

SYLLABUS

0LV2F1_0108_24

French as a Foreign Language

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

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).

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 :

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.

ACADEMIC AREA :	FINANCE AND ACCOUNTING
PROGRAMME :	MASTER IBNG / PGTC LEVEL 5 MASTER
PERIOD :	FALL
COORDINATOR :	Mr. Luca COLOMBO
INSTRUCTOR(S) :	Mr. Luca COLOMBO
CONTACT HOURS :	24 hours
STUDY TIME :	null hours (Class preparation, homework and assessments)
CREDITS :	4.0 ECTS
AOL :	False

PRE-REQUISITE MODULES :

No pre-requisite modules required.

MODULE DESCRIPTION :

The relationship between human activity and the world's natural resources necessitates choices; to live and produce we must use environmental resources, but to protect these resources for future generations we must watch how we live and produce. How sustainable is the way we live in today? Should we speed up energy transition to a cleaner future at all costs? Can less developed countries grow while respecting the environment? This course aims to shed light on these important environmental issues through the lens of environmental economics. The first part of this course will be devoted to the key economic concepts, principles, and tools economists use to value and manage natural resources over time. The second part will cover applications to specific resources, including land, water, forests, and commercial fisheries.

CONTRIBUTION TO PROGRAMME LEARNING OBJECTIVES :

- Develop a sustainable strategic vision to Connect (eco-)systems #ConnectSystems
- Develop a sustainable strategic vision to solve complex problems in globalized environments in a specific industrial sector or specialization

MODULE INTENDED LEARNING OUTCOMES (ILOs) :

After completing this module, students will be able to:

- (i) Identify the root causes of environmental problems from an economist's point of view.
- (ii) Use the principles of benefit-cost analysis for decision making involving the environment.
- (iii) Assign value to environmental resources not directly traded in the market.
- (iv) Use the basic models of resource allocation to derive the socially optimal extraction path.
- (v) Discuss how to achieve energy transition (i.e., the shift from fossil fuels to clean energy sources).
- (vi) Discuss how governments can intervene to reduce pollution in the short run.
- (vii) Discuss how governments can intervene to promote a transition towards a greener and more sustainable economy.

TOPICS COVERED :

Market failures and environmental problems. Benefit-cost analysis. Methods for valuing the environment. Dynamic efficiency and sustainable development. Depletable resources. Renewable resources. Common-pool resources and the tragedy of the commons.

RESEARCH-LED TEACHING :

Students will be exposed to research papers on natural resource and environmental economics, some of which written by the course coordinator, Professor Luca Colombo. In particular, Professor Colombo will discuss in some detail a series of articles on oligopoly exploitation of common-pool renewable resources and the tragedy of the commons.

CSR AND SUSTAINABLE DEVELOPMENT GOALS :

This module addresses CSR-related topics in that it discusses, among other things, how the lack of coordination among decision-makers and the divergence between private and social interests with regard to the use of natural resources can lead to catastrophic consequences for the environment. The sustainability of our economy and, more importantly, our own survival on the planet, crucially depend on consumers and firms changing their consumption and production habits, respectively. This module also contributes to support several Sustainable Development Goals (please refer to the section on Sustainable Development Goals covered) by addressing issues surrounding clean water and energy as well as energy transition, climate action, and the general topic of sustainability through the lens of natural resource and environmental economics.

CSR NB HOURS :

18

SUSTAINABLE DEVELOPMENT GOALS COVERED :

- 06 - Clean water and sanitation
- 07 - Affordable and clean energy
- 11 - Sustainable cities and communities
- 12 - Responsible consumption and production
- 13 - Climate action

TEACHING METHODS :

A combination of frontal lectures and in-class activities involving active students' participation and works in small groups. Throughout each session, students will be encouraged not only to ask questions but also to express their own points of view and debate over a number of environmental and ethical issues. Students will receive essay-type questions and numerical exercises (based on the content covered in class in a given session) for homework on a weekly basis. Solutions to these questions and exercises will be discussed in class in the subsequent week.

METHODS OF ASSESSMENT :

Continuous/Final	Group/Individual	Assessment	Weight	Duration	ILOs assessed
Continuous	Individual	Participation	10%	N/A	All ILOs
Continuous	Individual	Written assessment at home	25%	50 mins	ILOs (i), (ii), and (iii)
Continuous	Individual	Written assessment at home	25%	50 mins	ILOs (iv), (v) and (vi)
Continuous	Group	Group work	40%	15 mins	All ILOs

Assessment 1 details:

Active participation in in-class and on-line discussions.

Assessment 2 details:

A written assessment at home of the duration of 50 mins consisting of multiple-choice and calculated multiple-choice questions. This assessment is worth 25% of the final mark in this module. It covers the content of Sessions 1-3. It is (tentatively) scheduled in Week 4.

Assessment 3 details:

A written assessment at home of the duration of 50 mins consisting of multiple-choice and calculated multiple-choice questions. This assessment is worth 25% of the final mark in this module. It covers the content of Sessions 4-6. It is (tentatively) scheduled in Week 7.

Assessment 4 details:

Group presentations based on critical discussions of articles chosen by students.

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BIBLIOGRAPHY :

Tietenberg T., Lewis, L. (2023). Environmental and Natural Resource Economics. 12th ed., Routledge.

Additional Reading

Additional material including book chapters, articles from the web and scientific journals will be made available on Moodle at the beginning of the semester.

MODULE PLAN SESSIONS :

Plan Session 01 :

The Economic Approach: Property Rights, Externalities, and Environmental Problems

Plan Session 02 :

Evaluating Trade-Offs: Benefit-Cost Analysis and Other Decision-Making Metrics

Plan Session 03 :

Valuing the Environment: Methods

Plan Session 04 :

Dynamic Efficiency and Sustainable Development

Depletable Resource Allocation: The Role of Longer Time Horizons, Substitutes, and Extraction Cost

Plan Session 05 :

Energy: The Transition from Depletable to Renewable Resources

Plan Session 06 :

The Economics of Pollution Control

Plan Session 07 :

Water: A Confluence of Renewable and Depletable Resources

Land: A Locationally Fixed, Multipurpose Resource

Plan Session 08 :

Forests: Storable, Renewable Resources

Common-Pool Resources: Commercially Valuable Fisheries

SYLLABUS

CR515E_0108_24

Corporate Social Responsibility in Marketing

ACADEMIC AREA :	MARKETING
PROGRAMME :	MASTER DMM / PGTC LEVEL 5 MASTER
PERIOD :	FALL
COORDINATOR :	Dr. Mahabubur RAHMAN
INSTRUCTOR(S) :	Dr. Mahabubur RAHMAN
CONTACT HOURS :	24 hours
STUDY TIME :	null hours (Class preparation, homework and assessments)
CREDITS :	4.0 ECTS
AOL :	False

PRE-REQUISITE MODULES :

Students must have successfully completed a module covering the fundamental concepts in marketing.

MODULE DESCRIPTION :

An overview of marketing's roles in a sustainable society encompasses: enhancing organizations' economic success while positively impacting the environment and society, motivating consumers to embrace sustainable lifestyles, and advocating for institutional changes that promote sustainable production and consumption.

CONTRIBUTION TO PROGRAMME LEARNING OBJECTIVES :

- Combine professional expertise with resilience, critical thinking & personal influence to Change mindsets #ChangeMindsets

MODULE INTENDED LEARNING OUTCOMES (ILOs) :

1. Critically assess the role of corporate social responsibility in the context of marketing.
2. Demonstrate the ability to understand why marketers should be aware of their impact on the natural environment and society
3. Analyze and evaluate different approaches for creating, communicating, and delivering customer value socially responsibly.
4. Develop the ability to critically evaluate contemporary socially responsible marketing practices.
5. Demonstrate ability to develop socially responsible marketing strategies.
6. Analyze consumer behavior from the perspective of corporate social responsibility.
7. Understand the need for institutional support to facilitate sustainable production and consumption
8. Evaluate how the CSR strategies in the context of marketing vary across countries.

TOPICS COVERED :

This course aims to provide students with diverse tools and frameworks to understand the interaction between businesses and corporate social responsibility (CSR) from a marketing perspective. It focuses on how conventional marketing strategies can be incorporated into or adjusted for areas where CSR is vital. Additionally, the course highlights the need to consider the roles of firms, customers, government, non-profit organizations, employees, and other stakeholders.

RESEARCH-LED TEACHING :

Students in this module are required to critically read, reflect, and analyse a set of academic articles related to corporate social responsibility in the context of Marketing.

CSR AND SUSTAINABLE DEVELOPMENT GOALS :

The content of this module is directly related to the following UN SDGs:

1. Responsible consumption and production
2. Climate action
3. Good health and well-being
4. Industry, Innovation and Infrastructure
5. Partnerships for the goals.
6. Life on land
7. Life below water

However, the following UN SDGs are also indirectly related to the module:

1. No poverty
2. Gender equality
3. Decent work and economic growth
4. Reduced inequalities
5. Peace, justice, and strong institutions

CSR NB HOURS :

24

SUSTAINABLE DEVELOPMENT GOALS COVERED :

- 03 - Good health and well-being
- 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 :

1. Lecture
2. Academic article analysis and discussion
3. Analysis and discussion of CSR practices of companies

METHODS OF ASSESSMENT :

Continuous/Final	Group/Individual	Assessment	Weight	Duration	ILOs assessed
Final	Individual	Final written exam	50%	3 hours	1, 3, 5, 6, 7,8
Continuous	Group	Participation or task completion	30%		3, 4, 5, 6
Continuous	Individual	Participation or task completion	20%		3, 4, 5

Assessment 1 details:

More information concerning the final exam will be shared in class.

Assessment 2 details:

This group project consists of four students and is due at the end of the semester. Students must choose three large companies, ideally from the same country and industry, but companies from any country and industry are acceptable. It is recommended to select companies with accessible information about their operational activities from sources such as annual reports and company web pages. The group will critically analyze, evaluate, and compare the CSR practices

(corporate social performance) of these companies in their value chain activities, with a specific focus on their marketing strategies. Each group will present their work on the last day of the semester and submit a written report via Moodle. More details about the structure and content of this group assignment will be provided in class.

Assessment 3 details:

This is an individual assignment. Students are required to critically read, analyze, and summarize a set of articles. Also, students are required to answer a number of questions based on these articles. Students are expected to read these articles before coming to class and actively take part in discussion. Students will have to submit a final report based on these articles via Moodle. More information will be shared in class.

ACADEMIC INTEGRITY :

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BIBLIOGRAPHY :

Belz, F.-M., Peattie, K. (2012). Sustainability Marketing: A Global Perspective (2nd edn). Wiley.

Dahlstrom, R., & Crosno, J. (2023). Sustainable marketing. (3rd edn). Sage Publications.

Additional Reading

1. Richardson, N. (2019). Sustainable marketing planning. Routledge.
2. Sidibe, M. (2020). Brands on a mission: How to achieve social impact and business growth through purpose. Routledge.

MODULE PLAN SESSIONS :

Plan Session 01 :

Role of the Firm
Socio-ecological challenges
Marketing and firm value chain
Stakeholder Engagement and Marketing
Systems Thinking

Plan Session 02 :

Marketing Environment
Socially responsible Marketing
Biases & Barriers to CSR/sustainability practices
CSR-challenges and opportunities

Plan Session 03 :

Sustainable Consumer Behavior
Social Learning and Norms
Sustainable/responsible consumer behavior across countries

Plan Session 04 :

Sustainable/Socially Responsible Product Design
Marketing Sustainable Products
Sustainable Products & Growth
Building Socially Responsible Brands

Plan Session 05 :

Socially responsible pricing strategies

Plan Session 06 :

Sustainable/socially responsible communication
False, misleading, and advertising

Plan Session 07 :

Sustainability/CSR in Supply Chains and Marketing Channels
Sustainable/socially responsible retailing

Plan Session 08 :

Presentation of the team projects. More details about the presentation's structure/content /duration will be shared in class.

SYLLABUS

CR517E_0108_24

Corporate Responsibility in the Luxury Industry

ACADEMIC AREA :	MANAGEMENT AND ORGANIZATIONS
PROGRAMME :	MASTER MCCLI / PGTC LEVEL 5 MASTER
PERIOD :	FALL
COORDINATOR :	Ms. Marianne FABRE
INSTRUCTOR(S) :	Ms. Marianne FABRE
CONTACT HOURS :	24 hours
STUDY TIME :	null hours (Class preparation, homework and assessments)
CREDITS :	4.0 ECTS
AOL :	False

PRE-REQUISITE MODULES :

CSR in the luxury industries

MODULE DESCRIPTION :

Understand the importance/ the emergency of implementing a CSR policy in a luxury company, how to implement it

CONTRIBUTION TO PROGRAMME LEARNING OBJECTIVES :

- Leverage the economic, ecological, social performance of the firm and its operations to Change Business models #ChangeBusiness

MODULE INTENDED LEARNING OUTCOMES (ILOs) :

In the 8th module, students will submit a written report of maximum 20 pages which they will support orally and will be evaluated on ChallengeMe

TOPICS COVERED :

Basic concepts of CSR
Key CSR theories: shareholder vs. stakeholder approaches.
Stakeholder Management in the Luxury Industry.
International sustainability regulations and initiatives
Role of industry associations
Product and Service Specificities in the Luxury Industry related to CSR
Integrating CSR into luxury companies' corporate strategy
Developing a CSR strategy for a luxury company.
Reviewing managerial tools for CSR implementation

RESEARCH-LED TEACHING :

Subscription to CSR Newsletter, Follow luxury companies on LinkedIn and their CSR policy

CSR AND SUSTAINABLE DEVELOPMENT GOALS :

Understand why it is urgent for the luxury sectors to act and commit to CSR.
CSR is a strategic asset that supports the long-term strategy of a given brand.
Adapting CSR frameworks to local and global demands (sales & marketing).
International sustainability regulations and initiatives. Certifications, labels.
Why a CSR policy involves all the company's stakeholders and shareholders.
Why 100% of employees must adhere to the CSR policy

CSR NB HOURS :

24

SUSTAINABLE DEVELOPMENT GOALS COVERED :

- 03 - Good health and well-being
- 04 - Quality education
- 05 - Gender equality
- 06 - Clean water and sanitation
- 07 - Affordable and clean energy
- 08 - Decent work and economic growth
- 09 - Industry, innovation and infrastructure
- 12 - Responsible consumption and production
- 13 - Climate action
- 14 - Life below water

TEACHING METHODS :

Lectures & directed case studies

METHODS OF ASSESSMENT :

Continuous/Final	Group/Individual	Assessment	Weight	Duration	ILOs assessed
Continuous	Group	Written assessment at home	40%		
Final	Individual	Oral Final exam	20%	5mn each	
Final	Individual	Quiz	40%	one hour	

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 :

- 1- Sustainable Luxury
Managing Social and Environmental Performance in Iconic Brands
Edited By Miguel Angel Gardetti, Ana Laura Torres. Ebook [<https://bit.ly/4h5PZ01>]
- 2- Luxury Marketing, Sustainability and Technology
The Future of Luxury Management
Edited By Park Thaichon, Sara Quach. Ebook [<https://bit.ly/3UaLHdX>]

Additional Reading

marketingweek.com
 Mediaboom.com
 Wearesocial.com
 Globetrender.com
 Luxurydaily.com
<https://luxus-plus.com>
<https://www.formesdeluxe.com>
<https://www.rolandberger.com>
<https://www.luxurytribune.com>
<https://sustainabilitymag.com>

MODULE PLAN SESSIONS :

Plan Session 01 :

- Introduction to CSR and Sustainability in the luxury industries
- o Introduction to the basic concepts of CSR (Corporate Social Responsibility) and sustainability.
 - o Key definitions and their importance in the luxury sector.
 - o Current trends and global environmental and social challenges.
 - o Project introduction: Students will form pairs and choose a luxury brand on which they will work throughout the 8 modules. This brand will serve as the basis for all case studies and activities in the course.

Plan Session 02 :

- CSR Theories and Concepts
- o Exploration of key CSR theories: shareholder vs. stakeholder approaches.
 - o Examination of concepts such as the Triple Bottom Line, sustainability circles.
 - o Linking CSR, sustainability, and corporate performance in luxury companies.
 - o Frameworks from the Comité Colbert.
 - o Project: Students apply the theories to the luxury brand they have chosen.

Plan Session 03 :

- Stakeholder Management in the Luxury Industry
- o Introduction to stakeholder theory.
 - o Identification of stakeholders in the luxury industry (customers, employees, suppliers, NGOs, governments, etc.).
 - o Analysis of managing stakeholder relationships within a sustainability framework.
 - o Project: In pairs, students will map the stakeholders of their chosen brand, analyze the brand's strategy for engaging with these stakeholders.

Plan Session 04 :

- The Institutional Environment of CSR in the Luxury Sector
- o Review of international sustainability regulations and initiatives (e.g., UN Global Compact, GRI, ESG).

- o Specific standards for the luxury industry in terms of sustainability.
- o Role of industry associations (Comité Colbert, Sustainable Luxury Forum).
- o Adapting CSR frameworks to local and global demands.
- o Project: Students research the institutional environment and regulatory frameworks that influence the CSR strategies of their selected brand.

Plan Session 05 :

Product and Service Specificities in the Luxury Industry related to CSR

- o Specific characteristics of luxury products: rarity, craftsmanship, precious materials.
- o Analysis of ethical and environmental challenges related to luxury goods production (diamonds, leather, etc.).
- o Impact of CSR on luxury product design (eco-design, traceability).
- o Project: Students will evaluate how their chosen brand addresses the challenges of sustainability and CSR in its product design, materials, and production processes.

Plan Session 06 :

CSR, Sustainability, and Corporate Strategy in Luxury

- o Integrating CSR into luxury companies' corporate strategy.
- o Competitive advantages of sustainability in the luxury sector.
- o Study of CSR strategies of major brands (LVMH, Kering).
- o Project: Students will analyze how their chosen brand integrates CSR and sustainability into its broader corporate strategy, identifying competitive advantages and strategic opportunities.

Plan Session 07 :

Formulating CSR Recommendations at the Managerial Level

- o Applying theoretical concepts to solve practical CSR-related problems.
- o Developing a CSR strategy for a luxury company.
- o Reviewing managerial tools for CSR implementation (code of conduct, CSR performance indicators).
- o Project: Students act as consultants and propose CSR recommendations to improve a luxury company's performance.

Plan Session 08 :

Final Presentation and Feedback

- o Presentation of group projects on real or CSR cases in the luxury industry.
- o Feedback on the projects & Conclusion

SYLLABUS

CR520E_0108_24

Case Studies in Business Analytics, Ethics & Risk

ACADEMIC AREA : SUPPLY CHAIN MANAGEMENT AND INFORMATION SYSTEMS

PROGRAMME : MASTER DAIS / PGTC LEVEL 5 MASTER

PERIOD : FALL

COORDINATOR : Dr. Yi LIU

INSTRUCTOR(S) : Dr. Yi LIU

CONTACT HOURS : 15 hours

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

CREDITS : 2.0 ECTS

AOL : False

PRE-REQUISITE MODULES :

Introduction to Business Analytics

MODULE DESCRIPTION :

This module immerses students in the ethical and risk-related dimensions of business analytics. Through real-world case studies, students will explore the multifaceted challenges and decision-making processes in the field of business analytics. The students will gain a focused and practical understanding of ethics and risk management in the context of business analytics, preparing them to make ethical, responsible, and risk-aware decisions in data-driven environments.

CONTRIBUTION TO PROGRAMME LEARNING OBJECTIVES :

- Combine professional expertise with resilience, critical thinking & personal influence to Change mindsets #ChangeMindsets

MODULE INTENDED LEARNING OUTCOMES (ILOs) :

1. Acquire a thorough understanding of the role of business analytics in organizations.
2. Make ethical and responsible decisions in data-driven environments.
3. Analyze and manage the risks in data-driven environments.

TOPICS COVERED :

1. Business Analytics
2. Ethical Data Collection and Use
3. Data Analytics Fairness
4. Privacy and Regulations
5. Risk Assessment and Management

RESEARCH-LED TEACHING :

Up-to-date research findings are integrated in this course.

CSR AND SUSTAINABLE DEVELOPMENT GOALS :

It contributes to the responsible management of data in data-driven environments, which leads to less energy consumption.

CSR NB HOURS :

2

SUSTAINABLE DEVELOPMENT GOALS COVERED :

- 12 - Responsible consumption and production

TEACHING METHODS :

This module will combine the teaching method of lecturing and case discussion. It has been designed to be highly interactive, where students learn from each other's experiences and discussions in class for relevant cases.

METHODS OF ASSESSMENT :

Continuous/Final	Group/Individual	Assessment	Weight	Duration	ILOs assessed
Continuous	Group	Participation or task completion	40%	20 minutes	All
Final	Individual	Final written exam	60%	3 hours	All

Assessment 1 details:

Students need to work in groups and present a case.

Assessment 2 details:

Students need to take a 3-hour written exam.

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- 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 :

Martin, K. (2022). Ethics of data and analytics: Concepts and cases. Auerbach Publications.

Additional Reading

Cases will be provided in the class.

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

Business Analytics

Plan Session 02 :

Data and Ethics

Plan Session 03 :

Ethics, Regulations and Risks

Plan Session 04 :

Risk Management

Plan Session 05 :

Group Project

SYLLABUS

CR528E_0108_24

Strategy for Net zero

ACADEMIC AREA :	STRATEGY AND INNOVATION
PROGRAMME :	MASTER IBNG / PGTC LEVEL 5 MASTER
PERIOD :	FALL
COORDINATOR :	Dr. Anke PIEPENBRINK
INSTRUCTOR(S) :	Dr. Anke PIEPENBRINK
CONTACT HOURS :	24 hours
STUDY TIME :	75 hours (Class preparation, homework and assessments)
CREDITS :	4.0 ECTS
AOL :	False

PRE-REQUISITE MODULES :

Introduction to strategy or comparable course.

The students need to be familiar with basic strategic concepts such as PESTEL, five forces, resources and capabilities.

MODULE DESCRIPTION :

This module introduces students to key elements of firms' strategies for net zero to achieve the goal of the Paris Agreement.

First, the specific external environment is introduced, including its regulation, stakeholders, the climate-specific institutional environment, and also risks and opportunities related to climate change.

Second, the internal perspective focuses on governance mechanisms to address climate change, business models, value chains, and ecosystems for net zero, and strategic actions to achieve climate goals.

Third, the assessment of climate performance is introduced within the overall firm performance.

The module provides the theoretical and contextual foundation for many negotiation situations that will prepare students to understand what is at stake in a given negotiation.

While the module focuses on climate change and net zero, introduced theories and concepts of strategic management apply to other strategic issues and lay a foundation of strategic thinking.

CONTRIBUTION TO PROGRAMME LEARNING OBJECTIVES :

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

MODULE INTENDED LEARNING OUTCOMES (ILOs) :

The ILOs reflect both the specific context of climate change as well as strategic thinking. Upon successful completion of the module, the student will be able to

1. understand important elements of the external environment for climate change strategies.
2. apply appropriate concepts and tools.
3. analyze a given situation or case with various theoretical lenses.
4. evaluate strategic decisions and actions, in particular from the perspective of various stakeholders, and whether actions are symbolic or substantive.
5. create her/his individual perspective on how she/he will be a net zero strategist or ambassador.

TOPICS COVERED :

- Definition of strategy for net zero
- External environment: Institutional environment of climate change and stakeholders
- Climate change risks and opportunities: industry and firm level
- Governance mechanisms for net zero
- Business models, value chains, and ecosystems for net zero
- Strategic actions (e.g. alliances, M&As, or renewable energy projects)
- Assessment of climate performance: from the SAFe framework to SSAFe

RESEARCH-LED TEACHING :

This module builds on current research on climate change, including research by the module coordinator, as well as basic theories and concepts of strategy.

CSR AND SUSTAINABLE DEVELOPMENT GOALS :

With the focus on strategy for achieving net zero the module is strongly aligned with SDG 07 on affordable and clean energy and SDG 13 of climate action. It also touches on SDG 17 Partnership for the goals with polycentric governance. It touches on several others such as SDP09 Industry, innovation and infrastructure with the energy industry and transition.

CSR NB HOURS :

24

SUSTAINABLE DEVELOPMENT GOALS COVERED :

- 07 - Affordable and clean energy
- 09 - Industry, innovation and infrastructure
- 13 - Climate action
- 17 - Partnership for the goals

TEACHING METHODS :

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 in advance and come prepared to discuss the article, minicase, or any other material, ask questions, and participate actively.

Due to the timeliness and dynamics of the topic, we do not use a textbook but rely on recent academic literature, institutional and industry documents, as well as media and firm disclosure.

As the topic of climate change and the changing business environment is vast, collective action is needed not only to tackle climate change but also to understand it. Assignments and exercises with active participation, discussions, and sharing of findings are crucial for the learning outcome.

The three hours session typically (session 2 to session 8) consists of the following parts:

- a short review of the previous session,
- an introduction to the new session,
- a short recap of strategy concepts of previous strategy classes to set the stage,
- a more in depth theoretical perspective with application.

The in-depth theoretical perspective will explain key concepts and apply them to net zero strategy via the materials.

METHODS OF ASSESSMENT :

Continuous/Final	Group/Individual	Assessment	Weight	Duration	ILOs assessed
Continuous	Group	Participation or task completion	40%	20 to 30 minutes	1, 2, 3, 4
Final	Individual	Written assessment at home	60%		1, 2, 3, 5

Assessment 1 details:

Setting: You are a team of consultants that will present and report to the top management of a company on a recent strategic decision of the firm.

For a given industry prepare a presentation and report where you

- describe the institutional environment of this industry
- analyze the risks at the industry level
- identify a recent (within the last year) strategic climate action of a firm of your choice in this industry via press releases or other firm disclosure
- assess this strategic action with the SSAFe framework

There will be a presentation of 10 to 15 minutes with subsequent Q&A session in session 8. In addition to the presentation two short written reports are due: the first being one week after session 3, the second before session 8. The second is comprehensive, including the (improved) content of the first report.

The 40 % of the assignment are split into 10% for the first report, 10% for presentation and Q&A, and 20% for the final report.

Assessment 2 details:

Write an essay how this course has changed your perspective on your future career and job opportunities with a situation of your choice.

Choose one of the following situations:

- Proposal of a climate strategy for the company where you work or you plan to work or do your internship.
- A job interview for an opening as e.g. climate strategist, climate reporting manager, renewable energy project manager where you pitch why you are the ideal candidate. You can use a real life job description.
- A negotiation situation in a climate related strategic project (e.g. an alliance, PPA, M&A, wind farm project) with an important stakeholder.
- Another situation that you may find suitable. Confirm with the instructor.

You need to provide a short description of the situation and develop your arguments.

Make sure that you address ILOs 1, 2, 3, and 5.

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

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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 :

This course is not based on a text book. For reference of basic strategy concepts the student can refer to any recent edition of a standard strategy text book such as

Rothaermel, F. T., (2023). Strategic Management : concepts (6th edn). McGraw-Hill Inc.

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

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

Additional Reading

Forthcoming Point-Counterpoint debate on the role of strategy tackling climate change

Wickert, C. and Muzio, D. (2024), What is the Strategy of Strategy to Tackle Climate Change?. J. Manage. Stud.. <https://doi.org/10.1111/joms.13114>

Bansal, P., Durand, R., Kreutzer, M., Kunisch, S. and McGahan, A.M. (2024), Strategy Can No Longer Ignore Planetary Boundaries: A Call for Tackling Strategy's Ecological Fallacy. J. Manage. Stud.. <https://doi.org/10.1111/joms.13088>

Foss, N.J. and Klein, P.G. (2024), Do we Need a 'New Strategy Paradigm'? No. J. Manage. Stud.. <https://doi.org/10.1111/joms.13081>

Davis, G.F. and DeWitt, T. (2024), Can Strategy Address the Climate Crisis Without Losing its Essence?. J. Manage. Stud.. <https://doi.org/10.1111/joms.13083>

What does net zero mean?

Battersby, S. 2024. "Net zero" may need a rethink to keep climate targets within reach, Proceedings of the National Academy of Sciences, 121 (18) e2407160121.

Further reading will be provided on Moodle in time for preparation.

Additional resources:

Online courses provided by TCFD: <https://learn.tcfhub.org/>

Become a volunteer for Net Zero Tracker: <https://zerotracker.net/volunteering>

MODULE PLAN SESSIONS :

Plan Session 01 :

Introduction

Setting the stage

- Review of the syllabus
- Class rules
- Expectations of students
- Team formation and industry assignment

Introduction

- Why do we need theory?
 - Net zero and energy transition
 - Definition of strategy
 - Strategy for net zero
 - Corporate mission reloaded
-

Plan Session 02 :

External environment: Institutional environment of climate change and stakeholders

- Recap PESTEL and five forces
 - What is stakeholder theory?
 - What is institutional theory, institutional logics and institutional logics?
 - Global institutions: The Intergovernmental Panel on Climate Change (IPCC), Conference of the Parties (COP), International Energy Agency (IEA)
 - Regional: EU regulation, Corporate Sustainability Reporting Directive (CSRD)
 - National: Nationally Determined Contributions (NDC), Net Zero Initiative (NZI)
 - Firms' disclosure: Climate Disclosure Project (CDP), Task Force on climate-related financial disclosure (TCFD), Science Based Targets initiative (SBTi)
 - NGOs
-

Plan Session 03 :

Climate change risks and opportunities: industry and firm level

- Risk and uncertainty
 - Megatrends
 - Climate change scenarios
 - Types of climate risks
 - Measurement of climate risks
 - Climate change opportunities
 - Job opportunities
 - Recap resources and capabilities, SWOT and TOWS
-

Plan Session 04 :

Governance mechanisms for net zero

- What is agency theory?
 - What is governance?
 - What is upper echelon theory and attention based view?
 - Top management team (TMT): characterization and compensation
 - Board: composition, committees, responsibilities
 - Rules and constraints
 - Firm communication
-

Plan Session 05 :

Business models, value chains, and ecosystems for net zero

- Recap business model, and value chain
 - Definition and characteristics of ecosystems
 - Value creation and net zero
 - Value configuration and net zero
 - Value appropriation and net zero
 - Shared value creation and polycentric governance
 - New organizational forms, e.g. energy communities as prosumers, virtual power plants (VPP)
-

Plan Session 06 :

Strategic actions (e.g. alliances, M&As, or renewable energy projects)

- Recap alliances and M&A
 - What is Transaction Cost Economics (TCE)?
 - Value of the deal, due diligence, and negotiations
 - New contractual forms: e.g. Purchase Power Agreements (PPA)
 - Digitalization and climate change
 - Nonmarket strategies
-

Plan Session 07 :

Assessment of climate performance: from the SAFe framework to SSAFe

- Triple bottom line
- Recap SAFe framework
- Greenhouse gas emissions (GHG): scope 1, scope 2, and scope 3
- Carbon offsetting
- The additional S in SSAFe: substantive or symbolic strategic action

Guest speaker in panel session (needs to be confirmed)

Plan Session 08 :

Synthesis and presentations

- Team presentations
 - Synthesis of material
 - Q&As
-

SYLLABUS
EC505E_0108_24
Financial Theory

ACADEMIC AREA :	FINANCE AND ACCOUNTING
PROGRAMME :	MASTER DAIS / PGTC LEVEL 5 MASTER
PERIOD :	FALL
COORDINATOR :	Mr. Armel Didier ATCHONKEU
INSTRUCTOR(S) :	Mr. Armel Didier ATCHONKEU
CONTACT HOURS :	24 hours
STUDY TIME :	null hours (Class preparation, homework and assessments)
CREDITS :	4.0 ECTS
AOL :	False

PRE-REQUISITE MODULES :

There are no prerequisite for this module.

MODULE DESCRIPTION :

This module introduces the core theory of modern financial economics with a focus on the main capital markets and investments, including fixed-income, stocks, and derivatives securities. We will outline the main theories, empirical modelling, and techniques used most often in the analysis of financial markets and the associated empirical evidence from the literature. The module also discusses practical examples of the use of the various assets for the financing and investment decisions by households and firms. Lastly, this module introduces the idea of social and corporate responsibility regarding the value of investments and investor preferences briefly.

CONTRIBUTION TO PROGRAMME LEARNING OBJECTIVES :

- Integrate disciplines and deep knowledge to Create innovative solutions #CreateSolutions
- Leverage the economic, ecological, social performance of the firm and its operations to Change Business models #ChangeBusiness

MODULE INTENDED LEARNING OUTCOMES (ILOs) :

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

1. describe the investment and financing decisions faced by households and corporations, and the role of financial markets in those decisions;
2. understand and use present value relations to value streams of cashflows;
3. value fixed-income securities, stocks, and derivative instruments;
4. understand how derivatives instruments are used for hedging and risk management;
5. introduce and use the concept of risk and return for individual assets and portfolios both in theoretical and practical considerations;
6. explain the use and application of portfolio theory and the different equilibrium models for pricing risky assets in financial markets;
7. know to what extent the theories and models are applicable and their implications for capital budgeting decisions;
8. explain the theory of efficient markets and its implications for financial and investment decision making;
9. Explain Sustainable Development and Corporate Social Responsibility
9. read and understand journal articles that make use of the concepts and methods introduced in the course;
10. use the course content for your own academic work such as reviewing literature and in analysis as part of a master's thesis.

TOPICS COVERED :

1. Introduction to Finance
2. Fixed-Income Securities
3. Forwards , Futures contracts and options
4. Risk, Return, and Portfolio Theory
5. Efficient Markets and Behavioural Finance
6. Capital Budgeting
7. Sustainable Development and Corporate Social Responsibility

RESEARCH-LED TEACHING :

Various research articles regarding asset pricing and portfolio management will be given as course work. Discussions are going to take place in class

Introduction to ESG stocks and Green Finance in research

CSR AND SUSTAINABLE DEVELOPMENT GOALS :

Introduction to ESG stocks and Green Finance

How investor preferences affect the market and vice versa.

How can we introduce CSR in the models shown (applied)

CSR NB HOURS :

6

SUSTAINABLE DEVELOPMENT GOALS COVERED :

- 05 - Gender equality
- 07 - Affordable and clean energy
- 08 - Decent work and economic growth
- 09 - Industry, innovation and infrastructure
- 10 - Reduced inequalities
- 11 - Sustainable cities and communities
- 12 - Responsible consumption and production
- 13 - Climate action
- 16 - Peace, justice and strong institutions

TEACHING METHODS :

Mainly lectures and practice exercises. Several academic articles and actual cases are going to be included. Students are expected to prepare extensively for class by reading the lectures notes, required readings, journal articles, and preparing in-class exercises. The lectures will follow a discussion-based approach. A concept will be presented, followed by an applied example and then a discussion (articles and minicases are included here). Students are therefore encouraged to participate as the learning process is interactive.

METHODS OF ASSESSMENT :

Continuous/Final	Group/Individual	Assessment	Weight	Duration	ILOs assessed
Continuous	Individual	Written in class	30%	2 hour	1 to 4
Final	Individual	Final written exam	70%	2 hours	1 to 8

Assessment 1 details:

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

Assessment 2 details:

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

ACADEMIC INTEGRITY :

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
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- Falsification of records or official documents
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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 :

1. Required Textbook

- Brealey, R.A., Myers, S.C., Allen, F. and Mohanty, P. (2022). Principles of Corporate Finance (14th edn). McGraw-Hill Education. [eBook <https://bit.ly/431CWnW>]

2. Recommended Textbooks

- Bodie, Z., Kane, A. and Marcus, A. (2023). Investments (13th edn). McGraw-Hill Education. [eBook <https://bit.ly/48iuXqy>]
- Malkiel, B.G., (2020). A Random Walk Down Wall Street (12th edn). New York, US: WW Norton &Co.

Additional Reading

- The required readings and the lectures notes will be supplemented by journal articles throughout the course to provide further insights, and especially for those interested in delving deeper into the subject of finance. You can access journal articles through the access through the Learning Center website <https://learning-center.rennes-sb.com/>.
- Academic papers are also given alongside basic knowledge of how to look for further information
- Keep yourself updated with current activities in the financial markets through the financial media. Eg., Financial Press, Financial Times, Wall Street Journal, etc.
- It is recommended to read regularly the financial press (access through the Learning Center website).
- Visit the Reuters.com website. There are many interesting document and data to download.
- Visit the Bloomberg.com website. There are many interesting document and data to download.
- Visit the Bloomberg Trading Room in the Rennes School of Business, Building 1.
- Visit the Euronext.com website. There are many interesting document to download.
- Visit the Wilmott.com website and particularly the forums. Many practitioners discuss about the most recent trends in financial markets.

MODULE PLAN SESSIONS :

Plan Session 01 :

1. Introduction to Finance

- Investment and financing decisions of corporations and households
- The role corporate financial managers
- The role of financial markets
- Financial technology (Fintech) and the changing world of finance
- Present value (PV) and net present value (NPV)
- Discount rates and the time value of money
- Opportunity cost of capital

Readings:

- BMA Chapter 1, Chapter 2
- Lecture slides
- Practice exercises

Plan Session 02 :

2. Fixed-Income Securities

- Overview of the fixed-income markets
- Valuing bonds
- The term structure of interest rates
- Measuring and hedging interest rate risk

- Inflation risk, default risk, and credit risk
- Valuing stocks
- Discount rates / cost of equity capital
- Discounted cash flow model
- Earnings per share (EPS), price-to-earnings (PE) ratio

Readings:

- BMA Chapter 3, 23-24, Chapter 4
- Lecture slides
- Practice exercises

Plan Session 03 :

3. Forwards , Futures Contracts and options

- Definition of forwards and futures contracts
- Hedging using forwards and futures
- Basic properties of options
- Valuing options
- Binomial and Black-Scholes option pricing models

Readings:

- BMA Chapter 26,
- Lecture slides
- Practice exercises
- BMA Chapter 20-21
- Lecture slides
- Practice exercises

Plan Session 04 :

4. Risk, Return, and Portfolio Theory

- Historical asset returns
- Measures of risk
- Risk-reward trade-off
- Diversification and portfolio risk
- Mean-variance analysis
- Efficient frontier and tangency portfolio
- Prospect theory and stochastic dominance
- The linear risk-return relationship
- The capital asset pricing model (CAPM) and its applications
- Empirical tests of the CAPM
- Extensions of the CAPM: Arbitrage pricing theory, multifactor factor models
- Discussion about the performance of the CAPM

Readings:

- BMA Chapter 7, 8.1
- Lecture slides
- Practice exercises
- BMA Chapter 8.2-8.4
- Lecture slides
- Practice exercises

Plan Session 05 :

5 Efficient Markets and Behavioural Finance

- The efficient markets hypothesis (EMH)
- Empirical test of the EMH
- Behavioural finance and recent developments
- Non homogeneous preferences - ESG stocks

Readings:

- BMA Chapter 13
- Lecture slides
- Practice exercises

Plan Session 06 :

6 Capital Budgeting

- NPV and other investment criteria
- Cashflow calculations
- Risk and the opportunity cost of capital

Readings:

- BMA Chapter 5-6, 9
- Lecture slides
- Practice exercises

Plan Session 07 :

7.1 Sustainable Development and Corporate Social Responsibility

- Stakes and Challenges for Sustainable Development
- What is Corporate Social Responsibility?
- Integrating CSR in companies (1/2)
- Integrating CSR in companies (2/2)
- CSR in Financial Markets and Investments

Plan Session 08 :

7.2 Sustainable Development and Corporate Social Responsibility

- CSR and Customers
 - A focus on Responsible Purchasing
- CSR and Supply Chain
- Measuring CSR performance
- Creating a CSR Strategy

Reading

ISO 26000:2010 standard

- SA8000:2014 standard
- UN Millennium Development Goals Report 2022
- EU High-Level Expert Group on Sustainable Finance – Financing a sustainable European economy – 2023
- http://www.undp.org/content/dam/undp/library/corporate/brochure/SDGs_Booklet_Web_En.pdf
- <https://www.globalreporting.org/resourcelibrary/GRIG4-Part1-Reporting-Principles-andStandard-Disclosures.pdf>
- IFC Performance Standards on Environmental and Social Sustainability – IFC, January 2022
- https://www.iisd.org/sites/default/files/publications/csr_guide.pdf

Plan Session 09 :

ACADEMIC AREA :	FINANCE AND ACCOUNTING
PROGRAMME :	MASTER DAIS / PGTC LEVEL 5 MASTER
PERIOD :	FALL
COORDINATOR :	Mr. Roman MATKOVSKYY
INSTRUCTOR(S) :	Mr. Roman MATKOVSKYY
CONTACT HOURS :	24 hours
STUDY TIME :	null hours (Class preparation, homework and assessments)
CREDITS :	4.0 ECTS
AOL :	False

PRE-REQUISITE MODULES :

Introductory courses to economics/finance and statistics will be of great assistance.

MODULE DESCRIPTION :

Graduates need to have a solid empirical grounding to investigate relationships, focusing on techniques to help understand patterns in observations, which correlations speak to a causal relationship and which do not.

This course will cover frontier empirical topics of economic univariate and multivariate modelling. The course aims to get students to think both about the empirical challenges associated with data analysis, and possible models and mechanisms underlying the discussed phenomena.

The hope is to motivate students to think about both models and empirical strategy in their own future study, research or professional work.

CONTRIBUTION TO PROGRAMME LEARNING OBJECTIVES :

- Demonstrate advanced technological literacy to Connect physical and digital spaces #ConnectSpaces

MODULE INTENDED LEARNING OUTCOMES (ILOs) :

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

1. Identify, define, and solve applied economic problems given diversity and globalization.
2. Locate and critically evaluate information.
3. Develop knowledge of the main univariate and multivariate approaches for data analysis.
4. Develop knowledge of a specific software for the purpose of economic modelling.
5. Perform appropriate data transformations through the coding languages (R); Visualize data; perform estimation by means of R.
6. Understand the reality of the main market structures functioning.

TOPICS COVERED :

- Introduction to a programming language (R). Data manipulation, loops, if statements, functions, graphs etc.
- Exploratory Data Analysis. Distributions. Normality. Univariate and multivariate tests.
- Regressions and their application. ANOVA. Model selection. Troubleshooting. Some advanced topics on regression.
- Factor Models and Principal Components.
- Irrationality. Herding.
- Machine learning in Economics: Similarity, classification and clustering and their application.

RESEARCH-LED TEACHING :

It is a research-led course, where the chapters are based on my publications, that are included into syllabus.

CSR AND SUSTAINABLE DEVELOPMENT GOALS :

CSR NB HOURS :

SUSTAINABLE DEVELOPMENT GOALS COVERED :

-

TEACHING METHODS :

Building the models in R and their application is in focus. Each session will be composed of a short theoretical introduction with applied examples. This will be followed by exercises in class to help assimilate the subject matter, followed by suggested solutions and discussion. Solutions and examples of R codes are provided. Ideally, having a personal laptop during the sessions would be beneficial.

METHODS OF ASSESSMENT :

Continuous/Final	Group/Individual	Assessment	Weight	Duration	ILOs assessed
Continuous	Group	Written assessment at home	40%		all
Final	Individual	Written assessment at home	60%		all

Assessment 1 details:

The continuous assessment I is a set of the group projects that is composed of the session sub-projects and is related to concepts taught in the first half of the course.

The team projects must be submitted due to the deadline announce in class.

The projects consist of the two parts: technical realization and interpretations. Both sides shall be discussed during presentations. More precisely: the projects should include a short presentation and discussion of the methodology used, description of data, a realization in R and interpretations/conclusions/implications.

Assessment 2 details:

The assessment consists of the individual projects, that relates to individual research interests.

The projects consist of the two parts: technical realization and interpretations. Both sides shall be discussed during presentations. More precisely: the projects should include a short presentation and discussion of the methodology used, description of data, a realization in R and interpretations/conclusions/implications.

The project presentations will be during the last session. Students should be ready to answer any questions related to the projects.

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

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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 :

Module material available via Moodle. Materials include the extended PPT slides for each session (with notes), the R codes, quizzes, and videos. Students are encouraged to complete the swirl tutorials in R: <https://swirlstats.com/>

BIBLIOGRAPHY:

Econometrics:

Greene, W. H. (2019) *Econometric Analysis*, (8th edn). Pearson Education, 1228 p. [eBook Available : <https://tinyurl.com/5en3p84d>]

R <https://www.r-project.org/>:

Rtips. Revival 2014! By Paul E. Johnson - <https://pj.freefaculty.org/R/Rtips.pdf>

Statistics With R, by Vincent Zoonekynd - http://zoonek2.free.fr/UNIX/48_R/all.html

R Programming - https://en.wikibooks.org/wiki/R_Programming

Chapman C. N, Feit, E., Mc-D. (2019) *R for Marketing Research and Analytics* (2nd edn). Springer. [eBook available : <https://tinyurl.com/yj5mr3bd>]

Mathematics and statistics:

Bradley, T., Patton, P. (1998). *Essential Mathematics for Economics and Business*, (4th edn). Wiley and Sons (to recall mathematics) [eBook available : <https://tinyurl.com/3tk678c8>]

Diez, D., Çetinkaya-Rundel, M. and Barr, C.D. (2019) *OpenIntro Statistics*, Fourth Edition. [eBook available : <https://tinyurl.com/3buc66fk>]

Bishop, C.M. (2006) *Pattern Recognition And Machine Learning*, Springer-Verlag

Alpaydin, E. (2020) *Introduction to Machine Learning*. (4th edn). MIT Press. [eBook Available : <https://tinyurl.com/42jzn9ap>]

Additional Reading

Research papers:

1. Yarovaya, L., Matkovskyy, R., Jalan, A. (2021). 'The effects of a "black swan" event (COVID-19) on herding behavior in cryptocurrency markets', *Journal of International Financial Markets, Institutions and Money*, 101321. Also the previous version is available at SSRN: <https://ssrn.com/abstract=3586511> or <http://dx.doi.org/10.2139/ssrn.3586511>.
2. Matkovskyy, R, Bouraoui, T., Hammami, H. (2016) Analysing the financial strength of Tunisia: An approach to estimate an index of financial safety, *Research in International Business and Finance* 38, 485-493
3. Jalan, A., Matkovskyy, R. and Urquhart, A. (2021). 'What if Bitcoin futures had never been introduced?' *The European Journal of Finance*
4. Matkovskyy, R. , Jalan, A., (2022) *Football vs Cryptos: Which Scores the Goal During COVID-19?* Available at SSRN: <https://ssrn.com/abstract=4017746> or <http://dx.doi.org/10.2139/ssrn.4017746>
5. Jalan, A., Matkovskyy, R., Urquhart, A. (2022) Demand elasticities of Bitcoin and Ethereum. *Economics Letters*, 220, 110877

MODULE PLAN SESSIONS :

Plan Session 01 :

Introduction to a programming language (R). Data manipulation, variables and objects, import/export, If statements, else statements, loops, functions, graphs. (2 sessions)

Reading/ assignments:

Moodle slides and R codes

http://cran.r-project.org/doc/contrib/Paradis-rdebuts_en.pdf

R for Marketing Research and Analytics, by Chapman & Feitm Chapter 2

Plan Session 02 :

Exploratory Data Analysis.

Distributions and kernel density estimation

Testing Normality (univariate, multivariate): Shapiro-Wilk, Kolmogorov-Smirnov, Jarque-Bera, D'Agostino test of skewness, Anscombe-Glynn test of kurtosis, Bonett-Seier test of kurtosis, Anderson-Darling goodness of fit test.

Multivariate tests: Multivariate tests: Pearson's product moment correlation coefficient t-test, Spearman rank correlation test, Kendall's tau correlation coefficient test.

Reading/ assignments:

Moodle slides and R codes

R: Respective chapters from "Statistics With R" by Vincent Zoonekynd OR R Programming

R for Marketing Research and Analytics, by Chapman & Feitm Chapter 3

Review Greene (2012): Chapters 1- 2; Bishop (2006): Chapter 2

OpenIntro Statistics, by Diez et al (2019) Chapters 3,5

Relative chapters from Bradley, Patton (1998) to recall mathematical

Jalan, A., Matkovskyy, R. and Urquhart, A. (2021). 'What if Bitcoin futures had never been introduced?' The European Journal of Finance

Plan Session 03 :

Regressions: Simple regression. Which frequency is better? Multiple regression. Standard Errors, t-Values, and p-Values. Analysis of Variance, Sums of Squares, and R^2 . Model selection (AIC/BIC). Collinearity and Variance Inflation. Troubleshooting . Applications.

Reading/ assignments:

Moodle slides and R codes

Review Greene (2012) Chapters 2,3,4,5

R: Respective chapters from "Statistics With R" by Vincent Zoonekynd OR R Programming

R for Marketing Research and Analytics, by Chapman & Feitm Chapter 6

OpenIntro Statistics, by Diez et al (2019) Chapters 8

Relative chapters from Bradley, Patton (1998) to recall mathematical

Plan Session 04 :

Some advanced topics. Nonlinear Regression. Transform-Both-Sides Regression. Transforming Only the Response. Binary Regression. Linearizing a Nonlinear Model.

Estimation of Hedging.

Reading/ assignments:

Moodle slides and R codes

Review the respective chapters of Greene (2012), Chapters 7, 14

Yarovaya, L., Matkovskyy, R., Jalan, A. (2021).

Relative chapters from other reading

Plan Session 05 :

Factor Models and Principal Components. Dimension Reduction. Principal Components Analysis. Factor Models.

Reading/ assignments:

Moodle slides and R codes

R for Marketing Research and Analytics, by Chapman & Feitm Chapter 8

Bishop (2006): Chapter 12

Relative chapters from other reading

Plan Session 06 :

Machine learning in Economics: Classification and its application: What are similarity, classification and clustering about? Generic methods used. Similarity: distances estimation. Classification: k - Nearest Neighbors. Clusters: k-means. SVM (optional, general logic).

Reading/ assignments:

Moodle slides and R codes

Review Alpaydin (2014), chapters 1, 7(k mean), 8.2.3 (kN), 8.6 (distance-based)

Plan Session 07 :

Project presentations

SYLLABUS

FI502E_0108_24

Advanced Corporate Finance

ACADEMIC AREA :	FINANCE AND ACCOUNTING
PROGRAMME :	MASTER IF / PGTC LEVEL 5 MASTER
PERIOD :	FALL
COORDINATOR :	Ms. Dima TAWIL
INSTRUCTOR(S) :	Ms. Dima TAWIL Ms. Ousayna ZREIK
CONTACT HOURS :	24 hours
STUDY TIME :	120 hours (Class preparation, homework and assessments)
CREDITS :	4.0 ECTS
AOL :	False

PRE-REQUISITE MODULES :

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

MODULE DESCRIPTION :

This module aims at linking finance and strategy through the understanding of the impact of developing optimal strategic decision-making with the application of corporate financial theory to the issues of financial policy, financial instruments, and valuation. This module stands on the basic building blocks of valuation and other tools introduced in Corporate Finance to use the economics of corporate finance with real-world applications. This module addresses the question of corporate social responsibility on firm's value through an analysis of the implication of corporate governance, the inclusiveness and diversity of the board of directors on firm's performance and shareholders value.

The module is of particular interest to students who will seek positions such as financial manager, financial analyst, or corporate and investment banking associate.

CONTRIBUTION TO PROGRAMME LEARNING OBJECTIVES :

- Apply scientific research skills to Create original contributions for the business community #CreateImpact
- Integrate disciplines and deep knowledge to Create innovative solutions #CreateSolutions

MODULE INTENDED LEARNING OUTCOMES (ILOs) :

1. To understand the corporate governance framework of a firm and analyze the implications of ethics in management on shareholders' value.
2. To conduct a market analysis to identify investment opportunities, compare different alternatives and decide on best investment projects.
3. To apply advanced capital budgeting concepts and tools to assess the financial viability of projects for a firm and its shareholders.
4. To apply salient valuation methods to estimate a firm's value.
5. To examine a firm's significant sources of financing and estimate their value.
6. To decide on the optimal capital structure of firms through the estimation of direct and indirect costs and consequences of equity financing, debt financing as well as estimation of the firm's cost of capital.
7. To have a knowledge of capital structure theories, and implications of salient market imperfections (tax, financial distress, agency costs etc.) on the optimal capital structure of firms.
8. To understand and examine the firm's payout policies and their implications for firms and shareholders in real world scenarios.

TOPICS COVERED :

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

RESEARCH-LED TEACHING :

Several latest research articles focusing on different corporate finance topics covered are used. This includes research published in top journals

CSR AND SUSTAINABLE DEVELOPMENT GOALS :

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

CSR NB HOURS :

3

SUSTAINABLE DEVELOPMENT GOALS COVERED :

- 09 - Industry, innovation and infrastructure

TEACHING METHODS :

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

METHODS OF ASSESSMENT :

Continuous/Final	Group/Individual	Assessment	Weight	Duration	ILOs assessed
Continuous	Group	Group project	30%		1-8
Final	Individual	Final written exam	50%	3H	1-8
Continuous	Individual	Quiz	20%	30 min-1hr	Depending on sessions covered, Two quizzes will

Assessment 1 details:

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

1. Corporate Governance: the group is asked to provide a critical analysis the corporate governance structure of the company by analyzing the structure of the board of directors, its inclusiveness, diversity, and other metrics.
- 2.Capital Structure Analysis: the group must provide a thorough analysis of the actual capital structure of the company through using the relevant financial measures and ratios and to provide a critical analysis on the impact that current capital structure has on firm's value and its growth opportunities.
- 3.Capital Budgeting and Valuation with Leverage Analysis: the group is asked to conduct a market analysis for the company, determine investment opportunities, decide on one investment to undertake and conduct an advanced capital budgeting and valuation process to estimate the value that will be created to the firm. As a next step, the group is asked to define the optimal methods for financing this new investment.

More details and guidelines on these 3 tasks are provided on moodle.

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 :

-> Berk, J. and Demarzo, P. (2023). Corporate finance. (6th edn). Harlow: Pearson Education. [eBook 2019 edn <https://bit.ly/30OgzIA>]

Additional Reading

-> Vernimmen, P., Quiry, P., Dalocchio, M., Le Fur, Y., and Salvi, A. (2017). Corporate finance: Theory and Practice. (5th edn) . Chichester: John Wiley & Sons. [eBook <https://bit.ly/3Cx8zIM>]

website: <http://www.vernimmen.com>

-> Brealey, R.A., Myers, S.C. and Allen, F. (2022). Principles of Corporate Finance. (14th edn). Mcgraw-hill. website: http://highered.mheducation.com/sites/0078034760/student_view0

-> Titman, S. and Martin, J.D. (2014). Valuation. (3rd edn) . Harlow: Pearson Education. [eBook <https://bit.ly/3Vr2GJR>]

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

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

MODULE PLAN SESSIONS :

Plan Session 01 :

Topic 1 /
Corporate Governance / Reference Chapter: 29 (Berk & DeMarzo) ; Session Focus: Corporate governance and agency problem, regulations, trade-offs in CG; Cases/Exercises to be given for practice.

Plan Session 02 :

Topic 2 /
An advanced look at capital budgeting & firm Valuation / Reference Chapters: 8, & 18 (Berk & DeMarzo) ; Self-study: Parts of Chapter 6 and 9 to refresh terminology of bonds and stocks, Chapter 23 section on Initial Public Offerings (IPO) and Seasoned Equity Offering(SEO), Chapter 24 for Types and covenants of debt; Session Focus: Valuing stocks and bonds, capital budgeting process and valuation with leverage ; Cases/Exercises to be given for practice.

Plan Session 03 :

Topic 3: Capital Structure
Reference Chapters: Ch. 14-16 (Berk & DeMarzo) ; Self-study: Chapter 10-12 to refresh conceptual grounds for risk and return of securities, measures of total risk and systematic risk, Capital Asset Pricing Model (CAPM), and Debt and Equity cost of capital. Session Focus: Modigliani & Miller Proposition I & II, Optimal capital structure theories policies. Cases/Exercises to be given for practice

Plan Session 04 :

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

Plan Session 05 :

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

ACADEMIC AREA :	FINANCE AND ACCOUNTING
PROGRAMME :	MASTER DAIS / MASTER IF / PGTC LEVEL 5 MASTER
PERIOD :	FALL
COORDINATOR :	Mr. Amirhossein SADOCHI
INSTRUCTOR(S) :	Mr. Amirhossein SADOCHI
CONTACT HOURS :	24 hours
STUDY TIME :	null hours (Class preparation, homework and assessments)
CREDITS :	4.0 ECTS
AOL :	False

PRE-REQUISITE MODULES :

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

MODULE DESCRIPTION :

The rapid rise of new ways of thinking about accounting and finance, as well as technological progress, has created a necessity for accounting/finance professionals to be able to work with new forms of data and implement their knowledge through coding languages such as Python. This course will bring you from the very basics of coding in Python through to advanced data science topics like machine learning in order to equip you with the skills needed to play an active role in the new opportunities that these developments introduce to working in finance.

CONTRIBUTION TO PROGRAMME LEARNING OBJECTIVES :

- Demonstrate advanced technological literacy to Connect physical and digital spaces #ConnectSpaces

MODULE INTENDED LEARNING OUTCOMES (ILOs) :

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

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

TOPICS COVERED :

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

RESEARCH-LED TEACHING :

In this course, we will use real problems and show students how theoretical problems from the research could be applied in real life. We will replicate some famous research articles in our lab exercises. This course is designed based on pedagogically oriented research ideas that help to transfer research output to teaching. The teaching method of this course is research-based teaching involves integrating research findings and practices into the course's instructional design. We select teaching strategies aligned with students' learning objectives and the research findings. For example, if the research suggests that students learn best through active engagement, design activities and assignments that encourage active learning. Furthermore, we develop assessment methods that align with course learning objectives and the research findings. It enables us to create a research-based teaching approach grounded in evidence and promotes student learning.

CSR AND SUSTAINABLE DEVELOPMENT GOALS :

We consider this course with considering students' level of knowledge and expertise in CSR (Corporate Social Responsibility) and Sustainable Development Goals (SDGs). Some course projects cover the key concepts and principles of CSR and SDGs and include practical exercises: incorporate practical activities such as case studies and group projects to help students apply the concepts they have learned to real-world problems about CSR and SDGs. Bootcamp projects involve comprehensive and practical tasks that cover CSR and SDGs and equip students with the knowledge and skills to promote sustainable development in the business world.

CSR NB HOURS :

3

SUSTAINABLE DEVELOPMENT GOALS COVERED :

- 05 - Gender equality
- 13 - Climate action

TEACHING METHODS :

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

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

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

METHODS OF ASSESSMENT :

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

Assessment 1 details:

self-online learning

Assessment 2 details:

2 Lab exercises

Guidelines for Lab Exercises layout:

- Use headlines that clearly divide the report into assignments and sub-tasks.
- Provide the report with figures but only in the amount you think is required to clarify your conclusions.
- Do not submit every figure you have obtained. Provide the report with figures but only in the amount you think is required to clarify your conclusions.
- You need to explain all of the results and graphs, (presenting the results and graphs without explanations cannot be considered as grading).

e) Make sure the questions put in the assignments are answered.

Assessment 3 details:

Presentation of Bootcamp Project (Group) (20%)

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

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

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

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

Guidelines for final paper layout:

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

ACADEMIC INTEGRITY :

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 :

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

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

Machine Learning for Factor Investing, Tony Guida and Guillaume Coqueret: <http://www.mlfactor.com/>

Machine Learning for Asset Managers, Dr. Marcos Lopez de Prado

Advances in Financial Machine Learning, Dr. Marcos Lopez de Prado

Scikit-learn: <https://scikit-learn.org/stable/>

Supplemental References:

Machine Learning for Finance, Dixon et al.

Quantum Finance, Raymond S.T. Lee

Machine Learning for Financial Market Prediction — Time Series Prediction With Sklearn and Keras

<https://alphaarchitect.com/2018/06/05/machine-learning-financial-market-prediction-time-series-prediction-sklearn-keras/>

Machine Learning Classification Methods and Factor Investing

<https://alphaarchitect.com/2018/12/21/machine-learning-classification-methods-and-factor-investing/>

Athey, S. and Imbens, G.W., 2019. Machine learning methods that economists should know about. *Annual Review of Economics*, 11, pp.685-725,

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

McKinney, W. (2022) 'Python for Data Analysis: Data Wrangling with Pandas, NumPy, and IPython', (3rd ed). O'Reilly Media. [eBook <https://bit.ly/3PdToOh>]

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

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

Zapata, H.O., Hill, R.C. and Fomby, T.B., 2018. Econometrics for the future. In *The Routledge Handbook of Agricultural Economics* (pp. 445-466). Routledge. [eBook <https://bit.ly/3YUjYzI>]

Additional Reading

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

MODULE PLAN SESSIONS :

Plan Session 01 :

Session 1 [3 hours]:

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

Plan Session 02 :

Session 2 [3 hours]:

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

Plan Session 03 :

Session 3 [3 hours]:

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

Plan Session 04 :

Session 4 [6 hours] Bootcamp: [note: It is better to schedule for one day, and it should be scheduled at least one week after session 3]

The Bootcamp involves the students working in groups to formulate interesting new research ideas on a group basis, on which students will progress over the remainder of the Bootcamp. These research ideas will then be further developed on an individual basis for assessment following the Bootcamp. Some Bootcamp projects cover the key concepts and principles of CSR and SDGs and include practical exercises: incorporate practical activities such as case studies and group projects to help students apply the concepts they have learned to real-world problems about CSR and SDGs. Bootcamp projects involve comprehensive and practical tasks that cover CSR and SDGs and equip students with the knowledge and skills to promote sustainable development in the business world.

Plan Session 05 :

Session 5 [6 hours] Bootcamp (continue): [note: It is better to schedule for one day,]

The Bootcamp involves the students working in groups to formulate interesting new research ideas on a group basis, on which students will progress over the remainder of the Bootcamp. These research ideas will then be further developed on an individual basis for assessment following the Bootcamp. Some Bootcamp projects cover the key concepts and principles of CSR and SDGs and include practical exercises: incorporate practical activities such as case studies and group projects to help students apply the concepts they have learned to real-world problems about CSR and SDGs. Bootcamp projects involve comprehensive and practical tasks that cover CSR and SDGs and equip students with the knowledge and skills to promote sustainable development in the business world.

Plan Session 06 :

Session 6 [3 hours]: [note: it should be scheduled at least one week after session 5]

SYLLABUS

FI506E_0108_24

Quantitative Finance

ACADEMIC AREA :	FINANCE AND ACCOUNTING
PROGRAMME :	MASTER IF / PGTC LEVEL 5 MASTER
PERIOD :	FALL
COORDINATOR :	Mr. Roman MATKOVSKYY
INSTRUCTOR(S) :	Fabien DUVACHER Mr. Emmanuel DE LA BURGADE
CONTACT HOURS :	24 hours
STUDY TIME :	120 hours (Class preparation, homework and assessments)
CREDITS :	4.0 ECTS
AOL :	False

PRE-REQUISITE MODULES :

Introductory courses to finance and statistics will be of great assistance.

MODULE DESCRIPTION :

The aim of this module is to introduce several capital markets and portfolio optimizations. The module outlines the main theoretical and empirical techniques and tools that are most often used in the analysis of financial markets, and how they are applied to actual financial data. All applications are in R.

The course also aims to get students to think about both the empirical challenges associated with quantitative finance analysis and the possible models and mechanisms underlying the discussed phenomena.

The hope is to motivate students to consider both models and empirical strategies in their own future study, research, or professional work.

CONTRIBUTION TO PROGRAMME LEARNING OBJECTIVES :

- Leverage the economic, ecological, social performance of the firm and its operations to Change Business models #ChangeBusiness

MODULE INTENDED LEARNING OUTCOMES (ILOs) :

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

1. Understand the functioning and importance of financial markets and its main elements
2. Describe the main capital market instruments: equities, bonds and derivative securities, cryptos and how they are traded
3. Introduce and use the concept of risk and return for individual assets and portfolios both in theoretical and practical considerations
4. Understand how to use financial instruments for hedging and risk management
5. Explain the use and application of portfolio theory in capital markets
6. Describe the theory and applications of asset pricing models
7. Know to what extent the theories and models are applicable and their implications for investment decision making.
8. Be able to implement the main models in R.
9. Develop research skills including reviewing journal articles and applying the concepts studied to actual financial data

TOPICS COVERED :

Introduction to a programming language (R). Data manipulation, loops, if statements, functions, graphs etc.

Overview of the financial system and financial instruments.

Risk, Returns

Portfolio Theory

Asset Pricing Models

Applied Portfolio Management

RESEARCH-LED TEACHING :

It is a research-led course, where the chapters are based on my publications, that are included into syllabus. Recent articles about risk and portfolio management are discussed in class

CSR AND SUSTAINABLE DEVELOPMENT GOALS :

Emphasize the importance of ethical investment practices and the impact of financial decisions on society and the environment. Encourage students to consider the social and environmental consequences of their financial models and decisions. Integrate discussions on how financial markets can contribute to SDGs such as Decent Work and Economic Growth (SDG 8), Industry, innovation and infrastructure (SDG 9) and Reduced Inequalities (SDG 10).

CSR NB HOURS :

2

SUSTAINABLE DEVELOPMENT GOALS COVERED :

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

TEACHING METHODS :

Building the models in R and their application is in focus. Each session will be composed of a short theoretical introduction with applied examples. This will be followed by exercises in class to help assimilate the subject matter, followed by suggested solutions and discussion. Solutions and examples of R codes are provided. Ideally, having a personal laptop during the sessions would be beneficial.

METHODS OF ASSESSMENT :

Continuous/Final	Group/Individual	Assessment	Weight	Duration	ILOs assessed
Continuous	Group	Group project	40%	report	all
Final	Individual	Written assessment at home	60%		all

Assessment 1 details:

The team projects must be submitted due to the deadline announce in class. The projects consist of the two parts: technical realization and interpretations. Both sides shall be discussed during presentations. More precisely: the projects should include a short presentation and discussion of the methodology used, motivation, description of data, a realization in R and interpretations followed by detail interpretations and conclusions/implications.

Assessment 2 details:

The individual project relates to both individual research interests and the sessions in the second half of the course.

The projects consist of three parts: methodology, technical realization, and interpretations, which shall be discussed during presentations. More precisely, the projects should include a short presentation and discussion of the methodology used, motivation, description of data, and a realization in R, followed by a detailed interpretation, discussion, and conclusions/implications. The project presentations will take place during the last session.

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 :

Required Textbooks

- Bodie, Z., Kane, A., Marcus, A. (latest edition). Investments. McGraw-Hill. [eBook <https://bit.ly/48iuXqy>]
- John C. Hull, (latest edition). Options, Futures and Other Derivatives. Global Edition, Pearson (Hull). [eBook <https://bit.ly/3czzrNZ>]

Recommended Textbooks

- Wilmott, P. (Latest Edition). Paul Wilmott Introduces Quantitative Finance. John Wiley & Sons. [eBook <https://bit.ly/4e4SzBZ>]
- Fabozzi, F.J. (Latest Edition). Foundations of Financial Markets and Institutions: International Edition, Pearson. [eBook <https://bit.ly/3CzvKlI>]
- Johnson, R. S. (2014). Equity Markets and Portfolio Analysis (Vol. 618). John Wiley & Sons. [eBook <https://bit.ly/4c1YTZ5>]
- Malkiel, B.G., 2011. A Random Walk Down Wall Street (Revised edition). New York, US: Norton

Additional Reading

R <https://www.r-project.org/>:

Rtips. Revival 2014! By Paul E. Johnson - <https://pj.freefaculty.org/R/Rtips.pdf>

Statistics With R, by Vincent Zoonekynd - http://zoonek2.free.fr/UNIX/48_R/all.html

R Programming - https://en.wikibooks.org/wiki/R_Programming

ChatGPT

Research papers:

1. Markowitz, Harry. "Portfolio selection." The Journal of Finance 7, no. 1 (1952): 77-91
2. Kritzman, Mark. "The Graceful Aging of Mean-Variance Optimization." Journal of Portfolio Management 37, no. 2 (2011): 3
3. Wachter, Jessica A. "Asset Allocation." Annual Review of Financial Economics 2 (2010): 175
4. Fama, Eugene F., and Kenneth R. French. "Common Risk Factors in the Returns on Stocks and Bonds." Journal of Financial Economics 33, no. 1 (1993): 3-56
5. Fama, Eugene F., and Kenneth R. French. "The Capital Asset Pricing Model: Theory and Evidence." The Journal of Economic Perspectives 18, no. 3 (2004): 25-46.
6. Malkiel, Burton G. "The Efficient Market Hypothesis and Its Critics." Journal of Economic Perspectives 17, no. 1 (2003): 59-82
7. Matkovskyy, R., Jalan, A., (2022) Football vs Cryptos: Which Scores the Goal During COVID-19? Available at SSRN:<https://ssrn.com/abstract=4017746> or <http://dx.doi.org/10.2139/ssrn.4017746>
8. 15. Matkovskyy, R., Jalan, A., Dowling, M., Bouraoui, T. (2020) "From bottom ten to top ten: the role of cryptocurrencies in enhancing portfolio return of poorly performing stocks". Finance Research letters, 101405

MODULE PLAN SESSIONS :

Plan Session 01 :

Introduction to a programming language (R).

Data manipulation, variables and objects, import/export, If statements, else statements, loops, functions, graphs.

Moodle Session 1 slides and R codes

http://cran.r-project.org/doc/contrib/Paradis-rdebuts_en.pdf

Plan Session 02 :

2 & 3. Return, risk, and first impression

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

Moodle Session 2-3 slides and R codes

BKM, Chapters 1-3, 5

R: Respective chapters from "Statistics With R" by Vincent Zoonekynd OR R Programming

Project #1

Plan Session 03 :

4. Capital Allocation to Risky Assets and Efficient Diversification

- Capital allocation across risky and risk-free assets
- Diversification and portfolio risk
- Mean-variance analysis
- Efficient frontier and the tangency portfolio
- Efficient diversification

Moodle Session 4 slides and R codes

BKM, Chapters 6-8

Research papers: 1-3

R: Respective chapters from "Statistics With R" by Vincent Zoonekynd OR R Programming

Project #2

Plan Session 04 :

5. Index Model

- Introduction of index models/ A Single-Factor Security Market
- Portfolio Construction
- interpretations

Moodle Session 5 slides and R codes

BKM, Chapters 7

Plan Session 05 :

6 & 7. Equilibrium Model of Asset Returns. Performance. Hedging.

- Efficiency market hypothesis
- Capital Asset Pricing Model
- Portfolio Performance Evaluation
- Economic factor model
- Hedging against inflation

Moodle Session 6-7 slides and R codes

BKM, Chapters 7

Research papers: 4-6

Project #3

Plan Session 06 :

8. Summarizing and revising. Projects presentations

SYLLABUS

FI513E_0108_24

Islamic Finance

ACADEMIC AREA :	FINANCE AND ACCOUNTING
PROGRAMME :	MASTER IF / PGTC LEVEL 5 MASTER
PERIOD :	FALL
COORDINATOR :	Mr. Tipu SULTAN
INSTRUCTOR(S) :	Mr. Tipu SULTAN
CONTACT HOURS :	24 hours
STUDY TIME :	null hours (Class preparation, homework and assessments)
CREDITS :	4.0 ECTS
AOL :	False

PRE-REQUISITE MODULES :

Corporate Finance (FI 502) or equivalent.

MODULE DESCRIPTION :

The recent turbulence in the global financial markets has drawn attention to an alternative system of financial intermediation: Islamic banking and finance. This course provides a comprehensive introduction to Islamic banking and finance. It will attempt to differentiate between the conventional financial system and the Islamic counterpart.

CONTRIBUTION TO PROGRAMME LEARNING OBJECTIVES :

- Combine professional expertise with resilience, critical thinking & personal influence to Change mindsets #ChangeMindsets

MODULE INTENDED LEARNING OUTCOMES (ILOs) :

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

- 1) Understand the main principles of Islamic finance.
- 2) Acquire essential knowledge about the key Islamic financial products and contracts, as used by the industry.
- 3) Assess the difference between Islamic finance and conventional finance.
- 4) Develop a critical awareness about the relevance of Islamic finance in avoiding financial crises.
- 5) Understand how to implement responsible management in the financial industry.

TOPICS COVERED :

- The Basis of Islamic Banking and Finance;
- An Introduction to Islamic Banking and Finance;
- Islamic Commercial law and Principles of Transactions;
- Basic Contracts and Their Treatment;
- Islamic Asset Management, Capital Markets and Instruments
- Socially Responsible Investing (SRI)
- Sukuk Market
- Islamic Insurance – Takaful
- Financial Reporting Framework for Islamic Financial Institutions

RESEARCH-LED TEACHING :

The course contents will cover case studies and relevant research papers on each element in addition to books and course material to ensure student comprehension.

CSR AND SUSTAINABLE DEVELOPMENT GOALS :

The CSR and relevant development goals with respect to Islamic banking and Islamic ethical principles on responsible and sustainable economic growth and sustainable development will be covered in the courses.

CSR NB HOURS :

10

SUSTAINABLE DEVELOPMENT GOALS COVERED :

- 02 - Zero hunger
- 03 - Good health and well-being
- 12 - Responsible consumption and production
- 16 - Peace, justice and strong institutions

TEACHING METHODS :

Each session is composed of lectures that involve the core concepts. Problem sets and exercises are then used to put the course concepts into the practical and real-world framework. Solutions to exercises and discussion of these solutions are provided at the end.

METHODS OF ASSESSMENT :

Continuous/Final	Group/Individual	Assessment	Weight	Duration	ILOs assessed
Continuous	Individual	Quiz	30%	1-hour	ILOs 1,2,3
Final	Individual	Final written exam	50%	3-hour	All ILOs
Continuous	Group	Group project	20%	Group Project	All ILOs

Assessment 1 details:

A quiz at the end of each session (except for session 1) based on the contents covered in the previous session. Some quizzes will be based on case studies. All information will be made available on Moodle. The average of the Quizzes will be the grade for this assessment.

Assessment 2 details:

Final written exam organized by the exams dept (onsite)

Assessment 3 details:

Group Project to be submitted on Moodle in the last session of the term and 20 minutes presentation by each group. Complete guidance on Group Project will be made available on Moodle.

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 :

- Ayub, M. (2008). Understanding Islamic Finance. Wiley. [eBook <https://bit.ly/2Zf111b>]
- In addition, complete readings and content for each session will be made available on Moodle

Additional Reading

- Rayner, S.E. 1991, The Theory of Contracts in Islamic Law, Graham and Trotman, London.
- Abdullah, M. R. M., Hassan M. H. & Thani, N. N. 2003, Law and Practice of Islamic Banking and Finance, Thomson Sweet & Maxwell Asia.
- Habib, A. 2006, „Islamic Law, Adaptability and Financial Development, Islamic Economic Studies, Vol 13, Islamic Development Bank and Islamic Research and Training Institute.
- Islamic Development Bank, Islamic Research and Training Institute 2000, Regulation and Supervision of Islamic Banks, Islamic Development Bank.
- Zaman, A. The Role of Financial Markets in Private Sector Development in IDB Member Countries, Islamic Development Bank, Occasional Paper 4.
- Rayner, E. E., The Theory of Contracts in Islamic Law, 1991, Graham & Trotman, UK.
- Saleh, N. Unlawful Gains and Legitimate Profits in Islamic Law, 1992, Graham & Trotman, UK.
- Usmani, M. An introduction to Islamic Finance, 2002, Springer.

Standards, Guidance Notes and Technical Notes:

- AAOIFI Shariah standards 2010.

Accounting and Auditing Organisation for Islamic Financial Institutions, Bahrain;

- AAOIFI Accounting, Auditing and Governance Standards (for Islamic Financial Institutions), 2010. Accounting and Auditing Organisation for Islamic Financial Institutions, Bahrain;
- IFSB-3: Guiding Principles on Corporate Governance for Institutions offering only Islamic Financial Services (Excluding Islamic Insurance (Takaful) Institutions and Islamic Mutual Funds).
- IFSB-4: Disclosures to Promote Transparency and Market Discipline for Institutions offering Islamic Financial Services (excluding Islamic Insurance (Takaful) Institutions and Islamic Mutual Funds).
- IFSB-5: Guidance on Key Elements in the Supervisory Review Process of Institutions offering Islamic Financial Services (excluding Islamic Insurance (Takaful) Institutions and Islamic Mutual Funds).
- IFSB-6: Guiding Principles on Governance for Islamic Collective Investment Schemes.
- Central Bank of Malaysia's Shariah Governance Framework for Islamic Financial Institutions

Useful Websites:

- www.aaofii.com
- www.ifsb.org
- www.isdb.org
- www.bnm.gov.my

MODULE PLAN SESSIONS :

Plan Session 01 :

An Introduction to Islamic Banking and Finance

- Shari'ah compliance
- Sources of Islamic commercial law
- Traditional Islamic contracts and Islamic finance
- Application of Islamic contracts in Islamic finance
- Implementation of Shari'ah standards, policies and rulings in Islamic finance
- CSR and its correlation to Islamic Finance objectives.

Plan Session 02 :

Islamic Commercial law and Principles of Transactions

- Islamic Principles relating to Business
- Riba
- Gharar
- Rules of Transactions
- Sources of Islamic Commercial Law
- Methodology of Interpretation of Islamic Commercial Law

- Salient Features of Islamic Finance
- Formation and Classification of Contracts
- Application of Islamic Contracts in Islamic Finance and Implementation of Shariah Standards, Policies and Rulings in Islamic Finance and CSR objectives.

Plan Session 03 :

Financial Contracts and Techniques Applied by Islamic Banks

- Types of Contracts
- Funds in Islamic Banking
- Wakala
- Mudaraba
- Musharaka
- Murabaha
- Ijara
- Salam
- Istisn'a
- Letters of Credit
- Wa'd and Ah'd
- Arboon

Plan Session 04 :

Islamic Asset Management, Capital Markets and Instruments

- Islamic asset-backed securities
- Islamic equity screening criteria
- Islamic mutual funds/unit trusts: contracts and products
- Islamic Real Estate Investment Trusts
- Islamic-structured products and derivatives
- Principles and contracts underlying Islamic-structured products

Plan Session 05 :

Islamic Banking and Takaful (Islamic Insurance)

- Takaful and settlement system
- Islamic trade finance & treasury products
- Takaful products and services
- Takaful underwriting, deficits, surpluses and Retakaful
- The financial and operational risks of Islamic financial institutions

Plan Session 06 :

Sukuk Market

- Characteristics of Sukuk
- Structuring Sukuk
- Sukuk Regulations
- Capital Market Considerations

Plan Session 07 :

Financial Reporting for Islamic Financial Institutions

- Framework of Financial Reporting of Islamic Financial Institutions and AAOIFI Financial Reporting Standards
- Financial Statements of Islamic Financial Institutions
- Accounting for Investment Accounts and Profit Equalization Reserve
- Accounting for Islamic Financing Contracts

Plan Session 08 :

Financial Reporting for Islamic Financial Institutions (continued)

- Financial statements – balance sheet and statement of restricted investment
- Equity investment accounts and profit distribution policy
- Accounting and reporting – Mudarabah and Musharakah financing
- Accounting and reporting – Murabahah financing
- Accounting and reporting – Ijarah and Ijarah muntahia bi tamleek
- Accounting and reporting – Salam and Istisna' financing

Plan Session 09 :

Q & A session

&

Group presentation by the students.

Plan Session 10 :

N/A

SYLLABUS

FI515E_0108_24

Sustainable Finance

ACADEMIC AREA :	FINANCE AND ACCOUNTING
PROGRAMME :	MASTER IF / PGTC LEVEL 5 MASTER
PERIOD :	FALL
COORDINATOR :	Dr. Christos ALEXAKIS
INSTRUCTOR(S) :	Dr. Christos ALEXAKIS
CONTACT HOURS :	24 hours
STUDY TIME :	null hours (Class preparation, homework and assessments)
CREDITS :	4.0 ECTS
AOL :	False

PRE-REQUISITE MODULES :

Basic Economic and Financial theory

MODULE DESCRIPTION :

This course provides a general overview on the topic of Sustainable Investing and Sustainable investments risk management. It emphasizes the theoretical and practical understanding of the concepts of Sustainable Investing and ESG.

CONTRIBUTION TO PROGRAMME LEARNING OBJECTIVES :

- Combine professional expertise with resilience, critical thinking & personal influence to Change mindsets #ChangeMindsets

MODULE INTENDED LEARNING OUTCOMES (ILOs) :

By the end of the course, students will be able to:

1. Analyze and discuss the main concepts of Sustainable Investing,
2. Define and describe sustainable financial products.
3. Determine the green financial markets and describe the participants in these markets.
4. Have an overview about global policies for sustainable finance.
5. Risk concepts will be approached according to the private and social expected utility theory but also the behavioral finance angle.

TOPICS COVERED :

Externalities, discounting exponential vs hyperbolic, short termism, profit maximization, expected utility, green bonds and stocks, sustainability reporting, ESG rating, Taxonomy systems.

RESEARCH-LED TEACHING :

Current research on ESG and green financial products is presented.

CSR AND SUSTAINABLE DEVELOPMENT GOALS :

The course is by definition related to sustainability in economy

CSR NB HOURS :

24

SUSTAINABLE DEVELOPMENT GOALS COVERED :

- 03 - Good health and well-being
- 05 - Gender equality
- 06 - Clean water and sanitation
- 07 - Affordable and clean energy
- 08 - Decent work and economic growth
- 10 - Reduced inequalities
- 12 - Responsible consumption and production
- 13 - Climate action
- 14 - Life below water
- 15 - Life on land
- 16 - Peace, justice and strong institutions
- 17 - Partnership for the goals

TEACHING METHODS :

Lectures in the class, invited speakers from EU institutions and the market.

METHODS OF ASSESSMENT :

Continuous/Final	Group/Individual	Assessment	Weight	Duration	ILOs assessed
Continuous	Group	Written in class	30%		all
Continuous	Individual	Written in class	70%		all

Assessment 1 details:

Visit the web sites:

<https://www.euronext.com/en/about/esg-empowering-sustainable-growth>

<https://www.euronext.com/en/about/esg-empowering-sustainable-growth/euronext-esg-policies-statements>

Make a summary of the things covered in these pages and explain why ESG is important for the European economy (max 20 pages).

Assessment 2 details:

Individual Assignment (max 30 pages)

Suppose you are the CEO of a big company in France which is listed in the stock exchange.

- Describe your company and the business activities (max 3 pages).
- Prepare in detail the Organogram of your Company (1 page).
- Describe the Board of the Directors (BoD) (max 2 pages).
- Prepare a sample Balance Sheet and Income Statement for two years with the most possible detail. (max 2 pages)
- Your CGO (or CVO) informs you that ESG is a very important EU policy, and you should align your business operations with ESG principles.
- Based on ESG pillars try to develop new policies for the different activities of your company. Describe your activities related to these new policies (max 5 pages).
- Evaluate the level of Corporate Governance for your company and suggest improvements (max 5 pages).
- Prepare a short sustainability report on an "as if" basis (max 5 pages).
- Examine green bonds as a source of finance. Write a short report on how you would be able to issue green bonds (max 2 pages).
- Imagine you must organize the annual meeting of the shareholders. Explain in detail how you will do that (max

3pages).

- There are some negative reports that your company is using “greenwashing”. Defend your company’s position (max 2 pages).

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- 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 :

Slides from the class. Documents from the websites of ESMA and EBA.

Suggested Textbooks and other Sources

Textbooks in Economics (based on year of first edition)

- Samuelson, P. A, Nordhaus, W. D. (2009). Economics. (19th edn). McGraw-Hill Education
- Varian, H. R. (2020). Intermediate Microeconomics: A Modern Approach. (9th edn). W.W. Norton & Company
- Pindyck, R., Rubinfeld, D. (2017). Microeconomics. (9th edn). Pearson. [French edn available at the Learning Center].
- Abel, A. B., Bernanke B. S., Croushore, D. (2023). Macroeconomics. (11th edn). Pearson.
- Krugman, P. R., Obstfeld, M., Melitz, M. J. (2018). International Economics: Theory and Policy. (11th edn). Pearson. [eBook Available : <https://tinyurl.com/38x7r3af>]
- Blanchard, O. (2020) Macroeconomics.(8th edn). Pearson [eBook available 7th edn of 2016 : <https://tinyurl.com/3npzx9pc>]
- Mankiw, N. Gregory. (2021). Principles of Economics (9th edn). South-Western College Publishing.
- Debraj, R. (1998). Development Economics. Princeton University Press
- Gruber, J. (2019). Public Finance Public Policy. (6th edn). Worth Publisher.
- Baddeley, M. (2017). Behavioral Economics: A Very Short Introduction. Oxford University Press.

Textbooks in Finance (based on year of first edition)

- Birgham, E. F., Ehrardt, M. (2023). Financial Management: Theory & Practice. (17th edn.). South-Western College Publishing.
- Ross, S. A., Westerfield, R. W. (2021). Corporate Finance. (13th edn). McGraw-Hill Education
- Reilly, F. K., Brown, K. C. (2024). Investment Analysis and Portfolio Management. (12th edn). Cengage Learning. [Previous edition – 10th of 2012 available at the Learning Center]
- Breasley, R. A. Myers, S. M., Allen, F. (2022). Principles of Corporate Finance. McGraw-Hill Education. [eBook available : <https://tinyurl.com/4d3pxzy8>]
- Hull, J. C. (2021). Options, Futures, and Other Derivatives. (11th edn). Pearson [eBook available : <https://tinyurl.com/2xccm4cd>]
- Mishkin, F. S., Eakins, S. G. (2023). Financial Markets and Institutions. (10th edn). Pearson. [eBook available : <https://tinyurl.com/43s478pk>]
- Penman, S. H. (2013). Financial Statement Analysis and Security Valuation.
- Bekaert, G., Hodrick, R. J. (2017). International Financial Management. (3rd edn). Pearson.
- Berk, J., DeMarzo, P. (2014). Fundamentals of corporate finance. (3rd edn) Pearson. [Previous edn available at the learning center]
- Ackert, L., Deaves, R. (2010). Behavioral Finance: Psychology, Decision-Making, and Markets. Cengage Learning.

Textbooks in Sustainability (based on year of first edition)

- Tietenberg, T., Lewis, L. (2023). Environmental and Natural Resource Economics. (12th edn). Routledge.
- Daly, Herman, E., Farley, J. (2010). Ecological Economics: Principles and Applications. Island Press. [Previous edn available at the learning center]
- Munier, N. (2005). Introduction to Sustainability: Road to a Better Future. Springer.
- MacKay, D. J.C. (2009). Sustainable Energy - Without the Hot Air. UIT Cambridge.
- Sachs, J., D. (2015). The Age of Sustainable Development. Colombia University Press. [eBook available : <https://tinyurl.com/4kammu9k>]
- Schoenmaker, D., Schramade, W. (2018). Principles of Sustainable Finance. Oxford University Press. [eBook available : <https://tinyurl.com/24ewxpc8>]
- Stahel, W., R. (2019). The Circular Economy: A User's Guide. Routledge. [eBook available : <https://tinyurl.com/4s85svhw>]
- Theis, T., Tomkin, J. (2018). Sustainability: A Comprehensive Foundation. 12th Media Services
- Robertson, M. (2021). Sustainability Principles and Practice. Routledge.
- Frick, T. (2016). Designing for Sustainability: A Guide to Building Greener Digital Products and Services. O'Reilly Media.

Additional Reading

MODULE PLAN SESSIONS :

Plan Session 01 :

Economic theory for Sustainability I: What is the economic problem, how we decide, expected utility, externalities

Plan Session 02 :

Economic theory for Sustainability II: goods and bads, needs and wishes, consumer and producer surplus, indifference curves, opportunity cost, marginal analysis

Plan Session 03 :

Financial theory for Sustainability I : exponential and hyperbolic discounting, short termism, behavioral finance

Plan Session 04 :

Financial theory for Sustainability II: accounting for sustainability, non financial performance, the sustainability report,

Plan Session 05 :

Sustainability in a nutshell, goals, principles, ESG scoring, greenwashing.

Plan Session 06 :

Analyzing the ESG pillars. Environment and Social

Plan Session 07 :

Analyzing the ESG pillars. Governance

Plan Session 08 :

The taxonomy system. challenges for the future

SYLLABUS

FI519E_0108_24

Mergers and Acquisitions: an International Perspective

ACADEMIC AREA :	FINANCE AND ACCOUNTING
PROGRAMME :	MASTER IF / PGTC LEVEL 5 MASTER
PERIOD :	FALL
COORDINATOR :	Dr. Saqib AZIZ
INSTRUCTOR(S) :	Mr. Armel Didier ATCHONKEU
CONTACT HOURS :	24 hours
STUDY TIME :	120 hours (Class preparation, homework and assessments)
CREDITS :	4.0 ECTS
AOL :	False

PRE-REQUISITE MODULES :

Corporate Finance, Financial Analysis

MODULE DESCRIPTION :

This module aims at linking finance and strategy through the understanding of Mergers and Acquisitions (M&A) decisions- one of the most significant strategic tool that firms deploy for their corporate development in their growth path- and the other dynamics of the international market of corporate control. The module is of particular interest to students who will seek positions such as financial manager, financial analyst, or investment banking associates.

CONTRIBUTION TO PROGRAMME LEARNING OBJECTIVES :

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

MODULE INTENDED LEARNING OUTCOMES (ILOs) :

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

1. Dynamics of the International M&A market
2. Understand the M&A process including deal structuring, merger consideration, negotiation, agreement, deal closing
3. Understand the way the market reacts to merger announcements
4. Understand about hostile takeovers, antitakeover defence strategies
5. Discuss the main issues and key consideration involved in mergers and acquisitions including corporate governance, CSR
6. Understand the ways a company can go private and leveraged buyouts valuation
7. Understand and perform M&A valuation

TOPICS COVERED :

- An overview of M&A market, history, trends
- Determinants of domestic and cross-border mergers
- Merger strategies and M&A process
- Takeover tactics, antitakeover measures
- Event study methodologies and other empirical nuances to measure market reactions
- Leveraged buyouts, their popularity and the private equity market
- M&A Valuation, corporate governance and other CSR-related considerations

RESEARCH-LED TEACHING :

Several latest research articles focusing on different M&A-related topics covered are used. This includes research published in top journals by scholars including the teaching faculty.

Sample articles:

1. Ahern, K. R., Daminelli, D., & Fracassi, C. (2015). Lost in translation? The effect of cultural values on mergers around the world. *Journal of Financial Economics*, 117(1), 165-189. doi:10.1016/j.jfineco.2012.08.006
2. Ahmad, Muhammad Farooq and Aktas, Nihat and Aziz, Saqib, Does Bilateral Trust Matter during M&A Negotiations? (May 12, 2022). Available at SSRN: <https://ssrn.com/abstract=3990026> or <http://dx.doi.org/10.2139/ssrn.3990026>
3. Aktas, N., Xu, G., & Yurtoglu, B. (2018). She is mine: Determinants and value effects of early announcements in takeovers. *Journal of Corporate Finance*, 50, 180-202. doi:10.1016/j.jcorpfin.2018.03.007
4. Masulis, R. W., & Simsir, S. A. (2018). Deal initiation in mergers and acquisitions. *Journal of Financial & Quantitative Analysis*, 53(6), 2389-2389-2430. doi:10.1017/S0022109018000509
5. Arouri, M., Gomes, M., & Pukthuanthong, K. (2019). Corporate social responsibility and m&a uncertainty. *Journal of Corporate Finance*, 56, 176-198. doi:<https://doi.org/10.1016/j.jcorpfin.2019.02.002>
6. Ahmad, M. F., Aziz, S., Michiels, Y., and Dhafer, S. (2022). Tracing the environmental sustainability footprints in cross-border M&A activity (Working Paper)
7. Ahmad, M. F., de Bodt, E., & Harford, J. International trade and the propagation of merger waves. *The Review of Financial Studies*.
8. Schmidt, B. (2015). Costs and benefits of friendly boards during mergers and acquisitions. *Journal of Financial Economics*, 117(2), 424-447. doi:10.1016/j.jfineco.2015.02.007

CSR AND SUSTAINABLE DEVELOPMENT GOALS :

Some parts of the module also focus on CSR- and corporate governance-related topics and their significance to the international M&A market. The extent to which CSR focus drives mergers and acquisitions decisions of firms and its effects on firms' financial resilience and firm value ensuing innovation at the firm and industry level and translates into gains for various stakeholders. Whether and how CSR focus drives mix of financing required to pursue firms' M&A growth strategies. This by design mainly aligns, respectively, with Sustainable Development Goal No. 9 dealing with industry, innovation and infrastructure, and SDG No. 17 which deals with Partnership for the goals.

References:

- Arouri, M., Gomes, M., & Pukthuanthong, K. (2019). Corporate social responsibility and m&a uncertainty. *Journal of Corporate Finance*, 56, 176-198. doi:<https://doi.org/10.1016/j.jcorpfin.2019.02.002>
- Ahmad, M. F., Aziz, S., Michiels, Y., and Dhafer, S. (2022). Tracing the environmental sustainability footprints in cross-border M&A activity (Working Paper)

CSR NB HOURS :

2

SUSTAINABLE DEVELOPMENT GOALS COVERED :

- 09 - Industry, innovation and infrastructure
- 17 - Partnership for the goals

TEACHING METHODS :

Typically, classroom time will be used in the following way:

- Lectures led by the instructor(s): ILOs 1, 2, 3, 4, 5, 6, 7
- In-class exercises, cases/research articles linked to the lectures

METHODS OF ASSESSMENT :

Continuous/Final	Group/Individual	Assessment	Weight	Duration	ILOs assessed
Continuous	Group	Group project	30%		All
Final	Individual	Report	50%		All
Continuous	Individual	Quiz	20%	30 min	

Assessment 1 details:

Group Project on M&A. Details to be shared on Moodle and in-class

Assessment 2 details:

To be shared on Moodle

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 :

- Patrick A. Gaughan, (2017). Mergers, acquisitions and corporate restructurings. (7th edn). John Wiley & Sons[eBook <https://bit.ly/3nJagyF>]
- Rosenbaum, J. & Pearl, J. (2022). Investment Banking Valuation, Leveraged Buyouts, and Mergers & Acquisitions. John Wiley & Sons[eBook <https://bit.ly/3H5zeQc>]
- Damodaran, Aswath, (2012). Investment valuation: Tools and techniques for determining the value of any asset. Wiley Finance, (3rd edn.) [eBook <https://bit.ly/32swGMD>]

Additional Reading

- Ahmad, M. F., de Bodt, E., & Harford, J. International trade and the propagation of merger waves. The Review of Financial Studies.
- Ahmad, M. F., Aziz, S., & Dowling, M. M. Does target country cultural orientation influence m&a? British Journal of Management, n/a(n/a). doi:<https://doi.org/10.1111/1467-8551.12462>
- Ahern, K. R., Daminelli, D., & Fracassi, C. (2015). Lost in translation? The effect of cultural values on mergers around the world. Journal of Financial Economics, 117(1), 165-189. doi:10.1016/j.jfineco.2012.08.006
- Arouri, M., Gomes, M., & Pukthuanthong, K. (2019). Corporate social responsibility and m&a uncertainty. Journal of Corporate Finance, 56, 176-198. doi:<https://doi.org/10.1016/j.jcorpfin.2019.02.002>
- Betton, S., Eckbo, B. E., & Thorburn, K. S. (2008). Corporate takeovers. Handbook of empirical corporate finance, 291-429.
- Xu, E. Q. (2017). Cross-border merger waves. Journal of Corporate Finance, 46, 207-231. doi:10.1016/j.jcorpfin.2017.07.004

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

- An overview of M&A market, history, trends.
 - Determinants of domestic and cross-border mergers
- Chapter 1 & 2 (Gaughan)

Plan Session 02 :

- Merger strategies, M&A process and Takeover tactics
- Chapter 4-6 (Gaughan)

Plan Session 03 :

- Event study methodologies and other empirical nuances to measure market reactions

Plan Session 04 :

Anti take over measures, Corporate Governance, and CSR
Chapter 4-6 (Gaughan)

Plan Session 05 :

- LBOs, their popularity and the private equity market

Reference chapters/readings: Investment Banking, Valuation, Leveraged Buyouts, and Mergers & Acquisitions by JOSHUA ROSENBAUM & JOSHUA PEARL

Session Focus: Chapter 4
Optional: Chapter 8 & 9 (Gaughan)

Plan Session 06 :

M&A Valuation-I

Reference chapters/readings: Investment Banking, Valuation, Leveraged Buyouts, and Mergers & Acquisitions by JOSHUA ROSENBAUM & JOSHUA PEARL

Pre-session: Chapter 1 and 3 (ideally chapters or slides)
Session Focus: Chapter 6 (self-study) and Chapter 7

Optional: Chapter 25 (Demodaran)

Plan Session 07 :

M&A Valuation-II

Reference chapters/readings: Investment Banking, Valuation, Leveraged Buyouts, and Mergers & Acquisitions by JOSHUA ROSENBAUM & JOSHUA PEARL

Pre-session: Chapter 1 and 3 (ideally chapters or slides)
Session Focus: Chapter 6 (self-study) and Chapter 7

Optional: Chapter 25 (Demodaran)

Plan Session 08 :

Presentations

SYLLABUS

FI525E_0108_24

Exchange Markets

ACADEMIC AREA :	FINANCE AND ACCOUNTING
PROGRAMME :	MASTER IF / PGTC LEVEL 5 MASTER
PERIOD :	FALL
COORDINATOR :	Dr. Taoufik BOURAOUI
INSTRUCTOR(S) :	Dr. Taoufik BOURAOUI
CONTACT HOURS :	24 hours
STUDY TIME :	120 hours (Class preparation, homework and assessments)
CREDITS :	4.0 ECTS
AOL :	False

PRE-REQUISITE MODULES :

A course or experience in corporate finance or financial management.

MODULE DESCRIPTION :

This module is about multinational management, and more specifically, the financial management dimensions of leading a multinational company.

It is intended at providing a comprehensive and integrated introduction to the discipline of modern international finance. The focus is on the foreign exchange markets, exchange rate determination, factors that may influence the trend of exchange rates (inflation rates, interest rates), as well as the currency derivatives.

CONTRIBUTION TO PROGRAMME LEARNING OBJECTIVES :

- Develop a sustainable strategic vision to Connect (eco-)systems #ConnectSystems
- Integrate disciplines and deep knowledge to Create innovative solutions #CreateSolutions

MODULE INTENDED LEARNING OUTCOMES (ILOs) :

1. Explain the differences between foreign exchange spot and forward markets.
2. Estimate and forecast foreign exchange rates using the relevant theories and models.
3. Explain the concepts of international parity relations, such as interest rate parity and purchasing power parity.
4. Understand exchange rate exposure for a multinational corporation.
5. Use currency derivatives to hedge currency risk.
6. Use derivatives which include an ESG component to promote environmental, social and governance performance.

TOPICS COVERED :

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

RESEARCH-LED TEACHING :

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

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

CSR AND SUSTAINABLE DEVELOPMENT GOALS :

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

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

CSR NB HOURS :

1

SUSTAINABLE DEVELOPMENT GOALS COVERED :

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

TEACHING METHODS :

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

METHODS OF ASSESSMENT :

Continuous/Final	Group/Individual	Assessment	Weight	Duration	ILOs assessed
Continuous	Individual	Quiz	20%	15 min	ILOs 1, 2
Continuous	Individual	Written in class	40%	1 hour	ILOs 1, 2, 3, 4
Final	Group	Report	40%		All ILOs

Assessment 1 details:

Assessment 1 (quiz) is multiple choice questions.

Assessment 2 details:

Assessment 2 (mid-term exam) consists of understanding questions and exercises.

Assessment 3 details:

Assessment 3 (report): students in this assessment are required to collect data on one of the concepts covered in the course, and analyze and interpret results. it is a Project-based learning (experiential learning)

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 :

-> Eiteman, D. et al. (2023). Multinational Business Finance. (16th edn). Pearson. [eBook <https://bit.ly/3KvwtLJ>].

Additional Reading

-> Kirt C. Butler, K. (2016). Multinational Finance. (6th edn). John Wiley & Sons. [eBook <https://bit.ly/3JhPS21>]

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

-> Copeland. L. (2014). Exchange Rates and International Finance. (6th edn). Pearson Education. [eBook <https://bit.ly/4aQUhEf>]

MODULE PLAN SESSIONS :

Plan Session 01 :

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

Plan Session 02 :

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

Plan Session 03 :

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

Plan Session 04 :

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

Plan Session 05 :

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

Plan Session 06 :

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

Plan Session 07 :

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

Plan Session 08 :

- Hedging instruments: Currency options

SYLLABUS

FI531E_1_0108_24

AI and Fin Tech

ACADEMIC AREA :	FINANCE AND ACCOUNTING
PROGRAMME :	MASTER DAIS / PGTC LEVEL 5 MASTER
PERIOD :	FALL
COORDINATOR :	Ms. Lucie LOISEAU
INSTRUCTOR(S) :	Ms. Lucie LOISEAU
CONTACT HOURS :	24 hours
STUDY TIME :	70 hours (Class preparation, homework and assessments)
CREDITS :	4.0 ECTS
AOL :	False

PRE-REQUISITE MODULES :

FI505E Coding and Data Science for Accounting and Finance, or equivalent.

MODULE DESCRIPTION :

The practice of finance is changing. Where once stood the global investment banks and the global retail banks, now gradually highly innovative FinTech startups are starting to challenge these dominant players with new products built on excellent use of data and artificial intelligence (AI) understanding. This module introduces you to the potential of this area, and you will develop your own FinTech offering by the end of the module.

CONTRIBUTION TO PROGRAMME LEARNING OBJECTIVES :

- Demonstrate advanced technological literacy to Connect physical and digital spaces #ConnectSpaces

MODULE INTENDED LEARNING OUTCOMES (ILOs) :

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

1. Understand the environment of entrepreneurship in a finance context
2. Apply your finance field knowledge to develop an innovative financial service
3. Implement appropriate data science, machine learning, and deep learning techniques in your FinTech service
4. Explore other AI techniques and how they can improve financial innovation
5. Be aware of some of the future trends in AI that will further revolutionise the potential of FinTech
6. Demonstrate an ability to appropriately pitch a FinTech offering both orally and in writing.

TOPICS COVERED :

- Entrepreneurship in the context of finance
- Overview of FinTech industry and developments
- Implementation of data science and machine learning techniques to develop a FinTech offering
- Distinguish between current FinTech and FinTech powered by AI

RESEARCH-LED TEACHING :

The research led by Lucie LOISEAU, Data Cash Solution Limited, is linked to how to implement privacy by default and develop business. Lucie supported and continues to support a panel of companies in different sectors – finance, insurance, and new technology. By leading huge projects mixing privacy, processes, and business strategy, it allows her to share theory and practice with clear methodology.

CSR AND SUSTAINABLE DEVELOPMENT GOALS :

Artificial Intelligence and Fin Tech class combines several CSR by focusing on business and ethic. Firstly, by supporting industry, innovation and infrastructure, secondly by responsible consumption and production thinking about the AI purpose and the customer impacts, and finally with the partnership goals. The majority of the course hours are linked to CSR as privacy and ethical purpose are important for customers and to develop business with AI in Finance.

CSR NB HOURS :

13

SUSTAINABLE DEVELOPMENT GOALS COVERED :

- 09 - Industry, innovation and infrastructure
- 12 - Responsible consumption and production
- 17 - Partnership for the goals

TEACHING METHODS :

To facilitate students' work, moodle includes all the necessary information on assignments, module schedule, course slides and a number of links and documents. This module is delivered in a non-conventional manner. There is a six-hour introductory session at the start of the semester (split in two classes). This will set the scene for entrepreneurship in finance and the development of FinTech. After this you will be divided in groups and will work on developing your FinTech offering. The remainder of the course will consist of full day 'sprints' where you will be expected to achieve key product development milestones, eventually ending in a VC-style pitch of your developed FinTech offering.

METHODS OF ASSESSMENT :

Continuous/Final	Group/Individual	Assessment	Weight	Duration	ILOs assessed
Continuous	Individual	Quiz	50%		All
Continuous	Group	Group project	40%		All
Continuous	Individual	Participation	10%		All

Assessment 1 details:

Individual quiz to assess course understanding - key points on the FinTech industry.

Assessment 2 details:

The Group Project covers all learning outcomes and is the culmination of your learning where you will be expected to independently develop a FinTech product. There will be individual assessment within each group, in addition to a group level grade.

Assessment 3 details:

Individual participation during the course and commitment.

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 :

Lynn T., Mooney John G., Rosati P., Cummins M. (2019) "Disrupting Finance: FinTech and Strategy in the 21st Century", Palgrave. [eBook <https://link.springer.com/book/10.1007/978-3-030-02330-0>]

Additional Reading

Other readings provided in class.

MODULE PLAN SESSIONS :

Plan Session 01 :

8 hours - Overview of the FinTech industry with case studies and applied examples.

Plan Session 02 :

8 hours - Trends and prospects for the FinTech industry with particular focus on the potential for AI techniques to grow the industry. Testimonials from professionals.

Plan Session 03 :

8 hours - Bootcamp developing a FinTech product in groups, building on prior readings and integrating data science and machine learning knowledge from FI505E module.

SYLLABUS

FI535E_0108_24

Block chain and crypto assets

ACADEMIC AREA :	FINANCE AND ACCOUNTING
PROGRAMME :	MASTER DAIS / PGTC LEVEL 5 MASTER
PERIOD :	FALL
COORDINATOR :	Mr. Roman MATKOVSKYY
INSTRUCTOR(S) :	Mr. Roman MATKOVSKYY Ms. Akanksha JALAN
CONTACT HOURS :	24 hours
STUDY TIME :	null hours (Class preparation, homework and assessments)
CREDITS :	4.0 ECTS
AOL :	False

PRE-REQUISITE MODULES :

Introductory courses to economics and finance

MODULE DESCRIPTION :

Blockchain money, or crypto currencies represent a contemporary financial asset class that has attracted massive attention from media and academia. The launch of the Bitcoin marks one of the most critical developments in modern monetary economy. In general, the crypto industry includes cryptocurrencies, smart contract platforms, different types of coins, incl. stablecoins and privacy coins, centralized and decentralized exchanges, exchange tokens, DeFi, derivatives, Web3, etc. Therefore, this contemporary module deals with this recent development associated with finance, focusing on blockchain and cryptocurrencies, as well as recent development of that market. Blockchain technologies are a radical innovation over record-keeping of financial transactions and ownership. Their decentralized approach gives rise to payment protocols such as Bitcoin and smart contracts. This course will cover these frontier topics. The hope is to inspire students to think about blockchain and cryptos in their own future academic pursuits, research, or professional work.

CONTRIBUTION TO PROGRAMME LEARNING OBJECTIVES :

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

MODULE INTENDED LEARNING OUTCOMES (ILOs) :

After completing the module, students will be able to:

1. Identify, define, and contribute to the development of possible solutions to business and financial problems using recent technologies, with focus on blockchain and cryptocurrency.
2. Locate and critically evaluate information about new trends in cryptos
3. Understand the underlying reality of blockchain and cryptocurrency markets.

TOPICS COVERED :

Please respect the ordering in scheduling)

First part (Roman Matkovskyy)

Introduction to blockchain and cryptocurrency.

The logic of blockchain technologies; rules.

Structure of blockchain: cryptocurrencies, smart contract platforms, different types of coins, incl. stablecoins and privacy coins, centralized and decentralized exchanges, exchange tokens, DeFi, derivatives, Web3, etc. Cryptocurrency ecosystem

Cryptocurrency as a Currency and an Asset.

Second part (Akanksha Jalan)

Analysis of cryptocurrency markets vs traditional financial markets

Cryptocurrency and accounting. Cryptos as Treasury investments.

Hedging and diversifier characteristics

Sustainability of cryptos.

Last session: both Roman Matkovskyy and Akanksha Jalan)

RESEARCH-LED TEACHING :

It is a research-led contemporary course with the content that is very hard to find in textbooks and thus it is based on recent research papers. The final assessment is also based on the analysis of recent publications.

CSR AND SUSTAINABLE DEVELOPMENT GOALS :

The discussion is around the following main SDG questions: How can cryptos reduce inequality? and What is the environmental impact of the protocols? CSR issues are also discussed.

CSR NB HOURS :

3

SUSTAINABLE DEVELOPMENT GOALS COVERED :

- 10 - Reduced inequalities
- 12 - Responsible consumption and production
- 13 - Climate action

TEACHING METHODS :

The course will be organized in the form of seminars. Each session will be composed of a short theoretical introduction with examples and discussion.

To facilitate students' work, Moodle includes all the necessary information on assignments, module schedule, course slides and a number of links and documents. Some R codes are also provided.

METHODS OF ASSESSMENT :

Continuous/Final	Group/Individual	Assessment	Weight	Duration	ILOs assessed
Continuous	Individual	Quiz	40%	~40 - 60 min	all ILOs
Final	Individual	Individual in class presentation	60%		all ILOs

Assessment 1 details:

Continuous assessment I provides tasks related to concepts taught in the first half of the course. In can be organized either in-class or by means of Moodle or both.

Assessment 2 details:

The Project covers all learning outcomes and is the culmination of your learning where students will be expected to independently develop a project.

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 :

1. Tapscott, D., Lonsdale, M., Lakhani, K. R., Tucker, C. (2019) Blockchain : The Insights You Need From, Harvard Business Review
2. van Biljon, P., Lajoux, A. (2020) Making Money : The History and Future of Society's Most Important Technology, De Gruyter
3. Attaran, M., Gunasekaran, A. (2019). Applications of Blockchain Technology in Business : Challenges and Opportunities, Springer

Additional Reading

Some recent research papers:

1. Corbet, S, Lucey, B., Urquhart, A., Yarovaya, L (2019) Cryptocurrencies as a financial asset: A systematic analysis. International Review of Financial Analysis 62, 182-199
2. Jalan, A., Matkovskyy, R., Urquhart, A. (2022) "Demand elasticities of Bitcoin and Ethereum". Economics Letters, <https://doi.org/10.1016/j.econlet.2022.110877>
3. Jalan, A., Matkovskyy, R., and Poti, V. (2022). "Shall the winning last? A study of recent bubbles and persistence." Finance Research Letters 45, 102162
4. Jalan, A., Matkovskyy, R., and Yarovaya, L. (2021). "Shiny crypto assets: A systemic look at gold-backed cryptocurrencies during the COVID-19 pandemic." International Review of Financial Analysis 78, 101958
5. Yarovaya, L., Matkovskyy, R., and Jalan, A. (2022). "The COVID-19 black swan crisis: Reaction and recovery of various financial markets." Research in International Business and Finance 59, 101521.
6. Yarovaya, L., Matkovskyy, R., Jalan, A. (2021). "The effects of a "black swan" event (COVID-19) on herding behavior in cryptocurrency markets". Journal of International Financial Markets, Institutions and Money, 75, 101321 (ABS3-B/CNRS3)
7. Jalan, A., Matkovskyy, R. and Urquhart, A. (2021). "What effect did the introduction of Bitcoin futures have on the Bitcoin spot market?" The European Journal of Finance, 27(13), 1251-1281
8. Matkovskyy, R., Jalan, A. (2021). "Can Bitcoin be an inflation hedge? Evidence from a quantile-on-quantile model." Revue Économique, 7, 1024-1041
9. Jalan, A., Matkovskyy, R. and Aziz, S. (2021). "The Bitcoin options market: A first look at pricing and risk." Applied Economics, 53(17), 2026-2041
10. Matkovskyy, R., Jalan, A. and Dowling, M. (2021). "Effects of economic policy uncertainty shocks on the interdependence between cryptocurrency and financial markets" Quarterly Review of Economics and Finance 77, 150-155
11. Matkovskyy, R., Jalan, A., Dowling, M., Bouraoui, T. (2020) "From bottom ten to top ten: the role of cryptocurrencies in enhancing portfolio return of poorly performing stocks". Finance Research letters, 101405
12. Matkovskyy, R. and Jalan, A. (2019), "From Financial Markets to Bitcoin Markets: a Fresh Look at the Contagion Effect." Finance Research Letters 31, 93-97.
13. Matkovskyy, R. (2019), "Centralized and decentralized Bitcoin markets: Euro vs. USD vs GBP." Quarterly Review of Economics and Finance 71, 270–279.

MODULE PLAN SESSIONS :

Plan Session 01 :

Introduction to blockchain and cryptocurrency. Structure of blockchain. Rules. Protocols.
(Roman Matkovskyy)

Plan Session 02 :

Cryptocurrencies, smart contract platforms, different types of coins, incl. stablecoins and privacy coins, centralized and decentralized exchanges, exchange tokens, DeFi, derivatives, Web3, etc.
(Roman Matkovskyy)

Plan Session 03 :

Cryptocurrency as a Currency and an Asset. (Roman Matkovskyy)

Plan Session 04 :

Cryptocurrency ecosystem (Roman Matkovskyy, 1h 30 min)

Analysis of cryptocurrency markets vs traditional financial markets (Akanksha Jalan, 1h 30 min)

Plan Session 05 :

Cryptocurrency and accounting. Cryptos as Treasury investments. (Akanksha Jalan)

Plan Session 06 :

Hedging and diversifier characteristics (Akanksha Jalan)

Plan Session 07 :

Sustainability of cryptos. (Akanksha Jalan)

Plan Session 08 :

Summarizing and revising. Project presentation (Roman Matkovskyy & Akanksha Jalan)

SYLLABUS

FI536E_0108_24

Advanced Financial Modeling

ACADEMIC AREA :	FINANCE AND ACCOUNTING
PROGRAMME :	MASTER DAIS / PGTC LEVEL 5 MASTER
PERIOD :	FALL
COORDINATOR :	Paul LE GLAND
INSTRUCTOR(S) :	Paul LE GLAND
CONTACT HOURS :	24 hours
STUDY TIME :	null hours (Class preparation, homework and assessments)
CREDITS :	4.0 ECTS
AOL :	False

PRE-REQUISITE MODULES :

Basic concept of corporate finance. Fondamental knowledge of statistics.

MODULE DESCRIPTION :

The aim of this module is to introduce diffusion models that can be used to price some assets and are used to discount any cash flow. The module will be focused on market practices and will underline current topics of research.

Students will also learn some mathematical method to calibrate model parameters on market data. All applications are in VBA for Excel.

CONTRIBUTION TO PROGRAMME LEARNING OBJECTIVES :

- Leverage the economic, ecological, social performance of the firm and its operations to Change Business models #ChangeBusiness

MODULE INTENDED LEARNING OUTCOMES (ILOs) :

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

1. Understand how to represent randomness in a mathematical model
2. Explain the purpose of rates diffusion models for capital markets
3. Calibrate the parameters of a model on market data when a closed formula is available
4. Use Black-Scholes formula to price european options based on a published underlying
5. Understand concepts like risk-neutral measure and arbitrage-free model

TOPICS COVERED :

Overview of some financial instruments
Probabilities
Calibration process
Diffusion models
Options pricing models

RESEARCH-LED TEACHING :

The course is based on founding articles that contributed to build current market practices step by step and which are mentioned in this syllabus.

CSR AND SUSTAINABLE DEVELOPMENT GOALS :

Integrate discussions on how a better modelization of financial markets can prevent hedge funds arbitraging small-size banks and therefore can reduce inequalities (SDG 10) and let capital finance Industry, innovation and infrastructure (SDG 9).

CSR NB HOURS :

2

SUSTAINABLE DEVELOPMENT GOALS COVERED :

- 09 - Industry, innovation and infrastructure
- 10 - Reduced inequalities

TEACHING METHODS :

Each classe will start with some concepts or problem statments based on the bibliography.

Each of these theoretical part will be followed by an exercise in Excel to visualize the problem or apply a solution.

METHODS OF ASSESSMENT :

Continuous/Final	Group/Individual	Assessment	Weight	Duration	ILOs assessed
Continuous	Individual	Quiz	50%	continuous	all
Final	Individual	Final written exam	50%	3 hours	all

Assessment 1 details:

Several excel file is shared during the class with explanation of its content. Students shall complement it.
Every student must submit her/his version of the completed excel before the deadline announced in class.

Assessment 2 details:

The final exam test all the courses objectives.

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 :

John C. Hull. (2021). Options, Futures and Other Derivatives. Pearson Education. [eBook <https://bit.ly/48ivlp0>]

Damiano Brigo, Fabio Mercurio. (2006). Interest Rate Models – Theory and Practice With Smile, Inflation and Credit. (2nd edn). Springer Verlag. [eBook <https://bit.ly/4cTAd4U>]

Additional Reading

Research papers:

- Black, Fischer / Scholes, Myron. The pricing of options and corporate liabilities (1973). Journal of Political Economy
- Vasicek, Oldrich. An equilibrium characterization of the term structure (1977). Journal of Financial Economics
- Hull, John / White, Alan. Pricing Interest-Rate-Derivative Securities (1990). Review of Financial Studies
- Dupire, Bruno. Pricing with a smile (1994). Risk Magazine
- Patrick S. Hagan, Andrew S. Lesniewski. Managing Smile Risk (2002). Wilmott Magazine
- Bang, Dominique. Local-Stochastic Volatility for Vanilla Modeling: A Tractable and Arbitrage Free Approach to Option Pricing (2018). SSRN Electronic Journal

MODULE PLAN SESSIONS :

Plan Session 01 :

Introduction to classes of assets and types of options.
Pricing formulas and risks for linear products

Plan Session 02 :

Definition of Wiener's process which represent a Brownian motion.
Demonstration of Black-Scholes formula using Ito's Lemma.
Application: visualisation of Ito' Lemma validity using a Monte Carlo

Plan Session 03 :

Introduction of Vasicek's diffusion model.
Newton-Raphson calibration method.
Application: calibrating the volatility in Vasicek model using caplet prices

Plan Session 04 :

Description of a term structure

Plan Session 05 :

Description of volatility dynamics.
Introduction of SABR model

Plan Session 06 :

Introduction of the least square method
Application : calibration of SABR parameters

Plan Session 07 :

Arbitrage on volatility
Introduction to Bang's model

Plan Session 08 :

Convexity and timing adjustment
Application : computing STIR adjustment

SYLLABUS

GO502E_0108_24

Eurasian Foreign Policies

ACADEMIC AREA :	STRATEGY AND INNOVATION
PROGRAMME :	MASTER IBNG
PERIOD :	FALL
COORDINATOR :	Dr. Thomas FLICHY DE LA NEUVILLE
INSTRUCTOR(S) :	Dr. Thomas FLICHY DE LA NEUVILLE
CONTACT HOURS :	24 hours
STUDY TIME :	120 hours (Class preparation, homework and assessments)
CREDITS :	4.0 ECTS
AOL :	False

PRE-REQUISITE MODULES :

Basic knowledge of political science, history and international relations, world politics is required. English language proficiency is required at least B2.

MODULE DESCRIPTION :

Critical approach of the different national interests in a huge and pivotal region in the world, especially after the outbreak of the war in Ukraine and perhaps on the eve of a major confrontation in the Pacific, involving China. The module will focus on Russia, China, India and Iran.

CONTRIBUTION TO PROGRAMME LEARNING OBJECTIVES :

- Integrate disciplines and deep knowledge to Create innovative solutions #CreateSolutions

MODULE INTENDED LEARNING OUTCOMES (ILOs) :

ILO1

1. Understanding what is Eurasia.
2. Understanding the main challenges facing Russia, China, and India in the field of foreign policy
3. Understanding the role, sometimes secondary, sometimes crucial, played by Iran.
4. Understanding the role played by these countries in regional or international organizations

ILO2

1. Applying the acquired knowledge to provide relevant studies and analyses.

ILO3:

1. Analyzing the priorities of the foreign policy of these countries
2. Analyzing how the Eurasian space is organized: strengths and weaknesses.
3. Analyzing the potential opportunities in Eurasia, according to the political and economic balances.

TOPICS COVERED :

- Eurasian geopolitics in historical perspective
- Empires in Eurasia
- On war and neutrality in Eurasia
- The question of Ukraine
- Russia, its image and governance
- Chinese strategies
- The Chinese neighbourhood
- Western Asia : India, Iran and Yemen

RESEARCH-LED TEACHING :

This course is linked to a review produced by the researcher : Strategic Asia

<https://asiestrategie.webflow.io>

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

-

TEACHING METHODS :

Conferences using PPT and PDF , interacting with the students, and using relevant short videos.

Leading students to analyze complex situations with a critical mind, by challenging their understanding.

Group assesment and final written exam.

METHODS OF ASSESSMENT :

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

Assessment 1 details:

Assessment : group work, consisting in a case study related, to the expansion or decline of Western/ Eastern and Neutral geopolitical influence in Eurasia. The written work (decision support note) must be no more than 3 pages, well structured, written in academic English and includes a map.

It should be structured as follows :

1. A map showing the evolution of one of the three geopolitical camps
2. A detailed explanation on the reasons of this expansion.

Group wok in itself : 1h

Report and Presentation : 20 mn

Debrief :10 mn

Assessment 2 details:

Four oral questions on the map produced by each student of the geopolitical evolutions of the area where he/she is responsible.

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 :

Grousset, R. (2016). Bilan de l'Histoire. Desclée de Bower.

Volkoff, V. (1981). Vladimir, le soleil rouge. L'age de l'homme.

Eltchaninoff, M. (2015). Dans la tête de Vladimir Poutine. Actes Sud

Berryman, J. (2015). Russian Grand Strategy and the Ukraine Crisis: An Historical Cut. IN R. E. Kanet & M. Sussex (Eds.). Power, Politics and confrontation un Eurasia : Foreign Policy in a contested Region. Palgrave McMilan UK. pp. 186-209. [eBook available : <https://tinyurl.com/bp9ad284>]

Cadier, D., Light M. (2015). Policies towards the Post-Soviet Space: The Eurasian Economic Union as an Attempt to Develop Russia's Structural Power? IN D. Cadier & M. Light. Russia's Foreign Policy : Ideas, Domestic Politics and External Relations. Palgrave McMilan. pp. 156-174. [eBook available : <https://tinyurl.com/2p9pa7t7>]

Nalbandov, R. (2016). Not by bread alone : Russian Foreign Policy under Putin. Potomac Books. [eBook available : <https://tinyurl.com/2p8bh5s5>]

Lukin, A. (2018). China and Russia: The New Rapprochement. Cambridge. [eBook available : <https://tinyurl.com/2p978p69>]

Gu, M. D. (2018). Why Traditional Chinese Philosophy Still Matters: The Relevance of Ancient Wisdom for the Global Age. Routledge. [eBook Available : <https://tinyurl.com/nhd4d9f4>]

C. Jaffrelot (2019). L'Inde de Modi. Fayard

Araud, G. (2022). Histoires diplomatiques : leçons d'hier pour le monde d'aujourd'hui. Grasset.

Da Lage, O. (2022). L'Inde, un géant fragile. Editions Eyrolles.

Andlauer A. (2022). La Turquie d'Erdogan . Ed du Rocher

Le bilan du Monde. (2023).

Additional Reading

- Relevant websites : IRIS - Institut de Relations Internationales et Stratégiques (iris-france.org) / IFRI - Institut français des relations internationales | Institut de recherche et de débat indépendant, consacré à l'analyse des questions internationales et de gouvernance mondiale.

MODULE PLAN SESSIONS :

Plan Session 01 :

Eurasian foreign policies in historical background

- The history of Empires in Eurasia (1h)
- Eurasia in geocultural perspective. (1h)
- Arnold Toynbee on Eurasian empires (1h)

Plan Session 02 :

Empires in Eurasia

- Military expansion (1h)
- The confederation of the Rhine as an example of military alliance (1h)
- Imperial successions (1h)

Plan Session 03 :

On war and neutrality

- Keegan, on war (1,5h)
- Neutrality in Eurasia (1,5)

Plan Session 04 :

The question of Ukraine

- The reflexions of René Martel (1938) in Foreign Policy (1,5)
- The Ukrainian question in historical background (1,5)

Plan Session 05 :

Russia, its image and governance

- The image of Russia (1h)
- Vladimir Putin and his ideology (1h)
- Geopolitics of Siberia (1h)

Plan Session 06 :

Chinese strategies

- René Rousset on China (1h)
- The strategic aims of China (1h)
- Chinese evolutions (1h)

Plan Session 07 :

The Chinese neighbourhood and western Asia

- Gochao, a new chinese nationalism (10')
- Hong-Kong (10')
- Taiwan (10')
- The two Koreas (30')
- French perceptions of India (30')
- Iran, the mentalities (45')
- Geohistory of Iran (35')
- Yemen (10')

Plan Session 08 :

Presentations of the maps of the recent evolutions of the geopolitics of Eurasia (3h)

- Group 1 (Western influence in Eurasia) (1h)
- Group 2 (Eastern influence in Eurasia) (1h)
- Group 3 (Neutral influence in Eurasia) (1h)

ACADEMIC AREA :	STRATEGY AND INNOVATION
PROGRAMME :	MASTER IBNG
PERIOD :	FALL
COORDINATOR :	Mr. Louis-Charles BEYELER
INSTRUCTOR(S) :	Dr. Thomas FLICHY DE LA NEUVILLE Mr. Louis-Charles BEYELER
CONTACT HOURS :	24 hours
STUDY TIME :	120 hours (Class preparation, homework and assessments)
CREDITS :	4.0 ECTS
AOL :	False

PRE-REQUISITE MODULES :

No specific prerequisites. Any interest in OSINT and curiosity are welcome.

MODULE DESCRIPTION :

A strategic watch is a process initiated by an entity deciding to pay attention to its environment, in order to guide its strategic decisions to come. It consists in collecting and analyzing information with high added value, in order to come up with appropriate and judicious recommendations. Cartography, at its core, is the art and science of creating and using maps to represent the physical world. The aim of this module is to give students the major clues and methods that would allow them to become relevant analysts in the fields of geopolitics and economic intelligence.

CONTRIBUTION TO PROGRAMME LEARNING OBJECTIVES :

- Develop a sustainable strategic vision to Connect (eco-)systems #ConnectSystems
- Integrate disciplines and deep knowledge to Create innovative solutions #CreateSolutions

MODULE INTENDED LEARNING OUTCOMES (ILOs) :

ILO1: Understand how to discriminate, collect and process data in order to solve complex problems in the field of geopolitics.

ILO 2: Learn how to realize a visual representation of a geopolitical issue and its challenges.

ILO3: Apply how to use open-source intelligence (OSINT) innovative software solutions in the field of economic intelligence.

ILO4: Prepare and realize a competitive and creative report to set out a comprehensive strategic vision in a globalized environment.

TOPICS COVERED :

- A brief history of intelligence and the theory of information.
- OSINT : origins and practices.
- Cartography from an historical perspective.
- The increasing needs for OSINT.
- OSINT major tools.
- How to collect and analyze OSINT efficiently?
- Economic intelligence: methodology and practice.
- The use of OSINT to analyze international crisis.
- Nowadays needs for cartography and geopolitical issues.
- How to realize a relevant watch with OSINT and cartography.

RESEARCH-LED TEACHING :

Students are more than welcome to investigate by themselves on specific topics covered in class.

They can use all softwares giving them more chance to find a specific and relevant information.

They can use major platforms dedicated to academic research such as:

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

<https://scholar.google.com/#>

CSR AND SUSTAINABLE DEVELOPMENT GOALS :

The content of this course contributes to support some of the sustainable development goals as set by the UNESCO for the 2030 Education agenda by:

- raising awareness on major and global issues.
- encouraging students to explore sustainable solutions and spread their conclusions.

CSR NB HOURS :

3

SUSTAINABLE DEVELOPMENT GOALS COVERED :

- 04 - Quality education
- 08 - Decent work and economic growth
- 09 - Industry, innovation and infrastructure
- 11 - Sustainable cities and communities
- 16 - Peace, justice and strong institutions

TEACHING METHODS :

Pedagogy:

- Group brainstorming and discussion
- Theoretical and academical contributions
- Collaborative work on concrete cases

METHODS OF ASSESSMENT :

Continuous/Final	Group/Individual	Assessment	Weight	Duration	ILOs assessed
Continuous	Group	Written in class	40%	2 hours	1/2/4
Final	Individual	Written assessment at home	60%	3 hours	1/2/3/4

Assessment 1 details:

The student should be able to demonstrate his understanding of cartography means and principles. He is expected to present and detail an essential aspect of a major geopolitical crisis through cartography. This task will demonstrate the ability of the student to understand, analyze and represent clearly a contemporary issue.

The following aspects will be taken into consideration: understanding of the geopolitical issue, map readability, creativity in the realization.

ILO1: Understand how to discriminate, collect and process data in order to solve complex problems in the field of geopolitics.

ILO 2: Learn how to realize a visual representation of a geopolitical issue and its challenges.

ILO4: Prepare and realize a competitive and creative report to set out a comprehensive strategic vision in a globalized environment.

Assessment 2 details:

The students should due diligence on an actor-topic related to a geopolitical contemporary issue with the help of OSINT. They are expected to realize a report that should be precise, clear and they should demonstrate their ability to properly discriminate and use information on purpose.

ILO1: Understand how to discriminate, collect and process data in order to solve complex problems in the field of geopolitics.

ILO 2: Learn how to realize a visual representation of a geopolitical issue and its challenges.

ILO3: Apply how to use open-source intelligence (OSINT) innovative software solutions in the field of economic intelligence.

ILO4: Prepare and realize a competitive and creative report to set out a comprehensive strategic vision in a globalized environment.

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

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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 :

National Defense Research Institute (2018). Defining Second Generation Open Source Intelligence (OSINT) for the Defense Enterprise. [available at : <https://tinyurl.com/2nks88pd>]

Chauhan, S., & Panda, N. K. (2015). Hacking web intelligence: Open source intelligence and web reconnaissance concepts and techniques. Syngress. [eBook available : <https://tinyurl.com/3uwyy9r7>]

Additional Reading

The list beyond, connected to geopolitics, is provided for purposes of guidance:

Alf Beaman, 2013, The Lack of HUMINT: A Recurring Intelligence Problem. [<https://bit.ly/44Mu0oj>]

Kissinger, H. A. (1994). Diplomacy. Simon & Schuster. [eBook <https://bit.ly/3YvYvN7>]

Kissinger, H. A. (2014). World Order: Reflections on the Character of Nations and the Course of History. Penguin Books.

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

Beyeler Louis-Charles - 3 hours

Introduction :

Historical perspective (Sun Tsu, Machiavel,...);
The theory of information;
A brief history of intelligence;
Intelligence: categories and evolution (HUMINT, SIGINT, IMINT...);
OSINT: emergence and needs.

Plan Session 02 :

Beyeler Louis-Charles - 3 hours

How to collect information:

How to protect yourself on the internet;
How to define your needs;
How to search efficiently on the internet;
Search engines : uses and limits;
How to discriminate the information and use it on purpose;

How to make a relevant deliverable in the field of economic intelligence:

How to identify a target;
IDs checks and verifications;
How to gather and analyze relevant information;
Why and how to practice SOCMINT.

Plan Session 03 :

Beyeler Louis-Charles - 3 hours

Guest speaker: a visiting teacher will come to make a presentation on the role of OSINT and cyber security during armed conflicts. The focus will be on the civilo/military relationships and the increasing needs for analysts. The students will be welcome to exchange with our guest.

Second part:

How to make a relevant deliverable in the field of economic intelligence:

How to identify a target;
IDs checks and verifications;
How to gather and analyze relevant information;
Why and how to practice SOCMINT.

for concrete issues connected to and civilo/military rela

Discover and learn how to use online and free tools for a successful due diligence:

PAPPERS
EPIEOS
HAVE I BEEN PWNED
SNAP MAP
OPEN SANCTIONS
WHOIS
GOOGLE EARTH
GOOGLE DORKS
PIM EYES
TINEYE...

Plan Session 04 :

Beyeler Louis-Charles - 3 hours

Case study: A Satellite-captured image gives major information on a geopolitical crisis:

Find the specific location, without any clues being given to you and only with the help of google.

Prepare a report on your research and findings: detail which clues helped you find the location, present your conclusions and evaluate the risks associated.

Plan Session 05 :

Thomas Flichy de la Neuville - 3 hours

Cartography: definitions, practices and uses:

Cartography from a historical perspective;
What was used cartography for?;
Best methods and practices for representing the world and its issues;
Nowadays increasing needs for cartography.

Plan Session 06 :

Thomas Flichy de la Neuville - 3 hours

Nowadays cartography: new ways of representing contemporary challenges

New means for representing the world and its geopolitical issues;
How to realize a relevant cartography: methods and practices;
Professional applications and needs for cartography;
Examples of creative and relevant realizations.

Plan Session 07 :

Thomas Flichy de la Neuville - 3 hours

Cartography and strategic watch:

New forms of war and the increasing needs for cartography;
The added value of mapping issues in the 21st century;
Cartography as a major mean for a relevant strategic watch;

Plan Session 08 :

Thomas Flichy de la Neuville - 3 hours

Case study:

Present and detail an essential aspect of a major geopolitical crisis through cartography:

With the help of the teacher, choose a relevant and specific aspect of the crisis , find the best ways to represent the major issues and realize a precise and creative map.

ACADEMIC AREA :	MARKETING
PROGRAMME :	MASTER IBNG
PERIOD :	FALL
COORDINATOR :	Ms. Ljupka NAUMOVSKA
INSTRUCTOR(S) :	Milica PEJOVIC Ms. Mariia BAZLUTCKAIA
CONTACT HOURS :	24 hours
STUDY TIME :	120 hours (Class preparation, homework and assessments)
CREDITS :	4.0 ECTS
AOL :	False

PRE-REQUISITE MODULES :

Digital Marketing Communication; Fundamentals of Marketing.

MODULE DESCRIPTION :

Digital diplomacy, digital communication in Politics and the general influence of social media over diplomacy and political communication are some of the major changes happening as a result of the digital transformation. The concepts of lobbying, advocacy and influence are becoming even stronger core methods / instruments of persuasion and communication. However, being under the influence of the extraordinary advances in ICT, the internet and social media, the way of realization and presentation of diplomacy has been radically changed and is increasingly removed from the traditional diplomatic elements. Although we are facing a number of benefits of this process, still, major challenges and risk are happening at the same time, largely related with less controllable public conversations, fake news, political polarization etc. Hence, the importance of mastering the process of lobbying and influence is essentially important.

CONTRIBUTION TO PROGRAMME LEARNING OBJECTIVES :

- Demonstrate advanced technological literacy to Connect physical and digital spaces #ConnectSpaces
- Leverage the economic, ecological, social performance of the firm and its operations to Change Business models #ChangeBusiness

MODULE INTENDED LEARNING OUTCOMES (ILOs) :

LO1 : Develop a strategic perspective based on a solid understanding of management foundations and techniques.

1. Clear and deep understanding of lobbying and influence in digital context
2. Understanding the digital diplomacy concept
3. Understanding political marketing in digital context
4. Understanding digital PR in political / institutional context

LO5 : Apply creative, innovative, and entrepreneurial abilities in the context of geopolitics & business.

Developing skills for drafting a political digital campaign

TOPICS COVERED :

1. Understanding the concepts of lobbying and influence in digital Context
2. Understanding digital marketing and PR for politics and governmental institutions
3. Understanding the digital diplomacy: evolution, benefits and risks
4. Skills for developing a digital communication plan based on lobbying and influence
5. Institutional and political communication
6. Social media and politics.

RESEARCH-LED TEACHING :

CSR AND SUSTAINABLE DEVELOPMENT GOALS :

CSR NB HOURS :

SUSTAINABLE DEVELOPMENT GOALS COVERED :

- 16 - Peace, justice and strong institutions

TEACHING METHODS :

The module will mix lecturing sessions, theoretical models with variety of practical teaching techniques to ensure facilitative and inclusive learning of students. The techniques will include:

1. Case studies analyses, workshops and games / competitions to support learning theoretical sessions and enhance students professional and entrepreneurial mind set
2. Multimedia approach: scanning up to date cases and aligning the content with learning material
3. Group discussions with critical analyses over real scenarios
4. Instructor input and feedback, students' pre-reading, on-line and written material
5. Three types of interaction will be ensured for the purpose of efficient and proactive student engagement: a. Instructor – student b. Student – content c. Student – student.
6. Every student will be encouraged to be actively involved presenting individual or team project, critically discussing and peer evaluating
7. Each session will begin with diagnosis of learning from the previous session and or / presentation of the pre- reading material (flipped classroom)
8. Students will be encouraged to construct small learning groups for conducting the team projects and they will be asked to provide feedback on progress about their team project each week. The completed project will be presented and evaluated by the instructor and the peers in session 9
9. Elements composing the grading system: team assignment, individual report and proactive discussion during sessions
10. Respecting and promoting diversity and proactive inclusive learning will be important element of the methodology. Further details and materials will be given during the class

METHODS OF ASSESSMENT :

Continuous/Final	Group/Individual	Assessment	Weight	Duration	ILOs assessed
Continuous	Individual	Participation or task completion	15%		1, 2
Final	Individual	Individual Analysis of case	50%	90m	3, 4, 5
Continuous	Group	Group project	35%		2, 5

Assessment 1 details:

Starting from S2, students will give a 10m recap of the previous session, including quizzes and games.

Assessment 2 details:

Students will analyze a case of political lobbying projects; upon analyses they will be challenged to offer improved version of the lobbying project acting as experts in the field.

Assessment 3 details:

Divided in groups, students will develop digital communication project based on lobbying and influence for a given institution; minding the digital diplomacy and digital marketing concepts, student will be able to offer full campaigns. The teams presentations will be followed by peer 2 peer feedback.

ACADEMIC INTEGRITY :

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- Cheating
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- Fabrication
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BIBLIOGRAPHY :

Articles:

- > W. Lance Bennett & Alexandra Segerberg (2012): THE LOGIC OF CONNECTIVE ACTION, Information, Communication & Society, 15:5, 739-768
- > Homero Gil de Zúñiga & Hsuan-Ting Chen Guest Editors (2019) Digital Media and Politics: Effects of the Great Information and Communication Divides, Journal of Broadcasting & Electronic Media, 63:3, 365-373, DOI: 10.1080/08838151.2019.1662019
- > Leticia Bode (2015): Political News in the News Feed: Learning Politics From Social Media, Mass Communication and Society, DOI: 10.1080/15205436.2015.1045149
- > Albishri, Osama et al. "Mediated public diplomacy in the digital age: Exploring the Saudi and the U.S. governments' agenda-building during Trump's visit to the Middle East." Public Relations Review (2019)
- > Leticia Bode (2015): Political News in the News Feed: Learning Politics From Social Media, Mass Communication and Society, DOI: 10.1080/15205436.2015.1045149
- > Clément Mabi and Célya Gruson-Daniel, « Political Forms and Movements in the Digital Era », RESET [Online], 7 | 2018, Online since 29 October 2018, connection on 19 April 2019. URL : <http://journals.openedition.org/reset/1094> ; DOI : 10.4000/reset.1094

Non-academic:

- > <https://digdipblog.com/2017/08/21/can-digital-diplomacy-really-start-a-war/>
- > <http://twiplomacy.com/blog/using-twitter-to-target-key-decision-makers/>

Additional Reading

- > W. Lance Bennett & Alexandra Segerberg (2012): THE LOGIC OF CONNECTIVE ACTION, Information, Communication & Society, 15:5, 739-768
- > Olubukola S. Adesina | (2017) Foreign policy in an era of digital diplomacy, Cogent Social Sciences, 3:1, 1297175, DOI: 10.1080/23311886.2017.1297175

Non-academic articles:

- > <https://goodtalent.com.au/how-lobbying-works-in-the-digital-age-10-essential-steps/>
- > <https://www.theguardian.com/news/2018/mar/17/cambridge-analytica-facebook-influence-us-election>
- > <https://digdipblog.com/2016/11/19/how-will-digital-disappointment-influence-digital-diplomacy/>
- > <https://www.economist.com/leaders/2017/11/04/do-social-media-threaten-democracy>
- > <https://digdipblog.com/2017/08/21/can-digital-diplomacy-really-start-a-war/>
- > <https://twiplomacy.com/blog/twiplomacy-study-2018/>
- > <http://twiplomacy.com/blog/using-twitter-to-target-key-decision-makers/>
- > https://www.lemonde.fr/pixels/article/2018/04/06/depuis-2015-twitter-a-supprime-1-2-million-de-comptes-faisant-l-apologie-du-terrorisme_5281877_4408996.html

MODULE PLAN SESSIONS :

Plan Session 01 :

Milica Pejovic

Intro

Introduction; teaching and assessment methodology; Group divisions; expectations

S1:

Lobbying, advocacy and digital revolution

Influence in digital context

Conceptual framework: Influence & lobbying -> understanding / key concepts / key players ;

Plan Session 02 :

Milica Pejovic

S2:

Communication tools for lobbying: goals, methods and actions

Media; Public Relations in Digital context; Social media; tools, apps and platforms

Target persona.

Digital marketing in Politics

Digital Marketing for Institutions

Digital Marketing for NGO

Plan Session 03 :

Milica Pejovic

S3:

Digital marketing / Digital media / Content management

Social media

SEO / SEM

apps / games / data

Influences and groups

Plan Session 04 :

Mariia Bazlutckaia

S4:

Digital Diplomacy 2001 – Today

- e-diplomacy towards digital diplomacy;
- digital diplomacy forms and functions;
- the role of Twitter in Political communication and foreign affairs;
- evolution of U.S. policies in the sphere of digital diplomacy since 2009;
- periodization of digital diplomacy development: technological and content factors;
- concepts connected with digital diplomacy, including transmedia engagement;
- digital diplomacy and metaverse;
- digital diplomacy of other actors of world politics.

Plan Session 05 :

Mariia Bazlutckaia

S5:

Information Disorder in a Post-Truth World

- post-truth;
- media-effects and cognitive bias;
- propaganda, fake news, disinformation, misinformation: differences and methods of distinction;
- social polarization;
- echo chambers, filter (epistemic) bubbles;
- AI as a main multiplicator of information disorder.

Plan Session 06 :

Milica Pejovic 25/10

S6:

Individual assignment 100m

Plan Session 07 :

Mariia Bazlutckaia

S7:

Media literacy campaigns

- strategies to counter disinformation: debunking and prebunking;
- inoculation theory;
- cases of media literacy campaigns;
- video games as a new stage of exerting influence

Plan Session 08 :

Mariia Bazlutckaia 22/11

S8:

Team projects presentations

Feedback and conclusions

SYLLABUS

GO511E_0108_24

Geopolitics and Law

ACADEMIC AREA :	STRATEGY AND INNOVATION
PROGRAMME :	MASTER IBNG
PERIOD :	FALL
COORDINATOR :	Mr. François-Régis LEGRIER
INSTRUCTOR(S) :	Mr. François-Régis LEGRIER
CONTACT HOURS :	24 hours
STUDY TIME :	120 hours (Class preparation, homework and assessments)
CREDITS :	4.0 ECTS
AOL :	False

PRE-REQUISITE MODULES :

None

MODULE DESCRIPTION :

The course "Geopolitics and Law" deals with the relation between law and power, the understanding of current international crisis and conflicts in a long term perspective and the role of the geo-economy in the balance of powers.

It will mostly focus on the main geopolitical challenges in a multipolar world, especially from the point of view of Europe. In this way, the building of the European Union (EU) and its birth as a new geopolitical player and global normative power will be at the heart of the module.

CONTRIBUTION TO PROGRAMME LEARNING OBJECTIVES :

- Leverage the economic, ecological, social performance of the firm and its operations to Change Business models #ChangeBusiness

MODULE INTENDED LEARNING OUTCOMES (ILOs) :

LO1 - Implement responsible management in the context of geopolitics & business.

LO2 - Demonstrate a key expertise and a deep understanding of specialized concepts, methods, and techniques in geopolitics & business to provide value to the business community.

TOPICS COVERED :

Economic and Industrial policy
European Union (EU)
EU legislative procedures
EU institutions
Multi-polarization
Global warming
Digital transition
Strategic autonomy, sovereignty and resilience
defense and security
conflicts
Extraterritoriality of laws
Policy advocacy
Interest representation

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

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

TEACHING METHODS :

The overall delivery format will be lectures (including documents, PowerPoints and films), followed by discussions; case studies and workshops. guest speaker to be confirmed

METHODS OF ASSESSMENT :

Continuous/Final	Group/Individual	Assessment	Weight	Duration	ILOs assessed
Continuous	Individual	Quiz	20%		LO1 and LO2
Continuous	Group	Study case	20%		LO1 and LO2
Final	Individual	Written in class	60%	3 hours	LO1 and LO2

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

BIBLIOGRAPHY :

1) Books

- Lelieveldt, H. and Princen, S. (2023). The Politics of the European Union. (3rd edn). Cambridge University Press
- Comte, J. (2023), Au coeur du lobbying européen. Presses Universitaires de Liège.
- Ala Laïdi (2023), Le Droit, nouvelle arme de guerre économique: Comment les Etats-Unis déstabilisent les entreprises européennes. Actes Sud.
- Olivier Zajec, Introduction à l'analyse géopolitique, éditions du Rocher
- rapport Schuman sur l'Europe 2024
- Colin Flint, Introduction to geopolitics, Routledge, 2022

2) Academic articles

- Donato Di Carlo & Luuk Schmitz (2023) Europe first? The rise of EU industrial policy promoting and protecting the single market, Journal of European Public Policy, 30:10, 2063-2096, DOI: 10.1080/13501763.2023.2202684
- Hornkohl, Lena, The Extraterritorial Application of Statutes and Regulations in EU Law (February 16, 2022). MPILux Research Paper 2022(1), Available at SSRN: <<https://ssrn.com/abstract=4036688>> or <http://dx.doi.org/10.2139/ssrn.4036688>
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- Christakis, Theodore, 'European Digital Sovereignty': Successfully Navigating Between the 'Brussels Effect' and Europe's Quest for Strategic Autonomy (December 7, 2020). Available at SSRN: <https://ssrn.com/abstract=3748098> or <<http://dx.doi.org/10.2139/ssrn.3748098>>
- Broeders, D., Cristiano, F., and Kaminska, M. (2023) In Search of Digital Sovereignty and Strategic Autonomy: Normative Power Europe to the Test of Its Geopolitical Ambitions. JCMS: Journal of Common Market Studies, 61: 1261-1280. <<https://doi.org/10.1111/jcms.13462>>
- Bertoini, Yves, What kind of "European sovereignty" after the Versailles Declaration?, October 2023, Schuman Papers n°721. What kind of "European sovereignty" after the Versailles Declaration? (robert-schuman.eu) <<https://www.robert-schuman.eu/en/european-issues/721-what-kind-of-european-sovereignty-after-the-versailles-declaration>>
- Fries, Charles, The European institutions dealing with crises, May 2023, Schuman Papers n°668. The European institutions dealing with crises (robert-schuman.eu) <<https://www.robert-schuman.eu/en/european-issues/668-the-european-institutions-dealing-with-crises>>
- Zuleg, Fabian, Economic security: A new EU paradigm?, Bruegel Discussion paper, June 2023. Economic_security_DP_v5.pdf (epc.eu) <https://epc.eu/content/PDF/2023/Economic_security_DP_v5.pdf>
- Koenig, Nicole, Putin's war and the Strategic Compass A quantum leap for the EU's security and defence policy?, April 2022, Hertie School Jacques Delors Center, 20220428_Koenig_StrategicCompass.pdf (delorscentre.eu) <https://www.delorscentre.eu/fileadmin/2_Research/1_About_our_research/2_Research_centres/6_Jacques_Delors_Centre/Publications/20220428_Koenig_StrategicCompass.pdf>
- Majcher, Klaudia, 'Open strategic autonomy': towards the geopoliticisation of EU competition law?, November 2020, Kluwer Law Blog. "Open strategic autonomy: towards the geopoliticisation of EU competition law? - Kluwer Competition Law Blog <<https://competitionlawblog.kluwercompetitionlaw.com/2020/11/20/open-strategic-autonomy-towards-the-geopoliticisation-of-eu-competition-law/>>
- Ntase, A. and Muurmans, C. (2020), Regulating lobbying activities in the European Union: A voluntary club perspective. Regulation & Governance, 14: 238-255. <<https://doi.org/10.1111/rego.12200>>
- Wood, Georgia, Lewis, James, The CLOUD Act and Transatlantic Trust, Center for Strategic and International Studies, March 2023. The CLOUD Act and Transatlantic Trust (csis.org) <<https://www.csis.org/analysis/cloud-act-and-transatlantic-trust>>
- Steinberg, F., Benson, E., Evaluating Europe's Economic Security Strategy, Center for Strategic and International Studies, July 2023. Evaluating Europe's Economic Security Strategy (csis.org) <<https://www.csis.org/analysis/evaluating-europes-economic-security-strategy>>
- Gomart, Thomas, Jean, Sébastien, Impossible Decoupling, Improbable Cooperation: Economic Interdependencies in the Face of Power Rivalries, November 2023, French Institute of International Relations. Impossible Decoupling, Improbable Cooperation: Economic Interdependencies in the Face of Power Rivalries | IFRI - Institut français des relations internationales <<https://www.ifri.org/en/publications/etudes-de-lifri/impossible-decoupling-improbable-cooperation-economic-interdependencies>>

3) Official publications

- Report of the Franco-German Working Group on EU Institutional Reform, Sailing on High Seas : Reforming and Enlarging the EU for the 21st Century, Paris-Berlin, September 2023. Franco-german_report_EUreforms (auswaertiges-amt.de) <<https://www.auswaertiges-amt.de/blob/2617206/4d0e0010ffcd8c0079e21329bbb3332/230919-rfaa-deu-fra-bericht-data.pdf>>
- Informal meeting of the Heads of State or Government, Versailles Declaration, March 2022. 20220311-versailles-declaration-en.pdf (europa.eu) <<https://www.consilium.europa.eu/media/54773/20220311-versailles-declaration-en.pdf>>
- Council of the European Union, A Strategic Compass for Security and Defence - For a European Union that protects its citizens, values and interests and contributes to international peace and security, March 2022. pdf (europa.eu) <<https://data.consilium.europa.eu/doc/document/ST-7371-2022-INIT/en/pdf>>
- Council of the European Union, EU Sanctions against Russia over Ukraine, factsheet. <<https://www.consilium.europa.eu/media/65247/eu-sanctions-against-russia-over-ukraine-factsheet.pdf>>
- Council of the European Union, EU action in support of Ukraine, factsheet. <<https://www.consilium.europa.eu/media/67810/eu-action-support-ukraine-factsheet-october-2023.pdf>>
- European Parliament Research Service (EPRS), EU Transparency Register - 2021 interinstitutional agreement, Policy

Brief. EU Transparency Register (europa.eu)
[https://www.europarl.europa.eu/RegData/etudes/BRIE/2023/751434/EPRS_BRI\(2023\)751434_EN.pdf](https://www.europarl.europa.eu/RegData/etudes/BRIE/2023/751434/EPRS_BRI(2023)751434_EN.pdf)
 • European Parliament Research Service (EPRS), EU's response to the US Inflation Reduction Act (IRA), June 2023. 'EUs response to the US Inflation Reduction Act (IRA) | Think Tank | European Parliament (europa.eu)
[https://www.europarl.europa.eu/thinktank/en/document/IPOL_IDA\(2023\)740087](https://www.europarl.europa.eu/thinktank/en/document/IPOL_IDA(2023)740087)
 • European Commission, Joint Communication to the European Parliament, the European Council and the Council on « European Economic Security Strategy », June 2023 : eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:52023JC0020 <<https://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:52023JC0020>>
 • European Commission, Communication to the European Parliament, the Council, the European Economic and Social Committee and the Committee of the Regions, A European strategy for data : EUR-Lex - 52020DC0066 - FR - EUR-Lex (europa.eu) <<https://eur-lex.europa.eu/legal-content/EN/TXT/?qid=1593073685620&uri=CELEX%3A52020DC0066>>
 • European Commission, Communication to the European Parliament and the Council, 2023 Strategic Foresight Report - Sustainability and people's wellbeing at the heart of Europe's Open Strategic Autonomy : SFR-23_en.pdf (europa.eu)
https://commission.europa.eu/system/files/2023-07/SFR-23_en.pdf
 • European Commission, Communication to the European Parliament, the Council, the European Economic and Social Committee and the Committee of the Regions, The European Green Deal : EUR-Lex - 52019DC0640 - FR - EUR-Lex (europa.eu) <<https://eur-lex.europa.eu/legal-content/EN/TXT/?qid=1588580774040&uri=CELEX%3A52019DC0640>>
 • European Commission President von der Leyen, 'Speech in the European Parliament Plenary 2023. State of the Union Address by President von der Leyen (europa.eu) <https://ec.europa.eu/commission/presscorner/detail/en/speech_23_4426>

4) Legislation

- European Commission, proposal for a Regulation laying down harmonised rules on artificial intelligence (Artificial Intelligence Act) : EUR-Lex - 52021PC0206 - FR - EUR-Lex (europa.eu) <<https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=celex%3A52021PC0206>>
- Regulation (EU) 2023/1781 of the European Parliament and of the Council of 13 September 2023 establishing a framework of measures for strengthening Europe's semiconductor ecosystem and amending Regulation (EU) 2021/694 (Chips Act) : EUR-Lex - 32023R1781 - FR - EUR-Lex (europa.eu) <https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=uriserv%3AOJ.L_.2023.229.01.0001.01.ENG>
- European Commission, proposal for a Regulation establishing a framework for ensuring a secure and sustainable supply of critical raw materials and amending Regulations (EU) 168/2013, (EU) 2018/858, 2018/1724 and (EU) 2019/1020 : EUR-Lex - 52023PC0160 - FR - EUR-Lex (europa.eu) <<https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=CELEX%3A52023PC0160>>
- Regulation (EU) 2019/452 of the European Parliament and of the Council of 19 March 2019 establishing a framework for the screening of foreign direct investments into the Union, EUR-Lex - 32019R0452 - EN - EUR-Lex (europa.eu) <<https://eur-lex.europa.eu/eli/reg/2019/452/oj>>
- European Commission, proposal for a Regulation on the protection of the Union and its Member States from economic coercion by third countries, eur-lex.europa.eu/legal-content/EN/TXT/HTML/?uri=CELEX:52021PC0775 <<https://eur-lex.europa.eu/legal-content/EN/TXT/HTML/?uri=CELEX:52021PC0775>>
- Regulation (EU) 2022/2560 of the European Parliament and of the Council of 14 December 2022 on foreign subsidies distorting the internal market, EUR-Lex - 32022R2560 - EN - EUR-Lex (europa.eu) <<https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=CELEX%3A32022R2560>>

Additional Reading

MODULE PLAN SESSIONS :

Plan Session 01 :

Introduction to the course: Geopolitics and Law
 - foundation of the geopolitics
 - relation between law and power
 - Presentation of the geopolitical analysis method

Plan Session 02 :

- Place of the geography & geo-economy in the balance of power and conflicts
 - Main geopolitics challenges at the XXI century

Plan Session 03 :

analysis of geopolitical situation: directed work with case study

Plan Session 04 :

- building of the EU: from the Community to the Union
- strengths and weaknesses
- EU institutions/decision making process

Plan Session 05 :

- EU as a new geopolitical player
- main geopolitical challenges
 - EU and Ukraine conflict
 - EU between the US and China

Plan Session 06 :

- France and the EU
- the role of France in the building of EU as a geopolitical player

Plan Session 07 :

directed work with case study

Plan Session 08 :

business, law and warfare
economic sanctions as a geopolitical tool
the economy out of the law: the organized crime as a geopolitical player

SYLLABUS

GO515E_TC_0108_24

Geopolitics and International Business

ACADEMIC AREA :	FINANCE AND ACCOUNTING
PROGRAMME :	PGTC LEVEL 5 MASTER
PERIOD :	FALL
COORDINATOR :	Ms. Céline AZEMAR
INSTRUCTOR(S) :	Dr. Thomas FLICHY DE LA NEUVILLE Ms. Céline AZEMAR
CONTACT HOURS :	24 hours
STUDY TIME :	null hours (Class preparation, homework and assessments)
CREDITS :	6.0 ECTS
AOL :	False

PRE-REQUISITE MODULES :

None

MODULE DESCRIPTION :

The first part of the module examines the link between geopolitics and international business throughout history. It shows that great international trade structured ancient empires, like Rome. It examines the fundamental link between diplomats and bankers through the example of Gabriel-Julien Ouvrard, banker to the Directoire and the Empire. It shows the historical effects of state debt. Finally, it shows how financial blockades can be used as an international weapon. The first part of the module ends with an attempt to map geopolitics of finance. The second part of the module explores the intricate relationships between multinational enterprises (MNEs) and geopolitics. It begins by defining foreign direct investment (FDI) and multinational enterprises (MNEs), explaining why firms choose to become multinationals and how they organize their global production networks. The module then examines the factors influencing the location of FDI, emphasizing the host country characteristics that MNEs consider, particularly in relation to country risks and geopolitical dynamics. Finally, the module investigates the impact of MNEs on geopolitics, focusing on their significance for governments, the competitive dynamics they create among nations seeking to attract FDI, and the role of international agreements and multilateral institutions in moderating potentially harmful competition for investment.

CONTRIBUTION TO PROGRAMME LEARNING OBJECTIVES :

-

MODULE INTENDED LEARNING OUTCOMES (ILOs) :

- ILO1: Assess the geopolitical constraints of international business
- ILO2: Understand the impact of geopolitical decisions over international affairs
- ILO3: Apply your geopolitical knowledge to your business aims.
- ILO4: Analyze the spatial impact of an international deal
- ILO5: Create a map of the geopolitics of finance
- ILO6: Explain key concepts about FDI, MNEs, and the organization of the production of MNEs
- ILO7: Analyze the determinants of the location of FDI including country risks and geopolitical dynamics
- ILO8: Evaluate the geopolitical impact of MNEs

TOPICS COVERED :

- 1 – History of international business
- 2 – Historical links between banking and politics
- 3 – Geopolitical effects of indebtedment
- 4 – Financial blockades
- 5 – Geopolitics of finance
- 6 – Organization of the production of MNEs
- 7 – Geopolitics as a determinant of FDI
- 8 – The impact of MNEs and FDI on government behaviors

RESEARCH-LED TEACHING :

Thomas Flichy de La Neuville, Financial power in Ancient Rome, 2022

Roman financial life cannot be easily deciphered to the extent that the handling of money remained for a long time a shameful activity contravening the ideal of otium of the aristocracy. The senatorial class is, however, very involved in business: it widely lends at interest and invests in companies that exploit the Empire's mines. Its financial power nevertheless passes through nominees who are often slaves or freedmen. Below her, the Roman knights act in full light, pulling the threads of the societatis publicanorum to which the Roman State has outsourced many sovereign functions, notably the collection of taxes. These multinational publicans largely underpin the logic of imperial expansion and raise a fundamental question: would the slave-financiers have been the true masters of the republic?

Céline Azémar's part of the module will be led by her research on FDI and tax competition. For instance, the following papers are particularly relevant for this module:

- Azémar, C., Giroud, A. (2023) World Investment Report 2022: International tax reforms and sustainable investment. Journal of International Business Policy 6, 235–239. <https://doi.org/10.1057/s42214-023-00148-1>.
- Azémar, C., Desbordes, R., Melindi-Ghidi, P. and J-P. Nicolaï (2022) Winners and losers of the COVID-19 pandemic: An excess profits tax proposal", Journal of Public Economic Theory, PP 1-23, <https://doi.org/10.1111/jpet.12589>
- Azémar, C., R. Desbordes and I. Wooton (2020) "Is International Tax Competition Only About Taxes? A Market-Based Perspective", Journal of Comparative Economics, 48, pp. 891-912.
- Azémar, C., and R. Desbordes, (2010) "Short-Run Strategies for Attracting Foreign Direct Investment", The World Economy, 33, (7), 928-957.

CSR AND SUSTAINABLE DEVELOPMENT GOALS :

Sustainable business considers the geopolitical context in order to avoid geopolitical risks. Sessions 4 and 5 focus on this theme (SDG 16 - Peace, justice and strong institutions). Session 8 focuses on SDGs 1 (No poverty), 8 (decent work and economic growth) and 10 (reduced inequalities) by considering the effect of MNE activities on economic growth with a focus on developing countries.

CSR NB HOURS :

9

SUSTAINABLE DEVELOPMENT GOALS COVERED :

- 01 - No poverty
- 08 - Decent work and economic growth
- 10 - Reduced inequalities
- 16 - Peace, justice and strong institutions

TEACHING METHODS :

Lectures and interactive activities.

METHODS OF ASSESSMENT :

Continuous/Final	Group/Individual	Assessment	Weight	Duration	ILOs assessed
Continuous	Group	Participation or task completion	25%		5
Continuous	Individual	Participation or task completion	15%		6, 7, 8
Final	Individual	Final written exam	60%	2 hours	All

Assessment 1 details:

Create a map of the geopolitics of finance in 2025

Assessment 2 details:

Participation and quiz.

Assessment 3 details:

Essay type questions.

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 :

Eichengreen, Barry. "International finance and geopolitics." Asian Economic Policy Review 19.1 (2024): 84-100.

Masanori Hasegawa, The geography and geopolitics of the renminbi: a regional key currency in Asia, International Affairs, Volume 94, Issue 3, May 2018, Pages 535–552, <https://doi.org/10.1093/ia/iiy020>

Weiss, Colin, Geopolitics and the U.S. Dollar's Future as a Reserve Currency (October, 2022). International Finance Discussion Paper No. 1359, Available at SSRN: <https://ssrn.com/abstract=4256436> or <http://dx.doi.org/10.17016/IFDP.2022.1359>

Navaretti, G-B. and Venables, A.J. (2004). Multinational Firms in the World Economy, Princeton University Press (Textbook) [eBook <https://bit.ly/3yVV5L4>]

World Investment Report 2024 "Investment facilitation and Digital Governments" https://unctad.org/system/files/official-document/wir2024_en.pdf

Additional Reading

MODULE PLAN SESSIONS :

Plan Session 01 :

Thomas Flichy de La Neuville - Geopolitics and international business in ancient Rome

- The financial domination of the roman aristocracy, its role in the societatis publicanorum, ancestors of multinational companies. How did the negociatores plunder the conquered provinces.
- The professionals of finance, secondary actors of the geopolitical domination of Rome.

Plan Session 02 :

Thomas Flichy de La Neuville - Gabriel-Julien Ouvrard, a banker in politics (1770-1846)

- An intuitive player who is able to develop a huge international network
- The player becomes the banker of the State
- When Bonaparte ruins the supposed extortionist

Plan Session 03 :

Thomas Flichy de La Neuville - The geopolitical effects of high indebtment

- Placing the foreign policy under trusteeship : example Haiti during the 19th century
- The armies become the mercenaries of the State's creditors : example Cuba in 1960

- Dividing the territory : Genoa gives Corsica to France under Louis 15th.

Plan Session 04 :

Thomas Flichy de La Neuville - Financial blockades

- The geopolitical purposes of geopolitical blockades
- Financial blockades at different levels
- The blockade as a generator of financial opportunities

Plan Session 05 :

Thomas Flichy de La Neuville - Geopolitics of finance

- The tapestry of power, financial framework and political chain
- The territory of geofinance.

Plan Session 06 :

Céline Azémar - Multinational enterprises (MNEs) and Foreign Direct Investment (FDI)

- Definition, measures and trends - WIR 2024
- OLI paradigm, horizontal FDI, vertical FDI, more complex FDI.

Plan Session 07 :

Céline Azémar - The determinants of FDI and MNEs locations

- Market size, trade costs
- Country Risks and the role of geopolitics

Plan Session 08 :

Céline Azémar - The effects of MNEs on geopolitics

- Importance of MNEs for governments: difference between MNEs and domestic firms, effect of MNE activities on the host country (contribution to economic growth, Total Factor Productivity growth, channels)
- Tax competition between governments to attract MNEs
- Global agreements affecting MNE behaviors: the role of the OECD and the United Nations

SYLLABUS

HR514E_TC_0108_24

Globalmindedness & Intercultural Intelligence

ACADEMIC AREA :	MANAGEMENT AND ORGANIZATIONS
PROGRAMME :	PGTC LEVEL 5 MASTER
PERIOD :	FALL
COORDINATOR :	Ms. Renata BECERRIL
INSTRUCTOR(S) :	Ms. Renata BECERRIL
CONTACT HOURS :	24 hours
STUDY TIME :	null hours (Class preparation, homework and assessments)
CREDITS :	6.0 ECTS
AOL :	False

PRE-REQUISITE MODULES :

None

MODULE DESCRIPTION :

Performing in a global world means complexity, exchange, openness. It calls not only for sound individuals but for engaged global citizens with a vast cultural capital. This module aims to propel students in their professional and everyday life towards fostering and developing their openness, interest and understanding in relation to other cultures bearing in mind reciprocal and egalitarian exchanges.

The course content will unfold 7 themes that grow in scale of a “taxonomy of the world” which has the shape of a cone-shaped diagram, a theory that I have further developed, tested and applied in teaching and consulting projects.

CONTRIBUTION TO PROGRAMME LEARNING OBJECTIVES :

-

MODULE INTENDED LEARNING OUTCOMES (ILOs) :

1. To apprehend the business world from a macro and micro perspective
2. To develop a global mindset taking into account cultural differences
3. To apply this knowledge for effective intercultural decision-making & leadership
4. To apply this knowledge to maintain dialogue in various situations

TOPICS COVERED :

- 7 scales of the “taxonomy of the world”/ cone-shaped diagram [the individual, the global citizen, the community, the nation, the world, systems, futures and utopia]
- Intercultural intelligence [research & practitioner approaches]
- Development of a global mindset [psychological, social, intellectual]
- Global thinkers [synthesists, idealists, pragmatists, analysts, and realists]

RESEARCH-LED TEACHING :

The cone-shaped diagram derives from a method that has its own history. It was the Canadian philosopher Charles Taylor who first referred to a cone graph, a 'plausibility cone', in his 1990 writings. His cone "defined a range of plausible futures extended over an explicit timeframe, including a kind of "back cone" in the past". Futurists Trevor Hancock and Clement Bezold, employed in 1994 the Futures Cone to theorise the first taxonomy of potential futures. Since 2000 Joseph Voros who holds a PhD in theoretical physics employs the cone diagram in the context of foresight teaching and practice, i.e.: Voros, J 2017, 'Big History and anticipation: Using Big History as a framework for global foresight'.

On the importance of interculturality : The UNESCO, in partnership with the Institute for Economics and Peace (IEP) have created the Initiative for Fostering Intercultural Dialogue and have produced the Conceptual and Technical Framework for Measuring Intercultural Dialogue.

CSR AND SUSTAINABLE DEVELOPMENT GOALS :

Rennes SB is actively engaged in training its students to challenge existing "business as usual" and to think critically about the ecological and broader societal impact of business practices.

In order to strengthen the student's position as engaged global citizens with a vast cultural capital, this course will contribute to both, the awareness and the personal engagement in relation to the 17 Sustainable Development Goals (SDGs) as set by the UNESCO for the 2030 Education Agenda. Goals adopted by all United Nations Member States in 2015, which provide a shared blueprint for peace and prosperity for people and the planet, now and into the future.

CSR NB HOURS :

2

SUSTAINABLE DEVELOPMENT GOALS COVERED :

- 05 - Gender equality
- 10 - Reduced inequalities
- 11 - Sustainable cities and communities
- 12 - Responsible consumption and production
- 16 - Peace, justice and strong institutions
- 17 - Partnership for the goals

TEACHING METHODS :

Using as reference what thinkers, artists, creatives, activists, writers have to teach us, a visual presentation and lecture (by the instructor) will give the theory and will be the starting point to promote reflection and raise curiosity for further search and knowledge, as well as for the activities to be developed inside and outside the classroom. Each session will demand readings and presentations by students. Some activities will go outside of the classroom in order to be confronted with, and informed by real contexts.

The success of the learning experience calls for proactive, reflective and engaged students that see learning as an active and continuous experience, where taking ownership of the content means being prepared for each session as well as incorporating it in their own persona and every day life. Students are encouraged to take part of the teaching and learning experience in a professional and proactive manner.

METHODS OF ASSESSMENT :

Continuous/Final	Group/Individual	Assessment	Weight	Duration	ILOs assessed
Continuous	Group	Participation or task completion	20%	40 minutes 2 x 20	1, 2, 3, 4
Continuous	Group	Participation or task completion	20%	120 minutes 4 x 30	1, 2, 3, 4
Final	Individual	Participation or task completion	60%	80 minutes 4 x 20	1, 2, 3, 4

Assessment 1 details:

Rubrics to be applied to all Continuous Group and Individual assessments

Traits:

1. Content 33% The ability to elicit the reviewed issues and explain/apply them according to the key concepts covered.

Exemplary 70-100% (above expectations) The content adds value and demonstrates very good understanding of it.
Satisfactory 40-69% (meets expectations) The content somewhat adds value and somewhat demonstrates understanding of it.
Insufficient 0-39% (below expectations) The content does not clearly show added does not clearly demonstrates understanding of it.

2. Critical reasoning 33% The ability to take a critical reasoning approach in order make relevant recommendations for current as well as foreseen global and intercultural exchanges.and demonstrates very good understanding of it.
Exemplary 70-100% (above expectations) The group (for group work assessments) / student (for report assessments) demonstrates a very good critical understanding of the content and reflective recommendations.
Satisfactory 40-69% (meets expectations) The group (for group work assessments) / student (for report assessments) demonstrates a somewhat critical understanding of the content and reflective recommendations.
Insufficient 0-39% (below expectations) The group (for group work assessments) / student (for report assessments) does not demonstrates a critical understanding of the content nor reflective recommendations.

3. Form 33%The ability to present and justify choices in a clear and structured manner, within the allocated time frame and with audience engagement.
Exemplary 70-100% (above expectations) The content is very well justified, structured and delivered.
Satisfactory 40-69% (meets expectations) The content is somewhat justified, structured and delivered.
Insufficient 0-39% (below expectations) The content is not well justified, structured and delivered.

Assessment 1 details:

- Group work / (contact hours and outside of class)
- For this Current Event Debate (CED) teams are selected by instructor (they will last throughout the course). At the beginning of each of the 7 topic's sessions (pair sessions 2, 4, 6, 8, 10, 12, 14) they will present a current case study related to the session's concepts which they can revise on Moodle. Before the session, the two selected teams should prepare a summary of the situation in the form of a brief presentation or role play (3/5 minutes) and conclude by opening the debate/discussion to the group (15 minutes). A team will do this 20-minute activity twice during the course.
- Objective: This flipped classroom approach is to encourage students to take ownership of their learning by making a link between the concept of the session and global current practices or situations.

Assessment 2 details:

Assessment 2 details:

- Group project / (contact hours)
- Teams are selected randomly for sessions 3, 7, 11, 15. In their allocated teams, students will be asked to engage in a 15 minutes team activity which will be follow by a 15-minute open debate/presentation/role play. These activities will take the form of: Empathy mapping (session 3), Co-creation (session 7), Jigsaw (session 11), Mystery quotation (session 15).
- Objective: To develop the students' ability to focus in a group dialogue on the key issues at stake, according to their knowledge of the concepts delivered, and to make relevant recommendations for current as well as foreseen global and intercultural exchanges.

Assessment 3 details:

Assessment 3 details:

- Report / (contact hours and outside of class –only for session 9–)

-TASK OR DELIVERABLE INSTRUCTIONS

Throughout the course, each student will work on four individual activities on class, the final one, a "global citizen" project, has to take into consideration the concepts revised in the previous ones. The final (session 13) activity is an "empathy mapping" accompany by a paper where they further develop their ideal "global citizen". It must satisfy the following requirements:

- Paper (pre-session activity), 500-750 (2-3 pages) words that includes:

- o Minimum 5 academic sources
- o Structure: Introduction and hypotheses, content development, conclusion, reference list (APA style).
- Empathy mapping (class activity) that includes:
 - o Complete the template (provided by instructor) using the concepts revised on the session and the paper.

-TIMING AND METHOD OF SUBMISSION

Each student will work on the development of a "global citizen" project throughout the course, starting session one, according to the following timeline:

- Session 1: through the "one minute paper" class exercise, demonstrate understanding of the guideline concepts of the course.
- Session 5: through the "rapid prototyping" class exercise, formulate a research idea and question of what it takes to be a "global citizen", present and discuss in class, obtain feedback.
- Session 9: through the food sampling and verbal presentation (pre-session activity), discuss the problematics and bias a "global citizen" might encounter.
- Session 13: taking into consideration the paper (pre-session activity) "global citizen" and the concepts revised in the session, develop an "empathy mapping", present and discuss in class.

-GRADING RUBRIC

Weight 60%

Weight distribution:

Session 1 "one minute paper" / 5 %

-Session 5 "rapid prototyping" / 10%

-Session 9 food sampling and verbal presentation / 15%

-Session 13 paper + "empathy mapping" / 30%

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 :

1. Mole, John. (2003), Mind Your Manners: Managing Business Cultures in the New Global Europe, 3rd ed., Ebook [<https://urls.fr/W1Yz0O>]
Nicholas Brealey.
2. Porter, Richard E. (2003), Intercultural communication A Reader, Thomson Wadsworth

Additional Reading

Barkan, Ross. (Accessed 2024), The zeitgeist is changing. A strange, romantic backlash to the tech era looms. The Guardian.<https://www.theguardian.com/commentisfree/2023/dec/28/new-romanticism-technology-backlash>

Charpy, Manuel. (2015), Les aventuriers de la mode. Les sapeurs congolais à Paris et l'usage de la mode en migration (1890-2014). Cairn Info. <https://shs.cairn.info/revue-hommes-et-migrations-2015-2-page-25?lang=fr>

Fromm, Erich. (1964), Escape from Freedom. Routledge.

Root, Michael. (1998), How We Divide the World. The University of Chicago Press.

Shermer, Michael. (2018), Utopia is a dangerous ideal: we should aim for 'protopia'. Big think. <https://bigthink.com/politics-current-affairs/utopia-is-a-dangerous-ideal-we-should-aim-for-protopia/>

SDGs Targets Overview. (Accessed 2024). United Nations. https://sdgs.un.org/sites/default/files/2020-09/SDG%20Resource%20Document_Targets%20Overview.pdf

Teaching controversial issues. (Accessed 2024), Oxfam. <https://oxfamlibrary.openrepository.com/bitstream/handle/10546/620473/gd-teaching-controversial-issues-290418-en.pdf?sequence=1&isAllowed=y>

Tuck, Andrew. (Accessed 2024), Country code. Monocle. <https://monocle.com/magazine/issues/6/country-codes/>

Twitty, Michael W. (2024), The Stories Food Can Tell, Time. <https://time.com/6551567/michael-twitty-food-essay/>

What is 'community' and why is it important? (2018). Centre for Public Impact. <https://medium.com/centre-for-public-impact/what-is-community-2e895219a205>

MODULE PLAN SESSIONS :

Plan Session 01 :

Students should spend an average of 1h30-2h00 per week preparing for session and consolidating the learning experience after the session. The pre and post session exercises are a blend of individual and team time.

During the 1.5-hour session there will be a blend of both concept delivery and team activities. Discussions will be encouraged around the key concepts and additional support material will be used such as videos, music, readings.

The overall format for each session is as follows:

Step 1: Students will be required to do a selection of pre-session activities: read an article, listen to a podcast, watch a video shared in Moodle or found by themselves.

In Session 1, students will be assigned to a team for the duration of the module. Each team will create a team chat on MS Teams for their team discussions.

Step 2: At the start session of each of the 7 topics (scales in the “taxonomy of the world” cone) two teams will be randomly selected to prepare a Current Event Debate (CED) that expands notions of the related topic through a case study or a selection of 3 news (appeared in newspapers during the current week) selected by the team. Before the session, the two selected teams should prepare a 3-5-minute summary of their case study and open a 15-minute the debate/discussion to the whole workshop group. Each team leads one CED during the module. This is part of the ‘group work’ continuous assessment grade.

Step 3: The instructor will then deliver the concepts of each of the 7 topics (belonging to the 7 scales of the “taxonomy of the world” cone) through a visual presentation and support material such as videos, music and readings)

Step 4: For each of the 7 topics there will be a graded individual or group activity, in some cases the tasks will be developed during the session, in others they are pre-session activities.

Session: 1

Session title: Introduction and key concepts

Brief addenda of the session:

Topics/concepts: Intercultural vs multicultural vs cross-cultural, world views, cultural intelligence, ethnocentrism, global citizen, cultural voice, debate vs dialogue, active listening, power dynamics, language nuances, diplomacy, among others.

Activity: CED (Group work/graded) + The one minute paper (Report–individual/graded: Based on the revised concepts, students select their desired concept(s) and explain in one minute their most revealing self).

Preliminary readings and assignments:

Reading:

Article: The Seven Dimensions of Culture (link to Pdf in Moodle)

Assignment: Questionnaire to be completed for next session + Pre-session activities + CED

Plan Session 02 :

Session: 2+3

Session title: Scale 1 | The individual –Dissecting one's sense of self

Brief addenda of the session:

Topics/concepts: Cultural identity, cultural barriers.

Activity: CED (Group work /graded) + Empathy mapping (Group project/graded: Secretly analyzing historical and contemporary figures by teams according to the revised concepts, teams will then explain to the group each figure's attributes and place their post-its with the written attributes on the specific wall sections for the rest of the group to guess the figure).

Preliminary readings and assignments:

Reading: Fromm, Erich. (1964), *Escape from Freedom*. Routledge.

Assignment: Pre-session activities + CED

Plan Session 03 :

Session: 4+5

Session title: Scale 2 | The global citizen –Being action takers and impact makers

Brief addenda of the session:

Topics/concepts: SDGs, critical thinking, changemaker, affinity bias.

Activity: CED (Group work/graded) + Rapid prototyping (Report–individual/graded: By using the revised topics and concepts, each student will create their ideal global citizen of the world and will make a team presentation of findings to test and iterate on the prototype using feedback from their team to refine their design).

Preliminary readings and assignments:

Reading:

SDGs Targets Overview. (Accessed 2024). United Nations. https://sdgs.un.org/sites/default/files/2020-09/SDG%20Resource%20Document_Targets%20Overview.pdf

Teaching controversial issues. (Accessed 2024), Oxfam.

<https://oxfamlibrary.openrepository.com/bitstream/handle/10546/620473/gd-teaching-controversial-issues-290418-en.pdf?sequence=1&isAllowed=y>

Assignment: Pre-session activities + CED

Plan Session 04 :

Session: 6+7

Session title: Scale 3 | The community –Sense of place, sense of belonging

Brief addenda of the session:

Topics/concepts: Action learning, asset map, capacity building, community asset, community of practice, complexity, digital equity.

Activity: CED (Group work/graded) + Co-creation (Group project/graded: Teams will select a contemporary community from around the globe with problematics and will create original solutions or tools which they will present to the group using a language that demonstrate knowledge of the revised concepts).

Preliminary readings and assignments:

Reading:

What is 'community' and why is it important? (2018). Centre for Public Impact. <https://medium.com/centre-for-public-impact/what-is-community-2e895219a205>

Assignment: Food preparation and verbal presentation for next session + Pre-session activities + CED

Plan Session 05 :

Session: 8+9

Session title: Scale 4 | The nation –From states and territories to individual's history

Brief addenda of the session:

Topics/concepts: Political geography, territoriality, nation branding, food history, affective culture, national culture studies.

Activity: CED (Group work/graded) + Food tasting, individual verbal presentation and group discussion (Report–individual /graded: Students will bring their food preparations and will give a verbal presentation that takes on account the session's concepts, this will be followed by a group discussion).

Preliminary readings and assignments:

Reading:

Tuck, Andrew. (Accessed 2024), Country code. Monocle. <https://monocle.com/magazine/issues/6/country-codes/>

Twitty, Michael W. (2024), The Stories Food Can Tell, Time. <https://time.com/6551567/michael-twitty-food-essay/>

Plan Session 06 :

Session: 10+11

Session title: Scale 5 | The world –Identifying the zeitgeist

Brief addenda of the session:

Topics/concepts: International business, zeitgeist.

Activity: CED (Group work/graded) + Jigsaw (Group project/graded: Each person of a team will be assigned a different zeitgeist topic to explore, they'll regroup to work with all the students from the other teams who are exploring the same topic. Once they have discussed and mastered the concept, students return to their home team and everyone shares newfound expertise).

Preliminary readings and assignments:

Reading:

Barkan, Ross. (Accessed 2024), The zeitgeist is changing. A strange, romantic backlash to the tech era looms. The Guardian. <https://www.theguardian.com/commentisfree/2023/dec/28/new-romanticism-technology-backlash>

Assignment: Pre-session activities + CED

Plan Session 07 :

Session: 12+13

Session title: Scale 6 | Systems –Existing, non-desirable and preferable world divisions

Brief addenda of the session:

Topics/concepts: Dominant culture, hegemony, emergent culture, residual culture, subcultures, countercultures, mainstream culture, geopolitics, cultural dimensions.

Activity: CED (Group work/graded) + Empathy mapping (Report–individual/graded: Each student will research and select a newly formed ethnic group (system) and will present it to its team who will then analyze it according to the revised concepts and following the "design thinking" technique, the most outstanding findings of each team's research will be presented to the group).

Preliminary readings and assignments:

Reading:

Root, Michael. (1998), How We Divide the World. The University of Chicago Press.

Charpy, Manuel. (2015), Les aventuriers de la mode. Les sapeurs congolais à Paris et l'usage de la mode en migration (1890-2014). Cairn Info. <https://shs.cairn.info/revue-hommes-et-migrations-2015-2-page-25?lang=fr>

Assignment: Pre-session activities + CED

Plan Session 08 :

Session: 14+15

Session title: Scale 7 | Futures and utopias in global and intercultural exchanges

Brief addenda of the session:

Topics/concepts: Futures terminology, utopia, dystopia, protopia, cultural dimensions.

Activity: CED (Group work/graded) + Mystery quotation (Group project/graded: Several quotations will be presented to the group; each team has to figure out the point of view of the person behind the quotation — and justify it to the group)

according to the revised concepts).

Preliminary readings and assignments:

Reading:

Shermer, Michael. (2018), Utopia is a dangerous ideal: we should aim for 'protopia'. Big think.

<https://bigthink.com/politics-current-affairs/utopia-is-a-dangerous-ideal-we-should-aim-for-protopia/>

SYLLABUS

ST506E_0108_24

Contemporary Trends in the Luxury Industry

ACADEMIC AREA :	STRATEGY AND INNOVATION
PROGRAMME :	MASTER MCCLI / PGTC LEVEL 5 MASTER
PERIOD :	FALL
COORDINATOR :	Mr. Raphael BELLIER
INSTRUCTOR(S) :	Mr. Raphael BELLIER
CONTACT HOURS :	24 hours
STUDY TIME :	null hours (Class preparation, homework and assessments)
CREDITS :	4.0 ECTS
AOL :	False

PRE-REQUISITE MODULES :

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

MODULE DESCRIPTION :

This course gives an overview of the current luxury industry and its main features and historical foundations. It presents the trends that have occurred over the last twenty years. It also presents the very new trends, the micro-trends and some potential trends that are at their infancy and that may bloom in the following years. The course also presents the main impact of the Covid on the Luxury market and its industry structure in a short and mid-term. Students will be given the knowledge and skills to envision, shape, implement and pursue new strategic and marketing strategies in this fast-changing market.

CONTRIBUTION TO PROGRAMME LEARNING OBJECTIVES :

- Combine professional expertise with resilience, critical thinking & personal influence to Change mindsets #ChangeMindsets
- Develop a sustainable strategic vision to Connect (eco-)systems #ConnectSystems

MODULE INTENDED LEARNING OUTCOMES (ILOs) :

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

TOPICS COVERED :

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

RESEARCH-LED TEACHING :

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

CSR AND SUSTAINABLE DEVELOPMENT GOALS :

Responsible consumption and production

CSR NB HOURS :

3

SUSTAINABLE DEVELOPMENT GOALS COVERED :

- 12 - Responsible consumption and production

TEACHING METHODS :

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

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

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

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

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

METHODS OF ASSESSMENT :

Continuous/Final	Group/Individual	Assessment	Weight	Duration	ILOs assessed
Continuous	Group	Group project	40%	90minutes	5&6
Final	Individual	Final written exam	60%	3 hours	All

Assessment 1 details:

See ST506E_Assessment guideline v3 2023-2024

Assessment 2 details:

See ST506E_Assessment guideline v3 2023-2024

ACADEMIC INTEGRITY :

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- > Kapferer, J.-N. (2016). *Luxe- Nouveaux Challenges, nouveaux challengers*. Eyrolles. [eBook <https://bit.ly/3SDNVzn>]
- > Blanckaert, C. and Som ,A. (2015). *The road to Luxury. The Evolution, Markets, and Strategies of Luxury Brand Management*. Wiley. [eBook <https://bit.ly/3u7mJPK>]
- > Kapferer, J.-N and Bastien, V. (2012). *The luxury strategy. Break the rules of marketing to build luxury brands* (2nd edition). Kogan Page. [eBook <https://bit.ly/3RcVsEc>]
- > Institut français de la Mode (2014). *Mode Luxe. Economie, création et marketing*. IFM/Regards.
- > Briones, E. dit Darkplanneur (2022). *Luxe&Digital : Stratégies pour une digitalisation singulière du Luxe*. (2e edn). Dunod. [eBook <https://bit.ly/4ef8VrP>]

Additional Reading

Books:

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

Business Review articles:

- > Kapferer, J.-N. (2014). *The Artification of Luxury: from Artisans to Artists*. *Business Horizons*. Volume 57, Issue 3, May–June 2014, pp. 371–380.
- > Weinberger, D. (2008). *Authenticity, is it Real or is it Marketing?* *Harvard Business Review*. Vol. 86, Issue 3, March 2008, pp. 33-43.
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- > Emerson, H. and Powell, A. (2011). *Collaborative Service: How Doing Less Can Satisfy Customers More*. *Rotman Magazine*. Fall2011, pp. 42-47.
- > Reddy, M., Terblanche, N., Pitt, L. and Parent, M. (2008). *How far can Luxury Brand travel? Avoiding the pitfalls of luxury brand extension*. *Business Horizons*. Volume 52, Issue 2, March–April 2009, pp. 187–197.
- > Reddy, M. and Terblanche, N. (2005). *How not to Extend your Luxury Brand?* *Harvard Business Review*. Vol. 83, Issue 12, December 2005, pp. 20-24.
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- > Jones, G. (2006). *L'Oréal and the globalization of American Beauty*. *Harvard Business School Case*.
- > Silverstein, M. and Fiske, N. (2003). *Luxury for the Masses*. *Harvard Business Review*. Vol. 81, Issue 4, Apr2003, pp. 48-57.
- > Wetlaufer, S. (2001). *Bernard Arnault: the Perfect Paradox of Star Brands*. *Harvard Business Review*. Vol. 79, Issue 9, October 2001, pp. 116-123.
- > Bayersdofer, V. and Dessain, V. (2011). *Preserve The Luxury Or Extend The Brand?* *Harvard Business Review*. Vol. 89, Issue 1/2, Jan/February 2011, pp. 173-177.
- > Kramer, L. (2011). *How French Innovators Are Putting the "Social" Back In Social Networking*. *Harvard Business Review*. Vol. 88, Issue 10, October 2010, pp. 121-124
- > Sawnhay, M., Wolcott, R. C. and Arroniz, I. (2006). *The 12 Different Ways for Companies to Innovate*. *MIT Sloan Management Review*. Vol. 47, Issue 3, Spring 2006, pp. 75-81.
- > Hamel, G. and Välikangas, L. (2003). *The Quest for Resilience*. *Harvard Business Review*. Vol. 81, Issue 9, September 2003, pp. 52-63
- > Keinan, A. and Kivetz, R. (2008). *When Virtue Is a Vice*. *Harvard Business Review*. Vol. 86, Issue 7/8, Jul-August 2008, pp. 22-23.
- > Bertelli, P. (2012). *Prada's CEO on Staying Independent In a Consolidating Industry*. *Harvard Business Review*. Vol. 90, Issue 9, September 2012, pp. 39-42.
- > Berthon, P., Pitt, L., Parent, R. and Berthon, J.-P. (2009). *Aesthetics and Ephemerality: observing and preserving the*

luxury brand. California Management Review. Vol. 52, Issue 1, Fall 2009, pp. 45-66.
-> Bertelli, P. (2012). Prada's CEO on Staying Independent In a Consolidating Industry. Harvard Business Review. Vol. 90, Issue 9, September 2012, pp. 39-42.
-> Berthon, P., Pitt, L., Parent, R. and Berthon, J.-P. (2009). Aesthetics and Ephemerality: observing and preserving the luxury brand. California Management Review. Vol. 52, Issue 1, Fall 2009, pp. 45-66.

MODULE PLAN SESSIONS :

Plan Session 01 :

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

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

Plan Session 02 :

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

- Discussion of articles about the Luxury industry
- Exercise: Trend positioning for an existing company

Plan Session 03 :

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

- Discussion of articles about the Luxury industry
- Exercise: Positioning

Plan Session 04 :

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

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

Plan Session 05 :

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

- Discussion of articles about the Luxury industry
- Exercise: Trend positioning for an existing company

Plan Session 06 :

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

- Discussion upon articles about the Luxury industry
- Exercise: Positioning

Plan Session 07 :

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

- Discussion of articles about the Luxury industry
- Exercise: Benchmarking & analyzing a luxury player
- Group project preparation

Plan Session 08 :

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

- Discussion of articles about the Luxury industry
- Exercise: Trend positioning for an existing company
- Group project preparation

ACADEMIC AREA :	SUPPLY CHAIN MANAGEMENT AND INFORMATION SYSTEMS
PROGRAMME :	MASTER IBNG / PGTC LEVEL 5 MASTER
PERIOD :	FALL
COORDINATOR :	Mr. Anup MAHARANA
INSTRUCTOR(S) :	Mr. Anup MAHARANA
CONTACT HOURS :	24 hours
STUDY TIME :	null hours (Class preparation, homework and assessments)
CREDITS :	4.0 ECTS
AOL :	False

PRE-REQUISITE MODULES :

Basics of Supply Chain Management and college level mathematics.

MODULE DESCRIPTION :

This course explores the use of digital tools and technologies in sales management, forecasting, and prospection. Students will learn how to leverage data analytics, customer relationship management (CRM) software, and other digital platforms to optimize sales processes, improve forecasting accuracy, and identify potential customers. The course emphasizes hands-on experience with various tools and techniques, preparing students for success in the rapidly evolving world of sales and marketing.

CONTRIBUTION TO PROGRAMME LEARNING OBJECTIVES :

- Demonstrate advanced technological literacy to Connect physical and digital spaces #ConnectSpaces

MODULE INTENDED LEARNING OUTCOMES (ILOs) :

1. Evaluate and select appropriate digital tools for sales management, forecasting, and prospection based on business needs and objectives.
2. Implement and customize CRM software to streamline sales processes and improve customer engagement.
3. Analyze sales data using data visualization and predictive analytics to generate accurate forecasts and identify trends.
4. Develop and execute targeted prospecting strategies using digital platforms and social media.
5. Collaborate effectively in teams to design and present digital sales solutions for real-world case studies.

TOPICS COVERED :

Sales, digital sales, CRM, Forecasting, predictive analysis in excel, prospecting, automation of sales and prospecting process

RESEARCH-LED TEACHING :

CSR AND SUSTAINABLE DEVELOPMENT GOALS :

Knowledge and exposure to analyze real world situations for opportunities, economic growth and optimization of systems and processes

CSR NB HOURS :

2

SUSTAINABLE DEVELOPMENT GOALS COVERED :

- 08 - Decent work and economic growth
- 09 - Industry, innovation and infrastructure

TEACHING METHODS :

Class Format: Lecture, group presentations, practical exercises, case study analysis and practical labs

METHODS OF ASSESSMENT :

Continuous/Final	Group/Individual	Assessment	Weight	Duration	ILOs assessed
Continuous	Group	Participation or task completion	40%	15 minutes each team	All
Final	Individual	Final written exam	60%	2.5 hours	All

Assessment 1 details:

Students will be asked to do and present a case study or methodological investigation of either sales, forecasting or prospecting. Rubrics and details will be shared during course.

Assessment 2 details:

An exam with a questionnaire and exercises based on those done in class

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.

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the Academic Integrity section of the Student Handbook.

BIBLIOGRAPHY :

Buttle, F.; Maklan, S. (2019). Customer Relationship Management ; Concepts and Technologies. (4e ed). Routledge. [ebook available : <https://urls.fr/EkMALv>]

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.

Additional Reading

Peelen, E., Beltman R. (2013). Customer Relationship Management, (2nd ed.). Pearson Education.

MODULE PLAN SESSIONS :

Plan Session 01 :

Course Introduction
Introduction to Digital Sales Tools and Strategies
-Overview of digital tools in sales
-Introduction to CRM software
-Class Format: Lecture and hands-on CRM tool setup

Plan Session 02 :

Integrating Digital Tools with Traditional Sales Processes
-Blending digital and traditional sales approaches
-Case studies and practical labs
-Class Format: Discussion, case study analysis

Plan Session 03 :

Forecasting Models 1
Moving average techniques
Excel example

Plan Session 04 :

Forecasting Models 2
Weighted Moving average techniques
Excel example

Plan Session 05 :

Forecasting Models 3
Decomposition techniques
Excel examples

Plan Session 06 :

Forecasting Models 4
Regression techniques
Excel examples

Plan Session 07 :

Prospection Strategies and Tools
-Lead generation and customer segmentation
-Utilizing tools like social media, email automation
-Class Format: Lecture, group project on prospecting strategies

Plan Session 08 :

Final Presentation and discussion

SYLLABUS

IS515E_0108_24

CRM Systems with AI integration

ACADEMIC AREA :	SUPPLY CHAIN MANAGEMENT AND INFORMATION SYSTEMS
PROGRAMME :	MASTER DAIS / MASTER DMM / PGTC LEVEL 5 MASTER
PERIOD :	FALL
COORDINATOR :	Mr. Anup MAHARANA
INSTRUCTOR(S) :	Mr. Anup MAHARANA
CONTACT HOURS :	24 hours
STUDY TIME :	null hours (Class preparation, homework and assessments)
CREDITS :	4.0 ECTS
AOL :	False

PRE-REQUISITE MODULES :

Basic marketing knowledge, basic college level mathematics

MODULE DESCRIPTION :

This beginner-level CRM course provides a comprehensive introduction to Customer Relationship Management, equipping students with the knowledge and practical skills needed to effectively manage customer relationships and drive marketing success. The course includes an AI integration component, showcasing how artificial intelligence can transform CRM practices by automating tasks, providing predictive insights, and personalizing customer interactions. Through a blend of theory, hands-on exercises, AI-enhanced tools, case studies, and real-world examples, participants will gain a solid foundation in CRM concepts and practices, including how AI can be leveraged to enhance customer engagement, streamline sales and marketing processes, and improve decision-making. This course prepares students to pursue a career in marketing or enhance their existing marketing skills with a cutting-edge understanding of AI-driven CRM strategies.

CONTRIBUTION TO PROGRAMME LEARNING OBJECTIVES :

- Leverage the economic, ecological, social performance of the firm and its operations to Change Business models #ChangeBusiness

MODULE INTENDED LEARNING OUTCOMES (ILOs) :

1. In-depth comprehension of CRM and applied AI
2. Understanding of the value of CRM in business strategy and how AI can optimize it
3. Be able to differentiate the working of Strategic, Operational and Analytical CRM and how AI can be integrated
4. Have a good idea about Customer and Supplier relationships and the factors affecting them,
5. Implement CRM in an enterprise setting along with AI components
6. Have a basic idea how CRM tools and AI technologies work

TOPICS COVERED :

Customer-Supplier Relationship,
CRM-centric Business Strategy,
Customer Lifetime Value (CLV),
CRM Implementation,
AI in CRM: Automation and Predictive Analytics,
AI-enhanced Customer Segmentation,
AI-driven Customer-Supplier Relationship Management,
AI in CRM-centric Business Strategy,
AI for Enhancing CLV,
Demo of AI-enabled Enterprise CRM Tools,

RESEARCH-LED TEACHING :

Exploration of new technologies and their integration into existing business methodologies

CSR AND SUSTAINABLE DEVELOPMENT GOALS :

Applied AI to optimize existing business processes

CSR NB HOURS :

2

SUSTAINABLE DEVELOPMENT GOALS COVERED :

- 09 - Industry, innovation and infrastructure

TEACHING METHODS :

A mix of theoretical, technical and practical lectures

METHODS OF ASSESSMENT :

Continuous/Final	Group/Individual	Assessment	Weight	Duration	ILOs assessed
Final	Individual	Final written exam	60%	3 hours	All
Continuous	Group	Multimedia production	40%	20 minutes each team	All

Assessment 1 details:

A mix of case study and questions related to topics discussed in the lecture sessions.

Assessment 2 details:

Final group presentation n in the last session. Details to be shared in the class.

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 :

Buttle, F.; Maklan, S. (2019). Customer Relationship Management ; Concepts and Technologies. (4e ed). Routledge. [ebook : <https://urls.fr/y0Ilf->]

Additional Reading

Peelen, E., Beltman R. (2013). Customer Relationship Management, (2nd ed.). Pearson Education

White papers recommended in lecture session

MODULE PLAN SESSIONS :

Plan Session 01 :

Introduction to CRM – Definition – Types of CRM - Constituents – Context – Models of CRM

AI Integration: Introduction to AI – What is AI – Why do we need AI

Plan Session 02 :

Enterprise CRM tools

Hands on with CRM tool : HubSpot
Excel/Power BI, MailChimp

Lab session / Case Study

Plan Session 03 :

Relationship Marketing and the Concept of Customer Value - Understanding Relationships – Customer and Supplier Relationships – Loyalty Satisfaction and Performances

AI Integration: Use AI to analyze customer behavior, sentiment analysis, and feedback and improve customer loyalty through personalized experiences.

Social Media Analytics - Sentiment Analytics

Activity/Case Study

Plan Session 04 :

Managing Customer Lifetime – Acquisition – Expansion – Retention – Strategies – KPIs

AI Integration: Discuss AI tools for customer lifetime value prediction, lead scoring, customer acquisition, and retention strategies
Web Analytics – Google Analytics

Activity/Case Study

Plan Session 05 :

Strategic CRM – Customer Portfolio Management – Delivering Customer Experienced Value

AI Integration: Implement AI for customer portfolio analysis, segmenting customers and delivering enhanced value through personalized AI-based recommendations.
Recommendation Systems

Activity/Case Study

Plan Session 06 :

Operational CRM – Sales Force Automation – Marketing Automation – Service Automation

AI Integration: Introduce AI-powered sales force automation tools and AI-driven service automation like chatbots for customer support.
Chatbots – Prompt engineering

Activity/Case Study

Plan Session 07 :

Analytical CRM – Developing and Managing Databases – Customer Data – Analysis

AI Integration: Machine Learning algorithms

Activity/Case Study

Plan Session 08 :

Group Presentation

SYLLABUS

IS532E_0108_24

Harnessing AI for Business

ACADEMIC AREA :	SUPPLY CHAIN MANAGEMENT AND INFORMATION SYSTEMS
PROGRAMME :	MASTER DAIS / PGTC LEVEL 5 MASTER
PERIOD :	FALL
COORDINATOR :	Mr. Lakshmi Narasimha Raju VUDDARAJU
INSTRUCTOR(S) :	Mr. Lakshmi Narasimha Raju VUDDARAJU
CONTACT HOURS :	24 hours
STUDY TIME :	null hours (Class preparation, homework and assessments)
CREDITS :	4.0 ECTS
AOL :	False

PRE-REQUISITE MODULES :

Students are expected to be familiar with basic Python programming skills. Familiarity with libraries such as Pandas and TensorFlow is beneficial. A basic understanding of deep learning models, as well as fundamental AI and machine learning concepts such as supervised learning, unsupervised learning, classification, and clustering, is also required. Understanding of basic business principles and processes to contextualize the application of AI in business settings.

MODULE DESCRIPTION :

This course goes beyond the basics, focusing on advanced applications of artificial intelligence (AI) and machine learning in real-world business contexts. Students will gain a deep understanding of how AI technologies can be strategically leveraged to drive innovation, optimize operations, and create competitive advantages in various industries. This course equips students with the knowledge and skills needed to harness advanced AI models and generative AI tools for business innovation and creative problem-solving.

CONTRIBUTION TO PROGRAMME LEARNING OBJECTIVES :

- Integrate disciplines and deep knowledge to Create innovative solutions #CreateSolutions

MODULE INTENDED LEARNING OUTCOMES (ILOs) :

1. Demonstrate a fundamental understanding of deep learning and generative AI techniques.
2. Ability to identify relevant technological tools for industry-specific applications.
3. Practical application of AI and generative AI tools in real-world cases to derive business insights.
4. Understanding ethical issues and limitations of AI.

TOPICS COVERED :

- Deep Learning and Generative AI
- Large Language Models (LLMs)
- AI in Business Applications
- Governance and Ethics of AI

RESEARCH-LED TEACHING :

CSR AND SUSTAINABLE DEVELOPMENT GOALS :

It's contributes to the responsible and ethical usage of Deep Learning and Generative AI, which leads to less energy consumption.

CSR NB HOURS :

2

SUSTAINABLE DEVELOPMENT GOALS COVERED :

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

TEACHING METHODS :

Lectures will cover the concepts and principles of Deep Learning, Generative AI and LLMs and the application of these technologies in different business contexts. Hands-on practice will be arranged and students are expected to actively participate in developing and implementing projects using these technologies.

METHODS OF ASSESSMENT :

Continuous/Final	Group/Individual	Assessment	Weight	Duration	ILOs assessed
Continuous	Group	Multimedia production	40%		1, 2, 4
Continuous	Individual	Quiz	20%		1,2,3 and 4
Continuous	Individual	Written assessment at home	40%		1,2,3 and 4

Assessment 1 details:

Final group presentation

Assessment 2 details:

In-class quizz

Assessment 3 details:

multiple short writeups and reflections on various AI topics, exploring capabilities, impacts, and ethical considerations.

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

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 :

None

Additional Reading

MODULE PLAN SESSIONS :

Plan Session 01 :

A brief introduction to deep learning and generative AI techniques.

Plan Session 02 :

Introduction to Generative Adversarial Networks (GANs) and Transformer models for business applications and hands-on workshop on building GANs, business use cases and project ideas.

Plan Session 03 :

Exploring Large Language Models and Generative AI and the functioning of models like BERT, GPT, LLaMA, DALL-E. Introduction to RAG (Retrieval-Augmented Generation). A hands-on workshop using LangChain to customize LLMs with industry-specific data.

Plan Session 04 :

Application of AI in Business and Industry AI in Marketing and Customer Insights (Personalization and recommendation systems using advanced AI models, Generative AI for content generation and creative marketing campaigns). Interactive group activity where participants identify challenges in their industry and brainstorm how AI can provide solutions.

Plan Session 05 :

Application of AI to Operations and Supply Chain Management. AI-driven demand forecasting using Recurrent Neural Networks (RNNs) and Long Short-Term Memory Networks (LSTMs). A hands-on workshop using LSTM for demand forecasting.

Plan Session 06 :

Using Generative AI in Supply Chain Management for Demand Planning, Resilience and Process Optimization. An Introduction to Robotics Process Automation and a Practical exercise on implementing an RPA bot to automate a repetitive task.

Plan Session 07 :

Introduction to AI ethics, Governance and Regulatory frameworks. Future trends and challenges in using LLMs.

Plan Session 08 :

Presentation of group projects.

ACADEMIC AREA :	STRATEGY AND INNOVATION
PROGRAMME :	MASTER IBNG / PGTC LEVEL 5 MASTER
PERIOD :	FALL
COORDINATOR :	Ms. Asha MOORE-MANGIN
INSTRUCTOR(S) :	Ms. Asha MOORE-MANGIN
CONTACT HOURS :	24 hours
STUDY TIME :	120 hours (Class preparation, homework and assessments)
CREDITS :	4.0 ECTS
AOL :	False

PRE-REQUISITE MODULES :

It is suggested but not mandatory for a student to have a basic knowledge of "law terminology" However, a good knowledge of current affairs is indispensable.

MODULE DESCRIPTION :

This module delves into critical aspects of International and European Union (EU) business law. It aims to familiarize students with a broad spectrum of legal challenges related to international trade, EU law, and comparative legal frameworks. After an initial overview of different legal systems and the historical context of international and EU institutions, students will explore legal issues pertinent to international business. Real-world and hypothetical scenarios will be used to cover each subject.

Upon successful completion of this course, students will achieve the following academic outcomes:

1. Critical Thinking: Identify standard trade terms prevalent in the current international market and address other significant commercial issues.
2. Critical Thinking: Describe and analyze the organizational structure of key international bodies that regulate global trade.
3. Communication: Engage in discussions about ethical and professional dilemmas encountered in international and regional trade.
4. Communication and Critical Thinking: Demonstrate proficiency in legal terminology and practical legal application.
5. Communication, Critical Thinking, and Information Literacy: Utilize library resources and research tools to comprehend legal texts and brief cases effectively.

CONTRIBUTION TO PROGRAMME LEARNING OBJECTIVES :

- Leverage the economic, ecological, social performance of the firm and its operations to Change Business models #ChangeBusiness

MODULE INTENDED LEARNING OUTCOMES (ILOs) :

1. Comparing Legal Traditions in International Business:
Understand and contrast major legal traditions worldwide, including Civil law, Common law, Islamic law, and European Law. Analyze how each tradition structures international business practices.
2. Legal Problem Anticipation:
Develop the ability to anticipate and comprehend legal challenges that may arise during a career in international business. Identify potential legal issues and proactively address them.
3. Effective Transaction Analysis:
Analyze transactions and discern key questions relevant to the parties involved. Apply relevant legal sources to address transactional issues. Gain sufficient knowledge of international contracts and transportation to actively participate in contract negotiations.
4. Team Interaction and Negotiation Skills:
Demonstrate effective teamwork in a legal context. Understand the significance of negotiation skills within a legal environment.

TOPICS COVERED :

This module takes the mystery out of International and EU business law. It is designed to introduce students to a wide range of legal problems involving international trade, the law of the European Union and notions of comparative law. After an introduction and background on the institutions, students will learn about general and specific legal issues in international business. Each subject will be covered using real and hypothetical problems.

- . Managing the risks of International Business,
- . Principles of International and Comparative Law,
- . International trade in goods,
- . International sale of goods,
- . International transportation,
- . European law and EU institutions,

RESEARCH-LED TEACHING :

As law evolves, and in this course is often lined to current affairs, we use up to date information, laws and cases. Some cases are written and published by the professor.

CSR AND SUSTAINABLE DEVELOPMENT GOALS :

Conflict, insecurity, weak institutions and limited access to justice remain a great threat to sustainable development.

The rule of law and development have a significant interrelation and are mutually reinforcing, making it essential for sustainable development at the national and international level.

CSR NB HOURS :

24

SUSTAINABLE DEVELOPMENT GOALS COVERED :

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

TEACHING METHODS :

The course will be organized around the following components:

1. Lectures: In-depth presentations covering legal principles related to international and EU business law.
2. Case Studies: Real-world scenarios that allow students to apply legal concepts in practical contexts.
3. Articles and Discussions: Engaging with legal literature and participating in discussions to deepen understanding.
4. "PowerPoint" Presentations: Visual aids to enhance comprehension of complex topics.

Teaching Approach:

The lecturer will introduce fundamental legal principles.

Students will then engage in real or hypothetical situations.

Given a selection of potentially applicable legal principles, they will practice choosing the most relevant one.

Practical Skills for Companies: The skills acquired in this course will empower students to operate effectively within corporate environments.

METHODS OF ASSESSMENT :

Continuous/Final	Group/Individual	Assessment	Weight	Duration	ILOs assessed
Continuous	Group	Group work	30%	20 minutes + Q	2 and 4
Final	Individual	Final written exam	70%	3 heures	All

Assessment 1 details:

You will form teams of 3 people and your team will be given a legal question to answer. The team will give a class (see attached marking sheet for criteria on Moodle) that will allow the other students in the class to discover a new legal area, have an answer to a legal question and practice applying a new legal concept. The aim of this assessment is for students to display their analytical skills, comprehend the legal problems that may arise, to work on their presentation and

communication skills, check that the audience has understood them and to create classroom discussion.

Assessment 2 details:

To be announced.

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- Fabrication
- Gaining an unfair advantage
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- Unauthorized access to restricted information or data
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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 :

- > Schaffer, R., Earle, B. and Agusti, F. (2016). International business law and its environment. (9th edn). Cengage.
- > Taylor, P.J and Flint, C. (2018). Political geography: World-economy, Nation-state and Locality. (7th edn). Routledge. [eBook <https://bit.ly/3D17xpC>]
- > August, R., Mayer, D. and Bixby, M. (2012). International business law: Text, cases, and readings. (6th edn). Pearson. [eBook <https://bit.ly/3bRHjdh>]

Additional Reading

- > Wyatt, D. and Dashwood, A. (2011). European union law. (6th edn) . London: Hart Publishing.
- > Denoncourt, J. (2012). Q&a business law 2012-2013. (2nd edn) . London: Routledge. [eBook available]
- > Kaczorowska, A. (2000). Eu laws for today's lawyers. London: Old Bailey Press.
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- > Mcclean, D. and Beevers, K. (2009). Morris : the conflict of laws. (7th edn) . London: Sweet & Maxwell.
- > Griffin, B. and Day, D.M. (2003). The law of international trade. (3rd edn). [S.I.]: Butterworths.
- > Carr, Indira and Stone, Peter (2017). International trade law. (6th edn). Routledge.
- > Uniform Customs and Practice for Documentary Credits, UCP 600, 2008, ICC Paris [eBook available]
- > Greenwood, J. (2011) . Interest representation in the european union. (3rd edn). New York: Palgrave Macmillan.
- > Turban, E. and Lee, J. and King, D. and Liang, T. and Turban, D. (2012). Electronic commerce 2012: A Managerial Perspective. (7th edn) . Pearson Education. [eBook available]
- > Murray, C. and Cleave, B. and Holloway, D. (2012). Schmitthoff's export trade: The Law and Practice of International Trade. (12th edn). Londres: Sweet & Maxwell.
- > Folsom, R.H. and Gordon, M. W. and Spanogle, J.A. (2021). International business transactions: A Problem Oriented Coursebook. (11th edn). [S.I.]: West Publishing. [eBook]
- > Carr, I. (1999) . Principles of international trade law. (4th edn). [S.I.]: Cavendish Publishing.
- > Delebecque, P. and Jacquet, J-M. and Corneloup, S. (2021). Droit du commerce international. (4e edn). Paris: Dalloz.

Cyber sources:

. Press articles

- > <http://www.ft.com/> - The Financial Times
- > <http://www.economist.com/> - The Economist
- > <http://www.pathfinder.com/fortune/> - Fortune magazine
- > <http://www.forbes.com/forbesglobal/> - Forbes Global magazine
- > <http://www.wsj.com/> - The Wall Street Journal
- > <http://www.businessweek.com/> - Businessweek magazine

- > <http://www.japanorama.com/japanews.html> - JapaNews
- > <http://www.japantimes.co.jp/> - The Japan Times newspaper

. Webographie

- Web references

- > <http://www.journaldunet.com/>
- > <http://www.businessweek.com/business-schools>
- > <http://frenchweb.fr/>
- > <http://www.doingbusiness.org/>
- > <http://www.abajournal.com/news/>
- > <http://www.cisg.law.pace.edu>
- > <http://www.euractiv.com>
- > <http://www.eur-lex.europa.eu>
- > <http://www.foreign-trade.com>
- > <http://www.legal-dictionary.thefreedictionary.com>

- International Organizations

- > <http://www.iccwbo.org/> - International Chamber of Commerce
- > <http://www.imf.org/> - The International Monetary Fund
- > <http://www.worldbank.org/> - The World Bank
- > <http://www.oecd.org/> - Organization for Economic Cooperation and Development (OECD)
- > <http://www.wto.org/> - World Trade Organization (WTO)
- > <http://www.ictsd.org/> - International Centre for Trade and Sustainable Development
- > <http://www.fita.org/index.html> - Federation of International Trade Associations (FITA)
- > <http://www.uncitral.org/en-index.htm> - United Nations Commission on International Trade Law (UNCITRAL)
- > <http://www.cid.harvard.edu/cidtrade/> - Global Trade Negotiations (Centre for International Development at Harvard University)
- > <http://iserve.wtca.org/> - World Trade Centers Association

MODULE PLAN SESSIONS :

Plan Session 01 :

1. Managing the risks of International Business

Recommended Reading: Schaeffer, Agusti, Earle, Intl Bus Law Chapter 1 (International & Comparative Law), Kaczorowska, Chapter 3 (Membership of the European Union)

Plan Session 02 :

1. Managing the risks of International Business
2. International and Comparative Law and European Law

Recommended Reading: Schaeffer, Agusti, Earle, Intl Bus Law Chapter 1 (International & Comparative Law), Kaczorowska, Chapter 3 (Membership of the European Union)

Plan Session 03 :

3. Trade in goods

Recommended Reading: Schaeffer, Agusti, Earle, Intl Bus Law, Chapter 7 (Trade in Goods)

Plan Session 04 :

3. Trade in goods

Recommended Reading : Schaeffer, Agusti, Earle, Intl Bus Law, Chapter 7 (Trade in Goods)

Plan Session 05 :

4. International Sale of Goods
- Recommended Reading: Schaeffer, Agusti, Earle, Intl Bus Law Chapter 10 (Sale of Goods)

Plan Session 06 :

4. International Sale of Goods

Recommended Reading: Schaeffer, Agusti, Earle, Intl Bus Law Chapter 10 (Sale of Goods)

Plan Session 07 :

5. International Transportation

Recommended Reading: Schaeffer, Agusti, Earle, Intl Bus Law, Chapter 11 (Transportation)

Plan Session 08 :

6. Introduction to European Law (Powers of the European Union Institutions, The four Freedoms, Supremacy of European law, the future of Europe).

Feedback of continuous assessment, preparation for the exam, tying up loose ends.

Recommended Reading: Kaczorowska, Chapter 6 (Institutional Framework), Chapter 7 (Legislative procedures), Chapter 8 (Sources of EU Law) Chapter 12 (Direct Effect of EU) Chapter 18 (Customs Union), Chapter 23 (Free movement of workers), Chapter 14 (Right of Establishment)

SYLLABUS

MK501E_0108_24

Consumer Behaviour in a Sustainable Environment

ACADEMIC AREA :	MARKETING
PROGRAMME :	MASTER MCCLI / PGTC LEVEL 5 MASTER
PERIOD :	FALL
COORDINATOR :	Dr. Claire-Lise ACKERMANN
INSTRUCTOR(S) :	Dr. Claire-Lise ACKERMANN
CONTACT HOURS :	24 hours
STUDY TIME :	null hours (Class preparation, homework and assessments)
CREDITS :	4.0 ECTS
AOL :	False

PRE-REQUISITE MODULES :

Fundamentals of marketing

MODULE DESCRIPTION :

CONTRIBUTION TO PROGRAMME LEARNING OBJECTIVES :

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

MODULE INTENDED LEARNING OUTCOMES (ILOs) :

TOPICS COVERED :

RESEARCH-LED TEACHING :

Consumer Behavior is a research led discipline: all concepts and theories are informed by research carried out in consumer psychology and sociology. In addition, findings from my own research are used to illustrate concepts discussed in class. This includes:

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

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

Ackermann C-L, Teichert T and Truong Y (2018) "So, what is it? And do I like it?" New product categorization and the formation of consumer implicit attitude. Journal of Marketing Management 34(9-10): 796–818

Belboula, I., & Ackermann, C.-L. (2020). Consumer response to service brand physical elements: Using a semantic priming task to explore implicit understanding of service brand meaning, Journal of Retailing and Consumer Services, 61, 102019,

Finally, group homework assignments will involve the presentation of research papers recently published in leading academic journals in Consumer Behaviour.

CSR AND SUSTAINABLE DEVELOPMENT GOALS :

The important role of marketing in encouraging sustainable consumption will be highlighted. Specific attention will be paid at how to shift consumer behaviours to be more sustainable.

CSR NB HOURS :

7

SUSTAINABLE DEVELOPMENT GOALS COVERED :

- 12 - Responsible consumption and production

TEACHING METHODS :

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

Collaborative work will be a major part of the learning process, where students are assigned to teams, in order to complete homework assignments and make presentations in sessions 2, 3 and 4. In addition, debates, quizzes, etc., will also form part of the teaching and learning process in the class.

Most class discussions will require advance preparation. Students are expected to be fully prepared for class discussion prior to class and to participate in the reviews.

METHODS OF ASSESSMENT :

Continuous/Final	Group/Individual	Assessment	Weight	Duration	ILOs assessed
Final	Individual	Written assessment at home	65%	NA	All
Continuous	Group	Quiz	10%	60 minutes -in total	NA
Continuous	Group	Participation or task completion	25%		

Assessment 1 details:

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

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

Assessment 2 details:

Students will have to answer to short quizzes at the end of sessions 2, 3, 4 & 5. These quizzes will be about any topic covered during the session, including research paper reading assignments. Quizzes will be answered in groups. The quiz will last 15 minutes, and will include 20 questions, for a total of 100 points. Each correct answer will be worth 5 points. Each incorrect answer will represent a minus of – 1,66 points. Thus, if you are not sure about which answer is the correct one, do not answer the question.

80-100 points is equivalent of an "A" (80%), 75-79 points is equivalent of a "B" (67%), 68-74 points is equivalent of a "C" (61%), 60-67 points is equivalent of a "D" (54%), 50-59 points is equivalent of an "E" (45%), 30 to 49 points is equivalent of a "Fx" (30%), and less than 30 points is equivalent of a F (15%) .

Assessment 3 details:

One group will be required to present a summary of their research paper restitution assignment. The presentation should last maximum 20 minutes and should be provocative enough to spur a debate within the class.

Instructions for the group presentation and rubrics (i.e., grading criteria) are available on Moodle. To enhance the quality and level of discussion, the instructor will also assign a “discussant” group that will have:

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

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

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 :

Mothersbaugh, D. L., Hawkins, D. I., Bardi Kleiser, S., and Best, R. J. (2024). *Consumer Behavior: Building Marketing Strategy*. McGraw-Hill.

Additional Reading

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

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

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

Ackermann C-L, Teichert T and Truong Y (2018) “So, what is it? And do I like it?” New product categorization and the formation of consumer implicit attitude. *Journal of Marketing Management* 34(9-10): 796–818

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

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

Atalay, A. S., Bodur, H. O., & Rasolofoarison, D. (2012). Shining in the Center: Central Gaze Cascade Effect on Product Choice, *Journal of Consumer Research* 39(4), 848–866.

Babin, B. J., Darden, W. R., & Griffin, M. (1994). Work and/or fun: measuring hedonic and utilitarian shopping value. *Journal of Consumer Research*, 20 (4), 644-656.

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

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

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

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

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

Bolton, L. E., & Mattila, A. S. (2015). How does corporate social responsibility affect consumer response to service failure in buyer–seller relationships?. *Journal of Retailing*, 91(1), 140-153.

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

Chaney, D., Lunardo, R., & Mencarelli, R. (2018). Consumption experience: past, present and future. *Qualitative Market Research: An International Journal*, 21(4), 402-420.

Cleveland, M., & Bartsch, F. (2019). Global consumer culture: epistemology and ontology, *International Marketing Review* 36(4), 556-580.

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

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

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

Gallen, C., Pantin-Sohier, G., & Peyrat-Guillard, D. (2019). Cognitive acceptance mechanisms of discontinuous food innovations: The case of insects in France. *Recherche et Applications en Marketing (English Edition)*, 34(1), 48-73.

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

Hoegg, J. and Alba, J.W. (2011). Seeing is believing (too much): the influence of product form on perceptions of functional performance. *Journal of Product Innovation Management* 28(3): 346-359.

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

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

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

Lemon, K. N., & Verhoef, P. C. (2016). Understanding customer experience throughout the customer journey. *Journal of Marketing*, 80 (6), 69-96.

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

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

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

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

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

Raghunathan, R., Naylor, R. W., & Hoyer, W. D. (2006). The unhealthy= tasty intuition and its effects on taste inferences, enjoyment, and choice of food products. *Journal of Marketing*, 70(4), 170-184

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

Truong, Y. and McColl, R. (2011). Intrinsic motivations, self-esteem, and luxury goods consumption. *Journal of Retailing and Consumer Services*, 18(6), pp. 555-561

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

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

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

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

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

MODULE PLAN SESSIONS :

Plan Session 01 :

S1 - 3 hours

Topics to be covered:

- 1/ General Introduction to the course
- Course instructions

- What is consumer behaviour and the concept of value
- Sustainable Marketing

Plan Session 02 :

S2 - 6 hours

2/ External influences

- Culture: national cultures and subcultures
- Group influences
- Social class and Demographics

Reading and assignments to be done before class:

- Jain, R., Singh, G., Jain, S., & Jain, K. (2023). Gen Xers: Perceived barriers and motivators to fashion renting from the Indian cultural context. *Journal of Consumer Behaviour*, 22(5), 1128-1145.
- Wang, C., Chu, Z., & Gu, W. (2021). Participate or not: Impact of information intervention on residents' willingness of sorting municipal solid waste. *Journal of Cleaner Production*, 318, 128591.

Plan Session 03 :

S3 - 6 hours

3/ Internal Influences (part 1)

- Perception, memory and learning
- Emotions

Reading and assignments to be done before class:

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

Plan Session 04 :

S4 - 6 hours

3/ Internal Influences(part 2)

- Motivation and personality
- Attitude

4/ Self-concept and lifestyle (part 1)

Reading and assignments to be done before class:

- Klug, K., and Niemand, T. (2021). The lifestyle of sustainability: Testing a behavioral measure of precycling. *Journal of Cleaner Production*, 297: 126699
- Winterich, K. P., Reczek, R. W., & Makov, T. (2023). How lack of knowledge on emissions and psychological biases deter consumers from taking effective action to mitigate climate change. *Journal of the Academy of Marketing Science*, 1-20.

Plan Session 05 :

S5 - 3 hours

Topics to be covered:

4/ Self-concept and lifestyle (part 1)

5/ How consumers make decisions

- The decision-making process,
- A rational consumer?

SYLLABUS
MK531E_0108_24
AI & Marketing

ACADEMIC AREA :	MARKETING
PROGRAMME :	MASTER DAIS / MASTER DMM / PGTC LEVEL 5 MASTER
PERIOD :	FALL
COORDINATOR :	Ms. Camille COULON
INSTRUCTOR(S) :	Ms. Camille COULON
CONTACT HOURS :	24 hours
STUDY TIME :	null hours (Class preparation, homework and assessments)
CREDITS :	4.0 ECTS
AOL :	False

PRE-REQUISITE MODULES :

Basic knowledge of marketing principles and familiarity with digital marketing concepts. No prior experience with AI is required, but students should be comfortable using computers and learning new software.

MODULE DESCRIPTION :

This course explores the intersection of Artificial Intelligence (AI) and Marketing, focusing on how AI technologies are revolutionizing marketing strategies, customer experiences, and decision-making processes. Students will gain hands-on experience with AI tools and platforms used in marketing, understand the ethical implications of AI in marketing, and learn to develop AI-driven marketing strategies. The course culminates in a group project where students will act as a marketing agency, developing comprehensive AI-driven marketing strategies and solutions for a specific case provided by the instructor.

CONTRIBUTION TO PROGRAMME LEARNING OBJECTIVES :

- Demonstrate advanced technological literacy to Connect physical and digital spaces #ConnectSpaces

MODULE INTENDED LEARNING OUTCOMES (ILOs) :

After completing the module, students will be able to:

1. Explain key AI concepts and their applications in marketing.
2. Utilize AI-powered tools for market analysis, customer segmentation, and personalization.
3. Develop AI-driven marketing strategies and campaigns.
4. Analyze and interpret AI-generated marketing insights.
5. Evaluate ethical considerations in AI-powered marketing practices.
6. Create and implement AI-driven automation processes in marketing.
7. Develop personalized AI tools, including GPT models, for specific marketing needs.
8. Utilize AI for content creation, including image generation and copywriting.
9. Present AI-marketing solutions to address real-world business challenges.

TOPICS COVERED :

1. Introduction to AI in Marketing
 - Overview of AI technologies and their impact on marketing.
 - Current applications in marketing and future trends.
2. Machine Learning for Market Segmentation and Customer Profiling
 - Clustering algorithms and customer profiling techniques.
 - Hands-on workshop using AI tools for segmentation.
3. AI-Powered Content Creation: Image Generation and Copywriting
 - AI tools for generating images and copy.
 - Practical exercises with AI tools like DALL-E and GPT-based copywriting models.
4. Personalized AI Tools: Developing Custom GPTs
 - Overview of GPT models and their applications in marketing.
 - Hands-on session on customizing GPT models for personalized marketing content.
5. AI in Social Media Marketing & Chatbots Overview
 - Social listening, sentiment analysis, and influencer identification.

- Brief overview of chatbot design and potential applications in marketing (no hands-on activity).
- Analyzing social media data with AI tools.
- 6. AI-Driven Marketing Automation
 - Automating marketing tasks using AI.
 - Workshop on setting up automated marketing workflows with AI tools like Zapier and HubSpot.
- 7. Ethical Considerations and AI Bias & Agency Project
 - Addressing algorithmic bias and privacy concerns.
 - Ethical AI practices in marketing.
- Group project: Acting as a marketing agency, developing comprehensive AI-driven marketing strategies for a final case provided by the instructor.

RESEARCH-LED TEACHING :

This course integrates current research on AI applications in marketing. Students will analyze recent case studies and research papers discussing the impact of AI on marketing practices. They will also engage in discussions about emerging trends and future directions of AI in marketing based on the latest academic and industry research.

CSR AND SUSTAINABLE DEVELOPMENT GOALS :

This course addresses CSR and sustainability by discussing the ethical implications of AI in marketing, including issues of privacy, data protection, and algorithmic bias. It contributes to SDG 9 (Industry, Innovation, and Infrastructure) by fostering innovation in marketing practices through AI adoption.

CSR NB HOURS :

3

SUSTAINABLE DEVELOPMENT GOALS COVERED :

- 04 - Quality education
- 05 - Gender equality
- 08 - Decent work and economic growth

TEACHING METHODS :

The course employs a highly practical, hands-on approach:

- Interactive Lectures: Introducing key concepts.
- Hands-on Workshops: Using AI marketing tools and platforms.
- Case Study Analyses: Real-world AI marketing applications.
- Group Projects: Acting as a marketing agency to develop AI-driven strategies.
- Peer Learning: Group discussions and presentations.

METHODS OF ASSESSMENT :

Continuous/Final	Group/Individual	Assessment	Weight	Duration	ILOs assessed
Continuous	Group	Written in class	40%	10min	2, 3, 4, 6, 9
Continuous	Individual	Written assessment at home	30%		1, 2, 4, 5
Final	Individual	Written assessment at home	30%	3 hours	1, 3, 4, 5

Assessment 1 details:

In groups of 4-5, students will act as a marketing agency to develop an AI-driven marketing strategy for a specific case provided by the instructor.

The project will include a written report (20%) and a final presentation (20%). Presentations will be held during the 8th session.

Assessment 2 details:

Three individual assignments (10% each) based on practical application of AI tools in marketing scenarios. Assignments will be due after sessions 2, 3, and 4.

Assessment 3 details:

A written analysis of a complex AI marketing case study. Students will propose and justify AI-driven strategy for a brand. Details will be provided in class.

Assessment will be done on Moodle.

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 :

Additional Reading

Articles will be shared on Moodle

=> Artificial Intelligence : What it is and why it matters
<https://www.sas.com/en_sg/insights/analytics/what-is-artificial-intelligence.html>

=> What is AI? A human guide to artificial intelligence
<<https://zapier.com/blog/what-is-ai/>>

=> AI in Content Marketing: Benefits, Challenges & How to Use It
<<https://www.semrush.com/blog/ai-content-marketing/>>

=> Machine learning introduction from Harvard
<<https://pll.harvard.edu/course/data-science-machine-learning>>

=> Generative AI
<<https://link.springer.com/article/10.1007/s12599-023-00834-7>>

=> Generative AI is here: How tools like ChatGPT could change your business
<<https://execed.hkubs.hku.hk/wp-content/uploads/2023/04/McKinsey-Generative-AI-is-here-How-tools-like-ChatGPT-could-change-your-business.pdf>>

=> How to write an effective GPT prompt
<<https://zapier.com/blog/gpt-prompt/>>

MODULE PLAN SESSIONS :

Plan Session 01 :

Session 1: Introduction to AI in Marketing

Topics: AI basics, current applications in marketing, future trends.

Activity: Group discussion on potential AI applications in various marketing scenarios.

Plan Session 02 :

Session 2: Machine Learning for Market Segmentation

Topics: Clustering algorithms, customer profiling.

Activity:

Plan Session 03 :

Session 3: AI-Powered Content Creation: Image Generation and Copywriting

Topics: AI tools for generating images and copy.

Activity: Using Dall-e, Midjourney, Canva IA

Plan Session 04 :

Session 4: Personalized AI Tools: Developing Custom GPTs

Topics: Overview of GPT models and their applications in marketing.

Activity: Hands-on session on customizing GPT models for personalized marketing content.

Plan Session 05 :

Session 5: AI in Social Media Marketing & Chatbots Overview

Topics: Social listening, sentiment analysis, influencer identification.

Overview: Brief overview of chatbot design and potential applications in marketing.

Activity: Use AI tools to analyze social media data and develop insights.

Plan Session 06 :

Session 6: AI-Driven Marketing Automation

Topics: Automating marketing tasks using AI.

Activity: Workshop on setting up automated marketing workflows with tools like Zapier and HubSpot.

Plan Session 07 :

Session 7: Ethical Considerations and AI Bias & Agency Project

Topics: Algorithmic bias, privacy concerns, ethical AI practices.

Activity : work on the presentations, preparation and questions.

Plan Session 08 :

Session 8 : Final presentations and discussion on AI-driven marketing strategies developed by student groups.

SYLLABUS

MK536E_0108_24

Marketing of Innovation

ACADEMIC AREA :	MARKETING
PROGRAMME :	MASTER DMM / PGTC LEVEL 5 MASTER
PERIOD :	FALL
COORDINATOR :	Ms. Tunyaporn VICHENGIOR
INSTRUCTOR(S) :	Ms. Tunyaporn VICHENGIOR
CONTACT HOURS :	24 hours
STUDY TIME :	120 hours (Class preparation, homework and assessments)
CREDITS :	4.0 ECTS
AOL :	False
PRE-REQUISITE MODULES :	

MODULE DESCRIPTION :

Innovations have become one of the main sources of maintaining competitive advantage for large and small companies around the world. Marketers' principal challenge is to manage marketing mix in order to create, capture, communicate and deliver the offerings with optimum value to targeted customers.

This module provides comprehensive understanding of innovations from marketing perspective, as well as equips students with frameworks, models, and theories to analyze approaches to marketing innovation offerings, including products and services. Student will learn how to sense opportunities for new products/services/business models in emerging markets and address renovations of established product lines in mature markets. Students will explore how to commercialize innovations both in small companies and large corporations. The module covers a wide variety of context and uses different cases and discussions in order to help students to avoid marketing mistakes and maximize value to the end innovative products and services.

CONTRIBUTION TO PROGRAMME LEARNING OBJECTIVES :

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

MODULE INTENDED LEARNING OUTCOMES (ILOs) :

1. Define the nature of innovation-based competitive advantages in the marketplace and types of innovation.
2. Use different theories to explain consumer behaviors and their resistance to innovations.
3. Evaluate the strengths and weaknesses of major business models in the marketplace
4. Evaluate alternative approaches to create, capture, communicate and deliver the offerings.

TOPICS COVERED :

1. Understanding The nature and types of innovations.
2. Evaluating Perceived risks and value associated with marketing innovations.
3. Analyzing theory of adoption and diffusion of innovations.
4. Leveraging Value creation through service innovations.

RESEARCH-LED TEACHING :

students are assigned to review some research articles related to marketing and innovation and to summarize implications for marketing practice

CSR AND SUSTAINABLE DEVELOPMENT GOALS :

CRS development goals are addressed and discussed within the various cases.

CSR NB HOURS :

3

SUSTAINABLE DEVELOPMENT GOALS COVERED :

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

TEACHING METHODS :

Flipped teaching: Lectures: an instructional strategy where students first study new content on their own, typically through reading materials, and then apply that knowledge during in-class activities, discussions, or problem-solving sessions. This approach requires deeper engagement and practical application.

Discussions are essential for higher education experience, especially in international context. These will allow students to access to different points of view, rational, and enriched cultures which is important for global context of business.

Case studies: Students have to discuss several case studies, individually and in teams. Analyzing cases will help students to apply concepts in different contexts and scenarios. Preparation for cases is required.

Final Project: Group final project is designed for students to apply their understanding and master group dynamics. Diversity of team members is encouraged to enrich learning experiences.

In-class written exam is closed book, essay type over small questions

METHODS OF ASSESSMENT :

Continuous/Final	Group/Individual	Assessment	Weight	Duration	ILOs assessed
Continuous	Group	Group work	40%	Session 7	1,2,3
Final	Individual	Written in class	60%	2 hours	1,2,3,4

Assessment 1 details:

Group of 4-5

Choose one VERY INNOVATIVE industry - Identify and analyze main patterns (models) of innovation in the Industry - reflect on the implications for marketing strategies and consumer behavior. Students are required to provide the following information;

1. Identify and analyse main patterns (models) of innovation in your chosen Industry
2. Describe the implications for consumers and effects on client's behavior

Assessment 2 details:

Essay questions

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 :

-> Mitra, J. (2017). The business of Innovation. Sage. [eBook <https://bit.ly/3yysRD5>]

-> see on Moodle for additional readings

Classics:

-> Christensen, C. M. (2011). The innovator's dilemma: The Revolutionary Book That Will Change the Way You Do Business. Harperbusiness. [eBook <https://bit.ly/3ywp4pM>].

Additional Reading

->Trott, Paul (2012). Innovation management and new product development. (5th edn). [S.l.]: Prentice Hall. -> Virden, T.W. (1995). Can This High-Tech Product Sell Itself?. Harvard Business Review, 73, 6, pp. 24-28. -> Gourville, J.T. (2006). Eager Sellers and Stony Buyers. Harvard Business Review, 84, 6, pp. 98-106.

-> Crossing the Chasm – A summary by Andersen.

-> A Summary of Crossing the Chasm – Linowes.

-> Andrew, J. and Sirkin, H. (2003). Innovating for Cash, Harvard Business Review, 81, 9, pp. 76-83.

-> Berry, L., Shankar, V., Parish, J., Cadwallader, S., & Dotzel, T. (2006). Creating New Markets Through Service Innovation, MIT Sloan Management Review, 47, 2, pp. 56-63.

-> Ramaswamy, V., & Ozcan, K. (2014). The co-creation paradigm. Stanford University Press.

-> Al Iannuzzi (2017). Greener Products: The Making and Marketing of Sustainable Brands. (2nd edn). CRC Press.

MODULE PLAN SESSIONS :

Plan Session 01 :

Content

- The nature of innovation-based competitive advantages in the marketplace

Activity

Module and Assessments clarification

Group formation

Discussion: Can this High-Tech Product Sell Itself? - Viden - Harvard Business Review.

Plan Session 02 :

Content

- The psychology of consumers' adoption behavior of innovations
- The psychology of consumers' resistance to innovations

Activity

Discussion: Eager Sellers and Stony Buyers: Understanding the Psychology of New-Product Adoption - Gourville - Harvard Business Review

Plan Session 03 :

Content

- Diffusion of innovations: crossing the chasm

Activity

Discussion: Tesla Cyber Truck, the Guardian, 2023

Plan Session 04 :

Content

- Disruptive Innovation by Christensen

Activity

Discussion: Big Belly Case study

Plan Session 05 :

Content

- Open Innovation
- Innovating for cash (Andrew Sirkin)

Activity

Discussion: Big Belly Case study

Plan Session 06 :

Content

- creating new markets (Berry)

Activity

Discussion: Big Belly Case study

Plan Session 07 :

Activity:

key learnings revision

Group Presentation

Plan Session 08 :

Marketing Tools for Innovations

In-class written exam

ACADEMIC AREA :	MARKETING
PROGRAMME :	MASTER DMM / MASTER MCCLI / PGTC LEVEL 5 MASTER
PERIOD :	FALL
COORDINATOR :	Dr. Dildar HUSSAIN
INSTRUCTOR(S) :	Dr. Dildar HUSSAIN
CONTACT HOURS :	24 hours
STUDY TIME :	null hours (Class preparation, homework and assessments)
CREDITS :	4.0 ECTS
AOL :	False

PRE-REQUISITE MODULES :

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

MODULE DESCRIPTION :

The overall objective of the module is to assess the significance of branding within the marketing mix and thus develop branding strategies in order to build brand equity. This will enable students to acquire the skills and competencies to evaluate brand management best practices.

CONTRIBUTION TO PROGRAMME LEARNING OBJECTIVES :

- Develop a sustainable strategic vision to Connect (eco-)systems #ConnectSystems
- Integrate disciplines and deep knowledge to Create innovative solutions #CreateSolutions

MODULE INTENDED LEARNING OUTCOMES (ILOs) :

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

TOPICS COVERED :

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

RESEARCH-LED TEACHING :

CSR AND SUSTAINABLE DEVELOPMENT GOALS :

CSR NB HOURS :

SUSTAINABLE DEVELOPMENT GOALS COVERED :

- 08 - Decent work and economic growth
- 09 - Industry, innovation and infrastructure
- 12 - Responsible consumption and production

TEACHING METHODS :

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

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

METHODS OF ASSESSMENT :

Continuous/Final	Group/Individual	Assessment	Weight	Duration	ILOs assessed
Continuous	Individual	Quiz	10%		1, 2, 3, 4
Continuous	Individual	Quiz	10%		1, 2, 3, 4
Continuous	Group	Participation or task completion	20%		1, 2, 3, 4, 5, 6
Final	Individual	Written assessment at home	60%		1, 2, 3, 4, 5, 6

Assessment 1 details:

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

Assessment 2 details:

Quiz 2 will cover topics discussed in sessions 3B, 4, and 5. The quiz will include multiple-choice and true/false questions. The questions will test students' understanding of and application of these concepts to real-world situations. Further detailed instructions will be discussed in class.

Assessment 3 details:

Students will be divided into 6-8 teams. Each team will be expected to analyze and present a brand. The students will choose a brand and apply the concepts learned in the class to analyze the brand. As each brand is unique, each team will decide which topics are most relevant and essential to discuss during the presentation. Some important rules for the presentations include the following points.

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

Assessment 4 details:

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

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 :

Laforet, S. (2010). *Managing Brands: A contemporary perspective*. McGraw Hill Higher Education.

Keller, K. L. (2019). *Strategic Brand Management: Global Edition*. (5th edn). Pearson Education. <http://bit.ly/3VH0Mme>

Additional Reading

- > Kapferer, J-N (2012). *The New Strategic Brand Management*. (5th edn). Kogan Page. (eBook available).
- > Alden, D.A., Kelley, J.B., Riefler, P., Lee, J.A., Soutar, G.N. (2013). The Effect of Global Company Animosity on Global Brand Attitudes in Emerging and Developed Markets: Does Perceived Value Matter?, *Journal of International Marketing*, 21(2), 17-38.
- > Cravens, S.K., and Guilding, C. (1999). Strategic Brand Valuation: A Cross functional Perspective, *Business Horizons*, 42(4), 53-62.
- > Cuneo, A., Milberg, S.J., Benavente, J.M., and Palacios-Fenech, J. (2015). The Growth of Private Label Brands: A Worldwide Phenomenon?. *Journal of International Marketing*, 23(1), 72-90.
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- > Muzellec, L., and Lambkin, M.C. (2009). Corporate Branding and Brand Architecture: A Conceptual Framework, *Marketing Theory*, 9(1), 39-54.
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- > Rust, R.T., Ziethaml, V.A, and Lemon, K.N. (2004). Customer-Centered Brand Management, *Harvard Business Review*, 82(9), 110-118.
- > Spence, M., and Essoussi, L.H. (2010). SME Brand Building and Management: An Exploratory Study, *European Journal of Marketing*, 44(7/8), 1037-1054.
- > Stride, H., and Lee, S. (2007). No Logo? No Way. Branding in the Non-Profit Sector, *Journal of Marketing Management*, 23(1), 107-122.
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- > Völckner, F., and Sattler, H. (2006). Drivers of Brand Extension Success, *Journal of Marketing*, 70(2), 18-34.
- > Wood, L. (2000). Brands and Brand Equity: Definition and Management, *Management Decision*, 38(9), 662 - 669.
- > Yuri S., and Buchanan-Oliver, M. (2015). Luxury branding: the industry, trends, and future conceptualisations, *Asia Pacific Journal of Marketing and Logistics*, 27(1), 82 - 98.

MODULE PLAN SESSIONS :

Plan Session 01 :

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

Plan Session 02 :

Brand Equity and Brand Valuation
Mini Case Study 2: Nike Incorporated.
Readings: Laforet CH 2, Keller CH 2.

Plan Session 03 :

Brand Building and Business Building; Brands as Strategic Assets - Moving Up the Corporate Agenda
Mini Case 3 Study: Branding Not-for- Profit
Readings: Laforet CH 3, Keller CH 14. Laforet CH 4, Keller CH 3.

Plan Session 04 :

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

Plan Session 05 :

Brand Architecture
Mini Case Study 5 : Brand Strategy Positions Products Worldwide
Readings: Laforet CH 6, Keller CH 11.

Plan Session 06 :

Brand Extensions
Case Study: Branding with No Fear - A Case of Brand Proliferation in the Hotel Industry
In-class Test 2
Readings: Laforet CH 7, Keller CH 12.

Plan Session 07 :

Managing Brands across a Life Cycle and Over Time;
Readings: Laforet CH 8, Keller CH 13.

Plan Session 08 :

Group presentations and discussion

ACADEMIC AREA :	MARKETING
PROGRAMME :	MASTER MCCLI / PGTC LEVEL 5 MASTER
PERIOD :	FALL
COORDINATOR :	Ms. Eirini KORONAKI
INSTRUCTOR(S) :	Ms. Eirini KORONAKI
CONTACT HOURS :	24 hours
STUDY TIME :	null hours (Class preparation, homework and assessments)
CREDITS :	4.0 ECTS
AOL :	False

PRE-REQUISITE MODULES :

Students who take the module must have successfully completed Marketing or Marketing Management module and have an understanding of Marketing and the Promotional Mix.

MODULE DESCRIPTION :

The role of digital marketing for luxury brands has been increasingly gaining ground. Customers engage with content on a brand's pages and applications, purchase NFTs developed by luxury brands, holistically experience the luxury brand in a phy-gital retail store through AR and VR applications, find customized offerings online, include luxury brands in their conversations and act as co-creators, all of which significantly affects subsequent purchase decisions and consumer-brand relationships.

Moreover, considering the popularity of influencers in the luxury industry, it is crucial to understand not only how such collaborations can be established and how to choose the most relevant influencers for the luxury brand, but also what type of content to promote through such collaborations.

Furthermore, in today's everchanging marketplace, the popularity of social media and various channels changes at a tremendous pace, rendering it is crucial to develop an in-depth understanding regarding the strategies and frameworks they are based on. Only through such an understanding will one be able to make the right decisions regarding the digital luxury marketing strategy, regardless of the current prevailing trend.

Throughout this course, participants will learn how to put together effective and measurable digital marketing strategies, understand how to use influencer marketing to connect to customers more effectively and discover how to integrate everything into an omnichannel strategy.

CONTRIBUTION TO PROGRAMME LEARNING OBJECTIVES :

- Demonstrate advanced technological literacy to Connect physical and digital spaces #ConnectSpaces

MODULE INTENDED LEARNING OUTCOMES (ILOs) :

After the completion of the course participants will be able to:

- Display mastery of the knowledge and skills to plan, customize, and implement successful digital marketing strategies and meaningfully measure their impact
- Employ advanced practical skills to reach, engage, connect, and collaborate with digital luxury customers more effectively and build deep customer relationships
- Accept accountability for decision making regarding the parameters of the execution of a digital marketing strategy and affect the digital route to purchase.
- Develop the skills to effectively use data to for impactful data-driven decision-making.
- Original application of knowledge through critical thinking, synthesis and creativity for different types of luxury brands, markets, tools and media, industries and groups of customers.

TOPICS COVERED :

1. The digital luxury environment & the digital luxury consumer
2. Established digital marketing channels
3. Access Strategy: Location-Based Service, Showrooming, Wearables and Customer Journey & omnichannel strategy
4. Engagement Strategy: Content Creation
5. The power of influence & communities

6. Connect Strategy: social media strategies
7. Collaboration strategy: co-creation opportunities
8. Customization Strategy: personalization opportunities
9. Measuring the impact of digital and influencer marketing

RESEARCH-LED TEACHING :

The content of this module is linked to up-to-date academic findings in many ways:

1. Use of recent academic articles to introduce participants in the topics addressed
2. Analysis of case studies through the lens of existing evidence-based theoretical frameworks
3. Discussion of evidence-based managerial best-practices (i.e., practices effectiveness of which is supported by scientific evidence published in academic outlets)
4. Discussion and/or synthesis of academic articles (basic academic reading list for every session and group assessments)
5. Participants' engagement in academic research projects that involves working with scientific literature

CSR AND SUSTAINABLE DEVELOPMENT GOALS :

Some of the most intense business challenges are digitalization and sustainability. They are speedily transforming the way we are doing business and it is crucial to understand which prospects arise when strategy and sustainability goals line up. Through the cultivation of knowledge and skills to plan, customize, and implement successful digital marketing strategies and meaningfully measure their impact, one will learn how to use information and communication technology to both develop knowledge societies and facilitate the company's contribution to human progress.

CSR NB HOURS :

9

SUSTAINABLE DEVELOPMENT GOALS COVERED :

- 04 - Quality education
- 05 - Gender equality
- 09 - Industry, innovation and infrastructure
- 12 - Responsible consumption and production
- 13 - Climate action
- 17 - Partnership for the goals

TEACHING METHODS :

This teaching method for this module involves lectures, cases and workshops

METHODS OF ASSESSMENT :

Continuous/Final	Group/Individual	Assessment	Weight	Duration	ILOs assessed
Continuous	Group	Group project	40%	40 minutes	ILO1, ILO2, ILO3, ILO4, ILO5
Final	Individual	Essay	60%	4000 words essay	ILO1, ILO2, ILO3, ILO4, ILO5

Assessment 1 details:

In each case, groups will give a 40-minute power point presentation relating to the topic, followed by a 10-minute discussion where the group is expected to engage the class with the topic. The other students will be expected to participate in the discussion by asking and answering questions relevant to the topic and giving feedback on the presentation.

General guidelines: 20 ppt slides, key source of data - under each slide (eg. "source: Gucci website"), video material: use short videos (max 3 minutes), discuss the videos and why these are relevant.

Students will be divided in groups depending on the number of students in the class. The presentations will take place in Session 10.

Available topics:

- Topic 1: Facilitating luxury consumers' self-project through digital luxury: Evaluation of current approaches, novel approaches, challenges & recommendations for future brand communication.
- Topic 2: Customer experiences across customer touchpoints from luxury brands: Evaluation of current approaches, novel approaches, challenges & recommendations for future brand communication.
- Topic 3: Omnichannel strategy implementation from luxury brands: Evaluation of current approaches, novel approaches, challenges & recommendations for future brand communication.

- Topic 4: The use of content to reach luxury consumers: Evaluation of current approaches, novel approaches, challenges & recommendations for future brand communication.
- Topic 5: The value of influencer marketing in luxury: Evaluation of current approaches, novel approaches, challenges & recommendations for future brand communication.
- Topic 6: Social media for building relationships to luxury consumers: Evaluation of current approaches, novel approaches, challenges & recommendations for future brand communication.

Assessment 2 details:

Please prepare and submit an assignment on the topic "Digital Marketing Plan for a Luxury Brand"

I. Introduction

Provide a brief overview of the luxury brand you have chosen for this assignment. Highlight its key characteristics, positioning, and current market presence.

II. SWOT Analysis

Conduct a comprehensive SWOT analysis for the chosen luxury brand. Identify its Strengths, Weaknesses, Opportunities, and Threats in the context of the digital and influencer marketing landscape.

III. Objective Setting

Based on the SWOT analysis, choose one key objective that aligns with the brand's overall marketing goals. Clearly articulate the objective and explain why it is crucial for the brand's success in the digital era.

IV. Persona Canva

Utilize the Persona Canva model to create a detailed profile of your target audience. This persona should align with the chosen marketing objective.

V. Customer Journey Canva

Map out the stages of the customer journey that your target audience goes through. Identify touchpoints, emotions, and key interactions at each stage. This will provide insights into how to effectively engage with customers throughout their journey.

VI. Brand Canva Analysis and Moodboard

Analyze the luxury brand using the Brand Canva framework. Explore the brand's vision, mission, values, personality, and visual elements. Understand how these brand elements can be leveraged in the digital space. Create a moodboard for your brand.

VII. Digital Marketing Plan

Develop a comprehensive digital marketing plan for the luxury brand. Each element should be well-thought-out and tailored to the brand's characteristics and the chosen objective.

a. SEO Strategy

Outline a Search Engine Optimization (SEO) strategy to enhance the brand's visibility in online search results. Consider both on-page and off-page optimization techniques.

b. Web Design Elements

Propose key elements for the brand's website design, ensuring a seamless and immersive user experience. Consider aesthetics, functionality, and mobile responsiveness.

c. Display Advertising and Pay Per Click (PPC) Strategy

Detail a strategy for display advertising and PPC campaigns.

d. Content Strategy Canva

Use the Content Strategy Canva model to outline a content plan. Define content pillars, themes, formats, and distribution channels. Ensure alignment with the overall brand messaging.

e. Social Media Strategy

Develop a social media strategy tailored to the luxury brand. Choose relevant platforms, define posting schedules. Consider how to maintain a consistent brand voice across channels

f. Influencer Marketing Business Model

Create a business model for influencer marketing. Identify potential influencers and define collaboration terms for influencer campaigns.

VIII. Marketing Metrics

Define key metrics to measure the success of the proposed digital marketing plan. Include both quantitative and qualitative indicators.

Discuss how these metrics align with the overall marketing objectives.

IX. Conclusion

Summarize the key points of the digital marketing plan and emphasize its potential impact on the luxury brand. Conclude with any recommendations for future adaptations based on evolving market trends.

X. References

Include a comprehensive list of academic references supporting your strategic decisions and analysis.

Word Limit: 4000.

General guidelines

- Use academic references to support your key arguments.
- The justification of your choices is a crucial element of your assignment.
- At least 7 academic references should be used in each assignment.
- Managerial references such as industry reports can also be used to support your choices through emerging trends and figures.
- The inclusion of tables and pictures is a positive addition

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Additional Reading

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2. Chung, M., Ko, E., Joung, H., & Kim, S. J. (2020). Chatbot e-service and customer satisfaction regarding luxury brands. *Journal of Business Research*, 117, 587-595.
3. Colella, G., Amatulli, C., & Martinez-Ruiz, M. P. (2019). Social Media Marketing and Luxury Consumption: A Literature. *International Journal of Marketing Studies*, 11(4), 30-52.
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5. Fazeli, Z., Shukla, P., & Perks, K. (2020). Digital buying behavior: The role of regulatory fit and selfconstrual in online luxury goods purchase intentions. *Psychology & Marketing*, 37(1), 15-26.
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8. Huang, R., Ha, S., & Kim, S. H. (2018). Narrative persuasion in social media: an empirical study of luxury brand advertising. *Journal of Research in Interactive Marketing*.
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10. Hyun, H., Park, J., Hawkins, M. A., & Kim, D. (2022). How luxury brands build customer-based brand equity through phygital experience. *Journal of Strategic Marketing*, 1-25.
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16. Kamal, S., Chu, S. C., & Pedram, M. (2013). Materialism, attitudes, and social media usage and their impact on purchase intention of luxury fashion goods among American and Arab young generations. *Journal of Interactive Advertising*, 13(1), 27-40.
17. Kemper, J. A., Bai, X., Zhao, F., Chiew, T. M., Septianto, F., & Seo, Y. (2022). Sharing luxury possessions in the age of digital experience economy: Consumption type and psychological entitlement. *Journal of Business Research*, 142, 875-885.
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19. Kim, A. J., & Ko, E. (2012). Do social media marketing activities enhance customer equity? An empirical study of luxury fashion brand. *Journal of Business research*, 65(10), 1480-1486.
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21. Kim, J. H., & Kim, M. (2020). Conceptualization and assessment of E-service quality for luxury brands. *The Service Industries Journal*, 40(5-6), 436-470.
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23. Koivisto, E., & Mattila, P. (2020). Extending the luxury experience to social media–User-Generated Content co-creation in a branded event. *Journal of Business Research*, 117, 570-578.
24. Kozinets, R. V., Belz, F. M., & McDonagh, P. (2012). Social media for social change: A transformative consumer research perspective. In *Transformative consumer research for personal and collective well-being* (pp. 233-252). Routledge.
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26. Lawry, C. A. (2022). Blurring luxury: the mediating role of self-gifting in consumer acceptance of phygital shopping experiences. *International Journal of Advertising*, 41(4), 796-822.
27. Leban, M., Seo, Y., & Voyer, B. G. (2020). Transformational effects of social media lurking practices on luxury consumption. *Journal of Business Research*, 116, 514-521.
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29. Lim, H., Childs, M., Cuevas, L., & Lyu, J. (2021). Between you and me: The effects of content ephemerality and the role of social value orientation in luxury brands' social media communication. *Journal of Global Fashion Marketing*, 12(2), 120-132.
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31. Mainolfi, G. (2020). Exploring materialistic bandwagon behaviour in online fashion consumption: A survey of Chinese luxury consumers. *Journal of Business Research*, 120, 286-293.
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34. Pangarkar, A., Arora, V., & Shukla, Y. (2022). Exploring phygital omnichannel luxury retailing for immersive customer experience: The role of rapport and social engagement. *Journal of Retailing and Consumer Services*, 68, 103001.
35. Pantano, E., Passavanti, R., Priporas, C. V., & Verteramo, S. (2018). To what extent luxury retailing can be smart?. *Journal of Retailing and Consumer Services*, 43, 94-100.
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39. Shin, D., & Darpy, D. (2020). Rating, review and reputation: how to unlock the hidden value of luxury consumers from digital commerce?. *Journal of Business & Industrial Marketing*.
40. Togawa, T., & Sugitani, Y. (2022). Looks Far Beyond My Reach: The Zoom Effect in Product Videos Influences Luxury Perception and Purchase Intention. *Journal of Consumer Psychology*, 32(4), 687-698.
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42. Xie, Q., & Lou, C. (2020). Curating Luxe experiences online? Explicating the mechanisms of luxury content marketing in cultivating brand loyalty. *Journal of Interactive Advertising*, 20(3), 209-224.
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45. Zhou, S., Blazquez, M., McCormick, H., & Barnes, L. (2021). How social media influencers' narrative strategies benefit cultivating influencer marketing: Tackling issues of cultural barriers, commercialised content, and sponsorship disclosure. *Journal of Business Research*, 134, 122-142.

MODULE PLAN SESSIONS :

Plan Session 01 :

Session 1| The digital luxury environment & the digital luxury consumer

Workshop: "The Gucci case: understanding its ongoing online popularity"

Basic reading list:

§ Holmqvist, J., Wirtz, J., & Fritze, M. P. (2020). Luxury in the digital age: A multi-actor service encounter perspective. *Journal of Business Research*, 121, 747-756.

§ Javornik, A., Duffy, K., Rokka, J., Scholz, J., Nobbs, K., Motala, A., & Goldenberg, A. (2021). Strategic approaches to augmented reality deployment by luxury brands. *Journal of Business Research*, 136, 284-292.

§ Ko, E., Phau, I., & Aiello, G. (2016). Luxury brand strategies and customer experiences: Contributions to theory and practice. *Journal of Business Research*, 69(12), 5749-5752.

§ Kozinets, R. V., Belz, F. M., & McDonagh, P. (2012). Social media for social change: A transformative consumer research perspective. In *Transformative consumer research for personal and collective well-being* (pp. 233-252). Routledge.

§ Lam, C., & Law, R. (2019). Readiness of upscale and luxury-branded hotels for digital transformation. *International Journal of Hospitality Management*, 79, 60-69.

Plan Session 02 :

Session 2| Digital luxury advertising mix: Established digital marketing channels

Workshop: "Digital Advertising Toolbox: Targeting, Personalization and Optimization for email marketing, SEO, display and video advertising"

Basic reading list:

§ Heine, K., & Berghaus, B. (2014). Luxury goes digital: how to tackle the digital luxury brand-consumer touchpoints. *Journal of Global Fashion Marketing*, 5(3), 223-234.

§ Khan, S. A., Al Shamsi, I. R., Ghila, T. H., & Anjam, M. (2022). When luxury goes digital: does digital marketing moderate multi-level luxury values and consumer luxury brand-related behavior?. *Cogent Business & Management*, 9(1), 2135221.

§ Milanese, M., Guercini, S., & Runfola, A. (2022). Let's play! Gamification as a marketing tool to deliver a digital luxury experience. *Electronic Commerce Research*, 1-18.

§ Togawa, T., & Sugitani, Y. (2022). Looks Far Beyond My Reach: The Zoom Effect in Product Videos Influences Luxury Perception and Purchase Intention. *Journal of Consumer Psychology*, 32(4), 687-698.

§ Yu, S., Hudders, L., & Cauberghe, V. (2017). Targeting the luxury consumer: A vice or virtue? A cross-cultural comparison of the effectiveness of behaviorally targeted ads. *Journal of Fashion Marketing and Management*.

Plan Session 03 :

Session 3| The importance of the Access Strategy: being there for the luxury consumer

Workshop: "Decomposing the luxury access strategy: Location-Based Services, Showrooming, Wearables and Customer Journey & omnichannel strategy"

Basic reading list:

§ Chung, M., Ko, E., Joung, H., & Kim, S. J. (2020). Chatbot e-service and customer satisfaction regarding luxury brands. *Journal of Business Research*, 117, 587-595.

§ Jain, V., & Schultz, D. E. (2019). How digital platforms influence luxury purchase behavior in India?. *Journal of Marketing Communications*, 25(1), 41-64.

§ Liu, S., Perry, P., & Gadzinski, G. (2019). The implications of digital marketing on WeChat for luxury fashion brands in China. *Journal of Brand Management*, 26(4), 395-409.

§ Shankar, A., & Jain, S. (2021). Factors affecting luxury consumers' webrooming intention: a moderated-mediation approach. *Journal of Retailing and Consumer Services*, 58, 102306.

§ Shin, D., & Darpy, D. (2020). Rating, review and reputation: how to unlock the hidden value of luxury consumers from digital commerce?. *Journal of Business & Industrial Marketing*.

Plan Session 04 :

Session 4| Enhancing the brand's Engagement Strategy: the power of content

Workshop: "The Content Strategy Canvas"

Basic reading list:

§ Jain, V. (2018). Luxury: not for consumption but developing extended digital self. *Journal of Human Values*, 24(1), 25-38.

§ Lim, H., Childs, M., Cuevas, L., & Lyu, J. (2021). Between you and me: The effects of content ephemerality and the role of social value orientation in luxury brands' social media communication. *Journal of Global Fashion Marketing*, 12(2), 120-132.

§ Mainolfi, G. (2020). Exploring materialistic bandwagon behaviour in online fashion consumption: A survey of Chinese luxury consumers. *Journal of Business Research*, 120, 286-293.

§ Maman Larraufie, A. F., & Kourdoughli, A. (2014). The e-semiotics of luxury. *Journal of Global Fashion Marketing*, 5(3), 197-208.

§ Xie, Q., & Lou, C. (2020). Curating Luxe experiences online? Explicating the mechanisms of luxury content marketing in cultivating brand loyalty. *Journal of Interactive Advertising*, 20(3), 209-224.

Plan Session 05 :

Session 5| The power of influence & communities

Workshop: "Decomposing influencer marketing"

Basic reading list:

§ Jin, S. V., & Ryu, E. (2019). Instagram fashionistas, luxury visual image strategies and vanity. *Journal of Product & Brand Management*.

§ Jin, S. V., Muqaddam, A., & Ryu, E. (2019). Instafamous and social media influencer marketing. *Marketing Intelligence & Planning*.

§ Qian, J., & Park, J. S. (2021). Influencer-brand fit and brand dilution in china's luxury market: The moderating role of self-concept clarity. *Journal of Brand Management*, 28(2), 199-220.

§ Vrontis, D., Makrides, A., Christofi, M., & Thrassou, A. (2021). Social media influencer marketing: A systematic review, integrative framework and future research agenda. *International Journal of Consumer Studies*, 45(4), 617-644.

§ Ye, G., Hudders, L., De Jans, S., & De Veirman, M. (2021). The value of influencer marketing for business: A bibliometric analysis and managerial implications. *Journal of Advertising*, 50(2), 160-178.

§ Zhou, S., Blazquez, M., McCormick, H., & Barnes, L. (2021). How social media influencers' narrative strategies benefit cultivating influencer marketing: Tackling issues of cultural barriers, commercialised content, and sponsorship disclosure. *Journal of Business Research*, 134, 122-142.

Plan Session 06 :

Session 6| The online version of luxury's Connect Strategy: social media strategies

Workshop: "The social media strategy workshop"

Basic reading list:

§ Colella, G., Amatulli, C., & Martinez-Ruiz, M. P. (2019). Social Media Marketing and Luxury Consumption: A Literature. *International Journal of Marketing Studies*, 11(4), 30-52.

§ Creevey, D., Coughlan, J., & O'Connor, C. (2022). Social media and luxury: A systematic literature review. *International Journal of Management Reviews*, 24(1), 99-129.

§ Huang, R., Ha, S., & Kim, S. H. (2018). Narrative persuasion in social media: an empirical study of luxury brand advertising. *Journal of Research in Interactive Marketing*.

§ Leban, M., Seo, Y., & Voyer, B. G. (2020). Transformational effects of social media lurking practices on luxury consumption. *Journal of Business Research*, 116, 514-521.

§ Pentina, I., Guilloux, V., & Micu, A. C. (2018). Exploring social media engagement behaviors in the context of luxury brands. *Journal of Advertising*, 47(1), 55-69.

Plan Session 07 :

Session 7| Collaboration strategy with luxury customers

Workshop: "Co-creation opportunities in the luxury industry"

Basic reading list:

§ Choi, E., Ko, E., & Kim, A. J. (2016). Explaining and predicting purchase intentions following luxury-fashion brand value co-creation encounters. *Journal of Business Research*, 69(12), 5827-5832.

§ Hughes, M. Ü., Bondoni, W. K., & Pehlivan, E. (2016). Storygiving as a co-creation tool for luxury brands in the age of the internet: A love story by Tiffany and thousands of lovers. *Journal of Product & Brand Management*.

§ Kemper, J. A., Bai, X., Zhao, F., Chiew, T. M., Septianto, F., & Seo, Y. (2022). Sharing luxury possessions in the age of digital experience economy: Consumption type and psychological entitlement. *Journal of Business Research*, 142, 875-885.

§ Koivisto, E., & Mattila, P. (2020). Extending the luxury experience to social media—User-Generated Content co-creation in a branded event. *Journal of Business Research*, 117, 570-578.

Plan Session 08 :

Session 8| The shopkeeper's benchmark: Customization Strategy for digital luxury

Workshop: "How personalization is transforming the luxury industry"

Basic reading list:

§ Fazeli, Z., Shukla, P., & Perks, K. (2020). Digital buying behavior: The role of regulatory fit and selfconstrual in online luxury goods purchase intentions. *Psychology & Marketing*, 37(1), 15-26.

§ Kim, J. H. (2019). Imperative challenge for luxury brands: Generation Y consumers' perceptions of luxury fashion brands' e-commerce sites. *International Journal of Retail & Distribution Management*.

§ Lawry, C. A. (2022). Blurring luxury: the mediating role of self-gifting in consumer acceptance of phygital shopping experiences. *International Journal of Advertising*, 41(4), 796-822.

§ Pangarkar, A., Arora, V., & Shukla, Y. (2022). Exploring phygital omnichannel luxury retailing for immersive customer experience: The role of rapport and social engagement. *Journal of Retailing and Consumer Services*, 68, 103001.

§ Pantano, E., Passavanti, R., Priporas, C. V., & Verteramo, S. (2018). To what extent luxury retailing can be smart?. *Journal of Retailing and Consumer Services*, 43, 94-100.

Plan Session 09 :

Session 9| Measuring the impact of digital and influencer marketing in the luxury industry

Workshop: "Metrics of measurement for digital and influencer marketing"

Basic reading list:

§ Hyun, H., Park, J., Hawkins, M. A., & Kim, D. (2022). How luxury brands build customer-based brand equity through phygital experience. *Journal of Strategic Marketing*, 1-25.

§ Kamal, S., Chu, S. C., & Pedram, M. (2013). Materialism, attitudes, and social media usage and their impact on purchase intention of luxury fashion goods among American and Arab young generations. *Journal of Interactive Advertising*, 13(1), 27-40.

§ Kim, A. J., & Ko, E. (2012). Do social media marketing activities enhance customer equity? An empirical study of luxury fashion brand. *Journal of Business research*, 65(10), 1480-1486.

§ Kim, J. H., & Kim, M. (2020). Conceptualization and assessment of E-service quality for luxury brands. *The Service Industries Journal*, 40(5-6), 436-470.

§ Lee, H., Rothenberg, L., & Xu, Y. (2020). Young luxury fashion consumers' preferences in multi-channel environment. *International Journal of Retail & Distribution Management*.

Plan Session 10 :

Session 10| Group presentations

Topic 1 presentation
Topic 2 presentation
Topic 3 presentation
Topic 4 presentation
Topic 5 presentation
Topic 6 presentation

SYLLABUS

MK552E_0108_24

Digital Advertising and Communication

ACADEMIC AREA :	MARKETING
PROGRAMME :	MASTER DMM / PGTC LEVEL 5 MASTER
PERIOD :	FALL
COORDINATOR :	Ms. Ljupka NAUMOVSKA
INSTRUCTOR(S) :	Ms. Ljupka NAUMOVSKA
CONTACT HOURS :	24 hours
STUDY TIME :	120 hours (Class preparation, homework and assessments)
CREDITS :	4.0 ECTS
AOL :	False

PRE-REQUISITE MODULES :

Fundamentals of Marketing including Advertising, Consumer behaviour, Brand management.

MODULE DESCRIPTION :

Digital Advertising and Communication, is an immersive course designed to equip students with the foundational knowledge and practical skills necessary to excel in the dynamic field of digital marketing and advertising across all platforms and media. This course explores the strategic use of digital platforms to create compelling advertising campaigns, build brand awareness, generate and convert leads, loyalty and gamification and engage with diverse audiences. Based on the Customer Journey framework, the course explores models for structuring, creating and planning an advertising campaigns and secures students skills and knowledge for digital communications.

CONTRIBUTION TO PROGRAMME LEARNING OBJECTIVES :

- Demonstrate advanced technological literacy to Connect physical and digital spaces #ConnectSpaces
- Leverage the economic, ecological, social performance of the firm and its operations to Change Business models #ChangeBusiness

MODULE INTENDED LEARNING OUTCOMES (ILOs) :

1. Developing skills and knowledge for digital advertising process, dynamics and structure
2. Learning about types of digital advertising
3. Planning, activating and monitoring ad campaigns
4. Develop strategies and tactics for digital advertising through generating leads and acquiring new customers, generate brand preferences, brand growth, building loyalty and rewards programs,
5. Applying AI in campaigns planning
6. Generating skills and knowledge for metaverse as an advertising tool.

TOPICS COVERED :

Digital Customer Journey, touch points, pain points
 Content Creation and Management:
 Crafting engaging and effective digital content
 Visual and multimedia content strategies
 Content management systems and editorial calendars
 Social Media Marketing:
 Leveraging major social media platforms
 Organic vs. paid social media campaigns
 Social media analytics and optimization
 Search Engine Marketing (SEM) and Optimization (SEO):
 Basics of SEM and SEO
 Keyword research and implementation
 Digital Advertising Tools and Platforms:
 Overview of tools like Google Ads, Facebook Ads, and LinkedIn Ads
 Ad creation, targeting, and budgeting
 Marketing Influencers
 AI and Digital Advertising

RESEARCH-LED TEACHING :

Customer Journey Framework is the fundamental that will provide relevant recourses

CSR AND SUSTAINABLE DEVELOPMENT GOALS :

CSR NB HOURS :

SUSTAINABLE DEVELOPMENT GOALS COVERED :

- 04 - Quality education
- 05 - Gender equality

TEACHING METHODS :

The module will properly mix lecturing sessions with variety of practical industry case studies to ensure applicable digital marketing skills development among students. The methodology will be facilitative and inclusive and thus will involve: 1. Case studies analyses, workshops and games / competitions to support learning theoretical sessions and enhance students professional and entrepreneurial mind set 2. Multimedia approach: following up to date global campaign and aligning the content with learning material 3. Group discussions with critical analyses over real business scenarios 4. Instructor input and feedback, students' pre-reading, on-line and written material 5. Three types of interaction will be ensured for the purpose of efficient and proactive student engagement: a. Instructor – student b. Student – content c. Student – student. 6. Each student will be encouraged to be actively involved presenting individual or team project, critically discussing and peer evaluating 7. Some session will begin with diagnosis of learning from the previous session and or / presentation of the pre- reading material (flipped classroom), with special focus on industry case analyses. 8. Students will be encouraged to construct small learning groups for conducting the team projects and they will be asked to provide feedback on progress about their team project each week. The completed project will be presented and evaluated by the instructor and the peers in session 8 9. Elements composing the grading system: team assignment, individual report and proactive discussion during sessions 10. Respecting and promoting diversity and proactive inclusive learning. Further details and materials will be given during the class.

METHODS OF ASSESSMENT :

Continuous/Final	Group/Individual	Assessment	Weight	Duration	ILOs assessed
Continuous	Group	Group project	35%		1,3,4
Final	Individual	Final written exam	50%	3 hours	3, 1, 4
Continuous	Individual	Written in class	15%		1, 2, 5, 6

Assessment 1 details:

Students working in teams of 3-4 randomly elected members, will be evaluated on their Digital Advertising Campaign. The segments of the Plan will be thought during the module session, so that each module will be aligned with components of the Group Projects. The evaluation will integrate peer2peer model, gamification and a industry case study. The Group Projects will be delivered and presented on S8. Beside the grading, written and oral feedback will be delivered by the instructor and peers. This model ensures equal participation of each student.

Assessment 2 details:

case study bases, pen and paper exam

Assessment 3 details:

Flipped classroom work on course related topics

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 :

1. Chaffey, D., Ellis-Chadwick, F. (2022). Digital Marketing : Strategy, Implementation and Practice. (8th edn). Pearson Education [eBook: <https://cutt.ly/PMRThAV>]
2. Levin, A. (2019). Influencer Marketing for Brands : What Youtube and Instagram Can Teach You About the Future of Digital Advertising. Apress. [eBook: <https://bit.ly/30JwvM8>]

Websites / blogs:

<https://blog.hubspot.com/>
<https://www.marketingweek.com/>
<https://www.marketingprofs.com/>

Additional Reading

Books:

Chaffey, D., Smith, P.R. (2017). Digital Marketing Excellence : Planning, Optimizing and Integrating Online Marketing. (5th edn). Routledge.
Cini, C. (2019). Facebook Marketing: Strategic Guide for Communication and Advertising. Paris: Eyrolles.

Articles:

Lemon, Katherine N., and Peter C. Verhoef. "Understanding Customer Experience Throughout the Customer Journey." Journal of Marketing 80, no. 6 (2016): 69–96. <http://www.jstor.org/stable/44134974>.
Valos, M.J., Haji Habibi, F., Casidy, R., Driesener, C.B. and Maplestone, V.L. (2016), "Exploring the integration of social media within integrated marketing communication frameworks: Perspectives of services marketers", Marketing Intelligence & Planning, Vol. 34 No. 1, pp. 19-40. <https://doi.org/10.1108/MIP-09-2014-0169>
Taiminen, H.M. and Karjaluoto, H. (2015), "The usage of digital marketing channels in SMEs", Journal of Small Business and Enterprise Development, Vol. 22 No. 4, pp. 633-651. <https://doi.org/10.1108/JSBED-05-2013-0073>

Websites / Blogs / Platforms:

<https://www.edaa.eu/>
<https://moz.com/blog>
<https://unbounce.com/blog/>
<https://neilpatel.com/>
<https://www.interbrand.com/>
<https://www.brandchannel.com/>
<https://adage.com/>

Influencers in Digital Marketing to follow:

Gary Vaynerchuk
Rand Fishkin
Guy Kawasaki
Gabe Zichermann

MODULE PLAN SESSIONS :

Plan Session 01 :

Introduction to Digital Advertising and Communication module, explanation of the assignments, definition of teams and expectations.

S1

Introduction to digital marketing, digital media and digital advertising;
Digital Marketing mix
Digital content creation / content types
Native advertising
Consumer decision journey mapping - the new Customer Journey.
case study.

Readings: Chaffey, E. Chadwick, 2019 ch 1, 5

Article: Lemon, Katherine N., and Peter C. Verhoef. "Understanding Customer Experience Throughout the Customer Journey." Journal of Marketing 80, no. 6 (2016): 69–96. <http://www.jstor.org/stable/44134974>.

Plan Session 02 :

S2

Digital customer persona; Customer journey mapping;
Touch points
The online buying process;
Pain points
Understanding LEADS versus customers.
Different types of Leads.

Team assignment: clients brief.

Readings: Chaffey, E. Chadwick, 2019 ch 2, 4

Plan Session 03 :

S3

Structuring a digital marketing strategy: SMART objectives, media and outlets
The content is the King and the Queen
Planning a digital advertising campaign: connecting the dots
Integration of the digital advertising with offline advertising
Main groups of Ads:
- Social Media Ads
- Social media types of ads

Readings: Chaffey, E. Chadwick, 2019 ch 4, 8
Levin, 2019 ch 4

Plan Session 04 :

S4

Digital advertising and digital media

Search engines / SEO / SEM
Google ads

The power of key words, hashtags, optimization
Lead Generation campaigns

Readings: Chaffey, E. Chadwick, 2019 ch 5
Levin, 2019 ch 7

Plan Session 05 :

S5

Marketing Influencers - Influencers based advertising
A/B testing
Digital campaign for good cause / Beyond advertising: the power of digital messaging in creating social changes
Digital campaign for politics

Plan Session 06 :

S6

Metaverse and Advertising
Gamification and Advertising
Marketing and AI

Readings: Chaffey, E. Chadwick, 2019 ch 6

Plan Session 07 :

S7

Programmatic Ads
Digital Public Relations
KPI and measurements
Ethics in digital advertising

Levin, 2019 ch 8

Plan Session 08 :

Team work presentations

SYLLABUS

MK559E_0108_24

Luxury Marketing Strategy

ACADEMIC AREA :	MARKETING
PROGRAMME :	MASTER MCCLI / PGTC LEVEL 5 MASTER
PERIOD :	FALL
COORDINATOR :	Mr. Antoine CHARVOZ
INSTRUCTOR(S) :	Mr. Antoine CHARVOZ
CONTACT HOURS :	24 hours
STUDY TIME :	120 hours (Class preparation, homework and assessments)
CREDITS :	4.0 ECTS
AOL :	False

PRE-REQUISITE MODULES :

Minor in Consumer Marketing.

MODULE DESCRIPTION :

The luxury industry has profoundly changed and has undergone several transformations. Luxury sales have never been as strong as they were in 2023.

This module empowers students to understand the unstoppable luxury market and gain new insights for connecting with affluent consumers. Students will learn about the evolution of the luxury industry, understand what makes a brand “luxury” and gain skills and knowledge around luxury brand management, fundamental concepts and framework.

This course inspires students to develop creative and innovative marketing strategies for brand excellence and influential luxury.

We will explore practical luxury business cases, and students will gain valuable hands-on experience and insights from industry leaders.

CONTRIBUTION TO PROGRAMME LEARNING OBJECTIVES :

- Develop a sustainable strategic vision to Connect (eco-)systems #ConnectSystems
- Integrate disciplines and deep knowledge to Create innovative solutions #CreateSolutions

MODULE INTENDED LEARNING OUTCOMES (ILOs) :

By the end of this course, students will be able to...

1. Understand luxury essentials
2. Master the luxury marketing mix
3. Define the ever-changing and demanding luxury consumers
4. Demonstrate understanding of innovative and powerful marketing strategies such as co-branding, sensory marketing, etc
5. Incorporate key consumer trends to formulate marketing strategies, helping luxury brands stay competitive in one of the world's most competitive industry
6. Create compelling luxury brands by mastering the art of storytelling strategy
7. Gain knowledge about China – a leading luxury market
8. Gain insights into the main factors influencing the future growth of the luxury sector
9. Build the key principle of “Sell Globally, Think Locally” to their best business practices

TOPICS COVERED :

- How to define luxury - the luxury essentials
- Introduction to the unstoppable luxury market
- The unique luxury marketing mix
- Connecting with the global luxury consumer and the new generation of cultural consumers

- Innovative and powerful marketing strategies: limited edition, co-branding, personalization, sensory marketing, etc
- The art of storytelling
- Why China is the future of E-commerce and the key engine of the global luxury market?
- The Future – What's ahead for the High-end Business?
 - Digitalization, sustainability goal
 - The new frontier: NFTs and fashion gaming

RESEARCH-LED TEACHING :

CSR AND SUSTAINABLE DEVELOPMENT GOALS :

CSR NB HOURS :

SUSTAINABLE DEVELOPMENT GOALS COVERED :

- 05 - Gender equality
- 11 - Sustainable cities and communities
- 12 - Responsible consumption and production
- 13 - Climate action
- 17 - Partnership for the goals

TEACHING METHODS :

The teaching approach is deliberately interactive, students are strongly encouraged to participate and ask questions. The method is based on 60% theory (illustrated by examples) and 40% case studies. Case studies will be done by group and presented in classes.

METHODS OF ASSESSMENT :

Continuous/Final	Group/Individual	Assessment	Weight	Duration	ILOs assessed
Continuous	Group	Group work	40%		
Final	Individual	Written in class	60%		

Assessment 1 details:

They will be detailed in a specific document given to each group during the first session

Assessment 2 details:

Details will be given during session 2 - Individual final paper to be submitted by end of november.

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 :

Rambourg, Erwan (2020). Future Luxe: What's Ahead for The Business of Luxury. Figure 1 Publishing Inc. [eBook <https://bit.ly/3Rlcy5p>]

Langer, Daniel A. Dr Heil, Oliver P. (2015), Luxury Essentials: Essential Insights and Strategies to Manage Luxury Products. University of Mainz, Center for Research on Luxury

Luhn, Matthew (2018). The Best Story Wins. Morgan James Publishing. [eBook <https://bit.ly/3yWbbnI>]

Lindstrom, Martin (2005). Brand Sense: Sensory Secrets Behind The Stuff We Buy. Free Press. [eBook <https://bit.ly/3Vln6D4>]

Additional Reading

Morhart, Wilcox, Czellar (2020). Research Handbook on Luxury Branding. Edward Elgar Publishing

Articles:

A list of articles will be provided during sessions

MODULE PLAN SESSIONS :

Plan Session 01 :

Luxury Essentials

- Defining luxury
- Overview of the unstoppable luxury market
- The luxury marketing mix framework

Plan Session 02 :

Global Luxury Consumer and The New Generation of Cultural Consumers

- Spotlight on global youth, inclusion and diversity luxury consumers
- The new generation of cultural consumers
- The future is female

Plan Session 03 :

Enhancing Brands Relevance

- Co-branding & personalization marketing

Plan Session 04 :

Sensory Marketing Strategy

Plan Session 05 :

The Art of Storytelling

Plan Session 06 :

Experiential Marketing: a key strategy to engage customers

Plan Session 07 :

China is The Key Engine of The Global Luxury Market

- Chinese cultural consumer
- Unique social media and e-commerce ecosystem
- All points east

Plan Session 08 :

The Future – What's Ahead for Luxury Sector?

- Sustainability goal
- The new frontier: NFTs and fashion gaming

Plan Session 09 :

Module Summary

- Preparation for final exam

SYLLABUS

NG506E_0108_24

International Negotiation & Business Development

ACADEMIC AREA :	MARKETING
PROGRAMME :	MASTER IBNG / PGTC LEVEL 5 MASTER
PERIOD :	FALL
COORDINATOR :	Mr. Olivier MOREAU
INSTRUCTOR(S) :	Ms. Kiera BYRNE
CONTACT HOURS :	24 hours
STUDY TIME :	120 hours (Class preparation, homework and assessments)
CREDITS :	4.0 ECTS
AOL :	False

PRE-REQUISITE MODULES :

None.

MODULE DESCRIPTION :

The main thrust of the current module is on making students develop their knowledge and skillset in negotiation planning and communicating persuasively across cultures. They will be using different negotiation modes (cooperative, competitive, personal, institutional and organisational), building effective package deals to improve the sum of negotiation outcomes for all parties involved while building trust and raising the level of negotiation ethics. They will also intensively practice the effective negotiation framework, i.e. plan, prepare, implement and strive for reaching a workable and problem - solving deal.

CONTRIBUTION TO PROGRAMME LEARNING OBJECTIVES :

- Integrate disciplines and deep knowledge to Create innovative solutions #CreateSolutions

MODULE INTENDED LEARNING OUTCOMES (ILOs) :

1. Avoid effectively a negotiation deadlock by increasing the value and number of potential package(s).
2. Analyse various negotiation orientation and styles and adopt one's own negotiation strategy to make it a tool for successfully closing a workable deal.
3. Be aware and overcome potential misunderstandings in the negotiation process due to cultural complexities.
4. Effectively manage negotiations in different physical or virtual settings.

TOPICS COVERED :

- . Managing negotiation planning process and implementation of ad hoc techniques & tactics.
- . Managing sources of power and influence in a discourse
- . Managing relationships and expectations in cross-cultural environment
- . Managing difficult situations and outside interventions
- . Managing coalition, multi-party negotiations & resolving conflict

RESEARCH-LED TEACHING :

CSR AND SUSTAINABLE DEVELOPMENT GOALS :

CSR NB HOURS :

SUSTAINABLE DEVELOPMENT GOALS COVERED :

- 04 - Quality education
- 05 - Gender equality
- 08 - Decent work and economic growth
- 16 - Peace, justice and strong institutions

TEACHING METHODS :

The class meetings will be devoted to lectures, case discussions and presentations, quiz and role play simulations. Lectures will provide analytical concepts that will integrate the readings and serve as useful frameworks for a richer understanding of cases and role plays. Cases and the role-play simulations will provide the « application » aspects of this course.

METHODS OF ASSESSMENT :

Continuous/Final	Group/Individual	Assessment	Weight	Duration	ILOs assessed
Continuous	Group	Group work	40%	10 minutes	All
Final	Individual	Final written exam	60%	3 hours	All

Assessment 1 details:

Each group will have to submit an operational plan to conduct an international negotiation 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 a written support. The aim of this assignment is to help the students understand how the methodology taught can be applied in any negotiation context, and to take into account the cultural, organisational and environmental factors that have an impact on negotiations.

Assessment 2 details:

The aims of this work is to enable the students 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 :

Lewicki, R. Saunders D. & Barry B. (2020) Essentials of Negotiation (7th edn). McGraw-Hill.

Cellich C. & Jain, S. C. (2016). Creative Solutions to Global Business Negotiations (2nd edition) New-York. Business Expert Press [eBook <https://cutt.ly/imgjMix>]

Additional Reading

Fisher, R. & Urey, W.L. (2011). Getting to Yes: Negotiating Agreement Without Giving In, Penguin Books. [eBooks <https://cutt.ly/UmgjDKs>]

MODULE PLAN SESSIONS :

Plan Session 01 :

S1 : 3 hours

Course introduction & methodology - Working groups set up - Quizz - The basics of negotiation (including distributive bargaining & integrative negotiation) - Introductory role - play - How to conduct flash negotiations.

Read before class:

Lewicki: CHp1 (about the Nature of Negotiation), CHp 2 (about distributive Bargaining), CHp 3 (about Integrative Negotiation) and CHp4 (about strategy and planning)

Cellich: CHp4 (about Pre-negotiation Planning) and CHp 6 (about Exchanging Concessions)

Plan Session 02 :

S2 : 6 hours

The Architecture of Global Business Negotiations - The Role of Culture in Negotiation - Complex environment & Negotiation styles.

Read before class:

Lewicki: CHp 11 (about International and Cross-Cultural Negotiations), CHp 5 (about Ethics in Negotiation) and CHp9 (about Relationships in Negotiation)

Cellich: CHp 1 (about Global Business Negotiations), CHp 2 (about the Role of Culture in Cross Border Negotiations) and CHp 3 (about Identifying your Negotiation Style)

Plan Session 03 :

S3 : 6 hours

Power Negotiations - Persuasion & influence - How to close a deal - Continuous Assessment - Simulation Game

Real before class:

Cellich: CHp 8 (Closing Business Negotiation), CHp 11 (about Demystifying the Secrets of Power Negotiations) and CHp 13 (about Persuasion: A Negotiator's Core Skill).

Plan Session 04 :

S4 : 3 hours

Managing Difficult Negotiations - Navigating Hard ball tactics

Read before class:

Lewicki: CHp 2 (Strategy and Tactics of Distributive Bargaining - Hardball Tactics), CHp 18 (about Managing Difficult Negotiations)

Plan Session 05 :

S5 : 3 hours

Multiple Parties and Teams in Negotiation - Negotiating with Public Authorities.

Read before class:

Lewicki: CHp 10 (about Multiple Parties, Group and Teams in Negotiation)

Cellich: CHp 13 (about Managing Negotiating Teams)

Plan Session 06 :

S6 : 3 hours

Developing an Organisational Negotiating Capability - Working Group presentations - Wrap up - Tips for the final exam

Read before class:

Cellich: CHp 14 (about Developing an Organizational Negotiating Capability)

ACADEMIC AREA :	MARKETING
PROGRAMME :	MASTER IBNG / PGTC LEVEL 5 MASTER
PERIOD :	FALL
COORDINATOR :	Dr. Marc PORTER
INSTRUCTOR(S) :	Dr. Marc PORTER
CONTACT HOURS :	24 hours
STUDY TIME :	120 hours (Class preparation, homework and assessments)
CREDITS :	4.0 ECTS
AOL :	False

PRE-REQUISITE MODULES :

Participants should have a good knowledge of marketing fundamentals, including such standard aspects as the '4 Ps, SWOT analysis, segmentation, targeting, marketing communications, and other theoretical and practical tools and concepts that relate to the sales function and negotiations.

MODULE DESCRIPTION :

The objectives of this course are to impart solid practical and theoretical skills along with their application to sales techniques. These include a thorough understanding of personal selling and account relationship management, sales force organization and sales management, and the identification of specificities of international selling.

CONTRIBUTION TO PROGRAMME LEARNING OBJECTIVES :

- Integrate disciplines and deep knowledge to Create innovative solutions #CreateSolutions

MODULE INTENDED LEARNING OUTCOMES (ILOs) :

1. Design within relevant business parameters a sales strategy related to specific product and/or services,
2. Present and sell a product or service applying standard sales techniques appropriate to the customer and the situation,
3. Analyse the stages involved in the selling process and develop recommendations for improvement,
4. Design a sales force organization and be able to manage and lead it.

TOPICS COVERED :

- . The connection between strategic management planning, sales techniques and sales strategy.
- . Strategic sales force decisions.
- . Basic types of selling approaches.
- . Personal Selling.
- . Account Relationship Management.
- . Territory Management.
- . International Sales techniques and cultural dimension of selling.
- . Sales Force Organization.
- . Sales Management.
- . Sales ethics across cultures.

RESEARCH-LED TEACHING :

Theoretically based practice oriented

CSR AND SUSTAINABLE DEVELOPMENT GOALS :

To create companies who are sustainable during tough economic times

CSR NB HOURS :

SUSTAINABLE DEVELOPMENT GOALS COVERED :

- 04 - Quality education
- 09 - Industry, innovation and infrastructure
- 12 - Responsible consumption and production
- 15 - Life on land
- 17 - Partnership for the goals

TEACHING METHODS :

The primary teaching method will be lectures, case studies, experiential exercises and oral presentations.

Class lectures: (all learning objectives).

Each lecture will explore a new aspect of selling and purchasing. Discussion, cases and documents will be used to illustrate different facets of sales. Students will be expected to come to class having:

- . Read any handouts, pre-reading or case studies provided and be familiar with them.
- . Prepared notes on the handouts and be ready to answer questions and contribute to class discussions.
- . Completed any assignments given by the module instructor.
- . Experiential exercises will be carried out requiring students to participate or experience the theory that has been presented creating a live case.

After successfully completing this course, the student will be able to transition into a professional sales environment.

METHODS OF ASSESSMENT :

Continuous/Final	Group/Individual	Assessment	Weight	Duration	ILOs assessed
Continuous	Group	Group project	40%		All
Final	Individual	Essay	60%		All

Assessment 1 details:

A complete instruction will be given to the students explaining the project of using a case study to develop it into a live case study.

Assessment 2 details:

Full instructions will be given on the paper in class. A paper is a valid assessment tool for this Masters level as it requires the individual student to use the theory given in class and consolidate it with clear thinking into a written form. As companies require written communications to be an essential hiring requirement this assessment improves the skills that employers need. After 15 years of using this method it has a proven track record for success.

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 :

-> Jobber, D. & Lancaster, G. (2019 or previous). *Selling and Sales Management*. Pearson Education. [eBook <https://bit.ly/3sm57PY>].

Additional Reading

- > Blythe (2005). *Sales and Key Account Management*. Thompson Publishing.
- > Cron and DeCarlo (2009). *Dalrymple's Sales Management: Concepts and Cases*. John Wiley.
- > Bonoma, T. (2006). "Major Sales: Who Really Does the Buying?" *Harvard Business Review*.
- > Christensen C. & Raynor M. (2003). "Why Hard-Nosed Executives Should Care About Management Theory". *Harvard Business Review*.
- > Keiser (1988), "Negotiating with a Customer You Can't Afford to Lose". *Harvard Business Review*.
- > Usunier and Lee (2013). *Marketing across cultures*. (6th edn). Pearson Education. [eBook <http://bit.ly/3t11raG>].

MODULE PLAN SESSIONS :

Plan Session 01 :

General introduction to the course Strategic Sales Planning :

- The connection between Strategic management planning and sales strategy - Strategic sales for decisions ; The personal selling philosophy : What is your selling philosophy - how to better prepare for ethical dilemmas ; Sales contribution to the organization
- What sets sales apart from the rest of the organization - How is it different from Marketing, Operations and Finance / Preferable to have read the course outline and be familiar with Jobber, D. & Lancaster, G. (2012) *Selling and Sales Management*

Plan Session 02 :

Understanding the selling function (1) :

- Conceptual model - Basic types of selling approaches - Personal Selling ;

Understanding the selling function (2) :

- Account Relationship Management - Selling tips and selling styles

Case Studies: 1. D&M Insurance and 2. Marriott International - read and prepare case in groups ;

Readings: All readings from session 1 and session 2.

Plan Session 03 :

Sales Organization Territory Management : - International Selling - International Sales technique - Cultural dimension of selling ; Sales Organization (1) ; Organizational principles (2) : - Specialization - Key Account Management program

Case Studies: 1. Strength Footwear (individually) and 2. the York case (in groups) - read and prepare BOTH cases. Some students will be required to present orally their findings. ;

Readings : All readings from session 3 - review all readings from sessions 1 and 2. Including: Bonoma, T. (2006) "Major Sales: Who Really Does the Buying?" *Harvard Business Review*

Plan Session 04 :

Sales Organization (3) :

- Territory Design - Issues in Global territories - Use of models as a technique for achieving Strategic Alignment

Case Study: Jefferson Pilot Corporation ; Prepare a report using the methods and techniques learned to date some students will be required to present orally their findings. ;

Readings: All readings from session 4 - review all readings from session 1,2 and 3 including: Christensen C. & Raynor M. (2003) "Why Hard-Nosed Executives Should Care About Management Theory" Harvard Business Review Keiser (1988) "Negotiating with a Customer You Can't Afford to Lose" Harvard Business Review

Plan Session 05 :

Review for Final Exam ;

Group Presentations / Oral Group Presentations to be given.

Homework to be collected before presentations.

SYLLABUS

QM505E_0108_24

Data Science Toolbox

ACADEMIC AREA :	SUPPLY CHAIN MANAGEMENT AND INFORMATION SYSTEMS
PROGRAMME :	MASTER DAIS / PGTC LEVEL 5 MASTER
PERIOD :	FALL
COORDINATOR :	Dr. Nadjib BRAHIMI
INSTRUCTOR(S) :	Dr. Nadjib BRAHIMI
CONTACT HOURS :	24 hours
STUDY TIME :	null hours (Class preparation, homework and assessments)
CREDITS :	4.0 ECTS
AOL :	False

PRE-REQUISITE MODULES :

Programming basics
Machine learning basics

MODULE DESCRIPTION :

This course is tailored for students who have already taken foundation courses in data science concepts and techniques and are now looking to enhance their proficiency with a wide range of software and platforms commonly used in the field. This hands-on course emphasizes practical application and advanced features of data science tools.

CONTRIBUTION TO PROGRAMME LEARNING OBJECTIVES :

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

MODULE INTENDED LEARNING OUTCOMES (ILOs) :

1. Be aware of existing software tools of different families: platforms, version control, spreadsheet like software, and cloud computing platforms.
2. Be able to use and fully exploit at least one tool from each family.
3. Continuously learn about evolution of these tools and the

TOPICS COVERED :

Coding environment
Platforms with full integration
Code sharing and version control
Spreadsheet-like software for analytics, data visualization and story telling
Cloud computing platforms that provide various services for data storage, processing, and machine learning.

RESEARCH-LED TEACHING :

CSR AND SUSTAINABLE DEVELOPMENT GOALS :

CSR NB HOURS :

SUSTAINABLE DEVELOPMENT GOALS COVERED :

- 09 - Industry, innovation and infrastructure

TEACHING METHODS :

Few lectures followed by a lot of practice on coding.

METHODS OF ASSESSMENT :

Continuous/Final	Group/Individual	Assessment	Weight	Duration	ILOs assessed
Continuous	Individual	Participation or task completion	100%	15min+5min	1, 3, 4

Assessment 1 details:

Presentation of a project related to one or several learned tools

ACADEMIC INTEGRITY :

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

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BIBLIOGRAPHY :

Additional Reading

MODULE PLAN SESSIONS :

Plan Session 01 :

Coding environments

Learning resources: DataCamp, Kaggle, LinkedIn Learning, Coursera, ...

Plan Session 02 :

Platforms with full integration

- Dataiku (Dataiku: An end-to-end data science platform that integrates data preparation, modeling, and deployment for machine learning and AI)
- Orange Data Mining (Similar to Dataiku but Open source)
- KNIME: An open-source platform for data analytics, reporting, and integration, known for its visual workflow design.
- Alteryx: A data blending and advanced analytics platform that simplifies data preparation and analysis.

Plan Session 03 :

Platforms with full integration (Cont.)

- Dataiku (Dataiku: An end-to-end data science platform that integrates data preparation, modeling, and deployment for machine learning and AI)
- Orange Data Mining (Similar to Dataiku but Open source)
- KNIME: An open-source platform for data analytics, reporting, and integration, known for its visual workflow design.
- Alteryx: A data blending and advanced analytics platform that simplifies data preparation and analysis.

Plan Session 04 :

Code sharing and version control

- Github (must)
- Google Colab
- Kaggle

Plan Session 05 :

Spreadsheet-like software for analytics, data visualization and story telling

- Excel for data analytics
- Tableau
- Power BI and Power series
- Dash (Python)

Plan Session 06 :

Spreadsheet-like software for analytics, data visualization and story telling (Cont.)

- Excel for data analytics
- Tableau
- Power BI and Power series
- Dash (Python)

Plan Session 07 :

Cloud computing platforms that provide various services for data storage, processing, and machine learning.

- AWS (Amazon Web Services),
- Azure,
- Google Cloud

Plan Session 08 :

Project individual presentations

SYLLABUS

QM521E

Advanced Production Systems

ACADEMIC AREA :	SUPPLY CHAIN MANAGEMENT AND INFORMATION SYSTEMS
PROGRAMME :	MASTER LSCM / MASTER LSCP / PGTC LEVEL 5 MASTER
PERIOD :	FALL
COORDINATOR :	Mr. Sohrab FARAMARZI OGHANI
INSTRUCTOR(S) :	Mr. Abdelkader LARBI Mr. Sohrab FARAMARZI OGHANI
CONTACT HOURS :	24.0 hours
STUDY TIME :	120 hours (Class preparation, homework and assessments)
CREDITS :	4.0 ECTS
AOL :	False

PRE-REQUISITE MODULES :

There is no specific prerequisite; however, having some knowledge of Operations and Supply Chain Management (modules SC401E, QM401E) could be helpful.

MODULE DESCRIPTION :

The objective of this module is to cover the production system's main design, planning and operational problems and to discuss novel trends, including technologies and artificial intelligence (AI), in the production environments. This module highlights the design of a production system and presents a hierarchical planning system, including aggregate planning, material requirements planning (MRP), and production scheduling. Furthermore, the Toyota production system, as an impactful real-world example in the field, and the concept of 'Lean Thinking' will be discussed. Finally, topics related to the application of Industry 4.0 technologies in production systems will be discussed, and the notion of sustainable production will be elaborated.

CONTRIBUTION TO PROGRAMME LEARNING OBJECTIVES :

- Integrate disciplines and deep knowledge to Create innovative solutions #CreateSolutions
- Leverage the economic, ecological, social performance of the firm and its operations to Change Business models #ChangeBusiness

MODULE INTENDED LEARNING OUTCOMES (ILOs) :

TOPICS COVERED :

- Introduction to production systems (MTS, MTO, ATO, ETO) • Machine selection problem • Layouts and configurations of production systems • Assembly line balancing • Aggregate planning • Material requirements planning (MRP) • Production scheduling • Toyota production system (TPS) and Just-In-Time (JIT) • The basic concept of Industry 4.0 • Emerging trends and Business opportunities in Industry 4.0 • Sustainable production

RESEARCH-LED TEACHING :

Various decision-making and optimization problems and techniques in the production systems field will be discussed through the use of the research papers.

CSR AND SUSTAINABLE DEVELOPMENT GOALS :

The concept of sustainable production and waste reduction in the production environment will be discussed.

CSR NB HOURS :

1

SUSTAINABLE DEVELOPMENT GOALS COVERED :

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

TEACHING METHODS :

A variety of teaching methods, including lectures, case studies, videos, and student group presentations, will be employed. MS Excel will be used for modeling and solving decision-making problems. Also, a couple of quizzes will be used to progressively test and assess the learners.

METHODS OF ASSESSMENT :

Continuous/Final	Group/Individual	Assessment	Weight	Duration	ILOs assessed
Final	Individual	Final written exam	50%	3 hours	1, 2, 3, 4, 5, 6, 7
Continuous	Individual	Quiz	20%	30 minutes per quiz	1, 2, 3, 4, 5, 6, 7
Continuous	Group	Oral Final exam	30%	20 min per group	1, 2, 3, 4, 5, 6, 7

Assessment 1 details:

The final exam will take place during the exam week and include a couple of problem-solving and explanatory questions. More information will be provided during the first session.

Assessment 2 details:

Two graded quizzes, including multiple choice questions (MCQs) on conceptual and decision-making problems, will be conducted in sessions 4 and 7 to test and evaluate the student's learning progressively and to provide constructive feedback. These quizzes will also help students to be well-prepared for the final exam.

Absence during the quiz will result in a zero grade for the assessment.

More information will be provided during the first session.

Assessment 3 details:

Group project is one of the assessments defined for this course to enhance students' research skills and improve teamwork and communication. In this project, there are two options, and students must select their topic by the beginning of the fifth session.

- Option 1: Explore and analyze the production system of a real company (Toyota, Volvo, LVMH, Danone, IKEA, etc.)
- Option 2: Presenting a hot topic (emerging technologies and trends, sustainable production, decision problems, ...) related to production systems.

Each group must present the findings in the last session of the module (Session 8). Participation of each group member is required on presentation day; any absent member will receive a zero for the assessment.

More information will be provided during the first session.

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 :

- Heizer, J. and Render, B. and Munson, C. (2019). Operations Management: Sustainability and Supply Chain Management. (13th edn) Harlow: Pearson Education.
- Chopra, S., & Meindl, P. (2018). Supply Chain Management: Strategy, Planning and Operation (7th edn), Pearson Education.

Additional Reading

- Krajewski, L.J., Ritzman L.P., and Malhotra, M.K. (2018). Operations Management: Processes and Supply Chains. (12th edn). Pearson ed.
- Heragu, SS. (2016). Scheduling: Theory, Algorithms, and Systems.. (5th edn) Springer International Publishing.
- Other material (such as articles) might be uploaded on Moodle.

MODULE PLAN SESSIONS :

Plan Session 01 :

- Course overview
- Introduction to production systems
- Puzzle of production system design

Plan Session 02 :

- Machine Selection Problem
- Using analytics to tackle machine selection problem

Plan Session 03 :

- Facility layout problem
- Assembly line balancing
- Using analytics to tackle facility layout problem

Plan Session 04 :

- Introduction to production planning
- Aggregate planning
- Quiz #1 [contents of Sessions 1, 2, & 3] & feedback

Plan Session 05 :

- Master production schedule
- Material requirement planning

Plan Session 06 :

- Production scheduling
- Scheduling of various machine environment

Plan Session 07 :

- Toyota production system & Lean thinking
- Introduction to Industry 4.0 and emerging technologies (Blockchain, IoT, ...)
- Sustainable production
- Quiz #2 [contents of Sessions 4, 5, & 6] & feedback

Plan Session 08 :

- Group project presentation
- Course sum-up and closure

ACADEMIC AREA :	SUPPLY CHAIN MANAGEMENT AND INFORMATION SYSTEMS
PROGRAMME :	MASTER DAIS / PGTC LEVEL 5 MASTER
PERIOD :	FALL
COORDINATOR :	Dr. Nadjib BRAHIMI
INSTRUCTOR(S) :	Dr. Nadjib BRAHIMI
CONTACT HOURS :	15 hours
STUDY TIME :	null hours (Class preparation, homework and assessments)
CREDITS :	2.0 ECTS
AOL :	False

PRE-REQUISITE MODULES :

Statistical Modelling for Business Analytics (or equivalent): QM502E
Programming using Python or equivalent course: IS507.

MODULE DESCRIPTION :

Data driven SCM calls upon vast data regarding supply and demand. This data is taken at different points in time and place and usually involves complex networks. Managers need to have a very good understanding of the underlying patterns and dynamics and be able to model, simulate and optimize logistics and production. The objective of this course is to present the mathematical, computing and statistical tools needed to analyze such data. Students are expected to have a basic knowledge of Python and statistical modeling.

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) :

After completing the module, students will be able to:

1. Use some data collection tools and technologies for SCM
2. Understand forecasting process in companies and use time series analysis to forecast supply and demand
3. Use data visualization techniques and story telling to guide decisions in SCM
4. Select and apply adapted machine learning and deep learning models for advanced demand forecasting
5. Be aware of the existing software and platforms used by companies for demand forecasting

TOPICS COVERED :

1. Data collection tools and technologies for SCM (1.5 hours)
2. Descriptive analytics and data visualization techniques for SCM (1.5 hours)
3. Basic forecasting models using spreadsheets (6 hours)
4. Machine learning models for forecasting (6 hours)
5. Other (Contemporary) topics and software tools

RESEARCH-LED TEACHING :

Latest research results on machine learning in addition to applied research to industries will be used to teach this course. Some of the used research results are published by the course instructor.

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

- 09 - Industry, innovation and infrastructure

TEACHING METHODS :

Lectures in which key concepts will be explained. Hands-on examples in Excel and Python.
The students will be provided with data and case studies

METHODS OF ASSESSMENT :

Continuous/Final	Group/Individual	Assessment	Weight	Duration	ILOs assessed
Continuous	Individual	Work in class	60%	1 hour	1, 2, 3
Continuous	Group	Group project	40%		1, 3, 4, 5

Assessment 1 details:

This will including individual written exam combined with coding tasks/questions.

Assessment 2 details:

Group project assessed through code and presentation.

ACADEMIC INTEGRITY :

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

1. Vandeput, N. (2021). Data science for supply chain forecasting. De Gruyter. [eBook <https://bit.ly/3SCwthT>]
2. Hyndman, R. and Athanasopoulos, G. (2018). Forecasting: principles and practice. Otexts. : <https://www.amazon.com/Forecasting-principles-practice-Rob-Hyndman/dp/0987507109>

Additional Reading

3. Nahmias, S., & Olsen, T. L. (2015). Production and operations analysis. Waveland Press.
4. Silver, E. A., Pyke, D. F., & Thomas, R. (2017). Inventory and Production Management in Supply Chains. Fourth Edition CRC Press.
5. Knafllic, C. N. (2019). Storytelling with Data: Let's Practice!. John Wiley & Sons.
6. VanderPlas, J. (2016). Python data science handbook: Essential tools for working with data. " O'Reilly Media, Inc.". [eBook <https://bit.ly/4bWaqcl>]
7. Krajewski, L.J., Ritzman L.P., and Malhotra, M.K. (2018). Operations Management, Processes and Supply Chains. 12th Edition. Pearson education. [eBook <https://bit.ly/3Gqg07t>]
8. (FR) Baglin, G., Bruel, O., Garreau, A., Greif, M., Kerbache, L., & Van Delft, C. (2013). Management industriel et logistique. Economica.

MODULE PLAN SESSIONS :

Plan Session 01 :

Supply Chain and Data:

- Reminder of major concepts in SCM
- link between ERPs and decision support systems in Supply Chain Planning
- data sources and data collection in SCM
- purpose of data in supply chain management.

Descriptive analytics and data visualization techniques for SCM

- Visualizing Time Series
- Story telling
- Interactive Visualization

Plan Session 02 :

Basic forecasting models [part I]

- Introduction
- Performance Evaluation
- Smoothing Methods

Plan Session 03 :

Basic forecasting models [part II]

- Regression Models
- Seasonality models

Plan Session 04 :

Python programming for forecasting [part I]:

- Classical forecasting methods

Plan Session 05 :

Python programming for forecasting [part II]:

- Machine learning models

SYLLABUS

QM528E_0108_24

Decision Models for Supply Chain Planning

ACADEMIC AREA :	SUPPLY CHAIN MANAGEMENT AND INFORMATION SYSTEMS
PROGRAMME :	MASTER DAIS / PGTC LEVEL 5 MASTER
PERIOD :	FALL
COORDINATOR :	Mr. Muhammad HABIBI
INSTRUCTOR(S) :	Mr. Muhammad HABIBI
CONTACT HOURS :	24 hours
STUDY TIME :	null hours (Class preparation, homework and assessments)
CREDITS :	4.0 ECTS
AOL :	False

PRE-REQUISITE MODULES :

- Decision Sciences
- Introduction to Supply Chain Management (Strongly recommended)
- Introduction to Programming Language (Strongly recommended)

MODULE DESCRIPTION :

The purpose of this module is to equip students with essential decision-making models and techniques for effective supply chain planning and optimization. Students will gain a deep understanding of various problems in supply chain contexts. The course also deepens students' knowledge in the development of mathematical programming models and advanced operations research techniques.

CONTRIBUTION TO PROGRAMME LEARNING OBJECTIVES :

- Integrate disciplines and deep knowledge to Create innovative solutions #CreateSolutions

MODULE INTENDED LEARNING OUTCOMES (ILOs) :

1. Demonstrate a comprehensive understanding of decision-making models and techniques used in supply chain planning and optimization.
2. Develop and implement linear programming models and approximate methods to solve supply chain problems.
3. Enhance problem-solving skills through the application of learned techniques to case studies

TOPICS COVERED :

1. Basics of Python Programming
2. Linear Programming
3. Approximate Methods
4. Various Supply Chain Problems

RESEARCH-LED TEACHING :

Some discussions on my research topics on sustainable supply chain problems will be held occasionally throughout the course.

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

1

SUSTAINABLE DEVELOPMENT GOALS COVERED :

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

TEACHING METHODS :

Lecture
Tutorial
Case

METHODS OF ASSESSMENT :

Continuous/Final	Group/Individual	Assessment	Weight	Duration	ILOs assessed
Continuous	Group	Participation or task completion	40%	1.5 hour	1, 2, and 3
Final	Individual	Final written exam	60%	3 hours	All

Assessment 1 details:

10% Participation
30% Presentation

Assessment 2 details:

The exam covers all topics discussed.

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- Gaining an unfair advantage
- Assisting others in committing academic misconduct, such as by utilizing generative AI
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BIBLIOGRAPHY :

- Chopra, S. and Meindl, P. (2018). Supply Chain Management: Strategy, Planning, and Operation. (7th edn). Pearson Education. [eBook <https://bit.ly/39FyMg2>]
- Taha, H. (2017). Operations Research: An Introduction. (10th edition). Pearson Education. [eBook <https://tinyurl.com/2frtxmwc>]
- Daskin, M. (2013). Network and Discrete Location: Models, Algorithms, and Applications (2nd edition). Wiley. [eBook:<https://bit.ly/3ppEpV9>].

Additional Reading

- Ghiani, G., Laporte, G., and Musmanno, R. (2013). Introduction to Logistics Systems Management. (2nd ed). Wiley. [eBook:<https://bit.ly/3uC5Awr>]
- Evans, J. R. (2020). Business Analytics. (3rd edn). Pearson Education. [eBook <https://bit.ly/3TuFyXS>].
- Other resources will be provided throughout the course

MODULE PLAN SESSIONS :

Plan Session 01 :

Duration : 3 hours

Topics :

- Course Overview
- Supply Chain, Beergame, and Analytics
- Programming in Python (Google Colab)

Plan Session 02 :

Duration : 3 hours

Topics :

- Burrito Optimization Game
- Linear Programming, Simplex Method, and Exercises

Plan Session 03 :

Duration : 3 hours

Topics:

- Integer Programming, Branch-and-Bound, and Exercises

Plan Session 04 :

Duration : 3 hours

Topics :

- Optimization in Python
- Various Supply Chain Problems I

Plan Session 05 :

Duration : 3 hours

Topics :

- Various Supply Chain Problems II
- Tutorial on Approximate Methods I

Plan Session 06 :

Duration: 3 hours

Topics :

- Tutorial on Approximate Methods II
- Group Assessment - Discussion on Case : "Redesigning the Lavazza Logistics Network"

Plan Session 07 :

Duration: 3 hours

Topics:

- Final Project Consultation

Plan Session 08 :

Duration: 3 hours

Topics:

- Final Project Presentation
- Student Feedback

ACADEMIC AREA :	SUPPLY CHAIN MANAGEMENT AND INFORMATION SYSTEMS
PROGRAMME :	MASTER LSCM / PGTC LEVEL 5 MASTER
PERIOD :	FALL
COORDINATOR :	Mr. Oncu HAZIR
INSTRUCTOR(S) :	Mr. Oncu HAZIR
CONTACT HOURS :	24 hours
STUDY TIME :	120 hours (Class preparation, homework and assessments)
CREDITS :	4.0 ECTS
AOL :	False

PRE-REQUISITE MODULES :

Familiarity with basic notions of probability. MS Excel.

MODULE DESCRIPTION :

This module is valuable for students who would like to pursue a career in consulting or take a position in production or operations management 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. Emphasis will be placed on the application of these concepts to business situations.

CONTRIBUTION TO PROGRAMME LEARNING OBJECTIVES :

- Integrate disciplines and deep knowledge to Create innovative solutions #CreateSolutions
- 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 role of inventory management across the various functions of the firm and within the broader context of the supply chain.
4. Use quantitative inventory models to make decisions.
5. Discuss how uncertainty impacts inventory systems and describe approaches to make inventory decisions when uncertainty is involved.

TOPICS COVERED :

- . Demand Forecasting
- . Inventory Management
- . Distribution Chain Optimization: case study

RESEARCH-LED TEACHING :

The results of some research articles will be discussed.

CSR AND SUSTAINABLE DEVELOPMENT GOALS :

Excess inventory is a type of waste according to Lean management. The relation between sustainability and lean management will be discussed.

CSR NB HOURS :

SUSTAINABLE DEVELOPMENT GOALS COVERED :

- 09 - Industry, innovation and infrastructure

TEACHING METHODS :

In this course, active and collaborative teaching methods are used. Class exercises cover a wide variety of forecasting and inventory management problems. Students work in groups in the class, refer to course material, discuss the topic and solve problems. Case studies require detailed analysis and they are designed to foster team work skills. Students are regularly given reading assignments and they are required to present the case studies in class.

METHODS OF ASSESSMENT :

Continuous/Final	Group/Individual	Assessment	Weight	Duration	ILOs assessed
Final	Individual	Final written exam	60%	3h	1-5
Continuous	Group	Group work	40%	20 minutes for each	1-5

Assessment 2 details:

Case studies require detailed analysis and integration of the knowledge of several topics. The case study requires 1 week for preparation and 12-15 minutes presentation. Only presentation is required.

ACADEMIC INTEGRITY :

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- Plagiarism
- Fabrication
- Gaining an unfair advantage
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- Falsification of records or official documents
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BIBLIOGRAPHY :

- 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/333Uze9>].

Additional Reading

Van Ryzin, G.J. 2001. 'Analyzing inventory cost and service in supply chains', Columbia Business School Press. [<https://tinyurl.com/ywp25kzz>]

MODULE PLAN SESSIONS :

Plan Session 01 :

Introduction and Course Overview, Ref 1: Ch. 1, Ref 2: Chp 1

Plan Session 02 :

Forecasting Model, Ref 2: Ch. 4

Plan Session 03 :

Forecasting Models: Exercises & MS Excel Application, Ref 1: Ch. 2
Work in Class 1

Plan Session 04 :

Inventory Management: Basics and Deterministic Models, Ref 1: Ch. 4,
Ref 2: Ch. 12

Plan Session 05 :

Inventory Management: Probabilistic Models, Ref 1: Ch. 5,
Ref 3 (Article)

Plan Session 06 :

Inventory Management: Exercises & Applications, Work in Class 2

Plan Session 07 :

Procurement & Warehousing, Ref 1 Chp 6
Ref 2: Ch. 13 & Supplement
Work in Class 3

Plan Session 08 :

Case Study Presentations and Discussions

ACADEMIC AREA :	SUPPLY CHAIN MANAGEMENT AND INFORMATION SYSTEMS
PROGRAMME :	MASTER LSCM / PGTC LEVEL 5 MASTER
PERIOD :	FALL
COORDINATOR :	Mr. Reza ZANJIRANI FARAHANI
INSTRUCTOR(S) :	Mr. Ahmad JAFARIAN
CONTACT HOURS :	24 hours
STUDY TIME :	120 hours (Class preparation, homework and assessments)
CREDITS :	4.0 ECTS
AOL :	False

PRE-REQUISITE MODULES :

There is no specific module that is essential before studying this module. However, it will be assumed that students have some knowledge of Globalization issues, main characteristics about domestic management of supply chain, constituent background in international trade, an active interest in changes related to the global economy, and a keen curiosity about how supply chain functions.

MODULE DESCRIPTION :

The objective of this course is for the students to acquire a good understanding of the growth and evolution of global supply chains, the different organizational and governance forms and to apply this knowledge to analyze specific sectors or companies critically

CONTRIBUTION TO PROGRAMME LEARNING OBJECTIVES :

- Develop a sustainable strategic vision to Connect (eco-)systems #ConnectSystems
- Integrate disciplines and deep knowledge to Create innovative solutions #CreateSolutions

MODULE INTENDED LEARNING OUTCOMES (ILOs) :

At the end of this module, students will be able to:

1. Have a good understanding of the dynamics of the globalization process
2. Comprehend the key trends in international trade
3. explain the different governance and organizational models of global value chains
4. understand global supply chain strategic issues, performance measurement and risk management
5. describe and critically analyze the organization of supply chains in a particular sector

TOPICS COVERED :

The political and economic context – insight into invariable fundamentals of globalization (historical approach)

- Supply chains in a global context –growth of international trade in intermediate goods rather than raw materials for value-added completion and value creation
- Global Value Chain debate – Governance and Organisation; resilience of newly emerged countries (ex: China) through command over global value chain in industrial areas (ex: apparel and shoe industry) as a response to higher competition from other LCCs
- Specific issues to be addressed by global SC in managing physical/information/financial/return flows
- Transnational corporation and global production networks - processes and challenges of internationalization
- Technology and the New Industrial Revolution
- Global Supply Chain strategy – outsourcing vs. nearshoring-reshoring, offshoring, 3PL's identification and selection
- Opportunity, complexity and increased vulnerability of global SCM induced by its extended width and length
- Global SCM performance measurement
- Global Supply Chain Case Studies

RESEARCH-LED TEACHING :

CSR AND SUSTAINABLE DEVELOPMENT GOALS :

Supply Chain managers are deeply implicated in raising awareness of the 17 SDGs at the organization level. Well known western companies that source primary materials from low-income countries have integrated the SDGs in their supply chains and have implemented long-term solutions to raise the living standards and prevent accidents.

CSR NB HOURS :

5

SUSTAINABLE DEVELOPMENT GOALS COVERED :

- 07 - Affordable and clean energy
- 08 - Decent work and economic growth
- 09 - Industry, innovation and infrastructure
- 10 - Reduced inequalities
- 11 - Sustainable cities and communities
- 12 - Responsible consumption and production
- 17 - Partnership for the goals

TEACHING METHODS :

Classroom presentations, newspaper articles and case studies.

METHODS OF ASSESSMENT :

Continuous/Final	Group/Individual	Assessment	Weight	Duration	ILOs assessed
Continuous	Individual	Written in class	60%	90 minutes	1-5
Continuous	Group	Oral Final exam	40%	90 minutes	1-5

Assessment 1 details:

Material covered in the course thus far.

Assessment 2 details:

The work will be scored in its written and oral form. The students shall have to be convincing through sound understanding of company's situation and ability to argue with potential client, based on accurate calculations and scenarios.

ACADEMIC INTEGRITY :

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BIBLIOGRAPHY :

Lasserre, P. (the latest edition). Global Strategic Management. Palgrave Macmillan.

Additional Reading

Recommended Reading:

- Daniels, J., Radebaugh, L., and Sullivan, D. (the latest edition) International Business: Environments and Operations, Global Edition, Pearson.
- Dicken, P. (2003). Global Shift: Reshaping the Global Economic Map in the 21st Century. (4th edn). The Guildford Press.
- Griffin, R. W. and Putsay, M. W. (the latest edition) International Business, International Edition, Pearson.
- Hill, C. W. L. (the latest edition) International Business: Competing in the Global Market Place, McGraw-Hill
- Mangan, J., Lalwani, C., Butcher, T., and Javadpour, R. (the latest edition) Global Logistics and Supply Chain Management, John Wiley & Sons. Chapter 8
- Prahalad, C. K. and Doz, Y. L. (1999) The Multinational Mission: Balancing Local Demands and Global Vision, Free Press.
- Warner, M. and Joynt, P. (2002) Managing across cultures: Issues and Perspectives, 2nd ed, Thomson Learning.

Specialist Journals

- Journal of World Business, Management International Review, Journal of International Business Studies, International Business Review,
- Harvard Business Review, European Management Journal, World Financial Markets, OECD Observer

Additional Reading

MODULE PLAN SESSIONS :

Plan Session 01 :

Globalization of Markets and Competition

- The phenomenon of globalization
- Globalization from a macro perspective
- What are the factors that push for globalization?
- What are the factors that work against globalization? The localization push
- Globalization at the level of the firm
- The global/multi-local mapping

Plan Session 02 :

2 The Emerging Global Environment

- Emerging countries and their development
- Emerging countries and their institutional and business environments 3
- Emerging countries and global firms

Plan Session 03 :

3 Globalization, Societies and Cultures

- The different facets of culture
- National cultural differences
- Economic cultures and business systems
- The impact of cultures on global management

Plan Session 04 :

4 Globalization, Sustainable Development and Social Responsibility Sustainable development

- Globalization and environmental issues
- Globalization and societal issues
- Global corporations' ethics and corporate social responsibility
- Global companies and business ethics
- Social responsibility and global firms: an ongoing challenge

Plan Session 05 :

Designing a Global Strategy

- A company business strategy
- Framework for a global strategy
- Global strategies and the multi-business firm
- Global strategies and the small and medium-sized enterprise (SME)
- Born global

Plan Session 06 :

Assessing Countries' Attractiveness

- Why is a country attractive?
- Market, resources and industry opportunities
- Assessing market opportunities
- Assessing resource opportunities
- Competitive context
- Socioeconomic, political and cultural distance
- Country risk analysis
- Putting it all together

Plan Session 07 :

Entry Strategies

- Why enter? Defining strategic objectives for a country presence
- When to enter? First mover, follower, or acquirer?
- Entry modes: how to enter?
- Comparing entry modes
- Choosing an entry mode

Plan Session 08 :

Global Strategic Alliances

- Framework for analysis
- Strategic alliances in a global context
- Global alliances versus local alliances
- Understanding the strategic context and spelling out the strategic value of an alliance
- Partner analysis
- Negotiation and design
- Implementation
- Global multilateral alliances
- Alliance constellation management
- Partner selection
- Joint venture decay and failure

SYLLABUS

SC507E_0108_24

Sustainable SC & Green Logistics

ACADEMIC AREA : SUPPLY CHAIN MANAGEMENT AND INFORMATION SYSTEMS

PROGRAMME : MASTER LSCM / PGTC LEVEL 5 MASTER

PERIOD : FALL

COORDINATOR : Dr. Imen NOUIRA

INSTRUCTOR(S) : Dr. Imen NOUIRA

CONTACT HOURS : 24 hours

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

CREDITS : 4.0 ECTS

AOL : False

PRE-REQUISITE MODULES :

None

MODULE DESCRIPTION :

The aim of this module is to provide students with a solid understanding of sustainability issues in contemporary supply chains. This module helps students to understand the challenges of implementing sustainable supply chain.

It also equips them with knowledge and skills to tackle the complex issues of the design, planning and control of logistics and industrial operations under social and environmental concerns.

By the end of the module, the participant should be familiar with some tools (such as carbon footprint analysis, and life-cycle assessment) that may help companies to identify the sources of waste in supply chains

CONTRIBUTION TO PROGRAMME LEARNING OBJECTIVES :

- Combine professional expertise with resilience, critical thinking & personal influence to Change mindsets #ChangeMindsets

MODULE INTENDED LEARNING OUTCOMES (ILOs) :

On successful completion of this course the students will be able to:

1. Discuss the concepts, and principles that underlie sustainability in supply chains, reverse logistics and the environment.
2. Analyse the impact of logistics and different supply chain activities on the environment.
3. Appreciate the importance of reverse logistics and waste management issues in supply chain from the strategic perspective.
4. Determine the performance measures necessary to capture sustainable supply chain practices.
5. Explain and apply the environmental assessment methods, tools and international environmental standards such as ISO 14001, in supply chains.

TOPICS COVERED :

1. Introduction to Supply chain Management & Purchasing Activity
2. Introduction to Sustainable and Green Supply chain: Main concepts and definitions
3. Reverse logistics/Closed loop SC
4. Upward supply chain : a sustainable Purchasing strategy
5. Sustainability in forward SC activities

RESEARCH-LED TEACHING :

8 of my recent publications in the subject of Sustainable Supply chain and Green Logistics are used in this module (see reference list). these papers are uploaded on Moodle for students reading and most of them are analysed and discussed in class. Other relevant research papers are also discussed in this course (see additional readings section)

CSR AND SUSTAINABLE DEVELOPMENT GOALS :

This course is about Sustainable SC management. it is 100% fitting with CSR and sustainable development goals

CSR NB HOURS :

24

SUSTAINABLE DEVELOPMENT GOALS COVERED :

- 06 - Clean water and sanitation
- 09 - Industry, innovation and infrastructure
- 12 - Responsible consumption and production
- 13 - Climate action

TEACHING METHODS :

Typically classroom time will be used in the following way:

- Lectures led by the course leader
- In-class project/cases linked to lectures.

Lectures are used to introduce the key concepts, topics, and techniques. Students will prepare a short report/analysis and present their findings.

METHODS OF ASSESSMENT :

Continuous/Final	Group/Individual	Assessment	Weight	Duration	ILOs assessed
Continuous	Group	Group work	40%	40 minutes/grp	1, 2, 3
Final	Individual	Final written exam	60%	3 hours	1...5

Assessment 1 details:

A group of 4-5 students will select a subject or a case study (among different topics and case studies provided by the teacher) regarding sustainability. They will work together to prepare a presentation for 30 minutes. Students should provide the slides of the presentation.

ACADEMIC INTEGRITY :

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BIBLIOGRAPHY :

Journal Ppaers (academic):

1. A comparative study of progressive carbon taxation strategies: Impact on firms' economic and environmental performances. A. Chelly, Imen Nouira, Y. Frein, A.Hadj-Alouane International Journal of Production Research (2022)
2. The effect of greenness- and price-based competition on a product's environmental performance. A. Erfan, R. Hammami, Y. Frein, and Imen Nouira, International Journal of Production Economics (2021)
3. Which is the relationship between the product's environmental criteria and the product demand? Evidence from the French food sector. Laura Palacios-Argüello, Natacha Gondran, Imen Nouira, M-A. Girard, J. Gonzalez-Feliu. Journal of Cleaner Production, (2020)
4. On The consideration of carbon emissions in modelling-based supply chain literature: the state of the art, relevant features and research gaps. Amina Chelly, Imen Nouira, Yannick Frein, and Atidel B. Hadj-Alouane. International Journal of Production Research, (2019). One of the top cited IJPR papers published in the 2019 volume
5. Effects of customers' environmental awareness and environmental regulations on the emission intensity and price of a product. Ramzi Hammami, Imen Nouira, Yannick Frein. Decision Sciences (2018)
6. Design of forward supply chains: Impact of a carbon emissions-sensitive demand. Imen Nouira, R. Hammami, Y. Frein, C. Temponi. International Journal of Production Economics. (2016).
7. Carbon emissions in a multi-echelon production-inventory model with lead time constraints. Ramzi Hammami, Imen Nouira, Yannick Frein. International Journal of Production Economics (2015).
8. Supply chain optimization under environmental considerations for a product-greenness dependent demand. Imen Nouira, Y. Frein, A. B. Hadj-ALouane. International Journal of Production Economics (2014).
9. Nidumolu, R., Prahalad, C. K., & Rangaswami, M. R. (2009). Why sustainability is now the key driver of innovation. Harvard business review, 87(9), 56-64. [Article <https://bit.ly/3Aviu2G>]
10. Dixon, T., Eames, M., Britnell, J., Watson, G. B., & Hunt, M. (2014). Urban retrofitting: Identifying disruptive and sustaining technologies using performative and foresight techniques. Technological Forecasting and Social Change, 89, 131-144. [Article <https://bit.ly/3CJHBBu>]

BOOKS:

1. McKinnon, A. Browne, M. Whiteing, A. (2015), Green Logistics: improving the environmental sustainability of logistics. (5nd edn). Kogan Page. [eBook <https://bit.ly/3CGzkhT>]

Additional Reading

Beamon B. (1999). Designing the green supply chain. Logistics Information Management (1999) Vol. 12, No. 4, pp. 332-342

Dale S. Rogers and Ronald Tibben-Lembk. (2001) An examination of reverse logistics practices. Journal of Business Logistics, Vol.22, No. 2, pp.129-148

MODULE PLAN SESSIONS :

Plan Session 01 :

Introduction to Supply chain Mangement

Plan Session 02 :

Introduction to Purchasing Activity

Plan Session 03 :

Sustainable and Green Supply chain: Main concepts and motivations

Plan Session 04 :

Sustainable Purchasing Process

Plan Session 05 :

Sustainable Purchasing: Tools and best practices

Plan Session 06 :

Sustainability in forward SC activities : Production & Inventory management

Plan Session 07 :

Reverse Logistics and Closed Loop SC

Plan Session 08 :

Continuous Assessment - In class Presentations

ACADEMIC AREA :	SUPPLY CHAIN MANAGEMENT AND INFORMATION SYSTEMS
PROGRAMME :	MASTER LSCM / PGTC LEVEL 5 MASTER
PERIOD :	FALL
COORDINATOR :	Mr. Muhammad HABIBI
INSTRUCTOR(S) :	Mr. Muhammad HABIBI
CONTACT HOURS :	24 hours
STUDY TIME :	120 hours (Class preparation, homework and assessments)
CREDITS :	4.0 ECTS
AOL :	False

PRE-REQUISITE MODULES :

- Introduction to Logistics and Supply Chain Management
- Analytical and Decision-Making Techniques in SCM
- Operations Management

MODULE DESCRIPTION :

This module allows students discover problems and solving techniques in Distribution and Transportation.

CONTRIBUTION TO PROGRAMME LEARNING OBJECTIVES :

- Integrate disciplines and deep knowledge to Create innovative solutions #CreateSolutions

MODULE INTENDED LEARNING OUTCOMES (ILOs) :

1. Understand the roles, characteristics and fundamental decisions of the of distribution and transportation networks.
2. Understand, formalize and solve distribution and transportation problem using mathematical programming techniques.
3. Identify the main factors in global supply chains networks and build decision tree to evaluate the design.
4. Identify trade-offs that shippers need to consider when designing a transportation network

TOPICS COVERED :

- Roles and characteristics of distribution and transportation networks.
- Linear programming for distribution and transportation networks.
- Decision Tree Methodologies to design and evaluate global supply chains.
- Trade-offs in transportation design.

RESEARCH-LED TEACHING :

In this course, the students will analyze different cases.

CSR AND SUSTAINABLE DEVELOPMENT GOALS :

Innovation and improving productivity are key elements in the development of a sustainable system. In this course is discussed how the adequate design of the distribution and transportation network can lead to a reduction on the cost, on the length of the supply chain and on an efficient use of the resources.

CSR NB HOURS :

3

SUSTAINABLE DEVELOPMENT GOALS COVERED :

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

TEACHING METHODS :

The primary method of teaching will be cases and lectures by the instructor.

This will be supplemented and reinforced through the use of in-class problems and examples, tutorials and case studies with associated questions and exercises.

METHODS OF ASSESSMENT :

Continuous/Final	Group/Individual	Assessment	Weight	Duration	ILOs assessed
Continuous	Group	Participation or task completion	15%	3 hours	all
Continuous	Group	Participation or task completion	25%	20 minutes per group	2
Final	Individual	Final written exam	60%	3 hours	all

Assessment 1 details:

This continuous assessment is based on the discussion of the three cases used throughout the course: (i) "Premium Spirits Supply Chain Management: Pernod Ricard Italia", (ii) "Redesigning the Lavazza Logistics Network", and (iii) "JSW Steel Ltd: A Logistics Dilemma". Each case discussion lasts for at least 1 hour where at least each student group is expected to participate and contribute to the discussion.

Each discussion leads to 5% of the total grade.

Assessment 2 details:

Each group is required to present their solution to the problem exposed in Case 2: "Redesigning the Lavazza Logistics Network", each student is required to present their

Assessment 3 details:

The final exam covers all topics discussed in the model.

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- Unauthorized or unethical use of generative AIS

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- Chopra, S. and Meindl, P. (2018). Supply Chain Management: Strategy, Planning, and Operation. (7th edn). Pearson. [eBook : <https://cutt.ly/yN4PrIC>]
- Taha, H. (2017). Operations Research: An Introduction. (10th edn). Pearson [eBook : <https://cutt.ly/aN4P4ub>]

Additional Reading

- Daskin, M. (2013). Network and Discrete Location: Models, Algorithms, and Applications (2nd edition). Wiley. [eBook: <https://bit.ly/3ppEpV9>].
- Ghiani, G., Laporte, G., and Musmanno, R. (2013). Introduction to Logistics Systems Management. (2nd edition). Wiley. [eBook: <https://bit.ly/3uC5Awr>]

MODULE PLAN SESSIONS :

Plan Session 01 :

Course Overview

Read and Discuss the Case 1: "Premium Spirits Supply Chain Management: Pernod Ricard Italia"

Topics: Basics of Supply Chain, Distribution Networks, Factors influencing network design, ABC analysis

Plan Session 02 :

Case 2: "Redesigning the Lavazza Logistics Network"

Topics: notions of optimization in network design

Plan Session 03 :

Linear Programming I: Burrito Optimization Game, Mix Product Problem, and Simplex Algorithm

Plan Session 04 :

Linear Programming II: Integer Programming and Branch-and-Bound

Plan Session 05 :

Group Presentation: LP solutions for Case 2: "Redesigning the Lavazza Logistics Network"

Plan Session 06 :

Case 3: "JSW Steel Ltd: A Logistics Dilemma"

Topics: Decision Making under Risk, Decision Tree, Expected Value of Perfect Information

Plan Session 07 :

Transportation in a Supply Chain I

Plan Session 08 :

Transportation in a Supply Chain II

Course's Wrap-up

Student feedback

SYLLABUS

SC525E

Strategic Sourcing, Purchasing and Contract Negotiation

ACADEMIC AREA :	SUPPLY CHAIN MANAGEMENT AND INFORMATION SYSTEMS
PROGRAMME :	MASTER LSCM / MASTER LSCP / PGTC LEVEL 5 MASTER
PERIOD :	FALL
COORDINATOR :	Ms. Raphaëlle GARD
INSTRUCTOR(S) :	Mr. Benoit COSSON Mr. Julien PAUMIER-GRUT
CONTACT HOURS :	Ms. Raphaëlle GARD
STUDY TIME :	24.0 hours
CREDITS :	null hours (Class preparation, homework and assessments) 4.0 ECTS
AOL :	False

PRE-REQUISITE MODULES :

Students must have a basic understanding of how a company and its supply chain operate.

MODULE DESCRIPTION :

Strategic sourcing and contract negotiation are a key focus for firms today from all industries (or sectors) to source, negotiate, manage the relationship, establish the contract and supply the goods in the best way. Building on your learnings from this course, we will show you how the choice of Strategic sourcing and contract negotiation principles adapted to the actual industries or firms needs of the global market, can help the firms business development to be resilient.

CONTRIBUTION TO PROGRAMME LEARNING OBJECTIVES :

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

MODULE INTENDED LEARNING OUTCOMES (ILOs) :

TOPICS COVERED :

Sourcing, purchasing, procurement, supplier relationship management, TCO, Costbreakdown, Kraljic Matrix, contract management, negotiation

RESEARCH-LED TEACHING :

CSR AND SUSTAINABLE DEVELOPMENT GOALS :

We'll be talking about how purchasing and sourcing have a major influence on a company's sustainability policy.

CSR NB HOURS :

SUSTAINABLE DEVELOPMENT GOALS COVERED :

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

TEACHING METHODS :

Students will have access to theoretical knowledge, as well as practical case studies and document studies. The teacher expects students to participate actively and appropriately throughout the term.

METHODS OF ASSESSMENT :

Continuous/Final	Group/Individual	Assessment	Weight	Duration	ILOs assessed
Continuous	Group	Oral Final exam	40%		
Final	Individual	Final written exam	60%		

Assessment 1 details:

See details in class

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 :

Purchasing and supply chain management (Larry Giunipero, James Patterson, Robert Monczka, Robert Handfield) Ebook [https://urls.fr/OhkEUI]

Category management in purchasing (Jonathan O'brien) Ebook [https://urls.fr/lk_PVi]

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

Introduction

Importance & history of purchasing

Plan Session 02 :

The full purchasing process presentation (PtoP)

Initial situation diagnosis

Plan Session 03 :

Need analysis

Cost analysis

Market analysis

Plan Session 04 :

SWOT

Kraljic Matrix

Plan Session 05 :

Purchasing strategies

Plan Session 06 :

Tender organization

Contract negotiation

Plan Session 07 :

group work

Plan Session 08 :

Group work presentation

