

## Programme Description

### STUDY ABROAD

**Name of the programme:** Postgraduate International Business Innovation ONLINE

**Key information:**

Dates: 7 January to 14 May 2025 (exams included)

Duration: 19 weeks

Level: Level 7 (Postgraduate)

Total number of teaching hours: 169

ECTS: 30

Format: ONLINE

Assessments: All assessments will take place **ONLINE**

Prerequisites: Completion of Level 6/Undergraduate Year 3 of Business studies

Examination Board Date: 30 May 2025\*

Resit Exams Dates: 16 to 20 June 2025 (online)\* (apart for ESCE students, they will take place in their home school in France at a later date)

Resit Examination Board Date: 3 July 2025\* (apart for ESCE students, it will take place in their home school in France at a later date)

*\*The forecasted dates of the Examination Boards and the Resit Exams are indicated in your programme description, although they are subject to change based on circumstances*

**Programme Lead Name:** Valentina Vlasova

**Programme Advisor Name, Title and Institution:** Mary de Gendre, Programme Director, ESCE Paris / Monica Benzi, Deputy Director, INSEEC Grande Ecole France

### **Aims of the Programme:**

This semester of International Business Innovation focuses on developing student abilities to work and lead in multinational businesses or international start-ups. It will provide a foundation in business and management principles from a London and UK perspective, as well as addressing contemporary issues related to **technology internationalisation and globalisation**.

### Programme Benefits:

This programme offers students:

- Enhanced employability skills - students learn about and develop a wide range of skills that employers value, such as **leadership, motivation, strategy**, teamwork, communication skills, critical reflection, intellectual curiosity and project management.
- Perspective and experience - students relate their learning to **global megatrends** from both British and international perspectives, such as Digital Transformation, Blockchain, and Coding.
- A focus on **ethics** - students are challenged to consider the wider responsibilities that business has to society, in particular via the Ethics of AI & Big Data module.
- A distinctive, broad curriculum - students engage in experiential, experimental and collaborative learning through a variety of modules to prepare them for an organisational environment, including **the development of a start-up project**.
- A **valuable international education experience** – students broaden their international knowledge by submerging themselves virtually in all aspects of a foreign ecosystem and culture, particularly in the Intercultural Management module.
- Unique access to **industry experts across diverse sectors**.

### Learning Outcomes:

#### Knowledge

By the end of this programme, students will have demonstrated:

1. A broad and in-depth knowledge and understanding of current theory and techniques of the major key concepts underpinning innovation and its issues associated with developing and sustaining creative strategies within organisations.

#### Skills

By the end of this programme, students will be able to:

2. Critically reflect on leadership and teamwork skills for business decision making, including the consideration of ethical and sustainability implications for businesses.
3. Demonstrate an understanding of the techniques to communicate complex ideas orally and in writing by engaging in challenging discussion, debates, and presentations.
4. Apply critical evaluation and synthesis in a broad range of areas, in particular global perspectives and the UK ones.

#### Values

By the end of this programme, students will have demonstrated a commitment to:

5. Deeply engaging with the five values of OELS in line with the expectations of Postgraduate study.

**Programme Structure:**

| <b>ACADEMIC PROGRAMME</b> <i>(subject to change)</i> | <b>Hours</b> | <b>ECTS</b> |
|------------------------------------------------------|--------------|-------------|
| <b>Innovation Management</b>                         |              |             |
| Ethics of A.I. & Big Data                            | 18           | 3           |
| A.I. & Smart Cities                                  | 12           | 2           |
| Innovation & Digital Transformation                  | 18           | 3           |
| International Experience Management                  | 12           | 2           |
| Blockchain (digital module)                          | 1            | 2           |
| Les Rendez-Vous de la Géopolitique (digital module)  | 6            | 1           |
| Humanités (digital module)                           | 6            | 1           |
| <b>Entrepreneurship</b>                              |              |             |
| Startups Pitch 4.0                                   | 24           | 4           |
| Advanced Excel & Data Analytics                      | 24           | 4           |
| <b>Language &amp; Communication</b>                  |              |             |
| Advanced English in Business                         | 18           | 3           |
| Mastering Public Speaking                            | 12           | 2           |
| Intercultural Management                             | 18           | 3           |

**Approach to Learning:**

Modules are taught using a variety of approaches that are tailored to the subject material and the skills being developed. Students are expected to attend all classes/ workshops online and activities in their schedule and to work both alone and in collaboration with other students to complete the formative and summative assessments.

**Students must turn their camera on at every single session and must log in with their school account. If they fail to participate consistently, they will be marked as absent.**

Students are encouraged to take every opportunity to develop their English language skills by actively participating in one-on-one and group discussions. Additionally, and of critical importance, students are expected to be responsible for driving their own learning journey, spending time in independent study and immersing themselves in each subject via articles, books, podcasts, videos and other materials.

**Calendar:**

|                 |                 |                                                                                  |
|-----------------|-----------------|----------------------------------------------------------------------------------|
| <b>January</b>  | 6 Jan - 11 Jan  | <b>Tuesday: LONDON classes ONLINE</b><br>Wednesday, Thursday, Friday: no classes |
|                 | 13 Jan -18 Jan  | <b>LONDON classes ONLINE</b>                                                     |
|                 | 20 Jan - 25 Jan | <b>LONDON classes ONLINE</b>                                                     |
|                 | 27 Jan - 1 Feb  | <b>no classes</b>                                                                |
| <b>February</b> | 3 Feb - 8 Feb   | <b>LONDON classes ONLINE</b>                                                     |
|                 | 10 Feb - 15 Feb | <b>LONDON classes ONLINE</b>                                                     |
|                 | 17 Feb - 22 Feb | <b>no classes</b>                                                                |
|                 | 24 Feb - 1 Mar  | <b>no classes</b>                                                                |
| <b>March</b>    | 3 Mar - 8 Mar   | <b>LONDON classes ONLINE</b>                                                     |
|                 | 10 Mar - 15 Mar | <b>LONDON classes ONLINE</b>                                                     |
|                 | 17 Mar - 22 Mar | <b>no classes</b>                                                                |
|                 | 24 Mar - 29 Mar | <b>LONDON classes ONLINE</b>                                                     |
| <b>April</b>    | 31 Mar - 5 Apr  | <b>LONDON classes ONLINE</b>                                                     |
|                 | 7 Apr - 12 Apr  | <b>no classes</b>                                                                |
|                 | 14 Apr - 19 Apr | <b>LONDON classes ONLINE</b>                                                     |
|                 | 21 Apr - 26 Apr | <b>LONDON classes ONLINE</b>                                                     |
|                 | 28 Apr - 3 May  | <b>no classes</b>                                                                |
| <b>May</b>      | 5 May - 10 May  | <b>LONDON classes ONLINE</b>                                                     |
|                 | 12 May - 17 May | <b>Monday, Tuesday, Wednesday:<br/>LONDON exams ONLINE</b>                       |

## Module Handbook

**Module title:** The Ethics of Big Data & AI (Online)

**Lecturer's name:** Dr. Kevin Coffey

**Email address:** [kcoffey@omnesintervenant.com](mailto:kcoffey@omnesintervenant.com)

**Assessment hours:** 2-hour Exam

**Contact hours:** 12 hours

**Independent study hours expected:** 32 hours

**ECTS credits:** 2 ECTS

**Programme level:** Level 7 = Master International Business Innovation.

**Prerequisites:** Basic understanding of Artificial Intelligence

### **Aims:**

This course aims to equip students with the ability to critically interrogate Artificial Intelligence (AI) systems from an ethical perspective, identifying potential blind spots and limitations in their design and deployment. Students will develop a nuanced understanding of the advantages of AI, including its capacity for pattern recognition in big data, which can uncover hidden scientific discoveries and drive advances in fields like medical care.

At the same time, the course addresses the risks posed by AI, such as algorithmic bias, infringements on data privacy, and the potential misalignment of AI objectives with human values. Through engagement with ethical frameworks such as utilitarianism, deontology, virtue ethics, and egalitarianism, students will analyse the moral implications of AI technologies. The course emphasises practical measures to mitigate risks, including algorithmic auditing and responsible data governance, while exploring how AI can be ethically deployed to promote societal good and reduce inequalities.

### **Learning Outcomes (LOs):**

On completion of this module, students will be able to

**Knowledge:**

By the end of this module, students will have demonstrated:

1. An advanced understanding of ethical theories such as utilitarianism and deontology, and their application in evaluating the morality of how technology companies use big data and AI systems.
2. Familiarity and recognition of how machine learning algorithms work, and how data is collected, harvested and deployed.

**Skills:**

By the end of this module, students will be able to:

3. Critically perform an ethical audit of an AI system, identifying strengths, limitations, and risks, while proposing solutions to address ethical challenges and align systems with human values.

**Syllabus Content:**

| Sessions  | Topic/Knowledge                                                      | Skills                                                  | LOs   |
|-----------|----------------------------------------------------------------------|---------------------------------------------------------|-------|
| Session 1 | What is AI? And how does it compare to human intelligence?           | Knowledge acquisition & Critical Thinking Skills        | 2     |
| Session 2 | An introduction to ethics: Utilitarianism & Effective Altruism       | Knowledge Acquisition & Critical Thinking               | 1     |
| Session 3 | An introduction to ethics: Deontology & Egalitarianism               | Knowledge acquisition & Apply theories to case studies. | 1     |
| Session 4 | Does AI maximize utility? Case Study: AlphaFold & Autonomous Cars.   | Knowledge acquisition & apply theories to case studies. | 1,2,3 |
| Session 5 | Does AI pose an existential risk? Evaluating AI Doomers perspective. | Knowledge acquisition & Critical Thinking skills        | 1,2,3 |

|           |                                                                                                           |                                                     |       |
|-----------|-----------------------------------------------------------------------------------------------------------|-----------------------------------------------------|-------|
| Session 6 | Does AI violate privacy rights?<br>Exploring data ethics & GDPR legislation.                              | Knowledge acquisition &<br>Critical Thinking skills | 1,2,3 |
| Session 7 | Does AI promote fairness?<br>Identifying sources of<br>algorithmic bias and measures<br>to mitigate them. | Knowledge acquisition &<br>Critical Thinking Skills | 1,2,3 |
| Session 8 | AI simulation debate                                                                                      | Negotiation, simulation, team<br>work & reflection  | 1,2,3 |

### Teaching and Learning Strategies:

This module uses a wide range of teaching and learning strategies to provide a stimulating learning environment that encourages students to take control of their own learning, to engage with a wide range of skills, and to work collaboratively while developing self-awareness. The strategies have been carefully chosen to support students towards learning outcomes and assessments to cater for diversity across the student body.

Teaching and Learning Strategies include:

- Classroom discussions
- Quizzes
- In-class research activities
- Independent research activities
- Role plays and simulations
- Reflective exercises
- Group work for problem based scenarios

### Formative and Summative Assessment Strategies:

#### Formative Assessments:

The following formative assessments will be employed:

- Multiple choice questions (MCQ) quizzes to be completed on Moodle after all sessions with the exception of session 9 and 12. (Wrong answers will be provided with feedback).
- In-class discussion
- The teacher uses concept check questions to check understanding.
- Use digital tools such as Mentimeter.com to facilitate student -teacher interactions on course content.
- Use Padlet for collaborative team work.
- Debriefing at the end of simulation in session 9.

- Debriefing of core ideas at the end of session 12.

### Summative Assessments:

Students will be evaluated on the basis of assessment criteria designed by the lecturer.

| Assessment schedule                   | Name of assessment | Format of assessment                                                                                                                         | OELS Invigilation Needed | Duration if exam | Weighting                                   | LOs     |
|---------------------------------------|--------------------|----------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|------------------|---------------------------------------------|---------|
| 1-8                                   | Participation      | Students will be assessed on the quality of their participation in in-class activities (as outlined in OELS participation marking criteria). | N                        | N/A              | 30%                                         | 1,2,3,4 |
| Scheduled for after the final session | Exam               | Online                                                                                                                                       | N                        | 120 minutes      | 70%                                         | 1,2,3,4 |
|                                       | Resit              | Boostcamp Exam (Online)                                                                                                                      | N                        | 60 minutes       | 100% replaces final grade (capped at 10/20) | 1,2,3,4 |

### Feedback Strategies:

Students will receive feedback in a variety of ways.

1. The MCQs will feature feedback for wrong answers.
2. In-class discussions will include consistent feedback from the teacher.
3. Concept check questions will be asked by the teacher to assess whether students comprehend the concepts introduced.
4. The group simulation and reflective blog post enables peer-to-peer feedback.
5. The debriefing session in the simulation facilitates the teacher to provide feedback on the students' interactions and knowledge transfer.



6. For the algorithmic audit, the teacher will devote the final session to working with students directly on their project and providing personalised feedback.

### **Reading Lists:**

Bhaskar, M. & Suleyman, M., 2023. *The Coming Wave*. London: Penguin Random House.

Broussard, M., 2019. *Artificial Unintelligence: How Computers Misunderstand the World*. MIT University Press. Chapter 8: "This Car Won't Drive Itself."

Christian, B., 2020. *The Alignment Problem: Machine Learning and Human Values*. New York: W.W. Norton & Company.

Crawford, K., 2022. *Atlas of AI*. Yale University Press. Chapters 3–5.

Eubanks, V., 2021. *The Equality Machine: Harnessing AI for a Just Society*. Cambridge: Harvard University Press.

O'Neil, C., 2016. *Weapons of Math Destruction: How Big Data Increases Inequality and Threatens Democracy*. Penguin Books. Chapter 5: "Justice in the Age of Big Data."

Sandel, M., 2009. *Justice: What Is the Right Thing to Do?*. Farrar, Giroux, and Straus.

### **Prerequisite:**

Basic understanding of Artificial Intelligence

### **Preparation:**

Students will not be required to read, watch or listen to materials prior to this module. Rather students will be required to consult materials once the course begins.

## Module Handbook

**Module title:** AI & Smart Cities

**Lecturer's name:** Dr John Balasuriya

**Email address:** lbalasuriya@omnesintervenant.com

**Contact hours:** 18 hours

**Assessment hours:** One project presentation and one startup pitch, both conducted over MS Teams during lectures. The schedule of assessments can be found in the syllabus content section of this document.

**Independent study hours expected:** 36 hours

**ECTS credits:** 3 ECTS

**Programme level:** Level 7 = Postgraduate

**Prerequisites:** No prior knowledge needed

### Aims:

In this module we introduce Artificial Intelligence and discuss how Artificial Intelligence can transform Smart Cities. As part of the module, students will conduct a project related to Artificial Intelligence and Smart Cities, as well as incubate a startup related to Artificial Intelligence.

We are in a very special time in human history with the advent of Artificial Intelligence (AI). Many think this is humanity's most important moment ever. Just about everything is going to change in the next 5-10 years as the cost of intelligence drops. This is not some distant sci-fi future but just the next few years! It is vital that everyone understands the impact AI will have on our lives, work and cities.

In this module we will help you understand and appreciate what is AI, discuss different fields of AI and help you spot opportunities to apply AI to problems in your own organization or startup.

### Learning outcomes:

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

#### Knowledge

1. Understand how Artificial Intelligence can transform Smart Cities
2. Investigate how Artificial Intelligence can solve a real-world business problem

## Skills

3. Oral Communication : Deliver a presentation and pitch, discuss and defend ideas in class
4. Research Skills : Locate, analyse, and synthesise information from various sources related to Artificial Intelligence, Smart Cities and startups.
5. Entrepreneurial and Innovation Skills : Develop creative and viable business ideas, identify market needs and potential opportunities.

## Values

6. Appreciate the enormous impact of Artificial Intelligence on the future of humanity

## Syllabus content:

| Sessions (MS Teams) | Area               | Topic/Knowledge                                         | Los           |
|---------------------|--------------------|---------------------------------------------------------|---------------|
| Session 1           | Introduction to AI | Introduction and AI & Smart Cities project discussion : | 1, 3, 4, 6    |
| Session 2           | Introduction to AI | AI Incubator project discussion                         | 2, 3, 4, 5, 6 |
| Session 3           | Introduction to AI | AI and the Future of Humanity                           | 3, 6          |
| Session 4           | Introduction to AI | What is AI?                                             | 3, 6          |
| Session 5           | Introduction to AI | AI Philosophy                                           |               |
| Session 6           | AI & Smart Cities  | AI & Smart Cities project discussion                    | 1, 3, 4, 6    |
| Session 7           | AI & Smart Cities  | Project presentations                                   | 1, 3, 4, 6    |
| Session 8           | AI & Smart Cities  | Project presentations                                   | 1, 3, 4, 6    |
| Session 9           | AI Incubator       | AI Incubator discussion                                 | 2, 3, 4, 5, 6 |
| Session 10          | AI Incubator       | AI Incubator discussion                                 | 2, 3, 4, 5, 6 |
| Session 11          | AI Incubator       | AI Incubator Pitches                                    | 2, 3, 4, 5, 6 |
| Session 12          | AI Incubator       | AI Incubator Pitches                                    | 2, 3, 4, 5, 6 |

Module lecture slides can be found on BoostCamp.

## Teaching and Learning Strategies:

Our purpose is to introduce core concepts related to AI and examine how these will transform smart cities in the future. We also want to foster an entrepreneurial streak in students by incubating AI startups during the module.

In these lectures we will prioritise interactive lectures to introduce key concepts and theories, incorporating multimedia presentations, live demonstrations, case studies and student presentations to bring real-world insights into the classroom. Case study analysis will be used to encourage critical thinking and predictions for the future by examining real-world AI implementations in smart cities around the world.

Project-based learning will immerse students in the process of developing an AI startup, requiring teams to conceptualise AI solutions, create business plans, and present their ideas in a mock pitch event.

The following structural pedagogical approach taken for teaching Artificial Intelligence concepts in this module:

- Lectures : AI theory, Smart Cities case studies and AI startup pitfalls explained in lecture slides.
- Research: Students will conduct research on their chosen area of AI & Smart Cities, presenting their results during lectures.
- Role-Playing : Students will create and incubate an AI startup during the module, a process which culminates in a pitch for investment.

## **Formative and Summative Assessment Strategies:**

### **Formative Assessments:**

Formative assessments consist of CCQs (Concept Checking Questions) and ICQs (Instruction Checking Questions) during lectures.

### **Summative Assessments:**

This module has two summative assessments which test our Learning Outcomes.

(1) **AI & Smart Cities project presentation:** A group presentation on a chosen area related to AI & Smart Cities. This activity involves students collaborating in groups to research and present on a specific area of AI applications in smart cities. Student group sizes will be determined once final student numbers are known. The presentation requires students to articulate the problem their chosen application addresses, explain how AI provides a solution, and analyse potential challenges and impacts. Through this task, students develop teamwork, research, and public speaking skills while gaining a deeper understanding of AI's transformative role in urban environments.

(2) **AI Incubator pitch:** A short pitch, role-playing a startup founder. Students will present their startup idea, highlighting the problem it addresses, the unique AI-driven solution, the target market, and the potential impact. This activity develops skills in communication, persuasion, and strategic thinking, providing a realistic experience of entrepreneurial pitching while encouraging creativity and confidence. This is an individual project.

## Marking Scheme:

Marks are provided to the students out of 20, complying with the French grading system used at their home schools.

| GRADE   | KNOWLEDGE & ANALYSIS                                                                                                                                                                                                                                                                           | ORGANISATION & STRUCTURE                                                                                                                                                         | LANGUAGE                                                                                                                                                                                                                                                                                                | DELIVERY                                                                                                                                                                                                                                                                                                                                                                         | VISUAL AIDS                                                                                                                                                                                                                                                                                                                       |
|---------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 16+     | Exceptional understanding of the relevant material and issues and goes well beyond the core material. Outstanding range, quality, and use of sources. Insightful comments are present and critical analysis of concepts is present throughout. Original thought is substantially demonstrated. | Exceptionally well-structured (clear sections) and signposted with smooth transitions between presenters. Time is perfectly managed, and evidence of teamwork is clear.          | Exceptional use of spoken language. Language is precise, elegant and natural. Level of academic/professional language would not look out of place at a workplace conference. Any inaccuracies are extremely rare and occur only as slips rather than errors. Pronunciation is effortless to understand. | Exceptional use of speed, volume & fluency. Body language is engaging with excellent eye contact throughout. Notes used appropriately or not needed at all, audience interaction is positive, and questions anticipated & answered appropriately. Authoritative and professional delivery with chunking, pausing and rhetorical devices used naturally throughout. Professional. | Exceptionally designed, consistent throughout, and proofread for language issues with no errors appearing. References provided accurately on final slide. Creative flourishes may be present where relevant. Excellent use of animations & relevant professional features. Would not look out of place at a workplace conference. |
| 14-15.9 | Excellent understanding of the relevant material. Excellent use of appropriate sources with strong critical analysis integrated. Significant level of originality is present.                                                                                                                  | Very clear overall structure and well-signposted. Most transitions work well with good teamwork, and timing is appropriate.                                                      | Sound use of spoken language. Uses a wide range of simple and complex language with control, flexibility and sophistication. Very academic and professional throughout. Errors are very rare. Pronunciation is very clear.                                                                              | Loud & fluent throughout. Eye contact is well-maintained. Interaction and questions are handled very well. Convincing delivery with thought given to pausing and rhetorical devices.                                                                                                                                                                                             | Very well-designed, consistent slides with almost no errors. References provided with only very minor issues. Smooth feel overall.                                                                                                                                                                                                |
| 12-13.9 | General knowledge of core ideas demonstrated with some critical analysis, but parts remain descriptive. Good use of sources but mainly from the reading list and module material and/or superficially used. Some originality is present.                                                       | Structure is clear. Transitions are demonstrated, teamwork is suitable, and timing meets the requirements.                                                                       | Satisfactory use of spoken language. Uses a range of simple and complex language usually with control and flexibility. Very good use of academic and/or professional language in places. Occasional errors may be present but do not usually impede communication. Pronunciation issues are very rare.  | Generally fluent with only minor hesitations. Eye contact is adequate. Reasonable audience interaction and answers to questions show thought to style and/or knowledge. Good delivery.                                                                                                                                                                                           | Effective slides overall with only some errors, including with the reference list.                                                                                                                                                                                                                                                |
| 10-11.9 | Some knowledge of the core ideas demonstrated but relevance to the question could be more focused. Descriptive work with only very limited analysis. Very limited originality.                                                                                                                 | Basic structure and signposting apparent. May occasionally be hard to follow. Evidence of practice is limited but timing is adequate even if very marginally over/under.         | Mixed use of spoken language. Some range of complex language with variable degrees of control. Some academic and/or professional language is present. Errors may sometimes impede communication. Pronunciation issues feature sporadically.                                                             | Surface level communication with the audience. Laptops/mobile phones used to read notes. Hesitations are noticeable and eye contact is mixed. Tone may be flat. Audience interaction is very rudimentary. Questions are treated as an afterthought rather than planned for. Mixed delivery.                                                                                      | Basic and at times inconsistent slides. Multiple errors with reference list.                                                                                                                                                                                                                                                      |
| 0-9.9   | No/limited knowledge demonstrated. Lacks focus, with no analysis. No originality. Does not meet learning outcomes.                                                                                                                                                                             | Lacks cohesion throughout. Very hard to follow. Timing is significantly too short or is significantly incomplete when maximum time limit is reached. Not suitable at this level. | Very poor use of spoken language. Mainly simple language or informal. Is not academic and/or professional. Errors are very noticeable and sometimes impede communication. Pronunciation issues feature very regularly. Does not meet learning outcomes.                                                 | Poor communication with the audience, including items such as reading notes throughout, particularly from mobile phones/laptops, and poor timing. Difficult to understand/follow. Robotic tone with direct unconsidered answers. Does not meet requirements.                                                                                                                     | Inappropriate in all areas with scant attention paid to any details. No reference list. Does not meet requirements.                                                                                                                                                                                                               |

List of summative assessments.

| Assessment schedule | Name of assessment        | Format of assessment (all conducted over MS Teams)                 | OELS Invigilation Needed? Y/N | Duration if timed assessment | Weighting | LOs           |
|---------------------|---------------------------|--------------------------------------------------------------------|-------------------------------|------------------------------|-----------|---------------|
| 7 and 8             | AI & Smart Cities project | ~10 minute presentation related to Smart Cities (Group Project).   | N                             | n/a                          | 50%       | 1, 3, 4, 6    |
| 11 and 12           | AI Incubator Pitch        | ~5 minute pitch of a new AI Startup Idea (Individual)              | N                             | n/a                          | 50%       | 2, 3, 4, 5, 6 |
| Resit               |                           | Continue development of AI Startup Pitch. (~10 minute, Individual) | N                             | n/a                          | 100%      | 2, 3, 4, 5, 6 |

Students who fail the summative assessments are offered a resit the opportunity where they continue to develop their AI startup.

**Reading List:**

Tegmark, M. (2017) *Life 3.0: Being Human in the Age of Artificial Intelligence*

Barrat, J. (2023) *Our Final Invention: Artificial Intelligence and the End of the Human Era*

Bostrom, N. (2014) *Superintelligence: Paths, Dangers, Strategies*

Russell, S. (2019) *Human Compatible: Artificial Intelligence and the Problem of Control*

Russell, S. J. & Norvig, P. (2020) *Artificial Intelligence: A Modern Approach*. New Jersey: Prentice Hall

**Module Title:** Innovation and Digital Transformation ONLINE

**Lecturer's Name:** Dr. Sime Serge

**Contact:** [ssime@omnesintervenant.com](mailto:ssime@omnesintervenant.com)

**Contact Hours:** 18 hours

**Teaching Format:** Face-to-Face

**Independent Study Hours Expected:** 24-hour independent work.

**ECTS Credits:** 3 ECTS

**Programme Level:** Level 7 = Master

**Prerequisites:** Basic understanding of innovation management

### **Aims:**

Innovation and digital transformation are at the heart of how organisations manage change, which is central to their growth, survival, and success. Managing change is a highly complex process; however, with specific sets of knowledge, tools, and practices, organisations can successfully manage and implement change.

Drawing on insights from leading innovators, such as Mastercard, Tesla, Apple, Google, Samsung, Southwest Airlines, Lego, Uber, Alibaba, Didi, Mastercard, Neeuro, Lufthansa, Dollar Shave., etc, this course aims to provide a comprehensive understanding of the concepts, challenges, and opportunities associated with innovation and digital transformation in today's business landscape. It will cover various aspects, including the impact of emerging technologies, organisational implications, and strategies for successful implementation.

By the end of the module, students should be able to understand managerial strategies that organisations use to digitalise and effectively manage the different types of innovation.

### **Learning Outcomes (LOs):**

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

#### **Knowledge**

1. Develop an understanding of innovation and digital transformation as a significant source of change and its organisational and institutional determinants.
2. Articulate the challenges and opportunities associated with digital transformation.

3. Evaluate how organisations effectively manage the innovation and digital transformation processes and illustrate how this contributes to their performance.

**Skills**

1. Evaluate the different models and strategies that organisations use to create and capture value from innovation.
2. Develop their presentation and employability skills.

**Value**

1. Adaptability: Flexibility in thinking and the willingness to embrace new ideas, tools, and processes, allowing individuals and organizations to thrive in dynamic environments.
2. Creative Problem-Solving: Fosters a mindset geared toward experimentation and thinking outside the box, encouraging the exploration of diverse perspectives and approaches to address issues effectively.
3. Collaboration and Networking: Building relationships, sharing knowledge, and leveraging diverse skill sets to drive successful innovation initiatives.

**Syllabus Content:**

The module will comprise 12 sessions x 1.5 hours each.

| Sessions  | Topic/Knowledge                                 | Useful Reading(s)/Work(s)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Learning Outcome                                        |
|-----------|-------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------|
| Session 1 | Innovation – What it is and why does it matter? | <ol style="list-style-type: none"> <li>1. Ahlstrom, D. 2010. Innovation and growth: How business contributes to society. The Academy of Management Perspectives, 24(3), pp.11-24.</li> <li>2. Chapter 1 - Tidd, J. and Bessant, J. 2018. Managing innovation: Integrating technological, market and organizational change. Willey: UK.</li> <li>3. Rosenbusch, N., Brinckmann, J. and Bausch, A., 2011. Is innovation always beneficial? A meta-analysis of the relationship between innovation and performance in SMEs. Journal of Business Venturing, 26(4), pp.441-457</li> <li>4. Kenneth B. Kahn, 2018. Understanding innovation. Business Horizons, 3, 453-460.</li> </ol> | K/E<br>LO 01<br>LO 02<br>LO 03<br>I/P<br>LO 01<br>LO 02 |
| Session 2 | Digital Transformation                          | <ol style="list-style-type: none"> <li>1. Burton-Jones, A., Akhlaghpour, S., Ayre, S., Barde, P., Staib, A., &amp; Sullivan, C. (2020). Changing the conversation on evaluating digital transformation in healthcare: Insights from an institutional analysis. Information and Organization, 30(1), 10025.</li> <li>2. Economist. (2017). The world's most valuable resource is no longer oil but data.</li> </ol>                                                                                                                                                                                                                                                               | K/E<br>LO 02<br>LO 03<br>I/P<br>LO 01                   |



LONDON SCHOOL

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|           |                                                                                                  | <p><a href="https://www.economist.com/leaders/2017/05/06/the-worlds-most-valuable-resource-is-no-longer-oil-but-data">https://www.economist.com/leaders/2017/05/06/the-worlds-most-valuable-resource-is-no-longer-oil-but-data</a></p> <ol style="list-style-type: none"> <li>Hagberg, J., Sundstrom, M., &amp; Egels-Zandén, N. (2016). The digitalization of retailing: An exploratory framework. <i>International Journal of Retail &amp; Distribution Management</i>, 44(7), 694–712.</li> <li>Westerman, G., Calmédjane, C., Bonnet, D., Ferraris, P., &amp; McAfee, (2011). <i>Digital transformation: A roadmap for billion-dollar organizations</i> (pp. 1–68). MIT Sloan Management, MIT Center for Digital Business, and Capgemini Consulting.</li> <li>Economist. (2017). The world's most valuable resource is no longer oil but data. <a href="https://www.economist.com/leaders/2017/05/06/the-worlds-most-valuable-resource-is-no-longer-oil-but-data">https://www.economist.com/leaders/2017/05/06/the-worlds-most-valuable-resource-is-no-longer-oil-but-data</a></li> </ol> |                                                                      |
| Session 3 | Developing an Innovation Strategy                                                                | <ol style="list-style-type: none"> <li>Chapter 4 - Tidd, J. and Bessant, J. 2018. <i>Managing innovation: Integrating technological, market and organizational change</i>. Willey: UK.</li> <li>Christensen, C. &amp; Raynor, M. 2003. <i>The Innovator's Solution: Creating and sustaining successful growth</i>, Harvard Business School Press, Boston, MA.<br/>Copies available in DMU Library: <a href="#">Link</a></li> <li>Teece, D and Pisano, G. 1994. The dynamic capabilities of firms: An introduction. <i>Industrial and Corporate Change</i>, 3, pp. 537-556.</li> <li>Wang, C. and Ahmed, P. 2007. Dynamic capabilities: A review and research agenda <i>Dynamic capabilities: International Journal of Management Reviews</i>, 9 (1) pp. 31–51.</li> </ol>                                                                                                                                                                                                                                                                                                                     | <p>K/E<br/>LO 01<br/>LO 02<br/>LO 03<br/>I/P<br/>LO 01</p>           |
| Session 4 | <ol style="list-style-type: none"> <li>Tesla Case Study</li> <li>Apple Inc Case Study</li> </ol> | <ol style="list-style-type: none"> <li>Data analysis</li> <li>Group Case presentation</li> <li>Group work</li> </ol>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <p>K/E<br/>LO 01<br/>LO 02<br/>LO 03<br/>I/P<br/>LO 01<br/>LO 02</p> |
| Session 5 | Product, Service, and Process Innovation.                                                        | <ol style="list-style-type: none"> <li>Chapter 10 - Tidd, J. and Bessant, J (2018). <i>Managing innovation: Integrating technological, market and organizational change</i>. Willey: UK</li> <li>Garcia, R. and Calantone, R., 2002. A critical look at technological innovation typology and innovativeness terminology: a literature review.</li> </ol>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                      |

LONDON SCHOOL

|           |                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                        |
|-----------|--------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------|
|           |                                                                                                                          | <p>Journal of Product Innovation Management. 19(2), pp.110-132.</p> <p>3. Hervas-Oliver, J.L., Sempere-Ripoll, F. and Boronat-Moll, C., 2014. Process innovation strategy in SMEs, organizational innovation and performance: a misleading debate? <i>Small Business Economics</i>, 43(4), pp.873-886.</p> <p>4. Nijssen, E. J, Hillebrand, B. Vermeulen, P. A., and Kemp, R. G. (2006). Exploring product and service innovation similarities and differences. <i>International Journal of Research in Marketing</i>, 23(3), 241-251.</p>                                                                                                                                             |                                                                                        |
| Session 6 | External Sources of Innovation & Open Innovation.                                                                        | <p>1. Nieto, M.J. and Santamaría, L., 2007. The importance of diverse collaborative networks for the novelty of product innovation. <i>Technovation</i>, 27(6-7), pp.367-377.</p> <p>2. Un, C.A. and Asakawa, K., 2015. Types of R&amp;D collaborations and process innovation: The benefit of collaborating upstream in the knowledge chain. <i>Journal of Product Innovation Management</i>, 32(1), pp.138-153.</p> <p>3. Chesbrough, H.W., 2003. <i>Open innovation: The new imperative for creating and profiting from technology</i>. Harvard Business Press.</p> <p>4. Dahlander, L. and Gann, D.M., 2010. How open is innovation? <i>Research Policy</i>, 39(6), pp.699-70.</p> | <p>K/E</p> <p>LO 02</p> <p>LO 03</p> <p>I/P</p> <p>LO 01</p>                           |
| Session 7 | <p>1. Mastercard Case Study</p> <p>2. Neuro - Revolutionising Digital Therapeutic Through Open Innovation Case Study</p> | <p>1. Data analysis</p> <p>2. Group Case presentation</p> <p>3. Group work</p> <p>4. Assessment</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <p>K/E</p> <p>LO 01</p> <p>LO 02</p> <p>LO 03</p> <p>I/P</p> <p>LO 01</p> <p>LO 02</p> |
| Session 8 | Platforms, Ecosystems and Networks                                                                                       | <p>1. Gawer, A. 2014. Bridging Differing Perspectives on Technological Platforms- Toward an Integrative Framework. <i>Research Policy</i> 43(7)- 1239–1249</p> <p>2. Williamson, P. J., &amp; De Meyer, A. 2012. Ecosystem advantage: How to successfully harness the power of partners. <i>California Management Review</i>, 55(1), 24–46.</p> <p>3. Phelps, C., Heidl, R., and Wadhwa, A. 2012. Knowledge, networks, and knowledge networks: A</p>                                                                                                                                                                                                                                   | <p>K/E</p> <p>LO 02</p> <p>LO 03</p> <p>I/P</p> <p>LO 01</p>                           |

LONDON SCHOOL

|            |                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                           |
|------------|------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------|
|            |                                                                                                                                          | <p>review and research agenda. Journal of Management, 38, 1115-1166.</p> <p>4. Alaimo, C., Kallinikos, J &amp; Valderrama, E.,2020. Platforms as service ecosystems: lessons from social media. Journal Information Technology, 35, 25-48.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                           |
| Session 9  | Disruptive Innovation                                                                                                                    | <ol style="list-style-type: none"> <li>1. <a href="https://automationswitch.com/understanding-disruptive-technology/">https://automationswitch.com/understanding-disruptive-technology/</a></li> <li>2. Clayton Christensen Lecture at Oxford University on Disruptive Innovation, 2015 - Youtube.</li> <li>3. Christensen et al. (2015) – What is Disruptive Innovation. Harvard Business Review (further reading).</li> <li>4. Markides, C., 2006. Disruptive innovation: In need of better theory. Journal of product innovation management, 23(1), pp.19-25.</li> </ol>                                                                                                                                                                                                                  | <p>K/E</p> <p>LO 02</p> <p>LO 03</p> <p>I/P</p> <p>LO 01</p>              |
| Session 10 | <ol style="list-style-type: none"> <li>1. Lufthansa Case Study</li> <li>2. Dollar Shave Club: Disrupting the Shaving Industry</li> </ol> | <ol style="list-style-type: none"> <li>1. Data analysis</li> <li>2. Group Case presentation</li> <li>3. Group work</li> </ol>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <p>K/E</p> <p>LO 01</p> <p>LO 02</p> <p>LO 03</p> <p>I/P</p> <p>LO 01</p> |
| Session 11 | Exponential technologies and their management - AI, IoT, Blockchain, Cryptocurrency and Digital Technology                               | <ol style="list-style-type: none"> <li>1. Haefner, N., Wincent, J.,Parida, V. &amp; Gassmann,O.,2021. Artificial intelligence and innovation management: a review, framework, and research agenda. Technological Forecasting Social Change, 162, 120392.</li> <li>2. Iansiti, M &amp; Lakhani, K. (2020). Competing in the age of AI. Harvard Business Review, 98, 3-9.</li> <li>3. Sestino, A., Prete, M.I., Piper, L. &amp; Guido, G., 2020. Internet of Things and Big Data as enablers for business digitalization strategies. Technovation, 98,102173.</li> <li>4. Gregory, R. W., Henfridsson, O., Kaganer, E., &amp; Kyriakou, H. 2020. The role of artificial intelligence and data network effects in creating user value. Academy of Management Review, 45(3), 534-551.</li> </ol> | <p>K/E</p> <p>LO 02</p> <p>LO 03</p> <p>I/P</p> <p>LO 01</p>              |
| Session 12 | Assessment Consultation                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                           |

### Teaching and Learning Strategies:

This course uses a wide range of teaching and learning strategies to provide a stimulating learning environment that encourages students to take control of their learning, engage with a wide range of knowledge and skills, and work collaboratively while developing self-awareness. The strategies have been carefully chosen to support students towards learning outcomes and assessments and to cater to diversity across the student body.

Teaching and Learning Strategies include:

- Classroom discussions
- Quizzes
- Designed problem-solving challenges
- In-class research activities
- Reflective exercises
- Practice exercises for writing and research
- Group work for problem-based scenarios.

### Formative and Summative Assessment Strategies:

#### Formative Assessments:

Students will need to complete in-class group work and presentation, as well as engage in class discussions to receive feedback from the course tutor on developing skills and knowledge bases required for digitisation and managing innovation.

#### Summative Assessments:

Students will be assessed using the **two core approaches**. The details of the summative assessments are covered in the tables below.

| Assessment schedule  | Name of assessment          | Format of assessment                                                 | OELS Invigilation Needed? Y/N | Duration (if exam)  | Weighting | LOs |
|----------------------|-----------------------------|----------------------------------------------------------------------|-------------------------------|---------------------|-----------|-----|
| Sessions 4, 7 and 10 | Case and group presentation | Answer to a set of questions based on case studies and Presentations | N                             | 10 min presentation | 30%       | 1-3 |
| 04/04/25             | Report                      | The assessment                                                       | N                             | 750 words           | 70%       | 1-3 |

LONDON SCHOOL

|                                                                                                                             |       |                                                                                           |   |     |      |                 |
|-----------------------------------------------------------------------------------------------------------------------------|-------|-------------------------------------------------------------------------------------------|---|-----|------|-----------------|
|                                                                                                                             |       | requires students to produce a report on the innovation strategies of the chosen company. |   |     |      |                 |
| 16 to 20 June 2025 (online)* (apart for ESCE students, they will take place in their home school in France at a later date) | RESIT | An online presentation on the Innocent case study                                         | N | 750 | 100% | All as possible |

**Assessment 1 Breakdown - Case and group presentation**

| Assessment schedule | Name of assessment                     | Format of assessment                                                                                    | Contribution to final grade | LOs      |
|---------------------|----------------------------------------|---------------------------------------------------------------------------------------------------------|-----------------------------|----------|
| Session 4           | Group Case Study Analysis Presentation | Answer the set question based on the Tesla and Apple case study in a group presentation                 | 10%                         | 1        |
| session 7           | Group Case Study Analysis Presentation | Answer the set question based on the MasterCard and Neeuro case study in a group presentation           | 10%                         | 1 & 3    |
| Session 10          | Group Case Study Analysis Presentation | Answer the set question based on the Lufthansa and Dollar Shave Club case study in a group presentation | 10%                         | 1, 2 & 3 |

**ASSESSMENT 2: REPORT**

**Outline for the Task**

For this assignment, students are required to analyse a company of their choice and the sector in which it operates. They need to answer the following questions: Over the past decade, how

has the selected company incorporated digitalisation? How did its competitors respond to the digitalisation process? What impact did digitalisation have on the company's performance?

## **RESIT**

Re-assessment will be based on your results for the presentation and report. If students fail the presentation, they will be required to do an online presentation on the Innocent case study.

On the other hand, if they fail the report, they will need to resubmit a new report on the innovation strategy of IBM by responding to the following questions. In the last 10 years, how has IBM incorporated digitalisation? How did its competitors respond to the digitalisation process? What impact did digitalisation have on IBM's performance?

## **Feedback Strategies:**

Students will receive frequent verbal feedback on activities completed in class and formal written feedback on their group presentation, and there will be opportunities for gaining feedback from peers.

## **Reading Lists:**

### **Core book:**

1. Tidd, J. and Bessant, J (2018). Managing innovation: Integrating technological, market and organizational change. Willey: UK
2. Trott, P. (2005), Innovation Management and New Product Development, 3rd ed., Prentice-Hall, Harlow.
3. See the individual section for more sources.

### **Prerequisite:**

1. Mandatory: Basic understanding of innovation management
2. Recommended: Basic understanding of digital transformation.

## Module Handbook

**Module title:** Experience Management (online)

**Lecturer's name:** Alexis Grabar, supported by Alexander Matytsine

**Email address:** [agrabar@omnesintervenant.com](mailto:agrabar@omnesintervenant.com)

**Contract hours:** 12 hours

**Assessment hours:** Presentation during sessions 7/8, marked by Alexis Grabar, no need for external invigilators

+1hour for online final exam after session 8

**Independent study hours expected:** 24h independent work

**ECTS credits:** 2 ECTS

**Programme level:** Level 7 = Postgraduate

**Prerequisites:** Basic understanding of business management including Marketing, Strategy and Finance.

### Aims:

Understand Experience Management (XM), with a deep dive in Customer Experience (CX), Employee Experience (EX), User Experience (UX) and Brand Experience (BX), using a company as a hands-on case study and methodologies of Design Thinking.

### Learning Outcomes (LOs):

#### Knowledge

1. Demonstrate advanced understanding of the customer experience journey by defining its core components, distinguishing it from other customer-related concepts, and explaining its significance in diverse industries (e.g., FMCG, automotive, travel).
2. Critically evaluate the stages of a customer experience journey, analyzing their roles (e.g., awareness, consideration, purchase, resolve, renew) and the factors that enhance customer satisfaction, conversion rates, and basket value.
3. Identify and assess performance indicators (KPIs) for each stage of the customer experience journey, understanding their role in measuring outcomes such as traffic improvement, online purchase rates, and customer loyalty.
4. Synthesize case studies of brands that have successfully implemented or upgraded customer experience strategies, linking these examples to improved customer satisfaction and financial outcomes.

# BLOCKCHAIN

PUBLIC: B1

## ABOUT

### WELCOME TO THE COLLECTION DEDICATED TO BLOCKCHAIN TECHNOLOGY!

In today's digital landscape, **blockchain technology is revolutionizing industries** with its decentralized and transparent framework. Understanding blockchain is essential for entrepreneurs, professionals, and those curious about the future of finance and technology.

Designed for individuals who are interested in understanding the fundamentals of blockchain and its applications, this course provides a solid foundation for both beginners and those with some prior knowledge in the field. It offers a unique opportunity to **explore the fascinating world of blockchain, grasp its concepts and navigate cryptocurrencies and decentralized finance** in order to ultimately gain valuable insights into the technology reshaping our digital future.

Through a series of **engaging modules**, that you can follow independently, we will delve into various aspects of blockchain and cryptocurrencies, exploring their potential to revolutionize industries and reshape traditional financial systems. **Here's a sneak peek at what you can expect in each module:**

1. **Introduction to Blockchain:** Discover the underlying principles and key components of blockchain technology, including decentralized networks, consensus mechanisms, and smart contracts.
- 2.



# COURSE SYLLABUS

## BLOCKCHAIN

- Blockchain Applications:** Explore real-world use cases and applications of blockchain technology across various industries, including supply chain management, healthcare, identity verification, and more.
- 3. Introduction to Cryptocurrencies:** Gain insights into the world of cryptocurrencies, exploring the basics of digital currencies, wallets, and exchanges, as well as their advantages and challenges.
  - 4. Crypto Applications:** Unleash the potential of cryptocurrencies across industries, from finance to decentralized exchanges, on-chain wallets, and ethical considerations. Explore the real-world use cases and challenges of the digital economy, CBDCs, and the transformative impact of blockchain technology.
  - 5. Fundraising in the Crypto World:** Learn about Initial Coin Offerings (ICOs), Security Token Offerings (STOs), and other innovative fundraising methods in the crypto space, along with associated legal and regulatory considerations.
  - 6. DeFi Due Diligence:** Dive into the exciting realm of decentralized finance (DeFi) and discover how decentralized lending, yield farming, and decentralized exchanges are transforming traditional financial systems.

By the end of this course, you will have a solid understanding of blockchain technology, cryptocurrencies, their potential applications, and the evolving landscape of decentralized finance. Get ready to embark on this enlightening journey into the world of blockchain!

## A FEW PRACTICAL ELEMENTS BEFORE YOU BEGIN

The collection includes several **modules that you can visit in the indicated order or independently** depending on your interests and time at hand. **Each module** corresponds to approximately **2 to 3 hours of training**.

Here is what each module looks like:

- An **introduction** to give you an idea about the main topic discussed.
- **Thematic sections**, corresponding to different learning objectives, enriched by regular formative activities to reinforce your understanding and validate your knowledge.
- **A conclusion** presenting the key takeaways and suggesting resources to go further in your learning journey.

Several

# COURSE SYLLABUS

## BLOCKCHAIN

**formative quizzes** will be presented to you throughout each module to reinforce your understanding and validate your knowledge. So make sure you **take notes** and **pay close attention to the contents of each module** and especially the formative quizzes as they will prove to be quite helpful for the course's assessments.

An **assessment** will be presented to you at the very end of each module, a series of questions in the form of **MCQs**. There is only **one exception to this**: your module on **Blockchain Applications**. For this module, instead of a quiz assessment, **you will be embarking on a quest**, where you will be required to apply the knowledge and newly gained skills to work, conduct some research and use your creativity to produce innovative ideas.

# COURSE SYLLABUS

## BLOCKCHAIN

### OBJECTIVES

- ✓ Define and apply basic blockchain concepts
- ✓ Apply blockchain technology on the industry of your choice to provide innovative solutions to existing challenges, using concepts such as oracles, smart contracts
- ✓ Differentiate between various aspects of cryptocurrencies and decentralized finance (DeFi)
- ✓ Analyze and evaluate various aspects related to blockchain and cryptocurrencies in a financial and ethical context
- ✓ Assess and navigate various fundraising methods, such as ICOs and STOs, while understanding the factors that drive long-term project success beyond the initial fundraising phase
- ✓ List DeFi's main components, such as lending protocols and flash loans and describe them
- ✓ Conduct thorough Due Diligence on the dApp of your choice

# COURSE SYLLABUS

## BLOCKCHAIN



### PREREQUISITES

This course requires little to no prior knowledge on the subject matter



### EVALUATION MODALITIES

MCQ

Case study



### LANGUAGES

English

## TEACHERS



### GREGORY GADZINSKI

Poste de l'enseignant

Gregory Gadzinski is an Associate Professor of Finance and Head of the Finance and Economics department at the International University of Monaco. He was previously an Assistant Professor of Economics at the Chair for International Economics in Cologne, Germany. Dr. Gadzinski has a PhD in Econometrics from the Aix-Marseille University. Gregory has published several academic articles in journals such as the Journal of Portfolio Management, Finance Research Letters, Journal of Asset Management, Journal of Hedge Funds and Derivatives, and the Journal of Investing. His research covers several topics in finance, notably alternative assets, fintech and machine learning. His latest articles focus on stablecoins and the causes of the recent bank runs on algorithmic stablecoins.



### ALESSIO CASTELLO

Poste de l'enseignant

Alessio Castello is associate professor of Management at the International University of Monaco where he is also head of the Management and Strategy department. His research focuses on several aspects related to entrepreneurship, innovation and the use of new technologies in business. More recently, Alessio started investigating blockchain applications in several different areas. His research was published in journals such as

# COURSE SYLLABUS

## BLOCKCHAIN

R&D Management, MIT Sloan management, International Journal of Technology Management, Finance Research Letters, among others. Besides teaching in degree programs, Alessio has more than 20 years of experience designing, planning and delivering executive development programs for large multinational corporations such as Airbus, Schneider Electric, and Daimler. He holds a Master in Physics from the University of Genoa – Italy, an MBA from EDHEC Business School and a PhD in Management from the University of Nice. Alessio spent all his professional career at the crossroad between business and academia, thus learning how to combine the theoretical approach required by research and the pragmatic needs of the corporate world.

## PARCOURS PLAN

🕒 6 episode(s) - 27 sequence(s) -

### Introduction to Blockchain

- Welcome to the Introduction to Blockchain module! ...
- So let's dive into the world of blockchain!
- Learning Goals By the end of this module, you will ...
- The blockchain is a revolutionary technology that ...
- So let's get started!
- Now that you've discovered the key aspects of the blockchain, it is time to look into how a traditional transaction takes place and see what that would look like if the transaction was done using the blockchain.
- Blockchain Basics: Quiz Your Understanding of the Fundamentals
- The blockchain is a distributed ledger technology ...
- Who Writes the Blockchain and How?
- Flash Card Showdown: Consensus Mechanisms Unveiled
- After discovering two of the most popular consensus mechanisms, Proof of Work (PoW) and Proof of Stake (PoS), let's focus on how these two differ from one another, by listing the advantages and disadvantages of each mechanism.
- The PROS of PoW and PoS: Drag & Drop Matching Challenge
- The Truth Unveiled: Test Your Knowledge of PoW and PoS

# COURSE SYLLABUS

## BLOCKCHAIN

- Let us now talk about an essential component of bl...
- So buckle up and get ready!
- Test of the Tokens: Fill in the Gaps Game
- Blockchain has become one of the most talked-about...
- In this video, we'll delve into the key advantages of blockchain that make it such a powerful tool for innovation and disruption.
- Blockchain's Greatest Benefits: Flash Card Exercise
- As you may already know, blockchain technology is ...
- So, whether you're a crypto enthusiast, a blockchain developer, or just someone curious about the future of technology, we invite you to join us on this journey to uncover the mysteries of blockchain governance.
- Test Your Knowledge: Blockchain for Governor
- Find out more about Reno, Nevada's smart city initiative
- Congratulations! You've made it through our module...
- But just to recap, let's go over the main ideas of blockchain in a nutshell thanks to the following video.
- If you're interested in going further in your disc...
- Étiquette
- Étiquette
- Questionnaire d'appréciation / Satisfaction survey - 2023-2024

## Blockchain Applications

- Welcome to the exciting world of blockchain applic...
- Prepare to unlock the immense possibilities of blockchain applications and embark on a journey of exploration and innovation!
- Learning Goals By the end of this module, you wil...
- The connection between oracles and smart contracts...
- Get ready to expand your knowledge and discover the transformative power of smart contracts in the blockchain ecosystem!



# COURSE SYLLABUS

## BLOCKCHAIN

- For smart contracts to interact with the real worl...
- Find out more about blockchain oracles and how they interact with smart contracts thanks to the following video!
- So in other words, smart contracts alone cannot ac...
- Smart Contracts Vs Oracles : Bridging the Gap
- Étiquette
- From Code to Reality: Smart Contracts and Oracles Quiz
- It is now time to take matters into your own hands...
- This project assignment is all about using blockch...
- THE STRUCTURE OF YOUR ASSIGNMENT IN A NUTSHELL Th...
- Now that you've had the chance to go through throu...
- Tune in to find out more!
- Let us take this up a notch and try to follow the ...
- Power Ledge Whitepaper
- This space will serve as your hub for submitting a...
- Submit your Assignment Here
- You have now reached the end of our module on bloc...
- If you're eager to delve deeper into the fascinati...

## Introduction to Cryptocurrencies

- Welcome to this module, a brief Introduction to Cr...
- So let's get started!
- Learning Goals By the end of this module, you wil...
- DeFi, or decentralized finance, is a revolutionary...
- So, let us take you on a journey through the fascinating world of decentralized finance and cryptocurrency!
- DeFi for Your Money
- During this sequence, we'll be exploring some of t...

# COURSE SYLLABUS

## BLOCKCHAIN

- Let's dive in and get started with Bitcoin!
- It is now time to review some of the key concepts ...
- Bitcoin Basics: The Fundamentals of the World's Most Popular Digital Currency
- The Birth of Bitcoin: A Look at the Revolutionary ...
- The Bitcoin Whitepaper
- In this video, we'll talk about Ethereum, the worl...
- So sit back, relax, and let's explore the exciting world of Ethereum together!
- After watching the video on Ethereum and its innov...
- Cracking the Ethereum Code: An Interactive Crossword Puzzle
- What is there beyond Bitcoin and Ethereum? Well, A...
- That's exactly what we are going to discuss in the following video!
- AltTest: Testing Your Knowledge of Alternative Cryptocurrencies
- In this sequence, we will navigate through the cha...
- So, let's get started with the challenges!
- Crypto Word Game: Fill in the Gaps on Fluctuations and Volatility
- Crypto Market Quiz: Test Your Knowledge on Fluctuations, Volatility, and Valuation
- Stablecoins are cryptocurrencies that are designed...
- So what are stablecoins and what makes them so "stable"?
- Now that we've found out more about stablecoins, let's see whether stablecoins can answer the challenges of crypto.
- Stablecoins Quiz: How Much Do You Know About the Future of Finance?
- Stablecoins and their Pegging Mechanisms: The Missing Words Challenge
- You've now reached the end of this module. Before taking the final quiz, have a look at the following video for a brief overview of the module's key takeaways.
- If you're eager to dive into the captivating realm...

# COURSE SYLLABUS

## BLOCKCHAIN

- Questionnaire d'appréciation / Satisfaction survey - 2023-2024

### Crypto Applications

- Questionnaire d'appréciation / Satisfaction survey - 2023-2024
- Welcome to the module dedicated to the application...
- Now, let's embark on this captivating journey through the applications of cryptocurrencies!
- Learning Goals By the end of this module, you will ...
- Welcome to this sequence, where we will take a clo...
- Let us find out more about on-chain wallets by comparing between custodials and non-custodials in order to identify their strong points as wells as their weaknesses.
- Match the Wallet: Custodial OR Non-Custodial?
- To sum up the previous activity, custodial wallets...
- When talking about applications and financial serv...
- What are DEXs more precisely, how are they different from Centralised Exchanges and what types of DEXs can we find out there? More on that in the following video!
- DEX-terous Brain Teasers: Unraveling Decentralization
- Cryptocurrencies are being used to provide a range...
- Join us as we dive into the world of crypto-based financial services and explore the various ways in which they are changing the traditional financial landscape.
- Crypto Conundrums: How Much Do You Really Know About Using Digital Assets for Financial Services?
- Étiquette
- Stablecoins have gained popularity as a way to mit...
- Let's begin by examining what happens when stablecoins are not stable anymore, meaning when they lose their peg to the reference asset, thanks to a well-known example in crypto history.

# COURSE SYLLABUS

## BLOCKCHAIN

- Find out more about the moment Terra (LUNA) lost its peg
- It is now time to delve into the world of CBDCs and their role in shaping the future of money and financial transactions.
- The ABCs of CBDC - Exploring the Basics of Central Bank Digital Currencies
- CBDC Crash Course Quiz: Put Your Knowledge To The Test
- Well done! You have now reached the end of this mo...
- Before you move onto the very last step, the evaluation stage, let us first go through the main points we covered during this module.
- If you're eager to delve deeper into crypto applic...
- A Decentralized Autonomous Organization (DAO) is a...
- The connection between DAOs and stablecoins can be seen in how DAOs might manage or govern stablecoin protocols. Let's see how this works thanks to the following video.
- To go further into the subject, have a look at the...
- Trustless, permission-less, non-custodial stablecoins in decentralized autonomous organizations (DAO )
- With the rapid rise of digital currencies, it beco...
- Join us as we navigate the ambiguous intersections of the digital economy to understand whether crypto is truly unethical or if it can be harnessed for positive change.
- Quiz Time: Unpacking the Ethics of Cryptocurrencies

### Fundraising in the crypto world

- Welcome to this module on Fundraising in the crypt...
- Learning GoalsBy the end of this module, you will ...
- Étiquette
- We will begin by tracing origins of ICOs by explor...

# COURSE SYLLABUS

## BLOCKCHAIN

- 
- Do You Remember?
- ICOs captured the imaginations of investors worldw...
- Étiquette
- Do You Remember?
- It is now time to uncover the next evolution in in...
- Étiquette
- Do You Remember?
- Whether you are an artist, collector, or simply cu...
- Étiquette
- Do You Remember?
- What would be the crucial factors that contribute ...
- 
- Post-ICO Keys to Success in a Nutshell@@PLUGINFILE...
- Do You Remember?
- In summary, while crowdfunding serves as a broader...
- Étiquette
- If you're interested in going further in your disc...
- Questionnaire d'appréciation / Satisfaction survey - 2023-2024

## Defi Due Dilligence

- Questionnaire d'appréciation / Satisfaction survey - 2023-2024
- DeFi lending has emerged as a groundbreaking conce...
- Étiquette
- Unraveling Lending Protocols: Put Your Knowledge to the Test
- Defi Lending Protocols and Due DiligenceNow that y...
- Flash loans have revolutionized the decentralized ...
- Étiquette
- The Flash Loan Challenge: Quiz your Way to Lightning-Speed Borrowing

# COURSE SYLLABUS

## BLOCKCHAIN

- Flash Loans and Due Diligence When considering a fl...
- Decentralized exchanges have emerged as a game-cha...
- Étiquette
- Crypto Exchange Clash: A Quiz on DEXs VS CEXs
- Decentralized Exchanges and Due Diligence Due dilig...
- @@PLUGINFILE@@/decentralized-exchanges-and-due...
- Decentralized exchanges (DEXs) play a vital role i...
- Étiquette
- DeFi Derivatives Brain Teaser: Test Your Understanding
- DeFi Derivatives and Due Diligence When it comes to...
- While DeFi offers exciting opportunities, it also ...
- Étiquette
- Risk-Awareness Quiz: How Well Do You Know DeFi Risks?
- Defi Risks and Due Diligence DeFi due diligence act...
- For the last video of this course, we've brought t...
- Étiquette
- DeFi 2.0
- Throughout this module, we have explored various a...
- Étiquette
- If you're interested in going further in your dis...
- DeFi has revolutionized the traditional financial ...
- 
- Learning Goals By the end of this module, you will ...
- To reinforce everything you have learned throughou...
- Guidelines for your assignment Here is your mission...
- Guidelines For Your Assignment
- Étiquette
- Taking an Example - Case Study FRAX
- Submit your assignment here
- Due Diligence - Guidelines - Overview Table

ESCE Department : International Business

## Course Syllabus – Cycle 1 et 2

### Geopolitics meetings 1A à 5A

|                                                                                                                          |                                                                                                                                                                                                         |                               |                                                                                     |
|--------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|-------------------------------------------------------------------------------------|
| <b>ECTS Credits</b>                                                                                                      | <b>1</b>                                                                                                                                                                                                | <b>PGE Cycle 1 et 2</b>       | <input checked="" type="checkbox"/>                                                 |
|                                                                                                                          |                                                                                                                                                                                                         | <b>Bachelor</b>               | <input checked="" type="checkbox"/>                                                 |
| <b>Year of study</b>                                                                                                     | <u>All</u>                                                                                                                                                                                              | <b>Core Course</b>            | <input checked="" type="checkbox"/>                                                 |
|                                                                                                                          |                                                                                                                                                                                                         | <b>Language Course</b>        | <input type="checkbox"/>                                                            |
| <b>Language of instruction</b>                                                                                           | <u>Fra</u>                                                                                                                                                                                              | <b>Geopolitics meetings</b>   |                                                                                     |
| <b>Course hours</b><br>1 ECTS : 25h of workload (contact hours, coaching hours, On-line hours and individual study time) | <b>Contact hours</b>                                                                                                                                                                                    | <b>Coaching/ Online hours</b> | <b>6</b>                                                                            |
|                                                                                                                          |                                                                                                                                                                                                         | <b>Pedagogical activities</b> |                                                                                     |
|                                                                                                                          |                                                                                                                                                                                                         | <b>Individual study time</b>  | <b>19</b>                                                                           |
| <b>Available for exchange students</b>                                                                                   | Yes/No                                                                                                                                                                                                  | <b>Semester availability</b>  | Fall <input checked="" type="checkbox"/> Spring <input checked="" type="checkbox"/> |
| <b>UFA Course</b>                                                                                                        | <input type="checkbox"/>                                                                                                                                                                                | French students               | <input type="checkbox"/>                                                            |
|                                                                                                                          |                                                                                                                                                                                                         | German students               | <input type="checkbox"/>                                                            |
| <b>Course coordinator</b>                                                                                                | Fabrice Ravel                                                                                                                                                                                           | <b>E-Mail</b>                 | Fabrice.ravel@esce.fr                                                               |
| <b>General Course Description</b>                                                                                        | In 8 online sessions of about 25 minutes by semester, <i>Geopolitics meetings</i> give students the tools they need to understand international news and the strategies chosen by international actors. |                               |                                                                                     |
| <b>Recommended Prerequisites</b>                                                                                         | <u>None</u>                                                                                                                                                                                             |                               |                                                                                     |

**Main Classifications of Professional Skills (CPS)**

| CPS1                                                                                         | CPS2                                                        | CPS3                                                                                    | CPS4                                                                       | CPS5                                                                                                                         |
|----------------------------------------------------------------------------------------------|-------------------------------------------------------------|-----------------------------------------------------------------------------------------|----------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------|
| <b>Understanding business</b>                                                                | <b>Methodology &amp; Analytical skills</b>                  | <b>Expertise and diagnosis</b>                                                          | <b>Operational excellence</b>                                              | <b>Manage performance and reporting</b>                                                                                      |
| Identify managerial issues taking into account the implications of the international context | Master methodological resources and an analytical skill set | Formulate diagnostic analyses of identified issues as they pertain to regional contexts | Generate a detailed innovative plan of action to address identified issues | Identify appropriate key performance indicators and prepare concise and precise reports that identify areas for improvement. |

| <b>Référentiel de compétences DDRS - BACHELOR</b>                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|----------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Block DDRS</b>                                                                                                                      | <b>Compétence DDRS</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| Block 1: Define the need to act on environmental, social and societal issues, taking into account their systemic dimension             | <ul style="list-style-type: none"> <li>• Present succinctly the causes and consequences of climate change and biodiversity loss</li> <li>• Cite contextual examples of already visible consequences and key figures in terms of the state of climate/biodiversity/planetary limits/resource consumption</li> <li>• Briefly present the IPCC and IPBES, the commitments and results of the Paris Agreement and COP15 Biodiversity</li> <li>• Highlight the gaps between desirable objectives (IPCC, IPBES, etc.) and observed trajectories</li> <li>• Briefly describe the 9 planetary boundaries and illustrate them</li> <li>• Explain the balances and limits of our model in relation to the boundaries of the 17 SDGs and their interactions</li> </ul> |
| Block 2: Explain the impact of lifestyle on the climate and biodiversity, and identify scope for action                                | <ul style="list-style-type: none"> <li>• Define the concept of individual carbon footprint based on income levels within a country or between countries</li> <li>• Present the average carbon footprint of an individual (total and main emission sources), the 2050 target of 2 tonnes, the trajectory to achieve sustainable development/resource consumption</li> <li>• Identify inequalities in the face of climate change</li> <li>• Identify the different components of an individual's carbon footprint and possible actions to reduce it</li> <li>• Identify major examples of the impact of one's lifestyle on biodiversity and ways to reduce it</li> </ul>                                                                                      |
| Block 3: Use existing tools to characterise an organisation's relationship with the environment (dependence, vulnerability and impact) | <ul style="list-style-type: none"> <li>• Explain the main principles of calculating an organization's carbon footprint and its relation to the value chain</li> <li>• Present the main categories of actions that can be taken to reduce an organization's carbon footprint</li> <li>• Describe the factors of an organization's vulnerability to climate change and ways to address them</li> <li>• Explain the dependence and vulnerability of an organization on its ecosystem</li> <li>• Describe the impact of an organization's activities on biodiversity</li> </ul>                                                                                                                                                                                 |
| Block 4: Help design new business models drawn from inspiring examples                                                                 | <ul style="list-style-type: none"> <li>• Identify the consequences of managerial decisions and actions on the SDGs</li> <li>• Present various organizational statuses and governance modes aimed at a positive social impact and/or a reduction of environmental impact (e.g., social and solidarity economy, ESUS, purpose-driven company, etc.)</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                |



|                                                               |                                                                                                                                                                                                                                                                                                                              |
|---------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                               | <ul style="list-style-type: none"> <li>• Illustrate with examples of products/services/organizations some major types of business models (circular economy, frugal innovation, responsible innovation, etc.)</li> <li>• Adapt these examples to specific organizational cases</li> </ul>                                     |
| Block 5: Adopt a reflexive approach to inclusion              | <ul style="list-style-type: none"> <li>• Identify systemic and structural obstacles to equity and inclusion</li> <li>• Explain cognitive biases that lead to discrimination</li> <li>• Present relevant indicators to drive a sustainable and equitable strategy</li> </ul>                                                  |
| Block 6: Mobilise other parties and work together responsibly | <ul style="list-style-type: none"> <li>• Communicate clearly and appropriately to the targeted audience/speak in a language adapted to the interlocutors</li> <li>• Form alliances with people ready to engage</li> <li>• Work collaboratively with all stakeholders in the ecosystem, throughout the value chain</li> </ul> |

**Program Intended Learning Outcomes (ILOs)**

|                              | CPS                              | DDRS Block                                                    | DDRS Competency                                                                                                                 | Technical Competency                                 | Assessment Methods<br>( <u>case-study, business games, etc</u> )* | Assessment Criteria<br>( <u>the student is able to...</u> )*                      |
|------------------------------|----------------------------------|---------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------|-------------------------------------------------------------------|-----------------------------------------------------------------------------------|
| <b>Targeted Competency 1</b> | CPS1:<br>Understanding Business  | Block 6: Mobilise other parties and work together responsibly | Take a step back from an operational situation and place it in a global context to better anticipate geopolitical consequences. | Master geopolitical bases                            | MCQ online                                                        | The student is able to understand and master geopolitics bases                    |
| <b>Targeted Competency 2</b> | CPS3:<br>Expertise and diagnosis | Block 6: Mobilise other parties and work together responsibly | Rethinking classic business models to place them in an geopolitical perspective                                                 | To identify the links with several geopolitics bases | MCQ online                                                        | Students will be able to change perspective and put himself in the other's vision |

\*Mandatory

## Course Outline

The content of the sessions may be adapted to take account of international current events.

| Session | Activity                                     | In class Assignment | Home Assignment | Due Date             |
|---------|----------------------------------------------|---------------------|-----------------|----------------------|
| 1       | TRUMP 2.0. Towards what world?               | CC quiz             |                 | 13/02/25 to 20/02/25 |
| 2       | Ukraine-Russia: Three years of war. The end? | CC quiz             |                 | 06/03/25 to 13/03/25 |
| 3       | 2040. Which army?                            | CC quiz             |                 | 13/03/25 to 20/03/25 |
| 4       | Subject still to be finalized                | CC quiz             |                 | 20/03/25 to 27/03/25 |
| 5       | Subject still to be finalized                | CC quiz             |                 | 27/03/25 to 03/04/25 |
| 6       | Subject still to be finalized                | CC quiz             |                 | 03/04/25 to 10/04/25 |
| 7       | Subject still to be finalized                | CC quiz             |                 | 10/04/25 to 17/04/25 |
| 8       | Subject still to be finalized                | CC quiz             |                 | 17/04/25 to 24/04/25 |

## Assessment

| Type* | Target Competency | Group or Individual | Title | Week | Duration | % Weight in final grade |
|-------|-------------------|---------------------|-------|------|----------|-------------------------|
| CA    | 1 & 2             | Individual          | MCQ   | All  | 10 min   | 100%                    |

\*Continuous Assessment : CA

\*Final Exam : FE

## Resources

**Please note:**  
 Required resources: **in red**  
 Recommended resources: in black

| <b>Books and articles</b>                                                                                           | Learning Center<br>Availability: Yes<br>or No |
|---------------------------------------------------------------------------------------------------------------------|-----------------------------------------------|
| <ul style="list-style-type: none"> <li>• Declined respectively in each of the sessions which is specific</li> </ul> |                                               |

| <b>Websites</b>                                                                                             | Moodle<br>Availability: Yes<br>or No |
|-------------------------------------------------------------------------------------------------------------|--------------------------------------|
| <ul style="list-style-type: none"> <li>• <b>ESCE Playlist Les Rendez-Vous de la Géopolitique</b></li> </ul> | <b>Yes</b>                           |

| <b>Videos and podcasts</b>                                                                    | Moodle<br>Availability: Yes<br>or No |
|-----------------------------------------------------------------------------------------------|--------------------------------------|
| <ul style="list-style-type: none"> <li>• <b>Les Rendez-Vous de la Géopolitique</b></li> </ul> | <b>Yes</b>                           |

Département ESCE : Choisissez un élément.

## Syllabus de cours – Cycle 1 et 2

### Les Rendez-Vous de la Géopolitique 1A à 5A

|                                                                                                                                           |                                                                                                                                                                                                                                                   |                                           |                                                                                     |
|-------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------|-------------------------------------------------------------------------------------|
| <b>Crédits ECTS</b>                                                                                                                       | <b>1</b>                                                                                                                                                                                                                                          | <b>PGE Cycle 1 et 2</b>                   | <input checked="" type="checkbox"/>                                                 |
|                                                                                                                                           |                                                                                                                                                                                                                                                   | <b>Bachelor</b>                           | <input checked="" type="checkbox"/>                                                 |
| <b>Année</b>                                                                                                                              | <u>All</u>                                                                                                                                                                                                                                        | <b>Core Course</b>                        | <input checked="" type="checkbox"/>                                                 |
|                                                                                                                                           |                                                                                                                                                                                                                                                   | <b>Language Course</b>                    | <input type="checkbox"/>                                                            |
| <b>Cours délivré en (langue)</b>                                                                                                          | <u>Fra</u>                                                                                                                                                                                                                                        | <i>Les Rendez-Vous de la Géopolitique</i> |                                                                                     |
| <b>Heures de cours</b><br>1 ECTS : 25h de travail (heures en présentiel/tutorat/heures online/activités pédagogiques, travail individuel) | Présentiel                                                                                                                                                                                                                                        | Tutorat/<br>Distanciel                    | <b>6</b>                                                                            |
|                                                                                                                                           |                                                                                                                                                                                                                                                   | Activités pédagogiques                    |                                                                                     |
|                                                                                                                                           |                                                                                                                                                                                                                                                   | Travail individuel                        | <b>19</b>                                                                           |
| <b>Disponible aux étudiants étrangers</b>                                                                                                 | <input type="checkbox"/>                                                                                                                                                                                                                          | <b>Semestre</b>                           | Fall <input checked="" type="checkbox"/> Spring <input checked="" type="checkbox"/> |
| <b>Public UFA</b>                                                                                                                         | <input type="checkbox"/>                                                                                                                                                                                                                          | Etudiants Francophones                    | <input type="checkbox"/> Etudiants Germanophones <input type="checkbox"/>           |
| <b>Coordinateur.trice</b>                                                                                                                 | Fabrice Ravel                                                                                                                                                                                                                                     | <b>E-Mail</b>                             | Fabrice.ravel@esce.fr                                                               |
| <b>Description du cours</b>                                                                                                               | <u>En 8 séances en ligne d'environ 25 minutes par semestre, les Rencontres de Géopolitique donnent aux étudiants les outils nécessaires pour comprendre l'actualité internationale et les stratégies choisies par les acteurs internationaux.</u> |                                           |                                                                                     |
| <b>Pré-requis</b>                                                                                                                         | <u>Aucun</u>                                                                                                                                                                                                                                      |                                           |                                                                                     |

**Main Classifications of Professional Skills (CPS)**

| CPS1                                                                                         | CPS2                                                        | CPS3                                                                                    | CPS4                                                                       | CPS5                                                                                                                         |
|----------------------------------------------------------------------------------------------|-------------------------------------------------------------|-----------------------------------------------------------------------------------------|----------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------|
| <b>Understanding business</b>                                                                | <b>Methodology &amp; Analytical skills</b>                  | <b>Expertise and diagnosis</b>                                                          | <b>Operational excellence</b>                                              | <b>Manage performance and reporting</b>                                                                                      |
| Identify managerial issues taking into account the implications of the international context | Master methodological resources and an analytical skill set | Formulate diagnostic analyses of identified issues as they pertain to regional contexts | Generate a detailed innovative plan of action to address identified issues | Identify appropriate key performance indicators and prepare concise and precise reports that identify areas for improvement. |

| <b>Référentiel de compétences DDRS - BACHELOR</b>                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|-----------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Bloc DDRS</b>                                                                                                                                    | <b>Compétence DDRS</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| Bloc 1: Décrire l'urgence à agir face aux enjeux environnementaux, sociaux et sociétaux en prenant en compte leur dimension systémique              | <ul style="list-style-type: none"> <li>• Présenter de façon synthétique les causes et conséquences du changement climatique et de la perte de biodiversité</li> <li>• Citer des exemples contextuels de conséquences déjà visibles et des chiffres clés en termes d'état des lieux climat/biodiversité/limites planétaires/consommation de ressources</li> <li>• Présenter succinctement le GIEC et l'IPBES, les engagements et les résultats de l'Accord de Paris et de la COP15 Biodiversité</li> <li>• Mettre en évidence les écarts entre les objectifs souhaitables (GIEC, IPBES, ...) et les trajectoires constatées</li> <li>• Décrire succinctement les 9 limites planétaires et les illustrer</li> <li>• Expliquer les équilibres et les limites de notre modèle par rapport aux frontières des 17 ODD et de leurs interactions</li> </ul> |
| Bloc 2: Expliquer l'impact de leur mode de vie sur le climat et la biodiversité et déterminer ses marges de manœuvre pour agir                      | <ul style="list-style-type: none"> <li>• Définir la notion d'empreinte carbone individuelle en fonction des revenus au sein d'un pays ou entre les pays</li> <li>• Présenter l'empreinte carbone moyenne d'un individu (totale et principaux postes d'émissions), l'objectif 2050 de 2 tonnes, la trajectoire pour atteindre le développement durable/consommation des ressources</li> <li>• Identifier les inégalités face au changement climatique</li> <li>• Identifier les différents postes de l'empreinte carbone individuelle et les actions possibles pour la diminuer</li> <li>• Identifier des exemples majeurs d'impact de son mode de vie sur la biodiversité et les voies pour le diminuer</li> </ul>                                                                                                                                  |
| Bloc 3: S'appuyer sur les outils existants pour caractériser la relation d'une organisation à l'environnement (dépendance, vulnérabilité et impact) | <ul style="list-style-type: none"> <li>• Expliquer les grands principes de calcul du bilan carbone d'une organisation et la relation avec la chaîne de valeur</li> <li>• Présenter les grandes catégories d'actions envisageables pour diminuer l'empreinte carbone d'une organisation</li> <li>• Décrire les facteurs de vulnérabilité de l'organisation au changement climatique et des voies pour y faire face</li> <li>• Expliquer la dépendance et la vulnérabilité d'une organisation à son écosystème</li> <li>• Décrire l'impact des activités d'une organisation sur la biodiversité</li> </ul>                                                                                                                                                                                                                                            |
| Bloc 4: Contribuer à imaginer de nouveaux modèles économiques en s'appuyant sur des exemples inspirants                                             | <ul style="list-style-type: none"> <li>• Identifier les conséquences des décisions et actions managériales sur les ODD</li> <li>• Présenter divers statuts d'organisation et modes de gouvernance visant un impact social positif et/ou une diminution de l'impact environnemental (ex. économie sociale et solidaire, ESUS, entreprise à mission...)</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |

|                                                                 |                                                                                                                                                                                                                                                                                                                                                                         |
|-----------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                 | <ul style="list-style-type: none"> <li>• Illustrer à l'aide d'exemples de produits/services/organisations quelques grandes types de modèles d'affaires (économie circulaire, innovation frugale, innovation responsable...)</li> <li>• Adapter ces exemples à des cas spécifiques d'organisation</li> </ul>                                                             |
| Bloc 5: Avoir une démarche réflexive en matière d'inclusion     | <ul style="list-style-type: none"> <li>• Identifier les obstacles systémiques et structurels à l'équité et à l'inclusion</li> <li>• Expliciter les biais cognitifs qui mènent aux discriminations</li> <li>• Présenter les indicateurs pertinents pour piloter une stratégie durable et équitable</li> </ul>                                                            |
| Bloc 6: Mobiliser d'autres acteurs et co-agir en responsabilité | <ul style="list-style-type: none"> <li>• Communiquer de façon claire et adaptée au public visé/parler dans un langage adapté pour les interlocuteurs</li> <li>• Former des alliances de personnes prêtes à s'engager</li> <li>• Travailler de façon collaborative avec l'ensemble des parties prenantes de l'écosystème, tout au long de la chaîne de valeur</li> </ul> |

## Program Intended Learning Outcomes (ILOs)

|                           | CPS                           | Bloc DDRS                                                       | Compétence DDRS                                                                                                                 | Compétence Technique                                 | Méthode d'évaluation (Etude de cas, business game, etc.)* | Critère d'évaluation (l'étudiant est capable de..)*            |
|---------------------------|-------------------------------|-----------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------|-----------------------------------------------------------|----------------------------------------------------------------|
| <b>Compétence Cible 1</b> | CPS1: Understanding Business  | Bloc 6: Mobiliser d'autres acteurs et co-agir en responsabilité | Take a step back from an operational situation and place it in a global context to better anticipate geopolitical consequences. | Master geopolitical bases                            | core course in amphitheatrer                              | The student is able to understand and master geopolitics bases |
| <b>Compétence Cible 2</b> | CPS3: Expertise and diagnosis | Bloc 6: Mobiliser d'autres acteurs et co-agir en responsabilité | Rethinking classic business models to place them in an geopolitical perspective                                                 | To identify the links with several geopolitics bases | core course in amphitheatrer                              | Students will be able to change perspective and                |

\*Obligatoire

## Plan de cours

Ce plan peut être complété par d'autres ressources selon le niveau de la classe et les actualités.

Le contenu des séances pourra être adapté par le Maître de Conférences pour tenir compte de l'actualité internationale. Les séances, à l'exception de la première, sont indiquées ici à titre indicatif.

| Course | Sujet/Chapitre abordé                          | Devoirs en classe | Devoirs maison | Date de rendu        |
|--------|------------------------------------------------|-------------------|----------------|----------------------|
| 1      | TRUMP 2.0. Vers quel monde ?                   | CC QCM            |                | 13/02/25 to 20/02/25 |
| 2      | Ukraine-Russie : Trois ans de guerre. La fin ? | CC QCM            |                | 06/03/25 to 13/03/25 |
| 3      | 2040. Quelle armée ?                           | CC QCM            |                | 13/03/25 to 20/03/25 |
| 4      | Sujet restant à finaliser                      | CC QCM            |                | 20/03/25 to 27/03/25 |
| 5      | Sujet restant à finaliser                      | CC QCM            |                | 27/03/25 to 03/04/25 |
| 6      | Sujet restant à finaliser                      | CC QCM            |                | 03/04/25 to 10/04/25 |
| 7      | Sujet restant à finaliser                      | CC QCM            |                | 10/04/25 to 17/04/25 |
| 8      | Sujet restant à finaliser                      | CC QCM            |                | 17/04/25 to 24/04/25 |

## Evaluation

| Type* | Compétence Cible | En groupe/ individuel | Titre | Semaine | Durée  | % de la note finale |
|-------|------------------|-----------------------|-------|---------|--------|---------------------|
| CC    | 1 & 2            | Individuel            | QCM   |         | 10 min | 100%                |

\*CC : Contrôle continu

\*EF : Examen final

## Bibliographie

**Veillez noter :**

Lectures obligatoires : **en rouge**

Lectures recommandées : en noir

### Livres et articles

Disponible au Learning Center : Oui ou Non

- Déclinés respectivement dans chacune des séances qui est spécifique

### Sites internet

Disponibles sur Moodle: Oui ou Non

- **ESCE Playlist Les Rendez-Vous de la Géopolitique**

**Yes**

### Vidéos et podcasts

Disponibles sur Moodle: Oui ou Non

- **Les Rendez-Vous de la Géopolitique**

**Yes**



Human Sciences Department

## Course Syllabus

|               |                   |
|---------------|-------------------|
| <b>Course</b> | <b>Humanité.s</b> |
|---------------|-------------------|

|                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                |                                     |                                                          |                                            |
|----------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------|-------------------------------------|----------------------------------------------------------|--------------------------------------------|
| <b>ECTS Credits</b>                    | 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                | <b>Level</b>                        | <input checked="" type="checkbox"/> <b>Undergraduate</b> |                                            |
|                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                |                                     | <input type="checkbox"/> <b>Master</b>                   |                                            |
| <b>Year of study</b>                   | 1, 2 et 3                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <b>Core Course</b>             | <input checked="" type="checkbox"/> |                                                          |                                            |
|                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <b>Major Course</b>            | <input type="checkbox"/>            |                                                          |                                            |
|                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <b>Language Course</b>         | <input type="checkbox"/>            |                                                          |                                            |
| <b>Language of instruction</b>         | Français                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <b>Course name translation</b> | <i>Humanities</i>                   | <b>Available in another language</b>                     | English Subtitles                          |
| <b>Course hours</b>                    | 1 ECTS: 25h of workload (contact hours, coaching hours, On-line hours and individual study time)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <b>Contact hours</b>           |                                     | <b>Coaching / Online hours</b>                           | 10                                         |
|                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                |                                     | <b>Pedagogical activities</b>                            | 5                                          |
|                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                |                                     | <b>Individual study time</b>                             | 10                                         |
| <b>Available for exchange students</b> | Oui                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <b>Semester availability</b>   | Fall                                | <input checked="" type="checkbox"/>                      | Spring <input checked="" type="checkbox"/> |
|                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <b>UFA Course</b>              | <input type="checkbox"/>            | French students                                          | <input type="checkbox"/>                   |
|                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                |                                     | German students                                          | <input type="checkbox"/>                   |
|                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <b>UIBE Course</b>             | <input type="checkbox"/>            |                                                          |                                            |
| <b>Course coordinator</b>              | Jacquemond Olivier                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <b>E-Mail</b>                  | olivier.jacquemond@esce.fr          |                                                          |                                            |
| <b>General Course Description</b>      | <p><b>FR :</b> Ce cours a pour vocation d'intégrer une démarche résolument transdisciplinaire - en faisant vivre et dialoguer des savoirs trop souvent enclavés – et d'assumer le retour à la source, aux textes, pour répondre aux défis d'un monde où l'information est déconnectée de la connaissance et empêche la distanciation critique et historique.</p> <p><b>EN:</b> The aim of this course is to take a resolutely cross-disciplinary approach - bringing to life and encouraging dialogue between areas of knowledge that are all too often isolated - and to return to the source, to the texts, to meet the challenges of a world where information is disconnected from knowledge and prevents critical and historical distancing.</p> |                                |                                     |                                                          |                                            |
| <b>Recommended Prerequisites</b>       | <u>Aucun / None</u>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                |                                     |                                                          |                                            |

**Main Classifications of Professional Skills (CPS)**

| CPS1                                                                                         | CPS2                                                        | CPS3                                                                                    | CPS4                                                                       | CPS5                                                                                                                         |
|----------------------------------------------------------------------------------------------|-------------------------------------------------------------|-----------------------------------------------------------------------------------------|----------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------|
| <b>Understanding business</b>                                                                | <b>Methodology &amp; Analytical skills</b>                  | <b>Expertise and diagnosis</b>                                                          | <b>Operational excellence</b>                                              | <b>Manage performance and reporting</b>                                                                                      |
| Identify managerial issues taking into account the implications of the international context | Master methodological resources and an analytical skill set | Formulate diagnostic analyses of identified issues as they pertain to regional contexts | Generate a detailed innovative plan of action to address identified issues | Identify appropriate key performance indicators and prepare concise and precise reports that identify areas for improvement. |

| Block DDRS                                                                                                                             | Compétence DDRS                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|----------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Block 1: Define the need to act on environmental, social and societal issues, taking into account their systemic dimension             | <ul style="list-style-type: none"> <li>• Present succinctly the causes and consequences of climate change and biodiversity loss</li> <li>• Cite contextual examples of already visible consequences and key figures in terms of the state of climate/biodiversity/planetary limits/resource consumption</li> <li>• Briefly present the IPCC and IPBES, the commitments and results of the Paris Agreement and COP15 Biodiversity</li> <li>• Highlight the gaps between desirable objectives (IPCC, IPBES, etc.) and observed trajectories</li> <li>• Briefly describe the 9 planetary boundaries and illustrate them</li> <li>• Explain the balances and limits of our model in relation to the boundaries of the 17 SDGs and their interactions</li> </ul> |
| Block 2: Explain the impact of lifestyle on the climate and biodiversity, and identify scope for action                                | <ul style="list-style-type: none"> <li>• Define the concept of individual carbon footprint based on income levels within a country or between countries</li> <li>• Present the average carbon footprint of an individual (total and main emission sources), the 2050 target of 2 tonnes, the trajectory to achieve sustainable development/resource consumption</li> <li>• Identify inequalities in the face of climate change</li> <li>• Identify the different components of an individual's carbon footprint and possible actions to reduce it</li> <li>• Identify major examples of the impact of one's lifestyle on biodiversity and ways to reduce it</li> </ul>                                                                                      |
| Block 3: Use existing tools to characterise an organisation's relationship with the environment (dependence, vulnerability and impact) | <ul style="list-style-type: none"> <li>• Explain the main principles of calculating an organization's carbon footprint and its relation to the value chain</li> <li>• Present the main categories of actions that can be taken to reduce an organization's carbon footprint</li> <li>• Describe the factors of an organization's vulnerability to climate change and ways to address them</li> <li>• Explain the dependence and vulnerability of an organization on its ecosystem</li> <li>• Describe the impact of an organization's activities on biodiversity</li> </ul>                                                                                                                                                                                 |
| Block 4: Help design new business models drawn from inspiring examples                                                                 | <ul style="list-style-type: none"> <li>• Identify the consequences of managerial decisions and actions on the SDGs</li> <li>• Present various organizational statuses and governance modes aimed at a positive social impact and/or a reduction of environmental impact (e.g., social and solidarity economy, ESUS, purpose-driven company, etc.)</li> <li>• Illustrate with examples of products/services/organizations some major types of business models (circular economy, frugal innovation, responsible innovation, etc.)</li> <li>• Adapt these examples to specific organizational cases</li> </ul>                                                                                                                                                |

|                                                               |                                                                                                                                                                                                                                                                                                                              |
|---------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Block 5: Adopt a reflexive approach to inclusion              | <ul style="list-style-type: none"> <li>• Identify systemic and structural obstacles to equity and inclusion</li> <li>• Explain cognitive biases that lead to discrimination</li> <li>• Present relevant indicators to drive a sustainable and equitable strategy</li> </ul>                                                  |
| Block 6: Mobilise other parties and work together responsibly | <ul style="list-style-type: none"> <li>• Communicate clearly and appropriately to the targeted audience/speak in a language adapted to the interlocutors</li> <li>• Form alliances with people ready to engage</li> <li>• Work collaboratively with all stakeholders in the ecosystem, throughout the value chain</li> </ul> |

### Course Competencies / Outcomes

By the end of this course, the student will acquire the following competencies:

| Competency / Outcome | DDRS Block                                       | DDRS Competency                                                    | Assessment Methods (case-study, business games, etc) | Assessment Criteria / Requirements (the students is able to...)                                                                                         |
|----------------------|--------------------------------------------------|--------------------------------------------------------------------|------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------|
| Concept analysis     | Block 5: Adopt a reflexive approach to inclusion | Identify systemic and structural obstacles to equity and inclusion | Online Quiz                                          | To take a resolutely cross-disciplinary approach - bringing to life and encouraging dialogue between areas of knowledge that are all too often isolated |
| Critical thinking    | Block 5: Adopt a reflexive approach to inclusion | Explain cognitive biases that lead to discrimination               | Online Quiz                                          | To meet the challenges of a world where information is disconnected from knowledge and prevents critical and historical distancing                      |

## Course Outline

The course will be supplemented by other resources depending of the level of the class and current news and events.

| Week | Activity                                                                                             | In class Assignment | Online Assignment | Due Date             |
|------|------------------------------------------------------------------------------------------------------|---------------------|-------------------|----------------------|
| 1    | De Etienne de La Boétie à Hannah Arendt : la servitude volontaire                                    |                     | Online Quiz       | 11/02/25 to 18/02/25 |
| 2    | Le consentement                                                                                      |                     | Online Quiz       | 18/02/25 to 25/02/25 |
| 3    | Retour à Reims, Didier Eribon avec Delphine Chaume                                                   |                     | Online Quiz       | 04/03/25 to 11/03/25 |
| 4    | Interrogés 2 : De Milgram à Zimbardo : les expériences scientifiques sur l'autorité et la soumission |                     | Online Quiz       | 11/03/25 to 18/03/25 |
| 5    | X/Twitter                                                                                            |                     | Online Quiz       | 18/03/25 to 25/03/25 |
| 6    | La Rumeur d'Orléans d'Edgar Morin avec Delphine Chaume                                               |                     | Online Quiz       | 25/03/25 to 01/04/25 |
| 7    | Des hommes ordinaires : conformisme et soumission                                                    |                     | Online Quiz       | 01/04/25 to 08/04/25 |
| 8    | La honte                                                                                             |                     | Online Quiz       | 08/04/25 to 15/04/25 |

## Assessment

The assessment for this course is 100 % Continuous Assessment.

| Type* | Group or Individual | Title | Week      | Duration        | % Weight in final grade |
|-------|---------------------|-------|-----------|-----------------|-------------------------|
| CA    | Individual          | Quiz  | Each week | 5 min to 10 min | 100%                    |

\*Continuous Assessment: CA

## Resources

**Please note:**

Required resources: **in red**

Recommended resources: in black

| <b>Books and articles</b>                                                         | Learning Center Availability       |
|-----------------------------------------------------------------------------------|------------------------------------|
| Resources are communicated in the videos. It's part of the work to identify them. | <b>No</b>                          |
| <hr/>                                                                             |                                    |
| <b>Videos and podcasts</b>                                                        | Boostcamp Availability : Yes or No |
| <ul style="list-style-type: none"> <li>• <b>Humanité.s</b></li> </ul>             | <b>Yes</b>                         |

### **Skills**

5. Design and define a comprehensive customer experience journey, incorporating the identification of critical phases and associated needs (e.g., decision-making in the purchase phase).
6. Apply advanced analytical skills to identify pain points and gaps within a customer experience journey, proposing solutions to improve specific stages.
7. Develop and recommend metrics and KPIs for measuring the impact of customer experience strategies, aligned with organizational goals and customer outcomes.
8. Critically appraise real-world applications of customer experience improvements through group discussions, comparative analysis, and evaluation of best practices across industries.

### **Values**

9. Appreciate the strategic importance of customer-centric approaches in driving satisfaction, loyalty, and business success across diverse sectors.
10. Advocate for ethical and inclusive customer experiences, ensuring accessibility and fairness in all journey stages.
11. Embrace innovation and continuous improvement in creating value for customers and businesses through optimized customer journeys.
12. Commit to reflective practice, leveraging case studies and data-driven insights to enhance professional expertise in customer experience management.

## **Syllabus Content:**

| Class | Topic/Knowledge                                                 | Skills                                      | LOs  |
|-------|-----------------------------------------------------------------|---------------------------------------------|------|
| Day 1 | Introduction Experience Management. Qualtrics, Medalia, McorpCX | Research skills                             | 1    |
| Day 2 | Customer Experience                                             | Analysis skills, research, working in teams | 2-4  |
| Day 3 | Employee Experience                                             | Analysis skills, research, working in teams | 2-4  |
| Day 4 | User Experience                                                 | Analysis skills, research, working in teams | 2-4  |
| Day 5 | Brand Experience                                                | Analysis skills, research, working in teams | 5-8  |
| Day 6 | Experience Management                                           | Analysis skills, research, working in teams | 5-8  |
| Day 7 | Demo Day Part 1                                                 | Presentation skills, public speaking        | 9-12 |
| Day 8 | Demo Day Part 2                                                 | Presentation skills, public speaking        | 9-12 |

## Teaching and Learning Strategies:

This module uses a wide range of teaching and learning strategies to provide a stimulating learning environment that encourages students to take control of their own learning, to engage with a wide range of knowledge and skills, and to work collaboratively while developing self-awareness. The strategies have been carefully chosen to support students towards learning outcomes and assessments and to cater for diversity across the student body.

Teaching and Learning Strategies include:

- Classroom discussions
- Case studies
- Agile Management
- In-class research activities
- Independent research activities

- Hands on product management
- Group work for case study and final demo day presentation

## Formative and Summative Assessment Strategies:

### Formative Assessments:

Class discussion and preparation to Demo Day

### Summative Assessments:

Final Demo Day presentation in groups a chosen company from an Experience Management perspective during the 7<sup>th</sup> and 8<sup>th</sup> class of this module.

Final written exam with 10 MCQ-format questions worth 1 point each, 5 open ended questions worth 1 point each, and a small case study worth 5 points; for a final grade out of 20.

| Assessment schedule | Name of assessment | Format of assessment                                                                                                                                                   | OELS Invigilation Needed? Y/N | Duration of exam        | Weighting | LOs           |
|---------------------|--------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|-------------------------|-----------|---------------|
| Session 7 and 8     | Demo Day           | 10-15 minutes presentation showing the journeys of an existing company/ how to improve them/ with which tools/ what are the business impact and ROI of such a program. | N                             | 10-15 minutes per group | 45%       | 1-12          |
| After session 8     | Online Exam        | Boostcamp MCQs with randomised questions                                                                                                                               | N                             | 1 hour                  | 45%       | 1-4, 6, 7, 12 |
| Sessions 1-8        | Participation      |                                                                                                                                                                        | N                             |                         | 10%       |               |
| RESIT               | Quiz               | Boostcamp MCQs with randomised questions                                                                                                                               | N                             | 1 hour                  | 100%      | All           |

### Feedback Strategies:

Frequent verbal feedback on activities completed in class or online, written feedback on Demo Day presentation.

### Reading Lists:



Chabry, L., Gillet-Goinard, F. and Jourdan, R. (2017) *The toolbox of CX*. 2nd edn. Dunod.

Faugère, M. and Ramanantsoa, B. (2010) *Service management and change management: The SNCF case study*. Vuibert.

Goodman, J.A. (2014) *Customer experience 3.0*.

Harvard Business Review (2017) 'Anchoring CX in the social experience'. *Harvard Business Review*, January.

Meyronin, B. and Ditandy, C. (2015) *From management to service marketing: Develop your company's CX*. 3rd edn. Dunod.

Pennington, A. (2015) *The customer experience book*.

Pine, J. (1999) *The experience economy*.

Qualtrics (n.d.) *XM Institute library*. Available at: <https://www.qualtrics.com/xm-institute> [Accessed 9 January 2025].

Solis, B. (2015) *X: The experience when business meets design*.

## **Prerequisite:**

1/ Mandatory

Basic understanding of business management including Marketing, Strategy and Finance

## Module Handbook

**Module title: Startups Pitch 4.0 ONLINE**

**Lecturer's name:** Michael DaCosta Babb (MDB)/ Mike Abeyta (MA)

**Email address:** mdacosta@omnesintervenant.com

**Contact hours:** 24 hours

**Assessment hours:** N/A

**Independent study hours expected:** 48 hours

**ECTS credits:** = 4 ECTS

**Programme level:** Level 7 = Postgraduate

**Prerequisites:** N/A

“The challenges of the 21<sup>st</sup> century are immense... We need to deal with climate change, environmental degradation, global inequality and extreme poverty, global, national and individual security...”

-Remember we have the Technology

-We have the Resources

...The challenge of the 21<sup>st</sup> Century is that we must learn to think and act as a global species... We must build new political and economic systems so that we can look after

-all individuals

our global species

-our planet

-that we rely on for everything”

*‘How to Save Our Planet’ – Professor Mark Maslin*

### **Aims:**

The students will work in groups to develop a new company, product or service which can help to ‘Save our Planet’. At the end of the module, they will all make a twelve-minute presentation of their Startups 4.0 Pitch project.

*Preamble:* We are living through complicated times globally. As defined by Professor Klaus Schwab at the World Economic Forum, The Fourth Industrial Revolution (4IR), that we are all living through, represents the fastest growing technological change in human history. But it is also the slowest we will see in our lifetimes. In other words, the world in which we all live is changing fast. Megatrends such as Blockchain, Quantum computing, Robotics, Internet of Things and Virtual Reality are transforming the economy across all industry sectors. But how does that help humanity?

We also know the importance of Agenda 2030 and the United Nation's Sustainable Development Goals. 'NetZero' today, like 'Sustainability' and 'Corporate Social Responsibility' in the past, has become a 'battle cry' for policy makers all over the world. And the 'battlefield' is steeped in diversity, social impact and geopolitics. All of the above means, how we communicate and pitch business ideas is also changing fast. We have to engender strong entrepreneurial skills in the next generation of Startup founders in these 4IR times and inspire them to be resilient enough to navigate the stormy waters of the investment ecosystem in order to get their ideas funded and brought to fruition.

This module gives the students the skills to develop a strong business concept, which has social impact, in order to be able to successfully pitch their business to ministers, corporate partners and investors. The role of marketing and pitching is crucial within these highly competitive 4IR times. It is possible to secure funding simply using a deck. But it has to be an outstanding deck!! That is the vision of this module. Making outstanding business presentations for future Startup 4.0 founders.

The study focusses in particular on world changing ideas which can 'Save our Planet'. This empowers students and gives a positive spin to the academic context in which we are working. Ordinarily, these are the ideal conditions for knowledge transfer and exchange to occur between academia and society.

Essentially, this module provides a framework for Startup entrepreneurs who want to develop a clear vision and mission about a particular concept, product or service and to be prepared for the process of finding investors, clients and strategic partners. It is hoped that this module may eventually act as a springboard into the real Startup ecosystem for the students.

They will be mentored along the entire process from concept to final pitch. An industry expert may be present on the jury.

*This module has a practice-based workshop approach with a feel of a typical 'StartUp Accelerator'. It has been specially prepared for OMNES by Mike Abeyta and Michael DaCosta Babb who have both worked globally extensively within the Startup investment ecosystem.*

## Learning Outcomes (LOs):

By the end of this module the students will essentially possess a “Start Up Toolkit” which includes:

1. A unique concept proposition which the students may choose to take to market.
2. A multi-use pitch deck template aimed at investors, strategic partners or government.
3. Knowledge of megatrends within the social impact and technology marketplaces.
4. Presentation skills related to securing investment, partnerships or revenue.

## Syllabus Content:

| Sessions    | Topic/Knowledge                                                                                                                   | Skills                                                                  | LOs         |
|-------------|-----------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------|-------------|
| Session 1 – | Introduction to the Saving the Planet theme by MDB<br><br>Introduction to the Investor ecosystem MA<br><br>Briefing by MA and MDB | Critical Thinking,<br>Teamwork, Leadership                              | 1 & 3       |
| Session 2 – | Student initial ideas to cohort based on Session 1 –<br>Feedback from MDB and MA                                                  | Teamwork, Critical Thinking, Presentation skills, Reading               | 1 & 4       |
| Session 3   | Dedicated Timed Mentoring sessions with lecturers                                                                                 | Teamwork, Critical Thinking, Presentation skills, Reading               | 1,3 & 4     |
| Session 4 – | Megatrends and Case Studies (MDB)                                                                                                 | Communication skills, Presentation skills, Research techniques, Reading | 1, 2, 3 & 4 |
| Session 5 – | Marketing to the Ecosystem and DIPADA (MDB)                                                                                       | Critical thinking, Teamwork, Communication skills                       | 1, 2, 3 & 4 |

|             |                                                                       |                                                                                                   |             |
|-------------|-----------------------------------------------------------------------|---------------------------------------------------------------------------------------------------|-------------|
| Session 6 – | Namestorming and Inspiration (MDB)                                    | Critical Thinking, Teamwork, Communication Skills                                                 | 1,3         |
| Session 7 – | Team building (MA)                                                    | Understanding team composition decisions, self-understanding for best results in a group project. | 1, 2, 3 & 4 |
| Session 8 - | Pitch Deck examples (MDB)                                             | Critical Thinking, Teamwork, Communication Skills                                                 | 1, 2, 3     |
| Session 9 – | Business models (MA)                                                  | Understanding a startup's business model,                                                         | 1, 2, 3 & 4 |
| Session 10  | Presentation Tips and Skills Audit (MDB)                              | Teamwork, Presentation skills, Q&A technique, team building, motivation, leadership               | 1, 2, 3     |
| Session 11  | Financial projections (MA)                                            | Evaluating financial performance                                                                  | 1, 2, 3     |
| Session 12  | Fundraising (MA)                                                      | Effectiveness of various startup investor pitches.                                                | 1, 2, 3     |
| Session 13  | Case studies (MA)                                                     | Financing decisions                                                                               | 1, 2, 3 & 4 |
| Session 14  | Dedicated Timed Mentoring in groups (MA and MDB)                      | Teamwork, Presentation skills, Q&A technique, teambuilding, motivation, leadership                | 1, 2, 3 & 4 |
| Session 15  | Final Pitch Session! (MA and MDB and possible guest industry experts) | Teamwork, Presentation skills, Q&A technique, team building, motivation, leadership               | 1,2,3 & 4   |

## Teaching and Learning Strategies:

This module uses a wide range of teaching and learning strategies to provide a stimulating learning environment that encourages students to take control of their own learning, to engage with a wide range of knowledge and skills, and to work collaboratively while developing self-awareness. The strategies have been carefully chosen to support students towards learning outcomes and assessments and to cater for diversity across the student body.

Teaching and Learning Strategies include:

- Lectures to introduce module concepts and brief students
- Classroom discussions and interactive sessions between students and lecturer
- Online Quiz
- Real-life case studies
- Skills audits
- Independent research activities
- Role plays and simulations
- Practice exercises for group presentations
- Group work for class project, one-to-one mentoring, warm-up, and final presentation

It is hoped that the students will be motivated to launch businesses and may ask for additional support from the lecturers.

## Formative and Summative Assessment Strategies:

### Formative Assessments:

| Assessment schedule | Format of assessment                                                                 | Contribution to final grade | Learning Outcomes |
|---------------------|--------------------------------------------------------------------------------------|-----------------------------|-------------------|
| Session 1           | Students are divided into groups and briefed to develop their projects               | Not applicable              | 1 & 4             |
| Session 2           | Students briefly present their concepts                                              | Not applicable              | 1, 3 & 4          |
| Session 3           | Mentoring                                                                            | Not applicable              | 1, 2, 3 & 4       |
| Session 4 & 5       | Group work on various aspects of developing a concept including naming and marketing | Not applicable              | 1, 2, 3 & 4       |
| Session 6           | Financial management Template provided for use in the project.                       | Not applicable              | 1, 2, 3 & 4       |

|               |                                            |                |              |
|---------------|--------------------------------------------|----------------|--------------|
| Session 7     | Examples of Pitch Deck best practice       | Not applicable | 1, 2, 3, & 4 |
| Session 8     | Initial application of business modelling  | Not applicable | 1, 2, 3 & 4  |
| Session 9     | Final presentation guidance & skills audit | Not applicable | 1, 2, 3 & 4  |
| Session 10-12 | Deep dive into financials & quiz           | Not applicable | 1,2,3, 4     |

### Summative Assessments:

There is a mid-module formal assessment, in the form of both a quiz and skills audit, which each represents 5% of the final mark. Overall attitude during the semester especially the mentoring sessions represents 10% of the final mark.

Finally, all students must complete their group project where they will develop a twelve-minute presentation for their business which will 'Save our Planet'. This represents 80% of the student's final grade. The format of responding to the brief is up to the students. As a bare minimum a Slide show or power point is expected. However, the students may have the flexibility to make a teaser video, web site or actual product demo if sufficiently motivated. The criteria are laid out in the brief. Ordinarily said criteria include: graphic look, enthusiasm, teamwork, time-keeping and wow factor. There are additional marks for feasibility and accuracy of response to the brief. All of the afore-mentioned criteria have equal weighting for the project which carries 80% of the overall mark. The students receive an overall group mark out of 20. In exceptional circumstances an individual student may receive an additional mark for 'Excellence'.

| Assessment schedule | Name of assessment   | Format of assessment | OELS Invigilation Needed? Y/N | Contribution to final grade | LOs         | Duration                |
|---------------------|----------------------|----------------------|-------------------------------|-----------------------------|-------------|-------------------------|
| Session 9           | Startup Skills audit | Individual           | N                             | 5%                          | 1, 2, 3 & 4 | N/A                     |
| Session 10          | Startup Learnings    | Quiz                 | N                             | 5%                          | 1, 2, 3 & 4 | N/A                     |
| Sessions 3&14       | Mentoring / Journey  | Group work           | N                             | 10%                         | 1, 2, 3 & 4 | 15-20 approx each group |
| Session 15          | Final Pitch          | Group presentations  | N                             | 80%                         | 1,2, 3 & 4  | 10-15 mins approx.      |

|       |       |                                                                                                                                                        |   |      |         |            |
|-------|-------|--------------------------------------------------------------------------------------------------------------------------------------------------------|---|------|---------|------------|
|       |       |                                                                                                                                                        |   |      |         | each group |
| Resit | Video | Five-minute video individually describing the student's project focusing on how it works, how it will get customers and how it will 'Save the Planet'. | N | 100% | 1,2,3,4 | 5 mins     |

### Feedback Strategies:

*There is a constant feedback loop throughout the module from day 1:*

In Sessions 1, 2 & 3 the students already start to develop their projects after having been briefed by the lecturer in the classroom; The students receive constant feedback over the course of the module in all aspects of launching a Startup business. In session 13 the students get dedicated mentoring time with the lecturer in their groups to talk about their projects and prepare their final pitches; In the final Session the students make their Final Pitch presentation to the lecturer (and where possible) an expert in the classroom. The students receive direct feedback from the lecturers after they make their pitch and must answer questions. Some of them may ask for additional information and support as they take their product or service to market.

### Marking Criteria:

|                 |                |                |                  |                |               |
|-----------------|----------------|----------------|------------------|----------------|---------------|
|                 | <b>20-17.5</b> | <b>17.4-15</b> | <b>14.9-12.5</b> | <b>10-12.4</b> | <b>Grades</b> |
| <b>Criteria</b> |                |                |                  |                |               |



|              |                                                                                               |                                                                                                       |                                                                                          |                                                       |  |
|--------------|-----------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------|-------------------------------------------------------|--|
| Research     | Excellent research effort<br><br>Totally new research area developed                          | Very good effort<br><br>Significant evidence of research in addition to that provided by the lecturer | Good average effort<br><br>Evidence of use of some research sources provided by lecturer | Below Average effort to use lecturer research sources |  |
| Graphic Look | Excellent slides, with a video, VR demo and website                                           | Very good slides plus use of another tool such as a video with few typos                              | Good set of slides using Canva or Beautiful AI with some typos                           | Very basic set of slides using word with typos        |  |
| Team Work    | Perfect teamwork and chemistry<br><br>Engage with the audience<br><br>Excellent Q&A technique | Very good team work<br><br>Clear leadership and demarcation of roles                                  | Above average team work<br><br>Some roles clear. Most not.                               | Below Average team work and chemistry                 |  |
| Rehearsed    | Totally memorized presentation                                                                | Majority of presentation memorized. Some use of notes                                                 | Majority of presentation read from notes but some memorized                              | Reading from notes                                    |  |
| Time-Keeping | Perfectly on time to the second                                                               | On time to the last minute                                                                            | A little below or over time allowed                                                      | Significantly below or over time allowed              |  |
| Enthusiasm   | Perfect attendance and engagement outside of formal classes                                   | Near perfect attendance as group                                                                      | Average attendance as a group                                                            | Below average attendance as a group                   |  |
| Feasibility  | Excellent concept                                                                             | Excellent concept                                                                                     | Good concept                                                                             | Average concept                                       |  |

|                      |                                                   |                                |                                 |                                     |  |
|----------------------|---------------------------------------------------|--------------------------------|---------------------------------|-------------------------------------|--|
| Brief Response       | ready to go to market                             | Good response to brief         | Above average response to brief | Below average response to the brief |  |
| Financial management | Perfect response and challenged the brief         | Good business plan foundations | Average business plan           | Below average business plan         |  |
| Extra content        | Excellent business plan ready to show an investor | Did a video and website        | Did a website or video          | Just did slides                     |  |
|                      | Did a video, website and made an mvp              |                                |                                 |                                     |  |

### Reading Lists:

- Cohen D. (2019) *Do More Faster*. Wiley, USA.
- Maslin M. (2021) *How to Save Our Planet*. Penguin, UK.
- Parrish D. (2005) *T Shirts and Suits*. Merseyside ACME, UK.
- Peters T. (1999) *Brand You 50*. Knopf, USA.
- Ries E. (2011) *The Lean Startup*. Currency, USA.

### Prerequisite:

List key topics and notions students will be expected to know before starting this module:

- 1/ None
- 2/ Entrepreneurship

## Module Handbook

**Module title:** Advanced Excel & Data Analytics (Online)

**Lecturer's name:** Maithili Paranjape

**Email address:** mparanjape@omnesintervenant.com

**Contact hours:** 24 hours

**Assessment hours:** 20 mins quiz on BoostCamp and Group Project (Over 5 weeks)

**Independent study hours expected:** 48 hours

**ECTS credits:** 4 ECTS

**Programme level:** Level 7

**Prerequisites:** N/A

### Aims:

The aim of this module is to provide advanced data analysis skills using the Excel software. The module focuses on data analysis techniques and Excel tools which are essential for data modelling and business decision making. The first part of the module is dedicated to performing descriptive calculations, presenting the data based on analysis. The second part involves the use of more specific features for managers.

### Learning Outcomes (LOs):

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

#### Knowledge

1. Demonstrate fundamental knowledge of handling data in Excel.
2. Apply the core knowledge of Excel formula to perform calculations.
3. Analyse the reliance and connectivity between the functions and Excel cells.
4. Critically evaluate various methods of analysing data.

#### Skills

5. Evaluate the use of Excel tools to achieve efficiency.
6. Organize the data to improve clarity and transferability.
7. Critically evaluate the available Excel tools and recommend the suitable combination of components for a given problem.

#### Values

8. Develop methodical approach to problem solving.

## Syllabus Content:

| Week | Topic/Knowledge                                    | Skills                                                    | LOs |
|------|----------------------------------------------------|-----------------------------------------------------------|-----|
| 1    | Using simple excel functions to analyze data       | Discovering Excel                                         | 1,2 |
| 2    | Descriptive statistics, Charts and graphs          | Fundamental knowledge of handling data in Excel           | 1,2 |
| 4    | Logical functions along with the nested components | Reliance and connectivity between excel functions         | 3,4 |
| 5    | What-if analysis with VLOOKUP and Goalseek         | Organize the data to improve clarity and transferability. | 3,4 |
| 6    | Pivot Tables                                       | Using excel tools for planning and setting targets        | 4   |
| 7    | Complex Pivot tables                               | Evaluate the use of Excel tools to achieve efficiency     | 5,6 |
| 8    | Regression analysis                                | Data analysis                                             | 6,7 |
| 9    | Creating Excel dashboard & Data modelling          | Organize the data to improve clarity and transferability. | 6,7 |
| 10   | Introduction to Excel Macros                       | Develop methodical approach for problem solving           | 7,8 |
| 11   | Project demonstrations                             | Develop methodical approach for problem solving           | 7,8 |
| 12   | Project demonstrations                             | Develop methodical approach for problem solving           | 7,8 |

## Teaching and Learning Strategies:

Most lectures will be made up of:

- A quick refresher about the previous session
- Discussion about the session's topic
- A few in-class applications of the concepts covered

Teaching and learning strategies have been designed based on the specific requirements of this module. Each topic will be taught through lecture and lab session. PowerPoint presentations will be used to explain the theory. Excel sheets will be predominantly used to demonstrate the functions.

BoostCamp is to be used as the virtual learning environment, which will provide access to lecture slides, tutorials, and homework. Students will be expected to submit the work on Boostcamp. Following is the structural approach for the module:

- **Presentation:** The theory of each topic will be explained and demonstrated through the PowerPoint slides. Excel sheets will be predominantly used to demonstrate the functions.
- **Classroom discussions:** Students will be asked several questions based on the current topic to firm up their understanding. Small tasks will also be assigned during the session.
- **Reflective exercises:** Each weekly topic will be associated with a range of questions. During the tutorials, students are expected to write solutions for the given questions. Students will be encouraged to communicate with the lecturer and their peers to improve their understanding of the topic.
- **Homework:** Every week, few questions from the tutorial will be assigned as the homework

## **Formative and Summative Assessment Strategies:**

### **Formative Assessments:**

Formative assessments will primarily consist of weekly tutorials. Each topic in the syllabus is linked to a few questions based on Excel, to enhance the understanding of the topic. Students are expected to try to write Excel functions and macros to find the problem's solution. At the beginning of the tutorial, the approach to solve the problem, possible choice of tools will be discussed. Students will be expected to demonstrate every completed tutorial to the lecturer. Feedback will be provided while students are attempting to write the solution for the given problem.

### **Summative Assessments:**

#### **Final Grade distribution**

- **Quiz (50%)**
- **Final Project (50%)**

**Quiz:** The midterm quiz will be multiple choice asking the students to complete the function, write a function to calculate, suggest the most suitable function/excel tool.

**Final Project:** The final project has been designed to evaluate the student's ability to use the various Excel tools efficiently and effectively for solving the given problem. The grades will be assigned based on the accuracy of the use of the tools, choice of the tool, correctness of tools acquired. The specification of the project will be provided in week 7 and students will have approximately 5 weeks to complete the project.

**Following will be the schedule of summative assessments.**

| <b>Assessment schedule</b> | <b>Name of assessment</b> | <b>Format of assessment</b> | <b>OELS Invigilation Needed? Y/N</b> | <b>Duration if exam</b> | <b>Contribution to final grade</b> | <b>LOs</b> |
|----------------------------|---------------------------|-----------------------------|--------------------------------------|-------------------------|------------------------------------|------------|
|                            |                           |                             |                                      |                         |                                    |            |

|                   |                                    |                                                                                                                      |   |         |      |        |
|-------------------|------------------------------------|----------------------------------------------------------------------------------------------------------------------|---|---------|------|--------|
| After week 6      | Quiz                               | Exam                                                                                                                 | N | 20 mins | 50%  | 1 to 4 |
| Over last 5 weeks | Final Project                      | Group Project based on analysis of data using Excel tools                                                            | N |         | 50%  | 5 to 8 |
| Resit Exam        | Recorded Presentation with project | Project based on analysis of data using Excel tools with a 10 min long individual presentation using recorded video. | N |         | 100% | 1 to 8 |

### Feedback Strategies:

Following approach will be observed for providing feedback:

**Verbal feedback:** Verbal feedback will be provided every week during the lab sessions. As the students work on the tutorial questions, guidance is provided to resolve the errors, understand the cause of the errors, develop logic development abilities, and adapt professional practices.

Students are also encouraged to communicate with their peers during the lab session. Comparing the logical approach, identifying the common mistakes are the supporting activities achieved through communication with peers.

**Written feedback:** Written feedback will be provided for quiz answers.

### Reading Lists:

McFedries, P. (2022). *Microsoft Excel Formulas and Functions*. Microsoft Press.

Winston, W. (2022). *Microsoft Excel Data Analysis and Business Modeling*. Microsoft Press.

<https://www.excel-easy.com/>

### Prerequisite:

N/A

## Module Handbook

**Module title: Advanced English in Business**

**Lecturer's name: Clement Grene**

**Email address:** cgrene@omnesintervenant.com

**Contact hours:** 18 teaching hours

**Assessment hours:** Formative assessment includes a Group Presentation in Session 6 (formative mid-module assessment) and ongoing assessment and feedback during sessions.

Summative assessment comprises a Group Presentation in Session 11/12 and Summative Quizzes (3 quizzes 10-15 min in Sessions 4, 6 and 9).

**Independent study hours expected:** 36 independent study hours

**ECTS credits:** 3 ECTS

**Programme level:** Level 7

**Prerequisites:** B2 English proficiency level

### **Aims:**

The main aim of the **Advanced English in Business** module is to develop students' speaking and writing skills around a range of business topics, helping them to communicate more effectively in their working lives. The target language in each session has been carefully selected to ensure that students will be equipped with genuinely useful, transferable language skills that they can take out of the classroom and use immediately in the workplace and real-life situations.

The main emphasis of the module is on students' speaking and using the target language in meaningful and authentic ways; it is expected that a large proportion of the session time will be spent on activating students' interest and encouraging them to talk about current and relevant business topics such as innovation, digital transformation, leadership and corporate social responsibility.

The syllabus is communication-driven with the topics for each session have been chosen because of their relevance to modern business and the world of work. Each session will use a combination of group activities, debates, role plays, language skills activities and games, and group discussions to explore different business topics. Students will be expected to spend time between sessions to work independently on the materials and readings provided. This will allow them to process the information they have learned and apply it to their own assignments, helping them prepare for summative assessments. Throughout the module, students will be asked to critically evaluate their own work and reflect on it. The module seeks to reinforce some of the key communication skills that students will require in their future international careers.

### **Learning Outcomes (LOs):**



## Knowledge

By the end of this module, students will be able to:

1. Make effective use of advanced business-related vocabulary and lexical and grammatical features in writing and speaking activities authentic to 'real-life' situations;
2. Argue a point in a debate clearly and cohesively justifying claims.

## Skills

By the end of this module, students will be able to:

3. Design, develop and deliver group presentations selecting appropriate content and focusing on effective delivery;
4. Critically evaluate and reflect on their work, be able to identify strengths and weaknesses and set points for improvement;
5. Demonstrate originality and teamwork in tackling and solving problem-based tasks;
6. Develop critical awareness of current issues and/or insights in the business field.

## Values

By the end of this module, students will be able to:

7. Effectively use advanced English skills to navigate the UK and international business environment with respect for cultural diversity and global community.

## Syllabus Content:

| Sessions  | Topic/Knowledge                                                                                       | Skills                                                                                                                                                         | LOs     |
|-----------|-------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|
| Session 1 | Introduction to the module outcomes, scheme of work and assessments<br><br>Cross-cultural experiences | -Introducing yourself in a business context<br>-Describing cross-cultural experiences                                                                          | 1,7     |
| Session 2 | Business Communication (Email writing)                                                                | -Understanding the basics of professional email writing<br>-Practising accuracy, diplomacy and tone in email writing<br>-Using GenAI to enhance writing skills | 1,4,5   |
| Session 3 | Employability in the modern world                                                                     | -Discussing transferable employability skills<br>-Writing an email cover letter<br>-Preparing for a job interview                                              | 1,4,5   |
| Session 4 | Job Interview Practice                                                                                | -Discussing the format of a job interview                                                                                                                      | 1,4,5,6 |

|            |                                                                                |                                                                                                                                         |       |
|------------|--------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------|-------|
|            |                                                                                | -Practicing answering questions in a job interview<br>-Discussing behavior-based interview questions<br>-Practicing STAR technique      |       |
| Session 5  | Progress and Innovation                                                        | - Discussing innovation<br>- Developing brainstorming, group discussion and problem-solving skills<br>-Argumentative writing principles | 1,5,6 |
| Session 6  | Progress and Innovation<br>( <b>formative assessment</b> , group presentation) | -Developing a group presentation on an innovation                                                                                       | 1,3,4 |
| Session 7  | AI and Future technology                                                       | -Debating a topic on both sides                                                                                                         | 2,6   |
| Session 8  | Leadership styles                                                              | -Discuss types of leadership<br>-Reflective practice                                                                                    | 1,4   |
| Session 9  | Teambuilding                                                                   | -Discussing the psychology of management and teambuilding<br>-Practicing selecting and building a team                                  | 1,4,5 |
| Session 10 | Crisis Management Skills                                                       | -Discussing the techniques of crisis communication<br>-Practicing the skills involved in crisis communication                           | 1,4,5 |
| Session 11 | <b>Summative Assessment</b> –<br>Group presentation –<br>Innovative solutions  | -Honing presentation skills<br>-Developing problem solving skills<br>-Discussing innovation                                             | 1-7   |
| Session 12 | <b>Summative Assessment</b> –<br>Group presentation –<br>Innovative solutions  | -Reflect on the presentations<br>-Review of the module                                                                                  | 1-7   |

### Teaching and Learning Strategies:

This module uses a wide range of teaching and learning approaches and strategies to provide a stimulating learning environment that encourages students to take control of their own learning, to engage with a wide range of activities to build on their knowledge and skills, and to work collaboratively while developing self-awareness, teamworking and linguistic abilities.

The strategies have been carefully chosen to support students towards learning outcomes and assessments and to cater for diversity across the student body.

Teaching and Learning Strategies include:

- Classroom discussions
- Role plays and simulations
- Game-based activities
- Reflective exercises
- Practice exercises for reading and writing
- Group work and pair work for problem-based scenarios
- Peer collaboration and review

## **Formative and Summative Assessment Strategies**

### **Formative Assessments:**

Two formal formative assessments on the module will be comprised of:

Week 6 – Group Presentation

And ongoing assessment of students' work and participation.

Formative assessments do not count towards students' final grades but provide a feed-forward to improve the summative submissions.

### **Summative Assessments:**

| <b>Assessment schedule</b> | <b>Name of assessment</b> | <b>Format of assessment</b>                                                                                                  | <b>OELS Invigilation Needed</b> | <b>Duration if exam</b> | <b>Weighting</b> | <b>LOs</b> |
|----------------------------|---------------------------|------------------------------------------------------------------------------------------------------------------------------|---------------------------------|-------------------------|------------------|------------|
| Sessions 1-12              | In-Class Participation    | This includes handing in homework on time, participating in class activities, taking notes and doing exercises as requested. | N                               | N/A                     | 20%              | 1-7        |
| Sessions 11, 12            | Group Presentation        | Groupwork – in groups of 3 or 4 students are expected to design and deliver a 10 to                                          | N                               | 10-15 min               | 50%              | 1, 3-7     |

|                     |                             |                                                                                                                                                                                                                                                                                                                                                                                                                |   |                     |                           |                        |
|---------------------|-----------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|---------------------|---------------------------|------------------------|
|                     |                             | <p>15 min presentation offering an innovative solution to a problem-based task scenario.</p> <p>Assessment criteria will reward knowledge and analysis, organisation and structure, language, delivery and visual aids. All group members must be responsible for a part of the presentation and participate equally.</p> <p>Presentation in the .ppt, .pptx or .pdf format to be submitted via Boostcamp.</p> |   |                     |                           |                        |
| Sessions 4, 6 and 9 | Summative Quizzes           | 3 summative quizzes 10-15 min long with a range of questions: MCQ, short answer, matching etc. based on the content and skills covered during taught sessions.                                                                                                                                                                                                                                                 | N | 10-15 min each quiz | 30%                       | 1-7                    |
| Resit Information   | Recorded video presentation | A 15-20 min presentation on a given topic                                                                                                                                                                                                                                                                                                                                                                      | N | 15-20 min           | 100% (replaces the final) | All as far as possible |

|  |  |                                                              |  |  |               |  |
|--|--|--------------------------------------------------------------|--|--|---------------|--|
|  |  | presenting a cohesive argument with analysis and reflection. |  |  | module grade) |  |
|--|--|--------------------------------------------------------------|--|--|---------------|--|

## Feedback Strategies:

As feedback is an ongoing and continuous process, in Advanced English in Business students will receive oral and written feedback on their participation in class and individual work every session through direct feedback, guided marking, peer feedback, reflective discussions, self-evaluation and exit tickets.

## Reading Lists:

### Core textbook and materials

Baade, K., Holloway, C., Hughes, J., Scrivener, J., and Turner, R. (2018) Business Result Advanced Student's Book, 2<sup>nd</sup> edition, Oxford University Press

### Essential reading

- Mascull, B. (2011) Business Vocabulary in Use Advanced. 2<sup>nd</sup> edition, Cambridge University Press
- Mitchell, B. & Gamlem, C. (2017) The Conflict Resolution Phrase Book: 2,000+ Phrases For Any HR Professional, Manager, Business Owner, or Anyone Who Has to Deal with Difficult Workplace Situations. Career Press.

### Recommended Reading - Professional Journals and Magazines

- British Council - Business Magazine <https://learnenglish.britishcouncil.org/business-english/business-magazine>
- Financial Times <https://www.ft.com/>
- Forbes <https://www.forbes.com/>
- Harvard Business Review <https://hbr.org/magazine>
- Entrepreneur <https://www.entrepreneur.com/>
- Wired <https://www.wired.com/>

## Prerequisite:

List key topics and notions students will be expected to know before starting this module:

### 1/ Mandatory

- Low B2 level of English
- Basic academic reading skills
- Effective use of referencing
- Comprehensive understanding of English tenses
- Core business vocabulary on an intermediate level

2/ Recommended

- Intermediate and upper-intermediate vocabulary skills
- Good grasp of technology and current business topics

## Module Handbook

**Module title:** Intercultural Management

**Lecturers' names:** Valentina Vlasova

**Email:** [vvlasova@omnesintervenant.com](mailto:vvlasova@omnesintervenant.com)

**Contact hours:** face-to-face teaching: 18 hours

**Assessment hours:** 1.5 hours for group presentations in sessions 10-12, 1 hour for plenary quizzes in sessions 2-4 and 6-8

**Independent study hours expected:** Approximately 36 hours

**ECTS credits:** 3 ECTS

**Programme level:** Level 7 = Postgraduate

**Prerequisites:** Basic understanding of International Business and Management, English language at B2 CEFR

### **Aims:**

This module will provide postgraduate students with advanced cultural awareness, intelligence, and sensitivity, facilitating competent communication across linguistic and cultural borders in international business contexts. It will also equip students with strategies to adapt their communication in diverse settings, and foster team building, leadership and conflict resolution skills for international management.

### **Learning Outcomes (LOs):**

#### **Knowledge**

By the end of this module, students will have demonstrated:

1. A critical understanding of theories related to intercultural communication
2. A critical understanding of intercultural communication skills and strategies

#### **Skills**

By the end of this module, students will be able to:

3. Apply theories related to intercultural communication to diverse international business contexts
4. Communicate competently on a global level
5. Critically reflect on their learning through various forms of feedback and apply changes successfully to create improved iterations
6. Demonstrate team building, leadership and conflict resolution skills in international management settings

#### **Values**

By the end of this module, students will have demonstrated a commitment to:

7. Working collaboratively and professionally in teams and participating effectively
8. Exploring cultural equality and diversity with curiosity and sensitivity

## Syllabus Content:

This section outlines the topics and skills that students will be engaging in throughout the module. It also shows how the syllabus relates to the learning outcomes and summative assessment.

| Sessions | Topic/Knowledge                                                           | Skills                                                                                                | LOs             |
|----------|---------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------|-----------------|
| 1        | Introduction to the Module, Handbook, Assessments and Marking Criteria    | Setting norms & expectations, developing self-study skills, self-reflection                           | 5,7             |
| 2        | Introduction to Intercultural Management                                  | Analysing and applying theories<br>Critical reading and thinking                                      | 1,3,7,8         |
| 3        | Cultural Awareness and Sensitivity                                        | Analysing and applying theories<br>Critical reading and thinking                                      | 1,3,7,8         |
| 4        | The Language and Culture Interface                                        | Analysing and applying theories<br>Critical reading and thinking                                      | 1,3,7,8         |
| 5        | Module Review 1<br>Presenting to International Audiences                  | Responding to and providing feedback<br>Listening skills<br>Presenting skills<br>Presence & influence | 1,3,4,5,7,8     |
| 6        | Intercultural Communicative Competence                                    | Listening skills<br>Communication skills and strategies                                               | 2,4,7,8         |
| 7        | Non-verbal Communication, Media, and Technology                           | Listening skills<br>Communication skills and strategies<br>Critical reading and thinking              | 2,4,7,8         |
| 8        | Pragmatics                                                                | Analysing and applying theories<br>Critical reading and thinking                                      | 1,2,4,7,8       |
| 9        | Applying Intercultural Communicative Competence<br>Presentation Tutorials | Team building and leadership skills<br>Conflict resolution<br>Critical reading and thinking           | 1,2,3,4,6,7,8   |
| 10       | Intercultural Case Studies and Roleplays                                  | Team building and leadership skills<br>Conflict Resolution<br>Debating skills                         | 1,2,3,4,5,6,7,8 |
| 11       | Presentation Assessments                                                  | Summative assessment                                                                                  | 1,2,3,4,5,6,7,8 |



|    |                          |                      |                 |
|----|--------------------------|----------------------|-----------------|
| 12 | Presentation Assessments | Summative assessment | 1,2,3,4,5,6,7,8 |
|----|--------------------------|----------------------|-----------------|

## Teaching and Learning Strategies:

This module uses a wide range of teaching and learning strategies to provide a stimulating learning environment that encourages students to take control of their own learning, to engage with a wide range of knowledge and skills, and to work collaboratively while developing self-awareness. The strategies have been carefully chosen to support students towards learning outcomes and assessments and to cater for diversity across the student body.

Teaching and Learning Strategies include:

- Online discussions
- Quizzes
- In-class research activities
- Independent research activities
- Reflective exercises
- Group and pair work
- Debates
- Tutorials for formative feedback

## Formative and Summative Assessment Strategies:

### Formative Assessments:

Each session, students will produce language and receive formative feedback from the lecturer and their peers. Each input session (2-4, 6-8) will conclude with a summative plenary quiz, giving students opportunities for peer and teacher feedback, as well as assessing their own understanding and progress. Students will then use this information to reflect upon their strengths and areas for improvement in preparation for their summative presentations.

Finally, presentation tutorials will be held the session before summative assessments for further support.

Formative assessments are used as practice and are useful experience as preparation for summative assessments. They do not contribute towards the final grade.

### Summative Assessments:

| Assessment schedule | Name of assessment | Format of assessment | OELS Invigilation Needed? Y/N | Duration if exam | Weighting | LOs |
|---------------------|--------------------|----------------------|-------------------------------|------------------|-----------|-----|
| Ongoing:            | Participation      | Students will be     | N                             | N/A              | 20%       | 7,8 |

|                                  |                    |                                                                                                                                                                                                                                                                                                                                                         |   |                   |     |     |
|----------------------------------|--------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|-------------------|-----|-----|
| Sessions<br>1-10                 |                    | <p>assessed on their participation during the module. This is linked to not only their oral contributions and answers to questions and participation in class debates, but also their organization, attitude, interaction and teamwork, and OELS values as per the marking criteria available.</p> <p>Participation marking criteria are available.</p> |   |                   |     |     |
| Ongoing:<br>Sessions<br>2-4, 6-8 | Plenary<br>Quizzes | Students will be assessed on their understanding of each session's content with a short quiz of ten                                                                                                                                                                                                                                                     | N | 10-15 min<br>each | 20% | 1,2 |

|                    |                     |                                                                                                                                                                                                                                                                                                                                                                           |   |                           |     |                 |
|--------------------|---------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|---------------------------|-----|-----------------|
|                    |                     | multiple choice questions.                                                                                                                                                                                                                                                                                                                                                |   |                           |     |                 |
| Sessions 11 and 12 | Group presentations | Students will deliver a presentation in groups of two to four people. Students will design an intercultural training program for a specific target audience (e.g., employees of a multinational company, international students). They will need to identify the training needs, develop a comprehensive program with specific activities and resources, and evaluate the | N | Approx. 5 min per student | 60% | 1,2,3,4,5,6,7,8 |

|     |       |                                                                                                                                                                                                                                                                                                                                                                                                           |   |                   |                          |                 |
|-----|-------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|-------------------|--------------------------|-----------------|
|     |       | <p>effectiveness of the program.</p> <p>Slides must be uploaded to BoostCam p the day before the presentation by 5 pm.</p> <p>Presenting groups will be allocated to either session 11 or 12.</p> <p>Duration: approximately 5 minutes per student i.e. a presentation for a group of three will last for approx. <b>15 minutes</b> (+/- 3 mins).</p> <p>Presentation marking criteria are available.</p> |   |                   |                          |                 |
| TBA | Resit | Live oral presentation / assessment                                                                                                                                                                                                                                                                                                                                                                       | N | 5 min per student | 100% (replaces the final | 1,2,3,4,5,6,7,8 |

|  |  |                                                                                                        |  |  |               |  |
|--|--|--------------------------------------------------------------------------------------------------------|--|--|---------------|--|
|  |  | <p>nt on MS Teams. Group or individual based on resit data.</p> <p>Duration: 5 minutes per student</p> |  |  | module grade) |  |
|--|--|--------------------------------------------------------------------------------------------------------|--|--|---------------|--|

**Feedback Strategies:**

Students will receive formative feedback on presentations regularly with a student presentation delivered every session.

Students will receive further formative feedback through the mid-semester quizzes.

Students will also have group presentation tutorials, where they will receive feedback on their preparation and support with questions for the summative assessment.

Finally, students will receive informal feedback when they ask questions during class.

**Resources:**

Anderson, C. (2018) *TED Talks: The Official TED Guide to Public Speaking*. London, Nicholas Brealey Publishing.

Bailey, S. and Black, O. (2005). *The Mind Gym*. New York: HarperOne.

Bennett, M. J. (1986) A developmental approach to training for intercultural sensitivity. *International Journal of Intercultural Relations*, 10, pp. 179–196.

Crystal, D. (2001). *Language and the Internet*. Cambridge University Press.

Cuddy, A., (2012). Your Body Language May Shape Who You Are. [online] TED. Available at: [https://www.ted.com/talks/amy\\_cuddy\\_your\\_body\\_language\\_may\\_shape\\_who\\_you\\_are](https://www.ted.com/talks/amy_cuddy_your_body_language_may_shape_who_you_are) [Accessed 2 Dec. 2020].

Duarte, A., (2012). The Secret Structure of Great Talks. [online] TED. Available at: [https://www.ted.com/talks/nancy\\_duarte\\_the\\_secret\\_structure\\_of\\_great\\_talks](https://www.ted.com/talks/nancy_duarte_the_secret_structure_of_great_talks) [Accessed 2 Dec. 2020].

Gallo, C. (2014). *Talk Like Ted*. London, Macmillan.

Goleman, D. (1995) Emotional Intelligence: Why it can matter more than IQ. London, Bloomsbury Publishing.

Hall, E. T. (1976) Beyond culture. 1st edn. Garden City, NY: Anchor Press.

Hofstede, G. (2001). Culture's consequences: Comparing values, behaviours, institutions, and organizations across nations. London: Sage Publications.

Lewis, R. (2018) When Cultures Collide. London, Nicolas Brealey Publishing.

Martin, J. N., & Nakayama, T. K. (2010). Experiencing Intercultural Communication: An Introduction. McGraw-Hill.

Meyer, E. (2016) The Culture Map: Decoding how people think, lead, and get things done across cultures. New York, Public Affairs.

Pruitt, D. G., & Carnevale, P. J. (1993). Negotiation in Social Conflict. Open University Press.

Ting-Toomey, S., & Oetzel, J. G. (2001). Managing Intercultural Conflict Effectively. Sage Publications.

Tomalin, B. and Nicks, M. (2014) World Business Cultures: A Handbook. London, Thorogood Publishing.

### **Prerequisites:**

1. Basic understanding of International Business and Management
2. English language at B2 CEFR

## Module Handbook

**Module title:** Mastering Public Speaking ONLINE

**Lecturer's name:** Zacchary Falconer-Barfield

**Email Address:** zfalconer-barfield@omnesintervenant.com

**Contact hours:** 12 hours

**Assessment Hours:** Online Video Delivery - N/A

**Independent study hours expected:** 24 hours

**ECTS credits:** 2 ECTS

**Programme level:** Level 7 = Master

**Prerequisites:** Basic Understanding of Public Speaking

### Aims:

This module aims to equip students with advanced skills of public speaking and presentations and equip the students with the critical skills to create and produce innovative and compelling speeches and presentations. The students will learn progressive and advanced skills for speaking in public, especially using English as a mode of oral communication, and therefore become deeply confident in their ability to perform as public speakers and presenters. This will deeply enhance their future employability, career progression and how they engage with various business communities and all stakeholders, increasing their abilities as a global citizen in an ethical manner.

### Learning Outcomes (LOs):

Upon successful completion of this module the students will be able to:

1. Develop & critically apply essential public speaking skills
2. Develop a wide range of delivery skills such a vocal performance/body language/visual & audio aids to giving depth and breadth to engage the audience and innovatively enhance the presentation
3. Critically Evaluate Speeches & Presentations
4. Create, prepare & perform an innovative advanced speech/presentation

### Syllabus Content:

In this section, outline the daily/weekly and content (knowledge and skills) that students will engage with in workshops and private reading:

| Sessions | Topic/Knowledge                                                                                                                                                                                       | Skills                                                                                          | LOs    |
|----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------|--------|
| 1        | Introduction to Great Public Speaking: Goals & Benefits of Public Speaking; Explain the depth & breadth of the impact of public speaking                                                              | Identifying the core principles of Public Speaking & evaluating the impact on varied situations | 1,4    |
| 2        | 1 <sup>st</sup> , 2 <sup>nd</sup> & 3 <sup>rd</sup> Pillars: The Body, Voice & The Words. Developing & critically applying Non-Verbal Communication & Human Voice & Emotions. Using Words with Power. | Critically apply Body Lang, Voice & Words and synthesis it's use on speeches                    | 2,3,4  |
| 3        | 4 <sup>th</sup> Pillar: Storytelling & Structure<br>Critically applying the techniques of Storytelling & Structure – Learning Creativity                                                              | Developing the skills of Storytelling & structure in speeches/presentations                     | 2,3,4  |
| 4        | Understanding the Greats – Watching & Listening to Great speeches and evaluating them.                                                                                                                | Critically evaluating speeches to understand what makes them great.                             | 3,4    |
| 5        | Embracing the Camera – Advanced Camera Techniques                                                                                                                                                     | Develop & create their ability to work with cameras for presentations & Interviews.             | 1,2    |
| 6        | Audience & Visual Aides: analyzing & composing and designing visual aides                                                                                                                             | Developing advanced skills & create advanced Visual presentation aides                          | 1,2,4  |
| 7        | Adding the Sparkle – Comedy; Persuasive and Impact content.                                                                                                                                           | Developing & creating comedic, persuasive & impactful communication.                            | 1,2    |
| 8        | Working on Final Presentations & Enhancing them                                                                                                                                                       | All the Skills previously highlighted coming together                                           | 1,2, 4 |

## Teaching and Learning Strategies:

This module uses a wide range of teaching and learning strategies to provide a stimulating learning environment that encourages students to take control of their own learning, to engage with a wide range of knowledge and skills, and to work collaboratively while developing self-awareness. The strategies have been carefully chosen to support students towards learning outcomes and assessments and to cater for diversity across the student body.

Teaching and Learning Strategies include:

- Classroom discussions
- In-class research activities
- Independent research activities



- Role plays and simulations
- Practice exercises for speaking & presentations
- Interactive Exercises
- Games that highlight learning outcomes

## Formative and Summative Assessment Strategies:

### Formative Assessments:

The students will be given opportunities mostly as individuals but occasionally in groups to speak, present and perform exercises in almost every class. This will give the opportunity for individual and group feedback.

There will be also opportunity for class discussions about the essential elements during the classes

Students will also be encouraged to submit an outline of their final presentation for some constructive feedback.

### Summative Assessments:

The students will be expected to demonstrate achievement of their Learning Outcomes by ongoing efforts in class and by a summatively assessed final presentation.

**Participation and Engagement:** The Students will be assessed on their ability to contribute and perform the in-class exercises. As there will be several role-plays and active speech-based exercises to aide in their development, including a group storytelling speech. Each exercise will be graded and an average score given at the end. This will be assessed by the OELS criteria found on Booscamp.

**Final Presentation:** A 6-8 minute individual speech TED style speech **with or without visual aides**. It will be delivered in front of the class. It will demonstrate the student's ability to develop an appropriate prepared speech and confidently use their voice and body to engage with an audience. This will be assessed by the Lecturer's criteria which can be found under the course on Boostcamp.

| Assessment schedule     | Name of assessment         | Format of assessment                                                 | OELS Invigilator Needed Y/N | Duration If exam | Contribution to final grade | LOs |
|-------------------------|----------------------------|----------------------------------------------------------------------|-----------------------------|------------------|-----------------------------|-----|
| Ongoing after session 1 | Participation & Engagement | Students will be assessed on their ability to contribute and perform | N                           | Ongoing          | 40%                         | 1,2 |

|       |                    |                                                                                                         |   |                     |                                    |       |
|-------|--------------------|---------------------------------------------------------------------------------------------------------|---|---------------------|------------------------------------|-------|
|       |                    | their exercises.                                                                                        |   |                     |                                    |       |
| 8     | Final Presentation | 6 min-8min In Person Speech with/without visual aides                                                   | N | 6-8 min per student | 60%                                | 1,2,3 |
| Resit | Resit              | 10 min Video Presentation delivering a TED style talk using a subject chosen at random by the lecturer. | N | 10 min per student  | 100% replacing the original grade. | 1,2,3 |

### Feedback Strategies:

The students will be given verbal feedback as individuals, in groups and as a class depending on the task and situation involved.

The Final Assessment the student will be given individual verbal feedback on their presentation at the end of the class. Full written feedback will be given within 3 weeks of the end of the course.

### Reading Lists:

Recommended Reading –

Anderson, C. (2018). *TED talks : the official TED guide to public speaking*. London Nicholas Brealey Publishing.

Berne, E. (2001). *What do you say after you say hello? : the psychology of human destiny*. London: Corgi Books.

Carnegie, D. (2017). *How to develop self-confidence & influence people by public speaking*. New York: Gallery Books, An Imprint Of Simon & Schuster, Inc.

Carnegie, D. (2018). *How To Win Friends And Influence People*. Toronto: Harpercollins Canada.

Ekman, P. (2004). *Emotions revealed : understanding faces and feelings*. London: Weidenfeld & Nicolson, An Imprint Of Orion Books.

Gleitman, H., Fridlund, A.J. and Reisberg, D. (2000). *Basic psychology*. New York W.W. Norton.

Lopata, A. and Roper, P. (2011). -- *And Death Came Third! : The Definitive Guide To Networking And Speaking In Public*. St Albans: Ecademy.

Nihill, D. (2016). *Do You Talk Funny?*. Benbella Books, Inc.

Sharp, D. (1987). *Personality types : Jung's model of typology*. Toronto, Canada: Inner City Books.

Ted.com. (2019). *TED: Ideas worth spreading*. [online] Available at: <http://TED.com>.

Students will be expected to have watched the top 3 TED.com speeches

### **Prerequisite:**

The students should have some presentation skills.