

SYLLABUS

**BACHELOR of INTERNATIONAL
MANAGEMENT and BUSINESS**

2021 – 2022

INSTITUT D'ADMINISTRATION DES ENTREPRISES

UNIVERSITE DE MONTPELLIER

**Site Triolet
Place Eugène Bataillon
34095 MONTPELLIER CEDEX**

BACHELOR of INTERNATIONAL MANAGEMENT and BUSINESS

SECTION 1. GENERAL DESCRIPTION

The BACHELOR of INTERNATIONAL MANAGEMENT and BUSINESS (BIMB) is a one year undergraduate program at the University of Montpellier and completes a three year undergraduate cycle.

Applicants for the BACHELOR of INTERNATIONAL MANAGEMENT and BUSINESS degree must have first validated a two year cycle, earning the required 120 ECTS credits as a prerequisite, or equivalent.

Foreign candidates (as well as French candidates) can apply online on the IAE website, then send the form to the IAE International Relations Office.

The BACHELOR of INTERNATIONAL MANAGEMENT and BUSINESS can be obtained through one of the three following options:

- "MAIN OPTION":

- This option is for English speaking students, foreign or French, who wish to obtain an IAE degree based entirely on courses taught in the English language.
- Curriculum includes the main subjects of business management and is oriented towards international applications.
- The courses are taught by a team of IAE teacher-researchers as well as guest lecturers from multinational corporations and/or with international professional experience.
- The program consists of 2 semesters of courses at the IAE, based on lectures and small group work sessions concluding with an individual report (Course Main Option). Some courses will be in the form of work seminars.

- "6-MONTH MOBILITY":

- Under certain conditions, the 2nd semester of the year can take place in one of the IAE's foreign partner universities.
- With this option the organization of courses is as follows: the student will attend the 1st semester at the IAE, and attend the 2nd semester courses in a foreign university.

- "ONE YEAR ABROAD":

- This option is reserved for French students who complete the degree requirements entirely at a foreign university in one year. There, they obtain the majority of credits necessary for the degree (55/60). Upon their return, they must complete an individual project in the form of a report written in English, synthesizing concepts and experiences gained during the year abroad. The defense of the report before an IAE jury completes the course and earns the last 5 credits.

Teaching orientation

The BACHELOR of INTERNATIONAL MANAGEMENT and BUSINESS is a one-year program from the University of Montpellier taught at IAE Montpellier and meant to professionalize its students. The goal of the BACHELOR of INTERNATIONAL MANAGEMENT and BUSINESS is to provide broad instruction in the different disciplines of business management (finance, auditing, marketing, etc.) with a specifically international orientation, for students desiring an international career. Obtaining the BACHELOR of INTERNATIONAL MANAGEMENT and BUSINESS culminates three years of undergraduate studies and 180 credits, and qualifies degree holders to continue in the Higher Education system if they meet the other requirements of a future advanced program they want to enroll in. The program closely integrates the acquisition of theoretical ideas and operational skills by developing the students' ability to think and apply acquired theory in real situations. The courses of the principal option (Main Option) are taught entirely in English; they are intended for English speaking students (foreign or French) who want to further pursue fundamental and international business management, in a context of multicultural training, which is further enriched by the cultural diversity of the students in the program.

Applications

Application forms for this degree should be download online on the IAE website, then sent to the IAE International Relations Office. The completed form will be reviewed by an admission committee, composed of IAE teachers who are responsible for the school's final decision. The applicants will be informed of their admission or rejection by posting on the IAE website. The selection criteria are:

- first, successful completion of two year university course work (120 ETCS credits obtained) or validated equivalence;
- justification of an adequate English level (in particular for members of non-English-speaking countries).

The successful applicant's enrollment will be finalized with payment of the admission fees, the deadline for which is the first day of classes for the new school year.

SECTION 2. ORGANIZATION OF THE PROGRAM

To obtain the degree, the students must validate 60 credits for the year, in other words 30 credits per semester.

- **English – Main Option**

The BACHELOR of INTERNATIONAL MANAGEMENT and BUSINESS Main Option is a university degree obtained at the end of a two semesters' program of business management oriented towards international trade.

Each semester comprises six Teaching Units (UE or "Unité d'Enseignement"), each of which includes two ECUEs (Teaching Unit Components).

Each UE results in the validation of 5 credits, or 2.5 credits per ECUE.

Organization of courses

First Semester			
List of courses	Lecturers	Nb hours*	credits
UE Marketing <ul style="list-style-type: none"> ○ Strategic Marketing ○ International marketing mix 	Béatrice Siadoux-Martin Gilles de Lanauze	18 18	5
UE Cross-cultural <ul style="list-style-type: none"> ○ Psychosociology ○ Intercultural management 	Max Barahona Victoria Orange-Sibra	18 18	5
UE Finance <ul style="list-style-type: none"> ○ Decision psychology ○ Introduction to finance and international finance 	Abdel Hamou-Lhadj Jessica Bosseaux	18 18	5
UE International Economy and Strategy <ul style="list-style-type: none"> ○ World economy ○ Export strategy 	Okwudilichukwu Ejemba Laurent Larroque	18 18	5
UE International Negotiation & Sales <ul style="list-style-type: none"> ○ International negotiation ○ International distribution and sales 	Séverine Bony Livia Dubos	18 18	5
UE Second language <ul style="list-style-type: none"> ○ German/ ○ Spanish/ ○ FLE 	Christine Carbonnel Pablo Nerin DDL UM	30	5
TOTAL		210	30
Second Semester			
List of courses	Lecturers	Nb hours*	credits
UE International Communication <ul style="list-style-type: none"> ○ International communication ○ International entrepreneurship 	Aurélien Ferrié Okwudilichukwu Ejemba	18 18	5
UE International trade <ul style="list-style-type: none"> ○ European economy ○ International trade and logistics 	Jessica Bosseaux Corinne Burille	18 18	5
UE Human resources and law <ul style="list-style-type: none"> ○ International human resources ○ International law 	Victoria Orange-Sibra Pascal Mesans-Contis	18 18	5
UE Business game	E. Houzé/G. de Lanauze	24	5
UE Second language <ul style="list-style-type: none"> ○ German/ ○ Spanish/ ○ FLE 	Christine Carbonnel Pablo Nerin DDL UM	30	5
UE Professional integration/Report	Gilles de Lanauze	36	5
TOTAL		192	30

*in general, there are 15 hours of theoretical course work + the final examination, per ECUE. The names of the lecturers are given for the purpose of information only and will likely be changed.

Schedule

For the academic year 2021/2022, the planned schedule of the **BACHELOR of INTERNATIONAL MANAGEMENT and BUSINESS "Main Option"** is as follows:

Semester 1	
Beginning of classes	September 20 th , 2021
Academic courses	From September 20 th to December 17 th , 2021
Examinations (last date)	December 17 th , 2021
Class council semester 1 session 1 MO+6MM	10th of February 2022
Class council semester 1 session 2 MO+6MM	March 2022
Re-sit examinations *	February 2022
Semester 2	
Beginning of classes	January 10 th , 2022
Academic courses	From January 10 th to April, 2022
Examinations (last date)	April, 2022
Class council semester 2 session 1 MO	2 nd of June 2022
Class council semester 2 session 2 MO	June 2022
Report One Year Abroad: thesis return	August 2022
Report One Year Abroad: oral presentations	September 2022
Class council semester 2 session 1 6MM+OYA	12th of September 2022
Class council semester 2 session 2 6MM+OYA	September 2022
Re-sit examinations	September 2022

* For option “6-Months-Mobility”, the 1st semester re-sits will take place depending on the students’ return date, at the end of the second semester (July or September 2022).

Contents and organization of the courses:

Each UE is divided into two ECUEs. The average grade of the 2 ECUEs determines if the 5 credits for a UE are awarded or not.

For each subject taught, the lectures are divided into five 3 hour classes, or can take the form of a 2-3 days’ seminar.

Assessment of knowledge acquisition

Each course within an ECUE generally ends with a written exam (which can last up to three hours) but can also take other forms depending on teachers’ objectives. A re-sit exam is planned for students who fail the exam on the 1st attempt.

A continuous assessment evaluation may also be used in some ECUEs, usually representing up to 30% of the final grade.

Obtaining the degree

The degree is awarded by obtaining 60 required credits, or 30 credits per semester. Credits are attributed per semester (not annually). UE credits for the semester are awarded if the total average of the grades obtained is higher than 10/20. The grades of all the UEs compensate each other. If the average grade for a subject in a semester is below 10/20, the student will have to retake that UE. Re-sit exams are possible for students with average grades of less than 10/20 for a particular ECUE. Grades for the re-sit exam supersede those of the 1st exam. In a

re-sit situation, the student's continuous assessment grade can be used or not in calculating the final result, depending on the course lecturer's wishes.

- **Option 6-Month Mobility**

In option "6-Month Mobility", students, after having attended 1st semester courses (UE) of the BIMB Main Option at IAE, can complete the 2nd semester by obtaining their required credits at a foreign partner university of IAE.

The choices of destination and curriculum are made at the beginning of the 1st semester: The BIMB program director will take the final decision about the student's destination, according to the requests of the student, their academic records and the places available in the partner universities.

Once the destination is known, students have to wait for receiving a letter of acceptance from their host university. Students must choose their courses from the offerings proposed by the partner university. Students are responsible for their choices which must be formalized in a contract called the "**learning agreement**" that must then be validated by the partner institution as well as the IAE teaching staff responsible for the degree. The selected courses must imperatively be associated with the field of business management and demonstrate a real interest for someone with "international" aspirations. The choice of a **language course** is allowed in the learning agreement but is limited to 20% of total courses (one course out of five).

The students must validate the 30 credits mentioned in their "learning agreement" at the partner university. They are also responsible for validation of these credits by the partner university and are subject to the specific rules (organization, schedules, etc.) of the institution concerned, in particular those which relate to possible re-sit exams. Due to the timing of the student's departure abroad for the 2nd semester, re-sit exams, if necessary, for 1st semester courses are usually deferred until the end of the 2nd semester (July or September) for these students.

- **Option One year abroad**

The French students who chose the option "One Year Abroad" will spend the whole year in a foreign university where they **must validate 55 out of the 60 credits** required for the BIMB. First the student has to be admitted to the BIMB, then they will be asked to make their destination wishes. The BIMB program director will take the final decision about the student's destination, according to the requests of the student, their academic records and the places available in the partner universities.

Once the destination is known, students have to wait for receiving a letter of acceptance from their host university. Then students must choose their courses from the offerings proposed by the partner university. Students are responsible for their choices which must be formalized in a contract called "learning agreement" that must then be validated by the partner institution as well as the IAE teaching staff responsible for the BIMB. The selected courses must imperatively be associated with the field of business management and demonstrate a real interest for someone with "international" aspirations. The choice of a language course is allowed in the learning agreement but is limited to 20% of total courses (one course out of five).

Additionally, the student must write and orally defend a report in English on an issue of business management as it relates to the country where they studied during the school year. A grade equal to or higher than 10/20 for **this report and its oral defense will earn 5 additional credits**.

The subjects studied abroad will be chosen at the beginning of the school year and must be approved by the program supervisor who signs the "learning agreement", which clearly defines the 2nd semester curriculum.

Professional immersion

It is highly recommended that the students enrolled in the BIMB program integrate a professional immersion in a company or organization during the summer ending their academic year. This experience can be used as a basis for the final report subject definition.

Tuition Fees

Tuition fees 2021-2022 for all options of the BACHELOR of INTERNATIONAL MANAGEMENT and BUSINESS (including administrative registration) = 2257 €.

Not included: CVEC (around 90€)

Appendices

Appendix 1:

- CATALOGUE OF IAE COURSES - BIMB Main Option

- 1) Strategic Marketing
- 2) International Marketing Mix
- 3) Psychosociology
- 4) Intercultural Management
- 5) Decision Psychology
- 6) Introduction to Finance and International Finance
- 7) World Economy
- 8) Export Strategy
- 9) International Negotiation
- 10) International Distribution & Sales
- 11) International Communication
- 12) International Entrepreneurship
- 13) European Economy
- 14) International Trade and Logistics
- 15) International Human Resources
- 16) International Law
- 17) Business Game
- 18) Foreign Languages (German/Spanish/FLE-French as a Foreign Language)
- 19) Professional integration/Report

Course titles are given for information only.

Appendix 2:

The Report ("One Year Abroad" option)

1) STRATEGIC MARKETING

LECTURER: Béatrice Siadoux-Martin

Module Summary:

The course examines the development and implementation of strategic marketing. It is based on a theoretical presentation and a range of real life current and classical examples & cases to help participants improve their strategic marketing skills.

The course provides tools and analyze frameworks from which it is possible to identify and evaluate strategic marketing.

Prerequisite: no

Module Aims:

At the end of the course, the student will be able to ...

- acquire the tools and vocabulary specific to marketing diagnostics
- analyze the markets (market share, relative market share, competitors, etc.) and market segmentation (approach and segmentation criteria)
- set up a coherent strategic marketing (STP Process)
- identify the main tools that could be constituted operational marketing

Core syllabus:

The first module of the course, **What is Marketing Strategy?** focuses on the purpose and function of strategic marketing, its evolution and its relationship to competitive advantage.

The second module of the course, **“Market segmentation, targeting and positioning”**, focuses on the understanding of the relationship between segmentation, targeting and positioning. More precisely,

- The definition of segmentation
- Factors Affecting the Feasibility of Segmentation
- The approaches to segmentation
- Segmentation Criteria
- Approaches to Segmenting Industrial
- Market targeting and Market coverage
- Product positioning

The third module of the course, **“Market analysis”** focuses on information and methods to analyze a market. More precisely,

- Dimension of market analysis (actual and potential)
- Indicators (market growth, etc.)
- Competition (nature, strategies about competitors, etc.)
- Customers and consumers

Conclusion

In this century, marketing has to evolve to face up to the new realities, brought about by changes in the environment (digitalization and sustainable consumption).

Assessment:

The course is assessed by different works:

- a final exam (this exam is closed book and there is no choice in the selection of questions to be answered)
- a two-pages presentation about a research article (individual work)
- a report about a case study (group work).

Readings and references:

Lambin, J. J., & De Moerloose, C. (2016). *Marketing Stratégique et Opérationnel. La démarche marketing dans l'économie numérique.*

Drummond, G., & Ensor, J. (2006). *Introduction to marketing concepts.* Routledge.

McDonald, M. (2012). *Market segmentation: How to do it and how to profit from it.* John Wiley & Sons.

Wilson, R. M., & Gilligan, C. (2012). *Strategic marketing management.* Routledge.

(The three last books are available on <https://www.scholarvox.com>)

TheConversation

Recherche et Applications en Marketing, Décisions Marketing, Journal of Strategic Marketing, Journal of Business Research, etc.

2) INTERNATIONAL MARKETING MIX

LECTURER: Gilles de Lanauze

Module Summary:

This module focuses on the fundamental concepts of the marketing mix in international context. Product, price, marketing channels and promotion policies will be addressed successively.

Prerequisite: no

Module Aims:

- To provide students with an understanding of international marketing positioning and the specific issues related to the decision to adapt locally or standardize globally the marketing of the product/brand.
- To develop students' knowledge of the main concepts concerning the variables of the marketing mix (4 "P's") when considered on an international point of view.
- To develop students' practice when implementing launching decisions on new foreign markets.

Core syllabus:

- Session 1 : Introduction to International Marketing and positioning: general concepts, and their translation in international context
International environment key factors
International marketing approaches
- Session 2 : International marketing mix : the product
The fundamentals of the product strategy, Segmentation and positioning
Product's Life cycle - The brand
International product strategy: Standardization or adaptation
- Session 3 : International marketing mix : the pricing
General factors conditioning the fixing of prices: Costs, Demand, Competition
The implementation of the international price strategy
- Session 4 : International marketing mix : the place and the new marketing channels
Distribution channels, definitions, typology, selection
Ways of access to the foreign markets
Management of the sales structures (Sales forces, Distributors)
- Session 5 : International marketing mix : promotion and communication
Communication policy (Copy strategy, Media planning)
International specificities: Adaptation or standardization
The other forms of international communication (Documents and tools, Public relations, Direct marketing, e-ad)

Assessment:

Individual and/or group homework, leading to a presentation in the class + final sitting examination.

Readings and references:

Svend Hollensen (2011), Global Marketing, Prentice Hall, 5th edition

3) PSYCHOSOCIOLOGY

LECTURER: Max Barahona

Prerequisite: none

Module Summary:

The course offers a basic understanding of how social psychology conceives human behavior, to apply some of its principles to solve real-world problems.

Module aims:

This course will provide an overview of some of the main theories and topics studied by social psychologists, including attitudes, aggression, authority, attachment and advertising.

Core syllabus:

Chapter 1: Biological system

Chapter 2: Cognitive system

Chapter 3: Personal and motivational systems

Chapter 4: Interpersonal system

Chapter 5: Group and cultural system

Chapter 6: Critical perspectives

Assessment:

1. Assigned readings and team presentations
2. Case studies and in-class discussion
3. Participation and in-class behavior
4. Final Exam

Readings and references:

Social Psychology: A General Reader, Arie Kruglanski & E. Tory Higgins (Eds.), Taylor & Francis, January, 2003

4) INTERCULTURAL MANAGEMENT

LECTURER: Victoria Orange-Sibra

Module Summary:

This module focuses on the key issues to be considered for successful management in an intercultural environment. There is a particular focus on participants acting to raise their own awareness and develop their own intercultural competence.

Prerequisite: no

Module Aims:

- To provide students with an understanding of key intercultural management concepts.
- To help students develop their own intercultural competence and critical intercultural awareness.
- To allow students to apply their acquired intercultural skills in intercultural management situations.

Core syllabus:

- Session 1: Introduction to Intercultural Management
 - Key concepts and models*
 - What skills does a manager need in an intercultural environment?*
 - The latest work on IC Management*
- Session 2: The Effect of Culture on Trust
 - What is trust?*
 - Why is it important in management?*
 - How can managers adapt to different perceptions of trust?*
- Session 3: Language and Communication Style
 - Key points concerning language, verbal and non-verbal behavior for effective management*
 - How does communication style affect management success?*
- Session 4: Motivation
 - What is the meaning of work?*
 - What motivates people and what is the effect of culture on motivation?*
 - How can an international company reconcile its needs with those of local staff?*
- Session 5: Managing International Teams
 - What are the strengths and weaknesses of international teams?*
 - What is the best way to manage these teams?*

Assessment:

Individual examination and contribution to any project that may be created.

Readings and references:

International Management Fourth Edition, Richard Mead and Tim G. Andrews, 2010, Wiley
International Management Managing Across Borders and Cultures, H. Deresky, 2011, Pearson
Managing Cultural Differences, Robert T. Moran, Philip R. Harris, Sarah V. Moran, 2011, BH

5) DECISION PSYCHOLOGY

LECTURER:

Module Summary:

This course provides a foundation in the area of judgment and decision making, mainly applied to management and finance.

Prerequisite: no

Module Aims:

The objective of the course is to present how cognitive limitations affect decision making, how the rational process in decision making is limited by cognitive biases. We first present the rational decision process and then introduce different cognitive biases and examine their impact on decision.

Core syllabus:

Part 1: psychological aspects of decision making

- Decision making process
- The impact of psychology
- Main concepts of psychology, personality traits and cognition

Part 2: Rational decision – The normative decision model

- Probabilities and payout
- Utility maximization
- Behavioral assumptions: the homo economicus

Part 3: Bounded rationality – The descriptive decision model

- Satisficing perspective
- Judgement heuristics

Part 4: Framing – How framing influences choices? How our mental processes affect how we frame decisions?

- Perception of numbers and probabilities
- Perception of gains and losses

Part 5: Heuristics and biases – Systematic human errors in decision making

- Heuristics (availability, representativeness, anchoring)
- Biases (overconfidence, optimism, illusion of control, self-attribution)

Assessment:

- Group work (50%): Conception and analysis of an experimental decision-making situation and the influence of cognitive biases
- Final written exam (50%)

Readings and oral presentations: Several articles support the course, the list is given during the first course.

6) INTRODUCTION TO FINANCE & INTERNATIONAL FINANCE

LECTURER: Jessica BOSSEAUX

Module Summary:

The core of corporate finance is the company and its life cycle. The focus is on the analysis of how the company finances itself, how it spends the money acquired, and what the sources of income derived from projects are.

In an objective of value maximization, companies raise capital for projects to generate positive outcome. Knowing the value of objects is critical for making decisions. The students will learn how to assess the value of projects to know their sustainability. The analysis of profitability includes an understanding of the tools, and processes that govern the daily life of the corporation. The lectures include the understanding of the firms' environment with the dynamics of financial markets.

Prerequisite: Basic competency in Excel

Module Aims:

- Gaining an understanding of time-honored financial concepts and rules, and how these can be applied to value firms, bonds, and stocks.
- How to value any asset
- Making decision concerning the projects to take for a company
- Computing value and return of projects
- Valuing bonds and stocks

Core syllabus:

Introduction

Chapter 1: Basic concepts of financial theory

Chapter 2: Capital budgeting – determining the viability of a project

Chapter 3: Bonds – determining discount rate and based on level on risks

Chapter 4: Stocks – defining and calculating stock prices

Assessment:

Type	Details	Grade
Team work - Exercices	In-class - Students have 25minutes to do exercises and send the results by email. They face real cases and try to make decisions	50%
Individual assignment	Final exam with questions about the lectures and making decision process.	50%

Readings and references:

Introduction à la finance 2011, Casteras, Christophe, Editions Corroy

Analytical Corporate Finance, 2016, Corelli, Angelo, Springer Texts in Business and Economics

Finance and accounting for nonfinancial managers, Sherman, Eliot H., 2011, American Management Association, third edition

Introduction to corporate finance, Wolfenzon, Daniel, Columbia Business School, Columbia University

7) WORLD ECONOMY

LECTURER: Okwudilichukwu Ejemba

Module Summary:

This module focuses on the Global Economy dynamics, macroeconomic concepts, presentation and analysis of balance of payments, international comparisons and the exchange rates dynamics and exchange-rate risk management.

Prerequisite: no

Module Aims:

- To provide students with a clear understanding of Global Economy dynamics, the movements in the macroeconomic aggregates and the role of exchange rate markets.
- To develop students' knowledge with concepts like trade, international finance and hedging methods against exchange risk.

Core syllabus:

1. Session 1 : Introduction to International Economics
 - a. World Economy concepts Global Economy themes
 - b. Macroeconomic aggregates
2. Session 2 : Presentation of balance of payments
 - a. The balance of payments
 - b. Types of International transaction
 - c. Ethics in the global economy
3. Session 3 : International comparisons
 - a. Actors in global Economy and the International Monetary Fund
 - b. Analysis of different structures (Euro zone, United States, China)
4. Session 4 : Foreign exchange markets
 - a. Exchange rates concepts
 - b. Actors in the foreign exchange market
 - c. The effects of national currency depreciation and devaluation
5. Session 5 : Exchange-rate risk management
 - a. Volatility and risk
 - b. How to cover against exchange-risk?

Assessment:

- Group Course Work
- Group presentation
- Final sitting examination

Readings and references:

Paul Krugman - Maurice Obstfeld - Marc J. Melitz. International Economics: Theory and Policy, Pearson Education, Tenth Edition

1. Videos for World Economy

2. IMF <https://edition.cnn.com/videos/world/2018/09/11/christine-lagarde-amanpour-imf.cnn>
3. Balance of Trade <https://www.banque-france.fr/en/statistics/balance-payments/balance-payments-and-international-investment-position>
4. International Trade https://www.youtube.com/watch?v=M1g_LNmO6lw
5. Balance of Payment <https://www.youtube.com/watch?v=qgmTZJlk7VE>

Internet Searches

1. https://en.wikipedia.org/wiki/World_economy
2. <https://www.pwc.com/gx/en/issues/economy/global-economy-watch.html>
3. What Are Key Macroeconomic Variables? by Helen Akers - Updated June 28, 2018
<https://bizfluent.com/info-8180727-key-macroeconomic-variables.html>
4. <https://accountlearning.com/macro-economic-aggregates-and-policies/>
5. <https://www.bbc.com/news/business-45661149>

8) EXPORT STRATEGY

LECTURER: Laurent Larroque

Module Summary:

Export Strategy module is designed to provide comprehensive background knowledge, conceptual understanding, tools and strategies to help students make informed export marketing decisions

Prerequisite:

Strategic and operating marketing notions

Module Aims:

- Understand the different risks and benefits related to export
- Understand export process, from marketing to logistics
- Identify export marketing research methodologies and the international marketing environment
- Incorporate the marketing mix of product, price, place (distribution), and promotion in to your strategies
- Assess the different modes of export market entries, selection criteria and the planning process.

Core syllabus:

1. General Overview of marketing strategy. Value creation. Assessing your company's readiness to export
2. Setting up a relevant marketing strategy : exploring the value chain through perceived value.
3. Opportunity and threats Exploring international entrymodes and partnering.
4. Drawing up you market plan, adapting it to the targeted country
5. International marketing plan : operating and coordination strategy
6. Case study presentations

Assessment:

Written report on a real case study
Oral presentation

Readings and references:

- Zou, S., & Kim, D. (2009). Export marketing strategy: Tactics and skills that work. Business Expert Press.
- Lainiotis G.I. (2018). Exporting From Failure To Success: Seven Steps To Creating An Export Strategy That Works, Kindle Edition

9) INTERNATIONAL NEGOTIATION

LECTURER: Séverine Bony

Module Summary: This module focuses on the theoretical and practical aspects of International Negotiation. Main objective is to give student's tools to adapt and prepare their negotiations in a better way, adopt right attitude and handle any situation in an international environment.

Prerequisite: good level of English

Timing: 5 sessions of 3 hours each + final exam
Needs active participation of students in order to be interactive

Module Aims:

- To understand the global and international context.
- To enable students to understand theoretical concepts of International Negotiation in order to be able to practice negotiation in everyday life and in business environment and understand the concepts behind theory.
- To develop students' awareness of cultural barriers in international business and to know how to lead international negotiations by taking into account intercultural differences in order to reach their goal without committing mistakes.
- To develop students' practice during effective negotiation exercises as well as exchange on live situations taken from my own experience abroad.

Core syllabus:

- International context & globalization
- Introduction and open discussion on students' expectations - experience in negotiation and international
 - what are the areas involved in International Negotiation?
- Definition and principles for a success in negotiation.
- 4 fundamental principles to reach a success in Negotiation (Ury and Fisher).
- Tools to increase your power at a negotiation table: BATNA (Best Alternative to a Negotiated Agreement).
- How to understand cultural differences to succeed during a negotiation:
 - Hall and Hofstede tools.
 - Importance of time, space, language, religion in international Negotiation.
- How French people are perceived? How to negotiate with French?
- Live Negotiation scenarios (groups of 4 students - 20mn) and case studies.

Readings and references:

- 1) « Getting to yes » - Robert Fischer and William Ury - Penguin Books (1999)
- 2) « Dealing with different, diverse and difficult people » - Barbara Braunstein - Skillpath Pubns Inc (2004)
- 3) « The secret of successful negotiation » - Juliet Nierenberg & Irene S. Ross - Duncan Baird Publishers (2006)
- 4) « Trump-Style negotiation: powerful strategies and tactics for mastering every deal » - George H. Ross - John Wiley & Sons (2008)
- 5) « Bargaining for results » - John Winkler – Institute of Marketing (1982)

- 6) « I win, you win: the essential guide to principled negotiation » - Carl Lyons - A & C Black (2007)
- 7) « La négociation de crise et la communication d'influence » - Laurent Combalbert - ESF Série Entreprise (2006)
- 8) « Le pouvoir de négociier: s'affronter sans violence » - François Délivré - Inter Edition (2004)
- 9) « Bien négociier » - Patrick Audebert - Eyrolles, Edition Organisation (2005)
- 10) « La négociation commerciale en pratique » - Patrick David – Editions d'Organisation (2002)
- 11) « Le négociateur stratège » - Lionel Bobot - Choiseul (2008)
- 12) « Mieux négociier » -Richard Bourelly - Eyrolles, Editions d'Organisation (2008)
- 13) « The art of war » - Sun Tzu – Oxford University Press (2002)
- 14) « Le prince » - Nicolas Machiavel – Le Livre de Poche (2000)
- 15) « De la guerre » - Carl von Clausewitz – Edition abrégée - Collection Rivages poche, Petite bibliothèque - Payot-Rivages (2006)

10) INTERNATIONAL DISTRIBUTION & SALES

LECTURER : Livia Dubos

Module Summary:

The module focuses on the commercial aspects of the international distribution channels and practices and the international sales forces organization.

Prerequisite: no

Module Aims:

- To provide students with an understanding of the various way to settle distribution channels when implementing an international marketing strategy.
- To review the fundamental factors and conditions when choosing the best way to ensure a commercial presence on a foreign market.
- To provide knowledge concerning international retailing in terms of structures, actors, practices and control and some specific forms such as franchising.
- To focus on the new distant way to reach a foreign market through direct marketing and commercial websites.

Core syllabus:

The broached topics are:

- Distribution strategy
- Marketing channels
- Intermediaries
- International sales force
- Motivation and control of a sales force
- Retail formats
- Internationalization of retailing
- Retail strategy
- M-commerce and E-commerce

Assessment:

Oral presentations on a case study

Readings and references:

Barry R. Berman, Joel R. Evans (2013), Retail management: A strategic approach, Pearson, 12th edition

Svend Hollensen (2011), Global Marketing, Prentice Hall, 5th edition

11) INTERNATIONAL COMMUNICATION

LECTURER: Aurélien FERRIE

Module Summary:

This module aims to provide students with a framework to understand the challenge of communication in intercultural contexts, especially for global projects involving multiple markets.

Session 1 – 3h – Understanding the key challenge of international communication

- Culture and communication
- Language: the only barrier of international communication?
- How to deal with hidden values and norms?
- Skills for international communication

Session 2&3 – 6h - Mapping intercultural communication challenges

- Case Study
- Anticipate key international communication challenges
- Key cultural scales which impact communication

Session 4 – 3h – Analysing and acting on how to communicate better

- Group evaluation and discussion

Session 5 – 3h – Global projects: communicate efficiently with a multi-cultural group

- Communication for international project management
- Key challenges
- Local resources management

Session 6 – Communication for global brand and companies

- Which are the key challenges of international communication for a brand?
- Localizing your communication
- International Crisis Management
- Case Study – Crisis communication in China

Assessment: Case studies and participation during the class

12) INTERNATIONAL ENTREPRENEURSHIP

LECTURER: Okwudilichukwu Ejemba

Module Summary:

If we agree that the entrepreneurial bug is the cornerstone of creating a business, there are a few basic rules that need to be followed, the major purpose of this course is to facilitate the students to think outside the box and nurtures unconventional talents and skills encouraging creativity.

Prerequisite: no

Module Aims:

- To explain what entrepreneurship is all about and what it takes to be an entrepreneur.
- To develop students' knowledge of the main framework that needs to be followed to develop an international business.
- To develop students' practice through case studies

Core syllabus:

1. Session 1 : The basic qualities needed to be an entrepreneur and what it takes to be one of them, selecting the right approach to international markets

- a. Basic qualities
- b. Entrepreneurship: what does it include?
- c. Cross-cultural aspects to be taken into consideration
- d. Gathering Intelligence from abroad
- e. Case studies

2. Session 2 : Making the decision to go abroad

- a. Internal audit
 - i. Do I have the people?
 - ii. Do I have the funds?
 - iii. Do I have the products or services, are they patented?
 - iv. Do I have the internal organization to support the project?
 - v. Will I reach interesting sales levels to generate economies of scale?
- b. External audit
 - i. Are there market opportunities?
 - ii. Do I have government support?
 - iii. What is the competition?
 - iv. What logistics is needed? ...

13) EUROPEAN ECONOMY

LECTURER: Jessica BOSSEAUX

Module Summary:

This module focuses on the macroeconomic organization of Eurozone mainly, even if some comparisons are made with other countries outside the region.

Prerequisite: no

Module Aims:

- To provide students with an understanding of the main institutions in Europe, the organization of monetary and fiscal policies.
- To improve students' knowledge about the role of central banks, the dynamics of public debt, the management of financial crisis in Europe.

Core syllabus:

- Session 1: The European Union and the Eurozone
 - Main Institutions*
 - History of Europe since European Coal and Steel Community*
 - Comparisons of macroeconomic aggregates inside European Union*
- Session 2: Monetary Policy in Eurozone
 - A single monetary policy: role, goal and independence of ECB*
 - Advantages and disadvantages of inflation*
 - The instruments of ECB*
- Session 3: Financial Crisis in Eurozone
 - Management of financial crisis by ECB, Key statistics: the impact of financial crisis*
- Session 4: Public Finance in Eurozone
 - The transmission mechanisms of monetary policy*
 - Key definitions: public balance and public debt*
 - How to measure trends of fiscal policy?*
- Session 5:
 - Presentation of public debt dynamics*
 - The Growth and Stability Pact; the Golden Rule*

Assessment:

1. Group Assessment
 - a. Group presentation on one of the topical areas 10%
 - b. Group Presentation on European Economy 30%
2. Individual Assessment
 - a. Multiple Question Exams 30%
 - b. Theory Exam 30%

Readings and references:

Michael Burda and Charles Wyplosz: A European Text (2009), Oxford University Press, 5th edition

14) INTERNATIONAL TRADE & LOGISTICS

LECTURER: Corinne BURILLE

Module Summary:

Logistics and supply chain management is a critical area for gaining cutting competitive edge in intense competitive world. Effective and efficient supply chain management involves seamless integration of supplier, focal organization and customer for seamless flow of material/finished goods, funds and information.

Learners will be exposed to various activities of supply chain management using real case illustration from current economic situation.

Learners will learn main principles of logistic in order to understand key concept and will apply some concept using analysis or calculation method to take most efficient and effective decisions.

Prerequisite: no

Module Aims:

This course is designed to provide basis knowledge of the overall function of the supply chain management. With a view to develop these skills, along the classes, examples will be taken from different Industrial sector to illustrate the economics principles and challenges. Around 20% of time class will be devoted to discuss situations, using study cases, QCM, or practicing exercise to apply various logistics principles presented.

Core syllabus:

Module 1 (4 hours): Introduction to international Trades, Logistics, SCM

Section 1: Main concept (International trade, logistic, SCM, Evolution of SCM, SCOR Model & Type of production)

Section 2: SCM Challenges (Challenges factors, Business strategy plan, Business process transformation, Future of SCM)

□ Real Case illustration, Study and discussion : Video: International Trade and logistic (3mn), Digital économie with IA – Watson.(3mn)

Module 2 (2 hours): Planning Management principles and ERP

Section 1: Production resource management (MRP method evolution, MRP2 logic & data, Strategic plan, S&OP, MPS, MRP, Shop floor control). Exercice on MRP calculation (part A).

Section 2: Demand management overview (Demand forecast, models to predict)

Section 3: Distribution resource planning (principles of DRP, Techniques, management).

Module 3 (3 hours) : Supply chain execution (Distribution, JIT, Stock management)

Section 1 : Distribution Strategies (design network, Channel selection, Warehouse management, transport management, decoupling point, out-sourcing)

Section 2 : Just in time : (historic, Kanban, pull method, lot size reduction, impacts on procurement management)

Section 3 : Stock management (Stock classification and cost, quantity economic calculation and replenishment method)

Module 4 (2 hours): Procurement Management

Section 1 : Procurement introduction and concept evolution.

Section 2 : Type of product and implication for procurement management

Section 3 : Supplier Relationship Management and Challanges

Section 4 : Total Cost of ownership and challenges.

Module 5 (1 hour): Total quality Management (principles and challenges)

Overview of Quality, Tools an TQM

PRACTICAL, EXERCISES, CASE STUDIES 3 hours

Assessment :

Individual or group homework

MRP calculation, Economics Quantity, Kanban calculation, Business process modeling,
Study analysis and discussion.

TEXT BOOK :

Logistics and Supply Chain Management, Martin Christopher

Supply Chain Management, Sunil Chopra and Peter Meindl (2016), 6th Edition.

Supply chain management - 2e éd. - Achat, production, logistique, transport, vente: Remy Lemoigne.

15) INTERNATIONAL HUMAN RESOURCES

LECTURER: Victoria Orange-Sibra

Module Summary:

This module focuses on some key issues in international human resources management (IHRM) and those faced human resources staff in international companies and organisations.

Prerequisite: no

Module Aims:

- To raise awareness of IHRM issues and the skills needed for working in this field through action.
- To develop knowledge of IHRM concepts with a critical and interactive approach.
- To be able to implement what has been learned to make informed decisions on how to apply IHRM.

Core syllabus:

- Session 1: Introduction to International Human Resource Management and Recruitment Issues for IHRM
*Key issues in IHRM including the effect of culture on IHRM
Recruitment and IHRM*
- Session 2: Expatriate Selection and Management
*How best to select staff for expatriate missions
How to manage staff during expatriate missions and how to keep them once the mission is over*
- Session 3: Global Employee Relations
How can an international company ensure good relations with all staff and organizations?
- Session 4: Performance Management
IHRM issues concerning training, appraisal, rewards and sanctions
- Session 5: Corporate Social Responsibility (CSR) and IHRM
*What is CSR and what does it mean for a company?
What is the role of International Human Resources in CSR?*

Assessment:

Individual examination and contribution to any project that may be created.

Readings and references:

International Human Resource Management, Fifth Edition, Peter J. Dowling, Marion Festing & Allen D. Engle Sr., 2008 Cengage Learning

Managing a Global Workforce Challenges and Opportunities in International Human Resources Management, C. M. Vance, Yongsun Paik, 2006, M.E. Sharpe

16) INTERNATIONAL LAW

LECTURER: Pascal Mesans-Conti

Module Summary:

Doing business at the international level first implies to have had a basic knowledge of what lies at the heart of any transaction, whether domestic or international, i.e a contract.

Then, it implies to have at least a broad knowledge of the main legal rules applicable to cross-border transactions: International Business Law and E.U Competition Law.

The purpose of this module is to give the students a general outline of all the rules that must be taken into account when making an international contract.

Prerequisite: no

Module Aims:

Give the students a basic knowledge of what is a contract,

Provide the students with a basic knowledge of the rules of international law applicable to cross-border transactions (WTO, Vienna Convention),

Provide the students with a basic knowledge of the rules of E.U. law applicable to business transactions within the E.U. (EU institutions, EU legislation, competition, mergers, free movement of goods)

Core syllabus:

Introduction: What is a contract? The elements required for the formation of a contract. Vitiating factors of contract. Performance, breach and termination of a contract.

European Business Law: The European Institutions, the rules of competition law : concerted practices, and agreements between undertakings, abuse of a dominant position, mergers, free movement of goods.

International Business Law: WTO. The Vienna Convention

Assessment:

Final individual examination

17) BUSINESS GAME

LECTURERS: Gilles de Lanauze/ Emmanuel Houzé

Module Summary:

This module is based on a simulation game. Students put into practice their managerial competencies and knowledge to run in team a company in a competitive context and define the best strategies and actions for this.

Prerequisite: no

Module Aims:

- To develop students' practice when implementing management decisions on a competitive market.
- All the aspects of a company management are reviewed, from accounting to commercial decisions.
- Students develop their abilities to work in teams, in time pressured conditions, fighting against market uncertainty in a competitive context where competitors are other contesting teams.

Core syllabus:

In this course, a "business game" simulates all aspects of entrepreneurship: from strategy, investment and finance to the interactions with competitors, workforce, consumers, banks, etc.

Grouped in teams, students create and manage their own company. In almost real-time, condensed on a three-day seminar, they experience a multiplayer competition for market leadership and shareholder value within a simulation of real world economy.

Such immersive business game combines the entertainment dimensions of massive multiplayer games with the educational value of business simulations.

Assessment:

Evaluation is based on a twofold process. Part of it includes the results obtained by the team within the game itself; another important part of the evaluation is based on an individual report presenting the student's personal analysis regarding the progress of the computed game and the pros and cons of the strategy adopted by the team.

18) LANGUAGES

In coherence with the international orientation of the BACHELOR of INTERNATIONAL BUSINESS degree, foreign languages are considered of utmost importance in this program. Students may choose between three options, German, Spanish or French as a foreign language.

SPANISH AS A FOREIGN LANGUAGE

Lecturer: Pablo NERIN

Interpersonal skills:

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

Session	Content	Duration
Session 1	Grammar and vocabulary session	3h
Session 2	Grammar and vocabulary session	3h
Session 3	1. Listening Comprehension Short Dialogues Casual Conversations Academic Discussions	3h
Session 4	2. Structure Structure Written Expression	3h
Session 5	3. Reading Comprehension Vocabulary Reading Comprehension	3h
Session 6	4. Writing Sample Essays	3h

GERMAN AS A FOREIGN LANGUAGE

LECTURER: Christine Carbonnel

Module Summary:

This syllabus is designed for students who are learning German as a foreign language. The aim is to develop an ability to use the language effectively for practical communication. The course is based on the linked language skills of listening, reading, speaking and writing, and these are built on as learners progress through their studies.

The syllabus also aims to offer insights into the culture of countries where German is spoken, thus encouraging positive attitudes towards language learning and towards speakers of other languages.

Prerequisite: no

Module Aims:

* To enable anyone coming from wherever in the world, to communicate and negotiate with a German native speaker.

* To develop students' knowledge of the cultural aspects coming into play and how to take advantage of them.

The course encourages learners to develop lifelong skills, including:

- the ability to use a foreign language as a means of practical communication in the everyday and professional life
- insight into the culture and civilisation of countries where the language is spoken
- a positive attitude towards language learning, towards the speakers of other languages, and
- towards other cultures and civilisations
- techniques which can be applied to other areas of learning, such as analysis and memory skills

The subject content is organised around five broad Topic areas which provide contexts for the acquisition of vocabulary and the study of grammar and structures :

- Everyday activities
- Personal and social life
- The world around us
- The world of work
- The international world.

FOREIGN LANGUAGE GERMAN	
LECTURER : C.CARBONNEL c-carbonnel@live.fr	
COURSE DESCRIPTION	
<p>Students learn german vocabulary and grammar to be able to communicate with a native speaker in in the everyday and professional life</p> <ul style="list-style-type: none"> • Be able to understand everyday conversations in German • Be able to write and comment in German • Use the vocabulary related to business 	
session	course description
1 (3h)	<p>presentation of the teacher, the students, Germany https://www.tatsachen-ueber-deutschland.de/de</p> <p>grammar and vocabulary for the everyday and professional life</p> <p>homework: online teaching https://www.dw.com/en/</p>
2 (3h)	<p>Business life in Germany https://www.make-it-in-germany.com/en/</p> <p>questions and answers, polite form, grammar (past tense) and vocabulary</p>
3 (3h)	<p>Listening Comprehension (short dialogues) and interaction</p> <p>grammar and vocabulary</p>
4 (3h)	<p>How to do a job application in Germany</p> <p>Reading of a german business article</p> <p>grammar and vocabulary (Tests)</p>
5 (3h)	<p>German culture, Understanding of a german video, questions and answers, grammar and vocabulary</p>
6 (3h)	<p>German firms and products</p> <p>reading of an article and videos about German Economy</p>
7 (3h)	<p>How to sell products in Germany</p> <p>Production, Price, Marketing</p>

	business german
8 (3h)	Germany an export nation speaking (presentation)
9 (3h)	Germany and the world Speaking (presentation)

Examen : written understanding / writing

Assessment :

Ongoing assessment : 50%

Final exam : 50%

Referring to the common european framework of reference for languages

https://en.wikipedia.org/wiki/Common_European_Framework_of_Reference_for_Languages

and the institut goethe <https://www.goethe.de/de/spr/kup/tsd.html>

		A1	A2	B1	B2	C1	C2
U N D E R S T A N D I N G	Listening	I can recognise familiar words and very basic phrases concerning myself, my family and immediate concrete surroundings when people speak slowly and clearly.	I can understand phrases and the highest frequency vocabulary related to areas of most immediate personal relevance (e.g. very basic personal and family information, shopping, local area, employment). I can catch the main point in short, clear, simple messages and announcements.	I can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc. I can understand the main point of many radio or TV programmes on current affairs or topics of personal or professional interest when the delivery is relatively slow and clear.	I can understand extended speech and lectures and follow even complex lines of argument provided the topic is reasonably familiar. I can understand most TV news and current affairs programmes. I can understand the majority of films in standard dialect.	I can understand extended speech even when it is not clearly structured and when relationships are only implied and not signalled explicitly. I can understand television programmes and films without too much effort.	I have no difficulty in understanding any kind of spoken language, whether live or broadcast, even when delivered at fast native speed, provided I have some time to get familiar with the accent.
	Reading	I can understand familiar names, words and very simple sentences, for example on notices and posters or in catalogues.	I can read very short, simple texts. I can find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus and timetables and I can understand short simple personal letters.	I can understand texts that consist mainly of high frequency everyday or job-related language. I can understand the description of events, feelings and wishes in personal letters.	I can read articles and reports concerned with contemporary problems in which the writers adopt particular attitudes or viewpoints. I can understand contemporary literary prose.	I can understand long and complex factual and literary texts, appreciating distinctions of style. I can understand specialised articles and longer technical instructions, even when they do not relate to my field.	I can read with ease virtually all forms of the written language, including abstract, structurally or linguistically complex texts such as manuals, specialised articles and literary works.
S P E A K I N G	Spoken Interaction	I can interact in a simple way provided the other person is prepared to repeat or rephrase things at a slower rate of speech and help me formulate what I'm trying to say. I can ask and answer simple questions in areas of immediate need or on very familiar topics.	I can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities. I can handle very short social exchanges, even though I can't usually understand enough to keep the conversation going myself.	I can deal with most situations likely to arise whilst travelling in an area where the language is spoken. I can enter unprepared into conversation on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events).	I can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible. I can take an active part in discussion in familiar contexts, accounting for and sustaining my views.	I can express myself fluently and spontaneously without much obvious searching for expressions. I can use language flexibly and effectively for social and professional purposes. I can formulate ideas and opinions with precision and relate my contribution skilfully to those of other speakers.	I can take part effortlessly in any conversation or discussion and have a good familiarity with idiomatic expressions and colloquialisms. I can express myself fluently and convey finer shades of meaning precisely. If I do have a problem I can backtrack and restructure around the difficulty so smoothly that other people are hardly aware of it.
	Spoken Production	I can use simple phrases and sentences to describe where I live and people I know.	I can use a series of phrases and sentences to describe in simple terms my family and other people, living conditions, my educational background and my present or most recent job.	I can connect phrases in a simple way in order to describe experiences and events, my dreams, hopes and ambitions. I can briefly give reasons and explanations for opinions and plans. I can narrate a story or relate the plot of a book or film and describe my reactions.	I can present clear, detailed descriptions on a wide range of subjects related to my field of interest. I can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.	I can present clear, detailed descriptions of complex subjects integrating sub-issues, developing particular points and rounding off with an appropriate conclusion.	I can present a clear, smoothly-flowing description or argument in a style appropriate to the context and with an effective logical structure which helps the recipient to notice and remember significant points.
W R I T I N G	Writing	I can write a short, simple postcard, for example sending holiday greetings. I can fill in forms with personal details, for example entering my name, nationality and address on a hotel registration form.	I can write short, simple notes and messages relating to matters in areas of immediate needs. I can write a very simple personal letter, for example thanking someone for something.	I can write simple connected text on topics which are familiar or of personal interest. I can write personal letters describing experiences and impressions.	I can write clear, detailed text on a wide range of subjects related to my interests. I can write an essay or report, passing on information or giving reasons in support of or against a particular point of view. I can write letters highlighting the personal significance of events and experiences.	I can express myself in clear, well-structured text, expressing points of view at some length. I can write about complex subjects in a letter, an essay or a report, underlining what I consider to be the salient issues. I can select style appropriate to the reader in mind.	I can write clear, smoothly-flowing text in an appropriate style. I can write complex letters, reports or articles which present a case with an effective logical structure which helps the recipient to notice and remember significant points. I can write summaries and reviews of professional or literary works.

French as a foreign language - Français Langue Etrangère (FLE)

Organization:

The FLE courses are managed by the Department of Languages of the University of Montpellier (DDL).

Students first take a placement test and are grouped by levels according to the CEFRL1. French language certificates provided by students are also considered.

Program:

Students work on the 5 communication skills (reading and oral comprehension, written and oral expression and interactive communication) in order to improve their autonomy in French. They are also offered material to widen their cultural discovery experience.

A special emphasis is placed on communication skills that are essential for the students to benefit from their stay and to pass their tests / exams at the University of Montpellier.

- Oral and text comprehension practice and exercises, including the use of scientific vocabulary.
- Spoken interaction with other students and teachers.
- Written expression.

Assessment:

At the end of each semester a final test evaluates the progress of the students and level certificates are delivered.

19) PROFESSIONAL INTEGRATION/REPORT (for the « main option » students only)

LECTURER: Gilles de Lanauze

In order to apply the theoretical notions acquired within the BACHELOR of INTERNATIONAL MANAGEMENT and BUSINESS program, the students staying at IAE during the second semester must write a dissertation on a specific international managerial topic.

Prerequisite: no

Module Aims:

- To develop the reflective capacity to understand and analyse international managerial issues and/or market situations
- To develop writing ability aiming at convincing a reader, by using in-depth information search, presentation of selected arguments and related concepts, and a logical structure of the global demonstration
- To develop students' practice of oral presentation

Core syllabus:

The subject will be chosen by the student; validation by the lecturer is required. It must be in line with current and real issues in economical and entrepreneurial fields. The dissertation must reveal the student capacity to analyze and synthesize this international business issue. Descriptive subjects will be avoided, and case studies or current events analyses will be privileged.

Report will be typed (police 12, 1.5 spacing) and expected length is 30 pages, exclusive of appendices and references. Work will be rendered under digital format.

All illustrative documents must be placed in appendix and sources compulsorily cited in the references section.

Internet is accepted as an interesting and enriching information supply. However no copy-paste of any kind will be accepted in the core document, at the risk of penalty.

Oral presentation will take place in class, in front of the other students. Each presentation will last 15 minutes followed by a short discussion. Illustrative supports (eg. ppt slides) are welcomed.

In order to help students to anticipate what is expected and define their subject, two sessions with the lecturer will be planned.

- Session 1: presentation of aims and expectations
- Session 2: validation and discussion about the chosen topics
- Final sessions will be dedicated to the oral presentations by students in class

Assessment:

Evaluation of the work based on the quality of both the written report and the oral presentation.

Appendix 1 : Internship

Students enrolled in the BIMB program are encouraged to do a placement in a company in order to get professional experience in the field of International Business and management. All options are concerned.

A period, at the end of the teaching courses, is dedicated to the placement. The period runs from beginning of May to end of August.

As students of the IAE-university of Montpellier, BIMB students can benefit from the status of intern; they can sign a three-party contract, also named “internship convention” (or “convention de stage” in French), which is a required document in many companies hiring interns.

There is no obligation regarding duration, except that the placement cannot start before the end of the courses and must end before the end of the academic year (August, 31th).

The IAE office of corporate relations helps students to find a placement and make professional data bases and job offers available to the students. They also give guidance and support with the administrative process and the internship convention.

Internship in the BIMB program is optional and doesn't provide additional credits.

Appendix 2: The Report in the "One Year Abroad" option

As justification and validation of their "One Year Abroad" experience, students must write in English a comprehensive report, at once, valorizing their year of courses abroad and completing their requirements for the BACHELOR of INTERNATIONAL MANAGEMENT and BUSINESS degree, conferred by IAE.

Syllabus extract: "the French students who chose the option 'One Year Abroad' spend the whole year in a foreign university where they must validate 55 credits during two semesters out of the 60 credits necessary for the degree. The students must also write and orally defend a report in English dealing with some aspect of business management related to the country where they studied during the school year. A grade equal to or higher than 10/20 for the report and its defense will result in 5 additional credits".

REPORT SUGGESTIONS

The report represents an important step of the BACHELOR of INTERNATIONAL MANAGEMENT and BUSINESS training in the sense that it allows the student to valorize the knowledge and experience gained during the year. It must be understood as such and done with care. Indeed, this report is worth 5 credits which supplement the 55 credits earned during the school year abroad and is necessary to complete the year.

The following document is intended to describe the framework for developing the report and to answer the principal questions about it.

Objectives:

- **To demonstrate the capacity to analyze management problems in an international context**
- **To highlight the theoretical concepts acquired during the year as applied to an actual situation**
- **To show the capacity to collect, prioritize and analyze information and to form a well thought-out discussion about it.**
- **To create a foundation for the beginning of a professional career**

The goal of this personal work, which is concretized by writing and presenting the report in English, is to complement the year's university course work, further developing key teaching points and expanding the student's capacity for research, analysis and synthesis.

Expectations:

The report must solidify the student's ability to reflect on real issues in the area of international business management, in accordance with the degree orientation.

It must highlight the aptitude of the student to present the results of his/her research and analysis in a professional form particularly in terms of structure and clarity.

It will be based on complete and referenced information and will, ideally, incorporate information from primary sources (i.e. interviews, questionnaires, etc.).

Choice of the subject:

The subject will be determined by the student, and can be discussed with, and validated by the program supervisor. It should develop a topical issue of business management and ideally propose recommendations. Thus, it is better to avoid too much descriptive background and instead focus on a concrete context such as a company case or current event.

The subject thus must:

- **Relate to economic or business management problems**
- **Be set in an international context (ideally connected with the host country)**
- **Relate to a significant and current question**
- **Propose solutions and/or recommendations**
- **Relate to either a specific company or an important issue of a more general nature**

Format:

The report must be typed (use 12 point type, line spacing 1.5) and bound.

It should not exceed thirty pages, not counting bibliography and appendices, and is to include an executive summary briefly recapping the main ideas and conclusion. It must be submitted both in hard copy and in digital format.

It has to be written in English.

Appendices, sources and bibliography:

Any complementary element of supporting evidence or illustration not directly included in the body of the document must be put in an appendix. Likewise, elements coming from external sources must be completely cited in an appendix. A bibliography summarizing the totality of these sources must also appear at the end of the report.

Lastly, while all sources of information are allowed, especially research on the internet, it is categorically prohibited to reproduce ("cut and paste"), in whole or in part, texts from the Web or any other published source. Any report using any form of this practice will be immediately refused and the student penalized.

Schedule:

Oral defense is planned for the first half of September.

The reports must be handed in at the latest 2 weeks before the defense.