	SYLLABUS
	4LCF1_0108_24
	French Language & Culture

ACADEMIC AREA : LANGUAGES

PROGRAMME : MASTER DAIS / MASTER DMM / MASTER IBNG / MASTER IF / MASTER LSCM / MASTER

PERIOD : FALL

COORDINATOR : Ms. Valérie TOBIE

INSTRUCTOR(S) :

CONTACT HOURS : 24 hours

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

CREDITS : 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 :

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 24-hour French course, students should have a level equivalent to the A1.1 level
Level A1 / A2:
After the 24-hour French course, students should have a level equivalent to the A1/A2 level

Level B :independent level
Level B1:
After the 24-hour French course, students should have a level equivalent to the B1 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:***
Assessments only take place in class with the teacher.

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.

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

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.

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

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

On line :
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 French courses are based on 1 POD (French course materials created by the RSB French Teachers Team).

More information on detailled syllabus per level on Moodle Platform.

At the end of each lesson, audio, video and text files relating to the lesson studied will be available on Moodle for students to consult and to study for the next French lesson.

	SYLLABUS
	AC412E
	Financial and Managerial Accounting

ACADEMIC AREA :   **FINANCE AND ACCOUNTING**

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

PERIOD :   **FALL**

COORDINATOR :   **Ms. Akanksha JALAN**

INSTRUCTOR(S) :   **Ms. Akanksha JALAN**

CONTACT HOURS :   **24.0 hours**

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

CREDITS :   **4.0 ECTS**

AOL :   **False**

PRE-REQUISITE MODULES :

None

MODULE DESCRIPTION :

This module aims to prepare students for an in-depth examination and comprehensive analysis of various accounting topics. It introduces students to the basic framework of accounting standards and broadens their general knowledge of businesses. The module is structured into two integrated sections: financial accounting and managerial accounting. The first section, financial accounting, explains the objectives of financial reporting for organizations and the importance of the accounting mechanisms that produce these reports. It provides a comprehensive review of the preparation of financial statements and emphasizes their role in how businesses communicate financial performance to different stakeholders in their annual reports. The second section, managerial accounting, provides students with a thorough review of the technical tools and concepts that managers use to perform the major functions of management accounting: scorekeeping, problem-solving, and decision-making. This section covers the fundamentals and techniques of cost and revenue analysis, as well as cost management within organizations.

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) :

TOPICS COVERED :

Many of the tools and concepts in this course are widely applied in the business world, including: Recording financial transactions   Conceptual framework of financial reporting   Financial statements and annual reports   Accounting for assets and liabilities   Shareholders' equity   Reporting cash flow: statement of cash flows   Building blocks of management accounting   Cost management and decision-making

RESEARCH-LED TEACHING :

The course includes case studies and access to recent and relevant research on key areas of financial and managerial analysis.

CSR AND SUSTAINABLE DEVELOPMENT GOALS :

The students are updated on sustainable financial reporting and responsible management practises through illustrations, examples and relevant literature.

CSR NB HOURS :

3

SUSTAINABLE DEVELOPMENT GOALS COVERED :

- 01 - No poverty
- 04 - Quality education
- 16 - Peace, justice and strong institutions

TEACHING METHODS :

Each session is composed of lectures, videos that are made available on Moodle and required readings that involve the core concepts. Problem sets, and exercises are then used to put the course concepts into practical and real-world framework. Solutions to exercises and discussion of these solutions are provided at the end. At the end of each session there is a graded quiz on Moodle that is part of the continuous assessment of the course and which is intended to keep the students engaged throughout the course.

METHODS OF ASSESSMENT :

Continuous/Final	Group/Individual	Assessment	Weight	Duration	ILOs assessed
Continuous	Individual	Quiz	35%	15 to 20 minutes Qui	1-5
Final	Individual	Final written exam	50%	3 hours	All ILOs
Continuous	Group	Group project	15%		All ILOs

Assessment 1 details:

15 to 20 minutes Quiz at the end of each class except lecture 1. 8 Quizzes in total will be graded. All are multiple choice.
Some Quizzes will be based on case studies that will be provided during the respective sessions.

Assessment 3 details:

Group work based on a business plan. Detailed and comprehensive guidance will be made available on the Moodle course page.

ACADEMIC INTEGRITY :

BIBLIOGRAPHY :

- McLaney, E. & Peter Atrill, P. (2018). Accounting and Finance: An Introduction. (9th edn). Pearson Education. [eBook 2018 edn https://vu.fr/HMaB or 2020 edn https://vu.fr/D44F]

- Atrill, P. and McLaney, E. (2021). Management Accounting for decision makers. (10th edn). Harlow: Financial Times Press. [eBook available : https://tinyurl.com/4k9ecckx]

Bhimani, A., Horngren C., Sundem G., Stratton W., Burgstahler, D. and Schatzberg, J. (2012), Introduction to Management Accounting, Harlow: Pearson. [eBook : https://tinyurl.com/2p9kzah6]

Additional Reading

Weetman, P. (2019). Financial and Management Accounting: An Introduction, 8th ed., Pearson. [ebook https://vu.fr/sB9K]
Weygandt, J., Kimmel, P. and Kieso, D. (2015). Financial Accounting. John Wiley & Sons.
For those who wish to extend their knowledge using a French perspective.

3. Mendoza, C., Cauvin, E., Demond, M.-H., Dobler, P., Malleret, V. and Zilberberg, E. (2009). Coûts et décisions. (3rd edn). Paris: Gualino.
[A good introductory textbook. Note that it does not cover budgets.]

4. Giraud, F., Saulpic, O., Bonnier, C. and Fourcade, F. (2008). Contrôle de gestion et pilotage de la performance. (3rd edn). Paris: Gualino.
[As a complement to the preceding book by Mendoza et al. for covering budgets.]

5. Berland, N. and De Rongé, Y. (eds) (2016). Contrôle de gestion – Perspectives stratégiques et managériales. (3rd edn). Paris: Pearson Education France.
[Includes chapters on management accounting and budgets. This book is aligned with the DSCG diploma requirements (expertise comptable).]

MODULE PLAN SESSIONS :

Plan Session 01 :

Introduction to Financial Accounting, The Balance Sheet
We will learn about the foundations of accounting i.e. determining which types of reports are required? Who makes the rules? Who enforces the rules? Then, we will cover the balance sheet equation and define/discuss Assets, Liabilities, and Stockholders' Equity. We will introduce debit-credit bookkeeping and do lots of practice in translating transactions into debits and credits. Finally, we will introduce a case of a start-up company to provide you insights into all of the steps necessary to go from recording the first transactions of a new business all the way through its first set of financial statements.
Read Chapter 1&2 in Atrill, P. / McLaney;
Prepare slides & exercises

Plan Session 02 :

Measuring and Reporting Financial Performance: The Income Statement
We will start with a discussion of Accrual Accounting and how it affects the recognition of the Income Statement accounts: Revenues and Expenses. Then, we will cover adjusting entries, which are needed to prepare our internal books for the upcoming financial statements. Finally, we will discuss closing entries and the preparation of the Balance Sheet and Income Statement. At each stage, we will continue to work on the case of our start-up company.
Read Chapter 2&3 in the book;
Prepare slides & exercises

Plan Session 03 :

The Regulatory Framework of Accounting, Inventory Valuation, and Depreciation
We will first have an overview of the regulatory framework accountants have to follow when preparing financial statements. Then we will have a closer look at measurement problems in valuing inventories and long-term assets.
Read Chapter 3 in the book;
Prepare slides & exercises

Plan Session 04 :

The Regulatory Framework of Accounting Valuation, and Depreciation
We will first have an overview of the regulatory framework accountants have to follow when preparing financial statements. Then we will have a closer look at measurement problems in long-term assets (continued from previous lecture).
Read Chapter 3 in the book;
Prepare slides & exe

Plan Session 05 :

Case study
In this session we discuss a case study and help students analyse, interpret and prepare financial statements based on a scenario that helps students connect the real world to the accounting thoery and develop their conceptual application of the core principles and practises in the application of accounting concepts.

Plan Session 06 :

Introduction to management accounting
- Why managers need management accounting information
- Managerial vs. Financial Accounting
- Variable cost and fixed cost
- Direct cost and indirect cost
- Relevant costs

Read Chapter 1&2 in Atrill, P. / McLaney;
Prepare slides & exercises

Plan Session 07 :

Cost-volume-profit analysis
- Break-even point in euros, in number of units
- Sales necessary for achieving a target profit
- Operating gearing

Continuous work on group project
Read Chapter 3 in the book;
Prepare slides & exercises

Plan Session 08 :

Budgeting
- Purposes of budgets
- The budget-setting process
- Preparing the master budget

Continuous work on group project

Read Chapter 6 in the book;
Prepare slides & exercises

Plan Session 09 :

Using relevant accounting information for decision-making
- Acceptable minimum prices for special contracts
- Make-or-buy decisions
- Closing or continuation decisions
- Efficient use of scarce resources

Continuous work on group project
Read Chapter 3 in the book;
Prepare slides & exercises

Plan Session 10 :

Cost management using full costs
- How to assign costs to a cost object
- How to determine full costs of products or services
- Use simple cost allocation methods to deal with indirect costs

Continuous work on group project

Read Chapter 4 & 5 in the book;
Prepare slides & exercises

SYLLABUS
EC412E
Financial Economics

ACADEMIC AREA :   **FINANCE AND ACCOUNTING**

PROGRAMME :   **MASTER IF / UGTC LEVEL 4 PGE**

PERIOD :   **FALL**

COORDINATOR :   **Dr. Dieter VANWALLEGHEM**

INSTRUCTOR(S) :   **Dr. Dieter VANWALLEGHEM**

CONTACT HOURS :   **24.0 hours**

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

CREDITS :   **4 ECTS**

AOL :   **False**

PRE-REQUISITE MODULES :

Basic knowledge of economics.

MODULE DESCRIPTION :

Financial Economics is a dynamic and interdisciplinary field that explores the intersection of finance and economics, providing students with a deep understanding of financial markets and the economic factors influencing them. This module delves into the principles, theories, and practical applications that underpin modern financial decision-making.

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 :

Topics covered include: · The Functions of Money; · Determinants of the money supply; · Monetary policy; · Financial globalisation and development; · Financial crises;

RESEARCH-LED TEACHING :

Whenever relevant, some research findings are presented to students. Also, students will be asked to read some research papers.

CSR AND SUSTAINABLE DEVELOPMENT GOALS :

In this module we will treat the ethical consequences of high-risk banking practices in the lecture devoted to financial regulation (goal 16). We will also cover the link between finance and development, highlighting the extent to which finance can help boost economic growth (goal 8).

CSR NB HOURS :

2

SUSTAINABLE DEVELOPMENT GOALS COVERED :

- 08 - Decent work and economic growth
- 16 - Peace, justice and strong institutions

TEACHING METHODS :

The success of the class depends on students' preparation before class.
Specifically, the teaching methods include:
-> Reading the Mishkin textbook and/or course materials before class to become familiar with theoretical concepts and real business world examples;
-> Lectures accompanied by interactive classroom case studies based on the prescribed reading;
-> Group presentations.

METHODS OF ASSESSMENT :

Continuous/Final	Group/Individual	Assessment	Weight	Duration	ILOs assessed
Final	Individual	Final written exam	60%	3 hours	Course Learning Outcomes
Continuous	Group	Group work	40%	15 minutes	Program Learning Outcomes

> ***Assessment 1 details:***

A final written exam with a mixture of qualitative and quantitative questions on all topics covered in class. The exam takes place during normal teaching time and is closed book.

> ***Assessment 2 details:***

The students are asked to prepare a debate on a contentious topic in Financial Economics. In groups of 5 to 6 students, half of the students are required to take on the role of economists defending a certain action, while the other half takes the role of economists opposing the proposal or action. The list of topics will be provided by the instructors. Students need to submit both the slides in preparation for the debate and have to prepare the debate itself. The evaluation however will be based on the Oral presentation in class.

ACADEMIC INTEGRITY :

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·   Cheating
·   Plagiarism

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

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

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

BIBLIOGRAPHY :

-> Saunders, Cornett and Erhemjants (2021) Financial markets and institutions. (8th Edition). Mc Graw hill
-> Hubbard, G. and O'Brien, A. (2014). Money, Banking, and the Financial System (2nd edn). Pearson Education. [eBook https://vu.fr/ajkR]
-> Mishkin, F. (2021). The Economics of Money, Banking and Financial Markets. (13th edn). Pearson Education. [eBook available for previous edn https://urls.fr/KL0z7V]

Additional Reading

MODULE PLAN SESSIONS :

Plan Session 01 :

Session 1: 3 hours

Introduction to Money, Banking and International Finance
Introduction to the financial system
Importance of financial development

Plan Session 02 :

Session 2: 3 hours

Interest rate determination in equilibrium
Interest rates and risk premiums
Interest rates and valuation

Plan Session 03 :

Session 3: 3 hours

Monetary policy
Modern central banking
Non conventional tools

Plan Session 04 :

Session 4: 3 hours

Money markets
Mortgage markets

Plan Session 05 :

Session 5: 3 hours

Theory of banks

Bank runs in equilibrium
Liquidity transformation

Plan Session 06 :

Session 6: 3 hours

Presentations debate

Plan Session 07 :

Session 7: 3 hours

Financial crisis
Financial fragility
Financial regulation

Plan Session 08 :

Session 8: 3 hours

Review session and exam preparation

ACADEMIC AREA :   SUPPLY CHAIN MANAGEMENT AND INFORMATION SYSTEMS

PROGRAMME :   MASTER DAIS / UGTC LEVEL 4 PGE

PERIOD :   FALL

COORDINATOR :   Mr. Lakshmi Narasimha Raju VUDDARAJU

INSTRUCTOR(S) :   Mr. Lakshmi Narasimha Raju VUDDARAJU

CONTACT HOURS :   24.0 hours

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

CREDITS :   4.0 ECTS

AOL :   False

PRE-REQUISITE MODULES :

Programming for data analytics.

MODULE DESCRIPTION :

It is essential for any business to be able to collect, store, and efficiently retrieve data. The purpose of this module is to give an introduction to database design and management.

CONTRIBUTION TO PROGRAMME LEARNING OBJECTIVES :

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

Demonstrate advanced technological literacy to enhance workplace performance in a specific industrial sector or specialization
Students will be able to use tools of data management and visualization to collect, store, and retrieve data and analyze it to improve the performance of the enterprise. Students will be equipped with data management expertise and a deep understanding of relevant concepts, methods and techniques in business analytics (LO6).

MODULE INTENDED LEARNING OUTCOMES (ILOs) :

TOPICS COVERED :

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

RESEARCH-LED TEACHING :

CSR AND SUSTAINABLE DEVELOPMENT GOALS :

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

CSR NB HOURS :

1

SUSTAINABLE DEVELOPMENT GOALS COVERED :

- 12 - Responsible consumption and production

TEACHING METHODS :

Lectures will cover the concepts and principles of databases, database management systems, SQL, and data visualization. Hands-on practice will be arranged and students are expected to use DBMS and solve data management problems.
SQL Hands-on Module
We would be using MySQL for a hands-on session on SQL. Students would be expected to get their laptops to the class for these sessions.

METHODS OF ASSESSMENT :

Continuous/Final	Group/Individual	Assessment	Weight	Duration	ILOs assessed
Continuous	Individual	Written in class	40%	1 hour	3
Final	Individual	Written in class	60%	1.5 hour	1,2, and 4

Assessment 1 details:

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

Assessment 2 details:

It will cover all the theories and concepts presented during the class. Students will be expected to answer part of the questions by using MySQL on their laptops.

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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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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 :

Hoffer, Jeffrey A. (2019). Modern Database Management. (13th ed). Pearson Education. [eBook available: https://bit.ly/3vANa0X].
 Recommended readings, select cases and chapters would be posted on the learning management system during the course.

Additional Reading

Connolly, Thomas (2015). Database Systems: A Practical Approach to Design, Implementation, and Management. (6th ed). Pearson Education. [eBook: https://bit.ly/3BDU2OE].
Few, Stephen (2013). Information Dashboard Design: Displaying data for at-a-glance monitoring. (2nd ed). Analytics Press.

MODULE PLAN SESSIONS :

Plan Session 01 :

Introduction to Database & DBMS

Plan Session 02 :

Database Design

Plan Session 03 :

Database Design

Plan Session 04 :

Advanced Database Topics and NoSQL

Plan Session 05 :

Introduction to SQL

Plan Session 06 :

Advanced SQL

Plan Session 07 :

Advanced SQL

Plan Session 08 :

Assessments

SYLLABUS
IS407E_0108_24
Introduction to Programming Language

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

PROGRAMME : **MASTER DAIS / MASTER DMM / MASTER IBNG / MASTER IF / MASTER LSCM**

PERIOD : **FALL**

COORDINATOR : **Dr. Nadjib BRAHIMI**

INSTRUCTOR(S) : **Dr. Nadjib BRAHIMI**
Mr. Amin REZAEI

CONTACT HOURS : **Mr. Omar EL GANAOUI**

STUDY TIME : **24 hours**

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

4.0 ECTS

AOL : **False**

PRE-REQUISITE MODULES :

MODULE DESCRIPTION :

This course will introduce students to computer programming using Python language. They will go from the very basic concepts of coding to the use of different Python libraries for different purposes such as data visualization and manipulation.
Students will learn how to explore data using NumPy, data visualization using matplotlib, DataFrames manipulation using pandas among others.

In addition to face-to-face classes and practice, students will have access to the rich DataCamp platform to learn at their pace. They will find there a friendly interface to practice coding, do exercises, and even get a statement of accomplishment upon completion of the module.

CONTRIBUTION TO PROGRAMME LEARNING OBJECTIVES :

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

MODULE INTENDED LEARNING OUTCOMES (ILOs) :

1. Understand the basic concepts of computer programming
2. Be able to write simple programs in Python
3. Understand how libraries work in Python
4. Be able to use basic functions of NumPy, Matplotlib, and pandas for different purposes.
5. Write programs using object-oriented programming (for DAIS)

TOPICS COVERED :

- Algorithms and computer programming (Mandatory for DAIS only)
- Introduction to Python: basics, functions, numpy
- Intermediate Python: Matplotlib, Dictionaries and Pandas, loops, List comprehensions and generators
- Writing your own functions
- Python data science toolbox
- Object Oriented Programming (Mandatory for DAIS only)

RESEARCH-LED TEACHING :

CSR AND SUSTAINABLE DEVELOPMENT GOALS :

CSR NB HOURS :

SUSTAINABLE DEVELOPMENT GOALS COVERED :

-

TEACHING METHODS :
Brief lectures
Practice in class
A lot of practice on DataCamp Platform

METHODS OF ASSESSMENT :

Continuous/Final	Group/Individual	Assessment	Weight	Duration	ILOs assessed
Continuous	Individual	Written in class	60%	1 hour	1-4
Continuous	Group	Participation or task completion	40%	15+10 minutes	1-5

Assessment 2 details:
Presentation of a coding project followed by 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 :

DataCamp platform (access given by Rennes School of Business).

Additional Reading

Guttag, J. V. (2021). Introduction to Computation and Programming Using Python : with Application to Computational Modeling and Understanding Data. (3rd edn). MIT Press

MODULE PLAN SESSIONS :

Plan Session 01 :

Algorithms and computer programming
Installation of Python and text editors for programming
Python basics
Python lists
List comprehension
Iterators

Plan Session 02 :

Functions and packages
Numpy
Matplotlib
Disctionaries and Pandas

Plan Session 03 :

Logic, control flow and filtering, loops
Writing your own functions
Default arguments, variable length arguments and scope
Lambda functions and error-handling

Plan Session 04 :

Python Data Science toolbox (Part I)

Plan Session 05 :

Python Data Science toolbox (Part II)
Individual assessment

Plan Session 06 :

Object Oriented Programming (Part I)

Plan Session 07 :

Object Oriented Programming (Part II)

Plan Session 08 :

Project presentations

ACADEMIC AREA :   **MARKETING**

PROGRAMME :   **UGTC LEVEL 4 PGE**

PERIOD :   **FALL**

COORDINATOR :

INSTRUCTOR(S) :

CONTACT HOURS :   **24.0 hours**

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

CREDITS :   **4.0 ECTS**

AOL :   **False**

PRE-REQUISITE MODULES :

MODULE DESCRIPTION :

The module covers the different aspects of advertising, with a specific focus on the design, planning, and implementation of a successful advertising program, and an introduction to integrated marketing communication and advertising theories and their relationships with consumer behavior.

CONTRIBUTION TO PROGRAMME LEARNING OBJECTIVES :

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

MODULE INTENDED LEARNING OUTCOMES (ILOs) :

TOPICS COVERED :

. Communication objectives. . Budgeting the promotion and communication mix. . The Client and the creative Brief. . The copy strategy and copy styles. . Design and production for visual communication, TV, radio, outdoor, etc. . International Advertising: Standardisation versus adaptation. Glocalisation. . Traditional media tools: Media strategy, Media Planning, Media buying, . Digital advertising and social media. . Other Traditional and Non-traditional Media tools: Marketing Public relations, Direct-Response, Sales Promotion, Sponsorship, Flash mobs and Emotions sharing, etc.

RESEARCH-LED TEACHING :

CSR AND SUSTAINABLE DEVELOPMENT GOALS :

CSR NB HOURS :

SUSTAINABLE DEVELOPMENT GOALS COVERED :

-

TEACHING METHODS :

METHODS OF ASSESSMENT :

Continuous/Final	Group/Individual	Assessment	Weight	Duration	ILOs assessed

ACADEMIC INTEGRITY :

BIBLIOGRAPHY :

Additional Reading

MODULE PLAN SESSIONS :

ACADEMIC AREA :   **MARKETING**

PROGRAMME :   **MASTER DMM**

PERIOD :   **FALL**

COORDINATOR :   **Dr. Rod MC COLL**

INSTRUCTOR(S) :   **Dr. Rod MC COLL**

CONTACT HOURS :   **24 hours**

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

CREDITS :   **4.0 ECTS**

 AOL :   **False**

PRE-REQUISITE MODULES :

None. However, a prior knowledge of marketing will be an advantage.

MODULE DESCRIPTION :

CONTRIBUTION TO PROGRAMME LEARNING OBJECTIVES :

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

MODULE INTENDED LEARNING OUTCOMES (ILOs) :

At the successful completion of the course, students should be able to:

1. Appreciate the role of the marketing function within an organisation.
2. Understand the scope of marketing planning decisions.
3. Recognise the importance of collecting marketing related data and range of information sources available.
4. Understand the scope of CSR and sustainability issues relevant to marketing.
5. Analyse the external market environment and be able to assess alternative marketing strategies.
6. Take informed and considered marketing mix decisions in a team situation.
7. Prepare a marketing plan.

TOPICS COVERED :

• Introduction to marketing and creating customer value.
Integrating sustainability values into marketing decisions.
• Components of a marketing/brand plan.
• External analysis using PESTEL framework.
• Marketing research to aid decision-making.
• Elements of the marketing strategy - segmentation, targeting, positioning, persona, value proposition.
• Marketing mix decisions (1) Product, Pricing, Promotion and Distribution
• Marketing mix decisions (2) Process, Physical evidence, People

RESEARCH-LED TEACHING :

This course integrates theory and practice. It does this in many ways, including: the use of many case examples linked to theories and frameworks, integration of academic articles, provision of relevant research papers for each topic, and linking topics to possible graduating projects.

CSR AND SUSTAINABLE DEVELOPMENT GOALS :

Rennes SB is actively engaged in training students to challenge existing "business as usual" and to think critically about the ecological and broader societal impact of business practices. This module specifically addresses how marketing address UN SDG#3 covering Good Health and Well-being.
- 08 - Decent work and economic growth - 09 - Industry, innovation and infrastructure - 10 - Reduced inequalities

CSR NB HOURS :

3

SUSTAINABLE DEVELOPMENT GOALS COVERED :

- 03 - Good health and well-being
- 08 - Decent work and economic growth
- 09 - Industry, innovation and infrastructure
- 10 - Reduced inequalities

TEACHING METHODS :

Lectures are designed to introduce key concepts, themes, and techniques linked to real-world case examples. In addition to reading and preparing before each session, students are expected to participate during in-class case studies and group projects.

METHODS OF ASSESSMENT :

Continuous/Final	Group/Individual	Assessment	Weight	Duration	ILOs assessed
Continuous	Group	Multimedia production	10%		1,2,3,5
Continuous	Group	Written in class	30%		1,2,3,4,5,6,7
Final	Individual	Final written exam	60%	3 hours	1,2,3,4

Assessment 1 details:
Group project – SWOT analysis 6-minute video presentation (10%)

Working in groups, students are required to prepare and submit a video presentation focusing on a SWOT analysis for their chose company. The SWOT analysis will summarise key conclusions from the external and internal analysis. Students have freedom to communicate information in a creative manner.

Assessment 2 details:
Group project – Marketing plan report (30%)
Working in groups, students are required to prepare and submit a marketing/brand plan. An excellent report would have a clear structure addressing all sections of the marketing plan and an excellent balance between charts and commentary.

Assessment 3 details:
5 essay style questions based on class materials, case examples and additional readings. Students answer only 3 questions. Further details provided 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 :

Kotler, P., and Armstrong, G.,Balasubramanian, S.(2023). Principles of Marketing , (19th edition). Global Edition, Pearson. [eBook available : https://tinyurl.com/yx4eb5y4]

Additional Reading

A selection of articles relevant to each session has been placed on Moodle. Referencing these articles in the exam will result in a higher grade.

Rodríguez-Vilá, O., Bharadwaj, S., Morgan, N. A., & Mitra, S. (2020). Is Your Marketing Organization Ready for What's Next? Harvard Business Review, 98(6), 104-113.

Edelman, D., & Abraham, M., (2022). Customer Experience in the Age of AI. Harvard Business Review, 100 (2), 116-124.

Barsoux, J. L., Wade, M. & Bouquet, C., (2022). Identifying Unmet Needs in a Digital Age. Harvard Business Review, 100 (4), 104-113.

Niccol, B. (2021). The CEO of Chipotle on Charting a Culinary and Digital Turnaround. Harvard Business Review, 99(6), 32-35.

Reichheld, F., Darnell, D., & Burns, M. (2021). A better system for understanding the real value of happy customers. Harvard Business Review, 99(6), 81-89.

Idea Watch, (2021). Why customer loyalty programs can backfire. Harvard Business Review, 99(3), 21-25.

Senn. C., (2022). Stop selling. Start collaborating. Harvard Business Review, 100(3), 112-119.

Govindarajan, V., & Venkatraman. N.V., (2022). the next great digital advantage. Harvard Business Review, 100(3), 57-63.

Gopaldas, A., & Siebert, A., (2022). What you're getting wrong about customer journeys Harvard Business Review, 100(4), 92-99.

Greeven, M., XIN, K., & Yip, G., (2021). How Chinese are reinventing
 the customer journey. Harvard Business Review, 99(5),84-93.

Idea Watch (2021). Reengineering the recruitment process. Harvard Business Review, 99(2), 17–21.

Choudhury, P. (2020). Our work-from-anywhere future: Best
practices for all-remote organizations. Harvard Business Review, 98(6), 58–67.

Dulsace F. & Challagalla. (2024). How to market sustainable products Harvard Business Review, March-April, 80–87.

MODULE PLAN SESSIONS :

Plan Session 01 :

ILOs are listed in session 9

Module Introduction
• Introduction to the module, intended learning outcomes, scope of sessions and module assessment.
• Form teams for group project.

Introduction to continuous assessment - group project

Plan Session 02 :

Introduction to marketing
• This introductory session will provide a contextual background to marketing theory and practice.

Integrating sustainability values
• Understanding the scope of CSR and sustainability issues relevant to marketing.

Additional reading for this session:
• Rodríguez-Vilá, O., Bharadwaj, S., Morgan, N. A., & Mitra, S. (2020). Is Your Marketing Organization Ready for What's Next? Harvard Business Review, 98(6), 104-113.
• Reichheld, F., Darnell, D., & Burns, M. (2021). A better system for understanding the real value of happy customers. Harvard Business Review, 99(6), 81-89.

Kotler, et al. Ch 1, 2, 19, 20

Plan Session 03 :

Components of a marketing/brand plan
• How to write a marketing/brand plan. Using PESTEL framework to analyse external environment.

Additional reading for this session:
• Barsoux, J. L., Wade, M. & Bouquet, C., (2022). Identifying Unmet Needs in a Digital Age. Harvard Business Review, 100 (4), 104-113.

Project 1 due before next class

Kotler, et al. Appendix 1

Plan Session 04 :

De-brief project 1
• De-brief and view some video presentations.
Marketing research to aid decision-making
• Introduction to marketing research techniques in relation to the project and GP.

Additional reading for this session:
• Gopaldas, A., & Siebert, A., (2022). What you're getting wrong
    about customer journeys Harvard Business Review, 100(4), 92-99.

Kotler, et al. Ch 4

Plan Session 05 :

Elements of the marketing strategy – segmentation, targeting, positioning, persona and value propositions

Additional reading for this session:
• Niccol, B. (2021). The CEO of Chipotle on Charting a Culinary and Digital Turnaround. Harvard Business Review, 99(6), 32-35.

Kotler, et al. Ch 5, 6, 7, 18

Plan Session 06 :

Marketing mix decisions (1) Product design, Pricing, Promotion and Distribution

Additional reading for this session:
• Pricing note – (2022) Harvard Business Review
• Dulsace F. & Challagalla. (2024). How to market sustainable
    products Harvard Business Review, March-April, 80–87.

Kotler, et al. Ch 8, 9, 10.11

Plan Session 07 :

Marketing mix decisions (2) Process, Physical evidence, People

Additional reading for this session:
• Govindarajan, V., & Venkatraman. N.V., (2022). The next great digital advantage. Harvard Business Review, 100(3), 57-63.

Group Project 2 – Due before next class

Kotler, et al. Ch 12, 13, 14, 15, 16

Plan Session 08 :

Module Summary
• De-brief submitted marketing plans.
• Module review and discussion of final exam.

	SYLLABUS
	MK444E_TC_0108_24
	Business to Business Marketing

ACADEMIC AREA :   **MARKETING**

PROGRAMME :   **UGTC LEVEL 4 PGE**

PERIOD :   **FALL**

COORDINATOR :   **Mr. Guillaume REGNAULT**

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

CONTACT HOURS :   **30 hours**

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

CREDITS :   **4.0 ECTS**

 AOL :   **False**

PRE-REQUISITE MODULES :

Marketing Fundamentals or equivalent.

MODULE DESCRIPTION :

This course explores business-to-business marketing in a contemporary business world. It examines marketing activities as they occur in value chains of interconnected business networks when customers are businesses and other organisations (e.g. public and private institutions). The aim is to provide conceptual frameworks to analyse and cope with marketing situations in such a context covering the topics of markets analysis, customer behaviour, strategy development (incl. segmentation and targeting), product development, distribution, pricing, market communication and sales.

CONTRIBUTION TO PROGRAMME LEARNING OBJECTIVES :

-

MODULE INTENDED LEARNING OUTCOMES (ILOs) :

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

TOPICS COVERED :
• Differences between B2B and B2C
• Distinctive features of business-to-business markets and their dynamics
• Purchasing behaviour of businesses and other organizations
• Business market segmentation
• Value creation in business networks
• Positioning and strategizing in business networks
• Pricing issues in B2B
• Product and service development
• Promotion and sales management
• Communication and customer relationships management
• Distribution and routes to market
•   Upcoming challenges and trends in B2B Marketing
• B2B expanded marketing mix : the 10 "Ps"

RESEARCH-LED TEACHING :

"Business-to-Business Marketing" (Ross Brennan, Louise Canning, Raymond McDowell, 2007-2020)
"Marketing of Services" (Christopher Lovelock, 1984-2016; 8 editions),
"Permission Marketing" (Seth Godin, 1999),
"Enterprise One-to-One: Tools for Competing in the Interactive Age " (Peppers & Rogers, 1997)

"Business Marketing Management: B2B" by Michael D. Hutt and Thomas W. Speh
"B2B Brand Management" by Philip Kotler, Waldemar Pfoertsch, and Ines Michi
"B2B Digital Marketing Strategy" by Simon Hall
"The New Strategic Selling: The Unique Sales System Proven Successful by the World's Best Companies" by Robert B. Miller and Stephen E. Heiman
"The Business of Choice: Marketing to Consumers' Instincts" by Matthew Willcox
"Value-Added Selling: How to Sell More Profitably, Confidently, and Professionally by Competing on Value, Not Price" by Tom Reilly
"Invisible Influence: The Hidden Forces that Shape Behavior" by Jonah Berger
"Account-Based Marketing for Dummies" by Sangram Vajre

CSR AND SUSTAINABLE DEVELOPMENT GOALS :

impact of CSR in the B2B marketing strategic sustainable practices (supply chain, transport delivery, packaging, DEI, Human Resources...)

CSR NB HOURS :

3

SUSTAINABLE DEVELOPMENT GOALS COVERED :

- 03 - Good health and well-being
- 05 - Gender equality
- 07 - Affordable and clean energy
- 08 - Decent work and economic growth
- 09 - Industry, innovation and infrastructure
- 11 - Sustainable cities and communities
- 12 - Responsible consumption and production
- 13 - Climate action
- 16 - Peace, justice and strong institutions
- 17 - Partnership for the goals

TEACHING METHODS :

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

METHODS OF ASSESSMENT :

Continuous/Final	Group/Individual	Assessment	Weight	Duration	ILOs assessed
Continuous	Group	Group work	40%	20 minutes	1,2
Final	Individual	Final written exam	60%	2 Hours	3,4,5

Assessment 1 details:

Fictional case work in groups.

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

The work consists of the following brief:
You are the newly appointed marketing director of a company of the sector you have chosen.
Pick a leading existing company in that sector but DO NOT COPY-PASTE the information off their website.

You have been asked by the executive committee to prepare a strategic analysis of the company.
Prepare a presentation to be made to the executive committee to present your findings, which should be summarised in a SWOT analysis.
This analysis should also include your PESTLE and competitor analysis, integrated directly in the O & T.
Your analysis has to be personal, based on your own analysis.

The group will present their work in class (20 minutes). It is expected that each member of the group contributes equally to the presentation and behaves as consultant reporting to company managers.

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

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

Assessment 2 details:

Written Exam (2 questions, 2 hour long) where students are requested to answer and develop on questions related to the face to face lessons during the semester.
The questions refer to the basic fundamentals of B2B marketing (e.g. differences B2B vs B2C, tenders, purchase approach, segmentation, positioning, marketing mix with 10 Ps,...)
It is expected the students to show beyond by heart re-phrasing that they understood the course, digest it and are able to adapt concepts and strategic rationale whatever the different B2B market field, based on examples.

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 :

-> Brennan, R. and Canning, L. and McDowell, R. (2020). Business-to-Business Marketing. (5th edn). Sage. [ebook 3rd edn of 2014 : https://tinyurl.com/3b3e69dy]
-> Readings will be provided

Additional Reading

-> Hutt, M.D and Speh, T.W. (2013). Business Marketing Management B2B. (Europe, Middle East and Africa Edition). Cengage.
-> Van Weele, A.J. (2018). Purchasing and supply chain management. (7th edn). Cengage.

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

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

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

MODULE PLAN SESSIONS :

Plan Session 01 :

1a. Distinctive features of B2B markets and marketing

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

Chapter 1, Brennan et al. 2020

Plan Session 02 :

1b. Understanding business customers

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

Chapter 2, Brennan et al. 2020

Plan Session 03 :

2a. Business relationships and Networks

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

Chapter 3 & 4, Brennan et al. 2020

Plan Session 04 :

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

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

Chapter 5 & 6, Brennan et al. 2020

Plan Session 05 :

3a. Market communication in B2B markets

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

Chapter 7, Brennan et al. 2020

Plan Session 06 :

3b. Sales, Account Management and Routes to Market

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

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

Plan Session 07 :

4a. Developing the offering

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

Chapter 10, Brennan et al. 2020

Plan Session 08 :

4b. Pricing and Wrap Up

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

Course wrap up

Chapters 12, Brennan et al. 2020

Plan Session 09 :

5. The future of B2B Marketing
Group research on key trends emerging in B2B marketing (CSR, AI, Data...)

Plan Session 10 :

Wrap Up
Kahoot quizz
Preparation for the written exam

	SYLLABUS
	MK447E
	Omni-channel Consumer Behaviour

ACADEMIC AREA :   **MARKETING**

PROGRAMME :   **MASTER DMM / UGTC LEVEL 4 PGE**

PERIOD :   **FALL**

COORDINATOR :   **Dr. Clara KOETZ**

INSTRUCTOR(S) :   **Dr. Clara KOETZ**

CONTACT HOURS :   **24.0 hours**

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

CREDITS :   **4.0 ECTS**

AOL :   **False**

PRE-REQUISITE MODULES :

A course equivalent to Marketing Fundamentals.

MODULE DESCRIPTION :

The development of digital technologies has changed consumption behavior in several ways. Companies need to adapt to this reality by developing marketing strategies and activities across different marketing channels, offering a seamless and consistent experience that meets and exceeds the expectations of this omnichannel consumer. This course aims to provide an understanding of the external and internal determinants (e.g., cultural, social, cognitive, and emotional elements) of consumer behavior in both offline and online environments. It offers an integrative approach, examining how companies can use an omnichannel marketing strategy to maximize the customer experience.

CONTRIBUTION TO PROGRAMME LEARNING OBJECTIVES :

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

The module will enable students to use creativity and critical thinking to create innovative business solutions and change mindsets using concepts and theories of omnichannel consumer behavior.
They will also be encouraged to develop their oral communication skills to enhance their personal influence. To this end, students will prepare and present a topic related to omnichannel consumer behavior, observing best practices in oral communication techniques, such as clarity, conciseness, body language, eye contact, and stimulating audience participation.

MODULE INTENDED LEARNING OUTCOMES (ILOs) :

TOPICS COVERED :

• Principles of consumer behaviour, • Consumer information as a basis for marketing strategies and programmes, • External and internal determinants of omni-channel consumer behaviour, • Consumer decision-making process integrating online and offline environments, • Customer experience, satisfaction, surprise, and delight.

RESEARCH-LED TEACHING :

Session 1:

Customer insights: changes in consumer behavior: Grewal, D., Roggeveen, A. L. and Nordfalt, J. (2017) The Future of Retailing, Journal of Retailing, 93(1), 1-6.

Session 2:

Subculture of Consumption: Schouten, J. W., & McAlexander, J. H. (1995). Subcultures of Consumption: An Ethnography of the New Bikers. Journal of Consumer Research, 22(1), 43–61.

Session 6:

Emotions: Cuomo, M.T., Tortora, D., Festa, G., Giordano, A., Metallo, G. (2016) "Exploring Consumer Insights in Wine Marketing: An Ethnographic Research on #Winelovers". Psychology and Marketing, Vol. 33(12), pp. 1082–1090.

Matson-Barkat, S., Puncheva-Michelotti, P. Koetz, C., Hennekam, S. (2022) Destigmatisation through social sharing of emotions and empowerment: The case of disabled athletes and consumers of disability sports. Journal of Business Research, 149, 77-84

Dias, P., Cavalheiro, R. (2022) The role of storytelling in the creation of brand love: the PANDORA case. Journal of Brand Management, p. 58-71.

Session 8 :

Self-concept:

Belk, R. (2013), 'Extended Self in a Digital World', Journal of Consumer Research, 40, October, pp. 477-500

Consumer Decision Process: Stein, Alisha, and B. Ramaseshan, (2016) Towards the Identification of Customer Experience Touch Point Elements. Journal of Retailing and Consumer Services 30, May, 8–19.

Session 9:

Customer experience:

Beier, A., Harmeling, C., and Palmatier, R. (2019) Creating Effective Online Customer Experiences, Journal of Marketing, Vol. 83(2) 98-119.

Lemon, Katherine N., and Lemon, Katherine N., and Peter C. Verhoef. (2016) Understanding Customer Experience Throughout the Customer Journey. Journal of Marketing 80, no. 6 (November), 69–96.

CSR AND SUSTAINABLE DEVELOPMENT GOALS :

This course contributes to the objective "Responsible consumption and production" set by UNESCO for the 2030 educational agenda. One session of the module (3 hours) is dedicated to responsible consumption through :

- Presentation and discussion of an article based on responsible consumption (White, K., Hardisty, D., Habib, R. (2019), The Elusive Green Consumer. Harvard Business Review).

- Analysis of a case study focusing on changing consumer attitudes to adopt more conscious consumption behavior (Beyond Meat: Changing Customer Behaviour in Food Consumption).

CSR NB HOURS :

3

SUSTAINABLE DEVELOPMENT GOALS COVERED :

- 12 - Responsible consumption and production

TEACHING METHODS :

Students prepare reading and activities in advance to present and discuss in class. The professor complements these activities with presentations and input.

METHODS OF ASSESSMENT :

Continuous/Final	Group/Individual	Assessment	Weight	Duration	ILOs assessed
Continuous	Group	Group work	40%	35 minutes	1 and 2
Final	Individual	Final written exam	60%	3 hours	2

Assessment 1 details:

Group Activity: Article Critical Review + Managerial Application: In groups, students must prepare a critical review of an

article. A critical review is the summarization and evaluation of the ideas and information in an article. It expresses the students' point of view in light of what they already know on the subject and what is acquired from related texts. Reviewing critically means thinking carefully and clearly

and considering both the strengths and weaknesses of the material under review. Try to prioritize the customer perspective and use customer behavior theories from the book and other sources in your analysis.

Also, students are asked to develop a managerial application of the concept proposed in the article. For that, they must choose a company that is preferably considered as an example in applying this concept and present it as a short case study (highlighting the strategy and activities developed by the company that are related to the concept). Students must also emphasize how applying this concept is important for the company's competitiveness. If they do not find a company that uses the concept properly, they can present a fictitious company and describe in detail how it could apply it.

The presentation must take 25 minutes + 10 minutes of discussion. All students in the group must participate in the presentation. The presentations start at 8hs20 in the morning and 13hs20 in the afternoon.
Please send the PowerPoint presentation to the professor.
STUDENTS MUST READ ALL ARTICLES.

Assessment 2 details:

Students will answer questions about a short case study addressing consumer behavior concepts and theories. They must be able to connect the theory they learned in class and practical business situations involving consumer behavior. They are expected to explain the required concepts, discuss the concepts in relation to the business problems or situations exposed in the question, and propose changes or solutions for the situation (if asked).
Date: To be defined.

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 :

Hawkins, D. I., Mothersbaugh, D. L., Best, R. J. (2024) Consumer Behavior: Building Marketing Strategy. McGraw-Hill. [ebook available : https://urls.fr/Iuqg4S]

Additional Reading

Books:

Benartzi, S., Leher, J. (2015), The Smarter Screen: Surprising Ways to Influence and Improve Online Behavior, Penguin Random House LLC.
Berger, J. (2016) Contagious, Why Things Catch On. Simon & Schuster.
Berger, J. (2017) Invisible Influence, The Hidden Forces that Shape Behavior. Simon & Schuster.
Dahl, S. (2017) Social Media Marketing – Theory and Applications, Sage Publications, Thousand Oaks.
Gass, R. & Seiter, J. (2018) Persuasion: Social Influence and Compliance Gaining. Routledge.
Kotler, P., Kartajaya, H. and Setiawan, I. (2017) Marketing 4.0: Moving from Traditional to Digital, Willey & Sons.
Sheth, J. N.; Sisodia, R. S. (2012), The 4 A's of Marketing: Creating Value for Customers, Companies and Society. Routledge.
Sweezey, M. (2020) The Context Marketing Revolution: How to Motivate Buyers in the Age of Infinite Media. Harvard Business Review Press.
Tuten, T. &.Solomon, M. (2018) Social Media Marketing. Sage Publications.

Articles:

Argo, J., Dahl, D. (2020) Social Influence in the Retail Context: A Contemporary Review of the Literature, Journal of Retailing, 96(1), 25-39.

Bleier, A., Harmeling, C., and Palmatier, R. (2019) Creating Effective Online Customer Experiences, Journal of Marketing, Vol. 83(2) 98-119.

Belk, R. (2013), 'Extended Self in a Digital World', Journal of Consumer Research, 40, October, pp. 477-500.

Berger, J. (2021), Want your Ad to Go Viral? Activate these Emotions. Harvard Business Review, February.

Bettencourt, L. A., Pine II, B. J., Gilmore, J. H. Norton, D. W. (2022), The New You Business – How to Compete on Personal Transformations. Harvard Business Review, January-February.

Bianki, R., Cermak, M., Dusek, O. (2016) More than digital plus traditional: A truly omnichannel customer experience, McKinsey & Company.

Bojinov, I., Saint-Jaques, G., Tingley, M. (2020) Avoid the Pitfalls of A/B Testing. Harvard Business Review, March – April, p. 48-53.

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White, K., Hardisty, D., Habib, R. (2019), The Elusive Green Consumer. Harvard Business Review, July-August, p. 3-11.

Report:
 PwC's Voice of the Consumer Surve

MODULE PLAN SESSIONS :

Plan Session 01 :

Introduction to omni-channel consumer behavior. The concept of consumer behaviour; applications of consumer behaviour; marketing strategy and consumer behaviour. The influence of new technologies on consumption. The omni-channel consumer. Customer value and value creation in marketing. The 4 A's of marketing: think like a customer. Customer insights: changes in consumer behavior.

Report:
PwC's Voice of the Consumer Survey

Plan Session 02 :

Cross-cultural variations in consumer behavior: The concept of culture. Variations in cultural values. Cross-cultural marketing strategy. Sub-culture, sub-culture of consumption, tribes, virtual communities.

Article:
Bettencourt, L. A., Pine II, B. J., Gilmore, J. H. Norton, D. W. (2022), The New You Business – How to Compete on Personal Transformations. Harvard Business Review.

Quick Case Study: Nike and the Sneakerhead Subculture of Consumption

Plan Session 03 :

Social influence: Persuasion and compliance gaining. Group influence, reference groups, opinion leaders, and influencers. Demographics: generational marketing. Social class: luxury marketing.

Article:
Thomke, S. (2020) Buliding a Culture of Experimentation, Harvard Business Review.

Quick case study: The Gymshark Case: Influencer Marketing in Action

Plan Session 04 :

Perception: The nature of perception, attention, interpretation, perception, and marketing strategy.

Article:
Rodríguez-Vila, O., Nickerson, D., Bharadwaj, S. (2024). How Inclusive Brands Fuel Growth, Harvard Business Review.

Quick case study: Consumers' Brand Perception: The Eataly Case

Plan Session 05 :

Online information processing. Learning, memory and product positioning: Nature of learning and memory, learning under high and low involvement, learning, memory and retrieval, brand image and product positioning.

Article:
Harrell, E. (2019) Neuromarketing - What You Need to Know. Harvard Business Review.

Plan Session 06 :

Motivation: the nature of motivation, motivation theory and marketing strategy. Personality: concept, the use of personality in marketing practice. Emotion: concept, emotions in marketing.

Article:
Berger, J. (2021) Want your Ad to Go Viral? Activate these Emotions. Harvard Business Review.

Quick case study: The Power of Narrative: How Pandora Crafts Brand Love through Storytelling

Plan Session 07 :

Attitudes and influencing attitudes: attitude components, attitude change strategies.
Self-concept and lifestyle.

Article:
White, K., Hardisty, D., Habib, R. (2019), The Elusive Green Consumer. Harvard Business Review.

Case Study:
Beyond Meat: Changing Customer Behaviour in Food Consumption.

Plan Session 08 :

Consumer decision process. From customer satisfaction to customer experience: how to delight, surprise and engage consumers.

Article:
Edelman, D. C., Abraham, M. (2022) Customer Experience in the Age of AI – The Case for Building 'Intelligent Experient Engines'. Harvard Business Review.

Quick case study: Zalando's Innovative Use of AI

ACADEMIC AREA :	**MANAGEMENT AND ORGANIZATIONS**
PROGRAMME :	**MASTER DAIS / MASTER DMM / MASTER IBNG / MASTER IF / MASTER LSCM / MASTER**
PERIOD :	**FALL**
COORDINATOR :	**Dr. Lara BERTOLA**
INSTRUCTOR(S) :	**Dr. Esra PACA**
	Dr. Lara BERTOLA
CONTACT HOURS :	**Ms. Lalitha Shankari BALACHANDAR**
	Ms. Penny HARRISON
STUDY TIME :	**24.0 hours**
CREDITS :	**null hours (Class preparation, homework and assessments)**
	4.0 ECTS
AOL :	**False**

PRE-REQUISITE MODULES :

None

MODULE DESCRIPTION :

This module introduces students to the basic concepts and the value of diversity and inclusion within the international workforce with a specific focus on different cultures to help managers to make better decisions.

CONTRIBUTION TO PROGRAMME LEARNING OBJECTIVES :

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

Combine broad & deep knowledge creatively to formulate and implement innovative and diverse business solutions Develop critical thinking and strategic perspective to lead & solve complex problems in ambiguous global environments

MODULE INTENDED LEARNING OUTCOMES (ILOs) :

TOPICS COVERED :

During the module, the following topics will be covered - Managing diversity and inclusion in the global workplace (e.g., age, gender, ethnicity) - Social and psychological perspectives on diversity management - Policy and practices of diversity management - Dimensions of diversity - Future of diversity management

RESEARCH-LED TEACHING :

By integrating current research findings into the curriculum, students gain a deeper understanding of diverse perspectives and experiences, fostering an inclusive and equitable learning environment. Diversity-led teaching is an essential approach to fostering inclusive and equitable learning environments. In addition to encouraging critical thinking, this approach promotes empathy and cultural sensitivity while challenging preconceived notions. This pedagogical approach prepares students to navigate an increasingly diverse and interconnected world by providing them with the knowledge and skills to address social inequities.

CSR AND SUSTAINABLE DEVELOPMENT GOALS :

Sustainable development goals, corporate social responsibility, and diversity are all interconnected and mutually reinforcing. In line, this course will embrace diversity as a concept to help students to foster inclusivity in order to achieve gender equality and empower all individuals, CSR initiatives that prioritize diversity and inclusion contribute.

CSR NB HOURS :

9

SUSTAINABLE DEVELOPMENT GOALS COVERED :

- 03 - Good health and well-being
- 04 - Quality education
- 05 - Gender equality
- 08 - Decent work and economic growth
- 10 - Reduced inequalities
- 11 - Sustainable cities and communities
- 16 - Peace, justice and strong institutions

TEACHING METHODS :

- Each session will be composed of a short theoretical introduction with examples. This will be followed by media input, exercises, and different activities in class to help assimilate the subject matter, followed by suggested solutions and discussion. Cases will be used as a base for formative assessment from one session to the other. Moodle or VTS, in this case, will be used to provide indicative solution outlines and additional learning material. Teamwork mainly occurs in class and face-to-face, and attendance is therefore required. Students are expected to play an active role in searching, proposing, and developing ideas in groups. The professor's role is to facilitate and provide guidance. Although guidelines are suggested, creativity, initiative and imagination are expected from students. Students are about to enter the organizational world, where such guidelines are not usually provided! Alternative forms of sharing and presenting ideas should be explored by participants, including the media. Students shall improve their knowledge and know-how by reading the references, according to the module outline, and further articles (online or out of newspapers).

->At the beginning of each class, starting from session 2 to session 7, the professor might ask which students prefer to participate in a reverse pedagogical approach.   These groups of students will leave the class and return 60 minutes before the lecture ends to propose and simulate the class based on what they consider engaging activities.
The classes will be divided into two or more groups to accommodate different learning paces and preferences. This structure aims to enhance student comprehension and engagement through tailored learning experiences.
Students are invited to take https://learningstylequiz.com/ in session 2
1.   Reverse Pedagogies Group:
      This group is for students who prefer not to follow the classic lecture format.
      Students in this group will return to class 60 minutes before the lecture ends to present their own activities related to the topic. These activities can include:
      Videos
      Games
       Reformulated slides in an innovative manner
       Newly proposed engaging activities
     ...
      Upon returning to class, students in this group must engage the class as if they were the facilitators, presenting fun and engaging activities until the end of the class.
Attendance will be taken once the students return to the class to avoid improper behavior.
2.   Traditional Lecture Group:
      Students who choose to remain in class are required to follow and participate attentively in the lecture.
      Active participation is expected to ensure a dynamic and interactive learning environment.
The objective is to allow students to learn using methods that suit their personal learning styles. By taking an active role in teaching, students will reinforce their understanding of the material and contribute to a dynamic learning environment.

Each session will start with a general reflection, followed by media inputs and then a theoretical part with practical examples. This will be supplemented with exercises and various in-class activities designed to reinforce the subject matter. Sessions will conclude with suggested solutions and discussions. Case studies will serve as the basis for formative assessments from one session to the next.

Moodle, along with other platforms, will be used to provide outlines of indicative solutions and additional learning materials. Teamwork will primarily occur in class through face-to-face interactions, making attendance crucial. Students are expected to actively engage in researching, proposing, and developing ideas, both individually and within teams. The professor will facilitate and guide these activities, but students are encouraged to exhibit creativity, initiative, and

imagination.

As students prepare to enter the professional world, where structured guidelines are often absent, they should explore alternative ways of sharing and presenting ideas, including utilizing media.

Students are also expected to enhance their knowledge by reading the recommended references and articles online and from newspapers.

Students should be prepared to use their own laptops when required and manage their time effectively during activities or case presentations.

METHODS OF ASSESSMENT :

Continuous/Final	Group/Individual	Assessment	Weight	Duration	ILOs assessed
Continuous	Group	Group work	25%	Throughout classes	Team building, Communication skills,
Continuous	Individual	Work in class	15%	Throughout classes	Analytical skills, Communication skills and
Final	Individual	Final written exam	50%	3 hours	Analytical skills, Integration of deep knowledge
Continuous	Group	Participation or task completion	10%	Throughout classes	Understand and properly use the concepts of diversity

Assessment 1 details:

Objective: Create a 4-minute max video featuring an interview with an HR professional or manager about their company's diversity practices.

Project Steps:

Identify an Interviewee:
Find an HR professional or manager to discuss their company's diversity practices.
By session 5, students must have already found someone to interview and provided the interviewee's details to the professors in charge of the course.
The students are responsible for securing an interviewee, which can be done easily through LinkedIn, the media, or acquaintances. This is a unique opportunity for students to begin engaging with the professional world. Students should also target companies that are relevant to their future career interests.

Prepare Interview Questions:
Topics should include:
Definition and understanding of diversity.
Diversity practices and policies.
Challenges and solutions.
Success stories or unsuccessful outcomes.
Future plans for diversity enhancement.

Conduct the Interview (30-60 minutes):
Schedule and record the interview with consent.
Transcribe the interview (everything should be anonymous).
Maintain professionalism.

Submit Interview Transcript and Audio:
Submit the transcript and audio by [before session 7].

Create the Video:
Summarize key points from the interview.
Include a role-play scenario based on the interview topics.
Ensure the video is of high quality with clear audio and visuals.
Maximum length: 4 minutes.

Submit the Video:
Upload the video to Moodle by [before session 7].

Prepare for Presentation:

Prepare an 8-minute PowerPoint presentation summarizing the interview and role-play scenario.
The presentation should include:
Introduction of the interviewee.
Key points from the interview.
Description and enactment of the role-play scenario.
Conclusions and suggestions for future practices and improvements.
Elements of improvement or suggestions to the company.
Students should contact the person interviewed and present the suggested solutions to the company if possible.

Group Activity Requirements:
Assigned Groups: Groups are assigned and cannot be changed
Collaborative Effort: All group members should understand the interview content and participate in various roles (acting,
filming, coordinating, etc.).
Final Presentation: All members must be present and participate in the presentation. Absence without a valid reason will result
in a grade penalty.

Session 8 Presentation:

Show Video: Start with the 4-minute max video.
Present PowerPoint: Follow with an 8-minute max presentation.
Involve the audience: 3 minutes.

Evaluation Criteria:

Clarity and relevance of interview questions.
Time management
Depth of information on diversity practices.
Quality of video production and editing.
Effectiveness of the role-play scenario.
Quality and clarity of the PowerPoint presentation.
Group participation and collaboration.
Fair and targeted recommendations for the company to offer suggestions for their agenda, diversity

Submission Deadlines:

Interview Transcript: [Before session 7]
Final Video: [Before session 7]

Example Role-Play Scenario: Should not be copied or replicated
Topic: Addressing Unconscious Bias

Scenario:

Two employees, Alex and Jordan, are working on a team project.
Alex consistently overlooks Jordan's ideas during meetings.
Role-play a conversation where Jordan shares their feelings about being overlooked, mediated by an HR representative who provides strategies to ensure all team members are heard and valued.

This project aims to raise awareness about diversity practices and improve your interviewing, video production, and presentation skills.

Part 1: Interview and Video (15%)
Criteria:
•   Content and Creativity (5%): Relevance and depth of content, originality, and creativity in presenting the topic.
•   Structure and Organization (5%): Clarity and logical flow of information, well-organized segments.
•   Technical Quality (2%): Audio and video quality, editing, and overall production value.
•   Engagement (3%): Ability to effectively engage the audience and convey the message.

Part 2: Presentation (10%)
Criteria:
•   Content and Context (4%): Explanation of video content, providing context and relevance.
•   Delivery and Communication (2%): Clarity of speech, eye contact, body language, and overall presentation skills.
•   Visual Aids (1%): Quality and effectiveness of the PowerPoint slides and other visual aids, as well as time management.
•   Team Contribution (3%): All team members contributed equally during the presentation.

Malus and Bonus Points
Malus Points (Deductions)
•   Rehearsal: - 0.5/+1 point for lack of evidence of rehearsal.
•   Punctuality: - 0.5/+1 point point for late submission or presentation.

- Preparation: - 0.5/+1 point for inadequate preparation, as evident in the presentation.

Bonus Points (Additions)
- Rehearsal: 0.5/+1 point for evidence of a well-rehearsed presentation.
- Punctuality: 0.5/+1 point for timely submission and presentation.
- Preparation: 0.5/+1 point for exceptional preparation, as evident in the presentation.
- No Plagiarism: 0.5/+1 point for demonstrating original content with proper referencing.

Assessment 2 details:

Work in class, preparation, and in-class assignments. Students are expected to play an active role in searching, proposing and developing ideas also in teams. The professor's role is to facilitate and provide guidance. Although guidelines are proposed, creativity, and initiative are expected from students. Work in class will be rewarded with bonus points. The use of unauthorised devices, will be penalised.

Assessment 3 details:

Analysis of a case/mini cases.
This summative closed-book examination will be composed of open and computational questions related to all of the intended learning outcomes set out above.

Assessment 4 details:

Medi input

Students in the assigned group must find news articles, videos, or podcasts that are no more than two weeks old before the class session.
Students cannot present the same news articles, videos, or podcasts as other groups. For example, if a group presents news on gender, the other group should show something about religion, and so on...They will then create a PowerPoint presentation with the link to the article, news, video news, etc...(max 5 minutes) based on this media and present it as a warm-up activity focused on diversity at the beginning of the class.

Media Input (10%)
Criteria:
- Relevance and Timeliness (2%)
- Topic Relevance (2%)
- Originality and Creativity (2%)
- Analytical Skills and Critical Thinking (2%)
- Presentation Quality (1%)
- Research and Evidence (1%)

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 :

Syed, J., & Ozbilgin, M. (2020). Managing diversity and inclusion: An international perspective. Sage.
Ozbilgin, M. F. (2023). Diversity: A key idea for business and society. Taylor & Francis.
Byrd, M. Y., & Scott, C. L. (Eds.). (2024). Diversity in the workforce: Current issues and emerging trends.

Additional Reading

MODULE PLAN SESSIONS :

Plan Session 01 :

Session 01: Introduction to Diversity Management
- Concepts of equality, diversity, and inclusion from multiple perspectives.
- Key sociological and psychological concepts of diversity.
- Dominant social psychological theories utilized in understanding diversity.
- Good diversity practice initiatives within organizations.
- Continuous work, slides, case study.

Plan Session 02 :

Session 02: Understanding Individual Perspectives of Diversity
- https://learningstylequiz.com/
- General reflection
- Media input
- Different theoretical approaches to studying leadership in diverse contexts.
- Significance of diversity in studying leadership in a global context.
- Challenges in developing leadership capacity in diverse organizations.
- Continuous work, slides, case study.

Plan Session 03 :

Session 03: Policy and Practice of Diversity Management in the Workplace
- General reflection
- Media input
- Temporal changes in the meaning of diversity management.
- Influence of different approaches on policy and practice.
- Arguments against diversity management.
- Complexities in implementing diversity initiatives.
- Continuous work, slides, case study.

Plan Session 04 :

Session 04: Understanding Ethnicity and Age in the Workplace
- General reflection
- Media input
- Notions of ethnicity and implications for diversity and inclusion management.
- Ethnic discrimination and stereotypes affecting equal opportunities.
- Workforce replacement strategies addressing skill shortages and changing demographics.
- Age-diversity HR policies and practices.
- Continuous work, slides, case study.

Plan Session 05 :

Session 05: Understanding Gender and Sexual Orientation
- General reflection
- Media input
- Employment experiences of sexual orientation and related challenges.
- Theoretical approaches to the marginalization and discrimination of sexual minorities.
- Influence of power and inequality relations on organizational practices.
- Continuous work, slides, case study.

Plan Session 06 :

Session 06: Understanding Disabilities and Religion
- General reflection
- Media input
- Theories and key concepts of disability in the workplace.
- Obstacles faced by disabled people in employment.
- Concept and dimensions of religious diversity in the workplace.
- Continuous work, slides, case study.

Plan Session 07 :

Session 07: Understanding Social Class, Appearance, Language
- General reflection
- Media input

- Importance of social class in diversity management and its employment implications.
- Organizational support for individuals from marginalized backgrounds.
- Current issues and debates on social class, appearance, and language.
- Continuous work, slides, case study.

Plan Session 08 :

Session 08:
- Video to show in class (4 minutes)
- Presentation PowerPoint (8 minutes)
- Debrief (3 minutes)

ACADEMIC AREA : MANAGEMENT AND ORGANIZATIONS

PROGRAMME : MASTER DAIS / MASTER DMM / MASTER IBNG / MASTER IF / MASTER LSCM / MASTER

PERIOD : FALL

COORDINATOR : Mr. Fabio RIZZI

INSTRUCTOR(S) : Catherine DAGORN
Mr. Fabio RIZZI

CONTACT HOURS : 24 hours

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

CREDITS : 4.0 ECTS

AOL : False

PRE-REQUISITE MODULES :

No prerequisite module is required. Nevertheless, it is important for you to regularly stay updated with news in politics, economics, and society to create connections between the course content and the environment you live in.

MODULE DESCRIPTION :

This module analyses the theory and practice of change management in a digital and sustainable world. The availability of credit, technological advances, changing patterns of demand, increasing competitive pressures, changes in the boundaries of organisations, the development of new organisational forms, regulatory reforms and globalisation are creating opportunities and threats that organisations need to address if they are to survive and prosper. Managers, at all levels, must be competent at identifying the need for change due to these factors. They also must be able to act in ways that will secure change.
This module will provide you with an opportunity to reflect on what you have learnt from other courses and from your work experience, particularly:
• sense making – drawing on different perspectives of organisational functioning.
• ways of knowing – looking at different sources of data and evaluating evidence.
• shaping behaviours – examining ways of influencing and coordinating behaviour.
• designing interventions – considering ways of 'doing' that purposely disrupt the status quo to move the organisation towards a more effective state.

CONTRIBUTION TO PROGRAMME LEARNING OBJECTIVES :

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

MODULE INTENDED LEARNING OUTCOMES (ILOs) :

This module provides a scholarly discussion of change management (the theory) and a host of insights into how theory can be applied to improve your practice of change management. It aims to help you:
• identify and appraise a range of introductory concepts and theories related to work and change management in organisations.
• develop investigative and diagnostic skills to be more effective in assessing what is going on in organisations.
• demonstrate the importance of managing people within different contexts.
• demonstrate in-depth knowledge of change management and its implications.
• develop critical reflection skills through an evaluation of your academic progress.

TOPICS COVERED :

Lesson 1 – Considering change as a process
 Process models of change
 Leading change: a process perspective
Lesson 2 – Recognising the need for change and starting the change process
 Patterns of change
 Sources of change
 Recognising a need or opportunity for change

Using value innovation to proactively identify new opportunities
Starting the change
Lesson 3 – Diagnosing what needs to be changed
Diagnosis
Gathering and interpreting information
Lesson 4 – Planning and preparing for change
Shaping implementation strategies
Developing a change plan
Types of intervention based on who does what
Types of intervention classified according to focal issues
Selecting interventions
Lesson 5 – Leading and managing the people issues
Building change relationships
The role of leadership
Power, politics and stakeholder management
Responsible change management: an ethical approach
Managing context to promote ethical practice
Communicating change
Motivating others to change
Supporting others through change
Lesson 6 – Part 1: Implementing change and reviewing progress
Implementing change
Reviewing and keeping the change on track
Lesson 6 – Part 2: Sustaining change
Making change stick
Spreading change
Lesson 6 – Part 3: Learning
Change managers learning from their own experience
Facilitating collective learning
Lesson 7 and 8 – Final group presentations

RESEARCH-LED TEACHING :

Overall, research informs the teaching of change management by providing a solid foundation of knowledge, evidence-based practices, real-world examples, theory-practice integration, and opportunities for critical analysis. By leveraging research insights, your lecturers can deliver a comprehensive and informed learning experience that prepares you to navigate the complexities of managing change in organisations.

CSR AND SUSTAINABLE DEVELOPMENT GOALS :

The unit content aligns with multiple United Nations Sustainable Development Goals (SDGs) due to its focus on change management, ethical practice, sustainability, communication and stakeholder engagement. The primary SDGs that this unit could contribute to are:
Quality Education (SDG 4) – The unit aims to provide students with knowledge and skills related to change management, leadership, ethical practice and sustainable development. This contributes to a well-rounded education that equips individuals with practical abilities for navigating complex challenges.
Decent Work and Economic Growth (SDG 8) – By addressing change management, stakeholder engagement and sustainable practices, this unit can help prepare students for careers in organisations that value ethical practices, effective change management and sustainable growth.
Industry, Innovation and Infrastructure (SDG 9) – The unit covers topics related to innovation, digital transformation and effective change implementation, aligning with the goal of promoting industry innovation and infrastructure development.
Reduced Inequality (SDG 10) – The unit's emphasis on stakeholder management, ethical practice and change strategies can contribute to creating more inclusive and equitable organisational cultures and practices.
Partnerships to achieve the Goal (SDG 17) – The unit emphasises collaboration, stakeholder engagement and collective learning, which align with the spirit of SDG 17 to strengthen partnerships for sustainable development.
While the unit may indirectly touch on concepts related to other SDGs such as clean energy (SDG 7), responsible consumption and production (SDG 12) and climate action (SDG 13), its primary focus on education, change management, ethical practice and sustainable development align most strongly with the mentioned SDGs.

CSR NB HOURS :

6

SUSTAINABLE DEVELOPMENT GOALS COVERED :

- 04 - Quality education
- 08 - Decent work and economic growth
- 09 - Industry, innovation and infrastructure
- 10 - Reduced inequalities
- 17 - Partnership for the goals

TEACHING METHODS :

By integrating lectures, case studies, group discussions, project works, oral presentations and critical reflections, this module offers a well-rounded approach to the study of change management. You can develop a strong theoretical

foundation, gain practical insights through case studies, actively participate in group discussions, and refine your research and presentation skills through a project work and oral presentations. This comprehensive methodology equips you with the skills and knowledge necessary to thrive in the current dynamic business environment.

METHODS OF ASSESSMENT :

Continuous/Final	Group/Individual	Assessment	Weight	Duration	ILOs assessed
Final	Individual	Final written exam	50%	2 hours	
Continuous	Group	Report	20%	15 minutes	
Final	Group	Oral Final exam	30%	30 minutes	

Assessment 1 details:

Critically analyse the importance of <lecture 1…6>. Justify your answer with examples.
[considering change as a process / recognising the need for change and starting the change process / diagnosing what needs to be changed / planning and preparing for change / leading and managing the people issues / implementing change and reviewing progress, sustaining change & learning]

Focus on classroom-based activities, personal and professional experiences and theories included in these slides.

2 Hours, 2 Questions, Closed book, dates TBD by the admin staff, 50% of your final grade.

The assessment criteria are as follows:
Knowledge – Specific frameworks and tools you include in your answer.
Analysis – Critical thinking skills you demonstrate (pros & cons in the use of the theories).
Theory Application – Examples of how managers can use the theories you mention.

Assessment 2 details:

From lesson 2 to lesson 6. Focus on the topic of the day.

Same groups created for the final assessment. Same grade for each team member. Peer evaluation to reduce free riding & social loafing.

At least one presentation per team.

20% of your final grade.

The assessment criteria are as follows:
Knowledge – Clarity and suitability of the theories you present.
Analysis – Identification of causes, effects, implications, benefits, drawbacks & limitations.
Delivery – Audience engagement and logical flow of your presentation.

Assessment 3 details:

Create a change management project related to digitalisation and sustainability initiatives for an organisation of your choice or analyse how that organisation has implemented such a change management project in the past.

Timetable defined together in class (teams can choose to present during lesson 7 or 8).

30% of your final grade. Same grade for each team member. Peer evaluation to reduce free riding & social loafing.

The assessment criteria are as follows:
Knowledge – Clarity and suitability of the theories you present.
Analysis – Identification of causes, effects, implications, benefits, drawbacks & limitations.
Delivery – Audience engagement and logical flow of your presentation.

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 :

Textbook
• Hayes, J. (2022) The Theory and Practice of Change Management. 6th ed., London, UK: Macmillan Education. [eBook https://bit.ly/3KwC9VC]

Scientific Classics
• Lesson 1: Van de Ven, A. H. and Poole, M. S. (1995) 'Explaining Development and Change in Organizations.' Academy of Management Review, 20(3) pp. 510-540.
• Lesson 2: Kim, W. C. and Mauborgne, R. (2005) Blue Ocean Strategy: How to Create Uncontested Market Space and Make Competition Irrelevant. Boston, MA: Harvard Business School Press. [eBook https://bit.ly/45kjnKE]
• Lesson 3: Kotler, P. and Armstrong, G. (2023) Principles of Marketing. 19th ed., Harlow, UK: Pearson Education – Chapter 4. [eBook https://bit.ly/3ucOGIt]
• Lesson 4: Beer, M. (2001) 'How to develop an organisation capable of sustained high performance: embrace the drive for results-capability development paradox.' Organizational Dynamics, 29(4) pp. 233-247.
• Lesson 5: Clampitt, P. G., DeKoch, R. J. and Cashman, T. (2000) 'A strategy for communicating about uncertainty.' Academy of Management Perspectives, 14(4) pp. 41-57.
• Lesson 7: Klein, K. J. and Sorra, J. S. (1996) 'The Challenge of Innovation Implementation.' Academy of Management Review, 21(4) pp. 1055-1080.

Additional Reading

• Anderson, D. L. (2017) Cases and Exercises in Organization Development & Change. 2nd ed., London, UK: Sage Publications.
• Cameron, E. and Green, M. (2020) Making Sense of Change Management: A Complete Guide to the Models, Tools and Techniques of Organizational Change. 5th ed., London, UK: Kogan.
• Coleman, S. and Thomas, B. (2017) Organizational Change Explained: Case Studies on Transformational Change in Organizations. 1st ed., London, UK: Kogan.
• Palmer, I., Dunford, R. and Buchanan, D. A. (2021) ISE Managing Organizational Change: A Multiple Perspectives Approach. 4th ed., London, UK: McGraw.
• Smith, R., King, D., Sidhu, R. and Skelsey, D. (2015) The Effective Change Manager's Handbook: Essential Guidance to the Change Management Body of Knowledge. 1st ed., London, UK: Kogan.

MODULE PLAN SESSIONS :

ACADEMIC AREA :   **MANAGEMENT AND ORGANIZATIONS**

PROGRAMME :   **UGTC LEVEL 4 PGE**

PERIOD :   **FALL**

COORDINATOR :

INSTRUCTOR(S) :

CONTACT HOURS :   **24.0 hours**

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

CREDITS :   **4.0 ECTS**

 AOL :   **False**

PRE-REQUISITE MODULES :

MODULE DESCRIPTION :

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

CONTRIBUTION TO PROGRAMME LEARNING OBJECTIVES :

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

MODULE INTENDED LEARNING OUTCOMES (ILOs) :

TOPICS COVERED :

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

RESEARCH-LED TEACHING :

CSR AND SUSTAINABLE DEVELOPMENT GOALS :

CSR NB HOURS :

SUSTAINABLE DEVELOPMENT GOALS COVERED :

-

TEACHING METHODS :

METHODS OF ASSESSMENT :

Continuous/Final	Group/Individual	Assessment	Weight	Duration	ILOs assessed

ACADEMIC INTEGRITY :

BIBLIOGRAPHY :

Additional Reading

MODULE PLAN SESSIONS :

ACADEMIC AREA : SUPPLY CHAIN MANAGEMENT AND INFORMATION SYSTEMS

PROGRAMME : MASTER IBNG / MASTER LSCM / MASTER LSCP / PGE / UGTC LEVEL 4 PGE

PERIOD : FALL

COORDINATOR : Mr. Reza ZANJIRANI FARAHANI

INSTRUCTOR(S) : Mr. Benoit COSSON

CONTACT HOURS : 24.0 hours

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

CREDITS : 4.0 ECTS

AOL : False

PRE-REQUISITE MODULES :

Basic knowledge in Management Science techniques

MODULE DESCRIPTION :

The main objective of this module is to provide students with a sound conceptual understanding of Operations Management (OM), its strategic importance, and its links with other business functions. The course emphasizes OM applications by using theory in conjunction with problem solving tools, so that students may apply their acquired knowledge to real business problems, and work better with people from other departments of the firm.

CONTRIBUTION TO PROGRAMME LEARNING OBJECTIVES :

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

This module introduces students to the area and techniques of OM and presents a state-of-the-art view of the activities of the operations function. Together with "SC403E Purchasing and Logistics" they form the PGE2 minor in Logistics and Operation Management" The 2 modules contribute to the preparation of innovative and responsible managers to perform in a global environment. The course does in the following ways::
- The skills and abilities gained in these modules are applicable to any enterprise operating in any environment.
- Students learn about the importance of the efficient / optimum use of limited resources.
- Students are encouraged to be imaginative and resourceful regarding how they attack problems and analyze issues.

MODULE INTENDED LEARNING OUTCOMES (ILOs) :

TOPICS COVERED :

- Operations Strategy - New Product/ Service Development and Process - Delivering services - Location analysis and network design - Layout/ flow design and production systems - Managing capacity: defining capacity - Inventory planning and control - Quality Management - Maintenance management:

RESEARCH-LED TEACHING :

The lecture has extensively published journal papers and textbooks in various OM subjects, particularly facilities layout, locational analysis and network design. Therefore, each component's state of the art is taught in the class. Besides, the module applies to any organization regardless of its ownership (private or public) and sector. Therefore, the ongoing research and case studies, particularly in healthcare organizations, oil and gas, retail, fashion textile, agri-food, maritime, and automotive industries, will be practiced in classes.

CSR AND SUSTAINABLE DEVELOPMENT GOALS :

The nature of the module initially focuses on the economic aspects of an enterprise to survive in a competitive market. Therefore, any measure primarily minimizes cost or profit, which are financial objectives. However, the fundamentals of the OM are based on improving productivity, which means scarce natural and human resources must be consumed efficiently and responsibly. Therefore, all CSR initiatives, including environmental, philanthropic, ethical, and economic responsibility, are implicitly or explicitly addressed.

CSR NB HOURS :

6

SUSTAINABLE DEVELOPMENT GOALS COVERED :

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

TEACHING METHODS :

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

METHODS OF ASSESSMENT :

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

Assessment 2 details:

Group Project Presentation:
Your mark for the presentenation will be based on:
o   Presentation skill and style / Interaction with audience   10%
o   Logic of presentation   20%
o   Command / understanding of the material   30%
o   Quality of arguments and recommendations   40%

ACADEMIC INTEGRITY :

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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
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· Unauthorized or unethical use of generative AIS

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

BIBLIOGRAPHY :

-> Heizer, J. and Render, B. (2020). Principles of operations management. (11th edn). Upper Saddle River, Prentice Hall. Ebook [https://urls.fr/KFM1Xw].
-> Krajewski, L.J. & Ritzman, L.P. (2018). Operations Management. (12th edn). Prentice Hall. Ebook [https://urls.fr/uLkwrm].
-> Slack, N. and Chambers, S. et al. (2022). Operations management. (9th edn). Prentice Hall. Ebook[https://urls.fr/-XU72H].

Additional Reading

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

MODULE PLAN SESSIONS :

Plan Session 01 :

Week 1: Operations Strategy:
Evolution of business strategy; levels of strategy; strategy in action; business unit strategy; functional strategy; understanding markets.

Plan Session 02 :

Week 2: New Product/ Service Development and Process
Product life cycle; product development system; house of quality; process development.

Plan Session 03 :

Week 3: Delivering services:
Service characteristics; factors in delivering services; designing service delivery systems; types of service delivery system

Plan Session 04 :

Week 4: Location analysis and network design
The importance of location strategy; major factors that affect location decisions; location techniques; Weber model; Covering, median, and center models; Obnoxious facilities; Hub location; Hierarchical locations.

Plan Session 05 :

Week 5: Layout/ flow design and production systems
Product characteristics; factors in making products; designing manufacturing processes; types of the manufacturing

process, mass
production, batch production, job production, just-In-Time production, and flexible manufacturing system.

Plan Session 06 :

Week 6: Managing capacity: defining capacity:
Measuring capacity; factors affecting capacity management; planning capacity; managing demand; managing capacity

Plan Session 07 :

Week 7: Inventory planning and control:
Inventory role, types, and functions; managing and controlling inventory; inventory decisions; inventory systems; inventory analysis.

Plan Session 08 :

Week 8: Quality Management
Quality and TQM; the ISO international quality standards; measure service quality using SERVQUAL; use the principles of TQM; BPR; JIT; Lean; Agile; Six sigma.

Final exam

Plan Session 09 :

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

PROGRAMME :   **MASTER DAIS**

PERIOD :   **FALL**

COORDINATOR :   **Dr. Ahmed ATIL**

INSTRUCTOR(S) :   **Dr. Ahmed ATIL**

CONTACT HOURS :   **24 hours**

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

CREDITS :   **4 ECTS**

AOL :   **False**

PRE-REQUISITE MODULES :

Before enrolling in this course, students should have:

A basic understanding of business concepts and operations.
Fundamental knowledge of statistics and probability.
Familiarity with Excel or a similar spreadsheet tool.
Prior experience in programming with Python is required and beneficial.

MODULE DESCRIPTION :

This module provides an overview of the main topics that are necessary for "Data and Business Analytics" program.

It covers descriptive, predictive and prescriptive analytics to provide students with tools and techniques to support efficient data analysis and effective business-related decision-making.

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- Describe the major components of business analytics
2- Understand how to explore and visualize data using MS Excel & Python
3- Apply basic statistical modeling and sampling using MS Excel & Pyton
4- Understand how to extract useful information from data (Python)
5- Understand the purpose of data mining and machine learning (Pyhon)

TOPICS COVERED :

- Introduction to business analytics
- Data visualization and exploration
- Statistical modeling and sampling: application in business
- Spreadsheet modeling: application in business
- Data science, data mining, and machine learning

RESEARCH-LED TEACHING :

It is not applicable to this course.

CSR AND SUSTAINABLE DEVELOPMENT GOALS :

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

CSR NB HOURS :

2

SUSTAINABLE DEVELOPMENT GOALS COVERED :

- 03 - Good health and well-being
- 09 - Industry, innovation and infrastructure

TEACHING METHODS :

This course would use lectures, case studies, and several business-related practice problems for content coverage.

There would be a significant amount of in-class hands-on exercises on the analytics tools to familiarize students with the practical aspects of analytics techniques.

Software:

- Python programming language
- Microsoft Excel with its Solver, will be used for performing in-class exercises.

METHODS OF ASSESSMENT :

Continuous/Final	Group/Individual	Assessment	Weight	Duration	ILOs assessed
Final	Individual	Final written exam	60%	3 h	All
Continuous	Group	Group work	40%	6 weeks	All

Assessment 1 details:

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

A comprehensive exam that tests both theoretical knowledge and practical skills.

The exam will include questions on course concepts and coding exercises in Python.

Assessment 2 details:

Students will work in teams to solve a real-world business problem using the techniques learned in the course. The project will include data analysis, model building, and a final presentation of findings and recommendations.

All sessions are dedicated to business-related practice problems, which will progressively assess students learning on different topics and help them appreciate the application of provided tools and techniques.

Students will work in the form of group to analyze and answer a number of business-related questions using analytics.

ACADEMIC INTEGRITY :

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BIBLIOGRAPHY :

- Business Analytics: Data Analysis & Decision Making by S. Christian Albright and Wayne L. Winston, 6th Edition, Cengage Learning.

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

Additional Reading

Recommended Online Resources for Practical Cases
Kaggle (https://www.kaggle.com/)

A platform that provides datasets and coding challenges where students can practice applying business analytics techniques in real-world scenarios.
Google Analytics Academy (https://analytics.google.com/analytics/academy/)

Offers free online courses to learn about Google Analytics and other Google tools, useful for understanding how analytics are applied in business.
Towards Data Science (https://towardsdatascience.com/)

A Medium publication where students can find practical articles, tutorials, and case studies on data science and business analytics.

MODULE PLAN SESSIONS :

Plan Session 01 :

Session 1:

- Discussion of module structure and continuous assessments
- Foundations of business analytics (Ch1 & 2 Evans)
- Analytics on spreadsheets

Plan Session 02 :

Session 2:

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

Plan Session 03 :

Session 3:

- Application of Statistical sampling in business (Ch6)
- Spreadsheet modeling & analysis

Plan Session 04 :

Session 4

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

Plan Session 05 :

Session 5:

- Introduction to Data Science
- Application of Data Science in business

Plan Session 06 :

Session 6:

- Introduction to Data Mining / Big Data
- Application of Data Mining techniques in business (several case studies using Tableau)

Plan Session 07 :

Session 7:

- Introduction to Machine Learning
- Application of Machine Learning techniques in business (several case studies using Python)

Plan Session 08 :

Session 8 (Workshop II):

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

- Project Presentation

ACADEMIC AREA :   SUPPLY CHAIN MANAGEMENT AND INFORMATION SYSTEMS

PROGRAMME :   MASTER DAIS / MASTER DMM / MASTER IBNG / MASTER IF / MASTER LSCM / MASTER

PERIOD :   FALL

COORDINATOR :   Dr. Ahmed ATIL

INSTRUCTOR(S) :   Dr. Ahmed ATIL

CONTACT HOURS :   24 hours

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

CREDITS :   4.0 ECTS

AOL :   False

PRE-REQUISITE MODULES :

Prerequisites
Before enrolling in this course, students should have:

A basic understanding of mathematics, including linear algebra and calculus.
Fundamental knowledge of probability and statistics.
Basic proficiency in programming, preferably in Python.

MODULE DESCRIPTION :

Short Description
This course provides an in-depth exploration of statistical methods and data analysis techniques, focusing on their application in solving real-world problems. It combines theoretical knowledge of statistics with practical experience in data analysis using Python, preparing students to apply statistical reasoning to various types of data in a business context.

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 this course, students will be able to:

1- Understand and apply fundamental concepts of descriptive and inferential statistics.
2- Perform exploratory data analysis (EDA) to identify trends, patterns, and anomalies in datasets.
3- Develop and validate statistical models, including regression and hypothesis testing, using Python.
4- Interpret statistical results and effectively communicate findings to both technical and non-technical audiences.
5- Utilize Python to automate data analysis workflows and handle large datasets efficiently.

TOPICS COVERED :

- Introduction to Statistics and Python for Data Analysis
- Probability and Distributions
- Exploratory Data Analysis (EDA)
- Hypothesis Testing and Confidence Intervals
- Linear Regression and Correlation
- ANOVA and Non-Parametric Tests

RESEARCH-LED TEACHING :

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

CSR AND SUSTAINABLE DEVELOPMENT GOALS :

Data Science can and will play a large role to develop disaggregated indicators, to ensure that those at risk of disadvantage because of their characteristics, location, or socioeconomic status are recognized.

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

CSR NB HOURS :

3

SUSTAINABLE DEVELOPMENT GOALS COVERED :

- 03 - Good health and well-being
- 09 - Industry, innovation and infrastructure

TEACHING METHODS :

Teaching Method
The course combines lectures with hands-on coding exercises:

Theory: Concepts will be explained during lectures, followed by discussions of their applications in real-world scenarios.
Practice: Each session includes Python coding exercises, where students will implement the concepts learned using real datasets.

METHODS OF ASSESSMENT :

Continuous/Final	Group/Individual	Assessment	Weight	Duration	ILOs assessed
Continuous	Group	Written assessment at home	40%	6 Weeks	ALL
Final	Individual	Final written exam	60%	3 h	ALL

    Assessment 1 details:
Group Project (40%)

Students will work in groups to apply statistical methods and data analysis techniques to a real-world dataset. The project will include data cleaning, analysis, modeling, and a final presentation of findings.

    Assessment 2 details:
Final Exam (60%)

A comprehensive exam that tests both theoretical knowledge and practical Python coding skills, including questions on statistical concepts and data analysis exercises.

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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 :

- Shmueli, G. , Bruce, PC., Gedeck, P. and Patel, NR. (2019). Data Mining for Business Analytics: Concepts, Techniques and Applications in Python.. Wiley-Blackwell. [eBook https://bit.ly/3OXvV3u]

- Newbold, P., Carlson, WL. and Thorne, B. (2019). Statistics for business and economics.. (9th edn) Harlow : Pearson Education. [eBook https://bit.ly/3qBFBrD]

Additional Reading

MODULE PLAN SESSIONS :

Plan Session 01 :

Session 1: Introduction to Statistics and Python for Data Analysis

Theory: Overview of statistics, types of data, measures of central tendency, and dispersion.
Practice: Introduction to Python programming, using pandas for basic data manipulation and analysis.

Plan Session 02 :

ession 2: Probability and Distributions

Theory: Fundamentals of probability, random variables, probability distributions (Binomial, Poisson, Normal).
Practice: Implementing probability distributions in Python, simulating random variables.

Plan Session 03 :

Session 3: Exploratory Data Analysis (EDA)

Theory: Techniques for data visualization, summary statistics, and identifying data patterns.
Practice: Performing EDA in Python using pandas, matplotlib, and seaborn.

Plan Session 04 :

Session 4: Hypothesis Testing and Confidence Intervals

Theory: Concepts of hypothesis testing, types of errors, p-values, and confidence intervals.
Practice: Conducting hypothesis tests (t-tests, chi-square tests) and calculating confidence intervals using Python.

Plan Session 05 :

Session 5: Linear Regression and Correlation

Theory: Simple and multiple linear regression, correlation, assumptions of regression models.
Practice: Building and interpreting regression models in Python using scikit-learn.

Plan Session 06 :

Session 6: ANOVA and Non-Parametric Tests

Theory: Analysis of variance (ANOVA), Kruskal-Wallis test, Wilcoxon test.
Practice: Performing ANOVA and non-parametric tests in Python, comparing group means.

Plan Session 07 :

Session 7: Time Series Analysis

Theory: Introduction to time series data, components of time series, ARIMA models.
Practice: Analyzing time series data in Python, implementing ARIMA models for forecasting.

Plan Session 08 :

Session 8: Data Ethics, Big Data, and Case Studies

Theory: Ethical considerations in data analysis, introduction to big data analytics, overview of machine learning.
Practice: Discussion of case studies, using Python to analyze large datasets, ethical implications of data use.

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

PROGRAMME :   **MASTER LSCM**

PERIOD :   **FALL**

COORDINATOR :   **Mr. Sohrab FARAMARZI OGHANI**

INSTRUCTOR(S) :   **Mr. Sohrab FARAMARZI OGHANI**

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 main objective of this module is to introduce the basic concepts of logistics and supply chain management. This module highlights the mechanism of supply networks and provides students with basic tools and techniques to analyze, design and manage supply chains.

CONTRIBUTION TO PROGRAMME LEARNING OBJECTIVES :

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

MODULE INTENDED LEARNING OUTCOMES (ILOs) :

1. Describe the goals, stages, processes and decision problems of a supply chain.
2. Align supply chain strategy with business strategy.
3. Understand the importance and process of demand forecasting and the bullwhip effect.
4. Characterize the supply network design framework and the use of models for facility location decisions.
5. Appreciate the role of inventory and how to efficiently respond to critical inventory management issues.
6. Comprehend various distribution strategies and characteristics of different transportation modes.
7. Discuss the production planning stages.
8. Understand sustainable and resilient supply chain management.

TOPICS COVERED :

- Basic concepts of logistics and supply chain management (stages, flows, processes, decision phases)
- Strategic fit
- Definition and importance of forecasting in SCM
- Location decisions
- Procurement and Inventory management
- Transportation & distribution networks
- Production planning process with a focus on aggregate planning
- Sustainable and resilient logistics and supply chain

RESEARCH-LED TEACHING :

The new relevant concepts and topics adopted from research articles are integrated into course materials.

CSR AND SUSTAINABLE DEVELOPMENT GOALS :

Concepts of SUSTAINABLE logistics and supply chain management will be introduced, and several related examples will be given regarding the theme of the session.

CSR NB HOURS :

1

SUSTAINABLE DEVELOPMENT GOALS COVERED :

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

TEACHING METHODS :

Lectures, real-life examples, and case studies will be employed in this course. There would be a significant number of in-class discussions and individual/teamwork activities on exercises and case studies. Many MCQs have been incorporated into course materials to assess students' learning progressively, and several quizzes will be held.

METHODS OF ASSESSMENT :

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

Assessment 1 details:

To assess students learning on the topics covered, students will take a written exam organized during the exam period. More information will be communicated during the first and final sessions.

Assessment 2 details:

Each group of students needs to select a topic on supply chain management. Each group will present the selected topic through a 20-30 minute presentation during session 8. More information will be communicated during the first session.

ACADEMIC INTEGRITY :

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

Academic misconduct is a serious offense and can result in consequences such as module failure, research project failure, or even expulsion from the school. To prevent unintentional academic misconduct, it is essential to consult with

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

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

BIBLIOGRAPHY :

- Chopra, S., & Meindl, P. (2018). Supply Chain Management: Strategy, Planning and Operation (7th edn), Pearson Education. [eBook https://bit.ly/39FyMg2].
- Heizer, J. and Render, B. and Munson, C. (2023). Operations Management: Sustainability and Supply Chain Management. (14th edn) Harlow: Pearson Education. [eBook 2019 edn https://bit.ly/333Uze9].

Additional Reading

- Krajewski, L.J., Ritzman L.P., and Malhotra, M.K. (2018). Operations Management: Processes and Supply Chains. (12th edn). Pearson ed. [eBook https://bit.ly/3Gqg07t]
- Ghiani, G., Laporte, G., and Musmanno, R. (2013). Introduction to Logistics Systems Management. (2nd edn). John Wiley & Sons. [eBook https://bit.ly/3ABWrHs].
- Kreye, ME. (2023). Sustainable Operations and Supply Chain Management. Abingdon: Routledge. [eBook https://bit.ly/3WZvXd6]

MODULE PLAN SESSIONS :

Plan Session 01 :

- Course overview
- Understanding basic concepts of logistics & SCM
- Strategic fit

Plan Session 02 :

- Case study: SC of a leading company
- Case study discussion

Plan Session 03 :

- Forecasting L&SC requirements
- Forecasting practice problems

Plan Session 04 :

- Location strategies
- Distribution & transportation networks

Plan Session 05 :

- Introduction to inventory control & management
- Practice problems in inventory management

Plan Session 06 :

- Production planning stages
- Aggregate planning

Plan Session 07 :

- Sustainable Logistics & SCM
- Resilient SCM

Plan Session 08 :

- Project presentation
- Course sum-up and closure

ACADEMIC AREA : SUPPLY CHAIN MANAGEMENT AND INFORMATION SYSTEMS

PROGRAMME : MASTER IBNG

PERIOD : FALL

COORDINATOR : Mr. Ahmad JAFARIAN

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 critically analyze specific sectors or companies.

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 fundaments 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 :

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 :

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 :

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 :

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
	ST403E_TC_0108_24
	Entrepreneurship and Small Business Management

ACADEMIC AREA :　　　　STRATEGY AND INNOVATION

PROGRAMME :　　　　　　UGTC LEVEL 4 PGE

PERIOD :　　　　　　　　FALL

COORDINATOR :　　　　　 Pierre GACHES

INSTRUCTOR(S) :　　　　　 Pierre GACHES

CONTACT HOURS :　　　　30 hours

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

CREDITS :　　　　　　　4.0 ECTS

 AOL :　　　　　　　　　False

PRE-REQUISITE MODULES :

Entrepreneurship, management, marketing, communication and accounting basics.

MODULE DESCRIPTION :

The module aims to introduce the concepts of entrepreneurship and their application in start-ups and SMEs. This module will cover a range of relevant topics and activities ranging from innovation, business modeling, planning and business plan assessment, organizational culture, leadership, and performance management and control. The module will alternate between course and group work, presentations and discussions. A focus will be made on how entrepreneurship skills can be used in existing companies.

CONTRIBUTION TO PROGRAMME LEARNING OBJECTIVES :

-

MODULE INTENDED LEARNING OUTCOMES (ILOs) :

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

LO1 He/she applies and integrates core management tools and concepts autonomously and efficiently;
LO2 He/she demonstrates critical thinking and innovation to solve business problems efficiently;
LO3 He/she creates value through applied management skills in a chosen field of specialization;
LO4 He/she demonstrates strong leadership, communication and interpersonal skills to perform in teams;
LO5 He/she unlocks the value of globalization for his/her employer;

TOPICS COVERED :

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

RESEARCH-LED TEACHING :

Kim, W. C.; Mauborgne, R. (2004). Blue Ocean Strategy: How to Create Uncontested Market Space and Make the Competition Irrelevant. Boston: Harvard Business School Press.
This strategy provides a clear value-cost framework to reach competitive differentiation for SMEs, through the tools of Eliminate, Reduce, Enhance, Create. Recent editions provide up to date examples of SMEs successfully adopting such a strategy, and those who have not.

CSR AND SUSTAINABLE DEVELOPMENT GOALS :

. Understanding the three pillars of a successful SME: Product and Manufacturing, Navigating the Regulatory Environment, and Supporting Infrastructure. This covers CSR Goals 06,07,08,09,12,13,17
. Decarbonising supply chains, from the sourcing of the raw materials to the finished products. This covers CSR Goals 06,07,09,12,13,17
. Obtaining venture capital and other sources of investment, as well as attracting top talent, contingent on high ESG scores adressing health and well being, reducing inequality and taking environmental action. This covers CSR Goals 03,04,05,10,11,12,17

CSR NB HOURS :

9

SUSTAINABLE DEVELOPMENT GOALS COVERED :

- 03 - Good health and well-being
- 04 - Quality education
- 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
- 17 - Partnership for the goals

TEACHING METHODS :

The teaching methods used are interactive. There is a blend of traditional lectures, case studies, applications, teamwork with questions to encourage student interaction and learning.
Entrepreneurship is a practical subject, and students will be expected to work on a team project, present and lead an efficient discussion and identify what they individually consider to be key learning points. Students will develop and understand a basic vocabulary of small business and entrepreneurship management and control.

METHODS OF ASSESSMENT :

Continuous/Final	Group/Individual	Assessment	Weight	Duration	ILOs assessed
Continuous	Group	Group work	40%	15 mins each group	All
Final	Individual	Final written exam	60%	2 hours	All

      Assessment 1 details:
Video presentation of your small business story: step by step from your first ideas to the entire business plan, until the launching of your business with the day to day management, either successful or in difficulty, & then class discussions (answering questions of students from the other groups)-– 15 minutes total

      Assessment 2 details:
Final individual written exam to assess your knowledge about concepts, theories, tools, applications and also your level of analysis.

ACADEMIC INTEGRITY :

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· Plagiarism
· Fabrication
· Gaining an unfair advantage
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BIBLIOGRAPHY :

-> Osterwalder, A. & Pigneur, Y. (2010). Business Model Generation. John Wiley & Sons. [eBook https://tinyurl.com/yc78z7fd or https://tinyurl.com/bdyurm7s].
-> Bessant, John, and Tidd, Joe (2015). Innovation and Entrepreneurship. (3rd edn). John Wiley & Sons. [eBook: https://bit.ly/3nTYVeA].
-> Barringer, B. and Ireland, R. (2018). Entrepreneurship: Successfully Launching New Ventures. (6th edn). Pearson. [eBook: https://bit.ly/3xblXkW].

Additional Reading

-> Grant, A. (2014). Give and Take. Weidenfield & Nicolson. [eBook https://vu.fr/7RDc].
-> Grant, A. (2016). Originals. WH Allen. [eBook on order].

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

MODULE PLAN SESSIONS :

Plan Session 01 :

SESSION 1:

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

2/ The importance of sustainable development

3/ The importance of the technology's use

Plan Session 02 :

SESSION 2:

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

2 / The innovator's dilemma

3 / The business plan

Plan Session 03 :

SESSION 3:

1 / The business plan with sources and tools use

2 / The business plan assessment

Plan Session 04 :

SESSION 4:

1 / The Sustainable Business Model Canvas (classic and digital)

2 / The executive summary

Plan Session 05 :

SESSION 5:

1 / Understanding generic Small Business Strategy

2 / Understanding of the VRIO principles

Plan Session 06 :

SESSION 6:

1 / Understanding Blue Ocean Strategy

Plan Session 07 :

SESSION 7:

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

2 / Leadership, organization and change management

3 / How to plan the development of your business

Plan Session 08 :

SESSION 8:

1 / How to manage the performance of an SME

2 / The importance of gross margin % and other kpi

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

Plan Session 09 :

SESSION 9:

1/ Q&A - Applications
2/ Video presentation final preparation

Plan Session 10 :

SESSION 10:

1/ Video presentation

ACADEMIC AREA :	**STRATEGY AND INNOVATION**
PROGRAMME :	**MASTER DAIS / MASTER DMM / MASTER IBNG / MASTER IF / MASTER LSCM / MASTER**
PERIOD :	**FALL**
COORDINATOR :	**Dr. Dirk SCHNECKENBERG**
INSTRUCTOR(S) :	**Dr. Dirk SCHNECKENBERG** **Mr. Pierre-Olivier BAUDOT**
CONTACT HOURS :	**24 hours**
STUDY TIME :	**null hours (Class preparation, homework and assessments)**
CREDITS :	**4 ECTS**
AOL :	**False**

PRE-REQUISITE MODULES :

A first-level module in Strategic Analysis and basic modules in major functional areas (Marketing, HRM, Finance) are strongly recommended for this course.

MODULE DESCRIPTION :

Strategy has been the exclusive domain of top managers. No longer! Today, many organizations "open up" their strategy processes. To some extent, technical advances permit more comprehensive inclusion, but organizations see the advantages of inclusion and transparency. Different stakeholders offer fresh perspectives and increase the chances of successful execution.

CONTRIBUTION TO PROGRAMME LEARNING OBJECTIVES :

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

MODULE INTENDED LEARNING OUTCOMES (ILOs) :

By the completion of this module, participants should be able to:
1. Understand the flaws of traditional strategy making and the concept of Open Strategy .
2. Design effective Open Strategy approaches in a responsible way without compromising sensitive corporate information.
3. Acquire and apply fundamental principles of Open Strategy to efficiently leverage the firm's recourses and capabilities in the uncertain business context of the 21st century.
4. Define managerial actions to execute Open Strategy for firms' future competitive success.

TOPICS COVERED :

As a critical component of the program, this module aims at presenting:
• Designing and implementing the fundamental principles of Open Strategy
• Reaching out into the firm's business context to identify and develop disruptive strategic ideas
• Finetune and execute the Open Strategy design in the firm's core resource configurations and operational process

RESEARCH-LED TEACHING :

The module integrates research-led teaching in the following manner::
• Integrates the latest state-of art strategy research to overcome the limitations of traditional strategic management models and move students' reflection towards the innovative concepts and principles of Open Strategy
• Specifically emphasizing the importance of cognition and open mindsets in the Open Strategy approach to address the complex business challenges of the 21st century
• Moving strategy design and implementation from the traditional top-down and closed CEO level to the transformative open and collaborative approaches that represent the foundations of Open Strategy

CSR AND SUSTAINABLE DEVELOPMENT GOALS :

The module responds to the following CSR and sustainable development goals:
• Acknowledging the important trends of sustainability and rising environmental consciousness in Open Strategy
• Developing innovative business models in Open Strategy that fit a circular economy transition
• Offering produces and services in Open Strategy that diminish the carbon footprint of firms and customers alike

CSR NB HOURS :

3

SUSTAINABLE DEVELOPMENT GOALS COVERED :

- 08 - Decent work and economic growth
- 09 - Industry, innovation and infrastructure
- 12 - Responsible consumption and production

TEACHING METHODS :

This "hands-on," participation-based course relies on insights from management practice through group interaction, discussion, and individual participation. It involves a mixture of classroom presentations, experiential exercises, activities and case studies. This allows students to experience how Open Strategy works. The course requires a rigorous self-assessment, active participation and reflection, and some insightful readings.
• Lectures for the main concepts.
Lectures will cover the main concepts of Open Strategy for an uncertain world. The lectures are designed to be interactive, integrating exercises for each session to stimulate student participation and collaboration around the covered topics.
• Class Participation:
With an interactive class format, everyone is expected to contribute to class discussions. You all play a part in each other's learning, so coming to class to observe and listen is insufficient. That is why the class contribution is a meaningful component of the course grade. The term contribution is used intentionally because participation and contribution are not the same. The quality of insights and value to group learning is more important than the quantity of comments. The strongest contributions are thoughtful, evidence-based, analytical, and logically consistent. Note that you can make a "wrong point" and still make a valuable contribution if it results from solid analysis, stimulates discussion, or highlights an important issue. So, please do not let fear of making a mistake stop you from speaking up. Class contributions are cumulative and tracked throughout the term. There is no penalty for being wrong; however, there is a penalty for egregious or offensive comments. During discussions, treat your classmates with respect and use professional language. Learn to disagree and critique the work of others in a polite and respectful manner.
• Article/ Case Readings/ Real-life Business examples for illustrating the main concepts.
Article/ case readings/ real-life Business examples: The articles/ cases explored in class will be given to the students before class. Students are supposed to read readings before attending the class Students will be asked to prepare a team presentation as a team and to prepare oral presentations. The team must be able to share its knowledge, analysis, and case comments with the classroom. Good work, organization, and good oral presentation are required. For this exercise, students should prepare a professional presentation, similar to what consultants would do.

In-class discussions, presentations, and oral contributions will test the input of students in the illustrations of the main concepts and the discussion of articles/ case readings/ real-life business examples. Since the core methodology used in this module is based on the discussion of compulsory readings, each participant must participate in discussing all concepts covered in the reading.

METHODS OF ASSESSMENT :

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

Assessment 1 details:

In the field of study, learning directly from the experience of actual business firms is more important than theory. However, students should be aware of the fact that the quality of a case discussion is directly and entirely proportional to the importance and quality of their own preparation of the case and their inputs to the discussion. Each group chooses a case firm. Note that two teams choose and work in parallel on the same case firm over the course of the semester to foster a collaborative and competitive dynamics for the in-class group assignments on Open Strategy. Your group is a small consulting team, reflecting and developing strategy recommendations for this company, using an Open Strategy approach. It's important that you keep the difference between analysis and presentation in mind. The analysis is conducted in order to develop insights but the presentation does not simply retell these insights, it tells a story. As the group work is seen as developmental, the small group project will be based on the presentation and the final slide pack.

Assessment 2 details:

The written individual assessment consists of an essay-style evaluation to judge students' understanding of the concepts explained and developed during the classes. Students are expected to demonstrate their knowledge of the module material in response to the conceptual and practices-oriented questions. Students will be provided with the necessary information required to prepare and successfully demonstrate their mastery of the contents during the ongoing module evolution.

ACADEMIC INTEGRITY :

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· Plagiarism
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BIBLIOGRAPHY :

Stadler, C., Hautz, J., Matzler, K. & Friedrich von den Eichen, S. (2021), Open Strategy : Mastering Disruption from Outside the C-Suite. The MIT Press. [eBook https://bit.ly/3ZWPDAD]

Additional Reading

Dalio, R. Principles: Life and Work. New York: Simon and Schuster, 2017.
Felin, T. "When Strategy Walks Out the Door." MIT Sloan Management Review, 58, no. 1 (Fall 2016): 96
Gast, A., and M. Zanini. "The Social Side of Strategy." McKinsey Quarterly, May 2012, 1–15.
Grant, A. Think Again: The Power of Knowing What You Don't Know. New York: Viking, 2021.
Hamel, G., and M. Zanini. "The End of Bureaucracy: How a Chinese Appliance Maker Is Reinventing Management for the Digital Age." Harvard Business Review 96, no. 6 (November–December 2018): 50–59.
Hamel, G., and M. Zanini. Humanocracy: Creating Organizations as Amazing as the People inside Them. Boston: Harvard Business School Publishing, 2020.
Hautz, J., D. Seidl, and R. Whittington. "Open Strategy : Dimensions, Dilemmas, Dynamics." Long Range Planning 50, no. 3 (2017): 298–309.
Heffernan, M. Uncharted: How to Map the Future. New York: Simon and Schuster, 2020.
Stadler, C., Hautz, J., Matzler, K., & Friedrich von den Eichen, S. 2021b. Open Up Your Strategy. MIT Sloan Management Review, December 2021.
Stadler, C., Hautz, J., Matzler, K., & Von den Eichen, S. F. 2021c. A User's Guide to Open Strategy . Harvard Business Review, November (https://hbr.org/2021/11/balancing-open-innovation-with-protecting-ip).
Sull, D., D. Turconi, C. Sull, and J. Yoder. "Turning Strategy into Results." MIT Sloan Management Review, 59, no. 3 (2018): 1– 12.
Whitehurst, J. The Open Organization: Igniting Passion and Performance. Brighton, MA: Harvard Business Review Press, 2015.
Whittington, R. Opening Strategy: Professional Strategists and Practice Change, 1960 to Today. New York: Oxford

University Press, 2019.
Whittington, R., B. Yakis- Douglas, and K. Ahn. "Wall Street Rewards CEOs Who Talk about Their Strategies." Harvard Business Review: Digital Articles, 2015, 2– 6.

A selection of some major academic JOURNALS available in electronic format in full-text via the Learning Center Databases https://learning-center.rennes-sb.com/.
Strategic Management Journal (Wiley-Blackwell / Wiley InterScience) from 1996 to now ; BSC from 1980 to now.
Long Range Planning (Elsevier / Science Direct) from 1990 to now.
Business Strategy Review (Wiley-Blackwell / Wiley InterScience) from 1997 to now ; BSC from 1990 to present.
Journal of Strategy and Management (Emerald / Emerald) from 2008 to now.
Strategic Change (Wiley-Blackwell / BSC & Wiley InterScience) from 1996 to now.
Strategic Organization (Sage / Sage) from 2003 to now.
Journal of Business Strategy (Emerald / Emerald) from 2003 to now, also available in paper collection in the Library from 1990.

MODULE PLAN SESSIONS :

Plan Session 01 :

1 Introduction to Open Strategy
Traditional Strategy come undone
Course Organization
Explain Syllabus, Create Student Groups of Equal Size for Case Work and Assign Cases

Session Contents
Introduction
A growing number of organizations open up their Strategy. In this class, we will learn why they do this.

Questions for this class:
• How can Open Strategy help you to win?
• Is Open Strategy tried-and-tested or an entirely new concept?

Traditional Strategy come undone
Between 50 and 90 percent of all strategic initiatives fail. That's surprising when we consider how much time CEOs spend on Strategy. In this class, we will dive into the biases that plague traditional strategy making.

Questions for this class:
• What's wrong with the traditional way of crafting Strategy?
• How can Open Strategy help to overcome these biases?

Required Reading
• Book Chapter 1

Plan Session 02 :

2a Are you ready for Open Strategy? Session Contents
Are you ready for Open Strategy?
If leaders are somewhat reluctant to open up the Strategy of their organization, the results are likely to be disappointing. In this class, we will find out how you can measure your leader's readiness and how they can improve their readiness.

Questions for this class
• Do you have an open mindset?
• How can you develop an open mindset?

Required Reading
• Book Chapter 2

2b Designing your Open Strategy process Session Contents
Designing your Open Strategy process
It makes little sense to simply open up. A crucial question is whether you hope to generate new ideas, formulate a strategy, or execute your Strategy. In this class, we will take the necessary steps to design an appropriate process. Further, we will discuss how to handle proprietary information.

Questions for this class
• How can you design an effective Open Strategy process – addressing your specific needs?
• What about proprietary information?

Required Reading:
• Book Chapter 3 and 4

Plan Session 03 :

3 Harness the wisdom of the crowd Session Contents
Harness the wisdom of the crowd
Crowdsource has been used in many areas including innovation. In this class we will learn how to apply some of the tried-and-tested tools to strategy questions.

Questions for this class
• When does crowdsourcing work?
• How can you organize a contest or manage a community?

Required Reading
• Book Chapter 5

Plan Session 04 :

4 Peer into the future Session Contents
Peer into the future
Experts often get the future wrong. Large groups tend to be more accurate. In this class, we will learn how to develop a trend radar, a flexible tool that captures the important dynamics affecting an organization.

Questions for this class
• Do plans help, even if they are wrong?
• How can you develop a trend radar?

Required Reading
• Book Chapter 6

Plan Session 05 :

5 Disrupt yourself before others do
A lot of attention has been paid to disruption. But how can you prepare yourself? In a Nightmare Competitor Competition we will capture non-existent but potentially deadly competitors. This makes disruption real and with the right composition of participants uses the power of openness.

Questions for this class
• Which factors threaten to disrupt your business?
• How can you develop a nightmare competitor challenge?

Required Reading
• Book Chapter 7

Plan Session 06 :

6 Develop killer business model
Many organizations use business model when they try to set up new initiatives. Two things tend to go wrong though. Either the new model is too far removed from what the organization can achieve, or it is a minor extension of the current business model. Using a Open Strategy approach helps to avoid these pitfalls.

Questions for this class
• What's a business model?
• How can develop a business model using an open process?

Required Reading
• Book Chapter 8

Plan Session 07 :

7a Use the crowd to develop better strategies
Once you have a strategy, how can you be sure it will deliver? Prediction markets will allow you to finetune your approach, thereby increasing the chances of success.

Questions for this class
• How do prediction markets work?
• How can set up a prediction market?

Required Reading
• Book Chapter 9

7b Execute better

Strategies that sound great in the boardroom do not necessarily resonate with those on the operational front-end. In this class we will learn how strategy jams and social networks can be used to develop psychological ownership, which in turn greatly increases the chances of successful implementation of a strategy.

Questions for this class
• How can Strategy Jams facilitate execution?
• How can leverage Social Networks for strategic dialogues?

Required Reading
• BookChapter 10

Plan Session 08 :

8 Case Group Presentations
In this final class students will present their group projects. They will have an additional week to revise their slide pack after the presentation and use the feedback to get it ready for final hand-in.