

## New Business Models

Código: ERAGT093 Sigla: NBM

Área Científica: Gestão

Ocorrência: 2025/26 - 2S

Área de Ensino: [Gestão](#)

### Cursos

Sigla	Nº de Estudantes	Plano de Estudos	Ano Curricular	Créditos	Horas Contacto	Horas Totais
ERSGT		<a href="#">Curso Mobilidade Internacional Erasmus</a>	1º	4,5	45	45

### Horas Efetivamente Lecionadas

#### Docência - Horas Semanais

Teórico-Práticas: 3,00

Tipo	Docente	Turmas	Horas
<a href="#">Teórico-Práticas</a>	Totais	1	3,00
	<a href="#">Sandra Margarida Bernardes de Oliveira</a>		3,00

#### Docência - Responsabilidades

Docente	Responsabilidade
<a href="#">Sandra Margarida Bernardes de Oliveira</a>	Responsável

Ficha Provisória, aguarda validação.

### Objetivos de aprendizagem e a sua compatibilidade com o método de ensino (conhecimentos, aptidões e competências a desenvolver pelos estudantes)

The course aims to enable students to:

- 1- Understand core components of business models
- 2 - Analyze emerging digital and sustainable business models
- 3 - Apply innovation tools to real-world challenges
- 4 - Collaborate effectively in international teams
- 5 - Communicate business ideas professionally

### Conteúdos programáticos

Module 1 : Foundations of Business Models

Concept and definition of BM; value creation, value delivery, and value capture; core components of traditional BM; evolution of BM.

**Module 2 ¿ Digital & Platform Business Models**

Digital transformation and business models; platform economies and multi-sided markets; network effects and data-driven value creation; subscription, freemium, and AI-enabled models.

**Module 3 ¿ Sustainable & Circular Business Models**

Linear versus circular economy models; sustainable business model innovation; ESG-driven value creation; social enterprises and impact models.

**Module 4 ¿ International & Cross-Cultural Perspectives**

Business model adaptation across countries; emerging markets and frugal innovation.

**Module 5 ¿ Business Model Innovation Lab**

Business Model Canvas; Value Proposition Design; experimentation and customer discovery; minimum viable products (MVPs).

**Module 6 ¿ Pitching & Evaluation**

Storytelling for business models; evaluation and validation of business models.

**Demonstração da coerência dos conteúdos programáticos com os objetivos de aprendizagem da unidade curricular**

The course is structured progressively to ensure alignment between modules and learning objectives. The first module introduces the core concepts of value creation, delivery, and capture, providing a common analytical foundation for students from diverse backgrounds. The second module builds on this foundation by examining digital and platform-based business models, enabling students to critically analyze the strategic implications of digitalization.

The third module focuses on sustainable and circular business models, linking sustainability challenges with economic value creation through applied redesign activities. The fourth module emphasizes international and cross-cultural perspectives, allowing students to evaluate how business models adapt across different institutional and cultural contexts.

The fifth module integrates prior learning through a business model innovation lab, where students design and develop their own business model concepts in multicultural teams. The final module focuses on pitching and evaluation, ensuring that students can effectively communicate and defend their business model ideas.

**Metodologias de ensino e de aprendizagem específicas da unidade curricular articuladas com o modelo pedagógico**

Lectures are used selectively and interactively to introduce key theoretical concepts and analytical frameworks, providing a common knowledge base for students from diverse academic and cultural backgrounds. These sessions are complemented by case-based discussions that encourage critical thinking and the application of theory to real-world business situations. This approach supports conceptual understanding while fostering analytical and interpretative skills.

Workshops and practical labs constitute a core methodological component of the course. Through activities such as business model mapping, redesign challenges, and prototyping, students engage in experiential and problem-based learning. These methods are aligned with a learning-by-doing pedagogical model, enabling students to develop practical competencies in business model analysis and innovation.

Collaborative learning is central to the curricular unit. Multicultural group work is systematically integrated across modules, promoting peer learning, intercultural communication, and teamwork skills. Structured peer feedback and reflection activities further reinforce learning and encourage self-assessment and continuous improvement.

Finally, the use of project-based learning culminates in a final pitch presentation, where students synthesize knowledge, skills, and attitudes acquired throughout the course.

**Avaliação**

Group Business Model Project (40%) is the main assessment element;

Final Pitch Presentation (30%);

Individual Reflection Paper (20%);

Active Participation (10%) assesses continuous engagement in classes, workshops, and peer feedback activities, encouraging preparation and active contribution throughout the course.

## **Demonstração da coerência das metodologias de ensino e avaliação com os objetivos de aprendizagem da unidade curricular**

Teaching methodologies are based on an active, student-centered pedagogical model that combines interactive lectures with case studies, group work, debates, and practical workshops. These approaches support the acquisition of core conceptual knowledge while promoting critical thinking, problem solving, and the practical application of business model frameworks. Multicultural group work is a central element, directly supporting learning objectives related to collaboration, intercultural awareness, and the design of innovative business models.

Assessment methods are aligned with these teaching approaches. The group project evaluates students' ability to apply theoretical concepts to the development of an innovative business model in an international team context. The final pitch assesses communication and argumentation skills, while the individual reflection paper ensures personal engagement and critical reflection on learning outcomes. Class participation encourages continuous involvement in the learning process.

### **Bibliografia de consulta (existência obrigatória)**

Johnson, M. W. (2018). Seizing the white space: Business model innovation for growth and renewal. Harvard Business Review Press.

Osterwalder, A., & Pigneur, Y. (2010). Business model generation: A handbook for visionaries, game changers, and challengers. John Wiley & Sons.

Osterwalder, A., Pigneur, Y., Bernarda, G., Smith, A., & Papadakos, T. (2014). Value proposition design: How to create products and services customers want. John Wiley & Sons.

Parker, G. G., Van Alstyne, M. W., & Choudary, S. P. (2016). Platform revolution: How networked markets are transforming the economy and how to make them work for you. W. W. Norton & Company.