

Number of ECTS credits : 3
Course language : Anglais
Course leader : BERNARDIN EMMANUELLE
Speakers : SPANAKI Konstantina

≡ COURSE DESCRIPTION

This course provides an introduction to Project Management, which is now used not only to manage technical and business developments, but also as a method of organizational change. The course begins with the managerial aspects of Project Management, then focuses on the implementation of project management fundamentals, including defining project objectives, structuring, risk analysis and planning. The course does not focus on a particular approach, but presents different approaches for each key step in the preparation and follow-up of a project.

≡ COURSE OBJECTIVES

Upon successful completion, students will be able to develop a project development plan and assess its feasibility. They will be able to implement a simple method and adjust it to organizational constraints and stakeholders expectations. They will also be able to work in a traditional and agile project environment. They will also get technical expertise through the use of MS Project.

≡ LEARNING OBJECTIVES

| | | | | | |
|--|---|--|--|--|--|
| C4B learning goal | LG1 - Analysis | | | | |
| C4B learning objective | LO3 - Use cross-disciplinary approaches | | | | |
| Outcomes | Lev. 2 - Select appropriate disciplinary fields to resolve a problem / situation | | | | |
| Details | Project management is essentially a transversal approach involving different managerial aspects. The aim is to adapt the management methods to the organisational context and thus to mobilise different tools. | | | | |
| Non-acquired (< 50% of total score) | Developing (50% ≥ 60% of total score) | Acquired (60% ≥ 70% of total score) | Advanced (70% ≥ 80% of total score) | Expertise (80% ≥ 100% of total score) | |
| Consistency between the managerial situation and the decisions taken in terms of project preparation, developed in the report. | | | | | |
| C4B learning goal | LG3 - Entrepreneurship and Innovation | | | | |
| C4B learning objective | LO7 - Identify needs and draw up an appropriate offer | | | | |
| Outcomes | Lev. 3 - Construct and formulate a new offer | | | | |
| Details | A project starts with an idea that needs to be formalized taking into account organizational or market constraints. The idea here is to ensure the coherence of the proposed solution and the company's needs. | | | | |
| Non-acquired (< 50% of total score) | Developing (50% ≥ 60% of total score) | Acquired (60% ≥ 70% of total score) | Advanced (70% ≥ 80% of total score) | Expertise (80% ≥ 100% of total score) | |
| Consistency between the managerial situation and the decisions taken in terms of project preparation, developed in the report. | | | | | |

≡ TACKLED CONCEPTS

Concepts covered are both managerial and technical:

Managerial concepts: impact on organization when managing with projects, stakeholders management; characteristics of project team management through different management approaches and individual roles.

Technical concepts: PMI project management tools, such as WBS, planning, project cost management, project risk management, project monitoring and control. Agile tools (Scrum, Kanban) such as Scrum process (User stories, backlogs, sprints, ...)

≡ LEARNING METHODS

The sessions are divided into 2 phases: presentation and discussion of the concepts covered, then implementation through a project. Project management is by definition a group effort, so the work on the case is team-based.

≡ EXPECTED WORK AND EVALUATION

The group work carried out throughout the course will be consolidated into a project preparation report used to evaluate the continuous assessment part of the course.

The final exam is a multiple-choice quiz that aims at evaluate student understanding of main concepts and vocabulary.

Assessment of the module :

Continuous assessment : 50%

Written exam : 50%

≡ BIBLIOGRAPHY

Pinto, J. K. (2020). [*Project management: achieving competitive advantage*](#). 5th Global Edition. Pearson/Prentice Hall.

Bernardin, E. (2019). [*A human-centered approach of organizational project management*](#). Lulu.

≡ EVALUATION METHODS

50 % : Continuous Assessment

50 % : EXAM

≡ SESSIONS

1 Introduction to Project management

LECTURE & CASE STUDIES & EXERCISES : 02h00

This session is about introducing the concept of Projects and its use as a management method. In particular, we will examine the difficulty of setting up a temporary organization in a permanent structure.

2 Methods comparison

SIMULATION/ SERIOUS GAMES : 02h00

In this session we will compare traditional and Agile approaches in Project management, such as PMI approach, Scrum and Kanban.

3 Leadership and specificities of project teams

LECTURE & CASE STUDIES & EXERCISES : 02h00

Team management issues are common to all managers, but they are of crucial importance in project management, as project managers have to deal with very diverse teams. This session addresses the recognized characteristics of good leaders and the individual characteristics of project team members.

4 Project initiation

LECTURE & CASE STUDIES : 02h00

Every project starts with an idea. This idea must be developed and refined to establish clear and relevant objectives and demonstrate the feasibility of the project. This analysis is the first step in the preparation of a project.

5**Project structuration 1/2**

ON LINE LECTURES : 02h00

Once the project feasibility has been validated, the preparation phase can really begin. This session is devoted to the organization of the tasks to be performed through two approaches: the development of a WBS when using a traditional approach, and the development of user stories when using an agile approach (scrum).

6**Project structuration 2/2**

ON LINE LECTURES : 02h00

During this session, students will work on their project structuration, coached by the instructor.

7**Project planification 1/2**

COMPUTER LAB : 02h00

Project planning is often carried out using softwares, but these tools are often misused due to a lack of understanding of the method. This session explains the concepts of Gantt and task network and allows you to get to grips with MS Project software.

8**Project planification 2/2**

LECTURE : 02h00

9**Projects risks management**

LECTURE & CASE STUDIES : 02h00

Project risks management is often largely neglected. In the second part of the session, we will discuss qualitative and quantitative risk management, and how to set up a contingency plan.

10**Financial estimates and reporting**

LECTURE & CASE STUDIES & EXERCISES : 02h00

This session will be devoted to the financial follow-up of the project, through tools such as EVM.

11**Transfert of responsibilities / presentations**

LECTURE : 02h00

The first part of the class will be devoted to project closure, transfert and knowledge capitalization. During the second part, students will start presenting their project.

12**Project presentation**

GROUP PRESENTATION : 02h00

Presentation of projects by students and debriefing.

Number of ECTS credits : 3
Course language : Anglais
Course leader : CONSTANT François
Speakers : CONSTANT François

≡ COURSE DESCRIPTION

This course is designed like a consulting project. Students work in teams, and are put in a real context of consulting, simulating a real problem solving for a real customer. Students are expected to understand and rephrase a situation, analyse main stakes and make recommendations.

MODIFICATIONS_COVID

All coaching sessions have been made online, as well as the final presentations. No other major modification has been implemented to the content of this module regarding covid-19 context. Another modification concerns the assessment which does no longer contain a peer-review. Consequently, the assessment has been distributed differently: Final presentation: 50%, report: 15%, exec summary: 35%.

≡ COURSE OBJECTIVES

Learn to work in teams
Learn to manage a PSM/SCM project
Develop analytical skills
Identify specific behaviour used in a consulting project.

≡ LEARNING OBJECTIVES

| | |
|-------------------------------|--|
| C4B learning goal | LG1 - Analysis |
| C4B learning objective | LO2 - Analyse complex situations |
| Outcomes | Lev. 3 - Support one's conclusions and issue well-reasoned recommendations |

| | |
|-------------------------------|---|
| C4B learning goal | LG3 - Entrepreneurship and Innovation |
| C4B learning objective | LO7 - Identify needs and draw up an appropriate offer |
| Outcomes | Lev. 3 - Construct and formulate a new offer |

≡ TACKLED CONCEPTS

Project management,
Purchasing and/or SC project management
Reporting
Customer relationship

≡ LEARNING METHODS

The project is designed as a real project. The first stage is a kick-off in presence of the company. Then there are 4 coaching sessions all along the project, given by Audencia professors. One contact with a company representative is scheduled after one month of project, to allow students to ask questions: it is normally the opportunity to visit the company on site, if possible. Regular Q&A sessions with the company are also organized. Students are expected to prepare a final presentation in front of the company (only the best teams are allowed to present their work).

≡ EXPECTED WORK AND EVALUATION

Presentation PPT (50%) - Students will present their final team project to the class and/or the company. Only best teams will present in front of the company. Presentations will be assessed on content value as well as the ability to respond to audience inquiries.

Final Report (15%) - Teams will have to submit a 10 pages Consulting report which will be graded on content value and ability to analyze a specific company situation.

Exec Summary (35%) - The exec summary (2 pages A4), is like an executive report which aims to be read by executives, so it is a sharp summary of the whole project, its objectives and outcomes.

≡ BIBLIOGRAPHY

Wickham, L., Wilcock, J. (2012). [*Management consulting : delivering an effective project*](#). (4e éd.). Pearson. + [Ebook](#)

≡ EVALUATION METHODS

15 % : REPORT

50 % : PPT/Presentation

35 % : White paper

≡ SESSIONS

1

LECTURE & CASE STUDIES : 02h00

Kick-off of the project.

In this module, the projects are presented to the students and assigned to groups of 4 or 5 students. Objectives and the initial set of data are provided to students.

2

MEETING POINT : 02h00

Coaching session Nr 1.

The coaching session is a meeting point where students can present the progress of their work and discuss it. They are invited to prepare questions and to ask for clarification if anything is not clear. Coaching sessions are here also to check whether the data set provided by the company is relevant and sufficient to go forward. If no, then a contact point with the company is organized to clarify the topics and to get further insights about the missing data.

3

MEETING POINT : 03h00

Coaching session Nr 2.

4

MEETING POINT : 02h00

Coaching session Nr 3.

5

MEETING POINT : 02h00

Coaching session Nr 4.

6

MEETING POINT : 02h00

Coaching session Nr 5.

7

MEETING POINT : 02h00

Coaching session Nr 6.

8

MEETING POINT : 02h00

Coaching session Nr 7.

9

MEETING POINT : 02h00

Coaching session Nr 8.

10

MEETING POINT : 02h00

Coaching session Nr 9.

11

ORAL PRESENTATION : 02h00

Final presentation of the recommendations in front of the company.

12

ORAL PRESENTATION : 02h00

Final presentation of the recommendations in front of the company.

Number of ECTS credits : 3
Course language : Anglais
Course leader : EL AMRANI REDOUANE
Speakers : DAVID Nicolas , EL AMRANI REDOUANE

≡ COURSE DESCRIPTION

Artificial Intelligence (AI) is rapidly emerging as the most important and transformative technology of our time. Recent advances, particularly in machine learning, a computer's ability to improve its performance without human instruction, have held to a rapid proliferation of new applications that are changing the game for companies in almost all industries. AI can help accomplish many business activities with greater accuracy and at a fraction of the time, it would take humans to do the same.

The effects of AI will only be magnified in the coming decade, as industries transform their core processes and business models to take advantage of its capabilities. Companies need to establish An AI strategy to govern and manage these complex challenges and changes. In this course, emphasis will be on the management of AI, from both process and system perspectives, as well as issues and opportunities in innovating through technology.

≡ COURSE OBJECTIVES

Upon completion of this course, participants will be able to:

- Understand the basic concepts of AI and apply them to business processes.
- Explore the role AI technologies have in obtaining a strategic competitive advantage and act on the tremendous opportunities AI offers.
- Give managers an understanding of the growing deployment of AI in business
- Understand when, and when not, to rely on AI
- Analyze AI Technologies use in back-office and front-office of organizations.
- Understand ethical and privacy issues surrounding AI in organization and the limits and dangers of blindly relying on algorithms

≡ LEARNING OBJECTIVES

| | |
|-------------------------------|--|
| C4B learning goal | LG1 - Analysis |
| C4B learning objective | LO1 - Make use of critical analysis/critical thinking skills |
| Outcomes | Lev. 1 - Select and check information |
| C4B learning goal | LG2 - Action |
| C4B learning objective | LO4 - Make proposals, take initiatives |
| Outcomes | Lev. 1 - Identify and interpret weak signals |
| C4B learning goal | LG5 - Cooperation |
| C4B learning objective | LO13 - Communicate and interact |
| Outcomes | Lev. 1 - Be open-minded, integrate cultural, professional and social differences to communicate better |

≡ TACKLED CONCEPTS

Artificial Intelligence, Machine Learning, Deep Learning, Robotics, Privacy, Digitalisation

≡ LEARNING METHODS

This course will combine discussions of current Artificial Intelligence concepts, principles and practices in use in the organization and its environment. Each session is designed to explore practical issues in the use of digital technologies to influence or implement corporate and competitive strategy of an enterprise. In order to gain maximum benefit from the course, course participants are expected to:

- Complete all assigned reading prior to the designated class
- Prepare assigned activities in advance of the class for which they are assigned. All class sessions are designed to augment, rather than repeat/duplicate assigned reading.
- Participant's grade will reflect the way in which they present and support their topics and positions in the various learning activities used in this course.

≡ EXPECTED WORK AND EVALUATION

Participant's grade will reflect the way in which they present and support their topics and positions in the various learning activities used in this course.

- Class Participation : 20%
- Case Study : 40%
- Final Exam : 40%

≡ BIBLIOGRAPHY

- Seaver, N. (2017). [Algorithms as culture: Some tactics for the ethnography of algorithmic systems](#). Big Data & Society, 4(2), 2053951717738104
- Waddell, K. (2016). [How algorithms can bring down minorities' credit scores](#). The Atlantic.
- Ziewitz, M. (2016). [Governing algorithms myth, mess, and methods](#). Science, Technology and Human Values, 41(1), 3–16

≡ EVALUATION METHODS

- 40 % : EXAM
- 40 % : AI Presentation
- 20 % : Participation

≡ SESSIONS

1 Accelerating Digital Transformation through Artificial Intelligence

LECTURE : 02h00

Introduction to AI
Demystifying AI in the digital age: how AI will change the Business? AI use in back-office and front-office
What happens to businesses that don't digitally Transform in the age of Robots, Cobots and AI?
AI pillars, challenges and strategies.

2 AI concepts, types & architecture

LECTURE : 02h00

AI platforms, solutions & ecosystem
Machine Learning Algorithms
Supervised Learning
Unsupervised Learning
Reinforcement learning
Deep Learning Algorithms

3 AI and Ethics

LECTURE : 02h00

AI Bias & Inequality : Can AI systems be ethical ?
Challenges and opportunities posed by AI
AI in the workplace
AI and Privacy
REX & Examples of Success and Failures

4**IBM Artificial Intelligence (1/2)**LECTURE : 02h00

AI in Supply Chain
Examples of application of AI in SCM
Case study – work in group / Making a value proposition to the client)
Debriefing, REX, methods AI large scale industrialization
Future of SC with AI

5**IBM Artificial Intelligence (2/2)**LECTURE : 02h00

AI in Supply Chain
Examples of application of AI in SCM
Case study – work in group / Making a value proposition to the client)
Debriefing, REX, methods AI large scale industrialization
Future of SC with AI

6**Silex : AI & Data Technologies for Sourcing & Procurement Performance (1/2)**LECTURE : 02h00

AI & Digitalization of the entire sourcing process
SaaS sourcing with Machine Learning
Presentation of the Purchasing digital platform
REX : Customer Cases

7**Silex : AI & Data Technologies for Sourcing & Procurement Performance (2/2)**LECTURE : 02h00

AI & Digitalization of the entire sourcing process
SaaS sourcing with Machine Learning
Presentation of the Purchasing digital platform
REX : Customer Cases

8**Managing AI Projects**LECTURE : 02h00

IT Project vs. AI Project
AI Project Life Cycle : PoC vs. PoV
How to start an AI project
REX : Customer Cases

9**Managing AI Projects**LECTURE : 02h00

Critical steps for Machine Learning implementation
Industrialisation of an AI project
Data-driven approach in AI projects
Examples & Cases studies

10**Managing AI Projects**LECTURE : 02h00

Working on AI Projects : competencies and expertise for AI usage
Managing AI projects : what to do, what to avoid
Integration with Business Tools
Quiz test

11**AI, Supply & Procurement Presentations**LECTURE : 02h00

Student's presentation :
- How AI will revolutionize inventory management ?
- How are AI virtual Assistants used in SCM & procurement ?
- AI for Supply Chain Planning?
Discussion & Feedbacks

Student's presentation :

- How AI is helping CPOs with supplier sourcing management?
- What is the future work with AI?
- AI Black Box problems

Discussion & Feedbacks

Number of ECTS credits : 3

Course language : Anglais

Course leader : EL AMRANI REDOUANE

Speakers : BAYER Michel , BEYLAT Julien , EL AMRANI REDOUANE

≡ COURSE DESCRIPTION

The computerization of every aspect of social and economic activity and the explosion of data the resulted in creation of large volumes of mostly unstructured data. In a parallel development, computers keep getting ever more powerful and storage ever cheaper. Today, we have the ability to reliably and cheaply store huge volumes of data, efficiently analyze them, and extract business and socially relevant information. The emerging topic of 'big data' is examined in terms of market growth, business opportunity and practical, case study examples. Students will work individually and in teams. They will be assigned specific big data topics and prepare team presentations for class discussion.

≡ COURSE OBJECTIVES

The key objective of this course are: • Understand the basic concepts & components of Big Data & BI • Explore the role of Big Data in obtaining an organizational competitive advantage. • Understand the architecture and the network in any Big Data strategy. • Explain the role of Big Data and in improving IS performance.

≡ LEARNING OBJECTIVES

| | |
|-------------------------------|--|
| C4B learning goal | LG2 - Action |
| C4B learning objective | LO4 - Make proposals, take initiatives |
| Outcomes | Lev. 3 - Support and argue new proposals in a context where they were not envisaged |
| C4B learning goal | LG3 - Entrepreneurship and Innovation |
| C4B learning objective | LO9 - Develop innovative solutions and test them |
| Outcomes | Lev. 3 - Design an experimental protocol. Organize feedback to improve the process/product/service |

≡ TACKLED CONCEPTS

Digital business Business Intelligence DataWarehouse DataMining Data Visulaization

≡ LEARNING METHODS

Lectures, professional return on experience (ROX), online demo, case studies

≡ EXPECTED WORK AND EVALUATION

Participant's grade will reflect the way in which they present and support their topics and positions in the various learning activities used in this course.

- Class Participation : 20%
- Case Study : 40%
- Final Exam : 40%

≡ BIBLIOGRAPHY

- Chen, Hong-Mei et al. "[How Lufthansa Capitalized on Big Data for Business Model Renovation](#)." *MIS Quarterly Executive* 16 (2017).
- Duan, Y. and Cao, G. (2015). "[Understanding the Impact of Business Analytics on Innovation](#)". in Proceedings of the 23rd European Conference on Information Systems. Münster, Germany.
- Galliers, R.D., Newell, S., Shanks, G. and Topi, H. (2017). "[Datification and its human, organizational and societal effects: The strategic opportunities and challenges of algorithmic decision-making](#)". *The Journal of Strategic Information Systems*. (26:3), pp. 185–190.

≡ EVALUATION METHODS

40 % : Exam

40 % : Big Data case Study

20 % : participation

≡ SESSIONS

1 Big Data & Digital Transformation (1/3)

LECTURE : 02h00

Introduction to Digital Business transformation & Big Data
What is Big Data and why it matters: Definition, taxonomy and value for the enterprise ?
Big Data Paradigm Shift : Why Big Data is so important?

2 Big Data and Business Intelligence (2/3)

LECTURE : 02h00

Datawarehouse, Datamart, Datamining in digital world
From BI to Big Data Analytics?
Big Data Strategy : technics, tools and architecture
Hadoop & Cloud architecture for Big Data
Big Data Projects: People & actors of Big Data
Case Study Assignment / Coaching

3 Big Data Architecture and Project (3/3)

LECTURE : 02h00

Using Big Data in Businesses : How is Big Data Used in Practice? Examples of Success and Failures
Big Data Projects: People & actors of Big Data
Case Study Assignment / Coaching

4 IBM Big Data (1/3)

LECTURE : 02h00

Cognitive Supply Chain Transformation
IoT, Big Data & Advanced Analytics (Predictive & Prescriptive)
Cognitive Technologies, What is IBM Watson ?
Big Data & Blockchain
REX and Case studies

5 IBM Big Data (2/3)

LECTURE : 02h00

Cognitive Supply Chain Transformation
IoT, Big Data & Advanced Analytics (Predictive & Prescriptive)
Cognitive Technologies, What is IBM Watson ?
Big Data & Blockchain
REX and Case studies

6 IBM Big Data (3/3)

LECTURE : 02h00

Cognitive Supply Chain Transformation
IoT, Big Data & Advanced Analytics (Predictive & Prescriptive)
Cognitive Technologies, What is IBM Watson ?
Big Data & Blockchain
REX and Case studies

7 Case Studies Presentations

LECTURE : 02h00

Student's presentation : Dow Chemical, Coca-Cola, Airline Industry
Discussion & Feedbacks

8**Case Studies Presentations**LECTURE : 02h00

Student's presentation : Procter & Gamble, Gap, Global Food Chain
Discussion & Feedbacks

9**Case Studies Presentations**LECTURE : 02h00

Student's presentation : Volkswagen, Ali Baba, Healthcare Industry
Discussion & Feedbacks

10**Session with Julien BEYLAT**LECTURE : 06h00

During this session, students will be able to discover the concept of data visualization and how Tableau can help in visualizing data.
Students will use a supply chain dataset and will create their own visualizations in order to make sense of the data with Tableau.

Objectives :

- Understand how important data visualization is when working with big datasets
- Create visualizations with Tableau Desktop from a brand new dataset and create insights
- Create dashboards to navigate through the visualizations.

Creation of a dashboard from a supply chain dataset + presentation.
No evaluation.

SESSIONS

- 1 : Data Visualization Theory (0,5h)
 - 2 : Guided Practice (2h)
 - 3 : Group Work (2,5h)
 - 4 : Group Presentation(1h)
-

Number of ECTS credits : 3

Course language : Anglais

Course leader : LOUCHE CELINE

Speakers : JOHNSEN THOMAS , LOUCHE CELINE

≡ COURSE DESCRIPTION

The course explores corporate social responsibility (CSR) in a global sourcing context. Global sourcing presents both opportunities for companies and a wide range of risks where many concern sustainability and CSR.

CSR is a broad concept that includes the economic, environmental and social dimensions (i.e. sustainability) as well as stakeholder, voluntary and ethical dimensions.

MODIFICATIONS_COVID

Session 1 to 6 will take place online, via Blackboard Collaborate. If possible, session 7 to 13 will be in class. This, of course, is subject to changes depending on the situation.

≡ COURSE OBJECTIVES

The course will examine the relevance of CSR to global sourcing practices and strategies and will provide insights into the implementation and challenges of responsible global sourcing.

≡ LEARNING OBJECTIVES

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|-------------------------------|---|
| C4B learning goal | LG4 - CSR |
| C4B learning objective | LO10 - Identify and understand stakeholder interests |
| Outcomes | Lev. 2 - Categorize the relevant stakeholders and explain their interests |

| | |
|-------------------------------|---|
| C4B learning goal | LG4 - CSR |
| C4B learning objective | LO12 - Take a decision from economic, social and environmental perspectives |
| Outcomes | Lev. 3 - Make choices and arbitrate according to sustainability criteria |

≡ TACKLED CONCEPTS

- CSR & Sustainability
- Ethical and sustainable procurement
- Corporate Sustainability Strategies
- Sustainable Business Models
- Leadership
- Social and Environmental Sustainability in Operations & Supply Chains
- Reporting and disclosure
- Supply Chain Collaboration
- Global Networks

≡ LEARNING METHODS

Lectures, Exercises, Case studies

≡ EXPECTED WORK AND EVALUATION

Group work (50%) and written exam (50%). The group assignment consists of an oral presentation (20%) and a written report (30%)

LO10 and LO12 will be assessed through the individual assessment.

≡ BIBLIOGRAPHY

Core Text:

Johnsen, T., Howard, M., Miemczyk, J. (2019). *Purchasing and supply chain management : a sustainability perspective*. (2nd ed.). Routledge. (1st edition also approved for course.) + [Ebook](#)

Recommended reading:

Carroll, A. B. (2016). *Carroll's pyramid of CSR: taking another look*. <https://doi-org.audenciagroup.idm.oclc.org/10.1186/s40991-016-0004-6>

Porter, M. E., & Kramer, M. R. (2018). *Creating Shared Value; How to Reinvent Capitalism—And Unleash a Wave of Innovation and Growth*. Springer Netherlands. https://doi-org.audenciagroup.idm.oclc.org/10.1007/978-94-024-1144-7_16

Lawrence, A. T. (2010). Managing Disputes with Nonmarket Stakeholders: WAGE A FIGHT, WITHDRAW, WAIT, OR WORK IT OUT? *California Management Review*, 53(1), 90–113. <https://doi-org.audenciagroup.idm.oclc.org/10.1525/cmr.2010.53.1.90>

Villena, V. H., & Gioia, D. A. (2020). [A More Sustainable Supply Chain](#). *Harvard Business Review*, 98(2), 84–93.

≡ EVALUATION METHODS

25 % : Mcq

20 % : Group Assignment_oral

30 % : Group Assignment_report

25 % : Open questions

≡ SESSIONS

1 Introduction to CSR & Sustainability (CL)

LECTURE & PRACTICAL WORK : 02h00

In this session, the course structure and expectations will be introduced. We will then discuss the societal challenges our society faces. You will be introduced to the concept of sustainability and corporate social responsibility, its roots and development.

2 CSR related standards and frameworks (CL)

LECTURE : 02h00

During this class, we will explore the CSR related framework and standards, with a special focus on Sustainable Development Goals (SDG).

3 Responsible global sourcing: case IKEA (TJ)

LECTURE & CASE STUDIES : 02h00

This session is based on the IKEA case. We use the case to examine how a 5-stage global sourcing process model can be applied.

4 Global sourcing category risks (TJ)

LECTURE : 02h00

In this session, we examine the drivers (or motivations) for global sourcing, and explore different global sourcing risks in purchase categories. We run an exercise using a tool to analyse in particular industries and countries.

5 Understanding the firm in its network of stakeholders: part 1 (CL)

LECTURE & CASE STUDIES : 02h00

In this session, we will first discuss the importance of the stakeholder perspective and get a better understanding of stakeholders' expectations. We will then learn how to identify, prioritize and engage with stakeholders.

6 Understanding the firm in its network of stakeholders: exercise – Part 2 (CL)

LECTURE & CASE STUDIES : 02h00

During this session, we will continue exploring the notion of stakeholder through an exercise.

7**Partnerships for responsible global sourcing – Part 1 (CL)**

LECTURE & CASE STUDIES : 02h00

In this session, we will explore the relationship between businesses and NGOs. We will especially focus our attention on partnership initiatives between the two to address CSR issues in global sourcing.

8**Partnerships for responsible global sourcing: case study –Part 2 (CL)**

LECTURE & CASE STUDIES : 02h00

During this session, we will continue to explore the notion of partnership through a case study.

9**Monitoring suppliers in the context of responsible global sourcing (TJ)**

LECTURE & CASE STUDIES : 02h00

Topics:

- Supplier assessment & supplier sustainability monitoring
- Role of third parties: NGOs and platform providers & Example EcoVadis
- Kraljic matrix revisited: managing sustainable sourcing across different purchase categories

10**Beyond monitoring: Case Danone (TJ)**

LECTURE & CASE STUDIES : 02h00

Many companies limit their responsible global sourcing to supplier monitoring relying on questionnaires and audits. More advanced companies use developmental approaches to help suppliers to create the necessary capability and mindset changes. We use the case of Danone to understand how a systematic process for monitoring suppliers and appropriate follow-up action

11**Changing patterns in global sourcing (TJ)**

LECTURE & CASE STUDIES : 02h00

- Group task: Current supply chain disruptions and high dependency on global sourcing
- Global sourcing decision-making: total cost perspectives
- Trends in global sourcing patterns: before, during and after Covid-19

12**Assignment group presentations (CL & TJ)**

GROUP PRESENTATION : 02h00

This session will be devoted to group presentations. Each group will present the outcome of their project and answer questions from the audience.

Number of ECTS credits : 3
Course language : Anglais
Course leader : MARQUES GOMES Leonardo
Speakers : MARQUES GOMES Leonardo , MEQDADI Osama

≡

COURSE DESCRIPTION

This course aims to provide academic frameworks for analyzing and taking sustainable supply chain and logistics decisions. Building on general supply chain and logistics concepts and models, this course focuses specifically on the challenges and opportunities presented by sustainability and the implications of these on supply chain and logics models and practices.

We explore changes in traditional supply chain thinking, where companies are moving away from linear supply chains towards closed-loop or circular supply chains. We also explore how companies can control and develop their supply chain to ensure compliance with environmental and social standards and policies.

We examine how sustainability affects current logistics models and thinking in areas such as warehousing and transport, and we explore trends in urban logistics and recent developments towards ‘Logistics 4.0’.

MODIFICATIONS 2021_Semester 2

Session 2 to 5 will be managed by Dr. Osama MEQDADI. All other Sessions will be managed by Dr. Leonardo MARQUES.

Hybrid Sessions will be based on the virtual class via Blackboard Collaborate.

The Group Presentations and Final Exam will be detailed later.

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COURSE OBJECTIVES

At the end of this unit students should be able to:

- Assess the relevance and challenges of sustainable supply chain and logistics management, especially in terms of potential environmental and social risks in extended supply chains and networks
- Critically evaluate the concepts of closed-loop supply chain and circular economy
- Apply a sustainability approach to the management of logistic flows
- Explain new practices in SCM and Logistics

≡

LEARNING OBJECTIVES

| | |
|-------------------------------|--|
| C4B learning goal | LG1 - Analysis |
| C4B learning objective | LO2 - Analyse complex situations |
| Outcomes | Lev. 2 - Formulate hypotheses to understand a complex situation, in a structured way, by mobilizing disciplinary frameworks if necessary |
| Details | Students need to analyze cases focused on both green logistics and circular supply chains They are pressured to explore their critical thinking and formulate hypotheses to advance business models towards sustainability and circularity |
| C4B learning goal | LG4 - CSR |
| C4B learning objective | LO12 - Take a decision from economic, social and environmental perspectives |
| Outcomes | Lev. 2 - Quantify and prioritize the impact of one's activities on the ecosystem concerned |
| Details | The course includes the analysis of CSR reports, with a particular focused on logistics & supply chain related issues. Student work in teams and present an analysis of CSR reports contrasting two companies of the same industry sector. Within this presentation, they need to stress the impact of corporate decisions on the related SDGs |

≡ TACKLED CONCEPTS

- Sustainable supply chain management
- Circular economy and closed loop supply chains
- Green logistics and reverse logistics
- Logistics carbon footprint
- Future trends in green logistics

≡ LEARNING METHODS

Lectures, team work, case studies, discussions in class.

≡ EXPECTED WORK AND EVALUATION

This course has an Exam (60%) and a Groupwork (40%).

Details of the assignment are available in the Full Syllabus uploaded on Blackboard.

≡ BIBLIOGRAPHY

Core Text:

Johnsen, T., Howard, M., Miemczyk, J. (2019). [*Purchasing and supply chain management : a sustainability perspective*](#). (2nd ed.). Routledge. + [Ebook](#) (The Library has a handful of physical copies and also access to the eBook).

Additional readings e.g. case studies and articles will be made available on Blackboard.

≡ EVALUATION METHODS

40 % : Continuous Assessment

60 % : Exam

≡ SESSIONS

1 Introduction and course overview (LM)

LECTURE : 02h00

Reading: Course syllabus and Groupwork rules

2 Sustainable supply chain management (OM)

LECTURE : 02h00

Lecture by Dr. Osama MEQDADI

3 Circular supply chains part 1 (OM)

LECTURE : 02h00

Lecture by Dr. Osama MEQDADI

4 Circular supply chains part 2 (OM)

LECTURE & CASE STUDIES : 02h00

Lecture by Dr. Osama MEQDADI

5 Circular Supply Chains - Case Studies (OM)

LECTURE & CASE STUDIES : 02h00

Case study by Dr. Osama MEQDADI

6

Challenges of green transportation (LM)

LECTURE : 02h00

Lecture by Dr. Leonardo Marques

Reading: Book Johnsen et al - Chapter 10

7

Challenges of last mile delivery (LM)

LECTURE : 02h00

Lecture by Dr. Leonardo Marques

Reading: Book Johnsen et al - Chapter 11

8

Green logistics and carbon footprint (LM)

LECTURE & CASE STUDIES & EXERCISES : 02h00

Lecture by Dr. Leonardo Marques

Reading: Book Johnsen et al - Chapter 12

9

Green logistics and carbon footprint - part 2 (LM)

LECTURE & CASE STUDIES : 02h00

In-class CDP data analysis

10

Green logistics and local vs. global debate (LM)

ORAL PRESENTATION : 02h00

Lecture by Dr. Leonardo marques

Case study SunnyBee

11

Trends in sustainability and transparency (LM)

ORAL PRESENTATION : 02h00

Lecture by Dr. Leonardo Marques

The Fairphone case study

12

Group Presentations (LM)

ORAL PRESENTATION : 02h00

10-min recorded presentation followed by Q&A

Number of ECTS credits : 3

Course language : Anglais

Course leader : JOHNSEN RHONA ELIZABETH

Speakers : BARBIER SAINTE MARIE ANNE , JOHNSEN RHONA ELIZABETH , KARAGIANNIS Konstantinos , REED HEIDI

≡ COURSE DESCRIPTION

This course provides the foundations of practical research training with the aim of developing students' competencies in conducting research during their studies e.g. finding relevant data and information to understand and solve problems, and in particular for the purpose of designing and writing the final thesis. The module covers the development of a research proposal comprising a research topic, research questions, literature review and appropriate research methodology for students' chosen research for the thesis.

The course brings together the research methodology skills for research for the dissertation together with sessions on undertaking qualitative/quantitative research and undertaking literature search and a literature review.

Participants will have the opportunity to develop and refine a research proposal as part of the course.

≡ COURSE OBJECTIVES

- to source relevant data and information
- to write a literature review
- to explain an appropriate research method
- to develop and present a research proposal
- to align research interests with career development goals

≡ LEARNING OBJECTIVES

| | |
|-------------------------------|--|
| C4B learning goal | LG1 - Analysis |
| C4B learning objective | LO1 - Make use of critical analysis/critical thinking skills |
| Outcomes | Lev. 2 - Formulate a personal and well-informed opinion |
| C4B learning goal | LG5 - Cooperation |
| C4B learning objective | LO15 - Act with flexibility, adaptability and intellectual curiosity |
| Outcomes | Lev. 3 - Confront several points of view and incorporate external opinions |

≡ TACKLED CONCEPTS

Research questions, literature review, research philosophy, research approach, research design, findings and contribution to knowledge

≡ LEARNING METHODS

Lectures and practical exercises on developing research questions, literature search and review, research methodologies, referencing, research proposals.

Student groups will be paired with another group for peer review of the research proposal in 'sets' for the evaluation.

≡ EXPECTED WORK AND EVALUATION

The assignment for research methodology is based on the preparation of a written research proposal comprising a title, research questions, a literature review, a research methodology and references. The written research proposal is prepared in small groups and a group grade will be awarded. The research proposal is presented and discussed in class for which an individual grade will be awarded.

Information on the research proposal assignment will be provided during the first session.

Students will undertake a 'peer review' task involving the critique of another group's research proposal. Each student's contribution to this task will also be taken into account in their individual evaluation.

- Group written research proposal: 50%
- Individual presentation and critique: 50%

≡ BIBLIOGRAPHY

Research Methods Books

- Saunders, M., Lewis, P., Thornhill, A. (2019). [Research methods for business students](#). (8th ed.). Pearson. + [Ebook](#)
- Kotzab, H., Seuring, S., Müller, M., Reiner, G. (2005). [Research methodologies in supply chain management](#). Physica-Verlag.

Research Papers discussing methodology in supply chain management

- Ketokivi, M., & Choi, T. (2014, January 1). [Renaissance of case research as a scientific method](#). *JOURNAL OF OPERATIONS MANAGEMENT*, 32(5), 232–240.
- Seuring, S. A. (2008). [Assessing the rigor of case study research in supply chain management](#). *Supply Chain Management: An International Journal*, 13(2), 128–137.
- Ellram, L. M. (1996). [The Use of the Case Study Method in Logistics Research](#). *Journal of Business Logistics*, 17(2), 93–138.
- Stuart, I., McCutcheon, D., Handfield, R., McLachlin, R., & Samson, D. (2002). [Effective case research in operations management: a process perspective](#). *Journal of Operations Management*, 20(5), 419–433.
- Voss, C., Tsikriktsis, N., & Frohlich, M. (2002). [Case research in operations management](#). *International Journal of Operations & Production Management*, 22(2), 195–219.
- Coughlan, P., & Coughlan, D. (2002). [Action research for operations management](#). *International Journal of Operations & Production Management*, 22(2), 220–240.

≡ EVALUATION METHODS

- 50 % : Proposal
- 50 % : Presentation

≡ SESSIONS

1 Introduction to the research methods course & developing a research proposal

LECTURE & PRACTICAL WORK : 02h00

Introduction to the course, designing and undertaking a research proposal for the thesis.

2 Introduction to the thesis and management research issues

LECTURE & PRACTICAL WORK : 02h00

Thesis process and thesis coordination. Management research issues.

3 Literature review, theoretical framework & plagiarism

LECTURE & PRACTICAL WORK : 02h00

Developing a literature review for the thesis, theoretical frameworks for the thesis, understanding plagiarism.

4

Information search

LECTURE & PRACTICAL WORK : 02h00

An overview of information search sources and how to use them for the research proposal and thesis.

5

Referencing

LECTURE & PRACTICAL WORK : 02h00

How to reference correctly and how to use references to support thesis work.

6

Qualitative methodology and case study research strategy

LECTURE & PRACTICAL WORK : 02h00

Case study research strategy and its relevance for qualitative research.

7

Quantitative research methods

LECTURE & PRACTICAL WORK : 04h00

The use of quantitative research methods and surveys.

8

Research proposal development & evaluation

GROUP PRESENTATION : 03h00

Student presentations of research proposal in 'sets' with tutor feedback and peer review comments and questions

9

Research proposal development & evaluation

GROUP PRESENTATION : 03h00

Student presentations of research proposal in 'sets' with tutor feedback and peer review comments and questions

Number of ECTS credits : 3**Course language :** Anglais**Course leader :** JOHNSEN THOMAS**Speakers :** CONSTANT François , JOHNSEN THOMAS

≡ COURSE DESCRIPTION

Building on previous learning in purchasing management, the Procurement Strategy and Innovation course analyses in more depth some key areas in which procurement is increased expected to act strategically and contribute to value cration beyond making cost savings. In particular, we explore complex organisational and strategic issues and how procurement can contribute to new product development and innovation.

≡ COURSE OBJECTIVES

At the end of this course students should be able to:

- to understand the meaning of strategic procurement and different levels of procurement maturity
- to evaluate the methods of early supplier involvement and early purchasing involvement in new product development and innovation and assess the potential performance implications of these practices
- to explain new trends in sourcing innovation through supply networks including sourcing from start-up companies
- to assess the advantages and disadvantages of different organisational structures including centralised, decentralised and centre-led models
- to explain the differences between direct and indirect procurement and the different challenges these present

≡ LEARNING OBJECTIVES

| | |
|-------------------------------|---|
| C4B learning goal | LG1 - Analysis |
| C4B learning objective | L02 - Analyse complex situations |
| Outcomes | Lev. 3 - Support one's conclusions and issue well-reasoned recommendations |
| C4B learning goal | LG3 - Entrepreneurship and Innovation |
| C4B learning objective | L09 - Develop innovative solutions and test them |
| Outcomes | Lev. 2 - Think "out of the box" to imagine and submit new ideas. Arbitrate between innovative ideas |

≡ TACKLED CONCEPTS

- Early supplier involvement (ESI) in new product development (NPD)
- Procurement involvement in innovation
- The NPD process: stage gate models
- Absorptive capacity of Procurement to manage new supplier technologies and markets
- Ambidexterity
- Cross-functional integration e.g. between procurement, marketing and R&D
- Strategic procurement
- Procurement organisation
- Indirect procurement and buying services

≡ LEARNING METHODS

As this course is at an advanced level, the idea is to engage students in debate and critical reflection on the strategic role and contribution of procurement management. There will therefore be extensive use of practical case studies as well as academic journal articles.

≡ EXPECTED WORK AND EVALUATION

The assessment will be based on one group assignments and one individual exam. The group assignment is a written report based on a company maturity analysis.

≡ BIBLIOGRAPHY

As this course is at advanced level, the readings will be based partly on academic journal and professional magazine articles available on Blackboard and partly on one book:

Book:

Johnsen, T., Howard, M., Miemczyk, J. (2019). [*Purchasing and supply chain management : a sustainability perspective*](#). (2nd ed.). Routledge. + [Ebook](#)

Additional reading:

Hervé Legenvre, & Jury Gualandris. (2017). [*Innovation sourcing excellence: Three purchasing capabilities for success*](#). *Business Horizons*, 61, 95–106.

Constant, F., Johnsen, T.E., and Calvi, R. (2020). Managing tensions between exploitative and exploratory innovation through purchasing function ambidexterity. *Journal of Purchasing & Supply Management*, 26 (4), 100645.

[*Managing tensions between exploitative and exploratory innovation through purchasing function ambidexterity*](#).

Rozemeijer, F. A., van Weele, A., & Weggeman, M. (2003, January 1). [*Creating Corporate Advantage through Purchasing: Toward a Contingency Model*](#). *JOURNAL OF SUPPLY CHAIN MANAGEMENT*, 39(1), 4–13.

≡ EVALUATION METHODS

50 % : Individual exam

50 % : Written report Company Maturity Analysis Goup

≡ SESSIONS

1 Introduction: Procurement strategy and innovation (TJ)

LECTURE : 02h00

This session gives an overview of the course and an introduction to Procurement Strategy and Innovation. We discuss the meaning of procurement strategy, exploring how procurement can add value to a company, beyond making cost savings, especially by contributing to innovation. We examine maturity models and their applications, preparing students for one of the assignments.

2 Early supplier involvement in new product development: Case Airbus A380 (TJ)

LECTURE & CASE STUDIES : 02h00

New product development time and cost can be reduced significantly through early supplier involvement (ESI). We explore some practical models and tools for ESI and using an assessment model. We explore how practices need to change when companies are faced with discontinuous innovation. The case of Airbus A380 is used to illustrate ESI challenges and lessons from practice.

3 Supply network-enabled innovation (TJ)

LECTURE & CASE STUDIES & EXERCISES : 02h00

We critically evaluate the concept of ESI when companies embark on discontinuous innovation. We unpack how innovation needs to be managed within supply networks and the new concept of supply network-enabled innovation. We discuss the implications for supplier relationships. We explore the role of procurement in innovation.

4 Procurement's role in innovation (FC)

LECTURE & CASE STUDIES : 02h00

In this session, students will investigate why and how Procurement can contribute to the firm's innovation capabilities. We evaluate new challenges faced by Procurement, including contracting with start-ups, adapting Procurement organization design, the concept of "champions" to support the innovation exploration phase, and using digital tools to explore innovation. All these new activities are part of the Procurement function enlargement adopted by the most advanced companies.

5 Hard control on innovation: Case study ALSTOM (FC)

LECTURE & CASE STUDIES : 02h00

In this session, students will investigate how purchasing can use open innovation to capture innovations from suppliers. The case emphasizes how suppliers can take advantage of open innovation practices, when not well managed by the buying firm. Problems like knowledge leakage or Intellectual Property (IP) rights are discussed. The case highlights how suppliers can use data from the buying company to their own profit, and suggest various methods for purchasers to deal with sensitive data.

6**Sourcing from start-ups (FC)**

LECTURE & CASE STUDIES & EXERCISES : 02h00

Procurement teams are increasingly realizing that they need to look beyond the traditional supply base and search for new opportunities to contribute to their company's success. This sometimes includes working with start-ups! Firms are surrounded with innovative start-ups, incubators who are gradually taking prominent roles. Procurement teams can contribute throughout various stages of collaboration with start-ups. To do so, they need specific tools and processes, as the traditional approaches to source suppliers are no longer valid. In this session, students will discover best practices for Procurement to collaborate with start-ups.

7**Procurement organisation: decentralised, centralised and centre-led structures (TJ)**

LECTURE & CASE STUDIES : 02h00

Procurement organizations could be fully decentralized, fully or partially centralized or nowadays center-led. In this session we will take a look to the different organizational set-up, reflect the benefits & challenges of each and highlight their differences.

Case study: NHS

8**Indirect procurement and buying services (TJ)**

LECTURE & CASE STUDIES & EXERCISES : 02h00

- Group exercise: buying different products and services
- Defining indirect procurement and categorising services
- The unique characteristics of services and their implications
- Challenges of buying services
- E-procurement and platforms for buying services
- Service level agreements (SLAs)

9**Interactive game SuPlay (1) (FC)**

SIMULATION/ SERIOUS GAMES : 02h00

14h of game play in total.

Online purchasing game, focusing on cost-reduction techniques and supplier relationship management, sourcing strategies and innovation. In the game, the students manage an organisation's purchasing department and progress from an operative buyer towards a chief purchasing officer.

SuPlay is a scientifically based procurement training method for professional purchasers in the form of a serious game. Based on various procurement strategies combined with project objectives and direct challenge from other participants, the game is dynamic and realistic. Purchasers are motivated and trained in a structured way. Next to hard skills, also soft skills are developed. Learning by playing is a substantially more efficient method than traditional training and with sustainable results.

The game takes place in a brewery and players start out as Junior Buyer Packaging. Under professional supervision, the participants develop to the level of CPO within four rounds. In each round new competencies are being added. New workouts, in-game applications and a feedback round enable participants to become final decision-makers with extensive competencies. The combination of various purchasing strategies and real competition between the different participating teams results in a dynamic and realistic playing field in which leadership, teamwork and decision-making are indispensable.

10**Interactive game SuPlay (2) (FC)**

SIMULATION/ SERIOUS GAMES : 04h00

suPlay - Session 2

11**Interactive game SuPlay (3) (FC)**

SIMULATION/ SERIOUS GAMES : 08h00

suPlay - Session 3&4

12**Interactive game SuPlay final session (FC)**

SIMULATION/ SERIOUS GAMES : 02h00

Number of ECTS credits : 3
Course language : Anglais
Course leader : CONSTANT François
Speakers : GAVALAS Dimitris

≡ COURSE DESCRIPTION

The course provides an integrated framework of modern principles and practices in applied Supply Chain Finance (SCF), for companies operating in a competitive and risky globalized setting. Among the eight sessions of the course, the basics of Corporate Finance will be discussed and crucial modules of SCF will be unfold.

≡ COURSE OBJECTIVES

- Identify the main networks in Supply Chain
- Identify the key enablers in SCF
- Identify the early adopters of SCF solutions
- Recognize the key market challenges responsible for the growing interest in SCF

≡ LEARNING OBJECTIVES

| | |
|-------------------------------|---|
| C4B learning goal | LG1 - Analysis |
| C4B learning objective | LO2 - Analyse complex situations |
| Outcomes | Lev. 3 - Support one's conclusions and issue well-reasoned recommendations |
| C4B learning goal | LG2 - Action |
| C4B learning objective | LO5 - Evaluate, prevent and manage short, medium and long-term risks |
| Outcomes | Lev. 2 - Determine the potential risks plus the degree of probability and time frame, work out various risk scenarios |

≡ TACKLED CONCEPTS

- Fundamental Properties of SCF
- Critical Corporate Financial Management Decisions
- Strategic Investment Decisions of Companies
- Financing Companies and Cost of Capital
- SCF solutions including approved payables finance, dynamic discounting, reverse factoring, p-cards and receivables finance
- Pricing, legal documentation and technological requirements for SCF platforms
- Regulatory issues facing the SCF industry

Tackled concepts

MODIFICATIONS_COVID

- Fundamental Properties of SCF
- SCF solutions including approved payables finance, dynamic discounting, reverse factoring, p-cards and receivables finance
- Pricing, legal documentation and technological requirements for SCF platforms
- Regulatory issues facing the SCF industry

≡ LEARNING METHODS

The course will consist of a combination of lectures, case presentations, and class discussion. The syllabus of the course will be covered in 8 sessions (24 hours -see schedule below). The lecture/discussion component will be devoted to presentation and discussion of concepts, frameworks, financial analytical techniques, and improvement strategies that may be deployed to drive greater supply chain management performance. The books serve as background information for understanding lecture content and casework materials as well as problems to build financial skills.

MODIFICATIONS_COVID

The course will consist of a combination of e-lectures and in-class discussion. The syllabus of the course will be covered in 8 sessions (1 hour each) and under continuous e-discussion through the BBC/FORUM. The lecture/discussion component will be devoted to presentation and discussion of concepts, frameworks, financial analytical techniques, and improvement strategies that may be deployed to drive greater supply chain management performance. The books serve as background information for understanding lecture content and casework materials as well as problems to build financial skills.

≡ EXPECTED WORK AND EVALUATION

Participation & Continuous Assessment - Appropriate expressions of interest, and meaningful contributions to class activities are expected, valued, and graded. All reading assignments must be delivered on time. Students should maintain an awareness of current business dynamics and apply their knowledge to class discussions. Oral contributions to class discussions and activities, and completion of any take-home and in-class related exercises will contribute in course's added value.

Continuous assessment: 25%

Assignments: 25%

Written exam: 50%

MODIFICATIONS_COVID

Participation & Continuous Assessment - Appropriate expressions of interest, and meaningful contributions to class activities are expected, valued, and graded. All reading assignments must be delivered on time. Students should maintain an awareness of current business dynamics and apply their knowledge to class discussions. Oral contributions to class discussions and activities, and completion of any take-home and in-class related exercises will contribute in course's added value.

Assignments: 50%

Written exam: 50%

≡ BIBLIOGRAPHY

Recommended books:

- Hoffman, E. and Belin, O., (2011) *Supply Chain Finance Solutions, Relevance-Propositions-Market Value*. Springer.
- Megginson, W.L., Lucey, B.M. and Smart, S.B., (2008). [Introduction to Corporate Finance](#) Cengage Learning EMEA.

≡ EVALUATION METHODS

50 % : Exam

50 % : Coursework

≡ SESSIONS

1 The Supply Chain Finance Industry

LECTURE : 03h00

- Market constituents, enablers, challenges
- Current market size
- Prospects for growth

2 The Supply Chain Finance Industry

LECTURE : 02h00

Séance 1 : The Supply Chain Finance Industry

[Modifier](#)

- Market penetration
- Regions and industries

3**Financial Statements**LECTURE : 03h00

- The Balance Sheet
- The Income Statement
- Taxes
- Cash Flow

4**Working with Financial Statements 1/2**LECTURE : 02h00

- Standardized Financial Statements
- Ratio Analysis

5**Working with financial statements 2/2**LECTURE : 02h00

- The DuPont Identity
- Using Financial Statement Information

6**Long-Term Financial Planning and Growth**LECTURE : 02h00

- Financial Planning Models
- External Financing and Growth
- Financial Leverage

7**Products and Solutions**LECTURE : 02h00

- Working Capital
- Receivables financing

8**Products and Solutions**LECTURE : 02h00

- Reverse factoring
- Approved payables financing
- Dynamic discounting

9**Stakeholders and Market Participants**LECTURE : 03h00

- Buyers
- Suppliers
- Global commercial banks
- Technology providers
- Enablers

10**Risk and regulation**LECTURE : 03h00

- Internal risk management
- Regulation and Basel III
- Compliance
- Accounting issues

11

Automation tools

LECTURE : 02h00

· Automations tools

· e-invoicing

.

12

Collaboration

LECTURE : 02h00

Bilateral collaboration

Collective collaboration

Number of ECTS credits : 3**Course language :** Anglais**Course leader :** KAPITSKAIA OLGA**Speakers :** JOLIVEL Delphine , MERK Vincent

≡ COURSE DESCRIPTION

Managing organization is an important business, which inevitably is linked with the CEO's responsibility and also is part of all managers' jobs (whatever their position or function). To achieve organizational effectiveness, managers need different soft skills complementary to the hard skills and knowledge required in their jobs. This course, that adopts a multidisciplinary approach, provides advanced soft skills workshops in the areas of Management and Leadership.

These different workshops promote the development of an ethical and cooperative management style.

≡ COURSE OBJECTIVES

These different workshops are intended to support students in the development of key soft skills required for Team Leading and Leadership; and help them build a managerial posture.

≡ LEARNING OBJECTIVES

| | |
|-------------------------------|--|
| C4B learning goal | LG1 - Analysis |
| C4B learning objective | LO1 - Make use of critical analysis/critical thinking skills |
| Outcomes | Lev. 2 - Formulate a personal and well-informed opinion |
| C4B learning goal | LG5 - Cooperation |
| C4B learning objective | LO14 - Work effectively in a team |
| Outcomes | Lev. 3 - Demonstrate a commitment to group work, encourage partners and create involvement and adherence |

≡ TACKLED CONCEPTS

- Management vs leadership
- Motivating your teams
- Helping your team member grow
- Communicating with different profiles
- Contemporary and Ethical Leadership skills
- Peer review: Assessing group cooperation in "Consulting Projects" course
- Working in teams: Key concepts in intercultural perspective
- Managing Global Virtual Teams (GVT)
- Collective Decision Making process (CDM)

≡ LEARNING METHODS

- This course will use a combination of lecture, exercises, case studies and role plays in class.

≡ EXPECTED WORK AND EVALUATION

50% Group assignment video analysis (Delphine Jolivel)

50% Individual assignment (Vincent Merk)

≡ BIBLIOGRAPHY

Reading will be assigned in class or in advance

Optional readings:

- Robbins, S., Hunsaker, P-L. (2014). [*Training in interpersonal skills : TIPS for managing people at work*](#). (6th ed.). Pearson. [EBOOK](#)

(can be downloaded for free):

- J. Brassey, Nick H.M. van Dam, 2017, Staying Relevant in The Workplace : Develop Lifelong Learning Mindsets, Book Boon, 1st edition, 41 p., <https://bookboon.com/en/staying-relevant-in-the-workplace-ebook>
- Covey, D. (2019). [*Self-actualization : how to master the art of renewing your mind, through decluttering your life and tidying up, to become a better you, for long term fulfillment*](#). Dean Covey.
- [*The Motivation Manifesto: 9 Declarations to Claim Your Personal Power*](#) by Brendan Burchard, Hardcover – Hay House Inc.; First Edition edition (October 28, 2014)
- Kouzes, J-M., Posner, B-Z. (2023). [*The leadership challenge : how to make extraordinary things happen in organizations*](#). (7th ed.). Wiley.

≡ EVALUATION METHODS

50 % : Video Analysis Delphine Jolivel

50 % : Individual Grades Vincent M

≡ SESSIONS

1

LECTURE : 02h00

2 hours - online class

- Leadership vs management
- Leadership traits, styles, and behaviours.
- 10 leadership skills for now and the future and how to bridge the gap

2

LECTURE : 02h00

2 hours online class

Leadership models:

- Path goal theory of leadership
- Normative decision model
- Situational leadership from Hershey & Blanchard
- 6 leadership styles (Goleman & al.)

3

LECTURE : 02h00

2 hours online class

- Transformational & charismatic leaders
- Ethical leadership
- The Leadership Challenge from Kouzes & Posner
 - Model the way
 - Inspire a shared vision
 - Challenge the process
 - Enable others to act
 - Encourage the heart

4

LECTURE : 02h00

2 hours

- Knowing yourself
 - Johari's window
 - Transactions
 - Assertiveness
 - Understanding others
- People are different
- The views of the buyer's

5

LECTURE : 02h00

2 hours

- Motivating others
- Elements of motivation (intrinsic vs extrinsic motivation)
- Equity theory (J. Stacey Adams)
- Herzberg's Two Factor Theory
- Main factors for demotivation
 - Impact of managerial style

6

LECTURE : 02h00

2 hours

- Improving your leadership skills
- Coaching as a tool
- Practice

7

LECTURE : 02h00

2 hours

- Working in teams: Key concepts in intercultural perspective
- Group exercise

8

LECTURE : 02h00

2 hours

- Managing Global Virtual Teams (GVT)
- Group exercise

9

LECTURE : 02h00

2 hours

- The concept of trust in (GVT) teams: How to create and maintain trust
- Group exercise

10

LECTURE : 02h00

2 hours

- Peer review: Assessing group cooperation in "Consulting Projects" course
- Group discussion and reporting
- Plenary debrief: Reflecting on previous cooperation and conclusion

11

LECTURE : 02h00

2 hours

- Collective Decision Making process (CDM)

Reflection on past experiences

12

LECTURE : 02h00

2 hours

- Group exercise on CDM process
- Final individual test