

ACADEMIC AREA :	OPERATIONS AND ANALYTICS
PROGRAMME :	BIM / UGTC LEVEL 3 BIM
PERIOD :	SPRING
COORDINATOR :	Ms. Irina PURCAREA
INSTRUCTOR(S) :	Ms. Irina PURCAREA
CONTACT HOURS :	24.0 hours
STUDY TIME :	null hours (Class preparation, homework and assessments)
CREDITS :	4.0 ECTS
AOL :	False

PRE-REQUISITE MODULES :

Students are expected to have completed a general project management course to ensure familiarity with foundational concepts and tools.

MODULE DESCRIPTION :

This Lean Project Management module empowers students with the mindset and tools to drive value-focused change in modern project environments. By immersing learners in Lean principles such as waste elimination, continuous improvement, and collaborative work systems, the course cultivates resilience, critical thinking, and influence. Through interactive lectures, workshops, and group projects, students will develop the skills required to manage projects more efficiently and drive organizational success.

CONTRIBUTION TO PROGRAMME LEARNING OBJECTIVES :

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

Students develop the ability to analyze real-world processes, challenge inefficiencies, and lead transformation using visual and team-based methods. This aligns directly with the PLO: "Combine professional expertise with resilience, critical thinking & personal influence to Change mindsets #ChangeMindsets" by encouraging students not only to acquire Lean skills but also to apply them in a way that reshapes how projects—and people—work.

MODULE INTENDED LEARNING OUTCOMES (ILOs) :

By the end of this module, students will be able to:

1. Explain core Lean principles and their relevance to modern project management.
2. Identify and categorize different types of waste in business processes.
3. Apply Lean tools such as Kanban and Value Stream Mapping (VSM) to visualize and improve workflows.
4. Differentiate between Agile and Lean approaches to managing projects.
5. Facilitate Lean practices such as standups, flow optimization, and Kaizen for team improvement.
6. Evaluate the impact of Lean thinking on performance metrics and project success.
7. Propose and communicate Lean-based redesigns of real or hypothetical projects.
8. Reflect critically on their learning process and mindset transformation.

TOPICS COVERED :

Introduction to Lean Thinking & Types of Waste; Value vs. Waste & Lean Project Lifecycle; Visual Management & Kanban Systems; Value Stream Mapping (VSM); Flow, Pull & Team Dynamics; Standups & Collaboration; Continuous Improvement (Kaizen) & Lean Metrics;

RESEARCH-LED TEACHING :

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CSR AND SUSTAINABLE DEVELOPMENT GOALS :

This module directly supports learners in contributing to Corporate Social Responsibility (CSR) and advancing several of the United Nations Sustainable Development Goals (SDGs). By equipping students with tools to reduce waste, optimize processes, and lead sustainable change, the course aligns with:

SDG 9: Industry, Innovation and Infrastructure – Through applying Lean thinking, students learn to design and manage efficient, innovative, and resilient processes.

SDG 12: Responsible Consumption and Production – The course emphasizes the elimination of waste and efficient resource use, which directly supports sustainable production patterns.

SDG 8: Decent Work and Economic Growth – Lean encourages continuous improvement and respectful collaboration, fostering healthier work environments and productivity.

SDG 4: Quality Education – The course cultivates lifelong learning, reflective practice, and problem-solving skills essential for sustainability leadership.

CSR NB HOURS :

1

SUSTAINABLE DEVELOPMENT GOALS COVERED :

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

TEACHING METHODS :

The module employs a mix of interactive, reflective, and practice-based teaching methods designed to promote engagement, critical thinking, and real-world application. These include:

Experiential Learning; Collaborative Group Work: Team-based tasks such as standup simulations and group project design foster peer learning, cooperation, and communication; Case Discussions & Examples: Real-world and hypothetical case studies are analyzed to draw connections between theory and practice; Visual Tools & Technology Use; Reflective Practice: Students maintain a learning journal and write an individual reflection report to consolidate their understanding and mindset transformation. Short Lectures & Concept Briefings: Instructor-led overviews provide theoretical foundations and scaffold practice sessions. Peer Feedback & Presentations: Group presentations and feedback sessions develop public speaking, persuasion, and constructive critique skills.

METHODS OF ASSESSMENT :

Continuous/Final	Group/Individual	Assessment	Weight	Duration	ILOs assessed
Continuous	Group	Participation or task completion	40%	15 Minutes	ALL
Individual Final Exam in class	Individual	Written in class	60%	1 Heure	

Assessment 1 details:

Group project. Lean Redesign of a Real or Hypothetical Process

Purpose:

- To collaboratively analyze and improve a process using Lean thinking and tools, demonstrating real-world application and teamwork.

Deliverables:

- Process Selection: Choose a simple real or hypothetical process (e.g., class registration).
- Lean Analysis: Identify waste; use Value Stream Mapping or Kanban.
- Improvement Proposal: Suggest Lean-based solutions to reduce waste
- Presentation: Clear, engaging presentation with visual aids.

- Written Summary (max 3 pages): Overview, analysis, improvement, and team reflection.

Use of AI:

- Allowed: Formatting help, diagram creation suggestions (if clearly customized).
- Not Allowed: Generating full proposal text or presentation slides.
- Group Responsibility: Teams must be able to explain all content. Misuse of AI may affect presentation grades.

Assessment 2 details:

Individual Reflection Report

Students respond to 2–3 guided prompts (selected randomly from a question pool) in class under time constraints (60 mins).

Environment: Paper based; no devices or internet access.

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 :

Recommended textbook (e-book): Hüsselmann, C. (2024). Lean project management. Routledge. [ebook <https://lc.cx/FYniEF>]

Additional Reading

Womack, J. P., & Jones, D. T. (2003). Lean thinking: Banish waste and create wealth in your corporation (Revised and updated ed.). Simon & Schuster.

MODULE PLAN SESSIONS :

Plan Session 01 :

Introduction to Lean Thinking and Types of Waste
Activities and cases

Plan Session 02 :

Value vs. Waste and Lean Project Lifecycle
Activities and cases

Plan Session 03 :

Visual Management and Kanban Systems
Activities and cases

Plan Session 04 :

Value Stream Mapping (VSM)
Activities and cases

Plan Session 05 :

Flow, Pull and Team Dynamics
Activities and cases

Plan Session 06 :

Standups & Collaboration
Activities and cases

Plan Session 07 :

Continuous Improvement (Kaizen) and Metrics
Activities and cases

Plan Session 08 :

Individual reflection report in class
Project Showcase



SYLLABUS

ST308E_B_0101_24

Entrepreneurial Thinking and Innovation

ACADEMIC AREA	: STRATEGY AND INNOVATION
PROGRAMME	: BIM / UGTC LEVEL 3 IBPM
PERIOD	: SPRING
COORDINATOR	: Mrs. Nissreen BARAKAT
INSTRUCTOR(S)	: Mr. Pierre-Olivier BAUDOT Mrs. Nissreen BARAKAT Yosra BOUGHATTAS
CONTACT HOURS	: 24 hours
STUDY TIME	: null hours (Class preparation, homework and assessments)
CREDITS	: 4.0 ECTS

PRE-REQUISITE MODULES :

Students are expected to study the dynamics of entrepreneurial ventures and apply learnings to validate their business ideas. Therefore, the course requires basic knowledge about diverse business subjects such as marketing, finance, strategy, and operations management.

MODULE DESCRIPTION :

This module aims to equip students with the fundamental concepts of entrepreneurship, innovation, and small business management. Upon completion of this module, students will be able to identify and interpret the innovation sources and their dynamics in existing companies and new businesses. Students will also comprehend the purpose of entrepreneurial activity in our society.

CONTRIBUTION TO PROGRAMME LEARNING OBJECTIVES :

- Mobilize interdisciplinary knowledge creatively to propose innovative solutions

MODULE INTENDED LEARNING OUTCOMES (ILOs) :

After completing the module, students will be able to:

- (1) characterize the economic and social role played by entrepreneurs,
- (2) explain how to develop ideas and how to turn ideas into innovations,
- (3) distinguish the existing forms and infrastructures of start-up financing, and
- (4) create a ready-to-submit business plan.

TOPICS COVERED :

Introduction to innovation and entrepreneurship Creativity and management of opportunities Business model and related canvas
Customer value proposal
Growing a start-up: funding and intellectual property Industry analysis
Value Position Design approach and related canvas Innovation schemes and paradigms
Social innovation

RESEARCH-LED TEACHING :

Although this module is highly practical as required in entrepreneurship education, its content is grounded in well-established theoretical underpinnings. The up-to-date scientific evidence can be found in this module not only in all content provided by the lecturers but also in the analysis of case studies assigned to the students and in the class discussions regarding managerial best practices.

CSR AND SUSTAINABLE DEVELOPMENT GOALS :

The entrepreneur activity plays a critical role in our society for its focus on industry innovation and job creation. Consequently, entrepreneurship education embraces in its objectives the fight against poverty and the seeking for decent work and economic growth, attempting to reduce inequalities. The students' final essays in this module embrace these sustainable perspectives. Moreover, our students work on a simulation assignment. The simulation they design is a mediational means that enables students not only to integrate their business knowledge but also to express their identities and playfully discuss topics such as gender equality grounded in an entrepreneurial perspective.

CSR NB HOURS :

6

SUSTAINABLE DEVELOPMENT GOALS COVERED :

- 01 - No poverty
- 03 - Good health and well-being
- 05 - Gender equality
- 08 - Decent work and economic growth
- 09 - Industry, innovation and infrastructure
- 10 - Reduced inequalities

TEACHING METHODS :

The pedagogy includes:

- lectures (50% of total time)
- practical exercises and interactive discussions (25% of total time)
- live presentations by students of their own business ideas (25% of total time), with moderated feedback

METHODS OF ASSESSMENT :

Continuous/Final	Group/Individual	Assessment	Weight	Duration	ILOs assessed
Continuous	Group	Study case	10%	1h	1 2 3
Continuous	Group	Group project	30%	6 H	1 2 3
Final	Individual	Report	60%	1 week	4

Assessment 1 details:

1 written case study/challenges

During the length of the course, students will be working in teams of no more than 6 people to elaborate upon 1 case study or challenges (e.g., MindSumo challenges) which are coming from real life.

They will generate a written report for each of these case studies, typically of no more than 2 pages.

Assessment 2 details:

In teams of no more than 6 people, the students have to create and present a playable tabletop or digital simulation that will provide opportunities to examine entrepreneurial activity in a competitive market. This simulation will be evaluated as a learning tool. This project will be developed throughout the entire course, and the groups will present their

simulations in module 8.

As a learning tool, this simulation should allow players to understand the basic concepts of our course, covering at least 2 of the described learning outcomes. The groups can present an entirely new simulation design or a modified (redesigned) version of commercial games/simulations.

Assessment 3 details:

The students have to develop a business model for a viable business idea relevant to their own interest/hobby/Talent/ curiosity. Turning personal interest into business.

ACADEMIC INTEGRITY :

BIBLIOGRAPHY :

Barringer, B. R., and R. Duane Ireland (2018). Entrepreneurship: Successfully Launching New Ventures. (6th ed). Boston: Pearson Education. [eBook: <https://bit.ly/3c45gS6>]

Additional Reading

Barrow C., Barrow P., Brown R. (Latest Edition). The Business Plan Workbook. Kogan Page. [eBook: <https://bit.ly/3CAZMpf>].

Bessant, John, and Tidd, Joe (2015). Innovation and Entrepreneurship. (3rd ed). Hoboken, New Jersey: John Wiley & Sons [eBook: <https://bit.ly/3nTYVeA>].

Chan Kim, W., and Mauborgne, Renée (2005). Blue ocean strategy: How to create uncontested market space and make the competition irrelevant. Harvard Business School.

Ostwalder et al (2012). Value proposition Design. Strategyzer [eBook: <https://bit.ly/3DG97O9>]

Pigneur, Yves and Osterwalder, Alexander (2010). Business model generation: A Handbook for Visionaries, Game Changers, and Challengers. Hoboken, John Wiley & Sons. [eBook: <https://bit.ly/3mxR31n>].

Schilling, Melissa A. (2016). Strategic Management of Technological Innovation. (5th ed). McGraw-Hill Higher Education.

Tidd, Joe, and Bessant, John (2013). Managing Innovation: Integrating Technological, Market and Organizational Change (5th ed). Auflage. Chichester, England; Hoboken, NJ: Wiley John + Sons.

MODULE PLAN SESSIONS :

Plan Session 01 :

Course overview and introduction to entrepreneurship and innovation.

Session topics:

Present the course objectives and the assessment methods.

Describe entrepreneurship, corporate entrepreneurship, and the characteristics of entrepreneurial firms.

Discuss three main reasons people decide to become entrepreneurs.

Identify four main characteristics of successful entrepreneurs.

Explain five common myths regarding entrepreneurship

Discuss the positive effects of entrepreneurship and entrepreneurial firms on economies and societies.

Explain the entrepreneurial process.

Learn how understanding entrepreneurship and the entrepreneurial process can facilitate career success.

Experiential activity:

Presenting a successful entrepreneur.

Preliminary readings:

Course Syllabus and Chapter 1 of Barringer & Ireland.

Plan Session 02 :

Session title:

Entrepreneurial creativity: Opportunity identification and creation.

Session topics:

Explain the difference between opportunities and ideas.

Describe the three general approaches entrepreneurs use to identify opportunities.

Discuss the personal characteristics of entrepreneurs that contribute to their ability to recognize business opportunities.

Identify and describe techniques entrepreneurs use to generate ideas.

Experiential activity:

Generating and presenting business ideas.

Group assignment/Continuous assessment: case study/challenge.

Preliminary readings:

Chapters 2 and 3 of Barringer & Ireland.

Plan Session 03 :

Session title:

Business Model and Planning.

Session topics:

Describe business models and discuss their importance.

Identify and describe the two general types of business models—standard and disruptive.

Explain the purpose of a business plan.

Describe who reads a business plan and what they are looking for.

Discuss the guidelines to follow to write an effective business plan.

Identify and describe a suggested outline of a business plan.

Explain how to present a business plan to potential investors effectively.

Experiential activity:

Developing a business model.

Preliminary readings:

Chapters 4 and 6 of Barringer & Ireland.

Plan Session 04 :

Session title:

Opportunity Assessment Presentations.

Session topics:

Explain what a feasibility analysis is and why it's important.

Describe a product/service feasibility analysis, and explain its purpose.

Assignment (first step of the final individual essay):

5 minutes entrepreneurial idea pitch presentation – present a business idea and receive feedback.

Preliminary readings:

Chapter 5 and 8 of Barringer & Ireland.

Plan Session 05 :

Session title:

Growing an Entrepreneurial Firm: Funding and Protecting Ideas.

Session topics:

Describe the importance of financing for entrepreneurial success.

Explain why most entrepreneurial ventures need to raise money during their early life.

Identify and describe the main sources of personal financing available to entrepreneurs.

Describe several creative sources of financing entrepreneurial firms may choose to use.

Define the term intellectual property and describe its importance.

Explain what a patent is and describe different types of patents.

Describe a trademark and explain the process entrepreneurs use to obtain one.

Preliminary readings:

Chapters 10 and 12 of Barringer & Ireland.

Plan Session 06 :

Session title:

Strategic management concepts to entrepreneurship and innovation

Session topics:

Outline the four-step innovation process from idea to imitation.

Apply strategic management concepts to entrepreneurship and innovation.

Describe the competitive implications of different stages in the industry life cycle.

Derive strategic implications of the crossing-the-chasm framework.

Categorize different types of innovations in the markets-and-technology framework.

Explain why and how platform businesses can outperform pipeline businesses.

Preliminary readings:

Chapter 13 and 14 of Barringer & Ireland.

Plan Session 07 :

Session title:

Current Trends: Design Thinking, Value proposition Canvas, Social Entrepreneurship.

Session topics:

Explain the Design Thinking process

Describe the Value Proposition Canvas.

Present social entrepreneurship examples.

Assignment (feedback session – simulation design):

Presenting the simulation design to receive feedback.

Preliminary readings:

Chapter 1 of Ostwalder et al (2012).

Plan Session 08 :

Final presentations: Presentation and evaluation of simulation designs. Final game presentation

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 :

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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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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



SYLLABUS

CR302E_B_0101_24

Mindful Decision-Making

ACADEMIC AREA	: MANAGEMENT AND ORGANIZATIONS
PROGRAMME	: BIM / UGTC LEVEL 3 IBPM
PERIOD	: SPRING
COORDINATOR	: Mrs. Laura NOVAL
INSTRUCTOR(S)	: Dr. Brian HENRY Mrs. Laura NOVAL Mrs. Noha EL ATTAR
CONTACT HOURS	: 24 hours
STUDY TIME	: null hours (Class preparation, homework and assessments)
CREDITS	: 4.0 ECTS

PRE-REQUISITE MODULES :

None

MODULE DESCRIPTION :

This module highlights challenges and best practices in decision-making in complex and modern organizational environments, drawing from current findings in relevant disciplines (social psychology, neuroscience, sociology, and organizational behaviour). The module addresses the main hindrances and facilitators of mindful decision-making, defined as decisions that are not only of benefit for the decision-maker him or herself but also for other people and society in general. The module has a strong focus on personal development aimed at increasing students' capabilities to reach mindful decisions at work.

CONTRIBUTION TO PROGRAMME LEARNING OBJECTIVES :

- Apply knowledge & mobilize data to analyze practical business situations and facilitate decision-making
- Identify key career drivers to build & pursue their chosen career path
- Practice and defend responsible and ethical managerial actions to contribute positively to the world

MODULE INTENDED LEARNING OUTCOMES (ILOs) :

MODULE INTENDED LEARNING OUTCOMES (ILOs):

At the end of this course, the student will be able to:

1. Describe the main challenges, biases, and best practices around individual and team decision-making in organizations.
2. Analyze the impact of different organizational practices and models in decision-making.
3. Incorporate values and responsibility into everyday decision-making at work.
4. Acquire tools to improve one's self-awareness and emotional intelligence for more mindful decisions about and at work.
5. Analyze the impact of decision-making on personal well-being as well as the well-being of others.
6. Understand how global and societal changes impact the way we make decisions.

TOPICS COVERED :

TOPICS COVERED:

- Common biases in decision-making at work
- Values and responsibility in decision-making
- Team decision-making
- Intuition and emotions vs. rationality
- Attention and meta-awareness for decision-making
- Global and diversity challenges for decision-making
- Organizational models and culture affecting decision-making
- Career decision

RESEARCH-LED TEACHING :

This course is derived from research on: Decision Making Biases, Behavioural Business Ethics and Mindfulness (all research areas related to published work by the course coordinator).

CSR AND SUSTAINABLE DEVELOPMENT GOALS :

Mindful Decision Making relates to making decisions that take into account not only personal well-being but the well-being of anyone affected by our decisions. Thus, most of the topics covered in the course are related to CSR and sustainable development goals (decision-making biases - values and harm - team decisions - global and diversity challenges - organizational mindsets).

CSR NB HOURS :

24

SUSTAINABLE DEVELOPMENT GOALS COVERED :

- 03 - Good health and well-being
- 05 - Gender equality
- 08 - Decent work and economic growth
- 10 - Reduced inequalities
- 16 - Peace, justice and strong institutions

TEACHING METHODS :

TEACHING METHODS:

Lectures, class discussions, group work on case studies and students' presentations will alternate in this course.

METHODS OF ASSESSMENT :

Continuous/Final	Group/Individual	Assessment	Weight	Duration	ILOs assessed
Continuous	Group	Group work	40%	15 minutes	ILO 1, 3, 5
Final	Individual	Final written exam	60%	3 hours	1, 2, 4, 5

Assessment 1 details:

Your team video should include analysis of challenges and recommendations for mindful decision-making with practical examples. For this purpose, you should combine real-life cases and/or role plays with recorded presentation formats. Read the instructions below carefully.

INSTRUCTIONS ON CONTENT

Your video should illustrate challenges and recommendations for mindful decision-making. You should combine your findings with the insights explored in the course.

For example, you can explore some of the following topics covered in the course up to the date of the video presentation (MODULE 06).

- Main biases
- Values and Harm
- Team challenges
- Attention & Meta-awareness
- Global & diversity challenges

As there should be enough depth in your analysis, rather than covering too many topics or aspects on your video, try to instead focus on a few elements and make sure these are analysed with enough depth.

To illustrate these topics: You can derive insights from the course as well as your own research/personal experience. You can for example come up with examples to illustrate the desired topics/challenges or derive these from existing cases of (un)mindful decision-making in organizations. You should not only present challenges but also potential solutions/ recommendations for the challenges.

§ Within the video, you should combine both traditional presentation techniques (e.g., slides, talking presenter) as well as acted illustrations (acted scenes, animated displays, etc.)

§ The video should include both theoretical/conceptual aspects of the topic, as well as concrete examples of applications and recommendations for organizational practice.

§ Make sure the examples provided are backed up by research (and provide references at the end of the video, or a separate word document).

§ All members of the team need to appear in the video (at least once).

§ TIME LIMIT: 15 MINUTES. Note: Make sure you focus the video on the meaningful points you want to make in a limited time. It is helpful to focus on the quality as opposed to the quantity of the points made.

§ You need to upload your video on Moodle THE DAY BEFORE THE START OF MODULE 06. Make sure you have your video also available on your computer to show.

Assessment 2 details:

The final exam will consist of open-ended questions about ALL THE TOPICS seen in class.

How to study:

q Main focus: sessions (slides, what we said, discussed, cases seen in class) – Readings can be used as support (they can be very helpful for examples and clarity)

q Reflection on the topics: how they apply to real-life, how they related to different things we saw

q In other words, not just “memorize” the slides, their applications and implications are more important....

ACADEMIC INTEGRITY :

BIBLIOGRAPHY :

Additional Reading

MODULE PLAN SESSIONS :

Plan Session 01 :

MODULE 1

Introduction and Main Biases in MDM

§ Introduction to the course and assignments.

§ Common biases in complex decisions: Availability heuristic – Escalation of commitment – Optimism/ Overconfidence bias (incl. planning fallacy and risk underestimation) – Confirmation bias

§ Sources of bias.

§ Best practices for dealing with bias (individual & organization).

Plan Session 02 :

MODULE 2

Values and Harm

§ Main philosophies about harm in decision-making: insights and limitations.

§ Self-deception, rationalization, motivated reasoning (why – when – how).

§ Challenges around: Conflicts of interest - slippery slopes - moral licensing and compensation - Should-want gap.

§ Insights for personal development (outcomes – questions).

Plan Session 03 :

MODULE 3

Team Decision-Making

§ Benefits and drawbacks of team decision-making.

§ Main challenges in team MDM: shared information biases – social loafing – conformity vs. deviance.

§ Constructive vs. destructive debate.

§ Conflict styles in teams: Recognizing one's own and those of others.

Plan Session 04 :

MODULE 4

Attention & Meta-awareness

- § Deliberation versus emotions in ethical decision making.
- § Attention: What it is and how it can help decision-making.
- § Practice of meta-awareness & decentering in real-time.
- § Time for group assignments.

Plan Session 05 :

MODULE 5

Global challenges & Diversity

- § Situational forces against MDM in a global context.
- § Improving MDM in a global context.
- § Explicit vs. implicit bias towards others
- § How implicit bias can affect decisions at work: hiring, performance, promotion.
- § What is diversity and how to counteract implicit bias.

Plan Session 06 :

TEAM VIDEO PRESENTATIONS

Plan Session 07 :

MODULE 7

Organizational Mindsets

- § What are stages of human consciousness and how do they reflect worldviews in society and organizations.
- § Orange stage breakthroughs & limitations: Achievement – Rationality – Machine analogy – paradox of efficiency – outcome over process – etc.
- § Green breakthroughs & limitations
- § Best practices to improve MDM in organizations.

Plan Session 08 :

MODULE 8

Organizational Mindsets (PART 2)

- § Second-tier stages and Teal: how it differs from previous – what are the main values/ breakthroughs for business & business ethics– examples.
- § Conclusions and best practices for different organizational mindsets.
- § Societal impact of different mindsets and career well-being.



SYLLABUS

SC306E_B_0101_24

Introduction to Supply Chain Analytics

ACADEMIC AREA	: SUPPLY CHAIN MANAGEMENT AND INFORMATION SYSTEMS
PROGRAMME	: BIM / UGTC LEVEL 3 IBPM
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
- Basic knowledge of statistics/mathematics
- Basic knowledge of MS Excel

MODULE DESCRIPTION :

This module presents how data and business analytics can be applied to deal with practical business situations in the field of 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 :

- Apply knowledge & mobilize data to analyze practical business situations and facilitate decision-making
- Demonstrate technological literacy to work effectively in the hybrid work place

MODULE INTENDED LEARNING OUTCOMES (ILOs) :

After successfully completing this module, the students should be able to:

1. Explain the main components of analytics
2. Develop analytical/mathematical/spreadsheet models
3. Develop innovative solutions to face with business supply chain challenges

TOPICS COVERED :

- Basics of analytics
- Data visualization and exploration
- Break-even analysis
- Preference matrix
- Basics of forecasting
- Analytics for location decisions
- Analytics for purchasing decisions
- Analytics for production decisions

RESEARCH-LED TEACHING :

Result of some research articles will be used in the course lecture. Also, several research articles will be provided to students for further reading, two of them published by the course instructor.

- 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 :

One of the sessions will discuss the application of analytics to select a greener transportation mode for transportation network design, which will lead to reducing CO2 emissions.

CSR NB HOURS :

2

SUSTAINABLE DEVELOPMENT GOALS COVERED :

- 11 - Sustainable cities and communities

TEACHING METHODS :

The topics will be covered mainly through lectures, examples, and hands-on exercises. Microsoft Excel is used for model development and problem solving.

Each session will have a specific theme where the application of analytics will be demonstrated in supply chain management with regard to the theme.

The last session will be dedicated to a workshop, which allows students to work in groups to deal with a couple of decision problems in the supply chain management field.

METHODS OF ASSESSMENT :

Continuous/Final	Group/Individual	Assessment	Weight	Duration	ILOs assessed
Continuous	Group	Group work	40%	2h45	All
Final	Individual	Final written exam	60%	3h	

Assessment 1 details:

In the last session (session #8), a couple of supply chain-related problems will be given to each group of students to apply the techniques of analytics learned to analyze and solve the problems.

Using MS Excel is allowed to answer the questions.

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. The use of MS Excel is not allowed for this exam.

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

ACADEMIC INTEGRITY :

Plagiarism is copying another's work or ideas. This includes sections (sentences, tables, diagrams) of books or articles, another student's work or text, diagrams, 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 :

- 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>]

Additional Reading

- 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>].

- 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 :

Theme I: Course overview

Theme II: Understanding of analytics

- Basics of data and business analytics
- Descriptive analytics
- Predictive analytics
- Prescriptive analytics

Plan Session 02 :

Theme: Descriptive analytics

- Data visualization using MS Excel
- Data exploration using MS Excel
- Descriptive statistics

Plan Session 03 :

Theme: Predictive statistics

- Spreadsheet modeling in MS Excel
- Spreadsheet modeling examples

Plan Session 04 :

Theme:

- Moving average
- Exponential smoothing
- Error metrics

Plan Session 05 :

Theme I: Basic decision-making techniques

- Break-even analysis
- Preference matrix

Theme II: Facility location problem

Plan Session 06 :

Theme: Transportation

- Transportation problem
- Transportation mode selection

Plan Session 07 :

Theme: Purchasing and production

- Total cost of ownership (TCO)
- Determining optimal production quantity
- Production scheduling

Plan Session 08 :

- Workshop on the application of analytics in supply chain management
- Student feedback on course and professor performance
- Course sum-up & closure



SYLLABUS

SC305E_B_0101_24

Transportation and Distribution Management

ACADEMIC AREA	: SUPPLY CHAIN MANAGEMENT AND INFORMATION SYSTEMS
PROGRAMME	: BIM / UGTC LEVEL 3 IBPM
PERIOD	: SPRING
COORDINATOR	: Mrs. Laure SUSTANDAL
INSTRUCTOR(S)	: Mrs. Laure SUSTANDAL
CONTACT HOURS	: 24 hours
STUDY TIME	: 75 hours (Class preparation, homework and assessments)
CREDITS	: 4.0 ECTS

PRE-REQUISITE MODULES :

First semester modules of the Purchasing and Supply Chain Specialisation or equivalent modules.

MODULE DESCRIPTION :

The module explains the role of transportation and distribution in a supply chain and allows students to understand the trade-offs to be made between transportation, warehousing and distribution activities, and how to coordinate them. It introduces students to the different transport modes and network design options, planning, modeling, transport and distribution organization management, costs and accounting computations in the transport and distribution industry.

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. Understanding the concept of transportation and distribution in a global context
2. Understanding the transportation networks organization, planning and modeling
3. Discover and master transport organization
4. Being able to present a transportation and distribution firm
5. Calculate transportation costs to integrate into the firm's financial results
6. Being at ease to start a business of transportation and distribution

TOPICS COVERED :

- Session 1 - Introduction to Transportation and Distribution (Means and actors)
- Session 2 - Transportation Networks and planning
- Session 3 - Transportation and Distribution modeling
- Session 4 - Supply-chain management in the transport and distribution sector
- Session 5 - Transportation and Distribution organization management
- Session 6 - Transportation and Distribution accounting
- Session 7 - Transportation and Distribution Development (Sustainable/social development, AI)
- Session 8 - Transportation and Distribution Business

RESEARCH-LED TEACHING :

- (i) analysis of case studies through the lens of existing evidence- based theoretical and practical frameworks,
- (ii) discussion of evidence-based managerial best-practices,
- (iii) Synthesis of academic articles (as homework)

CSR AND SUSTAINABLE DEVELOPMENT GOALS :

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

CSR NB HOURS :

7

SUSTAINABLE DEVELOPMENT GOALS COVERED :

- 03 - Good health and well-being
- 04 - Quality education
- 05 - Gender equality
- 06 - Clean water and sanitation
- 07 - Affordable and clean energy
- 08 - Decent work and economic growth
- 09 - Industry, innovation and infrastructure
- 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 :

Lecture notes, firms and case studies, groups works, use of IT tools (professional and educational).

This module provides students with many tools, in the transportation and distribution field, that can be applied in-company in order to enhance and optimize their business.

METHODS OF ASSESSMENT :

Continuous/Final	Group/Individual	Assessment	Weight	Duration	ILOs assessed
Continuous	Group	Group project	40%	N/A	All
Continuous	Individual	Report	60%	N/A	All

Assessment 1 details:

Firm oral presentation in the transportation and distribution sector. The work consists in the selection of a firm in the transport and distribution industry and the preparation of a group presentation; including the presentation of: the firm activity, organization, results, axis of development, and re-using the concepts and key words from the course, using 15 slides maximum (body of the text 15 slides +references using the Harvard referencing). The oral consists of a 10 minutes presentation and 5 minutes of questions.

Assessment 2 details:

The individual work consists in a report. The student must start a business in the transportation by truck (mainly) and distribution field. The presentation will include the presentation of the firm activity, the firm organization, the firm's financial results forecasts, and the axis of development. The report must highlight: the networks, the planning, the modeling, the supply chain, the organization management, the costs computations and their integration into the financial results, the risk consideration and the axis of development. The student must highlight the key concepts and key words.

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 :

Bektas, T. (2017). Freight Transport and Distribution, Concepts and Optimization Models. CRS Press. [eBook: <https://bit.ly/3FTJ6LV>].

Moodle SC305E course sessions, Academic articles, articles and videos

Additional Reading

ADDITIONAL READINGS, to go further:

-> Simchi-Levi, D., Kaminsky, P., and Simchi-Levi, E. (2007). Designing and managing the supply chain: Concepts, strategies, and cases. (3rd edition) New York: McGraw-Hill.

-> Sussman, Joseph. (2000). Introduction to Transportation Systems. Norwood, MA: Artech House Publishers.

. Cases :

Seven-Eleven Japan Co.

-> Kunitomo, R., 1997. Seven-Eleven is revolutionizing grocery distribution in Japan. Long Range Planning, 30(6), pp.877-889.

-> Chopra, S. and Meindl, P. Supply Chain Management: Strategy, Planning, and Operation. (6th edition), pp.73-79. Pearson.

Blue Nile and diamond retailing

-> Chopra, S. and Meindl, P. Supply Chain Management: Strategy, Planning, and Operation. (6th edition), pp.115-119.

Pearson.

Same-day delivery

-> Terry, H. 2015. Same day delivery and how to make money at it. Chicago Consulting. <http://www.chicago-consulting.com/wp-content/uploads/2015/10/Same-Day-Delivery.pdf>

. Readings in management:

-> Souza, Gilvan C. Supply chain analytics. *Business Horizons* 57.5 (2014): 595-605.

-> Ferrell, Linda, and O. C. Ferrell. Redirecting direct selling: High-touch embraces high-tech. *Business horizons* 55.3 (2012): 273-281.

-> Kapur, M., Dawar, S., & Ahuja, V. R. (2014). Unlocking the Wealth in Rural Markets. *Harvard Business Review*, 92(6), 113-117.

-> Pitt, L., Berthon, P., & Berthon, J. P. (1999). Changing channels: the impact of the Internet on distribution strategy. *Business Horizons*, 42(2), 19-28.

-> Thomas, A. R., & Wilkinson, T. J. (2005). It's the distribution, stupid! *Business Horizons*, 48(2), 125-134.

-> Oliver, K., Samakh, E., & Heckmann, P. (2007). Rebuilding Lego, brick by brick. *STRATEGY AND BUSINESS*, 48, 58. <http://www.strategy-business.com/article/07306?gko=99ab7>.

-> Atasu, A., and L. Van Wassenhove. Getting to Grips With Take-Back Laws <http://www.ieseinsight.com/doc.aspx?id=1213>. IESE Insight, 2011.

-> Porter, M. and Kramer, M. Strategy and Society: The Link between Competitive Advantage and Corporate Social Responsibility <http://www.ncbi.nlm.nih.gov/pubmed/17183795>. *Harvard Business Review* 84, no. 12 (2006): 78-92.

-> Stalk Jr, G. (2009). The threat of global gridlock. *Harvard Business Review*, 87(7-8), 126-129.

. Resources in management science:

-> Bidgoli, H. (2010). *The Handbook of Technology Management, Supply Chain Management, Marketing and Advertising, and Global Management* (Vol. 2). John Wiley & Sons.

-> Laporte, G. (1992). The traveling salesman problem: An overview of exact and approximate algorithms. *European Journal of Operational Research*, 59(2), 231-247.

-> Laporte, G. (2010). A concise guide to the traveling salesman problem. *Journal of the Operational Research Society*, 61(1), 35-40.

-> Pisinger, D., & Ropke, S. (2007). A general heuristic for vehicle routing problems. *Computers & operations research*, 34(8), 2403-2435.

-> Van Anholt, R. G., Coelho, L. C., Laporte, G., & Vis, I. F. (2016). An inventory-routing problem with pickups and deliveries arising in the replenishment of automated teller machines. *Transportation Science*.

-> Hemmelmayr, Vera C., et al. Models and algorithms for the integrated planning of bin allocation and vehicle routing in solid waste management. *Transportation Science* 48.1 (2013): 103-120.

-> Rancourt, M. É., Cordeau, J. F., Laporte, G., & Watkins, B. (2015). Tactical network planning for food aid distribution in Kenya. *Computers & Operations Research*, 56, 68-83.

-> Demir, E., Bekta, T., & Laporte, G. (2014). A review of recent research on green road freight transportation. *European Journal of Operational Research*, 237(3), 775-793.

-> Pelletier, S., Jabali, O., & Laporte, G. (2014). Goods distribution with electric vehicles: Review and research perspectives. In *Technical Report CIRRELT-2014-44*. CIRRELT, Montréal, Canada.

-> Murray, Chase C., and Amanda G. Chu. The flying sidekick traveling salesman problem: Optimization of drone-assisted parcel delivery. *Transportation Research Part C: Emerging Technologies* 54 (2015): 86-109.

MODULE PLAN SESSIONS :

Plan Session 01 :

Introduction to Transportation and Distribution (Means and actors) - 3 hours

Plan Session 02 :

Transportation Networks and planning - 3 hours

Plan Session 03 :

Transportation and Distribution modeling - 3 hours

Plan Session 04 :

Supply-chain management in the transport and distribution sector - 3 hours

Plan Session 05 :

Transportation and Distribution organization management - 3 hours

Plan Session 06 :

Transportation and Distribution accounting (from the costs to the financial results) - 3 hours

Plan Session 07 :

Transportation and Distribution Development (Sustainable/social development, AI) - 3 hours

Plan Session 08 :

Transportation and Distribution Business - 3 hours



SYLLABUS

QM311E_B_0101_24

Operations & Production Management

ACADEMIC AREA	: SUPPLY CHAIN MANAGEMENT AND INFORMATION SYSTEMS
PROGRAMME	: BIM / UGTC LEVEL 3 IBPM
PERIOD	: SPRING
COORDINATOR	: Dr. Maher AGI
INSTRUCTOR(S)	: Dr. Maher AGI
CONTACT HOURS	: 24 hours
STUDY TIME	: 75 hours (Class preparation, homework and assessments)
CREDITS	: 4.0 ECTS

PRE-REQUISITE MODULES :

None.

MODULE DESCRIPTION :

This course introduces students to the area and techniques of operations management and presents a state-of-the-art view of the activities of the operations function.

The course's overall rationale is to give students thorough background knowledge in basic servicing and production methods and concepts to enable them to appreciate their potential real-world applications. The objective is that students understand the role of managerial decisions in the effective design of services and products, layout and production planning and control.

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. To understand the basic managerial principles of designing and managing servicing and production processes.
2. To acquire knowledge on how to analyze problems of process design, facility layout, quality and production planning and control.
3. To acquire the necessary knowledge and skills for efficiently managing and using resources.
4. To understand how to measure and manage the effectiveness of servicing and production processes.

TOPICS COVERED :

1. Measuring operations performance
2. process design and improvement
3. Quality management and control
4. Facility layout
5. Line balancing
6. Production planning
7. Just-In-Time production
8. Use of basic quantitative techniques in OM

RESEARCH-LED TEACHING :

Examples and cases from recently published literature will be used in the course and students will be asked to analyze and comment on them. Students will also have the opportunity to work on current research topics in the area of operations management as part of their continuous assessment.

CSR AND SUSTAINABLE DEVELOPMENT GOALS :

CSR and Sustainable Development Goals

This is a production management course. It contains subjects related to sustainable developments goals in service and industrial production. Efficient use of resources and good working conditions are an important part of the course learning objectives and intended outcomes. Students will be encouraged to include sustainability considerations in their group works for continuous assessment.

CSR NB HOURS :

2

SUSTAINABLE DEVELOPMENT GOALS COVERED :

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

TEACHING METHODS :

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

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

METHODS OF ASSESSMENT :

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

Assessment 1 details:

Students will be asked to work in groups on a subject and do a presentation in class.

The mark for the presentation will be based on:

- o Presentation skills and style
- o Logic of presentation
- o Command / understanding of the material
- o Quality of arguments and recommendations

Assessment 2 details:

The exam subject will contain:

- Theory questions that provide evidence of achieving the learning objectives.
- Problem/ case solving that provide evidence of having the skills required for problem analysis and contextualized

decision making

ACADEMIC INTEGRITY :

BIBLIOGRAPHY :

Heizer, J., Render, B., & Munson, C. (2023). Operations management: sustainability and supply chain management. (14th edn). Pearson Education. [eBook 2019 edn <https://bit.ly/333Uze9>]

Krajewski, L. J., Ritzman, L. P., & Malhotra, M. K. (2018). Operations management: Processes and supply chains. Pearson Education. [eBook <https://bit.ly/3Gqg07t>]

Additional Reading

Chopra, S. and Meindl, P. (2018). Supply Chain Management: Strategy, Planning, and Operation. (7th edn). Pearson Education.

Cachon, G. & Terwiesch, C. (2019). Matching supply with demand: An introduction to operations management. (4th edn). McGraw-Hill. [eBook <https://bit.ly/39FyMg2>]

MODULE PLAN SESSIONS :

Plan Session 01 :

Introduction to operations management; Measuring operations performance.

Students should review related slides and readings on Moodle and prepare assigned case studies and practice problems for in class discussion.

Plan Session 02 :

Process design and process improvement methods.

Students should review related slides and readings on Moodle and prepare assigned case studies and practice problems for in class discussion.

Plan Session 03 :

Quality management and statistical process control.

Students should review related slides and readings on Moodle and prepare assigned case studies and practice problems for in class discussion.

Plan Session 04 :

Statistical process control.

Students should review related slides and readings on Moodle and prepare assigned case studies and practice problems for in class discussion.

Plan Session 05 :

Overview of production planning process; Aggregate planning.

Students should review related slides and readings on Moodle and prepare assigned case studies and practice problems for in class discussion.

Plan Session 06 :

Material Requirement Planning (MRP).

Students should review related slides and readings on Moodle and prepare assigned case studies and practice problems for in class discussion.

Plan Session 07 :

Facility layout; Line balancing.

Students should review related slides and readings on Moodle and prepare assigned case studies and practice problems for in class discussion.

Plan Session 08 :

Lean operations and Just-In-Time production.

Group work presentations.



SYLLABUS

MK314E_B_0101_25

Brand Management and Sustainability

ACADEMIC AREA	: MARKETING
PROGRAMME	: BIM / UGTC LEVEL 3 BIM
PERIOD	: SPRING
COORDINATOR	: Mr. Aparajit PARTHASARATHY
INSTRUCTOR(S)	: Mr. Aparajit PARTHASARATHY
CONTACT HOURS	: 24 hours
STUDY TIME	: null hours (Class preparation, homework and assessments)
CREDITS	: 4.0 ECTS

PRE-REQUISITE MODULES :

Principles of Marketing

MODULE DESCRIPTION :

Advancing the knowledge of brands with reference to sustainability. This course provides holistic framework of managing brands in the era of sustainability.

CONTRIBUTION TO PROGRAMME LEARNING OBJECTIVES :

- Combine professional expertise with resilience, critical thinking & personal influence to Change mindsets #ChangeMindsets
- Leverage the economic, ecological, social performance of the firm and its operations to Change Business models #ChangeBusiness

MODULE INTENDED LEARNING OUTCOMES (ILOs) :

Explain sustainable marketing and branding's role in a global framework.

- Identify the drivers, risks, challenges and opportunities associated with addressing sustainability management challenges.
- Apply the guiding principles and values that are a foundation for a holistic mindset that guides an effective sustainability vision, strategy and implementation plans.
- Identify the factors in developing a credible business case for common sustainability management approaches that deliver actual improvements and breakthrough sustainability performance.
- Navigate common and conflicting needs, perspectives and interests of multiple stakeholder groups, cross-sector, cross-disciplinary, cross-functional and industry-specific perspectives.
- Promote strategic benefits of integrating and engaging the business value chain from suppliers through to end customers for achieving and communicating breakthrough sustainability outcomes.
- Link systems thinking and lifecycle thinking to core business strategy and decision-making using product life cycle assessment based on international ISO standards.

TOPICS COVERED :

Brands, Brand image, brand elements, brand mantra, branding process: types of brands; brands today - changes created by technology and sustainability

Creating and managing sustainable brands

Measuring a brand's performance: metrics

RESEARCH-LED TEACHING :

CSR AND SUSTAINABLE DEVELOPMENT GOALS :

CSR NB HOURS :

SUSTAINABLE DEVELOPMENT GOALS COVERED :

- 03 - Good health and well-being
- 11 - Sustainable cities and communities
- 12 - Responsible consumption and production

TEACHING METHODS :

Lectures, exercises, case studies and workshops.

METHODS OF ASSESSMENT :

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

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 :

- Friedman, M. (1970, septembre 13). A Friedman doctrine : The Social Responsibility of Business Is to Increase Its Profits. The New York Times. [Available : <https://tinyurl.com/vexya44v>]
- Polman, P. (2014). "Business, society, and the future of capitalism". McKinsey Quarterly 2014(3): 170-175. [Available : <https://tinyurl.com/yesuh2ab>]
- Lowitt, E., A. Hoffman, J. Walls and A. Caffrey. (2009). Sustainability and its Impact on the Corporate Agenda. Accenture LLP, World Business Council for Sustainable Development. [Available : <https://tinyurl.com/3cdd6j6a>]
- Bhattacharya, C. B, (2019). Small Actions, Big Difference : Leveraging Corporate Sustainability to Business and Societal Value. (Chapters 3-4). Routledge [ebook available: <https://tinyurl.com/24bbyefz>]
- Casadesus-Masanell, R., Crooke, M., Reinhardt F., and Vasishth, V. (2009) "Households' Willingness to Pay for "Green" Goods: Evidence from Patagonia's Introduction of Organic Cotton Sportswear," Journal of Economics & Management Strategy, 18(1). 203-233. [Available : <https://tinyurl.com/44fedsr5>]
- Eccles, R. G., Ioannou, I., & Serafeim, G. (2014). The Impact of Corporate Sustainability on Organizational Processes and Performance. Management Science, 60(11), 2835–2857. [Available : <https://tinyurl.com/ykvjsfnf>]
- Martin, D. M., & Schouten, J. W. (2014). The answer is sustainable marketing, when the question is: What can we do? Recherche et Applications En Marketing (English Edition), 29(3), 107-109. [Available : <https://tinyurl.com/4bjc35e6>]
- Ioannou, I., & Serafeim, G. (2019). Yes, Sustainability Can Be a Strategy. Harvard Business Review Digital Articles, 2–4. [<https://tinyurl.com/5c4me56s>]

Additional Reading

MODULE PLAN SESSIONS :

Plan Session 01 :

Branding vs Marketing
Brand image

Plan Session 02 :

Brand elements
Brand mantra,
Branding process:

Plan Session 03 :

Why sustainability matters
Integrating sustainability into business and management

Plan Session 04 :

Sustainability reporting
Project work mid-point check

Plan Session 05 :

Product lifecycle management
Sustainability management approaches

Plan Session 06 :

Product sustainability frameworks and tools
Eco-business and environmental management

Plan Session 07 :

Brand sustainability frameworks and tools (metrics)

Plan Session 08 :

Project Presentation



SYLLABUS

MK309E_B_0101_25

Digital Marketing Communications

ACADEMIC AREA	: MARKETING
PROGRAMME	: BIM / UGTC LEVEL 3 BIM
PERIOD	: SPRING
COORDINATOR	: Ms. Anna LE DILY
INSTRUCTOR(S)	: Ms. Anna LE DILY Ms. Ljupka NAUMOVSKA Ms. Nathalie DUPUY
CONTACT HOURS	: 24 hours
STUDY TIME	: null hours (Class preparation, homework and assessments)
CREDITS	: 4.0 ECTS

PRE-REQUISITE MODULES :

MK102E - Marketing Mix
MK306E_B Digital marketing (fall semester).

MODULE DESCRIPTION :

The marketing industry is entering the Industry 5.0 revolution, where advanced digital tools and artificial intelligence (AI) enable highly personalized, human-centric communication strategies. This course prepares students to navigate this evolving landscape by equipping them with a thorough understanding of digital channels, SEO/SEM, social media, PR, content marketing, and AI-driven tools. The focus is on strategically integrating these elements to engage targeted digital audiences effectively.

Students will develop practical skills to create and execute effective Digital Marketing Communication Strategies by leveraging a range of digital marketing tools, tactics, and techniques. The course offers a comprehensive view of digital marketing through an optimal blend of theory and hands-on experience, with a strong emphasis on practical case studies and industry applications.

Students are expected to apply the theories, lessons, and materials presented throughout the sessions to complete a major group project: the Digital Marketing Communication Plan. A structured system is in place to ensure that all students contribute equally and actively to the assignment.

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) :

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

1. Develop an effective digital communication strategy.
2. Define the buyer persona of the digital consumer.

3. Understand the role of digital marketing in integrated marketing communications.
4. Target and grow the right audience for a brand.
5. Optimize an omni-channel marketing campaign using web analytics, search engines, digital PR, blogs, social media channels, and audience conversion models.
6. Develop a complete digital marketing campaign.

TOPICS COVERED :

- Fundamentals of Digital Marketing Communication: frameworks, models, concepts, elements, and media.
- The digital consumer: defining the buyer persona in a digital media context.
- Digital Media and the Marketing Mix (4P model within a digital marketing context).
- Digital Marketing Campaign Planning.
- Marketing communication using digital media: SEO & SEM, public relations, digital word-of-mouth (WOM), paid online advertising, influencers, and blogs.
- Measurement and analytics for social media and digital platforms.
- Customer digital experience: designing websites and apps, content creation, design, optimization, structure, and web promotion.

RESEARCH-LED TEACHING :

The primary focus of this course is on developing practical skills and hands-on experience in digital marketing tools, tactics, and strategies rather than exploring theoretical concepts or academic research. The course content centers on industry case studies, applied projects, and real-world scenarios, ensuring that students gain applicable skills for professional settings. To support analysis of real-life case studies, some academic readings will be provided, equipping students with foundational concepts and frameworks.

CSR AND SUSTAINABLE DEVELOPMENT GOALS :

The course addresses SDG 5 - Gender Equality by promoting inclusive and non-stereotypical messaging in digital campaigns, highlighting the importance of fair representation across all media. Additionally, SDG 12 - Responsible Consumption and Production is covered through discussions on sustainable digital marketing practices, such as reducing digital waste, responsible data usage, and fostering transparency in consumer communication. By examining these principles, students are encouraged to consider the ethical implications of their strategies, aiming for responsible and inclusive marketing approaches.

CSR NB HOURS :

2

SUSTAINABLE DEVELOPMENT GOALS COVERED :

- 05 - Gender equality
- 12 - Responsible consumption and production

TEACHING METHODS :

The module will blend lecture sessions with a variety of practical industry case studies to ensure students develop applicable digital marketing skills. The methodology will be facilitative and inclusive, involving:

1. Analysis of case studies, workshops, and games/competitions to support theoretical learning and foster a professional and entrepreneurial mindset among students.
2. A multimedia approach, using current global campaigns to align learning material with real-world examples.
3. Group discussions with critical analysis of real business scenarios.
4. Instructor input and feedback, along with students' pre-reading and engagement with online and written materials.
5. Three types of interaction to ensure proactive student engagement:
 - Instructor–student
 - Student–content
 - Student–student
6. Encouragement for each student to actively participate by presenting a team project, engaging in critical discussions, and performing peer evaluations.
7. Students will form small learning groups for team projects, providing weekly progress feedback. The completed project will be presented and evaluated by the instructor and peers in Session 8.
8. Grading elements will include team assignments and individual case study analysis.
9. Emphasis on respecting diversity and fostering an inclusive learning environment.

Further details and materials will be provided in class.

METHODS OF ASSESSMENT :

Continuous/Final	Group/Individual	Assessment	Weight	Duration	ILOs assessed
Continuous	Group	Group project	40%		2, 3, 4, 5
Final	Individual	Written in class	60%	2 hours	all
Final	Individual	Study case	50%		

Assessment 1 details:

Students working in teams will be evaluated on their Digital Communication Plan. The segments of the plan will be taught throughout the module, with each session aligned to components of the group projects. The group projects will be delivered and presented in Session 8. In addition to grading, feedback will be provided by the instructor and peers, ensuring equal participation from each student.

Assessment 2 details:

Drafting a Digital Marketing Campaign on a given case (template will be provided).

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 :

Book:

Chaffey, D., Ellis-Chadwick, Fiona. (2022). Digital Marketing : Strategy, Implementation and Practice (8th edn). Pearson Education. [eBook: <https://cutt.ly/6MERhZ7>]

Websites / blogs:

<https://blog.hubspot.com/>
<https://www.marketingweek.com/>
<https://www.marketingprofs.com/>

Additional Reading

Books:

Chaffey, D., Smith, P.R. (2017). Digital Marketing Excellence : Planning, Optimizing and Integrating Online Marketing. (5th edn). Routledge.

Cini, C. (2019). Facebook Marketing: Strategic Guide for Communication and Advertising. Paris: Eyrolles.

Articles:

Valos, M.J., Haji Habibi, F., Casidy, R., Driesener, C.B. and Maplestone, V.L. (2016), "Exploring the integration of social media within integrated marketing communication frameworks: Perspectives of services marketers", Marketing Intelligence & Planning, Vol. 34 No. 1, pp. 19-40. <https://doi.org/10.1108/MIP-09-2014-0169>

Taiminen, H.M. and Karjaluoto, H. (2015), "The usage of digital marketing channels in SMEs", Journal of Small Business and Enterprise Development, Vol. 22 No. 4, pp. 633-651. <https://doi.org/10.1108/JSBED-05-2013-0073>

Websites / Blogs / Platforms:

<https://www.edaa.eu/>
<https://moz.com/blog> <https://unbounce.com/blog/>
<https://neilpatel.com/>
<https://www.interbrand.com/>
<https://www.brandchannel.com/>
<https://adage.com/>

Influencers in Digital Marketing to follow:

Kim Garst
Ann Gandlely
Gary Vaynerchuk
Rand Fishkin
Guy Kawasaki
Gabe Zichermann

MODULE PLAN SESSIONS :

Plan Session 01 :

Session 1: Introduction to Digital Marketing Communication

Topics Covered:

Overview of digital marketing communication; Introduction to Industry 5.0 and the role of AI in marketing; Digital channels and tools; Overview of course methodology and project requirements.

Core readings :

Chaffey, D., & Ellis-Chadwick, F. (2022). Digital Marketing: Strategy, Implementation and Practice, Ch. 1 (pp. 4-22; 26-

41),

Homework / pre-readings for S2:

https://blog.hubspot.com/marketing/twitter-vs-facebook?es_p=801892&agency_tier=diamond&yt_video=C4EIZD9I3Fc

https://blog.hubspot.com/marketing/company-profile?es_p=801892&agency_tier=diamond&yt_video=C4EIZD9I3Fc

Plan Session 02 :

Session 2: Understanding the Digital Consumer

Topics Covered:

Characteristics of the digital consumer; Buyer personas and conversion models; E-commerce and digital customer experience.

Core Readings:

Chaffey, D., & Ellis-Chadwick, F. (2022). Ch. 2 (pp. 57-79), Ch. 4.

PRE-READING FOR S3:

p275: Dell gets closer to its customer via its social media strategy.

Plan Session 03 :

Session 3: Digital Media and the Marketing Mix

Topics Covered: The 4Ps in the digital context; Introduction to CRM and loyalty programs; Using Big Data in digital media.

Core Readings:

Chaffey, D., & Ellis-Chadwick, F. (2022), Chs. 5-6.

Additional Readings:

<https://blog.hubspot.com/service/customer-retention-strategies>

<https://www.marketingprofs.com/articles/2019/41821/millennials-and-gen-z-are-using-social-media-less-heres-how-to-earn-their-attention-and-loyalty-now>

Plan Session 04 :

Session 4: Digital Marketing Campaign Planning

Topics Covered:

Steps in planning a digital campaign; Setting goals and KPIs; Segmentation and targeting strategies.

Case study / group-panel discussion of the digital marketing, war, of Pepsi & Coke.

Core Readings:

Chaffey, D., & Ellis-Chadwick, F. (2022), Ch. 8.

<https://www.talkwalker.com/blog/coke-vs-pepsi>

Plan Session 05 :

Session 5: Marketing Communication Tools in Digital Media

Topics Covered:

SEO & SEM basics; Digital PR and word-of-mouth marketing; Paid online advertising, influencer marketing, and blogs.

Core Readings:

Chaffey, D., & Ellis-Chadwick, F. (2022), Ch. 9.

Plan Session 06 :

Session 6: Measurement and Analytics in Digital Marketing

Topics Covered:

Key metrics for social media and digital platforms; Introduction to Google Analytics and other measurement tools.

Case study: TOMS (user experience, brand advocacy, design, content, visual storytelling).

Core Readings:

Chaffey, D., & Ellis-Chadwick, F. (2022), Ch. 10.

Plan Session 07 :

Session 7: Individual assignment, Customer Digital Experience

Individual assignment: Campaign Plan (details and work template to be provided on session).

Topics Covered:

Web and app design for user experience; Content creation, website optimization, and digital structure.

Core Readings:

Chaffey, D., & Ellis-Chadwick, F. (2022), Chs. 2 and 7.

Plan Session 08 :

Session 8: Group assignment

Group presentations, feedback, peer2peer evaluation, discussions and conclusion.



SYLLABUS

MK307E_B_0101_24

Business to Business Marketing

ACADEMIC AREA	: MARKETING
PROGRAMME	: BIM / UGTC LEVEL 3 IBPM
PERIOD	: SPRING
COORDINATOR	: Mrs. Tunyaporn VICHENGIOR
INSTRUCTOR(S)	: Mrs. Tunyaporn VICHENGIOR
CONTACT HOURS	: 24 hours
STUDY TIME	: 75 hours (Class preparation, homework and assessments)
CREDITS	: 4.0 ECTS

PRE-REQUISITE MODULES :

“MK101N - Marketing Analysis”, “MK102E - Marketing Mix” and “T_NG102F - Techniques de Vente» or equivalent.

MODULE DESCRIPTION :

This module focuses studies of marketing to other businesses, institutions, and the governmental entities. The buying behavior of business clients is explored, in addition to how the formulation and implementation of B2B marketing strategy differ from those used for individual consumers. The module covers marketing tools, theoretical frameworks in B2B contexts, recent academic articles, case studies analyses, and challenging tasks to prepare the students as B2B marketers.

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 . Demonstrate a coherent knowledge of B2B marketing concepts, theories and models.
- 2 . Accurately apply those concepts and models for analyzing value creation processes in business markets.
- 3 . Understand the buying behavior in B2B marketing contexts and identify the differences between Business customers and individual customers.
- 4 . Identify the recent developments and innovations in B2B marketing.
- 5 . Explore potential solutions to current challenges faced by B2B marketing professionals.
- 6 . Identify ethical issues and act upon.

TOPICS COVERED :

- Business-to-Business Markets and Marketing
- Purchasing behaviour of businesses and other organizations
- Business relationships and value creating
- Business market segmentation
- Pricing issues in B2B
- Product and service development
- Promotion and sales management
- Communication and customer relationships management
- Distribution and routes to market

- Ethics in Business-to-Business marketing

RESEARCH-LED TEACHING :

CSR AND SUSTAINABLE DEVELOPMENT GOALS :

CSR NB HOURS :

SUSTAINABLE DEVELOPMENT GOALS COVERED :

-

TEACHING METHODS :

This module involves in class exercises, student presentations and lectures. The principal method of instruction is lectures with group assignments and in-class cases to further the students' understanding of the dynamics of marketing in the business-to-business context. Academic research is integrated through in-class discussions of articles published in peer-reviewed journals.

METHODS OF ASSESSMENT :

Continuous/Final	Group/Individual	Assessment	Weight	Duration	ILOs assessed
Continuous	Group	Group project	30%		1,2,3,4,5,6
Final	Individual	Final written exam	60%	2 hours	1,2,3,4,5,6
Continuous	Group	Study case	10%		1,2,5,6

Assessment 1 details:

This takes the form of a study of a business-to-business sector conducted by a group of students (three to five depending on the size of the class). Each group is free to choose their sector, subject to the rule that it is not possible for 2 groups to choose the same. There are no requirements about group composition, but a mix of cultural backgrounds is preferable.

Scenario: The professor will act as the CEO of a SME company who is selling to businesses. Imagine, we come to ask for help from your business consultant company because you are experts in B2B marketing.

My SME business is looking for a new direction and I am open to any suggestions. I wish that my SME became one of the suppliers working with the biggest player in the industry (that you have chosen), but I don't know what to do and how to do.

Your role (group): A consultant team who are experts in B2B marketing.

My role (Prof): the CEO of an SME company who desires to supply to the biggest play in the industry.

What do you have to prepare:

1. Presentation (15 minutes max) to present to the CEO of an SME company.
2. An executive summary of 2000 words to the CEO

please note that the presentation has to be in professional manner as if you were presenting your work to a client(me)

What do you have to analyze and present?

1. Analysis of the industry leader (according to your study) and its microenvironment analysis, including all those micro factors that affect its business strategy, decision making and performance, e.g., competition (direct / indirect), suppliers and their bargaining power, innovation level required, other stakeholders, etc.
2. Analysis of the industry in general to find opportunities and threats.
3. Identify the industry leader's current Targeted customers and its future potential customer segment(s)
4. Propose an appropriate marketing mix in view of the above analyses (e.g., strategies for Products, Price, Place, and Promotion)

DON'T FORGET THAT YOU ARE CONSULTANTS FOR B2B BUSINESSES !!

The group will present their work in class for about 15 minutes with slides and followed by questions and a debate. It is expected that each member of the group contributes equally to the presentation and behaves as consultant reporting to company managers. Each group also produces an executive summary of around 2000 words.

Assessment 2 details:

Final exam questions are designed as the overall assessment in order to assess how well the course's learning outcomes are achieved. Throughout limited choice of questions, students should demonstrate general ability to:

1. recall and understand important concepts, models, theories used in B2B marketing;
2. apply course content;
3. critically analyze contexts;

Students could give examples from their studies or work experience to justify their opinions.

Your Final Exam will be given at the scheduled time during the Final Exam week.

Assessment 3 details:

2 cases will be given to students. For each case, a short report and presentation are required. Students will work in groups (of 2-5). These cases will help students to apply the concepts in the real business context. Students are required to prepare prior to the class.

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 :

Brennan, R., Canning, L. and McDowell, R. (2020). Business-to-Business Marketing. (5th edn). Sage. [eBook previous edn: <https://bit.ly/3cdWk9D>].

Additional Reading

Articles and cases will be available from the Learning Center, through Rise, and/or printed copies will be distributed in class.

Some major academic JOURNALS are also available in electronic format in full-text via the Learning Center Website. Click on "FIND A JOURNAL TITLE" then search by the title: · Industrial Marketing Management - Science Direct database from 1990 to now. · Journal of Business and Industrial Marketing - Emerald database from 1994 to now. · European Journal of Marketing - Emerald database from 1989 to now. · Journal of Business-to-Business Marketing - BSC 2000 to present – embargo 18 months, but recent summaries available. · Industrial Marketing and Purchasing – Emerald database from 2015 to present (2006-2014 available at www.impgroup.org).

MODULE PLAN SESSIONS :

Plan Session 01 :

1. Distinctive features of B2B markets and marketing
 - Defining characteristics of B2B markets (similarities and differences with consumer markets)
 - The importance of business markets
 - Distinctive features of business markets (relationships, networks and interaction)
 - Presentation of the course and composition of groups for continuous assessment.

Chapter 1, Brennan et al. 2020

Plan Session 02 :

2. Understanding business customers behaviors
 - Business purchasing and business strategy
 - Purchasing process (how do companies buy?)
 - Characteristics of the decision-making unit
 - Purchasing orientation and organization
 - Ethical frameworks for responsible decision making

Chapter 2&4, Brennan et al. 2020

Plan Session 03 :

3. Business relationships and value creating
 - The nature of customer - supplier relationships in B2B markets
 - Customer supplier interaction and relationship development - process and variables
 - Analysis of business relationships and networks
 - Creating and delivering value in business relationships
 - Corporate social responsibility and sustainability for B2B marketing

Case 1 in-class assignment

Chapter 3 & 4, Brennan et al. 2020

Plan Session 04 :

4. Researching B2B Markets, Segmentation -Targeting -Positioning
 - Researching Business-to-Business Markets
 - The process of segmentation
 - The challenges of segmentation in b2b markets
 - Targeting strategy and Positioning

Chapter 5 & 6, Brennan et al. 2020

Plan Session 05 :

5. Managing the offerings and pricing
 - The meaning of product offering and product life-cycle

- New product offering development and innovation in b2b contexts
- Cost, competitor and customer analysis for pricing

Chapters 10 & 12, Brennan et al. 2020

Plan Session 06 :

6. Sales and Distribution

- The role of personal selling in the communication mix in B2B
- Sales responsibilities and organization
- Key account management
- Distribution
- Tasks performed by intermediaries in B2B
- Coordinating marketing channel activities

Case 2 in-class assignment

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

Plan Session 07 :

7. Market communication in B2B

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

Chapter 7, Brennan et al. 2020

Plan Session 08 :

8. Group projects

- Assessing marketing management in B2B
- Project reporting - presentations and discussion



SYLLABUS

FI305E_B_0101_24

Fundamentals of Auditing

ACADEMIC AREA	: FINANCE AND ACCOUNTING
PROGRAMME	: BIM / UGTC LEVEL 3 IBPM
PERIOD	: SPRING
COORDINATOR	: Mr. Hichem REZGUI
INSTRUCTOR(S)	: Mr. Hichem REZGUI Mrs. Rania KOUDRI
CONTACT HOURS	: 24 hours
STUDY TIME	: 75 hours (Class preparation, homework and assessments)
CREDITS	: 4.0 ECTS

PRE-REQUISITE MODULES :

Basic knowledge in financial accounting and financial analysis.

MODULE DESCRIPTION :

This course provides the basic concepts of auditing. Special interest will be reserved for financial statements audit. We will review the various steps an external auditor conducts when he makes the auditing of financial statements.

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) :

Knowledge-based outcomes :

1. Understand the role and function of internal and external auditors,
2. Identify the risks associated to contemporary management problems and the supervisory role of auditors,
3. Determine the objectives of audit practices.

Skill-based outcomes :

4. Design and monitor a basic internal control system,
5. Plan and secure a basic audit review

TOPICS COVERED :

- . Introduction to Audit
- . Auditing Standards & Environment
- . Planning of Audit & Investigation duties
- . Internal Control & Systems Audit
- . Risk Assessment & Financial Statements Audit
- . Key Systems Audit: Revenue and Capital Expenditure
- . Audit Reporting

RESEARCH-LED TEACHING :

The module intergrate the reading of some research articles on audit ethics (session 1 and 2) and audit quality (session 4).

CSR AND SUSTAINABLE DEVELOPMENT GOALS :

The role of the audit as a primary protection against unethical accounting behavior (accounting manipulation, financial fraud) is studied. The module demonstrate the importance of the external auditing as a tool to improve the transparency and ethics of the financial transactions through real examples such as the case of Enron.

CSR NB HOURS :

3

SUSTAINABLE DEVELOPMENT GOALS COVERED :

- 12 - Responsible consumption and production
- 16 - Peace, justice and strong institutions

TEACHING METHODS :

Discovery of theory in lectures and lessons completed with application exercises and quizzes.

METHODS OF ASSESSMENT :

Continuous/Final	Group/Individual	Assessment	Weight	Duration	ILOs assessed
Continuous	Individual	Written in class - Continuous	25%	1 h 30	1,2,3
Continuous	Group	Group project	25%	1 h 30	1,2,3,4,5
Final	Individual	Final written exam	50%	2 hours	1,2,3,4,5

Assessment 1 details:

General questions+ case studies .

Assessment 2 details:

Quiz + Case studies

ACADEMIC INTEGRITY :

Academic dishonesty may take the forms of:

1. Plagiarism, i.e. copying the ideas or work of another person without citing the source. This includes books, extracts of articles, tables, diagrams and material from internet or other electronic sources.
2. Submission of work more than once, including work submitted at a prior institution, unless prior approval has been obtained.
3. Cheating on an examination
4. Submission of work that is not your own without citation.
5. Adding your name to work to which you have not contributed or allowing another student to do the same.
6. Unauthorized or inappropriate use of computers, calculators and other forms of technology in coursework, assignments or examinations.

All these can lead to disciplinary sanction.

BIBLIOGRAPHY :

Kumar, R., Sharma, V. (2015). Auditing: Principles and Practice. (3rd edn). PHI Learning.

Additional Reading

-> Davies M. & Aston J. (Latest Edition). Auditing Fundamentals. Pearson Education. [eBook <https://bit.ly/3E3oujl>]

MODULE PLAN SESSIONS :

Plan Session 01 :

Chapter 1: Introduction to auditing and the Auditing Profession
Case study: Arthur Anderson and Enron scandal

Plan Session 02 :

Chapter 2: A Framework of Audit Concepts + Chapter 3: Auditor independence
Quiz + case studies

Plan Session 03 :

Chapter 4: Audit Risk
Case studies

Plan Session 04 :

Reading 2 (The audit quality) and reading 3 (The digitization of auditing)
1st Mid Term Exam

Plan Session 05 :

Chapter 5 (Overview of the Audit Process) and chapter 6 (first steps: pre engagement and understanding the client)

Plan Session 06 :

Chapter 7 Understanding the client's internal control systems
Quiz + Case studies

Plan Session 07 :

Chapter 9: The audit report
+ case studies

Plan Session 08 :

Oral presentations
Conclusion of the course



SYLLABUS

FI304E_B_0101_24

Banking Systems and Services

ACADEMIC AREA	: FINANCE AND ACCOUNTING
PROGRAMME	: BIM / UGTC LEVEL 3 IBPM
PERIOD	: SPRING
COORDINATOR	: Mrs. Canan YILDIRIM
INSTRUCTOR(S)	: Mrs. Canan YILDIRIM
CONTACT HOURS	: 24 hours
STUDY TIME	: 76 hours (Class preparation, homework and assessments)
CREDITS	: 4.0 ECTS

PRE-REQUISITE MODULES :

Basic concepts of finance.

MODULE DESCRIPTION :

This course provides a basic overview of the international banking industry. It gives students an understanding of how banks work internationally and of the diverse products and services that they offer to both individual customers and corporations.

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. Understand how financial system works
2. Understand the role of banking in the economy
3. Know bank activities and services
4. Explain differences between different types of banking
5. Identify the role of central banking
6. Understand banks' financial statements
7. Undertake financial ratio analysis for assessing bank performance

TOPICS COVERED :

Overview of financial markets and institutions
The role of banks in the finance industry
Types of banking
International banking
Central banking
Banking regulation and supervision
Commercial banks' financial statements and analysis

RESEARCH-LED TEACHING :

In class discussions we refer to findings from academic studies on banking performance measurement, banking sector competitiveness and stability and international banking. The students are given short and accessible research articles as supplementary reading materials.

CSR AND SUSTAINABLE DEVELOPMENT GOALS :

We discuss the CSR in banking and the role of the banking industry and policy makers in addressing climate risk. In addition, we discuss social banking and compare and contrast it to conventional banking.

CSR NB HOURS :

2

SUSTAINABLE DEVELOPMENT GOALS COVERED :

- 13 - Climate action

TEACHING METHODS :

Classroom time will be used in the following way:

- > Lectures led by the instructor
- > Class discussions and exercises
- > Working in groups (group project)

METHODS OF ASSESSMENT :

Continuous/Final	Group/Individual	Assessment	Weight	Duration	ILOs assessed
Continuous	Group	Group project	40%	n.a.	All
Final	Individual	Report	40%	n.a.	All
Continuous	Individual	Written in class - Continuous	20%	1 hr	All

Assessment 1 details:

Working in groups, students analyse the banking sector of a chosen country and prepare an oral presentation for about Session 5. The groups are formed in the first week.

Assessment 2 details:

Students choose one commercial bank within the country that they have worked on as group, "group project country" and analyse the chosen bank's organizational structure and financial performance. The final written report is to be hand in at the end of the term.

Assessment 3 details:

There will be multiple "open book" tests to be administered through Moodle. The tests cover all the subjects discussed in the class and the materials in the recommended sources (chapters and/or articles). They test the students' understanding of key concepts, their ability to apply them judiciously on exercises and/or their aptitude to analyse a business problem critically.

ACADEMIC INTEGRITY :

Academic dishonesty may take the forms of:

1. Plagiarism, i.e. copying the ideas or work of another person without citing the source. This includes books, extracts of articles, tables, diagrams and material from internet or other electronic sources.
2. Submission of work more than once, including work submitted at a prior institution, unless prior approval has been obtained.
3. Cheating on an examination.
4. Submission of work that is not your own without citation.
5. Adding your name to work to which you have not contributed or allowing another student to do the same.
6. Unauthorized or inappropriate use of computers, calculators and other forms of technology in coursework, assignments or examinations. All these can lead to disciplinary sanction.

BIBLIOGRAPHY :

Casu, B., Girardone, C., & Molyneux, P. (2021). Introduction to Banking. (3rd edn). Pearson Education. [eBook <https://bit.ly/3zWa3y3>]

Additional Reading

Mishkin, F.S., & Eakins, S.G. (2018). Financial Markets and Institutions. (9th edn), Pearson Education. [eBook <https://bit.ly/32ioxdB>]

Saunders, A. & Cornett, M. (2021). Financial Markets and Institutions. (8th Edn). McGraw and Hill.

MODULE PLAN SESSIONS :

Plan Session 01 :

Introduction: What is special about banks?;
The role of banks in the finance industry; Overview of financial markets

Plan Session 02 :

Bank activities and services

Plan Session 03 :

Types of banking; Global banking

Plan Session 04 :

Central banking and bank regulation

Plan Session 05 :

Comparative banking markets & GROUP PRESENTATIONS

Plan Session 06 :

Banks B/S and Income structure

Plan Session 07 :

Managing banks

Plan Session 08 :

Banking risks & RECAP



SYLLABUS

FI302E_B_0101_24

Financial Markets and Risk Management

ACADEMIC AREA	: FINANCE AND ACCOUNTING
PROGRAMME	: BIM / UGTC LEVEL 3 IBPM
PERIOD	: SPRING
COORDINATOR	: Dr. Christos ALEXAKIS
INSTRUCTOR(S)	: Dr. Christos ALEXAKIS
CONTACT HOURS	: 24 hours
STUDY TIME	: 75 hours (Class preparation, homework and assessments)
CREDITS	: 4.0 ECTS

PRE-REQUISITE MODULES :

It is assumed that students should be familiar with introductory concepts of finance as well quantitative methods of analysis.

MODULE DESCRIPTION :

This introductory course provides a general overview on the financial markets and risk management. It emphasizes the theoretical and practical understanding of the concepts of financial markets and will get the students acquainted with the tools associated

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. Analyze, discuss, and memorize the main concepts and tools of financial markets and risk management
2. Define what a financial asset is and the principal functions of financial asset
3. Determine the various ways to classify financial markets
4. Assess the difference between the primary and secondary markets
5. Describe the participants in financial markets
6. Distinguish between an internal and external market
7. Identify the different types of market structure
8. Have an overview about securities & derivatives market
9. Assess Foreign Exchange Market and Behavioral Finance
10. Have an overview on risk management
11. Explain financial risk management & diversification

TOPICS COVERED :

- Financial Markets: Definition & Structure,
- Financial Institutions & Intermediaries,
- Financial Markets Different Products & Types: Bonds, Stocks, and Foreign Exchange,
- Overview of Derivatives Markets and Securities: Futures, Forwards, Options, and Swaps,
- Behavioral Finance,
- Overview of Risk Management,
- Financial Risk Management & Diversification.

RESEARCH-LED TEACHING :

Several recent papers on asset pricing are presented and discussed in the class.

CSR AND SUSTAINABLE DEVELOPMENT GOALS :

Risk management will focus on environmental risks and how these can be managed. Sustainable finance policies of EU will be discussed. Green bonds and green portfolio will be discussed.

CSR NB HOURS :

8

SUSTAINABLE DEVELOPMENT GOALS COVERED :

- 03 - Good health and well-being
- 05 - Gender equality
- 06 - Clean water and sanitation
- 07 - Affordable and clean energy
- 10 - Reduced inequalities
- 12 - Responsible consumption and production
- 13 - Climate action
- 16 - Peace, justice and strong institutions
- 17 - Partnership for the goals

TEACHING METHODS :

- Lectures will be presented and explained to the students as in "Slides Presentation".
- Class Discussion on: Case studies, Reading Financial News, and Related Articles.
- Class discussion on Real & Practical Examples as well as student's Project Presentations.

METHODS OF ASSESSMENT :

Continuous/Final	Group/Individual	Assessment	Weight	Duration	ILOs assessed
Continuous	Group	Group project	30%		All ILOs
Final	Individual	Final written exam	70%	3	All ILOs

ACADEMIC INTEGRITY :

Academic dishonesty may take the forms of:

1. Plagiarism, i.e. copying the ideas or work of another person without citing the source. This includes books, extracts of articles, tables, diagrams and material from internet or other electronic sources.
2. Submission of work more than once, including work submitted at a prior institution, unless prior approval has been obtained.
3. Cheating on an examination.
4. Submission of work that is not your own without citation.
5. Adding your name to work to which you have not contributed or allowing another student to do the same.
6. Unauthorized or inappropriate use of computers, calculators and other forms of technology in coursework, assignments or examinations. All these can lead to disciplinary sanction.

Please refer to your student handbook for full details.

BIBLIOGRAPHY :

Ritter, L., Silber, W., Udell. G. (2014). Principles of Money, Banking & Financial Markets. Harlow: Pearson Education. [eBook <https://bit.ly/3Cx0x2E>]

Saunders, A. and Cornett, M. (2021). Financial Markets and Institutions. (8th edn) . New-York: McGraw Hill.

Fabozzi, F. and Modigliani, F. and Jones, F. (2013). Foundations of Financial Markets and Institutions. (4th edn). Harlow: Pearson Education. [eBook <https://bit.ly/3CzvKII>]

Mishkin, F. and Eakins, S.G. (2018) . Financial Markets and Institutions. (9th edn). Harlow: Pearson Education. [eBook <https://bit.ly/32ioxdB>]

Additional Reading

MODULE PLAN SESSIONS :

Plan Session 01 :

1 / Financial Market Overview / Review Handout

Plan Session 02 :

2 / Bonds, Green bonds, Stocks, Derivatives and valuation of assets , ESG/ Review Handout

Plan Session 03 :

3 / Financial Institutions / Review Handout

Plan Session 04 :

4 / Companies and Financial Accounts, Sustainability reports / Review Handout

Plan Session 05 :

5 / Financial Markets, Tools of Analysis / Review Handout

Plan Session 06 :

6 / Financial Crisis, Behavioral Finance / Review Handout

Plan Session 07 :

7 / Financial Risk Management & Diversification, Green portfolios / Review Handout

Plan Session 08 :

8 / Group Project Presentations / Present your work and Review & Questions on the final exam