Course Offer

Undergraduate Level

Bachelor in International Business year 3
### Bachelor in International Business year 3

<table>
<thead>
<tr>
<th>COURSES</th>
<th>Class hours</th>
<th>ECTS credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Autumn – Semester 1</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Choose 30 ECTS</td>
<td></td>
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</tr>
<tr>
<td>International Marketing</td>
<td>30</td>
<td>5</td>
</tr>
<tr>
<td>Introduction to Global Strategy</td>
<td>30</td>
<td>5</td>
</tr>
<tr>
<td>Ethical Dimensions of International Business</td>
<td>30</td>
<td>5</td>
</tr>
<tr>
<td>Innovation Management</td>
<td>30</td>
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<tr>
<td>Intercultural Business Skills</td>
<td>15</td>
<td>2.5</td>
</tr>
<tr>
<td>Entrepreneurship</td>
<td>15</td>
<td>2.5</td>
</tr>
<tr>
<td>Social Media Marketing*</td>
<td>30</td>
<td>5</td>
</tr>
<tr>
<td>Foreign Language (French mandatory for non-French speakers)</td>
<td>30</td>
<td>5</td>
</tr>
</tbody>
</table>

*This class is an alternative to our partners who do not provide credits for Language classes*

In accordance with the Bologna Agreement, students are required to validate 30 ECTS credits per semester. Grenoble Ecole de Management reserves the right to modify courses in the interest of academic developments.
**Bachelor in International Business year 3**

### Spring – Semester 2

<table>
<thead>
<tr>
<th>Courses</th>
<th>Choose 30 ECTS</th>
<th>Jan-May</th>
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<tbody>
<tr>
<td>Capstone module</td>
<td>30 hours</td>
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</tr>
<tr>
<td>Small and Family Business*</td>
<td>36 hours</td>
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</tr>
<tr>
<td>Foreign Language (French for non-French speakers)</td>
<td>30 hours</td>
<td>5 ECTS</td>
</tr>
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</table>

*This class is an alternative to our partners who do not provide credits for Language classes*

The Small and Family Business class runs mid-May.
If you select this module the program will last until the end of May.

### Choice between 5 majors – Opening is subject to student demand

<table>
<thead>
<tr>
<th>Global Management (Prerequisite: Corporate Finance or Finance Fundamentals)</th>
<th>120</th>
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<tbody>
<tr>
<td>International Finance (30h-5 ECTS)</td>
<td></td>
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<tr>
<td>European Business Environment (30h-5 ECTS)</td>
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<tr>
<td>Contemporary International Issues (15h-2.5 ECTS)</td>
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<tr>
<td>Business Development in Emerging Economies (15h-2.5 ECTS)</td>
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<td></td>
</tr>
<tr>
<td>International Business Law (30h-5 ECTS)</td>
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<table>
<thead>
<tr>
<th>Finance and Accounting (Prerequisite: Corporate Finance or Finance Fundamentals &amp; Financial Accounting)</th>
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<tbody>
<tr>
<td>International Finance (30h-5 ECTS)</td>
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<tr>
<td>Financial Markets and Instruments (30h-5 ECTS)</td>
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<td>Financial Statement Analysis (15h-2.5 ECTS)</td>
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<td>Budgeting and Reporting (15h-2.5 ECTS)</td>
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<td>International Business Law (30h-5 ECTS)</td>
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<table>
<thead>
<tr>
<th>Marketing and Advertising (Prerequisite: Principles of Marketing &amp; International Marketing)</th>
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<tr>
<td>International Advertising &amp; Public Relations (15h-2.5 ECTS)</td>
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<tr>
<td>Brand Management (30h-5 ECTS)</td>
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<tr>
<td>Digital Marketing (30h-5 ECTS)</td>
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<tr>
<td>Sports Marketing &amp; Events Management (30h-5 ECTS)</td>
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<tr>
<td>Sustainable Marketing (15h-2.5 ECTS)</td>
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<table>
<thead>
<tr>
<th>Management of Fashion &amp; Design Industry (Prerequisite: Principles of Marketing &amp; International Marketing)</th>
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<tbody>
<tr>
<td>Fashion Management (30h-5 ECTS)</td>
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<tr>
<td>Brand Management (30h-5 ECTS)</td>
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<tr>
<td>Sustainable Development in the Fashion and Design Industry (15h-2.5 ECTS)</td>
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<tr>
<td>Design Management (15h-2.5 ECTS)</td>
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<tr>
<td>Legal Context of Fashion and Design Industry (15h-2.5 ECTS)</td>
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<td>Retail Management (15h-2.5 ECTS)</td>
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<table>
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<th>Entrepreneurship (Prerequisite: Corporate Finance or Finance Fundamentals &amp; Entrepreneurship module or MOOC)</th>
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<tr>
<td>Business Planning (30h-5 ECTS)</td>
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<tr>
<td>Entrepreneurial Finance (30h-5 ECTS)</td>
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<tr>
<td>Entrepreneurial Opportunities (30h-5 ECTS)</td>
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<tr>
<td>Entrepreneurship in Hi-Tech Sector (15h-2.5 ECTS)</td>
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<tr>
<td>Sustainable and Social Entrepreneurship (15h-2.5 ECTS)</td>
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</table>
In accordance with the Bologna Agreement students are required to validate 30 ECTS credits per semester.

Please note that not all specializations courses may run in every year. Their opening is subject to level of student demand and professor availability.

Grenoble Ecole de Management reserves the right to modify courses in the interest of academic developments.
# International Programs

## International Marketing

### Syllabus

<table>
<thead>
<tr>
<th>Program/Intake</th>
<th>Bachelor in International Business - English Track - 2017-2020</th>
<th>Academic Year</th>
<th>2019-2020</th>
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<tbody>
<tr>
<td>Module Supervisor</td>
<td>Pedram Mahmood</td>
<td>Department</td>
<td>MKT</td>
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<th>Total Study Hours</th>
<th>Coefficient</th>
<th>ECTS Credits</th>
<th>US Credits</th>
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<tr>
<td>30.0 hours</td>
<td>90.0 hours</td>
<td>1.0</td>
<td>5.0</td>
<td>2.50</td>
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### Module Description

This module will examine the global aspects of marketing and students will learn to apply the basic concepts, practices and principles of marketing in an international context. The course will cover:

- The international marketing environment
- The Specificities of International Marketing: increased complexity of the environment (economy, history and geography, cultures, politics, legal environment)
- The International Marketing Triad: Segmenting, Targeting and Positioning in an international context
- Global competitive analysis and strategy
- International Market Selection
- International market entry strategies and expansion
- Understanding Licensing, Franchising, and Strategic Alliances.
- The 4 Ps in an international context, international product decisions, international pricing, international distribution, global communication strategies
- Implementing an international marketing plan and control.

### Module Learning Outcomes

Students will develop knowledge of the theoretical frameworks on which market entry decisions are based and will analyse and propose solutions to marketing problems in an International context.

At the end of this module students should be capable of understanding the challenges facing international companies or domestic companies competing in the global environment.

This module has a high level of contribution to the following learning goals for the program:

**Learning goal 1:** Has developed effective communication skills
Demonstrates clear and concise written communication

**Learning goal 2:** Has developed critical thinking and problem-solving skills
- Is able to identify root causes of a problem
- Is able to question the quality of the information used (rigour, reliability, value of evidence, etc.) and to identify and weigh opposing arguments and evidence fairly

### Teaching Method

Lectures, case-study (problem-based learning), group work and presentations

Case studies from the course text (case study questions available:
http://www.booksites.net/download/hollensen_globmark/download.htm

### Evaluation

- Examination: 60%
- Continuous Assessment: 40%

Closed Book examination
|----------|---------------------------------------------------------------------------------------------------------------|

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**Program/Intake**
Bachelor in International Business - English Track - 2017-2020

**Academic Year**
2019-2020

**Module Supervisor**
Grover David

**Department**
MTS

<table>
<thead>
<tr>
<th>Contact Hours</th>
<th>Total Study Hours</th>
<th>Coefficient</th>
<th>ECTS Credits</th>
<th>US Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>30.0 hours</td>
<td>90.0 hours</td>
<td>1.0</td>
<td>5.0</td>
<td>2.50</td>
</tr>
</tbody>
</table>

**Module Description**
Strategic Positioning
- Introduction and overview of strategy and strategic management
- Environmental analysis: macro (far) and micro (market & industry) environment
- Strategic capability & purpose: Internal analysis for core competence

Strategic Formulation & Planning
- Strategic decisions and choices
- Strategic assessment & evaluation
- International strategy

Strategic Implementation
- Structure and resources
- Culture, leadership and change management

**Module Learning Outcomes**
This course examines the development and implementation of strategies in organisations. A variety of frameworks and techniques that support the strategic management processes are introduced. The learning aims are for students to, by the end of the course:

- Understand models and select and apply appropriate frameworks to analyse an organisation and its environment, hence determine the competitive position of the organisation
- Identify and critically evaluate the current competitive and development strategies being followed by an organisation.
- Propose and critically evaluate strategic options to address the strategic issues.
- Understand and explain the process of strategy implementation and the management of strategic change and critically evaluate examples of approaches to strategic change used by various organisations.
- Recognise contexts in which alternative approaches to strategy development may be appropriate
- Present the results of their analysis, evaluation and synthesis in a clear and concise manner.
This module has a high level of contribution to the following learning goals for the program

Learning goal 1: **Has acquired general business knowledge, tools and concepts**
Demonstrates an understanding of the fundamentals in accounting, finance and law, marketing, operations, strategy, HR and project management and the capacity to apply them

Learning goal 2: **Is able to adapt, evolve and cooperate in an international and/or culturally diverse environment**
Demonstrates comprehension of economic differences and the global business environment
Has developed a sense of intercultural awareness, tolerance and respect
Has developed the ability to work effectively as part of a multi-cultural team

Learning goal 2: **Has developed effective communication skills**
Demonstrates clear and concise oral communication

Learning goal 2: **Has developed critical thinking and problem-solving skills**
Is able to collect, in a relevant, organized and non-biased way, the necessary information and data

Learning goal 2: **Is able to work effectively and constructively in a group**
Is able to work effectively and constructively in a group

---

**Teaching Method**
The teaching approach involves face to face lectures that focus on the theory and conceptual frameworks, complemented by textbook readings, group project work, and case study analysis that applies the concepts to real strategy decisions faced by organizations.
- Key theories will be taught in lectures.
- Before each session, students are required to read a specific chapter of the course text and specific supporting articles.
- Each session will be divided into two parts: (1) presentation of key theory and (2) preparation work by team on the analysis of the strategy of the firm.

**Evaluation**
- Examination: 60 %
- Continuous Assessment: 40 %

Group presentation: a case analysis using the theoretical models taught and research skills practised in the taught sessions
Closed book examination: ditto

**Textbook**
Compulsory: Johnson et al, 'Exploring Strategy', see course outline for information about suitable editions.
Compulsory: Case studies, most of which are in Johnson et al, see course outline for further information.

**Bibliography**

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# Ethical Dimensions of International Business

<table>
<thead>
<tr>
<th>Program/Intake</th>
<th>Bachelor in International Business - English Track - 2017-2020</th>
<th>Academic Year</th>
<th>2019-2020</th>
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<tr>
<td>Module Supervisor</td>
<td>Rose Janna</td>
<td>Department</td>
<td>HOS</td>
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</table>

| Contact Hours | 30.0 hours | Total Study Hours | 90.0 hours | Coefficient | 1.0 | ECTS Credits | 5.0 | US Credits | 2.50 |

## Module Description

In the contemporary setting of globalized business, individuals increasingly find themselves having to face ethically-charged criticisms and grapple with ethical dilemmas. The importance of ethical conduct in business has been brought sharply into focus over the past decade by a series of high profile business scandals and ongoing consequences of the financial crash in 2008. Resulting calls for a greater level of responsibility in business necessitate a more in-depth ethical reflection to better understand the global impacts of business and the contributions businesses can make to sustainable development in its widest sense.

This module aims to raise students’ awareness of some of the ethical issues that can confront an international and/or multicultural business, and seeks to develop their ability to analyze these in a critically informed manner. In addition, these sessions introduce students to elements of corporate social responsibility (CSR), the success of which depends not only on implementation factors, but also on the character and values of individuals working within the organization in question. Too often, individuals can feel powerless when confronted with value conflict. Consequently, through reflection and discussion on a macro and micro level, students are encouraged to better understand their role as future managers in regard to transforming ethical reflection into ethical action, thus better equipping them to voice their values and ensure personal integrity at work. A variety of theoretical perspectives from Western and Eastern philosophies will be brought to bear on a range of issues. In this way, students will develop their ethical “toolkits”, and hone their abilities to effectively manage future business dilemmas, whilst still respecting their personal values.

## Module Learning Outcomes

On completion of this module, the successful student will have:
- Developed a greater appreciation of how ethical issues can arise in business, especially in international contexts.
- Fully appreciated and honed their abilities to critically analyse the issues surrounding macro-level controversies in ethics, such as sustainability in development, stakeholder theory, and social contract theories of CSR.
- Grappled through case studies with some of the micro-level ethical decisions that, as future managers, they may well face.
- Gained an overview of a range of possible moral philosophies - from both West and East - which can be relevant to the activities of a business.
- Begun to identify and articulate their own philosophical paradigm and personal value systems, and also develop their abilities for managing situations of value conflict.
- Honed their personal moral decision-making "toolkit."
**This module has a high level of contribution to the following learning goals for the program**

<table>
<thead>
<tr>
<th>Learning goal 1</th>
<th>Considers the human, social and environmental consequences of business decisions and practices</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Demonstrates the capacity to identify an ethical dilemma and to take position based on his/her personal value system</td>
</tr>
<tr>
<td></td>
<td>Is able to identify and evaluate different alternatives on the basis of the consequences for the different stakeholders</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Learning goal 2</th>
<th>Has developed effective communication skills</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Demonstrates clear and concise oral communication</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Learning goal 2</th>
<th>Has developed critical thinking and problem-solving skills</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Is able to collect, in a relevant, organized and non-biased way, the necessary information and data</td>
</tr>
<tr>
<td></td>
<td>Is able to question the quality of the information used (rigour, reliability, value of evidence, etc.) and to identify and weigh opposing arguments and evidence fairly</td>
</tr>
</tbody>
</table>

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### Teaching Method

Each 3-hour session will consist of a mix of lectures and interactive class discussions in different sized groups. Students will also engage with case studies, simulations of ethical situations, plus be expected to read, reflect upon and discuss content about papers in class or on Moodle, provide constructive peer critique and reflect on personal experiences.

### Evaluation

- **Examination**: 50%
- **Continuous Assessment**: 50%

**Closed Book Examination**: e.g. questions from readings, one case prepared in advance with unseen questions)

**Continuous Assessment**: e.g. group international ethics presentation and individual ethical dilemma argument/debate final paper

### Textbook


| --- | --- |
# Innovation Management

<table>
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<tr>
<th>Program/Intake</th>
<th>Bachelor in International Business - English Track - 2017-2020</th>
<th>Academic Year</th>
<th>2019-2020</th>
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<tbody>
<tr>
<td>Module Supervisor</td>
<td>Gotzsch Josiena</td>
<td>Department</td>
<td>MTS</td>
</tr>
</tbody>
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| Contact Hours | 30.0 hours | Total Study Hours | 90.0 hours | Coefficient | 1.0 | ECTS Credits | 5.0 | US Credits | 2.50 |

## Module Description
Innovation is widely recognised as a central driver of economic growth and development. Unfortunately innovation is complex, risky and commercial success not guaranteed. This module explores the key issues and challenges of innovation. It also explains the design thinking as an entity in the innovation process and as a guiding process for business people to structure the creative, inspirational phase of the development of products and services. A selection of the following themes will be discussed:

- The design thinking process
- User and community-driven innovation
- Creativity; development of personal creative thinking
- Design attitude and mindset
- New products and services
- Strategies and approaches to manage innovation
- Organizational culture for creativity and innovation
- Systems of innovation and global innovation
- Sustainability

## Module Learning Outcomes
The objective is to make participants:

- Experience and learn about design thinking as a method for non designers
- Stimulate personal and collective innovative thinking
- Realize the vital user empathy part of the design process
- Learn how innovation fosters competitiveness
- Knowledgeable about best practices and tools for innovation management
- Aware of the role played by organizational culture and external environment
- Aware of the drivers that shape innovation and able to leverage on them

This module has a high level of contribution to the following learning goals for the program:

**Learning goal 1:** Has developed knowledge and skills for managing technology, innovation and related organisational changes

- Understands and anticipates the impact of innovation and technology on organizational performance

**Learning goal 2:** Is able to work effectively and constructively in a group

- Is able to work effectively and constructively in a group

## Teaching Method
The teaching of this course is interactive and will require participatory learning, one where student and teacher interact in the classroom with the use of case studies, preparatory readings, projects and assignments to structure the exchanges. Students may be required to apply models and concepts to develop concepts of new products and services.
### Evaluation
- Examination: 40%
- Continuous Assessment: 60%
Closed book exam

### Textbook
**Recommended readings**
- Oswalder, A., Pigneur Y., Bernarda, G. and Smith, A. (2014), Value Proposition Design: How to Create Products and Services Customers Want, John Wiley & Sons Ltd

### Bibliography
**Innovation and Technology Management**
- Christensen C. (2011), The Innovator’s Dilemma, Harpers Business Essentials

**Design Thinking**
- Wulfsen G. (2013), The Innovation Expedition; a Visual Toolkit for Innovation, BIS Publisher

**Articles**
- Dyer J., Gregersen H. and Christensen C. (2009), The Innovator's DNA, Harvard Business Review

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International Programs

Intercultural Business Skills

Program/Intake
Bachelor in International Business - English Track - 2017-2020

Academic Year
2019-2020

Module Supervisor
Louisgrand Nathalie

Department
HOS

Contact Hours
15.0 hours

Total Study Hours
30.0 hours

Coefficient
0.5

ECTS Credits
2.5

US Credits
1.25

Module Description
In order to operate successfully in today’s increasingly complex global marketplace, international managers are required to possess greater awareness, sensitivity and flexibility in dealing with intercultural issues.

This course begins with an overview of the various approaches to addressing culture. It evokes the different levels at which culture manifests itself: national, corporate, individual value systems etc. The sessions expose the different theoretical paradigms addressing culture found in current literature and how they manifest themselves in a corporate environment. Students will also address how culture impacts various aspects of business such as international business relations, trust building, performance of multicultural teams, conflicts and conflict resolution and, most importantly, communication.

The module will also deal with the acquisition and mastery of the skills required for successful management of a multi-national enterprise. Specifically, we shall explore competencies such as adaptability, empathy, effective communication, analytical ability and emotional intelligence as they relate to the execution of managerial functions such as global staffing, expatriate training, decision making, and more.

Main topics to be covered:
Day 1: Culture (general), definitions, Hofstede
Day 2: Intercultural Communication
Day 3: International Negotiation and Decision Making
Day 4: Staffing of global operations, the ExPat manager, managing international teams, Cultural Intelligence
Day 5: Motivation and Leadership in a global context

Module Learning Outcomes
The learning outcomes of this course are many. At the end of the module, students should be able to:
- Show greater awareness of what it takes to work effectively as part of a multi-cultural team
- Demonstrate awareness of one’s own culture, its limitations and its assumptions
- Display understanding of the nature and significance of cultural similarities and differences, and how they manifest themselves in a work environment
- Apply the skills of adaptability, empathy, effective communication (including active listening), situational analysis and emotional intelligence to real-life managerial situations encountered in the workplace.

This module has a high level of contribution to the following learning goals for the program

Learning goal 1: Is able to adapt, evolve and cooperate in an international and/or culturally diverse environment
- Demonstrates comprehension of economic differences and the global business environment
- Has developed a sense of intercultural awareness, tolerance and respect
- Has developed the ability to work effectively as part of a multi-cultural team
### Teaching Method

The course will be conducted in an interactive, problem-based learning seminar format, including the use of:

- Theory presented by instructors
- Readings
- Group discussions
- Case Studies
- Videos

### Evaluation

- Examination: 60%
- Continuous Assessment: 40%

Evaluation via inside and outside-class activities, quizzes, group work, written assignments, closed-book examination.

### Textbook


Ebook online: GEM Library

### Bibliography

# International Programs

## Entrepreneurship

<table>
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<tr>
<th>Program/Intake</th>
<th>Academic Year</th>
<th>Module Supervisor</th>
<th>Department</th>
</tr>
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<tbody>
<tr>
<td>Bachelor in International Business - English Track - 2017-2020</td>
<td>2019-2020</td>
<td>Mei Maggie-Qiuzhu</td>
<td>MTS</td>
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<th>ECTS Credits</th>
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<tbody>
<tr>
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<td>45.0 hours</td>
<td>0.5</td>
<td>2.5</td>
<td>1.25</td>
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### Module Description

Economic role & Impact of entrepreneurship
- Entrepreneurial characteristics
  - Traits & characteristics
  - Types of entrepreneurs
- Entrepreneurial behavior
  - Opportunity pursuit
  - Causation & Effectuation
  - Networking & Bootstrapping
- Entrepreneurial process
  - Opportunity analysis
  - Lean startup method
- Business planning
  - Storytelling & Pitching

### Module Learning Outcomes

By the end of the module, participants should be able to:
- Understand the meaning of entrepreneurial behavior to economic development;
- Understand the entrepreneurial process;
- Understand the different behavioral logics of entrepreneurs;
- Understand the sources of entrepreneurial opportunities and their analysis;
- Know when to write a business plan.

### This module has a high level of contribution to the following learning goals for the program

**Learning goal 1:** Has acquired general business knowledge, tools and concepts
Demonstrates an understanding of the fundamentals in accounting, finance and law, marketing, operations, strategy, HR and project management and the capacity to apply them

**Learning goal 2:** Has developed critical thinking and problem-solving skills
Is able to collect, in a relevant, organized and non-biased way, the necessary information and data

### Teaching Method

Theory and case discussions will put students in situations where they have to analyse and discuss solutions to entrepreneurial issues. Preparation, written reports and discussions will also be used to explore understanding and application of core concepts.

During this module, participants are asked to interview an entrepreneur and relate the key issues presented in the module to this case.
<table>
<thead>
<tr>
<th>Evaluation</th>
<th>• Continuous Assessment : 100 %</th>
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# Social Media Marketing

<table>
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<th><strong>Program/Intake</strong></th>
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**Module Description**

Social media have known an exponential growth over the last decade. They have become essential tools for many companies to connect with their customers & prospects but also to build loyalty, reinforce the brand image and increase turnover. More and more (e-) marketers are aware of their significance in the customer relationship management but one of the key issues is how to integrate them properly in the marketing strategy? Facebook, LinkedIn, Twitter and many other social media names sound familiar to us as users but how can we benefit from them in a business related context?

**Module Learning Outcomes**

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

- Understand & interpret the social media strategy of a brand, product or service.
- Assess the value of social media to the business.
- Implement a social media marketing plan.

**Teaching Method**

Lectures, class discussion, case study analysis, group work, group presentations

**Evaluation**

- Continuous Assessment : 100 %
  - Individual (60%)
  - Group (40%)

**Textbook**


**Bibliography**


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## International Programs

### French Level A1.1 - Autumn

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### Module Description
This course is designed for complete beginners. Students will learn the basics in French in order to allow them to deal with everyday situations. Additionally the course will give students a broader understanding of the French social and cultural context.

### Module Learning Outcomes
Following this course, students will be able to:
- introduce themselves and talk about what they do in life
- handle everyday situations
- talk about their home country
- purchase goods and ask for their prices
- use the present tense

### Teaching Method
10 classes of 3 hours, once a week. Each class will contain 20 or so students. This course will use a mixture of traditional teaching methods, as well as work in pairs and group work. Course teachers will use textbooks based on modern communicative teaching methods. Additionally the course teacher will use practical documents such as newspapers, magazine advertisements, billboards etc. thus enabling the student to better integrate and grasp the French culture. Apart from the two 90 minute tests, class participation will also be evaluated.

### Evaluation
- Continuous Assessment : 100 %

Assessment in two parts : 60% continuous assessment and 40% final exam. Continuous assessment will include mid-term test, a grade for independent learning in the language laboratory (8 sessions with proof of attendance by signature of green sheet for each session), a grade for class participation. Oral expression, oral comprehension, written expression and comprehension as well as grammar will be evaluated.

### Textbook
There is no text book

### Bibliography
- "A propos" Niveau A1 + Cahier d'exercices, "Ici" niveau A1 + Cahier d'exercices
- "Mobile" Niveau A1
- "Echo" Niveau A1 + cahier d'exercices
- "Café crème 1" + Cahier d'exercices
- "Guide pratique de la communication" (Didier)
- "Le Bescherelle"
- "La grammaire des tout premiers temps", niveau A1
- "450 nouveaux exercices" Clé International, niveau débutant
- "Exercices de vocabulaire en contexte", Hachette, niveau débutant

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# International Programs

## French Level A1.2 - Autumn

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### Module Description
The title of the course is « Voulez-vous parler avec moi ? »
The course is based on a dozen different grammatical and functional topics such as: make a presentation of yourself, with name, address...etc, speak about your family, describe a person, speak about his/her personality; speak about your culture and traditions; make suggestions; speak about your likes and dislikes; simulate a shopping experience (ask for the price, choose and describe different products); organize a travel (make a reservation, choose the dates and the place).

### Module Learning Outcomes
Following this class students will be able to:
- understand simple sentences and figure out the main topics of a conversation
- ask and answer simple questions
- read and understand simple text from books or newspapers.
- report information
- tell a story at the past tense
- write a simple message, on a post-it for instance.
- describe a picture
- have a short conversation with a native speaker.

### Teaching Method
10 classes of 3 hours, once a week. Each class will contain 20 or so students. This course will use a mixture of traditional teaching methods, as well as work in pairs and group work. Course teachers will use textbooks based on modern communicative teaching methods. Additionally the course teacher will use practical documents such as newspapers, magazine advertisements, billboards etc. thus enabling the student to better integrate and grasp the French culture.

### Evaluation
- Continuous Assessment : 100 %

### Textbook
- « Rond Point 1 », Barcelone (2005)

### Bibliography
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## International Programs

### French Level A2.1 - Autumn

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### Module Description
This is a refresher course aimed at students who have studied French in high school or at university level. The course also aims to allow the false beginner to reinforce the basics already learned and to improve the student's oral and written expression.

### Module Learning Outcomes
Following this course, students will be able to:
- Introduce themselves and their family and friends
- Express an opinion
- Make precise descriptions
- Report an event
- Express themselves in the future tense and outline future projects
- Use the comparative form
- Understand French cultural traits and compare themselves with fellow students

### Teaching Method
10 classes of 3 hours, once a week. Each class will contain 20 or so students. This course will use a mixture of traditional teaching methods, as well as work in pairs and group work. Course teachers will use textbooks based on modern communicative teaching methods. Additionally the course teacher will use practical documents such as newspapers, magazine commercials, billboards, etc. thus enabling the student to better integrate and grasp the French culture.

### Evaluation
- Continuous Assessment: 100%

### Textbook
- Français.com (débutant)
- Grammaire en dialogues (débutant)
- Exercices d'oral en contexte(débutant)
- Grammaire des premiers temps (niveau 1)

### Bibliography
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### Program/Intake

**Bachelor in International Business - English Track - 2019-2022**

**Academic Year:** 2019-2020

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### Module Supervisor

**Gally Carole**

**Department:** LVE

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### Module Description

Students will be able to improve speaking and writing skills. Grammar will be also taught. We will use primary documents: press articles, movies, television programs, etc.

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### Module Learning Outcomes

Following this course, students will be able to:
- Express their opinion
- Report an event/protest and reproach
- Make an appointment/invitation and refuse an appointment/invitation
- Understand levels of language (colloquial, slang,...)
- Cultural mannerisms
- etc.

Grammar skills:
- Revision of pronouns
- « Y » and « En »
- Revision of past tense: “Imparfait” and “Passé Composé”
- Future tense: “futur progressif” and “futur simple”
- Conditional tense
- Time (date/length/frequency)

---

### Teaching Method

10 classes of 3 hours, once a week. Each class will contain 20 or so students. This course will use a mixture of traditional teaching methods, as well as work in pairs and group work. Course teachers will use textbooks based on modern communicative teaching methods. Additionally, the course teacher will use practical documents such as newspapers, magazine advertisements, billboards, etc., thus enabling the student to better integrate and grasp the French culture. Apart from the two 90-minute tests, class participation will also be evaluated.

---

### Evaluation

- **Continuous Assessment:** 100 %

Both oral and written exams will test the students’ ability to put into practice all he/she has learned during the year, either through individual or group testing.

---

### Textbook

No textbook for this class. Primary sources, radio and TV programs, press articles, songs, etc.

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### Bibliography

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**Module Description**
Students will be able to improve speaking and writing skills. Grammar will be also taught. We will use primary documents: press articles, movies, television programs, etc.

**Module Learning Outcomes**
Following this course, students will be able to:
- Express their opinion
- Report an event/protest and reproach
- Make an appointment/invitation and refuse an appointment/invitation
- Understand levels of language (colloquial, slang,…)
- Cultural mannerisms
- etc.

Grammar skills:
Revision of pronouns « Y » and « En »
Revision of past tense: “Imparfait” and “Passé Composé”
Future tense: “futur progressif” and “futur simple”
Conditional tense
Time (date/length/frequency)

**Teaching Method**
10 classes of 3 hours, once a week. Each class will contain 20 or so students. This course will use a mixture of traditional teaching methods, as well as work in pairs and group work. Course teachers will use textbooks based on modern communicative teaching methods. Additionally the course teacher will use practical documents such as newspapers, magazine advertisements, billboards etc. thus enabling the student to better integrate and grasp the French culture. Apart from the two 90 minute tests, class participation will also be evaluated.

**Evaluation**
• Continuous Assessment : 100 %

Both oral and written exams will test the students' ability to put into practice all he/she has learned during the year, either through individual or group testing.

**Textbook**
No textbook for this class. Primary sources, radio and TV programs, press articles, songs, etc.

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### Module Description
This course is designed to reinforce the student's level of French, with the particular aim of improving the student's oral and written communication in everyday situations and in the business world. Additionally the course will enable the student to present his/her point of view with confidence.

### Module Learning Outcomes
Following this course, students will be able to:
- Understand written and oral information in relation to predictable or known situations
- Express themselves in a very comprehensible manner in both everyday situations and simple business-world situations.
- Understand the French cultural environment.

### Teaching Method
10 classes of 3 hours, once a week. Each class will contain 20 or so students. This course will use a mixture of traditional teaching methods, as well as work in pairs and group work. Course teachers will use textbooks based on modern communicative teaching methods. Additionally the course teacher will use practical documents such as newspapers, magazine advertisements, billboards etc. thus enabling the student to better integrate and grasp the French culture.

### Evaluation
- Continuous Assessment : 100 %

Both oral and written exams will test the students' ability to put into practice all he/she has learned during the year, either through individual or group testing.

### Textbook

### Bibliography
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**International Programs**

**French Level B1.2 - Autumn**

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**Module Description**

The course aims to improve the student's oral and written communication skills. They will learn how to express an opinion and to debate in both an everyday and a professional setting. Students will be required to choose a topic and to present their findings to the class in the form of an oral presentation.

The course is based on French documents: press, radio, TV, internet...

**Module Learning Outcomes**

Following this course, students will be able to:
- communicate and be able to respond to a diverse range of social and professional contexts.
- confidently express their opinion or point of view.
- understand the French cultural environment and its evolution.

**Teaching Method**

10 classes of 3 hours, once a week. Each class will contain 20 or so students. This course will use a mixture of traditional teaching methods, as well as work in pairs and group work. Course teachers will use textbooks based on modern communicative teaching methods. Additionally, the course teacher will use practical documents such as newspapers, magazine advertisements, billboards, etc. thus enabling the student to better integrate and grasp the French culture.

**Evaluation**

- Continuous Assessment: 100 %

**Textbook**

No textbook for this class. Primary sources, radio, and TV programs, press articles, songs, etc.

**Bibliography**

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International Programs

French Level B1.3/B2 - Autumn

Program/ Intake
Bachelor in International Business - English Track - 2019-2022

Academic Year
2019-2020

Module Supervisor
Gally Carole

Department
LVE

Contact Hours
30.0 hours

Total Study Hours
90.0 hours

Coefficient
0.0

ECTS Credits
5.0

US Credits
2.50

Module Description
The course aims to improve the student's oral and written communication skills. They will learn how to express an opinion and to debate in both an everyday and a professional setting. Students will be required to choose a topic and to present their findings to the class in the form of an oral presentation.

The course is based on french documents: press, radio, TV, internet...

Module Learning Outcomes
Following this course, students will be able to:
- communicate in a fluid manner and be able to respond to a diverse range of social and professional contexts.
- confidently express their opinion or point of view.
- understand the French cultural environment and its evolution.

Teaching Method
Classes will be made up of 20 or so students. There will be 10 classes of 3 hours, once a week, each lesson will be divided into three parts:
- part one: French language with four specific grammar points and possible reviewing of past grammar if necessary.
- part two: Debating.
- part three: Culture and sociology.

The course teacher will use a mixture of traditional teaching methods, as well as work in pairs and group work. Additionally, prepared debates as well as groups discussions relating to current affairs or newspaper articles will make up one part of the lesson. Whenever possible the course teacher will use practical documents such as; newspaper articles, magazines advertisements, etc. in the aim of helping the student's assimilation of what is an alien culture to him/her (i.e. the French culture).

Evaluation
• Continuous Assessment: 100 %

Textbook
No textbook for this class. Primary sources, radio and TV programs, press articles, songs, etc.

Bibliography
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### French Level B2 - Autumn

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**Module Description**
The course aims to improve the student's oral and written communication skills whilst enabling them to confidently express an opinion and to debate in both an everyday and a professional setting. Students will learn to distinguish the different types of registers and discover sociological aspects of life in France.

**Module Learning Outcomes**

Following this course, students will be able to:
- communicate in a fluid manner and be able to respond to a diverse range of social and professional contexts.
- confidently express their opinion or point of view and debate in a structured manner.
- understand the French cultural environment and its evolution.

**Teaching Method**
Classes will be made up of 20 or so students. There will be 10 classes of 3 hours, once a week, each lesson will be divided into three parts:
- part one: French language with four specific grammar points and possible reviewing of past grammar if necessary.
- part two: Debating.
- part three: Culture and sociology.

The course teacher will use a mixture of traditional teaching methods, as well as work in pairs and group work. Additionally, prepared debates as well as groups discussions relating to current affairs or newspaper articles will make up one part of the lesson. Whenever possible the course teacher will use practical documents such as; newspaper articles, magazines advertisements, etc. in the aim of helping the student's assimilation of what is an alien culture to him/her (i.e. the French culture).

**Evaluation**
- Continuous Assessment : 100 %

Both oral and written exams will test the students' ability to put into practice all he/she has learned during the year, either through individual or group testing.

**Textbook**
No textbook for this class. Primary sources, radio and TV programs, press articles, songs, etc.

**Bibliography**

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## Syllabus

**International Programs**

### French Level B2/C1 - Autumn

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### Module Description

### Module Learning Outcomes

### Teaching Method

### Evaluation

- Continuous Assessment: 100%

### Textbook

### Bibliography

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# International Programs

## French Level C1 - Autumn

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<tr>
<td>Module Learning Outcomes</td>
<td>At the end of the class, students will have identified and worked on their linguistic individual needs. They will also get to develop a more fluent and confident capacity of speaking and writing communication in a private, public or professional environment with french speakers. They will have studied argumentation technics, improved their speaking capacity (debate, presentation) and also their writing skills particulary by using different communication tools used in companies. They will be able to develop a better global understanding of contemporary French society (specialy economic and social aspects). In addition, they will experience intercultural teamwork.</td>
</tr>
</tbody>
</table>

| Teaching Method | Classes will be made up of 15 or so international students. There will be 11 classes of 3 hours, once a week. Classes will include the following: - French society and current events - cultural exchange around the different nationalities in the classroom - grammar adapted to the level of the group and the requests of the group Classes will alternate between group and individual work, role playing and debates, presentations by students (about their countries, as well as a theme concerning France and our contemporary society, the economy and culture) Additionally the course teacher will use practical documents and audio-video material. |

| Evaluation | • Continuous Assessment : 100 % Both oral and written exams will test the students' ability to put into practice all he/she has learned during the year, either through individual or group testing. |
| Textbook | No textbook for this class. Primary sources, radio and TV programs, press articles, songs, etc. |

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# International Programs
## Capstone Case in International Business

<table>
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<th>Program/Intake</th>
<th>Bachelor in International Business - English Track - 2017-2020</th>
<th>Academic Year</th>
<th>2019-2020</th>
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<td>Module Supervisor</td>
<td>Sanders Nick</td>
<td>Department</td>
<td>HOS</td>
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<tr>
<td>Contact Hours</td>
<td>30.0 hours</td>
<td>Total Study Hours</td>
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</table>

## Module Description
The final module marks the end of the taught part of the BIB program by drawing on different elements of several core modules from an international business perspective. The focus is on teamwork to complete extensive analysis for an international project and to develop a business plan for a product or service in a new market. The issues discussed will be at corporate, sectoral, national and international level. The case will therefore harness especially modules in Digital Business, Strategy, Innovation, Marketing, Finance and Economics.

Initially students will propose an individual project in phase 1 for their choice of product or service for a new market. Then in phase 2, in groups, students will select one of 4 or 5 projects proposed and apply their analytical skills at an international level, creating an international business plan.

In terms of international business and market entry mode, the plan will be based on export activity, with internet as one possible channel for communication and also for distribution.

## Module Learning Outcomes
This module introduces a major change, to be explained in detail on day one. Student groups are to research and to build their case and not to rely on existing case materials or on extensive pathfinding from the instructor.

The focus intentionally is on group work. However, there will be both individual and group assessment.

The aim is to apply learning in the BIB program to a specific international business challenge and to introduce business planning concepts and procedures. The course develops teamwork as well as multidisciplinary analysis of business activity and management in the public and private spheres.

Through this 30 hour module students are required:
- To research, understand and analyse competitive issues in a complex international environment.
- To exploit input from previous modules in a transversal ‘silo-breaking’ approach to complete their analysis, especially applying concepts and models previously encountered but not applied in depth.
- To present a convincing business plan.
- To research and use precise economic data (macro, micro) in support of their analysis.
- To demonstrate individual analysis competence - phase 1.
- To demonstrate effective group work for oral presentation and written submission in the presentation of their work - phase 2.
### Teaching Method

<table>
<thead>
<tr>
<th>Phase 1</th>
<th>Short phase with objectives, cases and launch of individual project. Some formal input from professor (slides, cases)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phase 2</td>
<td>Business Planning. Development of a group case with support from the professor as facilitator plus business plan structure guidance</td>
</tr>
<tr>
<td>Phase 3</td>
<td>Presentation and completion of group phase followed by written assignment with professor as facilitator</td>
</tr>
</tbody>
</table>

### Evaluation

- Continuous Assessment: 100%

  - Phase 1: individual project proposal with a short individual submission. 2000 words minimum
  - Phases 2 & 3: The selected project is developed into an international business plan by the group members. Groups will bring together students from the different specialisations tracks to complete both presentations and a further written assignment at the completion of phase 2. The module will develop and evaluate:
    - Effective Teamwork and Communication for both oral and written tasks
    - Ability to assess and propose a convincing international business development plan

### Textbook

  

### Bibliography


  
  Author: Written By Alexander Osterwalder And Yves Pigneur ; Editor And Contributing Co-Author, Tim Clark. Pages: 288 Publisher: John Wiley & Sons Inc Published: Jul 23, 2010 eISBN-13: 9780470901038

- *Project Management: Project Management Demystified* (GEM Dawsonera)
  

- *The Handbook of Project Management Revised 2nd ed* (GEM Dawsonera)
  
  Author: Trevor L. Young. Pages: 303 Publisher: Kogan Page Ltd Published: Jul 3, 2007 eISBN-13: 9780749452155

  
# International Programs

## Small & Family Business

<table>
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<tr>
<th>Program/Intake</th>
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<th>Academic Year</th>
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<td>Stadtler Lea</td>
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<td>Contact Hours</td>
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| Module Description | The module focuses on management in the context of small and family businesses. As such, it aims to provide a practical and current review of small and family business sectors by taking a diagnostic approach to the crafting of effective growth strategies. This course allows participants to 'step into the shoes' of family and small business owners/managers and obtain a unique fast track learning experience in understanding the fundamentals and challenges in running and growing an existing company. Participants will analyze a range of complex and interacting challenges that any growing business faces, relating to legal frameworks, marketing, finance, business operations and human resources. The course will also explore and analyze family business continuity challenges and best management, family, and governance practices for leading growth oriented family-owned businesses. |

| Module Learning Outcomes | By the end of the module, participants should be able to:  
- Examine the specific factors that small and family businesses face on the journey of business growth;  
- Evaluate the factors that may lead to business success or business failure in small & family business contexts;  
- Understand the special characteristics of family businesses;  
- Understand the basics about funding of growth businesses. |

---

This module has a high level of contribution to the following learning goals for the program

**Learning goal 1:** Has developed critical thinking and problem-solving skills  
- Is able to identify root causes of a problem  
- Is able to question the quality of the information used (rigour, reliability, value of evidence, etc.) and to identify and weigh opposing arguments and evidence fairly

---

**Teaching Method**  
Theory and case discussions will put participants in situations where they have to analyze and discuss solutions to managerial issues in the small and family business context. Preparation, written reports and discussion will also be used to explore understanding and application of core concepts.

**Evaluation**  
- Continuous Assessment: 100 %
- Continuous Assessment (group work): 40 % (e.g. Business plan, Financial projections, Business plan presentation, etc.)
- Continuous Assessment (Individual): 60 % (e.g. Participation, Exam, etc.)
| --- | --- |

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Program/Intake | Bachelor in International Business - English Track - 2019-2022 |
---|---|
Module Supervisor | Gally Carole |
Department | LVE |
Academic Year | 2019-2020 |

Contact Hours | 30.0 hours |
Total Study Hours | 90.0 hours |
Coefficient | 0.0 |
ECTS Credits | 5.0 |
US Credits | 2.50 |

Module Description
This course is designed for complete beginners. Students will learn the basics in French in order to allow them to deal with everyday situations. Additionally the course will give students a broader understanding of the French social and cultural context.

Module Learning Outcomes
Following this course, students will be able to:
- introduce themselves and talk about what they do in life
- handle everyday situations
- talk about their home country
- purchase goods and ask for their prices
- use the present tense

Teaching Method
10 classes of 3 hours, once a week. Each class will contain 20 or so students. This course will use a mixture of traditional teaching methods, as well as work in pairs and group work. Course teachers will use textbooks based on modern communicative teaching methods. Additionally the course teacher will use practical documents such as newspapers, magazine advertisements, billboards etc. thus enabling the student to better integrate and grasp the French culture. Apart from the two 90 minute tests, class participation will also be evaluated.

Evaluation
- Continuous Assessment : 100 %
Assessment in two parts : 60% continuous assessment and 40% final exam. Continuous assessment will include mid-term test, a grade for independent learning in the language laboratory (8 sessions with proof of attendance by signature of green sheet for each session), a grade for class participation. Oral expression, oral comprehension, written expression and comprehension as well as grammar will be evaluated.

Textbook
There is no text book

Bibliography
"A propos" Niveau A1 + Cahier d'exercices, "Ici" niveau A1 + Cahier d'exercices
"Mobile" Niveau A1
"Café crème 1" + Cahier d'exercices
"Guide pratique de la communication" (Didier)
"Le Bescherelle"
"La grammaire des premiers temps", volume 1
"450 nouveaux exercices" Clé International, niveau débutant
"Exercices de vocabulaire en contexte", Hachette, niveau débutant

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### International Programs

**French Level A1.2 - Spring**

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<td>US Credits</td>
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</tbody>
</table>

#### Module Description

The title of the course is « Voulez-vous parler avec moi ? »

The course is based on a dozen different grammatical and functional topics such as:

- make a presentation of yourself, with name, address...etc
- speak about your family, describe a person, speak about his/her personality
- speak about your culture and traditions
- make suggestions
- speak about your likes and dislikes
- simulate a shopping experience (ask for the price, choose and describe different products)
- organize a travel (make a reservation, choose the dates and the place)

#### Module Learning Outcomes

Following this class students will be able to:

- understand simple sentences and figure out the main topics of a conversation
- ask and answer simple questions
- read and understand simple text from books or newspapers.
- report information
- tell a story at the past tense
- write a simple message, on a post-it for instance.
- describe a picture
- have a short conversation with a native speaker.

#### Teaching Method

10 classes of 3 hours, once a week. Each class will contain 20 or so students. This course will use a mixture of traditional teaching methods, as well as work in pairs and group work. Course teachers will use textbooks based on modern communicative teaching methods. Additionally the course teacher will use practical documents such as newspapers, magazine advertisements, billboards etc. thus enabling the student to better integrate and grasp the French culture.

#### Evaluation

- Continuous Assessment : 100 %

#### Textbook

- « Rond Point 1 », Barcelone (2005)

#### Bibliography

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# French Level A2.1 - Spring

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### Module Description
This is a refresher course aimed at students who have studied French in high school or at university level. The course also aims to allow the false beginner to reinforce the basics already learned and to improve the student's oral and written expression.

### Module Learning Outcomes
Following this course, students will be able to:
- Introduce themselves and their family and friends
- Express an opinion
- Make precise descriptions
- Report an event
- Express themselves in the future tense and outline future projects
- Use the comparative form
- Understand French cultural traits and compare themselves with fellow students

### Teaching Method
10 classes of 3 hours, once a week. Each class will contain 20 or so students. This course will use a mixture of traditional teaching methods, as well as work in pairs and group work. Course teachers will use textbooks based on modern communicative teaching methods. Additionally, the course teacher will use practical documents such as newspapers, magazine commercials, billboards, etc. thus enabling the student to better integrate and grasp the French culture.

### Evaluation
- Continuous Assessment: 100 %

### Textbook
- Français.com (débutant)
- Grammaire en dialogues (débutant)
- Exercices d'oral en contexte (débutant)
- Grammaire des premiers temps (niveau 1)

### Bibliography
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### International Programs

**French Level A2.2 - Spring**

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<td>Gally Carole</td>
<td>Département</td>
<td>LVE</td>
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**Description du cours**

Students will be able to improve speaking and writing skills. Grammar will be also taught. We will use primary documents: press articles, movies, television programs, etc.

**Acquis à l'issue du module**

Following this course, students will be able to:
- Express their opinion
- Report an event/protest and reproach
- Make an appointment/invitation and refuse an appointment/invitation
- Understand levels of language (colloquial, slang,...)
- Cultural mannerisms
- etc.

Grammar skills:
- Revision of pronouns « Y » and « En »
- Revision of past tense: “Imparfait” and “Passé Composé”
- Future tense: “futur progressif” and “futur simple”
- Conditional tense
- Time (date/length/frequency)

**Méthode d’enseignement**

10 classes of 3 hours, once a week. Each class will contain 20 or so students. This course will use a mixture of traditional teaching methods, as well as work in pairs and group work. Course teachers will use textbooks based on modern communicative teaching methods. Additionally the course teacher will use practical documents such as newspapers, magazine advertisements, billboards etc. thus enabling the student to better integrate and grasp the French culture. Apart from the two 90 minute tests, class participation will also be evaluated.

**Evaluation**

• Contrôle continu : 100 %

Both oral and written exams will test the students’ ability to put into practice all he/she has learned during the year, either through individual or group testing.

**Manuel de référence**

No textbook for this class. Primary sources, radio and TV programs, press articles, songs, etc.

**Ouvrages complémentaires**

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<td>Department</td>
<td>LVE</td>
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<td>Module Description</td>
<td>Students will be able to improve speaking and writing skills. Grammar will be also taught. We will use primary documents: press articles, movies, television programs, etc.</td>
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<tr>
<td>Module Learning Outcomes</td>
<td>Following this course, students will be able to: - Express their opinion - Report an event/protest and reproach - Make an appointment/invitation and refuse an appointment/invitation - Understand levels of language (colloquial, slang,...) - Cultural mannerisms - etc. Grammar skills: Revision of pronouns « Y » and « En » Revision of past tense: “Imparfait” and “Passé Composé” Future tense: “futur progressif” and “futur simple” Conditional tense Time (date/length/frequency)</td>
<td></td>
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<tr>
<td>Teaching Method</td>
<td>10 classes of 3 hours, once a week. Each class will contain 20 or so students. This course will use a mixture of traditional teaching methods, as well as work in pairs and group work. Course teachers will use textbooks based on modern communicative teaching methods. Additionally the course teacher will use practical documents such as newspapers, magazine advertisements, billboards etc. thus enabling the student to better integrate and grasp the French culture. Apart from the two 90 minute tests, class participation will also be evaluated.</td>
<td></td>
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</tr>
<tr>
<td>Evaluation</td>
<td>• Continuous Assessment: 100 % Both oral and written exams will test the students' ability to put into practice all he/she has learned during the year, either through individual or group testing.</td>
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</tr>
<tr>
<td>Textbook</td>
<td>No textbook for this class. Primary sources, radio and TV programs, press articles, songs, etc.</td>
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<td>Bibliography</td>
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<tr>
<td>Contact Hours</td>
<td>30.0 hours</td>
<td>Total Study Hours</td>
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**Module Description**

This course is designed to reinforce the student's level of French, with the particular aim of improving the student's oral and written communication in everyday situations and in the business world. Additionally the course will enable the student to present his/her point of view with confidence.

**Module Learning Outcomes**

Following this course, students will be able to:
- Understand written and oral information in relation to predictable or known situations
- Express themselves in a very comprehensible manner in both everyday situations and simple business-world situations.
- Understand the French cultural environment.

**Teaching Method**

10 classes of 3 hours, once a week. Each class will contain 20 or so students. This course will use a mixture of traditional teaching methods, as well as work in pairs and group work. Course teachers will use textbooks based on modern communicative teaching methods. Additionally the course teacher will use practical documents such as newspapers, magazine advertisements, billboards etc. thus enabling the student to better integrate and grasp the French culture.

**Evaluation**

- Continuous Assessment : 100 %

Both oral and written exams will test the students' ability to put into practice all he/she has learned during the year, either through individual or group testing.

**Textbook**


**Bibliography**

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# International Programs

## French Level B1.2 - Spring

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### Module Description

The course aims to improve the student's oral and written communication skills. They will learn how to express an opinion and to debate in both an everyday and a professional setting. Students will be required to choose a topic and to present their findings to the class in the form of an oral presentation.
The course is based on French documents: press, radio, TV, internet...

### Module Learning Outcomes

Following this course, students will be able to:
- communicate and be able to respond to a diverse range of social and professional contexts.
- confidently express their opinion or point of view.
- understand the French cultural environment and its evolution.

### Teaching Method

10 classes of 3 hours, once a week. Each class will contain 20 or so students. This course will use a mixture of traditional teaching methods, as well as work in pairs and group work. Course teachers will use textbooks based on modern communicative teaching methods. Additionally, the course teacher will use practical documents such as newspapers, magazine advertisements, billboards, etc., thus enabling the student to better integrate and grasp the French culture.

### Evaluation

- Continuous Assessment: 100%

### Textbook

No textbook for this class. Primary sources, radio and TV programs, press articles, songs, etc.

### Bibliography

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## International Programs

### French Level B1.3 - Spring

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### Module Description

The course aims to improve the student's oral and written communication skills. They will learn how to express an opinion and to debate in both an everyday and a professional setting. Students will be required to choose a topic and to present their findings to the class in the form of an oral presentation.

The course is based on French documents: press, radio, TV, internet...

### Module Learning Outcomes

Following this course, students will be able to:
- communicate in a fluid manner and be able to respond to a diverse range of social and professional contexts.
- confidently express their opinion or point of view.
- understand the French cultural environment and its evolution.

### Teaching Method

Classes will be made up of 20 or so students. There will be 10 classes of 3 hours, once a week, each lesson will be divided into three parts:
- part one: French language with four specific grammar points and possible reviewing of past grammar if necessary.
- part two: Debating.
- part three: Culture and sociology.

The course teacher will use a mixture of traditional teaching methods, as well as work in pairs and group work. Additionally, prepared debates as well as group discussions relating to current affairs or newspaper articles will make up one part of the lesson. Whenever possible the course teacher will use practical documents such as; newspaper articles, magazines advertisements, etc. in the aim of helping the student's assimilation of what is an alien culture to him/her (i.e. the French culture).

### Evaluation

- Continuous Assessment: 100%

### Textbook

No textbook for this class. Primary sources, radio and TV programs, press articles, songs, etc.

### Bibliography

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# International Programs

## French Level C1 - Spring

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<td>Module Supervisor</td>
<td>Gally Carole</td>
<td>Department</td>
<td>LVE</td>
</tr>
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<thead>
<tr>
<th>Contact Hours</th>
<th>30.0 hours</th>
<th>Total Study Hours</th>
<th>90.0 hours</th>
<th>Coefficient</th>
<th>0.0</th>
<th>ECTS Credits</th>
<th>5.0</th>
<th>US Credits</th>
<th>2.50</th>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Module Description</th>
<th>Classes in French, about culture and civilization, with a special attention to local, national and international news.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module Learning Outcomes</td>
<td>At the end of the class, students will have identified and worked on their linguistic individual needs. They will also get to develop a more fluent and confident capacity of speaking and writing communication in a private, public or professional environment with french speakers. They will have studied argumentation technics, improved their speaking capacity (debate, presentation) and also their writing skills particulary by using different communication tools used in companies. They will be able to develop a better global understanding of contemporary French society (specialy economic and social aspects). In addition, they will experience intercultural teamwork.</td>
</tr>
<tr>
<td>Teaching Method</td>
<td>Classes will be made up of 15 or so international students. There will be 11 classes of 3 hours, once a week. Classes will include the following: - French society and current events - cultural exchange around the different nationalities in the classroom - grammar adapted to the level of the group and the requests of the group Classes will alternate between group and individual work, role playing and debates, presentations by students (about their countries, as well as a theme concerning France and our contemporary society, the economy and culture) Additionally the course teacher will use practical documents and audio-video material.</td>
</tr>
<tr>
<td>Evaluation</td>
<td>• Continuous Assessment : 100 % Both oral and written exams will test the students' ability to put into practice all he/she has learned during the year, either through individual or group testing.</td>
</tr>
<tr>
<td>Textbook</td>
<td>No textbook for this class. Primary sources, radio and TV programs, press articles, songs, etc.</td>
</tr>
</tbody>
</table>

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## International Finance

### Program/Intake
- Bachelor in International Business - English Track - 2017-2020
- Academic Year: 2019-2020

### Module Supervisor
- Kermiche Lamya
- Department: GDF

### Contact Hours
- 30.0 hours
- Total Study Hours: 90.0 hours
- Coefficient: 1.0
- ECTS Credits: 5.0
- US Credits: 2.50

### Module Description
The international financial environment is increasingly complex. Multinational firms, as compared to purely domestic ones have greater opportunities in terms of diversification, scale economies, and larger cost effective financing sources. On the other hand they also face greater risks: political instability, exchange rate fluctuations, and complex fiscal regulations. Since multinationality is an increasing feature of modern business, managers of firms (be they international or domestic) must have some of the knowledge and skills required by multinational business. The rapidly increasing integration of capital markets renders this even more imperative.

This course is, therefore, intended to expose students to the concepts, techniques and instruments of international financial management. Its objectives are threefold, namely:
- To understand the international financial environment and its evolution
- To apprehend the influences of international business on financial management
- To master the basic techniques of solving international financial problems

The topics covered are:

I. Financial Goals and Corporate Governance
II. Balance of Payments
III. The International Monetary System
IV. The Foreign Exchange Market
V. International Parity Conditions
VI. Foreign Currency Derivatives
VII. Interest and Currency Swaps
VIII. Multinational Capital Budgeting

### Module Learning Outcomes
By the end of this course, the students will:
- Understand the international financial environment and its evolution
- Apprehend the influences of international business on financial management
- Master the basic techniques of solving international financial problems

### Teaching Method
Lectures and exercises. Students are expected to read the relevant chapters before classes

### Evaluation
- Examination: 60 %
- Continuous Assessment: 40 %
For the final exam, a four page (2 sheets A4 front and back) summary of the course (prepared by the student) is allowed.

### Textbook
David Eiteman, Arthur Stonehill, Michael Moffert, Multinational Business Finance, Addison-Wesley, 11th or 12th edition (basic textbook)
<table>
<thead>
<tr>
<th>Bibliography</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Recommended texts:</strong></td>
</tr>
<tr>
<td>Adrian Buckley, Multinational Finance, Philip Allen</td>
</tr>
<tr>
<td>Madura J. International Financial Management</td>
</tr>
<tr>
<td>A.C. Shapiro Multinational Financial Management</td>
</tr>
<tr>
<td>Bruce Solnik, Dennis McLeavey, Global Investments, Addison-Wesley</td>
</tr>
</tbody>
</table>
# European Business Environment

<table>
<thead>
<tr>
<th>Program/Intake</th>
<th>Bachelor in International Business - English Track - 2017-2020</th>
<th>Academic Year</th>
<th>2019-2020</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module Supervisor</td>
<td>Eyre Phil</td>
<td>Department</td>
<td>HOS</td>
</tr>
<tr>
<td>Contact Hours</td>
<td>30.0 hours</td>
<td>Total Study Hours</td>
<td>90.0 hours</td>
</tr>
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</table>

## Module Description

This course focuses on the European Union, the complex European business environment, European integration more generally and current issues facing all Europeans.

It is designed for those who are new to European studies, but also includes in later sessions material that focuses on current economic and political issues in the EU. For example: Can the eurozone survive? Can the euro be saved? Should the EU expand further? How complete is the single market?

## Module Learning Outcomes

At the end of the module students will be able to evaluate both the economic or political challenges and opportunities that the European Single Market offers to those working from within or from outside Europe.

The group assignment and individual assessment will bring a focus on a specific issue of what the EU does and of how European policies function. This means that when, as future professionals, students come into contact with EU institutions, or are called on to develop an initiative that is impacted by EU Law (Directives and Regulations) they will be able to act effectively rather than be dependent on the specialist knowledge of others. It is vital for non-Europeans who will be working with partners in Europe and also of value to Europeans with little formal study of the economy of the EU.

## Teaching Method

Interactive sessions: lecture, debate, cases studies and video documents

## Evaluation

- Examination: 60%
- Continuous Assessment: 40%

Closed book exam - With essay and/or multiple choice formats to determine whether the basic elements of the course have been assimilated on an individual level. Continuous group assessment. This will analyse an issue of relevance to the EU.

## Textbook

ISBN 9781137362322
Publication Date March 2014

Useful for non-European students with limited exposure to EU.
<table>
<thead>
<tr>
<th>Bibliography</th>
<th>See detailed course outline</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>For a text with an economics + business focus:</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Frank McDonald, Stephen Dearden, European Economic Integration, Prentice Hall, any recent edition</td>
</tr>
<tr>
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<td>or</td>
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</table>

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# Contemporary International Issues

<table>
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<th>Bachelor in International Business - English Track - 2017-2020</th>
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<th>2019-2020</th>
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<td>Sebi Carine</td>
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<td>45.0 hours</td>
<td>0.5</td>
<td>2.5</td>
<td>1.25</td>
</tr>
</tbody>
</table>

## Module Description

The course focuses on issues, debates, and forces that shape our world today. Even if it deals with geopolitical issues, it is not intended as an advanced course in international relations per se. It is rather a theme-centered, multi-disciplinary forum to ponder some of the most complex, and controversial issues shaping our contemporary globalized world, such as globalization, international relations, terrorism, conflict, corruption, governance, poverty, culture & religion, environmental issues and others.

As we cannot deal with every single important issue, it will be more relevant to focus on the specific topics identified by the instructor, which are to be defined in the course outline.

## Module Learning Outcomes

At the end of the module, as well as having the theoretical knowledge on the most important contemporary issues students will have gained research skills, and enhanced competence in debating and communication abilities.

---

**This module has a high level of contribution to the following learning goals for the program**

**Learning goal 1:** Has developed critical thinking and problem-solving skills

- Is able to question the quality of the information used (rigour, reliability, value of evidence, etc.) and to identify and weigh opposing arguments and evidence fairly.

**Learning goal 2:** Is able to work effectively and constructively in a group

- Is able to work effectively and constructively in a group.

## Teaching Method

Interactive: lecture, discussion, student presentation and case study analysis, and video documents

## Evaluation

- **Continuous Assessment:** 100%

  The course includes group presentations and an individual assigniment. This will take the form of 40% for an individual post-module essay. Instructors will also include a group-work component for presentations work in class, for 60% of final grade.

  **Group Presentations:** Group work in preparation of the debate and presentation in class on one of the delegated topics.

  **Individual:** Post-module essay on one of the proposed topics in the course outline by the instructor, with the target of 2000 words per student.
|----------|----------------------------------------------------------------------------------------------------------------------------------|

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Business Development in Emerging Economies

Program/Intake: Bachelor in International Business - English Track - 2017-2020
Academic Year: 2019-2020

Module Supervisor: Stanislevic Jovana
Department: HOS

Contact Hours: 15.0 hours
Total Study Hours: 45.0 hours
Coefficient: 0.5
ECTS Credits: 2.5
US Credits: 1.25

Module Description:
With the globalisation of business the emerging market economies have become of key importance for many multinational enterprises. Emerging economies offer many opportunities for expansion in terms of low cost locations, resources and new markets. However, they also present peculiar challenges for international companies arising from the nature of their rapid economic and political transformations.

The module examines the key features governing the growth and development of big (e.g. BRICS) and smaller (e.g. MINT, MIST) emerging economies and the strategies available to international firms for successful operation within them. The course also looks at examples of emerging market multinationals and their performances across different global markets.

Module Learning Outcomes:
- To provide an understanding of the importance of emerging market economies for contemporary international businesses
- To understand the significance of globalisation from emerging economies perspective
- To develop a critical understanding of key aspects of the business environment of emerging economies
- To develop the ability to formulate strategies for doing business in emerging economies

This module has a high level of contribution to the following learning goals for the program:

Learning goal 1: Is able to adapt, evolve and cooperate in an international and/or culturally diverse environment
- Demonstrates comprehension of economic differences and the global business environment

Learning goal 2: Has developed critical thinking and problem-solving skills
- Is able to question the quality of the information used (rigour, reliability, value of evidence, etc.) and to identify and weigh opposing arguments and evidence fairly

Learning goal 2: Is able to work effectively and constructively in a group
- Is able to work effectively and constructively in a group

Teaching Method:
Lectures and seminars will be used to impart knowledge and develop understanding.

Discussion of various types of literature including case studies, academic papers, and consultancy report will be used to develop understanding of global businesses and emerging economies.

Seminars will be interactive with opportunities for active engagement in discussions and exercises.

Audio and video materials will be used to visualise examples and enhance understanding of topics covered.

Reading materials will be provided online (seminar readings will be provided in a booklet at the start of the module)
Evaluation

- Continuous Assessment: 100%

Two different types of assessment tasks will be used to evaluate students' learning and progress.

1) In-class group presentation (30%)
2) Individual written coursework (70%)

Textbook


Bibliography


Pattnaik, C., Kumar, V., 2014, Emerging market firms a
International Programs

International Business Law

<table>
<thead>
<tr>
<th>Program/Intake</th>
<th>Bachelor in International Business - English Track - 2017-2020</th>
<th>Academic Year</th>
<th>2019-2020</th>
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<tr>
<td>Module Supervisor</td>
<td>Gleason Ted</td>
<td>Department</td>
<td>GDF</td>
</tr>
<tr>
<td>Contact Hours</td>
<td>30.0 hours</td>
<td>Total Study Hours</td>
<td>90.0 hours</td>
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</table>

**Module Description**

This course will consist of a general overview of international business law. The first part of the course will provide a broad overview of the international organizations and general regulatory regime of international business (i.e., public international law) and the second part of the course will cover issues concerning the legal relationships between private parties in an international context (e.g., contracts, disputes, etc.).

- International and Comparative Law (introduction)
- International and regional trade law: GATT and the WTO : Basic Principles of the GATT Agreement; the European Union
- International Contracts and the UNIDROIT Principles
- Sales Contracts and the CISG; documentary sales;
- Incoterms
- Letters of Credit
- Licensing Intellectual Property Rights and IPR licensing agreements
- Dispute Settlement

**Module Learning Outcomes**

By the end of this module, the student will have a broad understanding of the legal issues impacting business in an international context and will be better prepared to know how to navigate these issues in their future careers.

1. Examined the fundamental principles of public and private international law, as well as of the law of the European Union, as they relate to the regulation of trade, licensing of intellectual property rights and direct investment.
2. Had conveyed a basic knowledge of the law of contracts in an international setting, e.g., for the sale of goods as embodied in the Convention for International Sale of Goods, licensing contracts, etc.
3. Have been offered a comparative approach to the study of business law and of legal systems so as to understand how legal problems are treated in different societal and cultural environments.
4. Developed an awareness of the special legal problems facing Multinational corporations that are trading, licensing and investing in foreign countries.

This module has a high level of contribution to the following learning goals for the program

Learning goal 1: **Has acquired general business knowledge, tools and concepts**
Demonstrates an understanding of the fundamentals in accounting, finance and law, marketing, operations, strategy, HR and project management and the capacity to apply them

Learning goal 2: **Has developed effective communication skills**
Demonstrates clear and concise oral communication

Learning goal 2: **Is able to work effectively and constructively in a group**
Is able to work effectively and constructively in a group
<table>
<thead>
<tr>
<th><strong>Teaching Method</strong></th>
<th>Pre class preparation of chapter readings and case study and in-class discussion of the material. Case studies, problems, students’ oral presentations</th>
</tr>
</thead>
</table>
| **Evaluation**      | • Examination : 50 %  
                        • Continuous Assessment : 50 %  
                        Closed book exam |

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# International Finance

## Program/Intake
Bachelor in International Business - English Track - 2017-2020

## Academic Year
2019-2020

## Module Supervisor
Kermiche Lamya

## Department
GDF

## Contact Hours
<p>| | |</p>
<table>
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<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>Contact Hours</strong></td>
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</tr>
<tr>
<td><strong>Total Study Hours</strong></td>
<td>90.0 hours</td>
</tr>
</tbody>
</table>

## Coefficient
1.0

## ECTS Credits
5.0

## US Credits
2.50

## Module Description
The international financial environment is increasingly complex. Multinational firms, as compared to purely domestic ones have greater opportunities in terms of diversification, scale economies, and larger cost effective financing sources. On the other hand they also face greater risks: political instability, exchange rate fluctuations, and complex fiscal regulations. Since multinationality is an increasing feature of modern business, managers of firms (be they international or domestic) must have some of the knowledge and skills required by multinational business. The rapidly increasing integration of capital markets renders this even more imperative.

This course is, therefore, intended to expose students to the concepts, techniques and instruments of international financial management. Its objectives are threefold, namely:
- To understand the international financial environment and its evolution
- To apprehend the influences of international business on financial management
- To master the basic techniques of solving international financial problems

The topics covered are:

I. Financial Goals and Corporate Governance
II. Balance of Payments
III. The International Monetary System
IV. The Foreign Exchange Market
V. International Parity Conditions
VI. Foreign Currency Derivatives
VII. Interest and Currency Swaps
VIII. Multinational Capital Budgeting

## Module Learning Outcomes
By the end of this course, the students will:
- Understand the international financial environment and its evolution
- Apprehend the influences of international business on financial management
- Master the basic techniques of solving international financial problems

## This module has a high level of contribution to the following learning goals for the program

**Learning goal 1:** 
Is able to adapt, evolve and cooperate in an international and/or culturally diverse environment

Demonstrates comprehension of economic differences and the global business environment

## Teaching Method
Lectures and exercises. Students are expected to read the relevant chapters before classes

## Evaluation
- Examination : 60 %
- Continuous Assessment : 40 %

For the final exam, a four page (2 sheets A4 front and back) summary of the course (prepared by the student) is allowed.
<table>
<thead>
<tr>
<th><strong>Textbook</strong></th>
<th>David Eiteman, Arthur Stonehill, Michael Moffert, Multinational Business Finance, Addison-Wesley, 11th or 12th edition (basic textbook)</th>
</tr>
</thead>
</table>
| **Bibliography** | Recommended texts:  
Adrian Buckley, Multinational Finance, Philip Allen  
Madura J. International Financial Management  
A.C. Shapiro Multinational Financial Management  
Bruce Solnik, Dennis McLeavey, Global Investments, Addison-Wesley |

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<table>
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<th>Program/Intake</th>
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<td>1.0</td>
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</table>

<table>
<thead>
<tr>
<th>Module Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Financial markets are an important part of modern day economies. They serve as the means of mobilising financial resources for potentially profitable investment projects, facilitate financial transactions and ensure that the interests of the participants are safeguarded. This module aims to familiarise students with their modes of organisation and functioning.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Module Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>To enable students to:</td>
</tr>
<tr>
<td>Understand the functions, roles and organisation of banking systems and financial markets</td>
</tr>
<tr>
<td>Know the different principal instruments and products used in financial transactions</td>
</tr>
<tr>
<td>Understand how financial securities are issued and traded</td>
</tr>
<tr>
<td>Master the basic methods and techniques of evaluating financial securities and products</td>
</tr>
</tbody>
</table>

This module has a high level of contribution to the following learning goals for the program:

**Learning goal 1: Has acquired general business knowledge, tools and concepts**
- Demonstrates an understanding of the fundamentals in accounting, finance and law, marketing, operations, strategy, HR and project management and the capacity to apply them

**Learning goal 2: Is able to adapt, evolve and cooperate in an international and/or culturally diverse environment**
- Has developed a sense of intercultural awareness, tolerance and respect

**Teaching Method**
- Lectures, exercises, class work

**Evaluation**
- Examination : 70 %
- Continuous Assessment : 30 %

**Textbook**
- Glen Arnold: Modern Financial Markets & Institutions: a practical perspective, Pearson

**Bibliography**

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### International Programs

**Financial Statement Analysis**

<table>
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<th>Program/ Intake</th>
<th>Module Supervisor</th>
<th>Academic Year</th>
<th>Department</th>
</tr>
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<tr>
<td>Bachelor in International Business - English Track - 2017-2020</td>
<td>Mchawrab Safwan</td>
<td>2019-2020</td>
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<thead>
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<th>ECTS Credits</th>
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<tbody>
<tr>
<td>15.0 hours</td>
<td>45.0 hours</td>
<td>0.5</td>
<td>2.5</td>
<td>1.25</td>
</tr>
</tbody>
</table>

**Module Description**

This module aims to deliver the fundamentals of Financial Analysis. These concepts will be illustrated with carefully chosen examples from real companies' financial statements.

**Module Learning Outcomes**

To enable students to read and interpret a real company's financial statements: balance sheet, income statement and statement of cash flows.

To make students aware of the role of financial information in the decision-making process and of some of the difficulties they may face in using financial information.

**Teaching Method**

Lectures, class/group work and exercises

**Evaluation**

- Continuous Assessment : 100 %

**Textbook**


**Bibliography**


O’Regan, Philip: Financial Information Analysis (2nd edition), John Wiley & Sons Ltd


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### Program/Intake
Bachelor in International Business - English Track - 2017-2020

### Academic Year
2019-2020

### Module Supervisor
Poissonnier Hugues

### Department
GDF

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<td>45.0 hours</td>
<td>0.5</td>
<td>2.5</td>
<td>1.25</td>
</tr>
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</table>

### Module Description
This module is aimed at enabling the student to build budgets and reporting tools in different contexts.

### Module Learning Outcomes
After this module, students will be able to:
- Build a budget.
- Link a budget to a previsionnal balance sheet and income statement.
- Build an appropriate reporting tool (balanced scorecard,...).
The goal is also to be able to make all those Tools evolve.

### Teaching Method
Case studies and exercises will be done in class. They are to be prepared at home.

### Evaluation
- Examination : 60 %
- Continuous Assessment : 40 %
Closed book examination

### Textbook

### Bibliography


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This course will consist of a general overview of international business law. The first part of the course will provide a broad overview of the international organizations and general regulatory regime of international business (i.e., public international law) and the second part of the course will cover issues concerning the legal relationships between private parties in an international context (e.g., contracts, disputes, etc.).

- International and Comparative Law (introduction)
- International and regional trade law: GATT and the WTO : Basic Principles of the GATT Agreement; the European Union
- International Contracts and the UNIDROIT Principles
- Sales Contracts and the CISG; documentary sales ;
- Incoterms
- Letters of Credit
- Licensing Intellectual Property Rights and IPR licensing agreements
- Dispute Settlement

By the end of this module, the student will have a broad understanding of the legal issues impacting business in an international context and will be better prepared to know how to navigate these issues in their future careers.

1. Examined the fundamental principles of public and private international law, as well as of the law of the European Union, as they relate to the regulation of trade, licensing of intellectual property rights and direct investment.

2. Obtained a basic knowledge of the law of contracts in an international setting, e.g., for the sale of goods as embodied in the Convention for International Sale of Goods, licensing contracts, etc.

3. Have been offered a comparative approach to the study of business law and of legal systems so as to understand how legal problems are treated in different societal and cultural environments.

4. Developed an awareness of the special legal problems facing Multinational corporations that are trading, licensing and investing in foreign countries.
<table>
<thead>
<tr>
<th>Teaching Method</th>
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<tbody>
<tr>
<td>Pre class preparation of chapter readings and case study and in-class discussion of the material. Case studies, problems, students’ oral presentations</td>
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<table>
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<tr>
<th>Evaluation</th>
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<tbody>
<tr>
<td>• Examination : 50 %</td>
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<tr>
<td>• Continuous Assessment : 50 %</td>
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<tr>
<td>Closed book exam</td>
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</table>

<table>
<thead>
<tr>
<th>Textbook</th>
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# International Advertising and Public Relations

## Program/Intake
- **Bachelor in International Business - English Track - 2017-2020**
- **Academic Year**: 2019-2020

## Module Supervisor
- **Housden Matthew**
- **Department**: MKT

## Contact Hours
- **15.0 hours**
- **Total Study Hours**: 45.0 hours
- **Coefficient**: 0.5
- **ECTS Credits**: 2.5
- **US Credits**: 1.25

## Module Description
This course will take an in-depth look at how announcers use advertising to attract, inform and persuade consumers, by means of positive or negative connotations and associations of word and image, in a conscious effort to influence behaviour and attitudes towards certain products and services.

While analyzing the techniques and traditional features of advertising, we will also observe that publicity does not suffice to ensure a company’s competitive edge or market credibility. Customers often detect what they consider to be ‘marketing hype’ in an ad. For reassurance, they will turn to reviewers, columnists, reporters who are directly influenced by good public relations and specifically, a well-written press release. A well-written release can dramatically increase sales, expose a company to the masses, and greatly enhance the image of businesses or products.

So, this course will also examine the fundamental elements of a press release. Using critical analysis, comparison and creative narration effects, students will become familiar with the skills required to target an audience, captivate a reader, embellish facts and maximize market exposure. Finally, PR does not only involve talking about ‘good things’ - it also implies handling difficult situations which impact public opinion and can, if the wrong strategy is used, permanently damage corporate image.

By the end of this course students will have acquired comprehensive & practical knowledge about how companies shape their credibility, build their brand equity and control their advertising message.

## Module Learning Outcomes
By the end of this course, students will be able to:
- Identify the main features and values of a brand’s identity
- Identify advertising claims and techniques
- Understand the features and structures of a press release
- Ultimately the aim will be to be capable of:
  - Providing a semiotic and semantic analysis of an ad
  - Drafting an effective corporate profile and press release from a skeleton of information
This module has a high level of contribution to the following learning goals for the program

**Learning goal 1:** Has acquired general business knowledge, tools and concepts
Demonstrates an understanding of the fundamentals in accounting, finance and law, marketing, operations, strategy, HR and project management and the capacity to apply them

**Learning goal 2:** Is able to adapt, evolve and cooperate in an international and/or culturally diverse environment
Has developed a sense of intercultural awareness, tolerance and respect
Has developed the ability to work effectively as part of a multi-cultural team

**Learning goal 2:** Considers the human, social and environmental consequences of business decisions and practices
Demonstrates the capacity to identify an ethical dilemma and to take position based on his/her personal value system
Is able to identify and evaluate different alternatives on the basis of the consequences for the different stakeholders

**Learning goal 2:** Has developed knowledge and skills for managing technology, innovation and related organisational changes
Understands and anticipates the impact of innovation and technology on organizational performance

**Learning goal 2:** Has developed effective communication skills
Demonstrates clear and concise written communication

**Learning goal 2:** Has developed critical thinking and problem-solving skills
Is able to collect, in a relevant, organized and non-biased way, the necessary information and data
Is able to question the quality of the information used (rigour, reliability, value of evidence, etc.) and to identify and weigh opposing arguments and evidence fairly

**Learning goal 2:** Is able to work effectively and constructively in a group
Is able to work effectively and constructively in a group

### Teaching Method

- **TEACHING**
  International Advertising and Public Relations combines traditional teaching, coaching and in-situ techniques with an array of practical in-class exercises and homework destined to monitor and ensure skill acquisition. Methods include individual, pair and group activities and/or assignments, brainstorming, class discussion and role play. On-the-spot execution of newly acquired skills with immediate feedback from teachers encourages students to take full advantage of class time and promotes improvisation, creativity and analysis.

- **MATERIALS**
  For individual learning and course preparation, GEM provides students with a wide range of pedagogical materials which are available and easily accessible in the Dieter Schmidt Library. Students are strongly advised to make the most of these facilities. Materials used in class combine custom-built exercises, authentic video and audio, Internet resources and original texts from current and up-to-date sources. All materials are specifically designed and chosen for their three-fold pertinence in terms of actuality, subject matter and student population.

### Evaluation

• Continuous Assessment : 100 %

Assessment for this course is directly linked to the objectives stated above. Two areas of competency will be primarily evaluated: writing and speaking. Group & individual evaluations are used. A number of grades from several deliverables will be averaged together for a final mark for the course.

### Textbook

<table>
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<tr>
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<tbody>
<tr>
<td></td>
<td>Bespoke materials and handbooks with exercises will be provided for this course</td>
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# Brand Management

<table>
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## Module Description

Building successful brands has been one of the most important core business strategies of the past, and looks set to be even more important in the future. Many organizations have even structured themselves around brands, and the brand management system is prevalent in a range of business firms.

For some years now, it has been argued that brands are intangible assets that should appear on balance sheets, as “brand equity”, and so many approaches to measuring brand equity have been developed and touted. Managing brand equity has therefore assumed an important role in marketing strategy.

Again however, there is the danger of blindly following accepted doctrines without questioning them. While no one would deny the importance of brands and the need to manage them effectively, the measurement of brand equity by any chosen method is fraught with error; the brand management system is under fire even in those firms that have championed it; and it is frequently suggested that brand equity as a core focus of marketing strategy be replaced by other, more fundamental and more important measures, such as customer equity.

This module will focus on the concept, challenges and issues related to:

- Brand management: launching new brands, managing existing brands and reviving old brands
- Luxury brand management
- The functions of brands for customers and organizations
- Brand equity: conceptualization, measurement, management and alternatives to brand equity

## Module Learning Outcomes

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

- Examine leading innovative and creative brands
- Explore the reasons behind the successes of the world’s most successful brands
- Develop a critical understanding of the factors involved in building and maintaining a brand
- Acquire a specific understanding of the specificities related to luxury brand management
- Evaluate how marketing and creative industries can work together in managing brands
- Identify and understand the marketing strategies of brands
- Assess brand identity theories including marketing, design, techniques, prototypes and production
- Assess practices of store design, retail methods and visual merchandising
- Understand brand equity, identify strengths and limitations, and calculate the equity of a brand

## Teaching Method

Lectures, class discussion, case study analysis, group work and group presentations
### Evaluation

- Examination: 60%
- Continuous Assessment: 40%
- Closed book exam

### Textbook


### Bibliography


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# Digital Marketing

<table>
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## Module Description

Digital or Electronic Marketing is a critical and rapidly evolving area of marketing management. This module will demonstrate how digital resources, and specifically the Web, can be used to market directly and interactively to customers, and how these activities can contribute to effective and efficient marketing strategies.

This module starts from the premise that the technologies that comprise the Web and related digital technologies are impacting traditional marketing and business relationships in fundamental ways. We will critically examine the ways in which marketers can lever digital technology to achieve functional efficiencies and to devise effective marketing strategies.

The World Wide Web is the fastest growing communications medium in history, expanding far more rapidly that the introduction of other mass media such as print, radio, TV and cinema. It impacts on marketing in 3 ways: It is in some areas replacing traditional marketing channels, in others providing alternative channels which need to be aligned to existing ones. It also offers completely new ways of marketing, involving employees, supply chain partners, existing and potential customers.

There are many characteristics of the WWW as a marketing medium that are unique, and offer significant benefits to organisations. The correct understanding of these leveraging factors, and the ability to critically assess the extent to which an organisation is exploiting them now and in the future, is the focus of the Digital Marketing Module. This requires potential managers to objectively assess the effectiveness of a corporate web presence, understand the relevance and applicability of existing and digital business models, and make strategic recommendations for ongoing improvements not just in web site design but in marketing strategy and objectives, in an increasingly digital business and social environment.

This module allows an understanding of the ‘traditional’ themes of digital marketing, but also a critical understanding of how these are changing.
<table>
<thead>
<tr>
<th>Module Learning Outcomes</th>
<th>Module aims</th>
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<tbody>
<tr>
<td></td>
<td>• To provide a critical review of the approaches, tools, and techniques available when marketing in a digital environment, with specific reference to the Web</td>
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<td></td>
<td>• To develop practical skills and knowledge in developing an effective digital marketing plan for an organisation, using the Chaffey and Smith SOSTAC model</td>
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<td></td>
<td>• To develop a critically objective and strategic approach to digital marketing, based on the developing Web 2.0/Web 3.0 environment, and the idiosyncrasies of the medium</td>
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<td></td>
<td>• To provide a basic understanding of digital marketing mix, search engine optimisation, search engine marketing, web advertising (old and new), web design and usability, ‘off-site’ and social media marketing</td>
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<tr>
<td></td>
<td>• To understand, and critically apply, key theoretical frameworks of relevance to digital marketing, including: 8 Ps’ Marketing Mix; 5Is’ for Interactive Media; 5Ss’ for digital marketing objectives</td>
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</table>

Learning Outcomes
Specifically, on completion of the module you will be able to:
• Input critically to an organisations’ web site design from a marketing perspective, and identify web usability issues related to customer digital experience
• Develop practical experience of developing strategic marketing approaches via the production of a digital marketing plan, and what should be included in it
• Be able to converse with managers, marketers and web technical staff on marketing issues related to web design, Search Engine Optimisation and Search Engine Marketing
• Understand how web analytics can be used to measure the effectiveness of digital marketing strategies
• Have a practical understanding of the limits, benefits and opportunities of marketing in virtual environments, through cases and examples
• Have a critical understanding of the developing Web 2.0 paradigm, and the implications for digital marketing
• Have an understanding of the range of promotional and advertising tools for digital marketing strategies
• Be able to translate, interpret and apply relevant marketing theory in digital environments
• Be aware of some of the key emerging themes which will define digital marketing in the next decade

| Teaching Method | The module consists of a mixture of lectures, case studies, videos, group work tasks, student presentations, and hands-on practical exercises. Students are expected to make extensive use of the Internet, information databases and printed academic sources to prepare for the assessment exercises. Students are expected to participate actively in class via discussion, questions and group work. Sessions include facilitated group work which requires the use of web sites and online resources, and all students are encouraged to bring laptops where possible. Students using laptops in class for activities not related to the Module will be warned once then asked to leave. |

| Evaluation | • Continuous Assessment : 100 % |
|            | Individual digital marketing report (60%) |
|            | Group presentation on a selected web site (40%) |

Bibliography


Evans, D. 2010 Social Media Marketing, Sybex


Kaushik, A. Analytics 2.0, 2009

Kirkpatrick, D. 2010 The Facebook Effect, Virgin

Meerman Scott, D. 2010 The New Rulers of Marketing and PR, Wiley

O’Reilly, T. What is Web 2.0: Design Patterns and Business Models for the next generation of software. Tim O’Reilly, September, 2005, Available at: http://www.oreillynet.com/lp/t/a/6228


Stern, J. & Meerman S. 2010, Social Media Metrics, Wiley


Zimmerman, J. 2010 Social Media Marketing, Wiley

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# Sport Marketing and Events Management

## Program/Intake
- Bachelor in International Business - English Track - 2017-2020

## Academic Year
- 2019-2020

## Module Supervisor
- Polski Michel

## Department
- MKT

## Contact Hours
- 30.0 hours

## Total Study Hours
- 50.0 hours

## Coefficient
- 1.0

## ECTS Credits
- 5.0

## US Credits
- 2.50

## Module Description
This course focuses on the practical considerations when marketing and organising world class sporting events. In recent years, Sport is increasingly being recognised as being part of the entertainment industry. The number of professional events across all Sports has increased. With lucrative contracts and sponsorship deals being commonplace in the world of Professional Sport and prize money being at an all time high, the way in which sporting events are marketed and organised have never been more important.

This course helps you to understand the concepts, strategies and implications of strategic marketing in the world of Sport.

## Module Learning Outcomes
- At the end of this course, students should be able to:
  - Critically discuss the practical considerations when organising a world class sporting event
  - Evaluate the marketing strategies and theories and be able to apply them to Sports management
  - Understand the global significance of Sponsorship and marketing, the role of the media, public relations and community outreach
  - Understand the motivations of sports fans and how to appeal to different demographics across a wide range of sports and events

## Teaching Method
- Class lectures
- Group case studies
- Readings
- Powerpoint presentations

## Evaluation
- **Examination**: 60 %
- **Continuous Assessment**: 40 %

The assessment takes the form of a group presentation (with each individual writing a one page evaluation), a structured essay and a written examination. The presentation and written evaluation is worth 20 per cent of the overall marks for the course and the essay is worth 20 per cent. The final written examination of 2 hours will be worth 60 per cent of the marks.

**Closed book exam**

## Textbook
<table>
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<tbody>
<tr>
<td></td>
<td>Funk, D., Consumer Behavior in Sport &amp; Events: Marketing Action (Sports Marketing) Butterworth Heinemann</td>
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<td>Masterman, G., Strategic Sports Event Management, Butterworth Heinemann</td>
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# Sustainable Marketing

<table>
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| Module Description | Many companies are trying to "green" their products and processes, with more or less success on the marketplace. This course covers the main tools and rules of the game for successful green marketing. The issue is not whether marketing for sustainability is necessary or not, but how to do it successfully given the pressures imposed through regulatory developments and consumer trends. |

| Module Learning Outcomes | At the end of this course, students should be able to implement sustainable marketing actions on the market. |

<table>
<thead>
<tr>
<th>Teaching Method</th>
<th>Lectures, serious game and working sessions Group project</th>
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<tbody>
<tr>
<td>Evaluation</td>
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International Programs

Fashion Management

| Program/Intake | Bachelor in International Business - English Track - 2017-2020 | Academic Year | 2019-2020
|----------------|-------------------------------------------------------------|---------------|----------------|
| Module Supervisor | Boule Jean-Marie | Department | MKT
| Contact Hours | 30.0 hours | Total Study Hours | 90.0 hours | Coefficient | 1.0 | ECTS Credits | 5.0 | US Credits | 2.50
| Module Description | Fashion does not mean clothing design, production, marketing and distribution. Fashion is intended as a system of institutions that produces the concept as well as the phenomenon/practice of Fashion. As clearly stated by Kawamura in 2005, clothing and dress are only the raw material from which Fashion is formed.

Therefore, managing Fashion companies deals with a knowledge that is specific to this institutional system which represent a real “milieu” responsible for the transformation of almost every sort of product into “Fashion”.

The course will develop a deep understanding of the:
- Organization of the Fashion System and of the Fashion companies (family business, craftsmanship etc.);
- Creative aspects of Fashion and of the management of creative individuals;
- The different Fashion circuits: Fast Fashion/Industrial Fashion, Ready to wear and Haute Couture; Luxury Fashion Design, Street Styles;
- Supply Chain Distribution in the different Fashion circuits;
- Specific aspects of a Fashion Company Strategy and Strategic Marketing;

Module Learning Outcomes | At the end of this module, students will be able to:
- Understand the specific aspects of the Fashion System, in design, production, marketing and distribution
- Critically assess the implications related to the changing categories of Fashion consumers
- Acquire the business and management tools required to implement a successful Strategy in the Fashion System

Teaching Method | Lecture, Case-studies, group work

Evaluation | • Examination : 60 %
• Continuous Assessment : 40 %
|----------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------|

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### Program/Intake
- **Bachelor in International Business - English Track - 2017-2020**
- **Academic Year**: 2019-2020

### Module Supervisor
- **Fornerino Marianela**
- **Department**: MKT

### Contact Hours
- **Contact Hours**: 30.0 hours
- **Total Study Hours**: 90.0 hours
- **Coefficient**: 1.0
- **ECTS Credits**: 5.0
- **US Credits**: 2.50

### Module Description
Building successful brands has been one of the most important core business strategies of the past, and looks set to be even more important in the future. Many organizations have even structured themselves around brands, and the brand management system is prevalent in a range of business firms.

For some years now, it has been argued that brands are intangible assets that should appear on balance sheets, as “brand equity”, and so many approaches to measuring brand equity have been developed and touted. Managing brand equity has therefore assumed an important role in marketing strategy.

Again however, there is the danger of blindly following accepted doctrines without questioning them. While no one would deny the importance of brands and the need to manage them effectively, the measurement of brand equity by any chosen method is fraught with error; the brand management system is under fire even in those firms that have championed it; and it is frequently suggested that brand equity as a core focus of marketing strategy be replaced by other, more fundamental and more important measures, such as customer equity.

This module will focus on the concept, challenges and issues related to

- Brand management: launching new brands, managing existing brands and reviving old brands
- Luxury brand management
- The functions of brands for customers and organizations
- Brand equity: conceptualization, measurement, management and alternatives to brand equity

### Module Learning Outcomes
At the end of this module students should be able to:

- Examine leading innovative and creative brands
- Explore the reasons behind the successes of the world’s most successful brands
- Develop a critical understanding of the factors involved in building and maintaining a brand
- Acquire a specific understanding of the specificities related to luxury brand management
- Evaluate how marketing and creative industries can work together in managing brands
- Identify and understand the marketing strategies of brands
- Assess brand identity theories including marketing, design, techniques, prototypes and production
- Assess practices of store design, retail methods and visual merchandising
- Understand brand equity, identify strengths and limitations, and calculate the equity of a brand

### Teaching Method
- Lectures, class discussion, case study analysis, group work and group presentations
### Evaluation
- Examination: 60%
- Continuous Assessment: 40%
Closed book exam

### Textbook

### Bibliography
- Chevalier M. and Mazzalovo G. (2008), Luxury Brand Management: A World of Privilege. John Wiley & Sons Ltd

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**International Programs**

**Sustainable Development**

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**Module Description**

"The design profession can no longer claim excellence in design unless we have considered the concept of responsibility as a central part of the design problem". (Roux, IDSA)

Industries such as the fashion, luxury, or design industries are typically perceived as industries that are accelerating consumption and therefore not compatible with sustainability. Yet, many companies in these industries are leaders in sustainability. This course explores the dimensions of sustainability for these industries and especially focuses on best practices in this area.

**Module Learning Outcomes**

At the end of the course, participants should be able to assess the impact of the sustainability movement in fast-moving industries such as the fashion and design industries. They should have learned to identify and apply sustainability tools in those industries.

**This module has a high level of contribution to the following learning goals for the program**

**Learning goal 1**: Considers the human, social and environmental consequences of business decisions and practices
- Demonstrates the capacity to identify an ethical dilemma and to take position based on his/her personal value system
- Is able to identify and evaluate different alternatives on the basis of the consequences for the different stakeholders

**Learning goal 2**: Has developed critical thinking and problem-solving skills
- Is able to identify root causes of a problem

**Teaching Method**

Case studies, class discussions, and group projects

**Evaluation**

- Continuous Assessment: 100%

**Textbook**

Charter M. and Tischner U. (2001), Sustainable Solutions: Developing Products and Services for the Future, Greenleaf limited publishing

**Bibliography**

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### Program Intake
- **Bachelor in International Business - English Track - 2017-2020**
- **Academic Year**: 2019-2020

### Module Supervisor
- **Gotzsch Josiena**
- **Department**: MTS

### Contact Hours
- **15.0 hours**
- **Total Study Hours**: 45.0 hours
- **Coefficient**: 0.5
- **ECTS Credits**: 2.5
- **US Credits**: 1.25

### Module Description
- Products and services attract their clients for various reasons. Functionality, price, ergonomics, symbolic value, brand identity and aesthetics are all important issues for product appeal. Design influences these aspects, while working in line with the company's strategy. Good design stands out, increases sales and is crucial for companies in a competitive field.

At the same time, managers (and students like you) working in this innovative field, might lack some creative confidence. Using guided Design Thinking steps will help to become more creative (again). For these two reasons, this module is set up to give you a good understanding of the desirability of a product or a service, and at the same time to develop your inner creative self.

Project topics in this class change on a regular basis to stay updated. Highly likely project topics are: making product or services .... greener, receiving a touch of luxury or more fashionable.

We will specifically focus on:
- The design of products and services and the reasons for their desirability, from the user's viewpoint.
- Understanding the value of design for a company
- Understanding the Design Thinking process and the foundation of design management.
- Developing a skill set to enhance your creative solution capacity.

### Module Learning Outcomes
- Creating awareness of design's vital impact design on business results
- Obtaining knowledge of design thinking process
- Recognising the link between the creative design approach and creative management
- Developing your personal creativity

### This module has a high level of contribution to the following learning goals for the program

**Learning goal 1**: Has developed knowledge and skills for managing technology, innovation and related organisational changes
- Understands and anticipates the impact of innovation and technology on organizational performance

### Teaching Method
- Possible projects as part of this course:
  - The Getting Creative (Again) Exercise with a focus on three themes: greener, a touch of luxury and fashionable
  - The creativity animation or exercise to enhance visual thinking

  Alternatively
  - Design animations based on short design oriented articles or other sources.
  - Exercise: "Designed to be loved ... or not?"

  Individually identify and analyse a product that you truly adore or hate. During classes you will present a part of this work with your team of students (who might or might not agree with you).

### Evaluation
- Continuous Assessment: 100 %
### Textbook


### Recommended articles

KELLEY, T and KELLEY D. (2013), Creative Confidence: Unleashing the Creative Potential Within Us All, Crown Business


### Bibliography

**Design Thinking**

BRAND, W. (2017), Visual Thinking, BIS Publisher

BRAND, W. (2019), Visual Doing, BIS Publisher


**Design history**


SPARKE, P. (2013), An Introduction to Design and Culture: 1900 to the Present, Routledge

**Design - sustainability and ethics**


**Product Charisma - Semantics**


GOTZSCH, J. (2003), Designed to be Loved, European Business Forum, n°13, spring

NORMAN, D. (2004), Emotional Design, Why we love (or hate) everyday things, Perseus Book Group


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# Legal Context of Fashion and Design Industry

## Syllabus

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<td>By the end of the course the students will know how to better navigate legal issues that can arise in the context of the fashion and design industry. The course aims: - To provide the students with a clear definition of Fashion &amp; Design. To introduce the students with the industry characteristics of: a) importance of fashion &amp; Design in the global economy; b) consolidation: the growth of fashion conglomerates; c) disruptive transformation: fast fashion and the Internet; d) ethical issues and sweatshops issues. - To provide the students with a clear understanding - both theoretical and practical- of the various IPRs that may cumulatively be associated with, and protective to, fashion &amp; design products and services. - To provide the students with a clear understanding of the concept of infringement of IPRs (Knock-off, both legal and illegal: counterfeiting) as well as of the various legal remedies in case of infringement of IPRs. - To provide the students with a mastery of Licensing of IPRs and enable them to competently negotiate licensing agreements of IPRs in the industry of Fashion &amp; Design.</td>
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</table>

This module has a high level of contribution to the following learning goals for the program

### Learning goal 1: Has acquired general business knowledge, tools and concepts
- Demonstrates an understanding of the fundamentals in accounting, finance and law, marketing, operations, strategy, HR and project management and the capacity to apply them

### Learning goal 2: Has developed effective communication skills
- Demonstrates clear and concise written communication

### Teaching Method
- A combination of lectures, case studies, problem solving, contract analysis.
| Evaluation            | • Examination : 50 %  
                             • Continuous Assessment : 50 %  
                             
                             Continuous assessment: composed of in-class work on specific assignments: legal case analysis; problem solving based on legal issues of the Fashion & Design Industry. To test the students' mastery of the subject-matter as applied to practical situations and problems.  
                             
                             Final examination: A two hour exam covering the totality of the course to assess the student's mastery of the legal context of the Fashion & Design Industry both on a theoretical and a practical standpoint, enabling him/her to gain a working knowledge in his/her specific business environment (legal protection of fashion products or services; contract negotiating; counterfeit combatting, etc.). |
|-----------------------|-----------------------------------------------------|

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# International Programs
## Retail Management

<table>
<thead>
<tr>
<th>Program/Intake</th>
<th>Bachelor in International Business - English Track - 2017-2020</th>
<th>Academic Year</th>
<th>2019-2020</th>
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<tbody>
<tr>
<td>Module Supervisor</td>
<td>Garnier Marion</td>
<td>Department</td>
<td>MKT</td>
</tr>
<tr>
<td>Contact Hours</td>
<td>15.0 hours</td>
<td>Total Study Hours</td>
<td>45.0 hours</td>
</tr>
<tr>
<td>Module Description</td>
<td>Retail Managers are in charge of implementing a retail brand’s commercial policies with the ultimate aim of maximizing profit, while at the same time, reducing costs. Retail Management covers many fields of business management including Human Resources, Operations Management, Supply Chain Management and Information Technologies. The 15 hour course of the BIB program will therefore cover only areas of Retail Management that are not covered in other foundation modules of the program</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Module Learning Outcomes</td>
<td>The course will focus on the following topics as specifically applied to the Fashion and Design industry, to enable participants to learn how to: - Manage and motivate sales teams in a retail environment - Monitor the market and take initiatives to off-set competitor activities - Implement point of sale &amp; store merchandizing and planography strategies - Deploy retail events and store promotions - Handle customer service and aftersales relations / customer complaints</td>
<td></td>
<td></td>
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</tbody>
</table>

This module has a high level of contribution to the following learning goals for the program

**Learning goal 1:** Has acquired general business knowledge, tools and concepts
- Demonstrates an understanding of the fundamentals in accounting, finance and law, marketing, operations, strategy, HR and project management and the capacity to apply them

**Learning goal 2:** Has developed effective communication skills
- Demonstrates clear and concise oral communication

**Teaching Method**
The class will combine theory, in class exercises and roles plays involving case studies, and work on specific projects and store practice analyses

**Evaluation**
- Continuous Assessment : 100 %

**Textbook**
## International Programs

### Business Planning

<table>
<thead>
<tr>
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<th>Bachelor in International Business - English Track - 2017-2020</th>
<th>Academic Year</th>
<th>2019-2020</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module Supervisor</td>
<td>Tornikoski Erno</td>
<td>Department</td>
<td>GDF</td>
</tr>
</tbody>
</table>

| Contact Hours | 30.0 hours | Total Study Hours | 30.0 hours | Coefficient | 1.0 | ECTS Credits | 5.0 | US Credits | 2.50 |

### Module Description

Entrepreneurship is the process by which individuals pursue opportunities without regard to resources they currently control. The essence of entrepreneurial behaviour is identifying business opportunities and putting them into practice. In order to attract the attention of external resource stakeholders, entrepreneurs need to demonstrate their capacity to reach critical milestones of the new venture creation process. One of the first milestones of any new business start-up is proof of concept, which will help to reassure the project leaders and potential investors about the viability of the project. As such, to succeed in new venture creation, it is not enough just to discover brilliant new opportunities: Enterprising individuals also need to work on those ideas to transform them into reality.

This module has been developed to meet the needs of entrepreneurial individuals who want to garner the attention of outside stakeholders for further acceleration of the emergence of their new business.

Topics covered in the lectures
- Team and team dynamics
- Project risks and issues
- Opportunity, vision, strategy
- Markets
- Financial needs and other needs

Three of the modules of this entrepreneurship major will take place in a specific logical order
1. Entrepreneurial Opportunities
2. Business Planning
3. Entrepreneurial Finance

Two of the remaining modules in this major are transversal
- Entrepreneurship in Hi-Tech Sector
- Sustainable and Social Entrepreneurship

### Module Learning Outcomes

By the end of the module, participants should be able to:
- Know how to write a business plan and understand its key elements;
- Identify the strengths of the startup, its positioning (macro and micro), and overall launch strategy;
- Know how to constitute a winning founding team;
- Understand the main stakeholders that can provide external support and resources (funding, advice, network) to the founders;

### Teaching Method

Theory and case discussions will put students in situations where they have to analyse and discuss solutions to entrepreneurial issues. Preparation, written reports and discussions will also be used to explore understanding and application of core concepts.

The most effective way to understand the entrepreneurial process, and to answer some of the above questions, is to take a hands-on approach. In this course students are expected to be able to work on entrepreneurial ideas in TEAMS, and be active participants in classroom discussions.
### Evaluation

- Continuous Assessment: 100%

The overall grade is based on Individual work (60%) and group work (40%).

### Textbook


### Bibliography

**Further readings:**


Entrepreneurial Finance

Module Description
Finance is a key, and often scarce, resource for new businesses. Entrepreneurs face financial issues such as determining if and when their business is expected to be profitable, how much financing is needed and when, what are the potential financing sources and how to acquire them. Yet many entrepreneurs lack financial competences.

While mainstream corporate finance is mostly directed at mature public companies, entrepreneurial finance addresses the specific challenges faced by young ventures: high uncertainty, negative initial cash flows, limited access to debt and to public financial markets. This module aims to introduce students to entrepreneurial finance with a focus on the preparation and implementation of the acquisition of financial resources for new innovative businesses.

Topics covered:
- Actors in entrepreneurial finance
- Preparing financial projections
- Valuing a young venture
- Funding process, negotiations and mechanics of equity openings
- Managing and financing growth

Three of the modules of this entrepreneurship major will take place in a specific logical order
1 Entrepreneurial Opportunities
2 Business Planning
3 Entrepreneurial Finance

Two of the remaining modules in this major are transversal
- Entrepreneurship in Hi-Tech Sector
- Sustainable and Social Entrepreneurship

Module Learning Outcomes
At the end of the module, participants should be able to:
- Identify actors, milestones, challenges and key success factors to acquire financial resources.
- Prepare the financial sections of a business plan: financial projections, determination of the need for funding and possible sources of funds.
- Apply methods to value a new or young business.
- Understand the fundraising process as well as the financial and legal mechanisms of equity openings (successive financing rounds, IPOs).

This module has a high level of contribution to the following learning goals for the program

Learning goal 1: Has acquired general business knowledge, tools and concepts
- Demonstrates an understanding of the fundamentals in accounting, finance and law, marketing, operations, strategy, HR and project management and the capacity to apply them

Learning goal 2: Considers the human, social and environmental consequences of business decisions and practices
- Is able to identify and evaluate different alternatives on the basis of the consequences for the different stakeholders
<table>
<thead>
<tr>
<th><strong>Teaching Method</strong></th>
<th>The sessions consist of lectures and work on actual cases and exercises. Financial models will be designed and used to address forecasting and valuation issues.</th>
</tr>
</thead>
</table>
| **Evaluation**      | • Examination: 60%  
• Continuous Assessment: 40%  
The evaluation aims at checking that the students master the concepts and techniques taught in the module and are able to apply them to solve actual business issues. It is based on continuous assessment and a final exam.  
Closed book exam |
| **Textbook**        |                                                                                                                                     |
| **Bibliography**    | Leach J. and Melicher R., Entrepreneurial Finance, Cengage Learning                                                                                                                                 |

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### Program/Intake
- Bachelor in International Business - English Track - 2017-2020
- Academic Year: 2019-2020

### Module Supervisor
- Liouka Ioanna
- Department: MTS

### Contact Hours
- 30.0 hours Total Study Hours
- 30.0 hours
- Coefficient: 1.0 ECTS Credits 5.0 US Credits 2.50

### Module Description
One of the most exciting and satisfying activities in business is to start a new venture. The essence of entrepreneurial behaviour is identifying innovative ideas, transforming them into business opportunities, and putting them into practice no matter whether you are working inside an existing company or starting a totally new business.

Entrepreneurship is the process by which individuals pursue opportunities without regard to resources they currently control. In this module participants will focus on transforming innovative ideas into business opportunities. That is, participants will learn how to identify innovative ideas and in the very first steps should validate innovative ideas before actually committing a lot of resources for the preparation of a comprehensive business plan.

For entrepreneurs a combination of analytical and imaginary thinking is important, for example in the phase of need finding and the following idea development. Design thinking will be part of this module to help you finding a clear problem zone, identify your client and start the idea development phase.

Three of the modules of this entrepreneurship major will take place in a specific logical order
1. Entrepreneurial Opportunities
2. Business Planning
3. Entrepreneurial Finance

Two of the remaining modules in this major are transversal
- Entrepreneurship in Hi-Tech Sector
- Sustainable and Social Entrepreneurship

### Module Learning Outcomes
Upon completion of this course participants will:
- Learn how to identify entrepreneurial opportunities;
- Learn the basic steps to transform ideas into business opportunities using minimum resources;
- Experience and learn about design thinking as a method for non designers;
- Realise the vital user empathy part of the design thinking process;
- Know how to present innovative business ideas in a compelling and concise manner.

### Teaching Method
Theory and case discussions will put students in situations where they have to analyse and discuss solutions to entrepreneurial issues. Preparation, written reports and discussions will also be used to explore understanding and application of core concepts.

The most effective way to understand the entrepreneurial process, and to answer some of the above questions, is to take a hands-on approach. In this course students are expected to be able to work on entrepreneurial ideas of their own choice, and be active participants in classroom discussions.

A project will be part of this major and it will be possible to work on project topics of your preference or to decide to work on a specific theme, such as improving sustainability or Hi-tech sector.
| Evaluation       | • Continuous Assessment : 100 %  
|                 | The overall grade is based 100% on individual work & participation. |
|                 | The Bootcamp Bootleg, Hasso Plattner Institute of Design, Stanford (www.dschool.stanford.edu)  

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### International Programs

**Entrepreneurship in Hi-Tech Sector**

<table>
<thead>
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<th>2019-2020</th>
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<tr>
<td>Module Supervisor</td>
<td>Mei Maggie-Qiu Zhu</td>
<td>Department</td>
<td>MTS</td>
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<th>Contact Hours</th>
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<th>Coefficient</th>
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<th>ECTS Credits</th>
<th>2.5</th>
<th>US Credits</th>
<th>1.25</th>
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</table>

### Module Description

Technology has become ubiquitous in modern society. For every industrialized nation, the technology sector represents a significant portion of the economy. Also, note how smartphones, personal computers, tablets, and the Internet have integrated into everyday commerce and our personal lives. It is clear that national and global economic growth depends on the health and contributions of high-technology ventures.

High-technology ventures refer to information technology enterprises, biotechnology and medical businesses, energy and sustainability companies, and those service firms where technology is critical to their missions. These high-technology ventures exploit breakthrough advancements in science and engineering to develop better products and services, which are often a source of competitive advantage.

High-technology entrepreneurship concerns “a style of business leadership that involves identifying high-potential, technology-intensive commercial opportunities, gathering resources such as talent and capital, and managing rapid growth and significant risks using principled decision-making skills”. The leaders of technology ventures demonstrate focus, passion, and an unrelenting will to succeed. Well-known examples of high-technology ventures include Intel, which was formed to apply semiconductor technology to the design and manufacture of semiconductor circuits, and Microsoft to create and distribute computer software products for applications in industry and the home.

How to found and grow successful high-technology ventures? This course is guided by this fundamental question. Through a collection of lectures, projects and case studies that cover high-technology ventures, this course is organized into three topics. In the first topic, we discuss how changes in the structure of technological and consumer markets create opportunities for new value creation. The focuses are the mechanisms that underlie technology S-curves and product diffusion curves. In the second part, special attention is devoted to profiting from technologies.

The students need to understand that economic value is almost always created through the coordinated action of a group of firms, and they should appreciate different means to capture value from technology-based innovations. Finally, we address challenges surrounding the commercialization of high-technology innovations, including university-sourced science and engineering research.

### Module Learning Outcomes

Upon successful completion of this course, students will:

- Understand the nature of technology entrepreneurship;
- Develop specific skills, competencies, research and analysis methods, and perspectives of high-technology venture success factors;
- Learn to identify and pair talents with others who have complimentary skills;
- Build confidence in students’ personal talents and develop an entrepreneurial skill set for planning, launching, and managing a technology start-up venture.
<table>
<thead>
<tr>
<th><strong>Teaching Method</strong></th>
<th>Lecture + Case + Project</th>
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<tbody>
<tr>
<td><strong>Evaluation</strong></td>
<td>• Continuous Assessment : 100 %</td>
</tr>
<tr>
<td><strong>Bibliography</strong></td>
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</table>
# Sustainable and Social Entrepreneurship

**Program/Intake**  
Bachelor in International Business - English Track - 2017-2020  
**Academic Year**  
2019-2020

**Module Supervisor**  
Chuat Mathieu  
**Department**  
MTS

<table>
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<tr>
<th>Contact Hours</th>
<th>Total Study Hours</th>
<th>Coefficient</th>
<th>ECTS Credits</th>
<th>US Credits</th>
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</thead>
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<tr>
<td>15.0 hours</td>
<td>45.0 hours</td>
<td>0.5</td>
<td>2.5</td>
<td>1.25</td>
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**Module Description**  
Social problems (homeless, unemployment, poverty, illiteracy, etc.) and sustainability challenges (fresh water supply, biodiversity, degradation, deforestation, food) represent some of the most significant societal challenges of the century.

This module focuses on exploring businesses opportunities in sustainability and social issues.

The course outline is as follows:
- Session 1 – Sustainable & social entrepreneurship: definition, importance in the economy, geographic perspective
- Session 2 – Sustainable & social business models
- Session 3 – How to measure impact
- Session 4 – Social Venture Incubation, Social Venture Capital
- Session 5 – Scaling sustainable & social enterprises

**Module Learning Outcomes**  
- Understand the concept of SSE and distinguish SSE from traditional entrepreneurship  
- Recognise opportunities for developing SSE projects  
- Provide understanding and skills about the processes of starting a new sustainable / social business (value creation, business models)  
- Provide competencies about the processes of funding, incubating, accelerating and scaling up a new sustainable / social business.

**Teaching Method**  
This course is an interactive and participatory course that teaches students the key concepts from theory to practice. It adopts a mix of (i) lectures; and (ii) case study sessions and workshops in small groups. Students are expected to attend and participate in all sessions and take part in discussions. The students will be allocated into small groups.

**Evaluation**  
- Continuous Assessment : 100 %
- Written individual assignment: 60 %
- Workshop group work assignment: 40 %

**Textbook**  
- Global Entrepreneurship Monitor - 2015 Report on Social Entrepreneurship  
<table>
<thead>
<tr>
<th>Bibliography</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dees - The Meaning of Social Entrepreneurship</td>
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<td>models to serve the poor</td>
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<td>Entrepreneurship in Europe and the United States - Convergences and Diverg</td>
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<td>ences</td>
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<td>Zahra et al. (2009). A typology of social entrepreneurs - Motives, search</td>
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<tr>
<td>processes and ethical challenges</td>
</tr>
<tr>
<td>Yunus, Moingeon, Lehmann-Ortega (2010). Building Social Business Models -</td>
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<tr>
<td>Lessons from the Grameen Experience</td>
</tr>
<tr>
<td>Study Of Social Incubators And Accelerators</td>
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</tbody>
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