

# 80240 - Digital Business Modeling and Competitive Strategy

## TEACHING PLAN

### 1. Basic description

**Name of the course:** Digital Business Modeling and Competitive Strategy

**Academic year:** 2022–2023

**Term:** 2nd

**Degree / Course:** International Business Program

**Code:** 80240

**Number of ECTS credits:** 6

**Total number of hours committed:** 150

**Teaching language:** English

**Lecturer:** Marc Sansó

**Timetable:** [SIGMA schedule](#)

**Office hours:**

### 2. Presentation of the course

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

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

Goals:

- To increase the capacity for strategic analysis of competitive environments, characterizing their essential elements from a customer point of view and competitive factors.
- Characterize the vulnerability of the company's business model to change processes.
- Learn to reformulate the global and general strategy of the company from a perspective of adapting to change.
- To know the internal levers of the organization to systematize innovation as an organizational response to change processes.
- Understanding the impact of technology in business areas of the company.
- Understand how technologies shape industries, enhancing disruptive innovation and the creation of digital business models.
- Analysis of digital methodologies, channels, and tools for building customer-centric, customer satisfaction, and customer loyalty campaigns

### 3. Competences to be worked in the course

General competences	Specific competences
<p data-bbox="305 835 643 867">Instrumental competences</p> <p data-bbox="203 884 651 915">G.I.3. Ability to organise and plan.</p> <p data-bbox="203 930 756 961">G.I.4. Ability to tackle and solve problems.</p> <p data-bbox="203 976 792 1045">G.I.6. Ability to elaborate, present and defend arguments.</p> <p data-bbox="354 1094 651 1125">Generic skills systemic</p> <p data-bbox="203 1142 521 1173">G.S.4. Entrepreneurship.</p> <p data-bbox="203 1188 602 1220">G.S.5. Self-learning capability.</p> <p data-bbox="203 1234 751 1339">G.S.6. Ability to be proactive and propose, develop and implement initiatives and changes within the organisation.</p> <p data-bbox="305 1388 695 1419">Competences for applicability</p> <p data-bbox="203 1436 784 1505">G.A.2. Ability to use quantitative criteria and qualitative insights when taking decisions.</p>	<p data-bbox="894 873 1243 905">Professional competences</p> <p data-bbox="829 909 1369 1014">E.P.8. Ability to take functional decisions within an organisation with international activity.</p>

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

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

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

Basic competence: **understanding of knowledge**

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

Basic competence: **communicate and transmit information**

*I. General competences G.I.6*

Basic competence: **develop learning activities**

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

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

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

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- Provide students with the capacity to adapt to dynamic teams and environments.
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- Provide students with the capacity to create their own integral vision of the operation of a business or international marketing project.
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- Provide students with the capacity to take complex decisions and carry out negotiation processes.
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*I. General competences G.I.4, G.I.5, G.S.4*

*II. Specific competences E.P.8*

Learning outcomes specified for each topic.

The competences, the learning outcomes, the assessment elements and the quality of the learning process included in this Teaching Plan will not be affected if during the academic

trimester the teaching model has to switch either to an hybrid model (combination of face-to-face and on-line sessions) or to a complete on-line model.

## 4. Contents

### TOPIC 1: Strategic management.

Assignments: 1, 2

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

- 1.1. Industry Value chain analysis.
- 1.2. Five Forces of the Porter Model
- 1.3. Intern Value chain analysis
- 1.4. Competitive Variables: cost, quality, innovation, flexibility
- 1.5. Industry Lifecycle Analysis

### TOPIC 2: Digital Transformation of competitive environments

Assignments: 3

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

- 2.1. Developmental patterns of adoption of new technological paradigms
- 2.2. The Hype Cycle of Technology Maturity.
- 2.3. Competitive characterization of dynamic models associated with technological change.
- 2.4. Fundamentals of KETs: blockchain, artificial intelligence, IoT, robotics, autonomous objects, data analytics.

### TOPIC 3: Strategic innovation process: company perspective

Assignments: 4,5

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

- 3.1. Analysis of the key technology and business verticals most deeply impacted. Short-term and long-term analysis
- 3.2. Competitive disruption analysis: competitive paradigm, the role of challengers and big players. Low-end and high-end disruption.
- 3.3. Applied analysis, based on specific business cases of competitive variables and creation of business models. Relationship between technology and business development through its different phases.

### 3.4. Redefining Industries Impacted by Digital Disruption

#### TOPIC 4: Digital Business Modelling

Assignments: 6

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

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

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

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

4.4. Revenue and cost analysis: monetization strategies

4.5. Growth models: asymmetric vs diversified growth.

4.6.

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

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

## 5. Assessment

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

**Working competences and assessment of learning outcomes:**

	GI3	GI4	GI6	GS4	GS5	GS6	GA2	EP8	Learning outcomes
<b>Masterclasses</b>			X			X			X
<b>Assignments</b>	X	X	X	X	X	X	X	X	X
<b>Final Exam</b>	X	X	X	X	X	X	X	X	X

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

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

### **Retakes**

Continuous assessment items may not be retaken.

Students who fail the course but score at least 5/10 for their continuous assessment will be able to retake their exam.

The exam will be retaken at a date set by ESCI.

Any students who do not attend their retake will keep their previous grade.

Students who retake their exam will be awarded a new grade weighted as follows:

- Final exam: 60%
- Continuous assessment: 40%

## **6. Bibliography and teaching resources**

### **Basic:**

DANS, Enrique: <i>Everything is going to change</i> . Ed. Deusto (2010)
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SANSÓ, MARC: *The Value Trail: How To Effectively Understand, Monitor and Deploy Successful Business Models*. Ed. Ashgate-Gower

FENN, Jackie: *Mastering the Hype Cycle: How to Choose the Right Innovation at the Right Time* Harvard Business Review Press (2008)

Class Material (additional theory)

### Complementary:

Christensen, Clayton M. (2013). *The Innovator's Dilemma: When New Technologies Cause Great Firms to Fail*.

Parker, Geoffrey (2016) *Platform Revolution: How Networked Markets Are Transforming the Economy and How to Make Them Work for You*.

Bhimani, Alnoor (2017) : *Financial Management for Technology Start-Ups: A Handbook for Growth*

Mc Grath, Rita (2019): *Seeing Around Corners: How to Spot Inflection Points in Business Before They Happen*.

## 7. Methodology

The course will include the following teaching/learning activities:

- In class with the whole group (**masterclasses**) introduce the topic. There will be ten lessons using lecture methodology.
- In the classroom with the entire group (**activity resolution**). Each class will use one or more activities, including talks, discussions of case studies, and conclusions. These activities require preparation before, and in some cases after, the class
- Outside class, **individually**. For each topic, students should read the indicated texts.
- Outside class, **in groups**. Students should prepare the case studies to be discussed in class in groups. The discussion and the report to be presented on the day of the seminar will also be prepared in groups.
- Outside class, **autonomous**. Students should also learn independently by consulting sources such as the supplementary bibliography.

## 8. Scheduled activities

Week	Session and Date	Activity before Session	In-Class Activity	Activity after Session
<b>Week 1</b>	Masterclass (Tuesday 10 Jan)		Introduction Industry Value chain analysis.	
	Masterclass (Thursday 12 Jan)	Read material for assignment 1	Five Forces of the Porter Model Assignment 1	Review conclusions for assignment 1
<b>Week 2</b>	Masterclass (Tuesday 17 Jan)		Intern Value chain analysis Competitive Variables: cost, quality, innovation, flexibility	
	Masterclass (Thursday 19 Jan)	Read material for assignment 2	Industry Lifecycle Analysis Assignment 2	Review conclusions for assignment 2
<b>Week 3</b>	Masterclass (Tuesday 24 Jan)		Developmental patterns of adoption of new technological paradigms	
	Masterclass (Thursday 26 Jan)	Review theoretical framework (additional material)	The Hype Cycle of Technology Maturity.	
<b>Week 4</b>	Masterclass (Tuesday 31 Jan)	Review theoretical framework (additional material)	Competitive characterization of dynamic models associated with technological change.	
	Masterclass (Thursday 02 Feb)	Review theoretical framework (additional material)	Fundamentals of KETs: blockchain, artificial intelligence, IoT,	
<b>Week 5</b>	Masterclass (Tuesday 7 Feb)	Review theoretical framework (additional material)	Fundamentals of KETs: robotics, autonomous objects, data analytics	
	Masterclass (Thursday 9 Feb)		Analysis of the key technology and business verticals most deeply impacted. Short-term and long-term analysis	
<b>Week 6</b>	Masterclass		Competitive disruption analysis: competitive paradigm, the role	



	(Tuesday 10 Jan)		of challengers and big players. Low-end and high-end disruption.	
	Masterclass (Thursday 12 Jan)	Read material for assignment 3	Assignment 3	Review conclusions for assignment 3
<b>Week 7</b>	Masterclass (Tuesday 14 Feb)		Applied analysis, based on specific business cases of competitive variables and the creation of business models. Relationship between technology and business development through its different phases	
	Masterclass (Thursday 16 Feb)	Read material for assignment 4	Assignment 4	Review conclusions for assignment 4
<b>Week 8</b>	Masterclass (Tuesday 21 Feb)		Redefining Industries Impacted by Digital Disruption I	
	Masterclass (Thursday 23 Feb)	Read material for assignment 5	Assignment 5	Review conclusions for assignment 5
<b>Week 9</b>	Masterclass (Tuesday 28 Feb)		Multi-sided platforms: marketplaces, interaction-based types. Analysis of common models: integrators, aggregators, SaaS.	
	Masterclass (Thursday 02 Mar)		Network effect and Metcalfe's Law. Identification of growth incentives	
<b>Week 10</b>	Masterclass (Tuesday 7 Mar)		Analysis of KPIs and metrics: growth, traction, conversion. ARPU vs CRPU, CAC.	
	Masterclass (Thursday 09 Mar)		Revenue and cost analysis: monetization strategies	
<b>Week 11</b>	Masterclass (Tuesday 14 Mar)		Growth models: asymmetric vs diversified growth.	
	Masterclass (Thursday 16 Mar)	Read material for assignment 6	Assignment 6	Wrap-up