

COURSE CATALOGUE 2019

BA BUSINESS & MARKETING

(English track)



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INTRODUCTION TO THE FRENCH EDUCATION SYSTEM

How does the education system work in France?

The French system might be different than the one in your home institution.

We value the time spent with the teacher and the knowledge you can get from him/her and the amount of time spent in class is larger than the time spent working at home.

Our pedagogical aim is for you to learn as much as you can from your professors. This is the reason why the number of hours per course may seem important.

A French student spends approximately 20 hours a week at school during 10 to 12 weeks in order to obtain 30 ECTS credits. The course load at home will not exceed a normal amount of study time.

IDRAC Business School usually recommends exchange students to choose 30 ECTS credits for one semester, with a minimum suggested of 20 ECTS credits. However, students should directly check with their home universities what their requirements are, as they may differ from what IDRAC Business School recommends.

About the grading system

Subjects taught at IDRAC Business School are graded on a 0 (lower grade) to 20 (higher grade) scale. The passing grade for a subject is 10.

It is usually said that in France “20 is for God, 19 is for the King and 18 is for the President, so 17 is the maximum grade a student can attain”....

In practice, grades higher than 15 are very seldom awarded and 14 is considered very good.

IDRAC Business School Grade Distribution

Grades used in institution (from highest to lowest passing grade)*		Percentage of each grade with respect to the total passing grades awarded	Cumulative percentage of passing grades awarded	Equivalent ECTS grade
From	To			
14.5	20	5%	5%	A
14	14.4	10%	15%	B
13	13.9	35%	50%	C
12	12.9	30%	80%	D
10	11.9	20%	100%	E

** based on the analysis of grades from 3 different academic years, at undergraduate and postgraduate levels – during the graduation year only (3rd and 5th)*

Prerequisites

In the following syllabi, prerequisites are mentioned. Please note that these are not compulsory for exchange students.

LIST OF COURSES¹

Code	CCEA 503
Title	Intercultural negotiation
Competence Unit	Develop and implement a sales strategy
Type (compulsory / optional) and cycle (short / 1 st / 2 nd / 3 rd)	Optional, 1 st cycle
Year and semester of study	Year 3, Semester 5 (fall)
Number of ECTS credits allocated	2
Learning outcomes	<ul style="list-style-type: none"> • Acquire the technical conduct of a trade negotiation in B to B areas, and in a French context • Understand by having practiced the key skills of negotiation in intercultural context
Mode of delivery	Face-to-face and group/individual work
Prerequisites and co-requisites (if applicable)	None
Course content	<p>Key Topics for this course are communication, b to b negotiation (sales and purchase negotiation)</p> <p>Important reading BRETT, J. M. (2014), Negotiating Globally: How to Negotiate Deals, Resolve Disputes, and Make Decisions Across Cultural Boundaries, 3rd edition, Jossey-Bass Edition, 320p. CURRY, J. Ed. (2009), A Short Course in International Negotiating, 3rd edition, World Trade Press, 186p.</p>
Recommended or required reading	Recommended reading BRAMS S (2003), Negotiation Games, Routledge, 330p.
Assessment methods and criteria	Written exam (100%)
Language of instruction	English

¹ IDRAC reserves the right to amend the courses in the light of changing circumstances

Code	CLTA 505
Title	Geopolitics of natural resources
Competence Unit	Develop and implement a marketing strategy
Type (compulsory / optional) and cycle (short / 1st / 2nd / 3rd)	Optional, 1 st cycle
Year and semester of study	Year 3, Semester 5 (fall)
Number of ECTS credits allocated	2
Learning outcomes	<ul style="list-style-type: none"> • Understanding the global demand for resources in a competitive world • Understanding complexities in decision making in organizations in the energy sector • Understanding the Stakeholders in the minerals and resources sector and their competing objectives • Understanding social and environmental constraints in the resource poor as well as the resource aplenty worlds
Mode of delivery	Face-to-face
Prerequisites and co-requisites (if applicable)	None
Course content	<p>Economists believe that their field of study is based on understanding the ever changing relationship between Limited Resources and Unlimited wants.</p> <p>Natural resource access is an aspect of Geopolitics that deals directly with this factor of study. It intends introducing the student to how governments and the private sector in the resource industry work together or sometimes against each other for what they believe to be in the best interests of their stakeholders.</p>
Recommended or required reading	<p>Recommended reading</p> <p>Auvinen, J. Y. (1997) "Political Conflict in Less Developed Countries, 1981-89," Journal of Peace Research 34, 177-195.</p> <p>Biermann Frank, Bai Xuemei et al. (2015), Down to Earth: Contextualizing the Anthropocene, Global Environmental Challenge 39 (2016) 341-350 ; Accessed Online May 29th 2018 from https://www.sciencedirect.com/science/article/pii/S0959378015300686</p> <p>Clarke, D. (2010), Empires of Oil :Corporate Oil in Barbarian Worlds. Profile Books, 334p.</p> <p>Collier, P and Hoeffler, A. (1998) "On economic causes of civil war," Oxford Economic Papers 50, 563-573.</p> <p>Cullen S. Hendrix and Marcus Noland (2014), The Economics and Geopolitics of Natural Resource Governance, Peterson Institute for International Economics, Columbia University Press, 188 p.</p> <p>Geopolitics: Globalisation, Empire, Environment and Critique. 18</p> <p>Dalby, S. (2004). Ecological Politics, Violence, and the Theme of Empire, Global Environmental Politics 4(2). 2004. 1-11.</p>

	<p>Dalby, S. (2007). Ecology, Security, and Change in the Anthropocene. <i>Brown Journal of World Affairs</i>. Spring/Summer2007, Vol. 13 Issue 2, p155-164. 10p. (Available on EBSCO Host)</p> <p>Dauvergne, P. (2008) <i>The Shadows of consumption: Consequences for the Global Environment</i>, MIT Press, 176 p.</p> <p>Ernst and Young (2012). <i>Conflict Minerals</i>. Accessed May 30th 2018 from http://www.ey.com/Publication/vwLUAssets/EY_CnflctMinerals/\$FILE/EY_ConflictMinerals.pdf</p>
<p>Assessment methods and criteria</p>	<p>Report (100%)</p>
<p>Language of instruction</p>	<p>English</p>

Code	MKGA 504
Title	Marketing tools
Competence Unit	Develop and implement a marketing strategy
Type (compulsory / optional) and cycle (short / 1st / 2nd / 3rd)	Optional, 1 st cycle
Year and semester of study	Year 3, Semester 5 (fall)
Number of ECTS credits allocated	2
Learning outcomes	Diagnosis and strategy, planning, monitoring, control, product-market couple, targeting Main marketing tools (SWOT, PESTEL, Ansoff, BCG...) Marketing Mix and « 4 P » method Introduction to case study
Mode of delivery	Face-to-face
Prerequisites and co-requisites (if applicable)	CCEA 104, Distribution et merchandising MKGA 107, Marketing : process et environnement MKGA316, Indicateurs commerciaux MKGA312, Bâtir une offre commerciale MKGA 313, Communiquer l'offre
Course content	After a brief introduction of the main marketing concepts and definitions, students will learn how to use marketing tools to analyze markets and firms. They will also use marketing tools to understand and optimize marketing strategy and marketing mix.
Recommended or required reading	Required reading Lendrevie J et Lévy J, (Août 2014), Mercator 11eme édition, Paris, Dunod. Kotler P, Keller K et Manceau D, (2016), Marketing Management, 15ème édition, Paris, Pearson. Lebon, Y., van Laethem, N., Durand-Megret, B. (2012). La boîte à outils du responsable marketing, 2nde édition, Paris, Dunod. Recommended reading Michon, C. (2010). Le marketeur, fondements et nouveautés en marketing, 3ème édition, Paris, Pearson.
Assessment methods and criteria	Market case (100%)
Language of instruction	English

Code	MKGA 511
Title	International Marketing
Competence Unit	Develop and implement a marketing strategy
Type (compulsory / optional) and cycle (short / 1st / 2nd / 3rd)	Optional, 1 st cycle
Year and semester of study	Year 3, Semester 5 (fall)
Number of ECTS credits allocated	2
Learning outcomes	<ul style="list-style-type: none"> • Elaborating a strategy in international marketing • Generating new (or adapting) mix marketing decisions in an international context
Mode of delivery	Face-to-face
Prerequisites and co-requisites (if applicable)	None
Course content	<p>This course completes student training in marketing by extending the national context to a global context. It allows him to realize the importance of foreign markets and the necessity to implement international development and to target markets in foreign countries. Thus, the concepts of strategic marketing and mix marketing are revisited in a comprehensive framework.</p>
Recommended or required reading	<p>Required reading Geri Clarke and Ian Wilson - International Marketing – April 1st, 2009 – Edition #1, 400 pages</p> <p>Recommended reading Philip Kotler, Kevin Lane Keller - Marketing Management – 2016, EDITION # 15, 832 PAGES Michael R. Czinkota and Ilkka A. Ronkainen – INTERNATIONAL MARKETING - AUGUST 13, 2012, EDITION #10, 720 PAGES Philip Cateora, John Graham, Mary Gilly International Marketing – 2015, Edition # 17, 736 pages Zou S. et Fu H. (2011), International marketing: Emerging Markets, Emerald Group Publishing Limited, 321p.</p>
Assessment methods and criteria	Market case (100%)
Language of instruction	English

Code	MKGA 519
Title	Strategic Marketing
Competence Unit	Develop and implement a marketing strategy
Type (compulsory / optional) and cycle (short / 1st / 2nd / 3rd)	Optional, 1 st cycle
Year and semester of study	Year 3, Semester 5 (fall)
Number of ECTS credits allocated	2
Learning outcomes	<ul style="list-style-type: none"> • Elaborating a marketing strategy • Generating new concepts of products or services
Mode of delivery	Face-to-face
Prerequisites and co-requisites (if applicable)	None
Course content	<p>Markets move faster than marketing. Based on rigorous research, this course provides the latest tools, techniques and leading-edge thinking to help students recreate the marketing strategy and mix and retain the competitive edge.</p> <p>Required reading Lambin J-J & Schulling I (2012), market-driven management, 3rd edition, Paris, Ed Dunod, 590p. Proctor T, (2000), Strategic Marketing: an introduction, London, Ed Taylor & Francis, 336p. Gilligan C, Wilson R.M.S, (2009), Strategic Marketing Planning, 2nd edition, London, Ed Taylor & Francis, 552p. Michael R. Solomon, Greg W. Marshall, & Elnora W. Stuart (2016). Marketing: Real People, Real Choices, Pearson, Global edition (8th) pp 27-55; 216-242; 244-22.</p> <p>Recommended reading Mooradian T, Matzler K & Ring L, (2013), Strategic marketing, Pearson New International Edition, 434p.</p>
Recommended or required reading	
Assessment methods and criteria	Written exam (100%)
Language of instruction	English

Code	TPRA 513
Title	International marketing report
Competence Unit	Develop and implement a marketing strategy
Type (compulsory / optional) and cycle (short / 1st / 2nd / 3rd)	Optional, 1 st cycle
Year and semester of study	Year 3, Semester 5 (fall)
Number of ECTS credits allocated	2
Learning outcomes	NA
Mode of delivery	NA
Prerequisites and co-requisites (if applicable)	NA
Course content	NA
Recommended or required reading	NA
Assessment methods and criteria	NA
Language of instruction	English

Code	ORGA 603
Title	Purchasing and supply chain management
Competence Unit	Develop and implement a marketing strategy
Type (compulsory / optional) and cycle (short / 1 st / 2 nd / 3 rd)	Optional, 1 st cycle
Year and semester of study	Year 3, Semester 6 (spring)
Number of ECTS credits allocated	2
Learning outcomes	<ul style="list-style-type: none"> • Knowledge and understanding of the supply chain and its various functions (including Purchasing), their core missions • 360 ° vision of the Purchasing process • To be able to animate the realization of a specification (expression of the need) • Know how to manage a negotiation in a position of buyer • Understand the main levers of Purchasing
Mode of delivery	Face-to-face
Prerequisites and co-requisites (if applicable)	None
Course content	<p>The Supply Chain's mission is to provide the company with the goods and services needed to fulfil customer needs.</p> <p>This module makes it possible to understand its workings and different missions.</p> <p>Purchasing marketing, which analyzes internal needs and external solutions (supplier markets), purchases that sourced the best suppliers to meet the lowest cost customer orders, logistics that manage transport and customs, inventory management and management of the upstream quality.</p>
Recommended or required reading	<p>Required reading</p> <p>Breuzard J.P et Fromentin D. (2011 2nd édition) Gestion pratique de la chaîne logistique, DEMOS</p> <p>Roger Perrotin, François Soulet de Brugière et Jean-Jacques Pasero (2007) Le manuel des achats : Processus, Management, Audit, Eyrolles 424 Pages</p> <p>Canonne S. et Petit P., (2013 2^{ème} édition) La boîte à outils de l'acheteur, Dunod, 192 pages</p> <p>Recommended reading</p> <p>BRUEL O., (2014 4^{ième} édition), Politique d'achat et gestion des approvisionnements : Enjeux, problématiques, organisation, changement, Dunod 336 pages</p> <p>PERSON H., (2008 4^{ème} édition), Guide pratique fonction Achats et approvisionnement en PME, Maxima, 264 pages</p> <p>PETIT P., (2012 2^{ième} édition), Toute la fonction Achats, Dunod, 512 pages</p> <p>La lettre des Achats, revue mensuelle</p> <p>Décisions Achats, revue mensuelle</p>

Assessment methods and criteria	Continuous assessment (100%)
Language of instruction	English

Code	MKGA 601
Title	Services marketing
Competence Unit	Develop and implement a marketing strategy
Type (compulsory / optional) and cycle (short / 1 st / 2 nd / 3 rd)	Optional, 1 st cycle
Year and semester of study	Year 3, Semester 6 (spring)
Number of ECTS credits allocated	2
Learning outcomes	<ul style="list-style-type: none"> • Understanding the specifics of marketing services versus marketing goods • Understanding the importance of the interaction between the customer and the employees • Understanding the key elements of the marketing mix in the Service Industry • Understanding the importance of the quality of service and its measure
Mode of delivery	Face-to-face
Prerequisites and co-requisites (if applicable)	None
Course content	<ul style="list-style-type: none"> • The specifics of the Services: What is a service? The structure of the sector and types of services. Differences between goods and services. Notions of global product and associated services. The service experience: the interaction between customer and employees. • The key elements of Service Marketing: The component of a Service Marketing-mix. Strategies of diversification through services. • Implications of Marketing and Management: The service experience, quality (how to measure it? how to warrantee it?), the customer relationship (employees, recruiting, training, organization...).
Recommended or required reading	LOVELOCK Ch & WIRTZ J., (2012), Services Marketing, 7th ed., Pearson Higher Education, 648 pp LAPERT D & MUNOZ A, (2009), Le marketing des services, Dunod, 126 pp, Chap. 3 & 4
Assessment methods and criteria	Written exam (100%)
Language of instruction	English

Code	STRA 606
Title	Business model
Competence Unit	Develop and implement a marketing strategy
Type (compulsory / optional) and cycle (short / 1 st / 2 nd / 3 rd)	Optional, 1 st cycle
Year and semester of study	Year 3, Semester 6 (spring)
Number of ECTS credits allocated	2
Learning outcomes	<ul style="list-style-type: none"> • Skill#1: Understanding the use of business models • Skill#2: Describing the Business Model of a company by means of the various RCOV matrix • Skill#3: Understanding the limits and the advantages of each matrix • Skill#4: Identifying the strengths and weaknesses of a BM canvas and anticipating the evolution.
Mode of delivery	Face-to-face
Prerequisites and co-requisites (if applicable)	Strategic diagnosis, STRA505 [Bachelor third year].
Course content	<p>During the last two decades, numerous professional and academic studies about the concept of business models have been published. In spite of some confusion concerning terminology, definition and description, the use of this concept continues to grow. The model developed by Osterwaldeer & Pigneur [Business model canvas, 2011] has become a reference, mostly due to its simplicity. Yet, at least two other models offer different approaches to the marketing vision of the business model canvas. the GRP model and its entrepreneurial dimension and the RCOV model with its strategy approach.</p> <p>The course is divided into two parts: the first part, mostly digital, will present the various models and the second part will present the model canvas being applied to a case study and then to a real company.</p>
Recommended or required reading	<p>Recommended reading</p> <p>Lecoq, X & Demil B. 2010. Business model evolution: in search of dynamic consistency. <i>Long range planning</i>, 43, pp. 227-246.</p> <p>Osterwalder, A., & Pigneur, Y. (2010). Business Model Generation: A Handbook for Visionaries, Game Changers, and Challengers, <i>John Wiley & Sons</i>, 288 pages. 5</p> <p>Ovans Andréa. (2015). <i>What is de business model</i>. <i>Harvard Business Review</i> (January 23th)</p> <p>https://hbr.org/2015/01/what-is-a-business-model</p>
Assessment methods and criteria	Web site dedicated to the GRP model http://grp-lab.com/videos-pedagogiques/
Language of instruction	Case study with practical work of the business model canvas (100%)
	English

Code	TPRA 603
Title	Business Game
Competence Unit	Construct and manage budgetary elements
Type (compulsory / optional) and cycle (short / 1 st / 2 nd / 3 rd)	Optional, 1 st cycle
Year and semester of study	Year 3, Semester 6 (spring)
Number of ECTS credits allocated	2
Learning outcomes	NA
Mode of delivery	NA
Prerequisites and co-requisites (if applicable)	NA
Course content	NA
Recommended or required reading	NA
Assessment methods and criteria	NA
Language of instruction	English

Code	NA
Title	Intercultural exchange report
Competence Unit	Develop and implement a marketing strategy
Type (compulsory / optional) and cycle (short / 1st / 2nd / 3rd)	Optional, 1 st cycle
Year and semester of study	Year 3, Semester 6 (spring)
Number of ECTS credits allocated	4
Learning outcomes	Write in a report of 1500 words minimum about your stay in France and your studies at IDRAC by comparing the differences between your country and France. What were your relationships with other students (French and international students)? What were your relations with the French people in everyday life? What are the positives and negatives aspects of your stay? It is recommended to add pictures to your report.
Mode of delivery	This report must be written in French and in English. Report
Prerequisites and co-requisites (if applicable)	None
Course content	NA
Recommended or required reading	NA
Assessment methods and criteria	Written report (100%)
Language of instruction	French & English

Code	CDGA 501
Title	General Accounting
Competence Unit	Construct and manage budgetary elements
Type (compulsory / optional) and cycle (short / 1 st / 2 nd / 3 rd)	Optional, 1 st cycle
Year and semester of study	Year 3, Semester 5 (fall)
Number of ECTS credits allocated	2
Learning outcomes	NA
Mode of delivery	NA
Prerequisites and co-requisites (if applicable)	NA
Course content	NA
Recommended or required reading	NA
Assessment methods and criteria	NA
Language of instruction	English

Code	FINA 503
Title	Management and financial tools
Competence Unit	Construct and manage budgetary elements
Type (compulsory / optional) and cycle (short / 1 st / 2 nd / 3 rd)	Optional, 1 st cycle
Year and semester of study	Year 3, Semester 5 (fall)
Number of ECTS credits allocated	2
Learning outcomes	<ul style="list-style-type: none"> • Integrate the basics of the financial environment with the fiduciary terrain. • Discuss discounted cash flow valuation models. • Benchmark stock and bond valuation as well as apply the standards of scenario and sensitivity analysis. • Differentiate between short and long-term funding sources and working capital management.
Mode of delivery	Face-to-face
Prerequisites and co-requisites (if applicable)	General Accounting; Financial Mathematics
Course content	<p>Financial Management will present the necessary tools required to objectively approach and solve financial problems.</p> <p>The course facilitates the student's ability to synthesize and incorporate the presented tools as well as other academic and professional experiences into a standard yet flexible model for solving financial management problems. This course will discuss and teach the tools required to objectively make capital budgeting, capital structure and working capital decisions.</p>
Recommended or required reading	<p>Required reading: BERK, J.; DeMARZO, P.(2014), Corporate Finance (global edition, or the core), p. 1107 GITMAN Lawrence J. Principles of Managerial Finance 13th ed. Pearson Education, (2012) BURROUGH, B.; HELYAR, J. (2009 –réédition) Barbarians at the Gate: The Fall of RJR Nabisco, p. 592 GRAHAM, B.; ZWEIG, J.; BUFFETT, W.E.; (2006), The Intelligent Investor: The Definitive Book on Value Investing. A Book of Practical Counsel, 640 p. HIGGINS, R. C., (2012), Analysis for Financial Management, McGraw Hill/Irwin, p. 459 PIKE, R.; NEALE, B.; LINSLEY, P. (2012), Corporate Finance and Investment –Decisions and Strategies, p. 844 MALKIEL, B. G. (over One million copies sold!!!), A Random Walk Down Wall Street, W.W. Norton & Company, p. 455</p>
Assessment methods and criteria	Continuous assessment -Exercises (100%)
Language of instruction	English

Code	CDGA 602
Title	Budget Management
Competence Unit	Construct and manage budgetary elements
Type (compulsory / optional) and cycle (short / 1 st / 2 nd / 3 rd)	Optional, 1 st cycle
Year and semester of study	Year 3, Semester 6 (spring)
Number of ECTS credits allocated	2
Learning outcomes	<ul style="list-style-type: none"> • Accurately determine the costs • Calculating and analysing deviations and the principals of deviation interpretation • Problems related to cost calculation. • Create a budget • Identify management reserves needed to compensate for risks • Create a budget for central budget
Mode of delivery	Face-to-face
Prerequisites and co-requisites (if applicable)	CDGA501
Course content	<ul style="list-style-type: none"> • The characteristics of a budget system and budget elaboration procedures • The main budgets (sales budget, income forecast and expenses) • Budgeting for central services (classical method and ZBB : Zero Based Budgeting) • Summary documents (projected profit and loss, cash flow and financing plans)
Recommended or required reading	<p>Brigham, Eugene F., Ehrhardt, Michael C. (2005), "Financial Management", 11th edition.- Peterson Pamela P., Fabozzi, Frank. J., (2003), "Financial Management and Analysis".</p> <p>Project Management: A Systems Approach to Planning, Kerzner, Harold, (2009), "Scheduling, and Controlling", 10th edition, John Wiley & Sons</p> <p>Seal, Willie, Garrison, Ray H., Noreen, Eric W., (2005), "Management Accounting", 2nd edition, McGraw-Hill UK.</p> <p>Shapiro Alan C. (2002), «Multinational Financial Management». John Wiley & Sons</p> <p>Sihler, William W. Crawford, Richard D., Davis, Henry A., (2004), "Smart Financial Management: The Essential Reference for the Successful Small Business", Amacom.</p>
Assessment methods and criteria	Continuous assessment -Exercises (100%)
Language of instruction	English

Code	FINA 601
Title	Financial Analysis
Competence Unit	Construct and manage budgetary elements
Type (compulsory / optional) and cycle (short / 1 st / 2 nd / 3 rd)	Optional, 1 st cycle
Year and semester of study	Year 3, Semester 6 (spring)
Number of ECTS credits allocated	2
Learning outcomes	<ul style="list-style-type: none"> • Describe tools and techniques used in financial analysis, including their uses and limitations, • Classify, calculate, and interpret activity, liquidity, solvency, profitability, and valuation ratios, • Describe how ratio analysis and other techniques can be used to model and forecast earnings
Mode of delivery	Face-to-face
Prerequisites and co-requisites (if applicable)	General Accounting; Financial Mathematics
Course content	<p>- Common-size financial statements and financial ratios remove the effect of size, allowing comparisons of a company with peer companies (cross-section analysis) and comparison of a company's results over time (trend or time-series analysis).</p> <p>- Activity ratios measure the efficiency of a company's operations, such as collection of receivables or management of inventory.</p> <p>- Liquidity ratios measure the ability of a company to meet short-term obligations. Solvency ratios measure the ability of a company to meet long-term obligations. Profitability ratios measure the ability of a company to generate profits from revenue and assets.</p> <p>- Ratios can also be combined and evaluated as a group to better understand how they fit together and how efficiency and leverage are tied to profitability.</p>
Recommended or required reading	<p>FRASER, L.; ORMISTON, A.(2015), Understanding Financial Statements, Pearson</p> <p>WEYGANDT, J.; KIMMEL, P.; KIESO D. (2012), Financial Accounting – IFRS Edition, Wiley</p> <p>ATRILL P, (2012) Financial Management for Decision Makers, Prentice Hall</p> <p>MALKIEL, B. G. (over One million copies sold!!!), A Random Walk Down Wall Street, W.W. Norton & Company, p. 455</p> <p>HIGGINS, R. C., (2012), Analysis for Financial Management, McGraw Hill/Irwin, p. 459</p> <p>BURROUGH, B.; HELYAR, J. (2009) Barbarians at the Gate: The Fall of RJR Nabisco, p. 592</p> <p>GRAHAM, B.; ZWEIG, J.; BUFFETT, W.E.; (2006), The Intelligent Investor: The Definitive Book on Value Investing. A Book of Practical Counsel, 640 p.</p>

Assessment methods and criteria	Exercises (100%)
Language of instruction	English

Code	MGTA 507
Title	Human Resources Management
Competence Unit	How to pilot an operational team and projects
Type (compulsory / optional) and cycle (short / 1 st / 2 nd / 3 rd)	Optional, 1 st cycle
Year and semester of study	Year 3, Semester 5 (fall)
Number of ECTS credits allocated	2
Learning outcomes	<ul style="list-style-type: none"> • To master the basics of the HR processes. • To develop HR diagnosis skills in a domestic and international context as seen from the perspective of international managers
Mode of delivery	Face-to-face
Prerequisites and co-requisites (if applicable)	NA
Course content	<p>The course aims to help students to master the basics of the HR processes and to understand the challenges of implementation of the HR practices worldwide. Based on an active pedagogy, each session has two parts.</p> <p>The first is dedicated to the presentation of an HR process by a group of students (recruitment, training ...). In the second part, the teacher presents the international aspect of this practice (international recruitment...).</p>
Recommended or required reading	<p>Recommended reading</p> <p>Armstrong M., (2014), Handbook of Human Resource Management Practice, Kogan Page, 877p.</p> <p>Bloisi W., (2006), An Introduction to Human Resource Management, McGraw-Hill, 512p.5</p> <p>Cadin L., Guérin F., Pigeyre F., (2012), Gestion des ressources humaines, pratique et éléments de théorie 4^{ème} édition, Dunod, Paris, 255p.</p> <p>Dickmann M.; Sparrow P.; Brewster Ch., (2008), International Human Resource Management: A European Perspective – 2nd edition, Taylor & Francis, 341p.</p> <p>Katsioloudes M., Hadjidaki, S.(2007), International Business: A Global Perspective, Taylor & Francis, 705p.</p> <p>Martory B. & Crozet D., (2013), Gestion des ressources humaines, pilotage social et performances, Dunod, Paris, 313p.</p> <p>Swanson R., Holton I., Elwood F., (2009), Foundations of Human Resource Development 2nd edition, Berrett-Koehler Publishers, 538p.</p>
Assessment methods and criteria	Groupwork (50%) and case study (50%)
Language of instruction	English

Code	HEP 6
Title	Tomorrow's Co-Worker
Competence Unit	How to pilot an operational team and projects
Type (compulsory / optional) and cycle (short / 1 st / 2 nd / 3 rd)	Optional, 1 st cycle
Year and semester of study	Year 3, Semester 6 (spring)
Number of ECTS credits allocated	2
Learning outcomes	Develop one's creativity, one's mental agility and one's ability to adapt to all situations - Be able to work in a multi-brand or multi-promotional team - Re-invent the employee/manager relations of tomorrow
Mode of delivery	Face-to-face
Prerequisites and co-requisites (if applicable)	NA
Course content	General survey of the extinct trades, managerial creativeness, managerial innovation, tomorrow's co-working in 2040, evolution of jobs according to business sectors, preparation of the final pitch and final pitch
Recommended or required reading	Scouarnec A., Boyer L;(2009), La Prospective des Métiers, EMS Editions, 368p. social et performances, Dunod, Paris, 313p. Swanson R., Holton I., Elwood F., (2009), Foundations of Human Resource Development 2nd edition, Berrett-Koehler Publishers, 538p.
Assessment methods and criteria	Oral test(100%)
Language of instruction	English

Code	PROA 603
Title	Events & web communication
Competence Unit	How to pilot an operational team and projects
Type (compulsory / optional) and cycle (short / 1 st / 2 nd / 3 rd)	Optional, 1 st cycle
Year and semester of study	Year 3, Semester 6 (spring)
Number of ECTS credits allocated	2
Learning outcomes	NA
Mode of delivery	NA
Prerequisites and co-requisites (if applicable)	NA
Course content	NA
Recommended or required reading	NA
Assessment methods and criteria	NA
Language of instruction	English

Code	LNGA 510 – LNGA 511
Title	Business French as a foreign language (seminar)
Competence Unit	Develop one's human, entrepreneurial and professional potential
Type (compulsory / optional) and cycle (short / 1 st / 2 nd / 3 rd)	Mandatory, 1 st cycle
Year and semester of study	Year 3, Semester 5 or 6 (fall or spring)
Number of ECTS credits allocated	2
Learning outcomes	<p>Level I :</p> <ul style="list-style-type: none"> - Permettre l'interaction dans des situations de communication simples et concrètes de la vie quotidienne - Connaître des éléments de base du français sur les plans lexicaux, syntaxiques et grammaticaux. <p>Level II :</p> <ul style="list-style-type: none"> - Savoir prendre la parole et s'exprimer dans des situations de communication diverses. - Comprendre de façon globale et détaillée des enregistrements divers, savoir les commenter. - Savoir : <ul style="list-style-type: none"> o -Exprimer ses sentiments, goûts et opinions, o Parler de ses projets, o S'exprimer au passé (présenter un personnage : sa biographie, parler d'un souvenir), o Exprimer l'hypothèse et la condition. - Maîtriser le vocabulaire étudié en cours. Maîtriser les éléments grammaticaux abordés en cours
Mode of delivery	Face-to-face
Prerequisites and co-requisites (if applicable)	NA
Course content	<p>Level I:</p> <p>Activités visant à améliorer les quatre compétences fondamentales: compréhension orale, compréhension écrite, expression orale et expression écrite Alternance d'explications théoriques et d'exercices d'application dans des situations concrètes (participation active et interaction) Travaux individuels et de groupe, exercices de répétition, lecture (textes, dialogues, poèmes), exercices de discrimination, chansons etc.</p> <p>Level II :</p> <p>Activités visant à améliorer les quatre compétences fondamentales : compréhension orale, compréhension écrite, expression orale et expression écrite. Alternance d'explications théoriques et d'exercices d'application dans des situations concrètes (participation active et interaction). Travaux individuels et de groupe. Conversations et discussions portant sur des sujets variés. Présentations orales (préparées ou improvisées).</p>
Recommended or required reading	<p>Level I:</p> <p>MIQUEL C. (2010), « Vocabulaire progressif du français. Niveau</p>

	<p>débutant », Clé International, 175 pages MIQUEL C., (2004), « Communication progressive du français. Niveau débutant », Clé International, 128 pages GREGOIRE M., (1999), « Grammaire progressive du français. Niveau débutant » Clé International, 159 pages SIREJOLS E., (2007), « Vocabulaire en dialogues, Niveau débutant». Clé International, 128 pages GRAND-CLEMENT O., (2010), « Grammaire en dialogues, Niveau grand débutant », Clé International, 128 pages AKYUZ A., BAZELLE-SHAHMAEI B., BONENFANT J., GLIEMANN M.F., (2005), « Les Exercices de Grammaire Niveau A1 », Hachette Livres, 222 pages CHALARON M-L, ROESCH R, (2011), «La grammaire des tout premiers temps », Presses universitaires de Grenoble, 175 pages ABRY D, CHALARON M-L, (2009), « La grammaire des premiers temps. Volume 1 », Presses universitaires de Grenoble, 260 pages</p> <p>Level II: LEROY MIQUEL C., GOLIOT-LETE A., (2013), « Vocabulaire progressif du français niveau intermédiaire, avec 375 exercices », Clé International, 207 pages MIQUEL C., (1999), « Vocabulaire progressif du français avec 250 exercices. Niveau avancé », Clé International, 192 pages MIQUEL C., (2003), «Communication Progressive du Français avec 365 activités. Niveau intermédiaire », CLE International, 189 pages STRUVE-DEBEAUX A., (2010), "Maîtriser la grammaire française" Niveau B1-C1, Belin, 366 pages MIQUEL C., (2009), " Vite et bien 1 - Niveau A1-A2", Clé International, 192 pages MIQUEL C., (2010), " Vite et bien 2 - Niveau B1 avec1 CD audio", Clé International, 199 pages GREGOIRE M., MERLO G., (2004), "Grammaire Progressive Du Français Niveau Intermédiaire", Clé International, 191 pages ROBERT J-M, (2008), Savoir-Faire, Grammaire du français langue étrangère, Niveau Intermédiaire », Ellipses, 208 pages BRILLANT C., BAZOU V., RACINE R, SCHENKER J.-C., (2010), « Le nouvel édito. Niveau B2 ». Les Éditions Didier, 223 pages MERIEUX R., LAINE E., LOISEAU Y., (2011), « Latitudes 2, Méthode de français, A2/B1 », 192 pages</p>
Assessment methods and criteria	Continuous Assessment (100%)
Language of instruction	French

Code	LNGA 510 – LNGA 511
Title	Business French as a foreign language (level I or II)
Competence Unit	Develop one's human, entrepreneurial and professional potential
Type (compulsory / optional) and cycle (short / 1 st / 2 nd / 3 rd)	Mandatory, 1 st cycle
Year and semester of study	Year 3, Semester 5 or 6 (fall or spring)
Number of ECTS credits allocated	2
Learning outcome	<p>Level I :</p> <ul style="list-style-type: none"> - Permettre l'interaction dans des situations de communication simples et concrètes de la vie quotidienne - Connaître des éléments de base du français sur les plans lexicaux, syntaxiques et grammaticaux. <p>Level II :</p> <ul style="list-style-type: none"> - Savoir prendre la parole et s'exprimer dans des situations de communication diverses. - Comprendre de façon globale et détaillée des enregistrements divers, savoir les commenter. - Savoir : <ul style="list-style-type: none"> o -Exprimer ses sentiments, goûts et opinions, o Parler de ses projets, o S'exprimer au passé (présenter un personnage : sa biographie, parler d'un souvenir), o Exprimer l'hypothèse et la condition. - Maîtriser le vocabulaire étudié en cours. Maîtriser les éléments grammaticaux abordés en cours
Mode of delivery	Face-to-face
Prerequisites and co-requisites (if applicable)	NA
Course content	<p>Level I:</p> <p>Activités visant à améliorer les quatre compétences fondamentales: compréhension orale, compréhension écrite, expression orale et expression écrite Alternance d'explications théoriques et d'exercices d'application dans des situations concrètes (participation active et interaction) Travaux individuels et de groupe, exercices de répétition, lecture (textes, dialogues, poèmes), exercices de discrimination, chansons etc.</p> <p>Level II :</p> <p>Activités visant à améliorer les quatre compétences fondamentales : compréhension orale, compréhension écrite, expression orale et expression écrite. Alternance d'explications théoriques et d'exercices d'application dans des situations concrètes (participation active et interaction). Travaux individuels et de groupe. Conversations et discussions portant sur des sujets variés. Présentations orales (préparées ou improvisées).</p>
Recommended or required reading	<p>Level I :</p> <p>MIQUEL C. (2010), « Vocabulaire progressif du français. Niveau</p>

	<p>débutant », Clé International, 175 pages MIQUEL C., (2004), « Communication progressive du français. Niveau débutant », Clé International, 128 pages GREGOIRE M., (1999), « Grammaire progressive du français. Niveau débutant » Clé International, 159 pages SIREJOLS E., (2007), « Vocabulaire en dialogues, Niveau débutant». Clé International, 128 pages GRAND-CLEMENT O., (2010), « Grammaire en dialogues, Niveau grand débutant », Clé International, 128 pages AKYUZ A., BAZELLE-SHAHMAEI B., BONENFANT J., GLIEMANN M.F., (2005), « Les Exercices de Grammaire Niveau A1 », Hachette Livres, 222 pages CHALARON M-L, ROESCH R, (2011), «La grammaire des tout premiers temps », Presses universitaires de Grenoble, 175 pages ABRY D, CHALARON M-L, (2009), « La grammaire des premiers temps. Volume 1 », Presses universitaires de Grenoble, 260 pages</p> <p>Level II: LEROY MIQUEL C., GOLIOT-LETE A., (2013), « Vocabulaire progressif du français niveau intermédiaire, avec 375 exercices », Clé International, 207 pages MIQUEL C., (1999), « Vocabulaire progressif du français avec 250 exercices. Niveau avancé », Clé International, 192 pages MIQUEL C., (2003), «Communication Progressive du Français avec 365 activités. Niveau intermédiaire », CLE International, 189 pages STRUVE-DEBEAUX A., (2010), "Maîtriser la grammaire française" Niveau B1-C1, Belin, 366 pages MIQUEL C., (2009), " Vite et bien 1 - Niveau A1-A2", Clé International, 192 pages MIQUEL C., (2010), " Vite et bien 2 - Niveau B1 avec1 CD audio", Clé International, 199 pages GREGOIRE M., MERLO G., (2004), "Grammaire Progressive Du Français Niveau Intermédiaire", Clé International, 191 pages ROBERT J-M, (2008), Savoir-Faire, Grammaire du français langue étrangère, Niveau Intermédiaire », Ellipses, 208 pages BRILLANT C., BAZOU V., RACINE R, SCHENKER J.-C., (2010), « Le nouvel édito. Niveau B2 ». Les Éditions Didier, 223 pages MERIEUX R., LAINE E., LOISEAU Y., (2011), « Latitudes 2, Méthode de français, A2/B1 », 192 pages</p>
Assessment methods and criteria	Continuous Assessment (100%)
Language of instruction	French

Code	LNGA 508
Title	Business English
Competence Unit	Develop one's human, entrepreneurial and professional potential
Type (compulsory / optional) and cycle (short / 1 st / 2 nd / 3 rd)	Optional, 1 st cycle
Year and semester of study	Year 3, Semester 5 or 6 (fall or spring)
Number of ECTS credits allocated	2
Learning outcomes	<p>All students will be able to use English to express themselves. All should attain foundational skills and should be able to use English in everyday and professional situations for functional purposes.</p> <p>Students should also acquire communicative and social competence in the English language (listening and reading comprehension and written and oral expression, communicative interaction and mediation including grammatical and stylistic correction.)</p>
Mode of delivery	Blended learning (7SPEAKING)
Prerequisites and co-requisites (if applicable)	NA
Course content	<p>The aim of the course is to enable the students to achieve functional fluency in English as a result of their development in the following areas:</p> <ol style="list-style-type: none"> 1. Listen, read and view critically and with accuracy and understanding a wide range of literary and informational/functional texts from print and non-print sources. 2. Speak, write and represent in internationally acceptable English that is grammatical, fluent, mutually intelligible and appropriate for different purposes, audiences, contexts and cultures. 3. Understand and use internationally acceptable English grammar and vocabulary accurately and appropriately as well as understand how speakers/writers put words together and use language to communicate meaning. <p>Such language exposure will broaden students' experience and give them meaningful contexts for learning English. Students will use language in a variety of contexts, to revisit language structures and skills and to see how language works according to purpose, audience, context and culture. As students progress through the year levels, they will learn to use English at incremental levels of difficulty.</p>
Recommended or required reading	NA
Assessment methods and criteria	Online activities (100%)
Language of instruction	English

Code	LNGA 602
Title	Second language - News Analysis
Competence Unit	Develop one's human, entrepreneurial and professional potential
Type (compulsory / optional) and cycle (short / 1 st / 2 nd / 3 rd)	Optional, 1 st cycle
Year and semester of study	Year 3, Semester 6 (spring)
Number of ECTS credits allocated	2
Learning outcomes	Savoir bien s'informer, vérifier et remettre en cause l'actualité. Savoir construire une opinion argumentée et la défendre. Comprendre le fonctionnement d'un média et le processus de production de l'actualité d'un autre pays. Connaître les tendances actuelles liées à l'actualité d'un pays étranger, à sa construction et à sa diffusion
Mode of delivery	Face-to-Face and blended learning (7SPEAKING)
Prerequisites and co-requisites (if applicable)	NA
Course content	Le cours s'articule autour de deux piliers: d'une part une consultation constante, par les étudiants, de l'actualité d'un pays étranger dans un objectif de construction de revues de presse et d'échanges au travers de débats et d'autre part, une succession d'apports théoriques sur le thème de l'actualité. Il est recommandé de construire les temps d'apports théoriques en faisant intervenir des formats variés.
Recommended or required reading	Freysselinard, E., & Caro, J., 2013, L'Espagnol par la presse, Ophrys Castellani, JP., 2000, Décrypter la presse écrite espagnole, Broché Boelcke, P., & Scheiner, P., 1999, L'Espagnol De La Presse en 1000 Mots, Belin Reith, J., 2006, Lire la Presse Espagnole, Broché Boelcke, P., & Scheiner, P., & Mancini, C., 1993, L'Italien de la Presse en 1000 Mots, Belin Fau, R., 1998, Lire la Presse Allemande, Ellipses Boelcke, P., Menzel, P., & Scheiner, P., 1993, L'Allemand de la Presse en 1000 mots, Belin
Assessment methods and criteria	Continuous assessment (100%)
Language of instruction	Spanish, Italian or German

Code	STRA 508
Title	Business Development in Asia
Competence Unit	Knowledge enhancement <i>International Business Development</i>
Type (compulsory / optional) and cycle (short / 1 st / 2 nd / 3 rd)	Optional, 1 st cycle
Year and semester of study	Year 3, Semester 5 (fall)
Number of ECTS credits allocated	2
Learning outcomes	<p>The primary target skills and learning outcomes are expected to include knowledge on the evolution of the Asian market and the current trends.</p> <p>Students are also expected to have some basic inclination towards expected foreign language and communication tools and information about local or regional Business networks. This could eventually prepare the student to work in Asia or at least create an interest and opening towards doing Business in Asia.</p>
Mode of delivery	Blended learning
Prerequisites and co-requisites (if applicable)	Ideally, the student needs to have followed the class of INTERNATIONAL MARKETING taught to IDRAC B2 students.
Course content	<p>This course in its current format focuses largely on China and doing business there. There is an effort made to also include India, the other large Asian country and possibilities of doing business there.</p> <p>In the current global scenario of knowledge enhanced by technology, it is imperative to be part of an interconnected network spanning countries that are emerging and are expected to be the leaders of the future.</p> <p>However, it must be noted that Asia and its economies is not mono-cultural. There are multitudes of Government systems, economic systems, language patterns, resource availabilities and government regulations in each country (to name a few challenges).</p> <p>This course, focusing on Doing Business in Asia will try to focus on the physical and geographic boundaries that denote Asia and how to do business in these regions (of Asia).</p>
Recommended or required reading	<p>Required reading:</p> <p>Boillot, Jean-Joseph & Dembinski, Stanislas (2014). Chindiafrique : La Chine, L'inde et l'Afrique feront le monde de demain, Odile Jacob, 240 p.</p> <p>Ade, Asefeso (2014) CEO Guide do Doing Business in Asia (Volumes 1, 2 and 3) CreateSpace Independent Publishing Platform.</p> <p><i>Focus on India:</i></p> <p>Bagla, Gunjan (2008). Doing Business in 21st-Century India: How to Profit Today in Tomorrow's Most Exciting Market, Business Plus, 254 p.</p>

	<p>Kolanad, Gitanjali (2012). <i>Cultureshock India!: A Survival Guide to Customs and Etiquette</i>, Marshall Cavendish, 305 p.</p> <p>Kumar, Rajesh and Sethi, Anand Kumar (2012), <i>Doing Business in India: A Guide for Western Managers</i>, Palgrave Macmillan, 186 p.</p> <p>Nilekani, Nandan (2015). <i>Rebooting India: Realizing a Billion Aspirations</i>; Penguin Random House, 368 p.</p> <p><i>Focus on CHINA:</i></p> <p>Ambler, Tim; Witzel, Morgen and Xi, Chao (2016). <i>Doing Business in China</i>, Routledge; 4th edition, 268 p.</p> <p>Eagan, Angie (2011). <i>Cultureshock China!: A Survival Guide to Customs and Etiquette</i>, Marshall Cavendish, 320 p.</p> <p>Harvard Business Review on <i>Doing Business in China</i> (2004). Harvard Business Review Paperback Series, 1st edition, 204 p.</p> <p>Kaplan, Val (2017). <i>Doing business in China online: The most comprehensive guide to digital marketing in China</i>. Independent publisher. 177 p.</p> <p>McGregor, James (2007). <i>One Billion Customers: Lessons from the Front Lines of Doing Business in China</i>, Free Press, 352 p.</p> <p>Meynardi Marc (2010), <i>Bien communiquer avec vos interlocuteurs chinois</i>, Editions AFNOR</p> <p>Meynardi Marc (2011), <i>Réussir vos négociations en Chine</i>, Editions AFNOR, 177 p.</p> <p>Steligman, Scott D. (1999). <i>Chinese Business Etiquette: A Guide to Protocol, Manners, and Culture in the People's Republic of China</i>, Grand Central Publishing, 304 p.</p> <p>Torrens, Christopher (2010). <i>Doing Business in China: A Guide to the Risks and the Rewards</i>, Wiley editions, 256 p.</p> <p>Participants will regularly visit the websites of different consultant companies and Asian countries' institutions.</p> <p>Recommended reading :</p> <p>Czinkota, Michael R. & Ronkainen, Ilkka A. (2012), <i>International Marketing</i>, South-Western College Pub, 720 p.</p> <p>Gartrell, Darrel B (2016), <i>21 Years of Wisdom: One Man's Extraordinary Odyssey in Japan</i>, Writers' Guild of America</p> <p>Schweitzer, Sharon & Alexander, Liz (2015). <i>Access to Asia: Your Multicultural Guide to Building Trust, Inspiring Respect, and Creating Long-Lasting Business Relationships</i>, Wiley, 400 p.</p> <p>Tzu; Sun, <i>The Art of War</i>, 1078, Chiron Academic Press</p>
<p>Assessment methods and criteria</p>	<p>Online quizzes (100%)</p>
<p>Language of instruction</p>	<p>English</p>

Code	CCEA 710
Title	International lead generation strategy
Competence Unit	Knowledge enhancement <i>International Business Development</i>
Type (compulsory / optional) and cycle (short / 1 st / 2 nd / 3 rd)	Optional, 1 st cycle
Year and semester of study	Year 3, Semester 5 (fall)
Number of ECTS credits allocated	2
Learning outcomes	NA
Mode of delivery	Face-to-face and blended learning
Prerequisites and co-requisites (if applicable)	NA
Course content	NA
Recommended or required reading	NA
Assessment methods and criteria	NA
Language of instruction	English

Code	MKGA 812
Title	International BtoB Marketing plan
Competence Unit	Knowledge enhancement <i>International Business Development</i>
Type (compulsory / optional) and cycle (short / 1 st / 2 nd / 3 rd)	Optional, 1 st cycle
Year and semester of study	Year 3, Semester 5 (fall)
Number of ECTS credits allocated	2
Learning outcomes	NA
Mode of delivery	Face-to-face and blended learning
Prerequisites and co-requisites (if applicable)	NA
Course content	NA
Recommended or required reading	NA
Assessment methods and criteria	NA
Language of instruction	English

Code	MGTA 508
Title	Virtual team management
Competence Unit	Knowledge enhancement <i>International Business Development</i>
Type (compulsory / optional) and cycle (short / 1 st / 2 nd / 3 rd)	Optional, 1 st cycle
Year and semester of study	Year 3, Semester 5 or 6 (fall or spring)
Number of ECTS credits allocated	2
Learning outcomes	<p>Learning outcome 1: Developing high performance teams within appropriate stage, communicating in virtual teams, managing conflict and diversity within teams. Tools and technologies of virtual collaboration. Team member roles. Leadership skills in a team-building situation.</p> <p>Learning outcome 2: At the end of the course, the student will also understand the limitations of the theoretical concepts of cultural difference for working virtually, evaluate the relevance of cross-cultural management in a globalized “connected” (and remote) business world and apply cross-cultural frameworks in an international business context.</p>
Mode of delivery	Blended learning
Prerequisites and co-requisites (if applicable)	None
Course content	<p>The course develops approaches to working and collaborating in virtual teams: managing and leading teams towards high performance. Geographic dispersion of team members is a reality and in addition to knowledge of the various virtual tools and technologies, the communication effort and diversity challenges presented. The program explores in greater depth the concept of cultural in an international context and encompasses book-based theory plus hands-on practical activities undertaken in class and as independent study.</p> <p>The course includes an overview of international management from a socio-cultural approach and, as such, requires a sound understanding of basic marketing and management principles; and also finance and ICT (information and communication technology) in the context of contemporary society and the business world.</p>
Recommended or required reading	<p>Required reading THOMPSON, L.L., 2018. Making the team: A guide for managers. Pearson/Prentice Hall, 6th edition.</p> <p>Recommended reading ARMSTRONG, D. J., COLE, P. (1995), Managing distances and differences in geographically distributed work groups. In S. E. JACKSON, M. N. RUDERMAN (Eds.), Diversity in work teams: Research paradigms for a changing workplace. 187–215.</p>

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MORAN, R T & HARRIS, P R, (2007), *Managing Cultural Differences: Global Leadership Strategies for the 21st Century*, 7th ed., Emerald Group Publishing Limited, 708 pages.

RODRIGUES C, (2008), *International Management: A Cultural Approach*, Sage, 560 pages.

SNELLMAN, C. (2014), Virtual teams: opportunities and challenges for e-leaders. *Procedia - Social and Behavioral Sciences* 110 1251 – 1261.

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Assessment methods and criteria	Online quizz (100%)
Language of instruction	English

Code	MKGA 614
Title	International brand strategy
Competence Unit	Knowledge enhancement <i>International Business Development</i>
Type (compulsory / optional) and cycle (short / 1 st / 2 nd / 3 rd)	Optional, 1 st cycle
Year and semester of study	Year 3, Semester 6 (spring)
Number of ECTS credits allocated	2
Learning outcomes	By the end of the course students should be able to: <ul style="list-style-type: none"> • Apprehend the role played by brands in the internationalisation of companies • Develop an understanding of products launch on new markets • Understand types of brand extensions into new markets • Propose communication strategies for international brands
Mode of delivery	Face-to-face & group /individual work
Prerequisites and co-requisites (if applicable)	Basic marketing and international marketing
Course content	The students will be taught the necessary concepts and tools to understand how to successfully develop and market a brand internationally. Through individual learning, class discussion, videos, case studies and assessment activity, this module is designed to support the professional development of the students and to encourage further reflection.
Recommended or required reading	<p>Required reading</p> <p>KAPFERER, J.N. and KELLER K.L. (2015), Marketing Management, 15th Edition, Pearson, 832 pages.</p> <p>KAPFERER, J. N. (2012), The New Strategic Brand Management: Advanced Insights and Strategic Thinking, Fifth Edition, 512 pages.</p> <p>Recommended reading</p> <p>CATEORA P.R. & al. (2015), International Marketing, 17th Edition, McGraw-Hill Education, 704 pages.</p> <p>ROSENBAUM-ELLIOTT & al. (2011), Strategic Brand Management, OUP Oxford, 320 pages.</p> <p>STEENKAMP J.B. (2017), Global Brand Strategy: World-wise Marketing in the Age of Branding, Palgrave Macmillan, 319 pages.</p>
Assessment methods and criteria	Report – Group work (100%)
Language of instruction	English

Code	CCEA 608
Title	Negotiating purchasing and sales contracts
Competence Unit	Knowledge enhancement <i>International Business Development</i>
Type (compulsory / optional) and cycle (short / 1 st / 2 nd / 3 rd)	Optional, 1 st cycle
Year and semester of study	Year 3, Semester 6 (spring)
Number of ECTS credits allocated	2
Learning outcomes	NA
Mode of delivery	Face-to-face & group/individual work
Prerequisites and co-requisites (if applicable)	NA
Course content	NA
Recommended or required reading	NA
Assessment methods and criteria	Report – Group work (100%)
Language of instruction	English

Code	FINA 603
Title	International business financing
Competence Unit	Knowledge enhancement <i>International Business Development</i>
Type (compulsory / optional) and cycle (short / 1 st / 2 nd / 3 rd)	Optional, 1 st cycle
Year and semester of study	Year 3, Semester 6 (spring)
Number of ECTS credits allocated	2
Learning outcomes	The course provides essential knowledge and skills for the business development manager covering business strategy and public and private funding opportunities. Students learn how to seize the opportunity of public funding programs to support internationalization and growth (mainly bpifrance, Coface, and the European Commission).
Mode of delivery	Face-to-face
Prerequisites and co-requisites (if applicable)	International Business Operations (M1)
Course content	<p>The course introduces the link between cash flow management and growth opportunities. The main public funding opportunities are described with the view of showing the students where and how to find external cash flow sources when at a growing stage.</p> <p>Required readings: Collectif Exporter (2013), Duboin, Duphil, Gervais CFIN book (2015), Besley Brigham, Eugene Roux M.(2007) "Appel d'offres : Rédiger- répondre-analyser" Editions d'Organisation Martini H. (2004), « L'assurance-crédit dans le monde », RB Edition Levanti, P. ,Lucias, L.,Studer-Laurens, J. (2006), « Réussir ses affaires à l'international » - Vuibert Fight A. (2004), « Credit risk management », Elsevier Science Collectif (2013), Exporter, Editions Foucher, 704 pages. http://bpifrance.fr http://www.eurostars-eureka.eu/ http://ec.europa.eu/research/horizon2020/index_en.cfm http://www.eurekanetwork.org/ http://www.eurostars-eureka.eu/</p> <p>Recommended reading: Lemasson A., (2011) Crédit et stratégie commerciale : Organiser le financement des ventes et de l'export, Gereso Hinkelman E G, (2009), A Short Course in International Payments, 3rd edition, World Trade Press. « L'assurance-crédit dans le monde », Martini, Hubert (2004), RB Edition. Chapitres 1 et 2</p>
Recommended or required reading	
Assessment methods and criteria	Exercices - Cases (100%)
Language of instruction	English