

NANTES | PARIS | BEIJING | SHENZHEN | CHENGDU



SUMMER PROGRAMME SYLLABUS



2020



Audencia Summer Term

2020 Edition

This intensive program is designed for students who need additional credits or want to experience studying at Audencia before committing to a full-time schedule. Our summer term is ideal for students who want to broaden their knowledge and deepen their understanding of the European market and management practices. The program is based on a combination of course work, group projects, company visits, and city tours. Students may complete the entire 8-week program or select weeks that fit their needs and interests. Each week, students may choose one of the courses being offered. Each module is worth 4 ECTS credits. French courses are also provided for students who wish to participate, and accommodation with a French host family can be arranged upon request.

Students are welcome to go on regular field trips with us, where we will take them on tours of companies such as Airbus and Cointreau.

Course schedule

WEEK	DATES	COURSES AT AUDENCIA
1	May 18 – May 22 <i>Thursday off due to bank holiday</i>	Branding & Advertising Strategies Cross-Cultural Management
2	May 25 – May 29	Social Media and Innovation Digital Marketing Strategy
3	June 2 – June 5 <i>Monday off due to bank holiday</i>	International Marketing and Communications International Finance: the Role of Risk Problem Solving in the Global Context
4	June 8– June 12	International Economics Business Environment in Latin America
5	June 15 – June 19	Psychology of Money and Consumer Behavior Strategy and Business Model Innovation
6	June 22– June 26	Sport Business Management: From Traditional to E-Sports Big Data: Marketing Analytics Entrepreneurship : New Venture Creation
7	June 29 – July 3	Intercultural Leadership Big Data: Data Analytics and Visualization Arts and Science of Negotiations
8	July 6 – July 10	Study Trip to Brussels Dark Trade

Sample week schedule

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
9:00am – 11:00 am	Lectures or tutorials	Lectures or tutorials	Lectures or tutorials	Lectures or tutorials	Exam
11:00 am – noon	Tutorials or group work	Tutorials or group work	Tutorials or group work	Tutorials or group work	
1:00pm – 4:00 pm	Lectures or tutorials	Lectures or tutorials	Lectures or tutorials	Optional Company visits	
5:00pm – 6:00 pm	Optional French	Optional French	Optional French		

CLE ST4	CROSS CULTURAL MANAGEMENT
Course leader	Benoît Chalifoux, visiting professor from UQAM University, Canada
Course description	<p>The globalization of business has brought about a demand for leader and managers who are able to accomplish their objectives by working effectively outside the boundaries of nations, function, professions, and organization, and as well as their cultural and ethnic reference groups.</p> <p>This course covers the challenge of interacting, managing and leading across cultural differences and national boundaries. Cultural differences are hard to understand because, although their consequences are obvious, it is not easy to analyze, describe or categorize them. Culture is actually highly complex. For future managers, being aware of the variety of issues and opportunities that arise when we take action outside our own culture is a key factor for success.</p>
Course objectives	<p>At the end of this module, participants will be able to:</p> <ul style="list-style-type: none"> • consider the importance of intercultural communication • learn to think across cultural differences; • be aware of issues and challenges involved in global business; • develop skills, expertise and work required toward personal and professional growth; • negotiate across different cultures; • understand the opportunities of doing business with different cultures.
Course topics	<p>Introduction to the global business environment and cross cultural management; Developing your Soft Skills for Today and Tomorrow in a Global World; Understanding cultural differences; The importance of communication in negotiation across boundaries; Doing business in the Middle East, Latin America, Asia, Europe, Africa, and North America; How to succeed working overseas: Building great leaders; Business case studies: The international success of McDonald's Corporation, the «Starbucks» revolution, the failure of Wal-Mart in Germany, etc.</p>
Learning methods / Teaching procedures	<p>A successful outcome of this course depends very much on group dynamics and personal involvement; therefore, the teaching method will encourage creative thinking and interactive communication, through guided exercises, role plays, videos, and tests. Students are encouraged to question themselves, express opinions, compare points of view and evaluate new options, within the context of group discussion.</p>
Assignments	Class participation, case study preparation, and practical exercises
Evaluation	Continuous assessment: 20% / Group case study: 40% / Final exam: 40%
Bibliography / Course material	<p>Required readings</p> <ul style="list-style-type: none"> - Ibarra, H. and Lee Hunter, M. (2007). How Leaders Create and Use Networks. Harvard Business Review. - Trompenaars, F. (1996), Resolving International Conflict: Culture and Business Strategy. London Business School 7(3) p51-68. - Thomas, D.A and Ely, R.J(1996). Making Differences matter. A new paradigm for managing diversity. Harvard Business Review. p 1-13. - Hofstede, GJ, Catholijn, M. and Jonker, T.V. (2012). Cultural Differentiation of Negotiating Agents. Group Decis Negot . 21. p79–98. <p>References for further reading</p> <ul style="list-style-type: none"> - Meyer E., (2016). The Culture Map. PublicAffairs. - Dauber D., Fink, G., and Yolles, M. (2012). A Configuration Model of Organizational Culture . Sage p1-16. - Günter K. Stahl, Building Cross-Cultural Leadership Competence: An Interview With Carlos Ghosn, Academy of Management Learning & Education; Sep 2013, Vol. 12 Issue 3, p 494-502. - Söderberg, A.-M., & Holden, N. 2002. Rethinking cross cultural management in a globalizing business world. International Journal of Cross Cultural Management, 2(1): 103–121.
Number of credits	4 ECTS; 2US
Course schedule	3 sessions <i>Thursday off due to bank holiday</i>

<i>Session</i>	<i>Description</i>
1.	An Introduction to the Global World - Introduction to the course and the participants - Course objectives and requirements - Form the teams - Developing your soft skills in a global world - Today and Tomorrow's Challenges in a World of Rapid Change - Nation, culture, and identity
2.	The intercultural analysis in management - Hofstede model - Iribarne & Trompenaars models - The culture map framework
3.	Culture, business ethics & International negotiations - Multicultural personnel management - Doing Business in Africa (Business cases) - Doing business in Asia (Business cases) - Doing business in Europe (Business cases) - Doing business in Latin America (Business cases) - Doing business in North America (Business cases) - Doing business in the Middle East (Business cases)

SCM2_ELE01	BRANDING AND ADVERTISING STRATEGIES
Course leader	<p>Michael Vasseur, Marketing consultant, CEO at F&F Beverages <i>Michaël participated to the development of digital presence, events and viral visibility for many brands including Hertz, Armani, Lancôme or Diesel.</i> <i>He is now CEO of F&F Beverages, a company dedicated to the launch of a multiple award winning beverage, present in 8 countries worldwide, Innate Organic Infused Water.</i> http://www.drinkinnate.com/en</p>
Course description	<p>First part: The aim of this course is to provide students with a complete review of the most recent and effective trends in terms of consumer behavior, design and communication in the era of a digital oriented marketing.</p> <p>Second part: This course aims at giving students a specific insight on how to build & manage brand equity, & optimise the brand's contact points throughout consumer's experience. This class addresses brand personality, values and culture, branding, communication strategies, brand experience through case studies of famous European brands.</p>
Course objectives	<p>First part: Understand how the new trends in consumer behaviour have strongly modified the classic perception of marketing, and influenced its field turning it into creative forms of advertisement.</p> <p>Second part: The objective is to understand the idea of branding, and to have the working knowledge on how to conceive, build and maintain brand equity or brand value for the consumer over time. It will provide the student with the tools, insights, examples to approach marketing problematics such as brand identify, brand building, & brand activation</p>
Course topics	<p>Emarketing Ebranding Guerilla marketing Viral marketing Definition & History of Branding Brand identity Building Equity – the art of managing and building functional and emotional value for the consumers Brand Activation – Bringing your brand to life to interact with your target audience: IMC, Communication platforms & touchpoint planning.</p>
Learning methods / Teaching procedures	<p>Classes will be supported by examples from sports, fashion, consumer goods, social networks, etc. and will be animated by workshops, case studies, review of commercials and many others.</p>
Assignments	<p>Participation in group work and case studies</p>
Evaluation	<p>Group project: 100%</p>
Bibliography / Course material	<p>R. Blakeman, Integrated Marketing Communication: Creative Strategy to Implementation 2007, Rowman & Littlefield Publishers</p> <p>T. Calkins e.a: Kellog On Branding: The Marketing Faculty of the Kellog School of Management, 2005, Wiley</p> <p>W. CHAN KIM: Blue Ocean Strategy: How to Create Uncontested Market Space and Make Competition Irrelevant, 2005, Harvard Business Review Press</p> <p>Clayton M. CHRISTENSEN: The Innovator's Dilemma: The Revolutionary Book That Will Change the Way You Do Business, 2011, HarperBusiness</p> <p>Seth GODIN: Purple Cow, New Edition: Transform Your Business by Being Remarkable, 2009, Portfolio</p> <p>Seth GODIN: Tribes: We Need You to Lead Us, 2008, Portfolio</p> <p>Seth GODIN: All Marketers are Liars, 2009, Portfolio</p> <p>Seth GODIN: Permission Marketing : Turning Strangers Into Friends And Friends Into Customers, 1999, Simon & Schuster</p> <p>Malcolm GLADWELL: Outliers: The Story of Success, 2011, Back Bay Books</p>

	<p>Malcolm GLADWELL: The Tipping Point: How Little Things Can Make a Big Difference, 2002, Back Bay Books</p> <p>Malcolm GLADWELL: Blink: The Power of Thinking Without Thinking, 2007, Back Bay Books</p> <p>B. Holt, How Brands Become Icons: The Principles Of Cultural Branding, 2004, Harvard Business Review Press</p> <p>P. Kotler, K. Keller: Marketing Management, 14th edition, 2012, Pearson Education</p> <p>Geoffrey A. MOORE: Crossing the Chasm: Marketing and Selling Disruptive Products to Mainstream Customers, 2002, HarperBusiness</p> <p>Geoffrey A. MOORE: Inside the Tornado: Strategies for Developing, Leveraging, and Surviving Hypergrowth Markets, 2004, HarperBusiness</p> <p>M. Neumeier: The Brand Gap – How To Build The Bridge Between Business Strategy & Design - Revised Edition, 2005, New Riders</p>
Number of credits	4 ECTS, 2 US
Course schedule	6 sessions * 4 hours Thursday off due to bank holiday

<i>Session</i>	<i>Description</i>
1.	Introduction. Summary of great marketing definitions and theories: 'new' marketing concepts and their authors: Seth Godin, Malcolm Gladwell, Geoffrey A. Moore...
2.	E-marketing and e-branding: review of the most effective trends in terms of digital marketing.
3.	<p>-How to build an effective and creative viral marketing campaign. Examples chosen amongst fashion, cosmetics and mass market goods.</p> <p>-Description and examples of various 'guerilla' marketing techniques & tools, such as street, ambient, ambush, stealth, etc. Creativity at its height</p>
4.	A complete overview of the key principles and tools to build successful brands
5.	Application of the principles and tools discussed previously on a real life case study to be approached in group work sessions.
6.	Oral presentations of the group work and conclusion.

SCM2_ELE10	SOCIAL MEDIA AND INNOVATION
Course leader	Clare Cook, visiting professor from University of Central Lancashire, UK https://www.uclan.ac.uk/staff_profiles/clare_cook.php
Course description	Featuring a one-day hackathon also run in Brazil, Portugal, Switzerland and the UK, this course gives students a chance to explore media innovation in real terms.
Course objectives	<p>The aim of the module is to develop creative, flexible and innovative professionals who can bring fresh thinking to an organization and understand the shifting media landscape. Through team work and a range of design methods, you will create dynamic and innovative ideas for a start-up media enterprise, social media product or launch your own journalistic offering while accurately reflecting business imperatives.</p> <p>The skills, knowledge and insights you gain in this class will be invaluable as you enter a rapidly shifting media landscape. In this module, you will learn to research, develop, refine and pitch an innovative idea that showcases your business knowledge, talents and market acuity. Here are the main objectives:</p> <ol style="list-style-type: none"> 1. Demonstrate knowledge of innovation processes 2. Understand the shifting media landscape as it impacts on varied industries 3. Demonstrate a developing understanding of core processes of national and international media industries and changes in their business, economics and marketing. 4. Research and analyse economic practices and structures of start-ups in national and international settings and contexts.
Course topics	You will learn about the legal, commercial and ethical contexts surrounding the future of media landscapes, and you will have the opportunity to hear from entrepreneurs from big and small media organizations
Learning methods / Teaching procedures	A series of lectures, workshops, discussions, and a conference
Assignments	Class participation, case study preparation, and practical exercises
Evaluation	Continuous assessment: 50% / Final exam: 50%
Bibliography / Course material	<p>Bradshaw, P. and Rohumaa, L. (2011) "The online journalism handbook: skills to survive and thrive in the digital age," Harlow, New York, Longman</p> <p>Bradshaw, P. (2007) "A model for the 21st century newsroom: pt1 – the news diamond," Online Journalism Blog, available at: onlinejournalismblog.com/2007/09/17/a-model-for-the-21st-century-newsroom-pt1-the-news-diamond/</p> <p>Knight, Megan and Cook, Clare (2013) "Social Media for Journalists: Principles and Practice," SAGE Edition.</p>
Number of credits	4 ECTS; 2 US
Course schedule	4-day seminar

CLE ST16	DIGITAL MARKETING & CRM
Course leader	Jens Haarmann, visiting professor from ZHAW University Winterthur, Switzerland https://faculte-recherche.audencia.com/en/cvs/cv/jens-haarmann/?no_cache=1
Course description	This course enables students to develop a basic digital marketing strategy for a company and understand how to use key tools such as search engine advertisements, social media campaigns, content marketing etc.
Course objectives	<ul style="list-style-type: none"> . Upon completion of the module the students should be able to: . Define goals and target groups of a digital marketing strategy . Know the advantages and disadvantages of the most important digital marketing and CRM tools . Apply digital marketing tools and CRM through hands-on experience
Course topics	<ul style="list-style-type: none"> . Digital Marketing Goals & Strategy . Target Groups and Personas . Website Design Principles . Search Engine Optimization & Advertisement . Social Media Strategy . Email-Campaigns . Digital Customer Relationship Tools . Content / Inbound Marketing . Trends and Technologies in Marketing Automation
Learning methods / Teaching procedures	The course time is split into approx. 50% of lectures & discussions and 50% individual and group exercises, reviews of corporate websites and the use of Analytics/Adwords tools.
Assignments	Participation in case studies and group work
Evaluation	Continuous assessment of group work (50%) and exam (50%)
Bibliography / Course material	Audencia will provide students with pre-readings and hand-outs. Students should plan on reading approx. 80 - 100 pages of book chapters, articles and cases before and during the course.
Number of credits	4 ECTS; 2 US
Course schedule	4 sessions

<i>Session</i>	<i>Description</i>
1.	Introduction / Digital Marketing Strategy / Target Groups and Personas / Overview of key marketing tools / Website principles / Cases and exercises
2.	Search engine optimization / advertisement / Social Media Strategy / Overview of key social media platforms
3.	Website analytics / Email campaigns / Content / Marketing
4.	Digital CRM Tools / Trends and Technologies in Marketing Automation / Presentation of Group Works / Exam

CLE ST18	STRATEGY AND BUSINESS MODEL INNOVATION
Course leader	Bongjin Kim, visiting professor from Ewha Womans University, Korea http://biz.ewha.ac.kr/eng/esb/faculty/ba/prof
Course description	This course is designed to help students gain knowledge of the fundamental principles and theories of strategy and business model to understand the competitive forces facing a firm, to assess the attractiveness of the industry, and to identify potential sources of competitive advantage and disadvantage of a firm from the point of view of the practicing general manager. The key focus of this course is on the creation and maintenance of the long-term health of the entire firm or a major division of a corporation. As such, this course is concerned with strategic decisions, and with both the content of those decisions and the process by which general managers position the businesses and allocate resources in the face of competition and uncertainty. This means that this course stresses the determination of strategic direction and the management of the strategic process.
Course objectives	<p>Upon completion of this course, students will be able to</p> <ul style="list-style-type: none"> • Develop knowledge and skills to apply course material/learning to improve strategic thinking, problem solving skills, and management decisions in the real world. • Understand the importance of business model innovation in association with strategy in creating a sustainable competitive advantage • Understand fundamental principles, various tools, theoretical views, and ethical/leadership issues of strategic management to analyze the competitive forces, assess the attractiveness of the industry, evaluate and develop the critical resources and capabilities, and gain and sustain a competitive advantage. <p>Develop skills to critically analyze and evaluate strategic issues and problems, arguments, and point of view for successful formulation and implementation of strategy both quantitatively and qualitatively.</p>
Course topics	<ul style="list-style-type: none"> • Strategy • Business Model & Blue Ocean Shift • Sustainable Competitive Advantage • Industry analysis and competitive dynamics • Core Capabilities/Competences • Diversification
Learning methods / Teaching procedures	Lecture, group case discussion, workshop, presentation
Assignments	Class participation, case study preparation, and practical exercises
Evaluation	Exam (50%), group case presentation (20%), group project presentation (30%)
Bibliography / Course material	No text book is required. Cases will be provided.
Number of credits	4 ECTS; 2 US
Course schedule	6 sessions of 4 hours each

CLE STE10	INTERCULTURAL LEADERSHIP
Course leader	Arthur Rubens, visiting professor from Florida Gulf Coast University, United States http://ruby.fgcu.edu/courses/arubens/
Course description	This course will introduce the student to the study of leadership and the concept of achieving excellence in their organizations by engaging the students in a variety of activities designed to enhance their understanding of the challenges, which confront today's business professionals. The course will focus on how a true leader can create new ways of thinking and behaving -- ways that not only will result in more productive and satisfied employees, but will also help employees achieve their organizational goals and objectives. First, the student will learn about themselves, leadership styles and the differences between management skills and leadership skills and the role of leadership in a global market. Following this the course will present the student with specific skills and tools that can enhance their role as leaders in their organizations; e.g., cross cultural leadership, leadership acumen, understanding change and change management, and strategic management. The skills and theories presented will be synthesized by the student to better understand their role as leaders of organizations in a global market.
Course objectives	Upon successful completion of this course, students will be able to: <ul style="list-style-type: none"> • Understand the differences and concepts behind the role of leaders and managers of organizations and the process of organizational change; • Identify personal management/leadership style and recognize its influence on leading organizational change; • Identify their organizations culture and characteristics and its potential to change; • Understand the complexity of managing a company in the global business environment • Synthesize and understand the role of being a leader and business professionals in a global market
Tackled concepts	Self-Awareness; Emotional Intelligence; Leadership theories; Difference between Leaders and Managers; Intercultural Leadership; Strategic Leadership; Quality Leadership; Ethics; and understanding how to go from good to great.
Learning methods / Teaching procedures	Lectures, case studies; class exercises; individual and group presentations
Assignments	Class participation, class exercises; and final exam
Evaluation	Class participation (class exercises and contribution to in-class discussion of readings and case studies): 30% Final exam: 70%
Bibliography / Course material	<p><u>Readings:</u></p> <ul style="list-style-type: none"> - Bennis, W. and Thomas, R. (2002). Crucibles of Leadership. Harvard Business Review. September 2002; pp 39-45. - Collins, J. (2005). Level 5 Leadership: The Triumph of Humility and Fierce Resolve, Harvard Business Review, 83, (7/8) 136-146 (Reprint R0507M) - Friedman, Thomas (2005). It's a Flat World, After All. New York Times, April 3, 2005. - Goldman, Daniel, Boyatzis, Richard, and McKee, Annie. (2002). Primal Leadership. Harvard Business Review, March 2002. pp 42-51. - Goleman, D (2004). What Makes a Leader? Harvard Business Review, January 2004; pp 1-12 (Reprint R04001H) - Kim, W.C., and Mauborgne, R (2004). Blue Ocean Strategy. Harvard Business Review, October 2004. pp 1-12 (Reprint R0410D) - Kotter, J.P. (2001). What Leaders Really Do, Harvard Business Review, 79 (11), 85-96 (Reprint R0111F) - O'Toole, J. and Bennis, W. (2009). Culture of Candor. Harvard Business Review, June 2009. pp 1-9 (Reprint R0906F). - Useem, M. (2001). The Leadership Lessons of Mount Everest. Harvard Business Review, October 2001 (Reprint RO109B). - Zaleznik, A. (1992). Managers vs. Leaders: Are they Different. Harvard Business Review. March-April; pp 2-11 (Reprint 92211). <p>Cases: Leading Across Cultures at Michelin (A). Instead Case: 409-008-1 Voyage of the Endurance (HBS 9-803-127) Bobby Knight: Will to Win (9-406-043) and Coach K: A Matter of Heart (9-406-044)</p>
Number of credits	4ECTS; 2US
Schedule	8 sessions of 3 hours (lecture and cases discussed in afternoon)

Session

Description

1. Introduction to Leadership and MBTI	Overview of class and leadership development and introduction to the Myers Briggs Type Indicator
2. Self-Awareness and Critical Thinking	Introduction to self-awareness, and varied self-assessment tools including emotional intelligence.
3. Managers vs. Leaders	Discussion of what leaders do and the differences between managers and leaders. (Case: Difference between Bobby Knight and Coach K)
4. Leadership theories	Introduction to varied leadership theories
5. Intercultural Leadership	Introduction and discussion of global leadership and leading across cultures (Case: <i>Leading across culture at Michelin</i>)
6. Strategic Management	Introduction and discussion of strategic management
7. Quality leadership and Good to Great	Discussion of leading for quality and moving from good to great (Case: Voyage of the Endurance)
8. Leadership Ethics	Discussion of ethics in leadership and review for final exam (Case: Voyage of the Endurance continued)

CLE ST15	SPORT BUSINESS MANAGEMENT: FROM TRADITIONAL TO E-SPORTS
Course leader	Brian Wigley, visiting professor from Shenandoah University, US https://www.su.edu/faculty-staff/faculty/brian-wigley/
Course description	Sports around the world continue to become more commercialized as their popularity grows. It is important to understand how these organization run as a business in order for them to maximize their profits and thrive in today's global economy. This course is designed to teach students how to manage various aspects of the sport industry, including marketing, event management, governance, revenue generation, and collegiate sports in the U.S. Beyond these traditional models of sport management, this course will introduce students to the burgeoning industry of competitive video gaming, or esports. Concepts will be introduced such as defining esports as sport, event management, and unique aspects of the esports industry that makes it different from traditional sports.
Course objectives	Upon successful completion of this course, students will be able to: <ul style="list-style-type: none"> . Explore and master practical sport management skills. . Analyze and critique contemporary sport management issues. . Compare and contrast various sport competition formats around the world and understand why they are successful . Design new forms of revenue generation . Explore and present a solution to a contemporary sport management issue. . Understand how technology and esports impact traditional sport business management
Course topics	<ul style="list-style-type: none"> . Core terminology and theory of sport management . Challenges and issues in contemporary sport management . Revenue generation . Competitive formats around the world . The Olympics . The impact of media on sport . Technology and esports
Learning methods / Teaching procedures	A series of lectures, presentations and discussions,
Assignments	In class assignments, final presentation, and exam
Evaluation	In class assignments: 50%, final presentation 25% Final exam: 25%
Bibliography / Course material	Street & Smith's <i>Sport Business Journal</i> student subscription
Number of credits	4 ECTS; 2 US
Course schedule	5-day seminar

<i>Session</i>	<i>Description</i>
1.	Sport Management: Definitions and Theories
2.	The Business of Sport and Revenue Generation
3.	International Sport Leagues
4.	The Olympics
5.	Sport Marketing
6.	The Impact of the Media
7.	Esports
8.	Presentations and final exam

CLE ST17	BUSINESS ENVIRONMENT IN LATIN AMERICA
Course leader	Xavier Ordenana, visiting professor from ESPAE Graduate School of Management, Ecuador https://www.linkedin.com/in/xavierordenana
Course description	This course explores the business environment in the Latin American region, including the macroeconomic conditions, political environment, cultural environment and the entrepreneurship ecosystem.
Course objectives	Upon successful completion of this course, students will be able to <ul style="list-style-type: none"> . Use Latin American statistical data to analyse the business environment in the region . Understand the political and cultural challenges faced by Latin American countries and their effect on international business . Analyse the regional entrepreneurship ecosystem and its differences with other world regions . Prepare an analysis of the business environment in a given country of the region.
Course topics	<ul style="list-style-type: none"> . The Latin American region: The countries, main facts. Challenges and Opportunities in the Region. . Economic Environment: Latin America in the Global Economy. Competitiveness. Industry Analysis. . Political Environment: Brief overview of political history in Latin America. Political Risk. Political Map. Inequality and Social issues. . Cultural Environment: Organizational culture in the region. Corruption Perception Index (CPI). . The Entrepreneurial Ecosystem in Latin America: Entrepreneurial Activity and its role in Development.
Learning methods	Lectures, workshops, discussions
Assignments	Class participation and exercises. Final Project will aim to explore the business environment in an assigned country.
Evaluation	Class participation and exercises: 40%, Final project 60%
Bibliography / Course material	<p>Calvo, Guillermo et al (2017) Latin America in a new global political and economic scenario: What does it mean for the region? Brookings Op-Ed https://www.brookings.edu/opinions/latin-america-in-a-new-global-political-and-economic-scenario-what-does-it-mean-for-the-region/</p> <p>Crosby, B. (1992). Management and the Environment for Implementation of Policy Change Part I. IPC Technical Notes No. 4. U.S. Agency for International Development, Washington DC.</p> <p>Krause, Patricia (2018) Political Risk in Latin America: Back to the future? COFACE Economic Publications, May 2018.</p> <p>Schwabb, Klaus (2019) The Global Competitiveness Report 2019, World Economic Forum, Davos, Switzerland. (2019 version will be available late 2019). http://www3.weforum.org/docs/GCR2018/05FullReport/TheGlobalCompetitivenessReport2018.pdf</p> <p>World Bank. 2019. Global Economic Prospects, June 2019. Washington, DC: World Bank. © World Bank. https://openknowledge.worldbank.org/handle/10986/31655 License: CC BY 3.0 IGO</p>
Number of credits	4 ECTS; 2 US
Course schedule	4 6-hour sessions

<i>Session</i>	<i>Description</i>
1.	The Latin American Region: Facts, Challenges and Opportunities.
2.	Economic environment in the region.
3.	Political and Cultural Environment in Latin America
4.	The Entrepreneurial Ecosystem in Latin America

CLE ST5	STUDY TRIP TO BRUSSELS
Course leader	Guillaume Blaess, associate Professor at Audencia Business School
Course description	Students will travel to Brussels, in the heart of the EU, to visit the main European institutions and European history related places. Visits may also include lectures at some companies' headquarters so that students understand how the EU, as a political entity, may affect business practices. Students will understand the way the three main EU bodies work together and grasp how "lobbies" try to interfere in the decision making process. The course will blend political and economic matters in the very places where decisions are taken.
Course objectives	Upon successful completion of this course, students will be able to gain a deep knowledge of the EU institutions and the way the latter influence business pathways as well as everyday operational activities of businesses.
Course topics	Nations <ul style="list-style-type: none"> . Supranational/Cross-national . Nation state/country . MEPs . Commissioner/Commission/European Council/Council of Europe . Heads of States These are the notions that students will master and learn to differentiate.
Learning methods / Teaching procedures	Visits, lectures, debriefing sessions
Assignments	Students will have to hand out a reflective essay.
Evaluation	Continuous assessment: participation and attendance – 50% Final exam: report – 50%
Bibliography / Course material	None
Number of credits	4 ECTS; 2US
Schedule	24 hours – 4 days in Brussels

Session

Description

Visits listed below are representative and subject to slight changes.

- 1- European Commission - visit
- 2- Audi - visit
- 3- Parliamentarium – case study + role play
- 4- National Bank of Belgium - visit
- 5- Museum of European History - visit

CLE ST3	INTERNATIONAL MARKETING AND COMMUNICATIONS
Course leader	Philip Holden, visiting professor from Greenwich University, UK https://uk.linkedin.com/in/philiprholden
Course description	This course focuses on the creation of effective communications across differing cultures. How do advertisers then develop communications that will work across differing cultures? How can they be sure that a message to young mothers in Germany will mean the same in Southern Italy? Are children, or car drivers or grandmothers the same all over Europe? Or is every culture, sub-culture or segment unique? Should multi-national enterprises standardize or adapt? Is adaptation, and therefore, fragmentation of the brand image inevitable? Or does standardization rule, killing creativity...and effectiveness? This class will take students through the process of developing effective communications that speak to universal human experiences through an understanding of the values, attitudes and beliefs of consumers. We will analyze examples of advertising and the strategies that support them, look at models that help plan communications and learn how to develop insight into the needs and wants of target consumers.
Course objectives	Upon completion of this course, students will be able to <ul style="list-style-type: none"> . Understand the complexity of international communications . Refer to several models of advertising/communications planning . Understand the basic definitions of values, attitudes, beliefs and behavior . Investigate and utilize consumer core values to develop insightful creative propositions . Present a creative response to an industry brief
Tackled concepts	<ul style="list-style-type: none"> . Globalization and the Marketing Challenge . Group work introduction and team formation . Standardization v Adaptation . Models of Communication . Understanding Culture . Values, Attitudes, Beliefs and Behavior . Research techniques to explore values . Brand myths and their value . Group project . Group work presentations
Learning methods / Teaching procedures	Whole class lectures, workshops, group exercises/case studies, presentation.
Assignments	Exam and case study group task
Evaluation	Continuous assessment: 25% / Exam: 25% / Group case study presentation: 50%
Bibliography / Course material	No text book is compulsory but familiarity with marketing and reference to a book such as Patrick De Pelsmacker, Maggie Geuens and Joeri van den Bergh (2017) <i>Marketing Communications: A European Perspective</i> Pearson Education (or similar) is useful. Papers and case studies will be provided.
Number of credits	4ECTS; 2US
Schedule	6 sessions of 4 hours each Monday off due to bank holiday

Session	Description
1.	Globalization and the Marketing Challenge Group work introduction and team formation
2.	Standardization v Adaptation Models of Communication
3.	Exam Understanding Culture
4.	Values, Attitudes, Beliefs and Behavior
5.	Group project
6.	Group work presentations

CLEST16	PSYCHOLOGY OF MONEY & CONSUMER BEHAVIOR
Course leader	Marcin Matyja, visiting professor from Kozminski University, Poland https://fr.calameo.com/read/00013720698dd7fe3b89f
Course description	Money isn't everything: usually it isn't enough. [Anon.] Despite the fact that business is all about money, the psychology of money is one of the most neglected topics in the whole world of business education. The purpose of this course is to provide a comprehensive perspective on money, what it means to people, and how it is perceived when different aspects of everyday life are taken into consideration. From money and currency perception, through price interpretation, up to psychological dilemmas of financial motivators – this course will provide students with an overview of psychology of money-related concepts. It will be supplemented with consumer behavior package that will help students to identify consumers' needs and values. Moreover, they will get familiar with CB tools (i.e. Needscope). Students will also be able to evaluate consumers' decision-making processes and learn how companies can benefit from knowing their customers better.
Course objectives	<ul style="list-style-type: none"> - Analyze and interpret money perception represented by individuals - Evaluate how perception of currency determines financial decisions - Predict people's financial decisions by applying theories and tools discussed in class - Analyze how different pricing policies influence consumers' decisions - Evaluate financial motivators and choose optimal solutions in different business settings - Analyze consumer decisions made to show status and social power - Identify areas where consumers are not sensitive to prices and understand its consequences - Identify marketing tricks that make people spend more while shopping - Understand the relationship between consumer behavior and customer value, satisfaction, trust, and retention - Understands how culture sets standards for what satisfies consumers' needs
Course topics	This course combines psychology of money topics with consumer behavior concepts. Topics include but are not limited to the following: attitudes to money, currency perception, psychological aspects of saving and investing, price interpretation, perception of promotions, discounts and free items, role and effectiveness of financial motivators. Furthermore, the following consumer behavior topics will be discussed: consumer motivation, consumer learning, communication with consumers, customer research, customer decision-making process.
Learning methods / Teaching procedures	The course is designed to provide real-life examples and practical applications of psychology of money and consumer behavior theories in a highly interactive setting. A combination of case studies, workshops, role-plays and team activities will be used to make the learning experience stimulating and challenging, yet – at the same time – interesting and enjoyable.
Assignments	In-class cases, discussions, and problem-solving exercises
Evaluation	Continuous Assessment: In-class Participation - Individual – 30% Final Assessment: Multiple choice test – Individual – 40% Group presentation on a topic provided by the lecturer – Group – 30%
Bibliography / Course material	Research papers provided by lecturer. Further possible reading: Furnham A., (2014) The Psychology of Money, Routledge Solomon M., (2017) Consumer Behavior: Buying, Having, and Being, Global Edition, Pearson Ariely, D. (2010) Predictably Irrational, Harper Perennial Akerlof, G, Shiller R. (2010) Animal Spirits, Princeton University Press Shiller R., (2016) Irrational Exuberance: Revised and Expanded Third Edition, Princeton University Press
Number of credits	4 ECTS; 2 US
Course schedule	4-day Seminar + 1-day Assessment

<i>Session</i>	<i>Description</i>
1.	Psychology of Money – Introduction Attitudes to Money – Understanding What You Have in Your Wallet
2.	Currency Perception – Would You Take a Loan in Moroccan Dirhams? Money in Everyday Life: Saving
3.	Money in Everyday Life: Investment & Gambling
4.	Money in Every Day Life – The Power of Price When Zero Does Not Mean Free – Why Do We Overpay Paying Nothing
5.	Consumer Behavior - Introduction
6.	Consumer Communication
7.	Societal Marketing
8.	Consumer Research

CLE ST25	ENTREPRENEURSHIP : NEW VENTURE CREATION
Course leader	Montressa Washington, visiting professor from Shenandoah University, US https://www.su.edu/faculty-staff/faculty/montressa-washington/
Course description	<p>This course is a practical guide to starting a new business, providing students with exposure to every crucial aspect of the entrepreneurship experience. From the initial phase of evaluating a business idea to the actual business launch, students are introduced to the frameworks, complemented by practical advice and guidelines, provide students with a solid foundation to launch their own businesses while understanding the various risks their startup may face.</p> <p>For those who do not plan to launch a new business, skills learned can be used in their corporate and non-profit careers.</p> <p>This course covers the entrepreneurial process from conception to implementation of a new venture. It concentrates on attributes or entrepreneurs and entrepreneurial teams, their search and assessment of opportunities and the gathering of resources to convert opportunities into businesses. While the heart of entrepreneurship is opportunity assessment, a holistic approach to new venture creation is taken. Students will create business plan for a specific new venture. The opportunity may be a new business or may be a radical transformation or growth of an existing business. Students will also participate in the mandatory "Pitch Summit" at the end of the term.</p>
Course objectives	<p>This is a hands-on course that teaches a rigorous framework as well as providing valuable experience to students so that they, upon completion, can be more successful in starting or managing a new or existing venture. Through instructor lectures, guest speakers, in class discussions, selected readings, student presentations and projects, students will examine the opportunities and challenges associated with small business management and entrepreneurship.</p> <p>The overall learning objectives of the course include:</p> <ul style="list-style-type: none"> • Assess business opportunities • Understand the process used to create and manage new ventures • Understand the elements of a well written business plan • Idea generation for potential business based on important trends and student's interest • To stimulate self-evaluation for career direction.
Tackled concepts	<p>Business Model Canvas Lean Canvas Pitch Competitions Design Thinking New Venture Launch The Entrepreneurial Mindset Venture Capital Financial Models</p>
Learning methods / Teaching procedures	A series of lectures, videos , experiential exercises, mini-workshops, discussions, and a culminating pitch summit
Assignments	Lectures, class discussions, case studies, class exercises, individual and group presentations, pitch summit participation
Evaluation	Class participation 30%; Lean Canvas Quizzes 20%; Self Reflection Essay 10%; Pitch Summit (Oral / Written) 40%
Bibliography / Course material (will be referenced, not necessarily purchased by students)	<p>Blank, Steve, and Bob Dort. <i>The startup owner's manual: The step-by-step guide for building a great company</i>. BookBaby, 2012.</p> <p>Osterwalder ,Alexander , and Yves Pigneur. <i>Business model generation: a handbook for visionaries ,game changers, and challengers</i>. John Wiley & Sons, 2010.</p> <p>Spinelli, S. & Adams, R. (2016) <i>New Venture Creation: Entrepreneurship for the 21st Century</i> (10th ed.). New York: McGraw-Hill.</p>
Number of credits	4ECTS; 2US
Schedule 1.	<p>6 sessions. Lectures and case studies</p> <p>Introduction. Summary of most prominent entrepreneurship concepts and theories and their authors</p>

2.	Design Thinking, Innovation & Creativity.
3.	<p>How to build an effective and creative start-up business using the business model canvas framework. Examples chosen amongst technology, consumer products, social and services businesses.</p> <p>Description and examples from various pitch presentations that demonstrate solid financial models and customer validation techniques & tools.</p>
4.	A complete overview of the key principles and tools to build successful businesses
5.	Application of the principles and tools discussed previously about real life entrepreneurship case studies to be discussed and summarized in small group work sessions.
6.	Pitch Summit (all students present their business ideal business model canvas to a panel of judges)

CLE ST27	INTERNATIONAL ECONOMICS
Course leader	Donal Palcic, visiting professor from University of Limerick. (Ireland) https://www.ul.ie/business/kbs-staff/dr-donal-palcic
Course description	This course introduces some of the main concepts and methods of international economics and illustrates them with applications drawn from the real world. The first half of the course deals with international trade and policy and looks at issues such as the gains from trade and the effects of trade on welfare and income distribution. This part of the course also reviews the development of the European Union's single market and the trade issues raised by Brexit. It also focuses on the links between globalisation and climate change. The second half of the course covers international macroeconomics issues. This part of the course starts with an overview of national income accounting and the balance of payments in order to understand how countries can run large current account surpluses or deficits. We then focus on exchange rates, interest rates and international transactions and examine the various forms of exchange rate regimes. We finish with a discussion of optimum currency areas and the European experience with the creation of the Euro.
Course objectives	Upon completion of the module you should be able to: <ul style="list-style-type: none"> • Understand some basic trade theory and concepts • Discuss the impact of globalisation on income distribution and the environment • Describe the various stages of European economic integration • Describe the links between money markets, interest rates and exchange rates • Understand the concept of optimum currency areas
Tackled concepts	Trade theory and policy Economic integration and globalisation Money, interest rates, and exchange rates Optimum currency areas
Learning methods / Teaching procedures	Lectures and an exam
Assignments	Final exam
Evaluation	Final exam (100%)
Bibliography / Course material	<i>Books</i> Krugman, P., Obstfeld, M. and M. Melitz (2018) <i>International Economics: Theory and Policy</i> , Pearson, 11th ed. Salvatore, D. (2012) <i>Introduction to International Economics</i> , Wiley, 3rd ed.
Number of credits	4ECTS; 2US
Schedule	6 sessions. Lectures and case studies

Session	Description
1.	World trade: an overview <ul style="list-style-type: none"> • Who trades with whom? • The changing pattern of world trade
2.	International trade theory and policy <ul style="list-style-type: none"> • The concept of comparative advantage • Trade creation and trade diversion • Different forms of economic integration • The EU's single market and Brexit
3.	Controversies in trade policy <ul style="list-style-type: none"> • Globalisation and low-wage labour • Globalisation and the environment
4.	Exchange rates and open-economy macroeconomics <ul style="list-style-type: none"> • National income accounts • Balance of payments • Exchange rates and international transactions
5.	Money, interest rates, and exchange rates <ul style="list-style-type: none"> • Demand and supply for money • Money supply, the price level and exchange rates in the short versus long run • Inflation and exchange rate dynamics
6.	Exchange rate regimes <ul style="list-style-type: none"> • Fixed exchange rates and foreign exchange intervention • The Euro and economic policy in the Eurozone • Optimum Currency Area (OCA) theory

CLE ST9	BIG DATA: MARKETING ANALYTICS
Course leader	Dong-Gil Ko, visiting professor from University of Cincinnati, United States https://business.uc.edu/faculty-and-research/departments/obais/faculty/dong-gil-ko.html
Course description	This course examines the interplay between Big Data and Marketing that is shaking firms by the storm. It presents conceptual frameworks and models for understanding how firms leverage technologies and big data for shaping digital marketing strategies.
Course objectives	Through the use of a case study, students will evaluate organizational competence, conduct strategic and market research, detect multi-country trends with social media, perform basic analytics, and develop multimode marketing strategy. Students will also apply the techniques learned in a different industry for understanding the effectiveness of digital media strategies.
Tackled concepts	<ul style="list-style-type: none"> • Social media framework; Customer decision framework • Digital marketing strategies • Google analytics, Trend analysis • Case study analysis • Quantitative and qualitative market analyses
Learning methods / Teaching procedures	Lectures, exercises, discussions, team project, test
Assignments	Exercises (50%); Final project (30%); Test (20%)
Bibliography / Course material	<p>Bens, Katrina & Dubois, David, <i>Ombre, Tie-Dye, Splat Hair: Trends or Fads? "Pull" and "Push" Social Media Strategies at L'Oréal Paris</i>, Case Study (2015).</p> <p>Edelman, David C., <i>Branding in the Digital Age</i>, Harvard Business Review, December 2010.</p> <p><i>Additional reading materials will be provided on the first day of classes.</i></p>
Number of credits	4ECTS; 2US
Schedule	9 Sessions Seminar

Session	Description
1.	Big Data & Marketing Analytics
2.	Project Introduction/Identification
3.	Case Introduction/Analysis, Strategic Frameworks
4.	Social Media Listening
5.	Data Analytics/Trend Analysis
6.	Digital Marketing
7.	Case Analysis Outcomes
8.	Project Presentation
9.	Test

CLE ST9	BIG DATA: DATA ANALYTICS & VISUALIZATION
Course leader	Dong-Gil Ko, visiting professor from University of Cincinnati, United States https://business.uc.edu/faculty-and-research/departments/obais/faculty/dong-gil-ko.html
Course description	This class introduces students of all disciplines to Microsoft Power BI and its use as a data analytics and reporting tool. Topics will focus on the core building blocks of Power BI then gradually move into a development of sophisticated calculations using advanced functionalities. Through a balanced mix of lectures and hands-on sessions, students will be able to load data into Power BI, create simple visuals, create interactive reports, model large datasets, generate and deploy dynamic dashboards, and more. Multiple real-life business datasets will be used to gain hidden insights to aid in the discovery and creation of data-driven marketing strategies.
Course objectives	<ul style="list-style-type: none"> • Understand the importance and value of business intelligence solutions • Create automated reports to visualize key business metrics • Model, shape, and integrate data • Deploy reports to help you and others drive decision making • Develop basic proficiency with data analytics • Develop a data-driven marketing strategy
Tackled concepts	<ul style="list-style-type: none"> • Design a fully interactive Power BI reports with graphs, tables, filters, KPI's, and more • Perform data modeling and calculations on large real-life business datasets and share reports to organizational members • Overview of BI, Power BI Basics, Data Modeling, Query Editor, DAX, Time Intelligence, and more
Learning methods / Teaching procedures	Lectures, hands-on sessions, exercises <i>Daily attendance and participation is very important to maximize learning and perform well. Topic introductions are sequenced in a manner that build on materials covered from previous sessions.</i>
Assignments	Assignments (70%); Assessment (30%)
Bibliography / Course material	Microsoft Power BI installed on your computer. (Directions for how to install Microsoft Power BI on your computer will be provided. NOTE: Additional steps are required for installation on Mac computers.) All other resources will be provided in class.
Number of credits	4ECTS; 2US
Schedule	8 Sessions Seminar + 1 Session Assessment

Session	Description
1.	What is business intelligence?; Overview of BI Tools; Power BI Basics
2.	Building Interactive Reports
3.	Modeling Data in Power BI; DAX
4.	More DAX; Time Intelligence
5.	Data Modeling
6.	Advanced Calculations
7.	Reports Customization
8.	Assessment
9.	Deployment; Other Useful Features

CLE ST24	PROBLEM SOLVING IN THE GLOBAL CONTEXT
Course leader	Renate Kratochvil, visiting professor from BI Norwegian Business School https://www.bi.edu/about-bi/employees/department-of-strategy-and-entrepreneurship2/renate-kratochvil/
Course description	<p>Imagine you are a manager in the subsidiary of an international company. The global headquarters has developed a new international marketing campaign. You are responsible to implement the campaign in your local subsidiary context. However, the local government of the country you are working at had recently introduced a law, which interferes heavily with your company's marketing campaign. The new law does not allow you to use the new marketing advertisement.</p> <p>The problem seems to be obvious. Hence, you immediately start searching for solutions, which is to find a way to bypass the local law (as you cannot change the company's globally standardized marketing campaign).</p> <p>However, do you think this is the best solution in the long run?</p> <p>What would happens if you took your time and properly diagnosed the problem; what if you searched for underlying root causes and issues? Maybe you would find the overall marketing strategy is the major problem. Maybe the company missed to shift to digital marketing and the use of new technologies.</p> <p>This is only one example of why it is essential to develop capabilities in strategic thinking and problem diagnosis. In addition, cognitive biases, heuristics and the absence of being able to identify strategic goals and capabilities hamper the strategic work of individuals and teams.</p>
Course objectives	<p>This course aims to address the following issues:</p> <ul style="list-style-type: none"> • Developing strategic thinking • Practicing problem solving • Identifying cognitive biases and heuristics • Analyzing the complexities of strategizing in an international company • Learn about individual and organizational strategic goals and capabilities • Learn how established companies struggle to adopt to new technologies
Tackled concepts	<p>Strategic thinking Problem diagnosis Solution development Digitalization and new technologies Capabilities Strategic goals Cognitive biases and heuristics International company Roles of managers</p>
Learning methods / Teaching procedures	Mixture of theory input from the lecturer, class-discussions and case studies (individual and group), as well as independent preparing of pre-defined topics during class time.
Assignments	Participation during lecture time (25%) Individual assignment (25%) Groupwork (50%)
Bibliography / Course material	<p>Strategic Thinking Carucci, R. (2016). Make Strategic Thinking Part of Your Job. Harvard Business Review Online. https://hbr.org/2016/10/make-strategic-thinking-part-of-your-job . Sloan, J. (2017). Learning to Think Strategically. New York: Routledge. Sullivan, J. (2016). 6 Ways to Screen Job Candidates for Strategic Thinking. Harvard Business Review Online. https://hbr.org/2016/12/6-ways-to-screen-job-candidates-for-strategic-thinking</p> <p>Problem Solving</p> <ul style="list-style-type: none"> - Enders, A., Andreas, K. Å., & Barsoux, J. L. (2016). Stop jumping to solutions!. MIT Sloan Management Review, 57(4), 63. - Spradlin, D. (2012). Are you solving the right problem?. Harvard Business Review, 90(9): 84-93. - Wedell-Wedellsborg, T. (2017). Are you Solving the Right Problems? <i>Harvard Business Review</i>, 95(1): 76-83 <p>The International Company</p> <ul style="list-style-type: none"> - Bartlett, C.A., & Ghoshal, S. (1991). What is a global manager?, Harvard Business Review 70(5): 124-132.

	<p>Capabilities</p> <ul style="list-style-type: none"> - Grant, R.M. (2019) "Chapter 1: The Concept of Strategy," and "Chapter 5: Analyzing Resources and Capabilities," in Contemporary Strategy Analysis, 9th ed. (Blackwell Pub., Malden, USA, 2016). - Shih, W. (2016). The real lessons from Kodak's decline. MIT Sloan Management Review, 57(4), 11-13. <p>Cognitive Biases and heuristics</p> <ul style="list-style-type: none"> - Kahneman, D., Lovallo, D., & Sibony, O. (2011). Before you make that big decision. Harvard Business Review, 89(6), 50-60. - Lovallo, D., & Sibony, O. (2010). Taking the bias out of meetings. <i>McKinsey Quarterly</i>, 2(2010), 68-69. https://www.mckinsey.com/business-functions/strategy-and-corporate-finance/our-insights/taking-the-bias-out-of-meetings - Rosenzweig, P. (2007). The halo effect, and other managerial delusions. <i>McKinsey Quarterly</i>, 1, 76. https://www.mckinsey.com/business-functions/strategy-and-corporate-finance/our-insights/the-halo-effect-and-other-managerial-delusions <p>Case Studies</p> <ul style="list-style-type: none"> - Session 1: Pudelko, M. (2005), "Expatriation: An American Working in Japan: From the Perspective of the Expatriate, Headquarters and the Foreign Subsidiary", <i>The Case Centre</i> - Session 2: Nell, P.C. & Kratochvil R. (2016), "Pharma Luxur and Institutional Change in Croatia", <i>The Case Centre</i>.* - Session 3: Nell, P.C., Kratochvil R., & Klopf, P. (2017), "Managing a Severe Crisis: PharmaCorp in Ukraine", <i>IVEY/Harvard Business Publishing</i>.* - Session 4: Kratochvil, R. & Schweiger, C. "Mint Tax – The Challenge of Developing a Strategic Perspective", → the case will soon be published at IVEY Publishing; currently with copyediting
Number of credits	4ECTS; 2US
Schedule	5 sessions. Lectures and case studies Monday off due to bank holiday

Session	Description
1.	Strategic Thinking and Problem Diagnosis
2.	Cognitive Biases and Teamwork
3.	Problem Solving in the International Firm
4.	Strategic Goals and Capabilities
5.	Assignment Presentation "Strategic Thinking for Digitalizing the International Company"

CLE ST23	INTERNATIONAL FINANCE: THE ROLE OF RISK
Course leader	Dr. Fergal O'Brien, visiting professor from Kemmy Business School University of Limerick, Ireland https://www.ul.ie/business/kbs-staff/dr-fergal-obrien
Course description	This course offers an overview of the role of risk in finance. It covers the valuation of risky projects and related risk assessment tools. Financial assets are introduced and examined from a risk-return perspective. Risk management techniques, such as futures and options, are introduced in a non-technical manner. Finally, real options which allow financial managers to add value to projects are examined.
Course objectives	Upon completion of the module, you should have: <ul style="list-style-type: none"> - an excellent understanding of the role of risk in finance - a strong foundation in project valuation and capital budgeting techniques - a strong foundation in risk management techniques - an appreciation of the role of real options in modern finance
Tackled concepts	<ul style="list-style-type: none"> - Risk and Return - Project Appraisal - Financial Asset Pricing - Risk Management Techniques - Real Options
Learning methods / Teaching procedures	Lectures, in class exercises and an MCQ exam
Assignments	Final Exam
Evaluation	Final exam: 100%
Bibliography / Course material	Audencia will provide a handout.
Number of credits	4ECTS; 2US
Schedule	8 x 3hr sessions. (June 2-5, Tuesday – Friday) Monday off due to bank holiday

Session	Description
1.	Introduction to Corporate Finance and Risk
2.	Valuation of Risky Projects
3.	What-If Analysis
4.	Risk and Financial Assets
5.	Risk Management Techniques
6.	Real Options
7.	Review, Summary and Discussion
8.	Assessment

CLE ST13	THE ARTS AND SCIENCE OF NEGOTIATION
Course leader	Mané Beglaryan, visiting professor from AUA, Armenia https://cbe.aua.am/mane-beglaryan/
Course description	We negotiate every day and with every one yet we don't know that how to negotiate in a structured and systematic way to reach what is called win-win" solutions. Therefore, this course is designed to introduce students to negotiation skills and practices and improve their abilities to diagnose conflict situations and address those. It provides a conceptual framework to reach agreements, both outside and inside an organization and approach negotiations with effective preparation and exploration of mutual interests that helps reach agreements and just become better negotiators.
Course objectives	Upon completion of this course, students will have a sound understanding of using negotiation and conflict resolution skills in a variety of settings and will be able to: <ul style="list-style-type: none"> - Analyze the context of the situations, the structure of the negotiation, the interests of the other parties, and the opportunities and barriers to reach a consensus; - Utilize and apply professional negotiation tactics and strategies including cross-fire, point of refutation and rebuttal; - Be able to practice and examine powers of communication, persuasion and trust-building (or breaking) in a professional setting - Refine their interpersonal skills through negotiations as a process of communications - Build capacity in communicating with stakeholders through effective negotiations and business context application
Tackled concepts	<ul style="list-style-type: none"> - Understanding the difference between negotiation and debate, - Defining your conflict management mode by using the Thomas Kilmann Conflict Management Tool - Utilizing the 7 elements of preparation for successful negotiations - Maximizing your bargaining power at the table - Designing your BATNA (Best Alternative to a Negotiated Agreement) - How are they different? Two-party vs. Multi-party negotiations
Learning methods / Teaching procedures	Course format involves simulated negotiation and experiential exercises, case analysis, discussion, and lectures
Assignments	Class participation, case study preparation, and practical exercises
Evaluation	Class participation: 20% / Group Negotiation paper: 40% / Negotiation Exercise: 40%
Bibliography / Course material	Roy J. Lewicki, David M. Saunders and Bruce Barry, Essentials of Negotiations, 5th edition, McGraw-Hill Companies, Fisher, Ury and Pattern, Getting to Yes. Other simulation material will be furnished throughout the course
Number of credits	4ECTS; 2US
Schedule	6 sessions of 4 hours

Session	Description
1.	Part 1 Defining What's the Art and Science of Negotiations Understanding, assessing and communicating with your party (adversary) Assessing your conflict management style: Are you friends or foe? Trust and Rapport in Negotiations Maximizing your bargaining power at the table Negotiations in practice
2.	Part 2: Moving from two-party to multi-party negotiations Best Practices in Negotiations Negotiating Globally

CLE ST22	DARK TRADE
Course leader	Dr Amos Owen Thomas, visiting professor from Stockholm University https://www.su.se/english/profiles/tamos-1.192833
Course description	Despite attention given to the burgeoning world trade, little has been paid to the concurrent growth of a dark-side in human trafficking, money laundering, waste dumping, arms exporting and the like. This course will analyse the persistence of such trades and how these taint many legitimate global businesses. It will also explore how the ethical issues posed and how these trades might be addressed by business, government and consumers.
Course objectives	<ul style="list-style-type: none"> Analyse the antecedents, prevalence and outcomes of selected dark trades. Identify the intersections with mainstream business and various business disciplines Evaluate issues of business ethics, corporate advocacy, civic activism and public policy. Review the ethical case against such trades and the feasibility of interventions
Tackled concepts	<ol style="list-style-type: none"> Explicating Dark Trade Growth, Impact and Inroads Human Trafficking, People Smuggling and Transplant Tourism Conflict Minerals, Arms Transfers and Waste Dumping Money Laundering, Tax Havens and Other Dark Trades Ethical Imperatives for Business, Government and Consumers
Learning methods / Teaching procedures	Class sessions will comprise brief interactive lectures which will incorporate exercises, video clips, research articles, case studies, and book reviews. Students will work in teams on specific issues to debate the antecedents and consequences of various dark trades. Finally they will individually generate a written strategy for multinational corporations, governments and civil society to address a specific dark trades.
Evaluation	Issue Debate: Team 30% Article Synthesis: Team 30% Strategy Proposal: Individual 40%
Bibliography / Course material	<p>Naim, Moises (2010). <i>Illicit: How Smugglers, Traffickers and Copycats are Hijacking the Global Economy</i>. New York: Random House.</p> <p>and/or Gilman, N., Goldhammer, J., & Weber, S. (Eds.). (2011). <i>Deviant Globalization: Black Market Economy in the 21st Century</i>. New York: Continuum.</p> <p>and/or Thachuk, K. L. (ed.). (2007). <i>Transnational Threats: Smuggling and Trafficking In Arms, Drugs, and Human Life</i>. London: Greenwood / Praeger.</p> <p>Relevant academic journal articles and business media on specific trades will be stipulated as further reading for class discussion.</p> <p>Students may be provided with conference papers or extracts of selected chapters from the lecturer's monograph-in-progress, subject to strict compliance with non-disclosure pending publication.</p> <p>Thomas, Amos Owen. (forthcoming 2020). <i>Dark Trades in Global Business</i>. London: Routledge / Taylor & Francis.</p>
Number of credits	4ECTS; 2US
Schedule	5 sessions. Lectures and case studies

Session	Description
1.	Uncovering the Underside and Global Business Intersects
2.	Human Trades: Trafficking, Smuggling and Organ Harvesting
3.	Product Trades: Conflict Resources, Arms Export and Toxic Waste
4.	Financial Trades: Money Laundering, Tax Havens. Other Dark Trades
5.	Ethical Imperatives, Societal Activism and Corporate Advocacy

CLE ST12	COMPANY VISITS
Course leader	Cécile Steyer, Summer Term manager
Course description	Students can decide to register for onsite company visits. The visits are to complement the teaching. Directors or senior managers are to talk to students about the strategy during the visits. An Audencia faculty accompanies the group.
Course objectives	Upon successful completion of this course, students will be able to understand effectively how French companies work and implement strategies
Learning methods / Teaching procedures	On-site visits
Assignments	A report or debriefing session at the end of the visits
Evaluation	Participation during visits: 50% / Written reports: 50%
Bibliography / Course material	None
Number of credits	2ECTS; 1US
Schedule	Regular visits are organized. Students have to register for at least one visit to be eligible to credits.




120 YEARS 1900-2020

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daring

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