SYLLABUS

MK433E

Services Marketing in a Digital Age

ACADEMIC AREA :	**MARKETING**
PROGRAMME :	**MASTER DMM / PGE / UGTC LEVEL 4 PGE**
PERIOD :	**SPRING**
COORDINATOR :	**Dr. Clara KOETZ**
INSTRUCTOR(S) :	**Dr. Clara KOETZ** **Dr. Ozlem DOULL**
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 :

Services represent the largest and most dynamic sector in advanced economies. This module concentrates on the specifics of service marketing, focusing on the effect of new technologies (e.g., digital technologies and AI) on consumers and consumption processes. It considers an extended marketing mix for services and uses the Gaps Model of Service Quality framework to analyze and improve service quality in organizations. Students will gain critical skills and access to the knowledge needed to create and implement innovative service strategies to increase the customer experience in all business sectors.

CONTRIBUTION TO PROGRAMME LEARNING OBJECTIVES :

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

MODULE INTENDED LEARNING OUTCOMES (ILOs) :

TOPICS COVERED :

1. Introduction to Services Marketing: Differences between goods and services, and the service marketing mix. 2. Understanding Service Consumers: Customer expectations, perceptions, and satisfaction. 3. The Service Encounter: Customer experience and how service companies can delight and surprise consumers. 4. Service Quality and the Gaps Model: Ensuring high service quality. 5. Listening to Consumers and Service Recovery: Techniques for effective feedback and handling service failures. 6. Service Innovation and Design: Service blueprinting, physical evidence, and the servicescape. 7. Delivering and Performing Service: Roles of employees and customers in service delivery. 8. Managing Service Promises and Future Preparation: Integrated service marketing communications and pricing strategies.

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 :

SYLLABUS

QM412E_0101_25

Time Series Analysis

ACADEMIC AREA : SUPPLY CHAIN MANAGEMENT AND INFORMATION SYSTEMS

PROGRAMME : MASTER DAIS

PERIOD : SPRING

COORDINATOR : Mr. Amine LAHIANI

INSTRUCTOR(S) : Mr. Amine LAHIANI

CONTACT HOURS : 15 hours

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

CREDITS : 2.0 ECTS

AOL : False

PRE-REQUISITE MODULES :

Basic Statistics: Understanding of core statistical concepts such as mean, variance, correlation, and probability distributions, essential for
analyzing temporal data variations.
Probability: Knowledge of probability to comprehend stochastic models and the variability in time-dependent data.
Linear Algebra: Familiarity with matrix and vector manipulation, which is fundamental for multivariate time series models.
Programming Skills: Proficiency in a programming language, usually Python or R, for data manipulation, model application, and visualization of time series results.
These foundational skills prepare students for engaging with models like ARIMA, exponential smoothing, and advanced machine learning
approaches for time series forecasting.

MODULE DESCRIPTION :

Time series refer to any variable collected/measured at different points in time. The objective of this course is to present the mathematical and statistical tools to analyze such data. Sudents are expected to have basix knowledge of R and Python.
These techniques are essential to many fields including financial data, supply chain, retail etc.

CONTRIBUTION TO PROGRAMME LEARNING OBJECTIVES :

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

MODULE INTENDED LEARNING OUTCOMES (ILOs) :

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

TOPICS COVERED :

1. Introduction to Time Series Visualuzation and Analysis using R /Python
2. Time Series Components and Decomposition
3. Stationarity and Autocorrelation
4. ARIMA Models for Time Series Analysis
5. Time Series Regression Models and Advanced Topics / Machine

RESEARCH-LED TEACHING :

I have published more than 70 papers in the field of Time Series Analysis including analyzing the complex relationships between time series data, modeling the dynamics of time series data, decomposition of time series data, Box-Jenkins modelling procedure, Forecasting of time series data. These papers were published in top Journals according the CNRS and ABS rankings of journals.

CSR AND SUSTAINABLE DEVELOPMENT GOALS :

My research covered sevral SDG goals. In particular, I have worked on green and clean energy, renewable energy use and its impact on the air quality, the challenging relationship between economic growth and CO2 emissions, electricity consumption and pollution, energy use and climate change

CSR NB HOURS :

3

SUSTAINABLE DEVELOPMENT GOALS COVERED :

- 03 - Good health and well-being
- 07 - Affordable and clean energy

TEACHING METHODS :

Concept Presentation:
Lectures will introduce foundational concepts, supported by real-world examples to help students understand the significance of Time series Analysis.
Application through Real-World Projects: Students will work on practical projects in different business areas, applying techniques learned in class to solve real business problems in finance, marketing, and operations.
E-learning Platform: Use of an online platform for continuous assessment, self-paced exercises, and supplementary learning modules to reinforce concepts.

METHODS OF ASSESSMENT :

Continuous/Final	Group/Individual	Assessment	Weight	Duration	ILOs assessed
Continuous	Individual	Written assessment at home	60%		2. Know how to use time series techniques to make
Final	Group	Participation or task completion	40%		2. Know how to use time series techniques to make

Assessment 1 details:

The student will be asked to implement a time series method in R or Python in the form of an article.She/he will be provided with a starting paper and code to build upon.
Description:
Comprehensive final exam covering theoretical and practical applications of data science in business.
Content:
Includes problem-solving, case analysis, and questions on data ethics and CSR considerations.
Objective:
Evaluate the students' ability to apply learned concepts independently, demonstrate critical understanding, and solve complex business problems using data science.

Assessment 2 details:

Group Project Evaluation (40%)
Description:
Collaborative project where students analyze business data, build models, and derive insights for a business case, culminating in a presentation.
Objective:
Develop teamwork skills, apply data science methods in a practical context, and demonstrate understanding of business implications.

ACADEMIC INTEGRITY :

Academic misconduct encompasses various behaviors or actions that violate the principles of academic integrity, fairness, and honesty, thereby undermining the credibility of academic work, assessments, or research. Examples of academic misconduct include:
· Cheating
· Plagiarism
· Fabrication
· Gaining an unfair advantage
· Assisting others in committing academic misconduct, such as by utilizing generative AI
· Falsification of records or official documents
· Unauthorized access to restricted information or data
· Unauthorized or unethical use of generative AIS

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

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

BIBLIOGRAPHY :

1. Cryer J. D., Chan K-S (2010). Time Series Analysis: With Applications in R (Springer Texts in Statistics) 2nd Edition
2. Shmueli G., Lichtendahl Jr. K.C. (2024). Practical Time Series Forecasting with R. (3rd edn). Axelrod Schnall Publishers.
3. humway R. H. and Stoffer D. S. (2017). Time Series Analysis and its Applications: With R Examples. (4th edn). Springer. (http://www.stat.pitt.edu/stoffer/tsa4/) [eBook https://bit.ly/3mAyt8u]

Additional Reading

1. Hyndman, R. J. & Athanasopoulos, G. (2018). Forecasting: Principles and Practice. (2nd edn). Otexts. (Free online version at https://www.otexts.org/fpp).
2. Hamilton, J.D. (1994). Time Series Analysis. Princeton University Press. (Advanced Reference)
3. Hayashi, F. (2000). Econometrics. Princeton University Press. (Advanced)
4. Brillinger, D.R. (2001). Time Series: Data Analysis and Theory (2nd edn). Society for Industrial and Applied

MODULE PLAN SESSIONS :

Plan Session 01 :

1 / Introduction and Overview :
Introduction to Time Series Analysis
• Overview of time series analysis and its applications
• Introduction to R for time series analysis
• Importing, manipulating, and visualizing time series data in R / Python

Plan Session 02 :

2 / Time Series Data : Data Collection, Time Series Components, Visualizing Time Series, Interactive Visualization, Data Pre-Processing / Smoothing Methods : Moving Average, Differencing, Simple Exponential Smoothing, Advanced Exponential Smoothing, Extensions of Exponential Smoothing / Read relevant chapters from course textbook. Holts and Winters modelling

Plan Session 03 :

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

Plan Session 04 :

4 / Time Series Data and Serial Correlation: Lags, First Differences, Logarithms and Growth Rates, Autoregression, Partial Autocorrelation
ARIMA models : Identification, Estimation, Validation and Forecasting.
Performance Evaluation : Data Partitioning, Naive Forecasts, Measuring Predictive Accuracy and Evaluating Forecast Uncertainty, Advanced Data Partitioning: Roll-Forward Validation / Read relevant chapters from course textbook.

Plan Session 05 :

5 / Group Project Presentation:
Final presentation of group projects, showcasing data analysis, insights, and recommendations for business impact.

SYLLABUS
CR407E_0101_25
Ethics and CSR in Finance

ACADEMIC AREA : **FINANCE AND ACCOUNTING**

PROGRAMME : **MASTER IF**

PERIOD : **SPRING**

COORDINATOR : **Dr. Dieter VANWALLEGHEM**

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

CONTACT HOURS : **24 hours**

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

CREDITS : **4.0 ECTS**

PRE-REQUISITE MODULES :

Basic understanding of business, accounting and finance.

MODULE DESCRIPTION :

{Description du module.Module}

CONTRIBUTION TO PROGRAMME LEARNING OBJECTIVES :

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

MODULE INTENDED LEARNING OUTCOMES (ILOs) :

Students in this module will develop the skills and ability to:

1. Explain ethics; describe the need for high ethical standards; compare and contrast ethical standards with legal standards.;
2. Identify challenges to ethical behaviour and describe a framework for ethical decision-making.
3. Describe a profession and professionalism in investment management and describe the role of a code of ethics in defining a profession;
4. Describe how environmental, social, and governance factors may be used in investment analysis.
5. Describe how ESG-related risk exposures and investment opportunities may be identified and evaluated; evaluate ESG risk exposures and investment opportunities related to a company.
6. Describe a company's stakeholder groups and compare interests of stakeholder groups; describe mechanisms to manage stakeholder relationships and mitigate associated risks;
7. Describe corporate governance; describe principal-agent and other relationships in corporate governance and the conflicts that may arise in these relationships; describe market
8. Identify potential risks of poor corporate governance and stakeholder management and identify benefits from effective corporate governance and stakeholder management
9. Give voice to values and express ethical considerations

TOPICS COVERED :

1. Ethical decision making
2. Ethics theory
3. Giving voice to values

4. Environmental, social and governance (ESG) risk analysis and ESG investment strategies
5. Stakeholder management
6. Corporate governance

RESEARCH-LED TEACHING :

References to research findings in the relevant area are made throughout the course. Academic papers form background reading for students to further develop their insights and understanding of the course material.

CSR AND SUSTAINABLE DEVELOPMENT GOALS :

This course is entirely dedicated to developing the skills and ability to act in ones profession with the highest ethical standards, to manage effectively stakeholder relationships and to analyze, manage and integrate environmental, social and governance risk factors in the finance and accounting profession.

CSR NB HOURS :

27

SUSTAINABLE DEVELOPMENT GOALS COVERED :

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

TEACHING METHODS :

- Knowledge sharing through general lectures
- In class exercises and activities focussed on ethical decision making and giving voice to values
- Case study type exercises focussing on ethical decision making and ESG factors in finance and accounting

METHODS OF ASSESSMENT :

Continuous/Final	Group/Individual	Assessment	Weight	Duration	ILOs assessed
Continuous	Individual	Quiz	20%	0.5hr	ALL ILOs
Continuous	Individual	Quiz	20%	1.5h	5,6,7,8
Continuous	Group	Group project	40%	20 min	ALL ILOs
Continuous	Individual	Peer evaluation	20%	N/A	ALL ILOS

Assessment 1 details:

1. This is a test of your comprehension of the GVV Ways of Thinking about Our Values in the Workplace paper contained in the Readings Pack.
2. As the test is conducted on Moodle you will need access to a computer with wifi access.
3. You will have 30 minutes in which to complete the test. There will be 10 questions, each carrying 2 points, totaling 20 points in all.
4. The questions will be in multiple-choice format. You can move backwards and forwards between questions.
5. The questions are designed to check that you have read and properly understood the reading. The questions will address particular points made in the document. All the answers to the questions are to be found within the text.
6. It is an open book test.
7. If you have not read the document before the test, you will not be able to pass it.

Assessment 2 details:

1. This is a test of your understanding of the second part of the course material focussing on ESG integration in finance.
2. The exam is conducted on Moodle and will consist out of a set of analytical and conceptual questions that will test your understanding of the material covered in the sessions 4-8
3. The test will be open book but ample preparation is required beforehand to do well in the exam.

Assessment 3 details:

OBJECTIVE

The objective of the exercise is to demonstrate that you can cut through the arcane, complex, opaque situations that give rise to ethical issues in finance and see what is really at stake in ethical terms, and to whom. Doing this will require you both to revise and expand on our work on stakeholder analysis, the CFA's ethical decision-making framework, ethics theory, and the CFA Code of Ethics and Professional Standards, and also to develop self-directed research skills on ethical issues in your areas of professional interest.

DELIVERABLES

In the GPFE presentation session each team will deliver a presentation on a finance ethics issue. The presentation must be no longer than 15 minutes, followed by up to 5 minutes of Q&A.

GENERAL INSTRUCTIONS

1. The teams are those allocated in the Teams List. Not all team members need to speak in the final presentation, but the group should satisfy itself that everyone has made an approximately equal contribution to the overall project workload as everyone will get the same team grade. NB Each team member is also graded on their individual contributions to the project. Below I explain how individual contributions are to be evidenced.

2. The topic of the presentation is to be chosen from a list of appropriate topics that I will circulate via Moodle in a session early in the course. No two teams can do the same topic. To make a choice, your group should indicate your chosen topic on whatever means I prescribe at the time (eg whiteboard, online forum). If more than one team selects the same topic then the teams should toss a coin to decide who gets the topic. The team that does not win the topic must then choose a topic that has not been chosen by any other team.

3. All teams must have chosen their topic by the end of the session when the list is posted or I will allocate them one.

4. Prepare your presentation. In broad terms, your presentation will be an analysis of your chosen topic through the lens of the CFA's ethical decision-making framework.

Further detailed instructions are provided on Moodle

Assessment 4 details:

The peer assessment will evaluate your personal contribution to the GPFE.
A peer evaluation form will be distributed on Moodle indicating the assessment criteria and performance expectations.

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BIBLIOGRAPHY :

Boatright, J. 2014. Ethics in Finance (3rd ed.). Chichester, UK: Wiley-Blackwell. [eBook https://bit.ly/3GtIRqF]

Tricker, RI. (2019). Corporate Governance: Values, Ethics and Leadership. Crc Press. [eBook https://bit.ly/3Z15IVk]

Additional Reading

MODULE PLAN SESSIONS :

Plan Session 01 :

Session 1: Introduction
- Defining ethics and values
- Moral dilemmas
- Distinguishing beween empirical/normative and instrumental claims

Plan Session 02 :

Session 2: Ethical decision making and voicing values
- CFA ethical decision making framework
- Utilitarianism, Deontologic and Virtue ethics
- Giving voice to values: the seven pillars of the GVV curriculum

Plan Session 03 :

Session 3: Professional and legal obligations and scripting and coaching for GVV
- Professional and legal ethical obligations
- CFA code of ethics and professional standards
- GVV scripting and coaching

Plan Session 04 :

Session 4: ESG investing & stakeholder analysis
- Defining ESG investing
- Motives for ESG investing
- Stakeholder analysis and management

Plan Session 05 :

Session 5: Transmission channel, ESG and firm value
- Transmission of ESG performance to financial performance
- Corporate reputation and culture analysis

Plan Session 06 :

Session 6: Corporate governance and shareholder activism
- Corporate governance mechanisms
- Corporate governance and stakeholder management
- Shareholder rights and active ownership

Plan Session 07 :

Session 7: Financing transition and environmental standards
- Financial markets and climate risk
- Finance as a transition tool

Plan Session 08 :

Session 8: GVV in class presentations

SYLLABUS
FI403E_0101_25
Financial Analysis

ACADEMIC AREA	:	**FINANCE AND ACCOUNTING**
PROGRAMME	:	**MASTER IF**
PERIOD	:	**SPRING**
COORDINATOR	:	**Mr. Hichem REZGUI**
INSTRUCTOR(S)	:	**Mr. Hichem REZGUI** **Mr. Kenneth KOLBE**
CONTACT HOURS	:	**24 hours**
STUDY TIME	:	**95 hours (Class preparation, homework and assessments)**
CREDITS	:	**4.0 ECTS**

PRE-REQUISITE MODULES :

The students should have basics in financial accounting (financial statements, depreciation, inventory …) and financial analysis (basic ratios to analyze profitability, liquidity, and solvency).

MODULE DESCRIPTION :

This module provides the necessary tools to understand different aspects of a company's financial features (performance, risk) as part of a strategic analysis to make important decisions related to investments and financing.

We aim to understand the mechanisms of phenomena that impact the company's performance (operational leverage, debt leverage, etc.).

We will attempt to go beyond a basic analysis to highlight the issues that a financial analyst may encounter (e.g., earnings management).

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) :

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

1. Understand the need for Financial Analysis and the role of a Financial Analyst in independently assessing the financial health of a firm
2. Use various financial analysis techniques to understand different aspects of a company's financial health (Profitability, solvency, efficiency, liquidity)
3. Use a Cost-Volume-Profit analysis to make relevant decisions inside firms
4. Understand the structure of the debt and its effect on the financial performance.
5. Understand the significance and importance of financial reporting quality

TOPICS COVERED :

Financial Statements - Income Statement, Balance Sheet, Cash Flows Statement
Basics of Financial Analysis - commonly used techniques (Liquidity Analysis, Solvency Analysis, Profitability Analysis)
The Cost-Volume-Profit analysis
The operational leverage
Structure of the debt
The debt leverage
The quality of financial accounting
Earning management

RESEARCH-LED TEACHING :

Recent academic articles are used especially in the following topics ; Quality of accounting, structure of debt.

CSR AND SUSTAINABLE DEVELOPMENT GOALS :

By studying the importance of evaluating accounting quality, students learn to identify practices that undermine the transparency of financial information and disrupt the proper functioning of markets, such as earnings management. These practices have been at the root of major financial scandals, including Enron

CSR NB HOURS :

3

SUSTAINABLE DEVELOPMENT GOALS COVERED :

- 12 - Responsible consumption and production

TEACHING METHODS :

The teaching pedagogy comprises a mix of in-class lectures, reading material and slides posted on Moodle, and corresponding chapters of the prescribed text-book.
In the last session of the course, students will be required to discuss and present in groups, their findings in relation to a case-study provided to them at the start of the course.

METHODS OF ASSESSMENT :

Continuous/Final	Group/Individual	Assessment	Weight	Duration	ILOs assessed
Continuous	Individual	Quiz	20%	1 hour	1-2-3
Continuous	Group	Participation or task completion	20%	3 hours	All
Final	Individual	Final written exam	60%	3 hours	All

Assessment 2 details:

This evaluation will take place during the last session and will be divided into two phases:

The first part (1h30): Topics related to current financial events will be assigned to groups, who will work on them.
The second part (1h30): The groups will present their topics using a PowerPoint presentation.

The test is designed to assess the groups' ability to analyze quickly (as the topic is revealed on the same day) and to demonstrate their organizational skills in effectively structuring and presenting their work within a limited timeframe.

Example of topics ; By studying the annual reports, explain the financial difficulties of firm X

ACADEMIC INTEGRITY :

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

BIBLIOGRAPHY :

-> Gibson C.H. (2013). Financial Statement Analysis. (13th edn). Cengage Learning.
-->International Financial Statement Analysis, Set (CFA Institute Investment Series) 4th Edition
by CFA Institute. Ebook [https://urls.fr/MywS8b]

Additional Reading

-> Vernimmen P. (Latest Edition). Corporate Finance: Theory and Practice, John Wiley & Sons. [eBook available].
-> Brealey R.A., Myers S. (2016). Principles of Corporate Finance. (12th edn). Mc Graw Hill Higher Education. [eBook available].

MODULE PLAN SESSIONS :

Plan Session 01 :

1 / An introduction to financial Analysis and the first chapter: Understanding Financial statement. Exercises on the financial statements

Plan Session 02 :

2 / Basics of financial analysis (trend analysis, common size and ratio calculation)

Plan Session 03 :

3 / Using basics of financial analysis to understand firms’ solvency, liquidity, and profitability: Case studies

Plan Session 04 :

4 / The Cost-Volume-Profit analysis and the operating leverage. Exercises.

Plan Session 05 :

5 / Cost and Structure of the Debt (debt leverage, the time value of money, bond valuation)

Plan Session 06 :

6 / The quality of financial reporting (1/2)

Plan Session 07 :

7 / The quality of financial reporting (2/2). Case studies
First continuous assessment concerning ILOs 1-2-3

Plan Session 08 :

8 / Last session. Second continous assessement: Group presentation

SYLLABUS
FI409E_0101_25
Financial Tool Box

ACADEMIC AREA : **FINANCE AND ACCOUNTING**

PROGRAMME : **MASTER IBNG / MASTER MCCLI**

PERIOD : **SPRING**

COORDINATOR : **Dr. Christos ALEXAKIS**

INSTRUCTOR(S) : **Ms. Lalitha Shankari BALACHANDAR**

CONTACT HOURS : **24 hours**

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

CREDITS : **4.0 ECTS**

PRE-REQUISITE MODULES :

Basic knowledge of economics, accounting and finance

MODULE DESCRIPTION :

The course aims at providing the student with the basic concepts and understanding of corporate finance, and helps him/her to get acquainted with the tools associated with it. The module devotes considerable attention to techniques and their application in the context of project evaluation. Students develop analytical skills allowing them to better understand the risks involved in dealing with investments.

CONTRIBUTION TO PROGRAMME LEARNING OBJECTIVES :

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

MODULE INTENDED LEARNING OUTCOMES (ILOs) :

1. Assess the feasibility of new projects within a corporation
2. Compare projects and choose the most suitable one.
3. quantitative financial analysis.
4. Financial theory and practice links

TOPICS COVERED :

Basic understanding of financial statements: balance sheet, income statement, statement of cash flows
. Providing an introduction to some key concepts and tools for analysis used in corporate finance.
. Time value of money and valuation methods.
. Investment criteria and cost of capital

RESEARCH-LED TEACHING :

Not applied

CSR AND SUSTAINABLE DEVELOPMENT GOALS :

There is a lecture part for ESG

CSR NB HOURS :

SUSTAINABLE DEVELOPMENT GOALS COVERED :

- 01 - No poverty
- 05 - Gender equality
- 08 - Decent work and economic growth
- 09 - Industry, innovation and infrastructure
- 12 - Responsible consumption and production

TEACHING METHODS :

The course is mainly based on lectures. Exhibits, questions and problem solving will help to understand the techniques seen by the students, leading to practical knowledge on how to evaluate company projects. Students are encouraged to ask questions and raise issued pertaining to their environment. Continuous assessment is by way of a presentation on a case to be analyzed, using the knowledge gathered throughout the sessions

METHODS OF ASSESSMENT :

Continuous/Final	Group/Individual	Assessment	Weight	Duration	ILOs assessed
Continuous	Group	Written in class	30%		All
Final	Individual	Final written exam	70%	3 hours	All

ACADEMIC INTEGRITY :

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BIBLIOGRAPHY :

Brealey R.and Myers S. (Latest edition). Principles of Corporate Finance. Mc Graw Hill. Ebook [https://urls.fr/3nr8e8]
Vernimmen P. (6th edn.) Corporate Finance. John Wiley & Sons.
Vernimmen P. (5th edn.) Corporate Finance. John Wiley & Sons. Ebook [https://urls.fr/U3KrOn]

Additional Reading

course material (slides)

MODULE PLAN SESSIONS :

Plan Session 01 :

The financial environment and financial products

Plan Session 02 :

Time value of money and applications

Plan Session 03 :

Valuation of financial products

Plan Session 04 :

Accounting1: financial statements and financial ratios

Plan Session 05 :

Accounting2: financial statements and financial ratios

Plan Session 06 :

Investment criteria NPV IRR

Plan Session 07 :

How to choose investments

Plan Session 08 :

Cost of capital

SYLLABUS

FI410E

Corporate Finance

ACADEMIC AREA :	**FINANCE AND ACCOUNTING**
PROGRAMME :	**MASTER IF / PGE / UGTC LEVEL 4 PGE**
PERIOD :	**SPRING**
COORDINATOR :	**Mr. Tanveer AHSAN**
INSTRUCTOR(S) :	**Mr. Alexis De Solliers Helcmanocki** **Mr. Tanveer AHSAN** **Ms. Ousayna ZREIK** **Ms. Rania KOUDRI**
CONTACT HOURS :	**24.0 hours**
STUDY TIME :	**120 hours (Class preparation, homework and assessments)**
CREDITS :	**4.0 ECTS**
AOL :	**False**

PRE-REQUISITE MODULES :

A BA-level Fundamentals of Finance module: It is assumed that the students have prior knowledge of financial statements, the link between the financial statements, financial ratios, and fundamentals of corporate finance. Any student who is unsure of her/his prior preparation is strongly advised to prepare before the start of the module by working through Chapters 1-3 of the course textbook (Essentials of Corporate Finance by Stephen A. ROSS, Randolph W. Westerfield, and Bradford D. Jordan; see bibliography). A prior or simultaneous Financial Analysis module would also be an advantage for the students who want to attend this module.

MODULE DESCRIPTION :

The purpose of this module is to extend the student's basic knowledge of finance principles. The students will become more familiar with the main business environment issues that affect the investment and financing decisions of the firm, whatever its stage of growth. After completing the module, the students should be able to understand the transition from the business risk of the operating activities to the risk of the financial structure. They will be able to understand and analyze a company's financing position and to address the main financial management issues in a global and international environment.

CONTRIBUTION TO PROGRAMME LEARNING OBJECTIVES :

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

The module is a mandatory module of the PGE program. One of the learning objectives of the PGE is for students to "leverage the economic, ecological, and social performance of the firm and its operations to Change Business models."
This module aligns well with the school's 3C objectives: to prepare managers to perform effectively in a global environment with a responsible pioneer mindset. The topics covered in this module provide a global approach to the students by CONNECTING the issues and challenges of the finance world. It also enables them to act in a CREATIVE manner while making important financial decisions that may foster significant strategic implications for the corporate world. Knowledge of a wide array of topics with the ability to solve complex problems also induces confidence in the students to lead from the front and to bring CHANGE to meet the new challenges of a dynamic corporate finance environment.

MODULE INTENDED LEARNING OUTCOMES (ILOs) :

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

1. Understand the significance of corporate finance in the business world,
2. Perform project appraisal and valuation (the investment decision),
3. Understand a company's choice between debt and equity (the financing decision),
4. Analyze the capital structure choices of a firm,
5. Ascertain trade-offs in payout (dividend etc.) policy and their implications for investors,
6. Discuss the choice of shareholders according to a firm's strategy and constraints,
7. Classify the relevancy of different types of financing according to a company's profile and strategic objectives.

TOPICS COVERED :

- The ways for a firm to finance its activities in the long term.
- Project valuation while considering opportunity costs, cannibalization, and scenario analysis.
- The financial stakeholders inside and outside the firm.

- The capital structure and its effects on risk, return, and the value of the firm.
- The ways to return cash to shareholders and the effects of the dividend policy on the firm's value.

RESEARCH-LED TEACHING :

As two of the ILOs of the module are linked with a company's financing the capital structure choices, therefore, while teaching these concepts we discuss the research papers linked with capital structure theories, determinants of capital structure, and targeted capital structure such as:

Ahsan, Tanveer, Man Wang, and Muhammad Azeem Qureshi. "Firm, industry, and country-level determinants of capital structure: Evidence from Pakistan." South Asian Journal of Global Business Research 5.3 (2016): 362-384.

Ahsan, Tanveer, Wang Man, and Muhammad Azeem Qureshi. "Mean reverting financial leverage: theory and evidence from Pakistan." Applied Economics 48.5 (2016): 379-388.

Ahsan, T., Wang, M., & Qureshi, M. A. (2016). How do they adjust their capital structure along their life cycle? An empirical study about capital structure over the life cycle of Pakistani firms. Journal of Asia Business Studies.

CSR AND SUSTAINABLE DEVELOPMENT GOALS :

In the very first session, we discuss the stakeholders' and shareholders' perspectives while explaining the corporate objective of value maximization. Therefore, while teaching these concepts we discuss the research papers linked with the stakeholders' and shareholders' theories and firm value such as:

Qureshi, M. A., Kirkerud, S., Theresa, K., & Ahsan, T. (2020). The impact of sustainability (environmental, social, and governance) disclosure and board diversity on firm value: The moderating role of industry sensitivity. Business Strategy and the Environment, 29(3), 1199-1214.

Ahsan, T., & Qureshi, M. A. (2021). The nexus between policy uncertainty, sustainability disclosure and firm performance. Applied Economics, 53(4), 441-453.

Ahsan, T., Al-Gamrh, B., & Mirza, S. S. (2022). Corporate social responsibility and firm-value: the role of sensitive industries and CEOs power in China. Applied Economics, 54(16), 1844-1863.

CSR NB HOURS :

3

SUSTAINABLE DEVELOPMENT GOALS COVERED :

- 05 - Gender equality
- 13 - Climate action

TEACHING METHODS :

Teaching is all about the involvement and interest of the students. Therefore, the course is structured in a way that can build the involvement of the students. Practical examples related to the topics are discussed during the sessions and students are encouraged to participate. Well-structured practice exercises during the session(s) related to the theoretical concepts are also provided. Further, the use of Klaxoon based quizzes increases the interest of the students.

METHODS OF ASSESSMENT :

Continuous/Final	Group/Individual	Assessment	Weight	Duration	ILOs assessed
Final	Individual	Final written exam	80%	3 Heures	All
Continuous	Individual	Participation or task completion	20%		All

Assessment 1 details:

The final examination will cover entire course to test the student's ability to apply simple theoretical techniques to business problems and to explain everyday financial concepts.

Assessment 2 details:

- Readings, assignments, exercises, and discussions during the face-to-face sessions.
- Students' Conduct: Exemplary behavior in the classroom is expected.

Assessment 3 details:

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 :

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

Additional Reading

Ross, S. A., Westerfield, R., and Jordan, B. D. (2014). Fundamentals of corporate finance. (12th Edition)-McGraw-Hill.
Palepu, K., E. Peek, V. Bernard, and P. Healy. 2017. Business Analysis and Valuation. IFRS Edition. South-Western Cengage
Generally, any finance textbook in the library with the title ‘Corporate Finance’ will be fine. In addition, older versions of the main reference have largely the same content as the 2014 version.

MODULE PLAN SESSIONS :

Plan Session 01 :

Introduction to Corporate Finance

Related Chapters: 1, 12.
Lecture Focus: Introduction to Corporate Finance, Agency Theory, Shareholders vs. Stockholders Perspective.

Research Papers:
To understand the concept of corporate governance.
How to deal with policy uncertainty to attain sustainable financial growth: The role of corporate governance.
https://doi.org/10.1108/CG-04-2020-0121

To understand the Shareholders vs. Stockholders Perspective.
Corporate social responsibility and firm value: the role of sensitive industries and CEOs' power in China.
https://doi.org/10.1080/00036846.2021.1983136

Plan Session 02 :

Project Analysis - Basic

Related Chapters: 6, 10.
Lecture Focus: Project Cash flows, Revenues, Costs, Net Working Capital, Making Decisions with Investment Appraisal Tools.

Exercises to be given for practice

Plan Session 03 :

Project Analysis - Advanced

Related Chapters: 6, 10.
Lecture Focus: Making Decisions with Investment Appraisal Tools, Opportunity Costs, Cannibalization, Sensitivity Analysis, and Scenario Analysis.

Exercises to be given for practice

Plan Session 04 :

Sources of Finance

Related Chapters: 13, 14, 15.
Lecture Focus: Financial Markets, Equities, Debt, Issuing Securities, and Market Efficiency.
Exercises to be given for practice

Research Papers:
To understand the role of information disclosure and market efficiency.
The impact of sustainability (environmental, social, and governance) disclosure and board diversity on firm value: The moderating role of industry sensitivity.
https://doi.org/10.1002/bse.2427

The nexus between policy uncertainty, sustainability disclosure, and firm performance.
https://doi.org/10.1080/00036846.2020.1808178

Plan Session 05 :

Valuation

Related Chapters: 3, 4.
Lecture Focus: Stock Valuation, and Market Efficiency.
Exercises to be given for practice.

Research Papers:
To understand the role of information disclosure and market efficiency.
The impact of sustainability (environmental, social, and governance) disclosure and board diversity on firm value: The moderating role of industry sensitivity.
https://doi.org/10.1002/bse.2427

The nexus between policy uncertainty, sustainability disclosure, and firm performance.
https://doi.org/10.1080/00036846.2020.1808178

Plan Session 06 :

Risk and Return

Related Chapters: 7, 8.
Capital Asset Pricing Model (CAPM), Calculating market risk (Beta).
Exercises to be given for practice.

Research Papers:
Corporates' strategic responses to economic policy uncertainty in China.
https://doi.org/10.1002/bse.2370

The relevance of national culture to policy uncertainty and firm performance: European evidence.
https://doi.org/10.1108/JES-01-2022-0012

Economic policy uncertainty and sustainable financial growth: Does business strategy matter?
https://doi.org/10.1016/j.frl.2021.102381

Plan Session 07 :

Capital Structure [1st Half]

Related Chapters: 17, 18.
Lecture Focus: Modigliani & Miller Proposition I & II, Static Trade-off Theory, Pecking Order
Exercises to be given for practice.

Research Papers:
Firm, industry, and country-level determinants of capital structure: Evidence from Pakistan
https://doi.org/10.1108/SAJGBR-05-2015-0036
Mean reverting financial leverage: theory and evidence from Pakistan.
https://doi.org/10.1080/00036846.2015.1080802

Payout Policies [2nd Half]

Related Chapters: 16.
Lecture Focus: Dividends, Share Repurchases.
Exercises to be given for practice.

Research Papers:
Why do firms pay dividends? International evidence on the determinants of dividend policy.
https://doi.org/10.1016/j.jfineco.2007.06.006

Plan Session 08 :

Cost of Capital

Related Chapters: 9, 17.
Lecture Focus: Cost of Debt, Cost of Equity, Weighted Average Cost of Capital (WACC)
Exercises to be given for practice.

SYLLABUS
FI415E_0101_25
SC Financial Analysis

ACADEMIC AREA : **FINANCE AND ACCOUNTING**

PROGRAMME : **MASTER LSCM**

PERIOD : **SPRING**

COORDINATOR : **Mr. Tipu SULTAN**

INSTRUCTOR(S) : **Mr. Tipu SULTAN**

CONTACT HOURS : **24 hours**

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

CREDITS : **4.0 ECTS**

PRE-REQUISITE MODULES :

The students should have basics in financial accounting (financial statements, depreciation, inventory …) and financial analysis (basic ratios to analyze profitability, liquidity, and solvency).

MODULE DESCRIPTION :

This module provides the necessary tools to understand different aspects of a company's financial features (performance, risk) as part of a strategic analysis to make important decisions related to investments and financing.

We aim to understand the mechanisms of phenomena that impact the company's performance (operational leverage, debt leverage, etc.).

We will attempt to go beyond a basic analysis to highlight the issues that a financial analyst may encounter (e.g., earnings management).

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) :

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

1. Understand the need for Financial Analysis and the role of a Financial Analyst in independently assessing the financial health of a firm
2. Use various financial analysis techniques to understand different aspects of a company's financial health (Profitability, solvency, efficiency, liquidity)
3. Use a Cost-Volume-Profit analysis to make relevant decisions inside firms
4. Understand the structure of the debt and its effect on the financial performance.
5. Understand the significance and importance of financial reporting quality

TOPICS COVERED :

Financial Statements - Income Statement, Balance Sheet, Cash Flows Statement
Basics of Financial Analysis - commonly used techniques (Liquidity Analysis, Solvency Analysis, Profitability Analysis)

The Cost-Volume-Profit analysis
The operational leverage
Structure of the debt
The debt leverage
The quality of financial accounting
Earning management

RESEARCH-LED TEACHING :

Case studies and recent research articles are used especially in the following topics ; Quality of accounting, structure of debt.

CSR AND SUSTAINABLE DEVELOPMENT GOALS :

By studying the importance of evaluating accounting quality, students learn to identify practices that undermine the transparency of financial information and disrupt the proper functioning of markets, such as earnings management. These practices have been at the root of major financial scandals, including Enron

CSR NB HOURS :

3

SUSTAINABLE DEVELOPMENT GOALS COVERED :

- 04 - Quality education
- 17 - Partnership for the goals

TEACHING METHODS :

The teaching pedagogy comprises a mix of in-class lectures, case studies, reading material and slides posted on Moodle, and corresponding chapters of the prescribed text-book.
In the last session of the course, students will be required to discuss and present in groups, their findings in relation to a case-study provided to them at the start of the course.

METHODS OF ASSESSMENT :

Continuous/Final	Group/Individual	Assessment	Weight	Duration	ILOs assessed
Continuous	Individual	Quiz	20%	1 hour	1-2-3
Continuous	Group	Participation or task completion	20%	3 hours	All
Final	Individual	Final written exam	60%	3 hours	All

Assessment 2 details:

This evaluation will take place during the last session and will be divided into two phases:

The first part (1h30): The task will be provided to them one week before the class and this time will be provided to them to finalize and brainstorm in the class and discuss with the professor, if needed.
The second part (1h30): The groups will present their topics using a PowerPoint presentation.

The test is designed to assess the groups' ability to analyze quickly (as the topic is revealed on the same day) and to demonstrate their organizational skills in effectively structuring and presenting their work within a limited timeframe.

Example of topics ; By studying the annual reports, explain the financial difficulties of firm X (will be provided one week before the class).

Assessment 3 details:

Final Exam administered by the exams department.

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 :

-> Gibson C.H. (2013). Financial Statement Analysis. (13th edn). Cengage Learning.
-->International Financial Statement Analysis, Set (CFA Institute Investment Series) 4th Edition
by CFA Institute. Ebook [https://urls.fr/MywS8b]

Additional Reading

-> Vernimmen P. (2017). Corporate Finance: Theory and Practice. (5th edn). John Wiley & Sons. [eBook https://bit.ly/3Cx8zIM].
-> Brealey R.A., Myers S. (2022). Principles of Corporate Finance. (14th edn). Mc Graw Hill Higher Education. [eBook https://bit.ly/431CWnW].

MODULE PLAN SESSIONS :

Plan Session 01 :

1 / An introduction to financial Analysis and the first chapter: Understanding Financial statement. Exercises on the financial statements

Plan Session 02 :

2 / Basics of financial analysis (trend analysis, common size and ratio calculation)

Plan Session 03 :

3 / Using basics of financial analysis to understand firms' solvency, liquidity, and profitability: Case studies

Plan Session 04 :

4 / The Cost-Volume-Profit analysis and the operating leverage. Exercises.

Plan Session 05 :

5 / Cost and Structure of the Debt (debt leverage, the time value of money, bond valuation)

Plan Session 06 :

6 / The quality of financial reporting (1/2)

Plan Session 07 :

7 / The quality of financial reporting (2/2). Case studies
First continuous assessment concerning ILOs 1-2-3

Plan Session 08 :

8 / Last session. Second continous assessement: Group presentation

SYLLABUS

FI417E

Developing Investor Relations

ACADEMIC AREA :	**FINANCE AND ACCOUNTING**
PROGRAMME :	**MASTER IF / PGE / UGTC LEVEL 4 PGE**
PERIOD :	**SPRING**
COORDINATOR :	**Dr. Christos ALEXAKIS**
INSTRUCTOR(S) :	
CONTACT HOURS :	**15.0 hours**
STUDY TIME :	**null hours (Class preparation, homework and assessments)**
CREDITS :	**2.0 ECTS**
AOL :	**False**

PRE-REQUISITE MODULES :

MODULE DESCRIPTION :

This module provides a comprehensive understanding of investment management and modern Investor Relations tools. Students will develop competencies in analyzing financial markets, managing investor expectations, and communicating effectively with both private and institutional investors. They will also gain insights into the roles of Regulatory Authorities and Media in the financial environment. Practical concepts such as financial analysis methods, investor psychology, and corporate actions for investment decisions are covered. These skills are crucial for careers in finance, enabling graduates to be effective liaisons between companies and the investment community.

CONTRIBUTION TO PROGRAMME LEARNING OBJECTIVES :

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

MODULE INTENDED LEARNING OUTCOMES (ILOs) :

TOPICS COVERED :

1. Introduction to Investor Relations and Financial Communication: Overview of main tasks, communication of financial developments through financial statements and stock prices, and company financial announcements. 2. Shareholder and Investor Engagement: Monitoring and analysis of the shareholder list, mails to investors, private meetings with investors, and organization of shareholders meetings. 3. Corporate Governance, Social Responsibility, and Financial Events: Communicating corporate governance and social responsibility, monitoring financial events such as dividend payments and capital increases, and managing the financial calendar. 4. Digital and Media Relations: Design and monitoring of the investor relations section of the company website, writing press releases, organizing press conferences, and managing analysts' coverage. 5. Investor Presentations and Road Shows: Preparing and delivering presentations for road shows, including the corporate PPT and annual report.

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 :

SYLLABUS
GO405E_0101_25
Geopolitics and International Business

ACADEMIC AREA	:	**FINANCE AND ACCOUNTING**
PROGRAMME	:	
PERIOD	:	**SPRING**
COORDINATOR	:	**Ms. Céline AZEMAR**
INSTRUCTOR(S)	:	**Dr. Thomas FLICHY DE LA NEUVILLE** **Ms. Céline AZEMAR**
CONTACT HOURS	:	**24 hours**
STUDY TIME	:	**null hours (Class preparation, homework and assessments)**
CREDITS	:	**4.0 ECTS**

PRE-REQUISITE MODULES :

None

MODULE DESCRIPTION :

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

CONTRIBUTION TO PROGRAMME LEARNING OBJECTIVES :

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

MODULE INTENDED LEARNING OUTCOMES (ILOs) :

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

TOPICS COVERED :

1 – Introduction to geopolitics and business 2 – Human aspects of geopolitics and business 3 – Geopolitics and business in historical perspective 4 – Contemporary aspects of geopolitics and business 5 – Geopolitics of finance 6 – Organization of the production of MNEs 7 – Geopolitics as a determinant of FDI 8 – The impact of MNEs and FDI on government behaviors

RESEARCH-LED TEACHING :

Thomas Flichy de La Neuville, Financial power in Ancient Rome, 2022 Roman financial life cannot be easily deciphered to the extent that the handling of money remained for a long time a shameful activity contravening the ideal of otium of the aristocracy. The senatorial class is, however, very involved in business: it widely lends at interest and invests in companies that exploit the Empire's mines. Its financial power nevertheless passes through nominees who are often slaves or freedmen. Below her, the Roman knights act in full light, pulling the threads of the societatis publicanorum to which the Roman State has outsourced many sovereign functions, notably the collection of taxes. These multinational publicans largely underpin the logic of imperial expansion and raise a fundamental question: would the slave-financiers have been the true masters of the republic? Céline Azémar's part of the module will be led by her research on FDI and tax competition. For instance, the following papers are particularly relevant for this module: • Azémar, C., Giroud, A. (2023) World Investment Report 2022: International tax reforms and sustainable investment. Journal of International Business Policy 6, 235–239. https://doi.org/10.1057/s42214-023-00148-1. • Azémar, C., Desbordes, R., Melindi-Ghidi, P. and J-P. Nicolaï (2022) Winners and losers of the COVID-19 pandemic: An excess profits tax proposal", Journal of Public Economic Theory, PP 1-23, https://doi.org/10.1111/jpet.12589 • Azémar, C., R. Desbordes and I. Wooton (2020) "Is International Tax Competition Only About Taxes? A Market-Based Perspective", Journal of Comparative Economics, 48, pp. 891-912. • Azémar, C., and R. Desbordes, (2010) "Short-Run Strategies for Attracting Foreign Direct Investment", The World Economy, 33, (7), 928-957.

CSR AND SUSTAINABLE DEVELOPMENT GOALS :

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

CSR NB HOURS :

9

SUSTAINABLE DEVELOPMENT GOALS COVERED :

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

TEACHING METHODS :

Lectures and interactive activities.

METHODS OF ASSESSMENT :

Continuous/Final	Group/Individual	Assessment	Weight	Duration	ILOs assessed
Continuous	Group	Participation or task completion	25%		5
Continuous	Individual	Participation or task completion	15%		6, 7, 8
Final	Individual	Final written exam	60%	3 hours	All

Assessment 1 details:

Create a map of the geopolitics of finance in 2025

Assessment 2 details:

Participation and quiz.

Assessment 3 details:

Essay type questions.

ACADEMIC INTEGRITY :

Academic misconduct encompasses various behaviors or actions that violate the principles of academic integrity, fairness, and honesty, thereby undermining the credibility of academic work, assessments, or research. Examples of academic misconduct include:
· Cheating
· Plagiarism
· Fabrication
· Gaining an unfair advantage
· Assisting others in committing academic misconduct, such as by utilizing generative AI
· Falsification of records or official documents
· Unauthorized access to restricted information or data
· Unauthorized or unethical use of generative AIS

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

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

BIBLIOGRAPHY :

Eichengreen, Barry. "International finance and geopolitics." Asian Economic Policy Review 19.1 (2024): 84-100. Masanori Hasegawa, The geography and geopolitics of the renminbi: a regional key currency in Asia, International Affairs, Volume 94, Issue 3, May 2018, Pages 535–552, https://doi.org/10.1093/ia/iiy020 Weiss, Colin, Geopolitics and the U.S. Dollar's Future as a Reserve Currency (October, 2022). International Finance Discussion Paper No. 1359, Available at SSRN: https://ssrn.com/abstract=4256436 or http://dx.doi.org/10.17016/IFDP.2022.1359 Navaretti, G-B. and Venables, A.J. (2004). Multinational Firms in the World Economy, Princeton University Press (Textbook) [eBook https://bit.ly/3yVV5L4] World Investment Report 2024 “Investment facilitation and Digital Governments” https://unctad.org/system/files/official-document/wir2024_en.pdf

Additional Reading

MODULE PLAN SESSIONS :

Plan Session 01 :

Thomas Flichy de La Neuville - Introduction to geopolitics and business - The history of power: 50 centuries in 10 minutes - The world in 2025, main trends and challenges.

Plan Session 02 :

Thomas Flichy de La Neuville - Human aspects of geopolitics and business - The different types of leaders - Why do organizations grow or collapse? The analysis of Arnold Toynbee.

Plan Session 03 :

Thomas Flichy de La Neuville - Geopolitics and business in historical perspective Geopolitics and international business in ancient Rome - The financial domination of the roman aristocracy, its role in the societatis publicanorum, ancestors of multinational companies. How did the negociatores plunder the conquered provinces. - The professionals of finance, secondary actors of the geopolitical domination of Rome. Gabriel-Julien Ouvrard, a banker in politics (1770-1846) - An intuitive player who is able to develop a huge international network - The player becomes the banker of the State - When Bonaparte ruins the supposed extorsionist

Plan Session 04 :

Céline Azémar - Multinational enterprises (MNEs) and Foreign Direct Investment (FDI) - Definition, measures and trends - WIR 2024 - OLI paradigm, horizontal FDI, vertical FDI, more complex FDI.

Plan Session 05 :

Céline Azémar - The determinants of FDI and MNEs locations - Market size, trade costs - Country Risks and the role of geopolitics

Plan Session 06 :

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

Plan Session 07 :

Thomas Flichy de La Neuville - Contemporary aspects of geopolitics and business The geopolitical effects of high indebtment - Placing the foreign policy under trusteeship : example Haiti during the 19th century - The armies become the mercenaries of the State’s creditors : example Cuba in 1960 - Dividing the territory : Genoa gives Corsica to France under Louis 15th. Financial blockades - The geopolitical purposes of geopolitical blockades - Financial blockades at different levels - The blockade as a generator of financial opportunities

Plan Session 08 :

Thomas Flichy de La Neuville - Geopolitics of finance - The tapestry of power, financial framework and political chain - The territory of geofinance.

SYLLABUS

HR406E_0101_25

Creating Intercultural Dialogue

MANAGEMENT AND ORGANIZATIONS

PGE

SPRING

Charlotte COURTOIS

Charlotte COURTOIS

15 hours

null hours (Class preparation, homework and assessments)

2.0 ECTS

PRE-REQUISITE MODULES :

None

MODULE DESCRIPTION :

This module introduces podcasting as a tool to foster intercultural skills within organizations.

CONTRIBUTION TO PROGRAMME LEARNING OBJECTIVES :

-

MODULE INTENDED LEARNING OUTCOMES (ILOs) :

Acquire intercultural skills applicable to the professional world
Discover podcasts as a tool to implement, foster and promote interpersonal and intercultural exchange within the workplace
Create from A to Z a podcast adapted to business goals
Design specific diffusion strategies adapted to podcasting

TOPICS COVERED :

- Intercultural management and skills
- What is a podcast
- Business and brand podcasts
- Podcast-specific communication
- Steps to creating a podcast

RESEARCH-LED TEACHING :

This course is focused on the specific use of a tool (podcast) to develop intercultural skills within the workplace, research-led teaching is not highly relevant in this situation.
Part of the course is however based on my personal research on storytelling as a tool to promote cultural diversity management in organizations, which led to a 150-page final year research at the Universidad Pontificia Comillas in Madrid.

CSR AND SUSTAINABLE DEVELOPMENT GOALS :

Sustainable development goals, corporate social responsibility, and diversity are all interconnected and mutually reinforcing. This course addresses cultural diversity, inclusion and management within organizations.

CSR NB HOURS :

15

SUSTAINABLE DEVELOPMENT GOALS COVERED :

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

TEACHING METHODS :

The course centers on the creation of podcast episodes. In each session, students will engage with intercultural management theories and podcast production in an interactive format. They will also be encouraged to participate actively by sharing a business-oriented podcast along with a brief analysis for class discussion.
The course takes a practical approach, providing students with innovative tools that are directly applicable in the workplace and add a unique, differentiating element to their professional skillset.

METHODS OF ASSESSMENT :

Continuous/Final	Group/Individual	Assessment	Weight	Duration	ILOs assessed
Continuous	Individual	Written in class	40%	40 min	All
Continuous	Individual		10%		
Final	Group	Multimedia production	25%	Throughout course	All
Continuous	Individual	Participation or task completion	10%	Throughout course	All
Continuous	Group	Multimedia production	15%	20 min	All

Assessment 1 details:

Written assessment on the theory seen during the course, both on cross-cultural management and podcasting for business

Assessment 2 details:

Peer evaluation

Assessment 3 details:

In teams, the students will create a podcast, including its first episode, its visual identity and the full strategy.
This assessment is to be handed in 2 weeks after the last class.

Assessment 5 details:

Group powerpoint presentation of the strategy proposed for the podcast

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 :

"Flatland", E. A. Abbott. Ebook [https://urls.fr/xwb_rh]
"The Culture Map", E. Meyer, 2014 . Ebook [https://urls.fr/gDfYqx]
"Cultures and organizations: Software of the mind", G. Hofstede, 2004.
Ebook,1991 [https://urls.fr/oV6_wC]

Additional Reading

MODULE PLAN SESSIONS :

Plan Session 01 :

All sessions planned during one week.

• Introduction
• The concept of cultural diversity
• An international approach: race, ethnicity and cultural groups
Intercultural skills > cultural data or how interculturality tends to be twisted and addressed as boxes instead of transverse skills
• Storytelling as a tool to promote intercultural dialogue in the workplace
• The growing interest for podcasts both personal and professional – quick history and figures
• Case study

Plan Session 02 :

• Media input
• Theory input
• Guided personal-experience exchange on what it means to interact with several cultures in everyday life as well as in the workplace.
• Brainstorming and pre-identification of the subjects to be approached in the podcast students will create

Plan Session 03 :

- Media Input
- Theory input
- The different steps of creating a podcast
- In teams: identify the company as well as thecore issue that the podcast aims to address
- In teams: definition of goals, target, content, format, diffusion
- Short PPT presentations of their work

Plan Session 04 :

- Media Input
- Theory input
- In teams: Jingle and visual identity
- In teams: Creation of the structure of the episodes – choice of the subjects – choice of the guests – repartition within the teams of the roles
- Short PPT presentations of their work

Plan Session 05 :

- Assessment: Powerpoint presentation in teams of the strategy for the podcast
- Written in-class assessment

SYLLABUS
IS410E_0101_25
Information Systems and AI for Business

ACADEMIC AREA	:	**SUPPLY CHAIN MANAGEMENT AND INFORMATION SYSTEMS**
PROGRAMME	:	**PGE / UGTC LEVEL 4 PGE**
PERIOD	:	**SPRING**
COORDINATOR	:	**Mr. Hadj BARKAT**
INSTRUCTOR(S)	:	**Mr. Hadj BARKAT**
CONTACT HOURS	:	**30 hours**
STUDY TIME	:	**60 hours hours (Class preparation, homework and assessments)**
CREDITS	:	**4.0 ECTS**

PRE-REQUISITE MODULES :

None

MODULE DESCRIPTION :

{Description du module.Module}

CONTRIBUTION TO PROGRAMME LEARNING OBJECTIVES :

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

MODULE INTENDED LEARNING OUTCOMES (ILOs) :

Upon successful completion of this course, you will be able to:
1) Realize of the importance of IT management in today businesses.
2) Understand and to applying concepts, tools, and techniques to design appropriate digital business models.
3) Strategically manage the digital transformation of a company.
4) Become familiar with emerging trends in IT, and to understand the implications of these trends on organizations.

TOPICS COVERED :

1) Fundamentals of IT management. State of IT, IT-business strategic alignment and Digital transformation.
2) Managing IT initiatives, Managing digital transformation, Internet and world wide web technologies and Implementation of key enterprise systems.
3) Digital innovation and future trends in IT, Transformation of industries and society and Emerging trends in IT.

RESEARCH-LED TEACHING :

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

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

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

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

CSR AND SUSTAINABLE DEVELOPMENT GOALS :

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

CSR NB HOURS :

3

SUSTAINABLE DEVELOPMENT GOALS COVERED :

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

TEACHING METHODS :

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

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

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

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

Mid-term Exam: The mid-term exam will evaluate your understanding of the theoretical topics covered in the course. It will consist of multiple-choice questions, where you will need to select the most appropriate answer from the options provided. This exam will be conducted individually, allowing you to showcase your grasp of the fundamental concepts.

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

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

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

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

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

Here are some examples of potential project topics:

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

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

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

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

METHODS OF ASSESSMENT :

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

Final	Individual	Final written exam	50%	120 minutes	All

Assessment 1 details:

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

Assessment 2 details:

Preparation of group project at home

Feedback will be given on the 10 th session

Assessment 3 details:

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

ACADEMIC INTEGRITY :

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BIBLIOGRAPHY :

1) Laudon KC & JP, (2019). Management Information Systems: Managing the Digital Firm, (16th edn). Pearson Education. [eBook https://bit.ly/3OU675r]
2) BARKAT H. How Condor Electronics implemented SAP S/4 Hana, 2020 Case study
3) CIO from IDG. CIOS Advance their Strategic Role. With digital transformation well under way, IT leaders are expanding their business strategy responsibilities, identifying new areas of growth and playing a hand in driving profitability. IDG Communications, Inc. 2017, 12 pages
4) Capgemini Consulting. 2012. Burberry's digital transformation: An interview with Angela Ahrendts, CEO of Burberry, pp. 1-6.
5) Dubois D., Chae I., Niessing J., and Wee J. 2016. AccorHotels and the digital transformation: Enriching experiences

through content strategies along the customer journey. INSEAD Business School Case(01/2017-6241), pp. 1-25.
6) Dyche, J. (2015). The New IT: How Technology Leaders are Enabling Business Strategy in the Digital Age. McGraw-Hill Education. [eBook https://bit.ly/4cLVe1s]
7) Fitzgerald M., Kruschwitz, N., Bonnet, D., and Welch M. 2013. Embracing digital technology: A strategic imperative. MIT Sloan Management Review: Research Report, pp. 1-15.
8) MIS Quarterly Executive, September 2017, How Big Old Companies Navigate Digital Transformation. pp 197-213
9) Cambridge Service Alliance 2017, Digital Business Transformation and Strategy:What Do We Know So Far?
10) IMD. 2017. The state of digital disruption in 2017. Global Center for Digital Business Transformation, pp. 1-8 RENNES SCHOOL OF BUSINESS (Fall 2019) Page 4
11) McAfee A. 2006. Enterprise 2.0: The dawn of emergent collaboration. MIT Sloan Management Review 47(3), pp. 21-28.
12) Pearlson, K. E., & Saunders, C. S. (2021). Managing and Using Information Systems: A Strategic Approach. Wiley.
13) Ross J., and Weill P. 2002. Six IT decisions your IT people should't make. Harvard Business Review80(11), pp. 84-92.

Additional Reading

MODULE PLAN SESSIONS :

Plan Session 01 :

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

Plan Session 02 :

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

Laudon (2018)

Plan Session 03 :

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

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

Strategic Role of Information Systems:

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

Organizational Structure and Information Systems:

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

Information Systems and Competitive Advantage:

Analyzing how information systems can contribute to gaining a competitive edge.
Understanding the concept of strategic information systems.
Identifying ways information systems can enable cost leadership, differentiation, and focus strategies.

Business Processes and Information Systems:

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

Decision Support Systems (DSS):

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

Laudon (2018)

Plan Session 04 :

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

Information Systems and Organizational Culture:

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

Ethical and Social Implications of Information Systems:

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

Strategic Alignment and IT Governance:

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

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

Laudon (2018)

Plan Session 05 :

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

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

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

Plan Session 06 :

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

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

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

Plan Session 07 :

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

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

Overview of the MIT and Capgemini Conceptual Model:

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

Vision and Strategy:

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

Leadership and Governance:

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

Case Study

Plan Session 08 :

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

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

Technology and Data:

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

Organizational Agility and Talent:

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

Change Management and Risk Mitigation:

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

Measurement and Continuous Improvement:

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

Plan Session 09 :

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

Plan Session 10 :

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

SYLLABUS
IS414E_0101_25
Applied Design Thinking (UX web design)

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

PROGRAMME : **MASTER DMM**

PERIOD : **SPRING**

COORDINATOR : **Mr. Anup MAHARANA**

INSTRUCTOR(S) : **Mr. Anup MAHARANA**

CONTACT HOURS : **24 hours**

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

CREDITS : **4.0 ECTS**

PRE-REQUISITE MODULES :

No Prerequisite modules

MODULE DESCRIPTION :

This course aims to equip students with a comprehensive understanding of Design Thinking principles and their application in the context of web User Experience (UX) design. Through a combination of theoretical learning, practical exercises, and real-world projects, students will develop the skills necessary to create user-centered and innovative web experiences.
By the end of this course, students will not only have a solid understanding of Design Thinking principles but also the practical skills and experience needed to apply these principles to web UX design projects effectively.

CONTRIBUTION TO PROGRAMME LEARNING OBJECTIVES :

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

MODULE INTENDED LEARNING OUTCOMES (ILOs) :

By the end of the module, the student will be able to:
1. Understand user experience and why it matters and the design process
2. Empathize with the user by keeping the designer in his place and come up with empathy maps, user centered research
3. Develop site objectives and identify user needs, outline functional specifications and content requirements
4. Brainstorm and come up with user flow and customer journey maps
5. Develop the interaction design (structure plane) and the interface design (skeleton plane) and create digital prototypes
6. Evaluate the designs by testing and analytics

TOPICS COVERED :

Design Thinking Principles, UX Design, Empathize, Define and Ideate phases of Designing, Wireframing and Prototyping using Digital Tools, Usability Testing, Basic Web Analytics

RESEARCH-LED TEACHING :

The students are taught the fundamental concepts of UX Research

CSR AND SUSTAINABLE DEVELOPMENT GOALS :

CSR NB HOURS :

2

SUSTAINABLE DEVELOPMENT GOALS COVERED :

- 09 - Industry, innovation and infrastructure

TEACHING METHODS :

Multiple media including case studies, videos, and online resources will be used for teaching. Fundamental concepts and methods will be explained during lecture

METHODS OF ASSESSMENT :

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

Assessment 1 details:

The course is on user experience design which leans heavily on design concepts and their application to build a digital product. A major part of the syllabus is designing and developing wireframes and prototypes of the websites using digital tools based on User centered research and brainstorming. The students demonstrate the complete process through a presentation.

Assessment 2 details:

The course is on user experience design which leans heavily on design concepts and their application to build a digital product. A major part of the syllabus is designing and developing wireframes and prototypes of the websites using digital tools based on User centered research and brainstorming. The student comes up with a final report demonstrating competence in the complete process trough a report based on real world situation or case study.

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 :

Shneiderman, B. et al. (2014). Designing the User Interface: Strategies for Effective Human-Computer Interaction, (5th edn). [eBook: https://bit.ly/3o620I9].

Additional Reading

Case Studies provided in the class.

MODULE PLAN SESSIONS :

Plan Session 01 :

Module 1: Introduction to Design Thinking
- Understanding the fundamentals of Design Thinking
- Exploring the design thinking process: Empathize, Define, Ideate, Prototype, Test (EDIPt)
- Case studies illustrating successful applications of Design Thinking in web UX design

Plan Session 02 :

Module 2: User-Centered Research and Empathy
- Techniques for user research, including interviews, surveys, and observation
- Developing personas to better understand and empathize with users
- Hands-on activities to practice empathy-building exercises

Plan Session 03 :

Module 3: Problem Definition
- Defining design challenges and problem statements
- Create User Personas and come up with goal and objectives to be achieved through UX

Plan Session 04 :

Module 4: Ideation
- Mapping interactions defining customer journey
- Generating innovative ideas through brainstorming and mind mapping
- Evaluating and selecting ideas using criteria such as feasibility, desirability, and viability

Plan Session 05 :

Module 5: Conceptual Designing
-Design Principles
-Design process and wireframing based on sketches

Plan Session 06 :

Module 6: Prototyping Techniques
- Introduction to low-fidelity and high-fidelity prototyping
- Tools and methodologies for creating prototypes
- Iterative prototyping and feedback gathering

Plan Session 07 :

Module 7: Usability Testing and Feedback
- Planning and conducting usability tests
- Analyzing user feedback and iterating on designs
- Integrating user feedback into the design process

Plan Session 08 :

Final Presentation

SYLLABUS

MK401E_2_TC

Advertising

ACADEMIC AREA : MARKETING

PROGRAMME : UGTC LEVEL 4 PGE

PERIOD : SPRING

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 :

SYLLABUS

MK414E

Trade Marketing

ACADEMIC AREA : MARKETING

PROGRAMME : MASTER DMM / PGE / UGTC LEVEL 4 PGE

PERIOD : SPRING

COORDINATOR :

INSTRUCTOR(S) :

CONTACT HOURS : 15.0 hours

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

CREDITS : 2.0 ECTS

AOL : False

PRE-REQUISITE MODULES :

MODULE DESCRIPTION :

Trade Marketing focuses on the strategic aspect of the 4th P (Placement) in the marketing mix, crucial for both B2B and B2C contexts, as well as offline and online commerce. This module aims to equip students with the skills to ensure products are optimally positioned on shelves, displays, and stores, making them easily accessible and effectively promoted to retailers and final consumers. By understanding the dynamics of trade marketing, students will learn how to enhance product visibility, drive sales, and build strong relationships with retailers and distributors. This knowledge is essential for future careers in marketing, as it prepares students to excel in roles that require strategic planning, market analysis, and effective communication with key stakeholders in the supply chain.

CONTRIBUTION TO PROGRAMME LEARNING OBJECTIVES :

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

MODULE INTENDED LEARNING OUTCOMES (ILOs) :

TOPICS COVERED :

1. Retailer and Distributor Promotions – Providing discounts, incentives, and exclusive deals to encourage bulk purchases. 2. Point-of-Sale (POS) Marketing – Designing attractive in-store displays and shelf placements. 3. Trade Shows and Events – Showcasing products to retailers and distributors. 4. Training and Support – Educating retailers about product benefits to help them sell more effectively. 5. Merchandising Strategies – Ensuring products are displayed attractively to maximize sales.

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 :

SYLLABUS
MK449E_0101_25
Integrated Online and Offline Communication

ACADEMIC AREA : **MARKETING**

PROGRAMME : **MASTER DMM**

PERIOD : **SPRING**

COORDINATOR : **Ms. Ljupka NAUMOVSKA**

INSTRUCTOR(S) : **Ms. Ljupka NAUMOVSKA**

CONTACT HOURS : **24 hours**

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

CREDITS : **4.0 ECTS**

PRE-REQUISITE MODULES :

Fundamentals of Marketing

MODULE DESCRIPTION :

The module covers the essentially important concepts of contemporary and advanced Integrated Marketing Communication (IMC) within a framework of numerous communication techniques related to the dynamic marketing environment, paying a special focus on digital marketing. While understanding and learning about the evolved IMC, we are going to cover advertising and promotions, but also the role of social media, blogs, digital ads, content creation, gamification in marketing and other dynamic concepts from a strategic and integrated aspect. Following the advances of the Industry 4.0, the influence of AI and Metaverse, as marketers we are going to precisely profile the evolved consumer and highlight how social media is one of the most rapidly evolving aspect of marketing communications. Hence, the module structure, methodology and tools will ensure students comprehensive learning of advanced IMC in the context of integrating the offline and online communication for the purpose of addressing the market fast-pace dynamic

CONTRIBUTION TO PROGRAMME LEARNING OBJECTIVES :

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

MODULE INTENDED LEARNING OUTCOMES (ILOs) :

1. Understand the conversion of business to strategic marketing objectives, the role of strategic marketing model - IMC: Integrated Marketing Communication and it's evolving structure due to technological and digital evolution reflected through offline and online marketing communication.
2. Developing deep and profound knowledge of the evolved customers [buying persona model] through set of demographic and socio-psychographic characteristics as a platform for segmented targeting and media planning.

3. Fostering knowledge of offline media and their role in online dominated marketing setup.
4. Prompting understanding of strategically important social media and digital marketing in the context of progressive global business environment.
5. Developing skills to design and plan an integrated marketing strategy and integrated media plan of an online and offline channels.
6. Learning techniques for managing an integrated marketing campaign and cooperating with outsourced marketing agency.
7. Learning of the importance of Public Relations, Personal sales, Alternative Marketing as an integral part of IMC.
8. Applying ethics and Regulations to IMC Model and Marketing operations in genera

TOPICS COVERED :

1. Integrated Marketing Communication [IMC]: foundations, planning process, structure, elements and digital perspective
2. Targeting, consumer behavior and segmentation within a framework of evolved IMC and understanding of the evolved customer 3. Brand management (brand elements, architecture and strategy
4. Media: offline, online and integration with regard to the targeted segment and communication objectives
5. Digital Marketing and social media
6. Budgeting and budget allocation strategies
7. Advertising campaign management: planning, launching, monitoring, targeting, media planning and evaluating
8. Alternative marketing and it's importance in [G]IMC concept. Data driven marketing concepts, PR and Sales promotions
9. The importance of Ethics in Marketing and the means of Regulations

RESEARCH-LED TEACHING :

Research findings from Multi - generational Marketing for socio-psychological targeting and from Marketing to Gen Z

CSR AND SUSTAINABLE DEVELOPMENT GOALS :

CSR NB HOURS :

SUSTAINABLE DEVELOPMENT GOALS COVERED :

- 04 - Quality education
- 05 - Gender equality
- 12 - Responsible consumption and production

TEACHING METHODS :

The module will mix lecturing sessions with variety of practical teaching techniques to ensure facilitative and inclusive learning of students. The techniques will include:
1. Case studies analyses, workshops and games / competitions to support learning theoretical sessions and enhance students professional and entrepreneurial mind set
2. Multimedia approach: scanning up to date global campaign and aligning the content with learning material (social media fan pages, mobile marketing, blogs, platforms)
3. Group discussions with critical analyses over real business scenarios
4. Instructor input and feedback, students' pre-reading, on-line and written material
5. Three types of interaction will be ensured for the purpose of efficient and proactive student engagement: a. Instructor – student
b. Student – content
c. Student – student.
6. Each student will be encouraged to be actively involved presenting individual or team project, critically discussing and peer evaluating
7. Each session will begin with diagnosis of learning from the previous session and or / presentation of the pre- reading

material (flipped
classroom
8. Students will be encouraged to construct small learning groups for conducting the team projects and they will be asked to provide feedback on progress about their team project each week. The completed project will be presented and evaluated by the instructor and the peers in session 9
9. Elements composing the grading system: team assignment, individual report and proactive discussion during sessions
10. Respecting and promoting diversity and proactive inclusive learning will be important element of the methodology.
Further details and materials will be given during the class.

METHODS OF ASSESSMENT :

Continuous/Final	Group/Individual	Assessment	Weight	Duration	ILOs assessed
Final	Individual	Final written exam	60%	3h	3, 4, 5, 6
Continuous	Group	Participation or task completion	30%	3h	1, 2, 5, 6, 7, 8
Continuous	Group	Participation or task completion	10%	3h	1, 8, 9, 10

Assessment 1 details:

Final written exam pen and paper based on a specific case study

Assessment 2 details:

Team work on IMC plan that mirrors the sessions and course structure, completed as a case study and presented on S8

Assessment 3 details:

Flipped classroom, students will prepare the topic

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 :

Books:
- Clow, K. E. & Baack, D. (2017). Integrated Advertising, Promotion, and Marketing Communications. (7th edn). Pearson Education. [eBook
https://bit.ly/3xWTzUt].
- Sissors, J. & Baron R. (2010). Advertising Media Planning. (7th edn). McGraw-Hill. [eBook https://bit.ly/3NrQmBV]

Additional Reading

Books:
Moriarty, S., Mitchell, N. and Wells, W. (2018). Advertising & IMC: Principles & Practice. (11th edn). Pearson.
Kingsnorth, S. (2019). Digital Marketing Strategy: An Integrated Approach to Online Marketing. London: Kogan Page.
Smith, P. R. and Zook, Z., Taylor, J. (2019). Marketing communications: Integrating offline and online with social media. (7th edn). London: Kogan Page.
Smith & Taylor. (2016). Marketing Communications. (6th edn). Kogan Page.
Articles:
Amanda Zwerin, Theresa B. Clarke & Irvine Clarke III (2020) Traditional and Emerging Integrated Marketing Communication Touchpoints Used in Effie Award-Winning Promotional Campaigns, Journal of Promotion Management, 26:2, 163-
185, DOI: 10.1080/10496491.2019.1699626
Michael J. Valos, Vanya Louise Maplestone, Michael Jay Polonsky & Mike Ewing (2017) Integrating social media within an integrated marketing communication decision-making framework, Journal of Marketing Management, 33:17-18, 1522-
1558, DOI: 10.1080/0267257X.2017.1410211
Websites / Blogs / Platforms:
https://www.interbrand.com/
https://www.brandchannel.com/
https://adage.com/
https://www.marketingprofs.com/
Further reading and references of important research articles and case studies will be given during the module sessions

MODULE PLAN SESSIONS :

Plan Session 01 :

1 / Introduction: course outline, learning outcomes, methodology and structure.
Topics: Fundaments of strategic communications; The emerging [digital] trends in Marketing Communications; IMC [Integrated Marketing Communication] Process; Marketing Research; Competitive analyses, BCG Matrix.
// Clow & Baack (2017) ch: 1, 4.//
Pre-reading for S2: Case study on multi-generational marketing.

Plan Session 02 :

2 / Topic: IMC Model and New 7P model
Topics: Brand Management; Corporate Brand; Brand elements.
Best Globla Brans newest edition analyses.

// Clow & Baack (2017).// ch: 1, 4, 2

Plan Session 03 :

3 / Topics: Market segmentation by consumer group (targeting); Multigenerational segmentation; Consumer values and attitudes; Consumer buying behaviour (trends).
Communication objectives and Positioning
In class team game / assignment on demographic and psychographic description [customer profile] of a consumer group (details will be delivered during module session)
!Pre-reading for S4: Sissors, J. and Baron R. (2010). Ch: 1, 6.
!Group project delivery assignment (small teams to work on throughout the module and deliver / present during final session

Plan Session 04 :

4 / Topics: M
Content strategy creation
Media plan
Marketing tools and tactics
Budgets
Media: offline – traditional media; Online media – Social media; Social media platforms; Digital Marketing. Media planning strategy; Connecting media with consumer groups.
//Clow & Baack (2017). Ch: 7//
// Sissors, J. and Baron R. (2010). Ch: 1, 6, 10 //
!Individual exercise / homework: Developing media plans based on the case study of S2 - multi-generational segmentation.
!Pre- reading for S5: Valos et al., Vanya Louise Maplestone, Michael Jay Polonsky & Mike Ewing (2017) Integrating social media within an integrated marketing communication decision-making framework.

Plan Session 05 :

5 / Topics:
Connecting the dots,
campaigns planning, Content creation
the new Customer Journey
//Clow & Baack (2017). ch 8, 9//.
Case study: Instagram profile of Nike Woman.

Plan Session 06 :

6 / Topics:
Campaigns execution
Funnel optimization
Marketing Budgeting; budget allocation strategies.
// Sissors, J. and Baron R. (2010). ch: 2, 3, 5// //Clow & Baack (2017). ch: 5/
!<Group project review>

Plan Session 07 :

7/ Topics:
Topics: Data driven marketing concepts, PR and Sales promotions; The importance of Ethics in Marketing and the means of Regulations.Monitoring and Evaluating campaigns, Controlling the campaign execution
Flipped classroom: ChatGPT and AI influence over content MKT
//Clow & Baack (2017). Ch: 5, 6, 15//
// Sissors, J. and Baron R. (2010). Ch: 2, 10./

Plan Session 08 :

S8
!Team project final presentation

	SYLLABUS
	MK452E
	Search Engine Optimization

ACADEMIC AREA :	**MARKETING**
PROGRAMME :	**MASTER DMM / MASTER MCCLI / PGE / UGTC LEVEL 4 PGE**
PERIOD :	**SPRING**
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 course delves into advanced SEO topics that extend beyond basic keyword research and on-page optimization. Students will explore in-depth strategies for both off-page and on-page SEO, technical SEO, and the integration of AI and automation. The curriculum also covers data analytics, content strategy, and the intricacies of search engine algorithms. By mastering these advanced concepts, students will be equipped to enhance website visibility, drive organic traffic, and stay ahead in the ever-evolving digital landscape.

CONTRIBUTION TO PROGRAMME LEARNING OBJECTIVES :

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

MODULE INTENDED LEARNING OUTCOMES (ILOs) :

TOPICS COVERED :

1. SEO Strategy • Understanding Search Engine Algorithms and Updates • The Role of SEO in Digital Marketing (integration with PPC, Social Media, and PR) • SEO Metrics and KPIs (organic traffic, rankings, CTR, conversion rates) 2. Advanced Keyword Research and Search Intent • Latent Semantic Indexing (LSI) and Semantic Search • Advanced Keyword Research Tools (Ahrefs, SEMrush, Google Search Console, Keyword Clustering) • User Intent and Journey Mapping 3. Technical SEO and Website Performance 4. Content Strategy and Advanced On-Page SEO • E-A-T (Expertise, Authority, Trustworthiness) and Content Credibility • AI Content and SEO (ChatGPT, Bard, AI-assisted content creation) • A/B Testing for Meta Tags 5. Off-Page SEO and Authority Building • The Role of Brand Mentions • Influencer Outreach and Guest Posting at Scale 6. AI-Powered SEO (Google’s AI advancements, AI-generated content).

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 :

SYLLABUS

PM401E_TC_2

Project Management

ACADEMIC AREA :	**MANAGEMENT AND ORGANIZATIONS**
PROGRAMME :	**UGTC LEVEL 4 PGE**
PERIOD :	**SPRING**
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 :

SYLLABUS

QM402E_0101_25

Analytical and Decision-Making Techniques in SCM

ACADEMIC AREA	:	**SUPPLY CHAIN MANAGEMENT AND INFORMATION SYSTEMS**
PROGRAMME	:	**MASTER LSCM**
PERIOD	:	**SPRING**
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**

PRE-REQUISITE MODULES :

- Basic understanding of supply chain management (SC401E)
- Basic knowledge of statistics/mathematics (RM402E)
- Basic knowledge of MS Excel

MODULE DESCRIPTION :

This module presents how data and business analytics can be applied to practical business situations in logistics and supply chain management to facilitate decision-making and improve system performance, productivity, and profitability. In this module, three components of business analytics, including descriptive, predictive, and prescriptive analytics, will be discussed, and their application to deal with supply chain decision and optimization problems will be illustrated. This module will help students foster analytical thinking and problem-solving skills to overcome existing and emerging supply chain challenges.

CONTRIBUTION TO PROGRAMME LEARNING OBJECTIVES :

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

MODULE INTENDED LEARNING OUTCOMES (ILOs) :

After successfully completing this module, the students should be able to:
1. Explain the major components of analytics
2. Apply techniques to describe the current status of the business and to monitor the KPIs
3. Use spreadsheet modeling to analyze business problems
4. Incorporate uncertainty into problem analysis and conduct Monte-Carlo simulation
5. Apply decision-making and optimization techniques to solve logistics/SCM problems
6. Design and develop basic simulation models to imitate the behavior of a production system/supply network

TOPICS COVERED :

- Major components of analytics
- Descriptive analytics [data visualization, data exploration]
- Predictive analytics [spreadsheet modeling, uncertainty analysis, Monte-Carlo simulation]
- Descriptive analytics [Decision-making techniques, mathematical modeling, optimization, simulation]

RESEARCH-LED TEACHING :

The application of decision-making and optimization techniques in the field of logistics and supply chain management will be discussed through the use of following research papers:

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

- Agi, M. A., Faramarzi-Oghani, S., & Hazr, Ö. (2021). Game theory-based models in green supply chain management: a review of the literature. International Journal of Production Research, 59(15), 4736-4755.

CSR AND SUSTAINABLE DEVELOPMENT GOALS :

The main focus of this module is on decision-making, optimization, and simulation techniques; however, these methods can be used to deal with current sustainability issues in the field of logistics and SCM.

CSR NB HOURS :

SUSTAINABLE DEVELOPMENT GOALS COVERED :

-

TEACHING METHODS :

The topics will be covered mainly through lectures, examples, and hands-on exercises. Several short exams will be set up to encourage students, progressively assess their learning, and provide timely feedback. For this module, two pieces of software will be used: MS Excel and FlexSim simulation software.

METHODS OF ASSESSMENT :

Continuous/Final	Group/Individual	Assessment	Weight	Duration	ILOs assessed
Continuous	Individual	Written in class	30%	1.5	1, 2, 3, 4
Continuous	Individual	Written in class	50%	1.5	1, 2, 3, 4, 5, 6
Final	Group	Written assessment at home	20%	-	1, 2, 3, 4, 5, 6

Assessment 1 details:

This individual assessment will take place during the 4th of the course and cover the topics of sessions 1, 2, and 3.
MS Excel is necessary to answer the questions. More details will be provided in the first session of the course.

Assessment 2 details:

This individual assessment will take place during the 8th of the course and cover the topics of all sessions.
MS Excel and/or FlexSim software is necessary to answer the questions. More details will be provided in the first session of the course.

Assessment 3 details:

Each group must identify a decision-making or optimization problem in LSCM which has not been covered in the course and must then provide the following:
- Problem description
- Application of the problem in LSCM
- An illustrative example
- A solution approach implemented in MS Excel, Python, or FlexSim

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 :

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

- 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]

- Heizer, J. and Render, B. and Munson, C. (2019). Operations Management: Sustainability and Supply Chain Management. (13th edn) Harlow: Pearson Education. [eBook https://bit.ly/333Uze9].

Additional Reading

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

MODULE PLAN SESSIONS :

Plan Session 01 :

- Course overview
- Introduction to analytics
- Descriptive analytics [data visualization & exploration]

Plan Session 02 :

- Spreadsheet modeling
- Several business-related examples
- Uncertainty in decision models
- Monte-Carlo simulation

Plan Session 03 :

- Basic decision-making techniques
- Break-even analysis
- Preference matrix
- Decision theory
- Decision tree

Plan Session 04 :

- First assessment (in computer): Individual analysis of several questions related to topics covered in sessions 1, 2, & 3
- Solving the assessment's problems and providing feedback to students
- Introduction to mathematical programming
- Application of knapsack problem in LSCM

Plan Session 05 :

- Transportation problem
- Transshipment problem
- Assignment Problem

Plan Session 06 :

- Application of graph modeling in LSCM
- Simulation modeling

Plan Session 07 :

- Simulation in FlexSim Software
- Digital twin of a production system

Plan Session 08 :

- Second assessment (in computer): Individual analysis of several questions related to topics covered in all sessions
- Solving the assessment's problems and providing feedback to students
- Course sum-up and closure

SYLLABUS
QM403E_0101_25
Decision Science

SUPPLY CHAIN MANAGEMENT AND INFORMATION SYSTEMS

MASTER DAIS

SPRING

Mr. Muhammad HABIBI

Mr. Daniel SANCHEZ PINEDA
Mr. Muhammad HABIBI

24 hours

null hours (Class preparation, homework and assessments)

4.0 ECTS

PRE-REQUISITE MODULES :

None

MODULE DESCRIPTION :

The purpose of this module is to equip students with various methods covering Operations Research, Simulation and Behavioral Decision-Making

CONTRIBUTION TO PROGRAMME LEARNING OBJECTIVES :

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

MODULE INTENDED LEARNING OUTCOMES (ILOs) :

By the time students finish the course, they should be able to:
1. Comprehend the purpose of optimization, its importance, and its application,
2. Gain experience in using optimization software packages/library,
3. Be able to use computer simulation to model and simulate basic problems,
4. Attain basic understanding of behavioral decision-making and its application, and
5. Understand basics of Game Theory.

TOPICS COVERED :

Linear Programming
Integer Programming
Discrete-Event Simulation
Behavioral Decision
Game Theory

RESEARCH-LED TEACHING :

Some of the tutors' research projects on Optimization will be highlighted throughout the sessions

CSR AND SUSTAINABLE DEVELOPMENT GOALS :

0

CSR NB HOURS :

0

SUSTAINABLE DEVELOPMENT GOALS COVERED :

-

TEACHING METHODS :

Lecture
Tutorial

METHODS OF ASSESSMENT :

Continuous/Final	Group/Individual	Assessment	Weight	Duration	ILOs assessed
Final	Individual	Final written exam	60%	3 hours	All
Continuous	Group	Participation or task completion	40%	10 minutes + Q&A	1,2, and 3

Assessment 1 details:

The exam covers all topics discussed

Assessment 2 details:

Group presentations on Linear Programming and Simulation.

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 :

Taha H. A., (2017). Operations Research: An Introduction, Prentice Hall. (10th or later edn). Pearson Education. [eBook:https://bit.ly/2XFHiFI].
Hillier, F. ; Lieberman, G. J.; Jag, B. and Basu, P.. (2020). Introduction to Operations Research. (11th edn). Mcgraw Hill Higher Education. [eBook: https://bit.ly/3vEr6lP]

Additional Reading

Supplementary materials will be provided during the sessions.

MODULE PLAN SESSIONS :

Plan Session 01 :

Lecturer: M. K. HABIBI
Duration: 3 hours

Topics:
- Course Overview
- Burrito Optimization Game
- Linear Programming

Plan Session 02 :

Lecturer: M. K. HABIBI
Duration: 3 hours

Topics:
- Integer Programming

Plan Session 03 :

Lecturer: M. K. HABIBI
Duration: 3 hours

Topics:
- Big-M and Twophase Method

Plan Session 04 :

Lecturer: M. K. HABIBI
Duration: 3 hours

Topics:
- Python Implementation of Optimization

Plan Session 05 :

Lecturer: D. SANCHEZ-PENIDA
Duration: 3 hours

Topics:
- Simulation I

Plan Session 06 :

Lecturer: D. SANCHEZ-PENIDA
Duration: 3 hours

Topics:
- Simulation II

Plan Session 07 :

Lecturer: D. SANCHEZ-PENIDA
Duration: 3 hours

Topics:
- Behavioral Decision Making

Plan Session 08 :

Lecturer: D. SANCHEZ-PENIDA
Duration: 3 hours

Topics:
- Game Theory
- Continuous assessment on Linear Programming + Simulation
- Course's Wrap-Up and Student Feedback

SYLLABUS
QM404E_0101_25
Introduction to Data Analytics Specializations

SUPPLY CHAIN MANAGEMENT AND INFORMATION SYSTEMS

MASTER DAIS

SPRING

Dr. Nadjib BRAHIMI

Dr. Nadjib BRAHIMI
Mr. Roman MATKOVSKYY

15 hours

null hours (Class preparation, homework and assessments)

2.0 ECTS

PRE-REQUISITE MODULES :

Programming and statistics courses.
Course should be under the form of seminars during the last 4 weeks of the semester.

MODULE DESCRIPTION :

This course introduces the students to the different business areas where data science and artificial intelligence can play a crucial role. It also introduces students to possible new specializations that might be added to the program including, for example, cyber security management. Students will have the opportunity to attend seminars by professors and professionals in different specializations (finance, marketing, supply chain management, etc.) and interact with them. The course will be rich in examples and case studies. It will also give a brief overview of some techniques used in each specialization.

CONTRIBUTION TO PROGRAMME LEARNING OBJECTIVES :

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

MODULE INTENDED LEARNING OUTCOMES (ILOs) :

1. Understand the Foundations of Each Specialization
2. Evaluate Specializations Based on Career Goals and Interests
3. Develop Practical and Analytical Skills

TOPICS COVERED :

Career landscape of the specializations
Business Analytics specialization: Case studies and introduction to used techniques
Financial Analytics specialization: Case studies and introduction to used techniques

RESEARCH-LED TEACHING :

CSR AND SUSTAINABLE DEVELOPMENT GOALS :

CSR NB HOURS :

SUSTAINABLE DEVELOPMENT GOALS COVERED :

-

TEACHING METHODS :

The teaching method combines interactive lectures, hands-on activities, presentations by professionals and, eventually, field trips. Case studies and real-world examples are used to demonstrate the relevance of each field and to provide practical problem-solving experience. Students work both individually and in groups to reflect on their learning, apply analytical tools, and evaluate industry challenges.

METHODS OF ASSESSMENT :

Continuous/Final	Group/Individual	Assessment	Weight	Duration	ILOs assessed
Continuous	Individual	Participation or task completion	60%		1, 2, 3
Continuous	Group	Participation or task completion	40%		1, 2, 3

Assessment 1 details:

Each student compiles a portfolio that demonstrates their understanding of the different specializations, culminating in their reasoned selection of a preferred specialization. The portfolio includes: exploration reflections (300-500 words on each specialization), a comparative analysis (1000 words comparative essay), and an action plan.

Assessment 2 details:

Students work in groups to analyze a real-world problem in each specialization. For example:
o Business Analytics: Create a marketing or supply chain optimization solution using sample data.
o Finance Analytics: Conduct a basic time series analysis of stock prices or portfolio risk.

Deliverables: A written report (3–4 pages) and a short presentation (10–15 minutes).

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 :

“Cybersecurity for Executives: A Practical Guide” by Gregory J. Touhill and C. Joseph Touhill. Ebook [https://bit.ly/3YTzPyp]
“Financial Analytics with R” by Mark J. Bennett and Dirk L. Hugen
“Data Science for Business” by Foster Provost and Tom Fawcett
“Marketing Analytics: Strategic Models and Metrics” by Stephan Sorger
“Supply Chain Management” by John T. Mentzer

Additional Reading

MODULE PLAN SESSIONS :

Plan Session 01 :

Course introduction and career landscape of the specializations

Plan Session 02 :

Business analytics specialization (Marketing and OM)

Plan Session 03 :

Finance Analytics overview

Plan Session 04 :

Cybersecurity specialization or and extension of details about the previous specializations

Plan Session 05 :

Integrative reflection and students presentations

SYLLABUS
QM411E_0101_25
Introduction to AI and Machine Learning

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

PROGRAMME : **MASTER DAIS**

PERIOD : **SPRING**

COORDINATOR : **Karim ZKIK**

INSTRUCTOR(S) : **Karim ZKIK**

CONTACT HOURS : **24 hours**

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

CREDITS : **4.0 ECTS**

PRE-REQUISITE MODULES :

- Basic programming knowledge (Python recommended)
- Introduction to Statistics and Linear Algebra (preferred)

MODULE DESCRIPTION :

This course provides an introduction to the fundamental concepts, techniques, and applications of Artificial Intelligence (AI) and Machine Learning (ML). Students will explore both theoretical foundations and practical applications of AI/ML in diverse fields, learning to develop, train, and evaluate machine learning models. This module emphasizes real-world problem-solving, encouraging students to critically analyze AI and ML technologies and understand their limitations and ethical implications.

CONTRIBUTION TO PROGRAMME LEARNING OBJECTIVES :

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

MODULE INTENDED LEARNING OUTCOMES (ILOs) :

After successfully completing this module, the students should be able to:
1. Understand the key concepts, techniques, and applications of AI and Machine Learning.
2. Develop and implement basic machine learning algorithms, including supervised, unsupervised, and reinforcement learning techniques.
3. Analyze and evaluate the performance of machine learning models and choose appropriate metrics for different problem types.
4. Interpret and critique current research in AI and Machine Learning, identifying trends and potential areas for innovation.

TOPICS COVERED :

- Introduction to Artificial Intelligence and Machine Learning
- Data Preprocessing and Exploratory Data Analysis (EDA)
- Supervised Learning Techniques
- Unsupervised Learning Techniques
- Neural Networks and Deep Learning

RESEARCH-LED TEACHING :

Throughout the course, students will engage with recent research papers in AI and ML, exposing them to the latest developments and open challenges in the field. Key AI and ML research areas, such as neural networks, natural language processing, and reinforcement learning, will be highlighted through case studies, and discussions on innovative AI/ML applications.

CSR AND SUSTAINABLE DEVELOPMENT GOALS :

CSR NB HOURS :

SUSTAINABLE DEVELOPMENT GOALS COVERED :

- 09 - Industry, innovation and infrastructure

TEACHING METHODS :

The topics will be covered mainly through lectures, examples, case studies and hands-on exercises.

METHODS OF ASSESSMENT :

Continuous/Final	Group/Individual	Assessment	Weight	Duration	ILOs assessed
Continuous	Group	Written assessment at home	40%		All
Final	Individual	Final written exam	60%	2 hours	All

Assessment 1 details:

In the final session (Session #8), students will present the results of their project, focusing on a major use case they have investigated.

More details will be provided in the first session of the course

Assessment 2 details:

The final individual written exam will take place in the exam week and cover all topics taught over all sessions.
It will be a paper exam.
More details will be provided in the first session of the course.

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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 :

- Rebala, G., Ravi, A., & Churiwala, S. (2019). An introduction to machine learning. Springer. Ebook[https://urls.fr/fBoR9X]
- Neapolitan, R. E., & Jiang, X. (2018). Artificial intelligence: With an introduction to machine learning. CRC press. Ebook [https://urls.fr/TNqZKg]

Additional Reading

- Mueller, J. P., & Massaron, L. (2021). Machine learning for dummies. John Wiley & Sons.
- Stamp, M. (2022). Introduction to machine learning with applications in information security. Chapman and Hall/CRC.

MODULE PLAN SESSIONS :

Plan Session 01 :

Introduction to Artificial Intelligence and Machine Learning
- History and Evolution of AI and ML
- Key AI Concepts: Narrow vs. General AI, Ethics, and Societal Impact
- Machine Learning Paradigms: Supervised, Unsupervised, Reinforcement Learning

Plan Session 02 :

Data Preprocessing and Exploratory Data Analysis (EDA)
- Data Cleaning, Normalization, and Transformation
- Feature Selection and Dimensionality Reduction
- Exploratory Data Analysis Techniques and Visualization

Plan Session 03 :

Supervised Learning Techniques
- Regression Techniques (Linear Regression, Ridge, Lasso)
- Classification Algorithms (K-Nearest Neighbors, Decision Trees)
- Model Evaluation Metrics (Accuracy, Precision, Recall, F1 Score)

Plan Session 04 :

Unsupervised Learning Techniques
- Clustering Algorithms (K-means, Hierarchical Clustering)
- Principal Component Analysis (PCA) and Applications

Plan Session 05 :

Neural Networks
- Introduction to Neural Networks
- Activation Functions, Loss Functions, and Backpropagation
- Implementing a Basic Neural Network

Plan Session 06 :

Deep Learning
- Deep Learning Architectures (CNNs, RNNs, LSTMs)
- Applications in Image and Text Processing

Plan Session 07 :

Reinforcement Learning Basics
- Fundamentals of Reinforcement Learning (RL)

Plan Session 08 :

Student project presentation

SYLLABUS

QM414E_0101_26

Introduction to Deep Learning

ACADEMIC AREA : SUPPLY CHAIN MANAGEMENT AND INFORMATION SYSTEMS

PROGRAMME : MASTER DAIS / PGE / UGTC LEVEL 4 PGE

PERIOD : SPRING

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 course introduces students to the foundational concepts of deep learning, a subset of machine learning that uses neural networks to model complex patterns in data. Students will learn the architecture, principles, and applications of deep neural networks and gain hands-on experience in building and evaluating models. By the end of this course, students will be able to understand, design, and implement deep learning models for various tasks.

CONTRIBUTION TO PROGRAMME LEARNING OBJECTIVES :

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

MODULE INTENDED LEARNING OUTCOMES (ILOs) :

Understand the Foundations of Deep Learning: Comprehend core deep learning concepts, including neural network structures, activation functions, and training processes. Design and Implement Neural Networks: Develop the skills needed to construct and train neural networks using industry-standard tools. Apply Deep Learning to Real-World Problems: Analyze real-world datasets and design models to solve classification, regression, and clustering tasks. Evaluate and Optimize Models: Master techniques for assessing model performance and fine-tuning model parameters for optimal results. Understand the Ethical Implications of Deep Learning: Identify and consider the ethical and social implications of using deep learning technologies in society.

TOPICS COVERED :

Introduction to Deep Learning: Overview of deep learning, its history, and its role within artificial intelligence and machine learning. Neural Networks and Architecture: Detailed exploration of neural network architectures, including feedforward, convolutional, and recurrent networks. Training Deep Networks: Techniques for training deep networks, including backpropagation, gradient descent, and optimization methods. Regularization and Overfitting: Methods to prevent overfitting, such as dropout, batch normalization, and data augmentation. Applications of Deep Learning: Study of applications in image recognition, natural language processing, and recommendation systems.

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 :

SYLLABUS

SC423E_0101_25

Purchasing & Sales Management

ACADEMIC AREA	:	**SUPPLY CHAIN MANAGEMENT AND INFORMATION SYSTEMS**
PROGRAMME	:	**MASTER LSCM**
PERIOD	:	**SPRING**
COORDINATOR	:	**Mr. Reza ZANJIRANI FARAHANI**
INSTRUCTOR(S)	:	**Mr. Keyvan FARDI**
CONTACT HOURS	:	**24 hours**
STUDY TIME	:	**null hours (Class preparation, homework and assessments)**
CREDITS	:	**4.0 ECTS**

PRE-REQUISITE MODULES :

Basic knowledge of purchasing and procurement
Basic knowledge of sales and marketing
Interest in current affairs affecting global markets

MODULE DESCRIPTION :

This business module will enable students to evaluate the roles of purchasing and selling. In the purchasing segment, students will learn how companies manage their external resources to secure the supply of goods, services, capabilities, and knowledge at favorable conditions. Additionally, the module delves into sales management, where students will step into the shoes of sales managers tasked with maintaining the top-line growth of their companies. In today's inflation-characterized economy, maintaining sales revenues requires a robust marketing plan and a strategic approach to relationship-building.

CONTRIBUTION TO PROGRAMME LEARNING OBJECTIVES :

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

MODULE INTENDED LEARNING OUTCOMES (ILOs) :

Upon the successful completion of this module, students should be able to:
1. Identify key issues and trends in purchasing and the procurement process.
2. Define the operational and strategic challenges of qualifying and selecting suppliers.
3. Recognize an efficient purchasing strategy relevant to a company’s existing partnering and strategic alliances.
4. Understand the basics of market planning with the view to being able to justify marketing expenditures.
5. Analyze and critically appraise the promotional mix of a company’s product line.
6. Have an awareness of buyers and their organizational buying strategies.
7. Be able to conduct a market analysis of competitors and customers.

TOPICS COVERED :

• Strategic purchasing
• Purchasing policies, procedures and support tools
• Supplier relationships and partnering

• Sourcing and the management of suppliers
• Role of Sales Management
• Generation of Sales Strategies
• Consumer Behaviour
• Public sector purchasing
• Sustainability and socially responsible purchasing
• Global sourcing
• Negotiation skills, practices, and business benefits
• Contract management
• Category and commodity purchasing

RESEARCH-LED TEACHING :

Case studies form an integral part of the course. Having analysed the case studies, students will discuss the best practices that can be applied to different situations. Academic articles will also be analysed for their learnings. Newspaper articles will also be studied. Students are expected to read the quality press on a regular basis. Online news services like BBC News, Les Echos, Financial Times, Wall Street Journal, and the Guardian often publish insightful articles about purchasing and sales.

CSR AND SUSTAINABLE DEVELOPMENT GOALS :

Purchasing and Sales managers are deeply implicated in raising awareness of the 17 SDGs at the organization level. Well known western companies that purchase materials from low-income countries or sell products to them have integrated the SDGs in their supply chains and have implemented long-term solutions to raise the living standards of the communities they serve.

CSR NB HOURS :

3

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
- 16 - Peace, justice and strong institutions
- 17 - Partnership for the goals

TEACHING METHODS :

The course uses interactive teaching methods, including lectures, case studies, student group presentations, and videos., which require the students to participate actively in class discussions. By coming to the classroom prepared, students will benefit from the materials presented during the class. Company representatives may visit the class.

METHODS OF ASSESSMENT :

Continuous/Final	Group/Individual	Assessment	Weight	Duration	ILOs assessed
Final	Individual	Written in class	60%	2 hours	All ILOs
Continuous	Group	Oral Final exam	40%		All ILOs

ACADEMIC INTEGRITY :

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

BIBLIOGRAPHY :

Purchasing
- Lysons K., Farrington, B. (2020). Procurement and Supply Chain Management (10th edn.). Cendage Learning. [eBook https://bit.ly/3NMsyL6]
- Monczka R. M. (2020). Purchasing and supply chain management (7th edn). Cengage Learning. [eBook : https://bit.ly/3TeP8wl]
Sales Management
- Jobber, D., Lancaster G., Le Meunier, K. (2019). Selling and Sales Management, (11th edn). Mcgraw Hill Higher Education [eBook https://bit.ly/3MJSrMi]
- Tanner, J., Honeycutt, E.D, Erffmeyer, C. (2014). Sales Management: Shaping Future Sales Leaders (new international edition). Pearson Education. [eBook https://bit.ly/3oNW7jD]
International/ Global Trade
Lasserre, P. (the latest edition) Global Strategic Management, Palgrave Macmillan.

Additional Reading

MODULE PLAN SESSIONS :

Plan Session 01 :

Session 1: Role of Purchasing
- Discussion of module structure and assessments
- Introduction to Purchasing and Sales Management
- Role of Purchasing

Plan Session 02 :

Session 2: Purchasing Processes
- Tasks and Responsibilities
- Principles and Policies

- Purchasing Organization

Plan Session 03 :

Session 3: Sourcing strategies
• What is sourcing?
• The strategic sourcing process
• Sourcing information
• Analysis of market conditions
• Directives
• E-sourcing
• Supplier Evaluation
• Supplier approval
• Evaluating supplier performance
• Policy issues in sourcing
• The supplier base
• Outsourcing
• Make vs Buy
• Partnering
• Intellectual property rights
• Procurement management of IPRs
• Procurement support for in-house marketing
• Intra-company trading
• Procurement consortia
• Sustainability
• Sourcing decisions
• Factors in deciding where to buy

Plan Session 04 :

Session 4: Sales Management
- Midterm on Purchasing: written continuous assessment
- The Role of Selling
- The Marketing Concepts behind Sales
- Ethics, Partners and Relationships

Plan Session 05 :

Session 5: Globalization of Markets & Competition [Lasserre - 1]
• 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 06 :

Session 6: Designing a Global Strategy [Lasserre - 5]
• 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 07 :

Session 7: Assessing Countries' Attractiveness [Lasserre - 6]
• 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 08 :

Session 8: Negotiation & Contract Management
- Understand the importance of negotiation
- Appreciate the distinction between adversarial and collaborative negotiations
- Identify the nature of the negotiation process
- Participate as an effective part of a negotiating team
- Understand common elements of a purchasing contract
- Discuss various types of purchasing contracts

Final exam

Plan Session 09 :

Plan Session 10 :

SYLLABUS
ST305E_B_0101_24
Doing Business in France

STRATEGY AND INNOVATION

BIM / UGTC LEVEL 3 IBPM

SPRING

Mr. Guillaume KURTZ

Mr. Guillaume KURTZ

24 hours

null hours (Class preparation, homework and assessments)

4.0 ECTS

PRE-REQUISITE MODULES :

None

MODULE DESCRIPTION :

This course is designed to provide international students with a comprehensive understanding of the business environment in France. It covers key aspects such as French business culture, legal and regulatory frameworks, market entry strategies, and case studies of successful businesses operating in France.

CONTRIBUTION TO PROGRAMME LEARNING OBJECTIVES :

- Apply core management tools and concepts autonomously and efficiently according to the rules and processes in force
- Understand and interpret complex global environments within a managerial context

MODULE INTENDED LEARNING OUTCOMES (ILOs) :

1. Recall key aspects of French geography, culture, and history.
2. Understand the French economic landscape and its role in the European Union.
3. Apply market research for the French market.
4. Analyze taxation, financial management, sales, and marketing strategies specific to France.
5. Evaluate human resources challenges, focusing on diversity and inclusion.
6. Assess sustainability practices and formulate innovative business models for France.

TOPICS COVERED :

Cultural understanding and business etiquette
Legal and regulatory framework
Market entry and strategy development
Financial management and taxation
Sales and marketing in the French market
Human Resources and diversity management

RESEARCH-LED TEACHING :

CSR AND SUSTAINABLE DEVELOPMENT GOALS :

CSR NB HOURS :

3

SUSTAINABLE DEVELOPMENT GOALS COVERED :

- 09 - Industry, innovation and infrastructure
- 11 - Sustainable cities and communities
- 13 - Climate action

TEACHING METHODS :

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

METHODS OF ASSESSMENT :

Continuous/Final	Group/Individual	Assessment	Weight	Duration	ILOs assessed
Final	Individual	Final written exam	50%	2,5 hours	1-2-3-4-5-6
Continuous	Individual	Quiz	10%	1h	1-2-3-4
Continuous	Group	Group project	40%	1-2-3-4-5-6	

ACADEMIC INTEGRITY :

Plagiarism is copying another’s work or ideas. This includes sections (sentences, tables, diagram) of books or articles, another student’s work or text, diagram, data from the

internet without proper referencing etc. Adding your name to group work in which you have not participated or letting a student who has not participated add his/her name to work is also considered as an offence and will lead to disciplinary action for all involved.
Plagiarism in any assessed work (continuous assessment, examinations and projects) is considered as a serious offence and will lead to disciplinary action.
Other forms of academic dishonesty are subject to disciplinary sanctions. Academic dishonesty, other than plagiarism may take any number of forms such as submission of the work more than once whether the earlier submission was at another institution, unless prior approval has been obtained, cheating on an examination, aiding another student's dishonesty, unauthorized or inappropriate use of computers, calculators and other forms of technology in course work, assignments or examinations.

BIBLIOGRAPHY :

Additional Reading

MODULE PLAN SESSIONS :

Plan Session 01 :

Introduction to France and Business Environment
French Geography, Culture, and History
French Economic Landscape
France in the European Union

Plan Session 02 :

French Business Culture
Work Ethics and Values
Communication Styles and Business Etiquette
Building Relationships in French Business

Plan Session 03 :

Legal and Regulatory Framework in France
Business Entities and Formation
Labor Laws and Employment Regulations
Intellectual Property Protection

Plan Session 04 :

Market Entry Strategies and Planning
Market Research and Analysis
Market Entry Modes: Joint Ventures, Partnerships
Developing a Business Plan for France

Business Case 1: Market Entry Challenge for Starbucks in France

Plan Session 05 :

Taxation and Financial Management in France
Corporate Taxes and Incentives

Accounting Standards and Reporting
Financial Risk Management

Plan Session 06 :

Sales and Marketing in the French Market
Sales Strategies and Marketing Approaches
Negotiation Techniques
Sales and Distribution Channels in France

Plan Session 07 :

Operations & Human Resources Management
Hiring and Managing French Employees
Labor Unions and Collective Bargaining
Promoting Diversity and Inclusion

Business Case 2: Human Resources Management Challenges at Air Liquide

Plan Session 08 :

Sustainable Business Practices and Future Trends
Environmental Regulations and CSR in France
Sustainable Business Models
Entrepreneurship and Innovation in France

SYLLABUS
ST408E_0101_25
Political Behaviour of the Firm

ACADEMIC AREA : **STRATEGY AND INNOVATION**

PROGRAMME : **MASTER IBNG**

PERIOD : **SPRING**

COORDINATOR : **Mr. Jean-Baptiste LE MOULEC**

INSTRUCTOR(S) : **Mr. Jean-Baptiste LE MOULEC**

CONTACT HOURS : **24 hours**

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

CREDITS : **4.0 ECTS**

PRE-REQUISITE MODULES :

MODULE DESCRIPTION :

The Political Behavior of the Firm module discusses, analyzes and appraises overall instruments and practices used to interact with public authorities and policymakers as part of a corporate systematic strategy to weigh on government golicy and to shape laws.

CONTRIBUTION TO PROGRAMME LEARNING OBJECTIVES :

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

MODULE INTENDED LEARNING OUTCOMES (ILOs) :

1. Identify the political actors, processes, and procedures that impact corporate activities and objectives and map the power structures
2. Understand and analyze the content of instruments of a public affairs strategy
3. Analyze and compare lobbying tools to be able to test and combine in genuine corporate political strategies.
4. Produce a situation analysis and develop a plan to engage in the policy and law-making process

TOPICS COVERED :

- The stakeholders of public affairs (political institutions, civil society, in-firm players)
- Policy making (procedures and processes)
- Transparency, corruption and legitimate influence in developed and developing countries
- Formulation of Public Affairs Strategy and developement of relations with governement officials
- Various Lobbying regulations and possible corporate frameworks and when to use each

RESEARCH-LED TEACHING :

- The module content relies on un an-dated review of the academic literature in the related fields of knowledge (management, political science).
- During the sessions, case studies will be discussed and analyzed through the lens of existing evidence-based theoretical frameworks.
- Best practices are also presented and their relevance in various contexts is discussed.
- In their homework and group assignment, the students engage in academic research projects that involves working with scientific literature.

CSR AND SUSTAINABLE DEVELOPMENT GOALS :

Analyzing existing ppublic affairs strategies and formulating new ones requires a good understanding of CSR and the UN's SDDs.
A firm's political behavior is determined by such principles and processes.

CSR NB HOURS :

8

SUSTAINABLE DEVELOPMENT GOALS COVERED :

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

TEACHING METHODS :

- Interactive teaching (flipped classroom)
- Case studies
- Document (readings, videos) analysis and discussion
- In-class workshop from session 3 onwards: reasearch, strategy formulation, final-group presentation

METHODS OF ASSESSMENT :

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

Assessment 1 details:

- Oral Presentation based on workshop final output
- Instruction provided on workshop guidelines and explained on session 3
- Written synthesis of the group work provided on the day of the presentation

Assessment 2 details:

- 4 questions on the theoretical inputs and related examples such as presented in class.
- 1 essay-question related to the course's ILOs and contents

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· Gaining an unfair advantage
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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 :

Campos, N. (2009) In pursuit of policy influence: Can lobbying be a legitimate alternative to corruption in developing countries? Chr. Michelsen Institute (Bergen), U4 Brief 2009:1, 4 p. PDF available :
https://urls.fr/PejPc4

Guéguen, D. (2012). European Lobbying. Brussels, Europolitics. PDF available :
https://urls.fr/gmgpky

Harris, P., & Fleisher, C. S. (2005). The handbook of public affairs. SAGE Publications Ltd, https://doi.org/10.4135/9781848608108
PDF available : https://urls.fr/e6FTQe

Olson, Mancur (1971). The Logics of Collective Action. Harvard University Press.
Book available : https://urls.fr/53yGCd

Weymouth S. Firm lobbying and influence in developing countries: a multilevel approach. Business and Politics. 2012;14(4),1-26.

Additional Reading

Alt, J. E., Carlsen, F., Heum, P., & Johansen, K. (1999). Asset Specificity and the Political Behavior of Firms: Lobbying for Subsidies in Norway. International Organization, 53(1), 99–116.

Apollonio, D. E., & Bero, L. A. (2007). The creation of industry front groups: The tobacco industry and ‘‘get government off our back’’. American Journal of Public Health, 97(3), 419–427.

Apollonio, D. E., & Malone, R. E. (2010). The ‘‘We Card’’ program: Tobacco industry ‘‘youth smoking prevention’’ as industry self-preservation. American Journal of Public Health, 100(7), 1188–1201.

Bitonti, A., Harris, P. (2017). An Introduction to Lobbying and Public Affairs in Europe. In: Bitonti, A., Harris, P. (eds) Lobbying in Europe. Palgrave Macmillan, London.

Bitonti, A. and Harris, P. (eds.) (2017). Lobbying in Europe. Public Affairs and the Lobbying Industry in 28 EU countries, Palgrave Macmillan, London.

Bitonti, A. and Harris, P. (eds.) (2017). Lobbying in Europe. Public Affairs and the Lobbying Industry in 28 EU countries, Palgrave Macmillan, London.

Campos, N. F. and Giovannoni, F. (2007). Lobbying, Corruption and Political Influence. Public Choice, 131, 1–21.

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MODULE PLAN SESSIONS :

Plan Session 01 :

Introductive Session
- Housekeeping presentation: ILOs, assignments, student engagement
- Short article reading followed by questions and discussion
- Warm-up Quiz on politics, policy and government-business relations followed by debrief
- 1 wrap-up PPT: The value of political affairs management for firms
- Homework explanation (reading and questions)

Plan Session 02 :

The political situation of firms
- Collective debrief on the reading (topic: the political dimension of business and corporations)
- Flipped classroom 1: Where does political action start for firms?
- Theoretical input: In-firm politics and their link to the external political environment of companies in the era of mass media and social networks
- Short video documentary on lobbying in the USA followed by debrief and discussion: How can firm usually try to shape policy-making?
- Theoretical input on the objectives and components of public affairs strategy balanced by the legal and reputationnal risks
- Homework: reading the guidelines for the Political Strategy Workshop (part-time in-class exercize on session 3 to 8)

Plan Session 03 :

The Stakeholders of Political Affairs Management
- Debrief of homework
- Flipped-classroom: What relationship is there between CSR and political strategy of firms?
- Theoretical input on Stakeholder identification and analysis
- Case study using the "Regional stakeholder maps and analyses of decision flows" from the Baltic Environment Forum
- Homework: Reading the guidelines for the Political Strategy Workshop (part-time in-class exercize on session 4 to 8)

Plan Session 04 :

Political Targets and Policy Agendas
- Flipped classroom: What recent policy changes or announcement call for corporate engagement? from whom? towards whom? How so?
- Theoretical input on political regimes, policies and law-making procedures and processes
- Debrief on the Workshop guidelines
- Launching of the workshop:
    - Group composition
    - Choice of firm among the options proposed in the Guidelines
    - Step 1: research on the firm's identity, political environment and stakes (continued as homework)

Plan Session 05 :

Formulating a Political Affairs Strategy
- Submission of step 1 Company's Political Situation and Challenges
- Flipped classroom: What are the prerequisites of strategic formulation?
- Theoretical Input on Political Affairs Strategy formualtion (objectives, audience and targets, developing an argument, evaluating usable resources)
- Workshop:
    - Debrief on Step 1 Research
    - Step 2: Stakeholder identification on chosen political challenge (continued as homework)

Plan Session 06 :

Working with the Stakeholders 1: Political Decision-makers
- Flipped classroom: Is lobbying possible in dictatorships?
- Fast reading of S. Weymouth article on lobbying in developping countries. Discussion
- Theoretical input on political engagement of firms, contact programs, and firm positioning
- Document-based discussion on conflicts of interests
- Workshop:
    - Debrief on Step 2 (stakeholder identification)
    - Step 3: target identification and strategy formulation (1)

Plan Session 07 :

Working with the Stakeholders 2: Media and Platforms
- Flipped classroom: The advocacy-linked opportunities and threats provided by social networks

- Case-study on media use by a firm
- Theoretical input on media communication channels, development of media relations, campaign management and crisis management
- Whorkshop:
    - Debrief on strategy formulation
    - Step 4: Media strategic plan

Plan Session 08 :

Measuring the Success of a Political Strategy
- Flipped classroom: What criterion to assess the success of political strategy of the firm?
- Reading of the role or think-tanks in media plans followed by discussion
- Theoretical input on evaluation modes of political strategies
- Final presentations (15 min. per group with PPT) of group workshops