SYLLABUS

CR412E_0101_24

Social Economy

ACADEMIC AREA : **MANAGEMENT AND ORGANIZATIONS**

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

PERIOD : **SPRING**

COORDINATOR : **Mr. Madeg LE GUERNIC**

INSTRUCTOR(S) : **Mr. Madeg LE GUERNIC**

CONTACT HOURS : **30 hours**

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

CREDITS : **4.0 ECTS**

PRE-REQUISITE MODULES :

There are no specific prerequisites for this module, but a general understanding of business, economics, or social issues can be beneficial.

MODULE DESCRIPTION :

This course offers a profound understanding of the social economy, a diverse and expanding sector dedicated to social and environmental goals. Students explore core concepts, various organizational models, and real-world case studies to comprehend how businesses and organizations can achieve positive social and environmental outcomes while ensuring financial sustainability. The course highlights the diversity within the social economy, covering cooperatives, nonprofits, social enterprises, and community initiatives.

Interactive and engaging, it encourages student participation and discussions on the future of social economy initiatives. Emphasizing the importance of the triple bottom line – people, planet, and profit – the course helps students appreciate the significance of balancing economic viability with social and environmental responsibility. Graduates are equipped to make a positive impact in roles as leaders, entrepreneurs, policymakers, or responsible citizens, contributing to a sustainable and socially responsible future.

Students will be assessed through a combination of assignments: group projects leading to presentations, and a continuous written exam. Assessment methods will focus on understanding and application of course concepts, critical analysis, and the ability to develop solutions for real-world social economy challenges.

CONTRIBUTION TO PROGRAMME LEARNING OBJECTIVES :

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

MODULE INTENDED LEARNING OUTCOMES (ILOs) :

1. Define and explain the key concepts and principles of the social economy.
2. Identify and analyse the different forms and structures of social economy organisations, including cooperatives, mutual societies, associations, nonprofits, foundations and explore the differences with organizations within the social enterprises world.
3. Explore the historical and global context of the social economy, including its development, challenges, and opportunities.
4. Understand the legal and regulatory frameworks that rule social economy entities with a focus on governance.
5. Analyse the impact of the social economy on local communities, economies, and sustainable development.
6. Understand the business model and evaluate successful social economy business models and practices through real-

world case studies.
7. Develop the skills necessary for assessing the social and environmental impact of social economy organizations.
8. Apply knowledge of the social economy to create innovative and sustainable solutions to social and environmental challenges.

TOPICS COVERED :

Introduction to Social Economy: Concepts and Definitions
Historical Development and Global Context of the Social Economy
Legal and Regulatory Frameworks for Social Economy Organizations
Types of Social Economy Entities: Cooperatives, Nonprofits, Social Enterprises, and Community Organizations
Social Economy and Sustainable Development
Measuring and Evaluating Social Impact
Case Studies in Social Economy: Success Stories and Challenges
Innovation and Entrepreneurship in the Social Economy

RESEARCH-LED TEACHING :

This course is rooted in my own research area and draws upon a range of contemporary, well-established references within the realm of social economy.

CSR AND SUSTAINABLE DEVELOPMENT GOALS :

The course is designed to enable students to develop Master-level skills recognized as necessary for sustainable development and responsible management, as outlined in the Green Comp, Jouzel, and UVED reports (June 2023). The worked skills are as follows:

O1 - Embed their managerial actions in a forward-looking perspective of challenges: Maintain a critical view of technical innovations and their limitations (energy efficiency, carbon capture and storage, geo-engineering, new energy sources and vectors, etc.).

O2 - Maintain a critical view of the social and environmental impact of a product/service and an organization: Identify the social impact of an organization on its internal stakeholders, its region, and in a broader sense, in relation to the Sustainable Development Goals (SDGs).

O3 - Lead the measurement of ecological and social performance: Identify and know how to construct relevant indicators related to the SDGs, and be aware of the scope and limitations of these indicators.

O6 - Engage employees and stakeholders and co-act responsibly: Build communication aligned with values and challenges.

CSR NB HOURS :

30

SUSTAINABLE DEVELOPMENT GOALS COVERED :

- 01 - No poverty
- 02 - Zero hunger
- 03 - Good health and well-being
- 04 - Quality education
- 05 - Gender equality
- 06 - Clean water and sanitation
- 07 - Affordable and clean energy
- 08 - Decent work and economic growth
- 09 - Industry, innovation and infrastructure
- 10 - Reduced inequalities
- 11 - Sustainable cities and communities
- 12 - Responsible consumption and production
- 13 - Climate action
- 14 - Life below water
- 15 - Life on land
- 16 - Peace, justice and strong institutions
- 17 - Partnership for the goals

TEACHING METHODS :

Interactive and engaging, it encourages student participation and discussions on the future of social economy initiatives. Emphasizing the importance of the triple bottom line – people, planet, and profit – the course helps students appreciate the significance of balancing economic viability with social and environmental responsibility. Graduates are equipped to make a positive impact in roles as leaders, entrepreneurs, policymakers, or responsible citizens, contributing to a sustainable and socially responsible future.

A typical session of the course is divided in three parts: i. A magistral course on the key concepts, figures & facts on the topic; ii. A case-study, exercice or practice time; & iii. A group work on their final project and evaluation with the help & support of the teacher;

Students will be assessed through a combination of assignments: group projects leading to presentations, and a continuous written exam. Assessment methods will focus on understanding and application of course concepts, critical analysis, and the ability to develop solutions for real-world social economy challenges.

METHODS OF ASSESSMENT :

Continuous/Final	Group/Individual	Assessment	Weight	Duration	ILOs assessed
Continuous	Group	Group work	40%	20' + 10' questions	1 to 8
Final	Individual	Written in class - Continuous	60%	120'	All

Assessment 1 details:

Group presentation (3-4 students) in class.

Students will create and present an innovative social economy structure that includes governance, business model, performance measures, and social and environmental impacts. This project encourages students to think creatively and align their ideas with social economy principles. Students will articulate their innovative social economy structure. They should effectively communicate their ideas, rationale, and the potential impact of their proposed organisation. This presentation will be an opportunity for students to showcase their understanding of the social economy principles and their ability to apply them in a real-world context.

This assessment not only evaluates students' knowledge of social economy concepts but also their capacity to think critically and creatively, aligning their ideas with the principles and goals of the social economy. It encourages practical application and provides a platform for students to demonstrate their understanding and innovation in the field.

Assessment 2 details:

Students will be required to complete a written test with questions, case-studies on a relevant social economy topic. They should critically analyze concepts, models, and practical examples, demonstrating a deep understanding of the subject matter and its real-world implications. The written assessment will evaluate their ability to synthesize information, think critically, and communicate effectively in writing.

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 :

Bridge, S., Murtagh, B., & O'Neill, K. (2020). Understanding the social economy and the third sector (2nd edn). Bloomsbury Publishing.
Defourny, J., & Nyssens, M. (2017). Économie sociale et solidaire: Socioéconomie du 3e secteur. De Boeck Supérieur. [ebook available : https://tinyurl.com/4fp7y96p]

Additional Reading

Bouchard, M. J. & Rousseliere, D. (2015). The Weight of the Social Economy : An International Perspective. International Centre of Research and Information on the Public, Social and Cooperative Economy. Series: Social Economy & Public Economy, no. 6. Bruxelles : Peter Lang AG, Internationaler Verlag der Wissenschaften. [ebook : https://rennes-sb.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=nlebk&AN=1065091&lang=fr&site=eds-live&scope=site&ebv=EB&ppid=pp_Cover]

Fotache, G. (2022). The Role of the Social Economy in Achieving the Sustainable Development Goals (Sdgs) at EU and Global Level. Economy Transdisciplinarity Cognition, 25(2), 34-43.

Kolhoff, L. (2023). Governance in the Social Economy: An Introduction. Springer Nature.

MODULE PLAN SESSIONS :

Plan Session 01 :

Session 1 - Introduction to Social Economy: Concepts and Definitions.

- Overview of social economy concepts and principles,
- Historical development and global context,
- Importance of the social economy in modern society.

Plan Session 02 :

Session 2 - Types of Social Economy Entities (1/2): Cooperatives & Mutual Societies.

- Cooperative Enterprises: Definition and principles of cooperatives, including types and cooperative principles.
- Mutual Societies: Explanation of mutual societies and how they differ from traditional financial institutions.
- Case Studies and Examples: Real-world examples of successful cooperatives and mutual societies, highlighting their social and economic impact.

Plan Session 03 :

Session 3 - Types of Social Economy Entities (2/2): Associations & Foundations.

- Associations: Overview of associations as a form of social economy entity, emphasizing their nonprofit nature, governance, and societal contributions, especially in the French & European context.

- Foundations: Explanation of foundations, their charitable purposes, and the role of endowments in supporting social initiatives.
- Case Studies and Examples: Real-world instances of successful associations and foundations, showcasing their impact on community development and charitable causes.

Plan Session 04 :

Session 4 - Governance of Social Economy Organisations.

- A Summary of the classic governance theories and cognitive/behavioral theories,
- Governance Principles: Introduction to governance principles (some o them specific to social economy organizations), including democratic decision-making, member participation, and stakeholder engagement.
- Board Structures: Explanation of various governance structures within social economy entities, including boards of directors, member assemblies, and committees.
- Best Practices: Discussion of best practices in governance, such as transparency, accountability, and ethical decision-making, with a focus on maintaining the social and environmental mission.

Plan Session 05 :

Social Economy, Local Development, & Sustainable Development.

- The role of the social economy in achieving the Sustainable Development Goals (SDGs),
- Measuring social and environmental impact,
- Social economy and local community development,
- The triple bottom line: People, planet, and profit.

Group Work on the Final Presentations.

Plan Session 06 :

A Focus on the Business Model of Social Economy Organisations.

- Defining the Social Economy Business Model: Exploring the unique characteristics and principles of the business models employed by social economy organizations, emphasizing their triple bottom line approach.
- Sustainable Revenue Generation: Discussing strategies for revenue generation within social economy entities, including diversified income streams, ethical marketing, and social finance options.
- Social Impact and Financial Sustainability: Examining the balance between achieving social and environmental impact and maintaining financial sustainability within social economy organizations, with a focus on achieving long-term objectives.

Group Work on the Final Presentations.

Plan Session 07 :

Session 8 - Measuring Performance in Social Economy Organisations: Measuring and Evaluating the Impacts

- What does "performance" mean in Social Economy Organisations?
- Tools and methodologies for assessing (social) impact,
- Qualitative and quantitative indicators,
- Ethical considerations in impact assessment.

Group Work on the Final Presentations.

Plan Session 08 :

Session 9 - Written Test and Group work on the Final Presentations.

Plan Session 09 :

Session 9 - Case Studies in Social Economy.

- Real-world examples of successful social economy initiatives,
- Challenges and lessons learned from specific cases,
- Guest speakers from social economy organizations.

Group Work on the Final Presentations.

Plan Session 10 :

Session 10 - Conclusion, Questions & Final Presentations.

SYLLABUS

CR413E_0101_24

Social Entrepreneurship

ACADEMIC AREA : **STRATEGY AND INNOVATION**

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

PERIOD : **SPRING**

COORDINATOR : **Mrs. Jbid ARSENYAN**

INSTRUCTOR(S) : **Mrs. Jbid ARSENYAN**

CONTACT HOURS : **30 hours**

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

CREDITS : **4 ECTS**

PRE-REQUISITE MODULES :

PGE1 Modules

MODULE DESCRIPTION :

“The core psychology of a social entrepreneur is someone who cannot come to rest, in a very deep sense, until he or she has changed the pattern in an area of social concern all across society.” Bill Drucker, Founder of Ashoka

The field of social entrepreneurship has grown rapidly over the last decade and continues to capture the attention of academics and practitioners alike. While there are many reasons for their growing popularity, on the most basic level, there is something interesting and appealing about social entrepreneurs and the stories of why and how they do what do. People are attracted to social entrepreneurs, for the same reason they find business entrepreneurs compelling – these individuals come up with brilliant ideas against all odds and succeed in creating new products/services that improve the lives of others. Social entrepreneurship signals the imperative to drive social change, and it is that potential payoff, with its lasting, transformational benefit to society, that sets the field and its practitioners apart.

Social entrepreneurship is about the creation of social value. Social value can be created by adopting several forms of social ventures—purely philanthropic, hybrid, or for-profit. The ultimate goal of a social venture is to address a social need. The module aims to equip the already-socially-conscious student with the necessary entrepreneurial tools so that they can turn their innovative ideas to tackle social challenges into feasible and sustainable businesses in order to create social impact.

CONTRIBUTION TO PROGRAMME LEARNING OBJECTIVES :

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

MODULE INTENDED LEARNING OUTCOMES (ILOs) :

After completing this course, the learner will be able to:
ILO1. Identify the multiple dimensions of a given social issue
ILO2. Analyse and compare social issues in differing contexts
ILO3. Evaluate social venture opportunities and their potential social value
ILO4. Rethink the existing business models to integrate social value
ILO5. Use entrepreneurial tools to create social value
ILO6. Develop ideas with potential to create social impact

TOPICS COVERED :

Many definitions of social entrepreneurship
Bringing sustainable solutions to societal challenges
Social Entrepreneur and its characteristics
Particularities of external environment analysis for social ventures
Looking for ideas: Social Innovation, Frugal Innovation, Reverse innovation
Social Venture Sustainability Model
Financing social ventures
Marketing for social ventures
Social Impact and Value

RESEARCH-LED TEACHING :

This course heavily relies on the vast entrepreneurship literature to compare and contrast the differences of social and traditional entrepreneurship.
We also review the computerized literature review of social entrepreneurship by Klarin& Suseno (2023) in order to understand and discuss the research landscape.

CSR AND SUSTAINABLE DEVELOPMENT GOALS :

This course covers all of the UNSDGs as students are expected to develop an understanding of global societal challenges. The course also explicitly addresses CSR and clearly differentiates social entrepreneurship from CSR activities.

CSR NB HOURS :

30

SUSTAINABLE DEVELOPMENT GOALS COVERED :

- 01 - No poverty
- 02 - Zero hunger
- 03 - Good health and well-being
- 04 - Quality education
- 05 - Gender equality
- 06 - Clean water and sanitation
- 07 - Affordable and clean energy
- 08 - Decent work and economic growth
- 09 - Industry, innovation and infrastructure
- 10 - Reduced inequalities
- 11 - Sustainable cities and communities
- 12 - Responsible consumption and production
- 13 - Climate action
- 14 - Life below water
- 15 - Life on land
- 16 - Peace, justice and strong institutions
- 17 - Partnership for the goals

TEACHING METHODS :

This course is comprised of lectures, case discussions, a group project, in-class activities to develop the project, and presentations of the activity deliverables.

This is an interactive course. Each student is expected to be aware of the UN Sustainable Development Goals and be involved with the current global affairs, question the status-quo, develop outside-the-box social ideas, and demonstrate their ability to identify social value.

Lectures are based on the Social Entrepreneurship textbook that will be used throughout the semester.

Case discussion requires active participation and prior knowledge. Cases as well as related videos and discussion questions are already cited in the book.
Case videos will be revisited during class to identify the social issues, analyse their complex nature, and discuss opportunities to create social value.

In-class activities aim to build a social entrepreneur: first as an individual, then as a business team. Each deliverable for in-class activity is graded. Refer to the rubric for components.
The building blocks of the group project are developed during in-class activities. It is of utmost importance that students provide high quality deliverables during sessions.
Students are encouraged to tweak and improve the deliverables up until the pitch event during the final session.

Attention: Laptop use is strictly forbidden during the lectures and case discussions. Conversely, laptop use is heavily encouraged during the in-class activities for research purposes. Laptop use not directly related to the course content is subject to penalty.

METHODS OF ASSESSMENT :

Continuous/Final	Group/Individual	Assessment	Weight	Duration	ILOs assessed
Continuous	Individual	Essay	15%		1, 2, 3
Continuous	Group	Group project	40%		1, 2, 3, 4, 5, 6
Final	Individual	Final written exam	40%	120 minutes	1, 2, 3, 4
Continuous	Individual	Peer evaluation	5%		1, 2, 3, 4, 5, 6

Assessment 1 details:

Learning diary.
Individual reflection (Session 2) + Learning journey (Session 9) composite grade

Assessment 2 details:

Developing a social venture

A total of 8 project groups will be working on an assigned UNSDG to create a hybrid social venture (non for-profit).
Project groups are assigned by the instructor (and not self-assigned) to attain a threshold complementarity of the group members.
UNSDGs are selected at random.

Fairness and equity concerns are mitigated via peer evaluation component of the evaluation rubric (if any group member is not doing their part, it will be reflected in their grade).
However, students are heavily encouraged to flag in-group discord at any moment in time to assure the timely intervention of the instructor (i.e. signal problems before it's too late).

Assessment 3 details:

Written exam

Assessment 4 details:

Peer evaluation for group project

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 :

Beugré, C. (2017). Social Entrepreneurship. New York: Routledge, https://doi.org/10.4324/9780203442609. [eBook https://bit.ly/3RgkmDr] .

Klarin, A., & Suseno, Y. (2023). An integrative literature review of social entrepreneurship research: mapping the literature and future research directions. Business & Society, 62(3), 565-611. [eArticle https://bit.ly/3FPp86S]

Kickul, J., Janssen-Selvadurai, C., & Griffiths, M. D. (2012). A blended value framework for educating the next cadre of social entrepreneurs. Academy of Management Learning & Education, 11(3), 479-493.

Douglas, E., & Prentice, C. (2019). Innovation and profit motivations for social entrepreneurship: A fuzzy-set analysis. Journal of business research, 99, 69-79.

Additional Reading

Books about creating social value via business:

Building Social Business: The New Kind of Capitalism That Serves Humanity's Most Pressing Needs
Muhammad Yunus
Publisher PublicAffairs, 2010
ISBN 1458758788, 9781458758781

Conscious Capitalism: Liberating the Heroic Spirit of Business
Rajendra Sisodia
Harvard Business Review Press, 2013
ISBN 1625272987, 9781625272980

Ben Jerry's Double Dip: How to Run a Values Led Business and Make Money Too
Ben Cohen, Jerry Greenfield, Meredith Maran
Simon and Schuster, 1998
ISBN 0684838559, 9780684838557

The Responsible Company : What We've Learned from Patagonia's First 40 Years
Yvon Chouinard, Vincent Stanley
Patagonia, 2013
ISBN 1938340108, 9781938340109

Do the Kind Thing : Think Boundlessly, Work Purposefully, Live Passionately
Daniel Lubetzky
Random House Publishing Group, 2015
ISBN 0553393243, 9780553393248

Beginner's Pluck : Build Your Life of Purpose and Impact Now
Liz Forkin Bohannon
Baker Books, 2019
ISBN 1493419161, 9781493419166

MODULE PLAN SESSIONS :

Plan Session 01 :

Introduction to Social Entrepreneurship
Definition and concept of social entrepreneurship
Comparing Commercial and Social Entrepreneurship
Importance of identifying and solving social problems
Real-life examples of successful social ventures

In-class activity: Rating the UN Sustainable Development Goals

Homework for S2: One assigned episode of Last Week Tonight with John Oliver

Plan Session 02 :

Understanding the Entrepreneurial Mindset
Entrepreneurial Motivations and Social Entrepreneurship
Compassion and Social Entrepreneurship
Moral Engagement and Social Entrepreneurship
Social Justice as a Motivator of Social Entrepreneurship

In-class activity: Personal reflections on societal issues via the lens of assigned Last Week Tonight episode

Plan Session 03 :

In-class activity: Forming the project groups

Recognizing and identifying social problems
Techniques for identifying social problems

In-class activity: Random Picker of project topics

Understanding the target audience
Market research methods for social ventures

In-class activity: Identifying global communities for the project topics

Plan Session 04 :

Defining value proposition
Social Value
Creating a unique value proposition for the social venture

In-class activity: Social value proposition

Homework for S5: Research examples of reimagined business model blocks (Ikea packaging, recycled plastic as raw material, etc)

Plan Session 05 :

Looking for ideas: Social Innovation, Frugal Innovation, Reverse innovation
Social Venture Sustainability Models

In-class activity: Developing a Business Model
Part 1. Target audience(s), key resources, channels

Homework for S6: Research social funding organizations and and their funded projects

Plan Session 06 :

Social venture feasibility
Social venture sustainability

In-class activity: Developing a Business Model
Part 2. Partners, cost and revenue streams

Homework for S7: Find a podcast, find a social venture

Plan Session 07 :

Managing the Financial Side of Social Ventures
Funding social ventures
Social finance
Social lending
Micro Financing and Muhammad Yunus
Social funding institutions

In-class activity: Funding pitch à la Dragons' Den

Plan Session 08 :

Marketing Challenges for Social Ventures
Developing a Marketing Strategy
Understanding the target audience
Marketing strategies for social ventures

In-class activity: Podcast Ad Placement

Plan Session 09 :

Social Impact
Tools for Measuring and Reporting Social Impact
Social Impact Management
Scaling and sustainability
Ethical considerations

In-class activity: Learning journey (Deliverable: Learning diary)

Plan Session 10 :

Social Venture Poster Session
Peer evaluation

SYLLABUS

FI402E_0101_24

Financial Markets and Portfolio Management

ACADEMIC AREA : **FINANCE AND ACCOUNTING**

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

PERIOD : **SPRING**

COORDINATOR : **Mrs. Dima TAWIL**

INSTRUCTOR(S) : **Mrs. Dima TAWIL**

CONTACT HOURS : **30 hours**

STUDY TIME : **95 hours (Class preparation, homework and assessments)**

CREDITS : **4.0 ECTS**

PRE-REQUISITE MODULES :

Corporate Finance Fundamentals (FI443E or equivalent) and/or Financial Analysis (FI403E or equivalent)

MODULE DESCRIPTION :

This module gives students insight into jobs which are found in banks, investment firms and insurance companies, such as investment analyst, money manager, portfolio manager or financial planner.

CONTRIBUTION TO PROGRAMME LEARNING OBJECTIVES :

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

MODULE INTENDED LEARNING OUTCOMES (ILOs) :

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

TOPICS COVERED :

. Organization of different security markets, main kinds of investments, relations between risk and return.
. Asset pricing models: the efficient frontier, standardized measure of systematic risk (beta), Capital Asset Pricing Model.
. Basic principles of financial asset management: objectives, preferences, constraints; benchmark selection, performance measurement.
. Valuation principles by asset class, and clues to risk management through derivative instruments.
. Actual news about investment products and strategies

RESEARCH-LED TEACHING :

The result of recent research about investment funds, Fintec, social responsibility and alternative investment are systematically presented during the sessions.
in addition, every week 3 recent non-academic articles from the financial times are proposed for students for reading and for presenting one of them in the next session.

CSR AND SUSTAINABLE DEVELOPMENT GOALS :

minimum of 3 hours session is dedicated to discussing the socially responsible investment SRI and the environmental, social and governance ESG performance of firms and their role in the investment decision making!

CSR NB HOURS :

3

SUSTAINABLE DEVELOPMENT GOALS COVERED :

- 09 - Industry, innovation and infrastructure
- 12 - Responsible consumption and production
- 13 - Climate action

TEACHING METHODS :

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

METHODS OF ASSESSMENT :

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

-> Bodie, Z., Kane, A. and Marcus, A.J. (2023). Investments and portfolio management. (13h edn). McGraw-Hill. [eBook https://tinyurl.com/bdtbbrbp]

Additional Reading

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

MODULE PLAN SESSIONS :

Plan Session 01 :

Session 1: Introduction to Financial Markets-Investor Psychology

Plan Session 02 :

Session 2: Fundamental analysis

Plan Session 03 :

Session 3: Technical analysis

Plan Session 04 :

session 4: asset pricing models

Plan Session 05 :

session 5: equity valuation

Plan Session 06 :

session 6: Risk/return and portfolio optimization

Plan Session 07 :

session 7: investing strategies / Derivatives Markets / BKM Chapter 20

Plan Session 08 :

Session 8: socially responsible investment

Plan Session 09 :

Session 9: Introduction to cryptocurrencies, fintech and NFTs.

Plan Session 10 :

Session 10: group presentations

SYLLABUS

HR443E_0101_24

Strategic Human Resource Management

ACADEMIC AREA : **MANAGEMENT AND ORGANIZATIONS**

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

PERIOD : **SPRING**

COORDINATOR : **Mr. Dermot BRESLIN**

INSTRUCTOR(S) : **Mr. Dermot BRESLIN**

CONTACT HOURS : **30 hours**

STUDY TIME : **95 hours (Class preparation, homework and assessments)**

CREDITS : **4.0 ECTS**

PRE-REQUISITE MODULES :

Organizational Behavior or equivalent.

MODULE DESCRIPTION :

The aim of this module is to provide students with a conceptual framework and practical skills which will equip them to critically assess and deal with strategic HR issues facing international companies.

CONTRIBUTION TO PROGRAMME LEARNING OBJECTIVES :

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

MODULE INTENDED LEARNING OUTCOMES (ILOs) :

Knowledge-based learning outcomes - At the end of this module, students should be able to:
1. Critically assess the link between company strategy / culture and HRM
2. Identify key success factors in attracting, developing, and retaining key competences.
3. Analyse how HRM can contribute to a successful international, multicultural organisation
4. Assess the impact of cultural forces on HRM
5. Assess strategic issues in diversity management and employer-employee relations

Skill-based learning outcomes - At the end of this module, students should be able to:
6. Write a job description
7. Plan and carry out an employment interview
8. Plan and carry out a performance review.
9. Design a simple training program
10. Design a compensation package

TOPICS COVERED :

. Introduction: why and how HRM is strategic
. Talent management
. Employee engagement
. Strategic HR planning
. Strategic and operational recruiting
. The strategic management of expatriate talent
. Performance management

. Training and development, strategic career planning
. Compensation management
. Strategic HRM in international organization
. Diversity management and employer-employee relations

RESEARCH-LED TEACHING :

The module draws current literature on strategic HRM alongside active research projects of teaching team

CSR AND SUSTAINABLE DEVELOPMENT GOALS :

The module covers a range of UN SDGs including diversity and equality, decent work, economic growth and industry

CSR NB HOURS :

6

SUSTAINABLE DEVELOPMENT GOALS COVERED :

- 05 - Gender equality
- 08 - Decent work and economic growth
- 09 - Industry, innovation and infrastructure
- 10 - Reduced inequalities

TEACHING METHODS :

Students are expected to participate in class, answer questions and complete assignments, thus allowing them to make a positive contribution to the classroom discussion.
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 topic are welcome. Readings will be assigned to supplement the in-class material and when available, electronic
versions of documents will be posted on the module's Moodle site.
Specifically, teaching methods include:
1. Presentation of theory or background information through lecture,research or exploration
2. Graded and non-graded classroom exercises
3. Discussions / presentations of case studies and summaries of key points of pre-reading material

In general, a 3-hr. class session will be a balance of input of information (1) and discussion,exercises.

-> Company case studies and examples discussed in class.
-> Students will be required to conduct research on companies of their choice (group presentation)

METHODS OF ASSESSMENT :

Continuous/Final	Group/Individual	Assessment	Weight	Duration	ILOs assessed
Continuous	Group	Group project	40%	NA	All
Final	Individual	Final written exam	60%	2 hours	All

Assessment 1 details:

Group presentation plus group report submitted on Moodle

Assessment 2 details:

Students will answer two out of three questions in a 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 :

-> Armstrong, M. (2023). Armstrong's Handboook of Human Resource Management Practice. (16th edn). Kogan Page. [eBook 13th edn https://bit.ly/3JZZdKD]

Additional Reading

-> Case studies, articles, chapters, and online resources to be provided on Moodle prior to start of term.
-> http://humanresources.about.com: basic but pertinent information about all HR activities
-> www.cipd.co.uk - useful resources and factsheets

MODULE PLAN SESSIONS :

Plan Session 01 :

1 / Introduction to the course, The HRM-management-culture-strategy link / Additional readings and material on Moodle

Plan Session 02 :

2 / Strategic HR planning and outsourcing / Job description exercise / Additional readings and material on Moodle

Plan Session 03 :

3 / Recruiting and selection / Interview question exercise / Additional readings and material on Moodle

Plan Session 04 :

4 / Performance management / Additional readings and material on Moodle
Exercice on OKR

Plan Session 05 :

5/ Employee engagement and talent management / Additional readings and material on Moodle

Plan Session 06 :

6 / Training and development, Orientation / Additional readings and material on Moodle

Plan Session 07 :

7 / Compensation and benefits management / Additional readings and material on Moodle

Plan Session 08 :

8/ Expatriate Management
+ Group project presentation.
Additional readings and material on Moodle

Plan Session 09 :

9 / International HR trends and challenges
+ Group project presentation.
Additional readings and material on Moodle

Plan Session 10 :

10/ Final individual online assessment: 3hours online session for all students on MS Teams. Analysis of a business case, open questions. Final assessment to be uploaded on Moodle.

SYLLABUS

IS403E_0101_24

Introduction to Coding

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

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

PERIOD : **SPRING**

COORDINATOR : **Mr. Mohamad EL SAYAH**

INSTRUCTOR(S) : **Mr. Mohamad EL SAYAH**

CONTACT HOURS : **30 hours**

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

CREDITS : **4.0 ECTS**

PRE-REQUISITE MODULES :

MODULE DESCRIPTION :

CONTRIBUTION TO PROGRAMME LEARNING OBJECTIVES :

- Demonstrate advanced technological literacy to enhance business performance in the work place

MODULE INTENDED LEARNING OUTCOMES (ILOs) :

After successfully completing the module, the student will be able to:
1. understand the basic principles of computer programming,
2. understand how procedural languages work,
3. understand the basics of object orientated programming ,
4. be able to program simple python programs
5. be able to use “pythontutor”.
6. be able to converse on a basic level with a computer programmer

TOPICS COVERED :

RESEARCH-LED TEACHING :

Teach students to develop a research mindset to problem solving. What are the important issues in programming learning ? Encourage students to reflect and enquire about their own learning.

CSR AND SUSTAINABLE DEVELOPMENT GOALS :

To deliver on Goal 4 (Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all), it is essential to embrace digital transformation which is based on coding.

CSR NB HOURS :

SUSTAINABLE DEVELOPMENT GOALS COVERED :

- 04 - Quality education

TEACHING METHODS :

Each of the sessions will be based on interactive lectures, hands on exercises, and homework

METHODS OF ASSESSMENT :

Continuous/Final	Group/Individual	Assessment	Weight	Duration	ILOs assessed
Continuous	Group	Group work	40%	3 hours	All
Final	Individual	Final written exam	60%	2 hours	All

Assessment 1 details:

Session 10 is dedicated to practice problems, which will assess students learning on different topics and help them appreciate the application of provided tools and techniques. In this session, students will work in the form of group to analyze and answer a number of questions using python. The workshop accounts for 40% of the final mark.

Assessment 2 details:

The exam will be done during the exam period. More information will be given to the students in the first session of the course.

ACADEMIC INTEGRITY :

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

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 :

Romano Fabrizio (2021) Learn Python Programming, Packt, (3rd Edn). [eBook https://bit.ly/3QZOkhu]

Additional Reading

MODULE PLAN SESSIONS :

Plan Session 01 :

Session 1

General Introduction to Programming and Python
Setting up the development environment
Python 2 versus Python 3
Installing Python
Setting up the Python interpreter
run a Python program
Running Python scripts, Running the interactive shell
How is Python code organized?
How to use modules and packages
Python's execution model
Names and namespaces, Scopes, Objects and classes
Guidelines on how to write good code
Readability, traceability, Robustness, documentation, Avoid repeating code
The Python culture
A note on IDEs

Plan Session 02 :

Session 2

Built-in Data Types
Everything is an object in Python
Mutable versus immutable
Numbers
Integers, Booleans, Real numbers, Complex numbers, Fractions and decimals
Immutable sequences
Strings and bytes, Encoding and decoding strings, Indexing and slicing strings, String formatting, Tuples
Mutable sequences
Lists, Byte arrays
Set types
Mapping types - dictionaries
The collections module
Namedtuple, defaultdict, ChainMap
Enums

General programming issues
data structures, indexing and slicing

Plan Session 03 :

Session 3

If, if else, elif, the ternary operator
Looping
The for loop, Iterating over a range, Iterating over a sequence, Iterators and iterables, Iterating over multiple sequences The while loop, The break and continue statements, A special else clause,
Putting all this together
A prime generator, Applying discounts,
A quick look at the itertools module
Infinite iterators, Iterators terminating on the shortest input sequence, Combinatoric generators

Plan Session 04 :

Session 4

Functions, the Building Blocks of Code
What are an Why use functions?
Reducing code duplication, Splitting a complex task, Hiding implementation details, Improving readability, Improving traceability
Scopes and name resolution
The global and nonlocal statements
Input parameters
Argument-passing, Assignment to argument names doesn't affect the caller, Changing a mutable affects the caller, How to specify input parameters, Positional arguments, Keyword arguments and default values, Variable positional arguments, Variable keyword arguments, Keyword-only arguments, Combining input parameters
Return values
Returning multiple values
Recursive functions
Anonymous functions
Function attributes
Built-in functions
Documenting your code
Importing objects
practice problems

Plan Session 05 :

Session 5

Saving Time and Memory
The map, zip, and filter functions
Comprehensions
Nested comprehensions, Filtering a comprehension, dict comprehensions, set comprehensions
Generators
Generator functions, Going beyond next, The yield from expression, Generator expressions
Some performance considerations
Name localization
Generation behavior in built-ins

Plan Session 06 :

Session 6

Object Orientated Programing (OOP)
The simplest Python class, Class and object namespaces, Attribute shadowing, using the self variable, Initializing an instance, OOP and code reuse, Inheritance and composition, Accessing a base class
practice problems

Plan Session 07 :

Session 7

Multiple inheritance, Method resolution order
Class and static methods, Static methods
Class methods, Private methods and name mangling, The property decorator, Operator overloading, Polymorphism, Data classes

Plan Session 08 :

Session 8

Working with files and directories
Using a context manager, Reading and writing to a file, binary mode, Protecting against overriding an existing file, Manipulating files, directories and pathnames, Temporary files and directories
Data interchange formats
Working with JSON, Custom encoding/decoding
IO, streams, and requests
Using an in-memory stream, HTTP requests
Persisting data on disk
Serializing data with pickle, Saving data with shelve, Saving data to a database

Plan Session 09 :

Session 9

Trial Exam in the form of a quiz, answers and explanations

Plan Session 10 :

Session 10 (Workshop)

Several exercises on the contents of the three previous sessions

SYLLABUS

IS410E_0108_23

Information Technology Management

ACADEMIC AREA	:	**SUPPLY CHAIN MANAGEMENT AND INFORMATION SYSTEMS**
PROGRAMME	:	**PGE / UGTC LEVEL 4 PGE**
PERIOD	:	**FALL**
COORDINATOR	:	**Mr. Hadj BARKAT**
INSTRUCTOR(S)	:	**Dr. Yi LIU** **Mr. Arnaud POISSON** **Mr. Hadj BARKAT** **Mr. Michail BATIKAS** **Mr. Mounir BENAHCENE**
CONTACT HOURS	:	**15 hours**
STUDY TIME	:	**60 hours hours (Class preparation, homework and assessments)**
CREDITS	:	**2.0 ECTS**

PRE-REQUISITE MODULES :

None

MODULE DESCRIPTION :

The Information Technology Management module provides students with a comprehensive understanding of the principles and practices involved in effectively managing IT and Digital Transformation Strategy within organizations. This module explores the strategic role of information technology, the challenges associated with its management, and the skills required to align technology initiatives with organizational objectives. Students will gain insights into various aspects of IT management, including IT strategy, project management, governance, risk management, and resource allocation.

CONTRIBUTION TO PROGRAMME LEARNING OBJECTIVES :

- Demonstrate advanced technological literacy to enhance business performance in the work place

MODULE INTENDED LEARNING OUTCOMES (ILOs) :

Upon successful completion of this course, you will be able to:
1) Understand the strategic significance of information technology in organizations.
2) Analyze the challenges and opportunities associated with IT management and Develop effective IT strategies aligned with organizational goals.
3) Understand and to applying concepts, tools, and techniques to design appropriate digital business models.
4) Strategically manage the digital transformation of a company.
5) Analyze emerging trends and technologies in IT management.
6) Allocate IT resources effectively to support business objectives.
7) Foster a culture of innovation and adaptability in IT management.
8) Communicate effectively with stakeholders about IT-related initiatives.

TOPICS COVERED :

1) Fundamentals of IT management. State of IT, IT-business strategic alignment and Digital transformation.
2) Managing IT initiatives, Managing digital transformation, Internet and world wide web technologies and

Implementation of key enterprise systems.
3) Digital innovation and future trends in IT, Transformation of industries and society and Emerging trends in IT.

RESEARCH-LED TEACHING :

It involves integrating current research, industry trends, and emerging technologies into the curriculum to enhance students' understanding and critical thinking. Here are some ideas for research-led teaching approaches for this module:

Case Studies and Current Industry Examples: Use real-world case studies and examples to illustrate the application of information and digital technology management concepts. Encourage students to analyze and discuss these cases, drawing upon current research, industry reports, and scholarly articles to support their analysis. Explore how the latest research findings can inform decision-making in similar situations.

Emerging Technology Presentations: Assign students to research and deliver presentations on emerging technologies relevant to information and digital technology management. Examples may include blockchain, artificial intelligence (AI), Internet of Things (IoT), cybersecurity, and cloud computing. Encourage students to explore the latest research findings, industry applications, and potential implications for organizations.

Industry Research Projects: Engage students in research projects focused on specific areas of information and digital technology management. Encourage them to explore current industry challenges, investigate best practices, and propose innovative solutions based on rigorous research methods. This can involve interviews with industry professionals, analysis of industry reports, and benchmarking studies.

CSR AND SUSTAINABLE DEVELOPMENT GOALS :

As an innovation IT are changing the way we live, the way we learn, the way we work: new way to do banking, commerce, business, work ... It is a revolution.
Since Technology exists it is a wonderful tool to enhance and understand , to facilitate social links between members of groups.
IT reduces the impact pollution of traditional production tools by automating and rationalising the work.
Digital transformation for example reduces the use of paper, of vehicles, offices... It allows also the e-work and e-learning.
IT reduces and help in controlling the CO_2 production.

CSR NB HOURS :

3

SUSTAINABLE DEVELOPMENT GOALS COVERED :

- 09 - Industry, innovation and infrastructure
- 11 - Sustainable cities and communities
- 12 - Responsible consumption and production

TEACHING METHODS :

The module will employ a dynamic teaching approach that combines traditional lecturing with engaging case discussions. Throughout the course, we will delve into world-class business cases, providing students with real-life examples of how organizations have successfully addressed their challenges.

Class participation will be a key component of the learning experience. Prior to each case discussion, study questions will be assigned, serving as a framework for in-depth analysis during class sessions. Your active involvement and insightful interventions will be evaluated as they contribute to the overall class understanding and build upon previous comments.

By actively participating in the case discussions, you will gain a deeper understanding of the intricacies involved in information and digital technology management. You will have the opportunity to apply theoretical concepts to practical situations, honing your critical thinking and problem-solving skills. Emphasizing the quality of your interventions ensures that class discussions are enriched and insights are shared collaboratively.

The assessment components for this module will comprise a mid-term exam and a group project, offering students the opportunity to demonstrate their knowledge and practical application of the course materials.

Mid-term Exam: The mid-term exam will evaluate your understanding of the theoretical topics covered in the course. It

will consist of multiple-choice questions, where you will need to select the most appropriate answer from the options provided. This exam will be conducted individually, allowing you to showcase your grasp of the fundamental concepts.

Group Project: The group project will foster collaboration and critical analysis skills as you work in teams of 5-6 students (depending on the class size) to examine the impact of information technology on a specific industry or company. Your group is expected to conduct thorough research, gather relevant data, and develop insightful findings. The culmination of the project will be a well-prepared presentation that will be delivered during session 10.

Through the group project, you will gain hands-on experience in conducting research, analyzing industry trends, and assessing the implications of information technology. This project will provide a platform for you to showcase your teamwork, communication, and presentation skills. The focus will be on delivering a high-quality research project that generates valuable insights and recommendations for the industry or company under study.

Both the mid-term exam and the group project are designed to assess your comprehension of the course content, encourage critical thinking, and develop your ability to apply theoretical knowledge to practical scenarios.

Overall, each team will have 10 minutes to discuss their group work with their professor and classmates.
The presentation file have to be uploaded on Moodle 48 hours befor the presentation.
NO REPORT IS NEEDED
The group project in this module emphasizes the importance of delivering a high-quality and impactful presentation. The objective is for students to develop a real-world project focusing on digital innovation/transformation and current/future trends in IT within companies or industries. This project serves as a complement to the session on digital innovation and trends, encouraging students to be proactive, pioneering, and to take a leadership role. Students are given the freedom to select their own topic and industry based on their interests and aspirations.

To ensure smooth coordination, one member of each group should communicate the chosen topic and group composition to the instructor by the end of session 2. This communication can be done via email, Moodle, or in-person through a paper submission in class.

Here are some examples of potential project topics:

Illustration of digital transformation initiatives in the banking industry.
Digital service innovation in car manufacturers.
The impact of SMACIT portfolio (social media, mobile, analytics, cloud computing, and Internet of Things) in a specific company.
Future digital trends in logistics, focusing on artificial intelligence and robotics.
Key digital initiatives in the media industry.

These examples provide a starting point, but students are encouraged to explore other relevant topics that align with their interests and industry preferences. The project serves as an opportunity to delve into real-world cases, conduct research, and analyze the impact of digital technology in various sectors.

The expectation is for students to demonstrate their research and presentation skills by delivering a compelling and insightful project presentation. This project encourages critical thinking, innovation, and an in-depth understanding of digital transformation and emerging trends in the IT field.

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

METHODS OF ASSESSMENT :

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

Final	Individual	Final written exam	50%	120 minutes	All

Assessment 1 details:

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

Assessment 2 details:

Preparation of group project at home

Feedback will be given on the 10 th session

Assessment 3 details:

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

ACADEMIC INTEGRITY :

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 :

1) Laudon KC & JP, (2019). Management Information Systems: Managing the Digital Firm, (16th edn). Pearson Education. [eBook https://vu.fr/AtbP]
2) BARKAT H. How Condor Electronics implemented SAP S/4 Hana, 2020 Case study
3) CIO from IDG. CIOS Advance their Strategic Role. With digital transformation well under way, IT leaders are expanding their business strategy responsibilities, identifying new areas of growth and playing a hand in driving profitability. IDG Communications, Inc. 2017, 12 pages
4) Capgemini Consulting. 2012. Burberry's digital transformation: An interview with Angela Ahrendts, CEO of Burberry, pp. 1-6. [available : https://tinyurl.com/y9pa353p]
5) Dubois D., Chae I., Niessing J., and Wee J. 2016. AccorHotels and the digital transformation: Enriching experiences through content strategies along the customer journey. INSEAD Business School Case(01/2017-6241), pp. 1-25.
6) Dyche, J. (2015). The New IT: How Technology Leaders are Enabling Business Strategy in the Digital Age. McGraw-Hill Education. [eBook in order : https://tinyurl.com/muzpw6me]
7) Fitzgerald M., Kruschwitz, N., Bonnet, D., and Welch M. 2013. Embracing digital technology: A strategic imperative. MIT Sloan Management Review: Research Report, pp. 1-15.
8) MIS Quarterly Executive, September 2017, How Big Old Companies Navigate Digital Transformation. pp 197-213

9) Cambridge Service Alliance 2017, Digital Business Transformation and Strategy:What Do We Know So Far?
10) IMD. 2017. The state of digital disruption in 2017. Global Center for Digital Business Transformation, pp. 1-8 RENNES SCHOOL OF BUSINESS (Fall 2019) Page 4
11) McAfee A. 2006. Enterprise 2.0: The dawn of emergent collaboration. MIT Sloan Management Review 47(3), pp. 21-28.
12) Pearlson, K. E., & Saunders, C. S. (2021). Managing and Using Information Systems: A Strategic Approach. Wiley.
13) Ross J., and Weill P. 2002. Six IT decisions your IT people should't make. Harvard Business Review80(11), pp. 84-92.

Additional Reading

MODULE PLAN SESSIONS :

Plan Session 01 :

Session 1:
Presentation of the course
Organization of group projects
Fundamentals of IT management: State of IT & Business Processes & Types of Information Systems
Case study to prepare for the next session: Can You Run the Company with Your iPhone?
Laudon (2018)

Plan Session 02 :

Session 2:
Discussion about the Case study: Can You Run the Company with Your iPhone?

Laudon (2018)

Plan Session 03 :

Session 3:
Information Systems, Organizations, and Strategy 1:

Definition and importance of information systems in organizations.
Components and types of information systems (transaction processing systems, management information systems, decision support systems, etc.).
Role of information systems in supporting organizational processes, communication, and decision-making.

Strategic Role of Information Systems:

Examining the strategic significance of information systems in organizations.
Linking information systems to organizational goals and objectives.
Understanding how information systems can enable innovation, differentiation, and improved decision-making.

Organizational Structure and Information Systems:

Exploring the relationship between organizational structure and information systems.
Impact of organizational design on the implementation and effectiveness of information systems.
Aligning information systems with the structure and needs of the organization.

Information Systems and Competitive Advantage:

Analyzing how information systems can contribute to gaining a competitive edge.

Understanding the concept of strategic information systems.
Identifying ways information systems can enable cost leadership, differentiation, and focus strategies.

Business Processes and Information Systems:

Linking business processes to information systems.
Role of information systems in streamlining and automating business processes.
Leveraging information systems to improve efficiency, productivity, and customer satisfaction.

Decision Support Systems (DSS):

Introduction to decision support systems and their role in organizational decision-making.
Exploring different types of decision support systems (data-driven DSS, knowledge-driven DSS, etc.).
Utilizing decision support systems to enhance strategic decision-making.

Laudon (2018)

Plan Session 04 :

Session 4:
Information Systems, Organizations, and Strategy 2:

Information Systems and Organizational Culture:

Examining the influence of organizational culture on information systems adoption and usage.
Addressing cultural barriers to change in implementing new information systems.
Fostering a culture that embraces technology adoption and innovation.

Ethical and Social Implications of Information Systems:

Discussing ethical and social considerations associated with information systems.
Privacy, security, and responsible data management in the digital age.
Impact of information systems on society, individuals, and employment.

Strategic Alignment and IT Governance:

Aligning information systems strategy with overall business strategy.
Implementing effective IT governance structures and processes.
Balancing innovation, risk management, and compliance in IT decision-making.
Value Proposition in Information Systems:

Defining the concept of value proposition and its significance.
Exploring how information systems create value for organizations and stakeholders.
Identifying the different dimensions of value that information systems can offer.

Laudon (2018)

Plan Session 05 :

Session 5:
Introduction to Artificial Intelligence
Definition of AI
Importance and impact of AI in various fields

Key Concepts in AI
Machine Learning: Supervised, Unsupervised, and Reinforcement Learning
Deep Learning and Neural Networks
Natural Language Processing (NLP)
Computer Vision
Robotics and Automation

AI Techniques and Algorithms
Decision Trees
Bayesian Networks
Support Vector Machines (SVM)
Genetic Algorithms
Convolutional Neural Networks (CNN)
Recurrent Neural Networks (RNN)

Plan Session 06 :

Session 6:
Introduction to Enterprise Systems:
Definition and scope of enterprise systems.
Importance of enterprise systems in modern organizations.
Common types of enterprise systems (e.g., Enterprise Resource Planning (ERP), Customer Relationship Management (CRM), Supply Chain Management (SCM)).

Enterprise System Implementation:
System selection and procurement.
Customization vs. off-the-shelf solutions.
Implementation methodologies (e.g., phased, big bang, parallel).
Challenges and best practices in implementation.

Case study: How Condor Electronics implemented SAP S/4 Hana

Plan Session 07 :

Session 7:
Fundamentals of digital transformation (DT) 1:
Understanding Digital Transformation:

Definition of digital transformation and its significance in today's business environment.
Differentiating between digitization, digitalization, and digital transformation.
Exploring the driving forces behind digital transformation, such as customer expectations, market disruptions, and technological advancements.

Overview of the MIT and Capgemini Conceptual Model:

Introduction to the MIT and Capgemini conceptual model for digital transformation.
Explanation of the model's key components and their interdependencies.
Understanding how this structured framework can guide organizations in their digital transformation journeys.

Vision and Strategy:

Defining a clear digital transformation vision aligned with organizational objectives.
Establishing a digital strategy that outlines the goals and desired outcomes of the transformation.
Setting a roadmap for executing the strategy and monitoring progress.

Leadership and Governance:

Identifying the role of leadership in driving and championing digital transformation.
Establishing governance structures and processes to oversee transformation initiatives.
Creating a culture of innovation, collaboration, and continuous improvement.

Case Study

Plan Session 08 :

Session 8:
Fundamentals of digital transformation (DT) 2:
Customer Centricity:

Placing the customer at the center of digital transformation efforts.
Understanding customer needs, preferences, and pain points in the digital age.
Designing and delivering exceptional digital experiences through personalization, convenience, and responsiveness.

Technology and Data:

Evaluating emerging technologies and their potential impact on the organization.
Incorporating technologies such as cloud computing, artificial intelligence (AI), big data, and Internet of Things (IoT) into the transformation strategy.
Developing data strategies to capture, analyze, and leverage insights for informed decision-making.

Organizational Agility and Talent:

Building an agile and adaptable organization to respond to the dynamic digital landscape.
Assessing the organization's capabilities and identifying skill gaps.
Developing talent acquisition, retention, and upskilling strategies to cultivate a digital-ready workforce.

Change Management and Risk Mitigation:

Addressing change management challenges and overcoming resistance to change.
Managing risks associated with digital transformation, such as cybersecurity and data privacy.
Implementing effective communication, training, and change adoption strategies.

Measurement and Continuous Improvement:

Establishing metrics and KPIs to track the progress and success of digital transformation initiatives.
Implementing feedback loops and data-driven approaches for continuous improvement.
Evolving the transformation strategy based on learnings and market dynamics.
Digital maturity matrix

Plan Session 09 :

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

Plan Session 10 :

Session 10:
Group Projects presentations
Students have to upload their presentations and share it with their professors through MOODLE 48 h prior to session 10

SYLLABUS

IS444E_0101_24

Implementation of Business Information Systems

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

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

PERIOD : **SPRING**

COORDINATOR : **Mr. Hadj BARKAT**

INSTRUCTOR(S) : **Mr. Hadj BARKAT**

CONTACT HOURS : **30 hours**

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

CREDITS : **4.0 ECTS**

PRE-REQUISITE MODULES :

Students should normally also follow IS410E Information Technology Management
Business professionals and managers must possess the skills to optimize Information Systems (IS) utilization, whether it involves using, building, procuring, or managing relationships with IT professionals. Moreover, organizational executives collectively bear the responsibility of formulating the information strategy, an indispensable component entwined with the broader business strategic planning process, demanding complete alignment.

MODULE DESCRIPTION :

This module serves as an introduction to the principles of implementing information systems with a focus on Business Process Reengineering (BPR) for enhancing operational excellence. It covers various methodologies for developing information systems, incorporating User-Centered Design (UCD), Use Case Diagrams (UCD), Event-Driven Process Chain (EPC), Data Flow Diagrams (DFD), and Entity-Relationship Diagrams (ERD). The aim is to equip students with the skills to effectively implement information systems, emphasizing their role in BPR initiatives and the pursuit of operational excellence

CONTRIBUTION TO PROGRAMME LEARNING OBJECTIVES :

- Demonstrate advanced technological literacy to enhance business performance in the work place

MODULE INTENDED LEARNING OUTCOMES (ILOs) :

Explain the principles of implementing information systems and their role in BPR initiatives.
Apply various methodologies for developing information systems, such as UCD, UCD, EPC, DFD, and ERD.
Evaluate the effectiveness of information systems in enhancing operational excellence.
Design and implement information systems using appropriate tools and techniques.

TOPICS COVERED :

Definition of the different Information Systems' Dimensions
The technical, organizational, and social dimensions that affect the design, development, and use of information systems.
The role of information systems in supporting managers' decision-making and control, and the types of decisions they can support.
The steps, tools, and techniques for managing an IT project, from initiation to closure.
The methodologies, advantages, disadvantages, and common steps for implementing an information system, from

analysis to deployment.
The vision, strategy, goals, governance, resources, training, and motivation for managing the activities of in-house ICT staff.
The process, steps, quality, cost, timeliness, SLAs, risks, and challenges for procuring and managing outsourced ICT-related services.
Business perspective: Reengineering information systems: Business process reengineering (BPR) with UML (Unified Modeling Language):
BPR is a radical and fundamental change of the business processes of an organization, with the aim of achieving dramatic improvements in performance, quality, cost, and customer satisfaction.
UML is a standard and visual language for modeling the structure, behavior, and interactions of software systems, including information systems.
IS as a whole system: Use case diagram
A use case diagram is a UML diagram that shows the actors (external entities) and the use cases (functions or services) of a system, and the relationships between them.
A use case diagram can be used to model the scope and requirements of an information system, and to identify the stakeholders and their needs.
Business process design: Event process chain
An event process chain (EPC) is a flowchart that shows the events (triggers or outcomes) and the functions (activities or tasks) of a business process, and the logical connectors (branches or joins) between them.
An EPC can be used to model the logic and sequence of a business process, and to identify the inputs, outputs, and resources involved.
Data design: Data flow diagram
A data flow diagram (DFD) is a graphical representation of the movement and transformation of data in an information system, using symbols such as processes, data stores, data flows, and external entities.
A DFD can be used to model the data requirements and the data processing of an information system, and to show the sources, destinations, and interactions of data.
Entity relationship diagram
An entity relationship diagram (ERD) is a diagram that shows the entities (things or objects) and the relationships (associations or links) of a data model, using notations such as rectangles, diamonds, and lines.
An ERD can be used to model the structure and the constraints of a data model, and to show the attributes, keys, and cardinalities of entities and relationships.

RESEARCH-LED TEACHING :

How do the technical, organizational, and social dimensions of information systems affect their adoption, use, and impact in different contexts and domains?
How can information systems support managers' decision-making and control in complex and uncertain environments, and what are the challenges and benefits of using information systems for different types of decisions?
How can project management tools and techniques be applied to manage IT projects effectively and efficiently, and what are the best practices and lessons learned from successful and unsuccessful IT projects?
How can different methodologies for implementing information systems be compared and evaluated, and what are the factors that influence the choice and suitability of a methodology for a given project?
How can the vision, strategy, goals, governance, resources, training, and motivation of in-house ICT staff be aligned with the business objectives and priorities, and what are the challenges and opportunities of managing the activities of in-house ICT staff?

CSR AND SUSTAINABLE DEVELOPMENT GOALS :

In the realm of innovation, Information Technology (IT) is not merely a tool but a transformative force reshaping our lifestyles, learning methods, and work dynamics. This technological revolution has ushered in new paradigms for banking, commerce, business, and work practices. IT serves as a powerful agent for positive change.

From a sustainability perspective, IT plays a pivotal role in minimizing the environmental impact associated with traditional production methods. Automation and rationalization, inherent in IT processes, contribute to the reduction of resource consumption and waste generation. For instance, digital transformation initiatives actively curtail the need for extensive paper usage, decrease reliance on physical office spaces, and optimize transportation needs.

Moreover, IT acts as a catalyst for fostering social connections within groups and communities. It facilitates seamless communication, collaboration, and knowledge-sharing, promoting a sense of interconnectedness. This social dimension of IT aligns with the principles of Corporate Social Responsibility (CSR), emphasizing the importance of technology in

creating inclusive and socially responsible business practices.

In terms of eco-friendliness, the adoption of digital transformation strategies not only minimizes carbon footprints but also enables eco-friendly practices such as remote work (e-work) and online learning (e-learning). These practices further contribute to the reduction of commuting-related emissions and the overall ecological impact associated with traditional working and learning setups.

CSR NB HOURS :

2

SUSTAINABLE DEVELOPMENT GOALS COVERED :

- 09 - Industry, innovation and infrastructure
- 10 - Reduced inequalities
- 11 - Sustainable cities and communities
- 12 - Responsible consumption and production

TEACHING METHODS :

The increasing significance of ICT and IS in organizations underscores the need for students to possess practical knowledge early in their careers. This class integrates traditional lectures with practical components to ensure students not only gain theoretical knowledge but also practical know-how. The implementation of Information Systems (IS) offers two main avenues of learning for business students:

Developing and deploying information systems to help organizations achieve their goals.
Organizing and analyzing data to enhance organizational strategy and operations.

The course delivers insights into relevant data disciplines and involves substantial in-class and out-of-class work to reinforce the application of Management Information Systems (MIS). The workload expectation is high, with four hours of effort required for every hour of class contact to attain a high mark. Business leaders require both knowledge and practical skills for success in their disciplines.

Various media, including case studies, videos, and online resources, will be employed for teaching, with fundamental concepts and methods explained during lectures. Through this process, IS444E students are expected to achieve their Instructional Learning Objectives (ILOs) and develop a broader set of skills and tools applicable throughout their academic and professional journey.

In today's business landscape, IS play a pivotal role, enabling companies to achieve six strategic objectives:

Operational excellence
Introduction of new products, services, and business models
Building customer and supplier intimacy
Improving decision-making processes
Gaining a competitive advantage
Ensuring survival

METHODS OF ASSESSMENT :

Continuous/Final	Group/Individual	Assessment	Weight	Duration	ILOs assessed
Continuous	Group work	Oral Final exam	40%	15 min	1, 2,3,4
Final	Individual	Final written exam	60%	3 hours	1, 2, 3,4

Assessment 1 details:

Participants are expected to have read any pre-class case literature and should be prepared to participate in class discussions. There are also recommended readings for the understanding of main concepts.
Group work - Groups are designed to make a presentation on a given subject. Each group needs to submit their presentation by the end of the 9th session. Further details will be provided in the first session. (40% of final mark)

Assessment 2 details:

Final Exam - The final exam will cover all the theory and cases presented during the class. (60% of final mark)

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 :

-> Laudon, K.C. and Laudon, J.P. (2020). Essentials of MIS. (14th edn). Pearson Education. [eBook: https://bit.ly/3le5lUP].
-> Wallace P. (2014). Introduction to Information Systems. (2nd edn). Pearson Education. [eBook: https://bit.ly/3p1ypzV].

Additional Reading

-> Chaffey, D. (2014). Digital business and e-commerce management: strategy, implementation and practice. (6th edn). Harlow: Prentice Hall/Financial Times. [eBook: https://bit.ly/30WBqK8].

MODULE PLAN SESSIONS :

Plan Session 01 :

1/ Introduction to Management of Information Systems: - Information system in action - The nature of information - The components of IS - IS throughout the organization;
Information systems and strategy: - Porter's five competitive forces - Factors affecting the 5 forces - The value chain and strategic thinking - Competitive strategies in business / Chapter 1 (from Wallace P.); Chapter 1& 2 (from Laudon); Chapter 2 (from Wallace

P.); Chapter 3 (from Laudon)

2/ IS Project Management: - Objectives of Project Management
- Methods used for selecting & evaluating IS Projects - How firms assess the business value of IS projects - Principal risk factors in IS projects - Strategies in managing IS Projects & System Implementation
Chapter 14 (From Laudon)

Plan Session 02 :

3/ Business Intelligence and Decision Making: - Levels of Decision Making - Sources of Business Intelligence - Data Mining and Analytics - Web Analytics - Dashboards, Portals and Mashups; Knowledge Management and collaborative technologies: - Web 2.0 - Unified Communications - Nature of Intellectual Capital - KM Strategies and Technologies / Chapter 7 (from Wallace P.); Chapter 12 (from Laudon) ; Chapter 8 & 9 (from Wallace P.) ; Chapter 11 (from Laudon)

4/ Systems Development and Procurement: - Systems Development Life Cycle - Software Development Strategies - Comparative Software development Approaches - Software Procurement: the “buy” strategy - The Human Element in Systems Development and Procurement / Chapter 11 (from Wallace P.) ; Chapter 13 (from Laudon

Plan Session 03 :

5/ Introducing the whole system using UML Use Case Diagram / Read documents given on Moodle classroom IS444: Business Process Modeling with EPC and UML Transformation or Integration?

6/ Process Modeling and process improvement: Managing Event-Driven Process Chain Diagram / Read documents given on Moodle classroom IS444: Business Process Modeling with EPC and UML Transformation or Integration?

Plan Session 04 :

7/ Managing the Data Flow in the System: Data Flow Diagram with different level of data / Read documents given on Moodle classroom IS444 and follow the given links

8/ Databases Relationship Management with Entity Relationship Diagram / Read documents given on Moodle classroom IS444 and follow the given link

Plan Session 05 :

9/ Mock Exam
10/Teamwork Presentations (10 minutes oral presentation followed by 5 minutes of discussion)

SYLLABUS

MK442E_0101_24

New Products and Brand Management

ACADEMIC AREA : **MARKETING**

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

PERIOD : **SPRING**

COORDINATOR : **Dr. Pradeep Kumar DIVAKARAN PONNAMMA**

INSTRUCTOR(S) : **Dr. Pradeep Kumar DIVAKARAN PONNAMMA**

CONTACT HOURS : **30 hours**

STUDY TIME : **95 hours (Class preparation, homework and assessments)**

CREDITS : **4.0 ECTS**

PRE-REQUISITE MODULES :

Marketing Fundamentals (MK301N / MK302E or equivalent).

MODULE DESCRIPTION :

The general objective of this module is to provide students with an understanding of the concepts related to designing, launching, planning and managing brands, as well as to understand the new product development process (from ideas to product launch and sales evaluation).

CONTRIBUTION TO PROGRAMME LEARNING OBJECTIVES :

- Combine broad & deep knowledge creatively to formulate and implement innovative business solutions
- Communicate & collaborate effectively in multicultural & multisituational management contexts
- Develop critical thinking and strategic perspective to lead & solve complex problems in ambiguous global environments

MODULE INTENDED LEARNING OUTCOMES (ILOs) :

1. Describe and explain all the actions required for each stage of branding and brand management including designing, launching, planning and managing.
2. Conduct a brand audit which consists of analyzing and evaluating company's existing brand by applying a set of relevant and specific analytical tools following a defined process.
3. Generate and evaluate new ideas (Idea generation and screening), develop concepts for the chosen idea and then test it (concept testing).
4. Design a comprehensive brand plan for new product launch.

TOPICS COVERED :

. How do you define and assess a brand name ?
. How do you build brand equity?
. How can brand equity be measured?
. How do you capitalize on brand equity to expand your business?
. How do you manage a brand portfolio?
. What is the innovation process?
. How do you manage each phase of the innovation process ?
. What is the role of branding in the innovation process ?

RESEARCH-LED TEACHING :

The course will be partly based on the current research on branding and on product innovation. Some recently published research articles on branding new products will be discussed in the class. Each team of students will have to present a review of 2 research articles related to branding and/or new product development.

CSR AND SUSTAINABLE DEVELOPMENT GOALS :

The course will also tackle the specific issue of launching a new green product, and to design a green brand. It will also discuss how to involve stakeholders in the new product development process of a green innovation.

CSR NB HOURS :

1

SUSTAINABLE DEVELOPMENT GOALS COVERED :

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

TEACHING METHODS :

The lectures provide the theoretical framework of the module. Each session covers a specific topic. Tutorials provide opportunities for students to apply the concepts through a brand audit. Based on the brand audit, you will be asked to generate innovation ideas, evaluate these ideas, choose the idea with the highest potential, and develop a launch plan. You will work in the same team as for the brand audit. Tutorials will be dedicated to the application of the theory according to your “foreseen brand extension”.

The tutorial sessions are focused on “real world” situations. Moreover, students will be analysing the branding strategy of real world companies (chosen by students in small
teams), and will perform a rigorous brand audit, and thereafter identify potential ideas for innovations and improvements as well as make recommendations for future strategic goals from a branding perspective.

METHODS OF ASSESSMENT :

Continuous/Final	Group/Individual	Assessment	Weight	Duration	ILOs assessed
Continuous	Group	Group project	35%	1 hr	1 to 4
Final	Individual	Final written exam	65%	3 hours	1 to 4

Assessment 1 details:

Continuous Assessment (Teamwork) = 35 % weightage
(i.e., 30% for company project + 5% for articles presentation).

I. Company project details: BRAND AUDIT and NEW PRODUCT LAUNCH (30%)
Your team presentation must last around 30 minutes depending on the number of teams and students in each group, and this will be confirmed during the first day of the course. If you exceed this length, you will be stopped and only the content present will be evaluated. The presentation should follow the structure hereunder, and will be discussed in the class:
a) A brand inventory, the first element of the brand audit is a description of the firm’s current branding programs. This involves an analysis of the firm’s brand hierarchy, brand portfolio, strategic branding alliances, and the brand’s current positioning in the marketplace. It is advisable to profile competitive brands with respect to their branding efforts.

b) Brand exploratory research, in which both exploratory and descriptive market research is to be carried out to develop a knowledge structure that illustrates the most common perceptions that consumers have regarding the brand. Although, in this class we cannot conduct complete market research studies, there are two suggestions for gathering the information: (1) discuss among your team members their perceptions of the brand, and (2) Prepare a survey questionnaire (with a minimum of 20 questions) and e-mail the questionnaire to other members of the class or friends (minimum sample 50 people). Based on this ad hoc non-representative primary research you should be able to present "your" brand association networks and identify the strength, (strong or weak), favorability (positive or negative), and uniqueness of brand associations and assess the overall brand equity. Also, "your" brand should be analysed in terms of Keller's CBBE pyramid (salience, brand performance, brand imagery, brand judgments, brand feelings and brand resonance) based on the answers gathered through the survey. Recommendations for improving and sustaining brand image should be made and identify possible brand extensions.
Please refer to the Keller textbook (pages 162-172) for a detailed discussion of a brand audit.

c) New Product Launch:

1) Concept presentation with test results.
2) Environment and competition analysis.
3) Launch plan:

Your presentation will be graded on the depth and pertinence of your analysis and recommendations, as well as the clarity of you structure and style. All members of a team receive the same grade for the team project. If problems within a team arise, please attempt to resolve any team member problems of responsibility and performance prior to notifying the instructor. If the problems persist, the instructors will discuss with the team and will adjust the grades obtained by the individual team members accordingly. Every team must study a different brand, and brands are assigned on a "first come, first serve" basis.

II. ARTICLE PRESENTATION (5%). Apart from the above company 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 will be based on a case study.

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 team 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 reports.

BIBLIOGRAPHY :

RECOMMENDED BOOKS:

Keller, K. L. (2019). Strategic brand management: Global edition. (5th edn). Pearson. [eBook: https://tinyurl.com/58nafvyx].

Trott, P. (2021). Innovation Management and New Product Development. (7th edn). Prentice-Hall. [eBook: https://bit.ly/3lUtccr].

Additional Reading

ADDITIONAL READING:

BOOKS:

o Joe Tidd, John R. Bessant. (2018). Managing Innovation: Integrating Technological, Market and Organizational Change. (6th edition). John Wiley & Sons Inc. [eBook: https://bit.ly/3EYURAN].
o Kapferer, J. N. (2012). The new strategic brand management: Advanced Insights and Strategic Thinking. (5th edition). Kogan Page. [eBook: https://bit.ly/3FH6bS0].
o Clifton, R. (2009). Brands and Branding. (2nd edition). London, Profile Books LTD. [eBook: https://bit.ly/3r6AGfV].

ACADEMIC ARTICLES:

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o Choi, J., & Seo, S. (2021). Do brand rumors matter? The role of brand equity and response strategy to brand rumor [Article]. International Journal of Contemporary Hospitality Management, 33(8), 2862-2879. https://doi.org/10.1108/IJCHM-01-2021-0054
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o Bashir, N. (2023). Exploring the role of potential knowledge sources for the fuzzy-front end of the new product development (NPD) – bridging the knowledge gaps [Article]. Business Process Management Journal, 29(4), 1092-1115. https://doi.org/10.1108/BPMJ-12-2022-0634
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o O'Brien, K. (2020). Innovation types and the search for new ideas at the fuzzy front end: Where to look and how often? [Article]. Journal of Business Research, 107, 13-24. https://doi.org/10.1016/j.jbusres.2019.09.007

MODULE PLAN SESSIONS :

Plan Session 01 :

I. Introduction and module description
(content & organization)

II. Brand fundamentals and Brand equity.
• What is a brand? Why do brands matter?
• Brand types.
• How to define and assess a brand name ?
• What can be branded?
• What is brand equity? How is it built, measured and managed?

• Readings: Keller - Chap 1.
• Team formation for final project and article presentations

Plan Session 02 :

I. Creating and Managing Brand Equity.

• Customer-based brand equity.
• Brand knowledge.
• Building strong brands.
• Aaker’s brand determinants.

II. Kick start “brand-audit and NPL” team project, and research papers reviews

• Readings: Keller - Chap 2.; Aaker Chap 2 to 5.

• Each team will identify a company to kick-start work on their “Brand-audit and NPL” project for the final presentation, and will also define a research topic related to branding and/or new product development .
• Classroom exercise: (Teams will identify 2 brands each and present their attributes/meanings/associations, etc.).

Plan Session 03 :

Brand Positioning & Brand audit.

• Brand Value Chain.
• Segmenting and targeting.
• Establishing Brand positioning.
• Performing a Brand audit.

• Readings: Keller Chap 3 & 4.

• Team presentation: In the morning session, half the teams present their work done (so far) towards the final “brand-audit” presentation based on lectures covered so far.

Plan Session 04 :

Brand architecture & Strategic tools.

• Branding strategy.
• Strategic tools: Brand-product matrix.
• Architecture & portfolio management.

• Readings: Keller Chap 11.

• Team presentation: In the afternoon session, the remaining half of the teams present their work done (so far) towards final “brand-audit” presentation.

Plan Session 05 :

Growing and Sustaining Brand Equity.

• Brand life cycle.
• New products and brand extensions (BE).
• Advantages and disadvantages of BE.
• Consumer evaluation of Brand Extension.
• Evaluating brand extensions opportunities.
• Reinforcing and revitalizing brands.

• Readings: Keller Chap 12-13.

• Classroom Exercise: Teams will begin the market research process for brand exploratory part and also for identifying opportunities for developing new products.
• Article presentation by team (team name announced on day 1).

Plan Session 06 :

The innovation process.

• Why are innovations so important?
• A framework for innovation management.
• Models of understanding of innovation management.

Managing Innovation.

• Taking a strategic approach
    o Incremental Strategies for Innovation
    o Technology and Competitive Analysis
    o Dynamic Capabilities of Firms
    o Innovation Strategies in Small Firms
• Appropriating the benefits of Innovation
• The positioning of Small Firms
• Developing Firm-Specific Competencies
• Allocating Resources for Innovation
• Technology and Corporate Strategy

• Readings: Paul Trott, Chap 1. Chap 12.; Joe Tidd and John R. Bessant. (2018) Chap 3, 4, 5, 6.

• Team presentation: Based on classroom exercise during session 5, teams present their plans and questionnaires.
• Article presentation by the team (team name announced on day 1).

Plan Session 07 :

Managing the Fuzzy Front End.

Idea Generation and Idea Evaluation.
    o Sources of new ideas.
    o Idea generation techniques.
    o How to evaluate new ideas.

• Why do products fail?
• New product development process.
• Introduction to ‘fuzziness’ at the front end.
• How ‘fuzziness’ is managed so far and how successful are they?
• Recent methods to reduce fuzziness using web 2.0 and users.

• Readings: Paul Trott, Chap 12.; Literatures.

• Team presentation: Teams will present their market research findings and analysis (which is completed before coming to this lecture)
• Article presentation by team (team name announced on day 1).

Plan Session 08 :

I. From idea to concept.
• How to write a concept?
• Concept testing.

II. How do consumers adopt innovations?

III. Role of Technology and Digital Channels
    • Creating digital brands
    • Scope of digital channels in creating and sustaining brand equity
    • Digital channels and new product development

• Readings: Paul Trott, Chap 2, 15 & 16; Keller Chap 5 & 6

• Classroom Exercise: Teams will work on developing new products: Working on idea generation and selection, concepts & testing, etc.
• Article presentation by team (team name announced on day 1).

Plan Session 09 :

Bringing innovation to the market
Designing marketing programs and marketing communication to build brand equity.
• 4P’s strategy,
• Different options of marketing communications.
• Developing integrated marketing programs.

• Readings: Paul Trott, Chap 2, 15 & 16; Keller Chap 5 & 6

• Classroom Exercise: Teams will work on developing new products: Working on idea generation and selection, concepts & testing, etc.
• Article presentation by team (team name announced on day 1).

Plan Session 10 :

FINAL Team presentation: Brand Audit and New product launch plan.

• FINAL Team Presentation.
• Weightage: 30% of overall grade.

SYLLABUS

MK444E_0101_24

Business to Business Marketing

ACADEMIC AREA : **MARKETING**

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

PERIOD : **SPRING**

COORDINATOR : **Mr. Guillaume REGNAULT**

INSTRUCTOR(S) : **Mr. Guillaume REGNAULT**

CONTACT HOURS : **30 hours**

STUDY TIME : **95 hours (Class preparation, homework and assessments)**

CREDITS : **4.0 ECTS**

PRE-REQUISITE MODULES :

Marketing Fundamentals (MK301N / MK302E or equivalent).

MODULE DESCRIPTION :

This course explores business-to-business marketing in a contemporary business world.

It examines marketing activities as they occur in value chains of interconnected business networks when customers are businesses and other organisations (e.g. public and private institutions).

The aim is to provide conceptual frameworks to analyse and cope with marketing situations in such a context covering the topics of markets analysis, customer behaviour, strategy development (incl. segmentation and targeting), product development, distribution, pricing, market communication and sales.

CONTRIBUTION TO PROGRAMME LEARNING OBJECTIVES :

- Apply high standards of ethics, CSR and professional responsibility to transform business and society for the better
- Communicate & collaborate effectively in multicultural & multisituational management contexts

MODULE INTENDED LEARNING OUTCOMES (ILOs) :

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

TOPICS COVERED :

- Distinctive features of b2b markets compared to b2c
- Purchasing behavior of businesses and other organizations
- Market segmentation, targeting and positioning
- Value creation in business networks - ethical and non-ethical practices
- Product and service development - the key factors
- Pricing issues in b2b - how to establish a price

• Promotion and sales management related to pricing and communication
• Communication and customer relationships management
• Distribution and routes to market
• B2b future : CSR, geopolitics and ethics

RESEARCH-LED TEACHING :

CSR AND SUSTAINABLE DEVELOPMENT GOALS :

4- Quality Education,
9- Industry, innovation & infrastructure,
12- Responsible consumption and production,
13- Climate action,

CSR NB HOURS :

3

SUSTAINABLE DEVELOPMENT GOALS COVERED :

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

TEACHING METHODS :

This module involves exercises, student presentations and lectures (possible including practitioners' testimonials).

The principal method of instruction is lectures with group assignments, hands-on workshops, and in-class cases to further the students' understanding of the dynamics of marketing in the business-to-business context.

Academic research is integrated through in-class discussions of articles published in peer-reviewed journals. Students are expected to get prepared for each session by reading the assigned chapters, cases or articles and attend classes regularly.

METHODS OF ASSESSMENT :

Continuous/Final	Group/Individual	Assessment	Weight	Duration	ILOs assessed
Final	Individual	Final written exam	60%	2 hours	All
Continuous	Group	Group work	40%		All

Assessment 1 details:

Students will be given a small choice of questions covering both strategic and operational b2b marketing.

Although the quantity of the answer is less important than the quality, it will not be acceptable to write a paragraph or 2 and assume that it will be sufficient.

If the exam is in a traditional style, i.e. handwritten, then students should ensure that their answers are readable. Perfect English is not absolutely essential, but a good standard is expected. True sentences (and not just lists of bullet points) and real personal strategic thinking acumen is expected.

Assessment 2 details:

This is done by groups of 4 to 5 students according to the numbers enrolled.
Differential grades will be given to the group members if this seems justified so it cannot be assumed that all members of the group obtain the same grade

There are no rules about group composition, but a mix of cultural backgrounds is preferable if possible.

Each group chooses a sector of business activity and 2 groups cannot choose the same sector. Since there are 4 MK444 classes, this rule applies not only inside 1 class, but across the 4 classes.

Students will submit both a written report of about 4000 words and create a slide presentation of 15-20 slides that are to be explained in class at the end of the course.

The best grades will be those making appropriate recommendations and not simply relating 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 their name to work is also considered will also lead to disciplinary action for all involved.

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

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

BIBLIOGRAPHY :

-> Brennan, R. and Canning, L. and McDowell, R. (2020). Business-to-Business Marketing. (5th edn). Sage. [eBook 2014 edn https://bit.ly/3fmn8FU]

Additional Reading

Textbooks and Manuals:
- "Business-to-Business Marketing" by Brennan, Canning & Mc Dowell,
- "Business Marketing Management: B2B" by Michael D. Hutt and Thomas W. Speh
- "B2B Brand Management" by Philip Kotler, Waldemar Pfoertsch
- "B2B Digital Marketing Strategy" by Simon Hall
- Van Weele, A.J. (2018). "Purchasing and supply chain management" (7th edn). Cengage.
- "The New Strategic Selling: The Unique Sales System Proven Successful by the World's Best Companies" by Robert B. Miller and Stephen E. Heiman
- "Value-Added Selling: How to Sell More Profitably, Confidently, and Professionally by Competing on Value, Not Price" by Tom Reilly

- "Account-Based Marketing for Dummies" by Sangram Vajre

Academic Journals and Articles:
- Industrial Marketing Management
- Journal of Business & Industrial Marketing
- Journal of Business-to-Business Marketing
- European Journal of Marketing
- Harvard Business Review for strategy and research articles

Online Resources and Blogs:
- HubSpot Blog (for articles on B2B digital marketing)
- Content Marketing Institute (for content marketing in B2B)

Case Studies:
- The Case Center
- Harvard Business School Publishing for relevant case studies
- INSEAD Case Studies

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

MODULE PLAN SESSIONS :

Plan Session 01 :

Module 1: Introduction to B2B Marketing (3 hours)

Definition and scope of B2B marketing
Differences between B2B and B2C marketing
Overview of the B2B buying process
Importance of relationships and networking in B2B

Plan Session 02 :

Module 2: Understanding the B2B Market (3 hours)

Market analysis and segmentation in B2B
B2B market research and intelligence gathering
Understanding buying behavior in businesses

Plan Session 03 :

Module 3: B2B Marketing Strategy (2 3 hours)

Developing B2B marketing strategies
Branding and positioning in B2B markets
Segmentation, targeting, and positioning (STP) in B2B

Plan Session 04 :

Module 4: B2B Marketing Strategy (2 3 hours)

Developing B2B marketing strategies
Branding and positioning in B2B markets
Segmentation, targeting, and positioning (STP) in B2B

Plan Session 05 :

Module 5: Customer Relationship Management (CRM) in B2B (3 hours)

Principles of CRM in B2B
CRM systems and technologies in B2B
Measuring customer satisfaction and loyalty in B2B

Plan Session 06 :

Module 6: B2B Marketing Mix (2 3 hours)

Product: Tailoring products/services for B2B needs
Price: Pricing strategies in B2B
Place: Supply chain and logistics management in B2B
Promotion: B2B sales promotion and communication strategies

Plan Session 07 :

Module 7: B2B Marketing Mix (2 3 hours)

People, Process, Physical Evidence
Partnerships, Permission, Purple Cow

Plan Session 08 :

Module 8: Sales and Negotiation in B2B (3 hours)

Sales force management in B2B
International Export: beware to the cross-culture gaps
B2B negotiation and closing techniques
Role Play case : "selling hardware solutions to a merging B2B prospect" (The Case Centre)

Plan Session 09 :

Module 9: Digital Marketing in B2B (3 hours)

Website development and SEO for B2B
Content marketing and inbound marketing
Social media and influencer marketing in B2B
B2B email marketing strategies

Plan Session 10 :

Module 10: Ethics, Geopolitics and Corporate Social Responsibility in B2B (3 hours)

Geopolitical impacts on BéB
Ethical issues in B2B marketing
Corporate social responsibility (CSR) in B2B strategies

feedback and teacher assessment

SYLLABUS

PM401E_0101_24

Project Management

ACADEMIC AREA : **MANAGEMENT AND ORGANIZATIONS**

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

PERIOD : **SPRING**

COORDINATOR : **Mrs. Irina PURCAREA**

INSTRUCTOR(S) : **Mrs. Irina PURCAREA**

CONTACT HOURS : **30 hours**

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

CREDITS : **4.0 ECTS**

PRE-REQUISITE MODULES :

None.

MODULE DESCRIPTION :

This module teaches students why projects matter in a changing business environment, their impact on organizations, how they are created, managed and implemented, how students will be involved as individuals, team members and managers, and how performance relates to projects.

CONTRIBUTION TO PROGRAMME LEARNING OBJECTIVES :

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

MODULE INTENDED LEARNING OUTCOMES (ILOs) :

1. Assess a project's objectives, scope, budget and constraints, and apply as appropriate the concepts and tools of scheduling and project management in achievement of project objectives,
2. Evaluate and appreciate risk and feasibility, and put in place actions to manage and minimize risk associated with their roles,
3. Assist in the decision making process associated with project choices,
4. Structure, organize and manage small organizational projects, including appreciation of financial implications and budgets.
5. Compare actual and planned performance, report effectively against the achievement of project goals and schedules, and recommend action as appropriate,
6. Work effectively in, facilitate or manage small project teams, be an effective team member and contributor towards project goals, and work as an integral part of a multinational project team

TOPICS COVERED :

. The project manager
. Agile project management
. The project environment; stakeholder management
. The roles and responsibilities in project management
. Acting as Project Manager and using the Project Management Office
. Running an effective project team

. The project process: planning stages, methodologies, tools
. Project risk management and project communication
. Success & performance.

RESEARCH-LED TEACHING :

Not relevant.

CSR AND SUSTAINABLE DEVELOPMENT GOALS :

Not relevant.

CSR NB HOURS :

SUSTAINABLE DEVELOPMENT GOALS COVERED :

-

TEACHING METHODS :

This course aims to be interactive; each student will be frequently invited to share his vision and provide examples. Students will be working throughout the sessions on a REAL project (group project) that is to be implemented during the semester. The teams are required to make periodic oral presentations to the instructor, and then to make a final presentation with full written report at the end of the semester, during the last session/s. All team members are required to participate in the oral presentation. Finally, each team member provides a peer evaluation that assesses the contribution of every team member, including his or her own contribution. That peer evaluation serves as a "discriminator" allowing the instructor to provide differential project grades to team members rather than assigning the same grade to everyone regardless of effort.

During each session, students will have the opportunity to develop their project plan by applying different project management concepts and techniques on their project and report on the progress made, and ultimately, the results achieved.

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

The concepts presented are applied to business cases or project example and students are constantly invited to reflect on how to put the knowledge in practice.

METHODS OF ASSESSMENT :

Continuous/Final	Group/Individual	Assessment	Weight	Duration	ILOs assessed
Continuous	Group	Group project	40%	15 - 20 minutes	All
Final	Individual	Final written exam	60%	2 hours	All

Assessment 1 details:

Students will be working throughout the sessions on the project selected (group project) that they will define during the first sessions. During each session, students will have the opportunity to apply different project management concepts and techniques on their project and report on the progress made, and ultimately, the results achieved (last sessions).

Assessment 2 details:

Information regarding the structure of the exam will be provided 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.

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BIBLIOGRAPHY :

-> Kerzner H., (latest version). Project management: a system approach to planning, scheduling, and controlling. Wiley. [eBook https://bit.ly/3kGiYf5]

Other equivalent books will suffice as background reading.

Additional Reading

-> Lock, D. (2013). Project management. (10th edn). Gower.
-> Nicholas J. M. (1990). Managing business & engineering project. Prentice Hall.
-> Meredith J. R., Mantel S. J. (2015). Project management: a managerial approach. (9th edn). Wiley.
-> Yourdon E. (2004). Death march. (2nd edn). Prentice Hall.

MODULE PLAN SESSIONS :

Plan Session 01 :

1 / Introduction - The context of projects : Course presentation, working method, assessment. The global business environment, how organizations are led to use projects. Readings (from textbook)
Cases and problems as provided.
Preparation for group project presentation.

Plan Session 02 :

2 / Organizational perspective : What is a project. How organizations create and manage projects.
Overview.

Cases and problems as provided.
Preparation for group project presentation.

Plan Session 03 :

3/ Project environment and implementation : The project approach. A process-driven management method. Agile, Scrum, Kanban
Cases and problems as provided.
Preparation for group project presentation.

Plan Session 04 :

4/ Project environment. Stakeholder Management
Cases and problems as provided.
Preparation for group project presentation.

Plan Session 05 :

5/ The project manager. Managing a project team : Methods and styles of management, specific team issues
Conflicts.
Cases and problems as provided.
Preparation for group project presentation.

Plan Session 06 :

6/ Time & resources management : Charts, PERT, Gantt, MS Project, Excel.
Cases and problems as provided.
Preparation for group project presentation.

Plan Session 07 :

7/ Team management

Cases and problems as provided.
Preparation for group project presentation.

Plan Session 08 :

8/ Risk management and Communication management.

Cases and problems as provided.
Preparation for group project presentation.

Plan Session 09 :

9 / Making the project a success

Team presentations

Plan Session 10 :

10/ Team presentations, discussion of remaining topics.

SYLLABUS

SC403E_0101_24

Logistics management

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

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

PERIOD : **SPRING**

COORDINATOR : **Mr. Jason BIAN**

INSTRUCTOR(S) : **Mr. Jason BIAN**

CONTACT HOURS : **30 hours**

STUDY TIME : **95 hours (Class preparation, homework and assessments)**

CREDITS : **4.0 ECTS**

PRE-REQUISITE MODULES :

No

MODULE DESCRIPTION :

The main objective of this course is to understand the importance, objectives and mechanism of logistics systems. In this module, the decisions related to planning of logistics systems including forecasting, location, supply, storage and distribution are highlighted and the concept of sustainable logistics will be elaborated.

CONTRIBUTION TO PROGRAMME LEARNING OBJECTIVES :

- Combine broad & deep knowledge creatively to formulate and implement innovative business solutions

MODULE INTENDED LEARNING OUTCOMES (ILOs) :

1. Describe the importance, objectives & mechanism of logistics systems.
2. Explain the main concepts and decisions related to logistics management.
3. Understand the basic forecasting techniques to project logistics requirements.
4. Acquire some skills to analyze and evaluate facility location decisions.
5. Master the inventory and warehouse management models and methods.
6. Understand basics of distribution & transportation network design.

TOPICS COVERED :

Introduction to Logistics Management
Globalisation and International Logistics
Relationships in Logistics and Supply Chains
Transport in Logistics and Supply Chains
Procurement, Technology, and Information in Logistics and Supply Chains
Inventory and Warehousing Management in Logistics and Supply Chains
Risk Management in Logistics and Supply Chains
Sustainability in Logistics and Supply Chains
Service in Logistics and Supply Chains

RESEARCH-LED TEACHING :

Several practical case studies and research-based reports will be used in this module.

CSR AND SUSTAINABLE DEVELOPMENT GOALS :

The importance of sustainable logistics by a greater focus on sustainable transport will be covered.

CSR NB HOURS :

3

SUSTAINABLE DEVELOPMENT GOALS COVERED :

- 12 - Responsible consumption and production

TEACHING METHODS :

The primary method of instruction will be lectures and presentations on the part of the instructor. This will be supplemented and reinforced through the use of timely and current written case studies with associated questions and exercises. Theory and taught concepts will also be reinforced through the use of in-class problems and examples, homework, review quizzes and an obligatory group project.

METHODS OF ASSESSMENT :

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

ACADEMIC INTEGRITY :

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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 :

Mangan, J., & Lalwani, C. (2021). Global logistics and supply chain management. (4th edn). John Wiley & Sons.

Additional Reading

Ghiani, G., Laporte, G., and Musmanno, R. (2013). Introduction to Logistics Systems Management. (2nd edn). John Wiley & Sons.

Chopra, S., & Meindl, P. (2018). Supply Chain Management: Strategy, Planning and Operation. (7th edn). Pearson Education.

Heizer, J. and Render, B. (2020). Principles of operations management: Sustainability and Supply Chain Management. (11th edn). Pearson Education.

Murphy, P. R., & Wood, D. F. (2017). Contemporary Logistics. (12th edn). Pearson/Prentice Hall. [eBook https://bit.ly/3FHnPVq].

Slack, N., Chambers, S., & Johnston, R. (2016). Operations Management. (8th edn). Pearson Education. [eBook https://bit.ly/3xp56Ln].

Stevenson W. J. (2018). Operations Management. (13th edn). McGraw-Hill.

MODULE PLAN SESSIONS :

Plan Session 01 :

Introduction to Logistics Management
- Course introduction
- Introduction to logistics systems

Plan Session 02 :

Globalisation and International Logistics

Plan Session 03 :

Business Relationships in Logistics and Supply Chains

Plan Session 04 :

Logistics and Supply Chain Strategies

Plan Session 05 :

Transport in Logistics and Supply Chains

Plan Session 06 :

Procurement, Technology, and Information in Logistics and Supply Chains

Plan Session 07 :

Inventory and Warehousing Management in Logistics and Supply Chains

Plan Session 08 :

Risk Management in Logistics and Supply Chains

Plan Session 09 :

Sustainability in Logistics and Supply Chains

Plan Session 10 :

Service in Logistics and Supply Chains

Missing Module Content

FALL SEMESTER

CY402E – Data Management & Cybersecurity (new course 2024)

CY403E – Introduction to Cyber Threat Intelligence (new course 2024)

SPRING SEMESTER

AC412E - Financial & Managerial Accounting (new course 2024)

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