

## SYLLABUS

FI300E\_B\_0108\_24

### Financial Mathematics

<b>ACADEMIC AREA :</b>	<b>FINANCE AND ACCOUNTING</b>
<b>PROGRAMME :</b>	<b>BIM / UGTC LEVEL 3 BIM</b>
<b>PERIOD :</b>	<b>FALL</b>
<b>COORDINATOR :</b>	<b>Mr. François LE GRAND</b>
<b>INSTRUCTOR(S) :</b>	<b>Mr. François LE GRAND</b>
<b>CONTACT HOURS :</b>	<b>24 hours</b>
<b>STUDY TIME :</b>	<b>75 hours (Class preparation, homework and assessments)</b>
<b>CREDITS :</b>	<b>4.0 ECTS</b>
<b>AOL :</b>	<b>False</b>

#### PRE-REQUISITE MODULES :

Basic knowledge in mathematics

#### MODULE DESCRIPTION :

This course is designed to provide a basic, but solid, knowledge of financial mathematics. It is a building block for a specialization in finance and is therefore highly recommended for students interested in working in banking, capital markets or corporate finance. The course provides tools and methods for dealing with the time value and risk of cash flows. These tools and methods will be used in theoretical and practical applications to a variety of problems.

After the course, students should be able to understand the main mechanisms in cash flow management and be able to apply the main tools and methods presented in the course.

#### CONTRIBUTION TO PROGRAMME LEARNING OBJECTIVES :

- Develop a sustainable strategic vision to Connect (eco-)systems #ConnectSystems
- Leverage the economic, ecological, social performance of the firm and its operations to Change Business models #ChangeBusiness

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

1. Understand the principles of cash-flow management;
2. Be able to discount and capitalize cash flows: compute present values and future values
3. Understand the risk related to cash-flow management, and how to measure and manage it;
4. Be able to manage the interest rate risk: compute prices, durations and convexities.

#### TOPICS COVERED :

Two main topics are covered in this course:

- Cash-flow management: the first part of the course focuses on the intertemporal accounting of cash flows paid at different date in time; the related concepts are: simple/compounded interest rate/discounting/capitalizing, present/future value, price;
- Interest rate risk: the second part of the course is devoted to the description and the management of the interest rate risk; the related concepts are: duration and convexity.

## RESEARCH-LED TEACHING :

The tools and methods presented in the course are standard and well-known. However, the course will rely on research contributions to discuss the limits of the tools of the course and the solutions to overcome them. If recent research contributions require a very good financial and technical proficiency, their main message will be summarized in class and the students will be encouraged to read some parts (e.g, introduction) by themselves.

## CSR AND SUSTAINABLE DEVELOPMENT GOALS :

The course develops the following dimensions.

- Openness to global economic challenges. The course lets students gain an exposure to major economic challenges related to debt markets.
- Critical posture. This course proposes a description of public and private debt markets that describes both pros and cons of public debt, and as such offers students some tools to understand the current policy debate.
- Responsible behaviour. This course raises students' awareness of possible unethical behaviours and malpractices related to interest rates (Libor manipulation as an example) and finance in general (LTCM example).
- Risk management. Students are made aware of most risks related to fixed-income markets, as well as other important financial risks such as operational risks.

## CSR NB HOURS :

6

## SUSTAINABLE DEVELOPMENT GOALS COVERED :

- 04 - Quality education
- 08 - Decent work and economic growth
- 12 - Responsible consumption and production

## TEACHING METHODS :

The course is organized along several activities, so as to foster interactions and discussions.

Each lecture will then be organized as follows:

- question and answer session on the recommended reading and homework assignments;
- presentation and explanation of the main concepts of the lecture;
- individual and group application exercises;
- proposed solution to exercises.

The students will be also have to regularly prepare homework (application exercises and problem sets) to make sure the understand and know how to apply the concepts and tools presented in class.

The whole set of the documents of the course will be available on Moodle.

## METHODS OF ASSESSMENT :

Continuous/Final	Group/Individual	Assessment	Weight	Duration	ILOs assessed
Continuous	Individual	Written assessment at home	10%	2 weeks	1,2
Continuous	Individual	Written in class	20%	45 minutes	1, 2, 3
Final	Individual	Final written exam	70%	3 hours	1, 2, 3, 4

### **Assessment 1 details:**

The students are expected to hand out individually a problem set.

### **Assessment 2 details:**

The mid-term exam consists of In class short exercises testing the ability of students to use the tools presented in class.

### **Assessment 3 details:**

The final three-hour exam covers all material presented during the course. This includes lecture notes and all exercises. The exam tests the student's understanding of the key concepts and methods developed throughout the course, as well as the student's ability to apply them to examples and real-world situations.

## ACADEMIC INTEGRITY :

Academic misconduct encompasses various behaviors or actions that violate the principles of academic integrity, fairness, and honesty, thereby undermining the credibility of academic work, assessments, or research. Examples of academic misconduct include:

- Cheating
- Plagiarism
- Fabrication
- Gaining an unfair advantage
- Assisting others in committing academic misconduct, such as by utilizing generative AI
- Falsification of records or official documents
- Unauthorized access to restricted information or data
- Unauthorized or unethical use of generative AIS

Academic misconduct is a serious offense and can result in consequences such as module failure, research project failure, or even expulsion from the school. To prevent unintentional academic misconduct, it is essential to consult with your instructor to understand the specific rules and instructions pertaining to the use of AI in learning and assessment.

For more comprehensive information on academic integrity rules, principles, and disciplinary procedures, please refer to the Academic Integrity section of the Student Handbook.

## BIBLIOGRAPHY :

- Cissell, R., Cissell, H. and Flaspohler, D. (1990) Mathematics of Finance. Houghton Mifflin C.
- Fabozzi, F., Bond Markets, Analysis, and Strategies, Pearson Edition.

## Additional Reading

- Buchanan, R. An undergraduate introduction to financial mathematics. World Scientific Publishing.
- Hull, J., Options, Futures, and Other Derivatives, Pearson Edition.
- Tuckman, B., Fixed Income Securities, Wiley Finance.

## MODULE PLAN SESSIONS :

### Plan Session 01 :

Presentation of the course organization

Interest rates (1/2).

- Simple Interest
- In arrear vs in advance interest rates
- Exercises and applications

First assignment: exercises

### Plan Session 02 :

Interest rates (2/2).

- Compounded Interest
- Counting time: Day-count conventions
- Interest rate period and equivalent interest rates
- Exercises and applications

Second assignment: exercises

### Plan Session 03 :

Discounting and capitalizing cash-flows

- Present value, future value for one cash-flow.
- Same for multiple cash-flows (the basics of no-arbitrage)
- Know how to connect interest rate, time and cash-flows
- Exercises and applications

Third assignment: exercises

### Plan Session 04 :

Annuities

- Presentation of constant annuities and perpetuities.

- Present value and future value for constant annuities.
- Same for geometric annuities
- Exercises and applications

Fourth assignment: exercises

**Plan Session 05 :**

Application of annuities

- Standard loans and amortization table
- Application of perpetuities: the Gordon-Shapiro formula, real estate return, the money paradox.
- Exercises and applications

Fifth assignment: exercises

**Plan Session 06 :**

Yield-to-maturity and total return

- Definition of yield-to-maturity and relationship with investment
- Definition of total return
- Applications to the accounting of investment
- Exercises and applications

Sixth assignment: exercises

**Plan Session 07 :**

Risk-management

- Understand the risk related to cash-flow management
- The notion of duration
- The limits to duration and the notion of convexity
- Exercises and applications

Seventh assignment: exercises

**Plan Session 08 :**

Wrap-up session

This session is devoted to:

- the completion of the last chapters
- the correction of the last exercises
- the wrap-up of the main course concepts
- an on-demand correction of a selection of exercises.



## SYLLABUS

FI301E\_B\_0108\_24

### Concepts of Corporate Finance

<b>ACADEMIC AREA :</b>	<b>FINANCE AND ACCOUNTING</b>
<b>PROGRAMME :</b>	<b>BIM / UGTC LEVEL 3 BIM</b>
<b>PERIOD :</b>	<b>FALL</b>
<b>COORDINATOR :</b>	<b>Mr. Alexis De Solliers Helcmanocki</b>
<b>INSTRUCTOR(S) :</b>	<b>Mr. Alexis De Solliers Helcmanocki</b>
<b>CONTACT HOURS :</b>	<b>24 hours</b>
<b>STUDY TIME :</b>	<b>75 hours (Class preparation, homework and assessments)</b>
<b>CREDITS :</b>	<b>4.0 ECTS</b>
<b>AOL :</b>	<b>False</b>

#### PRE-REQUISITE MODULES :

An introductory finance course (AC101F and AC102F or equivalent).

#### MODULE DESCRIPTION :

This module provides an introduction to some key concepts of corporate finance. In the first part concept of time value of money and valuation of securities and projects are introduced. The second part of the module is devoted to the study of the capital structure of a company.

#### CONTRIBUTION TO PROGRAMME LEARNING OBJECTIVES :

- Develop a sustainable strategic vision to Connect (eco-)systems #ConnectSystems
- Leverage the economic, ecological, social performance of the firm and its operations to Change Business models #ChangeBusiness

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

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

#### TOPICS COVERED :

- . The corporation
- . Financial markets
- . Time value of money
- . Valuation in an uncertain environment
- . Capital structure in a perfect market
- . Capital structure fallacies
- . Valuing stocks
- . Dividends vs investment and growth
- . Valuing bonds
- . The effect of CSR in valuation (added value, investor preferences)

## RESEARCH-LED TEACHING :

How investor preferences affect the concept of value: Looking into CSR as a new factor.

## CSR AND SUSTAINABLE DEVELOPMENT GOALS :

Introduce CSR as a concept  
Link CSR to agents' preferences  
Introduce added value by CSR  
How does CSR affect market sentiment and credibility of a corporation.

## CSR NB HOURS :

3

## SUSTAINABLE DEVELOPMENT GOALS COVERED :

- 08 - Decent work and economic growth
- 10 - Reduced inequalities
- 13 - Climate action

## TEACHING METHODS :

Classroom time will be used for lectures and in-class exercises linked to lectures. Part of the in-class time will be dedicated to small cases and links to research- society. In addition, students are expected to prepare themselves through reading recommended textbooks prior to the lectures and solving exercises at the end of each chapter.

## METHODS OF ASSESSMENT :

Continuous/Final	Group/Individual	Assessment	Weight	Duration	ILOs assessed
Final	Group	Group project	30%	3 hours	all ILOs addressed
Final	Individual	Final written exam	70%	3 hours	1, 2, 3, 4, 5, 6, 7.

### **Assessment 1 details:**

Project report and Presentation Graded.

### **Assessment 2 details:**

Open questions about a document

## ACADEMIC INTEGRITY :

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For more comprehensive information on academic integrity rules, principles, and disciplinary procedures, please refer to the Academic Integrity section of the Student Handbook.

#### **BIBLIOGRAPHY :**

Ross, S. A., Westerfield, R. W., and Jordan B. D. (2024). Fundamentals of Corporate Finance. (14th edn). McGraw-Hill.

#### **Additional Reading**

Berk, J. and P. DeMarzo. (2023). Corporate Finance. (6th edn). Pearson. [eBook 2019 edn <https://bit.ly/30OgzIA>].

Keown, A.J., Martin, J.D, and Petty, J.W. (2019). Foundations of Finance. (10th edn). Pearson Education. [eBook <https://bit.ly/3AH3Sx7>]

Please note that any other finance textbook in the Learning Center with the title 'Corporate Finance' will be fine as well as older editions of the books listed above.

Students should consult regularly the financial press (a free access is possible through the Learning Center website (Europresse). Additional readings may be distributed during the class.

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

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

Introduction to Corporate Finance

Related Chapters: Ross, Westerfield, and Jordan (RWJ), Ch.1

Topics: Financial management decisions, Legal forms of business, The goal of financial management, Financial market system and financing of business.

Popular press articles: Market sentiment

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

Time Value of Money

Related Chapters: RWJ, Chs. 5 & 6

Topics: Mechanics of compounding and bringing back the value of money back to present, PV of uneven stream of payments, Annuities, Perpetuities.

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

Time Value of Money

Related Chapters: RWJ, Chs. 5 & 6

Topics: Mechanics of compounding and bringing back the value of money back to present, PV of uneven stream of payments, Annuities, Perpetuities.

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

Security Valuation

Related Chapters: RWJ, Chs. 7 & 8

Topics: Basic process for valuation of assets, Bond features and types of bonds, Bond valuation, Characteristics of common stocks, common stock valuation.

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

Security Valuation, Cont.

Related Chapters: RWJ, Chs. 7 & 8

Topics: Basic process for valuation of assets, Bond features and types of bonds, Bond valuation, Characteristics of common stocks, common stock valuation.

Practice examples

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

Capital budgeting



Related Chapters: RWJ, Chs. 9, 10 and 11

Topics: Valuing projects, Capital investment decision analysis

Related material from popular press: How does the macroeconomic factors affect investment decisions and financing via credit

**Plan Session 07 :**

Capital structure

Related Chapters: RWJ, Chs. 14 and 16

Topics: Cost of capital, Financial leverage, Capital structure policy

**Plan Session 08 :**

Capital structure

Small Recap.

Exercises to be given for practice.

## SYLLABUS

FI303E\_B\_0108\_24

### Financial Analysis

<b>ACADEMIC AREA :</b>	<b>FINANCE AND ACCOUNTING</b>
<b>PROGRAMME :</b>	<b>BIM / UGTC LEVEL 3 BIM</b>
<b>PERIOD :</b>	<b>FALL</b>
<b>COORDINATOR :</b>	<b>Ms. Ousayna ZREIK</b>
<b>INSTRUCTOR(S) :</b>	<b>Ms. Ousayna ZREIK</b>
<b>CONTACT HOURS :</b>	<b>24 hours</b>
<b>STUDY TIME :</b>	<b>75 hours (Class preparation, homework and assessments)</b>
<b>CREDITS :</b>	<b>4.0 ECTS</b>
<b>AOL :</b>	<b>False</b>

#### PRE-REQUISITE MODULES :

- An introduction to financial and management accounting.
- Concepts of Corporate Finance .

#### MODULE DESCRIPTION :

Financial analysis is compulsory to understand how a business is performing. This module is intended to provide students with the basic concepts of financial analysis, and should get them acquainted with the tools associated. The analysis is based on financial statements that reflect management needs for clear organized financial information.

#### CONTRIBUTION TO PROGRAMME LEARNING OBJECTIVES :

- Develop a sustainable strategic vision to Connect (eco-)systems #ConnectSystems
- Leverage the economic, ecological, social performance of the firm and its operations to Change Business models #ChangeBusiness

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

Upon successful completion of the module, the student will be able to:

1. Understand the need for financial reporting in the light of agency problems between managers and shareholders in a public company
2. Understand the process of financial accounting leading to the generation of the three key financial statements – the Income Statement, Balance Sheet and the Cash Flow Statement.
3. Understand the need for Financial Analysis and the role of a Financial Analyst in independently assessing the financial health of a firm
4. Use different classes of ratios to understand different aspects of a company's financial health – Profitability, Liquidity, Solvency, Efficiency and Investor perspective.
5. Read and interpret numbers presented in the Income Statement, Balance Sheet and the Cash Flow Statement to be able to compute relevant ratios and comment on trends in financial performance/ position
6. Appreciate the rising importance of ESG indicators in shaping popular opinion about a company.
7. Be in a position to express and formulate an independent opinion about a company after completion of the analysis in a case-study setting

#### TOPICS COVERED :

- . Agency problem and the need for financial reporting
- Introduction to Financial Accounting
- Financial Statements - Income Statement, Balance Sheet, Cash Flows Statement
- Basics of Financial Analysis - commonly used techniques
- Liquidity Analysis
- Solvency Analysis

**RESEARCH-LED TEACHING :**

recent research papers on financial analysis , corporate finance and firm performance are systematically presented to the students.

**CSR AND SUSTAINABLE DEVELOPMENT GOALS :**

Corporate social responsibility and financial analysis will be briefly discussed in session 7. We will discuss the extent to which CSR may have an effect on financial analysis.

**CSR NB HOURS :**

3

**SUSTAINABLE DEVELOPMENT GOALS COVERED :**

- 09 - Industry, innovation and infrastructure
- 16 - Peace, justice and strong institutions

**TEACHING METHODS :**

The teaching pedagogy comprises a mix of in-class lectures, reading material and slides posted on Moodle, and corresponding chapters of the prescribed text-book.

Students are expected to have read all available material before the session. The concepts will then be applied to exercises, examples taken from companies annual reports or from recent international finance articles when appropriate. Students are expected to take part in class discussion, and to work in small groups when necessary.

**METHODS OF ASSESSMENT :**

Continuous/Final	Group/Individual	Assessment	Weight	Duration	ILOs assessed
Continuous	Individual	Quiz	20%	20 min	1,2,3,4
Continuous	Individual	Quiz	20%	20 min	ALL
Final	Individual	Final written exam	60%	2 hours	ALL

**Assessment 1 details:**

The Quiz will cover sessions 1, 2, 3, 4 to test the student's ability in the form of short questions or MCQs.

**Assessment 2 details:**

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

**Assessment 3 details:**

The final examination will cover entire course.

**ACADEMIC INTEGRITY :**

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#### **BIBLIOGRAPHY :**

-> Gibson, C.H. (2013). Financial Reporting and Analysis. (13th edn). Cengage Learning.

#### **Additional Reading**

- > White, G., et al. (2003). The analysis and use of financial statements. (3rd edn). John Wiley & Sons.
  - Also available in French: Vernimmen, P. (2019). Finance d'entreprise 2020. (18e edn). Dalloz.
  - Their English website: <http://www.vernimmen.com>
  - Their French website: <http://www.vernimmen.net>
- > Students are strongly urged to read the financial press on a regular basis

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

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

Fundamentals of Financial Accounting

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

Cash Flow Statement, and case study about financial statement

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

Basic of Analysis

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

Liquidity of Short-Term Assets; Related Debt-Paying Ability, and Case study about liquidity analysis

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

Long-term paying ability

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

Profitability analysis.

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

An investor's perspective.

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

8 / . Social Responsibility of the Firm and Financial Analysis.



## SYLLABUS

MK303E\_B\_0108\_24

### Omni Channel Management & Distribution

<b>ACADEMIC AREA :</b>	<b>MARKETING</b>
<b>PROGRAMME :</b>	<b>BIM / UGTC LEVEL 3 BIM</b>
<b>PERIOD :</b>	<b>FALL</b>
<b>COORDINATOR :</b>	<b>Mr. Muhammad Akib WARRAICH</b>
<b>INSTRUCTOR(S) :</b>	<b>Mr. Muhammad Akib WARRAICH</b>
<b>CONTACT HOURS :</b>	<b>24 hours</b>
<b>STUDY TIME :</b>	<b>75 hours (Class preparation, homework and assessments)</b>
<b>CREDITS :</b>	<b>4.0 ECTS</b>
<b>AOL :</b>	<b>False</b>

#### PRE-REQUISITE MODULES :

"MK102E - Marketing Mix" or equivalent.

#### MODULE DESCRIPTION :

The main objective of this course is to provide students with an overview of different distribution options (wholesaler, retailer, franchise, mail order, e-commerce...), with an emphasis on the following topics: Retailing, Multi-Channel Strategy, the role of "Place" in the marketing mix, Bricks and clicks - the changing face of distribution, B2B, B2C, C2C configurations etc.

#### CONTRIBUTION TO PROGRAMME LEARNING OBJECTIVES :

- Develop a sustainable strategic vision to Connect (eco-)systems #ConnectSystems
- Leverage the economic, ecological, social performance of the firm and its operations to Change Business models #ChangeBusiness

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

1. Analyse and evaluate a variety of distribution options for a company (wholesaler, retailer, franchise, mail order, e-tailing...).
2. Identify the needs of channel members, of their customers, and the appropriate tools to be implemented.
3. Recognise the benefits and pitfalls of a multi-channel strategy.
4. Describe the current situation of a good & service from a distribution & Channel strategy point of view, and make strategic recommendations for this good & service.
5. Make recommendations and be able to present them.
6. Present a team work synthesis (or individual work) to the audience.

#### TOPICS COVERED :

- . Overview of different distribution options (wholesaler, retailer, franchise, mail order, e-commerce...).
- . The Omni-Channel Strategy.
- . The Multi-Channel Strategy.
- . Franchising Strategy
- . The role of "Place" in the marketing mix.
- . Blue Ocean Strategy
- . Location analysis.
- . Bricks and clicks - the changing face of distribution.
- . B2B, B2C, C2C configurations.
- . Using pull & push marketing communications within the channel.
- . Overview of French Retail sector (GMS) and major differences with other retailing systems.
- . Overview of merchandising.

## RESEARCH-LED TEACHING :

## CSR AND SUSTAINABLE DEVELOPMENT GOALS :

## CSR NB HOURS :

## SUSTAINABLE DEVELOPMENT GOALS COVERED :

- 03 - Good health and well-being
- 04 - Quality education
- 07 - Affordable and clean energy
- 12 - Responsible consumption and production

## TEACHING METHODS :

1. Lectures
2. In class discussion
3. Case study analysis
4. Journal article analysis

## METHODS OF ASSESSMENT :

Continuous/Final	Group/Individual	Assessment	Weight	Duration	ILOs assessed
Continuous	Group	Study case	20%		ILO 1,2 &3
Continuous	Group	Company evaluation	20%		ILO 3,4,5&6
Final	Individual	Final written exam	60%	3 hours	ILO1,2,3,4,5&6

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

A case study presentation - group work.

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

A presentation for an international company - group work.

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

A final written exam

## ACADEMIC INTEGRITY :

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- Fabrication
- Gaining an unfair advantage
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- Unauthorized or unethical use of generative AIS

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your instructor to understand the specific rules and instructions pertaining to the use of AI in learning and assessment.

For more comprehensive information on academic integrity rules, principles, and disciplinary procedures, please refer to the Academic Integrity section of the Student Handbook.

#### **BIBLIOGRAPHY :**

-> Berman, B. (2017). Retail Management: A Strategic Approach. Pearson. (13th edn) [eBook <https://bit.ly/3BgrPx5>].

#### **Additional Reading**

-> Coughlan, A. (2013). Marketing Channels. (7th edn). Pearson.

-> Sternquist, B. (2018). International Retailing. (3rd edn). Fairchild Publishers.

-> Wheeler, S. (1999). Channel Champions: How leading companies build new strategies to serve customers. Jossey-Bass Publishers.

-> ADMAP, Ideas and evidence for marketing people, Mensual Revue, March & June 2011.

-> International journal of retail and management.

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

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

1. Session One: Introduction to the module, Course Outline and assessment strategy Introduction to Retailing (Chapter 1), Building Relationships in Retailing (Chapter 2)

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

2. Session Two: Strategic Planning in Retailing (Chapter 3), Franchising Strategy, Retail institutions by Ownership (Chapter 4)

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

3. Session Three: Retail institution by store-based strategy mix (Chapter 5), Blue ocean strategy, Identifying Consumers and understanding customers (Chapter 6)

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

4. Session Four: Trade area analysis (Chapter 9), Site selection (Chapter 10)

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

5. Session Five: Operations management: Financial dimensions (Chapter 12), Operations management: Operational dimensions (Chapter 13)

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

6. Session Six: Developing merchandise plans (Chapter 14), Implement merchandise plans (Chapter 15)

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

7. Session Seven: Financial merchandise management (Chapter 16), Pricing in retailing (Chapter 17), Promotional Strategy (Chapter 19)

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

8. Session Eight: Group project presentation and report submission





## SYLLABUS

MK306E\_B\_0108\_24

### Digital Marketing Strategy

<b>ACADEMIC AREA :</b>	<b>MARKETING</b>
<b>PROGRAMME :</b>	<b>BIM / UGTC LEVEL 3 BIM</b>
<b>PERIOD :</b>	<b>FALL</b>
<b>COORDINATOR :</b>	<b>Mr. Ronan JOUAN DE KERVENOAEL</b>
<b>INSTRUCTOR(S) :</b>	<b>Mr. Ronan JOUAN DE KERVENOAEL</b>
<b>CONTACT HOURS :</b>	<b>24 hours</b>
<b>STUDY TIME :</b>	<b>75 hours (Class preparation, homework and assessments)</b>
<b>CREDITS :</b>	<b>4.0 ECTS</b>
<b>AOL :</b>	<b>False</b>

#### PRE-REQUISITE MODULES :

"MK101N - Marketing Analysis", "MK102E - Marketing Mix" and "IS201E - Information Systems and Web based Operations" or equivalent.

#### MODULE DESCRIPTION :

Digital marketing can be defined as the targeted, measurable, and interactive marketing of products or services using digital technologies to reach and convert leads into customers and retain them. The course is constructed around the idea that Digital Marketing strategy is not just a new channel for marketing, but requires the digital marketer (CDO) to acquire a whole new understanding on how modern consumers use technologies to help them in their relationship with brands. The module evaluates the strategy, planning and execution of marketing mix decisions in the light of digital media and technologies. This allows to reach and generate relationships with current and future consumers in a timely, relevant, personal and cost-effective manner.

#### CONTRIBUTION TO PROGRAMME LEARNING OBJECTIVES :

- Develop a sustainable strategic vision to Connect (eco-)systems #ConnectSystems
- Leverage the economic, ecological, social performance of the firm and its operations to Change Business models #ChangeBusiness

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

1. Create a digital marketing strategy,
2. Evaluate consumer behaviour and marketer strategy in the digital age,
3. Integrate digital media models, frameworks and tools into marketing strategy.

#### TOPICS COVERED :

- Analysis of Macro trends in digital media: one-way media (T.V, print, radio) to two-way media (Internet) to many-way media (social, mobile) to personalised-1-to-1 automated media (chatbots and M2M)
- Digital marketing transformation: applying digital platforms to marketing strategy,
- Consumers and digital communication: interactivity, dialogue, permission,
- The digital as a support for new business models, frameworks, steps: SOSTAC, SMART, RFM, REACH, attribution models, co-creation, crowd sourcing models etc.
- Social media multiple channels, which one for what - the marketer perspective
- Pricing in the digital environment,
- Controlling digital marketing activities
- Gamification
- Creation in group of a website for a small business using free software like Wix

## RESEARCH-LED TEACHING :

The course coordinator wider research interests lie under the umbrella of retail, technology, and consumer behaviour, including the study of social, cultural, and technological transformations in how consumers and firms (re)organize their lives or strategies. His work has been published in *Environment & Planning A*, *World Development*, *European Journal of Operational Research*, *Tourism Management*, *Information Technology & People*, *Journal of Retailing and Consumer Services*, *Service Industries Journal*, *Telecommunication Policy*, *International Journal of Retail Distribution Management* and *Consumption Markets & Culture*.

de Kervenoael, R., Schwob, A., Hasan, R., & Kemari, S. (2023). Food choice and the epistemic value of the consumption of recommender systems: the case of Yuka's perceived value in France. *Behaviour & Information Technology*, 1-20.

de Kervenoael, R., Schwob, A., Hasan, R., & Psylla, E. (2024). SloT robots and consumer experiences in retail: Unpacking repeat purchase intention drivers leveraging computers are social actors (CASA) paradigm. *Journal of Retailing and Consumer Services*, 76, 103589.

de Kervenoael, R., Hasan, R., Schwob, A., & Goh, E. (2020). Leveraging human-robot interaction in hospitality services: Incorporating the role of perceived value, empathy, and information sharing into visitors' intentions to use social robots. *Tourism Management*, 78, 104042.

Schwob, A., de Kervenoael, R., Kirova, V., & Vo-Thanh, T. (2023). Casual selling practice: a qualitative study of non-professional sellers' involvement on C2C social commerce platforms. *Information Technology & People*, 36(2), 940-965.

de Kervenoael, R., Schwob, A., & Chandra, C. (2020). E-retailers and the engagement of delivery workers in urban last-mile delivery for sustainable logistics value creation: Leveraging legitimate concerns under time-based marketing promise. *Journal of Retailing and Consumer Services*, 54, 102016.

## CSR AND SUSTAINABLE DEVELOPMENT GOALS :

- IT and energy consumption
- IT and addiction
- Digital divide

## CSR NB HOURS :

2

## SUSTAINABLE DEVELOPMENT GOALS COVERED :

- 03 - Good health and well-being
- 09 - Industry, innovation and infrastructure
- 10 - Reduced inequalities
- 12 - Responsible consumption and production

## TEACHING METHODS :

- Pre-readings (book chapters), class discussions, group activities, and case studies will supplement initial teacher input.
- Set of PowerPoint presented at each session
- Set of Videos to watch and analyze often in your own time.

-Before each session, students are expected to download/print the slides, read the appropriate chapter(s) in the textbook and the additional readings given on the syllabus (see e-learning site)

- After each session, students are also responsible for re- or watching the videos on the e-learning site that were not covered in class. These videos are part of the overall learning material and should be used as tools. They will be required as examples in the final assessment.

Students, in groups, are required to apply concepts to real business situations through the building of a website for a real small business in Rennes.

Summaries of each session as a 1-page PPT will also be required for each group.

Optional online resources: To learn more about specific topics, other supplemental online resources could be used. Here are some examples:

<https://www.coursera.org/>

<https://www.mckinsey.com/business-functions/mckinsey-digital/our-insights>

<http://technorati.com/>

<http://www.sethgodin.com/sg/>

<http://www.chrisbrogan.com/>

<http://www.splashmedia.com/blogs/>

<http://www.likeable.com/blog/>

<http://www.marketingtechblog.com/>

<http://heidicohen.com/>

<http://pushingsocial.com/>

<http://www.thesaleslion.com/>

<http://blog.hubze.com/>

<http://www.jeffbullas.com/>

<http://www.viralblog.com/>

<http://socialmouths.com/blog/>

**METHODS OF ASSESSMENT :**

Continuous/Final	Group/Individual	Assessment	Weight	Duration	ILOs assessed
Continuous	Group	Group project	30%	10 min presentation	1 & 3
Continuous	Group	Group project	10%	at home	2
Final	Individual	Final written exam	60%	3 hours	3

**Assessment 1 details:**

Design a website and justify the digital marketing strategy for a small business in Rennes that does not yet have a digital presence (they may have a social media page, but it is mainly inactive). You will need to justify your choice for design in your presentation through the various models and steps analyzed in the module.

**Assessment 2 details:**

A written summary of each session (or 6 summaries in total for each group), including a summary of the book chapter, a summary of the main videos associated with each session, a summary of the discussion in class, and a summary of 1 article/report as further reading. Format 2 PPT slides per session.

-slide 1: 3 columns (book summary, video summary, lecture summary)

-slide2: article/report summary

**Assessment 3 details:**

Two argumentative essay questions - one based on a small case and one generic combining different aspects and models learned during the module.

**ACADEMIC INTEGRITY :**

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- Cheating
- Plagiarism
- Fabrication
- Gaining an unfair advantage
- Assisting others in committing academic misconduct, such as by utilizing generative AI
- Falsification of records or official documents
- Unauthorized access to restricted information or data
- Unauthorized or unethical use of generative AIS

Academic misconduct is a serious offense and can result in consequences such as module failure, research project failure, or even expulsion from the school. To prevent unintentional academic misconduct, it is essential to consult with your instructor to understand the specific rules and instructions pertaining to the use of AI in learning and assessment.

For more comprehensive information on academic integrity rules, principles, and disciplinary procedures, please refer to the Academic Integrity section of the Student Handbook.

**BIBLIOGRAPHY :**

Chaffey, D. and Ellis-Chadwick, F. (2022). Digital Marketing: Strategy, implementation and practice. (8th edn). Pearson Education. [eBook available: <https://tinyurl.com/397ctatr>].

**Additional Reading**

See on Moodle

## **MODULE PLAN SESSIONS :**

### **Plan Session 01 :**

Session 1: Introduction to Digital Marketing Module - Principles and Drivers of the New Marketing Environment: A Business Perspective

Deduce how to gain strategic advantages and face challenges through the use of digital strategies.

Chaffey, D. and Ellis-Chadwick, F. (2022). Digital Marketing. Strategy, implementation, and practice. (8th ed). Harlow: Pearson Education.  
Read Chapter 1

Further reading to discover and progress:

- What is Gen Z (March 2023)
- Culture for a digital age McKinsey (July 2017)
- Opportunity knocks for Europe's digital consumer: Digital trends show big gains and new opportunities (June 2022)

### **Plan Session 02 :**

Session 2: Consumers and digital communication:

Evaluate the appropriateness and difficulties consumers face in the digitalization of business strategies.

Read and discover: Chapters 2& 3 of the main textbook

Further reading to go beyond:

- Preparing for loyalty's next frontier: Ecosystem McKinsey (March 2020)
- Discussion in digital: Influencer marketing is ready for its close-up McKinsey (April 2020)
- What is influencer marketing? (April 2023)

### **Plan Session 03 :**

Session 3: Digital marketing plan and impact of digital media on the marketing mix

Evaluate the stages of digital transformation. Delivering the digital marketing customer experience and the 7Ps

Read Unlock Your Potential: Chapters 4 & 8 of the main textbook

Further reading to become a guru:

- The next-generation operating model for the digital world (March 2017)
- How generative AI can boost consumer marketing (December 2023)
- Deactivate your digital marketing autopilot (December 2021)

### **Plan Session 04 :**

Session 4: Social Media Strategy from a Digital Marketer Perspective

Evaluate the appropriateness and characteristics of different social media channels. Consider how different aspects of marketing communication are important to develop a successful SM campaign.

Read and acquire informed knowledge. Chapter 6

Further reading Pro Tips and warnings:

- Branding in the age of social media, Holt (2016) Harvard Business Review
- What is social media? (June 2023)
- Social media as a service differentiator: How to win (April 2022)
- The role of social media and tech in Gen Z's mental health (JUNE 2023)

### **Plan Session 05 :**

Session 5: Pricing philosophy in the digital environment

Pricing is a challenging project for most companies. It's possibly even more complicated for online businesses. E-Commerce, online marketing and selling to digital consumers, creates some challenges for companies to determine prices.

Read chapter: No main book chapters p 160-211

Further reading:

- Digital marketing transformation: Payments at a crossroads (McKinsey, June, 2016)
- Digital pricing transformations: The key to better margins (2021)
- Shekhar, S., Manoharan, B., & Rakshit, K. (2020). Going cashless: Change in institutional logic and consumption practices in the face of institutional disruption. Journal of Business Research, 114, 60-79.
- What is Blockchain (june 2024)

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

Session 6: Metrics and controlling activities

Assess the impact of digital marketing decisions and improve future capabilities

Read: Chapter 10

Further reading:

- Digital pricing transformations: The key to better margins (January 2021)
- Members only: Delivering greater value through loyalty and pricing (April 2024)
- Forward Thinking on measuring the value of the digital age with Avinash Collis (June 2022)

Podcast available <https://www.mckinsey.com/capabilities/mckinsey-digital/our-insights/forward-thinking-on-measuring-the-value-of-the-digital-age-with-avinash-collis#/>

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

Session 7: Gamification

Read: chapters 7-8

Further reading:

- Digital health: Can gamification be a winning strategy for disease management? (June 2021)
- How playing offense on sustainability can power e-commerce performance (March 2024)
- A CEO's guide to the metaverse (January 2023)

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

Session 8: Website presentations + discussions of planning strategy applied +1 pages max executive summary



## SYLLABUS

MK313E\_B\_0108\_24

### Consumer Behaviour

<b>ACADEMIC AREA :</b>	<b>MARKETING</b>
<b>PROGRAMME :</b>	<b>BIM / UGTC LEVEL 3 BIM</b>
<b>PERIOD :</b>	<b>FALL</b>
<b>COORDINATOR :</b>	<b>Ms. Malak EL HALABI</b>
<b>INSTRUCTOR(S) :</b>	<b>Dr. Sheila MATSON Ms. Malak EL HALABI</b>
<b>CONTACT HOURS :</b>	<b>24 hours</b>
<b>STUDY TIME :</b>	<b>null hours (Class preparation, homework and assessments)</b>
<b>CREDITS :</b>	<b>4.0 ECTS</b>
<b>AOL :</b>	<b>False</b>
<b>PRE-REQUISITE MODULES :</b>	

#### MODULE DESCRIPTION :

In this module, we will examine how consumers influence the field of marketing and how marketers influence us. We will cover the internal dynamics of consumers that ultimately affect how they make sense of the world and what they choose to buy. We will also look at how consumers think about products, the steps they use to choose a product, and what happens after consumers buy something.

#### CONTRIBUTION TO PROGRAMME LEARNING OBJECTIVES :

- Apply scientific research skills to Create original contributions for the business community #CreateImpact

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

Upon completing this course, students should be able to:

- Understand the different approaches that make consumers tick
- Develop a deeper understanding of how consumers make choices by learning about relevant psychological and sociological theories
- Identify how those theories can be used to impact real-world marketing strategies and decisions
- Understand the mechanisms of influence that are most likely to lead consumers to change their attitudes, their beliefs and their actions
- Utilize marketing research to help marketers understand these mechanisms of influence and to influence marketing decisions

#### TOPICS COVERED :

The topics covered are the following:

- Perception
- Learning and Memory
- Motivation and Affect
- Self, Personality, Lifestyles, and Values
- Attitudes and Persuasive Communications
- Decision Making
- Buying, Using, and Disposing
- Market research



**RESEARCH-LED TEACHING :**

Most of the relevant psychological theories explained during this module are derived from the findings of seminal research papers.

**CSR AND SUSTAINABLE DEVELOPMENT GOALS :**

In this module, we tap into the process of disposing (i.e. recycling) which is vital due to its enormous public policy implications. We also tap into social marketing.

**CSR NB HOURS :**

2

**SUSTAINABLE DEVELOPMENT GOALS COVERED :**

- 03 - Good health and well-being
- 12 - Responsible consumption and production

**TEACHING METHODS :**

- Lectures
- Reading
- Working sessions

**METHODS OF ASSESSMENT :**

Continuous/Final	Group/Individual	Assessment	Weight	Duration	ILOs assessed
Continuous	Group	Group work	10%		
Continuous	Group	Group project	10%		
Final	Group	Group project	20%		
Final	Individual	Final written exam	60%	2 hours	

**Assessment 1 details:**

Usage Observation Assignment

The purpose of this assignment is to gain an insight into the underlying motivations driving the usage and consumption of your chosen product.

Conduct 2-3 different usage observation interviews with consumers of your category. These consumers may be acquaintances or neighbors but should not be family members or other classmates.

Should be 2-3 pages double spaced.

Suggestion: It would be best to choose a product that is used and purchased often (Cereal, hairspray, perfume, snacks, shaving cream, etc.).

**Assessment 2 details:**

The objective of these interviews is to gain an understanding of the driving underlying motivations and needs that are driving consumers to purchase brands within your chosen product category. You will do this by accompanying 2 different customers to a store of their choice and conducting shop-along interviews as they purchase products from your product category.

**Assessment 3 details:**

In this final project you should demonstrate what you have learned through the usage observation and shop-along interviews, as well demonstrate a general knowledge of your chosen product category and brand. Your goal will be to uncover the persuasive influences and decision making processes that led to this purchase decision (including both external and internal factors that motivated the decision).

**Assessment 4 details:**

Multiple choice + Essays

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#### **BIBLIOGRAPHY :**

Solomon, MR. (2020). Consumer Behavior: Buying, Having, and Being. (13th edn) Harlow : Pearson Education. [eBook <https://bit.ly/3yY05io>]

#### **Additional Reading**

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

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

An Introduction to Consumer Behavior

- Introduction
- Objectives
- Course format
- General discipline
- Evaluation
- Schedule of classes
- An Introduction of consumer behavior
- An introduction to market research
- Explanation of assignment #1 due in S3
- Choice of product category for assignment #1

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

Perception

- Work in group

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

Usage Observation Assignment due

Shop-Along Guide

Learning and Memory

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

Motivation and Affect

Homework for next session

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

Shop-Along Guide due

Presenting the final project

Self, Personality, and Lifestyle

Group activity

Individual activity

**Plan Session 06 :**

Attitudes & Persuasive Communications

**Plan Session 07 :**

Decision Making

**Plan Session 08 :**

Presentation of projects

## SYLLABUS

SC301E\_B\_0108\_24

### Supply Chain Management

<b>ACADEMIC AREA :</b>	<b>SUPPLY CHAIN MANAGEMENT AND INFORMATION SYSTEMS</b>
<b>PROGRAMME :</b>	<b>BIM / UGTC LEVEL 3 BIM</b>
<b>PERIOD :</b>	<b>FALL</b>
<b>COORDINATOR :</b>	<b>Dr. Maher AGI</b>
<b>INSTRUCTOR(S) :</b>	<b>Dr. Maher AGI</b>
<b>CONTACT HOURS :</b>	<b>24 hours</b>
<b>STUDY TIME :</b>	<b>75 hours (Class preparation, homework and assessments)</b>
<b>CREDITS :</b>	<b>4.0 ECTS</b>
<b>AOL :</b>	<b>False</b>
<b>PRE-REQUISITE MODULES :</b>	

#### MODULE DESCRIPTION :

This is a fundamental module for the Supply Chain specialization. The course offers both overall and detailed views of supply chain activities and provides necessary elements to understand logistics and supply chain management. At the end of this course the student will have a basic understanding of the supply chain, the supply chain decisions and their impact on performance.

#### CONTRIBUTION TO PROGRAMME LEARNING OBJECTIVES :

- Develop a sustainable strategic vision to Connect (eco-)systems #ConnectSystems
- Leverage the economic, ecological, social performance of the firm and its operations to Change Business models #ChangeBusiness

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

1. Understand supply chain processes, drivers and metrics
2. Analyze the impacts of supply chain decisions on performance
3. Analyse and learn how to develop supply chain strategies
4. Understand product availability management and related trade-offs
5. Understand the distribution networks design
6. Understand supply chain dynamics
7. Understand and implement supply chain coordination processes
8. Understand the role of pricing and implement revenue management in a supply chain
9. Understand the importance of sustainability in the supply chain
10. Identify opportunities for improving sustainability the supply chain

#### TOPICS COVERED :

- Supply chain processes
- Supply chain strategies
- Distribution network design
- Product availability management
- BWE and supply chain dynamics
- Coordination in the supply chain
- Pricing and revenue management in the supply chain
- Sustainable supply chain management

### RESEARCH-LED TEACHING :

Coordination in the supply chain and sustainable supply chain management topics will benefit from a developing research corpus to which I have been contributing for a while. This will include identifying problematic aspects in coordination and approaches to solve them, with a special focus on coordination for sustainable supply chain management.

### CSR AND SUSTAINABLE DEVELOPMENT GOALS :

### CSR NB HOURS :

3

### SUSTAINABLE DEVELOPMENT GOALS COVERED :

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

### TEACHING METHODS :

The class format includes lectures, exercises, case studies, case discussions and readings. The content covers both quantitative and qualitative materials. Active participation in class is important throughout the course.

This module makes use of the some practical examples and illustrations. Many of these were provided by textbooks about famous companies, some also come from professional journals, academic papers and even newspapers. The case exercises and study activities are there to provide an opportunity for students to think further about the ideas discussed in this module.

### METHODS OF ASSESSMENT :

Continuous/Final	Group/Individual	Assessment	Weight	Duration	ILOs assessed
Continuous	Group	Group project	30%	15 mn per group	All
Final	Individual	Final written exam	70%	2 hours	All

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

Group Presentation

Your continuous assessment mark for the presentation will be based on:

- o Presentation skill and style / Interaction with audience - 10%
- o Logic of presentation - 20%
- o Command / understanding of the material - 40%
- o Quality of arguments and recommendations - 30%

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

Theory questions that provide evidence of achieving the learning objectives

Problem/ case solving that provide evidence of having the skills required for problem analysis and contextualized decision making

## **ACADEMIC INTEGRITY :**

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## **BIBLIOGRAPHY :**

Cachon, G., & Terwiesch, C. (2019). Matching Supply With Demand: An Introduction To Operations Management. (4th edn.). McGraw Hill.

Chopra, S. and Meindl, P. (2018). Supply Chain Management: Strategy, Planning and Operation. (7th edn). Upper Saddle River, Pearson Education. [eBook <https://bit.ly/39FyMg2>]

Monczka, R.M., Handfield, R.B., Giunipero, L. and Patterson, J.L. (2020). Purchasing and Supply Chain Management. (7th edn). South Western. [eBook <https://bit.ly/3zxOIYq>]

## **Additional Reading**

Heizer, J., Render, B., Munson, C., & Sachan, A. (2017). Operations management: sustainability and supply chain management, 12/e. [eBook <https://bit.ly/333Uze9>]

Sarkis, J. (2019). The handbook on the sustainable supply chain: An introduction. In Handbook on the Sustainable Supply Chain (pp. 1-10). Edward Elgar Publishing.

Kyle J. Ritchie & Eric Corey Freed (2021), Circular Economy for Dummies, John Wiley & Sons. [eBook <https://bit.ly/3zVYmHV>]

## **MODULE PLAN SESSIONS :**

### **Plan Session 01 :**

1/ Introduction to supply chain management and supply chain process

- Case discussion in class
- Do homework problems - be prepared to discuss in class
- Read material on Module's support site - be prepared to discuss in class
- Read Chopra & Meindl, Ch. 1 & 3.

### **Plan Session 02 :**

2/ Supply chain strategies

- Case discussion in class
- Do homework problems - be prepared to discuss in class
- Read material on Module's support site - be prepared to discuss in class
- Read Chopra & Meindl, Ch. 2.

**Plan Session 03 :**

3 / Managing product availability in the supply chain

- Case discussion in class
- Do homework problems - be prepared to discuss in class
- Read material on Module's support site - be prepared to discuss in class
- Read Chopra & Meindl, Ch. 4-6.

**Plan Session 04 :**

4 / Distribution network and network design in the supply chain

- Case discussion in class
- Do homework problems - be prepared to discuss in class
- Read material on Module's support site - be prepared to discuss in class
- Read Chopra & Meindl, Ch. 4-6.

**Plan Session 05 :**

5 / BWE and SC coordination practices

- Case discussion in class
- Do homework problems - be prepared to discuss in class
- Read material on Module's support site - be prepared to discuss in class
- Read Chopra & Meindl, Ch. 4-6.

**Plan Session 06 :**

6 / Pricing and revenue management in the supply chain

- Case discussion in class
- Do homework problems - be prepared to discuss in class
- Read material on Module's support site - be prepared to discuss in class
- Read Chopra & Meindl, Ch. 4-6.

**Plan Session 07 :**

7 / Sustainable supply chain management

- Case discussion in class
- Do homework problems - be prepared to discuss in class
- Read material on Module's support site - be prepared to discuss in class
- Read Chopra & Meindl, Ch. 18.

**Plan Session 08 :**

8 / Presentation of Group Works.





## SYLLABUS

SC302E\_B\_0108\_24

### Purchasing Management

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

**PROGRAMME :** BIM / UGTC LEVEL 3 BIM

**PERIOD :** FALL

**COORDINATOR :** Ms. Atieh JAFARIAN

**INSTRUCTOR(S) :** Ms. Atieh JAFARIAN

**CONTACT HOURS :** 24 hours

**STUDY TIME :** 75 hours (Class preparation, homework and assessments)

**CREDITS :** 4.0 ECTS

**AOL :** False

**PRE-REQUISITE MODULES :**

Basic concepts in marketing, management, organization, accounting. A first approach of purchasing as a customer and/or in firms.

**MODULE DESCRIPTION :**

The main goal of this course is to provide students with a sound conceptual understanding of purchasing function in the context of an international sustainable supply chain.

**CONTRIBUTION TO PROGRAMME LEARNING OBJECTIVES :**

- Develop a sustainable strategic vision to Connect (eco-)systems #ConnectSystems
- Leverage the economic, ecological, social performance of the firm and its operations to Change Business models #ChangeBusiness

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

1. Understand the importance of purchasing in the current business environment.
2. Appreciate the main responsibilities of the purchasing department.
3. Explain the purchasing process, from need identification till contracting & payment.
4. Discuss different purchasing strategies, and their pros and cons.
5. Understand supplier evaluation, selection and development procedure.
6. Appreciate basic approaches on cost management.
7. Discuss negotiation and contract management.
8. Master e-sourcing tools (reverse auction, etc.)

**TOPICS COVERED :**

- . Introduction to purchasing and supply chain management
- . Systemic approach of the purchasing function,
  - Category strategy development and portfolio analysis (Kraljic model)
  - Purchasing contract and negotiation
  - Supplier selection, evaluation, development
  - Sustainable sourcing

## RESEARCH-LED TEACHING :

### CSR AND SUSTAINABLE DEVELOPMENT GOALS :

- slides
- articles
- recommendations
- videos
- business examples (in practice)
- group report (to apply the knowledge)

### CSR NB HOURS :

8

### SUSTAINABLE DEVELOPMENT GOALS COVERED :

- 03 - Good health and well-being
- 06 - Clean water and sanitation
- 07 - Affordable and clean energy
- 08 - Decent work and economic growth
- 09 - Industry, innovation and infrastructure
- 12 - Responsible consumption and production
- 13 - Climate action
- 14 - Life below water
- 15 - Life on land
- 17 - Partnership for the goals

### TEACHING METHODS :

The teaching methods will involve lectures, real cases studies, discussions and use of purchasing tools. As the student will have frequently to access at the internet or use EXCEL spreadsheet for decision analysis, the students are required to bring their laptop computer at each session.

Student will be asked to make real contacts with real companies, in order to conduct a project that will illustrate how theoretical concepts developed during the course are implemented in the real life of industrial or services companies and addresses real problems found in practice and must be sources of sustainable proposals

### METHODS OF ASSESSMENT :

Continuous/Final	Group/Individual	Assessment	Weight	Duration	ILOs assessed
Final	Individual	Final written exam	60%	3h	all
Continuous	Group	Group work	40%		1-2-3-4-5-6-7

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

Case study and questions to understand, to analyse, and to apply theories, concepts, and appropriate tools to find key sustainable solutions.

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

To develop the firm sustainable purchasing. The students will make a purchasing project report in sub-groups.

## ACADEMIC INTEGRITY :

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Academic misconduct encompasses various behaviors or actions that violate the principles of academic integrity, fairness, and honesty, thereby undermining the credibility of academic work, assessments, or research. Examples of academic misconduct include:

- Cheating
- Plagiarism
- Fabrication
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#### **BIBLIOGRAPHY :**

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

#### **Additional Reading**

- > Leenders, Michiel R.. McGraw Hill Higher Education. Purchasing and supply management. 2020. 544 p. Language: English, Database: Learning Center - Rennes School of Business
- > O'Brien, Jonathan. London, United Kingdom : Kogan Page. 2019. Category management in purchasing: a strategic approach to maximize business profitability eBook., [eBook <https://bit.ly/33x5Blp>]
- > Johnsen, Thomas E.. Abingdon : Routledge. 2018. Purchasing and supply chain management, a sustainability perspective. 426 p. Language: English, Database: Learning Center - Rennes School of Business

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

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

- Session 1:
- Course introduction
  - Introduction to purchasing and supply chain management

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

- Session 2:
- Importance of purchasing
  - Purchasing objectives, roles and responsibilities
  - Maverick buying
  - Case study: Importance and activities of purchasing department in a corporate

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

- Session 3:
- Purchasing and procurement process
  - E-procurement and e-auction
  - Purchasing organizational structures

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

- Session 4:
- Category strategy development
  - Spend analysis
  - Portfolio analysis (Kraljic model)

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

- Session 5:
- Sustainable Purchasing: environmental, ethical and social challenges

- Contract Management

**Plan Session 06 :**

Session 6:

- Supplier evaluation, selection and development
- Supplier relationship management
- Case study

**Plan Session 07 :**

Session 7:

- Cost management
- Contract management & Negotiation process
- Sustainable sourcing

**Plan Session 08 :**

Session 8:

- Group project presentation

## SYLLABUS

SC303E\_B\_0108\_24

### Inventory Management & Warehousing

<b>ACADEMIC AREA :</b>	<b>SUPPLY CHAIN MANAGEMENT AND INFORMATION SYSTEMS</b>
<b>PROGRAMME :</b>	<b>BIM / UGTC LEVEL 3 BIM</b>
<b>PERIOD :</b>	<b>FALL</b>
<b>COORDINATOR :</b>	<b>Mr. Anup MAHARANA</b>
<b>INSTRUCTOR(S) :</b>	<b>Mr. Anup MAHARANA</b>
<b>CONTACT HOURS :</b>	<b>24 hours</b>
<b>STUDY TIME :</b>	<b>75 hours (Class preparation, homework and assessments)</b>
<b>CREDITS :</b>	<b>4.0 ECTS</b>
<b>AOL :</b>	<b>False</b>

#### PRE-REQUISITE MODULES :

Familiarity with basic notions of probability.

#### MODULE DESCRIPTION :

The goal of the course is to help students become effective managers in today's competitive global environment. It will be valuable for students who would like to pursue a career in consulting or take a position in operations functions in a manufacturing or distribution firm. The course will examine supply chain management concepts used as a competitive weapon in the business environment. Particularly, this course will focus on demand forecasting methods, inventory management systems with known and unknown demand and its associated cost and Material Requirements Planning. Emphasis will be placed on the application of these concepts to business situations.

#### CONTRIBUTION TO PROGRAMME LEARNING OBJECTIVES :

- Develop a sustainable strategic vision to Connect (eco-)systems #ConnectSystems
- Leverage the economic, ecological, social performance of the firm and its operations to Change Business models #ChangeBusiness

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

1. Identify the factors that affect demand and be able to use a variety of forecasting techniques to estimate future demand.
2. Illustrate the forecasting techniques with the help of MS Office.
3. Explain the significance of inventory management in business;
4. Explain the role of inventory management across the various functions of the firm and within the broader context of the supply chain.
5. Describe the fundamental inventory models and when to use them in practice;
6. Use quantitative inventory models to make decisions, and explain the logic behind these models;
7. Discuss how uncertainty impacts inventory systems and describe approaches to making inventory decisions when uncertainty is involved.

#### TOPICS COVERED :

- . Demand Forecasting
- . Inventory Management
- . Excel modelling

## RESEARCH-LED TEACHING :

## CSR AND SUSTAINABLE DEVELOPMENT GOALS :

## CSR NB HOURS :

## SUSTAINABLE DEVELOPMENT GOALS COVERED :

-

## TEACHING METHODS :

In this course, active and collaborative teaching methods are used. Among these methods, in class exercises cover a wide variety of inventory management problems. Students work in groups in the class, refer to course material, discuss the topics and solve problems. Whereas, case studies require detailed analysis and integration of the knowledge of several chapters. Case studies are also designed to foster team work skills.

This course aims at analysing major problems in inventory management and discussing warehousing in the context of supply chains. Case study and in-class exercises address the issues that are encountered in real business environments. In addition, students are encouraged to do team work and discuss real life problems.

## METHODS OF ASSESSMENT :

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

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

an exam with questions and exercises based on those done in class

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

Students will be asked to do and present a case study or methodological investigation of forecasting or inventory management.

## ACADEMIC INTEGRITY :

Academic misconduct encompasses various behaviors or actions that violate the principles of academic integrity, fairness, and honesty, thereby undermining the credibility of academic work, assessments, or research. Examples of academic misconduct include:

- Cheating
- Plagiarism
- Fabrication
- Gaining an unfair advantage
- Assisting others in committing academic misconduct, such as by utilizing generative AI
- Falsification of records or official documents
- Unauthorized access to restricted information or data
- Unauthorized or unethical use of generative AIS

Academic misconduct is a serious offense and can result in consequences such as module failure, research project failure, or even expulsion from the school. To prevent unintentional academic misconduct, it is essential to consult with your instructor to understand the specific rules and instructions pertaining to the use of AI in learning and assessment.

For more comprehensive information on academic integrity rules, principles, and disciplinary procedures, please refer to the Academic Integrity section of the Student Handbook.

**BIBLIOGRAPHY :**

- Render, B., Stair R., and Hanna M. Jr., (2017). Quantitative Analysis For Management. (13th edn). Pearson . [eBook: <https://bit.ly/3osBsCN>]
- Nahmias, S. and Olsen T. L. (2015). Production and Operations Analysis. (7th edn). Waveland Press.
- Heizer, J. and Render, B. (2019). Operations Management: Sustainability and Supply Chain. (13th edn). Pearson. [eBook: <https://bit.ly/3B8R2Xv>].

**Additional Reading**

- Van Ryzin, G.J. 2001. 'Analyzing inventory cost and service in supply chains', Columbia Business School Press.

**MODULE PLAN SESSIONS :**

**Plan Session 01 :**

Introduction and Course Overview..  
Revision of basic concepts of probability.

**Plan Session 02 :**

Forecasting Models 1  
Moving average techniques  
Excel workshop

**Plan Session 03 :**

Forecasting Models 2  
Moving average techniques  
Excel workshop

**Plan Session 04 :**

Forecasting Models 3  
Smoothing techniques  
Excel workshop

**Plan Session 05 :**

Forecasting Models 4  
Decomposition techniques  
Excel workshop

Discussion of projects

**Plan Session 06 :**

Inventory Management: Deterministic and Probabilistic Models 1  
Discussion of projects

**Plan Session 07 :**

Inventory Management: Deterministic and Probabilistic Models 2  
Discussion of projects  
Sample exam.

**Plan Session 08 :**

Project Presentations and Discussions





## SYLLABUS

HR301E\_B\_0108\_24

### International HR Management

<b>ACADEMIC AREA :</b>	<b>MANAGEMENT AND ORGANIZATIONS</b>
<b>PROGRAMME :</b>	<b>BIM / UGTC LEVEL 3 BIM</b>
<b>PERIOD :</b>	<b>FALL</b>
<b>COORDINATOR :</b>	<b>Dr. Ronald CLARKE</b>
<b>INSTRUCTOR(S) :</b>	<b>Dr. Lara BERTOLA Dr. Marco MICHELOTTI</b>
<b>CONTACT HOURS :</b>	<b>Dr. Ronald CLARKE Ms. Magali GENTIL</b>
<b>STUDY TIME :</b>	<b>Ms. Natalya SIMON</b>
<b>CREDITS :</b>	<b>24 hours</b>
	<b>75 hours (Class preparation, homework and assessments)</b>
	<b>4.0 ECTS</b>
<b>AOL :</b>	<b>False</b>

#### PRE-REQUISITE MODULES :

OB202E (Organizational behaviour) or equivalent.

#### MODULE DESCRIPTION :

This module aims to introduce students to issues in International Human Resource Management and to develop key skills in organizing and managing a diverse workforce. It focuses on institutional, organizational, motivational and cultural factors that are pivotal to contemporary International human resource management processes and practices. The module covers four main areas that include International industrial and employee relations, organizational psychology, culture and the following international HR activities: compensation, recruitment and retention, training and development, performance appraisal and mergers and acquisition.

#### CONTRIBUTION TO PROGRAMME LEARNING OBJECTIVES :

- Build and cultivate relationships to Connect people in multicultural & multisituational contexts #ConnectPeople
- Combine professional expertise with resilience, critical thinking & personal influence to Change mindsets #ChangeMindsets

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

1. Analyse the differences between domestic and international human resources management theory and practices.
2. Assess the risks related to managing an international workforce.
3. Assess how the cultural and institutional environments can affect the effectiveness of HRM practices.
4. Evaluate how the following HR activities, compensation, recruitment and retention, training and development, performance appraisal and mergers and acquisition can be developed in an international context.
5. Analyse emerging International HRM challenges and developments.

#### TOPICS COVERED :

- International Human Resource Management and its roles in the organizational context.
- Job analysis: steps in job analysis; job description; and job specification.
- Workforce planning and employment: organizational staffing requirements; recruitment; in an International setting.
- International compensation.
- International HRM and performance appraisal.
- International HRM and Work motivation, learning and developing.
- International industrial and labour Relations.
- Human resource ethics.
- Human Resource Management challenges in the 21 Century.

## RESEARCH-LED TEACHING :

We will cover research topic trends such as:

- Failed expatriate assignments
- Transition from employee well-being to healthy organization
- Diversity, equity and inclusion in the spotlight
- Managing remote work vs. keeping the human touch alive
- Soft skills play a key role
- Reskilling and upskilling
- The evolution of digital HRM (e.g., artificial intelligence in HR & recruiting, importance of cyber security, etc.)
- Localisation vs. standardisation of HR practices
- Ethical challenges in multinational organizations

## CSR AND SUSTAINABLE DEVELOPMENT GOALS :

Employee well-being and satisfaction deal with how they feel about their role, their work, and their value within their company. We cover this area during Session 2.

## CSR NB HOURS :

3

## SUSTAINABLE DEVELOPMENT GOALS COVERED :

- 03 - Good health and well-being

## TEACHING METHODS :

Students are expected to come to class having completed the pre-reading and other assignments, thus allowing them to make a positive contribution to the classroom discussion.

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. Lectures.
2. Graded HR skill exercises/company case studies and presentations.
3. Guided discussions.
4. Students may be required to conduct independent research on companies of their choice or as assigned.

In general, a 3-hr. class session will be half lecture (1) and half "another" (points 2-4 under assessment).

## METHODS OF ASSESSMENT :

Continuous/Final	Group/Individual	Assessment	Weight	Duration	ILOs assessed
Final	Individual	Final written exam	65%	3 hours	1-5
Continuous	Individual	Quiz	5%	15 minutes	1-5 depending on topic
Continuous	Group	Group work	30%		1-5

### **Assessment 1 details:**

3 or 4 open-ended questions with a closed book.

### **Assessment 2 details:**

Individual Quiz to be completed after each session.

### **Assessment 3 details:**

HR exercises or case studies (one per session).

## ACADEMIC INTEGRITY :

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- Fabrication
- Gaining an unfair advantage
- Assisting others in committing academic misconduct, such as by utilizing generative AI
- Falsification of records or official documents
- Unauthorized access to restricted information or data
- Unauthorized or unethical use of generative AIS

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For more comprehensive information on academic integrity rules, principles, and disciplinary procedures, please refer to the Academic Integrity section of the Student Handbook.

## BIBLIOGRAPHY :

-> Armstrong, M., & Taylor, S. (2023). Armstrong's handbook of human resource management practice. (16th edn). London, Kogan Page. [eBook 2012 edn [urlr.me/8b7Zs](http://urlr.me/8b7Zs)]

-> Dowling, Peter J., Welch, Dennis E., Schuler, Randall S. (Latest Edition). International Human Resource Management: Managing People in a Multinational Context. Thomson-South-Western. [eBook 2017 edn <https://bit.ly/31XbVlw>]

### Additional Reading

-> Briscoe, Dennis R., Schuler, Randall S. (2022) International human resource management: Policies and Practices for Multinational Enterprises, (6th edn). Routledge. [eBook <https://bit.ly/3Plqk6o>]

-> Case studies, articles and online resources to be provided on Moodle prior to start of term.

-> Websites: CIPD.co.uk, Mindtools.com

## MODULE PLAN SESSIONS :

### Plan Session 01 :

Session 1: Introduction to IHRM.

Chap. 61 The basis of international HRM; Chap. 62 The practice of international HRM; Reading handouts.

### Plan Session 02 :

Session 2: Talent management and employee engagement.

Chap. 24 Employee engagement; Chap. 28 Talent management; Reading handouts.

### Plan Session 03 :

Session 3: Culture and ethics.

Chap. 6 The ethical dimension of HRM; Reading handouts.

### Plan Session 04 :

Session 4: Workforce planning.

Chap. 26 Workforce planning; Chap. 63 Managing expatriates; Reading handouts.

### Plan Session 05 :

Session 5: Recruitment and selection.

Chap. 27 Recruitment and selection; Chap. 71 Selection interviewing skills; Reading handouts.

### Plan Session 06 :

Session 6: Performance management and compensation.

Chap. 41 The basis of performance management; Chap. 42 Performance management systems;

Chap. 44 The basis of reward management; Chap. 46 The practice of reward management;

Reading handouts.

### Plan Session 07 :

Session 7: Training and Development.

Chap. 38 The process of learning and development; Chap. 39 The practice of learning and development; Reading handouts.

**Plan Session 08 :**

Session 8: Presentation of an HR experience through an interview with an HR manager.

## SYLLABUS

NG302E\_B\_0108\_24

### International Negotiation Skills

<b>ACADEMIC AREA :</b>	<b>MARKETING</b>
<b>PROGRAMME :</b>	<b>BIM / UGTC LEVEL 3 BIM</b>
<b>PERIOD :</b>	<b>FALL</b>
<b>COORDINATOR :</b>	<b>Mr. Olivier MOREAU</b>
<b>INSTRUCTOR(S) :</b>	<b>Mr. Fabien WULLENS Mr. Olivier MOREAU</b>
<b>CONTACT HOURS :</b>	<b>Mr. Olusegun Olufemi SHOGBANMU Ms. Kiera BYRNE</b>
<b>STUDY TIME :</b>	<b>Tristan FAVREAU</b>
<b>CREDITS :</b>	<b>24 hours</b>
	<b>75 hours (Class preparation, homework and assessments)</b>
	<b>4.0 ECTS</b>
<b>AOL :</b>	<b>False</b>

#### PRE-REQUISITE MODULES :

None.

#### MODULE DESCRIPTION :

This course aims at providing the skills and knowledge required for basic negotiation techniques. It provides the students from all Tracks (Sales & Marketing, Finance & Banking, Purchasing & Supply chain) with some theoretical underpinnings of communication and negotiation tools to enable them to get the best out of any negotiation situation in which they may be involved. General and specific counter plays are discussed and practiced through role plays and simulations. Cultural, organizational and environmental factors are addressed for international negotiations.

#### CONTRIBUTION TO PROGRAMME LEARNING OBJECTIVES :

- Build and cultivate relationships to Connect people in multicultural & multisituational contexts #ConnectPeople
- Demonstrate advanced technological literacy to Connect physical and digital spaces #ConnectSpaces

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

1. Take into account cultural, organisational and environmental factors impacting on negotiations,
2. Recognise in themselves and others different negotiating styles and preferences,
3. Prepare negotiations and evaluate possible acceptable/unacceptable outcomes.
4. Communicate efficiently as part of the negotiation process.

#### TOPICS COVERED :

The psychology of negotiation.  
The need for good communication skills.  
Stages in the bargaining process and mutuality.  
Negotiation strategies and sources of powers.  
Collaborative approach and values creation.  
Cultural influence and environmental effects.

## RESEARCH-LED TEACHING :

This course is dedicated to training in the use of international negotiation tools and methods

## CSR AND SUSTAINABLE DEVELOPMENT GOALS :

This course is dedicated to technical topics/tools/methods and therefore is not directly linked with CSR and/or SDG's

## CSR NB HOURS :

## SUSTAINABLE DEVELOPMENT GOALS COVERED :

-

## TEACHING METHODS :

The class meetings will be devoted to lectures, case discussions, real-life examples and role-plays. Students are advised to read the recommended books in advance and therefore be fully prepared to take an active part in class discussion.

All the homework and assignments will be detailed at the end of each session for the following one and will be available on the Rennes Business School e-learning website. Please check the e-learning website regularly.

The topics covered in the course reflect what is practiced by business firms every single day - negotiating in various cultural and/or organizational contexts.

## METHODS OF ASSESSMENT :

Continuous/Final	Group/Individual	Assessment	Weight	Duration	ILOs assessed
Continuous	Individual	Written in class	15%	30 minutes	1,2,4
Continuous	Group	Group work	25%	10 minutes	1,2,3,4
Final	Individual	Final written exam	60%	2 hours	1,2,3,4

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

During session 3, there will be a test which will cover topics discussed throughout previous sessions.

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

Each group will have to research a real negotiation and describe it through the prism of the methodology that will be taught throughout the sessions. In the final session, each group will give a 10-minute presentation and provide written support.

The aim of this assignment is to help you understand how the methodology taught can be applied in any negotiation context, and to take into account the cultural, organizational and environmental factors that have an impact on negotiations.

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

The aim of this work is to enable you to apply the methodology taught during the sessions.

Further information will be given during the course sessions.

## ACADEMIC INTEGRITY :

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- Cheating
- Plagiarism
- Fabrication
- Gaining an unfair advantage
- Assisting others in committing academic misconduct, such as by utilizing generative AI

- Falsification of records or official documents
- Unauthorized access to restricted information or data
- Unauthorized or unethical use of generative AIS

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For more comprehensive information on academic integrity rules, principles, and disciplinary procedures, please refer to the Academic Integrity section of the Student Handbook.

#### **BIBLIOGRAPHY :**

- > Fisher, R. & Ury, W.L. (2011). Getting to Yes: Negotiating Agreement Without Giving In. Penguin Books. [eBook <https://cutt.ly/UmgjDKs>]
- > Lewicki, R., Saunders D. & Barry B. (2020). Essentials of Negotiation. (7th edn). McGraw-Hill.
- > Cellich, C. and Jain, S. C. (2016). Creative Solutions to Global Business Negotiations. (2nd edition) New-York: Business Expert Press. [eBook <https://bit.ly/3OeTSla>].

#### **Additional Reading**

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

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

1 / Introduction: overview of the course.  
Communication.

How does it relate to negotiation?

How do we improve communication in a negotiation situation?

Read before class:

Lewicki: CHp 1 (about the Nature of Negotiation), CHp 6 (about Perception, Cognition and Emotion) and CHp 7 (about Communication)

Cellich CHp 10 (about communication skills for effective negotiations)

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

2 / What is the International Negotiation architecture?;

What are the cultural, environmental, and organizational impacts on negotiation?

Read before class:

Lewicki: CHp 11 (about International and cross-cultural negotiations)

Cellich: CHp 1 (about global business negotiations) and CHp 2 (about the Role of Culture in Cross Border Negotiations)

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

3 /Negotiation styles

Identifying your Negotiation Style

Relationships and Ethics in Negotiation

Read before class:

Lewicki CHp 5 (about Ethics in Negotiation and CHp 9 (about Relationships in Negotiation).

Cellich CHp 3 (about Identifying your Negotiation Style)

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

4 / Negotiation pre-planning, process and tools. ;

What is BATNA? What is ZOPA? How the negotiator can create value?

Read before class:

Lewicki: CHp 4 (about Strategy and Planning)

Cellich: CHp 4 (about Pre - negotiation Planning).

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

5 / Negotiation Strategies. Part I.

Integrative Negotiation vs Distributive Bargaining

Read before class:

Lewicki: CHp 2 (about Distributive Bargaining)

Cellich: CHp 6 (about Exchanging Concessions) and 8 (Closing Business Negotiation)

**Plan Session 06 :**

6 / Negotiation Strategies Part II.

Integrative Negotiation vs Distributive Bargaining

Small Vs. Big companies negotiation strategies.

Read before class:

Lewicki CHp 3 (about integrative negotiations)

Cellich CHp 17 (about strategies for small firms negotiating with large ones).

**Plan Session 07 :**

7 / Multiple Parties, Group and Teams in Negotiation.

Source of Power. How to deal with others who have more power.

Revisiting the key concepts before the final exam.

Read before class:

Lewicki CHp 10 (about Multiple Parties, Groups, and Teams in Negotiation) and 12 (about Best Practices in Negotiation)

Cellich CHp 13 (about Managing Negotiating Teams) and 14 (about Developing an Organizational Negotiating Capability)

**Plan Session 08 :**

8 / Group presentations: Each Group will have to do research about a real negotiation and will have to describe it through the lens of the methodology that will be taught throughout all the sessions.





# SYLLABUS

## ST302E\_B\_0108\_24

### Strategy

<b>ACADEMIC AREA :</b>	<b>STRATEGY AND INNOVATION</b>
<b>PROGRAMME :</b>	<b>BIM / UGTC LEVEL 3 BIM</b>
<b>PERIOD :</b>	<b>FALL</b>
<b>COORDINATOR :</b>	<b>Mr. Shubho CHAKRABORTY</b>
<b>INSTRUCTOR(S) :</b>	<b>Dr. Anke PIEPENBRINK Dr. Franck XIA</b>
<b>CONTACT HOURS :</b>	<b>Mr. Raphaël DORNIER Mr. Shubho CHAKRABORTY</b>
<b>STUDY TIME :</b>	<b>24 hours</b>
<b>CREDITS :</b>	<b>75 hours (Class preparation, homework and assessments) 4.0 ECTS</b>
<b>AOL :</b>	<b>False</b>

#### PRE-REQUISITE MODULES :

An acceptable level in the key disciplines of management (economics, marketing and finance) is necessary.

#### MODULE DESCRIPTION :

This module aims at introducing students with two major perspectives of strategic analysis, namely external analysis and internal analysis. While external analysis helps students understand how firms structurally analyze both macro and industry environment, internal analysis enables students to diagnose firms' activities, resources and (dynamic) capabilities. Combining these two perspectives, students can further learn how to develop strategies at three different levels: business strategy, corporate strategy and international strategy.

Strategy is a key part of a firm's decision making and it impacts most activities within the firm. Business readings, firms' disclosure such as annual reports or information from their website will demonstrate the importance and ubiquity of strategic issues.

The module wants to motivate students to engage with the business press as well as firm's communication, analyze, and evaluate the given strategic issue by applying the appropriate tools and concepts covered in class.

#### CONTRIBUTION TO PROGRAMME LEARNING OBJECTIVES :

- Develop a sustainable strategic vision to Connect (eco-)systems #ConnectSystems

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

The intended ILOs reflect the various steps in strategic problem solving. The student will be able to

1. Understand the strategic question or problem in a given situation.
2. Apply appropriate concepts and tools.
3. Analyse the given situation or case of provided material.
4. Evaluate strategic decisions, performance, and data sources.
5. Communicate consistently and in a concise manner.

#### TOPICS COVERED :

- . Definition of strategy and strategy process..
- . Analytic toolkits for the external environment.
  - PESTEL framework for the macro-environment,
  - Porter's Five Forces for the industry environment
  - Dynamic and uncertain environments
- . Analytic toolkits for the internal environment.
  - Resources and capabilities with VRIN/VRIO,
  - Value chain and value net analysis
  - Business models

- . Analytic toolkits for business and corporate strategy.
  - Three Generic Strategies based on competitive advantage and scope
  - Analytic toolkits for corporate strategy.
  - The Ansoff Matrix, role of corporate parents
  - Organic development, mergers and acquisitions, and strategic alliance
  - Evaluating strategies
- . Performance assessment

#### RESEARCH-LED TEACHING :

The theme of climate change with a focus on the energy transition will be interwoven into the module as a context and to demonstrate the use of strategy to combat climate change.

#### CSR AND SUSTAINABLE DEVELOPMENT GOALS :

The theme of climate change address directly two SDGs: climate change and firms' actions addresses SDG 13 (climate action), the energy transition addresses SDG 7 (affordable and clean energy) as well as SDG 9 (industry, innovation and infrastructure).

#### CSR NB HOURS :

10

#### SUSTAINABLE DEVELOPMENT GOALS COVERED :

- 07 - Affordable and clean energy
- 09 - Industry, innovation and infrastructure
- 13 - Climate action

#### TEACHING METHODS :

In order to achieve the ILOs we use a variety of pedagogical approaches, tools and media. At the core are the students and their role and responsibility for their own learning by active engagement. It is expected that students have read, watched and listened to the material on Moodle/Teams in advance and come prepared to discuss the article, minicase or any other material, ask questions and participate actively.

The three hours session typically (session 2 to session 8) starts with a short review of the previous session and introduction into the new session. Subsequently we will typically have three to four topics with short lessons and subsequent practical exercise to the topic. The switch between short theoretical introduction and application in teams is intended to facilitate students' engagement. Both, the theoretical concepts as well as articles, minicases and exercises will be part of the final exam.

The team continuous assessment will facilitate a more in depth analysis of a strategic issue.

#### METHODS OF ASSESSMENT :

Continuous/Final	Group/Individual	Assessment	Weight	Duration	ILOs assessed
Continuous	Group	Written assessment at home	15%		1-3, 5
Continuous	Group	Written assessment at home	15%		1-3,5
Final	Individual	Final written exam	70%	3 hours	1-5

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

The continuous group assessment consists of two reports with each worth 15 percent.

The 1st continuous assessment will be conducted by the end of 3rd session.

The assessment is the analysis of a business reading, short case or other relevant material by applying the material covered in the module up to the due date of the assessment. The analysis will be guided by a few questions to be answered.

A short report of 2-3 pages has to be submitted to Moodle for each of the two assessments.

**Assessment 2 details:**

The continuous group assessment consists of two reports with each worth 15 percent.

The 2nd continuous assessment will be conducted by the end of 6th session.

The assessment is the analysis of a business reading, short case or other relevant material by applying the material covered in the module up to the due date of the assessment. The analysis will be guided by a few questions to be answered.

A short report of 2-3 pages has to be submitted to Moodle for each of the two assessments.

**Assessment 3 details:**

The final exam will be a mix of conceptual questions, questions related to material discussed in class, and a case analysis based on a business reading.

**ACADEMIC INTEGRITY :**

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For more comprehensive information on academic integrity rules, principles, and disciplinary procedures, please refer to the Academic Integrity section of the Student Handbook.

**BIBLIOGRAPHY :**

Whittington, R, Regner, P., Angwin, D., Johnson, G. and Scholes, K. (2023). Exploring Strategy (13th edn). Pearson.

Johnson, G., Whittington, R., Scholes, K., Angwin, D. and Regner, P. (2023). Exploring Strategy: Text and Cases. (13th edn). Harlow: Pearson Education. [eBook 11th end : <https://tinyurl.com/3uybaye9>] can be also used for readings

**Additional Reading**

Strickland A.J., Thompson, A.A., Gamble, John E., Peteraf, M.A., Sutton, C. and Janes, A. (2017). Crafting and Executing Strategy: The Quest for Competitive Advantage Concepts and Cases. (International Edition). Maidenhead : McGraw-Hill. [eBook: <https://bit.ly/3CGMLLT>].

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

1/ Introducing Strategy / Reading: Exploring Strategy Chapter: Introducing strategy

Getting started

- Introduction of instructor
- Review of syllabus

- Formation of teams

What is Strategy and why is it important?

Definitions of strategy

What is strategy and what is it not?

Strategy and competitive advantage

Q&A

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

2 / The Environment : The macro-environment, industries and sectors analysis / Reading: Exploring Strategy Chapter: Macro-environment analysis and chapter: Industry and sector analysis

PESTEL analysis

Forecasting with uncertainty

Scenario planning

Porter's five forces

Q&A

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

3 / Resources and capabilities / Reading: Exploring Strategy, Chapter: Resources and capabilities analysis

Resources and Capabilities

VRIO

Competitive advantage

Dynamic capabilities

Q&A

First continuous group assessment

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

4 / Business Strategy and models/ Reading: Exploring Strategy Chapter: Business strategy and models

Generic strategies based on competitive advantage and scope

Cost leadership

Differentiation

Hybrid strategy

Q&A

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

5 / Business Strategy and models/ Reading: Exploring Strategy Chapter: Business strategy and models

Value chain analysis

Value net

Business models

Q&A

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

6 / Corporate Strategy and Diversification / Reading: Exploring Strategy Chapter: Corporate strategy

Corporate level strategy overview

Ansoff's growth matrix

Diversification strategies and diversification drivers

Outsourcing versus integration

Q&A

Second continuous group assessment

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

7 / Mergers, Acquisitions and Alliances / Reading: Exploring Strategy Chapter: Mergers, acquisitions and alliances

Key strategic motives for M&A and strategic alliances

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Key issues for M&As and strategic alliances  
Choice between organic development, M&A and strategic alliances  
Q&A

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**Plan Session 08 :**

8 /Evaluating Strategies/ Reading, Chapter: Evaluating strategies

Performance assessment  
Criteria for evaluating strategy  
Stakeholder perspective

Module assessment by students

Q&A

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## SYLLABUS

ST307E\_B\_0108\_24

### International Business Environment

<b>ACADEMIC AREA :</b>	<b>STRATEGY AND INNOVATION</b>
<b>PROGRAMME :</b>	<b>BIM / UGTC LEVEL 3 BIM</b>
<b>PERIOD :</b>	<b>FALL</b>
<b>COORDINATOR :</b>	<b>Dr. Seong Young KIM</b>
<b>INSTRUCTOR(S) :</b>	<b>Dr. Andre NEMEH Dr. Seong Young KIM</b>
<b>CONTACT HOURS :</b>	<b>Mr. Jason LAMBERT SCRIVENER</b>
<b>STUDY TIME :</b>	<b>24 hours</b>
<b>CREDITS :</b>	<b>null hours (Class preparation, homework and assessments) 4.0 ECTS</b>
<b>AOL :</b>	<b>False</b>

#### PRE-REQUISITE MODULES :

There are no prerequisites for this module, but a background in the general business environment and corporate activities is required.

#### MODULE DESCRIPTION :

This module aims to understand the global environment that influences companies' international business activities. This module first addresses regional differences in cultural, economic, and institutional systems that make up this global environment. We then focus on understanding the overall international business strategy for a company's entry into overseas markets.

#### CONTRIBUTION TO PROGRAMME LEARNING OBJECTIVES :

- Develop a sustainable strategic vision to Connect (eco-)systems #ConnectSystems

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

Upon successful completion of the module, the students will be able to:

1. understand the relation between globalization and International Business (IB), and appraise its consequences on multinational companies and the society
2. understand differences in cultural, political, legal, and economical environments across countries, and understand their implications on operating internationally
3. understand theories explaining national trade patterns
4. understand multinational company's social responsibility in IB activities
5. understand international strategic choices, such as foreign entry modes, and strategies in IB,

#### TOPICS COVERED :

- Globalization
- National differences in the environment of IB
- Trade and factor mobility theories
- Strategy and opportunity assessment in IB
- Entering international markets
- Corporate social responsibility and sustainability in IB

## RESEARCH-LED TEACHING :

The course aims to equip students with the skills and knowledge needed to navigate and succeed in the global business environment. This involves understanding cross-cultural management, difference of political, economic, legal system in global markets, trade theory, international market entry strategies. These topics are best taught through case reading, real-world examples, and interactive class discussions, rather than through the traditional research-led approach.

## CSR AND SUSTAINABLE DEVELOPMENT GOALS :

This module handles the following SDG's:

- SDG 8 Decent work and economic growth
- SDG12 Responsible consumption and production

## CSR NB HOURS :

3

## SUSTAINABLE DEVELOPMENT GOALS COVERED :

- 08 - Decent work and economic growth
- 12 - Responsible consumption and production

## TEACHING METHODS :

Pedagogic approach of the course is to enhance self-construction and self-interpretation of knowledge. In line with this strategy, collaborative and project-based learning methods will be implemented. These methods will be used in combination with traditional pedagogic methods such as lecturing, case reading and class discussion, and target achieving an inclusive, vibrant, and collaborative class atmosphere.

## METHODS OF ASSESSMENT :

Continuous/Final	Group/Individual	Assessment	Weight	Duration	ILOs assessed
Continuous	Group	Group project	40%		ILOS N°1 N°2, N°3, N°4, N°5
Final	Individual	Final written exam	60%	3 hours	ILOS N°1 N°2, N°3, N°4, N°5

### **Assessment 1 details:**

(Group work) Students will work in groups to develop a comprehensive market entry strategy for a chosen international market. For searching information and knowledge for this project, students can use AI.

This project will be delivered as oral presentation in the final session (S8). Each presentation will last max.15 minutes and will be followed with a discussion with others. All group members are expected to participate and contribute equally to all stages: preparatory work, presenting, discussion. Each group will upload the following deliverables to Moodle one day before their presentation starts:

- a soft copy of the presentation (it can be prepared using MS PowerPoint or similar software)

### **Assessment 2 details:**

The exam consists of a mix of questions on IB concepts and a case study.

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- Plagiarism
- Fabrication



- Gaining an unfair advantage
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- Unauthorized or unethical use of generative AIS

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For more comprehensive information on academic integrity rules, principles, and disciplinary procedures, please refer to the Academic Integrity section of the Student Handbook.

#### **BIBLIOGRAPHY :**

Daniels, J.D., Radebaugh, L. H., Sullivan, D. P. (2021). International Business: Environments and Operations. (17th edn.). Pearson Education. [eBook 2018 edn <https://bit.ly/3tVLL3V>].

#### **Additional Reading**

Hill, Charles W.L. (2022). International Business: Competing in the global marketplace, (13th edn). McGraw Hill higher Education.

### **MODULE PLAN SESSIONS :**

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

Globalization

Activities:

explain syllabus, create student groups for group project

Required readings:

Chapter.1, in Daniels, John D., Radebaugh, Lee H., Sullivan, Daniel P. (2018), International Business Environments and Operations

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

Differences in culture

Readings:

• Chapter. 2, in Daniels, John D., Radebaugh, Lee H., Sullivan, Daniel P. (2018), International Business Environments and Operations

Activities: case reading and discussion

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

Differences in political, legal, economic systems, and economic development

Readings:

• Chap. 3, 4 in Daniels, John D., Radebaugh, Lee H., Sullivan, Daniel P. (2018), International Business Environments and Operations

Activities: case reading and discussion

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

Ethics, Corporate Social Responsibility, Sustainability

Readings:

• Chap.11 in Daniels, John D., Radebaugh, Lee H., Sullivan, Daniel P. (2018), International Business Environments and Operations

Activities: case reading and discussion

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

International trade theories

Readings:

- Chap. 5 in Daniels, John D., Radebaugh, Lee H., Sullivan, Daniel P. (2018), International Business Environments and Operations

Activities: case reading and discussion

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

Entering foreign market and entry mode for international business

Readings:

- Chap. 13,14,15 in Daniels, John D., Radebaugh, Lee H., Sullivan, Daniel P. (2018), International Business Environments and Operations

Activities: case reading and discussion

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

Strategy for international business

Readings:

- Chap. 12 in Daniels, John D., Radebaugh, Lee H., Sullivan, Daniel P. (2018), International Business Environments and Operations

Activities: case reading and discussion

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

Group project: final presentation

Final presentations of group project:

In this final session students will present their group project.



# SYLLABUS

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## French as a Foreign Language

<b>ACADEMIC AREA :</b>	<b>LANGUAGES</b>
<b>PROGRAMME :</b>	<b>BIM / PGTC LEVEL 5 MASTER / UGTC LEVEL 3 BIM</b>
<b>PERIOD :</b>	<b>FALL</b>
<b>COORDINATOR :</b>	<b>Ms. Valérie TOBIE</b>
<b>INSTRUCTOR(S) :</b>	<b>Mr. Devlin BELFORT Ms. Céline JAMBOU</b>
<b>CONTACT HOURS :</b>	<b>Ms. Ines MESRATI HAMMAMI Ms. Jocelyne PAILLETE-BIGOT</b>
<b>STUDY TIME :</b>	<b>Ms. Martine JOHANEL</b>
<b>CREDITS :</b>	<b>Ms. Morgane LE MERRER Ms. Sophie JAMIER 30 hours null hours (Class preparation, homework and assessments) 2.0 ECTS</b>
<b>AOL :</b>	<b>False</b>

### PRE-REQUISITE MODULES :

A compulsory French language placement test if you are not complete beginner in French language.

### MODULE DESCRIPTION :

#### Objectives

This course aims to develop students' communication skills in French, through progressive learning and regular training particularly in oral comprehension and expression, especially in everyday life, professional and cultural contexts.

Courses are taught ONLY in French for a real immersion in the French language

### CONTRIBUTION TO PROGRAMME LEARNING OBJECTIVES :

- Build and cultivate relationships to Connect people in multicultural & multisituational contexts #ConnectPeople

### MODULE INTENDED LEARNING OUTCOMES (ILOs) :

French as a foreign language course is organized according to the Common European Framework of Reference (CEFR) levels.

You will be enrolled into a French class according to your French placement test result.

The syllabus will be uploaded to Moodle platform by your teacher at your first French lesson.

#### Level A :basic level

##### Level A1.1:

After the 30-hour French course, students should have a level equivalent to the A1.1 level

##### Level A1:

After the 30-hour French course, students should have a level equivalent to the A1 level

##### Level A2.1:

After the 30-hour French course, students should have a level equivalent to the A2.1 level

##### Level A2:

After the 30-hour French course, students should have a level equivalent to the A2 level

#### Level B :independent level

##### Level B1.1:

After the 30-hour French course, students should have a level equivalent to the B1.1

##### Level B1:

After the 30-hour French course, students should have a level equivalent to the B1 level

Level B2.1:

After the 30-hour French course, students should have a level equivalent to the B2.1 level

Level B2:

After the 30-hour French course, students should have a level equivalent to the B2 level

#### TOPICS COVERED :

This course will allow students to acquire the basics of life in France: (basic) social situations, (basic) work situations, common needs, etc. Students will also discover the French and Francophone culture.

The emphasis of the module is on oral comprehension and expression.

More information on the topics per level in the detailed syllabus on the Moodle platform.

#### RESEARCH-LED TEACHING :

#### CSR AND SUSTAINABLE DEVELOPMENT GOALS :

#### CSR NB HOURS :

#### SUSTAINABLE DEVELOPMENT GOALS COVERED :

-

#### TEACHING METHODS :

Collaborative learning. Interactive activities in small groups or pairs allow students to practice real-life situations.

#### METHODS OF ASSESSMENT :

Continuous/Final	Group/Individual	Assessment	Weight	Duration	ILOs assessed
Continuous	Individual	Participation or task completion	30%		
Continuous	Individual	Participation or task completion	70%		

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

Penalty for absence+ at an assessment: 0% = F

+ You must justify your absence from class by submitting your supporting document on RISE

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

Assessments only take place in class with the teacher.

It is compulsory to take part in both assessments in order to validate the module. If you do not attend Assessment #2, you will automatically have to take the resit exam.

Penalty for absence+ at an assessment: 0% = F

+ You must justify your absence from class by submitting your supporting document on RISE

Students will be assessed regularly by participating in collaborative action tasks which will enable them to use their new skills in French (oral and written).

More information on the assessment methods per level in the detailed syllabus on the Moodle platform.

In case of resit exam: you will take an oral exam via Teams. This oral will last 20-25 minutes, you will be evaluated by a jury of 1 or 2 French teacher(s).

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## **BIBLIOGRAPHY :**

Bibliography available at the Learning center

Textbooks: <https://learning-center.rennes-sb.com/s.php?h=d4637e49f0f65f3b398c5ec62f5aac99>

Grammar books: <https://learning-center.rennes-sb.com/s.php?h=c3c39e7836df79480d21332c77aff195>

Novels: <https://learning-center.rennes-sb.com/s.php?h=8d50a4d467fc6efdef81499471f79fe4>

## **Additional Reading**

Additional activities

Basic Level : FUN - Vivre en France - A1 (fun-mooc.fr)

Vivre en France - A2 (fun-mooc.fr)

Independent level : Journal en français facile | RFI SAVOIRS

Travailler en France A2-B1 (fun-mooc.fr)

## **MODULE PLAN SESSIONS :**

### **Plan Session 01 :**

The syllabus will be uploaded to Moodle platform by your teacher at your first French lesson.

