

<b>ACADEMIC AREA</b>	<b>: MARKETING</b>
<b>PROGRAMME</b>	<b>:</b>
<b>PERIOD</b>	<b>: FALL</b>
<b>COORDINATOR</b>	<b>: Mr. Muhammad Akib WARRAICH</b>
<b>INSTRUCTOR(S)</b>	<b>: Mr. Muhammad Akib WARRAICH</b>
<b>CONTACT HOURS</b>	<b>: 30 hours</b>
<b>STUDY TIME</b>	<b>: 120 hours (Class preparation, homework and assessments)</b>
<b>CREDITS</b>	<b>: 4.0 ECTS</b>

**PRE-REQUISITE MODULES :**

none

**MODULE DESCRIPTION :**

{Description du module.Module}

**CONTRIBUTION TO PROGRAMME LEARNING OBJECTIVES :**

- Apply high standards of ethics, CSR and professional responsibility to transform business and society for the better
- Combine broad & deep knowledge creatively to formulate and implement innovative business solutions

**MODULE INTENDED LEARNING OUTCOMES (ILOs) :**

The goal of the module is to learn how to create experimental interventions that will help individual consumers act in a more sustainable manner. This will include the following intended learning outcomes (ILOs):

1. Learning about sustainable and unsustainable consumer behaviors.
2. Learning to think about consumer behavior in a systematic manner to identify barriers to behavior change.
3. Learning about the fundamentals of experiments in social psychology.
4. Learning about existing experimental and marketing interventions to overcome barriers to behavior change.
5. Applying all this knowledge to create interventions.

**TOPICS COVERED :**

In accordance with ILOs identified above:

1. A discussion of consumer behaviors that contribute most to contemporary problems of environmental degradation (e.g., food waste, flying, ...)
2. The COM-B model ('capability', 'opportunity', 'motivation' and 'behavior').
3. An introduction to experimentation in social psychology.
4. Ease the change, socialize the change, motivate the change.

**RESEARCH-LED TEACHING :****CSR AND SUSTAINABLE DEVELOPMENT GOALS :****CSR NB HOURS :****SUSTAINABLE DEVELOPMENT GOALS COVERED :**

- 01 - No poverty
- 03 - Good health and well-being
- 04 - Quality education
- 06 - Clean water and sanitation
- 07 - Affordable and clean energy
- 08 - Decent work and economic growth
- 09 - Industry, innovation and infrastructure
- 10 - Reduced inequalities
- 12 - Responsible consumption and production
- 17 - Partnership for the goals

**TEACHING METHODS :**

Teacher lectures and student presentations. In addition, the class will discuss results from surveys among the students, videos, case studies, and guest lectures from company representatives about behavior change in the domain of sustainability. Students will be encouraged to process and discuss the course material presented in class, aided by short exercises.

**METHODS OF ASSESSMENT :**

Continuous/Final	Group/Individual	Assessment	Weight	Duration	ILOs assessed
Continuous	Group	Group project	20%		1
Continuous	Group	Group project	20%		all
Final	Individual	Final written exam	60%		all

**Assessment 1 details:**

Each group of students will be designated a company. They will have to set sustainability development goals for the company and to prepare a plan to explain an important environmental problem, to elucidate how consumers contribute to this problem (current behavior), and how consumers can change their behavior to reduce their contribution to the problem (desired behavior).

**Assessment 2 details:**

Students will have to design a sustainability plan for some specific companies and implement one of the discussed techniques to get from current unsustainable behavior to desired sustainable behavior, in a particular context in which unsustainable behavior occurs.

**Assessment 3 details:**

A written final exam based on lecture discussions.

**ACADEMIC INTEGRITY :**

Plagiarism is copying another's work or ideas. This includes sections (sentences, tables, diagram) of books or articles, another student's work or text, diagram, data from the internet without proper referencing etc. Adding your name to group work in which you have not participated or letting a student who has not participated add his/her name to work is also considered as an offence and will lead to disciplinary action for all involved.

Plagiarism in any assessed work (continuous assessment, examinations and projects) is considered as a serious offence and will lead to disciplinary action.

Other forms of academic dishonesty are subject to disciplinary sanctions. Academic dishonesty, other than plagiarism may take any number of forms such as submission of the work more than once whether the earlier submission was at another institution, unless prior approval has been obtained, cheating on an examination, aiding another student's dishonesty, unauthorized or inappropriate use of computers, calculators and other forms of technology in course work,

assignments or examinations.

**BIBLIOGRAPHY :**

White, K., Habib, R., & Hardisty, D. J. (2019). How to SHIFT Consumer Behaviors to be More Sustainable: A Literature Review and Guiding Framework. *Journal of Marketing*, 83(3), 22–49. [Article available : <https://bit.ly/3wX17a8>]

**Additional Reading**

**MODULE PLAN SESSIONS :**

**Plan Session 01 :**

Introduction to the course  
Survey results about climate change

**Plan Session 02 :**

Introduction to experiments

**Plan Session 03 :**

Ease the change, socialize the change, motivate the change

**Plan Session 04 :**

Pacing sustainability performance in European consumer and elsewhere

**Plan Session 05 :**

Performance and importance of global sustainability programs for future customers

**Plan Session 06 :**

Sustainability challenges for global entrepreneurs

**Plan Session 07 :**

Maintaining profits, expansion, brand development and sustainability

**Plan Session 08 :**

Sustainability and customer engagement

**Plan Session 09 :**

Sustainability and customer attention

**Plan Session 10 :**

Student presentations



## SYLLABUS

CR411E\_0108\_21

### Sustainable Production Systems

<b>ACADEMIC AREA</b>	<b>: MANAGEMENT AND ORGANIZATIONS</b>
<b>PROGRAMME</b>	<b>: HBBA / PGE / UGTC LEVEL 4 PGE</b>
<b>PERIOD</b>	<b>: FALL</b>
<b>COORDINATOR</b>	<b>: Mrs. Jennifer RAMSAY</b>
<b>INSTRUCTOR(S)</b>	<b>: Mrs. Jennifer RAMSAY</b>
<b>CONTACT HOURS</b>	<b>: 30 hours</b>
<b>STUDY TIME</b>	<b>: 120 hours (Class preparation, homework and assessments)</b>
<b>CREDITS</b>	<b>: 6.0 ECTS</b>

**PRE-REQUISITE MODULES :**

**MODULE DESCRIPTION :**

**CONTRIBUTION TO PROGRAMME LEARNING OBJECTIVES :**

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**MODULE INTENDED LEARNING OUTCOMES (ILOs) :**

By the end of the module, students should be able to:

1. Understand the role of consumption and production in our current global society.
2. Critically evaluate the opportunities for business in sustainable production.
3. Understand the relationship between the individual, businesses, the state and other levers.
4. Critically assess sustainable product and service design.
5. Critically assess systemic issues from a range of stakeholder viewpoints.

**TOPICS COVERED :**

Goal 12 of UN SDGs  
Stakeholders  
Planned obsolescence  
Footprint of industries  
Consumerism  
Behaviour change  
Happiness and wellbeing  
SHIFT  
Planetary boundaries  
Doughnut economics  
Sharing and leasing economies  
Designing for sustainability  
Circular economy

Life cycle assessment  
 Sustainability and financial performance  
 Greenwashing and dilemmas  
 EU, US and international standards and regulations  
 Evaluating performance  
 Trends  
 Attitude behaviour gap  
 Social media, influencers  
 Applications

**TEACHING METHODS :**

- Lectures on key concepts and standards.
- In-class discussions on key concepts and procedures.
- Knowledge and understanding quizzes
- Role play roundtable assessment

**METHODS OF ASSESSMENT :**

Continuous/Final	Group/Individual	Assessment	Weight	Duration	ILOs assessed
Continuous	Group	Group project	40%	90 minutes	1, 2, 3, 5
Final	Individual	Essay	50%		1, 2, 3, 4, 5
Continuous	Individual	Quiz	10%	10 minutes	1,2,3,4,5

**Assessment 1 details:**

Stakeholder roundtable session.  
 Students will be divided in stakeholder groups and provided with some initial information on this groups and the scenario.

Preparation (25%) - Groups will research the position/stakes of their stakeholder group and summarize their research on the group's position . Each group analyzes which positions and stakes the other groups have and which strategy they anticipate the other stakeholder groups will engage in.  
 A short paper is submitting outlining this stakeholder information, the objectives for their own group, and the title of their pitch.

Pitches and discussion (55%)- Each group will present a short proposal for how to move forward as an industry. The format is open.  
 A discussion will follow between all stakeholder groups

Action plan (20%) - The whole class must agree on the next steps.

**Assessment 2 details:**

Analysis and critique of a sector.  
 For any given sector (not mobility or avocados), the following points will be covered:  
 - State of the sector  
 - Best and worst in class  
 - Looking forward

**Assessment 3 details:**

End of session quizzes  
 5 questions at the end of each session.

1pt per question answered + 1pt per question answered correctly for a maximum of 10 points per session.

### **ACADEMIC INTEGRITY :**

Plagiarism is copying another's work or ideas. This includes sections (sentences, tables, diagram) of books or articles, another student's work or text, diagram, data from the internet without proper referencing etc. Adding your name to group work in which you have not participated or letting a student who has not participated add his/her name to work is also considered as an offence and will lead to disciplinary action for all involved. Plagiarism in any assessed work (continuous assessment, examinations and projects) is considered as a serious offence and will lead to disciplinary action.

Other forms of academic dishonesty are subject to disciplinary sanctions. Academic dishonesty, other than plagiarism may take any number of forms such as submission of the work more than once whether the earlier submission was at another institution, unless prior approval has been obtained, cheating on an examination, aiding another student's dishonesty, unauthorized or inappropriate use of computers, calculators and other forms of technology in course work, assignments or examinations.

### **BIBLIOGRAPHY :**

Raworth, K., (2018). Doughnut Economics: Seven Ways to Think Like a 21st-Century Economist. Random House. [eBook available]  
Middlemiss, L. (2018). Sustainable Consumption: Key Issues (Key Issues in Environment and Sustainability). Routledge. [eBook <https://vu.fr/swlH>]

### **Additional Reading**

Jackson, T., (2016). Prosperity without Growth: Foundations for the Economy of Tomorrow. Routledge  
Berners-Lee, M. (2020). How bad are bananas? The Carbon Footprint of Everything. Profile Books Ltd.  
UNEP, Sustainable Consumption and Production Global edition, A Handbook for Policymakers

### **MODULE PLAN SESSIONS :**

Session 1: What are sustainable production systems?

Definitions  
Sustainable Production  
Sustainable Consumption  
Goal 12 of UN SDGs  
Stakeholders

Session 2: The business context

History of consumerism  
Planned obsolescence  
Footprint of industries

Session 3: Understanding the consumer

Intrinsic and extrinsic motivations  
Happiness and wellbeing  
SHIFT and nudges  
Trends

Session 4: Designing a more sustainable society

Planetary boundaries  
Doughnut economics  
Sharing and leasing economies

#### Session 5: Designing more sustainable products and services

Designing for sustainability  
Circular economy  
Life cycle assessment  
Sustainability and financial performance

#### Session 6: Designing more sustainable business

Opportunities for business  
Examples across sectors  
Green washing and dilemmas  
Trends

#### Session 7: Regulations and Finance

EU, US and international standards and regulations  
Evaluating performance  
COP26  
Financial levers

#### Session 8: Zoom on an industry - mobility

Case studies  
Issues and challenges in the mobility sector

#### Session 9: The digital age

Issues and solutions  
Digital ethics  
Social media, influencers  
Applications

#### Session 10: Final session - group project

Avocados – green gold or trafficking terror?



## **SYLLABUS**

**CY401E**

### **Introduction to Cybersecurity Risk**

**ACADEMIC AREA** : FINANCE AND ACCOUNTING  
**PROGRAMME** :  
**PERIOD** : FALL  
**COORDINATOR** :  
**INSTRUCTOR(S)** :  
**CONTACT HOURS** : 30 hours  
**STUDY TIME** : null hours (Class preparation, homework and assessments)  
**CREDITS** : 4.0 ECTS

**PRE-REQUISITE MODULES** :

**MODULE DESCRIPTION** :

**CONTRIBUTION TO PROGRAMME LEARNING OBJECTIVES** :

- Appraise & manage company performance in accordance with relevant quality processes & legislation
- Demonstrate advanced technological literacy to enhance business performance in the work place

**MODULE INTENDED LEARNING OUTCOMES (ILOs)** :

**TOPICS COVERED** :



**RESEARCH-LED TEACHING :**

**CSR AND SUSTAINABLE DEVELOPMENT GOALS :**

**CSR NB HOURS :**

**SUSTAINABLE DEVELOPMENT GOALS COVERED :**

-

**TEACHING METHODS :**

**METHODS OF ASSESSMENT :**

<b>Continuous/Final</b>	<b>Group/Individual</b>	<b>Assessment</b>	<b>Weight</b>	<b>Duration</b>	<b>ILOs assessed</b>

**ACADEMIC INTEGRITY :**

**BIBLIOGRAPHY :**

**Additional Reading**

**MODULE PLAN SESSIONS :**



<b>ACADEMIC AREA</b>	<b>: FINANCE AND ACCOUNTING</b>
<b>PROGRAMME</b>	<b>: HBBA / PGE / UGTC LEVEL 4 PGE</b>
<b>PERIOD</b>	<b>: FALL</b>
<b>COORDINATOR</b>	<b>: Mr. Fazal MUHAMMAD</b>
<b>INSTRUCTOR(S)</b>	<b>: Mr. Fazal MUHAMMAD</b>
<b>CONTACT HOURS</b>	<b>: 30 hours</b>
<b>STUDY TIME</b>	<b>: 95 hours (Class preparation, homework and assessments)</b>
<b>CREDITS</b>	<b>: 4.0 ECTS</b>

**PRE-REQUISITE MODULES :**

Students are expected to have a knowledge of Corporate Finance Fundamentals and Financial Analysis. Background in mathematics is a plus.

**MODULE DESCRIPTION :**

Risk Management is a fundamental challenge that financial managers confront in business world. Particularly, the challenges emanating in the aftermath of the 2008 financial crisis - rampant information flows, growing volatility, changing regulatory environment and tight monitoring - increasingly entails a grasp on understanding, measuring, and managing various types of risk. Thus, a holistic enterprise-wide approach towards risk management is essential to cater for the large-scale operations for not only financial institutions but also industrial firms. Risk management establishes standards for aggregating disparate information, gathering market data, calculating risk measures and creating timely reporting tools for management market, credit, and operational risks. This course is aimed to provide its participants an understanding about the basic concepts of risk, its measurement and management particularly in the context of financial institutions.

**CONTRIBUTION TO PROGRAMME LEARNING OBJECTIVES :**

- Appraise & manage company performance in accordance with relevant quality processes & legislation
- Develop critical thinking and strategic perspective to lead & solve complex problems in ambiguous global environments

**MODULE INTENDED LEARNING OUTCOMES (ILOs) :**

1. Identify the different types of risks threatening a financial institution: market, credit & operational risks.
2. Differentiate the main approaches (Analytical, Historical, Monte Carlo VaR) to implement a risk management policy.
3. Understand the key principles of Basel II and III
4. To analyse the impact of risk on performance (link economic capital / RAROC)
5. Implement in Excel risk measures (Analytical, Historical, Monte Carlo VaR) for portfolio of stocks, bonds and derivatives
6. Monitor and back test a risk management policy

**TOPICS COVERED :**

- . Definition of risk and introduction to risk management
- . Sources and types of risk
- . Value at Risk (VaR), Why and How to use VaR, types of VaR
- . Monte Carlo Simulation
- . Back Testing
- . Credit risk
- . Financial Derivatives and Hedging

**RESEARCH-LED TEACHING :**

Research work on how ESG mitigates the risk

**CSR AND SUSTAINABLE DEVELOPMENT GOALS :**

ESG/ CSR and risk management

**CSR NB HOURS :**

1

**SUSTAINABLE DEVELOPMENT GOALS COVERED :**

- 12 - Responsible consumption and production
- 13 - Climate action

**TEACHING METHODS :**

Typically, classroom time will be used in the following way

Lectures led by the instructor(s) / ILOs 1,2,3,4,5,6  
 In-class exercises-cases linked to lectures / ILOs 2,3,4,5,6

In addition, students are expected to prepare themselves through the following mechanisms:

Reading recommended texts. / ILOs 1,2,3,4,5,6  
 Solving exercises-cases suggested / ILOs 1,2,3,4,5,6

**METHODS OF ASSESSMENT :**

Continuous/Final	Group/Individual	Assessment	Weight	Duration	ILOs assessed
Continuous	Group	Group project	35%		1-6
Continuous	Individual	Quiz	15%	1 hr	Session 1 to 4
Final	Individual	Final written exam	50%	3 hrs	All

**Assessment 1 details:**

Risk analysis of large banking institution listed on NYSE, FTSE 100, Euronext, CAC40 etc. This bank should be among the top 5 largest banks (in terms of total assets) from the country of your choice. You are required to perform risk analysis of your banking institutions.

**Assessment 2 details:**

Online quiz on Moodle after Session 4

**Assessment 3 details:**

Final Exam

**ACADEMIC INTEGRITY :**

Academic dishonesty may take the forms of:

1. Plagiarism, i.e. copying the ideas or work of another person without citing the source. This includes books, extracts of articles, tables, diagrams and material from internet or other electronic sources
2. Submission of work more than once, including work submitted at a prior institution, unless prior approval has been obtained.
3. Cheating on an examination.
4. Submission of work that is not your own without citation.
5. Adding your name to work to which you have not contributed or allowing another student to do the same.
6. Unauthorized or inappropriate use of computers, calculators and other forms of technology in coursework, assignments or examinations. All these can lead to disciplinary sanction.

## **BIBLIOGRAPHY :**

-> Hull, J.C. (2018). Risk management and financial institutions, (5th edn). John Wiley & Sons. [eBook <https://bit.ly/3qVj119>]

## **Additional Reading**

-> Saunders, Cornett and Erhemjamts (2021). Financial Institutions Management; A Risk Management Approach (10th Ed), McGraw-Hill.

-> Jorion, P. (2011). Financial Risk Manager Handbook : FRM Part I / Part II. (6th Edn). John Wiley & Sons. [eBook <https://bit.ly/3cCOYww>]

-> Crouhy, M. , Gala, D. and Mark, R. (2013). The Essentials of Risk Management. McGraw-Hill.

## **MODULE PLAN SESSIONS :**

### **Plan Session 01 :**

1 / Introduction to Risk Management / Hull ch 1, ch 2.6-2.8 ; Self-study: Hull ch 2 ; Crouhy ch 1

### **Plan Session 02 :**

2 / Derivatives and Risk Management / Hull ch 5 ; Optional: Jorion ch 5

Forwards and Futures

### **Plan Session 03 :**

3 / Derivatives and Risk Management / Hull ch 5 ; Optional: Jorion ch 5

SWAPS and Options

### **Plan Session 04 :**

4 / Interest Rate Risk / Hull ch 8

### **Plan Session 05 :**

5 / Value at Risk, Monte Carlo Simulation, VaR Validation / Hull Ch 9, 14 &15

### **Plan Session 06 :**

6 / Value at Risk, Monte Carlo Simulation, VaR Validation / Hull Ch 9, 14 &15

### **Plan Session 07 :**

7 / Regulatory Environment ; Basel I,II and III / Hull ch 12,13 ; <http://www.bis.org/publ/bcbs107.htm> ; <http://www.bis.org/publ/bcbs189.pdf> ; <http://www.bis.org/publ/bcbs238.htm>

### **Plan Session 08 :**

8 / Credit Risk (Measurement and Management) / Hull ch 16 ; Self-study: Jorion ch 18

### **Plan Session 09 :**

9 / Credit Risk (Measurement and Management) / Hull ch 16 ; Self-study: Jorion ch 18

=>Revision & Exams

### **Plan Session 10 :**

10 / Group Project Presentations



## SYLLABUS

FI410E\_0108\_21

### Corporate Finance

<b>ACADEMIC AREA</b>	<b>: FINANCE AND ACCOUNTING</b>
<b>PROGRAMME</b>	<b>: HBBA / PGE / UGTC LEVEL 4 PGE</b>
<b>PERIOD</b>	<b>: FALL</b>
<b>COORDINATOR</b>	<b>: Mr. Tanveer AHSAN</b>
<b>INSTRUCTOR(S)</b>	<b>: Mr. Tanveer AHSAN Mr. Tipu SULTAN</b>
<b>CONTACT HOURS</b>	<b>: 15 hours</b>
<b>STUDY TIME</b>	<b>: 120 hours (Class preparation, homework and assessments)</b>
<b>CREDITS</b>	<b>: 3.0 ECTS</b>

#### PRE-REQUISITE MODULES :

A BA-level Fundamentals of Finance module: It is assumed that the students have prior knowledge of discounted cash flows, capital budgeting (under certainty), and fundamentals of financial risk analysis. Any student who is unsure of her/his prior preparation is strongly advised to prepare before the start of the module by working through Chapters 1-7 of the course textbook (Brealey, Myers, Allen; see bibliography). A prior or simultaneous Financial Analysis module would also be an advantage for the students who want to attend this module.

#### MODULE DESCRIPTION :

#### CONTRIBUTION TO PROGRAMME LEARNING OBJECTIVES :

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#### MODULE INTENDED LEARNING OUTCOMES (ILOs) :

1. Understand the significance of corporate finance in the business world,
2. Perform project appraisal and valuation (the investment decision),
3. Understand a company's choice between debt and equity (the financing decision),
4. Analyze the capital structure choices of a firm,
5. Ascertain trade-offs in payout (dividend etc.) policy and their implications for investors,
6. Discuss the choice of shareholders according to a firm's strategy and constraints,
7. Classify the relevancy of different types of financing according to a company's profile and strategic objectives.

#### TOPICS COVERED :

- The ways for a firm to finance its activities in the long term.
- Time value of money and project valuation.
- The financial stakeholders inside and outside the firm.
- The capital structure and its effects on risk, return, and the value of the firm.
- The ways to return cash to shareholders and the effects of dividend policy on the firm's value.

**TEACHING METHODS :**

Teaching is all about the involvement and interest of the students. Therefore, the course is structured in a way that can build the involvement of the students. Practical examples related to the topics are discussed during the sessions and students are encouraged to participate. Well-structured practice exercises during the session(s) related to the theoretical concepts are also provided. Further, the use of Klaxoon based quizzes increases the interest of the students.

**METHODS OF ASSESSMENT :**

Continuous/Final	Group/Individual	Assessment	Weight	Duration	ILOs assessed
Final	Individual	Final written exam	60%	3 Hours	All
Final	Individual	Quiz	40%		All

**Assessment 1 details:**

The final examination will cover entire course to test the student's ability to apply simple theoretical techniques to business problems and to explain everyday financial concepts.

**Assessment 2 details:**

The Quiz will also cover the entire course to test the student's ability in the form of short questions or MCQs.

**ACADEMIC INTEGRITY :**

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Other forms of academic dishonesty are subject to disciplinary sanctions. Academic dishonesty, other than plagiarism may take any number of forms such as submission of the work more than once whether the earlier submission was at another institution, unless prior approval has been obtained, cheating on an examination, aiding another student's dishonesty, unauthorized or inappropriate use of computers, calculators and other forms of technology in course work, assignments or examinations.

**BIBLIOGRAPHY :**

Brealey, R.A., Myers, S.C., Allen, F. (2019). Principles of Corporate Finance. (13th edn). McGraw-Hill.

**Additional Reading**



Vernimmen, P. (2017). Corporate Finance: Theory and Practice., (5th edn). John Wiley & Sons.

- Also available in French: Vernimmen, P. (2015) Finance d'entreprise 2016. (14e edn). Dalloz.

- Their English website: <http://www.vernimmen.com>

- Their French website: <http://www.vernimmen.net>

Adair, T (2011) Corporate Finance Demystified 2nd edition McGraw-Hill [eBook available]

Berk, J. and DeMarzo, P. (2014) Corporate Finance, 3rd Edition. Pearson Education [eBook available]

Quiry, P. Le Fur, Y. Salvi, A. and Dallochio, M (2011) Frequently Asked Questions in Corporate Finance Wiley, John & Sons. [eBook available]

Generally, any finance textbook in the library with the title 'Corporate Finance' will be fine. In addition, older versions of the main reference have largely the same content as the 2019 version.

#### **MODULE PLAN SESSIONS :**

Introduction to Corporate Finance

Related Chapters: 1, 13

Lecture Focus: Introduction of Corporate Finance, Agency Theory, Market Efficiency Exercises to be given for practice  
Investment Appraisal

Related Chapters: 2, 5

Lecture Focus: Time Value of Money, Net Present Value (NPV), Internal Rate of Return (IRR), Payback, Profitability Index.  
Exercises to be given for practice

Project Analysis

Related Chapters: 6, 10

Lecture Focus: Making Decisions with Investment Appraisal Tools, Scenario Analysis Exercises to be given for practice  
Sources of Finance and Valuing Bonds and Stocks

Related Chapters: 14, 15

Lecture Focus (First Half): Financial Markets, Equities, Debt, Issuing Securities Exercises to be given for practice

Related Chapters: 3, 4

Lecture Focus (Second Half): Bond Valuation, Stock Valuation Exercises to be given for practice  
Capital Structure and Payout Policies

Related Chapters: 17, 18

Lecture Focus (First Half): Modigliani & Miller Proposition I & II, Static Trade-off Theory, Pecking Order  
Exercises to be given for practice

Related Chapters: 16

Lecture Focus (Second Half): Dividends, Share Repurchases, Revision Guide Exercises to be given for practice



## SYLLABUS

FI411E\_0108\_21

### Financial markets: fundamentals

<b>ACADEMIC AREA</b>	<b>: FINANCE AND ACCOUNTING</b>
<b>PROGRAMME</b>	<b>: HBBA / PGE / UGTC LEVEL 4 PGE</b>
<b>PERIOD</b>	<b>: FALL</b>
<b>COORDINATOR</b>	<b>: Mrs. Dima TAWIL</b>
<b>INSTRUCTOR(S)</b>	<b>: Mr. Raoul GROSSET Mr. Saeed MOUSA Mrs. Dima TAWIL</b>
<b>CONTACT HOURS</b>	<b>: 15 hours</b>
<b>STUDY TIME</b>	<b>: 120 hours (Class preparation, homework and assessments)</b>
<b>CREDITS</b>	<b>: 3.0 ECTS</b>

#### PRE-REQUISITE MODULES :

Corporate Finance Fundamentals and/or Financial Analysis Fundamentals

#### MODULE DESCRIPTION :

#### CONTRIBUTION TO PROGRAMME LEARNING OBJECTIVES :

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#### MODULE INTENDED LEARNING OUTCOMES (ILOs) :

At the end of the sessions, the students should be able to:

1. Identify the different types of markets organizations and their constituents,
2. Classify the market participants according to their objectives and their behaviour,
3. Differentiate the main financial instruments used for investing purposes,
4. Evaluate the risks attached to the use of financial instruments
5. Define an investing strategy and build a stock portfolio,
6. Select a methodology to implement a strategy,
7. Monitor the evolutions of an investment strategy,
8. Assess an investment strategy according to its objectives and asset mix.

#### TOPICS COVERED :

The main themes of the module are:

1. Organization of different security markets, main kinds of investments, relations between risk and return.
2. Market efficiency and Behavioural Finance.
3. Risk/ return and portfolio optimization.
3. Asset pricing models: the efficient frontier, standardized measure of systematic risk (beta), Capital Asset Pricing Model.
4. Basic principles of financial asset management: objectives, preferences, constraints; benchmark selection, performance measurement.

**TEACHING METHODS :**

Theoretical knowledge is provided through the lectures. Technical skills are transferred through exercises. Homework based on Bloomberg or other platforms may be proposed for further training. Students are encouraged to regularly read the business pages of a quality English or French newspaper, such as the Financial Times, Forbes or Les Échos.

**METHODS OF ASSESSMENT :**

Continuous/Final	Group/Individual	Assessment	Weight	Duration	ILOs assessed
Final	Individual	Final written exam	60%	3H	All
Continuous	Group	Written in class - Continuous	40%	continuous	All

**Assessment 1 details:**

The final exam contains:

Essay questions to test students understanding of the main concepts learned through the classes and how they can be applied to real-life situations.

**Assessment 2 details:**

Students will have to work in groups of 4-5. An assignment for the next week will be delivered by the end of each session, from session 2 to session 5. The four assignments will be then summed up to a final group project. Each week the assignment is an application of the concepts learned to real-world data.

**ACADEMIC INTEGRITY :**

Plagiarism is copying another's work or ideas. This includes sections (sentences, tables, diagram) of books or articles, another student's work or text, diagram, data from the internet without proper referencing etc. Adding your name to group work in which you have not participated or letting a student who has not participated add his/her name to work is also considered as an offence and will lead to disciplinary action for all involved.

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**BIBLIOGRAPHY :**

Bodie, Z., Kane, A. and Marcus, A.J. (2020). Investments. (12th edn). New York: Irwin/McGraw-Hill.

**Additional Reading**

Reilly, F.K. and Brown, K.C. (2012), Analysis of investments and management of portfolios. (10th edn). South-western Cengage Learning.

**MODULE PLAN SESSIONS :**

Introduction to financial markets, instruments and organization. (Synchronous )

- Market efficiency vs. behavioural finance
- Investment strategies (synchronous )

Risk/ return and portfolio optimization (synchronous )

Assets pricing models (synchronous )

Assets performance analysis (asynchronous )



## SYLLABUS

IS410E\_1\_0108\_21

### Information Technology Management

<b>ACADEMIC AREA</b>	<b>: SUPPLY CHAIN MANAGEMENT AND INFORMATION SYSTEMS</b>
<b>PROGRAMME</b>	<b>: HBBA / PGE / UGTC LEVEL 4 PGE</b>
<b>PERIOD</b>	<b>: FALL</b>
<b>COORDINATOR</b>	<b>: Mr. Hadj BARKAT</b>
<b>INSTRUCTOR(S)</b>	<b>: Dr. Yi LIU Mr. Antonio ROIG Mr. Arnaud POISSON Mr. Hadj BARKAT Mr. Mounir BENAHCENE</b>
<b>CONTACT HOURS</b>	<b>: 15 hours</b>
<b>STUDY TIME</b>	<b>: null hours (Class preparation, homework and assessments)</b>
<b>CREDITS</b>	<b>: 3.0 ECTS</b>

**PRE-REQUISITE MODULES :**

None

**MODULE DESCRIPTION :**

**CONTRIBUTION TO PROGRAMME LEARNING OBJECTIVES :**

-

**MODULE INTENDED LEARNING OUTCOMES (ILOs) :**

Upon successful completion of this course, you will be able to:

- 1) Realize of the importance of IT management in today businesses.
- 2) Understand and to applying concepts, tools, and techniques to design appropriate digital business models.
- 3) Strategically manage the digital transformation of a company.
- 4) Become familiar with emerging trends in IT, and to understand the implications of these trends on organizations.

**TOPICS COVERED :**

- 1) Fundamentals of IT management. State of IT, IT-business strategic alignment and Digital transformation.
- 2) Managing IT initiatives, Managing digital transformation, Internet and world wide web technologies and Implementation of key enterprise systems.
- 3) Digital innovation and future trends in IT, Transformation of industries and society and Emerging trends in IT.

**TEACHING METHODS :**

The module will combine the teaching method of lecturing and case discussion. The course includes the discussion of world-class business cases. This allows students to see first-hand how other organizations have solved their problems. Class participation: For each case, we will assign study questions, which will be discussed during the class analysis. We will rely on the quality of interventions to evaluate your participation. A good intervention advances the class understanding of the issue and builds on previous comments.

Mid-term exam: The course will also include a mid-term exam composed of multiple choices questions (being only one correct) on the theoretical topics. This exam will be developed in. Group project: In addition, the students will work on a group project creating work groups of 6-7 students to examine the impact of IT on an industry/company. What is expected is the work team to work on a good research to make a good presentation, which it will be made in session 10.

Overall, each team will have 10 minutes to discuss their group work with their professor and classmates. Students have to give a video recording of their presentation to the instructor, through moodle, on the 9th session, so all the effort should be focused in making a high-quality and impactful presentation.

The goal of the group project is the students develop a real project on digital innovation/transformation, and current/future trends in IT in companies or industries. The purpose is to complement session on digital innovation and trends. We encourage students to be proactive, pioneer, and to lead. The students have freedom to select the topic and industry.

The topic and group composition should be communicated by one of the member of the group by email/Moodle/paper in class to his/her instructor by the end of the session 2.

Some examples of topics are:

- 1) Illustration of digital transformation initiatives in banking industry.
- 2) Digital service innovation in car manufacturers.
- 3) Impact of SMACIT portfolio (social media, mobile, analytics, cloud computing, and Internet of Things) in one company.
- 4) Future digital trends in logistics (artificial intelligence, robotics).
- 5) Key digital initiatives in the media industry.

This course has been designed to be highly interactive, where students learn from each other's experiences and discussion in class and working groups. In this sense, while the course is designed to provide you with interesting materials and facilitated discussion to frame learning, much of your learning depends your engagement, preparation, active participation, and your ongoing reflection.

**METHODS OF ASSESSMENT :**

Continuous/Final	Group/Individual	Assessment	Weight	Duration	ILOs assessed
Continuous	Individual	Quiz	20%	20 minutes	All
Continuous	Group	Group project	30%	10 min presentation	All
Final	Individual	Final written exam	50%	120 minutes	All

**Assessment 1 details:**

The course will also include a mid-term exam composed of multiple choices questions (being only one correct) on the theoretical topics. The date have to be checked with your professor depending of your group schedule.

**Assessment 2 details:**

Preparation of group project at home

Preparing a video presentation

Feedback will be given on the 10 th session

### **Assessment 3 details:**

A final exam made of thinking and analysis questions is given.

### **ACADEMIC INTEGRITY :**

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### **BIBLIOGRAPHY :**

- 1) Laudon KC & JP, (2019). Management Information Systems: Managing the Digital Firm, (16th edn). Pearson Education. [eBook <https://vu.fr/AtbP>]
- 2) BARKAT H. How Condor Electronics implemented SAP S/4 Hana, 2020 Case study
- 3) CIO from IDG. CIOs Advance their Strategic Role. With digital transformation well under way, IT leaders are expanding their business strategy responsibilities, identifying new areas of growth and playing a hand in driving profitability. IDG Communications, Inc. 2017, 12 pages
- 4) Capgemini Consulting. 2012. Burberry's digital transformation: An interview with Angela Ahrendts, CEO of Burberry, pp. 1-6.
- 5) Dubois D., Chae I., Niessing J., and Wee J. 2016. AccorHotels and the digital transformation: Enriching experiences through content strategies along the customer journey. INSEAD Business School Case(01/2017-6241), pp. 1-25.
- 6) Fitzgerald M., Kruschwitz, N., Bonnet, D., and Welch M. 2013. Embracing digital technology: A strategic imperative. MIT Sloan Management Review: Research Report, pp. 1-15.
- 7) MIS Quarterly Executive, September 2017, How Big Old Companies Navigate Digital Transformation. pp 197-213
- 8) Cambridge Service Alliance 2017, Digital Business Transformation and Strategy:What Do We Know So Far?
- 9) IMD. 2017. The state of digital disruption in 2017. Global Center for Digital Business Transformation, pp. 1-8  
RENNES SCHOOL OF BUSINESS (Fall 2019) Page 4
- 10) McAfee A. 2006. Enterprise 2.0: The dawn of emergent collaboration. MIT Sloan Management Review 47(3), pp. 21-28.
- 11) Ross J., and Weill P. 2002. Six IT decisions your IT people should't make. Harvard Business Review80(11), pp. 84-92.

### **Additional Reading**

### **MODULE PLAN SESSIONS :**

Session 1:

Presentation of the course

Organization of group projects

Fundamentals of IT management: State of IT

Case study to prepare for the next session: Can You Run the Company with Your iPhone?

Laudon (2018)

Session 2:

Discussion about the Case study: Can You Run the Company with Your iPhone?

Business Processes & Types of Information Systems  
Case Study to prepare for the next session  
Laudon (2018)

Session 3:  
Information Systems, Organizations, and Strategy 1  
Laudon (2018)

Session 4:  
Information Systems, Organizations, and Strategy 2  
Laudon (2018)

Session 5:  
Online: Foundations of Business Intelligence: Databases and Information Management  
Laudon (2018)

Session 6:  
Managing IT implementation: Implementation of key enterprise systems  
Case study: How Condor Electronics implemented SAP S/4 Hana

Session 7:  
Discussion about the Case study: How Condor Electronics implemented SAP S/4 Hana

Fundamentals of digital transformation (DT) 1: The Conceptual Model  
(SMACIT: Social, Mobile, Analytics, Cloud Computing & Internet of Things)

Case Study

Session 8:  
Fundamentals of digital transformation (DT) 2: Digital maturity matrix  
(SMACIT: Social, Mobile, Analytics, Cloud Computing & Internet of Things)

Session 9:  
Discussion about the Case study: Case study: AccorHotels

Digital Disruption & strategy: Digital innovation and future trends in IT  
How Big Old Companies Navigate Digital Transformation  
MIS Quarterly Executive

Session 10:  
Group Projects presentations  
Students have to make a video recording of their presentation and share it with their professors 48 h prior to session 10





## SYLLABUS

MK411E\_0108\_21

### Marketing Analytics

<b>ACADEMIC AREA</b>	<b>: MARKETING</b>
<b>PROGRAMME</b>	<b>: HBBA / PGE / UGTC LEVEL 4 PGE</b>
<b>PERIOD</b>	<b>: FALL</b>
<b>COORDINATOR</b>	<b>: Dr. Reza MOHAMMADI</b>
<b>INSTRUCTOR(S)</b>	<b>: Dr. Reza MOHAMMADI</b>
<b>CONTACT HOURS</b>	<b>: 30 hours</b>
<b>STUDY TIME</b>	<b>: null hours (Class preparation, homework and assessments)</b>
<b>CREDITS</b>	<b>: 6.0 ECTS</b>

#### PRE-REQUISITE MODULES :

Students are expected to be familiar with basic concepts of statistics and quantitative research methods (e.g., hypothesis tests, distribution,...).

#### MODULE DESCRIPTION :

#### CONTRIBUTION TO PROGRAMME LEARNING OBJECTIVES :

-

#### MODULE INTENDED LEARNING OUTCOMES (ILOs) :

1. Applying various tools for generating marketing insights from data in such areas as segmentation, targeting and positioning, satisfaction management, customer lifetime analysis, customer choice, product and price decisions using conjoint analysis, and search analytics
2. Collect, identify, and analyze marketing data.
3. Identify and utilize the right type of analytical methodology needed for common marketing issues.
4. Interpret the analysis results to obtain insightful solutions.

#### TOPICS COVERED :

- Customer management through analytics
- Customer centricity in marketing strategy (Customer segmentation)
- Creating customer value
- Field and lab experiments (Experimental design, sampling, power, control variables...)
- Customer lifetime value
- Conjoint analysis

**TEACHING METHODS :**

A combination of mixed methodologies will be employed in the delivery of the course so that expected objectives and learning outcomes are achieved. These include lectures, case studies, hands-on projects, class presentations, and reports.

**METHODS OF ASSESSMENT :**

Continuous/Final	Group/Individual	Assessment	Weight	Duration	ILOs assessed
Continuous	Individual	Written in class - Continuous	15%		2, 3, 4
Continuous	Individual	Written in class - Continuous	15%		2,3, and 4
Continuous	Group	Group project	20%		2,3, and 4
Final	Individual	Final written exam	50%		All ILOs

**Assessment 1 details:**

Students apply marketing analytics skills learned in class to a number of marketing problems

**Assessment 2 details:**

Students apply marketing analytics skills learned in class to a number of marketing problems

**Assessment 3 details:**

Students work on a case studies in their teams and present their projects to the class.

**Assessment 4 details:**

Students apply marketing analytics learned in class to a number of marketing problems.

**Assessment 5 details:****ACADEMIC INTEGRITY :**

All work in this course must be your own effort. When group/team assignments are submitted, those assignments must be solely the work of the team members. Plagiarism in any assessed work (continuous assessment, examinations, and projects) is considered a serious offense and will lead to disciplinary action. Other forms of academic dishonesty are subject to disciplinary sanctions. Academic dishonesty, other than plagiarism may take any number of forms such as submission of the work more than once whether the earlier submission was at another institution, unless prior approval has been obtained, cheating on an examination, aiding another student's dishonesty, unauthorized or inappropriate use of computers, calculators and other forms of technology in course work, assignments or examinations.

**BIBLIOGRAPHY :**

Palmatier Robert, Sridhar Shrihari (2017). Marketing Strategy: Based on First Principles and Data Analytics. Red Globe Press. [eBook available: [shorturl.at/bmA13](http://shorturl.at/bmA13)].

**Additional Reading**

**MODULE PLAN SESSIONS :**

Course overview, and introduction to Marketing Analytics

Segmentation and targeting

Market share, category & brand development

Marketing Experiments

Penetration, share of requirements, usage index

Continuous assessment 1

Customer perceptions, attitudes and behaviors

Customer centrality

Marketing Mix Modeling

Market segmentation

Margins and profits: Revenues,

Analyzing customer satisfaction & positioning

Cost structures, and profitability.

Continuous assessment2

Product and portfolio management: projecting sales volumes,

Presentation of customer lifetime value

Conjoint Analysis

Final project presentation and discussion

**Managing Diversity: An International Perspective**

<b>ACADEMIC AREA</b>	<b>: MANAGEMENT AND ORGANIZATIONS</b>
<b>PROGRAMME</b>	<b>:</b>
<b>PERIOD</b>	<b>: FALL</b>
<b>COORDINATOR</b>	<b>: Mrs. Lara BERTOLA</b>
<b>INSTRUCTOR(S)</b>	<b>: Mrs. Lara BERTOLA</b>
<b>CONTACT HOURS</b>	<b>: 30 hours</b>
<b>STUDY TIME</b>	<b>: null hours (Class preparation, homework and assessments)</b>
<b>CREDITS</b>	<b>: 4.0 ECTS</b>
<b>PRE-REQUISITE MODULES</b>	<b>:</b>

**MODULE DESCRIPTION :**

**CONTRIBUTION TO PROGRAMME LEARNING OBJECTIVES :**

- Communicate & collaborate effectively in multicultural & multisituational management contexts

**MODULE INTENDED LEARNING OUTCOMES (ILOs) :**

**TOPICS COVERED :**

**RESEARCH-LED TEACHING :**

**CSR AND SUSTAINABLE DEVELOPMENT GOALS :**

**CSR NB HOURS :**

**SUSTAINABLE DEVELOPMENT GOALS COVERED :**

**TEACHING METHODS :**

**METHODS OF ASSESSMENT :**

<b>Continuous/Final</b>	<b>Group/Individual</b>	<b>Assessment</b>	<b>Weight</b>	<b>Duration</b>	<b>ILOs assessed</b>

**ACADEMIC INTEGRITY :**

**BIBLIOGRAPHY :**

**Additional Reading**

**MODULE PLAN SESSIONS :**



**Change Management in a Digital & sustainable World**

**ACADEMIC AREA** : **MANAGEMENT AND ORGANIZATIONS**  
**PROGRAMME** :  
**PERIOD** : **FALL**  
**COORDINATOR** :  
**INSTRUCTOR(S)** :  
**CONTACT HOURS** : **30 hours**  
**STUDY TIME** : **null hours (Class preparation, homework and assessments)**  
**CREDITS** : **4.0 ECTS**  
**PRE-REQUISITE MODULES** :

**MODULE DESCRIPTION** :

**CONTRIBUTION TO PROGRAMME LEARNING OBJECTIVES** :

- Apply high standards of ethics, CSR and professional responsibility to transform business and society for the better

**MODULE INTENDED LEARNING OUTCOMES (ILOs)** :

**TOPICS COVERED** :

**RESEARCH-LED TEACHING :**

**CSR AND SUSTAINABLE DEVELOPMENT GOALS :**

**CSR NB HOURS :**

**SUSTAINABLE DEVELOPMENT GOALS COVERED :**

**TEACHING METHODS :**

**METHODS OF ASSESSMENT :**

<b>Continuous/Final</b>	<b>Group/Individual</b>	<b>Assessment</b>	<b>Weight</b>	<b>Duration</b>	<b>ILOs assessed</b>

**ACADEMIC INTEGRITY :**

**BIBLIOGRAPHY :**

**Additional Reading**

**MODULE PLAN SESSIONS :**





<b>ACADEMIC AREA</b>	<b>: SUPPLY CHAIN MANAGEMENT AND INFORMATION SYSTEMS</b>
<b>PROGRAMME</b>	<b>: HBBA / PGE / UGTC LEVEL 4 PGE</b>
<b>PERIOD</b>	<b>: FALL</b>
<b>COORDINATOR</b>	<b>: Dr. Tom MC NAMARA</b>
<b>INSTRUCTOR(S)</b>	<b>: Dr. Tom MC NAMARA</b>
<b>CONTACT HOURS</b>	<b>: 30 hours</b>
<b>STUDY TIME</b>	<b>: 95 hours (Class preparation, homework and assessments)</b>
<b>CREDITS</b>	<b>: 4.0 ECTS</b>

**PRE-REQUISITE MODULES :**

None.

**MODULE DESCRIPTION :**

The main objective of this module is to introduce the role of the purchasing department in a large corporate. This module highlights the importance, objectives and policies of the purchasing and covers the mechanism of the purchasing activities.

**CONTRIBUTION TO PROGRAMME LEARNING OBJECTIVES :**

- Develop critical thinking and strategic perspective to lead & solve complex problems in ambiguous global environments

**MODULE INTENDED LEARNING OUTCOMES (ILOs) :**

1. Describe the importance and objectives of purchasing for an organization.
2. Explain the main roles and responsibilities of the purchasing department in a corporate.
3. Discuss various purchasing policies and sourcing strategies.
4. Understand the importance of cost management and the techniques for cost analysis.
5. Describe the negotiation process and different types of contracts.
6. Explain the integration of sustainability into purchasing decisions.
7. Applying key principles and theories of strategic purchasing to various practice in logistics and supply chains.

**TOPICS COVERED :**

Introduction to Strategic Procurement

Procurement policies, Relationships and Contracts

Supply Chain Integration and Contract Coordination

Relationship, Outsourcing and Collaboration

Sourcing, Supplier Selection and Performance

Matching Supply with Demand

Matching Supply with Demand (cont.)

Project Procurement and Risk Management

Negotiation in Global Procurement

Procurement to Enhance Business Performance

**RESEARCH-LED TEACHING :****CSR AND SUSTAINABLE DEVELOPMENT GOALS :****CSR NB HOURS :****SUSTAINABLE DEVELOPMENT GOALS COVERED :**

- 12 - Responsible consumption and production

**TEACHING METHODS :**

A variety of learning and teaching methods will be used comprising lectures, case studies, student (group) presentations and videos. The case study analysis and examples from live companies will be used to draw links with current practice.

**METHODS OF ASSESSMENT :**

Continuous/Final	Group/Individual	Assessment	Weight	Duration	ILOs assessed
Continuous	Individual	Individual Analysis of case	30%		1, 2, 3, 4, 5, 6, & 7
Continuous	Group	Group project	30%		1, 2, 3, 4, 5, 6, & 7
Final	Individual	Final written exam	40%	2h	1, 2, 3, 4, 5, 6, & 7

**Assessment 1 details:**

The aim of the assignment is to utilize the concepts and frameworks that will be discussed during the module and deliver a presentation as per the assignment requirements. Each group has to select a real company and gather information to answer the assignment questions.

More information will be communicated during the first session of the course.

**Assessment 2 details:**

More information will be communicated during the sessions of the course.

**Assessment 3 details:**

More information will be communicated during the sessions of the course.

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**BIBLIOGRAPHY :**

Monczka, R. M., Handfield, R. B., Giunipero, L. C., & Patterson, J. L. (2020). Purchasing and supply chain management. (7th Edition). Cengage Learning. [eBook: <https://bit.ly/3zxO1Yq>]

Lysons, K., & Farrington, B. (2020). Procurement and supply chain management. (10th Edition). Pearson. [eBook: <https://bit.ly/3nopill>]

### **Additional Reading**

Electronic procurement in supply chain management: an information economicsbased analysis of electronic markets. Journal of supply chain management, 37(3), 43-49. Essig, M., & Arnold, U. (2001). Wiley Online Library

Supply chain management: new organisational practices for changing procurement realities. Journal of Purchasing and Supply management, 9(2), 83-95.

Andersen, P.H., & Rask, M. (2003). Elsevier

When data creates competitive advantage. Harvard Business Review, 98(1), 94-101.

Hagi, A., & Wright, J. (2020).

### **MODULE PLAN SESSIONS :**

#### **Plan Session 01 :**

Session 1:

- Course Introduction
- Introduction to SCM
- Introduction to Strategic Procurement

#### **Plan Session 02 :**

Session 2:

- Procurement policies, Relationships and Contracts

#### **Plan Session 03 :**

Session 3:

- Purchasing Organizational Structure
- Supply Chain Integration and Contract Coordination

#### **Plan Session 04 :**

Session 4:

- Relationship, Outsourcing, and Collaboration

#### **Plan Session 05 :**

Session 5:

- Sourcing, Supplier Selection and Performance

#### **Plan Session 06 :**

Session 6:

- Matching Supply with Demand
- Cost Management

#### **Plan Session 07 :**

Session 7:

- Matching Supply with Demand (cont.)
- Purchasing under Uncertainty

#### **Plan Session 08 :**

Session 8:

- Project Procurement and Risk Management

#### **Plan Session 09 :**

Session 9:

- Negotiation in Global Procurement

#### **Plan Session 10 :**

Session 10:

- Procurement to Enhance Business Performance

- Course Sum-Up & Closure



## SYLLABUS

SC410E\_0108\_21

### Operations Management

**ACADEMIC AREA** : SUPPLY CHAIN MANAGEMENT AND INFORMATION SYSTEMS

**PROGRAMME** : HBBA / PGE / UGTC LEVEL 4 PGE

**PERIOD** : FALL

**COORDINATOR** : Dr. Tom MC NAMARA

**INSTRUCTOR(S)** : Dr. Tom MC NAMARA  
Mr. Alain WOLGENSINGER

**CONTACT HOURS** : 15 hours

**STUDY TIME** : 120 hours (Class preparation, homework and assessments)

**CREDITS** : 3.0 ECTS

**PRE-REQUISITE MODULES :**

Basic knowledge in Management Science techniques. However, it might be advantageous to have studied SC310 Principles of Supply Chain Management

**MODULE DESCRIPTION :**

**CONTRIBUTION TO PROGRAMME LEARNING OBJECTIVES :**

-

**MODULE INTENDED LEARNING OUTCOMES (ILOs) :**

1. Understand the OM function and the relevant theories that underpin it (Knowledge Outcome)
2. Understand the strategic role of OM for both manufacturing and service organizations in maintaining an organization's competitive edge. (Knowledge Outcome)
3. Participate in an OM department in undertaking various operational activities. (Ability Outcome)
4. Apply OM methods that they have learnt to their work in other departments, such as marketing. (Ability Outcome)

**TOPICS COVERED :**

- . Process selection and capacity decisions,
- . Facility layout and design,
- . Forecasting
- . Production planning and scheduling,
- . Quality management.

**TEACHING METHODS :**

The primary method of instruction will be classroom lectures and presentations on the part of the instructor. This will be supplemented and reinforced through the use of timely and current written case studies and video case studies, with associated questions and exercises. Students will be exposed to various software packages, which will be used in conjunction with practical examples. Theory and taught concepts will also be reinforced through the use of inclass problems and examples, homework and an obligatory group project. Students will also have made available to them optional study sessions managed and given by the instructor.

**METHODS OF ASSESSMENT :**

Continuous/Final	Group/Individual	Assessment	Weight	Duration	ILOs assessed
Final	Individual	Final written exam	60%	2 hours	1, 2, 3 and 4
Continuous	Group	Report	40%		1, 2, 3 and 4

**Assessment 2 details:**

Written Group Project

:

Your mark for the written report will be based on:

- o Interest of subject / company / product chosen 15%
- o How well you develop the topic 25%
- o Quality of examples and supporting documentation 25%
- o Quality of conclusions and recommendations 35%

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assignments or examinations.

#### **BIBLIOGRAPHY :**

- > Heizer, J. and Render, B. (2020). Principles of operations management. (11th edn). Upper Saddle River, Prentice Hall. [eBook available: [shorturl.at/jCJO1](http://shorturl.at/jCJO1)].
- > Krajewski, L.J. & Ritzman, L.P. (2018). Operations Management. (12th edn). Prentice Hall. [eBook available: [shorturl.at/krHU3](http://shorturl.at/krHU3)].
- > Slack, N. and Chambers, S. et al. (2019). Operations management. (9th edn). Prentice Hall. [eBook available].

#### **Additional Reading**

- > [1] Chopra, S., & Meindl, P. (2015). Supply Chain Management: Strategy, Planning and Operation, (6th edn). Pearson Education.
- > [2] Ivanov, D., Tsipoulanidis, A. & Schoenberger, J. (2019). Global Supply Chain and Operations Management : A Decision-oriented Introduction to the Creation of Value, (2nd edn). Springer.
- > [3] Johnsen, T., Howard, M., & Miemczyk, J. (2014). Purchasing and Supply Chain Management: A Sustainability Perspective. Routledge. [eBook available].
- > [4] Stevenson W. J., (2014). Production/Operations Management. (12th edn). McGraw-Hill.
- > [5] Van Weele, A.J. (2018). Purchasing and supply chain management. (7th edn). Andover : Cengage Learning.

#### **MODULE PLAN SESSIONS :**

##### **S1**

- Introduction to Operations Management, Operations Management as Strategy, Measuring Productivity
- Activity: Critically Analyse a Service
- H.W. Questions
- Do homework problems – be prepared to discuss in class in next session
- Read material on Module's support site – be prepared to discuss in class in next session

##### **S2**

- Forecasting: Approaches and Methods
- Video Case: JDA & Lowes
- H.W. Questions
- Do homework problems – be prepared to discuss in class in next session
- Read material on Module's support site – be prepared to discuss in class in next session
- Written Case: How to Predict Demand for Your New Product

##### **S3**

- Process Strategies: Analysis and Design, Capacity Planning
- Case / Video: Process Strategy Wheeled Coach
- H.W. Questions
- Do homework problems – be prepared to discuss in class in next session
- Read material on Module's support site – be prepared to discuss in class in next session
- Written Case: 4 Process Redesign Strategies for Operational Excellence

##### **S4**

- Plant Layout and Design
- Case / Video: Plant Layout at Wheeled Coach
- H.W. Questions
- Optional Study Session: TBA
- Do homework problems – be prepared to discuss in class in next session
- Read material on Module's support site – be prepared to discuss in class in next session
- Written Case: Facility Layout and Material Management in the Healthcare Industry



#### S5

- Aggregate Planning: Process and Strategies
- Activity – The Yield Management Game
- H.W. Questions
- Do homework problems – be prepared to discuss in class in next session
- Read material on Module's support site – be prepared to discuss in class in next session
- Written Case: The Key to More Effective Demand Planning
- Video Case: Yield Management and Tourism

#### S6

- Scheduling: Issues, Theory, Strategic Importance and Tools
- Video Case: Service scheduling and United Airlines
- H.W. Questions
- Do homework problems – be prepared to discuss in class in next session
- Read material on Module's support site – be prepared to discuss in class in next session
- Download Legin scheduling software
- Written Case: Is Demand-Based Scheduling the Future of Employee Scheduling

#### S7

- Scheduling: Practical Application of Theory and Tools
- Activity: Using Legin scheduling software
- Written Case: Production Planning and Scheduling
- Do homework problems – be prepared to discuss in class in next session
- Read material on Module's support site – be prepared to discuss in class in next session
- Video Case Study: Advanced Planning and Scheduling Comeback

#### S8

- Quality Management - Theory and Tools, Statistical Quality Methods
- Case / Video: Darden and quality
- H.W. Questions

Written Group Projects are due and to be handed in

Optional Study Session: TBA

- Do homework problems – be prepared to discuss in class in next session
- Read material on Module's support site – be prepared to discuss in class in next session
- Written Case: What is Quality Management and Why Does it Matter?

#### S9

- Simulation - Theory and Background
- Activity: Using Microsoft Excel for simulation
- Video Case: Modelling and Simulation
- H.W. Questions
- Do homework problems – be prepared to discuss in class in next session
- Read material on Module's support site – be prepared to discuss in class in next session
- Download Siemens Tecnomatix Plant Simulation software
- Written Case: How to use simulation in business process improvement

#### S10

- Simulation: Practical Application
- Activity: Online Simulation Using Forio Simulate
- Activity: Using Siemens Tecnomatix Plant Simulation
- Read material on Module's support site
- Written case: What are the benefits of using Simulation in Leadership Development?
- Video Case: The benefits of using modeling and simulation in drug development



## SYLLABUS

ST410E\_1\_0108\_21

### Strategic Formulation and Simulation

<b>ACADEMIC AREA</b>	<b>: STRATEGY AND INNOVATION</b>
<b>PROGRAMME</b>	<b>: HBBA / PGE / UGTC LEVEL 4 PGE</b>
<b>PERIOD</b>	<b>: FALL</b>
<b>COORDINATOR</b>	<b>: Mr. Mehdi FARAJALLAH</b>
<b>INSTRUCTOR(S)</b>	<b>: Dr. Franck XIA Dr. Seong Young KIM Mr. François HUBER Mr. Mehdi FARAJALLAH Mrs. Cilem Selin HAZIR Mr. Shubho CHAKRABORTY Mr. Wilian GATTI</b>
<b>CONTACT HOURS</b>	<b>: 30 hours</b>
<b>STUDY TIME</b>	<b>: null hours (Class preparation, homework and assessments)</b>
<b>CREDITS</b>	<b>: 6.0 ECTS</b>

#### PRE-REQUISITE MODULES :

- "MK301N-Fondamentaux du Marketing I",
- "MK302E-Marketing Fundamentals II",
- "ST310E-Strategic Thinking in a Complex World"

#### MODULE DESCRIPTION :

#### CONTRIBUTION TO PROGRAMME LEARNING OBJECTIVES :

-

#### MODULE INTENDED LEARNING OUTCOMES (ILOs) :

- 1) Evaluate how well a company's strategy is working
- 2) Explain why company's resources and capabilities are critical for gaining a competitive edge over rivals
- 3) Distinguish each of the five generic strategies and explain why some of these strategies work better in certain kinds of competitive conditions than in others
- 4) Identify the major avenues for achieving a competitive advantage based on lower costs
- 5) Identify how and when to deploy offensive or defensive strategic moves
- 6) Identify when being a first mover, a fast follower, or a late mover is most advantageous

#### TOPICS COVERED :

- 1) Evaluating a company's Resources, Capabilities, and Competitiveness
- 2) The Five Generic Competitive Strategies
- 3) Strengthening a Company's Competitive Position
- 4) Strategy formulation through the Business strategy Game

**TEACHING METHODS :**

To reach the learning objectives of this course, a variety of pedagogical approaches will be used: Lecture, reading, oral presentation, discussion around teaching cases, quizzes and Business Strategy Game simulation.

In the first four sessions the lecturing part will end with quiz or case presentation to apply and illustrate what was taught in the first part. Last 6 sessions of this course are dedicated to a Business Strategy Game. In this Game, 1 to 5 class members are assigned to operate an athletic footwear company that produces and markets both branded and private-label footwear and competes head-to-head against footwear companies run by other members of the class. As many as 10 companies can compete in a single industry grouping (class sizes above 50 are typically divided into two or more industry groups). The companies compete in a global market arena, selling in four geographic regions—Europe-Africa, North America, Asia-Pacific, and Latin America.

Students are expected to have read the material on Moodle in advance and come prepared to discuss, ask questions and participate actively.

**METHODS OF ASSESSMENT :**

Continuous/Final	Group/Individual	Assessment	Weight	Duration	ILOs assessed
Continuous	Group	Study case	20%	60 minutes	1-6
Continuous	Group	Other	20%	5 regular decisions	1-6
Final	Individual	Final written exam	60%	3 hours	1-6

**Assessment 1 details:**

Group Presentations

**Assessment 2 details:**

Group performance and company presentation at the end of the Business Strategy Game

**Assessment 3 details:**

Individual Case Study

**ACADEMIC INTEGRITY :**

Plagiarism is copying another's work or ideas. This includes sections (e.g., sentences, tables or diagram) of books or articles, other students' work or text, diagram, data from the internet without proper referencing, etc. Adding your name to group work in which you have not contributed, or vice versa, will lead to disciplinary action for all parties involved. Therefore, plagiarism in any assessed work (continuous assessment, examinations, and projects) is considered as a serious offence and will lead to disciplinary action. Other forms of academic dishonesty are subject to disciplinary sanctions. Academic dishonesty, other than plagiarism may take any number of forms, such as submission of the work more than once (e.g., the earlier submission was submitted at another institution without obtaining prior approval), cheating on an examination, aiding other students' dishonesty, unauthorized or inappropriate use of computers, calculators and other forms of technology in course work, assignments or examinations.

**BIBLIOGRAPHY :**

Crafting and Executing Strategy: Concepts  
23rd Edition

By Arthur Thompson and Margaret Peteraf and John Gamble and A. Strickland  
ISBN10: 1264250185  
ISBN13: 9781264250189  
Copyright: 2022

## **Additional Reading**

### **MODULE PLAN SESSIONS :**

S1: Evaluating a company's Resources, Capabilities, and Competitiveness (F2F on campus )

- 1) How well is the company's present strategy working?
- 2) What are the company's most important resources and capabilities, and will they give the company a lasting competitive advantage over rival companies?
- 3) What are the company's strengths and weaknesses in relation to the market opportunities and external threats?
- 4) How do a company's value chain activities impact its cost structure and customer value proposition?
- 5) Is the company competitively stronger or weaker than key rivals?
- 6) What strategic issues and problems merit front-burner managerial attention?

- Chapter 4 Quiz
- allocation of case studies
- Assignment:
  - Read Chapter 4 ( before this class meeting)

S2: The Five Generic Competitive Strategies (F2F on campus )

This chapter describes the five basic competitive strategy options—which of the five to employ is a company's first and foremost choice in crafting overall strategy and beginning its quest for competitive advantage.

- 2 Case presentations
  - Assignment:
    - Read Chapter 5 ( before this class meeting)
- S3: Business Strategy(1/2) (F2F on campus )

- 1) Whether and when to go on the offensive,
- 2) Whether and when to employ defensive strategies,
- 3) When to undertake strategic moves,
- 4) Whether to integrate backward or forward into more stages of the industry value chain system,
- 5) Whether to integrate the value chain backward or forward,
- 6) Whether to outsource certain value chain activities, and
- 7) Whether to enter into strategic alliances.

- 2 Case presentations

- Assignment:
  - Read Chapter 6 ( before this class meeting)

S4: Introduction to The Business Strategy Game (PowerPoint ) (F2F Online )

- Presentation of the game
- Assigning class members to company teams;
- Providing company co-managers with company registration codes (required in order for class members to register at [www.bsg-online.com](http://www.bsg-online.com)).
- Ask all class members to read the BSG Player's Guide and have the co-managers of each company team complete their decision entries for the first BSG practice round

- Also have all company co-managers complete online Quiz covering the BSG Player's Guide three hours prior to the upcoming class meeting.

S5:First regular/scored Decision (F2F Online )

- debriefing on the results of the practice decision
- Q & A session regarding simulation mechanics and results of first BSG practice decision
- Each team of company co-managers meets as a group (in computer lab or in classroom if each team has access to a PC/laptop and an Internet connection) to work on their strategy and decisions for Year 11
- Company co-managers will usually need to meet outside of class to complete their decision-making for Year 11.
- Deadline for completing Year 11 BSG decision entries will be communicated during the class

S6:Second regular/scored Decision (F2F Online )

- debriefing on the results of the Year 11 decision round
- instructor lead a class discussion of the information presented in the Year 11 Footwear Industry Report and the Competitive Intelligence Reports showing Year 11 outcomes.
- All class members should bring a copy of these reports to class
- Each team of company co-managers meets as a group (in computer lab or in classroom if each team has access to a PC/laptop and an Internet connection) to work on their strategy and decisions for Year 12.
- Company co-managers will generally need to meet outside of class to complete their decision-making for Year 12.
- Deadline for completing Year 12 BSG decision entries will be communicated during the class

S7:Third regular/scored Decision (F2F Online )

- debriefing on the results of the last round
- Each team of company co-managers meets as a group (in computer lab or in classroom if each team has access to a PC/laptop and an Internet connection) to work on their strategy and decisions for Year 13.
- Company co-managers will generally need to meet outside of class to complete their decision-making for Year 13.
- Deadline for completing both Year 13 BSG decision entries will be communicated during the class

S8:Fourth regular/scored Decision (F2F Online )

- debriefing on the results of the last round
- Company co-managers meet (in computer lab or around PCs/laptops in classroom to work on preparing a 3-Year Strategic Plan for Years 14-15-16.
- Company co-managers will generally need to meet outside of class to complete the 3-year strategic plan and their strategy/decisions for Year 14.
- Deadline for completing both Year 14 BSG decision entries and the strategic plan for Years 14-15-16 will be communicated during the class

S9:Fifth and last regular/scored Decision (F2F Online )

- debriefing on the results of the last round
- Company co-managers will generally need to meet outside of class to complete their strategy/decisions for Year 14.
- Deadline for completing Year 14 BSG decision entries will be communicated during the class

S10:End-of simulation BSG (F2F Online )

- Instructor share some of the class-wide averages
- company presentations ( PowerPoint)



## SYLLABUS

ST412E\_0108\_21

### Strategy Analytics

<b>ACADEMIC AREA</b>	<b>: STRATEGY AND INNOVATION</b>
<b>PROGRAMME</b>	<b>: HBBA / PGE / UGTC LEVEL 4 PGE</b>
<b>PERIOD</b>	<b>: FALL</b>
<b>COORDINATOR</b>	<b>: Dr. Andre NEMEH</b>
<b>INSTRUCTOR(S)</b>	<b>: Dr. Andre NEMEH</b>
<b>CONTACT HOURS</b>	<b>: 30 hours</b>
<b>STUDY TIME</b>	<b>: null hours (Class preparation, homework and assessments)</b>
<b>CREDITS</b>	<b>: 6.0 ECTS</b>

#### **PRE-REQUISITE MODULES :**

The prior successful completion of all courses and modules of the first year of PGE programme is an obligatory prerequisite for this course.

#### **MODULE DESCRIPTION :**

#### **CONTRIBUTION TO PROGRAMME LEARNING OBJECTIVES :**

-

#### **MODULE INTENDED LEARNING OUTCOMES (ILOs) :**

By the completion of this module participants should be able to:

Understand the roles of data and predictive analytics in business

Reason with data from sample to population

Understand the scientific method & the gold standard for establishing causality

Understand linear regression as a fundamental descriptive tool

Differentiate between correlations vs. causality in regression analysis

#### **TOPICS COVERED :**

The Roles of Data and Predictive Analytics in Business

Reasoning with Data

Reasoning from Sample to Population

The Scientific Method: The Gold Standard for Establishing Causality

Linear Regression as a Fundamental Descriptive Tool

Correlation vs. Causality in Regression Analysis

**TEACHING METHODS :**

Teaching method will be a mix of theory and practice:

- 1) Key theoretical tools: Lectures for the main concepts and tools.
- 2) Practice: Data challenges and quantitative problems

**METHODS OF ASSESSMENT :**

Continuous/Final	Group/Individual	Assessment	Weight	Duration	ILOs assessed
Continuous	Individual	Quiz	20%	15 minutes	ILO N°1, N°2, N°3, N°4, N°5
Continuous	Group	Report	40%	10-page report	ILO N°1, N°2, N°3, N°4, N°5
Final	Individual	Final written exam	40%	1h	ILO N°1, N°2, N°3, N°4, N°5

**Assessment 1 details:**

Continuous assessment quizz .

**Assessment 2 details:**

A group report based on a case study where the students can demonstrate their data analysis capabilities.

**ACADEMIC INTEGRITY :**

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Plagiarism in any assessed work (continuous assessment, examinations and projects) is considered as a serious offence and will lead to disciplinary action.

Other forms of academic dishonesty are subject to disciplinary sanctions. Academic dishonesty, other than plagiarism may take any number of forms such as submission of the work more than once whether the earlier submission was at another institution, unless prior approval has been obtained, cheating on an examination, aiding another student's dishonesty, unauthorised or

**BIBLIOGRAPHY :**

Recommended Textbook:

Jeff Prince (2018). Predictive Analytics for Business Strategy: Reasoning from Data to Actionable Knowledge, McGraw-Hill.

### **Additional Reading**

Academic articles

DalleMule, L., & Davenport, T. H. (2017). What's your data strategy. Harvard Business Review, 95(3), 112-121.

Short, J., & Todd, S. (2017). What's Your Data Worth?. MIT Sloan Management Review, 58(3), 17.

Barton, Dominic, and D. Court. "Making advanced analytics work for you." Harvard business review 90.10 (2012): 78-83.

### **MODULE PLAN SESSIONS :**

S1 Roles of Data and Predictive Analytics in Business:

Explain how predictive analytics can help in business strategy formulation.

Distinguish structured from unstructured data.

Differentiate units of observation.

Outline a data-generating process.

Describe the primary ways that data analysis is used to aid business performance.

Discriminate between lead and lag information.

Discriminate between active and passive prediction.

Recognise questions pertaining to business strategy that may utilise (active) predictive analytics.

S2 Reasoning with Data:

Define reasoning.

Execute deductive reasoning.

Explain an empirically testable conclusion.

Execute inductive reasoning.

Differentiate between deductive and inductive reasoning.

Explain how inductive reasoning can be used to evaluate an assumption.

Describe selection bias in inductive reasoning.

S3 Review of sessions 1 & 2: Quiz and exercises to apply what we have learnt in the previous two sessions.

S4 Reasoning from Sample to Population:

Calculate standard summary statistics for a given data sample.

Explain the reasoning inherent in a confidence level.

Construct a confidence interval.

Explain the reasoning inherent in a hypothesis test.

Execute a hypothesis test.

Outline the roles of deductive and inductive reasoning in making active predictions.

S5 The Scientific Method: The Gold Standard for Establishing Causality:

Recall the elements of the scientific method.

Explain how experiments can be used to measure treatment effects.

Execute a hypothesis test concerning a treatment effect using experimental data.

Construct a confidence interval for a treatment effect using experimental data.

Differentiate experimental from non-experimental data.

Explain why using non-experimental data presents challenges when trying to measure treatment effects.

S6 Review of sessions 4 & 5: Quiz and exercises to apply what we have learnt in the previous two sessions.

S7 Linear Regression as a Fundamental Descriptive Tool

Construct a regression line for a dichotomous treatment

Construct a regression line for a multi-level treatment

Explain both intuitively and formally the formulas generating a regression line for a single treatment

Distinguish the use of sample moment equations from estimation via least squares

Distinguish regression equations for single and multiple treatments

Describe a dataset with multiple treatments using multiple regression



Explain the difference between linear regression and a regression line

S8 Correlation vs. Causality in Regression Analysis

Differentiate between correlation and causality in general and in the regression environment

Calculate partial and semi partial correlation

Execute inference for correlation regression analysis

Execute passive prediction using regression analysis

Execute inference for determining functions

Execute active prediction using regression analysis

Distinguish the relevance of model fit between active and passive prediction

S9 Review of sessions 7 & 8: Quiz and exercises to apply what we have learnt in the previous two sessions

Final review and quiz



## SYLLABUS

MK410E\_0108\_21

### Sustainable Consumption

<b>ACADEMIC AREA</b>	<b>: MARKETING</b>
<b>PROGRAMME</b>	<b>: HBBA / PGE / UGTC LEVEL 4 PGE</b>
<b>PERIOD</b>	<b>: FALL</b>
<b>COORDINATOR</b>	<b>: Mr. Muhammad Akib WARRAICH</b>
<b>INSTRUCTOR(S)</b>	<b>: Mr. Muhammad Akib WARRAICH</b>
<b>CONTACT HOURS</b>	<b>: 30 hours</b>
<b>STUDY TIME</b>	<b>: 120 hours (Class preparation, homework and assessments)</b>
<b>CREDITS</b>	<b>: 6.0 ECTS</b>

**PRE-REQUISITE MODULES :**

none

**MODULE DESCRIPTION :**

**CONTRIBUTION TO PROGRAMME LEARNING OBJECTIVES :**

-

**MODULE INTENDED LEARNING OUTCOMES (ILOs) :**

The goal of the module is to learn how to create experimental interventions that will help individual consumers act in a more sustainable manner. This will include the following intended learning outcomes (ILOs):

1. Learning about sustainable and unsustainable consumer behaviors.
2. Learning to think about consumer behavior in a systematic manner to identify barriers to behavior change.
3. Learning about the fundamentals of experiments in social psychology.
4. Learning about existing experimental and marketing interventions to overcome barriers to behavior change.
5. Applying all this knowledge to create interventions.

**TOPICS COVERED :**

In accordance with ILOs identified above:

1. A discussion of consumer behaviors that contribute most to contemporary problems of environmental degradation (e.g., food waste, flying, ...)
2. The COM-B model ('capability', 'opportunity', 'motivation' and 'behavior').
3. An introduction to experimentation in social psychology.
4. Ease the change, socialize the change, motivate the change.

**TEACHING METHODS :**

Teacher lectures and student presentations. In addition, the class will discuss results from surveys among the students, videos, case studies, and guest lectures from company representatives about behavior change in the domain of sustainability. Students will be encouraged to process and discuss the course material presented in class, aided by short exercises.

**METHODS OF ASSESSMENT :**

Continuous/Final	Group/Individual	Assessment	Weight	Duration	ILOs assessed
Continuous	Group	Group project	20%		1
Continuous	Group	Group project	20%		all
Final	Individual	Final written exam	60%		all

**Assessment 1 details:**

Each group of students will be designated a company. They will have to set sustainability development goals for the company and to prepare a plan to explain an important environmental problem, to elucidate how consumers contribute to this problem (current behavior), and how consumers can change their behavior to reduce their contribution to the problem (desired behavior).

**Assessment 2 details:**

Students will have to design a sustainability plan for some specific companies and implement one of the discussed techniques to get from current unsustainable behavior to desired sustainable behavior, in a particular context in which unsustainable behavior occurs.

**Assessment 3 details:**

A written final exam based on lecture discussions.

**ACADEMIC INTEGRITY :**

Plagiarism is copying another's work or ideas. This includes sections (sentences, tables, diagram) of books or articles, another student's work or text, diagram, data from the internet without proper referencing etc. Adding your name to group work in which you have not participated or letting a student who has not participated add his/her name to work is also considered as an offence and will lead to disciplinary action for all involved. Plagiarism in any assessed work (continuous assessment, examinations and projects) is considered as a serious offence and will lead to disciplinary action.

Other forms of academic dishonesty are subject to disciplinary sanctions. Academic dishonesty, other than plagiarism may take any number of forms such as submission of the work more than once whether the earlier submission was at another institution, unless prior approval has been obtained, cheating on an examination, aiding another student's dishonesty, unauthorized or inappropriate use of computers, calculators and other forms of technology in course work, assignments or examinations.

**BIBLIOGRAPHY :**

The SHIFT framework: <https://journals.sagepub.com/doi/full/10.1177/0022242919825649>

### **Additional Reading**

#### **MODULE PLAN SESSIONS :**

Introduction to the course

Survey results about climate change

Introduction to experiments

Ease the change, socialize the change, motivate the change

Pacing sustainability performance in European consumer and elsewhere

Performance and importance of global sustainability programs for future customers

Sustainability challenges for global entrepreneurs

Maintaining profits, expansion, brand development and sustainability

Sustainability and customer engagement

Sustainability and customer attention

Student presentations



## SYLLABUS

ST403E\_TC\_0108\_21

### Entrepreneurship and Small Business Management

<b>ACADEMIC AREA</b>	<b>: STRATEGY AND INNOVATION</b>
<b>PROGRAMME</b>	<b>: UGTC LEVEL 4 PGE</b>
<b>PERIOD</b>	<b>: FALL</b>
<b>COORDINATOR</b>	<b>: Mr. Linden COLE</b>
<b>INSTRUCTOR(S)</b>	<b>: Mr. Linden COLE</b>
<b>CONTACT HOURS</b>	<b>: 27 hours</b>
<b>STUDY TIME</b>	<b>: 95 hours (Class preparation, homework and assessments)</b>
<b>CREDITS</b>	<b>: 5.0 ECTS</b>

**PRE-REQUISITE MODULES :**

None.

**MODULE DESCRIPTION :**

**CONTRIBUTION TO PROGRAMME LEARNING OBJECTIVES :**

-

**MODULE INTENDED LEARNING OUTCOMES (ILOs) :**

Overall entrepreneurial learning priorities:

1. Understand the fundamentals of business modelling and business planning, and understand how to assess a business plan
2. Understand the basics of generic strategy in an SME, as well as the basics of VRIO and Blue Ocean Strategy
3. Understand the principles of performance management in an SME and the basics of leadership and control
4. Understand the priorities and styles of management for start-ups, SMEs and why they differ from larger organisations

LO1 He/she applies and integrates core management tools and concepts autonomously and efficiently;

LO2 He/she demonstrates critical thinking and innovation to solve business problems efficiently;

LO3 He/she creates value through applied management skills in a chosen field of specialization;

LO4 He/she demonstrates strong leadership, communication and interpersonal skills to perform in teams;

LO5 He/she unlocks the value of globalization for his/her employer;

**TOPICS COVERED :**

- . Entrepreneurs - What motivates them, what makes them successful, the qualities they need.
- . Innovation and creativity - How to create a competitive business proposition, and the role of observation and creative skills.
- . Strategy for small firms - Generic strategies, the principles of value, rarity, inimitability and organisation, and how this links to Blue Ocean Strategy
- . Building and testing a business model, writing a business plan and assessing it
- . Understanding organisation culture and habits, and modern leadership characteristics

. Understanding of performance management and linking this to innovation, communication and responsibility

#### **TEACHING METHODS :**

The teaching methods used are interactive. There is a blend of traditional lectures and case studies, with questions to encourage student interaction and learning.

Entrepreneurship is a practical subject, and students will be expected to work on a team project, present and lead a discussion of a selected paper and identify what they individually consider to be key learning points

Students will develop and understand a basic vocabulary of small business and entrepreneurship management and control

#### **METHODS OF ASSESSMENT :**

<b>Continuous/Final</b>	<b>Group/Individual</b>	<b>Assessment</b>	<b>Weight</b>	<b>Duration</b>	<b>ILOs assessed</b>
Continuous	Group	Group work	30%	30 mins each group	All
Continuous	Individual	Written in class - Continuous	40%	20 minutes each day	All
Final	Individual	Final written exam	30%	1 hr	All

#### **Assessment 1 details:**

Find a recent article / story of a small business, either successful or in difficulty, and run a presentation & class discussion of what are the learning points from this – 30 minutes total

#### **Assessment 2 details:**

Write your assessment of each class session as though you were advising a new entrepreneur / start-up on the material presented. Focus on what you consider to be the most important (maximum 5) points from each session.

#### **Assessment 3 details:**

An online quiz based on multiple choice questions

#### **ACADEMIC INTEGRITY :**

Plagiarism is copying another's work or ideas. This includes sections (sentences, tables, diagram) of books or articles, another student's work or text, diagram, data from the internet without proper referencing etc. Adding your name to group work in which you have not participated or letting a student who has not participated add his/her name to work is also considered as an offence and will lead to disciplinary action for all involved.

Plagiarism in any assessed work (continuous assessment, examinations and projects) is considered as a serious offence and will lead to disciplinary action.

It is required that in subject presentations, sources are given, and facts and quotations are referenced.

Other forms of academic dishonesty are subject to disciplinary sanctions. Academic dishonesty, other than plagiarism may take any number of forms such as submission of the work more than once whether the earlier submission was at another institution, unless prior approval has been obtained, cheating on an examination, aiding another student's dishonesty, unauthorized or inappropriate use of computers, calculators and other forms of technology in course work, assignments or examinations.

#### **BIBLIOGRAPHY :**

-> Osterwalder, A. & Pigneur, Y. (2010). Business Model Generation. John Wiley & Sons. [eBook <https://vu.fr/zjid> or <https://vu.fr/hBJb>].

### **Additional Reading**

-> Grant, A. (2014). Give and Take. Weidenfield & Nicolson. (eBook <https://vu.fr/7RDc>).

-> Grant, A. (2016). Originals. WH Allen.

There will be additional reading, especially in researching team presentations, and preparing for questions. It is expected that students are prepared to ask questions, so in addition to presenting a subject area, students will be expected to contribute to discussions with quality questions.

### **MODULE PLAN SESSIONS :**

1 / An introduction to the concepts of small business and entrepreneurship

1 / The process of innovation and how to find good ideas for a start-up

2 / The innovator's dilemma

3 / Group presentations: one famous entrepreneur, his ecosystem and the reasons for his success (or failure)

4 / Group presentation and discussion of a paper / article

1 / Business model Canvas explanation

2 / Cases analysis through Canvas

3 / Revisit the basics of Business Planning

4 / Group presentation and discussion of a paper / article

Read 'Business Model Generation' - Chapter 1 Canvas

1 / Business Plan Assessment

2 / Case study analysed in groups

3 / Group presentation and discussion of a paper / article

1 / Understanding generic Small Business Strategy

2 / Understanding of the VRIO principles

3 / Linking this to Blue Ocean Strategy

4 / Group presentation and discussion of a paper / article

Read part 1 of Blue Ocean Strategy (pp 3 to 46)

1 / How entrepreneurship and leadership skills and culture can be used to improve companies

2 / What are modern leadership skills, and how have they changed

3 / The habits of good organisations

4 / Group presentation and discussion of a paper / article

Read 'Business Model Generation' - Chapter 2 Patterns and 3 Design

1 / How to manage the performance of an SME

2 / The importance of gross margin % and other kpi

3 / Developing responsibility and accountability, and linking this to innovation

4 / Group presentation and discussion of a paper / article

1 / Managing change and achieving strategy in SME's

2 / Group presentation and discussion of a paper / article

3 / What are the benefits of more modern methods of managing SMEs? Open discussion and questions

Round up, questions, case material.





## SYLLABUS

MK444E\_TC\_0108\_21

### Business to Business Marketing

<b>ACADEMIC AREA</b>	<b>: MARKETING</b>
<b>PROGRAMME</b>	<b>: UGTC LEVEL 4 PGE</b>
<b>PERIOD</b>	<b>: FALL</b>
<b>COORDINATOR</b>	<b>: Mrs. Heidi VINCENT</b>
<b>INSTRUCTOR(S)</b>	<b>: Mrs. Heidi VINCENT</b>
<b>CONTACT HOURS</b>	<b>: 27 hours</b>
<b>STUDY TIME</b>	<b>: 95 hours (Class preparation, homework and assessments)</b>
<b>CREDITS</b>	<b>: 5.0 ECTS</b>

#### PRE-REQUISITE MODULES :

“MK301N - Fondamentaux du Marketing I” and “MK302E - Marketing Fundamentals II” or equivalent.

#### MODULE DESCRIPTION :

#### CONTRIBUTION TO PROGRAMME LEARNING OBJECTIVES :

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#### MODULE INTENDED LEARNING OUTCOMES (ILOs) :

1. Demonstrate a coherent and substantial knowledge of B2B marketing concepts and models.
2. Accurately apply those concepts and models for analyzing value creation processes in business markets.
3. Identify and assess the recent developments in the field of B2B marketing with special attention to innovation
4. Show familiarity with current research in the field of B2B marketing.
5. Understand current challenges faced by B2B marketing professionals and to act upon these.
6. Manage own learning in connection to project work.

#### TOPICS COVERED :

- Distinctive features of business-to-business markets and their dynamics
- Purchasing behaviour of businesses and other organizations
- Business market segmentation
- Value creation in business networks
- Positioning and strategizing in business networks
- Pricing issues in B2B
- Product and service development
- Promotion and sales management
- Communication and customer relationships management
- Distribution and routes to market
- Upcoming challenges and trends in B2B Marketing

**TEACHING METHODS :**

This module involves exercises, student presentations and lectures (possible including practitioners' testimonials). The principal method of instruction is lectures with group assignments and in-class cases to further the students' understanding of the dynamics of marketing in the business-to-business context. Academic research is integrated through in-class discussions of articles published in peer-reviewed journals. Students are expected to get prepared for each session (e.g. reading the assigned chapters, cases or articles) and attend classes regularly as sessions are mostly interactive.

**METHODS OF ASSESSMENT :**

Continuous/Final	Group/Individual	Assessment	Weight	Duration	ILOs assessed
Continuous	Group	Group work	30%		1,2
Final	Individual	Report	70%		3,4,5

**Assessment 1 details:**

Fictional case work in groups.

It takes the form of a study of a business-to-business company/organization conducted by a group of students (three to five depending on the size of the class). The group is free to choose the company/organization based on the sector that will be allocated to them but it is not possible for 2 groups to choose the same organisation/sector. There are no rules about group composition, but a mix of cultural backgrounds is preferable.

The work consists of the following brief:

You are the newly appointed marketing director of a company of the sector you have chosen.

Pick a leading existing company in that sector but DO NOT COPY-PASTE the information off their website.

You have been asked by the executive committee to prepare a strategic analysis of the company.

Prepare a presentation to be made to the executive committee to present your findings, which should be summarised in a SWOT analysis.

This analysis should also include your PESTLE and competitor analysis, integrated directly in the O & T.

Your analysis has to be personal, based on your own analysis.

The group will present their work in class (10 minutes). It is expected that each member of the group contributes equally to the presentation and behaves as consultant reporting to company managers.

Please refer to the rubric which articulates the expectations for this type of assignment by listing the criteria by which it will be assessed and differentiating between levels of quality from excellent to poor. This lets students know what constitutes a good submission.

Please note that misbehavior (e.g. free-riding) in the group work will be penalized with differentiated grades

**Assessment 2 details:**

It takes the form of a study of a business-to-business company/organization conducted by a group of students (three to five depending on the size of the class). The group is to keep the same company as for the first assessment.

The brief is as follows:

As the newly appointed marketing manager, you are expected to summarise in a report the key ideas of your recommended marketing strategy for the next 3 years, to be given to the executive committee, based on your initial

strategic analysis (assessment 1).

The work consists of 2 parts:

- 1) based on the first assessment outcomes, the definition of the positioning strategy (clarification of current situation or repositioning strategy)
- 2) Short, medium and long term recommendations about improving or changing the current marketing mix (Product, price, place, promotion, people, processes, branding).

You will need to hand-in a 4000-word maximum report (+/- 5%) for your group.

Each member of the team will be marked individually for their part within the common report - indicate clearly who worked on which part.

Work can be shared as follows (but the team is free to share the work differently):

Team member 1: Positioning + SML recommendations for processes/people

Team member 2: SML for product

Team member 3 : SML for price

Team member 4 : SML for distribution

Team member 5 : SML for branding and communication

It is expected that each member of the group contributes equally to the report and behaves as consultant reporting to company managers.

Please refer to the rubric which articulates the expectations for this type of assignment by listing the criteria by which it will be assessed and differentiating between levels of quality from excellent to poor. This lets students know what constitutes a good submission.

Please note that misbehavior (e.g. free-riding) in the group work will be penalized with differentiated grades.

#### **ACADEMIC INTEGRITY :**

Plagiarism is copying another's work or ideas. This includes sections (sentences, tables, diagram) of books or articles, another student's work or text, diagram, data from the

internet without proper referencing etc. Adding your name to group work in which you have not participated or letting a student who has not participated add his/her name to work is also considered as an offence and will lead to disciplinary action for all involved.

Plagiarism in any assessed work (continuous assessment, examinations and projects) is considered as a serious offence and will lead to disciplinary action.

Other forms of academic dishonesty are subject to disciplinary sanctions. Academic dishonesty, other than plagiarism may take any number of forms such as submission of the work more than once whether the earlier submission was at another institution, unless prior approval has been obtained, cheating on an examination, aiding another student's dishonesty, unauthorized or inappropriate use of computers, calculators and other forms of technology in course work, assignments or examinations

#### **BIBLIOGRAPHY :**

-> Brennan, R. and Canning, L. and McDowell, R. (2020). Business-to-Business Marketing. (5th edn). Sage.

-> Readings will be provided

#### **Additional Reading**

-> Hutt, M.D and Speh, T.W. (2013). Business Marketing Management B2B. (Europe, Middle East and Africa Edition). Cengage.

-> Van Weele, A.J. (2018). Purchasing and supply chain management. (7th edn). Cengage.

**- JOURNALS :**

Some major academic JOURNALS are also available in electronic format in full-text via the Learning Center Website. Click on "Journals (by title)" in the "Search" category, then search by the title:

- > Industrial Marketing Management
- > Journal of Business and Industrial Marketing
- > European Journal of Marketing
- > Journal of Business-to-Business Marketing
- > Industrial Marketing and Purchasing – Emerald database from 2015 to present (2006-2014 available at [www.impgroup.org](http://www.impgroup.org))

N.B: This list is not exhaustive and there is a wide selection of specialised press available in the Library. You are expected to carry out substantial research and please remember that to succeed in this course you are expected to work for about 3 times more than the amount of class contact hours on pre class reading and preparation, research and writing of the project report.

**MODULE PLAN SESSIONS :**

1a. Distinctive features of B2B markets and marketing

- Defining business markets
- Variety of B2B customers (commercial businesses, institutions, governmental)
- The importance of business markets
- Distinctive features of business markets (relationships, networks and interaction)
- Marketing in B2B markets – specific issues

Chapter 1, Brennan et al. 2020

1b. Understanding business customers

- The role of purchasing in organizations
- Purchasing process (how do companies/organizations buy?)
- Purchasing orientation and organization

Chapter 2, Brennan et al. 2020

2a. Business relationships and Networks

- The characteristics of customer - supplier relationships in B2B markets
- Customer supplier interaction and relationship development – process and variables
- Understanding, creating and delivering value in business relationships

Chapter 3 & 4, Brennan et al. 2020

2b. Researching B2B Markets, Segmentation, Targeting and Positioning

- Researching and analysing B2B markets
- The process of segmentation
- Targeting strategy
- Positioning

Chapter 5 & 6, Brennan et al. 2020

3a. Market communication in B2B markets

- Communication mix in B2B
- Sales promotion and trade shows
- The scope for social media in B2B

Chapter 7, Brennan et al. 2020

3b. Sales, Account Management and Routes to Market

- The role of personal selling in the communication mix in B2B
- Key account management
- Routes to Market

Chapters 8,9 &11, Brennan et al. 2020

#### 4a. Developing the offering

- The meaning of product offering
- The concept of product life-cycle and portfolio
- New product offering development process
- Managing innovation in b2b contexts

Chapter 10, Brennan et al. 2020

#### 4b. Pricing and Wrap Up

- Cost, competitor and customer analysis for price decisions
- Intra-organizational and relational aspects of b2b pricing

Course wrap up

Chapters 12, Brennan et al. 2020

#### 5. The future of B2B Marketing

Group research on key trends emerging in B2B marketing (CSR, AI, Data...)



## SYLLABUS

PM401E\_TC\_0108\_21

Project Management

<b>ACADEMIC AREA</b>	<b>: MANAGEMENT AND ORGANIZATIONS</b>
<b>PROGRAMME</b>	<b>: UGTC LEVEL 4 PGE</b>
<b>PERIOD</b>	<b>: FALL</b>
<b>COORDINATOR</b>	<b>: Mr. Linden COLE</b>
<b>INSTRUCTOR(S)</b>	<b>: Mr. Linden COLE</b>
<b>CONTACT HOURS</b>	<b>: 27 hours</b>
<b>STUDY TIME</b>	<b>: 95 hours (Class preparation, homework and assessments)</b>
<b>CREDITS</b>	<b>: 5.0 ECTS</b>

**PRE-REQUISITE MODULES :**

None.

**MODULE DESCRIPTION :**

**CONTRIBUTION TO PROGRAMME LEARNING OBJECTIVES :**

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**MODULE INTENDED LEARNING OUTCOMES (ILOs) :**

1. Understand the role of the project manager and position a project within the overall corporate objectives and strategy
2. Understand in outline how to manage the process of change
3. Determine the project requirements
4. Implement the process of a project
5. Define a clear project goal statement
6. Select various methods and software (WBS, PERT, Gantt...) to organise, structure and schedule a project
7. Resolve team-related problems
8. Use projects for performance

**TOPICS COVERED :**

- . The project manager
- . Agile project management
- . Generated 'unbounded thinking' and an organisational approach to problem solving and innovation.
- . Change and Team management
- . Time & resources management
- . Complexity and Risk Management
- . Common project management tools
- . Success & performance.

## TEACHING METHODS :

This course aims to be interactive, each student will be continually invited to share his or her vision and provide examples. Students will prepare a presentation on a topic of their choice, which will be discussed. There will be a group project where groups develop a project and explain how they will prioritise issues covered in the course.

Although theory will be presented, the course will focus on real-life experience, so that students can readily use the know-how in a business environment.

Though built around the theory of project management, this course focuses on company practice and aims at giving students operational capabilities in a real business environment. The concepts presented are applied to business cases or examples and students are constantly invited to reflect on how to put the knowledge in practice.

## METHODS OF ASSESSMENT :

Continuous/Final	Group/Individual	Assessment	Weight	Duration	ILOs assessed
Continuous	Group	Group project	20%	30 minutes	Varied depending on time of presentation during the
Final	Group	Group project	20%	Course duration	All
Final	Individual	Quiz	50%	60 minutes	All ILOs
Continuous	Individual	Participation	10%	Course duration	All

### **Assessment 1 details:**

The group will choose a subject linked to real past project, present and outline the project management lessons learned, and lead a course discussion. A key element / part of the presentation will be to highlight where creativity was used, or how creativity could have improved the outcome, and how that creativity could have been generated in the project management team / organisation.

Non contribution in class discussions could lead to removal of marks., and varied levels of contribution could lead to unequal distribution of team marks.

### **Assessment 2 details:**

Group written project. The written project will be based on 'How the course material benefits the company, your presentation to your potential project sponsor.' The situation is that your team will be competing for a project where the client has set organisational inclusion, developing creativity and innovation at all levels in the organisation, and long term strategic value as priorities for the project approach.

### **Assessment 3 details:**

Individual assessment based on rigorous multiple choice questions, which will reflect not just theory as presented, but practical realities and methods of working.

### **Assessment 4 details:**

An assessment will be made for presence, participation and contribution throughout the duration of the course.

## ACADEMIC INTEGRITY :

Plagiarism is copying another's work or ideas. This includes sections (sentences, tables, diagram) of books or articles, another student's work or text, diagram, data from the internet without proper referencing etc. Adding your name to group work in which you have not participated or letting a student who has not participated add his/her name to work is also considered as an offence and will lead to disciplinary action for all involved.

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#### **BIBLIOGRAPHY :**

-> Kerzner H., (12th edition). Project management: a system approach to planning, scheduling, and controlling. Wiley. [eBook <https://vu.fr/61RK>]

Other equivalent books will suffice as background reading.

#### **Additional Reading**

Kerzner H. (2017). Project Management Metrics, KPIs, and Dashboards. (3rd edn). Wiley. [eBook <https://vu.fr/DGxY>]

For interest, as project management is about change, any books or articles linked to change management would increase awareness of the context and complexity of the role of the project manager.

#### **MODULE PLAN SESSIONS :**

1 / Introduction - How projects implement globalization : The global environment, what it does to organisations, why and how it generates projects. / Readings (from textbook)

2 / The role of the project manager, what he or she does and what is their role in the management of change

3 / Project management - concepts & definitions

1 / Projects & organisations : What projects are to organisations, how they interfere with operations, how projects are created, governance, conditions of implementation within organisations.

2 / Development of a 'business case' for a project, and how the project manager relates to this

Readings (from textbook) , Team case presentations

1 / An introduction to managing change, and the project manager's role in this

2 / How to generate innovation, creativity and 'unbounded thinking' within a project context.

3 / What a project is : The various steps, the resources, deliverables, roadmap.

Readings (from textbook) Team case presentations

1 / Agile Project Management - how you will manage your team and your client in real terms.

Readings (from textbook) Team case presentations

1 / Risk Management and a project manager's relationship with risk

2 / Murphy's 'Law' and Risk Assessment

3 / Human factors of risk

Readings (from textbook) Team case presentations

1 / Work Breakdown Structure and team management. / Readings (from textbook)

2 / Time & resources management : Charts, PERT, Gantt, MS Project, Excel. ; Budgets (expenses, work time) and productivity.

Readings (from textbook) Team case presentations



Managing the project team, including

- 1 / Your options for management style, and benefits & drawbacks of each,
- 2 / Tasks and delegation, and your aims of managing project 'people',
- 3 / Team development,
- 4 / Real life issues in projects and organisations, including sources of conflict,
- 5 / An example of the McKinsey way of managing projects

Readings (from textbook) Team case presentations

Knowing and managing your client, including

- 1 / The difference between in house and external project managers and teams,
- 2 / The relationship with the project sponsor,
- 3 / Project monitoring and knowing when to seek help,
- 4 / Project scope and scope creep.
- 5 / The business case and it's relationship to scope,

Readings (from textbook) Team case presentations

Measuring benefits, including the differentiation between short and long term consequences and benefits,

Dealing with projects in difficulty.

Readings (from textbook) Team case presentations