come prepared to class.

(II) Final group project — 50%

The final group project will be completed in groups of four students, and consists in the development of a business plan for a new fintech venture. This presents an opportunity to materialize the knowledge and tools acquired in the course into an entrepreneurial action plan. Students are expected to hand in a formal business proposal in the form of a one-page pitch as well as a complete business plan, and presentations will be held during the last class. The final group project represents 50% of the students' total grade for the course. 10% corresponds to the oral presentation, which will be assigned by the professors and the rest of the class. The remaining 40% of the grade corresponds to the formal business plan and proposal, to be determined by the professors. The distribution of grades amongst the group will be based on the members' assessment of each other's contributions, where 100 points are to be assigned between the remaining team members.

The grade for the final group project can be broken down into the following items:

- 30% innovativeness of venture
- 25% analysis of industry and incumbents, existing and potential disruptors
- 30% viability of business model
- 15% incorporation of data and analytics in business plan

(III) Individual assignments — 20%

There will be three individual assignments, which will integrate business and analytics. The purpose of the assignments is to help you apply some of the tools discussed in class to real-world applications.

FACULTY

Prof. Miguel Antón Sancho

Associate Professor of Financial Management

- Ph.D. in Finance, The London School of Economics and Political Science
- MSc. in Economics and Finance, CEMFI

- Bachelor's Degree and M.A. in Finance and Economics, Universidad de Navarra
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Prof. Mireia Giné Torrens

Associate Professor of Financial Management

- Executive Education in Finance CPD, The Wharton School
- Ph.D. Facultad de Ciencias Económicas, University of Barcelona
- M.Sc. Economics, University Pompeu Fabra
- B.A. Economics, University Pompeu Fabra

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Office: E-308 / Phone: 4371

LEARNING OUTCOMES

As a result of studying this course, students will

Have a broad knowledge and understanding of the fintech landscape, its evolution, current situation and perspectives into the future.

Have an understanding of the challenges facing the financial industry and how to address them.

Be up to date on the latest industry developments.

Be familiar with key financial concepts, particularly regarding specific fintech terms, and be able to communicate effectively about them.

Learn how to identify market inefficiencies and detect business opportunities in fintech.

Learn how to create a professional business plan and business proposal.

Learn how to start a new venture and understand the unique challenges that fintech enterprises face.

Gain the ability to work in multidisciplinary teams as well as public speaking skills.

COMPETENCES

It is strongly recommended that students possess previous knowledge of finance and economics, and experience in entrepreneurship and start-ups will be very useful but not limiting. No programming skills will be required, although the course might involve the use of some statistical software in the managing of data. Given the strong emphasis of the course on oral presentations and class discussions, students are expected to be able to clearly express ideas and develop a convincing line of argument

STUDENT PROFILE

This course aims at helping MBA students acquire and apply key economic, financial, technological and entrepreneurial principles. Students with an interest in pursuing a career in startup ventures in fintech and other areas, financial institutions, investment banks, consulting firms, asset management funds, and similar roles, will strongly benefit from this course. Although the focus of this course is related to financial technology, the skills acquired in relation to detecting business opportunities, analyzing marketplaces, creating business plans, etc., would surely benefit any student willing to embark on entrepreneurial ventures of other sorts.

ADDITIONAL INFORMATION

Number of credits 0.5

Language English

Quantitative orientation of the course (1: not at all; 5: highly quantitative) 4

Geographical focus of course or cases

Barcelona

Management in the Health Sector (Health Care, Medical and Pharmaceutical)

- 1 credit

Prof. Magda Rosenmöller

INTRODUCTION

The recent –and still ongoing– COVID crisis has exposed the importance of well-functioning health systems and industry, but it has also put the spotlight on systems failures: lack of preparedness, inflexibility, poor data coordination and under-resourced health professionals. At the same time, the focus on COVID displaced attention from chronic illnesses and adding to existing challenges, health systems are facing: budgetary pressures, rising patient expectations and short focused political involvement.

COVID, particularly in the initial phase, brought also to light opportunities - a unique creativity, the willingness to overcome obstacles in a joint effort. Jumping over regulatory hurdles in a fraction of the usual time, we have seen ventilators made with 3D–printers. C-Suites of Thermo Fisher and PEPSI CO connected to better understand the protective use of plastic. The race for COVID treatments and vaccine has accelerated the biotech research in an unprecedented way. Digital transformation is suddenly happening, with a vertiginous raise in telemedicine - overcoming usual die-hard resistances – doctors and patients were happy to find a way to interact. Now, how will the future of health care look like? How we can actively shape this future, addressing the challenges and realising the opportunities?

Even before COVID, the health related sectors (pharma & medtech, IT, NGOs, etc.) were undergoing a period of widespread and deep changes, reforms striving for higher excellence with limited resources and ever-higher demand and patient expectation. New technologies (diagnostics, therapeutics, procedures), new delivery models, and increasing consumer empowerment are transforming the sector, health care provision and the industry interaction. Executives, entrepreneurs and investors have a challenging job in a complex sector, with its fragmented structure, high levels of regulation, and significant number of constituencies.

Recent years have already seen a shift in the roles of decision makers accompanied by rapid developments in technology that are likely to become outdated within a few years. Innovations have to be needs based and then managed in a context of high uncertainty and risk. This requires a sound knowledge and understanding of the issues, excellent managerial skills and a high degree of sensibility to be successful in managing corporate businesses (satisfying shareholders, while realising the vision of ‘Working together for a Healthier World ’*). The same is true for public and not-for-profit organisations, the realisation of interactive innovations in the public-private interface: developing and marketing products, identifying business opportunities, and more importantly, realising them. (*Pfizer Corporate Mission www.pfizer.com/about)

OBJECTIVES

The HEALTH course will provide insights into this complex sector, adopting both a general and a specific perspective. We will look at the COVID crisis and try to understand its impact at different levels. We will gain a basic understanding of the system's elements, design, flows (funds, services, products, and information, etc.) and actors /stakeholders: regulatory agencies, chief decision makers and the shifting power among them, as well as of the dominant values and cost drivers. We will review the way the health care industry operates, examine innovative collaboration paths, and explore opportunities for public-private initiatives with a view to innovative, high quality and efficient ways of delivering health care and creating value for patients.

These insights will sharpen the understanding of systems interactions, enhance the ability to understand needs and identify opportunities; and increase the management skills needed to design and implement operational and technological change. Additionally, it will provide an opportunity to explore different job opportunities in the extended sector in a global context.

CONTENT

This full credit course will begin with a general overview of the sector, with a particular focus on COVID - followed by a closer look at the sectors / industry specific issues.

After a brief COVID update – referencing back to out throughout the course -, we will first review the health sector's basics (design, basic elements, financial flows, etc.) to gain understanding of different European and worldwide health systems. We will map the main players, institutions and organisations, understanding their roles and interactions: the state, regulatory and funding agencies, care providers, civil society, patient associations, and the extended industry (pharma/biotech, medtech, ITs) and –particularly important in COVID times– the international and global institutions.

We will then look at the innovation and change potential: management of innovation, knowledge and technology in a major growth sector, identifying needs, challenges and potential business opportunities. We will look at the industry and their interrelations: pharma (i.e. the paradigm shift from blockbusters to personalised medicine), medtech (diagnostics, medical devices) the digital transformation (telemedicine, mHealth, big data, AI), their collaboration options and the impact on health systems. We will also look at innovative care models: patient safety & quality, research and innovation, patients' empowerment and the role of the patient. Last, we will look at health in the global context: reviewing BOP, business and finance models to achieve better health care in low resource settings, while realizing interesting business opportunities and reversed innovation.

METHODOLOGY

The course will combine case discussions, lectures and inspirational speakers from different areas of the health sector and industry. The speakers will provide hands-on experience of real challenges they face, the opportunities they see and their visions for the future, with Q&A sessions to clarify issues and deepen understanding.

EVALUATION

Class participation and the preparation of a concise report prepared by a team of 2 students. The topic of the report, proposed by the team or selected from a list of suggestions, will be agreed upon with the instructor in the first two weeks of the course and prepared following a predefined schedule.

FACULTY

Magdalene Rosenmöller (Course Coordinator)

Senior Lecturer of Production, Technology & Operations Management, Academic Director, IESE CRHIM

PhD Health Policy, LSHTM, University of London.

Docteur en Médecine, Université Louis Pasteur, Strasbourg, France

MBA, IESE, Universidad de Navarra

LEARNING OUTCOMES

On completion of the course, students will have gained a broad understanding of the health sector, its complexity, actors, decision makers, regulatory bodies and their interactions, as much as dominant values and cost drivers across different health systems. New insights and managerial skills will enable them to jumpstart in a new job assignment in the sector. A basis for a successful career in the sector it will enable them to become health sector leaders: identifying opportunities for innovation, technology and system change and making a real difference in the future

COMPETENCES

These new insights, learnings from the crisis, a sound knowledge and understanding of the issues, will enable the jumpstart in a new job assignment in the sector, serving as a basis for a successful career in the sector. A higher degree of sensibility and skills will enable successful management of corporate business. It will allow better identifying opportunities for innovation, technology and system change, developing innovative business models, revising the market access function and creating new forms of collaboration. All these are essential attributes of the future leader moving the sector from the blockbuster' to a target-market approach, with an entrepreneurial spirit, passion, multi-disciplinarity, networking ability and transferring ideas from other industries – to actively drive the sector to performance based health care; the Triple Aim - better health, at a more efficient cost and a high patient experience.

STUDENT PROFILE

The course will be of high value to anyone planning a career in the health or related sectors (pharma / bio/ med tech consulting, venture capital). It will also be generally beneficial to all those wishing to gain an insight into (new) ways of successful innovation and change in a highly complex and competitive sector. While students with previous experience in the

health sector are very welcome, it is not a prerequisite, particularly for those aiming a career shift, the course will be particularly beneficial.

ADDITIONAL INFORMATION

Number of credits 1.0

Language English

Quantitative orientation of the course (1: not at all; 5: highly quantitative) 1

Geographical focus of course or cases

Global

Innovation Strategy I - 1 credit

Prof. Sampsa Samila

INTRODUCTION

Innovation is critical to the success of organizations, societies, and humanity more broadly. An organization that fails to innovate is doomed to eventual failure. In this course, we will cover frameworks to understand how technological innovation happens and how organizations succeed or fail in driving innovation. We focus on innovation as process, something that can and should be systematized. Ultimately, the aim is to help you, in whatever your future profession maybe, to be better able to create, capture, and sustain value through innovation.

OBJECTIVES

The main objective of this course is to understand the strategic and organizational challenges in managing innovation and to learn the tools and frameworks to drive innovation in companies large and small.

CONTENT

The course consists of three core modules

1) Creating Value through Innovation:

- How do companies create new innovations through internal development, sourcing from the crowd, acquiring innovations or entire companies, or through networks of alliances?
- What are the pros and cons of each method of developing innovations and when is each one optimal?

2) Capturing Value through Innovation:

- How to choose between different ways of protecting ideas: patents, trade secrets, etc.?
- How do you organize to bring new innovations to the market?
- How are new innovations adopted in the market?
- How do you commercialize innovations when there are complements, platforms, and network effects?

3) Sustaining Value through Innovation:

- Why do incumbents get disrupted?
- How do you respond when a new entrant is attempting to disrupt your market?

The case examples and speakers will feature cutting edge technologies, including artificial intelligence and blockchain. We will also touch on the ethics of technologies.

The course builds on and complements other courses on strategy and innovation as well as more industry-focused courses like fintech. While mastery of the materials in those courses will be helpful, it is by no means a requirement.

METHODOLOGY

The course will feature guest speakers, case studies, lectures, and exercises.

EVALUATION

Students will be evaluated based on class participation as well as projects.

FACULTY

Sampsa Samila
Associate Professor of Strategic Management
PhD, Columbia University

LEARNING OUTCOMES

1. Determine when to develop internally, when to acquire innovations, and when to open the innovation process to external collaborators.
2. Construct the optimal way to protect ideas from competitors.
3. Plan how to organize & implement the market-entry strategy for an innovation.
4. Design the best way to respond to the threat of disruption.

COMPETENCES

Critical thinking
Strategic thinking
General management skills
Team work
Creativity

STUDENT PROFILE

The course is geared towards students who are interested in positions that require strategically managing innovation (e.g., entrepreneurs, senior executives), analyzing innovation strategies (e.g., equity analysts, venture capitalists), and advising the development of innovation strategies (e.g., management consultants).

ADDITIONAL INFORMATION

Number of credits 1.0
Language English
Quantitative orientation of the course (1: not at all; 5: highly quantitative) 4
Geographical focus of course or cases
Global

Independent Study Project 0.5 - 0.5 credits

Prof. Mireia Las Heras

INTRODUCTION

Independent Study Project (ISP) allows IESE MBA students to pursue a specific project or a research related to their professional needs that are not available in offered elective MBA courses.

OBJECTIVES

On these projects, students (individually or in teams) explore a topic in depth, under the supervision of an IESE faculty member. The nature and extent of this independent study project are determined by the student and a faculty mentor.

CONTENT

The topics might include:

- Business plan development
- Field on a particular business related issue
- Research on a business topic

METHODOLOGY

Find a professor who is willing to mentor and to evaluate your project. Discuss with the professor the feasibility, requirements and syllabus of the study project.

Prepare a written proposal which should include

A clear statement of the aims of the project and why it is worthy and/or interesting topic.

A brief summary of the project plan.

Submit the written proposal and a completed Independent Study Application form, signed by the professor, to the MBA Office.

This application must be presented and approved by the MBA-II Academic Director before the bidding process ends.

Request ISP in the Bidding Platform (ADD or swap) during the Change Round

Work on your project during the term.

Submit the final report by the end of the Term.

EVALUATION

FACULTY

LEARNING OUTCOMES

COMPETENCES

STUDENT PROFILE

Independent Study Project is addressed only to IESE MBA-II students.

ADDITIONAL INFORMATION

Number of credits 0.5

Language English

Quantitative orientation of the course (1: not at all; 5: highly quantitative)

Geographical focus of course or cases

Independent Study Project 1 - 1 credit

Prof. Mireia Las Heras

INTRODUCTION

Independent Study Project (ISP) allows IESE MBA students to pursue a specific project or a research related to their professional needs that are not available in offered elective MBA courses.

OBJECTIVES

On these projects, students (individually or in teams) explore a topic in depth, under the supervision of an IESE faculty member. The nature and extent of this independent study project are determined by the student and a faculty mentor.

CONTENT

The topics might include:

- Business plan development
- Field on a particular business related issue
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METHODOLOGY

Find a professor who is willing to mentor and to evaluate your project. Discuss with the professor the feasibility, requirements and syllabus of the study project.

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Submit the final report by the end of the Term.

EVALUATION

FACULTY

LEARNING OUTCOMES

COMPETENCES

STUDENT PROFILE

Independent Study Project is addressed only to IESE MBA-II students.

ADDITIONAL INFORMATION

Number of credits 1.0

Language English

Quantitative orientation of the course (1: not at all; 5: highly quantitative)

Geographical focus of course or cases

Landing in your family business - setting priorities and aligning with your family - 1 credit



Prof. Heinrich Liechtenstein

INTRODUCTION

This course is designed to help a small group of students develop a plan for landing in their family's business and more importantly to guide and support the first steps of aligning with their family. It covers the most important topics that need to be orchestrated in the course of a generational transition by a member of the incoming generation with a special focus on governance, family relationships and trust, and process handling. Class discussions will cover basic concepts. Peer discussions during and in-between classes will be structured and moderated to enhance students understanding of their particular situation, their option space and to choose, reflect upon and calibrate their personal approach to preparing the succession challenge.

OBJECTIVES

The succession process is a multidimensional transformation process with potentially very significant ramifications not only for the incoming and the outgoing family members but typically also for many other family members – regardless if they are owners in the business or not, managers and employees in the family business – or other stake holders. Alignment has to be built, maintained and recalibrated continuously over a prolonged period of time requiring the responsible family members to understand their options, to pick their bets and to orchestrate the process mindfully and persistently. But planning and managing the generational transition on a transactional level is not enough. What makes the process demanding and sometimes frustrating is the emotional dimension of the relationships between family members which are involved. The best way to learn about succession planning is to not only plan on the fact level but more importantly to get involved on the relationship level, to understand the interests and the needs of family members and to systematically navigate the situation as it evolves without damaging relationships.

This Course is designed to serve as the beginning of that process.

CONTENT

There are a couple of underlying themes that run throughout the course

How to diagnose the situation as a member of the incoming generation,
How to plan for achieving alignment and stay flexible at the same time, and
How to stay synchronized with family members.

Intermingled with these general themes in the course are a wide variety of issues and challenges that must be considered in the specific situation of each student.

METHODOLOGY

This course will initially provide you with some basic tools and concepts that might be helpful to prepare the transition into your family's business. It is centered on planning your transition in an iterative process where in a first step you analyze your specific situation and identify key issues that you need alignment on with other members of your family; in a second step, you validate your assessment on the basis of in-depth conversations with your family members; in a third step you consolidate the insights from these conversations and review and discuss with peers.

Most of the assigned readings relate to some basic tools and concepts that students might find useful to develop a comprehensive and well-structured understanding of their situation.

In-between classes students will prepare papers that summarize their current assessment of their situation as they move from diagnostic to developing their personal rolling agenda for dealing with critical succession issues. These papers are intended to give students the opportunity to structure their thoughts in a situation that can be blurred by emotions.

This course will be conducted by a team of experts (referred to as "the experts") consisting of Professor Heinrich Liechtenstein and two practitioners, Sebastian Ehrensberger and Ginka Christenson. All through the course the experts will – through various approaches and means – put a special emphasis on supporting students to reflect their current thinking, get feedback and a fresh-eyed view from the outside, and develop a more objective perception of their situation and potentially a broader view of their option space as the process unfolds. In this regard students will be encouraged in particular to systematically explore the potential of peer-to-peer discussion and mentoring.

EVALUATION

Student grades will be based 50% on a written assignment and 50% on quality (not quantity) of classroom discussion. Quality class participation counts highly in this course.

FACULTY

Heinrich Liechtenstein

Professor of Financial Management

Doctor of Business and Economic Sciences, University of Vienna

Master in Business Administration, IESE, University of Navarra

Degree in Business and Economic Sciences, Universidad Autónoma de Graz

Certified European Financial Analyst

Professor Liechtenstein holds a Ph.D. in Managerial Science and Applied Economics from The Economics School of Vienna, Austria, a Master's degree in Business Administration from IESE Business School, and a BSc in Business Economics from the University of Graz.

Professor Liechtenstein specializes in entrepreneurial finance, management of wealth, governance of entrepreneurial families and Impact Investing. He is co-author on several publications on private equity.

Professor Liechtenstein lectures in the MBAs and Executive Programs.

As a consultant he collaborated with leading families and financial institutions and serves on the board of family controlled foundations.

Prior to his academic career, Professor Liechtenstein was engaged in LGT dealing with ultra high net worth individuals. He also advised families within the Boston Consulting Group and established and sold two successful businesses.

Areas of interest:

Entrepreneurial finance, private equity

Impact Investing

Owners/Investors strategy and family governance

Sebastian Ehrensberger

Lecturer on business family issues

Doctor of Business Administration, University of Cologne, Germany

Degree in Business Administration, University of Cologne, Germany

Doctor Ehrensberger holds a Ph.D. in Business Administration from University of Cologne, Germany.

Dr. Ehrensberger is the founder and Chairmann of Rhodion Advisors GmbH. He works collaboratively with leading business families to reach consensus on where the family and the business are headed in the long term. In this context, he helps families to prepare their companies strategically, organizationally, financially, and personally so that, when the time comes, the family business can be handed down to the next generation seamlessly.

Deepening the emotional bonds between family members, developing the leadership abilities of the next generation, and strengthening effective family governance are other areas of his experience and expertise.

Before specializing in family businesses, Dr. Ehrensberger spent 10 years as a Partner and Managing Director of the Boston Consulting Group.

Andrea Kathrin (Ginka) Christenson

Degree of Business Economics at the Vienna University of Economics and Business Administration

Master in Business Administration, IESE, University of Navarra

Andrea Christenson is a Senior Advisor at Rhodion Advisors GmbH.

She supports business families with strategic, organizational, but also personnel issues and helps them to prepare their companies for the long term and, if necessary, prepare them for a transfer of generations.

Her main interests are in the areas of governance, human resources, structuring the implementation and complex decision-making processes. In this respect, she is above all concerned with balancing the personal concerns and interests of the family members on the one hand, and on the other hand, with the pursuit of set goals. Personally, she feels it is a great enrichment and fulfillment to support the leaders and the next generation as coach, mentor and sparring partner. In the context of leadership development programs, she is a coach and mentor at IESE, Barcelona. She is a member of advisory boards and administrative boards of European companies.

At the beginning of her professional career Andrea Christenson worked at BCG for seven years. Afterwards, she acquired a family company from the founding family and transformed it into an internationally active company in the premium segment by repositioning the brand and professionalizing the production. In 2013, the company was sold to a strategic investor.

LEARNING OUTCOMES

This course is intended for those individuals who anticipate working in their family's business in the short to medium term and for those who are or will become part of the owner's group of a family business – even, if they are not yet sure about their future roles. Beyond a broad perspective of the dimensions of successful generational transition and typical challenges and failure patterns the outcome should be a rolling agenda to achieve alignment with key family members on the most important succession issues that does not only take into account the perspectives and preferences of other family members but is also based on a realistic assessment of the participant's personal resources.

Participants will furthermore be given the opportunity to meet a potential mentor and will learn – together with their mentor – the key aspects of effective mentoring.

COMPETENCES

Rather than focusing on a set of specific competences or tools/hard skills, this Course provides a structured learning experience at the beginning of the personal succession journey. It encourages students to engage with peers, mentors, professionals and most importantly with members of their own family to develop a clear perspective on the landscape of issues that require alignment and a realistic view on the structure and the potential speed of the transition process given the needs and concerns that potentially are at play and the emotions that tend to go with it.

The Course shall allow students to develop a more educated understanding of generational transition, avoiding an emotional roller coaster but applying the insights as a sequence of a panoply of specific decisions that can be foreseen and managed. (Maybe not completely but to a significant degree). As such the succession process requires time, effort, resources and dedication which in turn requires a realistic assessment of the opportunities but also of the limits of the personal role in this process.

STUDENT PROFILE

2nd year MBA students having a family business background – including spouses. This course is intended for those individuals who anticipate working in their family's business, and or being responsible for legacy assets like foundations, large financials funds etc. in the short to medium term.

ADDITIONAL INFORMATION

Number of credits 1.0

Language English

Quantitative orientation of the course (1: not at all; 5: highly quantitative) 2

Geographical focus of course or cases

Global

Managing Derivative Securities - 0.5 credits



Prof. Rafael de Santiago

INTRODUCTION

Warren Buffet described derivative securities as financial weapons of mass destruction, carrying dangers that are potentially lethal. Despite Buffet's concerns, the trading volume of derivatives has rapidly grown, and more and more companies trade them in increasing numbers.

A derivative security (a derivative) is a financial instrument that derives its value from an underlying asset, such as a stock, an interest rate, a commodity or an index.

Airlines use options to hedge against crude-oil price increases. A company expecting to sell an aircraft carrier in one year hopes to invest the cash received for the sale; as it believes that interest rates will drop between now and then, it may purchase a Treasury futures contract in order to lock in the future interest rate.

Derivatives securities can be used to speculate or manage risk. They can reduce risk by providing insurance (hedging), and they can increase risk by speculating on future events. Derivatives provide ways of investing and managing wealth that ordinary securities do not. They allow investors to hold larger debt and equity positions and, as a result, enhance the liquidity of the underlying's market.

OBJECTIVES

Derivatives serve as effective instruments for hedging. This course is designed to provide a deep understanding of what derivative securities are, how to price them, how to use them to hedge risks (like currency risk or input price risk), and how to avoid misuses and abuses.

CONTENT

Arbitrage and Trading
Financial Engineering and Swaps
Forward and Futures Markets

Option Markets: The Binomial Model
Options Markets: The Black-Scholes Model
Delta Hedging
Implied Volatility
Interest Rate Derivatives and Swaps

METHODOLOGY

The course will be a combination of lectures, exercises and cases covering a variety of markets in which the use of derivatives proves useful to hedge risks.

EVALUATION

Evaluation of the course will be based on class participation, exercises, and short tests.

FACULTY

Rafael de Santiago, Professor

Ph.D in Mathematics, University of California

Ph.D in Economics, University of Valladolid

LEARNING OUTCOMES

COMPETENCES

STUDENT PROFILE

ADDITIONAL INFORMATION

Number of credits 0.5

Language English

Quantitative orientation of the course (1: not at all; 5: highly quantitative) 3

Geographical focus of course or cases

Global

Machine Learning - 1 credit



Prof. Miguel Ángel Canela

INTRODUCTION

Machine learning (ML) is a branch of artificial intelligence (AI). You may have heard about other branches, such as robotics, or speech recognition. The objective of machine learning is the development and implementation of algorithms which learn from data how to accomplish difficult or tiring tasks.

The ML approach to data analysis is not, as in statistics, based on the assumption that the data follow a model such as linear equation, and focused on estimating and testing the coefficients of the equation. Although we may use a linear equation is one of the many models (in practice we try more complex approaches), such assumptions are rarely made in machine learning.

The ML focus is on how to learn from examples and to generalize what learned, rather than on how to discover or estimate explicitly the true data generation process. The process of deriving an algorithm from the data is called training. An algorithm derived from a set of training data is typically tested on data that have not been involved on the obtaining the algorithm, referred to as testing data.

Nowadays, machine learning and artificial intelligence are no longer arcane subjects, and they are getting popular in the business world. Algorithms are regarded as something common in many organizations, and the ability of developing, maintaining and optimizing them is frequently included in job requests.

Within the wide range of software tools available, we have chosen for this course the Python library scikit-learn, which is, currently, the practitioners' leading choice. We use the Anaconda distribution of Python 3, which is free and available for both Windows and Macintosh (also for Linux).

OBJECTIVES

The objectives of this course are:

To introduce machine learning in a business context.
To show, through examples, how Python is used in machine learning.

CONTENT

Introduction to Python.
Working with data in Python.
Regression and classification
Ensemble methods.
Neural networks.
Unsupervised learning.

METHODOLOGY

This course is based on a learning-by-doing approach. The different methods presented are introduced directly, through their application to real data cases. It includes a brief introduction to the Python language, used in all the examples and assignments. Laptops are allowed in class, as far as they are used to replicate the current analysis.

For every topic covered, the notes of the course provide a concise introduction and an example, presented in the classroom by the professor. This is complemented by seven individual assignments.

EVALUATION

Class participation (1/5).
Seven individual assignments (4/5).

FACULTY

Miguel-Angel Canela

PhD in Mathematics, Universitat de Barcelona

Associate Professor, Department of Decision Analysis

LEARNING OUTCOMES

After taking this course, the students will be able to:
Manage data with Python.
Get familiar with the basic machine learning models.
Get practice with the Python packages NumPy and scikit-learn.

COMPETENCES

The students of this course will:

Understand the basics of the Python language applied to data management.

Develop skills for exploring data with Python.

Develop a programmatic approach to data analysis.

Develop skills for training supervised learning algorithms.

Use unsupervised learning algorithms for finding patterns in data.

STUDENT PROFILE

This course may be of special interest for those students interested in tech business, and also for those planning to work in marketing or IT departments. Familiarity with Python is recommended.

ADDITIONAL INFORMATION

Number of credits

1.0

Language

English

Quantitative orientation of the course (1: not at all; 5: highly quantitative)

Geographical focus of course or cases

Global

Entrepreneurship: New Ventures - 1 credit



Prof. Mathieu Carezzo

INTRODUCTION

This class gives you the chance to dive deep into the initial steps of a new venture creation.

Every year at the end of the course, some teams will decide to start a company. Some of these companies are success stories.

Over the course of NAVeI you will identify, select a business opportunity, and validate a business model that can potentially turn into a high growth venture. You will have the opportunity to potentially pitch to real start-up investors at the end.

Your project will be team-based (min 3 – max 5)

The business opportunity you select for your project should have potential for creating jobs and income beyond the prospect of providing a "normal" salary for its founders. In other words, self-employment should not be its end goal. High-impact social ventures and non-profit ventures are also welcome, as long as they have significant revenue growth potential.

OBJECTIVES

The main objectives of the course are to provide opportunities for the students to learn about:

- The process and methodology of new venture business development
- The founders' challenges when starting a company
- The exposure to the fund-raising process and communicating with professional investors

The objective of the professor is not to persuade students to establish their own company, rather to provide an opportunity to reflect upon themselves as potential entrepreneurs. In most cases, the best decision one can make at the end of an MBA is to get an interesting job with a good company (perhaps involving corporate entrepreneurship activities). However, in many cases, the best decision one can make some years after MBA graduation is to start one's own business.

CONTENT

- Generating and validating business opportunities. How do you find out if a specific business opportunity is economically attractive? What does real-world data say about the specific business model you have selected?
- Start-up team formation. Dealing with issues related to the equity split and other provisions in an initial shareholders agreement.
- Documenting and communicating your new venture project to investors. What do investors expect in a business plan? How can I communicate effectively with investors?

METHODOLOGY

The course involves hands-on application of concepts you have learned throughout the first year of your MBA. The course will be based on interactive workshops, case studies, team presentations and guest speakers that will help you find ways to develop your project.

A sample of the projects is made at the end of the course to be presented to professional investors. This is optional and highly selective.

Other mechanisms are also available to match IESE-affiliated entrepreneurs and investors. This includes the "Business Angel Network" of IESE and FINAVES.

EVALUATION

Evaluation is based on class and workshop participation, as well as the quality of the work done in the project.

FACULTY

Mathieu CARENZO

Lecturer of Entrepreneurship
MBA, IESE Business School, Spain

Venture Hub, CEO and Founder

Mathieu is a lecturer in the Entrepreneurship Department

He is a seasoned entrepreneur and dynamic Business Angel with current investments in scale-ups such as Glovo or Bizaway and promising start-ups such as Trioteca, Daysk, LastSmile and many others.

Mathieu holds a Master in International trade from ESSCA in France and a MBA from IESE business School. He currently teaches in the MBA and the GEMBA and has extensive experience teaching programs in 3 different languages (English, Spanish and French) and 4 continents.

Mathieu is one of the 3 founding partners of Venture Hub, a consulting firm supporting the scale of high growth start-ups and the development of entrepreneurial skills in the society at large.

Previously, he was a managing partner in Nero Ventures; a boutique VC Fund based in Spain focusing on technology services companies operating in the B2B and B2B2C markets. Examples of portfolio companies are Exoticca or Signaturit.

Earlier, Mathieu worked in different positions in Europe and America mostly in corporate entrepreneur positions. After an experience in Danone to start his career, he worked in AIRBUS helicopter where he led the growth of the company in Mexico, Caribbean, and Central America building his expertise in the settlement of new structures and development of new markets.

His areas of interest are lean Start-up, scale-ups and Early stage equity financing.

LEARNING OUTCOMES

On one hand, you will learn throughout the course what makes a business idea a real business opportunity; on the other hand you will develop a business model that has the potential to be also an attractive investment opportunity for early-stages investors (Business angels and VC's)

COMPETENCES

You will apply your knowledge on financial and operational planning, team building and communication skills, and entrepreneurial leadership to develop a comprehensive understanding of the skills needed to be successful in the current start-up Ecosystem

STUDENT PROFILE

You will apply your knowledge on financial and operational planning, team building and communication skills, and entrepreneurial leadership to develop a comprehensive understanding of the skills needed to be successful in the current start-up Ecosystem

ADDITIONAL INFORMATION

Number of credits

1.0

Language

English

Quantitative orientation of the course (1: not at all; 5: highly quantitative)

3

Geographical focus of course or cases

Negotiation 1 - 0.5 credits



Prof. Kandarpkumar Mehta

INTRODUCTION

Indiscutiblemente, las ventas son cada día más competitivas, difíciles y complejas. Esto se debe a factores tales como:

La drástica caída durante mucho tiempo que se ha producido en las ventas presenciales durante el covid-19 ha obligado a muchas empresas a trabajar con “técnicas de ventas híbrida”.

Los clientes son más exigentes, poseen mayores conocimientos y, a veces, responden a perfiles de compra muy distintos, por lo que se requieren estrategias de venta muy específicas y diferentes a las tradicionales.

La competencia es más dura, está mejor preparada y es capaz de responder en menos tiempo y con mayor eficacia, además de ser mayor, ya que a la competencia nacional se suma la internacional.

Los productos y/o servicios son cada vez más equiparables entre sí, lo que provoca que la diferenciación sea más difícil y costosa de mantener.

Los vendedores son más difíciles de dirigir, ya que son más exigentes, están mejor preparados y sus valores y objetivos personales no siempre coinciden con los de la organización.

Las nuevas tecnologías (sobre todo Internet) están cambiando las reglas de juego en el mercado y no podemos quedar impasibles ante los cambios que se producen. No todas las empresas están trabajando en la transformación digital, como sería necesario, para ir preparando sus redes de venta a nuevas formas de trabajo a distancia.

Todas estas tendencias nos tienen que llevar ineludiblemente a replantearnos las principales políticas y sistemas que engloban la gestión comercial, pasando del concepto de “venta tradicional” a otro más adaptado a las verdaderas necesidades de nuestros días que llamaremos: “Venta Consultiva Híbrida” siempre vista bajo una óptica de “omnicanalidad”.

Como comentamos anteriormente, la pandemia que está afectando a gran parte de nuestro planeta, está obligando a las empresas a desarrollar nuevas habilidades para que sus

comerciales puedan trabajar con metodologías de venta no exclusivamente presenciales y difíciles de realizarse con éxito hoy.

La Venta Híbrida, que está sustituyendo y completando la “tradicional”, implica el empleo de nuevas técnicas que comentaremos a lo largo del programa y que afectarán a la forma de trabajar de nuestros vendedores y a las actuales técnicas para dirigirlos y motivarlos con éxito.

OBJECTIVES

El principal objetivo del Programa consiste en adquirir conocimientos para dirigir, de forma profesional a Equipos Comerciales Híbridos y poder desarrollar un programa de Marketing Relacional dirigidos a nuestros Clientes, teniendo en consideración los cambios que las nuevas tecnologías están produciendo sobre los consumidores y los canales de ventas tradicionales imponiendo la necesidad de una estrategia de “omnicanalidad”.

El fenómeno Internet debe de ser analizado y discutido en su justa dimensión, constituyendo un canal alternativo que, en algunos sectores, está teniendo un acentuado desarrollo.

Nuestro objetivo debe ser pasar de un sistema tradicional basado en el proceso de ATRAER y VENDER, a un concepto más amplio y mucho más eficaz, basado en el proceso de ATRAER, VENDER, SATISFACER y FIDELIZAR con un enfoque totalmente abierto a canales tradicionales y virtuales dando la debida importancia a las oportunidades comerciales que puede ofrecer el Social Selling en muchos sectores de la economía.

De aquí la necesidad de conocer en que consiste la Venta híbrida y que repercusiones se pueden producir en una dirección de la red “en remoto”.

CONTENT

El contenido del Programa está muy enfocado en problemáticas comerciales con un enfoque onmicanal y proporciona a los participantes una puesta al día de los conocimientos, prácticas y tendencias más relevantes en los temas tratados.

Análisis del cambio en:

Entorno global.

Tecnología.

Distribución.

Empresa.

Mercado.

Consumidor.

Individual.

La importancia de los factores actitudinales en el rendimiento comercial: la Inteligencia Emocional en la empresa.

El nuevo rol del Director de Ventas, cuya función consiste en alcanzar resultados extraordinarios a través de la adecuada gestión híbrida de un equipo compuesto por personas corrientes.

Políticas de gestión de nuestro Equipo de Ventas. El responsable de un Equipo Comercial es, al mismo tiempo, el principal Director de Recursos humanos del mismo.

La Planificación Comercial. Una vez definido cómo debe ser y cómo debe actuar nuestro Equipo de Ventas, el siguiente paso es darles las herramientas necesarias para que puedan trabajar. Estas herramientas necesarias se concretan en forma de un Plan de Ventas. El Plan de Ventas debe permitirnos planificar nuestros esfuerzos comerciales de forma individual. Esto nos permitirá crear planes comerciales por cliente, por producto, por zona... además de medir los resultados mediante diferentes técnicas.

Técnicas de Venta Consultiva Híbridas.

Diferentes políticas de Remuneración Variable.

La importancia del Marketing Relacional en la venta. Fidelización de clientes en los nuevos canales de venta. La Fidelización de clientes no se consigue sólo mediante su satisfacción. Clientes satisfechos no siempre son clientes leales. Únicamente podemos aspirar a tener clientes fieles si conseguimos desarrollar una verdadera relación duradera y rentable con ellos.

Nuevos canales de Venta: Reflexiones sobre Social Selling y multicanalidad, televenta y alquiler de Redes de Venta.

METHODOLOGY

El curso se desarrollará con la discusión de 8 Casos, Conferencias totalmente interactivas y 8 invitados de relieve, que puedan hablar de sus respectivas empresas con particular énfasis en sus diferentes modelos Comerciales.

EVALUATION

Se harán dos pequeños test a lo largo del curso, todo ello complementario a la valoración de los participantes según sus intervenciones y efectivas aportaciones al curso. En caso de test negativos y de bajas intervenciones y/o aportaciones al curso, se hará un examen final exclusivamente a esto alumnos.

FACULTY

Prof. Cosimo Chiesa de Negri

Professor de Dirección Comercial

Doctor en Ciencias Económicas y Marketing, University Luigi Bocconi

Doctor en Marketing, University of Pavia.

I Behavior, Haas School of Business at the University of California Doctor en Ciencias Económicas y Comerciales por la Universidad "Luigi Bocconi" de Milán.

Doctor Comercialista por la Universidad de Pavia.

Trabajó en Arthur Andersen en la oficina de Milán cuando la misma era cabecera del Sur de Europa.

De 1970-1978 fue Subdirector General y Consejero de STARLUX, S.A. en España.

De 1978-1985 fue Subdirector General y Consejero del Grupo MARTINI & ROSSI, S.A. en España y Portugal.

Al mismo tiempo, fue Presidente de Marqués de Monistrol, S.A. y Presidente de Martini & Rossi Marruecos.

Realizó el programa de Alta Dirección en el IESE de Barcelona (1975). Participó en numerosos seminarios: en Gran Bretaña (A. Andersen), Suiza (IMD), Bélgica, USA (Harvard: "Strategic Marketing Management").

Profesor Extraordinario del Instituto de Estudios Superiores de la Empresa (IESE) en el área de Dirección Comercial desde 1978.

En el año 1985, fundó Barna Consulting Group, S.A., sociedad consultora especializada en temas de distribución comercial y de fidelización de Clientes, que preside en la actualidad.

Ha dirigido trabajos de consultoría y de formación para: Volkswagen-Audi España, General Optica, Banco de Sabadell, Crèdit Andorra, La Caixa, Adeslas, Almirall Prodesfarma, Cadbury Dulciora, Grupo Panrico, United Biscuits, Endesa, Gas Natural, Repsol, Grupo Ros Casares, El Mundo, Inmobiliaria Colonial, Epson, Telefónica de España, Verizon Dominicana, Pronovias, Ibermutuamur, Schindler, Reale Seguros, Luxottica, Pronovias, BBVA, entre otros.

Sus áreas de especialización son la Distribución Comercial, la Dirección de Ventas, el Marketing Relacional y el Coaching Directivo, temas sobre los cuales ha escrito material didáctico y diferentes artículos publicados en revistas económicas del país.

Miembro de la Real Academia Europea de Doctores.

Ha publicado diez libros:

- Buscando la excelencia comercial – La dirección de equipos en tiempo de pandemia - de Cosimo Chiesa (2021) – Real Academia Europea de Doctores-.

- Vende Más, Vende mejor – 100 Claves para el éxito – de Cosimo Chiesa, Carlotta Chiesa y Ludovica Chiesa (2018) – Plataforma Editorial-.

- Liderándome para Liderar – El viaje empieza dentro de ti - de Cosimo Chiesa y Carlotta Chiesa (2015) – Alienta Editorial-.

- Saca la Crisis de tu Cabeza – Claves para un buen Autodiagnóstico de tu situación y de tu Empresa - de Cosimo Chiesa y Ludovica Chiesa (2013) – Ediciones Urano – Empresa Activa.
- Protagonista o Espectador – Liderándome para Liderar – de Cosimo Chiesa y Carlotta Chiesa (2011) – Lid Editorial -.
- Los Pecados Capitales de la Venta – 40 Errores a evitar en su Estrategia Comercial – de Cosimo Chiesa (2010) – Ediciones Urano – Empresa Activa.
- CRM. Las Cinco Pirámides del Marketing Relacional – Cómo conseguir que los clientes lleguen para quedarse- de Cosimo Chiesa (2009) – Ediciones Deusto – (Edición Actualizada).
- Dirigir Vendedores es Mucho más – Las Claves del Liderazgo Comercial- de Cosimo Chiesa (2008) – Ed. Urano – Empresa Activa.
- Vender es Mucho más – Secretos de la Fidelización en la Venta – de Cosimo Chiesa (2007) – Ed. Urano – Empresa Activa.
- Fidelizando para Fidelizar: Cómo Dirigir, Organizar y Motivar a nuestro Equipo Comercial de Cosimo Chiesa (2002) – Ed. Eunsa.

LEARNING OUTCOMES

El objetivo didáctico de este programa persigue que los alumnos adquieran habilidades para el diseño, la dirección y la motivación de sus Redes Comerciales, tanto de forma presencial como en remoto, para que las mismas cumplan con éxito las funciones previstas en el plan de Marketing.

En concreto los alumnos aprenderán a:

- Analizar diferentes alternativas de Modelos Comerciales adecuados en cada circunstancia y comentar la importancia de la “omnicanalidad”.
- Valorar ventajas y desventajas de cada modelo.
- Decidir sobre el tamaño más adecuado de una Red de Venta.
- Valorar el coste visita.
- Sustituir visitas “presenciales” por visitas “virtuales”.
- Decidir sobre ventajas y desventajas de diferentes perfiles de comerciales.
- Valorar las consecuencias/riesgos de cada decisión.
- Definir los oportunos KPI.
- Comprender la importancia de la Inteligencia Emocional en la gestión de los equipos humanos.
- Valorar la necesidad de una estrategia de CRM.
- Analizar el modelo de Fidelización y sus cinco áreas.

COMPETENCES

Para que los alumnos saquen el máximo provecho en el Programa sería recomendable:

Un profundo interés para las problemáticas comerciales.

Unas elevadas capacidades de análisis y de decisión para valorar los riesgos de diferentes modelos comerciales.

Una profunda sensibilidad/interés para problemáticas que implique una buena gestión de los Equipos humanos y dirigida a potenciar al máximo su rendimiento.

Unas profundas ganas de participar en las discusiones de grupo con espíritu crítico y constructivo.

STUDENT PROFILE

Para un buen desarrollo del Programa, es fundamental, que exista un profundo interés para conocer más a fondo la problemática comercial que puedan tener diferentes tipos de organización, operantes en el sector industrial, de gran consumo y de servicios.

ADDITIONAL INFORMATION

Number of credits 0.5

Language English

Quantitative orientation of the course (1: not at all; 5: highly quantitative) 1

Geographical focus of course or cases

Los ejemplos y los casos se refieren a diferentes situaciones de negocio en España y otros países que permitan en el futuro una adecuada Dirección Comercial en plena época de omnicidad.

Organizations of the Future - 0.5 credits

Prof. Sampsa Samila

INTRODUCTION

This is a course about organizations: why we have them, how they work, how technology is changing them, and how do you, as a leader, make them work most effectively. We will cover basics of organizational functioning and design, the changes brought on by digital, data, and AI, as well as the emergent solutions, in particular agile organizations. We will discuss if, when, and how agile organizations work.

Consider the following scenario:

Barely three years into your job at Anonymous Insurance Co, you were given the task of creating a new business unit at Anonymous, built from the ground up with AI and digital technologies to compete with a swarm of new startups as well as the large players like Alphabet entering the business. You would be in charge of the unit and reporting directly to the management board. The task seemed immense and you wondered why you were entrusted with it. You had done very well in your first three years, but still it seemed that you were quite young to take this responsibility. Could it be that others had considered it impossible and turned it down? So, if you succeeded, this would be the breakthrough you had been dreaming of, but if you failed... Oh well, better not fail then.

Where would you even start? You thought you could design the business model, but what about the organization? What kind of people would you need to hire? Would they come from inside the company or elsewhere? How would you structure reporting relationships? How would you incentivize people? What about all the routines and processes? And culture, how would you do that? And technology was changing all that, but how?

OBJECTIVES

This course has an explicit macro perspective, for the most part looking at organizations as a whole from the perspective of the top leadership. This course is not about individual power, leadership, or career. Hence, this course is most suitable for those aiming for top management consulting or top leadership positions, in companies large & small.

CONTENT

This course is fundamentally about organizational design with current and future technologies. Some of the topics covered include:

- Agile organizations
- Human-machine collaboration
- Managing data and algorithms
- People and skills
- Formal structure
- Informal structure
- Organizational culture
- Routines & processes

- Building new capabilities

METHODOLOGY

The course will feature guest speakers, case studies, lectures, and exercises.

EVALUATION

Students will be evaluated based on class participation as well as projects.

FACULTY

Sampsa Samila
Associate Professor of Strategic Management
PhD, Columbia University

LEARNING OUTCOMES

1. Understanding the core principles of how organizations work.
2. Understanding the levers that managers can use to change how organizations work.
3. Ability to design & lead an organizational transformation.
4. Ability to develop new organizational capabilities.

COMPETENCES

Critical thinking
Strategic thinking
General management skills
Team work
Creativity

STUDENT PROFILE

This course is most suitable for those aiming for top management consulting or top leadership positions, in companies large & small.

ADDITIONAL INFORMATION

Number of credits 0.5
Language English
Quantitative orientation of the course (1: not at all; 5: highly quantitative) 4
Geographical focus of course or cases
Global

Personal Finance - 0.5 credits



Prof. Javier Estrada

INTRODUCTION

This course has no cases. If you can live with that, then keep on reading.

OBJECTIVES

The ultimate goal of this course is to provide you with a general, integral, simple, practical, and effective framework to successfully manage your savings. Contrary to what some people would have you believe, it does not take a PhD in Quantum Physics to sensibly manage your money. The approach discussed in this course follows from the strategies endorsed by investment legends such as Warren Buffett (CEO of Berkshire Hathaway), John Bogle (founder of Vanguard), and David Swensen (CIO of the Yale University endowment).

CONTENT

The course is short but the coverage is wide. The following are the topics and issues to be discussed in our ten sessions.

Underlying Issues. Individual and institutional investors. What we will not discuss and why. What investors do and do not control. Forecasting.

Asset Allocation – Asset Classes. Core and non-core asset classes. Stocks, bonds, and alternatives. Role in the portfolio and distinctive characteristics.

Security Selection – Products. Absolute and relative performance. Active and passive management. Hedge funds, absolute return funds, mutual funds, index funds, and exchange-traded funds (ETFs). The two challenges of active management.

Security Selection – Costs. The visible and hidden costs of investing. Costs and impact on performance. Trends in global markets. Back to active vs. passive management.

Security Selection – The Three Pillars. Simplicity, diversification, and low cost. Currency diversification. Useful and useless ETFs.

Asset Allocation – Choice and Rebalancing. The strategic decision. Relevant variables. Informal rules. Investor questionnaires. Rebalancing: Why, when, and how. Behavioral Insights. Cognitive imperfections and impact on investment decisions. Experiments. Lessons for investors. Useful Resources Online. Instant X-Ray. Asset allocation tools. Security selection tools. Robo advice. Building a Portfolio From the Ground Up. Setting the asset allocation. Selecting the products. Focusing on the relevant variables. A Global Vision. A look back: Key messages and learning points. A look ahead: Global vision, final thoughts, and the road ahead.

METHODOLOGY

The course is based on interactive lectures, not on cases. The material you are expected to read before each session is in the course package; complementary material will be posted on the Blackboard after each session.

EVALUATION

The course will be evaluated on the basis of a group project (80% of the credit) and individual class participation (20% of the credit). The group project consists of helping a client to build and understand a portfolio that fits his characteristics and financial goals. The tangible output of the project is a brief report you have to write and turn in.

FACULTY

JAVIER ESTRADA

Professor of Finance

Ph.D. in Economics, University of Illinois at Urbana-Champaign

M.S. in Finance, University of Illinois at Urbana-Champaign

Licenciado en Economía, Universidad Nacional de La Plata (Buenos Aires)

LEARNING OUTCOMES

This course will provide you with the necessary and essential tools to build and maintain your portfolio. You will learn about asset classes; the products in the current market; the costs of those products; how to select a mix of stocks, bonds, and alternatives appropriate for you; how to implement it with specific products; how to keep your portfolio on track through proper rebalancing; how to properly assess the risk and return of funds; the important distinction between value and growth, as well as between small caps and large caps; some behavioral biases that may be pushing you to make wrong investment decisions, and how to overcome them; and some useful resources online.

COMPETENCES

This course will provide you with the skills and tools to understand the process of building and maintaining your portfolio, and successfully manage your savings.

STUDENT PROFILE

Anybody who wants to have a better understanding of how to sensibly and successfully manage his/her own savings.

ADDITIONAL INFORMATION

Number of credits 0.5

Language English

Quantitative orientation of the course (1: not at all; 5: highly quantitative) 2

Geographical focus of course or cases

Global

Personalidad y liderazgo I - 0.5 credits



Prof. Pilar de Castro Manglano

INTRODUCTION

El autoconocimiento es el elemento crucial de todo directivo que lidera personas y proyectos. El curso ofrece los conocimientos básicos y la metodología de análisis para entender y gestionar la dimensión que afecta de manera más relevante al directivo en todas sus actuaciones: su propia personalidad. Aprender y adquirir habilidades como la empatía, la comunicación eficaz, la autodirección, la asertividad en la gestión de conflictos y el manejo de las emociones ante la presión o el fracaso permitirá acertar con objetividad en las decisiones de gobierno que implican liderar en la propia vida y en las relaciones con personas. Éstas y muchas más tareas de gran importancia en el trabajo directivo dependen del modo de ser y de comportarse que configuran la personalidad de cada uno.

¿Qué es la personalidad? ¿Es lo mismo que el carácter? ¿Se puede modificar? ¿Qué elementos somáticos, psicológicos, culturales y sociales influyen en su desarrollo? ¿Hay diversos tipos de inteligencia? ¿Cómo se reconocen tendencias o conductas desadaptadas? ¿En qué se basa la autoestima? ¿Cómo se superan miedos y ansiedades? Son cuestiones fundamentales que se abordarán de manera sistemática durante el curso.

OBJECTIVES

Estudiaremos la personalidad con un enfoque basado en el modelo biopsicosocial: el temperamento y el carácter. La entrevista personal y la realización de pruebas de psicodiagnóstico serán claves para el autoconocimiento. La adquisición de competencias y habilidades sociales serán herramientas útiles para adquirir el liderazgo de la propia vida, de las relaciones interpersonales y de los proyectos profesionales y sociales.

CONTENT

El enfoque del curso es interdisciplinar, basado principalmente en las neurociencias con referencias a la antropología, la medicina y la psicología y sus aplicaciones a las tareas directivas y al entorno de negocios.

El curso está dividido en tres partes:

Personalidad: incluye el autoconocimiento del temperamento y carácter apoyados por entrevistas individuales; la autodirección, mecanismos de prevención y corrección, inteligencia emocional.

Solidaridad y Cooperación: Incluye estrategias de afrontamiento y habilidades sociales como la empatía, la asertividad, la comunicación eficaz y el manejo de las emociones y la propia conducta en situaciones de presión o ante el fracaso o la adversidad, prioridades y sentido de la vida, el trabajo, las personas y las cosas.

Liderazgo. Madurez y equilibrio, humildad, resiliencia, capacidad de perdonar y gratitud...

METHODOLOGY

El curso consiste en una combinación de clases y discusión de casos (50%), lecturas (20%), participación en dinámicas y ejercicios en clase (20%).

EVALUATION

El alumno será evaluado mediante la:

Participación en la discusión en clase de los casos y lecturas, ejercicios y dinámicas a lo largo del curso (20%).

Entrega de dos trabajos de breve extensión, uno a mitad de curso (50%) y otro al final (40%), cuyo objetivo es mostrar si se ha desarrollado la capacidad de reflexión personal y autoconocimiento en base a los conocimientos teóricos adquiridos a lo largo de la asignatura.

Los conocimientos alcanzados se medirán del siguiente modo:

Realización de fichas, test y ejercicios a lo largo de la asignatura (resultado de aprendizaje i-iii, x)

El trabajo a mitad de curso y el trabajo final (resultado de aprendizaje v, vii, xi, xii)

FACULTY

Prof. Pilar de Castro-Manglano

Lecturer en Dirección de Personas en las Organizaciones.

Profesora Asociada Departamento de Psiquiatría, Universidad de Navarra.

Licenciada en Medicina y Cirugía, Universidad de Valencia

Doctora en Medicina, programa de Neurociencias, Universidad de Navarra Especialista en Psiquiatría, Clínica Universidad de Navarra

Pilar de Castro-Manglano es profesora Asociada del departamento de Psiquiatría de la Universidad de Navarra. Trabaja como médico especialista en Psiquiatría, en la Clínica Universidad de Navarra desde el año 2008 donde trabajó dos años en la Unidad de Hospitalización de Agudos y posteriormente realizó un fellowship de dos años en Psiquiatría infanto-juvenil. Es doctora en Medicina y Cirugía, programa de Neurociencias por la Universidad de Navarra y ha realizado varias estancias de investigación en Neuroimagen en el Instituto de Psiquiatría del Kings College at the Maudsley en Londres y en el Child Study Center de la NYU en Nueva York. Colabora en el IESE, en el departamento de Dirección de Personas en las Organizaciones, desde el año 2009.

LEARNING OUTCOMES

Al final de la asignatura el alumno debería poder:

Identificar los rasgos temperamentales propios y diferenciarlos del carácter adquiridos a lo largo de la vida.

Reconocer las consecuencias de la propia conducta en sí mismo y en los demás.

Priorizar los objetivos de la propia mejora en el autogobierno.

Potenciar las propias capacidades de liderazgo y de los demás.

Analizar con objetividad los factores personales que interfieren en las relaciones interpersonales y de conflicto y en la percepción de la realidad.

Adoptar una visión comprensiva e integradora de la persona.

Establecer las bases para el desarrollo de una personalidad sana y madura.

Desarrollar estrategias de afrontamiento y habilidades sociales que permiten relaciones interpersonales constructivas, gratificantes y efectivas.

Aplicar las habilidades de empatía y asertividad para una comunicación eficaz en las relaciones y situaciones diarias.

Desarrollar criterio para comprender las limitaciones de la comunicación en base a las diferentes personalidades.

Analizar y resolver conflictos personales e interpersonales.

Asumir como propios los valores del buen líder: humildad, perdón, gratitud, resiliencia entre otros...

COMPETENCES

Competencias generales

Autoconocimiento.

Pensamiento crítico.

Comunicación asertiva.

Manejo de emociones y de la presión en la toma de decisiones.

Competencias específicas

Conocerse de una manera más integral para lograr desarrollar el propio liderazgo.

Entender y aplicar de manera adecuada las estrategias de afrontamiento y habilidades sociales para establecer relaciones sanas y constructivas, así como acertar en las decisiones que implican el trato con personas.

Liderar el propio proyecto personal y liderar en proyectos profesionales y sociales.

STUDENT PROFILE

ADDITIONAL INFORMATION

Number of credits 0.5

Language Spanish

Quantitative orientation of the course (1: not at all; 5: highly quantitative) 1

Geographical focus of course or cases

Personalidad y liderazgo II - 0.5 credits



Prof. Pilar de Castro Manglano

INTRODUCTION

El autoconocimiento es el elemento crucial de todo directivo que lidera personas y proyectos. El curso ofrece los conocimientos básicos y la metodología de análisis para entender y gestionar la dimensión que afecta de manera más relevante al directivo en todas sus actuaciones: su propia personalidad. Aprender y adquirir habilidades como la empatía, la comunicación eficaz, la autodirección, la asertividad en la gestión de conflictos y el manejo de las emociones ante la presión o el fracaso permitirá acertar con objetividad en las decisiones de gobierno que implican liderar en la propia vida y en las relaciones con personas. Éstas y muchas más tareas de gran importancia en el trabajo directivo dependen del modo de ser y de comportarse que configuran la personalidad de cada uno.

¿Qué es la personalidad? ¿Es lo mismo que el carácter? ¿Se puede modificar? ¿Qué elementos somáticos, psicológicos, culturales y sociales influyen en su desarrollo? ¿Hay diversos tipos de inteligencia? ¿Cómo se reconocen tendencias o conductas desadaptadas? ¿En qué se basa la autoestima? ¿Cómo se superan miedos y ansiedades? Son cuestiones fundamentales que se abordarán de manera sistemática durante el curso.

OBJECTIVES

Estudiaremos la personalidad con un enfoque basado en el modelo biopsicosocial: el temperamento y el carácter. La entrevista personal y la realización de pruebas de psicodiagnóstico serán claves para el autoconocimiento. La adquisición de competencias y

habilidades sociales serán herramientas útiles para adquirir el liderazgo de la propia vida, de las relaciones interpersonales y de los proyectos profesionales y sociales.

CONTENT

El enfoque del curso es interdisciplinar, basado principalmente en las neurociencias con referencias a la antropología, la medicina y la psicología y sus aplicaciones a las tareas directivas y al entorno de negocios.

El curso está dividido en tres partes:

1. Personalidad: incluye el autoconocimiento del temperamento y carácter apoyados por entrevistas individuales; la autodirección, mecanismos de prevención y corrección, inteligencia emocional.
2. Solidaridad y Cooperación: Incluye estrategias de afrontamiento y habilidades sociales como la empatía, la asertividad, la comunicación eficaz y el manejo de las emociones y la propia conducta en situaciones de presión o ante el fracaso o la adversidad, prioridades y sentido de la vida, el trabajo, las personas y las cosas.
3. Liderazgo. Madurez y equilibrio, humildad, resiliencia, capacidad de perdonar y gratitud...

METHODOLOGY

El curso consiste en una combinación de clases y discusión de casos (50%), lecturas (20%), participación en dinámicas y ejercicios en clase (20%).

EVALUATION

El alumno será evaluado mediante la:

1. Participación en la discusión en clase de los casos y lecturas, ejercicios y dinámicas a lo largo del curso (20%).
2. Entrega de dos trabajos de breve extensión, uno a mitad de curso (50%) y otro al final (40%), cuyo objetivo es mostrar si se ha desarrollado la capacidad de reflexión personal y autoconocimiento en base a los conocimientos teóricos adquiridos a lo largo de la asignatura.

Los conocimientos alcanzados se medirán del siguiente modo:

1. Realización de fichas, test y ejercicios a lo largo de la asignatura (resultado de aprendizaje i-iii, x)
2. El trabajo a mitad de curso y el trabajo final (resultado de aprendizaje v, vii, xi, xii)

FACULTY

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Lecturer en Dirección de Personas en las Organizaciones.

Profesora Asociada Departamento de Psiquiatría, Universidad de Navarra.
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LEARNING OUTCOMES

- i. Al final de la asignatura el alumno debería poder:
- ii. Identificar los rasgos temperamentales propios y diferenciarlos del carácter adquiridos a lo largo de la vida.
- iii. Reconocer las consecuencias de la propia conducta en sí mismo y en los demás.
- iv. Priorizar los objetivos de la propia mejora en el autogobierno.
- v. Potenciar las propias capacidades de liderazgo y de los demás.
- vi. Analizar con objetividad los factores personales que interfieren en las relaciones interpersonales y de conflicto y en la percepción de la realidad.
- vii. Adoptar una visión comprensiva e integradora de la persona.
- viii. Establecer las bases para el desarrollo de una personalidad sana y madura.
- ix. Desarrollar estrategias de afrontamiento y habilidades sociales que permiten relaciones interpersonales constructivas, gratificantes y efectivas.
- x. Aplicar las habilidades de empatía y asertividad para una comunicación eficaz en las relaciones y situaciones diarias.
- xi. Desarrollar criterio para comprender las limitaciones de la comunicación en base a las diferentes personalidades.
- xii. Analizar y resolver conflictos personales e interpersonales.
- xiii. Asumir como propios los valores del buen líder: humildad, perdón, gratitud, resiliencia entre otros...

COMPETENCES

Competencias generales

Autoconocimiento.

Pensamiento crítico.

Comunicación asertiva.

Manejo de emociones y de la presión en la toma de decisiones.

Competencias específicas

Conocerse de una manera más integral para lograr desarrollar el propio liderazgo.

Entender y aplicar de manera adecuada las estrategias de afrontamiento y habilidades sociales para establecer relaciones sanas y constructivas, así como acertar en las decisiones que implican el trato con personas.

Liderar el propio proyecto personal y liderar en proyectos profesionales y sociales.

STUDENT PROFILE

ADDITIONAL INFORMATION

Number of credits 0.5

Language Spanish

Quantitative orientation of the course (1: not at all; 5: highly quantitative) 1

Geographical focus of course or cases

Personality, Self Leadership and Happiness 0.5 - 0.5 credits



Prof. Alberto Ribera

INTRODUCTION

This course is addressed to MBA candidates that value the need for complementing technical competence with self-awareness and abilities for developing and managing one's own personality.

THIS COURSE IS NOT FOR EVERYBODY. Restless people that look for "boot-camp" style of discussion can find it boring and useless. It is designed as an intense and demanding exercise of reflection and self-questioning. It presupposes an open mind and willingness to accept vulnerability, and improve character. It needs a courageous and humble attitude of acceptance of feedback and sharing personal experiences and feelings.

OBJECTIVES

This course aims at the following objectives:

- To develop self-knowledge
- To design and implement a plan for enhancing positive traits and overcoming negative behavioral factors
- To improve relationships with oneself (expectations, motivation,...), with other people (boss, colleagues, family,...) and with context (change, pressure,...)

CONTENT

The approach is interdisciplinary, based upon recent developments of positive psychology and neuroscience. Cases and discussions are directly applied to leadership and management.

The contents of the course can be summarized as follows:

- Bio-psycho-social structure of personality. Character. Temperament. Maturity.
- Self-awareness, Self-regulation, Self-confidence.
- Maladaptive personality traits: narcissism, moodiness, perfectionism, shyness, impulsivity, impatience, etc. Coping with fears and vulnerabilities.
- Self-development. Personal change: triggers and barriers. Tools for building habits.
- Emotional intelligence.

- Interpersonal relationships. Empathy. Assertiveness. Social skills.
- The crucibles of life and professional careers. Managing trade-offs and setbacks.
- Purpose and meaning. Fulfillment. Happiness.

METHODOLOGY

The course combines theory and practice.

- Introductory lecture on theoretical basic framework
- Discussion of case-studies (mainly about young managers), followed with mini-lectures
- Study of technical notes and scientific articles
- Personality Test (TCI-R) that will be reviewed and commented on individually.
- Exercises on practical tools for personal development
- Peer-coaching

EVALUATION

Class participation (40%) and two written assignments (30%) each.

FACULTY

Alberto Ribera
 Professor of Practice of Management
 Doctor of Medicine, Universidad Autònoma de Barcelona
 Ph.D. in Economics, UIC (Barcelona)

Specialist in Social and Preventive Medicine (Mental Health), Università degli Studi di Roma La Sapienza
 Certificate in Personality Assessment, University of Minnesota

LEARNING OUTCOMES

By the end of the course, the student should be able to:

- I. Understand the basic concepts of personality, particularly the bio-psycho-social model of personality
- II. Recognize one's temperamental traits and character habits
- III. Distinguish innate (nature) and acquired (nurture) and the interrelated dynamics between temperament and character
- IV. Understand how external environment influences personality
- V. Identify pros and cons of different temperament types, and the continuum between well adjusted behaviors and disturbed personalities
- VI. Practice effective strategies for personal change: setting goals and objectives, plan of action for personal development (self-leadership)
- VII. Gain insight about purpose, priorities and ultimate goals
- VII. Apply tools for better adaptation to situational context (situational leadership)
- VIII. Develop social coping strategies and skills that allow positive, gratifying and effective interpersonal relationships (relational leadership)

IX. Reflect on underlying sources that enable fulfilled work and happy life (meaningful leadership)

COMPETENCES

CG2 Diagnosing, dealing with and resolving interpersonal conflicts quickly and deeply, without damaging personal relations.

CG3 Receiving the commitment of collaborators by inspiring their trust, giving meaning to their work and motivating them to achieve their goals.

CG4 Promoting an atmosphere of collaboration, communication and trust among team members, overcoming cultural barriers to harness diversity as an enriching factor.

CG5 Displaying an entrepreneurial spirit and making the necessary changes with decisiveness and personal responsibility (Initiative).

CG6 Prioritizing objectives, planning activities appropriately and implementing them in the allotted time.

CG7 Identifying and effectively dealing with information that is relevant to the job.

CG8 Maintaining personal balance in situations of special tension and behave in a straight and honest way in any situation.

CE05 Measuring and being aware of one's own attitude toward risk and uncertainty. Learning methods to identify risk factors, evaluate them and study their impact on decisions.

CE06 Adopting an anthropological and sociological model based on academic studies that explain organizational behavior, with special emphasis on the concepts of motivation, trust, authority, power and commitment. Orienting the model toward analysis and action in the organization of the work, management styles and the creation of business cultures.

CE07 Applying techniques and skills for dealing with situations involving people with the aim of effectively managing teams and resolving conflicts in multicultural contexts.

CE08 Acquiring coaching skills to identify and develop the talent of the organization's members. Learning techniques to give and receive feedback, observe and measure competencies, and facilitate development through the design of work experiences.

CE10 Bolstering the leadership skills of teams and companies by starting with self-awareness and understanding the different temperaments and how they interact. Being familiar with the state of the art of empirical research in this field.

STUDENT PROFILE

The course is offered to students interested at improving their self-knowledge and other resources for self-leadership and interpersonal relationships. Please, read again what is written at the instructions above.

ADDITIONAL INFORMATION

Number of credits

0.5

Language

English

Quantitative orientation of the course (1: not at all; 5: highly quantitative)

1

Geographical focus of course or cases

Global

Power and Influence in Organizations I - 1 credit



Prof. Sebastien Brion

INTRODUCTION

POWER and POWER-II are courses with the same content

Managers often neglect the role that politics play in organizations. Nevertheless, power is a dominant force for change in corporations and society. Learning how to map and navigate the political terrain is therefore as critical to success as developing and demonstrating technical competence in one's work. Indeed, managers who do not understand political dynamics in their organization will often fail, regardless of the quality of their strategies or their aspirations to have a deep, positive and lasting impact on others. Although power is often considered a dirty word, you will find in this class that acknowledging and utilizing power is not incompatible with acting with integrity, professionalism, and respect for others.

This course examines three principle components of power: the origins of power, the ways in which sources of power can be developed, and finally, how to leverage power to increase individual influence and promote change in organizations. We will take a highly individualized focus – drawing on cases of powerful individuals and employing findings in psychology to provide you with tools to enhance your ability to get things done.

OBJECTIVES

The ultimate objective of this course is to help you hone your political skills as a manager. This course will provide you with insight into your own skills and abilities with regards to personal, positional, and relational sources of power. You will develop skills that enable you to effectively get things done. Our primary focus will be to recognize the balance between cooperation and competition in organizational settings, and to develop attitudes and competencies that enable an effective approach to attaining desired outcomes.

CONTENT

The course is divided in three parts: (1) Personal Power, which explores the ways in which personality and verbal and nonverbal behaviors relate to power in organizations; (2)

Positional Power, which explores power from one's control over resources derived from one's position in an organization; and (3) Relational Power, which explores how relationships with individuals within and outside of your organization may influence your power.

METHODOLOGY

The course is a combination of case discussions, lectures, surveys, and in class exercises, which include role-play simulations and peer-coaching.

EVALUATION

(1)	Class Participation	10%
(2)	Self-Reflection Assignments	30%
(3)	Influence Assignment	30%
(4)	Final Paper	30%

FACULTY

Sebastien Brion

Professor of Managing People in Organizations

M.S. and Ph.D. in Organizational Behavior, Haas School of Business at the University of California, Berkeley

B.S. in Psychology from Tufts University

LEARNING OUTCOMES

Learning Outcomes

- Develop a conceptual framework on how power works in organizations.
- Learn how to overcome resistance and manage conflict.
- Assess the political landscape of your (future) organization, and devise strategies to successfully roll-out innovative initiatives given political constraints.
- Reflect on your own skill and will to obtain power and status in organizations.

COMPETENCES

General Competences

- Self-Insight

- Effective persuasion and communication skills
- Diagnosis of interpersonal and political situations.

Specific Competences

- Develop self-insight into your personality, reflect on your ability to act and speak with power, and learn how to use the science of influence to garner acceptance for your ideas.
- Understand the role of resources and positional power in determining your ability to get things done.
- Refine your ability to form effective networks for your future growth.

STUDENT PROFILE

All MBA-II students are welcome.

ADDITIONAL INFORMATION

Number of credits 1.0

Language English

Quantitative orientation of the course (1: not at all; 5: highly quantitative)

Geographical focus of course or cases

Global

Power and Influence in Organizations II - 1 credit



Prof. Sebastien Brion

INTRODUCTION

POWER, POWER-I and POWER-II are courses with the same content

Managers often neglect the role that politics play in organizations. Nevertheless, power is a dominant force for change in corporations and society. Learning how to map and navigate the political terrain is therefore as critical to success as developing and demonstrating technical competence in one's work. Indeed, managers who do not understand political dynamics in their organization will often fail, regardless of the quality of their strategies or their aspirations to have a deep, positive and lasting impact on others. Although power is often considered a dirty word, you will find in this class that acknowledging and utilizing power is not incompatible with acting with integrity, professionalism, and respect for others.

This course examines three principle components of power: the origins of power, the ways in which sources of power can be developed, and finally, how to leverage power to increase individual influence and promote change in organizations. We will take a highly individualized focus – drawing on cases of powerful individuals and employing findings in psychology to provide you with tools to enhance your ability to get things done.

OBJECTIVES

The ultimate objective of this course is to help you hone your political skills as a manager. This course will provide you with insight into your own skills and abilities with regards to personal, positional, and relational sources of power. You will develop skills that enable you to effectively get things done. Our primary focus will be to recognize the balance between cooperation and competition in organizational settings, and to develop attitudes and competencies that enable an effective approach to attaining desired outcomes.

CONTENT

The course is divided in three parts: (1) Personal Power, which explores the ways in which personality and verbal and nonverbal behaviors relate to power in organizations; (2) Positional Power, which explores power from one's control over resources derived from one's position in an organization; and (3) Relational Power, which explores how relationships with individuals within and outside of your organization may influence your power.

METHODOLOGY

The course is a combination of case discussions, lectures, surveys, and in class exercises, which include role-play simulations and peer-coaching.

EVALUATION

- | | | |
|-----|-----------------------------|-----|
| (1) | Class Participation | 10% |
| (2) | Self-Reflection Assignments | 30% |
| (3) | Influence Assignment | 30% |
| (4) | Final Paper | 30% |

FACULTY

Sebastien Brion

Professor of Managing People in Organizations

M.S. and Ph.D. in Organizational Behavior, Haas School of Business at the University of California, Berkeley

B.S. in Psychology from Tufts University

LEARNING OUTCOMES

Develop a conceptual framework on how power works in organizations.

Learn how to overcome resistance and manage conflict.

Assess the political landscape of your (future) organization, and devise strategies to successfully roll-out innovative initiatives given political constraints.

Explore how your network within and outside the firm can be developed and successfully leveraged in your work.

Reflect on your own skill and will to obtain power and status in organizations.

COMPETENCES

General Competences

Self-Insight

Effective persuasion and communication skills

Diagnosis of interpersonal and political situations.

Specific Competences

Develop self-insight into your personality, reflect on your ability to act and speak with power, and learn how to use the science of influence to garner acceptance for your ideas. Understand the role of resources and positional power in determining your ability to get things done.

Refine your ability to form effective networks for your future growth

STUDENT PROFILE

All MBA-II students are welcome

ADDITIONAL INFORMATION

Number of credits

1.0

Language

English

Quantitative orientation of the course (1: not at all; 5: highly quantitative)

1

Geographical focus of course or cases

Global

Power and Influence in Organizations - 1 credit



Prof. Sebastien Brion

INTRODUCTION

POWER, POWER-I and POWER-II are courses with the same content

Managers often neglect the role that politics play in organizations. Nevertheless, power is a dominant force for change in corporations and society. Learning how to map and navigate the political terrain is therefore as critical to success as developing and demonstrating technical competence in one's work. Indeed, managers who do not understand political dynamics in their organization will often fail, regardless of the quality of their strategies or their aspirations to have a deep, positive and lasting impact on others. Although power is often considered a dirty word, you will find in this class that acknowledging and utilizing power is not incompatible with acting with integrity, professionalism, and respect for others.

This course examines three principle components of power: the origins of power, the ways in which sources of power can be developed, and finally, how to leverage power to increase individual influence and promote change in organizations. We will take a highly individualized focus – drawing on cases of powerful individuals and employing findings in psychology to provide you with tools to enhance your ability to get things done.

OBJECTIVES

The ultimate objective of this course is to help you hone your political skills as a manager. This course will provide you with insight into your own skills and abilities with regards to personal, positional, and relational sources of power. You will develop skills that enable you to effectively get things done. Our primary focus will be to recognize the balance between cooperation and competition in organizational settings, and to develop attitudes and competencies that enable an effective approach to attaining desired outcomes.

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The course is divided in three parts: (1) Personal Power, which explores the ways in which personality and verbal and nonverbal behaviors relate to power in organizations; (2) Positional Power, which explores power from one's control over resources derived from one's position in an organization; and (3) Relational Power, which explores how relationships with individuals within and outside of your organization may influence your power.

METHODOLOGY

The course is a combination of case discussions, lectures, surveys, and in class exercises, which include role-play simulations and peer-coaching.

EVALUATION

(1)	Class Participation	10%
(2)	Self-Reflection Assignments	30%
(3)	Influence Assignment	30%
(4)	Final Paper	30%

FACULTY

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B.S. in Psychology from Tufts University

LEARNING OUTCOMES

Learning Outcomes

- Develop a conceptual framework on how power works in organizations.
- Learn how to overcome resistance and manage conflict.
- Assess the political landscape of your (future) organization, and devise strategies to successfully roll-out innovative initiatives given political constraints.
- Reflect on your own skill and will to obtain power and status in organizations.

COMPETENCES

General Competences

- Self-Insight
- Effective persuasion and communication skills
- Diagnosis of interpersonal and political situations.

Specific Competences

- Develop self-insight into your personality, reflect on your ability to act and speak with power, and learn how to use the science of influence to garner acceptance for your ideas.
- Understand the role of resources and positional power in determining your ability to get things done.
- Refine your ability to form effective networks for your future growth.

STUDENT PROFILE

All MBA-II students are welcome.

ADDITIONAL INFORMATION

Number of credits 1.0

Language English

Quantitative orientation of the course (1: not at all; 5: highly quantitative) 1

Geographical focus of course or cases

Global

Project Management - 0.5 credits



Prof. Jaume Ribera

INTRODUCTION

I have yet to see any problem, however complicated, which, when you looked at it in the right way, did not become still more complicated

Poul Anderson

A project is a problem with a solution date

J. M. Juran

Any solution to a problem changes the problem.

R. W. Johnson

What is nice about lack of planning is that fiascos come as a surprise and not preceded by weeks of anxiety and distress.

Anonymous

I am here to put you back on schedule!

Darth Vader, Dark Lord of the Sith to the commander (project manager) of the new war station.

The Return of the Jedi

In today's business environment, project management has become one of the most valued skills in all types of organizations (profit, non-profit, governmental ...). To compete, or to merely survive, it is essential that organizations deliver their projects on time while maintaining a control in the resources used. This is true for companies which deliver project work as part of their customer offerings as well as for companies that use projects to execute their strategies or improve their internal processes.

Chances are that the kind of work in which you will spend most of your time in the future, more closely resemble a project than a continuous operation or a classical assembly line. You have probably already encountered many projects in your previous work experience before starting the MBA program, even though most have not been recognized or managed as such. The course explores the management of a specific project as well as the changes taking place inside an organization when moving to a structured management by projects.

OBJECTIVES

This course is intended to build on the participants' previous experience by providing and letting you experiment with some frameworks that have proven useful in selecting, designing, implementing, and evaluating projects in a wide variety of environments. Projects are common in any sector and any functional area. A project can be defined as "a temporary endeavor undertaken to create a unique product or service". Project management is a fast-growing field. This course will explore the different areas of this field, and students can expect to get most of the knowledge and some hands-on experience needed to start and manage a project or to guide, supervise, and ask relevant questions on projects managed by others, both projects oriented towards external clients as well as projects developed internally to implement strategic decisions.

CONTENT

The course follows the life cycle of a project and covers the following stages:

- Selection
- Definition
- Planning
- Execution and monitoring
- Closing

The course will include different methods for dealing with more traditional (cascade) projects, as well as more innovative (trial & error, parallel, agile, ..) projects.

METHODOLOGY

The course is based on cases and lectures and it assumes you will devote time for individual and group preparation. This is an integrative course, and you will be able to draw on concepts from previous courses when discussing the cases. Simulations and exercises will complement the teaching approach.

Reports can be submitted in English or Spanish.

EVALUATION

There will be two major elements to formally evaluate your performance: Your class participation, exercises, simulations and show-and-tell (60%), Team report on a specific PM topic (40%). The concise report will ask the student team to get deeper on a particular course topic, or to perform an analysis of an event (drawn from

the student's own experience, a published source, etc.) from the project management perspective

FACULTY

Jaume Ribera

Professor of Production, Technology and Operations Management

Port of Barcelona Chair of Logistics, CEIBS, Shanghai, China

Doctor of Industrial Engineering, Polytechnic University of Catalunya

Doctor of Philosophy (Industrial and Systems Engineering), University of Florida

Master of Sciences (Operations Research), University of Florida

LEARNING OUTCOMES

After taking the course, participants should be able to manage a project from the initial conception phase to its closure, being able to complete the definition, organization, planning, execution and closing stages. They will be able to establish monitoring systems to keep the main project stakeholders aware of the progress of the project and to identify potential problems as soon as they occur when there may still be time to react and correct them.

Furthermore, the participants will learn how to spot the most common project errors, so that when they are participating, managing, or supervising a project, they will be able to detect the problems and avert unwanted project crisis.

COMPETENCES

Analyzing the general structure and the stages of any project. Designing project charters, project plans and monitoring methods.

Learning to assess, select and develop projects in very different contexts.

STUDENT PROFILE

There is no specific previous requirement for students.

ADDITIONAL INFORMATION

Number of credits 0.5

Language English

Quantitative orientation of the course (1: not at all; 5: highly quantitative) 2

Geographical focus of course or cases

Global

Public Speaking for Leaders 2 - 0.5 credits



Prof. Santiago de la Cierva

INTRODUCTION

“The difference between mere management and leadership is communication,” Winston Churchill once said. The ability to communicate your ideas effectively is a vital skill, whether it be a presentation, an interview, a negotiation or any relevant interpersonal situation. Not only is it a crucial aptitude but also a trainable one that we must study and develop, especially if we intend to be in a leadership position in our company, in our community or in our political and economic environment.

This course is the natural continuation of the introductory communication course of the MBA’s first term (COMCO), and constitutes a second opportunity to those students who benefited from that course but still think they need more training and feedback to reach their desirable level in their interpersonal communications.

OBJECTIVES

This course will give you the tools and techniques to grow as a persuasive and strategic communicator, and even more importantly, the course will also give you the opportunity to practice, practice and practice. The best way to improve your skills is to practice and to receive valuable feedback from the coaches and your teammates.

More specifically, these are the course’s objectives:

Learn to properly use the three main structures of rhetoric, and to learn when each style works better in a precise circumstance.

Improve your energy levels, signs of external credibility and body language, to make sure not only it is in sync with your words but also reinforce your message.

Practice the storytelling technique in business situations, both with personal stories (“tell me about yourself” situations) and with corporate stories expressing the company’s identity, principles and values.

CONTENT

In continuation with COMCO, this course covers all the necessary areas to become a persuasive speaker and to develop powerful communication skills:

A fundamental part of the course is: Practice, Practice, Practice

This practice will increase your confidence and will allow you to receive valuable feedback on your communication strengths and your areas for improvement

How to become a more persuasive communicator by combining logos (reason), ethos (credibility) and pathos (emotion) in a speech

Take a deeper and more passionate look into the purpose of speaking and how to convey this passion effectively

How to capture people’s attention and leave them wanting more by using various openings and closings

Learn how to align body language with objectives, message and desired impact

How to speak in front of a camera and manage virtual meetings

Strategies to handle difficult questions.

METHODOLOGY

In this course, we will take a more in depth and advanced approach to the MBA First Year Communications Week. We will cover both verbal and non-verbal communication. There will be a similar format in which we will have full group classes and also practical sessions. We will not be following the case study method.

In the 6 full group classes, we will cover the essential tools and theory and use activities to explore how they can be applied. The 6 practical sessions will be divided up into smaller groups with different coaches. Students will have the opportunity to present speeches and get feedback.

EVALUATION

The evaluation will be based on three elements:

Class participation: 40%

Ideas shared and contribution to the full group sessions

Quality of the feedback given in the small group sessions (practical sessions)

Evaluation of the speeches delivered during the practical sessions: 40%

Final speech: 20%

FACULTY

Dr. Yago de la Cierva

Senior Lecturer, Department of People in Organizations

Madrid (1960)

Law School (Santiago de Compostela, 1982)

Ph.D. in Philosophy (University of Navarra, 2000)

PMD, IESE Business School (Barcelona, 2009)

Consultant in Crisis Management & Large Events Organization

Former IESE Corporate Communications Director and Secretary General of the IESE Campus in Madrid (2008-2013)

After his graduation in Law, he has dedicated all his professional life to the four branches of communications: journalism (he founded and directed the international TV news agency ROMEreports); corporate communication; university teaching (he lectures on “Corporate Communication” and “Crisis Management and Communication” in four universities); and crisis consultant, with particular emphasis in educational institutions.

His professional interests in research are focused on crisis management, corporate communications in all its aspects, and events organization as a communicational tool. His book *Leading companies through storms and crises* (Pearson, 2018) has been recently translated into Spanish: *Navegar en aguas turbulentas – Principios y buenas practicas en gestion y comunicaci3n de crisis* (KDP, 2020). His new project is “How to ask for pardon and be pardoned”, on best practices in corporate apology and reputation restoration after a scandal.

LEARNING OUTCOMES

The course will focus on the 3 aspects that a communicator has to master:

Structure

Content

Delivery

At the end of this course the students will:

Learn specific techniques on how to build practical structures with a strong opening and closing and with well-organized ideas

Add powerful content to the speech to improve the clarity of the presentation and to anchor in the mind of the audience the key messages

Improve their delivery style learning to use the body language, the voice and the stage in a more effective way

Feel more confident in any real speaking moment or event

COMPETENCES

The knowledge and techniques that the students will learn will be useful in any business situation in which communication is involved: leading a team, presenting in public, doing an interview, selling an idea or a product, or negotiating to reach an agreement.

The students will improve their communication style and will:

Gain speaking strategies to face any speaking opportunity

Become more aware of their own personal communication style

Learn poignant tools to improve the quality of their communication

Develop and optimize their communication style to be more engaging, more effective and to achieve better results

STUDENT PROFILE

Two different profiles fit in this course:

Students who plan to apply to jobs that demand very developed communication skills, such as in politics, public sector management, corporate diplomacy and public affairs, communication, fundraising, etc.

Students who desire to improve their communication skills because they feel that their public speaking is less proficient and brilliant than it should be, and that limitation will undermine their technical competence acquired at the MBA and will be detrimental in their future career.

ADDITIONAL INFORMATION

Number of credits 0.5

Language English

Quantitative orientation of the course (1: not at all; 5: highly quantitative) 1

Geographical focus of course or cases

The course underlines the need for the speaker to adapt to his or her audience's culture and history, political system and social circumstances. Not all stories or all speeches work everywhere with everybody.

Plenary sessions distinguish between what is universally applicable and what depends on local factors; then, students will decide the audience they would like to address, whether a corporation operating in all five continents or an organization active in only one region or country.

Python Bootcamp for Data Analysis - 1 credit

Prof. Diego Diaz

INTRODUCTION

In the age of information, data savviness is unarguably one of the most valuable skills for life and business. Those able to combine business management skills with the ability to apply programming tools for advanced data analysis and insight generation are better positioned to succeed in their careers.

Through this immersive program you will acquire the skills necessary to code your own software programs, be able to analyze data and generate insights and powerful visualizations.

Students interested in this course do not need any previous experience in programming. The teaching methodology is oriented to obtain practical results very quickly: you will be coding from day one, by day 5 you will be able to build your own code and by day 8 you will compete with your classmates in a Hackathon to solve a real business problem using machine learning models.

In addition to the teaching sessions, during the course you will also have the opportunity to gain first hand experience from top data science professionals that will share their insights applying machine learning models to solve complex business decisions. For this edition, we will count with Enrico Galluccio, chief data officer at Glovo and a global expert on AI and Data (last year we brought in Pablo Rodríguez, Ambassador at Google X (Moonshot factory from Alphabet)).

You will focus on the Python programming language, which is currently the most popular programming language due to its simple syntax, a large library of toolkits and integration with other popular programming languages. Python is favored among startups and used in a variety of applications including artificial intelligence, financial services and data science.

By the end of the course, you will receive an assessment of your computational abilities as well as a badge diploma to certify you as a Data Scientist 1st dan.

OBJECTIVES

During the program you will acquire the skills and knowledge required to explore a business problem and use advanced techniques to answer questions and make predictions. We'll work with Spotify, AirBnB and Glovo data to learn how to explore the data and build Machine Learning techniques to predict business results.

The main objectives for the students are:

- Developing your computational thinking to be able to tackle complex business problems
- Getting strong capabilities in data analysis and visualization techniques programming with Python
- Developing your team working skills in order to respond to complex business challenges requiring both sound business decisions as well as technical expertise.
- Getting knowledge of Data Analysis tools and libraries in Python and accessing different data sources.

WHO IS THIS PROGRAM FOR?

This program is suited for all students willing to add programming skills and data analysis to their toolkit bar. Regardless of whether you plan to start your own start up, work for a technological company such as Amazon or return to your previous job, you will need to understand coding and data analysis in order to succeed in your career. What to expect from this program if...

... you have no prior coding experience or knowledge: this program is designed to guide you in the learning process from zero. We will provide materials before the classes start so you can get a first hands-on experience with code, and you will have a follow up teacher assistant dedicated to you to ensure that by the end of the program you have achieved the learning outcomes set below

...you have some coding experience: if you already have experience, it will be easier for you to kick-off this program. You will have a follow up teacher assistant dedicated to you that will provide materials to learn how to use specific libraries for data processing and visualization.

...you have advanced coding knowledge: this program will deepen your understanding on how to apply your coding capabilities to Data processing and complex business solutions by practicing with real cases business problems. You will have a follow up teacher assistant dedicated to you to ensure that you quickly scale to practice with business-like scenarios.

CONTENT

The following contents are covered during the course:

Python Crash Course:

- A quick introduction to Python programming languages, covering basic types, flow control, functions, etc.
- Data structures in Python (dictionaries, lists).
- Problem solving: We will cover basic programming principles such as decomposition, solution design, pseudo coding, etc.

Tools for Data Analysis

- NumPy and Pandas: We will cover the basis of the most popular libraries to work with Data Manipulation in Python.
- Data Analysis with Pandas: Pandas is a powerful library. We will cover Data Access, Manipulation, and analysis with it.
- Visualization
- We will cover the basics of data visualization and use Python libraries to visualize data and extract insights. We will use Matplotlib, Seaborn and Folium.

Programming challenges

- We will work on individual and group programming challenges, covering the basics of Python programming and Data Analysis task.
- We will work with real data from platforms such as Airbnb, Glovo and Spotify
- Data analysis hackathon: we will work for 2 days in a data exploration challenge to understand the propensity of user to listen to music on Spotify.

Key Notes

During the bootcamp we'll have a couple of keynotes by guest speakers to understand the relevance of Data for management for Business.

METHODOLOGY

The course is mainly a practical hands-on course with an immersive bootcamp approach.

You will have the laptop with you at all times so that you can directly code the exercises during the sessions.

We will have full-day sessions and we will mix theoretical lectures based on coding examples with practical assignments. A Lead Instructor will guide the students during the lectures and will be supported by Teacher Assistants for the practical exercises.

Additionally, you will have group coding assignments that will help you train and consolidate what we have learned in class, with the support of your teachers.

The class schedule of any given day follows the following structure:

9h00 Daily Review & Warm Up (lecture)

10h45 Group WorkOut (practice)

13h00 Lunch break

14h30 WarmUp (lecture)

15h30 Group WorkOut

17h30 Daily Review

18h00 End of class

Due to the practical character of the course, the students will be supported in every moment, with a lead instructor and a 1:10 teacher assistant to student ratio. Also, we'll provide office hours after the classes to ensure that all students can keep up with the class.

Finally, you will develop several group projects in order to familiarize with the concept of group programming as most of the real-life software projects are implemented by a group of programmers so it is good for you to be familiar with organizing work and interacting with other coders.

The final assignment is a "data analysis hackathon" in which the teams will analyze and generate insights from a specific data problem through their newly acquired skills using Spotify data.

EVALUATION

The grading is based on class participation (1/5), and two group assignments (4/5).

FACULTY

The Bootcamp professors are faculty members of The Bridge Digital Talent Accelerator, the most in-demand Data Science Bootcamp in Spain, recently awarded as one of the best Data Science bootcamps in the world by Course Report.

They are experienced professionals in the field, with real-world expertise and experience teaching through immersive methodologies.

LEARNING OUTCOMES

At the end of the course you will be able to:

- Write your own programs in Python
- Solve problems using programming
- Access, transform and create complex data analysis
- Extract advanced insights from data
- Visualize data
- Start with Data Science and Machine Learning tasks

COMPETENCES

The aim of this course is to be a starting point that allows students to build data analysis skills and improve their data-driven decision' skills. It will also help to build computational-thinking and problem-solving capabilities using programming languages.

Students will become familiar with the software development process, that is a key skill in a software-driven world, in order to work with or manage technological teams.

STUDENT PROFILE

This class is highly recommended for students of other electives in the quantitative areas.

Previous coding skills are not required. The following is the distribution of students of past editions of the course according to their coding skills:

- 48% no prior coding skills at all
- 41% some basic knowledge about code
- 11% quite enough coding skills

Our students' motivations focus on skills development and business acumen. These are the top 3 motivations of past students of the course:

1. Acquire the next standard skill: programming
2. Train my computational thinking
3. Solve more business problems, better and faster

ADDITIONAL INFORMATION

Number of credits 1.0

Language English

Quantitative orientation of the course (1: not at all; 5: highly quantitative) 4

Geographical focus of course or cases

Real Estate Investments and Management 2 - 0.5 credits



Prof. Carles Vergara Alert

INTRODUCTION

Real estate is one of the largest asset classes in the economy. This course provides the knowledge on real estate finance that every investor and manager should have. We will cover the main topics of real estate finance and capital markets.

OBJECTIVES

The main objective of this course is to critically analyze and value decisions related to real estate. After the course, you should be able to:

- Understand the specific characteristics and the language of the real estate markets.
- Analyze the main types of real estate investments: residential and commercial (office, hotel, retail, industrial, logistics, etc.)
- Be able to use the basics of fixed-income mathematics and mortgage analytics.
- Apply the real estate valuation methods that professionals use in the industry.
- Evaluate different real estate projects and choose the best alternative using quantitative models.
- Identify, quantify, and manage the risks of real estate investments.
- Analyze alternative ways of financing real estate investments, including REITs, private equity financing.
- Determine the effects of leverage on real estate investments and management.
- Understand the economics of real estate securitization and analyze mortgage-backed securities.
- Evaluate the real estate strategies of corporations in different sectors.

CONTENT

The course will cover the following topics:

Market analysis: Location, growth potential and timing. Understanding the business cycle and the current opportunities in the real estate market.

Valuation, cash flows and modeling: Comparable transaction method, direct capitalization method, DCF method. Yields and cap rates. Lease markets.

Real estate developments: Land purchase and construction. Developments in emerging economies.

Real estate financing with debt: Loans and mortgages. Mortgage-backed securities. Leverage.

Real estate financing with equity: Equity investments. REITs. Crowdfunding.

Real estate investments: Capital markets. Institutional investors. International investments.

Corporate real estate strategies and capital structure: Aligning business and real estate strategies. Use of real estate assets as collateral to finance with debt. Sale & leasebacks.

METHODOLOGY

The course is based on cases, conferences, and one real estate project. There are cases, book/article readings and technical notes assigned for each session. Students are expected to participate constructively in class discussions.

EVALUATION

The evaluation will be based on exercises to be delivered in class, class participation, and a final project.

FACULTY

Carles Vergara-Alert is Professor of Finance at IESE Business School, where he teaches Corporate Finance and Real Estate courses in the MBA, Executive MBA, and Executive Education Programs. He was a Visiting Professor of Real Estate Finance at the University of California, Berkeley (Haas School of Business) during the summer and fall of 2019.

His research focuses on how frictions in the real estate markets affect the decisions of investors, managers, banks, and households. His research has been published in leading academic journals, such as *The Review of Financial Studies*, *the Journal of Financial and Quantitative Analysis*, and *Real Estate Economics* and presented in conferences including the AFA, EFA, WFA, NBER, and AREUEA annual meetings.

Carles earned his PhD in Business Administration (Finance and Real Estate) from the University of California, Berkeley. He holds a Master of Financial Engineering (MFE) from the Haas School of Business at the University of California, Berkeley. Additionally, he earned a B.A. degree and an M.S. degree in Civil Engineering from the Universitat Politècnica de Catalunya.

He is one of the founding partners of bQuantium Real Estate. His professional experience includes positions at Allianz Hedge Fund Partners, Allianz, Center for Innovation in Transport, and the European Investment Bank. He has consulting experience in finance, real estate, infrastructure, and energy.

LEARNING OUTCOMES

- Evaluate different real estate projects and choose the best alternative using different valuation methods
- Determine the capitalization rates (yields) of a real estate investment
- Identify the risks and returns of real estate Investments
- Distinguish different ways of financing real estate investments and determine the effects of leverage on real estate investments and management

LEARNING OUTCOMES

- Evaluate different real estate projects and choose the best alternative using different valuation methods
- Determine the capitalization rates (yields) of a real estate investment
- Identify the risks and returns of real estate Investments
- Distinguish different ways of financing real estate investments and determine the effects of leverage on real estate investments and management

COMPETENCES

General competences: Critical thinking, decision-making, and judgment.

Specific competences:

- Understand and apply appropriate analysis and tools to the investment and financing process in the real estate markets.
- Make decisions taking adequately into account the characteristics and circumstances of specific real estate assets.

STUDENT PROFILE

2nd year MBA students interested in real estate.

ADDITIONAL INFORMATION

Number of credits 0.5

Language English

Quantitative orientation of the course (1: not at all; 5: highly quantitative) 3

Geographical focus of course or cases

Global

Real Estate Investments and Management - 0.5 credits



Prof. Carles Vergara Alert

INTRODUCTION

Real estate is one of the largest asset classes in the economy. This course provides the knowledge on real estate finance that every investor and manager should have. We will cover the main topics of real estate finance and capital markets.

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The main objective of this course is to critically analyze and value decisions related to real estate. After the course, you should be able to:

Understand the specific characteristics and the language of the real estate markets.

Analyze the main types of real estate investments: residential and commercial (office, hotel, retail, industrial, logistics, etc.)

Be able to use fixed-income mathematics and mortgage analytics.

Apply the real estate valuation methods that professionals use in the industry,

Evaluate different real estate projects and choose the best alternative using quantitative models.

Identify, quantify, and manage the risks of real estate investments.

Analyze alternative ways of financing real estate investments, including REITs, private equity financing.

Determine the effects of leverage on real estate investments and management.

Understand the economics of real estate securitization and analyze mortgage-backed securities.

Evaluate the real estate strategies of corporations in different sectors.

CONTENT

The course will cover the following topics:

Market analysis: Location, growth potential and timing. Understanding the business cycle and the current opportunities in the real estate market.

Valuation, cash flows and modeling: Comparable transaction method, direct capitalization method, DCF method. Yields and cap rates. Lease markets.

Real estate developments: Residual method. Developments in emerging economies.

Real estate developments: Land purchase and construction. Developments in emerging economies.

Real estate financing with debt: Loans and mortgages. Mortgage-backed securities.

Leverage.

Real estate financing with equity: Equity investments. REITs. Crowdfunding.

Real estate investments: Capital markets. Institutional investors. International investments.

Corporate real estate strategies and capital structure: Aligning business and real estate strategies. Use of real estate assets as collateral to finance with debt. Sale & leasebacks.

METHODOLOGY

The course is based on cases, conferences and one real estate project. There are cases, book/article readings and technical notes assigned for each session. Students are expected to participate constructively in class discussions.

EVALUATION

The evaluation will be based on exercises to be delivered in class, class participation, and a final project.

FACULTY

Carles Vergara-Alert is Professor of Finance at IESE Business School, where he teaches Corporate Finance and Real Estate courses in the MBA, Executive MBA, and Executive Education Programs. He was a Visiting Professor of Real Estate Finance at the University of California, Berkeley (Haas School of Business) during the summer and fall of 2019.

His research focuses on how frictions in the real estate markets affect the decisions of investors, managers, banks, and households. His research has been published in leading academic journals, such as *The Review of Financial Studies*, *the Journal of Financial and Quantitative Analysis*, and *Real Estate Economics* and presented in conferences including the AFA, EFA, WFA, NBER, and AREUEA annual meetings.

Carles earned his PhD in Business Administration (Finance and Real Estate) from the University of California, Berkeley. He holds a Master of Financial Engineering (MFE) from the Haas School of Business at the University of California, Berkeley. Additionally, he earned a B.A. degree and an M.S. degree in Civil Engineering from the Universitat Politècnica de Catalunya.

He is one of the founding partners of bQuantium Real Estate. His professional experience includes positions at Allianz Hedge Fund Partners, Allianz, Center for Innovation in Transport, and the European Investment Bank. He has consulting experience in finance, real estate, infrastructure, and energy.

LEARNING OUTCOMES

Evaluate different real estate projects and choose the best alternative using different valuation methods

Determine the capitalization rates (yields) of a real estate investment

Identify the risks and returns of real estate Investments

Distinguish different ways of financing real estate investments and determine the effects of leverage on real estate investments and management

COMPETENCES

General competences: Critical thinking, decision making, and judgment.

Specific competences:

- Understand and apply appropriate analysis and tools to the investment and financing process in the real estate markets
- Make decisions taking adequately into account the characteristics and circumstances of specific real estate assets

STUDENT PROFILE

2nd year MBA students interested in real estate

ADDITIONAL INFORMATION

Number of credits 0.5

Language English

Quantitative orientation of the course (1: not at all; 5: highly quantitative) 3

Geographical focus of course or cases

Global

Sales Management - 1 credit



Prof. Cosimo Chiesa

INTRODUCTION

Indiscutiblemente, las ventas son cada día más competitivas, difíciles y complejas. Esto se debe a factores tales como:

Los clientes son más exigentes, poseen mayores conocimientos y, a veces, responden a perfiles de compra muy distintos, por lo que se requieren estrategias de venta muy específicas y diferentes a las tradicionales.

La competencia es más dura, está mejor preparada y es capaz de responder en menos tiempo y con mayor eficacia, además de ser mayor, ya que a la competencia nacional se suma la internacional.

Los productos y/o servicios son cada vez más equiparables entre sí, lo que provoca que la diferenciación sea más difícil y costosa de mantener. Los vendedores son más difíciles de dirigir, ya que son más exigentes, están mejor preparados y sus valores y objetivos personales no siempre coinciden con los de la organización.

Las nuevas tecnologías (sobre todo Internet) están cambiando las reglas de juego en el mercado y no podemos quedar impasibles ante los cambios que se producen.

Todas estas tendencias nos tienen que llevar ineludiblemente a replantearnos las principales políticas y sistemas que engloban la gestión comercial, pasando del concepto de “venta tradicional” a otro más adaptado a las verdaderas necesidades de nuestros días que llamaremos: “Venta Consultiva” siempre vista bajo una óptica de “omnicanalidad”.

La pandemia que está afectando a gran parte de nuestro planeta, está obligando a las empresas a desarrollar nuevas habilidades para que sus comerciales puedan trabajar con metodologías de venta no exclusivamente presenciales y difíciles de realizarse con éxito hoy.

La Venta Híbrida, que está sustituyendo y completando la “tradicional”, implica el empleo de nuevas técnicas que comentaremos a lo largo del programa y que afectarán a la forma de

trabajar de nuestros vendedores y a las actuales técnicas para dirigirlos y motivarlos con éxito.

OBJECTIVES

El principal objetivo del Programa consiste en adquirir conocimientos para dirigir, de forma profesional a Equipos Comerciales y poder desarrollar un programa de Marketing Relacional dirigidos a nuestros Clientes, teniendo en consideración los cambios que las nuevas tecnologías están produciendo sobre los consumidores y los canales de ventas tradicionales imponiendo la necesidad de una estrategia de “omnicanalidad”.

El fenómeno Internet debe de ser analizado y discutido en su justa dimensión, constituyendo un canal alternativo que, en algunos sectores, está teniendo un acentuado desarrollo.

Nuestro objetivo debe ser pasar de un sistema tradicional basado en el proceso de ATRAER y VENDER, a un concepto más amplio y mucho más eficaz, basado en el proceso de ATRAER, VENDER, SATISFACER y FIDELIZAR con un enfoque totalmente abierto a canales tradicionales y virtuales dando la debida importancia a las oportunidades comerciales que puede ofrecer el Social Selling en muchos sectores de la economía.

De aquí la necesidad de conocer en que consiste la Venta híbrida y que repercusiones se pueden producir en una dirección de la red “en remoto”.

CONTENT

El contenido del Programa está muy enfocado en problemáticas comerciales con un enfoque omnicanal y proporciona a los participantes una puesta al día de los conocimientos, prácticas y tendencias más relevantes en los temas tratados.

Análisis del cambio en:

Entorno global.

Tecnología.

Distribución.

Empresa.

Mercado.

Consumidor.

Individual.

La importancia de los factores actitudinales en el rendimiento comercial: la Inteligencia Emocional en la empresa.

El nuevo rol del Director de Ventas, cuya función consiste en alcanzar resultados extraordinarios a través de la adecuada gestión de un equipo compuesto por personas corrientes.

Políticas de gestión de nuestro Equipo de Ventas. El responsable de un Equipo Comercial es, al mismo tiempo, el principal Director de Recursos humanos del mismo.

La Planificación Comercial. Una vez definido cómo debe ser y cómo debe actuar nuestro Equipo de Ventas, el siguiente paso es darles las herramientas necesarias para que puedan

trabajar. Estas herramientas necesarias se concretan en forma de un Plan de Ventas. El Plan de Ventas debe permitirnos planificar nuestros esfuerzos comerciales de forma individual. Esto nos permitirá crear planes comerciales por cliente, por producto, por zona... además de medir los resultados mediante diferentes técnicas.

Técnicas de Venta Consultiva, en un entorno de total omnicanalidad que puede necesitar "trabajar en remoto"

Diferentes políticas de Remuneración Variable.

La importancia del Marketing Relacional en la venta. Fidelización de clientes en los nuevos canales de venta. La Fidelización de clientes no se consigue sólo mediante su satisfacción. Clientes satisfechos no siempre son clientes leales. Únicamente podemos aspirar a tener clientes fieles si conseguimos desarrollar una verdadera relación duradera y rentable con ellos.

Nuevos canales de Venta: Reflexiones sobre Social Selling y omnicanalidad para vender "remoto", televenta y alquiler de Redes de Venta.

METHODOLOGY

El curso se desarrollará con la discusión de 8 Casos, Conferencias totalmente interactivas y 8 invitados de relieve, que puedan hablar de sus respectivas empresas con particular énfasis en sus diferentes modelos Comerciales.

EVALUATION

Se harán dos pequeños test a lo largo del curso, todo ello complementario a la valoración de los participantes según sus intervenciones y efectivas aportaciones al curso. En caso de test negativos y de bajas intervenciones y/o aportaciones al curso, se hará un examen final exclusivamente a esto alumnos.

FACULTY

Prof. Cosimo Chiesa de Negri

Professor de Dirección Comercial

Doctor en Ciencias Económicas y Marketing, University Luigi Bocconi Doctor en Marketing, University of Pavia

Doctor en Ciencias Económicas y Comerciales por la Universidad "Luigi Bocconi" de Milán (1965). Doctor Comercialista por la Universidad de Pavia (1966).

Trabajó en Arthur Andersen en la oficina de Milán cuando la misma era cabecera del Sur de Europa. De 1970-1978 fue Subdirector General y Consejero de STARLUX, S.A. en España.

De 1978-1985 fue Subdirector General y Consejero del Grupo MARTINI & ROSSI, S.A. en España y Portugal. Fue Presidente de Marqués de Monistrol, S.A. y Presidente de Martini & Rossi Marruecos.

Realizó el programa de Alta Dirección en el IESE de Barcelona (1975). Participó en numerosos seminarios: en Gran Bretaña (A. Andersen), Suiza (IMD), Bélgica, USA (Harvard: "Strategic Marketing Management").

Profesor Extraordinario del Instituto de Estudios Superiores de la Empresa (IESE) en el área de Dirección Comercial desde 1978.

En el año 1985, fundó Barna Consulting Group, S.A., sociedad consultora especializada en temas de distribución comercial y de fidelización de Clientes, que preside en la actualidad.

Ha dirigido trabajos de consultoría y de formación para: Volkswagen-Audi España, General Optica, Banco de Sabadell, Crèdit Andorra, La Caixa, Adeslas, Almirall Prodesfarma, Cadbury Dulciora, Grupo Panrico, United Biscuits, Endesa, Gas Natural, Repsol, Grupo Ros Casares, El Mundo, Inmobiliaria Colonial, Epson, Telefónica de España, Verizon Dominicana, Pronovias, Ibermutuamur, Schindler, Reale Seguros, Luxottica, BBVA, Allianz, Catalana Occidente, Banesto, Zurich, La Unión, Barclays, Novartis, Vithas, Dior, Lesaffre, Gonzalez Byass, Heineken, Kellogg's, Loewe, Pescanova, Swatch, Carrefour, Pikolin, entre otros.

Sus áreas de especialización son la Distribución Comercial, la Dirección de Ventas, el Marketing Relacional y el Coaching Directivo, temas sobre los cuales ha escrito material didáctico y diferentes artículos publicados en revistas económicas del país.

Es miembro de la Real Academia Europea de Doctores.

Ha publicado nueve libros:

- Vende Más, Vende mejor – 100 Claves para el éxito – de Cosimo Chiesa, Carlotta Chiesa y Ludovica Chiesa (2018) – Plataforma Editorial-
- Liderándome para Liderar – El Viaje empieza dentro de ti – de Cosimo Chiesa y Carlotta Chiesa (2015) – Editorial Alienta del Grupo Planeta.
- Saca la Crisis de tu Cabeza – Claves para un buen Autodiagnóstico de tu situación y de tu Empresa - de Cosimo Chiesa y Ludovica Chiesa (2013) – Ediciones Urano – Empresa Activa.
- Protagonista o Espectador – Liderándome para Liderar – de Cosimo Chiesa y Carlotta Chiesa Ghio (2011) – Lid Editorial -.
- Los Pecados Capitales de la Venta – 40 Errores a evitar en su Estrategia Comercial – de Cosimo Chiesa (2010) – Ediciones Urano – Empresa Activa.
- CRM. Las Cinco Pirámides del Marketing Relacional – Cómo conseguir que los clientes lleguen para quedarse- de Cosimo Chiesa (2009) – Ediciones Deusto – (Edición Actualizada).
- Dirigir Vendedores es Mucho más – Las Claves del Liderazgo Comercial- de Cosimo Chiesa (2008) – Ed. Urano – Empresa Activa.

- Vender es Mucho más – Secretos de la Fidelización en la Venta – de Cosimo Chiesa (2007)
– Ed. Urano – Empresa Activa.

- Fidelizando para Fidelizar: Cómo Dirigir, Organizar y Motivar a nuestro Equipo Comercial de Cosimo Chiesa (2002) – Ed. Eunsa.

LEARNING OUTCOMES

El objetivo didáctico de este programa persigue que los alumnos adquieran habilidades para el diseño, la dirección y la motivación de sus Redes Comerciales para que las mismas cumplan con éxito las funciones previstas en el plan de Marketing.

En concreto los alumnos aprenderán a:

Analizar diferentes alternativas de Modelos Comerciales adecuados en cada circunstancia y comentar la importancia de la “omnicanalidad”.

Valorar ventajas y desventajas de cada modelo.

Decidir sobre el tamaño más adecuado de una Red de Venta.

Valorar el coste visita.

Sustituir visitas “presenciales” por visitas “virtuales”.

Decidir sobre ventajas y desventajas de diferentes perfiles de comerciales.

Valorar las consecuencias/riesgos de cada decisión.

Definir los oportunos KPI.

Comprender la importancia de la Inteligencia Emocional en la gestión de los equipos humanos.

Valorar la necesidad de una estrategia de CRM.

Analizar el modelo de Fidelización y sus cinco áreas.

COMPETENCES

Para que los alumnos saquen el máximo provecho en el Programa sería recomendable:

Un profundo interés para las problemáticas comerciales.

Unas elevadas capacidades de análisis y de decisión para valorar los riesgos de diferentes modelos comerciales.

Una profunda sensibilidad/interés para problemáticas que implique una buena gestión de los Equipos humanos y dirigida a potenciar al máximo su rendimiento.

Unas profundas ganas de participar en las discusiones de grupo con espíritu crítico y constructivo.

STUDENT PROFILE

Para un buen desarrollo del Programa, es fundamental, que exista un profundo interés para conocer más a fondo la problemática comercial que puedan tener diferentes tipos de organización, operantes en el sector industrial, de gran consumo y de servicios.

ADDITIONAL INFORMATION

Number of credits 1.0

Language Spanish

Quantitative orientation of the course (1: not at all; 5: highly quantitative) 3

Geographical focus of course or cases

Los ejemplos y los casos se refieren a diferentes situaciones de negocio en España y otros países que permitan en el futuro una adecuada Dirección Comercial en plena época de omnicidad.

Sustainable Entrepreneurship: Creating Opportunities for Meaningful Change

- 0.5 credits

Prof. Desirée Pacheco

INTRODUCTION

The current state of the natural environment, and prevailing social challenges around the globe, call for innovative action that can transform current paradigms. To guide such transformation, the United Nations has set sustainable development goals (SDGs) that target environmental and social areas for urgent intervention. This course examines key concepts of entrepreneurship, using the SDGs as guiding principles. It explores how new ventures, non-profits, and other companies address and advance the SDGs through their innovation. We examine the business models, strategies, mobilization, and challenges of sustainable enterprises. Students leverage this knowledge to identify and evaluate entrepreneurial opportunities that tackle the SDG(s) of their choice.

OBJECTIVES

Understand a range of business models with the key mission of addressing one or more of the SDGs.

Understand the SDGs and identify opportunities for involvement.

Assess specific sustainable entrepreneurship opportunities through a feasibility analysis.

Feel energized and empowered to apply entrepreneurship tools towards environmental and social wellbeing.

CONTENT

The course is built upon the UN's SDGs. It is therefore, designed around environmental and social challenges, and related goals. The underlying philosophy is that we do not merely want to understand business tools and models, and then apply them. Rather, we want to first gain fundamental understanding of the challenges faced and then assess or design models that can help to solve those challenges in meaningful ways. Therefore, topics are organized as follows:

Introduction to the SDGs and Sustainable Entrepreneurship

Business Model Innovation for Sustainability

Climate Change Action

No Poverty, No Hunger

Responsible Consumption and Production

Affordable and Clean Energy

Diversity, Equity, and Inclusion

Clean Water and Sanitation

Good Health and Wellbeing (tentative)

Strong Institutions

There are 11 sessions scheduled, 1 will be used for meetings with the professor to discuss team projects.

METHODOLOGY

The course will use a variety of methods to deliver learning outcomes. This will include: In-class discussion of Case Studies, Scientific Reports, and Videos, as well as Interactive Lectures, Guest Speakers, Simulations, and a Team Project.

The Project will consist of an Opportunity Assessment of a sustainable venture or related initiative addressing the SDG(s) of the team's choice. For example, a team can choose to focus on the Diversity, Equity, and Inclusion goal. This team will ideate and choose a market opportunity that tackles that goal (e.g., an enterprise that employs disadvantaged labor). It will then assess the feasibility of that market opportunity. This will consist of examining the potential market, the industry and competition, together with a preliminary business model design and related financial implications. The final deliverable is an Opportunity Assessment that summarizes the findings from the research and a summary of identified opportunities and risks. To be delivered on a PPT Deck format and a Final Presentation.

EVALUATION

Student evaluation will be a mix of in-class participation (40%), one individual reading reflection (10%), and the Opportunity Assessment Project (50%).

FACULTY

Prof. Desirée F. Pacheco
Associate Professor of Entrepreneurship

Desirée Pacheco is Associate Professor of Entrepreneurship. Prior to her doctoral studies, Professor Pacheco worked as a management and technology consultant with Accenture. During this experience she worked with a variety of companies in defining their strategic direction and implementing new processes and systems. In addition, Professor Pacheco has more than 10 years of experience teaching courses in the areas of entrepreneurship and strategic management, and her teaching combined active consulting with more than 50 startups and small businesses.

Dr. Pacheco's research interests relate to the interface between institutions, entrepreneurship, and firm strategy. She applies these areas of research to the study of sustainable business. She is particularly interested in the strategies that entrepreneurs undertake to bring about institutional change, such as changes in policies, industry practices, and norms. She also studies the effect of social movement activism on emerging industries and the new ventures that operate within them, and the ability of emerging industries to drive cultural shifts.

Professor Pacheco was granted the 2015 Emerging Scholar Award by the Organizations and the Natural Environment (ONE) division of the Academy of Management (the largest

international association for management scholars). This award is granted to early career academics who have already made outstanding research contributions in the area of organizations and the natural environment, and who have a strong potential to continue making such contributions.

Her research has been published in the Journal of Business Venturing, Journal of Management, Organization Science, Strategic Management Journal, The Academy of Management Journal, and The Academy of Management Review, amongst other publications.

Professor Pacheco is an editorial board member of the Journal of Management and the Journal of Business Venturing.

LEARNING OUTCOMES

Understand key environmental and social challenges, and related market and non-market solutions

Articulate and discuss the circumstances that lead to success or failure in sustainable enterprises.

Learn how to design and apply different tools for environmental and community impact

Assess social and environmentally responsible opportunities through a feasibility analysis

COMPETENCES

Develop a social and environmentally conscious perspective regarding business opportunities

Develop critical thinking skills around the nature of social and environmental challenges

Solve environmental and social problems with the use of business tools

Ability to assess social and environmentally responsible opportunities

Ideate and innovate with respect to social and environmental challenges

STUDENT PROFILE

The typical student will be interested in understanding how business can serve as a force for environmental and social wellbeing. They will also have an interest in developing and exploring new business opportunities.

ADDITIONAL INFORMATION

Number of credits 0.5

Language English

Quantitative orientation of the course (1: not at all; 5: highly quantitative) 2

Geographical focus of course or cases

Global

Entrepreneurship Through Acquisitions and Search Funds - 0.5 credits



Prof. Jan Simon

INTRODUCTION

Since the launch of the first search fund in 1983 in the US, over 500 search funds have been launched. With historical pre-tax IRRs of over 33% and pre-tax returns on capital of over 3x, search funds have started to attract the necessary attention also outside the US.

Search funds are an important subset of entrepreneurs who acquire businesses with the purpose of running, improving, growing and ultimately selling them, hopefully at a handy profit for investors and the entrepreneur. What distinguishes search funds from other forms of entrepreneurship through acquisition (EtA) is the standardized process whereby the entrepreneur raises a fund from investors (wealthy individuals and institutional funds) to finance his/her search. It is this supply of capital for the search (search capital) that gives the investors the optionality to supply capital for the purchase of the company (acquisition capital).

During this session you will get insights into the world of search funds but more importantly you will get valuable lessons for entrepreneurial acquisitions (acquisitions by entrepreneurial managers) such as sourcing, acquiring and growing a company.

OBJECTIVES

'Being an entrepreneur' for many a person means starting a business. This is however only one type of entrepreneur. It requires specific capabilities such as 'creating from scratch', a high tolerance for the unknown as well as the ability to convince non-believers or predict and create the future. EtA and search funds are based on another form of entrepreneurship, namely the ability and desire to finesse, energize, scale, improve and further shape what is already in existence. It indeed needs different skills to go from 0 to 10 than from 100 to 1,000.

During this course we will, in an accelerated format, discuss the entire EtA and search fund process, its challenging moments as well as its gratifying rewards. We will discuss some tricks-of-the-trade and some of the major pitfalls. The ultimate objective is for the participant to be able, or to be closer to be able to answer following questions:

Is this a career path for me?

If so, is now the right moment to start or should I postpone this (till when)?

I'm in, what do I do next?

What are the major stepping-stones and what are the important black spots and drawbacks?

Specifically the participant will have a better understanding on what to do and who to approach during the fundraising process, how to start a sourcing process, what type of industries and companies to target and which ones to avoid, how the negotiation and acquisition process works and which early priorities to set upon acquisition.

CONTENT

The course touches upon each critical phase of the search fund journey.

First we will discuss whether EtA is a path you might want to consider (and how to go about it). We will continue with discussing how to manage a successful fundraising. Next on the agenda is the discussion on sourcing (process and execution), followed by how to execute an acquisition.

Thereafter the focus shifts to managing and growing the acquired company. We end with a discussion on exit and the afterlife.

METHODOLOGY

This course is centered on managerial decision-making. In most sessions we will discuss a case. You will be asked to analyze certain issues, diagnose them and defend your proposed plan of action. The best way to learn is by 'getting your hands dirty': preparing the cases, defending your analysis and recommendations, and learning from your peers.

The course is delivered in 'intense format'. It is therefore very important that you have read the cases and have an idea what to respond to the questions before the start of each session. We have kept the preparation to the minimum with maximum impact.

EVALUATION

This course is dynamic with strong participation from the participants. Therefore 40% of the grade will be based on class participation. The remaining 60% will be dependent on 2 assignments. Maximum 750 words/assignment. You can choose from combo #1 or #2 (no mixing).

Combo #1: WorkWell C and SunWest Medical Devices

Combo#2: California Medical Transport and RevenueWorks

Assignments must be put on Blackboard before the start of the relevant session.

I expect you to explain the core issues as well as how you would have tackled them.

FACULTY

Prof. Jan Simon

Professor of Financial Management

PhD in Finance, University of Essex
MBA, IESE

Bachelor and Master of Law, Katholieke Universiteit Leuven, Belgium

e-mail: jsimon@iese.edu

Jan is an Investor and Scholar who has invested in private and public markets, He has taught at leading business schools in North America and Europe.

Jan has been investing for almost three decades. He co-headed the Emerging Markets Trading Desk at Salomon Brothers, set up the Continental Sales-Trading Desk at Goldman Sachs and was a member of Merrill Lynch' Hedge Fund Advisory Group. He is the Managing Partner of Vonzeo Capital, an institutional investor in Search Funds.

His expertise is in the areas of: investment strategies, alternative investments, mergers, and acquisitions. He has managed money in equities, fixed income and advised hedge funds in a variety of strategies.

Since 2003, Jan has been teaching at universities in Europe and North America. He is a Lecturer at Berkeley-Haas and a Visiting Professor at IESE Business School. He has been a Visiting Scholar at the London School of Economics and has designed and delivered Executive Custom courses at INSEAD. He has won numerous teaching awards, is on the Dean's Roll for Excellence in Teaching and The Economist rated him as one of the Top #20 Business School Professors in the world.

Jan teaches in the Rotman-ICD Directors Education Program, a program for corporate directors. He is also the Associate Academic Director of IESE's International Search Fund Centre and sits on the board of Colcharter, Colombia's prime air ambulance fleet.

Jan merges his academic background with his professional expertise to bridge gaps between both worlds where these exist. His research covers the influence of networks in the decision-making process in the investment world and their impact on systemic risk. He has a PhD in Finance, a Master in Business Administration, a Post-Graduate in Investment Advice, a Masters in Law, and a Bachelor of Law. He holds the ICD.D designation.

He served the first battalion Para-Commando (Special Operations Regiment) as well as NATO's Special Intervention Forces (AMF). He holds both the distinguished military credentials Commando A and Parachutist A.

Areas of interest

- * Search Funds
- * Entrepreneurship through Acquisition
- * Mergers and Acquisitions
- * Alternative Investments

LEARNING OUTCOMES

Have a broad understanding of EtA in general and Search Funds in particular
The course serves as a due diligence in whether this is an attractive path for the participant, now or in the future
It will address the most critical steps in the different phases

COMPETENCES

Entrepreneurial
Critical thinking
Action-driven

STUDENT PROFILE

The typical student will be interested in Entrepreneurship with a curiosity for acquiring and running a company.

ADDITIONAL INFORMATION

Number of credits 0.5
Language English
Quantitative orientation of the course (1: not at all; 5: highly quantitative) 2
Geographical focus of course or cases
Global

Service Management - 0.5 credits



Prof. Paulo Rocha e Oliveira

INTRODUCTION

This course explores key issues in service strategy, service design and service delivery, and successful ways to manage them as demonstrated by world-class companies. In general, the concept of “services” is used to refer to activities for which customer contribution is required and the main value lies on intangible outputs. However, as we will see in the course, very often the differentiation between service and product is rather artificial. Today, service industries (“tertiary”) comprise 70%-80% of the GDP and employ a comparable percentage of the workforce in developed countries. Moreover, these economic statistics underestimate the importance of the service sector because there is a large number of service operations performed inside industrial companies that are not accounted for as services. In this course, most emphasis will be placed on what are often referred to as “mass services” or “business-to-consumer” services. Industries examined include hospitality, entertainment, airlines, banking and financial services, as well as a sampling of retail and some non-profit organizations. A central theme is the exploration of the approaches used by companies to facilitate the development of organizational competencies that make their names synonymous with service excellence. (Note: unfortunately, for time reasons, professional services, like consulting or legal services, which by their own nature are a very different type of services, will not be specifically addressed on this course).

The course develops a profile of the strategic and operational capabilities required to create a high-performance service organization while maintaining the flexibility necessary to compete in this dynamic sector. The course will put a special emphasis on strategic and operational issues, but we will also build on two other major foundation areas - marketing and human resources management. The change towards global thinking has also affected some services extensively. Hence the course will specifically address global issues, like the outsourcing phenomena or the emergence of internet-based service models. However, it is important to stress that the course has also a strong instrumental character. We want to avoid staying only at the level of general concepts and ideas, and would like to move “down” to the critical details of service management and to introduce students to practical tools they will be able to apply in real life situations.

OBJECTIVES

The 10 sessions are organized around 5 basic themes aimed at covering the fundamental aspects of services: (1) service concept and strategic positioning, (2) service segmentation strategy, (3) service operations management, (4) service quality management and (5) service failures and recovery.

The course will provide some conceptual frameworks and quantitative tools that may be of help when working as managers in services firms, or as consultants for a service company. For each session key readings are listed. As a result, students will have a selection of the service management essential readings at the end.

This is multidisciplinary course. Students are expected to combine many of the instrumental learning acquired on general disciplines – mainly operations, marketing and human resources – to the specific reality of mass services.

CONTENT

The 10 sessions are organized around 5 basic themes aimed at covering the fundamental aspects of services: (1) service concept and strategic positioning, (2) service segmentation strategy, (3) service operations management, (4) service quality management and (5) service failures and recovery.

The course will provide some conceptual frameworks and quantitative tools that may be of help when working as managers in services firms, or as consultants for a service company. For each session key readings are listed. As a result, students will have a selection of the service management essential readings at the end.

This is multidisciplinary course. Students are expected to combine many of the instrumental learning acquired on general disciplines – mainly operations, marketing and human resources – to the specific reality of mass services.

METHODOLOGY

The course is organized as a combination of case discussion and lectures. As a second year elective, the course places a strong emphasis on making operational many of the conceptual aspects discussed in cases. As such, students should be aware that they will be required not only to discuss the cases conceptually, but prepare and submit (for one case) structured analyses. In these analyses, they will be asked to apply some fundamental qualitative and quantitative tools in detail.

EVALUATION

The course grade will be determined by the evaluation of your performance on the following aspects:

- class participation
- case assignment

Needless to say, (1) unjustified absences and (2) coming to class not having prepared the cases will be considered a major and justified reason to fail the course.

For the case assignment, students will submit a written report for one of the three cases below:

- Innovation at Progressive: Pay-as-you-go Insurance
- University Health Services: Walk-in Clinic
- Gas Natural: Improving the Profitability of Servigas

The report will consist of a two-page executive summary containing the key recommendations for the managerial situation described in the case. The recommendations must be based on an in-depth analysis of the main quantitative and qualitative aspects of the decision. Students may submit additional pages with exhibits and graphs showing part of their analysis if they find that this helps substantiate the points made in the executive summary.

FACULTY

Paulo Rocha e Oliveira
Senior Lecturer of Marketing and Production, Technology and Operations Management

Ph.D. in Management, Massachusetts Institute of Technology
A.B. in Mathematics, Princeton University

LEARNING OUTCOMES

Students who successfully complete the course's various activities will be able to improve their decision-making skills as they relate to the following issues:

Strategic Service Positioning

Design of the Service Delivery System: Interface design, back-office operations

Capacity and Demand management - Customers and servers scheduling

Quality and Productivity measurement

Service failures and recovery strategy

The course will provide some conceptual frameworks and quantitative tools that may be of help when working as managers in services firms, or as consultants for a service company. For each session key readings are listed. As a result, students will have a selection of the service management essential readings at the end.

This is multidisciplinary course. Students are expected to combine many of the instrumental learning acquired on general disciplines – mainly operations, marketing and human resources – to the specific reality of mass services.

COMPETENCES

1. Students should know how to apply the knowledge acquired and their problem-solving capacity in new and little-known settings within broader (or multidisciplinary) contexts related to their area of study.
2. Meeting customers' needs, offering them something of value, taking care of every detail in the relationship and providing a response to their requests and suggestions (Customer Orientation).
3. Applying a structured, sound process in the analysis of business situations and decision making that includes the following phases: diagnosis of the problem, selection of criteria, identification of alternatives, weighted analysis and selection of an alternative with its corresponding plan of action.
4. Understanding and using criteria to apply quantitative analysis and decision-making tools. Understanding the assumptions implicit in models, as well as the limitations and risks involved when models are put into practice.
5. Implementing product-delivery strategies and services that include all the stakeholders in the production chain: suppliers, manufacturers, distributors and customers.

STUDENT PROFILE

ADDITIONAL INFORMATION

Number of credits 0.5

Language English

Quantitative orientation of the course (1: not at all; 5: highly quantitative)

Geographical focus of course or cases

Global

Sustainable Finance - 0.5 credits



Prof. Ahmad Rahnema

INTRODUCTION

Throughout the world, the shift toward a more responsible business is becoming an important source of disruption. There is a growing environmental, and social awareness and some companies are taking up the mission of placing respect for the environmental and social values on equal footing with profits. The move has important implications for professionals and students in business. In complex world of today, the ability to understand the forces for change toward a more sustainable finance at the company level, the skill to integrate sustainability data in resource allocation and investment decisions, and the know-how of combining the traditional financial analysis with the sustainability factors are among the most demanding skills for all practitioners in business. A head-in-the-sand response is counter-productive.

OBJECTIVES

The allocation of funding to its most productive use is a key role of finance. Finance is therefore well positioned to assist in making strategic decisions on the trade-offs between sustainable goals. Finance plays this role at different levels. The main objective of this course is to provide students with a framework for understanding how corporate finance interacts with economic, social, and environmental issues. The role of financial system in allocating funds to sustainable corporates in order to accelerate the transition toward a sustainable economy where the current and the future generations have the resources needed, such as food, water, health care, and energy, without destabilizing the Earth system.

CONTENT

The course composes of three parts:

1. Introduction: What is sustainability and why does it matter?

With growing sensitivity toward social and environmental issues and shareholder concerns, companies are increasingly striving to become better corporate citizens. Executives recognize that long term economic growth is not possible unless that growth is socially and environmentally sustainable. A balance between environmental protection, social responsibility and responsible governance, referred to as ESG framework, can lead to competitive advantage.

2. Financing Sustainability

The financial system has an important role to play with regard to the sustainability transition challenge. The traditional investment approach builds on the paradigm of efficient markets and portfolio theory. None of them includes the social and the environmental issues in their equations. A more active investment approach, based on fundamental analysis of companies' material ESG factors can play a leading role in transition to a sustainable and a more circular economy. Executives must understand why does sustainability matter to equity investors? Understand how ESG integration in bonds can bring a deeper understanding of issuers. Understand how ESG risks can be incorporated in the credit risk assessment. Why does sustainability matter in banking and insurance industries?

3. Transition management

The transition toward a new regime of sustainable finance is about transformational change rather than incremental change. It is seen as an interactive process of the build-up of a new regime and breakdown of an old regime over a period of time, with disruptions along the way. Transition management starts with the identification and measurement of the cost benefits from corporate sustainability activities for all the stakeholders. The next step is developing a new vision for corporate finance which integrate the financial, social, and environmental dimensions into its decision process toward a long-term value creation for all stakeholders.

METHODOLOGY

Each session will involve class discussion. In some instances, discussion will be centered on lectures; in others it will be centered on a business case. Your participation is critical to the success of the course. You are expected to read all cases and reading materials, before come to class, and participate in class discussion.

EVALUATION

At the end of the introductory session class participants will be divided into teams of 4-5 students. Each team will be responsible for selecting a company and based on its social responsibility information identify the material ESG factors of the business. Each team should use this information together with the financial information of the company available from multiple sources (e.g., analyst report of investment banks) and develop various scenarios estimating a new valuation of the company. Each team is expected to

submit a written report in WORDS for no less than 4 pages (Font: Times, 12, single space) together with as many as they consider necessary graphs and tables (in EXCEL format). The deadline for submitting the report will be announce in the introductory session class. The grades will be based on the written report (70%), and on your contributions in classroom (30%).

FACULTY

Professor of Financial Management

Biography

Ahmad Rahnema is Professor and holder of the Fuel Freedom Chair for Energy and Social Development at IESE. He has been the Chair of the Financial Management Department from 2010 to 2020.

Prof. Rahnema has previously lectured at AB Freeman School of Business, Tulane (New Orleans, USA), Istituto di Studi per la Direzione e Gestione di Impresa (Naples, Italy), Universitätsseminar der Wirtschaft, Schloss Gracht (Erfstadt, Germany), CEDEP (Fontainebleau, France), IPADE (Universidad Panamericano, México), IAE (Universidad Austral, Argentina), AESE (Lisbon, Portugal), Universidade Nova de Lisboa (Portugal), IEEM (Universidad de Montevideo, Uruguay), IDE (Quito, Ecuador), Universidad Adolfo Ibañez (Viña del Mar, Chile) and Instituto Internacional San Telmo (Seville, Spain).

He is co-editor of the International Journal of Finance Education, a member of the editorial board of the journal Harvard Deusto: Business Review and the President of The Spanish Financial Forum of London (UK).

Ahmad Rahnema has authored and co-authored several books. Recent examples include Finanzas Internacionales, 2006, and Basilea II, Una nueva forma de relación Banca-Empresa (with IESE Professor Jordi Soley), 2004. His articles have been published in specialized journals as well as general and business publications. Among others, one can mention "Nokia's Growing Cash Mountain," published in the International Journal of Finance Education in January 2005, and "Basilea II: Una nueva forma de relación banca-empresa" (Basel II: A New Bank-Company Relationship) which appeared in Finanzas & Contabilidad in April 2005.

Prof. Rahnema has worked on a variety of consulting assignments for a number of leading Spanish and international companies. His research has mainly dealt with international finance, Energy, sustainable finance and risk management.

Areas of interest

* Energy and social development

* Sustainable Finance

* Financial risk management

* Corporate finance

E-mail: arahnema@iese.edu

LEARNING OUTCOMES

Upon finishing this course, students must be able to:

Explain the main function of financial system and how to apply them to sustainability

Explain the changing objective of corporates

Connect corporate sustainability performance with corporate financial performance

Identify the materiality of sustainability issues

Integrate the traditional financial analysis with the sustainability data

Explain the state of play on ESG integration, which can improve both financial and non-financial return

Explain why and how companies should connect sustainability to their competitive position, business model, intangible assets, and strategy

COMPETENCES

General Competences

Decision making in a changing and complex context of transition to a sustainable economy

Understand the integrated value approach for measuring externalities

Specific Competences

Understand the fundamental challenge climate change poses for financial markets.

Understand how financial sector can help allocate resources to individual and social needs.

Understand and apply the different challenges in identification, measuring and integrating of environmental, social, governance (ESG) factors into the traditional financial analysis.

Understand the integrated value approach for measuring externalities.

Understand how to prepare companies for transition to sustainable economy.

STUDENT PROFILE

Any second year student

ADDITIONAL INFORMATION

Number of credits 0.5

Language English

Quantitative orientation of the course (1: not at all; 5: highly quantitative) 2

Geographical focus of course or cases

Global

Social Impact and Sustainability Consulting - 1 credit



Prof. Joan Jané Marcet

INTRODUCTION

Social and environmental problems in both developed and developing countries are immense. Moreover all organizations either they are for-profit or non-profit have social impacts, which some are positive and some negative. Therefore it is essential for a business leader to learn to make decisions to improve the positive social and environmental impact of companies, nonprofit organizations, foundations and impact investors.

Leaders with positive social and environmental impact conviction and strong business mindset are required to lead or do consulting for both non-profit and for-profit organizations. Moreover for-profit organizations also require strong leaders who integrate ESG impact criteria and measurements in their decisions and trigger innovative positive social impact and sustainable opportunities.

OBJECTIVES

This course will provide tools and experimental learnings to the business leader to convert scarce resources into meaningful investments that will, in turn, will make significant improvements in society.

Students will learn and experiment the Social Impact and Sustainable Creation Cycle framework and steps to create and improve ESG impacts of companies, nonprofit organizations, foundations and impact investors:

1. Understanding the investor and investment options
2. Understanding the social and environmental problem
3. Linking actions to social and sustainable impacts
4. Social and environmental impact measurement

5, Amplifying social and sustainable impacts

Additionally this course will provide students with a real learning experience on social impact and sustainability consulting to organizations while developing a deeper socially and sustainable conscious mindset as a business leader. Students will do a pro-bono consulting project as part of the course.

CONTENT

The course consists of a mix of case discussions, lectures, panelists and project consulting.

Following is the course content pillars:

- The Social Impact and Sustainable Creation Cycle
- Sustainable Development Goals
- Framework for Measuring Social and Sustainable Performance
- Amplifying Social and Environmental Impact
- Social Design Thinking
- Social Impact and Sustainability Consulting: tools and frameworks
- ESG speakers (from strategic consulting firms, sustainable focused consulting entities, social entrepreneurs and ESG experts)
- Project Consulting and final presentations

METHODOLOGY

The course will combine case discussions, simulations, lectures and guest speakers together with a hands-on pro-bono social impact and sustainability consulting project. Teams of students will be formed and will choose among our portfolio of social/sustainable project challenges to deliver the pro-bono consulting results by the end of the course.

This course is a cross-department designed program and delivered with professors from Operations/Technology (Joan Jané), Strategy (Romain Boulogne and Joaquim Vilà), Decision Analysis (Inés Alegre) and Entrepreneurship (Desirée Pacheco).

See last year course references SICON story and testimonials

<https://twitter.com/iesebschool/status/1392139943988826118>

<https://twitter.com/iesebschool/status/1395387591747325956>

Each team will get one professor mentor assigned during the project consulting execution to evaluate progress according to the defined consulting methodology.

At the end of the course teams will deliver a final report and will present social impact and sustainable consulting results in class and in front of the respective organization leaders.

EVALUATION

Evaluation will be a mix of class participation (30%), project consulting results (50%) and presentation (20%).

FACULTY

This course is a cross-department designed program and delivered with professors from Operations/Technology (Joan Jané), Strategy (Romain Boulogne, Pascual Berrone and Joaquim Vilà), Decision Analysis (Inés Alegre) and Entrepreneurship (Desirée Pacheco).

LEARNING OUTCOMES

Tools and framework to help companies, nonprofit organizations, foundations and impact investors how to create positive social and environmental impact, to measure, to improve and to amplify the impact.

Experimental learning thru a consulting project for organizations that want to improve the social and environmental impact.

This course will provide important soft skills for business leaders as indicated in the section Course Competences.

COMPETENCES

Develop a deeper socially and environmental conscious mindset as a business leader.

Ability to integrate social and sustainable impact criteria and measurements in business decisions.

Think how to trigger innovative positive social impact and sustainable opportunities

Ability to convert scarce resources into meaningful investments and make significant improvements in society.

STUDENT PROFILE

Any MBA second year student who wants to explore and develop Social Impact and Sustainable Creation capabilities for companies, nonprofits, foundations and impact investors thru conceptual frameworks and experimental consulting projects.

ADDITIONAL INFORMATION

Number of credits 1.0

Language English

Quantitative orientation of the course (1: not at all; 5: highly quantitative)

Geographical focus of course or cases

Global

Management Control 1 - 1 credit



Prof. Eric Weber

INTRODUCTION

Management Control is a must in any organization where empowerment or delegation exists. Furthermore, every manager will either have to manage others within a certain management control system or will be a “sufferer” of such a system. On the other hand, the role of management control has evolved from an emphasis on control to an emphasis on measurement and information.

OBJECTIVES

The objective of this course is to expose students to a wide spectrum of management control problems that occur in any organization, and explore ways to mitigate them. To do so, several management control paradigms will be introduced. The difference between the management control structure and the management control process will be studied, and the appropriate tools and techniques for a successful implementation will be introduced. We will also work on the relationships between strategy, organization and management control systems, and the characteristics that these systems should have to help strategy implementation. Last but not least, the role that individuals, that is people, play in management control will be addressed.

CONTENT

Planning and control activities occur in organizations at three distinct levels:

1. Strategic planning occurs at top-management levels, and focuses on the long run. It is the least systematic of the three levels, and uses rough approximations of the future.
2. Task control occurs at the lowest levels in the organization, focuses on short-run operating activities, and uses accurate current data.
3. Management control is in between these two levels, and can be defined as the process by which managers influence other members of the organization to implement the organization’s strategies.

Each activity involves both planning and control; but the planning process is much more important in strategic planning, the control process is much more important in task control, and planning and control are of approximately equal importance in management control.

This course has three distinct parts:

In the first part of the course we review the context in which the control process takes place. We will describe some of the characteristics of organizations that affect the control process, focusing on the different types of organizational units (responsibility centres), the techniques that are important for their control, and the performance measures (indicators or metrics) needed for the performance evaluation of the managers in charge of these centres.

Responsibility centres constitute the structure of a control system, which must always be aligned with the organization's strategy. Managers, however, have different degrees of control over their part of the business and often face conflicting goals, which invariably leads to tensions or management control problems.

In the second part of the course we analyse some management control issues such as decentralization, controllability, goal congruence, mechanisms of arbitrage and the use of management control systems by top management. The relationship between headquarters and subsidiaries; corporate strategy and control; and management control and corporate governance are also covered.

In the third part we focus on the design of performance measures; new forms of organizational design and management control; the design of models to aid the process of strategy implementation (like the Balanced Scorecard); the information role of management control systems, and the fit of management control systems with strategy. The changing role of management control in collaborative economy companies will also be addressed.

Last but not least, it is important to recall that all organizations have goals, and a function of management control is to induce members (individuals, units and/or divisions) to help achieve these goals. Special attention will therefore be given to incentives and compensation schemes, and how they affect the behaviour of members in an organization, seeking goal congruence.

METHODOLOGY

This course is based on real life case studies, with a few summary lectures spread throughout the quarter.

As the case method will be extensively used, class participation will be instrumental both for the learning process and for evaluation.

EVALUATION

Your course grade will be based on:

- ☑ your performance in class (50%), which may include a quiz sometime around the middle of the quarter,
- ☑ Two one-page case summaries that will be assigned to you (think of this as “assisted” class participation...) that have to be submitted through the Virtual Campus by 10pm the day before the class where the case will be discussed (20%),
- ☑ and on your performance in written final exam or assignment (30%).

Just a reminder... according to the current Administrative Policies and Procedures, a student who misses 20% or more of the class sessions is “entitled” to get an incomplete. In my course, that has a total of 20 sessions, so this means more than 4 absences.

FACULTY

LEARNING OUTCOMES

Management control is, in a nutshell, about empowerment, alignment, incentives, metrics and strategy implementation. As such, the main learning outcomes for this course are to understand and develop a practical understanding of:

- ☐ why the need to delegate exists and how to manage empowerment in decentralized organizations
- ☐ why alignment is key in decentralized organizations and how to achieve it
- ☐ the role of incentives; when they are effective and when less so...
- ☐ the need for a well designed set of metrics
- ☐ how management control plays a vital role in strategy implementation.

COMPETENCES

This course advances the following general competences:

- ☐ Receiving and transmitting ideas effectively using the appropriate channel in the right moment and providing specific details to back up their observations and conclusions.
- ☐ Identifying and effectively dealing with information that is relevant to the job.
- ☐ Maintaining personal balance in situations of special tension.
- ☐ Recognizing the dangers and taking advantage of the opportunities that impact the competitiveness and effectiveness of the business.
- ☐ Valuing the company above and beyond the limits of one's own job, understanding the interrelationship between the different units and developing interfunctional cooperation.
- ☐ Using material and economic resources in the best, fastest, most economical and effective way possible to obtain the desired results.

It also addresses the following specific competences:

- ☐ Recognizing and handling the management control problems that arise in any organization.
- ☐ Identifying the management control structure and management control process and applying them appropriately.

STUDENT PROFILE

The course is considered to be of “general interest” and not necessarily for "experts", and as such, there are no prerequisites for the course. Management control ties in with, and builds on, concepts from strategy, organizational behavior, human resources, accounting, and management information systems. This course is not “technical” in nature, even though some numbers have to be done... However, the main prerequisite to successfully complete this course is to be able to, and willing to, think!

ADDITIONAL INFORMATION

Number of credits 1.0

Language English

Quantitative orientation of the course (1: not at all; 5: highly quantitative) 3

Geographical focus of course or cases

Global

Social Media Analytics - 0.5 credits



Prof. Inés Alegre



Prof. Miguel Ángel Canela

INTRODUCTION

This course is devoted to Analytics and Data Science in the context of Social Media. Social Media platforms such as Youtube, Twitter or Instagram are nowadays powerful communication channels for company advertisement and for gathering information about consumer preferences. No organization today can ignore the power of social media.

This course aims to present some advanced methods and techniques for the analysis of social media data. With a very practical and hands-on approach, after this course students will be able to download data from the most popular social media platforms such as LinkedIn, Youtube, Twitter and Instagram and will acquire a good understanding of the potential of analytics for analyzing social media consumer behavior.

Within the wide range of software tools available, we have chosen for this course the R statistical language which is, currently, one of the leading choices for data scientists, in fierce competition with Python. R is a language which comes with an environment for computing and graphics, available for both Windows and Macintosh (also for Linux). It includes an extensive variety of techniques for statistical testing, predictive modelling and data visualization. No previous knowledge of R or any programming tools is required for this course. For students with more advanced programming and statistical skills the elective called Machine Learning would be more appropriate.

OBJECTIVES

In this course, the student is expected to get experience in business-oriented analytics projects and familiarity with how data scientists use the R language. The course takes advantage of the technical notes, cases and assignments to present a range of situations which illustrate how business analytics can be used to get insights from social media.

CONTENT

The main topics covered by this course are:

Introduction to data science.
Introduction to R.
Managing string data.
Downloading data from social media platforms.
Sentiment Analysis.
Image recognition.

METHODOLOGY

The sessions are based on cases which show various applications of analytics in different social media platforms. Each case has a companion data file. The students are expected to prepare the case before the class since the course is based on a learning-by-doing approach.

EVALUATION

The evaluation is based on:
Class participation (25%).
Individual assignments (75%).

Class participation includes not only in-class oral interventions but also attendance and professionalism. Leaving before the class ends or arriving late will be strongly penalized, as well as absences. Small assignments, questions or quizzes done in-class will also count as class participation.

FACULTY

Prof. Inés Alegre

Assistant Professor of Managerial Decision Sciences

Prof. Miguel Ángel Canela

Associate Professor of Managerial Decision Sciences

LEARNING OUTCOMES

After taking the course, students will be able to:

Understand the potential of social media analysis for business.

Write simple scripts in R for exploratory data analysis.

Download data from social media platforms

COMPETENCES

The students of this course will:

Use data to improve their decision-making abilities.

Develop their capacity to understand and execute data analysis techniques to a variety of problems.

Develop a capacity for handling, coding, transforming and processing information.

Be able to apply the knowledge acquired and the problem-solving abilities developed to new and unfamiliar settings.

Acquire enough confidence in data analysis to continue studying and learning on data analysis in an autonomous way.

Understand the basics of R language.

STUDENT PROFILE

This course is specially suited for those students with quantitative orientation that are interested in learning a new programming language (in this case, R). Students working in the areas of marketing, tech or entrepreneurship for which data from social media might be an important way to access information about consumers and social trends will benefit from this course.

ADDITIONAL INFORMATION

Number of credits 0.5

Language English

Quantitative orientation of the course (1: not at all; 5: highly quantitative)

Geographical focus of course or cases

Global

Strategic Management in Fashion and Luxury Goods - 0.5 credits



Prof. Andrea Baldo



Prof. Fabrizio Ferraro

INTRODUCTION

The Fashion and Luxury Goods industry

The Fashion and Luxury Goods industry has changed dramatically in the last decade, achieving levels of complexity and sophistication never seen before. The industry has proven to be resilient in crisis time, able to reinvent itself and adapt to new customers, new segments, new media and new channels of distribution, always keeping creativity and innovation at the core of its strategy. Beyond the traditional boundaries of the industry, "luxury strategies" are also deployed to increase value creation and value capture in industries as diverse as automotive and consumer electronics. The Covid-19 pandemic presents the industry with a formidable challenge, which will call for important changes in the way FLG firms operate and compete.

Why Fashion and Luxury Goods?

This industry presents some of the most interesting strategic and managerial challenges of our time:

It is one of the few truly global industry, both in terms of supply and demand, making a perfect environment to understand the impact of globalization;
Globalization and changing wealth distribution are reshaping its customer base;
Extreme complexity because of the high combination of brands, products, suppliers, distribution channels, customers, and consumers;
Extreme uncertainty: despite the maturity of the industry, every six months your competitive position is at risk, because of novel trends and collections;
Requires a mix of creativity (right brain) and logic (left brain) to develop and maintain competitive advantage
Plenty of trade-off choices (commercial vs innovative; volume vs different; low cost vs luxury; global vs local; focus vs stretched; design vs merchandising; lead vs follow; etc.) and a balance that is quite difficult to maintain.

OBJECTIVES

The goals of this course are to (1) become more familiar with the main corporate players in this industry to understand their strategic choice, (2) understand the differences across industry categories, and (3) develop a framework to deal with these challenges as general manager, in order to (3) prepare students that want to pursue a career or continue their professional growth in the fashion and luxury goods industry, but also (4) equip future general managers in other industries with the fundamentals of luxury strategy.

CONTENT

The course covers content at different levels:

1. A strategic approach to Luxury Goods

In the whole course we will look at the luxury goods industry from a strategic point of view, from the perspective of shareholders, industry analysts, CEOs and general managers – that is NOT from a purely functional point of view (Marketing, Sales, Operations, Finance). We will build on the basics tools of strategic analysis to understand how the industry has changed, where it is likely to go and how firms compete in it. We will cover both corporate and business unit strategy.

2. Creating and Capturing value in the FLG firm

We will also take a deeper dive in the general management of these firms, understanding the trade-offs general managers face. We will look at specific problems such as international growth, product development, distribution channel expansion, new market entry strategies, and talent decisions.

3. Key Trends

Finally, we will focus on specific trends that are heavily affecting competition in the industry. We will talk about opportunities and challenges in China, but also how technology is reshaping both communication and distribution in the industry. And, obviously, what the future of the industry will be post Covid-19, given the role globalization play in the industry.

METHODOLOGY

The course is based primarily on the analysis and discussion of case studies. A few conceptual readings, books chapters and popular business articles, will also provide additional ideas and tools to interpret the cases and enrich class discussion. To get fresh insights from the industry we also invite guest speakers to share their experience and perspective. We change almost every year, but in the last few years we had in class: Alberto Grignolo, Former Chief Operating Officer, YOOX Net-A-Porter
Edoardo Tocco, President Asia Pacific, Balenciaga
Adrienne Lazarus, CEO, Bandier. Former President Intermix and Ann Taylor
Camila Tomás, Vice President Innovation Technology, Puig.
Nicolaj Reffstrup, Founder of GANNI
Giorgio Presca, CEO, Clarks. Former CEO, Golden Goose
Massimiliano Caraffa, Managing Director, Carlyle Europe Partners - Consumer and Retail.
Cristina Ventura, Chief Catalyst Officer, The Lane Crawford Joyce Group
Andrea Bucalossi, CEO, Mr. and Mrs. Italy
Patrizio Di marco, former CEO, Gucci
Finally, the final team project will give you an opportunity to put in practice insights from the course on a real-life challenge.

EVALUATION

Course grades will be determined as follows:

Participation: 50%

Team Project: 50%

FACULTY

Fabrizio Ferraro

Fabrizio Ferraro is Professor and Head of the Strategic Management Department at IESE Business School. He received his PhD in Management from Stanford University. His teaching in the MBA, EMBA, GEMBA, AMP and other Executive Education programs at IESE is primarily focused on strategic leadership and strategy execution. He has taught executive programs and/or consulted for firms such as Shiseido, Swire, Abertis, Telefonica, ENEL, Oracle, Banco Santander, Henkel, Nestlé, Puig, Lavazza, and Gonzalez-Byass.

Andrea Baldo

Andrea Baldo is currently CEO of GANNI, the Copenhagen-based contemporary fashion brand, part of the L Catterton investments portfolio, which has developed exponentially over recent years with its Scandi 2.0 sense of style full of personality and contrasts. He has over 20 years of experience in Fashion and Luxury Goods industry: initially as strategic consultant at Bain & Company and then holding top General Management positions at brands including Diesel, Marni, Maison Margiela and more recently as CEO of Coccinelle. Mr. Baldo received his degree magna cum laude in Economics from the University of Verona and he is a graduate of Harvard Business School, The General Management Program.

LEARNING OUTCOMES

As a result of the course students will become more familiar with the main corporate players in this industry and better understand their strategic choice. They will also understand differences across industry sectors (hard & soft luxury, beauty, wines & spirits, hospitality, etc.) and product categories (apparel, accessories, watches, jewelry, beauty, fragrances). Finally, they will learn how to consider these problems from a general management perspectives, which is a critical skills for future managers in the industry.

COMPETENCES

Students will develop the following competencies:

- an ability to integrate their knowledge of the industry to deal with the complexity of making judgements in an ever-changing market;
- an understanding of assumptions implicit in the fashion and luxury goods industry's different business models, and the limitations and risks that these entail;
- an understanding of the challenges and opportunities represented by repositioning products;
- an ability to analyze and predict the effects of globalization on the industry (i.e. greater product availability, increased competition, ever-changing tastes and the borderless consumer) and an ability to remodel strategies accordingly.

STUDENT PROFILE

The course is targeted at students who might be interested in pursuing a career in the industry, but is open to any students interested in understanding in depth how the industry works.

ADDITIONAL INFORMATION

Number of credits 0.5

Language English

Quantitative orientation of the course (1: not at all; 5: highly quantitative) 2

Geographical focus of course or cases

Global

Strategy and Geopolitics 2 - 1 credit



Prof. Massimo Maoret

INTRODUCTION

Over the last 50 years the global economy has gone through a process of globalization not seen since the early 1900's and represents a unique point in human history as the world seems to be increasingly interconnected on some levels and at the same time, still far apart on others. The spread of SARS-Cov-2 is just another example of how connected we have become. Interestingly enough, the response to the virus is also an indication of how separated we still are.

More businesses than ever are doing business in different parts of the world and while the large multinationals only represent a fraction of the global economy, many of the largest and most innovative firms find themselves operating at a global level.

What is striking is that most Sr. Executives have little or no training in geopolitical analysis and when important events do happen, many are taken by surprise and are forced to scale back or abandon enormous investments that appeared to make sense a short time ago.

OBJECTIVES

The objective of Strategy & Geopolitics is to give students exposure to geopolitical analysis and practical experience in applying the discipline to different parts of the world and to explore how political realities impact different business sectors.

The course should appeal to students planning to pursue an international career as well as those with an interest in history and current events.

CONTENT

The course will cover the basic principles of geopolitics and then look at different parts of the world including Europe, Latin America, China, India and South East Asia, the Middle East and Africa. In addition to performing analysis at a regional and country level, the course will also explore the implication for specific businesses in order to draw out a sector and level company view.

METHODOLOGY

The course methodology will consist of double class sessions in which the first session will focus on the region or country and the second will drill down to the reality of a specific company in that country or region using a case study.

Students will be expected to read extensive preparation material for each double session as well as follow up on links provided and perform their own analysis at both the country/regional level and the company level for every session.

The conceptual framework for the course is drawn from Professor Rosenberg's book on the topic "Strategy and Geopolitics" which is not required reading.

In class, students will routinely be divided in smaller groups to discuss controversial questions drawn from the readings and class discussions. In addition to class sessions, students will also be required to make an individual video blog and work on a group project.

The individual video blog will be 3 minutes length and due at the end of the course. Students are asked to give their view of globalization and the importance of geopolitical analysis.

The group project will also be due at the end of the course. The assignment is for groups of 3-5 students to pick a company and country and to evaluate that company's strategy in light of the geopolitical situation of the country.

EVALUATION

Grades will be based 60% on class participation and 40% on the individual and team assignments.

Learning outcomes will be measured in the following way:

1. Student's class participation will be evaluated as to their ability to understand the geopolitical context of different regions and their ability to determine how that context impacts different firms.
2. In the team assignments, students will demonstrate their ability to apply different frameworks and critically evaluate the issues at play in a specific circumstance.
3. The individual video will serve to evaluate the degree to which each student has gained an appreciation for the complexity of the issues involved as well as give everyone an opportunity to formally express their own opinion.

FACULTY

The course will be taught primarily by Massimo Maoret but may also involve specific professors with deep knowledge of particular countries and regions as well as guest speakers from companies involved in those places.

Massimo Maoret
Associate Professor of Strategic Management
Ph.D. in Management, Boston College

LEARNING OUTCOMES

As a result of completing the course, students will:

Develop their appreciation for the importance of history, politics, geography and international relations in the context of business
Build their specific understanding of the current and historical issues at play in Eastern Europe, Latin America, China, India, East and West Africa and the Middle East
Be able to perform geo-political analysis of a country or territory
Be able to apply that analysis to a particular industry and company

COMPETENCES

In addition to building on student's general competences of critical thinking and strategy formulation, the course will sharpen their ability to understand the complexity of the modern world and the challenges facing businesses involved in multinational or global operations.

Specifically, as a result of the course, students will improve their ability to:

Spot leading indicators of geo-political shifts, which can affect the business climate in a particular region or country
Make better decisions when faced with political change and ambiguity
Begin to develop their own judgement about what is and is not most relevant when looking at the broadest understanding of the business environment
Improve their ability to explain political realities and their impact on business strategy

STUDENT PROFILE

The course will be open to 70 students who are deeply interested in world history and politics and intend to pursue an international career and/or work for a company with operations on a global scale.

ADDITIONAL INFORMATION

Number of credits 1.0
Language English
Quantitative orientation of the course (1: not at all; 5: highly quantitative) 2
Geographical focus of course or cases
Global

Strategy and Geopolitics - 1 credit



Prof. Mike Rosenberg

INTRODUCTION

Over the last 50 years the global economy has gone through a process of globalization not seen since the early 1900's and represents a unique point in human history as the world seems to be increasingly interconnected on some levels and at the same time, still far apart on others. The spread of SARS-Cov-2 is just another example of how connected we have become. Interestingly enough, the response to the virus is also an indication of how separated we still are.

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What is striking is that most Sr. Executives have little or no training in geopolitical analysis and when important events do happen, many are taken by surprise and are forced to scale back or abandon enormous investments that appeared to make sense a short time ago.

OBJECTIVES

The objective of Strategy & Geopolitics is to give students exposure to geopolitical analysis and practical experience in applying the discipline to different parts of the world and to explore how political realities impact different business sectors.

The course should appeal to students planning to pursue an international career as well as those with an interest in history and current events.

CONTENT

The course will cover the basic principles of geopolitics and then look at different parts of the world including Europe, Latin America, China, India and South East Asia, the Middle East and Africa. In addition to performing analysis at a regional and country level, the course will

also explore the implication for specific businesses in order to draw out a sector and level company view.

METHODOLOGY

The course methodology will consist of double class sessions in which the first session will focus on the region or country and the second will drill down to the reality of a specific company in that country or region using a case study.

Students will be expected to read extensive preparation material for each double session as well as follow up on links provided and perform their own analysis at both the country/regional level and the company level for every session.

The conceptual framework for the course is drawn from Professor Rosenberg's book on the topic "Strategy and Geopolitics" which is not required reading.

In class, students will routinely be divided in smaller groups to discuss controversial questions drawn from the readings and class discussions. In addition to class sessions, students will also be required to make an individual video blog and work on a group project.

The individual video blog will be 3 minutes length and due at the end of the course. Students are asked to give their view of globalization and the importance of geopolitical analysis.

The group project will also be due at the end of the course. The assignment is for groups of 3-5 students to pick a company and country and to evaluate that company's strategy in light of the geopolitical situation of the country.

EVALUATION

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Learning outcomes will be measured in the following way:

1. Student's class participation will be evaluated as to their ability to understand the geopolitical context of different regions and their ability to determine how that context impacts different firms.
2. In the team assignments, students will demonstrate their ability to apply different frameworks and critically evaluate the issues at play in a specific circumstance.
3. The individual video will serve to evaluate the degree to which each student has gained an appreciation for the complexity of the issues involved as well as give everyone an opportunity to formally express their own opinion.

FACULTY

The course will be taught primarily by Mike Rosenberg but may also involve specific professors with deep knowledge of particular countries and regions as well as guest speakers from companies involved in those places.

LEARNING OUTCOMES

As a result of completing the course, students will:

Develop their appreciation for the importance of history, politics, geography and international relations in the context of business

Build their specific understanding of the current and historical issues at play in Eastern Europe, Latin America, China, India, East and West Africa and the Middle East

Be able to perform geo-political analysis of a country or territory

Be able to apply that analysis to a particular industry and company

COMPETENCES

In addition to building on student's general competences of critical thinking and strategy formulation, the course will sharpen their ability to understand the complexity of the modern world and the challenges facing businesses involved in multinational or global operations.

Specifically, as a result of the course, students will improve their ability to:

Spot leading indicators of geo-political shifts, which can affect the business climate in a particular region or country

Make better decisions when faced with political change and ambiguity

Begin to develop their own judgement about what is and is not most relevant when looking at the broadest understanding of the business environment

Improve their ability to explain political realities and their impact on business strategy

STUDENT PROFILE

The course will be open to 70 students who are deeply interested in world history and politics and intend to pursue an international career and/or work for a company with operations on a global scale.

ADDITIONAL INFORMATION

Number of credits 1.0

Language English

Quantitative orientation of the course (1: not at all; 5: highly quantitative) 2

Geographical focus of course or cases

Global

Strategy and Sustainability - 1 credit



Prof. Mike Rosenberg

INTRODUCTION

Over the last 60 years, environmental sustainability has become an increasingly important topic to society at large and in many cases, it has also become a strategic issue for business. In the last few years, this trend has accelerated significantly causing many to question the basic assumptions that have characterized the discussion of business and sustainability up until now.

Strategy & Sustainability is a, totally new, full credit course which explores the strategic issues that arise as a result of this new reality which is largely driven by the interest of the financial community, governments in certain parts of the world and other stakeholders in making the world more sustainable from both an environmental and social perspective.

The course will also highlight how the debate about sustainability varies in different industries and sectors as well as in different regions and countries.

OBJECTIVES

The objective of Strategy & Sustainability is to encourage students to look beyond the hype and be able to:

- 1- Distinguish between genuine efforts to improve a company's sustainability performance and environmental PR or at the limit, greenwashing
- 2- Understand the business case behind going beyond compliance if it can be made as well as the basic strategic options that companies may choose to follow
- 3- Understand the myriad reporting and rating systems that look at the sustainability of different firms as well as explore the "race to zero" initiative and what it means for different sectors.
- 4- Differentiate between different types of interests groups.

This course will appeal to students who want to go into industries which have high exposure to sustainability, those seeking a career connected to sustainability and others who are simply interested in the topic and think it is important.

CONTENT

The course will draw on a very wide of cases and source material, industries discussed will include energy, due to the specific role it has in terms of environmental impact, fishery management, water & sanitation, mining, as well as consumer products and other related topics.

What the course will not do is to focus exclusively on famous examples such as Patagonia and Whole Foods and what could be called environmental orthodoxy. Instead, many of the case studies present ambiguous situations where the degree of environmental conviction is not so clear. As mentioned above, the goal is to be able to look at the issues involved in environmental sustainability through the lens of business strategy, rather than moral conviction.

The course will put slightly more emphasis on the environmental side of sustainability as the issues connected to corporate social responsibility are well covered by other courses in the MBA.

The conceptual basis of the course is drawn from Prof. Rosenberg's book on the subject "Strategy & Sustainability" although many of the ideas have been updated as much has changed since its publication in 2015. The book is not required reading for the course.

METHODOLOGY

The course will be based on case studies supplemented by readings, which go deeper into the issues covered in the case. Some readings will be required prior to class and others posted on the Virtual Campus as optional materials. Most classes will consist of two consecutive sessions in order to be able to discuss case studies and then explore their contexts and implications. In some cases, guest speakers may come to discuss their specific case and to bring the issues to life.

In addition to class work, there is also be an individual assignment and a group project. The individual assignment is be a 2-3 minute video blog discussing sustainability and the group project consists of the development of a themed wiki which can be done in small teams of 4-5 students. The wikis will focus on a topic of the students' choice such as a particular technology or issue connected to the broader topic of sustainability.

EVALUATION

Grades will be based 50% on class participation and 50% on individual and teams assignments.

FACULTY

Mike Rosenberg
Assistant Professor of Strategic Management

IESE Platform for Strategy and Sustainability (IPSS)
Doctor of Philosophy (Management), Cranfield University
Master's in Business Administration, IESE, University of Navarra
Bachelor of Science in Engineering, University of Michigan

LEARNING OUTCOMES

Strategy and Sustainability will achieve 5 learning outcomes. As a result of taking the course students will be able to:

1. Distinguish between different levels of environmental sensitivity that exist in different sectors of the economy and in different parts of the world.
2. Evaluate what is the appropriate level of response for a given firm in light of the evolving requirements of regulators and civil society.
3. Apply a number of tools with which to approach the issue of sustainability such as Harding's tragedy of the commons, and David Baron's non-market strategy.
4. Gain an appreciation for the complexity of the issues involved and learn to categorize environmental claims and business motivations.
5. Perform a critical evaluation of the environmental issues at play in a given business context and formulate a strategic approach to environmental sustainability

COMPETENCES

In addition to building on student's general competences of critical thinking and strategy formulation, the course will sharpen their ability in the context of the debate on the environment and the appropriate role of business.

- Students will learn how to evaluate a company's approach in the environmental area and to distinguish greenwashing from genuine engagement
- Students will learn to incorporate environmental concerns into overall business strategy and to begin to acquire their own judgement in determining what is materially important

STUDENT PROFILE

The course should appeal to students, which have a genuine interest in environmental sustainability and its impact on business.

ADDITIONAL INFORMATION

Number of credits 1.0

Language English

Quantitative orientation of the course (1: not at all; 5: highly quantitative) 2

Geographical focus of course or cases

Global

Qué hacen los buenos directivos. El día a día del Director General - 1 credit



Prof. Joan Enric Ricart Costa

INTRODUCTION

This course focuses in realities of the daily work of a top executive with general management responsibilities: What he or she does and how she does it in the context of her priorities as a top executive (we will use GM for General Manager to refer to the top executive). It is well known that a GM uses most of her time to deal with daily, mostly executive issues, leaving less than 10% of the time focused in activities related with the future as strategy formulation. This disconnection between Strategy and daily activities forgets that the best strategy is the one really practiced that requires an organization fitted to the strategy and a daily execution coherent with it. This connection of strategy and day-to-day activities is the fundamental basis for the identification of the GM priorities.

Furthermore, corporate culture is a consequence of the daily focus of management and collaborators, and generally, the influence of a manager grows exponentially with her power and authority in the organization. Besides, the role and priorities of management is changing as knowledge and market context are evolving, strategy and organization are less formalized, pushing into more organic and less mechanists forms of organizing.

OBJECTIVES

This course transmits a managerial model centered on people that searches for high performance while respecting people dignity, and helping them to use the organization for personal growth and the search of happiness.

Successful GMs explain how they incorporate their priorities, thinking strategically about the future, constantly adapting the business model, developing people in the organization, and giving meaning and sustaining the values of the organization, in their daily activities, reflecting it into their agenda and time management, and consequently, getting high levels of performance and stakeholders satisfaction.

CONTENT

The GMs invited to the course:

They represent different management styles as they differ in capabilities, abilities and character; they execute their role in a diverse way too.

They represent different industries, sectors of activities, geographies, origins...

They have different orientation towards change management and regeneration strategies.

METHODOLOGY

This course is offered at the end of the MBA program and tries to provide occasions for self-reflection as well as networking. The idea is to contrast your personal characteristics, and all the knowledge accumulated before and during the MBA, with the direct contact with 20 successful GMs, invited to talk about their priorities, how they manage, how do they manage their agenda, and how is, and why, their management style. We do not discuss cases, but we debate about the managerial life of the different GMs, to learn about ourselves.

The course has 22 sessions, 2 conference/discussion, one at the beginning and one at the end, and 20 sessions with an invited GM as speaker. Speakers are leading different types of companies, some local, some multinational, small and big, different sectors, etc. Examples of companies usually present are Novartis, Microsoft, Nestlé, Cementos Molins, Amazon, La Fageda, Google, Holaluz, Vodafone, Penguin Random House, etc.

We used to have lunches with each visitor and a small group (10) of students. However, due to the situation of the pandemic, instead of lunches, we will meet the small group with the speaker in the same classroom 45 minutes before the class (13:30), and follow by the full class presentation and a debate at 14:15 (to 15:30). Further, some speakers will connect virtually.

EVALUATION

Class participation (Small group and class) 25%

Mid-Course Review (Best learning from 10 GMs) 25%

Final exam (Self-reflection on your own style) 50%

FACULTY

Prof. Joan Enric Ricart

Carl Schrøder Professor of Strategic Management

Doctor Ingeniero Industrial, (ETSEIT)

Ph.D. in Managerial Economics and Decision Sciences, Northwestern University, (USA)

Doctor en Ciencias Económicas y Empresariales (UAB)

Fellow, Strategic Management Society

Fellow, European Academy of Management
Fellow, International Academy of Management

LEARNING OUTCOMES

Institutional Strategy: It includes corporate purpose, mission and vision, values and strategic thrusts.

Learning (and teaching) organization: A dynamic form of organization continually adapting to strategy and environment changes, encouraging learning and capability development to its people.

Managerial agenda: How good managers use daily activities to do strategy, to focus the organization, to lead people, and to provide meaning to the corporation.

COMPETENCES

- Managerial competences
- Strategic and visionary thinking
- Purpose driven management
- People development
- Business model adaptation and renewal
- Managing the digital transformation

STUDENT PROFILE

Any students envisioning a career towards general management leadership positions.

ADDITIONAL INFORMATION

Number of credits 1.0

Language Spanish

Quantitative orientation of the course (1: not at all; 5: highly quantitative) 1

Geographical focus of course or cases

The core GM group is still composed mostly of managers currently living in Spain to facilitate coming to the campus. However, as some sessions will be virtual, the geographical area is expanding both in Europe and Latin-America, to provide a more global offering.

Transformación Estratégica - 0.5 credits



Prof. Joaquim Vila

INTRODUCTION

TRANSFO es un nuevo curso, de medio crédito (12 sesiones), que analiza la transformación de empresas desde un punto de vista integrador y de proceso de alta dirección. Los cambios turbulentos e imprevistos de nuestra época requieren poner la transformación empresarial en el centro de la atención de los altos directivos. Sin embargo, las transformaciones tienen peculiaridades propias que, a diferencia de otros tipos de cambio en la empresa, plantean grandes retos a la dirección. El curso permitirá entender cómo plantear y gestionar una transformación, independientemente de que ésta sea de naturaleza tecnológica (digital), ecológica-medioambiental, económica (como una crisis), competitiva (p.e la nueva movilidad), social (ODS o sociedad envejecida). Esto es así porque el curso se centra en las palancas de dirección que son comunes a todos tipos de transformación. Ello hace el curso útil más allá de las transformaciones que vemos hoy.

OBJECTIVES

Los objetivos de TRANSFO en relación con los alumnos son:

Adquirir una visión integradora y global (fundamentada en Systems Thinking) que permita identificar factores de éxito o de fracaso de las transformaciones, más allá de lo que permiten los enfoques tradicionales de dirección.

Desarrollar la capacidad de identificar y entender la lógica de la actuación directiva (sense-making) en procesos complejos de transformación empresarial. Para ello exploraremos enfoques novedosos de pensamiento crítico como Complexity[1].

Percibir las ventajas de estudiar el fenómeno de las transformaciones desde ópticas distintas (Mind Change, Organización, Innovación, Planificación Interactiva[2] entre otras), puesto que cada uno de los enfoques nos permite descubrir nuevos matices de la misma realidad.

Desarrollar habilidades en los estudiantes, como dar sentido a datos difusos, tener visión sistémica e integradora, ver oportunidades donde otros ven problemas, y pensamiento crítico, que les permitan afrontar problemas complejos y horribles (wicked).

[1] Como es CYNEFIN: Weaving sense-making into the fabric of our world, por Dave Snowden (2021).

[2] Idealized Design: How to Dissolve Tomorrow's Crisis Today, por Russell Ackoff, J. Magicson y H. Addison (2006)

CONTENT

El curso va a cubrir el estudio de transformaciones empresariales de impacto estratégico aportando luces a través de varias dimensiones del fenómeno:

Palancas de dirección de una transformación[1] (cambios en la Organización, cultura, dirección de personas, estrategia[2], gobierno corporativo, en las relaciones con los grupos de interés-stakeholders)

Objeto principal de la transformación – core subject (modelo de negocio, transformación organizativa, configuración de negocios, integral de la identidad de la empresa).

Retos de dirección en la transformación (ver la necesidad de grandes cambios con antelación, cambio del chip mental de la gente, ritmo de transformación, transformar sin desatender los resultados de la gestión cotidiana, gestión del stress/reducción de la ansiedad, dirigir en lo desconocido, resultados de avance hacia los objetivos vs de asimilación de los cambios, métricas KPIs vs OKRs).

Enfoques de Implantación (planificar cuando el futuro no es predecible, design thinking y la transformación centrada en personas, liderazgo transformador, promover el hard (guiado por diseño) vs cuidar el soft (guiado por relaciones)).

[1] Digital Transformation: Build your Organization's Future for the Innovation Age, por Lindsay Herbert (2017), Digital Transformation Leader en IBM

[2] Strategic Transformation: Changing while Winning, por Manuel Hensmans, G. Johnson y G. Yip (2013)

METHODOLOGY

Usaremos como principales métodos de aprendizaje la discusión de casos y las charlas con primeros ejecutivos que han liderado la transformación de su empresa.

Los casos previstos cubrirán las transformaciones de empresas como Philips, Lego, Haier, Pref. Planas (PYME), un competidor de Zara-Inditex, e ING. Nota: Alguno de estos casos estará en inglés.

Las presentaciones de empresas proceden de sectores como telecomunicaciones, coche eléctrico, materiales de la construcción, y educación. Una de las presentaciones (Mind Change) será en inglés.

Los alumnos, trabajarán en equipos de tres, en la elaboración de un informe sobre la transformación de una empresa, ya sea con resultados de éxito o de fracaso, con el objetivo de extraer aprendizajes valiosos. Para ello, los alumnos aprenderán a buscar información de sistemas de documentación no públicos, pero gratuitos (a través de la Biblioteca del IESE), para descubrir que hay muchísima información más allá de Google. El informe podrá ser escrito en español o inglés.

El curso no tiene un carácter cuantitativo en absoluto. Fomentaremos la apreciación cualitativa, porque como dice Roger Martin los datos numéricos del pasado no representan

el futuro. El pensamiento substantivo apoyado en una lógica robusta va por delante, y la validación numérica, cuando deba hacerse, irá al final del proceso de reflexión. De hecho, el curso muestra algún caso de estrategias de transformación que ha comportado grandes éxitos para la empresa cuando esta estrategia era calificada como no factibles por métodos tradicionales de análisis estratégico.

EVALUATION

La calificación se basará en la contribución en clase (50%) y en el proyecto de equipo (50%)

FACULTY

Prof. Joaquim Vilà, Profesor de Dirección Estratégica e Innovación.

LEARNING OUTCOMES

Cómo sensibilizar a la alta dirección de la necesidad de abordar un cambio de estrategia antes de que la empresa entre en una crisis.

Cómo revisar las herramientas tradicionales de dirección estratégica para que sean útiles en el caso de una transformación.

Cómo analizar y entender la lógica de una transformación para poder anticipar las perspectivas de éxito de la misma.

Cómo afrontar los dilemas de una transformación de forma que podamos resolver alguno de sus dilemas sin tener que hacer renuncias que afecten al éxito del proceso.

COMPETENCES

Las principales competencias que desarrolla el curso son: aprender a dar sentido a procesos de alta complejidad, sentirse cómodos en entornos de alta incertidumbre, identificar patrones que se derivan de factores múltiples de cambio y darles sentido para actuar sobre los mismos, apreciación cualitativa en el análisis de situaciones de negocio, saber aportar en equipos directivos responsables de llevar a cabo una transformación, además de todas las competencias que se derivan del avance en los objetivos que plantea el curso en la sección superior.

STUDENT PROFILE

Pretende atraer a alumnos que se sientan atraídos por enfoques no convencionales, que deseen cuestionarse 'lo evidente' y que deseen desarrollar un sentido común crítico.

ADDITIONAL INFORMATION

Number of credits 0.5

Language Spanish

Quantitative orientation of the course (1: not at all; 5: highly quantitative)

Geographical focus of course or cases

El curso es relevante tanto a nivel global, con casos internacionales (China, Norte Europa), como local (España y sud de Europa).

Value Investing - 0.5 credits



Prof. Marc Badia

INTRODUCTION

At this stage of your MBA, you have already assembled the complete toolkit to analyze a business and its potential. Value Investing is an investment philosophy that offers you the opportunity to integrate all this knowledge and apply it to the stock market. By analyzing the fundamentals of a stock, you will assess the value of its underlying business (intrinsic value). If this intrinsic value is substantially higher than the current stock price (i.e. substantial margin of safety) you might have found a good bargain. But all that glitters is not gold... why would you be able to outsmart all the other participants in the stock market?

OBJECTIVES

This course will teach the fundamentals of the value approach to investments originally developed by Graham and Dodd. The sessions will be eminently practical, covering all the stages of the investment process, from the search for potential stocks to the execution of the trade. We will explore publicly available data sources, assess the quality of financial information, implement valuation models, and analyze all the relevant dimensions of an investment decision.

CONTENT

After a first session introducing the basics of Value Investing and other fundamental financial concepts, the structure of the course follows the natural steps in the value investing process:

- Searching for potential value stocks: we will devote one session to study where and how to find potential bargains. We will explore publicly available data sources and discuss valid criteria to find investing opportunities. We will learn how to build and test solid search screens. Finally, we will identify a few special situations that can provide us with good investing opportunities.

- Estimating the fundamental value of a stock and determining the appropriate margin of safety: this part conforms the core of the course. After exploring different sources of value, I will introduce several valuation methodologies: liquidation value, earnings power, DCF, multiples, Residual Income Model, etc. It is essential to discuss in class the critical assumptions embedded in each one of these models. Next, we will assess the quality of financial numbers, identifying a few "red flags" that can help us detect accounting shenanigans.

- Portfolio construction and selling decision: the basic concepts of portfolio management will be covered in depth in other courses such as "Winning Investment Strategies", offered by prof. Javier Estrada in this same NY Module. We will rely on those concepts to have discussions about the optimization of your stock portfolios and trade execution. Deciding when to sell a stock is not easy and we will discuss a number of alternatives.

We will wrap up the course with the personal views of experienced asset managers.

METHODOLOGY

The course combines lectures, exercises and case discussions. For each session you are expected to prepare the assigned readings and cases

EVALUATION

Grades will be based on the following criteria:

Class participation (30%): I expect everyone to prepare and participate in all the sessions. In addition, I will also ask you to submit your preparation sheet for two of the cases discussed in the course.

Advanced stock analysis/recommendation (70%): this group project will include a final presentation in front of professional investors. Besides the quality of the project, I will take into consideration your personal contribution based on the feedback from your peers.

There are no exams.

FACULTY

Marc Badia

Ph.D. in Business Administration (Accounting), Columbia University

M.Phil. in Business Administration, Columbia University

Master in Economics and Business Administration, IESE, University of Navarra

Bachelor's Degree in Business Management and Administration, ESADE

LEARNING OUTCOMES

Understand the Value Investing approach to analyze stocks and distinguish it from other investment philosophies.

Identify the general traits of a value investor and learn from particular investment best practices of well-known value investors.

Develop an informed view of fundamental financial concepts such as risk and market efficiency.

Search for potential value stocks and special investing situations.

Put into practice different valuation models. Understand the advantages and limitations of each model and the right context of application.

Assess the quality of companies financial reporting.

Elaborate your own framework to evaluate stock investing decisions based on fundamental analysis.

Prepare and defend your own stock recommendation in front of sophisticated investors

COMPETENCES

The Financial Accounting course reinforces the following general competences:

- Decision making
- Critical Thinking
- Judgment
- Communication

STUDENT PROFILE

The course does not only target those students intending to work in asset management, but also those interested in managing their own portfolio of stocks –no matter the size– with a value approach. Investing in stocks based on fundamental analysis provides you with a rich set of investment decisions of your choice and the long-run relentless feedback from the market.

ADDITIONAL INFORMATION

Number of credits 0.5

Language English

Quantitative orientation of the course (1: not at all; 5: highly quantitative) 4

Geographical focus of course or cases

Global

Venture Capital Investment Competition Course - 0.5 credits



Prof. David Frodsham



Prof. Heinrich Liechtenstein

INTRODUCTION

VCIC-C is the only place students get to be VCs. You participate in a highly interactive and compressed VC investment process in which YOU are the VCs.

The course and the competition are about being real: real entrepreneurs pitch their companies and, after conducting due diligence, you select the most promising investment opportunity. You calculate the valuation and prepare terms for the investment committees made up of real VCs. You then negotiate an investment term sheet with the actual CEO of the selected company.

At the end of the course, the winning team represents IESE in the VCIC European Heats and, if successful, in the Global Finals at UNC Kenan-Flagler Business School in Chapel Hill, North Carolina. In recent years, many IESE teams have been successful in reaching the Global finals.

This elective course - with the opportunity to engage with real entrepreneurs and venture investors - complements the courses Venture Capital (VENCAP) that focuses on technical learning and the entrepreneur's perspective; and Entrepreneurial Finance (ENFI) and

Venture Capital and Private Equity (VCPE), that provide an in-depth overview of the VC and PE ecosystems, valuation methodologies and investor term sheets.

OBJECTIVES

The course pursues three main objectives:

How to evaluate an early stage investment from a VC perspective

How to structure, propose and negotiate an investment with a real entrepreneur

The chance to participate in, and possibly win, a prestigious global MBA competition.

CONTENT

Evaluate investment opportunities, perform due diligence, build investor term sheets, defend the investment proposal to a VC Investment Committee and negotiate with entrepreneurs

Balance the objectives of a VC fund with the needs of the start-up

Compete against other IESE teams and other international business school teams to invest in real firms

METHODOLOGY

The course places high value on team work: you build a VC investment team of 4-5 fellow students with a range of skills, managing a fund and seeking a good return for your investors. You nurture the team to be well-balanced, with each member able to own a different role in due diligence and negotiations.

There are no written cases, but live situations with real VCs, entrepreneurs, and experts.

EVALUATION

Grading is based on contribution to class learning and performance of the student team in the course and internal competition.

FACULTY

- Heinrich Liechtenstein

<https://www.iese.edu/faculty-research/faculty/heinrich-liechtenstein/>

- David Frodsham

<http://www.lv-partners.com/>

- Luis Martin Cabiedes

<https://www.iese.edu/faculty-research/faculty/luis-martin-cabiedes/>

LEARNING OUTCOMES

Participants will:

- Follow the whole VC investment process and be exposed to the world of start-ups
- Learn how VCs decide where to invest and what makes for a potentially successful company
- Learn how to put together a compelling investment offer and term sheet
- Be a high-performance team player, despite time pressure and information gaps.

Former competition students claim VCIC to be one of the most stimulating and rewarding experiences of the entire MBA program. It offers unparalleled access to the real world of start-ups and fundraising in Barcelona, Europe, and the US. In addition to those interested in venture investment, the course is valuable for anyone with entrepreneurial ambitions, teaching how to evaluate a business opportunity and to make it attractive to investors.

COMPETENCES

The course builds the following specific competencies:

Identifying attractive businesses

Working in a team under pressure

Competing and winning

STUDENT PROFILE

Competitive would-be entrepreneurs and investors eager to win a global competition, working closely as a team.

You build a diverse team - in gender, expertise, character and nationalities, including at least one native English speaker - that can compete strongly. The team members' journey together is intense and hugely rewarding and the right makeup increases the chances of success.

ADDITIONAL INFORMATION

Number of credits 0.5

Language English

Quantitative orientation of the course (1: not at all; 5: highly quantitative) 4

Geographical focus of course or cases

The course and internal competition attract entrepreneurs and VCs from across Europe. In the final, the entrepreneurs and VCs are US-based.

Venture Capital and Private Equity - 1 credit



Prof. Uli Grabenwarter



Prof. Heinrich Liechtenstein

INTRODUCTION

The main course at IESE that focuses on the decisions of private equity professionals
The objective is to build insightful preparation to enter the PE industry
20 sessions (75 minutes each), all of them back-to-back (two sessions per class day)

Leading experts from the industry as guest speakers
Student teams of four will prepare all cases, deliverables and decisions
Several cases: two of which are real life investment documents (long but real)
Students will have to sign a non-disclosure agreement (NDA)

OBJECTIVES

Private equity is an asset class where financial assessment and the assessment of qualitative criteria (so-called “soft factors”) must be aligned as equally important components in a sound investment decision. It is important for professionals in this industry to adopt a holistic view in dealing with all these aspects and to converge fact-based and soft-factor elements from a due diligence process into an overall judgment on a deal. The proposed course intends to lead students to this way of thinking where judgment is not purely based on the analogy to previous cases and a derived standardized due diligence process. Rather, the main emphasis of this course is on enabling students to utilize independent judgment for identifying key risks and opportunities in a specific investment opportunity as the basis for the structuring of a sound investment in this industry. The course will equally provide the students with a holistic view of the functioning of the VC and PE industry and reflect on current industry trends and how they will shape this industry going forward

CONTENT

The course will lead to a solid basic understanding of the private equity industry. The main content of the course is focused on the investment processes of the two main players in the

industry; the fund manager (referred to as general partner - GP) and investors (referred to as limited partner - LP).

METHODOLOGY

The course is to a large extent focused on case discussions looking at investment assessments and decisions at the level of both the general partner (GP) and limited partner (LP). The cases are based on real investment cases and will use real life investment memoranda (the document used by GPs to decide on the investment in a company) and real life private placement memoranda (document used by LPs as one element in the analysis of an investment in a fund of a GP). Students will be introduced to the various dimensions to be considered in the assessment of a specific deal and through complementary lectures will acquire a comprehensive understanding of the VC and PE industry and the necessary theoretical knowledge to apply in their own assessment of investment cases. The core focus is not on procuring the analytical work on a deal but rather acquiring the skills to accurately place analytical results in an overall context and interpret them properly as the basis for a risk-conscious investment decision.

The course is run as back-to-back double classes to allow for an in-depth discussion of the issues involved. Industry representatives will host some of the sessions in order to increase “real life” exposure during the course.

As some cases will be based on “real life” information, information provided for these cases will be much more extensive than for other class cases. Information will have to be analysed, structured and interpreted in a much more comprehensive way than is typically the case. Given the fact that real life information is used, students will also have to sign a confidentiality undertaking (NDA) in regard to some of the course material used.

EVALUATION

Student grades will be based on class participation, including in-class presentations and Q&A sessions. Cold calls will be used. Class participation will be a fundamental part of the assessment, with an emphasis on quality instead of quantity.

FACULTY

Heinrich Liechtenstein

Professor of Financial Management
Doctor of Business and Economic Sciences, University of Vienna
Master in Business Administration, IESE, University of Navarra
Degree in Business and Economic Sciences, Universidad Autónoma de Graz
Certified European Financial Analyst

Uli Grabenwarter

Lecturer of Financial Management

Master in Business and Economics, University of Graz, Austria
Certificate of complementary exams for qualified accountants and auditors in Luxembourg

LEARNING OUTCOMES

Create competitive advantage by developing innovative and untested solution patterns
Elaborate alternatives for possible decisions outside preconceived decision patterns
Develop decisions under partial or total uncertainty
Manage negative side-effects and downside risks in complex decision patterns
Develop sensitivity for opportunities resulting from imposed or proactive system change
Think
Think independently
Think outside the box
Holistic Understanding of the VC and PE Industry and current industry dynamics and trends

COMPETENCES

- Lead decision-making processes
- Create competitive advantage by innovative thinking patterns

Specific Competences

- System-based conceptual thinking
- Create value by holistic decision processes including societal impact
- Profit-based decision making versus value based decision-making
- Operating in environment of uncertainty.

STUDENT PROFILE

The course will require from students an above average input in preparatory work and classroom participation. It is an expert course for private equity and therefore assumes sufficient knowledge on the basics of private equity at admission to the course

Any student taking this course should be well equipped to work in the private equity industry after completing the MBA or at a later state of their career.

ADDITIONAL INFORMATION

Number of credits 1.0

Language English

Quantitative orientation of the course (1: not at all; 5: highly quantitative) 2

Geographical focus of course or cases

Europe/Global

The Bidding Process –Timeline

Winter Term

Preliminary Round

Friday, November 5th @10:00 AM	The Preliminary Round opens This is where you indicate your preferred courses by ranking and allocating points to them
Tuesday November 9 th @04:00 PM	The Preliminary Round closes. <u>No courses have been assigned at this point</u>

Final Round

Monday November 15 th @04:00 PM	The Final Round opens <u>Any course with less than 25 students registered will be cancelled</u> If affected by a course cancellation, you must reassign your Rank/Points
Friday November 19 th @10:00 AM @ 04:00 PM	The Final Round closes. You will no longer be able to rank and allocate points Bidding results of the Final Round published: <u>You will now be able to check your assigned courses</u>

Change Round

Monday 22 nd November @10:00 AM	The Change Round opens <u>You will now be able to request changes if you wish to do so.</u> The option to add an extra credit will be available on Friday, November 26 th . The Change Round runs every weekday twice per day (at approximately 10:00 a.m. & 4:00 p.m.)
Friday 3 rd December @04:00 PM	The Change Round for the LAND, Intensive and International courses will close December 1st, 10:00AM Change Round closes for all the courses. Once the Change Round closes, no more changes will be allowed

	August	30-3	International Elective New York Campus- REFRAME (Change in location: Barcelona Campus)
		30-3	Intensive Electives Barcelona Campus- PERFIN, SEARCH
	September	6	Beginning of Term
		6	Welcome to the 2nd Year
		6	Exchange Orientation Session
		7	Funding the MBA
		24	Holiday
	October	11	Holiday
		12	Virtual Asia Career Fair (CDC) / Holiday
		18-20	Career Forum I (CDC)
	November	1	Holiday
		10-12	Treks(CDC)
		22-26	Latam Career Fair(CDC)
	December	2	Dean's Christmas Address
		6-7	Treks (CDC)
		8	Holiday
		13-17	Intensive Electives Barcelona Campus- EXSIM
		15	Virtual Asia Career Fair (CDC)
		17	Last day of Term
	Dec -Jan	Dec 20-Jan 7	Holidays
Winter Term	January	3-7	Treks (CDC)
		10	Beginning of Term
		10-14	International Electives (International Modules)
		17-21	Intensive Electives Barcelona Campus- EXSIM
		24	Exchange Orientation Session
	February	2	Alumni Session
		8-9	Career Forum II (CDC)
		10	Ranking Briefing
		tbc	Retail&Luxury Fair (CDC)
		26	Asia Career Fair (CDC)
	March	3-4	Industry treks
		8	Official Graduation Photo
		10	Graduation Rehearsal
		28-1	Startup Fair (CDC)
	April	11-15	Asia Career Summit at Singapore (CDC)
		11-18	Easter Holidays (the 11th and 18th April are both holidays)
		29	Last day of Term
	May	tbc	Graduation

20/July/2021 (Subject to Change)

Please go to Campus groups to see all the events and activities held by IESE Clubs and CDC department.