

icn

CREACTIVE

business

school



ICN Bachelor SUP'EST Program

Student handbook year 3 - Nancy - 2018/2019



Dear Students and Participants,

Welcome to the School! By joining ICN Business School, you are joining a French Business School of international standard in which **pedagogy has been designed to be highly interactive.**

At ICN, you will implement, throughout your reading and individual as well as team projects, a work method for developing **knowledge, skills and experiences that will distinguish you in your future career.**

This means that teaching is built on the basis of a **learning agreement** requiring you to **actively participate** in different courses and prepare for prerequisites defined by the teachers. We expect a positive pedagogical relationship between teachers and you, which will allow for closely accompanying **your progress.**

To maximize your understanding of the teachings as well as your chances of success, it is therefore imperative that you commit to being present in class and benefits from the class dynamics and the intellectual exchanges that occur in class. These will allow you to put your knowledge to use and succeed in your exams.

Your class schedule has been designed by integrating time for, in addition to courses, **personal homework, group work, searching for internships.** All these activities are necessary to develop your personality and your professional skills.

You must also **participate in the quality of education** delivered at the School by giving your constructive criticism all the while behaving as respectful citizens with the academic community.

You should give your opinion by completing the **required teaching evaluations** that will be administered **online.** As such, you will contribute to the continuing improvement of our teaching activities and take stock of what you have learned.

You should also, both while at the School and in all of your activities, respect all staff (administrators and teachers alike). This should among other things include responsible behavior towards those who are present to ensure your success.

Let's work together towards your academic and professional success, by being aware of these values and committing yourself to respecting them.

Christine KRATZ
Director of Programs

Nuno GUIMARÃES DA COSTA
Dean for Faculty and Research

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**Chapter I:
ICN Bachelor SUP'EST English track
(BBA) in 2018-2019**

The program

This program was created in 2003. It is the first ICN year track 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 MSc in International Management (MIEX) in partnership with universities in Bologna, Mexico City, Shanghai, Moscow and Uppsala, the MSc in International Business Development (2nd year), the Summer Program...

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 this track 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 while at the same time acquiring a real international and intercultural experience during 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, Thailand, Russia, Lithuania, Spain, Germany, Poland, etc.

In 2018-2019, the English track will provide an exceptional opportunity for students from different nationalities and cultures to meet and 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.



Christine KRATZ
Director of programs
ICN Business School

Message from the program director

Dear Students,

I am very glad to welcome you to the ICN Bachelor SUP'EST English Track (BBA) program of ICN Business School as from September 2018. Our school has always had a strong propensity to build close relationships with universities based all over the world and prides itself today on relying on a network of more than 90 universities covering all continents. If you have chosen this academic pathway at ICN Business School, it is certainly because you want to live a truly international experience in a French setting. You will have thus the opportunity to enhance your academic level while immersing yourself in a new culture.

Initiated in 2003, the English track of the ICN Bachelor SUP'EST (BBA) Program hosts today more than 100 students from all corners of the globe and a cluster of French students who join this academic pathway after successfully completing the 2nd year of the ICN Bachelor SUP'EST Program.

The German students from the ICN Campus in Nuremberg have joined the third year of the Program in Nancy for 3 years. You will get to know these students as you will have the opportunity to interact with them within the framework of lectures, workshops but also outside of the academic curriculum, in extracurricular activities.

Given the location of Nancy, at the heart and crossroads of many different countries in Europe, you will be able to travel during the weekends or vacations to diverse places. Studying, improving your language skills, travelling, sharing your own views and perceptions of the world with other people: no doubt your academic stay at ICN Business School will be rewarding and enriching; this is what we wish you.

Developed in a truly international spirit, this English track offers you a unique opportunity to study in a multicultural environment where intellectual enquiry can flourish. Living overseas and experiencing a different country firsthand will no doubt give you an edge in your future professional pathway since it will bring you a foretaste of how companies work in the 21st century. This academic pathway will give you the qualities which current global companies are looking for: adaptability, an international mindset and openness to other cultures. Furthermore, on a shorter term, it will also broaden your mind and help you see the world from a range of perspectives.

Once you graduate from the English track of the SUP'EST (BBA) Program, you will be able to continue your studies in international business or related fields.

If you are within or without the framework of an exchange, if you have planned to stay for a semester or for a year, if you come from a culture which is close to ours or quite far from ours, we wish you a wonderful stay in France, in Nancy and at ICN Business School.



Alexandra TOSELLO
Director of ICN Bachelor SUP'EST
ICN Business School

Presentation of the academic year 2018-2019

THE STAFF 2018 / 2019

Alexandra TOSELLO	Director of Bachelor SUP'EST (BBA)
Elisabeth AGUILAR	Director's administrative assistant
Frédérique BARET	Coordinator Bachelor Administration office
Céline LEVRECHON	Bachelor Administration Office

FIRST SEMESTER (FROM SEPTEMBER TO DECEMBER)

Start of the first semester: September 10

Start of courses: September 11

Exams period: December 17 to December 21

SECOND SEMESTER (FROM JANUARY TO JUNE)

Seminar: managers as creative thinkers: January 6 to January 11

Start of courses: January 14

International week: March 11 to March 15

End of courses and exams: June 5

Principal dates to remember during the academic year 2018-2019

START OF THE ACADEMIC YEAR

From September 10: mandatory meeting from 10.00am to 12.00am

CLASSES

1st semester: from September 10 to December 21

2nd semester: from January 6 to June 5

SEMINARS

Managers as creative thinkers: January 6 to January 11

International week ICN Business School: from March 11 to 15

EXAMINATIONS

1st semester examinations 1st session: from December 17 to December 21

2nd semester examinations 1st session: from May 9 to 10

Bachelor thesis oral defence: From May 3 to 7

Retake examinations: June 3 to 5.

VACATION (NO CLASSES)

Christmas: from December 22 to January 5

Winter: from February 18 to 24

Spring: from April 8 to 22

General presentation of courses

3 RD YEAR ENGLISH TRACK NANCY					
1 st SEMESTER COURSES	HOURS	ECTS	2 nd SEMESTER COURSES	HOURS	ECTS
TU 1: MANAGEMENT	60	6	TU 6: MANAGEMENT	40	4
Human Resource Management	20	2	International Negotiation	20	2
Intercultural Management	20	2	International Week	20	2
Change Management and Project Management	20	2	Seminar: Managers as Creative Thinkers (optional) ²	20'	2'
TU 2: ECONOMIC AND LEGAL ENVIRONMENT	60	6	TU 7: ECONOMIC AND LEGAL ENVIRONMENT	60	6
French Economy	20	2	Knowledge Management	20	2
The European Union and the European Institutions	20	2	New Global Geopolitical Challenges	20	2
International Law	20	2	Doing Business with European Countries and People	20	2
TU 3: MARKETING & LOGISTICS	60	6	TU 8: FINANCE AND CONTROL	60	6
Marketing Management	20	2	Corporate Finance	20	2
Marketing and E-Business	20	2	International Finance	20	2
Global Logistics And Transportation	20	2	Management Control	20	2
TU 4: STRATEGY	40	4	TU 9: MARKETING	60	6
Innovation Management and Entrepreneurship	20	2	International Marketing	20	2
Corporate Strategy	20	2	Marketing Business Game	20	2
TU 5: FRENCH, EUROPEAN AND INTERNATIONAL CULTURES	80	8	Corporate Communication	20	2
Cycle of Conferences 1	20	2	TU 10: FRENCH, EUROPEAN AND INTERNATIONAL CULTURES	40	4
Research methodology (Bachelor Thesis)	10	1	Cycle of Conferences 2	20	2
French Language Course 1*	20	2	French Language Course 2 (optional)*	20'	2'
French Culture and French Civilization 1*	30	3	French Culture and French Civilization 2*	20'	2'
Second Year Internship Report ¹		5	TU 11: BACHELOR THESIS		4
SUB TOTAL	300	30	Cultural, Commercial, Economic Approach of a European Country		4
			SUB TOTAL	260	30

*Students coming from ICN (Nuremberg/Nancy/Metz) are not concerned

¹ Only for students coming from ICN Campuses (Nuremberg/Nancy/Metz)

² Mandatory for students coming from ICN Campuses (Nuremberg/Nancy/Metz)

School regulations and requirements for graduation

Assessment of Modules and Course units

For each module, one or more examinations or assignments may be set. It is important to note that student presence and participation in class may be sanctioned by a grade, like any other form of assessment (examination, assignment, etc.). More clearly, this means that only students whose attendance in class is at least 50% in the module concerned will be permitted to sit the final examinations at the first sitting. In other words, students who are absent for 50%, or more than 50%, of classes (not including absences which are justified, with documentary evidence) will be asked to sit at the second session of examinations.

There are examinations of different types and formats: final written examinations, final oral examinations, continuous assessment, submission of file or dossier, written assignment, or project. A module is assessed by a grade calculated from the grades of the exercises and tests which are part of it (final grades must include 50% of continuous assessment work and 50% of final examinations), depending on the methods of assessment detailed in the module syllabus (*cf.* Student booklet).

There is an elimination grade for each module. Any module which does not achieve a grade **equal to or higher than 5/20** is considered to be a fail and prevents the student concerned from passing the Course Unit of which the module is a part. **All grades communicated to the student are provisional until they are confirmed by the Examination Board.**

A Course Unit is assessed by a grade which is the arithmetical average of the grades obtained in each of the Modules included in it. Modules in the same Course Unit may compensate for each other, i.e. a good grade for one Module may compensate for a poor grade in another in the same Course Unit. A Course Unit is finally passed when the average obtained by the student is equal to or higher than 10/20 and no Module has obtained the elimination grade. Then, the ECTS credits allocated to that Course Unit are confirmed as obtained.

Certain assignments may be carried out by two or more students if the syllabus regulations allow this. In this case the contribution made by each student in the joint exercise may be graded individually, if the syllabus regulations permit this, and consequently any decision regarding validation (pass or fail) is also individual.

Re-take Examination Sessions

Two sessions of examinations are organized for each module. There are no re-take examinations for continuous assessment assignments.

Students whose modules have been awarded a grade of less than the elimination grade of 05/20 must be present to take the 2nd session of examinations.

In a Course Unit which was not passed/validated at the first session, i.e. with an average of less than 10/20:

- all modules obtaining a grade equal to or higher than 10/20, keep this grade for the second session;
- all modules obtaining a grade of less than 10/20 must be re-taken at the second session.

Note that only the grades obtained at the second session will be considered, even if they are lower than the grades obtained at the first session.

Attendance Regulations

In accordance with the General Regulations, attendance at all classes is compulsory for all students. A check will be made during each class and each examination, when students will be required to sign a register of attendance. Any absence which is not justified and not supported by written evidence may lead to the student(s) concerned being called to appear before the Disciplinary Committee.

Absence from Classes

A report on all absences is prepared by the SUP'EST Academic Office and communicated to the Program Director. Any absence from class will be considered as justified, if the student concerned fills in the form of absence via myicn.fr, **at the latest 2 weeks following the absence**, a genuine written explanation, justifying the absence for one of the following reasons:

- sickness or illness: on presentation of a medical certificate,
- death of a close relative: on presentation of a copy of the death certificate, or
- authorization for absence from class, written and signed by the Program Director.

Any written explanation or justification submitted to the Academic Office after the permitted time limit will automatically be refused. Any student who is unable to attend a particular class must inform the Academic Office, either by email or by telephone, as soon as he/she learns of the incident or reason for not attending.

Any absence from a final examination, whether justified or not, will automatically be sanctioned with the grade of 0/20 and the student concerned will fail the module. The module will therefore have to be re-taken at the second session of examinations.

Any absence from a final examination at the second session of examinations will automatically be sanctioned with the grade of 0/20, as the grade from the first session cannot be held over for consideration at the second session.

Any justified absence from a mid-term (non-final) assessment, examination or assignment may, on the decision of the Program Director, after consultation with the Head of the Academic Department responsible for teaching the module, lead either to the test being discounted in the calculation of the average grade, or to the setting of a special test or assignment.

Any unjustified absence from a mid-term (non-final) assessment will automatically be sanctioned with the grade of 0/20.

Consultation of corrected examination scripts

Students' examination scripts are administrative documents bearing the name or registration number of the student. They must be communicated to student concerned, if this is so requested, within a reasonable time, and only after final confirmation of the grade by the Examination Board. A student's right to see the scripts must be carried out in the presence of the Lecturer who corrected and graded the examination. Candidates may only see their own scripts.

Only the final grades as confirmed by the Examination Board may officially be communicated to the student. The initial grades proposed by the Lecturer, before confirmation by the Examination Board, are considered as provisional and are therefore not to be communicated to students.

Examination Board

The Examination Board meets after the two sessions of examinations organized at the end of each academic year. The Board will only consider the cases of students who are duly and correctly registered as students of ICN Business School and whose position as regards the School's administrative requirements is up to date.

Procedures and Decisions

The Examination Board and its decisions are sovereign. Decisions are taken by simple majority of those members present and abstentions are not taken into account. In cases where the Board is equally divided regarding a decision, the vote of the Chairperson is final and binding. The content of discussions and the individual votes of members of the Examination Board are confidential and must not be discussed outside the Examination Board. The results of the Examination Board's decisions are published electronically after the meeting of the Board.

Learning goals & objectives AACSB // Bachelor of Business Administration (SUP'EST)

Intended Learning Outcomes	Goals	Objectives: (Students are able:)
	1- Graduates demonstrate competence in the core areas of business: the Economic and Legal Environment, Management (including Management of Human Resources), Corporate Strategy, Marketing, Finance and Accounting.	1.1- To demonstrate a bachelor-level knowledge of business and management. 1.2- To identify the managerial stakes of a company in terms of Marketing, the Economic and Legal Environment, etc.
	2- Graduates specialise in Sales Techniques, particularly in Sales Negotiations.	2.1- To demonstrate competence in sales techniques & negotiation. 2.2- To understand and apply the steps necessary for successful negotiation.
	3- Graduates will possess appropriate communication skills.	3.1- To prepare and deliver an effective managerial presentation. 3.2- To demonstrate clear, and accurate writing skills in a paper on a business topic.
	4- Graduates demonstrate professional behaviour, taking responsible decisions.	4.1- To identify, formulate and solve business problems and take sound decisions. 4.2- To demonstrate professional behaviour by exhibiting characteristics such as punctuality, etiquette etc.
	5- Graduates are able to function well in groups (team players).	5.1- To articulate group dynamics in achieving organisational goals and use the skills needed for effective teamwork. 5.2- To demonstrate capability to work with others as team players.
	6- Graduates are able to develop global awareness.	6.1- To identify and respond to global and multicultural challenges as they relate to the business environment. 6.2- To develop an appreciation of cultural diversity, to be open to other cultures and civilisations, including their languages.

Libraries and books

Your libraries

All students can access libraries with a student card or MyICN login

- Online resources on the Knowledge hub, everywhere at any time
- ARTEM library : 8h30 – 18h30
- Metz Library : 08h – 19h30

Get a book from a syllabus

If « Available at the ARTEM library via inter-library loan » is mentioned: You can collect this book from another library at the ARTEM library. Please contact the ICN Library Services team.

If « Available at Metz library » is mentioned: Contact ICN library services to get the book from Metz to Nancy.

If « book » is mentioned: Read online now! Ebook available with your MyICN login.

The major part of books mentioned is available in your libraries.

**If you cannot find a book recommended by your teacher, contact ICN library services: [documentation@icn-
artem.com](mailto:documentation@icn-artem.com)**

Knowledge Hub & other resources

The Knowledge Hub is THE portal to access information, online resources, databases, books and ebooks at ICN Business School!

From the all in one search engine, you can look for documents in all academic databases with just one request: essential for your work requiring theories, concepts and articles from researchers.

You can also read the press, theses from various programs of the school or download financial, economic data, market or company studies.

And if all you need is a good book: a large collection of online ebooks is available, but you will also find paper books from the Nancy and Metz libraries.

A problem? A question? Need help in your research or with an online tool? Use the “Assistance” section to contact us, or the direct chat with the ICN library team!

<http://knowledgehub.icn-artem.com>



Chapter II: Detailed presentation of each course



1st semester

TU1: Management

Human resource management

Intercultural management

Change management and project management

PROGRAM		YEAR		
ICN Bachelor		3		
TITLE		SEMESTER		
Human Resource Management		1		
LEADER	TEACHER	CREDITS	VOLUME	LANGUAGE
STICH Jean-François	STICH Jean-François	2 ECTS	20h	ENG

COURSE DESCRIPTION AND CONTENT

Human Resources Management (HRM) is a key element for the success of organizations. HRM can be defined as the effective use of human capital in an organization through the management of people-related activities. It involves recruiting and selecting employees, training and compensating them, and evaluating their performance.

This course will present the main functions and tasks of HRM, which are essential to students wishing to work in HR or who are eager to study the HR methods and strategies implemented in organizations. Each session will be followed by a multiple choice questionnaire and a classroom activity or case study.

TEACHING METHODS

Main HRM topics will be presented to understand how they can contribute to the strategy and the challenges faced by organizations. What are the main objectives and functions of the functional HRM? What are the main strategies, practices and tools of HRM? Recruitment, training and skills management, performance evaluation, compensation, career management, the fight against discrimination, promoting equality and diversity will be addressed, with examples of real companies discussed in case studies.)

LEARNING OBJECTIVES ADDRESSED

- Understand the elements of the HR function (e.g. – recruitment, selection, training and development, etc.) and be familiar with each element’s key concepts and terminology.
- Apply the principles and techniques of HRM gained through this course to the discussion of major personnel issues and the solution of typical case problems.

DD/RSE	de 20 à 40%
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Goals	1	2	3	4	5	6
Objectives	11	21	31	41	51	61
	12	22	32	42	52	62

ASSESSMENT METHODS

In class Assessment: 50% Duration: /

Oral <input type="checkbox"/>	Report <input type="checkbox"/>	Written <input type="checkbox"/>
		Tick if MCQ <input checked="" type="checkbox"/>

Final Exam: 50% Duration: 2h

Oral <input type="checkbox"/>	Report <input type="checkbox"/>	Written <input checked="" type="checkbox"/>
		Tick if MCQ <input checked="" type="checkbox"/>

Additional information:
At the end of each session, a short multiple choice questionnaire will test whether students have properly grasped and memorized the content they have just discovered. The inclass assessment mark will be the average of all these MCQs.

REFERENCES

Beardwell, J., Thompson, A. (2014). Human Resource Management: A Contemporary Approach, 7th Edition. Pearson (Intl).

PROGRAM		YEAR		
ICN Bachelor		3		
TITLE		SEMESTER		
Intercultural Management		1		
LEADER	TEACHER	CREDITS	VOLUME	LANGUAGE
Bertrand AGOSTINI	A. ABRANTES	2 ECTS	20h	ENG

COURSE DESCRIPTION AND CONTENT

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.

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 behaviour and human resource management.

TEACHING METHODS

Teaching methods are adapted to the different situations and authentic (academic articles, power point presentation, pertinent workshops, open discussions). The course requires active student participation.

LEARNING OBJECTIVES ADDRESSED

- Students understand cross-cultural differences and are therefore able to negotiate/work within different cultural environments;
- 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);
- Prepare a strategy to leverage diversity;
- Motivation, encourage people to experience new cultures.

DD/RSE < à 20%

Goals	1	2	3	4	5	6
Objectives	11	21	31	41	51	61
	12	22	32	42	52	62

ASSESSMENT METHODS

Inclass Assessment: 40% Duration: 20mnts

Final Exam: 60% Duration: 2h

Oral ■	Report ■	Written <input type="checkbox"/> Tick if MCQ <input type="checkbox"/>
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Oral <input type="checkbox"/>	Report <input type="checkbox"/>	Written <input checked="" type="checkbox"/> Tick if MCQ <input checked="" type="checkbox"/>
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Additional information:

By mid-seminar term, students will be asked team projects consisting in a cultural analysis of countries discussed in class, in which the student's sponsoring company would hypothetically 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 with the ultimate goal to leverage creativity.

REFERENCES

- Raul Pelagio Rodriguez¹, Ma. Regina M. Hechanova². A Study of Culture Dimensions, Organizational Ambidexterity, and Perceived Innovation in Teams : J. Technol. Manag. Innov. 2014, Volume 9, Issue 3.
- SABINA BOGILOVIĆ¹, MIHA ŠKERLAVA². METACOGNITIVE AND MOTIVATIONAL CULTURAL INTELLIGENCE: SUPERPOWERS FOR CREATIVITY IN A CULTURALLY DIVERSE ENVIRONMENT. ECONOMIC AND BUSINESS REVIEW | VOL. 18 | No. 1 | 2016 | 55-76
- Hall, E. & Hall, M. Understanding Cultural Differences: Germans, French and Americans Yarmouth: Intercultural Press, 1990.
- Perry, Gaye (Editor) Intercultural Communications. Bellevue: Coursewise Publishing Inc., 1999.
- Catlin, L. & White, T. International Business: Cultural Sourcebook and Case Studies Cincinnati: South-Western Publishing, 1994.
- Duenas, G. The Meaning of Human Relationship: The Case of Latin America paper submitted to the Cross-Cultural Connection Network, California Institute of Integral Sciences, San Francisco, 1994
- Gannon, M. Understanding Global Cultures: Metaphorical Journeys Through 23 Nations, Thousand Oaks: Sage Publications, 2nd edition, 2001.
- Harris, P.R. & Moran, R.T. Managing Cultural Differences: Leadership Strategies for a New World of Business, Houston: Gulf Publishing Co., 5th edition, 2001.
- Hofstede, G. Culture's Consequences: Comparing Values, Behaviors, Institutions, and Organizations Across Nations, Thousand Oaks: Sage Publications, 2nd. Edition, 2001.

PROGRAM		YEAR		
ICN Bachelor		3		
TITLE		SEMESTER		
Change Management and Project Management		1		
LEADER	TEACHER	CREDITS	VOLUME	LANGUAGE
Antonio ABRANTES	Antonio ABRANTES	2 ECTS	20h	ENG

COURSE DESCRIPTION AND CONTENT

Successful organizations may not remain static if they hope to continue to be successful. Companies must change in order to keep up with a changing world. Indeed, they may pursue change implementation, i.e. actions taken by organizational leaders to maintain outstanding performance in a dynamic environment and strategic renewal, i.e. change in an organization's strategy through a process of project management. Imposing change from above can lead to employee resistance, whereas a participative process can help build support for change efforts.

This course offers theory and tools to understand how organizations engage in a process of strategic renewal in order to respond to changes in their competitive environment. But to make strategic renewal work, managers must find ways to alter the behavioral patterns of their employees through involvement and participation.

1. An Introduction to Organizational Change
2. Implementing Organizational Change: Theory into Practice
3. Organizational Redesign
4. Developing Human Resources
5. Leading Change
6. Understanding Projects and Project Management
7. Aligning Project Management with the Organization
8. Globalization and Resource Optimization

TEACHING METHODS

The class format is a mix of lectures, presentations and discussions. Students are expected to participate actively in the discussions and to read the assigned material for each topic before class. Material to be prepared is made available through MyICN before each session. The course includes group work and discussion. In each session, there will be an in-class exercise. The exercises are designed to deepen the student's knowledge of topics raised in the lectures. All students are expected to participate in the exercises, and they will be graded at the end of each session. Student presentations on specific issues are organized during the course.

LEARNING OBJECTIVES ADDRESSED

At the end of the course, students will be able to:

- Identify the role of strategic renewal in propelling change.
- Understand the source of both employee resistance to and support for change.
- Evaluate projects and their alignment with the organization.
- Examine the role — going global in triggering organizational change.

DD/RSE	de 20 à 40%
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Goals	1	2	3	4	5	6
Objectives	11	21	31	41	51	61
	12	22	32	42	52	62

ASSESSMENT METHODS

Inclass Assessment: 40% Duration: 20mnts

Oral ■	Report ■	Written ■ ----- Tick if MCQ ■
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Final Exam: 60% Duration: 2h

Oral □	Report □	Written ■ ----- Tick if MCQ ■
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Additional information:

Inclass Assessment: students will be also evaluated on their participation and involvement.

REFERENCES

Managing Change: Cases and Concepts, 3rd Edition. Todd Jick and Maury Peiperl. MacGraw-Hill.
 Implementing Organizational Change, 3rd Edition. Bert Spector. Pearson.
 A Manager's guide to Project Management. Michael B. Bender. Person FT Press.



TU 2: Economic and legal environment

French economy

The European Union and the European institutions

International law

PROGRAM		YEAR		
ICN Bachelor		3		
TITLE		SEMESTER		
French Economy		1		
LEADER	TEACHER	CREDITS	VOLUME	LANGUAGE
MELNIK Alexandre	MELNIK Alexandre	2 ECTS	20h	ENG

COURSE DESCRIPTION AND CONTENT

1. Global outlook of the today's situation of France in area of economy in the context of the Globalization of the XXI century: strong points vs. weak points from the point of view of a global decision maker.
2. Historical background of the French Economy: main stages of development of the free market economy, key historical actors, driving forces of the French historical model, main lessons and messages.
3. Up-date panorama of the leading sectors and companies of the French Economy.
4. Key economic challenges of the French government facing the geostrategic challenges of the Global World of the XXI century

TEACHING METHODS

- To prioritize the ability of synthesis (vs analysis) in order to set up the essentials.
- Multidisciplinary approach.
- To boost the individual motivation and intellectual curiosity of every student.
- Interactivity, open discussion in class.

LEARNING OBJECTIVES ADDRESSED

- To give to students a Global Panorama of the French Economy in the Globalization of the XXI century: genesis and particular features of the French economic model, its historical evolution, great names, leading sectors and companies, key challenges of the French economy today and tomorrow.
- To develop the general culture in international and macro-economic areas.
- To identify the real opportunities for the future student's professional career within the international expansion of the French Economy.
- To prepare and deliver an effective managerial presentation

Goals	1	2	3	4	5	6
Objectives	11	21	31	41	51	61
	12	22	32	42	52	62

DD/RSE	< à 20%
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ASSESSMENT METHODS

Inclass Assessment: 50% Duration: 2h

Oral <input type="checkbox"/>	Report <input checked="" type="checkbox"/>	Written <input checked="" type="checkbox"/> ----- Tick if MCQ <input type="checkbox"/>
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Final Exam: 50% Duration: 2h

Oral <input type="checkbox"/>	Report <input type="checkbox"/>	Written <input checked="" type="checkbox"/> ----- Tick if MCQ <input checked="" type="checkbox"/>
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Additional information: inclass assessment is a report in form of note of synthesis devoted to a key challenge of the French Economy, in correlation with the course's content.

REFERENCES

Walt Rostow "The Steps of the Economic Growth".
Adam Smith "An Inquiry into Nature and Causes of the Wealth of Nations".
Karl Marx "The Capital".
Larry Allen "Capitalism" ABC-Clio, 2001.
Currents news, French and Anglo-Saxon newspapers and magazines.

PROGRAM		YEAR		
ICN Bachelor		3		
TITLE		SEMESTER		
The European Union & the European Institutions		1		
LEADER	TEACHER	CREDITS	VOLUME	LANGUAGE
SCHUMACHER Günter	SCHUMACHER Günter	2 ECTS	20h	ENG

COURSE DESCRIPTION AND CONTENT

As already announced by the title of the module this course does not treat the economic dimension of the EU, but the *cultural* ("identity") and *political* ("power") dimensions of the EU, regularly neglected or underestimated in current debates on the future of the EU. The course is structured in the following manner:

- 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
- II. THE EUROPEAN INSTITUTIONS (Power)
 - A. The European Institutions = the EU-Institutions
 - B. The link between the question of power and
 - a) the type of "Union" (objective)
 - b) the type of implementation procedure (method)
 - C. Institutions and the question of the balance of power
 - D. Legislation procedure and budgetary policy
 - E. EU-institutions in more détail

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. This interactive approach encompasses also two tutorials in form of graded written group work.

LEARNING OBJECTIVES ADDRESSED

- 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;
(the specific commitment of the EU to sustainable development and CSR is addressed here also)
- 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.

DD/RSE	< à 20%
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Goals	1	2	3	4	5	6
Objectives	11	21	31	41	51	61
	12	22	32	42	52	62

ASSESSMENT METHODS

Inclass Assessment: 50% Duration: 2 TD notes (travail de groupe) **Final Exam:** 50% Duration: 2h

Oral <input type="checkbox"/>	Report <input type="checkbox"/>	Written ■ ----- Tick if MCQ <input type="checkbox"/>
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Oral <input type="checkbox"/>	Report <input type="checkbox"/>	Written ■ ----- Tick if MCQ ■
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Additional information: /

REFERENCES

BERTONCINI Y. et alii (2011) Dictionnaire critique de l'Union européenne, Armand Collin
 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/charte-preamble.html](http://europa.eu.int/comm/justice_home/unit/charte/en/charte-preamble.html)
 DAVIES N. (1997), Europe, A history, London, Pimlico
 FERGUSON,N. (2011), Civilization, The West and the Rest, The Penguin Press HC
 GOWLAND, D., DUNPHY, R., LYTHER, Ch. (2006), The European Mosaic, 3rd edition, Pearson Education Limited

PROGRAM		YEAR		
ICN Bachelor		3		
TITLE		SEMESTER		
International law		1		
LEADER	TEACHER	CREDITS	VOLUME	LANGUAGE
FIORI-KHAYAT Coralie	TEKELY Magdalena	2 ECTS	20h	ENG

COURSE DESCRIPTION AND CONTENT

The course aims at giving students the « big picture » of the legal issues arising in international business transactions. It will not focus on the study of precise legal rules but rather on general principles and approach to legal issues in an international context. As such, it aims at teaching students to spot the potential legal issues that are inherent to each business transaction.

TEACHING METHODS

We will first focus on the definition and study of very basic concepts such as the notion of international law and the application of the notion of conflict of laws. A special focus will be given to the study of the Vienna Convention pertaining to the international sale of goods. We will also discuss the role and functioning of the World Trade Organization. International litigation will also be discussed through the study of the basic mechanisms governing international arbitration.

Students will have the opportunity to demonstrate their understanding of legal issues arising in an international context while preparing and presenting a case study based on the Yahoo case as well as through the discussion of mini law cases pertaining to the subject matters covered during the course.

LEARNING OBJECTIVES ADDRESSED

- Gain basic understanding of international law and its tools;
- Gain ability to spot and approach legal issues;
- Develop and strengthen team work aptitudes.

Goals	1	2	3	4	5	6
Objectives	11	21	31	41	51	61
	12	22	32	42	52	62

DD/RSE	< à 20%
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ASSESSMENT METHODS

In class Assessment: 50% Duration: 20 minutes

Final Exam: 50%

Oral ■	Report ■	Written ■ ----- Tick if MCQ □
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Oral □	Report □	Written ■ 2h mandatory ----- Tick if MCQ ■
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Additional information: The assessment methods will be twofold:

- (1) **Class Assessment:** each group formed of 5 to 8 students will have to prepare (i) a written report pertaining to the Yahoo case together with (ii) the underlying documents of their oral presentation. Some groups will present their work to the whole class and the class will be invited to challenge their colleagues' presentation.
- (2) **Final exam:** the written exam will be an open-book MCQ covering the notions and issues discussed in class.

REFERENCES

Students will gain a useful insight to the concepts discussed in class by reading Part I Chapter 2, Part II, Chapter 4 and Part III, Chapter 6 of the « Business Environment, An Interdisciplinary approach » textbook.



TU 3: Marketing & Logistics

Marketing management

Marketing and e-business

Global logistics and transportation

PROGRAM		YEAR		
ICN Bachelor		3		
TITLE		SEMESTER		
Marketing Management		1		
LEADER	TEACHER	CREDITS	VOLUME	LANGUAGE
HAWKINS Matthew	HAWKINS Matthew	2 ECTS	20h	ENG

COURSE DESCRIPTION AND CONTENT

This course in Marketing Management will help you build up and to apply your marketing knowledge and skills. We will cover topics to help you understand the market and to identify opportunities. Ideally, students will learn how pricing, promotion, and distribution impact a product/service's image. Attention will be given to aligning an offering's meaning with consumers' values. In order to get the most from this course the student will need to actively participate and complete reading assignments before each session.

TEACHING METHODS

In the classroom, reading discussions and classroom activities will dominate the teaching methods. Outside of the classroom, the student will read articles and prepare a final project.

If you have coloring supplies, it is recommended you bring them.

LEARNING OBJECTIVES ADDRESSED

- 1.2- To identify the managerial stakes of a company in terms of Marketing.
- 3.1- To prepare and deliver an effective managerial presentation.
- 3.2- To demonstrate clear, and accurate writing skills in a paper on a business topic.
- 4.1- To identify, formulate and solve business problems and make sound decisions.
- 4.2- To demonstrate professional behaviour by exhibiting characteristics such as punctuality, etiquette etc.
- 5.1- To articulate group dynamics in achieving organisational goals and use the skills needed for effective teamwork.
- 6.2- To develop an appreciation of cultural diversity, to be open to other cultures and civilisations, including their languages.

Goals	1	2	3	4	5	6
Objectives	1.1	2.1	3.1	4.1	5.1	6.1
	1.2	2.2	3.2	4.2	5.2	6.2

DD/RSE	< à 20%
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ASSESSMENT METHODS

Inclass Assessment: 50% Duration: /

Oral <input checked="" type="checkbox"/>	Report <input type="checkbox"/>	Written <input checked="" type="checkbox"/> ----- Tick if MCQ <input type="checkbox"/>
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Final Exam: 50% Duration: /

Oral <input type="checkbox"/>	Report <input checked="" type="checkbox"/>	Written <input type="checkbox"/> 2h mandatory ----- Tick if MCQ <input type="checkbox"/>
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Additional information:

In lieu of a final exam, a final group project will be due before the schedule final exam date.

REFERENCES

Required reading, journal articles, will be provided to students by the instructor via MyICN.

Additional sources:

Principles of Marketing. Kotler, Philip & Armstrong, Gary (2016) Library: 658.8 KOT.
Marketing Management. Kotler, Philip (2016) Library: 658.8 KOT.
Brand Culture: Schroeder, Jonathan; Morling-Salzer, Miriam Scholar Vox.

PROGRAM		YEAR		
ICN Bachelor		3		
TITLE		SEMESTER		
Marketing and E-Business		1		
LEADER	TEACHER	CREDITS	VOLUME	LANGUAGE
Rossella SORIO	Krish KRISHNAN	2 ECTS	20h	ENG

COURSE DESCRIPTION AND CONTENT

1. Nature and extent of global E-Commerce
2. Internet Business Models
3. Product/Price/Advertising/Distribution in E-Marketing – Theory & Practice
4. Internet Marketing Strategies for Consumer Markets
5. Business to Business E-Commerce
6. Search Marketing & Social Media Marketing
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 Cases, Exercises in E-Commerce and Internet Marketing topics.

LEARNING OBJECTIVES ADDRESSED

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, advertising and distribution dimensions of marketing online.

Goals	1	2	3	4	5	6
Objectives	11	21	31	41	51	61
	12	22	32	42	52	62

DD/RSE	< à 20%
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ASSESSMENT METHODS

Inclass Assessment: 25%

Oral <input type="checkbox"/>	Report <input checked="" type="checkbox"/>	Written <input type="checkbox"/> ----- Tick if MCQ <input type="checkbox"/>
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Final Exam: 75%

Oral <input type="checkbox"/>	Report <input type="checkbox"/>	Written <input checked="" type="checkbox"/> 2h mandatory ----- Tick if MCQ <input type="checkbox"/>
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Additional information: Group Case Study Report Submitted by E-mail.

REFERENCES

Laudon and Traver (2018), **E-Commerce 2017**, 13th edition, Pearson.
Larson and Draper (2015), **Internet Marketing Essentials**, Stukent Inc.

PROGRAM		YEAR		
ICN Bachelor		3		
TITLE		SEMESTER		
Global Logistics and Transportation		1		
LEADER	TEACHER	CREDITS	VOLUME	LANGUAGE
MURPHY Eileen	MURPHY Eileen	2 ECTS	20h	ENG

COURSE DESCRIPTION AND CONTENT

This module covers international logistics and transport issues; international transportation; managing global inventories, warehousing and product storage topics and the management issues that global logistics operations create. This course will include developments in sustainable logistics.

TEACHING METHODS

Teaching methods will include a combination of lectures and mini-case studies in groups. .

LEARNING OBJECTIVES ADDRESSED

- To understand the principles and rules which govern the international flow of goods.
- To be able to understand the evolution of global supply chain operations and their corresponding management tools and techniques
- Link these operations and their decisions to financial aspects of an organization.

DD/RSE	de 40 à 60%
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Goals	1	2	3	4	5	6
Objectives	11	21	31	41	51	61
	12	22	32	42	52	62

ASSESSMENT METHODS

Inclass Assessment: 50% Duration:20mins

Final Exam: 50% Duration: 2h

Oral <input type="checkbox"/>	Report <input checked="" type="checkbox"/>	Written <input type="checkbox"/> ----- Tick if MCQ <input type="checkbox"/>
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Oral <input type="checkbox"/>	Report <input type="checkbox"/>	Written <input checked="" type="checkbox"/> ----- Tick if MCQ <input checked="" type="checkbox"/>
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REFERENCES

Global logistics and distribution planning strategies for management , Waters Donald Kogan Page, 2003
 Global Integrated Supply Chain Systems, Idea group publishing 2006
 Lan Yi-Chen ; Unhelkar Bhuvan ; Raisinghani Mahesh S. ;



TU 4: Strategy

Innovation management and entrepreneurship

Corporate strategy

PROGRAM		YEAR		
ICN Bachelor		3		
TITLE		SEMESTER		
Innovation Management & Entrepreneurship		1		
LEADER	TEACHER	CREDITS	VOLUME	LANGUAGE
REBIERE Philippe	REBIERE Philippe	2 ECTS	20h	ENG

COURSE DESCRIPTION AND CONTENT

The course focuses on strategies and techniques for evaluating innovation for commercial viability and preparing innovation for commercialization.

On Innovation:

Industry and competitor analysis, strategies for firm growth, New Product Development, Business Model in practice

On Entrepreneurship: Process, Ideation, Business Plan.

Aims:

To provide students with fundamental knowledge of the phenomenon of innovation and innovation processes

To enable students to use basic theoretical tools that help analysis.

TEACHING METHODS

- Lecture on the main conceptual frameworks
- Learning by doing with the case studies method
- Team work and verbal presentation

LEARNING OBJECTIVES ADDRESSED

At the end of the course, students:

- will have tools as well as exposed to first management principles,
- should know how raw technical ideas are turned into commercially viable product concepts,
- understand and develop a business model

DD/RSE	< à 20%
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Goals	1	2	3	4	5	6
Objectives	11	21	31	41	51	61
	12	22	32	42	52	62

ASSESSMENT METHODS

In class Assessment: 50% verbal presentation

Oral ■	Report □	Written □
		Tick if MCQ □

Final Exam: 50% report/group

Oral □	Report ■	Written □
		Tick if MCQ □

Additional information:

REFERENCES

References not compulsory:

- Ahmed, P.K. ; Shepard, C.D. : Innovation Management, Pearson 2010
- Barringer, B.; Ireland, R.D. : Entrepreneurship, Pearson 2010
- French: Fayolle, A.: Introduction à l'entrepreneuriat, Dunod, Topos 2005
- Soparnot, R.: Management de l'innovation, Dunod, Topos 2007

PROGRAM		YEAR		
ICN Bachelor		3		
TITLE		SEMESTER		
Corporate Strategy		1		
LEADER	TEACHER	CREDITS	VOLUME	LANGUAGE
STEKELORUM Rébecca	STEKELORUM Rébecca	2 ECTS	20h	ENG

COURSE DESCRIPTION AND CONTENT

Successful organizations need managers who possess the resources and capabilities leading to gain and sustain a competitive advantage, in traditional and emerging markets. The way in which organizations and firms, in particular, attempt to build up such competitive advantage constitutes the core of their strategy.

This course introduces the fundamentals of strategic management through readings, discussion and case analyses. In the first part, the course deals with typical business strategy issues such as (i) values and mission, basic direction and goals of an organization; (ii) the determinants of performance; (iii) the analysis of the external environment (based on a broad view of the firm external environment that includes buyers, suppliers, competitors, technology, the economy, capital markets, government, and global forces); (iv) the analysis of the internal environment (i.e. value chain, organizational strengths and weaknesses); (v) types of competitive advantage. In the second part the focus shifts on key corporate strategy issues dealing with the following questions: where to compete? How do multi-product, multi-location and multi-business firms create value? Specifically, the following topics will be covered: (vi) high-tech vs low-tech industries; (vii) emerging vs mature industries; (viii) international markets; (ix) make or buy decisions; (x) diversification strategies; (xi) CSR strategies. The course builds on concepts and theories from functional courses such as Economics, Finance, Marketing, and Organizational Behaviour.

TEACHING METHODS

The class format is a mix of lectures and discussions. Students are expected to participate actively in the discussions and to read the assigned material for each topic before class. Material to be prepared is made available through MyICN before each session. In each session, there will be an in-class exercise. The exercises are designed to deepen the student's knowledge of topics raised in the lectures. All students are expected to participate in the exercises, and they will be graded at the end of the session. Student group presentations and written reports on specific topics are organized during the course.

LEARNING OBJECTIVES ADDRESSED

- 1.1 To demonstrate a bachelor-level knowledge of business and management.
- 4.1 To identify, formulate and solve business problems and take sound decisions.
- 5.2 To demonstrate capability to work with others as team players.

Goals	1	2	3	4	5	6
Objectives	11	21	31	41	51	61
	12	22	32	42	52	62

DD/RSE	40%
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- i. a clear understanding of the key concepts and principles of strategy formulation and competitive analysis.
- ii. the ability to take a general management perspective in analyzing a particular company.
- iii. the ability to build on and integrate ideas, concepts, and theories from previously taken functional courses.
- iv. the ability to think critically and strategically.
- v. the ability of problem definition and problem solving.
- vi. the ability to make the case for a particular set of strategic courses in a compelling manner.
- vii. recognizing that no one strategic solution for an organization is necessarily correct.
- viii. the ability to orally communicate through the analysis and reporting of case situations.

ASSESSMENT METHODS

In-class Assessment: 50% Duration: /

Oral ■	Report □	Written ■ ----- Tick if MCQ □
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Final Exam: 50%

Oral □	Report □	Written ■ 2h mandatory ----- Tick if MCQ □
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Additional information: /

REFERENCES

Mandatory readings:

- Grant, Robert M. *Contemporary strategy analysis and cases: text and cases*. John Wiley & Sons, 2015 (Chapters 1-10).
- A list of academic articles will be made available throughout the course.

Optional readings:

- Johnson, G., Scholes, K., & Whittington, R. *Exploring corporate strategy: text & cases*. Pearson Edu, 2017 (Chapters 8-11)
- McAfee, R. Preston. *Competitive Solutions: The Strategist's Toolkit*, 2002 (Chapters 2 – 4 and 7).



TU 5: French, European and international cultures

Research methodology

Cycle of conferences 1

French language course 1

French culture and French civilization 1

Second year internship report

PROGRAM		YEAR		
ICN Bachelor		3		
TITLE		SEMESTER		
Research Methodology		1		
LEADER	TEACHER	CREDITS	VOLUME	LANGUAGE
KHELLADI Insaf	SCHAMING Antoine	1 ECTS	10h	ENG

COURSE DESCRIPTION AND CONTENT

The course aims at enhancing students' understanding on how to write their Bachelor thesis which represents a written report with applied research methods. It will present an overview of the following research process stages:

- Structuring an introduction and formulating the research question
- Searching information through databases and leveraging academic and professional articles
- Building a literature review and a research design
- Applying qualitative and quantitative data collection and analysis techniques
- Organizing a relevant conclusion

TEACHING METHODS

The teaching methods include: lecture, in-class discussion, team work with the instructor's coaching.

LEARNING OBJECTIVES ADDRESSED

At the end of the course, students are expected to:

- Master the process of developing a research design
- Know how to find and use professional and academic literature to address a business dilemma
- Apply qualitative and quantitative data collection and analysis in their Bachelor thesis
- Gain a business-oriented way of structuring, writing and communicating their Bachelor thesis

DD/RSE	< à 20%
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Goals	1	2	3	4	5	6
Objectives	11	21	31	41	51	61
	12	22	32	42	52	62

ASSESSMENT METHODS

Inclass Assessment: 100%

Oral <input type="checkbox"/>	Report <input checked="" type="checkbox"/>	Written <input checked="" type="checkbox"/> ----- Tick if MCQ <input type="checkbox"/>
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Final Exam: 0%

Oral <input type="checkbox"/>	Report <input type="checkbox"/>	Written <input type="checkbox"/> 2h mandatory ----- Tick if MCQ <input type="checkbox"/>
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Additional information: Students will work in teams to prepare and provide a short Bachelor (research) proposal. The module is also subject to peer evaluation (PEF). The detailed instructions about this evaluation will be given during the first lecture.

REFERENCES

Hair, J. F., Jr., Celsi, M. W., Money, A. H., Samouel, P. & Page, M.J. (2011), "Essentials of Business Research Methods," 2nd edition, M. E. Sharpe, Inc.

Malhotra, N. K., Birks, D. F. and Wills, P. 2012. Marketing Research: An Applied Approach, Pearson, 4th edition.

PROGRAM		YEAR		
ICN Bachelor		3		
TITLE		SEMESTER		
Cycle of Conferences 1		1		
LEADER	TEACHER	CREDITS	VOLUME	LANGUAGE
TOSELLO Alexandra	International lecturers	2 ECTS	20h	ENG

COURSE DESCRIPTION AND CONTENT

The cycle of conferences supplements the core academic modules and lectures. It is designed as follows: conferences taught by international guest speakers.

The conferences focus on many different subjects in line with the curriculum. They highlight varied branches such as the economy, society, culture....

Please note that this module is an integral part of the program and that participation in all the conferences is compulsory.

TEACHING METHODS

Conferences in lecture halls.

LEARNING OBJECTIVES ADDRESSED

- To give international and French students the opportunity to open their horizons by discovering other countries by different angles such as the economy, society, culture....
- To allow students to see things and analyze them from a wide range of perspectives.
- To permit them to enrich their international culture and mind sight while enhancing their cross-cultural awareness.

DD/RSE	de 20 à 40%
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Goals	1	2	3	4	5	6
Objectives	11	21	31	41	51	61
	12	22	32	42	52	62

ASSESSMENT METHODS

Inclass Assessment: 0% Duration: /

Oral <input type="checkbox"/>	Report <input type="checkbox"/>	Written <input type="checkbox"/> ----- Tick if MCQ <input type="checkbox"/>
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Final Exam: 100%

Oral <input type="checkbox"/>	Report <input checked="" type="checkbox"/>	Written <input type="checkbox"/> 2h mandatory ----- Tick if MCQ <input type="checkbox"/>
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Additional information:

Students will synthesize each conference in a dossier which they will present as follows:

- **A one page introduction** (presenting the module, the lecturers, raising such questions as “what is the purpose of the Cycle of Conferences?) **A one-page conclusion** (stepping back, making recommendations).
- **A 2-page account of each conference.** (summarizing the contents of the conference, analyzing the contents, the teaching style. Was it an enriching conference; what did I learn?...
- A conclusion.
- This report will be implemented in groups of 4 students.

REFERENCES

N/A

PROGRAM		YEAR		
ICN Bachelor		3		
TITLE		SEMESTER		
French language course - Beginner		1		
LEADER	TEACHER	CREDITS	VOLUME	LANGUAGE
KACED Malika	SAND Fabrice / PELLETIER Catherine / RUELLE Laëtitia	2 ECTS	20h	ENG/FR

COURSE DESCRIPTION AND CONTENT

- Greetings and introductions.
- Nouns and numbers.
- Time and date.
- Family.
- Meals.
- Weather and temperature.
- Shopping.
- Travel and holidays.
- Professions.
- At home / going out.
- Body and health.

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”.

LEARNING OBJECTIVES ADDRESSED

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 vocabulary.
- Practice every day French parlance.

DD/RSE	< à 20%
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Goals	1	2	3	4	5	6
Objectives	11	21	31	41	51	61
	12	22	32	42	52	62

ASSESSMENT METHODS

Inclass Assessment: 50% Duration: /

Oral ■	Report □	Written ■ ----- Tick if MCQ □
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Final Exam: 50% Duration: 1h30

Oral □	Report □	Written ■ ----- Tick if MCQ □
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Additional information: The classes are interspersed with oral and written assignments within the framework of continuous assessment.

REFERENCES

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...).

PROGRAM		YEAR		
ICN Bachelor		3		
TITLE		SEMESTER		
French language course - Intermediate		1		
LEADER	TEACHER	CREDITS	VOLUME	LANGUAGE
KACED Malika	GUTHFREUND Martine	2 ECTS	20h	ENG/FR

COURSE DESCRIPTION AND CONTENT

Oral comprehension / written comprehension / oral expression / written expression:

- Understanding French humour (jokes, expressions and sketches).
- Describing one's family, other people, conditions of life, and professional training.
- Communicating at the supermarket, at the doctor's, at the post office, at the train station and at restaurants.
- Understanding menus, train and bus schedules, short-letters, and commercials.
- Writing letters.
- Exchanging information.
- Describing the plot of a film and analyzing its contents.
- Telling a story.
- Expressing one's opinion.
- Expressing one's feeling.

TEACHING METHODS

- Teaching following the C.E.C.R. guideline.
- Employment of authentic material.
- Employment of audio, visual and textual materials.
- Cognitive tools.

LEARNING OBJECTIVES ADDRESSED

Linguistic objectives:

- Format, standard and colloquial vocabulary.
- Numbers, directions, pronouns and adjectives.
- Interrogation, negation and comparison.
- Idiomatic expressions.
- Present tense, imperative, simple future, future tense, present perfect, imperfect, present conditional and present subjunctive.
- Phonetics.

DD/RSE	< à 20%
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Goals	1	2	3	4	5	6
Objectives	11	21	31	41	51	61
	12	22	32	42	52	62

ASSESSMENT METHODS

Inclass Assessment: 50% Duration: /

Oral ■	Report □	Written ■ ----- Tick if MCQ □
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Final Exam: 50% Duration: 1h30

Oral □	Report □	Written ■ ----- Tick if MCQ □
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Additional information: the classes are interspersed with oral and written assignments within the framework of continuous assessment

REFERENCES

No particular textbooks are required.

PROGRAM		YEAR		
ICN Bachelor		3		
TITLE		SEMESTER		
French language course – Advanced		1		
LEADER	TEACHER	CREDITS	VOLUME	LANGUAGE
KACED Malika	GUILLOT Anne-Cécile	2 ECTS	20h	ENG/FR

COURSE DESCRIPTION AND CONTENT

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.

TEACHING METHODS

Emphasis put on grammar overview and communication workshops.

LEARNING OBJECTIVES ADDRESSED

By the end of the session, 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 any subject.

DD/RSE	< à 20%
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Goals	1	2	3	4	5	6
Objectives	11	21	31	41	51	61
	12	22	32	42	52	62

ASSESSMENT METHODS

Inclass Assessment: 50% Duration: /

Oral ■	Report □	Written ■ ----- Tick if MCQ □
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Final Exam: 50% Duration: 1h30

Oral □	Report □	Written ■ ----- Tick if MCQ □
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Additional information: The classes are interspersed with oral and written assignments within the framework of continuous assignment.

REFERENCES

No particular textbooks are required. Course materials are adapted to the different situations and authentic (newspaper articles, video, TV...).

PROGRAM		YEAR		
ICN Bachelor		3		
TITLE		SEMESTER		
French culture and French civilization		1		
LEADER	TEACHER	CREDITS	VOLUME	LANGUAGE
KACED Malika	KACED Malika	3 ECTS	30h	ENG

COURSE DESCRIPTION AND CONTENT

Topics will include institutions and society (education, politics, the French Republic and its symbols, media...), essential culture features (French value orientations, beliefs, etiquette, Art de Vivre, the French exception, French polychronism...).

Major events that have contributed to the shaping of the country will be presented and their significance discussed. French current events and contemporary social issues will also be discussed.

During the 1st semester, students will follow the Cinema Cycle, which will consist of an interdisciplinary study of contemporary French society and culture through the medium of films. Its aim is to trace the history of film in France and show the interconnections between artistic expression and the historical and cultural realities of France from the 50s' to the present, with special emphasis on the French New Wave movement with reference to the major French directors (Truffaut, Godard...) and their influential works.

TEACHING METHODS

Teaching methods will include lectures, workshops and other methods appropriate to the subject being taught.

LEARNING OBJECTIVES ADDRESSED

The module is designed to review key aspects of France's society and culture. It covers a large array of topics that relate to French contemporary society and culture in order to expand students' knowledge of the country.

At the end of the course, students will be able to:

- Demonstrate knowledge of French culture and society
- Analyze critically and discuss perceptively aspects of French contemporary culture.
- Demonstrate awareness of various aspects of French social customs.

DD/RSE	< à 20%
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Goals	1	2	3	4	5	6
Objectives	11	21	31	41	51	61
	12	22	32	42	52	62

ASSESSMENT METHODS

Inclass Assessment: 50% Duration: /

Oral <input type="checkbox"/>	Report <input checked="" type="checkbox"/>	Written <input type="checkbox"/> ----- Tick if MCQ <input type="checkbox"/>
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Final Exam: 50% Duration: 2h

Oral <input type="checkbox"/>	Report <input type="checkbox"/>	Written <input checked="" type="checkbox"/> ----- Tick if MCQ <input type="checkbox"/>
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Additional information: /

REFERENCES

BERNSTEIN, Richard, Fragile Glory-A Portrait of France and the French, Plume, New York, 1990.
 JACK, Andrew, The French Exception-France: Still so Special? Profile, London, 1998.
 MAYLE, Peter, French Lessons, Alfred Kopf, New York, 2001.

PROGRAM		YEAR		
ICN Bachelor		3		
TITLE		SEMESTER		
Internship Management Second year report		1		
LEADER	TEACHER	CREDITS	VOLUME	LANGUAGE
TOSELLO Alexandra	Tuteurs	5 ECTS	12 weeks	FR/ENG

COURSE DESCRIPTION AND CONTENT

Students must complete a 12-week practical internship - "management dimension internship". The internship must include the exercise of professional responsibilities corresponding to a training Bac + 2 preparing a university degree Bac + 3. It meets a specific need of the company. The mission entrusted to the trainee must allow him to have a relative autonomy and to make recommendations on the basis of a defined problem.

TEACHING METHODS

Immersion in the professional reality
Follow-up of the company internship supervisor and school tutor

LEARNING OBJECTIVES ADDRESSED

- Get a real management experience - management whatever the sector of activity; sales, B to B or B to C, marketing, or financial mission in France or abroad.
- Use the lessons of the first two years in the continuity or not of the School project.

Goals	1	2	3	4	5	6
Objectives	11	21	31	41	51	61
	12	22	32	42	52	62

ASSESSMENT METHODS

Inclass Assessment: 0% Duration: /

Oral <input type="checkbox"/>	Report <input type="checkbox"/>	Written <input type="checkbox"/>
		Tick if MCQ <input type="checkbox"/>

Final Exam: 100%

Oral <input type="checkbox"/>	Report <input checked="" type="checkbox"/>	Written <input type="checkbox"/> 2h mandatory
		Tick if MCQ <input type="checkbox"/>

Additional information: Evaluation of the internship report (about 30 pages) and evaluation completed by the internship supervisor (evaluation sheet of the work done).

REFERENCES

Management internship booklet on www.MyICN.fr



2nd semester

TU 6: Management

International negotiation

International week

Seminar: managers as creative thinkers

PROGRAM		YEAR		
ICN Bachelor		3		
TITLE		SEMESTER		
International Negotiation		2		
LEADER	TEACHER	CREDITS	VOLUME	LANGUAGE
DELOFFRE Guy	DELOFFRE Guy	2 ECTS	20h	ENG

COURSE DESCRIPTION AND CONTENT

This module supplies information about negotiation, international contract negotiation and international issues in international trade.

- The field of negotiation & international negotiation; strategies, games.
- Concepts, definitions, players, models in negotiation and contract negotiation.
- Models in international & intercultural business negotiation.
- Phases in negotiation and tactics: principled negotiation, arguments, dispute resolution and problem solving techniques.
- Dirty tricks & tricky tactics in international negotiation.

TEACHING METHODS

- Formal course and presentations (in class)
- Practical cases and simulations (in class)
- Papers, written reports and presentations in group (outside & in class)
- Evaluation is done through a group research with: subject, written paper and oral presentation in class.

LEARNING OBJECTIVES ADDRESSED

- Graduates specialize in sales techniques, particularly in Sales Negotiations.

DD/RSE	< à 20%
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Goals	1	2	3	4	5	6
Objectives	11	21	31	41	51	61
	12	22	32	42	52	62

ASSESSMENT METHODS

Inclass Assessment: 50% Duration: /

Oral <input type="checkbox"/>	Report <input checked="" type="checkbox"/>	Written <input checked="" type="checkbox"/> ----- Tick if MCQ <input type="checkbox"/>
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Final Exam: 50% Duration: /

Oral <input checked="" type="checkbox"/>	Report <input checked="" type="checkbox"/>	Written <input type="checkbox"/> 2h mandatory ----- Tick if MCQ <input type="checkbox"/>
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Additional information:

Continuous assessment: written reports & presentations, following some cases in class.

Final exam: group assignment with a written paper and an oral presentation in front of the class.

REFERENCES (ALL AVAILABLE IN ICN LIBRARY)

- Carrell, M. ; Heavrin, Ch. : Negotiating Essentials, Theory, Skills and Practices, Pearson Prentice Hall, Upper Saddle River, 2008.
- Fisher, R. ; Ury, W. (1981) : Getting to Yes, Houghton Mifflin Company, Boston, MA (1981-1991).
- Gesteland, R. : Cross-Cultural Business Behavior: Marketing, Negotiating and Managing Across Cultures. Copenhagen, Denmark: Copenhagen Business School Press, 1999.
- MORAN, Robert T; STRIPP, William G: Successful international business negotiations, Gulf publishing, Houston, 1991.

PROGRAM		YEAR		
ICN Bachelor		3		
TITLE		SEMESTER		
International Week		2		
LEADER	TEACHER	CREDITS	VOLUME	LANGUAGE
BOUTIN Frédérique	Visiting professors	2 ECTS	20h	FR/ENG/SPA

COURSE DESCRIPTION AND CONTENT

The objective of this week is to offer students Marketing, Management, Finance, etc... courses taught in different languages: French, English, and/or Spanish. All courses are taught by visiting professors from our international partner universities or potential ones. These seminars are 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 and international students coming from the Bachelor program (2nd and 3rd years) from Nancy, Metz, Nurnberg campuses.

TEACHING METHODS

The courses are different each year. A list of the visiting professors and the subjects of their classes will be published in February 2019. The international week will take place from March 11th to 15th, 2019 in the Nancy campus. This week is fully integrated into the syllabus of Bachelor program's second and third year students. The students must choose several of these seminar courses and obtain credits.

LEARNING OBJECTIVES ADDRESSED

- Graduates are able to communicate effectively in a second language (French, Spanish, English, etc..).
- Graduates understand cross cultural strengths and weaknesses and how to manage them.
- Graduates understand the different approaches to management topics: Marketing, Finance, Retailing, Selling, Ethics, etc...)

DD/RSE de 60 à 80%

Goals	1	2	3	4	5	6
Objectives	11	21	31	41	51	61
	12	22	32	42	52	62

ASSESSMENT METHODS

Inclass Assessment: 50% Duration: /

Oral ■	Report □	Written □ ----- Tick if MCQ □
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Final Exam: 50% Duration: /

Oral □	Report ■	Written □ ----- Tick if MCQ □
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Additional information: The international week is a requirement for students and they are required to take 4 days of classes during the week. Each course has an examination. Lecture, cases studies, class work, exercises and discussions.

REFERENCES

N/A

PROGRAM		YEAR		
ICN Bachelor		3		
TITLE		SEMESTER		
Seminar: Managers as Creative Thinkers		2		
LEADER	TEACHER	CREDITS	VOLUME	LANGUAGE
TOSELLO Alexandra	International Professors and ICN Faculty	2 ECTS	20h	ENG

COURSE DESCRIPTION AND CONTENT

4 mandatory workshops focused on Managers as Creative Thinkers and International Business which gives students a group experience outside the School for the entire Class with workshops focusing on current events and Creativity Management topics. Sporting activities. Equivalent to an Integration Week for students arriving at the beginning of the 2nd semester.

TEACHING METHODS

This is a seminar linked to creative thinking. For one week, more than 100 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

The seminar is located in one of the most famous ski areas in the Alps.

LEARNING OBJECTIVES ADDRESSED

- Graduates are able to manage effectively while understanding innovation and creativity processes.
- Graduates are able to develop close working relationships with people from other cultures and backgrounds.

Goals	1	2	3	4	5	6	
Objectives	11	21	31	41	51	61	DD/RSE < à 20%
	12	22	32	42	52	62	

ASSESSMENT METHODS

Inclass Assessment: 50% Duration: /

Oral <input checked="" type="checkbox"/>	Report <input type="checkbox"/>	Written <input type="checkbox"/>
Tick if MCQ <input type="checkbox"/>		

Final Exam: 50% Duration: /

Oral <input type="checkbox"/>	Report <input checked="" type="checkbox"/>	Written <input type="checkbox"/>
Tick if MCQ <input type="checkbox"/>		

Additional information:

Workshops include lectures, group work, discussions, case studies, etc.

Written report and class participation. 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.

REFERENCES

N/A/



TU 7: Economic and legal environment

Knowledge management

New global geopolitical challenges

Doing business with European countries and people

PROGRAM		YEAR		
ICN Bachelor		3		
TITLE		SEMESTER		
Knowledge Management		2		
LEADER	TEACHER	CREDITS	VOLUME	LANGUAGE
STALLA-BOURDILLON Christophe	STALLA-BOURDILLON Christophe	2 ECTS	20h	ENG

COURSE DESCRIPTION AND CONTENT

Competitive intelligence is the action of defining, gathering, analyzing, and distributing intelligence about products, customers, competitors, and any aspect of the environment needed to support executives and managers making strategic decisions for an organization.

Competitive intelligence essentially means investigating, understanding and learning what's happening in the world outside your business so one can be as competitive as possible. It means learning as much as possible—as soon as possible—about one's industry in general, one's competitors, or even one's county's particular zoning rules. In short, it empowers you to anticipate and face challenges head on.

Key points of this definition:

1. Competitive intelligence is an ethical and legal business practice, as opposed to industrial espionage, which is illegal.
2. The focus is on the external business environment
3. There is a process involved in gathering information, converting it into intelligence, and then utilizing this in business decision making.

1. Explaining the KM concept, being more specific about its boundaries and ethic limits, and then explaining the way this concept has been introduced in France and in foreign countries, in governments and in firms since the fall of the Wall.
2. Providing students with on the one hand a method, key tools, frames of reference to put KM into practice, with on the other hand explicit ethic rules and occupational contacts to enable them to take the best from KM contribution.
3. Putting students in situation through real, sometimes "borderline" scenarios, always close to actual experience.
4. Improving students' overall awareness and maturity level without decreasing their deep motivation to have a job in firms.

TEACHING METHODS

Lectures + case studies + debates

Lectures with both a deductive approach (*concept / top-down*) and an inductive approach (*terrain / bottom-up*), always accompanied with personal lessons learned.

LEARNING OBJECTIVES ADDRESSED

The course is organized around the six KM key pillars:

1. UNDERSTANDING AND INVESTIGATING (economic and financial environments that are highly competitive, global, more and more sophisticated and mafia-like in order to supply decision-makers' strategic thinking, and support action);
2. ANTICIPATING (in order to be better adaptable) ;
3. INFLUENCING (the various environments in order to better shape and control them) ;
4. SPOTTING BUSINESS AND INVESTMENT OPPORTUNITIES (innovation, mergers, customers, markets...);
5. PROTECTING ONESELF AGAINST THE MOST SERIOUS HAZARDS (accidental disasters and threats) ;
6. MONITORING THE CONQUEST OF ONE'S FUTURE (in order to become master of one's own fate).

DD/RSE	< à 20%
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Goals	1	2	3	4	5	6
Objectives	11	21	31	41	51	61
	12	22	32	42	52	62

ASSESSMENT METHODS

Inclass Assessment: 100% Duration: /

Oral <input checked="" type="checkbox"/>	Report <input checked="" type="checkbox"/>	Written <input type="checkbox"/>
		Tick if MCQ <input type="checkbox"/>

Final Exam: 0% Duration: /

Oral <input type="checkbox"/>	Report <input type="checkbox"/>	Written <input type="checkbox"/>
		Tick if MCQ <input type="checkbox"/>

Students will be required to make group lectures (with 6 students) in the form of slideshows (7 slides / 15 minutes) or videos (from 7 to 12 minutes) during the whole session (one briefing per student).

REFERENCES

- 1998, Competitive Intelligence: How to Gather, Analyze, and Use Information to Move Your Business to the Top, Larry Kahaner.
- 1998, Competitive Strategy: Techniques for Analyzing Industries and Competitors, Michael E. Porter.
- 2006, L'intelligence économique : la comprendre, l'implanter, l'utiliser, François Jakobiak.
- 2006, Pratique de la veille technologique, François Jakobiak.
- 2005, Intelligence Economique et Entreprise: comprendre son environnement pour agir, Jean-Marc Beignon.
- 2005, Competitive intelligence: gathering, analysing, and putting it to work, Christopher Murphy.

PROGRAM		YEAR		
ICN Bachelor		3		
TITLE		SEMESTER		
New Global Geopolitical Challenges		2		
LEADER	TEACHER	CREDITS	VOLUME	LANGUAGE
MELNIK Alexandre	MELNIK Alexandre	2 ECTS	20h	ENG

COURSE DESCRIPTION AND CONTENT

I. Theoretical tools of the geostrategy:

- Glossary of key words.
- Genesis and historical background of the previous Globalizations.
- Key references of the Globalization of the XXI century.

II. Focus of synthesis on the Driving Forces and New Global Responsible Stakeholders of the ongoing Globalization: US, Europe, BRIC: strong points vs. weak points.

III. Place and role of every student, as a future Global Decision Maker, in the new international context of the beginning of the XXI century : winning managerial approach

TEACHING METHODS

- Top priority given to the ability of synthesis (vs ability of analysis) in order to set up better visibility of the international situation.
- Interactivity, general culture, individual motivation and intellectual curiosity.
- Open-minded discussion in class.

LEARNING OBJECTIVES ADDRESSED

- To propose to students a Global Panorama of the World in its historical evolution, today's situation and projection into future.
- To identify and respond to the key global and multicultural Challenges and Change Actors of the Globalization of the XXI century.
- To focus on the development and identify new business opportunities of the Global Responsible Stakeholders (Poles of Excellence) of the ongoing Globalization: US, EU, BRIC, etc.
- New winning approach for a Global Decision Maker in the new Global international context of the XXI century.
- To be very open to other culture and civilization

Goals	1	2	3	4	5	6
Objectives	11	21	31	41	51	61
	12	22	32	42	52	62

DD/RSE	< à 20%
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ASSESSMENT METHODS

Inclass Assessment: 50% Duration: 2h

Oral <input type="checkbox"/>	Report <input checked="" type="checkbox"/>	Written ■ ----- Tick if MCQ <input type="checkbox"/>
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Final Exam: 50% Duration: 2h

Oral <input type="checkbox"/>	Report <input type="checkbox"/>	Written ■ ----- Tick if MCQ <input checked="" type="checkbox"/>
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Additional information: inclass assessment is a note of synthesis devoted to a key challenge of the Globalization of the XXI century, in correlation with the course's content.

REFERENCES

Francis Fukuyama "The End of the History" . The origins of political order"
 Samuel Huntington "The Clash of Civilizations".
 Samuel Huntington "Who are We" (The Challenges to America's National Identity).
 Thomas Friedman "The World is Flat".
 Fareed Zakaria " The Post-American World".
 Dominique Moisi « Geopolitics of emotions ».

PROGRAM		YEAR		
ICN Bachelor		3		
TITLE		SEMESTER		
Doing business with European countries and people		2		
LEADER	TEACHER	CREDITS	VOLUME	LANGUAGE
FIORI-KHAYAT Coralie	SPRECHER David	2 ECTS	20h	ENG

COURSE DESCRIPTION AND CONTENT

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

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 including Horizon 2020
- 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.

LEARNING OBJECTIVES ADDRESSED

- Development of analytical skills regarding the structuration of major European projects.
- Integration of the tools to look for suitable European public and private funding possibilities.
- Analysis of contracts: understanding them, drafting them and negotiating them in a pluricultural environment.

DD/RSE	< à 20%
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Goals	1	2	3	4	5	6
Objectives	11	21	31	41	51	61
	12	22	32	42	52	62

ASSESSMENT METHODS

Inclass Assessment: 50% Duration: /

Oral ■	Report □	Written □ ----- Tick if MCQ □
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Final Exam: 50%

Oral ■	Report ■	Written □ 2h mandatory ----- Tick if MCQ □
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Additional information:

- Inclass assessment: attendance to classes and class active participation 50%
- Final exam: individual participation to final workshop and group written essay (collective grade) 50%

REFERENCES

A reading list will be posted on the class website (accessible via MyICN) at the beginning of the semester and a series of practical documents will be made available on the website. The list includes up to date European programs and European legislation. In addition a set of contractual documents including a NDA, a MOU and a final contract are given to each student.



TU 8: Finance and control

Corporate finance

International finance

Management control

PROGRAM		YEAR																						
ICN Bachelor		3																						
TITLE		SEMESTER																						
Corporate Finance		2																						
LEADER	TEACHER	CREDITS	VOLUME	LANGUAGE																				
JACOB LEAL Sandrine	JACOB LEAL Sandrine	2 ECTS	20h	ENG																				
COURSE DESCRIPTION AND CONTENT																								
<p>The aim of this course is to enable students, as future managers, to better understand how major financial decisions, which will necessarily affect the departments in which they will work (Human Resources, Marketing, etc.), are made. The course presents the main concepts and tools of corporate finance, including:</p> <ul style="list-style-type: none"> Financial statement analysis Investment decisions Financing decisions 																								
TEACHING METHODS																								
<p>The teaching consists in:</p> <ul style="list-style-type: none"> Lectures where the main concepts and tools are introduced; Interactive tutorials where students will apply their knowledge and practice through exercises and case studies. 																								
LEARNING OBJECTIVES ADDRESSED																								
<ul style="list-style-type: none"> Graduates demonstrate competence in Corporate Finance. Graduates demonstrate professional behaviour, taking responsible and sound investment and financing decisions. Graduates demonstrate the ability to work with others. 																								
DD/RSE		< à 20%																						
		<table border="1"> <thead> <tr> <th>Goals</th> <th>1</th> <th>2</th> <th>3</th> <th>4</th> <th>5</th> <th>6</th> </tr> </thead> <tbody> <tr> <td rowspan="2">Objectives</td> <td>11</td> <td>21</td> <td>31</td> <td>41</td> <td>51</td> <td>61</td> </tr> <tr> <td>12</td> <td>22</td> <td>32</td> <td>42</td> <td>52</td> <td>62</td> </tr> </tbody> </table>			Goals	1	2	3	4	5	6	Objectives	11	21	31	41	51	61	12	22	32	42	52	62
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Objectives	11	21	31	41	51	61																		
	12	22	32	42	52	62																		
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<u>Additional information:</u> Inclass/continuous assessment consists in data and case study analysis and class participation.																								
REFERENCES																								
<p>Marney J.P. and Tarbert H. (2011) <i>Corporate Finance for Business</i>, Oxford Atrill P. (2012) <i>Financial Management for Decision Makers</i>, 6th edition, Pearson Berk J., DeMarzo P. and Harford J. (2012) <i>Fundamentals of Corporate Finance</i>, 2nd edition, Pearson Brigham E. F. and Ehrhardt M. C. (2002) <i>Financial Management Theory and Practice</i>, 10th edition, South-Western</p>																								

PROGRAM		YEAR		
ICN Bachelor		3		
TITLE		SEMESTER		
International finance		2		
LEADER	TEACHER	CREDITS	VOLUME	LANGUAGE
PAULET Elisabeth	PAULET Elisabeth / RELANO Francesc	2 ECTS	20h	ENG

COURSE DESCRIPTION AND CONTENT

This module gives students a basic understanding of the institutional and theoretical basics of the global financial environment. Apart from that, the module covers differences between national and international financial management and the necessity for an international financial management as well as markets imperfections as a rationale for the existence of multinational firms.

Upon successful completion of this module the students should be able to:

- Explain the organization of the Foreign Exchange market,
- Manage a position on the international financial markets,
- Manage financial risk.

In detail, the module deals with foreign exchange theory and foreign exchange markets. Moreover, the module covers topics such as financing global firms and foreign investment decisions. In addition, we deal with exercises, and case studies, which apply concepts to situations that managers of multinational firms may face. As a consequence, the practical application is also emphasized.

The following topics are dealt with:

- Global financial environment, especially current multinational challenges and the global economy, the international monetary system, and the balance of payments.
- Foreign exchange theory and markets, especially the foreign exchange market, international parity conditions as well as foreign currency derivatives.
- Foreign exchange exposure, especially foreign exchange rate determination and forecasting.

TEACHING METHODS

Teaching will combine interactive lectures, accompanied by PowerPoint presentations, case studies and exercises.

LEARNING OBJECTIVES ADDRESSED

At the end of the module the students should be able to explain and understand the institutional and theoretical basics of the global financial environment. Moreover, they should be able to manage financial risk in an international context.

DD/RSE	< à 20%
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Goals	1	2	3	4	5	6
Objectives	11	21	31	41	51	61
	12	22	32	42	52	62

ASSESSMENT METHODS

Inclass Assessment: 50% Duration: 1h

Oral ■	Report ■	Written ■ ----- Tick if MCQ □
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Final Exam: 50% Duration: 2h

Oral □	Report □	Written ■ ----- Tick if MCQ ■
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Additional information: /

REFERENCES

EITEMAN D. K., STONEHILL A. I., MOFFETT M. H., Multinational Business Finance, 13/E, Pearson Education, 2013.
 KRUGMAN, P., OBSTFELD, M. and MELITZ, M. International Finance: Theory and Policy, Pearson Series on Economics, 2014

PROGRAM		YEAR		
ICN Bachelor		3		
TITLE		SEMESTER		
Management control		2		
LEADER	TEACHER	CREDITS	VOLUME	LANGUAGE
EBERHARDT-TOTH Edina	EBERHARDT-TOTH Edina	2 ECTS	20h	ENG

COURSE DESCRIPTION AND CONTENT

This module will give students a basic understanding of management control systems and performance issues. Specific topics such as the budgetary process will be covered in detail.

TEACHING METHODS

Teaching will combine interactive lectures, accompanied by powerpoint presentations and exercises.

LEARNING OBJECTIVES ADDRESSED

Upon successful completion of this module the students should be able to demonstrate understanding of the management control fundamentals.

DD/RSE	de 20 à 40%
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Goals	1	2	3	4	5	6
Objectives	11	21	31	41	51	61
	12	22	32	42	52	62

ASSESSMENT METHODS

Inclass Assessment: 50% Duration: 1h

Oral <input type="checkbox"/>	Report <input type="checkbox"/>	Written ■
		Tick if MCQ ■

Final Exam: 50% Duration : 2h

Oral <input type="checkbox"/>	Report <input type="checkbox"/>	Written ■
		Tick if MCQ ■

Additional information: The duration of inclass assessment is 1h and of final exam is 2h. However, each will count for 50% of the total mark. No documents allowed during assessments, ICN calculators will be provided.

REFERENCES

Non-obligatory reference:

Bhimani, Horngren, Datar & Rajan, Management and Cost Accounting, 5/E, Pearson Education, 2012.



TU 9: Marketing

International marketing

Marketing business game

Corporate communication

PROGRAM		YEAR		
ICN Bachelor		3		
TITLE		SEMESTER		
International marketing		2		
LEADER	TEACHER	CREDITS	VOLUME	LANGUAGE
Olivier MESLY	KRISHNAN Krish	2 ECTS	20h	ENG

COURSE DESCRIPTION AND CONTENT

This course is an introduction to the problems associated with managing marketing operations in international companies. It introduces students to organization, principles, policies, procedures, ethics, and techniques used in efficient and effective marketing of products and supplies by business and industry in international marketing. It provides students with concepts and ideas for solving business problems dealing with international marketing. Topics include trends in globalization and impact on international marketing practice, international market entry strategies, specific issues dealing with product, price, promotion and distribution issues in international marketing new emerging markets in Asia and Latin America. Case studies in international marketing will be used to emphasize decision making in a global marketing setting.

TEACHING METHODS

Lectures, Video Cases, International Marketing Group Exercises.

LEARNING OBJECTIVES ADDRESSED

- To gain an understanding of the theoretical framework of the international marketing process and strategies.
- To learn and acquire skills in strategic, tactical and operational decision making about expansion into foreign markets.
- 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 differences in product / price / promotion / distribution tools that can be used when marketing products on an international market.

DD/RSE	< à 20%
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Goals	1	2	3	4	5	6
Objectives	11	21	31	41	51	61
	12	22	32	42	52	62

ASSESSMENT METHODS

Inclass Assessment: 50%

Oral <input type="checkbox"/>	Report <input checked="" type="checkbox"/>	Written <input type="checkbox"/> ----- Tick if MCQ <input type="checkbox"/>
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Final Exam: 50% Duration: 2h

Oral <input type="checkbox"/>	Report <input type="checkbox"/>	Written <input checked="" type="checkbox"/> ----- Tick if MCQ <input type="checkbox"/>
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Additional information: /

REFERENCES

Cateora, Gilly, Graham: "International Marketing", 15th Edition, McGraw-Hill, 2010.

PROGRAM		YEAR		
ICN Bachelor		3		
TITLE		SEMESTER		
Marketing Business Game		2		
LEADER	TEACHER	CREDITS	VOLUME	LANGUAGE
JOHANSEN Winni	JOHANSEN Winni / FRANDBSEN Finn	2 ECTS	20h	ENG

COURSE DESCRIPTION AND 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 (such as product branding, relationship marketing, experiential marketing, tribal marketing, retro marketing and ethical marketing, etc.)

TEACHING METHODS

The course will be interactive with lectures (including exercises) being followed by discussions and personal reflections. The course will also include a "business game" where students in groups will represent French or international companies that have to compete with each other making use of the theories and models presented and discussed in relation to the lecturers

LEARNING OBJECTIVES ADDRESSED

- Be able to understand the important changes concerning consumption, marketing and society, which have taken place during the last decade or so (such as the rise of the experience economy, hypermodernity, responsible consumers, risk 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

DD/RSE	de 20 à 40%
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Goals	1	2	3	4	5	6
Objectives	11	21	31	41	51	61
	12	22	32	42	52	62

ASSESSMENT METHODS

Inclass Assessment: 50% Duration: /

Oral ■	Report □	Written □ ----- Tick if MCQ □
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Final Exam: 50% Duration: /

Oral ■	Report ■	Written □ ----- Tick if MCQ □
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Additional information: Active class participation, report and oral presentation (including Power Point slides). All groups present their results (their products and businesses during a six hours day: presence is obligatory throughout the whole day)

REFERENCES

The course is based on a selection of academic texts (all in English) that will be distributed to the students prior/beginning of the course

PROGRAM		YEAR		
ICN Bachelor		3		
TITLE		SEMESTER		
Corporate communication		2		
LEADER	TEACHER	CREDITS	VOLUME	LANGUAGE
FRANSEN Finn	JOHANSEN Winni / FRANSEN Finn	2 ECTS	20h	ENG

COURSE DESCRIPTION AND CONTENT

The course covers various topics within the field of corporate communication: corporate branding, stakeholder management, media management, change communication and crisis communication.

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
- follow the important evolution from product branding to corporate branding: who is behind the product?
- introduce a stakeholder approach (relationship management) to strategic communication
- work with various strategic aspects of the branding process: which branding strategy to choose?
- understand the challenges when communicating changes and new strategies to employees and customers
- understand the role of the media for reputation and crisis management

TEACHING METHODS

Lectures, case studies, work in small teams, personal reflections, exercises, etc.

LEARNING OBJECTIVES ADDRESSED

After completion of this course, the students should be able to:

- Understand the importance of creating a favorable corporate image and/or reputation among both internal and external stakeholders
- Work strategically with the communication of a private company in various ways

DD/RSE	de 20 à 40%
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Goals	1	2	3	4	5	6
Objectives	11	21	31	41	51	61
	12	22	32	42	52	62

ASSESSMENT METHODS

Inclass Assessment: 50% Duration: /

Oral ■	Report □	Written □ ----- Tick if MCQ □
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Final Exam: 50% Duration: /

Oral □	Report ■	Written □ ----- Tick if MCQ □
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Additional information: Active class participation, including discussions, exercises and workshops, followed by a home assignment having the form of a report elaborated in groups – related to the topics and workshops of the course. The final grade will be affected by a peer evaluation.

REFERENCES

Cornelissen, J. (2014). *Corporate Communication: A Guide to Theory and Practice*. London: Sage Publications. Third edition.

Frandsen, F., & Johansen, W. (2014). Corporate communication. In V. Bhatia & S. Bremner (Eds.), *The Routledge Handbook of Language and Professional Communication*. London: Routledge.



TU 10: French, European and international cultures

Cycle of conferences 2

French language course 2

French Culture and French Civilization 2

PROGRAM		YEAR		
ICN Bachelor		3		
TITLE		SEMESTER		
Cycle of Conferences 2		2		
LEADER	TEACHER	CREDITS	VOLUME	LANGUAGE
TOSELLO Alexandra	International lecturers	2 ECTS	20h	ENG

COURSE DESCRIPTION AND CONTENT

The cycle of conferences supplements the core academic modules and lectures. It is designed as follows: conferences taught by international guest speakers.

The conferences focus on many different subjects in line with the curriculum. They highlight varied branches such as the economy, society, culture....

Please note that this module is an integral part of the program and that participation in all the conferences is compulsory.

TEACHING METHODS

Conferences in lecture halls.

LEARNING OBJECTIVES ADDRESSED

- To give international and French students the opportunity to open their horizons by discovering other countries by different angles such as the economy, society, culture....
- To allow students to see things and analyze them from a wide range of perspectives.
- To permit them to enrich their international culture and mind sight while enhancing their cross-cultural awareness.

DD/RSE	de 20 à 40%
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Goals	1	2	3	4	5	6
Objectives	11	21	31	41	51	61
	12	22	32	42	52	62

ASSESSMENT METHODS

Inclass Assessment: 0% Duration: /

Oral <input type="checkbox"/>	Report <input type="checkbox"/>	Written <input type="checkbox"/> ----- Tick if MCQ <input type="checkbox"/>
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Final Exam: 100% Duration: /

Oral <input type="checkbox"/>	Report <input checked="" type="checkbox"/>	Written <input type="checkbox"/> ----- Tick if MCQ <input type="checkbox"/>
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Additional information:

Students will synthesize each conference in a dossier which they will present as follows:

- A one page introduction. (presenting the lecturers...)
- A 2-page account of each conference. (summary + analysis)
- A one page conclusion. (stepping back making recommendations).

This report will be implemented in groups of 4 students.

REFERENCES

N/A

PROGRAM		YEAR		
ICN Bachelor		3		
TITLE		SEMESTER		
French language course - Beginner		2		
LEADER	TEACHER	CREDITS	VOLUME	LANGUAGE
KACED Malika	SAND Fabrice / PELLETIER Catherine / RUELLE Laëtitia	2 ECTS	20h	ENG/FR

COURSE DESCRIPTION AND CONTENT

- Greetings and introductions.
- Nouns and numbers.
- Time and date.
- Family.
- Meals.
- Weather and temperature.
- Shopping.
- Travel and holidays.
- Professions.
- At home / going out.
- Body and health.

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”.

LEARNING OBJECTIVES ADDRESSED

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 vocabulary.
- Practice every day French parlance.

DD/RSE	< à 20%
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Goals	1	2	3	4	5	6
Objectives	11	21	31	41	51	61
	12	22	32	42	52	62

ASSESSMENT METHODS

Inclass Assessment: 50% Duration: /

Oral ■	Report □	Written ■ ----- Tick if MCQ □
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Final Exam: 50% Duration: 1h30

Oral □	Report □	Written ■ ----- Tick if MCQ □
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Additional information: The classes are interspersed with oral and written assignments within the framework of continuous assessment.

REFERENCES

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...).

PROGRAM		YEAR		
ICN Bachelor		3		
TITLE		SEMESTER		
French language course - Intermediate		2		
LEADER	TEACHER	CREDITS	VOLUME	LANGUAGE
KACED Malika	PREVOT-COLACO Linda	2 ECTS	20h	ENG/FR

COURSE DESCRIPTION AND CONTENT

Oral comprehension / written comprehension / oral expression / written expression:

- Understanding French humour (jokes, expressions and sketches).
- Describing one's family, other people, conditions of life, and professional training.
- Communicating at the supermarket, at the doctor's, at the post office, at the train station and at restaurants.
- Understanding menus, train and bus schedules, short-letters, and commercials.
- Writing letters.
- Exchanging information.
- Describing the plot of a film and analyzing its contents.
- Telling a story.
- Expressing one's opinion.
- Expressing one's feeling.

TEACHING METHODS

- Teaching following the C.E.C.R. guideline.
- Employment of authentic material.
- Employment of audio, visual and textual materials.
- Cognitive tools.

LEARNING OBJECTIVES ADDRESSED

Linguistic objectives:

- Format, standard and colloquial vocabulary.
- Numbers, directions, pronouns and adjectives.
- Interrogation, negation and comparison.
- Idiomatic expressions.
- Present tense, imperative, simple future, future tense, present perfect, imperfect, present conditional and present subjunctive.
- Phonetics.

DD/RSE	< à 20%
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Goals	1	2	3	4	5	6
Objectives	11	21	31	41	51	61
	12	22	32	42	52	62

ASSESSMENT METHODS

Inclass Assessment: 50% Duration: /

Oral ■	Report □	Written ■ ----- Tick if MCQ □
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Final Exam: 50% Duration: 1h30

Oral □	Report □	Written ■ ----- Tick if MCQ □
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Additional information: The classes are interspersed with oral and written assignment within the framework of continuous assessment.

REFERENCES

No particular textbooks are required.

PROGRAM		YEAR		
ICN Bachelor		3		
TITLE		SEMESTER		
French Language Course – Advanced		2		
LEADER	TEACHER	CREDITS	VOLUME	LANGUAGE
KACED Malika	GUILLOT Anne-Cecile	2 ECTS	20h	ENG/FR

COURSE DESCRIPTION AND CONTENT

WRITTEN AND ORAL FRENCH WORKSHOPS

Semester 2 is a continuum of semester 1 in that the grammar aspects seen previously will not be treated again in order to favour more interactive oral exercises and individual written expression.

TEACHING METHODS

Emphasis put on grammar overview and communication workshops.

LEARNING OBJECTIVES ADDRESSED

Speaking/listening:

Initiate and maintain extended conversation on unfamiliar topics, though may need to use circumlocution or other strategies to express ideas.

Reading/writing:

Write summaries of factual texts and literary works.

Read and understand short texts from a variety of different genres.

Make connections between characters, motives, actions and ideas presented in a literary text.

Speaking/writing:

Express differences between real and hypothetical people/places/things/ideas/events.

React to and express a variety of complex emotions generally recognize and correct errors when they lead to misunderstandings.

Express complex temporal/spatial relationships.

Follow extended formal and informal speech.

DD/RSE	< à 20%
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Goals	1	2	3	4	5	6
Objectives	11	21	31	41	51	61
	12	22	32	42	52	62

ASSESSMENT METHODS

Inclass Assessment: 50% Duration: /

Oral <input checked="" type="checkbox"/>	Report <input type="checkbox"/>	Written <input checked="" type="checkbox"/> ----- Tick if MCQ <input type="checkbox"/>
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Final Exam: 50% Duration: 1h30

Oral <input type="checkbox"/>	Report <input type="checkbox"/>	Written <input checked="" type="checkbox"/> ----- Tick if MCQ <input type="checkbox"/>
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Additional information: The classes are interspersed with oral and written assignments within the framework of continuous assignment.

REFERENCES

No particular textbooks are required. Course materials are adapted to the different situations and authentic (newspaper articles, video, TV...).

PROGRAM		YEAR		
ICN Bachelor		3		
TITLE		SEMESTER		
French culture and French civilization		2		
LEADER	TEACHER	CREDITS	VOLUME	LANGUAGE
KACED Malika	KACED Malika	2 ECTS	20h	ENG

COURSE DESCRIPTION AND CONTENT

Topics will include institutions and society (education, politics, the French Republic and its symbols, media...), essential culture features (French value orientations, beliefs, etiquette, Art de Vivre, the French exception, French polychronism...).

Major events that have contributed to the shaping of the country will be presented and their significance discussed. French current events and contemporary social issues will also be discussed.

During the 1st semester, students will follow the Cinema Cycle, which will consist of an interdisciplinary study of contemporary French society and culture through the medium of films. Its aim is to trace the history of film in France and show the interconnections between artistic expression and the historical and cultural realities of France from the 50s' to the present, with special emphasis on the French New Wave movement with reference to the major French directors (Truffaut, Godard...) and their influential works.

TEACHING METHODS

Teaching methods will include lectures, workshops and other methods appropriate to the subject being taught.

LEARNING OBJECTIVES ADDRESSED

The module is designed to review key aspects of France's society and culture. It covers a large array of topics that relate to French contemporary society and culture in order to expand students' knowledge of the country.

At the end of the course, students will be able to:

- Demonstrate knowledge of French culture and society
- Analyze critically and discuss perceptively aspects of French contemporary culture.
- Demonstrate awareness of various aspects of French social customs.

DD/RSE	< à 20%
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Goals	1	2	3	4	5	6
Objectives	11	21	31	41	51	61
	12	22	32	42	52	62

ASSESSMENT METHODS

Inclass Assessment: 50% Duration: /

Oral <input type="checkbox"/>	Report <input checked="" type="checkbox"/>	Written <input type="checkbox"/> ----- Tick if MCQ <input type="checkbox"/>
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Final Exam: 50% Duration: 2h

Oral <input type="checkbox"/>	Report <input type="checkbox"/>	Written <input checked="" type="checkbox"/> ----- Tick if MCQ <input type="checkbox"/>
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Additional information: /

REFERENCES

BERNSTEIN, Richard, Fragile Glory-A Portrait of France and the French, Plume, New York, 1990.
 JACK, Andrew, The French Exception-France: Still so Special? Profile, London, 1998.
 MAYLE, Peter, French Lessons, Alfred Kopf, New York, 2001.



TU 11: Bachelor thesis

Bachelor thesis

PROGRAM		YEAR		
ICN Bachelor		3		
TITLE		SEMESTER		
Bachelor thesis		2		
LEADER	TEACHER	CREDITS	VOLUME	LANGUAGE
KHELLADI Insaf	KHELLADI Insaf +supervisors	4 ECTS	2h	ENG

COURSE DESCRIPTION AND CONTENT

Students enrolled in the Bachelor Business Administration (BBA) full-time program are required to validate the BBA final dissertation module. They will have to write a final paper on a management issue, and present it during an oral defense.

The final dissertation will be prepared, written and presented in groups of **4 students**. Students will get a mandatory research methodology course before starting their dissertation.

Each group will be attributed a supervisor to receive valuable guidance throughout the research and writing phases.

Students will deliver a final paper of about 45 to 50 pages (excluding the appendices), and prepare a 25-minute oral presentation.

TEACHING METHODS

Prior starting the dissertation, students will attend a research methodology course in order to grasp the key elements related to the research process (i.e. formulating a research question, searching information through databases, building a literature review, applying qualitative and quantitative methodologies).

The research methodology course will be the opportunity for the students to form their groups and prepare their dissertation proposal to be appraised and validated by the course' instructor.

Afterwards, groups will start working on their final dissertation in an autonomous manner while benefiting from the guidance of a dedicated supervisor.

Finally, because the thesis is part of the BBA program that highly emphasizes the international dimension of the learning experience, **students are strongly advised to form groups with various international profiles and origins, and as such, avoid choosing only compatriots.**

LEARNING OBJECTIVES ADDRESSED

The BBA final dissertation allows students to demonstrate their ability to:

- Understand a topic or a phenomenon related to a managerial issue
- Identify and formulate one research question related to the topic or the phenomenon under analysis
- Apply data collection and analysis methodologies that are consistent with the identified research question
- Cope with the many conflicting and diversified sources of information and identify those relevant to address the research question
- Manage a complete project (from subject identification to the write-up and defense steps), and deal with time and team management issues
- Deliver a consistent and well-structured written paper and an effective oral presentation on a business topic

DD/RSE	< à 20%	Goals	1	2	3	4	5	6
		Objectives	11	21	31	41	51	61
			12	22	32	42	52	62

ASSESSMENT METHODS

Inclass Assessment: 100% Duration: /

Oral ■	Report ■	Written ■ ----- Tick if MCQ □
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Final Exam: 0%

Oral ■	Report ■	Written □ ----- Tick if MCQ □
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Additional information:

The dissertation must follow rigorously the ICN BBA final dissertation guideline (specific cover page, statutory declaration of non-plagiarism and confidentiality, structure, content and layout, bibliography). The final grade will encompass 50% for the written part, 40% for the oral part, and 10% for the follow-up process part. A peer evaluation process (PEF) will be applied to assess the individual commitment within the team work.

REFERENCES

Mandatory reading: ICN Bachelor Business Administration Final Dissertation Guideline – 2018 / 2019.

Additional references will be provided during the research methodology course.