Asian Campus Semester Brochures

2019 Summer

Table

Introduction of emlyon business school

Founded in 1872, em**lyon business school** is one of the oldest business schools in Europe. It is one of the few business schools certified by the three international accreditations: AACSB, Equis and AMBA. As such, it justifies its place as a world-class business school. em**lyon business school** today has 6 campuses located in Lyon, Saint-Etienne, Casablanca, Shanghai, Paris and Bhubaneswar.

Every year it welcomes more than 4,100 students in initial training and more than 5,500 continuing education executives representing nearly 80 nationalities.

On a global scale, the school also relies on a network of over 140 international academic partners and leads a community of 27,000 graduates in 107 countries around the world.

The mission of em**lyon business school** is to train "makers", namely individuals capable of taking charge of their destiny, to be an actor and entrepreneur of their existence, in a collaborative approach, by moving from "Do It Yourself to Do It Together. This notion of "maker" reflects the vision of the entrepreneur of em**lyon business school**: the one who tries, experiments, makes mistakes, starts again, learns while walking. The entrepreneur must today combine this dimension of doing, and do it quickly, have an ability to anticipate, brew ideas, cultivate them, see before others and do faster than others. The entrepreneur of em**lyon business school** is a maker and an early mover. In short, an early maker.

Introduction of Asian Campus Semester

The Asian Campus Semester (ACS) programme was designed within the context of the development of em**lyon business school**'s activities in Asia and of the launching of its Asian campus in Shanghai in September 2007.

The Asian Campus Semester is a full-time programme with a number of specific pedagogical objectives ascribed to it.

The programme will enable students to:

- achieve a clear understanding of key success factors in Asian economic development;
- understand the impact this environment may have on the development of Western countries' economies and business;
- identify specific managerial practices in China;
- develop and adapt intercultural and negotiation skills to the Chinese and Asian environment;
- create a personal network and potentially a future professional network.

The programme seeks to provide both academic and professional perspectives on the subject matter, with contributions from faculty from em**lyon business school**, East China Normal University, and other local institutions of higher education, as well as from experienced business consultants in Asia.

Basic Information of 2019 Summer ACS

- Period: April 29th-July 31st, 2019 (incl.)

- Place: em**lyon business school** Asian campus, at Zizhu International Education Park (No 155, Tanjiatang Road, Minhang District, Shanghai 闵行区谈家塘路 155 号)

- Activities: The programme involves a full range of academic and associated activities including:
  - Management and Economics Courses
  - Careers Workshops
  - Conferences
  - Student Association Activities....

- Seats available:
  - Approx. 170 places for students of MSc in Management - Grande Ecole programme and Specialized Masters programmes from em**lyon business school** (Lyon, France);
  - Several places for students of master level from Chinese partner universities in Shanghai.

Structure of courses

The program will comprise:

- A core course named Asian Business Environment, which is obligatory for all students and will develop a fundamental understanding of various dimensions of doing international business in China and Asia;
- Elective courses, which will focus on specific aspects and specific areas of competence of business in Asia and international development, and which students can select according to their professional project or their centers of interest.

In principle, a typical course (core or elective courses) comprises 8 class sessions and a total of 24 contact hours (= 5 ECTS credits); each class session covers 3 contact hours in the classroom.

European Credits Transfer System (ECTS)

The ECTS is a European system designed to facilitate the transfer of academic credit from one institution to another and from one country to another.

In principle, a full semester program will include 5 ECTS for the core course and minimum 15 maximum 25 ECTS for elective courses. It is expected that these credits will in principle be validated by the student's home university.

All students must take and validate a minimum of 20 ECTS, including the obligatory core course and the number of elective courses required to attain this number of credits.

Course introduction

Core course

SHEC10 - Asian Business Environments

Course description

Asia is the most dynamic and fastest growing region in the world. It also has some of the world's most distinctive cultures and business ethics. This course is intended for students who wish to prepare for an Asia-related career in businesses or other types of organizations. The course has been designed to develop a basic understanding of the business environment in Asian countries, in particular, China, India, Japan, and Korea. The course investigates and synthesizes the business opportunities, risks and challenges in these Asian economies based on their historical and cultural backgrounds, political and economic structures, financial systems, economic sustainability, and so on.

By the time of the completion of the course, Students will gain an overview of the business environment of selected Asian countries and will be able to research particular aspects of business or economic development in this region.

Course Objectives

To help students to understand Asia's economic development and economic structures, and to identify the tremendous business opportunities that are available and growing in Asia in the 21st century.

To familiarize students with the Asian business culture and ethics and therefore to help them understand the business behavior of Asian managers.

To help students understand the financial, political and legal systems in Asian countries and become aware of the challenges and constraints facing multinational companies.

Learning Themes

- Theme 1: Asian Business Culture(s) (introductory sessions mainly covering China and India)
- Theme 2: Chinese Business and Institutional Systems (sessions covering the Political systems, the Legal system, the Financial and Banking System, and Corporate Governance)
- Theme 3: Economic Structures and Development in Asia (sessions covering China, India)

Elective courses

SHGF 10 - Business Finance in Asia

This course is intended for students who wish to either prepare for an Asia (ex-Japan) related career in the financial services industry or develop a career in corporate finance. The course will also interest those who wish to pursue entrepreneurial ventures and desire a primer in fund raising.

In this course you will develop a well-rounded understanding of the corporate finance, trade finance, and private placement environment in the region with strong focus on China and India. The course will also cover other Asian money centers like Hong Kong and Singapore.

The course comprises of major topics below:
- International Trade Finance in Asia (ex-Japan)
- Venture Capital and Private Equity in Asia (ex-Japan)
- M&A in Asia (ex-Japan)
- Free Trade Agreements and their impact in Asia

SHPG 11 - Innovation & Entrepreneurship in Asia

This course is tailored to students who wish to learn and explore the concepts of innovation and entrepreneurship in the context of two of the fastest growing economies in the world – China and India. This course would also interest those who wish to either launch or participate in entrepreneurial ventures or get involved in the innovation domain of their organizations. The course is designed to develop a robust understanding of the concepts of innovation and entrepreneurship through extensive meetings with local entrepreneurs and businesses. The course will put a strong emphasis on the global and Asian examples of innovation and entrepreneurship and explore the essential roles that both are playing in the growth of China and India as word- leading economies.

In this course you will learn of the various models of innovation and their role in society and you will gain an understanding of how to foster innovation in a business through various examples and strategies.

You will develop a well-rounded understanding of the various models of entrepreneurship and their associated processes. You will compare and contrast the Chinese and Indian models of innovation

& entrepreneurship as well as the role of their respective cultural contexts in defining their diverging management skills.

SHMK33 - Digital Media Marketing in China

Following the trend of its consumers and businesses, marketing in China has quickly evolved over the last few years, from a rudimentary and traditional way of advertising to one which adopts all ways in which internet is used in China.
Whatever was enough for Western companies, like having their websites translated into Chinese, has now become obsolete. Social media in China are one of the key influences on customer purchasing decisions, brand loyalty or new products discovery. This program focuses on helping marketing professionals to build and sustain successful Chinese digital media platforms as well as harmonizing their overseas content with the Chinese one.

SHMK18 - Consumer Behavior in China

The most complex aspect of marketing concerns an understanding of the mind and heart of the consumer. If consumer behavior were easy to explicate, then all products would sell as well as projected, all ads would be effective, economies would be efficient and marketing would be a simple prospect. For those international businesses eager to thrive in China's 1.3 billion-consumer market, the task of understanding consumers is even more challenging, mainly due to the fact that
(a) the Chinese consumer market is changing rapidly; (b) most managers have cavalierly assumed that consumers' needs and wants are homogeneous across cultures.

This course focuses on providing you with the basic tools to better understand consumer behavior in China. We will address:
- Basic frameworks and tools drawn from consumer behavior research: How those theories can be applied to the analysis of Chinese consumers?
- Social and cultural specificities of Chinese consumers: How do Chinese consumers differ from consumers from other parts of the world in terms of their motivations, information processing, values and attitudes?
- Managerial applications of consumer behavior in the context of Chinese market: What marketing strategies are likely to be effective given consumer response?

SHMK16 - Global Strategies of Chinese Companies in the Service Sector

Jack Ma said: Alibaba is like an aircraft carrier, it enables many startup companies to operate mobile service application as a service business. The paradox in China's service industry is that it is still a small percentage of GDP, but is a huge provider of jobs, partly due to the integration of low-paid jobs. In this course we look at the strategies of Tencent, Alibaba, Baidu, Xiaomi, Huawei and ZTE to link the internet with the service industry and make it a global platform.

The service sector including logistics, finance, banking and insurance play a vital role.

The challenge for the companies is to create a positive online experience. The platform around WeChat of Tencent will serve as an example, being the blueprint for global expansion, yet deeply rooted in the Chinese economy, which is a training place for global expansion. The O to O business, online to offline, is driven by brand management, technical integration and complimentary offerings.

The course will indicate the scale of problems and the scope of solutions. This will include among others an analysis of contact points along the consumer behavior dynamic from pre-purchasing to purchasing and post-purchasing experiences. This can contribute in designing 3D/online experiences, as well as conceiving new products and services and the related branding. As service, contrary to product, is less present, when studying branding, this may be also the opportunity to extend one's knowledge about the experience management industry in general and China in particular.

SHMK15 - Cross-cultural Communication & Negotiation

How to grasp complex negotiation or interaction situations in a cross-cultural context, how to frame the appropriate strategy and how to go about implementing that strategy are among the key questions discussed in this seminar. The objectives of the course are to:

- acknowledge cultural differences, specifically between Asia and the west. Understand how they affect our behavior and our communication patterns
- learn to work, communicate and negotiate across cultures
- acknowledge the level of importance of communication and facilitation skills in every respect of management practices beyond business negotiations
- benchmark yourself against other participants to discover your strengths and weaknesses and develop a personal plan for perfecting your skills and your impact.

The course will begin with a major simulation which will serve as a basis for all class work and discussion.

SHPG12 - International Entrepreneurship

With the current transformation of the world to a "global village", the environment of entrepreneurs is also being transformed from domestic to international. Recent research works provide us a framework that we will use to understand the main challenges in IE. Differences between domestic and international entrepreneurship will be reviewed and the development process of “global mind-set” will be explained. Culture, which is another important issue in IE will be analyzed and we will see how an international entrepreneur has to adapt his project (products, services, marketing, negotiation, business ethic…) in an international environment.

Along this course we will use case studies, workshops and simulations to understand the main challenges in IE. A special focus will be put on international entrepreneurship in China through an overview of the entrepreneurial environment in China and case studies. Several entrepreneurs will also join us to share their entrepreneurial adventures in the form of round tables.

SHGF12 - Financial Markets in Asia

This course is intended for students interested in working in investment banking in Asia, who have already acquired the basics of asset valuation and portfolio investment. The course will give an overview of the different financial markets in Asia and also look into the situation in China.

This course will be one of the first on the Asian campus to integrate a more “blended” approach to learning, with 6 or 7 class sessions and a large amount of self-learning and application work.

SHPG15 - Strategies for Emerging Markets

This elective combines several perspectives, namely Strategic Management, International Business
& Innovation studies, thereby addressing the on-going debate about global capabilities and strategies in emerging countries. The emphasis in these markets has been on the relationship between business growth as well as inclusive economic development. However, poverty, inequality, social exclusion, sustainability, technological, institutional and infrastructure gaps presents tremendous opportunities and challenges for western multinationals and local companies alike and calls for optimum strategies and innovative business models for these markets.

We shall focus on firms’ strategies across nascent yet fast developing industries such as banking, insurance, retail, etc. by discussing and analyzing cases from emerging markets (EMs) such as India and China to address the following question: How do organizations innovate to respond to typically emerging market issues? The course will focus on innovation strategies for BOP market, looking at areas such as; new product development, marketing, public policy, delivery/distribution, technology, market building etc. thus identifying key innovation processes and strategies in EMs.

SHGF17 - The Financing of Innovation

Our class titled "The Financing of Innovation" is taught by entrepreneurs and investors practicing the financing of innovation on a daily basis. The class addresses a number of important topics for entrepreneurs, investors, and society in general. Guest speakers with relevant experience in Asia will participate in the classes as well. The topics to be addressed are:

- Creating value (buy low, sell high, selection process, operations, incentives, forecast and plan to win, an eye to the financial exit);
- Innovation and the economy (economic cycles, technology adoption life cycle, the Chasm, shareholders, role of management);
- Valuation (P/E, P/S, comparable, DCF, NPV, private versus public, liquidity premium, ROI, IRR, breakeven);
- ROI of Innovation (R&D models, valuing an innovative project);
- Venture Capital and Innovation (targets, accountability, perseverance, another way to fund companies, beating the dinosaurs); The VC cycle (fund raising, selecting opportunities, growing your companies, exits);
- Fostering Innovation (Silicon Valley, Sophia Antipolis, Shanghai KIC); VC returns are correlated; Triple bottom line firms (socially responsible, environmentally friendly, and make money);
- Micro-VC (micro-finance as equity investment, Kickstarter, Demohour); Risk mitigation (diversification, portfolio approach, "spray and pray");
- Private Equity and Innovation (hunger, incentives, wealth, financial engineering); Venture debt (mixing debt and equity, following investment leaders, leverage).

SHMK11 – Retail Management in China/Asia

Based on the fact that many ICP projects have an important part about how to deal with customers in the sales interface and how to develop the context that shapes intended Chinese consumer behaviour, Retail in China focuses on providing a support.

Retail looks at the environment, either 3D or electronic, of a product and service in China. To understand the difference of the Chinese retail compared to that of Europe, one needs to look into the economic and social development of China and its shift from state planned economy to that of a state capitalist economy. Examples of luxury, sports as well as Taobao and Tencent will be discussed and latest mall development trends indicated by visiting stores in Shanghai.
The course deals with delivery platforms of products and services close to the customer

interface. Three platforms will be looked at:

-the retail store, department store

-the electronic platform: internet and mobile commerce platform

-the direct sales platform and its difficulties in China due to restriction.

To understand China retail management, one needs to understand the basic concepts of retail management, including floor charts, and based on that one could draw recommendations and conclusions for the future development of retail management in China, which saw a very early integration of brick and click strategies, making a complementary of o-to-o, online to offline.

Finally retail operations are a part of the integrated marketing communication as they reinforce the brand expectation through a 3D brand experience decor in the marketing mix.

SHMT12 – Supply Chain Management in Asia

Today's competition is no longer company versus company; it is supply chain versus supply chain. SCM represents a philosophy of doing business that stresses processes and integration. Supply chain management (SCM) is a systems approach to managing information, materials, and services flows from raw material suppliers through factories and warehouses to customers. This course provides a comprehensive study of the concepts, processes, and strategies used in the development and management of supply chains in Asia. This course covers the major issues in SCM, including: definition of a supply chain, role of inventory, advanced production-inventory models, supply contracts, sourcing, bullwhip effect and information sharing, distribution strategies, third-party logistics, managing product variety, and the application of information technology. The centre of application gravity lies in SCM issues in Asia.

SHMK22 – B to B Marketing in Asia

This elective is designed for MSc students:

- who have already taken a B to B Marketing course at EMLYON (European campus of Ecully). It then consists in understanding how B to B marketing methods and concepts are applied in Asian environments.
- who wish to start learning marketing by discovering its application to the Asian area and then enrich this knowledge through a study path widening the perspective.

This course aims at establishing a distinction between:

- on the one hand, general concepts and methods applying independently of any geographical area,
- and on the other hand, B to B marketing concepts that specifically apply to the Asian area; it highlights in particular the aspects, on which the marketing practices of

industrial firms are adapted to the Chinese and Asian markets. .

Several managers will contribute to this elective course to share their practices and experience of the Asian markets.

GF121A – Advanced Corporate Finance

The course aims at giving a systematic view of the following topics in corporate finance:

Advanced capital budgeting:

- Capital Budgeting and capital structure
- Capital budgeting decisions with leverage and real options

Long-term financing:

- equity issues
- debt issues
- the specificities of small and medium enterprises

SHMK38 – E-commerce in Asia

SHMK21 – Global sourcing

SHGF26 – Advanced Quantitative Portfolio Management

RULES AND REGULATIONS

Every Community possesses its rules and regulations in order to guide, coordinate and regulate interaction between the members of that community in an acceptable fashion. And of course, the community will also anticipate sanctions in the case where certain members do not respect the letter and the spirit of the rules thus established.

The ambition of the em**lyon business school** Asian campus, as indeed that of em**lyon business school** as an institution, is to ensure, nurture and develop an efficient learning environment that implies respect for the organisation of the programme and its various components as for all the people involved in the learning process, not least of all for the students themselves. em**lyon business school** also seeks to develop an open-minded forum for discovery, debate and progress, and this also requires all due respect for the diversity of participants and all personnel involved in the programme, both for their person, their opinions and the thoughts that they will express. Everyone should contribute to making the classroom a positive and enriching environment and not engage in activities that are likely to disrupt or disturb the smooth running of the session.

We shall nevertheless take this opportunity to remind you of some of the essential rules and regulations governing the learning process so as to ensure an efficient and beneficial learning process here on our campus. These points are extracted from the relevant documents listed above with possible minor adaptations to the realities of the Asian Campus.

1. Students are required to attend all classes

Please note that the normal academic week is a full week beginning on Monday morning and ending in most cases on Friday evening, but with the possibility of some classes and/or exams being organised on the Saturday owing to the specific constraints of the semester organisation. At other times, the programme is at liberty to plan classes and activities on weekend days, in accordance with the local customs, the holiday calendar, the availability of professors and the constraints of the programme. Students will be informed of such timetabling in advance.

In particular, it should be noted that in China certain prolonged national holidays covering a full week of working days may be compensated for by the placing of workdays on a Saturday or a Sunday. Where this is necessary, classes will be planned on such days and students will be expected to attend class as on any other normal workday.

All students are committed to a learning contract with em**lyon business school**. It is thus each student’s responsibility to be present in class and participate in class activities.

- Presence in class on a regular basis is a formative experience in as much as it enables students to develop knowledge and competencies in various modes other than simple reading.
- It gives students an opportunity to acquire modes of reasoning and certain concepts in more interactive and tangible ways.
- It is indispensable in understanding the requirements and the expectations of the evaluation process.

Each lecturer will decide the rules that determine required presence and tolerated absence within his or her class and will detail these rules in the syllabus to be consulted on the learning platform.

Regardless of the specific rules introduced for each class, each student's presence at the first class session is mandatory. If the student is absent, he or she will automatically devalidate the course.

- Each lecturer determines the rules concerning required presence in his or her class (no absences tolerated, 1 single absence tolerated, devalidation of the course as a result of absence …). These rules are detailed in the syllabus;
- If there is no special regulation on presence required by lecturer, the general absence tolerance will be twice for each course (8 sessions/24 hours). Students exceed the absence tolerance won't be allowed to attend the exam.
- Each lecturer is free to check presence in class in the manner which he or she chooses (although, in practice, the Programme Office staff may usually be called on to carry out such checks);
- When a student is absent for medical or other serious reasons, he or she should inform the lecturer and the Programme Office (Mason ZHANG) as soon as possible and hand in the necessary certificates to the Programme Office staff;
- If a student exceeds the number of absences tolerated and as determined by the lecturer, he or she will devalidate the course with a final grade of 0/100. In some cases, a re-sit exam may be possible.
- Please note that there is no distinction made between so-called "justified" or "non-justified" absences. Depending on the rules determined by the lecturer, all absences will be considered detrimental to the learning process and will be taken into account. There is no such thing as a "right" to take 1 or 2 absences simply because a certain number of absences are tolerated. Consequently, a student will have no right to have extra absences simply because one or two absences have already been justified by a medical certificate. In all circumstances, it is the sole responsibility of the student to ensure that he or she does not exceed the absences determined by the lecturer, whatever the reasons for those absences.
- It is strictly forbidden for other students to sign the presence sheet for those who are absent.

2. Students are required to prepare for each class according to the programme requirements

Classes are designed to develop analytical competencies and practice in the context of interaction with the course professor and other participants. This implies a certain amount of previously acquired knowledge which can thus be developed during the class time.

Many classes will be devoted to case-study analysis, and it is essential therefore that all case-studies be read beforehand so as to ensure the most efficient and beneficial use of such a teaching method within the classroom framework.

Teaching staff have the right to exclude from class any student who has not done the work required in advance and whose presence does not serve any purpose given the pedagogical requirements of that class.

3. Student are required to turn up for class on time

Showing up late to a class creates a disturbance and shows a lack of fundamental respect for the course lecturer and participants. For any class to begin on time, students should arrive well in advance of the start time, take their places and prepare whatever is needed.

Any student turning up late for class may be excluded by the lecturer giving the class and be deemed absent from class. Late arrival in class, and certainly once the class has begun, will lead to a half- or full absence being counted on the presence sheet.

Almost all students may have decided to live off campus with a view to enjoying the benefits of living in the city of Shanghai. This does not in any way justify their not arriving on campus on time, and the responsibility for their timely presence in class lies entirely with them.

4. Enrolment in courses

Once a student has enrolled in a given course, this is considered as a commitment on the part of the student. If a student wishes to change any enrolment in a given course, he/she must submit a written request to the Director of Programmes (this can be sent by mail), and any subsequent modification can only take place with the latter’s authorisation.

Students may not change or abandon courses at their whim. The abandoning of any course without prior authorisation from the Programme Office will lead to the course being counted within the total quota of courses the student is allowed to take and will lead to a fail mark (0/100) being attributed to this course.

As far as elective courses are concerned, and contrary to the convention on the Lyon campus, the structure of the programme and the courses does not always make it viable for students to decide to drop a course after having attended the first class.

5. Examinations and examination regulations

Examinations are decided by the lecturer in charge of the class concerned and are organised by the Programme Office. The mode of examination and related constraints are determined by the course supervisors and are presented on the first page of the examination paper. However, a general framework of rules and procedures exists concerning the organisation of all examinations at em**lyon business school** and these are to be observed and respected by all students at all times.

The dates, times and rooms for each exam will be communicated well in advance via the usual means (sending of a mail, publicising on Programme Office notice board). If an examination is organised in a number of different rooms, the distribution of students between these rooms will be communicated in advance through the appropriate channels.

Students will arrive at the examination room a quarter of an hour before the beginning of the examination and will respect the following procedure:

- Each student will enter the examination room having put away all documents related to the exam, will present a student identity card to the invigilator and sign an examination list next to his/her name; students may not take any unauthorised documents or supports to their examination seat.
- Each student will immediately leave all personal belongings and all objects unrelated to the exam at the front of the room (bags, clothes, etc.).
- Each student will only keep what is needed for the exam: pens, ruler, eraser… and authorised documents. Exchanging any such equipment is forbidden during the exam and any infringement of this rule can be noted in an examination report for further reference.
- Cases of any kind, pen / pencil cases, glass cases, etc. are not allowed on the examination table.
- Bottles of water in transparent plastic bottles are allowed in the examination room; all other drinks, glass bottles and any food are not allowed.
- Each student takes a seat where an examination paper has been previously placed.

Invigilators will not accept students in examination rooms to which they have not been allocated. Arrival at an examination will be tolerated up until the end of the first half-hour of the examination period, but beyond this point the student will be refused access to the examination. He / she will subsequently have to report to the Director of the Programme.

No student will be allowed to enter the examination room during the distribution of the examination papers. The student will have to wait until all the papers have been distributed before he/ she can be admitted and allowed to start the examination.

It is expressly forbidden to talk, copy or communicate in any fashion whatsoever during the examination. Students who have a question or any type of problem should raise their hands in order to attract the attention of an invigilator and not disturb the progress of the examination.

- The presence and the use of any type of communication device are strictly forbidden in the examination room. In particular, a mobile phone cannot be considered and used either as a timepiece or as a calculator and, in any case, may not be present on the examination table. Moreover, the ringing of a mobile phone during an examination will be assimilated to an attempt at cheating and will be noted in the examination report.
- In this respect, no computers or laptops of any type will be authorised in an exam setting. In the case of open-book exams, students may not refer to documents on computers and will have to make the necessary arrangements to ensure that they have the documents they need during the exam.
- Only the simplest types of calculator will be accepted, where necessary, for the taking of the examination. The types of calculators accepted are the “College” model such as TI 40, TI College, Casio FX92 2D, Casio H56.
- Monolingual and bilingual dictionaries (book version) may be used in the examination room for all exams, except in the context of languages examinations. Such dictionaries must not include any form of annotation or any extra inserted pages. Electronic dictionaries are expressly forbidden in the examination room.

Once the examination has been completed, each student hands in his/her examination script and all other documents and leaves the examination room without disturbing the other students.

Students are expected to be present at all formal examinations programmed in the timetable. Absence at any formal examination can only be justified in the case of illness and on presentation of a doctor’s note. Unjustified absence at a formal examination will lead to the student receiving a mark of 0/100 for that component of the course.

Students are alone responsible for ensuring that they arrive on time at examinations and their late arrival cannot be excused by the actions of third parties.

6. Cheating

Cheating in all types of evaluation in the context of the programme is looked upon most seriously. This involves cheating in formal examinations with the use of sources of information and supports that are prohibited. This also includes all forms of plagiarism in any formal written pieces of work that are submitted for evaluation.

Please note that all students are deemed to understand the meaning of plagiarism and the different actions that this term covers.

Should any student be caught cheating or engaging in such activities, he or she can be excluded from the examination or activity and will receive a mark of 0/100. Such actions may also lead to further consequences such as:

- the inclusion of a report in the student’s dossier at the home institution, with this likely to have an impact on the student’s request for indulgence at the final degree commission;
- the sending of an official written warning;

- possibly a demand for supplementary work or assignments in the context of a specific course or project;
- the summoning of a disciplinary commission in order to sanction the student;
- temporary suspension from the programme;
- exclusion from the programme.

All such actions and the subsequent decisions will be reported to the home institution.

Selection of candidates

Application to participate in the Asian Campus Semester will be carried out through the completion of an application form.

Eligible students who wish to take part in this programme must correspond to the following criteria:

- They must be enrolled in a master's programme. Undergraduate Students who are in their fourth year, qualified with management and economical knowledge will also be taken into consideration.

- They should hold a first qualification in the fields of Social Sciences or Management or in related fields (e.g. Law, Economics, Finance, Project Management, International Trade, Tourism Management, Information Science…)

- Students should possess the fundamental skills in Economics, Management, Finance, and Corporate Strategy in order to benefit from the courses and to be an active contributor both to courses and experiential project.

- All students must possess a fully proficient command of the English language which enables them to make a real contribution to the programme.

- Finally it is essential that candidates can demonstrate real motivation for this programme, which will give them a first-rate opportunity to work and study alongside Western students and take advantage of teaching methods founded in real contexts (case-studies, in-company projects, professional testimonies…).