



Syllabus

/ [sil(l)abys]

Master 1 et 2

Mention

Management et Commerce International

Parcours

Ingénieur d'Affaires à l'International
International Business Engineering



SYLLABUS /

INTERNATIONAL BUSINESS ENGINEERING

General Information

Contacts:

Heads of the programme:	Pedagogic secretary:
Master 1 Gilles Séré de Lanauze, PhD gilles.sere-de-lanauze@umontpellier.fr	Marie-Jeanne Hayward marie-jeanne.hayward@umontpellier.fr
Master 2 Autcharaporn Somsing, PhD autcharaporn.somsing@umontpellier.fr	

Liens UM : <https://www.umontpellier.fr/>

Schooling Service:

The schooling service of the Institute of Business Administration (IAE) is open every day during office hours to answer your questions concerning your administrative or pedagogical registration, to deliver the scolpass; certificate of schooling.

It will assist you in your requests for transfer of files, reimbursement of registration fees (in case of cancellation or exemption).

You will find on the link all the procedures relating to your steps; access ENT, Modalities of control of knowledge, the charter of examinations, procedure of repetition, withdrawal of diploma or duplicate.

Link: <https://iae.umontpellier.fr/fr/etudiant/scolarite/>

Contact: iae-scolarite@umontpellier.fr



Corporate Relations Service:

Privileged link between companies and students of the IAE, the Corporate Relations Department is at your disposal to meet your needs in terms of recruitment (work-study, internship, mission, employment), exchanges (organization of internship-dating, conferences, sales competitions, gala ...) and partnerships.

Link: <https://iae.umontpellier.fr/fr/etudiant/stages-iae>

Contact: iae-entreprises@umontpellier.fr

Continuing Education Service:

Continuing education is aimed at non-students: employees in the public or private sector (fixed-term or permanent contracts, temporary workers, etc.), self-employed professionals, company managers and job seekers wishing to resume their studies.

Link: <https://iae.umontpellier.fr/fr/etudiant/formation-continue>

Contact: iae-formationcontinue@umontpellier.fr

International Relations Service:

The mission of the International Relations Department is to help you with your international mobility. It advises you on destinations and types of partner universities. It monitors your application and the choice of courses in the host institution, and also centralises information on mobility grants and application procedures. For some courses, mobility is compulsory. Outside these compulsory courses, you can consult the mobility procedure or go directly to the International Relations Department for information by clicking on the link.

Link: <https://iae.umontpellier.fr/fr/institut/les-ri-a-l-iae>

Contact: iae.ri@umontpellier.fr

The Digital Workspace (ENT):

A digital workspace (ENT) is an integrated set of digital services chosen and made available to you for students:

The modalities of access to your ENT are available via the following link:

https://infoservices.umontpellier.fr/CUMDocENT/index_etu_activer_cpt.html

- **Moodle:** submission of thesis / coursework
- **Planning:** consultation of the timetable according to the programme
- **Anti-plagiat:** plagiarism check before filing a document
- **Ma scolarité:** transcripts of records

Complaints Module:

Link: <https://iae.umontpellier.fr/fr/etudiant/formulaire-reclamation>

Work-linked training and continuing education:

The various CFA (apprenticeship training centres) present at IAE:



- CFA LR: <http://www.ensuplr.fr/>
- CFA Formaposte: <http://www.formaposte-mediterranee.fr/>
- CFA Difcam: <http://www.difcam.com/>

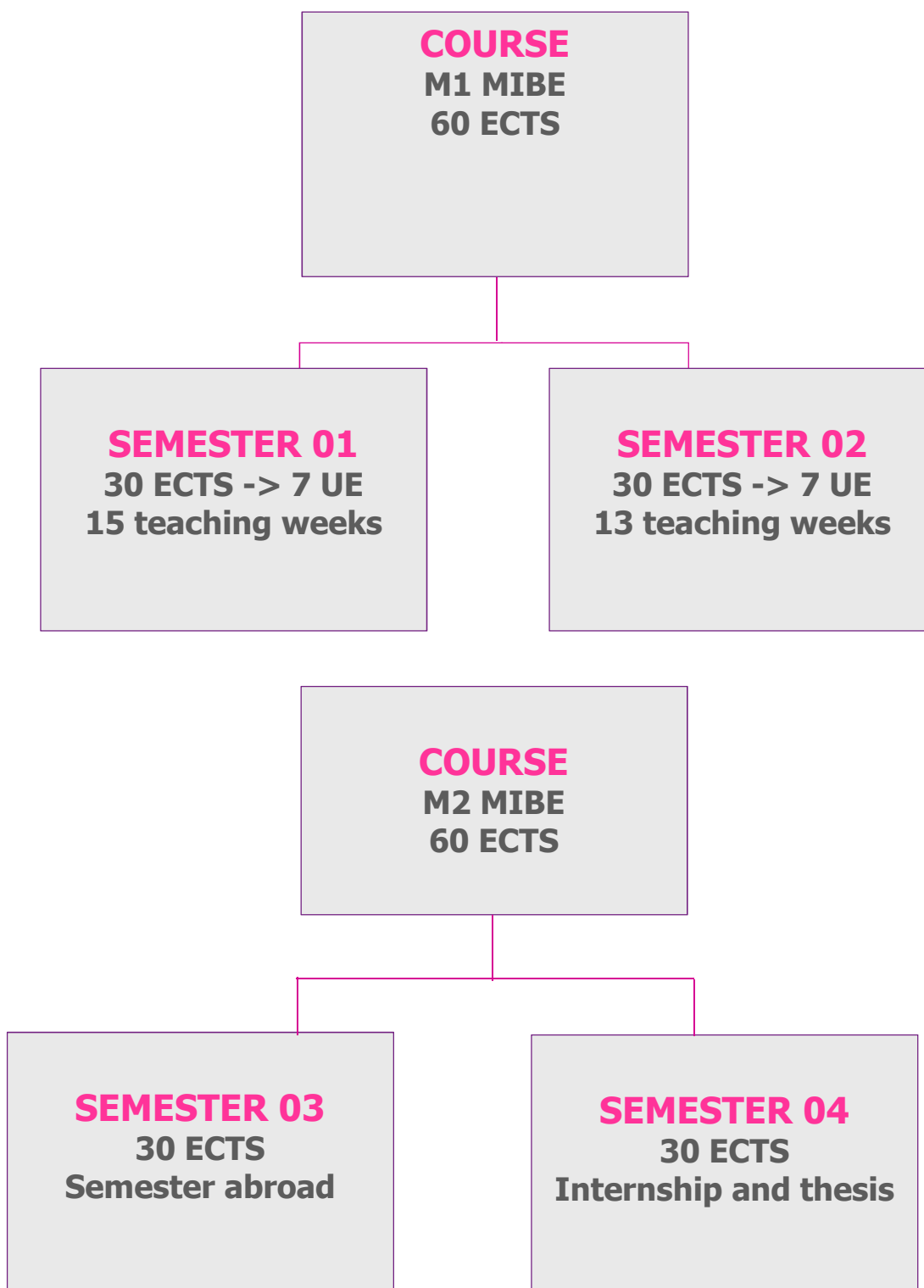
For any questions relating to the apprenticeship contract, please contact the Corporate Relations Department: iae-entreprises@umontpellier.fr

For all questions relating to the professional training contract or to continuing education, please contact the Continuing Education Department: iae-formationcontinue@umontpellier.fr

For more information on the life of the institution, please see the **[Livret d'Accueil et Règlement de L'étudiant à l'IAE \(Welcome Booklet and Rules of the Student at IAE\)](#)**



PEDAGOGICAL ORGANISATION OF THE SEMESTERS



TRAINING CALENDAR:

<https://iae.umontpellier.fr/fr/institut/calendriers-formation>



Part I - General presentation of the Master's degree in International Business Engineering

Program directors:

Gilles Séré De Lanauze, Ph.D.

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Autcharaporn Somsing, Ph.D.

Assistant professor

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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).
 1. 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.

The MIBE program is a two year program; there is no direct admission in the 2nd year.

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

2. From the 11th of September to the 22nd of December 2023
3. First Semester Exams (1st session): all along the semester

2nd semester courses at IAE Montpellier

4. From the 8th of January to the 5th of April 2024
5. Second Semester Exams (1st session): all along the semester
6. Internship: from the 8th of April 2024 to the 31st of August 2024 (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 (APOGEE 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 7/20. 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 7/20. 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 7/20 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 7/20 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. 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 week 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 from the teaching staff. The internship must be validated by the tutor and the specialty head. Internships are evaluated independently of the thesis/dissertation (M1) and/or the oral presentation (M2). The internship credits are validated upon satisfaction to the requirements of duration, scope and missions, and return of requested documents to the Corporate relations office (internship evaluation forms completed by the intern and by the professional supervisor in the company).

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 7/20 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 7/20 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 7/20 for each UE, he/she must repeat, at the second session, all the Units for which the grade is lower than 7/20. When a student is absent from an examination (excused or not), the grade is 0/20 (APOGEE 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 (E. Houzé)
- Director of Postgraduate Masters (C. Fournier)
- Program directors (A. Somsing & G. de Lanauze)

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 August; placement has to be completed before the beginning of the following mobility term in a host foreign university.

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 September, 1st to the winter vacation. This period may vary depending on the host university's term dates, some start in August, others may extend lessons and examinations up to January.

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 (TOEFL, 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 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 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 M1 (M1S2) course, students can choose between two specialization paths. The desired specializations are registered upon application for the M1 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 1 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 31st August. **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 (20 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 31st of August. In the event where the student cannot justify the minimum required internship duration (5 months) by the 31st August, 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 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 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. These courses enable students to delve deeply into one of two specific areas of business: international sales or international purchase.

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 Master also comprises a compulsory internship abroad of minimum 5 months which facilitate students' entry into the professional world. This internship must 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:

ILO 1: Understanding theoretical and conceptual knowledge

ILO 2: Applying international business tools and knowledge appropriately to specific market

ILO 3: Research and analyze diverse information to address the right question and propose original solutions

ILO 4: Effective international communication and negotiation skills especially for selling, and purchasing



ILO 5: Potential leader and work successfully in multicultural team

ILO 6: Responsible manager

ILO 7: Professional management skills supported by a global perspective (Internship)

I.L.O n°1

Upon completion of the program, students will be able to demonstrate understanding of global knowledge to manage and develop international business.

I.L.O n°2

Upon completion of the program, students will be able to select, integrate and apply diverse learned knowledge that fit with specificities and/or requirements of each context which is different from one to another.

I.L.O n°3

Upon completion of the program, students will be able to research, classify, synthesize, and analyse information from offline and online resources to understand the contexts in order to address the right problem. Students will handle with new approaches and present critical thinking to provide original solutions to problems.

I.L.O n°4

Upon completion of the program, students will be able to perform effective oral and written communication skills via both online and offline platform. Especially, the students will be able to perform effective negotiation for selling and purchasing.

I.L.O n°5

Upon completion of the program, students will be able to lead international team members with an open mind. The students should open to new cultures and be able to integrate and understand cultural differences and work together successfully in both face-to-face and virtual teams.

I.L.O n°6

Students will be able to demonstrate awareness of ethical and social responsibility issues in international business as well as in daily life.

I.L.O n°7

Upon completion of the program, students will be able to quickly adjust to workplace in international environment. Students will be able to demonstrate a capability to effectively communicate in an international environment, to find creative solutions to problems and tackle new challenges.

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.



I- General organization of teaching

1st year – Semester 1

ne

1. Common-core courses taught at IAE Montpellier
2. Language of instruction: English
3. Overall of 6 course units (UE)

1st year – Semester 2

- Speciality courses of International business taught at IAE Montpellier
- Language of instruction : English
- Overall of 7 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

4. Compulsory internship of 5 months minimum has to be completed abroad
5. Master Thesis and Defense



Program schedule

FIRST YEAR		
Period/duration	Content	Language of instruction
SEMESTER 1		
From 11 th September to 22 nd December 2023 <ul style="list-style-type: none"> 15 weeks 	Core modules at IAE Montpellier + Exams	English
SEMESTER 2		
From 8 th January to 5 th April 2024 <ul style="list-style-type: none"> 13 weeks 	Courses of International business at IAE Montpellier + Exams	English
From 8 th April to 31 st August 2024 <ul style="list-style-type: none"> 3 months minimum 	Internship	
SECOND YEAR		
Period/duration	Content	Language of instruction
SEMESTER 1		
From August to January* <ul style="list-style-type: none"> 4-6 months *According to the Host University Schedule	One semester abroad in a partner University	English, Spanish, German, other
SEMESTER 2		
From January to 31 st August <ul style="list-style-type: none"> 5 months minimum 	Internship abroad	



II-List of 1st Year Courses

FIRST YEAR		
SEMESTER 1		
Unit 1 - Organizational economics	5 ECTS	36 Hours
Course 1: Organizational Theory	Lecturer: Ms Bouchet	
Course 2: Theory of the firm	Lecturer: Mr Ejemba	
Unit 2 - Accounting information systems	5 ECTS	36 Hours
Course 1: Financial accounting	Lecturer: Ms Segura	
Course 2: Cost accounting and international cost accounting	Lecturer: Mr Mallet	
Unit 3 - Marketing	5 ECTS	36 Hours
Course 1: Strategic marketing	Lecturer: Ms Taylor	
Course 2: Marketing studies	Lecturer: Mr Séré de Lanauze	
Unit 4 - Business Computing	5 ECTS	36 Hours
Course 1: Information systems	Lecturers: Mr Meissonnier, Mr Dossa and Mr Barberet	
Course 2: Simulation	Lecturer: Mr Houzé	
Unit 5 – Finance and Entrepreneurship	5 ECTS	36 Hours
Course 1: Global Entrepreneurship	Lecturer: Ms Marsal	



Course 2: Introduction to finance

Lecturer: Ms Yousfi

Unit 6 – Human resources Management & CSR	5 ECTS	36 Hours
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Course 1 : International Human Resources Management

Lecturer: Ms Somsing

Course 2 : CSR & Ethics

Lecturer: Ms Somsing

Unit 7 – (optional)		6 Hours
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Job Interview workshop

Lecturers: Ms Puscasu and Ms Intavong

CV writing session

Lecturers: Ms Puscasu and Ms Intavong

Total:	30 ECTS	222 Hours
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SEMESTER 2

Unit 1 - Negotiation and communication in business	5 ECTS	36 Hours
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Course 1: Negotiation and sales

Lecturer: Ms Allen

Course 2: Intercultural Management & Communication

Lecturer: Mr Barahona

Unit 2 – International finance and law	5 ECTS	36 Hours
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Course 1: International law

Lecturer: Mr Hanson

Course 2: International Finance

Lecturer: Ms Yousfi

Unit 3 – Supply chain and logistics	5 ECTS	36 Hours
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Course 1: Supply Chain Management

Lecturer: Ms Heckly

Course 2: Purchasing

Lecturer: Ms Lebel



Unit 4 – International Entrepreneurship	5 ECTS	36 Hours
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Course 1: International Entrepreneurship

Lecturer: Ms Angel Ferrero

Unit 5 - Applied methodology of research/ Internship	2 ECTS	18 Hours
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Lecturers: Mr Séré de Lanauze / Ms Somsing

Elective 1

Unit 6 - International Purchase	5 ECTS	36 Hours
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Course 1: Purchase marketing

Lecturer: Ms Lebel

Course 2: Operational Sourcing

Lecturer: Ms Lebel

Elective 2

International Sales	5 ECTS	36 Hours
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Course 1: International sales force management

Lecturer: Mr Ejemba

Course 2: International sales strategy

Lecturer: Mr Meskeh

Unit 7 - Foreign language (on choice)	3 ECTS	30 Hours
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Course 1: Spanish

Lecturer: Mr Calvo

Total:	30 ECTS	228 Hours
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III- List of 2nd year courses

SECOND YEAR

SEMESTER 1

One semester abroad

Units obtained in a foreign university	<i>ECTS credits</i> : 30
Course 1: Business Intelligence	
Course 2: Innovation Management	
Course 3: International sales and Purchasing	
Course 4: International Economy and Politics	
Course 5: Sustainable Globalization	
Course 6: Language and Culture	

SEMESTER 2

Unit 3 - Methodology & Internship	3 ECTS	18 Hours
Course 1 : Applied Methodology of Research	Lecturers: Mr Séré de Lanauze / Ms Somsing	
Literature Review (rendered at the end of M1)	5 ECTS	
M2 Internship	2 ECTS	
Thesis	20 ECTS	



Total:	30 ECTS	
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FIRST YEAR – SEMESTER 1

Title: Organizational Theory		Nb of hours : 18
Lecturer: Stéphanie BOUCHET		
Learning objectives:		
<p>During this course, key organizational theories will be discussed and debated. The course focuses on how organizations face problems related to workers' motivations, perceived fairness and performance. It introduces the formal and informal functions of organizations, their structure and issues related to control, leadership and ethics. Students will also have a comprehensive understanding of individual versus interpersonal behavior in organizations, including teamwork, conflict, power and influence. They will learn about the impact of external environmental and internal organizational factors on structure and design. Especially, they will be expected to apply organizational theories to actual cases of organizational change in an international context and ultimately, they should realize that a good knowledge of theoretical frameworks, with an historical approach, is essential to develop managerial skills.</p>		
Link to the program intended learning outcomes (ILO's)		
ILO of program	ILO of course	Evaluation
ILO n°1 : Understanding theoretical and conceptual knowledge	<ul style="list-style-type: none"> • Students will understand main organizational theories and will be able to point the differences in approaches between them • They will understand the principles of an organization's structure and design 	Open questions to be answered individually, and related to the different theories learned in class (written exam).
ILO n°2 : Applying international business tools and knowledge appropriately to specific market	Students should be able to apply organizational theories to actual cases of organizational change in an international context	<ul style="list-style-type: none"> • Case study (group work + oral presentation) • Students link organizational theories to a case of global business strategy
ILO n°3 : Research and	Students are expected to analyze case studies and apply the right	

analyze diverse information to address the right	information from the course to propose suitable solutions based on each context and situation.	<ul style="list-style-type: none"> • Case study (group work + oral presentation) • Students should effectively use Internet to find relevant information in order to justify their answers.
ILO n°4 : Effective International communication and negotiation skills especially for selling and purchasing	Students should be able to show effective oral and written communication skills	Oral presentation + written exam
ILO n°6 : Responsible Manager	<ul style="list-style-type: none"> • Students will be aware of issues related to ethics and social responsibility, which are essential in any decision-making process 	<ul style="list-style-type: none"> • Case study (group work + oral presentation) • The answers provided in the case study should demonstrate that students have taken into consideration ethical issues.

Managerial competencies:

- Demonstrate competence in problem-solving in the area of Management
- Provide innovative solutions to problems related to employees' motivation and performance
- Be able to identify and appreciate the significance of the ethical issues
- Demonstrate competence in communicating and exchanging ideas in a group context
- Be able to evaluate related social, cultural and ethical responsibilities and issues in a global context

Contents:

Session	Content	Hours in class	Hours of class
Session 1	Introductory course Presentation of course requirements, objectives and assessment methods		

	<p>Chapter 1 – The Classical theories “Organizing to produce more and efficiently”</p> <ul style="list-style-type: none"> • F.W Taylor’s scientific organization of work • The causes of weakness and productivity • The principles of scientific organization and the “One best way” • The limits of Taylor’s theory 	3h	/
Session 2	<p>Chapter 1 – The Classical theories</p> <ul style="list-style-type: none"> • Henry Ford, vision and initiatives • The product standardization • Mass production, the assembly line and “five dollars a day” 	3h	1h : individual homework (reading and research)
Session 3	<p>Chapter 2 – The Human relations Movement “Motivate workers”</p> <ul style="list-style-type: none"> • The basics of the human relations movement • Theories on workers’ motivation • Mayo’s Hawthorne effect <p>Maslow’s hierarchy of needs</p>	/	3h online course + 2h : group work
Session 4	<p>Chapter 2 – The Human relations Movement</p> <ul style="list-style-type: none"> • Herzberg’s factor approach • Mc Gregor’s X et Y Theory • Introduction to leadership theories 	/	3h online course + 2h : group work
Session 5	<p>Chapter 2 – Contingency approaches “Adapt the organization”</p> <ul style="list-style-type: none"> • Contingency theories and contingency factors • Organizational structure / configurations • Mintzberg’s typology 	3h	2h : group work

	<ul style="list-style-type: none"> Organizational culture 		
Session 6	<p>Chapter 4 – Sociological approach</p> <ul style="list-style-type: none"> Individual and collective identity New forms of work organizations Revision of perspectives 	3h	/

Evaluation/Final examination:

Type of assessment	Weight	ILO's of program
<ul style="list-style-type: none"> Team assessment : case study (group work + oral presentation) Aim : apply organizational theories to actual cases of organizational change 	50%	ILO n°2, 3, 4 and 6.
<ul style="list-style-type: none"> Individual assessment : written final exam (course related questions) Aim : show understanding of main theories and point the differences in approaches between them 	50%	ILO n°1 and 4.



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.

Keywords:

Bibliography:

Bate, P., Khan, R., & Pye, A. (2000). Towards a culturally sensitive approach to organization structuring: Where organization design meets organization development, *Organization Science*, 11(2), 197-211.

Clegg, Stewart. & Kornberger, Martin. & Pitsis, Tyrone. (2016). *Managing & organizations: an introduction to theory and practice*. London : SAGE

Demerouti, E., Derks, D., Lieke, L., & Bakker, A. B. (2014). New ways of working: Impact on working conditions, work-family balance, and well-being. *The impact of ICT on quality of working life*, 123-141. Springer, Dordrecht.

Helfat, C. E., & Karim, S. (2014). Fit between organization design and organizational routines, *Journal of Organization Design*, 3 (2), 18-29.

Jones, G. R. (2013). *Organizational Theory, Design, and Change*. Harlow : Pearson

Peaucelle, J. L. (2000). From Taylorism to post-Taylorism. *Journal of Organizational Change Management*.

Robbins, S. P., & Judge, T. (2003). *Essentials of organizational behavior* (Vol. 7). Upper Saddle River, NJ: Prentice Hall.

Shafritz, J. M., Ott, J. S., & Jang, Y. S. (2015). *Classics of organization theory*. Cengage Learning.



Title: Theory of the Firm		Nb of hours: 18
Lecturer: Ody EJEMBA		
Learning objectives:		
<p>Are people running the business or is it the business running the people? The theory of the firm consists of several <u>economic theories</u> that explain and predict the nature of the firm, <u>company</u>, or <u>corporation</u>, including its existence, behaviour, structure, and relationship to the <u>market</u>. 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.</p> <p>In most topics, we discuss a few key theoretical perspectives. A general overview of 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.</p> <p>At the end of the course, it is expected that the student will be able to discuss what they feel is the future of the modern model of business management/firms and the philosophy of business-society relations, and what is the future of firms in today's technological world.</p>		
Managerial competencies:		
<ul style="list-style-type: none"> - Understand how the firm should be operated - Better decision making in resource allocation, strategy, and pricing based on different theories - Acknowledge the importance of property rights 		
Link to the program intended learning outcomes (ILO's)		
ILO of program	ILO of course	Evaluation
I.L.O. n°1: Understanding theoretical and conceptual knowledge	The students will understand theories on the different schools of thought on what a firm is. Types of firms, thoughts, and ideas behind it. Conceptually it is expected that students can relate from their perspective to what a firm is all about.	Exam: Answer the questions individually concerning different theories learned during the class.
I.L.O. n°2: Applying international business tools and knowledge appropriately to specific market	Students will be able to solve problems and critically analyze them. Students will also be able to demonstrate practical oral and written communication skills and decision-making skills. SWOT Analysis STAR.	Working as a group, students need to set up a firm and decide what theory fits their organization and compare the different theories.
I.L.O. n°4: Effective	Effective international Perspective	Team presentation for

international communication and negotiation skills especially for selling and purchasing	communication and negotiation what does it mean to be an international firm? The students should be able to communicate efficiently offline and online and both written and orally. Understand the different facets of a firm and how the theories apply to it. Students will understand the specified discipline from a global perspective.	the two Group presentations one being a subject matter and the other being a firm.
I.L.O. n°5: Potential leader and capability to work productively in multicultural team	The students should be able to work productively with diverse persons from different backgrounds and cultures as a team. The students should be able to become good leaders.	The capabilities of the team to manage their teams, work on time and propose fruitful solutions to the two team assignments.
I.L.O. n°6: Responsible Manager	The students should pay attention to ethics in the organization of firm. What is it to operate in a modern firm and how do these theoretical perspectives apply to firms historically and now?	The answers of the students in both individual and teams should demonstrate that they have taken into consideration ethical issues.

Contents:

Session	Content	Hour in class	Hours out of class
1	Neoclassical Theory and questioning Take a historical perspective into this subject area as an introduction: <ol style="list-style-type: none"> 1. Existence. Why do firms emerge? Why are not all transactions in the economy mediated over the market? 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? 3. Types of firms/Organizations 4. How Organizations are formed and the cultural aspects of firms across different nations 5. Ethics 6. Recap of the session 	3h	
2	Theory of transaction costs <ol style="list-style-type: none"> 1. Definition of Transaction Cost 	3h	5h Prepare the presentation



	<ol style="list-style-type: none"> 2. What is the meaning of this subject area? 3. Schools of thoughts on transaction cost 4. What is the theoretical perspective behind this? 5. Transaction cost and its financial implication 6. Ethical Considerations <p>Recap of the session</p>		
3	<p>Evolutionary theory</p> <ol style="list-style-type: none"> 1. Knowledge of the firm and the evolutionary theory thinking 2. Adaptive behavior of the firms 3. The tension between innovation and selection 4. How these theories form a basis of schools of thoughts on the firm 5. Evolutionary theory and ethics <p>Recap of the session</p>	3h	
4	<p>Theory of property rights</p> <ol style="list-style-type: none"> 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 <p>Recap of session</p>	3h	
5	<p>Agency theory</p> <ol style="list-style-type: none"> 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 <p>Recap of session</p>	3h	5h prepare the case study
6	<p>Case study: Group Final Presentation / Review session (Questions / Answers)</p> <ol style="list-style-type: none"> 1. Quiz <p>Review of past Exams</p>	3h	10h Revise for the test



Assessment methods:

Type of assessment	Weight	ILOs Program
Ongoing assessment	100%	
Team assessment:		ILO: 2, 4, 5, 6
1. Case study,	25%	
2. article presentation (Written + Presentation)	25%	
3. Individual assessment: exam		ILO: 1, 2, 6
- Understand the context of international human resource management	50%	

Teaching Approach/Instructional Methods:

Active participation during the class is strongly encouraged. The students should be able to draw from their experiences or opinion regarding what a firm is from their own perspective, engage in active discourse to agree or disagree with the different theoretical perspectives but also draw their own conclusions on what they believe a modern firm should be like.

During the class, they also must get involved in analyzing and critiquing the theoretical perspectives presented by other groups from their own perspectives. The students need to work in a team for two group assignments. The contributions from students bringing their different cultural and world experience is expected to enrich the pedagogical process and positive climate during the course, which finally provide additional information to the issues discussed in class.

The concepts and theories should be applied to their group work and the idea of them working in groups is aimed at encouraging collaborative work experience and give them some project management skills at the same time. It is hoped that at the end of the course the students would be able to demonstrate good written communication skills as well as oral presentation skills.

Bibliography:

Porter M. (1982), *Choix stratégiques et concurrence*, Economica.

Williamson O.E., (1985), *The Economic Institutions of Capitalism*, Free Press

Jensen, M.C. &Meckling, W.H. (1976) « Theory of the firm: Managerial behavior, agency costs and ownership structure », *Journal of financial economics*, 3(4), 305-360.

Demsetz, H. (1967), « Toward a theory of property rights », *The American economic review*, 57(2), 347-359



Title: Financial Accounting		Nb of hours: 18
Lecturer: Nancy SEGURA		
<p>Learning objectives: Financial Accounting is the language of Business.</p> <p>Any business needs to rely on a solid financial accounting system in order to perform efficiently.</p> <p>This course covers the key fundamental concepts of Financial Accounting. Students will learn how to translate economic events / transactions affecting a business into the financial accounting language. That implies a deep understanding of the different stages, rules, actors involved in the financial accounting information production process.</p> <p>In the meantime students will also learn how to establish, read, and analyze Financial statements. Thus through many exercises and short case studies requiring an active participation, students will gain a deep understanding of the financial accounting language.</p> <p>Managerial competencies: Through this course, students will acquire managerial competences in the field of Accounting and will be able to make managerial decisions on a solid and deep understanding and interpretation of the accounting process underpinning the production of the Financial Statements of companies.</p> <p>Link to the program intended learning outcomes:</p>		
ILO of program	ILO of course	Evaluation
I.L.O. n°1: Understanding theoretical and conceptual knowledge	The students will understand theories and concepts regarding many aspects of Financial Accounting including the concepts of the Entity, Accrual Basis accounting, double entry system, Assets, Liabilities, equity, Net Income,	Answer the questions individually relating to different concepts learned during the class.
I.L.O. n°2: Applying international business tools and knowledge appropriately to specific market	The students will apply the different tools pertaining to Financial Accounting in their most commonly international used form. Meantime, Students will also be sensitized to the impact of culture and market on Financial Accounting Information System	Short case studies worked in group + individual questions.
I.L.O. n°3: Research and analyze diverse information to address the right questions and propose original solutions	The students should be able to analyze short case studies and apply the right information from the course in order to elaborate a relevant solution that is conceptually and technically acceptable.	Work as a group and also individually on short case studies
I.L.O. n°4: Effective international	The students should be able to use the relevant accounting terms (such as sales	Answer (individually and as a group)

communication and negotiation skills especially for selling and purchasing	discount, cash discount, quantity discounts, transportation on purchase / delivery expenses), the appropriate calculation and appropriate formats of presentation relating to a selling/ purchasing negotiation process.	questions and exercises related to sale/ purchase costs
I.L.O. n°5: Potential leader and capability to work productively in multicultural team	Students will work in accounting on a multicultural approach. Whenever necessary students will be enticed to share their different approaches of accounting issues on the basis of how this issue is considered and handled in their different countries. On these occasions students will work as a multicultural team to compare these different approaches.	Answer accounting issues based on possible national different approaches
I.L.O. n°6: Responsible Manager	The students should pay attention to ethics in Financial Accounting. Indeed ethical consideration and detection/prevention of fraud are present at every steps of the Financial Accounting Information production process in order to release a true, unbiased, reliable and fair view of the financial situation of the Business.	The answers of the students in both individual and team work should show that they have integrated ethic issues in their accounting reasoning.

Contents:

Session	Content	Hour in class	Hours out of class
1	Introduction to Financial Accounting, main purposes of the Financial statements, identification of the F/s users, accounting and financial regulatory bodies. The financial accounting information production process. Ethics and anti-fraud rules governing the financial accounting process.	3h	3h
2	The accounting logics , the double entry system, the Entity concept, accrual basis vs cash basis accounting) , the different accounting journals, general ledger, trial balance	3h	3h
3	The accounting items of the balance sheet and the Income Statement, Journalizing the most common economic transactions of a business (sales, purchases, loans, salaries, rent expense)	3h	3h



4	Accounting for inventories : Periodic approach Perpetual approach (journal entries , use of the COGS account, impact and analysis of the corresponding information in the Financial Statements	3h	3h
5	Discounts, returns of merchandise, allowances and depreciation accounting entries, Transactions based on foreign currencies ; Gain / loss on fluctuations in foreign exchange rates Impact on the Financial Statements	3h	3h
6	End of year adjustment entries (prepaid expenses, accruing unpaid expenses, accruing uncollected revenue...) and analysis of their impact on the Financial Statements	3h	3h

Evaluation/Final examination:

Type of assessment	Weight	ILOs Program
Ongoing assessment	100%	
- Individual assessment (partly based on short team work done during the previous 6 sessions). This individual assessment is a written exam. It consists of a theoretical and case study test	100%	ILO: 1,2,3,4,5,6

Lot of interaction is required during these 6 sessions because the different sections of the course are built themselves on many exercises enabling students to progress while being constantly and positively challenged.

Bibliography:

EDMONDS, MC NAIR, OLDS, Fundamental Financial Accounting Concepts, MC GRAW HILL Education, 2019.

BAIN, DAVIS, REIS, SMITH , CPA Exam Review Study guide , FAR (Financial Accounting and Reporting), WILEY, 2019.



Title: Cost Accounting & International Cost Accounting		Nb of hours: 18
Lecturer: François MALLET		
<p>Learning objectives:</p> <p>The management accounting course introduces the fundamentals of costs calculations in connection with the strategic issues of the company.</p> <p>Students will learn how to implement simple consistency checks and make decisions in the light of the calculations.</p> <ul style="list-style-type: none"> • Establish simple consistency checks <p>Managerial competencies:</p> <ul style="list-style-type: none"> • contribute to a project management with management and cost accounting aspects • be able to analyse and present to management the cost structure and the full cost of any company, industry or service, or producing process. <p>Link to the program intended learning outcomes:</p>		
ILO of program	ILO of course	Evaluation
I.L.O. n°1: Understanding theoretical and conceptual knowledge	Master the fundamentals of cost calculation	Student as individual but also as team should calculate accurately cost
I.L.O. n°2: Applying international business tools and knowledge appropriately to specific market	The student apply method of calculation well known in international companies	Student as individual but also as team should calculate accurately cost
I.L.O. n°3: Research and analyze diverse information to address the right questions and propose original solutions	Make decisions in light of calculations Connect cost calculation to the strategic issues facing the company	Students should analyse all information available in the final case study (strategy, financial data, market data) etc..
I.L.O. n°4: Effective international communication and negotiation skills especially for selling and purchasing	Communicate with specific vocabulary and discuss the result obtained	Be able to analyze calculations and justify the method employed (written document)
I.L.O. n°5: Potential leader and capability to work	Students as team must solve a specific problem occurring in a non profit	As group work student should propose an

productively in multicultural team	organization	accurate solution to the problem during the final case study
I.L.O. n°6: Responsible Manager	Students as team must solve a specific problem occurring in a non profit organization, taking into account not only financial aspect of cost calculation but also ethic, sustainability etc...	Student as team should balance financial aspect and non financial goals to propose their solution

Contents:

Session	Content	Hours in class	Hours out of class
1	The main issues in management accounting and the basics for determining cost: the full cost Introduction with case study coffee shop	3h	3h
2	The usefulness and limits of full costing End of the coffee shop case	3h	2h (training on Moodle)
3	The rational allocation of fixed costs (part 1) Job costing	3h	1 h (training on Moodle)
4	The rational allocation of fixed costs (part 2) Process Costing	3h	1h (training on Moodle)
5	Cost Profit Volume Analysis	3h	3h
6	Final case study	3h	3h

Evaluation/Final examination:

Type of assessment	Weight	ILOs Program
Ongoing assessment	100%	



1. Individual final assessment: final case study	100%	ILO: 1, 2, 3, 4, 5, 6
<p>The active participation during the class is considered as very important. To prepare physical 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.</p> <p>The students should be able to understand the methods used and justify their calculation. The course is given both physically and on line with the Moodle plate form. The platform should help the student to train and to better understand the different calculation</p> <p>Keywords:</p>		
<p>Bibliography:</p> <p>Atril P. Mac Laney E. (2009) « Management Accounting for Decision Makers », Sixth Edition (provided by mail)</p> <p>Bamber,Braun,Harrison (2008) « Managerial Accounting, Pearson International edition,</p> <p>Collier Paul M. (2015) « Accounting for Managers », Fifth Edition, Willey</p>		



Title: Strategic Marketing		Nb of hours: 18
Lecturer: Ellen TAYLOR		
Course description :		
<p>A marketing strategy is a long-term plan for achieving a company's goals by understanding the needs of customers and creating a distinct and sustainable competitive advantage. It encompasses everything from determining who its customers are to deciding what channels are used to reach those customers.</p>		
Learning objectives:		
<p>The aim of this course is to give students insight in the fundamentals of Strategic Marketing in a very dynamic, uncertain and global setting, and this through interactive input sessions and workshops on several strategic marketing topics.</p>		
Managerial competencies:		
<p>Students will apply the acquired knowledge from the input sessions and own market research to perform an in-depth marketing study in the global apparel industry. In small teams students will present a Master Class on one of the top ten global clothing & accessory brands, demonstrating their expertise. Students will be challenged by answering the common question for all teams: “What is the role of innovation in the strategic decision making process –and marketing strategy in particular— in the apparel industry (for company X)?”</p>		
Link to the program intended learning outcomes:		
ILO of program	ILO of course	Evaluation
I.L.O. n°1: Understanding theoretical and conceptual knowledge	Students will study the fundamentals of marketing strategies in order to understand their impact in global economic dynamics.	Team work on project and apply knowledge in case studies.
I.L.O. n°2: Applying international business tools and knowledge appropriately to specific market	Students will be able to apply and detect marketing strategies of organizations operating and competing in a specific industry.	Team work on project and apply knowledge in case studies.
I.L.O. n°3: Research and analyze diverse information to address the right	The course aims to enhance critical thinking by analyzing information from academic	Team work on project and apply knowledge in case studies.

questions and propose original solutions	and non-academic research sources.	
I.L.O. n°4: Effective international communications in general and especially for negotiating, selling, and purchasing	Students should be able to communicate efficiently and effectively in teams, both in writing and orally.	Team process evaluation (workshops), P2P discussions and negotiations, and a final presentation to the class.
I.L.O. n°5: Potential leader and capability to work productively in multicultural team	Students should be able to organize the group project task repartition, and productively work with various peers from different backgrounds and cultures as a team.	Team work evaluation will be assessed throughout the project on how students have been able to work in time slots proposing a common solution.
I.L.O. n°6: Responsible Manager	This course mainly aims to increase awareness of a long-term plan for achieving a company's goals by understanding the needs of customers and creating a distinct and sustainable competitive advantage.	Evaluation of all aspects of project both individual and in team.

Contents:

Session	Content	Hour in class	Hours out of class
1	Strategic marketing and marketing essentials	3h	3h
2	Value driven marketing strategy	3h	3h Review course and book
3	Trends in Marketing Strategy 2023: drivers of growth <ul style="list-style-type: none"> a. Economic instability b. Sustainability c. Creativity d. Innovation (new technologies) 	3h	5h Review course and read Journal of Marketing article

4	Data-driven marketing strategies + examples	3h	3h Review course and book, prepare case-study
5	Ethics in marketing (CSR) and supply chain considerations, e.g. reshoring (“Made in France” or “Made in Europe”-effect)	3h	5h Review course, book and Journal of Marketing article
6	Workshops and presentations	3h	3h Review course and book and Journal of Marketing article

Evaluation/Final examination:

Type of assessment	Weight	ILOs Program
Problem-based learning: Case Study (analysis and presentation)	Team evaluation: 60% Individual evaluation: 40%	ILO: 1, 2, 3, 4, 5, 6

Keywords:

Marketing Strategy, Technology, Competitive Advantage, Value creation and Value Capture

Bibliography:

- Deloitte (2023). Global Marketing Trends. Resilient Seeds for Growth.
- Drummond, G. et al (2008). Strategic Marketing: Planning and Control.
- Kotler, P. & Armstrong, G. (2017). Principles of Marketing.



Title: Marketing Studies		Nb of hours: 18
Lecturer: Gilles SERE DE LANAUZE		
<p>Learning objectives:</p> <p>In order to take wise decisions in international business, information about markets, competitors or products is of utmost importance. But how to select, gather, evaluate and efficiently use the needed information? This is the aim of the “Marketing studies” course.</p> <p>The first part of the course offers an introduction to marketing research and diagnosis. In a second part, it introduces qualitative and quantitative survey methodologies.</p> <p>Students will be able to apply the conceptual and methodological foundations of marketing study approaches to conduct a diagnosis and solve managerial issues. Understanding of the theoretical concepts, knowledge of the available survey processes and tools, and practical training are key to validate this course.</p> <p>Student workload: Lectures: 18 hrs</p> <p>Case studies in groups: 25 hrs</p> <p>Preparatory work for lectures and in-class exercises: 5 hrs</p> <p>Complementary reading: 5 hrs</p> <p>Link to the program intended learning outcomes (ILO’s)</p>		
ILO of program	ILO of course	Evaluation
ILO n°1 : Understanding theoretical and conceptual knowledge	<ul style="list-style-type: none"> • Students will understand main organizational theories and will be able to point the differences in approaches between them • They will understand the principles of an organization’s structure and design 	Open questions to be answered individually, and related to the different theories learned in class (written exam).
ILO n°2 : Applying	Students should be able to apply organizational theories to actual	<ul style="list-style-type: none"> • Case study (group work + oral presentation)

international business tools and knowledge appropriately to specific market	cases of organizational change in an international context	<ul style="list-style-type: none"> Students link organizational theories to a case of global business strategy
ILO n°3 : Research and analyze diverse information to address the right	Students are expected to analyze case studies and apply the right information from the course to propose suitable solutions based on each context and situation.	<ul style="list-style-type: none"> Case study (group work + oral presentation) Students should effectively use Internet to find relevant information in order to justify their answers.
ILO n°4 : Effective International communication and negotiation skills especially for selling and purchasing	Students should be able to show effective oral and written communication skills	Oral presentation + written exam
ILO n°6 : Responsible Manager	<ul style="list-style-type: none"> Students will be aware of issues related to ethics and social responsibility, which are essential in any decision-making process 	<ul style="list-style-type: none"> Case study (group work + oral presentation) The answers provided in the case study should demonstrate that students have taken into consideration ethical issues.

Managerial competencies:

Upon completion, students will be able to:

- Identify the information they need to make decisions.
- Undertake efficient desk research.
- Define and/or evaluate qualitative tools to understand a complex phenomenon.
- Establish and/or evaluate a quantitative research protocol to describe or explain a market situation.
- Be familiar with the statistical processing of data (e.g. SPSS)
- Read and use market panel data.



Contents:			
Session	Content	Hours in class	Hours out of class
1	General overview of market research and diagnosis. Information as a critical asset for decision taking. Marketing information system organization and management in the company. Introduction to the main categories of marketing studies tools and techniques	3h	3h
2	Qualitative studies Aims and techniques of qualitative studies. How to implement the survey, interviews and thematic analysis in order to explore market situations and issues	3h	3h
3	Quantitative studies Aims and techniques of quantitative studies. How to implement the survey, questionnaire and statistical analysis in order to measure and validate marketing issues	3h	3h
4	Quantitative surveys, longitudinal studies and audits Aims of longitudinal audits and tools. How to analyze market indicators from consumer and retailer panels	3h	3h
5	Ethics in marketing and business research. Ethical issues when doing marketing studies (sponsors, subjects, method quality)	3h	3h
6	Case study Students present in group the outcomes of the group study project they implemented to address a marketing issue in international context	3h	3h
Evaluation/Final examination:			
Type of assessment		Weight	ILOs Program
Ongoing assessment		100%	



<p>1. Team assessment: Project on a real international marketing study: a simulation including data collection and analyses. Written + Presentation</p>	50%	ILO: 1, 2, 3, 4, 5, 6
<p>2. Individual assessment: Collecting, summarizing and evaluating secondary data about a given research topic. Written + Presentation</p>	25%	ILO: 1, 3, 6
<p>3. Individual assessment: Theoretical test and exercises. Written test</p>	25%	ILO: 1, 2, 4, 6

Students must learn the theoretical fundamentals, but it is of utmost importance that they understand how they can be put into practice. Exercises, cases and simulation of real situations are critical to master the process of getting the necessary information in managerial conditions. A group project involving the whole class will be conducted all over the course, leading to a final report and presentation. The individual active participation to the group works will be controlled and encouraged. Aims of the project is to put students in professional-like conditions. As a consequence, it is expected that they show how they can use their knowledge and capacities to select and use information in a managerial decision goal.

Keywords:

Bibliography:

Market Research in Practice: How to Get Greater Insight from Your Market (2013) by Paul N Hague, Nicholas Hague, and Carol-Ann Morgan, Kogan Page Limited, 2d Ed., 2013

Strategic Market Research: A Guide to Conducting Research that Drives Businesses (2010) by Anne E. Beall, iUniverse LLC, 2d Ed. 2014

Questionnaire Design: How to Plan, Structure and Write Survey Material for Effective Market Research (2013) by Ian Brace, Kogan Page Limited, 3d Ed.,

Beverland, M., & Lindgreen, A. (2010). What makes a good case study? A positivist review of qualitative case research published in Industrial Marketing Management, 1971–2006. Industrial Marketing Management, 39(1), 56-63.

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Gummesson, E. (2005). Qualitative research in marketing: Road-map for a wilderness of complexity and unpredictability. *European journal of marketing*, 39(3/4), 309-327

Spiggle, S. (1994). Analysis and interpretation of qualitative data in consumer research. *Journal of consumer research*, 21(3), 491-503.



Title: Information Systems		Nb of hours: 18
<p>Lecturers: Maximilien DOSSA Ludovic BARBERET Régis Meissonier</p>		
<p>Learning objectives:</p> <p>It is undeniable that in today's organization, management of information systems in both front office and back office is essential to effectively operate in business. The course aims to train students in cybersecurity and Big Data subjects as well as their impacts and usage in organizational context. The course will provide an understanding on how information systems can transform the business and they will discuss how management of information systems could be used as a competitive advantage for an organization. Moreover, the cybersecurity focus provides students insights on cybersecurity risks and how to prevent or reduce them. Finally, the focus on database and big data gives extra knowledge on how such technologies could be used to steer and expand the business. The student will also learn how to create a dashboard with client data to analyse their reliability and business opportunities.</p> <p>Link to the program intended learning outcomes:</p>		
ILO of program	ILO of course	Evaluation
I.L.O. n°1: Understanding theoretical and conceptual knowledge	The students will understand different concepts related to Big data. They should be able to illustrate how to analyze big data.	Exam
I.L.O. n°2: Understanding theoretical and conceptual knowledge regarding IS and cybersecurity	The students will understand different concepts related to IS and cybersecurity. They should know what is an information system but also what is cybersecurity and data privacy.	Exam
I.L.O. n°3: Applying international business tools and knowledge appropriately to specific market	Understand business oriented data and the different process to maximize its reliability. Prepare a dashboard.	Exercise in class
I.L.O. n°4: Potential leader and capability to work productively in multicultural team	The students should be able to work productively with diverse persons from different backgrounds and cultures as a team.	Team assignment (case study, presentation)
I.L.O. n°6: Responsible Manager	The students should pay attention to ethics and social responsibility	To answer the case study, the student should consider the ethical behavior and social responsibility for their solutions.

		operational	
<p>Managerial competencies:</p> <ul style="list-style-type: none"> • Be able to speak in public and defend your opinion • Be able to work productively with diverse persons from different backgrounds and cultures • Be able to collaborate and help each other 			
Contents:			
Session	Content	Hours in class	Hours out of class
1	<p>Introduction to Information System</p> <ul style="list-style-type: none"> • IS definition, type and components • Digital transformation • Project management and methodology • Infrastructure and Cloud • Disruptive technologies 	3h	1h Self-study
2	<p>Cybersecurity</p> <ul style="list-style-type: none"> • Cybersecurity introduction • Cybersecurity and risk governance • Data privacy • Cyber defense 	6h	2h Self-study
3	<p>Data base conception</p> <ul style="list-style-type: none"> • Introduction to data management, discussions about databases and hubs • Power Bi ingestion, data mapping and creation of a dashboard/group work 	3h	2h Self-study
4	<p>Big data</p> <ul style="list-style-type: none"> • Introduction to Big Data • The obstacles to the adoption of Big Data in business 	3h	8h Prepare the dashboard individual practices



	<ul style="list-style-type: none"> Proposal of solutions for Big Data analysis 		
5	<p>Group presentations Groups will represent consulting companies and the teacher will represent a prospect</p>	3h	5h Prepare the document analyze the data for company

Assessment types:

Type of assessment	Weight	ILOs Program
Continuous assessment	100%	
1. Individual assessment: Big Data final exam (Answer questions based on course content) Mr Dossa	50%	ILO: 1,2
2. Individual assessment: Cybersecurity exam (MCQ and 2 case studies) Mr Barberet	50%	ILO: 1,2,3,4,6

During the class, students are expected to actively participate to the discussions during the class to ensure the dynamics of learning during the courses. Case study and group work will be applied in the class for team. Groups will have to prepare their dashboard and presentation during the second course and during their free-time as a kind of homework.

The students need to also prepare a presentation of consulting company. Final exam will be used to examine the knowledge of the class.

Bibliography:

Baesens, B., Bapna, R., Marsden, J. R., Vanthienen, J., & Zhao, J. L. (2016). Transformational issues of big data and analytics in networked business. *MIS Quarterly*.

Chen, X. W., & Lin, X. (2014). Big data deep learning: Challenges and perspectives. *IEEE Access*, 2, 514:525.

Côrte-Real, N., Oliveira, T., & Ruivo, P. (2017). Assessing business value of Big Data Analytics in European firms. *Journal of Business Research*

Goes, P. B. (2014). Big Data and IS Research. *MIS Quarterly*, Editor's Comments.

McAfee, A., & Brynjolfsson, E. (2012). Big Data : The Management Revolution. *Harvard Business Review*.



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8ème édition du baromètre annuel du CESIN. <https://cesin.fr/>.

“ISO/IEC 27001:2022.” ISO, 2 Feb. 2023, <https://www.iso.org/fr/standard/27001>.

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<https://www.nist.gov/cyberframework/framework>.

MITRE ATT&CK®. <https://attack.mitre.org/>.

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“Privacy Framework.” NIST, Aug. 2018. www.nist.gov, <https://www.nist.gov/privacy-framework>.

Data Protection in the EU - European Commission. 4 July 2023,
https://commission.europa.eu/law/law-topic/data-protection/data-protection-eu_en.



Title: Simulation		Nb of hours: 18												
Lecturer: Emmanuel HOUZE														
<p>Learning objectives:</p> <p>Welcome to your business Game. Because of globalization, it's now more challenging to manage a company. Even if you're working on the marketing or trading sides, you need to understand the complex links between your decision and the global performance of the company. This course, based on a business game, covers the international perspective of management. Especially, this course focuses on marketing, international trade, human resources, accounting and finance in an international environment. Students will learn how to take decisions in international context starting from the strategy of organization to the day to day decisions and how to understand the results. Student will mainly do team work, building together decision tools and sharing the responsibility of the decisions. The evaluation of simulation will take into account business criteria in finance and marketing, the capacity to build decisions tools and the capacity of analyzing there the coherency of their decisions.</p> <p>Managerial competencies:</p> <ul style="list-style-type: none"> - Team building - Team Management - Decision taking in complex environment - building decision tools <p>Link to the program intended learning outcomes:</p> <table border="1"> <thead> <tr> <th>ILO of program</th> <th>ILO of course</th> <th>Evaluation</th> </tr> </thead> <tbody> <tr> <td>I.L.O. n°2: Applying international business tools and knowledge appropriately to specific market</td> <td>The students need to understand different international markets and to build specific decision tools accordingly. They need to apply international strategy and marketing competencies.</td> <td>Working as group, students need to apply the right decisions to answer the situation described in the documents.</td> </tr> <tr> <td>I.L.O. n°3: Research and analyze diverse information to address the right questions and propose original solutions</td> <td>The students should be able to analyze the documents of the business game and also the decisions of the others companies managed by other students to build an original international strategy.</td> <td>Based on the capabilities of the individual and team to work on decisions of the business game</td> </tr> <tr> <td>I.L.O. n°4: Effective international communication and negotiation skills especially for selling and purchasing</td> <td>The students should be able to communicate to the other team members for both written and oral to convince them about their own way of thinking concerning the right decision that the team should take.</td> <td>Performance of each part (parent company, subsidiaries) of the international company. As the result, global performance of the</td> </tr> </tbody> </table>			ILO of program	ILO of course	Evaluation	I.L.O. n°2: Applying international business tools and knowledge appropriately to specific market	The students need to understand different international markets and to build specific decision tools accordingly. They need to apply international strategy and marketing competencies.	Working as group, students need to apply the right decisions to answer the situation described in the documents.	I.L.O. n°3: Research and analyze diverse information to address the right questions and propose original solutions	The students should be able to analyze the documents of the business game and also the decisions of the others companies managed by other students to build an original international strategy.	Based on the capabilities of the individual and team to work on decisions of the business game	I.L.O. n°4: Effective international communication and negotiation skills especially for selling and purchasing	The students should be able to communicate to the other team members for both written and oral to convince them about their own way of thinking concerning the right decision that the team should take.	Performance of each part (parent company, subsidiaries) of the international company. As the result, global performance of the
ILO of program	ILO of course	Evaluation												
I.L.O. n°2: Applying international business tools and knowledge appropriately to specific market	The students need to understand different international markets and to build specific decision tools accordingly. They need to apply international strategy and marketing competencies.	Working as group, students need to apply the right decisions to answer the situation described in the documents.												
I.L.O. n°3: Research and analyze diverse information to address the right questions and propose original solutions	The students should be able to analyze the documents of the business game and also the decisions of the others companies managed by other students to build an original international strategy.	Based on the capabilities of the individual and team to work on decisions of the business game												
I.L.O. n°4: Effective international communication and negotiation skills especially for selling and purchasing	The students should be able to communicate to the other team members for both written and oral to convince them about their own way of thinking concerning the right decision that the team should take.	Performance of each part (parent company, subsidiaries) of the international company. As the result, global performance of the												

		company evaluated by the business game software.
I.L.O. n°5: Potential leader and capability to work productively in multicultural team	The students should be able to work productively with diverse persons from different backgrounds and cultures as a team. The students should be able to become a good leader.	The capabilities of team to manage their teams, work on time and propose fruitful decisions.
I.L.O. n°6: Responsible Manager	The students should pay attention to ethics in managing international company, especially when managing the human resources in the business game. They also need to work with ethical standards during the group work as it needs full involvement of the student with an ethical sharing of the global amount of work.	The answers of the students should demonstrate that they have taken into consideration ethical issues. The students should also share the work equally as it is team assessment

Contents:

Session	Content	Hour in class	Hours out of class
1	Introducing the concept of simulation/ Overview of main key management tools and ethical dimensions	3h	3h
2	Decision making by groups Team coaching	3h	3h
3	Analyzing of the first decision at strategic, marketing, trading and finance levels. Building decision tools Decision making by groups Team coaching	3h	5h Working on the next decision and building decision tools
4	Decision making by groups Team coaching	4h	3h



5	Result presentation	1h	3h
6	Drafting of a summary report	4h	3h Finalizing the report

Final examination:

Type of assessment	Weight	ILOs Program
Ongoing assessment	100%	
1 Team assessment: Evaluation of performance of the company (by the business game software) - How the decisions were good and coherent	25%	ILO: 2, 4, 5
2 Team assessment: Building decision tools - Helping taking decisions and producing forecast	25%	ILO: 1, 2, 3, 4, 5, 6
3 Individual assessment: Building a report to analyze the quality of the past team decision. Need to separate clearly the individual contributions.	50%	ILO: 1, 4, 6

The active participation during the class is considered as very important. The students should be able to share their experiences or opinion regarding the decisions that the team should take in the context of the business game. The students need to work as team from all the class.

Keywords:

Bibliography:

As it's a business game, all the references used by the other courses



Title: Global Entrepreneurship		Nb of hours: 18
Lecturer: Christine MARSAL		
Learning objectives:		
<p>The course is based on an international collaboration between several classes from Israel, England and France.</p> <p>At the end on the course, students will know the <u>Process of entrepreneurship</u></p> <ul style="list-style-type: none"> • Definition of entrepreneurship, knowing who are the entrepreneurs, impact of entrepreneurship on economics, on society. • Business model canvas, the ideation process • They will participate to an international challenge (Israel, England and France) in order to propose an innovation to improve well-being in big cities. The innovation will be the result of interactions and discussion within international teams. 		
Managerial competencies:		
<ul style="list-style-type: none"> • be able to work in a multicultural and multi-location (distant) environment with colleagues and partners from different countries • be able, within a team, to analyse, solve a problem and present solutions regarding entrepreneurship issues 		
Link to the program intended learning outcomes:		
ILO of program	ILO of course	Evaluation
I.L.O. n°1: Understanding theoretical and conceptual knowledge	The students will understand theories regarding different aspects of entrepreneurship	Working as international group they will apply conceptual framework of canvas during the challenge.
I.L.O. n°2: Applying international business tools and knowledge appropriately to specific market	The students should be able to propose a new idea considering the international context of the market concerned by their idea.	Working as group, students need to build the right strategies for their final presentation
I.L.O. n°3: Research and analyze diverse information to address the right questions and propose original solutions	The students should effectively use Internet to find the useful and credible information in order to justify their innovation, and the business model.	Based on the capabilities of the individual and team to work on the project
I.L.O. n°4: Effective international communication and negotiation skills	With students should be able to communicate efficiently for offline and online (with social media or using Moodle Platform) and for both written and oral.	Students present themselves to their team mates. They defend their idea, they

especially for selling and purchasing		prepare a final presentation with animated ppt or a video.
I.L.O. n°5: Potential leader and capability to work productively in multicultural team	The students should be able to work productively with diverse persons from different backgrounds and cultures as a team. The students should be able to become a good leader.	The capabilities of team to manage their teams, work on time and propose fruitful solutions to the challenge
I.L.O. n°6: Responsible Manager	The project is linked to the 11 th target of United Nation dedicated to the sustainability of big cities.	The project of each team should demonstrate that they have taken into consideration ethical, environment, climate change.

Contents:

Session	Content	Hours in class	Hours out of class
1	Introduction to Global Entrepreneurship Some Characteristics of entrepreneurs Collage for self-presentation	3h	3h
2	Impact of Entrepreneurs Business Model- ideation Team up with students from Partners Universities and Colleges Manifesto for each team	3h	3h
3	Hackathon (international team) Innovate for future of cities (innovation for a better life in cities)	3h	3h Communication with other teammates could be asynchrone
4	Hackathon (international team) Innovate for future of cities (innovation for a better life in cities)	3h	3h
5	Hackathon (international team) Innovate for future of cities (innovation for a better life in cities)	3h	3h Final preparation of the pitches



Evaluation/Final examination:

Type of assessment	Weight	ILOs Program
Ongoing assessment	100%	
1. Team assessment: hackathon challenge	75%	ILO: 1, 2, 3, 4, 5, 6
2. Individual assessment: activities on Moodle platform, individual involvement to the success of the team (evaluated during the feedback session)	25%	ILO: 4, 5

The active participation during the class is considered as very important. The students should be able to share and defend their opinion regarding international project on sustainability of big cities. The students need to work as international team for a large part of the course. Because of time lag between the different classes, the asynchronous mode is promoted (especially during hackathon challenge).

An individual assessment expects students to demonstrate their ability to communicate with their international team mates, to defend their ideas and to present the final output to the class.

Keywords:

Bibliography:



Title: Introduction to Finance		Nb of hours: 18	
Lecturer: Ouidad YOUSFI			
Learning objectives:			
<p>This course introduces corporate finance. It presents frameworks and tools for decision-making. The first part of the course is devoted to the fundamental principles of financial analysis and the second part focuses on business decision-making.</p> <p>The main aim of the current course is to understand the decision-making process, specifically how to assess risk and return in businesses. It will cover the time value of money, cost of capital and capital budgeting. You will be using Excel for the valuation of financial returns based on NPV and IRR.</p>			
Managerial competencies:			
<p>The course will teach students to assess the risk profile of common securities such as bonds, securities, options, futures, and forwards.</p> <p>They will learn how to understand fundamental finance concepts such as risk, return and inflation, to master core financial skills and to analyze a simple situation. Based on basic finance principles, the student will be able to calculate to assess the performance of assets and portfolios.</p>			
Link to the program intended learning outcomes			
ILO of program	ILO of course	Evaluation	
I.L.O. n°1: Understanding theoretical and conceptual knowledge	The students will understand theories regarding different aspects of corporate finance, including rational decision theory, financial analysis, Net Present Value	Class discussion and participation and individual exercises completion.	
I.L.O. n°2: Identify and analyze diverse information about the financial situation of a company.	Students will be able to understand the main financial elements of an organization and the different potential sources of investment.	Students will work both individually and in group analyzing exercises.	
I.L.O. n°3: Evaluate the risk and return of investment opportunities	Students will assess the financial viability of the company and its ability to create value for stakeholders. They will be able to identify the main risks related to the company's sustainability and profitability and make concrete recommendations to address risks on a long-term basis.	Based on the capabilities of the individual and team to use the appropriate tools.	
I.L.O. n°6: Responsible Manager	Students should consider the ethics and social responsibility for analyzing the corporate finance	The activities in class	
Contents:			
Session	Content	Hour in class	Hours out of class

1	<ul style="list-style-type: none"> Elementary introduction to finance: Fundamental challenges of finance. A framework for financial analysis. Wealth Maximization Chapter I Risk and return <ol style="list-style-type: none"> Security analysis: proxies for return and risk Exercises 	2h	2h reading the notes and the references
2	<ol style="list-style-type: none"> Portfolio and diversification Optimal Investor Portfolio and Market analysis 	2h	2h reading the notes and the references
3	Chapter II Optimal Investor Portfolio <ol style="list-style-type: none"> Efficient frontier Capital allocation Line Risk aversion 	2h	2h reading the notes and the references
4	<ol style="list-style-type: none"> Capital market line Types of risks Calculation and estimation of Beta 	2h	2h reading the notes and the references
5	<ol style="list-style-type: none"> Capital Asset pricing Model CAPM Applications of CAPM 	2h	2h reading the notes and the references
6	A series of questions and exercises.	2h	2h preparing the exercises
7	Chapter III Equity Investments and Equity valuation <ol style="list-style-type: none"> Equity valuation models Discounted cash-flows Multiplier Models Asset based models Free cash-flow to equity models 	2h	2h reading the notes and the references
8	Chapter IV Quantitative Methods Discounted cash-flow application <ol style="list-style-type: none"> NPV IRR Holding Period Portfolio Performance 	2h	2h reading the notes and the references
9	Chapter V The cost of capital Sources of capital <ol style="list-style-type: none"> Sources of capital Components costs WACC and WACC limits 	2h	2h reading the notes and the references
Evaluation/Final examination:			
Type of assessment		Weight	sessions
Ongoing assessment		100%	



Individual: Intermediate exam	50%	1,2,3,6
Individual: Final exam	50%	1,2,3
Teaching Approach/ Instructional Methods This course is based on an active teaching approach. This means that the role of the student is central for the learning experiences. To prepare for each session, students have to read the pedagogical notes. They will also have to finalize the required homework. During the class, students must actively participate to the discussion of theoretical concepts and examples, giving their motivated opinion.		
Keywords:		
Bibliography: <ul style="list-style-type: none">• Brigham E. and Houston J.F. (2019), Fundamentals of Financial Management, 15 th edition.• Vernimmen P., Quiry P., Dallacchio M., Le Fur Y., and Salvi A. (2017), Corporate Finance: theory and practice.• Tirole, J. (2006), Theory of Corporate Finance.		



Title: International Human Resource Management		Nb of hours: 18												
Lecturer: Autcharaporn SOMSING														
<p>Learning objectives:</p> <p>Welcome to International Human Resource Management (IHRM). Due to the increasing of globalization, it is fruitful to understand how to management employees from different countries with different cultures to perform successfully. This course covers the international perspective of human resource management. Especially, this course focuses on challenges in working in a multicultural context including organization strategy, culture differences, international training and performance. Students will learn how to manage human resource in international context starting from the strategy of organization, preparation of employee to be expatriate, the criteria to recruit foreign employees, as well as compensation design in various contexts. Student engagement in class sessions and willingness to share perspectives and opinions are critical to the success of this course. A range of participative learning methods are used to facilitate an active classroom environment, including case analysis and group discussions.</p> <p>Managerial competencies:</p> <p>Manage international recruitment Prepare the right training for expatriates Balance globalization and localization of IHRM Apply the right leadership style to the right team</p> <p>Link to the program intended learning outcomes:</p> <table border="1"> <thead> <tr> <th>ILO of program</th> <th>ILO of course</th> <th>Evaluation</th> </tr> </thead> <tbody> <tr> <td>I.L.O. n°1: Understanding theoretical and conceptual knowledge</td> <td>The students will understand theories regarding different aspects of international human resource management, including cultures, staffing, training, and compensation,</td> <td>Answer the questions individually concerning different theories learned during the class.</td> </tr> <tr> <td>I.L.O. n°2: Applying international business tools and knowledge appropriately to specific market</td> <td>The students should be able to understand the differences of cultures and know how to select and apply the appropriate staffing approach, design the right training, and justice compensation plan to successfully manage international human resources.</td> <td>Working as group, students need to apply the right strategies of IHRM to answer the questions from different case studies</td> </tr> <tr> <td>I.L.O. n°3: Research and analyze diverse information to address the right questions and propose original solutions</td> <td>The students should be able to analyze the case study and apply the right information from the course to propose suitable solutions based on each context and situation. The students should effectively</td> <td>Based on the capabilities of the individual and team to work on the case studies.</td> </tr> </tbody> </table>			ILO of program	ILO of course	Evaluation	I.L.O. n°1: Understanding theoretical and conceptual knowledge	The students will understand theories regarding different aspects of international human resource management, including cultures, staffing, training, and compensation,	Answer the questions individually concerning different theories learned during the class.	I.L.O. n°2: Applying international business tools and knowledge appropriately to specific market	The students should be able to understand the differences of cultures and know how to select and apply the appropriate staffing approach, design the right training, and justice compensation plan to successfully manage international human resources.	Working as group, students need to apply the right strategies of IHRM to answer the questions from different case studies	I.L.O. n°3: Research and analyze diverse information to address the right questions and propose original solutions	The students should be able to analyze the case study and apply the right information from the course to propose suitable solutions based on each context and situation. The students should effectively	Based on the capabilities of the individual and team to work on the case studies.
ILO of program	ILO of course	Evaluation												
I.L.O. n°1: Understanding theoretical and conceptual knowledge	The students will understand theories regarding different aspects of international human resource management, including cultures, staffing, training, and compensation,	Answer the questions individually concerning different theories learned during the class.												
I.L.O. n°2: Applying international business tools and knowledge appropriately to specific market	The students should be able to understand the differences of cultures and know how to select and apply the appropriate staffing approach, design the right training, and justice compensation plan to successfully manage international human resources.	Working as group, students need to apply the right strategies of IHRM to answer the questions from different case studies												
I.L.O. n°3: Research and analyze diverse information to address the right questions and propose original solutions	The students should be able to analyze the case study and apply the right information from the course to propose suitable solutions based on each context and situation. The students should effectively	Based on the capabilities of the individual and team to work on the case studies.												

	use Internet to find the useful and credible information in order to justify their answers.	
I.L.O. n°4: Effective international communication and negotiation skills especially for selling and purchasing	The students should be able to communicate efficiently for offline and online and for both written and oral.	Team presentation for each case study.
I.L.O. n°5: Potential leader and capability to work productively in multicultural team	The students should be able to work productively with diverse persons from different backgrounds and cultures as a team. The students should be able to become a good leader.	The capabilities of team to manage their teams, work on time and propose fruitful solutions to case study.
I.L.O. n°6: Responsible Manager	The students should pay attention to ethics in managing international human resources, especially, when selecting for staffing, training or preparing compensation plan.	The answers of the students in both individual and team should demonstrate that they have taken into consideration ethical issues.

Contents:

Session	Content	Hour in class	Hours out of class
1	Introduction to international human resource management: The cultural, social responsibility, and ethics of IHRM Context of IHRM	4h	5h Peer-review and complete case study
2	International Leadership Management	6h	5h Pre-reading case study and research article
3	Staffing, recruitment, and selection	3h	



4	International training & compensation	3h	
5	Individual test	2h	5h Revise for the test

Evaluation/Final examination:

Type of assessment	Weight	ILOs Program
Ongoing assessment	100%	
1. Team assessment: Case study, article presentation (Written + Presentation)	40%	ILO: 2,3,4,5
2. Individual assessment: Peer-evaluation - Understand the context of international human resource management	20%	ILO: 1,2
3. Individual assessment: Theoretical and case study test	40%	ILO: 1,4,6

The active participation during the class is considered as very important. The students should be able to share their experiences or opinion regarding international human resource management. During the class, they also have to get involved in analyzing and solving the case studies presented and discussed in class. The students need to work as team for the case studies. The contributions from students will enrich the pedagogical process and positive climate during the course, which finally provide additional information to the issues discussed in class.

An individual assessment expects students to demonstrate their knowledge of international human resource management that have been learnt during the course. The concepts and theories should be applied wisely in the case study. The answers have to be motivated and demonstrate good written communication skills and easy to follow.

Keywords:



Bibliography:

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- Luthans, F. & Doh, J.P. (2018). *International Management: Culture, Strategy, and Behavior*
- Pudelko, Markus, Harzing, Anne-Wil. 2007. Country-of-origin, localization, or dominance effect? An empirical investigation of HRM practices in foreign subsidiaries. *Human Resource Management*. 46(4), 535-559.
- Syed, Jawad, Hazboun, Nour George, & Murray, Peter A. 2014. What locals want: Jordanian employees' views on expatriate managers. *International Journal of Human Resource Management*. 25(2), 212-233.



Title: Corporate Social Responsibility and Ethics		Nb of hours: 18
Lecturer: Autcharaporn SOMSING		
<p>Learning objectives:</p> <p>Corporate social responsibility and ethics can be considered as the key competitive advantages of an organization in nowadays. Taking social responsibilities and ethics into consideration could provide a better image for a manager as well as an organization. This course aims to illustrate the concept of corporate social responsibilities and ethics both theoretically and professionally and from different views, for instance, human resource management perspective and marketing perspective. Finally, the course also expects to increase awareness of students concerning social responsibility and ethics for their future works.</p> <p>Managerial competencies:</p> <p>Recognize the importance of CSR both inside and outside organization Manage the CSR strategy for all stakeholders</p> <p>Link to the program intended learning outcomes:</p>		
ILO of program	ILO of course	Evaluation
I.L.O. n°1: Understanding theoretical and conceptual knowledge	Students will understand the basic theories related to social responsibilities in order to realize the importance of ethics and CSR in business.	Individual assessment to explain different theories.
I.L.O. n°2: Applying international business tools and knowledge appropriately to specific market	Students should be able to apply and detect strategy of organization related to CSR.	Team work on project and apply knowledge in case studies.
I.L.O. n°3: Research and analyze diverse information to address the right questions and propose original solutions	After this course, students will increase critical thinking in analyzing information from academic research.	Individual coursework in analyzing some articles related to CSR.
I.L.O. n°4: Effective international communications in general and especially for negotiating, selling, and purchasing	Students should be able to communicate efficiently and convincingly discuss their propositions with their classmates, both in writing and orally.	Team project leads to in-group discussion and negotiation and a final presentation to the class.
I.L.O. n°5: Potential leader	Students should be able to organize the	Team work evaluation will

and capability to work productively in multicultural team	group project task repartition, and productively work with various persons from different backgrounds and cultures as a team.	be done through the project, and how students have been able to work on time and to propose common solutions.
I.L.O. n°6: Responsible Manager	This course mainly aims to increase awareness of CSR and ethics in management as well as in their daily life and prepare them to be responsible managers.	Evaluate from all aspects of their works both individual and team.

Contents:

Session	Content	Hours in class	Hours out of class
1	- Introduction to Corporate Social Responsibility	4h	25h Preparing project and individual research
2	- Theories of CSR and ethics - Explain about research project related to CSR	4h	
3	- Greenwashing, circular economy, social innovation	3h	5h Prepare the presentation
4	CSR and Marketing - Introduction: CSR and Marketing - Marketing and ethics - CSR as marketing tools - CSR and branding Case study: Marketing and CSR	5h	1h To Finish Case study

5	<ul style="list-style-type: none"> - CSR and Human resource management - Individual test 	2h	
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Evaluation/Final examination:

Type of assessment	Weight	ILOs Program
Continuous assessment	100%	
1. Team assessment: CSR Project Presentation	30%	ILO: 4,5,6
2. Team assessment: Case study and presentation	10%	ILO: 2,3,5,6
3. Individual assessment: Online quiz	15%	ILO: 1,6
4. Individual assessment: Coursework: research	45%	ILO: 3,6

During the class, students are expected to actively participate to the discussions of corporate social responsibility to ensure the dynamics of learning during the courses. Several case studies will be applied in the class. Therefore, the students are expected to develop their critical thinking in order to solve problems and response the questions. Team project also aims to increase initiative thinking, and develop teamworking capabilities.

Moreover, individual assessment is also applied by two main ways: test of course content and research topic related the course. The student should revise the course content to understand different phenomena of CSR. More importantly, students need to do their own research of academic articles to finally propose an interesting proposition.

Keywords: Cibles, positionnement, produit, prix, distribution, communication

Bibliography:

Aguinis, H., & Glavas, A. (2012). What we know and don't know about corporate social responsibility: A review and research agenda. *Journal of Management*, 38(4), p. 932–968.

Carroll, A. B. (1979). A three-dimensional conceptual model of corporate social performance. *Academy of Management Review*, 4, p.497–505.

Carroll, A. B. (1991). The pyramid of corporate social responsibility: Toward the moral management of organizational stakeholders. *Business Horizons*, 34(4), 39–48.

Freeman, R. E. (1984). *Strategic management: A stakeholder approach*. Boston, Mass.: Pitman.

Kohlberg L. (1976). Moral stage and moralization: the cognitive-developmental approach. In: Lickona T, editor. *Moral Development and Behavior: Theory, Research, and Social Issues*. Holt, Rinehart & Winston: New York. p. 31–53



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FIRST YEAR – SEMESTER 2

Title: Negotiation and Sales		Nb of hours: 18
Lecturer: Concha ALLEN		
<p>Learning objectives:</p> <p>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.</p> <p>Managerial competencies:</p> <p>Prospecting Communication skills Building Trust and Relationships Intercultural Effectiveness Developing and Delivering Value to Customers Negotiating skills Handling Objections</p> <p>Link to the program intended learning outcomes:</p>		
ILO of program	ILO of course	Evaluation
I.L.O. n°1: Understanding theoretical and conceptual knowledge	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; and understand the difference between features, advantages, and benefits.	From individual assessments to see how the students can understand the different concepts.
I.L.O. n°2: Applying international business tools and knowledge appropriately to specific market	Students will understand professional selling and negotiation from a global perspective. Students will use the methods of the early stages of selling to lead negotiations in a cross-cultural environment. Students will develop and implement strategies for selling industrial goods and services.	Different activities to see how they can implement the theories to practices such as role-play
I.L.O. n°3: Research and analyze diverse	Students will be able to solve problems and to critically analyze. Students will be able to	This will be mainly evaluated in case study

information to address the right questions and propose original solutions	understand business practices and related concepts and be able to integrate this functional knowledge in order to address business problems and offer solutions to customers. Students will build a prospecting strategy to target appropriate leads, and develop customer solutions based on a needs analysis.	
I.L.O. n°4: Effective international communication and negotiation skills especially for selling and purchasing	Students will 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.	This will be evaluated for all activities and mainly for the role-play where they can exactly perform their negotiation skills.
I.L.O. n°5: Potential leader and capability to work productively in multicultural team	Students will be able to work as part of a team and carry out group assignments while taking responsibility for leadership roles within the group. Student will be aware of the role that culture plays in negotiation.	In Team work
I.L.O. n°6: Responsible Manager	Students will be able to demonstrate awareness of ethical and social responsibility issues.	In all activities, the students should be ethical in teamwork and their propositions should consider the social responsibility.

Contents:

Session	Content	Hour in class	Hours out of class
1	Ethics 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	3h
2	Introduction to the professional selling environment Relationship vs. transactional selling Types of sales and sales careers Organizational buying process	3h	3h
3	Preparation for a sales or purchase interview: Interpersonal communication skills how to establish a good relationship	3h	3h



4	The sales process and sales strategies implementation Prospecting/Qualifying Approach/Opening Discovery/Needs Assessment	3h	3h
5	The sales process and sales strategies implementation (cont.) Present solution and handle objections Deliver value proposition of an offer Support the buyer's decision Close the sale Follow-up	3h	3h
6	Negotiation lecture and experiential exercise Leading negotiation within organizations	3h	3h

Evaluation/Final examination:

Type of assessment	Weight	ILOs Program
Ongoing assessment	100%	
Team assessment: Role-plays / Case studies	40%	ILO: 2, 3, 4, 5, 6
Individual assessment: Test of course content-written exam	60%	ILO: 1, 2, 3, 4, 5, 6

Keywords:

Bibliography:

Farrington, Jonathan, The Four Social Styles: Can You Identify Yourself (and Your Prospect)? *Think Advisor*, May 13, 2013, <https://www.thinkadvisor.com/2013/05/13/the-4-social-styles/>, (accessed July 26, 2018).

Ferrell, O. C., Johnston, M. W., Marshall, G. W., & Ferrell, L. (2019). A New Direction for Sales Ethics Research: The Sales Ethics Subculture. *Journal of Marketing Theory and Practice*, 27(3), 282–297. <https://doi.org/10.1080/10696679.2019.1615839>

Lee, Y., Heinze, T., Donoho, C., Fournier, C., Jalal, A. A. F. M., Cohen, D., & Hennebichler, E. (2018). An International Study of Culture, Gender, and Moral Ideology on Sales Ethics Evaluations: How Should Educators Respond? *Journal of Marketing Education*, 40(3), 196–210. <https://doi.org/10.1177/0273475318755492>

Yoo, J., & Arnold, T. (2019). Frontline employee authenticity and its influence upon adaptive selling outcomes: Perspectives from customers. *European Journal of Marketing*, 53(11), 2397–2418. <https://doi.org/10.1108/EJM-04-2017-0290>

<https://www.collegegrad.com/job-search-prep/marketing-yourself-in-the-job-search-world#c1.7>



Books:

- *SPIN Selling* by Neil Rackham
- *Objections: The Ultimate Guide for Mastering the Art and Science of Getting Past No* by Jeb Blount and Mark Hunter
- *To Sell Is Human: The Surprising Truth about Moving Others* by Daniel Pink



Title: Intercultural Management and Communication		Nb of hours: 18									
Lecturer: Maximo BARAHONA											
<p>Learning objectives:</p> <p>Living in a globalized world may lead as to be involved in a multicultural environment. For this reason, it is imperative to understand how culture may affect management and communication in organizations. This course is focused on ways of cross-cultural awareness and contrast of management and communication processes. These practices are considered for being a successful manager in a highly intercultural environment.</p> <p>Managerial competencies:</p> <p>Managerial competencies in a globalized world encompass a multifaceted set of skills that are crucial for successful leadership in diverse cultural settings. Understanding the nuances of how culture influences management and communication within organizations is key. This course aims to deepen cross-cultural awareness and examine contrasting management and communication processes. By focusing on these competencies, aspiring managers can learn to navigate the complexities of a multicultural environment effectively, ensuring that they are equipped to lead with sensitivity, insight, and the ability to bridge cultural divides. This knowledge is not just an asset but a necessity for those looking to excel in international management roles.</p> <p>Link to the program intended learning outcomes:</p> <table border="1"> <thead> <tr> <th>ILO of program</th> <th>ILO of course</th> <th>Evaluation</th> </tr> </thead> <tbody> <tr> <td>I.L.O. n°1: Understanding theoretical and conceptual knowledge</td> <td>The students will understand theories and concepts related to intercultural management such as culture, national cultural model theories, communication process, and cross-cultural communication.</td> <td>Answering questions concerning different theories and concepts learned during the sessions.</td> </tr> <tr> <td>I.L.O. n°2: Applying international business tools and knowledge appropriately to specific market</td> <td>The students will recognize the cultural differences between people and organizations to undertake the best management approach according to the context.</td> <td>Group work, students recognize and apply the best management and communication approach that suit in a multicultural environment.</td> </tr> </tbody> </table>			ILO of program	ILO of course	Evaluation	I.L.O. n°1: Understanding theoretical and conceptual knowledge	The students will understand theories and concepts related to intercultural management such as culture, national cultural model theories, communication process, and cross-cultural communication.	Answering questions concerning different theories and concepts learned during the sessions.	I.L.O. n°2: Applying international business tools and knowledge appropriately to specific market	The students will recognize the cultural differences between people and organizations to undertake the best management approach according to the context.	Group work, students recognize and apply the best management and communication approach that suit in a multicultural environment.
ILO of program	ILO of course	Evaluation									
I.L.O. n°1: Understanding theoretical and conceptual knowledge	The students will understand theories and concepts related to intercultural management such as culture, national cultural model theories, communication process, and cross-cultural communication.	Answering questions concerning different theories and concepts learned during the sessions.									
I.L.O. n°2: Applying international business tools and knowledge appropriately to specific market	The students will recognize the cultural differences between people and organizations to undertake the best management approach according to the context.	Group work, students recognize and apply the best management and communication approach that suit in a multicultural environment.									

I.L.O. n°4: Effective international communication and negotiation skills especially for selling and purchasing	The students will be able to communicate efficiently across different intercultural situations by using offline and online outlets through oral and written forms.	Individual and Teamwork through written and oral class activities.
I.L.O. n°5: Potential leader and capability to work productively in multicultural team.	The students will be able to identify the differences in a multicultural team for creating a productive work environment.	Group work for managing team members, task division, work on time, and propose solutions to case studies.
I.L.O. n°6: Responsible Manager	The students will integrate ethical intercultural management, especially through responsible communication.	Student's answers through individual and group assessments.

Contents:

Session	Content	Hours in class	Hours out of class
1	Culture fundamentals, drivers and globalization	3h	3h
2	Intercultural awareness - Class assessment: Cultural expressions	3h	2h to read book chapter
3	Management across cultures - Class assessment: Case Study – Cross-cultural management	3h	2h to finish the case study
4	Fundamentals of Communication	3h	3h
5	Cross-cultural Communication - Class assessment: Case Study – Cross-cultural communication -	3h	2h to finish the case study
6	Communication strategy	3h	3h



Evaluation/Final examination:

Type of assessment	Weight	ILOs Program
Ongoing assessment	100%	
1. Team assessment: Case study – Cross Cultural Communication (Written + Presentation) Answer the questions based on the case.	40%	ILO: 1, 2, 4, 5, 6
2. Individual assessment: Theoretical and case study written exam.	60%	ILO: 1, 4, 6

The case study approach will be used after receiving key concepts and theories from the session. Students will be asked to read, analyze, and answer questions based on the case. These questions will show situations that are linked to course content. After answering the questions one of the team members will explain the case and read their answers. In such way, other teams have the opportunity to discuss the answers and may give other approaches regarding the case study.

An individual written exam expects students to demonstrate their knowledge of intercultural management and communication that have been learnt during the course. The concepts and theories should be applied answering questions based on mini cases. The student should accomplish answering the questions in two hours. The answers have to display clarity and a mastery of the course content.

Keywords:

Bibliography:

Browaays, M. J. & Price, R. (2016). Understanding cross-cultural management. Pearson.

Thomas, D. C., & Peterson, M. F. (2016). Cross-cultural management: Essential concepts. Sage Publications.

Hofstede, G., Hofstede, G. J., & Minkov, M. (2010). Cultures and Organizations: Software of the Mind.

Revised and expanded



Title: International Law		Nb of hours: 18
Lecturer: Gregory HANSON		
Learning objectives:		
Managerial competencies:		
<ul style="list-style-type: none"> • Know the basic legal rules and vocabulary 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. 		
Link to the program intended learning outcomes:		
ILO of program	ILO of course	Evaluation
I.L.O. n°1: Understanding theoretical and conceptual knowledge	The students will understand theories regarding different aspects of international law and comparative law.	Answer the questions individually concerning different theories learned during the class.
I.L.O. n°2: Applying international business tools and knowledge appropriately to specific market	The students should be able to understand the differences of cultures and know how to select and apply the appropriate legal approach.	Working as group, students need to apply the right rules to answer the questions from different case studies.
I.L.O. n°3: Research and analyze diverse information to address the right questions and propose original solutions	The students should be able to analyze the case study and apply the right information from the course to propose suitable solutions based on each context and situation. The students should effectively use Internet to find the useful and credible information in order to justify their answers.	Based on capabilities individual and team to the of the work on the case studies.
I.L.O. n°4: Effective international communication and negotiation skills especially for selling and purchasing	The students should be able to communicate efficiently offline and online and for in writing and orally on legal issues.	Individual participation for each case study.
I.L.O. n°5: Potential leader and capability to work productively in multicultural team	The students should be able to work productively with diverse persons from different backgrounds and cultures as a team.	The capabilities of team to manage their teams, work on time and propose fruitful



I.L.O. n°6: Responsible Manager	The students should pay attention to ethics in and legality.	solutions to case study. The answers of the students in both individual and team should demonstrate that they have taken into consideration ethical and legal issues.
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Contents:

Session	Content	Hours in class	Hours out of class
1	The French contract law - Case studies	3h	3h
2	International contract law - Case studies	3h	3h
3	The main provisions of international contracts- Case studies	3h	3h
4	- Private International Law and the law applicable to contracts. Case studies	3h	3h
5	Private International Law and the competent judge. Case studies	3h	3h
6.	Private International Law and Unfair Competition – case studies	3h	3h

Evaluation/Final examination:

Type of assessment	Weight	ILOs Program
Final evaluation.	100%	1,2,3,4,5,6

Keywords:

Bibliography:

International legal English by Amy KROIS –LINDNER, CAMBRIDGE PROFESSIONAL ENGLISH, 3rd Edition,

Professional English in use by Gillian D. BROWN and Sally RICE, CAMBRIDGE LAW, 1st Edition

Business Law by Sarah RICHES and Vida ALLEN PEARSON, 11th edition

Website : <https://www.legifrance.gouv.fr>



Title: International Finance		Nb of hours: 18															
Lecturer: Ouidad YOUSFI																	
<p>Learning objectives:</p> <p>The International finance course covers Forex markets. The objective is to understand the environment of international finance, and especially international trade. Due to the increasing of globalization, it is critical to understand the mechanisms of international finance and their linkages. This course focuses on international exchanges and the related challenges and influences in international trade. Students will learn about the international trade environment, including currencies and trades, and management instruments, such as commodity and contract bonds. Students will be asked to prepare a dissertation on a topic related to exchange markets.</p> <p>Managerial competencies:</p> <p>The students are expected to know how to:</p> <ul style="list-style-type: none"> • Identify, analyze and mitigate market and currency risks. • Manage international alliances and partnerships. • Assess the consequences of international transactions. • Manage cash-flows according to the policies and procedures to be compliant with local and international legal and ethical requirements. <p>Link to program intended learning outcomes:</p> <table border="1"> <thead> <tr> <th>ILO of program</th> <th>ILO of course</th> <th>Evaluation</th> </tr> </thead> <tbody> <tr> <td>I.L.O. n°1: Understanding theoretical and conceptual knowledge</td> <td>Historical perspectives of the International Monetary System Gold standard</td> <td>Group presentations limited to 10 slides and 15 minutes max</td> </tr> <tr> <td>I.L.O. n°2: Applying international business tools and knowledge appropriately to specific market</td> <td>Exchange rate regimes – pegs, fixed, floating, currency boards, etc. The Euro and European Monetary System</td> <td>Group presentations limited to 10 slides and 15 minutes max</td> </tr> <tr> <td>I.L.O. n°3: Research and analyze diverse information to address the right questions and propose original solutions</td> <td>Review of historical currency crises Overview of Balance of Payments</td> <td>Group presentations limited to 10 slides and 15 minutes max</td> </tr> <tr> <td>I.L.O. n°4: Effective international communication and</td> <td>Spot and forward rate determination Interest rate parity Inflation mechanisms</td> <td>Group presentations limited to 10 slides and 15 minutes max</td> </tr> </tbody> </table>			ILO of program	ILO of course	Evaluation	I.L.O. n°1: Understanding theoretical and conceptual knowledge	Historical perspectives of the International Monetary System Gold standard	Group presentations limited to 10 slides and 15 minutes max	I.L.O. n°2: Applying international business tools and knowledge appropriately to specific market	Exchange rate regimes – pegs, fixed, floating, currency boards, etc. The Euro and European Monetary System	Group presentations limited to 10 slides and 15 minutes max	I.L.O. n°3: Research and analyze diverse information to address the right questions and propose original solutions	Review of historical currency crises Overview of Balance of Payments	Group presentations limited to 10 slides and 15 minutes max	I.L.O. n°4: Effective international communication and	Spot and forward rate determination Interest rate parity Inflation mechanisms	Group presentations limited to 10 slides and 15 minutes max
ILO of program	ILO of course	Evaluation															
I.L.O. n°1: Understanding theoretical and conceptual knowledge	Historical perspectives of the International Monetary System Gold standard	Group presentations limited to 10 slides and 15 minutes max															
I.L.O. n°2: Applying international business tools and knowledge appropriately to specific market	Exchange rate regimes – pegs, fixed, floating, currency boards, etc. The Euro and European Monetary System	Group presentations limited to 10 slides and 15 minutes max															
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I.L.O. n°4: Effective international communication and	Spot and forward rate determination Interest rate parity Inflation mechanisms	Group presentations limited to 10 slides and 15 minutes max															

negotiation skills especially for selling and purchasing		
I.L.O. n°5: Potential leader and capability to work productively in multicultural team	Foreign direct investment and cross-border acquisitions International capital structure and the cost of capita	Group presentations limited to 10 slides and 15 minutes max

Contents:

Session	Content	Hours in class	Hours out of class
1	Introduction to international finance Globalization and International trade	2h	2h reading notes and references
2	International Monetary System Exchange Regimes	2h	2h reading notes and references
3	Balance of payments	2h	2h reading notes and references
4	Forex	2h	2h reading notes and references
5	Arbitrage	2h	2h reading notes and references
6	Purchasing power parity	2h	2h reading notes and references
7	Currency derivatives	2h	2h reading notes and references
8	Exercises	2h	2h reading notes and references

Evaluation/Final examination:

The lecture is separated in two main dynamics. First, theoretical knowledge and concepts must be learnt and understood. During the class, they will listen, and read a related case study to understand the real application of theories. The second dynamic require more participation, and the students are invited to share their knowledge, reflections, opinions and questions related to international finance.



The diversity of assessments gives opportunities to students to show their knowledge in international finance, but also their abilities to improve their reflections toward complex environment.

Type of assessment	Weight	ILOs
Ongoing Assessment	100%	
1. Individual: Dissertation + PPT presentation + Discussion	50%	1,2,5,6
2. Individual: Final Exam	50%	1,3,4,5,6

Keywords: FOREX, IMS, Balance of payments, hedging and speculative strategies., FDI

Bibliography:

Krugman, Obstfeld, Melitz, 2018, International Finance – Theory and policy, 11th edition, Pearson

Ortiz H., 2018, Finance, The international encyclopedia of anthropology

Rugman, 2006, Collingson, International Business, 4th edition, Prentice Hall Financial Times

Terra C, 2015, Principles of International Finance and open economy macroeconomics: theories and applications, 15th edition



Title: Supply Chain Management		Nb of hours: 18
Lecturer: Séverine HECKLY		
<p>Learning objectives:</p> <p>A supply chain is comprised of all the parties involved in fulfilling a customer request. With increasing competition around the globe, supply chain management is both a challenge and an opportunity for companies. Hence a strong understanding of supply chain management concepts and the ability to recommend improvements should be in the toolbox of all managers.</p> <p>The course will provide students with the knowledge and the tools to develop and implement supply chain strategies and solve related issues. It includes designing a strategic framework to analyze supply chains, planning demand and supply, managing inventories in an international context.</p> <p>Managerial competencies:</p> <p>The students they will have competencies of applying planning method on strategic production decisions, Stock Calculation to improve inventory turnover, and procurement portfolio management.</p> <p>Link to the program intended learning outcomes:</p>		
ILO of program	ILO of course	Evaluation
I.L.O. n°1: Understanding theoretical and conceptual knowledge	The students will understand theories regarding different aspects of Supply chain management, including Planning, Distribution, transportation, Procurement, Inventory management.	Answer the questions individually concerning different theories learned during the class.
I.L.O. n°2: Applying international business tools and knowledge appropriately to specific market	The students should be able to understand the globalization of the exchanges and incidence on management function and supply chain management decision.	Individual final assessment to apply the right strategies of supply chain management to answer the questions from different case studies.
I.L.O. n°6: Responsible Manager	The students should pay attention to social and economics responsibilities in Supply chain management.	The answers of the students should demonstrate that they have taken into consideration social and economics responsibilities.

Contents:

The course has strong emphasis on providing analytical skills, critical thinking, and managerial insights. The topics we will cover in this course could be grouped into five main modules:

Session	Content	Hour in class	Hours out of class
1	Supply chain strategy Concept & Challenges (Main concept, value added, SCOR, strategic fit, challenges, BPM, Ecosystem ..)	3h	
2	Distribution Strategies (design network, Channel selection, Warehouse management, transport management, decoupling point, out-sourcing)	3h	
3	Planning strategy and demand management (MRP method & data, Strategic plan, S&OP, MPS, MRP, Shop floor control, Demand management overview : Demand forecast, models to predict). - Study case with exercise on MRP strategy of production	3h30	5h Self-study for the test
4	Inventory management: Just in time, Kanban, pull method, lot size reduction, Stock classification and cost, quantity economic calculation and replenishment method. Study case, analysis and calculation.	4h	
5	Procurement & Purchasing Strategy: (Procurement introduction and implication for procurement management and Supplier Relationship Management and Challenges, Total Cost of ownership and challenges, Supplier providers and Incoterms. - Final test	4h30	5h Revise for the test



Evaluation/Final examination:

Type of assessment	Weight	ILOs Program
Ongoing assessment	100%	
1. Group assessment: Case study	25%	ILO: 1,2,6
2. Individual assessment: Study case analysis and exercise, quiz, open question	75%	ILO: 1,2,6

Keywords:

Bibliography:

- *Supply Chain Management: Strategy, Planning, and Operations (5th Edition)* by Sunil Chopra and Peter Meindl. Prentice Hall, 2012.
- *Operations Strategy: Principles and Practice* by Jan A. Van Mieghem. Dynamic Ideas, 2008.



Title: Purchasing		Nb of hours : 18
Lecturer: Diana LEBEL		
Learning objectives:		
<p>No company can support all their needs on their own in order to produce or retail. In some cases, they may question themselves: “make or buy”. In any case they are never self-sufficient to face all their needs for their activity. The Purchasing activity is an absolute necessity. Buying the correct merchandise at the correct cost has become the real issue. This course aims at training students to be aware of the central role of a buying department in a firm. They will grow efficient and agile with all management and calculation issues allowing a company to acquire the right products to fulfill their needs and objectives, in a profitable way.</p>		
Managerial competencies:		
<p>Sense of Analysis, be analytic Team spirit Strategic Vision (from short to long term) Decision making (fair and relevant decision) Technical skills, hard skills (master tools, products and services) Communication skills (esp. with external parties)</p>		
Program intended learning outcomes:		
ILO of program	ILO of course	Evaluation
I.L.O. n°1: Understanding theoretical and conceptual knowledge	<ul style="list-style-type: none"> ▪ 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 	Exam: Answer the questions individually concerning different theories learned during the class.
I.L.O. n°2: Applying international business tools and knowledge appropriately to specific market	<ul style="list-style-type: none"> ▪ 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 	Case study, exam

I.L.O. n°3: Research and analyze diverse information to address the right questions and propose original solutions	<ul style="list-style-type: none"> ▪ Search the right information ▪ Collect useful data ▪ Analyse these information, ▪ Use the correct data ▪ Take the right decision 	Assimilate data from case study to answer
I.L.O. n°4: Effective international communication and negotiation skills especially for selling and purchasing	<ul style="list-style-type: none"> ▪ Link with Program topics : sourcing in a global world ▪ Be able to prepare all necessary elements to prepare an international negotiation 	Be able to prepare all necessary elements to prepare an international negotiation: case study & exam
I.L.O. n°6: Responsible Manager	<ul style="list-style-type: none"> ▪ Be aware of the importance of a buyer ethical and responsible attitude 	In all assignments

Contents:

Session	Content	Hours in class	Hours out of class
Session 1	Introduction I- The buying function in a company Different kinds of companies Actors, interactions, roles & responsibilities Skills & competencies of a successful buyer (Code of Conduct, Ethics and sustainability)	3h	5h further reading
Session 2	II- The Buying process and cycle Supply chain & purchase activity Collateral activities The buying cycle	3h	3h Homework
Session 3	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	3h	

Session 4 & 5	<p>Assignment IV- Planning & forecasting, stock management & inventory</p> <ol style="list-style-type: none"> 1. Why Planning and forecasting? 2. Definitions and terminology 3. How to manage stocks and TOS 4. Assortment management and planning 5. Define the needs 	3h	
Session 5	<p>Assignment correction End of Chapter IV</p>	3h	Prepare Assignment 5h
Session 6	<p>Define a product Exercices & Final exam</p>	3h	Review for exam 8h

Lecture, Home research and training, class exercises, cases

A word of advice:

Need for a simple calculator

Prerequisites :

Marketing fundamentals,

Basics of mathematics

Evaluation/Final examination:

Type of assessment	Weight	ILOs Program
Ongoing assessment	100%	
Individual assessment: Class participation, Homework, test	50%	ILO: 1,2,3,4,6
Individual assessment: Final Exam	50%	ILO: 1,2,3,4,6

Keywords:

Bibliography:

Baily, Farmer, Crocker, Jessop, Jones Procurement, Principles and management, Prentice Hall

Claret Nathalie, Charreire Petit, Huault, Perret Management DCG Nathan Revue Fiduciaire

Clodfelter Richard 3rd Ed Making Buying decisions Fairchild

Diamond Jay and Pintel Gerald Retail Buying Pearson

Handfield, Monczka, Giunipero, Patterson Sourcing & Supply Chain management 4th ed South Western Cengage learning ISE



Jacobsen Marie Louise	The Art of Retail Buying	Wiley
Kotler & Keller	Marketing Management 15Th Ed	Pearson
KunzGrace & Gener Myran	Going Global	Fairchild
Lellouche et Piquet	La négociation acheteur/vendeur	Dunod
Lendrevie & Levy	MERCATOR 2013	Dunod
Levy & Weitz	Retailing Management	Mc GrawHill International Ed
Oriol, Sauvage	Management achat et Supply Chain	Vuibert
Person Hélène	Fonction Achat	Maxima
Tepper Bette	Mathematics for retail buying	Fairchild



Title: International Entrepreneurship		Nb of hours: 36
Lecturer: Maria Claudia ANGEL FERRERO		
Learning objectives:		
<p>This is an introductory course on International Entrepreneurship and is intended to provide a solid foundation of entrepreneurship. This course will provide an introduction and foundation for understanding the entrepreneurial process.</p> <p>The course will identify and explore the discreet steps involved in transforming an often vague and unrefined idea into a clearly articulated business model and start the business. It will also focus on risk assessment, project management, and making decisions in environments characterized by rapid change and chronic resource scarcity.</p> <p>Entrepreneurship is approached as a way of thinking and acting, as an attitude, and a behavior. The emphasis is on entrepreneurship as a process that can be applied in virtually any organizational setting. The focus of this course will be on the creation of new ventures, the ways that they come into being, and factors associated with their success. This is a course of many ideas and questions, and you will be encouraged to develop and defend your own set of conclusions regarding each of these issues.</p> <p>Successful entrepreneurship begins with a vision, the Entrepreneur has to transform a creative vision into something tangible and real. This course, for both management and non-management students, is designed to introduce students to the entrepreneurial process so that they may begin to shape their own entrepreneurial vision. Course objectives will include a realistic preview of the challenges of entrepreneurship, an understanding of the legal and ethical environment within which entrepreneurs operate, the ability to develop a business plan, and the skills to think critically and the ability to evaluate opportunities in the business or nonprofit sectors. The course will also include self-assessment activities designed to help students assess their own entrepreneurial potential.</p>		
ILO of program	ILO of course	Evaluation
I.L.O. n°2: Applying international business tools and knowledge appropriately to specific market	Students will be able to understand the main steps of the entrepreneurial process and the different forces impacting a business. They'll be able to assess and evaluate risk, including the strengths and weaknesses of potential competitors as well as the advantages and disadvantages to working with potential strategic partners both at national and international level.	Examining the competitive landscape and finding a unique product placement for their venture. At every stage of the process, students will be making decisions related to managing their venture and adapting to feedback and changes in the market.

<p>I.L.O. n°3: Research and analyze diverse information to address the right questions and propose original solutions</p>	<p>Students will assess the financial viability of the company and its ability to create value for stakeholders. They will be able to identify the main risks related to their venture's sustainability, profitability, viability and feasibility and be able to make decisions and adapt to the dynamic of their markets.</p>	<p>Students are asked to go out of the classroom and test their assumptions related to customer interest in their product or service. They will have to conduct primary and secondary research and analyze their market potential.</p>
<p>I.L.O. n°4: Effective international communication and negotiation skills especially for selling and purchasing</p>	<p>The student will be able to communicate both orally and written their opinion, knowledge and recommendations. They'll learn how to properly use verbal and non verbal communication to pass on a message effectively.</p>	<p>Students in groups will present every two lecture their progress and the outcomes for the week. They will pitch their venture at the end of the course providing a 5 minutes video presentation. Students will interview potential customers, partners and will negotiate and sell their services/products.</p>
<p>I.L.O. n°5: Potential leader and capability to work productively in multicultural team</p>	<p>The students should be able to work productively with diverse persons from different backgrounds and cultures as a team. Students should be able to resolve conflict and provide feedback to their peers. The students should be able to become a good leader.</p>	<p>Students will work both in group with students from different backgrounds and cultures. Peer learning is encouraged in this course, and they will be asked to give feedback to their peers.</p>
<p>I.L.O. n°6: Responsible Manager</p>	<p>The students should pay attention to ethics in the financial field. They are encouraged to assess the financial viability of the company and its ability to create value through ethical lenses</p>	<p>Students will be participating in discussions about ethic issues and potential conflict.</p>

Managerial competencies:

- Effective Communication
- Team work
- Problem solving
- Analytical thinking

- Creativity and Innovation
- Entrepreneurial mindset

Contents:

Session	Content	Hour in class	Hours out of class
1	Introduction to Entrepreneurship Entrepreneurs Psychology and Cognition Entrepreneurial Process Activity : Ideation Class, Idea Pitch, and Team Recruitment, Self-Assessment	3h	2h Watch introductory video Read Paper on entrepreneurial behavior
2 -3	The bridge between Creativity and Innovation The Role of Innovation The 5 questions Model: Why, What, How, When , Who Activity: Opportunity Evaluation, The three lenses of Evaluation: Feasibility, Desirability, Viability, First Presentation.	6h	2h watch video + Research
4-5	Building and understanding a customer tribe The Innovation cycle The Value Proposition Activity: Tribe profilation and VP Canvas Second Self Assessment	6h	2h Research + Videos
6-7	Prototyping Tools MVP Pitching to Customers Activity: Prototyping	6h	2h Finalize prototype and start customer test



	Third Presentation		
8-9	Collecting Feedback Performing Interviews The right questions A/B Test Activity: Interviewing Customers and Giving Feedback, Feedback coffee.	6h	5H Prepare interview grids + Watch video + Read Paper
10-11	Marketing for Entrepreneurs Growth Hacking Business Models Lean Startup Sales & Negotiation techniques Activity: BMC, Growthacking Strategy Definition, Sales Pitch	6h	5h Adjust investor pitch + Watch Video + Read Paper
12	Final Investor Pitch Final Self-Assessment	3h	3h

Evaluation/Final examination:

Type of assessment	Weight	ILOs Program
Ongoing assessment	100%	
Individual Assessment (class discussion participation, self-assessment, peer assessment)	30%	ILO: 1, 2, 3, 4, 5, 6
Group assessment: In-class assignments + Homework + Project	20%	ILO: 1, 2, 3, 5, 6
Group assessment: Final group presentation	50%	ILO: 1, 2, 3, 4, 5, 6

Keywords:

Entrepreneurship, creativity, innovation, business plan

Bibliography:

Academic articles and studies cases will be handed out all along the course and will be given as reference for study. [VB ETP, AMJ, SBJ, SEJ]



Title: Methodology of Research Master 1	Nb of hours: 18						
Lecturers: Gilles SERE de LANAUZE & Autcharaporn SOMSING							
<p>Learning objectives:</p> <p>In global business, managers are regularly facing complex situations requiring good understanding of the factors and mechanisms involved in the business contexts. Taking good decisions requires to identify the issue, to use the existing relevant prior knowledge, to collect reliable information, and to use scientific approach to analyze and explain the issue and decide how to act accordingly. At the graduate level, students must show ability to approach and address complex issues, to conceptualize problems and to consider and evaluate the involved causal links. This is the aim of the master thesis.</p> <p>The master thesis is one of the main challenges in the program. This important individual project will take the two years of the program to complete. During the first year, students will be sensitized to the aims and processes of scientific research. They will have to identify a research issue in the international management and business field as a relevant topic for their master thesis. They will then have to increase their theoretical knowledge on the topic, by reading and collecting secondary data, mostly academic, through an extensive review of the relevant literature. The master 1 thesis is a preparatory step in the master thesis project. It must confirm that the theoretical grounding is sound and complete and enlightens the pertinence of the identified research issue. Based on this theoretical basis, the master 2 thesis will demonstrate how the student brings an additional contribution to the knowledge by providing new insights and results from the analysis of primary data.</p> <p>Managerial competencies:</p> <p>Upon completion, student will be able to: Identify and develop a conceptual framework related to current international management issues Gather relevant information from sources with scientific authority Analyze the information to suggest possible recommendations and future research avenues</p> <p>Link to the program intended learning outcomes:</p> <table border="1" style="width: 100%;"> <thead> <tr> <th style="width: 33%;">ILO of program</th> <th style="width: 33%;">ILO of course</th> <th style="width: 33%;">Evaluation</th> </tr> </thead> <tbody> <tr> <td>I.L.O. n°1: Understanding theoretical and conceptual knowledge</td> <td>The students will understand the scientific research process. They will get familiar with existing theories and concepts related</td> <td>Evaluating ability to identify and read academic papers, to identify conceptual issues and the variables at stake, and to perform a</td> </tr> </tbody> </table>		ILO of program	ILO of course	Evaluation	I.L.O. n°1: Understanding theoretical and conceptual knowledge	The students will understand the scientific research process. They will get familiar with existing theories and concepts related	Evaluating ability to identify and read academic papers, to identify conceptual issues and the variables at stake, and to perform a
ILO of program	ILO of course	Evaluation					
I.L.O. n°1: Understanding theoretical and conceptual knowledge	The students will understand the scientific research process. They will get familiar with existing theories and concepts related	Evaluating ability to identify and read academic papers, to identify conceptual issues and the variables at stake, and to perform a					

		literature review.
I.L.O. n°2: Applying international business tools and knowledge appropriately to specific market	The students will develop ability to use the existing tools for collecting theoretical knowledge (library, data bases, academic reviews and journals) in application to a specific international management and business issue and to use them to justify and present the theoretical framework of a specific research issue.	Group work, students recognize and apply the best management and communication approach that suit in a multicultural environment.
I.L.O. n°3: Research and analyze diverse information to address the right questions and propose original solutions	The students will be able to synthesize, analyze, and criticize existing theories in order to propose novel insight and academic contributions on specific research topic.	Final evaluation of their master thesis based on our evaluation criteria.
I.L.O. n°6: Responsible Manager	The students will integrate ethical concerns in scientific knowledge processing.	Ethical concern in quoting, citing, writing, and gathering data.

Contents:

Session	Content	Duration	Hours out of class*
1	Introduction to epistemology and scientific research. Introduction to Master thesis aims and processes presentation	3h	3h further reading
2	Defining the research topic: What is a research issue?	3h	5h+ to define the topic
3	Introduction to literature review: How to build a theoretical framework?	3h	



4	Workshops: Presentations of chosen topics and in-class discussion	3h	3h search for the interest and read articles
5	Ethical concerns in writing a master thesis	3h	
6	Workshops: Presentations of chosen topics and in-class discussion	3h	25 h to read and summarize articles and prepare the presentation

Evaluation/Final examination:

Type of assessment	Weight	ILOs Program
Ongoing assessment	100%	
Individual: Presentation of the topic	50%	ILO: 1, 2, 3, 6
Analysis of research article	50%	

The evaluation of the course is separate from the final evaluation of the master thesis.

Keywords:

Bibliography:

Johnson, P. & Duberley, J. (2000). Understanding Management **Research: An Introduction to Epistemology.** London:Sage.



Title: Purchase Marketing		Nb of hours : 18						
Lecturer: Diana LEBEL								
<p>Learning objectives:</p> <p>Today international procurement takes place in a globalized world. Supply markets are changing very quickly due to geo political technical and social elements. Therefore, lots of procurement issues arise from brutal changes in supply markets. Facing this changing international and instable situation, firms have to be reactive and cautious when taking a new procurement decision.</p> <p>At the end of this course, each student should be able to analyze a critical procurement situation, determining the needs of a “customer” (internal or external) and solve a potential issue. He (or she) would conduct a correct diagnosis then a purchase market research, and a precise supplier appraisal in order to establish long term relationships with a future and trustful supplier, in a multicultural and international environment. In that sense he (or she) would never forget the objectives and reasons of existing of the company. He (or she) will be able to use available concepts and practices to reach the above-mentioned goals. He (or she) will know how to settle a “right” organization to boost the firm’s supply chain.</p> <p>Managerial competencies:</p> <p>Strategic Vision (short and long term) Sense of analysis Decision making Be able to measure risks Managerial communication (Top down, bottom up, transversal) External “diplomatic” communication Leadership & team spirit.</p> <p>Program intended learning outcomes:</p> <table border="1"> <thead> <tr> <th>ILO of program</th> <th>ILO of course</th> <th>Evaluation</th> </tr> </thead> <tbody> <tr> <td>I.L.O. n°1: Understanding theoretical and conceptual knowledge</td> <td> <ul style="list-style-type: none"> ▪ Understand corporate organizations issues addressing supply chain matters ▪ Costs and TCO, Margins, , Supply Chain Management, Profitability, sustainability ▪ Grasp quality management, links with internal goals and requirements ▪ Understand and define a firm’s needs in terms of financial, supply, ethical and or equipment goals </td> <td>Final exam, group research, and case study</td> </tr> </tbody> </table>			ILO of program	ILO of course	Evaluation	I.L.O. n°1: Understanding theoretical and conceptual knowledge	<ul style="list-style-type: none"> ▪ Understand corporate organizations issues addressing supply chain matters ▪ Costs and TCO, Margins, , Supply Chain Management, Profitability, sustainability ▪ Grasp quality management, links with internal goals and requirements ▪ Understand and define a firm’s needs in terms of financial, supply, ethical and or equipment goals 	Final exam, group research, and case study
ILO of program	ILO of course	Evaluation						
I.L.O. n°1: Understanding theoretical and conceptual knowledge	<ul style="list-style-type: none"> ▪ Understand corporate organizations issues addressing supply chain matters ▪ Costs and TCO, Margins, , Supply Chain Management, Profitability, sustainability ▪ Grasp quality management, links with internal goals and requirements ▪ Understand and define a firm’s needs in terms of financial, supply, ethical and or equipment goals 	Final exam, group research, and case study						



I.L.O. n°2: Applying international business tools and knowledge appropriately to specific market	<ul style="list-style-type: none"> ▪ How to trade and establish relationships in a multicultural environment ▪ Identify the « real customer » vs the right supplier ▪ Be able to develop an international purchase strategy 	Final exam, group research, and case study
I.L.O. n°3: Research and analyze diverse information to address the right questions and propose original solutions	<ul style="list-style-type: none"> ▪ Study efficiently a global provider market ▪ Be able to search the right information ▪ Analyze this information, in order to define the “right supplier” ▪ Take the right procurement decision 	Working as a group in research and individual assignment
I.L.O. n°4: Effective international communication and negotiation skills especially for selling and purchasing	<ul style="list-style-type: none"> ▪ Purchase in a global environment ▪ Link with other topics : sourcing in a global world ▪ Be able to establish long term relationships with international suppliers ▪ Be trained and ready for negotiation in different environments ▪ Act positively when facing a hostile situation 	Group work and presentation
I.L.O. n°5: Potential leader and capability to work productively in multicultural team	<ul style="list-style-type: none"> ▪ Understand a multicultural approach in order to manage a purchasing team 	The capabilities of team to manage their teams.
I.L.O. n°6: Responsible Manager	<ul style="list-style-type: none"> ▪ Ethics, sustainable relationships, best practices in different environments 	The answers of the students in both individual and team should consider ethical issues.



Contents:

Session	Content	Duration	Hours out of class
Session 1	Course presentation and I Introduction: content, evaluation, planning Sourcing overview: Purchase and sourcing in the firm's organization	3h	Do research as team 10h
Session 2	II Internal constraints, cost calculation: logistics & quality cost... Supply Chain: supply & logistic flows, incoterms	3h	
Session 3	III Global sourcing organization : wholesalers, direct suppliers, sourcing offices How to define the sourcing of a product : Lead times, Cost, Supply constraints	3h	
Session 4	IV Supplier strategy : Partnerships, Order definition, GDI's RFP, RFO, RFQ Purchase orders and retro planning	3h	
Session 5	V Administrative and financial flows Follow Up, Supplier assessment Measuring the supplier performance	3h	
Session 6	VI Sourcing around the world: major sourcing zones Student presentation	3h	Prepare presentation 5h
	Final Exam Case study	2h	Review for final exam and prepare case study 10h

Course intended learning outcomes:

- Get a systematic and simple approach of purchase marketing.
- Know how to make a diagnosis of a purchase portfolio
- Choose appropriate and consistent procurement strategies with the overall objectives.
- Objectify a vision of the market and suppliers
- Tend to better communication
- Transmit efficient practices in order to be operational

Teaching Approach/ Instructional Methods

Lecture, Home research , reading and training, class exercises, cases



Pre-requisites:

Basics of Marketing, Marketing Plan and approach
Porter Analysis and 5 forces
PEST Analysis
BCG , Mc Kinsey, Ansoff matrix
Purchasing basics and issues

Evaluation/Final examination:

Home research; Team work : Oral	20%	1;2;3;4;5;6
Ongoing assessment : individual : Cases : written	30%	2;3;4;6
Final exam : Written ; individual	50%	1;2;3;4;5;6

Keywords:

Bibliography:

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 & Levy*

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)

Going Global, *Kuntz & Garner*, (Fairchild)

2001. Recklies Management Project GmbH, *Dagmar Recklies*

Complementary Information: Sourcing Journal (daily newsletters and reports)
RIS News
Les Echos
Mc Kinsey and Company
Deloitte Newsletter



Title: Operational Sourcing		Nb of hours : 18
Lecturer: Diana LEBEL		
<p>Learning objectives:</p> <p>In our Global world, Procurement and supply chain are now key elements for industrial and retail firms' competitiveness and agility. Sourcing products or services worldwide become a strategic activity in the heart of the company. Linked to the Purchase Marketing issue, sourcing is the following operation that will materialize the company's purchase policy in order to satisfy its material and financial requirements. Where ever Purchase marketing is a support activity in the value chain, Operational Sourcing has become a primary activity.</p> <p>At the end of this course, each student will be able to decide, where, when, how, how much and for which price he (or she) will source product or services, taking into account the company's needs, policy and practices. He (or she) would master all logistical techniques in order to import in best conditions. He (or she) would be aware of ethical, sustainable, social issues around the world, in order to behave accordingly. He will be sensitive to never ending changes, trying to solve possible immediate issues.</p> <p>Managerial competencies:</p> <p>Sense of Analysis Measuring risks, pros and cons, Conflict solving Leadership, motivating Mastering tools, products, services, teams (hard skills) Managerial communication (top down, bottom up, transversal) Interpersonal communication Team spirit Ability to delegate</p> <p>Link to the program intended learning outcomes:</p>		
ILO of program	ILO of course	Evaluation
I.L.O. n°1: Understanding theoretical and conceptual knowledge	<ul style="list-style-type: none"> Applying costs and prices concepts Understanding and use of logistics' practices 	Final exam and class assignment
I.L.O. n°2: Applying international business tools and knowledge appropriately to specific	<ul style="list-style-type: none"> Master import techniques Evaluate and calculate costs in order to negotiate 	Final exam and class assignment

market	<ul style="list-style-type: none"> • Use the right network for merchandise flow 	
I.L.O. n°3: Research and analyze diverse information to address the right questions and propose original solutions	<ul style="list-style-type: none"> • Conduct a search of the right supplier for the right product • Analyze, appraise, compare all opportunities • Solve potential “conflicts”, and immediate issues • Take the right decision 	Working as a group in research and individual assignment
I.L.O. n°4: Effective international communication and negotiation skills especially for selling and purchasing	<ul style="list-style-type: none"> • Be able to conduct a win-win negotiation in a multicultural environment 	Group work and individual presentation
I.L.O. n°5: Potential leader and capability to work productively in multicultural team	<ul style="list-style-type: none"> • Work in a multicultural atmosphere, with open minded views • Respect different cultures “differences” • Behave ethically and sustainably. • Acquire long term vision 	The capabilities of team to manage their teams.
I.L.O. n°6: Responsible Manager	Further & logical continuation of a supply chain education;	The answers of the students in both individual and team should demonstrate that they have taken into consideration ethical issues.

Course intended learning outcomes:

- Understand the firm’s issues in terms of Supply Chain & sourcing
- Choose appropriate and consistent procurement sources with the overall objectives (financial ethical, human, sustainable, practical).
- Be able to complete a project in sourcing specific items or services
- Master the use of technical factor such as exchange rates, incoterms, or customs regulations to solve 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
- Appraise human and Labor issues in order to practice ethical & legal sourcing



Contents:			
Session	Content	Duration	Hours out of class
Session 1	Course presentation and I Introduction: content, evaluation, planning Sourcing overview: Purchase and sourcing in the firm's organization	3h	Do research as team 10h
Session 2	II Internal constraints, cost calculation: logistics & quality cost... Supply Chain: supply & logistic flows, incoterms	3h	
Session 3	III Global sourcing organization : wholesalers, direct suppliers, sourcing offices How to define the sourcing of a product : Lead times, Cost, Supply constraints	3h	
Session 4	IV Supplier strategy : Partnerships, Order definition, GDI's RFP, RFO, RFQ Purchase orders and retro planning	3h	
Session 5	V Administrative and financial flows Follow Up, Supplier assessment Measuring the supplier performance	3h	
Session 6	VI Sourcing around the world: major sourcing zones Student presentation	3h	Prepare presentation 5h
	Final Exam Case study	2h	Review for final exam and prepare case study 10h

Evaluation/Final examination:		
Type of assessment	Weight	
Pre requisites; Research : Team work	20%	3;4;5;6
Continuous assessment (homework, case studies, oral presentation) Individual	30%	1;2;3;5;6
Final exam Individual	50%	1;2 ;3;4;5;6
Lecture, Home research and training, class exercises, Oral presentation, cases		
<ul style="list-style-type: none"> • Prerequisites: • Basics of Marketing, • Geography worldwide 		

- Purchasing cost calculation, costs vs margins, costs vs Price
- Fundamentals of Logistics :
- Terms and conditions of purchase of sales (including INCOTERMS, method of payment, etc.)
- Calculation of landed costs · Transportation modes and costs · Security issues ·
- Insurance and transportation liability regimes
- Quality considerations (e.g. ISO 9001, 14002, industry quality specifications, etc.)

Keywords:

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 3th &4th ed (Pearson)
- Fonction achat, contrôle interne, et gestion des risques F. Berard et E. Salviac (Maxima)
- Mercator & Marketing Management Keller Kotler (Ed Pearson, 14th)
- 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)
- 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)
- Presse Release : Sourcing Journal
 - RIS News
 - Internet Retailing
 - Mc Kinsey Quaterly; Mc Kinsey & Cy
- Manutan



Title: International Sales Force Management		Nb of hours : 18												
Lecturer: Ody EJEMBA														
<p>Learning objectives:</p> <p>Selling has become a major stake for companies especially in our global and open world. The rapidly changing world leads companies to be more customers 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 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.</p> <p>Managerial competencies:</p> <ul style="list-style-type: none"> - Understand the diverse concepts and able to use the right sales strategy in the right situation - Working as multicultural team - Sales negotiation/presentation skills <p>Link to the program intended learning outcomes:</p> <table border="1"> <thead> <tr> <th>ILO of program</th> <th>ILO of course</th> <th>Evaluation</th> </tr> </thead> <tbody> <tr> <td>I.L.O. n°1: Understanding theoretical and conceptual knowledge</td> <td>The students will realize theories behind traditional sales strategy and resource management, including cultures, staffing, training, and compensation.</td> <td>Answer the questions individually concerning different theories learned during the class.</td> </tr> <tr> <td>I.L.O. n°2: Applying international business tools and knowledge appropriately to specific market</td> <td>Students will be able to solve problems and critically analyze. It is expected that the students will also be able to demonstrate practical oral and written communication skills and decision-making skills.</td> <td>Working in a group, students need to apply the right strategies to various sales situations answer and the questions</td> </tr> <tr> <td>I.L.O. n°3: Research and analyze diverse information to address</td> <td>Students will be able to work as part of a team and carry out a group project</td> <td>. Working as a group, students need to apply the</td> </tr> </tbody> </table>			ILO of program	ILO of course	Evaluation	I.L.O. n°1: Understanding theoretical and conceptual knowledge	The students will realize theories behind traditional sales strategy and resource management, including cultures, staffing, training, and compensation.	Answer the questions individually concerning different theories learned during the class.	I.L.O. n°2: Applying international business tools and knowledge appropriately to specific market	Students will be able to solve problems and critically analyze. It is expected that the students will also be able to demonstrate practical oral and written communication skills and decision-making skills.	Working in a group, students need to apply the right strategies to various sales situations answer and the questions	I.L.O. n°3: Research and analyze diverse information to address	Students will be able to work as part of a team and carry out a group project	. Working as a group, students need to apply the
ILO of program	ILO of course	Evaluation												
I.L.O. n°1: Understanding theoretical and conceptual knowledge	The students will realize theories behind traditional sales strategy and resource management, including cultures, staffing, training, and compensation.	Answer the questions individually concerning different theories learned during the class.												
I.L.O. n°2: Applying international business tools and knowledge appropriately to specific market	Students will be able to solve problems and critically analyze. It is expected that the students will also be able to demonstrate practical oral and written communication skills and decision-making skills.	Working in a group, students need to apply the right strategies to various sales situations answer and the questions												
I.L.O. n°3: Research and analyze diverse information to address	Students will be able to work as part of a team and carry out a group project	. Working as a group, students need to apply the												

the right questions and propose original solutions		right strategies to their group-assigned sector
I.L.O. n°4: Effective international communication and negotiation skills especially for selling and purchasing	Students will understand the specified discipline from a global perspective. Team presentation for each case study. Taking an industrial sector presents a case using concepts from the course.	Group work and presentation
I.L.O. n°5: Potential leader and capability to work productively in multicultural team	Students will be able to understand business practices and related concepts and integrate this functional knowledge to address business problems.	The capabilities of team to manage their teams, work on time and propose fruitful solutions to case study.
I.L.O. n°6: Responsible Manager	The students should pay attention to ethics and social responsibility	The answers of the students in both individual and team should demonstrate that they have taken into consideration ethical issues.

Session	Content	Hour in class	Hours out of class
1	<p>Introduction</p> <ul style="list-style-type: none"> Managing the sales force in a changing world Sales force performance Organizing the sales force Selling and salespeople The Sales structures Sales forecasts and quotas 	3h	
2	<p>Motivating and compensating a sales force</p> <ul style="list-style-type: none"> The essentials of motivation Compensation of a sale force Implementation of sales contest 	3h	
3	<p>Selecting and maintaining sales peoples</p> <ul style="list-style-type: none"> Recruitment and Selection of sales people Turnover and sales management 	3h	
4	<p>New stakes in personal selling management</p> <ul style="list-style-type: none"> Selling and Ethic Case study 	3h	3h Pre-reading case study



5	<p>New stakes in personal selling management</p> <ul style="list-style-type: none"> • Multichannel strategy, CRM and Sales Case study 	3h	6h Pre-reading case study and prepare the presentation
6	<p>Conclusion</p> <ul style="list-style-type: none"> • Group Presentation and Defence • Revision and Quiz • Conclusion 	3h	8h Revise for the test

Evaluation/Final examination:

Type of assessment	Weight	ILOs Program
Ongoing assessment	100%	
Team assessment: Case study (Written + Presentation) Understand the context of international Sales Strategy Class is divided into 6 groups	25%	ILO: 2, 3,4, 5,6
Individual assessment: Case study (Written + Presentation) Answer the questions based on the case concerning International Sales Strategy.	25%	ILO: 1, 2,3,4,6
Individual assessment: Final Exam	50%	ILO: 1, 2, 3,6

Teaching approach/Instructional methods:

The active participation during the class is considered as very important.

Active participation during the class is strongly encouraged. The students should be able to draw from their experiences or opinion regarding what a firm is from their own perspective, engage in active discourse to agree or disagree with the different theoretical perspectives but also draw their own conclusions on what they believe a modern firm should be like.

During the class, they also must get involved in analyzing and critiquing the theoretical perspectives presented by other groups from their own perspectives. The students need to work in a team for two group assignments. The contributions from students bringing their different cultural and world experience is expected to enrich the pedagogical process and positive climate during the course, which finally provide additional information to the issues discussed in class.

The concepts and theories should be applied to their group work and the idea of them working in groups is aimed at encouraging collaborative work experience and give them some project management skills at the same time. It is hoped that at the end of the course the students would be able to demonstrate good written communication skills as well as oral presentation skills.

Keywords:

Bibliography:

Becton, J. Bret & Field, Hubert S. 2009. Cultural differences in organizational citizenship

behavior: a comparison between Chinese and American employees. *International Journal of Human Resource Management*. 20(8), 1651-1669.

I.L.O. n°5: Potential leader and capability to work productively in multicultural team.	The students will exert their abilities to lead a team in a situation of negotiation and a multicultural environment.	Group work for managing team members, task division, work on time, and propose solutions for the group project
I.L.O. n°6: Responsible Manager	The students will integrate the ethical issues raised by the sales process and the negotiation.	Student's answers and observation during group assessments.

Contents:

Session	Content	Hours in class	Hours out of class
1	Chapter 1: Intelligence of the international strategic context <ul style="list-style-type: none"> ▪ Why international trade? ▪ The differences between domestic and international sales ▪ Global traders and types of international trade ▪ Different Strategies for Different Markets 	3h	3h
2	Chapter 2: Focus on international specificities and barriers <ul style="list-style-type: none"> ▪ The international strategic marketing process ▪ International Segmentation and segments evaluation ▪ Culture and Consumer Behavior ▪ Communication & Negotiation across cultures ▪ 	3h	3h
3	Chapter 3: sales functions and the strategic context <ul style="list-style-type: none"> ▪ Analytical tools and techniques (Description and how to apply tools such as Corner analysis, Value Chain an., Win-loss analysis) ▪ Sales objectives - forecasting ▪ Sales planning ▪ Allocation of resources ▪ Internal and external factors influencing sales 	3h	3h
4	Chapter 4: Selling in specific International markets <ul style="list-style-type: none"> ▪ B2(C B G) ▪ Luxury products ▪ E-commerce 	3h	3h



	<ul style="list-style-type: none"> ▪ Crisis & pandemic 		
5	Chapter 5 International sales in action <ul style="list-style-type: none"> ▪ Application and case studies ▪ In class simulations 	3h	3h
6	Individual assessment and Conclusion	3h	3h

Evaluation/Final examination:

Type of assessment	Weight	ILOs Program
Ongoing assessment	100%	
1. Individual assessment	50%	ILO: 1, 2, 4, 5
2. Team assessment: - Course analyze (Written + Presentation + self - assessment) - Project: simulation of a sales strategy (Written + Presentation + self-assessment) Answer the questions based on the presentation.	50%	ILO: 1, 2, 4, 5, 6

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.

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- Global Marketing 10th Edition, Keegan and Green, (2020) Publishers: Pearson
- The Global Business Environment 5th Edition, Janet Morrison, (2020) Publisher: Red Globe Press
- Sales Management: Shaping Future Sales Leaders. J Tanner, E Honeycutt, R Erffmeyer. (2013) Publisher: Pearson
- Management Across Cultures: Australasian Edition. Steers, R. M., Nardon, L., Sanchez-Runde, C. J., Samaratunge, R., Ananthram, S., Fan, D., and Lu, Y. (2017) Publisher: Cambridge University Press.
- International Marketing Strategy: Analysis, Development and Implementation, Alexandra Kenyon, Isobel Doole, Robin Lowe. (2016) Publisher: Cengage Learning
- International Business: the new realities, 7th ed., Cavusgil, S.T.; Knight, G. & Riesenberger, J., (2019) Publisher: Prentice Hall.
- Culture's Consequences: Comparing Values, Behaviors, Institutions and Organizations Across Nations. Geert Hofstede (2001), Publisher: SAGE Publications



The Service Request Number for this session is 484570-2899407440. In case the chat gets disconnected, you can expect a call at 0622662288 from 1-866-622-3911. If our team is unable to reach you, you can get back to us through service.mcafee.com, using the same Service Request Number”.

The Service Request Number for this session is 2899407440. In case the chat gets disconnected, you will be receiving a call back at 0622662288 from 1-866-622-3911. In case you have not received the call back, please feel free to contact us back via service.mcafee.com”



Title: Spanish Advanced		Nb of hours: 30
Lecturer: Pablo CALVO		
Learning objectives:		
<p>The advanced-level Business Spanish course offers a comprehensive and rigorous program of study for students seeking to enhance their language proficiency in the context of the Spanish-speaking business world. The course is designed to build upon existing language skills and provide advanced instruction in the areas of grammar, vocabulary, and cultural understanding necessary for successful communication in a professional setting. Through a variety of interactive lessons and simulations, students will have the opportunity to practice and refine their communication skills in a range of business contexts. Our experienced instructors, who are experts in both language and business, will guide students through complex grammar concepts and idiomatic expressions, while also emphasizing the nuances of Spanish business etiquette and culture. Upon completion of the course, students will possess a mastery of advanced grammar concepts, specialized business vocabulary, and the cultural understanding necessary for effective communication in a professional setting. They will be equipped with the skills necessary to negotiate contracts, deliver presentations, and engage in business meetings with confidence and fluency. Overall, our advanced-level Business Spanish course provides a challenging and comprehensive program of study for advanced learners seeking to excel in the global business marketplace.</p>		
Managerial competencies:		
<p>Have advanced vocabulary and grammar skills necessary for effective Spanish communication in professional setting as well as develop cultural understanding of business practices and communication norms in Spanish-speaking countries.</p>		
Link to the program intended learning outcomes:		
ILO of program	ILO of course	Evaluation
I.L.O. n°1: Understanding theoretical and conceptual knowledge	Understanding grammar and vocabulary elements. The students will understand grammar and vocabulary associated to the Spanish Speaking world, in a professional context	Answer the questions individually concerning different theories learned during the class, written exercises
I.L.O. n°2: Applying international business tools and knowledge appropriately to specific market	Applying Spanish-speaking etiquette to exchanges. Take into consideration the Spanish culture in doing business.	Final test
I.L.O. n°4: Effective international communication and negotiation skills especially for selling and purchasing	Negotiate in a Spanish-speaking environment. Presentation of the company. Understanding the marketing and sales environment in the Spanish-speaking world.	Speaking exercises, work group, questions and answers in class + Company presentation
I.L.O. n°5: Potential leader and capability to work	The student should have the capability to work with other classmates from diverse	Team presentation (Company)

productively in multicultural team	background. They can act as leader or follower depending on the case.	
I.L.O. n°6: Responsible Manager	The students should pay attention to ethics and social responsibility in doing business.	The company presentation, final test, and class participation.

Contents:

Session	Content	Hour in class	Hours out of class
1	A Company ID Card – types of company, advantages, disadvantages of each status of company	3h	2h Peer-review and exercises to be completed
2	How to schedule and manage a business meeting	3h	2h Exercises and peer activities
3	Professional profiles – which skills are required by employees?	3h	5h Preparation of a CV and an action plan in Spanish
4	Pricing and public tenders policies in Spain	2h	10h Research and presentation
5	Individual Test	2h	5h Revise for the test
6	How to find a job in Spain and South American Spanish-speaking countries: case studies and interview simulations	3h	5h Simulations about job interviews
7	Cooperativas Sociales and B Corps, a Spanish model	3h	3h Analysis and presentation of a case study
8	Made for success – Startups in Spain	3h	3h Research and presentation of a case study
9	Marketing y venta – A Spanish Etiquette	3h	2h Presentation of a case study



10	Negotiating in a Spanish Environment	3h	3h Team work
11	Final presentation	2h	

Evaluation/Final examination:

Type of assessment	Weight	ILOs Program
Ongoing assessment	100%	
3. Team assessment: Case study, article presentation (Written + Presentation)	50%	ILO: 1, 2, 4, 5, 6
4. Individual assessment: Active Participation - Participating to the class activities	10%	ILO: 1, 2, 4, 6
5. Individual assessment: Quiz (open questions, course content)	40%	ILO: 1, 2, 4, 6

Teaching Approach/Instructional Methods

The active participation during the class is considered as very important. The students should be able to share their experiences or opinion regarding doing business in a Spanish Speaking world. During the class, they also have to get involved in analyzing and solving the case studies presented and discussed in class. The students need to work as team for the case studies. The contributions from students will enrich the pedagogical process and positive climate during the course, which finally provide additional information to the issues discussed in class.

An individual assessment expects students to demonstrate their knowledge of Spanish Speaking Business that have been learnt during the course.

Bibliography:

Books:

Thorpe, Eileen W. Spanish for Business and Finance. Barron's Educational Series, 2011. New York.

Thorpe, Eileen W. Advanced Spanish for Business and Finance. Barron's Educational Series, 2014. New York.

Gorman, Michael. Spanish Business Situations: A Spoken Language Guide. Yale University Press, 2003. New Haven.

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Hispanic Journal of Behavioral Sciences. Sage Publishing, 1979-. Thousand Oaks.
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Part IV – 2nd year courses description

SECOND YEAR – SEMESTER 1

The semester is spent abroad in one of our partner universities.

Students must select courses in the following fields:

Course 1: Business Intelligence

Course 2: Innovation Management

Course 3: International sales and Purchasing

Course 4: International Economy and Politics

Course 5: Sustainable Globalization

Course 6: Language and Culture



Title: Business Intelligence	5 ECTS
<p>Learning objectives:</p> <p>Business intelligence in a global market is critical for any future professional in the International business world. It requires both theoretical knowledge and practical training in fields such as marketing, information systems and strategic management. Students will have to become familiar with competencies aiming at optimal understanding of the mechanisms and trends involved in international exchanges, international business management, market understanding and anticipation. A number of fields are covered, from marketing to accounting and strategic management.</p> <p>Business intelligence will reflect the acquired competencies and knowledge aiming at strengthening the students' ability to anticipate, forecast, analyze and manage complex global business issues.</p> <p>The objectives of this course may include, but not limited to:</p> <ul style="list-style-type: none">• Students will be able to better analyze market conditions and identify threats and opportunities.• Students will be able to collect and analyze relevant information about markets and business mechanisms.• Students will be able to implement ad hoc surveys and critically analyze the resulting information to take better business decisions.• Students will develop a capacity to identify trends and generate new ideas• Students will become familiar with tools and software for qualitative and/or quantitative data analyses.	
<p>Scope of the course:</p> <p>There are several possible courses related to Business Intelligence which include, but not limited to the following:</p> <ul style="list-style-type: none">• Market research• Business intelligence• International business plan• Marketing surveys (qualitative/quantitative)• International market trends• Sales planning and forecasting• Entrepreneurship• Business planning	



Title: Innovation Management	5 ECTS										
<p>Learning objectives:</p> <p>It is undeniable that innovation is important for any organization in the dynamic and complex market as today. Therefore, this course should aim at improving the understanding of how firm can manage innovation and the antecedents of innovation to occur. This may include multiple processes within an organization such as creating, identifying, planning and supervising, managing, seizing new organizational trends, to support business growth as well as to answer to the decline of business. It includes the capability to discover and identify new niches, imagining new services and products, integrating new technologies, testing novel business practices, and foreseeing market trends.</p> <p>Innovation management is critical in all aspects of organizational business processes and departments such as quality management, project management, research and development, marketing, IT, human resources or sales/purchasing. The course will focus on diverse theoretical research and professional examples to provide a solid understanding on how to manage creativity and the various aspects of the innovation process within organizations.</p> <p>The objectives of this course may include, but not limited to:</p> <ul style="list-style-type: none"> • The students will understand different concepts related to Innovation Management. • The students will be capable of applying knowledge and concept to develop new product and services, improve business and able to manage complex environment. • The students should be able to analyze the demand and identify the opportunity in the current and new market to finally deliver a fruitful goods to the society. 											
<p>Scope of the course:</p> <p>There are several possible courses related to innovation management which include, but not limited to, the following:</p> <table border="0" data-bbox="199 1433 1276 1601"> <tr> <td>Innovation management</td> <td>Product development</td> </tr> <tr> <td>Digital marketing/business</td> <td>Design thinking</td> </tr> <tr> <td>New business model</td> <td>Strategic project management</td> </tr> <tr> <td>Management of technological innovation</td> <td>New venture creation</td> </tr> <tr> <td>E-Business technologies</td> <td>Change management</td> </tr> </table>		Innovation management	Product development	Digital marketing/business	Design thinking	New business model	Strategic project management	Management of technological innovation	New venture creation	E-Business technologies	Change management
Innovation management	Product development										
Digital marketing/business	Design thinking										
New business model	Strategic project management										
Management of technological innovation	New venture creation										
E-Business technologies	Change management										



Title: International Sales and Purchasing	5 ECTS
<p>Learning objectives:</p> <p>As a central mission in their future career as a manager in international business and trade, students have to master the competencies and knowledge of both sales and purchasing mechanisms and practice. Business exchanges cannot happen without relations between sellers and buyers, and these relations are particularly complexified in international exchanges. Theory and practice are both needed to succeed in commercial missions. They take place in a context where regulations, objectives and resources must be analyzed to take optimized decisions. Optimization of preparation and implementation of efficient negotiation is the major aim of this module.</p> <p>The objectives of this course may include, but not limited to:</p> <ul style="list-style-type: none">• Students will have a deep understanding of the mechanisms and constraints for international trade.• Actively prepare and implement sales or purchasing negotiations.• Manage salesforce.	
<p>Scope of the course:</p> <p>There are several possible courses related to global sustainability which include, but not limited to, the following:</p> <ul style="list-style-type: none">• Negotiation and sales• International trade• Sourcing and purchasing• Salesforce management• International Human Resources Management Sales strategy	



Title: International Economy and Politics	5 ECTS
<p>Learning objectives:</p> <hr/> <p>Understanding the global economic world and the micro and macro level mechanisms is essential to succeed in international trade and business. Understanding the behaviors of actors (households, companies, governments) and the links and effects of the economic situations and decisions is key to better manage a company in an international context. The variety of relevant issues is wide, including trade and specialization, the operations of markets, industrial structure and economic welfare, fiscal and monetary policies and foreign exchange rates.</p> <p>The objectives of this course may include, but not limited to:</p> <ul style="list-style-type: none">• Students will be able to think through economic decisions in their professional life• Students will acquire the definition and understanding of the aggregates and indicators in economics, their interconnections, and their effects on the company decisions, in a global world.• Apply mathematical tools to appraise and solve economic problems.• Communicate effectively both orally and in writing on recent economic topics based on the consulting of the economics and financial press on a regular basis.	
<p>Scope of the course:</p> <p>There are several possible courses related to global sustainability which include, but not limited to, the following:</p> <ul style="list-style-type: none">• Micro-economics• Macro-economics• World economy• Tax, fiscality and tax policies• International finance and exchange rates	



Title: Sustainable Globalization	5 ECTS
<p>Learning objectives:</p> <hr/> <p>Global Sustainability is one of the vital factors all organizations are facing today. It is defined as the “conditions under which humans and nature, societies and the biosphere, the world and the Earth can co-exist in ways that enable productive harmony, stability and resilience to support present and future generations”. To strengthen the competitive advantages, an organization cannot solely rely on financial success. Indeed, the organizations need to consider the broader impact on the society. Thus, to be sustainable business, an organization should manage to perform effectively in terms of economic, social, and environment. A sustainable business can increase brand image, values, customer loyalty, attractiveness, and innovative solutions.</p> <p>The Global sustainability course should provide the concept, framework on how business could balance and solve the conflict of maximizing financial return and societal impact. The course will emphasize on how important sustainability will be for every organization in the future – and how to achieve it. This includes what the companies do and how they do it.</p> <p>The objectives of this course may include, but not limited to:</p> <ul style="list-style-type: none">• Students will have a deep overview of business practices in global sustainability• Students will be able to examine, analyze, and explain why and how a business is addressing environmental and sustainability issues across sectors, industries, and countries.• Students should be able to define and explore opportunities for value creation through diverse stakeholders and partner collaborations via sustainable business.• Students will be aware of the importance and advantages in sustainable business and to finally become a responsible manager	
<p>Scope of the course:</p> <ul style="list-style-type: none">• There are several possible courses related to global sustainability which include, but not limited to, the following:• Sustainable Management• Corporate Social Responsibility• Quality Management• Renewable Energy• Business Ethics and corporate governance• Contemporary challenges for the society• Professional Ethics, Basic Principles of Law and Equality	



Title: Foreign Language and culture	5 ECTS
<p>Learning objectives:</p> <p>In today's globalization where the successful of business is highly related to the capability to answer to the differences of values, culture, and environment in diverse market. Thus, learning another language and culture could definitely allow international business to define the right strategic direction for an organization. <i>Understanding the language and business values and practices could enhance mutual trust, reduce conflict, facilitate effective negotiation, and finally identify suitable business strategy.</i></p> <p>The course of foreign languages and culture will provide the basic/and or advanced level language and culture of the host country such as Spanish, German, Italian, Korean, Chinese, and others. The course could also emphasize in business etiquette in specific culture or region.</p> <p>The objectives of this course may include, but not limited to:</p> <ul style="list-style-type: none">• Students will have a deep understanding on specific culture in business management.• Students will be able to have basic local communication in the host country of mobility.• Students will be able to apply cultural knowledge in creating, planning, and managing business practices and strategy that fits with the local preferences.	
<p>Scope of the course:</p> <p>There are several possible courses related to foreign language and culture as following:</p> <p>Languages: German, Spanish, Russian, Italian, Chinese, Swedish, Korean, etc...</p> <p>Culture: Intro to Asian culture, Intro to Japanese culture, literature and culture</p>	



SECOND YEAR SEMESTER 2

Title: Methodology of Research Master 2		Nb of hours: 18						
Lecturers: Gilles SERE de LANAUZE and Autcharaporn SOMSING								
<p>Learning objectives:</p> <p>In global business, managers are regularly facing complex situations requiring good understanding of the factors and mechanisms involved in the business contexts. Taking good decisions requires to identify the issue, to use the existing relevant prior knowledge, to collect reliable information, and to use scientific approach to analyze and explain the issue and decide how to act accordingly. At the graduate level, students must show ability to approach and address complex issues, to conceptualize problems and to consider and evaluate the involved causal links. This is the aim of the master thesis.</p> <p>After having preparatory step in writing master thesis in M1, the students are now expected to develop the further step in methodology and aiming to have the complete results of their proposed model and hypotheses from their literature review and analysis in M1. The students should be able to demonstrate how they could bring an additional contribution to the knowledge by providing novel insights and results from the analysis of primary and/or secondary data. This course precisely aims to assure the second step of writing master thesis by providing information about what could be a suitable methodology for the different research objectives, how to present the results, and discussion, as well as the conclusion. Moreover, the course will also highlight how to do the presentation during thesis defense.</p> <p>Completing master thesis will ensure that the students have ability to approach and address complex issues, to conceptualize problems and to consider and evaluate the involved causal links. This is the aim of the master thesis.</p> <p>Managerial competencies:</p> <p>Upon completion, students will be able to:</p> <ul style="list-style-type: none"> Collect and analyze empirical data Read and write papers of academic and scientific level Present and defend their work in front of experts and/or academics <p>Link to the program intended learning outcomes:</p> <table border="1"> <thead> <tr> <th>ILO of program</th> <th>ILO of course</th> <th>Evaluation</th> </tr> </thead> <tbody> <tr> <td>I.L.O. n°1: Understanding theoretical and conceptual knowledge</td> <td>The students will understand the scientific research process including different theories and the knowledge about methodology.</td> <td>Evaluating ability to perform a relevant and interesting literature review and the coherent of methodology to answer to the research question</td> </tr> </tbody> </table>			ILO of program	ILO of course	Evaluation	I.L.O. n°1: Understanding theoretical and conceptual knowledge	The students will understand the scientific research process including different theories and the knowledge about methodology.	Evaluating ability to perform a relevant and interesting literature review and the coherent of methodology to answer to the research question
ILO of program	ILO of course	Evaluation						
I.L.O. n°1: Understanding theoretical and conceptual knowledge	The students will understand the scientific research process including different theories and the knowledge about methodology.	Evaluating ability to perform a relevant and interesting literature review and the coherent of methodology to answer to the research question						



<p>I.L.O. n°2: Applying international business tools and knowledge appropriately to specific market</p>	<p>The students will develop ability to use the existing tools for collecting theoretical knowledge (library, data bases, academic reviews and journals) in application to a specific international management and business issue and to use them to justify and present the theoretical framework of a specific research issue.</p>	<p>The interesting of research topic and relevant literature review as well as the concrete and coherent results and suggestions from both academic and professional point of view.</p>
<p>I.L.O. n°3: Research and analyze diverse information to address the right questions and propose original solutions</p>	<p>The students will be able to synthesize, analyze, and criticize existing theories in order to propose novel insight and academic contributions on specific research topic. They should also able to utilize the right methodology to test and validate the hypotheses. The results provide should be pertinent, original and useful.</p>	<p>The overall analysis of the thesis from introduction to conclusion.</p>
<p>I.L.O. n°4: Effective international communication and negotiation skills especially for selling and purchasing</p>	<p>The students should be able to communicate in a convincing, effective, and interesting way their master thesis and through oral presentation.</p>	<p>The presentation during the thesis defense</p>
<p>I.L.O. n°6: Responsible Manager</p>	<p>The students will integrate ethical concerns in scientific knowledge processing.</p>	<p>Ethical concern in quoting, citing, writing, and gathering data.</p>

Contents:

Session	Content	Duration	Hours out of class*
1	Theoretical groundings of research methods and epistemology	3h	3 hours Preparing updated research issue
2	Workshop Research issue presentation questions and answers	3h	3 hours Preparing updated research issue
3	Workshop Research issue presentation questions and answers Data collection and analyses	3h	
4	Preparing your questionnaire	3h	6 hours Preparing the questionnaire
5	Writing discussion+ Pilot your questionnaire	3h	3 hours to re-write questionnaire
6	Dos and Don't during your presentation	3h	3hours to prepare the presentation

Evaluation/Final examination:

Type of assessment	Weight	ILOs Program
Ongoing assessment	100%	
Qualitative interview analysis / Quantitative analysis	100%	ILO: 1, 2, 3, 6

Beyond the theoretical bases in epistemology and research methodology, the teaching approach will be mainly based of the student's project construction. Individual presentations and in-class discussion are key to progressively solidify each project and bring benefit to the whole class from each individual example and specific questioning. An important amount of individual homework, based on extensive reading, summarizing and digesting academic articles is required at this step.

Keywords:

Bibliography:

Johnson, P. & Duberley, J. (2000). Understanding Management Research: An Introduction to Epistemology. London: Sage.

Charry, K., Coussement, K., Demoulin, N., & Heuvinck, N. (2016). Marketing research with IBM® SPSS statistics: a practical guide. Routledge.



Appendix 1: Work Placement and Master's Thesis for the Master's Degree in International Business Engineering

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 beginning of January until 31st August.

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 2 months (in France) 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. This year, IAE Montpellier has strongly encouraged its students to exploit the capabilities of Artificial Intelligence (AI) in their academic work. However, the use of AI must be conducted with rigor and transparency, thus ensuring the academic integrity and relevance of your research.
7. 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.

This year, IAE Montpellier has strongly encouraged its students to exploit the capabilities of Artificial Intelligence (AI) in their academic work. However, the use of AI must be conducted with rigor and transparency, thus ensuring the academic integrity and relevance of your research. The institution provides a non-exhaustive list of how the students can use it and requires an appendix to provide detailed documentation on the use of AI in their work. The appendix should include the following elements (non-exhaustive list):

- **AI applications: identify the concrete applications of AI and reasons of the choice**
- **Prompts and dialogue with the tool: explain how the students communicate with the tool to achieve the desired results.**
- **Response of AI: describe the answers or results given by the AI. This can include examples of results, how they were presented, and their relevance to your project.**
- **Verification and comparison with other sources: Explain how the assessment of the accuracy and reliability of the AI's responses.**
- **Reliability of Results: Assess the reliability of the results obtained from the AI. Discuss any limitations encountered, the accuracy of the results**



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 his / her thesis on the Moodle platform.

Form of the written work:

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 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:

	Pages
I. - TITLE	1
I.1. Subheading	2
I.1.1 Sub-subheading	3

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
 - Numbering: headings: I, II,
subheadings I.1., I.2., I.3., II.1., II.2., II.3.,
sub-subheadings: I.1.1, I.1.2, I.1.3, I.2.1, I.2.2, I.2.3, I.3.1, I.3.2, I.3.3,.....
 - 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 (optional)

Purpose of the work placement in the training program

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.)