SYLLABUS

CR507E_TC_0101_25

Ethics and CSR in Finance

ACADEMIC AREA	:	**FINANCE AND ACCOUNTING**
PROGRAMME	:	**PGTC**
PERIOD	:	**SPRING**
COORDINATOR	:	**Dr. Dieter VANWALLEGHEM**
INSTRUCTOR(S)	:	**Dr. Dieter VANWALLEGHEM**
CONTACT HOURS	:	**24 hours**
STUDY TIME	:	**null hours (Class preparation, homework and assessments)**
CREDITS	:	**6.0 ECTS**

PRE-REQUISITE MODULES :

Basic understanding of business, accounting and finance.

MODULE DESCRIPTION :

This course addresses two quite distinct sets of questions, united by their common focus on the intersection of ethical and political values on the one hand, and finance on the other. One set concerns ethics, and the other ESG investing.

The first set of questions – those about ethics - concerns you as a new entrant into the world of work in finance. You have spent decades investing in becoming the person that you recognize whenever you catch sight of yourself in the mirror, the person whose values are recognized by your family and your friends. So, the key questions are: when you enter the workplace must you leave your values outside the door, or can you retain a coherent sense of who you are and what you stand for?
If the latter, then how? And how do you manage situations when your values and those of a colleague appear to conflict? I approach teaching this part of the course from the perspective of someone who worked in banking for nearly a decade as an ethics officer. There I found that the 'ethical' thing to do was often clear; what challenged people was acting on that insight in the face of various pressures. I work on the basis that you begin this course with fully-formed and creditable value systems, and that what you need is help transitioning those values into the workplace. So, I touch only lightly on ethical theory in favour of accessing key insights from behavioral ethics on what helps and hinders ethical expression. You will develop the habit and skill of ethical expression by rehearsing repeatedly the practical methods proposed in the Giving Voice to Values curriculum.

The second set of questions – those about ESG investing - concerns you as investors. There is substantial research evidencing a positive relationship between a firm's environmental, social, and governance (ESG) performance and its financial performance. Why should this be so? What are the transmission mechanisms from values to value? What values are material to financial performance? The ESG investing part of the course focuses mainly on identifying ESG risks to your portfolio. We begin with stakeholder analysis - a key analytical tool for freeing us from the blinkers of organizational life and helping us to investigate the ethical, social, environmental and economic impacts of business. Those impacts require us to focus on corporate power and the evolving political obligations – most prominently respect for human rights - to which such power gives rise, and on the corporate governance structures that enable a firm to meet its ethical and political obligations organization-wide. We will integrate these insights through a focus on climate change. Shareholders play a critical role in governance, and we will examine the tools available to a shareholder determined to manage actively their ESG risks. While addressing these questions helps you to make better investment decisions, it also illuminates the obligation of your own financial institution to manage the downstream social and environmental impacts of its financing activities.

CONTRIBUTION TO PROGRAMME LEARNING OBJECTIVES :

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MODULE INTENDED LEARNING OUTCOMES (ILOs) :

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

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

TOPICS COVERED :

1. Ethical decision making
2. Ethics theory
3. Giving voice to values
4. Environmental, social and governance (ESG) risk analysis and ESG investment strategies
5. Stakeholder management
6. Corporate governance

RESEARCH-LED TEACHING :

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

CSR AND SUSTAINABLE DEVELOPMENT GOALS :

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

CSR NB HOURS :

24

SUSTAINABLE DEVELOPMENT GOALS COVERED :

- 01 - No poverty
- 02 - Zero hunger
- 03 - Good health and well-being
- 04 - Quality education
- 05 - Gender equality
- 06 - Clean water and sanitation
- 07 - Affordable and clean energy
- 08 - Decent work and economic growth
- 09 - Industry, innovation and infrastructure
- 10 - Reduced inequalities
- 11 - Sustainable cities and communities

- 12 - Responsible consumption and production
- 13 - Climate action
- 14 - Life below water
- 15 - Life on land
- 16 - Peace, justice and strong institutions
- 17 - Partnership for the goals

TEACHING METHODS :

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

METHODS OF ASSESSMENT :

Continuous/Final	Group/Individual	Assessment	Weight	Duration	ILOs assessed
Continuous	Individual	Quiz	20%	0.5hr	ALL ILOs
Continuous	Individual	Quiz	20%	1h	5,6,7,8
Continuous	Group	Oral Final exam	40%	20min	ALL ILOs
Continuous	Individual	Participation or task completion	20%		

Assessment 1 details:

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

Assessment 2 details:

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

Assessment 3 details:

OBJECTIVE

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

DELIVERABLES

In the GPFE presentation session each team will deliver a presentation on a finance ethics issue. The presentation must be no longer than 15 minutes, followed by up to 5 minutes of Q&A. GENERAL INSTRUCTIONS
1. The teams are those allocated in the Teams List. Not all team members need to speak in the final presentation, but the group should satisfy itself that everyone has made an approximately equal contribution to the overall project workload as everyone will get the same team grade. NB Each team member is also graded on their individual contributions to the project. Below I explain how individual contributions are to be evidenced.

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

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

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

Further detailed instructions are provided on Moodle and the assessment criteria are outlined in the assessment matrix below.

Assessment 4 details:

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

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 :

Boatright, J. 2013. Ethics in Finance (3rd ed.). Chichester, UK: Wiley-Blackwell. Ebook [https://urls.fr/B7UK1h]

Tricker, B. 2019. Corporate Governance. Oxford: Oxford University Press. Ebook [https://urls.fr/84P_p5]

Additional Reading

MODULE PLAN SESSIONS :

Plan Session 01 :

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

Plan Session 02 :

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

Plan Session 03 :

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

Plan Session 04 :

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

Plan Session 05 :

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

Plan Session 06 :

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

Plan Session 07 :

Session 7: Human rights
- Political norms as a guide for ethical corporate behavior
- Human rights as ligitimate guide for corporate ethics

Plan Session 08 :

Session 8: Financing transition and environmental standards
- Financial markets and climate risk
- Finance as a transition tool

Plan Session 09 :

Session 9: GVV in class presentations

SYLLABUS

CR518E_0101_25

Ethics & Responsible Business Negotiations

ACADEMIC AREA :	**MANAGEMENT AND ORGANIZATIONS**
PROGRAMME :	**MASTER IBNG / PGTC LEVEL 5 MASTER**
PERIOD :	**SPRING**
COORDINATOR :	**Dr. Esra PACA**
INSTRUCTOR(S) :	**Dr. Esra PACA**
CONTACT HOURS :	**15 hours**
STUDY TIME :	**null hours (Class preparation, homework and assessments)**
CREDITS :	**2.0 ECTS**
AOL :	**False**

PRE-REQUISITE MODULES :

None

MODULE DESCRIPTION :

This course explores the intersection of ethics and negotiation in business contexts, focusing on how to conduct negotiations responsibly and ethically. It aims to equip students with the theoretical and practical skills to recognise ethical dilemmas, understand diverse stakeholder perspectives, and engage in responsible negotiation strategies that align with sustainable and ethical business practices.

CONTRIBUTION TO PROGRAMME LEARNING OBJECTIVES :

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

MODULE INTENDED LEARNING OUTCOMES (ILOs) :

1. Develop a deep understanding of key ethical theories and frameworks relevant to business negotiations.
2. Recognize and analyze ethical dilemmas and conflicts of interest in negotiation settings.
3. Apply responsible negotiation tools that balance profit and responsibility.
4. Enhance critical thinking through case studies.
5. Integrate ethical considerations into decision-making processes during negotiations.

TOPICS COVERED :

During the module, the following topics will be covered:
1. What's ethics got to do with business?
2. Stakeholders and Conflict of Interest
3. Power, Influence, and Responsibility
4. Sustainability, Social Responsibility and Negotiation
5. Conclusion: Building Sustainable Futures, Building Long-term Relationships

RESEARCH-LED TEACHING :

This module builds on current research on business ethics and its impact on business negotiations, as well as basic theories and concepts of ethics and corporate social responsbility.

CSR AND SUSTAINABLE DEVELOPMENT GOALS :

This module's content addresses business ethics and corporate social responsibility as a tool for sustainable development and CSR-related topics in different workplace contexts.

CSR NB HOURS :

15

SUSTAINABLE DEVELOPMENT GOALS COVERED :

- 03 - Good health and well-being
- 05 - Gender equality
- 06 - Clean water and sanitation
- 08 - Decent work and economic growth
- 10 - Reduced inequalities
- 13 - Climate action
- 14 - Life below water
- 15 - Life on land

TEACHING METHODS :

The module is designed to be interactive. Each session will include a combination of theoretical perspectives, case studies, videos and discussions. Sessions are designed to provide students with the knowledge and skills needed to understand ethical issues in business negotiations from different perspectives.

This course adopts 'the student as the co-producer' model as central to the successful delivery of the course content. They are expected to participate fully to the course, engage in discussions and learn, apply and question the prevailing theories and concepts. Class participation is not only limited to attending face-to-face sessions but also involves engaging in-class debates and discussions, and asking relevant and insightful questions. Students will therefore be expected to play an active role in searching, proposing, and developing ideas individually and in groups.

Students are encouraged to demonstrate critical thinking, creativity, initiative and imagination. Alternative forms of sharing and presenting ideas are strongly expected from them. They are therefore encouraged to regularly watch/read the news and follow updates in the business world (e.g., by visiting sites such as CNNBusiness, BloombergBusiness, BusinessWeek, Forbes, etc.) to identify ethical dilemmas in real-world business contexts.

Moodle will be used to provide additional learning materials. A broad-based approach to examining ethical issues in business negotiations will be taken, examining ethics from various lenses, including those of leaders, individuals, and groups, within the evolving contexts of businesses and the global environment.

METHODS OF ASSESSMENT :

Continuous/Final	Group/Individual	Assessment	Weight	Duration	ILOs assessed
Continuous	Individual	Participation or task completion	10%		1; 2; 3; 4; 5
Continuous	Group	Oral Final exam	30%		1;2;3;4;5
Final	Individual	Written assessment at home	60%		1;2;3;5

Assessment 1 details:

Students will receive participation points based on their active participation during sessions.

Assessment 2 details:

In Session 5, students will be asked to do a team presentation (10 mins presentation + 5 mins Q&A) Teams will be pre-assigned by the course coordinator and announced to students in Session 1. Further details about the content of the presentation are to be given in the introduction session of the course.

Assessment 3 details:

Students will be asked to write an analytical essay on a real-case ethical business dilemma they search for, came across, or witness personally in a business settings. The case should be based on a real-case, so while the module appreciated the first-hand information, experience and observations of students, for the quality of the assessment, references must be provided on the information about the company. Stdents will be asked to analyse the case, in line with the course content (theories and concepts learnt throughout the module). They are expected to detect the ethical dilemmas; (real or potential) consequences of the decisions made; and discuss what they could have done differently based on what they learnt in this course. Further details about the assignment will be given in the introduction session of the course.

ACADEMIC INTEGRITY :

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BIBLIOGRAPHY :

Crane, A., Matten, D., Glozer, S., & Spence, L. J. (2019). Business ethics: Managing corporate citizenship and sustainability in the age of globalization. Oxford University Press, USA. (Hardcopy available at the Learningcenter catalogue).

Additional Reading

Additional reading will be shared with students throughout the semester.

MODULE PLAN SESSIONS :

Plan Session 01 :

What's ethics got to do with business?
Introduction to Ethics
Definition of Ethics
Ethical Theories
Ethics vs. Profit: Finding Balance in Business Goals
Case Study

Plan Session 02 :

Stakeholders and Conflict of Interest
Stakeholders Theory
Types and Sources of Conflicts of Interest
Ethical Management of Stakeholder Conflicts
Balancing Diverse Stakeholder Expectations Responsibly

Plan Session 03 :

Power, Influence, and Responsibility
The Role of Power in Business Negotiations
Ethical Use of Power, Influence and Persuasion
Managing Power Imbalances
Responsibility in Using Power for Positive Impact

Plan Session 04 :

Sustainability, Social Responsibility and Negotiation
Integrating Sustainability in Business Negotiations
Corporate Social Responsibility (CSR) and Ethical Negotiation
Negotiating for Long-Term Environmental and Social Impact
Aligning Business Goals with Sustainable Practices

Plan Session 05 :

Conclusion: Building Sustainable Futures, Building Long-term Relationships
How to and Why to mamange and negotiate ethically?
Strategies for Fostering Ethical and Sustainable Relationships
Tools for Ethical Dispute Resolution in Ongoing Business Partnerships
Group Presentations

SYLLABUS
CR521E_0101_25
Critical Marketing

ACADEMIC AREA : **MARKETING**

PROGRAMME : **MASTER IBNG / PGTC**

PERIOD : **SPRING**

COORDINATOR : **Ms. Hajar EL KHOULALY**

INSTRUCTOR(S) : **Ms. Hajar EL KHOULALY**

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 explores critical marketing concepts and their applications. Students will gain an in-depth understanding of foundational marketing principles, critical and cultural perspectives, and strategic applications in global markets. Topics include consumerism, cross-cultural marketing, sustainability marketing, and the influence of geopolitical dynamics on marketing. Through case studies, presentations, and project work, students will learn to develop ethical, culturally aware, and strategically robust marketing solutions for complex marketing challenges.

CONTRIBUTION TO PROGRAMME LEARNING OBJECTIVES :

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

MODULE INTENDED LEARNING OUTCOMES (ILOs) :

1. Acquire an in-depth understanding of foundational marketing concepts and their application in global business contexts.
2. Assess marketing strategies through various lenses, including ethical, cultural, and geopolitical perspectives.
3. Understand integration of sustainability and ethical principles into marketing strategies.
4. Demonstrate strategic thinking in applying marketing concepts to international business operations.
5. Identify and evaluate the influence of geopolitical dynamics on market behavior, and develop strategies to manage associated risks effectively.

TOPICS COVERED :

Students with learn how marketing functions in the context of global business, environmental and ethical considerations, cultural diversity, and geopolitical influences, enabling them to develop nuanced and effective marketing strategies.

RESEARCH-LED TEACHING :

CSR AND SUSTAINABLE DEVELOPMENT GOALS :

SDG 10: Reduced Inequalities
SDG 12: Responsible Consumption and Production
SDG 17: Partnerships for the Goals

CSR NB HOURS :

12

SUSTAINABLE DEVELOPMENT GOALS COVERED :

- 10 - Reduced inequalities
- 12 - Responsible consumption and production
- 17 - Partnership for the goals

TEACHING METHODS :

METHODS OF ASSESSMENT :

Continuous/Final	Group/Individual	Assessment	Weight	Duration	ILOs assessed
Continuous	Group	Participation or task completion	10%		1-5
Final	Individual	Final written exam	60%	3 hours	ILOs 1 - 5
Continuous	Group	Participation or task completion	30%		ILOs 1 - 5

Assessment 1 details:

The students will do a poster presentation on a topic in critical marketing

Assessment 2 details:

Final examination of 3 hours in duration

Assessment 3 details:

Case analysis and presentations.

ACADEMIC INTEGRITY :

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

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

BIBLIOGRAPHY :

Critical Marketing: Defining the Field, Pauline Maclaran, Michael Saren, et al, 2007, Routledge.
Ebook [https://bit.ly/3AGiXTU]

Additional Reading

MODULE PLAN SESSIONS :

Plan Session 01 :

Introduction to Marketing Concepts and Global Perspectives

1. Fundamental principles of marketing—definitions, objectives, and scope.
2. Differences between domestic and international marketing.

Plan Session 02 :

Critical Approaches to Marketing

1. Introduction to critical marketing theory—questioning conventional marketing practices.
2. Ethical, cultural, and social critiques of mainstream marketing strategies.

Plan Session 03 :

Sustainability Marketing

1. Concepts of sustainability and corporate social responsibility (CSR) in marketing.
2. How businesses incorporate sustainable practices in their marketing strategies.

Plan Session 04 :

Consumerism and Ethical Marketing

1. The relationship between consumer culture and marketing strategies.
2. The shift toward ethical consumerism and its implications for brands.
3. The backlash against over-consumption and how brands are responding with sustainable marketing.

Plan Session 05 :

Marketing and International Business Strategies

1. Role of marketing in developing international business strategies.
2. Market entry strategies (e.g., exporting, licensing, joint ventures, FDI) and how marketing supports these approaches.

Plan Session 06 :

Cross-Cultural Marketing and Consumer Behavior

1. Exploration of cultural dimensions (e.g., Hofstede's dimensions) and their impact on marketing.
2. Adapting marketing messages and products to different cultural norms and values.

Plan Session 07 :

Geopolitics, Market Dynamics, and Risk Management

1. The influence of geopolitical shifts on marketing strategies and operations.
2. Assessing market risks and opportunities in unstable political environments.

Plan Session 08 :

Review and poster presentations

SYLLABUS

CR528E_TC_0101_25

Strategy for Net zero

ACADEMIC AREA	:	**STRATEGY AND INNOVATION**
PROGRAMME	:	**PGTC**
PERIOD	:	**SPRING**
COORDINATOR	:	**Mr. Laurent LABOUS**
INSTRUCTOR(S)	:	**Mr. Laurent LABOUS**
CONTACT HOURS	:	**24 hours**
STUDY TIME	:	**null hours (Class preparation, homework and assessments)**
CREDITS	:	**6.0 ECTS**

PRE-REQUISITE MODULES :

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

MODULE DESCRIPTION :

This module introduces students to key elements of firms' strategies for net zero to achieve the goal of the Paris Agreement. First, the specific external environment is introduced, including its regulation, stakeholders, the climate-specific institutional environment, and also risks and opportunities related to climate change. Second, the internal perspective focuses on governance mechanisms to address climate change, business models, value chains, and ecosystems for net zero, and strategic actions to achieve climate goals. Third, the assessment of climate performance is introduced within the overall firm performance. The module provides the theoretical and contextual foundation for many negotiation situations that will prepare students to understand what is at stake in a given negotiation. While the module focuses on climate change and net zero, introduced theories and concepts of strategic management apply to other strategic issues and lay a foundation of strategic thinking.

CONTRIBUTION TO PROGRAMME LEARNING OBJECTIVES :

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MODULE INTENDED LEARNING OUTCOMES (ILOs) :

The ILOs reflect both the specific context of climate change as well as strategic thinking. Upon successful completion of the module, the student will be able to:
1. understand important elements of the external environment for climate change strategies.
2. apply appropriate concepts and tools.
3. analyze a given situation or case with various theoretical lenses.
4. evaluate strategic decisions and actions, in particular from the perspective of various stakeholders, and whether actions are symbolic or substantive.
5. create her/his individual perspective on how she/he will be a net zero strategist or ambassador.

TOPICS COVERED :

- Definition of strategy for net zero
- External environment: Institutional environment of climate change and stakeholders
- Climate change risks and opportunities: industry and firm level
- Governance mechanisms for net zero
- Business models, value chains, and ecosystems for net zero

- Strategic actions (e.g. alliances, M&As, or renewable energy projects)
– Energy, technology and infrastructures
 - Assessment of climate performance

RESEARCH-LED TEACHING :

This module builds on current research on climate change, industry practice of the instructor, as well as basic theories and concepts of strategy.

CSR AND SUSTAINABLE DEVELOPMENT GOALS :

With the focus on strategy for achieving net zero the module is strongly aligned with SDG 07 on affordable and clean energy and SDG 13 of climate action. It also touches on SDG 17 Partnership for the goals with polycentric governance. It touches on several others such as SDG 09 Industry, innovation and infrastructure with the energy industry and transition.

CSR NB HOURS :

24

SUSTAINABLE DEVELOPMENT GOALS COVERED :

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

TEACHING METHODS :

We use a variety of pedagogical approaches, tools, and media. At the core are the students and their role and responsibility for their own learning by active engagement. It is expected that students have read, watched, and listened to the material on Moodle in advance and come prepared to discuss the article, minicase, or any other material, ask questions, and participate actively. Due to the timeliness and dynamics of the topic, we do not use a textbook but rely on recent academic literature, institutional and industry documents, as well as media and firm disclosure. As the topic of climate change and the changing business environment is vast, collective action is needed not only to tackle climate change but also to understand it. Assignments and exercises with active participation, discussions, and sharing of findings are crucial for the learning outcome.

The three hours session typically (session 2 to session 8) consists of the following parts: (50%) a short review of the previous session, overview of current session the new session, presentation of module - (30%) a guided work session to recap, research and / or apply key strategy and net zero concepts and applications (20%) Team projects.

METHODS OF ASSESSMENT :

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

Assessment 1 details:

Setting:
You are a team of consultants or managers in charge of defining or auditing a strategic net zero pathway and strategy for a company or a professional organization and presenting your plan to the top management of the company. You will

organize as a project team to define your project, execute, report and present your conclusions.

Objectives:
For the target company or organization of your choice, you will describe the more general context that the strategy addresses (for example the existence of decarbonization goals set by the industry the company id part of). You will follow the process described in the class to design an effective net zero strategy from understanding the environment, evaluating risks and opportunities to hierarchizing and planning company initiatives contributing to global neutrality.
Alternatively, you may opt to audit such a process as made public on company website, press releases, analyses, etc. and conclude on the viability of the company initiatives, the way they contribute to global neutrality and effective progress.

Group work and deliverables:
The project will comprise a project scoping phase where the issue addressed will be defined, objectives set and individual roles and assignments clearly defined. This will lead to a first project plan report due ahead of session 3.
An execution phase that will lead to a group presentation of 15 to 20 minutes with subsequent Q&A session in sessions 7 & 8. A final report built on the first report and further aggregating clearly defined individual contributions will be due at the end of the course. This second version is comprehensive, including the (improved) content of the first report.

Time will be allocated at the end of each module to check progress and obtain guidance from the course instructor.

Grading:
The 40 % share of the assignment is split into 10% for the first report, 15% for presentation and Q&A, and 15% for the final report with individual contributions.

Assessment 2 details:

Write a 10-15 page essay / file (1) on how this course has changed your perspective on your future career and opens new perspectives / job opportunities AND/OR as preparation work for a job application and interview (as e.g. climate strategist, climate reporting manager, renewable energy project manager where you pitch why you are the ideal candidate. You can use a real-life job description) and (2) demonstrating your expertise on a subject of your choice such as:
- Proposal of a climate strategy for the company where you work, or you plan to work or do your internship.
- A negotiation situation in a climate-related strategic project (e.g. an alliance, PPA, M&A, wind farm project) with an important stakeholder.
– A specific issue related to managing the transition to net zero (climate litigations, carbon offsetting, evolution of regulatory context, analysis of innovative business model, future of a green technology,…)
- An extension of your group assignment or of a mini-case studied in class that you wish to explore further
- Other situation

Confirm with the instructor. You need to provide a short description of the situation and develop your arguments. Make sure that you address ILOs 1, 2, 3, and 5.

Grading:
The 60% share of this assignment is split in:
- 20% for uploading initial essay scope and structure document (Available for Session 4)
- 40% for final document before course end (Module 8)

ACADEMIC INTEGRITY :

Academic misconduct encompasses various behaviors or actions that violate the principles of academic integrity, fairness, and honesty, thereby undermining the credibility of academic work, assessments, or research. Examples of academic misconduct include:
· Cheating

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

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

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

BIBLIOGRAPHY :

Additional Reading

MODULE PLAN SESSIONS :

Plan Session 01 :

Setting the scene for Net Zero

Review of the syllabus
- Class rules
- Assessments and grading
- Expectations of students

– Introduction to climate and global warming
– Net zero definition, challenges and levers
– Managing transition to net zero
– Road to net zero strategy
- Team formation and industry assignment

Plan Session 02 :

Global governance

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

Plan Session 03 :

Risks and opportunities

- Recap: Risk management, SWOT
- Global risks and megatrends
- Climate-related risks
- Climate-related opportunities: industry and firm level
- Climate scenarios
- Climate risk-metrics
- Recap resources and capabilities, SWOT and SWOT-TR

Plan Session 04 :

Net zero strategy and governance

- Recap: Strategy and Governance
- Guiding principles to contribute to global neutrality
- Defining a strategy for net zero
- Measuring and reporting carbon footprint
- Developing science-based initiatives
- Contributing in and out of own's value chain
- Engaging stakeholders
- Governance

Plan Session 05 :

Rethinking business models and value chains

- Recap: business model and value chain
- Shared value creation and polycentric governance
- Business models revisited for net zero
- Circular economy and business models
- New organizational forms

Plan Session 06 :

Energy, technology and infrastructure

- Physical reality of net zero transition
- Key transition technologies: challenges and progress
- The raw material situation
- Digitalization and net zero
- Summary of key challenges and enablers

Plan Session 07 :

Strategic actions

- Recap: Strategic path
- Need for multistakeholder collaborations
- Next generation partnerships
- Collaborations between customers and suppliers
- New contractual forms
- Team presentations (1/2)

Plan Session 08 :

Climate performance and wrap-up

- Climate performance at business level
- Transition progress at global level (synthesis)
- Strategy for net zero (synthesis)
- Team presentations (2/2)
- Ensuring a sustainable transition - Q&As

SYLLABUS
EC507E_0101_25
Geo-Economics

ACADEMIC AREA : **FINANCE AND ACCOUNTING**

PROGRAMME : **MASTER IBNG**

PERIOD : **SPRING**

COORDINATOR : **Ms. Céline AZEMAR**

INSTRUCTOR(S) : **Mr. François LE GRAND**
Mr. Luca COLOMBO
Mr. Roman MATKOVSKYY
Mr. Soeren KOEPKE
Mr. Stéphane AURAY
Mr. Youenn LOHEAC
Ms. Céline AZEMAR

CONTACT HOURS : **24 hours**

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

CREDITS : **4.0 ECTS**

PRE-REQUISITE MODULES :

None

MODULE DESCRIPTION :

This course provides an overview of Geo-Economics, focusing on how economic strategies influence global power relations. It is organized around seven masterclasses, each tackling a critical topic in the field:

1. Climate Change and Agricultural Development: Climate change is a looming threat to food production, and hence food security, in several world regions. This masterclass discuss the resulting consequences of a drastically changing climate for agricultural development policy.
2. Foreign Aid: Foreign aid is one of the main economic tools that governments use to advance strategic objectives. This master class explores the complexities and controversies surrounding foreign aid, why and how it is granted, and the challenges it faces to be effective.
3. Cryptocurrencies and Global Power Dynamics: This masterclass analyzes the rise of cryptocurrencies, their influence on financial sovereignty, regional adoption patterns, and the role of Central Bank Digital Currencies (CBDCs) and stablecoins. It also investigates crypto crimes and sanction avoidance.
4. Trade Protection and Trade Wars: Trade wars can have large macroeconomic consequences, but there is limited focus on the interaction between optimal trade and macroeconomic policies. This masterclass studies the optimal design of trade policies under different monetary policy rules.
5. Management of Common Resources: This masterclass is about common (natural) resources as a public good which could be an opportunity or a tragedy. Through the economic principles of these questions, the various analysis and policy, we explore some important topics of resources management from local to international level.
6. International Environmental Agreements (IEAs): IEA, legally binding intergovernmental efforts directed at reducing human impacts on the environment, are common features of global environmental governance. Starting from basic definitions and the identification of actors and processes, this masterclass analyses the reasons why some IEAs have proven to be more successful than others in achieving their stated objectives.
7. Sovereign Debt Crisis: This masterclass covers the 2012 European debt crisis, as well as the possible lessons that can be drawn for the current situation. In addition to describing the crisis and its short-term consequences, it will also cover the roots of the crisis, as well as its medium- and long-term consequences for the Eurozone.

CONTRIBUTION TO PROGRAMME LEARNING OBJECTIVES :

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

MODULE INTENDED LEARNING OUTCOMES (ILOs) :

1. Understand the dramatic input of climate change on food production and agricultural livelihoods, particularly but not solely in the global south.
2. Analyze and debate key policy approaches to addressing climate change in the agricultural sector, both as mitigation and adaptation measures.
3. Contribute to the debates over the contingencies for aid-supported growth;
4. Analyse the political, commercial, and moral rationales for foreign aid as well as the determinants of the allocation of aid among developing countries;
5. Understand the basics of public finance: How are taxes, spending, deficits and debt related? How is debt financed?
6. Understand the political and economic aspects of public finance crises. Discuss trade imbalances and protectionism
7. Critically comment on the different types of IEAs
8. Explain, in the light of theoretical models, why some IEAS are more successful than others
9. Understand the tragedy of commons mechanisms and explore the solutions proposed by Economics
10. Critically analyze the influence of cryptocurrencies on global economic power and the geo-economic strategies of various regions

TOPICS COVERED :

Climate Change and Agricultural Development, Foreign Aid, Cryptocurrencies and Global Power Dynamics, Trade Protection and Trade Wars, Management of Common Resources, International Environmental Agreements, Sovereign Debt Crisis.

RESEARCH-LED TEACHING :

The professors in charge of these Masterclasses have conducted research on the subject discussed. The masterclasses also integrate seminal and recent research from other scholars.

CSR AND SUSTAINABLE DEVELOPMENT GOALS :

The content of this Geo-Economics course directly aligns with several of the United Nations Sustainable Development Goals (SDGs), offering students the opportunity to explore critical global issues through the lens of sustainability and economic development. Each masterclass touches upon various SDGs and encourages students to consider how economic and political decisions impact global sustainability efforts.

CSR NB HOURS :

12

SUSTAINABLE DEVELOPMENT GOALS COVERED :

- 01 - No poverty
- 02 - Zero hunger
- 03 - Good health and well-being
- 04 - Quality education
- 07 - Affordable and clean energy
- 08 - Decent work and economic growth
- 10 - Reduced inequalities
- 12 - Responsible consumption and production
- 13 - Climate action

TEACHING METHODS :

Lectures and interactive activities.

METHODS OF ASSESSMENT :

Continuous/Final	Group/Individual	Assessment	Weight	Duration	ILOs assessed

Continuous	Individual	Quiz	20%		All
Final	Individual	Final written exam	80%	3 hours	All

Assessment 1 details:

A quiz will take place at the end of each masterclass.

Assessment 2 details:

Essay type questions.

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· Plagiarism
· Fabrication
· Gaining an unfair advantage
· Assisting others in committing academic misconduct, such as by utilizing generative AI
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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 :

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Additional Reading

Baldwin, R. and F. Giavazzi (eds) (2016), "The Eurozone Crisis: A Consensus View of the Causes and a Few Possible Solutions," CEPR Press, Paris & London. https://cepr.org/publications/books-and-reports/eurozone-crisis-consensus-view-causes-and-few-possible-solutions.

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Otsuka, Keijiro, ed.; and Fan, Shenggen, ed. 2021. Agricultural development: New perspectives in a changing world. Washington, DC: International Food Policy Research Institute (IFPRI). https://doi.org/10.2499/9780896293830: Ch. 14 & Ch. 19

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Jalan, A., Matkovskyy, R., and Yarovaya, L. (2021). Shiny crypto assets: A systemic look at gold-backed cryptocurrencies during the COVID-19 pandemic. International Review of Financial Analysis 78, 101958

Matkovskyy, R., Jalan, A. (2021). Can Bitcoin be an inflation hedge? Evidence from a quantile-on-quantile model. Revue Économique, 7, 1024-1041

Matkovskyy, R., Jalan, A. and Dowling, M. (2021). Effects of economic policy uncertainty shocks on the interdependence between cryptocurrency and financial markets. Quarterly Review of Economics and Finance 77, 150-155

Matkovskyy, R., Jalan, A., Dowling, M., Bouraoui, T. (2020) From bottom ten to top ten: the role of cryptocurrencies in enhancing portfolio return of poorly performing stocks. Finance Research letters, 101405

Michael A. Clemens, Steven Radelet, Rikhil R. Bhavnani, Samuel Bazzi, Counting Chickens when they Hatch: Timing and the Effects of Aid on Growth, The Economic Journal, Volume 122, Issue 561, 1 June 2012, Pages 590–617, https://doi.org/10.1111/j.1468-0297.2011.02482.x

Burnside, C. and Dollar, D. (2000). 'Aid, policies and growth', American Economic Review, vol. 90(4), pp. 847-868.

Alesina, A. and Dollar, D. (2000). Who Gives Foreign Aid to Whom and Why? Journal of Economic Growth. 5 (1): 33-63.

Berthelemy, J.-C. (2006). 'Bilateral donors interest vs. recipients' development motives in aid allocation: Do all donors behave the same?' Review of Development Economics, vol. 10, pp. 179-194.

Galiani, S., Knack, S., Xu, L. C., & Zou, B. (2017). The effect of aid on growth: Evidence from a quasi-experiment. Journal of Economic Growth, 22(1), 1–33. https://doi.org/10.1007/s10887-016-9137-4

MODULE PLAN SESSIONS :

Plan Session 01 :

Dr. Sören Köpke - Climate change and agricultural development policy

Climate change is a looming threat to food production, and hence food security, in several world regions. Even following moderate climate change scenarios, agricultural productivity is severely impacted, and with heightened probability of frequent extreme weather events, volatility of agricultural production increases. We will discuss the resulting consequences of a drastically changing climate for agricultural development policy. Topics include: Climate smart agriculture, the political economy of irrigated agriculture, the feasibility of input subsidies as drought mitigation measure, GMO crop and precision farming technology as adaptation mechanisms, and the role of policy in food system transformation.

Plan Session 02 :

Prof. Céline Azémar - Foreign aid I

Foreign aid is one of the main economic tools that governments use to advance strategic objectives. It is a particularly controversial topic which is growing in complexity. Global aid architecture is continuously evolving with more donor channels and more fragmented transactions. The aim of this first part of the Master class is to introduce students to key concepts, issues and debates relating to country level aid effectiveness.

Plan Session 03 :

Prof. Céline Azémar - Foreign aid II

The second part of the Masterclass aims to introduce students to the geopolitical, economic and moral rationales of why international donors provide foreign aid.

Plan Session 04 :

Dr. Roman Matkovskyy - Cryptocurrencies and Global Power Dynamics

This masterclass analyzes the rise of cryptocurrencies, their influence on financial sovereignty, regional adoption patterns, and the role of Central Bank Digital Currencies (CBDCs) and stablecoins. It also investigates crypto crimes and sanction avoidance.

Plan Session 05 :

Prof. Stéphane Auray - Trade Protection and Trade Wars

Trade wars can have large macroeconomic consequences, but there is limited focus on the interaction between optimal trade and macroeconomic policies. This masterclass studies the optimal design of trade policies under different monetary policy rules.

Plan Session 06 :

Dr. Youenn LOHEAC - Management of Common Resources

This masterclass is about common (natural) resources as a public good which could be an opportunity or a tragedy. Through the economic principles of these questions, the various analysis and policy, we explore some important topics of resources management from local to international level.

Plan Session 07 :

Prof. Luca Colombo - International Environmental Agreements

International environmental agreements (IEAs), legally binding intergovernmental efforts directed at reducing human impacts on the environment, are common features of global environmental governance. This lecture will provide students with an introduction to IEAs. Starting from basic definitions and the identification of actors and processes, this lecture will move to the analysis of the reasons why some IEAs have proven to be more successful than others in achieving their stated objectives. The central part of the lecture will be devoted to the theory of IEAs, both static and dynamic, with particular emphasis on the s.c. paradox of international agreements and the various solutions to this paradox proposed in the literature. If time allows specific topics such as international trade in permits and escape clauses will also be discussed.

Plan Session 08 :

Prof. François Le Grand - Sovereign debt crisis: European and Political implications

This masterclass covers the 2012 European debt crisis, as well as the possible lessons that can be drawn for the current situation. In addition to describing the crisis and its short-term consequences, the lecture will also cover the roots of the crisis, as well as its medium- and long-term consequences for the Eurozone. The latter will include economic, financial and political aspects.

RENNES SCHOOL OF BUSINESS UNFRAMED THINKING	**SYLLABUS**
	FI507E_0101_25
	Financial Engineering and Commodity Trading

ACADEMIC AREA	:	**FINANCE AND ACCOUNTING**
PROGRAMME	:	**MASTER DAIS / MASTER IF / PGTC**
PERIOD	:	**SPRING**
COORDINATOR	:	**Dr. Guillaume BAGNAROSA**
INSTRUCTOR(S)	:	**Dr. Guillaume BAGNAROSA**
CONTACT HOURS	:	**24 hours**
STUDY TIME	:	**120 hours (Class preparation, homework and assessments)**
CREDITS	:	**4.0 ECTS**

PRE-REQUISITE MODULES :

A good understanding of corporate finance notably the financial instruments, FI443E (Corporate Finance or equivalent), and more importantly knowledge of pricing methods, FI506.

MODULE DESCRIPTION :

In today's world, sophisticated vehicles are being created by firms and financial institutions worldwide to limit risk on their financial instruments, commodities or assets. Financial engineering is, in essence, the phenomenon of product/process innovation in the financial industries. Students will be confronted to securities innovation, innovative financial processes, and creative solutions to corporate finance problems.

All these innovations are implemented using a few basic techniques. This module will allow students to understand the scope and depth of the derivative markets in terms of risk management, agency and issuance cost reduction, regulation compliance but also how such assets are managed internally by the financial institutions. Options, futures, swaps and structured instruments will be seen and practical application learned. This module will also allow students to familiarize themselves with trading opportunities in those same instruments. To do so, students will have a tutorial in VBA and an initiation to programming in order to build their own trading tools.

CONTRIBUTION TO PROGRAMME LEARNING OBJECTIVES :

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

MODULE INTENDED LEARNING OUTCOMES (ILOs) :

1. Understand in detail the behaviour of derivatives and their role in structuration business
2. To manage a portfolio of derivatives such as options and futures
3. Develop a basic program in VBA notably for portfolio management, stress testing and option pricing
4. Detect and understand the risks associated to derivatives portfolios
5. Understand and manage the industrial and agribusiness companies risk exposure to climate and geopolitical related uncertainty
6. Have a better understanding of investment banks and hedge funds businesses

TOPICS COVERED :

. Derivatives products
. Options pricing and management
. Futures pricing and management
. Swaps

. ABS/Mortgage backed-securities
. CDOs
. Credit Default Swaps
. Total Return Swaps
. Hedge funds
. VBA

RESEARCH-LED TEACHING :

The modules will be composed of case studies and lectures, but we will also discussed and present research papers that our professors recently published in academic journals. These contributions will focus on financial risk modelling as well as trading strategies and forecasting models. Furthermore, it is worth highlighting that the papers chosen are not purely theoretical and for some of them have even been recently implemented in large agribusiness and commodity trading companies.

CSR AND SUSTAINABLE DEVELOPMENT GOALS :

Over the past decades, increasing risks have affected the commodity markets and especially the grains and the soft commodities. These markets play a central role in the worldwide food security and economic development while local conflicts and global warming jeopardize the global capacity of food production and thus lead to important prices volatility. This course aims at preparing managers to develop hedging strategies and risk management tools in order to mitigate the industrial and agribusiness companies exposure to climate and geopolitical related uncertainty.

CSR NB HOURS :

9

SUSTAINABLE DEVELOPMENT GOALS COVERED :

- 02 - Zero hunger
- 13 - Climate action

TEACHING METHODS :

. The module will be composed of case studies and lectures, which will bring students to understand trading techniques and strategies.
. Students will also learn basics of writing and testing VBA code in Excel in order to build a small portfolio management tool
. Cases will change depending on the latest developments in the market place at the time of module

Links with company :
Agribusinesses
Food processing companies
Food producers
Trading
Financial office in a company
Banking
Central banks
Asset Management companies
Consultancy firms
Hedge funds
Multinational Corporations
Borkerage houses

METHODS OF ASSESSMENT :

Continuous/Final	Group/Individual	Assessment	Weight	Duration	ILOs assessed
Final	Individual	Final written exam	50%	3 hours	1,2,4,5,6
Continuous	Group	Group work	40%	2 hours	2,3,4

Continuous	Individual	Quiz	10%	1 hour	1,2,4

Assessment 2 details:

Design of a trading and risk management software on VBA. For more details please refer to the document "Continuous Assessment Trading Game Instructions.pdf" available on Moodle and the "Assessment 1 - Rubric" available on RISE.

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

-> Hull J. C. (2021). Options, Futures, and Other Derivatives. (11th Edn). Pearson Education. [eBook https://bit.ly/48ivlp0]
-> O'Kane, D. (2008). Modelling Single-name and Multi-Name Credit Derivatives (1st Edn). Wiley Finance. [eBook https://bit.ly/3nCnlKi]
-> Corb H. (2012). Interest Rate Swaps and Other Derivatives. Columbia Business School Publishing. [eBook https://bit.ly/3xbvGHY]
-> Fabozzi F. (2016), The Handbook of Mortgage-Backed Securities. (7th Edn). McGraw-Hill. [eBook https://bit.ly/3CF9pn1]

Additional Reading

-> Lowenstein, R. (2001). When genius failed: the rise and fall of Long-Term Capital Management. Random House Trade Paperbacks. [eBook https://bit.ly/3DK182k]
-> Lewis, M. (2015). The big short: Film Tie-In. Penguin Books.

Derivatives and financial engineering are fairly new products that evolve all the time. Students are greatly encouraged to read the financial press: FT, WSJ and check web sites such as: Bloomberg.com, dowjones.com, cnn.com

MODULE PLAN SESSIONS :

Plan Session 01 :

Session 1
Financial markets and Risk (VaR)
Case study provided by teacher and to be discussed in class: calculate parametric VaR on excel with Crush spread

BB Trading Game: Introduction to VBA and getfullname + how to build an interface
Readings: Chap 22 Hull 9th Edition ("Value at Risk")

Plan Session 02 :

Session 2
Introduction to Monte Carlo Simulations
Case study: Crush spread MC simulation with VBA

BB Trading Game: Calculate the P&L with changing spot, the variance covariance matrix
Readings: Chap 22 Hull 9th Edition ("Value at Risk")

Plan Session 03 :

Session 3
Futures trading and hedging strategies to mitigate the industrial and agribusiness companies risk exposure to climate and geopolitical related uncertainty
Case study provided by teacher and to be discussed in class: Metallgesellschaft AG

BB Trading Game: How to measure the VaR with the Cholesky Decomposition
Readings: Chap 2, 3 & 5 Hull 9th Edition ("Determination of Forward and Futures Prices", "Hedging Strategies Using Futures" & "Mechanics of Futures Markets")

Plan Session 04 :

Session 4
Options valuation and implied volatility
Case study provided by teacher and to be discussed in class: How can we extract the implied volatility

BB Trading Game: How to generate random numbers + Copula
Readings: Chap 10 & 15 Hull 9th Edition ("Mechanics of Options Markets" and "The Black–Scholes–Merton Model")

Plan Session 05 :

Session 5
Option greeks
Case study provided by teacher and to be discussed in class: How do we model risk with options?

BB Trading Game: How to price options with MC simulations & with Black and Scholes model
Readings: Chap 15 Hull 9th Edition ("The Black–Scholes–Merton Model")

Plan Session 06 :

Session 6
The Delta hedging and Gamma trading

BB Trading Game: Extracting implied volatility with Newton-Raphson algorithm
Readings: Chap 19 & 20 Hull 9th Edition ("The Greek Letters" & "Volatility Smiles")

Plan Session 07 :

Session 7
Option portfolio risk modelling and Variance swap

BB Trading Game: Greeks + Scenarios analysis
Readings: Chap 12 & 22 Hull 9th Edition (“Trading Strategies Involving Options” & “Value at Risk”)

Plan Session 08 :

Session 8
Exotic options

BB Trading Game: Trading Game
Readings: Chap 26 Hull (“Exotic Options”)

SYLLABUS

FI526E_0101_25

Empirical Methods in Finance

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

PRE-REQUISITE MODULES :

Students are expected to be familiar with basic statistical methods.

MODULE DESCRIPTION :

This course is designed to help students bridging the gap between theoretical financial models and the real world. It introduces the theory and practice of time series analysis, with an emphasis on practical skills. The main objective of this course is to provide students with several econometric methods commonly used in finance.
This module introduces students to financial time series techniques. It provides them with both the relevant time series concepts and their financial applications. Potential application of financial time series models include modeling equity returns, volatility estimations, Vector AutoRegressive (VAR) modelling and Vector Error Correction Model (VECM).

CONTRIBUTION TO PROGRAMME LEARNING OBJECTIVES :

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

MODULE INTENDED LEARNING OUTCOMES (ILOs) :

1. Select, carry out and interpret appropriate statistical methods for describing and analyzing financial and economic events.
2. Model and forecast a time series
3. Have an appreciation of a range of empirical methods used in finance
4. Recognize the models' weaknesses, understand their scope, applicability and coherence within concrete empirical problems.

TOPICS COVERED :

. Time series stationarity
. Autoregressive (AR) models
. Unit Root Tests (DF, ADF, PP)
. ARDL models
. Cointegration
. Vector Auto Regression models (VAR)
. Granger causality
. Impulse response functions
. Error Correction Models (ECM)

. Vector Error Correction Models (VECM)
. ARCH and GARCH models

RESEARCH-LED TEACHING :

Existing research is integrated in designing the content of FI526E Empirical Methods in Finance. Most models we teach in this course (VAR, VECM, ARDL, ARCH, GARCH, …etc) are used in the methodological part of empirical research papers.

CSR AND SUSTAINABLE DEVELOPMENT GOALS :

This course addresses ESG (Environmental, Social, Governance) concepts in the following ways:
- Analysing ESG indices through graphs (Session 2)
- Stationarity analysis of indices designed to measure the performance of companies demonstrating strong Environmental, Social and Governance (ESG) practices (session 3).

CSR NB HOURS :

1

SUSTAINABLE DEVELOPMENT GOALS COVERED :

- 04 - Quality education
- 08 - Decent work and economic growth

TEACHING METHODS :

Each session will be composed of a lecture followed by practical exercises to help assimilate the subject matter. We will be using the software EVIEWS.

The practical cases taught in the course help students to integrate companies in the field of financial modelling.

METHODS OF ASSESSMENT :

Continuous/Final	Group/Individual	Assessment	Weight	Duration	ILOs assessed
Continuous	Individual	Quiz	20%	15 MIN	ILOs 1, 2
Continuous	Group	Written in class	30%	1 HOUR	ILOs 1, 2
Final	Individual	Written assessment at home	50%		All ILOs

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 :

-> Enders, W. (2010). Applied Econometric Time Series. (3rd edn). John Wiley & Sons.
-> Greene, W.H. (2019). Econometric Analysis. (8th edn). Pearson Education. [eBook https://bit.ly/3r3tpO6]

Additional Reading

-> Hamilton, J.D. (1994). Time Series Analysis. Princeton University Press.
-> Griffiths, W., Hill, and Lim, Guay C. (2011). Using EViews for Principles of Econometrics. (4th edn). John Wiley & Sons.
-> Gujarati, D.N. (2014). Econometrics by Example. Hampshire. (2nd edn). Palgrave Macmillan

MODULE PLAN SESSIONS :

Plan Session 01 :

Session 1
- Distributed Lag Models
- How to construct lagged variables?
- Getting started with Eviews
- Empirical exercises

Plan Session 02 :

Session 2
- Time series stationarity: Visual inspection of S&P 500 ESG index price
- Autocorrelation & Partial autocorrelation
- Autoregressive (AR) models
- Identifying the order of AR(p)
- Empirical exercises

Plan Session 03 :

Session 3
- Unit Root Tests
- ADF test
- PP test
- Empirical exercises:
• Stationarity of FTSE4Good UK index (performance of UK companies demonstrating strong (ESG) practices)
• Stationarity of Euronext Euro 50 ESG EW index that reflects the performance of the top 50 stocks, based on their corporate responsibility score in Eurozone)

Plan Session 04 :

Session 4
- Cointegration
- Engle-Granger test
- Error Correction Model
- Empirical exercises

Plan Session 05 :

Session 5
- Auto-Regressive Distributed Lag (ARDL) Models
- ARDL estimation procedure
- Empirical exercises

Plan Session 06 :

Session 6
- Vector Auto-Regressive Model
- Lag length selection in VARs
- Forecasting with lagged variables
- Impulse Response Functions (IRFs)
- Empirical exercises

Plan Session 07 :

Session 7
- Variance decomposition
- Granger causality
- Vector Error Correction Models (VECM)
- Empirical exercises

Plan Session 08 :

Session 8
- ARCH model
- ARCH test
- GARCH model
- Empirical exercises

SYLLABUS

FI530E_0101_25

Deep Learning & Neural Networks for Finance

ACADEMIC AREA	:	**FINANCE AND ACCOUNTING**
PROGRAMME	:	**MASTER DAIS / PGTC**
PERIOD	:	**SPRING**
COORDINATOR	:	**Mr. Amirhossein SADOGHI**
INSTRUCTOR(S)	:	**Mr. Amirhossein SADOGHI**
CONTACT HOURS	:	**24 hours**
STUDY TIME	:	**null hours (Class preparation, homework and assessments)**
CREDITS	:	**4.0 ECTS**

PRE-REQUISITE MODULES :

Please notice the FI532E_GR01_0101_25 (FI532E “Financial Data Infrastructure and Text Mining”) should be started after the fourth session of another course: FI530E_GR01_0101_25 (FI530E “Deep Learning & Neural Networks for Finance”)

This course will present concepts without assuming any background knowledge, other than required readings. The course assumes that students have prior exposure to statistics and data analysis. The basic knowledge of statistics and programming is sufficient.

MODULE DESCRIPTION :

“Neural networks and deep learning for finance” provides an analysis and application of the main algorithms and practices of neural networks and deep learning to finance. There is a decreasing interest in conventional statistics as well as econometrics building blocks: hypothesis testing, theoretically derived estimators, and classical linear models. On the other hand, there is increasing interest in big data and machine learning, mainly prediction and classification, and using deep learning techniques.

In this course, we teach the students a range of techniques to create scientific models from empirical data. The course consists of several lectures on data mining techniques with practical exercises in the class. Several lab exercises are designed to introduce the foundations and the application of deep learning in Finance. Students will learn how to work with big datasets.

CONTRIBUTION TO PROGRAMME LEARNING OBJECTIVES :

- Apply scientific research skills to Create original contributions for the business community #CreateImpact
- Demonstrate advanced technological literacy to Connect physical and digital spaces #ConnectSpaces

MODULE INTENDED LEARNING OUTCOMES (ILOs) :

After completing the course, students shall be able to understand the key parameters in a neural network's architecture and develop own neural network model to deal with the real-life problem in finance.

TOPICS COVERED :

This course includes the following main topics:

Block 1:

1. Introduction to data science in Finance

2. Overview of Machine Learning methods
3. Fundamentals of Machine Learning in Finance
4. Python Programing

Block 2

5. Neural Network: Feed-forward network, Recurrent network
6. Basic Idea of Deep Learning
7. Modern Practical Deep Networks

Block 3:

8. Application of Deep Learning in Finance
9. Deep Learning for Time Series data
10. Deep Learning for Textual Data
11. Final Project

RESEARCH-LED TEACHING :

The teaching method of this course is research-based teaching involves integrating research findings and practices into the course's instructional design. We select teaching strategies aligned with students' learning objectives and the research findings. For example, if the research suggests that students learn best through active engagement, design activities and assignments that encourage active learning. Furthermore, we develop assessment methods that align with course learning objectives and the research findings. It enables us to create a research-based teaching approach grounded in evidence and promotes student learning.

CSR AND SUSTAINABLE DEVELOPMENT GOALS :

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

CSR NB HOURS :

3

SUSTAINABLE DEVELOPMENT GOALS COVERED :

- 05 - Gender equality
- 13 - Climate action

TEACHING METHODS :

The course consists of 3 two-day blocks and a final project presentation day. In the first block, students will learn the foundation of deep learning, and the second block, Bootcamp, focuses on applications of deep learning in Finance and managing machine learning projects. There is self-online learning between blocks. Each session includes lectures with following corresponding computer lab exercises.

[3h+3(23h)+3h]

METHODS OF ASSESSMENT :

Continuous/Final	Group/Individual	Assessment	Weight	Duration	ILOs assessed
Continuous	Group	Group work	20%		All ILOs
Continuous	Individual		20%	self-online learning	
Final	Individual	Essay	60%		

Assessment 1 details:
Lab exercises

Guidelines for Lab Exercises layout:
a) Use headlines that clearly divide the report into assignments and sub-tasks.
b) Provide the report with figures but only in the amount you think is required to clarify your conclusions.
c) Do not submit every figure you have obtained. Provide the report with figures but only in the amount you think is required to clarify your conclusions.
d) You need to explain all of the results and graphs, (presenting the results and graphs without explanations cannot be considered as grading).
e) Make sure the questions put in the assignments are answered.

Assessment 3 details:
Paper on a final project

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

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

ACADEMIC INTEGRITY :

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

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

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

BIBLIOGRAPHY :

Lecture slides will be provided in class and through the Moodle. These will cover the material discussed in our lectures. In addition, we will distribute a Course Reader that will be the most important source of information for the course. The course reader contains a few articles of interest and some of the cases covered in class.

There are some supplementary textbook and articles:

[1] Ian Goodfellow, Yoshua Bengio, Aaron Courville. Deep learning. MIT Press, 2016 [http://www.deeplearningbook.org/]
[2] LeCun, Yann, Yoshua Bengio, and Geoffrey Hinton. "Deep learning." nature 521.7553 (2015): 436.
[3] Canziani A, Paszke A, Culurciello E. An analysis of deep neural network models for practical applications. arXiv preprint arXiv:1605.07678. 2016 May 24.
[4] Tká, Michal, and Robert Verner. "Artificial neural networks in business: Two decades of research." Applied Soft Computing 38 (2016): 788-804.
[5] Prieto, Alberto, et al. "Neural networks: An overview of early research, current frameworks and new challenges." Neurocomputing 214 (2016): 242-268.
[6] Text as Data by Matthew Gentzkow, Bryan T. Kelly Yale, Matt Taddy
[7] SendhilMullainathan et al (JEP, AER) for key lessons about prediction in economics

Additional Reading

MODULE PLAN SESSIONS :

Plan Session 01 :

Day 1 { 1 3h} {should be scheduled in February }

During this first week, we’ll learn about the context for data science in Finance and programming,
a) Introduction to data science in Finance [1 h]
b) Overview of Machine Learning methods [2 h]
c) Fundamentals of Machine Learning in Finance [1 h]
d) Python Programing [2 h]

Plan Session 02 :

Day 2 { 2 3h}

After learning about the programming, we’re ready to apply a simple neural network model. As we go along, we will learn the basic Idea of Deep Learning,
a) Neural Network: Feed-forward network [1 h]
b) Recurrent network [1 h]
c) Basic Idea of Deep Learning [2 h]
d) Modern Practical Deep Networks [2 h]

Plan Session 03 :

Day 3 { 2 3h}
First day of Bootcamp

The Bootcamp involves the students working in groups to formulate interesting new research ideas on an individual basis on which students will progress over the remainder of the Bootcamp. These research ideas will then be further developed on an individual basis for assessment following the Bootcamp, [12 h]. Some Bootcamp projects cover the key concepts and principles of CSR and SDGs and include practical exercises: incorporate practical activities such as case studies and group projects to help students apply the concepts they have learned to real-world problems about CSR and SDGs. Bootcamp projects involve comprehensive and practical tasks that cover CSR and SDGs and equip students with the knowledge and skills to promote sustainable development in the business world.

Now that we’ve learned the fundamentals of deep learning, we will review some applications of this method in finance.

We will be ready to dive into another level and apply this method to time series and textual data. During Bootcamp, we have lectures about:
a) Application of Deep Learning in Finance
b) Deep Learning for Time Series data
c) Deep Learning for Textual Data

Plan Session 04 :

Day 4 { 2 3h}
The second day of Bootcamp

The Bootcamp involves the students working in groups to formulate interesting new research ideas on an individual basis on which students will progress over the remainder of the Bootcamp. These research ideas will then be further developed on an individual basis for assessment following the Bootcamp, [12 h]

Now that we’ve learned the fundamentals of deep learning, we will review some applications of this method in finance. We will be ready to dive into another level and apply this method to time series and textual data. During Bootcamp, we have lectures about:
a) Application of Deep Learning in Finance
b) Deep Learning for Time Series data
c) Deep Learning for Textual Data

Plan Session 05 :

Day5 [3h] This session should be scheduled one week after the session Day 4

The last session is assigned to the final project of the course.
a) Final Project [3 h]

SYLLABUS
FI531E_2_0101_25
AI and Fin Tech

ACADEMIC AREA : **FINANCE AND ACCOUNTING**

PROGRAMME : **MASTER IF / PGTC**

PERIOD : **SPRING**

COORDINATOR : **Ms. Lucie LOISEAU**

INSTRUCTOR(S) : **Ms. Lucie LOISEAU**

CONTACT HOURS : **24 hours**

STUDY TIME : **70 hours (Class preparation, homework and assessments)**

CREDITS : **4.0 ECTS**

PRE-REQUISITE MODULES :

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

MODULE DESCRIPTION :

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

CONTRIBUTION TO PROGRAMME LEARNING OBJECTIVES :

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

MODULE INTENDED LEARNING OUTCOMES (ILOs) :

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

TOPICS COVERED :

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

RESEARCH-LED TEACHING :

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

CSR AND SUSTAINABLE DEVELOPMENT GOALS :

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

CSR NB HOURS :

13

SUSTAINABLE DEVELOPMENT GOALS COVERED :

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

TEACHING METHODS :

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

METHODS OF ASSESSMENT :

Continuous/Final	Group/Individual	Assessment	Weight	Duration	ILOs assessed
Continuous	Individual	Quiz	30%	1h	All
Final	Individual	Written assessment at home	30%	N/A	All
Continuous	Group	Oral Final exam	40%	N/A	All

Assessment 1 details:

A quiz at the end of the class to assess individual student learning..

Assessment 2 details:

This work aims to analyse how a traditional bank has embraced new technologies and innovation, including AI. The objective is to select a case, conduct an analysis, and explain the challenges, best practices, and recommended next steps. A critical approach is required.

Assessment 3 details:

The Group Project covers all learning outcomes and represents the culmination of your learning, where you will be expected to independently develop a FinTech product. Individual assessments will be conducted within each group, in addition to an overall group-level grade.

Students will apply design thinking methods, progressing from empathy to the creation of a new FinTech brand solution leveraging AI.

The group assessment will also be linked to the activities completed during the sessions, focusing on AI bias, data protection, and the key factors behind successful FinTechs.

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 :

Theo Lynn, John G. Mooney, Pierangelo Rosati, Mark Cummins (2019) "Disrupting Finance: FinTech and Strategy in the 21st Century", Palgrave. Free access at: https://link.springer.com/book/10.1007%2F978-3-030-02330-0

Additional Reading

Other readings can be provided in class.

MODULE PLAN SESSIONS :

Plan Session 01 :

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

Plan Session 02 :

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

Plan Session 03 :

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

SYLLABUS
FI532E_0101_25
Financial Data Infrastructure and Text Mining

ACADEMIC AREA : FINANCE AND ACCOUNTING

PROGRAMME : MASTER DAIS / PGTC

PERIOD : SPRING

COORDINATOR : Mr. Amirhossein SADOGHI

INSTRUCTOR(S) : Mr. Amirhossein SADOGHI

CONTACT HOURS : 24 hours

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

CREDITS : 4.0 ECTS

PRE-REQUISITE MODULES :

Please notice the FI532E_GR01_0101_25 (FI532E “Financial Data Infrastructure and Text Mining”) should be started after the fourth session of another course: FI530E_GR01_0101_25 (FI530E “Deep Learning & Neural Networks for Finance”)

This course will present concepts without assuming any background knowledge, other than required readings. The course assumes that students have a working knowledge of Python and are willing to write code. The course provides example codes which students can modify and use their projects. The course “Coding and Data Science for Accounting and Finance” or a similar course is a necessary prerequisite.

MODULE DESCRIPTION :

It is essential to realize that today's students need formal training in areas beyond their central discipline; they need to know data management, computational sciences, and techniques. This means that students will have to understand financial data science much on a sufficient level. The future of social science involves the expansion of automation in all its aspects: data collection, storage of information, hypothesis formation, and experimentation.

This course introduces tools for data analytics, machine learning for data analytics, and for exploring and visualizing data. It overviews the background of data analytics, covering the different types of analysis and the basics of using Hadoop as a tool. It focuses on various Hadoop ecosystem tools, like Apache Flume, Apache Spark, Apache Storm, Apache Hive, R, and Python, which can be used for different types of analysis. Students will also learn the machine learning techniques that are useful for data analytics and how to visualize data with various graphs and charts from a practice-oriented viewpoint. This course provides a reference guide -everything you need — including code samples — so you can get your hands dirty working with a real dataset and gain experience from financial projects. So after completing it, students will be able to work with different types of financial data structures.

CONTRIBUTION TO PROGRAMME LEARNING OBJECTIVES :

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

MODULE INTENDED LEARNING OUTCOMES (ILOs) :

After completing the course, the student should, on an advanced level be able to:

• understand the structure of financial data

• collect and store Big Data in a distributed computer environment
• perform basic queries to a database operating on a distributed system in Python
• implement machine learning techniques on a distributed system in Python
• working time series and textual data, which are the primary data of the modern financial system.

TOPICS COVERED :

The course includes the following topics:

1. Big Data and Spark Machine Learning in Finance
3. SQL and databases
4. Text mining
5. Language Models (LMs)
6. Neural Language Models (NLMs)
7. Large Language Models (LLMs)

RESEARCH-LED TEACHING :

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

CSR AND SUSTAINABLE DEVELOPMENT GOALS :

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

CSR NB HOURS :

3

SUSTAINABLE DEVELOPMENT GOALS COVERED :

- 05 - Gender equality
- 13 - Climate action

TEACHING METHODS :

The course consists of 2 two-day blocks and final project presentation day. The first block [9 h], students will learn the principle and instruments of financial data analysis, including accessing, managing data, and text mining. The first block focuses on architecture and application some platforms for processing large datasets.
The second block [12 h] is Bootcamp which the students should work in groups to develop new projects.
There is self-online learning between two blocks. The last day [3h] is project presentation.

METHODS OF ASSESSMENT :

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

Continuous	Individual	Quiz	20%		
Final	Individual	Report	60%		All

Assessment 1 details:

Lab exercises

Guidelines for Lab Exercises layout:
a) Use headlines that clearly divide the report into assignments and sub-tasks.
b) Provide the report with figures but only in the amount you think is required to clarify your conclusions.
c) Do not submit every figure you have obtained. Provide the report with figures but only in the amount you think is required to clarify your conclusions.
d) You need to explain all of the results and graphs, (presenting the results and graphs without explanations cannot be considered as grading).
e) Make sure the questions put in the assignments are answered.

Assessment 2 details:

self-online learning

Assessment 3 details:

Presentation of Bootcamp Project (Group) (20%)

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

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

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

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

ACADEMIC INTEGRITY :

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· Plagiarism
· Fabrication
· Gaining an unfair advantage
· Assisting others in committing academic misconduct, such as by utilizing generative AI
· Falsification of records or official documents
· Unauthorized access to restricted information or data
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For more comprehensive information on academic integrity rules, principles, and disciplinary procedures, please refer to the Academic Integrity section of the Student Handbook.

BIBLIOGRAPHY :

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

Practical Natural Language Processing with Python
With Case Studies from Industries Using Text Data at Scale

Understanding Large Language Models
Learning Their Underlying Concepts and Technologies

Introduction to Transformers for NLP
With the Hugging Face Library and Models to Solve Problems

Additional Reading

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

MODULE PLAN SESSIONS :

Plan Session 01 :

Session 1 [1.5 hours]: [note> should be scheduled after session 3 of FI530E_2 Deep Learning and Neural Networks for Finance]

This session will cover the basics of Big data; Spark Machine Learning in Finance

Plan Session 02 :

Session 2 [3 hours]:   [note> should be scheduled after session 3 of FI530E_2 Deep Learning and Neural Networks for Finance]
This session will advance the student's understanding of SQL and databases. This session will introduce Spark SQL in Python. We will discuss the principles of NoSQL.

Plan Session 03 :

Session 3 [1.5 hours]:
This session will introduce students to fundamental concepts of text mining and basic language models (LMs).

Plan Session 04 :

Session 4 [3 hours]:

This session will advance the student's understanding of Large language models (LLM) fundamentals. These AI systems are designed to process and analyze vast amounts of natural language data and then use that information to generate responses to user prompts. Students will learn to use LLM to analyze time series and textual data.

Plan Session 05 :

Session 5 [2 3 hours] [should be scheduled for one day]

Bootcamp: The Bootcamp involves the students working in groups to express fascinating novel research ideas on a team basis on which students will progress over the remainder of the Bootcamp. These research purposes will then be further elaborated on an individual basis for assessment following the Bootcamp. There are some extra lectures about application Big data in finance as well as lectures about financial networks.

Plan Session 06 :

Session 6 [2 3 hours] [should be scheduled for one day]

Bootcamp: The Bootcamp involves the students working in groups to express fascinating novel research ideas on a team basis, on which students will progress over the remainder of the Bootcamp. These research purposes will be further elaborated individually for assessment following the Bootcamp. There are some extra lectures about the application of Big data in finance, as well as lectures about financial networks.

Plan Session 07 :

Session 7 [3 hours]: [should be scheduled at least one week after session 6]

Review of the course and final presentations of students

SYLLABUS
GO508E_0101_25
Art & influence

ACADEMIC AREA : **MANAGEMENT AND ORGANIZATIONS**

PROGRAMME : **MASTER IBNG**

PERIOD : **SPRING**

COORDINATOR : **Mr. Philip Armstrong DAMPIER**

INSTRUCTOR(S) : **Mr. Philip Armstrong DAMPIER**

CONTACT HOURS : **24 hours**

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

CREDITS : **2.0 ECTS**

PRE-REQUISITE MODULES :

Créativité, Curiosité

MODULE DESCRIPTION :

The "General influence and lobbying" module consists of 24 hours.

Its objective is to enrich the general culture of students and to examine and understand the influence of mass media in our lives.

Students will view, review, and discuss the influence of our modern media world: MSM Vs Instagram Vs ‘X’, together with the impact of early Soviet political cinema and modern-day -social media conspiracy theories.

Working in small groups or individually they’ll use their media knowledge and skillsets to carry out in-class research to create their own media campaigns and presentations.

CONTRIBUTION TO PROGRAMME LEARNING OBJECTIVES :

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

MODULE INTENDED LEARNING OUTCOMES (ILOs) :

- ILO 5 - ILO2 To develop a broader, deeper knowledge of modern media culture and an understanding of how storytelling and visual creativity impacts our lives 24/7.

TOPICS COVERED :

- Cinéma: Movies. Television. Tik Tok. Social Media. Storytelling. Creativity.

RESEARCH-LED TEACHING :

CSR AND SUSTAINABLE DEVELOPMENT GOALS :

CSR NB HOURS :

SUSTAINABLE DEVELOPMENT GOALS COVERED :

-

TEACHING METHODS :

- Courses. Review and criticism of films, television and social media. In-class workshops

METHODS OF ASSESSMENT :

Continuous/Final	Group/Individual	Assessment	Weight	Duration	ILOs assessed
Continuous	Individual	Participation or task completion	25%		- ILO2 - ILO 5.
Continuous	Group	Participation or task completion	25%		- ILO 2.
Continuous	Individual	Participation or task completion	50%	évaluation continue	ILO 5 -ILO2

Assessment 1 details:

Students will participate in a series of in-class workshops and will be assessed on individual initiatives on the specific workshop exercises

Assessment 2 details:

Students will participate in a series of in-class workshops and will be assessed on creativity on the workshop exercises and in-class participation

Assessment 3 details:

Students will participate in a series of in-class workshops and will be assessed on group work initiatives and project outcomes and general in-class participation

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 :

Movies & Media
Werner Herzog. Walking on Ice
Adventures in the Screen Trade. William Goldman
The camera and I. Joris Ivens
Final Cut. Steven Bach
Who the devil made it? Peter Bogdanovitch
A Life in Movies. Michael Powell
Illuminations. Walter Benjamin
Being Digital. Nicholas Negroponte.

Additional Reading

MODULE PLAN SESSIONS :

Plan Session 03 :

Movies and Media.
- Philip ARMSTRONG-DAMPIER will focus his course on the cultural and visual influence of cinema, televison and mass media.

Students will view and discuss everything from the impact of early Soviet Cinema to modern-day conspiracy theories and political cinema.

We'll review the role of MSM Vs Instagram and X and working in groups and individually, carry out in-class research using their social media knowledge to create their own media presentations

SYLLABUS

GO513E_0101_25

Commercial & Political Influence

ACADEMIC AREA	:	**MARKETING**
PROGRAMME	:	**MASTER IBNG**
PERIOD	:	**SPRING**
COORDINATOR	:	**Mr. Antoine DE PREMONVILLE**
INSTRUCTOR(S)	:	**Dr. Thomas FLICHY DE LA NEUVILLE** **Mr. Antoine DE PREMONVILLE**
CONTACT HOURS	:	**24 hours**
STUDY TIME	:	**120 hours (Class preparation, homework and assessments)**
CREDITS	:	**4.0 ECTS**

PRE-REQUISITE MODULES :

None

MODULE DESCRIPTION :

The purpose of this module is to provide students with the keys to understand main international challenges mediating influence strategies. Indeed, influence strategies have played a major role since the XXth century and contributed to change mindsets, ways of life and balances of power. Through theories, case studies and global overviews, students will be able to understand the basic tools and schemes lobbyists, governments and private corporations do use to meet their goals. Beyond presenting a general overview of knowledge that is continually evolving, the goal is to draw attention to a mindset to be acquired in order to understand the determining factors governing a multipolar and diverse world where power dynamics remain highly relevant.

CONTRIBUTION TO PROGRAMME LEARNING OBJECTIVES :

- Combine professional expertise with resilience, critical thinking & personal influence to Change mindsets #ChangeMindsets
- Integrate disciplines and deep knowledge to Create innovative solutions #CreateSolutions

MODULE INTENDED LEARNING OUTCOMES (ILOs) :

ILO1: Understand the process of influence making
ILO2: Evaluate the key commercial and political issues facing economic actors
ILO3: Develop advanced research strategies specific to understanding influences issues in key economic sectors;
ILO4: Evaluate the implications of communicated messages and adjust communication accordingly to achieve specific objectives;
ILO5: Analyze complex challenges resulting from global trade and diplomatical issues and propose sustainable strategic solutions

TOPICS COVERED :

- influence theories
- influencers
- Psychological warfare
- public and private stratefies
- lobbies
- case studies

RESEARCH-LED TEACHING :

CSR AND SUSTAINABLE DEVELOPMENT GOALS :

CSR NB HOURS :

4

SUSTAINABLE DEVELOPMENT GOALS COVERED :

- 04 - Quality education
- 08 - Decent work and economic growth
- 10 - Reduced inequalities
- 12 - Responsible consumption and production
- 16 - Peace, justice and strong institutions

TEACHING METHODS :

1 - Lectures covering key concepts. These lectures provide material for discussions with the instructor, who aims to stimulate conversations and reactions among the students.
2 - Discussions with students regarding the concepts discussed.
3 - Group work on a geopolitical case study focusing on energy and environmental issues.

Class Participation:

Students are encouraged to ask questions and engage in constructive exchanges of ideas with their classmates and instructor. It is expected that students participate in a respectful and constructive manner, such as supporting each other even if they feel uncertain about their abilities due to language or other concerns. Students should acknowledge that disagreements are possible and normal in a discussion.

Students are responsible for their own learning journey based on their decisions to participate actively or remain passive during the learning sessions. If students have a legitimate reason for being absent, they should inform their instructor and the administration via Web Rise as soon as possible.

METHODS OF ASSESSMENT :

Continuous/Final	Group/Individual	Assessment	Weight	Duration	ILOs assessed
Continuous	Group	Group project	40%	15mn	ILO1,2,3,4,5
Final	Individual	Final written exam	60%	4h	ILO1,2,3,4,5

Assessment 1 details:

Team Oral Presentation.
Critical assessment of an influence strategy on a specific topic
Presentation time: 15 minutes, followed by 2 minutes of shared analysis.

Grading criteria: relevance, originality of the approach, and understanding of the geopolitical depth.

Assessment 2 details:

Students will work on an essay on the theme of influence strategies. The evaluation will take into account the methodology of the essay, the relevance of the examples proposed and the respect of the instructions.

ACADEMIC INTEGRITY :

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

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

BIBLIOGRAPHY :

Books.
Robert B. Cialdini "Influence: Science and Practice", Allyn & Bacon, 2000.

Joseph S. Nye Jr, "Soft Power: The Means to Success in World Politics" , Public Affairs, 2004.

Alyssa Katz, "The Influence Machine: The U.S. Chamber of Commerce and the Corporate Capture of American Life" , Random House, 2015.

Frank R. Baumgartner, Jeffrey M. Berry, Marie Hojnacki, David C. Kimball, Beth L. Leech, "Lobbying and Policy Change: Who Wins, Who Loses, and Why" , University of Chicago Press, 2009.

Debora L. Spar, Lane T. La Mure, "The Power of Activism? Assessing the Impact of NGOs on Global Business", California Management Review, Vol. 45, n°3, Spring 2003.

Additional Reading

MODULE PLAN SESSIONS :

Plan Session 01 :

Session 1 – Introduction - Antoine-Louis de Prémonville 1h30
- Seminar objectives
- Expectations
- Assignements
- Key notions

Session 2 – Influence theorists - Antoine-Louis de Prémonville 1h30
- Edward Bernays: Public relations and consumerism
- Joseph Nye: Soft Power
- The Spreading of the “French Theory”

Session 3 - Antoine-Louis de Prémonville 1h30
Lobbies
- Definition and context
- Their impact on Politics
- A need for transparency

Session 4 – Influencers - Antoine-Louis de Prémonville 1h30
- Media influencers
- Fora & clubs
- Trade Fairs

Session 5 – Psychological Warfare - Antoine-Louis de Prémonville 1h30
- Basis (deterrence, persuasion, seduction)
- Propaganda Technics
- Case Studies

Session 6 - Antoine-Louis de Prémonville 1h30
Case study: The making of an energy trap in Europe
- Western countries trapped the USSR.
- Russia’s revenge.
- War in Ukraine: a new context.

Session 7 - Antoine-Louis de Prémonville 1h30
Proxy Wars: counter-influence strategies in key areas
- Africa
- China’s interference. Australia and the AUKUS
- Western interference. Taiwan

Session 8 - Antoine-Louis de Prémonville 1h30
New Technologies and influence
- AI (bots, cybersecurity)
- Social Medias
- Blockchain versus States

Session 9 - Antoine-Louis de Prémonville 1h30
Group presentation: assignement 2 (40%)
Critical assessment of an influence strategy on a specific topic.
Topic is given during session 1.

Plan Session 02 :

First part of the class. To concentrate teachings at the begining of semester.
Thomas FLICHY de LA NEUVILLE : Influence in historiacal perspective
-

Session 1: - Thomas Flichy de la Neuville – 1h30
Francis Bacon's New Atlantis, a fiction on influence.

Session 2: - Thomas Flichy de la Neuville – 1h30
The diplomacy of influence and soft power of Venice.

Session 3: - Thomas Flichy de la Neuville – 1h30
Fouché, internal influence.

Session 4: - Thomas Flichy de la Neuville – 1h30
Ouvrard, the influence of an Banker.

Session 5: - Thomas Flichy de la Neuville – 1h30
Talleyrand, influence and diplomacy.

Session 6: - Thomas Flichy de la Neuville – 1h30
Guaochao, Chinese influence in marketing.

Session 7: - Thomas Flichy de la Neuville – 1h30
Digitalisation and influence.

Session 8: - Thomas Flichy de la Neuville – 1h30
Digital manipulations.

Session 9: - Thomas Flichy de la Neuville – 1h30
Intoxication throughout history

SYLLABUS
IS512E_0101_25
Social Media Intelligence

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

PROGRAMME : **MASTER DAIS / PGTC**

PERIOD : **SPRING**

COORDINATOR : **Ms. Romane SALVAT**

INSTRUCTOR(S) : **Ms. Romane SALVAT**

CONTACT HOURS : **24 hours**

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

CREDITS : **4.0 ECTS**

PRE-REQUISITE MODULES :

N/A

MODULE DESCRIPTION :

As social networks like Facebook, Twitter, and YouTube continue to play an important role in mediated communication today, be it at organizational or individual levels, the volume of data generated by their users increase phenomenally. Accordingly, searches and processing of social Web data beyond the limiting level of surface words are becoming increasingly important to business and governmental bodies, as well as to lay Web users. Detection of sentiment, emotion, deception, gender, sarcasm, age, perspective, topic, community, and personality are all valuable social meaning components that promise to be important elements of next generation search engines. The emerging area of extracting social meaning from social network data using automated methods is known as Social Media Intelligence (SMI).

CONTRIBUTION TO PROGRAMME LEARNING OBJECTIVES :

- Apply scientific research skills to Create original contributions for the business community #CreateImpact
- Demonstrate advanced technological literacy to Connect physical and digital spaces #ConnectSpaces

MODULE INTENDED LEARNING OUTCOMES (ILOs) :

1. Understand a wide range of social media usage, management, and mining concepts
2. Understand the structure of networks and graphs
3. Apply data mining techniques to social media platforms
4. Develop intelligence based on emotion and sentiments in online content
5. Apply social media marketing, management, and mining methods to address information needs, questions, and issues.

TOPICS COVERED :

1. Social Media as a Data Source
2. Big Data and Social Media mining
3. Sentiment Analysis
4. Graph Theory
5. Social Network Analysis
6. Product reviews and opinion mining
7. Social Media Management for firms

RESEARCH-LED TEACHING :

CSR AND SUSTAINABLE DEVELOPMENT GOALS :

CSR NB HOURS :

SUSTAINABLE DEVELOPMENT GOALS COVERED :

- 12 - Responsible consumption and production

TEACHING METHODS :

This is a hands-on practical exercise driven course as such the course will use a mix of following methods
1. In-class lectures
2. Hands-on software tutorials
3. Case Studies
4. Group work to promote peer to peer learning

METHODS OF ASSESSMENT :

Continuous/Final	Group/Individual	Assessment	Weight	Duration	ILOs assessed
Continuous	Group	Group project	40%	15 minutes	All
Final	Individual	Final written exam	50%	3 hours	All
Continuous	Individual	Quiz	10%	20 min	All

Assessment 1 details:

The project files are due at the end of the 7th session
The oral presentation of the project through slides will be held on the 8th session
Weight: 50% for the Written Report and 50% for the Oral Presentation.

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BIBLIOGRAPHY :

Borgatti, Stephen P., Everett, Martin G. and Johnson, Jeffrey C. (2018). Analyzing Social Networks. (2nd edn). Sage Publications.
Moe, Wendy W., Schweidel, David A. (2014). Social Media Intelligence. Cambridge University Press.

Additional Reading

Students could also consult the following for reference:
1. Networks, Crowds, and Markets: Reasoning about a highly connected world, D. Easley and J Kleinberg, Cambridge University press, 2010.
2. Social Network Analysis, Wasserman & Faust, Cambridge University Press.

Articles (to be discussed by student groups)
1. Kim, J., & Hastak, M. (2018). Social network analysis: Characteristics of online social networks after a disaster. International Journal of Information Management, 38(1), 86-96.
2. Luo, Q., & Zhong, D. (2015). Using social network analysis to explain communication characteristics of travel-related electronic word-of-mouth on social networking sites. Tourism Management, 46, 274-282.
3. Laroche, M., Habibi, M. R., & Richard, M. O. (2013). To be or not to be in social media: How brand loyalty is affected by social media?. International Journal of Information Management, 33(1), 76-82.
4. Kim, A. J., & Ko, E. (2012). Do social media marketing activities enhance customer equity? An empirical study of luxury fashion brand. Journal of Business Research, 65(10), 1480-1486.
5. Sommer, S., Schieber, A., Hilbert, A., & Heinrich, K. (2011). Analyzing customer sentiments in microblogs–A topic-model-based approach for Twitter datasets. In Proceedings of the Americas conference on information systems (AMCIS).
6. Stieglitz, S., & Krüger, N. (2011, November). Analysis of sentiments in corporate Twitter communication–A case study on an issue of Toyota. In Proceedings of the 22nd Australasian Conference on Information Systems (ACIS).
7. Trusov, M., Bucklin, R. E., & Pauwels, K. (2009). Effects of word-of-mouth versus traditional marketing: findings from an internet social networking site. Journal of marketing, 73(5), 90-102.
8. Kim, E., Sung, Y., & Kang, H. (2014). Brand followers' retweeting behavior on Twitter: How brand relationships influence brand electronic word-of-mouth. Computers in Human Behavior, 37, 18-25.

MODULE PLAN SESSIONS :

Plan Session 01 :

Introduction to Social Media Intelligence
Importance of SMI for today's firms

Different data sources and social media properties

Plan Session 02 :

Online Opinion Formation
Small World Phenomenon
Comparative relevance of social network platforms for business applications

Plan Session 03 :

Introduction to Graph Theory.
Power law, Long tail, Rich gets Richer phenomenon
Mechanics to calculate and understand the significance of various network metrics

Plan Session 04 :

Social Network Analysis
Network types and structures
Introduction to network dynamics- holes, bridges and gateways
Identify trends and map user communities.

Plan Session 05 :

Qualitative Case studies analysis
(each group have to prepare one case study given in the previous session)
Each group have to study a case study and the results will be discussed during this session

Plan Session 06 :

Network Modelling
Introduction to Artificial Intelligence
Mining Sentiments and Emotions
Hands-on Session for students.

Plan Session 07 :

Social Marketing Analytics
The Dragonfly Effect: Using Social Media to Drive Change
Social Media Analytics : A Few Free Monitoring and Measuring Tools
Web structure and bargaining power

Plan Session 08 :

Group Work presentation and Feedback
Course Closure

SYLLABUS
IS513E_0101_25
Database for Direct Marketing and E-CRM

ACADEMIC AREA	:	**SUPPLY CHAIN MANAGEMENT AND INFORMATION SYSTEMS**
PROGRAMME	:	**MASTER DMM / PGTC**
PERIOD	:	**SPRING**
COORDINATOR	:	**Mr. François-Xavier HARDY-DESSOURCES**
INSTRUCTOR(S)	:	**Mr. Mohamad EL SAYAH**
CONTACT HOURS	:	**24 hours**
STUDY TIME	:	**120 hours (Class preparation, homework and assessments)**
CREDITS	:	**4.0 ECTS**

PRE-REQUISITE MODULES :

Fundamentals of Marketing including Consumer behavior.

MODULE DESCRIPTION :

In today's data-centric world, understanding and leveraging customer data has become essential for effective marketing strategies. This course provides a comprehensive introduction to data-driven marketing, focusing on analytics, customer insights, and the technological tools that enable targeted, efficient, and ethical customer engagement. Students will learn how to collect, analyze, and utilize customer data across various platforms to drive informed marketing decisions and develop long-lasting customer relationships.

CONTRIBUTION TO PROGRAMME LEARNING OBJECTIVES :

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

MODULE INTENDED LEARNING OUTCOMES (ILOs) :

1- Leverage internal customer data for business insights
2- Enrich internal data by integrating external databases
3- Understand and apply direct marketing and E-CRM principles
4- Understand key digital marketing technologies, tools, and methods
5- Develop essential online data analytics knowledge for CRM and digital marketing

TOPICS COVERED :

1- The 9 Pillars of Customer Strategy and the rise of Data
An Introduction to the pillards of customer strategy and the role of data in modern marketing
2- Introduction to Data-Driven Marketing
A foundational overview of data types, tracking methods, and key identifiers
3- Key Adtech/Martech tools for leveraging Data
Insights into CRM, DMP, and CDP tools and their applications in marketing
4- Analyzing and Segmenting Data
Techniques for using data analytics and segmentation to create actionable insights
5- GDPR and Ethical Data Management

Key principles of GDPR and Ethical Data Management
6- Leveraging Data to Enhance Marketing Campaigns
Strategies for applying data insights to improve marketing performance

RESEARCH-LED TEACHING :

This module adopts a professional perspective on the market, focusing on practical applications and industry-relevant practices. Where appropriate, theoritical knowledge and recent research will complement these insights.

CSR AND SUSTAINABLE DEVELOPMENT GOALS :

• Equip students with the knowledge to design marketing campaigns that align with ethical standards and regulatory requirements (e.g GDPR)
• Promote awareness of sustainable practices, reducing resource waste in marketing through better targeting and use of data.

CSR NB HOURS :

SUSTAINABLE DEVELOPMENT GOALS COVERED :

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

TEACHING METHODS :

The course combines lectures with interactive discussions and group exercices. Students will actively participate by discussing practical applications of the course content.

METHODS OF ASSESSMENT :

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

Assessment 1 details:

The final exam will assess both foundational knowledge and the ability to apply course concepts in a practical scenario-based context, ensuring a comprehensive evaluation of students' understanding and strategic thinking.

Assessment 2 details:

Students will work in teams to solve case studies, combining theoretical knowledge with practical applications and presenting their recommendations for evaluation.

ACADEMIC INTEGRITY :

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

BIBLIOGRAPHY :

1. “Customer Relationship Management: Concepts, Strategy, and Tools” by V. Kumar and Werner J. Reinartz (2018)
• This book is an excellent foundation for understanding CRM and includes strategies, concepts, and tools that align well with your syllabus. It provides case studies, theoretical insights, and practical approaches for implementing CRM.
2. “Data-Driven Marketing: The 15 Metrics Everyone in Marketing Should Know” by Mark Jeffery (2010)
• This book is user-friendly and practical, focusing on essential metrics for marketing. It helps students understand how data can drive marketing strategies and includes real-world examples.
3. “Data driven Marketing” by Julien Hirth (2017)
• This book is a comprehensive guide to data marketing strategies, focusing on practical applications of analytics, segmentation, and campaign optimization.

Additional Reading

1. Predictive Analytics: The Power to Predict Who Will Click, Buy, Lie, or Die” by Eric Siegel (2016)
Although more general, this book provides insight into predictive analytics, which is useful for 2. understanding customer behavior and trends. It’s written in an engaging style, making complex analytics concepts accessible.

MODULE PLAN SESSIONS :

Plan Session 01 :

Session 1: The 9 Pillars of Customer Strategy and the Rise of Data in the 21st Century
Objective: Develop a comprehensive customer strategy and explore the growing role of data.
• Evolution of data in the 21st century and its importance in modern marketing. Emergence of data-driven marketing.
• Exploration of the 9 pillars of customer strategy (objectives, priority targets, value creation levers, etc.).
• The different steps to design a customer strategy and a data strategy.

Plan Session 02 :

Session 2: Introduction to Data-Driven Marketing
Objective: Understand the fundamentals of data-driven marketing..
• Explore the different types of data and their implications.
• Methods and tools for data collection and tracking. Introduction to cookies and TMS.
• Key identifiers to know.

Plan Session 03 :

Session 3: Key Adtech/Martech Tools to Leverage Data
Objective: Discover the technological tools that structure data-driven marketing.
- Introduction to tools and comparisons: CRM, DMP, and CDP
- Analysis of real-world projects using Adtech/Martech technologies.

Plan Session 04 :

Session 4: Analyze and Segment Data
Objective: Analyze and segment data to create actionable insights.
- Standard CRM Metrics: CLV (Customer Lifetime Value), retention rate, churn rate. Analysis of indicators for strategic decision-making.
- Advanced techniques using data science: Profiling and persona creation. Clustering tools and predictive analysis.

Plan Session 05 :

Session 5: GDPR and Ethics
Objective: Understand the legal and ethical issues related to managing customer data.
- Study of customer privacy concerns: Evolution of regulations and key principles.
- Implications for companies.

Plan Session 06 :

Session 6: Leveraging Data to Improve Marketing
Objective: Use data to create high-performing marketing campaigns.
- Direct Marketing for retention and loyalty
- Digital marketing for customer acquisition

Plan Session 07 :

Session 7: Case studies
Objective: Apply course concepts to practical scenarios
In-depth analysis of case studies and group presentations

Plan Session 08 :

Session 8: Final Exam
Objective: Evaluate mastery of concepts through an exam

SYLLABUS
MK514E_0101_25
Omni-Channel Distribution and Retail Management

ACADEMIC AREA	:	**MARKETING**
PROGRAMME	:	**MASTER DMM / PGTC**
PERIOD	:	**SPRING**
COORDINATOR	:	**Ms. Hélène ALLARD**
INSTRUCTOR(S)	:	**Ms. Hélène ALLARD**
CONTACT HOURS	:	**24 hours**
STUDY TIME	:	**null hours (Class preparation, homework and assessments)**
CREDITS	:	**4.0 ECTS**

PRE-REQUISITE MODULES :

Omni-channel Consumer Behaviour

MODULE DESCRIPTION :

In the last decades, important technological changes have been impacting on how consumers purchase, and as a consequence on retails and companies' distribution strategies.

In this module, students will learn how to manage a distribution strategy from an Omni-channel perspective, designing and implementing integrated marketing channels that focus on creating a distinct and enriching customer experience.

Through real cases, students will experience the latest technologies retailing tools, re-define marketers jobs with data centric methods and understand customers seamless shopping expectations and how to respond to them.

At the end of the module, they will be able to master the key aspects of the retail business and distribution strategies.

They will learn how to conduct the transformation from traditional brick and mortar to Omni-channel echo system. The challenges, innovations, strategies and concepts behind the scene, retailers have to face to stay competitive in modern & fast changing distributions world.

CONTRIBUTION TO PROGRAMME LEARNING OBJECTIVES :

- Combine professional expertise with resilience, critical thinking & personal influence to Change mindsets #ChangeMindsets
- Integrate disciplines and deep knowledge to Create innovative solutions #CreateSolutions

MODULE INTENDED LEARNING OUTCOMES (ILOs) :

1) Understand Omni-channel distribution concepts and how to apply them to design and implement distribution and retailing strategies based on an Omni-channel approach.

2) Understand opportunities but also challenges retailers are facing to, with a special focus on CSR topics

3) Ability to read, describe and understand an offline and online strategic approach

4) Understand digital platforms, innovative & technologic tools brands are using to attract, convert & retain customer

5) Perceive all data echo systems and new OMNI channel KPIs to analyse and why

6) Explore innovative retailers worldwide in various sectors

7) Exercice as future young marketers to optimize distribution channel of a company, improve current processes or think outside the box to challenge ideas and invent creative & CSR oriented omni channel approaches (Communication, team work, leadership & organizational skills.....)

8)Be critical about existing methods and better think as a responsible marketer. Encourage the ability to identify opportunities and to develop a responsible and innovative offer with strong consciousness of its impact.

9) As an omni channel strategy concerns the global eco system of a company, student need to acquire fundamental knowledge about omni channel retailing concepts and practices with a CSR-oriented perspective.

TOPICS COVERED :

The impact of information technology on retailing and distribution
The Omni-channel ecosystem
Evolution of distribution channels towards Omni-channel
Designing and implementing marketing channel strategies
Retailing structures, transformations and strategies
Omni-channel strategy & pillars to success
Emerging marketing channel structures and strategies
New technologies and data metrics centric strategies
Seamless shopping experience
Environmental & societal issues
Emerging sustainable consumers consumption expectations

RESEARCH-LED TEACHING :

CSR AND SUSTAINABLE DEVELOPMENT GOALS :

An omni channel strategy will interact with all channels, customer touch points and department of a company.
There fore, student will have to develop a 360° analysis of CRS concerns

Planet ressources limits, circular strategic design, Emerging governance models, new consumer psychology .... we will briefly question existing models and emerging ones with CSR integrated concerns and think how omni channel retailing need to continuously reinvent itself.

CSR NB HOURS :

9

SUSTAINABLE DEVELOPMENT GOALS COVERED :

- 03 - Good health and well-being
- 08 - Decent work and economic growth
- 09 - Industry, innovation and infrastructure
- 12 - Responsible consumption and production
- 13 - Climate action
- 17 - Partnership for the goals

TEACHING METHODS :

In-Class discussion,
Videos & articles case studies,
Students past experiences feedbacks
collective brainstorms & talks (Quizz & interactive polls...)

METHODS OF ASSESSMENT :

Continuous/Final	Group/Individual	Assessment	Weight	Duration	ILOs assessed

Continuous	Group	Oral Final exam	40%		3, 4, 6, 7
Final	Individual	Final written exam	60%		3, 4, 5 & 8

Assessment 1 details:

Groups & members list will be assigned .
Each group will decide about an international company they want to study
The company picked up need to have physical and digital presence, from local based to International companies in order to scan and give feedbacks concerning their omni channel distribution strategy.

TOPICS should be decided during session 2 or 3

Group student will need to use all concepts, methods & examples they have learned & discovered during this complete module.

The group will have to visit the store & online company tools in order to evaluate them.

Students groups (4-6 students) will have 10min presentation by oral with a slide presentation support to highlight their ideas.
The presentation will be collectively shared during last session

After a synthetic weakness and strengths portraits, best practices and distinctive advantages, the group work should design 2 levels of scenari the company could implement to increase and improve its omni channel experience and seamless shopping capabilities.

This group project aims at emphasizing students analytic capabilities & methodic diagnostics starting for real cases & constraints.
Originality and creativity will be based from their market understandings.

Assessment 2 details:

Final Exam with Quizz & Case study

ACADEMIC INTEGRITY :

Academic misconduct encompasses various behaviors or actions that violate the principles of academic integrity, fairness, and honesty, thereby undermining the credibility of academic work, assessments, or research. Examples of academic misconduct include:

· Cheating
· Plagiarism
· Fabrication

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

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

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

BIBLIOGRAPHY :

Palmatier, R., Sivadas, E., Stern, L., El-Ansary, A.L. (2019). Marketing Channel Strategy: An Omni-Channel Approach. (9th edn). Routledge.

Additional Reading

BOOKS

Stahlberg, M., Maila, V. (2013). Multichannel Marketing Ecosystems: Creating Connected Customer Experiences. KoganPage. [eBook: https://bit.ly/3vpUKtI].

Hammond, R. (2016). Smart Retail : Winning Ideas and Strategies From the Most Successful Retailers in the World. (4th edn). Pearson.

ARTICLES:

Columbia Business School, Matthew Quint, David Rogers, Rick Ferguson, Aimia, SHOWROOMING AND THE RISE OF THE MOBILE-ASSISTED SHOPPER - SEPTEMBER 2013

STRATEGY+BUSINESS magazine, A BETTER CHOOSING EXPERIENCE, by Sheena Iyengar & Kanika Agrawal, Issue 61, Winter 2010, published by Booz & company Inc

REPORTS:

Online report & Video named « The Future of Omni-Channel: Insights, Innovations & Experiences », by Emily Culp, SVP of E-Commerce & Omni-Channel Marketing at Rebecca Minkoff, at BRITE ’15 conference, June 2015 : https://www8.gsb.columbia.edu/articles/brand-talk/future-omni-channel-insights-innovations-experiences

Online report named « THE FUTURE OF RETAIL » on TRENDWATCHING.com, a consumers trends agency. https://trendwatching.com/quarterly/2018-05/the-future-of-retail/

Online report named « Rebirth of retail », Columbia business, Abigail Bershkin, November 2018, BRITE 18 conference, https://www8.gsb.columbia.edu/articles/columbia-business/rebirth-retail

Online report named "Omnichannel vs Multichannel: What is the Difference and Why Does It Matter? » , by Nick Winkler, August 2019, Shopify.com, https://www.shopify.com/enterprise/omni-channel-vs-multi-channel

Online report named on Medium.com "The evolution of consumer behavior in the digital age
- 3 major shifts in marketing paradigms in the 21st century and where we are going next"
by Bill Su, Nov 16, 2017 · https://medium.com/analytics-for-humans/the-evolution-of-consumer-behavior-in-the-digital-age-917a93c15888

TED TALKS

TED official video named « Omnichannel: Retail (R)evolution | Kilian Wagner | TEDxHSG », January 2017, https://www.youtube.com/watch?v=5SAtdSM0Trk

TED official video named « Changing the Retail Story: Rachel Shechtman at TEDxHollywood », April 2013 https://www.youtube.com/watch?v=fbnWY-swsK0

MODULE PLAN SESSIONS :

Plan Session 01 :

OMNI CHANNEL DISTRIBUTION - INTRODUCTION
DEFINITION & KEY CONCEPTS

Definition
Why choosing OMNI CHANNEL
OMNI vs MULTI
Challenges & Risks
Engagement cross channel the new ordinary

+ Group project assignment & explications

Plan Session 02 :

SEAMLESS SHOPPING : OFFLINE - ONLINE a strategic waltz

Seamless shopping trends understandings
OMNI shoppers benefits & behaviors
Delivery options & challenges
Brick to click & click to brick
Purchase paths & tracking difficulties

Plan Session 03 :

OMNI CHANNEL MANAGEMENT

Pillars to success
Pricing
Exclusivity or common omni channel offer
New merchandising rules
(offline, e-merchandising & link)
Omni channels new KPIS

+ Individual report topics selection

SOCIAL MEDIA

The digital marketing strategies & objectives
Cases studies
Influence Marketing
Social Media advertisement
Video First

Plan Session 04 :

EXPERIENCE - BRAND DNA - NEW TECH INNOVATION

Innovation serving experience (test & buy, smart shopping, Interactive Window, Corner shops…)
What is the future of retail (innovation, retail transformation tendencies..)
Custumer acquisition & retention

1h - 1h30 : Groups Work

Plan Session 05 :

CSR ISSUES, SUSTAINABLE & IDENTITY CRISIS TRENDS :

Challenges to stay on board

CSR concerns
The reason "WHY" of a company
New communication & marketing challenges
The emerging eco-leaders with Cases studies : Ecomobility, green fashion, Rental & Second hand, Bulk & groceries.....
Synergy between social & business rentability
--> Ellen Mc Arthur study case

Plan Session 06 :

1h30 Groups Works

LEADERS : MAIN FOCUS ON CHINA & ALIBABA CASES

China market & shopping insights
Chinese consumer profile
Leaders : ALIBABA
Entertainment emotions, see now buy now

Plan Session 07 :

RETAILS LANDSCAPE SHIFT & THE IMPACTS ON SELLERS - CUSTOMERS RELATIONSHIPS

Retail landscape mutation examples
- Shopping malls
- Supermarket
- Services sectors like Club Med & VR
- Showrooming trends

Re-write sellers role & definitions (Offline & Online)
Sales team & organization management
A moving customer with mobile
Employment Respect & engagement

Plan Session 08 :

ORAL PRESENTATION COLLECTIVE PROJECT

SYLLABUS
MK530E_0101_25
Retail Analytics

ACADEMIC AREA : **MARKETING**

PROGRAMME : **MASTER DAIS / PGTC**

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 :

Basic knowledge of algebra ans statistics expected.

MODULE DESCRIPTION :

This module will explain the latest analytics techniques and concepts used in Retail Analysis. The first part of the module consists in an introduction to the fundamental concepts, especially in Bayesian Theory. We will then delve into Bayesian networks and customer satisfaction, Association and sequence analysis for basket analysis, Text and Topic analysis using Latent Dirichelet analysis for understanding customer feedback. The key topics of Basket Analysis, Association Rule analysis, that are core to modern retail Analysis will also be tackled.
Recommendations systems and approaches based on content and collaborative filtering and other new advanced techniques. All the concepts will be taught using labs and/or prepared cases and specialized packages in R and other open source software.

CONTRIBUTION TO PROGRAMME LEARNING OBJECTIVES :

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

MODULE INTENDED LEARNING OUTCOMES (ILOs) :

1. Understand the techniques of modern retail analysis.
2. Understand Data and Big Data manipulation.
3. Be able to develop and use retail analytics methods and software.

TOPICS COVERED :

The main areas/topics which will be addressed:
• Introduction to Bayesian thinking and Bayesian network analysis in Marketing and Retail Analysis,
• Explanation of the fundamental type of relations that can exist between product and customer features. The multiple modes of inference that can be used with networks and probabilistic graphical structures regarding customer behaviour,
• Building a simple Bayesian networks with Bayesialab and Bnlearn using an automated learning system for studying consumer behavior. The perfume segmentation and product design example,
• Customer feed-back analysis. Text analysis, opinion mining, sentiment analysis and topic mining,
• Customer and product segmentation using advanced cluster analysis and self organizig maps,

• Basket Analysis, Association Rule analysis. Evolving technologies,
• Recommendations systems and approaches based on content and collaborative filtering and other new advanced techniques,
• Scalable Retail analysis techniques for very large transaction databases,
• Emerging tools and cutting-edge techniques such as artificial neural networks and cloud based analytics (i.e. TensorFlow, Pytorch, Theano and Keras).

RESEARCH-LED TEACHING :

CSR AND SUSTAINABLE DEVELOPMENT GOALS :

CSR NB HOURS :

SUSTAINABLE DEVELOPMENT GOALS COVERED :

-

TEACHING METHODS :

The teaching method will be based on teaching core concepts. Students are expected to compliment this by reading selected passages and chapters of books provided by the lecturer. There will also be many hands-on practical examples with retail data.

METHODS OF ASSESSMENT :

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

Assessment 1 details:

4 to 5 questions

Assessment 2 details:

Students will be evaluated on the clarity and pertinence of their project. They are expected to be didactic, and pithy.
Practical examples are stronly encouraged. The students will need to have their subject approved by the teacher. Each student willl be marked according to their participation.
Originality and vision will be especially rewarded as well as standard requiremets such as clarity, structure, method and analysis. Conclusions should be well thought out.

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

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

BIBLIOGRAPHY :

Recommended Textbook:
• Berry, M. J. A. and G. S. Linoff. (2011). Data Mining Techniques: For Marketing, Sales, and Customer Relationship Management. (3rd edn). Wiley. [eBook https://bit.ly/3SQonyV]
• Tsiptsis, K. and A. Chorianopoulos. (2010). Data Mining Techniques in CRM: Inside Customer Segmentation. Wiley. [eBook https://bit.ly/4cHPSEk]
• Bramer, M. (2016). Principles of Data Mining. (3rd edn). Springer. (Undergraduate Topics in Computer Science). [eBook https://bit.ly/3X2UYoP]

Additional Reading

Other Textbooks:
• Laursen, G. H. N. and J. Thorlund. (2017). Business Analytics for Managers: Taking Business Intelligence Beyond Reporting. (2nd edn). Wiley.
• Provost, F. and Dawcett, T. (2013). Data Science for Business: What You Need to Know about Data Mining and Data-Analytic Thinking. O'Reily Media.
• Alpaydin, Ethem (2014). Introduction to Machine Learning. (3rd edn). The MIT Press.
• Bishop, C. M. (2006). Pattern Recognition and Machine Learning. Springer.
• Russell, S., Norvig, P. (2016). Artificial Intelligence: A Modern Approach (3rd edn). Prentice Hall.
• James G., Witten D., Hastie T. and Tibshirani R. (2013). An Introduction to Statistical Learning: with Applications in R (http://www-bcf.usc.edu/~gareth/ISL/ISLR%20First%20Printing.pdf)
• Fischetti, T. (2018). Data Analysis with R. Packt Publishing.
• Bishop, C. (1996). Neural Networks for Pattern Recognition. Oxford University Press.
• Liu, B. (2011). Web Data Mining: Exploring Hyperlinks, Contents, and Usage Data. (2nd edn). Springer.
• Liu, Y. and K. C. Moffitt. (2016). Text mining to uncover the intensity of SEC comment letters and its association with the probability of 10-K restatement. Journal of Emerging Technologies in Accounting (13): 85-94.
• Han, J. and M. Kamber. (2011). Data Mining: Concepts and Techniques. (3rd edn). Morgan Kaufmann Publishers.
• Harvard Business Review. (2017). How companies really use big data. Harvard Business Review (September/October): 26.
• Russell,S., Norvig, P. (2016). Artificial Intelligence: A Modern Approach. Prentice Hall.
• Tan, P.-N., Steinbach, M. and Kumar., V. (2014). Introduction to Data Mining. Addison Wesley. [eBook available].
• Torgo, L. (2016). Data Mining with R: Learning with Case Studies. Chapman and Hall/CRC.

MODULE PLAN SESSIONS :

Plan Session 01 :

Introduction to Bayesian thinking and Bayesian network analysis in Marketing and Retail Analysis.

Plan Session 02 :

Explanation of the fundamental type of relations that can exist between product and customer features. The multiple modes of inference that can be used with networks and probabilistic graphical structures regarding customer behaviour.

Plan Session 03 :

Building a simple Bayesian networks with R and Bnlearn using an automated learning system for studying consumer behavior. The perfume segmentation and product design example.

Plan Session 04 :

Customer feed-back analysis. Text analysis, opinion mining, sentiment analysis and topic mining. LDA analysis

Plan Session 05 :

Customer and product segmentation using advanced cluster analysis. Self organaizing maps. Kohonen networks.

Plan Session 06 :

Basket Analysis, Association Rule analysis. Evolving technologies. A priori algorithm and more advanced techniques.

Plan Session 07 :

Recommendations systems and approaches based on content and collaborative filtering and other new advanced techniques.
SVD analysis.

Plan Session 08 :

Scalable Retail analysis techniques for very large transaction databases. Emerging tools and cutting-edge techniques ANN, RNN, GAN, DQN

Plan Session 09 :

Project Presentation

SYLLABUS
MK533E_TC_0101_25
Services Marketing

ACADEMIC AREA	:	**MARKETING**
PROGRAMME	:	**PGTC**
PERIOD	:	**SPRING**
COORDINATOR	:	**Dr. Clara KOETZ**
INSTRUCTOR(S)	:	**Dr. Clara KOETZ**
CONTACT HOURS	:	**24 hours**
STUDY TIME	:	**95 hours (Class preparation, homework and assessments)**
CREDITS	:	**6 ECTS**

PRE-REQUISITE MODULES :

Marketing Fundamentals (MK301N / MK302E or equivalent).

MODULE DESCRIPTION :

Services represent the largest and most dynamic sector in advanced economies. This module concentrates on the specifics of service marketing, focusing on consumer characteristics and the consumption process in this sector. It considers an extended marketing mix for services and uses the Gaps Model of Service Quality framework to analyze and improve service quality in organizations. It also discusses future perspectives in services, such as green marketing, artificial intelligence (AI), and robotics. Students will gain critical skills and access to the knowledge needed to create and implement service strategies to gain competitive advantage in all business sectors. They will also develop communication skills to enhance marketing activities in service contexts.

CONTRIBUTION TO PROGRAMME LEARNING OBJECTIVES :

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

MODULE INTENDED LEARNING OUTCOMES (ILOs) :

By the end of the module the student will be able to:

1. Develop oral communication skills to improve marketing-related activities in service contexts.
2. Use theories and concepts in services marketing to create innovative solutions for services marketing business.

TOPICS COVERED :

The module will focus on the following specific subjects:
• Introduction to Services Marketing. Differences between goods and services. The service marketing mix. The Gaps Model of Service Quality.
• Understanding service consumers. Customer expectations and perceptions of services: customer satisfaction and service quality. The service encounter. Customer experience: how service companies can delight, surprise, and delight consumers.
• Listening to consumers through research: research methods and techniques to discover consumers' perceptions of service quality and satisfaction. Service recovery.
• Service innovation and design: The Service Blueprinting. Physical evidence and the servicescape.
• Delivering and performing service. Employees' and customers' roles in services.

• Managing service promises and preparation for the future. Integrated service marketing communications and pricing in services. Future perspectives in services: Artificial Intelligence (AI) and robotics in services.

RESEARCH-LED TEACHING :

'Big ideas' in services marketing
Berry, L. L. (2016). Revisiting “big ideas in services marketing” 30 years later. Journal of Services Marketing, 30(1), 3-6.

Service-dominant logic:
Vargo, S. L., & Lusch, R. F. (2008). Service-dominant logic: continuing the evolution. Journal of the Academy of Marketing Science, 36, 1-10.

Customer experience:
Beier, A., Harmeling, C., and Palmatier, R. (2019) Creating Effective Online Customer Experiences, Journal of Marketing, Vol. 83(2) 98-119.
Lemon, Katherine N., and Lemon, Katherine N., and Peter C. Verhoef. (2016) Understanding Customer Experience Throughout the Customer Journey. Journal of Marketing 80, no. 6 (November), 69–96.
Koetz, C. (2019), ‘Managing the customer experience: a beauty retailer deploys all tactics’, Journal of Business Strategy, Vol. 40 Issue: 1, pp.10-17.

Sustainability in services marketing:
Gupta, A., Dash, S., & Mishra, A. (2019). All that glitters is not green: Creating trustworthy ecofriendly services at green hotels. Tourism Management, 70, 155-169.
Park, H., Bitaab, M., Lee, M., & Back, K. J. (2024). The two sides of hotel green practices in customer experience: an integrated approach of the Kano model and business analytics. Journal of Travel & Tourism Marketing, 41(4), 659-671.
Rosenbaum, M. S., & Wong, I. A. (2015). Green marketing programs as strategic initiatives in hospitality. Journal of Services Marketing, 29(2), 81-92.
Srivastava, P., Mishra, N., Singh, N., & Ramkissoon, H. (2024). Beyond carbon footprints: the ‘Greta Thunberg Effect’ and tourist hotel preferences. Journal of Travel & Tourism Marketing, 41(4), 578-595.

CSR AND SUSTAINABLE DEVELOPMENT GOALS :

The module addresses Climate Action's 12th Sustainable Development goal by discussing how companies can be consistent with the concept of green marketing, developing responsible services that reduce their environmental impact.

CSR NB HOURS :

1

SUSTAINABLE DEVELOPMENT GOALS COVERED :

- 12 - Responsible consumption and production

TEACHING METHODS :

Mixed method: lectures, case studies, open discussions, presentations, group work activities, individual activities.

METHODS OF ASSESSMENT :

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

Assessment 1 details:

Team Project – Service Blueprint and Brand Analysis

Working in small teams, students will choose a real service to analyze.
They will be asked to develop a service blueprint for the service, and to analyze the blueprint and service brand using course concepts.
Insights revealed by the blueprint, as well as recommendations for service improvement and brand strategy based on the analyses, will be included as part of the assignment.
The presentation should include preparation and oral communication and be designed to stimulate audience participation (through questions, activities, and discussions).
The presentation must last 20 minutes maximum (including discussion). All students in the group must participate in the presentation.
The presentations will be in the sessions 7 and 8.

Assessment 2 details:

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

ACADEMIC INTEGRITY :

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

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

BIBLIOGRAPHY :

Hawkins, D. I., Mothersbaugh, D. L., Best, R. J. (2024) Consumer Behavior: Building Marketing Strategy. McGraw-Hill. [ebook available :https://urls.fr/Ee78B4]

Additional Reading

Beier, A., Harmeling, C., and Palmatier, R. (2019) Creating Effective Online Customer Experiences, Journal of Marketing, Vol. 83(2) 98-119.
Berry, L. L. (2016). Revisiting “big ideas in services marketing” 30 years later. Journal of Services Marketing, 30(1), 3-6.
Gupta, A., Dash, S., & Mishra, A. (2019). All that glitters is not green: Creating trustworthy ecofriendly services at green

hotels. Tourism Management, 70, 155-169.
Lemon, Katherine N., and Lemon, Katherine N., and Peter C. Verhoef. (2016) Understanding Customer Experience Throughout the Customer Journey. Journal of Marketing 80, no. 6 (November), 69–96.
Koetz, C. (2019), 'Managing the customer experience: a beauty retailer deploys all tactics', Journal of Business Strategy, Vol. 40 Issue: 1, pp.10-17.
Park, H., Bitaab, M., Lee, M., & Back, K. J. (2024). The two sides of hotel green practices in customer experience: an integrated approach of the Kano model and business analytics. Journal of Travel & Tourism Marketing, 41(4), 659-671.
Rosenbaum, M. S., & Wong, I. A. (2015). Green marketing programs as strategic initiatives in hospitality. Journal of Services Marketing, 29(2), 81-92.
Smith, M. E. (2021). Inspiring green consumer choices: Leverage neuroscience to reshape marketplace Behavior. Kogan Page Publishers.
Srivastava, P., Mishra, N., Singh, N., & Ramkissoon, H. (2024). Beyond carbon footprints: the 'Greta Thunberg Effect' and tourist hotel preferences. Journal of Travel & Tourism Marketing, 41(4), 578-595.
White, K., Hardisty, D. J., & Habib, R. (2019). The elusive green consumer. Harvard Business Review, 11(1), 124-133.
Wirtz, J., & Lovelock, C. (2021). Services marketing: People, technology, strategy. World Scientific.
Vargo, S. L., & Lusch, R. F. (2008). Service-dominant logic: continuing the evolution. Journal of the Academy of Marketing Science, 36, 1-10.

MODULE PLAN SESSIONS :

Plan Session 01 :

Introduction to Services Marketing.
Differences between goods and services.
The service marketing mix.
The Gaps Model of Service Quality.

Plan Session 02 :

Understanding service consumers.
Customer expectations of services.
Customer perceptions of services: customer satisfaction.

Case Study: Amazon Effect: Definition and Impact on Consumers' Expectations

Plan Session 03 :

Customer perceptions of services: service quality.
The service encounter.
Customer experience: how service companies can delight, surprise, and engage consumers.

Case Study: Managing the Customer Experience: The Case of Sephora

Plan Session 04 :

Listening to consumers through research: research methods and techniques to discover consumers' perceptions of service quality and satisfaction.
Service recovery.

Activity Services Recovery

Plan Session 05 :

Service innovation and design: The Service Blueprinting.
The physical and virtual servicescape.

Case study: Starbucks and the Strategic Role of Servicescape and Virtual
Servicescape

Plan Session 06 :

Delivering and performing service.
Employees' and customers' roles in services

Activity: Understanding the Service-Profit Chain - Good and Bad Practices

Plan Session 07 :

Managing service promises and preparation for the future.
Integrated service marketing communications and pricing in services.

Group Presentations

Plan Session 08 :

Future perspectives in services: Sustainability, Artificial Intelligence (AI), and robotics in services.

Group Presentations

SYLLABUS
MK543E_0101_25
Advanced Brand Management

ACADEMIC AREA	:	**MARKETING**
PROGRAMME	:	**MASTER MCCLI / PGTC**
PERIOD	:	**SPRING**
COORDINATOR	:	**Mr. Philippe MIHAILOVICH**
INSTRUCTOR(S)	:	**Mr. Philippe MIHAILOVICH**
CONTACT HOURS	:	**24 hours**
STUDY TIME	:	**120 hours (Class preparation, homework and assessments)**
CREDITS	:	**4.0 ECTS**

PRE-REQUISITE MODULES :

MK542E - Contemporary Brand Management

MODULE DESCRIPTION :

'This course has two main objectives. First, the module follows on directly from “MK542E-Brand Management” and is to offer further insight into current issues and trends that shape strategic brand decisions primarily in the LUXURY domain. Secondly, the purpose of this module is to provide MSc ILBM students with the ability to apply advanced and unique branding tools to be immediately effective in any brand management role and to understand how luxury strategies are quite opposite to the mainstream approach that we are mostly familiar with.

CONTRIBUTION TO PROGRAMME LEARNING OBJECTIVES :

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

MODULE INTENDED LEARNING OUTCOMES (ILOs) :

1. Understand the main issues affecting contemporary brand and luxury brand management.
2. Consider the current complexities and trends in an era of sustainability challenges.
3. Demonstrate practical knowledge of customer based brand equity and competitive analysis.
4. Be able to modify and further develop a brand’s DNA and competitive advantages.

.

TOPICS COVERED :

. Sustainable and Ethical considerations
. A historical understanding of The French Difference
. Strategic positions of "Griffe", Haute Atelier and Maisons
. Haut Luxe vs Luxury Brands
. Brand Identity and Image vs Income
. Luxury Brand Architecture, Brand Stretching,
. Fashion, Fragrance, Jewellery, Timepieces, and time-permitting Hospitality and Beauty
. Ingredient & Product brands and the rise of the CCB (Conscious Corporate Brand)
. Customer-based Brand Equity and Content Strategy
. Upgrading and Reviving 'Sleeping Beauty' Brands

RESEARCH-LED TEACHING :

Course is very research-based with realistic operational outcomes

CSR AND SUSTAINABLE DEVELOPMENT GOALS :

Every brand proposal must consider ethics and sustainable principles

CSR NB HOURS :

6

SUSTAINABLE DEVELOPMENT GOALS COVERED :

- 01 - No poverty
- 08 - Decent work and economic growth
- 09 - Industry, innovation and infrastructure
- 11 - Sustainable cities and communities
- 12 - Responsible consumption and production

TEACHING METHODS :

Lectures and workshops play the major parts of the teaching method, where students are given cases to solve after each lecture and present their findings at the following class followed by discussion, coaching and a lecture. Short cases will be used to explain the facts, concepts, or theories. Students will be assigned to teams for the weekly collaborative work and final project will include both group and individual work.

Most class discussions and class assignments will require advance preparation. Students are expected to be fully prepared for class discussion and class assignments prior to class and to participate in the reviews.

Case studies using company examples will be employed. In- class assignments and group projects will primarily be based on existing brands and issues that they are facing today. Answers cannot be found online or with AI. You will need to think them through yourself.

METHODS OF ASSESSMENT :

Continuous/Final	Group/Individual	Assessment	Weight	Duration	ILOs assessed
Continuous	Group	Group work	40%	NA	
Final	Individual	Individual Analysis of case	60%	NA	NA

Assessment 1 details:

Group analysis of the market sectors, consumer trends and deep competitor research using branding theories from the course. The group will do this on ppt and will present a conclusion to summarise what lessons were learned or insights gleaned from the research. Group work for during the course will be used to provide bonus points in the final.

You are expected to use tools, concepts and theories from the academic literature. In preparing your response, you should be learning best practices from your competitors and be able to have a vision of the future.

Assessment 2 details:

The individual assignment requires that you develop a strategic brand plan (not a marketing plan!) with a long-term story-building strategy beginning with one newsworthy press release.

You are expected to use tools, concepts and theories from the academic literature. In preparing your response, you should be learning best practices from your competitors and be able to have a vision of the future.

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 :

OBLIGATORY READING:

• Mihailovich, P. and Taylor, C. (2020). Haute Luxury Branding : Professor's Notes. HAUTeLUXE [eBook https://bit.ly/3eibRGo].
• Kapferer, J.N. and Bastien, V. (2012). The Luxury Strategy: Break the rules of marketing to build luxury brands, Kogan Page. [ebook: https://bit.ly/3Ehi9ld].

Additional Reading

REQUIRED READING:

ADDITIONAL READING:

• Ind, N. and Iglesias, O. (2016). Brand Desire : How to Create Consumer Involvement and Inspiration. Bloomsbury. [eBook: https://bit.ly/3pksV4N].
• Kapferer, J.-N. (2010), All that glitters is not green: the challenge of sustainable Luxury, The European Business Review.
• Pinkhasov, M. and Nair, R.J. (2014). Real Luxury. Palgrave Macmillan. [eBook: https://bit.ly/3JbNqZh].
• Mihailovich, P and Taylor, C "Will India Conquer the Luxury World in the 21st Century?" The IUP Journal of Brand Management Vol 18, No.4 Dec 2021 pp7-38
• Mihailovich, Philippe 'Mind the Gap! Branding Bridges in the Brain' The Journal of the Medinge Group, vol. 3, no. 1, 2009
• Mihailovic,P, 'Kinship Branding: Looking Beyond Nation Branding' Jnl of Place Branding, Volume 2, # 3, July 2006
• Mihailovic,P. and de Chernatony,L. 'Brand-Bonding'' (Brand Architecture), The Journal of Brand Management, Volume 1, #5, April 1994, pp 310-318

• Aaker, D.A. (1996), Measuring Brand Equity Across Products and Markets, California Management Review, 38, 102-120.
• Keller, K.L. (1993), Conceptualizing, measuring, and managing customer-based brand equity, Journal of Marketing, 57, 1, 1-22.
• Mihailovich,P and Taylor,C. “Merci : Destination Store“ in Ind,N. and Horlings, S. “Brands with a Conscience“ (2016) Kogan Page
• Wittig,M.C, Sommerrock, F, Beil,P, Albers,M, “Rethinking Luxury“ (2018) LID NYC
• Som & Blanckaert, “The Road to Luxury” (2015) Wiley
• Schaefer, W. and Kuehlwein, J.P. “Rethinking Prestige Branding” (2015) Kogan Page
• Kapferer, JN,”Kapferer on Luxury” (2015) Kogan Page
• Roberts, K. ”Lovemarks : The Future Beyond Brands” (2004) Powerhouse Books NYC
• McNeil,P. and Riello,R. ”Luxury : A Rich History ” (2016) Oxford University Press
• Mihailovich, P and Taylor, C "The Future Star in Gems? Can Lab-Grown Diamonds Add Value to Luxury Brands?" Journal of Gems and Gemmology Vol.23, No.6 Nov 2021

MODULE PLAN SESSIONS :

Plan Session 01 :

SESSION 1

TOPICS TO BE COVERED

• Origins & History of Luxury Branding
a. Early beginnings to Middle Ages : Gods & Kings, Votive Offerings & Gift-Giving
b. From the Medici to Michele and the Age of Discovery: Pre-French Luxury
c. Brief on Session 2 Assignment:

READING / ASSIGNMENTS TO BE DONE BEFORE CLASS
• Read Mihailovich and Taylor Chapters 1 , 2 and Kapferer & Bastien Chapters 6, 7 & 13 to understand the Classical Luxury Pyramid Model.

Plan Session 02 :

SESSION 2

TOPICS TO BE COVERED

• Origins & History of Luxury & Branding continued.
a. Industrial Revolution through to Covid 19 : From Griffe to Brand
b. The Kapferer Prism (if not previously learned) and Luxury Pyramid
c. The importance of Place Branding as secondary branding

READING / ASSIGNMENTS TO BE DONE BEFORE CLASS

• Read Mihailovich and Taylor Chapter 3 or Kapferer & Bastien Chapters 6, 7 & 13 and explain how and why Armani uses the classical luxury pyramid model. What are the advantages and disadvantages of this model ?

Plan Session 03 :

SESSION 3

TOPICS TO BE COVERED

• Value Perception and use of theory to add Value to Contemporary Chinese Luxury Challengers : SHANG XIA, TTF,

QEELIN, ICICLE
• Applying the notion of PEDIGREE as well as The HAUTeLUXE Pyramid to add perceptual value.

READING / ASSIGNMENTS TO BE DONE BEFORE CLASS
Apply all theories you have learned in this course to propose ways that (BRAND TBC) can add more competitive perceptual value to its' brand concept.

Plan Session 04 :

SESSION 4

TOPICS TO BE COVERED

• Adding Value : Review of (BRAND) proposals
• Brand DNA Development
• The Brand Story-Building Model
• The Sustainable Challenger : (BRAND)

READING / ASSIGNMENTS TO BE DONE BEFORE CLASS

Apply all theories you have learned in this course to propose ways that (BRAND) can successfully compete with luxury houses such as Hermès.

Plan Session 05 :

SESSION 5

TOPICS TO BE COVERED

• Adding Value : Review of (BRAND) proposals
• Brand Reputation Theory
• Brand Building SSS Model
• Brand Legal and ethical issues

READING / ASSIGNMENTS TO BE DONE BEFORE CLASS

Apply all theories you have learned in this course to propose ways that (BRAND) can set the standards in the Haute Parfumerie sector without damaging its mass market 'factory' brand.

Plan Session 06 :

SESSION 6

TOPICS TO BE COVERED

• Adding Value : Review (BRAND) Proposal
• Introduce Brand Content Strategy
• Introduce The Brand Affinity Model
• The Commodity Challenge. Final Project Brief

READING / ASSIGNMENTS TO BE DONE BEFORE CLASS

Apply all theories you have learned in this course to propose your own haute joaillerie brand primarily based on the two selected commodities (to be identified in class)

Plan Session 07 :

SESSION 7

TOPICS TO BE COVERED

• Adding Value : Reviving Sleeping Beauties
• Reviving Sleeping Beauties : Chanel, Balenciaga, Moynat, Schiaperelli, Patou, Buli and othersIntroduce Brand Content Strategy

• Introduce The Brand Affinity Model and specificities to Services Brands

READING / ASSIGNMENTS TO BE DONE BEFORE CLASS

Apply all theories you have learned in this course to propose how a given 'dead brand' should make its' comeback as a sustainable luxury brand.

Plan Session 08 :

SESSION 8

TOPICS TO BE COVERED

• Review of ‘Sleeping Beauty’ proposals

• Final Project Group Coaching Session- only competitor analysis to be presented

Plan Session 09 :

SYLLABUS

MK547E_0101_25

Omni-channels in the Luxury Industry

ACADEMIC AREA	:	**MARKETING**
PROGRAMME	:	**MASTER MCCLI / PGTC**
PERIOD	:	**SPRING**
COORDINATOR	:	**Ms. Phoebe CHUAH-LEININGER**
INSTRUCTOR(S)	:	**Ms. Phoebe CHUAH-LEININGER**
CONTACT HOURS	:	**24 hours**
STUDY TIME	:	**null hours (Class preparation, homework and assessments)**
CREDITS	:	**4.0 ECTS**

PRE-REQUISITE MODULES :

Students are expected to have previously studied modules in marketing which cover the Principles of Marketing, Marketing Strategy and Services Marketing

MODULE DESCRIPTION :

The course examines concepts, frameworks, and trends that impact retail management omni-channel strategies, including the role of digital/Internet technology, in the luxury industry. A key component includes an overview of the luxury omni-channels retailing environment, its scope, characteristics, challenges, and generalities

CONTRIBUTION TO PROGRAMME LEARNING OBJECTIVES :

- Demonstrate advanced technological literacy to Connect physical and digital spaces #ConnectSpaces
- Develop a sustainable strategic vision to Connect (eco-)systems #ConnectSystems

MODULE INTENDED LEARNING OUTCOMES (ILOs) :

1. Critically assess the diverse luxury distribution methods in different international markets
2. Analyse and evaluate the main theories and practices of luxury retail marketing and management,
3. Evaluate the role of Internet and digital technologies in luxury omni-channels retailing,
4. Demonstrate the ability to evaluate and apply strategies for the different aspects of luxury omni-channel retail strategy
5. Work effectively in a team and refine oral and written communication skills, both of which are very important for business career.

TOPICS COVERED :

•Overview of concept and values of luxury,
•Specificities of luxury retailing,
• Luxury pricing and communication,
•Luxury customer offline and online in-store behaviour,
•Specificities of digital tools and e-commerce applied to luxury business,
• Omni-channels strategy
•Challenges of cross-cultural luxury business
•Future of retail in omni-channel environnement

RESEARCH-LED TEACHING :

Based on the underlying research , class content and students are encouraged to work on existing research to explore the efficiency of omni-channel strategies, the role of AI and NFT in luxury customer experience and in luxury retail efficiency.

CSR AND SUSTAINABLE DEVELOPMENT GOALS :

Courses and brands of CSR and sustainable strategy will be discussed.
- sustainable luxury material sourcing, development and management
- Consumer expectation on transparency and accountability
- Second hand luxury market

CSR NB HOURS :

4

SUSTAINABLE DEVELOPMENT GOALS COVERED :

- 05 - Gender equality
- 09 - Industry, innovation and infrastructure
- 10 - Reduced inequalities
- 11 - Sustainable cities and communities
- 12 - Responsible consumption and production
- 13 - Climate action
- 17 - Partnership for the goals

TEACHING METHODS :

The module is largely based on the case analysis and discussion and group project with real luxury companies.
It provides students with
(1) the links between theory and practice in luxury industry,
(2) examples of various luxury goods companies,
(3) opportunities to understand luxury industry and address challenges and solutions related with Internet/digital environments for a specific luxury company.

A variety of learning and teaching methods will be used comprising lectures, seminar article analysis, case studies, and group project presentation/report.
The format of the class requires that students are well-prepared and have read all materials assigned for each session prior to coming to class

METHODS OF ASSESSMENT :

Continuous/Final	Group/Individual	Assessment	Weight	Duration	ILOs assessed
Continuous	Group	Group work	10%	1h	1
Continuous	Group	Group work	10%	1h	2
Continuous	Group	Group work	10%	1h	3
Continuous	Group	Group work	10%	1h	4
Final	Individual	Final written exam	60%	3h	1,2,3,4,5

Assessment 1 details:

Students will form group of 3 to 5, and each group will select a luxury goods/service company (please ensure that your group is selecting a unique company, no overlap with other groups allowed).

Your group will act as representative of the selected company, and from Session 2 onwards, your group will be asked to relate the concepts taught in the class with your chosen company.

In the final session, you will be asked to present a new initiative or new idea for the chosen company. You have to convince the class that this idea will help your company to grow by using digital and e-commerce approaches. The idea is to integrate in-class concepts with the real business practice. The instructor will discuss your project progress during the class. Please note your lecturer will evaluate you on your efforts, no free riding in the group allowed. Different members in the same group might get different marks, depending on different contribution to the group project

Assessment 2 details:

Students will form group of 3 to 5, and each group will select a luxury goods/service company (please ensure that your group is selecting a unique company, no overlap with other groups allowed).

Your group will act as representative of the selected company, and from Session 2 onwards, your group will be asked to relate the concepts taught in the class with your chosen company.

In the final session, you will be asked to present a new initiative or new idea for the chosen company. You have to convince the class that this idea will help your company to grow by using digital and e-commerce approaches. The idea is to integrate in-class concepts with the real business practice. The instructor will discuss your project progress during the class. Please note your lecturer will evaluate you on your efforts, no free riding in the group allowed. Different members in the same group might get different marks, depending on different contribution to the group project

Assessment 3 details:

Students will form group of 3 to 5, and each group will select a luxury goods/service company (please ensure that your group is selecting a unique company, no overlap with other groups allowed).

Your group will act as representative of the selected company, and from Session 2 onwards, your group will be asked to relate the concepts taught in the class with your chosen company.

In the final session, you will be asked to present a new initiative or new idea for the chosen company. You have to convince the class that this idea will help your company to grow by using digital and e-commerce approaches. The idea is to integrate in-class concepts with the real business practice. The instructor will discuss your project progress during the class. Please note your lecturer will evaluate you on your efforts, no free riding in the group allowed. Different members in the same group might get different marks, depending on different contribution to the group project

Assessment 4 details:

Students will form group of 3 to 5, and each group will select a luxury goods/service company (please ensure that your group is selecting a unique company, no overlap with other groups allowed).

Your group will act as representative of the selected company, and from Session 2 onwards, your group will be asked to relate the concepts taught in the class with your chosen company.

In the final session, you will be asked to present a new initiative or new idea for the chosen company. You have to convince the class that this idea will help your company to grow by using digital and e-commerce approaches. The idea is to integrate in-class concepts with the real business practice. The instructor will discuss your project progress during the class. Please note your lecturer will evaluate you on your efforts, no free riding in the group allowed. Different members in the same group might get different marks, depending on different contribution to the group project

Assessment 5 details:

Case study based individual written exam for 3h

ACADEMIC INTEGRITY :

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· Cheating
· Plagiarism
· Fabrication
· Gaining an unfair advantage
· Assisting others in committing academic misconduct, such as by utilizing generative AI
· Falsification of records or official documents

· Unauthorized access to restricted information or data
· Unauthorized or unethical use of generative AIS

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

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

BIBLIOGRAPHY :

• Wided Batat. (2019). Digital Luxury: Transforming Brands and Consumer Experiences. SAGE Publications Ltd. [eBook https://bit.ly/49GUryA].

• Michel Chevalier, & Michel Gutsatz. (2020). Luxury Retail and Digital Management: Developing Customer Experience in a Digital World. (2ne edn). Wiley. [ebook https://bit.ly/3QKa5Aw]

• Michel Chevalier, & Gerald Mazzalovo. (2020). Luxury Brand Management in Digital and Sustainable Times. Wiley. [eBook https://bit.ly/3sCVbEh].

Additional Reading

BOOKS
• Chevalier, M. and Gutsatz, M. (2012). Luxury retail management: How the world's top brands provide quality product and service support, Wiley (eBook available).
• Kapferer, J.-N. and Bastien, V. (2012). The luxury strategy: Break the rules of marketing to build luxury brands. (2nd edn). Kogan Page. (eBook available).
• Francis Srun. (2017). Luxury Selling: Lessons From the World of Luxury in Selling High Quality Goods and Services to High Value Clients. Palgrave Macmillan.
CASE

BUSINESS ARTICLES
• Research and Markets. (4 C.E. 2019). Global Personal Luxury Goods Market 2019-2023 - Integration of Technology / Adoption of Omni-Channel Retailing / Growing Trend for Personalized Luxury Sunglasses - ResearchAndMarkets.com. Business Wire (English).
• Berg, A., Brantberg, L., Herring, L. and Silen, P. (2015). Mind the Gap: What Really Matters for Apparel Retailers in Omnichannel. McKinsey.
• Blackden, E. (2015). Luxury brands should not be afraid of CRM. Luxury Daily.
• Chiu, C., Guild, T., and Orr, G. (2015). Five Keys to Connecting with China's Wired Consumers. McKinsey.
• Daley, J. (2015). Democratizing Luxury. Entrepreneur. 95-101.
• Dauriz, L., Michetti, A., Sandri, N., and Zocchi, A. (2013). Digital Luxury Experience 2013: Keeping up with Changing Customers. McKinsey.
• • Jones, S. (2015). Rapidly changing consumer behavior pushes retailers to adapt. Luxury Daily.
• • Kim, A., Remy, K., and Schmidt, J. (2014). The Glittering Power of Cities for Luxury Growth. McKinsey,
• Remy, N., Catena, M., and Durand-Servoingt, B. (2015). Digital Inside: Get Wired for the Ultimate Luxury Experience. McKinsey.
• Romieu, H. (2015). Back to Basics: What Luxury Customers Really Want from Digital. McKinsey,
ACADEMIC ARTICLES
• Hennings, N. et al. (2012). What is the Value of Luxury? A Cross-Cultural Consumer Perspective. Psychology & Marketing, 29 (12): 1018-1034.
• Brun, A., Castelli, C. and Karaosman, H. (2017), "A focused supply chain strategy for luxury fashion management", Journal of Fashion Marketing and Management, Vol. 21 No. 4, pp. 544-563. https://doi.org/10.1108/JFMM-03-2017-0026

• Lawry, C.A. (2022), "Futurizing luxury: an activity-centric model of phygital luxury experiences", Journal of Fashion Marketing and Management, Vol. ahead-of-print No. ahead-of-print. https://doi.org/10.1108/JFMM-05-2021-0125
• Kapferer, J.-N. (2012). Abundant Rarity: The Key to Luxury Growth. Business Horizons, 55: 453-462.
• Joy A., et al. (2014). M(Art) Worlds: Consumer Perceptions of How Luxury Brand Stores Become Art Institutions. Journal of Retailing, 90 (3): 347-364.
• Karadag, Gizem & Erdogmus, Irem. (2020). Digitization of Luxury Fashion by Building an Omnichannel Dream. 10.1108/978-1-80043-388-520201018.

• Bell, D. R., Gallino, S., & Moreno, A. (2014). How to win in an omnichannel world. MIT Sloan Management Review, 56(1), 45.

• Brun, A., Castelli, C., & Karaosman, H. (2017). A focused supply chain strategy for luxury fashion management. Journal of Fashion Marketing and Management: An International Journal.

• Schilt, van, L., & Harris, L. J. (2020). Omni-Channel Luxury: The Development of a Digital Integration Framework for Aspirational Luxury Brands.

• Alain Debenedetti. Luxury stores as home-like places: How domestic meanings are staged and mobi- lized in luxury retail. Journal of Business Research, Elsevier, 2021. hal-03171771

• Lu, P.X., and Pras, B. (2011). Profiling Mass Affluent Luxury Goods Consumers in China: A Psychographic Approach. Thunderbird International Business Review. 53 (4): 435-455.

• Parguel B., Delecolle T., and Valette-Florence, P. (2015). How Price Display Influences Consumer Luxury Perceptions. Journal of Business Research. Forthcoming.

• Wong, N.Y. and Ahuvia A.C. (1998). Personal Taste and Family Face: Luxury Consumption in Confucian and Western Societies. Psychology & Marketing. 15 (5): 423-441.

• Ying Wei, Feng Li,(2022) Omnichannel supply chain operations for luxury products with conspicuous consumers, Transportation Research Part E: Logistics and Transportation Review,Volume 137

• 'Which Omnichannel Strategy for Luxury Sector in Saudi Arabia?' (2020) Global Retail News, 20(219), pp. 1–2.

MODULE PLAN SESSIONS :

Plan Session 01 :

Luxury brand and choices of distribution
- Luxury and brand power
- The distribution models of luxury
- The different outlets of luxury distribution
- Online ,offline or O2O
- CRM

Chapters 1, 2, and 3 : Luxury Brand Management in Digital and Sustainable Times (2020)

Plan Session 02 :

Communication in Digital Times
- Digital luxury consumer
- Digital natives and luxury experiences on social media

Chapter 9: Luxury Brand Management in Digital and Sustainable Times (2020)

Article Discussion: Japanese luxury shoppers are embracing omnichannel

Plan Session 03 :

Overview of retail management and digital luxury experience
- Immersive Digital
- . Luxury experiences Managment
- Managing a global brand
- Luxury store location, concept and design

• Luxury merchandising

Chapters 4, 5, 6: Digital Luxury: Transforming Brands and Consumer Experiences (2019)
Chapter 10,11: Luxury Brand Management in Digital and Sustainable Times (2020)
Article Discussion:

• Three paradoxes luxury brands face in the digital era

Plan Session 04 :

Luxury omnichannel customer experience management
• Luxury customer in-store behavior
• The importance of stores in customer relationship building
• Building loyalty in luxury brands

Chapters 9, 10, and 11 : Luxury Retail and Digital Management (2020)

Journal Discussion:
Alain Debenedetti. Luxury stores as home-like places: How domestic meanings are staged and mobi- lized in luxury retail. Journal of Business Research, Elsevier, 2021.

Plan Session 05 :

The challenges of Seamless Online , Offline Process
• Luxury brand supply chain strategy

Chapter 11: Luxury Brand Management in Digital and Sustainable Times (2020)

Case study:
• Brun, A., Castelli, C., & Karaosman, H. (2017). A focused supply chain strategy for luxury fashion management. Journal of Fashion Marketing and Management: An International Journal.

Plan Session 06 :

Digital Luxury Experience
• Big data to immersive smart data
• Phygital luxury consumption experience
• The roles of NFT, AI , Metaverse

Chapter 10 & 11 : Digital Luxury: Transforming Brands and Consumer Experiences (2019)

Case study: Dress X

Plan Session 07 :

Group Project Final Presentation
Wrap-up
• Future of Luxury retailing

SYLLABUS
MK551E_0101_25
Social Media Advertising

ACADEMIC AREA : **MARKETING**

PROGRAMME : **MASTER DMM / PGTC**

PERIOD : **SPRING**

COORDINATOR : **Ms. Camille COULON**

INSTRUCTOR(S) : **Mr. Jérémie THOMAS**

CONTACT HOURS : **15 hours**

STUDY TIME : **40 hours (Class preparation, homework and assessments)**

CREDITS : **2.0 ECTS**

PRE-REQUISITE MODULES :

MODULE DESCRIPTION :

CONTRIBUTION TO PROGRAMME LEARNING OBJECTIVES :

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

MODULE INTENDED LEARNING OUTCOMES (ILOs) :

The course is aligned with:

1.1 Demonstrate advanced technological literacy to enhance workplace performance in the Digital Marteking & Social Media Advertising field (POSTG_CG1_LO1)

3.2 Monitor company performance responsibly in accordance with relevant quality processes & legislation in the Social Media advertising field (POSTG_CG3_LO2)

3.3 Identify key career drivers to build & pursue their chosen managerial path in the Digital maketing & Social Media advertising field (POSTG_CG3_LO3)

TOPICS COVERED :

- Introduction to Social media Advertising strategy

Setting the context of digital marketing.
What is paid media ? The different contexts of paid media.
Understanding the impact of social media ad, paid media & the notion of ROI.
Identifying the different channels.
Being able to identify the levers to increase visibility, notoriety & sales through paid media & SMA.
Understanding how to build a digital strategy including the paid media.

- Principles of SMA : social media advertising

Understanding the different social media tools & logiciels
What is a “good” and efficient campaign? (Keys points)
How to create different kind ot “target audiences”?
Being able to build a social media campaign on Facebook & Instagram
Understanding the concept of remarketing & retargeting (Facebook Pixel)
Creating a campaing of remarketing / retargeting

- Principes of SEA : search engine advertising

Understanding the SEA
Discovering the Google Ads Tool
What is a “good” and efficient Ads campaign on google? (Keys points)
What are the different kind of Ads campaign on google?
How to chose coherent key words for the campaign
Being able to build different types of Google Ads Campaign through the Ads tool

- Managing campaigns through A/B Testing & KPI’S

Understanding the concept of A/B Testing
How to work on an optimisation thanks to A/B Testing?
Understanding all the KPI’s related to the SEA & SMA
Understanding all the KPI’s related to the SMA
How to interpret them?
Being able to pilote a campaign through the KPI’s

- Creating a global paid media strategy

How to set & pilote a budget for your paid marketing?
How to create links between your campaign inside a global strategy?
Being able to create a paid marketing strategy according to a specific objective.

RESEARCH-LED TEACHING :

Current research related to the topic :
- The next hype in social media advertising: Examining virtual influencers’ brand endorsement effectiveness
https://www.frontiersin.org/articles/10.3389/fpsyg.2023.1089051/full

CSR AND SUSTAINABLE DEVELOPMENT GOALS :

Not appropriate to the class.

CSR NB HOURS :

0

SUSTAINABLE DEVELOPMENT GOALS COVERED :

-

TEACHING METHODS :

Face-to-face lectures and workshops.

Videos, Powerpoint presentations, complementary readings, resources, quizzes, etc. on Moodle to deepen knowledge and for asynchronous learning.

Open exchanges and debates with students.

Collective & individual workshop project.

The module will properly mix lecturing sessions with variety of practical industry case studies to ensure applicable digital marketing & social media advertising skills development among students. The methodology will be facilitative and inclusive and thus will involve:

1. Case studies analyses, workshops and games / competitions to support learning theoretical sessions and enhance students professional and entrepreneurial mind set

2. Multimedia approach: following up to date global campaign and aligning the content with learning material

3. Group discussions with critical analyses over real business scenarios

4. Instructor input and feedback, students' pre-reading, on-line and written material

5. Three types of interaction will be ensured for the purpose of efficient and proactive student engagement:

a. Instructor - student

b. Student - content

c. Student - student.

6. Each student will be encouraged to be actively involved presenting individual or team project, critically discussing and peer evaluating

7. Students will be encouraged to construct small learning groups for conducting the team projects and they will be asked to provide feedback on progress about their team project each session. The completed project will be presented and evaluated by the instructor and the peers in session 5

8. Elements composing the grading system: team assignment, individual report and proactive discussion during sessions

10. Respecting and promoting diversity and proactive inclusive learning.

METHODS OF ASSESSMENT :

Continuous/Final	Group/Individual	Assessment	Weight	Duration	ILOs assessed
Continuous	Group	Group project	40%	15 minutes	1.1 , 3.2, 3.3
Final	Individual	Study case	60%	1h30	1.1, 3.3

Assessment 1 details:

General assessment criteria for the collective project will include consistency of the strategy, the relevancy of the ads (designed to fulfill the objectives), the target audience used and define, the KPI's selection, the efficiency and professionalism of the work and oral presentation.

=> The complete grid including detailed traits and description of levels will be available on Moodle. It is important to carefully look at this grid when finalizing your project presentation as it can be used as a check-list to make sure:

- that you have covered all the different steps;
- that you meet the "above expectation" criteria.

This evaluation will count for 40% of the final grade for the module.

Students will be asked to confirm the fair contribution of each team member in the project. In case of heterogeneous contribution, a weighting coefficient will be applied to the grade of the members who had no or little involvement in the project.

Assessment 2 details:

General assessment criteria for the individual project will include consistency of the strategy proposed according to the case, the design of each ads and faculty to implement the key element of the company, the target audience used in coherence with the persona of the company, the understanding of the concept A/B Testing, Remarketing & Retargeting.

ACADEMIC INTEGRITY :

Academic misconduct encompasses various behaviors or actions that violate the principles of academic integrity, fairness, and honesty, thereby undermining the credibility of academic work, assessments, or research. Examples of academic misconduct include:

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

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

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

BIBLIOGRAPHY :

Additional Reading

MODULE PLAN SESSIONS :

Plan Session 01 :

INTRODUCTION TO PAID MEDIA STRATEGY IN DIGITAL MARKETING

Lecture - 1h00:
Introduction to the course, presentation of syllabus, content, assessment methods, rules and “teaching philosophy”.
Overview of the paid media channels, and how to implement it inside a global digital strategy.

Focus on the social media advertising

Workshop - 2h00:
Group project : Build a detailed analyse of the social media ads of a given brand.

Plan Session 02 :

SMA : SOCIAL MEDIA ADVERTISING

Lecture - 1h00
Discover the different social media tools & logiciels
Analyse of a “good” and efficient campaign (Keys points)
The target audiences
The concept of Remarketing
The concept of Retargeting

Workshop - 2h00
Group project : Create a social media campaign with the Meta Business Suite

Plan Session 03 :

SEA : Search Engine Optimisation

Lecture - 1h00
The fundamentals of SEA
What is a “good” and efficient Ads campaign on google? (Keys points)
The different kind of Ads campaign on google
The Google Ads Tool
The key words for the campaign

Workshop - 2h00 :
Group project : Create a Google Ad campaign

Plan Session 04 :

AB/TESTING & KPI’S

Lecture - 1h00
The concept of A/B Testing
The KPI’s related to the SEA & SMA
Interpretation of KPI’s
Budget & ROI of a campaign
Piloting & creating a global strategy

Workshop - 2h00 :
Group project : Create a global campaign

Plan Session 05 :

GROUP PRESENTATION

PRESENTATION OF EACH GROUP PROJECT - 1h30 - 10 min / group
With strategy, budget setting, SMA campaigns, SEA campaign, explanation

INDIVIDUAL WORK - 1h30
Case study, open book.

SYLLABUS
MK554E_0101_25
Advanced Digital PR & Corporate Communications

ACADEMIC AREA	:	**MARKETING**
PROGRAMME	:	**MASTER DMM / PGTC**
PERIOD	:	**SPRING**
COORDINATOR	:	**Ms. Vanessa REMY**
INSTRUCTOR(S)	:	**Ms. Vanessa REMY**
CONTACT HOURS	:	**15 hours**
STUDY TIME	:	**null hours (Class preparation, homework and assessments)**
CREDITS	:	**2.0 ECTS**

PRE-REQUISITE MODULES :

No prerequisites in Digital PR and Corporate Communications. Students taking this module should have a solid understanding of the basics of communication and marketing.

MODULE DESCRIPTION :

This module explores advanced public relations and corporate communication strategies. Participants will learn to craft impactful key messages, build media relationships, and leverage influencer marketing and social media for PR goals. The course also covers crisis communication and employee advocacy.

CONTRIBUTION TO PROGRAMME LEARNING OBJECTIVES :

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

MODULE INTENDED LEARNING OUTCOMES (ILOs) :

1: Develop clear and compelling key messages for press releases, ensuring effective communication with target audiences and stakeholders.
2: Identify and connect with relevant journalists and media outlets for targeted communication. Use social media and professional networking platforms to engage and foster relationships with journalists.
3: Integrate Influencer Marketing and Brand Partnerships in PR and Corporate Communication
4: Understand the role and significance of social media platforms in PR and corporate communications. Develop effective social media strategies tailored for PR campaigns.
5: Develop crisis communication strategies and protocols. Manage crises effectively and maintain brand reputation during challenging times.
6: Empower employees as brand ambassadors, engage stakeholders through employee advocacy, and measure the impact on PR and corporate communication goals.
7: Integrate interdisciplinary & deep knowledge to create and implement innovative business solutions in the Communication field

TOPICS COVERED :

- PR basics - PR elements and corporate communication
- Building an Effective Digital PR Strategy
- Building Strong Journalist Relationships in Advanced Digital PR
- Influencer Marketing and Brand Partnerships
- Social Media Management for PR and Corporate Communication

- Crisis Communication in PR and Corporate Communication
- Employee Advocacy in PR and Corporate Communication
- Deliver presentations or write reports on interdisciplinary topics and innovative business solutions in communication.

RESEARCH-LED TEACHING :

The content of this module is linked to up-to-date academic findings in many ways:
- Use of recent academic articles to introduce participants in the topics addressed
- Analysis of case studies through the lens of existing evidence-based theoretical frameworks
- Discussion of evidence-based managerial best-practices (i.e., practices effectiveness of which is supported by scientific evidence published in academic outlets)
- Discussion and/or synthesis of academic articles (basic academic reading list for every session and group assessments)
- Participants' engagement in academic research projects that involves working with scientific literature

CSR AND SUSTAINABLE DEVELOPMENT GOALS :

The content is designed to integrate the principles of gender equality into communication strategies. Students will explore case studies and research papers to understand how communication can influence gender equality and challenge stereotypes. By analyzing successful gender-inclusive PR campaigns, students will learn to develop and implement communication strategies that promote inclusivity and diversity.

CSR NB HOURS :

1

SUSTAINABLE DEVELOPMENT GOALS COVERED :

- 05 - Gender equality

TEACHING METHODS :

This teaching method for this module involves lectures, cases and workshops.

METHODS OF ASSESSMENT :

Continuous/Final	Group/Individual	Assessment	Weight	Duration	ILOs assessed
Continuous	Group	Group work	40%	30 minutes	1, 2, 3, 4, 5, 6, 7
Final	Individual	Written assessment at home	60%	4 hours	1, 2, 3, 4, 5, 6, 7

Assessment 1 details:

Group presentations (40%):
Each group will deliver a 30-minute PowerPoint presentation on their assigned topic, incorporating key data from reliable sources. The presentation should consist of approximately 20 slides and will be delivered during the final session of the course. Students will be divided into groups based on the class size.

Topics :
The topics will be determined by the students and should be relevant to a session of the current module.

Assessment 2 details:

Individual assignment (60%):
1WRITTEN ASSIGNMENT OF APPROX. 1500 WORDS (+ /- 10%)

Please prepare and submit an assignment on the following theme:
• Deliver presentations or write reports on interdisciplinary topics and innovative business solutions in communication.

Topics :
The topics will be determined by the students and should be relevant to a session of the current module.

Measured Competencies :
Design Thinking or Problem Solving Competency
Holistique and strategic communication approach
Integration of Deep knowledge concepts/ expertise
Integration of Interdisciplinary knowledge (broad)
Integration of online and offline media and instruments for communication

Measurement Tool :
The assessment will be based on a project that incorporates a holistic and strategic communication approach. The project should demonstrate deep knowledge of concepts and expertise, as well as interdisciplinary knowledge. It should also encompass both online and offline media and communication tools.

Word Limit: 1500. At least 4 academic references should be used in each assignment.

ACADEMIC INTEGRITY :

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

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

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

BIBLIOGRAPHY :

- Caywood C. L. (2012). The Handbook of Strategic Public Relations and Integrated Marketing Communications. (2nd edn.). McGraw Hill. [eBook : https://tinyurl.com/2p8j54fx]
- David Meerman Scott (2022). The New Rules of Marketing & PR: How to Use Social Media, Online Video, Mobile Applications, Blogs, News Releases, and Viral Marketing to Reach Buyers Directly. John Wiley and Sons. [eBook in order : https://tinyurl.com/46rtzc72]
- Macnamara, J. (2014). Journalism-PR Relations Revisited: The Good News, the Bad News, and Insights into Tomorrow's News. Journal of Communication Studies, 40 (5). p.739-750. https://doi.org/10.1016/j.pubrev.2014.07.002
- Wilding, D., Fray, P., Molitorisz, S. & McKewon, E. (2018) The Impact of Digital Platforms on News and Journalistic Content, University of Technology Sydney, NSW. [available : https://www.uts.edu.au/sites/default/files/2018-12/CMT%

20News%20Report.pdf]
- Bounegru, L., & Gray, J. (2021). The Data Journalism Handbook: Towards a Critical Data Practice. Amsterdam University Press B.V. [Ebook available : https://tinyurl.com/3sk3d774]
- Jin, S.V., Muqaddam, A. and Ryu, E. (2019), "Instafamous and social media influencer marketing", Marketing Intelligence & Planning, 37 (5). 567-579. https://doi.org/10.1108/MIP-09-2018-0375
- Qian, J., Park, J. S. (2021). Influencer-brand fit and brand dilution in China's luxury market: the moderating role of self-concept clarity. Journal of Brand Management 28(2), 199-220. https://doi.org/10.1057/s41262-020-00226-2
- Vrontis, D., Makrides, A., Christofi, M., & Thrassou, A. (2021). Social media influencer marketing: A systematic review, integrative framework and future research agenda. International Journal of Consumer Studies. 45(4), 614-644. [available : https://tinyurl.com/5f9hwanc]
- Macnamara, Jim. (2023). PR Metrics: How to Measure Public Relations and Corporate Communication. https://www.researchgate.net/publication/265317712_PR_Metrics_How_to_Measure_Public_Relations_and_Corporate_Communication

Additional Reading

Graham, A. (2019, October 24). How to Use Social Media for PR: A Step-by-Step Guide. Brandesoo.
Chartered Institute of Public Relations. (2012). Share This: The Social Media Handbook for PR Professionals. Wiley.
Ford, T. (2011). Social Media and Crisis Communication: Theories and Best Practices. B.A. Thesis, Carleton University.
Tidwell, M. (2017). An Analysis of Volkswagen's Crisis Response Strategy in the Wake of its Dieselgate Scandal. M.S. thesis, Syracuse University.
Wang, Y., Liu, Y., & Yu, J. (2018). Employee Advocacy in Corporate Social Responsibility Communication: An Exploratory Study in China. Public Relations Review, 44(1), 125-135
Kelleher, T. (2018). Employee Advocacy: An Integration of Professional Communication and Social Media. International Journal of Strategic Communication

MODULE PLAN SESSIONS :

Plan Session 01 :

Session 1 - 6h | Crafting Key Messages and Building Media Relationships

- Develop clear and compelling key messages for press releases.
- Ensure messages resonate with target audiences and stakeholders.
- Identify relevant journalists and media outlets for targeted communication.
- Foster productive relationships with media professionals.

Plan Session 02 :

Session 2 - 6h | Leveraging Social Media and Influencer Marketing

- Integrate influencer marketing and brand partnerships into PR strategies.
- Maximize engagement through effective content and platform utilization.

Crisis Communication and Reputation Management

- Develop effective protocols to manage crises.
- Apply strategies to protect brand reputation during challenging situations.

Plan Session 03 :

Session 3 | Group presentations (Oral Assessment)

The topics will be determined by the students and should be relevant to a session of the current module.

	SYLLABUS
RENNES SCHOOL of BUSINESS UNFRAMED THINKING	**MK556E_0101_25**
	Sustainable Design & Brand Identity in the Luxury Industry

ACADEMIC AREA : MARKETING

PROGRAMME : MASTER MCCLI / PGTC

PERIOD : SPRING

COORDINATOR : Ms. Sue ALOUCHE

INSTRUCTOR(S) : Ms. Sue ALOUCHE

CONTACT HOURS : 15 hours

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

CREDITS : 2.0 ECTS

PRE-REQUISITE MODULES :

Marketing Fundamentals (MK310E/MK311E or equivalent).

MODULE DESCRIPTION :

This course focuses the student on all aspects of corporate and brand design development from interior design and architecture, to graphic design and digital media. Underpinning all aspects of design for this year's courses is the circular economy, circular design and eco-conception.

Many luxury brands are starting to reverse recent trends in "New Luxury" strategies where cheaper materials at cheaper prices were and still are being used to attract younger generations, particularly Generation Z. We are seeing many new economic models for products and services appearing which are 'claiming' to be sustainable, or are veritably sustainable.

This course will use lectures, presentations and some exercises to put the students in the place of designers today to see the issues they face and how they are re-adjusting their strategies accordingly.

CONTRIBUTION TO PROGRAMME LEARNING OBJECTIVES :

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

MODULE INTENDED LEARNING OUTCOMES (ILOs) :

1. Analyse – linking theory to practice - the different components of a given corporate design strategy (product design, graphic design, internal/external communication tools, sound design, architectural design, etc.) in parallel to the firm's values and luxury positioning.

1a. Analyse an existing piece of packaging design and make a complete diagnosis of it.

2. Make a diagnosis of an international luxury firm's comprehensive design strategy and evaluate its coherency regarding its strategic choices.

3. Justify recommendations for an efficient and coherent corporate design strategy to support the firm's luxury positioning and identity.

3a. Present written and visual recommendations on your analysis above of a final piece of packaging and present your results through text (narrative) and sketches.

4. Present findings in a strategic manner with firm conclusions on total corporate design strategy, now and for the future.

TOPICS COVERED :

. Principles of design and innovation to include the circular economy, circular design strategies and eco-conception.
. Defining design: process and outcome and strategic corporate resource contributing to the innovation process.
. Design history.
. Design fundamentals and strategy.
. Design to convey corporate identity in luxury sectors.
. Branding and product positioning for luxury sectors.
. Graphic design. Logos in luxury sectors: symbols of corporate identity, values and positioning.
. Packaging design in luxury sectors: functional and symbolic aspects. Environmental issues.
. Product design/a circular systemic approach.
. Sound design, architecture and landscape design.
. Creativity techniques for «ideation» in luxury sectors around circularity.

RESEARCH-LED TEACHING :

As an Adjunct Professor of design and brand strategy, the focus for designers in recent years has moved towards Circularity. In the sense of the Circular Economy and Circular Design strategies with a systemic approach.

Some current research papers and books, underpin these notions, for example:

Managing sustainability in luxury industry to pursue circular economy strategies, (2020).
Shashi Kashav, Piera Centobelli, Roberto Cerchione, Amit Mittal.

Sustainable Luxury Marketing: A Synthesis and Research Agenda (2019)
Navdeep Athwal, Victoria K. Wells, Marylyn Carrigan, Claudia E. Henninger

How Luxury Brands Can Grow Yet Remain Rare (2016) Jean-Noel Kapferer

Is luxury compatible with sustainability? Luxury consumers' viewpoint
November 2014 Journal of Brand Management 21(1)

CSR AND SUSTAINABLE DEVELOPMENT GOALS :

Designers are dangerous. They have the power to create all manner of products or services with the future of planet in mind, but many choose not to choose sustainable practices.

Luxury Consumers have ambivalent attitudes, in that many consider luxury and sustainability somewhat contradictory, especially with regard to the social and economic harmony facet of sustainable development.

Luxury brands are realising that have lost their way by attracting younger audiences to their brands. They are more disruptive, more collaborative but are they as discerning as they used to be in terms of using quality materials, in terms of longevity, intergenerationality, high quality craftsmanship... ?

The sustainable goals noted below are affected greatly by the choices made by all 3 actors above.

CSR NB HOURS :

4

SUSTAINABLE DEVELOPMENT GOALS COVERED :

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

- 15 - Life on land

TEACHING METHODS :

Lectures and tutorials, seminar discussions, case studies, creativity exercises, literature reviews, etc. are used as teaching methods for this course. Students are required to read all the recommended articles and book chapters so as to be able to participate actively in class discussions, both individually and collectively.
All information, exercises, PowerPoint presentations used in class, articles and case studies will be posted on Moodle.

The pedagogical approach adopted for this module makes numerous links with practical examples and business cases. The instructor is professionally qualified as a practitioner in the field of design and creativity. Group work is clearly another link between theory and practice through the diagnosis and analysis of a real business design strategy.

The course is broken down as follows:
The first part includes sessions on why and how designers use different innovation processes to produce designs which are pertinent to the user but also kinder (or not) to the planet.
The second part is an explanation on the Circular Economy and Circular Design, followed by individual sessions on each of the design disciplines covered in the course. (12 hours) plus 3 hours for group presentations.

METHODS OF ASSESSMENT :

Continuous/Final	Group/Individual	Assessment	Weight	Duration	ILOs assessed
Continuous	Group	Group project	40%	25 minutes	1, 2, 3, 4
Final	Individual	Written assessment at home	60%	2 hours	1a and 3a

Assessment 1 details:

GROUP PROJECT

An oral presentation will take place on the last session.
Teams are required to make a 25mn presentation of their projects that they will present to the rest of the class. Students must make sure they provide 5 minutes at the end of their presentation for questions.

The presentation must:
• have a short introduction to key-figures and main historical key-dates relating to the firm.
• present the firm's corporate values, environmental policy, etc.
• present the firm in its environment (especially competitive environment) + market (customers, etc.).
• ANALYSE, explain and justify brand positioning based on the above-listed elements + luxury positioning.
• present and assess all the main elements of the firm's corporate identity: graphic design - including logos, web design, product design, packaging, architectural design, sound design, internal / external communication, etc.
• present a diagnosis and critical analysis of total design in correlation with environment, corporate values, positioning, targets etc.
• highlight advantages / disadvantages of the design policy with a critical approach with 3 central questions:

IN CONCLUSION:
1. Is the total design approach coherent with values, positioning?
2. Is each component of the corporate identity properly designed, in line with corporate values and positioning?
3. What are the aspects of the design strategy that could be improved? Why? How?

BONUS: suggest a new logo or packaging or sound or design experience issued from a creative session and in line with previous analysis and conclusions and of course using a sustainable approach. Additional points will be given to your grades for your ideas based on their viability and pertinence and relation back to your own analysis.

The oral presentation will have to be supported by a MAXIMUM of 25 PowerPoint slides in the style of your luxury brand with good visuals/images + relevant examples, samples, from the design disciplines covered in the course.

Assessment 2 details:

Using the 7Ps exercise undertaken in class. I would like you to work on this individually for your Final Assessment.

Using the same 7Ps, you will choose a piece of packaging of your choice. (Please take a several photos of it from all angles) and follow the same guidelines used in class to develop your ideas.

Each section will have a grade:

1. RATE DESIRABILITY 10 Points.
2. RE-DEFINE THE FUNCTION 10 points
3. REDUCE THE MATERIALS 20 points
4. RE-USE THE PACKAGING 20 points
5. RE-DESIGN THE PACK OR SERVICE 20 points
6. RE-ALIGN THE BRAND IDENTITY 10 points
7. RE-WRITE THE STORY/NARRATIVE 10 points

TOTAL 100 PER CENT

You need to complete the document given to you, accompanied by the photographs on one other page of your chosen pack. This is the totality of the submission. No other documentation should accompany this assessment exercise.

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

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BIBLIOGRAPHY :

Bruce, M.; Bessant, J. (2002). Design in Business. Prentice Hall.
Kapferer, J.-N. and Bastien, V. (2012). The Luxury Strategy: Break the Rules of Marketing to Build Luxury Brands. (2nd

edn). Kogan Page. [eBook: https://bit.ly/3Ehi9ld].
K Webster, Dame E MacArthur, W Stahel (2019) The Circular Economy :A Wealth of Flows. Ebook [https://urls.fr/mVRemz]
Wheeler, A. (2017). Designing Brand Identity: An essential guide for the whole branding team. (5th edn) John Wiley & Sons. [eBook: https://bit.ly/3CR9B2M].

Additional Reading

BOOKS:
Alouche, S. and Fuchs, Y. (2012). What's the Difference that Makes the Difference. A workbook from the branding workshop.
Borja de Mozota, B (2002). Design Management, Les Editions d'Organisation.
Brown, Tim (2019). Change by Design, HarperBusiness.
Luxe: Nouveaux challenges, nouveaux challengers, (2016) Jean-Noël Kapferer
Ambrose G, Harrison P (2011). Packaging the Brand: The Relationship Between Packaging Design and Brand Identity. Ava Publishing.
Peters, T. (1999). The brand called YOU 50: Fifty Ways to Transform Yourself from an 'Employee' into a Brand That Shouts Distinction, Commitment, and Passion! Collection Reinventing Work. Knopf. [eBook: https://bit.ly/3FHjy4t].

ACADEMIC PAPERS
N. Athwal, V. K. Wells, M. Carrigan and C. E. Henninger. (2019). Sustainable Luxury Marketing: A Synthesis and Research Agenda. International Journal of Management Reviews, Vol. 00, 1–22. DOI: 10.1111/ijmr.12195
S. Kashav, P. Centobelli, R. Cerchione, A. Mittal. Managing sustainability in the luxury industry to pursue circular economy strategies, (2020).

WEBSITES:
https://ellenmacarthurfoundation.org/ The Ellen Macarthur Foundation : Let's Build a Circular Economy
https://books.fablabbcn.org/reflowhandbook/tools-and-methods-for-your-pilot/toolkits-and-handbooks/circular-design-guide
https://www.thewalpole.co.uk/
https://www.positiveluxury.com/
https://creativiteconsultants.wordpress.com
https://www.dexigner.com
https://www.designcouncil.com
https://www.dmi.org
http://www.fastcompany.com/28905/brand-called-you The brand called you. Original article by Tom Peters:
https://sdgs.un.org/goals

MODULE PLAN SESSIONS :

Plan Session 01 :

SESSIONS 1-2
TOPICS:
A. Presentation of objectives, learning outcomes, methods of assessment and sessions
B. Defining design: process and outcome / Design as a strategic corporate resource / The different design fields
C. Innovation & the strategic need to innovate / Innovating with design.

READING/ ASSIGNMENTS
TO BE DONE BEFORE CLASS

1.. Strategic Innovation Through Design Bruce and Bessant CHAP. 1 & 2 (Design definitions / What is design?)

2. Managing sustainability in the luxury industry to pursue circular economy strategies, (2020).
Shashi Kashav, Piera Centobelli, Roberto Cerchione, Amit Mittal.

WEBSITES
https://ellenmacarthurfoundation.org/ The Ellen Macarthur Foundation : Let's Build a Circular Economy
https://sdgs.un.org/goals

Plan Session 02 :

SESSIONS 3-5
TOPICS:

A. Design Positioning.
B. Graphic Design/logos symbolising corporate identity, values and positioning
C. Packaging Design - functional and symbolic values

READING/ ASSIGNMENTS
TO BE DONE BEFORE CLASS =

1. Designing Brand Identity Alina Wheeler Brand Strategy, Page 12.
https://www.academia.edu/36523865/Alina_wheeler_designing_brand_identity

Plan Session 03 :

SESSIONS 6-7
TOPICS:

A. Packaging Design 7Ps Workshop
B. History of Design

Plan Session 04 :

SESSIONS 8-10
TOPICS

A. Architecture and Interior Design
B. Product Design - Form, codes, symbols, materials, ergonomics...
C. Sound, smell and sensory design.

READING/ ASSIGNMENTS
TO BE DONE BEFORE CLASS

Noble, C.H. and Kumar, M.
Using Product Design Strategically to Create Deeper Consumer Connections

Plan Session 05 :

FINAL SESSION 11
FINAL PRESENTATION

Oral presentations of group projects
25mn per group plus 5 mins for questions.

Preparation of oral presentation
Preparation/questions for final assessment
+ digital copy of .ppt slides/presentation tools to be sent to Sue Alouche the day of your presentation.

SYLLABUS
NG510E_0101_25
Simulations in International Negotiation & Business Development

ACADEMIC AREA : **MARKETING**

PROGRAMME : **MASTER IBNG / PGTC**

PERIOD : **SPRING**

COORDINATOR : **Dr. Irena DESCUBES**

INSTRUCTOR(S) : **Dr. Irena DESCUBES**

CONTACT HOURS : **24 hours**

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

CREDITS : **2.0 ECTS**

PRE-REQUISITE MODULES :

NG506E - International Negotiation & Business Development

MODULE DESCRIPTION :

The aim of this course is to give students the opportunity to improve their practical negotiation skills and learn experientially. Students will engage in a series of role-playing exercises, experiments, and case studies that address a broad spectrum of negotiation problems. Upon completion of the course, students should be able to identify a variety of negotiation problems and be equipped with different approaches how to solve them, including learning to evaluate the costs and benefits of alternative actions.

CONTRIBUTION TO PROGRAMME LEARNING OBJECTIVES :

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

MODULE INTENDED LEARNING OUTCOMES (ILOs) :

1. Planning for and debriefing a negotiation
2. Creating value and crafting mutually beneficial agreements
3. Using and countering claiming value tactics
4. The right strategy at the right time: Balancing creating and claiming value tactics
5. Thinking in utilities: Bundling offers and making concessions
6. Exchanging information: Asking the right questions and providing the right information
7. Effective Communication: The language of creating and claiming value

TOPICS COVERED :

• Interest based negotiations
• Distributive claiming value strategies
• Integrative creating value strategies
• The psychology of offers and concessions
• Multi Attributive Utility Theory (don't worry, without the math)
• Power in Negotiations
• Methods of Persuasion

• Communication in negotiation

RESEARCH-LED TEACHING :

CSR AND SUSTAINABLE DEVELOPMENT GOALS :

CSR NB HOURS :

SUSTAINABLE DEVELOPMENT GOALS COVERED :

- 08 - Decent work and economic growth
- 15 - Life on land
- 17 - Partnership for the goals

TEACHING METHODS :

The course is designed to be interactive and facilitate experience- and reflection-based learning. The typical structure of a unit is a) preparing for your role/planning the negotiation, b) conducting the negotiation, followed by c) a debriefing, Q&As, discussion, and reflection.

What this course does require:

- Your Attendance. You don't have to study a book and there won't be an exam at the end. You learn by negotiating and discussing with your colleagues (and me). Hence, presence is mandatory (except for valid reasons, hangovers not being one of them).
- Your Contribution. This is not an ex cathedra lecture and you own this course as much as I do. Ask questions, share your experience, tell us about the approach you used to solve a negotiation problem, propose alternative solutions, disagree with me (please note: at the end, the teacher is always right).

What this course does not require:

- Negotiating for your grade. The in-class exercises, the role-plays and your performance in the negotiations will not be graded. This should be an opportunity for you to explore and experiment with different negotiation techniques in a safe environment. If an approach you have tried didn't work, think about why it didn't work, share and discuss it with your colleagues (and me), and learn from it.
- Preparing the case material at home. Negotiation planning and preparation is a central aspect of negotiations. Preparing for the negotiation will be done together in class and an essential part of the debriefings and discussions.
- Readings to prepare for class or final exam. That's what theory courses are for. You already have a solid theoretical background and the focus of this class is on practicing. Thus, preparing readings for class is not required and there won't be a final exam. However, there will be a wrap-up written self-evaluation required after the final summative multi-party negotiation exercice.

METHODS OF ASSESSMENT :

Continuous/Final	Group/Individual	Assessment	Weight	Duration	ILOs assessed
Continuous	Individual	Other	100%		1,2,3,4,5,6,7.

Assessment 1 details:

The grading of the course is pass-fail. In order to pass the course, you need …

… to actively participate in class.
… show understanding of key negotiation concepts during the negotiation simulations in class.
… submit the final self-evaluation after the final multi-party simulation exercice.

More detailed information about the exercises will be sent to you by the Instructor.

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 :

There are no required readings for this course.

Additional Reading

Negotiation books I generally recommend

• Leigh L. Thompson (2021) The Mind and Heart of the Negotiator, (7th edn.) (comprehensive textbook, long and sciency, nothing for your bedside table or vacation, but a good read covering all the basics and more). [eBook https://bit.ly/47DLa8H]
• Leigh L. Thompson (2013) The Truth about Negotiations (short, practice-oriented book covering the basics). [eBook https://bit.ly/47EfLD8]
• Deepak Malhotra & Max Bazerman (2007) Negotiation Genius (negotiation book for managers written by an excellent scholar, additionally to the basics such as claiming and creating value you probably already know, it covers psychological aspects of negotiation and real world problems such as confronting lies and dealing with more powerful counterparts)
• Deepak Malhtora (2016) Negotiating the Impossible (negotiation book for managers) [eBook https://bit.ly/40L0Jck]

MODULE PLAN SESSIONS :

Plan Session 01 :

Introduction and a brief overview of the course, negotiation myths

Plan Session 02 :

Self-evaluation of motivational and emotional orientations
Simulation # 1: Two-to-Two Simulation in a national business context.

Plan Session 03 :

Debriefing of Simulation #1
Cross-cultural theories: critical approach

Plan Session 04 :

Simulation # 2: Cross-cultural theories applied to One-to-One negotiation in a cross-cultural business context.

Plan Session 05 :

Debriefing of Simulation #2
Preparation for Simulation #3: initial position pitch, choice of heuristics (logos, ethos, pathos)

Plan Session 06 :

Preparation for Simulation #3: use of artifical intelligence in negotiation

Plan Session 07 :

Simulation # 3: Multiparty negotiation in the cross-cultural context and based on a real-life case allowing for an ample search of supplementary information on internet outside and inside the classroom.

Plan Session 08 :

Simulation # 3: Multiparty negotiation - Contd.

Plan Session 09 :

Assessed written self-evaluation of the individual performance in the last multiparty exercise leading to either PASS or FAIL evaluation.

SYLLABUS
NG522E_0101_25
Management of Sales in the Luxury industry

ACADEMIC AREA	:	**MARKETING**
PROGRAMME	:	**MASTER MCCLI / PGTC**
PERIOD	:	**SPRING**
COORDINATOR	:	**Mr. Daniel KURBIEL**
INSTRUCTOR(S)	:	**Mr. Daniel KURBIEL**
CONTACT HOURS	:	**15 hours**
STUDY TIME	:	**null hours (Class preparation, homework and assessments)**
CREDITS	:	**2.0 ECTS**

PRE-REQUISITE MODULES :

MK559E Luxury Marketing Strategy
or
ST506E Contemporary Trends in the Luxury Industry
or
MK542E Contemporary Brand Management

MODULE DESCRIPTION :

This course, Luxury Sales Management, explores the unique dynamics of sales strategies in the luxury industry, focusing on exclusivity, customer experience, and brand storytelling. Students will examine contemporary challenges like digital transformation, sustainability, and crisis management in sales while gaining practical insights through real-world case studies, interactive exercises, and industry best practices.
The module is designed to align with current trends such as omnichannel strategies, AI-driven personalization, and the growing demand for ethical and sustainable luxury. It equips students with essential managerial skills to navigate the evolving landscape of luxury sales, ensuring they are prepared to meet industry expectations and excel in their professional careers.

CONTRIBUTION TO PROGRAMME LEARNING OBJECTIVES :

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

MODULE INTENDED LEARNING OUTCOMES (ILOs) :

After completing this module, students will be able to:
1. Identify key characteristics of luxury consumers and their expectations.
2. Develop sales strategies that balance exclusivity with accessibility.
3. Design personalized customer experiences using storytelling and data-driven insights.
4. Evaluate the impact of digital transformation on luxury sales strategies.
5. Address cross-cultural nuances in global luxury markets.
6. Integrate ethical and sustainable principles into luxury sales narratives.

TOPICS COVERED :

Defining luxury and its sales environment
Sales models: direct vs. indirect.
The art of luxury service and client relationship management.

Digital transformation and omnichannel sales.
Leadership and crisis management in luxury sales.
Sustainability and the future of luxury sales.

RESEARCH-LED TEACHING :

This module integrates academic research through:
- Evidence-based case studies like Gucci’s digital transformation and the Ritz-Carlton’s service standards.
- Application of frameworks such as Kapferer’s Pyramid of Luxury and Hofstede’s Cultural Dimensions.
- Discussions on academic articles from The Business of Fashion and Luxury Society, connecting theory with practice.

CSR AND SUSTAINABLE DEVELOPMENT GOALS :

The course addresses "Decent work and economic growth" and "Industry, innovation and infrastructure" Students explore sustainable practices in luxury brands (e.g., Hermès’ craftsmanship) and learn to communicate these efforts authentically. Approximately 3 hours are dedicated to CSR topics, spread across discussions on sustainability and ethical sales practices.

CSR NB HOURS :

3

SUSTAINABLE DEVELOPMENT GOALS COVERED :

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

TEACHING METHODS :

This module employs a blended approach combining lectures, case studies, role-playing exercises, and group projects. Industry representatives may be invited for guest lectures, providing real-world insights. Each session involves active participation through brainstorming, simulations, and presentations to ensure students apply theoretical knowledge in practical scenarios. Students are encouraged to prepare by reading case studies and engaging with recommended resources like Luxury Strategy by Kapferer and Bastien.

METHODS OF ASSESSMENT :

Continuous/Final	Group/Individual	Assessment	Weight	Duration	ILOs assessed
Continuous	Individual	Participation or task completion	20%	ongoing	1 to 6
Final	Individual	Final written exam	50%	3 hours	1 to 6
Continuous	Group	Group project	30%	20 min	1 to 6

Assessment 1 details:

- Active involvement in discussions, role-playing, and case study analysis.
- Ability to contribute unique perspectives and insights.

Assessment 2 details:

A written analysis (1500–2000 words) of a real-world luxury brand’s sales strategy (e.g., Chanel’s e-commerce expansion or Tesla’s direct-to-consumer approach).

Assessment 3 details:

Luxury Brand of 2030
A group presentation and report where students create a sales strategy for a fictional luxury brand targeting the market of 2030.

Focus on innovation, sustainability, digital transformation, and customer experience.

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

BIBLIOGRAPHY :

Luxury Strategy by Kapferer and Bastien. Ebook [https://urls.fr/LyHsGm]
Selling Luxury: Connect with Affluent Customers, Create Unique Experiences Through Impeccable Service, and Close the Sale by Robin Lent , Genevieve Tour

Additional Reading

TED Talks by luxury industry leaders
Interviews with CEOs of leading luxury brands on YouTube or LinkedIn Learning.

MODULE PLAN SESSIONS :

Plan Session 01 :

Session 1: Introduction to Luxury Sales Management

Period 1: Defining Luxury and Its Sales Environment
Topics: What makes a brand “luxury”?
Differences between luxury and premium markets.
Key characteristics of luxury consumers and their expectations.
Activities: Brainstorming: Students define their perception of luxury.
Case discussion: Louis Vuitton's omnichannel strategy.

Period 2: Sales Models in the Luxury Sector
Topics: Direct sales (boutiques, flagship stores) vs. indirect sales (retail partnerships).
The role of personal relationships in luxury sales.
Exercise: Create a sales strategy for a fictional luxury brand entering a new market.

Plan Session 02 :

Session 2: Customer Experience and Relationship Management

Period 1: The Art of Luxury Service
Topics: Importance of storytelling in sales interactions.
Building and maintaining client loyalty.
Case Study: The Ritz-Carlton's Gold Standards of Service.
Activity: Role-playing exercise—simulating a high-value client interaction.

Period 2: Managing a Global Customer Base
Topics: Cultural nuances in luxury consumption.
VIP services and private client teams.
Exercise: Design a concierge service offering for an ultra-high-net-worth individual.

Assignment: Research a luxury brand's CRM system and present findings in the next class.

Plan Session 03 :

Session 3: Digital Transformation in Luxury Sales

Period 1: E-commerce and Omnichannel Sales
Topics: Challenges and opportunities in luxury e-commerce.
Integrating online and offline experiences.
Case Study: Gucci's digital transformation strategy.
Discussion: Can exclusivity and accessibility coexist?

Period 2: Technology in Personalization
Topics: Use of AI and data analytics in predicting luxury consumer behavior.
Ethical concerns in data-driven luxury marketing.
Exercise: Propose a personalized digital campaign for a luxury product.

Plan Session 04 :

Session 4: Sales Leadership and Team Management

Period 1: Leading Sales Teams in Luxury
Topics: Recruiting and training for excellence in luxury sales.
Motivating and retaining top performers.
Activity: Develop a training module for onboarding new sales associates.

Period 2: Crisis Management in Sales
Topics: Handling dissatisfied high-value clients.
Managing reputational risks during a sales downturn.
Case Study: Prada's handling of the financial crisis.

Assignment: Students draft a crisis response plan for a luxury brand.

Plan Session 05 :

Session 5: Future Trends and Strategic Insights

Period 1: Sustainability and Ethical Sales in Luxury
Topics:
Incorporating sustainability into luxury brand narratives.
Communicating authenticity without losing exclusivity.
Case Study: Hermès and its efforts in sustainable craftsmanship.

Period 2: The Future of Luxury Sales
Topics:
New markets: Opportunities in Africa and the Middle East.
Evolution of luxury in the Metaverse and NFTs.

Final Activity: Group presentations on "The Luxury Brand of 2030" with a focus on sales strategy.

Wrap-up: Course reflection and Q&A.

SYLLABUS

QM522E_0101_25

Big Data & Business Analytics

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

PROGRAMME : **MASTER DAIS / PGTC**

PERIOD : **SPRING**

COORDINATOR : **Karim ZKIK**

INSTRUCTOR(S) : **Karim ZKIK**

CONTACT HOURS : **24 hours**

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

CREDITS : **4.0 ECTS**

PRE-REQUISITE MODULES :

- Introduction to Data Analysis (preferred but not mandatory)
- Basic Programming Knowledge (e.g., Python, R)

MODULE DESCRIPTION :

This course explores how big data and business analytics can transform decision-making, innovation, and strategic planning in organizations. Students will learn techniques for processing, analyzing, and interpreting massive datasets and will develop practical skills in advanced analytics, data mining, machine learning, and data visualization. Emphasizing real-world applications, the course incorporates hands-on practice with big data tools and platforms, preparing students for careers in data-driven business environments.

CONTRIBUTION TO PROGRAMME LEARNING OBJECTIVES :

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

MODULE INTENDED LEARNING OUTCOMES (ILOs) :

After successfully completing this module, the students should be able to:
1. Understand the role and importance of big data and analytics in business strategy and decision-making.
2. Apply big data techniques and analytical tools to solve business problems and create value.
3. Interpret data analysis results and communicate insights effectively through visualization and reporting.
4. Evaluate the ethical considerations and societal impacts of big data and business analytics.

TOPICS COVERED :

- Big Data and Business Analytics
- Data Collection, Cleaning, and Preparation
- Descriptive Analytics and Data Visualization
- Predictive Analytics
- Prescriptive Analytics and Optimization

RESEARCH-LED TEACHING :

The course includes discussions of current research papers and case studies, exploring the latest advancements and applications in big data and analytics across industries.

CSR AND SUSTAINABLE DEVELOPMENT GOALS :

CSR NB HOURS :

SUSTAINABLE DEVELOPMENT GOALS COVERED :

- 09 - Industry, innovation and infrastructure

TEACHING METHODS :

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

METHODS OF ASSESSMENT :

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

Assessment 1 details:

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

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

Assessment 2 details:

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

ACADEMIC INTEGRITY :

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

BIBLIOGRAPHY :

- Liebowitz, J. (Ed.). (2013). Big data and business analytics. CRC press. Ebook[https://urls.fr/ngQMk_]
- Liebowitz, J. (Ed.). (2013). Business analytics: An introduction. CRC Press. Ebook [https://urls.fr/pEkCDk]
- Sedkaoui, S. (2018). Data analytics and big data. John Wiley & Sons. Ebook [https://urls.fr/vD8BCc]

Additional Reading

- Yaseen, S. G. (Ed.). (2022). Digital economy, business analytics, and big data analytics applications. Springer.
- Ittmann, H. W. (2015). The impact of big data and business analytics on supply chain management. Journal of Transport and Supply Chain Management, 9(1), 1-9.
- Ohri, A. (2012). R for business analytics. New York: Springer.

MODULE PLAN SESSIONS :

Plan Session 01 :

Introduction to Big Data and Business Analytics
- Overview of Big Data Concepts and Analytics
- The Evolution and Role of Big Data in Business
- Types of Analytics: Descriptive, Predictive, Prescriptive

Plan Session 02 :

Big Data Infrastructure and Ecosystem
- Introduction to Big Data Technologies: Hadoop, Spark, and NoSQL
- Distributed Storage and Computing
- Data Lake Architecture and Data Warehousing

Plan Session 03 :

Data Collection, Cleaning, and Preparation
- Data Sources and Data Integration Techniques
- Data Cleaning, Transformation, and ETL Processes
- Handling Missing Data and Outliers in Big Data

Plan Session 04 :

Descriptive Analytics and Data Visualization
- Exploratory Data Analysis (EDA) for Large Datasets
- Data Visualization Techniques and Best Practices
- Visualization Tools: Tableau, Power BI ...

Plan Session 05 :

Predictive Analytics in Business
- Introduction to Predictive Modeling Techniques
- Regression Analysis, Decision Trees, and Time Series Forecasting
- Model Evaluation Metrics (e.g., RMSE, R-squared, Accuracy)

Plan Session 06 :

Text and Social Media Analytics
- Text Mining Techniques and Natural Language Processing (NLP)
- Sentiment Analysis and Opinion Mining
- Social Network Analysis for Customer Insights

Plan Session 07 :

Prescriptive Analytics and Optimization
- Introduction to Optimization Techniques (Linear Programming)
- Decision-Making Models for Business Optimization

Plan Session 08 :

Student project presentation

SYLLABUS
SC513E_0101_25
SC Project Management

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

PROGRAMME : **MASTER LSCM / PGTC**

PERIOD : **SPRING**

COORDINATOR : **Mr. Oncu HAZIR**

INSTRUCTOR(S) : **Mr. Oncu HAZIR**

CONTACT HOURS : **24 hours**

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

CREDITS : **4.0 ECTS**

PRE-REQUISITE MODULES :

MODULE DESCRIPTION :

The main aim of this course is to explain the basic concepts and methods of project management and their use in logistics and supply chain management. Fundamentals of organizing and managing projects, planning, control, and risk management applications will be studied. Discussions will be supported with application examples and case studies of supply chain projects. Agile approaches and the opportunities and challenges in managing projects in Industry 4.0 will be discussed.

CONTRIBUTION TO PROGRAMME LEARNING OBJECTIVES :

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

MODULE INTENDED LEARNING OUTCOMES (ILOs) :

After completing the module, students will be able to:
1. Explain the characteristics of project organizations and discuss their advantages.
2. Discover the basic concepts and methods of project management and their use in logistics and supply chain management.
3. Understand planning and control techniques to improve supply chain project management.
4. Identify the principles of risk management of supply chain projects.
5. Discuss the opportunities and challenges in managing projects in the Industry 4.0 era.

TOPICS COVERED :

• Introduction to Project Management
• Organizing and Managing Projects
• Basics of Project Planning and Control
• Risk Management
• Recent Topics in Project Management
• Application Examples and Case Studies of Supply Chain Projects

RESEARCH-LED TEACHING :

Some interesting articles will be presented, and the results will be discussed in class.

CSR AND SUSTAINABLE DEVELOPMENT GOALS :

Sustainability in project management will be discussed.

CSR NB HOURS :

6

SUSTAINABLE DEVELOPMENT GOALS COVERED :

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

TEACHING METHODS :

In this course, active and collaborative teaching methods are used. Exercises cover a wide variety of project management problems. Students work in groups, refer to course material, discuss the topic, and solve problems. Case studies require detailed analysis, and they are designed to foster team working skills. Students are given reading assignments and must present the case studies.

METHODS OF ASSESSMENT :

Continuous/Final	Group/Individual	Assessment	Weight	Duration	ILOs assessed
Final	Individual	Final written exam	60%	3 hours	1-5
Continuous	Group	Oral Final exam	40%	20 minutes	1-5

Assessment 1 details:

A written exam involves calculation and discussion questions.

Assessment 2 details:

Case studies require detailed analysis and integration of the knowledge of several topics. The case analysis requires teamwork: 8-10 hours of preparation and 12-15 minutes of presentation. Teams can contain 3 or 4 members. Only a presentation is required.

ACADEMIC INTEGRITY :

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

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

BIBLIOGRAPHY :

Ulusoy, G., Hazir, Ö. An Introduction to Project Modeling and Planning. Springer Nature, 2021. [eBook https://bit.ly/3g06tvI]
Hartel, D. H. Project Management in Logistics and Supply Chain Management, Springer, 2022. [eBook https://bit.ly/3CoRuml]

Additional Reading

Larson, E.W., Gray C.F. Project Management: The Managerial Process. McGraw-Hill, 8th Edition, 2014.
Shtub, A., Bard, J., Globerson, S. Project Management: Processes, Methodologies, and Economics, Pearson Education Limited; Pearson New International Edition, 2014.

MODULE PLAN SESSIONS :

Plan Session 01 :

Introduction to Project Management

Plan Session 02 :

Organizing and Managing Projects

Plan Session 03 :

Project Planning

Plan Session 04 :

Project Monitoring and Control

Plan Session 05 :

Project Risk Management

Plan Session 06 :

Recent Topics in Supply Chain Project Management

Plan Session 07 :

Recent Topics in Supply Chain Project Management

Plan Session 08 :

Case Study Presentations

SYLLABUS
SC517E_0101_25
Supply Chain Analytics & Digitalization

ACADEMIC AREA	:	**SUPPLY CHAIN MANAGEMENT AND INFORMATION SYSTEMS**
PROGRAMME	:	**MASTER LSCM / PGTC**
PERIOD	:	**SPRING**
COORDINATOR	:	**Mr. Muhammad HABIBI**
INSTRUCTOR(S)	:	**Mr. Daniel SANCHEZ PINEDA** **Mr. Muhammad HABIBI**
CONTACT HOURS	:	**24 hours**
STUDY TIME	:	**null hours (Class preparation, homework and assessments)**
CREDITS	:	**4.0 ECTS**

PRE-REQUISITE MODULES :

None

MODULE DESCRIPTION :

The purpose of this module is to present the basics of analytics to support managerial decisiosn in supply chains. For this purpose, the module contains introductory topics on analytics and decision analysis, as well as case studies in supply chain management.

CONTRIBUTION TO PROGRAMME LEARNING OBJECTIVES :

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

MODULE INTENDED LEARNING OUTCOMES (ILOs) :

1. Understand the basics of analytics and its use to support managerial decision making
2. Implement statistical techniques to analyze historical data and make better forecasts.
3. Implement data analysis and presentation tools to enhance forecasting, inventory management and supply chain design
4. Apply optimization methods to solve supply chain problems
5. Analyze case studies of supply chain analytics

TOPICS COVERED :

1. Data Cleaning, Manipulation and Visualization
2. Statistical Inference in Supply Chain
3. Forecasting and Machine Learning in Supply Chain
4. Optimization in Supply Chain

RESEARCH-LED TEACHING :

Some discussions on my research topics on Optimization Problems will be initiated during Session 8.

CSR AND SUSTAINABLE DEVELOPMENT GOALS :

CSR NB HOURS :

1

SUSTAINABLE DEVELOPMENT GOALS COVERED :

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

TEACHING METHODS :

Face-to-face / online / hybrid depending on the health situation
Case study
Tutorial

METHODS OF ASSESSMENT :

Continuous/Final	Group/Individual	Assessment	Weight	Duration	ILOs assessed
Continuous	Group	Participation or task completion	40%	15 minutes per group	All
Final	Individual	Final written exam	60%	3 hours	All

Assessment 1 details:

This assessment will consist of a group discussion and a group presentation based on a case.
The discussion and presentation will account for 5% and 35% of the total grade, respectively.

Assessment 2 details:

The exam covers all topics discussed.

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BIBLIOGRAPHY :

• Evans, J. R. (2020). Business Analytics. (3rd edn). Pearson Education. [eBook https://bit.ly/3TuFyXS].
• Chopra, S. and Meindl, P. (2018). Supply Chain Management: Strategy, Planning, and Operation. (7th edn). Pearson Education. [eBook https://bit.ly/39FyMg2]
• Taha, H. (2017). Operations Research: An Introduction. (10th edition). Pearson [eBook : https://tinyurl.com/2frtxmwc]

Additional Reading

• Other resources will be provided throughout the course

MODULE PLAN SESSIONS :

Plan Session 01 :

Topics :
- Course Outline
- Supply Chain, Beergame, and Analytics
- Descriptive Analytics I

Taught by Khakim HABIBI
Duration : 3 hours

Plan Session 02 :

Topics :
- Descriptive Analytics II

Taught by Khakim HABIBI
Duration : 3 hours

Plan Session 03 :

Topics:
- Predictive Analytics - Supervised Learning I

Taught by Daniel SANCHEZ-PINEDA
Duration : 3 hours

Plan Session 04 :

Topics :
- Predictive Analytics - Supervised Learning II

Taught by Daniel SANCHEZ-PINEDA
Duration : 3 hours

Plan Session 05 :

Topics :
- Prescriptive Analytics - Linear Programming and Simplex Method

Taught by Khakim HABIBI
Duration : 3 hours

Plan Session 06 :

Topics :
- Prescriptive Analytics - Integer Programming and Branch-and-Bound

Taught by Khakim HABIBI
Duration : 3 hours

Plan Session 07 :

Topics:
- Prescriptive Analytics - Optimization with Excel
- Case Discussion

Taught by Khakim HABIBI
Duration : 3 hours

Plan Session 08 :

Topics:
- Final Project Presentation
- Course Wrap-Up
- Student Feedback

Taught by Khakim HABIBI
Duration : 3 hours

SYLLABUS

SC518E_0101_25

SC Risk & Disaster Management

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

PRE-REQUISITE MODULES :

There is no specific module that is essential before studying this module. However, any prior knowledge of operations management, supply chain management, risk management, operations research, probability theory, project management, inventory planning, purchasing, and procurement can be helpful.

MODULE DESCRIPTION :

The objective of this course is for the students to understand various risks that may occur in a supply chain, their impact, how a supply chain should mitigate and respond to such risks, and how a supply chain can be designed to be resilient against them. Therefore, two main perspectives are followed: (i) commercial supply chain risk management from a company point of view, and (ii) disaster management view from a local authority's perspective trying to help affected people. Therefore, this module also introduces how various disasters can be managed through the disaster management cycle (DMC), including Mitigation, Preparedness, Response, and Recovery. We utilize real-life case studies, academic concepts, and problems to be addressed by governments, relief organizations (e.g., the red cross, private suppliers, etc.). Integration and coordination among all stakeholders to speed up the flow of material (e.g., blanket, medicine, food), financial (e.g., donation), information (e.g., using interest-based technologies and mobile devices), and human (e.g., affected people, volunteers, emergency responders) are discussed.

CONTRIBUTION TO PROGRAMME LEARNING OBJECTIVES :

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

MODULE INTENDED LEARNING OUTCOMES (ILOs) :

At the end of this module, students will be able to learn, understand and analyze:
1. potential risks in a supply chain, disaster management and humanitarian operations (DM/HO) theories, classifications,

concepts, and
frameworks.
2. similarities/ differences between various disasters, and the significant challenges in each type of disaster.
3. understand the likelihood of risk occurrence and analyze the impact of risk in supply chains of different industries.
4. considering possible strategies to mitigate multiple threats, and various decisions are taken in different phases and situations depending on the disaster types.
5. how we can help DM/HO stakeholders such as FEMA, Red Cross, Red Crescent, and WHO, their roles, and objectives in decisionmaking, prevention and mitigation, evacuation, humanitarian logistics, casualty management, recovery, and restoration.

TOPICS COVERED :

• Introduction to emergencies, disasters, and catastrophes and their impact in today’s world;
• The difference between disaster management: humanitarian vs. commercial perspectives, a framework for understanding risk
• Engineering supply chain resilience
• Industry sector resilience to supply chain threats
• Natural disasters and pandemics, basic concepts of disaster operations, disaster management life cycle;
• Terrorism and security, and characteristics of deliberate manmade disasters
• Features of inadvertent manmade disasters such as industrial accidents and oil spills;
• Climate change and emissions policy
• Economic risks to the supply chain
• Societal risks to supply chains
• Corruption in the logistics industry
• Cargo crime and piracy
• Political risks in supply chains
• Illicit supply chains
• Disaster physical logistics: prepositioning and transportation;
• Disaster human logistics: evacuation, mass casualty incidents, and sheltering;
• Last-mile delivery in disaster management;
• Donations and financial flows in disasters;
• The role of information technology in disasters;
• Supply chain and logistics networks in disasters;
• Major decision-making problems in disasters;
• Recovery after disasters;
• Global networks in disaster.

RESEARCH-LED TEACHING :

Several practical case studies and research-based reports will be used in this module.

CSR AND SUSTAINABLE DEVELOPMENT GOALS :

We aim to learn the impact of risk management on sustainable production and distribution of products in supply chain processes.

CSR NB HOURS :

14

SUSTAINABLE DEVELOPMENT GOALS COVERED :

- 03 - Good health and well-being
- 09 - Industry, innovation and infrastructure
- 11 - Sustainable cities and communities
- 13 - Climate action

TEACHING METHODS :

Various teaching methods will be used, comprising lectures, case studies, student group presentations, and videos.

METHODS OF ASSESSMENT :

Continuous/Final	Group/Individual	Assessment	Weight	Duration	ILOs assessed
Final	Individual	Written in class	60%		1-5
Continuous	Group	Group work	40%	During the semester	1-5

Assessment 1 details:

Will be communicated in class.

Assessment 2 details:

Will be communicated in class.

ACADEMIC INTEGRITY :

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· Fabrication
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Manners-Bell, J. (2023). Supply Chain Risk Management: How to Design and Manage Resilient Supply Chains. (4th edn). Kogan Page.
Waters, D. (2011). Supply Chain Risk Management: Vulnerability and Resilience in Logistics. (2nd edn). Kogan Page. [eBook https://bit.ly/3R1nRjM]
Maxwell, D., & Gelsdorf, K. H. (2019) Understanding the Humanitarian World”. Routledge. [eBook https://bit.ly/47qTDfu]

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Tomasini, R. & Van Wassenhove, L.N. (2009) Humanitarian logistics. Palgrave Macmillan. [eBook https://bit.ly/40EIVj0]

Additional Reading

Chopra, S. and Meindl, P. (2018). Supply Chain Management. (7th edn). Prentice Hall. [eBook available]
Gupta, Sushil, Starr, Martin K., Zanjirani Farahani, Reza and Asgari, Nasrin (2020) Pandemics/epidemics: challenges and opportunities for operations management research. Manufacturing and Service Operations Management, ISSN (print) 1523-4614 (In Press)
Gupta, Sushil, Starr, Martin, Zanjirani Farahani, Reza and Mahboob, Mahsa (2020) Prevention of terrorism: an assessment of prior POM work and future potentials. Production and Operations Management, 29(7), pp. 1789-1815.
Gupta, Sushil, Starr, Martin, Zanjirani Farahani, Reza and Matinrad, Niki (2016) Disaster management from a POM perspective: mapping a new domain. Production and Operations Management, 25(10), pp. 1611-1637.
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Zanjirani Farahani, Reza, Lotfi, M.M., Baghaian, Atefeh, Ruiz, Rubén and Rezapour, Shabnam (2020) Mass casualty management in disaster scene: a systematic review of OR&MS research in humanitarian operations. European Journal of Operational Research 287(3) 787-819.

MODULE PLAN SESSIONS :

Plan Session 01 :

3h
01 A framework for understanding risk
• An analysis of supply chain threats
• The severity of threat
• Understanding the causes of supply chain disruption
• External risk categories

Plan Session 02 :

3h
02 Engineering supply chain resilience
• Preparedness and strategies for response
• Business continuity management (BCM)
• Offsetting the risk of business interruption
• Gase study of resilience: how does Cisco manage risk?
• The role of flexible technology in supply chain resilience
• The role of government and commercial companies

Plan Session 03 :

3h
03 Industry sector resilience to supply chain threats
• Automotive
• High tech
• Consumer goods/retail
• Food
• Fashion
• Pharma/healthcare

Plan Session 04 :

3h
04 Natural disasters and pandemics
• The impact of natural disasters on supply chains
• Pandemics

Plan Session 05 :

3h
05 Climate change and emissions policy
• Climate change
• Pollution and 'diesel bans

Plan Session 06 :

3h
06 Economic risks to the supply chain
• Demand shocks
• Currency fluctuations
• Supply shocks
• Industrial unrest

Plan Session 07 :

3h
07 Societal risks to supply chains
• Fair labour
• 'Conflict-free' minerals
• Environmental practices of supply chain partners
• Food shortages in developing countries

Plan Session 08 :

3h
08 Corruption in the logistics industry
• Why is the logistics industry so prone to corruption?
• Anti-bribery, anti-corruption legislation
• Most corrupt markets
• Freight forwarding and customs corruption
• Customs corruption in the EU
• Dealing with corrupt customs officials: WEF best practice
• Smuggling and customs corruption
• VAT fraud schemes
• Cracking down on customs corruption
• Freight forwarding, airlines and cartels
• Unofficial tolls and crossing controls
• Allegations of corruption in government contract negotiations
• Major defence logistics corruption in Afghanistan
• Humanitarian aid logistics corruption
• Organized crime in transport Operations

Final exam

SYLLABUS
SC528E_0101_25
International Sourcing & Procurement

ACADEMIC AREA	:	**SUPPLY CHAIN MANAGEMENT AND INFORMATION SYSTEMS**
PROGRAMME	:	**MASTER IBNG / PGTC LEVEL 5 MASTER**
PERIOD	:	**SPRING**
COORDINATOR	:	**Ms. Ngoc-Phung DANG**
INSTRUCTOR(S)	:	**Ms. Ngoc-Phung DANG**
CONTACT HOURS	:	**24 hours**
STUDY TIME	:	**120 hours (Class preparation, homework and assessments)**
CREDITS	:	**4.0 ECTS**

PRE-REQUISITE MODULES :

None.

MODULE DESCRIPTION :

Designed for students whose career interests might be directed towards purchasing and procurement management, this module explains why those jobs are strategic for companies, how to chose the best purchasing strategy per category and to implement it.

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) :

Understand the strategic role of purchasing & procurement
Identify the main purchasing stakes and build a purchasing strategy
Get a complete overview of the standard purchasing process
Get a overview of the different procurement strategies and processes
Identify, select relevant suppliers/vendors and negotiate framework contracts
Identify and manage the different purchasing and supply risks
Integrate sustainability and decarbonation into purchasing activities

TOPICS COVERED :

Use the Kraljic matrix to build a purchasing strategy
Consider and manage a VUCA environment
Understand the different steps of a tender
Identify, analyse and manage different risks of the supply chain (purchasing & procurement)
Use and understand the main terms and usages in purchasing/procurement
Negotiation & contract management
Purchasing & sustainability/decarbonation

RESEARCH-LED TEACHING :

NA

CSR AND SUSTAINABLE DEVELOPMENT GOALS :

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

CSR NB HOURS :

SUSTAINABLE DEVELOPMENT GOALS COVERED :

- 10 - Reduced inequalities
- 12 - Responsible consumption and production
- 17 - Partnership for the goals

TEACHING METHODS :

A variety of teaching methods will be used comprising lecture, case study and student group presentation. Case studies are based on real-life examples.

METHODS OF ASSESSMENT :

Continuous/Final	Group/Individual	Assessment	Weight	Duration	ILOs assessed
Final	Individual	Final	60%	2h00	
Final	Group	Multimedia production	40%	10mn	

Assessment 1 details:

Business Case on supply chain issues. Recommend the best strategies according to the information provided

Assessment 2 details:

Writting work to deliver : 1 page Executive Summary + 5 detailed slides (calculation and arguments)
Group Oral Presentation : 10mn to present the key results and analysis

ACADEMIC INTEGRITY :

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BIBLIOGRAPHY :

None.

Additional Reading

MODULE PLAN SESSIONS :

Plan Session 01 :

Introduction

1. Introduction, history and definitions (purchasing, procurement)
2. Strategic role of purchasing & procurement
3. Key stakes and challenges
4. Different types of purchasing
5. Purchasing and procurement evolution (VUCA, digitalisation, change management...)

Plan Session 02 :

Identify the main purchasing stakes and build a purchasing strategy

1. Main purchasing stakes
2. Purchasing maturity
3. Sustainability/decarbonation, SDG integration
4. Build a purchasing strategy

Plan Session 03 :

Get a complete overview of the standard purchasing process

1. Step 1: Identify and analyse the sourcing needs

2. Step 2: Evaluate and select the best suppliers
3. Step 3: Launch a call for tenders/consultation
4. Step 4: Analyse and select the relevant partners
5. Step 5: Negotiate the best contract
6. Step 6: Conclude and sign the contract
7. Step 7: Deploy and monitor performance

Group Case Study on evaluating the best suppliers (Kraljic matrix)

Plan Session 04 :

Get a overview of the different procurement strategies and processes

1. Different replenishment methods (Lean management, Just In Time, EOQ)
2. Demand planning and management

Group Case study presentation on evaluating the best suppliers (Kraljic matrix)
Case Study on choosing the procurement best strategies (Lean Mgt, JIT or EOQ)

Plan Session 05 :

Get a overview of the different procurement strategies and processes

3. Sales forecasts : what, why, how
4. Safety stock : definition and calculation

Case Study on Sales Forecast and Safety Stock

Plan Session 06 :

Identify and prevent the different purchasing and supply risks

1. Identify the main risks of the purchasing and supply operations
2. Analyze risks in supply chain

Business Case on Risk mapping & Eisenhower matrix to map risks (Likelihood/Impact matrix), calculating the risk score and prioritising the actions (Eisenhower Matrix)

Plan Session 07 :

Identify and prevent the different purchasing and supply risks

3. Tackle risks : Reduce, Prevent, Transfer, Accept, Re-evaluate the risks
Prevent risks (Preliminary Risk Analysis)

Group Case study for assessment : Decarbonation recommendations (1h30)

Plan Session 08 :

Group presentation of decarbonation propositions (0h40)
Case study - Individual assessment (2h00)

SYLLABUS
SC529E_TC_0101_25
Purchasing & Sales Management

ACADEMIC AREA	:	**SUPPLY CHAIN MANAGEMENT AND INFORMATION SYSTEMS**
PROGRAMME	:	**PGTC**
PERIOD	:	**SPRING**
COORDINATOR	:	**Mr. Julien PAUMIER-GRUT**
INSTRUCTOR(S)	:	**Mr. Benoit COSSON** **Mr. Julien PAUMIER-GRUT**
CONTACT HOURS	:	**24 hours**
STUDY TIME	:	**null hours (Class preparation, homework and assessments)**
CREDITS	:	**6 ECTS**

PRE-REQUISITE MODULES :

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

MODULE DESCRIPTION :

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

CONTRIBUTION TO PROGRAMME LEARNING OBJECTIVES :

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

MODULE INTENDED LEARNING OUTCOMES (ILOs) :

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

TOPICS COVERED :

• Strategic purchasing
• Purchasing policies, procedures and support tools
• Supplier relationships and partnering
• Sourcing and the management of suppliers

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

RESEARCH-LED TEACHING :

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

CSR AND SUSTAINABLE DEVELOPMENT GOALS :

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

CSR NB HOURS :

2

SUSTAINABLE DEVELOPMENT GOALS COVERED :

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

TEACHING METHODS :

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

METHODS OF ASSESSMENT :

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

Assessment 2 details:

Essay

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BIBLIOGRAPHY :

Purchasing
- Lysons K., Farrington, B. (2020). Procurement and Supply Chain Management (10th edn.). Cendage Learning. [eBookhttps://bit.ly/3NMsyL6]
- Monczka R. M. (2020). Purchasing and supply chain management (7th edn). Cengage Learning. [eBook : https://bit.ly/3TeP8wI]

Sales Management
- Jobber, D., Lancaster G., Le Meunier, K. (2019). Selling and Sales Management, (11th edn). Mcgraw Hill Higher Education [eBookhttps://bit.ly/3MJSrMi]
- Tanner, J., Honeycutt, E.D, Erffmeyer, C. (2014). Sales Management: Shaping Future Sales Leaders (new international edition). Pearson Education. [eBook https://bit.ly/3oNW7jD]

International/ Global Trade
Lasserre, P. (the latest edition) Global Strategic Management, Palgrave Macmillan.

Additional Reading

None

MODULE PLAN SESSIONS :

Plan Session 01 :

Role of Purchasing & Purchasing Processes
- Discussion of module structure and assessments
- Introduction to Purchasing and Sales Management- Role of Purchasing
- Tasks and Responsibilities
- Principles and Policies- Purchasing Organization

Plan Session 02 :

Sourcing strategies
• What is sourcing?
• The strategic sourcing process
• Sourcing information
• Analysis of market conditions
• Directives
• E-sourcing
• Supplier Evaluation
• Supplier approval
• Evaluating supplier performance
• Policy issues in sourcing
• The supplier base

Plan Session 03 :

• Outsourcing
• Make vs Buy
• Partnering
• Intellectual property rights
• Procurement management of IPRs
• Procurement support for in-house marketing
• Intra-company trading
• Procurement consortia
• Sustainability
• Sourcing decisions
• Factors in deciding where to buy

Plan Session 04 :

Sales Management / Globalization of Markets & Competition [Lasserre - 1]
• Midterm on Purchasing: written continuous assessment
• The Role of Selling
• The Marketing Concepts behind Sales- Ethics, Partners and Relationships

Plan Session 05 :

• The phenomenon of globalization
• Globalization from a macro perspective• What are the factors that push for globalization?
• What are the factors that work against globalization? The localization push
• Globalization at the level of the firm
The global/multi-local mapping

Plan Session 06 :

Designing a Global Strategy [Lasserre - 5] / Assessing Countries' Attractiveness [Lasserre - 6]
- A company business strategy
- Framework for a global strategy
- Global strategies and the multi-business firm

- Global strategies and the small and medium-sized enterprise (SME)• Born global
- Why is a country attractive?
- Market, resources and industry opportunities
- Assessing market opportunities
- Assessing resource opportunities
- Competitive context
- Socioeconomic, political and cultural distance
- Country risk analysis

Plan Session 07 :

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

Organizational Buyer Behaviour- Consumer Behaviour

Plan Session 08 :

Group Presentations
- Module sum-up and closure
- Assignment review
- Case studies and examples