

GLOBAL BUSINESS SUMMER PROGRAMME

22/23

COURSE CATALOGUE





GLOBAL BUSINESS SUMMER PROGRAMME 2023 EDITION

COURSE SCHEDULE*

WEEKS	DATES	COURSES
1	JUNE 26 – JUNE 30 HOT TOPICS FOR MANAGERS 4 ECTS	<p>Choose ONE of the following courses:</p> <ul style="list-style-type: none"> • Human Resource Management • E-sports management: A worldwide game changer
2	JULY 3 – JULY 7 MANAGERS 2.0 5 ECTS	<ul style="list-style-type: none"> • Company visit <p>In addition, choose ONE of the following courses:</p> <ul style="list-style-type: none"> • Drivers for sustainability transition in business • Intercultural Leadership • Data Science for Marketing
3-5	JULY 10– JULY 21 THE EMERGING GLOBAL BUSINESS LANDSCAPE: A CLOSER LOOK AT MONEY ISSUES, BRAND DEVELOPMENT & STRATEGIC DEVELOPMENT 3 ECTS	<p>Choose THREE of the following courses:</p> <ul style="list-style-type: none"> • Cryptocurrency investments • Business doesn't take place in a vacuum: Exploring the role of context in a globalised world • Multi-tier sustainable supply chain management • The Agile Organisation • Bling Bling: Luxury brand management across cultures and times

**Courses listed are representative and subject to slight changes. The school reserves the right not to open a course where minimum participation is not reached or due to unforeseen circumstances.*

<i>COURSE LEADER</i>	Mané Beglaryan, Associate Professor, American University of Armenia, Armenia
<i>COURSE DESCRIPTION</i>	This course provides a comprehensive overview of the Human Resource Management (HRM) function and the HR's role in present-day workforce planning and talent management. It acquaints the students with the key aspects of employee management from the start of the journey to an organization such as recruitment, selection, learning and development through succession planning, active talent management and exit.
<i>COURSE OBJECTIVES</i>	<p>At the end of this module, participants will be able to:</p> <ul style="list-style-type: none"> • Describe the key assumptions that distinguish contemporary applications of human resource management • Define job analysis and competency-based recruitment • Appreciate the role of learning and development in organizations • Understand human resources from a strategic, systematic perspective • Apply this analysis to human resource management systems such as selection, performance appraisal, and compensation • Design and execute performance management system tying it to compensation and benefits
<i>TACKLED TOPICS</i>	<ul style="list-style-type: none"> • Human resource management: its traditional meaning and contemporary application • Strategic HRM planning • Main activities and responsibilities of HRM • Job analysis and job design • Competency-based recruitment and how it applies to performance • Selection and Orientation process • Compensation and benefits • Developing employee performance plans • Performance appraisal methods • Training and development • Succession planning and retention • Workforce Reduction
<i>LEARNING METHODS / TEACHING PROCEDURES</i>	Lectures, case studies and an exam
<i>ASSIGNMENTS</i>	Class participation, case study preparation, final exam
<i>EVALUATION</i>	Class participation: 10% / Case study: 40% / Final exam: 50%
<i>BIBLIOGRAPHY / COURSE MATERIAL</i>	Will be provided on-line through learning platform/Blackboard
<i>NUMBER OF CREDITS</i>	4 ECTS; 2 US
<i>SCHEDULE</i>	<p>1. An Introduction to HR Essentials</p> <ul style="list-style-type: none"> - Introduction to the course objectives and expectations - Teaming for Case studies - HR as a profession: activities and functions - Job analysis and design <p>2. Recruitment and Selection</p> <ul style="list-style-type: none"> - Iceberg Model in recruitment - Selection and On-boarding - Compensation and reward system <p>3. 21st Century Human Resource Planning</p> <ul style="list-style-type: none"> - Performance Appraisal Methods: KPIs - Learning and development - Talent management and retention - Succession planning - Strategic HRM planning <p>4: Final Exam</p>

COURSE LEADER	Joey Gawrysiak, visiting professor from Shenandoah University, US https://www.su.edu/faculty-staff/faculty/joey-gawrysiak/																		
COURSE DESCRIPTION	<p>Sports around the world continue to become more commercialized as their popularity grows. It is important to understand how these organization run as a business in order for them to maximize their profits and thrive in today's global economy. This course is designed to teach students how to manage various aspects of the sport industry, including marketing, event management, governance, revenue generation, and collegiate sports in the U.S. Beyond these traditional models of sport management, this course will introduce students to the burgeoning industry of competitive video gaming, or e-sports. Concepts will be introduced such as defining e-sports as sport, event management, and unique aspects of the e-sport industry that makes it different from traditional sports.</p>																		
COURSE OBJECTIVES	<p>Upon successful completion of this course, students will be able to:</p> <ul style="list-style-type: none"> • Explore and master practical sport management skills. • Analyze and critique contemporary sport management issues. • Compare and contrast various sport competition formats around the world and understand why they are successful • Design new forms of revenue generation • Explore and present a solution to a contemporary sport management issue. • Understand how technology and esports impact traditional sport business management 																		
COURSE TOPICS	<ul style="list-style-type: none"> • Core terminology and theory of sport management • Challenges and issues in contemporary sport management • Revenue generation • Competitive formats around the world • The Olympics • The impact of media on sport • Technology and esports 																		
LEARNING METHODS / TEACHING PROCEDURES	A series of lectures, presentations and discussions																		
ASSIGNMENTS	In class assignments: 50%, final presentation 25% Final exam: 25%																		
BIBLIOGRAPHY / COURSE MATERIAL	Street & Smith's <i>Sport Business Journal</i> student subscription																		
NUMBER OF CREDITS	4 ECTS; 2 US																		
SCHEDULE	<p>5-day seminar</p> <table border="1"> <thead> <tr> <th>Session</th> <th>Description</th> </tr> </thead> <tbody> <tr> <td>1.</td> <td>Sport Management: Definitions and Theories</td> </tr> <tr> <td>2.</td> <td>The Business of Sport and Revenue Generation</td> </tr> <tr> <td>3.</td> <td>International Sport Leagues</td> </tr> <tr> <td>4.</td> <td>The Olympics</td> </tr> <tr> <td>5.</td> <td>Sport Marketing</td> </tr> <tr> <td>6.</td> <td>The Impact of the Media</td> </tr> <tr> <td>7.</td> <td>E-sports</td> </tr> <tr> <td>8.</td> <td>Presentations and final exam</td> </tr> </tbody> </table>	Session	Description	1.	Sport Management: Definitions and Theories	2.	The Business of Sport and Revenue Generation	3.	International Sport Leagues	4.	The Olympics	5.	Sport Marketing	6.	The Impact of the Media	7.	E-sports	8.	Presentations and final exam
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COURSE LEADER	Boleslaw Rok, visiting professor from Kozminski University, Poland https://www.linkedin.com/in/boleslaw-rok-5401582/																		
COURSE DESCRIPTION	This course explores different possibilities of taking climate action to the next level. It is important to understand current trends and innovative practices in sustainability transition. The key focus of this course is on the real business contribution to Sustainable Development Goals (SDGs) as a promising way to cope with the tragedy of climate crisis. There is a shift in corporate practices from reactive attitude and passive compliance with societal expectations to more proactive engagement based on disruptive innovation, particularly in climate sensitive industries like energy, construction, textile, or food production and distribution.																		
COURSE OBJECTIVES	<p>Upon completion of this course, students will be able to:</p> <ul style="list-style-type: none"> • understand different challenges at the governance level currently facing global and local business and ability to connect successful business solutions with social, environmental and ethical demands; • understand corporate responsibility and sustainability as a part of theory and management practice in big companies and start-ups; • identify climate risks and recognize challenges and opportunities for innovation and disruptive change; • develop knowledge and skills to apply managerial and entrepreneurial instruments for sustainability in the changing context • understand the importance of business model innovation in association with strategy in creating a sustainable competitive advantage. 																		
TACKLED CONCEPTS	Corporate Sustainability, SDGs, Sustainable Enterprises, Start-ups, Climate Neutrality, Circular Economy, ESG																		
LEARNING METHODS / TEACHING PROCEDURES	Lecture, group case discussion, mini-workshop, presentation																		
ASSIGNMENTS	Class participation, case study preparation, and practical exercises																		
EVALUATION	Group case presentation (60%), exercises (10%), group project pitch (30%)																		
BIBLIOGRAPHY / COURSE MATERIAL	<ul style="list-style-type: none"> • Crane, A., Matten, D., Glozer, S., & Spence, L. (2019). Business ethics: Managing corporate citizenship and sustainability in the age of globalization. Oxford University Press. • The Business Student's Guide to Sustainable Management. Principles and Practice, (2017) ed. by P. Molthan-Hill, Greenleaf Publishing Co • Responsible Business in Uncertain Times and for a Sustainable Future, (2019), Capaldi N., Idowu S., Schmidpeter R., Brueckner M. (eds), Springer <p><i>Additional reading materials will be provided on the first day of classes.</i></p>																		
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SCHEDULE	<p>8 sessions of 3 hours each</p> <table border="1"> <thead> <tr> <th>Session</th> <th>Description</th> </tr> </thead> <tbody> <tr> <td>1.</td> <td>Different Faces of Corporate Sustainability</td> </tr> <tr> <td>2.</td> <td>Business Contribution to Sustainable Development Goals</td> </tr> <tr> <td>3.</td> <td>New Governance Framework: ESG, Transparency and Compliance</td> </tr> <tr> <td>4.</td> <td>New Trends in Sustainable Finance and Responsible Banking</td> </tr> <tr> <td>5.</td> <td>Responsibility and Sustainability in the Supply Chain Management</td> </tr> <tr> <td>6.</td> <td>Positive Impact Start-ups - an Alternative to the Business as Usual</td> </tr> <tr> <td>7.</td> <td>Climate Neutral Economy, Purpose-driven Companies, Circular Economy and Sustainable Lifestyle</td> </tr> <tr> <td>8.</td> <td>Q&A, Assessment</td> </tr> </tbody> </table>	Session	Description	1.	Different Faces of Corporate Sustainability	2.	Business Contribution to Sustainable Development Goals	3.	New Governance Framework: ESG, Transparency and Compliance	4.	New Trends in Sustainable Finance and Responsible Banking	5.	Responsibility and Sustainability in the Supply Chain Management	6.	Positive Impact Start-ups - an Alternative to the Business as Usual	7.	Climate Neutral Economy, Purpose-driven Companies, Circular Economy and Sustainable Lifestyle	8.	Q&A, Assessment
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COURSE LEADER	Arthur Rubens, visiting professor from Florida Gulf Coast University, United States http://ruby.fgcu.edu/courses/arubens/
COURSE DESCRIPTION	<p>This course will introduce the student to the study of leadership and the concept of achieving excellence in their organizations by engaging the students in a variety of activities designed to enhance their understanding of the challenges, which confront today's business professionals. The course will focus on how a true leader can create new ways of thinking and behaving -- ways that not only will result in more productive and satisfied employees, but will also help employees achieve their organizational goals and objectives. First, the student will learn about themselves, leadership styles and the differences between management skills and leadership skills and the role of leadership in a global market. Following this the course will present the student with specific skills and tools that can enhance their role as leaders in their organizations; e.g., cross cultural leadership, leadership acumen, understanding change and change management, and strategic management. The skills and theories presented will be synthesized by the student to better understand their role as leaders of organizations in a global market.</p>
COURSE OBJECTIVES	<p>Upon successful completion of this course, students will be able to:</p> <ul style="list-style-type: none"> • Understand the differences and concepts behind the role of leaders and managers of organizations and the process of organizational change; • Identify personal management/leadership style and recognize its influence on leading organizational change; • Identify their organizations culture and characteristics and its potential to change; • Understand the complexity of managing a company in the global business environment • Synthesize and understand the role of being a leader and business professionals in a global market
TACKLED TOPICS	<p>Self-Awareness; Emotional Intelligence; Leadership theories; Difference between Leaders and Managers; Intercultural Leadership; Strategic Leadership; Quality Leadership; Ethics; and understanding how to go from good to great.</p>
LEARNING METHODS / TEACHING PROCEDURES	<p>Lectures, case studies; class exercises; individual and group presentations</p>
ASSIGNMENTS	<p>Class participation (class exercises and contribution to in-class discussion of readings and case studies): 30% Final exam: 70%</p>
BIBLIOGRAPHY / COURSE MATERIAL	<p>Readings:</p> <ul style="list-style-type: none"> • Bennis, W. and Thomas, R. (2002). Crucibles of Leadership. Harvard Business Review. September 2002; pp 39-45. • Collins, J. (2005). Level 5 Leadership: The Triumph of Humility and Fierce Resolve, Harvard Business Review, 83, (7/8) 136-146 (Reprint R0507M) • Friedman, Thomas (2005). It's a Flat World, After All. New York Times, April 3, 2005. • Goldman, Daniel, Boyatzis, Richard, and McKee, Annie. (2002). Primal Leadership. Harvard Business Review, March 2002. pp 42-51. • Goleman, D (2004). What Makes a Leader? Harvard Business Review, January 2004; pp 1-12 (Reprint R04001H) • Kim, W.C., and Mauborgne, R (2004). Blue Ocean Strategy. Harvard Business Review, October 2004. pp 1-12 (Reprint R0410D) • Kotter, J.P. (2001). What Leaders Really Do, Harvard Business Review, 79 (11), 85-96 (Reprint R0111F) • O'Toole, J. and Bennis, W. (2009). Culture of Candor. Harvard Business Review, June 2009. pp 1-9 (Reprint R0906F). • Useem, M. (2001). The Leadership Lessons of Mount Everest. Harvard Business Review, October 2001 (Reprint R0109B). • Zaleznik, A. (1992). Managers vs. Leaders: Are they Different. Harvard Business Review. March-April; pp 2-11 (Reprint 92211). <p>Cases:</p> <ul style="list-style-type: none"> • Leading Across Cultures at Michelin (A). Insead Case: 409-008-1 • Voyage of the Endurance (HBS 9-803-127) • Bobby Knight: Will to Win (9-406-043) and Coach K: A Matter of Heart (9-406-044)

NUMBER OF CREDITS

4 ECTS; 2 US

SCHEDULE

8 sessions of 3 hours (lecture and cases discussed in afternoon)

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

COURSE LEADER	<p>Martine George, PhD, Professor of Management Practice at Solvay Brussels School of Economics and Management https://www.linkedin.com/in/dr-martine-george-14b7b31/</p>
COURSE DESCRIPTION	<p>In this course, we will examine how data science technologies can be used to improve marketing decision-making. We will study the fundamental principles and techniques of data science, and we will examine real-world examples and cases to place data science techniques in marketing context, and to develop data-analytic thinking.</p> <p>This course presents a set of fundamental principles for extracting useful knowledge from data. These fundamental principles are the foundation for many algorithms and techniques for marketing data science, but also underlie the processes and methods for approaching marketing problems data-analytically, evaluating particular marketing data science solutions, and evaluating general marketing data science plans.</p> <p>The class meetings will be a combination of lectures on the fundamental material, discussions of marketing applications and cases, exercises and workshops with data.</p> <p>The class requires some basic knowledge of statistics</p>
COURSE OBJECTIVES	<p>At the end of the course, the participants will be able to:</p> <ul style="list-style-type: none"> • Discuss marketing data science intelligently with data scientists and with other stakeholders • Better understand proposals for marketing data science projects and investments • Participate integrally in marketing data science projects
TACKLED TOPICS	<ul style="list-style-type: none"> • Data Analytics thinking • Marketing Problems & Data Sciences solutions • Data Science Process • Getting started with RapidMiner • Data Visualization • Predictive Analytics in Marketing • Performance & Evaluation • Descriptive Analytics in Marketing • Text Mining • The Analytical Advantage
LEARNING METHODS / TEACHING PROCEDURES	<ul style="list-style-type: none"> • Lectures • Case Studies • Classroom Workshop • Group project
ASSIGNMENTS	<p>Class participation and exercises. Final Project will aim to explore by group a marketing problem by deploying an end-to-end predictive modeling process.</p>
EVALUATION	<p>Class participation and exercises: 40%, Final project in group 60%.</p>
BIBLIOGRAPHY / COURSE MATERIAL	<ul style="list-style-type: none"> • Kotu, V., Deshpande B. (2018). Data Science: Concepts and Practice", Morgan Kaufmann https://www.sciencedirect.com/topics/mathematics/rapidminer (accessed on 22/10/2022) • Davenport T. (2017). Competing on Analytics" (2nd Edition). HBS Publishing. • Provost, F. and Fawcett T. (2013). Data Science for Business, O'Reilly Media Inc.
NUMBER OF CREDITS	<p>4 ECTS; 2 US</p>
SCHEDULE	<p>8x3-hours sessions</p> <p>Session Description</p> <ol style="list-style-type: none"> 1. Overview Data Analytics Thinking 2. Marketing Problems & Data Sciences solutions Data Science Process 3. Getting started with RapidMiner Data Visualization 4. Predictive Analytics in Marketing 5. Performance & Evaluation 6. Descriptive Analytics in Marketing 7. Text Mining – The Analytical Advantage 8. Group Presentations

COMPANY VISIT

COURSE DESCRIPTION	<p>During this compulsory visit, participants will have the opportunity to discover a local company. Examples of company visits include:</p> <ul style="list-style-type: none"> • Ruche Mary (beehive) • Terre de Sel (salted marshes) • Cointreau (distillery)
COURSE OBJECTIVES	<p>This company visit is the opportunity to learn about “real life” examples of businesses.</p>
LEARNING METHODS / TEACHING PROCEDURES	<p>Before the visit</p> <ul style="list-style-type: none"> • Participants must prepare for the visit and do some initial research • Use the company’s website and company reports to get familiar with it • Think about what they already know about the sector of activity • Prepare some questions to ask during the visit <p>During the visit</p> <ul style="list-style-type: none"> • Participants must be actively involved in what they are experiencing <ul style="list-style-type: none"> ○ Ask questions when given the opportunity ○ Take organized notes and record any impressions/opinions they may have of all aspects of the visit
ASSIGNMENTS	<p>Participants must write a site visit report (to be submitted within a week after the visit). The report must demonstrate that participants observed (and understood) the most important characteristics and challenges of the company they visited as well as make recommendations on how to face the observed challenges.</p>
EVALUATION	<p>Visit report: 100%</p>
NUMBER OF CREDITS	<p>1 ECTS; 0.5 US</p>
SCHEDULE	<p>The company visit (1/2 day) will take place during the second week of the programme.</p>

CRYPTOCURRENCY INVESTMENTS

<i>COURSE LEADER</i>	Dr. Larisa Yarovaya, Associate Professor of Finance, Programme Director of BSc Finance , and Deputy Head of the Centre for Digital Finance at the Southampton Business School, University of Southampton
<i>COURSE DESCRIPTION</i>	This course will focus on cryptocurrencies, one of the most popular uses of blockchain technology, and will discuss technological, environmental, and legal aspects of this new investment asset class. This course will be suitable for anyone with an interest in finance or who wants to learn about the applications, ethics, opportunities and sustainability of cryptocurrencies. We will also cover the challenges of investment in cryptocurrencies and other investment opportunities available in the digital asset ecosystem (e.g. DeFi assets, stablecoins, NFTs).
<i>COURSE OBJECTIVES</i>	<p>This course will:</p> <ul style="list-style-type: none"> • Provide an introduction to the world of cryptocurrency and how it works as a novel form of currency. • Provide insights into specific forms of cryptocurrency such as Bitcoin. • Give students a clear idea of how they might deploy cryptocurrency for personal and professional goals.
<i>COURSE TOPICS</i>	<ol style="list-style-type: none"> 1. Technological aspects of cryptocurrency and how Bitcoin works. 2. How to construct cryptocurrency portfolio and provide an overview of the investment opportunities available in the growing digital asset ecosystem 3. The key challenges of cryptocurrency growth, such as environmental and legal concerns.
<i>LEARNING METHODS</i>	Classroom teaching (3 X 3 hours sessions) Discussions and group work will be encouraged.
<i>ASSIGNMENTS</i>	An end of class multiple choice test (20 questions, 20 minutes) will assess your understanding of core concepts taught over the 9 hours.
<i>NUMBER OF CREDITS</i>	1 ECTS
<i>SCHEDULE</i>	<p>9-hour course (3 x 3 hours)</p> <p>Session Description</p> <ol style="list-style-type: none"> 1. Technological aspects of cryptocurrency and how Bitcoin works. 2. How to construct cryptocurrency portfolio and provide an overview of the investment opportunities available in the growing digital asset ecosystem. 3. The key challenges of cryptocurrency growth, such as environmental and legal concerns.

BUSINESS DOESN'T TAKE PLACE IN A VACUUM: EXPLORING THE ROLE OF CONTEXT IN A GLOBALISED WORLD

COURSE LEADER	Professor Peter Rodgers, Professor of Strategy & International Management, MBA Director								
COURSE DESCRIPTION	This short course introduces students to the diversity of external factors impacting on organisations operating in today's complex global business markets. Taking a multi-disciplinary approach, students will explore the increasing importance of emerging market economies in today's global economy and how political, cultural and social transformations influence not only firm-level strategy, but also wider marketing and operations, finance and people management. Using case studies, from developed and emerging market settings, students can critically examine the importance of factors such as institutions, technological change and increased awareness of environmental sustainability on decision-making within organisations.								
COURSE OBJECTIVES	<p>This course will:</p> <ul style="list-style-type: none"> • Provide an overview of the shifting nature of the world economy, exploring the implications of technological change and the rise of emerging economies • Explore the role of political, cultural, technological and environmental factors on how firms operate in the twenty-first century • Provide insights into how the 'drivers' of business and business models are changing to include more sustainable models of business development 								
COURSE TOPICS	<ol style="list-style-type: none"> 1. Shifting rules of the game? Globalisation and the increasing role of emerging economies 2. Do politics and culture matter? Exploring the importance of context in contemporary business 3. Looking beyond solely profits? The rise of corporate social responsibility and sustainability in driving business in the twenty-first century 								
LEARNING METHODS	Classroom teaching (3 X 3 hours sessions) Discussions and group work will be encouraged.								
ASSIGNMENTS	Group presentations in the final session will assess student understanding of the core concepts taught within the course. Feedback will be provided after the group presentations								
BIBLIOGRAPHY / COURSE MATERIAL	<ul style="list-style-type: none"> • Mauro F Guillen and Emilio Ontiveros, (2016) <i>Global Turning Points: the challenges for business and society in the 21st century</i> (2nd Ed), Cambridge University Press. • Morrison, J. (2017) <i>The global business environment: Challenges and responsibilities</i>. London: Palgrave Macmillan Education. 								
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COURSE LEADER	Dr Yu (Jack) Gong, Lecturer in Operations Management, Director of CORMSIS at the Southampton Business School, University of Southampton								
COURSE DESCRIPTION	Sustainability is strategically important in both academic research and management practice nowadays. Industries and organisations are pressured by various stakeholders and advocacy groups to become more sustainable. Supply chain focal firms have to not only be sustainable in their operations but also need to extend the sustainable practices to their multiple tiers of suppliers. Otherwise, they may be at greater risk for being held accountable for the failure of their multi-tier suppliers, with profound consequences including damage of corporate reputation, increased operational cost, eroded consumer confidence, revenue and margins. In this topic, we will explore the concepts of supply chain management, with a particularly focus on multi-tier sustainable supply chain management. We will apply case studies to explore how world leading organizations apply supply chain learning and supply chain leadership mechanisms in implementing multi-tier sustainable supply chain practices.								
COURSE OBJECTIVES	<p>This course will:</p> <ul style="list-style-type: none"> • Provide an introduction to supply chain management; • Introduce the concepts of sustainable supply chain management, supply chain learning and supply chain leadership; • Apply supply chain governance mechanism to achieve sustainability at a multi-tier supply chain network perspective. 								
COURSE TOPICS	Definitions of supply chain management; Supply chain mapping; Supply chain learning and supply chain leadership; Multi-tier sustainable supply chain management.								
LEARNING METHODS	Classroom teaching (3 X 3 hours sessions) embedded with case studies and group discussions								
ASSIGNMENTS	Group presentation on one organization’s multi-tier sustainable supply chain management practices								
EVALUATION	Feedback will be provided after the group presentations								
BIBLIOGRAPHY / COURSE MATERIAL	<ul style="list-style-type: none"> • Bessant, J., Kaplinsky, R. and Lamming, R., 2003. <i>Putting supply chain learning into practice</i>. International journal of operations & production Management, 23, 2, 167-184. • Gong, Y., Jia, F., Brown, S. and Koh, L., 2018. <i>Supply chain learning of sustainability in multi-tier supply chains: a resource orchestration perspective</i>. International Journal of Operations & Production Management, 38, 4, 1061-1090. • Gosling, J., Jia, F., Gong, Y. and Brown, S., 2016. <i>The role of supply chain leadership in the learning of sustainable practice: toward an integrated framework</i>. Journal of Cleaner Production, 137, pp.1458-1469. • Mena, C., Humphries, A. and Choi, T.Y., 2013. <i>Toward a theory of multi-tier supply chain management</i>. Journal of Supply Chain Management, 49(2), pp.58-77. • Tachizawa, E.M. and Wong, C.Y., 2014. <i>Towards a theory of multi-tier sustainable supply chains: a systematic literature review</i>. Supply Chain Management: An International Journal, 19, 5/6, 643-663. • Villena, V.H. and Gioia, D.A., 2020. <i>A more sustainable supply chain</i>. Harvard Business Review, 98, 2, 84-93. 								
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SCHEDULE	<p>9-hour course (3 x 3 hours)</p> <table border="1"> <thead> <tr> <th>Session</th> <th>Description</th> </tr> </thead> <tbody> <tr> <td>1.</td> <td>Principles of supply chain management</td> </tr> <tr> <td>2.</td> <td>Supply chain learning and supply chain leadership</td> </tr> <tr> <td>3.</td> <td>Multi-tier sustainable supply chain management</td> </tr> </tbody> </table>	Session	Description	1.	Principles of supply chain management	2.	Supply chain learning and supply chain leadership	3.	Multi-tier sustainable supply chain management
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3.	Multi-tier sustainable supply chain management								

THE AGILE ORGANISATION

COURSE LEADER	<p>Dr David Baxter, Associate Professor of Innovation at the Southampton Business School, University of Southampton. https://www.southampton.ac.uk/business-school/about/staff/db1y13.page</p>								
COURSE DESCRIPTION	<p>In the 1970s, movie credits were played at the start. For about 5 minutes, moviegoers were forced to find out who decorated the set, who held the microphone and who got the actors their coffee. In the 1980s the credits moved to the end, in response to TV broadcasters demanding that movie makers keep the viewer's attention and stop them switching channels. Like watching the opening credits on a movie, people working in bureaucratic structures are often left wondering why they're still waiting. Anything other than highly routine tasks needs a flexible approach to organising. This is where Agile comes in, as an approach to managing complex organisations and projects. Within about 10 years, Agile radically changed the IT industry. Now more and more organisations, from governments to car manufacturers, are adopting Agile values, approaches and methods. Why? What is Agile? Why does it work? And when should it be used? This course explores these questions and provides a practical experience of an Agile project through a team simulation.</p>								
COURSE OBJECTIVES	<ul style="list-style-type: none"> • Introduce the problem of complexity in organisations and projects • Provide knowledge and understanding of Agile in practice, and in the academic literature • Give students an experience applying Scrum, an Agile method 								
COURSE TOPICS	<ul style="list-style-type: none"> • Problems with complex organisations and projects • Agile values and principles • Agile adoption in software, product development and organisational design • Scrum Challenge: a group activity to apply the Scrum method in an interactive simulation 								
LEARNING METHODS	<p>Lecture, in-class discussions, group simulation activity</p>								
ASSIGNMENTS	<p>A group presentation discussing the effects of the Scrum method in the simulation task</p>								
BIBLIOGRAPHY / COURSE MATERIAL	<ul style="list-style-type: none"> • Rigby, D.K., Sutherland, J. and Noble, A. (2018). Agile at scale. Harvard Business Review, 96(3), pp.88-96. https://todopmp.com/wp-content/uploads/2018/12/agile-at-scale.pdf • Torgeir Dingsoeyr, Davide Falessi, Ken Power (2019). Agile Development at Scale: The Next Frontier. IEEE Software 36(2). https://ieeexplore.ieee.org/abstract/document/8648272 • Dingsøyr, T., Nerur, S., Balijepally, V. and Moe, N.B., 2012. A decade of agile methodologies: Towards explaining agile software development. Journal of Systems and Software 85(6). https://www.sciencedirect.com/science/article/pii/S0164121212000532 • A practitioner-oriented series of short articles on Agile in New Product Development: https://us14.campaign-archive.com/?u=0159ccdbefaf019547d1aad73&id=fe81a5d28a 								
NUMBER OF CREDITS	<p>1 ECTS</p>								
SCHEDULE	<p>3 consecutive days – 9-hour course</p> <table border="1"> <thead> <tr> <th>Session</th> <th>Description</th> </tr> </thead> <tbody> <tr> <td>1.</td> <td>Agile as a response to complexity Agile case studies Agile in practice, and in the academic literature</td> </tr> <tr> <td>2.</td> <td>Team simulation: Scrum Challenge</td> </tr> <tr> <td>3.</td> <td>Evaluating Agile: what differences it can make, and why Team presentations: evaluating Scrum</td> </tr> </tbody> </table>	Session	Description	1.	Agile as a response to complexity Agile case studies Agile in practice, and in the academic literature	2.	Team simulation: Scrum Challenge	3.	Evaluating Agile: what differences it can make, and why Team presentations: evaluating Scrum
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BLING BLING: LUXURY BRAND MANAGEMENT ACROSS CULTURES & TIMES

<i>COURSE LEADER</i>	Paurav Shukla, Professor of Marketing and Head of Department – Digital & Data Driven Marketing at the University of Southampton. He is one of the leading global scholars in the field of luxury marketing & branding.								
<i>COURSE DESCRIPTION</i>	Luxury has fascinated human mind for centuries. The idea of luxury is present in every sector of business be it automobiles, banking, fashion, finance, healthcare, technology or tourism. Luxury brands are one of the fastest growing niches in many of these global sectors of business. With complex socio-psychological benefits involved, luxury brand management requires higher sensitivity to customer perceptions of established aesthetics and the overall value proposition. The rise of affluent customers globally poses a paradoxical challenge for strategic luxury brand management: how to keep the aspirational aspects alive while increasing accessibility. Staying true to the spirit of luxury and developing differentiation in this competitive market landscape is a paramount concern. This course develops an appreciation through exploring the evolution of luxury brands over time and place across cultures, and examining the interaction between the tangible and symbolic as well as experiential dimensions of luxury.								
<i>COURSE OBJECTIVES</i>	<p>At the end of the course, you will be able to:</p> <ul style="list-style-type: none"> • Understand how luxury is defined in different fields of knowledge • Comprehend and reflect on the nature and association with luxury in different countries and cultures historically and in present times • Recognize why and how we value luxury 								
<i>COURSE TOPICS</i>	<ul style="list-style-type: none"> • Defining luxury • History of luxury in different parts of the world • The current luxury market • Luxury value perceptions 								
<i>LEARNING METHODS</i>	Classroom teaching (3 x 3 lectures) Participants are not expected to have prior knowledge of luxury. However, participation is very important in this module as there are so many interesting experiments and exercises involved. Participants will have to engage in a variety of group activities and mini case studies.								
<i>ASSIGNMENTS</i>	<p>Blog post (500 words)</p> <p>You are required to write blog post analysing any global luxury brand (e.g., Louis Vuitton, Gucci, Rolls Royce, Hermes, Balenciaga, Rolex, etc.) through the lens of value perceptions. The blog should contain following information:</p> <ol style="list-style-type: none"> 1. The history and current financial information about the brand 2. Brand value perception analysis based on a theoretical framework (this frameworks will be discussed in the class) 								
<i>EVALUATION</i>	<p>The assessment includes:</p> <ol style="list-style-type: none"> 1. Presentation structure and clarity including use of visuals (20%) 2. Relevance of data employed and appropriate referencing (20%) 3. Integration of specific theories learnt in the class with your findings (30%) 4. Evidence of analysis, thinking and debate of the argument at an appropriate level especially relating to the topic and theory behind it (30%) 								
<i>BIBLIOGRAPHY / COURSE MATERIAL</i>	While no pre-reading is needed, participants will highly benefit from reading my online book available at: https://aaltodoc.aalto.fi/bitstream/handle/123456789/44370/isbn9789526039169.pdf?sequence=4&isAllowed=y								
<i>NUMBER OF CREDITS</i>	1 ECTS								
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