### GENERAL INFORMATION OF COURSES AT THE ICN BUSINESS SCHOOL  
(F NANCY37)

| Exchange students webpage | http://www.icn-groupe.fr/en/icn-international/prepare-your-stay  

| Courses | | Courses offered to incoming students in **French**: |
| | | ICN Bachelor 3rd year – Undergraduate |
| | Courses offered to incoming students in **English**: |
| | | ICN Bachelor – BBA program (3rd year) – Undergraduate  

| ICN MSc in International Business Development 1st and 2nd year – Graduate  

| ICN MSc in Design and Luxury Management 1st and 2nd year – Graduate |
| Courses offered to incoming students in French/English: |
| | IPM2 International Program in Management – Graduate |

The university does **only** offer Business related courses

**It is possible to follow Master courses if the requirements to the right is fulfilled**

| See below for requirements: |
| IPM 2: Minimum 3 years of completed studies  

| MSc in International Business Development 1st year: Minimum 3 years of completed studies |
| MSc in International Business Development 2nd year: Minimum 4 years of completed studies  

| MSc in Design and Luxury Management 1st year: Minimum 3 years of completed studies  

| MSc in Design and Luxury Management 2nd year: Minimum 4 years of completed studies |
| Do you have one term or annual courses? |
| One term courses. |

**LANGUAGE ACCREDITATION**

| French |
| B2 Level (CERF scale) |
| French |
| TOEFL: 80 or IELTS: 6,5 or TOEIC: 750 or Certificate of Cambridge level C |

In case of more than 2 languages, there can be presented any of both certificates for the acceptance
ICN BACHELOR SUP’EST

Year 3

STUDENT HANDBOOK – NANCY – 2016/2017
Dear Students and Participants,

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

At ICN, you will implement, throughout your reading and 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 students to actively participate in different courses and prepare for prerequisites defined by the teachers who will engage in a positive pedagogical relationship and closely accompany each student’s progress.

To maximize your understanding of the teachings as well as your chances of success, it is imperative that you commit to being present in class in order to avoid having difficulty catching up, because nothing can replace the class dynamics and the intellectual exchanges that will allow you to put your knowledge to use and therefore succeed your exams.

It also means that the class schedule has been designed by integrating time for, in addition to courses, personal homework, group work, searching for internships and your professional project as well as your commitment to a student association that is necessary in developing your personality and your capacity to take initiatives.

You must therefore organize your schedule according to your courses, homework, student association and personal life. Managing your personal agenda is a key skill that must be mastered in School just as it would be in a company.

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

You should give your opinion by completing the required teaching evaluations that will be administered online, which will allow the School to improve the quality of its teaching: without you, this cannot be done.

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

By being aware of these values and committing yourself to respecting them, let’s work together towards your academic and professional success.

Jean-Claude GRASS
Directeur délégué des programmes

Tamym ABDESSEMED
Directeur Académique et de la Recherche
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* Syllabus de l’année 2015-16
Chapter I: ICN Bachelor SUP’EST English track (BBA) in 2016-2017
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 2016-2017, 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.

Jean-Claude GRASS
Director Delegate of Programs
ICN Business School
Message from the course leader & program director

Dear Students,

We are very glad to welcome you to the ICN Bachelor SUP’EST English Track (BBA) program of ICN Business School as from September 2016. 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 100 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.

Malika KACED  
BBA Course Leader  
ICN Business School

Christine KRATZ  
Director of Bachelor SUP’EST  
ICN Business School
Presentation of the academic year 2016-2017

The Staff 2016 / 2017:

Christine KRATZ  Director of Bachelor SUP’EST (BBA)
Malika KACED  BBA course leader
Elisabeth AGUILAR and Loïc ABEL  Director’s administrative assistant
Sophie THIREAU  Administration office

First Semester (from September to December)

Start of the first semester: September 12
Start of courses: September 13
Exams period: December 12 to December 17

Second Semester (from January to May)

Seminar: managers as creative thinkers: January 8 to January 13
Start of courses: January 3
Cross cultural creativity in business week: March 13 to March 17
End of courses and exams: May 31
Principal dates to remember during the academic year 2016-2017

START OF THE ACADEMIC YEAR

From September 12: mandatory meeting from 9.30am to 11.00am

CLASSES

1st semester: from September 13 to December 19
2nd semester: from January 3 to May 31

SEMINARS

Managers as creative thinkers: January 8 to January 13
Cross cultural creativity in business week ICN Business School: from March 13 to 17

EXAMINATIONS

1st semester examinations 1st session: from December 12 to December 17
2nd semester examinations 1st session: from April 26 to 28
Bachelor thesis oral defence: From May 09 to 11
Retake examinations: May 22 to 24.

VACATION (NO CLASSES)

Christmas: from December 19 to January 2
Winter: from February 20 to February 26
Spring: from April 10 to April 23
# General presentation of courses

## BBA Nancy

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<td>Human Resource Management</td>
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<td>Intercultural Management</td>
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<tr>
<td>Change Management and Project Management</td>
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<tr>
<td><strong>TU 2 : ECONOMIC AND LEGAL ENVIRONMENT</strong></td>
<td><strong>TU 7 : ECONOMIC AND LEGAL ENVIRONMENT</strong></td>
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<tr>
<td>French Economy</td>
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<tr>
<td>The European Union and the European Institutions</td>
<td>20</td>
</tr>
<tr>
<td>International Law</td>
<td>20</td>
</tr>
<tr>
<td><strong>TU 3 : MARKETING &amp; LOGISTICS</strong></td>
<td><strong>TU 8 : FINANCE AND CONTROL</strong></td>
</tr>
<tr>
<td>Marketing Management</td>
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<td>Marketing and E-Business</td>
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</tr>
<tr>
<td>Global Logistics And Transportation</td>
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<td><strong>TU 4 : STRATEGY</strong></td>
<td><strong>TU 9 : MARKETING</strong></td>
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<td>Innovation Management and Entrepreneurship</td>
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<td>Corporate Strategy</td>
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<td><strong>TU 5 : FRENCH, EUROPEAN AND INTERNATIONAL CULTURES</strong></td>
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<td>Cycle of Conferences 1</td>
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<tr>
<td>Research methodology (Bachelor Thesis)</td>
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<td>French Language Course 1*</td>
<td>10</td>
</tr>
<tr>
<td>French Culture and French Civilization 1*</td>
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</tr>
<tr>
<td>Second Year Internship Report1</td>
<td>30</td>
</tr>
<tr>
<td>SUB TOTAL</td>
<td>30</td>
</tr>
</tbody>
</table>

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

TU1: Management

Human resource management

Intercultural management

Change management and project management
Human Resource Management

<table>
<thead>
<tr>
<th>Program</th>
<th>Year</th>
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<tr>
<td>ICN Bachelor</td>
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<table>
<thead>
<tr>
<th>Leader</th>
<th>Teacher</th>
<th>Credits</th>
<th>Volume</th>
<th>Language</th>
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<tbody>
<tr>
<td>Jean-François STICH</td>
<td>Jean-François STICH</td>
<td>2 ECTS</td>
<td>18h</td>
<td>ENG</td>
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**Course Description and Content**

To respond to a highly competitive business environment in a fast-changing global and digital world, companies must go beyond the transactional paradigm to demand for commitment, involvement and sustainable performance, thus focusing on the strategic facet of HRM. Hence, organisations are pushed to put in place the appropriate responses to develop their Human Capital and to deal with the growing issues of a complex organization where borders of any kind are being broken off. In such a context, the Managers have a key role to play; they are invited to take their fair share of the HR Management.

The course is organised as follows: (1) What is HRM? A shared responsibility in a global world (2) Attracting & Retaining (3) Managing & Leading (a) (4) Managing & Leading (b) (5) Developing (Training, Learning & Leadership Development) (6) Organizational issues of to-day’s world

**Teaching Methods**

Open discussions where real cases and case-studies are used to introduce the theoretical concepts and analyse their theoretical and practical reach.

For each session, students will be required to read the case-studies or analyse the real life examples in order to be able to discuss them in class.

**Learning Objectives Addressed**

- To develop students’ awareness on the HRM challenges and the critical role of the Management in taking them up, in so far as HRM is not exclusive responsibility of HR professionals.
- To show how the organisations must also address increasing pressures from various stakeholders on topics like multiculturalism, diversity, ethics, etc

**Assessment Methods**

**Inclass Assessment:** 50% Duration: /

<table>
<thead>
<tr>
<th>Oral</th>
<th>Report</th>
<th>Written</th>
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Tick if MCQ ☐

**Final Exam:** 50%

<table>
<thead>
<tr>
<th>Oral</th>
<th>Report</th>
<th>Written</th>
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</table>

2h mandatory

Tick if MCQ ☐

Additional information:

After each session, specific groups should prepare a report analysing a real case example with the concepts covered in that session (maximum 2 pages). Reports must be uploaded through myICN within 48 hours after the end of each session.

**References**

G. Hofstede, GJ Hofstede & M. Minkov, 2010: Cultures & Organizations, Software of the mind (3rd ed) Pearson
Program: ICN Bachelor  
Year: 3  

Title: Intercultural Management  
Semester: 1  

**Leader**  
Stéphane GANGLOFF

**Teacher**  
Stéphane GANGLOFF

**Credits**  
2 ECTS

**Volume**  
20h

**Language**  
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 (newspaper 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);
- Teach hardfacts, for example practical hints for daily life;
- Motivation, Encourage people to experience new cultures;
- Understand and anticipate the constraints of virtual management.

---

### Assessment Methods

**Inclass Assessment:** 50% Duration: 1h  
**Final Exam:** 50% duration: 2h

- Oral ☐  
- Report ☐  
- Written ☐

Tick if MCQ ☐

---

### 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.

### References

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. Organizational Change
   - Strategic responsiveness
   - Faces of changes
   - Tools and techniques

2. Implementing Organizational Change: Theory into Practice
   - Content-driven versus process-driven change
   - Mutual engagement and shared diagnosis
   - Behavioral change

3. Understanding Projects and Project Management
   - The goals of project management
   - Project management framework and structure
   - Project definition and planning

4. Aligning Project Management with the Organization
   - A framework for strategic alignment
   - Organizational alignment
   - Process alignment

5. Globalization and Resource Optimization
   - Globalization and strategic outsourcing
   - Optimizing resources in a multi-project environment

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:

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

Assessment Methods

Inclass Assessment: 50% Duration: / Final Exam: 50%

Oral Report Written

Tick if MCQ

Additional information:
Inclass Assessment: students will be also evaluated on their participating

References

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
---|---|---|---|---
Alexandre MELNIK | Alexandre MELNIK | 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

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Assessment Methods

**Inclass Assessment:** 50% Duration: 2h

- Oral
- Report
- Written

**Final Exam:** 50%

- Oral
- Report
- Written

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”.
Karl Marx “The Capital”.
Currents news, French and Anglo-Saxon newspapers and magazines.
### Program
- ICN Bachelor

### Year
- **3**

### Title
- **The European union & the European institution**

### Semester
- **1**

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### 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.

### Assessment Methods

**Inclass Assessment:** 50% Duration: 2x30 minutes

- Oral ☐
- Report ☐
- Written ■
- Tick if MCQ ☐

**Final Exam:** 50%

- Oral ☐
- Report ☐
- Written ■
- 2h mandatory
- Tick if MCQ ■

### DD/RSE

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| 12 | 22 | 32 | 42 | 52 | 62 |

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

Assessment Methods

In class Assessment: 50% Duration: 20 minutes

Final Exam: 50%

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: ICN Bachelor | Year: 3
Title: Marketing management | Semester: 1

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Course Description and Content

This course in Marketing Management will build up and apply your marketing knowledge and skills. We will cover topics to help you understand the market and 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 class, 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

1.1 - To demonstrate a core business knowledge of business and management.
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.
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.
6.2 - To develop an appreciation of cultural diversity, to be open to other cultures and civilisations, including their languages.

DD/RSE: < à 20%

Assessment Methods

Inclass Assessment: 50% | Final Exam: 50%

- Written
- Oral
- Report
- 2h mandatory
- Tick if MCQ

Additional information:
A final group project will be due on December 1.

References

Required journal articles will be provided to students by the instructor.

Additional sources:
Academic Year 2016-2017
Handbook ICN BACHELOR SUP’EST 3rd year

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### Course Description and Content

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

### Teaching Methods

Lectures, Video Cases, International Marketing Group Exercises.

### 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, promotion and place dimensions of marketing online.

### Assessment Methods

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### References

Michael Rappa, “Managing the Digital Enterprise”, www.digitalenterprise.org

* Syllabus de l’année 2015-16*
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**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 organise and manage global transportation
- Link these operations and their decisions to financial aspects of an organisation.

**Assessment Methods**

- Inclass Assessment: 50%
  - Duration: 20mins
- Final Exam: 50%
  - Written
  - Oral
  - Report
  - 2h mandatory
  - Tick if MCQ

**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
# Innovation Management & Entrepreneurship

**Leader:** Philippe REBIERE  
**Teacher:** Philippe REBIERE  
**Credits:** 2 ECTS  
**Volume:** 20h  
**Language:** ENG

## Course Description and Content

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


A mini-case study on innovation and the creation of a business plan are two exercises demanding the application of the concepts learned in class to real world situations.

## Teaching Methods

This course is designed to develop a student’s ability to innovate, generate ideas, manage and turn ideas into plan, and develop a business plan as well as turning raw technical ideas into commercially viable product concepts, and build those concepts into business propositions.

## Learning Objectives Addressed

At the end of the course, student:
- will have entrepreneurial 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 plan, and
- are able to think and act as an entrepreneur.

Overall, the course will try to open students’ choice at end of their program: entrepreneur and consultant as additional options to employment.

Learning Goal 1: Students will possess a solid understanding of innovation’s process
Learning Goal 2 : Students will be able to understand what determine the success of a firm’s new product introduction
Learning Goal 3 : Students will be able to understand the characteristics of capabilities which can give firms a competitive advantage

## Assessment Methods

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## References

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; (x) make or buy decisions; (x) diversification 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.

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

### Assessment Methods

#### In-class Assessment: 50% Duration: / Final Exam: 50%

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Tick if MCQ

### 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:**
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
ICN Bachelor

### Year
3

### Title
Research Methodology

### Semester
1

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### 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

### Assessment Methods

#### Inclass Assessment: 100%

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2h mandatory

Tick if MCQ ☐

### References


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.

**Goals**

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**Objectives**

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**Assessment Methods**

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**Final Exam: 100%**

| Oral ☐ | Report ■ |
| Written ☐ | 2h mandatory |
| Tick if MCQ ☐ |

**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.

**References**

N/A
French language course - Beginner

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<tbody>
<tr>
<td>Malika KACED</td>
<td>Sébastien PABST / Fabrice SAND</td>
<td>2 ECTS</td>
<td>20h</td>
<td>ENG/FR</td>
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</table>

**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 to 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.

**Assessment Methods**

**Inclass Assessment**: 50% Duration: /

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Tick if MCQ ☐

**Final Exam**: 50%

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Tick if MCQ ☐

**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**

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**Leader**

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**Teacher**

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**Volume**

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**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**

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**Objectives**

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**Assessment Methods**

**Inclass Assessment**: 50% Duration: /

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**Final Exam**: 50%

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2h mandatory

Tick if MCQ □

---

**Additional information**: the classes are interspersed with oral and written assignments within the framework of continuous assessment

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**References**

No particular textbooks are required.
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<td>Anne-Cecile GUILLOT</td>
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**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.

**Assessment Methods**

**Inclass Assessment:** 50% Duration: /
- Oral  ■  
- Report  □  
- Written ■

**Final Exam:** 50%
- Oral  □  
- Report  □  
- Written ■
  2h mandatory

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...).
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**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.

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**Assessment Methods**

**Inclass Assessment:** 50% Duration: /

- Oral ☐
- Report ☐
- Written ☐

Tick if MCQ ☐

**Final Exam:** 50%

- Oral ☐
- Report ☐
- Written ■

2H mandatory

Tick if MCQ ☐

**References**

2nd semester

TU 6: Management

International negotiation

Cross cultural creativity in business week

Seminar: managers as creative thinkers
Program | Year
--- | ---
ICN Bachelor | 3

Title | Semester
--- | ---
International Negotiation | 2

<table>
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<tr>
<td>Guy DELOFFRE</td>
<td>Guy DELOFFRE</td>
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</table>

Course Description and Content

This module supplies information about negotiation, international contract negotiation and international issues in international trade.
- The field of negotiation: strategies, games.
- Concepts, definitions, players, models in negotiation and contract negotiation.
- Models in international & intercultural 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 specialise in sales techniques, particularly in Sales Negotiations.

Assessment Methods

**Inclass Assessment:** 50% Duration: h
- Oral □ Report ■ Written ■
  - Tick if MCQ □

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

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)

Program | Year
---|---
ICN Bachelor | 3

Title | Semester
Cross Cultural Creativity in Business Week | 2

<table>
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<tr>
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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 (1st, 2nd and 3rd years).

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 2016. The Cross Cultural Creativity in Business Week will take place from March 13th to 17th, 2017. This week is fully integrated into the syllabus of Bachelor program’s first, 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
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Objectives | 11 | 21 | 31 | 41 | 51 | 61

Assessment Methods

Inclass Assessment: 50% Duration: / Final Exam: 50%

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Additional information: Cross Cultural Creativity in Business Week are a requirement for students and they are required to take 5 days of classes during the week. Each course has an examination. Lecture, cases studies, class work, exercises and discussions.

References

N/A
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<td>Seminar: Managers as Creative Thinkers</td>
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<td>Bertrand HARTER</td>
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<td><strong>Teacher</strong></td>
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<td>International Professors and ICN Faculty</td>
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<td><strong>Language</strong></td>
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### 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 Morzine, one of the most famous ski areas in the Alps. Morzine is a village which strives to preserve its gentle pace of life and authentic Savoyard charm.

### 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.

### Assessment Methods

**Inclass Assessment**: 50% Duration: /

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**Final Exam**: 50%

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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
Knowledge Management

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Course Description and Content

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).

Assessment Methods

Inclass Assessment: 100% Duration: / Final Exam: 0%

Students will be required to make group lectures (with 6 students) in the form of slideshows (7 slides / 15 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.
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

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### Title

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### Leader

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### 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.
- To be very open to other culture and civilization

### Assessment Methods

**Inclass Assessment:** 50% Duration: 2h

- Oral
- Report
- Written

Tick if MCQ

**Final Exam:** 50%

- Oral
- Report
- Written

2h mandatory

Tick if MCQ

### 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 ». 

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**Goals**

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### 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.

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### Assessment Methods

**Inclass Assessment:** 50% Duration: h

**Final Exam:** 50%

- Oral
- Report
- Written □
- Tick if MCQ □
- Oral
- Report
- Written □
- 2h mandatory
- Tick if MCQ □

**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
Course Description and Content

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:
- Financial statement analysis
- Investment decisions
- Financing decisions

Teaching Methods

The teaching consists in:
- 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

- 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.

Assessment Methods

Inclass Assessment: 50%

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Tick if MCQ ☐

Final Exam: 50%

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Written ■
2h mandatory
Tick if MCQ ■

Additional information:
Inclass/continuous assessment consists in data and case study analysis and class participation.

References

Program | Year
---|---
ICN Bachelor | 3

Title | Semester
International finance | 2

| Leader | Teacher | Credits | Volume | Language |
---|---|---|---|---|
Elisabeth PAULET | Elisabeth PAULET / Francesc RELANO | 2 ECTS | 20h | ENG |

Course Description and Content

In general, 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:
- demonstrate understanding of an international financial report and financial market derivatives,
- 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.

In detail they should be able to:
- demonstrate their understanding of an international financial report,
- explain and understand the differences between national and international financial management and the globalization process,
- explain the foreign exchange theory and the organization of the foreign exchange market,
- explain and understand the global cost and availability of capital,
- understand and measure financial market (currency) derivatives (such as interest rate derivatives), and
- understand the determinants of exchange rates.

Assessment Methods

Inclass Assessment: 50% | Duration: 1h | Final Exam: 50%
---|---|---
Oral | Report | Written
☐ | ☐ | ■
Tick if MCQ ☐

Oral | Report | Written
☐ | ☐ | ■
2h mandatory
Tick if MCQ ■

Additional information: 

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**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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**Assessment Methods**

**Inclass Assessment:** 50% Duration: see hereafter

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Tick if MCQ ■

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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:

TU 9: Marketing

*International marketing*

*Marketing business game*

*Corporate communication*
Program | Year
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ICN Bachelor | 3

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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.

Assessment Methods

Inclass Assessment: 50%

Final Exam: 50%

Additional information: /

References

### Program

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### Title

| Marketing Business Game | Semester 2 |

### Leader

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### 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

### Assessment Methods

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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.
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

Assessment Methods

Inclass Assessment: 50% Duration: h

Final Exam: 50%

Written

Additional information: Active class participation, including discussions, exercises and workshops, followed by an individual exam having the form as a written assignment consisting of a case to comment on, and additional questions related to the topics of the course. The written exam takes place at ICN after the ending of the course.

References


TU 10: French, european and international cultures

Cycle of conferences 2

French language course 2

French Culture and French Civilization 2
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.

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.

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Assessment Methods

Inclass Assessment: 0%  Duration: /  Final Exam: 100%

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Tick if MCQ ☐

Tick if MCQ ☐

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)

References

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**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 to 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.

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**Assessment Methods**

**Inclass Assessment:** 50% Duration: /

- Oral ■
- Report □
- Written ■
- Tick if MCQ □

**Final Exam:** 50%

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

**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...).
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**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.

**Assessment Methods**

**Inclass Assessment**: 50% Duration: /

- Oral □
- Report ☐
- Written ■
- Tick if MCQ ☐

**Final Exam**: 50%

- Oral ☐
- Report ☐
- Written ■
- 2h mandatory
- Tick if MCQ ☐

Additional information: The classes are interspersed with oral and written assignment within the framework of continuous assessment.

**References**

No particular textbooks are required.
## Program Description

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<tr>
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<th>Teacher</th>
<th>Credits</th>
<th>Volume</th>
<th>Language</th>
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<tbody>
<tr>
<td>Malika KACED</td>
<td>Anne-Cecile GUILLOT</td>
<td>2 ECTS</td>
<td>20h</td>
<td>ENG/FR</td>
</tr>
</tbody>
</table>

### 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.

### Assessment Methods

**Inclass Assessment:** 50% Duration: /

- Oral ☑
- Report ☐
- Written ☑
- Tick if MCQ ☐

**Final Exam:** 50%

- Oral ☐
- Report ☐
- Written ☑
- 2h mandatory
- Tick if MCQ ☐

**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...).
**French culture and French civilization**

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<th>Leader</th>
<th>Teacher</th>
<th>Credits</th>
<th>Volume</th>
<th>Language</th>
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</thead>
<tbody>
<tr>
<td>Malika KACED</td>
<td>Malika KACED</td>
<td>2 ECTS</td>
<td>20h</td>
<td>ENG</td>
</tr>
</tbody>
</table>

**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.

**Assessment Methods**

<table>
<thead>
<tr>
<th>Inclass Assessment: 50% Duration: /</th>
<th>Final Exam: 50%</th>
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</thead>
<tbody>
<tr>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Tick if MCQ ☐</td>
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**References**


TU 11 : Bachelor thesis

Bachelor thesis
### Program

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### Title

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### BBA Final Dissertation

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<th>Credits</th>
<th>Volume</th>
<th>Language</th>
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<tbody>
<tr>
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<td>KACED Malika + Supervisors</td>
<td>4 ECTS</td>
<td>2H</td>
<td>ENG</td>
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</tbody>
</table>

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#### 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.

#### 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

#### Assessment Methods

**Inclass Assessment:** 100%  
Duration

**Final Exam:** 0%

<table>
<thead>
<tr>
<th>Oral</th>
<th>Report</th>
<th>Written</th>
<th>2h mandatory</th>
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<td>✓</td>
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**Written**

**Tick if MCQ**

**Goals**

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<td>21</td>
<td>31</td>
<td>41</td>
<td>51</td>
<td>61</td>
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</tbody>
</table>

**Objectives**

| 12 | 22 | 32 | 42 | 52 | 62 |

#### 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


Additional references will be provided during the research methodology course.
GRANDE ECOLE DEGREE PROGRAM

Year 2

LIVRET IPM
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3
Dear IPM students,

It has now been several decades that our School has been welcoming students from all over the world, mostly as a result of our partner universities. Over the years, our network of partner universities has been enriched till today it covers all continents. What an enrichment it has been, to allow our ICN students to leave for an academic stay abroad and profit from international diversity, giving them an international mindset.

In the same way, how incredibly enriching it is for our School to welcome, whether it be for a year or a semester, students from all over the world into one program or another. In 2010, we are able to welcome more than 400 international students.

Allow me to now welcome you to ICN Business School in the International Program in Management (IPM). This program is an excellent opportunity for you to enter the French Grandes Ecoles system. It gives you a chance to discover a new culture, an international mindset.

IPM is a one year certificate course that corresponds to the 2nd year of the ICN Master in Management program as students attend the same courses as ICN year 2 students.

ICN has been just reaccredited by EQUIS and prides itself on offering its students a lot of fields of expertise, among which:

- Interdisciplinary teaching: the ARTEM interdisciplinary workshops gather students from ICN Business School, the Nancy National School of Art and the Nancy National School of Engineering. This exposure to different problem-solving approaches produces a unique profile of innovative and open-minded graduates.
- Personal Development: the Center for Personal and Professional Development provides a support and development program for each student throughout his academic pathway. It organizes off-campus seminars, coordinates the projects of the Student Associations and provides students with personal tutorial guidance.

If you have chosen to stay for a semester or, further for a year, if you are within or without the framework of an exchange, welcome to the IPM program.

I wish you an enriching stay, whether it be on an academic level or on a cultural level.

Malika Kaced
IPM Course Leader
ICN Business School
Dear Students and Participants,

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

At ICN, you will implement, throughout your reading and 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 students to actively participate in different courses and prepare for prerequisites defined by the teachers who will engage in a positive pedagogical relationship and closely accompany each student’s progress.

To maximize your understanding of the teachings as well as your chances of success, it is imperative that you commit to being present in class in order to avoid having difficulty catching up, because nothing can replace the class dynamics and the intellectual exchanges that will allow you to put your knowledge to use and therefore succeed your exams.

It also means that the class schedule has been designed by integrating time for, in addition to courses, personal homework, group work, searching for internships and your professional project as well as your commitment to a student association that is necessary in developing your personality and your capacity to take initiatives.

You must therefore organize your schedule according to your courses, homework, student association and personal life. Managing your personal agenda is a key skill that must be mastered in School just as it would be in a company.

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

You should give your opinion by completing the required teaching evaluations that will be administered online, which will allow the School to improve the quality of its teaching: without you, this can not be done.

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

By being aware of these values and committing yourself to respecting them, let’s work together towards your academic and professional success.

Jean-Claude GRASS               Tamym ABDESSEMED
Director of Programs            Academic and Research Director
THINKING ABOUT STUDYING IN EUROPE?
STUDY IN NANCY, FRANCE, IN THE INTERNATIONAL PROGRAM IN MANAGEMENT AT ICN BUSINESS SCHOOL.

Created in 1905, ICN Business School prides itself today on being part of the French leading Graduate Business Schools with a long record of educational quality. The School has always had a strong propensity to welcome students from all corners of the globe and prides itself today on relying on a network of more than 130 universities covering all continents.

International students have the privilege to join ICN Business School via the IPM certificate program. This one-year fulltime academic pathway corresponds to the 2nd year (Master 1) of the ICN Master in Management program as students attend the same courses as ICN year 2 students. The IPM certificate is awarded upon successful completion of this one year of study. Students may choose to study either in French or in English.

- ACCESS TO THE ICN MASTER IN MANAGEMENT DEGREE

A bridging system enables IPM students who have successfully completed year 2 of the Master in Management program to enter the 3rd year of this Master (Master 2). Upon successful completion of an internal examination, international students can then enter the final year of the ICN Master in Management program and obtain the prestigious Master in Management Degree with a strong international dimension. This “Diplôme Grande Ecole”, which is accredited by the French Ministry of Higher Education and Research, will fully prepare you for a rewarding career either in France or abroad.

- NANCY, AN EXPERIENCE OF IMMERSION IN FRENCH LIFE, LANGUAGE AND CULTURE

During your academic pathway in the ICN Master in Management, you will have the opportunity to study in Nancy, a city of Art and History, renowned all over the world for its traditional buildings inscribed on the UNESCO World Heritage List since 1983. The city is only 90 minutes from Paris on the East European TGV train. You will also have the opportunity to live and study in a multicultural environment where intellectual enquiry and personal fulfilment can flourish.

- RECOGNIZED KNOW-HOW IN HOSTING INTERNATIONAL STUDENTS FOR MANY DECADES.

It has been decades that ICN Business School has been able to welcome international students from all over the world, mostly as a result of our network of partner-universities. Therefore we have been able to improve our approaches to co-curricular activities so as to optimize the integration of our international students. Here is quick insight into the events and activities which are routinely organized for IPM students:

- Integration and Orientation Week in September, prior to the start of the academic year
- Off-Campus Seminar with ICN students (Team Spirit Seminar: sports activities focusing on the team spirit concept).
- ARTEM Languages Cafés gathering students French and International students from ICN Business School, the National School of Engineering and the National School of Art in Nancy.
- Languages Tandems to facilitate students’ integration

Testimony of IPM Student

“The IPM was for me the key to my internationally recognized double Master degree: ICN’s MSc in Management & the M.B.A. from Indiana University of Pennsylvania (USA). I look back on unforgettable years rich in intercultural experiences, diverse lectures, challenging group projects and the improvement of my language and soft skills.

Today, besides a practice-oriented interdisciplinary managerial comprehension and education across geographical borders, I have also new friends all over the world!”

Amandine MIODEK
## Contents and syllabus of Annual IPM

### Semestre 1

**IPM2 Annuel - Année academique 2016/2017 / Academic Year 2016/2017**

*Cours du tronc commun : les étudiants choisissent de les suivre en Français OU en Anglais.*

*Core courses: students choose to attend them in French OR in English.*

> Je choisis de suivre tous les cours du tronc commun en Français  
/I choose to enroll in all core courses taught in French

<table>
<thead>
<tr>
<th>Programme</th>
<th>Semestre</th>
<th>Unité d'Enseignement / Teaching Unit</th>
<th>Modules</th>
<th>Heures / Teaching hours</th>
<th>Crédits / ECTS</th>
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<tbody>
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<td>IPM2</td>
<td>1</td>
<td>UE 1</td>
<td>Management des Systèmes d'information</td>
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<td></td>
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<td>Environnement des Affaires</td>
<td>15</td>
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<td></td>
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<td>Analyse de données</td>
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<td></td>
<td></td>
<td>UE 2</td>
<td>Comportement organisationnel</td>
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<td>Communication interculturelle</td>
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<td>Contrôle de gestion</td>
<td>15</td>
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<td></td>
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<td>UE 4</td>
<td>Marketing Stratégique</td>
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<td></td>
<td>Décision d'Investissement &amp; de Financement</td>
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<td>Comptabilité de gestion</td>
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<td>Compétences professionnelles</td>
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<td><strong>TOTAL</strong></td>
<td><strong>160</strong></td>
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OU / OR

> Je choisis de suivre tous les cours du tronc commun* en Anglais  
/I choose to enroll in all core courses* taught in English

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<th>Programme</th>
<th>Semestre</th>
<th>Unité d'Enseignement / Teaching Unit</th>
<th>Modules</th>
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<td>Business environment</td>
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<td>Data Analysis</td>
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<td>UE 2</td>
<td>Organisational behaviour</td>
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<td>Investment and financing decisions</td>
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<td>Cost accounting</td>
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<td>UE 5</td>
<td>Professional skills</td>
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<td><strong>TOTAL</strong></td>
<td><strong>160</strong></td>
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> Je choisis les cours IPM suivants (en Anglais)  
/I choose to enroll in both of the following IPM courses (in English)

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<th>Programme</th>
<th>Semestre</th>
<th>Unité d'Enseignement / Teaching Unit</th>
<th>Modules</th>
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<td>Société et culture française</td>
<td>15</td>
<td>1</td>
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<td></td>
<td><strong>TOTAL</strong></td>
<td><strong>30</strong></td>
<td><strong>2</strong></td>
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</tbody>
</table>
** Je choisis parmi la liste ci-dessous :  
(un seul choix possible)

- un Atelier ICN
- un Atelier Ecole des Mines
- un Atelier Ecole des Beaux Arts

** Je choisis entre les listes ci-dessous :  
(only one choice possible)

- un ICN Workshop
- un "Ecole des Mines" Workshop
- un "Ecole des Beaux Arts" Workshop

<table>
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<th>Programme Ateliers</th>
<th>Semestre Semester</th>
<th>Unité d'Enseignement / Teaching Unit</th>
<th>Modules</th>
<th>Heures / Teaching hours</th>
<th>Crédits / ECTS</th>
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</thead>
</table>
| **IPM2 Ateliers ICN** | 1 | UE 3 | Anglo-Saxon project management (in ENGLISH)  
Intelligence économique et prise de décision  
IRE / DSCG  
La Banque du Futur  
Le Manager CréActif  
Les nouveaux modèles économique de l'entrepreneuriat  
L'humain augmenté  
Living consulting  
Management des S.I. Innovants  
Marketing d'enseigne & innovation commerciale  
 Médecins et Managers 2014-2017  
Modélisations Financières  
OBP : Organisational best practices (in ENGLISH)  
Smart economies (in French & in English)  
Tranche de ville  
Family Business (in ENGLISH ! Only in Metz)  
ABCDWeb  
Cindyniques : sciences du danger  
CIP : Conception, Innovation, Production  
Cube  
Dynamiques territoriales  
Entreprendre autrement  
Environnement et Développement Durable  
We are the robots  
Care  
Cinéma plasticien  
Collection  
D.I.Y. - Paisley Park  
L'expo qui colle au frigo !  
Lecture(s) de forme, forme(s) de lecture - Paisley Park | 45 | 5 |
| **IPM2 Ateliers Ecole des MINES** | 1 | UE 3 | | | |
| **IPM2 Ateliers Ecole des Beaux-Arts** | 1 | UE 3 | | | |

** Je choisis de suivre le cours de LV2* ou LV3** suivant (un seul choix possible) 
I choose the following language course (only one choice possible)

*LV2 = niveau intermédiaire / LV2= intermediate level  
**LV3 = niveau débutant / LV3= beginner level

<table>
<thead>
<tr>
<th>Programme</th>
<th>Semestre Semester</th>
<th>Unité d'Enseignement / Teaching Unit</th>
<th>Modules</th>
<th>Heures / Teaching hours</th>
<th>Crédits / ECTS</th>
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</thead>
</table>
| **IPM2** | 1 | UE 5 | LV2 - Allemand  
LV2 - Espagnol  
LV2 - Italien  
LV2 - Russe  
LV3 - Allemand  
LV3 - Chinois  
LV3 - Espagnol  
LV3 - French  
LV3 - Italien  
LV3 - Russe | 15 | 2 |
**IPM2 Semestre 2 - Année académique / Academic Year 2016-2017**

**Choix de cours du 2nd Semestre / Second Semester course choice**

*Cours du tronc commun : les étudiants choisissent de les suivre en Français OU en Anglais.*

*Cores courses: students choose to attend them in French OR in English.*

---

**OU / OR**

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**Programme Semestre / Programme Semester**

<table>
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<th>UE</th>
<th>Modules</th>
<th>Heures / Teaching hours</th>
<th>Crédits / ECTS</th>
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<tr>
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<td>Analyse stratégique</td>
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</tr>
<tr>
<td>UE 2</td>
<td>Risques et Evaluation de l'Entreprise</td>
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<td>UE 2</td>
<td>Marketing Industriel et des Services</td>
<td>15</td>
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<tr>
<td>UE 2</td>
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<tr>
<td>UE 2</td>
<td>Design Organisationnel</td>
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**Semester 2**

**IPM2**

**Semester 2**

*Je choisis de suivre les cours du tronc commun en Français / I choose to enroll in core courses taught in French*

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**Programme Semestre / Programme Semester**

<table>
<thead>
<tr>
<th>UE</th>
<th>Modules</th>
<th>Heures / Teaching hours</th>
<th>Crédits / ECTS</th>
</tr>
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<tbody>
<tr>
<td>UE 1</td>
<td>Strategic Analysis</td>
<td>15</td>
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<tr>
<td>UE 1</td>
<td>Risk &amp; Company Valuation</td>
<td>15</td>
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<td>UE 2</td>
<td>Intercultural Management</td>
<td>10</td>
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<tr>
<td>UE 2</td>
<td>Organisational Design</td>
<td>15</td>
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**Programme Semestre / Programme Semester**

| UE 5 | Communication professionnelle          | 15                      | 1              |
| UE 5 | Société et culture française           | 15                      | 1              |

---

**Je choisis parmi la liste ci-dessous : (un seul choix possible) / I choose between the list bellow: (only one choice possible)**

- un Atelier ICN
- un Atelier ICN Workshop

**Programme Semestre / Programme Semester**

<table>
<thead>
<tr>
<th>UE 3</th>
<th>Modules</th>
<th>Heures / Teaching hours</th>
<th>Crédits / ECTS</th>
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<tbody>
<tr>
<td>UE 3</td>
<td>Anglo-Saxon project management (in ENGLISH)</td>
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<tr>
<td>UE 3</td>
<td>Intelligence économique et prise de décision</td>
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<td>UE 3</td>
<td>IPE / DSGC</td>
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<td>UE 3</td>
<td>La Banque du Futur</td>
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<td>UE 3</td>
<td>Le Manager CréActif</td>
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<td>UE 3</td>
<td>Les nouveaux modèles économique de l'entrepreneuriat</td>
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<td>UE 3</td>
<td>L'humain augmenté</td>
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<td>UE 3</td>
<td>Living consulting</td>
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<td>UE 3</td>
<td>Management des S.I. Innovants</td>
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<td>UE 3</td>
<td>Marketing d'enseigne &amp; innovation commerciale</td>
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<td>UE 3</td>
<td>Médecins et Managers 2014-2017</td>
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<tr>
<td>UE 3</td>
<td>Modélisations Financières</td>
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<td>OBP : Organisational best practices (in ENGLISH)</td>
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<td>UE 3</td>
<td>Smart economies (in French &amp; in English)</td>
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<td>UE 3</td>
<td>Tranche de ville</td>
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IPM2 Ateliers ICN

**Ateliers ICN**

**Semester 2**

**Ateliers ICN**

**Semester 2**

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**Crédits / Crédits**

**Crédits / ECTS**
<table>
<thead>
<tr>
<th>Programme</th>
<th>Semestre</th>
<th>Unité d'Enseignement / Teaching Unit</th>
<th>ROUTES / MAJOR</th>
<th>Heures / Teaching hours</th>
<th>Crédits / ECTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>IPM2</td>
<td>2</td>
<td>UE 4</td>
<td>Banking, Funds &amp; Markets (in ENGLISH) in Metz</td>
<td>90</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Audit (in ENGLISH)</td>
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<td></td>
<td>Finance d'Entreprise</td>
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<td>Contrôle de Gestion</td>
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<td>Communication &amp; Digital Marketing (in ENGLISH) in Metz</td>
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<tr>
<td></td>
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<td></td>
<td>Distribution, e-Commerce et Management des Grands Comptes</td>
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</table>

**1 ROUTE = 3 modules OBLIGATOIRES / **1 MAJOR = 3 MANDATORY courses

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<th>ROUTES / MAJOR</th>
<th>3 Modules</th>
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<tr>
<td>Banking, Funds &amp; Markets (in ENGLISH) in METZ</td>
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<tr>
<td>Audit (in ENGLISH)</td>
<td>Principles &amp; Practices of Groups Accounts</td>
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<tr>
<td>Finance d'Entreprise</td>
<td>Comptes annuels et consolidés</td>
</tr>
<tr>
<td>Contrôle de Gestion</td>
<td>Comptes annuels et consolidés</td>
</tr>
<tr>
<td>Communication &amp; Digital Marketing (in ENGLISH) in METZ</td>
<td>Communication Management</td>
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<tr>
<td>Distribution, e-Commerce et Management des Grands Comptes</td>
<td>Environment juridique, logistique et panels</td>
</tr>
<tr>
<td>Design de l'offre et Innovation</td>
<td>Etude de marché</td>
</tr>
<tr>
<td>Talent Management in Organisations (in ENGLISH)</td>
<td>Talent Management</td>
</tr>
<tr>
<td>Management of Innovation (in ENGLISH)</td>
<td>Management des droits de la propriété intellectuelle</td>
</tr>
<tr>
<td>Arts &amp; Entertainment Industry Management (in ENGLISH)</td>
<td>Managing Creativity &amp; Sustainability</td>
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> Je choisis de suivre la ROUTE** (un seul choix possible) / I choose the following MAJOR** (only one choice)

> Je choisis de suivre le cours de LV2* ou LV3** suivant (un seul choix possible) / I choose the following language course (only one choice possible)

*LV2 = niveau intermédiaire / LV2= intermediate level
**LV3 = niveau débutant / LV3= beginner level

<table>
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<tr>
<th>Programme</th>
<th>Semestre</th>
<th>Unité d'Enseignement / Teaching Unit</th>
<th>Modules</th>
<th>Heures / Teaching hours</th>
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<td>LV3 - Allemand</td>
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<td>LV3 - Russe</td>
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</table>
## Contents and syllabus of Semestrial IPM

**IPM2 Semestriel - Année académique 2016-2017 / Academic Year 2016-2017**

**Choix de cours du 1er Semestre / First Semester course choice**

*Cours du tronc commun : les étudiants choisissent de les suivre en Français OU en Anglais.*

*Core courses: students choose to attend them in French OR in English.*

<table>
<thead>
<tr>
<th>Programme</th>
<th>Semestre</th>
<th>Unité d'Enseignement / Teaching Unit</th>
<th>Modules</th>
<th>Heures / Teaching hours</th>
<th>Crédits / ECTS</th>
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<td>Environnement des Affaires</td>
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<td>Analyse de données</td>
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<td>Décision d'Investissement &amp; de Financement</td>
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<td>Comptabilité de gestion</td>
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**OU / OR**

> Je choisis de suivre les cours du tronc commun en Français / I choose to enroll in core courses taught in French

<table>
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<tr>
<th>Programme</th>
<th>Semestre</th>
<th>Unité d'Enseignement / Teaching Unit</th>
<th>Modules</th>
<th>Heures / Teaching hours</th>
<th>Crédits / ECTS</th>
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<td>Cost accounting</td>
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<td>UE 5 Professional skills</td>
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> Je choisis le ou les cours IPM suivants (en Anglais) / I choose to enroll in one or both of the following IPM courses (in English)

<table>
<thead>
<tr>
<th>Programme</th>
<th>Semestre</th>
<th>Unité d'Enseignement / Teaching Unit</th>
<th>Modules</th>
<th>Heures / Teaching hours</th>
<th>Crédits / ECTS</th>
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<td>Société et culture française</td>
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Je choisis parmi la liste ci-dessous : (un seul choix possible)
- un Atelier ICN

Programme  | Semestre | Unité d'Enseignement / Teaching Unit | Modules |
--- | --- | --- | --- |
IPM2 Ateliers ICN | 1 | UE 3 | 45 | 5 |

<table>
<thead>
<tr>
<th>Programmes</th>
<th>Semestre</th>
<th>Unité d'Enseignement / Teaching Unit</th>
<th>Modules</th>
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<td>IPM2</td>
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</table>

Je choisis de suivre le cours de LV2* ou LV3** suivant (un seul choix possible) / I choose the following language course (only one choice possible)

*LV2 = niveau intermédiaire / LV2= intermediate level
**LV3 = niveau débutant / LV3= beginner level
### Synoptique des Spécialisations

#### 2A 2016-2017

<table>
<thead>
<tr>
<th>4.1</th>
<th>4.2</th>
<th>4.3</th>
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<tbody>
<tr>
<td>30h</td>
<td>30h</td>
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<tr>
<td>Banking, funds and markets (Michel Verlaine)</td>
<td>Asset and fund management</td>
<td>International banking</td>
</tr>
<tr>
<td>Audit (Stéphanie Thiery Dubuisson)</td>
<td>Principles of group accounts</td>
<td>Public accounting and internal auditing</td>
</tr>
<tr>
<td>Finance d’Entreprise (Sondes Mbarek)</td>
<td>Comptes annuels et consolidés</td>
<td>Evaluation et diagnostic financiers</td>
</tr>
<tr>
<td>Contrôle de Gestion (Yves Habran)</td>
<td>Comptes annuels et consolidés</td>
<td>Compte de gestion opérationnel</td>
</tr>
<tr>
<td>Finance, Insurance and risk management (Stefan Stoeckl)</td>
<td>Principles of risk management and banking</td>
<td>Principles of risk management and insurance</td>
</tr>
<tr>
<td>Communication and Digital Marketing (Christophe Réthoré)</td>
<td>Communication management</td>
<td>E-commerce and M-Marketing</td>
</tr>
<tr>
<td>Distribution, e-Commerce et Management des Grands Comptes (Michel Makiela)</td>
<td>Marketing d’enseigne et de point de vente</td>
<td>Category management &amp; trade marketing</td>
</tr>
<tr>
<td>Design de l’Offre et Innovation (Rossella Sorio)</td>
<td>Management de l’offre</td>
<td>Design produit et marketing</td>
</tr>
<tr>
<td>Talent Management in Organisations (Krista Finstad-Million)</td>
<td>Theory of organizations</td>
<td>HR Administration and labour law</td>
</tr>
<tr>
<td>Management of Innovation (Nicolas Battard)</td>
<td>Innovation project management</td>
<td>Monitoring functional aspects</td>
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<tr>
<td>Arts and entertainment Industry management (Kamel Mnisri)</td>
<td>Arts and entertainment management</td>
<td>Managing creativity and sustainability</td>
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#### 3A 2016-2017

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<td>30h</td>
<td>30h</td>
<td>30h</td>
<td>20h</td>
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<tr>
<td>Structured finance &amp; advanced valuation topics</td>
<td>Financial risk management</td>
<td>Behavioural finance and the architecture of finance</td>
<td>Market microstructure</td>
</tr>
<tr>
<td>Advanced IFRS standards</td>
<td>International auditing standards (ISA)</td>
<td>Frauds and auditing</td>
<td>Bankruptcy law</td>
</tr>
<tr>
<td>Normes IFRS</td>
<td>Analyse financière fondamentale</td>
<td>Droit fiscal et des sociétés</td>
<td>Ingénierie financière</td>
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<tr>
<td>Diagnostic de performance et systèmes d’information</td>
<td>Aspects particuliers du contrôle de gestion</td>
<td>Diagnostic Financier</td>
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</tbody>
</table>
IPM : Core courses - Semester 1
Ce module aborde le management des systèmes d'information. Les cours magistraux (+ un TD) sont dispensés en face-à-face par des intervenants disposant des compétences nécessaires dans les domaines couverts.

**Content**

4 grandes parties :
- Organisations, management et entreprise en réseau
- Infrastructure TI
- Applications
- Conception et management des SI
  (voir détail des cours au verso)

**Learning objectives**

L’étudiant doit comprendre :
- comment les systèmes d’information fonctionnent dans une organisation moderne et comment ils soutiennent les objectifs de l'organisation ;
- les concepts, outils et techniques pour développer et manager des systèmes d'information.

**Référence**

Séquence des cours (interventions en face-à-face)

CM1 : « Systèmes d’information dans l’environnement actuel » (Chap 1)
CM2 : « E-commerce et collaboration » (Chap 2)
CM3 : « Questions éthiques et sociales liées aux systèmes d’information » (Chap 4)
CM4 : « Infrastructure TI et technologies émergentes » (Chap 5)
CM5 : « Business Intelligence : bases de données et management de l’information » (Chap 6)
CM6 : « Aide à la décision » (Chap 12)
TD1 : « Aide à la décision »
CM7 : « Sécurité des systèmes d’information » (Chap 8)
CM8 : « Conception des systèmes d’information » (Chap 13)
CM9 : « Management des projets en systèmes d’information » (Chap 14)

Travaux en-dehors des cours

Avant chaque cours, il sera demandé aux étudiants de lire un extrait (chapitre) du textbook pour préparer le cours et se familiariser avec les sujets abordés. On pourra aussi solliciter les étudiants pour faire des exercices ou résoudre une étude de cas issus du textbook. Ces travaux préparatoires seront requis hors temps de cours (sur le temps personnel).

Assessment Methods

Inclass Assessment: 0 %  Duration : hours
☐ Written  ☐ MCQ  ☐ Oral  ☐ Report  ☐ Participation

Final Exam: 100 %  Duration : 20 minutes
☐ Written  ☒ MCQ  ☐ Oral  ☐ Report  ☐ Participation

Additional information:

Le QCM sera basé sur les chapitres précédemment mentionnés du textbook.
Programme | Year | Route
--- | --- | ---
ICN Grande Ecole | 2A | TC

| Title | Code |
--- | ---
Environnement des affaires | BE

| Leader | Credits | Volume | Language |
--- | --- | --- | ---
Günter SCHUMACHER | 2 | 15 h | FRA

**Course description and Teaching Methods**

L'objectif général de ce module interdisciplinaire (axiologie, socio-économie, éthique de l'économique et droit) est de sensibiliser le futur cadre à l'environnement complexe et international des affaires, qui fournit le cadre de règles, de normes et de méthodes de résolutions de conflits, et où la notion de "valeur" et le rôle du droit et de l'éthique ont gagné de nouveau en importance. Cette sensibilisation inclut la problématique du développement durable et de la RSE et se fait surtout par l'apprentissage des outils et méthodes d'analyse interdisciplinaire (linguistique, épistemologique, économique et juridique). Dans cette perspective le module est divisé en deux parties:

I) "Political Economy" (en anglais) et II) "Droit International" (en français)

La méthode d'enseignement est composée d'un cours magistral + travaux dirigés en groupe (notés) pour la partie « Political Economy » et d'enseignement en groupe pour la partie « Droit International » avec travail de groupe noté. La première partie est enseignée en anglais, car même un étudiant francophone de management devrait être capable de comprendre et d'aborder les matières internationales en langue anglais. C'est pour cela que le textbook est uniquement en anglais.

**Content**

**Partie I: "Political Economy"**
Session 1: Challenges of interdisciplinary analysis and the problem of values in business relevant academic texts
Session 2: Globalisation of real and financial economy and their global institutional framework
Session 3: Criticism of the present global situation and the question of international social justice and economic ethics

**Partie II: "Droit International"**
Session 1: L'environnement juridique des affaires
Session 2: Convention de Vienne sur la vente internationale de marchandises
Session 3: La procédure de règlement de litiges et le droit de l'OMC
Session 4: Droit international et règlement de litiges privés

**Learning objectives**

Les étudiants devraient être capables de travailler dans un environnement qui est marqué par une dimension multiculturelle et dans des projets caractérisés par l'interdisciplinarité.

**Référence**


**Prerequisite**

Niveau d'anglais satisfaisant
## Course Sequence and Homework Description

**Partie I :**

**Séquence 1 :** Dans cette première section nous aidons les étudiants à résoudre à travers des analyses linguistiques et épistémologiques des problèmes de compréhension liés à la multiculturalité et à l’interdisciplinarité de l’environnement international des affaires. Cela englobe aussi la présentation de l’approche de la « Political Economy ». Ce cours magistral est suivi directement d’un travail de groupe noté où, à l’aide du textbook et des échanges avec le professeur, les étudiants doivent appliquer le contenu du cours précédent.

**Séquence 2 :** Dans cette deuxième section nous présentons le cadre institutionnel pour l’économie réelle (commerce international) et pour l’économie financière (SMI) en l’ancrant dans la grille analytique développée en séquence 1. Ce cours est également suivi un travail de groupe noté.

**Séquence 3 :** Dans cette troisième séquence nous abordons les différents types de critique qui concernent l’organisation politico-économique international des affaires. Cela permet d’offrir aux étudiants des grilles analytiques qui leur permettent d’analyser la question de la justice sociale internationale et, plus généralement, l’aspect éthique dans ce domaine. Pour cela nous leur présentons, entre autres, l’approche de « Business Ethics » et divers concepts d’une « éthique économique internationale ». Ce cours est également suivi d’un travail de groupe noté.

Les travaux de groupes sont les lieux privilégiés pour problématiser et opérationnaliser le développement durable et sa traduction managériale en forme de RSE.

Les étudiants doivent préparer les séances en lisant avant des séquences les chapitres du textbook correspondant aux séquences.

**Partie II :**

Nous aborderons durant ce cours le rôle de l’autonomie de la volonté en matière de droit international des contrats et notamment la possibilité pour les parties de choisir le droit applicable, sans lien avec le contrat, en expliquant de manière plus générale la notion de conflit de lois.

Nous traiterons ensuite le champ d’application de la Convention de Vienne sur la Vente Internationale de Marchandises en expliquant son rôle et ses implications dans le domaine du commerce international.

Nous envisagerons enfin le droit de l’OMC à travers notamment les accords du GATT afin de préciser les grands principes et ses exceptions dans le cadre de la procédure de règlements des litiges commerciaux internationaux.

Les étudiants doivent préparer les séances en lisant les chapitres correspondant aux thèmes abordés et répondre aux différentes questions posées. Ils doivent aussi préparer des cas pratiques.

Les étudiants doivent enfin réaliser un travail de groupe (dossier écrit + présentation orale pour certains) lequel comptera pour 50 % de la note finale. Ils doivent constituer une équipe de 6 à 8 personnes pour analyser la situation juridique et économique suite à un litige frappant la société internationale Yahoo et développer une stratégie d’entreprise pour faire face à la réalité juridique en prenant en compte tous les autres intérêts de cette société.

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## Assessment Methods

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<td>☐ Report</td>
</tr>
<tr>
<td>☐ Participation</td>
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</table>

**Additional information:**

Partie I : 3 Travaux Dirigés à une heure chacune (50% de la note finale/partie I) + 1 exam final 1h (QCM) (50% de la note finale/ partie I)
Partie II : travail de groupe (50% de la note finale/partielle) + 1 exam final 1h (QCM) (50% de la note finale/partie II)
Course description and Teaching Methods

Introduction à la recherche scientifique et aux analyses de données qualitative et quantitatives avec des exemples d’application. Les principales techniques d’analyse des données sont présentées et appliquées sur la base de cas d’étude réels et l’attention est particulièrement portée sur les conclusions managériales que leurs résultats permettent de tirer.

Content

METHODOLOGIE DE LA RECHERCHE SCIENTIFIQUE
Introduction à l’épistémologie des sciences des gestion, structuration d’un travail de recherche

ANALYSE DES DONNEES QUALITATIVES
Introduction à l’analyse qualitative,

ANALYSE DES DONNEES QUANTITATIVES
Données et variables, Corrélation, Régression simple et multiple, Analyse factorielle en composantes principales (ACP), tableaux croisés, analyse factorielle des correspondances (AFC), analyse des correspondances multiples (ACM), ANOVA, classification hiérarchique et non hiérarchique

Learning objectives

À l’issue du cours, les étudiants sauront sélectionner la méthode correspondant à leur besoin d’analyse et la mettre en œuvre. Dans le cadre de leur Mémoire de Fin d’Etudes, les étudiants sauront mettre en place la méthodologie adéquate, puis sélectionner et mettre en œuvre les outils d’analyse appropriés.

Référence

Prerequisite

Statistiques descriptives et inférentielles

Expected Profile and Selection Process
INTRODUCTION A LA METHODOLOGIE DE RECHERCHE
Séance 01 - Introduction à la recherche scientifique en sciences de gestion
Séance 02 - Rechercher des articles académiques dans les bases de données
Séance 03 - La structure d’un document de recherche (MFE)
Séance 04 - Analyse approfondie d’un papier de recherche en gestion

ANALYSE DES DONNEES QUALITATIVES
Séance 05 - Introduction à l’analyse des données qualitative
Séance 06 - Les techniques de collecte des données
Séance 07 - Les techniques de traitement des données
Séance 08 - Etude de cas

ANALYSE DES DONNEES QUANTITATIVES
Séance 09 - Données et variables
Séance 10 - Corrélation, régression simple
Séance 11 - Régression multiple
Séance 12 - Analyse factorielle en composantes principales 1
Séance 13 - Analyse factorielle en composantes principales 2
Séance 14 - Tableaux croisés, analyse factorielle des correspondances (AFC)
Séance 15 - Analyse des correspondances multiples (ACM)
Séance 16 - ANOVA
Séance 17 - Classification hiérarchique
Séance 18 - Classification non hiérarchique

SOUTENANCE DE PROJET
Séance 19 - Soutenance de projet
Séance 20 - Soutenance de projet

Assessment Methods

Inclass Assessment: 50 % Duration :
☐ Written ☐ MCQ ☐ Oral ☒ Report ☒ Participation

Final Exam: 50 % Duration :
☐ Written ☒ MCQ ☐ Oral ☐ Report ☐ Participation

Additional information:
**Course description and Teaching Methods**


La méthode d’enseignement consistera en un mélange de cours traditionnels, de vidéos éducatives et d’études de cas.

**Content**

Les sujets principaux sont :
- L’individu
  - Émotions et caprices
  - Personnalité
  - Motivation et satisfaction
- Le groupe
  - Pouvoir et politique
  - Conflit
  - L’organisation
  - Culture organisationnelle
  - Gestion de changement

**Learning objectives**

A l’issue, les étudiants devraient :
- envisager tout manager d’abord comme un manager de ressources humaines,
- avoir acquis la compréhension théorique des aspects pratiques du management des comportements organisationnels
- Être capable d’encadrer le phénomène organisationnel dans un contexte plus large du développement durable continu.
- comprendre l’importance stratégique de l’élément humain en tant qu’avantage compétitif.
- pouvoir analyser les causes et les conséquences des dysfonctionnements de comportement organisationnel

**Référence**

Human Resources Management and Organisational Behaviour
(Departmental customised e-book)
**Course Sequence and Homework Description**

Chaque cours a une durée de 85 minutes, séquencés par deux sessions consécutives par semaine

<table>
<thead>
<tr>
<th>Session</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Session 1</td>
<td>Introduction: OB dans le contexte du Programme de Master; les attentes; contexte général d’une organisation; revue de concepts de base</td>
</tr>
<tr>
<td>Session 2</td>
<td>Émotions : les hommes au travail sont aussi des hommes; les limites de la rationalité; l’intelligence émotionnelle. débat : d’Angela Merkel à Obama.</td>
</tr>
<tr>
<td>Session 3</td>
<td>Humeurs : du stade d’enfant à celui de professionnel; les différents états d’esprit au travail. Débat : &quot;je déteste mon travail&quot;</td>
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<tr>
<td>Session 4</td>
<td>Personnalité : l’autoroute pour l’action, pas de chemin de traverse ; les types de personnalité en interaction avec les situations. Débat : Poutine pourrait-il être français ?</td>
</tr>
<tr>
<td>Session 5</td>
<td>Motivation et satisfaction : &quot;je ne peux pas obtenir ...&quot;; les différents compromis entre motivation et satisfaction Débat : motivés chez McDo, démotivés chez Google !</td>
</tr>
<tr>
<td>Session 7</td>
<td>Politique et cynisme : de l’huile dans les rouages; les pors et les contres des côtés cachés des organisations. Débat : que font effectivement les managers quand ils managent?</td>
</tr>
<tr>
<td>Session 8</td>
<td>Conflit : chasser la tempête; les conflits de management. Débat : quel niveau sain de conflit, le cas échéant ?</td>
</tr>
<tr>
<td>Session 9</td>
<td>culture Organisationnelle : des organisations et des icebergs; les aspects visibles et non visibles de la culture d’entreprise; comportement collectif et culture; management par la culture. Débat : comme les vieux couples, pourquoi les hommes d’une organisation ont-ils tendance à avoir l’air tous semblables ?</td>
</tr>
<tr>
<td>Session 10</td>
<td>le management par le changement : &quot;contre toute attente&quot;; manager les hommes et l’organisation par le changement ; manager la résistance au changement Débat : pourquoi changer si nous avons toujours fait comme ça ?</td>
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**Assessment Methods**

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</table>

Additional information:

Examen « Open book » (tous les matériels permis sauf des dispositifs électroniques ou numériques)
Communication interculturelle

Course description and Teaching Methods

Le but de ce module est de familiariser les étudiants aux théories et outils de la communication interculturelle.

Content

1) Comprendre la communication interculturelle
2) Acquérir une compétence en diversité culturelle
3) Interagir efficacement avec d'autres cultures
4) Comprendre l'impact de la culture sur les relations d' affaires

Learning objectives

Use critical thinking in order to select the obvious elements of a problem and summarize them critically and argumentatively;
Decypher the codes of a different cultural environment ;
Develop critical thinking as related to one's own competences and find appropriate measures to develop them.

Référence

Departmental E.Book : Part 5: Culture and Intercultural Communication ; Cultural patterns and Communication: Taxonomies ; Cultural Identity and Cultural Biases ; Nonverbal Intercultural Communication.
**Course Sequence and Homework Description**

<table>
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<td><strong>Final Exam</strong>: 100 %</td>
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</table>

**Additional information:**

Questions clés basées sur le cours
Ce cours est un cours d’initiation au contrôle de gestion. Les problématiques de gestion abordées le sont à travers les outils les plus utilisés par les praticiens i.e. les indicateurs de performance, tableaux de bord et budgets.

Content

- Introduction au contrôle de gestion (caractéristiques, CG et structures, prix de cession internes)
- Indicateurs de performance (financiers/non financiers, internes/externes…)
- Stratégie et tableaux de bords
- Procédure budgétaire et démarche prévisionnelle
- Articulation des différents budgets
- Suivi des écarts et actions correctives

Learning objectives

- Mobiliser les outils analytiques utiles pour identifier un problème de gestion et le problématiser ;
- Faire preuve d’esprit critique pour sélectionner les éléments saillants d’un problème et les synthétiser de façon critique et argumentée ;
- Vérifier la pertinence d’une solution en prenant en compte toutes les facettes du problème, de son environnement et des contraintes associées

Référence


Recueil de notes et d’exercices complémentaires sur certains points.

<table>
<thead>
<tr>
<th>Prerequisite</th>
<th>Expected Profile and Selection Process</th>
</tr>
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<tbody>
<tr>
<td>Cours de comptabilité</td>
<td>Cours d’analyse des coûts</td>
</tr>
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</table>
Course Sequence and Homework Description

Séance 1 : Introduction au Contrôle de Gestion et Prix de cession
Lecture du chapitre 18: Introduction au contrôle de gestion - Exercices: 18.17 et 18.18

Séance 2 : Indicateurs de performance

Séance 3 : Budget
Lecture du chapitre 14: Contrôle budgétaire - Exercices: 4.24 (14.24, version anglaise)

Séance 4 : Budget
Exercices: Cas Bipalarm

Séance 5 : Budget
Exercices: Cas Mecanico

Séance 6 : Ecarts sur charges directes
Lecture du chapitre 15: Contrôle par exceptions et analyse d écarts – Sections 1 & 2
Lecture du chapitre 17 : Analyse d écarts dans un contexte multi produit et multi facteur de production – section 1
Exercices : 15.15, 15.16 et 17.12 (optionnel 17.20)

Séance 7 : Ecarts sur chiffres d affaire
Lecture du chapitre 17: Analyse d écarts dans un contexte multi produit et multi facteur de production – section 2 -
Exercices : 17.13 + 6.23 (ouvrage en français)

Séance 8 : Ecarts sur charges et chiffres d affaire
Exercices : Cas récapitulatif sur décomposition des charges directes - Cas récapitulatif de décomposition de l écart sur chiffres d affaires

Séance 9 : Tableaux de bord et Balanced Scorecards
Lecture du chapitre 22: Stratégie et tableaux de bord - section 1, 2 à 2.4, 3, 4 et 5
Lecture du poly complémentaire

Séance 10 :
Exercices: 22.15 et 3.18 (ouvrage en français)

Assessment Methods

Inclass Assessment: 50 %  Duration : 2 hours
☐Written  □MCQ  □Oral  □Report  □Participation

Final Exam : 50 %  Duration : 1 hour
□Written  ☒MCQ  □Oral  □Report  □Participation

Additional information:
Examen 1 porte sur les séances 3 à 5 (budget) – Examen 2 sur les séances 1, 2, 6, 7,8, 9,10
Programme | Year | Route
---|---|---
ICN Grande Ecole | 2A | TC

**Title**

Marketing stratégique  
**Code**

MKSTRAT

**Leader**  
Christophe RETHORE

**Period** | **Credits** | **Volume** | **Language**
---|---|---|---
S3 | 2 | 15 h | FRA

---

**Course description and Teaching Methods**

Approfondissement de la stratégie marketing de l'entreprise aux plans national et international. Jeu de simulation stratégie marketing.

---

**Content**

Jeu de simulation STRATSIM MARKETING : découverte de la stratégie marketing de l'entreprise au travers d'un jeu simulant des entreprises en concurrence. En équipe, l'étudiant élabore et met en place la stratégie de son entreprise dans un environnement concurrentiel. STRATSIM MARKETING prend en compte les autres domaines de la gestion (notamment finances, RH, production) et illustre l'interdépendance des domaines de la gestion.

Approfondissement des notions suivantes : segmentation, ciblage, positionnement et capital-marque ; concurrence ; marketing et RSE.

Applications de la stratégie marketing à différents secteurs / à l'international.

---

**Learning objectives**

1) Avoir une bonne connaissance des stratégies marketing de l'entreprise tant sur les marchés nationaux qu'internationaux.
2) Exploiter de façon pertinente la veille stratégique : marchés, concurrence, spécificités culturelles, etc.
3) Définir une stratégie marketing cohérente et traduire cette stratégie marketing par le marketing mix approprié, en lien avec les autres dimensions de la gestion.
4) Faire preuve d'adaptation et de réactivité.

---

**Référence**

2) JEU DE SIMULATION OBLIGATOIRE : STRATSIM MARKETING (jeu en ligne et manuel d'utilisation)
3) Etudes de cas et articles distribués par les enseignants

---

**Prerequisite**

Comportement du consommateur (1A)  
Principes du marketing (1A)  
Etudes de marché (1A)
Vue d’ensemble du marketing stratégique : Kotler/CCDVTP + SCP (Segmentation, cible, positionnement), capital-marque, concurrence, RSE + outils d’analyse stratégique ➔ les séances suivantes sont consacrées à un jeu d’entreprise (jeu sérieux/serious game), ainsi qu’à l’exploration et à l’application du marketing stratégique dans des secteurs particuliers, par exemple :

1 Auto  
2 Pharma  
3 TIC  
4 Services  
5 Digital/retail  
6 Alim/Food  
7 Luxe/Luxury  
8 Sport  
9 Finance  

Format pour chaque séance portant sur un secteur particulier = présentation théorique du marché + étude de cas.

+ Examen final  
+ Simulation StratSim Marketing

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### Assessment Methods

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<tr>
<td>Sandrine JACOB LEAL</td>
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<td>2</td>
<td>15 h</td>
<td>FRA</td>
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</table>

**Course description and Teaching Methods**

Ce module traite des décisions financières (choix d’investissement et de financement) prises au sein des entreprises. Ce module consiste à présenter les concepts et les outils pertinents à mobiliser pour comprendre quand, pourquoi et comment ces décisions sont prises.

L’enseignement est organisé en alternant :
1) Des séances de cours magistraux (CM) - présentation des concepts et des principales méthodes utilisées
2) Des séances de travaux dirigés (TD) - application des concepts et des outils
3) Un apprentissage personnel fondé sur la lecture du manuel de référence (voir détail ci-dessous) et l’utilisation de la plateforme en ligne associée (MyFinanceLab)

**Content**

Le cours s’articule autour des thèmes suivants:

1) Les choix d’investissement
   - évaluation des caractéristiques économiques des projets d’investissement
   - principaux critères de choix d’investissement

2) Le coût du capital et la structure financière
   - l’évaluation du coût des principales sources de financement
   - levier financier, structure optimale

3) Les choix de financement
   les principales sources de financement et la construction du plan de financement

**Learning objectives**

A l’issue de ce cours, les étudiants seront en mesure :
1) de comprendre les raisons et la manière dont les décisions financières sont prises au sein des entreprises
2) de comprendre les principaux outils et techniques utilisés
3) d’identifier les méthodes et les outils utiles pour comprendre une décision financière
4) de prendre des décisions financières après une analyse scrupuleuse de ses conséquences et d’être capable de les justifier

**Référence**


**Prerequisite**

Notions d’analyse financière (cours d’ICN1 et ajustement)
## Course Sequence and Homework Description

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Comptabilité de gestion

**Course description and Teaching Methods**

Ce module enseigne, essentiellement au travers de cas, différentes méthodes d’analyse des coûts et de la rentabilité pour pouvoir aider les managers à prendre des décisions opérationnelles et stratégiques.

**Content**

- Le contenu du module est le suivant :
- Introduction à la comptabilité de gestion
- Méthodes traditionnelles d’analyse des coûts
- Méthodes d’aide au pilotage de l’entreprise.

**Learning objectives**

Identifier les méthodes d’analyse des coûts pertinentes pour la résolution de problème de gestion et fournir une aide pour la prise de décision concernant les produits, services, activités d’une entreprise.

**Référence**


**Prerequisite**

Aucun

**Expected Profile and Selection Process**

Pas de profil attendu, ni de sélection prévue étant donné qu’il s’agit d’un cours en tronc commun.
Le cours est constitué de 10 séances avec une alternance de cours en demi-promotion et en quart de promotion.

Les étudiants seront informés à chaque séance du travail à faire pour la séance suivante.

### Assessment Methods

#### Inclass Assessment: 0 %  
Duration:
- [ ] Written
- [ ] MCQ
- [ ] Oral
- [ ] Report
- [ ] Participation

#### Final Exam: 100 %
Duration: 1,5 hours
- [ ] Written
- ☒ MCQ
- [ ] Oral
- [ ] Report
- [ ] Participation

### Additional information:

Le seul examen prévu est un QCM, avec une notation dégressive, dans la semaine des examens après la fin des cours. Le QCM portera sur des questions de cours et des exercices du type vu en classe.
Programme | Year | Route
---|---|---
ICN Grande Ecole | 2A | TC

Title | Code
---|---
Compétences Professionnelles | CPRO

Leader | Period | Credits | Volume | Language
---|---|---|---|---
Christiane NEIHOUSER | S3 | 1 ECTS | 10 h | FRA

Course description and Teaching Methods

Le cours se fonde sur un « code de conduite » qui s’appuie sur 3 piliers fondamentaux pour l’entreprise : conformité, déontologie et culture. L’étudiant est amené à prendre conscience de l’importance du Savoir-Etre dans la réussite de son intégration professionnelle. Il est mis en situation d’intégrer les systèmes de valeurs qui codifient les comportements attendus en entreprise. Le cours est participatif : exposés interactifs ; témoignages d’acteurs de l’Entreprise : cadres dirigeants, DRH ; exercices ; mises en situation, confrontations …

Content

- Qu’est-ce que la culture d’entreprise ? Comprendre les 3 piliers : conformité, déontologie, culture.
- La notion de Savoir-Etre : les compétences comportementales.
- Les attentes de l’entreprise par rapport au stagiaire.
- Les attentes de l’étudiant par rapport aux stages
- Les codes de conduite : 6 domaines (voir définition ci-dessous)

Learning objectives

- Prendre conscience que les relations professionnelles obéissent à des codes fondés sur des valeurs propres à chaque entreprise et dont le respect est une garantie d’intégration et créateur de performance.
- Acquérir les compétences comportementales favorables à une insertion réussie dans l’entreprise.
- Intégrer les codes de conduite dans 6 domaines de savoir-être.

Référence

- Comportements humains et Management : 4e édition. PEARSON. 2013
- Management de la différence. Apprivoiser l’interculturel. Sylvie LAINE. AFNOR. 2004
- Découvrez vos points forts. M. BUCKINGHAM & D.CLIFTON. PEARSON. 2008
- Culture and Organizations Software of the mind - Geert Hofsted, Gert Jan Hofstede, Michael Minkov. 2010

Prerequisite | Expected Profile and Selection Process
Préalables :
- L’étudiant doit venir en cours dans la tenue avec laquelle il irait travailler le 1er jour de stage. Il choisit l’entreprise et adapte sa tenue à celle-ci.
- Il devra apporter une photo en pied de lui-même dans cette tenue le premier jour de la formation.
- L’étudiant prépare un dossier contenant : l’annonce du poste ou le libellé du stage qu’il va faire, les documents qu’il a pu recueillir sur l’entreprise, la liste des « talents » qu’il pense posséder pour occuper ce poste ou faire ce stage, ses attentes « profondes » par rapport à ce stage (qu’est-ce que je veux apprendre techniquement et professionnellement ainsi que sur moi ?).

Les CM : 5 h
- Exposé des aspects théoriques : la culture d’entreprise, les codes de conduites, le savoir-être, les compétences comportementales
- Courts exercices de prise de conscience
- Apports et échanges avec des « grands témoins » (cadres dirigeants, DRH) sur leurs attentes/stagiaires et les 6 domaines suivants :
  • La culture de l’entreprise : comprendre le contexte de travail
  • Poser des questions, exprimer ses inquiétudes et obtenir des conseils : s’intégrer et évoluer dans l’entreprise.
  • Faire preuve de respect envers autrui.
  • Utiliser correctement les ressources et les idées : se donner les moyens d’être efficace et faire évoluer ses compétences techniques.
  • Intégrité personnelle et professionnelle.
  • Responsabilité sociale de l’entreprise.

Les TD : 5 h
- Entraînement aux codes de conduite : en sous-groupes, les étudiants sont interrogés sur les réactions à avoir et les conduites à tenir dans des situations professionnelles se référant aux 6 domaines. Les situations sont issues, en partie, d’expériences vécues en stage (positives et négatives) recensées par le Service Carrières et Stages. Les réponses sont discutées et les solutions sont apportées.

Assessment Methods

Inclass Assessment: 50%  ☒Written ☐ MCQ ☐ Oral ☐ Report ☒ Participation

Final Exam: 50%  Duration: 1h  ☒Written ☐ MCQ ☐ Oral ☐ Report ☐ Participation

Additional information:

La participation est appréciée par une présence de 100 %.
Course description and Teaching Methods

This course is about Information Systems Management. The lessons are given in-face (+ one group work) by lecturers having the skills required in the covered areas.

Content

4 main parts:
- Organizations, Management, and the Networked Enterprise
- Information Technology Infrastructure
- Key System Applications for the Digital Age
- Building and Managing Systems
(see course details on the back)

Learning objectives

The student is expected to:
- understand how information systems work in a modern organization and how they support the objectives of the organization;
- understand the concepts, tools, and techniques to develop and manage information systems.

Référence

Course Sequence and Homework Description

Course Sequence (in-face interventions)
CM1 : « Information Systems in Global Business Today » (Chap 1)
CM2 : « Global E-Business and Collaboration » (Chap 2)
CM3 : « Ethical and Social Issues in Information Systems » (Chap 4)
CM4 : « IT Infrastructure and Emerging Technologies » (Chap 5)
CM5 : « Foundations of Business Intelligence : Databases and Information Management » (Chap 6)
CM6 : « Enhancing Decision Making » (Chap 12)
TD1 : « Decision Making »
CM7 : « Securing Information Systems » (Chap 8)
CM8 : « Building Information Systems » (Chap 13)
CM9 : « Managing Projects » (Chap 14)

Homework Description
Before each lesson, the students are expected to read an excerpt (chapter) from the textbook in order to prepare
the lesson and become familiar with the topics discussed. The students may also be asked to solve a case study or
exercises issued from the textbook. This preparatory work is required outside the course (on personal time).

Assessment Methods

Inclass Assessment: 0 %  Duration : hours
☐ Written  ☐ MCQ  ☐ Oral  ☐ Report  ☐ Participation

Final Exam : 100 %  Duration : 20 minutes
☐ Written  ☒ MCQ  ☐ Oral  ☐ Report  ☐ Participation

Additional information:
MCQ based on the aforementioned chapters of the textbook.
**Course description and Teaching Methods**

The general objective of this interdisciplinary course (axiology, socio-economics, economic ethics and law) is to make the future executives aware of the complex and international business environment, which provides a framework of rules, norms and methods of conflict solution, and where the notion of “value” and the role of law and ethics have taken a new importance. This awareness raising concerns also the problem of sustainability and CSR and is stimulated predominantly by learning tools et methods of interdisciplinary analysis (linguistic, epistemologic, economic and juridical).

For this purpose the module is divided in two parts: I) “Political Economy” and II) “International Law”

The teaching method encompasses lectures followed by group work (graded) for part I and group teaching + case study group homework + presentation for part II.

**Content**

**Part I: “Political Economy”**
- Session 1: Challenges of interdisciplinary analysis and the problem of values in business relevant academic texts
- Session 2: Globalisation of real and financial economy and their global institutional framework
- Session 3: Criticism of the present global situation and the question of international social justice and economic ethics

**Part II: “International Law”**
- Session 1: The legal environment of Business
- Session 2: UN Convention of contracts for the international sale of goods
- Session 3: WTO dispute settlement procedure and WTO law
- Session 4: International law and dispute settlement

**Learning objectives**

The students are able to demonstrate a capacity to work in an environment which is characterized by a multicultural dimension and to work on a multidisciplinary project.

**Référence**


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**Prerequisite**

Successful study of the first ICN year and a sufficient English level.

**Expected Profile and Selection Process**

Are selected for this module all students who successfully passed the ICN1 exams or the national TREMLIN 2 exam.
Course Sequence and Homework Description

Part I:
Sequence 1: In this first sequence we help the students—by providing linguistic and epistemological analysis tools—to solve problems of understanding which result from the multicultural and interdisciplinary dimensions of the international business environment. This implies also the presentation of the “Political Economy”-approach. Directly after this lecture follows a compulsory, graded group work, where the students—with the help of the textbook and of discussions with the professor (group work tutor)—have to implement the analytical tools of the preceding lecture.
Sequence 2: In this second sequence we present the institutional framework for real economy (international trade) and financial economy (IMS), by anchoring it in the analytical grid developed in sequence 1. Also here a graded group work is following directly after the lecture.
Sequence 3: In this third sequence we tackle the different types of criticism concerning the global institutional framework of international business. This gives us the opportunity to offer the students analytical grids which permit to exam systematically questions of international social justice and, even in a larger sense, the ethical dimension in this field. For this purpose we present her also the “Business Ethics”-approach et divers concepts of a “global economic ethic(s)”. Also here a graded group work is following directly after the lecture.

The group works are the privileged places to let the students think on the implementation problems of the concepts of sustainability and CSR.
The students have to prepare each sequence by a compulsory reading of the chapter(s) in the textbook corresponding to each sequence.

Part II:
We’ll first discuss about party autonomy in international contracts, possibility for the parties to choose a law that has nothing to do with the contract and explain concept of conflict of laws, to determine which is more appropriate for international contracts.
Then we’ll discuss the role of CISG for international trade. Why is CISG important? Is CISG good or bad news? For whom, what type of contract does it apply?
Finally, we will focus on the “law of the WTO” that is GATT and explain what is the purpose of the GATT Rules? What is the basic principle of the GATT, and how is it expressed in the GATT?

Students must read chapters before the course and prepare case questions orally. They also prepare practical cases in relation with the thematic. They finally prepare a group work, which consists of an oral presentation and a written report, is mandatory and will account for 50% of the final grade for the legal portion of the Business Environment course. Students analyse in teams of 6 – 8 people the legal and economic situation of Yahoo! Inc. in light of French and US federal court decisions, and to develop a strategy for Yahoo! Inc. as to how to react from a business perspective, including the legal and managerial ramifications.

Assessment Methods

<table>
<thead>
<tr>
<th>Inclass Assessment</th>
<th>50 %</th>
<th>Duration: 3 hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>☒Written</td>
<td>□MCQ</td>
<td>☒Oral</td>
</tr>
<tr>
<td>□Report</td>
<td>○Participation</td>
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</table>

<table>
<thead>
<tr>
<th>Final Exam</th>
<th>50 %</th>
<th>Duration: 2 hours</th>
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</thead>
<tbody>
<tr>
<td>☐Written</td>
<td>☒MCQ</td>
<td>☐Oral</td>
</tr>
<tr>
<td>☐Report</td>
<td>○Participation</td>
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</table>

Additional information:
Part I: 3 times, group work of one hour each (50% of the final grade of part I)+ 1 final exam 1h (MCQ) (50% of the final grade of part I)
Part II: group work (50% of the final grade/part II) + 1 final exam 1h (MCQ) (50% of the final grade/part II)
**Course description and Teaching Methods**

Introduction to scientific research in management, qualitative and quantitative analysis using field examples and cases. The main techniques of data analysis will be presented and applied on the basis of real case studies. A particular attention will be paid to managerial conclusions that can be drawn from the results.

**Content**

**SCIENTIFIC RESEARCH METHODOLOGY IN MANAGEMENT**
Introduction to epistemology of management science, structuring a research

**QUALITATIVE ANALYSIS**
Introduction to qualitative analysis,

**QUANTITATIVE ANALYSIS**
Introduction to quantative analysis, Data and variables, correlation, simple and multiple regression, principal component factor analysis, crosstabs, simple correspondence analysis (AFC), multiple correspondence analysis (MCA), ANOVA, hierarchical and non-hierarchical clustering.

**Learning objectives**

**Référence**

**Prerequisite**

Descriptive and inferential statistics
INTRODUCTION TO RESEARCH METHODOLOGY
Session 01 - Introduction to Scientific Research in Management Science
Session 02 – Search of articles in academic databases
Session 03 - The structure of a research paper (MFE)
Session 04 - Analysis of a research paper in management

QUALITATIVE DATA ANALYSIS
Session 05 - Introduction to qualitative analysis
Session 06 – Methods of data collection
Session 07 – Methods of data processing
Session 08 - Case Study

ANALYSIS OF THE QUANTITATIVE DATA
Session 09 - Data and variables
Session 10 - Correlation and simple regression
Session 11 - Multiple Regression
Session 12 - Principal Component Factor Analysis 1
Session 13 - Principal Component Factor Analysis 2
Session 14 - Cross-tabulations, simple correspondence analysis (AFC)
Session 15 - Multiple Correspondence Analysis (MCA)
Session 16 - ANOVA
Session 17 - Hierarchical Clustering
Session 18 - Non-hierarchical Clustering

DEFENSE PROJECT
Session 19 – Presentation of the final team Project
Session 20 – Presentation of the final team Project

Assessment Methods

**Inclass Assessment**: 50 %
- ☑ Written
- ☐ MCQ
- ☐ Oral
- ☑ Report
- ☑ Participation

**Final Exam**: 50 %
- ☐ Written
- ☑ MCQ
- ☐ Oral
- ☐ Report
- ☐ Participation

Additional information:
Course description and Teaching Methods

The course aims to analyse and discuss the causes and consequences of functional and dysfunctional organizational behaviours. The course presents the major topics of work psychology in a managerial approach clustered around three main topics: the individual, the group, and the organisation. Teaching methods will be a mix of traditional lectures, educational videos, and analysis of life case-studies. The approach to the organisational behaviour phenomenon is shaped by the need for a more sustainable organisational environment.

Content

The main topics to discuss are:

The individual
- Emotions and moods
- Personality
- Motivation and satisfaction

The group
- Power and influence
- Conflict and politics

The organisation
- Organisational culture
- Change management

Learning objectives

After completion of the module, students should:
- Understand every manager as a manager of people.
- Be capable of framing the organisational phenomenon within a larger context of continuous sustainable development.
- Gain theoretical understanding of the practicalities of organisational behaviour management.
- Understand the strategic importance of the human element for competitive advantage.
- Analyse the causes and consequences of dysfunctional organisational behaviour.

Référence

Human Resources Management and Organisational Behaviour
(Departmental customised e-book)
Course Sequence and Homework Description

Introduction to the course: OB in the context of the Master Program; setting expectations; the larger context of the organisation; review of basic concepts

Emotions: people at work are also people; the idea of bounded rationality; emotional intelligence. Discussion: From Angela Merkel to Obama.

Moods: from children to professionals; states of mind at work. Discussion: “I hate my job”

Personality: the highway of action, no third lane; personality types in interaction with situations. Discussion: Could Putin be French?

Motivation and satisfaction: “I can get no...”; the different arrangements between motivation and satisfaction. Discussion: Motivation at McDonalds; demotivation at Google!

Power and influence: getting to yes; the mechanics of decision making in organisations. Discussion: from sneaky rats to power, Maquiavel revisited.

Politics and cynicism: oiling the machine; pros and cons of the hidden side of organisations. Discussion: what do managers do when they are managing?

Conflict: weathering the storm; negotiation and conflict management. Discussion: is there a case for a healthy level of conflict?

Organisational culture: of organisations and icebergs; visible and invisible aspects of culture; collective behaviour and culture; managing by culture. Discussion: like old couples, why do people in an organisation tend to look alike?

Change management: “against all odds”; managing people and the organisation through change; managing resistance to change. Discussion: why change if we have always done like this?

Assessment Methods

<table>
<thead>
<tr>
<th>Inclass Assessment</th>
<th>Duration : hours</th>
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<tbody>
<tr>
<td>☐ Written</td>
<td>☐ MCQ</td>
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<tr>
<th>Final Exam</th>
<th>Duration : 1.5 hours</th>
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<tbody>
<tr>
<td>☒ Written</td>
<td>☒ MCQ</td>
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Additional information:

Open book exam (all materials allowed except any kind of electronic or digital devices)
The purpose of the module is to familiarize students with the fundamental theories and tools of intercultural communication.

Content

1) Understanding intercultural communication
2) Acquiring competence in intercultural diversity
2) Interacting efficiently with other cultures
3) Understanding the impact of culture on business relationships

Learning objectives

Use critical thinking in order to select the obvious elements of a problem and summarize them critically and argumentatively; Decipher the codes of a different cultural environment; Develop critical thinking as related to one's own competences and find appropriate measures to develop them.

Référence

Departmental E.Book : Part 5: Culture and Intercultural Communication ; Cultural patterns and Communication: Taxonomies ; Cultural Identity and Cultural Biases ; Nonverbal Intercultural Communication.
### Assessment Methods

<table>
<thead>
<tr>
<th>Assessment Type</th>
<th>Percent (%)</th>
<th>Duration</th>
<th>Formats</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Inclass Assessment</strong></td>
<td></td>
<td></td>
<td>□ Written □ MCQ □ Oral □ Report □ Participation</td>
</tr>
<tr>
<td><strong>Final Exam</strong></td>
<td></td>
<td>1h30</td>
<td>☒ Written □ MCQ □ Oral □ Report □ Participation</td>
</tr>
</tbody>
</table>

**Additional information:** Key questions based on course material
Course description and Teaching Methods

This is an introductory course to management accounting. Managerial issues are dealt with by referring to the most used management accounting tools by practitioners i.e. performance indicators, scorecards and budgets.

Content

- Introduction to management accounting (characteristics, Management accounting and structures, transfer prices)
- Performance indicators (financial/non-financial, internal/external…)
- Strategy and scorecards
- Planning and budgetary process
- Building up different budgets types
- Budget variances and corrective measures

Learning objectives

To demonstrate their knowledge and understanding of the business environment, and an ability to develop these skills further.

Référence


Additional readings and case studies will be provided on some subjects.
<table>
<thead>
<tr>
<th>Course Sequence and Homework Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Session 1: Control systems and transfer pricing</strong></td>
</tr>
<tr>
<td>Reading of chapter 18: Control systems and transfer pricing</td>
</tr>
<tr>
<td>Cases: 18.17 &amp; 18.18</td>
</tr>
<tr>
<td><strong>Session 2: Performance measurement</strong></td>
</tr>
<tr>
<td>Reading of chapter 19: Control systems and performance measurement</td>
</tr>
<tr>
<td>Cases: 19.11 &amp; 19.13</td>
</tr>
<tr>
<td><strong>Session 3: Budgets</strong></td>
</tr>
<tr>
<td>Reading of chapter 14: Motivation, budgets and responsibility accounting</td>
</tr>
<tr>
<td>Cases to prepare: 14.24</td>
</tr>
<tr>
<td><strong>Session 4: Budgets</strong></td>
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<tr>
<td>Case: Bipalarm</td>
</tr>
<tr>
<td><strong>Session 5: Budgets</strong></td>
</tr>
<tr>
<td>Case: Mecanico</td>
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<tr>
<td><strong>Session 6: Cost variances</strong></td>
</tr>
<tr>
<td>Reading of chapter 15: Flexible budgets, variances and management control I</td>
</tr>
<tr>
<td>Reading of chapter 17: Measuring yield, mix and quantity effects</td>
</tr>
<tr>
<td>Cases: 15.15, 15.16 et 17.12 (optional 17.20)</td>
</tr>
<tr>
<td><strong>Session 7: Revenue and sales variances</strong></td>
</tr>
<tr>
<td>Reading of chapter 17: Measuring yield, mix and quantity effects (from p. 586 to page 593)</td>
</tr>
<tr>
<td>Cases to prepare: 17.13 + One case translated from the French textbook (case 6.23)</td>
</tr>
<tr>
<td><strong>Session 8: Cost and Revenue variances</strong></td>
</tr>
<tr>
<td>Cases: Summary case on variances on direct expenses - Summary case on sales variances</td>
</tr>
<tr>
<td><strong>Session 9: Tableaux de bord – Balanced scorecards</strong></td>
</tr>
<tr>
<td>Reading of chapter 22: Strategic Management accounting and emerging issues</td>
</tr>
<tr>
<td>Reading of an additional document on ‘Scorecards’.</td>
</tr>
<tr>
<td><strong>Session 10: Tableaux de bord – Balanced scorecards</strong></td>
</tr>
<tr>
<td>Cases: 22.15 + One case translated from the French textbook (case 3.18)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Assessment Methods</th>
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</thead>
<tbody>
<tr>
<td><strong>Inclass Assessment</strong>: 50 % Duration: 2 hours</td>
</tr>
<tr>
<td>☒ Written ☐ MCQ ☐ Oral ☐ Report ☐ Participation</td>
</tr>
<tr>
<td><strong>Final Exam</strong>: 50 % Duration: 1 hour</td>
</tr>
<tr>
<td>☐ Written ☒ MCQ ☐ Oral ☐ Report ☐ Participation</td>
</tr>
<tr>
<td><strong>Additional information</strong>:</td>
</tr>
<tr>
<td>Exam 1: On session 3 to 5 – Final Exam: on other sessions (1,2, 6 to 10)</td>
</tr>
</tbody>
</table>
Course description and Teaching Methods

Deepening students’ knowledge of both national and international business marketing strategy. Marketing strategy business game.

Content

STRATSIM MARKETING (Serious game): discovering business marketing strategies through a game which simulates businesses in a competitive environment. Students work in groups to put together and implement their marketing strategies. STRATSIM MARKETING takes into account other management fields (e.g., Finance, HR, production) and illustrates how these subjects are interdependent.

The following concepts will be covered in depth: segmentation, targeting, positioning and brand equity; competition; marketing and CSR.

Applications of strategic marketing to various industries and/or international marketing.

Learning objectives

1) Develop a thorough knowledge of marketing strategies both on national and international markets.
2) Use relevant competitive intelligence on markets, competition, cultural specificities, etc.
3) Define a coherent marketing strategy and translate it into the relevant marketing mix actions, in conjunction with other aspects of management.
4) Show adaptability and reactivity.

Référence

2) MANDATORY BUSINESS GAME: STRATSIM MARKETING (online game and user’s guide)
3) Case studies and readings given by instructors
Overview of strategic marketing: Kotler’s CCDVTP mantra of marketing + STP (Segmentation, targeting, positioning), brand equity, competition, CSR + strategic marketing tools → the other course periods will focus on a serious game, as well as on applications of strategic marketing in various industries taken from the following:

1 Auto
2 Pharma
3 ICT
4 Services
5 Digital/retail
6 Food
7 Luxury
8 Sport
9 Finance

Each class includes a theoretical lecture and a case study.

+ Final exam

+ StratSim Marketing Simulation Game

### Assessment Methods

**Inclass Assessment**: 50 %  
Duration:  
☐ Written  ☒ MCQ  ☒ Oral  ☒ Report  ☒ Participation

**Final Exam**: 50 %  
Duration: 1 h  
☐ Written  ☒ MCQ  ☐ Oral  ☐ Report  ☐ Participation

**Additional information**:  
Inclass assessment = Stratsim Marketing played through 10 time periods + final report. The inclass (ongoing) assessment may also include quizzes on specific parts of the material covered in the program.
### Course description and Teaching Methods

This course focuses on financial (mainly investment and financing) decisions made by managers of any company. It aims at presenting the main theoretical concepts and tools which are useful to understand why and how financial (mainly investment and financing) decisions are made within companies.

Teaching consists in:

1) Lectures (CM) wherein the main concepts are presented, explained and discussed
2) Interactive sessions (TD) where students have the opportunity to apply the concepts and techniques learned
3) Personal learning through chapter reading of the relevant textbook chapters (see References below) and individual work on MyFinanceLab

### Content

The course covers the following topics :

1) Investment decisions
   - Assess each investment project
   - main criteria/rules available to make investment decisions

2) Cost and Capital structure
   - Assess the cost of the main sources of finance
   - Leverage effect and optimal capital structure

3) Financing decisions
   Main sources of finance

### Learning objectives

By the end of this course, students are expected to have developed the skills and the knowledge which should enable them:

5) To understand how and why financial decisions are made within a company
6) To understand the main methods, tools and instruments used by financial managers
7) To identify and select the relevant methods in order to make the appropriate decisions
8) To make sound financial (investment and financing) decisions, through thorough analysis, and to be able to justify it

### Référence

Course Sequence and Homework Description

- **Introduction**
  HW1 Reading Ch. 2.4 and Ch. 4.1-4.2
  CM1 Overview/Introduction

- **Investment decisions**
  HW2 Reading Ch. 4.3-4.5, Ch. 5 and Ch. 7
  CM2 Investment decisions (1/2)
  HW3 Reading Ch. 22
  CM3 Investment decisions (2/2)
  HW4 Individual work on MyFinanceLab (TD1 – Investment decisions)
  TD1 Investment decisions

- **Cost and structure of capital**
  HW5 Reading Ch. 9.1-9.2, Ch. 12, Ch. 15.1 and Ch. 18
  CM4 Cost of capital
  HW6 Reading Ch. 14, Ch. 15.2, 15.5, Ch. 16.1-16.4 and 16.8
  CM5 Structure of capital
  HW7 Individual work on MyFinanceLab (TD2 – Cost and structure of capital)
  TD2 Cost and structure of capital

- **Financing decisions**
  HW8 Reading Ch. 23
  CM6 Financing decisions (1/2)
  HW9 Reading Ch. 6 and Ch. 24
  CM7 Financing decisions (2/2)
  HW10 Individual work on MyFinanceLab (TD3 – Financing decisions)
  TD3 Financing decisions

### Assessment Methods

**Inclass Assessment**: 30%  
Duration: Individual work done on MyFinanceLab before each interactive session
- □ Written  ☒ MCQ  □ Oral  □ Report  ☒ Participation

**Final Exam**: 70%  
Duration: 1h30
- □ Written  ☒ MCQ  □ Oral  □ Report  □ Participation

**Additional information**:  
Continuous assessment will be made through individual work on MyFinanceLab (e-platform). Students are also expected to participate in class (CM and TD).
Mainly case studies are used in this course to teach the use of different cost analysis methods for operational and strategic decision-making by managers.

The content of the course is the following:
- Introduction to cost accounting
- Traditional cost analyses methods
- Methods to help company management.

- Understand a company’s cost analysis upon which decisions are made mainly on financial basis
- Understand the main notions and problems related to cost measurement assess their context of usefulness and implement the most usual cost methods.


None

No selection process or expected profile
The course is composed of 10 sessions. 50% of the sessions is with half of the students present at once and the other 50% is with a quarter of the students present at once, alternating at each session.

At each session will be given information on work to do for the following session.

### Assessment Methods

**Inclass Assessment:** 0 %  
Duration : hours  
☐ Written  ☐ MCQ  ☐ Oral  ☐ Report  ☐ Participation

**Final Exam:** 100 %  
Duration : 1,5 hours  
☐ Written  ☒ MCQ  ☐ Oral  ☐ Report  ☐ Participation

**Additional information:**  
The only exam is a MCQ with a decreasing notation during the week of exams after the classes. The MCQ will contain questions on the course and exercises as seen in class.
This course will take an in-depth look at the three fundamental elements that make up a “code of conduct”: compliance, ethics and culture. This is a highly interactive class designed to increase awareness of the importance of social skills as part of a successful integration in a company. Members of company HR divisions will come to explain how they expect interns to behave. During each session we will engage in a range of interactive activities which will include readings, presentations, tutorial inputs and small/plenary group discussions. From this we will develop an applicable code of conduct for the students to use during their own internships.

Content

- Defining corporate culture and its three principles: compliance, ethics and culture
- Critical social skills and behaviors
- Expectations of the various players: company/intern, school/intern, intern/internship.
- The 6 key areas of a code of conduct (see below).

Learning objectives

- Understanding that relationships in a corporate environment adhere to principles that pertain to a specific company’s values and that respecting them will ensure success within the company.
- Mastering the social skills that enable successful integration within a company.
- Incorporating the 6 key areas of a code of conduct into a company environment.

Référence

- Comportements humains et Management : 4e édition. PEARSON. 2013
- Management de la différence. Apprivoiser l’interculturel. Sylvie LAINE. AFNOR. 2004
- Découvrez vos points forts. M. BUCKINGHAM & D.CLIFTON. PEARSON. 2008
- Culture and Organizations Software of the mind - Geert Hofsted, Gert Jan Hofstede, Michael Minkov. 2010

Prerequisite

Expected Profile and Selection Process
Course Sequence and Homework Description

Pre-requisites:
- Students must have prepared an application packet containing the following: the job advert for an internship you wish to apply to, all the documentation and other information researched on the company/position, a list of skills the student has that matches the company’s requirements (with concrete examples), a detailed description of what the student expects to gain professionally and personally from his/her internship.
- The student must come to class dressed in the same attire that he/she would wear for the first day of the internship. A full body shot “selfie” in this outfit needs to be taken before class.

Lecture course (5 hours):
- Theoretical presentation: corporate culture, codes of conduct, social skills and behaviors.
- Awareness exercises.
- Professional testimony and discussion with HR managers on company expectations pertaining to the 6 key areas of the code of conduct:
  - Corporate culture: putting things into context in a professional environment.
  - Asking questions, raising concerns and getting guidance: involving and evolving in a company.
  - Respect for others.
  - Proper use of assets and ideas: finding ways to be more effective and to develop professional skills.
  - Personal and professional integrity.
  - Corporate social responsibility.

Lab sessions (5 hours):
- Code of conduct training: In small groups, students will explore behaviors in various professional situations in regards to the 6 key areas of the code of conduct mentioned above. These positive and negative situations are from past internships with this school.
- Multiple choice test on the code of conduct.

Assessment Methods

Inclass Assessment: 50%
☐ Written   ☐ MCQ   ☐ Oral   ☐ Report   ☒ Participation

Final Exam: 50%    Duration: 1h
☒ Written   ☐ MCQ   ☐ Oral   ☐ Report   ☐ Participation

Additional information:

100% attendance is required of this course.
Course description and Teaching Methods

• L’accent sera surtout mis sur la communication orale au moyen de présentations orales. (travaux de groupe, individuels) Les étudiants seront encouragés à participer activement à des jeux et des simulations en langue française.
• Le travail écrit consistera à la rédaction de compte rendus, résumés, commentaires en langue française afin de permettre aux étudiants internationaux d’améliorer leurs compétences à l’écrit.

Content

• Présentation en langue française d’une personne, d’une entreprise, d’un produit ou d’un service.
• Correspondance commerciale.
• Culture d’entreprise.
• Culture française générale.
• Actualités.
• Mises au point syntaxiques et lexicales liées à la communication en entreprise.

Learning objectives

• Sensibiliser les étudiants étrangers aux divers aspects de la communication professionnelle dans un univers francophone.
• Les étudiants devront à terme être à même d’évoluer avec aisance dans une entreprise française et de faire preuve de leurs compétences dans les techniques de communication liées à une activité commerciale.

Référence

Les documents seront fournis par l’enseignant.
Un dictionnaire français est souhaité (Larousse Illustre).
### Course Sequence and Homework Description

<table>
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<th>Assessment Methods</th>
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- ☐ MCQ  
- ☒ Oral  
- ☒ Report  
- ☐ Participation |
| **Final Exam:** 50%  Duration: 1h30  
- ☒ Written  
- ☐ MCQ  
- ☐ Oral  
- ☐ Report  
- ☐ Participation |

**Additional information:**
### Société et culture française contemporaine

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#### Course description and Teaching Methods

Ce cours balaye les grands faits de société qui sont matière à débat aujourd'hui. Il explore entre autres la société française à travers le prisme de ses médias des années 60 à aujourd'hui. (les médias comme reflet de la société française, comme outil de compréhension de celle-ci).

Il offre aussi une ouverture sur le cinéma français, la littérature française contemporaine... Enfin, il explore la culture française à travers l’analyse de thèmes emblématiques de celle-ci.

#### Content

- Analyse de thèmes, problèmes et préoccupations de la société française d’aujourd’hui (polychronisme, Art de Vivre, l’Exception Française, la francophonie dans le monde, la place de la France dans l’Europe, les banlieues etc.).
- Analyse des médias français (interactions entre la société et ses médias.).
- Découverte de quelques cinéastes français et de leur univers cinématographique. Découverte d’un mouvement cinématographique : La Nouvelle Vague. (Truffaut, Chabrol...).
- Découverte de quelques écrivains français.

#### Learning objectives

- **Objectifs culturels** : sensibiliser les étudiants internationaux à divers aspects emblématiques de la société et la française d’aujourd’hui et de la culture française des années 60 à aujourd’hui. Leur permettre de comprendre la complexité de la culture française et de favoriser ainsi sa lecture.
- **Objectifs langagiers** : permettre aux étudiants de développer leurs compétences linguistiques de productions orale et écrite. Leur permettre d’acquérir des stratégies d’exposition de faits, d’idées et débats.

#### Référence

### Assessment Methods

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**Additional information:**
IPM : Core courses – Semester 2
Course description and Teaching Methods

Les étudiants se familiarisent avec les outils et méthodes d’analyse stratégique. En parallèle de la connaissance et maîtrise opérationnelle des notions et concepts, l’accent est mis sur une logique de consolidation : la capacité à analyser et résumer un discours cohérent incluant le recul critique nécessaire.

Content

Chaque organisation a besoin d’objectifs clairs pour aujourd’hui et le futur. Ces pistes de développement peuvent être apparues par hasard, mais c’est le rôle du management des organisations d’identifier les objectifs de celles-ci, et de développer les plans d’action afin d’atteindre ce but.

La difficulté réside dans le fait que l’objectif et les plans d’action résultant doivent être établis dans l’environnement de l’entreprise, à savoir en prenant en compte l’influence des facteurs environnementaux sur les stratégies efficaces. Celles-ci déterminent à leur tour les opérations commerciales. L’objectif principal du cours est de savoir reconnaître et comprendre ces dépendances en identifiant également la marge de manœuvre de l’organisation.

Learning objectives

À la fin du cours, les participants doivent donc être capables de comprendre, analyser et évaluer :

a) l’environnement général d’une entreprise
b) l’environnement industriel et concurrentiel d’une entreprise,
c) les capacités et ressources d’une entreprise
d) les possibilités d’une entreprise en termes de développement et/ou de changement

En se basant sur ces analyses, les participants doivent également être capables de développer des options stratégiques pour des entreprises nationales et/ou internationales, et peuvent également évaluer les stratégies existantes.

Référence


pour les aspects internationales:

Prerequisite

Expected Profile and Selection Process
En plus de l’examen final, les étudiants doivent travailler en groupe sur une étude de cas. Dans la première partie du cas, les étudiants analysent un environnement concurrentiel et industriel, et dans la seconde partie ils analysent les capacités et ressources d’une entreprise. Le papier ne doit donc pas être descriptif, mais être évaluatif/analytique.

**Session 1:**  
Introduction à la Stratégie  
*Johnson/ Whittington/ Scholes/ Frey, Chap. 1*

**Session 2:**  
Le Macroenvironnement  
*Johnson/ Whittington/ Scholes/ Frey, Chap. 2*

**Session 3:**  
Les Concurrents et les Marchés  
*Johnson/ Whittington/ Scholes/ Frey, Chap. 2*

**Session 4:**  
La Capacité Stratégique  
*Johnson/ Whittington/ Scholes/ Frey, Chap. 3*  
Distribution du CAS (Groupes de 5/6 étudiants)

**Session 5:**  
L’Intention Stratégique  
*Johnson/ Whittington/ Scholes/ Frey, Chap. 4*

**Session 6:**  
Les Stratégies par Domaine d’Activité  
*Johnson/ Whittington/ Scholes/ Frey, Chap. 6*

**Session 7:**  
La Diversification et la Gestion d’un Portefeuille d’Activités  
*Johnson/ Whittington/ Scholes/ Frey, Chap. 7+8+10*

**Session 8:**  
L’Evaluating des Stratégies  
*Johnson/ Whittington/ Scholes/ Frey, Chap. 11+12*

**Session 9:**  
Gérer Le Changement Stratégique  
*Johnson/ Whittington/ Scholes/ Frey, Chap. 14*

**Session 10:**  
Discussion du CAS  
Conclusion  
*Johnson/ Whittington/ Scholes/ Frey, Chap. 15*

**Assessment Methods**

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**Additional information:**

En plus de l’examen final, les étudiants doivent travailler en groupe sur une étude de cas. Dans la première partie du cas, les étudiants analysent un environnement concurrentiel et industriel, et dans la seconde partie ils analysent les capacités et ressources d’une entreprise. Le papier ne doit donc pas être descriptif, mais être évaluatif/analytique.
Risques et évaluation de l’entreprise

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**Course description and Teaching Methods**

Ce module traite de la gestion des risques financiers et de l’évaluation des entreprises. L’objectif est double. Tout d’abord, il s’agit de comprendre comment évaluer les risques financiers (de taux d’intérêt et de change) auxquels les entreprises sont régulièrement exposées et d’identifier les méthodes et outils utilisés par les dirigeants pour se couvrir contre ces risques. Ensuite, ce module vise à comprendre comment évaluer une entreprise et quelles sont les méthodes disponibles.

L’enseignement est organisé en alternant :

4) Des séances de cours magistraux (CM) - présentation des concepts et des principales méthodes utilisées  
5) Des séances de travaux dirigés (TD) - application des concepts et des outils  
1) Un apprentissage personnel fondé sur la lecture du manuel de référence (voir détail ci-dessous) et l’utilisation de la plateforme en ligne associée (MyFinanceLab)

**Content**

Le cours s’articule autour des thèmes suivants :

1) Gestion des risques financiers  
   Présentation des différentes stratégies utilisées par les entreprises pour gérer les risques auxquels elles sont exposées, notamment risque de taux d’intérêt et risque de change.

2) L’évaluation de l’entreprise  
   Présentation des outils disponibles pour évaluer une entreprise

**Learning objectives**

À l’issue de ce cours, les étudiants seront en mesure :

9) de comprendre les raisons de la couverture du risque et la manière dont les dirigeants se couvrent et gèrent les risques financiers  
10) de comprendre les principales raisons et méthodes de l’évaluation des entreprises  
11) d’identifier et de sélectionner les méthodes et les outils pertinents pour comprendre une décision financière  
12) de prendre des décisions financières après une analyse scrupuleuse de ses conséquences et d’être capable de les justifier

**Référence**

## Course Sequence and Homework Description

- **Introduction**
  - CM1 Introduction

- **Risk management**
  - TE1 Lecture Ch. 30.4 et Ch.6 Appendix (p.201-203)
  - CM2 Gestion du risque de taux d'intérêt
  - TE2 Travail personnel sur MyFinanceLab préparatoire au TD1 – Gestion du risque de taux d'intérêt
  - TD1 Gestion du risque de taux d'intérêt
  - TE3 Lecture Ch. 30.3 et Ch. 31.5
  - CM3 Gestion du risque de change
  - TE4 Travail personnel sur MyFinanceLab préparatoire au TD2 – Gestion du risque de change
  - TD2 Gestion du risque de change

- **L’évaluation de l’entreprise**
  - TE5 Lecture Ch. 9.4
  - CM4 Evaluation de l’entreprise (1/2)
  - TE6 Lecture Ch. 9.3 et 9.5
  - CM5 Evaluation de l’entreprise (2/2)
  - TE7 Travail personnel sur MyFinanceLab préparatoire au TD3 – Evaluation de l’entreprise
  - TD3 Evaluation de l’entreprise

- **Etude de cas**
  - TE8 Travail préparatoire CM6 Lecture Etude de cas #1
  - CM6 Q&R Etude de cas #1
  - TE9 Travail préparatoire au TD4 Lecture Etude de cas #2 et Travail personnel sur MyFinanceLab préparatoire au TD4
  - TD4 Q&R Etude de cas #2

## Assessment Methods

- **Inclass Assessment**: 30%  
  - Written ☐  
  - MCQ ☒  
  - Oral ☐  
  - Report ☐  
  - Participation ☒

- **Final Exam**: 70%  
  - Written ☐  
  - MCQ ☒  
  - Oral ☐  
  - Report ☐  
  - Participation ☐

**Additional information:**
Le contrôle continu sera réalisé au travers de l’évaluation du travail qui sera fait par l’étudiant sur MyFinanceLab tout au long du semestre. Les étudiants sont également encouragés à participer en classe (CM and TD).
**Programme**  
ICN Grande Ecole  

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**Title**  
Marketing Industriel & des Services  
**Code**  
INDMKT

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**Course description and Teaching Methods**

Aspects fondamentaux du Marketing appliqué aux domaines industriels et des services  
Etudes de cas, lectures/échanges & conférences

**Content**

- Marketing des services  
- Marketing industriel  
- Etude de cas dans plusieurs secteurs d’activité : Logiciel, Automobile, Hôtellerie, …

**Learning objectives**

A l’issue de ce module, l’étudiant pourra définir une stratégie marketing cohérente et le marketing mix adapté un contexte industriel ou de services.

**Référence**

Référence :  

**Prerequisite**  
Il faut avoir suivi le module ICN2  
« Stratégie Marketing »
### Course Sequence and Homework Description

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### Assessment Methods

#### Inclass Assessment

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#### Final Exam

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**Additional information:**
Management interculturel

Bertrand AGOSTINI - Valery KRYLOV
S4 1 ECTS 10h FRA

Course description and Teaching Methods

Le but de ce module est de familiariser les étudiants au processus consistant à appliquer la communication interculturelle aux contextes de management international. Les défis de la gestion des ressources humaines en milieu international tels que le travail effectif en équipes multiculturelles et les missions internationales revêtent une importance particulière pour les futurs managers.

Content

1) Processus d’internationalisation de l’entreprise
2) Travailler efficacement dans une équipe multiculturelle
3) Missions internationales

Learning objectives

Use critical thinking in order to select the obvious elements of a problem and summarize them critically and argumentatively; Identify disciplinary fields, methods and tools in view of problem solving; Make decisions after a scrupulous analysis of its consequences and provide justification; Decipher the codes of a different cultural environment; Develop critical thinking as related to one's own competences and find appropriate measures to develop them.

Référence

Departmental E.Book: Part 5: Culture and Intercultural Communication; Cultural patterns and Communication: Taxonomies; Cultural Identity and Cultural Biases; Nonverbal Intercultural Communication.
## Assessment Methods

**Inclass Assessment:** % Duration: hours
- [ ] Written
- [ ] MCQ
- [ ] Oral
- [ ] Report
- [ ] Participation

**Final Exam:** 100 % Duration: 1 hour
- [X] Written
- [ ] MCQ
- [ ] Oral
- [ ] Report
- [ ] Participation

**Additional information:**
- Questions basées sur le cours

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**Title**

**Code**
Ce cours vise à appréhender la problématique structurelle dans une perspective processuelle et systémique. Le design organisationnel désigne globalement les choix structurels effectués en vue de la maitrise d’une action collective finalisée (notamment choix relatifs à division des tâches, autorité, coordination, décentralisation…).

Le cours alterne des séquences théoriques et des applications par le biais de cas, exercices…. Une étude de cas – fil rouge sera par ailleurs utilisée tt au long et fera l’objet de l’élaboration d’une note de synthèse par groupes.

### Content

I) Fondamentaux relatifs au design organisationnel (dont rappels).

II) Présentation d’une perspective processuelle et systémique en 4 étapes :
- Conception
- Mise en place
- Evaluation
- Amélioration

III) Ouverture sur la problématique de l’organisation ambidextre.

### Learning objectives

- Prendre conscience de l’importance du design organisationnel pour la réussite d’un projet collectif finalisé.
- Connaître les théories, méthodes et outils adéquats et quelques auteurs incontournables relatifs au design organisationnel.
- Pouvoir appliquer une perspective processuelle et systémique.
- Prendre conscience des enjeux relatifs à l’organisation ambidextre

### Référence

Prerequisite

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<th>Expected Profile and Selection Process</th>
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Intervenants :
M Duchamp David  (Site de Nancy et Metz en français)
M Battard Nicolas  (Site de Nancy et Nuremberg en anglais)

Session 1 (3h)
Thématique : Fondamentaux du design organisationnel
- Définitions, problématiques classiques, différents types structurels (rappels)
- La nécessité d’une perspective processuelle et systémique
- Exemples d’applications
- Application spécifique à l’étude de cas fil rouge

Cette session nécessite la consultation de supports transmis au préalable (rappel de cours sur les fondamentaux, l’approche structurelle de H Mintzberg ainsi qu’une étude de cas fil rouge)

Session 2 (3h)
Thématique : Première et deuxième étape du processus : la conception et la mise en place.
- La conception et la mise en place dans une perspective systémique
- Les outils d’aide à la conception et à la mise en place
- Exemples d’applications
- Application spécifique à l’étude de cas fil rouge

Session 3 (3h)
Thématique : Troisième étape du processus : l’évaluation
- Une première analyse via la balance structurelle
- Autres méthodes et outils utiles à l’évaluation
- Exemples d’applications
- Application spécifique à l’étude de cas fil rouge

Session 4 (3h)
Thématique : Quatrième étape du processus : l’amélioration
- Le caractère inévitable de l’amélioration
- Les principales logiques d’amélioration (radicales, incrémentales)
- La problématique du changement structurel (changement intentionnel versus apprentissage organisationnel)
- Exemples d’applications
- Application spécifique à l’étude de cas fil rouge

Session 5 (3h)
Thématique : Vers l’organisation ambidextre ?
- Problématique de l’organisation ambidextre : impact sur le design organisationnel
- Exemples d’applications
- Application spécifique à l’étude de cas fil rouge, rédaction et remise de la note de synthèse

Assessment Methods

Inclass Assessment: 50 %  Duration: hours
☒Written  ☐ MCQ  ☐ Oral  ☐ Report  ☐ Participation

Final Exam: 50 %  Duration: 1 h 30
☐Written  ☒MCQ  ☐ Oral  ☐ Report  ☐ Participation

Additional information:

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Title  Code 71
Course description and Teaching Methods

The students become familiar with the tools and methods of strategic analysis. In parallel to the knowledge and operational mastery of the notions and concepts, emphasis is placed on consolidating logic: the capacity to analyze and summarize a coherent discourse including the necessary critical distance.

Content

Every organisation needs a basic direction for today and the future. These directions might have come in by chance, but it is the task of the organisations management to identify the purpose of the organisation and to develop the plans and actions to achieve that purpose. The difficulty is that the purpose and the resulting plans and actions have to be made within the company's environment, i.e. environmental factors influence effective and efficient strategies and structures, and these shape the business operations. The main goal of the course is the recognition and the understanding of these dependencies by also identifying the organisation's room to manoeuvre.

Learning objectives

At the end of the course participants should therefore be able to understand, analyse and evaluate:
- a company's general business environment
- a company's industrial and competitive environment,
- a company's objectives and governance structure,
- a company's capabilities and resources, and
- a company's options for development and/ or change.
Based on these aspects, participants should also have gained the abilities to develop strategic options for domestic and/ or international businesses, as well as to evaluate existing strategies.

Référence


for international aspects see:
In addition to the final exam, students have to work in groups on a case study. In the first part, students analyse a competitive and industrial environment, and in the second part, they analyse the capabilities and resources of a business. The paper should therefore not be descriptive but need to be evaluative/analytical.

Session 1: Introduction: Corporate Strategy
Johnson/ Scholes/ Whittington, Chap. 1+4

Session 2: Analysis of General Environment
Johnson/ Scholes/ Whittington, Chap. 2
Hill, Chap. 2, 3+8

Session 3: Analysis of Industry (Task) Environment
Johnson/ Scholes/ Whittington, Chap. 2
Hill, Chapters 5+7

Session 4: Internal Diagnostic (Value Chain)
Johnson/ Scholes/ Whittington, Chap. 3

Session 5: Internal Diagnostic (Capabilities and Resources)
Johnson/ Scholes/ Whittington, Chap. 3

Session 6: Business Strategies
Johnson/ Scholes/ Whittington, Chap. 6

Session 7: Corporate Strategies (Diversification/Integration/Internationalisation)
Johnson/ Scholes/ Whittington, Chap. 7+8+10
Hill, Chap. 12+14

Session 8: Developing and Evaluating Strategies
Johnson/ Scholes/ Whittington, Chap. 3+11

Session 9: Managing Strategic Change
Johnson/ Scholes/ Whittington, Chap. 14

Session 10: Discussion of CASE
Summary/Conclusion
Johnson/ Scholes/ Whittington, Chap. 15

Assessment Methods

**Inclass Assessment**: 50 %  Duration: hours
☐ Written  ☠ MCQ  ☐ Oral  ☒ Report  ☐ Participation

**Final Exam**: 50 %  Duration: 1h30
☐ Written  ☒ MCQ  ☐ Oral  ☐ Report  ☐ Participation

Additional information:

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Title: | Code: |
Course description and Teaching Methods

Fundamental aspects of Marketing applied to manufacturing industry & services. Readings, discussions, Case studies.

Content

Marketing applied to services  
Marketing applied to manufacturing industry  
Case studies from different business sectors : Software, Automotive, Hospitality…

Learning objectives

Students will be able to define a consistent marketing strategy & a relevant mix marketing in a context of manufacturing industry or services.

Référence

Référence  :  

Prerequisite  

Expected Profile and Selection Process  

Course Sequence and Homework Description
Séance 1 : Marketing for services
Séance 2 : Marketing for manufacturing industry
Séance 3 : Marketing for manufacturing industry
Séance 4 : Marketing for manufacturing industry
Séance 5 : Marketing for services

<table>
<thead>
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</table>
Course description and Teaching Methods

The purpose of the module is to familiarize students with the process of applying human resource management to international contexts. Human Resource Management challenges in the global workplace are of particular relevance to future managers such as working effectively in multicultural teams and successfully carrying out international assignments.

Content

1) Internationalization Process of a Company
2) Working Effectively in Multicultural Teams
3) International Assignments

Learning objectives

Use critical thinking in order to select the obvious elements of a problem and summarize them critically and argumentatively; identify disciplinary fields, methods and tools in view of problem solving; Make decisions after a scrupulous analysis of its consequences and provide justification; Decipher the codes of a different cultural environment; Develop critical thinking as related to one's own competences and find appropriate measures to develop them.

Référence

Departmental E.Book : Part 5: Culture and Intercultural Communication ; Cultural patterns and Communication: Taxonomies ; Cultural Identity and Cultural Biases ; Nonverbal Intercultural Communication.
Assessment Methods

**Inclass Assessment:** pct % Duration: hours
- [ ] Written
- [ ] MCQ
- [ ] Oral
- [ ] Report
- [ ] Participation

**Final Exam:** 100 % Duration: 1 hour
- [x] Written
- [ ] MCQ
- [ ] Oral
- [ ] Report
- [ ] Participation

**Additional information:**

Key questions based on course material

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Course description and Teaching Methods

This module aims to tackle the questions of organisational structure through a process and systematic perspective. Organisational design refers to the choices that are made in order to control collective actions such as the division of labour, authority, coordination, decentralisation, and so on.

Each lecture is made of both theoretical perspectives and their applications through cases, exercises, etc. A case study will serve as a common thread through the different lectures by being studied through different angles. This will lead to the construction of syntheses by the student groups.

Content

IV) Basics of organisational design
V) Four steps of the process and systemic perspective:
   - Conception
   - Application
   - Evaluation
   - Improvement
VI) The process and systemic perspective and organisational ambidexterity

Learning objectives

- To be aware of the ways in which organisational design matters for the success of a collective action and project.
- To know the main theories, methods and tools as well as the main authors in relation to this literature
- To be able to apply a process and systemic perspective
- To know what the main challenges are regarding ambidextrous organisations

Référence

Prerequisite | Expected Profile and Selection Process
---|---
None |  

Course Sequence and Homework Description
**Teachers:**
M DUCHAMP David (Nancy and Metz, in French)
M BATTARD Nicolas (Nancy and Nuremberg, in English)

**Session 1 (3hrs)**
**Theme:** Basics of organisational design
- Definitions, typical issues, different organisational structures
- Why a process and systemic perspective is of importance
- Illustrations
- Application to the guiding case

This session implies having read the different materials (reminders on Mintzberg’s structural approach) handed over beforehand as well as the case study.

**Session 2 (3hrs)**
**Theme:** First and second steps of the process and systemic perspective: conception and application
- Conception and application within a process and systemic perspective
- Tools related the conception and application phases
- Illustrations
- Case study

**Session 3 (3hrs)**
**Theme:** Second step of the process and systemic perspective: evaluation
- Structural balance
- Other tools related the evaluation phase
- Illustrations
- Case study

**Session 4 (3hrs)**
**Theme:** Third step of the process and systemic perspective: improvement
- Why improvement has to be constantly part of the process
- Main logics of improvement: incremental and radical
- Issues related to structural change: intentional change versus organisational learning
- Illustrations
- Case study

**Session 5 (3hrs)**
**Theme:** Fourth step of the process and systemic perspective: improvement
- Issues related to ambidextrous organisations and their impact on organisation design
- Illustrations
- Case study and submission of syntheses

---

**Assessment Methods**

**Inclass Assessment:** pct % Duration : hours
- ☒ Written
- ☐ MCQ
- ☐ Oral
- ☐ Report
- ☐ Participation

**Final Exam:** pct % Duration : hours
- ☐ Written
- ☒ MCQ
- ☐ Oral
- ☐ Report
- ☐ Participation

**Additional information:**

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</table>
Course description and Teaching Methods

- L’accent sera surtout mis sur la communication orale au moyen de présentations orales. (travaux de groupe, individuels) Les étudiants seront encouragés à participer activement à des jeux et des simulations en langue française.
- Le travail écrit consistera à la rédaction de compte rendus, résumés, commentaires en langue française afin de permettre aux étudiants internationaux d’améliorer leurs compétences à l’écrit.

Content

- Présentation en langue française d’une personne, d’une entreprise, d’un produit ou d’un service.
- Correspondance commerciale.
- Culture d’entreprise.
- Culture française générale.
- Actualités.
- Mises au point syntaxiques et lexicales liées à la communication en entreprise.

Learning objectives

- Sensibiliser les étudiants étrangers aux divers aspects de la communication professionnelle dans un univers francophone.
- Les étudiants devront à terme être à même d’évoluer avec aisance dans une entreprise française et de faire preuve de leurs compétences dans les techniques de communication liées à une activité commerciale.

Référence

Les documents seront fournis par l’enseignant.
Un dictionnaire français est souhaité (Larousse Illustré).
Assessment Methods

Inclass Assessment: 50 % Duration : 3 hours
☒ Written ☐ MCQ ☒ Oral ☒ Report ☐ Participation

Final Exam : 50 % Duration : 1h30
☒ Written ☐ MCQ ☐ Oral ☐ Report ☐ Participation

Additional information:

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</table>
## Course description and Teaching Methods

Ce cours balaye les grands faits de société qui sont matière à débat aujourd'hui. Il explore entre autres la société française à travers le prisme de ses médias des années 60 à aujourd'hui. (les médias comme reflet de la société française, comme outil de compréhension de celle-ci).

Il offre aussi une ouverture sur le cinéma français, la littérature française contemporaine… Enfin, il explore la culture française à travers l’analyse de thèmes emblématiques de celle-ci.

## Content

Analyse de thèmes, problèmes et préoccupations de la société française d’aujourd’hui (polychronisme, Art de Vivre, l’Exception Française, la francophonie dans le monde, la place de la France dans l’Europe, les banlieues etc.).

Analyse des médias français (interactions entre la société et ses médias.).

Découverte de quelques cinéastes français et de leur univers cinématographique. Découverte d’un mouvement cinématographique : La Nouvelle Vague. (Truffaut, Chabrol…).

Découverte de quelques écrivains français.

## Learning objectives

- Objectifs culturels : sensibiliser les étudiants internationaux à divers aspects emblématiques de la société et la culture française des années 60 à aujourd’hui. Leur permettre de comprendre la complexité de la culture française et de favoriser ainsi sa lecture.

- Objectifs langagiers : permettre aux étudiants de développer leurs compétences linguistiques de productions orale et écrite. Leur permettre d’acquérir des stratégies d’exposition de faits, d’idées et débats.

## Référence


## Prerequisite

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## Course Sequence and Homework Description
Assessment Methods

**Inclass Assessment:** 50 %
- ☒ Written
- ☑ MCQ
- ☑ Oral
- ☑ Report
- ☐ Participation

**Final Exam:** 50 %  Duration: 1h30
- ☒ Written
- ☐ MCQ
- ☐ Oral
- ☐ Report
- ☐ Participation

Additional information:
IPM : ARTEM Workshops
**Programme**  | **Year**  | **Route**  
--- | --- | ---  
ICN Grande Ecole | 2A | AT ARTEM  

**Title**  
Atelier Anglo-Saxon Project Management  
**Code**  
AT/ASPM  

**Leader**  
Bertrand AGOSTINI  
**Credits**  | **Volume**  | **Language**  
--- | --- | ---  
10 | 90 | ENG  

**Course description and Teaching Methods**

To tutor students in a professional project involving the introduction onto an Anglo-Saxon market of a new product or service; to introduce students to the culture and business environment in countries where the Anglo-Saxon influence is, or historically has been, strong; to introduce students to aspects of business culture in the target country; to introduce students to the theories, models and practices pertaining to conducting business outside of France.

**Content**

Business Culture: Attitudes, Behaviour, Values  
Cultural and Business environments (in UK, USA, Canada, Ireland and Australia)  
Creative thinking in Business  
Business Plan  
Contract Management  

In each of the countries studied, discussion will include aspects of the market, entrepreneurship, and consumer behaviour.

**Learning objectives**

(1.3) Use critical thinking in order to select the obvious elements of a problem and summarize them critically and argumentatively; (2.2) Apply creative methods in order to be able to imagine an innovative solution; (3.3) Make decisions after a scrupulous analysis of its consequences and provide justification; (4.1) Write professional, documented and argumented reports; (4.3) Savoir convaincre dans le cadre d’entretien ou de présentations de tous types; (5.1) Decypher the codes of a different cultural environment; (6.4) Build a start up project in a different cultural environment.

**Référence**

None

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Learning Objectives

- To enhance students’ awareness of the characteristics of the business environment and the culture of the five Anglo-Saxon countries studied,

- To develop an operational awareness of enterprise creation via the launch of a new product, concept, project or service in one of the five countries,

- To develop competence and confidence in the language of English for business.

Schedule

- Introduction to the workshop (B. Agostini)
- Creative Thinking (S. Gangloff)
- Preparing Your Business Plan (T. Podvrsan)
- US Culture and Business (B. Agostini)
- Contract Management (T. Duong, Nicolas Forest)
- Communication Skills (B. Agostini)
- Australian Culture and Business (P. Karski)
- UK Culture and Business (J. Bramley)
- Irish Culture and Business (E. Burnard)
- Canadian Culture and Business (S. Gangloff)

In each of the countries studied, discussion will include aspects of the market, entrepreneurship, and consumer behaviour.

Assessment Methods

Inclass Assessment: 100 %                    Duration : 3h

☒ Written      ☐ MCQ      ☒ Oral      ☒ Report      ☐ Participation

Additional information:
Atelier ARTEM Intelligence économique et décision

Leader
Carine SONNTAG

Credits
12 ECTS

Volume
90h

Language
FRA

Course description and Teaching Methods

Se faire une opinion professionnelle "vraie" et "en live" de sujets d'actualités comme la réalité de la candidature de Paris aux JO de 2024, les probabilités d'accession de Michel Platini à la tête de la FIFA ou la fusion "ratée" d'Uramin et d'Areva, c'est de l'investigation proposée dans l'atelier d'IE. « L'intelligence économique est l'ensemble des actions coordonnées de recherche, de traitement, de distribution, de maîtrise et de protection de l'information en vue de son exploitation utile aux différents acteurs économiques ». Pour ce faire, le processus d'IE implique différentes phases qui seront traitées dans l'atelier : 1) la collecte, l'évaluation et le traitement de l'information, 2) la compréhension et la gestion des leviers d'influence et enfin 3) la protection de l'information. L'IE s'applique aussi bien au niveau de l'entreprise, que du secteur, que de la politique publique et son objectif est l'anticipation et la prise de décision en contexte risqué.

Content

Partie 1 : Collecte, évaluation et traitement de l'information
Apprentissage et mise en œuvre d'outils de collecte et d'évaluation de l'information à partir de petits cas concrets et d'un sujet de recherche à traiter en groupes (recherche avancée sur internet, mise en place d'outils de veille, mind mapping, création et exploitation d'un service d'IE) - Techniques de classification et hiérarchisation de l'information

Partie 2 Compréhension et gestion des leviers d'influence
Comprendre les interactions entre les différents acteurs économiques (géopolitique, pouvoirs publics, lobbying, renseignement) et mettre en œuvre des outils de cartographie des zones d'influence

Partie 3 La Protection de l'information et la gestion de sa communication
Comment les grandes entreprises, services de l'état, et spécialistes de la protection de l'information organisent-ils leur politique? Comment organiser sa sécurité informatique?

Learning objectives

Mobiliser les outils analytiques utiles pour identifier un problème de gestion et le problématiser
Identifier les situations à risques et évaluer les conséquences d'une démarche non éthique
Réaliser des rapports professionnels, documentés et argumentés
Savoir s'insérer dans une équipe pluri-disciplinaire, comprendre la contribution de chacun et y apporter la sienne propre
Bâtir un projet en définissant des objectifs qui prennent en compte les intérêts des commanditaires et de la communauté, et savoir leur rendre compte de l'avancement des travaux

Référence

• BOUCHET : Intelligence économique et gestion des risques, Pearson.
• BOURNOIS et ROMANI, L'intelligence économique et stratégique dans les entreprises françaises, Economica.
• DAGUZAN et MASSON : L'Intelligence économique : Quelles perspectives ?, L'Harmattan.
• Du MANOIR de JUAYE : Droit de l'intelligence économique, LITEC.
• IHDN : Comprendre l'Intelligence économique, Economica

Prerequisite

Il faut avoir suivi…

Expected Profile and Selection Process

Indiquer, s'il y a lieu, le processus de sélection (ex : résultats académique…)
Vous trouverez ci-dessous les instructions pour les travaux à réaliser sur l'année, avec les échéances, dans l'atelier d'intelligence économique.

**SEMESTRE 1**

**Phase UNE : Sourcing et problématisation**

Constituez des groupes pluridisciplinaires et choisissez un thème à traiter avec l'aide de vos tuteurs. Puis déterminez à partir de recherches préliminaires une problématique. Une problématique est une question précise sur un sujet choisi que vous devez pouvoir analyser d'ici à avril prochain.

**Phase DEUX : Sourcing et problématisation**

Pour fin novembre, rendre un rapport de 4 pages à M. Stalla Bourdillon et à Carine Sonntag par email (ou sous myicn, auquel cas nous vous transmettrons des instructions précises). Ce rapport devra **justifier une proposition de problématique** sur la base des informations sourcées que vous avez pu réunir sur votre sujet. Cela nécessite donc de citer les sources d'information à la fin du rapport ET dans le rapport. Faites bien attention à proposer une problématique qui puisse être résolue dans le temps imparti. Vous utiliserez les trois focales lorraine, France ou Europe et si possible mondialisée. **Ce travail donnera lieu à une note (25% de la note du semestre).**

**Phase TROIS : Rapport de sourcing**

Une journée de décembre sera consacrée à la présentation (7 slides 7 minutes par groupe) de votre travail de sourcing et problématisation pour discussion avec l'ensemble de la promo. Vous transmettrez également par écrit votre rapport méthodologique + Sourcing de recherche d'information (collecte, validation et traitement des informations) sur une quinzaine de pages minimum (bibliographie incluse et rédigée correctement). Pensez à intégrer tous types de sources (techniques et humaines, les sources noires sont interdites ....et le plagiat aussi bien sûr!!!). La problématique doit être explicite. **Ce travail donnera lieu à une note (75% de la note du semestre).**

**SEMESTRE 2**

**Phase UN : Travail d'analyse d'intelligence économique à rendre en groupe auprès de m. Rechemann**

Rapport d'analyse en groupe à rendre à M. Rechenmann – Les instructions sont disponibles sous myicn

**Ce rapport donnera lieu à une note comptant pour 20% de la note semestrielle**

**Phase DEUX : Rapport d'analyse (et amélioration du rapport de sourcing en continu)**

Fin mars, remise du rapport d’étape du dossier final pour commentaires intermédiaires.

**Phase TROIS : Rapport d'analyse**

Rapport analytique : résolution de la problématique proposée au premier semestre

Il vous est demandé d’inclure le plus possible des analyses empiriques et scénarios chiffrés. Les groupes qui désirent rendre le rapport en anglais peuvent le faire et seront récompensés en conséquence.

**Phase QUATRE : Rapport d'analyse**

Enfin votre soutenance finale de projet : 15 minutes de présentation et 15 minutes de discussion par le jury. Les soutenances seront publiques (tout le monde écoute et apprend des autres).

**Ce travail rapport final + soutenance donnera lieu à une note (75% de la note du semestre), incluant la progression depuis mars et la qualité de la soutenance. Un bonus sera accordé si le groupe invite une source humaine ou un stakeholder pour la discussion lors de la soutenance.**

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### Assessment Methods

**Inclass Assessment:** 100 %

☐ Written ☐ MCQ ☒ Oral ☒ Report ☐ Participation

**Final Exam:** 0 %

Duration: hours

☐ Written ☐ MCQ ☐ Oral ☐ Report ☐ Participation

**Additional information:**

| Programme | Year | Route |
**Course description and Teaching Methods**

L’atelier IRE est destiné à compléter la route audit pour les étudiants qui souhaitent bénéficier des équivalences du révisorat d’entreprises luxembourgeois. Le cours se scinde en une partie d’approfondissement et de révision de la comptabilité financière, de la comptabilité bancaire, ainsi que par les spécificités de l’audit de fonds et de droit des sociétés appliqué à l’audit.

**Content**

Comptabilité financière : révisions de première année, approfondissement  
Comptabilité bancaire  
Audit de fonds  
Droit des sociétés appliqué à l’audit

**Learning objectives**

Approfondissement et découverte des notions manquantes pour le diplôme de réviseur

**Référence**

Comptabilité, apprentissage programmé avec tests et corrigés (Joseph A & Dehan-Maroye R), 2010, De Boeck  
DCG 10 - Comptabilité approfondie (Robert Obert, Marie-Pierre Mairesse), 2013 - 4ème édition, Dunod, Collection : Expert Sup
Comptabilité financière révisions (en French Gaap, en comptes sociaux) (54h)

- Opérations sur les actifs : définition des actifs, pertes de valeur
- Opérations sur les passifs : définition des passifs, comptabilisation
- Opérations de régularisation de produits et de charges
- Fonctionnement et comptabilisation de la TVA
- Les contrats à long terme : problématiques, comptabilisation et analyse des documents de synthèse
- La gestion de l’entreprise : analyse financière des différents cycles de l’entreprise, outils de diagnostic
- La gestion de la trésorerie : besoin ponctuel et structurel de trésorerie, modalités de financement des besoins
- La constitution et la variation du capital de l’entreprise
- L’affectation du résultat des entreprises

Spécificités de la comptabilité bancaire (12h)

Spécificités de l’audit de fonds (12h)

Droit des sociétés appliqué à l’audit (12h)

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Additional information:
La Banque du Futur

Leader Credits Volume Language
Olga IVANOVA 10 45 FRA

Course description and Teaching Methods

L’atelier ARTEM « La Banque du Futur » est développé en partenariat avec la CELCA (Caisse d’Epargne Lorraine Champagne Ardenne). Dans le cadre de cet atelier, les étudiants apportent une contribution attendue par le partenaire professionnel sur la conception de la banque du futur, en lien avec les évolutions en cours (montée en puissance du digital, nouveaux modes de consommation des prestations bancaires, etc…).

Les méthodes d’enseignement s’appuient sur une démarche d’accompagnement des étudiants et sur une pédagogie de la découverte au service d’un apprentissage de type learning by doing. Les étudiants, répartis en petits groupes, bénéficient d’un double accompagnement pédagogique du coté ICN et professionnel du coté CELCA.

Content

Chaque année, la direction de la CELCA propose les thématiques à traiter par les étudiants autour d’une dynamique prospective et créative au service des enjeux stratégiques de l’établissement. Exemples de thématiques traitées: les attentes des clients face à la banque de demain, l’ouverture au numérique, la transformation progressive des parcs d’agences, la moindre fréquentation des clients au guichet du fait de l’essor des possibilités de réalisation des transactions à distance, offres/services/innovations souhaitées par le client de demain en agence physique ou sur internet, le rapport entre le comportement du client jeune et l’innovation.

Learning objectives

Objectifs pédagogiques de cet atelier sont les suivants :
- concevoir une solution adaptée et créative à un problème donné
- communiquer efficacement au moyen de présentations écrites et orales convaincantes
- apporter une contribution impliquée et positive aux projets concernés
- développer un esprit de leadership d’équipe et accroître les compétences comportementales de chaque membre

Référence

Les références seront fournies aux étudiants en fonction des thématiques spécifiques qu’ils auront à traiter en sous-groupes au cours de l’atelier.

Prerequisite

Intérêt pour le secteur bancaire et les nouvelles technologies.

Expected Profile and Selection Process

Seront particulièrement bienvenus les étudiants avec le profil suivant (avéré ou en cours de développement):
- Curieux avec un gout de la découverte
- Aptitude à l’esprit critique
- Mobile physiquement et intellectuellement
- Audacieux et envie de faire bouger les choses
- Intrigués par les nouvelles technologies et leur impact sur les comportements

Course Sequence and Homework Description
### Semestre 1 :

| Séance 1 | Introduction |
| Séance 2 & 3 | CM |
| Séance 4 & 5 | Visite de la banque CELCA |
| Séance 6 | Collecte et analyse de données |
| Séance 7 – 9 | Travail en groupe |
| Séance 10 | Présentation de résultats préliminaires |
| Séance 11 – 13 | Travail en groupe |
| Séance 14 | Présentations finales (power point + rapports écrits) |

### Semestre 2 :

| Séance 15 | Introduction (lancement du challenge) |
| Séance 16 - 19 | CM |
| Séance 20 | Intelligent design |
| Séance 21 -24 | Travail en groupe indépendant |
| Séance 25 | Présentations préliminaires |
| Séance 26 – 29 | Travail en groupe indépendant |
| Séance 30 | Présentations finales (power point + rapports écrits) |

### Assessment Methods

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**Additional information:**

Les soutenances orales finales de l’atelier (qui complètent le rapport écrit) sont l’occasion d’innover sur le fond (en lien avec l’orientation générale de l’atelier) mais aussi sur la forme (modes de présentation).
Atelier ARTEM Le Manager CréActif

Leader
Nicole LE ROUVILLOIS

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Course description and Teaching Methods

Comment valoriser la valeur ajoutée « Human-ware » de l’entreprise ?

Content

Team Building (Séance en anglais)
Pratiques de management individuelles et collectives
Comment mesurer les compétences du leadership et les développer
Le leader et son équipe – Les différents styles de management
La gestion des situations conflictuelles
La Conduite du changement
Former des collaborateurs
Prise de parole en public

Séances d’improvisation théâtrale : (Cf verso)

Learning objectives

Prendre conscience du rôle RH du manager
Inclure dans la responsabilité opérationnelle du manager les objectifs humains et relationnels
Comment garder les meilleurs ?
Se rendre responsable du développement personnel des collaborateurs et entretenir l’employabilité

Référence

Développez vos qualités de manager – Daniel KLUGER – Editions Eyrolles, 2010
Le Manager au quotidien – Henry MINTZBERG – EYROLLES, Ed d’Organisation, 2009
Devenez Manager! – Peter DRUCKER – Village Mondial, 2003

Prerequisite

Expected Profile and Selection Process

Aucun
Néant
Outre les séances sur la vision et valeurs du manager, son rôle de formateur : coaching… sur la mesure des compétences du leadership et comment les développer, sur la conduite du changement, sur la prise de parole en public, sur la gestion du stress, sur les différents styles de management sont incluses des séances de théâtre d’improvisation car l’improvisation théâtrale est un outil pertinent qui possède de multiples vertus. Elles peuvent aider l’individu dans son développement personnel.

Le travail sur la connaissance de soi, la confiance en soi, l’écoute, l’empathie, la canalisation de sa créativité, l’aspect théâtral de la discipline sont autant de facteurs de développement personnel.

L’objectif de former un manager Cré’Actif (Créatif et Actif) passe tout d’abord par la formation d’un être humain qui se connaît mieux, qui communique mieux, car il est plus qu’un rôle dans une hiérarchie.

Il doit donc être capable de lire, de comprendre et d’accepter les logiques de son équipe tout en faisant accepter la sienne. C’est un rôle qui, au-delà de son aspect exécutif, reste humain.

Les séances d’improvisation théâtrale sont basées sur les verbes clé du manager, tel que : Communiquer, gérer, déléguer, anticiper, motiver, valoriser, mettre en place une stratégie etc…………

A noter :
Tout comportement non conforme au règlement, absences répétées « non excusées », manque d’implication et de participation pourra faire l’objet d’une sanction.

### Assessment Methods

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Additional information:
Travail sur un projet en groupe – Présentation du projet à la fin du 1er et 2ème semestre.
Les nouveaux modèles économiques de l'entrepreneuriat est un atelier combinant plusieurs approches : un travail expérimental, méthodologique, conceptuel et professionnel. Les participants doivent travailler à l'élaboration, l'accompagnement de projets entrepreneuriaux, proposés dans le cadre de l'atelier, voire de leur propre projet.

L'orientation pédagogique est celle de l'appréhension des dimensions de l'innovation sociale, territoriale et technologique. Nous quittons, délibérément, la démarche classique "un homme, un projet" pour intégrer une démarche globale (territoire) et de rupture (innovation sociale et technologique). Les étudiants doivent mener à bien une mission d'accompagnement pour le compte de porteurs de projets ou de tout type d'organisation (entreprise, association, coopérative). Chaque encadrement est supervisé par un tuteur “chef projet” et un ou deux professeurs de l'atelier.

Le module est scindé en 3 temps : apports méthodologiques, compréhension de la dynamique entrepreneuriale des porteurs de projets et travail de réponse concrète à la faisabilité et/ou aux développements des projets. Les activités proposées sont :

- Intervention d'entrepreneurs qui viendront exposer leurs problématiques.
- Cours apportant les notions théoriques nécessaires à l'approche du « métier » de dirigeant et à la conception de modèles économiques.
- Mise en relation directe des étudiants avec leurs « clients porteurs de projet »
- Rédaction des solutions et de la communication interne et externe

Vivre une expérience entrepreneuriale en « live » et apprendre à travailler en groupe, tout en étant en interaction avec des professionnels.

Comprendre la complexité d'un modèle économique et l'interaction entre ses composantes.

Analyser et définir la faisabilité, le développement, la stratégie d'un projet entrepreneurial en intégrant les impératifs économiques, concurrentiels et culturels très différents selon les activités et les modes organisationnels choisis.

Rédiger une lettre de mission avec des livrables ; Organiser, piloter et documenter un projet ; concevoir un plan stratégique et ses modalités opérationnelles ; rédiger et défendre un modèle économique ; savoir communiquer.

Présenter et défendre un projet face à des investisseurs.

Des dossiers seront remis aux participants, tout au cours de l'atelier en fonction des apports des professionnels.

ED. PEARSON : Business Model, Nouvelle Génération, 2011
Le travail, tout au cours de l'année, se fait en mode "gestion de projet". Le cursus pédagogique s’articule en temps d’acquisition de fondamentaux (méthodes et outils) et en temps terrain (mise en œuvre des projets, rencontres départements innovation, laboratoires, fab, fab...).

Le module est fondé sur un concept pédagogique innovant, celui de l’interaction en direct entre les entrepreneurs, les étudiants et les professeurs.

Les étudiants seront amenés à être très autonomes et capables de prendre des décisions sur validation des professeurs et/ou des commanditaires.

L’atelier est organisé sous forme d’un séminaire en trois phases, réparties en jours en présentiel et en jours « terrain » (soit recherche, soit en entreprise)

☐ La première phase prévoit l’intervention d’entrepreneurs partenaires. Ils viendront partager leur expérience ou convieront les étudiants dans leurs locaux pour exposer leur stratégie, leur problématique commerciale, d’innovation produit, service... le choix de leur organisation sociétale ou non. Les présentations seront suivies par les interventions de professeurs ICN, apportant les notions nécessaires à la compréhension de la construction entrepreneuriale et aux attentes pédagogiques de l’atelier. Plusieurs volets sont abordés: Méthodologie de la démarche entrepreneuriale, rédaction d’un cahier des charges, techniques de présentation, conduite de projet, gestion du changement, techniques de créativité, approche du modèle économique et de ses composantes...

☐ Une deuxième phase, mise en place immédiatement après, sera consacrée à la rencontre en toute autonomie des étudiants avec leurs clients et avec des retours ICN, à la rencontre de professionnels experts consultants afin d’aider les étudiants dans la compréhension des problématiques et dans l’élaboration des solutions. Les étudiants travailleront en groupe et seront en contact avec les entreprises, les chefs projet et les professeurs. Une plateforme informatique pourra permettre d’échanger en direct et de vérifier l’avancée des travaux et d’apporter réponse face aux éventuelles difficultés.

☐ Enfin, au cours de la troisième phase les étudiants présenteront leurs solutions. Les solutions les plus pertinentes seront proposées et discutées directement avec les partenaires. Ce qui permettra d’avoir le point de vue des porteurs de projet sur la faisabilité et la qualité des propositions. Les solutions business les plus attractives pourront être adoptées par les porteurs de projet et les groupes de travail dont les étudiants seront à l’origine !

### Assessment Methods

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Additional information:

A la fin du 1er semestre, une première soutenance présentant le cahier des charges fera l’objet d’une notation à hauteur de 30% de la note finale. Les entreprises évalueront les apports étudiants à hauteur de 30%. Le solde de la note, soit 40% correspondra à la soutenance finale (Dossier écrit 20%, Présentation orale 20%)
Atelier ARTEM L’humain Augmenté

Didier FASS – Laurent CIARLETTA

10 90h FRA

Course description and Teaching Methods

Un thème : « l’humain augmenté ». Deux dispositifs : drone et exosquelette. Un atelier par projet en entreprise ou à l’hôpital et dans un laboratoire (LORIA). Une mission réelle de création et de conception confiée aux élèves. Séminaires de sensibilisation à la problématique avec des professionnels et avec des chercheurs. Manipulation d’outils : objets intelligents connectés et mobiles, imprimantes 3D, imagerie numérique, simulation virtuelle...

Content

Rechercher et développer des solutions du futur pour « l’humain augmenté », les mettre en œuvre, les tester ! Les exosquelettes au service de la médecine : la fabrication par impression 3D d’exosquelettes de contention ou de suppléance questionne les pratiques thérapeutique et de réadaptation en traumatologie et orthopédie. Votre mission, si vous l’acceptez, sera de comprendre la problématique d’extension du corps appliquée à la conception (design) des prothèses et des orthèses médicales. Vous serez amenés à proposer des solutions innovantes pour ces dispositifs (passif ou robotisé), à les produire en laboratoire et à les expérimenter avec des praticiens (médecins, orthoprothésistes, kinésithérapeutes…) dans un service hospitalier.

Unmanned vehicle (drone) : La maturité des technologies de véhicules autonomes permet de concevoir de nouveaux services. Par delà la prise de vue ou la livraison de paquets, il est possible de penser le « drone » comme une extension des capacités de perception et d’action d’une personne. Votre mission si vous l’acceptez sera de comprendre la problématique d’extension du corps et d’intégration humain machine dans le contexte de téléopération en environnement sécurité critique. Vous serez amené à proposer des solutions innovantes intégrant personnes, robots et des drones dans un contexte industriel.

Il propose une expérience hyperconcrète de projets uniques vers l’infini et au-delà.

Learning objectives

Analyser une situation complexe et en faire la synthèse pertinente ;
Résoudre des problèmes conceptuels et pratiques en élaborant une solution adaptée et innovante ;
Décider en acteur éthique et responsable ;
Communiquer efficacement, aussi bien à l’écrit qu’au digital ;
S’adapter et s’intégrer avec aisance dans un environnement pluridisciplinaire ou multiculturel ;
Mettre à jour et étendre les connaissances et les compétences Artem ;
Travailler en groupe et gérer une équipe en mode projet.
Développer les capacités de création et de production innovante pragmatique.

Référence

Gilbert SIMONDON, « Sur la technique », PUF, 2014
Hannah ARENDT, « The human condition » The University of Chicago Press, 1958

Prerequisite

Esprit ouvert et ouvert aux autres.
Prise de risques.

Expected Profile and Selection Process

12 à 15 élèves maximum prêts à s’engager avec nos partenaires sur deux projets conceptuels et pratiques.
Course Sequence and Homework Description

- Le temps de la découverte, de l’observation et du diagnostic de mi-octobre à mi-décembre : avec comme consigne « soyez des anthropologues sur mars ! ». Les élèves doivent découvrir et observer le territoire de l’atelier dans toutes ses dimensions métiers, scientifiques et techniques, artistiques et techniques, humaines et organisationnelles, symboliques et anthropologiques.

De cette appropriation du thème de l’humain augmenté, les élèves dégagent des images, des éléments constatés qui selon eux posent problèmes et sont les sources potentielles de solutions innovantes pour chacun des dispositifs. Les résultats de cet « audit » et des diagnostics font l’objet de présentations et de discussions avec les différents partenaires professionnels. Les échanges et le dialogue avec les élèves sont constants, l’accompagnement, pour ne pas dire le compagnonnage, permet l’évolution d’une posture d’élèves passifs à celle de professionnels actifs. À chaque séance, les élèves rédigent une note de synthèse des tâches effectuées et devant être réalisées lors de la séance suivante. Ils utiliseront des techniques de creative thinking.

- Le temps de l’invention, de la conception et de la réalisation de janvier à fin mai : une fois le diagnostic posé et les constatations exposées clairement ; les élèves doivent formuler de façon simple et compréhensible la question ou le problème qu’ils se proposent de résoudre. Après validation par les partenaires, les élèves doivent concevoir les solutions à développer et réaliser des prototypes fonctionnels. La présentation de ces solutions possibles fait l’objet d’une présentation argumentée sous forme de story-board, de maquettes animées ou de simulation. À ce stade les élèves, présentent leurs propositions aux professionnels impliqués qui décideront de la mise en expérimentation réelle. La décision de produire ou non la solution proposée repose désormais sur la capacité professionnelle des élèves à convaincre sur la forme et sur le fond les décideurs en étant capable de répondre aussi bien à des questionnements « art, science, technique ou management » et humain. Ceci préfigure leur activité professionnelle en devenir. Si la solution est acceptée, l’équipe réalise avec l’aide du LORIA et des partenaires (faculté de médecine et entreprises) la production d’un prototype et son expérimentation. L’objectif est de valider la pertinence opérationnelle de leur solution.

Assessment Methods

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Additional information:
Living Consulting est un atelier où les participants doivent mener à bien une mission de conseil pour le compte d’une entreprise ou tout autre type d’organisation (association, collectivité, établissement public). Chaque mission est supervisée par un tuteur entreprise et un ou deux professeurs de l’atelier. Le travail, tout au cours de l’année, se fait en mode “gestion de projet”, combinant plusieurs métiers du consulting, marketing, stratégie, finance, innovation…. Le cursus pédagogique s'articule en temps d’acquisition de fondamentaux (méthodes et outils) et en temps terrain. L’atelier est conçu et organisé en partenariat avec des entreprises, soucieuses du process pédagogique et demandeurs d’apports pragmatiques. Le module est fondé sur un concept pédagogique innovant, celui de l’interaction en direct entre l’entreprise, les étudiants et les professeurs. Les étudiants seront amenés à répondre à une problématique d'entreprise via la proposition de solutions business originales élaborées en groupe de travail, sous la conduite des professeurs. Une aide « sur mesure » sera proposée par les entreprises partenaires pour répondre aux questions des groupes au fur et à mesure de l’avancée des travaux.

**Content**

Le module est scindé en 3 temps : Apports méthodologiques, Appréhension des besoins du client « nos entreprises partenaires » et travail de réponse concrète aux problématiques des clients. La première phase prévoit l’intervention des professionnels partenaires qui viendront exposer leur problématique. Les présentations seront suivies par des cours apportant les notions théoriques nécessaires à l’approche du métier de consultant et à la conception des solutions pour les entreprises. Plusieurs volets sont abordés: Méthodologie et posture du consultant, rédaction d’un cahier des charges, techniques de présentation, conduite de projet, gestion du changement, techniques de créativité, approche du modèle économique et de ses composantes...

Les intervenants, majoritairement professionnels externes présentent leurs modalités d’intervention sur les problématiques de communication de crise, gestion des compétences, innovation, gestion des risques, audit auprès de comités d’entreprises, de montage financier et juridique. La deuxième phase est celle de l’autonomie : les équipes étudiants sont en relation directe avec leurs clients et travaillent en mode « conseil ». La troisième est celle de la rédaction des solutions et de la communication interne et externe.

**Learning objectives**

Vivre une expérience de conseil en direct et apprendre à travailler en groupe, tout en étant en interaction avec des professionnels.

Comprendre la complexité d'un modèle économique et l’interaction entre ses composantes

Analyser et définir une problématique d’entreprise en tenant compte du modèle économique inhérent et donc de toutes ses relations. Rédiger une lettre de mission.

Organiser, piloter et documenter un projet tout au long de la mission.

Concevoir une solution à un problème clairement défini, rédiger et défendre un cahier des charges. Savoir communiquer. Présenter de défendre les résultats d’une mission..

**Référence**

Des dossiers seront remis aux participants, tout au cours de l’atelier en fonction des apports des professionnels.


**Prerequisite**

Aucun, si ce n’est une forte motivation et une grande implication dans le travail

**Expected Profile and Selection Process**

Un processus de sélection, par lettre de motivation, voire entretien sachant que l’atelier ne sera ouvert qu’à 25 personnes maximum.
L’atelier est organisé sous forme d’un séminaire en trois phases, réparties en jours en présentiel et en jours « terrain » (soit recherche, soit en entreprise)


- Une deuxième phase, mise en place immédiatement après, sera consacrée à la rencontre en toute autonomie des étudiants avec leurs clients et avec des retours ICN, à la rencontre de professionnels experts consultants afin d’aider les étudiants dans la compréhension des problématiques et dans l’élaboration des solutions. Les étudiants travailleront en groupe et seront en contact avec les entreprises et les professeurs. Une plateforme informatique pourra permettre d’échanger en direct et de vérifier l’avancée des travaux et d’apporter réponse face aux éventuelles difficultés.

- Enfin, au cours de la troisième phase les étudiants présenteront leurs solutions. Les solutions les plus pertinentes seront proposées et discutées directement avec les entreprises partenaires. Ce qui permettra d’avoir le point de vue des entreprises sur la faisabilité et la qualité des propositions. Les solutions business les plus attractives pourront être adoptées par les entreprises et les groupes de travail dont les étudiants seront à l’origine !

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**Additional information:**

A la fin du 1er semestre, une première soutenance présentant le cahier des charges fera l’objet d’une notation à hauteur de 30% de la note finale. Les entreprises évalueront les apports étudiants à hauteur de 30%. Le solde de la note, soit 40% correspondra à la soutenance finale (Dossier écrit 20%, Présentation orale 20%)
Course description and Teaching Methods

Cet atelier est organisé en collaboration avec ALTRAN, autour d’un projet conçu et tutoré avec leur collaboration. Il permet de comprendre comment les systèmes d’information (SI) innovants contribuent au fonctionnement des organisations actuelles et d’appréhender leur impact sur celles-ci. Des technologies émergentes seront abordées telles que les objets connectés et l’Internet des Objets (IoT), l’intelligence artificielle, la robotique, les données massives (big data), etc.

Les enseignements comprennent un ensemble de cours fondamentaux dispensés par des spécialistes académiques et des interventions externes d’experts issus d’entreprises innovantes (par exemple, VWR) et sociétés de conseil réputées (telles qu’Altran, IBM, Oresys, Xerox).

Ces enseignements sont complétés par un projet d’application annuel au travers duquel les étudiants doivent réaliser un diagnostic de l’existant et élaborer des recommandations.

Content

L’atelier vise à former des managers capables de mettre en place et gérer des projets à caractère innovant, des politiques ou programmes de management dans lesquels les SI tiennent une place importante. Les cours fondamentaux apporteront les éléments théoriques nécessaires à la réalisation du projet, tels que les technologies innovantes, l’audit et la gestion de projet. Les interventions d’experts externes approfondiront ces aspects avec des expériences de terrain. Le travail sur projet appliquera les connaissances acquises à un cas concret (projet annuel).

Learning Objectives

A l’issue de l’atelier, les étudiants devront être en mesure de :
- Identifier les technologies émergentes et avoir une idée de leur fonctionnement / leurs usages professionnels ;
- Déployer les méthodes et outils de l’audit des SI pour résoudre une situation réelle ;
- Déployer les méthodes et outils de la gestion de projet SI sur une situation réelle ;
- Défendre un projet d’investissement innovant incluant une partie SI ;
- Participer activement à tout projet innovant ayant une composante SI conséquente ;
- S’intégrer et travailler professionnellement dans un monde connecté.

References

Becker J. (2015), Emerging Trends in Information Systems : Recent Innovations, Results and Experiences, Springer

Prerequisite

Ø  

Cet atelier s’adresse aux étudiants intéressés par les systèmes d’information et les technologies innovantes, aux étudiants souhaitant préparer le double diplôme ICN/ingénieur des Mines ou s’orienter professionnellement vers les sociétés de conseil (notamment en informatique et organisation).
Ce module comporte 30 séances de 3 heures (hors travail personnel) réparties comme suit sur deux semestres.

**Cours fondamentaux** apportant les bases pédagogiques nécessaires au projet (48 heures) :
- Introduction + Technologies innovantes (objets et services connectés, Internet des Objets, big data, intelligence artificielle, robotique…) / N. Dagorn ICN (3 heures)
- Méthodologie d’audit et gestion des TI innovantes / L. Staub ALTRAN (3 heures)
- Méthodologie de gestion de projet (PMI, méthodes agiles) / L. Staub ALTRAN (3 heures)
- Management des SI (COBIT) / G. Duffing ICN (3 heures)
- Modélisation des SI (rétroingénierie) / G. Duffing ICN (3 heures)
- Accompagnement du dirigeant de PME (management stratégique et innovation) / J. Thevenot ICN (6 heures)
- Historique et prospective des TI : l’innovation continue + Serious game CityOne “Smart cities” / J.L. Pierrel IBM (6 heures)
- TI pour la gestion de l’information produit (PIM) et de la relation client (CRM) / A. Aranda VWR (3 heures)
- Systèmes décisionnels : quelles solutions innovantes pour piloter les entreprises et les métiers ? / L. Caron ORESYS (12 heures)
- Vente de solutions complexes / B. Lang & X. Cartigny XEROX (6 heures)

**Travail encadré sur projet en groupes** (42 heures) :
- Présentation des applications mobiles à étudier, attentes en termes de résultats, initiation à la méthode TRIZ, rédaction de la fiche projet / L. Staub ALTRAN (6 heures)
- Si possible visite du Centre Pompidou / L. Staub ALTRAN (3 heures)
- Travail encadré sur projets / N. Dagorn ICN (24 à 27 heures)
- Évaluation intermédiaire en décembre 2016 / L. Staub ALTRAN et N. Dagorn ICN (3 heures)
- Finalisation d’une vidéo de présentation de l’atelier en avril-mai 2017 / N. Dagorn ICN (3 heures)

Le projet retenu pour 2016-17 sera porté par la société ALTRAN. Il consistera à transformer l’application mobile de visite du Centre Pompidou (Metz), développée par ALTRAN, en une application support d’objets connectés. Les étudiants devront ainsi :
(i) prendre connaissance de la littérature académique et professionnelle sur la réutilisation logicielle (software reuse) en général puis appliquée aux objets connectés ;
(ii) analyser par rétroingénierie les fonctionnalités de l’application mise à disposition ;
(iii) à partir d’un brainstorming basé sur la méthode TRIZ, imaginer un nouveau contexte d’utilisation lié aux objets connectés. Les sujets proposés par ALTRAN (1 sujet par groupe de 3 à 4 étudiants) sur la thématique de l’apport des objets connectés dans la visite du Centre Pompidou, sont :
- navigation dans le Centre : se situer sans savoir où on est ;
- l’application Centre Pompidou pour les enfants : s’adapter à un public spécifique ;
- la réalité augmentée : planifier et enrichir le parcours du visiteur dans le Centre.
- Au besoin, des extrapolations hors Centre Pompidou (par exemple, aide au parcours d’un praticien dans un hôpital, aide au parcours d’un maintaincier dans une centrale nucléaire…) pourront être envisagées ;
(iv) identifier les fonctionnalités manquant à l’application pour utilisation dans le nouveau contexte ;
(v) expérimenter les résultats dans une organisation virtuelle.

Selon la richesse des travaux des étudiants, un ou plusieurs projets en lien avec les objets connectés pourront être valorisés par une contribution intellectuelle, par exemple la soumission d’une étude de cas à la Centrale de Cas et de Médias Pédagogiques (http://www.ccmp.fr) via la collection de cas ICN.

**N.B.** : Au deuxième semestre, les candidats au double diplôme ICN / Ingénieur Civil des Mines qui suivront le cours de Programmation Python (30 heures) seront dispensés des activités en conflit avec ce cours.

### Assessment Methods

<table>
<thead>
<tr>
<th>Inclass Assessment</th>
<th>Duration :</th>
<th>☒ Written  ☐ MCQ  ☐ Oral  ☐ Report  ☒ Participation</th>
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<td>Duration :</td>
<td>☐ Written  ☐ MCQ  ☒ Oral  ☒ Report  ☒ Participation</td>
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</tbody>
</table>

**Additional information:**
Durant les cours fondamentaux et interventions externes, les professeurs et intervenants tiendront compte de la participation et pourront demander aux étudiants des devoirs écrits. Le projet annuel sera noté sur base d’un rapport écrit et d’une soutenance orale ; la participation individuelle au projet de groupe sera évaluée par les pairs. De sorte, les notes de contrôle continu et d’examen final seront toutes deux individuelles.
### Programme

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<td>2A</td>
<td>AT ARTEM</td>
</tr>
</tbody>
</table>

### Title

Atelier ARTEM Marketing d’enseigne & Innovation commerciale

### Code

ACORA

### Leader

Michel MAKIELA

### Credits

10

### Volume

90

### Language

FRA

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#### Course description and Teaching Methods

Les sujets de travail sont déterminés en concertation avec l’entreprise partenaire CORA lors de la rentrée. Voici des exemples de sujets confiés aux étudiants lors des années précédentes :
- le développement d’une famille de produits : par exemple le segment BIO
- le développement du service DRIVE (courses en ligne et retrait sur le parking de l’enseigne)
- l’utilisation des smartphones et des réseaux sociaux dans la grande distribution : communication, promotion, fidélisation, point de vente.

#### Content

Le cursus se déroule de la manière suivante :
- prise de connaissance du secteur de la grande distribution et de l’entreprise CORA
- étude de la zone de chalandise du grand Nancy
- présentation des familles de produits ou des nouveaux concepts à étudier

Après ce tronc commun, les étudiants sont répartis en groupes de 4 à 6 personnes afin d’étudier sur le terrain une famille de produits particulière :
- étude des attentes de la clientèle (enquête via questionnaire)
- analyse des ventes des magasins Cora de Nancy
- benchmark des concurrents de la grande distribution alimentaire et de la distribution spécialisée
- diagnostic (matrice SWOT, ..)
- préconisations et plan d’actions

#### Learning objectives

Découvrir ou approfondir sa connaissance des enjeux de la grande distribution et marketing grande consommation
Acquérir une expérience professionnelle de conseil en organisation, avec l’analyse stratégique d’un marché et d’une offre produits suivie de préconisations et d’un plan d’actions.
Développer ses compétences comportementales :
- travail en équipe au sein d’un groupe pluridisciplinaire : marketing, achats, logistique, gestion
- management de projet transverse
- méthodes de recherche d’information via entretiens, étude clientèle, analyse concurrence, analyses documentaires
- capacité à mettre son travail en valeur et à défendre ses idées face à un public de professionnels.

#### Référence

Ce travail sur le terrain se fait en relation directe avec les interlocuteurs CORA (directeurs de magasin, contrôleur de gestion, responsables de marché, managers de rayons, responsable produits marketing ..). Ceci nécessite quelques déplacements dans les magasins autour de Nancy (questionnaire, enquêtes, ..).
L’ordre et le contenu des séances est fonction des sujets proposés et changent chaque année. Certains contenus sont définis au fil de l’eau en réponse au besoin des projets étudiés.

Ci-après les séances « permanentes »
- J1 présentation du déroulement de l’atelier – panorama de la grande distribution
- J2 présentation du groupe d’hypermarché Cora – organisation – positionnement marketing
- J3 organisation et modèle économique d’un hypermarché
- J4 étude de zone de chalandise
- J5 marketing de site
- J6 étude du sujet 1 – vision de l’offre
- J7 étude du sujet 2 – vision de l’offre
- J8 méthodologie recherche information
- J9 soutenance intermédiaire (localisée sur benchmark concurrentiel)
- J10 analyse comportement consommateur
- J11 élaboration de questionnaires
- J12 gestion relation client
- J13 politique de fidélisation
- J14 à J17 : étude des sujets 1 & 2
- J18 soutenance finale des travaux devant jury entreprise

Assessment Methods

**Inclass Assessment:** 100 %

☐ Written  ☐ MCQ  ☒ Oral  ☐ Report  ☐ Participation

Additional information:
Double objectif de la logique de grand projet : associer la réflexion de stratégie S.I. avec des choix de management ; de financements privés et publics.

... et/ou organisation et communication

... en adoptant et en exploitant cette base progressivement nationale ; action complétée par la recherche expérimenter les conduites de changement organisationnel sur les besoins de traitements de données très complexes.

(2) activités de stratégie marketing de la NENOBase : faire adhérer entre eux les médecins volontaires à des pratiques... 

... (newsletter, promotion des pratiques collaborative et du fonctionnement en réseaux, ateliers d'échanges d'expériences,...)

Dans son concept, le système d'information (S.I.) NENOBase pourrait concerner le suivi continu du traitement des risques industriels par les ingénieurs sécurité de grandes sociétés ; ou bien, son concept pourrait être transféré sur l'exploitation d'études qualité de grands services commerciaux, notamment en standardisations de processus ou de procédés, pour traitements de données de grande complexité (contextes Data Base). En 2016-2017, l’atelier doit parvenir à réaliser ses activités sous deux angles de perspective complémentaire :

(1) activités sur le SI créé : achever la mise en place de la base sur une modélisation de type Big Data, en multi-sites ; 

(2) activités de stratégie marketing de la NENOBase : faire adhérer entre eux les médecins volontaires à des pratiques plus collaboratives, en adoptant et en exploitant cette base progressivement nationale ; action complétée par la recherche de financements privés et publics.

Double objectif de la logique de grand projet : associer la réflexion de stratégie S.I. avec des choix de management ; expérimenter les conduites de changement organisationnel sur les besoins de traitements de données très complexes.

Course description and Teaching Methods

L'objectif général de l'atelier est de poursuivre l'expérience d'études et de réalisations concrètes en équipes interdisciplinaires, en vraie situation, et d'approfondir la complexité. Le support est le lancement d’une base de données, nationale et encore unique en France-, la NENOBase, co-construction menée par l’atelier depuis 2010 avec des médecins spécialistes des tumeurs cérébrales : leur but est de disposer d’un outil de suivi direct de l’ensemble du parcours de soins du patient, tout en disposant alors de données beaucoup plus nombreuses, plus diversifiées, en sécurité pour le patient, en accès rapide fiable pour le médecin, afin de contribuer à l’amélioration continue des soins.

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Double objectif de la logique de grand projet : associer la réflexion de stratégie S.I. avec des choix de management ; expérimenter les conduites de changement organisationnel sur les besoins de traitements de données très complexes.

Content

Avec l’appui d’experts professionnels et universitaires, les étudiants pourront démontrer leurs capacités d’initiative ; d’ici 2017, pour assurer le démarrage opérationnel de la NENOBase entre les CHU de Nancy et d’Amiens, puis sur des centres Grand-Est, leurs activités seront de :

(1) concevoir et réaliser des appuis méthodologiques sur le fonctionnement de la NENOBase au profit des médecins, et de leurs équipes, pour qu’ils s’approprient efficacement ce nouveau système d’information ; 

(2) concevoir et réaliser, auprès de divers CHU (Amiens et Grand-Est, des actions de communication-marketing et de recherche de financements ; accompagner les étapes de déploiement par ; -des actions diversifiées de communication (newsletter, promotion des pratiques collaborative et du fonctionnement en réseaux, ateliers d’échanges d’expériences, ...) ; -des interventions de terrain, auprès d’équipes interdisciplinaires médecins-secrétaires-gestionnaires ; -last but not least par la recherche de financements sur le déploiement de la base, à poursuivre.

Learning objectives

Stratégie pédagogique générale :

- Découvrir et appliquer les logiques de “grand projet” sur des environnements complexes et s’entraîner dans l’esprit Artem à comprendre comment des outils de système d’information (S.I.) s’intègrent à des stratégies d’organisation et de management, comment une organisation vise à associer la transversalité des techniques (médecins et S.I., qualité des soins et traitements/exploitations de données, ...) avec la recherche de compétences interdisciplinaires.

Trois objectifs :

- Faire l’expérience de l’étude de problèmes de management et d’organisation de S.I. en situation transdisciplinaire 

- Apprendre en vraie grandeur et en vraie situation à interagir de manière collaborative avec des professionnels de la santé ou avec ceux des SI, en faisant appel aux apprentissages interdisciplinaires des trois écoles ARTEM 

- Faire l’expérience de la co-construction de solutions concrètes en face des problèmes posés à l’atelier, en apprenant à maîtriser la gestion d’équipes multitâches, à raisonner selon de grandes questions-clés et sur la réalisation de tâches complexes (métodes souvent inspirées de l’innovation et de la créativité, de la communication et, plus spécifiquement, des choix de management de systèmes d’information, ...)

Référence

La connaissance des travaux menés par l’atelier Médecins-et-Managers depuis 5 ans, et surtout depuis oct. 2014, doit constituer les références suffisantes ; l’expérience du milieu hospitalier n’est pas utile a priori ; la connaissance des processus de productions de services en entreprise, privée ou publique, est recommandée.

Expected Profile and Selection Process

Prerequisite

Il est souhaité que 30% de l’atelier soit intéressé par les systèmes d’information et 70% par management de projet et/ou organisation et communication management de projet

Expected Profile and Selection Process

Profil souhaité d’étudiants curieux de faire l’expérience concrète dans une organisation de la transversalité des compétences et des fonctions et d’apprendre grâce à des pratiques pédagogiques interdisciplinaires.
L’atelier fonctionne sur les principes de la micro-entreprise de type Junior entreprise en grande école :
les activités à réaliser sont en vraie grandeur ;
les objectifs et aussi bien les moyens et conditions de réalisation des activités sont définis en commun avec les
responsables professionnels auprès desquels l’atelier assure une série de missions.

L’atelier n’a pas d’obligation de résultats au sens contractuel –formel ou informel-, en raison du principe-clé que les
ateliers Artem ont la formation des étudiants comme objectif prioritaire.

Toutes les activités sont conçues en LOGIQUE DE PROJET : l’autonomie des membres de l’atelier est un objectif
permanent destiné à permettre aux étudiants de réfléchir et d’agir en responsabilité la plus concrète et, de cette
manièrè, de faire l’expérience réelle de la complexité et de diverses pratiques transversales de travaux ; l’équipe
pédagogique assure la cohérence globale du projet en lien avec le terrain et les professionnels impliqués, et aussi
avec les enseignements des écoles ;

Les activités décidées selon un planning prévisionnel -et donc ré-ajustable régulièrement- font d’abord appel à une
série d’analyses par les étudiants des situations rencontrées par l’atelier sur le terrain et sur la programmation de
missions et de tâches à engager : pour rester réaliste, missions et tâches sont régulièrement actualisées avec les
responsables de terrain ;

L’équipe pédagogique assure les appuis méthodologiques nécessaires, recommande les références de cours
acadiémiques, les références du monde professionnel concerné ou suggère de mener des études complémentaires.
Les membres de l’équipe peuvent assurer régulièrement des rappels de cours, monter à la carte de courtes actions
de formation (quelques heures) et assurer ainsi une alternance continue entre la théorie et la pratique.

Les activités de travail en atelier, en général, sont organisées d’une part sur la base des 2x 45 heures semestrielles
des « vendredis Artem » ; d’autre part sur la partie libre d’organisation (en équipes, en task-groups, en échanges
informels, en contacts de terrain, …), partie définie par Artem et les écoles sur la base de 2x 45 heures de TP non
encadrés ; concernant cet encadrement, l’équipe pédagogique de l’atelier Médecins-et-Managers assure une
disponibilité proche de 7j/7.

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**Assessment Methods**

**Inclass Assessment:** 100%

☐ Written  ☐ MCQ  ☒ Oral  ☒ Report  ☒ Participation

**Additional information:**

Inclass assessments are all requested as an interdisciplinary task to be exposed and argued in front of responsible
persons directly involved in the achievement and in the goals of the workshop.
### Course description and Teaching Methods

Cet atelier a pour objectif de familiariser les étudiants avec les outils et méthodes financières. A partir d’une articulation des données de Bloomberg et des logiciels de traitements statistiques et économétriques, il se déroule autour de trois problématiques :

1. La modélisation des performances de portefeuille
2. La modélisation des études d’Événements
3. La modélisation du risque dans la perspective de l’analyse financière fondamentale

### Content

1. Présentation et principales fonctionnalités de Bloomberg
2. La démarche statistique et économétrique
3. La modélisation des performances de portefeuille
4. La modélisation des études d’Événements
5. La modélisation du risque en analyse financière fondamentale

### Learning objectives

Au terme de cet enseignement, l’étudiant connait les principales fonctionnalités de Bloomberg et doit être en mesure de passer le BAT, il doit également maîtriser la démarche d’analyse statistique et économétrique, en particulier les tests des principales hypothèses de l’analyse de régression.

### Référence

Références

### Prerequisite

| Module d’analyse statistique descriptive et principes de la régression |
| Module de finance élémentaire |

Expected Profile and Selection Process

Pour accéder aux bases de données et aux logiciels de traitement statistique le nombre d’étudiants est impérativement limité à 24. Les résultats en méthodes quantitatives et dans les matières financières seront pris en compte pour la sélection.
Cet atelier se déroule autour de quatre séminaires qui font l’objet d’une évaluation sur dossier réalisé par les étudiants

Séminaire 1 : Les principes élémentaires de l’analyse de régression, les principales fonctionnalités de Bloomberg
Séminaire 2 : La modélisation des études d’événements
Séminaire 3 : La modélisation des performances de portefeuille
Séminaire 4 : La modélisation du risque en analyse financière fondamentale

Assessment Methods

**Inclass Assessment:** 100 %

- [ ] Written
- [ ] MCQ
- [ ] Oral
- [x] Report
- [x] Participation

Additional information:
Course description and Teaching Methods

Sustainable business for enterprises means not only providing products and services that satisfy the customer, but doing so while respecting the environment and operating in a socially responsible way. The challenge is how to put the principles into practice! This workshop, conducted in English, aims at encouraging students to identify and analyse organisational practices in an internationally world-renowned SMI in the Lorraine as a source of learning about ethical, human, economic and environmental factors critical to international business development. Students will acquire knowledge in Corporate Social Responsibility (CSR) and ISO 26000 and develop skills in interacting with multiple stakeholders (eg. top management, administrative staff, factory workers, customers), project management, strategy development, art-based intervention, design thinking, auditing and team work. Creativity-enhancing teaching and design methods compliment methodological approaches to provide the students with a balanced skill set to meet the managerial needs of socially responsible international enterprises. This ARTEM workshop alternates interactive conferences, exploring software to share key information and map project progress, engaging in team-building exercises, playing "lego serious games" with company stakeholders, conducting interviews and surveys, carrying out team presentations. In addition, a project management certificate will be delivered to all those students who meet the requirements. During the second semester the students will be working with a group of Canadian students on a CSR study trip during the workshop.

Content

The workshop will feature regular exchanges, both physical and virtual, with key stakeholders of partner enterprise De Buyer Industries (http://www.debuyer.fr). De Buyer belongs to the arts-of-the-table industry, manufactures in the Lorraine and exports top-of-the range and innovative products ("Made in France") around the world to such prestigious clients as embassy and gourmet restaurant chefs. The company boasts a rich social and industrial history spanning over 130 years. Students will work in teams to contribute to the company's ambition to follow the ISO 26000 framework (www.iso.org/sr) in collaboration with the Regional Direction of AFNOR. Keynote speakers cover such topics as: organisational culture and structure, organisational analysis, theory of best practices, multiple stakeholder theory, internal communication processes, project management, change management processes, art-based modelling methods, design thinking and business research methodology including making effective use of e-data banks.

Learning objectives

1) developing knowledge about Corporate Social Responsibility and more specifically ISO 26000 and how it contributes to strategic differentiation in companies worldwide today;
2) developing effective business research skills, on-site field investigation techniques and report writing;
3) identifying personal team player and leadership characteristics and designing a personal development plan;
4) developing creative approaches to managing projects with multiple stakeholders;
5) applying and reflecting on hands-on modelling methods (art-based intervention);
6) orally defending projects before senior managers in English.

Référence

Company website and social networks, in-company documents.
Articles and exercises made available by team of instructors.
ISO 26000: 2010 Guidance on Social Responsibility

Expected Profile and Selection Process

A maximum of 25 students will be accepted in this programme. Students will be strongly motivated to work in English and committed to contributing to the partnership with AFNOR and de Buyer. Students who are attracted to this workshop will appreciate the action-learning approach and opportunity to combine, in a creative and meaningful way, to the company’s efforts to follow ISO 26000, a world-recognised reference in CSR. This workshop attracts international and internationally-minded students who are curious and value social responsibility and commitment and who work effectively in teams.
SEMESTRE 1 (order of sessions may be slightly modified according to availabilities of teaching team members and key company stakeholders, a project is underway to build a strategic alliance between 3 other CSR-related ARTEM workshops and develop several common workshop sessions throughout the year)

Session 1 Leader: Krista Finstad-Milion
Topic: Kick-off session: Introduction to course and CSR awareness building activities and team-building

Session 2 Leader: Cyril Miel
Topic: Project Management I

Session 3 Leader: Pascal Thomas
Topic: ISO 26000 and Flash Audit

Sessions 4 & 5 Leader: Krista Finstad-Milion
Topic: Company Visit (de Buyer Industries, Val d’Ajol)

Session 6 & 7 Leaders: Krista Finstad-Milion & Klaus Peter Schulz
Topic: Company visit and sustainable village visit (village engaged in Agenda 21 approach to sustainable development) & lego serious games

Session 8 & 9 Leader: Cyril Miel
Topic: Project Management II & III

Session 10 Leader: Angie Celaya
Topic: Strategic Visual Presentations

Session 11 Leader: Angie Celaya
Topic: Team Project work

Session 12 Leaders: Krista Finstad-Milion & Virginie Richard
Topic: Business Research I

Session 13 Leader: Nuno Guimaraes da Costa
Topic: Organisational Structure and Culture

Session 14 Leader: Sergio Janczak
Topic: Midway point presentations Fine-tuning

Session 15 Leader: Krista Finstad-Milion
Topic: Midway group presentations & debriefing in Company

Semester 2 details available on demand * During the second semester the students will be working with other CSR ARTEM workshops and a group of Canadian students on a CSR study trip.

Assessment Methods

Inclass Assessment: 100% - Every session will include a short assessment to encourage the students to monitor their individual development and team performance

☐ Written ☐ MCQ ☒ Oral ☒ Report ☒ Participation

Additional information:

The students will engage in regular personal observation notes and team progress reports. In-class exercises will favor high interactivity between instructors and students. The students will be directly responsible for updating a CSR audit in the company. Regular team progress reports on team project will contribute to a midway point and final formal report and oral presentations before senior managers of de Buyer. The team report will contribute to the ISO 26000 company report and organizational improvement efforts.
Course description and Teaching Methods

L’économie globale fait face à des bouleversements importants: conséquences de la crise économique de 2008, contraintes environnementales et réglementaires fortes et nécessaires pour préserver notre planète, croissance atone des économies développées, perte en puissance du développement économique des pays émergents. Par ailleurs, des tendances économiques nouvelles émergent de ces contraintes comme le développement de l’économie digitale et du e-commerce, l'ubérisation d’un certain nombre d’activités, la réflexion et la modification progressive des villes et des moyens de transport (smart cities?), le bouleversement progressif de nos modèles de transmission du savoir et de l'information, la sécurité des données et des personnes dans un monde connecté (internet of things).

Dans ce contexte l’atelier vise à développer une compréhension approfondie de ces bouleversements et de développer des outils prospectifs. Il s’agit également pour les étudiants d’avoir une compréhension plus fine des perspectives économiques. Le plus possible les étudiants travailleront sur des problématiques terrain pour des entreprises partenaires de l’atelier.

Content


Semestre 2: Travail davantage axé sur les techniques de prospective et Cycle de conférences, visites d’institutions, de fablabs, de pépinières d’entreprises ou d’entreprises porteuses de changement. Le travail du deuxième semestre sera plus axé sur des tendances nouvelles générant de nouvelles problématiques pour les entreprises (ex: économie digitale et le recrutement, ou l'ubérisation dans les sociétés, économie circulaire et nouvelles contraintes environnementales, bouleversement des chaines de valeurs dues aux innovations disruptives (impression 3D)…

Learning objectives

Mobiliser les outils analytiques utiles pour identifier un problème de gestion et le problématiser
Identifier les situations à risques et évaluer les conséquences d’une démarche non éthique
Réaliser des rapports professionnels, documentés et argumentés
Savoir s’insérer dans une équipe pluri-disciplinaire, comprendre la contribution de chacun et y apporter la sienne propre
Bâtir un projet en définissant des objectifs qui prennent en compte les intérêts des commanditaires et de la communauté, et savoir leur rendre compte de l’avancement des travaux

Référence

Références: à compléter

Prerequisite

Expected Profile and Selection Process
Course Sequence and Homework Description

Proposition de découpage des séances (non définitif):

Semestre 1
Séance 1 : Introduction, Analyse de situation économique, méthodologie et présentation des tendances
Séance 2 : Méthodologie IE qu’est-ce que l’intelligence économique ?
Séance 3 : Méthodologie IE sourcing les outils de veille, exercices d’application
Séance 4 : Méthodologie IE Problématisation et plan de sourcing
Séance 5 : Méthodologie IE applications
Séance 6 : Outils de veille applications
Séance 7 : Les business modèles des nouveaux acteurs économiques
Séance 8 : Présentation orale des étudiants, analyses de marchés des nouveaux champions économiques
Séance 9 : Les business modèles des nouveaux acteurs économiques
Séance 10 : Présentation orale des étudiants, analyses de marché des nouveaux champions économiques
Séance 11 : Analyses de marché, feedback
Séance 12 : Prospective, cours de base
Séance 13 : Prospective cours de base
Séance 14 : Soutenances finales du semestre
Séance 15 : Soutenances finales du semestre

Semestre 2
Séance 1 : Prospective, cours avancé
Séance 2 : Prospective, cours avancé
Séance 3 : Conférence professionnelle
Séance 4 : Conférence professionnelle
Séance 5 : Méthodologie IE outils avancés de veille
Séance 6 : Outils de veille avancés applications
Séance 7 : Economie avancée (externalités, biens publics > COP21)
Séance 8 : Conférence professionnelle
Séance 9 : Economie avancée (asymétries d’informations)
Séance 10 : Conférence professionnelle
Séance 11 : Conférence professionnelle ou visite ou tutorat de projet
Séance 12 : Conférence professionnelle ou visite ou tutorat de projet
Séance 13 : Conférence professionnelle ou visite ou tutorat de projet
Séance 14 : Soutenances finales du semestre
Séance 15 : Soutenances finales du semestre

Assessment Methods

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</table>

Additional information:
### Course description and Teaching Methods

On définit le paysage comme « la partie d’un pays que la nature présente à un observateur ». Le paysage serait donc une affaire de frontières. Et bien non, dans cet atelier c’est tout le contraire, l’objectif est de repousser les limites de son paysage intérieur !

Au fil des semaines vous aurez l’occasion unique de rencontrer des passionnés issus d’univers très divers : plasticien, poétesse, géologue, historien, marketeur territorial, agriculteur, architecte-urbaniste, cinéaste, ingénieur, voyageur, sinologue, musiciens… Futur ingénieur, plasticien, manager, attention, on ne sort pas indemne de cet atelier ! Osez élargir votre champs de vision à 360°, à l’occasion d’un voyage singulier et intime entre enrichissement personnel et développement professionnel.

### Content

Un même objectif a rassemblé nos intervenants, celui de vous accompagner sur les sentiers de l’exploration et de la création pour que vous développiez la perception de votre environnement naturel et urbain à l’occasion d’expériences étonnantes, de savoirs insoupçonnés, de curiosités rares…

Au fil de visites en extérieur, de découverte de lieux peu fréquentés du grand public, à l’occasion d’exercices ou de causeries, vous manierez du pinceau à la caméra, vous serez initié au sextant et à bien d’autres outils que vous saurez utiliser pour réaliser en groupe un projet de fin d’année.

### Learning objectives

La participation à l’atelier ASB permet aux étudiants des écoles ARTEM de :

- Décrypter les codes d’un environnement différent d’un point de vue disciplinaire ou culturel;
- Savoir s’insérer dans une équipe pluridisciplinaire, comprendre la contribution de chacun, et y apporter la sienne propre ;

### Référence

Prerequisite

Curiosité et ouverture d’esprit

Expected Profile and Selection Process

30 places ouvertes. Sélection sur la note obtenue au module « Creative Thinking » du 1er semestre de 1ère année.
L’Atelier aborde des thématiques très variées afin d’aider les participants à « sortir du cadre » et à adopter des points de vues divers. Cette pratique doit développer les qualités créatives de chacun.

Le premier semestre est consacré à la naissance de l’idée. Une alternance de cours et de séances de travail personnel permettra aux étudiants d’imaginer et d’affiner leur projet. Les thèmes abordés au 1er semestre sont :

- Géographie et lecture de carte
- Urbanisme
- Visites de sites

Travail demandé : rapport d’étape définissant notamment le projet retenu, et soutenance orale.

Le second semestre est consacré à la mise en œuvre du projet imaginé précédemment. Le cycle de cours continue, toujours avec des séances de travail personnel. Les thèmes sont :

- Le déplacement
- Le paysage
- Ecriture
- Visites de site

Travail demandé : rapport et maquette. Eléments de valorisation du projet.

Le travail hors atelier consiste en des lectures, recherches et découvertes personnelles, afin d’alimenter le projet. De façon régulière, les groupes de travail rencontrent leur tuteur pour faire le point sur l’avancée des projets.

### Assessment Methods

**Inclass Assessment:** 100%

- [□] Written  
- [□] MCQ  
- [☒] Oral  
- [☒] Report  
- [☒] Participation

**Additional information:**
Course description and Teaching Methods

It's well-known that family businesses are the predominant form of firms in the world, have longevity, incubate new business and create wealth contributing an estimated 70 to 90% of the global GDP. In Europe family enterprises represent 60 to 80% of existing companies, contribute around 50% of GDP and generate more than 60 million jobs in private sector. The family-owned businesses also have strong entrepreneurial activity over time and while they are similar to non-family enterprises in some respects, they are unique in others specifically by the significant influence of the controlling family on the creation, development, mode of growth, and exit of a business. Despite this significant level of entrepreneurial activity over time, family business management remains challenging, it is thus important to understand the unique dynamics challenge and opportunities available to these firms. This course prepares students (1) to explore their interest in joining family enterprise and (2) to be effective managers and leaders of entrepreneurial family companies. The teaching methods include lecture, guest speakers, case studies, research papers, field research and extensive class discussion.

Content

This class provides students with a useful framework for exploring the dynamic of entrepreneurial family firm through the family system, business system, the ownership system and their intersection. More specifically, focus will be on the examination of some critical issues such as inter-generational dynamics, managing of conflict, succession planning and transfer of power from one family member to another, perspective of different stakeholders in family firms, professionalization and strategic solution to improve family firm performance.

There is unique opportunity for sponsorship and coaching of a selected team of three students to compete in the UVM Global Family Enterprise Case Competition in Vermont (USA). In addition, students are exposed to some professionals who deal with family firms. Finally, the course is a real opportunity for extensive interaction and discussion in class as well as to view an entrepreneurial family enterprise closely through a field project.

Learning objectives

This course aims to:
- Allow you to explore your interest in joining family enterprise as a family member that owns the business, or as supplier, a customer or an employee.
- Develop your understanding of the complexity related with the dynamic of family firms, the challenges facing family enterprises and the opportunities available to these firms
- Enhance your ability to be more creative, effective managers and leaders knowing how to navigate, to address problem facing family business and to contribute in the development of sustainable entrepreneurial family firms.

Référence

Detailed information and the course materials (including required readings: BOOK, CASES and ARTICLES) will be offered to the participants

Prerequisite
- Fundamental management (for the ICN students)
- Good level of English,
- Motivation to participate

Expected Profile and Selection Process
- The FBE program is limited to 20 high motivated students.
- The selection is based on the application form and resumes (CV).
- Depends on the number and the quality of applications, a short list of selected candidates may be contacted by mail for a short individual meeting.
The program is organized around three main phases as follows:

1. **Phase I**: Professional Development & Training for FECC (30h)
   *(Period of September to June)*
   - Lecture, Seminar, Workshop, training, coaching and ICN team selection for FECC

2. **Phase II**: UVM Global Family Enterprise Case Competition in Vermont (FECC) (15h)
   *(Period of January)*
   - Case Competition
   - International exposure

3. **Phase III**: Entrepreneurial Family Firms Lab (EFF Lab) (45h)
   *(Period of January to June)*
   - Company visits and field trips
   - Family Business Interviews
   - Case development and/or research activities

**Assessment Methods**

**Inclass Assessment**: 100 %
- □ Written
- □ MCQ
- ☒ Oral
- ☒ Report
- ☒ Participation

**Additional information:**
IPM: Specializations
Banking Funds and Market (in English) in Metz
Course description and Teaching Methods

The module starts with the modelling of investor preferences and with an overview of the standard portfolio theory. We learn how to estimate the risk profile of investors from utility functions. We then develop a portfolio construction process in standard environments. We then move on with more advanced behavioural theories of investor behaviour and an overview of behavioural finance theory. We then discuss how these theories are used to develop a behavioral approach to portfolio theory and style analysis. Factor models are presented and rationalized. Afterwards, tactical and strategic asset allocation and behavioural portfolio theory are presented. Finally, risk adjusted performance measures as well as benchmarks are discussed.

Content

Utility functions and behaviour under uncertainty.
- Portfolio Theory.
- Fund Separation and the Asset allocation Puzzle
- Equilibrium in Capital Markets.
- New theories of behaviour under uncertainty.
- Categorization of different investor profiles. (Assess + questionnaires)
- Strategic and Tactical Asset Allocation Techniques
- Introduction to the notion of benchmarking.
- Performance measurement and managers’ control.

Learning objectives

The student should be able to evaluate the risk aversion from a utility function
The student should be able to construct a portfolio
The should should be able to allocate funds according the their risk aversions
The student should be able to evaluate expected returns of different assets
The student should be able to detect market timing and a annormal performance
The student should be able to construct a benchmark for a fund

Référence

Lecture Notes Michel Verlaine « Rational Decision Making and the Architecture of Finance »
Brown et al. (. ) « Modern Portfolio Theory »

Prerequisite

ICN 2 Standard

Expected Profile and Selection Process

Analytical skills and a good level in English
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<th>states and Bernouilli Utility Functions</th>
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<tr>
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<td>Functional Forms and Risk aversion</td>
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Programme | Year | Route
---|---|---
ICN Grande Ecole | 2A | F_BFM

Title | Code
International Banking | F_BFM4_2

Leader | Credits | Volume | Language
Michel VERLAINE | S4_2 | 4 ECTS | 30 h | ENG

Course description and Teaching Methods

The course starts by analyzing Financial Institutions in light of transaction costs and asymmetry of information. We explain why companies are not necessarily financed through the stock market and focus on the value added of banks. We then analyze the emergence of the Shadow Banking System and how it led to the crisis. We then focus on the Management of banks with a special focus Liquidity Management, ALM, Capital Adequacy and Credit Risk. Off-balance sheet finance will also be discussed. The course explains how financial regulation can partly “solve” the asymmetry of information problem. This leads us to develop an understanding the structure of the Banking system. Finally, Central Banks in a global perspective will be analyzed. The course consists of in-class discussions and presentations of the relevant topics. Some exercises will also be done in class.

Content

The course aims at providing an understanding of the international banking system. We start by analysing the relationship between asymmetry of information and the Financial Structures. This enables us to understand the origin of the subprime crisis and shed light on the functioning and the complexity of the banking system. We discuss the way banks should be managed as well as the role of financial regulation. This leads us to analyse the banking industry, namely its structure and the degree of competition. We close by analysing the role of Central Banks in a Global Perspective.

Learning objectives

The student should be able to understand the way the banking system works
The student should understand the distinction between shadow banks and regular banks
The student should be able to understand the Risk Management problems in the Banking system

Référence

Lecture Notes Michel Verlaine « Rational Decision Making and the Architecture of Finance »
Mishkin (2013), The Economics of Money, Banking and Financial Markets (Chap. 8- Chap. 14)

Prerequisite | Expected Profile and Selection Process
---|---
ICN 2 Standard | Analytical skills and a good level in English
### Course Sequence and Homework Description

- Economic Analysis of Financial Structures (Chap 8 : Mishkin book) 4h
- Financial Crisis and the role of the Shadow Banking System Chap 9+10 Mishkin Book + Lecture Notes Verlaine (4h)
- Banking and Management of Financial Institutions Chap 11 Mishkin Book (4h)
- Economic Analysis of Financial Regulation Chap 12 Mishkin Book (4h)
- Banking Industry: Structure and Competition Chap 13 Mishkin Book (4h)
- Central Banks: Global Perspective Chap 14 Mishkin Book (4h)
- The Architecture of Finance (6h)

### Assessment Methods

**Inclass Assessment:** 50 %  Duration : hours  
☐ Written  ☐ MCQ  ☒ Oral  ☒ Report  ☒ Participation

**Final Exam:** 50 %  Duration : 3 hours  
☒ Written  ☐ MCQ  ☐ Oral  ☐ Report  ☐ Participation

**Additional information:**
Course description and Teaching Methods

The course is a first pass on the valuation methodologies in Finance, with a special focus on standard derivative products such as plain vanilla put and calls. The course starts by analyzing valuation approaches in a discrete framework. We discuss non-arbitrage possibilities and the complete markets approach. We then move on to more advanced continuous time models. We introduce the notion of a Brownian motion and Stochastic Calculus. This will enable us to formulate option pricing equations in terms of continuous asset price dynamics. Basically, the course is an introduction for more advanced courses with path-dependent derivatives and credit derivatives. The course also introduces notions that are useful to understand risk models. The teaching approach consists in short theoretical developments followed by exercises done in class on the board.

Content

The course aims at providing an understanding of the international banking system. We start by analyzing the relationship between asymmetry of information and the Financial Structures. This enables us to understand the origin of the subprime crisis and shed light on the functioning and the complexity of the banking system. We discuss the way banks should be managed as well as the role of financial regulation. This leads us to analyses the banking industry, namely its structure and the degree of competition. We close by analyzing the role of Central Banks in a Global Perspective.

Learning objectives

The student should be able to understand the non-arbitrage approach
The student should be able to understand and use the stochastic continuous time models
The student should be able to value plain vanilla put and call options

Référence

Lecture Notes Michel Verlaine « Rational Decision Making and the Architecture of Finance »
John Hull, “Options, Futures and Other Derivatives”

Prerequisite

ICN 2 Standard

Expected Profile and Selection Process

Analytical skills and a good level in English
The Arbitrage Theorem and Complete Markets (4h)
Payoff strategies using options (4h)
Valuation of European Options in a Discrete Framework (4h)
Valuation of American Options in a Discrete Framework (4h)
Random Walks, Brownian Motion (4h)
Stochastic Calculus: Ito’s Integral and Girsanov’s Theorem (4h)
Valuation of Standard Plain Vanilla Options in Continuous Time (6h)

Assessment Methods

**Inclass Assessment:** 50 % Duration: hours
- [ ] Written
- [ ] MCQ
- [x] Oral
- [x] Report
- [x] Participation

**Final Exam:** 50 % Duration: 3 hours
- [x] Written
- [ ] MCQ
- [ ] Oral
- [ ] Report
- [ ] Participation

**Additional information:**
**Course description and Teaching Methods**

What is a ‘group’ company? How is it controlled? For major companies, the group accounts are the statement to which most attention is paid. Worldwide, however, there are disputes about the way in which such accounts are compiled. Consolidation involves theories about the composition of the group itself. And more difficult questions arise about special purpose entities: when should they be consolidated? How a parent company is required to prepare and present a set of consolidated accounts?

Lectures, participation, directed work

**Content**

- Background of financial reporting
- Consolidated Balance Sheet
- Consolidated Profit and Loss account
- Regulatory Framework
- Other Aspects of Consolidation

**Learning objectives**

- Appreciate the conceptual background underlying the preparation of group accounts
- Differentiate group accounts and consolidated accounts
- Appreciate various methods of combining businesses
- Understand different types of group structure

**Référence**

Pierce A. & Brennan N. (2010), Principles and Practice of Group accounts, a european perspective, Cengage learning
IASB siteweb: [http://www.ifrs.org/IFRSs/Pages/IFRS.aspx](http://www.ifrs.org/IFRSs/Pages/IFRS.aspx)

**Prerequisite**

Audit Route
Course Sequence and Homework Description

- Background of financial reporting
  - Business combinations and introduction to group accounts
  - Control definition
  - Presentation of Financial Statements and Segmental Analysis: IAS 1 - IAS 8 - IFRS 1

- Consolidated balance sheet (IFRS 10, 11 and 12)
  - Basic working accounts
  - Consolidation adjustments
  - Inter company dividends
  - Indirect Holdings
  - Equity accounting
  - Merger Accounting

- Consolidated profit and loss account (IFRS 10, 11 and 12)
  - Preparation
  - Equity accounting
  - Shares in subsidiaries

- Regulatory Framework (IFRS 10, 11 and 12)
  - Introduction
  - Parent and subsidiary undertakings
  - Joint Ventures
  - Acquisition and merger accounting
  - Goodwill

- Other aspects
  - Foreign subsidiaries
  - Consolidated cash flow statements

Assessment Methods

**Inclass Assessment:** 50%  Duration: hours
- ☒ Written (inclass)  ☐ MCQ  ☐ Oral  ☐ Report  ☒ Participation

**Final Exam:** 50%  Duration: 2 hours
- ☒ Written  ☒ MCQ  ☐ Oral  ☐ Report  ☐ Participation

Additional information:
Course description and Teaching Methods

What is meant by corporate governance and the relationship between a client’s corporate governance and the audit?
- Define corporate governance, the parties involved, regulations that were an answer
- Responsibilities, roles and principles of audit committees
- Communications between auditors and audit committees
- Audit Risk and Business Risk
- Internal Control over financial reporting

Lectures, participation and directed work

Content

Understanding the concept of corporate governance and its major elements
Evaluate the role of the auditor in corporate governance
Identify and explain the components of audit risk
Describe the nature of risk assessment
Discuss how the auditors design further audit procedures in response to audit risk
Distinguish among the major components of a client’s internal control
Discuss the techniques used by auditors to obtain an understanding of internal control and the communication of internal control

Learning objectives

Be able to define and understand :
Audit and Governance, Audit Committees
Audit Risk and Business Risk
Internal Control : definition, components, techniques used by auditors

Référence

Thiéry-Dubuisson S. (2009), L’Audit, éditions la Découverte, collection repères, Paris
Course Sequence and Homework Description

√ Audit and Governance
   - Nature and Objectives of auditing
   - Theoretical and historical approach to auditing
   - Role of Public accountants and Internal Auditors
   - Auditing and Governance: elements of governance mechanisms and corporate reporting
   - Boards, Audit committees, Internal and External Auditors

√ Audit Risk and Business Risk Management
   - Audit Planning
   - Audit Risk Model
   - Types of Audit Risks
   - Business Risk Auditing
   - Risk assessment and Understanding Business Environment

√ Internal Control
   - Definitions
   - The need for internal control
   - Internal Control Frameworks
   - Auditor’s consideration of Internal Control
   - Reporting on Internal Control

Assessment Methods

Inclass Assessment: 50%  
Duration:
☐ Written  ☐ MCQ  ☐ Oral  ☒ Report  ☒ Participation

Final Exam: 50%  
Duration: 3 hours (in common with public accounting and internal auditing)
☒ Written  ☐ MCQ  ☐ Oral  ☐ Report  ☐ Participation

Additional information:
Public accounting and internal auditing

**Course description and Teaching Methods**

Public expectations include questions such as: is the company a going concern? Is it free of fraud? Is it managed properly? Is there integrity in its database? Are there adequate controls? These matters of corporate governance are all concern of the auditors...The new auditing environment will demand new skills of auditors if they are to be reporters and assessors of governance and measurements.

Lectures, participation and directed work

**Content**

Auditing : an overview
The audit market
Ethics for auditors
Client acceptance and planning the audit
Audit evidence and documentation
Audit reporting
Internal auditing

**Learning objectives**

Be able to explain why financial audit is demanded by society
Contrast the various types of audits and types of auditors
Describe how public accounting firms and internal audit divisions are organized
Know the contents of client engagement proposal
Understand audit risk and materiality
Understant analytical procedures
Performing audit procedures

**Référence**

Thiéry-Dubuisson S. (2009), L'Audit, éditions la Découverte, collection repères, Paris
## Course Sequence and Homework Description

- **Professional standards and Ethics**
  - Ethics for auditors
  - Professional codes of ethics
  - Independence and competence
  - Professional scepticism

- **The Audit Market**
  - Drivers for audit regulation
  - Public Oversight
  - Audit firms
  - Current developments in the audit market

- **Planning the Audit**
  - General objective
  - Standard planning procedures
  - Understand the knowledge of a client’s business required to plan the audit
  - Define and understand each type of risk
  - Materiality

- **Audit Evidence and Documentation**
  - Analytical procedures
  - Audit Sampling
  - Audit assertions
  - Substantive procedures
  - Discuss evidence-gathering techniques
  - Audit documentation and working papers

- **Audit Reporting**
  - Basic elements of the auditor’s report, content and form
  - Types of opinions
  - Long form audit report
  - Management Letter

- **Internal Audit**
  - Internal Auditing
  - Operational Auditing
  - Compliance Auditing

## Assessment Methods

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**Additional information:**
Finances d’Entreprises
Comptes annuels et consolidés

**Programme**  
ICN Grande Ecole  
**Year** 2A  
**Route** FIN

**Title**  
Comptes annuels et consolidés

**Code**  
F_FIN4_1

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**Course description and Teaching Methods**

What is a ‘group’ company? How is it controlled? For major companies, the group accounts are the statement to which most attention is paid. Worldwide, however, there are disputes about the way in which such accounts are compiled. Consolidation involves theories about the composition of the group itself. And more difficult questions arise about special purpose entities: when should they be consolidated? How a parent company is required to prepare and present a set of consolidated accounts?

Lectures, participation, directed work

**Content**

- Background of financial reporting
- Consolidated Balance Sheet
- Consolidated Profit and Loss account
- Regulatory Framework
- Other Aspects of Consolidation

**Learning objectives**

- Appreciate the conceptual background underlying the preparation of group accounts
- Differentiate group accounts and consolidated accounts
- Appreciate various methods of combining businesses
- Understand different types of group structure

**Référence**

- Pierce A. & Brennan N. (2010), Principles and Practice of Group accounts, a european perspective, Cengage learning
- IASB siteweb: [http://www.ifrs.org/IFRSs/Pages/IFRS.aspx](http://www.ifrs.org/IFRSs/Pages/IFRS.aspx)
## Course Sequence and Homework Description

- **√ Background of financial reporting**
  - Business combinations and introduction to group accounts
  - Control definition
  - Presentation of Financial Statements and Segmental Analysis: IAS 1 - IAS 8 - IFRS 1

- **√ Consolidated balance sheet (IFRS 10,11 and 12)**
  - Basic working accounts
  - Consolidation adjustments
  - Inter company dividends
  - Indirect Holdings
  - Equity accounting
  - Merger Accounting

- **√ Consolidated profit and loss account (IFRS 10,11 and 12)**
  - Preparation
  - Equity accounting
  - Shares in subsidiaries

- **√ Regulatory Framework (IFRS 10,11 and 12)**
  - Introduction
  - Parent and subsidiary undertakings
  - Joint Ventures
  - Acquisition and merger accounting
  - Goodwill

- **√ Other aspects**
  - Foreign subsidiaries
  - Consolidated cash flow statements

## Assessment Methods

<table>
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<th>Assessment Method</th>
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<td><strong>Inclass Assessment</strong></td>
<td>50%</td>
<td>Duration: hours</td>
<td>✗ Written (inclass) □ MCQ □ Oral □ Report □ Participation</td>
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<tr>
<td><strong>Final Exam</strong></td>
<td>50%</td>
<td>Duration: 2 hours</td>
<td>✗ Written</td>
</tr>
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**Additional information:**

Cliquez ici pour taper du texte.
La première partie de ce module a pour objet de permettre aux étudiants la production d'un diagnostic financier professionnel concernant une PME réelle. Les séances alternent cours et encadrement-accompagnement du travail des groupes d'étudiants (simulation du travail d'un Junior en Cabinet).

La deuxième partie doit permettre l'évaluation d'une entreprise. Au terme les étudiants seront en mesure :
- Comprendre les principes et identifier les principales hypothèses sous-jacentes aux différentes méthodes d'évaluation afin de choisir les méthodes pertinentes
- Connaitre et savoir recueillir l'information nécessaire
- Réaliser un diagnostic financier de l'entreprise
- Réaliser une évaluation et rédiger un rapport d'évaluation.

Ce module reprend pour l'essentiel le « Programme Curriculum » du CFA pour la partie « Equity Investments », " Fixed Income ” et “ financial analysis ”

La première partie porte sur l'analyse financière
La seconde aborde les concepts fondamentaux de l'évaluation des obligations
Les trois suivantes traitent de l'évaluation des actions (DDM, DCF, Comparables...)
Les trois dernières séances sont consacrées à la mise en œuvre opérationnelle des méthodes d'évaluation

- Mobiliser les outils analytiques utiles pour identifier un problème de gestion et le problématiser
- Réaliser des rapports professionnels, documentés et argumentés
- Développer un esprit critique par rapport à ses propres compétences et prendre les mesures appropriées, pour les développer

Référence

Thauvon A. « Evaluation d’Entreprise » 2009 Economica 3° Ed
Hoarau C. « Analyse et Evaluation financières des entreprises et des groupes », 2008, Vuibert
Demodaran A. « Investment Valuation » 2012, Wiley 3° Ed
Vernimmen P. "Finance d’entreprise” 2013, Dalloz
Première partie
Analyse de l’activité
Analyse des moyens et rentabilité économique
Analyse du financement et solvabilité-liquidité
Mise en perspective stratégique

Deuxième partie
Introduction générale, l’évaluation dans son contexte, exploitation d’une note d’équité.
Les méthodes patrimoniales : théorie et exercices
Les méthodes actuarielles : la détermination du coût du capital
Les méthodes actuarielles : Les Discounted Cash Flow
Les méthodes fondées sur les revenus résiduels et optionnels
Les méthodes analogiques

Assessment Methods

**Inclass Assessment**: 50%  Duration : hours
- ○ Written
- ○ MCQ
- ○ Oral
- ✗ Report
- ○ Participation

**Final Exam**: 50%  Duration : hours
- ○ Written
- ✗ MCQ
- ○ Oral
- ○ Report
- ○ Participation

**Additional information:**
Course description and Teaching Methods

Cet enseignement est constitué de trois ensembles articulés vers la maîtrise des projections financières
Le premier module porte sur le business plan : gestion de la trésorerie stratégique
Le deuxième module développe une application des outils de diagnostic et les produits de financement de la
trésorerie
Le troisième module est orienté vers la mise en œuvre opérationnelle en utilisant VBA

Content

1. Elaboration du Business Plan
2. Les outils de la gestion de trésorerie
3. Les fondamentaux pour la mise en œuvre : VBA

Learning objectives

À l’issue du module, l’étudiant maîtrise les aspects de la gestion de trésorerie sous les trois aspects :
- Trésorerie stratégique
- Trésorerie budgétaire
- Trésorerie opérationnelle
Il est en capacité de développer les outils informatiques de base en utilisant VBA

Référence

Vernimmen « Finance d’Entreprise » Dalloz 2014
## Course Sequence and Homework Description

<table>
<thead>
<tr>
<th>Séquence 1 (9h)</th>
<th>Les fondamentaux du plan d'affaires (business plan)</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>Etude de cas pratique et exercices</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Séquence 2 (9h)</th>
<th>les outils de gestion de la trésorerie appliquée à une simulation stratégique du business plan</th>
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<tbody>
<tr>
<td></td>
<td>Les supports de financement</td>
</tr>
<tr>
<td></td>
<td>Les supports de placement</td>
</tr>
<tr>
<td>Séquence 3 (12h)</td>
<td>Les développements informatiques</td>
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<tr>
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<td>VBA</td>
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## Assessment Methods

<table>
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<tr>
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<table>
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<tbody>
<tr>
<td>☐ Written  ☐ MCQ  ☐ Oral  ☐ Report  ☐ Participation</td>
</tr>
</tbody>
</table>

**Additional information:**
Contrôle de Gestion
Course description and Teaching Methods

What is a ‘group’ company? How is it controlled? For major companies, the group accounts are the statement to which most attention is paid. Worldwide, however, there are disputes about the way in which such accounts are compiled. Consolidation involves theories about the composition of the group itself. And more difficult questions arise about special purpose entities: when should they be consolidated? How a parent company is required to prepare and present a set of consolidated accounts?

Lectures, participation, directed work

Content

Background of financial reporting
Consolidated Balance Sheet
Consolidated Profit and Loss account
Regulatory Framework
Other Aspects of Consolidation

Learning objectives

Appreciate the conceptual background underlying the preparation of group accounts
Differentiate group accounts and consolidated accounts
Appreciate various methods of combining businesses
Understand different types of group structure

Référence

Pierce A. & Brennan N. (2010), Principles and Practice of Group accounts, a european perspective, Cengage learning
IASB siteweb: http://www.ifrs.org/IFRSs/Pages/IFRS.aspx

Prerequisite

Expected Profile and Selection Process


Course Sequence and Homework Description

√ Background of financial reporting
   Business combinations and introduction to group accounts
   Control definition
   Presentation of Financial Statements and Segmental Analysis: IAS 1 - IAS 8 - IFRS 1

√ Consolidated balance sheet (IFRS 10,11 and 12)
   Basic working accounts
   Consolidation adjustments
   Inter company dividends
   Indirect Holdings
   Equity accounting
   Merger Accounting

√ Consolidated profit and loss account (IFRS 10,11 and 12)
   Preparation
   Equity accounting
   Shares in subsidiaries

√ Regulatory Framework (IFRS 10,11 and 12)
   Introduction
   Parent and subsidiary undertakings
   Joint Ventures
   Acquisition and merger accounting
   Goodwill

√ Other aspects
   Foreign subsidiaries
   Consolidated cash flow statements

Assessment Methods

Inclass Assessment: 50% Duration: hours
   ☒ Written (inclass) ☐ MCQ ☒ Oral ☐ Report ☒ Participation

Final Exam: 50% Duration: 2 hours
   ☒ Written ☒ MCQ ☐ Oral ☐ Report ☐ Participation

Additional information:
## Course description and Teaching Methods

Le module contextualise le contrôle de gestion en reprenant les rôles de la fonction Contrôle de gestion et les principaux outils et systèmes utilisés. Il aborde aussi les principales techniques de suivi de l'utilisation des ressources i.e. le suivi des coûts, de la qualité et des délais.

Pour chaque cours, des lectures préparatoires et/ou exercices sont requis. Hormis quelques partages d’expériences, la méthode d’enseignement est essentiellement articulée autour de cas pratiques.

## Content

- Introduction à la fonction contrôle de gestion : rôles, rattachement, relations DG et opérationnels, compétences requises
- Introduction au CG et SI : rôles du CG dans la gestion des SI, sources d’information comptables et non comptables, problématiques de traitement de l’information
- Approfondissement CG et calculs de coûts : analyses de rentabilité en coût complet (centres d’analyses, ABC...), utilisations des techniques de calcul pour aider aux décisions managériales (faire ou faire faire, abandon de produits, commandes additionnelles...)
- Calcul et gestion de la qualité / non qualité : Coûts de qualité et de non-qualité, Méthodes d’identification et de gestion de la qualité, indicateurs qualité, Evaluation de l’impact des améliorations qualité...
- Calcul et gestion des délais : indicateurs délais, gestion des stocks, théories de contraintes et amélioration des flux...

## Learning objectives

- Connaître les rôles du CG et son évolution
- Connaître les principaux enjeux liés au SI et leur utilisation en matière de CG
- Maitriser les techniques de suivi des coûts, de la qualité et des délais

## Référence


## Prerequisite

Comptabilité générale – Comptabilité de gestion
Course Sequence and Homework Description

- S1 : Positionnement, rôles et missions du Contrôle de gestion 3H
- S2 : Calcul et gestion des coûts (1) : Introduction 1,5 h
- S3 : CG, Systèmes et sources d’information : 1,5 h
- S4 : Calcul et gestion des coûts (2) : Approfondissement calcul de coûts complets : 3 h
- S5 : Calcul et gestion des coûts (3) : Approfondissement ABC/ABM : 3 h
- S6 : Calcul et gestion des coûts (4) : Approfondissement seuil de rentabilité, coût marginal : 3 h
- S7 : Calcul et gestion des coûts (5) : Calculs de coûts et aide à la décision managériale : 3 h
- S8 : Test Calcul et gestion des coûts : 1,5 h
- S9 : CG et gestion de la qualité (1) : 1,5 h
- S10 : CG et gestion de la qualité (2) : 3 h
- S11 : CG et gestion de la qualité (3) : 1,5 h
- S11 : CG et gestion des délais (1) : 1,5 h
- S12 : CG et gestion des délais (2) : 1,5 h
- Test : CG opérationnel (tout sauf gestion des coûts) : 1,5 h

Assessment Methods

**Inclass Assessment**: 50%  Duration : 1,5 h.

- ☒ Written
- ☐ MCQ
- ☐ Oral
- ☐ Report
- ☐ Participation

**Final Exam**: 50 %  Duration : 1,5 h

- ☒ Written
- ☐ MCQ
- ☐ Oral
- ☐ Report
- ☐ Participation

**Additional information:**

L’examen final comporte des petits exercices, des questions de cours et quelques questions de QCM.
**Course description and Teaching Methods**

Le cours aborde des outils destinés à mettre en œuvre, le suivi et l’amélioration de la stratégie d’une institution. Il concerne la fixation d’objectifs stratégiques via la planification stratégique et le business plan, la mise en place d’outils de suivis stratégiques comme le ‘balanced scorecard’, le suivi de la valeur ajoutée des activités et des processus clés via l’ABC/ABM et le suivi de la performance produit sur l’ensemble du cycle de vie.

**Content**

- Liens CG et stratégie : Rôles du CG et de ses outils envers la stratégie, Enjeux de performance/risques (FCS, FSR) et CG, Formes d’utilisation et apprentissage stratégique
- Planification stratégique : Rôles, liens avec budget, démarche, avantages annexes
- Tableaux de bords stratégiques et Balanced Scorecards : Démarches de conception, utilisation des outils à des fins stratégiques (communication, choix d’investissements et d’allocations, évaluations, apprentissage…)
- Management des activités et des processus : ABC approfondissement + ABM, gestion par processus / Indicateurs transverses
- Gestion des coûts sur le cycle de vie : Life cycle costing, Coûts cibles et analyse de la valeur, Kaizen costing

**Learning objectives**

Maîtrise des outils de planification stratégique, de suivi stratégique (TDB + BSC), de l’ABC/ABM et des outils de gestion du cycle de vie.

**Référence**


**Prerequisite**

Comptabilité générale – Comptabilité de gestion
Course Sequence and Homework Description

S1 : Liens CG et stratégie : 1,5 h
S2 : Planification stratégique : 1,5 h
S3 : Business Plan (1) : 3 h
S4 : Business Plan (2): 3 h
S5 : Business Plan (3): 1,5 h
S6 : Business Plan (4): 3 h
S7 : Tableaux de bord stratégiques / BSC (1) : 3 h
S8 : Gestion de la performance sur le cycle de vie : 3 h
S9 : Tableaux de bord stratégiques / BSC (2) : 3 h
S10 : Gestion de la performance des activités et des processus (ABC/ABM) : 3 h
S11 : Gestion de la performance des activités et des processus (ABC/ABM) : 3 h
S12 : Test CG stratégique : 1,5 h.

Assessment Methods

Inclass Assessment: 0 %  Duration : hours
☐ Written  ☐ MCQ  ☐ Oral  ☐ Report  ☐ Participation

Final Exam : 100 %  Duration : 1,5 hours
☒ Written  ☐ MCQ  ☐ Oral  ☐ Report  ☐ Participation

Additional information:

L’examen final comporte des petits exercices, des questions de cours et quelques questions de QCM.
Communication & Digital Marketing (in English) in Metz
Course description and Teaching Methods

Fundamental aspects of communication management. Readings, discussions, lectures, case studies.

Content

1) Communicating on value
2) Communication, psychology and linguistics
3) Main communication tools
4) Creative communication

Learning objectives

1) Develop a thorough knowledge of the fundamental aspects of communication.
2) Understand the links between social sciences such as linguistics, semiology or sociology and communication
3) Understand communication tools
4) Develop creativity in communication.

Référence

3) Case studies and readings given by instructors

Prerequisite

Marketing Strategy / Stratégie Marketing (2A)

The CDM route is taught in English. Students who wish to enroll in this route need to demonstrate an excellent command of English (written AND oral). A selection may be conducted based on (TBC): previous ICN1/ICN2 grades (e.g., Marketing and English); a letter of motivation written in English. Please contact the route coordinator if you have any questions.
1) Communicating value (Kotler’s CCDVTP)
2) Theories of communication + psychology/communication processes: perception and influence, linguistics/Jakobson’s six language functions, semiotics (e.g., Barthes, Greimas…)
3) Above-the-line (ATL) and below-the-line (BTL) communication tools: advertising (six big medias: beyond what was seen in 1st year), sales promotion, PR, direct marketing, personal selling + sponsoring, event management, interactive marketing, viral marketing
4) Creative communication
5) Writing a communication plan/Implementing the communication mix

Case studies + final paper/presentation

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### Assessment Methods

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<tr>
<td>☒ Report</td>
<td>☐ Participation</td>
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</table>

**Additional information:**

The inclass (ongoing) assessment may include all or some of the above mentioned options, including quizzes on specific parts of the material covered in the program.
Digital Marketing and Social Medias

Using social medias in digital marketing/communication. Readings, discussions, lectures, case studies.

Creativity, website design and integrating the use of social medias
E-reputation management, online branding and community management (including metrics)

1) Develop a thorough knowledge of social medias.
2) Understand the use of social medias in digital communication/branding strategies.
3) Analyze various strategies which use social medias in digital marketing.
4) Develop and implement a communication strategy integrating social medias.

2) Optional: TUTEN, Tracy and SOLOMON, Michael R. (2012). Social Media Marketing
3) Case studies and readings given by instructors

The CDM route is taught in English. Students who wish to enroll in this route need to demonstrate an excellent command of English (written AND oral). A selection may be conducted based on (TBC): previous ICN1/ICN2 grades (e.g., Marketing and English); a letter of motivation written in English. Please contact the route coordinator if you have any questions.
<table>
<thead>
<tr>
<th>Course Sequence and Homework Description</th>
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<tbody>
<tr>
<td>1) Designing Creative Web sites (window sites and e-commerce sites); Web project management</td>
</tr>
<tr>
<td>2) Beyond Web sites: using corporate facebook pages</td>
</tr>
<tr>
<td>3) E-reputation</td>
</tr>
<tr>
<td>4) Community management</td>
</tr>
<tr>
<td>5) Metrics</td>
</tr>
<tr>
<td>6) Analyzing creativity in online communication</td>
</tr>
<tr>
<td>Case studies + term paper/presentation</td>
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</table>

<table>
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<tr>
<td><strong>Final Exam</strong>: 50 % Duration: n.a.</td>
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<tr>
<td>☐ Written ☐ MCQ ☒ Oral ☒ Report ☐ Participation</td>
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<td>Additional information:</td>
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<td><strong>Leader</strong></td>
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<td>Christophe RETHORE</td>
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**Course description and Teaching Methods**

Fundamental aspects of webmarketing, e-commerce and m-marketing. Readings, discussions, lectures, case studies.

**Content**

Multichannel marketing and webmarketing, e-commerce, m-marketing: legal context, strategy and tools

**Learning objectives**

1) Develop a thorough knowledge of the fundamental aspects of webmarketing, e-commerce and m-marketing.
2) Understand the legal aspects of webmarketing, e-commerce and m-marketing.
3) Understand and use webmarketing, e-commerce and m-marketing important tools
4) Analyze various webmarketing, e-commerce and m-marketing communication strategies.
5) Develop and implement a webmarketing, e-commerce or m-marketing communication strategy.

**Référence**

LAUDON, Kenneth and GUERCIO TRAVER Carol. E-commerce 2013 (9th Edition)
3) Case studies and readings given by instructors

**Prerequisite**

Marketing Strategy / Stratégie Marketing (2A)

**Expected Profile and Selection Process**

The CDM route is taught in English. Students who wish to enroll in this route need to demonstrate an excellent command of English (written AND oral). A selection may be conducted based on (TBC): previous ICN1/ICN2 grades (e.g., Marketing and English); a letter of motivation written in English. Please contact the route coordinator if you have any questions.
1) Multichannel marketing
2) Legal context of online marketing (regulations, privacy, cybersecurity, ethics, etc.)
3) Online customer behavior/segmentation
4) From e-commerce to M-marketing (mobile apps, new payment options, etc.)

Case studies + term paper/presentation

Assessment Methods

Inclass Assessment: 50 %  Duration: n.a.
- X Written
- X MCQ
- ☒ Oral
- ☒ Report
- ☒ Participation

Final Exam: 50 %  Duration: n.a.
- ☐ Written
- ☐ MCQ
- ☒ Oral
- ☒ Report
- ☐ Participation

Additional information:

The inclass (ongoing) assessment may include all or some of the above mentioned options, including quizzes on specific parts of the material covered in the program.
Distribution, e-Commerce et Management des Grands Comptes
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<th>Route</th>
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<td>S4_1</td>
<td>4</td>
<td>30 h</td>
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**Course description and Teaching Methods**

Aspects fondamentaux :
- Droit de la distribution (9h)
- Logistique (9h)
- Panels (12h)

Etudes de cas, lectures/échanges & conférences

**Content**

Principes de droit relatifs aux domaines spécifiques : fixation des prix, distribution, publicité
Fondamentaux de la logistique appliqué à la grande distribution (alimentaire & non-alimentaire)
Outils d’aide à la décision : panels distributeurs, panels consommateurs
...

**Learning objectives**

1) Acquérir les principes fondamentaux du droit en matière de prix, de distribution & de publicité.
2) Acquérir les principes fondamentaux en matière de logistique appliquée à la grande distribution
3) Comprendre comment pouvoir prendre une décision à partir de panels distributeurs ou panels consommateurs

**Référence**

Références non obligatoires :
- Documents & études de cas remises par les instructeurs

<table>
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<tr>
<th>Prerequisite</th>
<th>Expected Profile and Selection Process</th>
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<tr>
<td>Il faut avoir suivi le module ICN2 « Stratégie Marketing »</td>
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### Course Sequence and Homework Description

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<th>Séance 1</th>
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<tr>
<td>Séance 2</td>
<td>Panels – mise en pratique (D. Filali)</td>
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<td>Séance 3</td>
<td>Panels – mise en pratique (D. Filali)</td>
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<tr>
<td>Séance 3</td>
<td>Droit &amp; distribution (A. Tosello)</td>
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<td>Droit &amp; prix (A. Tosello)</td>
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<td>Droit &amp; publicité (A. Tosello)</td>
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<td>Séance 6</td>
<td>Logistique – gestion plateforme logistique</td>
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<td>Séance 7</td>
<td>Logistique – gestion transports</td>
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<td>Logistique – management stratégique de la supply chain</td>
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### Assessment Methods

**Inclass Assessment:** 50 %  Duration : 1 hour
- ☒ Written
- ☐ MCQ
- ☐ Oral
- ☐ Report
- ☐ Participation

**Final Exam:** 50 %  Duration : 1 hour
- ☒ Written
- ☐ MCQ
- ☐ Oral
- ☐ Report
- ☐ Participation

**Additional information:**
Réseaux de distribution & Marketing d’enseigne

Course description and Teaching Methods

Aspects fondamentaux des réseaux de distribution avec un focus particulier sur la grande distribution alimentaire (GSA) et la grande distribution spécialisée (GSS).

Études de cas, lectures, conférences et participation au challenge Auchan.

Content

Marketing des enseignes de la grande distribution.

Etude de différents exemples : Grandes Surfaces Alimentaires et Grandes Surfaces Spécialisées (Habillement, Equipements sportifs, Ameublement, Electroménager, ..).

Learning objectives

1. Acquérir une grille d’analyse des différents réseaux de distribution
2. Comprendre les différentes stratégies des enseignes de distribution et leurs modes d’organisation
3. Maîtriser les facteurs essentiels du marketing d’enseigne : offre commerciale (assortiment), merchandising, design du point de vente, communication, politique tarifaire, relation client.

Référence

Références non obligatoires :

- La distribution, Organisation & stratégie, M. Filser & al, EMS, 2012 (ed. 2)
- La distribution, Stratégies des réseaux et management des enseignes, J. Dioux & M. Dupuis, Pearson, 2009 (ed. 2)
**Course Sequence and Homework Description**

| Séance 1 : Panorama des réseaux de distribution – Introduction au challenge Auchan |
| Séance 2 : Etude de cas Decathlon – Secteur Habillement (Laurent Polo) |
| Séance 3 : Challenge Auchan – état d’avancement |
| Séance 4 : Marketing d’enseigne |
| Séance 4bis : Etude de cas Habillement (Laurent Polo) |
| Séance 5 : Challenge Auchan – Etat d’avancement |
| Séance 5bis : Challenge Auchan - Soutenance finale |

L’ordre des séances peut être modifié pour cause de problème d’agenda des témoins mandatés par les entreprises partenaires.

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**Assessment Methods**

| Inclass Assessment: 50 % Duration : hours |
|-----------------|-----------------|-----------------|-----------------|-----------------|
| ☐ Written      | ☐ MCQ           | ☒ Oral          | ☒ Report        | ☒ Participation |

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**Additional information**
### Programme

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### Title

**Category Management & Trade Marketing**  
**Code**: M_DEC4_3

### Leader

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<td>30 h</td>
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### Course description and Teaching Methods

**Aspects fondamentaux du Category Management et du Trade Marketing dans la grande distribution**  
**Etudes de cas, lectures/échanges & conférences**

### Content

**Category Management dans la grande distribution** : principes, stratégies, mode de relations enseignes / industriels (marques)

**Management des opérations de trade marketing** : promotions, coupons de réduction, ...

**Etude de différents exemples avec les industriels ou prestataires** : Johnson & Johnson, Bongrain, Catalina...

### Learning objectives

- Comprendre les objectifs et les pratiques du Category Management pour développer le CA d'une catégorie de produits au sein d'une enseigne
- Comprendre les mécanismes relatifs à la mise en place d'opérations de promotion conjointe entre les enseignes et les marques

### Référence

**Références non obligatoires** :
- Etudes de cas remises par les instructeurs
- *La distribution, Organisation & stratégie*, M. Filser & al, EMS, 2012 (ed. 2)

### Prerequisite

Il faut avoir suivi le module ICN2 « Stratégie Marketing »
## Course Sequence and Homework Description

| Séance 1 | Principes du Category Management (JM Drubay) |
| Séance 2 | Conférence Bongrain (C. Brouant) |
| Séance 3 | Étude de cas Category Management - 1ère partie (Johnson & Johnson) |
| Séance 4 | Marketing de l’offre (Auchan) |
| Séance 5 | Étude de cas Category Management - 2ème partie (Johnson & Johnson) |
| Séance 6 | Études de cas Catalina |

L’ordre des séances peut être modifié pour cause de problème d’agenda des témoins mandatés par les entreprises partenaires.

## Assessment Methods

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<th>Final Exam</th>
<th>50 %</th>
<th>Duration : hours</th>
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<td>□ Written</td>
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Additional information:
Design de l'offre et Innovation
Course description and Teaching Methods

L'étude de marché est une étape primordiale pour la préparation d'un projet avant son lancement. Elle permet de collecter et d'analyser toutes les informations nécessaires pour sa mise en place dans un cadre particulier. Une étude de marché est un processus de collecte et d'analyse d'informations concernant le marché dans lequel va s'inscrire le projet d'une entreprise. Cette étude permettra de statuer quant à la rentabilité du projet avant sa mise en place, et servira à élaborer un business plan suivant les nécessités définies par le marché.

Content

Il s'agira de choisir son marché selon le type de produit ou service à fournir, l'évolution du marché en question, les volumes de vente et le chiffre d'affaires à atteindre. Les consommateurs seront définis selon leur proximité, leurs besoins, leurs fréquences et leurs habitudes de consommation. Les concurrents, quant à eux, seront identifiés selon leur importance, leurs prix et leurs politiques technico-commerciales. Ceci permettra de s'aligner par rapport à une stratégie rodée, en identifiant les éléments à améliorer et les risques à anticiper. L'environnement du marché devra ensuite être abordé à travers le cadre réglementaire, ainsi que les opportunités et les risques pouvant en découler. Ceci permettra de statuer quant à l'importance du projet et les innovations qu'il pourrait apporter au niveau du marché.

L'analyse de toutes ces données permettra de lancer le projet dans des conditions stables, à travers la détermination du chiffre d'affaire prévisionnel à atteindre et l'établissement d'un business plan adapté aux conditions du marché.

Learning objectives

Elaborer une étude de marché s'appuie sur une démarche rigoureuse et se fait selon des étapes précises. Il s'agit, en effet, de commencer par l'identification du problème, en mettant en relation l’activité exercée avec les objectifs à atteindre dans un certain environnement. La détermination des éléments nécessaires à l'étude se fera, ensuite, à travers l’identification de l’échantillon à étudier, des informations à recueillir et la définition du mode de collecte d’informations. Cette étape se fera en choisissant les sources d’informations selon leur fiabilité et la crédibilité de leurs résultats. Une analyse statistique de ces données permettra d’élaborer un rapport d'étude, qui servira à orienter le choix du projet et à répondre au premier point de toute la démarche.

Référence

Y. Evrard, B. Prat et D. Roux « Market »

Prerequisite | Expected Profile and Selection Process
Séance 1 : Rossella SORIO
Etude du marché comme source d'idées pour les nouveaux produits : les études usages et attitudes, les approches ethnographiques, le suivi des tendances, le test du concept (réunions de groupe, entretiens individuels, sondage par questionnaire), les tests de produits (tests techniques, tests sensoriels ..), concept-use tests, l'évaluation du prix acceptable, les tests de packaging, les marchés tests, l'observation client

Séance 2, 3 et 4 Douniazed FILALI
Panels (1) : les différents outils et principes d'analyse ; Panels (2) : ex. de mise en œuvre (application cas Distribution) ; Panels (3) : ex. de mise en œuvre (application cas Consommation) ; Traitement des données (1) : les outils pour la comparaison ; Traitement des données (2) : les outils pour l'analyse de la causalité Traitement des données (3) : les outils d'analyse d'un positionnement

Séance 5 - Douniazed FILALI –
Les Big Data

Assessment Methods

**Inclass Assessment**:
- 50 % Duration : 3 h
- **☐** Written
- ☒ MCQ
- ☐ Oral
- ☒ Report
- ☒ Participation

**Final Exam**:
- 50 % Duration : 1,50 hours
- ☐ Written
- ☒ MCQ
- ☐ Oral
- ☐ Report
- ☒ Participation

**Additional information**:
Le CC consiste en deux épreuves : un QCM et une étude de cas, chaque épreuve compte 25% de la note finale (les deux épreuves total 50%)
L'exam final est un QCM comptant 50% de la note finale
**Course description and Teaching Methods**

1. Principes fondamentaux et méthodologie liés à la séquence diagnostic / stratégie / planification marketing.
2. Présentation des éléments techniques constitutifs de l’offre (produit/marque et prix) et développement des techniques pour une gestion de l’offre au niveau international.

Méthode pédagogique : cours-conférences, lectures et travaux préparatoires, applications et études de cas.

**Content**

- Du diagnostic stratégique à l’élaboration de l’offre
- La gestion du portefeuille produit
- La gestion de la marque (extension)
- Les aspects marketing de la fixation des prix
- La gestion de l’offre au niveau international

**Learning objectives**

1/ Maitriser la méthodologie d’un diagnostic marketing; savoir utiliser et construire des modèles d’analyse stratégique; apprendre à développer et à exploiter des outils d’aide à la décision marketing; comprendre les méthodes d’élaboration de stratégie et de planification marketing et leur cohérence.

2/ Maitriser les concepts théoriques

3/ Gérer un portefeuille produit, appréhender les différentes problématiques actuelles des marques (politique internationale, extension de l’offre, …)

Elaborer un prix vente en intégrant les différentes contraintes de côtuts, du marché, de la demande, …dans un contexte national et international

**Référence**


**Prerequisite**

Choix de la Route Design de l’Offre et Innovation

**Expected Profile and Selection Process**
Les différentes séances :

Du diagnostic stratégique à l’élaboration de l’offre PGC
   Application : Etude de cas (notée)

La gestion portefeuille produit

Brand Management (extension de marque)

Le pricing
   Application : Etude de cas (notée)

Gestion portefeuille produit à l'international

Evaluation de synthèse : QCM

---

**Assessment Methods**

**Inclass Assessment**: 50% Duration: hours
- [ ] Written
- [ ] MCQ
- [x] Oral
- [x] Report
- [x] Participation

**Final Exam**: 50% Duration: 1h30
- [ ] Written
- [x] MCQ
- [ ] Oral
- [ ] Report
- [ ] Participation

**Additional information**:

Contrôle continu : résolution d’études de cas par groupe (retour de dossiers avec éventuellement présentation orale pour certains groupes), évaluation pondérée par l’implication de l’étudiant.
Programme | Year | Route  
---|---|---  
ICN Grande Ecole | 2A | M_Doi  

Title | Code  
---|---  
Design produit et packaging | M_ICD4_3  

Leader | Period | Credits | Volume | Language  
---|---|---|---|---  
Christine KRATZ | S4_3 | 4 | 30 h | FRA  

**Course description and Teaching Methods**

Les différentes interventions proposées permettent à l'étudiant d'avoir une vision globale du design, d'étudier plus particulièrement certaines dimensions en lien avec le produit (packaging, identité visuelle), de mieux comprendre le travail du designer pour l'intégrer en amont du processus d'innovation.

Méthode pédagogique : cours-conférences, lectures et travaux préparatoires, applications et études de cas.

**Content**

- La fonction générale du design  
- Exemples d’application du design dans différents secteurs d’activité : design produit grande consommation, design packaging, mode…)  
- Identité visuelle et l’entreprise : témoignage d’une agence de création  
- Le travail du designer et ses relations avec le marketing  
- Innovation et design

**Learning objectives**

- Comprendre la fonction du design, son rôle dans la politique marketing de l’entreprise,  
- Appréhender le travail du designer dans sa création en réponse à un cahier des charges  
- Savoir Intégrer la démarche design dans sa réflexion marketing  
- Développer la créativité

**Référence**

Chaptal C. (2014), Le marketing de rupture : de nouvelles pratiques pour les marchés en mutation, De Boeck, 120 pages.  

**Prerequisite**

Choix de la Route Design de l’offre et innovation

**Expected Profile and Selection Process**
Les différentes séances portent sur les thématiques suivantes :

L’approche design en entreprise (design management)
L’identité visuelle
L’analyse sensorielle
Design et mode
L’éco-design
L’agence de design, un acteur de l’innovation produit (conférence et travail noté sur une étude de cas).

Examen : dossier de synthèse

---

**Assessment Methods**

**Inclass Assessment:** 50%  Duration: hours
- □ Written
- □ MCQ
- ☒ Oral
- ☒ Report
- ☒ Participation

**Final Exam:** 50%  Duration: hours
- □ Written
- □ MCQ
- □ Oral
- ☒ Report
- □ Participation

**Additional information:**

Contrôle continu : résolution d’études de cas par groupe (retour de dossiers avec éventuellement présentation orale pour certains groupes), évaluation pondérée par l’implication et la présence de l’étudiant.

Examen final : réflexion sur une problématique design (dossier).
Talent Management in Organisations (in English)
Programme | Year | Route
--- | --- | ---
ICN Grande Ecole | 2A | R_TMO

Title | Code
--- | ---
Talent Management | R_TMO4_1

Leader | Credits | Volume | Language
--- | --- | --- | ---
Dr. Krista FINSTAD-MILION | 4 ECTS | 30h | ENG

Course description and Teaching Methods

Effectively leading projects, building teams, and managing people require an in-depth understanding of the organisation and its competences. This module seeks to address critical issues facing organisations today through an investigation of key Human Resource Management functions. By investigating talent management challenges faced by organisations today evolving in an ever-changing internal and external environment, the student will learn to analyse, propose and put in place actions to achieve and support organisational development. This module will help the student discover that managing people and their competences requires responsible action.

Content

This module offers the possibility to the student to take courses in English only; course lectures, documents, presentations and examinations are in English. It also provides the base for modules offered within the TMO track in the third year of the Master programme.

Building on the courses in the “tronc commun” of ICN1, the objective of this module is to deepen the student’s understanding of human resources management. Pre-class reading and research will encourage in-class discussion. Regular individual diary entries will encourage the student to take relevant notes and to develop critical thinking.

Learning objectives

Upon completion of this programme, the student should be able to:

- Demonstrate curiosity and a solid knowledge of current events and their impact on the business world;
- Make decisions based on a scrupulous analysis of the consequences and justifying his/her decisions;
- Carry out professional reports, well documented and well defended;
- Carry out professional oral presentations using appropriate technology.

Référence

Pearson customised Human Resource Management textbook. Chapter readings to be announced.

Prerequisite | Expected Profile and Selection Process
--- | ---
It is necessary to have followed ICN1 Human Resource Management or a similar course. | Students must have a functional level of written and spoken English.
## Course Sequence and Homework Description

**Course Leader:** Dr. Krista Finstad-Milion  
krista.finstad-milion@icn-groupe.fr

*Note to Students:* For every 3 hour session count on 1 hour of reading/writing/research. Pre and post class readings to be announced.

**Pre-class readings:** Files uploaded on MyICN in session folder.  
**Post-class assignment:** Individual learning log entry upload on MyICN.

### Session 1: Strategic Human Resource Management  
**Learning objective:** Establish a clear link between the strategy of the firm and relevant HRM policy and practices.

### Session 2: From Human Resource Management to Talent Management  
**Learning objective:** Understand the recent shift in focus from HRM to Talent Management and the different organisational approaches to Talent. Establish a link between talent and performance.

### Session 3: Recruitment and Selection  
**Learning objective:** Explore the link between company strategy, job description and recruitment and selection practices.

### Session 4: Learning  
**Learning objective:** Demonstrate the importance of learning as a tool for organisational performance; align strategy with learning.

### Session 5: Development  
**Learning objective:** Understand organisations as contexts for development; discuss careers and the influence of context on career development; understand the link between the strategy of the organisation and management and leadership development.

### Session 6: Performance Management I  
**Learning objective:** Establish a link between performance and the strategy of the firm; understand the value of performance appraisal compared to performance measurement; analyse and evaluate a performance management system.

### Session 7: Performance Management II  
**Learning objective:** Build a performance evaluation system and a performance management system.

### Session 8: Rewards  
**Learning objective:** Develop a reward system aligned with the strategy of the firm.

### Session 9: Careers in Transition  
**Learning objective:** Investigate new trends in careers and the implications for organisations as well as workers.

### Session 10: Global Talent Management Challenges  
**Learning objective:** Understand talent management challenges facing organisations from an international perspective. Final 2 hour exam.

## Assessment Methods

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<thead>
<tr>
<th>Inclass Assessment</th>
<th>50%</th>
<th>Duration: constant through group work and individual participation</th>
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<tr>
<td>☒Written</td>
<td>☐MCQ</td>
<td>☐Oral</td>
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<tr>
<th>Final Exam</th>
<th>50%</th>
<th>Duration: 2 hours</th>
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<tr>
<td>☒Written</td>
<td>☐MCQ</td>
<td>☐Oral</td>
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### Additional information:

25% individual log entries. 25% pair presentations. Individual presence will be noted throughout the course. Absences will give way to individual written assignments. 50% Final in-class exam case study.
The course aims at equipping students with basic HR administrative tools and legal knowledge critical for understanding employees’ and employers’ rights and obligations. The choice of topics are based on common internship assignments offered to undergraduate students in business schools. The courses which are in French deal with the French labour law framework. The courses in English help understand who is involved and how in managing human resources in organisations and offer a practical hands-on approach to designing and implementing critical HR tools.

Content

This module is organised around key HR questions from an administrative, legal and implementation point of view facing companies today in France and abroad:
- employer-employee relations
- recruitment
- hiring and work contracts
- training
- work time
- health and security
- compensation
- contract termination.

Learning objectives

At the end of the course, the student should have acquired:
- an understanding of underlying legal factors that shape HRM policies and practices;
- conceptual, critical and analytical abilities in the examination of HRM legal and managerial issues.

The student should also be able to:
- apply HRM tools with their respective consequences for the functioning and the performance of organisations and in respect of employee and employer rights and obligations.
- discuss legal issues and managerial challenges when implementing HRM in organisations.

Référence

Lectures, case studies, videos.

Prerequisite

Student must have followed ICN1 Human Resource Management or similar course.

Expected Profile and Selection Process

Student must have a functional level of spoken and written English and French.
### Course Sequence and Homework Description

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<thead>
<tr>
<th>Session 1</th>
<th>10 January 2017</th>
<th>9:15-12:15</th>
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<tbody>
<tr>
<td>Topic: An introduction to Human Resource Management Roles and Responsibilities</td>
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<tr>
<th>Session 2</th>
<th>10 January 2017</th>
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<tr>
<td>Topic: Employer-employee relations</td>
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<td>Course leader: Domitille Bonneton</td>
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<th>Session 3</th>
<th>17 January 2017</th>
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<tbody>
<tr>
<td>Topic: Recruitment and Hiring – part 1</td>
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<td>Topic: Recruitment and hiring – part 2</td>
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<th>24 January 2017</th>
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<tr>
<td>Topic: HR Administration</td>
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<td>Course leader: Domitille Bonneton</td>
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<tr>
<td>Topic: Employee Development</td>
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<td>Topic: Performance Appraisal</td>
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<td>Topic: Working conditions</td>
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<th>Session 9</th>
<th>7 February 2017</th>
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<td>Topic: Compensation &amp; Payroll</td>
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<td>Course leader: Domitille Bonneton</td>
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<th>Session 10</th>
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<td>Topic: Contract termination – conclusion of the course</td>
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<td>Course leader: Domitille Bonneton</td>
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### Assessment Methods

**Inclass Assessment:** 50%  
Duration: hours  
☐ Written  ☐ MCQ  ☒ Oral  ☐ Report  ☐ Participation

**Final Exam:** 50%  
Duration: 2 hours  
☒ Written  ☐ MCQ  ☐ Oral  ☐ Report  ☐ Participation

Additional information:

To be announced prior to first class
If organisations matter we need a serious reflection on organisational studies and management thoughts. This course has been designed to facilitate this reflection through an in depth understanding and analysis of the nature of organisations and organisational theories. In addition the course places emphasis on the contribution of the stakeholder theory to organisational effectiveness.

As you work through the material, you will be asked to reflect on the concepts you are studying, and how these might link to practice. The course attempts to cover other topics such as power, politics and organisational design.

**Course description and Teaching Methods**

**Content**

- Introduction to organisational theory: what is it, and why does it matter?
- Organisational design and organisational effectiveness
- Stakeholders, managers and ethics
- The meaning and nature of learning
- Power, politics within organisations

**Learning objectives**

- Develop an understanding and critical appreciation of the main theoretical questions, themes, and debates in management and organisational studies literature
- Analyse organisational situations which are often complex and complicated, and acquire the ability to deal with them
- Apply theoretical concepts and knowledge appropriately and effectively in specific organisational contexts in today's challenging business environments

**References**


**Prerequisite**

- Adequate English level

**Expected Profile and Selection Process**

- NA
Course Sequence and Homework Description

- Introduction to organisational theory: what is it, and why does it matter?
  - The nature of an organisation
  - The importance of organisations
  - Evolution of organisational theories
  - Main approaches to organisational theories
  - **Case study:** to be provided during the session

- Organisational design and organisational effectiveness
  - Foundations of Organisation Structure
  - Organisational design
  - Organisational change
  - Managerial effectiveness
  - The meaning of organisational development
  - **Case study:** to be provided during the session

- Stakeholders, managers and ethics
  - Organisational stakeholders
  - Top Managers and Organisational Authority
  - Top Managers and Organisational Ethics
  - Designing an Ethical organisation
  - **Case study:** to be provided during the session

- The meaning and nature of learning
  - The nature of learning
  - Knowledge Management
  - The learning organisation
  - Creativity
  - Facilitating learning
  - **Case study:** to be provided during the session

- Power, politics within organisations
  - The nature of control
  - Power and management control
  - Politics: power in action
  - Delegation and empowerment
  - **Case study:** to be provided during the session

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**Assessment Methods**

**In class Assessment:** 50 % Duration : Ongoing

- Written
- MCQ
- Oral
- Report
- Participation

**Final Exam:** 50 % Duration : 2 hours

- Written
- MCQ
- Oral
- Report
- Participation

Additional information:

In-class assessment is a combination of student participation, individual and group assignments.
Final exam is an in-class written exam
Management of Innovation
Industrial property helps companies to capture value from their investment in knowledge. Intellectual property rights (IPR) are increasingly part of companies' competitive advantages.

This module presents the different types of IPR such as patents, brands, models and copyrights to which innovation project managers are regularly confronted. This module also presents contracts and how to manage litigations, for instance around licenses.

**Content**

- Introduction to IPR
- Patents and patent submission strategies
- Drawings and models
- Brands
- IPR in digital industries
- Software
- Licenses
- Litigations
- Patent databases

**Learning objectives**

- Students will know when, why and how to mobilise the different types of IPRs
- They will interact with lawyers who are specialised in IPR

**Référence**


JEROME PASSA, Droit de la Propriété Industrielle, LGDJ Tome 1, Marques et autres signes distinctifs, Dessins et modèles, Tome 2, Brevets

Complementary references will be provided during the module

**Prerequisite**

None

**Expected Profile and Selection Process**

None
Course Sequence and Homework Description

Session 1: Introduction and patents
- Introduction to the different IPRs
- Patent right
- Patent submission strategies
- Submission process

Session 2: Drawings and models, and brands
- Brand right
- How to protect drawings and models

Session 3: Software
- IPR in digital industries: software and internet
- Copyrights

Session 4: Litigations
- How manage litigations around IPR

Session 5: Patent databases
- How to use patent databases

(Changes are likely)

Assessment Methods

Inclass Assessment: 50 % Duration: hours
☑ Written ☑ MCQ ☐ Oral ☐ Report ☑ Participation

Final Exam: 50 % Duration: 1 hours
☑ Written ☑ MCQ ☐ Oral ☐ Report ☑ Participation

Additional information:

Marks will be weighted in proportion to attendance
Course description and Teaching Methods

Marketers play a key role in the new process by identifying and evaluating new product ideas and working with R&D and others in every stage of development. This course provides a detailed analysis of the new product development process and considers how marketers can tap into global markets as another source of long term growth. Coupling marketing and production aspects, students will discover how innovation in different activities (product definition, manufacturing engineering, managerial aspects, environmental customization, etc…) can allow a firm to get new markets or penetrate others. Each session provides a short conceptual framework followed by an introduction of practical tools. In various cases, a workshop where the tools can be applied will be realized.

Content

Identify and interpret customer needs. Promoting the generation of new idea – ideas to acting in the consumer value proposition, Exploring new markets with the Blue Ocean Strategy. The main stages of the innovation process: developing and launching a new product and choose an appropriate launching strategy. Understand the complexity of the systemic world. Accompany the incremental innovation and provoke the radical innovation around the product, the manufacturing, processes and organization and changing environment.

Learning objectives

Students have to understand:
- The challenges a company face in developing new products
- The organizational structures used to manage new product development
- The main stages in developing new product
- The best way to set up the new product development process
- The factor affecting the rate of diffusion and consumer adoption of newly launched products.
- All the aspects of innovation (product, manufacturing, process, organizational, environmental)
- Some methods and tools commonly used for innovation

Référence

- P. Kotler and K. L. Keller / Marketing Management 12e, Pearson Education

Prerequisite

None

Expected Profile and Selection Process

N/A
**Course Sequence and Homework Description**

- Marketing of innovation

**Session 1: Identify and interpret customer needs**
Definition of innovation, Typology of innovation, The dilemma of innovation, Diffusion and adoption of innovation, Innovation: a new value proposition for consumers

**Session 2: Promoting the generation of new idea – Main ideas to act in the consumer value proposition**
Observe and analyze existing customers and non-customers, Reduce the total cost to the customer, Improve the level of satisfaction for an existing product, Simplify the consumer's life, Change the customer experience, Capture and assess market opportunities, Evaluate the direct competitors and substitutes

**Session 3: Exploring new markets with the Blue Ocean Strategy**

**Session 4: The main stages of the innovation process: the process of developing and launching a new product:**
The emergence of ideas to test a new concept, The development of the marketing strategy, Sales forecasts, analysis of costs and benefits, Prototyping and field validation, The test markets

**Session 5: Choose an appropriate launching strategy**
Competitive strategies of innovation

- Innovation & Production

**Session 1: System engineering to understand and take into account the complexity of systemic enterprise**
Introducing PLM (Product Lifecycle Management)

**Session 2: Product innovation**
Discovering TRIZ method, functional, technical, material innovation

**Session 3: Manufacturing innovation**
New manufacturing solutions, reducing the environmental impact

**Session 4: Process & organizational innovation**
Logistic, reliability, continuous improvement, networking, SCM, etc...)

**Session 5: Environment innovation**
Digital innovation, Energy innovation, geopolitical demarcation; black swan effect

⇒ Each session will be illustrated with concrete examples and in any case applied with case study (Lustucru, Nesfluid, Nespresso, …). Moreover, a project joining marketing & production aspects in innovation will be realized by students in small groups in classroom and with homework.

### Assessment Methods

**Inclass Assessment:** 50 %  Duration : hour

☐ Written  ☐ MCQ  ☐ Oral  ☒ Report  ☒ Participation

**Final Exam:** 50 %  Duration : 1.5 hour

☒ Written  ☒ MCQ  ☐ Oral  ☐ Report  ☐ Participation

**Additional information:**

Grades will be weighted by the rate of attendance.
Course description and Teaching Methods

Nowadays, firms are pushed to accelerate the renewal of their products, to transform their business by developing breakthrough innovations, better managing their intellectual assets. These needs disrupt “common” object identities comprising business models, values, functions, user patterns, competences and skills, product and service architectures, and suitable project management techniques are crucial to enhance and create firms’ innovative capabilities. This module introduces the specificities of managing innovation projects as it differs from more traditional projects in terms of objectives, deadlines, people, and so on. It aims at providing students with the basic understanding of innovation project management through both theory and applied case studies.

Content

Different aspects of organising innovation projects will be considered: 1) processes through which innovative products are developed, (2) human capital hiring and 3) the strategic choices made to foster innovation, including the evaluation and the selection of innovation projects. As regards this last point, the main accounting/financial criteria will be reminded, with particular emphasis on decisions under uncertainty in the context of R&D and innovation. But more R&D projects oriented approaches will also be introduced (specific metrics, option approaches…), as well as the coupling between different tools. Attention will especially be put on the connection with strategy management (portfolio management, business plan…) as well as with project management (coherence between evaluation tools and monitoring/controlling/performance assessment tools).

Keywords: innovative design, innovation, radical innovation, disrupting objects identity, dominant design, C-K design theory, creativity, innovative methods for project and portfolio management, design thinking, lean start up, 6 hats of creativity, fixation effects, innovation community, imaginary, organising for innovation.

Learning objectives

At the end of the module, students will be able to:
- Understand the specificities of innovation project management
- Understand innovation processes
- Explain the importance of innovation for firm’s strategy
- Explain how innovation projects are selected

Référence

Course Sequence and Homework Description

Each session will be six-hour long and organised as follows:

**Session 1: Organizing for Innovation**
- Organizational design and innovation (structures, culture, size, managing org. paradoxes and tensions for innovation, ambidexterity, etc)
- Managing innovation across borders (open innovation, network and alliances...)
- Conclusion (alignment of strategy and organization, etc)

**Session 2: Managing the New Product Development Process**
- What is a NPD process? (objectives, sequential vs parallel, stage-gate, champions etc...)
- NPD vs NSD processes (specificities of Services etc...)
- Involving customers and suppliers (stakeholders, crowdsourcing, etc.)
- Tools for improving NPD (quality, design, digital, etc.)
- Tools for measuring NPD (some metrics and performance)

**Session 3: Evaluation and selection of R&D projects**
- The main accounting/financial criteria will be reminded, with particular emphasis on decisions under uncertainty in the context of R&D and innovation. But more innovation projects oriented approaches will also be introduced (specific metrics, option approaches...), as well as the coupling between different tools.
- Attention will especially be put on the connection with strategy management (portfolio management, business plan...) as well as with project management (coherence between evaluation tools and monitoring/controlling/performance assessment tools).

**Session 4: Innovative design and innovation**
- Critical issues in innovation today: radical innovation; disrupting objects identity, dominant design
- From rule-based design (stable objects’ identity) to innovative design (facilitate the disruption and change, objects’ identity renewal)
- Why a new design theory? To support these changes - Introduction to the C-K theory
- Practical session on how CK works
- From a theory to innovation management methods: application of innovative design theories to project and portfolio management at STMicroelectronics

**Session 5: Innovation methods**
- C-K for generative and descriptive power: How to use C-K to choose your innovation methods
- Which methods to use when dealing with creativity and innovation?
- Comparison of innovative methods: design thinking, lean start up, 6 hats, TRIZ, brainstorming using CK
- A small practical sessions where students will try to use one of these methods
- Creativity, Fixation effects and how to manage them in practice
- Stimulating industrial ecosystems with sociotechnical imaginaries: The case of Renault Innovation Community

**Assessment Methods**

**Inclass Assessment:** 50 %  Duration :
- ☐ Written
- ☐ MCQ
- ☐ Oral
- ☒ Report
- ☒ Participation

**Final Exam:** 50 %  Duration : 1h
- ☒ Written
- ☒ MCQ
- ☐ Oral
- ☐ Report
- ☐ Participation

**Additional information:**

Grades will be weighted by the rate of attendance
Arts & Entertainment Industry Management (in English)
Course description and Teaching Methods

The course provides an understanding of the art and entertainment industry, giving you the initial tools to start planning and producing your own event. Using real life examples, we’ll analyse the different elements of various types of events and you’ll be assisted in the creation of a masterplan.

Content

- Introduction to different types of events: corporate, social, educational and festivals
- Event concept design: market analysis, clients’ needs, objectives, resources
- Event planning: this is a practical part, from the scouting of venues and providers to the budget making process, including creation of timelines, structures, and elements of volunteers’ management and health and safety.
- Troubleshooting: live events management, personal skills and attitude, the importance of a Plan B)

Learning objectives

Attending this course you will be able to:
- Design a successful event, understanding the market/clients’ needs and taking advantage of available resources
- Have a comprehensive understanding of all key aspects of the planning and production process
- Recruit and manage an effective team
- Understand the role of the event manager and the necessary mind-set to a successful event coordination
- Start planning your own event

Référence

Prerequisite | Expected Profile and Selection Process
---|---
Ø | Ø
Instructor: Sarah Poer

Day 1. Analysis of small and big events: differences and similarities
Day 2. Event design: clients’ needs analysis and competitors benchmarking, the creativity process
Day 3. Planning of your own event: from concept to reality, the 5W method, the vision method
Day 4. Budget creation, team building and volunteers management
Day 5. Event production: live events management in the entertainment industry

Note: This is a tentative schedule of activities. The instructors reserve the right to change it if the course objectives can be better achieved.

Assessment Methods

**Inclass Assessment**: pct % Duration : hours
- Written
- MCQ
- Oral
- Report
- Participation

**Final Exam**: pct % Duration : hours
- Written
- MCQ
- Oral
- Report
- Participation

Additional information:
Managing Creativity and Sustainability (MOOC)  

Kamel Mnisri  4 ECTS 30H ENG

Course description and Teaching Methods

Sustainability has been considered as a central attitude/paradigm for future development. Looking at sustainability, societies appear to be more demanding and pushing for a more responsible attitude from business. Be it through individuals loosely organised around umbrella movements or through highly structured organisations, the pressure has been mounting on businesses to play an active role in preventing economic inequality, averting social problems such as poverty or exclusion, and cater for the environment. Hence, the demands of sustainability are not reduced to environmental aspects only. It is rather any path of development which has to be performed in a non-exhaustive way, which enables future generations to find conditions to develop their ecologies according to their needs.

Sustainability needs to be considered in a holistic way, one that includes environmental, economic, social, and cultural perspectives as well as technological, organizational and socio-political aspects. Consequently sustainability cannot be reached through a continuous extrapolation of current life and working styles, technologies and organization principles. In fact groundbreaking developments are needed, which can only be achieved through creativity. Question however arises concerning how creativity can be applied in a sustainable way. Traditionally, creativity is considered to be at the origin of innovation and development processes. It helps to solve problems in an imaginative, innovative and frequently artistic way. Companies and social systems have understood the challenge, and have implemented different management and communitarian systems and procedures to nurture and enhance peoples’ creativity.

We therefore see a close interdependency between the two concepts which can also be described as dialectic relationship that needs to be managed.

In this course we aim to explore the crossroads between the fields of creativity and sustainability. The course is designed to help you to have a better understanding of the concepts associated with these two fields. It asks on the one side what creativity related mechanisms and tools can be used to address sustainability pressures. On the other side, how can sustainability-related pressures triggers creativity and creative thinking? We also address the limits imposed by sustainability to creativity and creative creation. Finally how can the dialectic relationship between the concepts be managed? We follow an object centered approach, which considers the research and learning object from different perspectives and integrates them to a whole picture in contrast to a disciplinary separated view. As such, these questions will be discussed with regard to the various perspectives/dimensions mentioned above (economic, environmental, social and cultural) and with respect to the different stakeholder groups involved.

Content

- Session 1 Towards an understanding of creativity and sustainability:
- Session 2 Management perspective to the study of creativity and sustainability
- Session 3 Technological perspective to the study of creativity and sustainability
- Session 4 Artistic perspective to the study of creativity and sustainability
- Session 5 Economic and political perspective to the study of creativity and sustainability
- Session 6 Connecting managing creativity and sustainability to innovation and design management
- Session 7. Design thinking workshop
- Session 8. Lego Serious Play workshop

Learning objectives

- Connecting and classifying practices in terms of their sustainability and creativity
- Managing creativity and sustainable development: Promote creative solutions for sustainable development and sustainable practices for creative processes and outcomes
- Acquiring knowledge about dimensions, perspectives and stakeholders associated to managing creativity and sustainability
- Learning practices and the use of tools in the management of creativity and sustainability
- Developing an inter- and trans-disciplinary thinking towards creativity and sustainability
- Connecting the concepts, approaches, and tools to real cases faced by those that are engaged in organisational creativity processes and/or sustainable development initiatives (or simply: those whose activity can impact or be impacted by sustainability concerns)

Référence

Prerequisite

Expected Profile and Selection Process

Ø Ø
**Course Sequence and Homework Description**

**Sequence 1.**  
Introduction to the ICN online learning course program  
Introduction to course logic and online platform  
Sustainability and sustainable development  
Creativity  
Dialectic synthesis of Sustainable Development and Creativity

**Sequence 2**

<table>
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<tr>
<th>Assessment Methods</th>
<th>Inclass Assessment: pct %</th>
<th>Duration: hours</th>
<th>Final Exam: pct %</th>
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<td>MCQ</td>
<td>Oral</td>
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**Additional information:**
Programme | Year | Route
---|---|---
ICN Grande Ecole | 2A | R_AEM

<table>
<thead>
<tr>
<th>Title</th>
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<tr>
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<tr>
<th>Leader</th>
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<tr>
<td>Kamel Mnisri</td>
<td>4ECTS</td>
<td>15h</td>
<td>ENG</td>
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**Course description and Teaching Methods**

Media Production: Business studies provide transverse managerial skills that can be applied to organisations of any kind. Yet organisations operating in media industries (TV, cinema, video games, music, writing…) face specific challenges in terms of production management that deserve to be taken into account. **Students wishing to work in media industries** or genuinely interested in such industries should find answers, knowledge and advice in this targeted module.

Intellectual Property Law: The course covers the art and entertainment industry related law aspects covers the art and entertainment industry related aspects of contract law. It includes topics of business law, contract negotiation and intellectual property in the entertainment business.

**Content**

**Media Production by Jean-François Stich:** This module will explore the specific challenges faced by media industries using real-life case studies, interviews with professionals working in media industries, and group projects. The themes covered include managing interdisciplinary teams, dealing with conflicting requests coming from different stakeholders (marketing, developers, artists, film makers, customers…), managing creativity, or conducting agile projects (See next page).

**Intellectual Property Law by Anne Laure Stérin:**
- Fundamentals on the difference between Anglo-Saxon law (common law) and French law (written law).
- The basics of business law, trademark law, copyright law, labor law, useful for knowing and understanding the legal rules involved when producing an art or entertainment project.
- How would the team’s members collaborate with their partners, on what legal basis (coproduction, licensing, other?), what contracts should be negotiated and signed, with whom? What are the fundamental points that should be discussed during these negotiations?
- What photography, texts and videos could be used for promotion and communication material? Again, are authorizations necessary for such use? We will examine the North American point of view, and the French/European point of view.

**Learning objectives**

At the end of this module, students should be able to:
- Understand the specificities of media industries in terms of people and production management
- Understand the rights of each party in an art or entertainment project and the crucial terms of entertainment contracts, production contracts, and artists’ contracts.
- Identify the contracts to be negotiated when: producing or co-producing an exhibition, a film, a music recording, a concert or a dance show; when selling a show or lending a painting.
- Apply their specific knowledge of media production management and their transverse knowledge of management to real-life business situations encountered in media industries
- Develop an in-depth knowledge of production management within at least one media industry of their choosing

**References**

- Managing Media Work (2010) – Edited by Mark Deuze

<table>
<thead>
<tr>
<th>Prerequisite</th>
<th>Expected Profile and Selection Process</th>
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Course Sequence and Homework Description

Instructor: Jean-François Stich
The course is composed of 5 sessions of 3 hours each. Each session is divided in a lecture, a case study and time dedicated on group projects.

1. **Introduction and overview of media industries** (3 hours: 22/03/2017 9h15-12h15)
   - Different industries, job roles and challenges

2. **The production chain in media industries and their stakeholders** (3 hours: 29/03/2017 9h15-12h15)
   - Value chains, media products, audiences, contents, stakeholders and CSR

3. **Leadership and management in media industries** (3 hours: 04/04/2017 9h15-12h15)
   - Managing media workers and creativity

4. **Project and production management** (3 hours: 04/04/2017 14h-17h)
   - Tools, methods and logistics

5. **New digital challenges faces by media industries** (3 hours: 05/04/2017 9h15-12h15)
   - Peer production, piracy and digital sales

About the group project portfolio

During the first session, students will be asked to self-enroll in groups based on one specific media industry (television, cinema, video games, music, newspaper, book…).

In each session, students will have the opportunity to work on their group portfolio using the session’s learning and present their work in progress to the class.

Once all sessions are completed, students will have to finalize and submit in group a written version of the portfolio they work on in class.

Instructor: Anne-Laure Stérin

Sequence 1.
Each team chooses a project, to be studied from a legal point of view during the semester the course’s manual is handed out, with all necessary documents for the students to carry out their legal audit of the project.

We will work on this manual throughout the semester and start with fundamentals on the difference between anglo-saxon law (common law) and French law (written law).

Sequence 2.
We will explore basics in business law, in labor law, in intellectual property law, useful for knowing and understanding the legal rules involved when producing an art or entertainment project.

We will also study examples of English and French agreements.

Sequence 3.
We will carry out a deeper investigation in the legal rules pertaining to each type of project: what pictures or recordings can be used on communication material (posters, flyers and social networks), what can be done or must not be done as regards to copyright clearance and copyright risk management.

Sequence 4.
Workshop on the last legal points to be addressed by each team specifically, depending on the issues at stake in their project.

Sequence 5
Each team makes a keynote presentation of his project, from a legal point of view.

Assessment Methods

**Inclass Assessment:** 100%

☐ Written  ☐ MCQ  ☐ Oral  ☒ Report  ☒ Participation

**Final Exam:** 0%

☐ Written  ☐ MCQ  ☐ Oral  ☐ Report  ☐ Participation

Additional information:

Students are assessed on (1) their inclass group presentations and involvement during each session (30%), and (2) their final written group portfolio (70%). The portfolio must be submitted online or in paper format by the 19th of April 2017 (2 weeks after the final session).
Contacts

IPM International Program in Management

Malika KACED
IPM Course Leader
Office 333 – 3th floor
malika.kaced@icn-groupe.fr

Marie FORTICAUX
Administrative assistant for the ICN/IPM Program
Office 419 – 4th floor
marie.forticaux@icn-groupe.fr

Sabrina MATHIEU
ICN2/IPM Academic Assistant
Office 431 – 4th floor
sabrina.mathieu@icn-groupe.fr

International Relations Office

Frédérique BOUTIN
(frederique.boutin@icn-groupe.fr)
Office 435 – 4th floor

Candi DEBLAY
(candi.deblay@icn-groupe.fr)
Office 435 – 4th floor
ICN MSc in Luxury and Design Management

Creative thinking makes the difference.
Luxury is recognizable in skill and quality. In this multidisciplinary program ICN MSc in Luxury and Design Management you will discover the complete luxury value chain, from the idea to the final product, via the stages of design and production.

Maxime KOROMYSLOV - Program Director ICN MSc in Luxury and Design Management

Practical Information

First Year Admission
- Students holding a 3-year Bachelor's degree
- English language proficiency required

Second Year Admission
- Students holding a 4-year Bachelor's degree
- Students holding a 3-year Bachelor's degree + at least 3 years of professional experience
- Students holding a Master's degree
- English proficiency required

How to Apply
French Students
- Application form available on www.icn-groupe.fr/candidats
- Two admission sessions: June and September
- Admission Tests:
  - Written English
  - Oral English
  - Motivation interview

International Students
- Application form available on www.icn-groupe.fr/en/candidates
- Admissions from January to June
EXPLORE THE WORLD of design and luxury

This program is the result of cooperation between the 3 ARTEM partner schools: the École nationale supérieure d’art et de design of Nancy, ICN Business School and Mines Nancy.

The 3 schools offer many types of skills to students in artistic, technical, managerial and strategic fields.

Why join this program?

- Study of the luxury product/service value chain: from the design and production stages to the promotion and sales stages
- Immersion in luxury companies (internships to be carried out in luxury companies, company visits, modules taught by professionals specializing in design and luxury management...)
- Pedagogical, economic and cultural environment of a renowned French Business School
- Personalized support (individual and personal assessment organized with recruitment tests, guidance tutorials assessment, assistance in your internship search and the implementation of your professional project...)
- Year 2 taught entirely in English
- Optional academic semester abroad for students attending both years of the program (competitive placement)

Objectives

- Develop the knowledge and expertise necessary to progress in the ever-changing luxury and design markets
- Understand the complex luxury and design markets by developing commercial, marketing and communication strategies that are adapted to innovative creations
- Understand the creation and design of luxury goods by acquiring a knowledge of materials and areas of traditional and digital design
- Prepare students for an international career in the promotion of luxury goods, especially in new and emerging markets

Degree obtained:
ICN MSC in LUXURY AND DESIGN MANAGEMENT
(5-YEAR UNIVERSITY LEVEL)

Career opportunities

- Product Manager
- Brand Manager
- Branding/Packaging Project Manager
- Marketing Manager
- Sales Manager
- Export Manager
- Public Relations Manager
- Sourcing Manager
- Supply Chain Manager
- Buyer
- Customer Relations Manager
- Store Manager
- Trade Marketing Director
- Visual Merchandiser

Anne-Sophie 2015 Graduate

"Today, I am a Retail Marketing Assistant in the watchmaking industry and I work in Switzerland. Without the program, I wouldn’t have been able to discover watchmaking and the amazing values this industry conveys. I am evolving in a passionate sector and everyday my job is different as I am closed to all the boutiques the brand has in the world."

Jean-Baptiste SIBERTIN-BLANC
Designer (Studio JBSB) and teaching program coordinator in Design

"Design Management associates two essential and complementary activities in the firms. Creation and Marketing are two complementary jobs, intertwined disciplines that must interact because they are key to the success of a product’s development. Discovering the rules, the objectives, the needs and the realities of those two businesses transversally will enable students to attain an encouraging and appropriate professional effectiveness."
1ST YEAR PROGRAM

From the idea to the product

SEPTEMBER TO MARCH

Courses during the first year of the program focus on the luxury products / services development meeting all the specifications of the brief in terms of design, manufacturing process, materials and costs.

1ST SEMESTER

**MANAGEMENT 1**
- Organisational Behaviour
- Intercultural Communication
- Management Control
- Strategic Marketing
- Investment and Financing Decisions
- Cost Accounting

**TOOLS AND METHODS**
- Information Systems Management
- Business Environment
- Data Analysis

**ARTEM**
- Conception and Product Design
- Materials in the Luxury Industry
- Workshop « Design your Product »
- Luxury Culture
- Luxury Design

**PERSONAL DEVELOPMENT**
- Business English
- Professional Skills

2ND SEMESTER

**MANAGEMENT 2**
- Strategic Analysis
- Risk and Company Valuation
- Industrial and Services Marketing
- Intercultural Management
- Organisational Design

**ARTEM**
- Manufacturing Techniques and Sourcing
- Workshop « Collection Process »
- Workshop « Creativity Process »

**SPECIALISATION**
- Product and Pricing Policy
- Brand Management Strategy
- Trademark Law and Intellectual Property
- Sales Techniques
- Project Management
- Luxury Mapping in Paris

**PERSONAL DEVELOPMENT**
- Business English
- Association Project

**INTERNSHIP IN THE LUXURY INDUSTRY**

1ST YEAR PROGRAM HIGHLIGHTS

**COMPANY VISITS**

**Objective**: discover the reality of luxury companies, their businesses, their fields, and the challenges they are facing.

Examples:
- Émaux de Longwy
- Henryot & Cie
- Manufacture de Baccarat
- Manufacture de Saint Louis...

**LUXURY MAPPING IN PARIS**

**Objective**: discover the world of luxury in Paris.

Examples:
- Ateliers Lesage
- Louis Vuitton
- Mauboussin
- Diptyque
- Swarovski
- Exhibitions visits...

**COMPANY PROJECT / PRACTICAL APPLICATIONS**

**Objective**: work on a business problem offered by a luxury brand or an institutional corporation.

- Project in group throughout the year
- Defense in the presence of company representatives and tutors

**INTERNSHIP**

3-6 month experience starting in April

Mission report defense during the 2nd year

**PERSONAL AND PROFESSIONAL DEVELOPMENT**

- Teambuilding
- Professional Skills
- Association project
- Business English

**COMPLEMENTARY COURSES**

- Survival French for international students
- Adjustment courses in management for students with a different background in August (in French)
2nd year program
from the product to the market

OCTOBER TO FEBRUARY
- Courses during the second year of the program are related to communication and distribution strategies for luxury products/services in international markets.

COMPANY STAKES AND MANAGEMENT 1
International Negotiation
International Business
Sustainable Luxury

LUXURY PRODUCT DISTRIBUTION
Luxury Distribution Strategy
Store Design
Workshop « Imagine your Store »

LUXURY PRODUCT COMMUNICATION
Luxury Communication Strategy
Workshop « Imagine your Story »

MAIN LUXURY SECTORS 1
Fashion
Leather goods and Accessories
Wines and Spirits

PERSONAL DEVELOPMENT
Business English
Association Project

2nd year program highlights

STUDY OF THE MAIN LUXURY SECTORS
Including many company visits (i.e. Swiss factories for watchmaking)

STUDY TRIP ABROAD
Objective: discover one of the international luxury markets

WORKSHOPS
- Imagine Your Story: verbal and visual communication of luxury brands - create a campaign for a luxury brand
- Imagine Your Store: merchandising and visual merchandising in luxury industry outlets

MSC THESIS
Research methodology support
Analytical work on issues related to the luxury sector
Defense in September

3 - 6 MONTH INTERNSHIP AND MISSION REPORT

OPTIONAL ACADEMIC SEMESTER ABROAD
Option available for the students attending both years of the program

COMPETITIVE COURSES
Survival French for international students
Students joining the second year of the program follow adjustment courses in September:
- Strategy and Innovation
- Product and Pricing Policy
- Brand Management
- Manufacturing Techniques and Sourcing
- Luxury Design
- Product Conception Process and Materials

FROM THE PRODUCT TO THE MARKET
OCTOBER TO FEBRUARY

Courses during the second year of the program are related to communication and distribution strategies for luxury products/services in international markets.

COMPANY STAKES AND MANAGEMENT 2
Luxury Team Management
Corporate Social Responsibility and Ethics

MAIN LUXURY SECTORS 2
Watchmaking and Jewels
Perfumes and Cosmetics
Hospitality
Cars

LUXURY MARKETS
Luxury Markets Overview
Study Trip abroad

INTERNSHIP IN THE LUXURY INDUSTRY

MSC THESIS
A unique alliance between the École nationale supérieure d’art et de design of Nancy, ICN Business School and Mines Nancy, Artem promotes the mix of disciplines and the diversity of learning, creativity and innovation in order to educate a new generation of leaders and creators.

The Artem campus, located in the heart of Nancy, will bring the 3 schools together in 2017, but they have already been using some shared premises since 2012. The 85,000m² of buildings, spread over 10 acres, will be home to 3,500 students, 150 professors and researchers and 300 administrative and technical staff.
ICN MSc in International Business Development
This MSc is designed for professionals and students who wish to boost their international career. It provides them with tools and techniques to understand international business, to adapt to a rapidly changing world and to develop business in emerging countries.

Guy DELLOFFRE - Program Director
ICN MSc in International Business Development

PRACTICAL INFORMATION

FIRST YEAR ADMISSION
- Students holding a 3-year Bachelor’s degree
- English language proficiency required

SECOND YEAR ADMISSION
- Students holding a 4-year Bachelor’s degree
- Students holding a 3-year Bachelor’s degree and at least 3 years of professional experience
- Students holding a Master’s degree
- English proficiency required

HOW TO APPLY

FRENCH STUDENTS
- Application form available on www.icn-groupe.fr/candidats
- Two admission sessions: June and September
- Admission Tests:
  - Written English
  - Oral English
  - Motivation interview

INTERNATIONAL STUDENTS
- Application form available on www.icn-groupe.fr/en/candidates
- Admissions from January to June

- 3,000 students including more than 900 foreign students
- 70 permanent professors and 20 affiliated professors
- 60 visiting professors per year
- 300 business professionals teaching
- 4 campuses:
  - Metz and Nancy (France)
  - Nuremberg (Germany)
  - Chengdu (China)
- 4 representation offices:
  - 1 in West Africa
  - 1 in Latin America
  - 2 in China
- 150 partner universities around the world
- 2 libraries
  - 24,000 books
  - 10,000 digital periodicals
- 13,000 alumni

MEMBER OF THE CONFÉRENCE DES GRANDES ÉCOLES
ASSOCIATED WITH THE UNIVERSITÉ DE LORRAINE

EFFICIENT
EQUIS ACCREDITED
AMBA ACCREDITED
boost your international business career

this icn msc provides a mix of high-level academic content and professional training. this enables the students to bring added value to the big companies and sme which hire them.

why join this program?

- Courses taught in English by ICN’s permanent professors (French and foreigners), many visiting professors and high level professionals specializing in international business.
- Focus on the European business environment during the first year and the main emerging countries during the second year.
- International mission in or for a company (12 weeks minimum).
- One-week seminar in an emerging country.
- One academic semester abroad: a customized stay in China, Senegal or Brazil.

« The ICN MSc in International Business Development is an excellent choice for any person seeking diversity, international experience, and a more personal challenge than a general program could offer.

In this program, I gained tremendous knowledge of many sides of international business that I am developing in the United States of America. The courses are diverse and cover subject areas that promote critical thinking, and give students every chance to build a robust skill set applicable to many business career paths.

This MSc gave me a great deal of confidence and refined skills that make me an overseas proactive decision-maker and creative thinker. »

Kaoutar | 2014 Graduate

« Graduated in 2014, I currently work in Trade Marketing for Guerlain in the Middle East. Based in Dubai, I had this opportunity thanks to the MIBD network. Indeed, a 2013 Graduate shared this opportunity with me, so now we are 2 MIBD working together in the same offices.

My missions are: the production and follow up of the implementation of visuals, promotion podiums and merchandising of the Guerlain shops in the Middle East Airport. I often visit the Dubai airport in order to support and motivate the beauty advisors who are from different parts of the world.

The MIBD program allowed me to understand and adapt myself to each culture whether it be with the suppliers, the beauty advisors or to adapt the visuals to the Middle East Region. Today I am proud to work for a French Company and to participate in its development abroad. »

Perrine | 2014 Graduate

objectives

- Understand a company’s challenges and acquire a multi-cultural approach to main markets
- Understand the European business environment and international trade techniques
- Understand cultural differences to develop international negotiation skills
- Acquire knowledge about the development of international projects
- Discover and understand opportunities in the main emerging countries with a focus on major developing countries

degree obtained:

ICN Msc in International Business Development (5-year university level)

career opportunities

- export department manager
- export zone manager
- foreign branch manager
- export development manager
- international negotiator
- entrepreneur
- international human resources manager
**FIRST YEAR PROGRAM**

### September to March

- Understand a company's challenges and acquire a multi-cultural approach to main markets
- Understand the European business environment and international trade techniques
- Understand cultural differences in order to acquire international negotiation skills

#### MANAGEMENT
- Organisational Behaviour
- Intercultural Communication
- Management Control
- Strategic Marketing
- Investment and Financing Decisions
- Cost Accounting

#### TOOLS AND METHODS
- Information Systems Management
- Business Environment
- Data Analysis

#### ARTEM - THE EUROPEAN UNION
- European Institutions and the European Union
- European Law
- Business Conferences and Visits

#### PERSONAL DEVELOPMENT
- Business English
- Professional Skills

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### 1ST YEAR PROGRAM HIGHLIGHTS

#### COMPANY VISITS
**Objective:** understand the daily challenges of international business by meeting experienced professionals

**Examples:**
- St Gobain Pont-à-Mousson
- CLAAS
- REHAU
- FE Group
- Lorry-Rail
- Crillon des Vosges

#### GROUP PROJECTS
**Export Monograph (European Country)**
Write an export monograph on a European Country, a strategic tool for a business developer for import/export activities

#### PERSONAL AND PROFESSIONAL DEVELOPMENT
Individual meetings aiming to support the student’s projects throughout the program

#### INTERNSHIP
3 months minimum between April and September
Mission report and defense

#### COMPLEMENTARY COURSES
- Survival French for international students
- Adjustment courses in management for students with a different background, in August (in French)
SECOND YEAR PROGRAM

SEPTEMBER TO FEBRUARY

- Acquire knowledge about the development of international projects
- Combine creation and innovation in the development of international projects
- Discover and understand opportunities in the main emerging countries with a focus on major developing countries

1ST SEMESTER

REPORT AND ORAL PRESENTATION OF THE 1ST YEAR INTERNSHIP
OR ADJUSTMENT COURSES
Students who are admitted directly onto the second year of the MSC program must attend all adjustment courses
Teambuilding and International Practice
Intercultural Management
International Human Resources Management
International Marketing
International Finance
International Trade Techniques
Geopolitical Challenges

INTERNATIONAL PRACTICE
Export Strategy
International Bids for Tenders
International Business Law
Lobbying and Financing Export Development
Accounting for Strategic Decisions

SEMINAR IN AN EMERGING COUNTRY

DEVELOPING BUSINESS WITH CENTRAL EUROPE
Business with Eastern Europe & Russia
Business with countries of the Commonwealth of Independent States

DEVELOPING BUSINESS WITH LATIN AMERICA
Panorama of Latin America
Business with Mexico and Central America
Business with Brazil

DEVELOPING BUSINESS WITH ASIA
Business with China
Business with India

DEVELOPING BUSINESS WITH AFRICA AND MIDDLE EASTERN COUNTRIES
Panorama of the African Continent
In partnership with Sup de Co Dakar, Senegal
Business with South Africa
Business with Middle East Countries
Business with Maghreb

CREATIVITY, INNOVATION AND ENTREPRENEURSHIP
Creative Processes for Business Development
Innovation and Entrepreneurship

FOREIGN LANGUAGES & CULTURES
English Language Proficiency Test
Chinese for beginners or Portuguese for beginners

STUDY ABROAD (CHINA, BRAZIL OR SENEGAL)

MSC THESIS

2ND SEMESTER

ACADEMIC STAY ABROAD
Customized specialization for 4 months in an emerging market:
- Sichuan Agricultural University in Chengdu (China)
- Faculdades de Campinas in Campinas / SP (Brazil)
- Sup de Co Dakar (Senegal)

PERSONAL AND PROFESSIONAL DEVELOPMENT
Individual meetings aiming to support the student’s projects throughout the program.
3 destinations are proposed for a customized 4-month specialization on a major emerging market during the 2nd year.

**Academic Stay Abroad**

1. **Sup de Co Dakar (Senegal)**
   - Senegalese Economy
   - West African Economy and Monetary Union (8 countries)
   - West African Society
   - Intercultural Management in Africa
   - Business with West Africa
   - Company visits and conferences
   - Introduction to Wolof language

2. **Facultades de Campinas / SP (Brazil)**
   - Brazilian Economy
   - Brazilian Society
   - Doing Business in Brazil
   - Technical visits
   - Guided Excursions
   - Portuguese Language

3. **Sichuan Agricultural University in Chengdu (China)**
   - Chinese Language and Culture
   - How to Do Business in China
   - The Economic Environment and Policies of China
   - Chinese Trade
La créativité fait la différence

**CONTENTS**

French students admissions office
+33 3 54 50 25 38
admissions@icn-groupe.fr

International students international relations office
+33 3 54 50 25 25
studyabroad@icn-groupe.fr

www.icn-groupe.fr/mibd