



## SYLLABUS

HR505E\_0108\_22

Strategic core competencies for IHRM Professionals

**ACADEMIC AREA** : MANAGEMENT AND ORGANIZATIONS  
**PROGRAMME** : MSC IHRM  
**PERIOD** : FALL  
**COORDINATOR** : Mr. Dermot BRESLIN  
**INSTRUCTOR(S)** :  
**CONTACT HOURS** : 15 hours  
**STUDY TIME** : null hours (Class preparation, homework and assessments)  
**CREDITS** : 3.0 ECTS

**PRE-REQUISITE MODULES** :

None

**MODULE DESCRIPTION** :

**CONTRIBUTION TO PROGRAMME LEARNING OBJECTIVES** :

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

The module will meet the following program-level learning objectives  
- LO1: Develop a strategic perspective based on a solid understanding of management foundations and techniques  
- LO2: Demonstrate leadership, communication and teamwork skills  
- LO6: Demonstrate a key expertise and a deep understanding of specialized concepts, methods and techniques in IHRM to provide value to the business community

**TOPICS COVERED** :

Comparative Employment Relations Cultural Considerations  
Comparative Employment Relations Institutional Considerations  
Global Labour Management & Changing Labor Markets  
Intro to SHRM: Introduction to ISHRM, Strategic Core Competences; HR Planning  
Expatriate Management & International Assignments; Paradoxes in IHRM

**RESEARCH-LED TEACHING :**

The content of the module draws on the latest research in IHRM and SHRM. Furthermore it takes a paradox perspective in its approach to IHRM, and thus connects with ongoing research of colleagues within the RTO research centre.

**CSR AND SUSTAINABLE DEVELOPMENT GOALS :**

This module explores different institutional considerations in IHRM, global labour management policies and practices and changing labour markets. Within this coverage it address key sustainable development goals of gender equality, decent work and industry.

**CSR NB HOURS :**

5

**SUSTAINABLE DEVELOPMENT GOALS COVERED :**

- 05 - Gender equality
- 08 - Decent work and economic growth
- 09 - Industry, innovation and infrastructure
- 16 - Peace, justice and strong institutions

**TEACHING METHODS :**

Class sessions are designed to be an active interchange between students and professor and among students themselves. The 3-hr. class sessions seek to balance theory and practice. Comments, questions, and examples dealing with the topics are welcome. Readings will be assigned to supplement the in-class material and when available, electronic versions of documents will be posted on the Moodle site. Specifically, teaching methods include lectures, student presentations, guided discussions, company case studies, in-class exercises, and readings.

**METHODS OF ASSESSMENT :**

Continuous/Final	Group/Individual	Assessment	Weight	Duration	ILOs assessed
Continuous	Group	Report	30%		LO1, LO2 and LO6
Continuous	Group	Group project	20%	3 hours	LO1, LO2 and LO6
Final	Individual	Final written exam	50%	2 hours	LO1 and LO6

**Assessment 1 details:**

Each group will be responsible for conducting a comparative analysis of two cultures, from the perspective of a human resource management department within a multinational corporation.

**Assessment 2 details:**

Students will complete a group case study in-class. At the start of the class, students will be assigned a case study which they will work on throughout the class. At the end of the session each group will present their findings to the tutor. The idea of this assignment is to get experience in answering a workplace problem/question in real time so students will not be provided with any information ahead of class.

**Assessment 3 details:**

Students will answer two from three given questions

**ACADEMIC INTEGRITY :**

**BIBLIOGRAPHY :**

- Dessler, G. (2017). Human Resource Management. (15th ed). Pearson: Essex, England [eBook: <https://bit.ly/3PCSXLb>].
- Tarique, I, Briscoe, D., & Schuler, R. (2015). International Human Resource Management: Policies and Practices for Multinational Enterprises (5th ed). Routledge: New York, NY [eBook: <https://bit.ly/3Pi6lOq>].

**Additional Reading**

**MODULE PLAN SESSIONS :**

**Plan Session 01 :**

Course Introduction  
Comparative Employment Relations Cultural Considerations

**Plan Session 02 :**

Comparative Employment Relations Institutional Considerations  
Global Labour Management & Changing Labor Markets

**Plan Session 03 :**

Intro to SHRM. Introduction to ISHRM, Strategic Core Competences; HR Planning

**Plan Session 04 :**

Expatriate Management & International Assignments; Paradoxes in IHRM

**Plan Session 05 :**

Student Presentations and Exam Preparation





## SYLLABUS

LW505E\_0108\_22

### International & Comparative Employment Law

**ACADEMIC AREA** : MANAGEMENT AND ORGANIZATIONS  
**PROGRAMME** : MSC GBM JAN / MSC IHRM / MSC IHRM JAN / PGTC  
**PERIOD** : FALL  
**COORDINATOR** : Dr. Marco MICHELOTTI  
**INSTRUCTOR(S)** : Dr. Marco MICHELOTTI  
**CONTACT HOURS** : 27 hours  
**STUDY TIME** : 120 hours (Class preparation, homework and assessments)  
**CREDITS** : 6.0 ECTS

**PRE-REQUISITE MODULES :**

None

**MODULE DESCRIPTION :**

**CONTRIBUTION TO PROGRAMME LEARNING OBJECTIVES :**

- Demonstrate leadership, communication and teamwork skills
- Use interpersonal, leadership and communication skills to thrive from personal, professional and collective perspectives

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

1. Demonstrate an understanding of the theoretical underpinnings of international employment law
2. Explain the key concepts of employment law in a number of countries including the USA, Europe and China
3. Assess the practical implications of these concepts for employers
4. Analyse selected themes within employment law from an international/comparative perspective
5. Anticipate legal problems related to employment law that may arise during their international career

**TOPICS COVERED :**

1. The individual contract of employment: who is an employee and who is an employer.  
1(a) The contract of employment in North America, Europe, Asia: Rights and obligations.  
1(b) Laws and regulations of temporary workers.
2. The legal status of self-employed and sub-contracting parties in North America, Europe and Asia
3. The legal determinants of Collective agreements in North America, Europe and Asia: Legal status, contractual parties, levels and coverage.  
3(a) The relationship between collective and Individual agreements in North America, Europe and Asia
4. Collective bargaining: Union-and non-union representation in North America, Europe and Asia  
4(a) Industrial action and industrial torts laws and regulations.
5. Wages and social security benefits in North America, Europe and Asia

- 6 Termination of employment: Rights and obligations
- 7 Occupational health and safety and anti-discrimination laws
- 8 Supernational legislation: International Labour Organizations (ILO) conventions and The European Union Social Charter.

**RESEARCH-LED TEACHING :**

**CSR AND SUSTAINABLE DEVELOPMENT GOALS :**

**CSR NB HOURS :**

**SUSTAINABLE DEVELOPMENT GOALS COVERED :**

- 05 - Gender equality
- 08 - Decent work and economic growth
- 10 - Reduced inequalities
- 16 - Peace, justice and strong institutions

**TEACHING METHODS :**

The classes are designed to be a lively interchange between instructor and students and among the students. Teaching methods include:

Lectures  
Discussions  
In-class exercises  
Case studies  
Role plays and simulation

**METHODS OF ASSESSMENT :**

Continuous/Final	Group/Individual	Assessment	Weight	Duration	ILOs assessed
Continuous	Group	Individual in class presentation	40%	30Min	1,2,3,4,5
Final	Individual	Final written exam	60%	3hrs	1,2,3,4,5

**Assessment 1 details:**

Assessment details  
Total 40%  
Clarity and analytical quality of argument 20 marks  
Level of research 10 marks  
Language 5 marks  
Presentation (including appropriate use of references) 5 marks

Date, time and location  
Topics will be allocated and groups formed in the first session Presentations will be delivered in the last session of the module.

Time allocated  
20 minutes + 10 minutes question time.

Technology requirements  
PowerPoint equipment available.

Instructions to students  
Groups are required to make a twenty minute oral presentation in class. The students must select ONE of the topics for the assigned week and provide a presentation which is clear, structured and provides a critical understanding of the topic. Students are also required to support their reasoning with examples. Answers should not simply regurgitate the reading but should show a critical engagement with the ideas presented in the reading. Good presentations will draw on a wider range of sources than that provided in the reading pack. This is a presentation and students will have marks deducted for simply reading out an essay. Students are encouraged to use visual aids or handouts to support the presentation. Students are also required to hand in a 1000 words summary of their presentation. Such summary should be submitted with fonts that are no smaller than 11 point and no larger than 12 point, must be double spaced and properly referenced in accordance with the guidelines to be found in the student handbook.

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

Assessment details  
Total 60%  
Knowledge of material of the subject: 20 marks  
capacity to critically examine issues: 30 marks  
Clarity of presentation: 10 marks  
Materials that are examinable  
All content covered in the program is examinable.

#### **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 :**

Blanpain, R. et al (2007). The Global Workplace: International and Comparative Employment Law – Cases and Materials, Cambridge University Press, Cambridge. [eBook <https://vu.fr/PIRs>]

Blanpain, R. and Baker J. (2014) Comparative Labour Law and Industrial Relations in Industrialized Market Economies, Kluwer Law International.

Bamber, Lansbury, and Wailes (2021). International & Comparative Employment Relations: Globalisation & Change. (7th edn). London: Sage.

Frege, c. & Kelly, J. (2013) Comparative Employment Relations in the Global Economy. Routledge. [eBook <https://vu.fr/b3eC>]

Stone, K.W. and Arthurs, H. (2013), Rethinking Workplace Regulation: Beyond the Standard contract of Employment, Russell Sage Foundation. New York. [eBook <https://vu.fr/5iPu>]

#### **Additional Reading**

Further references to on-line and hard-copy articles will be provided during the duration of the programme.

Students are also welcome to submit relevant and interesting articles to the Moodle website for this module.

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

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

Session 1  
Introduction  
Globalization and Labour  
The individual contract of employment: who is an employee and who is an employer.  
The contract of employment in North America, Europe, Asia: Rights and obligations.  
Laws and regulations of temporary workers.

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

Session 2  
The legal status of self-employed and sub-contracting parties in North America, Europe and Asia  
The legal determinants of Collective agreements in North America, Europe and Asia: Legal status, contractual parties, levels and coverage.  
The relationship between collective and Individual agreements in North America, Europe and Asia

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

Session 3  
Collective bargaining: Union-and non-union representation in North America, Europe and Asia  
Industrial action and industrial torts laws and regulations.

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

Session 4  
Wages and social security benefits in North America, Europe and Asia  
Termination of employment: Rights and obligations  
Occupational health and safety and anti-discrimination laws  
Supranational legislation: International Labour Organizations (ILO) conventions and The European Union Social Charter.



**Plan Session 05 :**  
Session 5  
Presentations



## SYLLABUS

OB512E\_0108\_22

### People Management and Cross-cultural Leadership

ACADEMIC AREA	: MANAGEMENT AND ORGANIZATIONS
PROGRAMME	: MSC IHRM / MSC IHRM JAN / PGE / PGTC
PERIOD	: FALL
COORDINATOR	: Mrs. Mary LE GAL
INSTRUCTOR(S)	: Mrs. Mary LE GAL
CONTACT HOURS	: 27 hours
STUDY TIME	: 120 hours (Class preparation, homework and assessments)
CREDITS	: 6.0 ECTS

#### PRE-REQUISITE MODULES :

None.

#### MODULE DESCRIPTION :

#### CONTRIBUTION TO PROGRAMME LEARNING OBJECTIVES :

- Demonstrate leadership, communication and teamwork skills

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

- 1: Demonstrate a critical awareness of current problems or new insights in complex situations and the ability to exercise significant responsibility and decision-making in organisations
- 2: Develop effective interpersonal and communication skills that will enable them to work with multiple teams and lead complex tasks or processes
- 3: Cultivate a sense of self-awareness through effectively developing a leadership vision, mission, style and values.
- 4: Exhibit extensive, detailed and critical knowledge and understanding of diversity around identities, cultures, and society
- 5: Develop a range of leadership skills and abilities including effectively leading change, resolving conflict, and motivating others
- 6: Identifies, critically evaluates and maintains capabilities and qualities to support ethical relationships between leaders and followers in a range of complex and specialised contexts

#### TOPICS COVERED :

- Critical analysis of leadership styles and theories and their evolution adapting to a changing environment.
- Developing self-awareness into leadership styles, vision and understanding values.
- Responsible leadership, focusing on the student's value systems and the pragmatic application of their values in real-life dilemmas of business.
- Inclusive leadership and overcoming perceptual biases.
- Leadership effectiveness based on contextual elements including characteristics of the followers, influence of the external environment and national culture, the organizational culture and structure, technology, systems of communication and work organization.
- Interpersonal and leadership skills development to gain in flexibility, adaptability, and responsiveness such as listening,

empathy, building rapport and trust, motivating, empowering, emotional intelligence and conflict management.  
• Leading in times of change, understanding the transition process, resistance factors and contextual elements influencing appropriate leadership style.

#### RESEARCH-LED TEACHING :

The content of the module reflects learnings and insights from both secondary research as referenced throughout the module and primary research in the form of case studies conducted by the instructor in 2021 on large scale international agile transformations in 5 large French companies (cac 40).

#### CSR AND SUSTAINABLE DEVELOPMENT GOALS :

03 – The module covers sustainable and responsible forms of leadership promoting well-being of colleagues.  
04- Developing a growth mindset and understanding developmental needs to improve their leadership and interpersonal communication skills and how to foster potential in others through coaching and effective feedback.  
10 - Inclusive leadership is promoted, acknowledging diversity as a resource, integrating various perspectives. Understanding and reducing perceptual biases including unconscious bias that otherwise could create inequalities. Cross-cultural differences are explored and sensitivity to cultural differences is emphasized.

#### CSR NB HOURS :

#### SUSTAINABLE DEVELOPMENT GOALS COVERED :

- 03 - Good health and well-being
- 04 - Quality education
- 10 - Reduced inequalities

#### TEACHING METHODS :

This class is designed to be highly interactive. Tutor's input will be constantly mixed with individual and group exercises, simulations, class discussions, experience sharing and analysis of real situations and practice. Students will be challenged to manage effectively and lead teams on various assigned tasks within this module. Observations of others and reflections on their own performances will allow them to develop critical insights and evaluations in management and leadership.

#### METHODS OF ASSESSMENT :

Continuous/Final	Group/Individual	Assessment	Weight	Duration	ILOs assessed
Continuous	Group	Group project	40%		2,4,5,6
Final	Individual	Essay	60%		1, 2, 3, 4, 5, 6

#### Assessment 1 details:

Assigned multicultural teams will complete a series of five tasks, each led by a different team member.

The tasks include:

1. Teambuilding
2. Team Canvas
3. Cross-cultural leadership presentation -comparison of communication and leadership styles across cultures represented in student teams.
4. Leaders in action - analysis of interpersonal skills and leadership style of a real or fictive leader and its impact on

followers.

5. Role plays - evaluating interpersonal skills in business situation presented in the form of a role play + analysis.

Following each task the team will conduct a feedback session in the form of a retrospective, discussing team dynamics, interpersonal and leadership skills.

**Assessment 2 details:**

Reflective essay appraising the student's leadership style, values and vision and its relevance to both current challenges in a chosen industry and to the cultural norms in the role, industry or national context. Students will be expected to conduct a self-evaluation identifying strengths and areas of improvement.

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**BIBLIOGRAPHY :**

Mullins, L.J. (2019) Organisational behaviour in the Workplace (12th edn.). Pearson Education. [eBook <https://bit.ly/3UDGdXT>]

**Additional Reading**

- Appelo, J. (2011). Management 3.0: Leading Agile Developers, Developing Agile Leaders. Pearson Education.
- Appelo, J. (2016). Managing for Happiness. Wiley.
- Bill McKelvey, Renata Kaminska, Maria Paz Salmador, & Nadine Escoffier. (2021). Management in the Age of Digital Business Complexity. Routledge.
- Bülent Akkaya, Kittisak Jermsittiparsert, Muhammad Abid Malik, & Yesim Kocygigit. (2021). Emerging Trends in and Strategies for Industry 4.0 During and Beyond Covid-19. Sciendoo.
- Covey, S. R. (2004). The 7 habits of highly effective people: Restoring the character ethic ([Rev. ed.]). Free Press.
- David, S. (2016). Emotional Agility. Penguin Books.
- DeVito, J. (2022). The Interpersonal Communication Book. Global Edition. Pearson Education Limited.
- Goman, CK (2011). The Silent Language Of Leaders : How Body Language Can Help--Or Hurt--How You Lead, San Francisco: Jossey-Bass
- Kotter, J. P., Akhtar, V., & Gupta, G. (2021). Change: How Organizations Achieve Hard-to-Imagine Results in Uncertain and Volatile Times. Hoboken, New Jersey: John Wiley & Sons, Inc.
- Marr, B. (2022). Future Skills: The 20 Skills and Competencies Everyone Needs to Succeed in a Digital World (1st ed.). Hoboken, New Jersey: Wiley.
- Meyer, R., & Meijers, R. (2017). Leadership Agility. Taylor & Francis.
- Olivier, S., Holscher, F., & Williams, C. (2020). Agile Leadership for Turbulent Times. Taylor & Francis.
- Pease A. and Pease B. (2017). The Definitive Book of Body Language. Pease International
- Pink, D. H. (2011). Drive. Canongate Books.
- Review, H., Goleman, D., Boyatzis, R., McKee, A. and Finkelstein, S. (2015). HBR's 10 Must Reads on Emotional Intelligence (with featured article "What Makes a Leader?" by Daniel Goleman)(HBR's 10 Must Reads). Boston: Harvard Business Review Press
- Robbins, S., & Hunsaker, P. (2014). Training in Interpersonal Skills: Tips for Managing People at Work (6th Edition ed.).

Pearson.

- Robbins, S. & Judge, T. (2017). Essentials of Organizational Behavior. Global Edition. Pearson Education Limited.
- Sinek, S. (2011). Start with why. Penguin Books
- Thomas, J. J., Fujimura, C. K. (2022). Developing Cross-Cultural Competence for Leaders. Routledge.

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

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

Module Overview  
Management versus Leadership  
Today's context - Changing landscape  
Leadership agility – flexibility, adaptability, and responsiveness  
Building self-awareness into leadership styles  
- Trait approach to leadership  
- Managerial/ Leadership grid  
Teamworking  
Stages of team development  
Teambuilding

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

Building self-awareness into leadership styles continued  
- Coleman's 6 leadership types  
- Situational leadership  
- Transformational leadership  
- Complexity leadership  
- Agile Leadership

Retrospectives

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

Understanding values for insightfully aware leadership  
Authentic, Conscious, and Responsible leadership  
Walk your why  
Dimensions of trust and the trust equation  
Behaviors that build trust

Team Canvas

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

Inclusive Leadership  
Understanding perception and perceptual biases  
Impression formation and management  
Cultural relativity

Cross-cultural Leadership  
GLOBE study  
Cultural sensitivity

Guest speaker from Orange France discussing unconscious bias (date to be confirmed)

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

Cross-cultural communication and leadership  
Inevitable reactions to culture and coping strategies

Student presentations on cross cultural communication and leadership: a comparative study  
Experiential learning exercise on cross-cultural communication

**Plan Session 06 :**

Relational Leadership – interpersonal skills  
- Emotional intelligence  
- Developing rapport – pacing and leading  
- Flexible body language  
- Listening and empathy skills

Coaching for performance  
- Demanding and encouraging leadership styles  
- Giving and receiving feedback  
- GROW model  
- Cultural differences in feedback

**Plan Session 07 :**

Empowering and energizing people  
- Distributed and shared leadership  
- Empowerment cycle  
- Delegation board to clarify boundaries  
- Motivators

Student presentations (task #4) – Leaders in action

**Plan Session 08 :**

Difficult situations  
- Emotion management and developing emotional agility  
- Conflict management styles  
- Perceptual positions

**Plan Session 09 :**

Leading change  
- Transition curve  
- Factors of resistance  
- Choosing appropriate leadership style in times of change

Student role plays (task #5)



SYLLABUS
HR510E_0108_22
Global Talent Management

ACADEMIC AREA	: MANAGEMENT AND ORGANIZATIONS
PROGRAMME	: MSC IHRM / MSC IHRM JAN / PGE / PGTC
PERIOD	: FALL
COORDINATOR	: Mrs. Yara ATALLAH
INSTRUCTOR(S)	:
CONTACT HOURS	: 27 hours
STUDY TIME	: 120 hours (Class preparation, homework and assessments)
CREDITS	: 6.0 ECTS

**PRE-REQUISITE MODULES :**

Previous course work in management, organizational behaviour, and/or human resource management.

**MODULE DESCRIPTION :**

**CONTRIBUTION TO PROGRAMME LEARNING OBJECTIVES :**

- Demonstrate leadership, communication and teamwork skills

This module contributes to the following program aims. Students are to

LO1PGE: Show solid understanding and knowledge in management foundations and techniques to analyze business situations

LO2PGE: Develop critical thinking and strategic perspective to solve complex problems in ambiguous environments

LO3PGE: Use interpersonal, leadership and communication skills to thrive from personal, professional and collective perspectives

LO5PGE: Demonstrate understanding of diverse and international business environments to apprehend the world complexity and make integrated decisions

LO6PGE: Apply specific areas of expertise to develop innovative and unframed business solutions in a volatile given context

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

By the end of the module, students should be able to assess the effectiveness of a company's ITM strategy and policies using module concepts and make recommendations concerning:

1. Attracting international talent - employer branding sourcing strategies
2. Selecting talent based on ability, potential and motivation - defining competences
3. Developing high potentials - leadership development, career management
4. Engaging and retaining international talent - how to manage performance, compensation, mobility, and careers in an international context.

**TOPICS COVERED :**

1. Situating international talent management
2. Designing a talent management system

3. Competency development
4. Attracting talent, employer branding
5. Talent development: Identifying potential global leaders and developing a leadership pipeline
6. Talent development: Coaching, mentoring, succession planning
7. Talent development: Managing mobility international careers
8. Talent development and retention: Employee engagement, international performance management, rewarding talent
9. Talent retention in international mergers and acquisitions

**RESEARCH-LED TEACHING :**

**CSR AND SUSTAINABLE DEVELOPMENT GOALS :**

**CSR NB HOURS :**

**SUSTAINABLE DEVELOPMENT GOALS COVERED :**

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**TEACHING METHODS :**

Each class session of 3 hours will be dedicated to cover ITM concepts and their application. Students may be given assignments and readings to prepare for in-class discussions. The discussion is designed to be a lively interchange between professor and students and among students themselves in order for students to grasp the key concepts. A Moodle page will be used to post PPT lecture files, articles for pre-reading, as well as other relevant files and links. Readings, assignments and preparations will be posted on Moodle and announced during each class. This may be subject to change depending on the class needs.

**METHODS OF ASSESSMENT :**

Continuous/Final	Group/Individual	Assessment	Weight	Duration	ILOs assessed
Continuous	Individual	Report	60%		1 - 4
Continuous	Group	Group work	40%		1 - 4

**Assessment 1 details:**

Each student has to prepare a written report (10-pages maximum, 1.5-spaced, 12 pt font including: cover page, introduction, literature review or case study analysis, company example to support literature review, recommendations, conclusion, bibliography).

- The purpose of this paper is to allow students to acquire in-depth knowledge on a talent management topic of their choice, and become more proficient in writing a research paper, which will help prepare for the student's graduating project.



- Students have a choice between two approaches:

1. Research: A talent management topic of their choice. It can be a topic covered in class on which the student wishes to do more in-depth research or another topic related to international talent management. This approach involves carrying out a literature review of the topic and using a real-life company example or interviews with company managers which address the research question
2. ITM case study. The student picks a real-life international talent management situation, analyzes the causes of the problem(s) and recommends a solution using course concepts, and proposes an action plan.

Examples of topics (list not exhaustive):

- Key success factors in retaining high potentials in China
  - The impact of remote work affect talent management
  - Developing emotional intelligence in high potentials
  - Which leadership development approaches work the best
  - Talent management issues in a merger or acquisition
  - Is pay for performance the way to go in (country of choice)?
  - Keys to talent retention...and cultural nuances
  - Developing talent who can manage complexity and ambiguity
- ...

**Assessment 2 details:**

Analysis and presentation of articles / case studies / exercises

**ACADEMIC INTEGRITY :**

Plagiarism is copying another's work or ideas. This includes sections (sentences, tables, diagrams) 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.

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**BIBLIOGRAPHY :**

- Berger, L.A. and Berger, D. B. (2017) The Talent Management Handbook. (3th edn). McGraw Hill [eBook 2011 edn <https://bit.ly/3DBQKL>]
- Scullion, H. and Colling, D.G. (2019). Global Talent Management, (2nd edn). Routledge. [eBook <https://bit.ly/3Blv4AL>]
- Al Ariss, A., editor (2014). Global Talent Management - Challenge, Strategies, Opportunities; Springer. e-book only
- Dickmann, M.; Brewster, C. ; Sparrow, P. (2016). International Human Resource Management, A European Perspective, (3rd edn). Routledge, [eBook available]
- Goldsmith, M. and Carter, L. (2010). Best Practices in Talent Management: How the World's Leading Corporations Manage, Develop, and Retain Top Talent, John Wiley & Sons, [eBook <https://bit.ly/3QObTGA>]
- Sparrow, P., Scullion, H.; Tarique, I. (2015). Strategic Talent Management - Contemporary Issues in International Context. Cambridge University Press
- Tarique, I.; Briscoe, D.; Schuler, R.; (2015) International Human Resource Management, 5th edition. Routledge, [eBook available]

#### Additional Reading

- <https://www.linkedin.com/business/talent/blog> Many up-to-date talent management topics and trends
- <https://www.pwc.com/gx/en/services/people-organisation/workforce-strategy.html> Price Waterhouse Coopers on Talent Management strategies
- <https://www.kornferry.com/capabilities?id=107> Korn Ferry Consulting on course-related topics
- <https://www.willistowerswatson.com/en-US> Willis-Towers Watson Consulting: compensation, employee wellbeing, compensation,...
- <https://www.mercer.com/US/tabs/gm.aspx> Mercer Consulting global mobility management resources
- <http://www.ccl.org/Leadership/index.aspx> Center for Creative Leadership: excellent source of ideas for leadership development and other HR issues
- <https://www.talentguard.com/> Talent Guard is a software company which provides cloud-based solutions to a number of the subjects discussed in class: competency and performance management, reward programs, succession planning.

#### HR professional organizations and reviews:

- <http://www.ccl.org/Leadership/index.aspx> Center for Creative Leadership: excellent source of ideas for leadership development and other HR issues
- [www.cipd.co.uk](http://www.cipd.co.uk) Chartered Institute of Personnel Directors, UK. The CIPD is Europe's largest professional body specializing in the field of people management and development.
- [www.shrm.org](http://www.shrm.org) Strategic HRM, USA. Go to "HR topics and Strategy."
- <http://www.worldatwork.org/waw/home/html/home.jsp> World at Work is a provider of HR solutions, education, and certification.
- [http://www.hreonline.com/HRE/browse/Talent Management News And Opinion.jhtml](http://www.hreonline.com/HRE/browse/Talent%20Management%20News%20And%20Opinion.jhtml): HR Executive On-Line magazine.

#### General HR subjects:

- <http://knowledge.wharton.upenn.edu/category.cfm?cid=10>: HR research-based articles from the Wharton School of Business, U. of Pennsylvania, one of the top-ranked U.S. business schools.
- <http://humanresources.about.com>: basic, pertinent information about on all HR activities.
- [www.cadre-dirigeant-magazine.com](http://www.cadre-dirigeant-magazine.com): HR and management articles in French.

#### Expatriation, international, cross-cultural:

- [https://www.eca-international.com/resources/white\\_papers#UfuF-5L8HCY](https://www.eca-international.com/resources/white_papers#UfuF-5L8HCY) ECA - "the world's leader in the development and provision of solutions for the management and assignment of employees around the world." White papers on cost of living, accommodation, and salary comparisons worldwide.
- <http://geert-hofstede.international-business-center.com>: Hofstede cultural dimensions by country, interesting links.
- <http://premier.rw3cg.com>: Country guides: practical cultural information on many countries for expats.
- [www.easyexpat.com](http://www.easyexpat.com): practical information on expatriation, in English and French.
- Journal of International Human Resource Management, available in hard copy in library and on website.

#### MODULE PLAN SESSIONS :

##### Plan Session 01 :

Introduction to International Talent Management

##### Plan Session 02 :

Competencies and High Potentials

##### Plan Session 03 :

Attracting Talent, Employer Branding

**Plan Session 04 :**

Talent Development - Developing Leaders

**Plan Session 05 :**

Developing Talent - Coaching and Mentoring

**Plan Session 06 :**

Retaining and Engaging Talent

**Plan Session 07 :**

Retaining Talent - Succession, Career Planning, International Mobility

**Plan Session 08 :**

Performance Management - Evaluating and Rewarding Talent

**Plan Session 09 :**

Talent Management in International Mergers and Acquisitions



SYLLABUS	
OB518E_0108_22	
Managing Yourself and Building Positive Relationships at Work	

ACADEMIC AREA	: MANAGEMENT AND ORGANIZATIONS
PROGRAMME	: MSC GBM JAN / MSC IHRM / PGTC
PERIOD	: FALL
COORDINATOR	: Mrs. Penny HARRISON
INSTRUCTOR(S)	:
CONTACT HOURS	: 27 hours
STUDY TIME	: null hours (Class preparation, homework and assessments)
CREDITS	: 6.0 ECTS

**PRE-REQUISITE MODULES :**

This module is aimed at students who have a business school background and who have already taken an Organisational Behaviour [OB] type module [Individual – Group – Systems].

**MODULE DESCRIPTION :**

**CONTRIBUTION TO PROGRAMME LEARNING OBJECTIVES :**

-

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

After completing the module, students will be able to:

1. recognise the importance of self-awareness
2. analyse group dynamics
3. identify ways to influence and persuade internal stakeholders
4. apply strategies to accommodate differences
5. define constructive workplace politics
6. present key techniques to build nurturing relationships in the workplace

**TOPICS COVERED :**

Session 1: Organisational framework  
Session 2: Individual differences  
Session 3: Managing Group Dynamics  
Session 4: Working across differences  
Session 5: Influencing and persuading – communicating with impact  
Session 6: Managing workplace politics constructively  
Session 7: Building nurturing relationships for professional growth and career progression  
Session 8: Group Case Assignments  
Session 9: Group Case Assignments & Module conclusion

**RESEARCH-LED TEACHING :**

This module is based on gaining self-awareness and using best practice OB/ HR techniques which are more practitioner-based than research-led.

**CSR AND SUSTAINABLE DEVELOPMENT GOALS :**

7 out of the 17 Sustainable Development Goals will feature in the module, more particularly in Sessions 6 & 8.

**CSR NB HOURS :**

7

**SUSTAINABLE DEVELOPMENT GOALS COVERED :**

- 03 - Good health and well-being
- 04 - Quality education
- 05 - Gender equality
- 08 - Decent work and economic growth
- 10 - Reduced inequalities
- 16 - Peace, justice and strong institutions
- 17 - Partnership for the goals

**TEACHING METHODS :**

The core philosophy behind the module is self-assessment and self-development through practical and experiential activities. It is more practitioner than research-led, and incorporates a 'blended learning approach'. Testimonials from external HR representatives will be included.

Delivery format: Presentation of key concepts with a practical workshop approach [self-assessment exercises, discussions and debates, case study analysis] in the synchronous sessions.

The resources used in the workshops will be accessible on the dedicated Learning Management System [MOODLE], with additional articles and video links. There will also be an asynchronous learning approach to reinforce self-awareness and self-development.

**METHODS OF ASSESSMENT :**

Continuous/Final	Group/Individual	Assessment	Weight	Duration	ILOs assessed
Continuous	Individual	Report	30%		1
Continuous	Group	Group project	30%	20 minutes	2, 3, 4, 5 & 6
Final	Individual	Final written exam	40%	3 hours	1, 4 & 6

**Assessment 1 details:**

Self-awareness portfolio to be submitted on MOODLE after Session 2 + 7 days  
[Exact date to be communicated in Session 1].

**Assessment 2 details:**

Case assignment presentation [Creation of own case study].  
To be presented in Session 8 or 9.

**Assessment 3 details:**

Business case [Choice of company]

Open Book exam

#### **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 :**

Champoux, J.E. (2016). Organizational Behavior: Integrating Individuals, Groups, and Organizations. (5th edn). Routledge. [eBook: <https://bit.ly/3oxS1M8>].

Robbins, P. (2021). Essentials of Organizational Behavior. (15th edn). Pearson Education. [eBook: <https://bit.ly/3PwJTaX>].

Torrington, D., Hall, L., & Taylor, S. (2020). Human Resource Management. Pearson Education. (11th edn). [eBook: <https://bit.ly/3Bfi5TR>].

#### **Additional Reading**

Belbin, M.R. (2010). Team Roles at Work. Taylor & Francis, 2nd Edition [eBook: <https://bit.ly/3zvREbq>].

Blanchard, K., Oncker, W. & Burrows, H. (2000). The One minute Manager Meets The Monkey. Harper Collins.

Greenberg, J. & Baron, R. (2010). Behavior in Organizations. Pearson. (10th edn). [eBook: <https://bit.ly/3b9U0mR>].

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

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

Session 1: The Organisational framework

The external & internal business environment - the place of HR

ROBBINS [2021] Chapter 15: Foundations of Organization Structure [The Team Structure]

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

Session 2: Individual differences

Self-awareness: my existing habits, my work methods and my organisational techniques, my distractions

ROBBINS [2021] Chapter 4: Emotions & Moods

ROBBINS [2021] Chapter 5: Personality & Values

CHAMPOUX [2016] Part 2: Individual Processes in Organizations / Chapter 5: Perception, Attitudes, and Personality

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

Session 3: Managing Group Dynamics

Task & process strategies

ROBBINS [2021] Chapter 9: Foundations in Group Behavior  
ROBBINS [2021] Chapter 10: Understanding Work Teams  
CHAMPOUX [2016] Part 3: Group and Interpersonal Processes in Organizations / Chapter 10: Groups and Intergroup Processes

**Plan Session 04 :**

Session 4: Working across differences  
"Diversity is being invited to the party; inclusion is being asked to dance"

ROBBINS [2021] Chapter 2: Diversity in Organizations  
TORRINGTON [2020] Part 5: Chapter 23 – Diversity & Inclusion  
TORRINGTON [2020] Part 7: Chapter 33 – Managing the International Workforce

**Plan Session 05 :**

Session 5: Influencing and persuading - Communicating with Impact

Influencing & persuading to act, to change an opinion or behaviour  
ROBBINS [2021] Chapter 12: Leadership [Positive Leadership]  
TORRINGTON [2020] Part 3: Chapter 12 – Leadership

Communicating with Impact [verbal & non-verbal language]  
"Telling a story"

ROBBINS [2021] Chapter 11: Communication [Persuasive communication / Barriers to Effective Communication / Cultural Factors]  
CHAMPOUX [2016] Part 4: Organizational Processes / Chapter 13: Communication Processes

**Plan Session 06 :**

Session 6: Managing workplace politics constructively  
Constructive / ethical political activities vs Destructive / unethical political activities  
The 4 Political Players

ROBBINS [2021] Chapter 13: Power & Politics [Politics : Power in Action / Causes & Consequences of Political Behavior]  
CHAMPOUX [2016] Part 4: Organisational Processes / Chapter 15: Power and Political Behavior

**Plan Session 07 :**

Session 7: Building nurturing relationships for professional growth and career progression  
"Respect and care for yourself, others and the environment"  
Professional growth: individual & team

ROBBINS [2021] Chapter 16: Organizational Culture [Positive Cultures / Ethical Cultures]  
ROBBINS [2021] Chapter 17: Organizational Change [Facilitating Change / Creating a Learning Organization]  
TORRINGTON [2020] Part 4: Chapter 18 Learning & Development  
TORRINGTON [2020] Part 4: Chapter 19 Talent & Career Development  
TORRINGTON [2020] Part 7: Chapter 32 – Health & Wellbeing

**Plan Session 08 :**

Session 8: Group Case Assignments

**Plan Session 09 :**

Session 9: Group Case Assignments & Module conclusion



SYLLABUS
Fİ509E_1_0108_22
Financial Tool Box

**ACADEMIC AREA** : FINANCE AND ACCOUNTING  
**PROGRAMME** : MSC GBM / MSC IHRM / MSC IHRM JAN / MSC INBD / MSC INBD JAN / PGTC  
**PERIOD** : FALL  
**COORDINATOR** : Mrs. Canan YILDIRIM  
**INSTRUCTOR(S)** : Mrs. Canan YILDIRIM  
**CONTACT HOURS** : 27 hours  
**STUDY TIME** : 120 hours (Class preparation, homework and assessments)  
**CREDITS** : 6.0 ECTS

**PRE-REQUISITE MODULES :**

None

**MODULE DESCRIPTION :**

**CONTRIBUTION TO PROGRAMME LEARNING OBJECTIVES :**

- Develop a strategic perspective based on a solid understanding of management foundations and techniques
- Implement responsible management in international business negotiation (RESPONSIBLE)

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

By the end of the module the students should:

1. Understand time value of money
2. Value stocks and bonds
3. Assess risk and return of financial assets
4. Evaluate investment projects
5. Estimate a corporation's cost of capital
6. Assess a corporation's optimal capital structure
7. Explain how a corporation's capital structure impact on investment decisions

**TOPICS COVERED :**

Financial statements and financial statement analysis  
Time value of money  
Basics of bond and stock valuation  
Valuation of financial assets  
Capital investment decisions  
Risk and return, portfolio management  
Capital structure decision



**RESEARCH-LED TEACHING :**

The students are provided as additional readings with both academic papers as well as articles from industry journals such as FT and/or consulting reports.

Examples: Milton Friedman, The Social Responsibility of Business Is to Increase Its Profits

The New York Times Magazine, September 13, 1970; Martin Wolf, Milton Friedman was wrong on the corporation, Financial Times, December 8, 2020

**CSR AND SUSTAINABLE DEVELOPMENT GOALS :**

We discuss the stakeholder view versus shareholder view with respect to financial management's key objective and implications for responsible management and sustainability.

**CSR NB HOURS :**

1

**SUSTAINABLE DEVELOPMENT GOALS COVERED :**

- 09 - Industry, Innovation and infrastructure
- 13 - Climate action

**TEACHING METHODS :**

Lectures will be employed to emphasise theoretical concepts and analytical methods.

In-class exercises and case studies will complement the lectures.

Students are required prior to the sessions to refer to chapters in the textbooks and additional readings assigned for each session. Students are greatly encouraged to follow the financial press on a regular basis, such as FT and WSJ, and check web sites such as Bloomberg, Dow Jones, Reuters.

**METHODS OF ASSESSMENT :**

Continuous/Final	Group/Individual	Assessment	Weight	Duration	ILOs assessed
Continuous	Individual	Quiz	40%	TBA	1-7
Final	Individual	Final written exam	60%	2 H	1-7

**Assessment 1 details:**

Continuous assessments are small multiple choice exams testing understanding of the basic concepts and ability to use key tools of analysis.

There will be multiple quiz exams, accounting for 40 percent in total of the overall grade.

**Assessment 2 details:**

Final exam is a classical written exam with an emphasis on problems testing if the students can explain and/or comment on their solutions/findings.

**ACADEMIC INTEGRITY :**

This section contains the Academic Integrity statement of Rennes School of Business. This is an accreditation requirement and as such the syllabus – representing the contract between the institution and the student – must provide and clearly outline the basis for disciplinary action in case of misbehavior.

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 :**

Required textbook:

Ross, S.A., Westerfield, R.W., and Jordan B.D. (RWJ). Fundamentals of Corporate Finance. (12th edn). McGraw-Hill.

**Additional Reading**

Optional textbook

Berk, J. and P. Demarzo. Corporate Finance. (4th edn). Pearson. [eBook <https://vu.fr/7OFP>].

Keown, A.J., Martin, J.D. and Petty, J.W. Foundations of Finance. Pearson.

Any other introductory finance textbook in the library with the title 'Corporate Finance' will be fine as well as other editions of the books listed above.

**MODULE PLAN SESSIONS :****Plan Session 01 :**

Course introduction,

The corporation and the financial environment

Financial management decisions,

The corporation,

The goal of financial management,

Financial market system and financing of business.

RWJ, Ch 1

**Plan Session 02 :**

Review of financial statements and financial statement analysis

Review of financial statements,

Financial analysis

RWJ, Ch 2, Ch 3

**Plan Session 03 :**

Time value of money

Mechanics of compounding and bringing back the value of money to present,  
PV of uneven stream of payments, Annuities,  
Perpetuities.  
RWJ, Ch 5, Ch 6

**Plan Session 04 :**

Investment decision analysis

Valuing projects,  
Capital investment decision analysis.  
RWJ, Ch 9, Ch 10

**Plan Session 05 :**

Valuation of financial assets I

Basic process for valuation of assets,  
Bond features and types of bonds,  
Bond valuation,  
Characteristics of common stocks,  
Common stock valuation.  
RWJ, Ch 7, Ch 8

**Plan Session 06 :**

Valuation of financial assets II

Basic process for valuation of assets,  
Bond features and types of bonds,  
Bond valuation,  
Characteristics of common stocks,  
Common stock valuation.  
RWJ, Ch 7, Ch 8

**Plan Session 07 :**

Risk and return

Risk and rates of return: definition and measurement  
Risk and diversification  
RWJ, Ch 13

**Plan Session 08 :**

Cost of capital and Capital structure policy, I

Cost of capital,  
Financial leverage,  
Capital structure policy  
RWJ, Ch 14, Ch 16

**Plan Session 09 :**

Cost of capital and Capital structure policy, II  
Recap.

Cost of capital,  
Financial leverage,  
Capital structure policy  
RWJ, Ch 14, Ch 16



SYLLABUS
OB505E_1_0108_22
Global Organisational Behaviour

ACADEMIC AREA	: MANAGEMENT AND ORGANIZATIONS
PROGRAMME	: MSC GBM / MSC IHRM / MSC IHRM JAN / PGTC
PERIOD	: FALL
COORDINATOR	: Mrs. Penny HARRISON
INSTRUCTOR(S)	:
CONTACT HOURS	: 27 hours
STUDY TIME	: 120 hours (Class preparation, homework and assessments)
CREDITS	: 6.0 ECTS

**PRE-REQUISITE MODULES :**

None

**MODULE DESCRIPTION :**

This module addresses Organisational Behaviour through an emphasis on the individual manager's personal development and interpersonal skills. It emphasises the practical application of concepts such as communication, teamwork, motivation, conflict management, leadership and decision-making, and analyses their impact on organisational outcomes.

**CONTRIBUTION TO PROGRAMME LEARNING OBJECTIVES :**

- Include sustainable development principles and practices in management (RESPONSIBLE)
- Integrate diversity and globalization in the practice of management (GLOBAL)

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

1. Analyse performance as a manager and know how to develop strengths and address weaknesses of future colleagues
2. Understand the 'human' aspect of organisations: how organisations use employees to achieve their goals, with relation to the 6 outcomes
3. Appreciate the individual, group and organisational level factors that influence the performance of employees
4. Explain how to handle change and conflict in the work place
5. Evaluate different ways of communicating with and motivating staff
6. Demonstrate an understanding of and the ability to manage conflicts
7. Build and lead high performing teams
8. Analyse organisational development techniques and use them to manage change
9. Handle work-related stress
10. Stimulate and manage innovation

**TOPICS COVERED :**

- . Module Introduction: Overview of Organisational Behaviour
- . The impact of national culture on behaviour
- . Understanding and managing individual differences
- . Motivation: principles and techniques
- . Leadership

- . Power, Politics, and Influence
- . Managing Conflict
- . Managing Change and Innovation

**Knowledge & understanding :**

- a. Impact of contextual forces on organisations: legal systems; ethical, economic, environmental, social and technological change issues, international development, corporate governance
- b. The management and development of people within organisations: organisational theory, behaviour, industrial/employee relations, HRM, change management

**Skills :**

- c. Personal effectiveness: self-awareness and self-management, time management, sensitivity to diversity in people and different situations, self-development through learning
- d. Effective performance within a team environment: the ability to recognise and use individuals' contributions in group processes, team selection, delegation, development and management
- e. Leadership and performance management: selecting appropriate leadership style for situations, setting targets, motivating, monitoring performance, coaching and mentoring, continuous improvement
- f. Learning through reflection on practice and experience

**RESEARCH-LED TEACHING :**

The module will be practitioner-oriented with a clear focus on student participation and discussion.

**CSR AND SUSTAINABLE DEVELOPMENT GOALS :**

This module prepares future global and responsible managers for the agile business environment. There will also be a core focus on managing a diverse workforce. 7 out of the 17 sustainable goals will be integrated over the 9 sessions [30% of the teaching hours].

**CSR NB HOURS :**

9

**SUSTAINABLE DEVELOPMENT GOALS COVERED :**

- 03 - Good health and well-being
- 04 - Quality education
- 05 - Gender equality
- 08 - Decent work and economic growth
- 09 - Industry, innovation and infrastructure
- 10 - Reduced inequalities
- 16 - Peace, justice and strong institutions

**TEACHING METHODS :**

The module will have a strong practitioner-oriented approach and will encourage class discussion. The success of the class depends on students' contributions in the form of preparing classes in advance, sharing comments, asking questions, and giving real-life examples. Readings will be assigned to supplement the in-class material.

Teaching methods include:

- . Lectures
- . Videos
- . Discussions of articles, readings and handouts
- . In-class exercises, questionnaires/surveys, simulations
- . Student presentations

Quizzes: From time to time a pop-up quiz will be given during the classes.

Case studies and other preparation tasks: Students will be asked to read case studies or perform other preparation tasks in line with the instructions given.

Students are required to have done the preparation for the designated session. This is crucial for the success of each session for all concerned.

A number of company-related examples will be used during the course and in the readings.

**METHODS OF ASSESSMENT :**

Continuous/Final	Group/Individual	Assessment	Weight	Duration	ILOs assessed
Continuous	Group	Group project	25%		1 & 2
Final	Individual	Final written exam	75%	3 hours	3 - 10

**Assessment 1 details:**

Students will form small teams (5 or 7 members), taking into account differences such as gender, nationality and background. Teams must deliver their topic to the class in any way they think will be the most effective learning experience. Students must provide their peers with learner-focused activities/documents/resources to help them understand the main points of the presentation.

The purpose of the team work is:

- To analyse in-depth a topic in Global Organisational Behaviour and illustrate it with company examples.
- To observe and practise the principles of teamwork and group dynamics.

**Assessment 2 details:**

Closed book exam

**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 :**

Robbins S. & Judge T. (Latest Edition). Organizational Behavior. Pearson Education. [eBook 2016 edn <https://vu.fr/7i4w>]  
Mullins, L.J. (2016). Management & Organizational Behaviour. (11th edn). Harlow: Pearson Education. [eBook <https://vu.fr/EnHH>]  
Champoux, J.E. (2016). Organizational behavior: Integrating Individuals, Groups, and Organizations. (5th edn). Abingdon: Routledge. [eBook <https://vu.fr/AGWZ>]

**Additional Reading**

Ivancevich, J.M., Konopaske, R. and Matteson, M. (2013). Organizational behavior and management. (10th edn). McGraw-Hill.  
Moorhead, G. and Griffin, R.W. (2010). Organizational behavior: Managing People and Organizations. (9th edn). South Western.  
Robbins, S.P. and Judge, T. (2017). Essentials of organizational behavior. (14th edn). Pearson. [eBook: <https://bit.ly/3aVIfko>]  
Articles on Moodle

**MODULE PLAN SESSIONS :****Plan Session 01 :**

Module Introduction: Overview of Organisational Behaviour - Working as teams

**Plan Session 02 :**

The impact of national culture on behaviour

**Plan Session 03 :**

Individual Behaviour

**Plan Session 04 :**

Motivation - principles and techniques

**Plan Session 05 :**

Leadership

**Plan Session 06 :**

Power & Politics

**Plan Session 07 :**

Conflict Management

**Plan Session 08 :**

Change Management

**Plan Session 09 :**

Conclusion





## SYLLABUS

MK501E\_1\_0108\_22

### Consumer Behaviour in a Sustainable Environment

ACADEMIC AREA	: MARKETING
PROGRAMME	: MSC GBM JAN / MSC LMBM / PGTC
PERIOD	: FALL
COORDINATOR	: Dr. Claire-Lise ACKERMANN
INSTRUCTOR(S)	: Dr. Claire-Lise ACKERMANN Dr. Marc PORTER
CONTACT HOURS	: 27 hours
STUDY TIME	: 120 hours (Class preparation, homework and assessments)
CREDITS	: 6.0 ECTS
PRE-REQUISITE MODULES :	

#### MODULE DESCRIPTION :

#### CONTRIBUTION TO PROGRAMME LEARNING OBJECTIVES :

- Demonstrate understanding of diverse and international business environments to apprehend the world complexity and make integrated decisions
- Integrate diversity and globalization in the practice of management in luxury and in brand management (GLOBAL)

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

1. To understand and apply models of consumer behaviour including decision making processes and their relationships to actual purchasing behaviour,
2. To critically analyse theoretical consumer behaviour concepts in relation with the objective of fostering sustainable consumption,
3. To assess and evaluate marketing strategies from a consumer perspective.

#### TOPICS COVERED :

- . Internal influences of consumer behaviour,
- . External influences of consumer behaviour,
- . Self-concept and lifestyle,
- . Consumer decision making process,
- . Sustainable consumer behaviour.

**RESEARCH-LED TEACHING :**

Findings from my own research are used to illustrate concepts discussed in class. This includes:

Huré, E., Picot-Coupey, K. and Ackermann, C.L. (2017) Understanding Omni-Channel Shopping Value: A Mixed-Method Study, Journal of Retailing and Consumer Services, 39, Nov 2017, 314-330.

Ackermann, C.-L., and Palmer, A. (2017). Consumers' evaluations of local food: a multi-method approach, 50th Academy of Marketing Conference, Hull, UK, 4-6 July.

Picot-Coupey, K, Krey, N, Huré, E, and Ackermann, CL (2018). Still Work and/or Fun? - Replicating the personal shopping value scale, Corroboration in Marketing Research Workshop, 21st Academy of Marketing Science World Marketing Congress, Porto, Portugal, 26-29 June.

Vichiengior, T., Ackermann, C.-L., and Palmer, A. (2019) Consumer anticipation: antecedents, processes and outcomes, Journal of Marketing Management, 35, 1-2, 130-159.).

In addition, group assignments will involve the presentation of research articles recently published in leading journals in consumer behaviour research.

**CSR AND SUSTAINABLE DEVELOPMENT GOALS :**

The important role of marketing in encouraging sustainable consumption will be highlighted. Specific attention will be paid to how to shift consumer behaviours to be more sustainable. As part of their final assessment, students will be required to discuss how Sustainable Development Goals should be taken into consideration when deciding on marketing actions.

**CSR NB HOURS :**

6

**SUSTAINABLE DEVELOPMENT GOALS COVERED :**

- 12 - Responsible consumption and production

**TEACHING METHODS :**

Lecturing will be a major part of the teaching method, where students are presented with facts and fundamental knowledge on the subject. Apart from lecturing, demonstration will be a part of the teaching method where examples and short cases will be used to explain facts, concepts, or theories.

Collaborative work will be a major part of the learning process, where students are assigned to teams, in order to complete homework assignments and make presentations over the course of 5 sessions. In addition, debates, quizzes, etc., will also form part of the teaching and learning process in class.

Collective homework assignments will be prepared in small teams. The class will be divided in 6 teams. Students will randomly be assigned to teams by the instructor within the limitations imposed by the size of the whole group.

**METHODS OF ASSESSMENT :**

Continuous/Final	Group/Individual	Assessment	Weight	Duration	ILOs assessed
Continuous	Group	Article restitution	30%	NA	ILO n°2
Continuous	Group	Quiz	10%	NA	ILOs n° 1 to 3
Final	Individual	Essay	60%	NA	ILOs n° 1 to 3

**Assessment 1 details:**

One group will be required to present a summary of their research paper restitution assignment (Powerpoint slide show). The presentation should last maximum 20 minutes and should be provocative enough to spur a debate within the class. Instructions for the group presentation and rubrics (i.e., grading criteria) are available on Moodle.

To enhance the quality and level of discussion, the instructor will also assign a "discussant" group that will have:

1. to react to the presenting team's arguments and analytical viewpoints, and
2. to engage a discussion with the audience,

for maximum 10 minutes. The number/ quality of questions asked by the discussant group and the quality of the discussion with the audience may represent an extra bonus or penalty of max. 5 points. Tricks and tips regarding how (1) to ask questions after a presentation and (2) to engage a discussion with a large audience are available on Moodle.

**Assessment 2 details:**

Students will have to answer to short quizzes at the end of sessions 2, 3, 4 & 5. These quizzes will be about any topic covered during the session, including research paper reading assignments. Quizzes will be answered in groups. The quiz will last 15 minutes, and will include 20 questions, for a total of 100 points. Each correct answer will be worth 5 points. Each incorrect answer will represent a minus of – 1,66 points. Thus, if you are not sure about which answer is the correct one, do not answer the question. 80-100 points is equivalent of an "A" (80%), 75-79 points is equivalent of a "B" (67%), 68-74 points is equivalent of a "C" (61%), 60-67 points is equivalent of a "D" (54%), 50-59 points is equivalent of an "E" (45%), 30 to 49 points is equivalent of a "Fx" (30%), and less than 30 points is equivalent of a F (15% ).

**Assessment 3 details:**

There is no final exam in this course, but there is a final project in the form of an independently-prepared individual essay. Instructions for the final essay and rubrics (i.e., grading criteria) are available on Moodle.

Due date to be announced by your teacher. Please note that any late submission equals 5 points off the total grade per day of delay.

**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 :**

Hawkins, D. I., Mothersbaugh, D. L., Best, R. J. (Latest Edition). Consumer Behavior: Building Marketing Strategy. McGraw-Hill.

**Additional Reading**

Ackermann, C.-L., & Mathieu, J.-P. (2015). Implicit attitudes and their measurement: theoretical foundations and use in consumer behaviour research, *Recherche et Applications en Marketing*, 30(2), 58-81

Ackermann, C. L., Matson-Barkat, S. and Truong, Y. (2022). A legitimacy perspective on sharing economy consumption in the accommodation sector. *Current Issues in Tourism*, 25, 12, 1947-1967.

Ackermann, C.-L., Sun, H., Teichert, T., Tercia, C. and Trivedi, R., (2021) Mask wearing as a prosocial consumption behaviour during the COVID-19 pandemic: An application of the theory of reasoned action, *Journal of Marketing Management*, 37, 17-18, 1840-1865.

Ajzen, I., & Sexton, J. (1999). Depth of processing, belief congruence, and attitude-behavior correspondence, In S. Chaiken & Y. Trope (Eds.), *Dual-process theories in social psychology*. Guilford Press.

Argyriou, E., & Melewar, T. C. (2011). Consumer attitudes revisited: A Review of attitude theory in marketing research, *International Journal of Management Reviews* 13(4), 431–451.

Atalay, A. S., Bodur, H. O., & Rasolofoaarison, D. (2012). Shining in the Center: Central Gaze Cascade Effect on Product

Choice, *Journal of Consumer Research* 39(4), 848–866.

Bagozzi, R.P., Gopinath, M. & Nyer, P.U. The role of emotions in marketing. *Journal of the Academy of Marketing Science* 27, 184 (1999).

Bearden, W. O., & Etzel, M. J. (1982). Reference Group Influence on Product and Brand Purchase Decisions, *Journal of Consumer Research* 9(2), 183-194.

Belboula, I., and Ackermann, C.-L. (2021) Consumer response to service brand physical elements: Using a semantic priming task to explore implicit understanding of service brand meaning, *Journal of Retailing and Consumer Services*, 61, 102019.

Belk, R. W. (1988). Possessions and the Extended Self, *Journal of Consumer Research* 15(2), 139–168

Belk, R. W. (2013). Extended Self in a Digital World, *Journal of Consumer Research* 40( 3), 477–500.

Cannon, C., Goldsmith, K., & Roux, C. (2019). A SelfRegulatory Model of Resource Scarcity, *Journal of Consumer Psychology* 29, 104-127.

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Dijksterhuis, A., & Smith, P. K. (2005). What Do We Do Unconsciously? And How?, *Journal of Consumer Psychology*, 15(3), 225-229.

Ekman, P. (1993). Facial expression and emotion. *American Psychologist*, 48(4), 384–392.

Epstein, S. (2003). Cognitive-experiential self-theory of personality. In T.Millon, & M. J. Lerner (Eds.), *Comprehensive Handbook of Psychology*, Volume 5: Personality and Social Psychology, Hoboken, NJ: Wiley & Sons.

Fazio RH (1990). Multiple processes by which attitudes guide behavior: the MODE model as an integrative framework, In M.P. Zanna (Ed.) *Advances in experimental social psychology*. New York: Academic Press.

Hirschman E.C., & Holbrook M.B. (1986). Expanding the Ontology and Methodology of Research on the Consumption Experience, In D. Brinberg & R.J. Lutz (Eds.), *Perspectives on Methodology in Consumer Research*. New York, NY: Springer.

Holbrook, M., & Hirschman, E. (1982). The Experiential Aspects of Consumption: Consumer Fantasies, Feelings, and Fun, *Journal of Consumer Research*, 9(2), 132-140.

Huré, E., Picot-Coupey, K., & Ackermann, C.L. (2017). Understanding Omni-Channel Shopping Value: A Mixed-Method Study, *Journal of Retailing and Consumer Services* 39(Nov 2017), 314-330.

Kozinets, R. V. (1999). E-tribalized marketing?: the strategic implications of virtual communities of consumption, *European Management Journal* 17(3), 252-264.

Lee, A. (2002). Effects of Implicit Memory on Memory-Based versus Stimulus-Based Brand Choice, *Journal of Marketing Research*, 39(4), 440-454.

Luedicke, M. K. (2015). Indigenous' Responses to Immigrants' Consumer Acculturation: A Relational Configuration Analysis, *Journal of Consumer Research* 42(1), 109–129.

de Mooij, M. (2019). Fairy tales of global consumer culture in a polarizing world, *International Marketing Review* 36(4), 581-586.

Nevid, J.S., & Pastva, A. (2014). "I'm a Mac" versus "I'm a PC": Personality Differences between Mac and PC Users in a College Sample, *Psychology & Marketing*, 31, 31-37

Oliver, R.L. (1993). Cognitive, Affective, and Attribute Bases of the Satisfaction Response, *Journal of Consumer Research*, 20(3),

Orth, U. R., & Malkewitz, K. (2008). Holistic package design and consumer brand impressions, *Journal of Marketing* 72(3): 64-81.

Perugini, M., & Bagozzi, R.P. (2001). The role of desires and anticipated emotions in goaldirected behaviours: Broadening and deepening the theory of planned behavior, *British Journal of Social Psychology*, 40, 79-98.

Priporas, C. V., Stylos, N., & Fotiadis, A. K. (2017). Generation Z consumers' expectations of interactions in smart retailing: A future agenda. *Computers in Human Behavior*, 77, 374-381.

Rook, D., & Fisher, R. (1995). Normative Influences on Impulsive Buying Behavior, *Journal of Consumer Research*, 22(3), 305-313.

Sheth, J. N., Newman, B. I., & Gross, B. L. (1991). Why we buy what we buy: A theory of consumption values. *Journal of Business Research*, 22(2), 159-170.

Truong, Y. (2010). Personal Aspirations and the Consumption of Luxury Goods, *International Journal of Market Research*, 52(5), 655–673

Van Osselaer, S. M. J., & Janiszewski, C. (2001). Two Ways of Learning Brand Associations, *Journal of Consumer Research* 28(2), 202-223.

Vichiengior, T., Ackermann, C.-L., & Palmer, A. (2019). Consumer anticipation: antecedents, processes and outcomes, *Journal of Marketing Management* 35(1-2), 130-159.

Vichiengior, T., Ackermann, C.-L., & Palmer, A. (2018). Exploring consumers' anticipation of non-routine services and its impacts on postconsumptions' evaluation, 15th International Research Conference in Service Management, La Londe les Maures, France, 10-13 June.

Weinberger, M. F., Zavisca, J. R., & Silva, J. M. (2017). Consuming for an Imagined Future: Middle-Class Consumer Lifestyle and Exploratory Experiences in the Transition to Adulthood, *Journal of Consumer Research* 44(2), 332–360.

White, K., Simpson, B., & Argo, J. J. (2014). The Motivating Role of Dissociative Out-Groups in Encouraging Positive Consumer Behaviors, *Journal of Marketing Research* 51(4), 433–447.

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

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

SESSION 1 – 3 hours

Topics to be covered:

- 1/ General Introduction to the course
- Course instructions
- What is consumer behaviour and the concept of value,
- Instructions for final essay,
- 2/ External influences (part 1)
- Culture (part 1)

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

SESSION 2 – 6 hours

Topics to be covered:

- 2/ External influences
- The impact of culture on behaviour
- Group influences
- Demographics and Social class

Reading and assignments to be done before class:

- Minton, E. A., Spielmann, N., Kahle, L. R., & Kim, C. H. (2018). The subjective norms of sustainable consumption: A cross-cultural exploration. *Journal of Business Research*, 82, 400-408.
- Lee, Y. J., Yoon, H. J., & O'Donnell, N. H. (2018). The effects of information cues on perceived legitimacy of companies that promote corporate social responsibility initiatives on social networking sites. *Journal of Business Research*, 83, 202-214

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

SESSION 3 – 6 hours

Topics to be covered:

- 3/ Internal Influences
- Perception, learning and memory
- Motivation, personality and emotion

Reading and assignments to be done before class:

- Mirzaei, A., Wilkie, D. C., & Siuki, H. (2022). Woke brand activism authenticity or the lack of it. *Journal of Business Research*, 139, 1-12.
- Borau, S., ElgaiedGambier, L., & Barbarossa, C. (2021). The green mate appeal: Men's proenvironmental consumption is an honest signal of commitment to their partner. *Psychology & Marketing*, 38(2), 266-285

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

SESSION 4 – 6 hours

Topics to be covered:

3/ Internal Influences(part 2)

- Attitude

4/ Self-concept and lifestyle

Reading and assignments to be done before class:

Wang, H., Ma, B., Bai, R., & Zhang, L. (2021). The unexpected effect of frugality on green purchase intention. *Journal of Retailing and Consumer Services*, 59, 102385

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

**Plan Session 05 :**

SESSION 5 – 6 hours

Topics to be covered:

How consumers make decisions

- The decision-making process,

- A rational consumer?

- An experiential view of consumption.

Reading and assignments to be done before class:

How do you anticipate forthcoming consumption experiences?



SYLLABUS
MK542E_1_0108_22
Contemporary Brand Management

ACADEMIC AREA	: MARKETING
PROGRAMME	: MSC LMBM / MSC SDM / MSC SDM JAN / PGE / PGTC
PERIOD	: FALL
COORDINATOR	: Dr. Dildar HUSSAIN
INSTRUCTOR(S)	: Dr. Dildar HUSSAIN
CONTACT HOURS	: 27 hours
STUDY TIME	: 120 hours (Class preparation, homework and assessments)
CREDITS	: 6.0 ECTS

**PRE-REQUISITE MODULES :**

This is a Master level module. Students are expected to have previously studied basic module(s) in marketing. e.g., such as MK310 - Marketing Insights, Principles of Marketing, Fundamentals of Marketing or equivalent.

**MODULE DESCRIPTION :**

**CONTRIBUTION TO PROGRAMME LEARNING OBJECTIVES :**

- Demonstrate a key expertise and a deep understanding of specialized concepts, methods and techniques in strategic marketing
- digital marketing and communication to provide value to the business community.
- Develop a strategic perspective based on a solid understanding of management foundations and techniques
- Integrate diversity and globalization in the practice of management in luxury and in brand management (GLOBAL)

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

1. Critically evaluate and interpret the role of brands from company and consumer perspectives.
2. Demonstrate a critical level of understanding of current and future theories and practices of brand management.
3. Assess and evaluate the strategic process of building and sustaining brands.
4. Critical understanding of psychological, sociological and anthropological aspects of branding.
5. Analyse and apply brand management theories within products and services sector.
6. Develop effective international and global brand strategies.

**TOPICS COVERED :**

- . Introduction to Contemporary Brands
- . Brand Equity and Brand Valuation
- . Brand Building and Business Building
- . Brands as Strategic Assets
- . Brand Identity and Positioning
- . Brand Architecture
- . Brand Extension
- . Managing Brands across a Life Cycle

**RESEARCH-LED TEACHING :**

**CSR AND SUSTAINABLE DEVELOPMENT GOALS :**

**CSR NB HOURS :**

2

**SUSTAINABLE DEVELOPMENT GOALS COVERED :**

- 09 - Industry, innovation and infrastructure
- 12 - Responsible consumption and production

**TEACHING METHODS :**

The teaching and learning strategy will build on existing inter-dependent and independent learning skills. The module sessions will incorporate a variety of methods. The academic themes and knowledge base of the subject areas with the concepts and brand management practices will be presented in a lecture format. Seminar time will be devoted to analyse and critically interpret case studies and other current real-life examples. A key component of the learning process will be additional reading and private study to be carried out between taught sessions. Students are expected to come to class having completed the pre-reading and other assignments, thus allowing them to make a positive contribution to the classroom discussion. Students must have read at least one book in the suggested list by the end of the course. All these books are relevant to the ILO's.

This module is designed to provide an overview of brand management strategies and techniques applicable to a broad range of goods and services sectors. This module will build on the fundamentals of marketing and strategy in order to focus on the importance of brand management in the marketing process. Case studies and examples based on local and international brands will be discussed in the class.

**METHODS OF ASSESSMENT :**

Continuous/Final	Group/Individual	Assessment	Weight	Duration	ILOs assessed
Continuous	Individual	Quiz	10%		1,2,3,4,5,6
Continuous	Individual	Quiz	10%		1,2,3,4,5,6
Continuous	Group	Group project	20%		1,2,3,4,5,6
Final	Individual	Study case	60%	---	1,2,3,4,5,6

**Assessment 1 details:**

Quiz 1 will cover topics discussed in sessions 1, 2, and 3. The quiz will include multiple choice and true/false questions. The questions will test students' understanding of concepts and application of these concepts to real world situations. Further detailed instructions will be discussed in the class.

**Assessment 2 details:**

Quiz 2 will cover topics discussed in sessions 4 and 5. The quiz will include multiple choice and true/false questions. The questions will test students' understanding of concepts and application of these concepts to real world situations. Further detailed instructions will be discussed in the class.

**Assessment 3 details:**

Students will be divided into teams of 3-4 members. Each team will be expected to analyze and present a brand. The



students will choose a brand and will apply the concepts learned in the class to analyze the brand. As each brand is unique, each team will decide which concepts are most relevant and important to be discussed during the presentation. Some important rules for the presentations include the following points.

- Each team member is expected to equally participate in the whole project including data collection, analysis, preparation and delivery of the presentation, etc.
  - Teams are responsible for equal division of work among all team members.
  - Normally, the whole team will get the same grade. In case of any coordination issues, please contact the professor before the date of the presentation.
  - Each team will get 20-25 minutes for the presentation and up to five minutes for discussion.
- Further detailed instructions will be discussed in the class.

#### **Assessment 4 details:**

The final exam will be based on case study. The students will be expected to write and analyze a brand management case. The exam will explain the situation in details and gather sufficient information from publicly available resources. The students will use the case as basis for answering the questions. They will apply their knowledge to the situation presented in the case and will write their recommendations/suggestions/analysis as asked in the questions. Further detailed instructions will be discussed in the class.

#### **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 :**

Laforet, S. (Latest edition). Managing Brands: A contemporary perspective. McGraw Hill Higher Education.  
Keller, K. L. (Latest edition). Strategic Brand Management: Global Edition. Pearson Education. [eBook <https://vu.fr/Ta8N>]

#### **Additional Reading**

- > Kapferer, J-N (2012). The New Strategic Brand Management. (5th edn). Kogan Page. [eBook available].
- > Alden, D.A., Kelley, J.B., Riefler, P., Lee, J.A., Soutar, G.N. (2013). The Effect of Global Company Animosity on Global Brand Attitudes in Emerging and Developed Markets: Does Perceived Value Matter?, *Journal of International Marketing*, 21(2), 17-38.
- > Campos Franco, J., Hussain, D. & Mocoli, R. (2019): Luxury fashion and sustainability: looking good together. *Journal of Business Strategy*. In Press.
- > Cravens, S.K., and Guilding, C. (1999). Strategic Brand Valuation: A Cross functional Perspective, *Business Horizons*, 42(4), 53-62.
- > Cuneo, A., Milberg, S.J., Benavente, J.M., and Palacios-Fenech, J. (2015). The Growth of Private Label Brands: A Worldwide Phenomenon?, *Journal of International Marketing*, 23(1), 72-90.
- > Glynn, M.S. (2012). Primer in B2b Brand-Building Strategies with a Readers Practicum, *Journal of Business Research*, 65(5), 666-675.
- > Guo, X. (2013). Living in a Global World: Influence of Consumer Global Orientation on Attitudes Toward Global Brands from Developed Versus Emerging Countries. *Journal of International Marketing*, 21(1), 1-22.
- > Keller, K.L. (1993). Conceptualizing, Measuring, and Managing Customer-Based Brand Equity, *Journal of Marketing*, 57(1), 1-22.
- > Low, G.S. and Fullerton, R.A. (1994). Brands, Brand Management, and the Brand Manager System: A Critical-Historical Evaluation, *Journal of Marketing Research*, 31(2), 173-190.
- > Muzellec, L., and Lambkin, M.C. (2009). Corporate Branding and Brand Architecture: A Conceptual Framework, *Marketing Theory*, 9(1), 39-54.
- > Popoli, P. (2011). Linking CSR Strategy and Brand Image: Different Approaches in Local and Global Markets, *Marketing*

Theory, 11(4), 419-433.  
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 -> Spence, M., and Essoussi, L.H. (2010). SME Brand Building and Management: An Exploratory Study, European Journal of Marketing, 44(7/8), 1037-1054.  
 -> Stride, H., and Lee, S. (2007). No Logo? No Way. Branding in the Non-Profit Sector, Journal of Marketing Management, 23(1), 107-122.  
 -> Urde, M. (2003). Core Value-based Corporate Brand Building, European Journal of Marketing, 37(7/8), 1017-1040.  
 -> Volckner, F., and Sattler, H. (2006). Drivers of Brand Extension Success, Journal of Marketing, 70(2), 18-34.  
 -> Wood, L. (2000). Brands and Brand Equity: Definition and Management, Management Decision, 38(9), 662 - 669.  
 -> Yuri S., and Buchanan-Oliver, M. (2015). Luxury branding: the industry, trends, and future conceptualisations, Asia Pacific Journal of Marketing and Logistics, 27(1), 82 - 98.

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

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

Session 1 - Introduction to Contemporary Brands  
 Case Study 1  
 Readings: Laforet CH 1, Keller CH 1.

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

Session 2 - Brand Equity and Brand Valuation  
 Case Study 2  
 Readings: Laforet CH 2, Keller CH 2.

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

Session 3 - Brand Building and Business Building: Brands as Strategic Assets - Moving Up the Corporate Agenda  
 Case Study 3  
 Readings: Laforet CH 3, Keller CH 14. Laforet CH 4, Keller CH 3.

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

Session 4 - Brand Identity and Positioning  
 Case Study 4  
 In-class Test 1  
 Readings: Laforet CH 5, Keller CH 6.

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

Session 5 - Brand Architecture  
 Case Study 5  
 Readings: Laforet CH 6, Keller CH 11.

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

Session 6 - Brand Extension  
 Case Study 6  
 In-class Test 2  
 Readings: Laforet CH 7, Keller CH 12.

**Plan Session 07 :**

Session 7 - Managing Brands across a Life Cycle and Over Time  
Case Study7  
Readings: Laforet CH 8, Keller CH 13.

**Plan Session 08 :**

Session 8 - Group presentations and discussion

**Plan Session 09 :**

Session 9 - Group presentations and discussion



## SYLLABUS

MK545E\_0108\_22

### Development and Marketing of New Products in a Sustainable Environment

ACADEMIC AREA	: MARKETING
PROGRAMME	: MSC ILBM JAN / MSC LMBM / PGTC
PERIOD	: FALL
COORDINATOR	: Dr. Fue Mei CHUANG
INSTRUCTOR(S)	: Dr. Fue Mei CHUANG
CONTACT HOURS	: 27 hours
STUDY TIME	: 120 hours (Class preparation, homework and assessments)
CREDITS	: 6.0 ECTS

#### PRE-REQUISITE MODULES :

"MK301N - Fondamentaux du Marketing I" - "MK302E -- Marketing Fundamentals II" or equivalent.

#### MODULE DESCRIPTION :

#### CONTRIBUTION TO PROGRAMME LEARNING OBJECTIVES :

- Apply creative, innovative and entrepreneurial abilities in luxury and brand management (INNOVATION)
- Apply specific areas of expertise to develop innovative and unframed business solutions in a volatile given context

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

1. Understand how to generate novel new product ideas and to identify new product opportunities in a sustainable business environment.
2. Assess the new product concepts and critically discuss how the new product concepts fit in the specific new product category or industrial context well.
3. Apply new product related concepts, theory, analytical tools, and techniques onto their specific new product project.
4. Develop the logical plan and specific recommendations for sustainable new products in the global market.

#### TOPICS COVERED :

##### PART ONE: OPPORTUNITY IDENTIFICATION IN A SUSTAINABLE BUSINESS ENVIRONMENT

- What is a new product?
- New product development (NPD) process
- The product innovation chapter (PIC)

##### PART TWO: PRODUCT CONCEPT GENERATION

- The Product Concept
- Methods of Generating Product Concept

- Sources of Ready-Made Product Concept
- User Toolkits
- Crowdsourcing
- Open Innovation Model

#### PART THREE: CONCEPT EVALUATION

- Analytical Attribute Approaches
- Position Map Analysis
- Perceptual Map Analysis
- The Risk/Payoff Matrix
- Product Potholes
- Product Concept Testing
- Product Use Testing (User Testing)

#### PART FOUR: PRODUCT DEVELOPMENT AND MARKETING OF NEW PRODUCTS IN THE SUSTAINABLE GLOBAL MARKET

- Prototype Development
- Design-Driven Innovation
- Product Launch
- Launch Strategy
- Public Policy Debates
- Product Liability
- Environmental Needs

#### RESEARCH-LED TEACHING :

My approach to teaching is research-led and is shaped by the latest publications and contemporary research projects. I constantly seek to enhance students' learning by adopting up-to-date research, i.e. journal articles, and finding innovative ways of assessing learning and providing effective feedback.

Furthermore, I have been conscious of the need of incorporating the contemporary research debates into my teaching, i.e. critical review and refining research questions, in order to ensure that my lectures remain at the cutting edge of the academic research discipline. To ensure this, I regularly review my lectures and include additional material and the latest research topics, such as AI, AR, VR and green product innovation into the curriculum design for International Luxury Products Development.

#### CSR AND SUSTAINABLE DEVELOPMENT GOALS :

The module contributes to the environmental sustainable development by incorporating the teaching context, such as the sustainable product development, green product innovation, and the environmental public policy debates.

#### CSR NB HOURS :

12

#### SUSTAINABLE DEVELOPMENT GOALS COVERED :

- 09 - Industry, innovation and infrastructure
- 12 - Responsible consumption and production

#### TEACHING METHODS :

My teaching is research-led, innovative-approach, and student-focused informed by the latest pedagogical development. Active involvement of the students both inside the class and outside the class is absolutely crucial.

ALL students must read the recommended teaching materials in advance and therefore be fully prepared to take an active part in class discussion. Students are required to prepare the case studies and read the assigned articles, before coming to the class and to participate in class discussion and activities.

Students will be randomly asked to give their inputs on each article & case study in front of the class at each session. All the articles, cases and assignments will be available on Moodle.

Therefore, this module encompasses the undermentioned methods for a better understanding of the core concepts, theories, techniques and tools.

- Lecture
- Case study
- Presentation and discussion of articles in class
- Group & individual in-class exercises
- Group project

**METHODS OF ASSESSMENT :**

Continuous/Final	Group/Individual	Assessment	Weight	Duration	ILOs assessed
Final	Individual	Final written exam	60%	3 hours	1,2,3,4
Continuous	Group	Group work	15%	30 min x 4	1,2,3,4
Continuous	Group	Group project	25%	30 min	1, 2, 3, 4

**Assessment 1 details:**

Individual final written exam.

**Assessment 2 details:**

Group presentation and in-class group work

**Assessment 3 details:**

Final Group Project (Both Group Oral Presentation and Group Written Report)

**ACADEMIC INTEGRITY :**

Plagiarism is copying another 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 offense and will lead to disciplinary action for all involved.

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

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**BIBLIOGRAPHY :**

-> Crawford, M. and Di Benedetto, A. (2015). New Products Management. (11th edn). McGraw-Hill.

**Additional Reading**

Books:

-> Paul Trott (2017, Sixth Edition). Innovation Management and New Product Development. Pearson. [eBook: <https://bit.ly/399PkZx>].

-> Robert G. Cooper, Scott J. Edgett, and Elko J. Kleinschmidt (2001). Portfolio Management for New Products. (2nd edn). New-York: Perseus Books.

-> Rosemary Varley, (2014). Retail product management. (3rd edn). Routledge. [eBook: <https://bit.ly/2Xo0JTB>].

Articles:

Henry W. Chesbrough (2007). Why companies should have open innovation models. MIT Sloan Management Review. Vol. 48 No 2.

Nesli Nazik Ozkan (2015). An example of open innovation: P&G. Procedia - Social and Behavioral Sciences 195 ( 2015 ) 1496 – 1502.

Carlos Flavián, Sergio Ibáñez-Sánchez, and Carlos Orús (2019). The impact of virtual, augmented and mixed reality technologies on the customer experience. Journal of Business Research. 100 (547-560).

-> Christopher K. Bart (2002). Product Innovation Charters: mission statements: for new products. R&D Management 32, 1.

-> Mariëlle Creusen, Erik Jan Hultink, Katrin Eling (2013). Choice of consumer research methods in the front end of new product development. International Journal of Market Research. Vol. 55 Issue 1.

-> Frederico Frattini, Alfredo De Massis, Vittorio Chiesa, Lucio Cassia and Giovanna Campopiano (2012). Bringing to Market Technological Innovation: What Distinguishes Success from Failure. International Journal of Engineering Business Management Vol. 4, 15:2012.

-> Robert G. Cooper. New Products—What Separates the Winners from the Losers and What Drives Success, in K. B. Kahn, S. E. Kay, R. J. Siotegraaf, and S. Uban (Eds.), The PDMA Handbook of New Product Development (Hoboken, NJ: Wiley, 2013), Ch. 1, pp. 3-34.

-> Robert G. Cooper and Angelika Dreher (2010). Voice-of-Customers Methods: what is the best source of new product ideas. Marketing Management Magazine Winter 2010, pp. 39-48.

**MODULE PLAN SESSIONS :**

**Plan Session 01 :**

1 / INTRODUCTION TO THE COURSE ; OVERVIEW AND OPPORTUNITY IDENTIFICATION & SELECTION : - Strategic elements of product development - The new product process - Opportunity identification and selection /

1. Read and study the relevant chapters in the assigned textbook (PART 1);
2. Group formation and announcement of group project;
3. Mini-Case Study.

**Plan Session 02 :**

2 / CONCEPT GENERATION : - Creativity and the product concept - Finding and solving customers' problems - Analytical attribute approaches

1. Read and study the relevant chapters in the assigned textbook (PART 2);
2. Article Analysis (1);
3. Mini-Case Study;

4. Group Presentation.

**Plan Session 03 :**

3 / CONCEPT EVALUATION : - Concept testing - Product Use Testing - Analytical Attribute Approaches  
- Position Map Analysis - Perceptual Map Analysis - The Risk/Payoff Matrix - Product Potholes

1. Read and study the relevant chapters in the assigned textbook (PART 3 );
2. Article Analysis (2);
3. Mini-Case Study;
4. Group Presentation.

**Plan Session 04 :**

4 / DEVELOPMENT & LAUNCH IN THE SUSTAINABLE GLOBAL MARKET : - Strategic launch planning - Implementation of the strategic plan - Launch management - Public Policy Debates - Product Liability  
- Environmental Needs

1. Read and study the relevant chapters in the assigned textbook;
2. Article analysis (3);
3. Mini-Case Study;
4. Group Presentation.

**Plan Session 05 :**

5 / REVIEW OF ALL SECTIONS AND SESSION DEDICATED TO FINAL GROUP PROJECT

1. Final Group Presentation and Report Submission.





## SYLLABUS

ST506E\_0108\_22

### Contemporary Trends in the Luxury Industry

**ACADEMIC AREA** : STRATEGY AND INNOVATION  
**PROGRAMME** : MSC ILBM JAN / MSC LMBM / PGTC  
**PERIOD** : FALL  
**COORDINATOR** : Mr. Raphael BELLIER  
**INSTRUCTOR(S)** : Mr. Marc SINNASSAMY  
Mr. Raphael BELLIER  
**CONTACT HOURS** : 27 hours  
**STUDY TIME** : null hours (Class preparation, homework and assessments)  
**CREDITS** : 6.0 ECTS

**PRE-REQUISITE MODULES :**

An acceptable level in the key disciplines of strategy and marketing is necessary.

**MODULE DESCRIPTION :**

**CONTRIBUTION TO PROGRAMME LEARNING OBJECTIVES :**

-

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

1. Identifying and understanding the differences between Trend, Passing fads, Life Cycle and Innovation
2. Identifying and understanding the differences between luxury, fashion and mass market
3. Acquiring a global knowledge and understanding of the luxury market, the luxury industry structure and organization
4. Acquiring a global knowledge and understanding of the last 20-year trends in the luxury market, the impacts of the Covid and the very new trends in the luxury market
5. Envisioning, shaping, implementing and pursuing new strategic and marketing strategies in this fast-changing market
6. Innovating in the luxury industry

**TOPICS COVERED :**

- o Luxury industry and market
- o Luxury groups and companies
- o Strategy and marketing strategies in the Luxury industry
- o Contemporary trends in the Luxury industry
- o Covid impact on the Luxury industry
- o Last trends in the Luxury industry
- o Luxury and innovation

**RESEARCH-LED TEACHING :**

The field is part of my position.  
The field is my company 's field.

**CSR AND SUSTAINABLE DEVELOPMENT GOALS :**

-

**CSR NB HOURS :**

0

**SUSTAINABLE DEVELOPMENT GOALS COVERED :**

-

**TEACHING METHODS :**

A variety of learning and teaching methods will be used comprising lectures, seminar article analysis, case studies, presentations and video cases.

The format of the class requires that students are well-prepared and have read all materials assigned for each session prior to coming to class.

Classroom policy: Absences or tardiness will lower your class attendance and participation grade. Class will start promptly on time. Please do not be late; late students disrupt the learning environment for those who arrive on time.

Students are expected to turn off mobile phones and to refrain from talking in class unless addressing the professor or the whole class. Each student is expected to be prepared to participate and answer questions in all classes and to behave in a professional manner at all times.

The module is largely based on the case analysis and discussion methods. It provides students with corporate examples and shows the links between theory and current international marketing and strategic management practice.

**METHODS OF ASSESSMENT :**

Continuous/Final	Group/Individual	Assessment	Weight	Duration	ILOs assessed
Continuous	Group	Group project	40%	90minutes	
Final	Individual	Final written exam	60%	3 hours	

#### ACADEMIC INTEGRITY :

#### BIBLIOGRAPHY :

- > Kapferer, J.-N. (2016). Luxe- Nouveaux Challenges, nouveaux challengers. Publisher Eyrolles
- > Blanckaert, C. and Som A. (2015). The road to Luxury. The Evolution, Markets, and Strategies of Luxury Brand Management. Publisher Wiley
- > Kapferer, J.-N and Bastien, V. (2012). The luxury strategy. Break the rules of marketing to build luxury brands (2nd edition). Publisher Kogan Pages
- > Institut français de la Mode (2014). Mode Luxe. Economie, création et marketing. Publisher IFM/Regards
- > Briones, E. dit Darkplanneur (2016). Luxe&Digital.Stratégies pour une digitalisation singulière du Luxe. Publisher Dunod

#### Additional Reading

##### Books:

- > Chevalier, M. and Mazzalovo, G. (2020). Luxury Brand Management in Digital & Sustainable Times . (4th edn). Singapore: Publisher Wiley & Sons. [eBook: <https://bit.ly/3FttWO6>].
- > Kapferer, J.-N. (2012). The new strategic brand management: Advanced Insights and Strategic Thinking. (5th edn). Publisher Kogan Page.
- > Okonkwo, U. (2007). Luxury fashion branding: Trends, Tactics, Techniques. Ed. Palgrave. [eBook available].

##### Business Review articles:

- > Kapferer, J.-N. (2014). The Artification of Luxury: from Artisans to Artists. Business Horizons. Volume 57, Issue 3, May–June 2014, pp. 371–380.
- > Weinberger, D. (2008). Authenticity, is it Real or is it Marketing? Harvard Business Review. Vol. 86, Issue 3, March 2008, pp. 33-43.
- > Kesner, I. and Walters, R. (2005). Class — or Mass? Harvard Business Review. Vol. 83, Issue 7/8, Jul/Aug2005, pp. 186-186.
- > Emerson, H. and Powell, A. (2011). Collaborative Service: How Doing Less Can Satisfy Customers More. Rotman Magazine. Fall2011, pp. 42-47.
- > Reddy, M., Terblanche, N., Pitt, L. and Parent, M. (2008). How far can Luxury Brand travel? Avoiding the pitfalls of luxury brand extension. Business Horizons. Volume 52, Issue 2, March–April 2009, pp. 187–197.
- > Reddy, M. and Terblanche, N. (2005). How not to Extend your Luxury Brand? Harvard Business Review. Vol. 83, Issue 12, December 2005, pp. 20-24.
- > Pinault, F.-H. (2014). Kering's CEO on Finding the Elusive Formula for Growing Acquired Brands. Harvard Business Review. Vol. 92, Issue 3, Mar2014, pp. 43-46.
- > Kane, G. C., Fichman, R. G., Gallagher, J. and Glaser, J. (2009). Community Relations 2.0. Harvard Business Review. Vol. 87, Issue 11, November 2009, pp. 45-50.
- > Jones, G. (2006). L'Oréal and the globalization of American Beauty. Harvard Business School Case.
- > Silverstein, M. and Fiske, N. (2003). Luxury for the Masses. Harvard Business Review. Vol. 81, Issue 4, Apr2003, pp. 48-57.
- > Wetlaufer, S. (2001). Bernard Arnault: the Perfect Paradox of Star Brands. Harvard Business Review. Vol. 79, Issue 9, October 2001, pp. 116-123.
- > Bayersdofer, V. and Dessain, V. (2011). Preserve The Luxury Or Extend The Brand? Harvard Business Review. Vol. 89, Issue 1/2, Jan/February 2011, pp. 173-177.
- > Kramer, L. (2011). How French Innovators Are Putting the "Social" Back In Social Networking. Harvard Business Review. Vol. 88, Issue 10, October 2010, pp. 121-124
- > Sawhney, M., Wolcott, R. C. and Arroniz, I. (2006). The 12 Different Ways for Companies to Innovate. MIT Sloan Management Review. Vol. 47, Issue 3, Spring 2006, pp. 75-81.

-> Hamel, G. and Välikangas, L. (2003). The Quest for Resilience. Harvard Business Review. Vol. 81, Issue 9, September 2003, pp. 52-63  
 -> Keinan, A. and Kivetz, R. (2008). When Virtue Is a Vice. Harvard Business Review. Vol. 86, Issue 7/8, Jul-August 2008, pp. 22-23.  
 -> Bertelli, P. (2012). Prada's CEO on Staying Independent In a Consolidating Industry. Harvard Business Review. Vol. 90, Issue 9, September 2012, pp. 39-42.  
 -> Berthon, P., Pitt, L., Parent, R. and Berthon, J.-P. (2009). Aesthetics and Ephemerality: observing and preserving the luxury brand. California Management Review. Vol. 52, Issue 1, Fall 2009, pp. 45-66.  
 -> Bertelli, P. (2012). Prada's CEO on Staying Independent In a Consolidating Industry. Harvard Business Review. Vol. 90, Issue 9, September 2012, pp. 39-42.  
 -> Berthon, P., Pitt, L., Parent, R. and Berthon, J.-P. (2009). Aesthetics and Ephemerality: observing and preserving the luxury brand. California Management Review. Vol. 52, Issue 1, Fall 2009, pp. 45-66.

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

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

Introduction to the Luxury market. Introduction to the concepts of Trend, Passing fade, life cycle, innovation. Luxury definition. Luxury history

- Discussion upon articles about the Luxury industry
- Exercise: Benchmarking & analyzing a luxury player

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

The Luxury market: structure, players, key figures, market, segments, countries, customer

- Discussion upon articles about the Luxury industry
- Exercise: Benchmarking & analyzing a luxury player

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

The Luxury market: strategy, business model, value proposal, value chain, organization, marketing, distribution, sales, image & communication...

- Discussion upon articles about the Luxury industry
- Exercise: Benchmarking & analyzing a luxury player

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

Contemporary trends in the Luxury industry: last 20-year trends

- Discussion upon articles about the Luxury industry
- Exercise: Benchmarking & analyzing a luxury player

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

Contemporary trends in the Luxury industry: last 20-year trends

- Discussion upon articles about the Luxury industry
- Exercise: Benchmarking & analyzing a luxury player

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

Main impact of the Covid on the Luxury market and its industry structure in a short and mid-term

- Discussion upon articles about the Luxury industry
- Exercise: Benchmarking & analyzing a luxury player

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

new trends, micro-trends, new trends at their infancy and that may bloom in the following years

- Discussion upon articles about the Luxury industry
- Exercise: Benchmarking & analyzing a luxury player

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

new trends, micro-trends, new trends at their infancy and that may bloom in the following years

----- Discussion upon articles about the Luxury industry

----- Exercice: Benchmarking & analyzing a luxury player

**Plan Session 09 :**

Group project



SYLLABUS
MK559E_0108_22
Luxury Marketing Strategy

**ACADEMIC AREA** : MARKETING  
**PROGRAMME** : MSC ILBM JAN / MSC LMBM / PGTC  
**PERIOD** : FALL  
**COORDINATOR** : Mrs. Hélène CHENESSEAU  
**INSTRUCTOR(S)** : Mrs. Hélène CHENESSEAU  
**CONTACT HOURS** : 27 hours  
**STUDY TIME** : 120 hours (Class preparation, homework and assessments)  
**CREDITS** : 6.0 ECTS

**PRE-REQUISITE MODULES :**

Minor in Consumer Marketing.

**MODULE DESCRIPTION :**

**CONTRIBUTION TO PROGRAMME LEARNING OBJECTIVES :**

- Develop a strategic perspective based on a solid understanding of management foundations and techniques

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

1. Understand the fundamentals of Luxury brand marketing
2. Understand the Luxury market dynamics and its future evolutions
3. Understand the new consumers' luxury perceptions & expectations
4. Understand the luxury brand strategies
5. Develop the skills to manage efficiently a luxury brand
6. Discover several different luxury sectors & their specific business models
7. Be aware of latest market trends (business models, technological, social & environmental innovations)
8. Communicate efficiently using language skills and presentation skills during the students' case studies & presentations. The professor is expecting high level of public speaking & written skills

**TOPICS COVERED :**

Fundamental luxury codes  
Luxury market dynamics  
Post Covid 19 evolution  
Past & new luxury codes  
Louis Vuitton vs Hermès 4 P strategy  
Luxury & Digital.  
New consumer profiles

Gucci Gen Y & Z brand strategy  
 Luxury Extreme added value  
 Key Luxury strategic drivers: innovation, sustainability, data, Web 3.0 & NFT  
 Beauty Industry focus.  
 Fashion industry

**RESEARCH-LED TEACHING :**

**CSR AND SUSTAINABLE DEVELOPMENT GOALS :**

**CSR NB HOURS :**

**SUSTAINABLE DEVELOPMENT GOALS COVERED :**

- 05 - Gender equality
- 06 - Clean water and sanitation
- 10 - Reduced inequalities
- 11 - Sustainable cities and communities
- 13 - Climate action

**TEACHING METHODS :**

The teaching approach is deliberately interactive, students are strongly encouraged to participate and ask questions.  
 The method is based on 60% theory (illustrated by examples) and 40% case studies.  
 Case studies will be done, on ppt, by group of different cultural origins and presented during the following class.

**METHODS OF ASSESSMENT :**

Continuous/Final	Group/Individual	Assessment	Weight	Duration	ILOs assessed
Continuous	Group	Group work	20%		Fundamentals of past & new luxury codes
Continuous	Group	Group work	20%		Beauty new indie business model
Final	Individual	Final written exam	60%		Specificities of luxury marketing strategies,

**Assessment 2 details:**

Case studies indie brands 20%

#### **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 :**

Kapferer, Jean-Noël, Bastien, Vincent. (2012). The Luxury Strategy: Break the Rules of Marketing to Build Luxury Brands. (2nd edn). Kogan Page. [eBook: <https://bit.ly/3Ehi9ld>]

Hoffmann, J., Coste-Maniere, I. (2012). Luxury strategy in Action. Palgrave Macmillan. [eBook: <https://bit.ly/3EJQ3pm>]

#### **Additional Reading**

##### **Books:**

Chevalier, Michel, Xiao Lu, Pierre (2009). Luxury China: Market Opportunities and Potential. John Wiley & Sons. [eBook: <https://bit.ly/3k8JlFm>].

Xiao Lu, Pierre (2008). Elite China: Luxury Consumer Behaviour in China. John Wiley & Sons. [eBook: <https://bit.ly/3nwfMVV>].

Briones, Eric (2014). La génération Y et le luxe. Dunod.

Le Bail, Stéphanie (2011). Le Luxe : entre « business » et culture. France-Empire.

Briot, Eugénie, De Lassus, Christel (2014). Marketing du Luxe. EMS. [eBook in order].

Darkplanneur (2016). Luxe et Digital. Dunod.

##### **Articles:**

A list of articles will be provided during sessions

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

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

1. Luxury part 1
    - Historical Context
    - Fundamental codes
    - 4Ps strategy- Louis Vuitton vs Hermès 4 P strategy
    - Market dynamics including Covid 19 impact
  2. Luxury part 2
    - New Luxury, Fashion & Beauty game changers
    - Will Luxury be the same after Covid 19?
    - Gen Y & Z & Luxury
    - Gucci Gen Y & Z brand strategy
- Exercises & case study

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

##### **Session 2**

1. Beauty Industry as a cutting edge & inspiring sector Part 1: the power of indie brands & DNVB Business models, market dynamics, Generation Y & beauty. Case study.



2. Fashion industry
3. New & past luxury codes case study presentation

**Plan Session 03 :**

Session 3

1. Beauty Industry as a cutting edge & inspiring Luxury sector Part 2 : consumer trends , Fragrance: how to restore its luxury aura.
2. Indie brand case study presentation

**Plan Session 04 :**

Session 4

Article to be read before the session:

[https://jingdaily.com/here-is-the-only-good-pricing-strategy-for-luxury-brands/?utm\\_source=Jing+Daily+Subscriber+List&utm\\_campaign=ec1285bac2-EMAIL\\_CAMPAIGN\\_2020\\_03\\_12\\_06\\_39\\_COPY\\_01&utm\\_medium=email&utm\\_term=0\\_8dec01cd8d-ec1285bac2-408359177](https://jingdaily.com/here-is-the-only-good-pricing-strategy-for-luxury-brands/?utm_source=Jing+Daily+Subscriber+List&utm_campaign=ec1285bac2-EMAIL_CAMPAIGN_2020_03_12_06_39_COPY_01&utm_medium=email&utm_term=0_8dec01cd8d-ec1285bac2-408359177)

1. Managing a luxury company

- aligning price & value proposition
- luxury added value all along the product operational cycle
- Key strategic drivers
- innovation
- sustainability
- data/ Web 3.0 & NFT
- Chinese Consumers



SYLLABUS
IS507E_0108_22
Programming for Data Analytics

ACADEMIC AREA	: SUPPLY CHAIN MANAGEMENT AND INFORMATION SYSTEMS
PROGRAMME	: MSC DBAN / PGTC
PERIOD	: FALL
COORDINATOR	: Dr. Ahmed ATIL
INSTRUCTOR(S)	: Dr. Ahmed ATIL
CONTACT HOURS	: 27 hours
STUDY TIME	: 120 hours (Class preparation, homework and assessments)
CREDITS	: 6.0 ECTS

**PRE-REQUISITE MODULES :**

Students should have some experience of database management , data analysis and programming language.

**MODULE DESCRIPTION :**

**CONTRIBUTION TO PROGRAMME LEARNING OBJECTIVES :**

- Demonstrate a key expertise and a deep understanding of the concepts, methods and techniques in business analytics to provide value to the business community.

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

- 1- Know basic notation and terminology used in data science for business.
- 2- Understand Data and Big Data manipulation as well as the basis of Web Analytics.
- 3- Develop practical skills in Python programming.
- 4- Be able to visualize, summarize and analyze datasets.
- 5- Be able to develop effective machine learning techniques.

**TOPICS COVERED :**

1. Introduction to data science for business
2. Dealing with data and data analysis
3. Hands-on Practical Introduction to Python
4. Data Manipulation & Data Analysis ( Numpy Arrays & Pandasn)
5. Data Visualization with Matplotlib and Seaborn
6. Supervised & UnSupervised Machine-Learning
7. Introduction to Web Mining and publically available data

**RESEARCH-LED TEACHING :**

Research-lead teaching

The students are provided as additional readings with both academic papers as well as articles from industry journals such as FT and/or consulting reports. To promote sustainable industrialization as laid out in SDG 9, small and medium-sized enterprises can use data analytics to improve production; create new goods and services, improve processes and marketing strategies. To respond to some SDG indicators related to sustainable cities and communities (goal 11) and climate change (goal 13), for example, it requires utilizing data from mobile phone devices, and satellite imagery data.

**CSR AND SUSTAINABLE DEVELOPMENT GOALS :**

The Sustainable Development Goals (SDGs) is the global blueprint that calls on all countries to end poverty, fight inequalities and tackle climate change, while ensuring that no one is left behind. To achieve the targets of the SDGs, Data Science can and will play a large role to develop disaggregated indicators, to ensure that those at risk of disadvantage because of their characteristics, location, or socio-economic status are recognized.

Data Science enables managers to utilize modern methods which includes machine learning and distributed data processing among others to exploit new and alternative data sources. These data sources could include social media, mobile phone data, and data from the Internet of Things. Furthermore, the disaggregated data from these sources is then compiled into summaries of data, typically used for the purposes of public reporting or statistical analysis.

**CSR NB HOURS :**

2

**SUSTAINABLE DEVELOPMENT GOALS COVERED :**

- 04 - Quality education
- 07 - Affordable and clean energy
- 08 - Decent work and economic growth
- 09 - Industry, innovation and infrastructure
- 11 - Sustainable cities and communities
- 12 - Responsible consumption and production
- 13 - Climate action

**TEACHING METHODS :**

Each session will be divided into two parts where possible. First will be a presentation of theoretical constructs, this will be followed by a seminar-style case study. Students are expected to come to class having:

- Read the related material
- Done some practice on appropriate software
- Completed the assigned work (formative assessment)

In addition to individual formative work, students are asked to work on a case study in groups of two.

Student will be asked to make real contacts with real companies, in order to conduct a project that will illustrate how theoretical concepts developed during the course are implemented in the real life of industrial or services companies and addresses real problems found in practice. (Uber, Amazon, Air France, BlaBlaCar.....)

**METHODS OF ASSESSMENT :**

Continuous/Final	Group/Individual	Assessment	Weight	Duration	ILOs assessed
Continuous	Group	Group project	40%	6 weeks	1, 2, 3, 4 & 5
Final	Individual	Final written exam	60%	3 hours	1, 2, 3, 4 & 5

**Assessment 1 details:**

1. Group assignments are designed in such a way that the student groups analyse the problem and present a coherent report in which each student has contributed equally.

All assessed work must be handed in, in a typed format. Students will be judged on their ability to analyse and produce executive material in terms of concrete research analysis decision-making.

**Assessment 2 details:**

2. A final examination is used to test student's abilities to apply acquired methods and techniques and to analyse the business problems. This exam is scheduled at the end of the semester. It is comprehensive and consists of a series of problems. The student is expected to apply what he or she has learnt in the course.

**ACADEMIC INTEGRITY :**

**BIBLIOGRAPHY :**

<https://www.kaggle.com/learn>:  
<https://www.kaggle.com/learn/python>  
<https://www.kaggle.com/learn/intro-to-machine-learning>

<https://github.com>:  
<https://github.com/jerry-git/learn-python3>  
<https://github.com/zhiwehu/Python-programming-exercises>

**Additional Reading**

**MODULE PLAN SESSIONS :**

**Plan Session 01 :**

Chapter 01 - Introduction to Programming with Python

Activity 01.01 : How to install Python & Jupyter Notebook :  
Activity 01.02 : Group Project : Procedures, Implementation & Submissi  
Activity 01.03 : Introduction to Programming with Python ( Notes)

**Plan Session 02 :**

Chapter 02 - Programming with Python -NUMPY

**Plan Session 03 :**

Chapter 03 - Data Manipulation with -PANDAS - (1)

**Plan Session 04 :**

Chapter 04 - Data Manipulation with -PANDAS - (2)

**Plan Session 05 :**

Chapter 05 - Data Visualization - Graphs -

**Plan Session 06 :**

Chapter 06 - Machine-Learning (1) : Regression Models - Simple, Multiple and Logistic Regression

**Plan Session 07 :**

Chapter 07 - Machine-Learning (2) : Clustering and classification techniques

**Plan Session 08 :**

Chapter 08- Web Data Analysis --- Quandl - YahooFinance ---

**Plan Session 09 :**

Chapter 9 : Groupe Project Presentation



SYLLABUS
QM501E_0108_22
Introduction to Business Analytics

ACADEMIC AREA	: SUPPLY CHAIN MANAGEMENT AND INFORMATION SYSTEMS
PROGRAMME	: MSC DBAN / PGTC
PERIOD	: FALL
COORDINATOR	: Mr. Sohrab FARAMARZI OGHANI
INSTRUCTOR(S)	: Mr. Sohrab FARAMARZI OGHANI
CONTACT HOURS	: 27 hours
STUDY TIME	: 120 hours (Class preparation, homework and assessments)
CREDITS	: 6.0 ECTS

**PRE-REQUISITE MODULES :**

Basic knowledge of mathematics and statistics.  
Prior exposure to Microsoft Excel, though not mandatory, would be helpful.

**MODULE DESCRIPTION :**

**CONTRIBUTION TO PROGRAMME LEARNING OBJECTIVES :**

- Demonstrate a key expertise and a deep understanding of the concepts, methods and techniques in business analytics to provide value to the business community.
- Demonstrate leadership, communication and teamwork skills

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

- 1- Describe the major components of business analytics
- 2- Understand how to explore and visualize data using MS Excel
- 3- Apply basic statistical modeling and sampling using MS Excel
- 4- Understand how to extract useful information out of data
- 5- Identify and apply forecasting techniques
- 6- Understand the purpose of prescriptive analytics

**TOPICS COVERED :**

- Introduction to business analytics
- Data visualization and exploration
- Statistical modeling and sampling: application in business
- Spreadsheet modeling: application in business
- Forecasting techniques: application in business
- Decision-making techniques: application in business
- Dealing with several business related problems

**RESEARCH-LED TEACHING :**

The paper below will be pointed out once discussing various solving approaches to business problems:

- Faramarzi-Oghani, S., Dolati Neghabadi, P., Talbi, E. G., & Tavakkoli-Moghaddam, R. (2022). Meta-heuristics for sustainable supply chain management: A review. *International Journal of Production Research*, 1-31.

**CSR AND SUSTAINABLE DEVELOPMENT GOALS :**

One or two business problems which are related to CSR and sustainability concepts will be described and tackled.

**CSR NB HOURS :**

1

**SUSTAINABLE DEVELOPMENT GOALS COVERED :**

- 09 - Industry, innovation and infrastructure
- 13 - Climate action

**TEACHING METHODS :**

This course would use lectures, case studies and several business-related practice problems for content coverage. There would be a significant amount of in-class hands-on exercise on the analytics tools to familiarize students with the practical aspects of analytics techniques.

**Software**

Microsoft Excel, its add-in along with its Solver will be used for performing in-class exercises.

All students are expected to carry their own personal computers to the class. Please ensure that your computers are equipped with Microsoft Excel 2013 or later. Instructions for installing Solver, the add-in for Excel will be provided separately during the course.

FlexSim simulation software will be applied to demonstrate the application of discrete-event-simulation as a prescriptive analytics tool for scenario analysis and decision-making.

**METHODS OF ASSESSMENT :**

Continuous/Final	Group/Individual	Assessment	Weight	Duration	ILOs assessed
Continuous	Individual	Individual Analysis of case	70%		All
Continuous	Group	Group work	30%		All

**Assessment 1 details:**

Session 9 is dedicated to individual case analysis where students will work individually to analyze and answer a number of business-related questions using analytics.

**Assessment 2 details:**

Two sessions (4 & 8) are dedicated to business-related practice problems which will progressively assess students learning on different topics and help them appreciate the application of provided tools and techniques. In these two sessions, students will work in the form of group to analyze and answer a number of business-related questions using analytics.

**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 :**

- Evans, J. (2020). Business Analytics. (3rd edn). Pearson Education. [eBook <https://bit.ly/3TuFyXS>]

**Additional Reading****MODULE PLAN SESSIONS :****Plan Session 01 :**

Session 1:

- Discussion of module structure and continuous assessments
- Foundations of business analytics (Chapter 1, Evans)
- Analytics on spreadsheets (Chapter 2, Evans)

**Plan Session 02 :**

Session 2:

- Visualizing and exploring data (Chapter 3, Evans (2017))
- Descriptive statistical measures (Chapter 4, Evans (2017))
- Probability distributions and data modeling (Chapter 5, Evans (2017))

**Plan Session 03 :**

Session 3:

- Application of Statistical sampling in business (Chapter 6, Evans (2017))
- Spreadsheet modeling & analysis (Chapter 11, Evans (2017))

**Plan Session 04 :**

Session 4 (workshop 1):



- Several business-related exercises on the contents of three previous sessions

**Plan Session 05 :**

Session 5:

- Application of forecasting techniques in business (Chapter 9, Evans (2017))
- Basic decision-making techniques + application in business

**Plan Session 06 :**

Session 6:

- Application of Linear optimization in Business

**Plan Session 07 :**

Session 7:

- Application of discrete-event-simulation in business

**Plan Session 08 :**

Session 8 (Workshop II):

- Several business-related exercises on the contents of the three previous sessions

**Plan Session 09 :**

Session 9:

- Individual Case Analysis
- Module sum-up and closure



## SYLLABUS

QM502E\_0108\_22

### Statistical Modeling for Business

ACADEMIC AREA	: SUPPLY CHAIN MANAGEMENT AND INFORMATION SYSTEMS
PROGRAMME	: MSC DBAN / PGTC
PERIOD	: FALL
COORDINATOR	: Mr. Omar EL GANAOU
INSTRUCTOR(S)	: Mr. Omar EL GANAOU
CONTACT HOURS	: 27 hours
STUDY TIME	: 120 hours (Class preparation, homework and assessments)
CREDITS	: 6.0 ECTS

#### PRE-REQUISITE MODULES :

Students are expected to be already familiar with data analysis, probability and uncertainty, and basic statistical inference. We examine statistical model building for business processes for the purposes of understanding variability and making forecasts. A detailed development of multiple regression analysis is complemented by some study of time series analysis. The objective is to demonstrate the effectiveness of statistical modeling in guiding managerial decision-making. The statistical analysis of large data sets is an integral part of modern business practice. Accordingly, both spreadsheets and statistical software will be used throughout the course

#### MODULE DESCRIPTION :

#### CONTRIBUTION TO PROGRAMME LEARNING OBJECTIVES :

- Demonstrate a key expertise and a deep understanding of the concepts, methods and techniques in business analytics to provide value to the business community.

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

1. Understand descriptive statistics and binomial, normal, uniform and exponential distributions.
2. Be able to determine the appropriate hypotheses, perform the test and interpret the results.
3. Be able to use spread sheet statistical modelling functionalities.
4. Acquire critical thinking skills through statistical problem solving.

#### TOPICS COVERED :

- . Descriptive statistics
- . Probability distributions
- . Normal probability models
- . Sampling distributions/statistical inference for means and proportions
- . Business Applications of Hypothesis Testing and Confidence Interval Estimation
- . Regression/Multigression and Correlation Models
- . Characterizing Time Series and the Forecasting Goal; Evaluating Predictive Accuracy and Data Partitioning
- . Introduction to Data Analysis Using Excel
- . Software applications - IBM SPSS -R-Matlab

**RESEARCH-LED TEACHING :****CSR AND SUSTAINABLE DEVELOPMENT GOALS :**

Quality education: improve the level of using computer and tools like excel stats and database performing with spss software;  
Industry, innovation and infrastructure: using tools to optimize computing and to performing a good business plan; Climate action: less using a papers and replacing editing paper report by an intelligent excel file and reporting with smart pdf including links to spss applications.

Sustainable cities and communities

;Responsible consumption and production: Among the data collection methods presented, qualitative one , in particular focus group interview, and quantitative—based on a questionnaire ans using spss software to optimise the production.

**CSR NB HOURS :****SUSTAINABLE DEVELOPMENT GOALS COVERED :**

- 04 - Quality education
- 09 - Industry, innovation and infrastructure
- 11 - Sustainable cities and communities
- 12 - Responsible consumption and production
- 13 - Climate action

**TEACHING METHODS :**

Session will be divided into two parts where possible. First will be a presentation of theoretical constructs, this will be followed by a seminar-style case study. Students are expected to come to class having :

- Read the related material
- Done some practice on appropriate software (IBM SPSS)/(R)/Matlab
- Completed the assigned work (formative assessment)

In addition to individual formative work, students are asked to work on a case study in groups.

**METHODS OF ASSESSMENT :**

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

#### **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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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 :**

-> Anderson, Sweeney, & Williams (2020). Statistics for Business and Economics. (10th edn). South-Western.

-> Berenson, M. L., Levine, D.M., and Krehbiel, T.C. (2019). Basic Business Statistics: Concepts and Applications. (14th edn). Pearson. [eBook <https://vu.fr/o7Qs>]

#### **Additional Reading**

-> Gilliland, Michael and Sglavo, Udo and Tashman, Len (2016). Business Forecasting: Practical Problems and Solutions. John Wiley & Sons. [eBook available]

-> Stine, R.A., and Foster, D. (2013). Statistics for Business: Decision Making and Analysis. (2nd edn). Pearson. [eBook available]

-> Chapman, Chris N. (2015). R for Marketing Research and Analytics. Springer. [eBook available]

-> Sharpe, N.D. De Veaux, R.D., and Velleman, P. (2014). Business Statistics. (3rd edn). Pearson. [eBook available]

-> A reading, case studies & assignments list can be found in Moodle E learning.

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

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

1/ Introduction to Statistics : - Statistical Analysis - Descriptive Statistics ; -Probability Distributions : - Binomial Distribution -

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

2/Normal Distribution / Download and install IBM SPSS and R : Information you need to get started (Download, Installation and Activation Instructions - license and support your SPSS software) ; IBM SPSS: Step-by-Step can be found in Moodle E learning

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

3 /Univariate Analysis: - Descriptive Statistics / Home-Work N° 1 : A reading & assignments list can be found in Moodle E learning

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

4 / SAMPLING DISTRIBUTIONS : - Introduction to Statistical Inference - Estimation of confidence interval ; Data Analysis with SPSS and R : -

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

5 / Hypothesis Testing : - Hypothesis Testing for Population - Chi-square test of independence ; Data Analysis with SPSS and R : - Assessing Association through Bivariate Analysis / Home-Work N° 2 : A reading & assignments list can be found in Moodle E learning.

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

6 / Modeling Relationships of Multiple Variables with Regression/Multiple Regression & Correlation : - Introduction to Correlation - Simple & Multiple Regression ;

**Plan Session 07 :**

7/Data Analysis with SPSS and R - Correlation Analysis - Simple & Multiple Regression / Home-Work N° 3 : A reading & assignments list can be found in Moodle E learning

**Plan Session 08 :**

8 / Introduction to forecasting and Characterizing Time Series; Evaluating Predictive Accuracy and Data Partitioning : - Visualizing time series - Time series components - Forecasting vs. explanation - Performance evaluation - Naive forecasts ; Home-Work N° 4 : A reading & assignments list can be found in Moodle E learning

**Plan Session 09 :**

9 / Groupe Project Presentation / Student questions and answer session ; A instructions list can be found in Moodle E learning



## SYLLABUS

QM506E\_0108\_22

Data Management

**ACADEMIC AREA** : SUPPLY CHAIN MANAGEMENT AND INFORMATION SYSTEMS  
**PROGRAMME** : MSC DBAN / PGTC  
**PERIOD** : FALL  
**COORDINATOR** : Dr. Yi LIU  
**INSTRUCTOR(S)** : Dr. Yi LIU  
Mr. Michail BATIKAS  
**CONTACT HOURS** : 27 hours  
**STUDY TIME** : 120 hours (Class preparation, homework and assessments)  
**CREDITS** : 6.0 ECTS

**PRE-REQUISITE MODULES :**

Programming for data analytics.

**MODULE DESCRIPTION :**

**CONTRIBUTION TO PROGRAMME LEARNING OBJECTIVES :**

- Demonstrate a key expertise and a deep understanding of the concepts, methods and techniques in business analytics to provide value to the business community.
- Demonstrate leadership, communication and teamwork skills

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

1. Demonstrate good understanding of data and data modeling;
2. Demonstrate good understanding of database design and database management systems;
3. Use SQL for storing, manipulating and retrieving data;
4. Demonstrate good understanding of visualization practice to represent large data in a small space and make information coherent.

**TOPICS COVERED :**

- . Data and Data Modeling
- . Database Design
- . Database Management System (DBMS)
- . SQL
- . Data Visualization

**RESEARCH-LED TEACHING :**

**CSR AND SUSTAINABLE DEVELOPMENT GOALS :**

It contributes to responsible design of Database and Information Systems, which leads to less energy consumption.

**CSR NB HOURS :**

1

**SUSTAINABLE DEVELOPMENT GOALS COVERED :**

- 12 - Responsible consumption and production

**TEACHING METHODS :**

Lectures will cover the concepts and principles of database, database management systems, SQL, and data visualization. Hands-on practice will be arranged and students are expected to use DBMS and solve data management problems.

**SQL Hands-on Module**

We would be using MySQL for hands on session on SQL. Students would be expected to get their laptop to the class for these sessions.

**Data Visualization Hands-on Module**

We would be using Tableau for hands on session on data-visualization. Students would be expected to get their laptop to the class for these sessions.

**METHODS OF ASSESSMENT :**

Continuous/Final	Group/Individual	Assessment	Weight	Duration	ILOs assessed
Continuous	Individual	Work in class	40%	1 hour	3
Continuous	Individual	Written in class - Continuous	60%	2 hours	1, 2, and 4

**Assessment 1 details:**

Students will be expected to answer several questions by using MySQL on their laptops.

**Assessment 2 details:**

It will cover all the theories and concepts presented during the class.

**ACADEMIC INTEGRITY :**

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**BIBLIOGRAPHY :**

-> Hoffer, Jeffrey A. (2019). Modern Database Management. (13th edn). Pearson Education. [eBook available: <https://bit.ly/3vANa0X>].

-> Recommended readings, select cases and chapters would be posted on the learning management system during the course.

**Additional Reading**

-> Connolly, Thomas (2015). Database Systems: A Practical Approach to Design, Implementation, and Management. (6th edn). Pearson Education. [eBook: <https://bit.ly/3BDU2OE>].

-> Few, Stephen (2013). Information Dashboard Design: Displaying data for at-a-glance monitoring. (2nd edn). Analytics Press.

**MODULE PLAN SESSIONS :****Plan Session 01 :**

1 / Introduction to Database & DBMS; Instructor: Yi Liu / Chapter 1, 2

**Plan Session 02 :**

2 / Database Design; Instructor: Yi Liu / Chapter 4, 5

**Plan Session 03 :**

3 / Database Design; Instructor: Yi Liu / Chapter 4, 5

**Plan Session 04 :**

4 / Advanced Database Topics; Instructor: Yi Liu / Chapter 12

**Plan Session 05 :**

5 / Introduction to SQL; Instructor: Michail Batikas / Chapter 6, 7

**Plan Session 06 :**

6 / Advanced SQL; Instructor: Michail Batikas / Chapter 6, 7



**Plan Session 07 :**

7 / Advanced SQL; Instructor: Michail Batikas / Chapter 6, 7

**Plan Session 08 :**

8 / Data Visualization; Instructor: Yi Liu / Cases and Additional readings

**Plan Session 09 :**

9 / Assessments; Instructor: Yi Liu



## SYLLABUS

QM512E\_0108\_22

### Time Series Analysis

ACADEMIC AREA	: SUPPLY CHAIN MANAGEMENT AND INFORMATION SYSTEMS
PROGRAMME	: MSC DBAN / PGTC
PERIOD	: FALL
COORDINATOR	: Dr. Renaud MACGILCHRIST
INSTRUCTOR(S)	: Dr. Renaud MACGILCHRIST
CONTACT HOURS	: 27 hours
STUDY TIME	: 120 hours (Class preparation, homework and assessments)
CREDITS	: 6.0 ECTS

#### PRE-REQUISITE MODULES :

QM502E: Statistical Modelling for Business Analytics.

#### MODULE DESCRIPTION :

#### CONTRIBUTION TO PROGRAMME LEARNING OBJECTIVES :

- Demonstrate a key expertise and a deep understanding of the concepts, methods and techniques in business analytics to provide value to the business community.

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

1. Know the different techniques used in Business and Management to analyse time series
2. Know how to use time series techniques to make forecasts using R
3. Know how to evaluate the performance of forecasting techniques

#### TOPICS COVERED :

1. Introduction and Overview
  - a. The Forecasting Process
  - b. Model-Based vs. Data-Driven Methods
  - c. Extrapolation Methods, Econometric Models, and External Information
  - d. Manual vs. Automated Forecasting
  - e. Combining Methods and Ensembles
2. Time Series Data
  - a. Data Collection
  - b. Time Series Components
  - c. Visualizing Time Series
  - d. Interactive Visualization
  - e. Data Pre-Processing
3. Smoothing Methods
  - a. Moving Average
  - b. Differencing and other techniques.
  - c. Simple Exponential Smoothing
  - d. Advanced Exponential Smoothing Holtz and Winters

- e. Extensions of Exponential Smoothing
- 4. Performance Evaluation
  - a. Data Partitioning
  - b. Naive Forecasts
  - c. Measuring Predictive Accuracy and Evaluating Forecast Uncertainty
  - d. Advanced Data Partitioning: Roll-Forward Validation
- 4. Smoothing Methods
  - a. Moving Average
  - b. Differencing and other techniques.
  - c. Simple Exponential Smoothing
  - d. Advanced Exponential Smoothing Holtz and Winters
  - e. Extensions of Exponential Smoothing
- 5. Regression Models: Trend & Seasonality, Stationarity
  - a. Model with Trend
  - b. Model with Seasonality
  - c. Model with Trend and Seasonality
  - d. Stationarity
- 6. Regression Models: Autocorrelation & External Information
  - a. Improving Forecasts by Capturing Autocorrelation: AR and ARIMA Models
  - b. Evaluating Predictability
  - c. Including External Information
- 7. Multiple time series
  - a. Multiple time series
  - b. Granger causality
  - c. Structural equation modelling
  - e. The Kalman filter
- 8. Neural Networks
  - a. Neural Networks for Forecasting Time Series
  - b. The Neural Network Model
  - c. User Input
  - d. Forecasting with Neural Nets in R
  - e. LSTM models

**RESEARCH-LED TEACHING :**

**CSR AND SUSTAINABLE DEVELOPMENT GOALS :**

**CSR NB HOURS :**

**SUSTAINABLE DEVELOPMENT GOALS COVERED :**

-

**TEACHING METHODS :**

Lectures, exercises, labs

**METHODS OF ASSESSMENT :**

Continuous/Final	Group/Individual	Assessment	Weight	Duration	ILOs assessed
Final	Individual	Quiz	60%		All
Continuous	Group	Group project	40%		Practical implementation of Time series analysis

**Assessment 1 details:**

The student will be asked to implement a time series method in R or Python in the form of an article. She/he will be provided with a starting paper and code to build upon.

**Assessment 2 details:**

The evaluation will be based on a group presentation of a case study or an advanced technique of time series analysis. The students will be provided with ample material but are encouraged to go deeper.

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**BIBLIOGRAPHY :**

-> Cryer J. D., Chan K-S (2010). Time Series Analysis: With Applications in R (Springer Texts in Statistics) 2nd Edition

-> Shmueli G., Lichtendahl Jr. K.C. (2016). Practical Time Series Forecasting with R. (2nd edn). Axelrod Schnall Publishers.

-> Shumway R. H. and Stoffer D. S. (2017). Time Series Analysis and its Applications: With R Examples. (4th edn). Springer. (<http://www.stat.pitt.edu/stoffer/tsa4/>) [eBook <https://bit.ly/3mAy18u>]

**Additional Reading**

-> Hyndman, R. J. & Athanasopoulos, G. (2018). Forecasting: Principles and Practice. (2nd edn). Otexts. (Free online version at <https://www.otexts.org/fpp>).

-> Hamilton, J.D. (1994). Time Series Analysis. Princeton University Press. (Advanced Reference)

-> Hayashi, F. (2000). Econometrics. Princeton University Press. (Advanced)

-> Brillinger, D.R. (2001). Time Series: Data Analysis and Theory (2nd edn). Society for Industrial and Applied Mathematics (Advanced)

**MODULE PLAN SESSIONS :**

**Plan Session 01 :**

1 / Introduction and Overview : The Forecasting Process, Model-Based vs. Data-Driven Methods, Extrapolation Methods, Econometric Models, and External Information, Manual vs. Automated Forecasting, Combining Methods and Ensembles / Read relevant chapters from course textbook.

Revision of essential mathematical tools.

Revision of R programming.

**Plan Session 02 :**

2 / Time Series Data : Data Collection, Time Series Components, Visualizing Time Series, Interactive Visualization, Data Pre-Processing / Read relevant chapters from course books.

**Plan Session 03 :**

3 / Smoothing Methods : Moving Average, Differencing, Simple Exponential Smoothing, Advanced Exponential Smoothing, Extensions of Exponential Smoothing / Read relevant chapters from course textbook. Holts and Winters modelling.

**Plan Session 04 :**

4 / Performance Evaluation : Data Partitioning, Naive Forecasts, Measuring Predictive Accuracy and Evaluating Forecast Uncertainty, Advanced Data Partitioning: Roll-Forward Validation / Read relevant chapters from course textbook.

**Plan Session 05 :**

5 / Regression Models: Trend & Seasonality : Model with Trend, Model with Seasonality, Model with Trend and Seasonality / Read relevant chapters from course textbook.  
Stationarity and statistical tests for stationarity.

**Plan Session 06 :**

6 / Autocorrelation & External Information : Improving Forecasts by Capturing Autocorrelation: AR and ARIMA Models, Evaluating Predictability, Including External Information / Read relevant chapters from course textbook.  
Granger Causality.

**Plan Session 07 :**

7 / Multiple time series analysis and dynamic structural equation modelling. Introduction to Kalman Filters.

**Plan Session 08 :**

8 / Neural Networks : Neural Networks for Forecasting Time Series, User Input, Forecasting with Neural Nets in R. LSTM neural programming./ Read relevant chapters from course textbook.

End of course Quiz

**Plan Session 09 :**

9 / Presentation of group projects / NA



SYLLABUS	
QM524E_0108_22	
Optimization and Simulation	

**ACADEMIC AREA** : SUPPLY CHAIN MANAGEMENT AND INFORMATION SYSTEMS  
**PROGRAMME** : MSC DBAN / PGTC  
**PERIOD** : FALL  
**COORDINATOR** :  
**INSTRUCTOR(S)** :  
**CONTACT HOURS** : 27 hours  
**STUDY TIME** : null hours (Class preparation, homework and assessments)  
**CREDITS** : 6.0 ECTS  
**PRE-REQUISITE MODULES** :

**MODULE DESCRIPTION** :

**CONTRIBUTION TO PROGRAMME LEARNING OBJECTIVES** :

-

**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 :

Continuous/Final	Group/Individual	Assessment	Weight	Duration	ILOs assessed

ACADEMIC INTEGRITY :

BIBLIOGRAPHY :

#### **Additional Reading**

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

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

- S1-Introduction to operations research  
1. Origins, Analytics and OR, Algorithms and OR)  
2. Modeling and solving steps  
3. Modeling LPs, Graphical method, and Excel Solution  
+talk about integer programming, non-linear programming, and stochastic models, ...  
4. Practical Activity

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

- S2-Linear programming and the simplex algorithm  
1. Simplex Method  
2. Sensitivity Analysis  
3. Practical Activity  
4. Presentation of the project: Linear Programming. Deadline S4.

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

- S3-Transportation and Network models  
1. Transportation Problem  
2. Assignment Problem  
3. Networks Problems  
4. Practical Activity

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

- S4-Introduction to Combinatorial Optimization and Complexity Theory  
1. Combinatorial Optimization  
2. Complexity  
3. Solution Strategies: Exact and Approximative Methods  
4. Practical Activity on Linear Programming  
5. Quiz (30 min): Transportation and Networks  
6. Project discussion

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

- S5-Integer programming  
1. Modeling  
2. Solution Strategies  
3. Practical Activity

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

- S6-Exact and heuristic methods  
1. Exact Methods  
2. Heuristics Methods  
3. Metaheuristics



- 4. Introduction to Experiment Desing
- 5. Practical Activity

**Plan Session 07 :**

- S7-Simulation + practice
- 1. Introduction to Simulation
- 2. Discrete-event simulation
- 3. Practical Activity

**Plan Session 08 :**

- S8-Simulation + practice

**Plan Session 09 :**

- S9- Group project presentation and Course Sum-Up & Closure



## SYLLABUS

CR501E\_FI\_0108\_22

### Ethics and Corporate Social Responsibility in Finance

ACADEMIC AREA	: FINANCE AND ACCOUNTING
PROGRAMME	: MSC FDI / MSC FDI BIL SEPT / MSC IAMCA / MSC IF / PGTC
PERIOD	: FALL
COORDINATOR	: Mrs. Akanksha JALAN
INSTRUCTOR(S)	: Dr. Dieter VANWALLEGHEM Mr. Nicolas MARANG Mrs. Akanksha JALAN
CONTACT HOURS	: 27 hours
STUDY TIME	: null hours (Class preparation, homework and assessments)
CREDITS	: 6.0 ECTS

#### PRE-REQUISITE MODULES :

Basic understanding of business, accounting and finance.

#### MODULE DESCRIPTION :

#### CONTRIBUTION TO PROGRAMME LEARNING OBJECTIVES :

- Apply high standards of ethics and professional responsibility to positively contribute to business and society
- Implement responsible management in the finance and data analysis industry (RESPONSIBLE).
- Implement responsible management in the finance industry (RESPONSIBLE)
- To apply appropriate audit practice, and prepare an audit report Implement responsible accounting and auditing practices (RESPONSIBLE)

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

1. Critically evaluate the theoretical and conceptual approaches to CSR.
2. Appraise how a company identifies its stakeholders and manages its relationships with them.
3. Assess the strategic opportunities provided by CSR and sustainability.
4. Apply the concepts of CSR to formulate recommendations at the managerial level.
5. Develop the ability to think beyond numbers and into the subtler topics of morality and ethics.
6. Understand the need for social and environmental contribution, and the role of good sense, judgement and leadership in making organizational choices.

#### TOPICS COVERED :

1. General introduction to CSR
2. Building a CSR strategy
3. Empowering CSR
4. Corporate tax responsibility
5. Sustainable communications and compliance related to CSR
6. Ethics in financial reporting
7. Corporate environmental sustainability
8. Banks and moral responsibility
9. Building the license to operate, general conclusion

**RESEARCH-LED TEACHING :**

References to research findings in the relevant area are made from time to time in class discussions. In addition, class slides for the Finance and Accounting-specific sessions (4, 6, 7, 8) also summarise relevant literature to provide an academic perspective to the students.

**CSR AND SUSTAINABLE DEVELOPMENT GOALS :**

This course is entirely dedicated to the learning of CSR and ethics, both in the general sense as well as with a Finance and Accounting focus.

**CSR NB HOURS :**

27

**SUSTAINABLE DEVELOPMENT GOALS COVERED :**

- 03 - Good health and well-being
- 06 - Clean water and sanitation
- 07 - Affordable and clean energy
- 08 - Decent work and economic growth
- 09 - Industry, innovation and infrastructure
- 12 - Responsible consumption and production
- 13 - Climate action
- 14 - Life below water
- 15 - Life on land
- 16 - Peace, justice and strong institutions

**TEACHING METHODS :**

Sessions 1, 2, 3, 5 and 9: These sessions will be 'general' in nature and aim at imparting basic concepts in the field of CSR. These five sessions will be a mix of knowledge sharing and knowledge application through workshop activities.

Sessions 4, 6, 7 and 8: These four sessions will focus specifically on Finance and Accounting applications of CSR and will use a mix of class slides and participative in-class activities.

**METHODS OF ASSESSMENT :**

Continuous/Final	Group/Individual	Assessment	Weight	Duration	ILOs assessed
Continuous	Group	Group project	30%		1 - 6
Continuous	Individual	Quiz	20%		1 - 6
Final	Individual	Final written exam	50%		1 - 6

**Assessment 1 details:**

Students will work in teams on realistic projects; assessment performed by the instructor as well as by the peers. The final deliverable as well as the work throughout the course are subject to assessment. In addition to the group assessment, students within a group are assessed based on their individual contribution to the project.

**Assessment 2 details:**

A summative quiz of 15 minutes will test students' acquired knowledge of the content.

**Assessment 3 details:**

Students will be required to answer case-type questions to demonstrate their understanding of solving managerial problems that have an ethical dimension.

#### **ACADEMIC INTEGRITY :**

##### **BIBLIOGRAPHY :**

Daniel C. Esty, & Todd Cort. (2020). Values at Work: Sustainable Investing and ESG Reporting. Palgrave Macmillan. [eBook <https://vu.fr/D5lq>]

Dirk Schoenmaker, & Willem Schramade. (2019). Principles of Sustainable Finance: Vol. First edition. OUP Oxford. [eBook <https://vu.fr/1S93>]

Colin Mayer. (2018). Prosperity: Better Business Makes the Greater Good. OUP Oxford. [eBook <https://vu.fr/JwvA>]

#### **Additional Reading**

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

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

Session 1. General introduction to CSR

- Laws, self-regulation, values, and ethics.
- Blurry frontiers, Creon against Antigone metaphor
- From Hammurabi to UN Global Compact: a subjective history of responsible business, focus on responsible finance
- Top-down vs bottom-up tone setting
- Activism, private initiative, and regulation

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

Session 2. Building a CSR strategy

- Stakeholder management
- Materiality matrix
- Life-cycle assessment (LSA)
- Measuring CSR: indicators and reporting

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

Session 3. Empowering CSR

- Governance and CSR
- The jobs related to CSR
- Guidelines and labels

**Plan Session 04 :**

Session 4: Corporate tax responsibility

- Tax savings versus ethical and social dilemma
- Common tax-avoidance strategies employed by multinationals
- Real-life corporate examples

**Plan Session 05 :**

Session 5: Sustainable communications and compliance related to CSR

**Plan Session 06 :**

Session 6: Ethics in financial reporting

- Managerial myopia
- Use of accruals and Window Dressing of accounts
- Real-life examples: Enron among others

**Plan Session 07 :**

Session 7: Corporate environmental sustainability

- Health and safety issues
- Carbon emissions
- The need for quick profitability
- Examples: Coca Cola, Chernobyl

**Plan Session 08 :**

Session 8: Banks and moral responsibility

- Adverse selection
- Manipulating credit ratings
- Speculation
- Example: The sub-prime crisis of 2008.

**Plan Session 09 :**

Session 9. Building the license to operate, general conclusion

Case study  
Group presentations



SYLLABUS
EC501E_0108_22
Applied Economics

ACADEMIC AREA	: FINANCE AND ACCOUNTING
PROGRAMME	: MSC IF / PGTC
PERIOD	: FALL
COORDINATOR	: Mr. Roman MATKOVSKYY
INSTRUCTOR(S)	: Mr. François LE GRAND Mr. Roman MATKOVSKYY
CONTACT HOURS	: 27 hours
STUDY TIME	: null hours (Class preparation, homework and assessments)
CREDITS	: 6.0 ECTS

**PRE-REQUISITE MODULES :**

Introductory courses to economics (Microeconomics) will be of great assistance.

**MODULE DESCRIPTION :**

**CONTRIBUTION TO PROGRAMME LEARNING OBJECTIVES :**

- Demonstrate understanding of diverse and international business environments to apprehend the world complexity and make integrated decisions
- Integrate diversity and globalization in the practice of management in the field of finance (GLOBAL)

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

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

1. Identify, define, and solve applied microeconomic problems given diversity and globalization.
2. Locate and critically evaluate information.
3. Understand the reality of the main market structures functioning.
4. Develop knowledge of consumer and producer behavior, profit maximization, cost minimization and pricing in diversified and globalized conditions.

**TOPICS COVERED :**

- Decisions at the consumer level. Demand.
- Intertemporal choice
- Deviation from rationality: Behavioural economics.
- Uncertainty
- Technology and decisions on the producer level.
- Market structures and business organization.
- Pricing decisions.

**RESEARCH-LED TEACHING :**

It is a research-led course. Several papers are discussed in class related to different applications of utility functions, demand, herding etc.

**CSR AND SUSTAINABLE DEVELOPMENT GOALS :**

A chapter on Economic behavior where responsible behavior is discussed using examples of real-life manipulation cases. Behavioral economics can help us understand how people make decisions and therefore influence them to achieve desired change by defining an architecture of choice and the use of stimuli

**CSR NB HOURS :**

2

**SUSTAINABLE DEVELOPMENT GOALS COVERED :**

- 12 - Responsible consumption and production

**TEACHING METHODS :**

Each session will be composed of a short theoretical introduction with examples. This will be followed by exercises in class to help assimilate the subject matter, followed by suggested solutions and discussion. Possible solutions to some exercise by means of the R package also will be provided.

**METHODS OF ASSESSMENT :**

Continuous/Final	Group/Individual	Assessment	Weight	Duration	ILOs assessed
Continuous	Individual	Other	40%	1h. 30 min	all ILOs
Final	Individual	Final written exam	60%	3h	all ILOs

***Assessment 1 details:***

The continuous assessment is composed of one-hour and a half examination which provides quizzes and exercises related to concepts taught in the first half of the course. It can be organized either in-class or by means of Moodle (online quizzes) or both.

***Assessment 2 details:***

The final exam is a summative three hour, unseen, closed-book examination. It may cover any material taught in the module. It tests students on their assimilation of the main concepts and on their ability to apply them judiciously.

**ACADEMIC INTEGRITY :**

## **BIBLIOGRAPHY :**

### **Recommended Textbook:**

- Hirschey, M., Pappas, J.L. (2019). Managerial economics. (15th edn). The Dryden Press.
- Perloff, J.M. (2018). Microeconomics. (8th edn). Pearson Education. [eBook: <https://vu.fr/XVSz>]
- Bradley, T., Patton, P. (2013). Essential Mathematics for Economics and Business. (4th edn). John Wiley & Sons. (to recall mathematics)

### **Additional Reading**

#### **Other Reading:**

- Melvin, M., Boyes, W. (2013). Principles of economics. (9th edn). South Western.
- Case, K. E. and Fair, R.C. and Oster, S. M. (2016). Principles of microeconomics. (12th edn). Harlow: Pearson Education. [eBook: <https://bit.ly/3RVn5Dj>].
- Zimmerman, J. L., Brickley, J. A., Smit, C. W. (2003). Managerial economics and organizational architecture. (3rd edn). Irwin/McGraw-Hill
- Simon, C.P., Blume, L. (1994). Mathematics for Economists. W.W.Norton & Company.
- Croonenbroeck, C. and Matkovskyy, R. (2014), "Demand for Investment Advice over Time: The Disposition Effect Revisited." Applied Financial Economics 24.
- Matkovskyy, R., Jalan, A., Dowling, M., Bouraoui, T. (2020) "From bottom ten to top ten: the role of cryptocurrencies in enhancing portfolio return of poorly performing stocks". Finance Research letters, 101405
- Yanovaya, L., Matkovskyy, R., Jalan, A. (2021). "The effects of a "black swan" event (COVID-19) on herding behavior in cryptocurrency markets". Journal of International Financial Markets, Institutions and Money, 75, 101321
- Aziz, S., Jalan, A., Matkovskyy, R. and Bouraoui, T. (2021). "Does Shariah compliance affect investor behaviour in the COVID-19 times: Evidence from herding in the global energy market." Applied Economics 54(24), 2825-2836
- Jalan, A., Matkovskyy, R., Urquhart, A. (2022) Demand elasticities of Bitcoin and Ethereum

## **MODULE PLAN SESSIONS :**

### **Plan Session 01 :**

Sessions 1-2: Decisions at the consumer level. Demand.

- General approaches to maximization and minimization
- Consumer preferences: indifference curve
- Consumer's affordability: budget line and kink of budget line
- The optimal choice: interior and corner solutions
- Optimality calculations (substitution and the Lagrange multiplier)
- Cobb-Douglas preferences
- Income-consumption curve and Engel curve
- Elasticities
- Income and substitution effects
- Deriving a demand function

#### **Reading/ Assignments:**

- Moodle Session 1 slides
- Hirschey and Pappas (1996). Chapter 2; Chapters 4-6
- Perloff (2016). Chapters 4-5
- To recall math: Bradley & Patton (1998), Chapters 2
- Relative chapters from other reading
- Exercises #1-2

### **Plan Session 02 :**



Session 3: Inter-temporal choice.

- Present and future values
- The inter-temporal choice problem
- The inter-temporal budget constraint
- Present value for several periods. Changing interest rates.
- Price inflation and real interest rate
- Valuing securities and bonds

Reading/ Assignments:

- Moodle Session 3 slides
- Perloff (2016). Chapters 16 (relative paragraphs)
- To recall math: Bradley and Patton (1998), Chapter 5
- Relative chapters from other reading
- Exercises #3

**Plan Session 03 :**

Session 4: Deviation from rationality: Behavioural economics.

- Framing Effects
- Anchoring Effects
- Size principle
  - Increased Choice
- Learning About Preferences
- Uncertainty
- Sunk Costs
- Self Control
- Costs of Delay
- Social proof
  - Status quo or knowledge bias
  - The Confirmation bias
  - The hindsight bias
  - Zeigarnik effect
  - Top dog effect
  - Social Norms

Reading/ Assignments:

- Moodle Session 4 slides
- Melvin and Boyes (2013). Chapter 6.4. Behavioral economics and neuroeconomics
- Perloff (2016). Chapter 16 (Behavioural economics)
- Relative chapters from other reading
- Exercises #4

**Plan Session 04 :**

Session 5: Uncertainty.

- What is uncertain in economic systems?
- Probability
- States of nature and contingencies. Budget constraints.
- Utility function and probability. Expected values.
- Measuring risk aversion
- Preferences under uncertainty.
- Choice under uncertainty.
- Insurance

Reading/ Assignments:

- Moodle Session 5 slides
- Hirschey and Pappas (1996). Chapter 3
- Perloff (2016). Chapter 17.
- Relative chapters from other reading
- Exercises #5

**Plan Session 05 :**

Session 6: Technology and decisions on the producer level.

- Production function. Isoquant.
- Short-run /Long-run
- Marginal rate of technical substitution (MRTS)
- Elasticity of substitution
- Cost concepts and categories. Isocost.
- Minimizing input cost and maximizing output
- Economies of scales and economies of scope
- The learning curve
- Cost–volume–profit analysis
- Break-Even Quantity
- Break-Even Revenue
- Cash Break-Even Technique
- Break-Even Time
- Leverage

Reading/ Assignments:

- Moodle Session 6 slides
- Hirschey and Pappas (1996). Chapters 8-10
- Perloff (2016). Chapters 6-7
- Relative chapters from other reading
- Exercises #6

**Plan Session 06 :**

Session 7: Market structures and business organization.

- Perfect competition: profit maximization and the decision to shut down
- Monopoly: profit maximization, monopoly power and the Lerner index
- Monopolistic competition – profit maximization
- Oligopoly/duopoly: quantity competition vs price competition

Reading/ Assignments:

- Moodle Session 7 slides
- Hirschey and Pappas (1996). Chapters 12-13
- Perloff (2016). Chapters: 8, 13
- Relative chapters from other reading
- Exercises #7

**Plan Session 07 :**

Session 8: Pricing decisions.

- Basics of price setting
- The optimal markup rule:
- The optimal markup on cost
- The optimal markup on price
- Multiproduct pricing strategies
- Joint products with independent demands
- Product set of fixed proportions
- Product set of variable proportions
- Transfer pricing
- the intermediate product in a perfectly competitive market
- the intermediate product in an imperfectly competitive market
- Price discrimination

Reading/ Assignments:

- Moodle Session 8 slides
- Hirschey and Pappas (1996). Chapter 14
- Perloff (2016). Chapters 12
- Relative chapters from other reading

• Exercises #8

**Plan Session 08 :**

Session 9: Summarizing and revising.

Reading/ Assignments:  
Moodle slides and exercises



SYLLABUS
FI502E_0108_22
Advanced Corporate Finance

ACADEMIC AREA	: FINANCE AND ACCOUNTING
PROGRAMME	: MSC IF / PGTC
PERIOD	: FALL
COORDINATOR	: Mrs. Dima TAWIL
INSTRUCTOR(S)	: Mrs. Dima TAWIL Mrs. Maria TSELIKA
CONTACT HOURS	: 27 hours
STUDY TIME	: 120 hours (Class preparation, homework and assessments)
CREDITS	: 6.0 ECTS

**PRE-REQUISITE MODULES :**

A course on fundamentals of corporate finance or equivalent. Students are expected to refresh the basic concepts covered in corporate finance (including TVM, investment decision rules and capital budgeting, firm financing and capital structure) before the start of the module.

**MODULE DESCRIPTION :**

**CONTRIBUTION TO PROGRAMME LEARNING OBJECTIVES :**

- Demonstrate leadership, communication and teamwork skills

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

1. To understand the corporate governance framework of a firm
2. To understand and apply the advanced capital budgeting concepts and tools used to assess the financial viability of projects for a firm and its shareholders
3. To understand and apply salient valuation methods to estimate a firm's value
4. To understand and examine a firm's significant sources of financing and estimate their value
5. To understand and examine a firm's cost of capital, capital structure, related theories, and implications of salient market imperfections (tax, financial distress etc) on capital structure.
6. To understand and examine the firm's payout policies and their implications for firms under market imperfections.

**TOPICS COVERED :**

- . Salient firm valuation techniques and capital budgeting process enabling management to decide to invest or not to invest
- . Firms' choice of capital structure and ways to compensate their shareholders under perfect and imperfect capital market

**RESEARCH-LED TEACHING :**

Several latest research articles focusing on different corporate finance topics covered are used. This includes research published in top journals by scholars including the teaching faculty.

**CSR AND SUSTAINABLE DEVELOPMENT GOALS :**

Some parts of the module also focus on CSR- and corporate governance related topics and their significance to the corporate finance world. The extent to which CSR focus in corporate finance decisions fosters financial resilience, maximizes firm value ensuing innovation at the firm and industry level and translates into gains for various stakeholders. This by design mainly aligns with the SDG 9 dealing with industry, innovation and infrastructure.

**CSR NB HOURS :**

2

**SUSTAINABLE DEVELOPMENT GOALS COVERED :**

- 09 - Industry, innovation and infrastructure

**TEACHING METHODS :**

lectures and in-class exercises, discussion of various research papers, news articles and case studies

**METHODS OF ASSESSMENT :**

Continuous/Final	Group/Individual	Assessment	Weight	Duration	ILOs assessed
Continuous	Group	Group project	30%		1-6
Final	Individual	Final written exam	50%	2-3	1-6
Continuous	Individual	Quiz	20%	30 min-1hr	depending on sessions covered

**Assessment 1 details:**

This group assignment provides an opportunity to get some hands-on experience applying concepts and models of corporate finance to real firms. Students' tasks involve the following three analyses:

1. Corporate Governance
2. Capital Structure Analysis
3. Capital Budgeting and Valuation with Leverage Analysis

Assessment details and guidelines will be provided on moodle.

#### **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. Please refer to your student handbook for full details.

#### **BIBLIOGRAPHY :**

-> Berk, J. and Demarzo, P. (2017). Corporate finance. (4th edn). Harlow: Pearson Education. [eBook <https://vu.fr/QLHn>] or [2019 edn <https://vu.fr/7OFP>]

##### **Additional Reading**

-> Vernimmen, P., Quiry, P., Dallochio, M., Le Fur, Y., and Salvi, A. (2017). Corporate finance: Theory and Practice. (5th edn) . Chichester: John Wiley & Sons. [eBook available]  
website: <http://www.vernimmen.com>

-> Brealey, R.A., Myers, S.C. and Allen, F. (2016). Principles of Corporate Finance. (12th edn). Maidenhead: McGraw-hill. website: [http://highered.mheducation.com/sites/0078034760/student\\_view0](http://highered.mheducation.com/sites/0078034760/student_view0)

-> Titman, S. and Martin, J.D. (2014). Valuation. (3rd edn) . Harlow: Pearson Education.

Generally, any finance textbook in the library with the title 'Corporate Finance' will be fine.

-> Case studies and research articles related to the covered topics.

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

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

###### **Topic 1 /**

Corporate Governance / Reference Chapter: 29 (Berk & DeMarzo) ; Session Focus: Corporate governance and agency problem, regulations, trade-offs in CG; Cases/Exercises to be given for practice.

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

###### **Topic 2 /**

An advanced look at capital budgeting & firm Valuation / Reference Chapters: 8, & 18 (Berk & DeMarzo) ; Self-study: Parts of Chapter 6 and 9 to refresh terminology of bonds and stocks, Chapter 23 section on Initial Public Offerings (IPO) and Seasoned Equity Offering(SEO), Chapter 24 for Types and covenants of debt; Session Focus: Valuing stocks and bonds, capital budgeting process and valuation with leverage ; Cases/Exercises to be given for practice.

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

###### **Topic 3: Capital Structure**

Reference Chapters: Ch. 14-16 (Berk & DeMarzo) ; Self-study: Chapter 10-12 to refresh conceptual grounds for risk and return of securities, measures of total risk and systematic risk, Capital Asset Pricing Model (CAPM), and Debt and Equity cost of capital. Session Focus: Modigliani & Miller Proposition I & II, Optimal capital structure theories policies. Cases/Exercises to be given for practice

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

Topic 4: Payout Policy  
Reference Chapters: Ch. 17 (Berk & DeMarzo)  
Cases/Exercises to be given for practice

**Plan Session 05 :**

Topic 5: Project Review Presentations  
Topic 6: Module Recap for Final Exam



SYLLABUS
FI505E_0108_22
Coding and Data Science for Finance

ACADEMIC AREA	: FINANCE AND ACCOUNTING
PROGRAMME	: MSC FDI / MSC IF / PGTC
PERIOD	: FALL
COORDINATOR	: Mr. Amirhossein SADOOGHI
INSTRUCTOR(S)	: Mr. Amirhossein SADOOGHI
CONTACT HOURS	: 27 hours
STUDY TIME	: null hours (Class preparation, homework and assessments)
CREDITS	: 6.0 ECTS

**PRE-REQUISITE MODULES :**

The prerequisite for the data science course in business statistics. All students should pass an online introductory course to statistics and probability.

**MODULE DESCRIPTION :**

**CONTRIBUTION TO PROGRAMME LEARNING OBJECTIVES :**

- Apply creative, innovative and entrepreneurial abilities in the finance field (INNOVATION)
- Apply creative, innovative and entrepreneurial abilities in the finance industry (INNOVATION).
- Apply specific areas of expertise to develop innovative and unframed business solutions in a volatile given context
- Demonstrate leadership, communication and teamwork skills
- Use interpersonal, leadership and communication skills to thrive from personal, professional and collective perspectives

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

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

1. Identify, import, blend, and clean, datasets of use to accounting and finance
2. Perform appropriate data transformations through Python
3. Visualize data relationships using matplotlib for Python
4. Work Python for statistical and econometric analysis and machine learning
5. Demonstrate an ability to independently analyse an accounting or finance topic incorporating novel data and appropriate machine learning

**TOPICS COVERED :**

- Introduction to data science in Finance
- Fundamentals of Machine Learning in Finance
- Principles of coding in Python
- Importing, reading, and cleaning data from multiple sources with Python
- Manipulating, transforming, and wrangling data with numpy and pandas
- Data visualization using matplotlib
- Working with time series in Python
- Machine learning with scikit-learn



- Deep learning
- Text mining

#### RESEARCH-LED TEACHING :

In this course, we will use real problems and show students how theoretical problems from the research could be applied in real life. We will replicate some famous research articles in our lab exercises. This course is designed based on pedagogically oriented research ideas that help to transfer research output to teaching.

#### CSR AND SUSTAINABLE DEVELOPMENT GOALS :

NA

#### CSR NB HOURS :

0

#### SUSTAINABLE DEVELOPMENT GOALS COVERED :

- 05 - Gender equality
- 13 - Climate action

#### TEACHING METHODS :

To facilitate students' work, moodle includes all the necessary information on assignments, module schedule, course slides, and a number of links and documents. This module is delivered in a non-conventional manner. There are 3 three-hour introductory sessions at the start of Semester 1, after which you will be expected to self-learn an online module to prepare you in the basics of Python coding. There will then be two consecutive six-hour sessions in November where you will apply your learning to the accounting and finance context in a Bootcamp style environment.

Students are encouraged to use their personal computers so that they can access and/or download what they may need for the session and work on the problems together. You will be advised in the first session as to which software to install on your system in order to get the most out of the classes.

Students are encouraged to bring their laptops so that they can access and/or download what they may need for the session and work on the problems together. You will be advised in the first session as to which software to install on your laptop in order to get the most out of the classes.

#### METHODS OF ASSESSMENT :

Continuous/Final	Group/Individual	Assessment	Weight	Duration	ILOs assessed
Continuous	Individual	Quiz	20%		All
Continuous	Group	Group project	20%		
Continuous	Individual	Report	60%		All

#### Assessment 1 details:

self-online learning

#### Assessment 2 details:

2 Lab exercises

Guidelines for Lab Exercises layout:

a) Use headlines that clearly divide the report into assignments and sub-tasks.

- b) Provide the report with figures but only in the amount you think is required to clarify your conclusions.
- c) Do not submit every figure you have obtained. Provide the report with figures but only in the amount you think is required to clarify your conclusions.
- d) You need to explain all of the results and graphs, (presenting the results and graphs without explanations cannot be considered as grading).
- e) Make sure the questions put in the assignments are answered.

**Assessment 3 details:**

Presentation of Bootcamp Project (Group ) (20%)

Paper on a final project (Individual) (40%)

The Group Project covers all learning outcomes and is the culmination of your learning where you will be expected to, in groups, develop an accounting or finance research idea, collect suitable data, and test using a range of machine learning techniques. This work will be carried out in groups during the Bootcamp, and deliverables will consist of daily presentations at the end of Day 1, Day 2 showing progress at the end of each Bootcamp day. All group members are expected to present at some point during one of the daily presentations.

The Individual Reflection assessment is a short report that you are expected to prepare after the Bootcamp, where you reflect on your learning, contributions, and goals achieved.

While class attendance and participation aren't listed here, both are expected and can strongly improve your grade. You cannot get points for participation if you are not present (unless it's an excused absence, in which case contact the instructor).

Guidelines for final paper layout:

The final paper is individual work, in the form of a 5-10 page essay analyzing a real data set from research fields in finance. The report should: summarize the problem, the methodology, data, and results, as well as recommend strategies for dealing with the problem. The purpose of the project is about working on one or some advanced machine learning methods in depth. Typically, a project will focus on one method and data source but will include other methods that provide background. The project should be devoted to theory and methodology though they can include a case study. We suggest choosing a project similar to Lab exercises or students' research field, but students are free to choose something else.

**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 coursework or assignments.

**BIBLIOGRAPHY :**

Lecture slides will be provided in class and through the course website. These will cover the material discussed in our lectures.

De Prado, Marcos Lopez. Advances in financial machine learning. John Wiley & Sons, 2018.

Athey, S. and Imbens, G.W., 2019. Machine learning methods that economists should know about. Annual Review of

Economics, 11, pp.685-725.

Athey, S., 2018. The impact of machine learning on economics. In The economics of artificial intelligence: An agenda (pp. 507-547). University of Chicago Press. [

McKinney, W. (2018) 'Python for Data Analysis: Data Wrangling with Pandas, Numpy, and IPython', O'Reilly Media. [eBook <https://vu.fr/NMXP>]

Gentzkow, Shapiro and Taddy, Text as Data," Journal of Economic Perspectives,

Hal R Varian. Big data: New tricks for econometrics. Journal of Economic Perspectives, 28(2):3–28, 2014

Zapata, H.O., Hill, R.C. and Fomby, T.B., 2018. Econometrics for the future. In The Routledge Handbook of Agricultural Economics (pp. 445-466). Routledge.

#### **Additional Reading**

Required online learning: Online learning courses will be set for you through DataCamp.com

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

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

Session 1 [3 hours]:

This session will cover the basics of data science in finance including an introduction to coding, accessing data, and data visualization. Students are then expected to take online courses in advance of the Bootcamp session in order to advance these skills to a moderate level of skill.

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

Session 2 [3 hours]:

This session will advance the student's understanding of Python, particularly with a focus on the key techniques of statistical analysis through Python and also the techniques of machine learning.

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

Session 3 [3 hours]:

This session will advance the students' understanding of the fundamentals of Machine Learning in Finance.

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

Session 4 [12 hours] Bootcamp:

The Bootcamp involves the students working in groups to formulate interesting new research ideas on a group basis on which students will progress over the remainder of the Bootcamp. These research ideas will then be further developed on an individual basis for assessment following the Bootcamp.

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

Session 5 [3 hours]:

Review of the course

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

Session 6 [3 hours]:

Final presentations of students





SYLLABUS
FI506E_0108_22
Quantitative Finance

ACADEMIC AREA	: FINANCE AND ACCOUNTING
PROGRAMME	: MSC IF / PGTC
PERIOD	: FALL
COORDINATOR	: Mr. Pooya HEDAYATINIA
INSTRUCTOR(S)	: Mr. Pooya HEDAYATINIA
CONTACT HOURS	: 27 hours
STUDY TIME	: 120 hours (Class preparation, homework and assessments)
CREDITS	: 6.0 ECTS

**PRE-REQUISITE MODULES :**

Corporate Finance course (FI410E or equivalent) and a good background in mathematics.

**MODULE DESCRIPTION :**

**CONTRIBUTION TO PROGRAMME LEARNING OBJECTIVES :**

- Demonstrate a key expertise and a deep understanding of the concepts, methods and techniques related to finance and provide value to the business community.

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

On completion of this module, students should be able to:

1. understand the functioning and importance of financial markets for the real economy
2. describe the main capital market instruments: equities, bonds and derivative securities, and how they are traded
3. introduce and use the concept of risk and return for individual assets and portfolios both in theoretical and practical considerations
4. value bonds, equities, and derivative securities
5. understand how to use of financial instruments for hedging and risk management
6. explain the use and application of portfolio theory in capital markets
7. describe the theory and applications of asset pricing models
8. know to what extent the theories and models are applicable and their implications for investment decision making
9. develop research skills including reviewing journal articles and applying the concepts studied to actual financial data

**TOPICS COVERED :**

Overview of the Financial System  
Risk and Returns  
Portfolio Theory  
Asset Pricing Models  
Applied Portfolio Management  
Fixed-Income Securities  
Derivative Securities

**RESEARCH-LED TEACHING :**

Recent articles about growth finance , risk management, hedge funds and Portfolio Management.

The students have a group assignment to analyze the real historical data of the chosen securities in financial markets with the quantitative tools that are presented during the course.

**CSR AND SUSTAINABLE DEVELOPMENT GOALS :**

NA - this course is a start of quantitative finance for the students and it is not directly related to the CSR topics.

**CSR NB HOURS :**

0

**SUSTAINABLE DEVELOPMENT GOALS COVERED :**

-

**TEACHING METHODS :**

The main course material will be developed during the lectures and practice exercises. Students are expected to prepare extensively for class by reading the lectures notes, required readings, journal articles, and preparing in-class exercises. The lectures will follow a discussion-based approach. Students are therefore encouraged to participate which is important for both their learning and the class in general.

**METHODS OF ASSESSMENT :**

Continuous/Final	Group/Individual	Assessment	Weight	Duration	ILOs assessed
Continuous	Group	Group project	40%	3000 words report	2 to 3, 6 to 9
Final	Individual	Final written exam	60%	3 hours	1 to 8

**Assessment 1 details:**

The group project involves a written submission of a report (minimum of 4 and a maximum of 5 participants). This group project will involve an introduction, literature review, data collection and empirical investigation of a topic relating to the module material. The project involves the work of all group members and must be typed to a maximum of 3000 words (excluding bibliography, tables, and appendixes).

**Assessment 2 details:**

The exam will have two parts. Part A contains multiple choice questions (MCQs). Part B contains short questions, including both essay and numerical 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.

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 :****Required Textbooks**

- Bodie, Z., Kane, A., Marcus, A. (Latest Edition). Investments.: Global Edition. McGraw-Hill (BKM)
- John C. Hull, (Latest Edition). Options, Futures and Other Derivatives. Global Edition, Pearson (Hull). [eBook <https://bit.ly/3czrNZ>]

**Recommended Textbooks**

- Wilmott, P. (Latest Edition). Paul Wilmott Introduces Quantitative Finance. John Wiley & Sons. [eBook <https://vu.fr/rfQ6>]
- Fabozzi, F. J. (Latest Edition). Foundations of Financial Markets and Institutions: International Edition, Pearson
- Johnson, R. S. (2014). Equity Markets and Portfolio Analysis (Vol. 618). John Wiley & Sons. [eBook <https://vu.fr/7Ffq>]
- Malkiel, B.G., 2011. A Random Walk Down Wall Street (Revised edition). New York, US: Norton

**Additional Reading**

- Keep yourself updated with current activities in the financial markets through the financial media. Eg., Financial Press, Financial Times, Wall Street Journal, etc.
- It is recommended to read regularly the financial press (access through the Learning Center website).
- Visit the Reuters.com website. There are many interesting document and data to download.
- Visit the Bloomberg.com website. There are many interesting document and data to download.
- Visit the Bloomberg Trading Room in the Rennes School of Business, Building 1.
- Visit the Euronext.com website. There are many interesting document to download.
- Visit the Wilmott.com website and particularly the forums. Many practitioners discuss about the most recent trends in financial markets.

**MODULE PLAN SESSIONS :****Plan Session 01 :****1. Overview of the Financial System**

- Introduction to financial markets
- Financial instruments: fixed-income, equities, and derivative securities
- Fintech and the changing world of finance
- Historical asset returns
- Measures of risk
- Risk-return trade-off

**Readings:**

- BKM, Chapters 1-3, 5
- Hull, Chapter 1

- Lecture slides
- Practice exercises

Additional readings:

- Green Wood, Robin and David Scharfstein. "The Growth of Finance." *Journal of Economic Perspective* 27, no. 2 (2013): 3-28
- Diego Valderrama, "Financial Development, Productivity, and Growth," Federal Reserve Bank of San Francisco. *Economic Letter* 2003-18, June 7, 2003

#### Plan Session 02 :

##### 2 & 3. Portfolio Theory

- Risk aversion and utility values
- Capital allocation across risky and risk-free assets
- Diversification and portfolio risk
- Mean-variance analysis
- Efficient frontier and the tangency portfolio
- Index models of asset returns

Readings:

- BKM, Chapters 6-8
- Lecture slides
- Practice exercises

Additional readings:

- Markowitz, Harry. "Portfolio selection." *The Journal of Finance* 7, no. 1 (1952): 77-91
- Kritzman, Mark. "The Graceful Aging of Mean-Variance Optimization." *Journal of Portfolio Management* 37, no. 2 (2011): 3
- Cochrane, John H. "Portfolio Advice for a Multifactor World." *Economic Perspectives* 23, no. 3 (1999): 59
- Brandt, Michael W. "Portfolio Choice Problems." In *Handbook of Financial Econometrics: Tools and Techniques*, pp. 269-336. North-Holland, 2010
- Wachter, Jessica A. "Asset Allocation." *Annual Review of Financial Economics* 2 (2010): 175

#### Plan Session 03 :

##### 4. Equilibrium Model of Asset Returns

- The capital asset pricing model (CAPM)
- CAPM and its applications
- Extensions of CAPM: Arbitrage pricing theory (APT) and multifactor models
- Tests of asset pricing models
- Efficient markets and behavioural finance

Readings:

- BKM, Chapters 9-13
- Lecture slides
- Practice exercises

Additional readings

- Eugene F. Fama – Prize Lecture. NobelPrize.org. Nobel Media AB 2019.  
Link: <https://www.nobelprize.org/prizes/economic-sciences/2013/fama/lecture/>
- Prices, Capital Asset. "A Theory of Market Equilibrium under Conditions of Risk." *Journal of Finance* 19, no. 3 (1964): 425-444
- Lintner, John. "The Valuation of Risk Assets and the Selection of Risky Investments in Stock Portfolios and Capital Budgets." *The Review of Economics and Statistics* (1965): 13-37
- Mossin, Jan. "Equilibrium in a Capital Asset Market." *Econometrica* 34, no. 4 (1966): 768-783
- Ross, Stephen A. "The Arbitrage Theory of Capital Asset Pricing." *Journal of Economic Theory* 13, no. 3 (1976): 341-360
- Fama, Eugene F., and Kenneth R. French. "Common Risk Factors in the Returns on Stocks and Bonds." *Journal of Financial Economics* 33, no. 1 (1993): 3-56
- Carhart, Mark M. "On Persistence in Mutual Fund Performance." *Journal of Finance* (1997): 57-82



- Goyal, Amit. "Empirical Cross-sectional Asset Pricing: A Survey." *Financial Markets and Portfolio Management* 26, no. 1 (2012): 3-38
- Fama, Eugene F., and Kenneth R. French. "The Capital Asset Pricing Model: Theory and Evidence." *The Journal of Economic Perspectives* 18, no. 3 (2004): 25-46
- Fama, Eugene F. "Efficient Capital Markets: A Review of Theory and Empirical Work." *Journal of Finance* 25, no. 2 (1970): 383-417
- Malkiel, Burton G. "The Efficient Market Hypothesis and Its Critics." *Journal of Economic Perspectives* 17, no. 1 (2003): 59-82
- Shiller, Robert J. "From Efficient Markets Theory to Behavioural Finance." *The Journal of Economic Perspectives* 17, no. 1 (2003): 83-104
- Harvey, Campbell R., Yan Liu, and Heqing Zhu. "... and the Cross-Section of Expected Returns." *Review of Financial Studies* 29, no. 1 (2016)

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

5. Applied Portfolio Management
- Portfolio performance evaluation
  - Mutual funds and other investment vehicles
  - International diversification

##### **Readings:**

- BKM, Chapters 4, 24-26
- Lecture slides
- Practice exercises

##### **Additional readings:**

- Treynor, Jack L. "How to Rate Management of Investment Funds." *Harvard Business Review* 43, no. 1 (1965): 63-75
- Sharpe, William F. "Mutual Fund Performance." *The Journal of Business* 39, no. 1 (1966): 119-138
- Jensen, Michael C. "The Performance of Mutual Funds in the period 1945-1964." *The Journal of Finance* 23, no. 2 (1968): 389-416
- Malkiel, Burton G. "Returns from Investing in Equity Mutual Funds 1971 to 1991." *The Journal of Finance* 50, no. 2 (1995): 549-572
- Wermers, Russ. "Performance Measurement of Mutual Funds, Hedge Funds, and Institutional Accounts." *Annual Review of Financial Economics* 3, no. 1 (2011): 537-574

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

- 6 & 7. Fixed-Income Securities
- Fixed-income markets
  - Bond valuation
  - Term structure of interest rates
  - Interest rate risk and convexity

##### **Readings:**

- BKM, Chapters 14-16.2
- Lecture slides
- Practice exercises

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

- 8 & 9. Derivatives Securities
- Introduction to Forwards and Futures
  - The basics of options
  - Options valuation
  - The Greek letters
  - Other derivatives

##### **Readings:**

- BKM, Chapters 20-23
- Hull, Chapters 2-3, 7, 10-15, 19
- Lecture slides

- Practice exercises

Additional readings:

- Black, Fischer, and Myron Scholes. "The Pricing of Options and Corporate Liabilities." *The Journal of Political Economy* 81, no. 3 (1973): 637-654
- Merton, Robert. "Theory of Rational Option Pricing." *Bell Journal of Economics* 4, no. 1 (1973): 141-183



SYLLABUS
FI525E_0108_22
Exchange Markets

ACADEMIC AREA	: FINANCE AND ACCOUNTING
PROGRAMME	: MSC IF / PGTC
PERIOD	: FALL
COORDINATOR	: Dr. Taoufik BOURAOUI
INSTRUCTOR(S)	: Dr. Taoufik BOURAOUI
CONTACT HOURS	: 27 hours
STUDY TIME	: 120 hours (Class preparation, homework and assessments)
CREDITS	: 6.0 ECTS

**PRE-REQUISITE MODULES :**

A course or experience in corporate finance or financial management (FI443E or equivalent).

**MODULE DESCRIPTION :**

**CONTRIBUTION TO PROGRAMME LEARNING OBJECTIVES :**

- Demonstrate a key expertise and a deep understanding of the concepts, methods and techniques related to finance and provide value to the business community.

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

1. Explain the differences between foreign exchange spot and forward markets.
2. Demonstrate the ability to estimate and forecast foreign exchange rates using the relevant theories and models.
3. Explain the concepts of international parity relations, such as interest rate parity and purchasing power parity.
4. Understand exchange rate exposure for a multinational corporation.
5. Use currency derivatives to hedge currency risk.

**TOPICS COVERED :**

- . Types of exchange rates;
- . Arbitrage;
- . Speculation;
- . International parity theories;
- . Currency derivative instruments

**RESEARCH-LED TEACHING :**

Existing research on determinants of exchange rates is integrated in designing the content of FI525E Exchange Markets. For instance, the empirical results of Bouraoui and Hammami (2017)(1) show that political instability, through the mechanism channel of economic growth, has a significant impact on the value of domestic currencies in Arab spring countries.

(1): Taoufik Bouraoui & Helmi Hammami (2017). Does political instability affect exchange rates in Arab Spring countries?, Applied Economics, 49:55, 5627-5637, DOI: 10.1080/00036846.2017.1319561

**CSR AND SUSTAINABLE DEVELOPMENT GOALS :**

This course addresses ESG (Environmental, Social, Governance) concepts in the following ways:

- Currency prices may be driven by ESG (Environmental, Social, Governance) factors, given the importance they have nowadays. Investors integrate country-level ESG score to decide whether they invest in one currency.
- Ethical responsibilities are linked to transparency and fair conduct. For example, some derivatives are traded on organized market (Futures), and investors have to adhere to the terms of the contract (including responsibility to execute the contract for exp).
- Derivatives include now ESG component to promote environmental, social and governance performance. Companies that use ESG-linked derivatives receive a more favorable rate if they meet environmental, social and/or governance targets.

**CSR NB HOURS :**

1

**SUSTAINABLE DEVELOPMENT GOALS COVERED :**

- 01 - No poverty
- 08 - Decent work and economic growth

**TEACHING METHODS :**

Each session is composed of lectures that involve the core concepts. Problem sets and exercises are then used to put the course concepts into practical and real-world framework. Solutions to exercises and discussion of these solutions are provided at the end. Note: Solving exercises requires the use of a calculator. Therefore, students should bring for each class their own calculator (standard calculator).

**METHODS OF ASSESSMENT :**

Continuous/Final	Group/Individual	Assessment	Weight	Duration	ILOs assessed
Continuous	Individual	Quiz	20%	15 min	All ILOs
Continuous	Individual	Written in class - Continuous	40%	1 hour	All ILOs
Final	Group	Report	40%		All ILOs

**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 :**

-> Eiteman, D. et al. (2020). Multinational Business Finance. (15th edn). Pearson. [eBook: <https://vu.fr/V7PWJ>].

**Additional Reading**

-> Kirt C. Butler, K. (2016). Multinational Finance. (6th edn). John Wiley & Sons. [eBook: <https://vu.fr/ZAm5>]

-> Levi, M. (2009). International Finance. (5th edn). Routledge.

-> Copeland, L. (2014). Exchange Rates and International Finance. (6th edn). Pearson. [eBook 4th edn: <https://vu.fr/ZAKC>]

**MODULE PLAN SESSIONS :****Plan Session 01 :**

- What is the FOREX?
- Characteristics of the FOREX
- Market participants
- Exchange rate systems
- Exchange rates
- Concepts of appreciation and depreciation

**Plan Session 02 :**

- Bid and Ask quotations
- Real Exchange Rate
- Spot and Forward rates
- Cross rates

**Plan Session 03 :**

- Intermarket arbitrage
- Intermarket arbitrage with bid-ask quotes
- Triangular arbitrage
- Triangular arbitrage with bid-ask quotes

**Plan Session 04 :**

- Factors affecting exchange rates (ESG factors, inflation rate, interest rate)
- Absolute PPP
- Relative PPP
- Deviations from PPP

**Plan Session 05 :**

- Interest Rate Parity (IRP)
- Covered IRP
- Uncovered IRP
- Deviations from IRP

**Plan Session 06 :**

- Hedging foreign exchange risk
- Types of foreign exchange exposure
- Long & Short exposures
- Hedging instruments: Forward markets
- Forward purchase contract
- Forward sale contract
- Advantages & disadvantages of forward contracts
- ESG-linked FX forwards

**Plan Session 07 :**

- Foreign currency Futures
- Long and Short hedge
- Marking to market process
- Closing out a futures position
- Currency swaps

**Plan Session 08 :**

- Hedging instruments: Currency options
- Hedging instruments: Currency straddle
- Hedging instruments: Currency strangle

**Plan Session 09 :**

- Correction of remaining exercises



## SYLLABUS

CR501E\_FI\_0108\_22

### Ethics and Corporate Social Responsibility in Finance

<b>ACADEMIC AREA</b>	<b>: FINANCE AND ACCOUNTING</b>
<b>PROGRAMME</b>	<b>: MSC FDI / MSC FDI BIL SEPT / MSC IAMCA / MSC IF / PGTC</b>
<b>PERIOD</b>	<b>: FALL</b>
<b>COORDINATOR</b>	<b>: Mrs. Akanksha JALAN</b>
<b>INSTRUCTOR(S)</b>	<b>: Dr. Dieter VANWALLEGHEM Mr. Nicolas MARANG Mrs. Akanksha JALAN</b>
<b>CONTACT HOURS</b>	<b>: 27 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 :

Basic understanding of business, accounting and finance.

#### MODULE DESCRIPTION :

#### CONTRIBUTION TO PROGRAMME LEARNING OBJECTIVES :

- Apply high standards of ethics and professional responsibility to positively contribute to business and society
- Implement responsible management in the finance and data analysis industry (RESPONSIBLE).
- Implement responsible management in the finance industry (RESPONSIBLE)
- To apply appropriate audit practice, and prepare an audit report Implement responsible accounting and auditing practices (RESPONSIBLE)

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

1. Critically evaluate the theoretical and conceptual approaches to CSR.
2. Appraise how a company identifies its stakeholders and manages its relationships with them.
3. Assess the strategic opportunities provided by CSR and sustainability.
4. Apply the concepts of CSR to formulate recommendations at the managerial level.
5. Develop the ability to think beyond numbers and into the subtler topics of morality and ethics.
6. Understand the need for social and environmental contribution, and the role of good sense, judgement and leadership in making organizational choices.

#### TOPICS COVERED :

1. General introduction to CSR
2. Building a CSR strategy
3. Empowering CSR
4. Corporate tax responsibility
5. Sustainable communications and compliance related to CSR
6. Ethics in financial reporting
7. Corporate environmental sustainability
8. Banks and moral responsibility
9. Building the license to operate, general conclusion

**RESEARCH-LED TEACHING :**

References to research findings in the relevant area are made from time to time in class discussions. In addition, class slides for the Finance and Accounting-specific sessions (4, 6, 7, 8) also summarise relevant literature to provide an academic perspective to the students.

**CSR AND SUSTAINABLE DEVELOPMENT GOALS :**

This course is entirely dedicated to the learning of CSR and ethics, both in the general sense as well as with a Finance and Accounting focus.

**CSR NB HOURS :**

27

**SUSTAINABLE DEVELOPMENT GOALS COVERED :**

- 03 - Good health and well-being
- 06 - Clean water and sanitation
- 07 - Affordable and clean energy
- 08 - Decent work and economic growth
- 09 - Industry, innovation and infrastructure
- 12 - Responsible consumption and production
- 13 - Climate action
- 14 - Life below water
- 15 - Life on land
- 16 - Peace, justice and strong institutions

**TEACHING METHODS :**

Sessions 1, 2, 3, 5 and 9: These sessions will be 'general' in nature and aim at imparting basic concepts in the field of CSR. These five sessions will be a mix of knowledge sharing and knowledge application through workshop activities.

Sessions 4, 6, 7 and 8: These four sessions will focus specifically on Finance and Accounting applications of CSR and will use a mix of class slides and participative in-class activities.

**METHODS OF ASSESSMENT :**

Continuous/Final	Group/Individual	Assessment	Weight	Duration	ILOs assessed
Continuous	Group	Group project	30%		1 - 6
Continuous	Individual	Quiz	20%		1 - 6
Final	Individual	Final written exam	50%		1 - 6

**Assessment 1 details:**

Students will work in teams on realistic projects; assessment performed by the instructor as well as by the peers. The final deliverable as well as the work throughout the course are subject to assessment. In addition to the group assessment, students within a group are assessed based on their individual contribution to the project.

**Assessment 2 details:**

A summative quiz of 15 minutes will test students' acquired knowledge of the content.

**Assessment 3 details:**



Students will be required to answer case-type questions to demonstrate their understanding of solving managerial problems that have an ethical dimension.

#### **ACADEMIC INTEGRITY :**

##### **BIBLIOGRAPHY :**

Daniel C. Esty, & Todd Cort. (2020). Values at Work: Sustainable Investing and ESG Reporting. Palgrave Macmillan. [eBook <https://vu.fr/D5lq>]

Dirk Schoenmaker, & Willem Schramade. (2019). Principles of Sustainable Finance: Vol. First edition. OUP Oxford. [eBook <https://vu.fr/1S93>]

Colin Mayer. (2018). Prosperity: Better Business Makes the Greater Good. OUP Oxford. [eBook <https://vu.fr/JwvA>]

#### **Additional Reading**

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

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

Session 1. General introduction to CSR

- Laws, self-regulation, values, and ethics.
- Blurry frontiers, Creon against Antigone metaphor
- From Hammurabi to UN Global Compact: a subjective history of responsible business, focus on responsible finance
- Top-down vs bottom-up tone setting
- Activism, private initiative, and regulation

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

Session 2. Building a CSR strategy

- Stakeholder management
- Materiality matrix
- Life-cycle assessment (LSA)
- Measuring CSR: indicators and reporting

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

Session 3. Empowering CSR

- Governance and CSR
- The jobs related to CSR
- Guidelines and labels

**Plan Session 04 :**

Session 4: Corporate tax responsibility

- Tax savings versus ethical and social dilemma
- Common tax-avoidance strategies employed by multinationals
- Real-life corporate examples

**Plan Session 05 :**

Session 5: Sustainable communications and compliance related to CSR

**Plan Session 06 :**

Session 6: Ethics in financial reporting

- Managerial myopia
- Use of accruals and Window Dressing of accounts
- Real-life examples: Enron among others

**Plan Session 07 :**

Session 7: Corporate environmental sustainability

- Health and safety issues
- Carbon emissions
- The need for quick profitability
- Examples: Coca Cola, Chernobyl

**Plan Session 08 :**

Session 8: Banks and moral responsibility

- Adverse selection
- Manipulating credit ratings
- Speculation
- Example: The sub-prime crisis of 2008.

**Plan Session 09 :**

Session 9. Building the license to operate, general conclusion

Case study  
Group presentations



SYLLABUS
EC505E_0108_22
Financial Theory

ACADEMIC AREA	: FINANCE AND ACCOUNTING
PROGRAMME	: MSC FDI / PGTC
PERIOD	: FALL
COORDINATOR	: Mrs. Maria TSELIKA
INSTRUCTOR(S)	: Mrs. Maria TSELIKA
CONTACT HOURS	: 27 hours
STUDY TIME	: null hours (Class preparation, homework and assessments)
CREDITS	: 6.0 ECTS

**PRE-REQUISITE MODULES :**

There are no prerequisite for this module.

**MODULE DESCRIPTION :**

**CONTRIBUTION TO PROGRAMME LEARNING OBJECTIVES :**

- Demonstrate understanding of diverse and international business environments to apprehend the world complexity and make integrated decisions
- Integrate diversity and globalization in the practice of management in the field of finance and data analysis (GLOBAL).

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

On completion of this module, students should be able to:

1. describe the investment and financing decisions faced by households and corporations, and the role of financial markets in those decisions;
2. understand and use present value relations to value streams of cashflows;
3. value fixed-income securities, stocks, and derivative instruments;
4. understand how derivatives instruments are used for hedging and risk management;
5. introduce and use the concept of risk and return for individual assets and portfolios both in theoretical and practical considerations;
6. explain the use and application of portfolio theory and the different equilibrium models for pricing risky assets in financial markets;
7. know to what extent the theories and models are applicable and their implications for capital budgeting decisions;
8. explain the theory of efficient markets and its implications for financial and investment decision making;
9. read and understand journal articles that make use of the concepts and methods introduced in the course;
10. use the course content for your own academic work such as reviewing literature and in analysis as part of a master's thesis.

**TOPICS COVERED :**

1. Introduction to Finance
2. Present Value Relations
3. Fixed-Income Securities
4. Common Stocks

5. Forwards and Futures contracts
6. Options
7. Risk, Return, and Portfolio Theory
8. Equilibrium Models of Asset Returns
9. Efficient Markets and Behavioural Finance
10. Capital Budgeting

#### RESEARCH-LED TEACHING :

Various research articles regarding asset pricing and portfolio management will be given as course work. Discussions are going to take place in class  
Introduction to ESG stocks and Green Finance in research

#### CSR AND SUSTAINABLE DEVELOPMENT GOALS :

Introduction to ESG stocks and Green Finance  
How investor preferences affect the market and vice versa.  
How can we introduce CSR in the models shown (applied)

#### CSR NB HOURS :

#### SUSTAINABLE DEVELOPMENT GOALS COVERED :

- 05 - Gender equality
- 07 - Affordable and clean energy
- 09 - Industry, innovation and infrastructure
- 12 - Responsible consumption and production
- 13 - Climate action

#### TEACHING METHODS :

Mainly lectures and practice exercises. Several academic articles and actual cases are going to be included. Students are expected to prepare extensively for class by reading the lectures notes, required readings, journal articles, and preparing in-class exercises. The lectures will follow a discussion-based approach. A concept will be presented, followed by an applied example and then a discussion (articles and minicases are included here). Students are therefore encouraged to participate as the learning process is interactive.

#### METHODS OF ASSESSMENT :

Continuous/Final	Group/Individual	Assessment	Weight	Duration	ILOs assessed
Continuous	Individual	Written in class - Continuous	30%	2 hour	1 to 4
Final	Individual	Final written exam	70%	2 hours	1 to 8

#### Assessment 1 details:

This is a mid-term exam . The exam will have two parts. Part A contains multiple choice questions (MCQs). Part B contains short questions, including both essay questions and numerical questions.

#### Assessment 2 details:

The exam will have two parts. Part A contains multiple choice questions (MCQs). Part B contains short questions, including both essay questions and numerical 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.

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 :****1. Required Textbook**

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

**2. Recommended Textbook**

- Bodie, Z., Kane, A. and Marcus, A. (2020). Investments (12th edn). McGraw-Hill Education.
- Malkiel, B.G., (2020). A Random Walk Down Wall Street (12th edn). New York, US: WW Norton & Co.

**Additional Reading**

- The required readings and the lectures notes will be supplemented by journal articles throughout the course to provide further insights, and especially for those interested in delving deeper into the subject of finance. You can access journal articles through the access through the Learning Center website.
- Academic papers are also given alongside basic knowledge of how to look for further information
- Keep yourself updated with current activities in the financial markets through the financial media. Eg., Financial Press, Financial Times, Wall Street Journal, etc.
- It is recommended to read regularly the financial press (access through the Learning Center website).
- Visit the Reuters.com website. There are many interesting document and data to download.
- Visit the Bloomberg.com website. There are many interesting document and data to download.
- Visit the Bloomberg Trading Room in the Rennes School of Business, Building 1.
- Visit the Euronext.com website. There are many interesting document to download.
- Visit the Wilmott.com website and particularly the forums. Many practitioners discuss about the most recent trends in financial markets.

**MODULE PLAN SESSIONS :****Plan Session 01 :**

1. Introduction to Finance
  - Investment and financing decisions of corporations and households
  - The role corporate financial managers
  - The role of financial markets
  - Financial technology (Fintech) and the changing world of finance

**Readings:**

- BMA Chapter 1
- Lecture slides
- Practice exercises

**Plan Session 02 :**

2. Present Value Relations
- Present value (PV) and net present value (NPV)
  - Discount rates and the time value of money
  - Opportunity cost of capital
  - Compound interest
  - Perpetuities and annuities

Readings:

- BMA Chapter 2
- Lecture slides
- Practice exercises

**Plan Session 03 :**

3. Fixed-Income Securities
- Overview of the fixed-income markets
  - Valuing bonds
  - The term structure of interest rates
  - Measuring and hedging interest rate risk
  - Inflation risk, default risk, and credit risk

Readings:

- BMA Chapter 3, 23-24
- Lecture slides
- Practice exercises

**Plan Session 04 :**

4. Common Stocks
- Valuing stocks
  - Discount rates / cost of equity capital
  - Discounted cash flow model
  - Earnings per share (EPS), price-to-earnings (PE) ratio

Readings:

- BMA Chapter 4
- Lecture slides
- Practice exercises

**Plan Session 05 :**

5. Forwards and Futures Contracts
- Definition of forwards and futures contracts
  - Hedging using forwards and futures

Readings:

- BMA Chapter 26,
- Lecture slides
- Practice exercises

**Plan Session 06 :**

6. Options
- Basic properties of options
  - Valuing options
  - Binomial and Black-Scholes option pricing models

- Readings:
- BMA Chapter 20-21
  - Lecture slides
  - Practice exercises

**Plan Session 07 :**

7. Risk, Return, and Portfolio Theory
- Historical asset returns
  - Measures of risk
  - Risk-reward trade-off
  - Diversification and portfolio risk
  - Mean-variance analysis
  - Efficient frontier and tangency portfolio
  - Prospect theory and stochastic dominance

- Readings:
- BMA Chapter 7, 8.1
  - Lecture slides
  - Practice exercises

**Plan Session 08 :**

8. Equilibrium Models of Risky Asset Returns
- The linear risk-return relationship
  - The capital asset pricing model (CAPM) and its applications
  - Empirical tests of the CAPM
  - Extensions of the CAPM: Arbitrage pricing theory, multifactor factor models
  - Discussion about the performance of the CAPM

- Readings:
- BMA Chapter 8.2-8.4
  - Lecture slides
  - Practice exercises

**Plan Session 09 :**

- 9.1 Efficient Markets and Behavioural Finance
- The efficient markets hypothesis (EMH)
  - Empirical test of the EMH
  - Behavioural finance and recent developments
  - Non homogeneous preferences - ESG stocks

- Readings:
- BMA Chapter 13
  - Lecture slides
  - Practice exercises

**Plan Session 10 :**

- 9.2 Capital Budgeting
- NPV and other investment criteria
  - Cashflow calculations
  - Risk and the opportunity cost of capital

- Readings:
- BMA Chapter 5-6, 9
  - Lecture slides
  - Practice exercises



SYLLABUS
EC510E_0108_22
Economic Modelling

ACADEMIC AREA	: FINANCE AND ACCOUNTING
PROGRAMME	: MSC FDI / PGTC
PERIOD	: FALL
COORDINATOR	: Mr. Roman MATKOVSKYY
INSTRUCTOR(S)	: Mr. Roman MATKOVSKYY
CONTACT HOURS	: 27 hours
STUDY TIME	: null hours (Class preparation, homework and assessments)
CREDITS	: 6.0 ECTS

**PRE-REQUISITE MODULES :**

Introductory courses to economics and statistics will be of great assistance.

**MODULE DESCRIPTION :**

**CONTRIBUTION TO PROGRAMME LEARNING OBJECTIVES :**

- Integrate diversity and globalization in the practice of management in the field of finance and data analysis (GLOBAL).

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

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

1. Identify, define, and solve applied economic problems given diversity and globalization.
2. Locate and critically evaluate information.
3. Develop knowledge of the main univariate and multivariate approaches for data analysis.
4. Develop knowledge of a specific software for the purpose of economic modelling.
5. Perform appropriate data transformations through the coding languages (R); Visualize data; perform estimation by means of R.
6. Understand the reality of the main market structures functioning.

**TOPICS COVERED :**

- Introduction to a programming language (R). Data manipulation, loops, if statements, functions, graphs etc.
- Exploratory Data Analysis. Distributions. Normality. Univariate and multivariate tests.
- Regressions and their application. ANOVA. Model selection. Troubleshooting. Some advanced topics on regression.
- Factor Models and Principal Components.
- Modelling demand. Irrationality. Herding in markets.
- Machine learning in Economics: Similarity, classification and clustering and their application.



**RESEARCH-LED TEACHING :**

It is a research-led course, where the chapters are based on my publications, that are included into syllabus.

**CSR AND SUSTAINABLE DEVELOPMENT GOALS :**

na

**CSR NB HOURS :****SUSTAINABLE DEVELOPMENT GOALS COVERED :**

-

**TEACHING METHODS :**

Building the models in R and their application is in focus. Each session will be composed of a short theoretical introduction with applied examples. This will be followed by exercises in class to help assimilate the subject matter, followed by suggested solutions and discussion. Solutions and examples of R codes are provided. Ideally, having a personal laptop during the sessions would be beneficial.

**METHODS OF ASSESSMENT :**

Continuous/Final	Group/Individual	Assessment	Weight	Duration	ILOs assessed
Continuous	Group	Group work	40%		all ILOs
Final	Individual	Individual in class presentation	60%		all ILOs

***Assessment 1 details:***

The continuous assessment I is a set of the group projects that is composed of the session sub-projects and is related to concepts taught in the first half of the course.

***Assessment 2 details:***

The assessment consists of the individual projects, that relates to individual research interests or to the proposed sub-projects.

**ACADEMIC INTEGRITY :**

## BIBLIOGRAPHY :

### Econometrics:

William H. Greene (2019) *Econometric Analysis* (8th edn). Pearson Education. [eBook: <https://bit.ly/3cnn6r7>].

R <https://www.r-project.org/>:

Rtips. Revival 2014! By Paul E. Johnson - <https://pj.freefaculty.org/R/Rtips.pdf>

Statistics With R, by Vincent Zoonekynd - [http://zoonek2.free.fr/UNIX/48\\_R/all.html](http://zoonek2.free.fr/UNIX/48_R/all.html)

R Programming - [https://en.wikibooks.org/wiki/R\\_Programming](https://en.wikibooks.org/wiki/R_Programming)

Chapman C.N, Feit, E. Mc-D. (2019). *R for Marketing Research and Analytics*. (2nd edn). Springer.

### Mathematics and statistics:

Bradley, T., Patton, P. (1998). *Essential Mathematics for Economics and Business*. Wiley and Sons (to recall mathematics)

Diez, D., Çetinkaya-Rundel, M. and Barr, C.D. (2019). *OpenIntro Statistics*, (4th edn). OpenIntro. [eBook <https://vu.fr/PF1o>]

Bishop, C.M. (2006). *Pattern Recognition And Machine Learning*. Spreinger-Verlag

Alpaydin, E. (2014). *Introduction to Machine Learning*. (3rd edn). MIT press, [eBook: <https://bit.ly/3PU8RRR>].

### Economics:

Hirschey, M., Pappas, J.L. (1996). *Managerial economics*. (8th edn). The Dryden Press.

Perloff, J.M. (2016). *Microeconomics*. (7th edn). Pearson. [eBook: <https://bit.ly/3yP7fkO>].

Zimmerman, J. L., Brickley, J. A., Smit, C. W. (2003). *Managerial economics and organizational architecture*. Irwin/Mcgraw-Hill.

## Additional Reading

### Research papers:

1. Yarovaya, L., Matkovskyy, R., Jalan, A. (2021). 'The effects of a "black swan" event (COVID-19) on herding behavior in cryptocurrency markets', *Journal of International Financial Markets, Institutions and Money*, 101321 (In Press) Also the previous version is available at SSRN: <https://ssrn.com/abstract=3586511> or <http://dx.doi.org/10.2139/ssrn.3586511>.

2. Matkovskyy, R, Bouraoui, T., Hammami, H. (2016) Analysing the financial strength of Tunisia: An approach to estimate an index of financial safety, *Research in International Business and Finance* 38, 485-493

3. Jalan, A., Matkovskyy, R. and Urquhart, A. (2021). 'What if Bitcoin futures had never been introduced?' *The European Journal of Finance* (In Press)

4. Matkovskyy, R. , Jalan, A., (2022) Football vs Cryptos: Which Scores the Goal During COVID-19? Available at SSRN: <https://ssrn.com/abstract=4017746> or <http://dx.doi.org/10.2139/ssrn.4017746>

## MODULE PLAN SESSIONS :

### Plan Session 01 :

Introduction to a programming language (R). Data manipulation, variables and objects, import/export, if statements, else statements, loops, functions, graphs.

### Reading/ assignments:

Moodle Session 1 slides and R codes

[http://cran.r-project.org/doc/contrib/Paradis-rdebuts\\_en.pdf](http://cran.r-project.org/doc/contrib/Paradis-rdebuts_en.pdf)

R for Marketing Research and Analytics, by Chapman & Feit Chapter 2

#### Sub-Project #1

##### Plan Session 02 :

Exploratory Data Analysis.  
Distributions and kernel density estimation  
Testing Normality (univariate, multivariate): Shapiro-Wilk, Kolmogorov-Smirnov, Jarque-Bera, D'Agostino test of skewness, Anscombe-Glynn test of kurtosis, Bonett-Seier test of kurtosis, Anderson-Darling goodness of fit test.  
Multivariate tests: Multivariate tests: Pearson's product moment correlation coefficient t-test, Spearman rank correlation test, Kendall's tau correlation coefficient test.

Reading/ assignments:  
Moodle Session 2 slides and R codes

R: Respective chapters from "Statistics With R" by Vincent Zoonekynd OR R Programming

R for Marketing Research and Analytics, by Chapman & Feitl Chapter 3

Review Greene (2012): Chapters 1- 2; Bishop (2006): Chapter 2

OpenIntro Statistics, by Diez et al (2019) Chapters 3,5

Relative chapters from Bradley, Patton (1998) to recall mathematical

#### Sub-Project #2

##### Plan Session 03 :

Regressions: Simple regression. Which frequency is better? Multiple regression. Standard Errors, t-Values, and p-Values. Analysis of Variance, Sums of Squares, and  $R^2$ . Model selection (AIC/BIC). Collinearity and Variance Inflation. Troubleshooting (leverages, externally studentized residual, Cook's Distance).

Reading/ assignments:  
Moodle Session 3 slides and R codes

Review Greene (2012) Chapters 2,3,4,5

R: Respective chapters from "Statistics With R" by Vincent Zoonekynd OR R Programming

R for Marketing Research and Analytics, by Chapman & Feitl Chapter 6

OpenIntro Statistics, by Diez et al (2019) Chapters 8

Relative chapters from Bradley, Patton (1998) to recall mathematical

#### Sub-Project #3

##### Plan Session 04 :

Some advanced topics. Maximum Likelihood Estimation for Regression. Nonlinear Regression. Transform-Both-Sides Regression. Transforming Only the Response. Binary Regression. Linearizing a Nonlinear Model. Robust Regression. Regression Hedging

Reading/ assignments:  
Moodle Session 4 slides and R codes

Review the respective chapters of Greene (2012), Chapters 7, 14

Relative chapters from other reading

Sub-Project #4

**Plan Session 05 :**

Factor Models and Principal Components. Dimension Reduction. Principal Components Analysis. Factor Models.

Reading/ assignments:  
Moodle Session 5 slides and R codes

R for Marketing Research and Analytics, by Chapman & Feitm Chapter 8

Bishop (2006): Chapter 12

Relative chapters from other reading  
Matkovskyy, R, Bouraoui, T. Hammami, H. (2016)

Sub-Project #5

**Plan Session 06 :**

Sessions 6-7: Modeling demand. Optimization. Irrationality. Herding. Utility. Demand derived based on utility vs demand derived based on observations. Herding and its estimation.

Reading/ assignments:  
Moodle Sessions 6-7 slides and R codes

Review Greene (2012) on regressions

To recall math: Bradley and Patton (1998), to recall Economics: Perloff (2016)

Relative chapters from other reading  
Yarovaya, Matkovskyy, & Jalan. (2020)

Sub-Project #6

**Plan Session 07 :**

Machine learning in Economics: Classification and its application: What are similarity, classification and clustering about? Generic methods used. Similarity: distances estimation. Classification: k - Nearest Neighbors. Clusters: k-means. SVM (optional, general logic).

Reading/ assignments:  
Moodle Session 8 slides and R codes

Review Alpaydin (2014), chapters 1, 7(k mean), 8.2.3 (kN), 8.6 (distance-based)

Sub-Project #7

**Plan Session 08 :**

Summarizing and revising. Projects presentations.





## SYLLABUS

EC511E\_0108\_22

### Introduction to Financial Econometrics

ACADEMIC AREA	: FINANCE AND ACCOUNTING
PROGRAMME	: MSC FDI / MSC FDI BIL SEPT / PGTC
PERIOD	: FALL
COORDINATOR	: Mr. Saeed MOUSA
INSTRUCTOR(S)	: Mr. Saeed MOUSA
CONTACT HOURS	: 27 hours
STUDY TIME	: null hours (Class preparation, homework and assessments)
CREDITS	: 6.0 ECTS

#### PRE-REQUISITE MODULES :

There are no module prerequisites for undertaking this course.

#### MODULE DESCRIPTION :

#### CONTRIBUTION TO PROGRAMME LEARNING OBJECTIVES :

- Demonstrate leadership, communication and teamwork skills

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

By the end of this course:

1. The student thoroughly understands basic concepts about econometric and regression models
2. The student knows how to design and implement regression models for financial and economic analysis. This involves dependent and independent variable selection, as well as model set up.
3. The student knows how to interpret regression model results and understands their implications for stakeholders.
4. The student knows how to set up and test hypotheses for statistical significance, using t-tests primarily.
5. The student knows when to include dummy variables in regression models for financial and economic analysis.
6. The student knows how to optimize portfolios of stocks

#### TOPICS COVERED :

- Fitting linear models to data
- Ordinary Least Squares
- Regression model formulation and Hypothesis testing
- T-tests, Multicollinearity, Dummy Variables, Heteroskedasticity
- Portfolio optimization
- Forecasting

**RESEARCH-LED TEACHING :**

Quantitative tools and methods are a necessary skill for a modern manager. The current business environment requires the ability to analyze and summarize data, and use statistical analysis for decision-making and problem solving. The course presents basic quantitative methods; the main goal is to provide a basic foundation of statistical methods to students with different education backgrounds and work experiences.

**CSR AND SUSTAINABLE DEVELOPMENT GOALS :**

This course is not related to CSR as it focuses more on how to conduct research quantitatively. So CSR will not be part of the course syllabus.

**CSR NB HOURS :**

0

**SUSTAINABLE DEVELOPMENT GOALS COVERED :**

- 05 - Gender equality
- 08 - Decent work and economic growth
- 09 - Industry, innovation and infrastructure
- 12 - Responsible consumption and production

**TEACHING METHODS :**

- Lectures
- Exercises in class, which may consist of quantitative problem solving and financial/economic applications using Excel.
- The preparation of a course project that involves the application of key concepts, ideas, and models on financial, economic, and commodities data. The project aims at solving relevant research question(s).

**METHODS OF ASSESSMENT :**

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

**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 :**

Studenmund, A.H. (2017). Using econometrics: A practical guide. (7th edn) Ed. (Global Edition) [eBook <https://vu.fr/w1BI>]

**Additional Reading**

Koop, G. (2013). Analysis of Economic Data. (4th edn). John Wiley & Sons.

Stock, J.H. and Watson, M.W. (2019). Introduction to Econometrics. (4th edn). Addison-Wesley.

Wooldridge, Jeffrey M. (2013). Introductory Econometrics: A Modern Approach. (5th edn). South-Western College.

**MODULE PLAN SESSIONS :****Plan Session 01 :**

Descriptive Statistics

**Plan Session 02 :**

Optimization Methods

**Plan Session 03 :**

Regression Analysis: Introduction

**Plan Session 04 :**

Regression Analysis: Theory and Foundations

**Plan Session 05 :**

Model Specification: Choosing the dependent and independent variables

**Plan Session 06 :**

Hypothesis Testing

**Plan Session 07 :**

Multicollinearity

**Plan Session 08 :**



Forecasting

**Plan Session 09 :**

PROJECT PRESENTATIONS



SYLLABUS
FI505E_0108_22
Coding and Data Science for Finance

ACADEMIC AREA	: FINANCE AND ACCOUNTING
PROGRAMME	: MSC FDI / MSC IF / PGTC
PERIOD	: FALL
COORDINATOR	: Mr. Amirhossein SADOOGHI
INSTRUCTOR(S)	: Mr. Amirhossein SADOOGHI
CONTACT HOURS	: 27 hours
STUDY TIME	: null hours (Class preparation, homework and assessments)
CREDITS	: 6.0 ECTS

**PRE-REQUISITE MODULES :**

The prerequisite for the data science course in business statistics. All students should pass an online introductory course to statistics and probability.

**MODULE DESCRIPTION :**

**CONTRIBUTION TO PROGRAMME LEARNING OBJECTIVES :**

- Apply creative, innovative and entrepreneurial abilities in the finance field (INNOVATION)
- Apply creative, innovative and entrepreneurial abilities in the finance industry (INNOVATION).
- Apply specific areas of expertise to develop innovative and unframed business solutions in a volatile given context
- Demonstrate leadership, communication and teamwork skills
- Use interpersonal, leadership and communication skills to thrive from personal, professional and collective perspectives

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

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

1. Identify, import, blend, and clean, datasets of use to accounting and finance
2. Perform appropriate data transformations through Python
3. Visualize data relationships using matplotlib for Python
4. Work Python for statistical and econometric analysis and machine learning
5. Demonstrate an ability to independently analyse an accounting or finance topic incorporating novel data and appropriate machine learning

**TOPICS COVERED :**

- Introduction to data science in Finance
- Fundamentals of Machine Learning in Finance
- Principles of coding in Python
- Importing, reading, and cleaning data from multiple sources with Python
- Manipulating, transforming, and wrangling data with numpy and pandas
- Data visualization using matplotlib
- Working with time series in Python
- Machine learning with scikit-learn

- Deep learning
- Text mining

#### RESEARCH-LED TEACHING :

In this course, we will use real problems and show students how theoretical problems from the research could be applied in real life. We will replicate some famous research articles in our lab exercises. This course is designed based on pedagogically oriented research ideas that help to transfer research output to teaching.

#### CSR AND SUSTAINABLE DEVELOPMENT GOALS :

NA

#### CSR NB HOURS :

0

#### SUSTAINABLE DEVELOPMENT GOALS COVERED :

- 05 - Gender equality
- 13 - Climate action

#### TEACHING METHODS :

To facilitate students' work, moodle includes all the necessary information on assignments, module schedule, course slides, and a number of links and documents. This module is delivered in a non-conventional manner. There are 3 three-hour introductory sessions at the start of Semester 1, after which you will be expected to self-learn an online module to prepare you in the basics of Python coding. There will then be two consecutive six-hour sessions in November where you will apply your learning to the accounting and finance context in a Bootcamp style environment.

Students are encouraged to use their personal computers so that they can access and/or download what they may need for the session and work on the problems together. You will be advised in the first session as to which software to install on your system in order to get the most out of the classes.

Students are encouraged to bring their laptops so that they can access and/or download what they may need for the session and work on the problems together. You will be advised in the first session as to which software to install on your laptop in order to get the most out of the classes.

#### METHODS OF ASSESSMENT :

Continuous/Final	Group/Individual	Assessment	Weight	Duration	ILOs assessed
Continuous	Individual	Quiz	20%		All
Continuous	Group	Group project	20%		
Continuous	Individual	Report	60%		All

#### Assessment 1 details:

self-online learning

#### Assessment 2 details:

2 Lab exercises

Guidelines for Lab Exercises layout:

a) Use headlines that clearly divide the report into assignments and sub-tasks.

- b) Provide the report with figures but only in the amount you think is required to clarify your conclusions.
- c) Do not submit every figure you have obtained. Provide the report with figures but only in the amount you think is required to clarify your conclusions.
- d) You need to explain all of the results and graphs, (presenting the results and graphs without explanations cannot be considered as grading).
- e) Make sure the questions put in the assignments are answered.

**Assessment 3 details:**

Presentation of Bootcamp Project (Group ) (20%)

Paper on a final project (Individual) (40%)

The Group Project covers all learning outcomes and is the culmination of your learning where you will be expected to, in groups, develop an accounting or finance research idea, collect suitable data, and test using a range of machine learning techniques. This work will be carried out in groups during the Bootcamp, and deliverables will consist of daily presentations at the end of Day 1, Day 2 showing progress at the end of each Bootcamp day. All group members are expected to present at some point during one of the daily presentations.

The Individual Reflection assessment is a short report that you are expected to prepare after the Bootcamp, where you reflect on your learning, contributions, and goals achieved.

While class attendance and participation aren't listed here, both are expected and can strongly improve your grade. You cannot get points for participation if you are not present (unless it's an excused absence, in which case contact the instructor).

Guidelines for final paper layout:

The final paper is individual work, in the form of a 5-10 page essay analyzing a real data set from research fields in finance. The report should: summarize the problem, the methodology, data, and results, as well as recommend strategies for dealing with the problem. The purpose of the project is about working on one or some advanced machine learning methods in depth. Typically, a project will focus on one method and data source but will include other methods that provide background. The project should be devoted to theory and methodology though they can include a case study. We suggest choosing a project similar to Lab exercises or students' research field, but students are free to choose something else.

**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 coursework or assignments.

**BIBLIOGRAPHY :**

Lecture slides will be provided in class and through the course website. These will cover the material discussed in our lectures.

De Prado, Marcos Lopez. Advances in financial machine learning. John Wiley & Sons, 2018.

Athey, S. and Imbens, G.W., 2019. Machine learning methods that economists should know about. Annual Review of

Economics, 11, pp.685-725.

Athey, S., 2018. The impact of machine learning on economics. In The economics of artificial intelligence: An agenda (pp. 507-547). University of Chicago Press. [

McKinney, W. (2018) 'Python for Data Analysis: Data Wrangling with Pandas, Numpy, and IPython', O'Reilly Media. [eBook <https://vu.fr/NMXP>]

Gentzkow, Shapiro and Taddy, Text as Data," Journal of Economic Perspectives,

Hal R Varian. Big data: New tricks for econometrics. Journal of Economic Perspectives, 28(2):3–28, 2014

Zapata, H.O., Hill, R.C. and Fomby, T.B., 2018. Econometrics for the future. In The Routledge Handbook of Agricultural Economics (pp. 445-466). Routledge.

#### **Additional Reading**

Required online learning: Online learning courses will be set for you through DataCamp.com

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

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

Session 1 [3 hours]:

This session will cover the basics of data science in finance including an introduction to coding, accessing data, and data visualization. Students are then expected to take online courses in advance of the Bootcamp session in order to advance these skills to a moderate level of skill.

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

Session 2 [3 hours]:

This session will advance the student's understanding of Python, particularly with a focus on the key techniques of statistical analysis through Python and also the techniques of machine learning.

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

Session 3 [3 hours]:

This session will advance the students' understanding of the fundamentals of Machine Learning in Finance.

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

Session 4 [12 hours] Bootcamp:

The Bootcamp involves the students working in groups to formulate interesting new research ideas on a group basis on which students will progress over the remainder of the Bootcamp. These research ideas will then be further developed on an individual basis for assessment following the Bootcamp.

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

Session 5 [3 hours]:

Review of the course

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

Session 6 [3 hours]:

Final presentations of students





SYLLABUS
AC504E_0108_22
External Auditing

ACADEMIC AREA	: FINANCE AND ACCOUNTING
PROGRAMME	: MSC IAMCA / PGTC
PERIOD	: FALL
COORDINATOR	: Mr. Hichem REZGUI
INSTRUCTOR(S)	: Mr. Hichem REZGUI
CONTACT HOURS	: 27 hours
STUDY TIME	: 120 hours (Class preparation, homework and assessments)
CREDITS	: 6.0 ECTS

**PRE-REQUISITE MODULES :**

Prior knowledge in financial reporting, accounting information systems, financial analysis and advanced accounting under IFRS/IAS, French, US or any local GAAP (Generally Accepted Accounting Principles)

**MODULE DESCRIPTION :**

**CONTRIBUTION TO PROGRAMME LEARNING OBJECTIVES :**

- Develop a strategic perspective based on a solid understanding of management foundations and techniques

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

1. Explain and evaluate existing approaches to a range of issues in auditing;
2. Critically assess recent developments in the international regulation of auditing and corporate governance;
3. Analyse complex situations, select, justify and apply appropriate audit practice or other assurance engagements, and prepare a report suitable for presentation to a variety of users.

**TOPICS COVERED :**

- . The nature of audit, audit practice and environment
- . Auditor independence & professional ethics
- . Framework of audit planning and performance
- . Internal control issues
- . Audit committee and internal audit
- . Fraud examination and other audit services

**RESEARCH-LED TEACHING :**

Recent research articles in auditing especially those related to the digitization and integration of AI were integrated to this course.

**CSR AND SUSTAINABLE DEVELOPMENT GOALS :**

The external auditing is a tool to ensure the transparency of financial information and allows to protect the rights of shareholders for a stronger and more fair economic growth

**CSR NB HOURS :****SUSTAINABLE DEVELOPMENT GOALS COVERED :**

- 08 - Decent work and economic growth
- 16 - Peace, justice and strong institutions

**TEACHING METHODS :**

Materials will be introduced in short lectures and developed using discussion groups and case studies. There is a heavy reliance on student preparation in order to support the identification of conceptual and practical issues and problems. The topic identified in the Learning Objectives above will be covered in the ten sessions.

The approach puts the burden on the student to take charge of his/her own learning! Students are expected to read the materials in a timely fashion and to be prepared for every class meeting. Additionally, those having a limited knowledge (or practice) in financial accounting and information systems are suggested to constantly refer to the fundamental textbooks mentioned in the bibliography.

As a basis for understanding the environment facing auditors and the auditing profession, issues examined include the regulatory framework of auditing, corporate governance, independence and ethics and audit liability. A series of case studies and academic articles will be used for class discussion or debate to facilitate the understanding of principles and their application to audit situations.

**METHODS OF ASSESSMENT :**

Continuous/Final	Group/Individual	Assessment	Weight	Duration	ILOs assessed
Continuous	Individual	Written in class - Continuous	25%	1,5 hour	2 & 3
Continuous	Individual	Written in class - Continuous	25%	1,5 hour	2 & 3
Final	Individual	Final written exam	50%	2h	1-2-3

**Assessment 1 details:**

General questions and small case studies

**Assessment 2 details:**

Text analysis



#### **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.

Please refer to your student handbook for full details. All these can lead to disciplinary sanction. Please refer to your student handbook for full details.

#### **BIBLIOGRAPHY :**

- > Hayes R., Wallage Ph. and Görtemaker H. (2014). Principles of Auditing: An introduction to International Standards on Auditing. (3rd edn). Pearson Education. [eBook <https://vu.fr/FgbE>]
- > Johnstone K., Gramling A. and Rittenberg L. (2018). Auditing : A risk-based approach. (11th edn), Cengage Learning Publishing.

#### **Additional Reading**

Other useful materials:

- > Arens, A. and Elder, R. et al. (2017). Auditing and assurance services. (16th edn). Pearson Education. [eBook <https://vu.fr/XVOU>]
- > IFAC (2016/2017). Handbook of International Quality Control, Auditing Review, Other Assurance, and Related Services Pronouncements. International Federation of Accountants publication. [<https://vu.fr/Ofdc>].

Fundamentals of Accounting & Finance textbooks:

- > Weetman, P. (2019). Financial and Management Accounting: An introduction. (8th edn). Pearson Education. [eBook <https://vu.fr/sB9K>]
- > Romney, M.B. and Steinbart, P.J. (2017). Accounting Information Systems. (14th edn). Pearson Education. [eBook <https://vu.fr/aEog>]

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

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

1 /

The professional services activity, the nature and the usefulness of auditing.

Reading 1: Arthur Andersen Goes Out of Business

• Rick Hayes et al.: Chapters 1 & 2

• AICPA, 'Guide to financial statements services, AICPA 2015

• 'Accounting Today, 'Changes ahead – Technology is radically reshaping the future of auditing', CPA.com, April 2018

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

2 /

Independence & liability, professional ethics / Small case roles or exercises ;

- Rick Hayes et al.: Chapters 3 & 4
- ISA 200, 'Overall objectives of the independent auditor and the conduct of audit in accordance with international standards of auditing'
- Baker R. C., 'The Varying Concept of Auditor Independence', The CPA Journal 2005
- DiGabriele J. & Ojo M., 'Objectivity and independence – The dual roles of external auditors', Journal of Forensic & Investigative Accounting, Vol. 6, Issue 2, July-Dec. 2014

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

- 3 /
- Client acceptance and audit planning / Small case roles or exercises ;
- Rick Hayes et al.: Chapters 5 & 6
  - ISA 210, 'Agreeing the terms of audit engagements'
  - Beasley M. S., Carcello J. V. & Hermanson D. R. 'Top 10 audit deficiencies', Journal of Accountancy, AICPA 2001
  - ISA 300, 'Planning an audit of financial statements'
  - Ford J. & Marriage M., 'The big flaw – auditing crisis', Financial Times, August 2018

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

- 4 /
- Understanding the client's internal control systems and how it affects the external auditor's work: assessing risks & internal control structure in the financial service industry vs. manufacturing or trading businesses / Small case roles or exercises ; Test or Assignment #1 ;
- Rick Hayes et al.: Chapters 7 & 9
  - ISA 315, 'Identifying and assessing the risks of material misstatement through understanding the entity and its environment'
  - Center for Financial Reporting Reform, 'Banking supervisors and external auditors – building a constructive relationship', World Bank\_EU, 2016

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

- 5 /
- Review of management assertions about financial statements, financial statements cycles, fraud auditing, audit management assertions on transactions & financial statements / Small case roles or exercises ;
- Rick Hayes et al.: Chapter 8
  - Koskivaara E., 'Integrating analytical procedures into the continuous audit environment', Journal of Information Systems and Technology Management, Vol. 3, No. 3, 2007, p. 331-346
  - ISA 520, 'Analytical procedures'

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

- 6 /
- Review of financial statement assertions - Sales transactions cycle review (Accounts receivable, Notes receivable and

Revenue): the search for evidence / Case study to Prepare ;

- Rick Hayes et al.: Chapter 10

- Melis A., 'To what extent is Parmalat a particularly Italian Case?', University of Cagliari (Italy), 2004

- Zhu F., 'Review of US GAAP & IFRS convergence – Revenue recognition aspects', Research Journal of Management Science, Vol. 4, May 2015

- ISA 505 'External confirmation

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

7 /

Review of financial statement assertions - Financial cycle review (Cash and Financial investments, Debt and Equity Capital): the search for evidence / Case study to prepare ;

- Rick Hayes et al.: Chapter 10

- Moncarz E. S., Moncarz R., Cabello A., Moncarz B., 'The rise and collapse of Enron', Universidad Nacional Autónoma de México, 2006

- ISA 500 'Audit evidence'

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

8 /

Completing the Audit work: Reports issuing - communications to shareholders and other users/ Case study to Prepare ; Test or Assignment #2 ;

- Rick Hayes et al.: Chapters 11 & 12

- ISA 700 'Forming an opinion and reporting on financial statements'

- IAASB, 'New and revised auditor reporting standards and related conforming amendments', April 2015

- ISA 701 'Communicating key audit matters in the independent auditor's report', December 2016

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

9 /

Group audit standards and additional assurances services: integrated audit approach of financial and non-financial disclosures + Continuous assessment



SYLLABUS
AC514E_0108_22
Management and Cost Accounting

ACADEMIC AREA	: FINANCE AND ACCOUNTING
PROGRAMME	: MSC IAMCA / PGTC
PERIOD	: FALL
COORDINATOR	: Dr. Alexander NIESS
INSTRUCTOR(S)	: Dr. Alexander NIESS
CONTACT HOURS	: 27 hours
STUDY TIME	: 120 hours (Class preparation, homework and assessments)
CREDITS	: 6.0 ECTS

**PRE-REQUISITE MODULES :**

Students are expected to have a business undergraduate degree level, a good background in fundamentals of managerial accounting and in intermediate accounting.

**MODULE DESCRIPTION :**

**CONTRIBUTION TO PROGRAMME LEARNING OBJECTIVES :**

-

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

1. Discuss and evaluate the benefits and challenges that arise around the measurement of costs,
2. Critically assess the different methods of cost allocation involving decision-making,
3. Consider complex situations in budgeting control, integrate the most current practice and theory in cost accounting with a strong emphasis on the managerial uses of cost information,
4. Analyze the importance of cost management in strategy development and implementation.

**TOPICS COVERED :**

- Job costing vs. process costing systems,
- Activity-based costing and management
- Environmental costs
- Allocation of corporate costs, division costs, and support-department costs,
- Customer profitability analysis,
- Flexible budgets and variance analysis.

**RESEARCH-LED TEACHING :**

Students will learn how to search for and analyze research articles to become knowledgeable about current cost accounting practices in companies.

**CSR AND SUSTAINABLE DEVELOPMENT GOALS :**

Students will be introduced to modern costing systems and methods that are needed to determine environmental costs generated by a company's business activity. This is a critical precondition to take effective action in view of achieving many SDGs. More specifically, cost management tools and variance analysis can be used to improve efficiency of production processes and reduce waste and pollution. A most direct link can be established with SDG 9-Responsible Consumption and Production.

**CSR NB HOURS :**

2

**SUSTAINABLE DEVELOPMENT GOALS COVERED :**

- 12 - Responsible consumption and production

**TEACHING METHODS :**

The classes will be based on lectures and case studies. The material covered in this course is technical and extensive. Lectures are used to develop an understanding of the more complex issues and their application. Specifically, classroom examples and exercises will be used to illustrate the application of the material in typical contexts. Therefore, students are expected to read all available materials on related topics and prepare the assigned case studies or exercises before each session.

Doing homework is essential: accounting cannot be learned just by reading materials; you have to actually do it to learn it. The recommended assigned problems are listed in the lectures materials. You will obtain maximum benefit from the course if you thoroughly read the textbook material and try to solve the assigned problems before each class.

**METHODS OF ASSESSMENT :**

Continuous/Final	Group/Individual	Assessment	Weight	Duration	ILOs assessed
Continuous	Individual	Quiz	10%	3x30 minutes	1-4
Continuous	Group	Group work	40%		1-4
Final	Individual	Final written exam	50%	3 hours	1-4

**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.
- Please refer to your student handbook for full details.

**BIBLIOGRAPHY :**

Horngren, C., Datar, and S.M., Rajan, M. (2020), Cost Accounting: A Managerial Emphasis. (17th edn), Harlow: Pearson Education. [eBook <https://vu.fr/PaBF>]

**Additional Reading**

Bhimani, A., Horngren C., Datar S. (2019). Management and Cost Accounting. (7th edn). Harlow: Pearson Education. [eBook <https://bit.ly/3Tpd5ml>]

**MODULE PLAN SESSIONS :****Plan Session 01 :**

Review of Basic Cost Concepts

Chapter 2 in Horngren's Cost Accounting (17th edition)

Assignments:

In class/basic: 1-18; 1-20; 1-22; 1-32; 2-25; 2-30; 2-34; 2-37

Self-study: 1-25; 1-34; 2-32; 2-35; 2-38; 2-47

**Plan Session 02 :**

Job Costing

Chapter 4

Assignments:

In class/basic: 4-21; 4-23; 4-35

Self-study: 4-25; 4-26; 4-32; 4-39

**Plan Session 03 :**

Process Costing

Chapter 18

Assignments:

In class/basic: 18-35; 18-36/37/38/39;

Self-study: 18-31/32; 18-33; 18-40

**Plan Session 04 :**

Activity-Based Costing and Activity-Based Management  
Chapter 5  
Assignments:  
In class/basic: 5-18, 5-21\*, 5-25\*  
Self-study: 5-31/32/33, 5-34, 5-39

**Plan Session 05 :**

Flexible Budgets and Variance Analysis I: Direct Cost and Overhead Variances  
Chapter 7, 8  
Assignments:  
In class/basic: 7-22; 7-28; 7-29; 8-23/24  
Self study: 7-24; 7-25; 7-32; 8-25; 8-26; 8-32; 8-34; 8-35

**Plan Session 06 :**

Flexible Budgets and Variance Analysis II: Sales Variances  
Chapter 7, 15  
Assignments:  
In class/basic: 15-38/39  
Self-study: 15-40/41

**Plan Session 07 :**

Cost Allocation I: Support Department Cost Allocations  
Chapter 15, 16  
Assignments:  
In class/basic: 15-18; 15-19; 15-23; 15-24; 16-16; 16-21/22; 16-26; 16-28  
Self-study: 15-21; 15-29; 16-23; 16-30; 16-31

**Plan Session 08 :**

Cost Allocation II: Cost Allocations and Customer Profitability Analysis  
Chapter 15, 16  
Assignments:  
In class/basic: 15-18; 15-19; 15-23; 15-24; 16-16; 16-21/22; 16-26; 16-28  
Self-study: 15-21; 15-29; 16-23; 16-30; 16-31

**Plan Session 09 :**

Revision & Buffer Session / NA



## SYLLABUS

AC515E\_0108\_22

### Advanced Accounting and Consolidation

ACADEMIC AREA	: FINANCE AND ACCOUNTING
PROGRAMME	: MSC IAMCA / PGTC
PERIOD	: FALL
COORDINATOR	: Mrs. Akanksha JALAN
INSTRUCTOR(S)	: Mrs. Akanksha JALAN
CONTACT HOURS	: 27 hours
STUDY TIME	: 120 hours (Class preparation, homework and assessments)
CREDITS	: 6.0 ECTS

#### PRE-REQUISITE MODULES :

Students are expected to have a substantial knowledge in financial accounting and a basic knowledge of corporate and business law.

#### MODULE DESCRIPTION :

#### CONTRIBUTION TO PROGRAMME LEARNING OBJECTIVES :

- Apply creative, innovative and entrepreneurial abilities in the practice of accounting and auditing (INNOVATION)
- Apply specific areas of expertise to develop innovative and unframed business solutions in a volatile given context
- Demonstrate key expertise and a deep understanding of the concepts, methods and techniques of accounting and auditing to provide value to the business community.
- Integrate diversity and globalization in the practice of accounting and auditing (GLOBAL)

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

1. Understand the motives of business combinations and explain the necessity to consolidate financial information into one set of financial statements.
2. Describe and critically assess the different methods of consolidation of financial statements.
3. Identify the complex accounting situations (such as non-controlling interests, intra-entity or foreign currency transactions) and consider how they could affect the resulting financial statements.

#### TOPICS COVERED :

- . Business combinations,
- . Consolidation techniques and procedures
- . Inventories and Plant assets
- . Intercompany profit transactions



**RESEARCH-LED TEACHING :**

This course is technical in nature and focuses on laying the foundations for the application of advanced accounting techniques in business combinations. Therefore, research-led teaching is not relevant in this course.

**CSR AND SUSTAINABLE DEVELOPMENT GOALS :**

Even when this course makes regular references to the need for ethics in financial reporting, no direct topics in CSR are covered in this course.

**CSR NB HOURS :****SUSTAINABLE DEVELOPMENT GOALS COVERED :**

-

**TEACHING METHODS :**

The topics covered in this course are very extensive. Lectures are used to develop a better understanding of the technical and conceptual issues related to business combinations, consolidated financial statements and their preparation. Effective learning is achieved through studying the material and solving problems. More importantly, in-class practices and exercises will be used to address practical financial reporting problems.

Doing homework is essential: accounting cannot be learned just by reading materials; you have to actually do it to learn it. The recommended assigned problems are listed in the lecture material. You will obtain maximum benefit from the course if you thoroughly read the textbook material and try to solve the assigned problems before each class. Additionally, those having a limited knowledge (or practice) in financial accounting and company law are suggested to constantly refer to the fundamental textbooks mentioned in the bibliography.

**METHODS OF ASSESSMENT :**

Continuous/Final	Group/Individual	Assessment	Weight	Duration	ILOs assessed
Continuous	Individual	Quiz	20%	60 minutes	1,2,3
Continuous	Group	Group project	30%		1,2,3
Final	Individual	Final written exam	50%	3 hours	1,2,3

**Assessment 1 details:**

The quiz will comprise multi-choice questions covering both theoretical and calculation-based questions.

**Assessment 2 details:**

Students will be required to prepare and/ or present a project report on the basis of a topic pre-selected by the instructor.

**Assessment 3 details:**

The final exam will comprise theory-based and calculation-based questions on concepts covered in the entire module.

**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 :**

-> Beams, F. et al. (2017). Advanced Accounting. (13th Edn). Pearson Education. [eBook <https://cutt.ly/kmoP9l9>]

-> Fischer P. et al. (2015), Advanced Accounting, (12th Edn), Cengage Learning Publishing

**Additional Reading**

-> Hoyle, J. et al. (2017). Fundamentals of Advanced Accounting. (7th edn). McGraw-Hill.

-> Krimpmann, A. (2015). Principles of Group Accounting under IFRS. John Wiley & Sons. [eBook <https://cutt.ly/bmoAcMd>].

Fundamentals of Accounting & Company Law textbooks:

-> Weetman, P. (2019). Financial and Management Accounting: An introduction. Pearson Higher Education. (8th edn). [eBook <https://cutt.ly/vmoAomz>].

-> Cabrelli, D. and Siems, M. (2013). Comparative Company Law: a case-based approach. Oxford Publishing.

**MODULE PLAN SESSIONS :****Plan Session 01 :**

1 / Business combinations: Conceptual framework and accounting issues / Chapters 1 - 2 (Theoretical background + Session exercises)

**Plan Session 02 :**

2 / Introduction to consolidated financial statements / Chapter 3 (Theoretical background)

**Plan Session 03 :**

2 / Introduction to consolidated financial statements / Chapter 3 (Session exercises, problem-solving and cases)

**Plan Session 04 :**

3 / Consolidated financial statements: Procedures and techniques ; Chapter 4 (Theoretical background)

**Plan Session 05 :**

3 / Consolidated financial statements: Procedures and techniques ; Chapter 4 (Session exercises, problem-solving and cases)

**Plan Session 06 :**

4 / Consolidated financial statements: Inventories & Plant assets / Chapters 5 - 6 (Theoretical background)

**Plan Session 07 :**

4 / Consolidated financial statements: Inventories & Plant assets / Chapters 5 - 6 (Session exercises, problem-solving and cases)

**Plan Session 08 :**

5 / Consolidated financial statements: Intercompany profit transactions & changes in ownership interests / Chapters 7 - 8 (Theoretical background)

**Plan Session 09 :**

5 / Consolidated financial statements: Intercompany profit transactions & changes in ownership interests / Chapters 7 - 8 (Session exercises, problem-solving and cases)



SYLLABUS
AC518E_0108_22
Financial & Managerial Accounting : Fundamentals

ACADEMIC AREA	: FINANCE AND ACCOUNTING
PROGRAMME	: MSC IAMCA / PGTC
PERIOD	: FALL
COORDINATOR	: Mr. Bakr Ali AL-GAMRH
INSTRUCTOR(S)	: Mr. Bakr Ali AL-GAMRH
CONTACT HOURS	: 27 hours
STUDY TIME	: 120 hours (Class preparation, homework and assessments)
CREDITS	: 6.0 ECTS

**PRE-REQUISITE MODULES :**

Participants are supposed to have basic knowledge in financial and managerial accounting.

**MODULE DESCRIPTION :**

**CONTRIBUTION TO PROGRAMME LEARNING OBJECTIVES :**

- Develop a strategic perspective based on a solid understanding of management foundations and techniques

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

1. Understand the nature and the role of financial reporting.
2. Explain the mechanics of the accounting process.
3. Prepare and analyze a complete set of financial statements: balance sheet, income statement, statement of retained earnings and cash flow statement.
4. Apply the basic techniques in managerial accounting.
5. Understand the purposes and evolving roles of management accountants from costs analysis to businesses performance analysis.

**TOPICS COVERED :**

- . Recording financial transactions,
- . Conceptual framework of financial reporting.
- . Financial Statements and annual report.
- . Accounting for assets and liabilities.
- . Accounting for inventory.
- . Shareholders' equity.
- . Reporting cash flow: statement of cash flows.
- . Building blocks of management accounting.
- . Cost management and decisions making
- . Overhead allocation decisions

. Strategic investment decisions

**RESEARCH-LED TEACHING :**

In some instances, relevant research findings are presented to explain certain accounting treatments.

**CSR AND SUSTAINABLE DEVELOPMENT GOALS :**

This course provides students with some insights of the connections between corporate accounting treatments and their CSR reporting and does not cover any Sustainable Development Goal in particular, therefore Sustainable Development Goals isn't relevant in this course.

**CSR NB HOURS :**

0

**SUSTAINABLE DEVELOPMENT GOALS COVERED :**

-

**TEACHING METHODS :**

Students will be referred to a variety of readings; in some cases, hard copies of these readings will be provided. References will also be made to e-learning materials available on comparative accounting standards or practices. Active participation is expected during classes and, to this end, questions and handouts, both numerical and discursive in nature, for discussion/problem-solving will be provided for most of the sessions. Illustrative cases study will sometimes refer to disclosed financial statements from different companies.

**METHODS OF ASSESSMENT :**

Continuous/Final	Group/Individual	Assessment	Weight	Duration	ILOs assessed
Continuous	Group	Work in class	15%		ALL
Continuous	Individual	Quiz	25%		ALL
Final	Individual	Final written exam	60%	3 hours	ALL

**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.

Please refer to your student handbook for full details.

**BIBLIOGRAPHY :**

- Collier, P., M. (2015). Accounting for Managers - Interpreting Accounting Information for Decision Making. (5th edn). John Wiley & Sons.
- Weetman, P. (2015). Financial and Management Accounting: An introduction. (7th edn). Pearson Higher Education. [eBook <https://vu.fr/sB9KJ>]
- Miller-Nobles, T., Mattison, B., and Matsumura, B.L. (2021). Financial & Managerial Accounting. (7th edn). Pearson Education. [eBook 2018 edn: <https://bit.ly/3cdnsS>]
- Weygandt, J., Kieso, D., and Kimmel, P. (2018). Accounting Principles. John Wiley & Sons.
- Brewer, Garrison, Noreen. (2021). Introduction to Managerial Accounting. (9th edn). McGraw Hill Education.

**Additional Reading****MODULE PLAN SESSIONS :****Plan Session 01 :**

Part 1: Financial Accounting

- Accounting concepts & principles :
- From transactions to financial statements,
- The balance sheet equation mechanism,

**Plan Session 02 :**

continue of session 1

- The balance sheet and income statement.
- Effects of transactions on financial statements,
- Limitations of financial statements.

**Plan Session 03 :**

Accounting for and presentation of assets :

- Current vs. non-current assets,
- Property, plant & equipment (PPEs)
- Other non-current assets
- Depreciation and impairment issue

**Plan Session 04 :**

Merchandising and inventories

- Revenue recognition,
- Cost of goods & Operating profits
- Inventory valuation.

**Plan Session 05 :**

Accounting for and presentation of shareholders' equity:

- Paid-in capital
- Retained earnings
- Corporate governance and disclosures,
- Significant accounting policies,
- Management's discussion & analysis.

**Plan Session 06 :**

Accounting for and presentation of liabilities:

- Current vs. non-current liabilities.
- Accrued and contingent liabilities.
- Bonds.

**Plan Session 07 :**

Part 2: Managerial Accounting

Statement of cash flows:

- Content and format of statement of cash flows.
- Interpreting and analyzing cash flow.

**Plan Session 08 :**

Building blocks of managerial accounting:

- Cost behavior & cost classifications.
- Cost-volume-profit analysis.
- Cost management & decisions making.
- Environmental cost management.

**Plan Session 09 :**

Overhead allocation decisions:

- Product vs. period costs
- Cost accounting systems



## SYLLABUS

AC519E\_0108\_22

### Accounting in the Digital Age

ACADEMIC AREA	: FINANCE AND ACCOUNTING
PROGRAMME	: MSC IAMCA / PGTC
PERIOD	: FALL
COORDINATOR	: Mr. Tipu SULTAN
INSTRUCTOR(S)	: Mr. Tipu SULTAN
CONTACT HOURS	: 27 hours
STUDY TIME	: 120 hours (Class preparation, homework and assessments)
CREDITS	: 6.0 ECTS

#### PRE-REQUISITE MODULES :

The students are expected to be aware of the fundamentals of Accounting and Corporate Finance.

#### MODULE DESCRIPTION :

#### CONTRIBUTION TO PROGRAMME LEARNING OBJECTIVES :

- Apply creative, innovative and entrepreneurial abilities in the practice of accounting and auditing (INNOVATION)
- Integrate diversity and globalization in the practice of accounting and auditing (GLOBAL)

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

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

- have a good sense of future thought leadership in the accounting arena;
- set out the main drivers of change and, financial reporting for digital technologies that represent economic value;
- alignment of accounting practice around contemporary structural transformations in technology that reflect user preferences;
- crypto liabilities in the evolving financial reporting framework, Central Bank Digital Currencies, stablecoins;
- explore the technologies that are transforming accounting profession;
- focus on how the impact of technology is increasing complexity of accounting analytics;
- profile different approaches to the challenges faced by organizations in their accounting work flows;
- understand the financial reporting practices commonly adopted in the post COVID "new-normal";
- understand the importance of re-skilling of finance professionals in the face of digitization;
- profile new digital skills and a mindset that finance professionals need to succeed in a digital world;
- understand how technology is changing the business relationship between regulators and organizations.

#### TOPICS COVERED :

- Digital and paperless accounting and evolution of interfaces to external systems;
- Crypto-assets accounting;
- Accounting for intangible assets and how financial reporting framework for intangible assets is framing a new mindset;
- Influence of creative accounting on the formation of accounting policy, trends of forming the Accounting and Analytical Management System in the digital economy;



- Influence of creative accounting on the formation of accounting policy;
- How to evolve accounting practice efficiency post-COVID-19;
- Foreign exchange: the overlooked business essential. Off the back of pandemic-induced currency volatility, there has been a surge of interest in foreign exchange (FX) management tools;
- Accounting for not-for-profit and public sectors is a complex task that requires a deep understanding of the underpinning accounting standards;
- Cyber criminology and fraud risk management in the context of financial reporting.

#### RESEARCH-LED TEACHING :

Case studies and the latest research articles will constitute essential elements of the coursework. The students will have access to the essential research literature and the in-class discussion will elaborate on this literature. The students will have full access to the literary resources and will be provided guidance on how to use them during the class. A few sessions will be taught in the case study method which will also help bring the latest research and practise-lead resources to the class.

#### CSR AND SUSTAINABLE DEVELOPMENT GOALS :

Accounting has always been at the heart of a major economic crisis. Deliberately or not deliberately management missing the best practices of reporting and disclosing may lead companies to financial distress. This course is intended to be global through its focus on International Financial Reporting Standards (IFRS), which are the standards of reference as of today. Moreover, the financial accounting and reporting course is intended to raise the financial awareness of participants so that they will be able to better understand the figures they have between hands and make better-informed decisions to avoid any problems down the road.

#### CSR NB HOURS :

5

#### SUSTAINABLE DEVELOPMENT GOALS COVERED :

- 04 - Quality education
- 09 - Industry, innovation and infrastructure
- 10 - Reduced inequalities
- 11 - Sustainable cities and communities
- 16 - Peace, justice and strong institutions
- 17 - Partnership for the goals

#### TEACHING METHODS :

Each session is composed of lectures and pre-class readings that are made available on Moodle at the start of the course and required readings that involve the core concepts. Problem sets and exercises are then used to put the course concepts into practical and real-world frameworks. Solutions to exercises and discussion of these solutions are provided at the end. At the end of the session, there is a group presentation for the students. The guidance for group presentation is in a separate document, which is attached on Moodle.

#### METHODS OF ASSESSMENT :

Continuous/Final	Group/Individual	Assessment	Weight	Duration	ILOs assessed
Final	Individual	Final written exam	60%	3 hours written exam	All ILOs
Continuous	Individual	Quiz	20%	1.5 hours	All ILOs
Continuous	Group	Group project	20%	20 minutes Group pre	All ILOs

**Assessment 1 details:**

3 hours written exam

**Assessment 2 details:**

1.5 hours Exam on Klaxoon (mix both multiple choice and a few narrative questions)

**Assessment 3 details:**

20 minutes Group presentation by students.

**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 :**

Yar, M. and Steinmetz, K. F. (2019). Cybercrime and Society. (3rd edn). Sage Publications.

ISBN 978-1-5264-4064-8

ISBN 978-1-5264-4065-5 (pbk)

**Additional Reading**

However, for each session, students will be provided resources, readings and material on Moodle, which will suffice. Supplementary readings will be shared for each topic for each of the course outlines on Moodle.

**MODULE PLAN SESSIONS :**

**Plan Session 01 :**

Introduction to accounting in the digital age and Crypto-assets accounting. Recent years have seen significant growth in the number and type of crypto-assets. Developed and based entirely on digital technologies to represent economic value, crypto-assets continue to diversify and evolve rapidly. This is in line with ongoing structural transformations in technology and reflects preferences and usage by investors and consumers.

**Plan Session 02 :**

Accounting for intangible assets and how the financial reporting framework for intangible assets is framing a new mindset around Goodwill recognition and measurement.

**Plan Session 03 :**

Influence of creative accounting on the formation of accounting policy, trends of forming the Accounting and Analytical Management System in the digital economy, real-time reporting and creation of transparency in real-time reporting.

**Plan Session 04 :**

Crypto-assets holdings among IFRS companies were significant in 2021. This significant future potential is deemed to increase their uptake as the result of innovative market development (e.g. the rollout of stablecoins and launch of Central Bank Digital Currencies "CBDCs"), ongoing growth of blockchain-based and crypto-economic business models, and enhancements to regulatory requirements and oversight.

**Plan Session 05 :**

How to evolve accounting practice efficiency post-COVID-19. Cloud-based documentation and corporate compliance platform How this evolution has supported the continuity and resilience of accounting practices throughout the pandemic. Now, it's helping them future-proof their business.

**Plan Session 06 :**

Cyber criminology and fraud risk management in the context of financial reporting.

**Plan Session 07 :**

Foreign exchange: the overlooked business essential. Off the back of pandemic-induced currency volatility, there has been a surge of interest in foreign exchange (FX) management tools.

**Plan Session 08 :**

Accounting for not-for-profit and public sectors is a complex task that requires a deep understanding of the underpinning accounting standards.

**Plan Session 09 :**

Group Presentations and Question/ answer session for exam preparation.



## SYLLABUS

CR501E\_FI\_0108\_22

### Ethics and Corporate Social Responsibility in Finance

ACADEMIC AREA	: FINANCE AND ACCOUNTING
PROGRAMME	: MSC FDI / MSC FDI BIL SEPT / MSC IAMCA / MSC IF / PGTC
PERIOD	: FALL
COORDINATOR	: Mrs. Akanksha JALAN
INSTRUCTOR(S)	: Dr. Dieter VANWALLEGHEM Mr. Nicolas MARANG Mrs. Akanksha JALAN
CONTACT HOURS	: 27 hours
STUDY TIME	: null hours (Class preparation, homework and assessments)
CREDITS	: 6.0 ECTS

#### PRE-REQUISITE MODULES :

Basic understanding of business, accounting and finance.

#### MODULE DESCRIPTION :

#### CONTRIBUTION TO PROGRAMME LEARNING OBJECTIVES :

- Apply high standards of ethics and professional responsibility to positively contribute to business and society
- Implement responsible management in the finance and data analysis industry (RESPONSIBLE).
- Implement responsible management in the finance industry (RESPONSIBLE)
- To apply appropriate audit practice, and prepare an audit report Implement responsible accounting and auditing practices (RESPONSIBLE)

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

1. Critically evaluate the theoretical and conceptual approaches to CSR.
2. Appraise how a company identifies its stakeholders and manages its relationships with them.
3. Assess the strategic opportunities provided by CSR and sustainability.
4. Apply the concepts of CSR to formulate recommendations at the managerial level.
5. Develop the ability to think beyond numbers and into the subtler topics of morality and ethics.
6. Understand the need for social and environmental contribution, and the role of good sense, judgement and leadership in making organizational choices.

#### TOPICS COVERED :

1. General introduction to CSR
2. Building a CSR strategy
3. Empowering CSR
4. Corporate tax responsibility
5. Sustainable communications and compliance related to CSR
6. Ethics in financial reporting
7. Corporate environmental sustainability
8. Banks and moral responsibility
9. Building the license to operate, general conclusion

**RESEARCH-LED TEACHING :**

References to research findings in the relevant area are made from time to time in class discussions. In addition, class slides for the Finance and Accounting-specific sessions (4, 6, 7, 8) also summarise relevant literature to provide an academic perspective to the students.

**CSR AND SUSTAINABLE DEVELOPMENT GOALS :**

This course is entirely dedicated to the learning of CSR and ethics, both in the general sense as well as with a Finance and Accounting focus.

**CSR NB HOURS :**

27

**SUSTAINABLE DEVELOPMENT GOALS COVERED :**

- 03 - Good health and well-being
- 06 - Clean water and sanitation
- 07 - Affordable and clean energy
- 08 - Decent work and economic growth
- 09 - Industry, innovation and infrastructure
- 12 - Responsible consumption and production
- 13 - Climate action
- 14 - Life below water
- 15 - Life on land
- 16 - Peace, justice and strong institutions

**TEACHING METHODS :**

Sessions 1, 2, 3, 5 and 9: These sessions will be 'general' in nature and aim at imparting basic concepts in the field of CSR. These five sessions will be a mix of knowledge sharing and knowledge application through workshop activities.

Sessions 4, 6, 7 and 8: These four sessions will focus specifically on Finance and Accounting applications of CSR and will use a mix of class slides and participative in-class activities.

**METHODS OF ASSESSMENT :**

Continuous/Final	Group/Individual	Assessment	Weight	Duration	ILOs assessed
Continuous	Group	Group project	30%		1 - 6
Continuous	Individual	Quiz	20%		1 - 6
Final	Individual	Final written exam	50%		1 - 6

**Assessment 1 details:**

Students will work in teams on realistic projects; assessment performed by the instructor as well as by the peers. The final deliverable as well as the work throughout the course are subject to assessment. In addition to the group assessment, students within a group are assessed based on their individual contribution to the project.

**Assessment 2 details:**

A summative quiz of 15 minutes will test students' acquired knowledge of the content.

**Assessment 3 details:**

Students will be required to answer case-type questions to demonstrate their understanding of solving managerial problems that have an ethical dimension.

#### **ACADEMIC INTEGRITY :**

##### **BIBLIOGRAPHY :**

Daniel C. Esty, & Todd Cort. (2020). Values at Work: Sustainable Investing and ESG Reporting. Palgrave Macmillan. [eBook <https://vu.fr/D5lq>]

Dirk Schoenmaker, & Willem Schramade. (2019). Principles of Sustainable Finance: Vol. First edition. OUP Oxford. [eBook <https://vu.fr/1S93>]

Colin Mayer. (2018). Prosperity: Better Business Makes the Greater Good. OUP Oxford. [eBook <https://vu.fr/JwvA>]

#### **Additional Reading**

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

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

Session 1. General introduction to CSR

- Laws, self-regulation, values, and ethics.
- Blurry frontiers, Creon against Antigone metaphor
- From Hammurabi to UN Global Compact: a subjective history of responsible business, focus on responsible finance
- Top-down vs bottom-up tone setting
- Activism, private initiative, and regulation

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

Session 2. Building a CSR strategy

- Stakeholder management
- Materiality matrix
- Life-cycle assessment (LSA)
- Measuring CSR: indicators and reporting

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

Session 3. Empowering CSR

- Governance and CSR
- The jobs related to CSR
- Guidelines and labels

**Plan Session 04 :**

Session 4: Corporate tax responsibility

- Tax savings versus ethical and social dilemma
- Common tax-avoidance strategies employed by multinationals
- Real-life corporate examples

**Plan Session 05 :**

Session 5: Sustainable communications and compliance related to CSR

**Plan Session 06 :**

Session 6: Ethics in financial reporting

- Managerial myopia
- Use of accruals and Window Dressing of accounts
- Real-life examples: Enron among others

**Plan Session 07 :**

Session 7: Corporate environmental sustainability

- Health and safety issues
- Carbon emissions
- The need for quick profitability
- Examples: Coca Cola, Chernobyl

**Plan Session 08 :**

Session 8: Banks and moral responsibility

- Adverse selection
- Manipulating credit ratings
- Speculation
- Example: The sub-prime crisis of 2008.

**Plan Session 09 :**

Session 9. Building the license to operate, general conclusion

Case study  
Group presentations



## SYLLABUS

NG506E\_0108\_22

### International Negotiation & Business Development

ACADEMIC AREA	: MARKETING
PROGRAMME	: MSC INBD / MSC INBD JAN / PGTC
PERIOD	: FALL
COORDINATOR	: Dr. Yann DUZERT
INSTRUCTOR(S)	: Dr. Yann DUZERT Mrs. Fabiana CAMERA
CONTACT HOURS	: 27 hours
STUDY TIME	: 120 hours (Class preparation, homework and assessments)
CREDITS	: 6.0 ECTS

#### PRE-REQUISITE MODULES :

None.

#### MODULE DESCRIPTION :

#### CONTRIBUTION TO PROGRAMME LEARNING OBJECTIVES :

- Demonstrate a key expertise and a deep understanding of the concepts, methods and techniques in a specific industrial sector or specialization to provide inspiration and value to the business community
- Demonstrate a key expertise and a deep understanding of the concepts, methods and techniques in international business negotiation to provide value to the business community

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

#### TOPICS COVERED :

- . Managing negotiation process and setting.
- . Managing power and influence.
- . Managing individual differences and cross cultural issues.
- . Managing difficult situations and outside interventions.
- . Managing coalition multi-party negotiations.
- . Managing relationships and expectations.
- . Managing conflict resolutions.



**RESEARCH-LED TEACHING :**

**CSR AND SUSTAINABLE DEVELOPMENT GOALS :**

**CSR NB HOURS :**

**SUSTAINABLE DEVELOPMENT GOALS COVERED :**

-

**TEACHING METHODS :**

Students are expected to contribute actively to the module through comments, questions, and examples from their own experience. Readings will be assigned to supplement the in-class material. Lectures will provide analytical concepts that will integrate the pre-readings and serve as useful frameworks for a richer understanding of exercises, videos, cases and/or role-plays.

This module is quite useful both for internal and external company relations.

**METHODS OF ASSESSMENT :**

Continuous/Final	Group/Individual	Assessment	Weight	Duration	ILOs assessed
Continuous	Group	Group work	40%	1h30m	All
Final	Individual	Study case	60%		All

**Assessment 1 details:**

Group cases, roleplaying and simulations.

**Assessment 2 details:**

Paper about a Study Case regarding the 4x10x10 negotiation framework.

**ACADEMIC INTEGRITY :**

Plagiarism is copying another's work or ideas. This includes sections (sentences, tables, graphs) 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 :**

- >Duzert, Y. & Zerunyan, Frank (2019). Newgotiation for Public Administration Professionals. Vandeplas publishing.
- > Y. Duzert, L. Jaunaux. E. Koenig. (2020). Néo-gociation. Editions Pearson.

#### **Additional Reading**

- > Barsoux, J.-L. and Schneider, S.C. (2014). Managing across cultures. (3rd edn). Prentice Hall. [eBook: <https://bit.ly/3vE0MZ7>].
- > Ghauri, P.N. and Usunier, J.-C. (Latest Edition). International business negotiations. Pergamon/Elsevier. [eBook: <https://bit.ly/3zW1Bzj>].
- > Bartlett, C. A. & Ghoshal, S. (2003). What is a global manager?, Harvard Business Review, 81(8): 101.
- > Bonstetter, B. J. (2000). The DNA of global leadership competencies, Thunderbird International Business Review, 42(2): 131.
- > Brett, J., Behfar, K., & Kern, M.C. (2006). Managing Multicultural Teams, Harvard Business Review, 84(11): 84-91.
- > Earley, C. P. & Mosakowski, E. (2004). Cultural Intelligence, Harvard Business Review, 82(10): 139-159.
- > Goodall, K. & Roberts, J. (2003). Only connect: teamwork in the multinational, Journal of World Business, 38(2): 150-164.
- > Herbert, P. (2000). Creating a global mindset, Thunderbird International Business Review, 42(2): 187.
- > Hofstede, G. (1993). Cultural constraints in management theories, Academy of Management Executive, 7(1): 81.
- > Javidan, M., Teagarden, M. & Bowen D. (2010). Making It Overseas, Harvard Business Review, 82(10): 139-159.
- > Seidrat, F., Hoegl, M. & Ernst H. (2009). How to Manage Virtual Teams, MIT Sloan Management Review, 50(4): 63.

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

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

1 / Presentation of the module purpose and structure ; Introduction into the module ; Negotiation as a core business competence ; Understanding your negotiation style: interests, rights and power of disputing ; Neurosciences and the molecules of emotions. Collaborative intelligence: use of intranet and internet in Negotiations.  
Case: The use of collaborative platforms such as Ring at Dataprev.  
Case : Alibaba using Newgotiation framework in order to collect big data and negotiate better online with its 120,000 suppliers around the world.  
Case : Hewlett Packard intranet platform of data sharing in order to maximize the productivity and value of deals.  
Ethics and Game theory frameword applied to pricing wars and conlits of interest

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

2 / Framing the 4-10-10 technique.  
Internal conflicts and corporate culture

Please read chap 1 & 2 of -> Lewicki, R.J., Saunders, D.M., Barry, B. (Latest Edition). Essentials of Negotiations. McGraw Hill.: Role-Simulation: Role-Playing Negotiation

**Plan Session 03 :**

3 / Slicing and expanding the pie: distributive & problem-solving negotiations, bargaining zones, aspirations / Read the confidential instructions for the tomorrow class and prepare for the negotiation exercise ;  
Sales and Sourcing negotiations

Simulation: Role-Playing Negotiation

**Plan Session 04 :**

4 / Power, Persuasion and Ethics: the mental models of negotiation, creative negotiation strategies ;  
Labor Negotiation with alternative disputes resolution  
Consensus building technique

Simulation: Role-Playing Negotiation

Please read chap 3 & 4 of -> Lewicki, R.J., Saunders, D.M., Barry, B. (Latest Edition). Essentials of Negotiations. McGraw Hill.

**Plan Session 05 :**

5 / Complex Negotiations and Social Dilemmas ; Third-party Interventions ;  
Regulatory and Environmental Disputes Resolution with facilitator  
Case of multistakeholder conflicts  
Simulation: Role-Playing Negotiation

**Plan Session 06 :**

6 / Planning and Project Management  
Management of productivity and probability to close a deal  
Oral Presentations



SYLLABUS
SC504E_0108_22
International Sourcing & Procurement

**ACADEMIC AREA** : SUPPLY CHAIN MANAGEMENT AND INFORMATION SYSTEMS  
**PROGRAMME** : MSC GBM JAN / MSC INBD / MSC INBD JAN / PGTC  
**PERIOD** : FALL  
**COORDINATOR** : Mrs. Raphaële GARD  
**INSTRUCTOR(S)** : Mrs. Raphaële GARD  
**CONTACT HOURS** : 27 hours  
**STUDY TIME** : 120 hours (Class preparation, homework and assessments)  
**CREDITS** : 6.0 ECTS

**PRE-REQUISITE MODULES :**

None.

**MODULE DESCRIPTION :**

**CONTRIBUTION TO PROGRAMME LEARNING OBJECTIVES :**

- Demonstrate understanding of diverse and international business environments to apprehend the world complexity and make integrated decisions
- Integrate diversity and globalization in the practice of management in international business negotiation (GLOBAL)

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

Understand the role of purchasing and logistics services in companies  
Understand how to establish a purchasing strategy  
Understand how to organise a call for tenders, from the expression of the need to contractualisation  
Understand purchasing and logistics in a company « in real life »  
Explain the integration of sustainability into purchasing activities.

**TOPICS COVERED :**

3 analysis : Need / Cost / Market  
Use the kraljic matrice to establish a purchasing strategy  
Understand the different steps of a tender  
Organize a purchasing project taking into account the initial situation and the data available on the market  
Use and understand the main terms and usages in purchasing  
Introduction to commodity market  
Negotiation & contract management  
Purchasing & sustainability

**RESEARCH-LED TEACHING :**

NA

**CSR AND SUSTAINABLE DEVELOPMENT GOALS :**

Talks about impact of purchasing in the sustainability policy of a company

**CSR NB HOURS :**

2

**SUSTAINABLE DEVELOPMENT GOALS COVERED :**

- 10 - Reduced inequalities
- 12 - Responsible consumption and production
- 17 - Partnership for the goals

**TEACHING METHODS :**

A variety of teaching methods will be used comprising lecture, case study and student group presentation. 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	Group	Group work	40%		
Final	Individual	Final written exam	60%		

**Assessment 1 details:**

More information regarding this assessment will be communicated in class

**Assessment 2 details:**

More information regarding this assessment will be communicated in class

**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.

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**BIBLIOGRAPHY :**

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

**Additional Reading**

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

- Johnsen, T. E., Howard, M., & Miemczyk, J. (2018). Purchasing and supply chain management: A sustainability perspective. (2nd edn). Routledge.

**MODULE PLAN SESSIONS :**

**Plan Session 01 :**

Session 1:

- Introduction
- Importance of purchasing

**Plan Session 02 :**

Session 2:

1. Case presentation: Why is purchasing so important?
2. Place of purchasing in a company
3. What about the impact on cost?

**Plan Session 03 :**

Session 3:

- P to P process
- Current situation diagnosis
- First Analysis
  - a) Need
  - b) Cost
  - c) Market

**Plan Session 04 :**

Session 4:

- SWOT
- Kraljic

**Plan Session 05 :**

Session 5:

- Purchasing strategies

**Plan Session 06 :**

Session 6:

- Fret
- Extended sourcing

**Plan Session 07 :**

Session 7:

- Tender organization
- "sky air" case

**Plan Session 08 :**

Session 8:

- Case presentation
- Contract management

**Plan Session 09 :**

Session 9:

- project presentation



SYLLABUS
QM510E_0108_22
Data Science for Negotiation and Business Development

ACADEMIC AREA	: SUPPLY CHAIN MANAGEMENT AND INFORMATION SYSTEMS
PROGRAMME	: MSC INBD / MSC INBD JAN / PGTC
PERIOD	: FALL
COORDINATOR	: Mr. Seyyed Ehsan HASHEMI PETROODI
INSTRUCTOR(S)	: Mr. Seyyed Ehsan HASHEMI PETROODI
CONTACT HOURS	: 27 hours
STUDY TIME	: null hours (Class preparation, homework and assessments)
CREDITS	: 6.0 ECTS

**PRE-REQUISITE MODULES :**

Basic knowledge of mathematics and statistics.  
Prior exposure to Microsoft Excel, though not mandatory, would be helpful.

**MODULE DESCRIPTION :**

**CONTRIBUTION TO PROGRAMME LEARNING OBJECTIVES :**

- Apply creative, innovative and entrepreneurial abilities in international business negotiation (INNOVATION)
- Apply specific areas of expertise to develop innovative and unframed business solutions in a volatile given context

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

- 1- Describe the major components of data & business analytics
- 2- Understand how to explore and visualize data using MS Excel & Python
- 3- Apply basic statistical modeling using MS Excel & Python
- 4- Understand how to work with datasets in Python and extract useful information out of data
- 5- Identify and apply basic forecasting techniques
- 6- Identify and apply basic decision-making techniques
- 7- Understand the machine learning and apply algorithms using scikit-learn package in Python

**TOPICS COVERED :**

- Introduction to data and business analytics
- Data visualization and exploration in MS Excel
- Spreadsheet modeling and analysis
- Basic forecasting & decision-making techniques
- Principles of coding in Python
- Importing, reading, and cleaning data with Python
- Manipulating, transforming, and wrangling data with Numpy and Pandas
- Data visualization using Matplotlib



RESEARCH-LED TEACHING :

CSR AND SUSTAINABLE DEVELOPMENT GOALS :

CSR NB HOURS :

SUSTAINABLE DEVELOPMENT GOALS COVERED :

-

TEACHING METHODS :

A variety of learning and teaching methods will be used comprising lectures, case studies, coding exercises, student (group) presentations. All students are expected to carry their own personal computers to the class. Please ensure that your computers are equipped with Microsoft Excel. Instructions for installing Python and the add-in for MS Excel will be provided separately during the course.

METHODS OF ASSESSMENT :

Continuous/Final	Group/Individual	Assessment	Weight	Duration	ILOs assessed
Continuous	Individual	Individual Analysis of case	60%		1-7
Continuous	Group	Group work	40%		1-7

**Assessment 1 details:**

Session 9 is dedicated to individual case analysis where students will work individually to analyze and answer a number of business-related questions using analytics.

**Assessment 2 details:**

Two sessions (4 & 8) are dedicated to business-related practice problems which will progressively assess students learning on different topics and help them appreciate the application of provided tools and techniques. In these two sessions, students will work in the form of group to analyze and answer a number of business-related questions using analytics.

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, unauthorized or inappropriate use of computers, calculators and other forms of technology in course work, assignments or examinations.

#### **BIBLIOGRAPHY :**

- Evans, J. (2020). Business Analytics. (2nd edn). Pearson Education. [eBook <https://bit.ly/3TuFyXS>].
- McKinney, W. (2018). Python for Data Analysis. O'Reilly Media. [eBook <https://bit.ly/3qbbCCM>].

#### **Additional Reading**

- Agrawal, W, A. Goldfarb, and J. Gans. (2018) 'Prediction Machines: The Simple Economics of Artificial Intelligence', Harvard Business Review Press. [eBook <https://bit.ly/3RCxrXO>]
- Davenport, T. (2019) 'The AI Advantage', The MIT Press. [eBook <https://bit.ly/3cSQVsa>]

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

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

Session 1:

- Discussion of module structure and assessments
- Introduction to data & business analytics
- Data visualization & exploration in MS Excel

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

Session 2:

- Descriptive statistics (self-study)
- Probability distribution functions (self-study)
- Basic forecasting techniques

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

Session 3:

- Basic decision-making techniques
- Spreadsheet modeling & analysis

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

Session 4 (workshop I):  
- Several business-related exercises on the contents of three previous sessions

**Plan Session 05 :**

Session 5:  
- Introduction to Python programming language

**Plan Session 06 :**

Session 6:  
- Python packages: numpy, pandas, matplotlib & seaborn  
- Scientific computing with numpy  
- Data manipulation and analysis with pandas  
- Data visualization with matplotlib & seaborn

**Plan Session 07 :**

Session 7:  
- Data exploration and statistics in Python  
- Preprocessing data in Python  
- Regression analysis in Python and its application in data analysis

**Plan Session 08 :**

Session 8 (workshop II):  
- Several business-related exercises on the contents of three previous sessions

**Plan Session 09 :**

Session 9:  
- Individual Case Analysis  
- Module sum-up and closure



## SYLLABUS

HR512E\_0108\_22

### Interpersonal Communication Skills

ACADEMIC AREA	: MANAGEMENT AND ORGANIZATIONS
PROGRAMME	: MSC INBD / MSC INBD JAN / PGTC
PERIOD	: FALL
COORDINATOR	: Mrs. Mary LE GAL
INSTRUCTOR(S)	: Mrs. Mary LE GAL
CONTACT HOURS	: 27 hours
STUDY TIME	: 120 hours (Class preparation, homework and assessments)
CREDITS	: 6.0 ECTS

**PRE-REQUISITE MODULES :**

None.

**MODULE DESCRIPTION :**

**CONTRIBUTION TO PROGRAMME LEARNING OBJECTIVES :**

- Demonstrate leadership, communication and teamwork skills
- Use interpersonal, leadership and communication skills to thrive from personal, professional and collective perspectives

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

1. Analyse a situation of interpersonal communication and identify obstacles to good communication
2. Analyse the relational issues of a given situation of interpersonal communication
3. Develop an appropriate set of techniques to improve their communication
4. Assess the impact of diversity and intercultural contexts on communication.
5. Apply their interpersonal communication skills and knowledge to improve their teamworking and leadership skills in an international context.

**TOPICS COVERED :**

- Developing self-awareness on leadership, interpersonal and teamworking skills
- Evaluating and improving teamworking and leadership through interpersonal communication skills
- Identifying and overcoming obstacles to good interpersonal communication
- The impact of diversity and intercultural contexts on interpersonal communication
- Skills for interpersonal communication: sending and receiving verbal and non-verbal communication, building rapport and trust, the use of listening skills, empathy skills, giving and receiving feedback, empowering and energizing people, fostering potential, conflict management skills, interpersonal skills for leading change.
- Emotional intelligence and emotion management
- Selecting and developing tools and techniques to build a good interpersonal communication for interpersonal relationships

**RESEARCH-LED TEACHING :**

The content of the module reflects learnings and insights from both secondary research as referenced throughout the module and primary research in the form of case studies conducted by the instructor in 2021 on large scale international agile transformations in 5 large French companies (cac 40).

**CSR AND SUSTAINABLE DEVELOPMENT GOALS :**

03 – The module covers the impact interpersonal communication has on the building of healthy relationships and the well-being of colleagues.

04- Developing a growth mindset and understanding developmental needs to improve their leadership and interpersonal communication skills and how to foster potential in others through coaching and effective feedback.

10 - Inclusive leadership and teamworking is promoted, acknowledging diversity as a resource, integrating various perspectives. Understanding perceptual bias and reducing unconscious bias that could potentially create inequalities. Cross-cultural differences are explored and sensitivity to cultural differences is emphasized.

**CSR NB HOURS :**

12

**SUSTAINABLE DEVELOPMENT GOALS COVERED :**

- 03 - Good health and well-being
- 04 - Quality education
- 10 - Reduced inequalities

**TEACHING METHODS :**

This class is designed to be highly interactive. Tutor's input will be constantly mixed with individual and group exercises, simulations, class discussions, experience sharing and analysis of real situations and practice.

The module includes various exercises and simulations designed to train, practically, students to interpersonal communication. In particular, it will examine the development for each student of empathy, listening skills and more generally of an appropriate attitude for successful interpersonal communication.

**METHODS OF ASSESSMENT :**

Continuous/Final	Group/Individual	Assessment	Weight	Duration	ILOs assessed
Continuous	Group	Group project	40%		1, 2, 3, 4, 5
Final	Individual	Essay	60%		1, 2, 3, 5

**Assessment 1 details:**

This written and oral assignment focuses on applying interpersonal communication analysis and skills to an international business context created by you. In your assigned teams you will be expected to create a "movie" or "series" summarized in a screenplay synopsis, and present several filmed scenes during the final presentation in which you will do a "live" analysis of the interpersonal communication aspects of these scenes and draw conclusion and recommendations in order to improve the communication based on the interactions portrayed.

Part 1 – Teambuilding activity

Part 2 – Screenplay synopsis

Part 3 – Group presentation of movie/series scenes and analysis

#### Part 4 – Peer evaluation

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

Students will conduct a self-evaluation of their interpersonal skills identifying their strengths and their development needs, a reflection of a past event including analysis and lessons learned, and extension to their future career.

##### **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 :**

-> DeVito Joseph A. (2022). The Interpersonal Communication Book. Pearson Education. [eBook <https://bit.ly/3LPesHu>]

##### **Additional Reading**

- Appelo, J. (2016). Managing for Happiness. Wiley.
- Bülent Akkaya, Kittisak Jermstittiparsert, Muhammad Abid Malik, & Yesim Kocyigit. (2021). Emerging Trends in and Strategies for Industry 4.0 During and Beyond Covid-19. Sciendo.
- Covey, S. R. (2004). The 7 habits of highly effective people: Restoring the character ethic ([Rev. ed.]). Free Press.
- David, S. (2016). Emotional Agility. Penguin Books.
- Goman, CK (2011). The Silent Language Of Leaders : How Body Language Can Help--Or Hurt--How You Lead. San Francisco: Jossey-Bass
- Kotter, J. P., Akhtar, V., & Gupta, G. (2021). Change: How Organizations Achieve Hard-to-Imagine Results in Uncertain and Volatile Times. Hoboken, New Jersey: John Wiley & Sons, Inc.
- Marr, B. (2022). Future Skills: The 20 Skills and Competencies Everyone Needs to Succeed in a Digital World (1st ed.). Hoboken, New Jersey: Wiley.
- Meyer, R., & Meijers, R. (2017). Leadership Agility. Taylor & Francis.
- Mullins, L.J. (2019) Organisational behaviour in the Workplace (12th edn.). Pearson Education.
- Pease A. and Pease B. (2017). The Definitive Book of Body Language. Pease Intern• Appelo, J. (2016). Managing for Happiness. Wiley.
- Bülent Akkaya, Kittisak Jermstittiparsert, Muhammad Abid Malik, & Yesim Kocyigit. (2021). Emerging Trends in and Strategies for Industry 4.0 During and Beyond Covid-19. Sciendo.
- Covey, S. R. (2004). The 7 habits of highly effective people: Restoring the character ethic ([Rev. ed.]). Free Press.
- David, S. (2016). Emotional Agility. Penguin Books.
- Goman, CK (2011). The Silent Language Of Leaders : How Body Language Can Help--Or Hurt--How You Lead. San Francisco: Jossey-Bass
- Kotter, J. P., Akhtar, V., & Gupta, G. (2021). Change: How Organizations Achieve Hard-to-Imagine Results in Uncertain and Volatile Times. Hoboken, New Jersey: John Wiley & Sons, Inc.
- Marr, B. (2022). Future Skills: The 20 Skills and Competencies Everyone Needs to Succeed in a Digital World (1st ed.). Hoboken, New Jersey: Wiley.
- Meyer, R., & Meijers, R. (2017). Leadership Agility. Taylor & Francis.
- Mullins, L.J. (2019) Organisational behaviour in the Workplace (12th edn.). Pearson Education.

- Pease A. and Pease B. (2017). The Definitive Book of Body Language. Pease International
- Pink, D. H. (2011). Drive. Canongate Books.
- Review, H., Goleman, D., Boyatzis, R., McKee, A. and Finkelstein, S. (2015). HBR's 10 Must Reads on Emotional Intelligence (with featured article "What Makes a Leader?" by Daniel Goleman)(HBR's 10 Must Reads). Boston: Harvard Business Review Press
- Robbins, S., & Hunsaker, P. (2014). Training in Interpersonal Skills: Tips for Managing People at Work (6th Edition ed.). Pearson.
- Robbins, S. & Judge, T. (2017). Essentials of Organizational Behavior. Global Edition. Pearson Education Limited.
- ational
- Pink, D. H. (2011). Drive. Canongate Books.
- Review, H., Goleman, D., Boyatzis, R., McKee, A. and Finkelstein, S. (2015). HBR's 10 Must Reads on Emotional Intelligence (with featured article "What Makes a Leader?" by Daniel Goleman)(HBR's 10 Must Reads). Boston: Harvard Business Review Press
- Robbins, S., & Hunsaker, P. (2014). Training in Interpersonal Skills: Tips for Managing People at Work (6th Edition ed.). Pearson.
- Robbins, S. & Judge, T. (2017). Essentials of Organizational Behavior. Global Edition. Pearson Education Limited.

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

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

###### Module Overview

Presentation of content, assessments and teaching methods  
Expectations & Concerns

Overview of interpersonal communication  
Defining interpersonal communication  
The communication process  
Emotional Intelligence  
Changing landscape and key skills: flexibility, adaptability and responsiveness  
The importance of interpersonal communication in their future careers

The self in interpersonal communication  
Self-awareness – Self-concept – Self-disclosure – Self-esteem

###### Team Formation and Teambuilding

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

Perception in interpersonal communication  
Stages of perception  
Self-limiting beliefs  
Understanding perception and perceptual biases  
Impression formation and management  
Cultural relativity

Communicating across cultures  
Understanding cultural differences and building cultural sensitivity  
Culture shock  
Barriers to effective intercultural communication

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

Understanding values for insightfully aware leadership  
Building rapport - Pacing and leading  
Dimensions of trust and the trust equation

Behaviors that build trust  
Relationship stages

Team Canvas

**Plan Session 04 :**

Receiving interpersonal messages  
Improving listening skills  
Deciphering nonverbal communication  
Empathy skills and empathic listening  
Questioning, paraphrasing and pausing techniques

**Plan Session 05 :**

Cross-cultural communication in leadership and teamwork  
Inevitable reactions to culture and coping strategies

Student presentations on cross cultural communication and leadership: a comparative study  
Experiential learning exercise on cross-cultural communication

**Plan Session 06 :**

Coaching – fostering potential  
Giving and receiving feedback  
Cultural differences in feedback  
Growth mindset  
GROW Model

Retrospective

**Plan Session 07 :**

Sending interpersonal messages  
Verbal and nonverbal skills  
Word barriers  
Sending message with and without feedback  
Verbal communication styles – direct vs indirect

Empowering and energizing people  
Empowerment cycle  
Motivators  
Delegation board

**Plan Session 08 :**

Self-Management – Emotions  
Emotional agility  
Managing challenging conversations  
Communicating emotions

Conflict management styles  
Perceptual positions

**Plan Session 09 :**

Leading change  
- Transition curve  
- Factors of resistance

Group Presentations  
Conclusions of the module and general feedback





SYLLABUS
FI593E_0108_22
International Trade and Finance

ACADEMIC AREA	: FINANCE AND ACCOUNTING
PROGRAMME	: MSC GBM JAN / MSC INBD / MSC INBD JAN / PGTC
PERIOD	: FALL
COORDINATOR	: Mrs. Canan YILDIRIM
INSTRUCTOR(S)	: Mrs. Canan YILDIRIM
CONTACT HOURS	: 27 hours
STUDY TIME	: 120 hours (Class preparation, homework and assessments)
CREDITS	: 6.0 ECTS

**PRE-REQUISITE MODULES :**

A basic understanding of corporate finance concepts.

**MODULE DESCRIPTION :**

**CONTRIBUTION TO PROGRAMME LEARNING OBJECTIVES :**

- Integrate diversity and globalization in the practice of management in international business negotiation (GLOBAL)

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

Module Intended Learning Outcomes (ILOs)

1. Understand globalization and deglobalization
2. Compare and evaluate alternative theories of international trade
3. Understand the motivations for foreign direct investment and the evolution of international businesses
4. Understand functions of the foreign exchange market
5. Identify translation, transaction and economic exposure and hedging techniques
6. Understand sourcing capital globally
7. Know multinational capital budgeting
8. Develop global business plan

**TOPICS COVERED :**

Decision making in a changing global business environment  
International trade  
Foreign direct investment  
Translation, transaction, and economic exposure  
Global cost of capital and sourcing capital globally  
Multinational capital budgeting and cross-border acquisitions  
International trade finance

**RESEARCH-LED TEACHING :**

The students are given as additional reading materials academic articles and/or articles from leading industry journals and consultancy reports.

Examples: Dambisa Moyo, Are Businesses Ready for Deglobalization? HBR, DECEMBER 06, 2019  
J. Stewart Black and Allen J. Morrison, The Strategic Challenges of Decoupling, Harvard Business Review May-June 2021

**CSR AND SUSTAINABLE DEVELOPMENT GOALS :**

We discuss the implications of globalization/deglobalization for sustainable development and CSR and financial performance link.

**CSR NB HOURS :**

2

**SUSTAINABLE DEVELOPMENT GOALS COVERED :**

- 08 - Decent work and economic growth
- 09 - Industry, innovation and infrastructure
- 13 - Climate action

**TEACHING METHODS :**

Lectures will be employed to emphasise theoretical concepts and analytical methods. In-class exercises will complement the lectures.

Students are required prior to the sessions to refer to chapters in the textbooks and additional readings assigned for each session. Students are greatly encouraged to follow the financial press on a regular basis, such as FT and WSJ, and check web sites such as Bloomberg, Dow Jones, Reuters.

Students undertake a project on how a firm doing business internationally can assess opportunities and risks it face and develop a global business plan. Detailed information about the project tasks will be delivered in the first week of the course and discussed in the class.

**METHODS OF ASSESSMENT :**

Continuous/Final	Group/Individual	Assessment	Weight	Duration	ILOs assessed
Continuous	Group	Group project	40%	TBA	All
Final	Individual	Final written exam	60%	3 Hrs	All

**Assessment 1 details:**

A group project in which students have to analyse a firm's plan of doing business abroad, assessing its financial viability and all potential risks/challenges that this business might face and techniques through which effects of such implications could be mitigated. Detailed information about the project can be found on Moodle in document entitled: Project Directions. The deadline for the submission is to be announced in due time.  
In-class oral presentation and submission of slides/report.

**Assessment 2 details:**

Final exam is a classical written exam with an emphasis on problems testing if the students can explain and/or comment on their solutions/findings.

#### **ACADEMIC INTEGRITY :**

This section contains the Academic Integrity statement of Rennes School of Business. This is an accreditation requirement and as such the syllabus – representing the contract between the institution and the student – must provide and clearly outline the basis for disciplinary action in case of misbehavior.

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.

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#### **BIBLIOGRAPHY :**

Hill, Charles W.L. (2021). Global Business Today. (12th edn). McGraw Hill.

Eiteman, D.K., Stonehill, A.I., & Moffett, M.H. (2020). Multinational Business Finance. (15th edn). Pearson. [eBook: <https://bit.ly/3Pg2cAv>]

#### **Additional Reading**

Eun, C.S., Resnick, B.G. and Chuluun, T. (2020). International Financial Management. (9th edn). McGraw-Hill.

Module materials available via Moodle:

Copy of slides and additional materials such as articles (academic and news) and industry reports from leading economics and management consultancies.

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

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

Introduction: Globalization & Deglobalization

Hill, Charles W.L. Global Business Today (Hill), Ch.1

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

International trade theory

Hill, Ch. 6

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

Foreign direct investment and cross-border acquisitions

Hill, Ch. 8

**Plan Session 04 :**

Foreign exchange market and International Parity Conditions  
Hill, Ch. 10.  
Multinational Business Finance (ESM) Chs. 5, 6 & 9.

**Plan Session 05 :**

Foreign exchange exposure and management I  
ESM, Chs. 10-12.

**Plan Session 06 :**

Foreign exchange exposure and management II  
ESM, Chs. 10-12.

**Plan Session 07 :**

Global cost of capital and sourcing capital globally  
ESM, Chs. 13 & 14.

**Plan Session 08 :**

International trade finance ESM, Ch. 16.  
Hill, Ch 14.

**Plan Session 09 :**

Recap and Project Presentations



SYLLABUS
MK536E_0108_22
Marketing of Innovation

ACADEMIC AREA	: MARKETING
PROGRAMME	: MSC INBD / MSC SDM / MSC SDM JAN / PGE / PGTC
PERIOD	: FALL
COORDINATOR	: Mr. Ronan JOUAN DE KERVENOEL
INSTRUCTOR(S)	: Mr. Florent RORTAIS Mrs. Sophie EMERIAU Mrs. Tunyaporn VICHENGIOR
CONTACT HOURS	: 27 hours
STUDY TIME	: 120 hours (Class preparation, homework and assessments)
CREDITS	: 6.0 ECTS

**PRE-REQUISITE MODULES :**

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

**MODULE DESCRIPTION :**

**CONTRIBUTION TO PROGRAMME LEARNING OBJECTIVES :**

- Apply creative, innovative and entrepreneurial abilities in the context of strategic marketing
- digital marketing and communication.
- Develop a strategic perspective based on a solid understanding of management foundations and techniques

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

1. Explore marketing campaign possibilities when using innovative marketing platforms,
2. Explain the cycles of consumer adoption of innovations and the obstacles to accelerating the rate of adoption,
3. Identify the marketing advantages of successful innovative companies, and the key success factors of top-rated innovative products and services,
4. Evaluate the strengths and weaknesses of major business models in the marketplace and how marketers can contribute to successful developments,
5. Explore the potential of value in interaction co creation along the case of personal branding.

**TOPICS COVERED :**

- . The challenges of innovative marketing platforms,
- . The theory of adoption of innovations and factors that accelerate the rates of adoption,
- . The nature of innovation-based competitive advantages in the marketplace,
- . The different alternatives in terms of business models for innovative products and services,
- . The importance of value in interaction when marketing new products and services,
- . The dynamics of innovative industries.

**RESEARCH-LED TEACHING :**

**CSR AND SUSTAINABLE DEVELOPMENT GOALS :**

CRS development goals are addressed and discussed within the various cases.

**CSR NB HOURS :**

**SUSTAINABLE DEVELOPMENT GOALS COVERED :**

- 09 - Industry, innovation and infrastructure
- 11 - Sustainable cities and communities

**TEACHING METHODS :**

Lectures: These are designed to present key concepts to students, and discussion topics and exercises where applicable. The lectures also feature analytical exercises using short case studies and other learning simulators. No PowerPoint presentations are used. Students have access to teaching notes for each lecture at the end of the week. The teaching style is based on lively discussions, videos and hands-on materials. PRE-READING and active participation of students is therefore a fundamental element of the lectures. The content of the lectures will feature in the final examination.

. Case Studies: Students, in small groups, complete several case studies. For each case, a short report is required. Whenever possible, hands-on assignments prevail.

. Assignments: Students complete several hands-on assignments in groups. These assignments are designed to help them apply the concepts. The coursework assignments will be reported in the form of a presentation, video and reports.

Please note that all assignments require preparatory work outside of the classroom hours.

. Final exam is closed book, essay type over a range of small questions.

Students are REQUIRED TO REGULARLY READ the relevant article(s) and prepare questions prior to the class. Not reading the article and/or case will seriously reduce their understanding of the course contents and contribution to group work.

**METHODS OF ASSESSMENT :**

Continuous/Final	Group/Individual	Assessment	Weight	Duration	ILOs assessed
Continuous	Group	Group work	40%		all - 1 to 5
Final	Individual	Final written exam	60%	3hrs	all - 1 to 5

**Assessment 1 details:**

- 2 cases - - 2x10= 20% - to hand in, via Moodle, in group at the end of sessions
- 1 Industry presentation- through a historical review of one industry each group will show how the various models learned in the class where leveraged AND suggest some marketing tools that are appropriate for the communication of the 2-3 key innovation chosen (10%)
- 1 video -10% to be ready by the last session and available on YouTube - title as RSB -MK innovation: YOUR TUTO TITLE

**Assessment 2 details:**

1 case : 2 essay questions

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#### **BIBLIOGRAPHY :**

-> Mitra, J. (2017). The business of Innovation. Sage. [eBook <https://bit.ly/3yysRD5>]

-> see on Moodle for additional readings and reports

Classics:

-> Moore, G. (2004). Inside the tornado: Strategies for Developing, Leveraging, and Surviving Hypergrowth Markets, Harpercollins Publishers.

-> Christensen, Clayton M. (2011). The innovator's dilemma: The Revolutionary Book That Will Change the Way You Do Business. (Reprint). New-York: Harperbusiness. [eBook <https://bit.ly/3ywp4pM>].

#### **Additional Reading**

->Trott, Paul (2012). Innovation management and new product development. (5th edn). [S.I.]: Prentice Hall. -> Virden, T.W. (1995). Can This High-Tech Product Sell Itself?. Harvard Business Review, 73, 6, pp. 24-28. -> Gourville, J.T. (2006). Eager Sellers and Stony Buyers. Harvard Business Review, 84, 6, pp. 98-106.

-> Crossing the Chasm – A summary by Andersen.

-> A Summary of Crossing the Chasm – Linowes.

-> Andrew, J. and Sirkin, H. (2003). Innovating for Cash, Harvard Business Review, 81, 9, pp. 76-83.

-> Berry, L., Shankar, V., Parish, J., Cadwallader, S., & Dotzel, T. (2006). Creating New Markets Through Service Innovation, MIT Sloan Management Review, 47, 2, pp. 56-63.

-> Ramaswamy, V., & Ozcan, K. (2014). The co-creation paradigm. Stanford University Press.

-> Al Iannuzzi (2017). Greener Products: The Making and Marketing of Sustainable Brands. (2nd edn). CRC Press.

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

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

Session 1 / Introduction to the concepts of inventions and innovations. ; Introduction to marketing of innovations. ; Group formation and assignment. /

Reading: Can this High-Tech Product Sell Itself? - Viden - Harvard Business Review.

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

Session 2 / Marketing strategies using innovative platforms: - Internet. - Mobile. - Cross-media. - Digital advertising. ; Consumers' adoption behavior of innovations. /

Reading: Eager Sellers and Stony Buyers: Understanding the Psychology of New-Product Adoption - Gourville - Harvard Business Review.

Mini case: How Microsoft And National Geographic Got 3.5M Likes On International Women's Day

**Plan Session 03 :**

Session 3 / Diffusion of innovations: Consumer and business adoption of innovations.

Reading: Crossing the Chasm - A summary by Andersen. ; Further reading if students want to know more: ; A Summary of Crossing the Chasm - Linowes.

Case BMW drive now

**Plan Session 04 :**

Session 4 / Disruptive and sustaining innovations: Creating competitive advantages by disrupting the industry and creating market discontinuities.

Readings: Christensen

Case study: Netflix - Shih, Kaufman, Spinola - Harvard Business School

**Plan Session 05 :**

Session 5 / Finding sustainable business models for selling innovations.

Reading: Innovating for Cash - Andrew & Sirkin (BCG Partners).

Case Study: Ecoflora: Sustainable innovation in an emerging economy- Harvard Business School case study -

**Plan Session 06 :**

Session 6 / Marketing service innovations.

Reading: Creating New Markets Through Service Innovation - Berry - MIT Sloan Management Review.

discussion on links between disruptive and digital service innovations

**Plan Session 07 :**

Session 7 / Business to Government

Reading case study: Big Belly - complete analysis of all the concepts in the module + preparation Q&A for presentation and tuto video

**Plan Session 08 :**

Session 8 / Presentations of "industry innovation analysis". (7 minutes each group + questions)

**Plan Session 09 :**

Session 9 / Revision for final exam + marketing Tools (2Hrs)

YouTube tutorial Video assignment show case session (1Hr)





SYLLABUS
Fİ509E_1_0108_22
Financial Tool Box

**ACADEMIC AREA** : FINANCE AND ACCOUNTING  
**PROGRAMME** : MSC GBM / MSC IHRM / MSC IHRM JAN / MSC INBD / MSC INBD JAN / PGTC  
**PERIOD** : FALL  
**COORDINATOR** : Mrs. Canan YILDIRIM  
**INSTRUCTOR(S)** : Mrs. Canan YILDIRIM  
**CONTACT HOURS** : 27 hours  
**STUDY TIME** : 120 hours (Class preparation, homework and assessments)  
**CREDITS** : 6.0 ECTS

**PRE-REQUISITE MODULES :**

None

**MODULE DESCRIPTION :**

**CONTRIBUTION TO PROGRAMME LEARNING OBJECTIVES :**

- Develop a strategic perspective based on a solid understanding of management foundations and techniques
- Implement responsible management in international business negotiation (RESPONSIBLE)

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

By the end of the module the students should:

1. Understand time value of money
2. Value stocks and bonds
3. Assess risk and return of financial assets
4. Evaluate investment projects
5. Estimate a corporation's cost of capital
6. Assess a corporation's optimal capital structure
7. Explain how a corporation's capital structure impact on investment decisions

**TOPICS COVERED :**

Financial statements and financial statement analysis  
Time value of money  
Basics of bond and stock valuation  
Valuation of financial assets  
Capital investment decisions  
Risk and return, portfolio management  
Capital structure decision

**RESEARCH-LED TEACHING :**

The students are provided as additional readings with both academic papers as well as articles from industry journals such as FT and/or consulting reports.

Examples: Milton Friedman, The Social Responsibility of Business Is to Increase Its Profits

The New York Times Magazine, September 13, 1970; Martin Wolf, Milton Friedman was wrong on the corporation, Financial Times, December 8, 2020

**CSR AND SUSTAINABLE DEVELOPMENT GOALS :**

We discuss the stakeholder view versus shareholder view with respect to financial management's key objective and implications for responsible management and sustainability.

**CSR NB HOURS :**

1

**SUSTAINABLE DEVELOPMENT GOALS COVERED :**

- 09 - Industry, Innovation and infrastructure
- 13 - Climate action

**TEACHING METHODS :**

Lectures will be employed to emphasise theoretical concepts and analytical methods.

In-class exercises and case studies will complement the lectures.

Students are required prior to the sessions to refer to chapters in the textbooks and additional readings assigned for each session. Students are greatly encouraged to follow the financial press on a regular basis, such as FT and WSJ, and check web sites such as Bloomberg, Dow Jones, Reuters.

**METHODS OF ASSESSMENT :**

Continuous/Final	Group/Individual	Assessment	Weight	Duration	ILOs assessed
Continuous	Individual	Quiz	40%	TBA	1-7
Final	Individual	Final written exam	60%	2 H	1-7

**Assessment 1 details:**

Continuous assessments are small multiple choice exams testing understanding of the basic concepts and ability to use key tools of analysis.

There will be multiple quiz exams, accounting for 40 percent in total of the overall grade.

**Assessment 2 details:**

Final exam is a classical written exam with an emphasis on problems testing if the students can explain and/or comment on their solutions/findings.

**ACADEMIC INTEGRITY :**

This section contains the Academic Integrity statement of Rennes School of Business. This is an accreditation requirement and as such the syllabus – representing the contract between the institution and the student – must provide and clearly outline the basis for disciplinary action in case of misbehavior.

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 :**

Required textbook:

Ross, S.A., Westerfield, R.W., and Jordan B.D. (RWJ). Fundamentals of Corporate Finance. (12th edn). McGraw-Hill.

**Additional Reading**

Optional textbook

Berk, J. and P. DeMarzo. Corporate Finance. (4th edn). Pearson. [eBook <https://vu.fr/7OFP>].

Keown, A.J., Martin, J.D. and Petty, J.W. Foundations of Finance. Pearson.

Any other introductory finance textbook in the library with the title 'Corporate Finance' will be fine as well as other editions of the books listed above.

**MODULE PLAN SESSIONS :****Plan Session 01 :**

Course introduction,

The corporation and the financial environment

Financial management decisions,

The corporation,

The goal of financial management,

Financial market system and financing of business.

RWJ, Ch 1

**Plan Session 02 :**

Review of financial statements and financial statement analysis

Review of financial statements,

Financial analysis

RWJ, Ch 2, Ch 3

**Plan Session 03 :**

Time value of money

Mechanics of compounding and bringing back the value of money to present,  
PV of uneven stream of payments, Annuities,  
Perpetuities.  
RWJ, Ch 5, Ch 6

**Plan Session 04 :**

Investment decision analysis

Valuing projects,  
Capital investment decision analysis.  
RWJ, Ch 9, Ch 10

**Plan Session 05 :**

Valuation of financial assets I

Basic process for valuation of assets,  
Bond features and types of bonds,  
Bond valuation,  
Characteristics of common stocks,  
Common stock valuation.  
RWJ, Ch 7, Ch 8

**Plan Session 06 :**

Valuation of financial assets II

Basic process for valuation of assets,  
Bond features and types of bonds,  
Bond valuation,  
Characteristics of common stocks,  
Common stock valuation.  
RWJ, Ch 7, Ch 8

**Plan Session 07 :**

Risk and return

Risk and rates of return: definition and measurement  
Risk and diversification  
RWJ, Ch 13

**Plan Session 08 :**

Cost of capital and Capital structure policy, I

Cost of capital,  
Financial leverage,  
Capital structure policy  
RWJ, Ch 14, Ch 16

**Plan Session 09 :**

Cost of capital and Capital structure policy, II  
Recap.

Cost of capital,  
Financial leverage,  
Capital structure policy  
RWJ, Ch 14, Ch 16



## SYLLABUS

SC501E\_1\_0108\_22

### Introduction to Supply Chain Management

ACADEMIC AREA	: SUPPLY CHAIN MANAGEMENT AND INFORMATION SYSTEMS
PROGRAMME	: MSC GBM / MSC SCM / MSC SCM JAN / PGTC
PERIOD	: FALL
COORDINATOR	: Dr. Ramzi HAMMAMI
INSTRUCTOR(S)	: Dr. Imen NOUIRA Dr. Ramzi HAMMAMI
CONTACT HOURS	: 27 hours
STUDY TIME	: 120 hours (Class preparation, homework and assessments)
CREDITS	: 6.0 ECTS

#### PRE-REQUISITE MODULES :

No specific requirements

#### MODULE DESCRIPTION :

#### CONTRIBUTION TO PROGRAMME LEARNING OBJECTIVES :

- Demonstrate a key expertise and a deep understanding of the concepts, methods and techniques in supply chain management to provide value to the business community.
- Develop a strategic perspective based on a solid understanding of management foundations and techniques
- Integrate diversity and globalization in the practice of management (GLOBAL)

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

1. Understand the different supply chain activities
2. Elaborate and update the production planning by using MRP
3. Elaborate the production plan
4. Calculate the different Kanban parameters and understand how to implement a KanBan system
5. Use AHP in order to select suppliers

#### TOPICS COVERED :

- . Supply chain concepts
- . Push and pull systems
- . MRP/II
- . Just in time
- . Purchasing and supplier selection

**RESEARCH-LED TEACHING :**

Research papers used to discuss and explain the supply chain concepts:

Hammami, R., Asgari, E., Frein, Y., & Nouri, I. (2022). Time-and price-based product differentiation in hybrid distribution with stockout-based substitution. *European Journal of Operational Research*, 300 (3), 884-901.

Hammami, R., Frein, Y., & Hadj-Alouane, A.B. (2008). Supply chain design in the delocalization context: Relevant features and new modeling tendencies. *International Journal of Production Economics*, 113 (2), 641-656.

Research papers used to discuss and explain the purchasing and supplier selection concepts:

Hammami, R., Temponi, C., & Frein, Y. (2014). A scenario-based stochastic model for supplier selection in global context with multiple buyers, currency fluctuation uncertainties, and price discounts. *European Journal of Operational Research*, 233 (1), 159-170.

Hammami, R., Frein, Y., & Hadj-Alouane, A.B. (2012). An international supplier selection model with inventory and transportation management decisions. *Flexible Services and Manufacturing Journal*. 24(1), 4-27.

**CSR AND SUSTAINABLE DEVELOPMENT GOALS :**

- Understand how the emergence of environmental concerns led to rethink the supply chain and purchasing practices.

- Introduce the course of green supply chain.

**CSR NB HOURS :**

2

**SUSTAINABLE DEVELOPMENT GOALS COVERED :**

- 09 - Industry, innovation and infrastructure
- 12 - Responsible consumption and production

**TEACHING METHODS :**

The teaching method is lectures combined with case studies and exercises.

The module provides students with tools than can be applied to real world situations such as the production plan and the JIT tools. Also, the module is based on real-world case studies.

**METHODS OF ASSESSMENT :**

Continuous/Final	Group/Individual	Assessment	Weight	Duration	ILOs assessed
Continuous	Group	Group project	40%		Just in time
Final	Individual	Final written exam	60%		All

**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 :**

-> Chopra, S. and Meindl, P. (2015). Supply Chain Management: Strategy, Planning and Operation. (6th edn). Upper Saddle River: Pearson Education. [eBook: <https://bit.ly/2W1CB8p>].

**Additional Reading**

->Hamami, R., Asgari, E., Frein, Y., & Nouri, I. (2022). Time-and price-based product differentiation in hybrid distribution with stockout-based substitution. *European Journal of Operational Research*, 300 (3), 884-901.

->Hamami, R., Frein, Y., & Hadj-Alouane, A.B. (2008). Supply chain design in the delocalization context: Relevant features and new modeling tendencies. *International Journal of Production Economics*, 113 (2), 641-656.

->Hamami, R., Temponi, C., & Frein, Y. (2014). A scenario-based stochastic model for supplier selection in global context with multiple buyers, currency fluctuation uncertainties, and price discounts. *European Journal of Operational Research*, 233 (1), 159-170.

->Hamami, R., Frein, Y., & Hadj-Alouane, A.B. (2012). An international supplier selection model with inventory and transportation management decisions. *Flexible Services and Manufacturing Journal*. 24(1), 4-27.

**MODULE PLAN SESSIONS :****Plan Session 01 :**

1 & 2 / General supply chain management concepts / NA

**Plan Session 02 :**

3,4 & 5 / Production plan and MRP / Case study 1

**Plan Session 03 :**

6 & 7 / JIT and Kanban / Class exercises

**Plan Session 04 :**

8 & 9 / Purchasing management, AHP / Case study 2







## SYLLABUS

SC503E\_0108\_22

### Procurement & Inventory Management

ACADEMIC AREA	: SUPPLY CHAIN MANAGEMENT AND INFORMATION SYSTEMS
PROGRAMME	: MSC SCM / MSC SCM JAN / PGTC
PERIOD	: FALL
COORDINATOR	: Mr. Oncu HAZIR
INSTRUCTOR(S)	: Mr. Oncu HAZIR
CONTACT HOURS	: 27 hours
STUDY TIME	: 120 hours (Class preparation, homework and assessments)
CREDITS	: 6.0 ECTS

#### PRE-REQUISITE MODULES :

Familiarity with basic notions of probability. MS Excel.

#### MODULE DESCRIPTION :

#### CONTRIBUTION TO PROGRAMME LEARNING OBJECTIVES :

- Demonstrate a key expertise and a deep understanding of the concepts, methods and techniques in supply chain management to provide value to the business community.

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

1. Identify the factors that affect demand and be able to use a variety of forecasting techniques to estimate future demand.
2. Illustrate the forecasting techniques with the help of MS Office.
3. Explain the role of inventory management across the various functions of the firm and within the broader context of the supply chain.
4. Use quantitative inventory models to make decisions.
5. Discuss how uncertainty impacts inventory systems and describe approaches to make inventory decisions when uncertainty is involved.

#### TOPICS COVERED :

- . Demand Forecasting
- . Inventory Management
- . Distribution Chain Optimization: case study

**RESEARCH-LED TEACHING :**

**CSR AND SUSTAINABLE DEVELOPMENT GOALS :**

**CSR NB HOURS :**

**SUSTAINABLE DEVELOPMENT GOALS COVERED :**

- 09 - Industry, innovation and infrastructure

**TEACHING METHODS :**

In this course, active and collaborative teaching methods are used. Class exercises cover a wide variety of forecasting and inventory management problems. Students work in groups in the class, refer to course material, discuss the topic and solve problems. Case studies require detailed analysis and they are designed to foster team work skills. Students are regularly given reading assignments and they are required to present the case studies in class.

**METHODS OF ASSESSMENT :**

Continuous/Final	Group/Individual	Assessment	Weight	Duration	ILOs assessed
Continuous	Individual	Work in class	60%	1 hour each	1-5
Continuous	Group	Group work	40%	20 minutes for each	1-5

**Assessment 1 details:**

Students need to solve several problems in class.

**Assessment 2 details:**

Case studies require detailed analysis and integration of the knowledge of several topics. The case study requires 1 week for preparation and 12-15 minutes presentation. Only presentation is required.

**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 :**

Ref 1. Nahmias, S. and Olsen T. L. (2015). Production and Operations Analysis. (7th edn). Waveland Press.

Ref 2. Heizer, J. and Render, B. (2016). Operations Management: Sustainability and Supply Chain. (12th edn). Pearson. [eBook <https://bit.ly/333Uze9>].

#### **Additional Reading**

Ref 3. Van Ryzin, G.J. 2001. 'Analyzing inventory cost and service in supply chains', Columbia Business School Press. [<https://bit.ly/3tLU1DE>]

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

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

Introduction and Course Overview, Ref 1: Ch. 1, Ref 2: Chp 1

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

Forecasting Model, Ref 2: Ch. 4

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

Forecasting Models: Exercises & MS Excel Application, Ref 1: Ch. 2  
Work in Class 1

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

Inventory Management: Basics and Deterministic Models, Ref 1: Ch. 4,  
Ref 2: Ch. 12

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

Inventory Management: Probabilistic Models, Ref 1: Ch. 5,  
Ref 3 (Article)

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

Inventory Management: Exercises & Applications, Work in Class 2

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

Case Study Presentations and Discussions

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

Procurement & Distribution Chain Optimization, Ref 1 Chp 6  
Ref 2: Ch. 13 & Supplement  
Work in Class 3

**Plan Session 09 :**

Case Study Presentations and Discussions



SYLLABUS
SC505E_0108_22
Coordination in Supply Chain Management

ACADEMIC AREA	: SUPPLY CHAIN MANAGEMENT AND INFORMATION SYSTEMS
PROGRAMME	: MSC SCM / MSC SCM JAN / PGTC
PERIOD	: FALL
COORDINATOR	: Mr. Oncu HAZIR
INSTRUCTOR(S)	: Mr. Oncu HAZIR
CONTACT HOURS	: 27 hours
STUDY TIME	: 120 hours (Class preparation, homework and assessments)
CREDITS	: 6.0 ECTS

**PRE-REQUISITE MODULES :**

It will be assumed that students have some knowledge of supply chain management.

**MODULE DESCRIPTION :**

**CONTRIBUTION TO PROGRAMME LEARNING OBJECTIVES :**

- Demonstrate a key expertise and a deep understanding of the concepts, methods and techniques in supply chain management to provide value to the business community.
- Demonstrate leadership, communication and teamwork skills
- Use interpersonal, leadership and communication skills to thrive from personal, professional and collective perspectives

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

1. Conceptualize supply chain designs, which are aligned with business models for manufacturing and service companies
2. Configure logistics networks and assess their performance impacts on efficiency and service levels
3. Design supply chain contracts for effective governance of supply chain relationships.
4. Evaluate alternate information sharing and lead time compression strategies, and supply chain coordination structures, and their organizational and performance implications.
5. Evaluate strategic alliances for logistics and retailer-supplier relationships, such as vendor managed inventory.
6. Determine when and how a supplier should be integrated into the new product development process.
7. Evaluate the risks and advantages of international supply chains.

**TOPICS COVERED :**

- . Business competition and corporation
- . Supply chain network design
- . Information sharing
- . Contacts

**RESEARCH-LED TEACHING :**

**CSR AND SUSTAINABLE DEVELOPMENT GOALS :**

**CSR NB HOURS :**

**SUSTAINABLE DEVELOPMENT GOALS COVERED :**

- 17 - Partnership for the goals

**TEACHING METHODS :**

In this course, active and collaborative teaching methods are used. Among these methods, in class exercises cover a wide variety of supply chain management problems. Students work in groups in the class, refer to course material, discuss the topic and solve problems. Whereas, case studies require detailed analysis and integration of the knowledge of several chapters. Case studies are also designed to foster team work skills. Students are regularly given reading assignments and they are required to present the case studies in class.

**METHODS OF ASSESSMENT :**

Continuous/Final	Group/Individual	Assessment	Weight	Duration	ILOs assessed
Continuous	Group	Group work	40%	20 minutes for each	1-7
Continuous	Individual	Work in class	60%	60 minutes each	1-7

**Assessment 1 details:**

Case Study Presentation: Case studies require detailed analysis and integration of the knowledge of several topics. The case study requires 1 week for preparation and 12-15 minutes presentation. Only Presentation is required.

**Assessment 2 details:**

Students need to solve problems in class.

**ACADEMIC INTEGRITY :**

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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 :**

-> Ref 1. Simchi-Levi D., Kaminsky P., Simchi-Levi E. (2007). Designing and Managing the Supply Chain. McGraw-Hill.

-> Ref 2. Chopra, S., and Meindl, P. (2018). Supply Chain Management: Strategy, Planning & Operation. (7th edn). Pearson Education. [eBook <https://bit.ly/39FyMg2>].

#### **Additional Reading**

-> 1. Van Ryzin, G.J., 2001. Analyzing inventory cost and service in supply chains. Columbia Business School Press. [<https://bit.ly/3tLU1DE>]

-> 2. Lee, H.L. and Billington, C., 1992. Managing supply chain inventory: pitfalls and opportunities. Sloan management review, 33(3), p.65.

-> 3. Lee, H.L., Padmanabhan, V. and Whang, S., 1997. The bullwhip effect in supply chains. Sloan management review, 38(3), p.93.

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

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

1 / Introduction and Course Overview / Ref 1: Ch. 1 ; Ref 2: Ch 1

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

2 / Uncertainty in Supply Chains and Inventory Management / Ref 1: Ch. 2 ; Article 1

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

3 / Risk Pooling Strategies / Ref 2: Ch 12&13 ;

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

4 / Ordering Policies and Supply Contracts / Ref 1: Ch. 4 ; Work in Class 1;

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

5 / Bullwhip Effect and the Value of Information in Supply Chains / Ref 1: Ch. 5 ; Article 2 & 3 ; Work in Class 2

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

6 / Information Sharing and Cooperative Practices /Case Presentation ;

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

7 / Network Design and Planning / Ref 1: Ch. 3 ; Ref 2: Ch 4 ; Work in Class 3



**Plan Session 08 :**

8 / Distribution Networks and Strategies / Ref 2: Ch 5 ;

**Plan Session 09 :**

9 / Coordinating Product and Supply Chain Design / Ref 1: Ch. 11 ; Case Presentation



## SYLLABUS

SC514E\_0108\_22

### Sustainable Supply Chain & Green Logistics

ACADEMIC AREA	: SUPPLY CHAIN MANAGEMENT AND INFORMATION SYSTEMS
PROGRAMME	: MSC SCM / MSC SCM JAN / PGTC
PERIOD	: FALL
COORDINATOR	: Dr. Imen NOUIRA
INSTRUCTOR(S)	: Dr. Imen NOUIRA
CONTACT HOURS	: 13,5 hours
STUDY TIME	: null hours (Class preparation, homework and assessments)
CREDITS	: 3.0 ECTS

#### PRE-REQUISITE MODULES :

Basics in supply chain management, purchasin...

#### MODULE DESCRIPTION :

#### CONTRIBUTION TO PROGRAMME LEARNING OBJECTIVES :

-

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

On successful completion of this course the students will be able to:

1. Discuss the concepts, and principles that underlie sustainability in supply chains, reverse logistics and the environment.
2. Analyse the impact of logistics and different supply chain activities on the environment.
3. Appreciate the importance of reverse logistics and waste management issues in supply chain from the strategic perspective.
4. Determine the performance measures necessary to capture sustainable supply chain practices.
5. Explain and apply the environmental assessment methods, tools and international environmental standards such as ISO 14001, in supply chains.

#### TOPICS COVERED :

1. Introduction to Sustainable and Green Supply chain: Main concepts and definitions
2. Reverse logistics/Closed loop SC
3. Upward supply chain : a sustainable Purchasing strategy
4. Sustainability in forward SC activities

**RESEARCH-LED TEACHING :**

My teaching method will still be based on the use of research papers and practical cases in classes. I will use some of my research papers published the sustainability. They will be provided as reading materials to the students than will be discussed and analysed in class. Many other pioneer and interesting papers regarding Sustainable SC will be used.

**CSR AND SUSTAINABLE DEVELOPMENT GOALS :**

This module address timely and challenging problems of sustainability and how to make the industry more sustainable and green considering all the economic and industrial constraints. This module have a clear relevance in practice and fit with the CSR and Sustainable Development goals.

**CSR NB HOURS :**

13

**SUSTAINABLE DEVELOPMENT GOALS COVERED :**

- 07 - Affordable and clean energy
- 08 - Decent work and economic growth
- 09 - Industry, innovation and infrastructure
- 12 - Responsible consumption and production

**TEACHING METHODS :**

Typically classroom time will used in the following way:

- Lectures led by the course leader
- In-class project/cases linked to lectures.

Lectures are used to introduce the key concepts, topics, and techniques. Students will prepare a short report/analysis and present their findings.

**METHODS OF ASSESSMENT :**

Continuous/Final	Group/Individual	Assessment	Weight	Duration	ILOs assessed
Continuous	Group	Group work	40%	30 MINUTES	1,2,3
Final	Individual	Final written exam	60%	3 hours	1...5

**Assessment 1 details:**

a group of 4-5 students will select a subject or a case study (among different topics and case studies provided by the teacher) regarding sustainability. They will work together to prepare a presentation for 30 minutes. Students should provide the slides of the presentation.

**ACADEMIC INTEGRITY :**

Plagiarism is copying another's work or ideas. This includes sections (sentences, tables, diagrams) of books or articles, another participant'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 participant 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 :**

1. McKinnon, A. Browne, M. Whiteing, A. (2012). Green Logistics: improving the environmental sustainability of logistics. 2nd edition, London : Kogan Page. [eBook <https://bit.ly/3CGzkhT>]
2. Nidumolu, R., Prahalad, C. K., & Rangaswami, M. R. (2009). Why sustainability is now the key driver of innovation. Harvard business review, 87(9), 56-64. [ Article <https://bit.ly/3Aviu2G>]
3. Dixon, T., Eames, M., Britnell, J., Watson, G. B., & Hunt, M. (2014). Urban retrofitting: Identifying disruptive and sustaining technologies using performative and foresight techniques. Technological Forecasting and Social Change, 89, 131-144. [Article <https://bit.ly/3CJHBBu>]

**Additional Reading****MODULE PLAN SESSIONS :****Plan Session 01 :**

Introduction to Sustainable and Green Supply chain: Main concepts and definitions

**Plan Session 02 :**

Reverse logistics

**Plan Session 03 :**

Upward supply chain : a sustainable Purchasing strategy

**Plan Session 04 :**

Sustainability in forward SC activities

**Plan Session 05 :**

In class assessment - Presentation





SYLLABUS
MK536E_0108_22
Marketing of Innovation

ACADEMIC AREA	: MARKETING
PROGRAMME	: MSC INBD / MSC SDM / MSC SDM JAN / PGE / PGTC
PERIOD	: FALL
COORDINATOR	: Mr. Ronan JOUAN DE KERVENOEL
INSTRUCTOR(S)	: Mr. Florent RORTAIS Mrs. Sophie EMERIAU Mrs. Tunyaporn VICHENGIOR
CONTACT HOURS	: 27 hours
STUDY TIME	: 120 hours (Class preparation, homework and assessments)
CREDITS	: 6.0 ECTS

**PRE-REQUISITE MODULES :**

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

**MODULE DESCRIPTION :**

**CONTRIBUTION TO PROGRAMME LEARNING OBJECTIVES :**

- Apply creative, innovative and entrepreneurial abilities in the context of strategic marketing
- digital marketing and communication.
- Develop a strategic perspective based on a solid understanding of management foundations and techniques

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

1. Explore marketing campaign possibilities when using innovative marketing platforms,
2. Explain the cycles of consumer adoption of innovations and the obstacles to accelerating the rate of adoption,
3. Identify the marketing advantages of successful innovative companies, and the key success factors of top-rated innovative products and services,
4. Evaluate the strengths and weaknesses of major business models in the marketplace and how marketers can contribute to successful developments,
5. Explore the potential of value in interaction co creation along the case of personal branding.

**TOPICS COVERED :**

- . The challenges of innovative marketing platforms,
- . The theory of adoption of innovations and factors that accelerate the rates of adoption,
- . The nature of innovation-based competitive advantages in the marketplace,
- . The different alternatives in terms of business models for innovative products and services,
- . The importance of value in interaction when marketing new products and services,
- . The dynamics of innovative industries.

**RESEARCH-LED TEACHING :**

**CSR AND SUSTAINABLE DEVELOPMENT GOALS :**

CRS development goals are addressed and discussed within the various cases.

**CSR NB HOURS :**

**SUSTAINABLE DEVELOPMENT GOALS COVERED :**

- 09 - Industry, innovation and infrastructure
- 11 - Sustainable cities and communities

**TEACHING METHODS :**

Lectures: These are designed to present key concepts to students, and discussion topics and exercises where applicable. The lectures also feature analytical exercises using short case studies and other learning simulators. No PowerPoint presentations are used. Students have access to teaching notes for each lecture at the end of the week. The teaching style is based on lively discussions, videos and hands-on materials. PRE-READING and active participation of students is therefore a fundamental element of the lectures. The content of the lectures will feature in the final examination.

. Case Studies: Students, in small groups, complete several case studies. For each case, a short report is required. Whenever possible, hands-on assignments prevail.

. Assignments: Students complete several hands-on assignments in groups. These assignments are designed to help them apply the concepts. The coursework assignments will be reported in the form of a presentation, video and reports.

Please note that all assignments require preparatory work outside of the classroom hours.

. Final exam is closed book, essay type over a range of small questions.

Students are REQUIRED TO REGULARLY READ the relevant article(s) and prepare questions prior to the class. Not reading the article and/or case will seriously reduce their understanding of the course contents and contribution to group work.

**METHODS OF ASSESSMENT :**

Continuous/Final	Group/Individual	Assessment	Weight	Duration	ILOs assessed
Continuous	Group	Group work	40%		all - 1 to 5
Final	Individual	Final written exam	60%	3hrs	all - 1 to 5

**Assessment 1 details:**

- 2 cases - - 2x10= 20% - to hand in, via Moodle, in group at the end of sessions
- 1 Industry presentation- through a historical review of one industry each group will show how the various models learned in the class where leveraged AND suggest some marketing tools that are appropriate for the communication of the 2-3 key innovation chosen (10%)
- 1 video -10% to be ready by the last session and available on YouTube - title as RSB -MK innovation: YOUR TUTO TITLE

**Assessment 2 details:**

1 case : 2 essay questions

#### **ACADEMIC INTEGRITY :**

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#### **BIBLIOGRAPHY :**

-> Mitra, J. (2017). The business of Innovation. Sage. [eBook <https://bit.ly/3yysRD5>]

-> see on Moodle for additional readings and reports

Classics:

-> Moore, G. (2004). Inside the tornado: Strategies for Developing, Leveraging, and Surviving Hypergrowth Markets, Harpercollins Publishers.

-> Christensen, Clayton M. (2011). The innovator's dilemma: The Revolutionary Book That Will Change the Way You Do Business. (Reprint). New-York: Harperbusiness. [eBook <https://bit.ly/3ywp4pM>].

#### **Additional Reading**

->Trott, Paul (2012). Innovation management and new product development. (5th edn). [S.I.]: Prentice Hall. -> Virden, T.W. (1995). Can This High-Tech Product Sell Itself?. Harvard Business Review, 73, 6, pp. 24-28. -> Gourville, J.T. (2006). Eager Sellers and Stony Buyers. Harvard Business Review, 84, 6, pp. 98-106.

-> Crossing the Chasm – A summary by Andersen.

-> A Summary of Crossing the Chasm – Linowes.

-> Andrew, J. and Sirkin, H. (2003). Innovating for Cash, Harvard Business Review, 81, 9, pp. 76-83.

-> Berry, L., Shankar, V., Parish, J., Cadwallader, S., & Dotzel, T. (2006). Creating New Markets Through Service Innovation, MIT Sloan Management Review, 47, 2, pp. 56-63.

-> Ramaswamy, V., & Ozcan, K. (2014). The co-creation paradigm. Stanford University Press.

-> Al Iannuzzi (2017). Greener Products: The Making and Marketing of Sustainable Brands. (2nd edn). CRC Press.

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

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

Session 1 / Introduction to the concepts of inventions and innovations. ; Introduction to marketing of innovations. ; Group formation and assignment. /

Reading: Can this High-Tech Product Sell Itself? - Viden - Harvard Business Review.

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

Session 2 / Marketing strategies using innovative platforms: - Internet. - Mobile. - Cross-media. - Digital advertising. ; Consumers' adoption behavior of innovations. /

Reading: Eager Sellers and Stony Buyers: Understanding the Psychology of New-Product Adoption - Gourville - Harvard Business Review.



Mini case: How Microsoft And National Geographic Got 3.5M Likes On International Women's Day

**Plan Session 03 :**

Session 3 / Diffusion of innovations: Consumer and business adoption of innovations.

Reading: Crossing the Chasm - A summary by Andersen. ; Further reading if students want to know more: ; A Summary of Crossing the Chasm - Linowes.

Case BMW drive now

**Plan Session 04 :**

Session 4 / Disruptive and sustaining innovations: Creating competitive advantages by disrupting the industry and creating market discontinuities.

Readings: Christensen

Case study: Netflix - Shih, Kaufman, Spinola - Harvard Business School

**Plan Session 05 :**

Session 5 / Finding sustainable business models for selling innovations.

Reading: Innovating for Cash - Andrew & Sirkin (BCG Partners).

Case Study: Ecoflora: Sustainable innovation in an emerging economy- Harvard Business School case study -

**Plan Session 06 :**

Session 6 / Marketing service innovations.

Reading: Creating New Markets Through Service Innovation - Berry - MIT Sloan Management Review.

discussion on links between disruptive and digital service innovations

**Plan Session 07 :**

Session 7 / Business to Government

Reading case study: Big Belly - complete analysis of all the concepts in the module + preparation Q&A for presentation and tuto video

**Plan Session 08 :**

Session 8 / Presentations of "industry innovation analysis". (7 minutes each group + questions)

**Plan Session 09 :**

Session 9 / Revision for final exam + marketing Tools (2Hrs)

YouTube tutorial Video assignment show case session (1Hr)



## SYLLABUS

MK546E\_1\_0108\_22

### Omni-Channel Consumer Behaviour

ACADEMIC AREA	: MARKETING
PROGRAMME	: MSC SDM / PGTC
PERIOD	: FALL
COORDINATOR	: Dr. Clara KOETZ
INSTRUCTOR(S)	: Dr. Clara KOETZ Dr. Marc PORTER
CONTACT HOURS	: 27 hours
STUDY TIME	: null hours (Class preparation, homework and assessments)
CREDITS	: 6.0 ECTS

#### PRE-REQUISITE MODULES :

A course equivalent to Marketing Fundamentals.

#### MODULE DESCRIPTION :

#### CONTRIBUTION TO PROGRAMME LEARNING OBJECTIVES :

-

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

After completing the module, students will be able to:

1. Demonstrate leadership, communication and teamwork skills in the analysis and application of consumer behaviour concepts and theories to marketing strategies and activities.
2. Analyse a marketing situation, proposing customer-centric strategies and activities based on omni-channel consumer behaviour theories and concepts to maximize the customer experience.

#### TOPICS COVERED :

The topics covered are based on the conception of a global and omni-channel consumer. The main themes are:

1. Principles of consumer behaviour,
2. Consumer information as a basis for marketing strategies and programmes,
3. External and internal determinants of omni-channel consumer behaviour,
4. Consumer decision making process integrating online and offline environments,
5. Customer experience, satisfaction, surprise, and delight.

**RESEARCH-LED TEACHING :**

Several peer-reviewed articles were used in the development of the module along different sessions. Some of these articles, with the corresponding content, are described below:

**Session 1:**

Customer insights: changes in consumer behaviour:

Grewal, D., Roggeveen, A. L. and Nordfalt, J. (2017) The Future of Retailing, *Journal of Retailing*, 93(1), 1-6.

**Session 2:**

Subculture of Consumption:

Schouten, J. W., & McAlexander, J. H. (1995). Subcultures of Consumption: An Ethnography of the New Bikers. *Journal of Consumer Research*, 22(1), 43–61.

**Session 6:**

Emotions:

Cuomo, M.T., Tortora, D., Festa, G., Giordano, A., Metallo, G. (2016) "Exploring Consumer Insights in Wine Marketing: An Ethnographic Research on #WineLovers". *Psychology and Marketing*, Vol. 33(12), pp. 1082–1090.

Matson-Barkat, S., Puncheva-Michelotti, P., Koetz, C., Hennekam, S. (2022) Destigmatisation through social sharing of emotions and empowerment: The case of disabled athletes and consumers of disability sports.

*Journal of Business Research*, 149, 77-84

Dias, P., Cavalheiro, R. (2022) The role of storytelling in the creation of brand love: the PANDORA case. *Journal of Brand Management*, p. 58-71.

**Session 8 :**

Self-concept:

Belk, R. (2013), 'Extended Self in a Digital World', *Journal of Consumer Research*, 40, October, pp. 477-500

Consumer Decision Process:

Stein, Alisha, and B. Ramaseshan, (2016) Towards the Identification of Customer Experience Touch Point Elements. *Journal of Retailing and Consumer Services* 30, May, 8–19..

**Session 9:**

Customer experience:

Beier, A., Harmeling, C., and Palmatier, R. (2019) Creating Effective Online Customer Experiences, *Journal of Marketing*, Vol. 83(2) 98-119.

Lemon, Katherine N., and Lemon, Katherine N., and Peter C. Verhoef. (2016) Understanding Customer Experience Throughout the Customer Journey. *Journal of Marketing* 80, no. 6 (November), 69–96.

**CSR AND SUSTAINABLE DEVELOPMENT GOALS :**

Responsible consumption is approached in session 7. Students are stimulated to analyse how to change consumers' attitudes towards green products and services and consume in a more sustainable way. For that, they will discuss the article The Elusive Green Consumer and work on the case study Beyond Meat: Changing Customer Behaviour in Food Consumption.

**CSR NB HOURS :****SUSTAINABLE DEVELOPMENT GOALS COVERED :**

- 12 - Responsible consumption and production

**TEACHING METHODS :**

The module applies a flipped learning methodology, where students prepare reading and activities in advance to present and discuss in class. The professor complements these activities with presentations and inputs.

**METHODS OF ASSESSMENT :**

Continuous/Final	Group/Individual	Assessment	Weight	Duration	ILOs assessed
Continuous	Group	Group work	40%	35 minutes	1

Final	Individual	Final written exam	60%	3 hours	2
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**Assessment 1 details:**

Article Critical Review + Managerial Application: In groups, students must prepare a critical review of an article. A critical review is the summarization and evaluation of the ideas and information in an article. It expresses the students' point of view in the light of what they already know on the subject and what is acquired from related texts. Reviewing critically means thinking carefully and clearly and taking into consideration both the strengths and weaknesses in the material under review. Try to prioritize the customer perspective and use customer behavior theories from the book and other sources in your analysis.

Also, students are asked to develop a managerial application of the concept proposed in the article. For that, they must choose a company that is preferably considered as an example in the application of this concept and present it as a short case study (highlighting the strategy and activities developed by the company that are related to the concept). Students must also emphasize how the application of this concept is important for the competitiveness of the company. If they do not find a company using the concept in a proper way, they can present a fictitious company and describe in details how it could apply this concept.

The presentation must take 25 minutes + 10 minutes discussion. All students in the group must participate of the presentation. The presentations start at 8hs20 in the morning and 13hs20 in the afternoon.

Please, hand in a printed copy of your presentation slides.

STUDENTS MUST READ ALL ARTICLES.

**Assessment 2 details:**

Students will be asked to analyze one or two short case studies with basis on consumer behavior concepts and theories. They must be able to make the connection between the theory they learned in class and practical business situations involving consumer behavior. For that, they are expected to explain the required concepts, justify the use of the concepts they chose, and propose changes or a solution for the situation.

**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 :

Hawkins, D. I., Mothersbaugh, D. L., Best, R. J. (Latest Edition) Consumer Behavior: Building Marketing Strategy. McGraw-Hill.

### Additional Reading

#### Books:

Benartzi, S., Leher, J. (2015), *The Smarter Screen: Surprising Ways to Influence and Improve Online Behavior*, Penguin Random House LLC.

Berger, J. (2016) *Contagious, Why Things Catch On*. Simon & Schuster.

Berger, J. (2017) *Invisible Influence. The Hidden Forces that Shape Behavior*. Simon & Schuster.

Dahl, S. (2017) *Social Media Marketing – Theory and Applications*, Sage Publications, Thousand Oaks.

Gass, R. & Seiter, J. (2018) *Persuasion: Social Influence and Compliance Gaining*. Routledge.

Kotler, P., Kartajaya, H. and Setiawan, I. (2017) *Marketing 4.0: Moving from Traditional to Digital*, Wiley & Sons.

Sheth, J. N.; Sisodia, R. S. (2012), *The 4 A's of Marketing: Creating Value for Customers, Companies and Society*. Routledge.

Sweezy, M. (2020) *The Context Marketing Revolution: How to Motivate Buyers in the Age of Infinite Media*. Harvard Business Review Press.

Tuten, T. & Solomon, M. (2018) *Social Media Marketing*. Sage Publications.

#### Articles:

Argo, J., Dahl, D. (2020) Social Influence in the Retail Context: A Contemporary Review of the Literature, *Journal of Retailing*, 96(1), 25-39.

Bleier, A., Harmeling, C., and Palmatier, R. (2019) Creating Effective Online Customer Experiences, *Journal of Marketing*, Vol. 83(2) 98-119.

Belk, R. (2013), 'Extended Self in a Digital World', *Journal of Consumer Research*, 40, October, pp. 477-500.

Berger, J. (2021), Want your Ad to Go Viral? Activate these Emotions. Harvard Business Review, February.

Bettencourt, L. A., Pine II, B. J., Gilmore, J. H. Norton, D. W. (2022), *The New You Business – How to Compete on Personal Transformations*. Harvard Business Review, January-February.

Bianki, R., Cermak, M., Dusek, O. (2016) More than digital plus traditional: A truly omnichannel customer experience, McKinsey & Company.

Bojinov, I., Saint-Jaques, G., Tingley, M. (2020) Avoid the Pitfalls of A/B Testing. Harvard Business Review, March – April, p. 48-53.

Cuomo, M.T., Tortora, D., Festa, G., Giordano, A., Metallo, G. (2016) "Exploring Consumer Insights in Wine Marketing: An Ethnographic Research on #WineLovers". *Psychology and Marketing*, Vol. 33(12), pp. 1082–1090.

Dawar, N.; Bendle, N (2018) Marketing in the age of Alexa, Harvard Business Review, May-June, pp. 80-86.

Dias, P., Cavalheiro, R. (2022) The role of storytelling in the creation of brand love: the PANDORA case. *Journal of Brand Management*, p. 58-71.

Edelman, D. C., Abraham, M. (2022) Customer Experience in the Age of AI – The Case for Building 'Intelligent Experient Engines'. Harvard Business Review, March-April.

Edelman, D. C., Singer, M. (2015), 'Competing on Customer Journeys: You Have to Create New Value at Every Step'. Harvard Business Review, November, 88-100.

Fazio, R. H. (2007). Attitudes as object-evaluation associations of varying strength. *Social Cognition*, 25(5), 603–637.

Greeven, M. J., Xin, K., Yip, G. S., (2021) How Chinese Retailers Are Reinventing the Customer Journey: Five Lessons for Western companies. Harvard Business Review, September-October.

Grewal, D., Roggeveen, A. L. and Nordfalt, J. (2017) The Future of Retailing, *Journal of Retailing*, 93(1), 1-6.

Harrell, E. (2019) Neuromarketing - What You Need to Know, Harvard Business Review Special Issue, January 2019, pp. 64-70.

Koetz, C. (2021) Repenser l'expérience client dans le contexte du Covid», *Stratégies*, Access in [https://www.strategies.fr/blogs-opinions/idees-tribunes/4055964W/-repenser-l-experience-client-dans-le-contexte-du-covid-clara-koetz.html?fbclid=IwAR3h3PBcABn4Y18yJ8BTxXBtErQe1VyzgMyv6tsWkoUMtx6A6Ea15o\\_6Zxo](https://www.strategies.fr/blogs-opinions/idees-tribunes/4055964W/-repenser-l-experience-client-dans-le-contexte-du-covid-clara-koetz.html?fbclid=IwAR3h3PBcABn4Y18yJ8BTxXBtErQe1VyzgMyv6tsWkoUMtx6A6Ea15o_6Zxo)

Koetz, C. (2019), 'Managing the customer experience: a beauty retailer deploys all tactics', *Journal of Business Strategy*, Vol. 40 Issue: 1, pp.10-17.

Koetz, C.; Tankersley, J. (2016), 'Nostalgia in Online Brand Communities'. *Journal of Business Strategy*, 37, 3, 22-29.

Lemon, Katherine N., and Peter C. Verhoef. (2016) Understanding Customer Experience Throughout the Customer Journey. *Journal of Marketing* 80, no. 6 (November), 69–96.

Maechler, N.; Neher, K; Park, R. (2016) From Touchpoints to Journeys: Seeing the World as Customers Do. Mckinsey, March.

Matson-Barkat, S., Puncheva-Michelotti, P. Koetz, C., Hennekam, S. (2022) Destigmatisation through social sharing of emotions and empowerment: The case of disabled athletes and consumers of disability sports. *Journal of Business Research*, 149, 77-84.

Morey, T., Forbath, T., Schoop, A. (2015), 'Customer Data: Designing for Transparency and Trust', *Harvard Business Review*, May, 97 – 105.

Perloff, R. M. (2020) *The Dynamics of Persuasion* (Routledge Communication Series) (p. 341). Taylor and Francis.

Reinecke, K., Yeh, T., Miratrix, L., Mardiko, R., Zhao, Y., Liu, J., and Gajos, K. (2013). Predicting Users' First Impressions of Website Aesthetics with a Quantification of Perceived Visual Complexity and Colorfulness."In *Proceedings of the SIGCHI Conference on Human Factors in Computing Systems*, Paris, France, April 27 - May 2, 2013, 2049-2058. New York, NY: ACM Press.

Schouten, J. W., & McAlexander, J. H. (1995). Subcultures of Consumption: An Ethnography of the New Bikers. *Journal of Consumer Research*, 22(1), 43–61.

Stein, Alisha, and B. Ramaseshan, (2016) Towards the Identification of Customer Experience Touch Point Elements. *Journal of Retailing and Consumer Services* 30, May, 8–19.

Thomke, S. (2020) Building a Culture of Experimentation, *Harvard Business Review*. March-April, p. 40-48.

Van Den Driest, F., Sthanunathan, S. and Weed, K. (2016) Building an Insights Engine. *Harvard Business Review*, September, 64-74.

White, K., Hardisty, D., Habib, R. (2019), The Elusive Green Consumer. *Harvard Business Review*, July-August, p. 3-11.

Report:

PwC's 2021 Global Consumer Insights Pulse Survey.

#### MODULE PLAN SESSIONS :

##### Plan Session 01 :

###### TOPICS:

Introduction to omni-channel consumer behaviour.  
The concept of consumer behaviour; applications of consumer behaviour; marketing strategy and consumer behaviour.  
Customer value and value creation in marketing. The 4 A's of marketing: think like a customer.  
Customer insights: changes in consumer behaviour.

###### READING TO BE DONE BEFORE CLASS:

Customer insights survey 2021: The Global consumer: Changed for Good.

##### Plan Session 02 :

###### TOPICS:

External influences on consumer behavior:  
Cross-cultural variations in consumer behaviour: The concept of culture. Variations in cultural values. Cross-cultural marketing strategy.  
Sub-culture, sub-culture of consumption, tribes, virtual communities.

###### READING TO BE DONE BEFORE CLASS:

Bettencourt, L. A., Pine II, B. J., Gilmore, J. H. Norton, D. W. (2022), *The New You Business – How to Compete on Personal Transformations*. *Harvard Business Review*.

Mini case study —#NikeAirMaxDay: The Creation of a Social Brand Event

**Plan Session 03 :**

TOPICS:

External influences on consumer behavior:  
Social influence: Persuasion and compliance gaining.  
Demographics: generational marketing.  
Social class: luxury marketing.

READING TO BE DONE BEFORE CLASS:

Thomke, S. (2020) Building a Culture of Experimentation, Harvard Business Review.

Mini case study: Influencer Marketing

**Plan Session 04 :**

TOPICS:

Internal influences on consumer behavior:  
Perception: The nature of perception, attention, interpretation, perception, and marketing strategy.

READING TO BE DONE BEFORE CLASS:

Dawar, N.; Bendle, N (2018), 'Marketing in the age of Alexa'. Harvard Business Review.

Mini case study: Eataly.

**Plan Session 05 :**

TOPICS:

Internal influences on consumer behavior:  
Online information processing.  
Learning, memory and product positioning: Nature of learning and memory, learning under high and low involvement, learning, memory and retrieval, brand image and product positioning.

READING TO BE DONE BEFORE CLASS:

Harrell, E. (2019) Neuromarketing - What You Need to Know. Harvard Business Review.

**Plan Session 06 :**

TOPICS:

Internal influences on consumer behaviour.  
Motivation: the nature of motivation, motivation theory and marketing strategy. Personality: concept, the use of personality in marketing practice.  
Emotion: concept, emotions in marketing.

READING TO BE DONE BEFORE CLASS:

Berger, J. (2021) Want your Ad to Go Viral? Activate these Emotions. Harvard Business Review.

Dias, P., Cavalheiro, R. (2022) The role of storytelling in the creation of brand love: the PANDORA case. Journal of Brand Management, p. 58-71.

**Plan Session 07 :**

TOPICS:

Internal influences on consumer behaviour.  
Attitudes and influencing attitudes: attitude components, attitude change strategies.

READING TO BE DONE BEFORE CLASS:

White, K., Hardisty, D., Habib, R. (2019), The Elusive Green Consumer. Harvard Business Review.

Case Study:  
Beyond Meat: Changing Customer Behaviour in Food Consumption.

**Plan Session 08 :**

TOPICS:

Self-concept and lifestyle.  
Consumer decision process.  
The online buying process: the stages buyers go through in an online purchase. Omni-channel marketing: coordination of online and offline channels.

READING TO BE DONE BEFORE CLASS:

Greeven, M. J., Xin, K., Yip, G. S., (2021) How Chinese Retailers Are Reinventing the Customer Journey: Five Lessons for Western companies. Harvard Business Review.

**Plan Session 09 :**

TOPICS:

Edelman, D. C., Abraham, M. (2022) Customer Experience in the Age of AI – The Case for Building 'Intelligent Experient Engines'. Harvard Business Review.

Case Study:  
The Home Depot Inc.: A Digital Transformation for Customer Experience





## SYLLABUS

MK549E\_0108\_22

### Integrating Online and Offline Marketing Communications

<b>ACADEMIC AREA</b>	<b>: MARKETING</b>
<b>PROGRAMME</b>	<b>: MSC GBM JAN / MSC SDM JAN / PGTC</b>
<b>PERIOD</b>	<b>: FALL</b>
<b>COORDINATOR</b>	<b>: Mrs. Ljupka NAUMOVSKA</b>
<b>INSTRUCTOR(S)</b>	<b>: Mrs. Ljupka NAUMOVSKA</b>
<b>CONTACT HOURS</b>	<b>: 27 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 :

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

#### MODULE DESCRIPTION :

#### CONTRIBUTION TO PROGRAMME LEARNING OBJECTIVES :

- Demonstrate understanding of diverse and international business environments to apprehend the world complexity and make integrated decisions

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

1. Understand the conversion of business to strategic marketing objectives, the role of strategic marketing model - IMC: Integrated Marketing Communication and its evolving structure due to technological and digital evolution reflected through offline and online marketing communication.
2. Developing deep and profound knowledge of the evolved customers [buying persona model] through set of demographic and socio-psychographic characteristics as a platform for segmented targeting and media planning.
3. Fostering knowledge of offline media and their role in online dominated marketing setup.
4. Prompting understanding of strategically important social media and digital marketing in the context of progressive global business environment.
5. Developing skills to design and plan an integrated marketing strategy and integrated media plan of an online and offline channels.
6. Learning techniques for managing an integrated marketing campaign and cooperating with outsourced marketing agency.
7. Learning of the importance of Public Relations, Personal sales, Alternative Marketing as an integral part of IMC.
8. Applying ethics and Regulations to IMC Model and Marketing operations in general.

#### TOPICS COVERED :

1. Integrated Marketing Communication [IMC]: foundations, planning process, structure, elements and digital perspective
2. Targeting, consumer behaviour and segmentation within a framework of evolved IMC and understanding of the evolved customer
3. Brand management (brand elements, architecture and strategy)
4. Media: offline, online and integration with regard to the targeted segment and communication objectives
5. Digital Marketing and social media

6. Budgeting and budget allocation strategies
7. Advertising campaign management: planning, launching, monitoring, targeting, media planning and evaluating
8. Alternative marketing and it's importance in [G]IMC concept. Data driven marketing concepts, PR and Sales promotions
9. The importance of Ethics in Marketing and the means of Regulations.

**RESEARCH-LED TEACHING :**

**CSR AND SUSTAINABLE DEVELOPMENT GOALS :**

**CSR NB HOURS :**

**SUSTAINABLE DEVELOPMENT GOALS COVERED :**

- 05 - Gender equality
- 09 - Industry, innovation and infrastructure

**TEACHING METHODS :**

The module will mix lecturing sessions with variety of practical teaching techniques to ensure facilitative and inclusive learning of students. The techniques will include:

1. Case studies analyses, workshops and games / competitions to support learning theoretical sessions and enhance students professional and entrepreneurial mind set
2. Multimedia approach: scanning up to date global campaign and aligning the content with learning material (social media fan pages, mobile marketing, blogs, platforms)
3. Group discussions with critical analyses over real business scenarios
4. Instructor input and feedback, students' pre-reading, on-line and written material
5. Three types of interaction will be ensured for the purpose of efficient and proactive student engagement: a. Instructor – student  
b. Student – content  
c. Student – student.
6. Each student will be encouraged to be actively involved presenting individual or team project, critically discussing and peer evaluating
7. Each session will begin with diagnosis of learning from the previous session and or / presentation of the pre- reading material (flipped classroom)
8. Students will be encouraged to construct small learning groups for conducting the team projects and they will be asked to provide feedback on progress about their team project each week. The completed project will be presented and evaluated by the instructor and the peers in session 9
9. Elements composing the grading system: team assignment, individual report and proactive discussion during sessions
10. Respecting and promoting diversity and proactive inclusive learning will be important element of the methodology.

Further details and materials will be given during the class.

**METHODS OF ASSESSMENT :**

Continuous/Final	Group/Individual	Assessment	Weight	Duration	ILOs assessed
Continuous	Group	Work in class	15%	N/A	1, 2, 6
Final	Individual	Final written exam	60%	3h	2, 3, 4, 5, 6,
Continuous	Group	Group project	25%		all

**Assessment 1 details:**

Students will be assigned to give re-cap on the previous session.

**Assessment 2 details:**

The exam is set of questions guiding the students to create IMC campaign.

**Assessment 3 details:**

Starting from S3, students will be working in teams of 3-4 randomly elected members, throughout the teaching sessions (and home), and at the end of the final sessions the teams will be evaluated on their Group Projects - IMC Plan (developing communication objectives, buying persona, design of communication message and content, visuals), + Media Plan and + Budget allocation plan (templates will be provided). The elements of the Group Project will be thought during the module sessions, so that each module will be aligned with components of the Group Projects. The Team Projects will be delivered and presented by students teams on S9 and evaluated by the methodology of shared grades: 1)instructor and 2)peers. Beside the grading, written and oral feedback will be delivered by the instructor and peers. The grading and feedback will involve competitiveness and elements of gamification.

**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 :**

Books:

- Clow & Baack (2017). Integrated Advertising, Promotion, and Marketing Communications. (7th edn). Pearson Education. [eBook <https://bit.ly/3xWTzUj>].
- Sissors, J. and Baron R. (2010). Advertising Media Planning. (7th edn). McGraw-Hill. [eBook <https://bit.ly/3NrQmBV>]

**Additional Reading**

Books:

Moriarty, S., Mitchell, N. and Wells, W. (2018). Advertising & IMC: Principles & Practice. (11th edn). Pearson.

Kingsnorth, S. (2019). Digital Marketing Strategy: An Integrated Approach to Online Marketing. London: Kogan Page.

Smith, P. R. and Zook, Z., Taylor, J. (2019). Marketing communications: Integrating offline and online with social media. (7th edn). London: Kogan Page.

Smith & Taylor. (2016). Marketing Communications. (6th edn). Kogan Page.

Articles:

Amanda Zwerin, Theresa B. Clarke & Irvine Clarke III (2020) Traditional and Emerging Integrated Marketing Communication Touchpoints Used in Effie Award-Winning Promotional Campaigns, Journal of Promotion Management, 26:

2, 163-185, DOI: 10.1080/10496491.2019.1699626

Michael J. Valos, Vanya Louise Maplestone, Michael Jay Polonsky & Mike Ewing (2017) Integrating social media within an integrated marketing communication decision-making framework, Journal of Marketing Management, 33:17-18, 1522-1558, DOI: 10.1080/0267257X.2017.1410211

Websites / Blogs / Platforms:

<https://www.interbrand.com/>

<https://www.brandchannel.com/>

<https://adage.com/>

<https://www.marketingprofs.com/>

Further reading and references of important research articles and case studies will be given during the module sessions.

#### MODULE PLAN SESSIONS :

##### Plan Session 01 :

1 / Introduction: course outline, learning outcomes, methodology and structure.

Topics: Fundamentals of strategic communications; The emerging [digital] trends in Marketing Communications; IMC [Integrated Marketing Communication] Model.

// Clow & Baack (2017) ch: 1, 4 //

Pre-reading for S2: Case study on multi-generational marketing.

##### Plan Session 02 :

2 / Topics: Market segmentation by consumer group (targeting); Multigenerational segmentation; Consumer values and attitudes; Consumer buying behaviour (trends).

// Clow & Baack (2017) ch: 2, 3, 4 //

!Discussion of the pre-reading material: Case study on multi-generational marketing.

##### Plan Session 03 :

3 / Topics: Brand Management; Corporate Brand; Brand elements.

// Clow & Baack (2017) // ch: 1, 4.

In class team game / assignment on demographic and psychographic description [customer profile] of a consumer group (details will be delivered during module session)

!Pre-reading for S4: Sissors, J. and Baron R. (2010). Ch: 1, 6.

!Group project delivery assignment (small teams to work on throughout the module and deliver / present during final session).

##### Plan Session 04 :

4 / Topics: Media: offline – traditional media; Media planning strategy; Connecting media with consumer groups.

//Clow & Baack (2017). Ch: 7//

// Sissors, J. and Baron R. (2010). Ch: 1, 6, 10 //

!Individual exercise / homework: Developing media plans based on the case study of S2 - multi-generational

segmentation.

!Pre- reading for S5: Valos et al., Vanya Louise Maplestone, Michael Jay Polonsky & Mike Ewing (2017) Integrating social media within an integrated marketing communication decision-making framework.

**Plan Session 05 :**

5 / Topics: Online media – Social media; Social media platforms; Digital Marketing.

//Clow & Baack (2017). ch 8, 9//.

Case study: Instagram profile of Nike Woman.

**Plan Session 06 :**

6 / Topics: Marketing Budgeting; budget allocation strategies.

// Sissors, J. and Baron R. (2010). ch: 2, 3, 5// //Clow & Baack (2017). ch: 5//

!<Group project review>

**Plan Session 07 :**

7/ Topics: Designing advertising and media campaign; Integrating online and offline media (media planning); Monitoring and Evaluating campaigns.

//Clow & Baack (2017). Ch: 5, 6, 15//

// Sissors, J. and Baron R. (2010). Ch: 2, 10.//

!Individual Report: case based report to critically review real campaign of a global brand and offer additional or different solution(s) - (to be delivered on class).

**Plan Session 08 :**

8 / Topics: Data driven marketing concepts, PR and Sales promotions; The importance of Ethics in Marketing and the means of Regulations.

//Clow & Baack (2017). Ch: 11, 12, 13, 14//

!Team project final consultation (Q&A).

**Plan Session 09 :**

9/ Teams Projects Presentations - each team will pitch in limited time frame (max 10m).

Direct feedback & debriefing will be given to each team by 1) the instructor and by 2) the other peers following the <peer2peer> evaluation method.

Wrapping-up the Course & Final Conclusions.



SYLLABUS
IS513E_0108_22
Database for Direct Marketing and E-CRM

ACADEMIC AREA	: SUPPLY CHAIN MANAGEMENT AND INFORMATION SYSTEMS
PROGRAMME	: MSC SDM / MSC SDM JAN / PGTC
PERIOD	: FALL
COORDINATOR	: Mr. Michail BATIKAS
INSTRUCTOR(S)	: Mr. Michail BATIKAS
CONTACT HOURS	: 27 hours
STUDY TIME	: 120 hours (Class preparation, homework and assessments)
CREDITS	: 6.0 ECTS

**PRE-REQUISITE MODULES :**

Fundamentals of Marketing including Consumer behavior.

**MODULE DESCRIPTION :**

**CONTRIBUTION TO PROGRAMME LEARNING OBJECTIVES :**

- Demonstrate a key expertise and a deep understanding of specialized concepts, methods and techniques in strategic marketing
- digital marketing and communication to provide value to the business community.

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

1. Organize internally generated customer data.
2. Use external database.
3. Make data-driven decisions associated with the development, pricing, promotion and distribution of goods and services.
4. Understand the nature and concept of direct marketing and E-CRM.
5. Be able to apply key technologies, tools and techniques in direct marketing.
6. Online data analytics skills.

**TOPICS COVERED :**

- . Introduction: Direct Marketing, Data-driving Marketing and eCRM.
- . Analysing the market situation using direct marketing.
- . Objectives and Strategies within Direct Marketing.
- . Direct Marketing Implementation and Control.
- . E-CRM and guidelines for analytics in Consumer Relationship Management.

**RESEARCH-LED TEACHING :**

This is a relative technical course, but nevertheless, one of the sessions regarding privacy, is influenced by the research done by me and other research on the impact of the new privacy regulations.

**CSR AND SUSTAINABLE DEVELOPMENT GOALS :**

As said before, this is a relative technical course so it's very difficult to include content on CSR and Sustainable Development. However, nowadays online privacy can be considered as part of the CSR, and a discussion about privacy is included. In addition, there are political grassroots movements that want to recognize data rights as human rights.

**CSR NB HOURS :****SUSTAINABLE DEVELOPMENT GOALS COVERED :**

-

**TEACHING METHODS :**

The teaching approach will be based on lectures, case studies and seminar like discussions in which students will be asked to participate actively. Students will be expected to work through prepared case studies and articles. For presentation directly in class

**METHODS OF ASSESSMENT :**

Continuous/Final	Group/Individual	Assessment	Weight	Duration	ILOs assessed
Final	Individual	Final written exam	30%		1, 3, 4, 5, 6
Continuous	Group	Group project	30%		1, 2, 3, 6
Continuous	Individual	Study case	20%		3, 4
Continuous	Individual	Study case	20%		3, 4

**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 :**

-> Kumar V., Reinartz, W.J. (2018). Customer Relationship Management: Concepts, Strategy, and Tools. (3rd edn). Springer.

#### **Additional Reading**

1. Tapp, A., Whitten, I., and Housden, M. (2013). Principles of Direct, Database and Digital marketing. (5th edn). Pearson. [eBook: <https://bit.ly/3kfDeVrj>]
2. Jeffery, M. (2010). Data-Driven Marketing: The 15 Metrics Everyone in Marketing Should Know, John Wiley & Son. [eBook: <https://bit.ly/397gikMj>].

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

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

1 / Introduction to the concept of customer equity/value as a key aspect of customer relationship management (CRM). The role of CRM in the current business scenario. The link that connects CRM, database marketing and customer value. / Read relevant chapters from textbook Chapters 1 and 2

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

2 / The concepts related to Strategic CRM. The difference between strategic and functional CRM. Customer Analytics - Traditional Marketing Metrics, Customer Acquisition Metrics, Customer Activity Metrics, Popular Customer-based Value Metrics/ Read relevant chapters from textbook Chapters 3 and 5

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

3 / Customer Analytics - Traditional Marketing Metrics, Customer Acquisition Metrics, Customer Activity Metrics, Popular Customer-based Value Metrics / Read relevant chapter from textbook Chapter 5

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

4 / Customer Analytics - Strategic customer-based value metrics, Popular customer selection strategies, Techniques to evaluate alternative customer selection strategies / Read relevant chapter from textbook Chapter 6

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

5 / Discuss "The London Jets" Case Study

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

6 / Discuss "Harrah's" Case Study. The strategies involved in Operational CRM. This part discusses loyalty programs and the characteristics of an effective loyalty program / Read relevant chapter from textbook Chapter 10

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

7 / Discuss "GAP" Case Study. The impact of CRM on marketing channels./ Read relevant chapters from textbook Chapter 12

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

8/ Campaign Management. Customer Privacy Concerns and Privacy Protective Responses / Read relevant chapters from textbook Chapters 11 and 14



**Plan Session 09 :**

9 / Project presentations & Discussion



SYLLABUS
MK558E_0108_22
Digital Marketing and Branding

ACADEMIC AREA	: MARKETING
PROGRAMME	: MSC SDM / MSC SDM JAN / PGTC
PERIOD	: FALL
COORDINATOR	: Dr. Pradeep Kumar DIVAKARAN PONNAMMA
INSTRUCTOR(S)	: Dr. Pradeep Kumar DIVAKARAN PONNAMMA
CONTACT HOURS	: 27 hours
STUDY TIME	: 120 hours (Class preparation, homework and assessments)
CREDITS	: 6.0 ECTS

**PRE-REQUISITE MODULES :**

Fundamentals of Marketing including Branding.

**MODULE DESCRIPTION :**

**CONTRIBUTION TO PROGRAMME LEARNING OBJECTIVES :**

- Demonstrate a key expertise and a deep understanding of specialized concepts, methods and techniques in strategic marketing
- digital marketing and communication to provide value to the business community.

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

By the time the students finish the course, they should be able to;

1. Evaluate the relevance, advantages, and challenges of digital platforms and digital media to marketing.
2. Evaluate techniques for reviewing the importance of different actors in the micro and macro environment in the development of digital marketing strategy.
3. Relate the digital marketing strategy to marketing and business strategy.
4. Assess how to integrate social and mobile interactions for customer relationship management.
5. How to build brands in the digital world.
6. Appreciate the importance of consumer insights, differentiation, brand promise and clear brand voice for successful online branding.

**TOPICS COVERED :**

- . Online market place analysis: Micro and Macro-environment,
- . Identifying opportunities and threats arising from digital technology platforms,
- . Develop an Online Presence
- . Digital marketing strategies including situation analysis, strategic goal setting, strategy formulation and tactics, and implementation and control
- . Delivering online experience,
- . Building brands in the digital world,
- . Delivering brand promise.

**RESEARCH-LED TEACHING :**

**CSR AND SUSTAINABLE DEVELOPMENT GOALS :**

**CSR NB HOURS :**

**SUSTAINABLE DEVELOPMENT GOALS COVERED :**

- 09 - Industry, innovation and infrastructure
- 10 - Reduced inequalities
- 12 - Responsible consumption and production
- 13 - Climate action

**TEACHING METHODS :**

This module will be taught using traditional and contemporary methods. Lecturing will be a major part of the teaching method, where students are presented with facts and fundamental knowledge on the subject. PowerPoint tools will be used for this purpose. Apart from lecturing, demonstration will be a part of the teaching method where examples and short cases will be used to explain the facts, concepts, or theories. Students will also be a part of the teaching and learning process, wherein students divided into teams, will present research articles to fellow students in the class and explain and discuss the concepts and models. Collaborative work will be a major part of the learning process, where students assigned into teams, will analyze digital strategies of companies and make recommendations and make presentations over the course of 9 sessions.

Technologies and other instructional materials such as the internet, audios and/or videos, PowerPoint, case studies, etc., will be used by teacher and students for teaching and learning. In addition, debates, quizzes, panel discussions, etc., will also form part of the teaching and learning process in the class. Gameplay will be used for quizzes, where one group of students will be quizzing another group. Students will work on creating a digital marketing strategy for existing companies (which will be selected by students themselves) which do not have a (well established) online presence, and it includes creating a new website using free online tool kits like wix.com or Google sites or any other similar platform, and also utilizing other tools such as social networks, apps, etc., for as part of their digital marketing strategy which depends on the context of their chosen companies.

**METHODS OF ASSESSMENT :**

Continuous/Final	Group/Individual	Assessment	Weight	Duration	ILOs assessed
Continuous	Group	Group project	35%	1 hour (see details)	1 to 6
Final	Individual	Final written exam	65%	3 hours	1 to 6

**Assessment 1 details:**

Continuous Assessment (Group work) = 35 % weightage (i.e., 30% for company project + 5% for article presentation).  
Students will be divided into small teams during their 1st lecture for a group project related to real-world companies and

each team will work on this project continuously over the entire period of this module and they will present their work during the final session (ILOs tested 1, 2, 3, 4, 5, 6). In this project, students will work on creating a digital marketing strategy for existing companies (which will be selected by students themselves) which currently do not have any (well established) online presence. The student will make a final presentation of this company project on the last session of the course (for 20-30 minutes depending on number of teams), and this accounts for 30% of their grade. Apart from this project, each team will also present 2 articles for 5% grade (for 30 minutes), and the date and time of this article presentation will be informed in the class on their first day.

**Assessment 2 details:**

After the completion of this course, students will appear in a final individual written exam (65% grade). The final exam includes 1 or few conceptual questions referring to the lectures and, or one case study = 65%

(ILOs tested 1, 2, 3, 4, 5, 6)

**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 teamwork in which you have not participated or let a student who has not participated add his/her name to work is also considered as an offense and will lead to disciplinary action for all involved.

Plagiarism in any assessed work (continuous assessment, final individual report, and projects) is considered as 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 :**

• Chaffey, D. and Ellis-Chadwick, F. (Latest edition). Digital Marketing: Strategy, Implementation and Practice. Harlow, Pearson Education. [eBook: <https://bit.ly/3OWhVny>].

• Damian R. and Calvin J. (2020). Understanding Digital Marketing: Marketing Strategies for Engaging the Digital Generation. (5th edn). Kogan Page limited. [eBook 3rd edn: <https://bit.ly/3JlPFaN>].

**Additional Reading**

ADDITIONAL READING:

Useful Books.

• Adamson, A. P. (2009). BrandDigital: Simple Ways Top Brands Succeed in the Digital World, Palgrave Macmillan. [eBook: <https://bit.ly/3bpFmYS>].

• Harden, Leland and Heyman, Bob (2009). Digital Engagement: Internet Marketing That Captures Customers and Builds Intense Brand Loyalty, Amacom. [eBook: <https://bit.ly/31nAFTZ>].

• Daniel, Elizabeth and Wilson, Hugh et al. (2001). Marketing strategy in the digital age: Exploiting e-commerce in your business, Pearson Education.

#### Journal Articles Sample.

• Sahni, N. S., Wheeler, S. C., & Chintagunta, P. (2018). Personalization in Email Marketing: The Role of Noninformative Advertising Content. *Marketing Science*, 37(2), 236-258.

• Zhang, X. I., Kumar, V., & Cosguner, K. (2017). Dynamically Managing a Profitable Email Marketing Program. *Journal of Marketing Research (JMR)*, 54(6), 851-866.

• Stocchi, L., Guerini, C., & Michaelidou, N. (2017). When Are Apps Worth Paying For? How Marketers Can Analyze The Market Performance of Mobile Apps. *Journal of Advertising Research*, 57(3), 260-271.

• Gill, M., Sridhar, S., & Grewal, R. (2017). Return on Engagement Initiatives: A Study of a Business-to-Business Mobile App. *Journal of Marketing*, 81(4), 45-66.

• Shi, S. W., & Kalyanam, K. (2018). Touchable Apps: Exploring the Usage of Touch Features and Their Impact on Engagement. *Journal of Interactive Marketing*, 44, 43-59.

• Hsieh, Y.-C., Chiu, H.-C., Tang, Y.-C., & Lee, M. (2018). Do Colors Change Realities in Online Shopping? *Journal of Interactive Marketing*, 41, 14-27.

• VanMeter, R., Syrdal, H. A., Powell-Mantel, S., Grisaffe, D. B., & Nesson, E. T. (2018). Don't Just "Like" Me, Promote Me: How Attachment and Attitude Influence Brand Related Behaviors on Social Media. *Journal of Interactive Marketing*, 43, 83-97.

• Ilhan, B. E., Kübler, R. V., & Pauwels, K. H. (2018). Battle of the Brand Fans: Impact of Brand Attack and Defense on Social Media. *Journal of Interactive Marketing*, 43, 33-51.

• Kietzmann, J. A. N., Paschen, J., & Treen, E. (2018). Artificial Intelligence in Advertising: How Marketers Can Leverage Artificial Intelligence Along the Consumer Journey. *Journal of Advertising Research*, 58(3), 263-267.

• Huang, M.-H., & Rust, R. T. (2018). Artificial Intelligence in Service. *Journal of Service Research*, 21(2), 155-172.

• Ketelaar, P. E., Bernitter, S. F., van Woudenberg, T. J., Rozendaal, E., König, R. P., Hühn, A. E., et al. (2018). "Opening" location-based mobile ads: How openness and location congruency of location-based ads weaken negative effects of intrusiveness on brand choice. *Journal of Business Research*, 91, 277-285.

• Jun, S.-P., & Park, D.-H. (2016). Consumer information search behavior and purchasing decisions: Empirical evidence from Korea. *Technological Forecasting and Social Change*, 107, 97-111

• Pinto, M., & Yagnik, A. (2017). Fit for life: A content analysis of fitness tracker brands use of Facebook in social media marketing. *Journal of Brand Management*, 24(1), 49-67.

• Kim, S. J., Wang, R. J.-H., & Malthouse, E. C. (2015). The Effects of Adopting and Using a Brand's Mobile Application on Customers' Subsequent Purchase Behavior. *Journal of Interactive Marketing*, 31, 28-41.

**MODULE PLAN SESSIONS :**

**Plan Session 01 :**

Seminar Day 1:  
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MORNING SESSION - Seminar Day1: Introduction:

- Digital Technologies & Marketing Transformation.
- Digital Marketing Strategies.
- Digital Marketing Communication. /

Readings: Chaffey and Ellis-Chadwick: Ch-1.

- Team formation for final project and article presentations
- 

AFTERNOON SESSION - Seminar Day1: Online Market Place:

- Macro Environment.
- Micro Environment.

Readings: - Chaffey and Ellis-Chadwick: Ch-2 and Ch-3. ;

Team Presentations: Work in teams in the class.

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**Plan Session 02 :**

Seminar Day 2:  
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MORNING SESSION - Seminar Day2: Digital Marketing - Strategy development

- Why Strategic thinking for digital marketing?

Readings:

- Chaffey and Ellis-Chadwick: Ch-4.
- Damian and Calvin: Ch-2.

Team Presentations: Article presentation.

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AFTERNOON SESSION - Seminar Day2: Hub of Digital Marketing World

- Website. ;
- Email marketing.
- Social Media and online consumer engagement.

Readings: Damian and Calvin: Ch-3, 6 and 7.

Team Presentations: Article presentation.

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**Plan Session 03 :**

Seminar Day 3:  
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MORNING SESSION - Seminar Day3: Online PR and reputation management.

- Mobile marketing
- Affiliate marketing and strategic marketing.

Readings: Damian and Calvin: Ch-8 and 9.

Team Presentations: Article presentation.

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AFTERNOON SESSION - Seminar Day3: Importance of Online Branding:

- Gaining customer Insight.
- Differentiation.
- Delivering Brand promise.
- Clear Brand Voice.

Readings: Adamson (2009): Ch-1, 2, 3 and 5.

Team Presentations: Article presentation.

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**Plan Session 04 :**

Seminar Day 4:  
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MORNING SESSION - Seminar Day4: Building Brands in the Digital World.

- Marketing Mix and Relationship Marketing using the digital medium.

Readings: - Adamson (2009): Ch- 7, 8, 9 and 11. - Chaffey (2012): Ch-5 and Ch-6.

Team Presentations: Article presentation.

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AFTERNOON SESSION - Seminar Day4: Online Customer experience.

- Campaign planning.
- Marketing Communication using the digital medium.
- Performance Evaluation.

Readings: Chaffey and Ellis-Chadwick: Ch-7 and Ch-8, 9 & 10.

Team Presentations: Article presentation.

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**Plan Session 05 :**

Seminar Day 5:  
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MORNING SESSION - Seminar Day5: FINAL: Student (group work) presentation.

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SYLLABUS
MK542E_1_0108_22
Contemporary Brand Management

ACADEMIC AREA	: MARKETING
PROGRAMME	: MSC LMBM / MSC SDM / MSC SDM JAN / PGE / PGTC
PERIOD	: FALL
COORDINATOR	: Dr. Dildar HUSSAIN
INSTRUCTOR(S)	: Dr. Dildar HUSSAIN
CONTACT HOURS	: 27 hours
STUDY TIME	: 120 hours (Class preparation, homework and assessments)
CREDITS	: 6.0 ECTS

**PRE-REQUISITE MODULES :**

This is a Master level module. Students are expected to have previously studied basic module(s) in marketing. e.g., such as MK310 - Marketing Insights, Principles of Marketing, Fundamentals of Marketing or equivalent.

**MODULE DESCRIPTION :**

**CONTRIBUTION TO PROGRAMME LEARNING OBJECTIVES :**

- Demonstrate a key expertise and a deep understanding of specialized concepts, methods and techniques in strategic marketing
- digital marketing and communication to provide value to the business community.
- Develop a strategic perspective based on a solid understanding of management foundations and techniques
- Integrate diversity and globalization in the practice of management in luxury and in brand management (GLOBAL)

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

1. Critically evaluate and interpret the role of brands from company and consumer perspectives.
2. Demonstrate a critical level of understanding of current and future theories and practices of brand management.
3. Assess and evaluate the strategic process of building and sustaining brands.
4. Critical understanding of psychological, sociological and anthropological aspects of branding.
5. Analyse and apply brand management theories within products and services sector.
6. Develop effective international and global brand strategies.

**TOPICS COVERED :**

- . Introduction to Contemporary Brands
- . Brand Equity and Brand Valuation
- . Brand Building and Business Building
- . Brands as Strategic Assets
- . Brand Identity and Positioning
- . Brand Architecture
- . Brand Extension
- . Managing Brands across a Life Cycle

**RESEARCH-LED TEACHING :**

**CSR AND SUSTAINABLE DEVELOPMENT GOALS :**

**CSR NB HOURS :**

2

**SUSTAINABLE DEVELOPMENT GOALS COVERED :**

- 09 - Industry, innovation and infrastructure
- 12 - Responsible consumption and production

**TEACHING METHODS :**

The teaching and learning strategy will build on existing inter-dependent and independent learning skills. The module sessions will incorporate a variety of methods. The academic themes and knowledge base of the subject areas with the concepts and brand management practices will be presented in a lecture format. Seminar time will be devoted to analyse and critically interpret case studies and other current real-life examples. A key component of the learning process will be additional reading and private study to be carried out between taught sessions. Students are expected to come to class having completed the pre-reading and other assignments, thus allowing them to make a positive contribution to the classroom discussion. Students must have read at least one book in the suggested list by the end of the course. All these books are relevant to the ILO's.

This module is designed to provide an overview of brand management strategies and techniques applicable to a broad range of goods and services sectors. This module will build on the fundamentals of marketing and strategy in order to focus on the importance of brand management in the marketing process. Case studies and examples based on local and international brands will be discussed in the class.

**METHODS OF ASSESSMENT :**

Continuous/Final	Group/Individual	Assessment	Weight	Duration	ILOs assessed
Continuous	Individual	Quiz	10%		1,2,3,4,5,6
Continuous	Individual	Quiz	10%		1,2,3,4,5,6
Continuous	Group	Group project	20%		1,2,3,4,5,6
Final	Individual	Study case	60%	---	1,2,3,4,5,6

**Assessment 1 details:**

Quiz 1 will cover topics discussed in sessions 1, 2, and 3. The quiz will include multiple choice and true/false questions. The questions will test students' understanding of concepts and application of these concepts to real world situations. Further detailed instructions will be discussed in the class.

**Assessment 2 details:**

Quiz 2 will cover topics discussed in sessions 4 and 5. The quiz will include multiple choice and true/false questions. The questions will test students' understanding of concepts and application of these concepts to real world situations. Further detailed instructions will be discussed in the class.

**Assessment 3 details:**

Students will be divided into teams of 3-4 members. Each team will be expected to analyze and present a brand. The

students will choose a brand and will apply the concepts learned in the class to analyze the brand. As each brand is unique, each team will decide which concepts are most relevant and important to be discussed during the presentation. Some important rules for the presentations include the following points.

- Each team member is expected to equally participate in the whole project including data collection, analysis, preparation and delivery of the presentation, etc.
  - Teams are responsible for equal division of work among all team members.
  - Normally, the whole team will get the same grade. In case of any coordination issues, please contact the professor before the date of the presentation.
  - Each team will get 20-25 minutes for the presentation and up to five minutes for discussion.
- Further detailed instructions will be discussed in the class.

**Assessment 4 details:**

The final exam will be based on case study. The students will be expected to write and analyze a brand management case. The exam will explain the situation in details and gather sufficient information from publicly available resources. The students will use the case as basis for answering the questions. They will apply their knowledge to the situation presented in the case and will write their recommendations/suggestions/analysis as asked in the questions. Further detailed instructions will be discussed in the class.

**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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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 :**

Laforet, S. (Latest edition). Managing Brands: A contemporary perspective. McGraw Hill Higher Education.  
Keller, K. L. (Latest edition). Strategic Brand Management: Global Edition. Pearson Education. [eBook <https://vu.fr/Ta8N>]

**Additional Reading**

- > Kapferer, J-N (2012). The New Strategic Brand Management. (5th edn). Kogan Page. [eBook available].
- > Alden, D.A., Kelley, J.B., Riefler, P., Lee, J.A., Soutar, G.N. (2013). The Effect of Global Company Animosity on Global Brand Attitudes in Emerging and Developed Markets: Does Perceived Value Matter?, Journal of International Marketing, 21(2), 17-38.
- > Campos Franco, J., Hussain, D. & Mocoli, R. (2019): Luxury fashion and sustainability: looking good together. Journal of Business Strategy. In Press.
- > Cravens, S.K., and Guilding, C. (1999). Strategic Brand Valuation: A Cross functional Perspective, Business Horizons, 42(4), 53-62.
- > Cuneo, A., Milberg, S.J., Benavente, J.M., and Palacios-Fenech, J. (2015). The Growth of Private Label Brands: A Worldwide Phenomenon?. Journal of International Marketing, 23(1), 72-90.
- > Glynn, M.S. (2012). Primer in B2b Brand-Building Strategies with a Readers Practicum, Journal of Business Research, 65(5), 666-675.
- > Guo, X. (2013). Living in a Global World: Influence of Consumer Global Orientation on Attitudes Toward Global Brands from Developed Versus Emerging Countries. Journal of International Marketing, 21(1), 1-22.
- > Keller, K.L. (1993). Conceptualizing, Measuring, and Managing Customer-Based Brand Equity, Journal of Marketing, 57(1), 1-22.
- > Low, G.S. and Fullerton, R.A. (1994). Brands, Brand Management, and the Brand Manager System: A Critical-Historical Evaluation, Journal of Marketing Research, 31(2), 173-190.
- > Muzellec, L., and Lambkin, M.C. (2009). Corporate Branding and Brand Architecture: A Conceptual Framework, Marketing Theory, 9(1), 39-54.
- > Popoli, P. (2011). Linking CSR Strategy and Brand Image: Different Approaches in Local and Global Markets, Marketing

Theory, 11(4), 419-433.  
 -> Reyneke, M., SoroKacova, A., and Pitt, L. (2012). Managing Brands in Times of Economic Downturn: How Do Luxury Brands Fare?, Journal of Brand Management, 19, 457-46.  
 -> Rust, R.T., Ziethaml, V.A. and Lemon, K.N. (2004). Customer-Centered Brand Management, Harvard Business Review, 82(9), 110-118.  
 -> Spence, M., and Essoussi, L.H. (2010). SME Brand Building and Management: An Exploratory Study, European Journal of Marketing, 44(7/8), 1037-1054.  
 -> Stride, H., and Lee, S. (2007). No Logo? No Way. Branding in the Non-Profit Sector, Journal of Marketing Management, 23(1), 107-122.  
 -> Urde, M. (2003). Core Value-based Corporate Brand Building, European Journal of Marketing, 37(7/8), 1017-1040.  
 -> Volckner, F., and Sattler, H. (2006). Drivers of Brand Extension Success, Journal of Marketing, 70(2), 18-34.  
 -> Wood, L. (2000). Brands and Brand Equity: Definition and Management, Management Decision, 38(9), 662 - 669.  
 -> Yuri S., and Buchanan-Oliver, M. (2015). Luxury branding: the industry, trends, and future conceptualisations, Asia Pacific Journal of Marketing and Logistics, 27(1), 82 - 98.

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

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

Session 1 - Introduction to Contemporary Brands  
 Case Study 1  
 Readings: Laforet CH 1, Keller CH 1.

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

Session 2 - Brand Equity and Brand Valuation  
 Case Study 2  
 Readings: Laforet CH 2, Keller CH 2.

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

Session 3 - Brand Building and Business Building: Brands as Strategic Assets - Moving Up the Corporate Agenda  
 Case Study 3  
 Readings: Laforet CH 3, Keller CH 14. Laforet CH 4, Keller CH 3.

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

Session 4 - Brand Identity and Positioning  
 Case Study 4  
 In-class Test 1  
 Readings: Laforet CH 5, Keller CH 6.

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

Session 5 - Brand Architecture  
 Case Study 5  
 Readings: Laforet CH 6, Keller CH 11.

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

Session 6 - Brand Extension  
 Case Study 6  
 In-class Test 2  
 Readings: Laforet CH 7, Keller CH 12.

**Plan Session 07 :**

Session 7 - Managing Brands across a Life Cycle and Over Time  
Case Study7  
Readings: Laforet CH 8, Keller CH 13.

**Plan Session 08 :**

Session 8 - Group presentations and discussion

**Plan Session 09 :**

Session 9 - Group presentations and discussion



SYLLABUS
CR505E_0108_22
Sports and Tourism Management and Sustainable Development

ACADEMIC AREA	: MANAGEMENT AND ORGANIZATIONS
PROGRAMME	: MSC STM / PGTC
PERIOD	: FALL
COORDINATOR	: Dr. Jens BLUMRODT
INSTRUCTOR(S)	: Dr. Jens BLUMRODT Dr. Sarah HUDSON
CONTACT HOURS	: 27 hours
STUDY TIME	: 120 hours (Class preparation, homework and assessments)
CREDITS	: 6.0 ECTS

**PRE-REQUISITE MODULES :**

Knowledge in marketing and management fundamentals

**MODULE DESCRIPTION :**

**CONTRIBUTION TO PROGRAMME LEARNING OBJECTIVES :**

- Apply high standards of ethics and professional responsibility to positively contribute to business and society
- Implement responsible management in the context of Sports and Tourism industries (RESPONSIBLE)

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

In the end of the module the student will be able to:

1. understand the broader lines of sport, sport-tourism, and tourism-sport organizations management
2. understand the specificities of the sport and tourism sectors and the requirements for commitment, co-value creation, and societal responsibilities
3. discuss responsible business concepts and to develop creative ideas for an international perspective in tourism and sport
4. apply sustainability principles to analyse and develop sport and tourism management
5. develop and apply sustainable strategies for businesses

**TOPICS COVERED :**

1. Two human major sectors as a global phenomenon
2. Manage the broad scales of sports activities and sport entertainment
3. For-profit and nonprofit businesses management
4. Tourism news, sport tourism & tourism sport
5. Sustainable development, from the opportunity to be responsible
6. Activities and impact measurements
7. Business development - cases
8. CSR: ins and outs

**RESEARCH-LED TEACHING :**

Students will take some cases and studies to design concepts of theoretical frameworks. They get in addition the opportunity to synthesize and discuss some relevant, interesting, and readable academic articles in class groupwork and as homework.

**CSR AND SUSTAINABLE DEVELOPMENT GOALS :**

As CSR and sustainability are the keywords of this module; the students will get a broad as well as specific understanding of the leitmotif "doing good by going well". As these young students are sensitive for those issues, the content can be pushed far.

**CSR NB HOURS :**

15

**SUSTAINABLE DEVELOPMENT GOALS COVERED :**

- 03 - Good health and well-being
- 04 - Quality education
- 05 - Gender equality
- 09 - Industry, innovation and infrastructure
- 12 - Responsible consumption and production
- 16 - Peace, justice and strong institutions

**TEACHING METHODS :**

Teaching is based on lectures including video presentations and other useful teaching material; students class presentations, interactions with classmates, and other contribution, build fundamentals of knowledge coproduction. Students' active interactions necessitate readings, group work, student's and, or, group's presentations.

**METHODS OF ASSESSMENT :**

Continuous/Final	Group/Individual	Assessment	Weight	Duration	ILOs assessed
Continuous	Group	Essay	50%	non applicable	ILOs 1, 2, 3, 4
Final	Individual	Study case	50%	30mn-1H	ILOs 5

**Assessment 1 details:**

During session 3, groupwork topics are presented, discussed, and questions are provided for guidance. Students work outside of class on the cases, within their/the group/s, and prepare their presentation.

The written report / essay has to be handed before session seven

**Assessment 2 details:**

Student Presentations (Proposal for a sustainable sports or tourism activity or event)

**ACADEMIC INTEGRITY :**

Plagiarism is copying another's work or ideas. This includes sections (sentences, tables, and 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 :**

Desbordes, M. and Richelieu, A. (Eds.) (2019). International Sport Marketing: Issues and Practice, Routledge, [eBook <https://vu.fr/GoBlj>].

Fletcher, J., Fyall, A., Gilbert, D. and Wainhill, S. (2017). Tourism: Principles and practice. (6th edn) . Harlow: Pearson Education. [eBook <https://vu.fr/Alquj>]

Higham, J. and Hinch, T. (2018). Sport tourism development. (2nd edn). Channel view publications. [eBook previous edn <https://vu.fr/b11s>]

Kortmann, S., and Piller, F. (2016). "Open business models and closed-loop value chains: Redefining the firm-consumer relationship", California Management Review, Vol. 58 No. 3, pp. 88-108.

**Additional Reading**

Beech, J., and Chadwick, S. (Eds.). (2013). The business of sport management. (2nd edn). Pearson Education. [eBook: <https://bit.ly/3OhP4Kd>].

Chadwick, S., Chanavat, N. and Desbordes, M. (Eds.). (2016). Routledge handbook of sports marketing. Routledge. [eBook: <https://bit.ly/3IV23AG>]

Chanavat, N., Desbordes, M. and Lorgnier, N. (Eds.). (2017). Routledge Handbook of Football Marketing. Routledge.

**MODULE PLAN SESSIONS :****Plan Session 01 :**

First - Lecture and discussions

Preparation before classes: be able to discuss the widespread of "meanings of sport, amateur versus professional sports, Olympics"

Presentation:

Class and our vision of learning, an introduction;

DMOs (syllabi) explained;

Assignments, group work to be provided, explain the assessment 1 & 2

Topics:

Sport as global phenomenon

From practice to watching

From organisation to management



Heritage

Readings announced in class

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**Plan Session 02 :**

Second - Lecture and discussions

Topics:

Sports activities

Sport functions

Entertainment

Sport management

Readings announced in class

---

**Plan Session 03 :**

Third session - Lecture and discussions

Topics:

To be continued: Sports activities, entertainment, sport management

Readings announced in class

Explanation and preparation:

Assignment 1 (A1): subjects handed in

---

**Plan Session 04 :**

Fourth session – Lecture and discussions

Topics:

To be introduced: For-profit and nonprofit businesses, "what's bigger, biggest?!"

---

**Plan Session 05 :**

Fifth session - Lecture, discussions

Topics:

Tourism and new trends

Post covid and disaster impacts

Sport tourism & tourism sport

Sustainable development, from the opportunity to be responsible

Business development – set up my own business or business project

Question/answer (mfaq): Preparing A1

---

**Plan Session 06 :**

Sixth session - Assignment 1

Student Group Presentations and feedback on groupworks

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**Plan Session 07 :**

Seventh session

First part:

An introduction to sustainable development in Sports and Tourism  
The United Nations World Tourism Organization and sustainable development goals.  
How does sport contribute to the UN SDG's?  
Case study analysis: Qatar and the World Cup.

Debate: "Having the World cup in Qatar is sustainable."

Reading: <https://tourism4sdgs.org/>

---

**Plan Session 08 :**

Eighth session

Second part:

Circular business and stakeholder participation in Sports & Tourism.  
Kortmann & Piller (2016) Open Business Models and Closed-Loop Value Chains: Redefining the firm-consumer relationship.  
Class discussion: Preparation for "Untourist Amsterdam" case study. Analysis of case and preparation of final assignment.

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**Plan Session 09 :**

Ninth session - Presentations and assignment 2

Assignment 2

Student Presentations: Proposal for a sustainable sports or tourism activity or event

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## SYLLABUS

MK521E\_0108\_22

### Merchandising in Sports & Tourism Sectors

ACADEMIC AREA	: MARKETING
PROGRAMME	: MSC STM / PGTC
PERIOD	: FALL
COORDINATOR	: Dr. Marc PORTER
INSTRUCTOR(S)	: Dr. Marc PORTER
CONTACT HOURS	: 27 hours
STUDY TIME	: 120 hours (Class preparation, homework and assessments)
CREDITS	: 6.0 ECTS

**PRE-REQUISITE MODULES :**

Basic Marketing and knowledge of the SLT industries.

**MODULE DESCRIPTION :**

**CONTRIBUTION TO PROGRAMME LEARNING OBJECTIVES :**

-

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

1. Critically assess the role of merchandising within the context of the sports, leisure and tourism sectors,
2. Assess the profitability of merchandising activities and its financial contribution to SLT,
3. Plan a merchandising mix that enhances the SLT organization,
4. Appreciate the role of point of sale materials,
5. Evaluate merchandising propositions,
6. Appreciate the role of brand extension within merchandising activities,
7. Appreciate legal and ethical aspects of merchandising.

**TOPICS COVERED :**

- . Introduction - the merchandising process,
- . Designing and evaluating point of sale materials,
- . Merchandising by brand extension,
- . Online merchandising,
- . Product assortment, procurement and supply chain relationships,
- . Profitability impact assessment.

**RESEARCH-LED TEACHING :**

**CSR AND SUSTAINABLE DEVELOPMENT GOALS :**

**CSR NB HOURS :**

**SUSTAINABLE DEVELOPMENT GOALS COVERED :**

-

**TEACHING METHODS :**

The module will combine lectures with workshop sessions. It is planned to arrange a site visit to study an example of current best practice.

It is planned to include a case study visit to a local sports merchandising outlet (eg Stade Rennais).

**METHODS OF ASSESSMENT :**

Continuous/Final	Group/Individual	Assessment	Weight	Duration	ILOs assessed
Continuous	Group	Group project	40%	30 minutes	1 2 3 4 5
Continuous	Individual	Individual Analysis of case	60%	to be done at home	1 2 3 4 5 6 7

**Assessment 1 details:**

A detailed description will be given before class begins.

**Assessment 2 details:**

A comprehensive description will be given before class begins.

**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.

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#### **BIBLIOGRAPHY :**

-> Varley, R. (2014). Retail Product Management: Buying and Merchandising. (3rd edn). Routledge. [eBook: <https://vu.fr/kclB>].

#### **Additional Reading**

##### **Books:**

- > Berman, B. and Evans, J. (2017). Retail Management. (13th edn). Harlow: Pearson. [eBook: <https://bit.ly/3vvUtac>].
- > Palmer, A. (2014). Principles of Services Marketing. (7th edn). Maidenhead, McGraw-Hill.
- > Underhill, P. (2008). Why we buy: the science of shopping. New York: Simon and Schuster. [eBook on order].
- > Harvard Business Review (2008). Harvard Business Review on Retailing and Merchandising. Cambridge: Harvard University Press.

##### **Articles:**

The following sources are referred to in the module programme and can be found in the Publication Finder (Search - Publication Finder) from the Learning Center's website:

- > Davies, B.J. and Ward, P. (2005). Exploring the connections between visual merchandising and retail branding: An application of facet theory - International Journal of Retail & Distribution Management, Volume 33(9), Number 7, pp. 505-513.
- > Derry, Law, Wong, Christina and Yip, Joanne (2012). How does visual merchandising affect consumer affective response? An intimate apparel experience. European Journal of Marketing 46.1/2, pp. 112-133.
- > Gallayane, Yaoyuneyong, Foster, Jamye K., and Flynn, Leisa R. (2014). Factors impacting the efficacy of augmented reality virtual dressing room technology as a tool for online visual merchandising. Journal of Global Fashion Marketing 5.4, pp. 283-296.
- > Gottfredson, M., Pye, R. and Phillips, S., (2005). Strategic Sourcing: From Periphery to the Core, Harvard Business Review, Vol. 83 Issue 2, pp. 132-139.
- > Ha, Young, and Sharron J. Lennon. (2010). Online visual merchandising (VMD) cues and consumer pleasure and arousal: purchasing versus browsing situation. Psychology & Marketing 27.2, pp. 141-165.
- > Jayawardhena, Chanaka and Wright, Len Tiu (2009). An empirical investigation into e-shopping excitement: antecedents and effects. European Journal of Marketing, Vol. 43 Iss: 9/10, pp. 1171 - 1187.
- > Khakimjanova, Lola and Park, Jihye, (2005). Online visual merchandising practice of apparel e-merchants. Journal of Retailing and Consumer Services, Volume 12, Issue 5, pp. 307-318.
- > Kwon, H.H. and Armstrong, K.L. (2006). Impulse Purchases of Sport Team Licensed Merchandise: What Matters? Journal of Sport Management, Volume 20(1), pp. 12-19.
- > Lam, S.Y. and Mukherjee, A. (2005). The effects of merchandise coordination and juxtaposition on consumers' product evaluation. Journal of Retailing, Volume 81, Issue 3, 2005, pp. 231-250.
- > Law, Derry, Yip, Joanne, Wong, Christina W.Y. (2011). How does visual merchandising affect consumer affective response? An intimate apparel experience. European Journal of Marketing, Vol. 46 (1), pp. 23-35.
- > Olsen, Svein Ottar, and Skallerud, Kare (2011). Retail attributes' differential effects on utilitarian versus hedonic shopping value. Journal of Consumer Marketing, Vol. 28 (7), pp. 532 - 539.
- > Vinod, B., (2005). Retail revenue management and the new paradigm of merchandise optimisation. International Journal of Revenue and Pricing Management, Vol. 3, No. 4, pp. 358-368.

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

**Plan Session 01 :**

1 / Introduction - the merchandising process. : Defining merchandising, key stages in the merchandising process; Distribution and the supply chain. / Varley, Chapter 1 & 2. ;  
Minicase: Affinity credit cards for sports clubs.

**Plan Session 02 :**

2 / Designing and evaluating point of sale materials. : Retail store design; point of sale material; methods of evaluation. / Varley, Chapter 9 & 10.

**Plan Session 03 :**

3 / Product assortment and pricing. : Determining the product mix; key price points. / Varley, Chapter 3, 4 & 8.

**Plan Session 04 :**

4 / Communication and branding decisions. : Use of brand names by sports clubs etc to promote sales of goods; celebrity endorsement. / Varley, Chapter 4 & 11 ; Minicase: Can a sports club be a brand?

**Plan Session 05 :**

5 / Online merchandising. : Strategy and tactics for online merchandising; the use of customer databases. / Minicase: Amazon.

**Plan Session 06 :**

6 / Procurement and supply chain relationships. ; Product specification, ordering procedures, cash flow; Collaboration and power in supply chains; integrated supply chains. / Varley, Chapter 5 to 7 ; Minicase: Marks and Spencer supplier relationships

**Plan Session 07 :**

7 / Case study work and site visit. / NA

**Plan Session 08 :**

8 / Profitability impact assessment. : Measures of direct product profitability; direct and indirect costs and benefits. / Varley, Chapter 12.

**Plan Session 09 :**

9 / Case study presentations. : Review and reflection on course. / NA



## SYLLABUS

MK561E\_0108\_22

### Media Studies for Sports & Tourism Sectors

ACADEMIC AREA	: MARKETING
PROGRAMME	: MSC STM / PGTC
PERIOD	: FALL
COORDINATOR	: Mr. Philip BLOOM
INSTRUCTOR(S)	: Mr. Philip BLOOM
CONTACT HOURS	: 27 hours
STUDY TIME	: 120 hours (Class preparation, homework and assessments)
CREDITS	: 6.0 ECTS

#### PRE-REQUISITE MODULES :

Students are expected to have a good understanding of both the theory and the practice of current communication techniques and the different media.

#### MODULE DESCRIPTION :

#### CONTRIBUTION TO PROGRAMME LEARNING OBJECTIVES :

-

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

1. Analyze and critically evaluate the main theories and models relating to effective marketing communication.
2. Explain how media messages are produced, distributed and consider their impact.
3. Explain and evaluate the range of communication and media tools and techniques.
4. Based on the above, be able to develop a professional media communication strategy in relation to the sports and tourism industries.

#### TOPICS COVERED :

Media studies  
Integrated Marketing Communications  
Crisis Communication and the role of managers  
Communications and the circular process  
Public Relations  
Face to face negotiations  
Direct marketing  
Ethical issues related to the above in respect of sport and tourism

**RESEARCH-LED TEACHING :**

The course is based on analysing existing practices rather than research; however, there is scope for research on the comparison of the role of the media today compared to 10 and 20 years ago since the change is enormous and controversial with increasing censorship etc.

**CSR AND SUSTAINABLE DEVELOPMENT GOALS :**

The subject of sport and tourism leads to a discussion of some of the SDGs listed by UNESCO. 3 is obvious, 5 brings in the contentious trans rights issue, 10 is obvious like 3, 11 is vital in view of the controversies connected to the Qatar World Cup situation (for example) and 12 connected to any big sports or tourism event.

**CSR NB HOURS :**

2

**SUSTAINABLE DEVELOPMENT GOALS COVERED :**

- 03 - Good health and well-being
- 05 - Gender equality
- 10 - Reduced inequalities
- 11 - Sustainable cities and communities
- 12 - Responsible consumption and production

**TEACHING METHODS :**

This module involves exercises, student presentations and lectures. The principal method of instruction is lectures with group assignments and in-class cases to further the students' understanding of the challenges. Academic research is integrated through in-class discussions of articles published in peer-reviewed journals.

In normal times (not Covid), the sports and tourism sectors represent a substantial part of any modern economy and given the importance, it is logical that many students will pursue a professional career in these areas of business activity.

Strategy formulation will be based on practical examples from both public and private organisations from several different countries with different political and cultural systems.

**METHODS OF ASSESSMENT :**

Continuous/Final	Group/Individual	Assessment	Weight	Duration	ILOs assessed
Continuous	Group	Group project	25%	not relevant	All
Continuous	Individual	Work in class	15%	Not relevant	All
Final	Individual	Final written exam	60%	3 hours	All

**Assessment 1 details:**

This will take the form of both in class presentations and a written report.

Students choose a specific sport or leisure activity and the objective is to make recommendations concerning the management of the activity chosen taking into account both macro and micro factors and media attitudes to the activity concerned. Please note that grades are individual although the work is to be produced in groups.

The presentation with appropriate slides highlights the issues to be dealt and the report of about 4000 words (+/-10%) is an executive summary with recommendations. There is no need in the written summary to repeat the points made during the presentations or in the slides.



**Assessment 2 details:**

This involves questions on various aspects of the course with answers being both verbal during the classes and written completed as homework.

Grading will be based on the coherence of the recommendations rather than whether the answer is perceived as right or wrong. (It is not anticipated that multiple choice questions are asked at this level of studies.)

**Assessment 3 details:**

Students will answer from a limited choice of questions with grades depending on the coherence of recommendations in what is a swiftly changing environment. Sports and tourism are among the most affected by the current pandemic and media attitudes among the most changing in view of the role of the social media in these sectors.

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**BIBLIOGRAPHY :**

- > Media Textback Group (2014). Media Studies 101 – A Creative Commons Textbook  
<http://mediatextback.wordpress.com/> (not copyright, free downloading!)
- > Mallen C. and Adams, L. (2017). Event Management in Sport, Recreation and Tourism. (3rd edn). Routledge. [eBook: <https://rb.gy/4ng49j>].
- > Holloway J.C. and Humphreys C. (2019). The business of tourism. (11th edn). Pearson. [10th edn eBook: <https://rb.gy/5bft8j>].

**Additional Reading**

- > Belch, G. E. and Belch, M. A. (2015). Advertising & Promotion. (Global edn). McGraw-Hill.
- > Wells, W., Mitchell, N. and Moriarty, S. (2018). Advertising & IMC: Principles & Practice. (11th edn). Pearson Education.
- > Hartley (2012). Digital Futures for Cultural and Media Studies. Wiley-Blackwell. [eBook: <https://rb.gy/enf4>].
- > Hartley (2011). Communication, Cultural and Media Studies. (4th edn). Routledge. [eBook: <https://rb.gy/lzdhfu>].
- > Fraser P. S. (2019). The Practice of Public Relations. (14th edn). Pearson. [13th edn eBook: <https://rb.gy/wf4dtw>].
- > Shank, M. D. and Lyberger, M. R. (2014). Sports Marketing: a strategic perspective (5th edn). Routledge. [eBook: <https://rb.gy/ioduoq>].
- > Kotler, P. and Bowen, J. T. (2016). Marketing for Hospitality and Tourism. (7th edn). Pearson Education. [eBook: <https://rb.gy/9mfcuk>].
- > Tribe, J. (2015). The economics of recreation, leisure and tourism. (5th edn). Routledge. [eBook: <https://rb.gy/eb5xqk>].

## **MODULE PLAN SESSIONS :**

### **Plan Session 01 :**

#### 1/ Definitions of media studies

Understanding the role of the media in different international political and cultural contexts  
Importance of the media in influencing (or not) sports and leisure macro environments  
Media ownership, public and private and how this influences or not the message  
Different types of media: mainstream compared to social networks  
Media/press agencies repeating the same news or not - theories of the 'plot' and/or the 'mess'.

Case Studies: sports and tourism in countries affected by instability

### **Plan Session 02 :**

#### 2 / Changing trends in the traditional (mainstream) media

Circular communication, noise and buzz  
Qualitative and quantitative objectives of any campaign  
Institutional or specific campaigns  
Choice of 12 plans with variations  
Comparisons across countries and cultures  
The raison d'être of mainstream media today and potential scenarios

Case Studies: Animal 'sports', women's sport and the trans issue

### **Plan Session 03 :**

#### 3 / Changing trends in the social media

Application of the circular communication theory  
Noise and buzz or just noise?  
Are the risks worth the effort or is social media inevitable and desirable?  
Cancel culture: noise created or reduced?

Case Studies : extreme and e-sports

### **Plan Session 04 :**

#### 4 / Micro challenges when formulating strategy for sport and tourism

Management responsibility and choice of organisation  
Short, medium and long-term objectives  
Pros and cons of differentiation or following competitors' strategies;  
Establishing communication budgets according to objectives, good and bad methods

Case Studies: Jing Jiang international, railway tourism

### **Plan Session 05 :**

#### 5 / Targets and influencers

Originators, buyers, stakeholders, gatekeepers, innovators, deciders.  
6 groups of advertising media with rational, comparative and/or emotional themes  
Trends in the use of the choice of traditional and social media

Case Studies: Olympic Games, international cricket revolution

### **Plan Session 06 :**

#### 6 / Public Relations for external and internal publics:

Institutional campaigning, lobbying, press/media relations and events, sponsorship, patronage, foundations, donations, scholarships,  
community programmes, seminars, roundtables, think-tanks

Internal communication systems for staff or intermediaries, house magazines, awards and rewards, ideas boxes, meetings with managers, team-building, open days, sports and social events

Case Studies: Tour de France, roles of governments, municipalities and other public authorities

**Plan Session 07 :**

7 / Face to face negotiation and direct marketing campaigns

Choice of means and messages

B2b professional targets

B2c general public targets

Case Studies: Attraction Parks, fitness clubs

**Plan Session 08 :**

8 / How to rebound after Covid

Covid's impact on sport and tourism - permanent or temporary impact?

Which aspects most affected and different strategies to adapt

Consequences on different activities and countries

Covid, woke cancel culture and climate as recent international issues in sport and tourism

Direct marketing campaigns and objectives: keys to success, choices of means and messages - personal face to face negotiations and their relevance in SLT

Case Studies: The choice here is plethoric and will be decided according to current events

**Plan Session 09 :**

9 / sports and tourism future - project presentations and class debate



SYLLABUS
MK509E_0108_22
Tourism Marketing and Management

ACADEMIC AREA	: MARKETING
PROGRAMME	: MSC STM / PGTC
PERIOD	: FALL
COORDINATOR	: Mr. Olivier ABRAT
INSTRUCTOR(S)	: Mr. Olivier ABRAT
CONTACT HOURS	: 27 hours
STUDY TIME	: 120 hours (Class preparation, homework and assessments)
CREDITS	: 6.0 ECTS

PRE-REQUISITE MODULES :

None.

MODULE DESCRIPTION :

CONTRIBUTION TO PROGRAMME LEARNING OBJECTIVES :

-

MODULE INTENDED LEARNING OUTCOMES (ILOs) :

1. Identify environmental influences and key partners in these sectors.
2. Identify sustainability solutions for these sectors.
3. Develop a strategy for a tourism organisation.
4. Use marketing research tools and assess marketing research results.
5. Evaluate experience offers and analyse customers' experience.
6. Enhance service quality in a tourism business.
7. Analyse and enhance promotional, branding, distribution and pricing strategies in these sectors.

TOPICS COVERED :

The macro and micro environment of leisure and tourism sectors, with a special focus on networking, sustainability issues and trends.  
Researching consumer experiences , with a focus on the customer journey, interview techniques, focus groups and netnography.  
Value and meaning as desired outcomes of tourism experiences.  
From Services to Experiences: Co-creating Tourism Experience with customers: linking marketing, operations, service quality and human resource management in tourism organisations,  
Branding and engaging communications for leisure and tourism .  
Distribution Strategies for leisure and tourism  
Seasonality and demand management  
Pricing and yield management

**RESEARCH-LED TEACHING :**

**CSR AND SUSTAINABLE DEVELOPMENT GOALS :**

**CSR NB HOURS :**

**SUSTAINABLE DEVELOPMENT GOALS COVERED :**

-

**TEACHING METHODS :**

The course will include a combination of:

- Lectures with concrete examples
- Group exercises in class
- A group case study to prepare and present at the end of the course

**METHODS OF ASSESSMENT :**

Continuous/Final	Group/Individual	Assessment	Weight	Duration	ILOs assessed
Continuous	Group	Group project	40%		4,5
Final	Individual	Final written exam	60%		1,2,3,6,7

***Assessment 1 details:***

Students will work in small groups on a project to be provided and detailed by the professor when the class starts.

***Assessment 2 details:***

The final written exam will be an individual case study covering the main topics of the course.

**ACADEMIC INTEGRITY :**

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also considered as an offence and will lead to disciplinary action for all involved.  
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**BIBLIOGRAPHY :**

-> Kotler, Philip, Bowen, John T. (2016). Marketing for Hospitality and Tourism. (7th edn). Pearson Education. [eBook <https://bit.ly/3c52Umgj>].

**Additional Reading**

-> Palmer, A. (2014). Principles of Services Marketing. (7th edn). McGraw-Hill.

**MODULE PLAN SESSIONS :**

**Plan Session 01 :**

Introduction to tourism and tourism marketing.  
1/ Define tourism, tourists and tourism marketing.  
2/ The tourism environment and the structure of the tourism sector.  
3/ Main trends in tourism.  
4/ Consumer behavior and consumer experience in tourism.

**Plan Session 02 :**

Definition of the strategy.  
1/ Marketing segmentation.  
2/ Positioning, image and branding.  
3/ Marketing plan and marketing mix.

**Plan Session 03 :**

Implementation of the strategy (1/2)  
1/ The tourism product  
2/ Tourism pricing methods and yield management techniques.

**Plan Session 04 :**

Implementation of the strategy (2/2)  
3/ Tourism distribution channels.  
4/ Marketing communications.

**Plan Session 05 :**

CRM in tourism.  
1/ Relationship marketing.  
2/ Direct marketing.  
3/ Database marketing.  
4/ Benefits of CRM.  
5/ CRM programme components.  
6/ B2C, B2B and B2G relationships.  
7/ Social CRM concept.  
8/ Content management systems (CMS).

- 9/ Electronic Word of Mouth (eWoM).
- 10/ Influencers and influence marketing.
- 11/ Online reviews and opinion mining.
- 12/ Complaint management and webcare.

**Plan Session 06 :**

- Social responsibility and ethical tourism.
- 1/ Sustainable tourism.
  - 2/ Ethical tourism.
  - 3/ Responsible tourism.
  - 4/ Pro-poor tourism.
  - 5/ Community-based tourism.
  - 6/ Eco tourism.

**Plan Session 07 :**

- Evaluation of tourism marketing.
- 1/ Marketing research.
  - 2/ Marketing performance measurement.

**Plan Session 08 :**

- Managing tourism organizations.
- 1/ Human resource management.
  - 2/ Tourism functional management.
  - 3/ Demand management.
  - 4/ Supply management.
  - 5/ Tourism risk management.

**Plan Session 09 :**

- Presentation of group projects and debrief.



SYLLABUS
MK567E_0108_22
Sport Marketing and Sponsorship

ACADEMIC AREA	: MARKETING
PROGRAMME	: MSC STM / PGTC
PERIOD	: FALL
COORDINATOR	: Mr. Olivier ABRAT
INSTRUCTOR(S)	: Dr. Jens BLUMRODT Mr. Olivier ABRAT
CONTACT HOURS	: 27 hours
STUDY TIME	: 120 hours (Class preparation, homework and assessments)
CREDITS	: 6.0 ECTS

**PRE-REQUISITE MODULES :**

Marketing fundamentals.

MK301F/MK302E or an equivalent module

**MODULE DESCRIPTION :**

**CONTRIBUTION TO PROGRAMME LEARNING OBJECTIVES :**

-

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

At the end of this module, the student should be able to:

1. Understand the main challenges and concepts of marketing in the sport industry
2. Understand the strategic role of sponsorship and its impact on business drivers

**TOPICS COVERED :**

- Marketing's contribution to sport organisation, characteristics and key concepts
- The sport industry in the experience area including customer's experience
- Sponsorship objectives, endorsement and funding
- Sponsorship target audience, activation plan, effectiveness measurement, budget, etc.



**RESEARCH-LED TEACHING :**

**CSR AND SUSTAINABLE DEVELOPMENT GOALS :**

**CSR NB HOURS :**

**SUSTAINABLE DEVELOPMENT GOALS COVERED :**

-

**TEACHING METHODS :**

Teaching is based on lectures including lectures, video presentations and other useful teaching material; the professors give relevant literature for students' personal readings; also, individual work; group work; student and, or, group presentations are part of the class. Students work is almost linked to business problems in the specific environment.

**METHODS OF ASSESSMENT :**

Continuous/Final	Group/Individual	Assessment	Weight	Duration	ILOs assessed
Continuous	Group	Group work	40%	20-30mn	ILO 1
Final	Individual	Individual Analysis of case	60%	non applicable	ILOs 2, 3, 4

**Assessment 1 details:**

During class and due to their proper research efforts, the students prepare in groups applied marketing concepts.

A group develops and discusses sport marketing related topics (e.g., problem - to be handed in by the teacher). The findings and managerial relevance are presented to and discussed with colleagues in class.

The thinking and developments are formalized in the oral presentation support. A paper version (two slides/page) is presented before starting the exhibition.

A written report of 5-10pp is provided at the same time.  
Precise guidance will be given through the first session.

**Assessment 2 details:**

The individual assignment is a written report (length 3500-4000 words).

Subjects are presented, discussed, and questions are provided for guidance (via team).

Students work outside of class on these subjects and prepare a written report (e.g., business model, plan and strategies, marketing strategies, international relevance of their business development).

More details (Word version, TNR, date of submission, Moodle or team submission etc.) will be provided by the professor

of sponsorship classes.

#### **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 :**

Chanavat, N., Desbordes, M., Lorgnier, N. (2017). Routledge Handbook of Football Marketing. Routledge.  
Davis, J.A. and Zutz Hilbert, J. (2013). Sports Marketing: Creating Long Term Value. Edward Elgar.  
Desbordes, M. and Richelieu, A. (2019). International Sport Marketing: Issues and Practice. Routledge. (eBook <https://bit.ly/3rxmTON>)  
MacIntosh, E. and Bravo, G. and Li, M. (2020). International Sport Management. (2nd edn). Human Kinetics.  
Shank, M. D. and Lyberger, Mark R. (2014). Sports Marketing: A Strategic Perspective. Routledge. (eBook <https://bit.ly/3EgUrrl>).

French Documents:

Desbordes, M. and Hautbois, C. (2020). Management du sport 3.0 : Spectacle, fan experience, digital. Economica.  
Tribou, G. and Dermit-Richard, N. and Wojak, C. (2018). Management du sport. (5e edn). Dunod.

#### **Additional Reading**

Baack, D. and Clow, K.E. (2017). Integrated advertising, promotion & marketing communications. (8th edn). Harlow: Pearson Education.  
Fried, G.; DeSchrive, T. and Mondello, M. (2013). Sport Finance. (3rd edn). Australia: Human Kinetics.  
Hoye, R. and Smith, A. and Stewart, B. (2018). "Sport Management: Principles and Applications", (5th edn), Abingdon : Routledge.  
Stotlar, D.K. (2013). "Developing Successful Sport Sponsorship Plans", (4th edn), Fitness Information Technology.  
Zhang, JJ. and Pitts, BG. (2018). The Global Football Industry: Marketing Perspectives. Crc Press.

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

**Plan Session 01 :**

1st session - Teaching 3H session

Class and our vision of learning, an introduction

- Emergence of sports marketing
- Planning for market selection decisions
- Understanding sports consumers today
- Introduction and preparing of the oral presentation (Presentation of assignment contents and group work)

Assignments, group work to be provided, explain the assessment 1 and 2

Prepare groups and the expected assessment 1 contributions

**Plan Session 02 :**

2nd session - Teaching 3H session

Contingency framework for strategic sports marketing

- Understand participants & spectators as consumers (focus on the specific business environment)
- Segmentation, targeting, and positioning of sport consumers

Lecture and discussions

First group presentations (Assignment 1)

**Plan Session 03 :**

3rd session - Teaching 3H session

Contingency framework (to be continued)

- Sports marketing mix
- Sports product concept

Lecture and discussions

Group presentations (Assignment 1)

**Plan Session 04 :**

4th session - Teaching 3H session

- Managing sports products
  - Promotion concept
  - Promotion mix elements
  - Pricing; Implementing and controlling the sports marketing process
- Lecture and discussions

Last group presentations (Assignment 1)

**Plan Session 05 :**

Sessions 4/5- Olivier Abrat: teaching 6H session

Module second part, sponsorship an introduction

Assignment 2 to be prepared (written report)

Sponsorship: developping of a win win strategy

- Typical business drivers for Sports Sponsorship
- Branding the customer experience
- Relationships with key stakeholders
- Sports and their individual sponsorship strategies

**Plan Session 06 :**

Sessions 6/7- Olivier Abrat: teaching 6H session

- Governance: reporting
- Tracking the performance of the programme as an investment portfolio
- Measuring Media returns

- Sports and their specific sponsorship strategies

**Plan Session 07 :**

8th session - Olivier Abrat: teaching 3H session

- Sponsoring and Funding - Title Sponsor or sponsor portfolio (France vs Germany and UK)

- Sponsorship treats (cf. ambush mkt)

- Managing rights and contracts

Final considerations and assignment 2 -final written report- handed in



SYLLABUS
SC516E_0108_22
Sales and Purchasing in Sport and Tourism Industry

ACADEMIC AREA	: SUPPLY CHAIN MANAGEMENT AND INFORMATION SYSTEMS
PROGRAMME	: MSC STM / PGTC
PERIOD	: FALL
COORDINATOR	: Dr. Marc PORTER
INSTRUCTOR(S)	: Dr. Marc PORTER
CONTACT HOURS	: 27 hours
STUDY TIME	: 120 hours (Class preparation, homework and assessments)
CREDITS	: 6.0 ECTS

**PRE-REQUISITE MODULES :**

Students will need to have prior knowledge of sales, marketing and purchasing fundamentals and strategy.

**MODULE DESCRIPTION :**

**CONTRIBUTION TO PROGRAMME LEARNING OBJECTIVES :**

-

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

1. Explain the specificities of selling and marketing sports and tourism products, paying particular attention to the service and distribution specificities,
2. Apply purchasing, sales and marketing theory, marketing theory to tourism and sports,
3. Explain and apply theoretical models used for purchasing and sales in sport and tourism to a real tourism situation,
4. Analyze and solve tourism and sports sales and purchasing dilemmas,
5. Develop appropriate strategies for international, multicultural tourism contexts,
6. Build Experiential marketing strategies,
7. Build promotional programmes for sport and tourism,
8. Build appropriate internet distribution programmes,
9. Operate in multicultural, fast changing environment.

**TOPICS COVERED :**

- . Service marketing and Managing the service encounter,
- . Consumer Behaviour (motivators and influencers, segmentation and typologies),
- . Sales and marketing strategies in sports and tourism,
- . Purchasing strategies and managements in sports and tourism,
- . Distribution of tourism products and the role of information technology,
- . Strategic Sales issues.

**RESEARCH-LED TEACHING :**

**CSR AND SUSTAINABLE DEVELOPMENT GOALS :**

**CSR NB HOURS :**

**SUSTAINABLE DEVELOPMENT GOALS COVERED :**

-

**TEACHING METHODS :**

Electronic Learning: This will be the starting point for all learning from the module. Resources supplying theory, frameworks and exercises will be placed on the Google Apps electronic learning system. These on-line resources are designed to:

- . Develop the students' ability to work independently,
- . Develop critical thinking by bringing questions to the classroom,
- . Facilitate class comprehension.

Class lectures: (all learning objectives)

Each lecture will explore a new aspect of selling and purchasing within the tourism and sport sectors. Discussion, cases and documents will be used to illustrate different facets of tourism marketing and students will be expected to come to class having:

- . Read any handouts, pre-reading or case studies provided and be familiar with them,
- . Prepared notes on the handouts and be ready to answer questions and contribute to class discussions,
- . Completed any assignments given by the module instructor.

Lectures are **COMPULSARY**.

French-speaking students may take part in the Negociales Sales Contest

As a high percentage of graduates enter some form of selling, this module is designed as a response to the requirements of recruiters in the Sports and Leisure sectors where international selling is a key activity. Theory and practice will be combined to illustrate this vital function.

**METHODS OF ASSESSMENT :**

Continuous/Final	Group/Individual	Assessment	Weight	Duration	ILOs assessed
Continuous	Group	Group project	40%	30 minute group pres	1 2 3 4 5 9
Final	Individual	Report	60%	Homework	1 2 3 4 5 6 7 8 9

**Assessment 1 details:**

A detailed description is provided on a separate document.

**Assessment 2 details:**

A detailed explanation of the report was given in class.

#### **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 :**

-> Tanner, J., Honeycutt, E., Erffmeyer, R. (Latest Edition). Sales Management. Pearson. [eBook <https://bit.ly/3oNW7JD>].

#### **Additional Reading**

-> Almquist, Eric and Jason Lee (2009), -What do Customers Really Want?, Harvard Business Review, 87 (April), 23.  
-> Bonoma, Thomas V. (2006), -Major Sales: Who Really Does the Buying? Harvard Business Review, 84 (July/August), 172-181.  
-> Leigh, T., Bolman, E. & Comer, L. (2001), -The Top Ten Sales Articles of the 20th Century. The Journal of Personal Selling & Sales Management; Summer, 21,3.  
-> Shank, Matthew D. (Latest edition). Sports marketing: A Strategic Perspective. Prentice Hall.  
-> Chapter 3, "Ethical and Legal Issues" in Castleberry and Tanner (latest edition) Selling: Building Partnerships, McGraw Hill.  
-> Chapter 13, "Formal Negotiating" in Castleberry and Tanner (latest edition) Selling: Building Partnerships. McGraw Hill.  
-> Case Study on sales to be given in class

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

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

1- Introductions  
Discussion: Course information, Introduction to Professional Selling in Sports and Leisure Industries  
In class Experiential Exercise

Readings: Chapter 1: Overview of Personal Selling  
Divided into Teams

**Plan Session 02 :**

2- Topic: Understanding Buyers

Case Discussion

Experiential Exercise: Buying Decision Process

Discussion: See discussion notes below under after calendar on personality questions.

1. Readings: Chapter 5: Analyzing Customers and Markets

2. Bonoma, Thomas V. (2006), - Major Sales: Who Really Does the Buying? Harvard Business Review, 84 (July/August), 172-181.

**Plan Session 03 :**

3- Topic: Strategic prospecting and preparing sales dialogue.

Discussion: discuss presentation from last week.

Case Discussion: How to apply to the Sports and Leisure Industry?

Readings: Chapter 15 and selected readings on Purchasing

**Plan Session 04 :**

4- Topic: Planning the sales presentation

Presentations of product exercise

Discussion: Product sell exercise

Readings: Chapter 13 and selected readings on Purchasing

**Plan Session 05 :**

5- Topics: - Stack the Deck sales training: pre-call planning

Discussion of Ethics

Readings: Chapter 12 selected reading

**Plan Session 06 :**

6- Topics: Enhancing Sales Dialogue: creating and communicating

Case Study work



Readings: Chapter 7 selected reading

**Plan Session 07 :**

7- Topics: Formal negotiations/conflict resolution  
Discussion: Negotiating Tips

Readings: Chapter 7 selected reading

**Plan Session 08 :**

8- Topic Sales Management  
Discussion: How to manage different types of sales forces

Readings: Chapter 10, 13 selected reading

**Plan Session 09 :**

9- Course Review and Review for Final Exam  
Group Presentations

Readings: Leigh,T.,Bolman,E.,&Comer,L. (2001), The Top Ten Sales Articles of the 20th Century. The Journal of Personal Selling & Sales Management; Summer, 21,3.  
Group Presentations



SYLLABUS
Fİ509E_1_0108_22
Financial Tool Box

**ACADEMIC AREA** : FINANCE AND ACCOUNTING  
**PROGRAMME** : MSC GBM / MSC IHRM / MSC IHRM JAN / MSC INBD / MSC INBD JAN / PGTC  
**PERIOD** : FALL  
**COORDINATOR** : Mrs. Canan YILDIRIM  
**INSTRUCTOR(S)** : Mrs. Canan YILDIRIM  
**CONTACT HOURS** : 27 hours  
**STUDY TIME** : 120 hours (Class preparation, homework and assessments)  
**CREDITS** : 6.0 ECTS

**PRE-REQUISITE MODULES :**

None

**MODULE DESCRIPTION :**

**CONTRIBUTION TO PROGRAMME LEARNING OBJECTIVES :**

- Develop a strategic perspective based on a solid understanding of management foundations and techniques
- Implement responsible management in international business negotiation (RESPONSIBLE)

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

By the end of the module the students should:

1. Understand time value of money
2. Value stocks and bonds
3. Assess risk and return of financial assets
4. Evaluate investment projects
5. Estimate a corporation's cost of capital
6. Assess a corporation's optimal capital structure
7. Explain how a corporation's capital structure impact on investment decisions

**TOPICS COVERED :**

Financial statements and financial statement analysis  
Time value of money  
Basics of bond and stock valuation  
Valuation of financial assets  
Capital investment decisions  
Risk and return, portfolio management  
Capital structure decision

**RESEARCH-LED TEACHING :**

The students are provided as additional readings with both academic papers as well as articles from industry journals such as FT and/or consulting reports.

Examples: Milton Friedman, The Social Responsibility of Business Is to Increase Its Profits

The New York Times Magazine, September 13, 1970; Martin Wolf, Milton Friedman was wrong on the corporation, Financial Times, December 8, 2020

**CSR AND SUSTAINABLE DEVELOPMENT GOALS :**

We discuss the stakeholder view versus shareholder view with respect to financial management's key objective and implications for responsible management and sustainability.

**CSR NB HOURS :**

1

**SUSTAINABLE DEVELOPMENT GOALS COVERED :**

- 09 - Industry, Innovation and infrastructure
- 13 - Climate action

**TEACHING METHODS :**

Lectures will be employed to emphasise theoretical concepts and analytical methods.

In-class exercises and case studies will complement the lectures.

Students are required prior to the sessions to refer to chapters in the textbooks and additional readings assigned for each session. Students are greatly encouraged to follow the financial press on a regular basis, such as FT and WSJ, and check web sites such as Bloomberg, Dow Jones, Reuters.

**METHODS OF ASSESSMENT :**

Continuous/Final	Group/Individual	Assessment	Weight	Duration	ILOs assessed
Continuous	Individual	Quiz	40%	TBA	1-7
Final	Individual	Final written exam	60%	2 H	1-7

**Assessment 1 details:**

Continuous assessments are small multiple choice exams testing understanding of the basic concepts and ability to use key tools of analysis.

There will be multiple quiz exams, accounting for 40 percent in total of the overall grade.

**Assessment 2 details:**

Final exam is a classical written exam with an emphasis on problems testing if the students can explain and/or comment on their solutions/findings.

**ACADEMIC INTEGRITY :**

This section contains the Academic Integrity statement of Rennes School of Business. This is an accreditation requirement and as such the syllabus – representing the contract between the institution and the student – must provide and clearly outline the basis for disciplinary action in case of misbehavior.

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 :**

Required textbook:

Ross, S.A., Westerfield, R.W., and Jordan B.D. (RWJ). Fundamentals of Corporate Finance. (12th edn). McGraw-Hill.

**Additional Reading**

Optional textbook

Berk, J. and P. DeMarzo. Corporate Finance. (4th edn). Pearson. [eBook <https://vu.fr/7OFP>].

Keown, A.J., Martin, J.D. and Petty, J.W. Foundations of Finance. Pearson.

Any other introductory finance textbook in the library with the title 'Corporate Finance' will be fine as well as other editions of the books listed above.

**MODULE PLAN SESSIONS :****Plan Session 01 :**

Course introduction,

The corporation and the financial environment

Financial management decisions,

The corporation,

The goal of financial management,

Financial market system and financing of business.

RWJ, Ch 1

**Plan Session 02 :**

Review of financial statements and financial statement analysis

Review of financial statements,

Financial analysis

RWJ, Ch 2, Ch 3

**Plan Session 03 :**

Time value of money

Mechanics of compounding and bringing back the value of money to present,  
PV of uneven stream of payments, Annuities,  
Perpetuities.  
RWJ, Ch 5, Ch 6

**Plan Session 04 :**

Investment decision analysis

Valuing projects,  
Capital investment decision analysis.  
RWJ, Ch 9, Ch 10

**Plan Session 05 :**

Valuation of financial assets I

Basic process for valuation of assets,  
Bond features and types of bonds,  
Bond valuation,  
Characteristics of common stocks,  
Common stock valuation.  
RWJ, Ch 7, Ch 8

**Plan Session 06 :**

Valuation of financial assets II

Basic process for valuation of assets,  
Bond features and types of bonds,  
Bond valuation,  
Characteristics of common stocks,  
Common stock valuation.  
RWJ, Ch 7, Ch 8

**Plan Session 07 :**

Risk and return

Risk and rates of return: definition and measurement  
Risk and diversification  
RWJ, Ch 13

**Plan Session 08 :**

Cost of capital and Capital structure policy, I

Cost of capital,  
Financial leverage,  
Capital structure policy  
RWJ, Ch 14, Ch 16

**Plan Session 09 :**

Cost of capital and Capital structure policy, II  
Recap.

Cost of capital,  
Financial leverage,  
Capital structure policy  
RWJ, Ch 14, Ch 16



## SYLLABUS

IS525E\_1\_0108\_22

### Introduction to Data Science for Business

<b>ACADEMIC AREA</b>	<b>: SUPPLY CHAIN MANAGEMENT AND INFORMATION SYSTEMS</b>
<b>PROGRAMME</b>	<b>: MSC GBM / PGTC</b>
<b>PERIOD</b>	<b>: FALL</b>
<b>COORDINATOR</b>	<b>: Dr. Ahmed ATIL</b>
<b>INSTRUCTOR(S)</b>	<b>: Dr. Ahmed ATIL</b>
<b>CONTACT HOURS</b>	<b>: 27 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 should have some experience of database management , data analysis and programming language.

#### MODULE DESCRIPTION :

#### CONTRIBUTION TO PROGRAMME LEARNING OBJECTIVES :

- Display creative, innovative and entrepreneurial abilities in business problem solving (INNOVATION)

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

1. Understand programming foundations in Python
2. Understand Data manipulation as well as the basis of Business Analytics
3. Identify the type of technique preferable to use depending on the type of data to analyze
4. Use the various Python libraries learned to be able to apply these techniques
5. Be able to develop effective machine learning techniques, and gain practice implementing them.

#### TOPICS COVERED :

Data Science discipline  
Dealing with data and Programming with Python  
Data Manipulation and Data Visualization  
Machine-Learning and Web Data Analysis

**RESEARCH-LED TEACHING :****Research-lead teaching**

The students are provided as additional readings with both academic papers as well as articles from industry journals such as FT and/or consulting reports. To promote sustainable industrialization as laid out in SDG 9, small and medium-sized enterprises can use data analytics to improve production; create new goods and services, improve processes and marketing strategies. To respond to some SDG indicators related to sustainable cities and communities (goal 11) and climate change (goal 13), for example, it requires utilizing data from mobile phone devices, and satellite imagery data.

**CSR AND SUSTAINABLE DEVELOPMENT GOALS :**

The Sustainable Development Goals (SDGs) is the global blueprint that calls on all countries to end poverty, fight inequalities and tackle climate change, while ensuring that no one is left behind. To achieve the targets of the SDGs, Data Science can and will play a large role to develop disaggregated indicators, to ensure that those at risk of disadvantage because of their characteristics, location, or socio-economic status are recognized.

Data Science enables managers to utilize modern methods which includes machine learning and distributed data processing among others to exploit new and alternative data sources. These data sources could include social media, mobile phone data, and data from the Internet of Things. Furthermore, the disaggregated data from these sources is then compiled into summaries of data, typically used for the purposes of public reporting or statistical analysis.

**CSR NB HOURS :**

2

**SUSTAINABLE DEVELOPMENT GOALS COVERED :**

- 03 - Good health and well-being
- 07 - Affordable and clean energy
- 08 - Decent work and economic growth
- 09 - Industry, innovation and infrastructure
- 10 - Reduced inequalities

**TEACHING METHODS :**

This course is using a case-based approach to teaching, i.e. the students will be learning methods and techniques while solving business case problems.

Each case will contain a description of a business problem and available data. The goal would be to convert a business problem into analytical and solve it using data with the help of variety of data mining and machine learning methods. The methods will be introduced as needed for each case solution.

The course will be hands-on, during the lectures students will learn the approach and implement and solve the case in their home assignments.

**METHODS OF ASSESSMENT :**

Continuous/Final	Group/Individual	Assessment	Weight	Duration	ILOs assessed
Continuous	Group	Group project	40%	6 weeks	1, 2, 3, 4 & 5
Final	Individual	Final written exam	60%	3 hours	1, 2, 3, 4 & 5

**Assessment 1 details:**

1. Group assignments are designed in such a way that the student groups analyse the problem and present a coherent



report in which each student has contributed equally.

All assessed work must be handed in, in a typed format. Students will be judged on their ability to analyse and produce executive material in terms of concrete research analysis decision-making.

**Assessment 2 details:**

2. A final examination is used to test student's abilities to apply acquired methods and techniques and to analyse the business problems. This exam is scheduled at the end of the semester. It is comprehensive and consists of a series of problems. The student is expected to apply what he or she has learnt in the course.

**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. Please refer to your student handbook for full details.

**BIBLIOGRAPHY :**

<https://www.w3schools.com/python/default.asp>

<https://www.kaggle.com/learn>:  
<https://www.kaggle.com/learn/python>

<https://github.com>:  
<https://github.com/jerry-git/learn-python3>

**Additional Reading**

**MODULE PLAN SESSIONS :**

**Plan Session 01 :**

Topic 1. Introduction to Data Science for Business

Introduction to a new discipline Data Science. Its place in academic world and industry. Examples of real world problems

;

**Plan Session 02 :**

Topic 2. Dealing with data : Data mining, machine learning, statistics.

Skills needed to work with data. Data cleaning and preparation. Basic data analysis

**Plan Session 03 :**

Topic 3 - Introduction to Programming with Python

Activity 01.01 : How to install Python & Jupyter Notebook :

Activity 01.02 : Group Project : Procedures, Implementation & Submissi

Activity 01.03 : Introduction to Programming with Python ( Notes)

**Plan Session 04 :**

Topic 04 - Data Manipulation (1) Numpy / Pandas

**Plan Session 05 :**

Topic 05 - Data Manipulation ( 2) Numpy / Pandas

**Plan Session 06 :**

Topic 06 - Data Visualization - Graphs -

**Plan Session 07 :**

Topic 07 - Machine-Learning (1) : Regression Models

**Plan Session 08 :**

Topic 08- Web Data Analysis --- Quandl - YahooFinance ---

**Plan Session 09 :**

Topic 09 : Group Project Presentation



SYLLABUS
MK512E_1_0108_22
Global Marketing Strategy

ACADEMIC AREA	: MARKETING
PROGRAMME	: MSC GBM / MSC INBD / MSC INBD JAN / PGTC
PERIOD	: FALL
COORDINATOR	: Dr. Mahabubur RAHMAN
INSTRUCTOR(S)	: Dr. Mahabubur RAHMAN
CONTACT HOURS	: 27 hours
STUDY TIME	: 120 hours (Class preparation, homework and assessments)
CREDITS	: 6.0 ECTS

**PRE-REQUISITE MODULES :**

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

**MODULE DESCRIPTION :**

**CONTRIBUTION TO PROGRAMME LEARNING OBJECTIVES :**

- Demonstrate understanding of diverse and international business environments to apprehend the world complexity and make integrated decisions
- Develop a strategic perspective based on a solid understanding of management foundations and techniques
- Integrate diversity and globalization in the practice of management in international business negotiation (GLOBAL)

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

1. Define the concept of international marketing and the differences with the local, regional or national marketing.
2. Evaluate the recent developments in this subject, including the advantages and disadvantages of new technologies, theories, and conceptual approaches.
3. Use a systematic research approach in selecting relevant information necessary to make international marketing decisions.
4. Demonstrate a theoretical and practical knowledge and understanding of international marketing strategy and be able to take into account cultural and other international imperatives.
5. Appreciate the requirements to be effective in international marketing strategy through examining the strategic areas of marketing management as they apply in organisations.
6. Discriminate the role of inter and extra organisational relationships in developing international marketing strategy.
7. Attain a high level of oral and written communication.

**TOPICS COVERED :**

- . International marketing challenges and business decisions.
- . The political, legal, cultural and economic context to international marketing strategy.
- . The identification of international marketing opportunities.
- . The principles of obtaining information and the extra challenge and difficulties of the international context.
- . The marketing mix - products and services, innovation and launching of new products, managing the life cycles, adapting the range width and depth policies, choosing and modifying the brand name, adapting packaging as appropriate.

**RESEARCH-LED TEACHING :**

**CSR AND SUSTAINABLE DEVELOPMENT GOALS :**

**CSR NB HOURS :**

**SUSTAINABLE DEVELOPMENT GOALS COVERED :**

- 11 - Sustainable cities and communities
- 13 - Climate action

**TEACHING METHODS :**

The teaching method will be a mix of lectures, case presentation, group project and seminar based on articles. Course participants are required to come to the class ready to discuss and debate the theoretical and practical issues arising from the relevant readings. Hence, reading the relevant reading materials for each week is mandatory for each and every student.

**STUDENTS' RESPONSIBILITIES:**

1. Each student must ascertain that he/she has thoroughly read and understood this course outline. In there is any confusion, he/she must get in touch with the respective instructor for clarification.
2. Each student must come to class well-prepared by reading relevant case studies, articles and book chapters.
3. If any conflict arises in group assignments and project, a solution should be sought through group discussion first without trying to involve the course instructor.

This module will have a particular focus on corporate practices of global/international companies.

**METHODS OF ASSESSMENT :**

Continuous/Final	Group/Individual	Assessment	Weight	Duration	ILOs assessed
Continuous	Group	Study case	20%		4 ,5 and 7
Final	Individual	Individual Analysis of case	50%		3, 4, 5 and 6
Continuous	Group	Work in class	20%		1, 2 and 4
Continuous	Individual	Essay	10%		1,2 and 3

**Assessment 1 details:**

Guidelines on Continuous assessment (Case study analysis, presentation and report submission)

All case studies to be read thoroughly by all students. Course participants will be divided into small working groups (2 to 4 students) to analyse and prepare case studies to be presented in class. Groups for the case study presentation will be uploaded on moodle in week 1. Each group will present only one case study.

From Week 2 onwards two groups will make a presentation in class (maximum 18 minutes for each group) of their analysis of the prescribed case with their conclusions and recommendations.

Things to be done by the case presentation group:

- Present the case study to the class using power point slide. The power point slides must be sent to the instructor by email one day before the presentation by 12 PM. Additionally, submit a two-page report by email one day before the class by 12 PM. A hard copy of the two-page case summary must also be handed in on the day of the presentation.
- In the two-page report, the group should answer a few questions based on the case study. The instructor will provide the case study questions at least one week before the presentation week.
- In the presentation, the groups are expected to critically analyze, identify, summarize, and present the key points of the case to class.
- All members of the group must participate in the presentation and the discussion after the presentation
- While the group is required to base their presentation on the suggested case study, other relevant sources should be used to enrich the content of the presentation.

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

Feasibility study (Marketing Plan): End of term Individual project.

This end of term individual project involves the development of a strategic international marketing plan for an actual firm. The international marketing plan will involve the development of a strategic plan for a 'real' firm that is considering entering a new country. You are not expected to contact the firm directly but it is encouraged to choose a company where you have access to information. Students are expected to utilize numerous data sources in compiling their project, such as government (country) and non-government sources (UN, Worldbank, IMF, etc.), internal company records, consulting, legal and advertising firms, country-specific internet sites, trade statistics, embassy resources, etc.

The following steps need to be followed to write this assignment

Step 1: Selecting a firm and three countries

Each student should select one firm and three countries. Please note that preliminary secondary research needs to be done for selecting the countries and firm.

Select the three countries in which your chosen firm DOES NOT OPERATE (not currently selling the product). When selecting the firm please note that the focus should be on consumer products (B to C FMCG products), as they offer more opportunities to focus on cultural adaptation than do most industrial goods. Products meeting these criteria include: baby food, powdered milk, shampoos, prepared foods such as dry soups, children's toys, beverages etc.

Each student is required to submit one-page proposal in week 2. The proposal should consist of the following:

- Brief introduction of the company selected for the project
- Description of the selected product (please select ONLY one product of the firm for the project if the firm has a product portfolio)
- Name of the countries selected and reasons for selecting the proposed country.

The course instructor will either accept the proposal or ask for modification in the same week. Once the proposal has been approved by the instructor, you will start working on your project.

Step 1: Writing the report

Structure of the written report

The project should cover the following sections. The maximum word limit for project is five thousand words (+/- 5%) excluding references and appendices. The word limit must be strictly followed.

1. An overview of the firm marketing the Product (Year of establishment, Growth trend, Market segment(s) being served, current buyer characteristics, position of the product on the product life cycle in home market, detailed description of specific product to be marketed in your selected country etc.)
2. Analysis of the three markets you have selected to market your product (Current size of the market, Profile of the prospective buyer, consumption characteristics such as where do they buy? How? Why, buying motives etc., market trends, future growth potential, estimation of demand of your product etc.)
3. Analysis of competitive environment in your selected countries (Type of market, level of competition, nature of competition, number of competitors, identify your direct and indirect competitors etc.)

4. Analysis of the political and legal environment in your selected countries ( political risk, level of political risk, identify local laws affecting your product, barriers to trade such as import quotas, tariffs, customs restrictions, government laws related to media; product safety etc.)
5. Analysis of economic environment of your selected countries (current GDP, GDP growth trend, per capita income, credit worthiness, currency, foreign exchange rate, methods of financing, income distribution etc) .
6. Analysis of Cultural Environment of the selected countries (Identify the cultural differences and explain how it affects your product. Language, customs).

Once you have compared and contracted all three countries, you will have to choose one country out of the three.

7. Your choice of entry strategy into the selected country market (Direct export, indirect export, Licensing, Contract manufacturing, Franchising, Joint venture etc.)
8. Planning for Marketing mix: Product, price, Place and promotion
  - A. Planning for your product strategy (product adaptation vs. standardization, packaging, branding, product positioning, unique selling promotion etc.)
  - B. Planning for marketing channel in your selected market (What would be your distribution strategy Direct Vs Indirect, multi-channel etc. Channel length, resolution of channel conflict, if any etc.)
  - C. Planning for Promotion of your product (Media available in your selected country, reach and coverage of various media, any legal restrictions involving advertising, what would be your promotion mix, what would be your overall promotion strategy Pull vs Push strategy etc.)
  - D. Pricing strategy for the (How your price your product, Value based pricing, cost based pricing, Prestige pricing etc., Comparison of your price compared to competitors etc.)
9. Conclusion.

The individual project must be submitted through Moodle.

**Assessment 3 details:**

Each group shall read and discuss the assigned articles for each week before the class and submit a maximum 3 page (if 3 articles are assigned for the concerned week) or a 2 page (if 2 articles are assigned for the concerned week) in class.

The written report should summarize the most important key points of each article. Identifying the key points will require a thorough understanding of the article. It is therefore strongly recommended that each and every group member read the the articles properly and engage in active discussion with other group members outside the class.

**Assessment 4 details:**

This is an individual assignment. All students will write an essay on the following theme.

"Challenges in global marketing"

Students are expected to identify the theories that are pertinent to the challenges companies come up against in global marketplace.

A good essay should very briefly explain ONLY the relevant theories (relevant to the topic). Most importantly, a good essay should use the case studies/articles covered in class to illustrate the theories.

This individual assignment is due in week 5. The assignment must be submitted through the moodle. The maximum word limit for the essay is 1500 words (+/-5%).

**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 :**

-> Hollensen, S. (2012). Essentials of Global Marketing. (2nd edn). Pearson. [eBook: <https://bit.ly/3ngrGTW>].

#### **Additional Reading**

##### **Mandatory reading (Articles)**

(Articles) before class (2 to 3 articles before each class) (Each student will receive a booklet containing all the articles at the beginning of the semester) :

- > Internationalisation of the Spanish fashion brand Zara. Lopez, Carmen; Fan, Ying. *Journal of Fashion Marketing and Management* 13. 2 (2009): 279-296.
- > Pouring Israel into a Starbucks cup A Kalnins, L Stroock - *Cornell Hospitality Quarterly*, 2011
- > Retail Internationalization: Gaining Insights from the Wal-Mart Experience in South Korea, Franco GANDOLFI, Pavel ŠTRACH, *Review of International Comparative Management*, Volume 10, Issue 1, March 2009.
- > How the local competition defeated a global brand: The case of Starbucks. Patterson, Paul G; Scott, Jane; Uncles, Mark D. *Australasian Marketing Journal* 18. 1 (Feb 2010): 41-47.
- > A standardised approach to the world? IKEA in China, Ulf Johansson, Asa Thelander, *International Journal of Quality and Service Sciences* Vol. 1 No. 2, 2009, pp. 199-219.
- > The strategic localization of transnational retailers: The case of Samsung Tesco in South Korea, Neil M Coe and Yong Sook Lee, *Economic geography*, 82 (1).
- > Construction of international brand portfolios: impact on local brands, Bruno Godey, Chantal Lai, (2011), *Journal of Product & Brand Management*, Vol. 20 Iss: 5, pp.402 – 407.
- > Pricing for global markets, S.Tamer Cavusgil, *The Columbia Journal of World Business*, Volume 31, Issue 4, Winter 1996, Pages 6–78.
- > Executive Insights: Integrating Branding Strategy Across Markets: Building International Brand Architecture, Susan P. Douglas, C. Samuel Craig, Edwin J. Nijssen (2001). *Journal of International Marketing*: Summer 2001, Vol. 9, No. 2, pp. 97-114.
- > The glocalisation of channels of distribution: a case study .by Megha Jain; Shadab Khalil; Angelina Nhat-Hanh Le; *Management decision*, 2012, Volume 50, Issue 3.

##### **Mandatory reading (Case studies)**

(Case studies) before class (2 case studies before each class) (Each student will receive a booklet containing all the case studies at the beginning of the semester):

- > Haier: How to turn a Chinese household name into a global brand.
- > Seven eleven in Taiwan: Adaptation of convenience stores to new market environments.
- > Pepsi Cola in Pakistan: Franchising and product line management.
- > Mary Kay: Asian Market Entry.
- > Global branding of Stella Artois.
- > Synnex International: Transforming distribution of high-tech products.

##### **Additional Readings**

- > Retail internationalization and retail failure: issues from the case of Marks and Spencer, Burt, S L; Mellahi, K; Jackson, T P; Sparks, L. *International review of retail, distribution and consumer research* 12. 2 (Apr 2002): 191-219.
- > Cultural variance as a challenge to global public relations: A case study of the Coca-Cola scare in Europe, M Taylor - *Public Relations Review*, 2000.
- > Cross-cultural consumer values, needs and purchase behavior, Jai-Ok Kim, Sandra Forsythe, Qingliang Gu, Sook Jae Moon, (2002), *Journal of Consumer Marketing*, Vol. 19 Iss: 6, pp.481 – 502.
- > Purchase intention for luxury brands: A cross cultural comparison, *Journal of Business Research*, Volume 65, Issue 10, October 2012, Pages 1443-1451 Qin Bian, Sandra Forsythe.

-> Consumer ethnocentrism and willingness to buy: Analyzing the role of three demographic consumer characteristics, Alexander Josiassen, A. George Assaf, Ingo O. Karpen, (2011), *International Marketing Review*, Vol. 28 Iss: 6, pp.627 – 646.

-> Iranian consumer animosity and U.S. products: A witch's brew or elixir?, Bahaei, Mahmood; Pisani, Michael J, *International Business Review*, 2009, Volume 18, Issue 2.

-> Examining world market segmentation and brand positioning strategies, Salah S. Hassan, Stephen Craft, (2012), *Journal of Consumer Marketing*, Vol. 29 Iss: 5, pp.344 – 356.

-> Cosmopolitan consumers as a target group for segmentation, Riefler, Petra; Diamantopoulos, Adamantios, *Journal of international business studies*, 2012, Volume 43, Issue 3.

-> Measurement and tracking of brand equity in the global market place - The PepsiCo experience, Paulette Kish; Dwight R. Risky; Roger A. Kerin *International Marketing Review*, 2001, Volume 18, Issue 1.

-> The Nightmare of International Product Piracy: Exploring Defensive Strategies, Laurence Jacobs, A.Coskun Samli, Tom Jedlik, Show more.

-> Globalizing international: product strategies of ICT manufacturers, Peter Gabrielsson; Mika Gabrielsson; John Darling; *International Marketing Review*, 2006, Volume 23, Issue.

-> The lure of global branding, by Aaker, D A; Joachimsthaler, E. *Harvard business review*, 11/1999.

-> Prepare your company for global pricing, Das Narayandas; John Quelch; Gordon Swartz, *MIT Sloan Management Review*, 10/2000, Volume 42, Issue 1.

-> A Taxonomy of the Pricing Practices of Exporting Firms: Evidence from Austria, Norway, and the United States, Solberg, Carl Arthur; Stöttinger, Barbara; Yaprak, Atilla, *Journal of International Marketing*, 01/2006, Volume 14, Issue 1.

-> Global Consumer Culture Positioning: Testing Perceptions of Soft-Sell and Hard-Sell Advertising Appeals Between U.S. and Japanese Consumers, Shintaro Okazaki, Barbara Mueller, Charles R. Taylor (2010) *Journal of International Marketing*: June 2010, Vol. 18, No. 2, pp. 20-34.

-> Consumers' response to offensive advertising: a cross cultural study, Kara Chan, Lyann Li, Sandra Diehl, Ralf Terlutter (2007). *International Marketing Review*, Vol. 24 Iss: 5, pp.606 – 628.

-> Advertising standardization in multinational corporations: The subsidiary perspective, Jeong, Insik; Samiee, Saeed; Tai, Susan; *Journal of Business Research*, 2003, Volume 56, Issue 8.

-> Consumer responses to sex appeal advertising: a cross-cultural study, Fang Liu, Hong Cheng, Jianyao Li, *International Marketing Review*, Vol. 26 Iss: 4/5, 2009, pp.501 – 520.

-> Seven rules of international distribution by Arnold, D, *Harvard business review*, 11/2000.

-> Global marketing channels and the standardization controversy, by Rosenbloom, Bert; Larsen, Trina; Mehta, Rajiv, *Journal of Global Marketing*, 01/1997, Volume 11, Issue 1.

-> Barriers to 'US style' lean retailing: the case of Wal-Mart's failure in Germany, Christopherson, Susan, *Journal of Economic Geography* 7.4 (2007): 451-469.

-> Wal-Mart Korea: challenges of entering a foreign market, Kim, Renee B, *Journal of Asia-Pacific Business* 9.4 (2008): 344-357.

-> McDonald's: "think global, act local" - the marketing mix. Vignali, Claudio, *British Food Journal*, 103. 2 (2001): 97-111.

-> Localization drivers in an emerging market: case studies from Thailand. Petison, Phallapa; Johri, Lalit M, *Management Decision* 46. 9 (2008): 1399-1412.

-> Levi Strauss: an international marketing investigation. Vrontis, Demetris; Vronti, Peri. *Journal of Fashion Marketing and Management*, 8. 4 (2004): 389-398.

-> A Behemoth in India Walmart and Globalisation, J Matusitz, A Reyers - *South Asia Research*, 2010.

-> A case study on the internationalization process of a 'born-global' fashion retailer V Bhardwaj, M Eickman, RC Runyan, *The International Review of Retail, Distribution and Consumer Research*, 2011.

-> Disneyland Paris: a case analysis demonstrating how globalization works. J. Matusitz - *Journal of Strategic Marketing*, 2010.

-> Global sourcing: insights from the global clothing industry—the case of Zara, a fast fashion retailer N Tokatli - *Journal of Economic Geography*, 2008.

-> How Does the Global Retailer Localize Its Format? The Case of Toys "R" Us and Carrefour in Japan J Baek - *Journal of Global Marketing*, 2005.

-> Jackson, Paul, and Leigh Sparks. "Retail internationalisation: Marks and Spencer in Hong Kong." *International Journal of Retail & Distribution Management* 33.10 (2005): 766-783.

-> Chuang, Ming-Ling, et al. "Walmart and Carrefour experiences in China: resolving the structural paradox." *Cross Cultural Management: An International Journal* 18.4 (2011): 443-463.



**MODULE PLAN SESSIONS :**

**Plan Session 01 :**

1 / Introduction to International Marketing module ; Initiation of Internationalisation ; Internationalisation Theories ; Development of the Firm's International Competitiveness / Relevant book chapters (Six hours- whole day)

**Plan Session 02 :**

2 / The Political and Economic Environment ; The Socio cultural Environment ; The International Market Selection Process / Article no 1 , 2 and 3 ; Case studies no 1 and 2 ; Relevant book chapters (Six hours- whole day)

**Plan Session 03 :**

3 / Approaches to the Choice of Entry Mode ; Export Modes ; Intermediate Entry Modes ; Hierarchical Modes / Article no 4, 5 and 6 ; Case studies no 3 and 4 ; Relevant book chapters. (Six hours- whole day)

**Plan Session 04 :**

4 / Product Decisions ; Pricing Decisions ; Distribution Decisions ; Communication Decisions (Promotion Strategies) / Article no 7, 8, 9 and 10 ; Case studies no 5 and 6 ; Relevant book chapters. (Six hours- whole day)

**Plan Session 05 :**

5 / Each group will present its international marketing plan ((Three hours- half day))



SYLLABUS
OB505E_1_0108_22
Global Organisational Behaviour

ACADEMIC AREA	: MANAGEMENT AND ORGANIZATIONS
PROGRAMME	: MSC GBM / MSC IHRM / MSC IHRM JAN / PGTC
PERIOD	: FALL
COORDINATOR	: Mrs. Penny HARRISON
INSTRUCTOR(S)	:
CONTACT HOURS	: 27 hours
STUDY TIME	: 120 hours (Class preparation, homework and assessments)
CREDITS	: 6.0 ECTS

**PRE-REQUISITE MODULES :**

None

**MODULE DESCRIPTION :**

This module addresses Organisational Behaviour through an emphasis on the individual manager's personal development and interpersonal skills. It emphasises the practical application of concepts such as communication, teamwork, motivation, conflict management, leadership and decision-making, and analyses their impact on organisational outcomes.

**CONTRIBUTION TO PROGRAMME LEARNING OBJECTIVES :**

- Include sustainable development principles and practices in management (RESPONSIBLE)
- Integrate diversity and globalization in the practice of management (GLOBAL)

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

1. Analyse performance as a manager and know how to develop strengths and address weaknesses of future colleagues
2. Understand the 'human' aspect of organisations: how organisations use employees to achieve their goals, with relation to the 6 outcomes
3. Appreciate the individual, group and organisational level factors that influence the performance of employees
4. Explain how to handle change and conflict in the work place
5. Evaluate different ways of communicating with and motivating staff
6. Demonstrate an understanding of and the ability to manage conflicts
7. Build and lead high performing teams
8. Analyse organisational development techniques and use them to manage change
9. Handle work-related stress
10. Stimulate and manage innovation

**TOPICS COVERED :**

- . Module Introduction: Overview of Organisational Behaviour
- . The impact of national culture on behaviour
- . Understanding and managing individual differences
- . Motivation: principles and techniques
- . Leadership

- . Power, Politics, and Influence
- . Managing Conflict
- . Managing Change and Innovation

**Knowledge & understanding :**

- a. Impact of contextual forces on organisations: legal systems; ethical, economic, environmental, social and technological change issues, international development, corporate governance
- b. The management and development of people within organisations: organisational theory, behaviour, industrial/employee relations, HRM, change management

**Skills :**

- c. Personal effectiveness: self-awareness and self-management, time management, sensitivity to diversity in people and different situations, self-development through learning
- d. Effective performance within a team environment: the ability to recognise and use individuals' contributions in group processes, team selection, delegation, development and management
- e. Leadership and performance management: selecting appropriate leadership style for situations, setting targets, motivating, monitoring performance, coaching and mentoring, continuous improvement
- f. Learning through reflection on practice and experience

**RESEARCH-LED TEACHING :**

The module will be practitioner-oriented with a clear focus on student participation and discussion.

**CSR AND SUSTAINABLE DEVELOPMENT GOALS :**

This module prepares future global and responsible managers for the agile business environment. There will also be a core focus on managing a diverse workforce. 7 out of the 17 sustainable goals will be integrated over the 9 sessions [30% of the teaching hours].

**CSR NB HOURS :**

9

**SUSTAINABLE DEVELOPMENT GOALS COVERED :**

- 03 - Good health and well-being
- 04 - Quality education
- 05 - Gender equality
- 08 - Decent work and economic growth
- 09 - Industry, innovation and infrastructure
- 10 - Reduced inequalities
- 16 - Peace, justice and strong institutions

**TEACHING METHODS :**

The module will have a strong practitioner-oriented approach and will encourage class discussion. The success of the class depends on students' contributions in the form of preparing classes in advance, sharing comments, asking questions, and giving real-life examples. Readings will be assigned to supplement the in-class material.

Teaching methods include:

- . Lectures
- . Videos
- . Discussions of articles, readings and handouts
- . In-class exercises, questionnaires/surveys, simulations
- . Student presentations

Quizzes: From time to time a pop-up quiz will be given during the classes.

Case studies and other preparation tasks: Students will be asked to read case studies or perform other preparation tasks in line with the instructions given.

Students are required to have done the preparation for the designated session. This is crucial for the success of each session for all concerned.

A number of company-related examples will be used during the course and in the readings.

**METHODS OF ASSESSMENT :**

Continuous/Final	Group/Individual	Assessment	Weight	Duration	ILOs assessed
Continuous	Group	Group project	25%		1 & 2
Final	Individual	Final written exam	75%	3 hours	3 - 10

**Assessment 1 details:**

Students will form small teams (5 or 7 members), taking into account differences such as gender, nationality and background. Teams must deliver their topic to the class in any way they think will be the most effective learning experience. Students must provide their peers with learner-focused activities/documents/resources to help them understand the main points of the presentation.

The purpose of the team work is:

- To analyse in-depth a topic in Global Organisational Behaviour and illustrate it with company examples.
- To observe and practise the principles of teamwork and group dynamics.

**Assessment 2 details:**

Closed book exam

**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 :**

Robbins S. & Judge T. (Latest Edition). Organizational Behavior. Pearson Education. [eBook 2016 edn <https://vu.fr/7i4w>]  
Mullins, L.J. (2016). Management & Organizational Behaviour. (11th edn). Harlow: Pearson Education. [eBook <https://vu.fr/EnHH>]  
Champoux, J.E. (2016). Organizational behavior: Integrating Individuals, Groups, and Organizations. (5th edn). Abingdon: Routledge. [eBook <https://vu.fr/AGWZ>]

**Additional Reading**

Ivancevich, J.M., Konopaske, R. and Matteson, M. (2013). Organizational behavior and management. (10th edn). McGraw-Hill.  
Moorhead, G. and Griffin, R.W. (2010). Organizational behavior: Managing People and Organizations. (9th edn). South Western.  
Robbins, S.P. and Judge, T. (2017). Essentials of organizational behavior. (14th edn). Pearson. [eBook: <https://bit.ly/3aVIfko>]  
Articles on Moodle

**MODULE PLAN SESSIONS :****Plan Session 01 :**

Module Introduction: Overview of Organisational Behaviour - Working as teams

**Plan Session 02 :**

The impact of national culture on behaviour

**Plan Session 03 :**

Individual Behaviour

**Plan Session 04 :**

Motivation - principles and techniques

**Plan Session 05 :**

Leadership

**Plan Session 06 :**

Power & Politics

**Plan Session 07 :**

Conflict Management

**Plan Session 08 :**

Change Management

**Plan Session 09 :**

Conclusion



## SYLLABUS

PM508E\_1\_0108\_22

Project Management

<b>ACADEMIC AREA</b>	<b>: MANAGEMENT AND ORGANIZATIONS</b>
<b>PROGRAMME</b>	<b>: MSC GBM / MSC IHRM JAN / PGTC</b>
<b>PERIOD</b>	<b>: FALL</b>
<b>COORDINATOR</b>	<b>: Mr. Pierre CAMPS</b>
<b>INSTRUCTOR(S)</b>	<b>:</b>
<b>CONTACT HOURS</b>	<b>: 27 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 :

An organizational Behaviour Course. Students should be familiar with the various departments of a company.

### MODULE DESCRIPTION :

### CONTRIBUTION TO PROGRAMME LEARNING OBJECTIVES :

- Demonstrate leadership, communication and teamwork skills
- Display creative, innovative and entrepreneurial abilities in business problem solving (INNOVATION)

### MODULE INTENDED LEARNING OUTCOMES (ILOs) :

1. Explain and assess project requirements (and evaluate the associated techniques).
2. Analyze project risks (and evaluate the associated techniques).
3. Analyze project quality (and evaluate associated techniques).
4. Explain the alternative options to plan, monitor and control a project (and evaluate the associated techniques).
5. Explain the purpose of performance management in projects (and evaluate the associated techniques).
6. Apply generic project tools (and evaluate the associated techniques).
7. Explain the nature of project information and communication (and evaluate the associated techniques).

### TOPICS COVERED :

- Project Management Overview.
- Growth Concepts & Definitions (Part I+II).
- Organizational Structures.
- Organizing & Staffing the Project Office & Team.
- Management Functions.
- Management of Your Time and Stress.
- Management of Conflicts.
- The Variables for Success.
- Working With Executives.
- Planning (Part I+II).
- Network Scheduling Techniques.
- Pricing & Estimating.

- Cost Control.
- Risk Management.
- Quality Management.
- Midterm Team Project: Reflective Reporting & Project Appraisal.

#### RESEARCH-LED TEACHING :

Businesses generally bond with their customers to uncover methodologies that can be translated into new or improved pathways. A lead-user research method in Project Management (PM) will reach outbound to unframed answers objecting preferences lead to each specific project. These lead user drivers will take off roads and use them in unforeseen ways to meet their goals. This research method is used as a systematic way to mine insights and innovations. The course will offer an update on the use of the methods and on adaptations to increase efficiency as well as an overview of lessons learned from experiences.

#### CSR AND SUSTAINABLE DEVELOPMENT GOALS :

Crisis Management contributes in essence to the achievement of the UNESCO 17 Sustainable Development Goals (SDGs) through Education, at the forefront of research, by means of a systematic review of the literature on Crisis Management and SDGs. Throughout the research, analysis, and understanding of these results, this area of study provides a thorough insight into the field by proposing a framework to guide students in the integration of SDGs in their activities. The framework makes it possible to incorporate the vision of different stakeholders in order to generate a platform for continuous improvement, implement it through Crisis Communication Plans, and monitor and control its effectiveness.

#### CSR NB HOURS :

9

#### SUSTAINABLE DEVELOPMENT GOALS COVERED :

- 03 - Good health and well-being
- 04 - Quality education
- 05 - Gender equality
- 08 - Decent work and economic growth
- 09 - Industry, innovation and infrastructure
- 10 - Reduced inequalities
- 11 - Sustainable cities and communities
- 12 - Responsible consumption and production
- 16 - Peace, justice and strong institutions
- 17 - Partnership for the goals

#### TEACHING METHODS :

Within a professional context, this module prepares students to managing projects. The course will be taught using a combination of lecture, discussion, and dialogue around cases, emphasising company examples given during the module.

A case is a comprehensive exposition of a real managerial situation describing a set of problems and requiring a plan of action. The case method provides a pragmatic framework for the learning process. Its success depends heavily on student preparation and active participation in class discussions.

Teaching methods will include lectures, discussion and business cases, studied individually or in small groups as often as possible. The module includes Project Management theories but is primarily an applied, practical approach.

The professor will be lecturing using PowerPoints, distributed online to students. Creativity is expected from students to express their conceptual skills. Students will have to review a real project that will include all elements listed in ILOs.

#### METHODS OF ASSESSMENT :

Continuous/Final	Group/Individual	Assessment	Weight	Duration	ILOs assessed
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Final	Individual	Final written exam	60%	Three (3) hours.	One (1), Two (2), Three (3), Four (4), Five (5), Seven (7).
Continuous	Group	Group project	40%	Not specified	One (1), Two (2), Three (3), Four (4), Five (5), Seven (7)

**Assessment 1 details:**

Students will be requested to develop their argument and defense while they answer three (3) fundamental questions in three (3) hours showing their deep understanding and mastering of Crisis Management and Communication science.

**Assessment 2 details:**

Students working in teams of three (3) students, will be evaluated on the pertinence of their Project Management Plan, including Project Concept & Strategy, Project Scope, Project Planning, Quality, Planning & Scheduling, Cost Estimating, Contracting for Engineering & Construction Services, Communication & People Management, Progress Monitoring & Control, Cost Control, Risk Identification & Management, Facility Start-up & Project Closeout.

**ACADEMIC INTEGRITY :**

**BIBLIOGRAPHY :**

- Kerzner, Harold R. (latest edition). Project Management: A Systems Approach to Planning, Scheduling, and Controlling. Wiley. [eBook <https://vu.fr/61RK>]
- Lock, D. (2013). Project Management. (10th edn). Gower Publishing Limited. [eBook <https://vu.fr/ZLxu>]

**Additional Reading**

- Lock, Denis (2014). The Essentials of Project Management. (4th edn). Farnham (U.K.) Gower. [eBook: <https://bit.ly/3PodFOK>].
- Anderson R. David, Sweeney J. Dennis, William A. Thomas. (2014). An Introduction to Management Science. Cengage Learning.
- Larson W. Erik. (2013). Project Management: The Managerial Project, New York McGraw-Hill.
- Meredith R. Jack, Mantel J. Samuel. (2015). Project Management: A Managerial Approach. (9th edn). Singapore: John Wiley & Sons.
- Wickham Louise, Wilcock Jeremy. (2016). Management Consulting: Delivering an Effective Project, Pearson Education, 5th Edition. [eBook: <https://bit.ly/3BkwKX>].
- Balogun Julia, Hope-Hailey Veronica (2015). Exploring Strategic Change. Pearson Education, 4th Edition. [eBook: <https://>]



//bit.ly/3PmaOWR].

- Gunther McGrath R., (2013). The End of Competitive Advantage. Harvard Business Review Press.
- Usunier J.C., Lee J.A., (2013). Marketing Across Cultures. (6th edn). Pearson Education. [eBook: <https://bit.ly/3F7sijA>].
- Hofstede G., (2001). Culture's Consequences: Comparing Values, Behaviors, Institutions, and Organizations across Nations. (2nd edn). Sage Publications.
- Trompenaars F., Hampden-Turner C. (2012). Riding the Waves of Culture: Understanding Cultural Diversity in Global Business. (3rd edn). McGraw Hill. [eBook: <https://bit.ly/3yXtO6K>].
- Dickson G.C.A., (1989). Corporate Risk Management, The Institute of Risk Management; Witherby & Co. Ltd. Editors

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

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

- Course Introduction
- Project Management Overview. Part I. PPT Chapter 1
- Project Management Overview. Part II PPT Chapter 1

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

- Project Growth: Concept & Definition. Part I. PPT Chapter 2
- Project Growth: Concept & Definition. Part II. PPT Chapter 2

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

- Organizational Structures. PPT Chapter 3
- Team Projects. Company Case.

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

- Management Functions. Parts I and II. PPT Chapter 5
- Management of Your Time and Stress. PPT Chapter 6
- Team Projects. Company Case.

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

- The Variables for Success. PPT Chapter 9
- Working with Executives. PPT Chapter 10
- Team Projects. Company Case.

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

- Planning. Part I. PPT Chapter 11
- Planning. Part II. PPT Chapter 11
- Team Project. Company Case.

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

- Pricing & Estimating. PPT Chapter 14
- Cost Control. Chapter 15
- Mid Term\_Team Project.

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

- Risk Management, Chapter 17
- Mid Term\_Team Project.

**Plan Session 09 :**

- Mid Term\_Team Projects



## SYLLABUS

PM508E\_1\_0108\_22

Project Management

<b>ACADEMIC AREA</b>	<b>: MANAGEMENT AND ORGANIZATIONS</b>
<b>PROGRAMME</b>	<b>: MSC GBM / MSC IHRM JAN / PGTC</b>
<b>PERIOD</b>	<b>: FALL</b>
<b>COORDINATOR</b>	<b>: Mr. Pierre CAMPS</b>
<b>INSTRUCTOR(S)</b>	<b>:</b>
<b>CONTACT HOURS</b>	<b>: 27 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 :

An organizational Behaviour Course. Students should be familiar with the various departments of a company.

### MODULE DESCRIPTION :

### CONTRIBUTION TO PROGRAMME LEARNING OBJECTIVES :

- Demonstrate leadership, communication and teamwork skills
- Display creative, innovative and entrepreneurial abilities in business problem solving (INNOVATION)

### MODULE INTENDED LEARNING OUTCOMES (ILOs) :

1. Explain and assess project requirements (and evaluate the associated techniques).
2. Analyze project risks (and evaluate the associated techniques).
3. Analyze project quality (and evaluate associated techniques).
4. Explain the alternative options to plan, monitor and control a project (and evaluate the associated techniques).
5. Explain the purpose of performance management in projects (and evaluate the associated techniques).
6. Apply generic project tools (and evaluate the associated techniques).
7. Explain the nature of project information and communication (and evaluate the associated techniques).

### TOPICS COVERED :

- Project Management Overview.
- Growth Concepts & Definitions (Part I+II).
- Organizational Structures.
- Organizing & Staffing the Project Office & Team.
- Management Functions.
- Management of Your Time and Stress.
- Management of Conflicts.
- The Variables for Success.
- Working With Executives.
- Planning (Part I+II).
- Network Scheduling Techniques.
- Pricing & Estimating.

- Cost Control.
- Risk Management.
- Quality Management.
- Midterm Team Project: Reflective Reporting & Project Appraisal.

#### RESEARCH-LED TEACHING :

Businesses generally bond with their customers to uncover methodologies that can be translated into new or improved pathways. A lead-user research method in Project Management (PM) will reach outbound to unframed answers objecting preferences lead to each specific project. These lead user drivers will take off roads and use them in unforeseen ways to meet their goals. This research method is used as a systematic way to mine insights and innovations. The course will offer an update on the use of the methods and on adaptations to increase efficiency as well as an overview of lessons learned from experiences.

#### CSR AND SUSTAINABLE DEVELOPMENT GOALS :

Crisis Management contributes in essence to the achievement of the UNESCO 17 Sustainable Development Goals (SDGs) through Education, at the forefront of research, by means of a systematic review of the literature on Crisis Management and SDGs. Throughout the research, analysis, and understanding of these results, this area of study provides a thorough insight into the field by proposing a framework to guide students in the integration of SDGs in their activities. The framework makes it possible to incorporate the vision of different stakeholders in order to generate a platform for continuous improvement, implement it through Crisis Communication Plans, and monitor and control its effectiveness.

#### CSR NB HOURS :

9

#### SUSTAINABLE DEVELOPMENT GOALS COVERED :

- 03 - Good health and well-being
- 04 - Quality education
- 05 - Gender equality
- 08 - Decent work and economic growth
- 09 - Industry, innovation and infrastructure
- 10 - Reduced inequalities
- 11 - Sustainable cities and communities
- 12 - Responsible consumption and production
- 16 - Peace, justice and strong institutions
- 17 - Partnership for the goals

#### TEACHING METHODS :

Within a professional context, this module prepares students to managing projects. The course will be taught using a combination of lecture, discussion, and dialogue around cases, emphasising company examples given during the module.

A case is a comprehensive exposition of a real managerial situation describing a set of problems and requiring a plan of action. The case method provides a pragmatic framework for the learning process. Its success depends heavily on student preparation and active participation in class discussions.

Teaching methods will include lectures, discussion and business cases, studied individually or in small groups as often as possible. The module includes Project Management theories but is primarily an applied, practical approach.

The professor will be lecturing using PowerPoints, distributed online to students. Creativity is expected from students to express their conceptual skills. Students will have to review a real project that will include all elements listed in ILOs.

#### METHODS OF ASSESSMENT :

Continuous/Final	Group/Individual	Assessment	Weight	Duration	ILOs assessed
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Final	Individual	Final written exam	60%	Three (3) hours.	One (1), Two (2), Three (3), Four (4), Five (5), Seven (7).
Continuous	Group	Group project	40%	Not specified	One (1), Two (2), Three (3), Four (4), Five (5), Seven (7)

**Assessment 1 details:**

Students will be requested to develop their argument and defense while they answer three (3) fundamental questions in three (3) hours showing their deep understanding and mastering of Crisis Management and Communication science.

**Assessment 2 details:**

Students working in teams of three (3) students, will be evaluated on the pertinence of their Project Management Plan, including Project Concept & Strategy, Project Scope, Project Planning, Quality, Planning & Scheduling, Cost Estimating, Contracting for Engineering & Construction Services, Communication & People Management, Progress Monitoring & Control, Cost Control, Risk Identification & Management, Facility Start-up & Project Closeout.

**ACADEMIC INTEGRITY :**

**BIBLIOGRAPHY :**

- Kerzner, Harold R. (latest edition). Project Management: A Systems Approach to Planning, Scheduling, and Controlling. Wiley. [eBook <https://vu.fr/61RK>]
- Lock, D. (2013). Project Management. (10th edn). Gower Publishing Limited. [eBook <https://vu.fr/zLxu>]

**Additional Reading**

- Lock, Denis (2014). The Essentials of Project Management. (4th edn). Farnham (U.K.) Gower. [eBook: <https://bit.ly/3PodFOK>].
- Anderson R. David, Sweeney J. Dennis, William A. Thomas. (2014). An Introduction to Management Science. Cengage Learning.
- Larson W. Erik. (2013). Project Management: The Managerial Project, New York McGraw-Hill.
- Meredith R. Jack, Mantel J. Samuel. (2015). Project Management: A Managerial Approach. (9th edn). Singapore: John Wiley & Sons.
- Wickham Louise, Wilcock Jeremy. (2016). Management Consulting: Delivering an Effective Project, Pearson Education, 5th Edition. [eBook: <https://bit.ly/3BkwKX>].
- Balogun Julia, Hope-Hailey Veronica (2015). Exploring Strategic Change. Pearson Education, 4th Edition. [eBook: <https://>]

//bit.ly/3PmaOWR].

- Gunther McGrath R., (2013). The End of Competitive Advantage. Harvard Business Review Press.
- Usunier J.C., Lee J.A., (2013). Marketing Across Cultures. (6th edn). Pearson Education. [eBook: <https://bit.ly/3F7sijA>].
- Hofstede G., (2001). Culture's Consequences: Comparing Values, Behaviors, Institutions, and Organizations across Nations. (2nd edn). Sage Publications.
- Trompenaars F., Hampden-Turner C. (2012). Riding the Waves of Culture: Understanding Cultural Diversity in Global Business. (3rd edn). McGraw Hill. [eBook: <https://bit.ly/3yXtO6K>].
- Dickson G.C.A., (1989). Corporate Risk Management, The Institute of Risk Management; Witherby & Co. Ltd. Editors

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

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

- Course Introduction
- Project Management Overview. Part I. PPT Chapter 1
- Project Management Overview. Part II PPT Chapter 1

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

- Project Growth: Concept & Definition. Part I. PPT Chapter 2
- Project Growth: Concept & Definition. Part II. PPT Chapter 2

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

- Organizational Structures. PPT Chapter 3
- Team Projects. Company Case.

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

- Management Functions. Parts I and II. PPT Chapter 5
- Management of Your Time and Stress. PPT Chapter 6
- Team Projects. Company Case.

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

- The Variables for Success. PPT Chapter 9
- Working with Executives. PPT Chapter 10
- Team Projects. Company Case.

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

- Planning. Part I. PPT Chapter 11
- Planning. Part II. PPT Chapter 11
- Team Project. Company Case.

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

- Pricing & Estimating. PPT Chapter 14
- Cost Control. Chapter 15
- Mid Term\_Team Project.

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

- Risk Management, Chapter 17
- Mid Term\_Team Project.

**Plan Session 09 :**

- Mid Term\_Team Projects



## SYLLABUS

SC501E\_1\_0108\_22

### Introduction to Supply Chain Management

ACADEMIC AREA	: SUPPLY CHAIN MANAGEMENT AND INFORMATION SYSTEMS
PROGRAMME	: MSC GBM / MSC SCM / MSC SCM JAN / PGTC
PERIOD	: FALL
COORDINATOR	: Dr. Ramzi HAMMAMI
INSTRUCTOR(S)	: Dr. Imen NOUIRA Dr. Ramzi HAMMAMI
CONTACT HOURS	: 27 hours
STUDY TIME	: 120 hours (Class preparation, homework and assessments)
CREDITS	: 6.0 ECTS

#### PRE-REQUISITE MODULES :

No specific requirements

#### MODULE DESCRIPTION :

#### CONTRIBUTION TO PROGRAMME LEARNING OBJECTIVES :

- Demonstrate a key expertise and a deep understanding of the concepts, methods and techniques in supply chain management to provide value to the business community.
- Develop a strategic perspective based on a solid understanding of management foundations and techniques
- Integrate diversity and globalization in the practice of management (GLOBAL)

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

1. Understand the different supply chain activities
2. Elaborate and update the production planning by using MRP
3. Elaborate the production plan
4. Calculate the different Kanban parameters and understand how to implement a KanBan system
5. Use AHP in order to select suppliers

#### TOPICS COVERED :

- . Supply chain concepts
- . Push and pull systems
- . MRP/II
- . Just in time
- . Purchasing and supplier selection



**RESEARCH-LED TEACHING :**

Research papers used to discuss and explain the supply chain concepts:

Hammami, R., Asgari, E., Frein, Y., & Nouri, I. (2022). Time-and price-based product differentiation in hybrid distribution with stockout-based substitution. *European Journal of Operational Research*, 300 (3), 884-901.

Hammami, R., Frein, Y., & Hadj-Alouane, A.B. (2008). Supply chain design in the delocalization context: Relevant features and new modeling tendencies. *International Journal of Production Economics*, 113 (2), 641-656.

Research papers used to discuss and explain the purchasing and supplier selection concepts:

Hammami, R., Temponi, C., & Frein, Y. (2014). A scenario-based stochastic model for supplier selection in global context with multiple buyers, currency fluctuation uncertainties, and price discounts. *European Journal of Operational Research*, 233 (1), 159-170.

Hammami, R., Frein, Y., & Hadj-Alouane, A.B. (2012). An international supplier selection model with inventory and transportation management decisions. *Flexible Services and Manufacturing Journal*. 24(1), 4-27.

**CSR AND SUSTAINABLE DEVELOPMENT GOALS :**

- Understand how the emergence of environmental concerns led to rethink the supply chain and purchasing practices.

- Introduce the course of green supply chain.

**CSR NB HOURS :**

2

**SUSTAINABLE DEVELOPMENT GOALS COVERED :**

- 09 - Industry, innovation and infrastructure
- 12 - Responsible consumption and production

**TEACHING METHODS :**

The teaching method is lectures combined with case studies and exercises.

The module provides students with tools than can be applied to real world situations such as the production plan and the JIT tools. Also, the module is based on real-world case studies.

**METHODS OF ASSESSMENT :**

Continuous/Final	Group/Individual	Assessment	Weight	Duration	ILOs assessed
Continuous	Group	Group project	40%		Just in time
Final	Individual	Final written exam	60%		All

**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 :**

-> Chopra, S. and Meindl, P. (2015). Supply Chain Management: Strategy, Planning and Operation. (6th edn). Upper Saddle River: Pearson Education. [eBook: <https://bit.ly/2W1CB8p>].

**Additional Reading**

->Hamami, R., Asgari, E., Frein, Y., & Nouri, I. (2022). Time-and price-based product differentiation in hybrid distribution with stockout-based substitution. *European Journal of Operational Research*, 300 (3), 884-901.

->Hamami, R., Frein, Y., & Hadj-Alouane, A.B. (2008). Supply chain design in the delocalization context: Relevant features and new modeling tendencies. *International Journal of Production Economics*, 113 (2), 641-656.

->Hamami, R., Temponi, C., & Frein, Y. (2014). A scenario-based stochastic model for supplier selection in global context with multiple buyers, currency fluctuation uncertainties, and price discounts. *European Journal of Operational Research*, 233 (1), 159-170.

->Hamami, R., Frein, Y., & Hadj-Alouane, A.B. (2012). An international supplier selection model with inventory and transportation management decisions. *Flexible Services and Manufacturing Journal*. 24(1), 4-27.

**MODULE PLAN SESSIONS :****Plan Session 01 :**

1 & 2 / General supply chain management concepts / NA

**Plan Session 02 :**

3,4 & 5 / Production plan and MRP / Case study 1

**Plan Session 03 :**

6 & 7 / JIT and Kanban / Class exercises

**Plan Session 04 :**

8 & 9 / Purchasing management, AHP / Case study 2





## **SYLLABUS**

**ST540E\_0101\_23**

### **Strategic Management**

#### **STRATEGY AND INNOVATION**

**MSC DBAN / MSC FDI / MSC FDI BIL SEPT / MSC GBM / MSC GBM JAN / MSC GEOB /**

#### **SPRING**

**Dr. Andre NEMEH**

**Dr. Carole BONANNI**

**Dr. Franck XIA**

**Dr. Hamid MAZLOOMI-KHAMSEH**

**Mr. Mohamad Najib TARHINI**

**Mrs. Yara ATALLAH**

**30 hours**

**null hours (Class preparation, homework and assessments)**

**6.0 ECTS**

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

A Principles of Management or Organisational Behaviour module, as well as basic modules in major functional areas (Marketing, Finance) are strongly recommended but not absolutely required.

#### **MODULE DESCRIPTION :**

As a key component of the program, this module aims at presenting the various dimensions of the environment of a business today, the evolving nature of this environment and the impact of these changes on the future of a company in the first part of the 21st century, as well as the different tools and models useful in analyzing a business etc.

This module aims at presenting the various dimensions of corporate strategy, with a focus on horizontal and vertical dimensions, the importance of well-crafted strategy on the growth and competitive advantage of firms, as well as the different tools and models useful in analyzing these dimensions etc.

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

- Demonstrate leadership, communication and teamwork skills
- Develop a strategic perspective based on a solid understanding of management foundations and techniques
- Develop critical thinking and strategic perspective to solve complex problems in ambiguous environments

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

- Develops mission and vision statements, a high-level strategy, strategic objectives, as well as alternatives tied to different scenarios
- Understands the impact of external environment on business strategies
- Identifies the internal resources and capabilities, and their significance in strategy implementation
- Understands the different business strategies that a firm can have
- Identifies firm's boundaries
- Identifies corporate development options

#### **TOPICS COVERED :**

- Strategy & policy, business model, mission, vision, goals
- Strategic diagnosis: external analysis
- Strategic diagnosis: internal analysis

- Business strategy: cost leadership, differentiation; broad or focused; blue ocean strategy
- Strengthening a Company's Competitive Position (1): Strategic Alliances
- Strengthening a Company's Competitive Position (2): Mergers and Acquisitions
- Corporate level strategic decision: vertical integration or outsourcing
- Strategies for Competing in International Markets
- Building an Organization Capable of Good Strategic Execution

#### RESEARCH-LED TEACHING :

#### CSR AND SUSTAINABLE DEVELOPMENT GOALS :

#### CSR NB HOURS :

#### SUSTAINABLE DEVELOPMENT GOALS COVERED :

-

#### TEACHING METHODS :

A variety of pedagogical approaches will be applied:

- Lectures with active student participation.
- Group and individual practical exercises.
- Summaries of articles.
- Case study analysis and resolution.

The session will have a predominantly applied character with a high participatory content. Lectures will be rather short and summarize the major concepts and answer students' questions.

Students are required to read all the readings before class session.

This module is entirely dealing with strategic development problems in companies either through case analysis or company examples.

#### METHODS OF ASSESSMENT :

Continuous/Final	Group/Individual	Assessment	Weight	Duration	ILOs assessed
					1 to 6

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

Group article summaries:

Students present and provide a short report on assigned articles.

#### Oral Presentation Template

- The article main problem (1-2 slides)
- The article proposed solution/framework (1-2 slides)
- The example(s)/Case(s) studied in the article (1-4 slides)

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

Group case analysis

Students will present/guide through assigned case and write a report. Students are expected to apply concepts and tools acquired in the course in order to answer relevant questions to the case.

While case presentation is abstract, case report has to clearly show the reasoning the lead to the decisions/conclusions.

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

The final exam consists of an individual written analysis of a case and a short essay on a concept discussed in class. Students are expected to demonstrate their knowledge of the module material in response to the questions and their analysis of the case.

#### **ACADEMIC INTEGRITY :**

#### **BIBLIOGRAPHY :**

Thompson, A. A., Peteraf, M. A., Gamble, J. E., Strickland, A. J., (2017). Crafting and executing strategy: The Quest for Competitive Advantage Concepts and Cases. (21st edn). McGraw-Hill. [eBook: <https://cutt.ly/5MVap5UJ>]

#### **Additional Reading**

List of articles:

Session 2

Porter, M. E. 1996. What is a strategy? Harvard Business Review (November-December): 61-78.

Collins, J. C., & Porras, J. I. (1996). Building your company's vision. Harvard Business Review, 74(5), 65.

Session 3

Porter M. E. (2008). The five competitive forces that shape strategy. Harvard Business Review, 86(1), 2-17.

Courtney, H., Kirkland, J., & Viguerie, P. (1997). Strategy under uncertainty. Harvard Business Review, 75(6), 67-79.

Session 4

Collis, D. J., & Montgomery, C. A. (2008). Competing on resources. Harvard Business Review. 140-150.

Ulrich, D., & Smallwood, N. (2004). Capitalizing on capabilities. Harvard Business Review, 119-128.

Session 5

Kim, W.C., and Mauborgne, R. (2004). "Blue ocean strategy." Harvard Business Review, 82 (10), 76-84.

Kim, W. C., & Mauborgne, R. (2015). Red Ocean Traps. Harvard Business Review, 93(3), 68-73.

Session 6

Dyer, J. H., Kale, P., & Singh, H. (2003). When to ally & when to acquire. Harvard Business Review, 82(7-8), 108-15.

Iansiti, M., & Levien, R. (2004). Strategy as ecology. Harvard Business Review, 82(3), 68-81.

Session 7

Kumar, N. (2009). How emerging giants are rewriting the rules of M&A. Harvard Business Review, 87(5), 115-121.

Christensen, C. M., Alton, R., Rising, C., & Waldeck, A. (2011). The big idea: The new M&A playbook. Harvard Business Review, 89(3), 48-57.

Session 8

Bremmer, I. (2014). The new rules of globalization. Harvard Business Review, 92(1), 103-107.

Ghemawat, P. (2017). Globalization in the age of Trump. Harvard Business Review, 95(4), 114-23.

Session 9

Markides, C. C. (1997). To diversify or not to diversify. Harvard Business Review.

Ramachandran, J., Manikandan, K. S., & Pant, A. (2013). Why Conglomerates Thrive (Outside the US). Harvard business review, 91(12), 110-

Session 10

Neilson GL, Martin KL, Powers E. (2008) The Secrets to Successful Strategy Execution. Harvard Business Review, 86(6):60-70.  
Sull, D., Homkes, R., & Sull, C. (2015). Why strategy execution unravels—and what to do about it. Harvard Business Review, 93(3), 57-66.

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

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

1/ Introduction: Strategy & policy, business model, mission, vision, goals / Chapter 1 and 2  
Reading (see the list of articles below)

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

2/ Strategic diagnosis: external analysis/Chapter 3 in Thompson et al.  
Reading (see the list of articles below)  
Case Study: TOMS Shoes

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

3/Strategic diagnosis: internal analysis/Chapter 4 in Thompson et al.  
Reading (see the list of articles below)

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

4/Business strategy level recommendation: cost leadership, differentiation; broad or focused; blue ocean strategy/Chapter 5 in Thompson et al.  
Reading (see the list of articles below)  
Case Study: Competition in the Craft Beer Industry in 2020

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

5/Strengthening a Company's Competitive Position/Chapter 6 in Thompson et al.  
Reading (see the list of articles below)

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

6/Strategies for Competing in International Markets/Chapter 7 in Thompson et al.  
Reading (see the list of articles below)  
Case Study: Spotify in 2020

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

7/Corporate Strategy: Diversification and the Multibusiness Company/Chapter 8 in Thompson et al.  
Reading (see the list of articles below)

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

8/Ethics, Corporate, Environmental Sustainability, and Strategy/Chapter 9 in Thompson et al.  
Reading (see the list of articles below)  
Case Study: Twitter, Inc. in 2020

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

9/Building an Organization Capable of Good Strategic Execution/Chapter 10 in Thompson et al.  
Reading (see the list of articles below)

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

General Review  
Reading (see the list of articles below)  
Case Study: Boeing 737 MAX





## SYLLABUS

ST541E\_0101\_23

### Advanced Strategy

<b>ACADEMIC AREA</b>	<b>: STRATEGY AND INNOVATION</b>
<b>PROGRAMME</b>	<b>: MSC DBAN / MSC FDI / MSC GBM / MSC GBM JAN / MSC GEOB / MSC IAMCA / MSC IF /</b>
<b>PERIOD</b>	<b>: SPRING</b>
<b>COORDINATOR</b>	<b>: Dr. Seong Young KIM</b>
<b>INSTRUCTOR(S)</b>	<b>: Dr. Franck XIA Dr. Laurent SCARINGELLA Dr. Seong Young KIM Mr. François HUBER Mrs. Cathy MASSON Mr. Shubho CHAKRABORTY Mrs. Morgane LOQUEN</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 :

A first level module in Strategic Analysis like ST540, ST501, ST590\_INSOFE is required as well as basic modules in major functional areas (Marketing, Finance).

#### MODULE DESCRIPTION :

This module aims at presenting the various strategic environments at corporate scope. Through this module students will have developed:

- An understanding of the strategic issues at corporate level,
- The ability to identify and analyse major strategic problems and challenges the multibusiness companies face,
- The ability to build good corporate strategies and to implement them.

#### CONTRIBUTION TO PROGRAMME LEARNING OBJECTIVES :

- Demonstrate leadership, communication and teamwork skills
- Develop a strategic perspective based on a solid understanding of management foundations and techniques
- Develop critical thinking and strategic perspective to solve complex problems in ambiguous environments

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

1. Understand and develop strategies for competing in international markets,
2. Understand the difference between business and corporate strategies,
3. Develop corporate objectives and formulate corporate strategies,
4. Understand how to integrate ethics and corporate social responsibility in strategy,
5. Define the most adequate implementation systems and processes.

#### TOPICS COVERED :

As a key component of the program, this module aims at presenting:

- Strategic choices for competing in international markets,
- Corporate strategies as diversification, Mergers and Acquisitions, and alliances of multinational company,
- Multinational company's ethical behaviour and social responsibility,

- Organizational choices for good strategy execution,
- Identifying organizational structure, corporate culture, and leadership to execute strategies,
- Strategic choice between internal development, strategic alliance, and mergers and acquisitions.

#### RESEARCH-LED TEACHING :

#### CSR AND SUSTAINABLE DEVELOPMENT GOALS :

• One session of this module aims to help students understand CSR topics on (1) a company's duty to operate according to ethical standards, (2) a company's obligation to demonstrate socially responsible behavior and corporate citizenship, and (3) strategic initiatives of a company to meet the needs of consumers in a manner that protects natural resources and ecological support systems needed by future generation.

#### CSR NB HOURS :

3

#### SUSTAINABLE DEVELOPMENT GOALS COVERED :

- 12 - Responsible consumption and production

#### TEACHING METHODS :

- Lectures for the main concepts.
  - Discussion for concrete illustrations of the main concepts
- Students are supposed to read all cases and complementary readings before attending the class.
- Case discussions:

In the field of study, learning directly from the experience of actual business firms is more important than theory. However, students should be aware of the fact that the quality of a case discussion is directly and entirely proportional to the importance and quality of their own preparation of the case and their inputs to the discussion.

Since the core methodology used in this module is based on discussion of cases and readings, each participant is required to discuss all the cases and readings, with no excuse. This grade will be based entirely on the quantity and quality of every student's in preparing discussion (individually or in teams as required by the professor).

#### METHODS OF ASSESSMENT :

Continuous/Final	Group/Individual	Assessment	Weight	Duration	ILOs assessed
Continuous	Group	Group project	40%		ILOS N°1, N° 2, N°3, N°4, N°5
Final	Individual	Report	60%		ILOS N°1, N° 2, N°3, N°4, N°5

#### Assessment 1 details:

Assessment 1 (Case presentation): For a given business case, students will be asked to prepare a PowerPoint presentation (max, 30 minutes) as a team. The team must be able to share its knowledge, its analysis and comments about the case to the class room through presentation. Professional attitude are required to do presentation (strong participation, structuring and organizing contents and slides, efficient oral presentation, deep knowledge for the case, punctuality, etc). For this exercise students should prepare a professional presentation, similar to what consultants would do.

Teams should send their ppt presentation slides to the professor at least one day before the presentation date, even though they may not be asked to present orally.

**Assessment 2 details:**

Assessment 2 (Written report):

Please, select a multinational company or start-up to describe and analyse its corporate strategic moves over last three to ten years' period. Describe the apparent corporate strategy it pursues and discuss the adequacy and effectiveness of the strategy, and evaluate the consequence and the performance (economic performance).

Students should conduct direct analysis and draw their own conclusion using news articles, magazines, market information, and databases for the selected company. This means that students should have enough time to prepare their report.

Use some of the conceptual tools seen in class. Suggested number of words: 2,500 to 3,500. This final report has to be submitted to the lecturer within three weeks (15 working days) immediately after the course lectures of each group finish.

- The softcopy of final report has to be either in WORD or PDF format.
- The file name of your final report (softcopy) has to be: ST541E\_2023\_ YOUR LAST NAME\_ YOUR GIVEN MAE\_ YOUR STUDENT NUMBER. This file name has to be mentioned in your title page of final report.
- Any late submission of the final report will be considered as submission failure, except a written confirmation from the lecturer in advance.
- Spelling and grammar mistakes can be tolerated, if the total number of such mistakes and errors is less than 24.

**ACADEMIC INTEGRITY :**

Please remind students of the school plagiarism policy.

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 :**

- Rothaermel, F. (2020). Strategic Management (5th edn). McGraw Hill.

**Additional Reading**

A selection of some major academic JOURNALS available in electronic format in full-text via the Learning Center Databases <https://learning-center.rennes-sb.com> .

- Journal of Business Strategy (Emerald / Emerald) from 2003 to now, also available in paper collection in the Library

from 1990.

- Strategic Management Journal (Wiley-Blackwell / Wiley InterScience) from 1996 to now ; BSC from 1980 to now.
- Long Range Planning (Elsevier / Science Direct) from 1990 to now.
- Business Strategy Review (Wiley-Blackwell / Wiley InterScience) from 1997 to now ; BSC from 1990 to present.
- Journal of Strategy and Management (Emerald / Emerald) from 2008 to now.
- Strategic Change (Wiley-Blackwell / BSC & Wiley InterScience) from 1996 to now.
- Strategic Organization (Sage / Sage) from 2003 to now.

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

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

Introduction of Advanced Strategy and Review of Business Strategy

Readings:

Frank Rothaermel. The latest edition, Chapter 1

Class Discussion: Madonna

Presentation group forming / case assigning

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

Industry Life Cycle

Readings:

Frank Rothaermel. The latest edition, Chapter 7

Presentation by students: Netflix, Inc.

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

Competition In High-Tech Industries: Innovation

Readings:

Robert M. Grant. The latest edition, Chapter 9

Class Discussion: Blue-Ray VS HD-DVD

Presentation by students: Apple, Inc.

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

Corporate Strategy I: Vertical integration and Diversification

Readings:

Frank Rothaermel. The latest edition, Chapter 8

Presentation by students: Amazon.com, Inc

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

Corporate Strategy II: Strategic alliances, Mergers and Acquisitions

Readings:

Frank Rothaermel. The latest edition, Chapter 9

Presentation by students: The Walt Disney Company

**Plan Session 06 :**

Global Strategy for Competing in International Markets

Readings:

Frank Rothaermel. The latest edition, Chapter 10

Presentation by students:

IKEA's International Marketing Strategy in China

**Plan Session 07 :**

Strategy Execution: People and Capabilities

Readings:

Thompson et al. 21th edition, Chapter 10

Class Discussion :

- Robin Hood
- Dilemma at Devil's Den

**Plan Session 08 :**

Strategic Execution: People, Capabilities, and Structure

Readings:

Frank Rothaermel. The latest edition, Chapter 11

Presentation by students: Alphabet's Google

**Plan Session 09 :**

Corporate Governance

Readings:

Frank Rothaermel. The latest edition, Chapter 12

Presentation by students: Uber Technologies

**Plan Session 10 :**

Ethics, Corporate Social Responsibility, Environmental Sustainability, and Strategy

Readings:

Thompson et al. 21th edition, Chapter 9

Presentation by students: Conflict Palm Oil and PepsiCo's