

## Course form to fill in (2022-2023)

### Course title:

Doing digital business in South America

### Staff responsible for the course:

Sergio García-Agreda Ballivián

### Lecturers:

First Name + Name

Sergio García-Agreda Ballivián

## 1) COURSE PRESENTATION

### Aims:

Draw up a list of competencies and/or skills that the student should have acquired or improved at the end of the course.

You must fill in the field under the format “the student should be able to...” using action verbs such as define, realise, control... *(This description should not take more than ten lines)*

#### **At the end of the course, the student should be able to:**

The student should be able to define a business opportunity in South America.

The student should be able to understand and learn about the digital business ecosystem in South America.

The student should be able to know what the main competitive advantages in the region are to do business.

The student should be able to analyse digital business trends in South America and their interaction at an international level.

The student should be able to recognize the countries that stand out the most in digital business in South America.

The student should be able to identify the most important capabilities of a digital business manager, in global environments, to do business in South America and connect with the world.

The student should be able to analyse and understand the culture of the Latin American entrepreneur and the main particularities of each Latin country.

### Prerequisites:

You must not write courses' codes or names, but identify the preliminary skills as the knowledge or the know-how needed to efficiently follow this course.

Write it out in terms of knowledge and methodologies required to follow this course (this would help students from direct entry to position themselves). *(This description should not take more than five lines)*

Ability to research for information from other cultures and generate analysis based on it. Skills for teamwork, collaborative work (Mural), adaptation of multiculturalism, intercultural communication, and case study methodology understanding.

### Course contents:

Here, an abstract of the course can be given or the different chapters of the course can be simply written down.

*(The description should not take more than ten lines)*

1. Introduction to management skills in digital environments in global settings.

2. Analysis of the VUCA and BANI environments and their influence on digital business.
3. Major trends in digital business in BANI environments in Latin America and the world.
4. Development of dynamic capacities for entrepreneurs in Latin American digital environments.
5. Digital transformation and main challenges in Latin America.
6. Analysis of the digital business ecosystem in Latin America.
7. Analysis of digital business ecosystems in Colombia, Argentina, Chile, Brazil, and Bolivia.
8. Sociocultural and economic analysis of Latin America.
9. Analysis of the culture of the 5 countries and its impact on digital business.
10. Conclusions and how to integrate the Latin and European ecosystems.

## 2) WORKING LOAD

Here, you should allocate the effective working load of the course, including an estimation of the personal work required from the student.

TABLE 1

Course's types	Number of hours	Notes
<u>Effective presence</u>		
- <i>Magistral Course</i>	5	Power Point Presentation support and audio (videos).
- <i>Interactive Course</i>	5	Team sessions depending on number of students.
- <i>Tutorials</i>	0	-
- <i>Coaching</i>	2	Follow up to Group Projects.
- <i>PBL Course</i>	4	Case studies will be given by the lecturer in due time.
<u>Training from a distance</u>		
- <i>Video-conferences</i>	0	-
- <i>Webinars</i>	0	-
<u>Self-learning</u>		
- <i>Books 'readings</i>	2	Documentation will be turned in beforehand.
- <i>E-learning</i>	0	-
- <i>Research</i>	2	Details on the research objective will be given in class.
<u>Outdoors-training</u>		
- <i>In firms</i>	0	-
- <i>Internship</i>	0	-
<u>Personal work</u>		
- <i>Group Projects</i>	4	Professor will coach each team. Expected workload: 1 hour / day.
- <i>Individual Projects</i>	0	-
- <i>Personal work</i>	0	-
<b>Total working time for the student</b>	<b>24</b>	

## 3) EDUCATIONAL METHODS

Tick here the different educational methods used:

Coaching

- Case Study
- E-Learning and/or Self-learning
- Interactive courses
- Presentations
- Projects
- Research
- Seminars
- Tutorials
- Visits

#### 4) ASSESSMENT

Sum up briefly the course assessment's mechanism (*two or three lines*) in order to introduce the assessment's table that you have to complete below (table n°2).

**You must also define clearly how feedback will be given to students (in accordance with the feedback policy).**

It is expected that the student reflects their understanding of the digital business ecosystem of a country and its interaction with their own country through the group project.  
Feedback will be provided through comments on the oral presentation, on the group project, and through the responses provided by each student during class.

List the assessment for each modality.

TABLE 2

Modality	Type of control	Length (h)	Number	Weighting (%)
<u>Continuous assessment</u>	Continuous assessment	-	-	-
	Mid-term exam	-	-	-
	Participation	5	-	10
	Oral presentation	3	-	10
	MCQ	-	-	-
<u>Final exam</u>	Oral final exam	-	-	-
	Written final exam	-	-	-
<u>Others</u>	Case study	4	-	20
	Group Project	4	1	50
	Individual Project	-	-	-
	Written assignment	-	1	10
	Exercises	-	-	-
<b>Total</b>		<b>16</b>		<b>100%</b>

#### 5) RECOMMENDED READING

Name of books (*indicate only three or four must-read references*) / Name of reviews:

Reference book (appellation reserved for books selected by the School and necessarily bought by all the students):

**Class books :**

García-Agreda B., S., Pérez Escobar, M. & Zegarra Saldaña, A. (2022) Entrepreneurship in Bolivia. In L.P. Dana, C. Keen, and V. Ramadani (Eds.), Entrepreneurship in South America: Context, Diversity Constraints, Opportunities and Prospects. (pp. 35-49). Springer. <https://doi.org/10.1007/978-3-030-97060-4>

Lederman, D., Menissa, J., Pienknagura, S., & Rigolini, J. (2014). *Latin American Entrepreneurs: Many Firms But Little Innovation*. The World Bank.

<https://www.worldbank.org/content/dam/Worldbank/document/LAC/LatinAmericanEntrepreneurs.pdf>

Digital technologies for a new future – CEPAL

[https://www.cepal.org/sites/default/files/publication/files/46817/S2000960\\_en.pdf](https://www.cepal.org/sites/default/files/publication/files/46817/S2000960_en.pdf)

**Reviews :**

García-Agreda B., S., Gopal., G. & Pérez Escobar, M. Digital transformation in Latin America – Relevance and case studies. Unpublished Manuscript. (Mamut Case Study and In Extenso Case Study)

Manual de formadores de emprendedores. Unpublished Manuscript. (PasanaQ Case Study)

**Internet Resources:**

*Please indicate here if you use the school intranet site to put on-line documents and/or if you advise the visit of web sites to students.*

<b>Name of the Website</b>	<b>URL</b>
Doing Business – IFC	<a href="https://archive.doingbusiness.org/es/doingbusiness">https://archive.doingbusiness.org/es/doingbusiness</a>
Atlantic Report	<a href="https://www.atlantico.vc/latin-america-digital-transformation-report-2022">https://www.atlantico.vc/latin-america-digital-transformation-report-2022</a>
Zurich Report	<a href="https://www.zurich.com/en/knowledge/topics/global-risks/2022-regional-risks-for-doing-business-latin-america">https://www.zurich.com/en/knowledge/topics/global-risks/2022-regional-risks-for-doing-business-latin-america</a>
TMF Report	<a href="https://www.tmf-group.com/en/news-insights/press-releases/2022/september/gbci-2022-latam/">https://www.tmf-group.com/en/news-insights/press-releases/2022/september/gbci-2022-latam/</a>