



UK

## SYLLABUS 2025-2026

### Business Game DDRS

#### MODULE SPECIFICATION

Module Code	2526_ECO_2_EN_010
Campus	Oxford
Department(s)	Territorial Economy and Sustainable Development
Level / Semester	Masters Year 1 (M1); Equivalent to FHEQ level 7 Semester 08
Language of Instruction	English
Teaching Method	<input checked="" type="checkbox"/> In-person (face-to-face) <input type="checkbox"/> Distance learning (live online) <input type="checkbox"/> e-Learning (asynchronous) <input type="checkbox"/> Hybrid: _____
Pre-requisite(s)?	None
ECTS <i>Reminder: 1 ECTS = between 20 and 30hr- student workload</i>	2
Equivalent FHEQ credits	4
Study Hours	50 hours which comprise of 14 directed learning and 36 independent learning/assessment hours

#### MODULE DESCRIPTION

Module Aims	This module provides a dynamic and immersive business simulation that places students in the role of managers navigating the complex intersection of business growth, environmental sustainability, and social impact. Grounded in experiential and problem-based learning, the module enables students to actively engage with the complexities of sustainability in a realistic and risk-free environment. Participants will make and justify strategic decisions related to production,
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	investment, and stakeholder engagement, and learn to apply systems thinking to model and manage interconnected business challenges. The curriculum is designed to foster critical thinking and ethical reasoning, preparing students to make informed, data-driven decisions under uncertainty and time pressure.
<b>Teaching Arrangement</b>	This business game is grounded in experiential learning, enabling students to actively engage with the complexity of sustainability in a realistic and risk-free environment. The simulation encourages systems thinking, requiring learners to consider the interconnected impacts of business decisions on environmental, social, and economic outcomes. The game integrates problem-based learning, presenting evolving real-world challenges that demand critical thinking, ethical reasoning, and creativity. Reflective debriefs and individual assignments reinforce learning by bridging the simulation experience with academic theory and personal insights.
<b>Learning Outcomes</b>	By the end of this module, students should be able to: <ol style="list-style-type: none"> <li>1. Critically evaluate the strategic business implications of sustainability by analysing the complex trade-offs between economic, environmental, and social objectives.</li> <li>2. Systematically apply systems thinking to model and manage the interconnected business and sustainability challenges facing an organisation.</li> <li>3. Formulate and defend informed, data-driven strategic decisions under conditions of uncertainty and time pressure.</li> <li>4. Appraise the multifaceted impact of corporate actions on a diverse range of stakeholders.</li> </ol>
<b>Competency Goals*</b> <i>(Knowledge, expertise and interpersonal skills)</i>	PGE_M_CG01 - To be equipped with efficient business skills
<b>Alignment with Programme Learning Goals*</b>	PGE_M_CG01_LO05 - To identify the appropriate methodology to solve a problem
	PGE_M_CG04_LO01_I02 - To distinguish between what is a strategic situation and what is not
	PGE_M_CG05_LO01 - To understand the concepts of sustainable development and ethics and what is at stake for the organisation

## SESSION TOPICS / MODULE SCHEDULE

*(Please note, a session/sequence may be more than one scheduled class)*

### Session 1: Introduction and Setup

*Content:*

*Last reviewed: 12/09/2025*

- Introduction to sustainable development and business
- Briefing on game mechanics and rules
- Formation of teams
- Initial team strategy planning

*References:*

- Aagaard, A. (2016) *Sustainable business: Integrating CSR in business and functions*. Gistrup, Denmark: River Publishers.
- Elkington, J. (1997) *Cannibals with forks: The triple bottom line of 21st century business*. Capstone Publishing.

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Session 2: Game Round 1

*Content:*

- Game begins:
  - Teams make business decisions (production, R&D, CSR, energy use, HR)

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Session 3: Game Round 2

*Content:*

- Scenario updates: new events, policy updates, NGO campaigns

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Session 4: Game Round 3

*Content:*

- Introduction of new sustainability challenges (e.g. carbon pricing, supply chain disruptions)

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Session 5: Game Round 4

*Content:*

- Continued simulation with increasing complexity
- Competitor analysis and market shifts

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Session 6: Final Round

*Content:*

- Final decision round

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Session 7: Reflection

*Content:*

- Results presentation and sustainability impact reports
- Group reflections and feedback
- Discussion of real-world parallels

## KEY TEXTS

1. Aagaard, A. (2016) *Sustainable business: Integrating CSR in business and functions*. Gistrup, Denmark: River Publishers.

## SUPPLEMENTARY TEXTS

1. Elkington, J. (1997) *Cannibals with forks: The triple bottom line of 21st century business*.

Capstone Publishing.

2. Lüdeke-Freund, F., Massa, L. and Breuer, H. (2024) 'Sustainable business model design', *Journal of Business Models*, 12(1), pp. 115-132.
3. Mitchell, R.K., Agle, B.R. and Wood, D.J. (1997) 'Toward a theory of stakeholder identification and salience: Defining the principle of who and what really counts', *Academy of Management Review*, 22(4), pp. 853-886. doi:10.2307/259247.

## MODES OF ASSESSMENT

<b>Continuous Assessment (40%)</b>	Business game team performance	30%
	Peer/teamwork assessment	10%
<b>Final Exam (60%)</b>	Sustainability strategy plan (slide deck and oral presentation)	

## MODULE DESIGN TEAM

- Author: *Octavio Escobar*
- Reviewer: *Hendrik Lohse*
- External Reviewer: *Nigel Tomlinson*