



Syllabus list

Master of Science in Management GSEM – University of Geneva

The present list of syllabus does not include information related to the courses schedule and rooms, nor examination deadlines. It aims to give the students an overview of the courses they are going to take.

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<http://www.unige.ch/ses/formationinitiale/infosGenerales/inscriptions/fraude.html>



Branding

Marketing Orientation – Spring Semester 2016

Master in Management

GSEM – University of Geneva

SYLLABUS

Faculty: Prof. Marcel Paulssen, University of Geneva e-mail: marcel.paulssen@unige.ch	When/where:
Assistant: Ramesh Roshan Das Guru University of Geneva e-mail: ramesh.das@unige.ch	Language: English
Number of ECTS credits: 6	Evaluation: see below

Course Overview

In a world where the consumer is confronted with a variety of alternatives to choose from, a strong brand can have a dramatic impact on his/her purchase decision. While it is often possible to imitate manufacturing processes, the beliefs, attitudes and associations established in the consumer's mind cannot simply be imitated. Thus more and more firms and organizations of all types have realized that **the brand name associated with their products or services is one of the most valuable assets they own**. Branding is an obligatory master course that builds upon the lessons learned in marketing core courses and **provides deeper insights on two interrelated issues: consumer psychology and brand management**. The concepts of branding taught in this class are relevant for any type of organization (public or private, large or small, etc.).



Learning Objectives

Brands are some of the most valuable assets companies own. The overall goal of the course is to analyze the brand management decisions that must be made to build, measure, and manage a brand. Particular emphasis is placed on understanding psychological principles at the consumer or customer level that will improve managerial decision-making with respect to brands. Upon completion of this course students are expected to:

- have attained a thorough understanding of the consumer and of how consumers develop brand attitudes and behaviors;
- know the issues, techniques, and decision options in analyzing, planning and managing brands;
- be able to apply the acquired knowledge to make informed and more successful decisions in real-world branding problems.

Branding is rather an art than a science and most branding decisions and problems, which companies face in the real world, have no definitive “best solution”. Still by providing students with relevant and comprehensive theoretical knowledge (mostly rooted in consumer psychology) and their accompanying ideas, concepts and mechanism, students will be able to make more informed decisions with a higher probability of success. The skills acquired in this class are fundamental in case you want to pursue a career in brand marketing and helpful in many other areas including consulting and advertising.

Soft skills developed

Students will have to work in a team and present the result of their team work in front of the class.



Course Schedule*

The course schedule below is preliminary and can be modified depending on the students' progress in the respective topics.

	Lecture 1: Introduction	
	Introduction	Overview about content and organization of the course, history of marketing and branding, why do brands matter, examples of strong brands, elements of strong brands, what can be branded.
	Lecture 2: Relevance of Brands	
	Relevance of Brands	Relevance for companies, brands as assets, influence of brands on consumer decision making, trends in brand management.
	Lecture 3: Customer-based brand equity	
	Customer-based brand equity	Meaning, sources, steps in building brands, brand building blocks: resonance, judgments, feelings, performance, imagery, salience.
	Lecture 4: Brand positioning	
	Brand positioning (I)	Segmenting and targeting, segmentation in a strategic context, segmentation bases, criteria for evaluating segmentation schemes, examples.
	Lecture 5: Brand positioning - continued	
	Brand positioning (II)	Understand and analyze brand positioning, creating mental maps and perceptual spaces, updating positioning over time



Lecture 6: Designing marketing programs to build brand equity		
	Designing marketing programs to build brand equity (I)	The concept of perceived value and the value chain, managing the customer through the ownership cycle, pricing and price perceptions, value pricing, channel strategies, direct versus indirect channels

Introduction to BrandPro Simulation Project		
	Introduction to BrandPro Simulation Project* <i>(* The simulation project exercise is obligatory and will be used for course evaluation)</i>	Concepts learnt till now along with the ones to be covered in future classes will be utilized along for the next 2 weeks in a group task of BrandPro simulation.* <i>(* details in the evaluation section)</i>

Lecture 7: Measuring and managing equity		
	Measuring and managing equity	Relevance of measurement in management, link to modern accounting concepts, developing a brand equity measurement system, components and scope of a brand equity measurement systems, reporting and organizational embeddedness.

Lecture 8: Leveraging secondary brand associations		
	Leveraging secondary brand associations	Effects on existing brand knowledge, country of origin effect, effect of distribution channels, co-branding and ingredient branding, licensing, endorsement.

Lecture 9: Outcomes of brand equity		
	Outcomes of brand equity	Measuring market performance of brands, comparative approaches, holistic approaches, valuation approaches, comparison of different approaches, examples.



	Lecture 10: Designing and implementing a branding strategy	
	Designing and implementing a branding strategy	Brand architectures, brand-product matrix, brand hierarchy, brand equity at different levels of the hierarchy.

	Lecture 12: Brand extensions and new product introductions	
	Brand extensions and new product introductions	Advantages of extensions, beneficial effect for the parent brand, disadvantages of extensions, consumers' evaluation of brand extensions, assessing brand extension opportunities.

	Lecture 13: Branding in the age of Social Media	
	Branding in the age of Social Media	Changing face of branding in the digital age, impact of social media in branding decisions and strategies, new challenges, opportunities and risks involved with digital branding

****The course schedule above is tentative and can be modified.***



Course Readings

Two textbooks form the basis of this course:

Title: **Strategic Brand Management, Building Measuring & Managing Brand Equity**

Author: Kevin Lane Keller

Edition: Third edition, 2008; Publisher: Pearson Prentice Hall

or alternatively in French:

Title: **Branding Management, La marque, de l'idée à l'action**

Author: Georges Lewi

Edition: First edition, 2005

Publisher: Pearson Education France

Title: **Best Practice Cases in Branding, Lessons from the World's Strongest Brands**

Author: Kevin Lane Keller

Edition: First edition, 2008

Publisher: Pearson Prentice Hall

Title: **The New Strategic Brand Management, Creating and Sustaining Brand Equity Long Term**

Author: Jean-Noël Kapferer

Edition: Third edition reprinted in
2005 Publisher: Kogan Page

Additional Readings

Title: **Digital Branding**

Author: Daniel Rowles

Edition: First edition, 2014

Publisher: Kogan Page



Course Evaluation

The minimum grade to obtain the ETCS credits of the course is 4.00/6.00.

Overall course grade will be calculated according to the following criteria:

1. Brand Audit (25%)
2. BrandPro Simulation Project (25%)
3. Final Exam (50%)

1. The Brand Audit Project (25%)

An important component of the class is the brand audit project. The goal of the brand audit is to have students conduct an in-depth examination of a major brand and apply the concepts and ideas learned throughout the lecture. Students will form teams of (depending on the class size) 4-5 students to work on the brand audit project as detailed below. Every student must participate in one team.

Of course every team must study a different brand. A list of brands is available, but I will be open to include brands that are not on the list, if a team can make a convincing case for it (e.g. a local watch brand). All brands are assigned on a “first come, first serve” basis.

In the brand audit student's should give a detailed overview of the brand's marketing and branding program and its development over time, an assessment of the health of the brand, an analysis of the sources of brand equity and own recommendations to improve and leverage that brand equity. Thus the final brand audits must include three parts:

- a comprehensive summary of the firm's marketing and branding program and its historical development;
- secondary or primary market research used to develop a prototypical consumer knowledge structure for the brand;
- a detailed analysis that proposes changes to the firm's current branding strategy.

The first element of the brand audit is a full description of the firm's current branding programs and its development. This involves an analysis of the firm's brand elements (logos, symbols, packaging, slogans, trademarks), brand hierarchy, brand portfolio, strategic branding alliances, the brand's current positioning in the marketplace, and of how the firm is addressing branding through each of the marketing mix elements.

In the second part of the brand audit, each team needs to conduct a small, exploratory or descriptive market research study to identify consumers' knowledge structures (attributes associated with the brand, uniqueness of associations, favorability etc.). The necessary procedures for this market research will be discussed in class. Alternatively students can try to gather this information from published research.

In the third part of the brand audit students should provide recommendations concerning how the brand should be positioned and developed. These recommendations about the brand strategy should be based on an analysis of the strengths and weaknesses of the current brand position and the current marketing program. Excellent recommendations are usually a combination from creative ideas with thorough analysis and justification using concepts and techniques learned throughout this course.

Findings and recommendations should be summarized in a written report in English. The final written report should not exceed 10-typewritten pages in length (single-spaced, 12-point font, not including figures, references, or other supporting documentation). Furthermore you should provide a cogent oral presentation of your work of about 20 minutes length. In the last lecture each team will present its brand audit.

2. BrandPro Simulation Project (25%)

BrandPro simulation project (to be introduced and explained in details during the 7th week of the session) will be a group project (maximum 3 students) spanning over a period of 2 weeks.

The groups will be introduced to the BrandPro simulation platform where they will work as Managers in charge of branding for a fictitious firm. Every group of managers will be involved in taking key decisions to develop brand strategies for their firm, and also accountable for the performance of their strategies over a time period of 5 years. (every group is expected to perform the decisions making of these 5 "fictitious" years in the "real" 2 weeks of BrandPro Simulation Project)

A brief assessment of group performances will be done during the 9th /10th week class (to be decided later).

Every group will submit a detailed report stating their experience as Brand Managers and their adopted strategies in the simulation, discussing the challenges they faced and their thoughts on what could have made them perform better.

The project report should be summarized professionally in English and should not exceed 5-typewritten pages (single-spaced, 12-point font, not including figures, references, or other supporting documentation). Also groups need to focus solely on their strategies and course of action and thoughts which went behind the planning, and not focus on numerical figures in their report.

Furthermore every group would also provide a cogent oral presentation of their experience in about **5-7 minutes length** during the project briefing session.

2. Final Exam (50%)

The final exam will be a semi-open book exam. That means students are allowed to bring in a cheat-sheet, a DINA4-sheet with notes written on both sides, to the exam. However the exam will not simply ask you to repeat what has been taught in the lectures. Rather it is designed to measure your comprehension of the course content.

Selected Bibliography

Online documents

Chamilo will host the course class slides and related exercise solutions and other materials.

Plagiarism is a fraud and will be treated as such. For more information please see:
<http://www.unige.ch/ses/formationinitiale/infosGenerales/inscriptions/fraude.html>



Managing Growth
Spring Semester 2016
Master in Management
GSEM – University of Geneva

SYLLABUS

Faculty: Prof. Sebastian Raisch e-mail: Sebastian.Raisch@unige.ch	When/where: Wednesdays, 16:15 – 20:00, Room PS04 (Uni Pignon)
Assistant: Sebastian Krakowski e-mail: Sebastian.Krakowski@unige.ch Assistant: Steffen Nauhaus e-mail: Steffen.Nauhaus@unige.ch Assistant: Jonathan Schad e-mail: Jonathan.Schad@unige.ch	Language: English
Number of ECTS credits: 6	Evaluation: Group presentation (50%) and Final Test (50%)

Course Overview

The course centers on the discussion of firms' balanced growth paths and how managers can actively shape the organization to achieve such sustainable corporate development. We identify key managerial issues related to sustainable growth and explore the interactions between aspects of growth, organization, and leadership.

The course presents new theoretical concepts and empirical research findings related to the areas of strategy, organization, and leadership. Based on case studies, managerial issues are discussed and lessons learned are drawn in groups.

We address six main topics:

- **Growth Objectives:** Why growth is important. The limits and risks of low and high growth. The optimal growth rate of the firm.
- **Growth Paths:** Alternative paths of corporate development. Profit from the core business. Growing beyond the core.
- **Growth Modes:** The benefits of organic growth. Different types of innovation and how they contribute to organic growth. Synergistic growth initiatives.
- **Growth Crises:** The challenges and opportunities associated with economic crises. Prevention versus promotion measures in the pursuit of growth.
- **Organizing for Growth:** How the dual growth requirements of innovation and efficiency can be balanced in organizations. How different organization designs support or hinder profitable growth.
- **Leading for Growth:** The role of leadership for sustainable development and long-term performance of the firm. How to compose effective leadership teams.



Learning Objectives

The main objective of this course is to understand the strategic, organizational, and leadership challenges related to managing corporate growth and development. Specifically, the students will develop their understanding of corporate strategy with respect to the six core topics, and apply the theoretical concepts to real-life situations.

Soft skills developed

The *Strategy in Action* program will call on the students to independently structure and coordinate their analyses in a group setting. This teamwork component will help them develop their interpersonal skills as well as their team management skills. Additionally, they will hone their presentation skills, as they are asked to effectively communicate their findings in a professional presentation.

Course Schedule

The course is structured along the core themes presented above. Each core theme is discussed in theory-based lectures and case-based practical exercises. Prior reading of the case studies and texts is indispensable for following this course.

The content courses are complemented by the *Strategy in Action* program, during which participants apply the theoretical approaches to a real-life company context. The projects call on the participants to conduct independent analyses and give professional presentations on issues of growth objectives, paths, and modes.

Introduction		
February 24 16:15 – 20:00	Lecture	<u>Course Preparation:</u> Short Case: <i>ArcelorMittal</i>
	Short Case + Examples	
Growth Objectives		
March 2 16:15 – 20:00	Lecture	<u>Course Preparation:</u> Text: <i>Logic of Failure</i>
	Short Case + Examples	
March 9 16:15 – 20:00	<i>Strategy in Action</i>	
	Group Work	



Growth Paths		
March 16 16:15 – 20:00	Lecture	<u>Course Preparation:</u> Case: <i>Kempinski</i> Text: <i>Growth Outside the Core</i>
	Case	
March 23 16:15 – 20:00	<i>Strategy in Action</i> Group Work	

Growth Modes		
April 6 16:15 – 20:00	Lecture	<u>Course Preparation:</u> Case: TBA Text: <i>Innovating for Shared Value</i>
	Case	
April 13 16:15 – 20:00	<i>Strategy in Action</i> Group Work	

Strategy in Action		
April 20 16:15 – 20:00	Meet the Growth Champions	
	Guest Speakers + Panel Discussion	
April 27 16:15 – 20:00	<i>Strategy in Action</i> Group Presentations (50% of final grade)	

Growth Crises		
May 4 16:15 – 20:00	Lecture	<u>Course Preparation:</u> Case: <i>Singapore Airlines</i> Text: <i>Moving Upward in a Downturn</i>
	Case	



Organizing for Growth		
May 11 16:15 – 20:00	Lecture	<u>Course Preparation:</u> Case: <i>BMW</i> Text: <i>Ambidextrous Organization</i>
	Case	
Leading for Growth		
May 18 16:15 – 20:00	Lecture	<u>Course Preparation:</u> Case: <i>GE Money Bank</i> Text: <i>The Leadership Team</i>
	Case	
Conclusion		
May 25 16:15 – 18:00	Course Wrap-up	<u>Course Preparation:</u> Prepare for Final Test (covering sessions May 4-18)
	Final Test (50% of final grade)	

Course Evaluation / Strategy in Action

Strategy in Action

Aside from the course teachings, case studies, and guest lectures, this course contains a *Strategy in Action* program. The purpose of this program is twofold: (1) it allows participants to immediately apply their learning and (2) it allows us to evaluate participants directly on their learning. *Strategy in Action* is a group assignment and accounts for 50% of the final grade.

The assignment requires groups of students to analyze the growth strategy of a real-life company. The program takes place during the first half of the course and deals with issues related to *growth objectives*, *growth paths*, and *growth modes*. The groups work on the assignment partly in class, partly outside class. During the in-class work, the course teacher and the course assistants are available to coach teams and respond to their questions. The outcome of the assignment is a 20-minute in-class group presentation, which takes place on **April 27, 2016**. Please also send the presentation file (PPT or PDF) to Steffen.Nauhaus@unige.ch prior to that date.

Final Test

The final test takes one hour and covers the material from sessions 10, 11 and 12 (i.e., May 4-18). It accounts for 50% of the final grade and is taken in class on **May 25, 2016**. It is a closed-book test, but dictionaries are permitted.



Final Grade

The final grade is composed of the group assignment (50% of the final grade) and the final test (50% of the final grade), which both imply the application of theoretical concepts and tools to specific industry and/or company cases. Three main criteria are used for the evaluation: (1) the quality and completeness of the response; (2) the link between theory and practice; and (3) the form and structure of the presentation.

Course Readings

Participants in the course are expected to have a basic understanding of strategic management core topics and tools. It is therefore recommended that students take the “Strategic Management” course prior to participating in the Managing Growth course. For students with limited prior expertise of strategic management, we provide two texts (“What is strategy?” by M. Porter and “Managing Strategy and Strategic Planning” by R. W. Griffin) on Chamilo, which should be helpful for understanding the fundamental issues and concepts of strategic management.

Unless indicated otherwise, the following cases and texts are **mandatory** material to be studied **prior** to the course (all provided on Chamilo):

February 24, 2016

- Raisch S., Ferlic F. & Welling C. 2009. *ArcelorMittal: A Growth Story*. University of St. Gallen Case Study.

March 2, 2016

- Probst G. & Raisch S. 2005. Organizational Crisis: The Logic of Failure. *Academy of Management Executive*, 19 (1): 90-105.

March 16, 2016

- Koeppen, B. & Raisch, S. 2015, *Phoenix Rising: Kempinski's Rebirth as a Luxury Hospitality Group*, University of Geneva Case Study
- Zook C. & Allen J. 2003. Growth Outside the Core. *Harvard Business Review*, 81 (12): 66-73.

April 6, 2016

- **Case** (to be announced in due course)
- Pfitzer, M., Bockstette, V. & Stamp, M. 2013. Innovating for Shared Value. *Harvard Business Review*, 91 (8): 3-9.



May 4, 2016

- Deshpande, R. & Hogan, H. *Singapore Airlines: Customer Service Innovation*, HBS Case Study, No. 9-504-024, 2011.
- Rigby, D. Moving Upward in a Downturn. *Harvard Business Review*, June 2001, pp. 98-105.

May 11, 2016

- O'Reilly C. & Tushman M. 2004. The Ambidextrous Organization. *Harvard Business Review*, 82 (4): 74-81.
- Raisch S. & Zimmermann A. 2008. *BMW Group: Organizing for Innovation and Efficiency*. University of St. Gallen Case Study (updated version under development)

May 18, 2016

- Miles S. A. & Watkins M. D. 2004. The Leadership Team: Complementary Strengths or Conflicting Agendas? *Harvard Business Review*, 85 (4): 90-98.
- Tushman M., Raisch S. & Welling C. 2009. *GE Money Bank: Leading the M-Budget Card Growth Initiative*. Harvard Business School Case Study, 9-410-052.

Further non-mandatory (but certainly helpful) readings:

- R. Grant, *Contemporary Strategic Analysis*, Oxford: Blackwell (latest edition).
- M. A. Hitt, R. D. Ireland, and R. E. Hoskisson, *Strategic Management: Competitiveness and Globalization - Concepts and Cases*, Boston: Cengage Learning (latest edition).
- G. Johnson, R. Whittington, D. Angwin, P. Regner and K. Scholes, *Exploring Corporate Strategy: Text and Cases*, New York: Prentice Hall (latest edition).
- C. Christensen, *The Innovator's Dilemma: Creating and Sustaining Successful Growth*, Cambridge: Harvard Business School Press (latest edition).
- C. Markides, To diversify or not to diversify? *Harvard Business Review*, 75 (6), pp. 93-99, 1997.
- M. E. Porter and M. R. Kramer, Creating Shared Value, *Harvard Business Review*, (89) 1, pp. 62-77, 2011.
- C. Zook and J. Allen, *Profit from the Core: Growth Strategy in an Era of Turbulence*, Cambridge: Harvard Business School Press (latest edition).

Additional complementary readings as well as the solutions to the case discussion sessions are made available to participants during the course.



Managing Growth is an interactive, case-based class. Active participation in case discussion is absolutely necessary if learning is to take place. Class participation helps to develop an understanding of the actual situation faced by decision makers and to develop insights, alternative courses of action, and analyses that are not inherently obvious. Case discussions also present an opportunity to apply course frameworks to business situations. Class participation includes class attendance, frequency of participation, and quality of participation. Effective participation requires a thorough reading of the cases and texts, and a good deal of thought about the specific case situations prior to coming to class. Students are expected to both attend class and participate actively in the theory and case discussions.

Course Faculty

Sebastian Raisch is Vice Dean and Professor of Strategy at GSEM, University of Geneva. He earned a Ph.D. from the University of Geneva and an Habilitation from the University of St. Gallen. Prior to life in academia, he was a strategy consultant, working in different European countries. Sebastian's current research concerns corporate growth, strategic decision-making, and strategic renewal within multinational firms. His research has been published in leading journals including the *Academy of Management Journal*, *Harvard Business Review*, *Journal of Management*, *Journal of Management Studies*, and *Organization Science*. He has won multiple awards for excellence in research and teaching. Sebastian has conducted research and consulted top managers at leading companies such as BMW, Deutsche Bank, General Electric, Nestlé, Siemens, and Volkswagen. Contact: Sebastian.Raisch@unige.ch; 022 379 8801; M3329

Sebastian Krakowski is a Ph.D. student and teaching assistant at GSEM since 2014 and a research associate at the Center for Organizational Excellence (CORE), University of St. Gallen. He has studied and worked in Sweden and Switzerland. His research relates to the application of economics and computer science in management. Contact: Sebastian.Krakowski@unige.ch; 022 379 8586; M3336

Steffen Nauhaus is a Ph.D. student and teaching assistant at GSEM since 2015. Before joining GSEM, he has worked at the European Securities and Markets Authority (ESMA) in Paris and the German Institute for Economic Research in Berlin. His research interests include applied economics, big data, and strategy. Contact: Steffen.Nauhaus@unige.ch; 022 379 9582; M3336

Jonathan Schad is a Ph.D. student and a teaching assistant at GSEM since 2011 and a research associate at the CORE. Before joining the team he studied and worked for several years in different European and Asian countries. Jonathan's research concerns the management of paradoxes in multinational firms.

Contact: Jonathan.Schad@unige.ch; 022 379 9020; M3336

This syllabus document was last updated on November 26, 2015. It may be subject to change during the course. Students will be informed about any changes in due course.



Strategic Management

Autumn Semester 2016

Master in Management

GSEM – University of Geneva

SYLLABUS

Faculty: Prof. Sebastian Raisch e-mail: Sebastian.Raisch@unige.ch	When/where: Wednesdays 16:15 – 20:00, Room MR150 (Uni Mail)
Assistant: Sebastian Krakowski e-mail: Sebastian.Krakowski@unige.ch Assistant: Steffen Nauhaus e-mail: Steffen.Nauhaus@unige.ch	Language: English
Number of ECTS credits: 6	Evaluation: Group presentation (50%) and assignments (50%)

Course Overview

This course deals with the craft of strategy. We apply conceptual frameworks and models developed by leading strategy scholars to analyze competitive situations and strategic options. Several real-life company cases are used to acquire practical experience in dealing with strategic issues. We start from the analysis of the external competitive environment and assess how a firm can select the best position within this environment. We then move to the analysis of firm resources, and look at the firm's value chain and competencies that underpin corporate success. Next, we turn our attention to strategy making both at the business unit and corporate levels. We analyze business portfolios and discuss corporate social responsibility. The course concludes with the challenges of strategy execution including organizational and leadership issues. Throughout the course, we try to move beyond the necessary conceptual models and analytical techniques, and provide participants a hands-on experience of strategy.

We address four main topics:

- **Strategic Analysis:** How to analyze industries and their attractiveness for conducting business? How to analyze firms and their competitive advantage?
- **Competitive Strategy:** What are the alternative strategies to successfully compete with rivals? When does it make sense to collaborate with rivals?
- **Corporate Strategy:** How to manage the portfolio of businesses? Why is corporate social responsibility of growing importance for firm success?
- **Strategy Execution:** How to ensure successful implementation of firm strategies? What is the role of strategic leadership in execution?



Learning Objectives

As an outcome of this course, participants are expected to acquire knowledge, skills, and sensitivities that will help them manage effectively in a business environment. Since virtually all organizations have to deal with strategic management in one form or another, this course is intended for participants interested in pursuing general management positions in almost any type of company or organization.

Soft skills developed

The *Strategy in Action* program will call on the students to independently structure and coordinate their analysis in a group setting. This teamwork component will help them develop their interpersonal skills as well as their team management skills. Additionally, they will hone their presentation skills, as they are asked to effectively communicate their findings in a professional presentation.

Course Schedule

The course is structured along the four core themes presented above. The content courses are complemented by group projects and individual projects ("Strategy in Action") during which participants apply the theoretical approaches to real-life industry and company contexts. The projects call on the participants to conduct independent analysis and/or give professional presentations on issues of strategic analysis, competitive strategy, and corporate strategy.

Introduction		
September 21 16.15 – 20.00	(1) Defining Strategy	Teaching & Class Discussion
September 28 16.15 – 20.00	(2) <i>Strategy in Action / Kick-off</i>	Teaching & Guest Lectures

Strategic Analysis		
October 5 16.15 – 20.00	(3) Analyzing Industries <i>Strategy in Action / Part I</i>	Teaching & Case Study Group Work & Coaching
October 12 16.15 – 20.00	(4) Analyzing Firms <i>Strategy in Action / Part I</i>	Teaching & Case Study Group Work & Coaching
October 19 16.15 – 20.00	(5) <i>Strategy in Action / Part I</i>	Group Work & Coaching



Competitive Strategy		
October 26 16.15 – 20.00	(6) Competing with Rivals <i>Strategy in Action / Part I</i>	Teaching & Case Study Group Work & Coaching
November 2 16.15 – 20.00	NO CLASS	
November 9 16.15 – 20.00	(7) Collaborating with Rivals <i>Strategy in Action / Part I</i>	Strategy Game Group Work & Coaching
November 16 16.15 – 20.00	(8) <i>Strategy in Action / Part I</i>	Group Presentations

Corporate Strategy		
November 23 16.15 – 20.00	(9) Managing the Portfolio I <i>Strategy in Action / Part II</i>	Teaching & Class Discussion Kick-off
November 30 16.15 – 20.00	(10) Managing the Portfolio II <i>Strategy in Action / Part II</i>	Class Exercise (P&G) Individual Work & Coaching
December 7 16.15 – 20.00	(11) Acting Responsibly	Teaching & Case Study Guest Lecture

Strategy Execution		
December 14 16.15 – 20.00	(12) Ensuring Execution <i>Strategy in Action / Part II</i>	Teaching & Class Discussion Individual Work & Coaching
December 21 16.15 – 20.00	(13) Providing Leadership + Personal Strategizing	Teaching & Class Discussion Teaching & Class Exercise



Course Readings

For most sessions, there is a complementary text and/or a case study (all provided on CHAMILO). Some materials (*) are **mandatory readings** that have to be read **prior** to the course. Conversely, the remaining texts are optional and may be read prior or after the course. They are meant to support the student in understanding the course contents.

September 21, 2015

- M. E. Porter, 1996. "What is Strategy?" *Harvard Business Review*, 74 (6): 61-78.

October 5, 2015

- ***The Personal Computer Industry in 2003 (Case Summary, 2013)****
- M. E. Porter, 2008. "The Five Competitive Forces That Shape Strategy," *Harvard Business Review*, 86 (1): 78-93. *

October 12, 2015

- ***Dell Computer in 2003 (Case Summary, 2008)****
- ***Apple Inc. in 2012 (Case Summary, 2013)****
- J. Duncan, P. M. Ginter, & L. E. Swayne, 1998. "Competitive Advantage and Internal Organizational Assessment," *Academy of Management Executive*, 12 (3): 6-16.
- M. T. Hansen & J. Birkinshaw, 2007. "The Innovation Value Chain," *Harvard Business Review*, 85 (5): 121-130.

October 26, 2015

- J. B. Barney, 1995. "Looking Inside for Competitive Advantage," *Academy of Management Executive*, 9 (4): 49-61.
- W. C. Kim & R. Mauborgne, 2004. "Blue Ocean Strategy," *Harvard Business Review*, October, 76-85.

November 9, 2015

- M. Brandenburger & B. J. Nalebuff, 1995. "The Right Game: Use Game Theory to Shape Strategy," *Harvard Business Review*, July-August, 57-71.



November 16, 2015

- A. Campbell, M. Goold, & M. Alexander, 1995. "Corporate Strategy: The Quest for Parenting Advantage," *Harvard Business Review*, 73 (3): 120-132.*

November 23, 2015

- Fact File P&G* (to be screened prior to class)

November 30, 2015

- C. A. Bartlett, V. Dessain, & A. Sjöman, 2006. "IKEA's Global Sourcing Challenge: Indian Rugs and Child Labor" *Harvard Business Case*, 9-906-414. *
- M. E. Porter & M. R. Kramer, 2006. "Strategy and Society: The Link Between Competitive Advantage and Corporate Social Responsibility," *Harvard Business Review*, 84 (12): 78-93.

December 7, 2015

- R. S. Kaplan, & D. P. Norton, 2005. "The Office of Strategy Management," *Harvard Business Review*, 83 (8): 72-80.

December 14, 2015

- D. Goleman, & R. Boyatzis, 2008. "Social Intelligence and the Biology of Leadership," *Harvard Business Review*, 86 (8): 874-81

Further non-mandatory (but certainly helpful) readings:

- R. Grant, "Contemporary Strategic Analysis," Oxford: Blackwell (latest edition – revised irregularly every couple of years).
- M. A. Hitt, R. D. Ireland, and R. E. Hoskisson, "Strategic Management: Competitiveness and Globalization," Mason: Thomson (latest edition – revised on a yearly basis).
- G. Johnson, K. Scholes, and R. Whittington, "Exploring Corporate Strategy: Text and Cases," New York: Prentice Hall (latest edition – revised on a yearly basis).
- M. E. Porter, "Competitive Strategies: Techniques for Analyzing Industries and Competitors," New York: Free Press, 1980.
- W. C. Chan and R. Mauborgne, "Blue Ocean Strategy: How to Create Uncontested Market Space and Make Competition Irrelevant," Cambridge: Harvard Business Press, 2005.



Additional complementary readings as well as the solutions to the case discussion sessions are made available to participants during the course.

Course Evaluation / Strategy in Action

Aside from the course teachings, case studies, strategy game, and guest lectures, this course contains a *Strategy in Action* program. The purpose of this program is twofold: (1) it allows participants to immediately apply their learning and (2) it allows us to evaluate participants directly on their learning (rather than through a separate exam after the course ends).

The *Strategy as Action* program is composed of two parts: A group assignments (Part I) and an individual assignment (Part II). Each part account for 50% of the final grade.

We use three main criteria to evaluate the assignments: (1) quality and completeness of the response; (2) link between theory and practice; and (3) form and structure of the presentation.

Strategic Management is an interactive class. Active participation in case discussions and group / individual assignments is absolutely necessary if learning is to take place. Class participation helps to develop an understanding of the actual situation faced by decision makers and to develop insights, alternative courses of action, and analyses that are not inherently obvious.

Strategy in Action Part I: Group Assignment

The group assignment's purpose is to analyze a real-life industry and its key company actors by utilizing the theoretical concepts and tools discussed in class. Participants are assigned to groups, which work together on the assignment. The group assignment takes place during the first half of the course and the groups work on their assignment partly in class, partly outside class. During the in-class work, the course teacher and the course assistants are available to coach teams and respond to their questions. The outcome of the assignment is an in-class group presentation, which is limited to 20 minutes. The focus of the presentations is on sharing the key findings from the group's analysis with the classmates from the other groups.

During the first course session, the *Strategy in Action* program is presented and participants have the opportunity to ask questions. We then ask participants to sign up for one of the working groups on Chamilo (by the second session at the latest).

In the second session, we formally start the *Strategy in Action* program. Each group focuses on one of two (online) industries: eCommerce and digital media (or, more specifically, sub-segments of these industries). We provide a structured overview of these industries and invite guest speakers that talk about their companies and experiences in these industries.



The first part of the group assignment is linked to the strategic analysis part of the course. During course sessions three and four, participants learn about tools to analyze industries (session three) and firms (session four). Each group is then asked to apply these tools (the “five forces” for industry analysis and the “value chain” for firm analysis) to analyze their industry sub-segment, as well as two selected firms from that sub-segment. In sessions three to five, participants also have time to work in class on their analyses. However, additional time outside class is required to finalize this work.

The second part of the group assignment is linked to the competitive strategy part of the course. During course session six, participants learn about tools to analyze firms’ competitive strategies and to develop new, innovative strategies. The objective is to apply these tools (the four-step “value innovation” process) to understand the industry’s current competitive offering, as well as to develop a novel, clearly differentiated competitive offering. The groups can work on their assignment during sessions six and seven in class. Further work outside class is necessary. The groups present their results in the eight session.

Strategy in Action II: Individual Assignment

The individual assignment is based on analyzing corporate strategies. Participants analyze a set of three questions during the second half of the course. The questions and companies to be analyzed are provided in class. Participants are expected to respond to the case questions in a concise and structured manner. A good response clarifies the main issues, outlines key analytical points, identifies options, and if necessary, makes recommendations. The ultimate objective is to hand in an individual, three-page summary response.

The individual assignment starts during the ninth session. The first question is made available during that session and the second during the tenth session. Both questions are related to “portfolio management” (the central topic of sessions nine and ten). The third and final question is made available during session eleven and deals with “acting responsibly.” In sessions nine, ten, and eleven, students have time to work individually on their assignments. The course teacher and the course assistants are present in class to coach participants and respond to their questions when needed. Additional time outside class is needed to complete the assignment. The final three-page summary response has to be handed in prior to the last course session.



Course Faculty

Sebastian Raisch is Vice Dean and Professor of Strategy at GSEM, University of Geneva. He earned a PhD from the University of Geneva and an Habilitation from the University of St. Gallen. Prior to life in academia, he was a strategy consultant, working in different European countries. Sebastian's current research concerns corporate growth, strategic decision-making, and strategic renewal within multinational firms. His research has been published in leading journals including the *Academy of Management Journal*, *Harvard Business Review*, *Journal of Management*, *Journal of Management Studies*, and *Organization Science*. He has won multiple awards for excellence in research and teaching. Sebastian has conducted research and consulted top managers at leading companies such as BMW, Deutsche Bank, General Electric, Nestlé, Siemens, and VW. Contact: Sebastian.Raisch@unige.ch; 022 379 8801; M3329.

Sebastian Krakowski is a PhD student and teaching assistant at GSEM since 2014 and a research associate at the Center for Organizational Excellence (CORE), University of St. Gallen. He has studied and worked in Sweden and Switzerland. His research interests include strategy and behavioral theory. Contact: Sebastian.Krakowski@unige.ch; 022 379 8586; M3336

Steffen Nauhaus is a PhD student and teaching assistant at GSEM since 2015. Before joining GSEM, he has worked at the European Securities and Markets Authority (ESMA) in Paris and the German Institute for Economic Research in Berlin. His research interests include applied economics, big data, and strategy. Contact: Steffen.Nauhaus@unige.ch; 022 379 9582; M3336.

This syllabus document was last updated on November 26, 2015. It may be subject to change during the course. Students will be informed about any changes in due course.



Advanced Topics in Consumer Behavior

**Spring Semester
Master in Management
GSEM – University of Geneva**

SYLLABUS

Faculty: Benjamin Scheibehenne e-mail:	When/where: Monday 10:15 – 11:45 M 5220
Assistant: Antonia Krefeld-Schwalb e-mail:	Language: English
Number of ECTS credits: 3	Evaluation: see below

Course Overview

In this class, students will gain detailed insights into current research topics on consumer behavior. Based on weekly reading assignments and short presentations, we will evaluate and discuss theories and empirical research on topical questions in the area of consumer behavior across a wide range of scientific disciplines including Marketing, Psychology, and Cognitive Science, to name but a few.

Learning Objectives

After successful completion of the class, students will gain an in-depth understanding of relevant topics, research findings, and debates in the area of consumer behavior. Along the way, students will learn to read, understand, and criticize original research papers across several disciplines.

Soft skills developed

Presentation skills, teamwork (in class)

Course Schedule

The class covers a range of exciting and relevant research topics in the area of consumer behavior. Topics of discussion include simple heuristics of judgment and choice, situational and environmental influences on behavior, emotions, risk taking, non-conscious cognitive processes as well as current methodological debates. A detailed weekly schedule will be announced at the first meeting in class.

Course Readings



The reading list will mostly consist of original journal publications, including both, recent and “classical” papers. A detailed reading list will be made available at the first meeting in class.

Course Evaluation

The minimum grade to obtain the ETCS credits of the course is 4.00/6.00. Overall course grade will be calculated according to the following criteria:

- Regular homework assignments that have to be submitted online prior to class (40%)
- Active participation during the weekly meetings (20%)
- Presentation in class (40%)

Selected Bibliography

A detailed reading list including additional references will be provided in class

Online documents

All necessary documents and teaching resources will be made available online



Marketing Methods
Spring Semester
Master in Management
GSEM – University of Geneva

SYLLABUS

Faculty: Benjamin Scheibehenne e-mail:	When/where: Tuesday 8:15 – 9:45 M 5220
Assistant: Antonia Krefeld-Schwalb e-mail:	Language: English
Number of ECTS credits: 3	Evaluation: see below

Course Overview

This class will enable students to process, analyze, and display data using the statistics software R.

The R software is a powerful and versatile tool that is highly popular in academia and in the industry alike (including companies such as Google and Ebay). Class topics include hands-on approaches to handle and code (large) sets of data, conducting and interpreting statistical tests and producing crisp, ready-to-publish, content-rich figures. In practical, hands-on exercises in front of the computer, students will analyze different data using various statistical methods. A focus of the class will be on processing and plotting data. Along the way, basic statistical concepts and theories will be refreshed.

Learning Objectives

After completion of the class, students will be able to use R for their own data analysis purposes and they will be able to single-handedly expand their knowledge for future applications.

Soft skills developed

Persistence and systematic approaches to diagnose and solve concrete problems.

Course Schedule

A detailed weekly schedule will be announced at the first meeting in class.

Course Readings

Literature will be provided at the first day of class. It will mainly consist of online resources including internet tutorials and short videos.

Plagiarism is a fraud and will be treated as such. For more information please see:
<http://www.unige.ch/ses/formationinitiale/infosGenerales/inscriptions/fraude.html>



Course Evaluation

The minimum grade to obtain the ETCS credits of the course is 4.00/6.00. Overall course grade will be calculated according to the following criteria:

- Regular homework assignments that have to be submitted online prior to class (40%)
- Final exam on the last day of class. The exam will be open-book, open-internet, open-time (with restrictions), and open-mind. (60%)

Selected Bibliography

A detailed reading list including additional references will be provided in class.

Online documents

All necessary documents and teaching resources will be made available online.



Change Management: Across Boundaries

Spring Semester 2016
Master in Management
GSEM – University of Geneva

SYLLABUS

Faculty: Dr. Lea Stadtler E-mail: Lea.Stadtler@unige.ch	When: Thursday 8:15 – 12:00 (every 2 weeks) Where: M 3220
Assistant: Ozgu Karakulak E-mail: ozgu.karakulak@unige.ch	Language: English
Number of ECTS credits: 3	Evaluation: Ongoing oral and written evaluation; final assignment

Course Overview

Public pressure and internal drivers for corporate responsibility have led corporate managers to scrutinize their company's social, ecological, and economic impact and to implement change programs to enhance its "triple-bottom-line" impact. To have a decisive impact, however, such change programs also prompt managers to move beyond the firm's boundaries and reconsider their organization's role in addressing complex societal challenges such as poverty, unemployment, and deficiencies in education, water supply, and health.

In this course, the participants will learn what it takes to trigger change within and beyond a company's organizational boundaries. Specifically, as companies face legitimacy and capacity constraints in addressing societal problems unilaterally, they increasingly join forces with public and civil-society organizations. In this regard, new forms of collaboration such as tripartite public-private partnerships (PPPs) between companies and actors from the public and civil-society sectors have become prominent. In such partnerships, diverse partners seek to closely work together to solve a problem of mutual concern and agree to share the risks, responsibilities, contributions, and benefits.

What does triggering change within and beyond organizational boundaries entail for companies, the individuals involved, and society at large? When should PPPs be utilized and when rather not? What are their success factors and key impediments? As future managers, students will be increasingly asked to act across sectoral boundaries. In order



to be able to fulfill this task successfully, they need to be familiar with the basic concepts of change management, collaboration, resistance, and cross-sector interactions.

Divided into lectures and a practical group work, this course will provide participants with a comprehensive overview of the theories and practice of change management in relation to corporate social responsibility activities and cross-sector collaboration. Specifically, participants will have the opportunity to:

- Critically discuss the role of business in society and the internal change processes required to successfully take a proactive role towards societal change
- Explore the rationale, benefits, and risks of PPPs
- Learn about the practical management of PPPs, including which initial questions to address, the design, implementation, and monitoring processes, as well as implementation challenges, dilemmas, and success factors
- Explore selected real case examples in-depth, balance practical insights with theoretical frameworks, and share the outcomes with peers, and
- Gain insights from experts and practitioners from the field.

Learning Objectives

By the end of this course, participants should be able to:

- Have a good understanding of key concepts related to change management within and across organizational boundaries
- Apply the related theoretical frameworks to practical examples
- Practice and learn about successful project management and group work
- Critically reflect on the role of business in society and the implications for corporate managers
- Understand the differences in the collaboration landscape, why PPPs are increasingly gaining momentum, and what has led to this evolution
- Be aware of the benefits and risks of PPPs for companies, individuals, and society at large
- Provide general guidance on successful partnership development processes and foresee key implementation impediments and challenges
- Make use of the potential of cross-sector interactions in practical contexts

Soft Skills Developed

This course aims at developing important soft skills related to communication, project management, team work, presentation in front of an audience, and leading a discussion.



Course Schedule

The course schedule below is tentative and can be modified.

The first three sessions of this course will involve a mixture of classical lecture elements taught by the instructors, class discussions, individual and group work focused on case analysis, and integration of practitioner insights.

The following three sessions will focus on a practical group assignment in which the participants are asked to write a selected short case and accompanying teaching note.

Session 1: Change within and across boundaries – an introduction 03.03.2016

Topics:

- Introduction to the course
- Role play or simulation for understanding the key challenges and leverage points in managing change
- The role of business in society in view of complex societal challenges
- Definition of PPPs and reasons for their increased use
- Links to change management

Course preparation:

Please read the following articles before coming to class:

- Waddock, S.A. (1988). Building Successful Social Partnerships. *Sloan Management Review*, 29(4), 17-23.

Session 2: The company perspective and the PPP design 17.03.2016

Topics:

- Discussion of the LET case study
- The company perspective on PPPs including drivers, business integration, change management, risks, limitations, and methods for scaling up
- PPP Challenges – Working across boundaries and dealing with different partners
- Designing PPPs and handling coopetition, including design dilemmas and helpful structures and process
- PPP life cycle including preparation, implementation, and evaluation tasks

Guest speaker

Course preparation:

Please read the following case study before coming to class:

- Kolk, A., van Tulder, R., & Kostwinder, E. (2008). Business and partnerships for development. *European Management Journal*, 26(4), 262–273.
- Stadtler, L.; Van Wassenhove, L. (2012). The Logistics Emergency Teams - Pioneering a New Partnership Model. Case Study, INSEAD, European Case Clearing House, ECCH (Ref. No. 712-033-1), England



Petra Demarin, Associate Director, International Development Initiatives - Permanent Mission of Canada to the UN in Geneva (to be confirmed)	
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Session 3: Leading change across boundaries; the role of broker organizations; preparing the group assignment 07.04.2016

Topics:	Course preparation:
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- Leadership in PPPs
- Change management, learning, and scaling up
- Group formation for the case assignment
- Group work

- Please revisit the documents provided for the first two sessions
- Create groups

Session 4: Preparing the group assignment 14.04.2016 (!!!)

Topics:	Course preparation:
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- Short cases and teaching notes: what is the value?
- How to proceed?
- Preparing the interview
- Group work
- Coaching

- Please read the following document before coming to class:
- Stadtler, L. & Probst, G. (2013). Guidelines for Writing a Successful Case and Teaching Note.
 - Stadtler, L. (2013). Interview guideline.

Session 5: Group work and coaching session 12.05.2016
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Participants will work in their groups and come to a fixed coaching meeting	Course preparation:
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- Please read the following documents before coming to class:
- Stadtler, L. & Probst, G. (2013). Guidelines for Writing a Successful Case and Teaching Note.
 - Stadtler, L. (2013). Interview guideline.



Session 6: Group presentation and closing
26.05.2016

Project presentation:

- Each group will present and try to sell its case and its key learnings. The presentation will be taken into account for the final course grade.
- Integration of learnings and reflection on the overall course insights

Course preparation:

Please prepare a short presentation with the key learnings of your case project

Hand-in of final group work (case and teaching note) on Friday
03.06.2016

Course Readings

- Kolk, A., van Tulder, R., & Kostwinder, E. (2008). Business and partnerships for development. *European Management Journal*, 26(4), 262–273.
- Stadtler, L.; Van Wassenhove, L. (2012). The Logistics Emergency Teams - Pioneering a New Partnership Model. Case Study, INSEAD, European Case Clearing House, ECCH (Ref. No. 712-033-1), England.
- Stadtler, L. & Probst, G. (2013). Guidelines for Writing a Successful Case and Teaching Note.
- Stadtler, L. (2013). Interview guideline.
- Waddock, S.A. (1988). Building Successful Social Partnerships. *Sloan Management Review*, 29(4), 17-23.

Course Evaluation

The minimum grade to obtain the ETCS credits of the course is 4.00/6.00.

The final grade will be based on:

- the individual participation, presentation, and tests (30%),
- the submitted case and teaching note (70%),

The Individual Participation and Tests

This is a very dynamic and interactive course. Consequently, full course attendance, careful preparation, and participation are requested. Interventions should be constructive and clearly related to the case or topic discussed. In this regard, arguments can be improved through examples and explicit links to former discussions.

In addition to active participation in course discussions and work breakouts, participants will be asked to complete short tests. They will have max. 15 minutes in total to answer two or three precise questions. While bullet points will not be sufficient for receiving the full points per question, we encourage students to focus on the key elements of theoretical frameworks or practical examples when responding to the questions.



The Case Assignment

Participants will be asked to write a short case on a designated company, individual leader, or PPP program. Groups will be formed during the third session and will be given a tailored assignment indicating their case object, a key contact partner, guiding questions, and accompanying theoretical frameworks.

This exercise will ask the students to first investigate all publically available material on the given topic and then prepare an interview with a key case actor. Based on this material, they will write a case study (about 6 pages, 1.5 spaced) and an accompanying teaching note (about 6 pages, 1.5 spaced). During session 3 we will explain our expectations in more detail and provide help during two coaching sessions.

The case and teaching note need to be handed in on **Friday June 3**, about one week after the last course session.

A **case** is a snapshot taken of a (series of) management decision at a certain point of time and is written to serve a particular teaching objective. A good case has an inspiring and intriguing case story that allows for an in-depth analysis based on theoretical frameworks in the teaching note. Consequently, a case should not only provide sufficient detail to allow grappling with the problem in a realistic way, but also present the context and the protagonist in a rich fashion. Thus, the reader can identify with the manager and other decision maker(s) in the case, and gain some appreciation for the complexity that the “real world” always imposes on choices and decisions.

The **teaching note** defines clear assignment questions and then develops an in-depth analysis. Specifically, in line with the assignment question at hand, the teaching note shows how tailored theoretical frameworks can be applied to the case in order to better understand the why and how of the case story as well as other potential managerial solutions that the key case actor(s) could have used.

The Group Presentation

During the last session, the groups are invited to present the key learnings of their case and teaching note. The presentation time will be limited to 15 minutes to make the participants focus on the most essential points.



Selected Bibliography

Bryson, J., Crosby, B., & Middleton Stone, M. (2006): The Design and Implementation of Cross-Sector Collaborations: Propositions from the Literature. Public Administration Review, Special Issue, 44-55.

Huxham, C. & Vangen, S. (2004): Doing Things Collaboratively: Realizing the Advantage or Succumbing to Inertia? In: Organizational Dynamics, 33(2), 190-201.

McQuaid, R. (2000): The theory of partnerships. Why have partnerships? In: Osborne, S. (Editor): Public Private Partnerships: Theory and Practice in International Perspective. Routledge, London. pp. 9-31.

Tennyson, R. (2005): What is a Partnership Broker? In: Tennyson, R. (2005): The Brokering Guidebook. International Business Leaders Forum (IBLF), pp. 7-13.

Williams, P. (2002): The Competent Boundary Spanner. Public Administration, 80(1), 103-124.

Online Documents

The mandatory and additional readings and the lecture handouts will be available online. In order to access those as well as further documents, participants may sign up on chamilo.unige.ch (course S401130).



International Organizations

**Autumn Semester
Master in Management
GSEM – University of Geneva**

SYLLABUS

Faculty: Thomas Straub e-mail: Thomas.straub@unige.ch	When/where: Tuesday 14:15 – 18:00 Room M5220
Assistant: Rose Hiquet & Ozgu Karakulak e-mail: rose.hiquet@unige.ch , ozgu.karakulak@unige.ch	Language: English
Number of ECTS credits: 6	Evaluation: on going

Course Overview

This course aims to introduce students with some fundamental management theories (Organizational Ecology, Institutional Theory and Stakeholder Theory) and to provide theories and practical tools to deal with changes faced by International Organizations.

Learning Objectives

Expected outcomes of the students are

- Being familiar with several management theories
- Understand the change needs of international organizations and how to manage them
- Learn the elements of the structural, strategic, technological and cultural change
- Get a better understanding of the change leadership

Soft skills developed

Expected soft skills that will be developed in the course are:

- Communication skills (Presentation in front of the class, doing interviews)
- Ability to work in a team
- Project management

Course Schedule

The course schedule below is tentative and can be modified.

Sept. 15th, 2015	Lecture 1: Introduction	
	Introduction	Discussion of the general course requirements and methods
Sept. 22nd, 2015	Lecture 2: Organizational Ecology	
	Introduction to the Organizational Ecology Theory	Readings: - Salimath, M. S., & Jones III, R.



		(2011). Population ecology theory: implications for sustainability. <i>Management Decision</i> , 49(6), 874-910.
Sept. 29 th , 2015	Lecture 3: Institutional Theory	
	Introduction to the Institutional Theory	Readings: - Thornton, P. H., Ocasio, W., & Lounsbury, M. (2012). The institutional logics perspective. John Wiley & Sons, Inc. (Chapter-2).
Oct. 6 th , 2015	Lecture 4: Stakeholder Theory	
	Introduction to the Stakeholder Theory	Readings: - Frooman, J. (1999). Stakeholder influence strategies. <i>Academy of management review</i> , 24(2), 191-205.
Oct. 13 th , 2015	Lecture 5: Managing Change-1	
	-Managing Change -Dealing with Resistance -Danish Police Reform Case Study	Readings: - Kotter, J. (2007). Leading Change. <i>Harvard Business Review</i> , 85(1), pp. 96-103. - Kotter, J. and Schlesinger, L.A. (2008). Choosing strategies for change. <i>Harvard Business Review</i> , 86 (7/8) pp. 130-139.
Oct. 20 th , 2015	Lecture 6: Managing Change-2	
	-Knowledge Management -Adaptation and Evolution -Nestle Case Study	Readings: - Probst, G. (1998). Practical Knowledge Management: A Model that Works. <i>Prism</i> , Second Quarter, 17-29.
Oct. 27 th , 2015	Lecture 7: Managing Change-3	
	-Change Leadership -Reconstruction and Revolution -Lego Case Study	Readings: - Hoffman, R. (1989). Strategies for Corporate Turnarounds: What Do We Know About Them? <i>Journal of General Management</i> , 14(3), pp. 46-66.
Nov 10 th , 2015	Lecture 8: Mid-term Exam and Preparation for the Final Project	
	Mid-Term Exam. Coaching session for the final project	



Nov. 17 th , 2015	Lecture 9: Preparation for the Final Project	
	Coaching session for the final project	
Nov. 24 th , 2015	Lecture 10: Preparation for the Final Project	
	Coaching session for the final project	
Dec. 1 st , 2015	Lecture 11: Preparation of the Final Project	
	Coaching session for the final project	
Dec. 8 th , 2015	Lecture 12: Preparation of the Final Project	
	Coaching session for the final project. Deadline of the final project paper	
Dec. 15 th , 2015	Lecture 13: Presentation of the Final Project	
	Group presentations of the final projects	

Course Readings

Frooman, J. (1999). Stakeholder influence strategies. *Academy of management review*, 24(2), 191-205.

Kotter, J. (2007). Leading Change. *Harvard Business Review*, 85(1), pp. 96-103.

Kotter, J. and Schlesinger, L.A. (2008). Choosing strategies for change. *Harvard Business Review*, 86 (7/8) pp. 130-139.

Salimath, M. S., & Jones III, R. (2011). Population ecology theory: implications for sustainability. *Management Decision*, 49(6), 874-910.

Thornton, P. H., Ocasio, W., & Lounsbury, M. (2012). The institutional logics perspective. John Wiley & Sons, Inc. (Chapter-2).

Course Evaluation

The minimum grade to obtain the ETCS credits of the course is 4.00/6.00. Overall course grade will be calculated according to the following criteria:

- Group work (50%) Analysis of a real change happened in an international organization.
- Individual midterm written exam (50%) 1 hour, closed books, multiple choice.

Selected Bibliography

Balogun, J., & Hailey, V. H. (2008). Exploring strategic change. Pearson Education.

Online documents

Students should check the International Organization course on Chamilo.



Advanced Studies in Contract Law
Spring Semester
Master in Management
GSEM – University of Geneva

SYLLABUS

Faculty: Prof. Dr. Jean-Paul Vulliétty e-mail: jean-paul.vullietty@unige.ch	When/where: Tuesday 1015-1200, Room MR 150
Assistant: John Hartung e-mail: john.hartung@unige.ch	Language: English
Number of ECTS credits: 3	Evaluation: see below

Course Overview

This Master class intends to extend and deepen the student's knowledge of contracts, with a special focus on the major modern international commercial and business contracts, such as distributorship, license, merchandising, franchising, commercial agency and joint-ventures. Due to the outweighing importance of intellectual property in modern commercial contracts, as well as the increasing influence of competition/anti-trust law, the lecture will also include a general introduction to the most important intellectual property rights in modern trade (patents, trademarks and know-how), as well as a short overview of certain competition law issues linked to the modern commercial contracts. Competition law as such will be addressed in the Master class on Advanced Studies in Corporate Law. As future managers, students will regularly face sophisticated legal structures and concepts, and will be asked to cooperate and coordinate their actions with legal experts and lawyers. In order to be able to fulfil this task successfully, managers need to have a solid background in law and a good command and understanding of the modern contractual structures, which are constantly improved by the practice. Students will discover the theories and practices of commercial contracts by analysing cases individually in preparation for class and through a case presentation in groups by teaching a case. Students have to be well prepared for each session, and can be requested to present case material or background reading.

Learning Objectives

The purpose of this course is that each participant :

- Extends his basic legal knowledge in law of obligations and general contract law
- Gets a better understanding of the lawyers' needs, concerns, technical vocabulary/concepts and methods of work
- Is able to identify and assess the major legal risks and issues in international commercial contracts

Plagiarism is a fraud and will be treated as such. For more information please see:
<http://www.unige.ch/ses/formationinitiale/infosGenerales/inscriptions/fraude.html>



- Is able to identify the contractual structure which would be the most suitable for his commercial objectives
- Becomes familiar with the basic elements of doing research in legal matters
- Becomes able to understand legal technical and scholarly writings and to assess the impact of court decisions

Course Schedule

The course schedule below is tentative and can be modified.

Week	Main Title	
1	<p>Introduction (Outline, Material, Administrative issues, etc.)</p> <p>What is the purpose of a contract ?</p> <p>What is an international contract ?</p> <p>What is the law applicable to international contracts ?</p>	Lecture – Introductory case study
2	<p>Structure of an international commercial contract– main mechanisms and clauses</p> <p>1. "Securing the deal"</p> <ul style="list-style-type: none">a. letter of intent or offerb. comfort letterc. memorandum of understandingd. confidentiality agreements and exclusivity commitments	Introductory lecture followed by Case studies



3.	<p>Structure of an international commercial contract– main mechanisms and clauses (cont'd)</p> <p>2. The main clauses</p> <ul style="list-style-type: none">a. preambleb. obligations of the parties and operative clausesc. performance bonds, payment guaranteesd. boiler plate clauses (hardship, force majeure, entire agreement clause, waiver clause, etc.)e. liquidated damages/penalty clauses – limitation/waiver of liabilityf. applicable law and jurisdiction (or dispute settlement) clauses	Lecture/Case studies
4.	<p>Sales and distribution</p> <p>1. Sales under the CISG</p> <ul style="list-style-type: none">a. short overview of the CISGb. application and applicability of the CISGc. comments on ITC model agreementd. other contracts with sales related aspects : (construction and work contracts; contract manufacture agreement; long term supply of goods)e. cases	Lecture/Case studies



5.	Sales and distribution 1. Sales under the CISG (cont'd) (see Week 4)	Lecture/Case studies
6.	Sales and distribution (cont'd) 2. Distribution agreements a. introduction and general typology of distribution contracts b. definition of distributorship <i>stricto sensu</i> c. obligations of the parties d. delimitation: license, commission, agency e. selected issues: applicable law – what about CISG ? immediate termination for cause - indemnification of goodwill (clientèle) ? f. comments on model agreements	Lecture/Case studies
7.	Sales and distribution 2. Distribution agreements (cont'd) Introduction to intellectual property law Introduction to competition law, with a special focus on vertical agreements	



	Parallel imports and exhaustion of IP rights	
8.	Alliances, co-operation agreements and Joint-Ventures (short overview) 1. cases in which JV are used 2. the different types of JV 3. legal regime 4. comments on model agreements	
9 - 10	Acquisitions of companies (overview – subject to time available) 1. road map – contract mechanism 2. the « due diligence » 3. the main contractual features	
11.	Arbitration	
12.	Reserve or Business Crime	

Course Readings

Course Readings:

This Lecture is basically conceived as an interactive class. Active participation in class discussion requires of course a careful reading of the relevant cases and materials and a good amount of thought about the case situation before coming to class.

Plagiarism is a fraud and will be treated as such. For more information please see:
<http://www.unige.ch/ses/formationinitiale/infosGenerales/inscriptions/fraude.html>



The readings indicated below are mandatory and have to be done **prior** to the course. All the texts are to be found on CHAMILO. The CHAMILO Folder of this Lecture is organized/structured as follows:

- Syllabus
- Slides
- Week 1- 12
- Additional readings

Week 1

- August/Mayer/Bixby, International Business law, 5th ed., pp. 148-151 (governing law)
- Lara M. Pair, Contracts (pp. 6 -18)
- Willes/Willes, pp. 212 – 218 (short primer on the domestic law of contract)

Week 2

- Memorandum of Understanding
- Confidentiality Agreement

Week 3, 4 and 5

- Boiler plate clauses
- Jurisdiction clauses / Choice of law clauses
- Willes/Willes, pp. 395 – 401 (international payment mechanisms – letter of credit/documentary credits)
- Willes/Willes, pp. 345 ff. (trade terms - INCOTERMS)
- Willes/Willes, pp. 261 – 264 (international sales – CISG)
- Pair on CISG (pp. 17 – 18)

Week 6

- check-list of distribution agreement



- Exclusivity in distributorship
- Agency vs. Distributorship

Week 7

- Pair on intellectual property (pp. 63 ff.)
- Pair on Competition Law (pp. 28 – 39)

Week 8

- <http://www.intracen.org/model-contracts-for-small-firms/> - WTO/ITC Model contracts on Joint Ventures

Week 9 - 10

- Pair on Acquisitions (pp. 19 – 27)
- Due diligence
- Check-list/table of contents for company acquisition

Week 11

- Pair on Arbitration (pp. 114 – 121)

Week 12

- Pair on Business crime (pp. 101 - 106)

Complementary Readings:

http://www.dike.ch/International-Business-transactions?filter_name=pair&filter_description=true

Course Evaluation

The minimum grade to obtain the ETCS credits of the course is 4.00/6.00. Overall course grade will be calculated according to the following criteria:

- Individual final oral exam (100%), full documentation available. Case study with a 30-minute preparation and 15 minutes of examination.

Plagiarism is a fraud and will be treated as such. For more information please see:
<http://www.unige.ch/ses/formationinitiale/infosGenerales/inscriptions/fraude.html>



Online documents

Chamilo: Advanced Studies in Contract Law

The course will not be available on MediaServer



Law for Corporate Decision Makers

Spring Semester

Master in Management

GSEM – University of Geneva

SYLLABUS

Faculty: Prof. Marie-Noëlle Zen-Ruffinen e-mail: Marie-Noelle.Zen-Ruffinen@unige.ch	When/where: Friday 4 th March 9:15-18:00 Room PM04 Friday 11 th March 9:15 – 16:00 Room PM04 Friday 18 th March 9:15-17:00 Room PM04
	Language: English
Number of ECTS credits: 3	Evaluation: see below

Course Overview

The subject of the course is competition law. It will focus on Swiss competition law, but EU competition law and US antitrust law are used to offer comparative insights.

This course will be divided into three parts as follows:

1. The first part of the course consists of an introduction to competition law (competition law as a risk management task; role of competition law and policy in regulating markets and preventing harmful economic or social effects of cartels and other restraints of competition).
2. The second part of the course consists of a general review of the main sources, the authorities and procedures by which competition law is enforced.
3. The third and major part of the course comprises a detailed analysis of the law relating to the three main areas of competition policy attention: anti-competitive agreements, abuse of dominant position and merger control. Related sanctions will also be analyzed.

Theoretical knowledge will be applied through case studies.



Learning Objectives

The course aims to give students a sophisticated understanding of Swiss competition law. Upon completion of the course, students are expected to:

- understand how competition law is applicable to the economic activity and to the day to day business activities
- acquire methodological expertise to analyze case law and be able to identify anti-competitive unlawful practices
- be aware of the related risks
- be able to prevent the anti-competitive practices and minimize the risk of non-compliance
- be able to manage situations where an undertaking is subject to an investigation procedure / a dawn raid operation laid by the Competition commission

Soft skills developed

Students (divided in small groups) will be asked to study and prepare cases; they are expected to be able to work in team. They are also expected to be able to present their case orally and in written.

Students will be encouraged and asked to actively participate during the course.

Course Schedule

The course schedule below is tentative and can be modified.

March 4 th , 2016	Introduction	
	Part I	Overview of the class and general information on the course (documentation and examination). Introduction to competition law as a risk management task (risk identification, risk evaluation, risk management and risk control). Role of competition law and policy.



	Part II	Important notions & legal sources (notion and origin of competition law; review of the main sources of anti-trust legislation; scope of the Cartel Act; definition of the relevant market). Review of the competition authorities and procedures .
	Unlawful agreements	
	Part I	Notions and legal basis (agreement, concerted practice, decision by association of undertakings; horizontal/vertical agreements). Types of agreements (according to their lawfulness). Exceptional authorization .
	Part II	Analysis of agreements eliminating competition : <ul style="list-style-type: none">- horizontal agreements; Art. 5 III Cartel Act ("hardcore cartels");- vertical agreements; Art. 5 IV Cartel Act and Notice on the Assessment of vertical agreements. Case studies.
	Part III	Analysis of agreements restricting competition : <ul style="list-style-type: none">- Art. 5 I-II Cartel Act;- significant effect on competition (vertical/horizontal agreements; quantitative/qualitative aspects);- justifying grounds. Case studies / oral presentations.
	Practical case	Students (divided into small groups) have to analyze a practical case and return their written case analysis at the end of the session; the students' analysis will be assessed by the Professor. Solution of the case will be discussed in plenum.



March 11th, 2016		
Abuse of dominant position		
	Part I	Notions and legal basis (individual/collective dominant position; criteria for dominant position; relevant market). Exceptional authorization.
	Part II:	Abuses of dominant position: analysis of the examples of abuses set forth in Article 7 II Cartel Act. Case studies / oral presentations.
	Practical case	Students (divided into small groups) have to analyze a practical case and return their written case analysis at the end of the session; the students' analysis will be assessed by the Professor. Solution of the case will be discussed in plenum.
Dawn raids & Sanctions: how to (re)act ?		
		Secretariat's opinions / Notification of the restraint before it takes effect. Sanctions (included calculation of the fine). Leniency program. Dawn raids. Amicable settlement. Tips. Draft amendment of the legislation.
March 18th, 2016		
Individual presentations		
		Students are given a topic (e.g. they have to comment on a legal provision) and have to present it orally (5 minutes)
Merger control		
	Part I	Introduction. Operations subject to control (notion of merger; merger size / specific cases; Swiss character of mergers).
	Part II	Merger assessment. Control procedure (notification, preliminary assessment, investigation procedure, Commission's decision). Exceptional authorization.



		Sanctions (administrative & criminal). Case studies / oral presentations.
	Practical case	Students (divided into small groups) have to analyze a practical case and return their written case analysis at the end of the session. The students' analysis will be assessed by the Professor. Solution of the case will be discussed in plenum.

Course Readings (available on **Chamilo)**

Legislation :

- Cartel Act / Loi sur les cartels
- Merger Control Ordinance / Ordonnance sur le contrôle des concentrations d'entreprises
- Cartel Act Sanctions Ordinance / Ordonnance sur les sanctions
-

Notices :

- Communication relative à l'appréciation des accords verticaux du 8 juin 2010
- Communication PME
- Notes explicatives relatives à l'ordonnance sur les sanctions
- Notice sur le déroulement des perquisitions
- Aide-Mémoire: secrets d'affaires

Case law (decisions of the Supreme Court, decisions of the Competition Commission).

ICN-Anti-Cartel enforcement template

Examples of competition law guidelines.

Practical cases.

Course Evaluation

The minimum grade to obtain the ETCS credits of the course is 4.00/6.00. Overall course grade will be calculated according to the following criteria:

The course will be evaluated as follows:

- Group work (15%) – preparation
- In class participation (15%)
- Individual oral presentation (15%)



- Individual final written exam (55%): Duration: 2 hours (multiple choice questions). The students have their own copies of laws, ordinances and notices which cannot be annotated (internal redirections are, however, authorized). No other document is authorized.

Selected Bibliography

A selected bibliography (non compulsory readings) will be available on **Chamilo**.



International Management

Spring Semester

Master in Management

GSEM – University of Geneva

SYLLABUS

Faculty: Tina Ambos e-mail: tina.ambos@unige.ch	When/where: Tuesdays 14:00 – 18:00 Room M4220
Assistant: Sebastian Fuchs e-mail: sebastian.fuchs@unige.ch	Language: English
Number of ECTS credits: 6	Evaluation: see bellow

Course Overview

The course provides a comprehensive overview about international management and challenges you to think critically about global markets. Specifically, the course is designed to provide you with (a) familiarity with the problems and perspectives of management across national boundaries and in foreign countries; (b) insights into environmental perspectives (political, economic, administrative and cultural) of doing business outside the home country; (c) analytical ability to make management decisions facing all firms (exporters, licensor/licensee, joint venture firms, firms with overseas subsidiaries) engaged in business outside of Switzerland; (d) awareness for cultural and psychic distances that can increase the complexity of managing a global company; (e) knowledge of strategies and practices of how to gain and sustain a global competitive advantage; (f) insights on how companies choose an optimal global structure and how companies ensure coordination between the headquarters and its subsidiaries, and among subsidiaries.

The first part of the course aims to convey content through lectures and case studies. The second part allows students to apply their knowledge practically in an international management project, featuring a real-time challenge. Substantial classroom discussion is encouraged and expected.

Learning Objectives

By the end of the course students will have achieved the following learning objectives:

- Understand the global environment within which businesses operate.
- Demonstrate the ability to independently research an area relevant to international management and then to collate, synthesize and structure an argument based on their understanding.



Knowledge and Understanding

- Knowledge and understanding of global sourcing strategies.
- Knowledge in international management techniques and tools including templates.
- Familiarity with many examples of successful and less successful strategies.
- Extensive knowledge of major types of international management decisions.
- Received firsthand accounts of contemporary international management practice from visiting speakers.

Cognitive & Subject Specific Skills:

- The ability to conduct a strategic analysis in a global setting.
- The ability to take a holistic approach to the application of analytical templates and other techniques.
- The knowhow to obtain and analyze information which will aid decision making.
- The ability to analyze cases which approximates closely to the rapid analysis of international management situations.
- Extensive experience in working in teams.

Key Skills:

- The ability to rapidly structure ideas and presentations both as individuals and as members of a team.
- The ability to shift material quickly and efficiently, and to structure it into a coherent argument.
- The ability to research material related to companies and business context under pressure of tight deadlines.
- Organizational abilities in relation to teamwork including presentation and report writing skills.

Course Schedule

The course schedule below is tentative and can be modified.

Week 1 (23.2.2015): Introducing International Management

Week 2 (1.3.2015): Multinational Performance and Market Assessment

Week 3 (8.3.2015): International Entry Modes and the Role of Distance

Week 4 (15.3.2015): Coordination and Control in the Multinational

Week 5 (22.3.2015): Lectures and Case Studies

Week 6 (5.4.2015): Mid-term Exam

Weeks 7-12: International Management Project and Workshops

Week 13 (24.5.2015): Group Presentations & Deadline for the Group Report



Course Readings

Compulsory readings will be made available in the first session.

Additional reading: Peng, M. & Meyer, K., International Business, Cengage Learning EMEA, 2011

Course Evaluation

The minimum grade to obtain the ETCS credits of the course is 6.00. Overall course grade will be calculated according to the following criteria:

- Mid-term exam 30% (individual)
- Individual cases 10% (individual)
- Peer review 5% (individual)
- Competitive case 15% (group)
- Group project 40% (30% report, 10% presentation) (group)

Selected Bibliography

A compulsory reading list will be made available in the first session.

Online documents

-



Business Ethics (S401155)

**Spring Semester 2016
Master in Management**

GSEM – University of Geneva

Faculty: Francois Dermange e-mail: francois.dermange@unige.ch	When: Thursday 14:15 – 16:00 Where: Uni-Mail, M 2193
Assistant: Evelyne de Mevius e-mail: evelyne.demevius@unige.ch	Language: English
Number of ECTS credits: 3	Evaluation: see below

Course Overview

Business ethics examines the practices and conduct of both individuals and companies in a business environment.

The course will mix lectures, meetings with professionals from different sectors (asset management, industry, media), discussions in groups and group presentations.

Learning Objectives

The students are expected to understand the main challenges of Business Ethics today from a consumer, company and social point of view. Why is Ethics not a simple communication problem? How should a company define its ethics? What does it imply for the management?

Soft skills developed

Students will acquire the tools to discuss an ethical position and develop their critical thinking skills.

Course Schedule

The course schedule below is tentative and can be modified.



Feb. 25th, 2016	Lecture 1: Introduction	
		<ul style="list-style-type: none"> – What is Business ethics? – Case Study 1: Drug trials on children
Feb. 25th, 2016	Lecture 2: Utilitarianism	
		<ul style="list-style-type: none"> – Jeremy Bentham – Case Study 2: Philip Morris
Mar. 3rd, 2016	Lecture 3: Deontological approach	
		<ul style="list-style-type: none"> – Immanuel Kant – Case Study 3: Queen vs. Dudley/ Milgram
Mar. 10th, 2016	Lecture 4: Ethics of virtue	
		<ul style="list-style-type: none"> – Aristotle – Case Study 4: Google
Mar. 17th, 2016	Lecture 5: Who is right?	
		<ul style="list-style-type: none"> – Collective exercise
Mar. 24th, 2016	Lecture 6: Ethics and management	
		<ul style="list-style-type: none"> – Management models/ Conflicts of interest – Ethics in Global Economy: Does being ethical pay? <p>Piero Schinasi, <i>Codefine Packaging</i> (TBC)</p>
Apr. 7th, 2016	Lecture 7: Ethics and norms	
		<ul style="list-style-type: none"> – Social, institutional and CSR norms – Commodity trading & the media, an example of the relationship between the private sector and the press <p>Nicolette de Joncaire Narten, <i>AGEFI</i> (TBC)</p>
Apr. 14th, 2016	Lecture 8: Group presentations	
		<ul style="list-style-type: none"> - Presentations in groups (3)
Apr. 21st, 2016	Lecture 9: Group presentations	
		<ul style="list-style-type: none"> – Presentations in groups (3)
Apr. 28th, 2016	Lecture 10: Group presentations	



		– Presentations in groups (3)
Apr. 28th, 2016	Lecture 11: Group presentations	
		– Presentations in groups (3)
May 12th, 2016	Lecture 12: Conclusion	
		– Is Ethical Finance an Oxymoron? Patrick Fenal, <i>Unigestion</i> (TBC)
		– Conclusive remarks

Course Readings

A short compulsory reading will be given on Chamilo (<https://chamilo.unige.ch/home/>) after each session in preparation of the next one.

Please register for the course by clicking on “Catalogue de cours” on the main page, then on “GSEM”. The course “Business Ethics” will appear on the right side of your screen. Click “S’inscrire”.

Course Evaluation

The minimum grade to obtain the ETCS credits for the course is 4.00/6.00.

Overall course grade will be calculated according to the following criteria:

- In class participation: 20%
- Discussion with the invited professionals: 20%
- Group work on a topic chosen by the students (a list of subjects will be provided to the students): 60% (Oral (20min): 30%; Written Document (10p): 30%)



Selected Bibliography

Richard ADAMS, Jane CARRUTHERS and Sean HAMIL, *Changing corporate values: A guide to social and environmental policy and practice in Britain's top companies*, London, Kogan Page, 1991.

Tom L. BEAUCHAMP and Norman E. BOWIE (eds), *Ethical Theory and Business*, Englewood Cliffs N.J, Prentice Hall, 2003.

Thomas BERNS, Pierre-François DOCQUIR, Benoît FRYDMAN, Ludovic HENNEBEL et Gregory LEWKOWICZ, *Responsabilité des entreprises et corégulation*, Bruxelles, Bruylant, 2007.

Norman E. BOWIE (ed.), *Blackwell Guide to Business Ethics*, Oxford, Blackwell, 2002.

Norman E. BOWIE, *Business Ethics: A Kantian Perspective*, Oxford, Blackwell, 1999.

Norman E. BOWIE and Patricia H. WERHANE, *Management Ethics*, Oxford, Blackwell, 2004.

Christopher COWTON and Roger CRISP (eds.), *Business Ethics: Perspectives on the Practice of Theory*, Oxford, Oxford University Press, 1998.

Alain ETCHEGOYEN, *La valse des éthiques*, Paris, François Bourin, 1991.

Hans JONAS, *Le principe responsabilité : une éthique pour la civilisation technologique*, trad. Eric Pommier, Paris, Cerf, 2012.

Octave GELINIER, *L'éthique des affaires, Halte à la dérive*, Paris, Seuil 1991.

Octave GELINIER, *Anthologie sur L'éthique, Recueil de textes*, publiés sous la direction de Michel le Net, Éthique Éditions, 2005.

Richard T. DE GEORGE, *Business Ethics*, New York, Macmillan, 1995.

Jennifer JACKSON, *An introduction to Business Ethics*, Oxford, Blackwell, 1996.

Yvon PESQUEUX et Yvan BIEFNOT, *L'Éthique des affaires – Management par les valeurs et responsabilité sociale*, Paris, Editions d'Organisation, 2002.

Robert PHILLIPS, *Stakeholder Theory and Organizational ethics*, Oakland, Berrett-Koehler Publishers, 2003.

Alan SINGER, Patricia WERHANE, *Business Ethics in Theory and Practice*, London, Kluwer, 1999.

Peter SINGER, *A Companion to Ethics*, Oxford, Blackwell, 1993.



Brenda SUTTON (ed.), *The Legitimate Corporation: Essential Readings in Business Ethics and Corporate Governance*, Oxford, Blackwell Business, 1993.

Peter ULRICH, *Integrative Wirtschaftsethik. Grundlagen einer lebensdienlichen Ökonomie*, Bern-Stuttgart-Wien, Haupt, 1997.

Johan VERSTRAETEN (ed.), *Business Ethics: broadening the perspectives*, Leuven, Peeters, 2000.

Thomas I. WHITE, *Business Ethics: A Philosophical Reader*, Englewood Cliffs N.J., Prentice Hall, 1993.

Walther Ch. ZIMMERLI, Klaus RICHTER and Markus HOLZINGER, *Corporate Ethics and Corporate Governance*, New York, Springer, 2007.

Laszlo ZSOLNAI (ed.), *Ethics in the Economy: Handbook of Business Ethics*, Bern, P. Lang, 2002.

Articles

Michel AGLIETTA et Antoine REBERIOUX, « Du capitalisme financier au renouveau de la social-démocratie », *Prisme*, No. 5, 2004. http://www.centre-cournot.org/?wpfb_dl=55

Joseph BETZ, "Business Ethics and Politics", *Business Ethics Quarterly*, Vol. 8, No. 4, 1998, pp. 693-702.

John R. BOATRIGHT, "Does Business Ethics Rest on a Mistake?", *Business Ethics Quarterly*, Vol. 9, No. 4, 1999, pp. 583-591.

F. Neil BRADY and Craig P. DUNN, "Business Meta-Ethics: An Analysis of Two Theories", *Business Ethics Quarterly*, Vol. 5, No. 3, 1995, pp. 385-398.

R. H. COASE, "The Nature of the Firm", *Economica*, Vol. 4, No. 16, 1937, pp. 386-405.

June COTTE and Remi TRUDEL, "Does Being Ethical Pay?", *The Wall Street Journal*, 12 May 2008. (<http://www.wsj.com/news/articles/SB121018735490274425>)

Chris DOWNS, "A Kantian Approach to Business Ethics, Norman E. Bowie", in T. DONALDSON, P.H. WERHANE and M. CORDING, *Ethical Issues in Business: a philosophical approach*, 7th. edn., New Jersey, Prentice Hall, 2002, pp. 61-71. <http://www.chris-downs.f2s.com/BAM321/Assets/Kantian%20Approach%20to%20Business%20Ethics.pdf>

Ronald DUSKA, "Business Ethics: Oxymoron or Good Business?", *Business Ethics Quarterly*, Vol. 10, No. 1, 2000, pp. 111-129.



R. Edward FREEMAN, "Stakeholder Theory of the Modern Corporation", *Perspectives in Business Ethics* Sie, V. 3, 2001, p.

144. <http://academic.udayton.edu/lawrenceulrich/Stakeholder%20Theory.pdf>

Milton FRIEDMAN, "The Social Responsibility of Business Is to Increase Its Profits," *New York Times Magazine*, September 13, 1970.

Joseph HEATH, "Business Ethics without Stakeholders", *Business Ethics Quarterly*, Vol. 16, No. 4, 2006, pp. 533-557.

Ronald JEURISSEN, "The social function of Business Ethics", *Business Ethics Quarterly*, Vol. 10, No. 4, 2000, pp. 821-843.

Guy GIROUX, « La fonction sociale des codes de pratiques professionnelles et organisationnelles », in IDEM (éd.), *La pratique sociale de l'éthique*, Québec-Paris, Bellarmin, 1997, p. 271-286.

Domènec MELÉ, "Integrating Ethics into Management", *Journal of Business Ethics*, Vol. 78, No. 3, 2008, pp. 291-297.

Richard A. MCCORMICK, "Proxy Consent in Experimentation Situation", in HUMBER & ALMEDER (eds.), *Biomedical Ethics and the Law*, New York and London, Plenum Press, 1979.

Douglas MCGREGOR, "The Human Side of Enterprise", *Reflections*, Vol. 2, No. 1, 1966. <http://www.kean.edu/~lelovitz/docs/EDD6005/humansideofenterprise.pdf>

Edwin R. MICEWSKI and Carmelita TROY, "Business Ethics: Deontologically Revisited", *Journal of Business Ethics*, Vol. 72, No. 1, 2007, pp. 17-25.

Lynn Sharp PAINE, "Does Ethics Pay?", *Business Ethics Quarterly*, Vol. 10, No. 1, 2000, pp. 319-330.

David RODIN, « Éthique des affaires: théories et réalité », *Revue internationale des sciences sociales*, Vol. 3, No. 185, 2005, pp. 609-620. <http://www.cairn.info/revue-internationale-des-sciences-sociales-2005-3-page-609.htm>

Göran SVENSSON and Greg WOOD, "A Model of Business Ethics", *Journal of Business Ethics*, Vol. 77, No. 3, 2008, pp. 303-322.



Strategic Human Resource Management

**Autumn Semester
Master in Management
GSEM – University of Geneva**

SYLLABUS

Faculty: Prof. Michel Ferrary, University of Geneva e-mail: Michel.Ferrary@unige.ch	When/where: As announced in the official program.
Assistant: Rose Hiquet e-mail: Rose.Hiquet@unige.ch	Language: English
Number of ECTS credits: 3	Evaluation: Group project and exercises

Course Overview

The objective of this course is to gain a better understanding of human resource management practices and their value by providing theoretical perspectives underlying these practices. Different approaches will be studied, including the historical context and daily practice. The debate of individual versus situational aspects will be engaged to understand organizational behaviour. Other subjects of the course will include motivation, leadership, group dynamics, and the role of human resource management.

Learning Objectives

- Define how human capital can contribute to the firm competitiveness
- Explain the relationship between human resource strategy and business strategy
- Analyze how the attractiveness of the firm's employee value proposition contributes to the firm's competitiveness
- Understand the relationship between the dual labour market of the firm and its strategic human capital
- Develop the relationship between the HRM system and the firm performance

Soft skills developed

- Teamwork
- Analytical skills
- Project management

Course Schedule

The course schedule below is tentative and can be modified.



Lecture 1: Introduction	
Introduction	Overview about strategic human resource management
Lecture 2:	
	Human resource as a strategic resource
Lecture 3:	
	Consulting project. Client presentation
Lecture 4:	
	Dies Academicus
Lecture 5:	
	Firm attractiveness in the labor market
Lecture 6+7:	
	HR metrics and Analytics + Exercise on attractiveness
Lecture 8:	
	Universum, Employer branding
Lecture 9:	
	Deloitte, Talent Management
Lecture 10:	
	Employee Value Proposition and poaching strategy
Lecture 11:	
	Strategic HR flexibility and firm performance
Lecture 12:	
	Corporate diversity and firm's performances
Lecture 13:	
	Consulting project. Final presentations

Course Readings

Session 1: Chambers E. et al. (1998), « The War for Talent », *The McKinsey Quarterly*, n°3, pp. 44-57

Plagiarism is a fraud and will be treated as such. For more information please see:
<http://www.unige.ch/ses/formationinitiale/infosGenerales/inscriptions/fraude.html>



Session 2: Wright P., Dunford B. and Snell S. (2001) "Human resources and the resource based view of the firm", *Journal of Management*, vol. 27, pp. 701-721

Session 5: Rynes S. and Barber A. (1990), « Applicant Attraction Strategies: An Organizational Perspective », *Academy of Management Review*, vol. 15, n°2, pp. 286-310

Session 6 + 7: Lawler E. et al. (2004), « HR Metrics and Analytics: Use and Impact », *Human Resource Planning*, vol. 27, n°4, pp. 27-35

Session 9: Moroko L. and Uncles M. (2008), « Characteristics of successful employer brands », *Brand Management*, Vol. 16, n°3, pp. 160-175

Session 10: Stahl G. et al. (2012), « Six Principles of Effective Global Talent Management », *MIT Sloan Management Review*, vol. 53, n°2, pp. 25-32

Session 11: Gardner T. (2002), « In the trenches at the talent wars: competitive interaction for scarce human resources », *Human Resource Management*, Vol. 41, n°2, pp. 225-237

Session 12: Michie and Sheehan (2005). "Business strategy. Human resources. Labour market flexibility and competitive advantage". *International Journal of Human Resource Management*, vol. 16, n°3, pp. 445-464

Course Evaluation

The minimum grade to obtain the ETCS credits of the course is 4.00/6.00. Overall course grade will be calculated according to the following criteria:

- Exercise on attractiveness and business intelligence:
 - By group of 4 students
 - 30% of the final grad
- Consulting project Challenge:
 - By group of 4 students
 - 70% of the final grad

Online documents

Chamilo: <https://chamilo.unige.ch/home/courses/4301109CR/index.php>



Financial planning – Business plan

Autumn Semester

Master in Management

GSEM – University of Geneva

SYLLABUS

Faculty: Jean-François Gajewski e-mail: jean-francois.gajewski@unige.ch	When/where: Thursday 10:15 – 12:00 Room M 1130
Assistant: N/A e-mail: N/A	Language: English
Number of ECTS credits: 3 ECTS	Evaluation: see below

Course Overview

The course has the objective to analyze the main corporate financial decisions from a theoretical and practical point of view.

After a quick remind of basic financial operations, the course deals with corporate financial management and more precisely it treats both sides of financial policy: capital budgeting and financing policy. More specifically, after defining the notion of creation value, the course presents in a first part the tools for capital budgeting in situations of certainty and uncertainty. The second part presents the main ways of financing the firm and the criteria of choice between the different sources of financing. Then, these two decisions are analyzed together through a financing plan and financial planning more generally. Last, the course presents some notions of risk management.

Learning Objectives

After the course, the students should be able to understand how firms select investment projects, how corporate managers raise capital. They should be able to link these two decisions in a financing plan. Finally, some notions of risk management are supposed to be known.

This is an introductory course to corporate finance. If you want to go more deeply in financial-planning – business plan, you will have to choose courses more linked to accounting. There is no prerequisite. However, some basic notions of mathematics or economics could be useful.

Course Schedule

- Chapter 1 The mechanism of financial operations
- Chapter 2 The analysis of capital budgeting



- Chapter 3 The analysis of corporate financing policy
- Chapter 4 Financial planning
- Chapter 5 Risk management

Course Readings

There is no obligation about reading unless stated during the course, but multiple choice questions and case studies will be distributed in class. Some chapters of text books cited in the bibliography can be recommended.

Course Evaluation

The minimum grade to obtain the ETCS credits of the course is 4 over 6. Overall course grade will be calculated according to a final written exam. Participation during the lessons is encouraged and will be taken into account for adjusting borderline grades.

Selected Bibliography

The main references for the course are:

- **Brealey R., Myers S. et Allen F. Principles of corporate finance. Ed. McGraw-Hill.**
- **Vernimenn P. Finance d'entreprise. Dalloz.**
- Damodaran A. Corporate Finance. Ed. Wiley.
- Emery D.R., Finnerty J.D. et Stowe J.D. Corporate Financial Management. Ed. Prentice Hall.
- Gallagher T.J. et Andrew J.D. Financial Management. Ed. Prentice Hall.
- Gitman L. J. Principles of Managerial Finance. Ed. Addison Wesley.
- Pike R. et Neale B. Corporate Finance and Investment. Ed. Prentice Hall.
- Shapiro A.C. et Sheldon D.B. Modern Corporate Finance. Ed. Prentice Hall.
- Van Horne J.C. Financial Management Policy. Ed. Pearson.
- Van Horne J.C. et Wachowicz J.M. Fundamentals of Financial Management. Ed. Prentice Hall.

Among all these references, the first two references in bold could be very useful and close to the course.

Online documents

Slides, notes and other documents are made available through Chamilo.



Strategic Leadership
Spring Semester 2016
Master in Management
GSEM – University of Geneva

SYLLABUS

Faculty: Prof. Dr. Markus Menz E-mail: markus.menz@unige.ch	When/where: Monday, 14.15-18.00 Uni-Mail M 5220
Assistant: Aida Darouichi E-mail: aida.darouichi@unige.ch +41 22 379 81 40 Uni-Mail, Office 3233 Hours: Upon request	Language: English
Number of ECTS credits: 6	Evaluation: See below

Course Overview

What do the CEOs of Apple, Credit Suisse, and Toyota have in common? They are all strategic leaders – executives who have overall responsibility for the development of an organization. The strategic leadership of the contemporary corporation, however, not only relies on the CEO and the various divisional heads, but increasingly also on other executives, such as the chief financial officer, the chief information officer, and the chief strategy officer. Indeed, today strategic leadership is typically a shared activity that involves the top management team and the board of directors. Moreover, companies have created dedicated units, such as the strategy department at corporate headquarters, which are supposed to support the development and execution of the firm's strategy.

This course will focus on the characteristics of these individuals, teams, and units that are involved in the strategic leadership of an organization. In the course, students will learn who these strategic leaders are, what they do, how they do it, and how they affect their organization's outcomes. Hence, the main focus of the course is on how strategic leaders lead an organization (and not on how they lead individuals). The course will cover a range of strategic leadership topics, including the experiences and roles of executives (CEOs, other general managers, functional managers), the composition and structure of top management teams, executive succession, boards of directors, executive compensation, and strategic leadership units (particularly strategy departments).



The course consists of short formal lectures that provide an overview on the theory and main concepts of strategic leadership. Further, student groups will present selected articles and launch an in-depth discussion of the respective research stream guided by the lecturer. The lectures are complemented by (a) case analyses and discussions, and (b) guest lectures delivered by top managers, board members, and executive search consultants that provide students with timely insights from strategic leadership practice. In addition to the lectures, the students will learn how to analyze various strategic leadership phenomena in a group project.

Learning Objectives

The main objective of this course is to offer a comprehensive understanding of strategic leadership research and practice. Specifically, the students should develop competences in the following three areas:

- Content-specific competences: Knowledge of the fundamental concepts, theories, and tools in strategic leadership;
- Methodological competences: Analysis of (a) strategic leadership cases and (b) primary data concerning strategic leadership phenomena;
- Social competences: Collaborative work in teams on strategic leadership topics; presentation skills; discussion leadership

Course Schedule

The course schedule below is tentative and can be modified. Sessions will usually last from 14.15 to 18.00.

Session	Date	Topic	Approach
1	22/02/2016	Introduction & Overview	Lecture
2	29/02/2016	Executive Experiences and Roles	Lecture & Guest Lecture
3	07/03/2016	Top Management Teams	Lecture & Case Study
4	14/03/2016	Executive Succession	Lecture & Guest Lecture
5	21/03/2016	Boards of Directors	Lecture & Guest Lecture
6	04/04/2016	Executive Compensation	Lecture & Case Study
7	11/04/2016	Strategic Leadership Units	Lecture & Case Study
8	18/04/2016	Group Project	Group Work & Coaching
9	25/04/2016	Group Project	Group Work & Coaching
10	02/05/2016	Group Project	Group Work & Coaching
11	09/05/2016	Group Project Presentations	Group Presentations
12	23/05/2016	Exam	



Course Readings

The slides of the course as well as other compulsory readings, such as articles and cases, will be made available on Chamilo usually by Friday before the respective session. Even though students are not required to read a textbook for the course, the following book may be useful as it provides students with a background on the topic:

Finkelstein, S., Hambrick, D. C., & Cannella, A. A. 2009. Strategic Leadership: Theory and Research on Executives, Top Management Teams, and Boards. Oxford: Oxford University Press.

Course Evaluation

The minimum grade to pass the course and to be entitled to receive the 6 ECTS credits is a 4.00. The evaluation of the students consists of three parts:

- Group research presentation and session leadership (20% of overall grade). For each session, a group will be selected to summarize and present several selected articles concerning the session's focal topic. The group will be also asked to launch a discussion of the respective research stream.
- Group project presentation including executive summary (40% of overall grade). The students are required to conduct a group project that will be evaluated based on a group presentation and a two-page executive summary. Specifically, students will be asked to analyze a recent strategic leadership phenomenon. Further information will be provided in class.
- Final written exam of 1.5 hours (40% of overall grade). The written exam is "closed book" and takes place in the final session of the course. Relevant for the written exam are the contents of all sessions (e.g., handouts of lectures, articles, cases, guest lectures, content of in-class discussions, etc.). In accordance with the course language, the written exam must be answered in English.



**Business & Society
S401106CR**

**Autumn Semester 2015
Master in Management
GSEM – University of Geneva**

SYLLABUS

Faculty: Dr. Bettina Palazzo e-mail: bettina.palazzo@unige.ch	When/where: Uni Mail Tuesday 10:15 – 11:45 Room MR070
Assistant: none e-mail:	Language: English
Number of ECTS credits: 3	Evaluation: see below

Course Overview

The last three decades have witnessed a lively debate over the relevance ethics in corporate decision making and the role of corporations in society. In recent years this debate has become more important for two main reasons: Recent financial scandals and societal expectations towards business that change dramatically. The seminar will introduce in the debate on business and society on two analytical levels: In a first step we will analyze the ethical dimension of *individual decision making in organizations*. The seminar will familiarize students with the recent insights from psychology, philosophy and sociology on how ethical and unethical decisions in organizations can be understood and managed. In a second step we will move one level up and analyze organizational decision making in society. Business activities expand globally and transnational production networks have become the dominating form of organizing business operations in the 21st century. Sustainability challenges move centre stage in corporate strategy. We will analyze the consequences of globalization for the role of business in society and discuss how corporations can deal with the increasing expectations of its various stakeholders on the global playing field.

Learning Objectives

At the end of this course, students will be able to:

1. Identify, analyse, and resolve ethical issues in business
2. Understand the socio-psychological dynamics that can lead to unethical decision making
3. Understand the relationship between leadership, leadership styles, and ethics
4. Know important elements and issues in the management of ethics in organisations
5. Have an overview of the current issues in Corporate Social Responsibility and how companies can successfully manage these issues.



6. Be able to analyse the global supply chain of a company or product from a CSR perspective.
7. Know the challenges and success factors for a credible CSR management.
8. Have an understanding of how companies can deal with critical external stakeholders.

Soft skills developed

Since this course is very interactive, students will develop their communication skills.

It is expected that they train their independent and critical thinking.

We will do many group exercises that will help develop teamwork skills.

Students also learn to synthesize complex topics and presenting their ideas in a written form, through their participation in online forums on Moodle.

Furthermore, we will conduct one assignment on a peer assessment basis that will help students to critically assess their colleagues work.

Course Schedule

The course schedule below is tentative and can be modified.

Sept. 15th, 2015	Lecture 1: Introduction <ul style="list-style-type: none">• Course outline, objectives. Expectations, evaluation• Get-to-know• How to do the "Business Ethics Case of the week"• The old and new paradigm of business
Sept. 22nd, 2015	Lecture 2: Ethics for Beginners <ul style="list-style-type: none">• Dilemma situations• Business Ethics and CSR
Sept. 29th, 2015	Lecture 3 : Ethical Decision-Making <ul style="list-style-type: none">• Philosophical approaches to ethics• Ethical decision making in organizations
Oct. 6th, 2015	Lecture 4: Unethical Decision-Making in Organizations <ul style="list-style-type: none">• Ethical Theory Review• The psychology of unethical decision making in corporations• Influence of time pressure, performance pressure, group



	pressure, authority
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Oct. 13th, 2015	Lecture 5: Unethical behavior of individuals
	<ul style="list-style-type: none">• The Ford Pinto Case• The psychology of Dishonesty• Behavioral economics

Oct. 20nd, 2015	Lecture 6: Ethical Leadership
	<ul style="list-style-type: none">• Dishonesty Recapitulation• Leadership styles and Ethics

Oct. 27nd, 2015	Lecture 7: Organizational Ethics
	<ul style="list-style-type: none">• Managing Ethics• Codes of Conduct

Nov. 10th, 2015	Lecture 8: Introduction to CSR
	<ul style="list-style-type: none">• The story of Stuff• Supply Chain analysis

Nov. 17th, 2015	Lecture 9: Managing CSR
	<ul style="list-style-type: none">• CSR Management Systems• CSR Standards• CSR Strategy

Nov. 24nd, 2015	Lecture 10: Practical CSR
	<ul style="list-style-type: none">• Guest Speaker on CSR Management <p>Pascal Becker, Head of Sustainability Givaudan</p>

Dec. 1th, 2015	Lecture 11: CSR Challenges
	<ul style="list-style-type: none">• Practical CSR challenges: debriefing the Nokia case study• CSR Auditing and beyond

Dec. 8th, 2015	Lecture 12: Managing stakeholder relations
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	<ul style="list-style-type: none"> • Stakeholder Dialogue • Nestlé, Timberland case studies
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Dec. 15th, 2015	Lecture 13: Course Wrap-up
	<ul style="list-style-type: none"> • Students' presentations on supply chains • Conclusions and burning questions

Course Readings

Session 4:

Palazzo, G., Krings, F. & Hoffrage, U. 2012. Ethical blindness. *Journal of Business Ethics*, 109: 323–338

Session 5:

Gioia, A. G. 1992. Pinto fires and personal ethics: A script analysis of missed opportunities. *Journal of Business Ethics*, 11: 379-389.

Dan Ariely: The honest Truth about Dishonesty, Harper 2012, *Chapters 1, 2, 3, 9*

Session 8:

Scherer, A. G. & Palazzo, G. 2011. A new political role of business in a globalized world - a review and research agenda. *Journal of Management Studies*, 48 (4): 899-931.

Session 7:

Paine, Lynn Sharpe: Managing for Organizational Integrity, *Harvard Business Review* (March-April 1994): 106-117

Session 12:

Jeff Swartz: How I Did It: Timberland's CEO on Standing Up to 65,000 Angry Activists, HBR 2012

Course Evaluation

The minimum grade to obtain the ETCS credits of the course is 4.00/6.00. Overall course grade will be calculated according to the following criteria:



Element of evaluation	Base of evaluation	Weight
Presenting the Business Ethics Case of the Week (group assignment)	Every week (from session 2 to 12) students will present an interesting, recent business ethics case. The task is to describe the situation, analyse the ethical controversy, give an opinion, and suggest a solution. Deadline: the day before the session (=Monday), 12h00.	30% of overall grade
Writing an essay on the Nokia Siemens case study (individual assignment)	Students will write an essay of 600 words +/- 5% on the questions asked in the case study. The assignment has to be turned in until November 29 , 24h00. It will build the reference point for our discussion in the session of December 1.	30% of overall grade
Presenting a deconstructed supply chain during class (in teams of 2)	Students will work together in groups of two on the specific social and environmental problems of different industries. Their task will be to deconstruct the supply chain of a company (or a product) and to analyse the social and environmental issues that might happen at the various steps. The result has to be presented in a 5-7 minutes powerpoint presentation in the final session of December 15. The company/product is chosen at latest at the end of session 9 (November 17), the powerpoints have to be sent to me until December 11, 24h00.	40% of overall grade

Selected Bibliography

As a preparation for the course, I suggest that you watch the movie "The Corporation".
<https://www.youtube.com/watch?v=Y888wVY5hzw>

Online documents

Moodle



Advanced Marketing Research
Marketing Orientation – Spring Semester 2016
Master in Management
GSEM – University of Geneva

SYLLABUS

Faculty: Prof. Marcel Paulssen, University of Geneva e-mail: marcel.paulssen@unige.ch	When/where:
Assistant: Ramesh Roshan Das Guru University of Geneva e-mail: ramesh.das@unige.ch	Language: English
Number of ECTS credits: 6	Evaluation: see below

Course Overview

The goal of this course is to provide students with in-depth knowledge of select multivariate analysis techniques. It builds on the knowledge acquired in a basic marketing research course. Students will not only be introduced to relevant multivariate analysis techniques but also to typical marketing problems in which these techniques are applied to support managerial decision making.

Most of the multivariate analysis techniques covered will be applied in case studies to help support real marketing decision problems. Students thereby acquire hands-on knowledge on how to apply these techniques.

The skills covered in the course are not only applicable to marketing problems but to any type of empirical research problems. These skills are fundamental in case you want to pursue a career in marketing or consulting, or if you want to pursue a Ph.D.



Learning Objectives

Upon completion of this course students are expected to be able to:

- translate marketing problems into research questions;
- decide on the appropriate analysis, technique to support a specific marketing decision
- acquire detailed knowledge about the assumptions, advantages and disadvantages of the multivariate analysis techniques covered in the course;
- be able to analyze data with the respective multivariate techniques and to correctly interpret the results;
- make effective marketing decisions based on the analysis results.

Students will reach a high level of methodological expertise in this course. They will acquire in-depth knowledge of several analyses techniques and will be enabled to conduct these analyses by themselves and utilize the results to effectively support marketing decisions.



Course Schedule

The course schedule below is preliminary and can be modified depending on the students' progress in the respective topics.

	Lecture 1: Introduction	
16.09.2015	Introduction	Overview of the class and organization of the course. Marketing research including who is doing research and which type of research problems exist, examples of market research problems that have been solved with multivariate analysis techniques.

	Exercise 1: Input Lecture Qualitative Research Methods	
16.09.2015	Selected Qualitative Research Methods	Principles of qualitative research, presentation of selected qualitative research methods such as focus groups, netnography and depth interviews

	Lecture 2: Measurement and Scaling	
23.09.2015	Measurement and Scaling	Brief repetition of topics from an introductory market research class, scale evaluation, assessing construct validity, the multi trait multi-method matrix.

	Exercise 2: Project Work Qualitative Research Methods	
23.09.2015	Selected Qualitative Research Methods	Students will conduct depth interviews and netnography on the topic of quality, Q&A-session on open issues



	Lecture 3: Measurement and the Balanced Scorecard	
30.09.2015	Measurement and the Balanced Scorecard	Role measurement in the control process, importance of nonfinancial performance measures, introduction to the balanced scorecard (history, perspective and measures), lagging and leading indicators, balanced scorecard and strategy

	Exercise 3: Presentation of Qualitative Research Results, Introduction to SPSS	
30.09.2015	Presentation of Qualitative Research Results, Introduction to SPSS	<p>Students will present the results of their qualitative research approaches, each group will make a 15 minutes presentation.</p> <p>Review of basic descriptive statistics, introduction to SPSS: data reading, coding, simple analyses, writing scripts.</p>

	Lecture 4: Regression Analysis	
07.10.2015	Regression Analysis	Principles and assumptions in regression analysis, estimation in regression analysis, statistics and tests in regression analysis

	Exercise 4: Input Lecture Questionnaire Design	
07.10.2015	Input Lecture Questionnaire Design	Questionnaire design, type of questions, question wording



	Lecture 5: Regression Analysis (cont'd)	
14.10.2015	Regression Analysis (cont'd)	Violations of assumptions in regression analysis (non-metrical IV, non-linearity, multicollinearity, autocorrelations, heteroscedasticity) and therapy. Introduction to the case study regression and experience curve

	Exercise 5: Presentation of Quality Measures, Project Work Questionnaire Design	
14.10.2015	Presentation of Quality Measures, Project Work Questionnaire Design	Student will present an overview of measurement scales to measure quality and an own proposal

	Lecture 6: Factor Analysis	
21.10.2015	Factor Analysis	Basic idea of factor analysis and examples of applications in the social sciences, fundamental theorem and central concepts in factor analysis, steps in factor analysis.

	Exercise 6: Project Work Questionnaire Design	
21.10.2015	Questionnaire Design	Project Work Questionnaire Design

	Lecture 7: Factor Analysis (cont'd)	
28.10.2015	Factor Analysis (cont'd)	Testing adequacy of correlation matrices, variance composition and communality estimation in factor analysis, factor extraction methods (principal component and principal axis factoring), factor extraction criteria, factor rotation and factor scores. Introduction to the case study factor analysis for the automotive industry.



	Exercise 7: Presentation of Questionnaire	
28.10.2015	Questionnaire Design	Presentation of Questionnaire Designs

	No Class	
04.11.2015		Possibilities to review the concepts learned so far and discuss open questions with the assistant.

	Lecture 8: Factor Analysis and Regression Analysis in Practice	
11.11.2015	Factor Analysis (cont'd)	Testing adequacy of correlation matrices, variance composition and communality estimation in factor analysis, factor extraction methods (principal component and principal axis factoring), factor extraction criteria, factor rotation and factor scores. Introduction to the case study factor analysis for the automotive industry.

	Exercise 9: Regression Analysis and Factor Analysis in Practice	
11.11.2015	Regression and Factor Analysis	Students will work on select data sets to practice regression and factor analysis.

	Lecture 9: Cluster Analysis	
18.11.2015	Cluster Analysis	Basic concepts and application of cluster analysis, process of cluster analysis, proximity measure for different variable types.

	Exercise 9: Analysis of Collected Data	
18.11.2015	Analysis of Collected Data	Students will analyze the collected data



	Lecture 10: Cluster Analysis (cont'd)	
25.11.2015	Cluster Analysis (cont'd)	Hierarchical versus nonhierarchical cluster algorithms, linkage methods, determination of cluster number, interpretation and profiling of cluster solutions. Introduction to the case study cluster analysis in banking.

	Exercise 10: Course Exercise	
25.11.2015	Analysis of Collected Data	Students will analyze the collected data

	Lecture 11: Discriminant Function Analysis	
02.12.2015	Discriminant Function Analysis	Basic principles and applications in marketing, formal representation and fundamental equations, graphical representation, testing goodness of fit.

	Exercise 11: Analysis of Collected Data	
02.12.2015	Analysis of Collected Data	Students will analyze the collected data

	Lecture 12: Discriminant Function Analysis (cont'd)	
09.12.2015	Discriminant Function Analysis (cont'd)	A complete example of a discriminant function analysis, significance tests and Wilks lambda, standardized canonical discriminant function coefficients, structure matrix, interpreting discriminant functions, classification, discriminant function analysis in SPSS, limitations. Introduction to the case study discriminant function analysis in banking.



	Exercise 12: Analysis of Collected Data	
09.12.2015	Analysis of Collected Data	Students will analyze the collected data

	Lecture 13: Wrap Up	
16.12.2015	Open questions, Exam preparations	In the last lecture of this series remaining open questions will be discussed as well as tips and strategies for the exam will be given.

	Exercise 13: Presentation of Analysis Results	
16.12.2015		Each group of students will present the results of their analyses.

Course Readings

Two textbooks form the basis of this course:

Title: Marketing Research: Methodological Foundations

Authors: Gilbert A. Churchill and Dawn Iacobucci

Edition: Ninth edition, 2005

Publisher: Thomson South-Western

Title: Using Multivariate Statistics

Authors: Barbara G. Tabachnik and Linda S. Fidell

Edition: Fifth edition, 2007

Publisher: Pearson Education, Inc.

Or Alternatively

Title: Marketing Research: An Applied Orientation:

Authors: Naresh K. Malhotra

Edition: Sixth edition, 2009

Publisher: Pearson Education, Inc.

These textbooks cover much more in terms of analyses techniques than the lectures but they are a great guide for any empirical researcher. In addition a course pack will be prepared



electronically that includes the main chapters of these books and additional readings and papers for each class.

As a short introduction to SPSS we recommend:

Title: SPSS QuickStarts

Authors: Neil J. Salkind and Samuel Green

Edition: First edition, 2011

Publisher: Pearson Education, Inc.



Course Evaluation

The minimum grade to obtain the ETCS credits of the course is 4.00/6.00.

Overall course grade will be calculated according to the following criteria:

1. Qualitative study results (10%)
2. Presentation of questionnaire design (20%)
3. Final presentation of data analysis (20%)
4. Final exam (50%)

Students can only pass the class if the final exam is 4 or more. Absence or failure of the final exam leads to the failure of the whole class. Case studies are compulsory. Cases that are not submitted will be graded with 0.

The final exam will be an open book exam. That means students are allowed to bring whatever they deem helpful such as lecture notes, books etc. However the exam will not simply ask you to repeat what has been taught in the lectures. Rather it is designed to measure your comprehension of the course content.

Selected Bibliography

Online documents

Chamilo will host the course class slides and related exercise solutions and other materials.



Advanced Topics in Marketing
Marketing Major – Spring Semester 2016
Master in Management
GSEM – University of Geneva

SYLLABUS

Faculty: Prof. Marcel Paulssen, University of Geneva e-mail: marcel.paulssen@unige.ch	When/where:
Assistant: Ramesh Das Guru e-mail: Ramesh.Das@unige.ch	Language: English
Number of ECTS credits: 3	Evaluation: see bellow

Course Overview

The advent of relationship marketing induced a paradigm shift in marketing from attracting customers into transactions towards establishing and maintaining long-term relationships with them. Organizations have realized that customer relationships are some of their key assets, thus the primary objective of the marketing activities of many organizations is to establish, develop and maintain these customer relationships.

Learning Objectives

The main objective of the course is to familiarize students with the strategy and tactics of customer relationship management (CRM). Topics include customer satisfaction measurement, customer value assessment, improvement and creation of loyalty, design of loyalty programs, customer communities and co-creation etc. Upon completion of this course students are expected to be able to:

- understand the key concepts and best practices of customer relationship management
- apply analytical techniques and concepts acquired during the course to real-world decision problems in customer relationship management.

Soft skills developed

Students will hone their scientific skills and prepare a seminar paper that needs to be presented in class or they can hone their project management skills with a market research project in cooperation with a company.



Course Schedule

The course schedule depends on the availability of a suitable project partner in the company world. If no suitable project partner is available the course follows the classic structure of an academic seminar on the graduate level. In that case the course will start with two introductory lectures on the topic of relationship marketing. The introductory lectures have the goal to provide students with an overview on the topic of customer relationship management. Subsequently seminar topics will be distributed to the students ranging from classic topics such as customer satisfaction measurement to contemporary topics such as customer engagement and customer co-creation. Students will work in groups of two on each topic and will be required to complete a seminar paper of between 35 and 40 pages in length. The seminar paper is scientific piece of work with goal to summarize the state of the literature on the respective topic. Participants should note that rules and norms of scientific writing will be enforced in the seminar and any attempt to copy will directly lead to failure of the seminar. Each group will have to prepare a 45 minutes presentation on their seminar topic. The goal of that presentation is to educate the other participants on the respective seminar topic. The seminar will typically take place on one or two days (depending on the number of participants) in mid may. Participants are required to read all papers prior to the seminar. Participations in the discussions will be graded and will account for a substantial part of the overall grade.

In case a suitable project partner is available that is willing to conduct a research project on a topic in the customer relationship management area the schedule will be more flexible and largely adapt to the needs of the project. Students will work in small teams of up to 5 on different topics that are relevant in the context of the project and provide if necessary intermediate presentation on the status of their work. The work of the different project groups will be coordinated and supervised by Professor Paulssen and his assistants. Upon completion of the project a presentation in front of company representatives will be conducted.

Course Readings

In case the course follows the classic structure of an academic seminar on the graduate level a starting kit of literature will be provided for each seminar topic.

In case the course will be a research project with a partner company the required readings depend on the project content and will be provided at the beginning of the project.



Course Evaluation

The minimum grade to obtain the ETCS credits of the course is 4.00/6.00.

In case the course follows the classic structure of an academic seminar the overall course grade will be calculated according to the following criteria:

1. Seminar Paper (50%)
2. Seminar Presentation (25%)
3. Seminar Participation (active discussion of other presentations) (25%)

In case the course will be a research project with a partner company the overall course grade will be calculated based on the participation and performance of each students in different steps of the project. A detailed evaluation scheme is obviously highly project-specific and will be provided at the beginning of the project.

Selected Bibliography

Online documents

Chamilo will host the course class slides and related exercise solutions and other materials.



Operations Management

**All Majors – Autumn Semester
Master of Science in Management
GSEM – University of Geneva**

SYLLABUS

Faculty: Prof. Nicolas Zufferey, University of Geneva e-mail: n.zufferey@unige.ch	When/where: As announced in the official program.
Assistant: As announced e-mail: as announced	Language: English
Number of ECTS credits: 3	Evaluation : final written exam

Course Overview

The goal of this course is to provide students with in-depth knowledge of models and methods which are relevant for some logistical problems. In addition, forecasting and decision analysis methods will be presented. The skills covered in the course are important in the case you are interested in a career in operations management, or if you want to pursue a Ph.D. in operations research.

Learning Objectives

Upon completion of this course students are expected to be able to translate real problems into mathematical models and to use the appropriate quantitative methods to tackle the presented models.

Course Schedule

The following topics will be studied, mainly in the proposed order:

- Introduction to logistics
- Demand forecasting techniques
- Error measures for forecasting techniques
- Distribution requirement planning
- Facility location
- Linear programming for facility location
- Quality (sampling plans and control plans)

Plagiarism is a fraud and will be treated as such. For more information please see:
<http://www.unige.ch/ses/formationinitiale/infosGenerales/inscriptions/fraude.html>



Course Readings

There is no compulsory textbook. The student interested in going farther than the course can for example read the following documents.

- J. B. Dilworth (1989) *Production and Operations Management – Manufacturing and Nonmanufacturing*, McGraw-Hill Ryerson.
- J. G. Monks (1997) *Operations Management: Theory and Problems*, McGraw-Hill.
- R. B. Chase, F. R. Jacobs, N. J. Aquilano (2004) *Operations Management for Competitive Advantage*, McGraw-Hill.

All the mandatory and relevant documents can be downloaded from the course website.

Course Evaluation

The minimum grade to obtain the ETCS credits of the course is 4.00/6.00. There will be a final exam at the end of the session. No documentation is allowed for the exam, but only a calculator.

Course Preparation

The student is invited to read the documentation of the course website before the course in class.