

Business Models New Paradigms Gr. 1 (EM1F4M47A1)

Program	PGE
Module / ECTS / Path / Specialisation	Module :Business models new paradigms : 5 ECTS. <ul style="list-style-type: none">• BEM Bachelor in European Management• PGE 2A - English track
Discipline	
Year	2019
Semester	A
Open for visitors	yes (5 ECTS)
Available places	40

Coordinator

Claude CHAILAN

Lecturers

Instructor	Population	Email
Claude CHAILAN	Population	chailan@unistra.fr

Course format

Working language :	English
Volume of contact hours :	27 h
Workload to be expected by the student :	108 h

Course track

Track : Attendance

"Attendance" track :

Attendance at lecture / tutorial classes and intermediate / final exams is mandatory. As evaluation of in class work constitutes an essential element of grading, any absence will be penalized and is taken into account for grading purposes (see academic rules and regulations).

"Autonomous" track :

Attendance at intermediate / final exams is mandatory, but students are free to attend lecture / tutorial classes.

For all Master programs and all other programs realized in the form of dual internships (apprentissage), attendance at lecture / tutorial classes and intermediate / final exams is entirely mandatory. Therefore, only the "Attendance" track can be selected.

Contribution of the course to the educational objectives of the programme

How the course contributes to the programme :

Description

The Business Models New Paradigms course examines how organizations create a value proposition and organize a profit formula in a global environment.

In essence, a business model involves the allocation of critical resources and competences in a competitive environment over relatively long periods of time in the pursuit of the creation of value for customers and the capture of the value thus created. Business models are influenced by many factors such as the resources available to management, the industry and the competitive conditions, and of course the firm's internal structure, systems, and culture.

The course will cover the major business model decision-making tools.

Participants will learn to assess why and how new and emerging business models develop in a variety of contexts (industries, countries). They will learn how to use methods to explore and exploit breakthrough business models.

Particular attention is paid to processes, competencies, competitive positioning and comparative costs that drive value creation.

Topics such as two-sided markets, free to fee businesses, ecosystems, network externalities, and servicization are also addressed

Educational organisation

In class

Lectures

Tutorials

In groups

Case studies/texts

Oral presentations

Interaction

Discussions / debates

Learning outcomes

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

- **Articulate** the core characteristics of business models rooted in open innovation, sustainability, shared knowledge, and a technological workplace
- **Provide** students with an appreciation of the importance of a business model - based approach to business
- **Ensure** mastery of business model theory and practice, and certify that students understand the vital role business models play in modern business
- **Enhance** students' skills for formulating business model strategies by developing and understanding of a firm's operative environment

Outline

Session 1

Why business model matter?

- 1/ Strategy etc.
- 2/ The competitive advantage: How to be different?
- 3/ Business Model : How to be profitable, long-term ?

Session 2

Resources and competences in an agile environment

- 1/ Resources and the concept of rent in economy
- 2/ Mapping and selecting competences
- 3/ Dynamic capabilities in an agile world

Session 3

Building a robust value proposition

- 1/ The value proposition and the market share tree
- 2/ Key success factors and conjoint analysis
- 3/ How to protect the value proposition?

Session 4

Loyalty-based business models vs recruitment based business models

- 1/ Customer lifetime value and CRM
- 2 / BM in fragmented markets: millennials' nomadism, the middle-class squeeze, and new consumption patterns
- 3/ The servicization process

Session 5

Creating a BM - Innovation vs renovation

- 1/ Innovation vs renovation?
- 2/ Creating from scratch
- 3/ Improving an existing BM

Session 6

Business models for the digital age

- 1/ Business models for the digital age
- 2/ Standard wars & 2nd - mover advantage
- 3/ e-privacy

Session 7

Low-cost and assets-light policies

- 1/ Marginal profit and price modularity
- 3/ The low-cost approach
- 4/ Assets-light and the economy of sharing

Session 8

Dynamic pricing and revenue management

- 1/ The rationale of Revenue Management
- 2/ Booking limits, protection levels, allocation of capacity and EMRS
- 3/ Fences and overbooking

Session 9

Sustainability-based business models

- 1/ Business, ethics, sustainability: From shareholders to stakeholders
- 2/ Sustainability's 3 stages
- 3/ How does sustainability impact a business model?

Prerequisites

Key concepts to understand :

Knowledge of :

Marketing-mix or Corporate Strategy or Basics in corporate finance

Teaching material

Documents in all formats

- Syllabus
- Case studies

Recommended reading

Major works :

Reference textbook:

Afuah, A. (2014), Business Model Innovation, Concepts, Analysis, and Cases, Routledge, ISBN 9780203584583

Textbooks:

Brem, A., Viardot, E. (2017), Revolution of Innovation Management, Volume 2 Internationalization and Business Models, Palgrave, ISBN 9781349951239

Carroll, D. (2016), Managing Value in Organisations: New Learning, Management, and Business Models, 2nd edition, Routledge, ISBN 9781138271258

Harvard Business Review (2011), On Rebuilding Your Business Model, Harvard Business School Press

Shenkar, O. (2010), Copycats: How Smart Companies Use Imitation to Gain a Strategic Edge, Harvard Business School Press

Collins, J. (2009), How the Mighty Fall: And Why Some Companies Never Give In, Collins

Chesbrough, H.W., (2006), Open Business Models: How to Thrive in The New Innovation Landscape, Harvard Business School Press

Mitchell D., Coles C., (2003), The Ultimate Competitive Advantage: Secrets of Continually Developing a More Profitable Business Model, Berrett-Koehler

Further reading :

Textbooks:

Brem, A., Viardot, E. (2017), Revolution of Innovation Management, Volume 2 Internationalization and Business Models, Palgrave, ISBN 9781349951239

Carroll, D. (2016), Managing Value in Organisations: New Learning, Management, and Business Models, 2nd edition, Routledge, ISBN 9781138271258

Harvard Business Review (2011), On Rebuilding Your Business Model, Harvard Business School Press

Shenkar, O. (2010), Copycats: How Smart Companies Use Imitation to Gain a Strategic Edge, Harvard Business School Press

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Business School Press

Mitchell D., Coles C., (2003), The Ultimate Competitive Advantage: Secrets of Continually Developing a More Profitable Business Model, Berrett-Koehler

Research works by EM Strasbourg :

Chailan, C. (2013), "The influence of key capabilities on brand portfolio-based competitive advantage", International Journal of Trade and Global Markets, 6 (2), 182-201

Assessment

Intermediate evaluation / continuous assessment 1 :

oral / individual / English / weighting : 40%

additional information : Participation: We expect you to contribute to the learning of your classmates, both through class discussion and in collaboration on homework and the finals project. Class participation is based on three factors: Answers to questions about the readings to be prepared for each session Participation to the debate following case studies presentations Active participation in the classroom, particularly workshops Good participation is defined as: - Active participation in case discussions, - Case studies/workshops preparation, - Readings preparation and discussion - Adding insights to discussions from course readings and your own knowledge and experience - Being respectful and prepared with thoughtful questions when other students are presenting, or when a guest speaker comes to class - Not using devices (phones, laptops) Specific grid for class participation assessment • 0: Surfing the net in the classroom, sending / receiving messages on your cel phones in the classroom • 20: People who don't attend class regularly and when they don't participate • 40: People who attend class but just sit and listen • 60: People who attend class and participate from time to time • 75: People who attend class and participate often • 85: People who attend class and participate often and also show particular and relevant interest in the classroom • 100: People who attend class and have excellent participation and constant and relevant interest in the classroom

This evaluation serves to measure LO1.1, LO1.3, LO2.1, LO2.3, LO4.1, LO4.2

Intermediate evaluation / continuous assessment 2 :

written + oral / in group / English / weighting : 20%

additional information : Case study - Teamwork

This evaluation serves to measure LO1.1, LO1.2, LO2.2, LO3.1, LO4.1

Intermediate evaluation / continuous assessment 3 :

written + oral / in group / English / weighting : 15%

additional information : Team workshop - session 5

This evaluation serves to measure LO1.1, LO1.2, LO2.2, LO3.1, LO4.1

Final assessment : last session

written (30 min) / individual / English / weighting : 25%

This evaluation serves to measure LO1.2, LO1.3, LO2.3, LO4.1

Grounds for expulsion from classes

Such behaviors as...

arriving late, leaving early or unannounced leaving of the classroom during class time

disruptive eating or drinking in class

using smartphones and laptops for non class-related purposes

reading non class-related documents

chatting on non class-related issues

showing disrespect towards lecturers

... may lead to expulsion from classes.

