

COURSE DESCRIPTIONS

Individual course descriptions can be found on the following pages categorised by language of instructions. If the course description you are looking for is not found in this document, please contact us by email to request for it



ENGLISH

FALL SEMESTER





Course description

1. GENERAL ORGANISATION OF THE COURSE

| | |
|------------------------|---|
| School/Location | School of Management Fribourg |
| Field of study | Economics and Services |
| Degree program | Bachelor in Business Administration (full-time and part-time study) |
| Orientation | -- |

| | |
|---------------------------|------------------------------|
| Course title | User Experience Design (UXD) |
| Module title | Secondary choice |
| Professor | Maurizio Caon |
| Number of lessons | 30 |
| Number of students | Max. 30 |
| Prerequisites | - |

| | | |
|--------------------------------|---|---|
| Number of ECTS credits: | Main language of instruction | Language credits for a multilingual course of study |
| 3 | <input type="checkbox"/> french <input type="checkbox"/> german <input checked="" type="checkbox"/> english | <input type="checkbox"/> french <input type="checkbox"/> german <input checked="" type="checkbox"/> english |

| | |
|-------------------------------|--|
| Course dates and times | Tuesday, 27.10.2026 from 17.15 to 20.30 Tuesday, 03.11.2026 from 17.15 to 20.30 Tuesday, 10.11.2026 from 17.15 to 20.30 Tuesday, 17.11.2026 from 17.15 to 20.30 Tuesday, 24.11.2026 from 17.15 to 20.30 Tuesday, 01.12.2026 from 17.15 to 20.30 Tuesday, 15.12.2026 from 17.15 to 20.30 Tuesday, 22.12.2026 from 17.15 to 20.30 |
|-------------------------------|--|



2. GENERAL OBJECTIVES

- What is User Experience Design (UXD) and why it is important.
- What is human-centered design and how it can lead to innovation.
- Learning design methods and tools following the Google Design Sprint method.
- Learning prototyping methods.
- Learning how to test prototypes to extract relevant insights.
- Learning user experience and usability testing with relative metrics.

3. CONTENT AND FORM OF INSTRUCTION

- Interactive lesson led by the instructor.
- Powerpoint slides for visual support during class and tools for the techniques explained during the course.
- Hands-on experience for the creation of a UX-driven product/service.
- Provision of extra material under form of multimedia content.
- Templates for exercises.
- Group project for the creation of an innovative product/service following the Google Design Sprint method and a report containing its analysis.

4. EXAMINATION AND VALIDATION PROCEDURES

Evaluation of the group project (Participation in class -attendance is mandatory-, presentation and report).
Language: English.



Teaching unit description

1. GENERAL ORGANISATION OF THE TEACHING UNIT

| | |
|------------------------|---|
| School/Location | School of Management Fribourg |
| Field of study | Economics and Services |
| Degree program | Bachelor in Business Administration (full-time and part-time study) |
| Orientation | -- |

| | |
|---------------------------|--------------------------------------|
| Course title | Agile frameworks and decision making |
| Module title | Secondary choice |
| Professor | Eric Mc Laren |
| Number of lessons | 30 |
| Number of students | Max. 20 |
| Prerequisites | - |

| | | |
|--------------------------------|---|---|
| Number of ECTS credits: | Main language of instruction | Language credits for a multilingual course of study |
| 3 | <input type="checkbox"/> french <input type="checkbox"/> german <input checked="" type="checkbox"/> english Possibility to answer in the mother tongue | <input type="checkbox"/> french <input type="checkbox"/> german <input checked="" type="checkbox"/> english |

| | |
|-------------------------------|--|
| Course dates and times | Friday, 30.10.2026 from 17.15 to 20.30 Friday, 06.11.2026 from 17.15 to 20.30 Friday, 13.11.2026 from 17.15 to 20.30 Friday, 20.11.2026 from 17.15 to 20.30 Friday, 27.11.2026 from 17.15 to 20.30 Friday, 04.12.2026 from 17.15 to 20.30 Friday, 11.12.2026 from 17.15 to 20.30 Friday, 18.12.2026 from 17.15 to 20.30 |
|-------------------------------|--|



2. GENERAL OBJECTIVES

This course immerses students in iterative project development using Scrum. Students work in teams to deliver a project under uncertainty, using decision making to prioritise tasks.

By the end of the course, participants will be able to lead a project by taking the following points into consideration.

Scrum and Agile Practice

- Apply the Scrum framework in a project setting, including roles, events, and artifacts.
- Translate ambiguous goals into a structured and prioritised product backlog.
- Plan and execute iterative work cycles (sprints) with clear, measurable outcomes.
- Demonstrate effective use of inspection and adaptation through sprint reviews and retrospectives.
- Adjust team processes based on empirical feedback rather than fixed plans.
- Produce professional-quality documentation (e.g., backlogs, reports).

Decision-Making Competence

- Evaluate multiple alternatives using tools such as cost-benefit analysis and risk assessment.
- Make justified trade-offs between scope, time, quality, and risk.
- Document and communicate decision rationales clearly and systematically.
- Defend decisions using evidence, reasoning, and structured arguments.
- Recognise potential biases and operate accordingly.

Handling Complexity and Uncertainty

- Operate effectively in situations with incomplete, evolving, or ambiguous information.
- Respond constructively to changing requirements and external constraints.
- Balance short-term delivery pressures with long-term project goals.
- Recognise and manage uncertainty rather than attempting to eliminate it.

Collaboration and Team Dynamics

- Work effectively in teams with shared responsibility.
- Assume and rotate roles (e.g., Product Owner, Scrum Master).
- Communicate progress, risks, and decisions clearly.

3. CONTENT AND FORM OF INSTRUCTION

The course content covers agile principles, Scrum and decision-making tools:

- **Foundational concepts:** Agile project management, rigorous decision-making processes.
- **Practical tools and methods:** Scrum tools for managing work (e.g., backlogs) and several decision-making tools (e.g., risk assessment, cost-benefit analysis).
- **Project-based learning:** Application of course concepts to a practical case, fostering collaboration and critical thinking.

The course combines interactive, experiential learning:

- Short lecturing sessions to explain key concepts.
- Cases and group exercises to expand on the presented concepts.
- Collaborative group work on practical projects, where students will use Scrum and decision-making tools to propose solutions and prioritise task.
- Peer learning.



4. EXAMINATION AND VALIDATION PROCEDURES

The assessment focuses on applying theoretical knowledge to practical scenarios, ensuring a deep understanding of Scrum and the use of decision-making tools. The group work will be assessed at the individual and group level. Additionally, graded presentations will be part of the course.

- **Scrum:** The understanding of Scrum roles, events, and archetypes, including their application to the practical project.
- **Decision-making tools:** The use of decision-making tools to prioritise work and justify the prioritisation.

According to teacher's directives



Teaching unit description

1. GENERAL ORGANISATION OF THE TEACHING UNIT

| | |
|------------------------|---|
| School/Location | School of Management Fribourg |
| Field of study | Economics and Services |
| Degree program | Bachelor in Business Administration (full-time and part-time study) |
| Orientation | -- |

| | |
|---------------------------|---------------------|
| Course title | Business of Fashion |
| Module title | Secondary choice |
| Professor | Darren Sleeman |
| Number of lessons | 30 |
| Number of students | - |
| Prerequisites | - |

| | | |
|--------------------------------|--|---|
| Number of ECTS credits: | Main language of instruction | Language credits for a multilingual course of study |
| 3 | <input checked="" type="checkbox"/> french <input type="checkbox"/> german <input checked="" type="checkbox"/> english | <input type="checkbox"/> french <input type="checkbox"/> german <input checked="" type="checkbox"/> english |

| | |
|-------------------------------|--|
| Course dates and times | Monday 14.09.2026 from 17.15 to 21.00 Monday 21.09.2026 from 17.15 to 21.00 Monday 28.09.2026 from 17.15 to 21.00 Monday 05.10.2026 from 17.15 to 21.00 Monday 12.10.2026 from 17.15 to 21.00 Saturday 17.10.2026 from 8.35 to 11.55 and 13.00 to 16.20 |
|-------------------------------|--|



2. GENERAL OBJECTIVES

The course objectives:

- 1) Interpret the role of fashion in modern society
- 2) Review the global nature of the fashion industry
- 3) Relate how the fashion industry is evolving in response to the growth and challenges of digital channels.
- 4) Analyze the worldwide importance of the sector to the global economy

Students will have an overview of the following topics:

- The worldwide economy of the fashion sector
- Different types of fashion consumers
- Internationalization and marketing strategies
- Major fashion labels and their branding strategies
- Fashion and luxury
- Sustainability and ethical issues in the sector
- Branding style from Armani to Zara
- Fashion sourcing and distribution
- Fashion and online retailing
- Digital media

3. CONTENT AND FORM OF INSTRUCTION

The *business of fashion* course proposes an overview of the fashion industry and its multiple brands (this includes fashion, textiles and accessories) from their conception to commercialization.

The course includes lectures, presentations, case studies, videos plus live online talks with fashion entrepreneurs and bloggers.

Handouts are in English and French according to the texts used.

4. EXAMINATION AND VALIDATION PROCEDURES

Group presentation and written report (80%): according to teacher's directives



Teaching unit description

1. GENERAL ORGANISATION OF THE TEACHING UNIT

| | |
|------------------------|---|
| School/Location | School of Management Fribourg |
| Field of study | Economics and Services |
| Degree program | Bachelor in Business Administration (full-time and part-time study) |
| Orientation | -- |

| | |
|---------------------------|---------------------------|
| Course title | Corporate Risk Management |
| Module title | Secondary choice |
| Professor | Tuna Oez |
| Number of lessons | 30 |
| Number of students | Max. 25 |
| Prerequisites | - |

| | | |
|--------------------------------|---|---|
| Number of ECTS credits: | Main language of instruction | Language credits for a multilingual course of study |
| 3 | <input type="checkbox"/> french <input type="checkbox"/> german <input checked="" type="checkbox"/> english | <input type="checkbox"/> french <input type="checkbox"/> german <input checked="" type="checkbox"/> english |

| | |
|-------------------------------|--|
| Course dates and times | Wednesday 28.10.2026 from 17.15 to 20.30 Wednesday 04.11.2026 from 17.15 to 20.30 Wednesday 11.11.2026 from 17.15 to 20.30 Wednesday 18.11.2026 from 17.15 to 20.30 Wednesday 25.11.2026 from 17.15 to 20.30 Wednesday 02.12.2026 from 17.15 to 20.30 Wednesday 09.12.2026 from 17.15 to 20.30 Wednesday 16.12.2026 from 17.15 to 20.30 |
|-------------------------------|--|



2. GENERAL OBJECTIVES

- Understand the corporate risk management concepts, approaches, methods and techniques.
- Students will learn the basics of risk management, through immediately applicable tools in an organization.
- Topics such as BCM, crisis management, and resilience will also be addressed, as well as cybercrime and geopolitical risks.
- Students will learn to set corporate objectives, KPIs and KRIs, identifying all risks involved as well as analyzing all risks through quantitative and qualitative analysis as per best practices.
- Overall expectation is to develop critical decision making by constantly challenging students.
- This is a very dynamic, intense and high demanding course.
- The course is aimed at those who wish to pursue a career in management, start their own business, or acquire essential knowledge for decision-making.

3. CONTENT AND FORM OF INSTRUCTION

- Theory
- Exercises
- Scenarios
- Individual and group work
- Real-time risk management
- Use of AI and Design thinking

4. EXAMINATION AND VALIDATION PROCEDURES

- Individual pre-course work/assignments (20%)
- Class assignments and participation (30%)
- Individual post-course work/assignments or written exam (50%)

According to teacher's directives



Teaching unit description

1. GENERAL ORGANISATION OF THE TEACHING UNIT

| | |
|------------------------|---|
| School/Location | School of Management Fribourg |
| Field of study | Economics and Services |
| Degree program | Bachelor in Business Administration (full-time and part-time study) |
| Orientation | -- |

| | |
|---------------------------|---|
| Course title | Applied Innovation and Market Experimentation |
| Module title | Secondary choice |
| Professor | Marco De Rosa |
| Number of lessons | 30 |
| Number of students | - |
| Prerequisites | - |

| | | |
|--------------------------------|---|---|
| Number of ECTS credits: | Main language of instruction | Language credits for a multilingual course of study |
| 3 | <input type="checkbox"/> french <input type="checkbox"/> german <input checked="" type="checkbox"/> english | <input type="checkbox"/> french <input type="checkbox"/> german <input checked="" type="checkbox"/> english |

| | |
|-------------------------------|---|
| Course dates and times | Wednesday, 16.09.2026 from 17.15 to 21.00 Wednesday, 23.09.2026 from 17.15 to 21.00 Wednesday, 30.09.2026 from 17.15 to 21.00 Wednesday, 07.10.2026 from 17.15 to 21.00 Saturday, 10.10.2026 from 8.35 to 11.55 and 13.00 to 16.20 Wednesday, 14.10.2026 from 17.15 to 21.00 |
|-------------------------------|---|



2. GENERAL OBJECTIVES

Learning Objective:

Participants will learn the common Applied Design Thinking approaches.

Using the acquired methods and real challenges, students will develop a prototype. The focus will be on customer benefits, customer proximity, cost efficiency, speed, and presentation techniques.

Students will learn:

- What is applied design thinking and how do I apply it?
- Design Thinking/Doing Process & Rapid Market Experimentation.
- Facilitation.
- What is an MVP, PoC, prototype?
- A shared innovation language.
- Presentation techniques.

3. CONTENT AND FORM OF INSTRUCTION

A practice-oriented course with real-world economic and societal examples. Over the course of 6 days, participants will work on challenges/ideas of their choice, learning various innovation methods to guide them from problem identification, exploration, and validation to a genuine solution approach.

The course provides all participants with the opportunity to focus on innovating, challenging, advancing, and implementing their ideas collaboratively.

Utilizing the Design Thinking method, participants will craft initial solution approaches, placing a central emphasis on customer benefits and prompt implementation.

4. EXAMINATION AND VALIDATION PROCEDURES

Exam type: Presentation of group work (according to teacher's directives)

Language of instruction and examination: English.



Teaching unit description

1. GENERAL ORGANISATION OF THE TEACHING UNIT

| | |
|------------------------|---|
| School/Location | School of Management Fribourg |
| Field of study | Economics and Services |
| Degree program | Bachelor in Business Administration (full-time and part-time study) |
| Orientation | -- |

| | |
|---------------------------|--|
| Course title | Customer Relationship Management (CRM) : understand and leverage the tool to grow business |
| Module title | Secondary choice |
| Professor | Boris Lindauer |
| Number of lessons | 30 |
| Number of students | Max. 20 |
| Prerequisites | - |

| | | |
|--------------------------------|---|---|
| Number of ECTS credits: | Main language of instruction | Language credits for a multilingual course of study |
| 3 | <input type="checkbox"/> french <input type="checkbox"/> german <input checked="" type="checkbox"/> english Possibility to answer in the mother tongue | <input type="checkbox"/> french <input type="checkbox"/> german <input checked="" type="checkbox"/> english |

| | |
|-------------------------------|--|
| Course dates and times | Monday 14.09.2026 from 17.15 to 21.00 Monday 21.09.2026 from 17.15 to 21.00 Monday 28.09.2026 from 17.15 to 21.00 Monday 05.10.2026 from 17.15 to 21.00 Monday 12.10.2026 from 17.15 to 21.00 Monday 26.10.2026 from 17.15 to 21.00 Monday 02.11.2026 from 17.15 to 21.00 Monday 09.11.2026 from 17.15 to 21.00 |
|-------------------------------|--|



2. GENERAL OBJECTIVES

Customer Relationship Management (CRM) isn't just software; it is the engine that turns everyday interactions with your customers into lasting customer loyalty. CRM brings your sales, service, and marketing teams together around a single, intelligent view of every customer so you can anticipate needs, respond faster, and create more meaningful experiences at scale. With the right CRM, businesses don't just track relationships, they grow them! turning data into action and conversations into revenue.

In this module, you will:

- Discover the foundations of CRM across marketing, sales and service
- Evaluate and explore its basic setup and functionalities
- Learn about the best practices in managing commercial data and processes
- Align the CRM strategy with your organization
- Hands-on approach with implementation of your own small scale CRM, week after week

Join and discover the power of CRM solutions and immediately bring your learnings into your business or organization.

3. CONTENT AND FORM OF INSTRUCTION

Theory:

- Introduction to the fundamentals and principles of CRM
- Learn the best practices in managing CRM data and processes, apply them directly in the CRM environment

Practice:

- Practice in a CRM environment from Day 1
- Create marketing automation journeys
- Manage legal data privacy requirements
- Implement a CRM

4. EXAMINATION AND VALIDATION PROCEDURES

Test and group project on real CRM environment. Details according to teacher's directives.



Course description

1. GENERAL ORGANISATION OF THE COURSE

| | |
|------------------------|---|
| School/Location | School of Management Fribourg |
| Field of study | Economics and Services |
| Degree program | Bachelor in Business Administration (full-time and part-time study) |
| Orientation | -- |

| | |
|---------------------------|--|
| Course title | Circular Economy Business Models |
| Module title | Main choice |
| Professor | Alfred Mürner / Maurizio Caon / according to the themes third party teachers may be included |
| Number of lessons | 60 |
| Number of students | Max. 30 |
| Prerequisites | - |

| | | |
|--------------------------------|---|---|
| Number of ECTS credits: | Main language of instruction | Language credits for a multilingual course of study |
| 5 | <input type="checkbox"/> french <input type="checkbox"/> german <input checked="" type="checkbox"/> english | <input type="checkbox"/> french <input type="checkbox"/> german <input checked="" type="checkbox"/> english |

| | |
|-------------------------------|---|
| Course dates and times | Every Friday during the autumn semester from 13:00 to 16:20 |
|-------------------------------|---|



2. GENERAL OBJECTIVES

- Understanding the characteristics of the circular economy
- Determine the strategic potential for success of the circular economy in accordance with digital tools (big data, blockchain etc.)
- Describe its importance in the context of business development by using digitized processes
- Explain and apply the basic ideas of the circular economy
- Recognize the potential applications of the circular economy of products and services such as sharing or gig economy
 - Introduction to the circular economy
 - UN Sustainable Goals
 - Models of the circular economy
 - The linear economic model, circular economy
 - Cradle to Cradle®, Circular Design, Design Circular
 - The 9 Rs of the Circular Economy
 - Sustainability as a business model
 - Policy and circular economy

3. CONTENT AND FORM OF INSTRUCTION

- Interactive lesson led by the instructor.
- Ev. Mandatory online lessons counted as part of workload.
- Powerpoint slides for visual support during class.
- Provision of optional extra material as multimedia content.

4. EXAMINATION AND VALIDATION PROCEDURES

Written exam with open/closed questions and/or written report and presentation.

Language: English



Teaching unit description

1. GENERAL ORGANISATION OF THE TEACHING UNIT

| | |
|------------------------|---|
| School/Location | School of Management Fribourg |
| Field of study | Economics and Services |
| Degree program | Bachelor in Business Administration (full-time and part-time study) |
| Orientation | -- |

| | |
|---------------------------|---|
| Course title | Financial Valuation and Investment Strategy |
| Module title | Main choice |
| Professor | Nils Tuchs Schmid |
| Number of lessons | 60 |
| Number of students | - |
| Prerequisites | - |

| | | |
|--------------------------------|---|---|
| Number of ECTS credits: | Main language of instruction | Language credits for a multilingual course of study |
| 5 | <input type="checkbox"/> french <input type="checkbox"/> german <input checked="" type="checkbox"/> english | <input type="checkbox"/> french <input type="checkbox"/> german <input checked="" type="checkbox"/> english |

| | |
|-------------------------------|---|
| Course dates and times | Every Thursday during the autumn semester from 08:35 to 11:55 |
|-------------------------------|---|



2. GENERAL OBJECTIVES

On successful completion of this course, you will be able to

- to understand the basic risk mechanisms underlying the main traditional investments,
- to formulate an investment strategy
- to understand the importance of the strategy in the investment process,
- to know the different possible investment approaches,
- to understand the importance of the implementation process of investments.

3. CONTENT AND FORM OF INSTRUCTION

The objective of this course is to provide students with the necessary tools to formulate an investment strategy, to determine an investment approach and to evaluate the different possibilities of implementing the investments.

Before to address these important questions, the first part will be dedicated to present/to review the main risk characteristic of traditional individual investments like bonds and equities.

The orientation of this course aims to be resolutely practical. About 50% will be dedicated to practical exercises, realized by means of Excel.

4. EXAMINATION AND VALIDATION PROCEDURES

Group assignment and an individual test (open book): according to teacher's directives



Teaching unit description

1. GENERAL ORGANISATION OF THE TEACHING UNIT

| | |
|------------------------|---|
| School/Location | School of Management Fribourg |
| Field of study | Economics and Services |
| Degree program | Bachelor in Business Administration (full-time and part-time study) |
| Orientation | -- |

| | |
|---------------------------|-------------------------------|
| Course title | Fintech & Blockchain |
| Module title | Main choice |
| Professor | Maurizio Caon/Nils Tuchschnid |
| Number of lessons | 60 |
| Number of students | Max. 30 |
| Prerequisites | - |

| | | |
|--------------------------------|---|---|
| Number of ECTS credits: | Main language of instruction | Language credits for a multilingual course of study |
| 5 | <input type="checkbox"/> french <input type="checkbox"/> german <input checked="" type="checkbox"/> english | <input type="checkbox"/> french <input type="checkbox"/> german <input checked="" type="checkbox"/> english |

| | |
|-------------------------------|---|
| Course dates and times | Every Friday during the autumn semester from 13:00 to 16:20 |
|-------------------------------|---|



2. GENERAL OBJECTIVES

Fintech (*course outline subject to change*)

Introduction to Digital Economy

- Digital Economy : a brief definition
- The (new) Economics of Information
- Digital Economy and business transformation

Finance and Fintech

- Finance and the financial system
- The role of financial intermediaries
- Fintech : a brief definition

Asset Management and robotization

- Risk and Asset Allocation
- Asset Management : a brief introduction
- The case of Robo Advisors

Finance and crowdfunding

- Capital structure or the sources of financing
- Sharing or gift economy : a new paradigm ?
- Platform, peer-to-peer exchange and crowd-based capitalism

Banking and digitalization

- The banking industry: a brief introduction
- Open Banking

Tokenization of the economy

- Blockchain : a brief introduction
- Cryptocurrencies: the example of bitcoin
- Token Offering : the case of LakeDiamond

Green Fintech

- Definition and scope of Green Fintech.
- Motivations for transitioning to Green Fintech
- Economic and Regulatory Perspectives in Green Fintech
- Technological Innovations and tokenomics in Green Fintech

3. CONTENT AND FORM OF INSTRUCTION

- Interactive lesson led by the instructor.
- Ev. Mandatory online lessons counted as part of workload.
- Powerpoint slides for visual support during class.
- Provision of optional extra material as multimedia content.

4. EXAMINATION AND VALIDATION PROCEDURES

Mandatory assignments + 2 written exams: according to teacher's directives.

Language: English



Teaching unit description

1. GENERAL ORGANISATION OF THE TEACHING UNIT

| | |
|------------------------|---|
| School/Location | School of Management Fribourg |
| Field of study | Economics and Services |
| Degree program | Bachelor in Business Administration (full-time and part-time study) |
| Orientation | Digital Business |

| | |
|---------------------------|--|
| Course title | Digital Business Project I & II |
| Professor | Alfred Münger / Maurizio Caon / Leonardo Angelini according to the themes third party teachers may be included |
| Number of students | Max. 30 |
| Prerequisites | Only for students in the Digital Business orientation |

| | |
|--|---|
| Main language of instruction <input type="checkbox"/> french <input type="checkbox"/> german <input checked="" type="checkbox"/> english | Language credits for a multilingual course of study <input type="checkbox"/> french <input type="checkbox"/> german <input checked="" type="checkbox"/> english |
|--|---|

| | |
|-------------------------------|---|
| Course dates and times | Every Thursday during the autumn and spring semesters from 17.15 to 20.30 |
|-------------------------------|---|



2. DURATION, SCHEDULE AND OBJECTIVES

The Digital Business Projects begin in week 1 and ends in week 15. It is scheduled for 5 hours per week.

For these projects, particular emphasis will be placed on the following aspects:

- Approach to the project and its management
- Oral presentation and report writing
- Teamwork, communication and collaboration

In the first semester, the project will be preferably developed in teams of 2 students from the HEG. In exceptional cases and in accordance with the professors, it is allowed to do it individually.

For the second semester, the HEG teams will collaborate with other teams from the Engineering School and Nursing School of Fribourg in interdisciplinary projects.

3. ORGANIZATION

Students will be expected to meet the following organizational requirements:

- Students must respect the important dates with related actions (see “important dates” section below).
- Students are responsible for the communication with their clients and the supervisors. They can call a meeting whenever they consider it to be opportune. The meeting invitation with the agenda and its place is sent by e-mail to all those interested by the students. The minutes of each meeting are to be written by the students. The sessions are animated by the students.
- All the documents must be stored on Microsoft Teams.

4. OBJECTIVE OF THE PROJECT

Each project must be proposed by a client and this may be a collaboration with a company or work in the context of an applied research project or the creation of a new startup. The themes concern the digital transformation of processes, the creation of new business models based on digital, the design of new services, the creation of digital communication strategies and others.

5. TOPIC SELECTION

The topic must always be focused on digital technologies. The topic can be proposed by the students if it relates to an entrepreneurial project or if it refers to a real-world scenario linked to the company where the students work. Otherwise, the project must have a client. The supervisors will also propose a list of possible topics and the students will be put in contact with the mandators; the choice of the topic from the proposed list works on a “first come, first served” rule. In order to officially submit the topic, each group has to upload its description (max 300 words) on their reserved area on Microsoft Teams and to link the document to the supervisors via email.

6. DELIVERABLES

The students will be evaluated on the following deliverables:

- Report describing the problem analysis, solution development, and solution testing.
- Reflective notebook that reports a self-assessment of the skills required to be implemented and their internal protocols and processes.
- Final presentation.
- Minutes of the meetings.



All the produced documentation must be in English. These deliverables must be uploaded via Microsoft Teams in the space dedicated to the project before the deadline (reported in the Section "Important Dates"). Each group is responsible for the creation and management of their own space MS Teams where the supervisors must be granted access in order to follow the project development.

7. REPORT

The final report is a comprehensive document that describes the approach followed, the choices made, the work accomplished, the results obtained, the problems encountered, and the tests performed. If necessary, it will also contain the complete installation manual and the user's manual. The report is expected to be about 3000 words if the project is developed individually and 5000 in a group.

- A title page will indicate important information for the identification of the document (see an example on the last page).
- At the end of the report, just after the conclusion, the following declaration of honour will be integrated and signed:

Declaration of Honour

I, the undersigned, First Name Last Name, declare on my honour that the work rendered is the result of personal work. I certify that I have not used plagiarism or any other form of fraud. All sources of information used and author's quotes have been clearly mentioned.

- The report is a structured document (table of contents, introduction, ..., conclusion, and annexes).
- The chapter "Introduction" always ends with a presentation of the structure of the report.
- The figures must be numbered consecutively and have a legend below the figure. The figures will be referenced in the text. Make sure that all parts of all figures are clearly legible. It is imperative that the axes of a graph be labeled with the appropriate sizes and units. Try to make figures that remain clear when printed in black and white (e.g., still the case in many scientific publications).
- Provide a glossary near the end of the report and explain any abbreviations used in your text. This makes it much easier to read for someone who is not very familiar with the project area.
- For all resources (text, images, etc.) borrowed from another person (book, magazine, website, ...), the sources must be clearly indicated. Citations should be numbered ([1], [2], ...) and references should be placed at the end of the text. The information to be given and their form are : [1] E. Boggs, "Transistor measurements", Electronics Letters, vol. 19, no. 2, pp. 87-92, Apr. 1984, respectively for the web pages : [2] Timothy Allen, "Citing References", 2000, www.keene.edu/Courses . For more details, see the document "References and Bibliography" by L. Altwegg.
- The conclusion contains a comparison of the achievement of the objectives with the work done. It sets out perspectives and contains personal conclusions.
- The licenses and versions of the software / libraries used will be mentioned in a specific section of the report.
- Please, refer to the table in the Appendix for the evaluation criteria.

Suggestions:

- Begin report development in the first few weeks of project work.
- In principle each chapter:
 - begins with a brief introduction around the theme addressed in this chapter and presents the structure of the chapter.
 - ends with a synthesis/summary of what has been presented and announces the content of the next chapter.

Warning: plagiarism is a case of fraud leading to a heavy penalty. Thus, as indicated in the previous paragraphs, all your sources must be clearly indicated and any reproduction in whole or in part (of images, text, etc.) must be clearly indicated by the author of the report.

8. FINAL PRESENTATION

The presentation lasts 15 minutes followed by a Q&As session. Please, refer to the table in the Appendix for the evaluation criteria.

IMPORTANT DATES Autumn Semester **EXAMPLE**

| Activity | Date | Time |
|--|--|--|
| Submit Your Topic | 07 th October | 17H00 (CET) |
| Notification of Acceptance of Your Topic | 14 th October | NA |
| Start of the Digital Business Project | 15 th October | NA |
| Submission of the deliverables | 09 th January | 17H00 (CET) |
| Final Presentation via Microsoft Teams | During the week 3 starting 16 th January you'll be informed about the exact date asap | From 09H00 to 20H00 (CET) (a Doodle will follow to book each timeslot) |

IMPORTANT DATES Spring Semester **EXAMPLE**

| Activity | Date | Time |
|--|--|--|
| Submit Your Topic | 10 th March | 17H00 (CET) |
| Notification of Acceptance of Your Topic | 17 th March | NA |
| Start of the Digital Business Project | 18 th March | NA |
| Submission of the deliverables | 05 th June | 17H00 (CET) |
| Final Presentation via Microsoft Teams | During the week 24 starting 12 th June you'll be informed about the exact date asap | From 09H00 to 20H00 (CET) (a Doodle will follow to book each timeslot) |

9. PEDAGOGY

Skills Developed:

- To propose a global vision and strategy while integrating the digital dimension
- Available resources and workload management; use of digital tools for collaboration and work organization; Information storage and sharing, development of a process including:
 - External and internal communication even when using digital tools for remote working
 - Creativity and innovation of the proposed solutions
 - Mastery of technical tools
 - Develop concepts related to digital technologies
 - Promote reflection

Pedagogic objectives:

- Transpose into practice and synthesize the theoretical concepts learned in different courses.
- Work independently.
- Defend the scientific and technical options of a project before a jury.
- Plan a medium-sized project.
- Elaborate and discuss specifications with a client.
- Communicate effectively with the project manager (supervisor) on the progress of the work.
- Write a project report.
- Present a project orally.

10. CONTACT



For any questions concerning the Digital Business Project, please, contact:

- Prof. Maurizio Caon: maurizio.caon@hefr.ch
- Prof. Alfred Münger: alfred.muenger@hefr.ch
- Prof. Leonardo Angelini: Leonardo.angelini@hefr.ch

11. BIBLIOGRAPHY

- School of Marketing and International Business, and Student Learning, Victoria University of Wellington. (2017) "How to write a business report".
- Emerson, L. (Ed.) (1995). Writing guidelines for business students. Palmerston North: The Dunmore Press
- Direction HEIA-FR (2010). "Directive relative aux buts et à l'évaluation du travail de Bachelor".



12. APPENDIX: EVALUATION CRITERIA

| Weight | Criteria | Excellent (6/5) | Good (4) | Fair (3) | Poor (2) |
|--------|---------------------------|---|--|---|--|
| 10 | Structure | Presentation is clear and logical. Reader can easily follow line of reasoning. Logical connection of points. | Presentation is generally clear. Sentence flow is generally smooth. A few minor points confusing or not clearly connected. | Reader can follow presentation with effort. Structure not well thought out. Points are not clearly made. | Presentation is very confused and unclear. Reader cannot follow it or deduce the main points presented. |
| 25 | Critical perspective | Show considerable critical thinking about information acquired from various sources. Able to critically discuss and independently evaluate data and information to come to own conclusions. | Generally, shows critical thinking skills. Able to provide some critical evaluation /discussion of information and data. Appropriate conclusions are drawn from it. Some assertions may lack support. May contain some minor mistakes, no significant errors are made. | Show some critical thinking. Lack of consistency in critical evaluation of information and viewpoints. Discussion and independent conclusions are inadequate. Significant logical errors are present. | Significant lack of critical thinking and perspective. Little independent thinking and conclusions. Authors accept viewpoints of others without critical consideration. Abundant logical errors. |
| 20 | Content | Introduction contains pertinent background information. Given tasks and questions are thoroughly analyzed and elaborated. Results and conclusions are logically constructed and summarized. Information is accurate and quantitative analysis is appropriate. | Gives general information about the topic, but some relevant information may be missing, or significance is not clearly explained. Description of results is generally clear. No significant errors made. Quantitative analysis is OK. | Insufficient information on background, relevance, significance is given. Some information is accurate, but enough errors are made to be distracting. | Provides little or no information on background and significance. Information is inaccurate or with many errors. Discussion is very difficult to follow. Reader learns little. |
| 10 | Use of figures and tables | Strong supplement to the text. Information is clearly presented. If taken from other sources, appropriate reference is given. Can stand alone without reference to text. | Provide good supplementary information, but may be somewhat lacking in clarity, appropriate reference, or explanation. | Difficult to understand. Do not stand alone; text must be consulted to figure out what is being presented. Inadequately referenced. | No figures or tables are used, or they are so poorly prepared that they detract from the presentation or do not illustrate the points made in the text. |
| 5 | References | References to articles or reports are properly cited in the text and listed in proper format. All sources are reliable. | Appropriate references are used and cited, but some may be incomplete or in incorrect style. Not all sources are reliable. | Minimal numbers of references are used. Style is incorrect and/or incomplete. Sources are not reliable. | No references provided. |



| | | | | | |
|----|-------------------|--|---|---|--|
| 30 | Oral Presentation | Crystal clear and engaging presentation, perfect structure, the discussion of the results goes beyond the insights already presented in the report; the visual support is clean, provides an added value and helps understanding the talk. | Clear talk although not always engaging, the structure is OK, and the discussion provides a limited added value to the presentation; the visual support is comprehensible although not adding much value to the speech. | The talk is not completely clear, the structure has some flaws, the discussion does not provide any added value with reference to the report; the visual support is not always comprehensible and is redundant. | The talk is not clear, the structure is chaotic, there is no discussion of the results; the visual support is useless. |
|----|-------------------|--|---|---|--|



Course description

1. GENERAL ORGANISATION OF THE COURSE

| | |
|------------------------|---|
| School/Location | School of Management Fribourg |
| Field of study | Economics and Services |
| Degree program | Bachelor in Business Administration (full-time and part-time study) |
| Orientation | -- |

| | |
|---------------------------|--|
| Course title | Digital Leadership |
| Module title | Main choice |
| Professor | Alfred Münger / Maurizio Caon / Eric Mc Laren / according to the themes third party teachers may be included |
| Number of lessons | 60 |
| Number of students | Max. 30 |
| Prerequisites | - |

| | | |
|--------------------------------|---|---|
| Number of ECTS credits: | Main language of instruction | Language credits for a multilingual course of study |
| 5 | <input type="checkbox"/> french <input type="checkbox"/> german <input checked="" type="checkbox"/> english | <input type="checkbox"/> french <input type="checkbox"/> german <input checked="" type="checkbox"/> english |

| | |
|-------------------------------|--|
| Course dates and times | Every Friday during the autumn semester from 8:35 to 11:55 |
|-------------------------------|--|



2. GENERAL OBJECTIVES

- Obtain greater knowledge of the leadership of companies, teams and employees in the context of Digitalization
- Learn to apply different styles of leadership in different leadership situations

3. CONTENT AND FORM OF INSTRUCTION

- Interactive lesson led by the instructor.
- Ev. Mandatory online lessons counted as part of workload.
- Powerpoint slides for visual support during class.
- Provision of optional extra material as multimedia content.
- Digital Transformation
 - Digital Economy & Society
 - Ecosystems
 - Change Management
 - Future of Work
 - Ethics
 - Challenges for the strategic management
 - Social Impacts
 - Intellectual Property
 - Data Privacy
 - Leadership in the digital age
 - Digital process management

4. EXAMINATION AND VALIDATION PROCEDURES

Written exam with open/closed questions and/or written report.
Language: English



Teaching unit description

1. GENERAL ORGANISATION OF THE TEACHING UNIT

| | |
|------------------------|---|
| School/Location | School of Management Fribourg |
| Field of study | Economics and Services |
| Degree program | Bachelor in Business Administration (full-time and part-time study) |
| Orientation | -- |

| | |
|---------------------------|---------------------------|
| Course title | Applied Corporate Finance |
| Module title | Main choice |
| Professor | Nils Tuchs Schmid |
| Number of lessons | 60 |
| Number of students | - |
| Prerequisites | - |

| | | |
|--------------------------------|---|---|
| Number of ECTS credits: | Main language of instruction | Language credits for a multilingual course of study |
| 5 | <input type="checkbox"/> french <input type="checkbox"/> german <input checked="" type="checkbox"/> english | <input type="checkbox"/> french <input type="checkbox"/> german <input checked="" type="checkbox"/> english |

| | |
|-------------------------------|---|
| Course dates and times | Every Thursday during the autumn semester from 13:00 to 16:20 |
|-------------------------------|---|



2. GENERAL OBJECTIVES

Students will

- be familiar with the basic concepts of corporate finance including the company's financing options
- be able to analyze and to select investment projects
- be able to estimate the cost of capital of a company
- understand the principle of real options embedded into many investment projects and understand how the latter can affect the investment decision making process
- understand the motivations for mergers, acquisitions or takeovers; analyze and understand the working of the market for corporate control

3. CONTENT AND FORM OF INSTRUCTION

Basic concepts

Time value of money; Financial markets and financial assets, Capital structure; Corporate governance and agency costs (bond holders vs. equity holders)

Capital Budgeting

Cost of capital estimation; Selection criteria, Cash flow calculation and financial projections; Budgeting, investment and financing decisions

Real Options

Introduction to derivatives; Option valuation; Real Options and investment decisions

Merger, Acquisition and Takeover

Tender offers and shareholders' role; the free-rider problem; Introduction to the markets for corporate control. The motives for mergers, acquisitions and takeovers; Takeover bids, means of payment and strategy

4. EXAMINATION AND VALIDATION PROCEDURES

Group presentation (case study) and an individual test (open book): according to teacher's directives



Teaching unit description

1. GENERAL ORGANISATION OF THE TEACHING UNIT

| | |
|------------------------|---|
| School/Location | School of Management Fribourg |
| Field of study | Economics and Services |
| Degree program | Bachelor in Business Administration (full-time and part-time study) |
| Orientation | -- |

| | |
|---------------------------|---|
| Course title | Projet d'innovation transdisciplinaire en santé numérique / Transdisciplinary Innovation Project in e-Health |
| Module title | Secondary choice |
| Professor | Leonardo Angelini Maurizio Caon Eva Panetti |
| Number of lessons | 30 |
| Number of students | Max. 15 |
| Prerequisites | Pour le cours du deuxième semestre, le cours du premier semestre sera un prérequis. / For the second semester course, the first semester course will be a prerequisite. |

| | | |
|--------------------------------|--|--|
| Number of ECTS credits: | Main language of instruction | Language credits for a multilingual course of study |
| 2.5 | <input checked="" type="checkbox"/> french <input type="checkbox"/> german <input checked="" type="checkbox"/> english | <input checked="" type="checkbox"/> french <input type="checkbox"/> german <input checked="" type="checkbox"/> english |

| | |
|-------------------------------|--|
| Course dates and times | <p>Autumn semester</p> <ul style="list-style-type: none"> • 8 Mondays during the first semester, approximately every two weeks, from 8.35 to 11.55 • First lesson: 14.09.2026 <p>Spring semester</p> <ul style="list-style-type: none"> • 8 Mondays during the second semester, approximately every two weeks, from 8.35 to 11.55 • First lesson: 22.02.2027 |
|-------------------------------|--|

2. GENERAL OBJECTIVES

Les projets d'innovation transdisciplinaire en santé numérique ont pour objectif de développer de nouvelles solutions technologiques visant à soutenir l'autogestion des personnes vivant avec des maladies ou des conditions chroniques. Ces projets sont menés par des équipes interdisciplinaires composées d'étudiant·e·s de la Haute école de santé, de l'orientation ingénierie des données de la Haute école d'ingénierie et d'architecture, ainsi que d'étudiant·e·s en économie et services de la HEG. Les étudiant·e·s sont accompagné·e·s par une équipe de coaching interdisciplinaire, qui propose également des enseignements spécifiquement conçus pour offrir une expérience intégrée du processus d'innovation. Cette approche permet aux participant·e·s de développer l'aisance et les compétences nécessaires à leur future pratique professionnelle.

Ces projets offrent ainsi aux étudiant·e·s des différentes écoles l'opportunité de vivre l'ensemble du processus de développement d'un produit et/ou d'un service — de l'idéation aux phases de test et de déploiement auprès des utilisateur·rice·s finaux·ales — tout en mettant en pratique les outils et compétences acquis au cours de leur formation théorique et pratique.

Par ailleurs, le cours encourage fortement l'organisation autonome des étudiant·e·s, afin de favoriser le développement de compétences en gestion de projet, en travail d'équipe et en prise de décision. Le cadre pédagogique proposé repose sur un programme flexible, qui laisse aux équipes une marge de manœuvre suffisante pour structurer leur travail, adapter leurs méthodes et gérer les différentes phases du projet en fonction de leurs besoins et de leur dynamique propre.

Connaissance spécifiques développées par ce cours

- Introduction au design thinking
- Considérations éthiques pour les projets en e-santé
- Outils pour le développement d'un business (e.g., recherche de marché, value proposition canvas, business model canvas, etc.)

Compétences

En plus des compétences acquises dans le cadre d'un projet traditionnel, les projets d'innovation transdisciplinaire favorisent le développement d'approches méthodologiques de résolution de problèmes, de compétences en transfert de technologies, en gestion de projet et en communication. Ces projets amènent les étudiant·e·s à prendre en compte diverses contraintes techniques, organisationnelles et humaines.

Compétences développées dans le projet

- Contribuer à la prise de décision partagée et aux actions concertées dans un projet interprofessionnel.
- Placer les étudiant·e·s dans des situations réelles impliquant le développement d'un projet interprofessionnel Infirmier·ère / Ingénieur·e / Spécialiste en business.
- Co-développer, avec les patient·e·s / client·e·s, un outil technologique destiné à soutenir l'autogestion des personnes vivant avec une maladie chronique.
- Développer leur empowerment professionnel.
- Encourager leur esprit d'innovation et leur créativité.

Compétences professionnelles

- Soutenir le développement d'un produit ou service innovant, de la génération d'idées jusqu'au « lancement sur le marché » (tests utilisateur·rice·s et déploiement en conditions réelles).
- Mettre en œuvre un processus d'innovation permettant de développer de nouvelles technologies en prenant en compte les contraintes techniques, organisationnelles et humaines.
- Intégrer à sa pratique des outils (technologiques et non) visant à favoriser la collaboration entre les différents membres de l'équipe



Compétences sociales

- Traduire et interpréter les langages des différents acteurs et actrices du projet.
- Communiquer, négocier et convaincre les différentes parties prenantes du projet.
- Agir comme interface entre les ressources internes de l'entreprise et/ou institution et ses environnements internes et externes.

Transdisciplinary innovation projects in digital health aim to develop new technological solutions designed to support the self-management of people living with chronic diseases or conditions.

These projects are carried out by interdisciplinary teams composed of students from the Nursing School of Fribourg, students from the Data Engineering orientation of the School of Engineering and Architecture, as well as students in Economics and Services from HEG. The students are supported by an interdisciplinary coaching team, which also provides specially designed teaching activities to offer an integrated experience of the innovation process. This approach enables participants to develop the confidence and skills required for their future professional practice.

These projects thus offer students from the different schools the opportunity to experience the entire process of developing a product and/or service—from ideation to testing and deployment phases with end users—while putting into practice the tools and skills acquired during their theoretical and practical training.

Furthermore, the course strongly encourages student self-organization in order to foster the development of project management, teamwork, and decision-making skills. The proposed pedagogical framework is based on a flexible program that gives teams sufficient autonomy to structure their work, adapt their methods, and manage the different phases of the project according to their needs and their own team dynamics.

Specific knowledge developed by this course

- Introduction to design thinking
- Ethical considerations for e-health projects
- Tools for business development (e.g., market research, value proposition canvas, business model canvas, etc.)

Skills

In addition to the skills acquired through a traditional project, transdisciplinary innovation projects foster the development of methodological problem-solving approaches, technology transfer skills, project management, and communication skills. These projects lead students to take into account various technical, organizational, and human constraints.

Skills developed within the project

- Contribute to shared decision-making and coordinated actions in an interprofessional project.
- Place students in real-life situations involving the development of an interprofessional project involving Nurses / Engineers / Business specialists.
- Co-develop, together with patients / clients, a technological tool designed to support the self-management of people living with a chronic disease.
- Develop their professional empowerment.
- Encourage their innovative mindset and creativity.



Teaching unit description

1. GENERAL ORGANISATION OF THE TEACHING UNIT

| | |
|------------------------|---|
| School/Location | School of Management Fribourg |
| Field of study | Economics and Services |
| Degree program | Bachelor in Business Administration (full-time and part-time study) |
| Orientation | -- |

| | |
|---------------------------|--|
| Course title | Summer School "Driving Change: Innovation & sustainability in the Watch Industry" |
| Module title | Secondary choice |
| Professor | Professor Maya Dougoud, Associate professor HEG-FR , Intellectual property law Professor Alfred Muenger, Head Continuing Education, HEG-FR Professor Viktoriia Apalkova, Associate Professor HEG-FR, global economic dynamics and innovation Mrs Heidi Strebel, Co-chair of Sustainable Development Solutions Network Switzerland SDSN. Mr. Matthias Kaech, Senior IP trainer and trade mark expert. |
| Number of lessons | 60 |
| Number of students | Max. 25 |
| Prerequisites | Completed at least 4 semesters of Bachelor Studies |

| | | |
|--------------------------------|--|---|
| Number of ECTS credits: | Main language of instruction | Language credits for a multilingual course of study |
| 5 ¹ | <input type="checkbox"/> french <input type="checkbox"/> german <input checked="" type="checkbox"/> english This program is entirely in English. B2 level is mandatory. | <input type="checkbox"/> french <input type="checkbox"/> german <input checked="" type="checkbox"/> english |

| | |
|-------------------------------|---|
| Course dates and times | From Monday to Friday (Morning and Afternoon) from 25.01.2027 to 05.02.2027 |
|-------------------------------|---|

¹ For students enrolled in a Bachelor degree programme, only one Summer School module may be validated and counted toward the Bachelor curriculum.



2. GENERAL OBJECTIVES

The Summer School is a two-week program designed for Swiss and international undergraduate and graduate students, focusing on the Twin Transition of green and digital transformation in the luxury watch industry.

This module explores how Swiss watchmaking balances tradition and cutting-edge innovation to address the challenges of sustainability and digitalization. Students will examine real-world case studies on the integration of digital tools, such as blockchain for authenticity and e-commerce platforms, alongside sustainable practices like circular economy models and responsible sourcing.

Participants will also delve into the critical elements that define the luxury watch sector, including the protection of intellectual property, maintaining craftsmanship, and countering counterfeiting. Through interactive lectures, hands-on projects, and visits to leading Swiss companies, students will gain valuable insights into navigating the global luxury market while aligning with ecological and technological goals.

This program equips students with the skills to adapt to a competitive and evolving industry, making them future-ready leaders in sustainability and innovation.

The course objectives

- Develop strategies to integrate sustainability and digital transformation into luxury business practices.
- Cultivate leadership skills that balance tradition with innovation, driving meaningful change in the luxury industry.
- Analyze key challenges in the watch industry, including intellectual property, counterfeiting, and market adaptability.
- Build leadership strategies to navigate the evolving ecological and technological demands of the global luxury market.

3. CONTENT AND FORM OF INSTRUCTION

Students enrolled in the program **"Driving Change in the Watch Industry – Innovation & Sustainability"** will participate in interactive lectures, real-world case studies, and company visits. The curriculum emphasizes sustainability, digital transformation, and practical insights into how the luxury watch industry integrates tradition with cutting-edge innovation to address contemporary challenges.

4. EXAMINATION AND VALIDATION PROCEDURES

For students enrolled in a Bachelor degree programme, only one Summer School module may be validated and counted toward the Bachelor curriculum.

40% Group assignment

60% Individual project (100% continuous control)

According to teacher's directives

A minimum attendance rate of 80% is required for a passing grade.

SPRING SEMESTER





Teaching unit description

1. GENERAL ORGANISATION OF THE TEACHING UNIT

| | |
|------------------------|---|
| School/Location | School of Management Fribourg |
| Field of study | Economics and Services |
| Degree program | Bachelor in Business Administration (full-time and part-time study) |
| Orientation | -- |

| | |
|---------------------------|-----------------------|
| Course title | Ethics and Enterprise |
| Module title | Secondary choice |
| Professor | Eric Maeder |
| Number of lessons | 30 |
| Number of students | Max. 25 |
| Prerequisites | - |

| | | |
|--------------------------------|---|---|
| Number of ECTS credits: | Main language of instruction | Language credits for a multilingual course of study |
| 3 | <input type="checkbox"/> french <input type="checkbox"/> german <input checked="" type="checkbox"/> english | <input type="checkbox"/> french <input type="checkbox"/> german <input checked="" type="checkbox"/> english |

| | |
|-------------------------------|---|
| Course dates and times | Friday 23.04.2027 from 17:15 to 20:30 Saturday 24.04.2027 from 8:35 to 11:55 and from 13:00 to 16:20 Friday 14.05.2027 from 17:15 to 20:30 Saturday 15.05.2027 from 8:35 to 11:55 and from 13:00 to 16:20 Friday 28.05.2027 from 17:15 to 20:30 Saturday 29.05.2027 from 8:35 to 10:35 |
|-------------------------------|---|



2. GENERAL OBJECTIVES

Companies today are facing ever more important ethical challenges: trust in new technologies and the digitalization of services, the fight against all forms of discrimination in the workplace, respect for human rights in purchasing policy or the supply chain, consumers' expectations in terms of sustainability, fair marketing or advertising.

By the end of the semester, students should be able:

- To recognize ethical issues, develop an ethical solution framework and design ethical processes
- To implement ethical values (trust, fairness, diversity, respect of human rights in the supply chain) in management, HR or marketing and to prevent any type of discrimination or conflict of interest in the workplace.
- To understand the purpose and content of codes of conduct and what ethical professional behavior means.
- To grasp the ethical issues at stake in emerging technologies (big data and privacy, AI and robotization, biotechnologies, etc.).

3. CONTENT AND FORM OF INSTRUCTION

- Introduction to ethics, values and principles
- What is business ethics? Managing ethics in any type of organization. How to prevent discrimination or biases in management or marketing?
- Organizational ethics and codes of conduct. Understanding ethical professional behavior and nature of conflict of interest
- Ethics of emerging technologies ethics

4. EXAMINATION AND VALIDATION PROCEDURES

Assignments during the semester: according to teacher's directives.



Teaching unit description

1. GENERAL ORGANISATION OF THE TEACHING UNIT

| | |
|------------------------|---|
| School/Location | School of Management Fribourg |
| Field of study | Economics and Services |
| Degree program | Bachelor in Business Administration (full-time and part-time study) |
| Orientation | -- |

| | |
|---------------------------|------------------------------|
| Course title | Neuro-Marketing Fundamentals |
| Module title | Secondary choice |
| Professor | Guy Ngayo |
| Number of lessons | 30 |
| Number of students | Max. 25 |
| Prerequisites | - |

| | | |
|--------------------------------|---|---|
| Number of ECTS credits: | Main language of instruction | Language credits for a multilingual course of study |
| 3 | <input type="checkbox"/> french <input type="checkbox"/> german <input checked="" type="checkbox"/> english | <input type="checkbox"/> french <input type="checkbox"/> german <input checked="" type="checkbox"/> english |

| | |
|-------------------------------|--|
| Course dates and times | Tuesday 23.02.2027 from 17.15 to 20.30 Saturday 27.02.2027 from 8.35 to 11.55 and from 13.00 to 16.20 Tuesday 02.03.2027 from 17.15 to 20.30 Tuesday 16.03.2027 from 17.15 to 20.30 Saturday 20.03.2027 from 8.35 to 11.55 and from 13.00 to 16.20 Tuesday 23.03.2027 from 17.15 to 20.30 |
|-------------------------------|--|



2. GENERAL OBJECTIVES

Embark on an exciting journey into the human mind! Dive deep into the realm where 95% of decisions are made without conscious awareness, as highlighted by Prof. G. Zaltman from Harvard University. This module offers a unique opportunity to:

- Explore the fascinating world of the brain: Gain foundational knowledge about this complex organ and its incredible capabilities.
- Decode the mysteries of the nonconscious mind: Learn how it silently orchestrates customer choices, shaping the marketing world and beyond.
- Unveil the secrets of subconscious processes: Understand the intricate workings of the nonconscious brain and its impact on human behavior.
- Embrace the power of emotions: Discover how emotions are pivotal in consumer decision-making, influencing choices in ways we're only beginning to understand.
- Decode Shopping Environment Tactics: Gain insights into the subtle, yet powerful tactics used in shopping environments. Develop the skill to identify and understand these tactics in real-life settings, offering a practical perspective on how environments influence consumer decisions.
- Master the art of advertising analysis: Develop the skills to assess ads that resonate with the nonconscious mind, giving you a competitive edge in marketing.

Join us for a transformative experience that will enrich your academic knowledge and equip you with practical skills for a successful career in various fields. Don't miss the chance to unlock the secrets of the human mind!

3. CONTENT AND FORM OF INSTRUCTION

Transform your understanding of marketing with our dynamic module, where the fascinating world of neuromarketing meets practical application! This program is designed to blend various engaging methodologies for an enriching learning experience:

Theory:

Delve into the intriguing realm of neuromarketing, understanding its unique position in the landscape of traditional marketing:

- Explore the foundational concepts of the brain and its functions.
- Unravel the latest insights into the decision-making process, emphasizing the critical role of emotions.
- Gain an in-depth understanding of the non-conscious mind's laws and processes, which are pivotal in shaping consumer behavior.
- Understand how neurosciences integrated Marketing practices and benefits that marketing practitioners gained from it.

Practical Sessions:

Engage in stimulating group work where you'll apply your newfound knowledge to analyze and to understand how neuromarketing approach can be used in developing marketing strategies and tactics. This practical approach not only solidifies your theoretical understanding but also hones your skills in real-life applications, preparing you for a successful career in the ever-evolving field of marketing.

Join us for this unique blend of theory and practice, and become a part of the new wave of marketing professionals who understand the profound impact of the human mind on consumer behavior. This module isn't just a course; it's a journey into the future of marketing!

4. EXAMINATION AND VALIDATION PROCEDURES

Multiple Choice Test and group assignment: according to teacher's directives.



Teaching unit description

1. GENERAL ORGANISATION OF THE TEACHING UNIT

| | |
|------------------------|---|
| School/Location | School of Management Fribourg |
| Field of study | Economics and Services |
| Degree program | Bachelor in Business Administration (full-time and part-time study) |
| Orientation | -- |

| | |
|---------------------------|---|
| Course title | Neuro-Marketing for a fast-changing environment |
| Module title | Secondary choice |
| Professor | Guy Ngayo |
| Number of lessons | 30 |
| Number of students | Max. 25 |
| Prerequisites | Neuro-Marketing Fundamentals |

| | | |
|--------------------------------|---|---|
| Number of ECTS credits: | Main language of instruction | Language credits for a multilingual course of study |
| 3 | <input type="checkbox"/> french <input type="checkbox"/> german <input checked="" type="checkbox"/> english | <input type="checkbox"/> french <input type="checkbox"/> german <input checked="" type="checkbox"/> english |

| | |
|-------------------------------|--|
| Course dates and times | Tuesday 04.05.2027 from 17.15 to 20.30 Tuesday 11.05.2027 from 17.15 to 20.30 Saturday 22.05.2027 from 8.35 to 11.55 and from 13.00 to 16.20 Tuesday 01.06.2027 from 17.15 to 20.30 Saturday 05.06.2027 from 8.35 to 11.55 and from 13.00 to 16.20 Tuesday 15.06.2027 from 17.15 to 20.30 |
|-------------------------------|--|



2. GENERAL OBJECTIVES

An enlightening journey to explore the intersection of sustainability and human behavior in our innovative module. Inspired by Prof. G. Zaltman's insight from Harvard University, 95% of human decisions are unconscious. However today, organizations are evolving in a more complex world in which digital transition and the energy/green transition collide, known as 'twin transitions'. To remain competitive, they need to integrate both in their business models. This course aims at understanding how neuromarketing can be an essential approach in the process. Although these processes are occurring simultaneously, they have different characteristics, objectives, drivers and Here's what students can expect:

- Understanding Twin transition and the challenges associated with it.
- **Discover Brain Basics:** Grasp fundamental concepts of the brain, laying a foundation for understanding its role in sustainability and in digital transformation.
- **Explore the Nonconscious Mind:** Learn about the nonconscious part of the brain and its significant influence on customer decisions, especially in the context of sustainable choices.
- **Uncover Subconscious Processes:** Delve into the underlying mechanisms of the non-conscious mind to understand how it shapes behavior and decision-making in a twin transition economy.
- **Emotions and Decision-Making:** Understand the crucial role emotions play in the consumer decision-making process, particularly in relation to twin transition practices and attitudes.
- **Analyze Marketing Campaigns in context of twin transition:** Develop the ability to critically assess communication campaigns, determining their effectiveness in aligning with the nonconscious preferences and values of consumers, thereby driving behavior in a twin transition context.

This course offers a unique blend of neuroscience, psychology, and twin transition, providing students with the tools to understand and influence behaviors effectively in a twin transition economy. Join us to be at the forefront of shaping a more twin transition future through the lens of neuromarketing and consumer psychology!

3. CONTENT AND FORM OF INSTRUCTION

Our course offers a comprehensive and engaging methodology, perfectly balanced between theoretical knowledge and practical application, to explore the fascinating intersection of neuromarketing and sustainability.

Theoretical Component (70%)

- Understanding twin transition its benefits and challenges.
- Neuromarketing and twin Transition: Understand the role of neuromarketing in driving behavioral and attitudinal change as organizations try to move to twin transition practices. Explore how neuromarketing strategies can be effective in such a context.
- Decision-Making Paradigm: Uncover the new paradigm of the decision-making process, focusing on how subconscious factors shape our choices related associated to the twin transition economy.
- Emotional Markers: Learn about the role of emotional markers in decision-making, particularly in the context.
- Non-Conscious Mind: Explore the laws and processes of the non-conscious mind, gaining insights into its powerful influence on behavior and attitudes in a twin transition context.

Practical Sessions (30%)

- Engage in collaborative groupwork where you will apply the content discussed in class in a group project.

This blend of in-depth theoretical learning and practical, hands-on experience is designed to equip students with a comprehensive understanding of how neuromarketing can be used by organizations to execute effective marketing approaches as they are moving towards twin transition.

4. EXAMINATION AND VALIDATION PROCEDURES

Individual test and group assignments: according to teacher's directives.



Course description

1. GENERAL ORGANISATION OF THE COURSE

| | |
|------------------------|---|
| School/Location | School of Management Fribourg |
| Field of study | Economics and Services |
| Degree program | Bachelor in Business Administration (full-time and part-time study) |
| Orientation | -- |

| | |
|---------------------------|---|
| Course title | Data Science for Business Intelligence |
| Module title | Secondary choice |
| Professor | Leonardo Angelini Alessandro Silacci |
| Number of lessons | 30 |
| Number of students | Max. 16 |
| Prerequisites | - |

| | | |
|--------------------------------|---|---|
| Number of ECTS credits: | Main language of instruction | Language credits for a multilingual course of study |
| 3 | <input type="checkbox"/> french <input type="checkbox"/> german <input checked="" type="checkbox"/> english | <input type="checkbox"/> french <input type="checkbox"/> german <input checked="" type="checkbox"/> english |

| | |
|-------------------------------|--|
| Course dates and times | Monday 08.03.2027 from 17.15 to 20.30 Monday 15.03.2027 from 17.15 to 20.30 Monday 22.03.2027 from 17.15 to 20.30 Monday 05.04.2027 from 17.15 to 20.30 Monday 12.04.2027 from 17.15 to 20.30 Monday 19.04.2027 from 17.15 to 20.30 Monday 26.04.2027 from 17.15 to 20.30 Monday 03.05.2027 from 17.15 to 20.30 |
|-------------------------------|--|



2. GENERAL OBJECTIVES

- Understand the data science process and its usefulness in a business environment.
- Learn what “Big Data” is and its influence on the future of business
- Learn to assess and compare models based on adequate fit measures.
- Learn the fundamentals of data modelling and machine learning based analytics in RapidMiner Studio without coding.
- Learn how to conduct data analytics using Generative AI tools, without programming.

3. CONTENT AND FORM OF INSTRUCTION

- In-class PowerPoint presentations
- Interactive quizzes in class led by the instructors
- Hands-on, “Travail dirigé”, for the use of data analysis tools
- Collaborative projects using data analysis tools applied to real-world use-cases
- Provision of optional extra material as multimedia content.

4. EXAMINATION AND VALIDATION PROCEDURES

Project report and final presentation with questions addressed to each group participant
Language: English.



Teaching unit description

1. GENERAL ORGANISATION OF THE TEACHING UNIT

| | |
|------------------------|---|
| School/Location | School of Management Fribourg |
| Field of study | Economics and Services |
| Degree program | Bachelor in Business Administration (full-time and part-time study) |
| Orientation | -- |

| | |
|---------------------------|---------------------|
| Course title | Banking & Insurance |
| Module title | Main choice |
| Professor | Nils Tuchs Schmid |
| Number of lessons | 60 |
| Number of students | - |
| Prerequisites | - |

| | | |
|--------------------------------|---|---|
| Number of ECTS credits: | Main language of instruction | Language credits for a multilingual course of study |
| 5 | <input type="checkbox"/> french <input type="checkbox"/> german <input checked="" type="checkbox"/> english | <input type="checkbox"/> french <input type="checkbox"/> german <input checked="" type="checkbox"/> english |

| | |
|-------------------------------|---|
| Course dates and times | Every Thursday during the spring semester from 13:00 to 16:20 |
|-------------------------------|---|



2. GENERAL OBJECTIVES

On successful completion of this course, students will be able to understand the key role of banks in the economic system, the different business models and the regulation standards. After a descriptive overview of the insurance sector, special attention will be devoted to the Swiss social insurance system.

3. CONTENT AND FORM OF INSTRUCTION

This course provides an introduction to the principles of banking. It examines the issues that come under the broad heading of principles of banking. First, it explains the key economic reasons used to justify the existence of financial intermediaries (and specifically banks).

Second, it presents the typical financial structure of the latter, the different markets, products and business models. It also investigates the special nature of banking.

An overall description of insurances will be provided. Then the course will focus on the swiss social insurance system.

4. EXAMINATION AND VALIDATION PROCEDURES

Case study group presentation and an individual test (open book): according to teacher's directives



Teaching unit description

1. GENERAL ORGANISATION OF THE TEACHING UNIT

| | |
|------------------------|---|
| School/Location | School of Management Fribourg |
| Field of study | Economics and Services |
| Degree program | Bachelor in Business Administration (full-time and part-time study) |
| Orientation | -- |

| | |
|---------------------------|-------------------|
| Course title | Digital Marketing |
| Module title | Main choice |
| Professor | Lukas Schneuwly |
| Number of lessons | 60 |
| Number of students | Max. 30 |
| Prerequisites | - |

| | | |
|--------------------------------|---|---|
| Number of ECTS credits: | Main language of instruction | Language credits for a multilingual course of study |
| 5 | <input type="checkbox"/> french <input type="checkbox"/> german <input checked="" type="checkbox"/> english | <input type="checkbox"/> french <input type="checkbox"/> german <input checked="" type="checkbox"/> english |

| | |
|-------------------------------|---|
| Course dates and times | Every Friday during the spring semester from 13:45 to 17:05 |
|-------------------------------|---|



2. GENERAL OBJECTIVES

Multichannel Marketing

- Multichannel Campaigns
- Marketing via Social Media
- Mobile Marketing
- Digital Customer Experience
- SEO/SEA
- Digital Marketing Platforms
- Shitstorm & Reputation Campaigns

E-Business

- E-Commerce
- E-Supply Chain

3. CONTENT AND FORM OF INSTRUCTION

- Interactive lesson led by the instructor
- Ev. Mandatory online lessons counted as part of workload
- Powerpoint slides for visual support during class
- Provision of optional extra material as multimedia content

4. EXAMINATION AND VALIDATION PROCEDURES

Group presentation and website: according to teacher's directives



Teaching unit description

1. GENERAL ORGANISATION OF THE TEACHING UNIT

| | |
|------------------------|---|
| School/Location | School of Management Fribourg |
| Field of study | Economics and Services |
| Degree program | Bachelor in Business Administration (full-time and part-time study) |
| Orientation | -- |

| | |
|---------------------------|--------------------------------------|
| Course title | Portfolio Management and Derivatives |
| Module title | Main choice |
| Professor | Nils Tuchs Schmid |
| Number of lessons | 60 |
| Number of students | - |
| Prerequisites | - |

| | | |
|--------------------------------|---|---|
| Number of ECTS credits: | Main language of instruction | Language credits for a multilingual course of study |
| 5 | <input type="checkbox"/> french <input type="checkbox"/> german <input checked="" type="checkbox"/> english | <input type="checkbox"/> french <input type="checkbox"/> german <input checked="" type="checkbox"/> english |

| | |
|-------------------------------|---|
| Course dates and times | Every Thursday during the spring semester from 08:35 to 11:55 |
|-------------------------------|---|



2. GENERAL OBJECTIVES

Students will:

- study financial markets, portfolio construction criteria, market efficiency and asset pricing models to be able to apply various concepts, method and tools related to investment products and portfolio management (calculating returns, risk, beta, alpha, etc, ...)
- understand derivatives and their use when it comes to implement investment strategies and hedging policies
- be able to select the appropriate methods, make the calculations and present the findings and solutions in an adequate way
- be able to solve financial problems with the means of calculators and/or computers.

3. CONTENT AND FORM OF INSTRUCTION

Introduction to Financial Markets and Financial Assets

Financial system, Primary and secondary markets, Financial intermediaries and financial assets, Introducing to equity and debt instruments

Portfolio Construction, Market Efficiency and Asset Pricing Models

Measuring returns and volatility; Mean-variance criterion, Unsystematic vs. systematic risk; Measuring risk and risk adjusted returns; Beta calculation; Market efficiency and passive vs. active investing; Introducing asset pricing models and performance measures

Derivatives

Introducing Derivatives; Futures and Forwards; Futures valuation and cost of carry model; Introducing options; Call and Put Arbitrage Relationships; Option pricing models; Investment strategies and hedging policies using derivatives

4. EXAMINATION AND VALIDATION PROCEDURES

Group assignment and an individual test (open book): according to teacher's directives.



Course description

1. GENERAL ORGANISATION OF THE COURSE

| | |
|------------------------|---|
| School/Location | School of Management Fribourg |
| Field of study | Economics and Services |
| Degree program | Bachelor in Business Administration (full-time and part-time study) |
| Orientation | -- |

| | |
|---------------------------|--------------------------------|
| Course title | Managing Emerging Technologies |
| Module title | Main choice |
| Professors | Maurizio Caon, Eva Panetti |
| Number of lessons | 60 |
| Number of students | Max. 30 |
| Prerequisites | - |

| | | |
|--------------------------------|---|---|
| Number of ECTS credits: | Main language of instruction | Language credits for a multilingual course of study |
| 5 | <input type="checkbox"/> french <input type="checkbox"/> german <input checked="" type="checkbox"/> english | <input type="checkbox"/> french <input type="checkbox"/> german <input checked="" type="checkbox"/> english |

| | |
|-------------------------------|--|
| Course dates and times | Every Friday during the spring semester from 8:35 to 11:55 |
|-------------------------------|--|



Teaching unit description

1. GENERAL ORGANISATION OF THE TEACHING UNIT

| | |
|------------------------|---|
| School/Location | School of Management Fribourg |
| Field of study | Economics and Services |
| Degree program | Bachelor in Business Administration (full-time and part-time study) |
| Orientation | Digital Business |

| | |
|---------------------------|--|
| Course title | Digital Business Project I & II |
| Professor | Alfred Münger / Maurizio Caon / Leonardo Angelini according to the themes third party teachers may be included |
| Number of students | Max. 30 |
| Prerequisites | Only for students in the Digital Business orientation |

| | |
|--|---|
| Main language of instruction <input type="checkbox"/> french <input type="checkbox"/> german <input checked="" type="checkbox"/> english | Language credits for a multilingual course of study <input type="checkbox"/> french <input type="checkbox"/> german <input checked="" type="checkbox"/> english |
|--|---|

| | |
|-------------------------------|---|
| Course dates and times | Every Thursday during the autumn and spring semesters from 17.15 to 20.30 |
|-------------------------------|---|



2. DURATION, SCHEDULE AND OBJECTIVES

The Digital Business Projects begin in week 1 and ends in week 15. It is scheduled for 5 hours per week.

For these projects, particular emphasis will be placed on the following aspects:

- Approach to the project and its management
- Oral presentation and report writing
- Teamwork, communication and collaboration

In the first semester, the project will be preferably developed in teams of 2 students from the HEG. In exceptional cases and in accordance with the professors, it is allowed to do it individually.

For the second semester, the HEG teams will collaborate with other teams from the Engineering School and Nursing School of Fribourg in interdisciplinary projects.

3. ORGANIZATION

Students will be expected to meet the following organizational requirements:

- Students must respect the important dates with related actions (see “important dates” section below).
- Students are responsible for the communication with their clients and the supervisors. They can call a meeting whenever they consider it to be opportune. The meeting invitation with the agenda and its place is sent by e-mail to all those interested by the students. The minutes of each meeting are to be written by the students. The sessions are animated by the students.
- All the documents must be stored on Microsoft Teams.

4. OBJECTIVE OF THE PROJECT

Each project must be proposed by a client and this may be a collaboration with a company or work in the context of an applied research project or the creation of a new startup. The themes concern the digital transformation of processes, the creation of new business models based on digital, the design of new services, the creation of digital communication strategies and others.

5. TOPIC SELECTION

The topic must always be focused on digital technologies. The topic can be proposed by the students if it relates to an entrepreneurial project or if it refers to a real-world scenario linked to the company where the students work. Otherwise, the project must have a client. The supervisors will also propose a list of possible topics and the students will be put in contact with the mandators; the choice of the topic from the proposed list works on a “first come, first served” rule. In order to officially submit the topic, each group has to upload its description (max 300 words) on their reserved area on Microsoft Teams and to link the document to the supervisors via email.

6. DELIVERABLES

The students will be evaluated on the following deliverables:

- Report describing the problem analysis, solution development, and solution testing.
- Reflective notebook that reports a self-assessment of the skills required to be implemented and their internal protocols and processes.
- Final presentation.
- Minutes of the meetings.



All the produced documentation must be in English. These deliverables must be uploaded via Microsoft Teams in the space dedicated to the project before the deadline (reported in the Section "Important Dates"). Each group is responsible for the creation and management of their own space MS Teams where the supervisors must be granted access in order to follow the project development.

7. REPORT

The final report is a comprehensive document that describes the approach followed, the choices made, the work accomplished, the results obtained, the problems encountered, and the tests performed. If necessary, it will also contain the complete installation manual and the user's manual. The report is expected to be about 3000 words if the project is developed individually and 5000 in a group.

- A title page will indicate important information for the identification of the document (see an example on the last page).
- At the end of the report, just after the conclusion, the following declaration of honour will be integrated and signed:

Declaration of Honour

I, the undersigned, First Name Last Name, declare on my honour that the work rendered is the result of personal work. I certify that I have not used plagiarism or any other form of fraud. All sources of information used and author's quotes have been clearly mentioned.

- The report is a structured document (table of contents, introduction, ..., conclusion, and annexes).
- The chapter "Introduction" always ends with a presentation of the structure of the report.
- The figures must be numbered consecutively and have a legend below the figure. The figures will be referenced in the text. Make sure that all parts of all figures are clearly legible. It is imperative that the axes of a graph be labeled with the appropriate sizes and units. Try to make figures that remain clear when printed in black and white (e.g., still the case in many scientific publications).
- Provide a glossary near the end of the report and explain any abbreviations used in your text. This makes it much easier to read for someone who is not very familiar with the project area.
- For all resources (text, images, etc.) borrowed from another person (book, magazine, website, ...), the sources must be clearly indicated. Citations should be numbered ([1], [2], ...) and references should be placed at the end of the text. The information to be given and their form are : [1] E. Boggs, "Transistor measurements", Electronics Letters, vol. 19, no. 2, pp. 87-92, Apr. 1984, respectively for the web pages : [2] Timothy Allen, "Citing References", 2000, www.keene.edu/Courses . For more details, see the document "References and Bibliography" by L. Altwegg.
- The conclusion contains a comparison of the achievement of the objectives with the work done. It sets out perspectives and contains personal conclusions.
- The licenses and versions of the software / libraries used will be mentioned in a specific section of the report.
- Please, refer to the table in the Appendix for the evaluation criteria.

Suggestions:

- Begin report development in the first few weeks of project work.
- In principle each chapter:
 - begins with a brief introduction around the theme addressed in this chapter and presents the structure of the chapter.
 - ends with a synthesis/summary of what has been presented and announces the content of the next chapter.

Warning: plagiarism is a case of fraud leading to a heavy penalty. Thus, as indicated in the previous paragraphs, all your sources must be clearly indicated and any reproduction in whole or in part (of images, text, etc.) must be clearly indicated by the author of the report.

8. FINAL PRESENTATION

The presentation lasts 15 minutes followed by a Q&As session. Please, refer to the table in the Appendix for the evaluation criteria.

IMPORTANT DATES Autumn Semester **EXAMPLE**

| Activity | Date | Time |
|--|--|--|
| Submit Your Topic | 07 th October | 17H00 (CET) |
| Notification of Acceptance of Your Topic | 14 th October | NA |
| Start of the Digital Business Project | 15 th October | NA |
| Submission of the deliverables | 09 th January | 17H00 (CET) |
| Final Presentation via Microsoft Teams | During the week 3 starting 16 th January you'll be informed about the exact date asap | From 09H00 to 20H00 (CET) (a Doodle will follow to book each timeslot) |

IMPORTANT DATES Spring Semester **EXAMPLE**

| Activity | Date | Time |
|--|--|--|
| Submit Your Topic | 10 th March | 17H00 (CET) |
| Notification of Acceptance of Your Topic | 17 th March | NA |
| Start of the Digital Business Project | 18 th March | NA |
| Submission of the deliverables | 05 th June | 17H00 (CET) |
| Final Presentation via Microsoft Teams | During the week 24 starting 12 th June you'll be informed about the exact date asap | From 09H00 to 20H00 (CET) (a Doodle will follow to book each timeslot) |

9. PEDAGOGY

Skills Developed:

- To propose a global vision and strategy while integrating the digital dimension
- Available resources and workload management; use of digital tools for collaboration and work organization; Information storage and sharing, development of a process including:
 - External and internal communication even when using digital tools for remote working
 - Creativity and innovation of the proposed solutions
 - Mastery of technical tools
 - Develop concepts related to digital technologies
 - Promote reflection

Pedagogic objectives:

- Transpose into practice and synthesize the theoretical concepts learned in different courses.
- Work independently.
- Defend the scientific and technical options of a project before a jury.
- Plan a medium-sized project.
- Elaborate and discuss specifications with a client.
- Communicate effectively with the project manager (supervisor) on the progress of the work.
- Write a project report.
- Present a project orally.

10. CONTACT



For any questions concerning the Digital Business Project, please, contact:

- Prof. Maurizio Caon: maurizio.caon@hefr.ch
- Prof. Alfred Münger: alfred.muenger@hefr.ch
- Prof. Leonardo Angelini: Leonardo.angelini@hefr.ch

11. BIBLIOGRAPHY

- School of Marketing and International Business, and Student Learning, Victoria University of Wellington. (2017) "How to write a business report".
- Emerson, L. (Ed.) (1995). Writing guidelines for business students. Palmerston North: The Dunmore Press
- Direction HEIA-FR (2010). "Directive relative aux buts et à l'évaluation du travail de Bachelor".



12. APPENDIX: EVALUATION CRITERIA

| Weight | Criteria | Excellent (6/5) | Good (4) | Fair (3) | Poor (2) |
|--------|---------------------------|---|--|---|--|
| 10 | Structure | Presentation is clear and logical. Reader can easily follow line of reasoning. Logical connection of points. | Presentation is generally clear. Sentence flow is generally smooth. A few minor points confusing or not clearly connected. | Reader can follow presentation with effort. Structure not well thought out. Points are not clearly made. | Presentation is very confused and unclear. Reader cannot follow it or deduce the main points presented. |
| 25 | Critical perspective | Show considerable critical thinking about information acquired from various sources. Able to critically discuss and independently evaluate data and information to come to own conclusions. | Generally, shows critical thinking skills. Able to provide some critical evaluation /discussion of information and data. Appropriate conclusions are drawn from it. Some assertions may lack support. May contain some minor mistakes, no significant errors are made. | Show some critical thinking. Lack of consistency in critical evaluation of information and viewpoints. Discussion and independent conclusions are inadequate. Significant logical errors are present. | Significant lack of critical thinking and perspective. Little independent thinking and conclusions. Authors accept viewpoints of others without critical consideration. Abundant logical errors. |
| 20 | Content | Introduction contains pertinent background information. Given tasks and questions are thoroughly analyzed and elaborated. Results and conclusions are logically constructed and summarized. Information is accurate and quantitative analysis is appropriate. | Gives general information about the topic, but some relevant information may be missing, or significance is not clearly explained. Description of results is generally clear. No significant errors made. Quantitative analysis is OK. | Insufficient information on background, relevance, significance is given. Some information is accurate, but enough errors are made to be distracting. | Provides little or no information on background and significance. Information is inaccurate or with many errors. Discussion is very difficult to follow. Reader learns little. |
| 10 | Use of figures and tables | Strong supplement to the text. Information is clearly presented. If taken from other sources, appropriate reference is given. Can stand alone without reference to text. | Provide good supplementary information, but may be somewhat lacking in clarity, appropriate reference, or explanation. | Difficult to understand. Do not stand alone; text must be consulted to figure out what is being presented. Inadequately referenced. | No figures or tables are used, or they are so poorly prepared that they detract from the presentation or do not illustrate the points made in the text. |
| 5 | References | References to articles or reports are properly cited in the text and listed in proper format. All sources are reliable. | Appropriate references are used and cited, but some may be incomplete or in incorrect style. Not all sources are reliable. | Minimal numbers of references are used. Style is incorrect and/or incomplete. Sources are not reliable. | No references provided. |



| | | | | | |
|----|-------------------|--|---|---|--|
| 30 | Oral Presentation | Crystal clear and engaging presentation, perfect structure, the discussion of the results goes beyond the insights already presented in the report; the visual support is clean, provides an added value and helps understanding the talk. | Clear talk although not always engaging, the structure is OK, and the discussion provides a limited added value to the presentation; the visual support is comprehensible although not adding much value to the speech. | The talk is not completely clear, the structure has some flaws, the discussion does not provide any added value with reference to the report; the visual support is not always comprehensible and is redundant. | The talk is not clear, the structure is chaotic, there is no discussion of the results; the visual support is useless. |
|----|-------------------|--|---|---|--|



2. GENERAL OBJECTIVES

- Emerging Technologies
 - Virtual & Augmented Reality
 - Artificial Intelligence
 - IOT
- **Technology strategies**
 - Domains of Choice in Technology Strategy (Customer, Technology, Organization, Competition)
 - Value Creation and Capture in Emerging Technologies
 - Tech-driven Business Model Archetypes (IP, Value Chain, Disruption, Architectural)
 - Tech-driven Business Models Validation Criteria & KPI
- Law

3. CONTENT AND FORM OF INSTRUCTION

- Interactive lesson led by the instructor.
- Ev. Mandatory online lessons counted as part of workload.
- Powerpoint slides for visual support during class.
- Provision of optional extra material as multimedia content.

4. EXAMINATION AND VALIDATION PROCEDURES

The final evaluation in the Managing Emerging Technologies course is based on four components: class participation, individual assignments, group presentations, and a written final examination with open and/or closed questions.

Language: English but with possibility to answer in mother tongue.



Teaching unit description

1. GENERAL ORGANISATION OF THE TEACHING UNIT

| | |
|------------------------|---|
| School/Location | School of Management Fribourg |
| Field of study | Economics and Services |
| Degree program | Bachelor in Business Administration (full-time and part-time study) |
| Orientation | -- |

| | |
|---------------------------|--|
| Course title | Global Mindset: Navigating Culture, Business & Geopolitics |
| Module title | Main choice |
| Professor | Greta Balliu |
| Number of lessons | 60 |
| Number of students | - |
| Prerequisites | Good English knowledge |

| | | |
|--------------------------------|---|---|
| Number of ECTS credits: | Main language of instruction | Language credits for a multilingual course of study |
| 5 | <input type="checkbox"/> french <input type="checkbox"/> german <input checked="" type="checkbox"/> english | <input type="checkbox"/> french <input type="checkbox"/> german <input checked="" type="checkbox"/> english |

| | |
|-------------------------------|--|
| Course dates and times | Every Monday during the spring semester from 8:35 to 11:55 |
|-------------------------------|--|



2. GENERAL OBJECTIVES

Working Across Cultures: A Real-World International Experience

This course examines how working with individuals from diverse cultural backgrounds impacts decision-making, problem-solving, and leadership in international business.

You will examine real-life situations where culture plays a key role — including negotiations, marketing, recruitment, international assignments, company structures, and global partnerships.

A highlight of the course is a group project with students from India. Together, you'll explore how businesses from each country can enter the other's market. For example, Swiss students will develop strategies to launch a real product in India, while Indian students will do the same for Switzerland. This hands-on collaboration provides valuable insights into market needs, cultural expectations, and cross-border business opportunities, particularly as India becomes an increasingly significant trade partner for Switzerland.

Throughout the course, you'll build essential soft skills, including communication, adaptability, and teamwork. You'll also tackle major global challenges, such as trade restrictions, geopolitical tensions, and international regulations, and learn how these factors influence business decisions worldwide.

By the end of the course, you'll have strengthened your global mindset, gained practical international experience, and developed the confidence to navigate cultural differences in today's interconnected world.

3. CONTENT AND FORM OF INSTRUCTION

Theoretical Part

This course explores cultural differences in business, geopolitical impacts, and essential soft skills for global leadership. Key topics include:

1. Cultural Awareness – Theories of cultural differences, communication, and leadership styles.
2. Business Contexts – Negotiation, marketing, HR, and mergers in multicultural settings.
3. Soft Skills – Communication, conflict resolution, and adaptability in global teams.
4. Geopolitics & Business – Trade barriers, political risks, and global market strategies.

Instruction

The course uses interactive methods:

- Lectures & Guest Talks – Insights from experts and real-world case studies.
- Case Studies & Discussions – Analysis of cultural and geopolitical challenges.
- News Analysis – Weekly discussions on global business trends.

International Collaboration Project

A key component of the course is a joint project with students from India, where international teams will explore how businesses from each country can enter the other's market.

4. EXAMINATION AND VALIDATION PROCEDURES

Assessment includes written assignments, group projects, and practical simulations: according to teacher's directives.



Teaching unit description

1. GENERAL ORGANISATION OF THE TEACHING UNIT

| | |
|------------------------|---|
| School/Location | School of Management Fribourg |
| Field of study | Economics and Services |
| Degree program | Bachelor in Business Administration (full-time and part-time study) |
| Orientation | -- |

| | |
|---------------------------|---|
| Course title | Summer school "Entrepreneurship, Innovation and Global Purpose." Module 1: Discovering Entrepreneurship and Innovation |
| Module title | Secondary choice |
| Professor | Professor Nils Tuchs Schmid, Director of the Institute of Finance, HEG-FR Laurent Lecamp, CEO of Montblanc Switzerland Professor Bart Norré, CEO & Co-founder TM Tandem Marketing Lukas Schneuwly, Co-Direktor bei MEDIAParc SA Professor Philipp Bubenzer, innovation management and organizational behavior HEG-FR Eric Mac Laren Yann Steulet, Directeur de Fribourg |
| Number of lessons | 60 |
| Number of students | Max. 30 |
| Prerequisites | Completed at least 4 semesters of Bachelor Studies |

| | | |
|--------------------------------|--|---|
| Number of ECTS credits: | Main language of instruction | Language credits for a multilingual course of study |
| 5 | <input type="checkbox"/> french <input type="checkbox"/> german <input checked="" type="checkbox"/> english This program is entirely in English. B2 level is mandatory. | <input type="checkbox"/> french <input type="checkbox"/> german <input checked="" type="checkbox"/> english |

| | |
|-------------------------------|---|
| Course dates and times | From Monday to Friday (Morning and Afternoon) from 28.06.2027 to 09.07.2027 |
|-------------------------------|---|



2. GENERAL OBJECTIVES

Discover Entrepreneurship and Innovation is a two-week intensive program designed for **motivated and dynamic undergraduate and graduate students** with a **strong command of English**.

The course provides a structured introduction to the entrepreneurial process and the tools needed to develop viable business ideas.

Students work either **on their own start-up concept** or contribute to real projects presented within the program. The learning experience combines lectures, case studies, workshops, and personalised coaching. Company visits—including leading Swiss firms and young innovative companies—offer concrete insights into current entrepreneurial practices and strategic decision-making.

A central focus of the program is **strategy and presentation skills**. Participants learn to analyse internal and external factors influencing business success, design resilient business models, and prepare clear, convincing presentations for potential partners or investors.

Throughout the course, students interact with practitioners and industry experts who provide guidance and constructive feedback. The academic content is complemented by selected social and cultural activities that support collaboration within an international cohort.

The program aims to equip participants with the analytical skills, practical tools, and mindset required to navigate today's entrepreneurial environment.

The course objectives

- Improving your knowledge
- Compare different business scenarios
- Select and mature promising business opportunities
- Develop creative and practical solutions to business issues

Growing your capabilities

- Support a comprehensive view on business opportunities
- Develop a plan to turn your vision in tangible objectives
- Judge quickly and adapt your plans

Growing yourself

- Develop your experience working in diverse teams
- Refine your intercultural competencies
- Change your way of thinking on business challenges



3. CONTENT AND FORM OF INSTRUCTION

The Summer School Entrepreneurship and Innovation is a dynamic two-week program led by lecturers and entrepreneurs globally.

Our courses are meticulously designed to foster interactive and academically stimulating experiences, with a strong emphasis on applied management and entrepreneurship principles. Each module includes insightful field trips to diverse Swiss companies relevant to the program's focal points.

The course structure is thoughtfully crafted to deliver a balance of academic rigor and interactive learning, promoting practical applications in management and entrepreneurship.

Methodology

Our instructional approach adopts a fusion of theoretical insights, hands-on learning, and real-world case studies. Lectures are crafted to be engaging, encouraging active participation and fostering critical thinking among participants.

Topics:

- **Entrepreneurial Mindset:** Cultivate the mindset crucial for entrepreneurial success.
- **Art of Enduring:** The BAARE Philosophy
- **Business Model Navigator:** Navigate the intricacies of business models for effective decision-making.
- **Lean Startup Philosophy:** Embrace the principles of lean startup methodologies for efficient and agile business development.
- **Lean Canvas Model:** Master the art of succinctly articulating and refining business ideas.
- **Pitch and Strategy:** Hone your skills in delivering compelling pitches and strategic planning.
- **Business Opportunities for Real Projects:** Apply theoretical knowledge to real-world projects, fostering practical insights into entrepreneurship.

4. EXAMINATION AND VALIDATION PROCEDURES

60% Group assignment/presentation

20% Individual assignment

15% Student engagement

5% Attendance

According to teacher's directives

A minimum attendance rate of 80% is required for a passing grade.



Teaching unit description

1. GENERAL ORGANISATION OF THE TEACHING UNIT

| | |
|------------------------|---|
| School/Location | School of Management Fribourg |
| Field of study | Economics and Services |
| Degree program | Bachelor in Business Administration (full-time and part-time study) |
| Orientation | -- |

| | |
|---------------------------|---|
| Course title | Projet d'innovation transdisciplinaire en santé numérique / Transdisciplinary Innovation Project in e-Health |
| Module title | Secondary choice |
| Professor | Leonardo Angelini Maurizio Caon Eva Panetti |
| Number of lessons | 30 |
| Number of students | Max. 15 |
| Prerequisites | Pour le cours du deuxième semestre, le cours du premier semestre sera un prérequis. / For the second semester course, the first semester course will be a prerequisite. |

| | | |
|--------------------------------|--|--|
| Number of ECTS credits: | Main language of instruction | Language credits for a multilingual course of study |
| 2.5 | <input checked="" type="checkbox"/> french <input type="checkbox"/> german <input checked="" type="checkbox"/> english | <input checked="" type="checkbox"/> french <input type="checkbox"/> german <input checked="" type="checkbox"/> english |

| | |
|-------------------------------|--|
| Course dates and times | <p>Autumn semester</p> <ul style="list-style-type: none"> • 8 Mondays during the first semester, approximately every two weeks, from 8.35 to 11.55 • First lesson: 14.09.2026 <p>Spring semester</p> <ul style="list-style-type: none"> • 8 Mondays during the second semester, approximately every two weeks, from 8.35 to 11.55 • First lesson: 22.02.2027 |
|-------------------------------|--|



2. GENERAL OBJECTIVES

Les projets d'innovation transdisciplinaire en santé numérique ont pour objectif de développer de nouvelles solutions technologiques visant à soutenir l'autogestion des personnes vivant avec des maladies ou des conditions chroniques. Ces projets sont menés par des équipes interdisciplinaires composées d'étudiant·e·s de la Haute école de santé, de l'orientation ingénierie des données de la Haute école d'ingénierie et d'architecture, ainsi que d'étudiant·e·s en économie et services de la HEG. Les étudiant·e·s sont accompagné·e·s par une équipe de coaching interdisciplinaire, qui propose également des enseignements spécifiquement conçus pour offrir une expérience intégrée du processus d'innovation. Cette approche permet aux participant·e·s de développer l'aisance et les compétences nécessaires à leur future pratique professionnelle.

Ces projets offrent ainsi aux étudiant·e·s des différentes écoles l'opportunité de vivre l'ensemble du processus de développement d'un produit et/ou d'un service — de l'idéation aux phases de test et de déploiement auprès des utilisateur·rice·s finaux·ales — tout en mettant en pratique les outils et compétences acquis au cours de leur formation théorique et pratique.

Par ailleurs, le cours encourage fortement l'organisation autonome des étudiant·e·s, afin de favoriser le développement de compétences en gestion de projet, en travail d'équipe et en prise de décision. Le cadre pédagogique proposé repose sur un programme flexible, qui laisse aux équipes une marge de manœuvre suffisante pour structurer leur travail, adapter leurs méthodes et gérer les différentes phases du projet en fonction de leurs besoins et de leur dynamique propre.

Connaissance spécifiques développées par ce cours

- Introduction au design thinking
- Considérations éthiques pour les projets en e-santé
- Outils pour le développement d'un business (e.g., recherche de marché, value proposition canvas, business model canvas, etc.)

Compétences

En plus des compétences acquises dans le cadre d'un projet traditionnel, les projets d'innovation transdisciplinaire favorisent le développement d'approches méthodologiques de résolution de problèmes, de compétences en transfert de technologies, en gestion de projet et en communication. Ces projets amènent les étudiant·e·s à prendre en compte diverses contraintes techniques, organisationnelles et humaines.

Compétences développées dans le projet

- Contribuer à la prise de décision partagée et aux actions concertées dans un projet interprofessionnel.
- Placer les étudiant·e·s dans des situations réelles impliquant le développement d'un projet interprofessionnel Infirmier·ère / Ingénieur·e / Spécialiste en business.
- Co-développer, avec les patient·e·s / client·e·s, un outil technologique destiné à soutenir l'autogestion des personnes vivant avec une maladie chronique.
- Développer leur empowerment professionnel.
- Encourager leur esprit d'innovation et leur créativité.

Compétences professionnelles

- Soutenir le développement d'un produit ou service innovant, de la génération d'idées jusqu'au « lancement sur le marché » (tests utilisateur·rice·s et déploiement en conditions réelles).
- Mettre en œuvre un processus d'innovation permettant de développer de nouvelles technologies en prenant en compte les contraintes techniques, organisationnelles et humaines.
- Intégrer à sa pratique des outils (technologiques et non) visant à favoriser la collaboration entre les différents membres de l'équipe



Compétences sociales

- Traduire et interpréter les langages des différents acteurs et actrices du projet.
- Communiquer, négocier et convaincre les différentes parties prenantes du projet.
- Agir comme interface entre les ressources internes de l'entreprise et/ou institution et ses environnements internes et externes.

Transdisciplinary innovation projects in digital health aim to develop new technological solutions designed to support the self-management of people living with chronic diseases or conditions.

These projects are carried out by interdisciplinary teams composed of students from the Nursing School of Fribourg, students from the Data Engineering orientation of the School of Engineering and Architecture, as well as students in Economics and Services from HEG. The students are supported by an interdisciplinary coaching team, which also provides specially designed teaching activities to offer an integrated experience of the innovation process. This approach enables participants to develop the confidence and skills required for their future professional practice.

These projects thus offer students from the different schools the opportunity to experience the entire process of developing a product and/or service—from ideation to testing and deployment phases with end users—while putting into practice the tools and skills acquired during their theoretical and practical training.

Furthermore, the course strongly encourages student self-organization in order to foster the development of project management, teamwork, and decision-making skills. The proposed pedagogical framework is based on a flexible program that gives teams sufficient autonomy to structure their work, adapt their methods, and manage the different phases of the project according to their needs and their own team dynamics.

Specific knowledge developed by this course

- Introduction to design thinking
- Ethical considerations for e-health projects
- Tools for business development (e.g., market research, value proposition canvas, business model canvas, etc.)

Skills

In addition to the skills acquired through a traditional project, transdisciplinary innovation projects foster the development of methodological problem-solving approaches, technology transfer skills, project management, and communication skills. These projects lead students to take into account various technical, organizational, and human constraints.

Skills developed within the project

- Contribute to shared decision-making and coordinated actions in an interprofessional project.
- Place students in real-life situations involving the development of an interprofessional project involving Nurses / Engineers / Business specialists.
- Co-develop, together with patients / clients, a technological tool designed to support the self-management of people living with a chronic disease.
- Develop their professional empowerment.
- Encourage their innovative mindset and creativity.