MASTER’S DEGREE IN INTERNATIONAL BUSINESS ENGINEERING

SYLLABUS
2017-2018

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Table of content

Part 1 – General presentation of the Master in International Business Engineering…… Page 3
I- Recruitment and enrolment process…………………………………………………… Page 3
II- Organization of teaching…………………………………………………………… Page 4
III- Exams procedure……………………………………………………………….. Page 6

Part 2 – The Master’s degree in International Business Engineering……………… Page 12
I- General organization of teaching…………………………………………………. Page 15
II- List of 1st year courses …………………………………………………………… Page 17
III- List of 2nd year courses …………………………………………………………. Page 19

Part 3 – 1st year courses descriptions……………………………………………… Page 20

Part 4 – 2nd year courses descriptions……………………………………………… Page 70

Appendix 1 – Work Placement and Master’s Thesis……………………………… Page 95

Appendix 2 – The Master 1 Dissertation………………………………………….. Page 98

Appendix 3 – The Master Thesis in M2……………………………………………… Page 100
PART I: General presentation of the Master’s degree in International Business Engineering

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In France, the Ministry of Higher Education and Research is the governing body for the National Higher Education. The Ministry of Higher Education and Research has adopted the reform of the Bologna process by generalizing the “LMD”, the ECTS system and two semesters per year. The French University curriculum follows the LMD system, which divides higher education into 3 diplomas: Licence (Bachelor’s degree, 3 years of Higher Education), Master (Master’s degree, 2 years after Bachelor’s degree) and Doctorat (Ph.D., 3 years after Master’s degree). IAE Montpellier School of Management, which is part of the University of Montpellier, is responsible for organizing its offer of programs.

The Master’s degree in International Business Engineering comprises 4 semesters and is awarded after successful completion of 120 ECTS credits, in accordance to the national qualification scheme. Each Master’s degree is placed under the responsibility of faculty members, themselves managed by one program director.

I - Recruitment and enrollment process

In order to enroll to the first year of the program, all applicants must provide evidence that they have validated 180 ECTS credits at the time of submitting their application. Once selected by the selection committee (specific for each program), the student must provide evidence that he/she fulfills one of the following requirements:

- Successful completion of a Bachelor’s degree or equivalent to 180 ECTS
- One of the validations prescribed in the 16 April 02 decree n° 2002-529 for the enforcement of articles L.613-3, L. 613-4 and L. 613-5 of the Education Code mandated by VAE (Validation of Acquired Experience) or by VAP (Validation of Professional Experience).

Applications are reviewed during the recruitment session taking place in April/May.

If the required 180 ECTS credits have not been acquired by June, or the related certificate is not yet available, the application may be processed, but the acceptance is subject to the
presentation of the certificate that proves that the aforementioned credits have been validated before the administrative enrollment.

The criteria and selection tests are specific to the master in International Business Engineering, and are in line with the objectives sought by the program. Each application is therefore reviewed individually. Admission to the Master course is announced by the recruitment committee, under the responsibility of the program director, after analysis of the application form and, when required, after oral and written tests and/or interviews. There are no "automatic" admissions.

Administrative registration in the 2nd year of the Master is conditioned by the acquisition of 240 ECTS and the approval of the recruitment committee. The academic enrollment shall be automatically delivered to every student enrolled administratively and is compulsory in order to attend classes and sit exams. The registered student shall verify that his/her academic enrollment is complete with the program administrative officer and get his/her learning agreement before the first exam session.

Specific admission requirements to the Master’s degree in International Business Engineering
Admission requirements for the program rely first in applicants’ academic performance and exam results. The second element taken into consideration is international working experience (or time spent abroad) and English language proficiency. Any applicant whose first language is not English must certify proficiency in English when applying to IAE Montpellier. Such applicants must submit official scores received on the Test of English as a Foreign Language (TOEFL) or the Test of English for International Communication (TOEIC) as part of their application. The IELTS English test is also accepted. A TOEFL score of at least 80 or a TOEIC score of at least 750 are the minimum required for applicants to the program. The minimum score required for IELTS is 6. The third element taken into account is the applicant’s professional plan and motivation.

II- Organization of teaching
The Master’s degree of International Business Engineering comprises 4 semesters (referred to as M1S1, M1S2, M2S3, M2S4.). Each of the first three semesters includes 6 course units (U.E), which are equivalent to 30 ECTS (European Credit Transfer System). The last semester (M2S4) includes 3 course units and 1 internship unit. Each course unit (U.E) is generally equivalent to 5 ECTS credits and 36 hours of course. These course units can be broken down into various sub-components (known as ECUE). Courses content, courses objectives and assessment methods of each course unit are defined in the present syllabus.

For the 1st year of Master only:
The academic term is carried out in a 12-week period, which comprises both lectures and exams.
• Remedial exams for the first term will be held in February/March. For the second term, remedial exams will be held in July.
• Two ECUE (elements comprising a single teaching unit) must be taken (not withstanding exceptions) in an academically logical sequence.
A term with 6 course units (U.E) and therefore 12 ECUE will be held over a 12 weeks period, enabling a total of 216 hours of lessons. Over the period, there are 60 working days, not including Saturdays, public holidays and examination days. On average, a student has 3.6 hours of lessons per day, i.e. 18 hours per week.

The standardized assessment regime for the Master’s degrees of International Business Engineering is clearly stated in the present note that is reviewed and ratified by the Council for studies and university life (the CFVU council) and by IAE board of directors. It is made available to all students and faculty.

Schedule (1st year)
The following schedule applies to all first year students of the Master’s degree. The 2nd year schedule is described further in this document.

1st semester courses at IAE Montpellier
• From the 25th of September to the 22nd of December 2017 (12 weeks, 6 course units - UE)
• First Semester Exams (1st session): From the 11th of December to the 22nd of December 2017

2nd Semester courses at IAE Montpellier
• From the 8th of January to the 31st of March 2018 (12 weeks, 6 course units - UE)
• Second Semester Exams (1st session): From the 19th of March to the 31st of March 2018
• Internship: from the 31st of March 2018 to the 31st of August 2018 (3-month minimum in-company placement)
III- Exams procedures

1. Assessment process & exams sessions

Each course unit is endowed with ECTS credits and these are validated if a student obtains an overall final mark of at least 10/20. A course unit validated during the first or second session, is definitely considered as validated; and therefore cannot be re-sat. The skills and knowledge acquisition are assessed either by a continuous evaluation (CC) or a final written examination (E), or by an oral examination (O), or by a combination of two or three of these modes (in this case, the different modes are waged in proportion to their coefficient). The nature of these assessment methods (written, oral or continuous evaluation), the duration, the coefficient and the number of exam sessions are defined specifically for each course.

The calculation for marking a course unit (UE) or a sub-component (ECUE) follows the rules below for both examination sessions:

- For the 1st exam session: the UE or ECUE final mark is equivalent to the weighted average of all marks obtained in the different tests (either written, oral, or continuous evaluation).
- For the 2nd exam session: the UE or ECUE final mark corresponds only to the grade obtained in the re-sat exam.

The assessment of internships, projects, or bibliographical research reports

Internships are carried out under the supervision of an academic tutor. Their assessment may take the form of written reports or oral presentations. The conditions and the organization of examinations are regulated in the Charter of exams and the syllabus of each course.

Marking rules in case of a repeated academic year

During the repeated year, only the course units which were not acquired the previous year can be re-sat. Caution: the failed course units cannot be re-sat if a semester was acquired by compensation during the second exam session of the current year or during the following year.

Addressing the issue of non-attended exams

When a student does not turn-up for an exam, or does not hand in an internship report, his/her mark is 0/20 (APOSEE codification: ABI for unjustified absences or ABJ for adequately justified absences).

The ABI or ABJ mark entails an adjourned result. The student receiving an adjourned result for a course unit will be adjourned for the semester. He/she will have to re-sit the course unit for which he/she has been adjourned in session 2.

Acquisition, Validation and Capitalization of a course unit (UE)

A course unit (UE) is acquired when the student obtains a mark of 10/20 or more and superior to 5/20. The course unit (UE) acquisition entails the acquisition of the corresponding ECTS credits. An UE acquired by compensation during the semester is validated, even if the mark itself is inferior to 10/20 and superior to 5/20. This mark is maintained and appears on the transcript of records. An UE of which the average mark is inferior to 10/20 is considered as
non-acquired. If the student does not get at least a 10/20 average mark for the semester AND over 5/20 for each and every course unit, he/she must re-sit all of the UE and ECUE which mark is strictly inferior to 10/20, during the second exam session. The acquired course units are re-usable later on with no time limit, but can only contribute to the validation of one semester. Having been capitalized on the corresponding ECTS credits, it is not allowed to register again for those UE. When a course unit is validated by compensation with a mark superior to 5/20 during a semester, it is definitely validated and capitalized. However, it cannot be transferable to another program. Only fully-acquired UE are capitalized, intermediary grades cannot be kept from one year to another. Non-acquired UE will be reset to 0/20.

Each ECUE is subject to an examination. The evaluation of some ECUE may be given using an average exam grade, representing 70%, plus a continuous assessment grade (work to be handed in, participation) representing 30%. If there is continuous assessment (work to be handed-in for example), absence of the student at the time of the assessment and/or if the work is not handed in, will result in the grade of 0 for the continuous assessment. Examinations may be held at any time during a 10 weeks term.

The faculty member in charge of the course unit upon approval of the program director, decides upon the internship and the type of examination (duration, procedure, subject...). Notably, the duration may vary from 1 to 4 hours. The lecturer, independently of his/her status (IAE core faculty, adjunct faculty) must be contactable during his/her ECUE examination, if not present. When a course unit is shared between two ECUE, these are not dissociable: a single grade will be given, the average from the two ECUE.

**Use of calculators and cell phones during examinations**

A single type of calculator is authorized for examinations. This is the Casio Collège fx-92. Any other type of calculator is not authorized during the examinations. Students may not borrow calculators during examinations. Cell phones must be switched off and placed in bags at the back or front of the room. Cell phones may not be used as clocks. In the event of use of unauthorized material, this will be confiscated and returned after a disciplinary hearing.

**Internships and projects**

Internships and projects give rise to ECTS credits. Internships are monitored by an academic tutor chosen by the student from the teaching staff. The internship must be validated by the tutor and the specialty head. Internships are evaluated on the basis of a report (M1) or a dissertation with an oral presentation (M2). If an internship is not validated due to insufficiency with regards to the report or thesis, a second session may be held. If the non-validation is based on the conditions of the internship itself, the student may only obtain the required credit by repeating the internship period.

2. **Obtaining the Master’s degree**

To obtain the Master’s degree, the student must have achieved at least the average grade (10/20) or higher in each of the 4 tuition terms AND more than 5/20 for each of the UE units
for the four terms. A term is validated (ACQ) when the average grade for the component UE is over 10/20 (compensation rule) and over 5/20 for each of the UE for the term in question. There is no annual compensation. If the student has not achieved a grade of at least 10/20 for the term AND 5/20 for each UE, he/she must repeat, at the second session, all the Units for which the grade is lower than 5/20. When a student is absent from an examination (excused or not), the grade is 0/20 (APOPGE code of ABI for unjustified absence, or ABJ for justified absence).

The examinations and student evaluations, the awarding of course units and the validation of teaching units are under the responsibility of:
- Director of IAE Montpellier (A. Loubès)
- Director of Postgraduate Masters
- Program directors (M. Angel Ferrero & G. de Lanauze)
- Head of enrollment office and regulations (Y. Guitt)
- A students' representative (elected to the establishment committee)

First year internship
A 3 to 4 month internship is mandatory at the end of the first year (M1S2). The dedicated period runs from April to September; placement has to be completed before the beginning of the following mobility term in a host foreign university. A written dissertation must be produced and evaluation of the dissertation will be used for the ECUE grade (see page 99 for description of the Master 1 dissertation). Internship contract models are available for students. Students must have their internship validated by the head of the program (and the subject of their dissertation validated by a tutor from the IAE academic team), following the procedure given on the IAE intranet. A significant placement period and an adapted mission are arguments in favor for the acceptance to the M2 program and also for finding pertinent employment.

Organization of the mobility period
The mobility in foreign universities takes place in the first term of the second year of Master (M2S3), from the first of September to the winter vacation. This period may vary depending on the host university's term dates, some start in August, others may extent lessons and examinations up to January. N.B.: In all cases, the student must check the dates of the courses selected at the foreign university and ensure that the courses taken and registered in the learning agreement (examination dates and remedial examination dates if applicable) are compatible with the Master timetable, so she/he is able to return to IAE in February to attend the courses.

Thus, the mobility period here defined has several consequences:
The choice of the universities made by the students and their related registrations must be anticipated from the second term of the first year (M1S2). Consequently, recruitment for the second year (Master 2) must be anticipated and completed very early in the 1st year (January - February). Recruitment is based on applications, tests and interviews (only candidates retained on the basis of their application are interviewed). The application documents include
the results obtained during the first term of M1 and the score achieved in English tests (TOELF, TOEIC or IELTS). Both, results from the first year and results from English test play a major role in the global evaluation of the application. Registration to the second year (M2) is only confirmed after definitive verification of 1) the validation of the corresponding credits of the first year and 2) the achievement of at least the minimum score required (see section I- Recruitment and Enrollment process).

Students must be administratively registered at IAE Montpellier before their departure to a host university. They must complete the tuition forms and present a complete application, including the definitive results of the Master 1, taking into account the registration office opening periods during the summer. The administrative procedures for mobility, notably with regards to visa applications, if required, must be carried out by the student. Students must also be aware of and take into account the IAE and UM international relations office opening periods during the summer, notably when requiring tuition certificates for visa applications.

**Selecting courses at the host university**

Students must select the courses that they wish to follow at their host university. This choice should be subject to certain criteria:

(1) Coherence of the content with that of the IAI Master’s degree, the courses must be at Master level and relate to the main subject, and be pertinent with regards to an international business career. Foreign language lessons may be included in the Learning Agreement up to a limit of 20% of the required credits, i.e. a maximum of 6 credits out of 30.

(2) The dates and periods of the courses chosen (lectures, examination, remedial tests) must enable the student to respect the global timetable for the IAE Master 2 course (notably for attending classes in January); any potential overlaps must be handled by the student (catching up missed lessons, additional trips to ensure their presence at exams, etc.).

(3) The choice of courses must be formalized on the Learning Agreement document which shows the name and level of the course (Master), the detail of the credits corresponding to each of the lessons to be attended. The learning agreement must be validated by both the IAE Master 2 tuition head and the host university. Modifications to the learning agreement have to be approved by IAE within the first month at the foreign university. This arrangement must be approved by both universities (the sending and the receiving institution).

**Special cases for catching up on timetables**

In certain partner universities there may be superposition of timetables with that of IAE. Defining the best solution will be the responsibility of each student and in accordance with the host university in order to find the optimal timetables and examination periods. Several solutions are available (early examinations, replacement of examination by written reports, organization of examinations held at distance...) but these must be negotiated directly by the student with the administrative services of the host university. IAE will support negotiated solutions. In the worst case, where the host university does not authorize any modification to its evaluation procedure, the student may be authorized by IAE to return to the IAE courses after the required evaluation period, provided that she/he catch up with missed courses.
In such cases, the student must catch up his/her lessons by using the digital supports on the IAE intranet and the bibliographies defined by the professors. It is essential that students anticipate the host university’s term and examination dates in order to ensure optimal organization for both structures.

**Validation of UE**

The Student must provide evidence to IAE Montpellier that the credits defined in the learning agreement were obtained and validated at the host university (validated on site in the first or second session) through a formal document from the host university “transcript of credits”. The number of credits validated by IAE within the framework of the Master 2 corresponding to courses taken at foreign universities may not exceed 30 credits, limiting the risk related to not obtaining the said credits. However, credits achieved up to a maximum of 30 may be integrated into the IAE M2 IAI diploma. If a student does not achieve the 30 credits, the registration shows NACQ - not acquired. Term 3 for the M2 course (or the mobility term) is validated subject to acquisition of the full 30 credits from the host university abroad. The second remedial session may only be held, for each unit missing, at the host university. Consequently, there cannot be a remedial session at IAE for courses taken at host universities. Remedial sessions must be organized in accordance with the host university prior to the return of the student. Students who have not validated all subjects are considered as not fulfilling the requirements to obtain the Master 2 degree. Students may continue their studies however and repeat the first term (at a foreign university).

Students who repeat a term must validate the missing credits during a second period of presence at a host university of his/her choice (subject to the host university choice criteria, but without having to return to the same university). He/she must validate the full 30 credits required for the diploma.

**Specialization path**

During the second term of the M2 (M2S4) course, students can choose between two specialization paths. The desired specializations are registered upon application for the M2 course, i.e. during the second term of M1 (M1S2) and confirmed upon administrative registration to the course. Changes to the specialization path may only be made subject to formal approval from the tuition heads of the Master 2 for each of the paths concerned, and must be for a valid reason.

The two specialization paths are:
- International Sales
- International Purchasing

**End of Studies Internship**

A company internship, for a minimum period of five months and a maximum of six months, must conclude the training, during the period going from April to September. **In compliance with the vocation of the diploma, the internship must be carried out abroad.** The work placement must compulsorily be carried out in a foreign country (this applies both to French and non-French students, France being considered as a foreign country for the latter). Foreign
students will not be allowed to complete the internship in their home country. Organization of the internship must follow the administrative procedures deployed by the IAE business relations service, which remains the obligatory point of contact for students with regards to the internship.

By the end of the internship period, students must complete and orally defend their master thesis. The final evaluation of this module depends entirely on obtaining the required credits (15 credits). The evaluation of the thesis and its defense is used for assessment, but is conditioned by the fulfillment of the internship placement requirements in terms of duration, company and missions. In compliance with the English language requirement of the IBE Master course, the thesis and oral presentation must be done in English. The quality of the master thesis should be in compliance with the expectations of a graduate level dissertation. Both, the internship and the thesis topic should be related to international business management. For more details on the thesis and the oral presentation, please refer to the related section at the end of this syllabus.

The internship and the oral presentation must be completed within the academic year and in all cases before the 30th of September. In the event where the student cannot justify the minimum required internship duration (5 months) by the 30th September, he/she must re-apply to the IAE and complete the missing period the following year. The oral presentation will be postponed to the end of the new academic year. If any repeat or remedial sessions are held, the student will only be awarded the Master 2 certificate once all of the credits have been validated and registered, at the end of the current academic year.
PART II - The Master’s degree in International Business Engineering

Overview
The Master in International Business Engineering has been specifically designed for students who wish to acquire a dual competence in international sales or purchase. It is a two-year degree, entirely taught in English, aimed at international and French graduates that come mainly from a scientific background (Bachelor degree in Science, technology, engineering, for instance) and that does not necessarily have experience in management or business. All applicants to the first year of the Master’s degree in International Business Engineering must provide evidence that they earned 180 ECTS credits at the time of submitting their application. The 2nd year is open to students who have validated 240 ECTS credits.

Since 2015-2016 academic year, the Master’s degree in International Business Engineering (IBE) is entirely taught in English.

Rationale
The first year enables students to acquire knowledge and skills in core disciplines of business and management (semester 1) with a special focus in international matters (semester 2). The program starts with one semester of courses such as marketing, human resources management, finance and accounting. These courses follow a logical sequence that enables students to develop and/or strengthen their general knowledge in business management. As such, the master is open to students with little or no experience in international business.

The third semester is essential for the Master’s degree in International Business Engineering experience. Students will have the opportunity to spend one semester abroad in one of our partner universities and acquire specific knowledge about the country of their choice. The final semester is devoted to courses at IAE that enable students to delve deeply into one of two specific areas of business: international sales or international purchase. The elective courses from the specialization (sales or purchase) provide students with specific skills needed for entry-level positions and careers in sales and/or purchasing. The Master also comprises a compulsory internship abroad of minimum 5 months which facilitate students' entry into the professional world. This internship has to be completed along with the presentation of a Master thesis.

Career opportunities
Some of the potential career opportunities include: International industrial purchaser, International sales engineer, Marketing project manager, Marketing assistant, B to B seller, Business analyst, transnational contracts negotiator, account manager.

Program intended learning outcomes
The main objective of this program is to provide students with professional management skills supported by a global perspective, and prepare them to thrive in the global labor market. IAE Montpellier considers Intended Learning Outcomes (ILO) to be the particular knowledge, skills and attitudes students should master and be able to demonstrate at the end of a course (for course ILOs) and at the end of a program (for program ILOs).
The program’s Intended Learning Outcomes (ILO) for the Master’s degree in International Business Engineering are divided into six categories:

1- Knowledge
2- Skills, including interpersonal skills
3- Attitudes
4- International perspective
5- Understanding of the business world
6- Awareness of the broader trends in society (e.g. social responsibility)

Knowledge (I.L.O n°1)
Upon completion of the program, students will demonstrate understanding of the accurate tools to develop and manage an international business.

Interpersonal skills (I.L.O n°2)
Students will be able to solve problems and to critically analyze them. Students will also be able to demonstrate effective oral and written communication skills and decision-making skills.

Attitudes (I.L.O n°3)
Students will be able to work as part of a team and carry out group projects.

International perspective (I.L.O n°4)
Students will understand the specified discipline from a global perspective.

Understanding of the business world (I.L.O n°5)
Students will be able to understand business practices and related concepts and be able to integrate this functional knowledge in order to address business problems.

Awareness of the broader trends in society (e.g. social responsibility) (I.L.O n°6)
Students will be able to demonstrate awareness of ethical and social responsibility issues.

International learning experience
The internationalization of the teaching and the learning environment at IAE Montpellier may take many forms. The course incorporates a mix of students from all over the world. This is the best way to use and improve a language. It is mandatory for students to spend one semester in one of our partner universities during the first semester.

Corporate learning experience
Business executives are involved in teaching at specific courses of the Master in International Business Engineering program. This enables our students to benefit from strong links with the business world. Through a combination of case studies, lectures and group work, this program prepares students to deal with the multitude of issues that firms must address in the business world. The final year internship is an assessed and compulsory part of the course.
Contacts

Heads of the program:

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Full professor
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Administrative officer:

Master 1 & 2
Ms Marie-Jeanne Hayward
outgoing.iae@univ-montp2.fr
Tel: (+33)4 67 14 48 13
I- General organization of teaching

1st year – Semester 1
- Common-core courses taught at IAE Montpellier
- Language of instruction: English

1st year – Semester 2
- Speciality courses of International business taught at IAE Montpellier
- Language of instruction: English
- Overall of 6 course units (UE)
- Compulsory internship of 3 months minimum has to be completed

2nd year – Semester 3
- One semester abroad in one of our partner universities

The courses selected by students at the partner university have to remain in the fields of business and management. They have to be listed in a learning agreement and submitted to the program director for approval.

2nd year - Semester 4
- Courses at IAE Montpellier
- Language of instruction: English

Elective 1: International sales
  - International paradigm shifts
  - International executive
  - International sales

Elective 2: International purchasing
  - International paradigm shifts
  - International executive
  - International purchasing
# Program schedule (2017-2018)

## 1ST YEAR – SEMESTER 1

<table>
<thead>
<tr>
<th>Period/duration</th>
<th>Content</th>
<th>Language of instruction</th>
</tr>
</thead>
</table>
| From 25th September to 22nd December 2017  
- 12 weeks | Core modules at IAE Montpellier + Exams | English |

## 1ST YEAR – SEMESTER 2

<table>
<thead>
<tr>
<th>Period</th>
<th>Content</th>
<th>Language of instruction</th>
</tr>
</thead>
</table>
| From 8th January to 31st March 2018  
- 12 weeks | Courses of International business at IAE Montpellier + Exams | English |
| From 1st April to 31st August 2018  
- 3 months minimum | Internship | / |

## 2ND YEAR – SEMESTER 1

<table>
<thead>
<tr>
<th>Period</th>
<th>Content</th>
<th>Language of instruction</th>
</tr>
</thead>
</table>
| From August to January  
- 4-6 months  
- *According to the Host University Schedule | One semester abroad in a partner University | English, Spanish, German, other |

## 2ND YEAR – SEMESTER 2

<table>
<thead>
<tr>
<th>Period</th>
<th>Content</th>
<th>Language of instruction</th>
</tr>
</thead>
</table>
| From 1st February to 31st March 2017  
- 9 weeks | Specialization modules at IAE Montpellier | English |
| From 1st of April to 30th September  
- 5 months minimum | Internship abroad | / |
## II- List of 1st year courses (2017-2018)

### 1ST YEAR – SEMESTER 1

<table>
<thead>
<tr>
<th>Common Core</th>
<th>Lecturer</th>
<th>ECTS</th>
<th>Contact hours</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Unit 1 - Organizational economics</strong></td>
<td>Ms Bouchet</td>
<td>5</td>
<td>36</td>
</tr>
<tr>
<td>Course 1: Organizational Theory</td>
<td>Mr Ejemba</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Course 2: Theory of the firm</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Unit 2 - Accounting information system</strong></td>
<td>Ms Segura</td>
<td>5</td>
<td>36</td>
</tr>
<tr>
<td>Course 1: General accounting</td>
<td>Ms Marsal</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Course 2: Cost accounting and international cost accounting</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Unit 3 - Marketing</strong></td>
<td>Ms Portes / Ms Cases</td>
<td>5</td>
<td>36</td>
</tr>
<tr>
<td>Course 1: Strategic Marketing</td>
<td>Mr Séré de Lanauze</td>
<td></td>
<td></td>
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<tr>
<td>Course 2: Marketing studies</td>
<td></td>
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<td></td>
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<tr>
<td><strong>Unit 4 - Business Computing</strong></td>
<td>Ms Averseng / Mr Meissonier</td>
<td>5</td>
<td>36</td>
</tr>
<tr>
<td>Course 1: Information systems</td>
<td>Mr Houzé</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Course 2: Simulation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Unit 5 - Finance</strong></td>
<td>Ms Marsal</td>
<td>5</td>
<td>36</td>
</tr>
<tr>
<td>Course 1: Global Entrepreneurship</td>
<td>Ms Duniach</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Course 2: Introduction to finance</td>
<td></td>
<td></td>
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</tr>
<tr>
<td><strong>Unit 6 – Human resources Management</strong></td>
<td>Ms Lubes / Ms Tahri / Ms Achmet</td>
<td>5</td>
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<tr>
<td>Course 1 : Human resources Management</td>
<td>Mr Peterson / Ms Bouchet</td>
<td></td>
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<tr>
<td>Course 2 : International HR</td>
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**Total:** 30 216
### 1ST YEAR – SEMESTER 2

<table>
<thead>
<tr>
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<th>ECTS</th>
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<tr>
<td>Course 1: Spanish</td>
<td>Mr Nerin</td>
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</tr>
<tr>
<td>or</td>
<td>Ms Carbonnel</td>
<td></td>
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<td>Course 2: German</td>
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<thead>
<tr>
<th>Unit 8 - Negotiation and communication in business</th>
<th>Lecturer</th>
<th>ECTS</th>
<th>Contact hours</th>
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<tbody>
<tr>
<td>Course 1: Negotiation and sales</td>
<td>Ms Concha Allen</td>
<td>5</td>
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<td>Course 2: Communication</td>
<td>Mr Séré de Lanauze</td>
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<tbody>
<tr>
<td>Course 1: Export strategy</td>
<td>Mr Guerard</td>
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<td>36</td>
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<tr>
<td>Course 2: B to B marketing / Service marketing</td>
<td>Ms Duniach</td>
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<td>Mr Hanson</td>
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<tr>
<td>Course 2: International Finance</td>
<td>Mr Jacquin</td>
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<tr>
<th>Unit 11 – Supply chain and logistics</th>
<th>Lecturer</th>
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<th>Contact hours</th>
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<tbody>
<tr>
<td>Course 1: International logistics</td>
<td>Mr Fernandez / Ms. Angel Ferrero</td>
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<tr>
<td>Course 2: Purchasing</td>
<td>Ms Lebel</td>
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<thead>
<tr>
<th>Unit 12 - Applied methodology of research/ Internship</th>
<th>Lecturer</th>
<th>ECTS</th>
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<tr>
<td></td>
<td>Mr Séré de Lanauze</td>
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**Total:** 30 189

### III- List of 2nd year courses (2017-2018)

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<td>Units obtained in a foreign university</td>
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## 2ND YEAR – SEMESTER 2

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<tr>
<th><strong>Common Core</strong></th>
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<th><strong>ECTS</strong></th>
<th><strong>Contact hours</strong></th>
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<tbody>
<tr>
<td><strong>Unit 1 - International paradigm shifts</strong></td>
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<tr>
<td>Course 1: IT &amp; Distribution channels/ Communication</td>
<td>M. Barahona</td>
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<tr>
<td>Course 2: Social Responsibility, Sustainability, Ethics and Research</td>
<td>M. Séré De Lanauze / Ms. Angel Ferrero</td>
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<tr>
<td><strong>Unit 2 - International Executive tools</strong></td>
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<tr>
<td>Course 1: International business and Entrepreneurship</td>
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<td>Course 2: Building an International business plan</td>
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<tr>
<td><strong>Internship</strong></td>
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<th><strong>Elective 1</strong></th>
<th><strong>Lecturer</strong></th>
<th><strong>ECTS</strong></th>
<th><strong>Contact hours</strong></th>
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<tbody>
<tr>
<td><strong>International Purchase</strong></td>
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<tr>
<td>Course 1: Purchase marketing</td>
<td>Ms Lebel</td>
<td>5</td>
<td>36</td>
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<tr>
<td>Course 2: Sourcing</td>
<td>Ms Lebel</td>
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<table>
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<th><strong>Elective 2</strong></th>
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<th><strong>ECTS</strong></th>
<th><strong>Contact hours</strong></th>
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<tbody>
<tr>
<td><strong>International Sales</strong></td>
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<tr>
<td>Course 1: International sales force management</td>
<td>Mr Fournier</td>
<td>5</td>
<td>36</td>
</tr>
<tr>
<td>Course 2: International sales strategy</td>
<td>Mr Guerard</td>
<td></td>
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</table>

* Total including electives: 108 contact hours and 30 ECTS
Course title: ORGANIZATIONAL THEORY (18h)

Course lecturer:
Stéphanie BOUCHET
Ph.D. student
Email: stephanie.bouchet@umontpellier.fr

Course description
During the course, key organizational theories will be discussed and debated. The main goal of this class is to get students to have a comprehensive understanding of what organizations are and how they work. The course focuses on the formal and informal functions of organizations, their structure and issues related to performance, control, leadership. It also introduces how organizations face problems related to workers' motivations and perceived fairness. Ultimately, the course leads students to think about the impact of external environmental and internal organizational factors on structure and design. Students should realize that a good knowledge of theoretical frameworks, with an historical approach, is essential to develop their managerial skills. They will also be sensitized to ethical issues which are essential in any managerial decision-making.

Link to the program intended learning outcomes
Knowledge (I.L.O n°1)
Upon completion of the program, students will demonstrate understanding of the accurate tools to develop and manage an international business.
Understanding of the business world (I.L.O n°5)
Students will be able to understand business practices and related concepts and be able to integrate this functional knowledge in order to address business problems.
Awareness of the broader trends in society (e.g. social responsibility) (I.L.O n° 6)
Students will be able to demonstrate awareness of ethical and social responsibility issues

Course intended learning outcomes
At the end of the course, students will:
- Have a general understanding of the main organizational theories, the specific characteristic of each theory and be able to point the differences in approaches between them
- Demonstrate knowledge of the principles of organization structure
- Explain principles of organization design; environment, strategy, organizational culture, ethics and social responsibility
- Develop as much as possible critical thinking
- Develop a set of writing and presentation skills
- Link organizational design to global business strategies and practices
## Course content

<table>
<thead>
<tr>
<th>Session</th>
<th>Content</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Session 1</strong></td>
<td><strong>Introductory course</strong>&lt;br&gt;Presentation of course requirements, objectives and assessment methods&lt;br&gt;<strong>Chapter 1 – The Classical theories</strong>&lt;br&gt;“Organizing to produce more and efficiently”&lt;br&gt;1.1 F.W Taylor’s scientific organization of work&lt;br&gt;1.2 The causes of weakness and productivity&lt;br&gt;1.3 The principles of scientific organization and the “One best way”&lt;br&gt;1.4 Taylorism’ rise and fall&lt;br&gt;1.5 The limits of Taylor’s theory</td>
<td>3h</td>
</tr>
<tr>
<td><strong>Session 2</strong></td>
<td><strong>Chapter 1 – The Classical theories</strong>&lt;br&gt;1.6 Henry Ford, vision and initiatives&lt;br&gt;1.7 The product standardization&lt;br&gt;1.8 Mass production, the assembly line and “five dollars a day”&lt;br&gt;1.9 Fordism: the limits</td>
<td>3h</td>
</tr>
<tr>
<td><strong>Session 3</strong></td>
<td><strong>Chapter 2: The Human relations movement</strong>&lt;br&gt;“Motivate workers”&lt;br&gt;2.1 The basics of the human relations movement&lt;br&gt;2.2 Theories on workers’ motivation&lt;br&gt;2.3 Mayo’s Hawthorne effect&lt;br&gt;2.4 Maslow’s hierarchy of needs</td>
<td>3h</td>
</tr>
<tr>
<td><strong>Session 4</strong></td>
<td><strong>Chapter 2 : The human relations movement</strong>&lt;br&gt;2.6 Herzberg’s factor approach&lt;br&gt;2.7 McGregor’s X et Y Theory&lt;br&gt;2.8 Introduction to leadership theories</td>
<td>3h</td>
</tr>
<tr>
<td><strong>Session 5</strong></td>
<td><strong>Chapter 3: Contingency approaches</strong>&lt;br&gt;“Adapt the organization”&lt;br&gt;3.1 Contingency theories and contingency factors&lt;br&gt;3.2 Organizational structure / configurations&lt;br&gt;3.3 Mintzberg’s typology&lt;br&gt;3.4 Organizational culture</td>
<td>3h</td>
</tr>
<tr>
<td><strong>Session 6</strong></td>
<td></td>
<td>3h</td>
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</tbody>
</table>
Chapter 4: Sociological approach

4.1 Individual and collective identity
4.2 New organizational forms
4.3 Revision of perspectives

Assessment methods

<table>
<thead>
<tr>
<th>Type of assessment</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oral presentation (group work)</td>
<td>50%</td>
</tr>
<tr>
<td>Final exam (case study or course related questions)</td>
<td>50%</td>
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</table>

Teaching Approach/ Instructional Methods
During the class, students must actively participate to the discussions of theoretical concepts and examples, giving their motivated opinion. They also have to get involved in analyzing and solving the case studies presented and discussed in class. An active contribution from students will enrich the pedagogical process, providing additional information to the issues presented and discussed in class.

Final evaluation
The final exam may be a case study that requires students to apply their knowledge and theories according to the situation within the case. The answers also have to demonstrate good written communication skills.

Bibliography


**Course title:** THEORY OF THE FIRM

**Course lecturer:**
Mr O. Ejemba
odyiyke@gmail.com ; o.ejemba@arkadin.com

**Course description**
What is a firm? Why do firms exist? Which transactions should be carried out within a firm rather than through the market? This course opens a black box by considering the internal organization of a firm. The course deals with the traditional problem of the nature of the firm by considering three possible determinants of the choice between integration and non-integration: rent seeking, property rights and incentives.

In most topics we discuss a few key papers. A general overview over the topics can be obtained from the respective chapters in the books cited in the bibliography part. The list of papers is not meant to be a complete description of the literature. It only contains the papers that will be discussed in class and students may want to read some of these papers directly.

**Link to program intended learning outcomes**

Knowledge (I.L.O n° 1)
Upon completion of the program, students will demonstrate understanding of the accurate tools to develop and manage an international business.

Interpersonal skills (ILO n°2)
Students will be able to solve problems and to critically analyze. Students will also be able to demonstrate effective oral and written communication skills and decision-making skills.

International perspective (I.L.O n° 4)
Students will understand the specified discipline from a global perspective.

Understanding of the business world (I.L.O n° 5)
Students will be able to understand business practices and related concepts and be able to integrate this functional knowledge in order to address business problems.

Awareness of the broader trends in society (e.g. social responsibility) (I.L.O n° 6)
Students will be able to demonstrate awareness of ethical and social responsibility issues.

**Course intended learning outcomes**
- Master the theories of business evolution
- Understand how the firms operate on the market
- Master the concepts of property rights, agency relationship
• Demonstrate critical thinking about the functioning of markets and firms
• Be able to analyze the different decisions made by firms on the market (strategy, property development)

### Course content

<table>
<thead>
<tr>
<th>Session</th>
<th>Content</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Session 1</td>
<td>Neoclassical Theory and questioning&lt;br&gt;Take a historical perspective into this subject area as an introduction:&lt;br&gt;1. Existence. Why do firms emerge? Why are not all transactions in the economy mediated over the market?&lt;br&gt;2. Organization. Why are firms structured in such a specific way, for example as to hierarchy or decentralization? What is the interplay of formal and informal relationships?&lt;br&gt;3. Types of firms/Organizations&lt;br&gt;4. How Organizations are formed and the cultural aspects of firms across different nations&lt;br&gt;5. Ethics&lt;br&gt;6. Recap of the session</td>
<td>3h</td>
</tr>
<tr>
<td>Session 2</td>
<td>Theory of transaction costs&lt;br&gt;1. Definition of Transaction Cost&lt;br&gt;2. What is the meaning of this subject area?&lt;br&gt;3. Schools of thoughts on transaction cost&lt;br&gt;4. What is the theoretical perspective behind this?&lt;br&gt;5. Transaction cost and its financial implication&lt;br&gt;6. Ethical Considerations&lt;br&gt;7. Recap of the session</td>
<td>3h</td>
</tr>
<tr>
<td>Session 3</td>
<td>Evolutionary theory&lt;br&gt;1. Knowledge of the firm and the evolutionary theory thinking&lt;br&gt;2. Adaptive behaviour of the firms&lt;br&gt;3. The tension between innovation and selection&lt;br&gt;4. How these theories forms a basis of schools of thoughts on the firm&lt;br&gt;5. Evolutionary theory and ethics&lt;br&gt;6. Recap of the session</td>
<td>3h</td>
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Session 4

Theory of property rights
1. Historical approach to properties and definitions
2. Theoretical thinking and social implications of properties and rights associated with it
3. Property ownership and legalities behind it
4. Ethics of property right
5. Recap of session

Session 5

Agency theory
1. Definition and ideologies behind Agency
2. Theoretical approach and schools of thoughts on Agency
3. Conflicts of interest and resolution approaches
4. Economic theory on Agencies
5. Corporate responsibility
6. Recap of session

Session 6

Theory of conventions
1. Literature review on theory of conventions
2. Economic approach to the subject area
3. Social approach to this field
4. Trade unions
5. Recap of session

/ Review session (Questions / Answers)
1. Quiz
2. Review of past Exams

Assessment methods

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<td>Written Exam Theory 30%</td>
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Bibliography

Course title: GENERAL ACCOUNTING

Course lecturer:  
Nancy SEGURA, PhD

Course description  
Managerial Competences:  
- Master the different steps and main issues regarding the production process of Financial Accounting Information  
- Be able to prepare and analyze the financial statements of a Company

Link to the program intended learning outcomes  
Knowledge (I.L.O n° 1)  
Upon completion of the program, students will demonstrate understanding of the accurate tools to develop and manage an international business.

Understanding of the business world (I.L.O n° 5)  
Students will be able to understand business practices and related concepts and be able to integrate this functional knowledge in order to address business problems.

Awareness of the broader trends in society (e.g. social responsibility) (I.L.O n° 6)  
Students will be able to demonstrate awareness of ethical and social responsibility issues

Course intended learning outcomes  
- Learn the basics of Financial Accounting  
- Establish – read – analyse the Financial statements (F/s)  
- Sensitize to ethics and sustainable development through the analysis of Financial and other related statements covering these issues

Course content

<table>
<thead>
<tr>
<th>Session</th>
<th>Content</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Session 1</td>
<td>Introduction to Financial Accounting (main purposes of the Financial Statements, F/s users, regulatory bodies ruling the F/s disclosures)</td>
<td>3h</td>
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</tbody>
</table>
| Session 2| The accounting logics (double entry system)  
The accounting journals, the general ledger | 3h       |
| Session 3|                                                                                        |          |
The accounting items of the Balance sheet and Income Statement

Session 4
Recording the most common economic transactions of a business (sales, purchases, discount, loans…)

Session 5
Accounting for depreciation, accounting for inventories, other adjustment entries

Session 6
Analyze of Financial Statements and other related statements regarding Ethics and sustainable development

Teaching Approach/Instructional Methods

A word of advice
To prepare for each session, students have to read the pedagogical notes. They will also have to finalize the required homework and to hand it in at the specified deadline. During the class, students must actively participate to the discussions of theoretical concepts and examples, giving their motivated opinion. They also have to get involved in analyzing and solving the case studies presented and discussed in class. An active contribution from students will enrich the pedagogical process, providing additional information to the issues presented and discussed in class.

Final evaluation
A final exam will require students to demonstrate their knowledge of a series of theoretical concepts, as well as their capacity to apply their knowledge. All the answers have to be motivated and demonstrate good written communication skills.

Assessment method

<table>
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</table>

Bibliography

Course title: COST ACCOUNTING & INTERNATIONAL COST ACCOUNTING

Course instructor:
Christine MARSAL, Ph.D.
Associate professor
christine.marsal@umontpellier.fr

Course description
The management accounting course introduces the fundamentals of costs calculations in connection with the strategic issues of the company. Students will learn how to implement simple consistency checks and make decisions in the light of the calculations.

Link to the program intended learning outcomes
Knowledge (I.L.O n° 1)
Upon completion of the program, students will demonstrate understanding of the accurate tools to develop and manage an international business.

Interpersonal skills (ILO n°2)
Students will be able to solve problems and to critically analyze. Students will also be able to demonstrate effective oral and written communication skills and decision-making skills.

Understanding of the business world (I.L.O n° 5)
Students will be able to understand business practices and related concepts and be able to integrate this functional knowledge in order to address business problems.

Awareness of the broader trends in society (e.g. social responsibility) (I.L.O n° 6)
Students will be able to demonstrate awareness of ethical and social responsibility issues

Course intended learning outcomes
• Master the fundamentals of cost calculation
• Be able to analyze calculations
• Use the vocabulary specific to the methods used
• Make decisions in light of calculations
• Connect cost calculation to the strategic issues facing the company
• Establish simple consistency checks

Course content:

<table>
<thead>
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<th>Content</th>
<th>Duration</th>
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<tr>
<td>Session 1</td>
<td>The main issues in management accounting and the basics for determining cost: the full cost</td>
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<td>Session 2</td>
<td>Cost-Profit-Volume Analysis</td>
<td>3h</td>
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<tr>
<td>Session 3</td>
<td>The rational allocation of fixed costs</td>
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<tr>
<td>Session 4</td>
<td>The rational allocation of fixed costs (part 2) Case study</td>
<td>3h</td>
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<td>Session 5</td>
<td>Budgeting</td>
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<tr>
<td>Session 6</td>
<td>Cost accounting and Sustainable Growth Environment</td>
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### Assessment methods

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### Teaching Approach/ Instructional Methods

**A word of advice**
To prepare for each session, students have to read the pedagogical notes. They will also have to finalize the required homework and to hand it in at the specified deadline. During the class, students must actively participate to the discussions of theoretical concepts and examples, giving their motivated opinion. They also have to get involved in analyzing and solving the case studies presented and discussed in class. An active contribution from students will enrich the pedagogical process, providing additional information to the issues presented and discussed in class.

### Final evaluation

A final exam will require students to demonstrate their knowledge of a series of theoretical concepts, as well as their capacity to apply their knowledge. All the answers have to be motivated and demonstrate good written communication skills.

### Bibliography

Atril, P. Mac Laney E. (2009) « Management Accounting for Decision Makers », Sixth Edition (provided by mail)
<table>
<thead>
<tr>
<th>Course title: MARKETING STUDIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course lecturer:</td>
</tr>
<tr>
<td>Gilles SERE DE LANAUZE, Ph.D.</td>
</tr>
<tr>
<td>Full professor</td>
</tr>
<tr>
<td><a href="mailto:gilles.sere-de-lanauze@umontpellier.fr">gilles.sere-de-lanauze@umontpellier.fr</a></td>
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</table>

<table>
<thead>
<tr>
<th>Course description</th>
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<tbody>
<tr>
<td>The first part of the course offers an introduction to marketing research and diagnosis. In a second part, it introduces qualitative surveys methodology. Students will be able to apply the conceptual and methodological foundations of marketing approaches to conduct a diagnosis.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Link to the program intended learning outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge (I.L.O n° 1)</td>
</tr>
<tr>
<td>Upon completion of the program, students will demonstrate understanding of the accurate tools to develop market knowledge and obtain the necessary information to take the right decisions in managing an international business.</td>
</tr>
</tbody>
</table>

| Interpersonal skills (ILO n°2)                 |
| Students will be able to solve marketing and business problems by getting and analyzing the required corresponding information. Students will also be able to demonstrate effective oral and written communication skills and decision-making skills. |

| Understanding of the business world (I.L.O n° 5) |
| Students will be able to understand the concepts and practices related to marketing and business studies. Through good command of the study processes and tools, they will be able to integrate this functional knowledge in order to address business problems. |

| International perspective (I.L.O n° 4)          |
| Students will understand the specified discipline from a global perspective. |

| Awareness of the broader trends in society (e.g. social responsibility) (I.L.O n° 6) |
| Students will be able to demonstrate awareness of ethical and social responsibility issues |

<table>
<thead>
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<th>Course intended learning outcomes:</th>
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</thead>
<tbody>
<tr>
<td>Understand the importance of information in the decision taking process</td>
</tr>
<tr>
<td>Establish the conceptual and methodological basis of marketing and business research</td>
</tr>
<tr>
<td>Select and process the quest for information and conduct the resulting diagnosis</td>
</tr>
<tr>
<td>Master the various tools to conduct qualitative and quantitative surveys</td>
</tr>
<tr>
<td>Session</td>
</tr>
<tr>
<td>----------</td>
</tr>
<tr>
<td>Session 1</td>
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<tr>
<td>Session 2</td>
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<tr>
<td>Session 3</td>
</tr>
<tr>
<td>Session 4</td>
</tr>
<tr>
<td>Session 5</td>
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<td>Session 6</td>
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**Assessment method**

<table>
<thead>
<tr>
<th>Type of assessment</th>
<th>Weight</th>
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<tbody>
<tr>
<td>Ongoing assessment</td>
<td>50%</td>
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<tr>
<td>Final exam</td>
<td>50%</td>
</tr>
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</table>

**Bibliography**


**Course title:** STRATEGIC MARKETING

**Course lecturers:**
Anne-Sophie CASES and Audrey PORTES  
anne-sophie.cases@umontpellier.fr  
audrey.portes@umontpellier.fr

**Course description**  
The strategic marketing course establishes the conceptual and methodological foundations of the marketing approach in order to conduct a diagnosis necessary for any action or strategic choice. At the end of this course students, will master the basic concepts and the tools for the diagnosis of marketing situations. Finally, the students will be able to understand the evolution of the Web, to know user profiles and e-business strategies and to determine the way the web is integrated in marketing strategy.

**Link to the program intended learning outcomes**  
Knowledge (I.L.O n° 1)  
Upon completion of the program, students will demonstrate understanding of the accurate tools to develop and manage an international business.

Interpersonal skills (ILO n°2)  
Students will be able to solve problems and to critically analyze different marketing situations and problematics. Students will also be able to demonstrate effective oral and written communication skills and decision-making skills.

Understanding of the business world (I.L.O n° 5)  
Students will be able to understand business practices and related concepts and be able to integrate this functional knowledge in order to address business problems.

Awareness of the broader trends in society (e.g. social responsibility) (I.L.O n° 6)  
Students will be able to demonstrate awareness of ethical and social responsibility issues

**Course intended learning outcomes:**  
- Understand the marketing processes  
- Know the market and consumers  
- Prepare an operational marketing plan  
- Build a digital strategy  
- Understand customer data: designing for transparency and trust
Course content

<table>
<thead>
<tr>
<th>Session</th>
<th>Content</th>
<th>Duration</th>
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<tbody>
<tr>
<td>Session 1</td>
<td>Introduction</td>
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<td>Session 2</td>
<td>Understand the Marketing processes</td>
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</tr>
<tr>
<td>Session 3</td>
<td>Marketing strategy</td>
<td>3h</td>
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<td>Session 4</td>
<td>Know the market and consumers</td>
<td>3h</td>
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<td>Session 5</td>
<td>The Context of Digital Marketing</td>
<td>3h</td>
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<td>Session 6</td>
<td>Online Customer: behavior / market segments</td>
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</tr>
<tr>
<td></td>
<td>Multichannel strategy</td>
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</table>

Teaching Approach/ Instructional Methods

A word of advice
To prepare for each session, students have to read the pedagogical notes. They will also have to finalize the required homework and to hand it in at the specified deadline. During the class, students must actively participate to the discussions of theoretical concepts and examples, giving their motivated opinion. They also have to get involved in analyzing and solving the case studies presented and discussed in class. An active contribution from students will enrich the pedagogical process, providing additional information to the issues presented and discussed in class.

Final evaluation
A final exam will require students to demonstrate their knowledge of a series of theoretical concepts, as well as their capacity to apply their knowledge. All the answers have to be motivated and demonstrate good written communication skills.

Assessment methods

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<thead>
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<tr>
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Course title: INFORMATION SYSTEMS

Course lecturers:

Régis MEISSONIER
Full professor
regis.meissonier@umontpellier.fr

Céline AVERSENG
Associate professor
celine.averseng@umontpellier.fr

Description
Through a mixture of theory and ‘real world’ practice, students will learn how to assess organizational problems and to create the best computing solutions to solve the business needs, enabling the organization to function effectively and efficiently. Students will learn how to use databases data, Internet and business applications programming.

Link to the program intended learning outcomes
Knowledge (I.L.O n° 1)
Upon completion of the program, students will demonstrate understanding of the accurate tools to develop and manage an international business.

Interpersonal skills (ILO n°2)
Students will be able to solve problems and to critically analyze. Students will also be able to demonstrate effective oral and written communication skills and decision-making skills.

Understanding of the business world (I.L.O n° 5)
Students will be able to understand business practices and related concepts and be able to integrate this functional knowledge in order to address business problems.

Course intended learning outcomes:
• Master the different uses of generic IT tools used in business
• Understand the potential of spreadsheets and databases
• Master communication tools: use the appropriate vocabulary to interact with technical specialists

Managerial skills developed:
• Set up a computer application such as a spreadsheet for a company using the basic concepts of VBA programming
• Interact with databases experts

Course content
<table>
<thead>
<tr>
<th>Session</th>
<th>Content</th>
<th>Duration</th>
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<tbody>
<tr>
<td>Session 1</td>
<td>How does a spreadsheet operate? – its design and use in practice as part of an individual project (3 sessions each)</td>
<td>3h</td>
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<tr>
<td>Session 2</td>
<td>Introduction of Visual Basic for Applications (VBA)/Practice of concepts</td>
<td>3h</td>
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<tr>
<td>Session 3</td>
<td>Completion of individual work</td>
<td>3h</td>
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<td>Session 4</td>
<td>Introducing the concept of database</td>
<td>3h</td>
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<td>Session 5</td>
<td>Data Base Management System (DBMS): Concepts and Practice</td>
<td>3h</td>
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<td>Case study</td>
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**Bibliography**

Rober Chevalier, Introduction à la programmation en VBA, Pearson, 2012
Course title: SIMULATION

Course lecturer:
Emmanuel HOUZE, Ph.D.
Full professor
emmanuel.houze@umontpellier.fr

Link to the program intended learning outcomes
Interpersonal skills (ILO n°2)
Students will be able to solve problems and to critically analyze. Students will also be able to demonstrate effective oral and written communication skills and decision-making skills.

Attitudes (ILO n°3)
Students will be able to work as part of a team and carry out a group project.

Understanding of the business world (I.L.O n° 5)
Students will be able to understand business practices and related concepts and be able to integrate this functional knowledge in order to address business problems.

Awareness of the broader trends in society (e.g. social responsibility) (I.L.O n° 6)
Students will be able to demonstrate awareness of ethical and social responsibility issues

Course intended learning outcomes:
- Master key management concepts by the inductive method
- Be able to design and use tools for decision-making
- Make decisions (within a group) and taking into account ethical aspects
- Combine analyzes in different areas of management
- Understand and practice the ethical way of doing business and the social responsibility of company. To achieve that, we include multiple goals and not only the profitability and we can give special side work on ethical diminutions of business

Course content:

<table>
<thead>
<tr>
<th>Session</th>
<th>Content</th>
<th>Duration</th>
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<tbody>
<tr>
<td>Session 1</td>
<td>Introducing the concept of simulation/ Overview of main key management tools and ethical dimensions</td>
<td>3h</td>
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<tr>
<td>Session 2</td>
<td>Decision making by groups</td>
<td>3h</td>
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<tr>
<td>Session 3</td>
<td>Decision making by groups</td>
<td>3h</td>
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<td>Session 4</td>
<td>Decision making by groups</td>
<td>3h</td>
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<td>Session 5</td>
<td>Results presentation</td>
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<tr>
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Course title: INTRODUCTION TO FINANCE

Course lecturer:
Krista DUNIACH, Ph.D.
Associate professor
krista.duniach@umontpellier.fr

Course description
This course provides an introduction to the theory, methods, and concerns of corporate finance. It will introduce students to frameworks and tools for decision-making. The course focuses on capital budgeting and corporate decision-making.

Link to the program intended learning outcomes
Knowledge (ILO n° 1)
Upon completion of the program, students will demonstrate understanding of the accurate tools to develop and manage an international business.

Interpersonal skills (ILO n°2)
Students will be able to solve problems and to critically analyze. Students will also be able to demonstrate effective oral and written communication skills and decision-making skills.

Attitudes (ILO n°3)
Students will be able to work as part of a team and carry out a group project.

Understanding of the business world (I.L.O n° 5)
Students will be able to understand business practices and related concepts and be able to integrate this functional knowledge in order to address business problems.

Awareness of the broader trends in society (e.g. social responsibility) (ILO n°6)
Students will be able to demonstrate awareness of ethical and social responsibility issues.

Course intended learning outcomes:
• Master decision support system tools and capital budgeting issues
• Know the main sources of finance for investment and choose the appropriate investments
• Assess the financial viability of the company and its ability to create value through ethical lenses
• Use the right investments model and make investment recommendations
• Assess the opportunities and constraints associated with capital budgeting

Course content

<table>
<thead>
<tr>
<th>Session</th>
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<th>Duration</th>
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<tr>
<td>Session 1</td>
<td>Notions of value in the firm, value and capital budgeting</td>
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### Evaluation of investment decisions

<table>
<thead>
<tr>
<th>Session</th>
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<tr>
<td>Session 3</td>
<td>Uncertainty and alternative investment rules</td>
<td>3h</td>
</tr>
<tr>
<td>Session 4</td>
<td>Decision tree case studies and research articles</td>
<td>3h</td>
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<tr>
<td>Session 5</td>
<td>Risk, return and capital structure, research articles</td>
<td>3h</td>
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<tr>
<td>Session 6</td>
<td>Capital asset pricing model, capital structure and capital budgeting</td>
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### Assessment method

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<tr>
<td>Final exam</td>
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### Teaching approach / Instructional methods

**Case studies and research articles**

Cases and research articles are used to engage students in actual situations that address specific financial problems and require knowledge and understanding of capital budgeting issues. Students will work in small groups to summarize and analyze both case studies and various research articles dealing with capital budgeting and corporate decision-making. Students must be prepared to present their work upon request.

### Final evaluation

A comprehensive final exam will require students to demonstrate their knowledge of a series of theoretical concepts, as well as their capacity to apply their knowledge. The exam will consist of course questions and practical exercises. All the answers have to be motivated and students must demonstrate good written communication skills.

### Bibliography

- Berk and DeMarzo (2013), Corporate Finance, Pearson.
- Ross, Westerfield and Jaffe (2012), Corporate Finance, McGraw-Hill.
- Course manuals for the DCG (6) and DSCG (2)
Course title: GLOBAL ENTREPRENEURSHIP

Course lecturer: Christine Marsal
christine.marsal@umontpelier.fr

Course description
At the end of the course, students will know the process of entrepreneurship.
- Definition of entrepreneurship, knowing who the entrepreneurs are, impact of entrepreneurship on economics, on society.
- Business model canvas, the ideation process
- They will participate to an international team: the students will team up with others students from European and Israeli Universities and colleges.

Link to the program intended learning outcomes

Knowledge (ILO n° 1)
Upon completion of the program, students will demonstrate understanding of the accurate tools to develop and manage an international business.

Attitudes (ILO n°3)
Students will be able to work as part of a team and carry out a group project.

Understanding of the business world (ILO n° 5)
Students will be able to understand business practices and related concepts and be able to integrate this functional knowledge in order to address business problems.

Awareness of the broader trends in society (e.g. social responsibility) (ILO n° 6)
Students will be able to demonstrate awareness of ethical and social responsibility issues.

Course intended learning outcomes:
At the end of the course, students will know the process of entrepreneurship.
- Definition of entrepreneurship, knowing who the entrepreneurs are, impact of entrepreneurship on economics, on society.
- Business model canvas, the ideation process
- They will participate to an international team: the students will team up with others students from European and Israeli Universities and colleges.

Course content

<table>
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<tr>
<td>Session 1</td>
<td>Introduction to Global Entrepreneurship Some Characteristics of entrepreneurs</td>
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<tr>
<td>Session 2</td>
<td>Impact of Entrepreneurs</td>
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</tbody>
</table>
**Teaching Approach/ Instructional Methods**

**Elearning**
The students follow the course on Moodle website. They answer quizzes, make nano activities and prepare themselves for Hackathon.

**Hackathon**
It’s an international contest, with colleges and universities partners. The center of the challenge is the 11th UN Sustainable Development Goal-Cities. At the end of the course students should present a pitch with business model canvas. The pitch will be evaluated by professional and academics.

**Final Exam**
The final exam will consist of quizzes and multiple choice questions. The final exam is comprehensive.

**Assessment method**

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<tr>
<td>Final Exam</td>
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</table>
# Course title: HUMAN RESOURCES MANAGEMENT

## Course lecturers:
Anne LOUBES, PhD  
Full Professor  
anne.loubes@umontpellier.fr  

Najoua TAHRI, PhD  
Associate Professor  
najoua.tahri@umontpellier.fr  

Véronique ACHMET  
PhD student  
achmet.veronique@yahoo.fr

## Description:
This course covers most of the key perspectives in human resource management. The course begins with the introduction to emphasize the importance and role of human resource management in the company. The corporate social responsibility (CSR) will be approached from different perspectives: the relation between the impact theory and practice and the return for the society in terms of economic, social and environmental sustainability; Discuss Stakeholder theory and its links to CSR; Identify important stakeholders for an organisation and discuss how managers balance the interests of various stakeholders, especially employees. In this course we also focus on the means to align the strategy of human resource in different strategic situations. The Human Resource Planning (HRP) process will be illustrated with some cases. In this point we also underline the importance to drive a responsible downsizing strategy that can enhance post-downsizing performance and reduce harm to employees. Finally, the importance of Health and Safety in the workplace with a focus on benefits and practices will be discussed.

## Link to the program intended learning outcomes:
**Knowledge (ILO n° 1)**  
Upon completion of the program, students will demonstrate understanding of the accurate tools to develop and manage an international business.

**Interpersonal skills (ILO n°2)**  
Students will be able to solve problems and to critically analyze. Students will also be able to demonstrate effective oral and written communication skills and decision-making skills.

**International perspective (ILO n° 4)**  
Students will understand the specified discipline from a global perspective.
Understanding of the business world (ILO n° 5)
Students will be able to understand business practices and related concepts and be able to integrate this functional knowledge in order to address business problems.

Awareness of the broader trends in society (e.g. social responsibility) (ILO n°6)
Students will be able to demonstrate awareness of ethical and social responsibility issues.

Course intended learning outcomes:
- Discuss the roles of HR
- Understand the megatrends which determine the future of HRM
- Explain the reasons for having a CRS programme
- Understand the importance of business ethics and corporate social responsibility
- Explain the importance of social responsibility, ethical behaviour at work and the benefits of employee.
- Discuss how to align a company’s strategic direction with its human resource planning.
- Understand tools for HRP
- Be aware of the downsizing dilemma
- Understand benefits and practices of health and safety in the workplace
- Understand the impacts of absenteeism and presenteeism in an organization
- Think about issues to prevent absenteeism and presenteeism
- Discuss of social climate

Course content

<table>
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<th>Content</th>
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<td>Session 1 A. LOUBES</td>
<td>HRM General Introduction: The Role of the Human Resources</td>
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<tr>
<td></td>
<td>* What is Human Resource Management?</td>
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<tr>
<td></td>
<td>* Identify the element of the dynamic HRM environment?</td>
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<tr>
<td></td>
<td>* What are key fields of action in HRM?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>* Who performs HRM activities?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>* Which Megatrends determine future challenges in HRM?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3h</td>
<td></td>
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<tr>
<td>Session 2&amp;3 N. TAHRI</td>
<td>Introduction to corporate social responsibility :</td>
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<td></td>
<td>* Introduction and history of CSR</td>
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<tr>
<td></td>
<td>* A Definition for CSR</td>
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<tr>
<td></td>
<td>* Reasons for having a CSR programme</td>
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<tr>
<td></td>
<td>* A Stakeholders theory</td>
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<td>* Principle of reporting for CSR</td>
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<td>6h</td>
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<td><strong>HR Strategy and Planning</strong></td>
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<td>* Explain the Strategic planning process?</td>
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<td>* HR Planning (HRP)</td>
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<td>* The downsizing dilemma</td>
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<td><strong>Health and Safety at work</strong></td>
<td>6h</td>
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<td>* The importance of Health and Safety in the workplace: benefits and practices.</td>
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<td>* Absenteeism vs Presenteeism in the workplace</td>
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</thead>
<tbody>
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### Teaching Approach/ Instructional Methods

During the class, students must actively participate to the discussions of theoretical concepts and examples, giving their motivated opinion. They also have to get involved in analyzing and solving the case studies presented and discussed in class. An active contribution from students will enrich the pedagogical process, providing additional information to the issues presented and discussed in class.

### Final evaluation

A final exam will require students to demonstrate and apply their knowledge of a series of theoretical concepts, as well as their capacity to apply their knowledge. All the answers have to be motivated and demonstrate good written communication skills.

### References


Course title: INTERNATIONAL HUMAN RESOURCES MANAGEMENT

Course lecturers:
Stéphanie BOUCHET
PhD student
stephanie.bouchet@umontpellier.fr

Jonathan PETERSON
Assistant Professor
jonathan.peterson@iae-aix.com

Course description
International Human Resource Management (IHRM) focuses on the challenges associated with managing employees from different countries and cultures in an ever increasing globalized business environment. The course focuses on working in multicultural contexts and how these environments influence and shape organization strategy, talent management and performance. Students will address aspects of international human resource processes with special emphasis on recruiting employees for foreign assignments, preparing for expatriation and determining effective cross-border compensation designs.

Intended Learning Outcomes (ILOs)
- **Knowledge** (ILO n°1) Upon completion of the program, students will demonstrate understanding of the accurate tools to develop and manage an international business
- **Interpersonal skills** (ILO n°2) Students will be able to solve problems and to critically analyze. Students will also be able to demonstrate effective oral and written communication skills and decision-making skills.
- **Attitudes** (ILO n°3) Students will be able to work as part of a team and carry out a group project.
- **International perspective** (ILO n°4) Students will understand the specified discipline from a global perspective.
- **Understanding of the business world** (ILO n°5) Students will be able to understand business practices and related concepts and be able to integrate this functional knowledge in order to address business problems.
- **Awareness of the broader trends in society (e.g. social responsibility)** (ILO n°6) Students will be able to demonstrate awareness of ethical and social responsibility issues.

Course content

<table>
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<th>Number of Hours</th>
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<td>Session 1: Introduction to international human resource management</td>
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<td>Session 2: The cultural and organizational context of IHRM</td>
<td>3</td>
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<tr>
<td>Session 3: Staffing, recruitment, and selection</td>
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<td>Session 4: International Talent Management</td>
<td>3</td>
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<tr>
<td>Session 5: Performance Management</td>
<td>3</td>
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</table>
Session 6: Training, development, careers and international compensation

Teaching Approach/ Instructional Methods

Students are expected to actively participate in class sessions and work effectively in team exercises. During class, they will work together in teams to analyze and solve case studies related to the topic. Active participation is expected and will enhance the learning experience.

Assessment methods

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<td>ILO n°2, ILO n°3, ILO n°4, ILO n°5</td>
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Course Evaluation

There will be one in-class exam to test the students’ knowledge of fundamental IHRM concepts and models.

A final “capstone” team project is assigned to involve students in collecting field data (survey and/or interviews), analyze the data from an international HR perspective and present their findings and recommendations in a clear and concise manner. Particular attention will be given to the use of concepts and theories and how they relate to actual results from fieldwork.

References (Additional articles and cases will be provided in class)

Course title: GERMAN AS A FOREIGN LANGUAGE

Course lecturer:
Ms. Christine Carbonnel

Course description

Link to the program intended learning outcomes

Interpersonal skills (ILO n°2)
Students will be able to solve problems and to critically analyze. Students will also be able to demonstrate effective oral and written communication skills and decision-making skills.

Course intended learning outcomes:
- Be able to understand everyday conversations in German
- Be able to write and comment in German
- Use the vocabulary related to business

Course content

<table>
<thead>
<tr>
<th>Session</th>
<th>Content</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Session 1</td>
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<td>Session 2</td>
<td>Grammar and vocabulary session</td>
<td>3h</td>
</tr>
<tr>
<td>Session 3</td>
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<td>3h</td>
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<td>Short Dialogues</td>
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<td></td>
<td>Casual Conversations</td>
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<td>Academic Discussions</td>
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<td>Session 4</td>
<td>2. Structure</td>
<td>3h</td>
</tr>
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<td>Written Expression</td>
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<td>Session 5</td>
<td>3. Reading Comprehension</td>
<td>3h</td>
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<td>Vocabulary</td>
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<td>Reading Comprehension</td>
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<td>Session 6</td>
<td>4. Writing</td>
<td>3h</td>
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<td></td>
<td>Sample Essays</td>
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</table>
Course title: SPANISH AS A FOREIGN LANGUAGE

Course lecturer:
Ms. Pablo Nerin

Course description

Link to the program intended learning outcomes
Interpersonal skills (ILO n°2)
Students will be able to solve problems and to critically analyze. Students will also be able to demonstrate effective oral and written communication skills and decision-making skills.

Course intended learning outcomes:
- Be able to understand everyday conversations in Spanish
- Be able to write and comment in Spanish
- Use the vocabulary related to business

Course content

<table>
<thead>
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<th>Content</th>
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<tr>
<td>Session 1</td>
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<td>Session 2</td>
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<td>3h</td>
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<td>Session 3</td>
<td>1. Listening Comprehension</td>
<td>3h</td>
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<td>Short Dialogues</td>
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<td>Academic Discussions</td>
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<tr>
<td>Session 4</td>
<td>2. Structure</td>
<td>3h</td>
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<td>Written Expression</td>
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<td>Session 5</td>
<td>3. Reading Comprehension</td>
<td>3h</td>
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<tr>
<td></td>
<td>Vocabulary</td>
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<tr>
<td></td>
<td>Reading Comprehension</td>
<td></td>
</tr>
<tr>
<td>Session 6</td>
<td>4. Writing</td>
<td>3h</td>
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<td></td>
<td>Sample Essays</td>
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</table>
Course title: NEGOTIATION AND SALES

Course lecturer:
Concha Allen, Ph.D.
Full Professor
concha.allen@cmich.edu

Description
The negotiation and sales course presents methods for building the consultative and adaptive selling skills necessary to form relationships with customers, negotiate successfully and develop and deliver effective sales presentations. The course includes an analysis of the field of personal selling as a vital element of the promotional efforts of the firm. Current theories about the selling of goods and services to organizational buyers in the context of long-term relationships are discussed and practiced. Students learn how to develop value propositions and support the decision of the buyer. The course emphasizes the importance of ethics and corporate social responsibility in selling.

Link to the program intended learning outcomes

Knowledge (I.L.O n° 1)
Upon completion of the program, students will demonstrate understanding of the fundamental concepts and terminology related to the practice of selling; use the course concepts in thinking about and performing selling tasks; understand the steps of the selling process; understand the importance of adaptive selling; understand the difference between features, advantages, and benefits;

Interpersonal skills (ILO n°2)
Students will be able to solve problems and to critically analyze. Students will also be able to demonstrate effective oral and written communication skills and decision-making skills. Students will be able to cultivate relationships with potential buyers enabling them to better understand needs and develop a problem-solving approach to the needs of prospective buyers

International perspective (I.L.O n° 4)
Students will understand the professional selling and negotiation from a global perspective.

Attitudes (I.L.O n°3)
Students will be able to work as part of a team and carry out group assignments.

Understanding of the business world (I.L.O n°5)
Students will be able to understand business practices and related concepts and be able to integrate this functional knowledge in order to address business problems.

Awareness of the broader trends in society (e.g. social responsibility) (I.L.O n°6)
Students will be able to demonstrate awareness of ethical and social responsibility issues.

Course intended learning outcomes:
- Implement and develop strategies for selling and purchasing industrial goods and services
- Use the methods of the early stages of selling to lead negotiations in a cross-cultural environment communication
- Build a prospecting strategy to target appropriate leads, and develop customer solutions based on a needs analysis (communication)
- Be aware of the role that culture plays in negotiation (communication)

### Course content

<table>
<thead>
<tr>
<th>Session</th>
<th>Contenu</th>
<th>Durée</th>
</tr>
</thead>
</table>
| Session 1 | Ethics Lecture and Experiential Learning Exercise  
Emphasize the importance of ethics in selling  
Establish background to deliver high quality ethical sales training during the course  
Provide an ethical framework that encourages student to consider and select positive ethical choices when faced with these situations as salespeople | 3h |
| Session 2 | Introduction to the professional selling environment  
Relationship vs. transactional selling  
Types of sales and sales careers  
Organizational buying process | 3h |
| Session 3 | Preparation for a sales or purchase interview:  
Interpersonal communication skills how to establish a good relationship | 3h |
| Session 4 | The sales process and sales strategies implementation  
Prospecting/Qualifying  
Approach/Openning  
Needs Assessment | 3h |
| Session 5 | The sales process and sales strategies implementation  
Present Solution and Handle Objections  
Deliver value proposition of an offer  
Support the buyer’s decision  
Close the sale  
Follow-up | 3h |
| Session 6 | Negotiation lecture and experiential exercise  
Leading negotiation within organizations  
Put yourself in the buyer’s place and make a decision | 3h |
## Assessment methods

<table>
<thead>
<tr>
<th>Type of assessment</th>
<th>Weight</th>
</tr>
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<tbody>
<tr>
<td>Final exam</td>
<td>100%</td>
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</table>

### More details about assessment

Through the different sessions of the course, students will work in groups on in-class and out-of-class experiential learning exercises. The main aim is that students implement the sales process from initial prospecting through to negotiation and follow-up. As a team they will apply all the concepts and tools learned during the course and develop a selling strategy for an industrial product and/or service. In this way students will be confronted with the challenges that real international sales professionals have to face daily and will develop analytical and strategic skills needed to succeed in professional selling. The exam is the culmination of the many active learning exercises completed during the course.
Course title: COMMUNICATION

Course lecturer:
Gilles Sere De LANAUZE, Ph.D.
Full professor
gilles.sere-de-lanauze@umontpellier.fr

Description
The course introduces the fundamental concepts and theories of communication, the process of communicating the supply value to the market, the actors at stake (advertisers, agencies, media), and the techniques available to international managers. Fundamentals of advertising, publicity, direct marketing, viral marketing, sponsorship and sales promotion will be reviewed.

Link to the program intended learning outcomes:
Knowledge (I.L.O n° 1)
Upon completion of the program, students will demonstrate understanding of the accurate tools to develop and manage awareness and perception of the quality of the company’s offer in an international business.

Interpersonal skills (ILO n°2)
Students will be able to solve problems and to critically analyze. Students will also be able to demonstrate effective oral and written communication skills and decision-making skills.

Understanding of the business world (I.L.O n° 5)
Students will be able to understand business practices and concepts related to promotion policies, and be able to integrate this functional knowledge in order to address business problems.

Awareness of the broader trends in society (e.g. social responsibility) (ILO n°6)
Students will be able to demonstrate awareness of ethical and social responsibility issues.

Course intended learning outcomes:
• Master the fundamentals of corporate communication
• Understand and use the tools and techniques (media and non-media)
• Implement a communication strategy consistent with business objectives

Module syllabus or content

<table>
<thead>
<tr>
<th>Session</th>
<th>Content</th>
<th>Duration</th>
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<tbody>
<tr>
<td>Session 1</td>
<td>Fundamentals of communication theories (review) – Understanding the process of promoting product value to the targets – Overview of the stakeholders (sponsors, agencies, media),</td>
<td>3h</td>
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<td>Session 2</td>
<td>Communication strategy/ communication plan</td>
<td>3h</td>
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<tr>
<td>Session 3</td>
<td>General advertising, design and media planning</td>
<td>3h</td>
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<tr>
<td>Session 4</td>
<td>Below the line techniques and Sales promotion. Public relations, events, sponsoring</td>
<td>3h</td>
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<td>---------------</td>
<td>----------------------------------------------------------------------------------</td>
<td>----</td>
</tr>
<tr>
<td>Session 5</td>
<td>Digital promotion processes, techniques and tools. Ethics in promoting products and brands in international contexts</td>
<td>3h</td>
</tr>
<tr>
<td>Session 6</td>
<td>Tutorial</td>
<td>3h</td>
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**Assessment methods**

<table>
<thead>
<tr>
<th>Type of assessment</th>
<th>Weight</th>
</tr>
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<tbody>
<tr>
<td>Ongoing assessment (case study &amp; oral presentation)</td>
<td>30%</td>
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<tr>
<td>Final exam</td>
<td>70%</td>
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</table>

**Bibliography**
Egan J., Marketing Communications, Sage Ed., 2015
Course title: EXPORT STRATEGY

Course lecturer
Mr. Stanley GUERARD
stanley.guerard@gmail.com

Description
The first part of the export strategy course outlines the foundations of strategic management applied to international markets. In the second part of the course, issues related to internationalization strategies and infiltration will be discussed. A third part will deal with financial strategies and risk management.

Link to the program intended learning outcomes
Knowledge (I.L.O n° 1)
Upon completion of the program, students will demonstrate understanding of the accurate tools to develop and manage an international business.

International perspective (I.L.O n° 4)
Students will understand the specified discipline from a global perspective.

Understanding of the business world (I.L.O n° 5)
Students will be able to understand business practices and related concepts and be able to integrate this functional knowledge in order to address business problems.

Awareness of the broader trends in society (e.g, social responsibility) (ILO n°6)
Students will be able to demonstrate awareness of ethical and social responsibility issues.

Course intended learning outcomes:
- Use appropriate management tools in accordance with an international strategic plan
- Check the company meets international performance requirements

Course content

<table>
<thead>
<tr>
<th>Session</th>
<th>Content</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Session 1</td>
<td>Chapter 1 : Strategic management fundamentals for international markets openings</td>
<td>3h</td>
</tr>
<tr>
<td>Session 2</td>
<td>Chapter 1 : Strategic management fundamentals for international markets openings</td>
<td>3h</td>
</tr>
<tr>
<td>Session 3</td>
<td></td>
<td>3h</td>
</tr>
</tbody>
</table>
Teaching Approach/ Instructional Methods

A word of advice
To prepare for each session, students have to read the pedagogical notes. They will also have to finalize the required homework and to hand it in at the specified deadline. During the class, students must actively participate to the discussions of theoretical concepts and examples, giving their motivated opinion. They also have to get involved in analyzing and solving the case studies presented and discussed in class. An active contribution from students will enrich the pedagogical process, providing additional information to the issues presented and discussed in class.

Assessment methods

<table>
<thead>
<tr>
<th>Type of assessment</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ongoing assessment (case study)</td>
<td>30%</td>
</tr>
<tr>
<td>Final exam</td>
<td>70%</td>
</tr>
</tbody>
</table>
Course title: INTERNATIONAL FINANCE

Course lecturer:  
Bernard JACQUIN  
bjconseil@hotmail.fr

Course description  
The International finance course covers the financing methods and techniques utilized in international business.

Link to the program intended learning outcomes  
Knowledge (I.L.O n° 1)  
Upon completion of the program, students will demonstrate understanding of the accurate tools to develop and manage the financing of an international business.

International perspective (I.L.O n° 4)  
Students will understand the specified discipline from a global perspective.

Understanding of the business world (I.L.O n° 5)  
Students will be able to understand business practices and related concepts and be able to integrate this functional knowledge in order to address business problems.

Awareness of the broader trends in society (e.g. social responsibility) (ILO n°6)  
Students will be able to demonstrate awareness of ethical and social responsibility issues.

Course intended learning outcomes:  
• Using the right type of credit  
• Hedging the exchange rate risk  
• Security of payment in trade  
• Taking into consideration CSR and Sustainability

Course content

<table>
<thead>
<tr>
<th>Session</th>
<th>Content</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Session 1</td>
<td>Corporate credits and syndicated loans</td>
<td>3h</td>
</tr>
<tr>
<td>Session 2</td>
<td>Trade finance, the most secured means of payment and factoring</td>
<td>3h</td>
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</table>
### Session 3
The exchange rate risk 3h

### Session 4
Commodity finance and Countertrade 3h

### Session 5
Project finance and contract bonds 3h

### Session 6
Corporate Social Responsibilities (CSR)
- Sustainability
- Case study 3h

## Teaching Approach/ Instructional Methods

### A word of advice
To prepare for each session, students have to read the pedagogical notes. They will also have to finalize the required homework and to hand it in at the specified deadline. During the class, students must actively participate to the discussions of theoretical concepts and examples, giving their motivated opinion. They also have to get involved in analyzing and solving the case studies presented and discussed in class. An active contribution from students will enrich the pedagogical process, providing additional information to the issues presented and discussed in class.

## Assessment methods

<table>
<thead>
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<th>Type of assessment</th>
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</tr>
</thead>
<tbody>
<tr>
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</table>

## Final evaluation
A final exam will require students to demonstrate their knowledge of a series of theoretical concepts, as well as their capacity to apply their knowledge. All the answers have to be motivated and demonstrate good written communication skills.
Course title: SERVICES AND BUSINESS TO BUSINESS MARKETING

**Lecturers:**
Krista DUNIACH, Ph.D.
Associate Professor
krista.duniach@umontpellier.fr

**Link to the program intended learning outcomes**

<table>
<thead>
<tr>
<th>Knowledge (I.L.O n° 1)</th>
<th>Upon completion of the program, students will demonstrate understanding of the accurate tools to develop and manage an international business.</th>
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</thead>
<tbody>
<tr>
<td>Interpersonal skills (ILO n°2)</td>
<td>Students will be able to solve problems and to critically analyze. Students will also be able to demonstrate effective oral and written communication skills and decision-making skills.</td>
</tr>
<tr>
<td>International perspective (ILO n°4)</td>
<td>Students will understand the specified discipline from a global perspective.</td>
</tr>
<tr>
<td>Understanding of the business world (I.L.O n° 5)</td>
<td>Students will be able to understand business practices and related concepts and be able to integrate this functional knowledge in order to address business problems.</td>
</tr>
<tr>
<td>Awareness of the broader trends in society (e.g. social responsibility) (ILO n°6)</td>
<td>Students will be able to demonstrate awareness of ethical and social responsibility issues.</td>
</tr>
</tbody>
</table>

**Course intended learning outcomes**

- Identify the strategic role of services in the modern firm and in society
- Understand marketing concepts and tools applied to services and industrial relationships
- Identify key characteristics of business relationships and customer service
- Integrate ethics and CSR in the marketing approach
- Acquire knowledge from current marketing research
## Course content

<table>
<thead>
<tr>
<th>Session</th>
<th>Content</th>
<th>Duration</th>
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<tbody>
<tr>
<td>Session 1</td>
<td>General marketing framework, concepts and orientations, marketing process and value</td>
<td>3h</td>
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<tr>
<td>Session 2</td>
<td>Services marketing, development and distinctiveness of services, understanding services, consumers and markets</td>
<td>3h</td>
</tr>
<tr>
<td>Session 3</td>
<td>Service management and marketing strategies for service firms, analysis and discussion of services research articles</td>
<td>3h</td>
</tr>
<tr>
<td>Session 4</td>
<td>Business to business marketing, development and distinctiveness of b2b relationships</td>
<td>3h</td>
</tr>
<tr>
<td>Session 5</td>
<td>Understanding b2b markets, marketing strategies for b2b firms, analysis and discussion of b2b research articles</td>
<td>3h</td>
</tr>
<tr>
<td>Session 6</td>
<td>Specific issues related to services in b2b encounters, ethics and CSR in business relationships, case study</td>
<td>3h</td>
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## Assessment method

<table>
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<th>Type of assessment</th>
<th>Weight</th>
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</tr>
<tr>
<td>Final exam</td>
<td>70%</td>
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</table>

## Teaching approach / Instructional methods

### Case studies and research articles
Cases and research articles are used to engage students in actual situations that address specific issues in services marketing and business-to-business marketing. Students will work in small groups to summarize and analyze both case studies and various research articles dealing with services and business relationships. Students must be prepared to present their work upon request.

### Final evaluation
A comprehensive final exam will require students to demonstrate their knowledge of a series of theoretical concepts, as well as their capacity to apply their knowledge. The exam will consist of course questions and practical exercises. All the answers have to be motivated and students must demonstrate good written communication skills.
Bibliography


Various academic journals: Journal of Marketing, Journal of Marketing Research, Journal of Service Research, Journal of Services Marketing...
### Course title: INTERNATIONAL LOGISTICS

### Course lecturers:

Maria Claudia ANGEL FERRERO  
Assistant Professor  
Maria-claudia.angel-ferrero@umontpellier.fr

M. Arnold FERNANDEZ  
arold.fernandez@wanadoo.fr

### Course description:

Students will explore the interrelationships between global supply chains, logistics operations, society, and the environment.

This course provides a practical, management perspective of the following areas of logistics: distribution, transportation, international logistics, inventory control, sustainable logistics practices, key performance indicators, supply chain finance, leadership in a supply chain role, and an introduction to logistics technology including RFID and ERP systems.

The course is designed for students who have had little or no previous coursework or professional experience in logistics.

### Link to the program intended learning outcomes

**Knowledge (I.L.O n° 1)**  
Upon completion of the program, students will demonstrate understanding of the accurate tools to develop and manage an international business.

**International perspective (I.L.O n° 4)**  
Students will understand the specified discipline from a global perspective.

**Understanding of the business world (I.L.O n° 5)**  
Students will be able to understand business practices and related concepts and be able to integrate this functional knowledge in order to address business problems.

**Awareness of the broader trends in society (e.g. social responsibility) (I.L.O n°6)**  
Students will be able to demonstrate awareness of ethical and social responsibility issues.

### Course intended learning outcomes:

- To master international transportation mechanisms, legal rules and responsibilities
- To implement an international logistics operation
- To master the different techniques and regulations in international logistics
to gain a multi-faceted perspective on the global dimensions of today’s business operations through understanding how modern, global supply chains and logistics networks operate.

- Be able to understand the importance and the challenges of collaboration and cooperation between parties in a supply chain through role-playing
- Understand and analyze the impact of logistic operations and supply chain management on the environment and on the society
- Understand and analyze practices of supply chain management and logistics through ethical and social responsibility perspective and its impact on business performance.
- to analyze the impact of supply chain management on business performance and competitive advantage in highly dynamic global competitive landscape.

### Course content

<table>
<thead>
<tr>
<th>Session</th>
<th>Content</th>
<th>Duration</th>
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<tr>
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<tr>
<td>M. Fernandez</td>
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<td>The stakeholders of international operations</td>
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<td>M. Fernandez</td>
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<td>In-depth study of the different types of transport</td>
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<td>M. Fernandez</td>
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<td>Session 4</td>
<td>Introduction to Supply Chain Management</td>
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<td>Session 5</td>
<td>Supply chain strategies</td>
<td>3h</td>
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<tr>
<td>Prof. Angel-Ferrero</td>
<td>Practical work: The Beer Game</td>
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<td>Assignment: Debriefing the beer game outputs</td>
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<td>Session 6</td>
<td>KPI and supply chain finance</td>
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<td>Prof. Angel-Ferrero</td>
<td>Green Logistics and sustainable supply chain practices</td>
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<td></td>
<td>Case study: Apple Suppliers and Labor Practices</td>
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### Assessment methods

<table>
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<td>Final exam</td>
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**Bibliography**

Le transport (Foucher); Exporter (Fouchet); Livret guide assurance en transport (Ed l’assurance française), Lamy transport (Ed Lamy).
Course title: PURCHASING

Course lecturer:
Ms Diana LEBEL
dianalebel@gmail.com

Link to the program intended learning outcomes

Knowledge (I.L.O n° 1)
- Understand corporate organizations, interactions between different internal & external key functions
- Costs and TCO, Margins, stock management, Supply Chain Management, Profitability
- Grasp quality management, links with marketing goals and requirements

International perspective (I.L.O n° 4)
- Link with M2 topics: sourcing in a global world

Understanding of the business world (I.L.O n° 5)
- Link with financial, marketing and selling activities.

Awareness of the broader trends in society (e.g. social responsibility) (I.L.O n° 6)
- Students will be able to demonstrate awareness of ethical and social responsibility issues.

Course intended learning outcomes
- Understand the importance of the purchase function in a firm (manufacturing, retailing or services).
- Assimilate a correct approach of a firm’s internal constraints in terms of organization, costs and margins
- Be able to optimize a company’s profitability thanks to the purchase activity
- Be aware of the importance of a buyer ethical and responsible attitude

Course content

<table>
<thead>
<tr>
<th>Session</th>
<th>Cont</th>
<th>Duration</th>
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<tbody>
<tr>
<td>Session 1</td>
<td>Introduction I- The buying function in a company</td>
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<td>Different kinds of companies</td>
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<td>Actors, interactions, roles &amp; responsibilities</td>
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<tr>
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<td>Skills &amp; competencies of a successful buyer (Code of Conduct, Ethics and sustainability)</td>
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<tr>
<td>Session 2</td>
<td>II- The Buying process and cycle</td>
<td>3h</td>
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<td></td>
<td>Supply chain &amp; purchase activity</td>
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<td>Collateral activities</td>
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<td></td>
<td>The buying cycle</td>
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<td>Session 3</td>
<td>III- Financial management fundamental elements, buying management, financial objectives: Financial terminology: TO, Margins, TOS, Stat.Profit Pricing, costs: SCP, SP, OSP, CCP, OMU, FCV Variable costs, freight charges… Mark downs VAT</td>
<td>3h</td>
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<tr>
<td>---</td>
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</tr>
<tr>
<td>Session 5</td>
<td>Assignment correction End of Chapter IV</td>
<td>3h</td>
</tr>
<tr>
<td>Session 6</td>
<td>V- Define a product Exercises</td>
<td>3h</td>
</tr>
</tbody>
</table>

**Teaching Approach/ Instructional Methods**
Lecture, Home research and training, class exercises, cases

**A word of advice:**
Need for a simple calculator

**Prerequisites:**
Marketing fundamentals, Basics of mathematics

**Assessment methods**

<table>
<thead>
<tr>
<th>Type of assessment</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class participation, Homework, test</td>
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<tr>
<td>Final evaluation: Final exam, 3h, Case</td>
<td>50%</td>
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<tr>
<td>Authors</td>
<td>Title</td>
</tr>
<tr>
<td>--------------------------------</td>
<td>--------------------------------------------</td>
</tr>
<tr>
<td>Baily, Farmer, Crocker,</td>
<td>Procurement, Principles and management</td>
</tr>
<tr>
<td>Blanckaert Christian</td>
<td>Luxe</td>
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<td>Claret Nathalie, Charreire</td>
<td>Management DCG</td>
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<tr>
<td>Clodfelter Richard</td>
<td>From Basics to Fashion</td>
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<tr>
<td>Clodfelter Richard 3rd Ed</td>
<td>Making Buying decisions</td>
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<td>Diamond Jay and Pintel</td>
<td>Retail Buying</td>
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<td>Gorowek Helen</td>
<td>Fashion Buying</td>
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<td>Handfield, Monczka,</td>
<td>Sourcing &amp; Supply Chain management 4th ed</td>
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<tr>
<td>Hulbert James</td>
<td>A Strategic Perspective</td>
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<td>Jacobsen Marie Louise</td>
<td>The Art of Retail Buying</td>
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<tr>
<td>Kotler &amp; Keller</td>
<td>Marketing Management 15Th Ed</td>
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<td>Kunz Grace &amp; Gener</td>
<td>Going Global</td>
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<tr>
<td>Lellouche et Piquet</td>
<td>La négociation acheteur/vendeur</td>
</tr>
<tr>
<td>Lendrevie &amp; Levy</td>
<td>MERCATOR 2013</td>
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<tr>
<td>Levy &amp; Weitz</td>
<td>Retailing Management</td>
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<tr>
<td>Oriol, Sauvage</td>
<td>Management achat et Supply Chain</td>
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<tr>
<td>Person Hélène</td>
<td>Fonction Achat</td>
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<tr>
<td>Silverstein and Stalk</td>
<td>Breaking Compromise</td>
</tr>
<tr>
<td>Staritz Cornelia</td>
<td>Apparel Exports</td>
</tr>
<tr>
<td>Tepper Bette</td>
<td>Mathematics for retail buying</td>
</tr>
</tbody>
</table>
Course title: INTERNATIONAL LAW

Course lecturer:
Grégory HANSON
contact@gregoryhansonavocat.com

Link to the program intended learning outcomes
Knowledge (I.L.O n° 1)
Upon completion of the program, students will demonstrate understanding of the accurate tools to develop and manage an international business.

International perspective (I.L.O n° 4)
Students will understand the specified discipline from a global perspective.

Awareness of the broader trends in society (e.g. social responsibility) (I.L.O n°6)
Students will be able to demonstrate awareness of ethical and social responsibility issues.

Course intended learning outcomes:
• Know the basic legal rules to be applied during negotiations
• Identify the assumptions and means of implementation of the Brussels Convention and Regulation No 44/2001 (related to the recognition and enforcement of judgments when applied in a EU Member State)
• Recognize legal issues related to the negotiation, drafting or application of an international agreement
• Ethical and social responsibility issues

Course content

<table>
<thead>
<tr>
<th>Session</th>
<th>Content</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Session 1</td>
<td>The French contract law</td>
<td>3h</td>
</tr>
<tr>
<td>Session 2</td>
<td>International contract law</td>
<td>3h</td>
</tr>
<tr>
<td>Session 3</td>
<td>The main provisions of international contracts</td>
<td>3h</td>
</tr>
<tr>
<td>Session 4</td>
<td>Private International Law and the law applicable to contracts. Case studies</td>
<td>3h</td>
</tr>
<tr>
<td>Session 5</td>
<td>Private International Law and the competent judge. Case studies</td>
<td>3h</td>
</tr>
<tr>
<td>Session 6</td>
<td>Private International Law and Unfair Competition</td>
<td>3h</td>
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Assessment objectives and methods

<table>
<thead>
<tr>
<th>Type of assessment</th>
<th>Weight</th>
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<tr>
<td></td>
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<tr>
<td>Final exam</td>
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</tr>
<tr>
<td>------------</td>
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</table>

**Bibliography**
Cachard Olivier. Droit international privé, Collection paradigme, 2013  
Nourisat, Cyril et al. Travaux dirigés de droit international privé. Litec. 2009  
Lousssuarn, Yves, Droit International Privé. Dalloz. 2013

**References for further readings**
Course title: IN-COMPANY PROJECT/INTERNSHIP – M1 DISSERTATION

Module description:

This unit is threefold and includes:
- The placement
- The dissertation
- A 3 session-course for methodology (9 hours)

The master 1 internship module is essentially built around a 3 to 4 month in-company placement and the writing of a dissertation called “master 1 thesis”. A 9 hour course aims at informing students about the possibilities of pursuing a career in higher education and research, and at methodologically preparing them to the writing of the dissertation. Attendance to this module is mandatory. The master 1 dissertation can be considered as a preparatory step for the master thesis, which will be an important part of the master program during the second year.

Link to the program intended learning outcomes

Knowledge (I.L.O n° 1)
Upon completion of the program, students will demonstrate understanding of the accurate tools to develop and manage an international business.

Understanding of the business world (I.L.O n° 5)
Students will be able to understand business practices and related concepts and be able to integrate this functional knowledge in order to address business problems.

Course content

- Introduction to academic research
  Understand science and the academic research process at the University
- Methodology
  - Aims, expectations and guidelines related to the master thesis in the IAI program and the definition of a pertinent research issue
  - Methodology for implementing a pertinent literature review
- Application of professional practices

Managerial skills outcomes:

Fundamentals to write a Master Thesis
In depth analysis of an issue of general interest in the business and management field, and relevant regarding future professional career

Assessment methods
<table>
<thead>
<tr>
<th>Type of assessment</th>
<th>Weight</th>
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<tr>
<td>3-4 month in-company placement</td>
<td>Prerequisite for final evaluation</td>
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<tr>
<td>Master 1 dissertation</td>
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Part IV – 2nd year courses descriptions

Course title: INTERNATIONAL BUSINESS AND ENTREPRENEURSHIP

Course lecturer:
Maria Claudia ANGEL FERRERO, PhD
Assistant Professor
Maria-claudia.angel-ferrero@umontpellier.fr

Course description
This course addresses various aspects of international entrepreneurship and the opportunities available to start-ups and small businesses in the global environment. The complexity and challenges facing entrepreneurs vary across different countries and are larger when their business ventures are international in scope. This course explores the issues specific to international venturing including personality traits of entrepreneurs, search and identification of opportunities in foreign markets, logistics of international business expansion, cross-cultural business communication, international sourcing, international deal making and networking. Students play the role of entrepreneurs and have to build from scratch an innovative venture project. During the whole course they will have the opportunity to work on the different phases of an entrepreneurial project from the idea inception throughout the business plan pitch presentation. Students will start with venture ideas and then those selected ideas will be developed by teams of students. At the end of the course the students will have to present in 10 minutes their business plan as if they were pitching to potential investors.

Program Intended learning outcomes
Knowledge (ILO n°1)
Upon completion of the program, students will demonstrate understanding of the consistent tools to develop and manage an international business.

International perspective (ILO n°4)
Students will understand the specified discipline from a global perspective.

Understanding of the business world (ILO n°5)
Students will be able to understand business practices and related concepts and be able to integrate this functional knowledge in order to address business problems.

Awareness of the broader trends in society (e.g. social responsibility) (ILO n°6)
Students will be able to demonstrate awareness of ethical and social responsibility issues.

Course Intended Learning Outcomes

- Learn and understand the process of how to create an international innovation-based new venture through real entrepreneur experience by passing from the ideation throughout the investors' pitch.
- Understand the challenges of cross-cultural issues in communication, international deal-making and networking.
To be able to work in multicultural and multi-disciplinary teams and capitalize from diversity to find new ways for solving problems, sensing and seizing new business opportunities. Identify possible sources and characteristics of viable business opportunities in international context. Know alternative business concepts for pursuing viable opportunities. Identify the types of human, information, and financial resources required for launching and managing a new venture. Gain experience and understand what entrepreneurship is like in "real-life", through creating a business and through the feedback and intervention of guest entrepreneurs. Understand, analyze and apply ethical and social responsible actions through entrepreneurship projects.

### Module content

<table>
<thead>
<tr>
<th>Session</th>
<th>Content</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Session 1</strong></td>
<td><em>Introduction to International Entrepreneurship</em>&lt;br&gt;What is Entrepreneurship?&lt;br&gt;Entrepreneurial Decision-Making&lt;br&gt;The role of culture in International Entrepreneurship&lt;br&gt;Social and Sustainable Entrepreneurship&lt;br&gt;<em>Practical work: Venture Idea Generation</em>&lt;br&gt;Assignment: 1 minute video of venture idea and Poll on best ideas</td>
<td>3h</td>
</tr>
<tr>
<td><strong>Session 2</strong></td>
<td>Team Dating&lt;br&gt;Students will participate in a team dating to form groups for their venture project.</td>
<td>3h</td>
</tr>
<tr>
<td><strong>Session 3</strong></td>
<td><em>Opportunity Assessment and Market Selection</em>&lt;br&gt;Opportunity paradox&lt;br&gt;Cross-border opportunities&lt;br&gt;Market trends&lt;br&gt;Barriers and sustainability&lt;br&gt;Venturing in Emerging Markets&lt;br&gt;<em>Practical Work: Idea refinement exercise</em>&lt;br&gt;Assignment: Opportunity and feasibility Assessment</td>
<td>3h</td>
</tr>
<tr>
<td><strong>Session 4</strong></td>
<td><em>Market Analysis</em>&lt;br&gt;Target market and segmentation&lt;br&gt;Value Proposition&lt;br&gt;Adoption cycle&lt;br&gt;Customer Profile&lt;br&gt;<em>Practical Work: Value proposition Canvas Generation</em></td>
<td>3h</td>
</tr>
<tr>
<td><strong>Session 5</strong></td>
<td><em>Competitive Advantage</em>&lt;br&gt;Competitive landscape&lt;br&gt;Blue Ocean Strategy&lt;br&gt;Growth strategy&lt;br&gt;Assignment: Competitive landscape and positioning</td>
<td>3h</td>
</tr>
<tr>
<td><strong>Session 6</strong></td>
<td><em>Business Model and Financials</em>&lt;br&gt;Business Model</td>
<td>3h</td>
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Assessment methods

<table>
<thead>
<tr>
<th>Method of assessment</th>
<th>Weight</th>
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<tr>
<td>Group Assignments</td>
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<td>Final Oral Presentation</td>
<td>70%</td>
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<td>Total</td>
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</table>

More details about assessment

Through the different sessions of the course, students will work on a group entrepreneurial project. The main aim is that students carry out an entrepreneurial project in an international context from its inception. As a team they would have to apply all the concepts and tools learnt during the course and develop an innovative venture. In this way students will be confronted with the challenges that real international entrepreneurs have to face daily and will develop analytical and strategic skills needed to succeed in entrepreneurship.

Recommended readings

International Entrepreneurship and Management Journal, Editors: SPRINGER
Course title: BUILDING AN INTERNATIONAL BUSINESS PLAN

Course instructor:
Bernard JACQUIN
bjconseil@hotmail.fr

Description:
After thoroughly checking the various elements necessary to the Business Plan, students will get to the step by step methodology leading to the final touch of the BP, namely the “Executive summary”. Students will finally apply the methodology to a case study very similar to what is requested in the final exam.

Link to the program intended learning outcomes:

Knowledge (I.L.O n° 1)
Upon completion of the program, students will demonstrate understanding of the accurate tools to develop and manage an international business.

Interpersonal skills (ILO n°2)
Students will be able to solve problems and to critically analyze. Students will also be able to demonstrate effective oral and written communication skills and decision-making skills.

International perspective (I.L.O n° 4)
Students will understand the specified discipline from a global perspective.

Understanding of the business world (I.L.O n° 5)
Students will be able to understand business practices and related concepts and be able to integrate this functional knowledge in order to address business problems.

Awareness of the broader trends in society (e.g. social responsibility) (I.L.O n°6)
Students will be able to demonstrate awareness of ethical and social responsibility issues.

Course intended learning outcomes:
- Be able to use the methodology to build the International Business Plan
- Carefully evaluate products potential for the international market
- Be aware of the importance of total cost of goods sold and breakeven analysis
- Clearly communicate international business plans toothers
- Taking into consideration Corporate social responsibility and sustainability

Prerequisites:
Knowledge of import/export operations, International Marketing and total costing calculation.

Course content

<table>
<thead>
<tr>
<th>Session</th>
<th>Content</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Session 1</td>
<td>Export potential analysis</td>
<td>3h</td>
</tr>
<tr>
<td>Session 2</td>
<td>Developing an international business</td>
<td>3h</td>
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<tr>
<td>Session 3</td>
<td>International BP workshop</td>
<td>3h</td>
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<tr>
<td>Session 4</td>
<td>- Corporate Social Responsibility (CSR)</td>
<td>3h</td>
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<tr>
<td></td>
<td>- Sustainability</td>
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<tr>
<td>Session 5</td>
<td>Case Study</td>
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<td>Session 6</td>
<td>Case Study</td>
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Assessment method:

<table>
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<th>Type of assessment</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Case study (final exam)</td>
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Teaching Approach/ Instructional Methods

A word of advice
To prepare for each session, students have to read the pedagogical notes. They will also have to finalize the required homework and to hand it in at the specified deadline. During the class, students must actively participate to the discussions of theoretical concepts and examples, giving their motivated opinion. They also have to get involved in analysing and solving the case studies presented and discussed in class. An active contribution from students will enrich the pedagogical process, providing additional information to the issues presented and discussed in class.
Final evaluation
A final exam will require students to demonstrate their knowledge of a series of theoretical concepts, as well as their capacity to apply their knowledge. All the answers have to be motivated and demonstrate good written communication skills.
# Course title: SOCIAL RESPONSIBILITY-SUSTAINABILITY-ETHICS AND RESEARCH

## Course lecturers:

Maria Claudia ANGEL FERRERO, Ph.D.
Assistant Professor
Maria-claudia.angel-ferrero@umontpellier.fr

Gilles SERE DE LANAUZE, Ph.D.
Associate professor
gilles.sere-de-lanauze@umontpellier.fr

## Course description

Sustainability and ethics are two growing concern in link with both local and global stakes and a controversial relationship with business-oriented aims and practices. Social responsibility is one of the responses companies provide in front of such issues. The first part of the course aims at understanding the reasons for these trends and discuss the opportunities, challenges and drawbacks they represent for organizations and the ways they can take advantage of ethical, responsible and sustainable practices. Students will take active part in the development of a social business project.

Core mission of the University worldwide, Research is a philosophy, a practice and a potential career that University students should be aware of, even if they do not intent to select this route for their future. The course will provide the fundamentals to understand the global aims, missions and basic processes of Research, and will then ground on this framework the methodology for writing and defense of a master thesis.

## Link to program intended learning outcomes:

### Interpersonal skills (ILO n°2)

Students will be able to solve problems and to critically analyze. Students will also be able to demonstrate effective oral and written communication skills and decision-making skills.

### International perspective (I.L.O n° 4)

Students will understand the specified discipline from a global perspective.

### Understanding of the business world (I.L.O n° 5)

Students will be able to understand business practices and related concepts and be able to integrate this functional knowledge in order to address business problems.

### Awareness of the broader trends in society (e.g. social responsibility) (I.L.O n° 6)

Students will be able to demonstrate awareness of ethical and social responsibility issues.

---

Part 1: Social responsibility-Sustainability-Ethics (9h)
Course intended learning outcomes:

- Understand the challenges and stakes of social responsibility, sustainability and ethics for businesses and management strategies and practices.
- Identify and assess the potential impact of social, economic and environmental issues on a specific industry or business.
- Be able to identify opportunities and threats in relation to CSR challenges.
- Become integral actors of social and environmental responsible and ethical practices in business.
- Be actively immersed in an international social project and understand from first hand the importance and the difficulties of developing social responsible enterprises.

Part 2: Introduction to Research (9h)

Course intended learning outcomes:

- Understand the academic research process at the University.
- Be aware of the aims, expectations and guidelines related to the Master thesis.
- Define a pertinent research issue.
- Be aware of the possibility and process of a future academic career.

Module syllabus or content

<table>
<thead>
<tr>
<th>Session</th>
<th>Content</th>
<th>Duration</th>
</tr>
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<tbody>
<tr>
<td>Session 1 Prof. Angel Ferrero</td>
<td>Introduction to ethics and CSR concepts Decision making and ethical management Strategic management of corporate responsibility and sustainability Implementation and alignment of a corporate responsibility strategy Presentation of WAYA Project and SINGA France</td>
<td>3h</td>
</tr>
<tr>
<td>Session 2 Prof. Angel Ferrero</td>
<td>Social Business and Impact Invited Speaker: Mohamed Oumlaki Practical work: Waya Project</td>
<td>3h</td>
</tr>
<tr>
<td>Session 3 Prof. Angel Ferrero</td>
<td>Social Innovation Invited Speaker: Nathanael Molle Practical Work: Waya Project Assignment through Moodle</td>
<td>3h</td>
</tr>
<tr>
<td>Session 4 Prof. De Lanauze</td>
<td>Introduction to science and research framework at the university</td>
<td>3h</td>
</tr>
<tr>
<td>Session 5 Prof. De Lanauze</td>
<td>What is an academic research?</td>
<td>3h</td>
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<td>Session 6</td>
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### Assessment objectives and methods

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<tbody>
<tr>
<td>Continuous assessment</td>
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</table>
Course title: IT & DISTRIBUTION CHANNELS/ COMMUNICATION

Course lecturers:
Maximo BARAHONA
Ph.D. student
max.barahona@yahoo.com

Link to the program intended learning outcomes

Knowledge (I.L.O n° 1)
Upon completion of the program, students will demonstrate understanding of the accurate tools to develop and manage an international business.

Interpersonal skills (ILO n°2)
Students will be able to solve problems and to critically analyze. Students will also be able to demonstrate effective oral and written communication skills and decision-making skills.

International perspective (I.L.O n° 4)
Students will understand the specified discipline from a global perspective.

Understanding of the business world (I.L.O n° 5)
Students will be able to understand business practices and related concepts and be able to integrate this functional knowledge in order to address business problems.

Awareness of the broader trends in society (e.g. social responsibility) (I.L.O n° 6)
Students will be able to demonstrate awareness of ethical and social responsibility issues.

Course intended learning outcomes

- Intercultural and international communication theory.
- Development, analysis and report of different types of communication research in a multi-cultural context.
- Development of multi-disciplinary insights into the factors and variables that impact the design of strategic corporate communications in an international context.
- International communication and stakeholders management in a multi-cultural context.
- International corporate strategy.
- Marketing and advertising in multicultural settings.

Course content

<table>
<thead>
<tr>
<th>Session</th>
<th>Content</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>[Ice breakers and syllabus review]</td>
<td>3h</td>
</tr>
</tbody>
</table>
| Session 1 | Discussion:  
• Made in Detroit (Chrysler)  
• Es hombre (Tecate)  
• Time to leave home (IKEA)  
Lecture:  
• International business, globalization and international communication.  
• Political and economic issues and globalization.  
• Technological issues and globalization. |
|-----------|---------------------------------------------------------------|
| Session 2 | Discussion:  
• Thomas Friedman: The Global Marketplace and the Common Good (http://www.youtube.com/watch?v=5uYj5YAnE5U)  
Lecture: Chapter 1  
• The concept of International Business and a Global Marketplace.  
Presentation:  
Doing business in North America (T1) |
| 3h       | | | | |
| Session 3 | Discussion:  
• «No Logo»  
Lecture: Chapter 2  
• Intercultural Communication and the Cosmopolitan Leader.  
Presentation:  
Doing business in Latin America and the Caribbean (T2) |
| 3h       | | | | |
| Session 4 | Discussion:  
• «The Capital in the XXI Century»  
Lecture: Chapter 3  
• Cultural Synergy and the Global Organization.  
Presentation:  
Doing business in East Asia and the Pacific Rim (T3) |
| 3h       | | | | |
| Session 5 | Discussion:  
• «The Capital in the XXI Century»  
Lecture: Chapter 4  
• Cultural Contact and Interfacing with Others  
Presentation:  
Doing business in Europe (T4) |
| 3h       | | | | |
| Session 6 | Discussion:  
• «En Amérique latine, des gouvernements affrontent les patrons de presse» (http://www.mondediplomatique.fr/2012/12/LAMBERT/48471) |
<p>| 3h       | | | | |</p>
<table>
<thead>
<tr>
<th>Lecture: Chapter 6</th>
<th></th>
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<tbody>
<tr>
<td>• Intercultural Communication and Conflict Management</td>
<td></td>
</tr>
<tr>
<td>Presentation:</td>
<td>Doing business in Africa and the Middle East (T5)</td>
</tr>
</tbody>
</table>

### Assessment methods

The evaluation method used in this course will assess students’ understanding of concepts, their capacity to apply these concepts to practical situations:

- Presentation: team assigned project [25%]
- Case study: in-class analysis, discussion and presentation of a case study [25%]
- Participation: impromptu questionnaires about relevant current events and course concepts [25%]
- Exam: critical analysis of the diverse materials presented and discussed in class [25%]

### Textbook/Resources

Course title: INTERNATIONAL SALES MANAGEMENT  
Elective: International sales

Course instructor:  
Christophe Fournier, Ph.D.  
Full professor  
christophe.fournier@umontpellier.fr

Course description:  
Selling has become a major stake for companies especially in our global and open world. The rapidly changing world leads companies to be more customer oriented. Economic growth will increase and be sustainable only if selling strategy and function play a crucial role in firms. The objective of this lecture is to present how to implement a selling strategy and how to organize sales management in order to obtain a competitive firm. By the end of the course, students should be able to understand how to manage and motivate a sales force and how to implement relevant solutions to solve problems in the selling function. Different tools and methods available in each area of sales management will be presented. But the aim is also to provide students with the possibility of implementing their own solution and solving any complex problem.

Link to the program intended learning outcomes:  
- **Attitudes** (I.L.O n°3)  
  Students will be able to work as part of a team and carry out a group project.

- **International perspective** (I.L.O n° 4)  
  Students will understand the specified discipline from a global perspective.

- **Understanding of the business world** (I.L.O n° 5)  
  Students will be able to understand business practices and related concepts and be able to integrate this functional knowledge in order to address business problems.

- **Awareness of the broader trends in society (e.g. social responsibility)** (I.L.O n° 6)  
  Students will be able to demonstrate awareness of ethical and social responsibility issues.

Course intended learning outcomes:  
- Be able to implement a selling strategy  
- Be able to organize sales management in order to obtain a competitive firm  
- Be able to lead an international sales force

Course outline/ structure:  

<table>
<thead>
<tr>
<th>Session</th>
<th>Content</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>3h</td>
</tr>
</tbody>
</table>
| Session 1 | Introduction  
1. Managing the sales force in a changing world  
2. Sales force performance |
|----------|--------------------------------------------------|
| Session 2 | Chapter 1: Organizing the sales force  
3. Selling and salespeople  
4. The Sales structures  
5. Sales forecasts and quotas |
|          | 3h |
| Session 3 | Chapter 2: Motivating and Compensating a sales force  
6. The essentials of motivation  
7. Compensation of a sales force  
8. Implementation of sales contest |
|          | 3h |
| Session 4 | Chapter 3: Selecting and maintaining sales peoples  
9. Recruitment and Selection of sales people  
10. Turnover and sales management |
|          | 3h |
| Session 5 | Chapter 4: New stakes in personal selling management  
11. Selling and Ethic  
Case study |
|          | 3h |
| Session 6 | Chapter 4: New stakes in personal selling management  
12. Multichannel strategy, CRM and Sales  
Case study |
|          | 3h |

Assessment:

<table>
<thead>
<tr>
<th>Type of assessment</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group work – during class sessions</td>
<td>30%</td>
</tr>
<tr>
<td>Case study (final exam)</td>
<td>70%</td>
</tr>
</tbody>
</table>
### Teaching Approach/ Instructional Methods

**A word of advice**
To prepare for each session, students have to read the pedagogical notes. They will also have to finalize the required homework and to hand it in at the specified deadline. During the class, students must actively participate to the discussions of theoretical concepts and examples, giving their motivated opinion. They also have to get involved in analysing and solving the case studies presented and discussed in class. An active contribution from students will enrich the pedagogical process, providing additional information to the issues presented and discussed in class.

### Bibliography and Readings and references
- [http://www.sellingpower.com](http://www.sellingpower.com)
- [http://chally.com](http://chally.com)
Course title: INTERNATIONAL SALES STRATEGY
Elective: International sales

Course lecturer:
Mr Stanley GUERARD
Stanley.guerard@gmail.com

Course description:
The course provides students with the accurate tools to develop and manage an international business (Lectures and case studies + Groups researches).

Link to the program objectives:
Interpersonal skills (ILO n°2)
Students will be able to solve problems and to critically analyze. Students will also be able to demonstrate effective oral and written communication skills and decision-making skills.

International perspective (I.L.O n° 4)
Students will understand the specified discipline from a global perspective.

Understanding of the business world (I.L.O n° 5)
Students will be able to understand business practices and related concepts and be able to integrate this functional knowledge in order to address business problems.

Awareness of the broader trends in society (e.g. social responsibility) (I.L.O n° 6)
Students will be able to demonstrate awareness of ethical and social responsibility issues.

Course intended learning outcomes:
- Be able to identify and select new markets
- Choose the best entry strategy
- Deal with risks management: political, commercial and payment

Course outline:

<table>
<thead>
<tr>
<th>Session</th>
<th>Content</th>
<th>Duration</th>
</tr>
</thead>
</table>
| Session 1 | Chapter 1: The worldwide market place  
- Why international trade?  
- Who are the global traders?  
- International trade and countries  
- Types of international trade  
- World trading patterns  
- Future prospects | 3h |
<table>
<thead>
<tr>
<th>Session 2</th>
<th>Chapter 1: The worldwide market place</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Trade balance in merchandise trade</td>
</tr>
<tr>
<td></td>
<td>The reasons countries trade</td>
</tr>
<tr>
<td></td>
<td>How comparative advantage is achieved</td>
</tr>
<tr>
<td></td>
<td>Barriers to world trade</td>
</tr>
<tr>
<td></td>
<td>Non tariffs barriers</td>
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<td></td>
<td>3h</td>
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<table>
<thead>
<tr>
<th>Session 3</th>
<th>Chapter 2: Cultural considerations in international Business</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Culture and international and international Business</td>
</tr>
<tr>
<td></td>
<td>What is culture?</td>
</tr>
<tr>
<td></td>
<td>Layers of culture</td>
</tr>
<tr>
<td></td>
<td>Cross cultural analysis</td>
</tr>
<tr>
<td></td>
<td>3h</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Session 4</th>
<th>Chapter 3: International segmentation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>The strategic marketing process</td>
</tr>
<tr>
<td></td>
<td>Segmentation criteria</td>
</tr>
<tr>
<td></td>
<td>Segments evaluation</td>
</tr>
<tr>
<td></td>
<td>3h</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Session 5</th>
<th>Chapter 3.2: Launching your international business</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>How entering new markets</td>
</tr>
<tr>
<td></td>
<td>Indirect strategy</td>
</tr>
<tr>
<td></td>
<td>Direct exporting</td>
</tr>
<tr>
<td></td>
<td>3h</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Session 6</th>
<th>Conclusion</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>3h</td>
</tr>
</tbody>
</table>

### Assessment method

<table>
<thead>
<tr>
<th>Type of assessment</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Final exam</td>
<td>50%</td>
</tr>
<tr>
<td>Ongoing assessment</td>
<td>50%</td>
</tr>
</tbody>
</table>

### Teaching Approach/ Instructional Methods
A word of advice
To prepare for each session, students have to read the pedagogical notes. They will also have to finalize the required homework and to hand it in at the specified deadline. During the class, students must actively participate to the discussions of theoretical concepts and examples, giving their motivated opinion. They also have to get involved in analyzing and solving the case studies presented and discussed in class. An active contribution from students will enrich the pedagogical process, providing additional information to the issues presented and discussed in class.

<table>
<thead>
<tr>
<th>Final evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>A final exam will require students to demonstrate their knowledge of a series of theoretical concepts, as well as their capacity to apply their knowledge. All the answers have to be motivated and demonstrate good written communication skills.</td>
</tr>
</tbody>
</table>
# Purchase Marketing

**Course title:** PURCHASE MARKETING  
**Elective:** International purchase

**Course lecturer:**  
Ms Diana LEBEL  
dianalebel@gmail.com

**Description**

The purchase marketing course will confront the Marketing Management Approach to the Purchase Marketing Management. Then, students will learn how to elaborate a strategic purchase policy, how to trade and establish relationships in a multicultural environment and define a firm's needs in terms of financial, supply and or equipment.

**Link to the program intended learning outcomes**

**Knowledge (I.L.O n° 1)**

Upon completion of the program, students will demonstrate understanding of the accurate tools to develop and manage an international business.

**Interpersonal skills (ILO n°2)**

Students will be able to solve problems and to critically analyze. Students will also be able to demonstrate effective oral and written communication skills and decision-making skills.

**Attitudes (ILO n°3)**

Students will be able to work as part of a team and carry out a group project.

**International perspective (I.L.O n° 4)**

Students will understand the specified discipline from a global perspective.

**Understanding of the business world (I.L.O n° 5)**

Students will be able to understand business practices and related concepts and be able to integrate this functional knowledge in order to address business problems.

**Awareness of the broader trends in society (e.g., social responsibility) (I.L.O n° 6)**

Students will be able to demonstrate awareness of ethical and social responsibility issues.

**Course intended learning outcomes:**

- Know how to make a diagnosis of a purchase portfolio
- Study efficiently a global provider market
- Choose appropriate and consistent procurement strategies with the overall objectives
- Communicate efficiently in a multicultural environment
- Understand and define a firm's needs in terms of financial, supply and or equipment goals
- Identify the «real customer»
- Be able to develop a purchase strategy
Course content:

<table>
<thead>
<tr>
<th>Session</th>
<th>Content</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Session 1</td>
<td>Introduction – Definitions – Problematic (Introduction – Foreword – Definitions – Issues)</td>
<td>3h</td>
</tr>
<tr>
<td>Session 2</td>
<td>The Marketing Management Approach vs Purchase Marketing Management</td>
<td>3h</td>
</tr>
<tr>
<td>Session 3</td>
<td>Internal environments</td>
<td>3h</td>
</tr>
<tr>
<td>Session 4</td>
<td>External environments</td>
<td>3h</td>
</tr>
<tr>
<td>Session 5</td>
<td>Elaborating a strategic purchase policy (Responsible SCM)</td>
<td>3h</td>
</tr>
<tr>
<td>Session 6</td>
<td>Implementation: purchasing mix</td>
<td>3h</td>
</tr>
</tbody>
</table>

Assessment methods:

<table>
<thead>
<tr>
<th>Type of assessment</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research</td>
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<tr>
<td>Continuous assessment (cases, oral presentations)</td>
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</tr>
<tr>
<td>Final exam</td>
<td>50%</td>
</tr>
</tbody>
</table>

Teaching Approach/ Instructional Methods

A word of advice
To prepare for each session, students have to read the pedagogical notes. They will also have to finalize the required homework and to hand it in at the specified deadline. During the class, students must actively participate to the discussions of theoretical concepts and examples, giving their motivated opinion. They also have to get involved in analysing and solving the case studies presented and discussed in class. An active contribution from students will enrich the pedagogical process, providing additional information to the issues presented and
discussed in class.

Bibliography
Buying for business: Christopher Barrat, Mark Whitehead
- Fonction Achat et Approvisionnements en PME/PMI Hélène Person (Maxima)
- International Marketing and Purchasing of Industrial Goods Features of a European Research, European Journal of Marketing, M.T. Cunningham, (UMIST, Manchester, UK)
- Le marketing des Achats Roger Perrotin (ed d’Organisation)
- Marketing Business to Business Malaval et Benarroya 3ème et 4ème ed (Pearson)
- Making Buying decisions Clodfelter (Fairchild books)
- Fonction achat, contrôle interne, et gestion des risques F. Bernard et E. Salviac (Maxima)
- Mercator
- Marketing Management Kotler
- Marketing: A strategic Perspective James M. Hulbert (Ed Impact Publishing Company)
- International marketing and purchasing of industrial goods Hackanson (Wiley & Sons)
- Procurement principles and Management P. Baily D. farmer B. Crocker D. Jessop
D. Jones 10th ed (Prentice Hall Financial Times)
- Going Global Kuntz & Garner (Fairchild)

Complementary Information:
Sourcing Journal (daily newsletters and reports)
RIS News
Les Echos
Mc Kinsey and Company
Deloitte Newsletter
Course title: SOURCING  
Elective: International purchase

Course lecturer:  
Ms Diana LEBEL  
dianalebel@gmail.com

Link to the program intended learning outcomes
Knowledge (I.L.O n° 1)  
Upon completion of the program, students will demonstrate understanding of the accurate tools to develop and manage an international business.

Interpersonal skills (ILO n°2)  
Students will be able to solve problems and to critically analyze. Students will also be able to demonstrate effective oral and written communication skills and decision-making skills.

Attitudes (ILO n°3)  
Students will be able to work as part of a team and carry out a group project.

International perspective (I.L.O n° 4)  
Students will understand the specified discipline from a global perspective.

Understanding of the business world (I.L.O n° 5)  
Students will be able to understand business practices and related concepts and be able to integrate this functional knowledge in order to address business problems.

Awareness of the broader trends in society (e.g. social responsibility) (I.L.O n° 6)  
Students will be able to demonstrate awareness of ethical and social responsibility issues.

Course intended learning outcomes:
- Understand the firm’s issues in terms of sourcing
- Choose appropriate and consistent procurement sources with the overall objectives.
- Be able to complete a project in sourcing specific items
- Master the use of technical factor such as exchange rates, or customs regulations to resolve problems
- Identify and solve critical problems of coordination within a supply chain
- Distinguish and classify the relationships between suppliers in terms of product properties, process and market

Course structure: 6 sessions - 3 hours each

Course content:
<table>
<thead>
<tr>
<th>Session</th>
<th>Content</th>
<th>Duration</th>
</tr>
</thead>
</table>
| Session 1 | Course presentation: content, evaluation, planning Sourcing overview:  
  - Purchase and sourcing in the firm's organization  
  - The latest trends in the Sourcing strategy ("Make or buy")  
  - The different categories of sourcing, the sourcing process  
  - Careers: Jobs in purchase & sourcing Careers | 3h |
| Session 2 | Internal constraints, company's ethics, cost calculation | 3h |
| Session 3 | Global Supply Chain organization, actors, external constraints  
Worldwide issues, human, labor, sustainability…; | 3h |
| Session 4 | Supplier strategy Assessment, RFP, RFO, RFQ, partnerships  
Purchase orders and retro planning | 3h |
| Session 5 | Administrative and financial flows | 3h |
| Session 6 | Sourcing around the world: major sourcing zones; Student presentation | 3h |

Assessment methods:

<table>
<thead>
<tr>
<th>Type of assessment</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre requisites quiz, Research</td>
<td>30%</td>
</tr>
<tr>
<td>Continuous assessment (homework, case studies, oral presentation)</td>
<td>20%</td>
</tr>
<tr>
<td>Final exam</td>
<td>50%</td>
</tr>
</tbody>
</table>

Teaching Approach/ Instructional Methods

A word of advice
To prepare for each session, students have to read the pedagogical notes. They will also have to finalize the required homework and to hand it in at the specified deadline. During
the class, students must actively participate to the discussions of theoretical concepts and examples, giving their motivated opinion. They also have to get involved in analysing and solving the case studies presented and discussed in class. An active contribution from students will enrich the pedagogical process, providing additional information to the issues presented and discussed in class.

**Bibliography**

Buying for business: *Christopher Barrat, Mark Whitehead*

Fonction Achat et Approvisionnements en PME/PMI *Hélène Person* (Maxima)


Le marketing des Achats *Roger Perrotin* (ed d’Organisation)

Marketing Business to Business *Malaval et Benarroya* 3ème et 4ème ed (Pearson)

Fonction achat, contrôle interne, et gestion des risques *F. Bernard et E. Salviac* (Maxima)

Mercator Marketing Management *Keller Kotler* (Ed Pearson, 14th)

International marketing and purchasing of industrial goods *Hackanson (Wiley &Sons)*


Going Global *Kuntz & Garner* (Fairchild)

Sourcing and Supply Chain management *Handfield/ Monczka/Giunipero/Patterson* (Ed South Western Cengage 4th edition)

Management des Achats et de la Supply Chain: *D. Doriol/ T. Sauvage* (Vuibert 2ed)

**Press Release**:

- Sourcing Journal
- RIS News
- Internet Retailing
- Mc Kinsey Quaterly; Mc Kinsey &Cy
Course title: IN-COMPANY PROJECT/INTERNSHIP AND MASTER THESIS

Module description:
The internship module is essentially built around students’ in-company projects conducted during the last semester of the second year program (from April to September) and the writing of the master thesis.
It includes:
A 5 to 6 month placement in a foreign company abroad.
The writing and defense of the master thesis

See details in the following appendix

Link to the program intended learning outcomes
Knowledge (I.L.O n° 1)
Upon completion of the program, students will demonstrate understanding of the accurate tools to develop and manage an international business.

Understanding of the business world (I.L.O n° 5)
Students will be able to understand business practices and related concepts and be able to integrate this functional knowledge in order to address business problems.

Course content

Assessment methods

<table>
<thead>
<tr>
<th>Type of assessment</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 to 6 month placement</td>
<td>Prerequisite for final evaluation</td>
</tr>
<tr>
<td>Master thesis writing and defense</td>
<td>100%</td>
</tr>
</tbody>
</table>
INTRODUCTION

As a final step in the teaching programme of the IAE Master's Degree, the student will have professional experience in a foreign company or organization. The student mission must be related to the Master's IAI programme and scope. The principal aim of such a work placement is to prepare the student for his or her future professional life and to ensure a practical application of the knowledge and competence acquired during the Master's programme.

At the same time, the student will write and defend a Master's Thesis. This document and its presentation before a jury will endorse the student's ability to address and analyze a timely and pertinent issue in the field of international business. The aim of such a Master's Thesis writing and defense is to assert maturity and thinking plus the reasoning abilities necessary for a career in a position of top responsibility.

The 5-month work placement together with the writing and defending of the Master's Thesis account for 15 ECTS credits.

A- PROCEDURE FOR THE WORK PLACEMENT

The work placement at the end of the master's second year must compulsorily be carried out in a foreign country (this applies both to French and non-French students, France being considered as a foreign country for the latter). Minimal duration of the Master's 2 work placement is five months. The period available runs from the 1st of April to the 30th of September.

1. Search for the work placement

The search for the work placement is under the full responsibility of the student. The Corporate Relations Office of the IAE will help and support the students in their task.

In itself, the search for a work placement is an introduction to negotiation and in particular to the future search for employment. It takes place during the academic year.

It relies primarily on personal research work which is part of the student's mission, but also on offers that are proposed through the IAE.

Considering the full schedule of the Master's programme, students should start their research as soon as possible, and ideally even before and during their first semester of teaching mobility experience.

Remuneration (short-term profit) should not be a major criterion for choosing a work placement in comparison with its contribution to the professional plan (long-term profit). The institute not being involved in any way at this level, negotiation is therefore the entire responsibility of the trainee.
Do not forget that:
- You are an applicant for practical training provided "free" by the company.
- A properly paid work placement tends to involve more the company that wishes to "secure a return on" its investment.
- The student, if he or she cannot demand remuneration for a work placement of less than 3 months can make his or her effectiveness recognized, retrospectively, for a bonus (recompense). The law that applies is that of the host country; if the law of the host country does not provide for mandatory minimum recompense, the student cannot claim any recompense, whatever the duration of the placement.

Solidarity:
A student with multiple work placement proposals must, wherever possible, allow his or her fellow students to take advantage of this, which will result in:
- Satisfying the needs of the company,
- Increasing the offers to students,
- Enhancing the image of the Degree and the IAE.

When a student wishes to withdraw, he or she must inform his or her contact within the company and the person in charge of work placements at the IAE in the shortest possible time. Withdrawal is strongly discouraged when the work placement contract agreement has been signed.

2. Practical details

The practical details are distributed to students by email by the department of Corporate Relations Service of the IAE. The Corporate Relations Secretariat is the only interlocutor concerning these issues.

Some basic principles:

Acceptance for the work placement:
Any proposed work placement must be submitted for the approval of the student's tutor-teacher and in second year to the person in charge of the speciality (or a programme from the MTI speciality). This is formalized with the online validation of the "Mission" document by the IAE tutor.

Monitoring of the work placement:
Each student is supervised by a tutor-teacher for the duration of his or her placement. It is up to the student to take the initiative to regularly update his or her tutor with regard to the progress of his or her work as well as possible problems that may arise. It is preferable to submit the layout of the thesis to the tutor, with possibly part of the work drafted early enough to allow for exchange and a first validation of the work that will be handed in.

Deadlines:
The theses must imperatively be submitted in duplicate to the International Relations Office (see calendar). No exceptions will be made. A thesis not submitted within the required period:
- May not be defended,
• Will not be considered by the concerned Degree jury,
• And in this case, the candidate will automatically be considered to be in default with the ensuing consequences.

The defenses will take place a week later in front of a panel comprising the tutor teacher-researcher, a second teacher from the programme and/or from the IAE, and possibly, but not compulsorily, the person in charge of the work placement within the company.

B- ASSESSMENT OF THE WORK PLACEMENT

The assessment comprises three components:
• The thesis (Master’s thesis), see app.2
• The defense, see app.2
• The work placement itself

The evaluation of the work placement / thesis module

The student must have a work placement evaluation form completed by the company and given to the jury during the defense – a template of which is provided below.

The final evaluation for the module is entirely based on the grade given to the master thesis (document and oral presentation). However, evaluation will be effective only if completion of the duration and of the conditions of the placement is asserted.
Appendix 2:

The Master 1 dissertation

Considering the importance of the master thesis in the international recognition of the graduate level of the MIBE students, considering the tough schedule of the whole teaching program, which includes one semester abroad and two in-company placement for a total of more than eight months, the aim of the master 1 dissertation is to sensitize student to the induced involvement they must show and help them to fully anticipate the extensive task of the thesis. As a consequence, the master 1 dissertation must be seen as a preparatory step of the final master thesis. Students will be able to organize their reading, thinking and writing on an extended time period.

Still, the master 1 dissertation and the master thesis (M2) must be considered as two different and separated documents.

Aim of the master 1 dissertation is mostly to assert the ability to gather information and structure a theoretical framework related with a specific research issue using existent literature. The student should demonstrate the pertinence of the chosen topic and structure a tentative presentation of its relationship with known theoretical concepts and models.

Aim of the master 2 thesis is to present a new contribution to knowledge, based on the collection and analysis of data from primary sources, related or not with the context of their placements. The master 2 thesis will potentially exploit the outcomes of the master 1 dissertation, but has to go forward in the addressing the issue by enriching it with novel contribution. Both documents must then be considered as separated and must not include any copy pasting between them. Moreover, considering the master 1 dissertation as a preparatory training for master 2 thesis writing does not necessarily involve that the student must keep the same research issue; changes or adaptation of the subject from master 1 to master 2 is accepted, and has to be considered as an opportunity rather than as an obligation.

Most of the guidelines for the master 2 thesis writing above listed (app.2) can be used for the master 1 dissertation. Following are the main differences that students should take into account:

1. The master 1 dissertation document is expected by the end of June of the first year of the programme. This is necessary in order that students may have completed their 60 credits and have full knowledge of their acceptance in the master 2 before they start their third semester in a foreign partner university, some of them having schedules starting in August.

2. There is no oral presentation of the master 1 dissertation. Evaluation is based on the written document only.

3. The length of the master 1 dissertation is 50 pages exclusive of bibliography and appendices, on the basis of the same layouts conditions as described for the master 2 thesis above.

4. The content and structure of the papers will be different, in relation with the differing aims for both works. Indeed, the master 1 dissertation will focus on the introduction, definition and structuring of the research issue. No empirical inputs are expected at that stage, though a proposal of a tentative empirical project should be a natural conclusive part of the dissertation, thus preparing the following deepening of the subject in master 2.
5. Accurate attention must be paid to the links with the existing literature. Quality of quotation, citation and referencing will be a core element of the final grade and specifically evaluated.

6. Hereafter, is presented the recommended and typical plan for the master 1 dissertation:

Acknowledgements

Foreword
- Purpose of the work placement in the training programme
- Context (work placement company and missions)

Introduction
- Presentation of the questions behind the choice of subject
- Contextualization, integration in the news and interest concerning the subject.
- Specific problems identified and presentation of the proposed structure

Part I. Contextualization
- Interest of the topic and reasons of timeliness
- Identification of the problem and main concepts at stake

Part II. Conceptual framework - Review of the literature
- Formalization of the research issue
- Definition of concepts
- Identification of knowledge and theoretical models involved

Part III. Proposed theoretical assumptions
- Establishment of a pattern
- Tentative proposition for empirical methodology

Conclusion
- Reminders of the issue and main concepts involved
- Introduction of next step (empirical design considered)
- Statement of expected objectives and anticipated difficulties for the empirical stage

Bibliography
- Respect for bibliographic standards

Attachments
- In-depth presentation of the company,
- Additional documents concerning the issue or context
- Other illustrative documents
Appendix 3:

The master thesis in Master 2

The thesis gives tangible form to the student's ability to reflect on a general question and possibly bring this to the attention of the company or the relevant sector and even go so far as to offer responses to their problems. This is not a descriptive report of the work placement, nor of the company, nor of the mission.

The thesis must be a way to assess:

- The ability to identify and analyze complex and current problems in the world of business and in an international context
- The quality and rigour of research information and useful knowledge for reflection
- The capacity to mobilize the existent knowledge on the topic through accurate and reliable literature review
- The ability to propose a methodology and tools for analysis and validation of the theoretical models
- The ability to offer appropriate recommendations and suggestions, substantiated and credible, oriented towards strategic decision making.

The thesis must include:

- Acknowledgements and summary.
- Foreword containing the context of the work placement and objectives of the mission.
- Introduction including rationale and interest of the choice of problem and layout of the thesis
- The body of the thesis containing:
  1. Theoretical framework of the issue, strongly supported by a structured review of the literature
  2. Empirical contribution based on primary data collection and analysis
     - Draft proposal and methodological choices
     - Findings and analyses
     - Contributions, recommendations but also limits
       - A conclusion with the essential results of the thesis and its contribution from a theoretical point of view and for the companies.
       - The appendices, which are cited in the text, and allow for the understanding and enrichment of the body of the thesis.
       - The thesis will comprise a minimum of 50-55 pages, excluding appendices and reference list

The thesis must be written and defended in English

The written thesis is evaluated using the following criteria:

- Presentation:
  - Clarity,
  - Quality of resources used to develop the content.
- Expression:
  - Style,
  - Spelling,
  - Accuracy of the vocabulary and so on
Structuring:
- definition of objectives,
- consistency of the layout with the objectives,
- synthetic aspect,
- appropriate balance of the whole.

Content:
- interest in the presented theme (which can be one of the components of the work placement actually carried out)
- review of the literature
- quality and rigour of the methodology,
- pertinence and realism of proposals,
- personalization of the work.

Allocation of sources
- systematic referencing of sources
- importance, relevance, form and completeness of the bibliography

We must be careful to be not only descriptive. The presentation of the company should not take up too important a place in the document. It is essential to show an ability to look objectively at, to analyze a situation and to highlight the personal contribution of the trainee.

Similarly, integration in the literature, including academic, is essential, and must be substantiated through a substantial bibliography, including at least 20 academic references (books or scientific publications). Any use of prior information must be scrupulously referenced in the body of the text and included in the bibliography, of necessity placed at the end of the thesis (before the appendices).

Warning: Plagiarism of a thesis or other existing work, as well as any copy-pasting from Internet documents (which remains an interesting source of information) is strictly prohibited and will be heavily sanctioned. All submissions are controlled using plagiarism detection software.

2. The oral defense

The work placement thesis should be seen as a project that needs to be presented orally to convince interested parties (companies - teachers) of its relevance. The thesis is defended with an oral presentation to a jury composed of the student's educational tutor in charge, a co-tutor (member of the teaching team of the Master’s), and if possible the company tutor.

The defense must, in particular, allow for:
- The highlighting of the most important elements. (synthesis and not "abstract")
- The clarification of complex subjects.
- The value of the work carried out.

The oral presentation is evaluated using the following criteria:
- Student presentation, speech and so on
- Quality of audiovisual media.
- Synthesis quality of the presentation: ability to present clearly and briefly a long and complex subject.
- Respect for the allotted time (20-minute presentation).
Clarity of responses to questions, openness and flexibility of mind.

It is important to know how to detach oneself from the work placement thesis in order to make the presentation more interesting (without, however, straying from the topic). The total duration of the defense (presentation, discussion with the jury) is 45 minutes.

Corporate identity and style guide to writing the IAI Master's thesis

Warnings:

BACKGROUND: In the Master's 2 IAI the student writes and defends a Master's thesis at the end of the year. The Master's THESIS must strengthen the student's ability to develop a reflection on an issue of management and international management. This reflection is based on using existing knowledge acquired during training and his or her own further research (review of the literature, bibliography at the end of the thesis) as well as on the capacity for analysis and conceptualization of problems with a view to offering solutions and recommendations expected from a position of important responsibility. The Master’s 2 thesis is in no case a work placement report which would only describe the company and missions).

The IAI Master's thesis must be written and defended in English.

If you wish to make a thesis as professional as possible and be able to present it for recruitment, place a heavy emphasis on the Corporate Identity Supplement below.

Gilles de Lanauze,  
Director, Master IBE
SUPPLEMENT TO CORPORATE IDENTITY AND STYLE GUIDE RELATIVE TO M2 IAI

The rationale for a Corporate Identity and Style Guide
The respect of Corporate Identity and Style Guide makes the presentation of documents homogeneous. (Companies are very committed to the respect of their Guide from the use of the logo to the size and type of print characters.)
Respect of a guideline is necessary because it:
- promotes more rapid reading,
- prevents errors of classification and thus the loss of documents,
- gives a common Culture to all the members of the structure,
- provides a consistent image of the structure to its interlocutors, etc.

All documents that you write must then help you to argue your skills with a recruiter or a company director. The well-organised homogeneous presentation already shows your professionalism.

The student who graduates from the IAI Master’s 2 must show the following skills:
- that he or she is familiar with and manages well theoretical methods and models
- that he or she uses well this "state of the art" to think and guide his or her decisions
- that he or she is able to test and challenge theoretical these models in the field
- that he or she uses this theoretical learning to be objective and to analyze
- that he or she is both an educated person and a thoughtful strategist
- that he or she demonstrates ability to challenge a decision if the results are not achieved
- that he or she is objective: to be aware of his or her work's limitations and thereafter accept criticism to make better progress
Submission of the written work:

The student must submit two copies of his or her thesis to the Degree Secretariat: one copy for the tutor, one copy for the co-tutor and the other for the administration. The student must also provide a copy of his or her written work on a **digital support to the Degree Secretariat and to the tutor in charge** in Adobe Acrobat (.PDF) format.

Form of the written work:

The document must be **hardback** (preferably coloured) **covered with a plastic cover protection**.

The front cover features the title of the dissertation, the student's name, name of tutor, the name of the Degree, date and mention of the IAE (Institute of Business Administration - l'Institut d'Administration des Entreprises - and the University of Montpellier - l'Université de Montpellier). If the degree is co-accredited then it is appropriate to also include the name of the partner institution.

The **model** presented in the syllabus of the Degree must be **strictly respected**.

The thesis is printed on **white A4 sheets exclusively recto**.
You may use **coloured paper as spacers** dividing the major sections.

The font used is usually **"Times New Roman"** or **"CG Times" size 12**.
The text reading requires clarity usually using 1.5 line-spacing.

The text is **left and right justified**.
The **pagination is compulsory and continuous**. **Appendices** are paged continuously.

The **first thesis page is blank**, The second page welcomes the neutralization of opinions and The third, if necessary, acknowledgements from the author of the thesis.

The **binding must prevent sheets from coming loose**.
The text length should be between **50 and 55 pages maximum, not including appendices**.

The **table of contents, placed at the beginning of the thesis**, should indicate the main headings and subheadings of the thesis. It should not exceed one to two pages maximum.

The following presentation is highly recommended:

<table>
<thead>
<tr>
<th>Pages</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. - TITLE</td>
</tr>
<tr>
<td>I.1. Subheading</td>
</tr>
<tr>
<td>I.1.1 Sub-subheading</td>
</tr>
</tbody>
</table>

The table of contents should enable the reader to appreciate the logic of various sections and paragraphs, note the respective positions of each of the aspects developed by the number of allocated pages. It should also enable the reader to immediately access the section arousing interest.

Front cover
It provides the primary information essential to facilitating classification. It establishes the first excellent impression in 5 seconds:
- Overall aesthetic quality, feel, background color pleasing to the eye, quality of binding etc.
- Compliance with administrative and academic rules, names of the Institute, the Degree, mentors,
- "Catchy" informative title, illustration in line with the title or the host company.

**Back cover (back of the document): we find here the summary of the mission**
The choice cover colour is essential for visibility and photocopies. The copy of this page may be given to the recruiter to highlight the training and developed skills of the student. It facilitates the first general reading and is oriented towards a positive attitude from the members of the jury. It gives and calls to mind essential information during the defense.

**Framed summary and keywords occupy 2/3 of the page to add value to the work carried out during the work placement**
The framed Summary is divided into three sections which are all subheadings:
Brief:
- description of the problematic
- methodology used
- main results and contribution of the thesis
The framed Keywords allows for, after one sole reading, the maintenance of the essential words that shape the thesis and invites you to make connections with other information.
Corporate Identity and Style Guide Checklist

Check this document to ensure that you better meet the demand

- Length of 50 to 55 pages for the thesis (excluding appendices)
- Link the sheets with a robust system (gumming, spiral, etc.) so that they do not come loose

Front cover

- Respect for the corporate identity and style guide of the back cover
- Cover (or not) with a transparent plastic sheet if really warranted
- The word CONFIDENTIAL on the transparency that ensures a classification procedure
- Select (or not) your illustration - attractive and informative, well-chosen and recognizable
- Respect the indicated graphic charter by reorganizing page space
- Put the address block at the bottom of the page (footer) with (or without) the two logos: IAE and UM

- First page: blank sheet

- Second page: the following text on the bottom right to neutralize opinions:
  "The I.A.E. of Montpellier states that it neither approves nor disapproves of the opinions expressed in this paper; these opinions should be regarded as specific to the author".

- Third page: indicate: Table of Contents (see below)
  - When reading the thesis we understand its logical structure, the size of the sections and its keywords
  - The work placement layout for the feasibility of the project is imperatively in two sections (see examples)
  - Place headings and subheadings informatively along with their numbers
  - Specify the page numbers
  - Allow the sections of interest to the reader to be accessed quickly without error
  - Indicate the presence of appendices

- Acknowledgements:
  - Do not forget anyone and correctly write their names and professional titles
  - Write a brief and kind word to each person to justify these acknowledgements

- Foreword (optional): Enter: Foreword
  - Its reading allows us to situate the work within the general context of the author (academic background, place of the thesis in his or her studies) and in the company's specific context (development, missions)

- Page layout of the document
  - top margin 1.5 cm
  - left margin of about 2.5 cm for binding
  - right margin 1.5 cm
  - Set the document's title and author's name as a header
  - Set the nature of the document and the page number as a footer
  - Justify text left and right.
  - Compulsory and continuous pagination.
Use the Times New Roman font for all the standard elements of the corporate identity and style guide

Use Times New Roman or another type of font for your own text

Use body 12 for text

Spacing of 1 or 1.5 in the text

Double or triple spacing to separate paragraphs and their headings

Begin each paragraph with an indent

Organize your text into short paragraphs (7-10 lines) around the same idea

Put headings in bold body 12 or 14

Organise the layout so as not to "exaggerate" the number of pages (begin a page with two or three lines so as to have one more page where a reorganization of the layout would have avoided this)

Care and respect for written French (good usage) style and spelling (have it re-read)

Insert tables, graphics with their caption and a number (Figure 3, Table 12) and make reference to this in the body of the text to create global cohesion

**Introduction** (Indicate: Introduction)

Its reading is based on the foreword and presents:

- the contextualization and interest in the subject
- the problem itself
- the methodologies employed in the mission by the student
- if necessary, the warnings concerning use in order to anticipate the criticisms of the reader (this approach attempts to balance the theoretical approaches and constraints of the company, the limits and the always questionable exploratory work)

**Development. It is specific to each thesis – however, we should find:**

- For each problem, it is imperative to resume the main theoretical points (state of the art), the sources being studied or the author’s research in the relevant literature (books, articles, study results, and all sources used), obligatorily referenced in the text, and then mentioned in the bibliography
- Problems, identification and conceptualization
- Empirical contribution based on primary data collection and analysis
- Methodologies employed for collecting and analyzing empirical data (survey, case study, interviews, …)
- Recorded results, analyses, explanations, criticisms and recommendations for the future
- Ensure that the company has agreed to the publication of the data and the results so as not to be equated with industrial espionage
- Clear framed **synthesis summaries** progressively help the reader

**Conclusion** of 3 or 4 pages: (Indicate: Conclusion)

- re-read (later) of the work for academic objectivity
- reminder of the objectives, issues, methodologies and solutions adopted
- the main results in terms of procedures, skills, data and so on
- the reserves for usage set out in the introduction and developed further

**Glossary** (optional) of words and abbreviations little or unknown to the reader

Exhaustive **bibliography**, mention all sources (academic and managerial) produced in the thesis

**Appendices** (if many put them in another folder):

- table of contents with the titles of the appendices,
- obligatory continuous or separated paging
colored sheets separating and presenting appendices
the first appendix should be the **eulogizing letter of recommendation from the company tutor**

**Back cover**
*Well written, it creates a good first impression of the document. This helps the C.V. and a photocopy is delivered to the interested recruiter.*

- Using the same hard cover as the front cover makes the information readable
- Specify the same useful information
- Respect the indicated corporate identity and style guide by reorganizing page-space
- Summarize about 2/3 of the page (with key words) stating:
  - the problem of the company and the service that hosted the mission
  - the solutions implemented by the student(s) and the skills developed
  - the main assessed results
- Specify about ten keywords to be used to structure the understanding, collating data and their storage

**Keep in mind the serious penalties incurred if the author plagiarizes a thesis already undertaken**

Typical layout of a Master’s thesis

**Acknowledgements**

**Foreword**
- Purpose of the work placement in the training programme
- Context (work placement company and missions)

**Introduction**
- Presentation of the questions behind the choice of subject
- Contextualization, integration in the news and interest concerning the subject.
- Specific problems identified and presentation of the proposed structure

**Part I. Conceptual framework**
  **I.1. Identification of the problem**
  - Definition of concepts
  - Identification of knowledge and theoretical models involved
  - Review of the literature
  - Proposed theoretical assumptions (establishment of a pattern)

**Part II. Results and recommendations**
- Methodology
- Results produced by the author (primary sources):
  - Observation results, minutes of interviews, results of studies carried out
  - Critical analyses
  - Advice and recommendations

**Conclusion**
- Reminders of thesis benefits
- Contributions of the thesis to knowledge, to the sector, to the company
- Analysis of deviations from the objectives, limits
- Lines of research

**Bibliography**
- Respect for bibliographic standards

**Attachments**
- In-depth presentation of the company,
- Additional documents concerning the mission,
- Other illustrative documents (body of interviews, data tables etc.)