

- SYNOPSIS -

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PART 1

THE BBA IN 2009-2010

1.1. THE ICN BACHELOR OF BUSINESS ADMINISTRATION (BBA)

The BBA Degree was created in 2003. It is the first ICN program to be taught entirely in English at ICN Business School, while other English-speaking partnership programs exist at ICN, for example the Executive MBA, the Master in International Management (MIEX) in partnership with Bologna, Milan, Mexico, Shanghai, Moscow and Uppsala.

The teaching Faculty consists of full-time professors from our own School, visiting professors from our International partner universities, and professional business people with a wealth of international experience. Hence the BBA is a rare opportunity for students to acquire a rich and significant intercultural experience from their studies.

The Bachelor of Business Administration has two main objectives:

- To offer international students who do not speak French, the opportunity to follow a Bachelor program entirely in English, whilst at the same time acquire a real international and intercultural experience as a result of a substantial period of study in France and in the European Union.
- To offer French students the opportunity to complete the third year of their studies in English and draw the many benefits of studying alongside students from other regions of the world.

In support of these aims, ICN Business School is regularly attracting more and more foreign students from its partner Universities and Business Schools in countries such as, China, the United States, Canada, Mexico, Brazil, India, Thailand, Russia, Lithuania, Spain, Germany, Poland, etc...

In 2009-2010, the Bachelor of Business Administration will provide an exceptional opportunity for students from different nationalities and cultures to meet and to understand each other. Whether your course of study is for a semester or a year, I wish you an enjoyable, enriching and successful stay at ICN and in Nancy.

Jean-Claude GRASS
Director of Development of Programs
Founder of the B.B.A Program

MESSAGE FROM THE COURSE LEADER & PROGRAM DIRECTOR

Dear BBA Student,

Allow us to welcome you to ICN in the BBA program. You have chosen to stay for a semester, or further for a year. You, who are within or without the framework of an exchange. Welcome to the BBA program, you who may come from near France, or the other end of the world.

We hope that your time spent at ICN will be an enriching experience for you. You will be able to learn, discover, or improve your knowledge of the French language and culture. It will be an excellent opportunity for you to travel in France and to other countries in the European Union, and also to better understand the European culture and challenges.

Have a wonderful stay in the BBA program.

Malika KACED
BBA/ IPM Course Leader
ICN Business School

Marie-Pierre GRANDJACQUOT
Director Bachelor SUP'EST/BBA
ICN Business School

1.2. PRESENTATION OF THE ACADEMIC YEAR 2009-2010

B.B.A Staff 2009/2010

- > **Marie-Pierre GRANDJACQUOT** - Director of the Bachelor Programs
- > **Malika KACED** - in charge of the B.B.A program
- > **Elisabeth AGUILAR** – Head of Administration Office

FIRST SEMESTER

- > Start of the first semester for B.B.A foreign students (along with IPM students): September 11th
- > Start of the first semester for BBA French students: September 15th
- > Start of Courses for the BBA students: September 17th
- > Exams Period: December 14th to December 18th

SECOND SEMESTER

- > Cross-cultural Seminar in the French Alps: January 3rd to January 8th
- > Start of Courses: January 11th
- > International Business Seminars: March 8th to March 13th
- > End of courses and exams: May 14th

Principal dates to remember during the academic year 2009-2010

- Orientation and Introduction Days: September 11th.
- Survival French: September 14th and September 15th.
- Start of the 1st semester for French students: September 15th.
- Classes from September 16th to November 10th.
- Week End: no classes from November 11th to 15th.
- Classes from November 16th to December 11th.
- Exams Period: December 14th to December 18th.
- Christmas Vacation: no classes from December 19th to January 2nd.
- Seminar in the French Alps: January 3rd to 8th.
- Classes: from January 11th to February 19th.
- Winter Vacation: no classes from February 20th to 28th.
- Classes from March 1st to 5th.
- International Business Seminars from March 8th to March 12th.
- Classes: from March 15th to April 9th.
- Spring Vacation: no classes from April 10th to April 25th.
- Classes from April 26th to May 14th.
- Assessment Board (1st session): beginning of June.
- Retake Exam Period: second week of June
- Assessment Board (2nd Session): beginning of July

1.3. GENERAL PRESENTATION OF COURSES:

1st SEMESTER COURSES	CLASS CONTACT HOURS AND EXAMS	ECTS
UE 1 : MANAGEMENT	72 h	6
<ul style="list-style-type: none"> ▪ Human Resource Management ▪ Intercultural Management ▪ Change Management and Project Management 	<p style="text-align: center;">24h</p> <p style="text-align: center;">24h</p> <p style="text-align: center;">24h</p>	<p style="text-align: center;">2</p> <p style="text-align: center;">2</p> <p style="text-align: center;">2</p>
UE 2 : ECONOMIC AND LEGAL ENVIRONMENT	72 h	6
<ul style="list-style-type: none"> ▪ French Economy ▪ The European Union and the European Institutions ▪ Principles of French and Comparative Law 	<p style="text-align: center;">24h</p> <p style="text-align: center;">24h</p> <p style="text-align: center;">24h</p>	<p style="text-align: center;">2</p> <p style="text-align: center;">2</p> <p style="text-align: center;">2</p>
UE 3 : MARKETING	72 h	6
<ul style="list-style-type: none"> ▪ Marketing Management ▪ Marketing and E-Business ▪ Logistics and Transportation in an International Environment 	<p style="text-align: center;">24h</p> <p style="text-align: center;">24h</p> <p style="text-align: center;">24h</p>	<p style="text-align: center;">2</p> <p style="text-align: center;">2</p> <p style="text-align: center;">2</p>
UE 4 : STRATEGY	48 h	4
<ul style="list-style-type: none"> ▪ Decision Making for Creative Strategies ▪ Corporate Strategy 	<p style="text-align: center;">24h</p> <p style="text-align: center;">24h</p>	<p style="text-align: center;">2</p> <p style="text-align: center;">2</p>
UE 5 : FRENCH, EUROPEAN AND INTERNATIONAL CULTURES	96 h	8 (13)
<ul style="list-style-type: none"> ▪ Cycle of Conferences 1 ▪ Survival French 1 (for foreign students) ▪ French Culture and French Civilization 1 ▪ Second Year Internship Report (only for French students) 	<p style="text-align: center;">36h</p> <p style="text-align: center;">36h</p> <p style="text-align: center;">24h</p> <p style="text-align: center;">–</p>	<p style="text-align: center;">3</p> <p style="text-align: center;">3</p> <p style="text-align: center;">2</p> <p style="text-align: center;">5</p>
SUB TOTAL	360h	30 (35)

2ND SEMESTER COURSES	CLASS CONTACT HOURS AND EXAMS	ECTS
UE 1 : MANAGEMENT	72 (96) h	6 (8)
<ul style="list-style-type: none"> ▪ International Negotiation ▪ Entrepreneurship ▪ International Business Seminars ▪ Cross Cultural Seminar in the French Alps (optional) 	<p style="text-align: center;">24h</p> <p style="text-align: center;">24h</p> <p style="text-align: center;">24h</p> <p style="text-align: center;">24h</p>	<p style="text-align: center;">2</p> <p style="text-align: center;">2</p> <p style="text-align: center;">2</p> <p style="text-align: center;">2</p>
UE 2 : ECONOMIC AND GEOPOLITICAL ENVIRONMENT	72 h	6
<ul style="list-style-type: none"> ▪ International Economy ▪ New Global Geopolitical Challenges ▪ Doing Business with European Countries and People 	<p style="text-align: center;">24h</p> <p style="text-align: center;">24h</p> <p style="text-align: center;">24h</p>	<p style="text-align: center;">2</p> <p style="text-align: center;">2</p> <p style="text-align: center;">2</p>
UE 3 : FINANCE AND CONTROL	88 h	7
<ul style="list-style-type: none"> ▪ Introduction to Finance Accounting ▪ Corporate Finance ▪ International Finance ▪ Management Control 	<p style="text-align: center;">24h</p> <p style="text-align: center;">24h</p> <p style="text-align: center;">24h</p> <p style="text-align: center;">24h</p>	<p style="text-align: center;">1</p> <p style="text-align: center;">2</p> <p style="text-align: center;">2</p> <p style="text-align: center;">2</p>
UE 4 : MARKETING	72 h	6
<ul style="list-style-type: none"> ▪ International Marketing ▪ Marketing Business Game ▪ Corporate Communication 	<p style="text-align: center;">24h</p> <p style="text-align: center;">24h</p> <p style="text-align: center;">24h</p>	<p style="text-align: center;">2</p> <p style="text-align: center;">2</p> <p style="text-align: center;">2</p>
UE 5 : FRENCH, EUROPEAN AND INTERNATIONAL CULTURES	72 h	6
<ul style="list-style-type: none"> ▪ Cycle of Conferences 2 ▪ Survival French 2 (for foreign students only) ▪ French Culture and French Civilisation 2 (for foreign students) 	<p style="text-align: center;">24h</p> <p style="text-align: center;">24h</p> <p style="text-align: center;">24h</p>	<p style="text-align: center;">2</p> <p style="text-align: center;">2</p> <p style="text-align: center;">2</p>
UE 6 : BACHELOR THESIS Cultural, Commercial, Economic Approach of a European Country	2 h	4
SUB TOTAL	378 h	37 for foreign students 32 for French students
GRAND TOTAL	738 h	67

1.4. REQUIREMENTS

- **To obtain the Bachelor Degree, students must obtain 60 ECTS credits.**

It is important to remember that no partial credit will be given for any course. The course professor decides whether a student passes or not.

A grade of 10/20 is required to obtain all the credits for one course.

If students do not obtain 60 credits, they can retake an exam in subjects they fail.
Only one retake exam per course is permitted.

- There are 2 exam sessions and the Assessment Board meets on two occasions:
 - Beginning of June for the first Assessment Board
Students who have obtained 60 credits will be awarded the BBA.
Students who fail to obtain 60 credits will receive the list of the courses they have to pass during the retake exam session in order to obtain the required credits.
 - In July for the second Assessment Board:
The retake exams in subjects failed at the first session are held in the second week of June in Nancy.
At the end of the second examination session, the students who obtained 60 credits via the re-sit exam route will be awarded the BBA degree.
- In the event that course evaluation is done through group projects, there is the possibility for peer evaluation. In case it is discovered that a student does not help in the group effort he\she will receive a 0/20 in the course.
- Following is the list of courses, the credits awarded for each course and the mode of assessment:

1st Semester Courses

UE1: MANAGEMENT

Human Resource Management 2 credits

Individual Multiple Choice Exam

Written Group Project

Intercultural Management 2 credits

Team Project

Change Management and Project Management2 credits

Team project where *each student* will have to develop and present one specific aspect of the project in question.

UE2: ECONOMIC AND LEGAL ENVIRONMENT

French Economy2 credits

Individual Final Exam (50%)

Note of synthesis (50%)

The European Union and the European Institutions2 credits

Individual Final Exam

Principles of French and Comparative Law.....2 credits

Group Presentation (50%)

Individual Final Exam (50%)

UE3: MARKETING

Marketing Management2 credits

Individual Final Exam

Marketing and E-Business.....2 credits

Team Project and Report

Logistics and Transportation in an International Environment.....2 credits

Individual Final Exam

UE4: STRATEGY

Decision Making for Creative Strategies.....2 credits

Class work (50%)

Final exam (50%)

Corporate Strategy.....2 credits

Case Studies during classes

Final Exam

UE5: FRENCH EUROPEAN AND INTERNATIONAL CULTURES

Cycle of Conferences 1.....	3 credits
One-page Report on each conference	
French Culture and French Civilization 1 (for foreign students only).....	2 credits
Continuous Assessment	
Survival French 1 (for foreign students only).....	3 credits
Individual Final Exam	
Second Year Internship Report (for French students)	5 credits

2nd Semester Courses

UE1: MANAGEMENT

International Negotiation	2 credits
Written Group Project	
Entrepreneurship.....	2 credits
Class participation (50%)	
Individual written project (50%)	
Cross-Cultural Seminar in the French Alps (optional).....	2 credits
Individual Report on the Seminar	
International Business Seminars.....	2 credits
Quiz at the end of each course proposed by visiting professors or individual report	

UE2: ECONOMIC AND GEOPOLITICAL ENVIRONMENT

International Economy	2 credits
Individual Final Exam	
New Global Geopolitical Challenges	2 credits
Individual Final Exam (50%)	
Note of synthesis (50%)	

Doing Business with European Countries and People.....	2 credits
Class Attendance	(20%)
Class Active Participation	(20%)
Individual Participation to Final Workshop	(40%)
Group Written Essay (collective grade)	(20%)

UE3: FINANCE AND CONTROL

Introduction to Finance Accounting	1 credit
Written Final Exam	
International Finance	2 credits
Group Oral Presentation (4 students maximum per group)	
Corporate Finance	2 credits
Written Final Exam (individual case study)	
Management Control	2 credits
Individual Final Exam	

UE4: MARKETING

International Marketing	2 credits
Group Assignment	
Individual Final Exam	
Marketing Business Game	2 credits
Class participation	
Report and Oral Group Presentation	
Corporate Communication.....	2 credits
Class participation	
Report and Oral Group Presentation	

UE5: FRENCH, EUROPEAN AND INTERNATIONAL CULTURES

Cycle of Conferences 22 credits
One-page report on each conference

French culture and French civilization 2 (for foreign students only).....2 credits
Continuous Assessment

Survival French 2 (for foreign students only).....2 credits
Class Participation and Individual Final Exam

UE6: BACHELOR THESIS

Group Research project on a European country (maximum 3 students).....4 credits

PART 2

DETAILED PRESENTATION OF EACH COURSE

2.1 HUMAN RESOURCE MANAGEMENT DEPARTMENT

- A - Intercultural Management
- B - Change Management and Project Management
- C - Human Resources Management
- D - International Negotiation

Stephane GANGLOFF

Description

This seminar is designed to highlight the important issues in cross-cultural management. The course assumes an understanding of the basic theories, concepts and techniques in organizational behavior and human resource management. This seminar begins with a discussion on the various theories of culture, the cultural dimensions and its influence on organizations. Various cross-cultural issues are addressed such as: leadership, motivation, goal setting, job satisfaction, stress, absenteeism, team working, negotiations, conflict, human resource management, cross-cultural training, expatriation, and communication.

Main objectives

The seminar is aimed at helping students understand the main cultural issues that must be taken into account when doing business in a multicultural setting. The course provides students with a basic understanding of some of the major cultural profiles, communication patterns, negotiation strategies and management styles in several countries and companies in various regions of the world, including North America, Europe, Asia and Latin America.

Students will be introduced to concepts, models, approaches and tools to communicate, negotiate and work effectively in multicultural teams. They will be asked to apply these tools to case studies, exercises and role playing.

Secondary objectives

- Create and deepen awareness for your own cultural background
- Give orientation about different cultural concepts
- Change the attitude toward foreign cultures, damp culture shock through preparation and anticipation (for example in simulations)
- Teach hardfacts, for example practical hints for daily life
- Motivation, Encourage people to experience new cultures

Material used

Adapted to the different situations and authentic (newspaper articles, power point presentation, pertinent workshops)

Assessment

By the end of the seminar, students will be asked a team project consisting in a cultural analysis of a country in the regions discussed in class, in which the student's sponsoring company would hypothetically, or actually, do business. The project will also include the design of an intercultural management strategy. The cultural analysis and strategy design must be done in the context of a specific business situation like outsourcing from another country, marketing your products in another country, forming a joint venture or strategic alliance with a company in another country, etc.

Only teams of three to four students will be allowed.

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- O'Hara-Deveraux, M. & Johansen, R. **Global Work: Bridging Distance, Time and Culture** San Francisco: Time, Jossey Bass, 1994.
- Simons, G. **Working Together: How to Become More Effective in a Multicultural Organization** Menlo Park: Crisp Publications, 1989

Christiane FRANCEY

OBJECTIVES

To enable the students:

- To develop a global understanding of the complexity and challenges of Change Management and Project Management.
- To integrate Change Management into the strategic development of a project.

COURSE CONTENT

Introduction and the Square Wheels (Performance Management Company).

External and internal factors of change and their impact on the introduction of projects.

Change strategies: Lewin, Pettigrew, Dawson, Burnes.

Obstacles and resistance to change: breaking barriers and motivating people to change.

Exploring (some) initiatives that have succeeded and failed: developing creative alternatives.

Risk analysis and development of a CATWOE: Checkland.

Case study: development of a project taking into account resistance to change.

TEACHING METHODS

Presentations and student led discussions.

ASSESSMENT

At the beginning of the course, students will be given a selection of projects to be developed. One will be submitted as a written assessment at the end of the course. Students will be able to work on the selected project on their own or in small groups. If they work in small groups, they will be required to form a project team and each person will have to develop one specific aspect of the project in question.

BIBLIOGRAPHY

Harvard Business Review on Change. (1998) (Harvard Business School Press)

Paul Bate (1994) Strategies for Cultural Change. (Butterworth Heinemann)

Harold Kerzner (2000) Applied Project Management. (John Wiley & Sons, Inc)

Internet site: Teaching the Caterpillar to fly

<http://www.SquareWheels.com>

Daniel KLUGER

OBJECTIVES

- understand why managers have to move from "excel-management" to "HR-management"
- enhance individual expertise in communication in a multicultural environment
- find in ourselves the motivation to be a real HR partner
 - o for the benefit of the company
 - o for the benefit of the people

COURSE CONTENT

- INTRODUCTION: From Vision to Action "The Human capital Development" Process
 - o Why is a vision important?
 - For the company
 - For the employees
 - For our life
 - o What are the consequences of a vision?
 - o The strategy to go from a vision to a first action
 - o The consequence on the organization
 - o The cultural effect on the process
 - Values
 - Principles
 - Cultural differences
- PERSONAL BALANCE: Personal and Professional Life
 - o Why this balance is a motivation condition?
 - o What could be the influence of a performing HR-Manager on that balance?
 - o What is the difference between observation and interpretation?
- COMMUNICATION:
 - o Our world perception: the filter and its different parts
 - o Consequences on perception and emission
 - o Cultural influences
 - o Basic communication tools
 - Projection: + & -
 - Fixation: + & -
 - Identification: + & -
 - Questions: all forms and how to prepare and use them?
 - Listening: difficulties (why and how to compensate?)
 - o Cultural differences
- MOTIVATION:
 - o Personal motivation sources
 - How to discover and identify them?
 - How to develop and "use" them?

- What are employees expecting from their boss?
- Our how to associate the three main roles of a manager?
 - day-to-day management
 - coaching
 - leadership
- The leader is an example, is he always exemplary?
- CHANGE MANAGEMENT:
 - Omnipresence of changes
 - Why do we hate/like changes?
 - What are the manager's main roles in changing processes?
 - Why do we resist changing?
 - How could we manage our employee's natural resistance facing changes?
 - APPLICATIONS:
 - Delegation
 - Looking for initiatives and responsibilities
 - Using creativity
 - Obstacles
 - Tools and methods
 - How to manage increasing maturity?
 - The four main obstacle for an efficient delegation process
 - How to identify them?
 - How to overcome them?
 - Setting concrete objectives
 - Quantitative objectives
 - Qualitative objectives
 - Decision taking process
 - Decision method's
 - Advantages
 - Defaults
 - Decisions announcements
 - Mistakes recognitions
 - Feedback and control
 - Changing the controlling image
 - The evolution sessions
 - Process
 - Role in the employee's personal development program
 - Training programs
 - Improvement concrete objectives
 - Challenges
 - Praising and reprimand
 - Praising as a motivation tool
 - Cultural differences
 - Reprimand sessions
 - Goal
 - Preparation
 - Communication
 - Effects
 - Meetings
 - Basic principles
 - Preparation
 - Meeting process

- Results and perceptions
 - Conflict handling
- A question of power
- A question of negotiation
- A question of mutual respect

TEACHING METHODS

- Interactive
- Sub-groups preparations
- Role plays for each chapter of the program (20% theory / 80% exercises)
- Sub-groups debriefings
- Use of the inter-sessions for personal experiences (communication) and preparations
- My personal management experience (40 years in several companies and creating a multinational company) helps me to use real examples as exercises and explanations.

ASSESSMENT

Individual Multiple Choice Exam
Written Group Project

Guy DELOFFRE

OBJECTIVES

This module will help students to know, understand and train in international negotiation. It is organized with theoretical and practical activities.

By the end of the module, the students will:

Know:

- know the field, theoretical aspects and conceptual models of negotiation,
- know types of negotiations and how they are used
- know how negotiation is integrated into the field of social sciences as one of the dimensions (like psychology, sociology, culture, etc),

Understand:

- understand the links between models and situations,
- be able to analyze a situation with communication aspects
- understand the links between real negotiations and negotiation models,
- be able to analyze a real negotiation,
- understand the links between cultural models and situations with a strong cultural aspect,
- be able to analyze a situation that implies a strong cultural content or background,

Do:

- prepare and play communication exercises and cases
- play role game implying indigenous participants and foreigners,
- play cases in multi-conditional situations (countries, languages, cultures, education levels...),
- prepare and write written documents related to international communication.

COURSE CONTENT

- The field of communication, communication problems.
- Speeches, languages, discourses: social representations problems.
- The concept of culture: social values and representations.
- Cultural models.
- Strategies and tactics.
- Negotiation models.
- Dirty tricks and tricky negotiations.
- Principled negotiation.
- Arguments, dispute resolution and problem solving.

TEACHING METHODS

- Pre-readings (books and texts).
- Formal classes.
- Exercises and case-studies.

ASSESSMENT

Controlled and uncontrolled conditions: Written Group Project

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Strongly recommended: Carrell, M.; Heavrin, Ch.: **Negotiating Essentials, Theory, Skills and Practices**, Pearson Prentice Hall, Upper Saddle River, 2008. (Available in the CRDG)

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2.2. ECONOMICS AND LEGAL ENVIRONMENT DEPARTMENT

- A - French Economy
- B - The European Union and the European Institutions
- C - International Economy
- D - New global Geopolitical Challenges
- E - Principals of French and Comparative Law
- F - Doing Business with European Countries and People

Alexandre MELNIK

OBJECTIVES

- To give students general concepts, the current panorama and international environment of the French economy and its place in the world and European economies, by studying key macroeconomic terms which are widely used in standard economic texts
- To make students aware of economic intelligence, business culture and working relationship in France, especially towards new emergent markets, in the post-Cold War multi polar and multi-civilizational universe.

COURSE CONTENT

1. Genesis of French capitalism (historical background and identity crisis of the French free-market economy). The gap between potential and performance.
 - comparative analysis referring to its European neighbors
 - role of the State in the economy: duality between "dirigisme" ("welfare State" and public interest) and "laissez-faire"
 - French pioneers of the modern economy.
 - Reconstruction and exceptional recovery after the Second World War (1945-68)
2. Economic policy indicators and the French business model today - assets and liabilities, top priorities, major trends, takeovers.
3. Development area and increasing internationalization of the French economy:
 - relations with France's principal partners (US, European Union, OECD countries)
 - attractive foreign investment
 - search and approach towards the futures emerging target markets (free-market economy and liberal democracy in the Eastern Europe and Russia)
4. French management: doing business in France; business culture in France; working relations; how a French business man is perceived abroad, working with another culture, etc.

TEACHING METHODS

- lectures
- press review (current events and news)
- interactivity: dialogue, exchanges of ideas, debates
- transparencies, audiovisual documents
- priority of the cultural differences in the ways peoples and states communicate and do business

ASSESSMENT

Multiple Choice Final Written Exam
Note of Synthesis

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Newsletter of the French Council of Economic Analysis – 2005-06

John Black "Dictionary of Economics", Oxford University Press, 2000

Jean-François Esk "La France dans la nouvelle économie mondiale", Presses
Universitaires de France, 2005

American and British newspapers and magazines.

Günter SCHUMACHER

OBJECTIVES

At the end of this module students should be able to:

- Distinguish the different aspects of the process of European construction (historical, political, cultural, legal, economic and social aspects) and to understand how they are linked together
- Use the different criteria surrounding the notion of an "EU-identity"
- Explain how the question of the balance of power in the EU is reflected in the institutional framework
- Make the link between the EU-institutions and daily life of the citizens and the different economic players

COURSE CONTENT

I. THE EUROPEAN UNION (Identity)

- A. How to define the "identity" of the E.U.
- B. A historical approach of the "European" identity of the EU
- C. The history of the EU
- D. The EU and the question of religion(s)
- E. European values
- F. The project for a Constitution of the EU

II. THE EUROPEAN INSTITUTIONS (Power)

- A. The European Institutions = the EU-Institutions
- B. The link between the question of power and the type of "Union" (objective)
- C. The link between the question of power and the type of implementation procedure (method)
- D. Institutions and the question of the balance of power
- E. Legislation procedure and budgetary policy
- F. EU-institutions in more detail

TEACHING METHODS

Combination of a lecture approach, for the transmission of knowledge, with an interactive -approach, which – based on the meiotic method - tries to awaken the curiosity directed to the knowledge (to be transmitted) and which makes possible an adequate implementation of the acquired knowledge.

ASSESSMENT

Final written test (1 hour) in the form of Multiple Choice Questionnaires

BIBLIOGRAPHY

COMMISARIAT GENERAL DU PLAN et alii (2002), *Croyances religieuses, morales et éthiques dans le processus de construction européenne*, Paris, La Documentation Française

COMMISSION OF THE EU, *The Charter of Fundamental Rights of the EU*,
[http:// europa.eu.int/comm/justice_home/unit/charte/en/charter-preamble.html](http://europa.eu.int/comm/justice_home/unit/charte/en/charter-preamble.html)

DAVIES N. (1997), *Europe, A history*, London, Pimlico

DEGRYSE, Christophe (1995), *Dictionnaire de l'Union Européenne*, Brussels DeBoek

GOWLAND, D., DUNPHY, R., LYTHE, Ch. (2006), *The European Mosaic*, 3rd edition, Pearson Education Limited

Günter SCHUMACHER

OBJECTIVES

- To familiarize students with the theoretical and political/ institutional fundamentals of International Economy
- To give students the analytical tools to understand the mechanisms, the interdependences and the relative weight of the different components of International Economy
- To make students aware of the importance of the different global and regional organizations which all together represent the framework of international trade and finance.

COURSE CONTENTS

- Theoretical foundations (Trade theory)
- Balance of payments
- World organizations in the area of real economy (WTO,OCDE,UNCTAD ...)
- Globalization/Regionalization
- Regional Trade Agreements (America, Asia, Africa)
- International Monetary System
- International Monetary Fund (IMF)

TEACHING METHODS

Combination of a lecture-approach, for the transmission of knowledge, with an interactive -approach, which – based on the meiotic method - tries to awaken the curiosity directed to the knowledge (to be transmitted) and which makes possible an adequate implementation of the acquired knowledge.

ASSESSMENT

Final written test (1 hour) in form of Multiple Choice Questionnaires

BIBLIOGRAPHY

FONTANEL, J. (1995), « Organisations économiques internationales », Editions Masson, Paris

GATT (1986), The text of the General Agreement on Tariffs and Trade, Geneva

GWARTNEY, J. et alii (2003), Economics, private & public choice , 10th edition, Thomson South-Western, Mason, Ohio

L'HERITEAU, Marie-France , « Le FMI et les pays du tiers-monde », PUF, Paris 1990

HILL Ch. W.L. (1999), International Business, Competing in the Global Marketplace, Irwin McGraw-Hill

MESSERLIN, P.(1995), « La nouvelle organisation mondiale du commerce, Ed. Dunod, Paris

REICH, R. B. (1991), The Work of Nations, New York, Alfred A. Knopf Inc.,

(édition française : L'Économie mondialisée, Dunod 1993)

Reuves:

- « Problèmes Economiques »
- « Les Cahiers Français »
- « Economie (Prospective) Internationale »
- « Alternatives Economiques »

Alexandre MELNIK

OBJECTIVES

- To synthesize key geopolitical challenges facing the increasing globalization of economic, political, cultural and psychological problems in the XXI century ;
- To analyze growing tendencies in the strategic areas (European Union, France, USA, Asia, Russian Federation, Community of Independent States (CIS), Middle East): its interferences and specificities;
- To identify principal risks of the geostrategic evolution of the "new world order" ;
- To make students aware of economic intelligence, business multicultural and working relationship in the context of the modern international management, especially towards new target Eastern emergent markets;
- To pinpoint top investment priorities in the current multilateral and globalized universe.

COURSE CONTENT

1. Genesis and evolution of huge geopolitical challenges (historical background):

- XVIII century (emergence of modern capitalism on the baptismal font of the industrial revolutions and colonial conquests ; "bulk-heading" of the exchanges ; first cleavages between monarchical and republican concepts following the French revolution of 1789 ; rise of the "new" democracy in United States) ;
- XIX century (geostrategic maturation of capitalism as a dominating model in the Western area : banking structure, shareholding, methods of management and marketing, trade unionism, etc ; international exchanges in search of a new model – between protectionist reflex and temptation to free trade ; research of new geographical outlets) ;
- XX century (geostrategic "schism" on an ideological basis; confrontation between capitalism and communism patterns in a bipolar universe of the "cold war;" the international trade and world investment flows as an hostage of this bipolarity) ;
- XXI century (collapse of the Soviet Union and communist model, "triumphant unipolarity" of the Western liberal democracy, globalization of the international exchanges according to the capitalist "rules of the game" : supply and demand, competitiveness, etc ; rise of attractive "emergent markets" as a new target of the global investment strategy).

2. Main geostrategic zones (model of development, advantages-risks ratio, growth expectations):

- Europe and European identity in the context of globalization
- France: clash between "welfare state" and "laissez-faire"
- USA: principal booster of globalization
- China and India: new leaders of globalization
- Russia: "new capitalism" of Vladimir Putin

3. Keys to multicultural and multinational management (business process engineering, trade negotiation mechanism, assets-liabilities and traditions-innovations ratio, heaviness of mentality, incentives, coaching, consulting, benchmarking, empowerment, outsourcing, etc)

TEACHING METHODS

- Lectures
- Multi-disciplinary approach
- Interactivity : dialogue, exchange of ideas, debates
- Press review (current events and news)
- Transparencies, audiovisual documents
- Priority of the cultural differences in the ways people and states communicate do business with each other

BIBLIOGRAPHY

- Alexis de Tocqueville "de la Démocratie en Amérique" (1835)
- Daniel Cohen "La mondialisation et ses ennemis", Grasset, 2006
- Thomas Friedman "Hot, Flat and Crowded", Farrar, Straus and Giroux, 2008
- Thomas Friedman "The world is flat", Penguin books, 2006
- Samuel P. Huntington "The Clash of civilizations", FP, 2002
- Karl Marx "le Capital" (1867)
- John Keynes "General Theory" (1935)
- Walt Rostow "The steps of the economical growth" (1959)
- Raymon Aron "Le Spectateur Engagé", Julliard, 1981
- Mikhail Gorbatchev "New political thinking" (1987)
- Francis Fukuyama "The End of History" (1989)
- Milan Kundera "L'Immortalité", Gallimard, 1990
- Pascal Boniface "l'Atlas des Relations Internationales, Hatier, 2003
- Hubert Vedrine "Continuez l'Histoire", 2006

ASSESSMENT

Individual Multiple Choice Exam (50%) and Note of Synthesis (50%)

Gerlinde BERGER-WALLISER and guest speakers

OBJECTIVES

Law is the framework for all our activities – in every day life as in business life. This course is an introduction to (business) law from a comparative perspective. The chief purpose of the course is to furnish students with basic skills to understand law, to be conscious about existing differences between their own and other legal systems, to work out legal methods and to communicate on legal issues in an international environment.

COURSE CONTENT

In order to make it understandable and interesting for students from different countries and with different knowledge in law the course combines the study of basic elements of the French legal system with an introduction to the comparative method focusing on certain European civil law systems (particularly France and Germany), as well as the English and American system. But the course will also include some more limited studies of non-Western legal systems (for example Asia). The following subjects will be addressed:

- The nature and sources of law
- The court system
- Legal actors, legal training
- Civil litigation and alternative dispute resolution
- Introduction to international and comparative law
- Presentation of the principal law systems in the world, such as the Civil law system (especially German and French Law) and the Common law system; Asia and other laws to a limited extend
- Comparative analysis of special problems of substantive law such as contracts, property, intellectual property rights, legal forms of business organization

TEACHING METHODS

Combination of front lecture, discussion, role play, short case studies and student presentations

ASSESSMENT

- Group presentation (50%)
- Final Individual (50%)

BIBLIOGRAPHY

NEYLER, Peter, *Business Law in the Global Marketplace, The effects on international business*, Elsevier, 2006

NEIPERT, D. M., *Law of Global Commerce, A Tour*, Prentice Hall, 2002

JEEVA, J., "Comparative Law: A General Introduction", 2001,

at: <http://www.lawgazette.com.sg/2001-10/Oct01-focus3.htm>

University of Ottawa, Legal Systems at:

<http://www.droitcivil.uottawa.ca/world-legal-systems/eng-monde.html>

GLENN, H. P., *Legal Traditions of the world*, 2nd ed., Oxford, 2004

BELL, J. / BOYRON, S. / Whittaker, S., *Principles of French Law*, Oxford, 1998

ELLIOT, C. / VERNON, C., *French Legal System*, Longman, 2000

FOSTER, N.G. / SULE, S., *German Law and Legal System*, 3rd ed., Oxford 2002

David SPRECHER

OBJECTIVES

Since its creation, the European Community today known as the European Union has been in constant move.

From a pan-national organization it has started taking into account the various regions that compose the European patchwork and its cultural and linguistic differences as well.

The aim of this course will be the acquisition of the required tools to correctly negotiate contracts in the "new" European Union and to handle the applicable EU rules and regulations regarding the setting-up of European operations. Finally, an overview of the applicable European rules to public funding as well as the adequate requirements for the setting-up of mixed public-private consortia for the carrying-out of European projects will be delivered.

COURSE CONTENT

- The characteristics of international contract negotiations
- Perception and behavioral adaptation
- The match-making process
- Basics of contractual documents in the European framework: NDA, MOU
- Highlights of European Contract Law in practice
- Introduction to local, regional, national and European public funding
- The integration of public and private funding in Europe
- The European consortium – how to do it well?
- Case-study Workshop

TEACHING METHODS

- Interactive lecture
- Analysis and discussion of practical case studies
- Active participation of the students

ASSESSMENT

- Class Attendance 20%
- Class Active Participation 20%
- Individual Participation to Final Workshop 40%
- Group Written Essay (collective grade) 20%

BIBLIOGRAPHY

A reading list will be posted on the class website (accessible via aspen) at the beginning of the semester and a series of practical documents will be made available on the website.

2.3. MARKETING AND LOGISTICS DEPARTMENT

- A - Marketing Management
- B – Marketing and E-Business
- C - Logistics and Transportation in an International Environment
- D - International Marketing
- E - Marketing Business Game
- F – Corporate Communication

Patricia APANGU

OBJECTIVES

This course in Marketing Management will integrate concepts and models learned in prior marketing courses and apply them to contemporary marketing problems. The primary objectives are to improve the students' critical assessment capability, problem-solving and decision-making, and communication skills within the marketing area.

COURSE CONTENT

The course will consist of:

- A review of the core topics within the field (i.e., definitions, consumer behavior, segmentation, positioning, international marketing, marketing mix and service marketing) ;
- Updates on contemporary topics and issues discussed at time of the course ;
- Examples from the operational as well as the strategically and managerial levels of marketing.
- Cases and assignments that have to be discussed and solved within the framework of the course

TEACHING METHODS

Students are expected to actively participate in class discussions, cases and assignment

ASSESSMENT

Individual Final Examination

BIBLIOGRAPHY

Kotler P., Armstrong G., Saunders J., Wong V. (2001). Principles of Marketing. 3rd ed., Prentice Hall.

Cases and other material will be provided by the lecturer during class.

Krish KRISHNAN

OBJECTIVES

This seminar provides an overview of global E-business activities and Internet Marketing strategies of the modern enterprise. Design and implementation of E-Commerce strategies with special emphasis on Internet Marketing in a global context are presented with current examples and mini case studies. The economic, organizational, technological, socio-cultural and political-legal dimensions of E-Commerce are reviewed as well as product, pricing, promotion and place dimensions of marketing online.

COURSE CONTENT

1. Nature and extent of global E-Commerce
2. Internet Business Models
3. Marketing Research for E-Commerce and Online Marketing
4. Internet Marketing Strategies for Consumer Markets
5. Business to Business E-Commerce
6. Advertising on the Internet
7. Electronic Payment Systems and Pricing
8. Cross Cultural Issues in globalization of E-Business
9. Legal dimensions of E-Commerce
10. Public Policy and Ethical dimensions of E-Business

TEACHING METHODS

Lectures/Video Case Studies/Online Demonstrations

ASSESSMENT

Test with short answer questions at the end of the seminar.

BIBLIOGRAPHY

Turban et. al. "E-Commerce – A Managerial Perspective", Prentice Hall, 2008.
Michael Rappa, "Managing the Digital Enterprise", www.digitalenterprise.org

Jean-Paul GAERTNER

OBJECTIVES

To acquire the principles and rules governing the international flow of goods. Their operational and financial consequences for a company.

COURSE CONTENT

Logistics – origin, place, definitions and characteristics in the international global flow
Incoterms – interpretation-rules, choice and impact on the current business flow, their costs

Organization and Actors of international logistics, the role of the specialists

Different means of transport, characteristics of international transport modes, freight rates, multi-modalism, documentation, the significance of speed, frequency, reliability, capability, accessibility, quality and costs, tools of handling,

Cargo packaging & Conditioning, stowage and marking, dangerous cargo, today's safety requests in international transport

Transport – cargo insurance, real costs of logistics

Customs-practice in handling of goods within Europe/ with third countries, other administrative handling

Future of logistics, impact on the environment

TEACHING METHODS

Lectures and case-studies

ASSESSMENT

Final written examination

BIBLIOGRAPHY

Managing the global supply chain - Philip B. Schary and Tage Skjoett – larsen published at Handelshoejskolens Forlag (DK)

Logistics concepts for the future by Leif Enarson published at Växjö University (S)

Operations management by N.S. Pack, S. Chambers..; published at Pitman Publishing

Export practice & management by A.E.Branch published at Int. Thomson bus. Press

Lamy chargeur published at "Editions Lamy" (f)

ICC Rules (2000) for the interpretation of trade-terms, published by ICC Paris

Different weekly + monthly magazines

Jens GRAFF

OBJECTIVES

Part one:

- To gain an understanding of the theoretical framework of the internationalization process.
- To learn and acquire skills in strategic, tactical and operational decision making about expansion into foreign markets.

Part two:

- To gain an understanding of the environmental factors that influence the buying behavior of the consumers on the international market.
- To learn and acquire knowledge of the difference promotional tools that can be used when marketing products on an international market.

COURSE CONTENT & TEACHING METHODS

The course will start with general strategic discussions related to specific problems, which later will be discussed on tactical as well as operational levels. This will give students knowledge about practical international marketing as well as an understanding of the general context.

Examples will be given to make students aware that the different conditions existing at the macro level will affect the conditions at the micro level. Different modes to operate in international markets, problems, decisions and steps made in connection with the internationalization of companies will also be discussed. This also includes basic knowledge in legislation that affects marketing actions and basic knowledge in marketing of services and service management.

Special focus will be put on culture's influence on consumer behavior and the consequences for a firm's promotional activities.

Students will be expected to take an active part in the lectures and the cases presented.

Introduction to international marketing

Culture's impact on marketing

Difficulties of carrying out market research in foreign countries

Entry strategies on new markets

Issues of products & channels on the international arena

International marketing communication

Student presentations

ASSESSMENT

The assessment will consist of a combination of group assignments and an individual written examination.

BIBLIOGRAPHY

Cateora, Gilly, Graham: "International Marketing", 14th Edition, McGraw-Hill International Edition

Cateora, P.R. & Graham J.L., (2002) International Marketing, 11th Edition, McGraw-Hill

Winni JOHANSEN and Finn FRANDBSEN

OBJECTIVES

After completion of this course you should

- understand the important changes concerning consumption, marketing and society which have taken place during the last decade or so (like the rise of the new experience economy, hypermodernity and the over-communicated society, etc.)
- be able to apply and combine new approaches to marketing
- be able to participate (compete) in the new "marketing game" launching new products and services on the French market

COURSE CONTENT

The course covers various topics within the field of marketing, ranging from segmentation and purchasing behavior to lifestyles and brand communities, from mass communication (advertising) to network communication (viral marketing), and from the traditional marketing mix approach to more recent marketing approaches (like product branding, relationship marketing, experiential marketing, tribal marketing, retro marketing, empowerment marketing, etc.)

TEACHING METHODS

The course will be interactive, with lecturer presentations being followed by discussion. The course will also include a "business game" where groups of students representing French or international companies compete with each other.

ASSESSMENT

Class participation, report and oral presentation (including PowerPoint slides)

BIBLIOGRAPHY

The course is based on a selection of academic texts (all in English) which will be distributed to the students before the beginning of the course.

Winni JOHANSEN and Finn FRANDBSEN

OBJECTIVES

After completion of this course you should

- understand the importance of creating a favorable corporate image or reputation among both internal and external stakeholders
- be able to work strategically with the communication of a private company in various ways

COURSE CONTENT

The course covers various topics within the field of corporate communication: corporate branding, stakeholder management, issues & media management and corporate social responsibility.

The primary elements of the course will be:

- To define the key concepts or the "building stones" of corporate communication: corporate culture, corporate values, corporate identity and corporate image or reputation
- To follow the important evolution from product branding to corporate branding: who is behind the product?
- To introduce a stakeholder approach (relationship management): how to build relations with both primary and secondary stakeholders?
- To work with various strategic aspects of the branding process: which branding strategy to choose?
- To work with branding tools such as corporate storytelling: how can corporate values be "told" to both employees and customers?

TEACHING METHODS

The course will be interactive, with lecturer presentations being followed by discussion.

ASSESSMENT

Class participation and written exam

BIBLIOGRAPHY

The course is based on a selection of academic texts (all in English) which will be distributed to the students before the beginning of the course.

2.4. FINANCE AND ACCOUNTING DEPARTMENT

- A – Introduction to Finance Accounting
- B – International Finance
- C – Corporate Finance
- D – Management Control

Stanislas D'EYRAMES

OBJECTIVES

1) How to calculate a price?

The Chain Price and the connection with accountancy

The target is to help students (not familiar with basic calculations) to have a better understanding of the different ways to reach the retailing price of a product.

We will focus on terminology and will try to be accurate when using it.

2) Basic information on accounting systems (definition of main concepts)

COURSE CONTENT

Practical exercises will be proposed on the "Chain Price".

TEACHING METHODS

Each course is divided into two parts:

- Lecture
- Class work participation

ASSESSMENT

Written final exam

Sondes MBAREK

OBJECTIVES

The major objective of this course is to give students an overview of the responsibilities of a financial manager in an international environment. It specifically focuses on the problems met by SME when dealing with other companies all around the world. It addresses comparability of financial information in various countries, how the financial manager has to understand, analyze and monitor the financial situation of his company, and how he can help management make decisions regarding investment opportunities.

COURSE CONTENT

- We will compare the main accounting systems in the world
- Accounting principles under French, US or IFRS rules
- The key indicators of the financial manager
- The countries' ranking

TEACHING METHODS

Each course is divided into two parts:

- Lecture
- Class work to practice

ASSESSMENT

Mid-term exam

Oral presentation per group of 4 maximum

Students will have to choose a country and to present the accounts of a local company.

Final exam

Stanislas D'EYRAMES

OBJECTIVE

The major objective of this course is to give students an overview of the responsibilities of a financial manager in a European environment. It specifically addresses comparability of financial information in various countries, how the financial manager has to understand, analyze and monitor the financial situation of his company, and how he can help management make sound decisions regarding investment opportunities.

COURSE CONTENT

- 1 Analysis of balance sheet and cash flow
- 2 How to evaluate the situation of a company
- 3 Role and responsibilities of a financial manager
- 4 Analysis of income statement and profitability

TEACHING METHODS

Each course is divided into two parts:

- 1 Lecture
- 2 Class work participation

ASSESSMENT

Written final exam (individual case study)

Benoit TRICARD

OBJECTIVES

- Understand the usefulness of Controlling and its interaction with other departments within the company
- Be in a position to implement the most used techniques in the management accounting field i.e. :
 - the budget construction
 - the budget follow-up
 - the scorecards
- Understand the uses of those tools in order to measure and manage performance

COURSE CONTENT

Brief introduction on Controlling

On budgets

- The planning and budgetary process
- The different budgets and their articulation
- Recomputation of budget variances and corrective actions
- Advantages and limits of the budgetary control

On scorecards

- Scorecards structures
- Principles and implementation methodology aimed at building scorecards
- Types of data and data collection
- Presentation of data
- Possible uses of scorecards

TEACHING METHODS

- Mix of lectures and case studies sessions. The lectures will use teaching methods based on understanding with cases.
- Readings and/or cases will be requested for the attendance of the courses

ASSESSMENT

Final exam (3 hours) mainly based on case studies

2.5. STRATEGY AND ENTREPRENEURSHIP DEPARTMENT

- A – Corporate Strategy
- B – Entrepreneurship
- C – Decision Making for Creative Strategies

Stanislas D'EYRAMES

COURSE CONTENT

1. Introduction

What is a strategy all about?

Do we need strategy?

2. Initiation with the strategy of company

Vision

Strategic analysis, SWOT

Strategic sphere of activity

3. Explained strategy

Strategies to be implemented

Key role of the manager

PDCA (plan, do, check, action)

4 Decision making process

Issue tree

Pivot tables

TEACHING METHODS

Case study: "How to allocate a bonus between employees?"

ASSESSMENT

Case study: 50%

Oral presentation: 50%

Art GOGATZ

OBJECTIVES

To give students an understanding of the world of the entrepreneur and what it takes to conceive, launch and run a successful new business. Students will look at themselves to see if they have entrepreneurial personalities, and look at successful start-up cases.

COURSE CONTENT

- The entrepreneurial environment
- Characteristics of entrepreneurs, the psychology of the entrepreneur
- Idea generation and brainstorming
- The start-up phase
- Different business structures, choosing the right one
- New venture financing
- Angel investors and venture capitalists
- The business plan
- Marketing strategy and the marketing plan
- The launch and readjustment phases
- HRM for startups
- Dealing with flexibility and ambiguity
- Change management
- Creativity and innovation and how it pertains to entrepreneurs
- Buying an existing business
- Obtaining a franchise
- Opportunities for young entrepreneurs
- Women entrepreneurs
- Internet businesses
- The Internet as a media source
- E-business consumer psychology

TEACHING METHODS

Lecture, class work, exercises, case studies.

ASSESSMENT

Students will undergo a written, individual project in this course. The project will be to conceive of and then write a modified business plan for a viable new business. (business viability simulation proposal) The accent of the project will be on whether or not the business would be a viable, (workable) one and would be able to attract investment. The business could be an e-business or a traditional business.

Final grade: class work (50%) and project (50%)

Art GOGATZ

OBJECTIVES

To make students aware of what is involved in the decision making process, and to examine the decisions that they make on a daily basis and how those decisions can change their lives. The course will also try to make students aware of the role which each person plays in determining and shaping their own lives through their decisions in terms of intuition and responsibility.

Decision-making in the major areas of life, notably in making career choices will be studied as well as some classic and also some innovative example exercises of decision-making.

COURSE CONTENT

- Looking at issues and people from multi-perspectives
- Creativity and the decision-making process
- An analysis of the decisions we make on a daily basis
- Life changing decisions: can we manage them or are we managed by them?
- Decision making and your career
- The relationship between decision-making and responsibility
- Behavioral traps in decision-making: what are they and how do they function?
- The \$100 Euro auction
- The role of intuition
- Scientific rationalism and the information age
- Decision-making and interpersonal relationships
- Decision-making influences
- A study of decision-making problems
- Decision-making in marketing, decision-making in consumerism, including a case study
- Decision-making and statistics
- The relationship between decision-making and motivation

TEACHING METHODS

Lecture, case study, exercises

ASSESSMENT

Class Work 50%

Final written exam 50%

2.6. CENTER FOR FOREIGN LANGUAGES AND CULTURES

- A - Survival French 1 and 2
- B - French Culture and French Civilization 1 and 2

A – SURVIVAL FRENCH

1st and 2nd SEMESTER

Stéphane GANGLOFF or Sébastien PABST

2 groups:

- Group 1: French for beginners: S. PABST
- Group 2: French intermediate: S. GANGLOFF

SURVIVAL FRENCH FOR BEGINNERS

1st SEMESTER
2nd SEMESTER

3 CREDITS
2 CREDITS

S. PABST

This is a course for true beginners. Since participants speak a variety of different languages and come from different cultural backgrounds the language of communication is English

OBJECTIVES

The aims of the course are to:

- Introduce students to the peculiarities of French pronunciation
- Give a basic notion of French grammar
- Lay the foundation of general-language vocabulary
- Practice everyday French parlance

TEACHING METHODS

The aims and contents determine the teaching and learning methods used. Some of them will be based on the more classical lecture-style approaches. The major part, however, will consist of a combination of interactive group work and some elements of what has come to be known as "suggestopedia" and "neuro-linguistic programming" or "nlp".

ASSESSMENT

For this course to be validated regular attendance is mandatory within the general rules and regulations of the school. In addition, participation in class activities and a final test are required.

BIBLIOGRAPHY

No particular textbooks are required. The material used for the course will be provided by the lecturer. Participants should seek advice from the course tutor before buying any books (dictionaries, grammar books, etc)

SURVIVAL FRENCH INTERMEDIATE

1 st Semester	3 credits
2 nd Semester	2 credits

Stéphane GANGLOFF

By the end of the session of French 2, the students should be able to understand the main points and arguments of a French conversation when the language used is standard French. As well they should be able to manage on their own everyday like situations such as: shopping, asking for transport, leisure...Therefore thanks to this module and personal work they will be autonomous in traveling situations, develop a capacity to give brief explanations on a project or on a given subject. Students should also be able to participate in a conversation, understand the main issue and give their opinion on the subject.

The materials used will all have in common the discovery of French culture.

OBJECTIVES

The aims of the course are to:

Help the integration of newly arrived foreign students into a French University (discovery of the French Education system, note taking, how to fill in administrative forms...)

Presentation of the town of Nancy (practical, cultural life...)

Communicate in French (how to localize oneself, ask for information, invite...)

WRITTEN AND ORAL FRENCH WORKSHOPS

Given the context, and the demands of what it is like to live in a foreign country, the emphasis will be put on oral expression, oral and written comprehension...

- Written French : to help reinforce the reading and writing capacity of the students in everyday and professional life
- Oral French: to help reinforce the capacity of understanding all kinds of documents, start a conversation in everyday and professional life

COURSE MATERIAL

Adapted to the different situations and authentic (newspaper articles, video, TV...)

B – FRENCH CULTURE AND FRENCH CIVILIZATION 1 & 2

1st SEMESTER
2nd SEMESTER

2 CREDITS
2 CREDITS

Malika KACED

OBJECTIVES

The module aims:

- To make students aware of the main features of French culture and to identify and understand French cultural specificities.
- To give students an insight into the implications of 'the French Exception'.
- To help students adapt to French culture.

COURSE CONTENT

French culture and civilization from A to Z:

Art de Vivre, education, fashion, the French Republic and its symbols, gastronomy, cinema, media, literature, the French Exception, regionalism, polychronism, subcultures, values and beliefs...

This module attempts to answer the following questions:

- How do non-French students perceive France?
- How might French culture be similar to the culture of other European countries?
- How might French culture be different from other European cultures?

TEACHING METHODS

The lecturer will use a variety of approaches appropriate to the subject under discussion: lectures, student-led discussion groups, interactive debates, videos, visits...

ASSESSMENT

One research assignment using the internet and books covering a cultural issue to be validated by the lecturer

BIBLIOGRAPHY

Learning materials will be provided by the lecturer. The following suggested reading will prove useful and entertaining:

BERNSTEIN, Richard, *Fragile Glory-A Portrait of France and the French*, Plume, New York, 1990.

CORDER, Colin, *Some of my best friends are French*, Shelf Pub. Hitchin UK, 1992.

DANINOS, Pierre, *Les carnets du Major Thompson*, Hachette, Paris, 1954.

JACK, Andrew, *The French Exception-France: Still so Special?*, Profile, London, 1998.

JAMES, Henry, *A Little Tour in France*, Penguin Travel Library, London, 1983.

MAYLE, Peter, *A year in Province*, Pan, 1989.

MAYLE, Peter, *French Lessons*, Alfred Kopf, New York, 2001.

PLATT, Polly, *Savoir Flair-211 Tips for enjoying France and the French*, Culture Crossings, London, 2000.

STANGER, TED, *Sacrés français! Un Américain vous regarde*, Michalon, 2003.

WELTY ROCHEFORT, Harriet, *French toast*, St.Martin's, New York, 1999.

Students are also expected to keep abreast of current affairs via the press, broadcast media, etc.

2.7 OTHER COURSES AND EVENTS

- A – Cross-Cultural Seminar in the French Alps
- B - Conferences and Visits 1 and 2
- C - International Business Seminars
- D – Bachelor Thesis

Florence RAMILLON

OBJECTIVES

- To give students a group experience outside the School for the entire BBA Class with workshops focusing on current events and management topics
- Equivalent to an Integration Week for students arriving at the beginning of the second semester

The presence of all BBA students is important.

CONTENTS

- Workshops focused on Management
- Sporting activities

METHODS

This is a cross-cultural seminar. For one week, 50 students from different nationalities will live and work together. It is a multicultural life experience that will require adaptation, tolerance and respect from everyone. This seminar is a great opportunity to spend time and have discussions with the visiting professors and the International Relations staff.

The seminar is located in Morzine, one of the most famous ski areas in the Alps. Morzine is a village which strives to preserve its gentle pace of life and authentic Savoyard charm. The hotel is equipped with a Swimming pool, Sauna, Jacuzzi, Table tennis room, bar...

ASSESSMENT

Written report.

Students will have to use the standard academic criteria (introduction, plan (2-3 parts, conclusion...))

As far as the content is concerned, students have to keep in mind that it is more than a basic descriptive report on workshops and the other activities.

Students are required to analyze and assess their experience of the week. It should be a constructive approach of the whole seminar: in summary, we expect students to give a personal and original approach to their experience during the stay.

B – CONFERENCES AND VISITS 1 AND 2

1st SEMESTER
2nd SEMESTER

3 CREDITS
2 CREDITS

Tutor and Lecturer: Florence RAMILLON

Participation of Professors and Business Professionals in the different conferences.

OBJECTIVES

To help French and foreign students discover the economic environment of the region and to discuss strategic plans and management methods in the companies visited.

To give students a cultural and economic approach to different foreign countries: UK, Israel, South Africa, Russia, CEI...

COURSE CONTENT

- Visit of the European Parliament
- Visit to leading businesses and insight into the history of the region.
- Economic, cultural and business conferences.

ASSESSMENT

One page description for each conference and for each visit. It is more than a basic descriptive report; it is also a personal and original approach of your experience of the conference or visit.

Florence RAMILLON and Visiting Professors

The International Week which will take place from March 8th to 13th, 2010 is fully integrated into the syllabus of Bachelor program's second and third year students. The students of the BBA can choose several of these seminar courses and obtain credits.

OBJECTIVES

The objective of this week is to offer students Marketing, Management and Finance courses taught in different languages: French, English, and Spanish.

All courses are taught by visiting professors from our international partner universities. International week is a unique opportunity for students to experience other academic styles. It allows students to meet and exchange ideas with professors from all around the world.

It is also an opportunity to meet other undergraduate French students coming from the Sup'Est program (2nd and 3rd year in French).

COURSE CONTENT

The courses are different each year. A list of the visiting professors and the subjects of their classes will be published in February 2010.

TEACHING METHODS

Lecture, cases studies, class work, exercises and discussions

ASSESSMENT

International Week is a requirement for BBA students and they are required to take 4 days of classes during the week. Each course has an examination.

Malika KACED

OBJECTIVES

Students enrolled in the full-year program are required to validate the Thesis module. It focuses on theoretical and practical research questions, the collection and analysis of data and writing a Thesis relating to global business. The student will choose the subject of the Thesis in consultation with the supervisor.

CONTENTS

The Bachelor Thesis must respect the following requirements:

- Introduction
- Part I
- Part II
- Part III (if necessary)
- Conclusion
- Bibliography
- Signed attestation certifying a lack of plagiarism

ASSESSMENT

Structured report of 20-30 pages (not including annexes)
Individual research paper