



2021_S02_KBA_B2_MKT_0002_E_L_BOD

International Marketing

Semester 2, 2020/2021

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COURSE DELIVERABLE	DUE DATE	WEIGHT ON FINAL GRADE
Mid-term quiz (Individual)	Session 15	20%
International Marketing Plan (Subgroup)	Session 19	40%
Final Case study (Individual)	Sessions 19 & 20	40%

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

INTRODUCTION AND OBJECTIVES

“Rather than the traditional approach of compartementalizing the world into neat functional boxes where international becomes a weak qualifying adjective, [we] present issues in the way managers receive them – in complex packages in which marketing choices are shaped by development and manufacturing resources, where strategic challenges are linked to operational realities, and where organizational capabilities are bound up with managerial competencies. It is a set of challenges that makes our fields unique and exciting and one that continually stretches us as teachers, researchers, and authors.” (Bartlett & Ghoshal, 2000, pp v-vi^[1])

This course is one of the twelve International Management Master Elective courses offered every year. These nine electives can further be considered under four category headings: Managerial; Vocational; Behavioral; Regional. Appendix 1 allows students to better situate this course in regards to the other eleven International Management Master Electives. Together, these electives are intended to prepare Master level students to become International Managers in both large and small firms.

Course Purpose & Objectives

This elective has a **Vocational** perspective. In their continuing quest to gain and maintain competitive edge, companies of all sizes, from SME’s to MNC’s, recognise the advantages of operating on a global scale.

Marketing in an international context is often portrayed as a simple issue of decisions between the 4Ps, and whether or not to “go global”, or else adapt to markets on a country-by-country basis. Today’s world, however, presents boundaries of multiple kinds which more often than not defy this “country-by-country” logic. At the same time, marketing problems encountered internationally will vary according to the profile of the firm – from the first-time exporter to the fully-fledged MNC, for example – its complexity, and its degree of maturity.

This course takes both of these issues into account and aims at providing a more realistic overview of the nature of markets worldwide and the boundaries they display, along with an understanding of appropriate marketing approaches depending on the firm’s characteristics

This course aims to provide input for:

- Understanding and appraising the potential for operating in an international environment
- Assessing such factors as demographics, culture, politics, resources, infrastructures and the policies of host governments in contributing to a company’s attraction towards international markets
- Identifying the specific international marketing methods, techniques and management tools which pave the way for international competitiveness

Cognitive objectives

- The specifics of international markets and the international firm’s internal and external environments

^[1] Bartlett, C. A. ; Ghoshal, S. (2000) *Transnational Management* (Boston, MA: Irwin, McGraw-Hill), pp. 880.

- The different dimensions displayed by international markets and consequences for the marketing manager
- The methods, tools and techniques used to analyse and to implement international marketing strategy

Skill objectives

- Explain how and why the world's country markets differ
- Understand the economics and politics of international trade and investment
- Assess the strategies and structures of international business development
- Outline an international marketing plan

Behavioural objectives

- Sensitive to the factors influencing decision-making in an international context
- Open-minded and flexible faced with the complexity of an international operating environment

Professional objectives

- A manager (product/regional responsibilities ...) capable of evolving within the framework of the international activities of a firm, be it an SME or an MNC

Course Contribution to Program Learning Goals

Following our “*complex package*” approach to international management (*see Bartlett & Ghoshal above*), this course contributes to four of the learning goals, albeit in varying degrees, of the ESC/MBA program.

- KM1. Understand and integrate core management disciplines:

Under international business academic simulation conditions, where return on effort as well as success can be measured by participants in the form of qualitative feedback from fellow students and from the professor (ultimately in terms of grades), having to learn, internalize, and apply international management foundations and international business techniques, implemented in individual, subgroup, and collective manners, in classes formed by individuals from up to 10 different nationalities, allows for reaching this learning goal without doubt.

- KM3. Demonstrate leadership, interpersonal and communication skills:

As mentioned above, each subgroup operates as an individual firm. The subgroup's ultimate success depends not only on mastering international business skills, but, moreover, on group members' ability to behave and work as a team as well as to assume individual and collective leadership for assigned subgroup responsibilities.

- KM6. Develop, and practice, a sense of innovation, entrepreneurship and creativity:

This is simply, and directly, achieved through the interaction of participants during the term. Students of up to ten different countries have attended this course during a given semester. The average international diversity is of six nationalities, during the last five

editions of the course. Moreover, the setting, and the objective of the course target this learning objective in a most relevant manner.

Course Contribution to Application of Critical Thinking

Participants acquire reflective management skills throughout the term, allowing them to act critically on individual and subgroup actions having direct or indirect consequences on their long-term performance.

Because of students' different backgrounds, knowledge input will be dependent on the participants' needs and questions. The subgroup work as well as the required preparation may raise particular questions on the implementation of course techniques. The Professor's role is to answer these questions with practical examples and link these to the subgroups' interests. In this manner, individually acquired theoretical knowledge becomes practical evidence and is interiorized as effective knowhow.

Course Description

International Marketing is an International Management course with a vocational focus. The approach is factual, hands-on, “real-world.” The course attempts to give insight on situations resulting from conducting business internationally.

COURSE MATERIAL

Following Euromed’s adoption of Cyberlibris some years ago, all course material is now on electronic media.

Textbooks

Kotabe, M., K. Helsen (2007) *Golbal Marketing Management*, Johnx Wiley & Sons, New York, NY.

<http://www.scholarvox.com/book/41001013>

Aaker, D. A., V. Kumar, G.S. Day (2006) *Marketing Research 9th Edition*, John Wiley & Sons, New York, NY

<http://www.scholarvox.com/catalog/book/docid/10236456>

Phillips, C., A. Pruyn, M-P. Kestemont (2001) *Understanding Marketing; A European Casebook*, John Wiley & Sons, New York, NY.

<http://www.scholarvox.com/matongev2/standard.aspx?docID=10041556&p00=lincoln&mode=0>

Hartley, R. F. (2009) *Marketing Mistakes & Successes 11th Edition*, John Wiley & Sons, New York, NY.

<http://www.scholarvox.com/catalog/book/docid/41000286>

Course Website

All the necessary slides, links, instructions, tasks, and exercises, will be found on the Learn website of the course.

For basic and comprehensive knowledge of the international business administration concepts used in this class, participants should also visit www.eur-export.com, as well as the “A *short course in* ...” series available at my Cyberlibris bookshelf: <http://www.scholarvox.com/bookshelf/public/userid/103221>

SUPPLEMENTARY READINGS

Other Textbook (English) –Available at the campus library-

Albaum G., Strandskov J., & Duerr E. (2002), *International Marketing and Export Management*, Prentice Hall.

Professional Publications (English) –Available at the campus library-

Incoterms 2000, ICC Pub. N° 560, International Chamber of Commerce, Paris, 2000

ICC Uniform Customs and Practice for Documentary Credits, ICC Pub. N° N° 500, International Chamber of Commerce, Paris, 1994.

Guide to Export-Import Basics, 2nd Edition: Vital knowledge for trading internationally. ICC Pub. N° 641, International Chamber of Commerce, Paris, 2003.

Cyberlibris (<http://www.scholarvox.com/>):

Schiff, Maurice W. (2003) *Regional Integration And Development*, World Bank Publications, Herndon, VA.

Putzi, Sybilla M. –Editor– (2001) *Global Road Warrior: 95-Country Handbook for the International Business Traveler*,: World Trade Press, Novato, CA.

Scarborough, Jack (1998) *Origins of Cultural Differences*, Greenwood Publishing Group Incorporated, Westport, CT.

In addition students are –strongly– invited to use my selection of books available at: <http://www.scholarvox.com/ViewBookshelf.aspx?id=103221>

Web resources

<https://www.cia.gov/library/publications/the-world-factbook/docs/refmaps.html>

(English) for country facts and figures built with a constant bias allowing comparison and satisfactory “number crunching”.

<http://www.coface.com/>

(English) International rating and business information; international insurance;

<http://www.eur-export.com/>

(English or French) European international trade educational site;

<http://www.unglobalcompact.org/>

(English) Site of the UN Global Compact.

Participants can also regularly visit a website comparable to “www.eur-export.com” but with an American style: <http://www.export911.com/>. Lots of models of documents and examples are provided in this website.

COURSE CONTENTS AND TIMETABLE

The following table presents the “typical” agenda for each session. The order of the studied topics as well as the time allowed for each topic may vary according to the needs and background of the participants. This agenda is based on the fact that most participants already have “basic” knowledge and will experiment international issues mainly through subgroup work. However, participants usually do not have sufficient knowledge of international business administration; consequently, time during the first part of the session is scheduled for explaining the specific and

complex implementation of the said techniques. Some participants may have vocational or specific training knowledge of such tools and will diffuse their knowledge through the subgroup work to other members of their subgroup. This would help the subgroup, but not the class as a whole. Consequently, eventual shifts of time allocation will not prevent participants from achieving course objectives. These time shifts are intended to allow deeper insight and better level of expertise.

SESSION	TOPIC	PRELIMINARY READING(S)	ADDITIONAL READING(S) AND ASSIGNMENTS
1 & 2	Introduction to International Marketing. Why go international? What is globalisation and global marketing	Read: Kotabe <i>et al</i> : Ch. 1 through 5	Set up subgroups. Subgroups choose country of “residence”
3 & 4	The internationalisation process of the firm. From first-time exporter to fully fledged Transnational Company	Read: Kotabe <i>et al</i> : Ch. 6 through 8 Assignment: Finalize preceding sessions’ group work (G-W)	The International Marketing Plan (Part 1 of 4)
5 & 6	Global Marketing: Entry and Expansion strategies	Read: Kotabe <i>et al</i> : Ch. 9 and 10 Assignment: Finalize preceding sessions’ G-W.	The International Marketing Plan (Part 2 of 4)
7 & 8	Pricing, Logistics, Distribution, Import and Export management	Read: Kotabe <i>et al</i> : Ch. 13, 16 and 17 Assignment: Finalize preceding sessions’ G-W.	The International Marketing Plan (Part 3 of 4)
9 & 10	Global Advertising and Global Marketing Promotional Decisions	Read: Kotabe <i>et al</i> : Ch. 14 and 15 Assignment: - Hand in Mid-term Case (Individual) - Finalize preceding sessions’ G-W.	The International Marketing Plan (Part 4 of 4)
11 & 12	Global Marketing Information Systems and Research	Read: Aaker <i>et al</i> : Part I Assignment: - Hand in “International Marketing Plan” (Subgroup)	International Marketing Research Project (Part 1 of 4)

13 & 14	Product strategy and decision-making in an international context	<p>Read: Aaker <i>et al</i>: Part II Kotabe <i>et al</i>: Ch. 11 and 12</p> <p>Assignment: Finalize preceding sessions' G-W.</p>	International Marketing Research Project (Part 2 of 4)
15 & 16	Pricing Decisions on global markets	<p>Read: Aaker <i>et al</i>: Part III Kotabe <i>et al</i>: Ch. 13</p> <p>Assignment: Finalize preceding sessions' G-W.</p>	International Marketing Research Project (Part 3 of 4)
17 & 18	International Marketing Roadmap	<p>Read: - Aaker <i>et al</i>: Part V - Kotabe <i>et al</i>: Ch. 18 and 19</p> <p>Assignment: Finalize preceding sessions' G-W.</p>	International Marketing Research Project (Part 4 of 4)
19 & 20	Final Case study	<p>Assignment (Individual work): - Hand in "International Marketing Research Project" (Subgroup) - Prepare Final case study (Individual)</p>	N/A

COURSE DELIVERY MODES

Given, the sanitary imperatives related to the present Covid-19 Pandemic, the course may be delivered along 3 different modes. The delivery mode is subordinate to Government directives and recommendations applicable in each of Kedge's Campuses. These directives and recommendations may vary from one location to another. They are the Government's prerogative and may change at the Government's sole initiative any time.

The delivery modes are the following:

- a. No sanitary restrictions: The course is delivered in a traditional classroom mode.
- b. Intermediate sanitary restrictions: The course is delivered in a hybrid distance learning mode.
- c. Confinement: The course is delivered in a hybrid distance learning mode.

The "traditional classroom" mode means that all students and professor are physically present in one and same classroom.

Individual and group work quizzes and exams are delivered following the professor's indications.

The "hybrid distance learning" mode means that class will be held using the "Learn" platform.

Course sessions are divided into one Conference Session followed by one Group Work Session.

A 180-minute course session is therefore divided into one 90-minute Conference Session, followed by one 90-minutes Group Work Session.

Individual and group work quizzes and exams are delivered in the "Learn" platform and follow the professor's indications.

TEACHING APPROACH/ INSTRUCTIONAL METHODS

A Word of Advice

Knowledge of international business administration techniques is necessary for managing international business correctly. These techniques vary from one country and product to another. This is why participants are advised to carefully prepare each session and to ensure that their doubts have been addressed in class. During the 1st part of each session the Professor will provide further in-depth and practical explanation of the concepts to be prepared for the session following, as well as, if necessary, explanations about the proposed solutions for in-class examples and/or assigned exercises (individual work). During the 2nd part, participants will work in subgroups on their own project benefiting of the Professor's tutoring at subgroup level (group work).

Organization of the sessions

A typical session will be organized in different modules: input, feedback and subgroup work (team import-export project work)

1st part of the session (1 ½ h)

Input :

- Professor: Explains how past material is linked to the day's agenda and subgroup work
Presents the session's material

Explains how the days content completes past material
Presents perspectives of how the present and past material link to future course content

- Students: Ask questions and request clarifications at the end of the professors' presentation

Feedback:

- Students: When needed, request additional explanations on past sessions;
Expose their questions for the session's agenda.
- Professor: When needed, extends additional insight on past material
Presents the session's agenda, and answer student's questions for the present session.

2nd part of the session (1 ½ h)

Subgroup work: class breaks down in groups

- Students: Actively prepare in-class exercises and assignments.
- Professor: Tutors subgroups;
Shares subgroup experience with all of the class.

Before each session participants are requested to check “class preparation requirement” containing the readings and exercises necessary for each session, posted on the course website.

N.B.: Each participant must prepare in advance, in order to be able to discuss and acquire the required competences. The teacher may exclude from the session any or all participants who have not accomplished the preparatory work.

Individual Assignments

Individual participants will be assigned work depending on individual-to-class disparity and to work towards a form of homogeneity allowing all participants to succeed, and overall individual required knowledge to be brought up to par. This work is not graded directly because of disparity issues. However, three individual assignments, including a final case study (20% of the final mark each) will record the individual participant’s acquired level.

All individual assignments will be posted by the professor in the “Tasks” section of the course Website. All individual work will be turned in by participants in the appropriate folder of the “Documents” section of the course’s website.

Group work

- Session 1:

Participants are assigned to subgroups by the professor, on a random basis, during the first session. Subgroups of five members (eventually four) are assigned. The professor will adjust the country of origin “heterogeneity” of subgroups, seeking “maximum dilution” of the most numerous nationalities. Participants are not allowed to change, nor switch subgroups.

Subgroups choose a country in which to domicile their activities. Once the choice of country has been made public, subgroups are not allowed to change.

Subgroups post their roster in the course's website. Each subgroup will have access to a private work zone in the website starting on the following session.

- Following sessions:

Subgroups will not be able to complete all tasks during in-class activities. Each subgroup is required to post their work-in-progress "as is" at the end of the in-class period in their private work zone on the course website. Once group work has been completed outside of class, the subgroup's work-completed report is to be posted –latest one full day before the following session– in the same private work zone.

Failure to comply with these instructions will substantially hinder the professor's preparation for class. Consequently, the professor will not be able to provide the most appropriate comments, suggestions, or technical help. In turn, this will have a direct impact on subgroup performance, which will show in the subgroup work assessment rubrics provided below.

Mid-Term Case Study

The Mid-term case study takes place out-of class. Notes and other material are allowed during the final case study. Participants are expected to work on it for not more than three hours. The case study will be published on the course's website at the end of the fourth session.

Before working on the questions, participants are to thoroughly prepare the situation background as well as define the problem(s), analyse the cause(s), set key success criteria, and otherwise follow the individual work assessment rubrics provided in the section hereafter (Methods Used to Evaluate Student Performance).

Students should then adapt their problem definition(s) and cause(s) analysis. Then, they should draft recommendations and possible ways to implement the same. Key success criteria must serve their purpose. Individual work assessment rubrics (hereafter) will be used to evaluate the participant's work.

The work will be drafted on electronic media and turned in under PDF format as an attached document to an e-mail, sent from the participant's Euromed e-mail, on or before the date/time limit stated on the mid-term case instructions, to:

etm.euromed@analyse.orkund.com

Once received, the Urkund server will post an acknowledgement of receipt, in return, to the sender's e-mail address.

Final Case study

Notes and other material are allowed during the final case study. It is scheduled for three hours. The case study will be published on the course's website at the end of the ninth session.

The posted case is limited to the case situation. It does not include the questions on which participants will work on. Participants are to thoroughly prepare the situation background as well as define the problem(s), analyse the cause(s), set key success criteria, and otherwise follow the individual work assessment rubrics provided in the following section.

The questions pertinent to the case study will be delivered to the participant's Euromed e-mail address at the set time. Students will have 3 hours to adapt their problem definition(s) and cause(s) analysis and especially to draft recommendations and possible ways to implement the same. Key success criteria must serve their purpose. Individual work assessment rubrics (hereafter) will be used to evaluate the participant's work.

The work will be drafted on electronic media and turned in under PDF format as an attached document to an e-mail, sent from the participant's Euromed e-mail, on or before the time limit stated on the e-mail containing the questions, to:

etm.euromed@analyse.orkund.com

Once received, the Urkund server will post an acknowledgement of receipt, in return, to the sender's e-mail address.

EVALUATION OF STUDENT PERFORMANCE

Individual Mid-term Case study	20%
Individual Final case study	40%
One Subgroup Project	40%
TOTAL	100 %

Methods Used to Evaluate Student Performance

Sub-groups evaluation: 40% of the global course score.

Participants will be evaluated in subgroups based on the import or export files they have prepared throughout the semester.

- Country file: Advantages and disadvantages in conducting business from and to the chosen country, as well as the means to overcome the disadvantages and generate profit from the advantages. Because of the dual orientation (Buying and Selling), disadvantages in one instance, usually become advantages in the other. A balanced analysis is expected along economic, trade, and geo-political lines.

- Business file: Business model and a basic business projection plan including (and not limited to) required equity capital, working capital, cash flow, break-even point, sales seasonality, products sold, bought, countries involved, justification of country and product decisions, strategic options, mid-term projection, etc.

Each file has the same weight in the subgroup collective score (2 x 20%).

Subgroup work assessment rubrics:

	Below Requirements (05/20 ≤ mark ≤ 09/20)	Meets Requirements (10/20 ≤ mark ≤ 14/20)	Exceeds Requirements (15/20 ≤ mark ≤ 19/20)
Identify issues	No issues identified, or only peripheral issues.	Identifies main issues.	All potential issues with interactions.
Identify Stakeholders	Doesn't identify all primary stakeholders	Identify all primary stakeholders	Identify all primary and secondary stakeholders
General Solutions	Solutions infeasible or only a single solution	Generates some feasible solutions	Multiple feasible creative solutions
Evaluate solutions	Ignores stakeholders; limited criteria considered.	Evaluate feasible solutions through impact on stakeholders.	Evaluate using multiple criteria for all relevant stakeholders
Recommend solutions	Infeasible or inadequate justification	Feasible alternative with justification for primary stakeholders	Creative solution with justifications for all relevant stakeholders

A mark of 04/20 and less indicates disciplinary action, not limited to academic fraud. A mark of 20/20 shows exceptional performance.

Individual evaluation: 60% of the global course score:

- Individual assignments (2 x 20% of the global course score):

Each participant will be individually evaluated by the means of two papers:

- Analysis, beliefs, understanding, and international decision-making;
- Individual analysis of subgroup performance and performance monitoring proposal.

- Individual final case study (20% of the global course score):

Each participant will provide individual recommendations after having identified and evaluated issues, stakeholders, and solutions, for a case study whose situation description is handed out several days before the day of the final in order to allow participants to prepare thoroughly. Key issues are handed out at the beginning of the final session. Students have 3 hours to provide the expected input, as per above.

Individual work assessment rubrics:

Section	Marks	Criteria
Definition of the problem	1 to 7	Define the problem. Evaluation: - Is the problem well-articulated in terms of: - Source?

		<ul style="list-style-type: none"> - Relative importance? - Likely outcomes if the problem is not resolved?
Causal Analysis	1 to 8	Define fundamental causes. Evaluation: <ul style="list-style-type: none"> - Is the cause-effect model used or implied appropriate? - Have most important causes been identified? - Does overall reasoning support analysis? - Are plausible business processes discussed?
Recommendations	1 to 8	Define recommendations and expected results. Evaluation: <ul style="list-style-type: none"> - Are recommendations well-linked to the analysis? - For each recommendation: <ul style="list-style-type: none"> - are expected results defined? - are they reasonable?
Implementation	1 to 7	Identify key implementation steps. Evaluation: <ul style="list-style-type: none"> - Are factors of change identified? - Is a logical sequence of steps identified? - Does the sequence fit identified priorities?

The above section marks are summed for a total ranging normally from 05 to 19. The summated mark “*M*” should be interpreted as follows:

Below Requirements:	Meets Requirements:	Exceeds Requirements:	Exceptional Performance:
$05/20 \leq M \leq 09/20$	$10/20 \leq M \leq 14/20$	$15/20 \leq M \leq 19/20$	$M = 20$

A mark of 04/20 and less indicates disciplinary action, not limited to academic fraud.



Biographical Sketch of Ernesto TAPIA MOORE

At age 61, Ernesto has 42 years professional experience:
20 years industry and 22 years academia.

Ernesto is trilingual (Spanish, English, French) and a dual-citizen.

He is a US Navy Veteran, having served in the North-Atlantic (Norfolk, Virginia; Keflavik, Iceland; London, UK) from 1978 to 1981. In 1981, he becomes a reservist, and begins a civilian career in France. During the following 10 years, he will work for several businesses in France where he will become an international commodities trader, later, export manager, international manager, in foodstuffs, manufactured steel products, and publishing. He then begins sharing his knowledge of international business with others through professional training and conferences, while still holding a management position in business.

During the next 10 years Ernesto will shift his main activity from international management to consulting, and then to academia, while gradually giving professional training and teaching increased importance. During this period he will consult in agri-business with clients such as Saint-Louis Sucre (R&D), train and teach with CESI, ICG, EM Lyon, among others.

In 1999, he accepts a professorial position with tenure at Sup-Europe in Caen. In 2001, he is recruited by Euromed Management as Associate Professor with tenure.

Ernesto has conducted his student career in parallel to his professional one. He received a Master in International Business Administration from the IAE in Toulouse, a Master in International Business Law from the University of Toulouse, an MPhil from the IAE in Caen, and –in 2008– a PhD in Management (*egregia cum laude*) from the Université de la Méditerranée (CRETLOG) in Aix en Provence. His research topic articulates Agency theory, Internationalization Process model, and SMEs.

He created and launched the Euro-BA program at CESEC Caen on both traditional and web-platform bases. Ernesto also revised and renovated the CECE-CSTI international Business program of the Marseilles Chamber of Commerce. His academic publishing record, for the time being, shows mainly case studies published in English and in French at the Centrale de Cas et Médias Pédagogiques, Paris (member of ICCP), as well as contributions in books.

Ernesto founded the “Observatory for International Development of SMEs” (ODIPME) whose objective is to house longitudinal research on SMEs’ internationalization as well as to serve as a platform for cross-site international research.

A Paul Harris Fellow, Ernesto is a member of Rotary International since 1994. Among his activities at Club and District level, he contributed to the Rotary Leadership Institute, which he helped launch in France.

ACADEMIC FRAUD

Definition

Academic fraud is a breach of ethics.

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

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

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

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

Plagiarism can occur in:

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

Sanctions

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

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

- Applied by the professor in charge of the course, Kedge Business School faculty member (1st and 2nd level):

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

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

