



APPROVED:  
Vice-rector for study and methodical work  
Veronika.G. Shubaeva  
28.05.2022

***Бизнес-экосистемы в цифровой экономике / Business ecosystems  
in digital economy***

**Syllabus of the course**

Specialty	38.04.02 Management
Specialization	Международное бизнес-администрирование / International Business Administration
Level of higher education	Masters Degree
Form of training	Full-time
Year of enrolment	2022
Authored by:	
Prof. Dr. Julia N. Solovjova	

Total number of hours	144	<b>Form of final attestation:</b>  Exam: semester 2
incl:		
contact work	32	
self-study	76	
practical training	0	
control hours	36	

**Hours distribution:**

Semester:	2
Type of classes	Hours
Contact hours	18
Practical training	14
Laboratory work	
<b>Total contact hours</b>	<b>32</b>
Self-study	76
Control hours	36
<b>Total academic hours</b>	<b>144</b>
<b>Total credits</b>	<b>4</b>

# CONTENTS

<b>1. LEARNING OBJECTIVES .....</b>	<b>3</b>
<b>2. COURSE PLACE IN THE PROGRAMME STRUCTURE.....</b>	<b>3</b>
<b>3. EXPECTED LEARNING OUTCOMES .....</b>	<b>3</b>
<b>4. COURSE STRUCTURE AND CONTENT .....</b>	<b>3</b>
<b>5. TEACHING AND LEARNING TOOLS OF THE COURSE.....</b>	<b>4</b>
<b>5.1 Recommended literature .....</b>	<b>4</b>
<b>5.2 List of software (including national production).....</b>	<b>4</b>
<b>5.3 List of reference systems and modern professional databases.....</b>	<b>5</b>
<b>6. TECHNICAL FACILITIES.....</b>	<b>5</b>
<b>7. METHODOLOGICAL GUIDELINES FOR STUDENTS .....</b>	<b>6</b>
<b>8. SPECIFICATIONS FOR TEACHING DISABLED PERSONS .....</b>	<b>7</b>
<b>1.1 Control tasks and assignments for interim attestation .....</b>	<b>8</b>
<b>1.2 Topics for written task .....</b>	<b>8</b>
<b>1.3 Interim checkpoints.....</b>	<b>8</b>
<b>1.4 Other assessment objects .....</b>	<b>8</b>
<b>1.5 Self-study .....</b>	<b>9</b>
<b>1.6 Grading scale .....</b>	<b>9</b>

## 1. LEARNING OBJECTIVES

<b>Objective:</b>	To give an overview of theoretical approaches to the study of business ecosystems of the modern global digital economy and develop practical skills in selecting and attracting partners to a developing ecosystem.
-------------------	---

## 2. COURSE PLACE IN THE PROGRAMME STRUCTURE

The course B1.O Business ecosystems in digital economy is an obligatory course of the Block 1.

## 3. EXPECTED LEARNING OUTCOMES

Code and name of graduate competency	Code and name of the competence achievement indicator	Expected learning outcomes
Professional Competency-5 – to be able to organize project work on the implementation of innovative solutions in the digital economy	PC-5.1 - Elaborates company development projects in international business ecosystems in the digital economy	<p>To know: the prerequisites for creation and the main characteristics of business ecosystems. Significance and application of business ecosystems. Trends in the development of business ecosystems in the context of digital transformation.</p> <p>To be able to: conduct research on the current state of business ecosystems, propose measures to develop business ecosystems in new markets.</p> <p>To master: the principles of project management for the development of the company in international business ecosystems.</p>
Universal Competency-3 – to be able to organize and manage the work of the team and develop a team strategy to achieve the goal	UK-3.1 – Is able to take an active and responsible position in a team, demonstrates leadership qualities and skills	<p>To know: the principles of teamwork, forms, types and methods of constructive social interaction.</p> <p>To be able to: work in a team, show leadership qualities and skills.</p> <p>To master: the skills to define and implement their role in the team.</p>

## 4. COURSE STRUCTURE AND CONTENT

Code and name of the topics	Course content	Academic hours			
		Contact work			Self-study
		Lectures	Practices	Workshops	

Topic 1. Business ecosystems: the concept and prerequisites for the emergence	Modern directions of technological development in the digital economy. Business ecosystem as a collaborative value creation network. Prerequisites for the creation and main characteristics of business ecosystems. Significance and possibilities of application of business ecosystems. Evolutionary perspective and institutional significance of business ecosystems.	4			10
Topic 2. Ecosystem development trends	Platform economy. Partnership in ecosystems. Creation of value in ecosystems. Ecosystem approach to the formation of customer experience. Examples of successful ecosystems in Russia and the world.	6	4		20
Topic 3. Digital transformation of ecosystem business models	The impact of digitalization on business ecosystems. Archetypes of business ecosystems.	4	4		20
Topic 4. Strategies for creating and developing business ecosystems	Transformation of modern business models into ecosystems. Necessary conditions and competencies for creating ecosystems. Gray's empathy map as a tool for analyzing customer needs and the need to develop new competencies in the business ecosystem. Development of measures to develop business ecosystems in new markets. Prospects for the development of ecosystems.	4	6		26
<b>Control hours:</b>					<b>36</b>
<b>Total hours:</b>		<b>18</b>	<b>14</b>	<b>0</b>	<b>76</b>

## 5. TEACHING AND LEARNING TOOLS OF THE COURSE

### 5.1 Recommended literature

Bibliographic description of the publication (author, title, type, place and year of publication, number of pages)	Digital resources
Problems of creating a digital ecosystem: legal and economic aspects : monograph / under the general editorship of V.A. Vaypan, M.A. Egorova. - Moscow: Justicinform, 2021	<a href="https://znanium.com/catalog/document?id=376573">https://znanium.com/catalog/document?id=376573</a>
Khotyasheva, Olga Mikhailovna Innovation management : textbook and workshop for universities / O. M. Khotyasheva, M. A. Slesarev. 3rd ed., trans. and additional Electron. dan. Moscow : Yurayt, 2022 326 p. (Higher education)	<a href="https://urait.ru/bcode/489019">https://urait.ru/bcode/489019</a>
Sologubova, Galina Sergeevna Components of digital transformation : a monograph / G. S. Sologubova. Electron. dan. Moscow : Yurayt, 2022 147 p.	<a href="https://urait.ru/bcode/494769">https://urait.ru/bcode/494769</a>

### 5.2 List of software (including national production)

- 7-Zip
- Microsoft Office Professional
- Microsoft Windows Professional

### 5.3 List of reference systems and modern professional databases

№	Name of reference systems and professional databases
1.	Digital library Grebennikon.ru – <a href="http://www.grebennikon.ru">www.grebennikon.ru</a>
2.	Science Digital Library eLIBRARY – <a href="http://www.elibrary.ru">www.elibrary.ru</a>
3.	Science Digital Library КиберЛеника – <a href="http://www.cyberleninka.ru">www.cyberleninka.ru</a>
4.	Database ПОЛПРЕД Справочники – <a href="http://www.polpred.com">www.polpred.com</a>
5.	Database OECD Books, Papers & Statistics on the platform OECD iLibrary <a href="http://www.oecd-ilibrary.org">www.oecd-ilibrary.org</a>
6.	Legal reference system КонсультантПлюс (installed resource UNECON or <a href="http://www.consultant.ru">www.consultant.ru</a> )
7.	Legal reference system «ГАРАНТ» (installed resource UNECON or <a href="http://www.garant.ru">www.garant.ru</a> )
8.	Information and referral system «Кодекс» (installed resource UNECON or <a href="http://www.kodeks.ru">www.kodeks.ru</a> )
9.	Digital library system BOOK.ru - <a href="http://www.book.ru">www.book.ru</a>
10.	Digital library system ЭБС ЮРАЙТ – <a href="http://www.urait.ru">www.urait.ru</a>
11.	Digital library system ЗНАНИУМ (ZNANIUM) – <a href="http://www.znanium.com">www.znanium.com</a>
12.	Digital library UNECON – <a href="http://opac.unecon.ru">opac.unecon.ru</a>

## 6. TECHNICAL FACILITIES

There are special rooms for lectures, seminars, coursework, group and individual consultations, current and interim assessments, as well as rooms for self-study.

The premises are equipped with equipment and teaching aids.

The rooms for students' independent work are equipped with computers with Internet connection and access to the university's electronic learning environment.

Name of classroom	Classroom location
Classroom 1043 Training classroom (for lecture- and seminar-type classes, coursework, group and individual consultations, current control and intermediate attestation), equipped with a multimedia system. Specialised furniture and equipment: Educational furniture for 42 seats (21 desks), teacher's workplace, chalk board 1 pc. (3 sections), chair 1 pc., table 2 pcs., iso chair 2 pcs.. Portable multimedia kit: Laptop HP 250 G6 1WY58EA, Multimedia projector LG PF1500G. Sets of display equipment and visual aids: multimedia applications for lecture courses and practical sessions, interactive teaching and visual aids.	191023, St. Petersburg, Griboedova canal, 30-32, lit. A, Б, P
Classroom 1064 Training classroom (for lecture- and seminar-type classes, coursework, group and individual consultations, current control and intermediate attestation), equipped with a multimedia system. Special furniture and equipment: Educational furniture for 42 seats, a teacher's workplace, a whiteboard - 1 pc, a table - 1 pc, a chair - 1 pc, an interactive projector Epson-EB-455Wi - 1 pc, a computer Intel i3-2100 2.4 Ghz/4Gb/500Gb/Acer V193 19" - 1 pc. Sets of display equipment and visual aids: multimedia applications for lecture courses and practical sessions, interactive teaching and visual aids.	191023, St. Petersburg, Griboedova canal, 30-32, lit. A, Б, P
Classroom 2007 Training classroom (for lecture- and seminar-type classes, coursework, group and individual consultations, current control and intermediate attestation), equipped with a multimedia system. Specialized furniture and equipment: Training furniture for 126 seats, teacher's workplace, m/m table - 1 pc,	191023, St. Petersburg, Griboedova canal, 30-32, lit. A, Б, P

desk - 6 pcs, chair - 1 pc, chalk board (3 sectional) - 2 pcs, Chair - 3 pcs., Computer Intel i3-2100 2.4 Ghz/4Gb/500Gb/Acer V193 19" - 1 pc, Multimedia projector Type 2 Panasonic PT-VX610E - 1 pc, ScreenMedia Champion 244x183cm (SCM-4304) - 1 pc. Sets of display equipment and visual aids: multimedia applications for lecture courses and practical sessions, interactive teaching and visual aids.	
Classroom 2009 Training classroom (for lecture- and seminar-type classes, coursework, group and individual consultations, current control and intermediate attestation), equipped with a multimedia system. Special furniture and equipment: Educational furniture for 122 seats (study table 61 pcs., chairs 122 pcs.), the teacher's workplace, desk m/m, drawer 1 pc, chalk board 1 pc (3 sections), chair 1 pc, drawer 1 pc, chair 1 pc, Chair 2 pcs., Intel i3-2100 2.4 Ghz /4Gb/500Gb/Acer V193 19" - 1 pc, Sound projector Yamaha YSP-3000 - 1 pc, Projector stand with camera decks - 1 pc, Projection screen draper - 1 pc, Multimedia projector Type 2 Panasonic PT-VX610E - 1 pc, Screen Media D1 ceiling bracket - 1 pc. Sets of display equipment and visual aids: multimedia applications for lecture courses and practical sessions, interactive teaching and visual aids.	191023, St. Petersburg, Griboedova canal, 30- 32, lit. A, B, P

## 7. METHODOLOGICAL GUIDELINES FOR STUDENTS

The following documents should be made available to the trainee before the start of the course:

- training and methodological documentation;
- local normative acts regulating the main issues of the organisation and implementation of educational activities, including those regulating the procedure for current monitoring and interim assessment of students;
- the schedule of consultations of the teaching staff.

The level and depth of mastering the discipline is determined by the active and systematic work of students in lectures, seminars, independent work, including in terms of identifying the most significant and relevant problems for further study. A special condition for qualitative mastering of the discipline is an effective organisation of work, which allows distributing the academic workload evenly in accordance with the schedule of the educational process.

When preparing for classes, students have the opportunity to attend consultations with the staff of UNECON according to the timetable set out in the schedule of consultations.

The students' in- and out-of-classroom work should aim to form:

- the fundamentals of the learner's world view and scientific understanding;
- basic knowledge relevant to the training area and the declared professional field, forming the target and professional basis for training;
- professional competences oriented towards the needs of the labour market;
- an individual trajectory by mastering a unique set of professional competences that complement the learner's competence model, through a focus on specific professional specialised areas of knowledge defined by labour market representatives;

– metha-skills for learners, such as teamwork and leadership, data analysis, digital skills, project design and implementation, intercultural interaction.

## **8. SPECIFICATIONS FOR TEACHING DISABLED PERSONS**

Students with disabilities, if necessary, are taught on the basis of an adapted work programme using special teaching methods and didactic materials that take into account the particularities of their psychophysical development, individual capacities and health status.

In order for disabled persons and persons with disabilities to master the curriculum, the University shall ensure that:

– for the visually impaired and visually impaired: availability of information on the timetable in accessible places and adapted forms for learners who are blind or visually impaired; presence of an assistant to assist the learner as needed; production of alternative formats of teaching materials (large print or audio files);

– for the hearing-impaired and hearing-impaired: adequate sound reproduction of information;

– for persons with disabilities and persons with mobility impairments: the possibility of unimpeded access for students to classrooms, restrooms and other areas of the department, as well as their stay in these areas.

Learners with disabilities and persons with disabilities are provided with printed and/or electronic educational resources in forms adapted to their disabilities. The education of students with disabilities may be organised with other students or in separate groups or organisations.

## ASSESSMENT RESOURCES

### 1.1 Control tasks and assignments for interim attestation

1. Concept of business ecosystem: interrelations with the concepts of biological ecosystem, economy as an ecosystem, social ecosystem
2. Business ecosystem, industry, industrial network, cluster: comparative analysis of concepts
3. Theoretical provisions of the founder of the business ecosystem approach J. Moore
4. Strategic roles of organizations in business ecosystems
5. Characteristics of business ecosystems: complexity, self-organization, emergence, co-evolution, adaptation
6. Benefits of business ecosystems
7. Types of business ecosystems and their distinguishing characteristics
8. Possible goals for creating business ecosystems
9. Possible structure of relationships between ecosystem participants
10. Business ecosystem success factors
11. Ecosystem life cycle stages
12. The role of digital technologies in the formation of business ecosystems
13. Gartner's "8 Dimensions of Business Ecosystems" model
14. Platform ecosystems
15. Stages of business ecosystem design
16. Main reasons for the failure of ecosystem strategies
17. Stages of formation of an ecosystem strategy
18. The concept and features of innovation ecosystems
19. The Process of value creation in business ecosystems
20. Archetypes of business ecosystems according to the IBM model

### 1.2 Topics for written task

Is not provided by the work programme of the discipline.

### 1.3 Interim checkpoints

Number	Type	Method of conduct	Topic number
1	Case	with the help of technical means and information systems	1-2
2	Project analytic work	with the help of technical means and information systems	3-4
3	Monitoring	with the help of technical means and information systems	1-4

### 1.4 Other assessment objects

Is not provided by the work programme of the discipline.



## 1.5 Self-study

Self-study task	Topic number
Preparation of messages, reports	1-2
Preparation for lectures and practical classes	1-4
Exam preparation	1-4
Development of individual / group projects	3-4

## 1.6 Grading scale

Scales of assessment and procedures for assessing learning outcomes of the discipline are regulated by the Regulations on the current control of progress and interim attestation of students in higher education programmes and the Regulations on the scoring and rating system.

**A grading and rating system** is used to assess the learning outcomes of the discipline:

The final control of the discipline is an examination (or a differentiated test), the final grade being formed in accordance with the scale given in the table below:

Points	Grade
$\leq 54$	failed
55-69	satisfactory
70-84	good
$\geq 85$	excellent

### Grading scale

2 (points to 54)	Demonstrates a lack of understanding of the problem. Many of the requirements of the assignment are not met. An initial perception of the material is demonstrated. The work is incomplete and/or plagiarized.
3 (points 55-69)	Demonstrates a partial understanding of the problem. Most of the requirements of the task have been met. Mastery of the elements of the assigned material. The material is mostly clear and coherent.
4 (points 70-84)	Demonstrates considerable understanding of the issue by the discipline. All requirements of the assignment are fulfilled. The content of the completed tasks is disclosed and examined from different perspectives.
5 (points 85-100)	Demonstrates full understanding of the problem. All requirements of the assignment are fulfilled. Demonstrates proficiency in the discipline. The completed assignments are holistic, complete, structured, present different points of view and demonstrate creativity.