

# Syllabus

## *Kursbeschreibung*

<b>Titel der Lehrveranstaltung</b>	Digital Transformation
<b>Code der Lehrveranstaltung</b>	25573
<b>Zusätzlicher Titel der Lehrveranstaltung</b>	
<b>Wissenschaftlich-disziplinärer Bereich</b>	SECS-P/08
<b>Sprache</b>	Englisch
<b>Studiengang</b>	Master in Unternehmensführung und Innovation
<b>Andere Studiengänge (gem. Lehrveranstaltung)</b>	
<b>Dozenten/Dozentinnen</b>	Prof. Dr. Christoph Stöckmann, Christoph.Stoeckmann@unibz.it <a href="https://www.unibz.it/en/faculties/economics-management/academic-staff/person/47446">https://www.unibz.it/en/faculties/economics-management/academic-staff/person/47446</a>
<b>Wissensch. Mitarbeiter/Mitarbeiterin</b>	
<b>Semester</b>	Erstes Semester
<b>Studienjahr/e</b>	2
<b>KP</b>	6
<b>Vorlesungsstunden</b>	36
<b>Laboratoriumsstunden</b>	-
<b>Stunden für individuelles Studium</b>	-
<b>Vorgesehene Sprechzeiten</b>	18
<b>Inhaltsangabe</b>	This course examines the strategic and organizational implications of digital transformation in entrepreneurial and corporate contexts. Students explore how digital technologies reshape business models, customer interactions, and internal processes. Through hands-on activities and applied frameworks, they learn to assess digital opportunities and challenges and to develop transformation strategies. The course equips students with the tools to navigate

	and lead digital change in business contexts.
<b>Themen der Lehrveranstaltung</b>	Digital technologies are disrupting organizations of every size and shape all around the world. Assumptions about strategies, processes, operations, finance, and leadership all change. By exploring the what, how and why this course provides a general overview of the scientific contents of digital transformation in a first step. In a second step the course is designed for acquiring professional skills and capabilities. Following the idea of turning threats into opportunities the course develops a practical understanding of managing the digital transformation in order to help organizations to survive and thrive in the digital age. Given the multifaceted nature of digital transformation the course addresses managerial issues related to strategy, processes, technology, innovation, marketing, finance, leadership, and culture in a digitalized economy.
<b>Stichwörter</b>	Digital disruption; digital business strategy; Digital change management & culture; The people side of digital transformation; Implementing Artificial Intelligence
<b>Empfohlene Voraussetzungen</b>	
<b>Propädeutische Lehrveranstaltungen</b>	
<b>Unterrichtsform</b>	Frontal lectures and team-based project work (case-based)
<b>Anwesenheitspflicht</b>	
<b>Spezifische Bildungsziele und erwartete Lernergebnisse</b>	<p>Knowledge and understanding</p> <p>The student acquires advanced knowledge and understanding of models for new product development and innovation management within companies.</p> <p>I/we acquire advanced knowledge and understanding of business analysis tools and solutions for the development of innovations and organisational knowledge</p> <p>I/we acquire advanced knowledge and understanding of innovation economics models and systems for regional innovation development</p> <p>The student acquires knowledge of quantitative models for the formulation of forecasts necessary to guide management decisions and to predict the life cycle of a product and a sector</p>

	<p>Ability to apply knowledge and understanding</p> <p>ability to acquire and select relevant information to frame cases of innovation (product, service, social, managerial organisational), also different from the contexts studied</p> <p>ability to select product development models, suitable to appropriately analyse a specific economic-productive context</p> <p>ability to classify, analyse specific innovations and assess their potential</p> <p>ability to select innovation management and organisational knowledge development models, suitable for a specific economic-social-productive context, such as digital transformation, resilience and sustainability</p> <p>ability to select the tools for innovation management and organisational knowledge development, consistent with the models deemed appropriate</p> <p>ability to propose and implement strategic and operational courses of action to foster the development of innovation by a company</p> <p>ability to assess the potential of an innovation within existing enterprises, with respect to the creation of a new enterprise (e.g. intrapreneurship, open innovation, etc.).</p> <p>Autonomy of judgement</p> <p>Acquire the ability to analyse complex entrepreneurial issues, such as the elaboration and evaluation of a business project (business plan) or the development of a new product.</p> <p>Acquire the ability to make predictions, such as analysing the future consequences of entrepreneurial, managerial and operational choices.</p> <p>Autonomy of judgement is developed in the training activities carried out for the preparation of the thesis, as well as in the exercises that accompany the lectures and that involve group discussions and the comparison of individual analyses carried out by students in preparation for the lecture.</p> <p>Communication skills</p> <p>Acquire the ability to describe and communicate in an intercultural context, in a clear and precise manner, problematic situations typical of the management of a new enterprise and the development of innovation, such as, for example, the conditions for the validation of a problem or solution, the prospects and risks</p>
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	<p>associated with a business model or an innovation project. The development of communication competences assumes heterogeneous situations such as, for example, the presence of internal stakeholders (e.g. colleagues, managers, owners), or external stakeholders (e.g. potential investors, suppliers and other business partners) and the ability to sustain an adversarial process. The achievement of these objectives is assessed in the course of the training activities already mentioned, as well as in the discussion of the final thesis.</p> <p>Learning ability</p> <p>Acquire the ability to study independently, to prepare summaries.</p> <p>Acquire the ability to identify thematic connections and to establish relationships between different cases and contexts of analysis</p> <p>Acquire the ability to frame a new problem systematically and to generate appropriate taxonomies.</p> <p>Acquire the ability to develop general models from the phenomena studied.</p>
<b>Spezifisches Bildungsziel und erwartete Lernergebnisse (zusätzliche Informationen)</b>	
<b>Art der Prüfung</b>	<p>For attending students: The achievement of the learning objectives is assessed through three outcome measures:</p> <ul style="list-style-type: none"> <li>• Written exam (45%): A written exam is designed to measure the knowledge of the contents and their deeper comprehension.</li> <li>• Project work (45%): Students will directly apply the knowledge and skills acquired to tackle digital opportunities and transformation challenges through multiple case studies, with three of their choice being graded. The demands of this team-based project work go beyond the mere application of previously learned content. They require the development of a new mix of activities: transitioning from course-prepared to self-directed learning, mastering tools and their practical application, and exercising critical judgment in evaluating various approaches. The outcomes of the group project work will be presented and documented in written case analyses.</li> <li>• Class participation (10%): Assessment of participation in class and accompanying project units will relate to oral and written (e.g.,</li> </ul>

	<p>team discussions) contributions by students.</p> <p>For non-attending students: The achievement of the learning objectives is assessed through a single outcome measure:</p> <ul style="list-style-type: none"> <li>• Written exam (100%): A written exam is designed to measure both the knowledge of the contents and their deeper comprehension as well as the application of what has been learned.</li> </ul> <p>NOTE: Project work and classroom contributions are valid for 1 academic year and cannot be carried over beyond that time-frame.</p>
<b>Bewertungskriterien</b>	<p>For attending students: The final grade results from the addition of the following partial achievements (1) Written exam (45%), (2) Project work (45%), (3) Class participation (10%)</p> <p>The following evaluation criteria are essential for the assessment:</p> <ul style="list-style-type: none"> <li>• Correctness and reliability of the statements</li> <li>• Structure and clarity of the statements</li> <li>• Logic and coherence of the statements</li> <li>• Integration and interconnectedness of the learned content</li> <li>• Quality and extent of the research</li> <li>• Choice and application of the learned content</li> <li>• Quality, applicability, and innovativeness of the results</li> <li>• Activity and proactivity regarding the contributions</li> </ul> <p>For non-attending students: The final grade results from the (1) Written exam (100%).</p> <p>The following evaluation criteria are essential for the assessment:</p> <ul style="list-style-type: none"> <li>• Correctness and reliability of the statements</li> <li>• Structure and clarity of the statements</li> <li>• Logic and coherence of the statements</li> <li>• Integration and interconnectedness of the learned content</li> <li>• Choice and application of the learned content</li> <li>• Quality, applicability, and innovativeness of the results</li> </ul>
<b>Pflichtliteratur</b>	<p>Will be announced on a case basis.</p>

<b>Weiterführende Literatur</b>	<ul style="list-style-type: none"> <li>• Gupta, S. (2018). Driving Digital Strategy: A Guide to Reimagining Your Business. Boston: Harvard Business Review Press.</li> <li>• Iansiti, M. &amp; Lakhani, K. R. (2020). Competing in the Age of AI: Strategy and Leadership When Algorithms and Networks Run the World. Boston: Harvard Business Review Press.</li> <li>• Kane, G. C., Phillips, A. N., Copulsky, J. R., &amp; Andrus, G. R. (2022). The Technology Fallacy How People Are the Real Key to Digital Transformation. Cambridge: MIT Press.</li> </ul> <p>Osterwalder, A., &amp; Pigneur, Y. (2010): Business Model Generation: A Handbook for Visionaries, Game Changers, and Challengers. Hoboken : John Wiley.</p> <ul style="list-style-type: none"> <li>• Rogers, D. L. (2016). Digital Transformation Playbook: Rethink Your Business for the Digital Age. New York : Columbia Business School Publishing.</li> <li>• Siebel, T. M. (2019): Digital Transformation: Survive and Thrive in an Era of Mass Extinction. New York : RosettaBooks.</li> <li>• Uria-Recio, P. (2024): How AI Will Shape Our Future: Understand Artificial Intelligence and Stay Ahead. Machine Learning. Generative AI. Robots. Quantum AI. Super Intelligence. Amazon.</li> </ul>
<b>Weitere Informationen</b>	
<b>Ziele für nachhaltige Entwicklung (SDGs)</b>	Gesundheit und Wohlergehen, Geschlechter-Gleichheit, Weniger Ungleichheiten, Industrie, Innovation und Infrastruktur, Menschenwürdige Arbeit und Wirtschaftswachstum