

MSc Food & Agribusiness Management

September 2024 – April 2025



CODE: Tbc

Course title: RESPONSIBLE ENTREPRENEURSHIP & BUSINESS PLAN

Term: FALL

Teaching hours: 24 hours

Number of credits: 3

Teaching language: ☒English ☐French

Course leader: BLANCHO CORINNE

Speakers: BLANCHO Corinne, EL GANAOUI Omar , RONTEAU SEBASTIEN

≡ **COURSE DESCRIPTION**

This course teaches methodology for building a responsible business plan from a food or agribusiness business idea that students choose. The course also covers business statistics that professionals need to master in order to support their plan. Participants can work on their own business idea and materialize it by a business plan, using the transversal knowledge acquired in other courses such as innovation & design thinking, finance, marketing and supply chain.

≡ **COURSE OBJECTIVES**

METHODOLOGY FOR BUSINESS PLAN

The main goal of this course is to learn how to build a promising business plan, and more precisely it provides tips to students in order to decrypt expectations and tips regarding Business Plans and Business Planning:

Analyze and Present a Business Opportunity

Be able to implement a methodology associated to the launch of a new venture Gain practice in presenting business plans to a targeted audience

BUSINESS STATISTICS

Quantitative & statistic skills course objectives are:

to introduce students with the means to describe, define, and analyze the role Quantitative Statistics play in managerial decisions
through statistics, to develop students' ability to solve real business problems, supported by computer simulations using SPSS and/or Excel Stat
to understand Statistics concepts and principles by applying relevant tools and techniques and by making extensive use of case studies and simulation exercises to assimilate that knowledge

≡ **TACKLED CONCEPTS**

BUSINESS PLAN

Through the business plan, all the basic management concepts are covered, especially those dealing with finance and marketing management (see syllabus of FINANCE and MARKETING).

BUSINESS STATISTICS

Probability distributions

Descriptive statistics

Sampling distributions statistical inference for means and proportions Hypothesis testing

Regression and Correlation Models

Software applications - IBM SPSS - Excel Stat

≡ LEARNING METHODS

Concerning the business plan project, lectures, case studies, exercises are run through various other courses especially finance and marketing classes, to help students build an innovative and sustainable biz plan across the periods 1 & 2 in Nantes.

For the quantitative research & statistic course, each session will be divided into two parts where possible. First will be a presentation of theoretical constructs, this will be followed by a seminar-style case study. Students are expected to come to class having: Read the related material; Done some practice on appropriate software (EXCEL)

≡ ASSIGNMENTS AND EXPECTED WORK

Student attendance to class, participation in class, oral presentation, work in group, work at home.

METHODOLOGY FOR BUSINESS PLAN COURSE

This part accounts for **70% of the module grade**:

1. Students will present their business plan in groups through an oral exercise (20mn max.). This accounts for **25%** of the business plan grade (LO15)

2. They will provide afterwards their reviewed final business plan report (20 pages max.). This accounts for **75%** of the business plan grade (LO6_9)

QUANTITATIVE RESEARCH AND STATISTICS COURSE

This part accounts for **30% of module grade** :

Group assignment work 60% : is designed in such a way that the student groups analyse the problem and present a coherent report in which each student has contributed equally. All assessed work must be handed in, in a typed format. Students will be judged on their ability to analyse and produce executive material in terms of concrete decision-making. Assessment of LO04 "Make proposals and take initiatives" and LO14 "Work effectively in a team".

Individual case study work 40%: is used to test student's abilities to apply acquired methods and techniques and to analyse various summary statistics. Assessment of LO02 "Analyze complex situations".

Attendance and class participation: You are required to attend the first class of each instructor. If you cannot attend class due to unavoidable circumstances, we expect you to inform your instructor/administrator prior to the class of your absence. Please note that any unexcused absences will impact your overall grade for the course. Students should expect to

be called upon regularly to answer questions or provide contributions during case discussions.

≡ **BIBLIOGRAPHY – COURSE MATERIAL**

BUSINESS PLAN:

Barrow, Barrow, Brown, 2015, The business plan workbook, Kogan page
Sahlman, 2008, How to write a great business plan, Harvard Business School Press
Schwetje, Vaseghi, 2007, The business plan, Springer
Westwood, 2013, How to write a marketing plan, Kogan Page

BUSINESS STATISTICS:

Berenson, M. L., Levine, D.M., and Krehbiel, T.C. (2014). *Basic Business Statistics: Concepts and Applications*. (13th edn). Pearson.
Sharpe, N.D., De Veaux, R.D., and Velleman, P. (2014). *Business Statistics*. (3rd edn). Pearson.
Stine, R.A., and Foster, D. (2013). *Statistics for Business: Decision Making and Analysis*. (2nd edn). Pearson

≡ **NECESSARY SOFTWARE – HARDWARE**

IBM SPSS + EXCEL STAT.

≡ **EVALUATION METHODS**

70 % : Business Plan group work

Statistics course:

12 % : Individual work

18 % : Group work

≡ **SESSIONS**

- **SESSION 1: Methodology for Business Plan**
 - ON LINE LECTURES: 02h00
 - Methodology for Business Plan
 - 1. BPs: What is at Stake? Ice-Breaking Session
 - 2. Business Planning–A Processual View
 - 3. BPs: Decrypting expectations
 - 4. Strategic Communication
- **SESSION 2: Methodology for Business Plan**
 - ON LINE LECTURES : 02h00
 - Business Plan Structure and Content
 - 1. Business Plan Basics
 - 2. Outline Points
 - 3. Table of Contents: decrypting expectations
- **SESSION 3: Statistics course introduction**
 - BRIEFING : 02h00
 - **Introduction to Quantitative Statistics**
 - Statistical Analysis; Descriptive Statistics

- **Data Analysis with SPSS (Part 1)**
- Getting Started; Accessing,Examining,and Saving Data **Download and install IBM SPSS**
- ***IBM SPSS: Step-by-Step will be given by the instructor***
- **SESSION 4: Statistics: sampling and data analysis**
 - LECTURE & PRACTICAL WORK : 02h00
 - Sampling and Sampling Distributions
 - Introduction to Statistical Inference ; Estimation of confidence interval
 - Determining Sample Size
 - **Data Analysis with SPSS (Part 2)**
 - Univariate Analysis:
 - Descriptive Statistics
- **SESSION 5: Statistics: sampling and data analysis (continue)**
 - LECTURE & PRACTICAL WORK : 02h00
- **SESSION 6: Statistics: hypothesis testing and data analysis**
 - LECTURE & PRACTICAL WORK : 02h00
 - **Estimation and Hypothesis Testing**
 - Hypothesis Testing for Population Means Chi-square test of independence
 - **Data Analysis with SPSS (Part 3)**
 - Assessing Association through Bivariate Analysis
- **SESSION 7: Statistics: hypothesis testing and data analysis (continue)**
 - LECTURE & PRACTICAL WORK : 02h00
- **SESSION 8: Statistics: data analysis**
 - LECTURE & PRACTICAL WORK : 02h00
 - **Modeling Relationships of Multiple Variables with Regression & Correlation**
 - Introduction to Correlation Simple & Multiple Regression **Data Analysis with SPSS (Part 3) Correlation Analysis**
 - Simple & Multiple Regression
- **SESSION 9: Statistics: data analysis (continue)**
 - LECTURE & PRACTICAL WORK : 02h00
- **SESSION 10: Statistics: approaches to research**
 - LECTURE & PRACTICAL WORK : 02h00
 - **Research designs**
 - Experiments
 - Case studies
 - Cross sectional designs
- **SESSION 11: Statistics: approaches to research (continue)**
 - LECTURE & PRACTICAL WORK : 02h00
- **SESSION 12: Business plan oral defense**
 - GROUP WORK : 02h00
 - During this session, you will defend your business plan in front of C. Lamour (marketing part of it) and T. Syriopoulos (finance part of it).

CODE: Tbc

Course title: FOOD INNOVATION & DESIGN THINKING

Term: FALL

Teaching hours: 24 hours

Number of credits: 3

Teaching language: ☒English ☐French

Course leader: BLANCHO CORINNE

Speakers: JAY BAUTISTA

≡ **COURSE DESCRIPTION**

During this course, students assimilate and apply Design Thinking tools and mindsets to help trigger (food) innovation. Students work in small groups consisting of 4-5 students on a common project, using those design-thinking tools.

≡ **COURSE OBJECTIVES**

Students will learn:

1. Empathy - see from a user's point view
2. Definition - create a meaningful problem statement
3. Ideation - generate unique ideas
4. Prototyping - translate ideas into physical representations
5. Testing - seek feedback and refine ideas
6. Pitching - inspire and connect with your audience

≡ **TACKLED CONCEPTS**

1. Project Management
2. Creative process and innovation mindsets
3. Team building and collective strengths
4. Risk taking

≡ **LEARNING METHODS**

This module utilizes group participation, interviews, observations, brainstorming, prototyping, oral presentation and project management tools.

≡ **ASSIGNMENTS AND EXPECTED WORK**

Students' work evaluation as follows:

1. L01: Formulate a personal and well-informed opinion (individual group grade) 25%
2. L09: Design an experiment protocol. Organize feedback to improve process/product/service (individual group grade) 25%
3. L14: Demonstrate a commitment to group work, encourage partners and create involvement and adherence (individual group grade) 50%

Due to the nature of this course, attendance and participation are essential for effective learning. Class attendance is required and any

unexcused absences will significantly impact your overall grade for this course. Students are expected to constructively and actively participate in and after class. Student (groups) are expected to prepare work prior to every session as course is focused on a single project.

≡ **BIBLIOGRAPHY – COURSE MATERIAL**

- BROWN, Tim 2009 - Think Big - https://www.ted.com/talks/Cm_brown_designers_think_big
- BROWN, Tim 2009 - Change by Design: How Design Thinking Transforms Organizations and Inspires Innovation HARPER BUSINESS
- BUGGY, Patrick 2016 - How to Cultivate a Beginner's Mind for a Fresh Perspective - <https://mindfulambition.net/beginners-mind>
- KELLY, Tom 2001 - The Art of Innovation CURRENCY BOOKS
- LIEDTKA, Jeanne 2018 - Why Design Thinking works - HARVARD BUSINESS REVIEW (Sept 2018)

≡ **EVALUATION METHODS**

- 40% Group assessment
- 60% Individual assessment

≡ **SESSIONS**

- **Session 1 - DT KICK-OFF**
 - Lecture: 02h00
 - 1. About Design Thinking
 - 2. Organization explained (objectives, structure, schedule)
 - 3. Introduction of common project, group assignment and individual roles
 - 4. Rules of engagement/expectations
 - Homework: find & identify users
- **Session 2 - EMPATHY (part 1)**
 - Lecture/Interactive Discussion: 02h00
 - During EMPATHY session - learn how to see with a fresh set of eyes (beginners mindset), interact with your target users to discover their needs, understand what matters to them, etc.
 - Outcome: understanding of Empathy tools, principles and methods
- **Session 3 - EMPATHY (part 2)**
 - Activity: 02h00
 - During EMPATHY session - apply tools and understanding from session 2/part 1 to your group project
 - Outcome: apply Empathy tools to create a deeper understanding of your user Tools: immersion, observation, engagement, etc.
 - Homework: engage with your users in pairs (2 persons), gather findings, share your experience and insights with your team

- **Session 4 - DEFINITION (part 1)**
 - Lecture/Interactive Discussion: 02h00
 - During DEFINITION session - present your engagement insights/summarizing data; learn to evaluate, analyze and synthesize your findings to scope a specific, meaningful and actionable problem statement
 - Outcome: understanding user-centric problems and the tools available
- **Session 5 - DEFINITION (part 2)**
 - Activity: 02h00
 - During DEFINITION session - apply tools and understanding learned in session 4/part 1
 - Outcome: clear user-centric problem statement
 - Tools: analysis, organization, personas, journey maps
 - Homework: work as a team to outline your particular problem statement
- **Session 6 - IDEATION (part 1)**
 - Lecture/Interactive Discussion: 02h00
 - During IDEATION session - present your problem statement; harness the collective perspectives and strengths of your team members to generate unique and novel ideas and solutions
 - Outcome: understanding creative tool and methods to generate ideas
- **Session 7: IDEATION (part 2)**
 - Activity: 02h00
 - During IDEATION session - apply tools and understanding learned in session 6/part 1 to your group project
 - Outcome: greater creative fluency (volume) and flexibility (variety) for your innovation toolkit
 - Tools: brainstorming, role-play, diverge/converge, building on ideas, HMW,
 - Homework: brainstorm multiple ideas, organize them & select the most promising
- **Session 8 - PROTOTYPE (part 1)**
 - Lecture/Interactive Discussion: 02h00
 - During PROTOTYPE session - present best idea; discover how to visualize idea using various mediums and to 'build to learn'
 - Outcome: understanding the tools to best represent your ideas
- **Session 9 - Prototype (part 2)**
 - Activity: 02h00
 - During PROTOTYPE session - apply tools and understanding learned in session 8/part 1 to your group project
 - Outcome: physical representations of your idea which people can experience and interact with for feedback
 - Tools: model-making, drawing, story-boards, user experience maps, user scenarios, etc
 - Homework: create prototype(s) of your idea

- **Session 10 - Lecture/Interactive**
 - Discussion: 02h00
 - During TESTING session - present prototype; learn to how to share your prototype with your users to gain further insights
 - Outcome: continued learning about users and improve prototype or solution through a feedback loop
 - Tools: engagement, questionnaire photos/video, analysis
 - Homework: test and gain feedback
- **Session 11 - REFINE & PITCH**
 - Lecture/Interactive Discussion: 02h00
 - During REFINE & PITCH session - 1. present feedback from testing; 2. learn alternative presentation techniques
 - Outcome: 1. actions to improve prototype based on feedback; 2. how to make more engaging presentations
 - Tools: 1. see Session 8/part 2; 2. Graphic presentations, imagery, video, story-telling, etc
 - Homework: 1. refine prototype; 2. create final presentaCon
- **Session 12 - FINAL PRESENTATION**
 - Presentation: 02h00
 - During FINAL session - presentation of your project, summarizing the process and pitching the Product, Service or App along with your prototype.
 - Outcome: knowledge and application of Design Thinking, new tools for innovation and more effective presentations

CODE: Tbc

Course title: SUSTAINABLE STRATEGIES IN THE FOOD INDUSTRY

Term: FALL

Teaching hours: 24 hours

Number of credits: 3

Teaching language: ☒English ☐French

Course leader: BLANCHO CORINNE

Speakers: ALAIN BRIDOUX

≡ COURSE DESCRIPTION

This course starts with a presentation of some essential facts about the world in 2024 that future executives of the Agrobusiness must apprehend before working on Strategy for their industry; it then introduces strategic management through two primary areas of analysis: the firm's external industry environment and its internal environment (its resources and capabilities). Strategic success results from building a competitive advantage through deploying internal resources and capabilities to exploit the key success factors within the firm's industry rapidly fluctuating environment.

Strategic management analyzes how managers can devise a set of actions ("the strategy") to acquire resources and capabilities that allow their company to obtain a competitive advantage which in today world is more often "transient" than "sustainable".

≡ COURSE OBJECTIVES

- Understand strategic issues and policy decisions facing businesses (primary focus on agribusiness) and how current thinking addresses these issues
- Develop the ability to analyze external industry structure and strategic groups to determine key success factors
- Explore the limits of industry structure and strategic groups concepts in a VUCA world
- Develop the ability to analyze the strengths and weaknesses of internal organizational resources and capabilities and then relate them to KSFs in the environment
- Understand why some firms succeed and others fail
- Understand why the current Business Models of the agribusiness are not sustainable
- Understand the main challenges of the agribusiness today
- Improve written and oral communication skills
- Develop cooperative problem solving skills

≡ TACKLED CONCEPTS

Strategic diagnosis, capabilities, corporate versus business strategy, international strategy, internal versus external growth strategy, disruption and uncertainty

≡ LEARNING METHODS

Learning and teaching methods include a combination of lectures on strategy; short case study analysis and discussion; team activities; and in-class discussion of current events.

- Lecture: Presentation of theoretical concepts and methods
- Short case studies: Illustration of concepts with various examples from the business world

- Team activities: Teams will complete a strategic analysis and present recommendations for a company of their choice
- Online group activities
- Online or in class group activities to develop collaboration skills and capabilities to manage remotely

≡ **ASSIGNMENTS AND EXPECTED WORK**

Attendance and class participation: You are required to attend the first class of each instructor. If you cannot attend class due to unavoidable circumstances, we expect you to inform your instructor/administrator prior to the class of your absence. Please note that any unexcused absences will impact your overall grade for the course. Students should expect to be called upon regularly to answer questions or provide contributions during case discussions.

Students are expected to actively participate in the classes, to take initiative, and to prepare readings and eventual homework for each session

- **60 %** : Final Examination (individual) corresponding to LO01 "Make use of critical analysis/ critical thinking skills"
- **20 %** : Group work corresponding to LO01 & LO11 "Make use of critical analysis/ critical thinking skills" & "Identify ethical issues and act on them from an ethical perspective"
- **20 %** : Attendance and participation (individual), corresponding to LO01 "Make use of critical analysis/ critical thinking skills"

≡ **BIBLIOGRAPHY – COURSE MATERIAL**

For the first part of the course, the Open Textbook "Mastering Strategic Management" by University of Minnesota Libraries (2015) can be found at <https://tinyurl.com/FAM18-1>
Individual chapters are available in the course Blackboard site (Resources)

In particular you can access:

Chapter 1 : Mastering Strategy Art & Science
Chapter 2 : Leading Strategically
Chapter 3 : Evaluating the External Environment
Chapter 4 : Managing Firm Resources
Chapter 5 : Selecting Business Level Strategies

• Rosling, 2018, Factfulness, Flatiron Books

≡ **EVALUATION METHODS**

- 20% Group assessment
- 80% Individual assessment (final exam + individual participation to group work)

≡ **SESSIONS (2hrs/session)**

- **Session 1**
 - Class expectations. Richness of the class diversity, power of collaborative work across cultures, academic backgrounds and gender.
 - Do you know the world? Quizz inspired from H.Rosling book: Factfulness
 - Disruption and a VUCA world: Examples of disruption worldwide and in your own countries
- **Session 2**
 - Presentation of the groupwork to be handed over in session 7 and formation of groups.
 - The traditional panorama of Strategy. Porter, Mintzberg and others
 - The Strategy toolbox
 - What is Strategy video; BHAG concept
- **Session 3**
 - The big lie of Strategic Planning
 - Scenario planning and its application to commodities and cyclical industries
- **Session 4**
 - Case study in the agribusiness sector
- **Session 5**
 - Business Models: definition, usefulness and limitations. In class case study of 3-4
 - Business models used in the French environment for agribusinesses. Differences with
 - Business models used for industrial products
- **Session 6**
 - Game theory with examples. Prisoner dilemma, sub optimization, tragedy of the Commons. Application to environmental issues.
- **Session 7**
 - CSR and Agribusiness. Sustainability of current Business models of Agribusiness: food Waste, ecological impact and other ethical issues. Circular economy as a possible solution to some issues.
 - In class Business case: Nestlé, efforts, boycott and other contradictions
- **Session 8**
 - Patterns of disruption in different industries. Disruption in the Agribusiness.
 - In class case study: Digitization in the Dairy Industry in China. Application to other parts of the world: feedback from students coming from different parts of the globe.
- **Session 9**
 - The 4 Industrial revolutions. The nine pillars of Industry 4.0 applied to the Agrobusiness. Customer Experience, new selling techniques and platforms implications for Agribusiness. “Bio” trends and new demands from customers

- **Session 10**
 - Presentation of Groupwork.
 - Grading from 1 to 5 by the class of each presentation
 - Feed back from the professor
- **Session 11**
 - Presentation of Groupwork.
 - Grading from 1 to 5 by the class of each presentation
 - Feed back from the professor
- **Session 12**
 - Preparation to the final examination with a review of least understood points.
 - Questions and answers.
 - In class Business case to be determined jointly with students in previous sessions.

CODE: Tbc
Course title: RESPONSIBLE FOOD MARKETING
Term: FALL

Teaching hours: 24 hours
Number of credits: 3
Teaching language: ☒English ☐French
Course leader: BLANCHO CORINNE
Speakers: BLANCHO CORINNE

≡ COURSE DESCRIPTION

Marketing science is about exploring, creating, and delivering value, differently from competition, at a profit. This course reviews the basic marketing concepts (market analysis, strategic marketing decisions and operational marketing) applied to food and agribusiness. Through various activities, this course covers food marketing specificities, including the challenges and opportunities marketers will go through to create and deliver value in a responsible and innovative manner. A marketing-by-numbers session is included in the module

≡ COURSE OBJECTIVES

1. Students will learn how to identify and examine the various components of a complex situation, from a market standpoint (reminder), in order to make better food marketing decisions
2. Students will learn how to make relevant food marketing choices and arbitrate according to sustainability criteria, through a marketing-by-numbers approach, as well as the specificities of B2B marketing

≡ TACKLED CONCEPTS

- Market field research: qualitative & quantitative methods (reminder)
- Strategic food marketing: segmenting, targeting, positioning
- Operational food marketing: product/service, price, distribution, communication
- Food marketing specificities, challenges, and effective solutions for marketers
- Sustainable food marketing plans

≡ LEARNING METHODS

This module is delivered through a variety of lectures, work in groups, oral presentations by students, short case studies, quiz, video, exercises. All applied to food and agriculture sector.

More precisely, as part of the entrepreneurship and business plan module, students are required to build a business plan around an innovative and responsible agrifood idea. During this marketing course, student will build their own marketing plan, applying the acquired knowledge during class. Their marketing plan will be integrated to their final business plan.

≡ ASSIGNMENTS AND EXPECTED WORK

Attendance and class participation: You are required to attend the first class of each instructor. If you cannot attend class due to unavoidable circumstances, we expect you to inform your instructor/administrator prior to the class of your absence. Please note that any

unexcused absences will impact your overall grade for the course. Students should expect to be called upon regularly to answer questions or provide contributions during case discussions.

There will be 2 types of assessments:

1. Continuous assessment: Group work around a market survey on students' business idea; assessed through LO02 "analyse complex situations" + LO07 "Identify needs and draw up an appropriate offer" + individual participation assessment LO14 "work effectively in a team" = **40%** of final module grade; intermediary quiz assessing acquired knowledge may be organized
2. final individual exam on case study + basic marketing concepts = **60%** of final module grade (end of semester)

Students are successful when they come to class, participate in class, are involved in group work, and read the recommended material.

≡ **BIBLIOGRAPHY – COURSE MATERIAL**

- Aurier, Sirieix, 2016, *Marketing de l'agro-alimentaire, Environnement, stratégies et plans d'actions*, 3rd ed, Dunod.
- Brégeon de St Quentin, Lemercier, 2019, *Le grand livre du marketing culinaire*, Dunod.
- Davis, Lockwood, Alcott, Pantelidis, 2018, *Food and beverage management*, 6th ed, Routledge. Chapter 11 "Food and beverage marketing"
- Kotler, Keller, Goodman, Hansen, 2016, *Marketing management*, 3rd ed, Pearson Education.
- Lebatto, 2019, *Innovations et marketing agroalimentaires*, L'Harmattan.
- Malhotra, Birks, Nunan, 2017, *Marketing research*, 3rd ed, Pearson Education.
- Padberg, Ritsun, Albisu, 1997, *Agro-food marketing*, CAB International.

≡ **EVALUATION METHODS**

- 20% Group assessment
- 80% Individual assessment (final exam + individual participation to group work + individual quiz)

≡ **SESSIONS (2hrs/session)**

○ **Session 1**

- Course introduction + Review of the marketing approach.
Groups must be formed, and an innovative idea provided for Oct1st.
- Students must prepare the related documentary research for next time.

- **Session 2**
 - Feedback is given on groups documentary research.
 - Qualitative market research is the next step in market research, after the documentary research has been done. Qualitative research helps understand fears, motives of market targets.
We will review the methodology of qualitative market research, what are the different tools available to run a qualitative market research, and more precisely how qualitative interviews should be run in order to provide reliable and valid data.
 - Interview guides to be prepared for the next session.
- **Session 3**
 - Feedback is given on interview guides, errors to be avoided.
 - Once qualitative research is done, the next step is to measure our targets' behaviors, motivations, fears and expectations in order to help making the right operational marketing decisions afterwards.
 - We will explain how to run an effective quantitative market research. We will review the methodology, the various tools available, and what are the pitfalls to be avoided in order to guarantee survey reliability and validity.
 - This class is linked to the Quantitative statistics course given in December by M. Omar El Ganaoui. Each group quantitative questionnaire to be provided for next session.
- **Session 4**
 - Coaching session on qualitative survey and quantitative questionnaire work in group.
- **Session 5**
 - During this session we will review the concepts of segmenting, targeting and positioning, in order to prepare the operational decisions afterwards.
 - Work in group on the positioning statement of their offer.
 - Strategic choices must be provided for next session: what segmentation criteria, what target(s), what positioning.
- **Session 6**
 - Coaching session on students' marketing plan, and more precisely how to make the link between market studies and the marketing strategy they need to put in place for their product.
- **Session 7**
 - Operational marketing: making decisions around the core food product and its services. Marketing by numbers session.
- **Session 8**
 - Operational marketing: making decisions about food pricing strategies. Marketing by numbers session.

- **Session 9**
 - Operational marketing: making decisions around food products distribution strategies.
- **Session 10**
 - Operational marketing: making decisions around food product communications.
- **Session 11**
 - Coaching session on students' marketing plans.
- **Session 12**
 - Exam reviews.

CODE: Tbc
Course title: B2C FOOD MARKETING

Term: FALL

Teaching hours: 24 hours
Number of credits: 3
Teaching language: ☒English ☐French
Course leader: BLANCHO CORINNE
Speakers: PHILIPPE LE BRETON – ANNE POIRIER-NGUYEN

≡ COURSE DESCRIPTION

This module covers two important topics:

- Food merchandising and Category Management
- Food packaging

Students understand the core techniques of Merchandising and Category Management in the French Retail environment and create a consistent assortment strategy. Then students dig deeper into the food packaging related concepts: students learn how to manage optimization projects, perceived quality issues, design and re-design of food ranges (product, packaging, process). They suggest new product concepts couple Food/Packaging integrating environmental impacts. Finally, they define a packaging specification.

≡ COURSE OBJECTIVES

- To create awareness and advance knowledge about issues in Merchandising and Category Management techniques. To be able to understand all the applications in Trade and point of sales management. To study the problems, to draft and build a merchandising view. To identify essential sources and market studies in order to create a relevant merchandising strategy. To discover the job of Category Manager. To learn merchandising new trends
- Food packaging:

Knowledge: packaging materials, packaging systems, packaging waste management, constraints in the supply chain and distribution channels ...

Skills: Ability to observe and analyze, creativity, work in project groups.

Expertise: integration of value management in the food packaging design process, Introduction to eco innovation for packaging in the food industry

≡ TACKLED CONCEPTS

- Merchandising strategy and category management policy for grocery products.
- Food packaging: Management of value chain of packaging, eco-innovation programs, functional analysis of pack systems, holistic design thinking, tools of solving problems

≡ LEARNING METHODS

Lectures, Readings, Case Studies & sharing experience, Games, Exercises, videos professional interviews.

For the merchandising class, lectures will be reinforced by cases and readings on real business cases with a B2B2C and interaction emphasis.

For the packaging class, a true project will be run by students.

≡ **ASSIGNMENTS AND EXPECTED WORK**

The work assessment is as follows:

- Category management assignment: continuous assessment through case study work 50% of module final grade. Covering LO3 (how to understand market segmentation and need units) + LO4 (students make proposals, take initiatives and promote a new merchandising strategy through a business case) + LO10 (students identify and understand stakeholders interests => consumers / shoppers / buyers / manufacturers / retailers)
- Food packaging assignment: workshop on packaging solutions (50% of the module grade). Covering LO3_9_15.

Attendance and class participation: You are required to attend the first class of each instructor. If you cannot attend class due to unavoidable circumstances, we expect you to inform your instructor/administrator prior to the class of your absence. Please note that any unexcused absences will impact your overall grade for the course. Students should expect to be called upon regularly to answer questions or provide contributions during case discussions.

≡ **BIBLIOGRAPHY – COURSE MATERIAL**

MERCHANDISING & CATEGORY MANAGEMENT:

- Alain Wellhoff, 2004, Merchandising, Dunod (in French, Learning Hub)
- Jacques Dioux, Le guide du Merchandising, 36 interactive actions, Editions d'Organisation (in French)
- Alessandra Wood, 2020, Designed to sell: the evolution of modern merchandising and display, Routledge (in English, Learning Hub)
- Zwanka Russell, Brian Harris, 2016, Category management principles, Create space (in English, Learning Hub)

PACKAGING: course materials (case studies) given in class

≡ **EVALUATION METHODS**

- 100% Group assessment for both activities, merchandising and packaging classes. With individual grading for participation.

≡ **SESSIONS**

○ **Session 1**

- Packaging course introduction: introduction and brainstorming

- **Session 2**
 - Packaging course: market drivers and global approach
- **Session 3**
 - Packaging course: market drivers and packaging drivers for food packaging
- **Session 4**
 - Packaging course: functionalities of food packaging
- **Session 5**
 - Packaging course: technology answers
- **Session 6**
 - Packaging course: eco-innovation processes
- **Session 7**
 - Merchandising and category management: introduction
- **Session 8**
 - Merchandising techniques and key components
- **Session 9**
 - Working on supply organization, layout strategies and planograms creation
- **Session 10**
 - Merchandising and category management: point of sales information and advertisement and promotional tools
- **Session 11**
 - Merchandising and category management: fields of application and category management
- **Session 12**
 - Merchandising and category management: trends and future of retail

CODE: Tbc

Course title: BUSINESS ANALYTICS AND BIG DATA IN FOOD

Term: FALL

Teaching hours: 24 hours

Number of credits: 3

Teaching language: ☒English ☐French

Course leader: BLANCHO CORINNE

Speakers: TBC – RAPHAEL STEPHENS

≡ COURSE DESCRIPTION

This module is divided in 2 parts:

1. Business analytics using Power BI (18hrs)
2. Seminar using CorText and Open Food Facts data base (6hrs)

Power BI is explained to students in order for them to learn how to visualize and analyze data. Power BI can be used to connect a wide variety of data sources, including Excel spreadsheets. It is widely used by businesses of all sizes to gain insights into their data, make informed decisions, and drive growth.

In addition, through a dedicated seminar, students get to know how they can take the maximum of big data in food, using CorText (a text mining software designed for qualitative and quantitative analysis of text data), and applying it to Open Food Facts data base.

≡ COURSE OBJECTIVES

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

- Manage data from Excel and use the main features of Power BI to visualize key data
- Know what is behind big data and how students could take from them

≡ TACKLED CONCEPTS

- Data analytics for food business

≡ LEARNING METHODS

The teaching method combines:

- **Conceptual and academic presentations on big data & Power BI** in order to give definitions.
- **Case studies, seminar, individual and group exercises** in order to facilitate the understanding and appropriation of the course content for the students.

All applied to food and agriculture sector.

≡ ASSIGNMENTS AND EXPECTED WORK

80% Power BI and data analytics class (minimum 60% individual assignment vs. 40% group work)

10% group grade corresponding to the seminar and challenge organized on Open Food Facts

≡ **NECESSARY SOFTWARE – HARDWARE**

- Power BI & Excel STAT Microsoft

≡ **EVALUATION METHODS**

- 40% Group assessment
- 60% Individual assessment

≡ **SESSIONS**

- **Session 1: Course introduction & concept review (individual quiz assignment)**
- **Session 2: Introduction to Power BI key features**
- **Session 3: Power BI exercises and case studies**
- **Session 4: Power BI exercises and case studies**
- **Session 5: Power BI exercises and case studies**
- **Session 6: Power BI exercises and case studies**
- **Session 7: Power BI exercises and case studies**
- **Session 8: Power BI exercises and case studies**
- **Session 9: Power BI review of key features and final exam advice**
- **Session 10: Big data: introduction to open food facts seminar / Open food facts seminar**
- **Session 11: Open food facts seminar**
- **Session 12: Open food facts seminar**

CODE: FAM103
Course title: MANAGERIAL FINANCE

Term: FALL

Teaching hours: 24 hours
Number of credits: 3
Teaching language: ☒English ☐French
Course leader: BLANCHO CORINNE
Speakers: THEODOROUS SYRIOPOULOS

≡ COURSE DESCRIPTION

The course aims to build a consistent framework for managerial decision-making process by utilizing managerial accounting and finance practices. The module encourages students to think critically on core issues of financial management; helps them understand, prioritize and evaluate best practices; and contributes to the development of practical managerial expertise skills.

≡ COURSE OBJECTIVES

- Gain a comprehensive overview of the major financial functions and processes of modern global corporations
- Familiarize with fundamental concepts, approaches, and instrument critical for managerial finance decision-making
- Assess corporate operational efficiency, financial performance, and growth dynamics
- Develop practical skills and team-work capabilities on basic financial analysis, problem-solving and reporting.

≡ TACKLED CONCEPTS

- Managerial Finance Principles
- Financial Statements Overview
- Financial Ratio Analysis
- Corporate Performance Diagnostics
- International Business Decisions

≡ LEARNING METHODS

The learning methods in the course include a combination of lectures, academic and empirical-practitioner analysis, videos, role-plays, assigned exercises with critical thinking, problem-solving, and case-study analysis presentations.

≡ ASSIGNMENTS AND EXPECTED WORK

Active class performance is critical for student evaluation on the course and is continuously assessed. Students are expected to attend all lectures, arrive on time and present themselves with an alert, professional, and positive attitude. Absence, tardiness and disruptive behavior are to have an adverse impact on student evaluation.

Students are invited to learn the necessary concepts and methods, and to complete the required reading and empirical applications prior to the respective session; also, to actively participate in class discussions, questions, exercises, homework assignments, and case studies. During the course, students will be asked to deal with a series of short problem-

solving exercises, to participate in focused class workshops, to deal with a corporate case, to prepare a final company presentation, and to perform an MCQ test on the material taught. Following the course completion, students are to sit a final exam. Participation in problems, cases, workshops, presentations, and tests are designed to validate the *LO4 - Make proposals, take initiatives*. The final exam is designed to validate the *LO2 – Analyse complex situations*.

≡ **BIBLIOGRAPHY – COURSE MATERIAL**

- Hawawini, G. & Viallet, C. (2019, 6th e): *Finance for Executives: Managing for Value Creation*, Cengage Learning Publications (HV 6e).
- Fernandes, N. (2018, 2nd e): *Finance for Executives: A Practical Guide for Managers*, NPV Publishing.

≡ **EVALUATION METHODS**

- 50% continuous assessment (individual grading included)
- 50% final exam

≡ **SESSIONS (2hrs/session)**

- **Session 1: Principles of Managerial Finance**
- **Session 2: Principles of Managerial Finance (2)**
- **Session 3: Time Value of Money**
- **Session 4: Time Value of Money (2)**
- **Session 5: Interpreting Financial Statements**
- **Session 6: Interpreting Financial Statements (2)**
- **Session 7: Diagnosing Firm Performance**
- **Session 8: Diagnosing Firm Performance (2)**
- **Session 9: International Business Decisions**
- **Session 10: International Business Decisions (2)**
- **Session 11: Empirical Cases & Applications**
- **Session 12: Empirical Cases & Applications (2)**

CODE: Tbc

Course title: SUPPLY CHAIN OPERATIONS IN THE AGRI-FOOD SECTOR

Term: FALL

Teaching hours: 24 hours

Number of credits: 3

Teaching language: ☒English ☐French

Course leader: GIANNAKIS MIHALIS

Speakers: GIANNAKIS MIHALIS, JOHANN FOUBERT

≡ COURSE DESCRIPTION

Operations Management is about 'transforming' things, information and people. Every product and service you receive comes to your courtesy of the operations and supply chain managers who organize their delivery. Upon completion of the module, students have exposure to a range of practical tools and frameworks and developed a critical understanding of four key areas.

The module also sets out to provide a holistic strategic view of supply chain management as a source of competitive advantage

≡ COURSE OBJECTIVES

To provide a holistic strategic view of operations and supply chain management as a source of competitive advantage.

To classify the underlying dimensions of operations strategies.

To analyse the key techniques and tools employed in the field of operations and supply chain management.

To identify where operations and supply chain management fits within the business decision-making strategies building on other subject areas that have been taught in the MBA program.

To facilitate business research into operations and supply chain management in practice.

To differentiate operation and supply chain management strategies between manufacturing and service organisations. To prepare students for a variety of industrial and commercial roles.

≡ TACKLED CONCEPTS

Introduction to Operations and Supply Chain Management

What is Operations Management?

Understanding the process perspective

Understanding the 4 V's: volume, variety, variation, and visibility

Define supply chain management and identify how supply chain collaboration can improve business performance Discuss the importance of supply chain management

Identify the three key supply chain decision phases and explain the significance of each one.

Operations and Supply Chain Strategy and performance measurement

What is strategy? What is operations strategy?
What is the 'content' of operations strategy?
What is the 'process' of operations strategy?
Reconciling different perspectives of OM
Understanding performance objectives for OM
Discuss how the value chain concept links supply chain and business strategy
Explore how strategic fit achieved across the supply chain

Process design and analysis

Positioning and mapping processes
Balancing and configuring processes
Understanding the implications of variability on operations

Supply Chain Integration and Supply Chain Dynamics

Simulation Game: The Beer Game
Lecture on the causes of the bullwhip effect and best practices on how to ameliorate it

Understanding demand and managing capacity

The nature of demand
Defining, measuring, and managing capacity
Managing mismatches between demand and capacity: capacity management strategies

Inventory Management

What's the point of inventory? Different types of inventory
Deciding how much inventory to hold Methods of inventory control

Quality Management and Improvement; Lean Operations

Defining the nature and importance of quality to operations Deciding measures and setting standard
Quality Management tools
Defining Lean and Just-in-time

Elements of lean operations
Exploring barriers to lean synchronisation

Introduction to Sustainable Supply Chains

Case studies of leading companies in sustainable supply chain management

≡ LEARNING METHODS

Lectures will present the key concepts of Operations and Supply Chain Management. To support the learning there will be short and long cases study analysis and group presentations. There will also be games and other learning activities.

≡ ASSIGNMENTS AND EXPECTED WORK

Audencia Business School – MSc Food & Agribusiness Management – September 2024 / April 2025

Exam (60% of final mark):

An individual closed book 2-hour exam at the end of the course covering the learning objectives of the course

Group assignment (40% of final mark):

1. A **short PowerPoint narration or video presentation** (max 15 mins) should introduce the viewers (e.g. fellow students, unit lecturers) to your analysed organisation and the key operations management issues you as a group have identified:

Analysis of the context (competitive and strategic);

Mapping of main processes, setting the boundaries for your analysis;

Identification of main operations management issues, positioned in the processes you have mapped.

Feel free to use relevant tools (such as 4V's, I/P matrix and process maps...) to support your analysis.

Working together as a group you will provide a clear and detailed picture of the main OM challenges that the selected organization could face. This will be the starting point for your individual assignment.

2. Group Project Report. Using the tools and techniques presented during the course critically analyse, independently, specific OM challenges of Terrena. Provide recommendations for improvement and discuss the way the proposed recommendations would provide an improvement and impact on specific key performance measures (e.g. quantify the impact with KPIs).

For your individual assignment please use a **business report style** (maximum 10 academic references) and suggest appropriate improvement recommendations.

The report should be a **maximum of 3000 words (+/- 10%)**, include a short introduction to the company being analysed (20% of marks of the individual assignment), the analysis of the challenge/s (50% of marks) and recommendations for improvement and impact on specific performance measures (30% of marks).

Suggestion: Use appropriate academic literature and other appropriate sources (e.g. newspapers, etc.) to support your analysis and discussion. Suggestion: focus on one or two recommendations in-depth, with the support of appropriate analysis and sources.

Additional details regarding the group and individual assignment (e.g. group definition, submission deadlines, assessment criteria, etc.) will be given to students in the first lecture.

≡ BIBLIOGRAPHY – COURSE MATERIAL

Core text (available as manual in the Audencia Library):

Operations Management, by Nigel Slack, Alistair Brandon-Jones, Robert Johnston, 8th edition, Pearson Educational Limited

This book is used extensively on the OM module, with a number of the end-chapter cases forming the basis of discussions on different operations challenges. Previous versions of this textbook are fine, but please check the content since the structure of the book may vary.

Supplementary reading:

There are many articles that provide useful supporting reading for the course. Suggested further reading can be found at the end of each textbook chapter. In addition, further readings of particular value and importance will be recommended during lectures and on Blackboard.

Journals:

The leading European Journal that is dedicated to the publication of the latest developments in OM is the “*International Journal of Operations & Production Management*”. The leading American OM journal is the “*Journal of Operations Management*.”

≡ EVALUATION METHODS

60 % : Final exam

40 % : Final Group project

≡ SESSIONS (2hrs/session)

- **Session 1: Introduction to Operations and Supply Chain Management**
- **Session 2: Introduction to Operations and Supply Chain Management (continue)**
- **Session 3: Operations and Supply Chain Strategy and performance measurement**
- **Session 4: Operations and Supply Chain Strategy and performance measurement (continue)**
- **Session 5: Process design and analysis**
- **Session 6: Supply Chain Integration and Supply Chain Dynamics**
- **Session 7: Understanding demand and managing capacity**
- **Session 8: Inventory Management**
- **Session 9: Quality Management and Improvement**
- **Session 10: Lean Operations**
- **Session 11: Introduction to Sustainable Supply Chains**
- **Session 12: Case studies on sustainable supply chains**

CODE: Tbc

Course title: INTERNATIONAL TRADING AND FOOD SUSTAINABILITY

Term: FALL

Teaching hours: 24 hours

Number of credits: 3

Teaching language: ☒English ☐French

Course leader: BLANCHO CORINNE

Speakers: GERVAISE DEBUCQUET, EMMA AVETISYAN, PHILIPPE FRAYSSÉ

≡ COURSE DESCRIPTION

The great challenges of sustainability include providing food around the world. During this class students will examine the grand sustainable challenges and discuss how food and agriculture can help achieve the 2030 Agenda. The central focus is on specific food sustainability and sustainable agribusiness issues, such as food waste, community building around agriculture, new agrifood technologies, cultural and ethical concerns around the innovations in agrifood industries.

To understand the challenges and processes of providing food globally, students will get introduced to the concepts of International Food Trading to understand the risks related to international sourcing and trading of sustainable food.

Learning from various cases and discussions, students are invited to present during the final session innovative solutions for multiple food and agriculture addressing SDGs and their international trade.

≡ COURSE OBJECTIVES

1. Food sustainability:
 - Understand Grand Challenges and their implications on food and agriculture
 - Identify stakeholders and articulate their interests and expectations.
 - Get familiar with a framework to measure the social impact of the company
 - Reflect on the challenges of food waste in different parts of the food value chain.
 - Understand the public issues raised by the new agrifood technologies (GMO, New Breeding techniques)
 - Highlight the cultural and ethical concerns around the innovations in agrifood technologies.
2. International trading:
 - through a company example (Crustamar), explain the activity of international trading
 - understand the food chain security from sourcing to retailing
 - know how to select suppliers and manage the financial risk
3. B2B food marketing:
 - Understand the particularities of B2B food markets and be able to cope with its challenges

≡ TACKLED CONCEPTS

1. Food sustainability:
 - Food sustainability
 - Stakeholder Engagement

- Food Waste
- Scaling a Social Business
- GMO
- New Breeding techniques
- 2. International trading courses:
 - supplier sourcing
 - food chain security
 - retailing
 - financial risk management
- 3. Decision-making process in B2B, B2B marketing strategy (segmentation criteria, positioning), B2B operational marketing decisions (solution, value, access, information), B2B relationship management.

≡ **LEARNING METHODS**

A mix of theoretical lectures and discussions, interactive workshops, returns of experiences & best practices, case studies and student project presentations.

≡ **ASSIGNMENTS AND EXPECTED WORK**

Expected work and evaluation

1. Food sustainability 70% of module final grade (LO10_12):
 - *Final Exam*
 - *Group Presentation*
 - *Group Written report*
2. International trading 20% of module final grade (LO2):
 - Continuous assessment through 2 case studies (50% each)
3. B2B marketing 10% of module final grade: An individual quiz to check acquired knowledge from students' reading prior to come to class. Students will work on a case study during class.

Attendance and class participation: You are required to attend the first class of each instructor. If you cannot attend class due to unavoidable circumstances, we expect you to inform your instructor/administrator prior to the class of your absence. Please note that any unexcused absences will impact your overall grade for the course. Students should expect to be called upon regularly to answer questions or provide contributions during case discussions.

≡ **BIBLIOGRAPHY – COURSE MATERIAL**

For the Food Sustainability Class

- Mitchell, R. K., Agle, B. R., & Wood, D. J. (1997). Toward a Theory of Stakeholder Identification and Salience: Defining the Principle of who and What Really Counts. *Academy of Management Review*, 22(4), 853-886.
- FAO. 2019. The State of Food and Agriculture 2019. Moving forward on food loss and waste reduction. Rome. Licence: CC BY-NC-SA 3.0 IGO. Accessible via <http://www.fao.org/3/ca6030en/ca6030en.pdf>

For the food trading class:

- Readings and cases will be provided in class

For the B2B class more specifically:

- Brennan, Canning, McDowell, (2011) *Fundamentals of Business-to-business marketing*, Sage

- Henke, Zhang (2010) Increasing supplier-driven innovation, MIT Sloan Management Review , Winter.
- Malaval, Benaroya (2013) Business to business marketing, De Boeck
- Nidumolu, Ellison, Whalen, Billman (2014) The collaboration imperative, Harvard Business Review, April.

≡ **EVALUATION METHODS**

- Continuous assessment 30%
- Group presentation 14%
- Group written report 21%
- Final exam 35%

≡ **SESSIONS (2hrs/session)**

- **Session 1: International food trading course introduction**
- **Session 2: International food trading**
- **Session 3: International food trading**
- **Session 4: Global sustainable challenges and their implications for food and agriculture (Emma Avetisyan)**
- **Session 5: Stakeholder analysis (Emma Avetisyan)**
- **Session 6: Organic waste management (Emma Avetisyan)**
- **Session 7: Organic food and social inclusion in cities (Gervaise Debucquet)**
- **Session 8: Disruptive technical innovation in agrifood system (Gervaise Debucquet)**
- **Session 9: GMOs in the Food Sector (part II) (Gervaise Debucquet)**
- **Session 10: Group Presentations (Emma Avetisyan and Gervaise Debucquet)**
- **Session 11: Sustainable B2B food marketing (1) (C. LAMOUR)**
- **Session 12: Sustainable B2B food marketing (2) (C. LAMOUR)**

CODE: Tbc

Course title: FOOD VALUE CHAIN AND MARKETING FROM A BRAZILIAN PERSPECTIVE

Term: SPRING

Teaching hours: 24 hours

Number of credits: 3

Teaching language: ☒English ☐French

Course leader: BLANCHO CORINNE

≡ COURSE DESCRIPTION

Traditional Marketing is undergoing important change, in the light of Sustainable Development, or ESG, demands. Anticipating the needs of consumers in decades to come, in an uncertain environment, is something unprecedented. The agricultural sector has been facing pressure for transparency and good practices inside the farm for many decades. Now the expectations shift to include ever more actors in the debate. In that context, we examine what are the main challenges faced by Brazilian producers and how they overcome them.

≡ COURSE OBJECTIVES

- Understand the implications of ESG agenda in Marketing
- Get direct insights on Brazilian crops in detail, their challenges, and best practices
- Identify opportunities of differentiation

≡ TACKLED CONCEPTS

- Value Chain orientation
- Life Cycle Thinking
- Sustainable Development
- Human Development Index
- Ecological Footprint
- Traceability
- Animal Welfare

≡ LEARNING METHODS

- Introduction on Food Value Chain and Marketing Management to give definitions
- In-depth knowledge of Brazilian crops: presentations and debates with the group to generate students' reflective thinking
- Case studies to illustrate the subject with a concrete example Individual and group exercises to facilitate

≡ ASSIGNMENTS AND EXPECTED WORK

Student's attendance to class, participation in class, oral presentation, work in group and creativity, assessing LO07_10 & LO15 through:

65% individual final exam

35% continuous assessments

≡ BIBLIOGRAPHY – COURSE MATERIAL

[Life Cycle Thinking e-learning courses](https://www.lifecycleinitiative.org/resources-2/e-learning-modules/)

<https://www.lifecycleinitiative.org/resources-2/e-learning-modules/>

≡ **EVALUATION METHODS**

65% individual final exam

35% continuous assessments

≡ **SESSIONS (2hrs)**

- **Session 1 : New marketing and Communication Under ESG Era (1)**
- **Session 2: New marketing and Communication Under ESG Era (2)**
- **Session 3 : Food consumer perception**
- **Session 4: Cotton production in Brazil**
- **Session 5: Orange - Brazilian value chain management**
- **Session 6: Orange - Brazilian value chain management**
- **Session 7: Value chain for potatoes production**
- **Session 8: Leather sustainability**
- **Session 9: RAMA program traceability**
- **Session 10: Global coffee platform**
- **Session 11: Brazilian hortifrutti (1)**
- **Session 12: Brazilian hortifrutti (2)**

CODE: Tbc

Course title: RISK MANAGEMENT AND HIGH-LEVEL GLOBAL FOOD STRATEGIES FROM A BRAZILIAN PERSPECTIVE

Term: SPRING

Teaching hours: 24 hours

Number of credits: 3

Teaching language: ☒English ☐French

Course leader: BLANCHO CORINNE

Speakers: Prof. WEFORT, PAFFARO, BRUSSANI, FAÇANHA, PEREZ, MICELI.

≡ **COURSE DESCRIPTION**

The purpose of this course is to provide an understanding about risk management in an agribusiness environment in Brazil, and globally. A focus is given to the new geopolitical impact on agribusiness.

This module includes classes on geopolitical, but also financial, and regulatory risks.

≡ **COURSE OBJECTIVES**

This course aims to provide the students with an understanding of business risks in the agrifood sector, and which strategies will help cope with those challenges.

≡ **TACKLED CONCEPTS**

- risk management
- finance and fraud risk
- geopolitical risks
- global risks

≡ **LEARNING METHODS**

Lectures, open discussions, debates and activities in class.

≡ **ASSIGNMENTS AND EXPECTED WORK**

Attendance in class, participation, group work and presentation. Students' work is evaluated this way:

65% individual final exam

35% continuous assessments

≡ **BIBLIOGRAPHY – COURSE MATERIAL**

- The main reference for this course will be the packet slides of each professor, class notes and the following:
- [Earnings management and economic crises in the Brazilian capital market \(https://bit.ly/3hlHcd6\)](https://bit.ly/3hlHcd6)
- [Security and resilience — Business Continuity Management Systems Requirements \(https://www.iso.org/obp/ui/#iso:std:iso:22301:ed-2:v1:en\)](https://www.iso.org/obp/ui/#iso:std:iso:22301:ed-2:v1:en)

≡ **EVALUATION METHODS**

65% individual final exam

35% continuous assessments

≡ **SESSIONS (2HRS)**

- **Session 1: International Agricommerce Facing Geopolitics with Food , Energy & Environment New Demands**
- **Session 2: Law regulation and trade**
- **Session 3: High-Level Global Food Strategies & Agribusiness Geopolitics**
- **Session 4: High-Level Global Food Strategies & Agribusiness Geopolitics**
- **Session 5: Risk management(1)**
- **Session 6: Risk management(2)**
- **Session 7: Cooperative credit: Sicredi**
- **Session 8: France-Brazil Business Ecosystem**
- **Session 9: Risk management(3)**
- **Session 10: Risk management (4)**
- **Session 11: Financial Reporting, Accounting and Fraud(1)**
- **Session 12: Financial Reporting, Accounting and Fraud(2)**

CODE: Tbc

Course title: PUBLIC STRATEGIES AND INTERNATIONAL POLICIES FROM A BRAZILIAN PERSPECTIVE

Term: SPRING

Teaching hours: 24 hours

Number of credits: 3

Teaching language: ☒English ☐French

Course leader: BLANCHO CORINNE

≡ **COURSE DESCRIPTION**

With point of departure in a Brazilian perspective, the course provides an ample range of conceptual and practical tools related to Public Strategies and International Policies with specific focus on the global interfaces of the agricultural and livestock sector. A range of important contemporary sustainability challenges that define modern agricultural development are presented to the students, and their implications regarding global environmental politics and governance initiatives are highlighted. Illustrative examples of contemporary sustainability themes from the Brazilian agricultural sector are examined and their wider global interconnections explored.

≡ **COURSE OBJECTIVES**

The course equips the students with a broad skillset for understanding contemporary issues and structural developments within agricultural and food sector at a graduate level of higher education. It thus enhances both academic competences and professional abilities within the wider field of agricultural economics, management, and agribusiness administration.

The course provides the students with a set of diverse skills needed to navigate the complex and shifting business environment within modern agricultural and food sectors. This encompasses the enhancement of their analytical capabilities, interpretation of cultural trends, understanding of CSR principles and practice, stakeholder identification and inclusion, and skills regarding organization cooperation and communication.

Key objectives:

- a) Improve conceptual understanding and analytical thinking concerning complex developments in the field of agribusiness management
- b) Present practical approaches and solutions to problems that characterize modern agriculture
- c) Present updated management approaches and strategies
- d) Enhance students' intercultural skills and global professional perspective

≡ **TACKLED CONCEPTS**

- Public Strategies & Policies
- Leadership
- Agribusiness Governance
- Strategic Planning
- Sustainability in Brazilian agribusiness
- Agricultural Strategic Vision

≡ **LEARNING METHODS**

Lectures, open discussions, debates and activities in class.

≡ **ASSIGNMENTS AND EXPECTED WORK**

Student's attendance to class, participation in class, oral presentation, work in group and creativity, corresponding to LO3_10_13, through:

65% individual final exam

35% continuous assessments

≡ **BIBLIOGRAPHY – COURSE MATERIAL**

- Neves, M. F., Gray, A., Valerio, F. R., Martinez, L. F., Rodrigues, J. M., Kalaki, R. B., Marques, V. N., & Cambaúva, V. (2020). Food and agribusiness in 2030: a roadmap. Wageningen Academic Publishers. <https://doi.org/10.3920/978-90-8686-907-7> (available on Amazon)
- Neves, M.F. (2012) Demand Driven Strategic Planning –Hoboken: Taylor and Francis. (Available on Amazon)
- Neves, M.F. (2014) The Future of Food Business:2nd edition. Singapore WORLD SCIENTIFIC Publishing CO PTE LTD.
- Food Outlook BIENNIAL REPORT ON GLOBAL FOOD MARKET (<http://www.fao.org/3/ca9509en/ca9509en.pdf>)
- IMG primary commodity prices (<https://www.imf.org/en/Research/commodity-prices>)

≡ **EVALUATION METHODS**

65% individual final exam

35% continuous assessments

≡ **SESSIONS (2hrs)**

- **Session 1: Agricultural Strategic Vision**
- **Session 2: Leadership from an Internal Point of View**
- **Session 3: Brazilian Agribusiness: Opportunities and Challenges of Sustainability (1)**
- **Session 4: Brazilian Agribusiness: Opportunities and Challenges of Sustainability (2)**
- **Session 5: Public Strategies & Policies (1)**
- **Session 6: Public Strategies & Policies (2)**
- **Session 7: Public Strategies & Policies (3)**
- **Session 8: Public Strategies & Policies (4)**
- **Session 9: Holambra strategic plan**
- **Session 10: Public Strategies & Policies**
- **Session 11: Agribusiness governance (1)**
- **Session 12: Agribusiness governance (2)**

CODE: Tbc

Course title: SUSTAINABLE AND DISRUPTIVE INNOVATION FROM A BRAZILIAN PERSPECTIVE

Term: SPRING

Teaching hours: 24 hours

Number of credits: 3

Teaching language: ☒English ☐French

Course leader: BLANCHO CORINNE

≡ **COURSE DESCRIPTION**

Agribusiness is the attractive product of several sciences, technologies and social interactions in a global environment. As a component of this complex system's organicity, innovation is an emergent phenomenon attached to previous conditions ruled by complex systems' parameters. In this complex system of Science, Technology and Society we call Agribusiness, it is mandatory to have a better understanding of Innovation as a conceptual and pragmatic tool. Types of Innovation and Disruptive Innovation are discussed and its applications to Agribusiness offered to students as business cases.

≡ **COURSE OBJECTIVES**

Learn about Design innovation in agribusiness, understand how Sustainability can be a driving force for change and also for business (strategy, Marketing, positioning), the importance of the Amazon to Brazil and the world and new sustainable trends to the future.

≡ **TACKLED CONCEPTS**

- Principles of Systems Theory
- Properties of Systems
- Relationship of Systems properties and enabling environments for Innovation
- Systems and Networks
- Network Analytics for Strategic Planning and Strategic Agenda
- Application to special cases in Agribusiness

≡ **LEARNING METHODS**

Lectures, open discussions, debates and activities in class.

≡ **ASSIGNMENTS AND EXPECTED WORK**

Students' work will be assessed this way:

65% individual final exam (LO09)

35% continuous assessments (LO15)

≡ **BIBLIOGRAPHY – COURSE MATERIAL**

- Business Impact Mathematical Model Reveals the Patterns of How Innovations Arise (<https://bit.ly/3tuK1gT>)
- Linking Economic Complexity, Institutions, and Income Inequality (<https://bit.ly/3hmkgKL>)

- WHY INFORMATION GROWS: The evolution of Order, from Atoms to Economies (César Hidalgo - MIT Media Lab - Basic Books NY. 2015
- Gertner, J. The Idea Factory: Bell Labs and the Great Age of American Innovation. Penguin Press, 2012
- Hidalgo, C. Why Information Grows: The Evolution of Order, from Atoms to Economies. Basic Books, 2015
- Infranodus Tutorials for Network Analytics. NodusLab. 2021
- Khaneman, D. Thinking, Fast and Slow. Farrar, Straus and Giroux, 2013
- Kocienda, K. Creative Selection: inside Apple's design process during the golden age of Steve Jobs. St. Martin's Press, 2018
- Silver, N. The Signal and the Noise: why so many predictions fail but some don't. Penguin Press, 2012
- Ullman, E. Life in Code: a personal history of Technology. Farrar, Straus and Giroux, 2017

≡ **EVALUATION METHODS**

65% individual final exam (LO09)

35% continuous assessments (LO15)

≡ **SESSIONS (2hrs)**

- **Session 1: Science and technology innovation (1)**
- **Session 2: Science and technology innovation (2)**
- **Session 3: Science and technology innovation (3)**
- **Session 4: Science and technology innovation (4)**
- **Session 5: Science and technology innovation (5)**
- **Session 6: Innovation in Bioinputs (1)**
- **Session 7: Innovation in Bioinputs (2)**
- **Session 8 : Disruptive innovation (1)**
- **Session 9 : Disruptive innovation (2)**
- **Session 10: Amazon, myths and facts**
- **Session 11: ESG plannings**
- **Session 12: Leadership and culture for global agribusiness**

CODE: Tbc

Course title: ANTHROPOLOGY OF FOOD AND FOOD CRISIS

Term: SPRING

Teaching hours: 24 hours

Number of credits: 3

Teaching language: ☒English ☐French

Course leader: BLANCHO CORINNE

Speakers: GERVAISE DEBUCQUET

≡ **COURSE DESCRIPTION**

This course has a twofold objective. Students get input and theoretical background relative to the specificities of the act of eating, especially the role of cultural and socio-anthropological factors involved in food habits, food choices. Additionally, the course covers food crisis management through past examples.

≡ **COURSE OBJECTIVES**

Students will understand the role of psychological, cultural and socio-anthropological factors involved in the rejection or acceptance of food innovation, and in food crisis

- Students will understand key success factors of food innovation
- Students will understand how to prevent the failure of food innovation.
- Students will understand how to avoid food crisis and will gain practice in food crisis communication

≡ **TACKLED CONCEPTS**

- In anthropology of food : magical thinking and heuristics in food acceptance, food rejection, food choice
- In food risk perception : sociocultural approach of food risk, psychometric paradigm of food risk perception
- In food crisis management : social amplification of risk and social mechanisms leading to crisis

≡ **LEARNING METHODS**

A big range of methods of learning are implemented: lecture of research papers, discussion, case study of crisis, of food innovation, mind-map, systemic map, role play and crisis simulation (not online), etc.

The diversity of the FAM' students provides an opportunity to discover different cultural patterns and to learn how to deal with them in agrifood business.

≡ **ASSIGNMENTS AND EXPECTED WORK**

- During the course and at the end, several kind of deliverables are expected: oral presentation, written report, marketing plan, communication plan, strategic plan, etc.
- Final grade accounts for 60% individual assessment and 40% of group assessment

1. The Learning Objective (LO2) will be assessed through individual work - ability to use and bridge different theoretical frames to analyze food choices (60%) - and through group work - adequate use of socio-anthropological theories to analyze cultural patterns and their differences (40%) -
2. The Learning Objective (LO5) will be assessed through individual work - ability to assess the risk of failure / the success in food innovation (60%) - and through group work - identify the key drivers of food risk communication related to cultural patterns (40%)

Attendance and class participation: You are required to attend the first class of each instructor. If you cannot attend class due to unavoidable circumstances, we expect you to inform your instructor/administrator prior to the class of your absence. Please note that any unexcused absences will impact your overall grade for the course. Students should expect to be called upon regularly to answer questions or provide contributions during case discussions.

≡ **BIBLIOGRAPHY – COURSE MATERIAL**

- Counihan C. & Van Esterik P. (2008). *Food and culture*. Routledge.
- Fischler, C. (dir.) (2015). *Selective Eating. The Rise, the Meaning and Sense of «Personal Dietary Requirements»*. Paris, Odile Jacob: 61-69.
- Masson, E., Debucquet, G., Fischler C. and M. Merdji (2016). French consumers' perceptions of nutrition and health claims: A psychosocial-anthropological approach. *Appetite*, 105: 618-629.
- Debucquet, G., Cardinal M. and al. (2012). Perception of oyster-based products by French consumers: the effect of processing and role of social representations, *Appetite*, 59(3): 844-852.
- Fischler, C. (1988). Food, self and identity. *Information (International Social Science Council)*, 27 (2): 275-292.
- Rozin, P. et al. (1999). Attitudes to food and the role of food in life in the USA, Japan, Flemish Belgium and France: Possible implications for the diet–health debate. *Appetite*, 33 (2): 163-180.
- Rozin, P., Fischler, C., Shields, C., & Masson, E. (2006). Attitudes towards large numbers of choices in the food domain: A cross-cultural study of five countries in Europe and the USA. *Appetite*, 46(3), 304-308.
- Douglas, M. (1966). *Purity and Danger*. London: Routledge and Kegan Paul.
- Rozin, E. and Rozin, P. (1981). Culinary Themes and Variations, *Natural History*, 90: 7-10.
- Rozin, P., et al. (1986). Operation of the laws of sympathetic Magic in disgust and other domains. *Journal of personality and social psychology*, 50(4): 703-712.

≡ **EVALUATION METHODS**

- Group work 40%
- Individual assessment 60%

≡ **SESSIONS**

- **Session 1: Cultural dimensions of food (1)**
 - In this session, the concept of cultural food patterns will be addressed while presenting the core mechanisms of food preference and disgust.
- **Session 2 : Cultural dimensions of food (2)**
 - Presenting the theoretical inputs.

- **Session 3: Cultural dimensions of food (3)**
 - An empirical exercise is proposed to the students in order to highlight the role of cuisine to manage food acceptance.
- **Session 4: Entomophagy (1)**
 - During this session, the students will be explained the magical thinking and its role in the acceptance of animal-based food.
- **Session 5: Entomophagy (2)**
 - Entomophagy will be tackled at the light of international cultures
- **Session 6: Entomophagy (3)**
 - Case studies
- **Session 7: Claims around healthy and functional food (1)**
 - In this session, the evolution of the conception of healthy food, functional food and nutritional claims will be presented
- **Session 8: Claims around healthy and functional food (2)**
 - Cross-cultural interviews between students will highlight psychological and cultural rejection of functional food and then, boundaries between food, cosmetics and medicines
- **Session 9: Claims around healthy and functional food (3)**
 - Cross-cultural interviews between students will highlight psychological and cultural rejection of functional food and then, boundaries between food, cosmetics and medicines
- **Session 10: Risk perception and food crisis (1)**
 - Presentation of the historical conception of risk perception and role in food crisis.
- **Session 11: Risk perception and food crisis (2)**
 - A role play and crisis simulation will help students to make sense with all the concepts tackled previously.
- **Session 12 : Risk perception and food crisis (3)**
 - A role play and crisis simulation will help students to make sense with all the concepts tackled previously.

ELECTIVES

Course title: ENERGY TRANSITION: FROM NARRATIVE TO PRACTICE

Teaching hours: 24 hours

Number of credits: 3

Teaching language: ☒English

COURSE DESCRIPTION

For the past 150 years, fossil fuels – coal, petroleum and natural gas, have been fundamental to human well-being and prosperity. Climate change, environmental sustainability, and energy poverty now challenge this growth-based perspective and emphasize the need for new narratives on energy and well-being in general. This course will address the challenges of climate change through its narratives (climate skepticism, greenwashing, political or solution-based narratives, etc.) and a case-study based on food waste. Students will understand the stakes, processes of climate change and actors communicating about it. They learn to identify the narratives related to climate change, to counter-argue them, and through a case on food waste they will develop communication strategies targeting all stakeholders (customers, suppliers, employees) to help them change their behaviors.

Course title: Collaborate and manage across cultures

Teaching hours: 24 hours

Number of credits: 3

Teaching language: ☒English

COURSE DESCRIPTION

Cultures surround and permeate organizations of all types and forms. International managers therefore need to navigate across national, organizational, industrial, and occupational cultures and create efficient work environment with satisfied multicultural teams. This advanced course helps students learn how to collaborate in multicultural environment, how to build efficient and satisfied multicultural teams, how to communicate in multicultural settings and how to manage across cultures. We study the cultural dimensions as learned stereotypes and collective values, emic and etic approach, high and low context and other differences in communication across cultures, perception and taking decisions across cultures, steps of building multicultural teams, leadership postures across the cultures, etc. Going beyond gaining knowledge, thanks to coaching techniques, students are invited to reflect on their own views and experience and to get trained on the above subjects.