

Academic course: 2022/23
Course: Business and Technology
Semester: Fall 2022
Workload: 6 ECTS (150 hours of workload)
Professor: Alex Rayón (University of Deusto)

Rationale

Richard Rumelt, in his book "*Good Strategy, Bad Strategy*" introduced the concept of attractor to refer to a state of the industry that generates a substantial and decisive change in the future evolution of companies. The peculiarity of our times is that five attractors are colliding at the same time. Hyperpersonal spaces are concurring -we want everything personalized-, technological megatrends -many digital technologies at the same time-, the 2030 agenda -social and environmental concern-, the focus on the client -Taylorist linear production no longer works in a world in which the client wants everything to be tailored- and the speed in which a business model can work and die - the life cycles have been shortened. A similar moment happened at the beginning of the 19th century, with the appearance of machines, steam, the improvement in the production of iron, chemical manufacturing, the machine tool and the appearance of factories. The result was the Industrial Revolution.

Accordingly, many sectors and organizations perceive that the digital society is generating extraordinarily disruptive and increasingly accelerated innovations. Generally, the more traditional sectors respond to this situation by trying to digitize their activity. Digitizing something implies doing the same thing, but in a digital medium. This is what happened, for example, with the appearance of the CD; the product of traditional cassettes was digitized. However, it is becoming more and more clear that this strategy is insufficient and the solution sooner rather than later entails a profound business transformation. This is what the press, banks, commerce, various areas of industrial production or marketing are experiencing. Transformation is what Spotify brought to the music industry.

In this course, various forms of technologies will be highlighted to expose students to the emerging technologies impacting the business world. Knowledge of business principles, the impact of financial decisions, and technology proficiencies demanded by business combine to establish the elements of this course. Emphasis is placed on developing proficient fundamental computer skills required for all career pathways. Students will learn essentials for working in a business environment, managing a business, and owning a business. Accordingly, we will not only understand the concepts, but apply their knowledge to situations and defend their actions/decisions/choices through the knowledge and skills acquired in this course.

All of the above points will be covered by contrasting the Western and Eastern worlds. In this way, the student will have a complete vision of the digital age in the world.

Prerequisites

None

Competences

- *Generic competence (GC):* Problem solving (20% of the final grade)
- *Specific competences (SC)*
 - (SC1): Understand and use technologies that allow any organization to find opportunities for greater efficiency and profitability through the strategic and operational implementation (70% of the final grade)
 - (SC2): Interculturality, as a competence to function adequately and satisfactorily in situations of intercultural communication that frequently occur in today's society, characterized by multiculturalism. (10% of the final grade)

Content Plan

Module 1: Introduction

- Data and Platform economy
- Digital economics

Module 2: Strategy

- Technology-based strategy
- Business models in the digital world
- The digital customer: what has changed?
- Market strategies

Module 3: Operationalizing the Strategy

- The platform economy
- Mobile economy
- Market Places
- Direct-to-Customer (D2C)
- sCommerce, eCommerce, iCommerce, mCommerce
- From the Web 1.0 to the Web 3.0
- Decentralized Economy
- The metaverse

Module 4: Organizational and Cultural Issues

- Digital leadership
- Organizational transformation: methodologies and teamwork
- Agile methodologies
- Intellectual property challenges

- Data-sharing schemas

Teaching-learning strategies

The teaching methodology will be based on the Learning Model of the University of Deusto (MAUD) that integrates the stages of contextualization, reflective observation, conceptualization, active experimentation and evaluation. To apply this methodology, the following teaching resources are used:

- Use of resources in different formats for the presentation of theoretical content (eg: video teaching pills, documents...)
- Carrying out different learning and evaluation activities to verify the acquisition of both theoretical and practical knowledge and the acquisition of general and specific skills. For example, case resolution, debates...
- Individual and/or group tutorials aimed at the personalized follow-up of the students and the supervision of their work.
- Combination of remote classes by videoconference (1 hour a week) with online learning through the resources and activities on the university's learning platform.

Grading Policy

- Generic competence (20%). It will be evaluated through the final project (5%), the answer to the teacher's questions in the forum (10%) and the work in the synchronous sessions (5%).
- Specific competency 1 (70%). It will be evaluated through the final project (40%) and the resolution of the practices associated with each module during the semester (40%).
- Specific competency 2 (10%). It will be evaluated through the resolution of the practices associated with each module during the semester (10%).
- *Extraordinary call*: The student must resubmit and pass those parts of the subject that were pending referring to the Generic and Specific Competences.

References

- Good Strategy/Bad Strategy: The difference and why it matters. Richard Rumelt. 2017.
- Once Upon Atari: How I made history by killing an industry. Howard Scott Warshaw. 2020.
- Hooked: How to Build Habit-Forming Products. Nir Eyal. 2014.
- Amazon Unbound. Brad Stone. 2021.
- No Rules Rules: Netflix and the Culture of Reinvention. Reed Hastings. 2020.
- Lights Out: Pride, Delusion, and the Fall of General Electric. Thomas Gryta. 2021.
- Misbehaving: The Making of Behavioral Economics. Richard H. Thaler. 2015.
- Slides.