Federal State Autonomous Educational Institution for Higher Education

PEOPLES' FRIENDSHIP UNIVERSITY OF RUSSIA NAMED AFTER PATRICE LUMUMBER

(RUDN University)

Department of National economy

COURSE SYLLABUS

Business in digital environment

Recommended by the Didactic Council for the Education Field

38.04.01 «Economy»

The course instruction is implemented within the professional education programme of higher education

«International Business»

2026 г.

1. THE COURSE GOALS

The main goal of the course is to form students' comprehensive perception of Knowledge Creation: To equip students with the technical skills to understand disruption, build a digital business, create customer value and leverage an ecosystem logic.

Ethical Responsibility: To instill a strong purpose-driven approach to understanding digital technologies' ethical implications and social responsibilities.

Mindset: To learn and apply a mindset that allows future-proof leadership. This involves human needs and ethical values through scalable and impactful applications.

2. REQUIREMENTS FOR LEARNING OUTCOMES

Mastering the course " Business in digital environment " is aimed at developing the following competencies (parts of competencies):

Table 2.1. The list of competencies formed by students in the mastering the COURSE

Competence code	Competence	**Competence achievement indicators (within this course)**
GC-6	Able to determine and implement the priorities of his own activities and ways to improve it based on self-assessment.	. GC-6.1. Controls the amount of time spent on specific activities; GC-6.2. Develops tools and methods of time management when performing specific tasks, projects, goals; GC-6.3. Analyzes its resources and their limits (personal, situational, temporary, etc.), for the successful completion of the task; GC-6.4. Allocates tasks for long-, medium- and short-term with justification of relevance and analysis of resources for their implementation.
PC-1.	Able to analyze and forecast the main socio-economic indicators of the enterprise, industry, region and the economy as a whole	PC 1.1. Able to prepare analytical materials for the evaluation of economic policy measures and strategic decision-making at the micro and macro levels; PC 1.2. Able to analyze and use various sources of information for economic calculations PC 1.3 Able to make a forecast of the main socio-economic indicators of the enterprise, industry, region and the economy as a whole;
PC-3.	Able to independently carry out research activities and critically evaluate the results obtained	PC-3.1 Able to generalize and critically evaluate the results obtained by domestic and foreign researchers, identify promising areas, and draw up a research program; PC-3.2 Able to substantiate the relevance, theoretical and practical significance of the chosen topic of scientific research;

Competence code	Competence	**Competence achievement indicators (within this course)**
		PC-3.3 Able to conduct independent research in accordance with the developed program and present the results to the scientific community in the form of an article or report

3. COURSE IN HIGHER EDUCATION PROGRAMME STRUCTURE

The Course " Business in digital environment **" refers to the Optional Disciplines formed by the participants in the educational relations of the block Higher Education Programme Structure**

As part of the Higher Education Programme Structure , students also master other disciplines and / or practices that contribute to the achievement of the planned results of mastering the Course " Business in digital environment ".

Table 3.1. The list of components of the Higher Education Program Structure that contribute to the achievement of the planned results of mastering the Course

Competence code	**Competence**	**Previous Disciplines (Modules) ***	**Subsequent Disciplines (Modules)***
GC-6	Able to determine and implement the priorities of his own activities and ways to improve it based on self-assessment.		Corporate finance Intellectual property management
PC-1.	Able to analyze and forecast the main socio-economic indicators of the enterprise, industry, region and the economy as a whole	Business' evaluation and company's cost management International business management	Corporate governance
PC-3.	Able to independently carry out research activities and critically evaluate the results obtained	Business' evaluation and company's cost management International business management	Corporate governance

* - filled in in accordance with the matrix of competencies

4. COURSE WORKLOAD AND ACADEMIC ACTIVITIES

Course Workload and Academic Activities 3credits.

Table 4.1. Types of academic activities during the period

of the HE program(me) mastering

Types of academic activities during the period of the the program mastering		Course workload, academic hours	Semesters			
			1	2	3	4
Contact academic hours		*36*	**36**			
lectures			**18**			
Seminars		36	**18**			
Self-study, academic hours		*63*	**63**			
Evaluation and assessment		*9*	**9**			
Course workload	academic hours	**108**	108			
	credits	**3**	3			

5. COURSE CONTENTS

Table 5.1. Content of the discipline (module) by types of academic work

Section Number	Name of the discipline section	Topic Title	Content of the topic	Type of educational work*
1.	Foundations of Digital Business	1.1 THE DIGITAL BUSINESS ERA	The business in the digital era has transformed the way companies operate, compete, and connect with customers. Gone are the days when a business's success relied solely on physical storefronts or traditional advertising. Today, digital technologies, internet connectivity, and evolving consumer behaviors have reshaped the commercial landscape, creating both unprecedented opportunities and fresh challenges. Understanding how to thrive in this environment means embracing innovation, leveraging data, and maintaining agility in a fast-paced world.	Lecture,Seminar

Section Number	Name of the discipline section	Topic Title	Content of the topic	Type of educational work*
		1.2 DIGITAL BUSINESS AND DIGITAL TRANSFORMATION IN BUSINESS	Digitalization speeded up, Digital business and related concepts, Pillars of digital business development , The reasons for going digital, Determinants of digital business success, Comparison traditional model - digital model, Digital enterprise business models, Digital transformation, The modes to transform into digital business, Digital transformation: enablers, barriers, and challenges	
		1.3 DIGITAL INFRASTRUCTURE	Digital infrastructure: essence, types. "Hard" and "soft" digital infrastructure. The impact of the IoT on the quality of digital infrastructure, Digital infrastructure in various fields, Digital tourist infrastructure, Digital infrastructure for environmental protection and ecology, Digital medical infrastructure, The latest Blockchain technology, Socio-economic benefits and threats from digital infrastructure, Smart infrastructure of the city	Lecture,Seminar
2.	Strategic Frameworks and Models	2.1 DIGITAL STRATEGIES	Understanding the impact of digital disruption, IT vs Digital Strategy, Level and positioning of Digital Strategies, Digital strategy formulation, Integrated Roadmap for Digital Strategies, The external strategic analysis, The internal strategic analysis, Setting visions and goals for Digital Strategy, Strategic Options and Strategy Formulation, Corporate digital strategies	Lecture,Seminar
		2.2 DIGITAL BUSINESS ECOSYSTEMS	The features of digital business ecosystem, Digital business ecosystem infrastructure, Competitiveness conditions and advantages of digital business ecosystem, Organizations of digital business ecosystem, Ecosystem enterprises in the	

Section Number	Name of the discipline section	Topic Title	Content of the topic	Type of educational work*
			conditions of digitalization, Innovative changes of ecosystem enterprises in the conditions of digitalization	
		2.3 CREATING HIGH-PERFORMING DIGITAL ENTERPRISES	The five Building Blocks of Digital Transformation (Operational Backbone, Operational Backbone, Digital Platform, Accountability Framework, External Developer Platform). Six building blocks for creating a high-performing digital enterprise (Strategy and Innovation, Customer decision journey, Process automation, Organization, Technology, Data and analytics), From the digital building blocks to the digital capability framework. Building dynamic capabilities for digital transformation	Lecture,Seminar
		2.4 BUSINESS MODEL INNOVATION IN THE DIGITAL LANDSCAPE	The new competitive contexts (the innovation process, the success factors of innovation and business model innovation). The digitalization process, The firm boundaries, The business model innovation, Critical success factors evolution in business model innovation, The role of boundary management and digital technologies in business model innovation, Advantages and disadvantages of boundary strategies. .	
3.	Company Business Cases	3.1 DIGITAL ENTREPRENEURSHIP: BEST PRACTICES FOR SUCCESS	Digital entrepreneurship: an overview some salient traits of the Digital Entrepreneurship . The infusion of Digital Technologies in Entrepreneurship research fields. The Digital Entrepreneurship along the firm's life cycle. Details regarding the most common	Lecture,Seminar

Section Number	Name of the discipline section	Topic Title	Content of the topic	Type of educational work*
			managerial approaches followed in both a startup and a mature firm. The cultural changes with respect to the digital context. Successfully handle an entrepreneurial ecosystem and the most relevant issues in the definition of an open governance path. Implement a successful business idea in a digitized world.	
		3.2 Shaping a Sustainable Future:Trends, Global Efforts and Role of Digital Mega Company	Potential of Digital Worlds . Amazon, Alibaba (Metaverse), Meta (Metaverse) , Alphabet (Google's Metaverse Initiative) .Apple (Apple's Metaverse Initiative) Problems and Challenges of the Metaverse.	

6. CLASSROOM EQUIPMENT AND TECHNOLOGY SUPPORT REQUIREMENTS

Table 6.1. Classroom Equipment and Technology Support Requirements

Classroom for Academic Activity Type	Classroom equipment	Specialized educational / laboratory equipment, software and materials for mastering the discipline
Lecture	Auditorium 107 for conducting lecture-type classes, equipped with a set of specialized furniture; a board (screen) and technical means of multimedia presentations.	Asus F6A laptop, Casio XJ-S 400 UN Multimedia Projector, Casio XJ-V 100W Multimedia Projector, GEHA 244*244 Projection Screen, Draper 203*1 Wired Screen, Defender Mercury 35 Mkll Speaker System, Philips TV
Seminars	Auditorium 103 for seminar-type classes, group and individual consultations, ongoing monitoring and interim certification, equipped with a set of specialized furniture and multimedia presentation equipment	Asus F6A Laptop, Casio XJ-S400UN Multimedia Projector, Digis Electra MW DSEM - 1105 Motorized Screen
Компьютерный класс	Computer class 19 for conducting classes, group and individual consultations, current control and intermediate certification,	Lenovo Intel I5 10160T/8 GB/256 GB/audio Monoblock, 24" monitor,

Classroom for Academic Activity Type	Classroom equipment	Specialized educational / laboratory equipment, software and materials for mastering the discipline
	equipped with personal computers (in the amount of 21 pcs.), a blackboard (screen) and multimedia presentation equipment.	Casio XJ-V 100W Multimedia Projector, Digis Electra 200*150 Dsem-4303 motorized Screen
Self-studies	Auditorium 29 for independent work of students (can be used for seminars and consultations), equipped with a set of specialized furniture and computers with access to EIOS.	Lenovo AIO-510-22ISH Intel I5 2200 MHz/8 GB/1000 GB/DVD/audio Monoblock, 21" monitor, Casio XJ-V 100W Multimedia Projector, Motorized Digis Electra 200*150 Dsem-4303 screen

* - the audience for independent work of students is MANDATORY!

7. RESOURCES RECOMMENDED FOR COURSE STUDY

BASIC SOURCES:

1. DOING BUSINESS DIGITALLY TEXT BOOK Edited by Pierpaolo Magliocca Publisher Department of Public Management Cracow University of Economics Rakowicka 27, 31-510 Cracow, Poland (Foggia-Cracow, 2021) p.p 254
2. OECD (2021), The Digital Transformation of SMEs, OECD Studies on SMEs and Entrepreneurship, OECD Publishing, Paris, https://doi.org/10.1787/bdb9256a-en. p.p275
3. Patrice Seuwou «Digital Business: Navigating the Digital Landscape and Thriving in the Digital Economy» DOI: 10.4324/9781032672458 Routledge, New York, NY 2026

ADDITIONAL SOURCES:

1. Aldrich, H. E., & Fiol, C. M. 1994. Fools rush in? The institutional context of industry creation. Academy of Management Review, 19(4): 645-670.
2. Bouncken, R. & Barwinski, R. 2020. Shared digital identity and rich knowledge ties in global 3D printing—A drizzle in the clouds? Global Strategy Journal, 1191): 81-108.
3. Breuer, C., Huffmeier, J., Hibben, F. & Hertel, G. 2020. Trust in teams: A taxonomy of perceived trustworthiness factors and risk-taking behaviors in face-to-face and virtual teams, Human Relations, 73(1): 3-34.
4. routhers, K. D., Chen, L., Li, S., & Shaheer, N. 2022. Charting new courses to enter foreign markets: Conceptualization, yheoretical framework, and research directions on non- traditional entry modes. Journal of International Business Studies, 53(9): 2088-2115.
5. Chang, H. H., & Sokol, D. D. 2022. How incumbents respond to competition from innovative disruptors in the sharing economy—The impact of Airbnb on hotel performance. Strategic Management Journal, 43(3), 425-446.

6. Chen, L., Li, S., Wei, J., & Yang, Y. 2022. Externalization in the platform economy: Social platforms and institutions. Journal of International Business Studies, 1-12
7. Claver-Cortés, E., Pertusa-Ortega, E. M., & Molina-Azorín, J. F. (2012). Characteristics of organizational structure relating to hybrid competitive strategy: Implications for performance. Journal of Business Research, 65(7), 993-1002.
8. Gobble, M. M. (2018). Digitalization, digitization, and innovation. Research-Technology Management, 61(4), 56-59.
9. Greiner, O., Riepl, P. and Kittelberger, D., 2017. Die digitale Strategie - der Wegweiser zur systematischen Digitalisierung des Unternehmens, in: Kieninger, M. Digitalisierung der Unternehmenssteuerung: Prozessautomatisierung, Business Analytics, Big Data, SAP S/4HANA, Anwendungsbeispiele, Stuttgart: Schäffer-Poeschel, pp. 19–32.
10. Haseeb, M., Hussain, H. I., Kot, S., Androniceanu, A., and Jermsittiparsert, K. (2019), "Role of social and technological challenges in achieving a sustainable competitive advantage and sustainable business performance", Sustainability, Vol. 11 No. 14, pp. 3811
11. Korachi, Z., & Bounabat, B. (2020). General Approach for Formulating a Digital Transformation Strategy. J. Comput. Sci, 16, 493-507.
12. Kretschmer, T., & Khashabi, P. (2020). Digital transformation and organization design: An integrated approach. California Management Review, 62(4), 86-104.
13. Microsoft (2025). Microsoft Launches Next Stage of Skills Initiative after Helping 30 Million People. Microsoft News Center. Accessed June 13, 2025. Available at: https://news.microsoft.com/skills/
14. Microsoft (2025). Microsoft Launches Next Stage of Skills Initiative after Helping 30 Million People. Microsoft News Center. Accessed June 13, 2025. Available at: https://news.microsoft.com/skills/
15. Rachinger, M., Rauter, R., Müller, C., Vorraber, W., and Schirgi, E. (2019), "Digitalization and its influence on business model innovation", Journal of Manufacturing Technology Management, Vol. 30 No. 8, pp. 1143- 1160.
16. Schaltegger, S., Hansen, E. G., and Lüdeke-Freund, F. (2016), "Business models for sustainability: Origins, present research, and future avenues", Organization & Environment, Vol. 29 No. 1, pp. 3-10.
17. Tiago, M. T. P. M. B. and Verìssimo, J. M. C., (2014), "Digital marketing and social media: Why bother?", Business Horizons, Vol. 57 No. 6, pp. 703-708.
18. Zhang, D.Z. (2011), "Towards theory building in agile manufacturing strategies—Case studies of an agility taxonomy", International Journal of Production Economics, Vol. 131 No. 1, pp. 303-312.
19. Zott, C., and Amit, R. (2007), "Business Model Design and the Performance of Entrepreneurial Firms." Organization Science, Vol. 18 No. 2, pp. 181–199.
20. International Telecommunication Union (2023). Measuring Digital Development: Facts and Figures 2023. Available at: https://www.itu.int/en/ITU-D/Statistics/Pages/facts/default.aspx
21. International Telecommunication Union (2025). Digital Infrastructure Investment: Closing the digital infrastructure investment gap by 2030. Whitepaper. Available at https://www.itu.int/hub/publication/s- dii-diii-whitepaper-2025/.

• *Electronic libraries with access for RUDN students. Databases and search engines*

. EBS РУДН и сторонние ЭБС, к которым студенты университета имеют доступ на основании заключенных договоров:

- RUDN Electronic Library System - RUDN EBS http://lib.rudn.ru/MegaPro/Web
- ELS "University Library Online" http://www.biblioclub.ru
- EBS Yurayt http://www.biblio-online.ru
- ELS "Student Consultant" www.studentlibrary.ru
- EBS "Lan" http://e.lanbook.com/
- EBS "Trinity Bridge"

2. Databases and search engines:

- electronic fund of legal and normative-technical documentation http://docs.cntd.ru/
- Yandex search engine https://www.yandex.ru/
- Google search engine https://www.google.ru/
- abstract database SCOPUS http://www.elsevierscience.ru/products/scopus/-
- *Database "Multilingual dictionary of Terms", information bibliographic databases of INION RAS, Databases of regulatory acts of the Russian Federation: ConsultantPlus: VersiaProf. ONLINE VERSION, Database on business and economics (Business Source Complete).*

Educational and methodological materials for independent work of students in the development of the discipline/module:*

To study the discipline, it is necessary to master the established number of regulatory legal acts. Based on the lecture material and the development of normative legal acts, the student performs types of practical work on the discipline. When performing certain types of work, the student uses the software product Alta-soft.

* - all educational and methodological materials for independent work of students are placed in accordance with the current procedure on the page of the discipline in TUIS!

https://esystem.rudn.ru/enrol/index.php?id=2310

8. EVALUATION MATERIALS AND SCORE-RATING SYSTEM FOR ASSESSING THE LEVEL OF FORMATION OF COMPETENCES IN THE COURSE

Evaluation materials and a point-rating system* for assessing the level of competence formation (part of competences) based on the results of mastering the discipline "International Trade" are presented in the Appendix to this Work Program of the discipline.

* - OM and PRS are formed on the basis of the requirements of the relevant local normative act of the Peoples' Friendship University of Russia.

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