

Business Models for the Digital Economy

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September 2022

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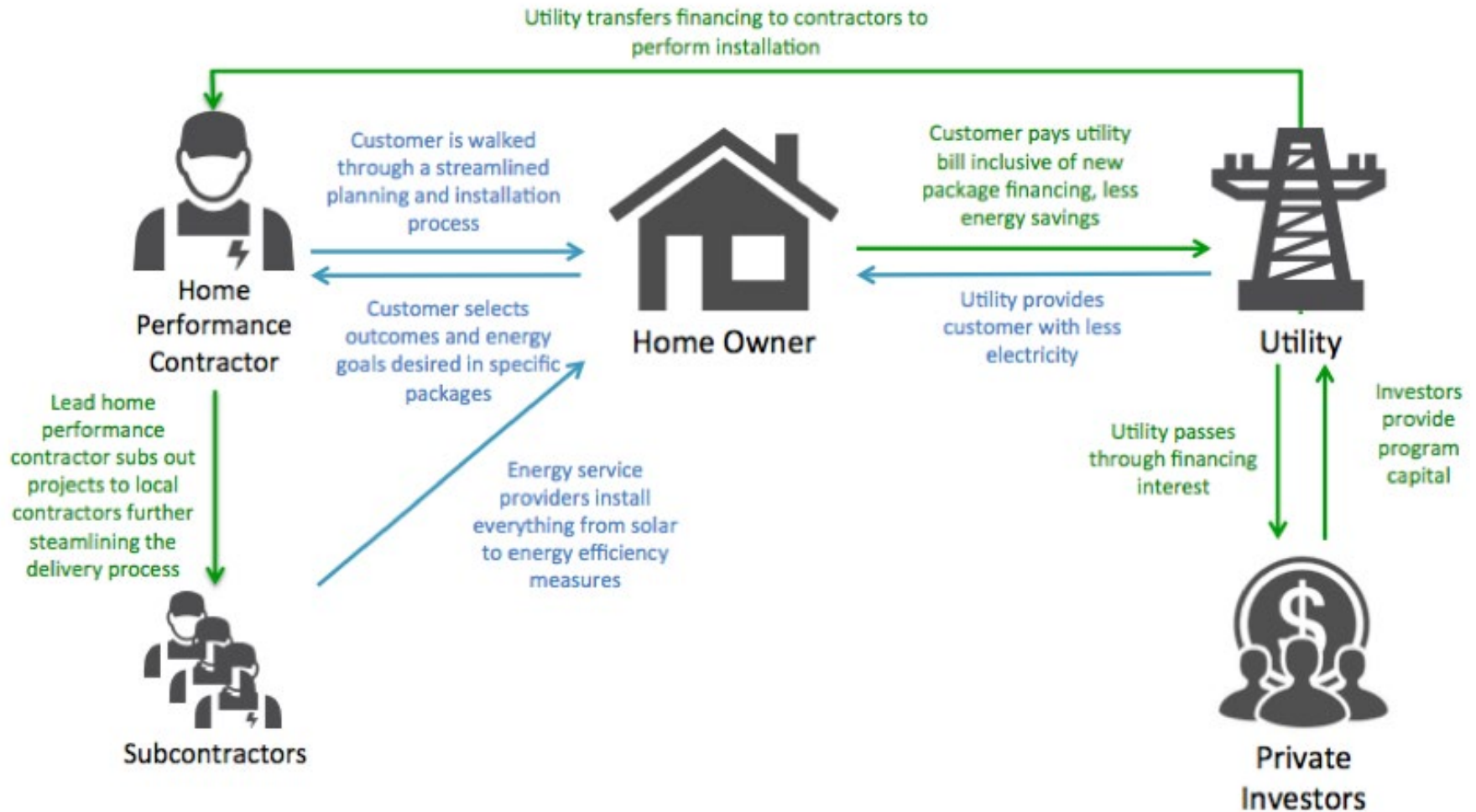
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Objectives and learning outcomes

To be able to understand and develop new business models in established and emerging areas of the digital economy, leveraging the fundamental concepts and characteristics of this area of the economy.

1. Recall the fundamental concepts and characteristics of the digital economy.
2. Use those concepts and characteristics in the development and analysis of new business models in the digital economy.
3. Recall the key characteristics, typologies and success factors of platform-based, “as a service”, and data-driven business models.
4. Use this knowledge to analyze digital economy-related business areas, combining an understanding of the main technology and business issues involved.
5. Recall the state and perspectives of development, and the potential impact of emerging technologies on the digital economy.
6. Apply this knowledge to analyze the implications of emerging technologies on change in established and emerging areas of the digital economy.

Program

1. Digital Economy

- Fundamentals of the digital economy
- Key features of the digital economy: e-commerce, mobility, reliance on data, network effects, platforms

2. New business models for the digital economy

- Platform based business models: platform strategies and ecosystem dynamics
- Products, services and software as a service: new business models for software companies, software as a service and cloud computing
- Data-driven business models: strategies for acquisition, analysis and monetization of data; revenue models for data-driven businesses; Artificial Intelligence/Machine Learning-based approaches.

3. Emerging applications of business models for the digital economy:

- Internet of Things, Sharing Economy, Blockchain, Cybersecurity, or Quantum Computing, among others.

Learning activities

1. Lectures

- Fundamental management concepts and tools, which provide the basis for the applied work.

2. Case analysis and discussion

- In class discussion of short cases made available the previous week, with no evaluation;
- Analysis, report and in class discussion of three major cases, counting toward distributed evaluation.

Grading

- Final exam – 25%
- Group assignments – 60%: analysis, report and in class discussion of three cases – 20% each
- Individual in class participation – 15%: individual in class discussion of the three cases – 5% each
- Schedule for case presentation and discussion:
 1. Report delivery on 10/17, discussion on 10/17 & 20
 2. Report delivery on 11/14, discussion on 11/14 & 17
 3. Report delivery on 12/12, discussion on 12/12 & 15

Short case discussions

- More descriptive, with analysis of real world situation to illustrate management concepts
 - Read the case before class
 - Exercises in class
 - Discuss in class

Group case assignments

- Case analysis report
 - Up to 20 slide presentation
 - Accompanying spreadsheet, if required
- In class
 - Summarised presentation of case analysis
 - Discussion – all students are expected to prepare and discuss all cases in class

Group case assignments

- Real life situations with specific problems at hand
- The cases offer the information available to managers at the time
- The teams should analyse the situation, and propose a course of action
- The aim is to develop analytical, decision and communication skills

Group case assignments

- Prepare
- Discuss the case with others beforehand
- Participate
- Share your related experience
- Try to relate the topic and the case with other business situations
- Try to understand and integrate the views of other participants

Case analysis report

- Up to 20 slides presentation
 - If the faculty provide a set of questions, these should be addressed in the report
 - Some of the generic parts of the structure may be:
 - Case introduction
 - Problem identification
 - Data analysis
 - Recommendations, supported by data analysis
- Due date – starting hour of week's first class

Case analysis report

- Take into account that the slide report will be used to assess your work and respect the 20 slides limit.
- Develop an appealing presentation while adding relevant information to the report – one possible way to achieve this balance is to have more visual slides, and then add notes to the presentation file for more detail.
- Use the concepts and tools from classes whenever relevant.
- Make your assumptions explicit.
- Support your statements with data, e.g., include tables and charts that support your analysis and recommendations.
- On the other hand, do not include tables without a corresponding explanation.
- If you have to choose between alternatives, explore multiple ones, analyze pros and cons of each one, and support your decision.

Case discussion

- Active participation – all team members should participate
- The objective is not to reach a consensus, but to explore multiple perspectives
- There is no unique solution – multiple viable options can be analyzed
- Faculty are facilitators of the discussion – they do not provide answers to the problem at hand

Case discussion

- Everyone must participate but interventions cannot take more than five minutes
- Everyone needs to be aware and able to participate in the discussion of every question
- Everyone needs to be able to explain how the results in the spreadsheet, if required, have been reached
- Remember that quality of participation is more important than quantity
- Do not read the slides, use them to support your argument
- Do not make a sequence of presentations, engage in discussion
- Do not repeat what others have said, build upon it, e.g., summarising what is similar to what the previous group proposed, and complement
- Discussions are not a zero sum game, everyone can contribute to enrich the discussion and be well graded
- Learn and enjoy!

Bibliography

- Articles, book chapters, reports, and cases selected by the faculty
- Made available on Moodle