TEACHING GUIDE - 2026-2027

Strategic alliances to develop more inclusive and sustainable societies

UGRA_014632

Departments	Department of Society, Politics and Sustainability
Teaching Languages	English
ECTS	3
Teacher responsible	Monica Reig Majoral - monica.reig@esade.edu

Course Goals

In today's progressively globalized economy, governments in leading democracies around the world face significant challenges when attempting to respond to the needs of their increasingly developed and complex societies. Given this context, we cannot analyze any of the key social actors (governments, companies, and NGOs) in isolation. Instead, we have to examine their interdependencies given that the actors all interact to carry out their activities.

Strategic alliances between the public and private sectors represent the new paradigm for the joint creation of social and economic value, complementing the different parties' respective cultures, competencies, resources and knowledge. In today's world, public-private collaboration is also required to be able to achieve the United Nations' Sustainable Development Goals (SDGs).

Private-sector participation in public value-creation processes is based, to a large extent, on public-private collaboration initiatives. These are often highly formalized through outsourcing agreements or public-private associations. However, they can also be based on more informal agreements, such as collaboration networks between different sectors.

The significant changes our societies are undergoing have also had a clear impact on the training future professionals need. One of the objectives of the Bachelor of Business Administration program is to provide students with a holistic and general view of the ecosystem in which companies operate. In this respect, the aim is to give students a competitive advantage in terms of their professional development, learning about the impact governments have on markets and their development and identifying public-private collaboration models which can create value for both companies and societies.

Teaching methodology

To achieve the class objectives, we will combine lecture classes with in-class discussions and analyses of real case studies.

Lectures/discussions with a lecture class/debate structure. These sessions are dedicated to introducing and discussing the different public-private cooperation frameworks, concepts and theories. External experts will be invited to take part in some of these sessions. These lecture/discussion sessions generally include assigned readings (articles or book chapters). Students have to make every effort possible to read the week's required readings and to prepare them to be able to describe their content and debate on some of the ideas in class. Students are expected to read and study the assigned material before each session in order to ensure sessions are dynamic and to enrich the in-class discussions.

Case studies. The case study methodology is one of the most effective pedagogical tools to develop students' analytical and decision-making skills. Consequently, students are required to actively participate in decision-making exercises. Similarly, case studies represent a tool for students to apply the theories, concepts and frameworks addressed and debated on in class or which are described in the assigned readings.

Description

Course contribution to program

The Strategic Alliances for More Inclusive and Sustainable Societies class provides students a systemic view of these collaborative initiatives. The aim is to provide them the knowledge they need to achieve a global view in which the public sector, the market and civil society interact to work together, ensure citizens' interests are met and promote more sustainable and inclusive production markets.

COURSE LEARNING OBJECTIVES

Through this class, students will acquire knowledge to be able to understand and analyze governance questions related to these alliances, taking into account the specific traits of both the public and private sectors, and identify the risks and challenges these collaborative initiatives face. In addition, students will become familiar with the conditions required for these cross-sector initiatives to achieve their full potential.

Upon completing this class, students are expected to:

- Understand the interdependencies between the public and private (for and not-for-profit) sectors to have social impact.
- Understand the differences and similarities between the public and private sectors.
- Be familiar with the potential and limits of public-private

collaboration from both a strategic and management point of view.

- Develop the necessary skills to identify, create and manage strategic alliances within their respective environments.
- Be familiar with public-private collaborative governance trends in the most developed countries.
- Identify, assess and manage strategic alliance risks in times of uncertainty and crisis.

Towards the end of the class, students are also expected to have developed a solid conceptual reference framework for cooperation between the public and private sectors and to be able to understand, discuss and define the different collaboration models as strategic tools to address highly complex social issues.

Bibliography

, Faculty will provide a list of readings, case studies, videos and useful websites on the class page in Moodle.

Content

#	Topic
1	1. Public governance in contemporary settings In this first subject block, students will achieve an overview of governments in leading democracies and the new ways in which they are responding to their societies needs and social problems.
2	2. Distinctive public and private-sector traits In this second block, we'll explore a conceptual framework for these collaborative initiatives, the unique traits which distinguish the private and public sectors and the power and different responsibilities both have with respect to society. The aim is to identify how these differences affect the way they behave and learn about the essential elements to ensure projects succeed.
3	3. Types of public-private collaboration: Design, organization and implementation This subject block focuses on analyzing the different types of collaboration projects and how to choose the most appropriate model depending on the circumstances. We will analyze public service outsourcing in depth alongside initiatives which go beyond mere exchanges and seek a greater common good to benefit society, including partnerships and public-private alliances.
4	4. Strategic alliances as innovation drivers In the last block, we'll analyze the strategic management challenges implied by public-private collaboration as a means to implement public policies and intervene in the country's economic and social life. We will also address how collaboration between sectors can innovate public services and serve to stimulate economic and business activity.

Assessment

Tool	Assessment tool	Category	Weight %
Participation in program activities		Retake and ordinary round	50.00%
Final individual project		Retake and ordinary round	50.00%

PROGRAMS

BBA20-Bachelor of Business Administration (BBA) (Undergraduates: Business)
- BBA20 Year 4 (Optative)
- BBA20 Year 3 (Optative)

BBA23-Bachelor of Business Administration (BBA) (Undergraduates: Business)
- BBA23 Year 3 (Optative)
- BBA23 Year 4 (Optative)

BBA25-Bachelor of Business Administration (BBA) (Undergraduates: Business)
- BBA25 Year 1 (Mandatory)

DBAI21-Double Degree in Business Administration and Artificial Intelligence for Business (Undergraduates: Business)
- DBAI21 Year 3 (Optative)
- DBAI21 Year 4 (Optative)

DBAI23-Double Degree in Business Administration and Artificial Intelligence for Business (Undergraduates: Business)
- DBAI23 Year 3 (Optative)
- DBAI23 Year 4 (Optative)