



# 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:

<b>Heads of the programme:</b>	<b>Pedagogic secretary:</b>
<b>Master 1</b> Gilles Séré de Lanauze, PhD. <a href="mailto:gilles.sere-de-lanauze@umontpellier.fr">gilles.sere-de-lanauze@umontpellier.fr</a>	Marie-Jeanne Hayward <a href="mailto:marie-jeanne.hayward@umontpellier.fr">marie-jeanne.hayward@umontpellier.fr</a>
<b>Master 2</b> Autcharaporn Somsing, Ph.D. <a href="mailto:autcharaporn.somsing@umontpellier.fr">autcharaporn.somsing@umontpellier.fr</a>	



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](mailto: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](mailto: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](mailto: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](mailto: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](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](mailto:iae-entreprises@umontpellier.fr)

For all questions relating to the professional training contract or to continuing



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École Universitaire  
de Management

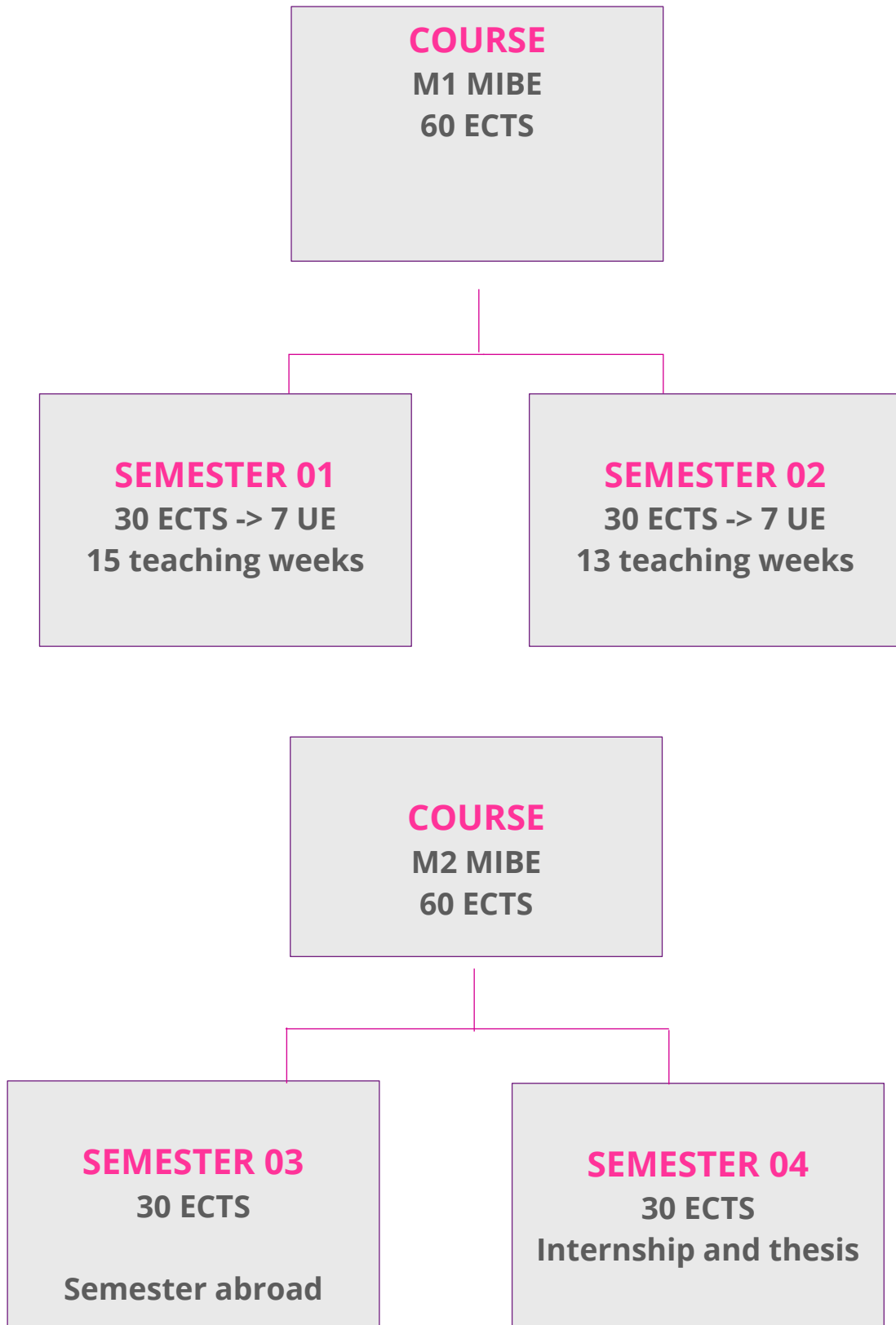


education, please contact the Continuing Education Department: [iae-formationcontinue@umontpellier.fr](mailto:iae-formationcontinue@umontpellier.fr)

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





**IAE** MONTPELLIER  
École Universitaire  
de Management



## **TRAINING CALENDAR:**

<https://iae.umontpellier.fr/calendrier-de-formation/>



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

### **Program directors:**

Gilles Séré De Lanauze, Ph.D.

Full 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).

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 2<sup>nd</sup> year.

Administrative registration in the 2<sup>nd</sup> 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 1<sup>st</sup> 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 (1<sup>st</sup> year)**

The following schedule applies to all first year students of the Master's degree. The 2<sup>nd</sup> year schedule is described further in this document.

#### ***1<sup>st</sup> semester courses at IAE Montpellier***

From September to December

First Semester Exams (1st session): all along the semester

#### ***2<sup>nd</sup> semester courses at IAE Montpellier***

From January to 1<sup>st</sup> week in April

Second Semester Exams (1st session): all along the semester

Internship: from 2<sup>nd</sup> week in April to the 31<sup>st</sup> of August (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 1<sup>st</sup> 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 2<sup>nd</sup> 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 8/20. 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 8/20. 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 8/20 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 on the basis of a report (M1) or a dissertation with an oral presentation (M2). If an internship is not validated due to insufficiency with regards to the report or thesis, a second session may be held. If the non-validation is based on the conditions of the internship itself, the student may only obtain the required credit by repeating the internship period.

2. Obtaining the Master's degree To obtain the Master's degree, the student must have achieved at least the average grade (10/20) or higher in each of the 4 tuition terms AND more than 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.

A written dissertation must be produced and evaluation of the dissertation will be used for the ECUE grade (see page for description of the Master 1 dissertation). Internship contract models are available for students. Students must have their internship validated by the head of the program (and the subject of their dissertation validated by a tutor from the IAE academic team), following the procedure given on the IAE intranet. A significant placement period and an adapted mission are arguments in favor for the acceptance to the M2 program and also for finding pertinent employment.

### ***Organization of the mobility period***

The mobility in foreign universities takes place in the first term of the second year of Master (M2S3), from September, 1<sup>st</sup> 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 1<sup>st</sup> 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 31<sup>st</sup> of August. In the event where the student cannot justify the minimum required internship duration (5 months) by the 31<sup>st</sup> 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 has to be completed along with the presentation of a Master thesis.

### **Career opportunities**

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

### **Program intended learning outcomes**

The main objective of this program is to provide students with professional management skills supported by a global perspective, and prepare them to thrive in the global labor market. IAE Montpellier considers Intended Learning Outcomes (ILO) to be the particular knowledge, skills and attitudes students should master and be able to demonstrate at the end of a course (for course ILOs) and at the end of a program (for program ILOs).

The program's Intended Learning Outcomes (ILO) for the Master's degree in International Business Engineering are divided into six categories:

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*

- Common-core courses taught at IAE Montpellier
- Language of instruction: English
- 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

### *2<sup>nd</sup> 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.

### *2<sup>nd</sup> year - Semester 4*

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



## Program schedule

FIRST YEAR		
Period/duration	Content	Language of instruction
<b>SEMESTER 1</b>		
From September to December <ul style="list-style-type: none"> <li>15 weeks</li> </ul>	Core modules at IAE Montpellier + Exams	English
<b>SEMESTER 2</b>		
From January to April <ul style="list-style-type: none"> <li>13 weeks</li> </ul>	Courses of International business at IAE Montpellier + Exams	English
From April to 31 <sup>st</sup> August <ul style="list-style-type: none"> <li>3 months minimum</li> </ul>	Internship	

SECOND YEAR		
Period/duration	Content	Language of instruction
<b>SEMESTER 1</b>		
From August to January* <ul style="list-style-type: none"> <li>4-6 months</li> </ul> <p>*According to the Host University Schedule</p>	One semester abroad in a partner University	English, Spanish, German, other
<b>SEMESTER 2</b>		





From January to 31 <sup>st</sup> August  • 5 months minimum	Internship abroad	
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## II-List of 1<sup>st</sup> Year Courses

FIRST YEAR		
SEMESTER 1		
<b>Unit 1 - Organizational economics</b>	<b>5 ECTS</b>	<b>36 Hours</b>
Course 1: Organizational Theory	Lecturer: Ms Bouchet	
Course 2: Theory of the firm	Lecturer: Mr Ejemba	
<b>Unit 2 - Accounting information systems</b>	<b>5 ECTS</b>	<b>36 Hours</b>
Course 1: Financial accounting	Lecturer: Ms Mestre-Zhou	
Course 2: Cost accounting and international cost accounting	Lecturer: Mr Mallet	
<b>Unit 3 - Marketing</b>	<b>5 ECTS</b>	<b>36 Hours</b>
Course 1: Strategic marketing	Lecturer: Mr Azeem	
Course 2: Marketing studies	Lecturer: Mr de Lanauze	
<b>Unit 4 - Business Computing</b>	<b>5 ECTS</b>	<b>36 Hours</b>
Course 1: Information systems	Lecturers: Mr Meissonnier, Mr Dossa and Mr Barberet	
Course 2: Simulation	Lecturer: Mr Houzé	



<b>Unit 5 – Finance and Entrepreneurship</b>	<b>5 ECTS</b>	<b>36 Hours</b>
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Course 1: Global Entrepreneurship

Lecturer: Ms Marsal

Course 2: Introduction to finance

Lecturer: Mr Saqib

<b>Unit 6 – Human resources Management &amp; CSR</b>	<b>5 ECTS</b>	<b>36 Hours</b>
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Course 1 : International Human Resources Management

Lecturer: Ms Somsing

Course 2 : CSR & Ethics

Lecturer: Ms Somsing

<b>Unit 7 – (optional)</b>		<b>6 Hours</b>
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Job Interview workshop

Lecturers: Ms Puscasu and Ms Intavong

CV writing session

Lecturers: Ms Puscasu and Ms Intavong

<b>Total:</b>	<b>30 ECTS</b>	<b>222 Hours</b>
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## SEMESTER 2

<b>Unit 1 - Negotiation and communication in business</b>	<b>5 ECTS</b>	<b>36 Hours</b>
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Course 1: Negotiation and sales

Lecturer: Ms Allen

Course 2: Intercultural Management & Communication

Lecturer: Mr Barahona

<b>Unit 2 – International finance and law</b>	<b>5 ECTS</b>	<b>36 Hours</b>
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Course 1: International law

Lecturer: Mr Hanson

Course 2: International Finance

Lecturer: Ms Yousfi

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

Lecturer: Ms Taylor

Course 2: Purchasing

Lecturer: Ms Dubos

**Unit 4 – International Entrepreneurship**

**5 ECTS**

**42 Hours**

Course 1: International Entrepreneurship

Lecturer: Mr Bérard

Course 2: Technology for Sales

Lecturer: Ms Taylor

**Unit 5 - Applied methodology of research/ Internship**

**2 ECTS**

**18 Hours**

Lecturers: Mr de Lanauze and Ms Somsing

*Elective 1*

**Unit 6 - International Purchase**

**5 ECTS**

**36 Hours**

Course 1: Purchase marketing

Lecturer: Mr Neubauer

Course 2: Operational Sourcing

Lecturer: Ms Taylor

*Elective 2*

**International Sales**

**5 ECTS**

**36 Hours**

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**

Course 1: Spanish

Lecturer: Mr Calvo

Course 2: Chinese

Lecturer: Mr Tao



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<b>Total:</b>	<b>30 ECTS</b>	<b>228 Hours</b>
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### III- List of 2nd year courses

#### SECOND YEAR

#### SEMESTER 1

*One semester abroad*

Units obtained in a foreign university	<b>ECTS credits</b> : 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

<b>Unit 3 - Methodology &amp; Internship</b>	<b>3 ECTS</b>	<b>18 Hours</b>
Course 1: Applied Methodology of Research	Lecturers: Ms Somsing and Mr de Lanauze	
<b>Applied methodology</b>	<b>3 ECTS</b>	
<b>Literature Review (rendered at the end of M1)</b>	<b>5 ECTS</b>	
<b>M2 Internship</b>	<b>2 ECTS</b>	



<b>Thesis</b>	<b>20 ECTS</b>	
<b>Total:</b>	<b>30 ECTS</b>	



## FIRST YEAR – SEMESTER 1

<b>Titre/title: Organizational Theory</b>		<b>Volume horaire/nb of hours : 18h</b>
<b>Enseignant/lecturer: Stéphanie BOUCHET</b>		
<b>Objectifs du cours/Learning objectives:</b>		
<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>		
<b>Link to the program intended learning outcomes (ILO's)</b>		
ILO of program	ILO of course	Evaluation
ILO n°1 : Understanding theoretical and conceptual knowledge	<ul style="list-style-type: none"> <li>• Students will understand main organizational theories and will be able to point the differences in approaches between them</li> <li>• They will understand the principles of an organization's structure and design</li> </ul>	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"> <li>• Case study (group work + oral presentation)</li> <li>• Students link organizational theories to a case of global business strategy</li> </ul>
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"> <li>• Case study (group work + oral presentation)</li> <li>• Students should effectively use Internet to find relevant information in order to justify their answers.</li> </ul>
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"> <li>• Students will be aware of issues related to ethics and social responsibility, which are essential in any decision-making process</li> </ul>	<ul style="list-style-type: none"> <li>• Case study (group work + oral presentation)</li> <li>• The answers provided in the case study should demonstrate that students have taken into consideration ethical issues.</li> </ul>

**Compétences managériales/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

**Plan du cours/ Contents:**

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



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



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

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

**Mots Clés:**

**Bibliographie/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.



<b>Titre/title: Theory of the Firm</b>	<b>Volume horaire/nb of hours: 18h</b>
<b>Enseignant/lecturer: Ody EJEMBA</b>	
<p><b>Objectifs du cours/Learning objectives:</b></p> <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> <p><b>Compétences managériales/Managerial competencies:</b></p> <p>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. Upon completion of the program, students will demonstrate an understanding of the accurate tools to develop and manage an international business. Answer the questions individually concerning different theories learned during the class. Critically compare and evaluate the different schools of thought. Compare and contrast. Applying international business tools and knowledge appropriately to a 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. Analysis. Working as a group, students need to set up a firm and decide what theory fits their organization and compare the different theories.</p> <p>Effective international Perspective 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. Team presentation for the two Group presentations one being a subject matter and the other being a firm. Potential leader and capability to work productively in a 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</p>	



team to manage their teams, work on time and propose fruitful solutions to the two team assignments.

Responsible Manager, the students should pay attention to ethics in the organization of a 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.

### **Plan du cours/Contents:**

#### Session 1

##### Neoclassical Theory and questioning

Take a historical perspective into this subject area as an introduction:

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

#### Session 2

##### Theory of transaction costs

1. Definition of Transaction Cost
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

Recap of the session

#### Session 3

##### Evolutionary theory

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
6. Recap of the session

#### Session 4

##### Theory of property rights

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

Recap of session

#### Session 5

##### Agency theory

1. Definition and ideologies behind Agency
2. Theoretical approach and schools of thoughts on Agency



3. Conflicts of interest and resolution approaches
4. Economic theory on Agencies
5. Corporate responsibility

Recap of session

Session 6

Case study: Group Final Presentation

/ Review session (Questions / Answers)

1. Quiz
2. Review of past Exams

**Evaluation/Final examination:**

1. Two Team assessment: Case study (Written + Presentation) Understand the context of the 6 different theoretical perspectives Class is divided into 6 groups) (60%)
2. Individual assessment: Final exam (40%)

**Mots Clés:**

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.

**Bibliographie/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



<b>Titre/title: Financial Accounting</b>		<b>Volume horaire/nb of hours: 18h</b>
<b>Enseignant/lecturer: Ms Mestre-Zhou</b>		
<p><b>Objectifs du cours/Learning objectives:</b> 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><b>Compétences managériales/Managerial competencies:</b></p> <p>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><b>Link to the program intended learning outcomes:</b></p>		
<b>ILO of program</b>	<b>ILO of course</b>	<b>Evaluation</b>
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	Work as a group and also individually on short case studies



	relevant solution that is conceptually and technically acceptable.	
I.L.O. n°4: Effective international communication and negotiation skills especially for selling and purchasing	The students should be able to use the relevant accounting terms (such as sales 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.	Answer (individually and as a group) 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.

**Plan du cours/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



<b>3</b>	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
<b>4</b>	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
<b>5</b>	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
<b>6</b>	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.

**Bibliographie/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.

**Titre/title: Cost Accounting & International Cost Accounting**

**Volume horaire/nb of hours:  
18h**

**Enseignant/lecturer: François MALLET**

**Objectifs du cours/Learning objectives:**

The management accounting course introduces the fundamentals of costs calculations in connection with the strategic issues of the company.

Students will learn how to implement simple consistency checks and make decisions in the light of the calculations.

- Establish simple consistency checks

**Compétences managériales/Managerial competencies:**

- 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.

**Link to the program intended learning outcomes:**

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	Communicate with specific vocabulary ad	Be able to analyze



international communication and negotiation skills especially for selling and purchasing	discuss the result obtained	calculations and justify the method employed (written document)
I.L.O. n°5: Potential leader and capability to work productively in multicultural team	Students as team must solve a specific problem occurring in a non profit organization	As group work student should propose an 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

**Plan du cours/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. Team assessment: final case study	100%	ILO: 1, 2, 3, 4, 5, 6
2. Individual assessment: quizzes on Moodle platform	0%	ILO: 1,2,3

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.

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 platform.  
The platform should help the student to train and to better understand the different calculation

**Mots Clés:**

**Bibliographie/Bibliography:**

Atril P. Mac Laney E. (2009) « Management Accounting for Decision Makers », Sixth Edition (provided by mail)

Bamber, Braun, Harrison (2008) « Managerial Accounting, Pearson International edition,  
Collier Paul M. (2015) « Accounting for Managers », Fifth Edition, Willey



<b>Titre/title: Strategic Marketing</b>	<b>Volume horaire/nb of hours: 18h</b>
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**Enseignant/lecturer: Abdul AZEEM**

**Objectifs du cours/Learning objectives:**

This course establishes the conceptual foundations of strategic marketing. After a presentation of the basic concepts (value creation, value capture, marketing performance, marketing assets) the main dimensions of strategic marketing are presented, including consumer behavior, corporate to business strategy articulation, business to marketing strategy articulation, differentiation and generic value creation strategies, growth strategies, product x market strategies. The B2B, B2C, service settings are transversal all along the course.

**Compétences managériales/Managerial competencies:**

Understanding the general strategy – marketing strategy articulation.  
Understanding the articulation between marketing levers and firm performance.  
Mastering the implementation of a product x market strategy

**Link to the program intended learning outcomes:**

ILO of program	ILO of course	Evaluation
I.L.O. n°1: Understanding theoretical and conceptual knowledge	Understand the marketing value creation process.	Individual answers to questions pertaining to different concepts and theories studied in class.
I.L.O. n°2: Applying international business tools and knowledge appropriately to specific market	Understand the key marketing assets at the basis of marketing performance and how value is captured and shared within a sector.	Case studies are used to evaluate student's capacity to choose and implement strategies to resolve issues from a marketing perspective in a group situation
I.L.O. n°3: Research and analyze diverse information to address the right questions and propose original solutions	Acquire knowledge from marketing research to better understand global markets and identify key facts at the bases of strategic recommendations.	Both individually and in a group, students evaluate diverse information from case studies and research articles with a critical and solution-based reasoning
I.L.O. n°4: Effective international communication and negotiation skills	Understand consumer and purchaser markets in order to communicate effectively.	Team presentation and summaries for research article and case study.



especially for selling and purchasing		
I.L.O. n°5: Potential leader and capability to work productively in multicultural team	Implement effective teamwork with people from diverse cultural backgrounds while using positive leadership to manage group conflict and time constraints.	The capabilities of team to manage their members, deal with time constraints and propose feasible solutions to case study.
I.L.O. n°6: Responsible Manager	Adopt ethical thinking in managing international markets and integrate CSR in the marketing approach	Solutions to case study must demonstrate that they have taken into consideration ethical issues.

**Plan du cours/Contents:**

Session	Content	Hour in class	Hours out of class
1	General marketing foundations : value creation, marketing performance	3h	3h
2	General marketing foundation : value capture, marketing assets	3h	3h Review course and book
3	Consumer behavior : understanding markets from the consumer perspective. Case study presentation and analysis.	3h	5h Review course and read Journal of Marketing article
4	Consumer behavior : understanding consumer decision process. Why and how market diagnoses are necessary to assess marketing performance and establish strategic axes. Case study solution	3h	3h Review course and book, prepare case-study
5	Marketing strategies: from corporate, to business to product x market strategies, generic value creation strategies, growth strategies	3h	5h Review course, book and Journal of Marketing article
6	Marketing strategies : product x market strategies. Final exam.	3h	3h Review course and book and Journal of Marketing article

**Evaluation/Final examination:**

Type of assessment	Weight	ILOs Program
Final individual exam assessment	100%	ILO: 1, 2, 3, 4, 5, 6

Team assessment



Case study and research articles are used to learn specific skills used in strategic marketing. Students can work in small groups (3-4) to summarize and analyze case studies and research articles dealing with strategic marketing. They must read the book which complements the courses. Discussion about questions are opened all along the course.

#### Individual assessment

A comprehensive final (small) case study is a basis to evaluate students' theoretical knowledge of fundamental concepts. Answers must be as synthetic as possible. Students must demonstrate good written communication skills and a strong capacity to identify significant key facts on which rest marketing strategies (as opposed to a multitude of facts).

#### **Mots Clés/Keywords:**

#### **Bibliographie/Bibliography:**

David A. Aaker , Damien McLoughlin, Strategic Market Management, Wiley  
Journal of Marketing papers



<b>Titre/title: Marketing Studies</b>		<b>Volume horaire/nb of hours: 18h</b>
<b>Enseignant/lecturer: Gilles Séré de Lanauze</b>		
<p><b>Objectifs du cours/Learning objectives:</b></p> <p>In order to make informed decisions in international business, information about markets, competitors, and products is of utmost importance. But how can the necessary information be selected, collected, evaluated, and used effectively? This is the objective of the “Marketing Studies” course.</p> <p>The first part of the course provides an introduction to marketing research and diagnostic analysis. The second part introduces qualitative and quantitative survey methodologies. Students will be able to apply the conceptual and methodological foundations of marketing research to conduct analyses and address managerial issues.</p> <p>A solid understanding of theoretical concepts, familiarity with available survey methods and tools, and practical training are essential to successfully complete 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><b>Link to the program intended learning outcomes (ILO’s)</b></p>		
ILO of program	ILO of course	Evaluation
ILO n°1 : Understanding theoretical and conceptual knowledge	<ul style="list-style-type: none"> <li>• Students will understand main organizational theories and will be able to point the differences in approaches between them</li> <li>• They will understand the principles of an organization’s structure and design</li> </ul>	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"> <li>• Case study (group work + oral presentation)</li> <li>• Students link organizational theories to a case of global business strategy</li> </ul>
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"> <li>• Case study (group work + oral presentation)</li> <li>• Students should effectively use Internet to find relevant information in order to justify their answers.</li> </ul>
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"> <li>• Students will be aware of issues related to ethics and social responsibility, which are essential in any decision-making process</li> </ul>	<ul style="list-style-type: none"> <li>• Case study (group work + oral presentation)</li> <li>• The answers provided in the case study should demonstrate that students have taken into consideration ethical issues.</li> </ul>

**Compétences managériales/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.

**Plan du cours/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%	
1. Team assessment:	50%	ILO: 1, 2, 3, 4, 5, 6



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

**Mots Clés/Keywords:**

**Bibliographie/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.

Churchill Jr, G. A. (1979). A paradigm for developing better measures of marketing constructs. Journal of marketing research, 16(1), 64-73.

Flick, U. (2002). Qualitative research-state of the art. Social science information, 41(1), 5-24.

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.

<p><b>Titre/title: Information Systems</b></p>	<p><b>Volume horaire/nb of hours: 18h</b></p>	
<p><b>Enseignants/lecturers:</b></p> <p><b>Maximilien Dossa</b> <b>Ludovic Barberet</b> <b>Régis Meissonier</b></p>		
<p><b>Objectifs du cours/Learning objectives:</b></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 Big Data problematic (volume, complexity, processing...) and offer an overview of the different machine learning tools and methodologies as well as applications in organizational context.</p> <p>The student will also learn how to create a dashboard with client data to analyse their reliability and business opportunities.</p> <p>The course will provide an understanding on how information systems can transform the business and to discuss how management of information systems could be used as a competitive advantage of an organization.</p>		
<p><b>Link to the program intended learning outcomes:</b></p>		
<p>ILO of program</p>	<p>ILO of course</p>	<p>Evaluation</p>
<p>I.L.O. n°1: Understanding theoretical and conceptual knowledge</p>	<p>The students will understand different concepts related to Big data . They should be able to illustrate how to analyze big data.</p>	<p>Exam</p>
<p>I.L.O. n°2: Applying international business tools and knowledge appropriately to specific market</p>	<p>Understand business oriented data and the different process to maximize its reliability. Prepare a dashboard.</p>	<p>Exercise in class</p>
<p>I.L.O. n°5: Potential leader and capability to work</p>	<p>The students should be able to work productively with diverse persons from</p>	<p>Team assignment (case study, presentation)</p>



productively in multicultural team	different backgrounds and cultures as a team.		
<p><b>Compétences managériales/Managerial competencies:</b></p> <ul style="list-style-type: none"> <li>• Be able to speak in public and defend your opinion</li> <li>• Be able to work productively with diverse persons from different backgrounds and cultures</li> <li>• Be able to collaborate and help each other</li> </ul>			
<p><b>Plan du cours/ Contents:</b></p>			
Session	Content	Hours in class	Hours out of class
1	<p><b>Big data</b></p> <ul style="list-style-type: none"> <li>- Introduction to Big Data</li> <li>- The obstacles to the adoption of Big Data in business</li> <li>- Proposal of solutions for Big Data analysis</li> </ul>	3h	5h Self-study
2	<p><b>Machine Learning and Big Data</b></p> <ol style="list-style-type: none"> <li>1. Introduction to machine learning</li> <li>2. Machine learning methodologies for Big Data analysis</li> </ol> <ul style="list-style-type: none"> <li>- Examples of applications</li> </ul>	3h	
3	<ul style="list-style-type: none"> <li>- Introduction to data management, discussions about databases and hubs.</li> </ul>	3h	
4	<ul style="list-style-type: none"> <li>- Power Bi ingestion, data mapping and creation of a dashboard/group work</li> </ul>	3h	8h Prepare the dashboard individual practices
5	<ul style="list-style-type: none"> <li>- Group presentation, groups will represent consulting companies and the teacher will represent a prospect</li> </ul>	3h	5h Prepare the document analyze the data for company
6.	Complexity and IT	3h	
<p><b>Evaluation/Final examination:</b></p>			



Type of assessment	Weight	ILOs Program
Continuous assessment	100%	
Team assessment: ongoing assessment (12.5%), Presentation (12.5%), case study (25%)	50%	ILO: 2, 5
7. Individual assessment: Final exam  Answer questions based on course content	50%	ILO: 1

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.

**Bibliographie/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*.



<b>Titre/title: Simulation</b>		<b>Volume horaire/nb of hours: 18h</b>
<b>Enseignant/lecturer: Emmanuel HOUZE</b>		
<b>Objectifs du cours/Learning objectives:</b>		
<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>		
<b>Compétences managériales/Managerial competencies:</b>		
<ul style="list-style-type: none"> <li>- Team building</li> <li>- Team Management</li> <li>- Decision taking in complex environment</li> <li>- building decision tools</li> </ul>		
<b>Link to the program intended learning outcomes:</b>		
<b>ILO of program</b>	<b>ILO of course</b>	<b>Evaluation</b>
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	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,



purchasing		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

**Plan du cours/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

**Evaluation/Final examination:**

Type of assessment	Weight	ILOs Program
Ongoing assessment	100%	
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
4. Team assessment: Building decision tools  - Helping taking decisions and producing forecast	25%	ILO: 1, 2, 3, 4, 5, 6
5. 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.

**Mots Clés/Keywords:**

**Bibliographie/Bibliography:**

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



<b>Titre/title: Global Entrepreneurship</b>		<b>Volume horaire/nb of hours: 18h</b>
<b>Enseignant/lecturer: Christine MARSAL</b>		
<b>Objectifs du cours/Learning objectives:</b>		
<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"> <li>• Definition of entrepreneurship, knowing who are the entrepreneurs, impact of entrepreneurship on economics, on society.</li> <li>• Business model canvas, the ideation process</li> <li>• 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.</li> </ul>		
<b>Compétences managériales/Managerial competencies:</b>		
<ul style="list-style-type: none"> <li>• be able to work in a multicultural and multi-location (distant) environment with colleagues and partners from different countries</li> <li>• be able, within a team, to analyse, solve a problem and present solutions regarding entrepreneurship issues</li> </ul>		
<b>Link to the program intended learning outcomes:</b>		
<b>ILO of program</b>	<b>ILO of course</b>	<b>Evaluation</b>
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	With students should be able to communicate efficiently for offline and online (with social media or using Moodle	Students present themselves to their team mates. They



negotiation skills especially for selling and purchasing	Plat-form) and for both written and oral.	defend their idea, they 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.

**Plan du cours/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
<b>Evaluation/Final examination:</b>			
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 plat-form, individual involvement to the success of the team (evaluated during the feedback session)		25%	ILO: 4, 5
<p>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).</p> <p>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.</p>			
<b>Mots Clés/Keywords:</b>			
<b>Bibliographie/Bibliography:</b>			



<b>Titre/title: International Human Resource Management</b>		<b>Volume horaire/nb of hours: 18h</b>
<b>Enseignant/lecturer: Autcharaporn SOMSING</b>		
<b>Objectifs du cours/Learning objectives:</b>		
<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>		
<b>Compétences managériales/Managerial competencies:</b>		
<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>		
<b>Link to the program intended learning outcomes:</b>		
<b>ILO of program</b>	<b>ILO of course</b>	<b>Evaluation</b>
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	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	Based on the capabilities of the individual and team to work on the case



propose original solutions	situation. The students should effectively use Internet to find the useful and credible information in order to justify their answers.	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 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.

**Plan du cours/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	10h Peer-review and complete case study
2	International Leadership Management	6h	15h 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%	
Team assessment: Case study, article presentation (Written + Presentation)	40%	ILO: 2, 3,4, 5
Individual assessment: Peer-evaluation	20%	ILO: 1, 2
Understand the context of international human resource management		
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.

**Mots Clés:**



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- 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.



<b>Titre/title: Corporate Social Responsibility and Ethics</b>		<b>Volume horaire/nb of hours: 18h</b>
<b>Enseignant/lecturer: Autcharaporn SOMSING</b>		
<b>Objectifs du cours/Learning objectives:</b>		
<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>		
<b>Compétences managériales/Managerial competencies:</b>		
<p>Recognize the importance of CSR both inside and outside organization Manage the CSR strategy for all stakeholders</p>		
<b>Link to the program intended learning outcomes:</b>		
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 and capability to work productively in multicultural team	Students should be able to organize the group project task repartition, and productively work with various persons from different backgrounds and cultures as a team.	Team work evaluation will 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.

**Plan du cours/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



<b>5</b>	<ul style="list-style-type: none"> <li>- CSR and Human resource management</li> <li>- Individual test</li> </ul>	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: Exam and online quiz	45%	ILO: 1, 6
4. Individual assessment: Coursework: research	15%	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.

Mots Clés: Cibles, positionnement, produit, prix, distribution, communication

**Bibliographie/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

Lee, M .D.P. (2008) A review of the theories of corporate social responsibility: Its evolutionary path and the road ahead. International Journal of Management Reviews, 10(1). p. 53–73

McWilliams, A., & Siegel, D. (2001). Corporate Social Responsibility: A Theory of the Firm Perspective. The Academy of Management Review, 26(1),p. 117-127.

Meehan, J., Meehan, K. and Richards, A. (2006), "Corporate social responsibility: the 3C-SR model", International Journal of Social Economics, 33 (5/6), p. 386-398.



## FIRST YEAR – SEMESTER 2

<b>Titre/title: Negotiation and Sales</b>		<b>Volume horaire/nb of hours: 18h</b>
<b>Enseignant/lecturer: Concha ALLEN</b>		
<p><b>Objectifs du cours/Learning objectives:</b></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><b>Compétences managériales/Managerial competencies:</b></p> <p>Prospecting Communication skills Building Trust and Relationships Intercultural Effectiveness Developing and Delivering Value to Customers Negotiating skills Handling Objections</p> <p><b>Link to the program intended learning outcomes:</b></p>		
<b>ILO of program</b>	<b>ILO of course</b>	<b>Evaluation</b>
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.	
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.	
I.L.O. n°3: Research and	Students will be able to solve problems and	



analyze diverse information to address the right questions and propose original solutions	to critically analyze. Students will be able to understand business practices and related concepts and be able to integrate this functional knowledge in order to address business problems 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.	
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.	
I.L.O. n°6: Responsible Manager	Students will be able to demonstrate awareness of ethical and social responsibility issues.	

**Plan du cours/Contents:**

<b>Session</b>	<b>Content</b>	<b>Hour in class</b>	<b>Hours out of class</b>
<b>1</b>	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
<b>2</b>	Introduction to the professional selling environment  Relationship vs. transactional selling Types of sales and sales careers Organizational buying process	3h	3h
<b>3</b>	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

**Mots Clés/Keywords:**

**Bibliographie/Bibliography:**



<b>Titre/title: Intercultural Management and Communication</b>		<b>Volume horaire/nb of hours: 18h</b>
<b>Enseignant/lecturer: Maximo BARAHONA</b>		
<p><b>Objectifs du cours/Learning objectives:</b></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><b>Compétences managériales/Managerial competencies:</b></p> <p><b>Link to the program intended learning outcomes:</b></p>		
<b>ILO of program</b>	<b>ILO of course</b>	<b>Evaluation</b>
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.

**Plan du cours/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 (Presentation)	40%	ILO: 1, 2, 4, 5, 6



Answer the questions based on the case.		
2. Individual assessment: Theoretical and case study written exam.	60%	ILO: 1, 4, 6
<p>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.</p> <p>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.</p>		
<p><b>Mots Clés/Keywords:</b></p>		
<p><b>Bibliographie/Bibliography:</b></p> <p>Browaeyes, M. J. &amp; Price, R. (2016). Understanding cross-cultural management. Pearson.</p> <p>Thomas, D. C., &amp; Peterson, M. F. (2016). Cross-cultural management: Essential concepts. Sage Publications.</p> <p>Hofstede, G., Hofstede, G. J., &amp; Minkov, M. (2010). Cultures and Organizations: Software of the Mind.</p> <p>Revised and expanded</p>		



<b>Titre/title: International Law</b>		<b>Volume horaire/nb of hours: 18h</b>
<b>Enseignant/lecturer: Gregory HANSON</b>		
<b>Objectifs du cours/Learning objectives:</b>		
<b>Compétences managériales/Managerial competencies:</b>		
<ul style="list-style-type: none"> <li>• Know the basic legal rules and vocabulary to be applied during negotiations</li> <li>• 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)</li> <li>• Recognize legal issues related to the negotiation, drafting or application of an international agreement.</li> </ul>		
<b>Link to the program intended learning outcomes:</b>		
<b>ILO of program</b>	<b>ILO of course</b>	<b>Evaluation</b>
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	The students should be able to work productively with diverse persons from different backgrounds and cultures as a	The capabilities of team to manage their teams, work on time



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

**Plan du cours/ 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%	

**Mots Clés/Keywords:**

**Bibliographie/Bibliography:**

International legal English by Amy KROIS -LINDNER, CAMBRIDGE PROFESSIONAL ENGLISH, 3<sup>rd</sup> Edition,

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

Business Law by Sarah RICHES and Vida ALLEN PEARSON, 11<sup>th</sup> edition



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



<b>Titre/title: International Finance</b>		<b>Volume horaire/nb of hours: 18h</b>	
<b>Enseignant/lecturer: Ouidad YOUSFI</b>			
<b>Objectifs du cours/Learning objectives:</b>			
<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>			
<b>Compétences managériales/Managerial competencies:</b>			
The students are expected to know how to:			
<ul style="list-style-type: none"> <li>• Identify, analyze and mitigate market and currency risks.</li> <li>• Manage international alliances and partnerships.</li> <li>• Assess the consequences of international transactions.</li> <li>• Manage cash-flows according to the policies and procedures to be compliant with local and international legal and ethical requirements.</li> </ul>			
<b>Link to program intended learning outcomes:</b>			
<p>The international Finance course aims at providing a global overview of financial markets, specifically international trades. It addresses the mechanisms and the tools that have been introduced to monitor cash inflows and outflows. It brings critical insights to International Business Engineering students on:</p>			
<ul style="list-style-type: none"> <li>• How to gather and analyze appropriate information in different markets.</li> <li>• How to apply the appropriate tools to manage complex environments.</li> </ul>			
<b>Plan du cours/ Contents:</b>			
<b>Session</b>	<b>Content</b>	<b>Hours in class</b>	<b>Hours out of class</b>
<b>1</b>	Introduction to international finance  Globalization and International trade	2h	2h reading notes and references



<b>2</b>	International Monetary System Exchange Regimes	2h	2h reading notes and references
<b>3</b>	Balance of payments	2h	2h reading notes and references
<b>4</b>	Forex	2h	2h reading notes and references
<b>5</b>	Arbitrage	2h	2h reading notes and references
<b>6</b>	Purchasing power parity	2h	2h reading notes and references
<b>7</b>	Currency derivatives	2h	2h reading notes and references
<b>8</b>	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.

<b>Type of assessment</b>	<b>Weight</b>	<b>sessions</b>
<b>Ongoing Assessment</b>	100%	
<b>1. Dissertation + PPT presentation+ Discussion</b>	50%	1,2,5,6
<b>2. Final Exam</b>	50%	1,3,4,5,6

**Mots Clés/Keywords: FOREX, IMS, Balance of payments, hedging and speculative strategies., FDI**



**Bibliographie/Bibliography:**

Krugman, Obstfeld, Melitz, 2018, International Finance – Theory and policy, 11<sup>th</sup> edition, Pearson

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

Rugman, 2006, Collingson, International Business, 4<sup>th</sup> edition, Prentice Hall Financial Times

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



<b>Titre/title: Supply Chain Management</b>		<b>Volume horaire/nb of hours: 18 h</b>
<b>Enseignant/lecturer: Ellen TAYLOR</b>		
<p><b>Objectifs du cours/Learning objectives:</b></p> <p>In a globalized world, supply chain activities are now key elements for industrial and retail firms' competitiveness and agility. Supply chain management (SCM) is the monitoring and optimization of the production and distribution of a company's products and services. It seeks to improve and render more efficient all processes involved in turning raw materials and components into final products and getting them to the ultimate customer. 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. The course will provide students with the knowledge and the tools to develop and implement supply chain strategies and to solve SC related issues. It includes designing a strategic framework to analyze supply chains, planning demand and supply, and managing inventories in an international context.</p> <p>In view of Industry 4.0 and consequently the digital transformation for global companies, the focus on the "New Supply Chain" will be central. For example, concurrent supply chains are made possible by scheduling technology and leveraging information systems such as SCM, ERP and CRM. Emerging technological trends, including AI, Blockchain, Cloud computing etc. will therefore obviously also be on the agenda.</p> <p><b>Compétences managériales/Managerial competencies:</b></p> <p>One of the key supply chain competences is to manage the flow of goods and services, which means the knowledge and skills necessary to effectively manage logistics communication, warehouse and storage management, material handling and distribution of goods, including reverse logistics. Another key competence for future supply chain managers is to identify value. Students will therefore put theory into practice and do market research on current ERP/SCM/CRM information systems and present a case study on sustainable and innovative supply chains.</p> <p><b>Link to the program intended learning outcomes:</b></p>		
<b>ILO of program</b>	<b>ILO of course</b>	<b>Evaluation</b>
I.L.O. n°1: Understanding theoretical and conceptual knowledge	Students will understand theories regarding different aspects of Supply Chain Management, including planning, distribution, transportation, procurement, and inventory management.	Individual assessment, market research and case study



I.L.O. n°2: Applying international business tools and knowledge appropriately to specific market	Students will be able to understand the globalization of exchanges and incidence on the management function and supply chain management decisions.	Market research and case study
I.L.O. n°3: Research and analyze diverse information to address the right questions and propose original solutions	The course aims to enhance critical thinking by analyzing information from academic and non-academic research sources.	Market research and case study
I.L.O. n°5: Potential leader and work successfully in a multicultural team	Students are able to communicate effectively in a multicultural environment.	Market research and case study
I.L.O. n°6: Responsible Manager	The students will pay attention to social and environmental responsibilities in a business context.	Case study

**Plan du cours/Contents:**

The course has a strong emphasis on providing analytical skills, critical thinking, and managerial insights. The topics covered in this course are grouped into four main modules, and evaluations include an individual test (quiz) and team work.

Session	Content	Hour in class	Hours out of class
1	<p><b>Competitive advantage in the 21<sup>st</sup> Century</b> Value; Value Chains; Supply Chains Value Chain Management (SCM):</p> <ol style="list-style-type: none"> <li>1) Procurement &amp; purchasing strategies: Total Cost of Ownership (TCO)</li> <li>2) Manufacturing strategies and Sales &amp; Operations Planning (S&amp;OP): inventory management, warehousing, lean management</li> <li>3) Distribution strategies: channel selection, warehouse management, logistics &amp; transportation, reverse logistics</li> </ol>	3h	



2	<p><b>Case studies: SCM and competitive advantage in manufacturing &amp; eCommerce</b></p> <p>1) Food industry 2) Clothing and apparel industry 3) Information Technology 4) Car manufacturing 5) Pharmaceutical industry</p>	3h	3h
3	<p><b>Business Platforms &amp; Enterprise Information Systems</b></p> <p>1) Supply Chain Management Systems 2) Enterprise Resource Planning Systems 3) Customer Relationship Management Systems</p>	3h	
4	<p>Market research: business software solutions Quiz: Business Platforms</p>	3h	
5	<p><b>The Digital Supply Chain</b></p> <p>Emerging trends in IT for the Supply Chain Ind 4.0, Internet of Things, Blockchain, AI, Cloud Computing, intelligent supply chains</p>	3h	
6	<p><b>Case studies: Intelligent Supply Chains</b></p>	3h	3h

**Evaluation/Final examination:**

Type of assessment	Weight	ILOs Program
Ongoing assessment	100%	
1. Group assessment: Case study — PPT (40%) & market research (10%)	50%	ILO: 1,2,3,5,6
2. Individual assessment: Case study — presentation (10%) & Test (40%)	50%	ILO: 1,2,6



**Mots Clés/Keywords:** New Supply Chain, CM, ERP, CRM, S&OP, logistics, sourcing, procurement, inventory, warehousing

**Bibliographie/Bibliography:**

- Course documents and presentations on Moodle by Ellen Taylor, 2024-25.
- Baily, P. e.a. (2022). *Procurement Principles and Management in the Digital Age*. 12th edition. Pearson Education.
- Chopra, S. & Meindl, P. (2016). *Supply Chain Management: Strategy, Planning, and Operations*. 6<sup>th</sup> edition. Prentice Hall.
- KPMG. (2019). *Industry 4.0: Digital Supply Chain Management (SCM) for enabling Growth*.



**Evaluation/Final examination:**

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

**Mots Clés/Keywords:**

**Bibliographie/Bibliography:**

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



<b>Titre/title: Purchasing</b>	<b>Volume horaire/nb of hours : 18h</b>
<b>Enseignant/lecturer: Livia DUBOS</b>	
<p><b>Objectifs du cours/Learning objectives:</b> 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> <p><b>Compétences managériales/Managerial competencies:</b>  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> <p><b>Program intended learning outcomes:</b></p> <p><b>1. Understanding theoretical and conceptual knowledge (I.L.O n°1)</b></p> <ul style="list-style-type: none"><li>▪ Understand corporate organizations, interactions between different internal &amp; external key functions</li><li>▪ Costs and TCO, Margins, stock management, Supply Chain Management, Profitability</li><li>▪ Grasp quality management, links with marketing goals and requirements</li></ul> <p><b>3. Research and analyze diverse information to address the right question and propose original solutions (I.L.O n°3)</b></p> <ul style="list-style-type: none"><li>▪ Search the right information</li><li>▪ Collect useful data</li><li>▪ Analyse these information,</li><li>▪ Use the correct data</li><li>▪ Take the right decision</li></ul> <p><b>4. Effective international communication and negotiation skills especially for selling and purchasing (I.L.O n°4)</b></p> <ul style="list-style-type: none"><li>▪ Link with Program topics : sourcing in a global world</li></ul>	



- Be able to prepare all necessary elements to prepare an international negotiation

**5. Potential leader and work successfully in a multicultural team (I.L.O n°5)**

**6. Responsible Manager (I.L.O n°6)**

- Link with financial, marketing and operating activities.
- Be aware of the importance of a buyer ethical and responsible attitude

**Course intended learning outcomes**

- Understand the importance of the purchase function in a firm (manufacturing, retailing or services).
- Assimilate a correct approach of a firm's internal constraints in terms of organization, costs and margins
- Be able to optimize a company's profitability thanks to the purchase activity

**Plan du cours/Contents:**

Session	Content	Duration
Session 1	<b>Introduction</b> <b>I- The buying function in a company</b> Different kinds of companies Actors, interactions, roles & responsibilities Skills & competencies of a successful buyer (Code of Conduct, Ethics and sustainability)	3h
Session 2	<b>II- The Buying process and cycle</b> Supply chain & purchase activity Collateral activities The buying cycle	3h
Session 3	<b>III- Financial management fundamental elements, buying management , financial objectives:</b> 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	Assignment <b>IV- Planning &amp; forecasting, stock management &amp; inventory</b> 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	Assignment correction End of Chapter <b>IV</b>	3h
Session 6	<b>V Define a product</b> Exercices & Final exam	3h

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:**

Class participation, Homework, test : individual 50%

Final evaluation: Individual - Final exam 2h Case 50 %

**Mots Clés:**

**Bibliographie/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

Kunz Grace & Gener Myran Going Global Fairchild

Lellouche et Piquet La négociation acheteur/vendeur Dunod

Lendrevie & Levy MERCATOR 2013 Dunod

Levy & Weitz Retailing Management Mc Graw Hill International Ed



Oriol, Sauvage Management achat et Supply Chain Vuibert

Person H el ene Fonction AchatMaxima

Tepper Bette Mathematics for retail buying Fairchild



<b>Titre/title: International Entrepreneurship</b>		<b>Volume horaire/nb of hours: 18h</b>
<b>Enseignant/lecturer: Axel Bérard</b>		
<p><b>Objectifs du cours/Learning objectives:</b></p> <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>		
<b>ILO of program</b>	<b>ILO of course</b>	<b>Evaluation</b>
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.
I.L.O. n°3: Research and analyze diverse information to address the right questions and propose original solutions	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.	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.
I.L.O. n°4: Effective international communication and negotiation skills especially for selling and purchasing	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.	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.
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. Students should be able to resolve conflict and provide feedback to their peers. The students should be able to become a good leader.	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.
I.L.O. n°6: Responsible Manager	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	Students will be participating in discussions about ethic issues and potential conflict.

**Compétences managériales/Managerial competencies:**

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



- Creativity and Innovation
- Entrepreneurial mindset

**Plan du cours/Contents:**

Session	Content	Hour in class	Hours out of class
<b>1</b>	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
<b>2 -3</b>	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
<b>4-5</b>	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
<b>6-7</b>	Prototyping  Tools  MVP  Pitching to Customers  Activity: Prototyping  Third Presentation	6h	Finalize prototype and start customer test
<b>8-9</b>	Collecting Feedback Performing Interviews	6h	5H Prepare interview grids



	The right questions A/B Test  Activity: Interviewing Customers and Giving Feedback, Feedback coffee.		+ Watch video  + Read Paper
<b>10-11</b>	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
<b>12</b>	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	30%	ILO: 1, 2, 3, ,5, 6
Group assessment: Final group presentation	50%	ILO: 1, 2, 3, 4, 5, 6

**Mots Clés/Keywords:**

Entrepreneurship, creativity, innovation, business plan

**Bibliographie/Bibliography:**

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



<b>Titre/title: Technology for Sales</b>	<b>Volume horaire/nb of hours: 18 h</b>
<b>Enseignant/lecturer: Ellen TAYLOR</b>	
<p><b>Objectifs du cours/Learning objectives:</b></p> <p>A technology stack for sales, often referred to as a “sales tech stack”, is a collection of software tools that sales teams use to enhance their efficiency and effectiveness. The primary objectives of building a sales tech stack include improving sales process efficiency, increasing productivity, and providing a seamless experience for both sellers and customers.</p> <p>Sales technology software as we know, often in the form of Software as a Service (SaaS), typically includes customer relationship management (CRM) systems, sales automation software, analytics tools, communication platforms, etc., all aimed at improving sales processes and driving revenue growth.</p> <p>Artificial Intelligence is currently revolutionizing sales technology by automating repetitive tasks and enhancing data analysis, allowing sales teams to focus more on revenue-generating activities. Sales organizations should use AI as a tool to support human judgment rather than replace it, focusing on areas where AI can add value and enhance human capabilities.</p> <p>Blockchain technology can also significantly improve sales processes by demonstrating transparency, trust, and efficiency. For instance, in supply chain solutions, blockchain acts like a GPS for products, showing their journey from source to destination, thereby improving traceability and accountability. In identity verification, blockchain technology ensures secure and private data handling, helping businesses to comply with regulations and prevent identity theft.</p> <p>Course objectives on technology for sales include:</p> <ul style="list-style-type: none"><li>• Understanding the core components of a sales tech stack, such as CRM, data enrichment, sales engagement, and conversational intelligence;</li><li>• Evaluating the specific needs of a sales team to determine which tools will best support their objectives and goals;</li><li>• Learning how to integrate various tools to streamline workflows and reduce redundancies;</li><li>• Assessing the impact of new sales technologies on the sales process and identifying tools that can solve specific pain points;</li><li>• Implementing and training sales teams on new tools to ensure effective adoption and utilization;</li><li>• Monitoring and analyzing the performance of tools within the sales tech stack to optimize results.</li></ul> <p><b>Compétences managériales/Managerial competencies:</b></p> <p>Key managerial competencies that are particularly relevant in technology for sales are technical proficiency, data-driven decision making, process optimization, team leadership and motivation, market research and analysis, communication skills, and strategic thinking.</p> <p>By developing these competencies, sales managers can build and maintain a high-performing sales tech stack that enhances team effectiveness, accelerates revenue growth, and ensures a consistent and exceptional buyer experience.</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 understand the tools and technologies that make up the sales tech stack. This includes Customer Relationship Management (CRM) systems, sales intelligence tools, and other software that streamlines sales processes and enhances productivity.	Case study
I.L.O. n°2: Applying international business tools and knowledge appropriately to specific market	Students will be able to use software and data to make informed decisions. Leveraging sales technology helps to assess performance, identify areas for improvement, and drive strategic initiatives.	Case study
I.L.O. n°3: Research and analyze diverse information to address the right questions and propose original solutions	Understanding market trends and customer needs is essential for tailoring sales strategies. Managers should conduct detailed and efficient market research to stay ahead of the competition.	Case study
ILO n° 4: Effective international communication and negotiation skills especially for selling and purchasing	Strong communication skills are vital for managers to convey information, provide feedback, and engage with both customers and team members. Active listening and clear communication are key components of this competency.	Case study
I.L.O. n°5: Potential leader and work successfully in a multicultural team	Leading a sales team involves not only technical skills but also the ability to motivate and inspire team members. Managers should foster a culture of continuous improvement and skill enhancement. Managers should also be able to think strategically and align sales efforts with broader business goals.	Case study
I.L.O. n°6: Responsible Manager	The students will pay attention to ethical business aspects, in particular concerning the use of AI as a tool to enhance human capabilities and not merely replacing humans.	Case study



**Plan du cours/Contents:**

The course has a strong emphasis on real-life business use cases. Several topics are covered in this course from traditional to more advanced CRM-systems, and the tools beyond, such as AI, and Blockchain for Customer Loyalty Programs.

Session	Content	Hour in class	Hours out of class
1	<b>Traditional Sales Tech stack, often Software as a Service (SaaS)</b> Introduction Sales Tech Stack: CRM-System; Email automation; Call tracking; Chatbots; Lead enrichment tools; Scheduling software; E-signature and document tracking; Client feedback platforms; RPA; ...	1h	
2	<b>AI in Sales Technology</b> Sales Cloud Einstein Chatbots Generative AI	1h	
3	<b>Blockchain Distributed Ledger Technology (DLT) in Sales</b> Case study: Customer Loyalty Program	1h	
4	<b>Customer Loyalty Programs</b> Research on specific sales use cases and their advanced technology implementation Presentations	3h	

**Evaluation/Final examination:**

Type of assessment	Weight	ILOs Program
Ongoing assessment	100%	
Group assessment: Case study	50%	ILO: 1,2,3,4,5,6
Individual assessment: Presentation	50%	ILO: 1,2,3,4,5,6



**Mots Clés/Keywords:** Technology, Sales Teck Stack, CRM, process automation, process optimization, Artificial Intelligence, Blockchain, Robotic Process Automation (RPA)

**Bibliographie/Bibliography:**

- Course documents and presentations on Moodle by Ellen Taylor, 2024-25.
- Taylor, E. (2022). *iDior Project – Advanced technology for Customer Loyalty Programs*.



<p><b>Titre/title: Methodology of Research Master 1</b></p>	<p><b>Volume horaire/nb of hours: 18h</b></p>	
<p><b>Enseignants/lecturers: Gilles SERE de LANAUZE &amp; Autcharaporn SOMSING</b></p>		
<p><b>Objectifs du cours/Learning objectives:</b></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 <u>aim-objective</u> 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><b>Compétences managériales/Managerial competencies:</b></p> <p>Upon completion, student will be able to:</p> <ul style="list-style-type: none"> <li>Identify and develop a conceptual framework related to current international management issues</li> <li>Gather relevant information from sources with scientific authority</li> <li>Analyze the information to suggest possible recommendations and future research avenues</li> </ul> <p><b>Link to the program intended learning outcomes:</b></p>		
<p>ILO of program</p>	<p>ILO of course</p>	<p>Evaluation</p>



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.

**Plan du cours/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%	
Master 1 thesis evaluation on the basis of the written document	100%	ILO: 1, 2, 3, 6

NB1: This UE is worth 5 ECTS credits recorded on the second semester of second year

NB2: Validation of the master 1 is submitted to the delivery of the master 1 thesis document but do not include the corresponding grade in the final evaluation of the semester

**Mots Clés/Keywords:**

**Bibliographie/Bibliography:**

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



<b>Titre/title: Purchasing Marketing</b>	<b>Volume horaire/nb of hours: 18 h</b>
<b>Enseignant/lecturer: Vincent Neubauer</b>	
<p><b>Objectifs du cours/Learning objectives:</b> Purchasing Marketing is a concept based on the use of Marketing principles and tools in Procurement/Purchasing Area. Purchasing Marketing can also be defined as the Marketing of Purchasing department inside a company, also called Reverse Marketing. Both principles of Purchasing Marketing will be studied in this course :</p> <ul style="list-style-type: none"><li>- The use of Marketing in Purchasing is key in the creation of procurement strategies. While Marketing refers to the processes, principles and studies that create and shape products/services strategy, Purchasing Marketing will use the same tools to analyse the supplier market and shape consistent suppliers panels and purchasing strategies to fit the company's needs.</li></ul> <p>Through this class, students will identify the Marketing Principles that are key in Purchasing strategy building and learn how to use them to ease decision-making in high-level situations. This course will cover the use of Purchasing Marketing for Supplier Market Analysis, for the creation of a supplier panel (Make or Buy, Optimized Sourcing, Benchmarking, Supplier Segmentation Targeting and Positioning); the creation of an SRM strategy (Long-term/Short-term Partnership strategy, Suppliers Performance monitoring, Innovation &amp; CSR); the management of tenders and negotiations.</p> <ul style="list-style-type: none"><li>- The Marketing of Purchasing refers to the actions of a company to promote internally and externally its Purchasing department. Such promotion leads to several benefits for the company itself (cost savings, suppliers management, strategic growth, financial and legal risk reduction, compliance expertise, ...). Through this class, students will be able to promote the importance of owning a Purchasing department within a company and understand how and why the evolution of economy, geopolitics, laws and policies in the last decades increased the importance of Purchasing roles within companies.</li></ul> <p><b>Compétences managériales/Managerial competencies:</b> Purchasing Marketing managerial competencies are mainly focusing on strategy building and decision-making. Through this class, students will add to their management skills a panel of Marketing principles and tools tailored to enhance their decision making in the creation of their global procurement category strategy, develop their Supplier Relationship Management skills and ease the management of tenders.</p> <ul style="list-style-type: none"><li>• <b>Strategy creation &amp; Decision making:</b> Ability to understand and use the Marketing principles in Purchasing to comprehend the supplier market and create a Purchasing strategy. Purchasing Marketing competencies are mainly focusing the strategy building area.</li><li>• <b>Supplier management:</b> Ability to analyse the supplier market and internal needs or customers needs to define the best supplier relationship to implement.</li></ul>	



- **Stakeholder management** : Ability to market the benefits of purchasing department within a company, ability to understand the evolution of the Purchasing role in a company.
- **Tender management** : Ability to understand the benefits of Marketing tools during an RFP or negotiations.

**Plan du cours/Contents :**

Session	Content	Duration
Session 1	<b>Introduction to Purchasing Marketing</b> 1. Definitions 2. Connection between Purchasing and Marketing 3. Back to Purchasing Basics	3h
Session 2	<b>Supplier Market Intelligence</b> 1. Market Intelligence in Purchasing 2. Market Analysis tools applied to Purchasing: <ul style="list-style-type: none"> <li>◦ PESTEL</li> <li>◦ SWOT</li> <li>◦ Porter's Five Forces</li> </ul>	3h
Session 3	<b>Strategic Supplier Segmentation, Targeting &amp; Positioning</b> 1. Supplier Segmentation : <ul style="list-style-type: none"> <li>• Kraljic Matrix,</li> <li>• ABC analysis</li> </ul> 2. Supplier Targeting Strategy : Establishing a relationship <ul style="list-style-type: none"> <li>• Transactional vs strategic relationship</li> <li>• short-term vs long-term strategy</li> </ul> 3. Positioning towards Suppliers	3h
Session 4	<b>Supplier Performance &amp; Data-Driven Procurement</b> 1. e-Procurement vs Procurement 2. Performance metrics & KPIs 3. Supplier assessment through Data analysis	3h
Session 5	<b>Marketing Purchasing</b> 1. Purchasing impact on a company 2. Evolution of roles in Purchasing : <ul style="list-style-type: none"> <li>◦ From Purchasing to Legal advisor</li> <li>◦ From Purchasing to Branding supervisor</li> <li>◦ From Purchasing to CSR auditor</li> <li>◦ From Purchasing to Sustainability officer</li> <li>◦ How AI is impacting Purchasing ?</li> </ul>	3h
Session 6	<b>Final Evaluation</b> <ul style="list-style-type: none"> <li>• Case study</li> <li>• MCQ</li> </ul>	3h



### **Bibliographie/Bibliography:**

- Olivier Bruel. (2014). *Management des Achats. Decisions stratégiques, structurelles et opérationnelles*. Economica.
- Alexander Batran, Agnes Erben, Franziska Sperl, Ralf Schulz. (2017). *Procurement 4.0: A survival Guide in a Digital, Disruptive World*. Campus Verlag.
- Arnaud de Baynast, Jacques Lendrevie, Julien Lévy. (2021). *Mercator 13<sup>eme</sup> édition : Tout le marketin à l'ère de la data et du digital*. Dunod.
- Stephen Easton, Michael D. Hales, Christian Schuh, Michael F. Strohmer, Alenka Triplat. (2014). *Supplier Relationship Management: How to Maximize Vendor Value and Opportunity*. AT Kearney.
- Roger Fisher, William Ury, Bruce Patton. (2006). *Getting to Yes: Negotiating Agreement Without Giving In*. Seuil.
- Elisa Farri, Gabriele Rosani. (2025). *HBR Guide to Generative AI for Managers*. Harvard Business Review Press.



<b>Titre/title: Operational Sourcing</b>	<b>Volume horaire/nb of hours: 18 h</b>													
<b>Enseignant/lecturer: Ellen TAYLOR</b>														
<p><b>Objectifs du cours/Learning objectives:</b></p> <p>Operational sourcing refers to the procurement of goods and services that are required to sustain daily production or business activities. It involves the procurement of items that are needed on a regular basis, such as raw materials, components, or consumables, to ensure ongoing operations. Operational sourcing focuses on meeting immediate needs, often with a short-term perspective, and typically involves routine transactions between buyers and sellers. By leveraging Operational Sourcing, organizations can improve the efficiency and effectiveness of their operational sourcing activities, ensuring a steady supply of goods and services to support daily business operations.</p> <p>The learning objectives for this course are to identify best practices for implementing operational sourcing, including: focusing on daily needs and reactive procurement; controlling costs and boosting efficiency; building long-term relationships with suppliers, and; recognizing the importance of aligning operational sourcing with broader business objectives and strategy. These learning objectives provide a comprehensive understanding of operational sourcing, including its definition, process, supplier management, cost optimization, technology integration, and best practices.</p> <p><b>Compétences managériales/Managerial competencies:</b></p> <p>Operational sourcing managerial competencies encompass a range of skills and abilities required for effective management of sourcing operations, including communication proficiency, problem-solving skills, teamwork and business acumen, i.e. an in-depth knowledge of business processes and management such as finance, risk management, and cost reduction strategies. These competencies are essential for operational sourcing managers to excel in their roles, ensuring successful sourcing operations and driving business growth.</p> <p><b>Link to the program intended learning outcomes:</b></p> <table border="1" data-bbox="204 1599 1390 2065"> <thead> <tr> <th data-bbox="204 1599 549 1637">ILO of program</th> <th data-bbox="549 1599 1083 1637">ILO of course</th> <th data-bbox="1083 1599 1390 1637">Evaluation</th> </tr> </thead> <tbody> <tr> <td data-bbox="204 1637 549 1800">I.L.O. n°1: Understanding theoretical and conceptual knowledge</td> <td data-bbox="549 1637 1083 1800">Students will understand various aspects of operational sourcing, including cost/price concepts and the use of logistics' practices.</td> <td data-bbox="1083 1637 1390 1800">Case study</td> </tr> <tr> <td data-bbox="204 1800 549 1995">I.L.O. n°2: Applying international business tools and knowledge appropriately to specific market</td> <td data-bbox="549 1800 1083 1995">Students will master import/export techniques, evaluate and calculate costs in order to negotiate, and use the right network for the flow of merchandise.</td> <td data-bbox="1083 1800 1390 1995">Case study</td> </tr> <tr> <td data-bbox="204 1995 549 2065">I.L.O. n°3: Research and analyze diverse</td> <td data-bbox="549 1995 1083 2065">The course aims to enhance critical thinking by analyzing information from</td> <td data-bbox="1083 1995 1390 2065">Case study</td> </tr> </tbody> </table>			ILO of program	ILO of course	Evaluation	I.L.O. n°1: Understanding theoretical and conceptual knowledge	Students will understand various aspects of operational sourcing, including cost/price concepts and the use of logistics' practices.	Case study	I.L.O. n°2: Applying international business tools and knowledge appropriately to specific market	Students will master import/export techniques, evaluate and calculate costs in order to negotiate, and use the right network for the flow of merchandise.	Case study	I.L.O. n°3: Research and analyze diverse	The course aims to enhance critical thinking by analyzing information from	Case study
ILO of program	ILO of course	Evaluation												
I.L.O. n°1: Understanding theoretical and conceptual knowledge	Students will understand various aspects of operational sourcing, including cost/price concepts and the use of logistics' practices.	Case study												
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I.L.O. n°3: Research and analyze diverse	The course aims to enhance critical thinking by analyzing information from	Case study												



information to address the right questions and propose original solutions	academic and non-academic research sources.	
I.L.O. n°5: Potential leader and work successfully in a multicultural team	Students are able to communicate effectively in a multicultural environment.	Case study
I.L.O. n°6: Responsible Manager	The students will pay attention to social and environmental responsibilities in a business context.	Case study

**Plan du cours/Contents:**

The course has a strong emphasis on providing analytical skills, critical thinking, and managerial insights. The topics covered in this course are grouped into three main modules, and evaluations include team work assignments.

Session	Content	Hour in class	Hours out of class
1	<p><b>International &amp; Global Sourcing</b></p> <ol style="list-style-type: none"> <li>1) Operational Sourcing objectives</li> <li>2) Global Sourcing Organizations</li> <li>3) Procurement strategies &amp; networks</li> <li>4) Outsourcing, Offshoring &amp; Reshoring</li> </ol> <p>Case study: reshoring trend in Belgian manufacturing industry</p>	3h	
2	Case studies: global sourcing strategies for the manufacturing industry: EU, UK, USA, China, Russia	3h	3h
3	<p><b>Operational sourcing considerations</b></p> <ol style="list-style-type: none"> <li>4) External environment (macro-economics): trade agreements, trade terms, culture</li> <li>5) Internal environment (micro and meso-economics): Inventory management; Cost price decisions; Total Cost of Ownership (TCO); Sustainability</li> </ol>	3h	
4	Case studies: global operational sourcing in the automotive industry – role of innovation & sustainability	3h	3h



	BMW – Jaguar – Ford – SAIC - Lada		
<b>5</b>	<b>The Lean Supply Chain</b>  1) Lead time and competitive advantage 2) Total Quality Management (TQM) 3) Just-in-Time vs Just-in-Case	3h	
<b>6</b>	<b>Case study presentation: Operational Sourcing</b>	3h	

**Evaluation/Final examination:**

Type of assessment	Weight	ILOs Program
Ongoing assessment	100%	
8. Group assessment: Case study — PPT	50%	ILO: 1,2,3,5,6
9. Individual assessment: Case study — presentation	50%	ILO: 1,2,3,5,6

**Mots Clés/Keywords:** Procurement, TCO, Pricing strategies, Total Quality Management, Lead Time

**Bibliographie/Bibliography:**

- Course documents and presentations on Moodle by Ellen Taylor, 2024-25.
- Baily, P. e.a. (2022). *Procurement Principles and Management in the Digital Age*. 12th edition. Pearson Education.



<b>Titre/title: International Sales Force Management</b>	<b>Volume horaire/nb of hours : 18 hrs</b>
<b>Enseignant/lecturer: Ody EJEMBA</b>	
<p><b>Objectifs du cours/Learning objectives:</b></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> <ol style="list-style-type: none"><li>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.</li><li>2. Applying international business tools and knowledge appropriately to a 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</li><li>3. Research and analyze diverse information to address the right, 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 right strategies to their group-assigned sector</li></ol> <p><b>Compétences managériales/Managerial competencies:</b></p> <ol style="list-style-type: none"><li>1. 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.</li><li>2. Potential leadership and capability skills to enable them work productively in a multicultural team and understanding of the business world. Students will be able to understand business practices and related concepts and integrate this functional</li></ol>	



knowledge to address business problems. The capabilities of the team to manage their teams, work on time and propose fruitfully solutions to a case study.

3. Responsible Manager Awareness of the broader trends in society. Students will be able to demonstrate awareness of ethical and social responsibility issues. The answers of the students in both individual and teams should demonstrate that they have taken into consideration ethical issues.

### **Plan du cours/Contents:**

#### Session 1

##### Introduction

- 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

#### Session 2

##### Motivating and compensating a sales force

- The essentials of motivation
- Compensation of a sale force
- Implementation of sales contest

#### Session 3

##### Selecting and maintaining sales peoples

- Recruitment and Selection of sales people
- Turnover and sales management

#### Session 4

##### New stakes in personal selling management

- Selling and Ethic Case study

#### Session 5

##### New stakes in personal selling management

- Multichannel strategy, CRM and Sales Case study

#### Session 6

##### Conclusion

- Group Presentation and Defence
- Revision and Quiz



- Conclusion

**Evaluation/Final examination:**

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

**Mots Clés:**

The active participation during the class is considered as very important. The students should be able

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.

**Bibliographie/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.

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



	<ul style="list-style-type: none"> <li>▪ Crisis &amp; pandemic</li> </ul>		
5	Chapter 5 International sales in action <ul style="list-style-type: none"> <li>▪ Application and case studies</li> <li>▪ In class simulations</li> </ul>	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.

**Bibliographie/Bibliography:**

- 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

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unable to reach you, you can get back to us through [service.mcafee.com](https://service.mcafee.com), using the same Service Request Number”.

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<b>Titre/title: Spanish Advanced</b>		<b>Volume horaire/nb of hours: 30h</b>
<b>Enseignant /lecturer: Pablo CALVO</b>		
<p><b>Objectifs du cours/Learning objectives:</b> 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> <p><b>Compétences managériales/Managerial competencies:</b> 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> <p><b>Link to the program intended learning outcomes:</b></p>		
<b>ILO of program</b>	<b>ILO of course</b>	<b>Evaluation</b>
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	The student should have the capability to	Team presentation



leader and capability to work productively in multicultural team	work with other classmates from diverse background. They can act as leader or follower depending on the case.	(Company)	
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.	
<b>Plan du cours/Contents:</b>			
Session	Content	Hours in class	Hours out of class
1	A Company ID Card – types of company, advantages, disadvantages of each status of company	3h	5h Peer-review and exercises to be completed
2	How to schedule and manage a business meeting	3h	5h Exercises and peer activities
3	Professional profiles – which skills are required by employees?	3h	10h 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	10h Analysis and presentation of a case study
8	Made for success – Startups in Spain	3h	5h Research and presentation of a case study
9	Marketing y venta – A Spanish Etiquette	3h	10h Presentation of a case study



<b>10</b>	Negotiating in a Spanish Environment	3h	5h Team work
<b>11</b>	Final presentation	2h	

**Evaluation/Final examination:**

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

**Bibliographie/Bibliography:**

Books:

- Thorpe, Eileen W. Spanish for Business and Finance. Barron's Educational Series, 2011. New York.  
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 Gorman, Michael. Spanish Business Situations: A Spoken Language Guide. Yale University Press, 2003. New Haven.  
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<b>Titre/title: Chinese</b>		<b>Volume horaire/nb of hours: 30h</b>
<b>Enseignant /lecturer: Ruifeng TAO</b>		
<b>Objectifs du cours/Learning objectives:</b>		
<p>The Chinese language and culture course introduces students to standard Mandarin Chinese language and is aimed at beginner and intermediate students. It covers not only the Chinese language, but also cultural aspects and intercultural communication, it helps students develop an informed curiosity and a lasting passion for learning Chinese which is an asset for their future international mobility and employment prospects.</p> <p>The course observes the idea of International Chinese Education, with attention paid to the general applicability and practical use of the course, such as student-oriented, emphasizing group study and cooperation, embracing the communicative, task-based and theme-based approaches and aiming at developing learners' integrated language skills.</p> <p>Students in this course focus on learning essential vocabulary, practicing pronunciation, writing characters, using simple grammatical structures, and also emphasizing the nuances of Chinese business etiquette and culture, and the intercultural communication between China and Europe. These knowledge prepare students to effectively communicate in Chinese on a limited range of topics related to real life situation and help them learn and acquire the language through imitation and personal experiences.</p>		
<b>Compétences managériales/Managerial competencies:</b>		
<p>Have basic speaking, listening skill as well as the fundamental reading and character writing skills necessary; Have basic communication skills and being able to use familiar words, simple sentences and common phrases in daily life and for business activities; Have basic view of Chinese culture and intercultural competence to think and act appropriately, and have a basic communication ability in daily conversation with Chinese speaking people.</p> <p>*For students who have further learning needs and level advanced, there is a supplemental learning materials to satisfy their needs.</p>		
<b>Link to the program intended learning outcomes:</b>		
<b>ILO of program</b>	<b>ILO of course</b>	<b>Evaluation</b>
I.L.O. n°1: Understanding theoretical and conceptual knowledge	Understanding knowledge of the Chinese language : essential vocabulary, pronunciation, grammatical structures, characters logic, and cultural aspects in connection with themes studied in class.	1.Participation: speaking exercises with the grammatical structure of the language as well as a good working vocabulary. 2.Character written exercises.



		3.Quizzes 4.Final Examination 5.Final Oral Presentation
I.L.O. n°2: Applying international business tools and knowledge appropriately to specific market	Applying Chinese-speaking etiquette to exchanges. Take into consideration the Chinese culture in doing business.	Presentation-speaking exercises
I.L.O. n°3: Research and analyze diverse information to address the right question and propose original solutions	The student should have the capability to research and analyze simple information in a Chinese-speaking environment, and have a basic ability to identify problems, and implement the solutions, such as the information about hotels, transportation data. buying purchasing. etc.	Interview Final Examination Final Oral Presentation
I.L.O. n°4: Effective international communication and negotiation skills especially for selling, and purchasing	The student should have the capability to start and keep a daily conversation or business conversation with the Chinese people.  Basic negotiation knowledge and communication styles in a Chinese-speaking environment.	Presentation-speaking exercises Quizzes
I.L.O. n°5: Potential leader and work successfully in multicultural team	Understanding Cross-Cultural communication and diverse environments with Chinese-speaking partners.  Have an awareness about cultural nuances, etiquette, and communication preferences across different regions. This helps students understand and respect each other's perspectives, fostering a more inclusive and harmonious work environment.	Discussions, team work and course activities. Quizzes .
I.L.O. n°6: Responsible Manager		
I.L.O n°7: Professional management skills supported by a global perspective (Internship)		

**Plan du cours/Contents:**



Ses sio n	Content			Hours in class	Hours out of class
	Topic & Function	CONVERSATION IN IN TARGET LANGUAGE	Culture insight		
1	1. Course Introduction 2. Self-Introduction 3. Basic greeting sentences and phrases needed in class. 4. Introduction of pronunciation and tones 5. Chinese character, Pictograph/radicals 6. The numbers	A: 你好。 B: 你好，你叫什么？ A: 我叫...。你呢？ B: 我叫...。  A: 我二十五岁，你呢？ B: 我二十一岁。  幸会幸会！ 很高兴认识你！	Brief history and the evolution of Chinese characters and character radicals.	3h	3h Exercises and preparation of self-Introduction
2	1. Pronunciation drills. Pinyin: Initials and Finals Phonetics; Tones; Conversation practice; 2. Chinese characters. Basic strokes of Chinese characters 3. Transport. I can take a train/plain/tram/car to China/P.L de la Comédie....	A: 你好。 B: 您好, A: 你们好！  A: 谢谢？ B: 不谢/不客气...。 A: 再见。 B: 再见。 我去厕所。 我坐飞机去中国。 我坐电车去公司。 我坐火车去Nîmes.	Chinese calligraphy. Practice the Chinese handwriting with the magic water Writing paper.	3h	3h Practice of characters; practice of pronunciation and intonation
3	1. Where are you from? The countries, China/France/UK/USA/Spain/Japan/Morocco.... Asking about nationality Stating one's nationality  2. Do you speak Chinese/French/English..	A: 你是哪国人？ B: 我是法国人。你呢？ A: 我是中国人。  A: 你说中文吗？ B: 我说中文。/我不说中文。/我说一点点中文。/我说英文和法文/ A: 你的中文说得很好。  汉语/法语/英语/西班牙语/阿拉伯语/日语...  中文/法文/英文/西班牙	The foreigners in China. Studying and working in China.	3h	4h Revise; research and practice of pronunciation and intonation



		牙文/阿拉伯文/日文...			
4	<p>1. Expressing likes/dislikes/opinions</p> <p>2. What do you want to drink/eat? I'd like some tea/coffee/coca /rice /noodle /burger....</p> <p>3. Family</p>	<p>A: 你喜欢中国吗? B: 喜欢。</p> <p>A: 你喜欢中国菜吗? B: 我也喜欢。</p> <p>A: 你想吃什么? B: 我想吃米饭。</p> <p>A: 你想喝什么? B: 我想喝茶。</p> <p>A: 你有哥哥吗? B: 我有/没有哥哥。 爸爸/妈妈/哥哥/姐姐/弟弟/妹妹/奶奶/爷爷</p>	Chinese food, Chinese hospitality.	3h	4h Presentation-speaking exercises ,practice of pronunciation, practice of characters;
5	<p>1. Location &amp; city Talk about the city where you live. Expressing location Expressing existence</p> <p>Where is the Hotel...?( Bookstore /bakery /Cafe /Store /Supermarket...)</p> <p>I want to go to Pékin/ Shanghai /Chengdu / Paris /Montpellier ....</p>	<p>A: 你的学校在哪儿? B: 在蒙彼利埃。</p> <p>A: 你好, 这里有面包店吗? B: 对不起, 我不知道。 /有, 在那。</p> <p>A: 你想去哪儿? B: 我想去超市/书店/咖啡店/面包店/商店...</p> <p>A: 家乐福在哪里? B: 家乐福在中山路。</p>	Chinese cities and their Characteristics.	3h	5h Presentation-speaking exercises; practice of characters and peer activities-role play
6	<p>Dates and Time.</p> <p>What's the date today? See you on Wednesday/tomorrow. What's the time now?</p>	<p>A: 今天几月几日? B: 今天二零二四年二月十三日。</p> <p>A: 今天星期几? B: 今天星期二。 明天见! 星期二见!</p> <p>A: 现在几点? B: 现在八点。</p>	A daily life in Beijing. Chinese festivals.	3h	5h Review, practice of pronunciation, practice of characters; and exercises
7	<p>1. Buying How much something costs? Expressing monetary</p>	<p>A: 这个多少钱? B: 十五块钱。 A: 那个呢?</p>	A Guide to China's Business Culture and Etiquette	3h	5h Research, role play and practice of



	<p>terms. Negotiation</p> <p>2. Measure word or Classifier</p>	<p>B: 十九块钱。 A: 好, 我买这个。 A: 二十块钱? 太贵了! B: 不贵。 A: 便宜一点儿吧。 B: 十块怎么样? A: 好的。 我要两张火车票。 飞机票多少钱?</p>			characters
<b>8</b>	<p>Profession. Talking about one's profession/what someone does.</p>	<p>A: 你是学生吗? B: 对。我学中文。你呢? A: 我是老师。  A: 你是学生吗? B: 对。我学中文。你呢? A: 我是老师。  A: 你的工作是什么? B: 我是医生。你呢? A: 我在...公司。</p>	Generation Z in China.	3h	6h Preparation of a interview and exercises
<b>9</b>	<p>1. Hobbies What are your hobbies and interests?</p> <p>2. Expressing needs and wants.</p>	<p>A: 你喜欢看电影吗? B: 我不喜欢看电影, 我喜欢听音乐。 A: 你想打篮球吗? B: 我不想打篮球, 我想看书看书/ 看电影/ 听音乐玩电脑/打篮球/打网球 /打乒乓球/ 踢足球 游泳/画画  A: 你喜欢中文, 我想去北京? B: 我也是。</p>	Chinese tea ceremonies and traditions.	3h	6h Interview with a Chinese
<b>10</b>	<p>1. Review Session Review of pronunciation with tones and Pinyin, vocabulary and grammar. 2. Final presentation &amp; Final examination.</p>			3h	



**Evaluation/Final examination:**

Type of assessment	Description/Instructions	Weight	ILOs Program
Ongoing assessment		100%	
Participation in all lectures, discussions, and course activities	Participation in all lectures, presentations field studies, reading assignments, discussions, speaking exercises with the grammatical structure of the language as well as a good working vocabulary, characters written exercises and other course activities	30%	ILO: 1, 2, 3, 4, 5
Quizzes	There will be quizzes held throughout the term either on vocabulary, sentence patterns, and the cultural points.	20%	ILO: 1, 4, 5
Final Oral Presentation	Student will make a final presentation on a topic of the choice. They should focus on demonstrating the language skills gained over the course of the term and also on correct pronunciation. The format of the presentation can vary and is up to the student to determine in consultation with the teacher . The presentation should be approximately 5 minutes in length.	30%	ILO: 1, 3, 4, 5
Final Examination	The written exam will cover character, vocabulary, sentence structure.	20%	ILO: 1, 3



### **Teaching Approach/Instructional Methods**

The course observes the idea of International Chinese Education, with attention paid to the general applicability and practical use of the course, such as student-oriented, emphasizing group study and cooperation, embracing the communicative, task-based and theme-based approaches and aiming at developing learners' integrated language skills.

The teacher does the best to make the course as enjoyable an experience as possible; however, the students must do the work and learn the material. Ultimately, students' attitude toward this endeavor may be the biggest single factor in the achievement in Chinese, as learning as a class requires a great amount of cooperation with both students and teacher. The teachers are determined to give students the best possible opportunity to learn the culture of China and practice the Chinese language.

### **Bibliographie/Bibliography:**

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New Target Chinese Spoken Language 1 . 新目标汉语 口语课本 1, Mao Yue, 2012. Beijing. ISBN:978-7-5619-3271-1

New Silk Road Business Chinese, 新丝路初级速成商务汉语 · Li Xiaoqi, 2009. Beijing. ISBN:978-7-301-13717-8

Ni shuo ne, Arnaud Arslangul, Claude Lamouroux, Isabelle Pillet, 2009. ISBN:978-2278131617



## Part IV – 2<sup>nd</sup> 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:

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Course 1: Business Intelligence

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Course 2: Innovation Management

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Course 3: International sales and Purchasing

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Course 4: International Economy and Politics

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Course 5: Sustainable Globalization

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Course 6: Language and Culture

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<b>Titre/title: Business Intelligence</b>	<b>5 ECTS</b>
<p><b>Objectifs du cours/Learning objectives:</b></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"><li>✓ Students will be able to better analyze market conditions and identify threats and opportunities.</li><li>✓ Students will be able to collect and analyze relevant information about markets and business mechanisms.</li><li>✓ Students will be able to implement ad hoc surveys and critically analyze the resulting information to take better business decisions.</li><li>✓ Students will develop a capacity to identify trends and generate new ideas</li><li>✓ Students will become familiar with tools and software for qualitative and/or quantitative data analyses.</li></ul>	
<p><b>Scope of the course:</b></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"><li>• Market research</li><li>• Business intelligence</li><li>• International business plan</li><li>• Marketing surveys (qualitative/quantitative)</li><li>• International market trends</li><li>• Sales planning and forecasting</li><li>• Entrepreneurship</li><li>• Business planning</li></ul>	



<b>Titre/title: Innovation Management</b>	<b>5 ECTS</b>										
<p><b>Objectifs du cours/Learning objectives:</b></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"> <li>• The students will understand different concepts related to Innovation Management.</li> <li>• The students will be capable of applying knowledge and concept to develop new product and services, improve business and able to manage complex environment.</li> <li>• 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.</li> </ul>											
<p><b>Scope of the course:</b></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 1467 1276 1646"> <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										
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<b>Titre/title: International Sales and Purchasing</b>	<b>5 ECTS</b>
<p><b>Objectifs du cours/Learning objectives:</b></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"><li>• Students will have a deep understanding of the mechanisms and constraints for international trade.</li><li>• Actively prepare and implement sales or purchasing negotiations.</li><li>• Manage salesforce.</li></ul>	
<p><b>Scope of the course:</b></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"><li>• Negotiation and sales</li><li>• International trade</li><li>• Sourcing and purchasing</li><li>• Salesforce management</li><li>• International Human Resources Management Sales strategy</li></ul>	



<b>Titre/title: International Economy and Politics</b>	<b>5 ECTS</b>
<b>Objectifs du cours/Learning objectives:</b>  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 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.  The objectives of this course may include, but not limited to: <ul style="list-style-type: none"><li>• Students will be able to think through economics decisions in their professional life</li><li>• 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.</li><li>• Apply mathematical tools to appraise and solve economic problems.</li><li>• 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.</li></ul>	
<b>Scope of the course:</b>  There are several possible courses related to global sustainability which include, but not limited to, the following: <ul style="list-style-type: none"><li>• Micro-economics</li><li>• Macro-economics</li><li>• World economy</li><li>• Tax, fiscality and tax policies</li><li>• International finance and exchange rates</li></ul>	



<b>Titre/title: Sustainable Globalization</b>	<b>5 ECTS</b>
<p><b>Objectifs du cours/Learning objectives:</b></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"><li>• Students will have a deep overview of business practices in global sustainability</li><li>• 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.</li><li>• Students should be able to define and explore opportunities for value creation through diverse stakeholders and partner collaborations via sustainable business.</li><li>• Students will be aware of the importance and advantages in sustainable business and to finally become a responsible manager</li></ul>	
<p><b>Scope of the course:</b></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"><li>• Sustainable Management</li><li>• Corporate Social Responsibility</li><li>• Quality Management</li><li>• Renewable Energy</li><li>• Business Ethics and corporate governance</li><li>• Contemporary challenges for the society</li></ul> <p>Professional Ethics, Basic Principles of Law and Equality</p>	



<b>Titre/title: Foreign Language and culture</b>	<b>5 ECTS</b>
<p><b>Objectifs du cours/Learning objectives:</b></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><b>Understanding the language and business values and practices could enhance mutual trust, reduce conflict, facilitate effective negotiation, and finally identify suitable business strategy.</b></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"><li>• Students will have a deep understanding on specific culture in business management.</li><li>• Students will be able to have basic local communication in the host country of mobility.</li><li>• Students will be able to apply cultural knowledge in creating, planning, and managing business practices and strategy that fits with the local preferences.</li></ul>	
<p><b>Scope of the course:</b></p> <p>There are several possible courses related to foreign language and culture as following:</p> <p><b>Languages:</b> German, Spanish, Russian, Italian, Chinese, Swedish, Korean, etc...</p> <p><b>Culture:</b> Intro to Asian culture, Intro to Japanese culture, literature and culture</p>	



## SECOND YEAR SEMESTER 2

<p><b>Titre/title: Methodology of Research Master 2</b></p>	<p><b>Volume horaire/nb of hours: 18h</b></p>							
<p><b>Enseignants/lecturers : Autcharaporn SOMSING and Stéphanie BOUCHET</b></p>								
<p><b>Objectifs du cours/Learning objectives:</b></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><b>Compétences managériales/Managerial competencies:</b></p> <p>Upon completion, students will be able to:</p> <ul style="list-style-type: none"> <li>Collect and analyze empirical data</li> <li>Read and write papers of academic and scientific level</li> <li>Present and defend their work in front of experts and/or academics</li> </ul>								
<p><b>Link to the program intended learning outcomes:</b></p>								
<table border="1"> <thead> <tr> <th data-bbox="239 1671 579 1711">ILO of program</th> <th data-bbox="579 1671 1088 1711">ILO of course</th> <th data-bbox="1088 1671 1391 1711">Evaluation</th> </tr> </thead> <tbody> <tr> <td data-bbox="239 1711 579 1982"> <p>I.L.O. n°1: Understanding theoretical and conceptual knowledge</p> </td> <td data-bbox="579 1711 1088 1982"> <p>The students will understand the scientific research process including different theories and the knowledge about methodology.</p> </td> <td data-bbox="1088 1711 1391 1982"> <p>Evaluating ability to perform a relevant and interesting literature review and the coherent of methodology to answer to the research question</p> </td> </tr> </tbody> </table>	ILO of program	ILO of course	Evaluation	<p>I.L.O. n°1: Understanding theoretical and conceptual knowledge</p>	<p>The students will understand the scientific research process including different theories and the knowledge about methodology.</p>	<p>Evaluating ability to perform a relevant and interesting literature review and the coherent of methodology to answer to the research question</p>		
ILO of program	ILO of course	Evaluation						
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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.	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.
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. They should also able to utilize the right methodology to test and validate the hypotheses. The results provide should be pertinent, original and useful.	The overall analysis of the thesis from introduction to conclusion.
I.L.O. n°4: Effective international communication and negotiation skills especially for selling and purchasing	The students should be able to communicate in a convincing, effective, and interesting way their master thesis and through oral presentation.	The presentation during the thesis defense
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.



**Plan du cours/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.

**Mots Clés/Keywords:**

**Bibliographie/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 31<sup>st</sup> 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 3 months can make his or her effectiveness recognized, retrospectively, for a bonus (recompense). The law that applies is that of the host country; if the law of the host country does not provide



for mandatory minimum recompense, the student cannot claim any recompense, whatever the duration of the placement.

**Solidarity:**

A student with multiple work placement proposals must, wherever possible, allow his or her fellow students to take advantage of this, which will result in:

- Satisfying the needs of the company,
- Increasing the offers to students,
- Enhancing the image of the Degree and the IAE.

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

***2. Practical details***

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



## **Some basic principles:**

### **Acceptance for the work placement:**

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

### **Monitoring of the work placement:**

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

### **Deadlines:**

The theses must imperatively be submitted in duplicate to the International Relations Office (see calendar).

No exceptions will be made.

A thesis not submitted within the required period:

- May not be defended,
- Will not be considered by the concerned Degree jury,
- And in this case, the candidate will automatically be considered to be in default with the ensuing consequences.

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

## **B- ASSESSMENT OF THE WORK PLACEMENT**

The assessment comprises three components:

- The thesis (Master's thesis), see app.2
- The defense, see app.2
- The work placement itself

### ***The evaluation of the work placement / thesis module***

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

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



## Appendix 2: The Master 1 dissertation

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

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

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

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

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

1. The master 1 dissertation document is expected by the end of June of the first year of the programme. This is necessary in order that students may have completed their 60 credits and have full knowledge of their acceptance in the master 2 before they start their third semester in a foreign partner university, some of them having schedules starting in August.
2. There is no oral presentation of the master 1 dissertation. Evaluation is based on the written document only.
3. The length of the master 1 dissertation is 50 pages exclusive of bibliography and appendices, on the basis of the same layouts conditions as described for the master 2 thesis above.



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

#### Acknowledgements

#### Foreword

- Purpose of the work placement in the training programme

- Context (work placement company and missions)

#### Introduction

- Presentation of the questions behind the choice of subject

- Contextualization, integration in the news and interest concerning the subject.

- Specific problems identified and presentation of the proposed structure

#### Part I. Contextualization

- Interest of the topic and reasons of timeliness

- Identification of the problem and main concepts at stake

#### Part II. Conceptual framework - Review of the literature

- Formalization of the research issue

- Definition of concepts

- Identification of knowledge and theoretical models involved

#### Part III. Proposed theoretical assumptions

- Establishment of a pattern

- Tentative proposition for empirical methodology

#### Conclusion

- Reminders of the issue and main concepts involved

- Introduction of next step (empirical design considered)

- Statement of expected objectives and anticipated difficulties for the empirical stage

#### Bibliography

- Respect for bibliographic standards

#### Attachments

- In-depth presentation of the company,

- Additional documents concerning the issue or context

- Other illustrative documents



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## Appendix 3: The master thesis in Master 2

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

The thesis must be a way to assess:

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

The thesis must include:

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

### The thesis must be written and defended in English

*The written thesis is evaluated using the following criteria:*

- Presentation:
  - Clarity,
  - Quality of resources used to develop the content.
- Expression:
  - Style,
  - Spelling,
  - Accuracy of the vocabulary and so on
- Structuring:



- definition of objectives,
- consistency of the layout with the objectives,
- synthetic aspect,
- appropriate balance of the whole.
- Content:
  - interest in the presented theme (which can be one of the components of the work placement actually carried out)
  - review of the literature
  - quality and rigour of the methodology,
  - pertinence and realism of proposals,
  - personalization of the work.
- Allocation of sources
  - systematic referencing of sources
  - importance, relevance, form and completeness of the bibliography

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

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

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

**All submissions are controlled using plagiarism detection software.**

## ***2. The oral defense***

The work placement thesis should be seen as a project that needs to be presented orally to convince interested parties (companies - teachers) of its relevance.

The thesis is defended with an oral presentation to a jury composed of the student's educational tutor in charge, a co-tutor (member of the teaching team of the Master's), and if possible the company tutor.

*The defense must, in particular, allow for:*

- The highlighting of the most important elements. (synthesis and not "abstract")
- The clarification of complex subjects.
- The value of the work carried out.

The oral presentation is evaluated using the following criteria:

- Student presentation, speech and so on
- Quality of audiovisual media.
- Synthesis quality of the presentation: ability to present clearly and briefly a long and complex subject.
- Respect for the allotted time (20-minute presentation).



- Clarity of responses to questions, openness and flexibility of mind.

It is important to know how to detach oneself from the work placement thesis in order to make the presentation more interesting (without, however, straying from the topic).

The total duration of the defense (presentation, discussion with the jury) is 45 minutes.

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

### ***Warnings:***

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

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

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

***Gilles de Lanauze,  
Director, Master IBE***



## **SUPPLEMENT TO CORPORATE IDENTITY AND STYLE GUIDE RELATIVE TO M2 IAI**

### **The rationale for a Corporate Identity and Style Guide**

The respect of Corporate Identity and Style Guide makes the presentation of documents homogeneous. (Companies are very committed to the respect of their Guide from the use of the logo to the size and type of print characters.)

Respect of a guideline is necessary because it:

- promotes more rapid reading,
- prevents errors of classification and thus the loss of documents,
- gives a common Culture to all the members of the structure,
- provides a consistent image of the structure to its interlocutors, etc.

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

### **The student who graduates from the IAI Master's 2 must show the following skills:**

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



### **Submission of the written work:**

The student must submit 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.)