

ACADEMIC AREA :	STRATEGY AND INNOVATION
PROGRAMME :	BIM / UGTC LEVEL 3 BIM
PERIOD :	SPRING
COORDINATOR :	Mr. Guillaume KURTZ
INSTRUCTOR(S) :	Mr. Guillaume KURTZ
CONTACT HOURS :	24 hours
STUDY TIME :	null hours (Class preparation, homework and assessments)
CREDITS :	4.0 ECTS
AOL :	False

PRE-REQUISITE MODULES :

None

MODULE DESCRIPTION :

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 :

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

MODULE INTENDED LEARNING OUTCOMES (ILOs) :

1. 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%		1-2-3-4-5-6
Continuous	Individual	Quiz	10%		1-2-3-4
Continuous	Group	Group project	40%		

Assessment 3 details:

What is expected for the final presentation:

- Choose an industry (not a company)
- Analyse the business specificities (product, marketing, organization, legal, ...) based on the course, that this industry has developed to address the French market compared to other markets and why ?

Groups of 5 students (more or less depending on class size)

Slides will account for 40% of the final presentation grade.

Presentation skills & questions during class will account for 40% of the final presentation grade.

1-page summary that sums up your presentation will account for 20% of the final presentation grade.

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 :

None

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

ACADEMIC AREA :	MANAGEMENT AND ORGANIZATIONS
PROGRAMME :	BIM
PERIOD :	SPRING
COORDINATOR :	Ms. Vanja RADOSAVLJEVIC
INSTRUCTOR(S) :	Mr. Fabio RIZZI Ms. Vanja RADOSAVLJEVIC
CONTACT HOURS :	24 hours
STUDY TIME :	76 hours (Class preparation, homework and assessments)
CREDITS :	4.0 ECTS
AOL :	False

PRE-REQUISITE MODULES :

OB202 Organisational behavior

MODULE DESCRIPTION :

As a result of a process of globalization at both societal and organisational level, it is more and more important to be aware of cultural differences as well as similarities, and to be able to effectively manage in culturally diverse situations. This course will provide you with the fundamental basics for how to better manage in a multicultural environment.

CONTRIBUTION TO PROGRAMME LEARNING OBJECTIVES :

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

MODULE INTENDED LEARNING OUTCOMES (ILOs) :

After completing the module, students will be able to:

1. Analyse cross-cultural management situations using cultural dimension models.
2. Apply cross-cultural management strategies to address challenges arising from cultural diversity in global business settings.
3. Create effective strategies for managing multicultural teams.

TOPICS COVERED :

- Session 1. Culture in international business and cultural intelligence
- Session 2. Conceptual frameworks for identifying and analyzing cultural differences
- Session 3. Cross-cultural communication
- Session 4. Decision-making across cultures
- Session 5. Cross-cultural teams
- Session 6. Cross-cultural negotiations
- Session 7. Part 1 – ‘Doing business in ...’ presentations
- Session 8. Individual assessment & Part 2 – ‘Doing business in ...’ presentations

RESEARCH-LED TEACHING :

This course integrates research-led teaching by incorporating current studies and articles into the curriculum, utilizing real-world case studies for analysis, and assigning group projects focused on multicultural teams and negotiations. Also, students will engage in critical analysis of existing research and collaborate on projects, deepening their understanding of cultural diversity in business.

CSR AND SUSTAINABLE DEVELOPMENT GOALS :

The module promotes CSR and SDGs by highlighting how cultural diversity enhances initiatives for good health and well-being (Goal 3), quality education (Goal 4), and gender equality (Goal 5). By teaching effective management of multicultural teams, the module promotes decent work and economic growth (Goal 8) and fosters innovation in industry and infrastructure (Goal 9). It also addresses reduced inequalities (Goal 10) and emphasizes the importance of partnerships for the goals (Goal 17), demonstrating how diversity can drive sustainable development and ethical business practices.

CSR NB HOURS :

3

SUSTAINABLE DEVELOPMENT GOALS COVERED :

- 03 - Good health and well-being
- 04 - Quality education
- 05 - Gender equality
- 08 - Decent work and economic growth
- 09 - Industry, innovation and infrastructure
- 10 - Reduced inequalities
- 17 - Partnership for the goals

TEACHING METHODS :

The course utilizes a blend of lectures, articles, quizzes, and workshops, emphasizing personal and team interaction and understanding through exercises, case studies, projects, and class discussions.

Classes are conducted in English; however, language proficiency will not be assessed Active contribution in class is both expected and encouraged.

This module offers opportunities for personal growth and self-development, preparing students to understand and collaborate with diverse cultures. It also includes preparation for upcoming Erasmus trips abroad.

METHODS OF ASSESSMENT :

Continuous/Final	Group/Individual	Assessment	Weight	Duration	ILOs assessed
Continuous	Individual	Written in class	60%		All
Continuous	Group	Study case	20%		All
Final	Group	Group project	20%		All

Assessment 1 details:

MCQ, short answers and mini case study via the Learning Management System [MOODLE]

Assessment 2 details:

2 case study analyses presented in teams

Assessment 3 details:

Presentation in teams (preparation out of class time)

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 :

Browaeyns, M-J & Price, R. (2019), Understanding Cross-Cultural Management, 3rd edition, Pearson Education. [eBook <https://urls.fr/RguszR>]

Moran, R. T., Harris, P. R., Moran, S. V. (2018). Managing Cultural Differences, 10th edition, Taylor & Francis Publishing. [eBook https://urls.fr/T_r4sp]

Schneider S.C. and Barsoux J.-L. (latest Edition). Managing across cultures. Pearson Education. [eBook <https://bit.ly/3Cn1Z7z>]

Additional Reading

Meyer E; The Culture Map. Public Affairs. 2015. [eBook <https://bit.ly/3wNofXe>]

Hofstede G.J., Pedersen P.B. and Hofstede G. Exploring Culture, Exercises, Stories and Synthetic Cultures. Intercultural Press. 2002. [eBook <https://bit.ly/3nhPvdt>]

MODULE PLAN SESSIONS :

Plan Session 01 :

Culture in international business and cultural intelligence -Introduction to the importance of studying cross-cultural perspectives in today's business. Significance of cultural intelligence, ethnocentrism, social biases, Hofstede's cultural onion model.

Plan Session 02 :

Conceptual frameworks for identifying and analyzing cultural differences - Familiarization with theoretical models for studying cultural differences in business, Hofstede's dimensions then and now.

Plan Session 03 :

Cross-cultural communication - Erin Meyer's culture map, basics of communication, low vs high context cultures and implications in business.

Plan Session 04 :

Decision-making across cultures - Types of leadership, connection between cross-cultural dimensions and leadership, influence of power distance and uncertainty avoidance.

Plan Session 05 :

Cross-cultural teams - How cultural differences affect team dynamics, preferences for specific roles, task and process strategies.

Plan Session 06 :

Cross-cultural negotiations - Integrative and distributive negotiation, honor, dignity, and face cultures, notion of trust and the influence of trust on negotiations.

Plan Session 07 :

Part 1 – 'Doing business in ...' presentations

Plan Session 08 :

Individual assessment & Part 2 – ‘Doing business in ... ‘ presentations



SYLLABUS

RM202E_0101_25

Introduction to Research Methods

ACADEMIC AREA	: MANAGEMENT AND ORGANIZATIONS
PROGRAMME	: BIM
PERIOD	: SPRING
COORDINATOR	: Dr. Esra PACA
INSTRUCTOR(S)	: Dr. Esra PACA Ms. Fangyuan TENG Ms. Katerina KANONOVICH
CONTACT HOURS	: 24 hours
STUDY TIME	: null hours (Class preparation, homework and assessments)
CREDITS	: 4.0 ECTS
PRE-REQUISITE MODULES	:

MODULE DESCRIPTION :

This course will provide students with the knowledge and skills required to conduct a business research project. The research skills that students will develop in this course can be applied in the business context, as well as in academic research (e.g., in bachelor dissertation research). The course takes learning-by-doing approach – students will work in teams on a research project throughout the course. They will present their work at the end of the semester and receive feedback. Upon completion of their presentations, they will write a reflection paper on their understanding of the research process throughout the term.

CONTRIBUTION TO PROGRAMME LEARNING OBJECTIVES :

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

MODULE INTENDED LEARNING OUTCOMES (ILOs) :

Upon completion of this course, students will be able to

1. Understand the difference between everyday research and academic research
2. Apply critical thinking skills necessary to conduct objective research
3. Understand the difference between trustworthy and untrustworthy resources
4. Analyse the literature review to build strong, evidence-based arguments in different research areas
5. Understand the importance of research ethics in different steps of a research process

TOPICS COVERED :

- 1 - What is Research? Everyday Research vs Academic Research
- 2 - Critical Thinking in Research
- 3 - Using Sources to Support a Research Idea: What is Literature Review
- 4 - Research in the Era of Generation AI
- 5 - Research Ethics
- 6 - Bringing research into life - Presentation of Research to Create an Impact

RESEARCH-LED TEACHING :

Students will undertake a group project that requires them to define & diagnose a real-world organizational or business issue. Each week students will learn one aspect of conducting a good-quality research, by working on their own group projects, which will be presented in the last session of the course.

CSR AND SUSTAINABLE DEVELOPMENT GOALS :

The course aims to increase the quality of education by delivering scientific research skills (SDG No.4 Quality Education)

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

-

TEACHING METHODS :**TEACHING METHODS**

The course takes a learning-by-doing approach – students will work in teams on realistic organizational/ business world problems. Every session of the course consists of two parts. In the first part, an interactive lecture will be delivered by the course coordinator covering the theoretical concepts of one aspect of conducting research. In the second part, students will work on activities, such as searching for academic articles on a research project, working on AI-created materials to understand its bias/flaws.

METHODS OF ASSESSMENT :

Continuous/Final	Group/Individual	Assessment	Weight	Duration	ILOs assessed
Continuous	Group	Group project	40%	n/a	All
Continuous	Individual	Participation or task completion	20%		All
Final	Individual	Final written exam	40%	2h30	2;3;4;5

Assessment 1 details:

Teams will be asked to choose an organizational/business problem they are interested in to transform it into a well-articulated research project. They will have to carefully plan and communicate this research project. The results of the teamwork will be evaluated via in-class presentations (delivered in session 8) which will assess the team's capacity to plan research project based on different aspects of research learnt throughout the course and to communicate it to an audience.

Assessment 2 details:

Towards the end of the term, students will evaluate each other's team performance via the ChallengeMe app, which will be available on Moodle.

Assessment 3 details:

The individual final exam will consist of open-ended questions and a mini-case with questions that evaluate all of the

intended learning outcomes set out above.

Closed book examination

ACADEMIC INTEGRITY :

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

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

BIBLIOGRAPHY :

--Schindler, P. (2021). Business Research Methods. (14th edn). McGraw-Hill. [eBook <https://bit.ly/446EpdX>]

Additional Reading

--Saunders, M., Lewis, P. and Thornhill, A., (2019). Research methods for business students. Pearson education. [eBook <http://bit.ly/3oyPUJr>]

MODULE PLAN SESSIONS :

Plan Session 01 :

Session 1. Introduction to Research

- Introduction to the course, syllabus overview, classroom rules
- Everyday Research vs. Academic Research
- Relevance of academic research in the business world
- Identification of a business-related group project topic

Plan Session 02 :

Session 2. Critical Thinking in Research

- What is Critical, What is Thinking in Research?
- Key Elements of Critical Thinking

- Practical Applications of Critical Thinking in Research

Plan Session 03 :

Session 3. Literature Review

- What is Literature? What is Review?
- Type of Sources - Academic vs Non-Academic Sources
- How to Conduct a Literature Review: Analysis and Synthesis

Plan Session 04 :

Session 4. Referencing

- What is Referencing? Why does it matter?
- Identifying trustworthy sources and proper referencing
- Referencing Styles
- Practical Referencing Skills

Plan Session 05 :

Session 5. Research in the Era of Generation-AI

- The role of AI tools in modern research
- Ethical considerations and responsible AI use.
- Practical applications of AI in research to avoid academic misconduct

Plan Session 06 :

Session 6. Research Ethics

- Key principles of ethical research: integrity; responsibility; consent
- Common ethical dilemmas in research; conducting literature review; data collection; data storage
- Avoiding plagiarism and ensuring transparency

Plan Session 07 :

Session 7. Bringing your research into life - Creating an Impact with Research

- Connecting academic research to real-world applications
- Storytelling: Build the hook, tell the journey, create the impact
- Play with words, play with images; Designing your work for specific audience

Plan Session 08 :

Session 8. Presentations and Feedback

ACADEMIC AREA :	STRATEGY AND INNOVATION
PROGRAMME :	BIM
PERIOD :	SPRING
COORDINATOR :	Mr. Frederick DULLES
INSTRUCTOR(S) :	Mr. Frederick DULLES
CONTACT HOURS :	24 hours
STUDY TIME :	null hours (Class preparation, homework and assessments)
CREDITS :	4.0 ECTS
AOL :	False

PRE-REQUISITE MODULES :

None

MODULE DESCRIPTION :

This module gives future entrepreneurs and future senior corporate executives an introduction to important concepts and areas of law in the context of international business.

CONTRIBUTION TO PROGRAMME LEARNING OBJECTIVES :

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

MODULE INTENDED LEARNING OUTCOMES (ILOs) :

By the end of the module the student should be able:

1. To understand the role of law and legal principles in the organization and conduct of international business, including CSR and ESG
2. To appreciate the impact of cultural differences in the conduct of international business
3. To be familiar with the various forms of business organizations
4. To understand the importance of the terms and conditions in business contracts
5. To understand the various interconnected laws of international trade
6. To identify the legal risks concerning the intellectual property and data privacy issues
7. To understand the basic elements of business taxation (income, VAT, excise, etc.)
8. To understand means of dispute

TOPICS COVERED :

- 1) Introduction to law and business ethics
- 2) Company law
- 3) Contract law
- 4) International trade, Incoterms® & Taxes
- 5) Competition law & M&A
- 6) Dispute resolution
- 7) Intellectual property
- 8) CSR & ESG & SDG

RESEARCH-LED TEACHING :

CSR AND SUSTAINABLE DEVELOPMENT GOALS :

The issues of CSR (Corporate Social Responsibility), ESG (environmental, social, and corporate governance), and SDG (Sustainable Development Goals), will be part of the overall discussions during the course. These principles should be part of the preparation and implementation of contractual relations with business partners.

CSR NB HOURS :

3

SUSTAINABLE DEVELOPMENT GOALS COVERED :

- 05 - Gender equality
- 08 - Decent work and economic growth
- 12 - Responsible consumption and production
- 16 - Peace, justice and strong institutions
- 17 - Partnership for the goals

TEACHING METHODS :

- Instructor presentations with detailed PowerPoint slides.
- Interactive class discussions.
- Student team study with oral presentations and memorandums.

METHODS OF ASSESSMENT :

Continuous/Final	Group/Individual	Assessment	Weight	Duration	ILOs assessed
Continuous	Group	Group work	30%		All
Continuous	Individual	Peer evaluation	10%		All
Final	Individual	Final written exam	60%		All

Assessment 1 details:

Students will form teams of 4-6 persons with diversity of nationalities and gender. Students will choose their topics, subject to the instructor's approval. Each team will prepare a memorandum of 15-20 pages and give an oral presentation in class during one of the last sessions. Further instructions will be given in class during Session 1.

Assessment 2 details:

All students in the course are expected to be present during the entire sessions 7 and 8, when the teams give their oral presentations of their group projects. The members of each team will discuss and conclude a peer evaluation of the members of the other teams on their performance on the group project. The team members will all agree on the peer grade to be given to the members of the other team. One report for the entire team on the results will be submitted to the Instructor within one week after session 8. Further instructions will be given in class.

Assessment 3 details:

The written final exam will be given after the class sessions. It will consist of some questions on legal topics requiring short essay type answers and a short case with questions to be answered.

ACADEMIC INTEGRITY :

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- Plagiarism
- Fabrication
- Gaining an unfair advantage

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BIBLIOGRAPHY :

Additional Reading

- United Nations Convention on Contracts for the International Sale of Goods (“CISG”), prepared in 1980 by the United Nations Commission on International Trade Law (UNCITRAL) - available in Arabic, Chinese, English, French, Russian and Spanish at <https://uncitral.un.org/>
- Incoterms® 2020, trade terms for international commerce prepared by the International Chamber of Commerce, ICC Publication 723EF.
- The ABC of EU Law By Klaus-Dieter Borchardt, Published by the European Commission, December 2016 - Available FREE in multiple languages at <http://bookshop.Europa.eu>

MODULE PLAN SESSIONS :

Plan Session 01 :

Session 1

- Introduction. Meaning of law. Working with lawyers.
- Inter-state law – Multinational organizations – Multinational private law.
- Corporate Social Responsibility (CSR), Environment, Social and Governance (ESG), and Sustainable Development Goals (SDG)

Plan Session 02 :

Session 2

- Company law - corporations, limited liability companies, partnerships, trusts - public and private entities
- Equity capital and debt - shares, IPO,
- Managing corporations - stakeholders

Plan Session 03 :

Session 3

- Contracts.

Plan Session 04 :

Session 4

- International trade - Incoterms® 2020 - Business Taxes

Plan Session 05 :

Session 5

- Antitrust and Competition Law – U.S. and European Union
- Mergers & acquisitions (M&A)

Plan Session 06 :

Session 6

- Dispute resolution – negotiation & mediation; courts & litigation; arbitration; international enforcement

Plan Session 07 :

Session 7

- Intellectual Property – patents, trademarks, copyrights
- Team Presentations

Plan Session 08 :

Session 8

- Team Presentations
- Review and Summary

SYLLABUS
EC201E_0101_25
Microeconomics

ACADEMIC AREA :	FINANCE AND ACCOUNTING
PROGRAMME :	BIM
PERIOD :	SPRING
COORDINATOR :	Mr. Youenn LOHEAC
INSTRUCTOR(S) :	Mr. Saeed MOUSA
CONTACT HOURS :	24 hours
STUDY TIME :	76 hours (Class preparation, homework and assessments)
CREDITS :	4.0 ECTS
AOL :	False

PRE-REQUISITE MODULES :

EC101E-Contemporary economic issues or similar

MODULE DESCRIPTION :

The objective of this module is to address market mechanisms, i.e. how prices and quantities traded on markets are set. This is done through the exploration of optimization problems of consumers in their consumption, and producers in their production. These are the essential elements needed to study market powers, externalities and public interventions (which will be presented at the end of the module).

CONTRIBUTION TO PROGRAMME LEARNING OBJECTIVES :

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

MODULE INTENDED LEARNING OUTCOMES (ILOs) :

1. To demonstrate a clear understanding of both consumer and producer behavior.
2. To interpret optimal consumption choices and optimal production choices.
3. To analyze demand, supply and trade in pure and perfect competition.
4. To understand microeconomic fundamentals and apply their mechanisms in quantitative form

TOPICS COVERED :

- Demand, supply, market equilibrium
- Rationality, consumer behavior, maximization of utility
- production factors and production function of the producer
- Choice of production method and minimization of producer costs
- Optimization of behaviors
- Market imperfections

RESEARCH-LED TEACHING :

Economic analysis is inseparable from research, both theoretical and empirical, conducted in economics. While the most recent research requires mastery of fundamental tools, it is no less affordable for some of them.

We will thus be able to call on research work in the course and in the exercises, particularly in the context of the explanation of economic phenomena, market functioning, public interventions, strategies of economic agents.

CSR AND SUSTAINABLE DEVELOPMENT GOALS :

Understanding the optimization mechanisms of economic agents (consumers and producers) makes it possible to address how we can change behaviors across markets. Externalities and public interventions are at the heart of economic analysis and refer directly to the interactions of the economy with nature.

CSR NB HOURS :

6

SUSTAINABLE DEVELOPMENT GOALS COVERED :

- 12 - Responsible consumption and production

TEACHING METHODS :

The course is organized in several activities to stimulate dynamism and interactivity.

The course is based on the explanation of market mechanisms (in perfect competition) and the logic of optimizations, then on the application during illustrations, experimental games and exercises (to be done between sessions).

Additional elements will be proposed for autonomous approaches.

The entire framework of the module (documents, exercises, corrections, links) will be available on Moodle.

METHODS OF ASSESSMENT :

Continuous/Final	Group/Individual	Assessment	Weight	Duration	ILOs assessed
Continuous	Individual	Quiz	40%		all ILOs
Final	Individual	Final written exam	60%		all ILOs

Assessment 1 details:

The continuous assessment is composed of 60 minutes examination (many quizzes or/and mini tests) which provides exercises related to concepts taught in the course. It can be organized either in-class, at the end or during each session or by means of Moodle (online quizzes).

Assessment 2 details:

The final exam is a summative two hour, unseen, closed-book examination. It may cover any material taught in the module. It tests students on their assimilation of the main concepts and on their ability to apply them judiciously.

ACADEMIC INTEGRITY :

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- Cheating
- Plagiarism
- Fabrication

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

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

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

BIBLIOGRAPHY :

- > Perloff, J.M. (2023). Microeconomics. (9th edn). Pearson Education. [eBook <http://tinyurl.com/34dtn5uj>]
- > CORE Econ; The Economy 2.0 [<https://www.core-econ.org/the-economy/microeconomics/0-3-contents.html>]

Additional Reading

- > Boyes, W. and Melvin, M. (2010). Principles of Economics.(9th edn) . [S.I.]: South Western.
- > Case, K. E. and Fair, R.C. and Oster, S. M. (2016). Principles of microeconomics. (12th revised edn). Harlow: Pearson Education. [eBook <https://bit.ly/3pNZwjL>]
- > Krugman, P, Wells, R (2012). Microeconomics, (3rd edn). Worth Publishers.
- > Mankiw, Gregory N. (2003). Principles of microeconomics. (3rd edn). Dryden Press.
- > Mas-Collel, Andreu and Whinston, Michael D. and Green, Jerry R. (1995). Microeconomic Theory. Oxford University Press.

MODULE PLAN SESSIONS :

Plan Session 01 :

Presentation and organization of the lecture
 Introduction (reminder of economic principles)
 Unit 1. Demand, supply and equilibrium
 - The perfect competitive market
 - Demand: buyers behavior
 - Supply: sellers behavior
 - Equilibrium of supply and demand
 - Changes in equilibrium
 Experimental game

Plan Session 02 :

Unit 1. Demand, supply and equilibrium (continued)
 - Results of experiment
 + Exercises correction

Unit 2. The consumer behavior
 - Consumer goals and utility
 - Optimization with one good

Plan Session 03 :

Unit 2. The consumer behavior (continued)
 - Consumer program (indifference curves, substitution, MRS)
 - Budget constraint
 - Optimization with two goods
 + Exercises correction

Plan Session 04 :

Unit 2. The consumer behavior (continued)
 - Change in optimal basket (price, income)
 - construction of demand
 - Elasticities
 + Exercises correction

Plan Session 05 :

Unit 3. The producer behavior

- Producer goals (function, isoquant, MRTS)
- Productivity, economies of scale
- Costs
- + Exercises correction

Plan Session 06 :

Unit 3. The producer behavior (continued)

- Profit optimization
- Profitability threshold, closing threshold (supply of the firm)
- Elasticities
- + Exercises correction

Plan Session 07 :

Unit 4. The supply and the market

- Participation to the market
- From the short to the long term
- The supply of firms in perfect competition
- + Exercises correction

Plan Session 08 :

Unit 5. Extensions: market imperfections, externalities, public policy (topic through the perfect competition hypothesis)

- Supply, price, and market power
- Externalities, prices and environment
- Public policies (tax, subsidy, prohibition, free access, etc.)

ACADEMIC AREA :	MANAGEMENT AND ORGANIZATIONS
PROGRAMME :	BIM
PERIOD :	SPRING
COORDINATOR :	Mr. Clément LONGONDJO ETAMBAKONGA
INSTRUCTOR(S) :	Mr. Clément LONGONDJO ETAMBAKONGA Mr. Gauthier QUEUNIET
CONTACT HOURS :	Stefanie Alkistis DELICHATSIOS
STUDY TIME :	24 hours
CREDITS :	null hours (Class preparation, homework and assessments) 4.0 ECTS
AOL :	False

PRE-REQUISITE MODULES :

Students are expected to have a basic knowledge of business fundamentals and business culture.

MODULE DESCRIPTION :

This course prepares students to analyse and evaluate business practices and models in regard to CSR policies, concepts, applications, and tools in support of socially and environmentally sustainable development and to stimulate learning and provide practical experience through sustainable business case studies and problem-solving in addressing sustainable development issues. This course prepares students to understand the challenges of sustainable development, the constraints and opportunities for business in addressing these challenges and the application of these concepts in practical business issues. It prepares students to identifying the social and ecological needs, to conceptualize and develop sustainable businesses, analyze their impacts, their economic model, their strengths and weaknesses.

CONTRIBUTION TO PROGRAMME LEARNING OBJECTIVES :

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

MODULE INTENDED LEARNING OUTCOMES (ILOs) :

After successfully completing the module, the student will be able to:

1. Identify and describe sustainable and unsustainable management/organizational issues.
2. Analyze sustainable and unsustainable behavior using frameworks and concepts seen during the course.
3. Generate decisions /recommendations for sustainable strategy, management and actions according to the particular context in terms of social change, economic development and ecological impact.

TOPICS COVERED :

This module is designed to enable students to deal with social and environmental challenges in business and the related ethical dilemmas. The main subjects covered include:

- Concepts of business as usual, sustainability, sustainable business models.
- Circular economy, recycling, closing loop and resource efficiency.
- Social entrepreneurs and design thinking.
- Sustainable business, business with impact case studies.
- Social and ecological business models.
- B-corporation (Société à mission) business models.
- Regenerative economy business models.
- Dematerialization, eco-conception, eco-design and sustainable management.
- CSR policies, labels, certifications and standards for good conduct.
- Corporate strategies of environmental and social management.

RESEARCH-LED TEACHING :

There is increasing academic evidence that show that designing sustainable business – having positive impacts on environment and society can be vital to long-term success. Therefore, many businesses have started to realize that they can perform well by doing good. Integration of research-led teaching approach in a course will be implemented through the analysis of sustainable business case studies through the lens of existing evidence based theoretical framework.

CSR AND SUSTAINABLE DEVELOPMENT GOALS :

This module is entirely dedicated to CSR/SD. All SDGs will be covered.

CSR NB HOURS :

24

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 :

Students are encouraged through project work to learn in a self-directed manner through research, team discussions and analysis. Moreover, each team will develop content that enables other students to learn about the topic.

Self-directed learning will be supplemented by in class work based on Socratic dialogue, case studies and lectures. The Socratic Method relies on active in-class participation. This includes asking and answering questions, engaging in an intellectual exchange with fellow students and the teacher, expression of relevant ideas, thoughts and doubts. In addition, to Socratic teaching method, this module will use the game-based and design thinking pedagogical approaches.

METHODS OF ASSESSMENT :

Continuous/Final	Group/Individual	Assessment	Weight	Duration	ILOs assessed
Continuous	Group	Group work	40%		ILO 1-4
Final	Individual	Final written exam	60%		ILO1-4

Assessment 1 details:

qq Group project: Circularity in the industrial sectors

Designing a product and processes that minimize the use of natural resources and eliminate wastes generation from value chains through the efficient use and conversion of resources of the following industrial sectors:

- Food
- Wood and paper
- Construction
- Clothing/textile

- Communication Technology
- Utilities/water
- Mining

- o Each of you will join a group of 4/5 students that will work on the circularity in the industrial sector.
- o Each group will be assigned randomly a working sector by teacher, but your group will have to search and find a product or/and company within the assigned sector.
- o Each group will prepare a 25 to 30 mins presentation showing how to turn the current linear product/company to circular one.
- o For each group, students have to make sure they have their presentation ready to start just after the lecture. We won't have time to waste between lecture and group presentation.
- o The presentation will be presented orally and discussed during session 4 to 8.
- o Each group will be asked to submit its project ppt presentation on Moodle one day before presentation date.
- o You can choose your teams now...

q Group project- presentation structure

Each oral presentation should include the following contents:

1. Introduction of the product/company and their business activities What does the company do? The current linear model.
2. Product design: How to turn product/company for circularity? conceptualization- durability, product life-extension, easy to repair and to recycle, etc.
3. Product process: What is the product design process? Available raw materials, replace single life-cycle inputs by renewable inputs. secondary raw materials, recover useful resources out of disposed products.
4. Waste management: cradle to cradle, 3R reduce, reuse, recovery, waste valorization and resource efficiency.
5. Recommendations: what are the challenges in the circularity of the product/company and how to overcome them.
6. Question for class discussion: What would you like to ask the class?

Analytical evaluation is essential.

Find out as much as you can about the product or/and company. Read Sillanpää, M., & Ncibi, C. (2019) on the circular economy and other relevant documents recommended on your bibliography.

This is not an advert for the product or company, but a critical analysis of the activities and its impact sustainable development.

Sources must be provided on a separate slide/supporting document in harvard referencing style.

Assessment 2 details:

Individual written exam - Multiple choice questions + mini cases with few 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 :

- Edwards, A. R. (2005). The sustainability revolution: Portrait of a paradigm shift. New Society Publishers. [eBook <https://bit.ly/3QQSkAI>]
- Sillanpää, M., & Ncibi, C. (2019). The circular economy: case studies about the transition from the linear economy. Academic Press. [eBook <https://bit.ly/3QuEUZP>]
- Willard, M. Hitchcock, D. (Latest Edition), The Business Guide to Sustainability: Practical strategies and tools for

organizations, London: Earthscan. [eBook <https://bit.ly/3QRzF7Y>]

• Andreucci et al. (2021) Rethinking Sustainability Towards a Regenerative Economy, Springer Open access. [<https://link.springer.com/book/10.1007/978-3-030-71819-0>]

Additional Reading

- Blewitt, J. (2009). Understanding Sustainable Development. Sterling, VA: Earthscan.
- Edwards, A. R. (2005). The sustainability revolution: Portrait of a paradigm shift. New Society Publishers.
- Sillanpää, M., & Ncibi, C. (2019). The circular economy: case studies about the transition from the linear economy. Academic Press.
- Willard, M. Hitchcock, D. (Latest Edition), The Business Guide to Sustainability: Practical strategies and tools for organizations, London: Earthscan.
- Andreucci et al. (2021) Rethinking Sustainability Towards a Regenerative Economy, Springer Open access.
- Gunter P. (2017) L'Economie Bleue: 3.0.
- Sachs, J. D. (2015). The age of sustainable development. Columbia University Press.
- Barrett, G. W., Peles, J. D., & Odum, E.P. (1997). Transcending processes and the levels-of- organization concept. Bioscience, 47(8), 531-535
- Crane, Andrew / Matten, Dirk (2010): Business Ethics: Managing Corporate Citizenship and Sustainability in the Age of Globalization, 3rd ed., Oxford (Oxford University Press)
- Freeman, R. E., Harrison, J. S., Wicks, A. C., Parmar, B. L., & De Colle, S. (2010). Stakeholder theory: The state of the art. Cambridge University Press.
- Loreau, M., Naeem, S., Inchausti, P., Bengtsson, J., Grime, J. P., Hector, A., ... & Tilman, D. (2001). Biodiversity and ecosystem functioning: current knowledge and future challenges. science, 294(5543), 804-808.
- Lyon P. Thomas, Montgomery A. Wren, (2013) Tweetjacked: The Impact of Social Media on Corporate Greenwash, Journal of Business Ethics, 118:747–757.
- Living planet report by WWF.
- OECD (2012a): OECD Environmental Outlook 2050+, Paris
- OECD (2012b): Environmental Performance Reviews: Germany 2012, Paris
- Porter, Michael. 2002. Preface. In Tomorrow's Markets, Global Trends and their Implications for Business. Geneva, Switzerland: World Business Council for Sustainable Development. On line http://www.wbcsd.ch/newscenter/reports/2002/tomorrows-arket/tm_porter_preface.pdf
- For full report see, <http://www.wbcsd.org/newscenter/media.htm>
- Rainey, David Lloyd (2008): Sustainable Business Development: Inventing the Future through Strategy, Innovation and Leadership, Cambridge (Cambridge Univ. Press)
- Report on Business and Biodiversity, Chapter 1(Chapter 2 voluntary reading): The Economics of Ecosystems and Biodiversity TEEB for Business.
- Roloff, J. (2008). Learning from multi-stakeholder networks: Issue-focussed stakeholder management. Journal of Business Ethics, 82(1), 233-250.
- SustainAbility. 2002. Developing Value: The Business Case for Sustainability in Emerging Markets. Project cases: Matrix. On line <http://www.sustainability.com/developing-value/contents.asp>
- Steffen, W., Richardson, K., Rockström, J., Cornell, S. E., Fetzer, I., Bennett, E. M., . . . Sörlin, S. (2015). Planetary boundaries: Guiding human development on a changing planet. Science. doi: 10.1126/science.1259855
- World Business Council for Sustainable Development and UNIDO. 2002. Developing Countries and Technology Cooperation. Go to link at <http://www.wbcsd.ch/newscenter/media.htm>
- Griggs, et al. Stafford-Smith, M., Gaffney, O., Rockstrom, J., Ohman, M. C., Shyamsundar, P., . . . Noble, I. (2013). Policy: Sustainable development goals for people and planet. [10.1038/495305a]. Nature, 495(7441), 305-307. Doi
- Webster K. The circular economy: a wealth of flows. Cowes, UK: Ellen MacArthur Foundation Publishing; 2015. 208 pages

q Links

o Concept d"économie bleue:

<https://www.theblueeconomy.org>

o L'économie régénérative John Fullerton 'Capital Institute

<https://capitalinstitute.org/wp-content/uploads/2015/04/2015-Regenerative-Capitalism-4-20-15-final.pdf>

o Newsletter et podcast autour des sociétés à mission

<https://machineasens.substack.com/>

<https://podcast.ausha.co/la-machine-a-sens>

<https://soundcloud.com/user-246155801/vecusxmouves-comment-transformer-limpactde-son-entreprise-emery-jacquillat-camif>

o Blog et podcast autour de l'économie circulaire

<https://circulab.com/fr/archive-news/>

<https://circulab.com/fr/toolbox-circular-economy/podcast>

MODULE PLAN SESSIONS :

Plan Session 01 :

Introduction to module: Business as usual:
challenges and perspectives, business
models and sustainable business models
Module outlines and assessments,
Team creation

Plan Session 02 :

Sustainable business theories: understanding the needs, the problem to be solved

Plan Session 03 :

Business models with social and ecological impacts and case studies analysis

Plan Session 04 :

Circular economy business models, strategies, waste management and case studies analysis
Group Presentation

Plan Session 05 :

B-corporation (Société a mission) business models and case studies analysis
Group Presentation

Plan Session 06 :

Regenerative/ bleu economy business models and case studies analysis
Group Presentation

Plan Session 07 :

Sustainable business policies/legislations, labels, certifications, and standards for good conduct.
Groups Presentation

Plan Session 08 :

Module revision

Exam preparation: Q&A

Groups presentation

