PURCHASING & SUPPLY CHAIN TRACK

KEDGE
BUSINESS SCHOOL

2021_S02_EBP_M2_OPS_0001_E_L_BOD SP
EBP
Purchasing and Innovation Management

Semester 2, February-March 2021

Academic Coordinator (RCM)	Joerg Hofstetter
PROFESSOR	Sylvain Coppens
E-MAIL	sylvain.coppens@sfr.fr
OFFICE HOURS	By appointment only
CLASSROOM(S)	Approx. 9 am-6pm
COURSE HOURS	

COURSE DELIVERABLE	DUE DATE	WEIGHT ON FINAL GRADE
Case study on e-procurement by groups of 4 students	In- class assignment	40 % - group assignment
Essay to write based on course themes	Written exam scheduled after the end of the course	60 % - individual assignment

Kedge Business School and its professors, encourage you to use your Pro-Acts, company projects and internships as privileged opportunities to apply the reflections, theories, concepts and tools presented during this course

Methods Used to Evaluate Student Performance

Case study assignment (Continuous Control – 40%)

The group work is due before the start of the course.

Assessment Criteria

	Above expectations (85-100%)	Meets expectations (60-84%)	Below expectations (0-59%)
Difficulty of the selected case (20%)	Highly complex product / service OR very little information available	Average product / service OR some information available	Very simple product / service OR much information available
Participants' engagement in data collection (30%)	High number of communication OR extraordinary data sources	Reasonable number of communication OR several standard data sources	Few communication OR few standard data sources
Quality of assessment (30%)	Drawing new conclusions	Drawing established conclusions	Displaying data
Quality of presentation (20%)	Excellent graphics and text OR comprehensive presentation	Clear graphics and text OR fair presentation	Unclear graphics and text OR Unclear presentation

Written exam (60 %)

Criteria	Below Requirements	Meets Requirements	Exceeds Requirements
Understanding of questions asked			
Quality of responses to questions			
Reference to course material			
Completeness of responses			
Quality responses			
Critical analysis of tools and methodologies			
Argumentation			

INTRODUCTION AND OBJECTIVES

Course Purpose & Objectives

This course aims to provide students with:
- an introduction to procurement, its organization, objectives, scope, methodologies for sourcing, recent developments and methods to manage the changes inherent to the current socio-economic environment.
- A focus on the skills and practices of the buyer and how the procurement function has evolved from a support function to a fully integrated part of the Supply Chain.

The course will also address advanced topics such as
- the need for companies to focus on their core business
- the need for constructive Client / Supplier relationships
- the globalization of the economy and its impact on the supplier base of international companies
- the procurement ethics in the management of supplier relationships and financial transactions.

Course contribution to program objectives :

EBP1 Understand and Integrate Management Foundations and Techniques
Each student is able to analyze business problems and develop effective solutions to advance sustainability in global value chains.

EBP2 Develop Business, Communication, Teamwork and Leadership Skills
Each student is able to describe her/his idea in a simple, concise and rigorous way, and to outline how this idea should best be implemented in business practice - considering that various stakeholders have differing objectives, perspectives, opinions, concerns, and agendas.

EBP4 Develop a Sense for Responsible Management
Each student is able to understand the link between a company and identified irresponsible business practices of companies connected to it as upstream suppliers or sub-suppliers or downstream customers or sub-customers, how the company's practices and behavior contribute to these problems, and what effective solutions could be implemented.

EBP5 Integrate Diversity and Globalization in the Practice of Management
Each student is able to see how cultural diversity in global value chains allows for ambiguity in values, how this lack of alignment enables ignorance, abuse, or inequality, and how multi-stakeholder conversations can successfully tackle such challenges.

Course description :

This course provides students with the fundamentals of a Buyer's required skills (sourcing, negotiation), including the tools and methodologies to be used in Procurement. It also gives the student a view of the different social styles that prevail within a Procurement organization, and what type of Procurement job best fits each student's individual social style. The good news is that all social styles find a definite job scope within the Procurement function, from extravert to introvert, and rational to emotional.

This course also provides a long-term vision of a Procurement career, moving from basic transaction processing to sourcing to negotiating to define corporate strategies such as outsourcing and partnering, both locally and internationally.

It also provides a code of conduct for the Buyer and the Supplier to ensure a high standard of ethics in Procurement business conduct on a global scale.

The first part of this course will cover the fundamentals of Procurement, namely:

- Position the Procurement function within the Supply Chain organisation of a company. Focus will be given on its mission, key objectives, KPIs and how they impact the bottom line of a company's Income statement.

- Describe the scope of the procurement activity, in both production and non production environments, its organisation with strategic councils and tactical transaction centers. A special focus will be given on the 4 key ingredients of success of a Procurement organisation, namely governance, processes, technology and people.

- Provide the basic procurement methodologies of how to source a commodity, namely the 7-step sourcing process, the 3C methodology and the Johari window.

A case study on the above topics will be proposed to the students who will complete a paper by groups of 4 students to be returned to the Professor.

The second part of the class will address more strategic topics to the students, namely:

- The outsourcing process and how it relates to Procurement

- The transition from a client/supplier relationship to a business partnership

- The benefits of sourcing in emerging countries

- The deployment of Supplier ethical conduct and corporate social and environmental responsibility.

COURSE MATERIAL

Course material available on LEARN, mandatory:

The table "course contents and timetable" just below defines the core reading to acquire the essential basic knowledge, available for download on https://learn.kedgebs.com.

Prior the beginning of the course, Participants will receive a set of presentations deemed to illustrate all the course sessions, available for download on LEARN. Please refer to the "Course Content" section for detailed references.

Textbooks – recommended readings, not mandatory:

On Sourcing:

Van Weele, A. J. (2014). Purchasing & supply chain management: analysis, strategy, planning and practice. 6th edition, Cengage Learning EMEA.

Electronic resources, not mandatory:

Additional readings and articles are listed below in association with each class session. These will be available through internet URL addresses noted in this outline for students to access directly.

www.cdaf.fr

www.reseau-dcf.fr

http://www.labourseetlavie.com/videos//debat-economique/les-entreprises-et-la-mondialisation-3eme-partie-dans-le-magazine-tv-l-economie-en-vo,982.html

Supplier Corporate Social Responsibility Management - Qisda

http://qisda.com/page.aspx?uid=229

https://hbr.org/2014/12/the-inescapable-paradox-of-managing-creativity

Innovation in Procurement - Cap Gemini Consulting

https://www.capgemini.com/resource-file-access/resource/pdf/Innovation_in_Procurement.pdf

The Definitions of 'Procurement' and 'Supply Chain Management' - CIPS Knoweldge

https://www.cips.org/Documents/Knowledge/Procurement-Topics-and-Skills/13-SRM-and-SC-Management/Supplier-Relationship-Management/definitions_of_procurement_and_scm.pdf

The seven stages of a sourcing strategy – Supply Management

http://www.supplymanagement.com/resources/2011/the-seven-stages-of-a-sourcing-strategy

The Outsourcing Decision Matrix – MindTools

http://www.mindtools.com/pages/article/newSTR_45.htm

How to Build a Better Supplier Partnership - IndustryWeek

http://www.industryweek.com/global-economy/how-build-better-supplier-partnership

Corporate, Social and Environmental Responsibility (CSER) Policy – Durham University

https://www.dur.ac.uk/procurement/suppliers/sustprocpolicy/

Lead the Way to Successful Innovation in your Organization – Business Improvement Architects

http://www.bia.ca/articles/LeadtheWaytoSuccessfulInnovationinyourOrganization.htm

How to evolve from a simple customer-supplier relationship to a true partnership?
The concept of "customer attractiveness"

Reflection and analysis of the following articles:
Trent, R. J. (2005). Why relationships matter. Supply chain management review, v. 9, no. 8 (Nov. 2005), p. 53-59: ill.

Merminod, N., Nollet, J., & Rebolledo, C. (2017). Manage its attractiveness to become a preferred customer of a supplier. A case study. Logistics & Management, 25 (4), 266-276.

https://www.hbrfrance.fr/chroniques-experts/2014/10/4137-devenez-le-client-prefere-de-vos-fournisseurs/

Globalisation of the Supply Base :

https://www.bcg.com/publications/2014/lean-manufacturing-globalization-shifting-economics-global-manufacturing.aspx

On Search for an internship or first job :

Alexandra Ridoux (2020) Les secrets d'un entretien d'embauche : ebook to preparerecruitment interviews, based on the experience of the author, the guidances of CadreEmploi et DirectEmploi and the executive approval from Mike Dadoun, HR Director of a large globally integrated company. *Available on Amazon.com*

COURSE CONTENTS AND TIMETABLE :

SESS ION	TOPIC	MANDATORY READINGS AND ASSIGNMENTS (pre-session)
1&2	The Corporate Purchasing Function: Mission and Organization • *Positioning Procurement in the Supply Chain* • *Organisation and mission of Procurement* • *The Procurement categories of products and services;* • *The 4 ingredients of Procurement success* • *Procurement KPIs* • *Power analysis in the Buyer / Supplier relationship;* • *The 4 types of Suppliers in a globally integrated company.*	M1 Session 1&2 - 4 keys for an effective Procurement organization M1 Session 1&2 - Magic Triangle - The basic Procurement process
3	The 7 step Sourcing methodology • *Analysis and definition of the sourcing opportunity:* *Step 1: Define opportunities and launch the project;* *Step 2: Define the profile of the category;* • *Development of a sourcing strategy:* *Step 3: Define the strategy;* *Step 4: Qualify the suppliers;* *Step 5: conduct a call for tenders ;* *Step 6: negotiate a contract;* • *Implementation* *Step 7: Deploy and manage the performance of a supplier contract.* *Case study :* *A large multinational company wants to buy an "eMBA" program to develop the potential of its best employees in Europe, with the aim of improving their management skills and reducing their attrition.* *Students will participate orally and use the 7 step sourcing methodology.*	M1 Session 3 - The 7 step sourcing methodology
4&5	Negotiation *The fundamentals of a Procurement negotiation will be presented here from the point of view of the buyer and the seller (Supplier), using the 3C methodology (Consult, Confront, Contract) and the Johari Window.* *Students will complete a test to master the consultation phase.*	M1 Session 5 - 20 questions on Consultation Phase

	Students will work on a case study "SIEMENS in China » about an international negotiation to buy high speed trains with a technology transfer.	M1 Session 5 - The 3C MODEL of negotiation M1 Session 5 - the Johari window M1 Session 5 - The 2 roles at SIEMENS
6	e-procurement case study : the British Airways Procurement transformation. *A real life Case study of British Airways' Procurement transformation with an in-depth analysis of the 4 key ingredients of success will be presented to the students who will make up groups of 4 and remit a written case at the end of the class to the Professor.*	M1 Session 6 - British Airways : A Journey in Procurement Transformation BRITISH AIRWAYS CASE STUDY - QUESTIONS for ESSAY
7	***Outsourcing (1 hour – session 7.1)*** *Presentation:* *Once a company reaches a critical size, it must focus on its core business and outsource some of its functions in the supply chain, such as logistics.* The strategic and innovative role led by the IBM Procurement organization to design and execute a global RFP to outsource the **Logistics (transport) services** to a global Supplier (GEODIS Calberson) will be presented by the Professor. The worldwide structure of the IBM Logistics Supplier base with its Tier 1 and Tier 2 Suppliers will be analyzed, with the Pros and Cons of a 4 PL and 3PL supply base. The professor will lead an interactive discussion with the students on the global RFP performed, including the "7 step sourcing process", namely: • Definition of the statement of work; • Creation of the RFP document; • Sending the invitation letters to the bidders; • Analysis of the bidder responses; • Rating of the bidders; • Recommended award scheme to the internal IBM client • Proposed contract and sign off.	M1 Session 7 - Global Logistics divestiture

Customer-Supplier Relationship: From Transactional Exchange to Partnership (30 mn – session 7.2)	
As a follow on to the above Logistics outsourcing project , another outsoucing initiative on the **Audit of Logistics invoices worldwide** was completed and given to a global, innovative, niche supplier, CTGF UK, also called a **Freight Bill Vendor** .	M1 Session 7 - FBV Outsourcing bid M1 Session 7 - IBM CTGF partnership
Professor will show how Procurement can innovate in the type of relationship with a supplier. He will lead an interactive discussion with students on the role performed by the IBM Procurement organization to partner with its Supplier CTGF Ltd, a UK based niche vendor on freight audit services worldwide.	M1 Session 7 - IBM Executive Review October 2014
The outstanding contributions made by CTGF to IBM built the foundation of a true partnership.	
Scope of Partnership will include:	
• Innovative approach to perform freight audit services; • Sharing Audit tools and processes between IBM and CTGF; • The IBM / CTGF Management system; • The IBM / CTGF monthly executive reviews; • The performance measurement of CTGF by IBM; • The cost vs Savings analysis of CTGF to IBM.	
Ethics Purchasing: Promoting Principles of Social and Environmental Responsibility to Suppliers (1.5 hour – session 7.3)	
The importance of integrity in the conduct of business, and especially in the Purchasing function, internal to the company, and to suppliers:	M1 Session 8 - WW CORRUPTION INDEX MAP
• The exercise of integrity as a buyer;	
• How to treat suppliers ethically;	
• Long-term consequences of integrity.	
Case Study: **The Letter of Supplier Conduct Principles in the IT Sector:**	
Students will be required to make groups of 4 participants and analyze each element of a Supplier's social and environmental responsibility, in accordance with the principles defined by the IT and electronics industry worldwide.	M1 Session 8- contrat ethique_principes
Each group of students will choose a principle among the list and will propose a process to enforce compliance by external, periodical audits performed at supplier premises in countries with a high corruption index.	M1 Session 8 - contrat ethique_réponses

8&9	<mark>Strategic Sourcing in Emerging Countries – the 2 STEP sourcing process (Macro and Micro Analysis)</mark>
	
	Instructor will present a 2-step process to source products or services from suppliers based in emerging countries.
	
	    o 1st step consists in a **macroeconomic analysis** of a selected emerging **country** with high potential for sourcing**,** in which a **TECH SWOT** will be performed (sectoral study, for ex IT, automotive or textile).
	    o 2nd step consists in a **microeconomic analysis** of an emerging **supplier**, ie at enterprise level, based on *__emerging supplier selection criteria__*.
	
	• *3 Case studies :* **Dual Sourcing strategies with a mature supplier and an emerging supplier**
	
	Students will be required to make up groups of 4 participants . Each group will select one of 3 real-life cases of emerging suppliers in a growth market and will define the optimal sourcing strategy between the mature supplier from a mature country and the emerging supplier from an emerging country.
	
	1. DELAWAR FM Company vs APLEONA in Egypt
	2. TSOGOSUN vs HILTON Hotels in South Africa
	3. EMIRATES AIRLINES vs AMERICAN AIRLINES in South Africa
		M1 Session 9 - Emerging Suppliers Development Strategy
		
		M1 Session 9 - 3 Case studies - Growth & Mature suppliers

10	Written Exam	

TEACHING APPROACH/ INSTRUCTIONAL METHODS

Organization of the sessions

This course is meant to be highly interactive. The Professor will combine lectures, exercises, and case studies during the sessions. In addition, a detailed case study on British Airways will be presented by the Professor during the first part of the class and will be remitted by the students at the end of the class.

The course is planned as a partial on-campus course supported by many online parts . However, public or school policy responding to developments in the Covid-19 pandemic may require to hold sessions fully online.

Group work

The course includes multiple assignments during the course sessions to be presented on request of the Professor to the class. Most assignments will be made by groups of 4 students. Collaborate Ultra will be used for distance learning courses, as it provides still some good level of interaction. Face to face classes on campus will be held as Covid 19 evolution will dictate.

BIOGRAPHY

Global Procurement Manager

Qualifications	**MBA**, Finance, Haas School of Business, University of California, Berkeley, USA
	BSEE, Institut Supérieur d'Electronique de Paris, France.
Languages	French Native
	Fluent in English and German

Sylvain has extensive experience within IBM Procurement, specifically in the arena of strategic sourcing, procurement management of remote subsidiaries, strategic outsourcing of procurement services among IBM acquisitions and mergers and BTO Procurement Services to large multinational Clients. He has a strong international focus as he spent 7 years in the USA and 5 years in Belgium

As European Chair of Telecom, then Business Services Sourcing Councils, Sylvain Coppens has acquired a strong ability to define and deploy sourcing strategies in commodities such as voice and data carrier services, Education and Training, Market Intelligence, Consultancy, Recruitment and Translation Services.

For 2 years, Sylvain has expanded his role to the management of IBM subsidiaries' sourcing teams in Morocco, Tunisia, Egypt, Pakistan and Dubai, with specific focus on compliance of corporate procurement policies, business controls and reporting processes.

Then Sylvain moved to IBM's Business Transformation Outsourcing organization and led teams of Category Managers to support 2 major global Clients in EMEA.

Till this day, Sylvain expanded his international expertise on emerging markets providing strategic sourcing and process optimization to Procurement teams in Eastern Europe, Africa and the Middle East.

ACADEMIC FRAUD

Definition

Academic fraud is a breach of ethics.

"Is achieved using unfair means or deception, to obtain material or undue moral advantage, or with the intent to avoid the enforcement of laws". (Translated from the original source: Dictionnaire Juridique des Lois, 2010, www.dictionnaire-juridique.com/definition/fraude/php)

Plagiarism consists of attributing authorship by (partial or total) copying, imitation or misappropriation.

The act of fraud is committed by one or more students/participants when they:

- appropriate written or oral work to themselves when they are not the author (in whole or in part) of the work, by omitting any references or quotations to the author or to the owner of the work;
- present any data that has been falsified or invented in any way;
- use the identity of the author, attributing the contents of and/or a resource to him/her, but without explicitly mentioning that they are not the author;
- appropriate the creative work of someone else and present it as their own;
- acquire exerts of texts, images, results etc. from external sources by including them in their own work without mentioning the origins of the exerts;
- summarise the original idea of an author by expressing it in their own words but omit quoting the source;
- cheat in an academic evaluation.

Plagiarism can occur in:

- an academic article or book;
- an exercise or a case study;
- a study or a report;
- a dissertation or a thesis;
- any document of which the student/participant is not, but purports to be the author.

Sanctions

Any student/participant having committed academic fraud, or having participated in it, will be sanctioned by the professor in charge of the course. The professor can apply 1st and 2nd level sanctions (detailed below). The professor will send a copy of the sanction to the student's/participant's programme. The student/participant will be informed/and or convoked by the programme director (or his/her representative) to a hearing prior to the possible convening of the Kedge Management Disciplinary Council. In the case of a hearing of the Disciplinary Council, they can decide to apply 3rd and 4th level of sanctions.

Any student/participant guilty of academic fraud will receive one of the following sanctions:

- Applied by the professor in charge of the course, Kedge Management faculty member (1st and 2nd level):
    - A grade of zero for the work concerned and a formal warning;
    - A grade of zero for the course or module concerned and a formal warning.
- Applied by Kedge Management's Disciplinary Council (3rd and 4th level):
    - Suspension from the programme for one or two semesters;
    - Exclusion from the programme.

N.B.: Plagiarism within a partner institution can result in these sanctions being applied by Kedge Management, notwithstanding partner's decision.

2021_S02_EBP_M2_OPS_0002_E_L_BOD SP

SUSTAINABLE GLOBAL VALUE CHAINS:
A MANAGEMENT PERSPECTIVE

Semester 2, February-March 2021

COORDINATOR	Joerg HOFSTETTER
PROFESSORS	Joerg HOFSTETTER
OFFICE	
TELEPHONE	05 56 84 84 66
E-MAIL	joerg.hofstetter@kedgebs.com
OFFICE HOURS	on demand

COURSE DELIVERABLE	DUE DATE	WEIGHT ON FINAL GRADE
Continuous Control	During sessions	40%
Exam	End of the module	60%

Kedge Business School and its professors, encourage you to use your Pro-Acts, company projects and internships as privileged opportunities to apply the reflections, theories, concepts and tools presented during this course

SUSTAINABLE GLOBAL VALUE CHAINS

INTRODUCTION AND OBJECTIVES

Course Purpose & Objectives

Scientific findings as well as societal and political debates on severe developments in societies and the natural environment urge to fundamentally change today's production and consumption practices. To respond, globally aligned objectives and strategies have been agreed on, such as the UN Sustainable Development Goals (UN SDGs) or the UN Guidelines on Business and Human Right. Their adoption within companies but also by financial investors, regulators, customers, suppliers, government organizations, or competitors put managers at all levels under pressure to implement the targeted changes.

Today's economies are characterized by specialization, global interconnectedness, and sharing of work along value chains within companies and far beyond firm boundaries. Trends like outsourcing, off-shoring and digitization have profoundly been reshaping companies and transforming trade. Upstream, companies now source functionalities instead of raw materials or components, their share of procurement spend on total sales sky-rocked, irresponsible business practices keep eroding their reputation and corporate value, or the share of external intellectual property on their innovation has become irreversible. Downstream, competition increased, fit into ecosystems decides over user reach, or benefit-related business models substitute their traditional item sales. Economic research of the past decade revealed that most high value generating economic activities have transitioned from "national economies" into "global value chains".

For companies to contribute to sustainability objectives, this means how to effectively engage with the relevant partners in their up- and downstream value chains. However, only few companies seem to actually possess the necessary resources and structures or the driving paradigm and passion to successfully reach out far beyond their firm boundaries.

This course takes participants on a journey to:
- discover the new reality in the nature of companies,
- see companies' many relations to the UN SDGs via their value chains,
- explore companies' business context and traditional practices,
- find processes that allow companies to impact sub-suppliers and sub-customers, and
- spot strategies on how a sustainable value chain can become a core competence.

This course aims at improving participants' capabilities in:
- exploring a company's position and role in its value chains,
- identifying a company's impact on critical sustainability challenges,
- applying new strategies to address these challenges within a company; and
- defining hands-on approaches to implement these with processes, structures and tools.

This course connects participants' knowledge of operations, procurement and supply chain management with strategy, international business, trade, and sustainability. It provides a platform for exchange for participants to share their knowledge received from different universities and programs, their practical experience gained at various companies, locations and business functions, and their respective cultural backgrounds.

SUSTAINABLE GLOBAL VALUE CHAINS

Courses contribution to program objectives

EBP1 Understand and Integrate Management Foundations and Techniques
Each student is able to analyze business problems and develop effective solutions to advance sustainability in global value chains.

EBP2 Develop Business, Communication, Teamwork and Leadership Skills
Each student is able to describe her/his idea in a simple, concise and rigorous way, and to outline how this idea should best be implemented in business practice - considering that various stakeholders have differing objectives, perspectives, opinions, concerns, and agendas.

EBP4 Develop a Sense for Responsible Management
Each student is able to understand the link between a company and identified irresponsible business practices of companies connected to it as upstream suppliers or sub-suppliers or downstream customers or sub-customers, how the company's practices and behavior contribute to these problems, and what effective solutions could be implemented.

EBP5 Integrate Diversity and Globalization in the Practice of Management
Each student is able to see how cultural diversity in global value chains allows for ambiguity in values, how this lack of alignment enables ignorance, abuse, or inequality, and how multi-stakeholder conversations can successfully tackle such challenges.

Courses description

Sustainable Global Value Chains: global value chains, supply chains, sustainability, procurement, voluntary sector approaches, downstream ecosystems, value chain mapping, sub-supplier development, value chain reconfiguration, value co-creation networks.

COURSE MATERIAL

Course material available on LEARN

The table "course contents and timetable" just below defines the core reading to acquire the essential basic knowledge, available for download on https://learn.kedgebs.com.

Participants will receive a set of slides for each course session, available for download on LEARN. These course slides suggest extensive further references for optional readings. They are outlined only in the slides to link them to the respective topic.

Textbooks

For the time being, no textbook exists that reasonably addresses the content of this course.

SUSTAINABLE GLOBAL VALUE CHAINS

COURSE CONTENTS AND TIMETABLE

SESSION	TOPIC	MANDATORY READINGS AND ASSIGNMENTS (pre-session)
1	Global value chains, supply chains, and sustainability	The diamonds value chain in question: https://www.youtube.com/watch?v=HXbypHJ74_w Davis, Gerald F.; Whitman, Marina von Neumann; Zald, Mayer N. „Political Agency and the Responsibility Paradox: Multinationals and Corporate Social Responsibility", IPC Working Paper 2010 https://deepblue.lib.umich.edu/handle/2027.42/78164 Steffen, W. et al. „Planetary boundaries: Guiding human development on a changing planet", Science 13 Feb 2015: Vol. 347, Issue 6223 http://science.sciencemag.org/content/347/6223/1259855
2	Opportunities and threats in global value chains	https://www.weforum.org/agenda/2017/01/an-insight-an-idea-with-jack-ma/ Hartmann, Julia and Sabine Moeller (2014). Chain liability in multitier supply chains? Responsibility attributions for unsustainable supplier behavior. Journal of Operations Management, Volume 32, Issue 5, July 2014, Pages 281-294 http://www.sciencedirect.com/science/article/pii/S0272696314000060
3	Procurement strategies for sustainable supply chains	LafargeHolcim Supplier Code of Conduct: https://www.youtube.com/watch?v=EzeBMlh1dKc IKEA Supplier Code of Conduct: https://www.youtube.com/watch?v=VyGCUcPxhG4 Econsense: Respecting human rights in your supply chain, Econsense, Berlin http://www.econsense.de/sites/all/files/Handbuch_Liefer_En.pdf ISO: Sustainable procurement, ISO, Geneva https://www.iso.org/files/live/sites/isoorg/files/store/en/ISO%2020400_Sustainable_procur.pdf

SUSTAINABLE GLOBAL VALUE CHAINS

4	Voluntary sector approaches for sustainable value chains	ISEAL: Demonstrating Impacts of Sustainability Standards https://vimeo.com/54853380 Giovannucci, D., von Hagen, O., Wozniak, J. (2014). Corporate social responsibility and the role of voluntary sustainability standards. In C. Schmitz-Hoffmann et al. (eds.), Voluntary Standard Systems, Natural Resource Management in Transition 1. pp. 359-384, Springer Berlin Heidelberg http://thecosa.org/wp-content/uploads/2014/09/CSR-and-the-Role-of-Voluntary-Sustainability-Standards.pdf
5	Sustainable global value chains downstream	An interview with Yvon Chouinard, founder of Patagonia: https://www.youtube.com/watch?v=ZQlu95rzUTM Have a look at household debt 1995-2015 and further indicators: https://data.oecd.org/hha/household-debt.htm Geissdorfer, M., Savaget, P., Bocken, N.M.P., Hultink, E.J. (2017). The Circular Economy – A new sustainability paradigm?. Journal of Cleaner Production, Volume 143, February 2017, Pages 757-768 http://www.sciencedirect.com/science/article/pii/S0959652616321023 UN: SDG 12: http://www.un.org/sustainabledevelopment/sustainable-consumption-production/ World Economic Forum: Sustainable consumption and the Fourth Industrial Revolution: https://www.weforum.org/agenda/2016/06/sustainable-consumption-and-the-fourth-industrial-revolution/
6	Value chain mapping	Value chain maps for corporate strategy: https://www.youtube.com/watch?v=NnFeIt-uaEc Palm oil supply chain mapping: https://www.youtube.com/watch?v=LIpFRNrrOd8 Mapping supply chains: The case of Eileen Fisher and sourcemap http://www.sourcemap.com/testimonials/2017/10/18/

SUSTAINABLE GLOBAL VALUE CHAINS

		meet-eileen-fishers-head-of-supply-chain-mapping Farris, M. T. II (2010). Solutions to strategic supply chain mapping issues. International Journal of Physical Distribution & Logistics Management, 40(3), 164-180
7	Supplier and sub-supplier development	UNIDO leather upgrading: https://www.youtube.com/watch?v=jbcxW2g2Cnk Christian Busse, Martin C. Schleper, Menglei Niu, Stephan M. Wagner, (2016) "Supplier development for sustainability: contextual barriers in global supply chains", International Journal of Physical Distribution & Logistics Management, Vol. 46 Issue: 5, pp.442-468 http://www.emeraldinsight.com/doi/full/10.1108/IJPDLM-12-2015-0300
8	Value chain (re-)configuration	Cradle to cradle, by the co-creator of the concept: https://www.youtube.com/watch?v=SS8HirsRzsI Circular economy, by the driver of a major think tank: https://www.ted.com/talks/dame_ellen_macarthur_the_surprising_thing_i_learned_sailing_solo_around_the_world?language=en#t-836201 De Treville S, Trigeorgis L (2010) It may be cheaper to manufacture at home. Harvard Business Review, 88(10), 84–87 https://hbr.org/2010/10/it-may-be-cheaper-to-manufacture-at-home
9	Global value co-creation networks	Icebreaker: https://www.youtube.com/watch?v=a9VwDiCgCBs & https://www.youtube.com/watch?v=azM4n0zf4jw
10	Exam	

SUSTAINABLE GLOBAL VALUE CHAINS

TEACHING APPROACH/ INSTRUCTIONAL METHODS

A Word of Advice

This course provides students the opportunity to consider value chains (instead of companies) as relevant object for developing and implementing strategic and operative responses to sustainability challenges. Participants are encouraged to consider the role and impact of a company on its value chain partners to ultimately affect the value chains they are part of.

Organization of the sessions

All sessions follow the same structure:
- Welcome
- Pre-course group work (10 minutes presentation + 5 minutes questions)
- The topic in reality (3 minutes presentation + 7 minutes discussion)
- Lecture (65 minutes presentation, including 20 minutes questions)
- Break (15 minutes)
- Group work on a case study (45 minutes, including recording a 3 minute video)
- Discussion of group work results (20 minutes of presentations + 25 minutes discussion)

This course combines lectures, exercises, and case studies. With the pre-course assignment (group work) participants gain insights into the current situation that allow them to connect the course content with actual business practice. Participants are asked to prepare their participation in class by watching the defined video as well as reading the defined article(s) and the course slides. In class, particular focus is given on discussions (full class) and case studies (group work). A written exam at the end of the course tests participants' level of capability to solve related business problems and properly use the terminology. Participants are encouraged to rehearse (and prepare for the exam) by discussing latest cases covered in the media with the objective to develop a convincing and solid recommendation to this company's senior management on how to resolve it – hands-on.

The course is planned as a partial on-campus course supported by many online parts (in particular related to the group works). However, public or school policy responding to developments in the Covid-19 pandemic may require to hold sessions fully online.

Group work

The course includes one major group assignment before the course. This pre-course assignment will be presented by each group in class.

Every session includes a group work. The results for these group works need to be put on 1 (!) slide, be recorded in a 3-minute video, and both files need to be uploaded on LEARN. Students are required to watch and rate each video upon defined criteria on the day of the respective session. Students will always be assigned randomly to groups.

SUSTAINABLE GLOBAL VALUE CHAINS

EVALUATION OF STUDENT PERFORMANCE

Continuous Control	40%
Exam	60%

Methods Used to Evaluate Student Performance

Pre-course assignment (Continuous Control – 20%)

The group work is due before the start of the course.

Assessment Criteria

	Above expectations (85-100%)	Meets expectations (60-84%)	Below expectations (0-59%)
Difficulty of the selected case (20%)	Highly complex product / service OR very little information available	Average product / service OR some information available	Very simple product / service OR much information available
Participants' engagement in data collection (30%)	High number of communication OR extraordinary data sources	Reasonable number of communication OR several standard data sources	Few communication OR few standard data sources
Quality of assessment (30%)	Drawing new conclusions	Drawing established conclusions	Displaying data
Quality of presentation (20%)	Excellent graphics and text OR comprehensive presentation	Clear graphics and text OR fair presentation	Unclear graphics and text OR Unclear presentation

SUSTAINABLE GLOBAL VALUE CHAINS

Class participation (Continuous Control – 20%)

Assessment Criteria

	Above expectations (85-100%)	Meets expectations (60-84%)	Below expectations (0-59%)
Presence (20%)	Participant is always present when class starts AND during class AND when class ends	Participant is mostly present when class starts AND during class AND when class ends	Participant is occasionally present when class starts AND during class AND when class ends
Participants' engagement in class (50%)	Participants contributes highly relevant statements AND asks important questions AND uses the correct terminology	Participants contributes some relevant statements AND asks questions AND uses related terminology	Participants contributes no relevant statements AND asks no questions AND uses unrelated terminology
Rating of group work videos (10%)	Participants watches all videos AND gives a nuanced rating for every video	Participants watches most videos AND gives a considered rating for every video	Participants watches some videos AND gives a generic rating for every video
Group work (20%)	Participant is quick to join groups of various participants AND engages strongly in the group conversations	Participant joins groups of various participants AND engages in the group conversations	Participant mainly joins the group of the same participants AND hardly engages in the group conversations

SUSTAINABLE GLOBAL VALUE CHAINS

Individual Assignments (Exam – 60%)

The course ends with a written exam (open book).
Participants are exposed to small case studies. Each case study defines a clear role and requires to develop a clear recommendation.

Key requirements:
- Answers must not exceed the provided space. What is outside of the space limits will not be considered for evaluation.
- Answers must be given in full sentences. However, within answers, bullet points may be used and graphics may be included.

Assessment Criteria

	Above expectations (85-100%)	Meets expectations (60-84%)	Below expectations (0-59%)
Diagnosis of the business challenge (10%)	The issue is correctly identified AND concisely stated	The issue is somewhat correctly identified AND concisely stated	The issue is neither correctly identified nor concisely stated
Formulation (20%)	Answers are given in a way as if they would be presented to the management board of the company: short and straightforward	Answers are somewhat given in a way as if they would be presented to the management board of the company: somewhat short and straightforward	Answers are not given in a way as if they would be presented to the management board of the company: lengthy and covered by various statements
Precision (20%)	One comprehensive recommendation is given AND argued why this option is considered the best one	One recommendation is given AND argued why this option is considered to be good	The recommendation is unclear OR arguments are not stringent
Terminology (15%)	The correct terminology is used throughout	Much correct terminology is used	Few correct terminology is used
Strength of argument (20%)	The provided argument is stringent, logical, structured, and applies scientific theory	The provided argument is somewhat stringent, logical, structured, and applies scientific theory	The provided argument is unconnected, unstructured, off topic, or does not apply scientific theory
Real world implementation (15%)	The recommendation considers the standpoints of other actors that are affected by it	The recommendation considers some standpoints of other actors that are affected by it	The recommendation ignores the standpoints of other actors that are affected by it

SUSTAINABLE GLOBAL VALUE CHAINS

BIOGRAPHY

Joerg S. Hofstetter is Associate Professor in Supply Chain Management at KEDGE Business School and serves as President of the International Forum on Sustainable Value Chains (ISVC). He received his M.Sc. in engineering management from University of Stuttgart (Germany) and his Ph.D. in management from University of St. Gallen (Switzerland) in 2004. Before joining KEDGE he was assistant professor in supply chain management at University of St. Gallen and vice director of its chair of logistics management. Before, he worked in engineering at ITT Automotive in North America and in management at Lufthansa Cargo in Asia. Driven by a life-long curiosity on how things or services are made and how they find their way back after use, his research revolves on the aspects of corporate global value chains, sustainable supply chains, sub-supplier management, sustainable procurement, and circular economy.

SUSTAINABLE GLOBAL VALUE CHAINS

ACADEMIC FRAUD

Definition

Academic fraud is a breach of ethics.

"Is achieved using unfair means or deception, to obtain material or undue moral advantage, or with the intent to avoid the enforcement of laws". (Translated from the original source: Dictionnaire Juridique des Lois, 2010, available at: www.dictionnaire-juridique.com/definition/fraude/php)

Plagiarism consists of attributing authorship by (partial or total) copying, imitation or misappropriation.

The act of fraud is committed by one or more students/participants when they:

- appropriate written or oral work to themselves when they are not the author (in whole or in part) of the work, by omitting any references or quotations to the author or to the owner of the work;

- present any data that has been falsified or invented in any way;

- use the identity of the author, attributing the contents of and/or a resource to him/her, but without explicitly mentioning that they are not the author;

- appropriate the creative work of someone else and present it as their own;

- acquire exerts of texts, images, results etc. from external sources by including them in their own work without mentioning the origins of the exerts;

- summarise the original idea of an author by expressing it in their own words but omit quoting the source;

- cheat in an academic evaluation.

Plagiarism can occur in:

- an academic article or book;

- an exercise or a case study;

- a study or a report;

- a dissertation or a thesis;

- any document of which the student/participant is not, but purports to be the author.

Sanctions

Any student/participant having committed academic fraud, or having participated in it, will be sanctioned by the professor in charge of the course. The professor can apply 1st and 2nd level sanctions (detailed below). The professor will send a copy of the sanction to the student's/participant's programme. The student/participant will be informed/and or convoked by the programme director (or his/her representative) to a hearing prior to the possible convening of the Kedge Business School Disciplinary Council. In the case of a hearing of the Disciplinary Council, they can decide to apply 3rd and 4th level of sanctions.

Any student/participant guilty of academic fraud will receive one of the following sanctions:

SUSTAINABLE GLOBAL VALUE CHAINS

- Applied by the professor in charge of the course, Kedge Business School faculty member (1st and 2nd level):
  - A grade of zero for the work concerned and a formal warning;
  - A grade of zero for the course or module concerned and a formal warning.
- Applied by Kedge Business School's Disciplinary Council (3rd and 4th level):
  - Suspension from the programme for one or two semesters;
  - Exclusion from the programme.

N.B.: Plagiarism within a partner institution can result in these sanctions being applied by Kedge Business School, notwithstanding partner's decision.

KEDGE
BUSINESS SCHOOL

CREATED BY **BEM** & **EUROMED MANAGEMENT**

2021_S02_EBP_M2_OPS_0003_E_L_BOD
SUPPLY CHAIN PLANNING AND INTEGRATION WITH SAP

Semester 2, *2020 – 2021*

COORDINATOR	Olivier Dupouët
PROFESSORS	Olivier Dupouët - Olivier Labarthe
OFFICE	1418
TELEPHONE	05.56.84.63.25
E-MAIL	olivier.dupouet@kedgebs.com; olivier.labarthe@kedgebs.com
OFFICE HOURS	Tuesday afternoon

COURSE DELIVERABLE	DUE DATE	WEIGHT ON FINAL GRADE
Decisions on Jisel game	End of the course	40%
Final exam	On exam's date	60%

Kedge Business School and its professors, encourage you to use your Pro-Acts, company projects and internships as privileged opportunities to apply the reflexions, theories, concepts and tools presented during this course

INTRODUCTION AND OBJECTIVES

Course Purpose & Objectives

The objective of the course is to provide hands-on practical knowledge about supply chain management. The most part of the course will be dedicated via a serious game to the study of production planning, transportation and warehouse management. The study of the production planning and execution part will be deepened with practical exercises on SAP ERP.

Courses contribution to program objectives

EBP 6 Develop an Expertise of the Concepts, Methods and Techniques in a chosen Area of Specialization

Courses description

- Develop the concept of MRP (Material Requirement Planning)

- An introduction to the use of an ERP for production planning and execution

- Present transportation and warehouse management

COURSE MATERIAL

During the course students will have to play a serious game (JISEL). The game is installed in the school's computer rooms. Students will also use the SAP ERP Produciton Planning module. The software is also installed in computer rooms from where students will access it.

All support documents will be provided by professors via the Learn platform.

SUPPLEMENTARY READINGS

References

COURSE CONTENTS AND TIMETABLE

SESSIONS	TOPIC	PRELIMINARY READING(S AND ASSIGNMENTS	ADDITIONAL READING(S) AND ASSIGNMENTS
1	Introduction of the course – presentation and definition of the main concepts		
2	Realization of an MRP (Material Requirement Planning) with Excel		
3	Starting the JISEL game		
4	First decision on JISEL		
5	Second decision on JISEL		
6	Third decision on JISEL		
7	Introduction to the SAP ERP system		
8	Hands-on exercise on a make-to-stock scenario		
9	Hands-on exercise on a make-to-order scenario		

Supply chain planning and integration with SAP

TEACHING APPROACH/ INSTRUCTIONAL METHODS

A Word of Advice

The course is very practice oriented, focusing on serious games and software use. There will be very few theoretical presentations, as students are expected to have prior knowledge of the topic.

Organization of the sessions

After a general presentation of the serious game JISEL, students will have to work autonomously in teams, with the support of the teacher. Students will work individually on the SAP ERP system with the support of the teacher.

Individual Assignments

The part on SAP ERP will be assessed by a final individual exam.

Group work

The group work on JISEL will lend to a team report to be sent to the professor

EVALUATION OF STUDENT PERFORMANCE

DELIVERABLE	%
Supply chain planning and integration with SAP	10
A final report on JISEL	30
A final exam on SAP ERP	60

Methods Used to Evaluate Student Performance

Individual Assignments (60%)

Assessment Criteria

Section	Marks	Criteria

And/Or

Rubric	Below Requirements	Meets Requirements	Exceeds Requirements
Understanding of the process	No clear understanding of why the process is modelled that way in the system	The logical flow of the different steps are understood	Student is able to move back and forth in the process, modify it as needed and correct mistakes
Understanding of the data structure	No clear vision of the modelling of the organization in the system, no understanding of the role of the different types of data	The concepts and definitions of the different types of data and of their use are understood	The student is able to navigate the database and modify it to meet his/her objectives

Collective assessment (40%)

Criteria of evaluation

Section	Marks	Criteria

And/Or

Criteria	Below Requirements	Meets Requirements	Exceeds Requirements

Olivier DUPOUËT is Professor in the operations management and information systems department at Kedge Business School since September 2008. He holds a doctorate in economics from the University of Strasbourg.

Olivier Labarthe is Associate Professor in the Operations Management and Information Systems Academic Department (MOSI) at Kedge Business School. He holds a PhD in Administrative Sciences and Computer Science, from Laval University and Aix-Marseille III University respectively.

KEDGE
BUSINESS SCHOOL

CREATED BY **BEM** & **EUROMED MANAGEMENT**

2021_S02_EBP_M2_OPS_0004_E_L_BOD SP
Supply Chain Management Simulation and Case Studies
Semester 2, *2020 – 2021*

COORDINATOR	Mehdi Amiri-Aref
PROFESSORS	Yves DUCQ, Mehdi AMIRI-AREF, Omid FATAHI VALILAI
OFFICE	
TELEPHONE	
E-MAIL	mehdi.amiri-aref@kedgebs.com o.fatahivalilai@jacobs-university.de
OFFICE HOURS	By appointment only

COURSE DELIVERABLE	DUE DATE	WEIGHT ON FINAL GRADE
Continuous Control (Enterprise Modelling)	During the course	20%
Continuous Control (AnyLogistix)	During the course	40%
Continuous Control (AnyLogic)	During the course	40%

Kedge Business School and its professors, encourage you to use your Pro-Acts, company projects and internships as privileged opportunities to apply the reflexions, theories, concepts and tools presented during this course

EBP-B5-OPS-04-E-L-BOD SP

Supply Chain Management Simulation and Case Studies

INTRODUCTION AND OBJECTIVES

Course Purpose & Objectives

The course SUPPLY CHAIN MANAGEMENT SIMULATION and CASE STUDIES provides a simulation that allows the exploration and the exploitation of basic supply chain management practices. The simulation offers a set of rounds that show the impact of inter-functional decisions on the global performance of the supply chain. It also allows the validation of the inherent role of information sharing and the understanding of the notion of the bullwhip effect. Finally, it has the objective to confront the students to the principle of global vision in the supply chain.

Courses contribution to program objectives

- Business core competences
- Complex problem handling
- Large scale vision

Learning Goals

LG1· Understand and Integrate Management Foundations and Techniques.

The students will be able to analyze the supply chain performance criteria using simulation tools and describe trade-offs that must be considered when design, planning, and operational decisions are made in supply chain management.

LG2: Develop Business Communication, Teamwork and Leadership Skills

The students will be able to understand the benefits of information sharing with supply chain partners to improve the supply chain operations and know the importance of collaboration and coordination between supply chain entities.

LG6. Provide Value to the Business Community in a chosen Area of Specialization

The students will be able to identify the supply chain simulation tools and discuss what-if scenario and sensitivity analysis of managerial decisions.

Courses description

- The Bullwhip Effect
- The role of Information Sharing
- The Global Approach for Supply Chain Management
- The collaboration benefits in the Supply Chain

COURSE MATERIAL

Textbooks

Montreuil, B., Brotherton, E., Glardon, R., Yoo, M. J., Elamiri, Y., Borter, A. S., & Jermann, P. (2008, October). Experiences in using XBeerGame virtual gaming for learning supply chain management. In *2nd European Conference on Games Based Learning, Spain* (pp. 317-334).

COURSE CONTENTS AND TIMETABLE

SESSIONS	TOPIC	PRELIMINARY READING(S AND ASSIGNMENTS	LECTURER
1	Enterprise Modelling: Principles and approach Flows' Modelling (Business Process Modelling)	Session slides form LEARN	Yves DUCQ
2	GRAI Modelling method and its combination with SCOR Model	Session slides form LEARN	Yves DUCQ
3	Discover and master the BeerGame platform and discover the optimization challenge and Replenishment policy.		Mehdi Amiri-Aref
4	AnyLogistix Introduction & GFA project	Session slides form LEARN	Mehdi Amiri-Aref
5	AnyLogistix NO project		Mehdi Amiri-Aref
6	AnyLogistix case-study project		Mehdi Amiri-Aref
7	Introduction to AnyLogic	Session slides form LEARN	Omid Fatahi Valilai, Mehdi Amiri-Aref
8	AnyLogic project part(1)		Omid Fatahi Valilai
9	AnyLogic project part(2)		Omid Fatahi Valilai
10	AnyLogic project part(3)		Omid Fatahi Valilai

SUPPLY CHAIN MANAGEMENT SIMULATION

TEACHING APPROACH/ INSTRUCTIONAL METHODS

A Word of Advice

Follow the course content and maintain the team spirit

Organization of the sessions

A mix of simulation game and presentation by the teacher.

Individual Assignments

Final Exam. In addition to an evaluation of the individual performance in the games.

Group work

Evaluation of the group performance in the games, and on the final report.

Methods Used to Evaluate Student Performance

Individual Assignments

Assessment Criteria

Section	Marks	Criteria
Systemic view	25	Ability to design a supply chain strategy to improve the global performance.
Supply Chain Management	25	Ability to understand the replenishment, storage and delivery problems in the supply chain
Optimization	25	Ability to exploit the information to improve the replenishment, storage and delivery decisions.
Collaboration	25	Ability to understand the benefits of collaboration between supply chain entities.

Collective assessment

Criteria of evaluation

Section	Marks	Criteria
Systemic view	25	Ability to design a supply chain strategy to improve the global performance.
Information Sharing	25	Ability to exchange key information with the supply chain partners.
Collaboration	25	Ability to understand the benefits of collaboration between supply chain entities.
Supply Chain Management	25	Ability to understand the replenishment, storage and delivery problems in the supply chain

SUPPLY CHAIN MANAGEMENT SIMULATION

ASSESSMENT MATRIX

TRAITS		BELOW EXPATATIONS / NOT GOOD ENOUGH 0-1 points	MEETS EXPATATIONS / GOOD ENOUGH 2-3 points	ABOVE EXPATATIONS / SUPERIOR 4-5 points	Note /20	
Trait 1	**Ability to develop a collaborative SCM**	The student does not discuss the issues with other actors in SCM and is unable to communicate efficiently with other actors in SCM, so he/she fails in his/her task (lack of communication)	The student identifies correctly the key issues in collaborative Supply Chain Management but is not able to coordinate of operations with all other actors (lack of collaboration).	The student carries out an exact and complete analysis of his /her role, communicates effectively, and collaborates actively with other actors in SCM tasks.	/5	25%
Trait 2	**Ability to evaluate and discover innovative methods to improve the global performance in supply chain.**	The student is unable to identify the existing threats in supply chain and cannot make a pertinent analysis of the issues (lack of evaluation).	The student can come up with basic approaches to analyse the issues but they are not all exclusive. Analysis is partially correct (lack of innovation)	The student is able to analyse the supply chain performance correctly. He/she provides a pertinent and exhaustive approach to identify the risk factors and proposes an innovative method to cope with the existing issues in supply chain.	/5	25%
Trait 3	**Ability to analyse the Competitive challenges in supply chain management**	The student is unable to apply and design an integrated supply chain management and cannot make appropriate decisions in a dynamic environment (lack of cooperation and integration)	The student is able to apply cooperative techniques in competitive SCM, but not able to react properly in a timely manner (lack of planning and forecasting)	The student provides a pertinent assessment of the current situation considering the integration of all entities in supply chain and develops an exclusive planning in a competitive and dynamic environment proposing several scenarios to react properly against the competitors in the market.	/5	25%
Trait 4	**Ability to apply optimization methods for strategic and tactical decision in Supply Chain management.**	The student cannot exploit properly the available technical tools to optimize strategic decisions in supply chain or has no vision to apply in for long planning horizon (lack of strategic view).	The student develops several scenarios with a wider vision of strategic and operational processes. He/she uses the optimization tools to make feasible and justified solutions (lack of foreseeing the unexpected events).	The student enriches the optimization methods for a real and long-term planning and forecasts demand so that he/she can implement successfully the company's strategic solutions and directions.	/5	25%
TOTAL					/20	

SUPPLY CHAIN MANAGEMENT SIMULATION

Mehdi Amiri-Aref is Assistant Professor of Supply Chain Management at Kedge Business School, Bordeaux, France. Prior to that, he was a Postdoctoral Researcher at the same institution. He is also visiting scholar at University of Exeter Business School where he initiate several research projects in Operations and Supply Chain Management. He obtained his PhD degree in Industrial Engineering. His areas of research and teaching interests are design and management of supply chains, strategy of distribution logistics networks, and supply chain simulation. He was the principal author of several scientific articles published in international journals. As a researcher in the field of supply chain management, he is familiar with different implementation of inventory policies and analysis of forecasting methods, and can identify several transportation and distribution strategies. He has several years work experience in automotive and retail chain sectors worldwide.

Omid Fatahi Valilai is Lecturer in Industrial Engineering in the Departments of Mathematics & Logistics, Jacobs University Bremen. He received his Ph.D. in Industrial Engineering from Sharif University of Technology where he had also worked as an Assistant/Associate Professor for six years. His research expertise is in area of Computer Integrated Manufacturing and Cloud manufacturing. His teaching and research interests include the Design of advanced manufacturing system and Supply Chain analysis. His research revolves also around smart factory design and Industry 4.0 paradigm. He has contributed to several scientific publications.

EBP-B5-MGT-03-E-L-BOD

From Sustainable Development to Corporate Social Responsibility

Semester 2, 2020-21

COORDINATOR	Lutz PREUSS
	Lutz PREUSS Ralf BARKEMEYER
OFFICE	1435
TELEPHONE	+33 556 842 269
E-MAIL	lutz.preuss@kedgebs.com
OFFICE HOURS	To be announced

COURSE DELIVERABLE	DUE DATE	WEIGHT ON FINAL GRADE
Team assignment: group research with presentation	During the course period with the presentation during the last session	40%
Individual written exam	During the last session of the course	60%

Kedge Business School and its professors encourage you to use your Pro-Acts, company projects and internships as privileged opportunities to apply the reflexions, theories, concepts and tools presented during this course

INTRODUCTION AND OBJECTIVES

Course Purpose & Objectives

Corporate social responsibility (CSR) is a multidimensional and interdisciplinary approach to capture the economic, social and environmental aspects of doing business in a global context. CSR is an issue of concern for a multinational company and all the main management functions. Hence this module aims to enable students to develop a thorough understanding of CRS issues as well as engage in personal reflection on the topic. This will be achieved through studying cases and investigating a real multinational company case.

On completion of this module, students will be able to:

- Define corporate social responsibility;
- Get an understanding of the key aspects of corporate social responsibility;
- Understand the social responsibility of global firms in maintaining appropriate practices with regard to challenges like child labour, human rights and labour conditions;
- Get and understanding of major CSR tools, such as code of conducts, and be able to assess their effectiveness.

Courses contribution to program objectives

KB2. Developing and mastering business and communication skills, teamwork and leadership

Students of different nationalities, languages and home universities join the 5th year of the EBP programme at Kedge. In this course they have to study cases and investigate the CSR practices of a real multinational company. This team work is done in multi-cultural teams. They have to orally present their research findings.

KB4. Developing a sense of responsible management

In each case students examine the conflicts that exist between the economic goal of a firm (profit) and its social and societal responsibilities. The main aim of the course is therefore to develop a sense of responsible management, integrating into their reflections the economic, social and environmental constraints that globalized firms face.

Course description

- Corporate social responsibility in a globalized context
- Triple bottom line: profit, people, planet
- Economic, social and environmental constraints on global business
- Conflicts in sustainable development and CSR
- The debate on global CSR

COURSE MATERIALS

Textbook

Rasche, A.; Morsing, M. and Moon, J. (2017) *Corporate Social Responsibility: Strategy, Communication, Governance*, Cambridge: Cambridge University Press

SUPPLEMENTARY READING

Andersen, M. and Skjoett-Larsen, T. (2009) Corporate social responsibility in global supply chains, *Supply Chain Management: An International Journal*, 14 (2), 75-86

Barkemeyer, R.; Figge, F. & Holt, D. (2013) Sustainability-related media coverage and socioeconomic development - a regional and North/South perspective. *Environment & Planning C: Government and Policy*, 31(4): 716-740.

Latapí Agudelo, M. A.; Jóhannsdóttir, L. and Davídsdóttir, B. (2019) A literature review of the history and evolution of corporate social responsibility, *International Journal of Corporate Social Responsibility*, 4(1), 1-23.

Barkemeyer, R.; Salignac, F. and Argade, P. (2019) CSP and governance in emerging and developing country firms: Of mirrors and substitutes, *Business and Politics*, 21(4), 540-568.

Bird, F.B. and Waters, J.A. (1989). The moral muteness of managers. *California Management Review*, Fall: 73-88

Golob, U.; Podnar, K.; Koklič, M. K. and Zabkar, V. (2019) The importance of corporate social responsibility for responsible consumption: Exploring moral motivations of consumers, Corporate Social Responsibility and Environmental Management, 26(2), 416-423.

Husted, B. W. and D. B. Allen (2006) Corporate social responsibility in the multinational enterprise: strategic and institutional approaches, *Journal of International Business Studies*, 37, 838-849.

Leipziger, D. (2015) *The Corporate Responsibility Code Book*, Sheffield: Greenleaf, 3rd edition
[no need to read the whole book from cover to cover]

Porter, M. E. and Kramer, M. R. (2011) Creating shared value: how to reinvent capitalism - and unleash a wave of innovation and growth, *Harvard Business Review*, 89 (1-2), 62-77

Important practitioner perspectives

Business in the Community
https://www.bitc.org.uk/

Have a look at the tabs:
- Our resources
- The Responsible Business Tracker®

CSR Europe
https://www.csreurope.org/

Interesting tabs:
- Our campaigns: The European Pact for Sustainable Industry 2030
- EU Policy Dialogue
- Resources

Two important CSR tools are:

- The United Nations Global Compact
https://www.unglobalcompact.org/
- The Global Reporting Initiative
https://www.globalreporting.org/Pages/default.aspx

SESSIONS	TOPIC	PRELIMINARY READING(S)	ADDITIONAL READING(S) AND ASSIGNMENTS
1 and 2	Introduction: Defining CSR; CSR and related concepts; motives why companies (should) engage in CSR; introduction to major CSR tools --- Company motives for CSR, Forms of CSR, Cross-cultural differences in approaches to CSR Case Study: the Tata Group	Venkateswaran S., Roy S. (2018) The Responsible Business Model: Perspectives from the Tata Group. In: Altenburger R. (eds) *Innovation Management and Corporate Social Responsibility*. Springer, Cham	Sustainability Group at Tata https://www.tatasustainability.com/aboutTSG.aspx
3 and 4	Ethical reasoning and CSR Case Study: Child Labor in the Chocolate Industry	Whoriskey, P. and Siegel, R. (2019) Cocoa's child laborers, Wahington Post https://www.washingtonpost.com/graphics/2019/business/hershey-nestle-mars-chocolate-child-labor-west-africa/ See also resources at: https://www.ilo.org/ipec/projects/global/CCP/resources/lang--en/index.htm	Myers, A. (2020) New report reveals child labour in West African cocoa farms has increased in past 10 years https://www.confectionerynews.com/Article/2020/05/07/New-report-reveals-child-labor-on-West-African-cocoa-farms-has-increased-in-past-10-years?utm_source=copyright&utm_medium=OnSite&utm_campaign=copyright
5 and 6	Outsourcing of production: Working conditions in overseas factories; efforts of MNEs to address these challenges	Hsieh, N.-H.; Toffel, M. W. and Hull, O. (2019) Global Sourcing at Nike, Harvard Business Publishing. Case Centre Reference no. 9-619-008	
7 and 8	Group presentations		
9 and 10	Exam		

TEACHING APPROACH/ INSTRUCTIONAL METHODS

A Word of Advice

Please read the indicated cases for each session before the class. Class attendance and participation is compulsory. The classes are designed to be highly interactive, with learning enhanced through discussion and interaction amongst students.

Organization of the sessions

Each session is divided in two parts: (i) the theory, corresponding to the topics dealt with through the case, and (ii) a practical case study, to be solved through group work and team presentations

Group work

Students will engage in group work during the classes, based on the indicated case studies that must be read prior to the class. The evaluation of the group work also includes an assessment of the overall analysis of the studied cases.

Individual Exam

Two days before the final exam students will receive a case to be read. During the exam, they have to answer questions that relate to this case, applying the knowledge and understanding acquired during the course. Answers should be relevant and show an understanding of the concepts presented in the textbook and discussed during the course. The exam also measures a general level of analysis

EVALUATION OF STUDENT PERFORMANCE

DELIVERABLE	%
Group presentation, in class	40
Final Exam, questions based on a case study	60

Methods Used to Evaluate Student Performance

Group Presentations (40%)

The group work will require students to apply one aspect of CSR to a company of their choice. The aim is to evaluate the chosen example as a particularly good (or bad) case of CSR, giving your reasons why CSR was well (badly) implemented.

Criteria of evaluation

Rubric	Marks	Criteria
Analytical skills and critical thinking	50%	Application of course content; Relevance and coherence of arguments
Completeness of the topic	25%	Explanations of the dimensions of the issue at stake; Richness of the argument
Quality of the presentation	25%	Visual attractiveness of slides; Manner of presenting, audibility, change-over between group members

Individual Exam (60%)

Students will receive a case study in advance of the exam. During the exam, they are required to answer a number of questions that apply the knowledge learned during the course to the particular case.

Criteria of evaluation

Section	Marks	Criteria
Knowledge, factual and conceptual	30%	What depth and width of knowledge does the student bring to the case?
Analysis	40%	Is knowledge from the course well applied? Does the student draw on prior insights, e.g. on opportunities and limits in the application of CSR tools?
Recommendations	30%	Does the student attempt to generate general insights from the specifics of the case? Are recommendations well linked to the analysis?

BIOGRAPHIES OF THE TEACHING TEAM

Professor **Lutz Preuss** received his PhD from King's College London, in addition to a Master's degree from the University of Reading and a Bachelor's degree from Humboldt University, Berlin. He has served on the faculty of the University of Reading, Heriot-Watt University Edinburgh, Royal Holloway University of London and has held professorial positions at Norwich Business School, University of East Anglia and the University of Sussex in Brighton. He joined Kedge in January 2019.

His research addresses a range of topics around corporate sustainability, such as cognitive processes in managerial decision-making in the face of trade-offs and tensions around sustainability challenges or cross-cultural differences in conceptualisations of socially responsible behaviour. His work has appeared in a number of leading management journals, such as *Academy of Management Review*, *Organization Studies*, *Journal of World Business*, *Business Ethics Quarterly*, *Journal of Business Ethics* or *Business Strategy and the Environment*.

Professor **Ralf Barkemeyer** is Professor of Corporate Social Responsibility and Head of the CSR Centre of Excellence at Kedge. Ralf joined Kedge in early 2015 from the University of Leeds (UK) where he had been lecturing since 2010. Before, he worked as Research Fellow and Lecturer at Queen's University Belfast, Northern Ireland, from where he received his PhD. Ralf received two Master degrees in Environmental Science as well as Business Administration from the University of Lüneburg (Germany).

Ralf's research focuses on the interface of business, environment and society. In particular, he is interested in the link between CSR and development; corporate sustainability reporting; and corporate sustainability performance assessment. Ralf is a Fellow of the Higher Education Academy and Associate Editor of the academic journal *Business Ethics: European Review* as well as a permanent editorial board member of the journal Business Strategy & the Environment. In addition, he serves as an ad-hoc reviewer for numerous other academic journals. Ralf has published widely, among others in journals such as *Journal of World Business*, *Ecological Economics*, *Nature Climate Change*, *Business Ethics Quarterly*, *Resources Policy*, *Business Strategy and the Environment*, or *Environmental Science and Policy*. His research has been funded by funding bodies such as UN Global Mechanism, the European Commission or the Swedish Mistra Foundation, but also by companies such as ASDA and BMW.

2021_S02_EBP_M2_MGT_0002_E_L_BO

D TC

CGR AND DIVERSITY MANAGEMENT

Semester 2, *2020-2021*

COORDINATOR	Dr. Sara BENTEBBAA
PROFESSORS	Dr. Benoite AUBE Dr. Sara BENTEBBAA
OFFICE	1462
TELEPHONE	-
E-MAIL	sara.bentebbaa@kedgebs.com benoite.aube@kedgebs.com
OFFICE HOURS	By appointment

COURSE DELIVERABLE	DUE DATE	WEIGHT ON FINAL GRADE
GROUP: Oral presentations / project group ● Assignment 1: Slide show document on diversity issue ● Assignment 2: Diversity reports debriefing and slide show document	2nd session (random draw) 3rd, or 4th session (random draw)	20% and 20 % = 40 %
INDIVIDUAL: Oral presentations during the project group ● Quality of individual speech ● Diversity reports article questioning	2nd session 3rd, or 4th session (random draw)	5% and 5 % = 10 %

INDIVIDUAL: final written exam ● Knowledge question based on the lectures And/Or ● Diversity Management Case study And/Or ● Multiple choice questionnaire		50 %

Kedge Business School and its professors, encourage you to use your Pro-Acts, company projects and internships as privileged opportunities to apply the reflexions, theories, concepts and tools presented during this course.

INTRODUCTION AND OBJECTIVES

Course Purpose & Objectives

Corporate Global Responsibility (CGR) approach: Diversity management
Directly related to the transversal themes of CGR of Business and based upon recent scientific literature, as well as upon the current work experiences of students (especially in international context during their internships), this course will provide a conceptual and theoretical framework to discover, understand and analyse the management of diversity in productive organizations which are operating in cross-cultural contexts.
The module will begin with an approach of the concepts of:
● Diversity
● Discrimination
● Cross culturalism
● Otherness.
It will be followed by a managerial approach in which students, structured in project-group, prepare and expose sequentially and heuristically to their colleagues, 5 major themes relating to diversity management (ethnicity, women and men equality, sexual orientation at work, ethics code and diversity performance).
The main approach is to question the effectiveness of diversity in productive organisation at micro individual level and to envisage how diversity should be put into force within organisation (diversity policy elaboration).
Critical analysis, comments, feedbacks and knowledge will be provided in order to complete the students' contributions.
At the end of the lecture, the students will be in the position of:
● Analysing how firms organize diversity;
● Understand the processes of adaptability linked the diversity of cultural environment (micro-individual scale);
● Develop the reflection on the individual implications or operational implications when implementing responsible management practices within organizations;

1

Courses contribution to program objectives

KB2. Developing and mastering business and communication skills, teamwork and leadership

Assignment 1 and 2 are based on group work and professional group presentation with a pedagogical system of shadow group as critical analysis process. Each group will be formed under diversity criterion (national origin, gender, professional experience – internship). A specific method of professional communication technique will be taught and demanded (small business meeting) during for all the presentation (assignment 1 and 2- *cf.* criteria of evaluation). Furthermore, the production of each group will be handed out to the entire group community as reference after correction and improvement. The pedagogical aspect of these documents will be strictly overviewed *cf.* criteria of evaluation).

KB5. Integrate diversity and globalisation in the practice of management

It is the main subject of the course and the group of students will be considered as a laboratory of experiment of diversity management (group work, group presentation, document elaboration). The professional experience, especially international internship experience of the students will be mobilised as "managerial situations", "critical incident cases" to be analysed in the frame of the main problem setting of the course i.e. diversity management and diversity policy recommendations.

EBP7. Provide Value to the Business Community in a chosen Area of Specialization

Directly related to the transversal theme of Corporate Global Responsibility of Business, this course is a contribution to raise the consciousness of the students and tends to foster the awareness toward diversity improvement necessity i.e. elaborating favourable and efficient diversity policy in productive organisations (H.R and I.H.R policy), adopting socially responsible behaviour.

Course Contribution to Application of Critical Thinking

Proposals for recommended actions should take into account stakes and issues related to Corporate Global Responsibility (C.G.R.).

Courses description

Session 1: Introduction

Session 2: Management of diversity / theoretical approach

Session 3: Management of diversity / practical approach (1)

Session 4: Management of diversity / practical approach (2)

Session 5: Final exam

COURSE MATERIAL

Textbooks

Books:

- HANSEN, K., & SEIERSTAD, C. (2017). Corporate Social Responsibility and Diversity Management. *Switzerland: Springer International Publishing*.
- ROSS, H. J. (2011). *Reinventing diversity: Transforming organizational community to strengthen people, purpose, and performance*. Rowman & Littlefield.
- KONRAD, A. M., PRASAD, P., & PRINGLE, J. (Eds.). (2005). *Handbook of workplace diversity*. Sage.
- BRIEF A. P. (2008). *Diversity at work*. Cambridge companion to management, Cambridge University Press.

Articles: *Informathèque, Campus of Bordeaux*
For the list of references in line with the sessions, please refer to course contents "additional reading and assignments (underneath)''.

Websites

https://diversity.google/annual-report/
https://careers.linkedin.com/diversity-and-inclusion/workforce-diversity-report
https://www.intel.com/content/www/us/en/diversity/diversity-inclusion-annual-report.html
https://query.prod.cms.rt.microsoft.com/cms/api/am/binary/RE4aqv1
https://www.apple.com/diversity/
https://www.uber.com/us/en/about/diversity/
http://afip-asso.org/

COURSE CONTENTS AND TIMETABLE

SESSIONS	TOPIC	PRELIMINARY READING(S) AND ASSIGNMENTS	ADDITIONAL READING(S) AND ASSIGNMENTS
1 (3:00) Benoite AUBE	**Introduction: module presentation** ● Learning Objectives: CGR ✓ Diversity Management **Diversity** ● Theoretical approach: Diversity and Culture (definitions, related issues) ● Grounded approach: Diversity within Business ● Diversity perception		
2 (3:00) Benoite AUBE	**Management of diversity / theoretical approach (1)** ● Group work on practical issues linked to diversity topics ● Oral presentation of each students' group works	**Assignment 1: Practical issue on diversity topics** ● Presentations (max: 10 slides of content) - Front slide: course code, names, students names professor names, title of the exercise and bibliographical reference - Table of content/ Agenda - Presentation of the topic - Practical proposals based on literature/website provided by the professor – Justification of the proposal - Full bibliography (concepts references). ● Questions from the audience	
3 (3:00) Sara BENTEBBAA	**Management of diversity / practical approach (1)** ● Unpacking the term "diversity" ● Approaches to culturalism ● Managing workforce representation ● Managing workforce relationships		HANSEN, K., & SEIERSTAD, C. (2017). Corporate Social Responsibility and Diversity Management. *Switzerland: Springer International Publishing*.

4 (3:00) Sara BENTEBBAA	**Management of diversity / Practical approach (2)** ● Managing workforce diverse talents ● Managing all strategic diversity mixtures **Assignment 2: Diversity reports debriefing, work by project group**: ● **<u>Diversity practices in MNCs</u>** Please refer to evaluation criteria to see the detailed instructions. ●**Oral presentation and slide show presentation (10 min - 6 slides of content)** ●**Shadow group / critical analysis** **Comment:** The reports will be allocated according to random draw; 1 report per project group.	.	KONRAD, A. M., PRASAD, P., & PRINGLE, J. (Eds.). (2005). *Handbook of workplace diversity*. Sage.

TEACHING APPROACH/ INSTRUCTIONAL METHODS

Organization of the sessions

Methodology session:

Concerning the operating mode, the course will be organised into:

- Lecture: notes taking, and active participation will be required

- Mini-activities to raise awareness on diversity issues

- Assignments:

  - **The assignment n°1** consists of proposing practical solutions to respond to issues on diversity topics.

    Topic 1: How to attract candidates from diversity?

    Topic 2: How to avoid unconscious bias during recruitment interview?

    Topic 3: How to increase women in leadership position?

    Topic 4: Microaggressions in the workplace

    Topic 5: How to run inclusive meetings?

    - Each group works will prepare a PPT presentation

    - Each group works will be assessed during their oral PPT presentation

  - **The assignment n°2** consists of a "diversity reports debriefing". Each group will be assigned a main reflexion theme (random draw) and 1 diversity report.

    - The students will be organised in project groups and they will present their work to their peers (slideshow – 10-15 min). The presentation will be followed by a "question period" as critical analysis that will be performed by a shadow group of students.

    - The shadow group will be in charge of asking consistent questions in order to highlight the presented themes and push the main group to develop and defend their positions.

    - Both groups will be assessed according to criteria that are presented in detail underneath.

  - Both assignments will require high pedagogical and communication skills. In order to perform well the presentations, specific communication techniques, applied for professional meeting with few people, will be recommended. Consequently, content and form (*viva-voce*, questions period, documents (slide show) will be assessed according to criteria that are detail underneath.

- *A Word of Advice*

This course is dealing with diversity at work, the project groups will be organised in cross cultural work teams (students from various nationalities, gender, and professional background) that we consider as part of a highly profitable managerial and learning experience.

In order to perform well, we insist on the high quality of involvement that the professor expect from all the students. The main motto or watchword will be that the project group

should produce works and documents that they should definitely be **"proud of"** (form and content), proud to deliver, proud to share, proud to defend!

Individual exam

Assignment 1: Practical issues on diversity topics (percentage and criteria developed below).

Assignment 2: Diversity report debriefing - individual evaluation of the performance of the presentation (percentage and criteria developed below).

Final exam: Multiple choice questionnaire, knowledge acquisition (percentage and criteria developed below), case study.

Group work

Assignment 1: Practical issues on diversity topics (percentage and criteria developed below).

Assignment 2: Diversity report debriefing - production of a professional Ppt and oral presentation (percentage and criteria developed below).

EVALUATION OF STUDENT PERFORMANCE

DELIVERABLE	%
GROUP: Oral presentations ● Practical issues on diversity topics ● Diversity reports debriefing	20% 20%
INDIVIDUAL: Shadow group critical analysis ● Practical issues on diversity topics ● Diversity report questioning	5% 5%
INDIVIDUAL: final written exam ● Knowledge question based on the lectures or, ● Diversity Management Case study or, ● Multiple-choice questionnaire.	50%

Methods Used to Evaluate Students' Performance

Individual Assignments (60%)

1. ***Criteria of evaluation for the 2 critical analysis (10%)***
- *Assignment 1- (5 %):* Critical analysis - Practical issues on diversity topics
- *Assignment 2- (5 %):* Critical analysis – Diversity reports questioning

Criteria of evaluation	Exceeds Requirements	Meets Requirements	Below Requirements
Questioning Content	Provide more than 1 consistent question complying with the presented subject and provide a pertinent contradictory and constructive answer to the presenting group (with update references).	Provide 1 consistent question complying with the presented subject	Provide an inconsistent question that is not complying with the presented subject
Questioning Form	Provide orally more than 1 question with excellent public communication skills *i.e.* convincing: ● tone ● articulation ● sound level ● modulation ● dynamism ● empathy ● sympathy	Provide orally 1 question with excellent public communication skills *i.e.* appropriate: ● tone ● articulation ● sound level ● modulation ● dynamism ● empathy ● sympathy	Provide orally a question with poor public communication skills *i.e.* inappropriate: ● tone ● articulation ● sound level ● modulation ● dynamism ● empathy ● sympathy

2. ***Criteria of evaluation for the final exam (50 %)***
- The criteria of evaluation will be provided during the last session according to the chosen kind of evaluation (Knowledge question based on the lectures or, Diversity Management Case study or; multiple choice questionnaire).

Collective assessment (40%)

Criteria of evaluation for the 2 oral presentations

1. **Assessment of oral presentations - Assignment 1 – Practical issues on diversity topics (20%)**

Evaluation criteria	E: Excellent A: Average N: Needs improvement
SPECIFICATION	INSTRUCTIONS
Introduction **Definition of key issue(s)**	**Stimulating introduction** ● Agenda, group members' presentation ● Context information: brief summary of the context, description of the chosen company ● Presentation of the critical question: why is it important to consider? Justify
Practical contributions	● Practical solutions: be creative!
Argument(s)	● Justify and explain each proposal with serious references
Conclusion	**Stimulating conclusion** ● Recall of the main key issue, ● Main "take away" theoretical contribution
Formal presentation effectiveness	● Time management ● Professionalism : creativity, dynamism, pedagogy, ● Ability to work as a team (group dynamics) ● Slide show quality: pedagogy, rigour, creativity

2. Assessment of oral presentations - Assignment 2 – *diversity reports debriefing* (20 %)

Evaluation criteria	E: Excellent A: Average N: Needs improvement
SPECIFICATIONS	**INSTRUCTIONS**
Introduction	STIMULATING INTRODUCTION ● Agenda, group members' presentation ● Context information ● Narrative ● Main problem setting ● Sub-key issue synthesis
Key concepts and practices	● Definition of the key concepts and practices, encountered in the report
Argument(s)	● Pros and cons for each practice
Link with French context	● Which practices would be appropriate in the French context and which wouldn't? why ? ● Testimony of at least 2 different personal reactions issue from students' professional experience (different international experience will be fostered).
Conclusion	**Stimulating conclusion** ● Recommendations for managers
Handling of questions period	● Ability to defend a position ● Attitude and appropriate response to the contradiction
Formal presentation effectiveness	● Time management ● Professionalism : creativity, dynamism, pedagogy, ● Ability to mobilise the specific communication techniques, taught during the lecture ● Ability to work as a team (group dynamics) ● Slide show quality: pedagogy, rigour, creativity

Biography

Sara BENTEBBAA is a permanent professor at KEDGE BS. She holds a Ph.D. degree in management science from the University of Paris-Est. She teaches in various programmes (Bachelor, EBP and PGE), mainly Organizational behaviour and Entrepreneurship courses. She is a research associate at IRG and an active member of the IFERA and AIRPME. She has published many book chapters (Springer International, EMS …) and articles in indexed journals such as Recherches en Sciences de Gestion and Management et Avenir, among others.

Biography

Benoite Aubé holds a Ph.D. in social psychology from the University of Bordeaux. After several years of teaching at the CNAM (National Conservatory of Arts and Crafts) and at the University of Bordeaux, she currently teaches at Kedge Business School on diversity and gender issues. Her research mainly focuses on intergroup relations, discrimination and diversity inclusion at the workplace, and more broadly, within society. She is currently a researcher at the University of Paris (LPPS).

2021_S02_EBP_B5_HRM_0001_E_L_BOD
INTERCULTURAL MANAGEMENT
Semester 10, 2020 – 2021

COORDINATOR	Alfredo Jiménez
PROFESSORS	Alfredo Jiménez
OFFICE	1428
TELEPHONE	05 56 84 42 01
E-MAIL	alfredo.jimenez@kedgebs.com
OFFICE HOURS	By appointment

COURSE DELIVERABLE	DUE DATE	WEIGHT ON FINAL GRADE
Individual assignments	Evaluation Day	60%
Final Project	Evaluation Day	40%

Kedge Business School and its professors, encourage you to use your Pro-Acts, company projects and internships as privileged opportunities to apply the reflexions, theories, concepts and tools presented during this course

EBP-B5-HRM-01-E-L-BOD   Intercultural Management

INTRODUCTION AND OBJECTIVES

Course Purpose & Objectives

The course aims to provide participants with a conceptual and practical understanding of the problems and challenges in the management of multinational corporations. It covers fundamental issues of global strategy and management, the traditional and emerging models of Multinational Corporations (MNCs), ongoing challenges in managing cross-border operations, the relationships between the MNC and the institutional environment and emerging topics in global strategy and management. In addition, students have to write a business proposal working in a multi-cultural team.

On completion of this module, students will be able to:
- understand the drivers and consequence the process of globalization
- analyze the impact of culture on business performance
- identify institutional factors that affect international business operations
- study the impact of business-government relationships
- exercise their critical thinking, communication and leadership skills
- demonstrate the ability to effectively collaborate in a multi-cultural environment

Courses contribution to program objectives

Developing and mastering business and communication skills, teamwork and leadership
In this course students have to work in teams in order to solve case studies related to multinational enterprises working in various settings simultaneously and facing the challenges of internationalization. Students have to prepare an internationalization proposal and present it orally.

Integrate diversity and globalisation in the practice of management
Students of different nationalities, languages and home universities join in the 5th year EBP program at Kedge, on the Bordeaux campus. Students will develop their critical thinking abilities by frequently interacting with peers from different cultures and addressing issues related to internationalization. Moreover, they will work in multi-cultural teams for the final project, learning to perform in culturally diverse environments.

Courses description
- Global Business Environment: Globalization
- National Business Environment: Culture, Politics, Law and Economics
- International Business Environment: Trade, FDI, Regional Agreements, Entry Mode
- Working on multi-cultural teams tips

EBP-B5-HRM-01-E-L-BOD   Intercultural Management

COURSE MATERIAL

Textbooks

Wild, J.J. and Wild, K.L. (2014) *International Business: The challenges of globalization*. Global Edition, 6th Edition, Ed. Pearson.

Supplementary readings

Anderson Erin, Gatignon Hubert. Modes of Foreign Entry: A Transaction Cost Analysis and Propositions. Journal of International Business Studies 1986; 17 (3): 1-26.

Barroso Carmen, Villegas Ma Mar, Pérez-Calero Leticia. Board Influence on a Firm's Internationalization. Corporate Governance: An International Review 2011; 19 (4): 351-367.

Beim Gina, Lévesque Moren. Country Selection for New Business Venturing: A Multiple Criteria Decision Analysis. Long Range Planning 2006; 39 (3): 265-293.

Contractor Farok J., Kumar Vikas, Kundu Sumit K. Nature of the relationship between international expansion and performance: The case of emerging market firms. Journal of World Business 2007; 42 (4): 401-417.

Duckworth Holly. How TRW Automotive helps global virtual teams perform at the top of their game. Global Business and Organizational Excellence 2008; 28 (1): 6-16.

Guillén, M. and García-Canal, E, (2012) Emerging Markets Rule. McGraw-Hill.

Ghemawat P. Managing Differences - the central challenge of global strategy. Harvard Business Review 2007; 85 (3): 59–68.

Holmberg Stevan R, Cummings Jeffrey L. Building successful strategic alliances: strategic process and analytical tool for selecting partner industries and firms. Long Range Planning 2009; 42 (2): 164-193.

Vallaster Christine, Lindgreen Adam, Maon François. Strategically Leveraging Corporate Social Responsibility: A corporate branding perspective. California Management Review 2012; 54 (3): 34-60.

Wu Jie, Pangarkar Nitin. Rising to the Global Challenge: Strategies for Firms in Emerging Markets. Long Range Planning 2006; 39 (3): 295-313.

Zakaria Norhayati, Amelinckx Andrea, Wilemon David. Working Together Apart? Building a Knowledge-Sharing Culture for Global Virtual Teams. Creativity and Innovation Management 2004; 13 (1): 15-29.

EBP-B5-HRM-01-E-L-BOD   Intercultural Management

COURSE CONTENTS AND TIMETABLE

SESSIONS	TOPIC	PRELIMINARY READING OR VIDEO	ADDITIONAL READING(S) AND ASSIGNMENTS
1 (3 h)	Welcome and Introduction: Globalization	"The case against globaloney"	Individual assignment and optional readings
2 (3 h)	National and International Environments: Cross-Cultural Business	"Don´t ask where I´m from, ask where I´m local"	Individual assignment and optional readings
3 (3 h)	National and International Environments: Politics, Law and Governments	"The Abilene Paradox"	Individual assignment and optional readings
4 (3 h)	National and International Environments: Economics, Regional Integration and Entry Mode	Preliminary presentation of final project: feedback session	How to combat presentation anxiety and optional readings
5 (3 h)	Internationalization Consultancy Simulation	Oral presentation of final project	Individual participation as board and owners in Q&A

EBP-B5-HRM-01-E-L-BOD   Intercultural Management

TEACHING APPROACH/ INSTRUCTIONAL METHODS

A Word of Advice

Class attendance and participation is compulsory and taken into account in the final grade. The classes are designed to be highly interactive, with learning enhanced through discussion and interactions amongst members.

Organization of the sessions

Each session is divided in two parts: (i) an individual assignment based on a reading or a video after in-class discussion and (ii) preparation of the final project. Materials for the final projects are available in the platform although research of additional materials by the teams will also be needed.

Individual Assignments

Students have to demonstrate their grasp and understanding acquired during the courses by responding to the questions of the indicated practical activities, based on the indicated readings and videos. Answers should be relevant, and show understanding of the concepts developed in the textbook and discussed during the courses.

Group work

The evaluation of the group work includes a final project (including also active participation as audience during the presentations).

EVALUATION OF STUDENT PERFORMANCE

DELIVERABLE	%
Individual assignments	60%
Final group project	40%

Exceptionally, a written exam can be taken by those students unable to follow the continuous evaluation process for well-justified reasons. Please consult with the instructor for additional details.

EBP-B5-HRM-01-E-L-BOD   Intercultural Management

Methods Used to Evaluate Student Performance

Individual Assignments (45%)

Rubric	Below Requirements	Meets Requirements	Exceeds Requirements
Ability to recognize and describe fundamental issues related to Intercultural Management affecting companies	The student is not able to recognize fundamental issues related to Intercultural Management studied in class	The student is able to recognize and describe most fundamental issues related to Intercultural Management studied in class	The student is able to recognize and describe all fundamental issues related to Intercultural Management studied in class
Ability to apply the basic concepts of Intercultural Management, creativity and feasibility of the proposed recommendations	After reading or watching a case study, the student is not able to apply basic concepts of Intercultural Management. The quality of the proposed recommendations is weak	After reading or watching a case study, the student is able to apply some basic concepts of Intercultural Management. The quality of the proposed recommendations is normal, expected	After reading or watching a case study, the student is able to apply all basic concepts of Intercultural Management. The quality of the proposed recommendations is outstanding, beyond expectations
Ability to support arguments using relevant references, including appropriate resources beyond those proposed in the course	The student is not able to support arguments using relevant references	The student is able to support arguments using some relevant references	The student is able to support arguments using relevant references, including appropriate resources beyond those proposed in the course

EBP-B5-HRM-01-E-L-BOD   Intercultural Management

Collective assessment (45%)

Criteria	Below Requirements	Meets Requirements	Exceeds Requirements
Ability to conduct an insightful analysis of the	The group of students do not execute any or a weak analysis in the final project	The group of students execute a normal, expected, overall analysis in the final project	The group of students execute an outstanding, beyond expectations overall analysis in the final project with a high level of critical thinking
Oral presentation	The group of students do not present or the quality of the oral presentation is weak	The group of students execute a normal, expected oral presentation	The group of students execute an outstanding, oral presentation
Participation as audience	The student does not participate	The student participates with basic questions	The student participates with insightful questions

EBP-B5-HRM-01-E-L-BOD   Intercultural Management

Dr. Jiménez holds a Master degree in Business Economy Research and a PhD in Business Economy. He is currently an Associate Professor at Kedge Business School in Bordeaux. Previously he was Associate Professor at the University of Burgos in Spain. His research interests are focused on the process and the determinants of success in the internationalization strategy of firms. His current lines of research include the impact of institutional variables, political risk, cultural and psychic distance and corruption on foreign direct investment and entrepreneurship. In addition, he is also working on a research line devoted to virtual team and multi-cultural team management and dynamics. He has previously published several papers in international relevant journals, including *Journal of International Business Studies*, *Journal of World Business*, *Management International Review*, *International Business Review* and *European Journal of International Management*. He has also been a visiting scholar in different institutions in Norway, Germany, Australia, Singapore, Italy, Ecuador and Mexico.

ACADEMIC FRAUD

Definition

Academic fraud is a breach of ethics.

"Is achieved using unfair means or deception, to obtain material or undue moral advantage, or with the intent to avoid the enforcement of laws". (Translated from the original source: Dictionnaire Juridique des Lois, 2010, available at: www.dictionnaire-juridique.com/definition/fraude/php)

Plagiarism consists of attributing authorship by (partial or total) copying, imitation or misappropriation.

The act of fraud is committed by one or more students/participants when they:

KEDGE

BUSINESS SCHOOL

CREATED BY **BEM** & **EUROMED MANAGEMENT**

Côte de cours : 2021_S02_EBP_M2_DPP_0001_E_L_BOD TC

Titre du cours : Develop your self awareness

RCM	Delphine CONQUERET
PROFESSEUR	Denisa FULEA PASCU
BUREAU	Career Centre Coursive 2
TELEPHONE	
E-MAIL	Contact pour toutes questions liées au cours : stephanie.elies@kedgebs.com
HEURES DE BUREAU	
CLASSE (S)	EBP International Semestre 10
HEURES DE COURS	6 heures
SITE WEB DU COURS	

Kedge Business School et ses professeurs vous encouragent à considérer vos Pro-Acts, vos missions entreprises et vos stages comme des occasions privilégiées pour l'application des réflexions, des théories, des concepts et des outils présentés durant ce cours.

INTRODUCTION ET OBJECTIFS

The self-awareness allows you to better understand your behaviour, the reasons of your attitude and choices that you made and to understand the impact your image has on those around you. An assertive behaviour improves your personal image for dealing with customers and colleagues successfully to ensure good long-term relationships.

CONTENU DU COURS ET PLANNING

N° de séance	Descriptif
Atelier 1	Programme topics: • Identify the image that you send to others and how this affects their perception of yourself; • Be aware of the others feelings regarding yourself and take them in account; • Highlight your qualities and weaknesses; • Express your feelings and still saving your relationship with the other person; • Highlight your differences, what makes you an unique person; • Use your Affective Intelligence to understand your behaviour.

DEMARCHE PEDAGOGIQUE / METHODES D'ENSEIGNEMENT
Séance en groupes – Apports théoriques – Exercices –

BIBLIOGRAPHIE

EVALUATION DES ETUDIANTS

Aucune absence ne sera acceptée sauf cas de force majeure (attestation à fournir sous 7 jours au service des Programmes).

La Direction des Programmes sera informée de tout comportement jugé inacceptable et l'étudiant risque alors la convocation devant un conseil de discipline.

FRAUDE SCOLAIRE

Définition

La fraude scolaire est un acte commis par un étudiant, qui peut conduire à une fausse évaluation scolaire de cet étudiant ou d'un autre. Sans limiter le caractère général de la présente définition, la fraude scolaire a lieu lorsqu'un étudiant commet un des délits suivants :

✓ Tout type de plagiat ou de tricherie.

✓ Rend tout ou partie d'un travail dont l'étudiant n'est pas l'auteur, (à l'exception des citations et références dûment mentionnées). Ces travaux peuvent être un article universitaire, une rédaction, une épreuve, un examen, un rapport de recherche et un mémoire, à l'oral ou à l'écrit ou sous toute autre forme.

✓ Présente des données de recherche, qui ont été falsifiées ou inventées de quelque sorte que ce soit.

✓ Attribue l'affirmation supposée d'un fait ou d'une référence à une source qui a été inventée.

✓ Rend tout ou une partie importante du même travail d'un mémoire ou de tout autre devoir pour plus d'un cours, et qui a déjà été rendu par ailleurs, sans l'accord écrit des professeurs concernés et/ou du département universitaire concerné.

✓ Falsifie une évaluation scolaire, modifie une évaluation scolaire, utilise un dossier scolaire ou tout document justificatif contrefait ou falsifié, ou facilite l'utilisation d'un dossier scolaire ou tout document justificatif falsifié.

✓ Entreprend toute autre action dans le but de falsifier une évaluation scolaire.

Sanctions

Un étudiant ayant commis ou tenté de commettre une fraude scolaire, ou ayant participé à une fraude scolaire, recevra l'une des sanctions suivantes, telles que définies par le Conseil de Discipline :

✓ Une note de zéro pour le devoir en question ;

✓ Une note de zéro pour le cours en question ;

✓ Exclusion du programme pour une période d'un an ;

✓ Retrait du programme.

Les sanctions suivantes sont extraites du Règlement intérieur applicable à tous les étudiants :

- En cas de manquement jugé suffisamment grave d'un étudiant à une règle de fonctionnement ou de comportement (tel que, par exemple, la fraude en examen ou le plagiat), le Directeur du Programme peut décider de convoquer l'étudiant à un Conseil de discipline.

- Selon la nature et la gravité du problème constaté, ce Conseil de discipline peut prononcer :
  - des sanctions pédagogiques (zéro à une épreuve, à la matière ou à toutes les notes de la session, interdiction de se présenter à des épreuves,...),
  - un avertissement (noté dans le dossier de l'étudiant, sans incidence lors du jury de diplôme)
  - un blâme (noté dans le dossier de l'étudiant, l'étudiant ne pourra bénéficier d'aucune indulgence lors du jury de diplôme),
  - une exclusion provisoire du programme,
  - une exclusion définitive du programme.

Côte de cours : 2021_S02_EBP_M2_DPP_0002_E_L_BOD TC

Titre du cours : My story
Semestre 2 2020/2021

COORDINATOR	Delphine CONQUERET
PROFESSORS	Denisa FULEA PASCU
OFFICE	Career Centre
TELEPHONE	
E-MAIL	RCM : Delphine.conqueret@kedgebs.com Contact pour toutes questions liées au cours : stephanie.elies@kedgebs.com
HEURES DE BUREAU	
CLASSE (S)	EBP International Semester 10
HEURES DE COURS	18 hours (6 sessions of 3 hours)
SITE WEB DU COURS	

Kedge Business School and its professors, encourage you to use your Pro-Acts, company projects and internships as privileged opportunities to apply the reflexions, theories, concepts and tools presented during this course

INTRODUCTION AND OBJECTIVES

Course purpose & Objectives

Succeed oral presentation: how to captivate an audience

Based on the positive communication method and the public speaking techniques, « My story » module will help students to be far more comfortable to speak in public, to run a meeting or to distinguish themselves from other candidates in the recruitment process.

After this training they will be able to:
- Master the public speaking techniques
- Master the active listening skills
- Deal easily with conflict and answer objections
- Explain, motivate, convince & captivate an audience
- Present their professional and educational "story" in the most proficient way

Courses contribution to program objectives (Select the most pertinent for your course)

- Learn how your voice and body language influence your audience
- Improve gestures, posture, and movement to impact presentations
- Generate participation in meetings by applying human relations principles
- Create harmony in stressful interpersonal situations and bring together people who have been separated by their differences.
- Demonstrate effective questioning and listening skills that strengthen relationships
- Identify personal strengths and weaknesses

COURSE CONTENTS AND TIMETABLE

N° de séance	Description
Session 1	Shape your attitude to create an authentic « stage performance »
Session 2	Prepare a successful presentation
Session 3	Inspire confidence & create interactivity to captivate the audience
Session 4	Develop your active listening skills
Session 5	Learn to answer objections & deal with conflict situations
Session 6	Distinguish yourself & win the job interview

Methods Used to Evaluate Student Performance

Theoretical knowledge – applied exercises – case studies – group work

BIBLIOGRAPHIE

- DAMASIO AR, The feeling of what happens: body and emotion in the making of consciousness, New York: Harcourt Brace, 1999
- GUERRECO & ANDERSEN, Handbook of communication and emotion. Basic concepts and approaches, 1998
- HAYES John, TAYLOR & FRANCIS, Interpersonal skills: goal-directed behavior at work, E-Library, 2002
- LABRUFFE Alain, La communication positive, PUB, 1997
- LABRUFFE Alain, Pour en finir avec les problèmes de communication, Chiron, 2004
- LAWYER JW, KATZ NH, Communication and conflict resolution skills, Kendall Hunt Pub Co, 1985
- LONG Rob, The art of Positive Communication (Building success through better behavior)
- MC NEILL David, Hand and mind: what gestures reveal about thought, The University of Chicago Press, 1992
- PEASE Allan, How to read others' thoughts by their gestures, Sheldon Press, London, 1988
- RIZZOLATTI Giacomo, SINIGAGLIA Corrado, Mirrors in the brain. How our minds share actions and emotions, Oxford University Press, 2006

Assessment criteria

Video presentation	50 %
Case study	50%
TOTAL	100 %

Video resume – Be-U: My Story (EBP-B5-BeU-002-E-L-BOD TC)

First name :

Date :

Jury : Denisa Fulea

Name :

Time of the presentation :

/20

Master the public speaking techniques (2p) (2p) (1p)		
Oral expression	Articulation	2
	Volume	
	Flow of speech	
	Voice inflexion	
	Verbal tics	
	Fluent speech	
Captivate & interest the audience	Enthusiasm	2
	Interactivity	
Time management	Timing of the presentation	1
Body language (5p)		
Non-verbal communication proficiency	Smile	5
	Open gesture	
	Eye contact	
	Stability	
	Posture	
	Behavioural tics	
Prepare the speech, build convincing statements and conclude the speech (5p)		
Structure of the speech	Introduction (P1, P2, P3)	2,5
	Plan	
	Conclusion	
	Transitions	
Speech content	Positive approach of the speech	2,5
	Argumentation	
	Concision	
	Precision	
Link the job requirements to the assets of your educational and professional track (5p)		
Show the added value of your profile and the benefice that your could bring to the company	Motivation and interest	5
	Detail your educational & professional experience	

TOTAL	20

Case study – Be-U : My Story (EBP-B5-BeU-002-E-L-BOD TC)

First name :   **Name :**

Date :   **Time of the presentation :**   **/20**

Jury 1 :Denisa Fulea

Level	Insufficient 0 – 1 Non acquired	Acceptable 2 – 3 Acquired	Excellent 4 – 5 Surpassed		Score
Traits	Doesn't apply the theoretical knowledge of the training	Master the basic theoretical knowledge of the training	Personalize & customize the techniques & notions learnt (4) Go beyond the expected level (5)		
Trait N°1 Use the public speaking techniques.	The student has a lack of fluidity & rhythm. He /she has a monotone voice. The audience can't hear him/her clearly. Fillers punctuate the speech. The student talks too fast.	The student has a fluid speech. He/she knows how to use the voice inflexion and the volume to highlight the major information to remember. The flow of speech is good.	The student knows how to use the silence to create suspense. He/she talks with enthusiasm and catches the audience attention. In a group presentation, we can notice the group cohesion. (4)	The student catches his audience attention and creates interactivity. He / she is able to make the audience participate. In a group presentation the student is able to support a colleague in difficulty and save the group cohesion. (5)	/5
Trait N°2 Use the non-verbal communication and master the body language	The student has a posture that shows the lack of confidence. He/she doesn't keep an eye contact with the jury. His/her closed gesture revels the stress. The student doesn't know how to manage the space and he's not stable.	The student knows how to use the gesture and the eye contact to connect with the audience. He/she has a professional attitude and a stable posture.	The student attitude inspires confidence. He/she uses the body language to involve the audience in the speech and to make it follow easily what is said. The student uses the space to create a dynamic speech and take pleasure in doing the presentation. (4)	The student manages perfectly the space. The pleasure he/she has to do the presentation is so communicative that keeps the audience attention. (5)	/5
Trait N°3 Present a personal and coherent speech	The student hasn't prepared his speech. He/she didn't adapted it to the audience' knowledge. He/she doesn't precise the context of the exercise and start enumerating the arguments without providing the introduction and the plan. He/she doesn't use either the transitions between the different steps of the presentation. The speech is vague and general. It seems more like a monologue. The time of the presentation is not respected.	The student masters the content of the speech. He/she explains the context of the exercise & presents a plan. The student knows how to use the transitions to unable the audience to follow him/her easily and formulate a conclusion. He/she uses precise and concise arguments (date, figures, numbers) and manages the time of the presentation.	Since the student knows perfectly the content of the presentation he/she is able to start the speech with an anecdote. The student tests the audience knowledge of the subject and adapts to it. (4)	The student presents the benefice the audience can get by listening the speech. The student uses questioning techniques to involve the audience in the speech. (5)	/5
Trait N°4 Master the visual supports	The student proposes an impersonal visual support stuffed with information. He/she keeps an eye contact on the visual support by forgetting the audience.	The visual support presents only the key information to remember. The student knows how to use this support for his/her presentation.	The student proposes one idea/concept per slide. He/she chooses the text & background colour to facilitate the audience comprehension. (4)	The student personalizes the PowerPoint support in accordance with the subject presented. (5)	/5
rait N°5 Answer objections & save the relationship	The student has a defensive attitude to the jury's objections and answer in an aggressive way.	The student uses the active listening skills and accepts a different point of view, before presenting his arguments.	The student is able to understand the unexpressed need throughout the other person disagreement and formulate a positive answer. (4)	The student uses the softening statements to cool down the other person tension. (5)	/5

Comments:

CREATED BY BEM & EUROMED MANAGEMENT

Côte de cours : 2021_S02_EBP_M2_DPP_0003_E_L_BOD TC

Titre du cours : PERSONAL DEVELOPMENT
Semester 2, *2020/2021*

RCM	Delphine CONQUERET
PROFESSEUR	Marie-Clotilde LESGOURGUES
BUREAU	Career Centre
TELEPHONE	
E-MAIL	Contact pour toutes questions liées au cours : stephanie.elies@kedgebs.com
HEURES DE BUREAU	
CLASSE (S)	EBP Semestre 10
HEURES DE COURS	9 heures (3 séances de 3h)
SITE WEB DU COURS	Campus virtuel

Kedge Business School and its professors, encourage you to use your Pro-Acts, company projects and internships as privileged opportunities to apply the reflexions, theories, concepts and tools presented during this course

INTRODUCTION AND OBJECTIVES

Skill assessment & Self-motivation identification (3 hours)

Building your career plan and setting out the arguments for grand oral (3 hours)

Getting prepared and train for the "Grand Oral" (3 hours)

Validation of the module : written pitch 15 to 20 lines, Arial, 11

Help students to prepare and get ready for the "Grand Oral"

COURSE CONTENTS AND TIMETABLE

N° de séance	Descriptif
Atelier 1	**Skill assessment & Self-motivation identification (3 hours)** *This session is meant for the student* 1. to have a concrete picture of his knowledges until now, his realizations and what is able to do, and let him know himself better as a person, in term of personality and behaviors. - Identification of the most significant skills: knowledge/knowhow/behavior 2. to understand his (her) motivations in order to rely on them: desires, wishes, aspirations, engine, values.
Atelier 2	**Building your career plan and setting out the arguments for grand oral (3 hours)** *This session is meant for the student* 1. to find the career that match your skills, interests and values and train to - Identification of your ideal job and career field (option 1) - Identification of the job i would fit in in term of competencies even though it is not exactly my ideal one (option 2) 2. Setting up the arguments

Atelier 3	**Getting prepared and train for the "Grand Oral" (3 hours)** *This session is meant for the student* 1. to find the offers that match with one's career plan 2. to understand the recruiter's expectations 3. to train for Grand oral via a simulation

TEACHING APPROACH/ INSTRUCTIONAL METHODS

A mix of case studies and exercises, in addition to the teacher explanations.

EVALUATION OF STUDENT PERFORMANCE

Validation of the module : written pitch 15 to 20 lines, Arial, 11

ACADEMIC FRAUD

Definition

Academic fraud is a breach of ethics.

"Is achieved using unfair means or deception, to obtain material or undue moral advantage, or with the intent to avoid the enforcement of laws". (Translated from the original source: Dictionnaire Juridique des Lois, 2010, available at: www.dictionnaire-juridique.com/definition/fraude/php)

Plagiarism consists of attributing authorship by (partial or total) copying, imitation or misappropriation.

The act of fraud is committed by one or more students/participants when they:

- appropriate written or oral work to themselves when they are not the author (in whole or in part) of the work, by omitting any references or quotations to the author or to the owner of the work;
- present any data that has been falsified or invented in any way;
- use the identity of the author, attributing the contents of and/or a resource to him/her, but without explicitly mentioning that they are not the author;
- appropriate the creative work of someone else and present it as their own;
- acquire exerts of texts, images, results etc. from external sources by including them in their own work without mentioning the origins of the exerts;
- summarise the original idea of an author by expressing it in their own words but omit quoting the source;
- cheat in an academic evaluation.

Plagiarism can occur in:

- an academic article or book;
- an exercise or a case study;
- a study or a report;
- a dissertation or a thesis;
- any document of which the student/participant is not, but purports to be the author.

Sanctions

Any student/participant having committed academic fraud, or having participated in it, will be sanctioned by the professor in charge of the course. The professor can apply 1st and 2nd level sanctions (detailed below). The professor will send a copy of the sanction to the student's/participant's programme. The student/participant will be informed/and or convoked by the programme director (or his/her representative) to a hearing prior to the possible convening of the Kedge Business School Disciplinary Council. In the case of a hearing of the Disciplinary Council, they can decide to apply 3rd and 4th level of sanctions.

Any student/participant guilty of academic fraud will receive one of the following sanctions:

- Applied by the professor in charge of the course, Kedge Business School faculty member (1st and 2nd level):
  - A grade of zero for the work concerned and a formal warning;
  - A grade of zero for the course or module concerned and a formal warning.
- Applied by Kedge Business School's Disciplinary Council (3rd and 4th level):
  - Suspension from the programme for one or two semesters;
  - Exclusion from the programme.

N.B.: Plagiarism within a partner institution can result in these sanctions being applied by Kedge Business School, notwithstanding partner's decision.