# ICN BUSINESS SCHOOL

## PROGRAMME GRANDE ÉCOLE

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## LIVRET DE L'ÉTUDIANT PGE 3
## STUDENT HANDBOOK PGE 3

# 2021-2022

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icn ARTEM
business school

# ICN MISSION

"To provide **innovative and transdisciplinary** education that enables students and practising executives to become **responsible professionals** capable of acting in the **global business environment**.

ICN Business School faculty engages in **knowledge creation** at the **crossroads of art, management and technology** that contributes to the advancement of **impactful knowledge and sustainable practice in the business and organisational fields**".

## AVERTISSEMENT

Certains modules électifs sont susceptibles d'être fermés en cas d'effectif insuffisant.

A ce jour, les cours sont prévus majoritairement en présentiel (hormis les sessions retransmises en cas de cours multi-campus).

En cas de crise sanitaire ou de tout autre événement exceptionnel devant empêcher de dispenser des cours en présentiel, l'école assurera la continuité pédagogique et le suivi des étudiants par la mise en place d'un enseignement à distance (synchrone et asynchrone) et d'un système d'évaluation approprié.

## WARNING

Some elective modules may be closed due to insufficient enrollment.

To date, most of the courses are scheduled to be face-to-face (except for retransmitted sessions in the case of multi-campus courses).

In case of a health crisis or any other exceptional event that should prevent to provide face-to-face lessons, the school will ensure pedagogical continuity and monitoring of students by setting up distance learning (synchronous and asynchronous) and an appropriate assessment system.

# SOMMAIRE

# PGE JOURNEY

Chaque année du PGE représente une étape dans votre progression pédagogique et vous devez avoir acquis, dans cinq champs différents, un certain nombre de compétences qui sont reprises dans le tableau suivant. Ce sont en quelque sorte les jalons de votre formation. Utilisez chaque grille comme une liste de contrôle.

*Each year of the PGE represents a stage in your educational progress and you must have acquired, in five different fields, a certain number of competencies, which are listed in the following table. These are the milestones of your education. Use each grid as a checklist.*

# JUMP !

| Champs | Réalisations | Développement personnel |
|---|---|---|
| COMPRENDRE | ☐ Identifier les défis économiques, sociaux et environnementaux auxquels sont confrontés les systèmes de gouvernance d'une organisation | ☐ Comprendre et décrire l'apport du PF et faire la revue critique de ses forces et faiblesses. |
| COMMUNIQUER | ☐ Présenter un projet, un résultat et convaincre<br>☐ Répondre aux objections | ☐ Convaincre de la pertinence de ses propositions (académiques et professionnelles). |
| AGIR | ☐ Exercer un leadership responsable<br>☐ Mener une mission managériale longue de type cadre, dans un environnement complexe et changeant (multiculturel et/ou pluridisciplinaire). | ☐ Démontrer sa capacité d'avoir mené à bien son PF, dont un projet transdisciplinaire.<br>☐ Démontrer sa capacité d'évoluer dans un environnement culturellement différent. |
| EXPERIMENTER | ☐ Mettre en oeuvre ses propositions dans le contexte d'une mission « cadre » | ☐ Concevoir et mettre en oeuvre une méthode de résolution de problème en mobilisant plusieurs champs disciplinaires. |
| REMETTRE EN QUESTION | ☐ Apporter une contribution scientifique et innovante à un problème managérial réel<br>☐ Formuler des recommandations stratégiques circonstanciées, innovantes, responsables et durables.<br>☐ Formuler des recommandations opérationnelles circonstanciées, innovantes, responsables et durables. | ☐ Finaliser son PPP/PF par un premier emploi. |

Légende :

- PPP : projet personnel et professionnel (vos ambitions après votre formation)
- PF : projet de formation (vos choix de parcours, électifs, séjours, stages, ...)

## JUMP !

| Fields | Achievements | Personal development |
|---|---|---|
| UNDERSTAND | ☐ Identify the economic, social and environmental challenges facing an organization's governance systems | ☐ Understand and describe the contribution of the FP and critically review its strengths and weaknesses. |
| COMMUNICATE | ☐ Present a project, a result and convince<br>☐ Responding to objections | ☐ Convincing of the relevance of its proposals (academic and professional). |
| ACT | ☐ Exercising responsible leadership<br>☐ To carry out a long managerial mission of the executive type, in a complex and changing environment (multicultural and/or multidisciplinary). | ☐ Demonstrate the ability to have successfully completed the FP, including a transdisciplinary project.<br>☐ Demonstrate the ability to work in a culturally different environment. |
| EXPERIMENT | ☐ Implement its proposals in the context of a « managerial » mission | ☐ Design and implement a problem-solving method by mobilizing several disciplinary fields. |
| QUESTION | ☐ Make a scientific and innovative contribution to a real managerial problem<br>☐ Formulate detailed, innovative, responsible and sustainable strategic recommendations.<br>☐ Formulate detailed, innovative, responsible and sustainable operational recommendations. | ☐ Finalize your PPP/PF with a first job. |

Caption:

- PPP: personal and professional project (your ambitions after your training)
- PF: training project (your choice of course, electives, stays, internships, etc.)

# PROGRAMME

| Semestre 5 (semester 5) | 225h | 30 ECTS |
|---|---|---|
| Gouvernance et leadership responsable (Governance, and responsible leadership) | 30h | 4 ECTS |
| Analyse de données (Data analysis) | 30h | 4 ECTS |
| Défi stratégique d'entreprise (Strategic challenge) | 30h | 4 ECTS |
| Electif (Elective) | 15h | 2 ECTS |
| Specialisation 5 | 30h | 4 ECTS |
| Specialisation 6 | 30h | 4 ECTS |
| Specialisation 7 | 30h | 4 ECTS |
| Specialisation 8 | 30h | 4 ECTS |
| **Semestre 6 (semester 6)** | **45h** | **30 ECTS** |
| Stage (Internship) | / | 3 ECTS |
| Séminaire (Seminar) | 15h | 2 ECTS |
| Mémoire de fin d'études (Master thesis) | 30h | 15 ECTS |
| **TOTAL** | **270h** | **60 ECTS** |

# CALENDRIER ANNUEL / ANNUAL CALENDAR

## RYTHME CLASSIQUE

### SEMESTRE 1 - 2021

**AOÛT**

| Lu | Ma | Me | Je | Ve | Sa | Di |
|----|----|----|----|----|----|----|
|    |    |    |    |    |    | 1  |
| 2  | 3  | 4  | 5  | 6  | 7  | 8  |
| 9  | 10 | 11 | 12 | 13 | 14 | 15 |
| 16 | 17 | 18 | 19 | 20 | 21 | 22 |
| 23 | 24 | 25 | 26 | 27 | 28 | 29 |
| 30 | 31 |    |    |    |    |    |

**SEPTEMBRE**

| Lu | Ma | Me | Je | Ve | Sa | Di |
|----|----|----|----|----|----|----|
|    |    | 1  | 2  | 3  | 4  | 5  |
| 6  | 7  | 8  | 9  | 10 | 11 | 12 |
| 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| 20 | 21 | 22 | 23 | 24 | 25 | 26 |
| 27 | 28 | 29 | 30 |    |    |    |

**OCTOBRE**

| Lu | Ma | Me | Je | Ve | Sa | Di |
|----|----|----|----|----|----|----|
|    |    |    |    | 1  | 2  | 3  |
| 4  | 5  | 6  | 7  | 8  | 9  | 10 |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 |
| 18 | 19 | 20 | 21 | 22 | 23 | 24 |
| 25 | 26 | 27 | 28 | 29 | 30 | 31 |

**NOVEMBRE**

| Lu | Ma | Me | Je | Ve | Sa | Di |
|----|----|----|----|----|----|----|
| 1  | 2  | 3  | 4  | 5  | 6  | 7  |
| 8  | 9  | 10 | 11 | 12 | 13 | 14 |
| 15 | 16 | 17 | 18 | 19 | 20 | 21 |
| 22 | 23 | 24 | 25 | 26 | 27 | 28 |
| 29 | 30 |    |    |    |    |    |

**DÉCEMBRE**

| Lu | Ma | Me | Je | Ve | Sa | Di |
|----|----|----|----|----|----|----|
|    |    | 1  | 2  | 3  | 4  | 5  |
| 6  | 7  | 8  | 9  | 10 | 11 | 12 |
| 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| 20 | 21 | 22 | 23 | 24 | 25 | 26 |
| 27 | 28 | 29 | 30 | 31 |    |    |

### SEMESTRE 2 - 2022

**JANVIER**

| Lu | Ma | Me | Je | Ve | Sa | Di |
|----|----|----|----|----|----|----|
|    |    |    |    |    | 1  | 2  |
| 3  | 4  | 5  | 6  | 7  | 8  | 9  |
| 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| 17 | 18 | 19 | 20 | 21 | 22 | 23 |
| 24 | 25 | 26 | 27 | 28 | 29 | 30 |
| 31 |    |    |    |    |    |    |

**FÉVRIER**

| Lu | Ma | Me | Je | Ve | Sa | Di |
|----|----|----|----|----|----|----|
|    | 1  | 2  | 3  | 4  | 5  | 6  |
| 7  | 8  | 9  | 10 | 11 | 12 | 13 |
| 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 |
| 28 |    |    |    |    |    |    |

**MARS**

| Lu | Ma | Me | Je | Ve | Sa | Di |
|----|----|----|----|----|----|----|
|    | 1  | 2  | 3  | 4  | 5  | 6  |
| 7  | 8  | 9  | 10 | 11 | 12 | 13 |
| 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 |
| 28 | 29 | 30 | 31 |    |    |    |

**AVRIL**

| Lu | Ma | Me | Je | Ve | Sa | Di |
|----|----|----|----|----|----|----|
|    |    |    |    | 1  | 2  | 3  |
| 4  | 5  | 6  | 7  | 8  | 9  | 10 |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 |
| 18 | 19 | 20 | 21 | 22 | 23 | 24 |
| 25 | 26 | 27 | 28 | 29 | 30 |    |

**MAI**

| Lu | Ma | Me | Je | Ve | Sa | Di |
|----|----|----|----|----|----|----|
|    |    |    |    |    |    | 1  |
| 2  | 3  | 4  | 5  | 6  | 7  | 8  |
| 9  | 10 | 11 | 12 | 13 | 14 | 15 |
| 16 | 17 | 18 | 19 | 20 | 21 | 22 |
| 23 | 24 | 25 | 26 | 27 | 28 | 29 |
| 30 | 31 |    |    |    |    |    |

**JUIN**

| Lu | Ma | Me | Je | Ve | Sa | Di |
|----|----|----|----|----|----|----|
|    |    | 1  | 2  | 3  | 4  | 5  |
| 6  | 7  | 8  | 9  | 10 | 11 | 12 |
| 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| 20 | 21 | 22 | 23 | 24 | 25 | 26 |
| 27 | 28 | 29 | 30 |    |    |    |

**JUILLET**

| Lu | Ma | Me | Je | Ve | Sa | Di |
|----|----|----|----|----|----|----|
|    |    |    |    | 1  | 2  | 3  |
| 4  | 5  | 6  | 7  | 8  | 9  | 10 |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 |
| 18 | 19 | 20 | 21 | 22 | 23 | 24 |
| 25 | 26 | 27 | 28 | 29 | 30 | 31 |

**AOÛT**

| Lu | Ma | Me | Je | Ve | Sa | Di |
|----|----|----|----|----|----|----|
| 1  | 2  | 3  | 4  | 5  | 6  | 7  |
| 8  | 9  | 10 | 11 | 12 | 13 | 14 |
| 15 | 16 | 17 | 18 | 19 | 20 | 21 |
| 22 | 23 | 24 | 25 | 26 | 27 | 28 |
| 29 | 30 | 31 |    |    |    |    |

| Début des cours et rentrée académique | | |
|---|---|---|
| sept-21 | 1/9 | Présentation de rentrée |
| | 2/9 | Début des cours |

| Examens | | |
|---|---|---|
| déc-21 | 13 au 16/12 | Fall Semester |
| juin-22 | 20 au 24/06 | Rattrapages (Fall Semester) |

| Jurys | | |
|---|---|---|
| févr-22 | 10/2 | 1er semestre - 1ère session |
| juil-22 | 1/7 | Diplomation 1ère session |
| sept-22 | 15/9 | 1er semestre - 2ème session |
| nov-22 | 10/11 | Diplomation 2ème session |

| Période de stage |
|---|
| dès la fin des cours pour une durée de 5 à 6 mois |

**JOURS FERIES**

| Evènements | | |
|---|---|---|
| oct-21 | 13 au 15/10 | Forum Entreprises (virtuel) |
| nov-21 | 22 au 27/11 | Campagne BDE |
| | 12/11 | Pas cours |
| mai-22 | 9 au 13/05 | Séminaire PGE3 |

| Mémoire de Master | | |
|---|---|---|
| nov-21 | 7/11 | livrable 1 |
| janv-22 | 24/1 | livrable 2 |
| mai-22 | 8/5 | livrable 3 |
| juin-22 | 7/6 | livrable 4 |

# RYTHME CLASSIQUE – ENTREE DIRECTE

## SEMESTRE 1 - 2021

### AOÛT
| Lu | Ma | Me | Je | Ve | Sa | Di |
|----|----|----|----|----|----|----|
|    |    |    |    |    |    | 1  |
| 2  | 3  | 4  | 5  | 6  | 7  | 8  |
| 9  | 10 | 11 | 12 | 13 | 14 | 15 |
| 16 | 17 | 18 | 19 | 20 | 21 | 22 |
| 23 | 24 | 25 | 26 | 27 | 28 | 29 |
| 30 | 31 |    |    |    |    |    |

### SEPTEMBRE
| Lu | Ma | Me | Je | Ve | Sa | Di |
|----|----|----|----|----|----|----|
|    |    | 1  | 2  | 3  | 4  | 5  |
| 6  | 7  | 8  | 9  | 10 | 11 | 12 |
| 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| 20 | 21 | 22 | 23 | 24 | 25 | 26 |
| 27 | 28 | 29 | 30 |    |    |    |

### OCTOBRE
| Lu | Ma | Me | Je | Ve | Sa | Di |
|----|----|----|----|----|----|----|
|    |    |    |    | 1  | 2  | 3  |
| 4  | 5  | 6  | 7  | 8  | 9  | 10 |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 |
| 18 | 19 | 20 | 21 | 22 | 23 | 24 |
| 25 | 26 | 27 | 28 | 29 | 30 | 31 |

### NOVEMBRE
| Lu | Ma | Me | Je | Ve | Sa | Di |
|----|----|----|----|----|----|----|
| 1  | 2  | 3  | 4  | 5  | 6  | 7  |
| 8  | 9  | 10 | 11 | 12 | 13 | 14 |
| 15 | 16 | 17 | 18 | 19 | 20 | 21 |
| 22 | 23 | 24 | 25 | 26 | 27 | 28 |
| 29 | 30 |    |    |    |    |    |

### DÉCEMBRE
| Lu | Ma | Me | Je | Ve | Sa | Di |
|----|----|----|----|----|----|----|
|    |    | 1  | 2  | 3  | 4  | 5  |
| 6  | 7  | 8  | 9  | 10 | 11 | 12 |
| 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| 20 | 21 | 22 | 23 | 24 | 25 | 26 |
| 27 | 28 | 29 | 30 | 31 |    |    |

## SPRING SEMESTER - 2022

### JANVIER
| Lu | Ma | Me | Je | Ve | Sa | Di |
|----|----|----|----|----|----|----|
|    |    |    |    |    | 1  | 2  |
| 3  | 4  | 5  | 6  | 7  | 8  | 9  |
| 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| 17 | 18 | 19 | 20 | 21 | 22 | 23 |
| 24 | 25 | 26 | 27 | 28 | 29 | 30 |
| 31 |    |    |    |    |    |    |

### FÉVRIER
| Lu | Ma | Me | Je | Ve | Sa | Di |
|----|----|----|----|----|----|----|
|    | 1  | 2  | 3  | 4  | 5  | 6  |
| 7  | 8  | 9  | 10 | 11 | 12 | 13 |
| 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 |
| 28 |    |    |    |    |    |    |

### MARS
| Lu | Ma | Me | Je | Ve | Sa | Di |
|----|----|----|----|----|----|----|
|    | 1  | 2  | 3  | 4  | 5  | 6  |
| 7  | 8  | 9  | 10 | 11 | 12 | 13 |
| 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 |
| 28 | 29 | 30 | 31 |    |    |    |

### AVRIL
| Lu | Ma | Me | Je | Ve | Sa | Di |
|----|----|----|----|----|----|----|
|    |    |    |    | 1  | 2  | 3  |
| 4  | 5  | 6  | 7  | 8  | 9  | 10 |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 |
| 18 | 19 | 20 | 21 | 22 | 23 | 24 |
| 25 | 26 | 27 | 28 | 29 | 30 |    |

### MAI
| Lu | Ma | Me | Je | Ve | Sa | Di |
|----|----|----|----|----|----|----|
|    |    |    |    |    |    | 1  |
| 2  | 3  | 4  | 5  | 6  | 7  | 8  |
| 9  | 10 | 11 | 12 | 13 | 14 | 15 |
| 16 | 17 | 18 | 19 | 20 | 21 | 22 |
| 23 | 24 | 25 | 26 | 27 | 28 | 29 |
| 30 | 31 |    |    |    |    |    |

### JUIN
| Lu | Ma | Me | Je | Ve | Sa | Di |
|----|----|----|----|----|----|----|
|    |    | 1  | 2  | 3  | 4  | 5  |
| 6  | 7  | 8  | 9  | 10 | 11 | 12 |
| 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| 20 | 21 | 22 | 23 | 24 | 25 | 26 |
| 27 | 28 | 29 | 30 |    |    |    |

### JUILLET
| Lu | Ma | Me | Je | Ve | Sa | Di |
|----|----|----|----|----|----|----|
|    |    |    |    | 1  | 2  | 3  |
| 4  | 5  | 6  | 7  | 8  | 9  | 10 |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 |
| 18 | 19 | 20 | 21 | 22 | 23 | 24 |
| 25 | 26 | 27 | 28 | 29 | 30 | 31 |

### AOÛT
| Lu | Ma | Me | Je | Ve | Sa | Di |
|----|----|----|----|----|----|----|
| 1  | 2  | 3  | 4  | 5  | 6  | 7  |
| 8  | 9  | 10 | 11 | 12 | 13 | 14 |
| 15 | 16 | 17 | 18 | 19 | 20 | 21 |
| 22 | 23 | 24 | 25 | 26 | 27 | 28 |
| 29 | 30 | 31 |    |    |    |    |

| Début des cours et rentrée académique | | |
|---|---|---|
| sept-21 | 1/9 | Présentation de rentrée |
| | 2/9 | Début des cours |

| Examens | | |
|---|---|---|
| déc-21 | 13 au 16/12 | Fall Semester |
| févr-22 | 12/2 | Spécialisation |
| juin-22 | 20 au 24/06 | Rattrapages (Fall Semester) |
| août-22 | 16 au 19/08 | Rattrapages (Spring Semester) |

| Jurys | | |
|---|---|---|
| févr-22 | 10/2 | 1er semestre - 1ère session |
| juin-22 | 16/6 | 2ème semestre - 1ère session |
| juil-22 | 1/7 | Diplomation 1ère session |
| sept-22 | 15/9 | 1er semestre - 2ème session |
| nov-22 | 10/11 | Diplomation 2ème session |

| Période de stage |
|---|
| dès la fin des cours pour une durée de 5 à 6 mois |

**JOURS FERIES**

| Evènements | | |
|---|---|---|
| oct-21 | 13 au 15/10 | Forum Entreprises (virtuel) |
| nov-21 | 22 au 27/11 | Campagne BDE |
| | 12/11 | Pas cours |
| janv-22 | 19 au 22/01 | CreaCthon |
| mai-22 | 9 au 13/05 | Séminaire PGE3 |

| Mémoire de Master | | |
|---|---|---|
| nov-21 | 7/11 | livrable 1 |
| janv-22 | 24/1 | livrable 2 |
| mai-22 | 8/5 | livrable 3 |
| juin-22 | 7/6 | livrable 4 |

# PGE3/CERTIFICAT ENTREPRENEURSHIP IN GOOD COMPANY - CAMPUS DE BERLIN

## SEMESTRE 1 - 2021

### AOÛT
| Lu | Ma | Me | Je | Ve | Sa | Di |
|----|----|----|----|----|----|----|
|    |    |    |    |    |    | 1  |
| 2  | 3  | 4  | 5  | 6  | 7  | 8  |
| 9  | 10 | 11 | 12 | 13 | 14 | 15 |
| 16 | 17 | 18 | 19 | 20 | 21 | 22 |
| 23 | 24 | 25 | 26 | 27 | 28 | 29 |
| 30 | 31 |    |    |    |    |    |

### SEPTEMBRE
| Lu | Ma | Me | Je | Ve | Sa | Di |
|----|----|----|----|----|----|----|
|    |    | 1  | 2  | 3  | 4  | 5  |
| 6  | 7  | 8  | 9  | 10 | 11 | 12 |
| 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| 20 | 21 | 22 | 23 | 24 | 25 | 26 |
| 27 | 28 | 29 | 30 |    |    |    |

### OCTOBRE
| Lu | Ma | Me | Je | Ve | Sa | Di |
|----|----|----|----|----|----|----|
|    |    |    |    | 1  | 2  | 3  |
| 4  | 5  | 6  | 7  | 8  | 9  | 10 |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 |
| 18 | 19 | 20 | 21 | 22 | 23 | 24 |
| 25 | 26 | 27 | 28 | 29 | 30 | 31 |

### NOVEMBRE
| Lu | Ma | Me | Je | Ve | Sa | Di |
|----|----|----|----|----|----|----|
| 1  | 2  | 3  | 4  | 5  | 6  | 7  |
| 8  | 9  | 10 | 11 | 12 | 13 | 14 |
| 15 | 16 | 17 | 18 | 19 | 20 | 21 |
| 22 | 23 | 24 | 25 | 26 | 27 | 28 |
| 29 | 30 |    |    |    |    |    |

### DÉCEMBRE
| Lu | Ma | Me | Je | Ve | Sa | Di |
|----|----|----|----|----|----|----|
|    |    | 1  | 2  | 3  | 4  | 5  |
| 6  | 7  | 8  | 9  | 10 | 11 | 12 |
| 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| 20 | 21 | 22 | 23 | 24 | 25 | 26 |
| 27 | 28 | 29 | 30 | 31 |    |    |

## SEMESTRE 2 - 2022

### JANVIER
| Lu | Ma | Me | Je | Ve | Sa | Di |
|----|----|----|----|----|----|----|
|    |    |    |    |    | 1  | 2  |
| 3  | 4  | 5  | 6  | 7  | 8  | 9  |
| 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| 17 | 18 | 19 | 20 | 21 | 22 | 23 |
| 24 | 25 | 26 | 27 | 28 | 29 | 30 |
| 31 |    |    |    |    |    |    |

### FÉVRIER
| Lu | Ma | Me | Je | Ve | Sa | Di |
|----|----|----|----|----|----|----|
|    | 1  | 2  | 3  | 4  | 5  | 6  |
| 7  | 8  | 9  | 10 | 11 | 12 | 13 |
| 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 |
| 28 |    |    |    |    |    |    |

### MARS
| Lu | Ma | Me | Je | Ve | Sa | Di |
|----|----|----|----|----|----|----|
|    | 1  | 2  | 3  | 4  | 5  | 6  |
| 7  | 8  | 9  | 10 | 11 | 12 | 13 |
| 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 |
| 28 | 29 | 30 | 31 |    |    |    |

### AVRIL
| Lu | Ma | Me | Je | Ve | Sa | Di |
|----|----|----|----|----|----|----|
|    |    |    |    | 1  | 2  | 3  |
| 4  | 5  | 6  | 7  | 8  | 9  | 10 |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 |
| 18 | 19 | 20 | 21 | 22 | 23 | 24 |
| 25 | 26 | 27 | 28 | 29 | 30 |    |

### MAI
| Lu | Ma | Me | Je | Ve | Sa | Di |
|----|----|----|----|----|----|----|
|    |    |    |    |    |    | 1  |
| 2  | 3  | 4  | 5  | 6  | 7  | 8  |
| 9  | 10 | 11 | 12 | 13 | 14 | 15 |
| 16 | 17 | 18 | 19 | 20 | 21 | 22 |
| 23 | 24 | 25 | 26 | 27 | 28 | 29 |
| 30 | 31 |    |    |    |    |    |

### JUIN
| Lu | Ma | Me | Je | Ve | Sa | Di |
|----|----|----|----|----|----|----|
|    |    | 1  | 2  | 3  | 4  | 5  |
| 6  | 7  | 8  | 9  | 10 | 11 | 12 |
| 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| 20 | 21 | 22 | 23 | 24 | 25 | 26 |
| 27 | 28 | 29 | 30 |    |    |    |

### JUILLET
| Lu | Ma | Me | Je | Ve | Sa | Di |
|----|----|----|----|----|----|----|
|    |    |    |    | 1  | 2  | 3  |
| 4  | 5  | 6  | 7  | 8  | 9  | 10 |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 |
| 18 | 19 | 20 | 21 | 22 | 23 | 24 |
| 25 | 26 | 27 | 28 | 29 | 30 | 31 |

### AOÛT
| Lu | Ma | Me | Je | Ve | Sa | Di |
|----|----|----|----|----|----|----|
| 1  | 2  | 3  | 4  | 5  | 6  | 7  |
| 8  | 9  | 10 | 11 | 12 | 13 | 14 |
| 15 | 16 | 17 | 18 | 19 | 20 | 21 |
| 22 | 23 | 24 | 25 | 26 | 27 | 28 |
| 29 | 30 | 31 |    |    |    |    |

| Début des cours et rentrée académique | | |
|---|---|---|
| sept-21 | 9/9 | Rentrée académique |
| | 13/9 | Début des cours |

| Examens | | |
|---|---|---|
| déc-21 | 8/12 | Fall Semester |
| juin-22 | 20 au 24/06 | Rattrapages (Fall Semester) |

| Jurys | | |
|---|---|---|
| févr-22 | 10/2 | 1er semestre - 1ère session |
| juil-22 | 1/7 | Diplomation 1ère session |
| sept-22 | 15/9 | 1er semestre - 2ème session |
| nov-22 | 10/11 | Diplomation 2ème session |

| Période de stage |
|---|
| dès la fin des cours pour une durée de 5 à 6 mois |

**JOURS FERIES**

| Evènements | | |
|---|---|---|
| oct-21 | 13 au 15/10 | Forum Entreprises (virtuel) |
| nov-21 | 22 au 27/11 | Campagne BDE |
| | 12/11 | Pas cours |
| mai-22 | 9 au 13/05 | Séminaire PGE3 |

| Mémoire de Master | | |
|---|---|---|
| nov-21 | 7/11 | livrable 1 |
| janv-22 | 24/1 | livrable 2 |
| mai-22 | 8/5 | livrable 3 |
| juin-22 | 7/6 | livrable 4 |

# EXTRAIT DU REGLEMENT PEDAGOGIQUE 2021-2022

## 2. ORGANISATION DES ETUDES

### 2.1 PROJET PEDAGOGIQUE

Le programme Grande Ecole vise à former des futurs cadres généralistes en gestion, qui occuperont des postes à responsabilités dans tous types d'organisations, en France ou à l'étranger, et qui sauront s'adapter dans un environnement multidisciplinaire et multiculturel. Cette formation généraliste est enrichie par plusieurs éléments fondamentaux dans le programme :
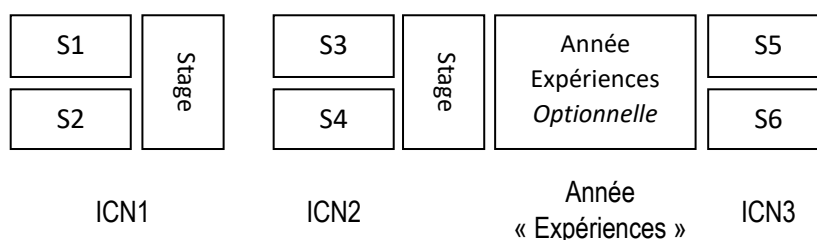
- Une spécialisation dès la 2ème année : il s'agit de spécialisations fonctionnelles ou sectorielles qui peuvent être approfondie par la poursuite d'études, par exemple dans le cadre d'un double-diplôme ;
- Une ouverture transdisciplinaire : elle est encouragée par les modules et activités #ATM (Art Technologie Management) et notamment l'alliance ARTEM ;
- Une ouverture internationale : les étudiants sont amenés à passer un séjour long à l'étranger ;

A l'issue de leur formation, les étudiants sont capables de :

- Démontrer leur connaissance de l'entreprise dans un contexte donné, et communiquer efficacement par écrit et oralement,
- Faire preuve de flexibilité dans la gestion de problèmes et défis imprévus, dans un environnement mondial en constante évolution,
- Identifier, analyser et hiérarchiser les problèmes de fond et évaluer les alternatives dans une situation opérationnelle complexe, en utilisant de manière appropriée les connaissances, les outils, les modèles et les approches pertinents,
- Concevoir une recommandation créative appropriée et éclairée pour répondre à un problème donné,
- Élaborer des décisions réfléchies, en étant conscients de leurs conséquences sur l'organisation, les populations impactées et l'environnement,
- Contribuer en tant que membres productifs à un projet, assurer la gestion d'une équipe et faire preuve de leadership,
- Démontrer leur capacité à travailler dans un environnement multiculturel
- Utiliser et partager des connaissances transdisciplinaires dans le cadre de projets réel.

### 2.2 FORME GENERALE DU PROGRAMME

Le programme ICN Grande Ecole se déroule sur trois années (pour un accès en 1ère année). Une année optionnelle, dite « expériences », peut s'insérer à la demande de l'étudiant entre la 2ème et la 3ème année du programme. Le parcours minimal est de deux ans (accès en 2ème année) à trois ans (accès en 1ère année).



Un semestre est composé de modules. Chaque module est affecté d'un nombre de crédits européens (ECTS – *European Credit Transfer System*). Un semestre équivaut à 30 ECTS et une année à 60 ECTS.

## 2.3 PRESENTATION DES CONTENUS

### 2.3.1 La première année

La première année permet d'acquérir les fondamentaux de la gestion. Chaque étudiant doit en outre choisir un projet école.

| S1 | | | S2 | | |
|---|---|---|---|---|---|
| Module | ECTS | Vol. H | Module | ECTS | Vol. H |
| Fondamentaux du management responsable | 4 | 30 | Fondamentaux du marketing | 4 | 30 |
| Méthodes quantitatives | 4 | 30 | Statistiques | 4 | 30 |
| Comptabilité | 4 | 30 | Analyse financière et comptabilité de gestion | 4 | 30 |
| Creative thinking | 4 | 30 | Achats et SCM | 4 | 30 |
| Droit des affaires | 4 | 30 | Economie | 4 | 30 |
| Creative business days | 4 | 30 | RH et droit du travail | 4 | 30 |
| Langue vivante | 2 | 15 | Electif | 2 | 15 |
| Gestion de projet | 4 | 30 | Projet associatif | 4 | 30 |

*Expérience professionnelle ou séjour linguistique* : une expérience courte obligatoire de dix semaines minimum est à réaliser à l'issue de la 1ère année durant l'été (les dates exactes sont publiées chaque année) ; elle a pour objectif de découvrir une fonction et/ou un secteur d'activité. Cependant, pour les étudiants ayant des difficultés avec la langue anglaise[1], cette expérience pourra être remplacée, sur demande du directeur du programme, par un séjour linguistique ou professionnel en environnement anglophone (ou par toute mission préalablement validée par le directeur du programme).

### 2.3.2 La deuxième année

La deuxième année complète les fondamentaux de gestion et approfondit un domaine de gestion par le choix d'une spécialisation. Elle introduit la transdisciplinarité par le choix d'un électif et d'un atelier #ATM.

| S3 | | | S4 | | |
|---|---|---|---|---|---|
| Module | ECTS | Vol. H | Module | ECTS | Vol. H |
| Décision financière | 4 | 30 | Management interculturel | 4 | 30 |
| Contrôle de gestion | 4 | 30 | Management durable des organisations | 4 | 30 |
| Marketing / planification stratégique | 4 | 30 | Stratégie | 4 | 30 |
| Management des systèmes d'information | 4 | 30 | Gestion des risques financiers | 4 | 30 |
| Atelier #ATM | 5 | 45 | Atelier #ATM | 5 | 45 |
| Spécialisation 1 | 4 | 30 | Spécialisation 3 | 4 | 30 |
| Spécialisation 2 | 4 | 30 | Spécialisation 4 | 4 | 30 |
| Langue vivante | 1 | 15 | Electif | 1 | 15 |

*Expérience académique internationale* : le second semestre de la 2ème année peut être réalisé à l'étranger, sous forme de séjour semestriel académique dans une université partenaire, sous réserve de l'acceptation du dossier par le service des relations internationales et la direction du programme.

*Expérience professionnelle ou séjour linguistique* : une expérience courte d'au moins dix semaines en entreprise peut être réalisée à l'issue de la 2ème année durant l'été (les dates exactes sont publiées chaque année) ; elle a pour objectif d'approfondir une fonction. Pour les étudiants ayant des difficultés avec la langue anglaise[1], cette expérience pourra être remplacée, sur demande du directeur du programme, par un séjour linguistique ou professionnel en environnement anglophone (ou par toute mission préalablement validée par le directeur du programme).

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[1] Des tests de niveau en langue anglaise sont prévus tout au long de l'année afin d'orienter la décision de la direction du programme.

*Les spécialisations*

Chaque étudiant choisit une spécialisation pour un total de 120 heures. Les spécialisations proposées sont les suivantes (elles pourront évoluer en respectant les volumes horaires prévus, et se dérouler sur les sites de Nancy, Paris ou Berlin) :

- Audit and Compliance
- Banque et services financiers
- Brand and Marketing Management
- Contrôle de gestion
- Creativity and Sustainability-oriented Innovation
- Cultural and Creative Industries Management
- Digital Management
- Distribution et e-commerce
- Finance d'entreprise
- Finance, and Risk Management
- International Business Development
- Luxury and Design Management
- Management de la Supply Chain et des achats
- Management des ressources humaines
- Management numérique
- Marketing et ingénierie d'affaires
- Marketing et innovation produit

### *L'atelier #ATM d'ouverture transdisciplinaire*

Il représente 90h d'enseignements qui peuvent être suivis à ICN ou dans un établissement partenaire.

### *2.3.3 L'année « expériences »*

L'année « expériences » est strictement optionnelle, et doit faire l'objet d'une demande motivée de l'étudiant auprès du directeur de programme, qui approuve ou non le projet présenté. La décision est rendue avant la fin du mois de juillet de la 2ème année.

L'année « expériences » peut se composer d'expériences académiques, professionnelles, ou d'un mélange des deux, dans le respect de la législation en vigueur en matière de stage, notamment.

- *Expérience professionnelle* : il s'agit d'une expérience longue (d'au moins cinq mois), dont l'objectif est de faire vivre et penser une situation de travail en entreprise à l'étudiant, grâce à une mission longue et d'envergure, dont le contenu est apprécié par le tuteur pédagogique de l'étudiant. Une convention de stage pourra être délivrée dans le respect de la législation en vigueur. Toute autre forme de contrat de travail bipartite est possible.
- *Expérience académique* : il peut s'agir d'un semestre de formation en université partenaire ou dans un autre établissement choisi par l'étudiant, en France ou à l'étranger, d'une durée d'un semestre ou d'une année.

Attention : les activités réalisées durant l'année expériences ne portent aucun crédit ECTS et ne sont en aucun cas obligatoires ou requises pour l'obtention du diplôme. Les crédits ECTS liés aux expériences académiques réalisées durant cette période ne pourront pas être pris en considération au titre du programme Grande Ecole.

### *2.3.4 La troisième année*

| S5 | | | S6 | | |
|---|---|---|---|---|---|
| Module | ECTS | Vol. H | Module | ECTS | Vol. H |
| Gouvernance et leadership responsable | 4 | 30 | Stage | 13 | |
| Analyse de données | 4 | 30 | Séminaire | 2 | 15 |
| Défi stratégique d'entreprise | 4 | 30 | Mémoire de fin d'études | 15 | 30 |
| Electif | 2 | 15 | | | |
| Spécialisation 5 | 4 | 30 | | | |
| Spécialisation 6 | 4 | 30 | | | |
| Spécialisation 7 | 4 | 30 | | | |
| Spécialisation 8 | 4 | 30 | | | |

Au premier semestre, le tronc commun est complété par le choix de quatre modules (120 heures) qui terminent la spécialisation choisie par l'étudiant en 2ème année, pour un total de 240 heures. Les spécialisations sont programmées sur les campus de l'école : Nancy, Paris, ou Berlin. Un module électif de 15 heures, en libre choix, complète le dispositif.

*Expérience professionnelle* : d'une durée de 5 à 6 mois, en France ou à l'étranger, cette expérience peut être réalisée au S6 (ou au S5 en cas de séjour académique programmé au S6). Elle peut prendre la forme d'un stage, dans le respect de la réglementation en vigueur, ou de tout autre contrat de travail bipartite. Les objectifs sont identiques à ceux décrits dans la partie « année expériences ». Pour faciliter l'insertion professionnelle des étudiants réalisant un séjour académique au

S6, un stage de fin d'études peut être réalisé au retour du séjour en université partenaire, pourvu que la durée totale des stages n'excède pas la limite légale.

*Expérience académique* : séjour académique à l'étranger en université partenaire, d'une durée minimale d'un semestre, au S5 ou au S6. Des séjours annuels sont possibles dans le cadre d'un double-diplôme.

En cas de séjour académique semestriel en université partenaire programmé au S6, les modules du S6 sont transférés au S5, et l'étudiant est autorisé à réaliser une expérience professionnelle durant ce semestre S5, avant son départ en université partenaire.

### 2.3.5 Accès aux modules

L'accès aux modules choisis (notamment les modules de spécialisation, les électifs et les ateliers) peut être limité par des contraintes et des critères de sélection portés à la connaissance des étudiants au moment de l'inscription aux modules (un numerus clausus, des prérequis académiques, un niveau académique minimal, la nécessité d'équilibrer les populations des trois écoles dans chaque atelier).

Pour chaque module au choix, les étudiants sont invités à exprimer des choix selon leur préférence, conformément à la méthode et au calendrier publiés chaque année.

La décision est prise par le directeur du programme après consultation des différents services académiques et administratifs. Elle est définitive et communiquée aux étudiants au plus tard une semaine avant le début des cours. Il n'existe aucune garantie que le choix définitif d'affectation corresponde aux choix initiaux formulés par l'étudiant.

### 2.3.6 Les stages

Tous les stages réalisés sont préalablement soumis à la validation par le tuteur pédagogique de la mission prévue. Ils sont suivis par un tuteur pédagogique, enseignant/chercheur de l'école, en relation avec le maître de stage en entreprise. Ils donnent lieu à la production d'un livrable par l'étudiant. Ces stages peuvent être réalisés dans des entreprises privées ou publiques, des laboratoires, en France ou à l'étranger.

Les périodes de stage sont précisées chaque année par des dates limites de début et de fin de stage. Plusieurs stages peuvent être réalisés au cours de chaque période, pourvu qu'ils respectent les durées minimales prévues, ainsi que la législation en vigueur.

Aucun stage ne peut débuter sans qu'une convention de stage valide ne soit établie et signée par l'école, l'entreprise d'accueil et l'étudiant. Tout étudiant qui contreviendrait à ces dispositions commet une faute et s'expose à des sanctions, décidées par le conseil de discipline devant lequel il sera convoqué.

### 2.3.7 Les séjours académiques

Un séjour académique semestriel en université partenaire peut être réalisé (quitus international).  Les semestres S4, S5 et S6 peuvent être remplacés par un séjour rapportant l'équivalent de 30 crédits ECTS, d'une durée de 4 à 6 mois.

Chaque partenaire établit une liste de cours accessibles, et le service des relations internationales précise les cours obligatoires est les cours que l'étudiant peut choisir librement. Les modules choisis doivent correspondre à des modules de management et être du niveau de l'année durant laquelle le séjour est réalisé. Ces choix de cours sont validés par le service des relations internationales et le directeur du programme.

Un accord pédagogique (*learning agreement*) est signé pour chaque séjour, et le contenu prévu dans ce séjour académique se substitue intégralement à celui du semestre prévu au présent règlement d'examens (S4, S5 ou S6). L'évaluation du séjour est celle mise en place par l'établissement d'accueil. L'obtention des crédits ECTS prévus dans l'accord pédagogique entraîne la validation du séjour et la comptabilisation des crédits prévus au présent règlement, au titre du semestre durant lequel il a été réalisé.

Si le séjour académique semestriel est réalisé durant l'année expériences, les crédits obtenus ne sont pas transférables et ne peuvent pas être pris en compte pour l'obtention du diplôme. En revanche, sa réussite peut valider le quitus international.

Le séjour académique peut également prendre la forme d'un double-diplôme. Il dure alors deux ou trois semestres et doit rapporter l'équivalent de 60 crédits ECTS au moins. Les cours sont prescrits par l'accord de double-diplôme, qui établit la reconnaissance du contenu de la formation. Ce type de séjour remplace la 3ème année du programme.

Quel que soit le type de séjour, l'étudiant doit se conformer aux dispositions du règlement d'examens de l'établissement d'accueil, sauf dispositions contraires établies dans l'accord pédagogique. En particulier, il est tenu de se conformer aux règles en vigueur en matière d'évaluation des connaissances et se présenter à tous les examens prescrits, de première ou de deuxième session.

## 2.4 INTERRUPTION D'ETUDES ET NOMBRE MAXIMAL D'INSCRIPTIONS

La scolarité peut être interrompue au plus une année universitaire sur l'intégralité du cursus, pour des raisons exceptionnelles sur demande de l'étudiant et après autorisation du directeur du programme. L'étudiant n'est alors pas inscrit à l'école et ne peut bénéficier d'aucun service de l'établissement durant son interruption d'études (il ne peut notamment pas bénéficier d'une convention de stage).

Le nombre maximal d'inscription dans le programme ICN Grande Ecole est de six années universitaires (3 années d'enseignement + 1 année « expériences » + 1 redoublement autorisé + 1 année supplémentaire exceptionnelle pour validation des modules et quitus non obtenus).

## 3. CONTROLE DES APTITUDES ET DES CONNAISSANCES

## 3.1 DISPOSITIONS GENERALES

### 3.1.1 Evaluation des modules

Pour chaque module, une ou plusieurs épreuves peuvent être programmées. Il est précisé que la présence et la participation des étudiants peuvent faire l'objet d'une évaluation sous forme de note, au même titre que les épreuves classiques. Une épreuve peut être de différents types : examen terminal écrit ; examen terminal oral ; contrôle continu, sous forme de dossier, épreuve écrite, ou projet. Un module est sanctionné par une note calculée à partir des notes des épreuves qui le constituent, selon les modalités d'évaluation précisées dans le syllabus du module.

Une note éliminatoire de 7/20 est fixée pour chaque module. En conséquence, tout module qui n'obtient pas une note strictement supérieure à 7/20 est invalidé et devra être suivi à nouveau, même si la moyenne semestrielle obtenue est égale ou supérieure à 10/20. Toute note communiquée reste provisoire jusqu'à sa validation par le jury.

Les modules sont affectés de crédits ECTS qui représentent leurs coefficients sur le semestre. Les crédits affectés au module sont acquis dès lors que la moyenne obtenue est égale ou supérieure à 10/20.

Certains travaux peuvent être réalisés en binôme si le syllabus du module le prévoit. Dans ce cas, la contribution de chaque étudiant est appréciée de façon individuelle, conformément au syllabus du module, et toute décision de validation est également individuelle.

### 3.1.2 Evaluation des quitus

Le quitus représente une obligation de résultat sur une activité donnée. En cas de défaillance, l'activité prévue doit être réalisée à nouveau. L'examen et la validation définitive des quitus sont effectués au plus tard à la fin du semestre S6 par le jury de diplôme. La liste des quitus est la suivante.

### 3.1.2.1 Quitus « expérience à l'international ».

L'étudiant à l'obligation de valider un quitus international. Pour cela, il doit a minima réaliser une expérience à l'étranger, d'au moins cinq mois lorsqu'il s'agit d'une expérience professionnelle, ou d'un semestre dans le cas d'un séjour académique. La validation par expérience professionnelle est obtenue si l'évaluation conjointe du tuteur école et du responsable entreprise attribue une note d'au moins 10/20 à l'expérience considérée, sur la base d'un rapport de stage à remettre au tuteur et d'une évaluation de l'expérience complétée par le responsable entreprise. La validation par séjour académique est obtenue dès lors que l'étudiant a obtenu les crédits ECTS prévus dans l'accord pédagogique (attention : dans le cas d'un séjour réalisé durant l'année expériences, les crédits ne sont pas transférables dans le programme Grande Ecole).

Les étudiants suivant un parcours double-diplômant en France en deux ans, ou bien un parcours en apprentissage, ainsi que les étudiants étrangers sont exonérés du quitus « international »,

### 3.1.2.2 Quitus « langue Anglaise ».

Ce quitus est acquis dès lors que le résultat obtenu à une épreuve externe TOEIC, TOEFL ou GMAT est supérieur ou égal au minimum publié en début d'année universitaire. Les scores à prendre en compte sont ceux correspondant à l'année universitaire durant laquelle l'examen est passé. Ils sont fixés par le directeur du programme, sur proposition du responsable du centre de langues. Ils sont communiqués par voie électronique au plus tard un mois après la rentrée universitaire.

Le quitus « langue anglaise » est validé sur présentation et enregistrement par le service scolarité d'une copie des résultats de l'épreuve externe subie faisant apparaître un score supérieur ou égal au minimum exigé. Les étudiants de langue maternelle anglaise sont dispensés de ce quitus.

*3.1.2.3 Quitus professionnel*

Ce quitus garantit que l'étudiant a accumulé suffisamment d'expérience professionnelle durant son cursus, sous forme de stage ou d'autre forme de contrat (CDD, CDI, VIE, etc.). Il est acquis par la réalisation et la validation des activités obligatoires suivantes :

- Participation aux événements professionnels signalés organisés par l'école.
- Expériences professionnelles validées d'une durée totale de 9 mois sur l'ensemble du cursus, dont au moins une expérience longue d'une durée minimale de cinq mois.

La durée de neuf mois s'entend pour un emploi à temps plein (151,67 heures par mois). Les contrats à temps partiels sont pris en compte *pro rata temporis*. Les neuf mois correspondent à 1 365 heures.

Pour être éligible à la validation du quitus professionnel, et quelle que soit la forme du contrat retenue, l'expérience professionnelle doit avoir fait l'objet, par l'intermédiaire du tuteur pédagogique de l'étudiant :

- d'une validation préalable de la mission ;
- d'une évaluation sur la base de livrables rendus par l'étudiant et l'entreprise d'accueil.

Chaque expérience professionnelle est évaluée individuellement à partir d'un rapport établi par l'étudiant et d'une évaluation complétée par le responsable hiérarchique de l'étudiant dans l'entreprise. Sa validation repose sur l'obtention d'une note supérieure ou égale à 10/20 (calculée à partir de l'évaluation du livrable remis par l'étudiant et de l'appréciation du responsable en entreprise, pour laquelle la note correspondante doit être au moins égale à 10/20 afin de valider l'expérience).

A la fin de chaque année académique, toutes les expériences professionnelles s'y rapportant doivent avoir été évaluées par le tuteur pédagogique et communiquées à l'étudiant selon le calendrier publié.

Le quitus est validé en fin de cursus si la moyenne de toutes les évaluations des expériences professionnelles est supérieure ou égale à 10/20.

En cas d'échec, une nouvelle expérience longue probante sera exigée.

### 3.1.3 Sessions de rattrapage

Deux sessions d'examens sont organisées pour chaque module chaque année. Seules les notes obtenues en 2ème session sont prises en compte, même si elles sont inférieures à celles obtenues en 1ère session.

### 3.1.4 Gestion des absences

Toute absence, justifiée ou non, à une épreuve terminale entraîne la défaillance au module concerné et l'attribution d'une note de 0/20. Le module doit dès lors être présenté en 2ème session, si celle-ci est prévue. Toute absence à une épreuve terminale de 2ème session à laquelle l'étudiant est inscrit doit être justifiée auprès de la scolarité. Si l'absence est reconnue justifiée, la note de 1ère session est conservée. Dans le cas contraire, la note de 0/20 est attribuée.

Une absence justifiée à une épreuve non terminale peut donner lieu, sur décision du directeur du programme et après avis du responsable de département auquel le module est rattaché, à la neutralisation de l'épreuve dans le calcul de la moyenne ou bien à la mise en place d'un contrôle spécifique. Une absence non justifiée à une épreuve non terminale donne lieu à la note de 0/20.

Toute absence est réputée justifiée dès lors que l'étudiant a déposé dans un délai de quinze jours ouvrables sur MyICN sa demande d'absence accompagnée d'un justificatif recevable. Le justificatif authentique n'est recevable que s'il relève des seuls motifs suivants :

- La maladie, sur présentation d'un certificat médical pour les étudiants. Pour les apprentis, un arrêt de travail est exigé : il doit être transmis au CFA ICN sous 48 heures ou 24 heures en cas d'accident du travail.
- Le décès d'un proche, sur présentation d'un certificat de décès.
- Une autorisation d'absence délivrée par le directeur du programme.

### 3.1.5 Contrôle des présences

Conformément au règlement intérieur, la présence aux cours est obligatoire. Un contrôle est effectué à chaque cours et à chaque examen. Toute absence non justifiée peut donner lieu à convocation de l'étudiant devant le conseil de discipline.

### 3.1.6 Discipline des épreuves

Les étudiants doivent se conformer au règlement général des évaluations. Les dispositions du paragraphe 1.1.3 s'appliquent. Pour être admis en salle d'examen, chaque étudiant doit pouvoir justifier de la conformité de son inscription administrative à l'école en présentant une carte d'étudiant en cours de validité.

### 3.1.7 Consultation des copies par les candidats

Les copies d'examen sont des documents administratifs à caractère nominatif. Elles doivent être communiquées aux candidats qui le demandent dans un délai raisonnable, et uniquement après la proclamation par le jury des résultats définitifs. Ce droit d'accès s'exerce par consultation directe des copies sur place et en présence du professeur correcteur. Ce droit n'est ouvert aux candidats qu'en ce qui concerne leurs propres copies, et uniquement si la note obtenue est inférieure à 10/20.

Seules les notes définitives attribuées par le jury sont officiellement communicables. En revanche, les notes provisoires proposées par les correcteurs sont considérées comme des documents inachevés et sont donc non communicables.

### 3.1.8 Conservation et archivage des copies par l'administration

Les copies d'examen sont des documents produits par les candidats dans le cadre du processus administratif de délivrance de diplôme. Elles appartiennent donc à l'école en tant que support matériel de la composition du candidat.

Les copies sont conservées pendant un an après publication des résultats.

## 3.2 CONDITION DE PASSAGE EN SEMESTRE ET ANNEE SUPERIEURS

### 3.2.1 Règles générales de progression

Le passage d'un semestre impair vers un semestre pair est systématique. Le passage d'un semestre pair vers un semestre impair est prononcé par le jury chaque année à l'issue de la 1ère ou de la 2ème session d'examens du semestre pair.

Si tous les modules de l'année ne sont pas validés, le jury prononce soit un redoublement, soit une non-autorisation à poursuivre la scolarité.

### 3.2.2 Redoublement

Le jury prononce un redoublement annuel ou semestriel. L'étudiant est tenu d'assister à l'ensemble des cours et à se présenter à tous les examens de la période correspondant aux modules non validés.

En cas de redoublement semestriel, le semestre validé de l'année universitaire peut être consacré à une expérience professionnelle de cinq à six mois, possiblement sous la forme d'un stage, ou par une autre activité préalablement validée par le directeur du programme.

Un seul redoublement annuel est possible sur la totalité du programme Grande Ecole.

### 3.2.3 Non autorisation à poursuivre la scolarité

A l'issue d'une année universitaire et en cas de non validation d'un grand nombre de modules, le jury peut décider de ne pas autoriser la poursuite d'études. En fin de cursus, au-delà du nombre maximal d'inscriptions autorisées et en cas de non validation de tous les quitus et modules prévus au présent règlement, le jury prononce la non autorisation à poursuivre la scolarité.

## 3.3 JURYS : JURY D'ADMISSION, JURY DE DIPLÔME, JURY DE STAGE.

### 3.3.1 Jury d'admission

Le jury d'admission est nommé par le recteur d'académie après consultation de l'établissement. Il comprend :

- le président du jury appartenant à un corps d'enseignants chercheurs, professeurs des universités ou maîtres de conférence, ou à un corps assimilé au sens de l'arrêté du 10/02/1992 ;
- un vice-président qui supplée le président en cas d'empêchement appartenant à un corps d'enseignants chercheurs, dans la mesure du possible ;
- le directeur général de l'école ou son représentant ;
- le directeur du programme ;
- au moins quatre représentants du corps professoral enseignant dans le programme, ou des personnalités extérieures ayant contribué aux enseignements ;
- le recteur d'académie ou son représentant, qui assiste avec voix consultative aux délibérations.

### 3.3.2 Jury de diplôme

Le jury de diplôme est identique au jury d'admission. Il se réunit à l'issue des deux sessions d'examens organisées chaque année universitaire.

Le jury n'examine que les dossiers des étudiants à jour de leur inscription administrative à l'école.

### 3.3.3 Jury de stage

Les stages sont évalués individuellement et conjointement par un tuteur pédagogique, enseignant/chercheur de l'école, et par un maître de stage dans l'entreprise d'accueil, qui remplissent chacun un formulaire d'évaluation. La synthèse est rédigée par le tuteur pédagogique. L'examen et la validation finale de cette évaluation sont assurés par le jury de diplôme.

### 3.3.4 Règles de fonctionnement et décisions du jury

Le jury est souverain. Les décisions sont prises à la majorité simple des présents, les abstentions ne sont pas prises en compte. En cas de partage des voix, celle du président (ou du vice-président) est prépondérante. Les débats et votes sont strictement confidentiels. Les résultats sont proclamés par voie électronique après les délibérations du jury.

## 4. CONDITIONS DE DELIVRANCE DU DIPLOME

Le jury de diplôme établit la liste des élèves admis. Pour être admis, l'étudiant doit avoir validé tous les modules et quitus prévus au présent règlement et ainsi obtenu tous les crédits correspondant aux années d'études passées dans le programme. Le jury de diplôme soumet au recteur d'académie la liste des étudiants proposés à l'obtention du diplôme. Les diplômes sont signés par le président de jury et le directeur de l'école ainsi que par le recteur d'académie qui y appose le visa de l'État. Si toutes les conditions d'obtention du diplôme ne sont pas remplies, deux cas sont possibles :

- le nombre d'inscription maximal n'est pas atteint, le jury peut ajourner l'étudiant qui devra remplir les conditions d'obtention au cours de la prochaine année universitaire ;
- le nombre d'inscription maximal est atteint, le jury prononce la non autorisation à poursuivre la scolarité et le diplôme n'est pas délivré.

# EXTRACT FROM ACADEMIC REGULATIONS 2021-2022

## 2. ORGANIZATION OF STUDY

### 2.1 ACADEMIC OBJECTIVES

The ICN Master in Management / Programme Grande Ecole Degree sets out to train generalist senior managers. They will hold positions of responsibility in all types of organization, whether in France or in the international community and they will be able to adapt to multi-disciplinary and multi-cultural environments. The generalist training is complemented and enriched by additional features:
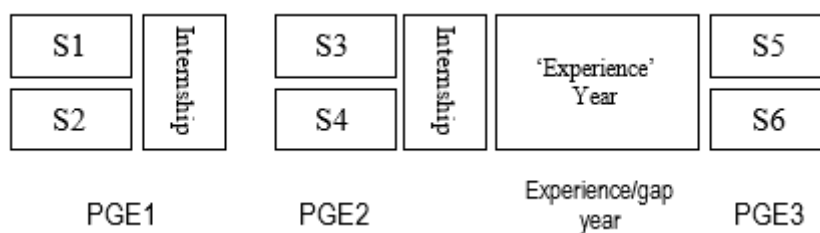
- A special study/major in year 2: this is a study of a specialist function within the organization, and may be extended with further study, for example by following a double degree program,
- A multi-disciplinary dimension: this is provided by modules and activities #ATM (Art Technology Management), namely within the ARTEM alliance,
- An international dimension: students are required to spend a semester abroad on a program of academic study.

On successful completion of their training, students are able to:

- Demonstrate context-specific knowledge of business and communicate this effectively in written and oral form.
-
- Demonstrate their flexibility in dealing with unexpected management issues/challenges in a global and evolving environment.
- Identify, analyze and prioritize core issues and evaluate alternatives in a complex business situation, making appropriate use of relevant knowledge/tools/models/approaches.
- Design an appropriate and informed creative recommendation to a given issue.
- Construct well thought-out decisions, fully aware of their impact on the organization, people, and environment.
- Contribute as productive members to a project and demonstrate team management and leadership skills.
- Demonstrate their ability to work in a multicultural environment.
- Use and share transdisciplinary insights when engaging in real world projects.

### 2.2 GENERAL STRUCTURE OF PROGRAM

The ICN Master Grande Ecole Degree, for first year entrants, is a three-year program with an optional 4th gap or 'Experience' year, on student's request. The gap year comes between year 2 and year 3. Minimum presence on the program is therefore two years for year 2 entrants and three years for year 1 entrants.



A semester is made up of courses. Each course is assigned a number of European credits, called ECTS (ECTS - European Credit Transfer System). One semester's work earns 30 ECTS and therefore one year earns 60 ECTS.

## 2.3 PROGRAM CONTENT

### 2.3.1 Year 1

In year 1, students acquire the fundamentals of management. In addition, each student must choose a School Project (*Projet Ecole*).

| S1 | | | S2 | | |
|---|---|---|---|---|---|
| Course | ECTS | Vol. H | Course | ECTS | Vol. H |
| Responsible Management Fundamentals | 4 | 30 | Fundamentals of Marketing | 4 | 30 |
| Quantitative methods | 4 | 30 | Digital tools | 4 | 30 |
| Accounting | 4 | 30 | Financial Analysis and Cost Accounting | 4 | 30 |
| Creative Thinking | 4 | 30 | Purchasing and SCM | 4 | 30 |
| Business Law | 4 | 30 | Economics | 4 | 30 |
| Creative Business Days | 4 | 30 | HR management and labor law | 4 | 30 |
| Foreign languages | 2 | 15 | Elective | 2 | 15 |
| Project management | 4 | 30 | Applied Student Project | 4 | 30 |

*Professional experience or academic study*: A short experience of 10 weeks minimum is a compulsory requirement of the program at the end of year 1 (the exact dates will be published each year). The aim of this is for students to discover a managerial function or a particular sector of activity. For students having difficulty with English language[2], this professional experience may be replaced, if the Program Director recommends it, by a language or professional period of residence in an English-speaking environment (or any other project approved by the Program Director).

### 2.3.2 Year 2

Year 2 completes the fundamentals of management and allows students to specialize in an in-depth study of one aspect of management, a Special Subject or Major, (in French '*Spécialisation*'). This Special Subject is the student's own choice. Year 2 also introduces students to the notions and practices of multi-disciplinarity, since they make a second choice, that of an elective, and an #ATM Workshop.

| S3 | | | S4 | | |
|---|---|---|---|---|---|
| Module | ECTS | Vol. H | Module | ECTS | Vol. H |
| Financial decisions | 4 | 30 | Intercultural management | 4 | 30 |
| Management control | 4 | 30 | Sustainable Management of organisations | 4 | 30 |
| Strategic Marketing / Planning | 4 | 30 | Strategy | 4 | 30 |
| Information Systems Management | 4 | 30 | Financial risk management | 4 | 30 |
| #ATM Workshop | 5 | 45 | #ATM Workshop | 5 | 45 |
| Specialisation 1 | 4 | 30 | Specialisation 3 | 4 | 30 |
| Specialisation 2 | 4 | 30 | Specialisation 4 | 4 | 30 |
| Foreign language | 1 | 15 | Elective | 1 | 15 |

*Academic experience abroad*: Students may complete the second semester of year 2 abroad on an academic study visit in one of the ICN's international partner universities. This however has to be approved by the International Relations Office and the Program Director who select appropriate candidates on the basis of an application file.

*Professional experience or period of language study abroad*: A short professional experience of ten weeks minimum in a company may be carried out during the summer at the end of year 2 (the exact dates will be published each year). The objective here is for students to deepen their understanding of a particular function in a company. For students who have difficulty with English language , this professional experience may be replaced, if the Program Director recommends it, by a language or professional period of residence in an English-speaking environment (or any other project approved by the Program Director).

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[2] English language progress tests are arranged during the year to help the Program Director in this decision.

*The Specialization / Major*

Each student chooses a main specialization/major, for a total of 120 hours. The following majors are open to students (they may change as long as they keep the same number of teaching hours; they take place in Nancy, Paris or Berlin):

- Audit and Compliance
- Banque et services financiers
- Brand and Marketing Management
- Contrôle de gestion
- Creativity and Sustainability-oriented Innovation
- Cultural and Creative Industries Management
- Digital Management
- Distribution et e-commerce
- Finance d'entreprise
- Finance, and Risk Management
- International Business Development
- Luxury and Design Management
- Management de la Supply Chain et des achats
- Management des ressources humaines
- Management numérique
- Marketing et ingénierie d'affaires
- Marketing et innovation produit

*#ATM Multi-disciplinary Workshop*

This involves 90 hours of teaching. It may take place at the ICN or at one of the ICN's partner institutions.

*2.3.3 The Gap or 'Experience' Year*

The Experience Year is optional. Student applies and needs the programme director's approval. The decision is made by the end of July of year 2. It may complement the classroom training with academic or professional experiences, or a combination of both, according to regulatory rules.

- *Professional experience*: a long experience (of at least five months), based on a large-scope mission approved by the supervisor of the student. It can be an internship agreement (in compliance with regulations), or any other form of contract.
- *Academic experience*: at least a semester of study at a partner or local university to deepen the students' understanding of an area chosen by them. This must have the approval of the School, confirmed in writing.

Important notice: no ECTS credits associated to any activities carried out during a gap year will be taken into account in the program. These credits are not required by the program.

*2.3.4 Year 3*

| S5 | | | S6 | | |
|---|---|---|---|---|---|
| Module | ECTS | Vol. H | Module | ECTS | Vol. H |
| Gouvernance and responsible leadership | 4 | 30 | Internship | 13 | |
| Data analysis | 4 | 30 | Seminar | 2 | 15 |
| Strategic challenge | 4 | 30 | Master Thesis | 15 | 30 |
| Elective | 2 | 15 | | | |
| Principale 5 | 4 | 30 | | | |
| Principale 6 | 4 | 30 | | | |
| Principale 7 | 4 | 30 | | | |
| Principale 8 | 4 | 30 | | | |

During the first semester of year 3 (S5), the Core course (Tronc commun) is complemented by the addition of four courses (120 hours) to complete the field of specialization chosen by students during year 2, making a total for this of 240 hours. Specializations/Majors take place in Nancy, Paris or Berlin ICN campus. One course called 'elective' (15 hours), chosen by the student, completes the year 3 program.

*Professional experience*: 5-6 months of professional experience in France or abroad (with the same objectives and conditions as the internship completed during the 'Experience Year'). The experience may be carried out during either of the two semesters of the year, depending on the choice of activity during S5 (*cf* 'Academic Experience' below). It can be an internship, or any other form of contract. Moreover, to smooth the path into work for students who did an Academic Study course in S6, a long 'end of studies' professional experience may be completed on return from the partner university, in compliance with regulatory rules.

*Academic Experience*: a semester-long training program as part of a university exchange scheme. When it is a semester-long course, it may be carried out in either semester 1 or semester 2. A year-long course is possible, for the award of a double degree.

In cases where the International Study Course was completed in semester S6, all S6 courses are transferred to semester S5. Students may complete a professional experience in the semester S5, before leaving for her/his international study period abroad.

### 2.3.5 Admission onto the courses

Admission to the courses, (especially the majors/special subjects, electives and workshops) may be limited because of criteria which will be pointed out to students at the time of registration. The criteria might include: numbers limitations, learning pre-requisites, minimum academic levels, or the need to balance the numbers of students from the three participating Schools in each workshop.

For each optional course, students are asked to give choices, in order of preference and depending on the timetable and options available each year.

The decision as to the allocation of students to courses is made by the Program Director after consulting the Academic Departments and Administrative Services involved. The decision becomes final and is communicated to students at least one week before the start of classes. There can be no guarantee that the final allocation of students to courses will match exactly the initial choices made by the students.

### 2.3.6 Internships

Internships are accompanied by an academic tutor, who is a lecturer/researcher at the School. All internships' missions must be approved by the tutor, who works in partnership with an internship supervisor based in the company. Internships may be carried out in public or private companies or organizations, or in research laboratories, and may be in France or abroad. They end with the writing of an internship deliverable by the student.

The dates of the beginning and the end of the internship will be published each year. Several internships may be carried out during the internships period, in compliance with regulatory rules, provided that together they complete the required minimum of experience in companies.

No internship must commence without an internship agreement signed by the School, the student and the host company. Any student who contravenes this regulation is committing a fault and is liable to sanctions. These will be decided by the Discipline Committee, before which the student concerned will be summoned to appear.

### 2.3.7 Academic study periods abroad

A semester of study at a partner university can be realized, to contribute to the validation of the 'International Experience' quitus. It may take place during semesters S4, S5 and S6, and allows students to earn the equivalent of 30 ECTS credits. This academic stay typically lasts from 4 to 6 months.

Each partner establishes a list of accessible courses, and the International Relations Office specifies the compulsory courses and the courses that the student can choose freely. The selected courses must correspond to management courses and be at the level of the year during which the stay is made. These course choices are validated by the International Relations Office and the program director.

A learning agreement is signed, and the courses replace the one provided by the initial program (semester S4, S5 or S6). The evaluation is set up by the host institution. Earning the ECTS credits listed in the teaching agreement entails the validation of the academic semester, and the recognition of these credits for the corresponding semester in the initial program.

If the semester of study is carried out during the gap year, the credits obtained are not transferable and cannot be taken into account for the graduation. However, its success validates the 'International Experience' quitus ("full discharge").

The academic experience abroad may also take the form of a double degree. It lasts two or three semesters that correspond, at least, to 60 ECTS credits. The required courses are listed in the double-degree agreement, which establishes recognition of the course content. This experience replaces the 3rd year of the program.

The student must comply with the provisions of the examination regulations of the host institution, unless otherwise provisioned in the agreement. In particular, he / she is required to comply with the rules on knowledge assessment and to attend all prescribed examinations at the first or second session (retake).

## 2.4 INTERRUPTION OF STUDIES AND MAXIMUM NUMBER OF REGISTRATIONS

The study program may be interrupted at the most for one university year over the whole of the program. This must be for exceptional reasons explained in writing to the Program Director who will then give approval or not. If approval is given and studies are interrupted, the student is no longer registered as a student at the ICN Business School and may not make use of any of the services or other advantages of ICN registration during the period of interruption. In particular the student cannot enjoy the benefits of an internship agreement.

The maximum number of registrations on the ICN Master program is therefore 6 academic years (3 years teaching + 1 'Experience'/gap year + 1 approved re-take year + 1 exceptional additional year to validate any uncompleted courses or uncompleted Quitus).

## 3. ASSESSMENT OF SKILLS AND KNOWLEDGE

### 3.1 GENERAL ARRANGEMENTS

#### 3.1.1 Eval Grading of courses

For each course, one or more tests or examinations may be set to test skills and knowledge acquired. It is important to note that students' presence and participation in classes may also be graded, in addition to the classic forms of examination. Examinations may take different forms: a final written examination, a final oral examination, continuous or periodic assessment, submission of a dossier, written tests or projects. A course is assessed using a grade which is calculated on the basis of the smaller tests which take place during the course. The grading system for each course will be indicated in the syllabus for the course.

For each course there is an elimination grade of 7/20. Consequently, each course for which the student does not achieve a grade higher than 7/20 is considered not only as a fail, even if the average obtained for the semester is equal to or greater than 10/20.

Note that all grades which may be communicated to students by the lecturer concerned are provisional until they are ratified by the Examination Board.

The courses are assigned ECTS credits which represent their coefficients over the semester. Credits are earned when the average mark obtained is equal to or greater than 10/20.

Some assignments may be carried out by pairs of students, if this is clearly stipulated in the syllabus. In this case the contribution of each of the students in the pair will be graded separately as indicated in the syllabus, and any decision concerning the pass or fail of the course will also be an individual one for each team member.

#### 3.1.2 Assessing the Quitus

A Quitus is a compulsory requirement to show achievement or performance in a particular activity. If this achievement is not demonstrated, the activity will not be validated and must be carried out again. The assessment and final decision (pass or fail) for the different quitus by the Examination Board must be carried out by the end of Semester S6. The list of quitus is given in the paragraphs below.

##### 3.1.2.1 'International Experience' Quitus.

The student must validate an 'International Experience' quitus, by performing an experience abroad, at least five months when it is a professional experience, or a semester in the case of an academic experience. Validation by professional experience is obtained if the joint assessment of the school tutor and the company manager assigns a grade of at least 10/20 (on the basis of an internship report evaluated by the tutor, and an evaluation of the experience completed by the company manager). Validation by academic experience is obtained as soon as the student has earned the ECTS credits provisioned in the learning agreement (note: in the case of a stay during the gap year, credits are not transferable).

Students following a two-year double degree program, students on apprenticeship schemes, and international students are exempt from the International Quitus requirement.

##### 3.1.2.2 'English Language' Quitus

The English Language Quitus is passed when the grade obtained in the external tests of English language competence TOEIC, TOEFL or GMAT is equal to or higher than the minimum published at the start of each academic year. The scores which are used in assessment are those for the academic year when the test is taken. These are determined by the Program Director on the recommendation of the Head of Center for Foreign Languages. They are published on the internet site at the latest one month after the start of the academic year.

The English Language Quitus is validated when a copy of the results of the external test, showing a score equal to or higher than the minimum required, is submitted to the Student Service ('Scolarité'). Students whose mother tongue is English are exempt from this Quitus.

*3.1.2.3 Professional Quitus*

The Professional Quitus guarantees to future employers that students have acquired sufficient professional experience during their learning process, particularly by way of compulsory internships, or any other form of contract. Students obtain the quitus by successfully completing the following activities:

- participating in the professional events organized by the ICN Business School,
- completing periods of professional practice totaling 9 months out of the full course of study, including at least a long professional experience of a minimum of 5 months.

The nine-month period is for a full-time job (151.67 hours per month). Part-time contracts are taken into account pro rata temporis. Nine months is equivalent to 1,365 hours.

To be eligible to the professional quitus, whatever the contract, the experience must:

- be approved by the academic tutors, who validates the mission;
- be assessed by the academic tutors, and the Company supervisor, based on required deliverables;

Each professional experience is assessed and graded individually. They are successfully completed when students obtain a grade equal to or greater than 10/20 (based on the deliverable presented by the student and graded by the ICN academic tutor, and an assessment by the Company supervisor, which must also be a minimum of 10/20 for the internship to be considered as being successfully completed).

At the end of each academic year, all professional experiences that have been achieved during the year must be assessed by the supervisor of the student, and communicated to him/her, according to the calendar published each year.

The quitus is validated at the end of studies if the average of the grades for all the periods of professional experience is equal to or greater than 10/20.

If this is not the case, the student is required to complete another long experience.

### 3.1.3 Re-take or re-sit examinations

Each year two examination sessions are arranged for each course module. Only the marks obtained in the re-take session are taken into account, even if they are lower than those obtained in the 1st session.

### 3.1.4 Absence from examinations

Any absence from a final examination, whether it is justified or not, will automatically mean that the course is failed and the grade of 0/20 will be entered. In this case the course examination must be taken at the second session of examinations, if indeed a second session is programmed. Any absence from a second session examination for which the student is registered, must be justified in writing to the Student Service ('Scolarité'). If the absence is justified, the grade for the first session examination is given. If the absence is not justified, a fail grade of 0/20 is given.

A justified absence from an assessment other than a final examination may, if this is approved by the Program Director in consultation with the Head of Academic Department to which the assessment belongs, lead either to the assessment being omitted in the calculation of the average, or to a special assessment or assignment being set. A grade of 0/20 is assigned for any unjustified absence from an assessment other than a final examination. An absence is justified if the student informs the Student Service ('Scolarité') at the beginning of the absence, and if the student communicates to the Student Service ('Scolarité', via MyICN) in writing the reason for his/her absence as soon as he/she returns, or in any case within 15 days.

The only reasons which are considered as justification for absence from an examination are the following:

- sickness, in which case a doctor's note or medical certificate must be presented to the Student Service ('Scolarité'). For apprentices, a sick leave certificate must be presented to CFA ICN within 48 hours, or 24 hours in case of a work related accident,
- the death of a close member of the family, in which case a copy of the death certificate must be presented,
- permission to be absent from the examination, granted by the Program Director.

### 3.1.5 Attendance at classes

As stipulated in the Internal Regulations, presence at classes is compulsory. A control of student presence at classes is carried out at the beginning of each class and each examination when students must sign the attendance sheet. Any absence from class which is not justified may give rise to the student(s) concerned being summoned to appear before the Disciplinary Committee.

### 3.1.6 Behavior during examinations

Students must behave in compliance with the General Regulations on Examinations. The measures outlined in paragraph 1.1.3 are the relevant ones here. For students to be admitted into the examination rooms, they must prove that they are correctly registered administratively as students of ICN Business School and show their current, valid student card.

### 3.1.7 Students' right to see their corrected examination scripts

Examination scripts are named administrative documents. They may be consulted by students who ask to do so within a reasonable time, and only after the final results have been confirmed and published by the Examination Board. Students may see their examination papers only on School premises and in the presence of the lecturer who graded them. Students may only see their own scripts and only if the grade is lower than the pass grade of 10/20.

Only the grades which have been finally approved by the Examination Board can be communicated to students. The initial grades allocated by the lecturer who graded the paper are held to be provisional and the full grading process is considered to be incomplete until the grades are confirmed by the Examination Board. Consequently, the initial provisional grades are not to be communicated to the students.

### 3.1.8 Archive recording of student examination scripts

Students' examination scripts (papers) are considered to be administrative documents contributing to the School's responsibility for awarding degrees. They are therefore the property of the School and as such they are evidence of the students' performance and justification for the award of degrees.

Examination papers are kept by the administrative services for one year after publication of the results.

## 3.2 PROGRESSION FROM ONE SEMESTER/YEAR TO THE NEXT

### 3.2.1 General rules of progression

Progression from semester 1 to semester 2 in any given year of study is systematic. Progression from semester 2 to semester 1 of the following year is decided by the Examination Board each year following the results of the first and second sessions of the semester 2 examinations.

If all the courses are not successfully completed, the Examination Board can recommend either that the student re-takes the unsuccessful academic year, or discontinues the program of study.

### 3.2.2 Re-taking a semester or a year

The Examination Board may recommend that a student re-takes a semester or a full academic year. If, over the semester or the year under consideration, all the courses have been failed, the student is required to attend all the classes and sit all the examinations and other assessments during the re-take semester or year.

If the student is required to re-take the failed semester, the semester which was successfully completed now has to be filled as a 5 or 6 month approved professional experience.

Each student is allowed one re-take only over the whole period of study for the *Grande Ecole* Degree.

### 3.2.3 Refusal to proceed to the next stage of the Degree course

In cases where a significant number of courses are not validated by the Examining Board at the end of the academic year, the Board may decide that the student(s) concerned may not proceed to the next year and must terminate their studies. At the end of the course, if the student has not validated all the quitus and courses required by the present regulations, and has reached the total number of re-registrations, the Examination Board will recommend that the student leaves the course without obtaining the Degree.

### 3.3 ADMISSION PANELS, EXAMINATION BOARDS, AND INTERNSHIP PANELS

#### 3.3.1 Admission Panel

The members of the Degree course Admission Panel are appointed by the Regional Academy Inspector after consulting the ICN Business School. They include:

- the Chairperson, who must be a member of the teaching/research community, a university professor or a lecturer (or equivalent, according to the decree of 10/02/1992);
- a Vice Chairperson, who replaces the Chairperson when necessary and who must be a member of the teaching/research community, as far as possible;
- the Director General of the School or his/her representative,
- the Program Director,
- at least four representatives of the academic staff teaching on the Degree course,
- the Rector of the Academy or his/her representative, who attends meetings in an advisory capacity.

#### 3.3.2 The Examination Board for the Degree Course

The Examination Board has the same members as the Admission Panel. It meets to conclude the two sessions of examinations which are held in each academic year.

The Examination Board only considers the cases of students whose registration as students of the School is complete and up to date.

#### 3.3.3 Internship examiners

Internships are assessed and graded individually and jointly by an academic tutor who is a lecturer/researcher at ICN Business School and by a company supervisor from the host company. Each examiner completes an assessment form, and a summary of the two reports is then written by the academic tutor. Discussion and final approval of this assessment is the responsibility of the Examination Board for the degree.

#### 3.3.4 Regulations governing decisions of the Examination Board

The Examination Board's decision is final. Decisions are taken by simple majority of the Board members present, and any abstentions are not taken into account. If the vote is equally divided, the Chairperson's (or Vice-Chairperson's) vote is final. Discussion and voting is strictly confidential. After the Board has reached its decisions, the results are communicated electronically.

## 4. CONDITIONS FOR THE AWARD OF THE DEGREE

The Examination Board decides on the award of the Degree for successful candidates. To be awarded the Degree, students must have passed all Modules and all Quitus mentioned in the present regulations. The Examination Board communicates to the Rector of the Regional Academy the list of students it recommends for the award of the Degree. The Degree certificate is signed by the Chairman of the Examination Board, the Director General of the School and the Rector of the Regional Academy who adds the seal of approval of the French Ministry. If the conditions for the award of the Degree are not met, the Examination Board has two options:

- if the total number of modules and quitus has not been met by the student, the Board may refer the student, who will then have to successfully complete the missing units during the following academic year,
- if the total number of modules and quitus has been met, the Board decides that the student has failed the course program and the Degree is not awarded.

# CONTACTS UTILES / USEFUL CONTACTS

## Direction du programme

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# INFORMATIONS UTILES MyICN / USEFUL INFORMATIONS MyICN

Vous retrouverez toutes les informations utiles sur MyICN et notamment dans l'onglet Scolarité

Vous pourrez consulter les calendriers, les livrets (…) ainsi que regarder les vidéos de présentation des différents services de l'école.

*You'll find all the useful information about MyICN and especially in the Schooling tab*

*You will be able to consult the calendars, the handbooks (...). Watch the school's service presentation videos.*

C'est par ICI / Click here

# LES SPECIALISATIONS / SPECIALISATIONS

| Famille | MSc 2021-2022 | Responsable spécialisation | Semestre 3 | | Semestre 4 | | semestre 5 | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | Module de spécialisation 1 | Module de spécialisation 2 | Module de spécialisation 3 | Module de spécialisation 4 | Module de spécialisation 5 | Module de spécialisation 6 | Module de spécialisation 7 | Module de spécialisation 8 |
| MARKETING | Cultural and Creative Industries Management | Rossella SORIO | Consumer Psychology and Market Research | Cultural & Creative Industry Management 1 | Offering Management in the Digital Era | Cultural Sustainability | Consumption & Branding in Cultural & Creative Industries | Art and entertainment event management | Cultural and Creative Industries Management 2 | The Art and Entertainment Management Seminar |
| MARKETING | Marketing et innovation produit | Douniazed FILALI BOISSY | Psychologie du consommateur et analyse du marché | Innovation et outils d'études marketing | Management de l'offre à l'ère du digital | Design produit et Packaging | Marketing de l'Innovation | Créativité et Design Thinking | Gestion et lancement produit | Innovation responsable et protection juridique |
| MARKETING | Brand and Marketing Management | Stéphan SONNENBURG | Consumer Psychology and Market Research | Branding in the social media era | Offering Management in the Digital Era | Marketing Intelligence and Brand Analytics | Strategic brand management | Current issues in branding and marketing | Sustainable brands and ethics | Brand design and campaigns |
| MARKETING | Luxury and Design Management | Maxime KOROMYSLOV | Consumer Psychology and Market Research | Luxury Culture: Past, Present and Future | Offering Management in the Digital Era | Selling Luxury | Product and Pricing Policy | Perfumes and Cosmetics | Product Conception and Materials | Wine and Spirits |
| MARKETING | Luxury and Design Management | Maxime KOROMYSLOV | Consumer Psychology and Market Research | Luxury Culture: Past, Present and Future | Offering Management in the Digital Era | Selling Luxury | Product and Pricing Policy | Perfumes and Cosmetics | Product Conception and Materials | Wine and Spirits |
| BUSINESS DEVELOPMENT | Distribution et e-commerce | Michel MAKIELA | Comprendre le comportement du client | Marketing d'enseigne et point de vente | Définir l'offre commerciale | Category Management | E-Commerce & Marketing Distribution Omnicanal | Stratégie & Management des Achats | Marketing B2B et Management Grands Comptes | Négociation commerciale & Business Development |
| BUSINESS DEVELOPMENT | International Business Development | Christophe STALLA BOURDILLON | Understanding Client Behaviour | International Business Environment | Defining Commercial Offerings | International Geopolitics | International Sourcing & Logistics | Advanced Negotiation | Developing Business | Export Project & Strategy |
| BUSINESS DEVELOPMENT | Marketing et Ingénierie des affaires | Olivier BRAUN | Comprendre le comportement du client | Pilotage de la performance commerciale | Définir l'offre commerciale | Management de l'omnicanalité | Négociation des solutions complexes | Management des projets et des équipes | Case studies in International Business Development | Marketing relationnel et de la marque |
| BUSINESS DEVELOPMENT | Marketing et Ingénierie des affaires | Olivier BRAUN | Comprendre le comportement du client | Pilotage de la performance commerciale | Définir l'offre commerciale | Management de l'omnicanalité | nc | nc | nc | nc |
| MANAGEMENT | Management de la Supply Chain et des Achats | Thierry HOUE | Nouveaux modes d'organisation et de consommation | Fonction achats et négociation | Processus et transformation numérique | Pilotage de la production et qualité | Supply Chain Strategy | Logistique Internationale | Conception et Pilotage des Flux | Achats Hors Production |
| MANAGEMENT | Management des RH (Talent Management in Organisation pour M2) | Axelle LUTZ (M1) Krista FINSTAD-MILLION | Nouveaux modes d'organisation et de consommation | De la Ressource Humaine à la Richesse Humaine | Processus et transformation numérique | Droit social | The Dark Side of HRM | Organisational Restructuring | Sustainable HRM | HR Auditing |
| MANAGEMENT | Management des RH | Axelle LUTZ | Nouveaux modes d'organisation et de consommation | De la Ressource Humaine à la Richesse Humaine | Processus et transformation numérique | Droit social | nc | nc | nc | nc |
| MANAGEMENT | Management numérique | Dominique ROUX | Nouveaux modes d'organisation et de consommation | Enjeux de la révolution numérique et Cybersécurité | Processus et transformation numérique | Intelligence artificielle et ses applications | Numérique et approches sectorielles | Souveraineté numérique | Modèles économiques en ligne | Pratique du numérique (codage et projet digital) |
| FINANCE | Finance d'entreprise | Aziza GARSAA | Group accounts in an international setting | Evaluation et diagnostic financiers | Financial Data Analysis | Business Plan et Gestion de Trésorerie | Advanced IFRS Standards | Analyse financière fondamentale | Droit fiscal et des sociétés | Ingénierie financière |
| FINANCE | Finance d'entreprise | Aziza GARSAA | Group accounts in an international setting | Evaluation et diagnostic financiers | Financial Data Analysis | Business Plan et Gestion de Trésorerie | nc | nc | nc | nc |
| FINANCE | Audit and Compliance | Stéphanie THIERY | Group accounts in an international setting | Audit, governance, and internal control | Financial Data Analysis ou Industrial Economy | External and Internal Auditing (basics) | Advanced IFRS Standards | External and Internal Auditing (advanced) | Advanced Law and Management Accounting | Audit, frauds, and cyber threats |
| FINANCE | Contrôle de gestion | Yves HABRAN | Group accounts in an international setting | Evaluation et diagnostic financiers | Financial Data Analysis | Contrôle de gestion opérationnel | Advanced IFRS Standards | Diagnostic de performance et Systèmes d'information | Diagnostic de performance et développement | Diagnostic Financier |
| FINANCE | Finance & Risk Management | Michel VERLAINE | Group accounts in an international setting | Risk Management for Financial Institutions | Financial Data Analysis | Behavioral Finance and the Architecture of Finance | Asset and Fund Management | Behavioral Finance and the Architecture of Finance | International Market Microstructure | Geopolitics of Finance |
| FINANCE | Banque et services financiers | Elisabeth PAULET | Group accounts in an international setting | Innovation et éthique dans le financement de l'entreprise | Financial Data Analysis | Jeu de simulation Hélios | Gestion de portefeuille et banque privée | Business plan et gestion de crédits corporate | Banque et assurance | La banque face à l'évolution digitale |

# LES ELECTIFS / ELECTIVES

| Module | Periode | Rythme classique | Rythme alterné | Langue | Basé sur le campus de | Accessible depuis | Responsable |
|---|---|---|---|---|---|---|---|
| Assistance à la recherche ICN | * | x | x | FR | Nancy | Paris / Berlin | DUFFING Gérald |
| Big Data *(recommandé Audit and Compliance)* | P2 | x | x | EN | Nancy | Paris / Berlin | BAWACK Ransome |
| BMC preparation (bloomberg) | e-L | x | x | FR | Nancy | Paris / Berlin | KOEHL Jacky |
| Business Aesthetics and Artful Communications | P2 | | x | EN | Berlin | | FLORES ZAMORA Javier |
| Certification ASLOG | P2 | | SCM | FR | Nancy | | HOUE Thierry |
| Consumer culture | P2 | x | x | EN | Berlin | Nancy / Paris | ROME Alexandra |
| Créativité et conduite du changement | P2 | x | x | FR | Nancy | | MAKIELA Michel |
| Design d'espaces commerciaux | P2 | x | x | FR | Nancy | Paris | FILALI Douniazed |
| Devenir gestionnaire d'un fonds éthique | P2 | | BSF | FR | Nancy | | PAULET Elisabeth |
| Eco-conception globale | P2 | | x | FR | Nancy | | BISTORIN Olivier |
| Entreprise, Environnement et Développement Durable | P2 | x | x | FR | Nancy | Paris | GUIMARAES Nuno |
| Global events and leadership | P2 | x | x | EN | Nancy | Berlin | MNISRI Kamel |
| Introduction to Geopolitics of finance | P2 | x | x | EN | Nancy | Paris | VERLAINE Michel |
| La diversité comme facteur de performance en entreprise | P2 | x | x | FR | Nancy | Paris | FINSTAD MILION Krista |
| La voix du manager | P1 | x | | FR | Nancy | | DUFFING Gérald |
| Le digital dans la communication publicitaire | P2 | x | x | FR | Paris | Nancy | LE ROUVILLOIS Nicole |
| Legal and business ethics | P2 | x | x | EN | Nancy | Paris / Berlin | FIORI KHAYAT Coralie |
| Lobbying | P1 | x | | FR | Nancy | | SONNTAG Carine |
| Programmation VBA *(recommandé pour IRE)* | L | x | x | FR | Nancy | Paris | TRABELSI Wajdi |
| Projet entrepreneurial | * | x | x | FR | Nancy | Paris / Berlin | GEGONNE David |
| Research assistance | * | x | x | EN | Nancy | Paris / Berlin | DUFFING Gérald |
| Sport management | P2 | x | x | EN | Nancy | Paris / Berlin | STENGELHOFEN Theo |
| VBA programming | P2 | x | x | EN | Berlin | Nancy | TRABELSI Wajdi |
| Vous avez dit durable ? | L | x | | FR | Nancy | | BISTORIN Olivier |
| Website design | P2 | x | x | EN | Paris | Berlin | CLERC-GIRARD Marie-France |
| Website design | P1 | x | | EN | Nancy | | CLERC-GIRARD Marie-France |

*Légende : P1 = les 21, 22 et 23/10/2021 ; P2 = les 25, 26 et 27/11/2021 ; L = 10 mercredis durant le semestre (S5) ; * = voir syllabus*

# ICN KNOWLEDGEHUB

## Les bibliothèques et les services

### Les bibliothèques

Tous les étudiants peuvent accéder aux bibliothèques ICN avec leur carte étudiant ou leur identifiant MyICN :
- En ligne sur le Knowledge Hub, 24h/24, 7j/7
- Médiathèque ARTEM : 08h30 – 18h30, 21H30 à partir d'Octobre
- K'Hub Nancy : horaires de la Station A
- K'Hub Berlin : horaires du campus
- K'Hub Paris : horaires du campus

### Les services

L'équipe ICN library est composée de :
- Séverine Koehl, responsable du service - Nancy, bureau 204
- Virginie Richard, coordinatrice du service et chargée de médiation documentaire - Nancy, médiathèque du campus ARTEM
- Gabriela Torres-Ramos, documentaliste – Nancy, bureau 208
- Saliha Doriac, documentaliste - Nancy, médiathèque du campus ARTEM

L'équipe peut vous assister dans vos recherches, l'assistance peut prendre la forme d'un rendez-vous individuel ou en petit groupe pour discuter de vos sujets de recherche et vous indiquer les meilleures sources à utiliser, ou d'une aide directement sur des bases de données ou outils spécifiques.
Nous pouvons vous procurer des documents indisponibles en ligne ou dans vos bibliothèques, en format numérique ou papier.

### documentation@icn-artem.com

## Knowledge Hub & autres ressources

Le Knowledge Hub, c'est LE portail d'accès à l'information, aux ressources en ligne, aux bases de données et aux livres et ebooks à ICN Business School !

Depuis le moteur de recherche unique, vous pourrez rechercher dans toutes les bases académiques en une seule requête. Essentiel pour vos devoirs nécessitant des éléments théoriques ou des articles issus des travaux de chercheurs.

Vous pourrez également y lire la presse, des mémoires des différents programmes de l'école, ou télécharger des données économiques, financières, des études de marchés ou d'entreprises.

Enfin, si vous avez besoin d'un bon livre : une large collection de ebooks est à votre disposition, mais vous y trouverez aussi les livres disponibles en format papier dans votre bibliothèque de Nancy.

Un problème ? Une question ? Besoin d'aide dans vos recherches ou sur un outil en ligne ? Utilisez la section « Assistance » et le chat direct avec l'équipe d'ICN library pour nous contacter !

### http://knowledgehub.icn-artem.com

# Obtenir un livre cité dans les syllabus

Pour savoir si un livre est disponible, rendez-vous sur le Knowledge Hub, puis utilisez l'onglet « Livres / Ebooks » du moteur de recherche et saisissez le titre de l'ouvrage :

- Si indiqué « Médiathèque du campus ARTEM », rendez-vous dans votre bibliothèque.
- Si indiqué « ebook » : lisez tout de suite en ligne ! Le livre est accessible avec vos identifiants MyICN.

**La majorité des titres cités est disponible en bibliothèque.**
Si vous ne trouvez pas une référence recommandée par votre enseignant, contactez ICN library.

# Libraries and services

## Your libraries

All students can access libraries with a student card or MyICN login
- Online resources on the Knowledge hub, everywhere at any time
- ARTEM library : 8h30 – 18h30, 21h30 starting in October
- K'Hub Nancy : see Station A hours
- K'Hub Berlin : see campus hours
- K'Hub Paris : see campus hours

## Services

The ICN Library Services team is :

- Séverine Koehl, Head of the department - Nancy, office 204
- Virginie Richard, Librarian – Nancy, ARTEM library
- Gabriela Torres-Ramos, librarian – Nancy, office 208
- Saliha Doriac, Assistant librarian - Nancy, ARTEM library

Your librarians can assist you with your research. Assistance can be one-on-one appointment to discuss your research topics and indicate which sources you can use, or help you directly with specific databases or research tools.
Regarding document supply, librarians are open to your purchase suggestions and can locate and forward documents to you, online or in paper format, if they are unavailable online or in your libraries.

## documentation@icn-artem.com

# Knowledge Hub & other resources

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

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

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

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

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

## http://knowledgehub.icn-artem.com

# Read a book from your syllabi

To know if a book is available, go to the ICN Knowledge Hub, then use the "Books / Ebooks" tab on the search engine and enter the title of the book.

- If it says « Médiathèque du campus ARTEM / ARTEM Library », go the your library to borrow the book
- If it says "Online resources" or "Ebook" : read it straight away, online with your MyICN login !

# SYLLABUS – SEMESTRE 5

# TRONC COMMUN / CORE COURSES

| Promotion | Titre / Title | |
|---|---|---|
| **PGE 3 Nancy** | **Gouvernance & Leadership Responsable** | |
| Programme | ECTS | Code |
| PGE | 4 | MGMT5003 |
| Responsable de module / Module leader | Langue d'enseignement / Language of tuition | Volume horaire / Class contact hours |
| **GUIMARAES DA COSTA NUNO** | **FR** *Syllabus: FR* | **30** |

## PRESENTATION DU COURS / MODULE DESCRIPTION

Une importante intégration technologique et économique mondiale a donné à certaines organisations le pouvoir d'influencer la vie de plus grandes parties de la population, ainsi que les écosystèmes naturels qui les soutiennent. Toutefois, ces mêmes forces ont également ouvert la voie à des niveaux croissants d'exposition et de surveillance à l'échelle mondiale. Ces organisations sont donc obligées de naviguer entre les pressions concurrentielles découlant d'une surcapacité systémique et les demandes de légitimité émanant de diverses parties prenantes actives et concernées. Des mécanismes de gouvernance adéquats, mis en place par des dirigeants responsables utilisant des outils efficaces de gestion des risques, sont essentiels pour que ces organisations puissent rassembler ces forces souvent conflictuelles en une stratégie globale durable. Dans ce module, les étudiants reçoivent une perspective intégrée sur les défis contextuels auxquels sont confrontées certaines organisations, les acteurs chargés de diriger les efforts pour les réduire, et les outils nécessaires pour réussir. Les étudiants seront invités à analyser, comparer et évaluer différentes réponses et à discuter de la faisabilité de leur application, compte tenu d'un contexte organisationnel et institutionnel particulier.
[Le calendrier d'activités est à titre indicatif. Le professeur se réserve le droit de le modifier si les résultats d'apprentissage du cours peuvent être mieux atteints]

## CONNAISSANCES ET COMPETENCES VISEES / LEARNING OUTCOMES (ILO)

1. Analyser le contexte institutionnel d'une organisation particulière, ainsi que le réseau complexe d'interactions entre les premiers et les seconds,
2. Identifier les défis économiques, sociaux et environnementaux auxquels sont confrontés les systèmes de gouvernance d'une organisation particulière, et évaluer leur impact éventuel dans un contexte plus large de durabilité
3. Démontrer une compréhension critique du leadership responsable
4. Analyser les situations organisationnelles souvent complexes, identifier et discuter de manière critique des stratégies de leadership pour assurer la mise en œuvre du développement de la stratégie de durabilité.
5. Comprendre la nature du risque et de la gestion du risque dans différents types d'organisation et de structures de direction.
6. Identifier et évaluer les risques
7. Proposer des stratégies et des mesures ultérieures pour faire face aux risques
8. Appliquer les concepts et les connaissances théoriques de manière appropriée et efficace dans des contextes organisationnels spécifiques dans l'environnement commercial difficile d'aujourd'hui.

## CONTENU / MODULE OUTLINE

| TOPIC | ASSIGNMENTS & READINGS |
|---|---|
| CM1 - Contexte : cadre sociétal et institutionnel | UN Agenda for Sustainable Development (https://www.un.org/ga/search/view_doc.asp?symbol=A/RES/70/1&Lang=E)Guler, A., & Crowther, D. (2008). An Investigation into the Relationship between Corporate Governance and Corporate Sustainability. Management Decision, 46(3), 433-448. |
| CM2 - Contexte : les défis de la gouvernance | Elkington, J. (2006). Governance for sustainability. Corporate Governance: An International Review, 14(6), 522-529.Heineman, B. W. (2010). A ? Stewardship Code? for institutional investors. Harvard Business Review January, 18 |
| CM3 - Acteurs : Vers une compréhension du leadership responsable | Waldman, D. A. (2011). Movingforward with the concept of responsible leadership: Threecaveats to guide theory andresearch. In Responsibleleadership (pp. 75-83).Springer, Dordrecht.Pless, N. M. (2007). Understanding responsible leadership: Role identity and motivational drivers. Journal of Business Ethics, 74(4), 437-456. |
| CM4 - Acteurs : Vues pratiques associées à l'exercice du leadership | Pless, N. M.,Maak, T., &Waldman, D. A.(2012). Different approaches toward doing the right thing: Mapping the responsibility orientations of leaders. Academy ofManagementPerspectives,26(4), 51-65.Klettner, A., Clarke, T., &Boersma, M. (2014). The governance of corporate sustainability: Empirical insights into the development, leadership and implementation of responsible business strategy. Journal of Business Ethics, 122(1), 145-165. |
| CM5 -Les outils : Faire face à l'incertitude et au risque , mécanisme de la nature générale du risque et de la gestion du risque , sur la manière de traiter les différents types de risques dans les entreprises | (...) |
| CM6 - Outils : Stratégies et approches sur la manière de gérer les risques | (...) |
| TD1 - Discussion des projets : contexte | (...) |
| TD2 - Discussion des projets : acteurs | (...) |
| TD3 - Discussion des projets : outils | (...) |
| TD4 - Discussion des projets : acteurs | (...) |
| TD5 - Discussion des projets : outils | (...) |
| TD6 - Discussion des projets : contexte | (...) |
| TD7 - Discussion des projets : acteurs | (...) |
| TD8 Discussion des projets : outils | (...) |

## METHODOLOGIE / TEACHING

Le module vise une approche intégrative de la gouvernance, du leadership et des outils disponibles pour gérer les défis auxquels sont confrontés les structures de gouvernance des organisations et leurs acteurs. En tant que tels, les sujets couverts ne doivent pas être considérés de manière isolée, l'attention doit plutôt se porter sur les espaces communs créés par leur intersection.

Ce module combine des sessions théoriques et pratiques en ligne et en face à face avec des sessions de projets. Les étudiants sont vivement encouragés à lire les supports pédagogiques avant la session correspondante afin de pouvoir contribuer aux discussions en classe avec leurs idées et leurs analyses.

Les sessions pratiques s'appuieront sur les bases théoriques présentées au début du module. Elles seront basées sur le travail effectué par les étudiants pour accomplir le travail de groupe. Ce travail devra être structuré pendant les sessions de projet, avec l'aide des professeurs, et développé par chaque groupe selon l'organisation et le calendrier de travail propres à chacun.

Les interactions en direct entre les étudiants et l'équipe enseignante doivent être basées sur l'engagement des étudiants dans le projet, leur travail, leurs questions et leurs contributions, selon le principe de l'enseignement inverse.

Les sessions théoriques et pratiques seront entrelacées avec des sessions de projet, au cours desquelles au moins un des professeurs de l'équipe sera disponible pour échanger avec les étudiants.

Ces sessions sont programmées comme suit :

1 session immédiatement après les sessions théoriques
2 sessions après le premier groupe de sessions pratiques
2 sessions après le deuxième groupe de sessions pratiques
1 session après la dernière session pratique. Cette dernière session servira de conclusion .

## BIBLIOGRAPHIE / TEXTBOOK AND OTHER MATERIAL

Outre la lecture ci-dessus, vous pouvez également lire ce qui suit :
CONTEXTE:
ArAs, G. (2016). A handbook of corporate governance and social responsibility. CRC Press.
http://www.soxlaw.com/
https://etico.iiep.unesco.org/en/resource/corporate-governance-survey-oecd-countries
ACTEURS:
Waldman, D. A., Siegel, D. S., & Stahl, G. K. (2020). Defining the socially responsible leader: Revisiting issues in responsible leadership. Journal of Leadership & Organizational Studies, 27(1), 5-20.
Voegtlin, C., Patzer, M., & Scherer, A. G. (2012). Responsible leadership in global business: A new approach to leadership and its multi-level outcomes. Journal of Business Ethics, 105(1), 1-16.
Swaen, V., Lindgreen, A., & Sen, S. (2013). The roles of leadership styles in corporate social responsibility. Journal of business ethics, 114(1), 155-169.
Clifton, D., & Amran, A. (2011). The stakeholder approach: A sustainability perspective. Journal of Business Ethics, 98(1), 121-136
The Economist
Financial Times
http://www.mindtools.com/
http://www.meettheboss.tv/
http://www.bbc.com/capitalTools:
OUTILS:
Hopkin, Paul 2018: Fundamentals of Risk Management. London: Koganpage
Rogers, Everett 2003 (5th edition): Diffusion of Innovation. New York: Free Press

Vit, Gregory 2013: The Risk in Risk Management: Financial Organizations & the Problem of Conformity. Oxford: Routledge
Johnson, Gerry, Whittington, Richard & Kevan Scholes 2017 (11th edition): Exploring Strategy. Harlow: Prentice Hall.
Lloyds Risk Index http://www.lloyds.com/news-and-insight/risk-insight/lloyds-risk-index
World economic forum global risk report: https://www.weforum.org/reports/the-global-risks-report-2020

## EVALUATION / ASSESSMENT

| ASSESSMENT COMPONENT | ASSESSMENT TYPE | METHOD | WEIGHTING | DURATION | LEARNING OUTCOMES (ILO) |
|---|---|---|---|---|---|
| Continuous assessment (CC) | écrit/oral | soumettre une présentation vidéo de 30 minutes répondant aux questions relatives au projet ET une introduction de 3 pages au projet, y compris une évaluation par les pairs[critères d'évaluation : compréhension du matériel , application de la théorie à la pratique , esprit critique , originalité] | 40 | 0 | ILO1, ILO2, ILO3, ILO4, ILO5, ILO6, ILO7, ILO8 |
| Final assessment (CF) | écrit | soumettre un rapport individuel de réflexion de 2 pages sur une question spécifique concernant le projet.[critères d'évaluation : compréhension du matériel , application de la théorie à la pratique , esprit critique , originalité] | 60 | 0 | ILO1, ILO2, ILO3, ILO4, ILO5, ILO6, ILO7, ILO8 |

## ASSURANCE OF LEARNING / OBJECTIFS D'APPRENTISSAGE

| | | |
|---|---|---|
| **COMPETENCY GOAL 1 Knowledge & Adaptability** | **Graduates will be able to develop thorough knowledge in management fields and demonstrate their specific skills.** | |
| LEARNING OBJECTIVES 1.1 & 1.2 Students will be able to… | Demonstrate context-specific knowledge of business and communicate this effectively in written and oral form. | X |
| | Demonstrate their flexibility in dealing with unexpected management issues/challenges in a global and evolving environment. | X |
| **COMPETENCY GOAL 2 Critical Thinking & Innovation** | **Graduates will be able to demonstrate independent thinking into business issues and propose informed solutions.** | |
| LEARNING OBJECTIVES 2.1 & 2.2 Students will be able to… | Identify, analyze and prioritize core issues and evaluate alternatives in a complex business situation, making appropriate use of relevant knowledge/tools/models/approaches. | X |
| | Design an appropriate and informed creative recommendation to a given issue. | X |
| **COMPETENCY GOAL 3 Responsible Management & Sustainability** | **Graduates will be able to manage decisions making process respecting CSR and sustainable standards.** | |
| LEARNING OBJECTIVES 3.1 & 3.2 Students will be able to… | Construct well thought-out decisions, fully aware of their impact on the organization, people, and environment. | X |
| | Contribute as productive members to a project and demonstrate team management and leadership skills. | X |
| **COMPETENCY GOAL 4 Open-Mindedness & Transdisciplinarity** | **Graduates will be able to use and share transdisciplinary insight and integrate multicultural environments.** | |
| LEARNING OBJECTIVES 4.1 & 4.2 Students will be able to… | Demonstrate their ability to work in a multicultural environment. | X |
| | Use and share transdisciplinary insights when engaging in real world projects. | |

## ENGAGEMENT / ETHICAL BEHAVIOUR

Les étudiants sont tenus de respecter les règles du programme décrites dans le livret de l'Etudiant et ce, pour chaque module. La déclaration suivante s'applique à tous les étudiants ICN, pour les cours sur site ou chez les partenaires.

Toute tentative de fraude constatée durant un contrôle de connaissances, le contrôle continu ou un examen ou tout manquement aux règles élémentaires de comportement et d'éthique entrainent systématiquement la convocation de l'étudiant devant le conseil de discipline de l'Ecole qui examinera les irrégularités académiques. Le terme « irrégularité académique » est censé inclure, sans toutefois s'y limiter, la fraude lors du contrôle continu, rapports de stages, mémoires, thèses, et le plagiat.

Le conseil de discipline est compétent pour prononcer à l'encontre des élèves l'ensemble des sanctions prévues inscrites au règlement pédagogique de leur programme pouvant aller d'une note de « 0 » pour le module concerné jusqu'à l'exclusion définitive de l'étudiant.

## SD, CSR - ART, TECHNOLOGY & MANAGEMENT - INTERNATIONAL

| SD, CSR | ART, TECHNOLOGY & MANAGEMENT | INTERNATIONAL |
|---|---|---|
| Extensively incorporated into this module and central to learning outcomes | Moderately incorporated into this module and linked to learning outcomes | Moderately incorporated into this module and linked to learning outcomes |

| Promotion | Titre / Title | |
|---|---|---|
| **PGE 3 Nancy** | **Governance & Responsible Leadership** | |
| Programme | ECTS | Code |
| PGE | 4 | MGMT5003 |
| Responsable de module / Module leader | Langue d'enseignement / Language of tuition | Volume horaire / Class contact hours |
| GUIMARAES DA COSTA NUNO | EN  *Syllabus: EN* | 30 |

## PRESENTATION DU COURS / MODULE DESCRIPTION

A significant technological and economic global integration has given some organisations the power to influence the lives of larger swathes of the population, as well as the natural ecosystems that support them. However, the same forces also opened the door for increasing levels of global exposure and scrutiny. These organisations are therefore obliged to navigate between competitive pressures emerging from systemic over capacity, and legitimacy demands from a variety of active and concerned stakeholders. Adequate governance mechanisms enacted by responsible leaders using effective risk management tools are essential for these organisations to be able of coalescing these often conflicting forces into a comprehensive sustainable strategy. In this module, students are given an integrated perspective over the contextual challenges facing certain organisations, the actors responsible for leading the efforts to curb them, and the tools necessary to succeed. Students will be asked to analyse, compare and assess different responses and discuss the feasibility of their application, given a particular organisational and institutional context.
[We present a tentative schedule of activities. The professor reserves the right to change it if the course learning outcomes can be better achieved]

## CONNAISSANCES ET COMPETENCES VISEES / LEARNING OUTCOMES (ILO)

1.    Analyse the institutional context of a given organisation, as well as the complex web of interactions between the former and the latter,
2.    Identify the economic, social and environmental governance challenges faced by the governance structures of a given organisation, and assess their possible impact in a wider context of sustainability,
3.    Demonstrate a critical understanding of responsible leadership
4.    Analyse organisational situations which are often complex, Identify and critically discuss leadership strategies to ensure the implementation of sustainability strategy development.
5.    Understand the nature of risk and risk management in different types of organization and leadership structures.
6.    Identify and assess risks
7.    Propose strategies and subsequent course of action to deal with risk
8.    Apply theoretical concepts and knowledge appropriately and effectively in specific organisational contexts in today's challenging business environment.

## CONTENU / MODULE OUTLINE

| TOPIC | ASSIGNMENTS & READINGS |
|---|---|
| CM1 - Context: societal and institutional framework | UN Agenda for Sustainable Development (https://www.un.org/ga/search/view_doc.asp?symbol=A/RES/70/1&Lang=E)Guler, A., & Crowther, D. (2008). An Investigation into the Relationship between Corporate Governance and Corporate Sustainability. Management Decision, 46(3), 433-448. |
| CM2 - Context: challenges to governance | Elkington, J. (2006). Governance for sustainability. Corporate Governance: An International Review, 14(6), 522-529.Heineman, B. W. (2010). A ? Stewardship Code? for institutional investors. Harvard Business Review January, 18.Hussain, N., Rigoni, U., & Orij, R. P. (2018). Corporate governance and sustainability performance: Analysis of triple bottom line performance. Journal of Business Ethics, 149(2), 411-432. |
| CM3 - Actors: Towards an understanding of responsible leadership | Waldman, D. A. (2011). Moving forward with the concept of responsible leadership: Three caveats to guide theory and research. In Responsible leadership (pp. 75-83). Springer, Dordrecht.Pless, N. M. (2007). Understanding responsible leadership: Role identity and motivational drivers. Journal of Business Ethics, 74(4), 437-456. |
| CM4 - Actors: Practical views associated with the exercise of Leadership | Pless, N. M., Maak, T., & Waldman, D. A. (2012). Different approaches toward doing the right thing: Mapping the responsibility orientations of leaders. Academy of Management Perspectives, 26(4), 51-65.Klettner, A., Clarke, T., & Boersma, M. (2014). The governance of corporate sustainability: Empirical insights into the development, leadership and implementation of responsible business strategy. Journal of Business Ethics, 122(1), 145-165. |
| CM5 - Tools: Dealing with uncertainty and risk, mechanism of the general nature of risk and risk management, on how to deal with different types of risks in business processes. | (...) |
| CM6 - Tools: Strategies and approaches on how to deal with risk | (...) |
| TD1 - Discussion of projects: context | (...) |
| TD2 - Discussion of projects: actors | (...) |
| TD3 - Discussion of projects: tools | (...) |
| TD4 - Discussion of projects: actors | (...) |
| TD5 - Discussion of projects: tools | (...) |
| TD6 - Discussion of projects: context | (...) |
| TD7 - Discussion of projects: actors | (...) |
| TD8 - Discussion of projects: tools | (...) |

## METHODOLOGIE / TEACHING

The module aims at an integrative approach to governance, leadership, and the tools available to manage the challenges facing organisational governance structures and their actors. As such, covered topics should not be seen in isolation, instead, attention should be focused in the common spaces created by their intersection.

This module combines on-line and face-to-face theoretical and practical sessions with project sessions. Students are strongly encouraged to read the teaching materials before the corresponding session such that they can contribute to the class discussions with their insights and analysis.

The practical sessions will be grounded on the theoretical foundations presented at the beginning of the module. They will be based on the work conducted by students to accomplish the group assignment. This should be structured during the project sessions, with the professors' assistance, and developed by each group according to each group's own organisation and work schedule.

Live interactions between students and the teaching team should be based on the students' engagement in the project, their work, questions, and inputs, following the principle of reverse teaching.

Theoretical and practical sessions will be intertwined with Project sessions, during which at elast one of the professors of the team will be available to exchange with students.

These are scheduled as follows:

1 sessions immediatly after the theoretical sessions

2 sessions after the first groups of practical sessions

2 sessionq after the second group of practical sessions

1 session after the last practical session. This last session will serve as a wrap up session.

## BIBLIOGRAPHIE / TEXTBOOK AND OTHER MATERIAL

Apart from the reading above, you can also read the following:

CONTEXT:

ArAs, G. (2016). A handbook of corporate governance and social responsibility. CRC Press.

http://www.soxlaw.com/

https://etico.iiep.unesco.org/en/resource/corporate-governance-survey-oecd-countries

ACTORS:

Waldman, D. A., Siegel, D. S., & Stahl, G. K. (2020). Defining the socially responsible leader: Revisiting issues in responsible leadership. Journal of Leadership & Organizational Studies, 27(1), 5-20.

Voegtlin, C., Patzer, M., & Scherer, A. G. (2012). Responsible leadership in global business: A new approach to leadership and its multi-level outcomes. Journal of Business Ethics, 105(1), 1-16.

Swaen, V., Lindgreen, A., & Sen, S. (2013). The roles of leadership styles in corporate social responsibility. Journal of business ethics, 114(1), 155-169.

Clifton, D., & Amran, A. (2011). The stakeholder approach: A sustainability perspective. Journal of Business Ethics, 98(1), 121-136

The Economist

Financial Times

http://www.mindtools.com/

http://www.meettheboss.tv/

http://www.bbc.com/capitalTools:

TOOLS:

Hopkin, Paul 2018: Fundamentals of Risk Management. London: Koganpage

Rogers, Everett 2003 (5th edition): Diffusion of Innovation. New York: Free Press

Vit, Gregory 2013: The Risk in Risk Management: Financial Organizations & the Problem of Conformity. Oxford: Routledge

Johnson, Gerry, Whittington, Richard & Kevan Scholes 2017 (11th edition): Exploring Strategy. Harlow: Prentice Hall.

Lloyds Risk Index http://www.lloyds.com/news-and-insight/risk-insight/lloyds-risk-index

World economic forum global risk report: https://www.weforum.org/reports/the-global-risks-report-2020

## EVALUATION / ASSESSMENT

| ASSESSMENT COMPONENT | ASSESSMENT TYPE | METHOD | WEIGHTING | DURATION | LEARNING OUTCOMES (ILO) |
|---|---|---|---|---|---|
| Continuous assessment (CC) | Written/Oral | submit a 30-minute video presentation answering questions about the project AND a 3-page introduction to the project, including a peer review [assessment criteria: understanding of material, application of theory to practice, critical thinking, originality] | 40 | 0 | ILO1, ILO2, ILO3, ILO4, ILO5, ILO6, ILO7, ILO8 |
| Final assessment (CF) | Written | submit an individual 2-page reflection report on a specific question concerning the project [evaluation criteria: understanding of the material, application of theory to practice, critical thinking, originality] | 60 | 0 | ILO1, ILO2, ILO3, ILO4, ILO5, ILO6, ILO7, ILO8 |

## ASSURANCE OF LEARNING / OBJECTIFS D'APPRENTISSAGE

| COMPETENCY GOAL 1 Knowledge & Adaptability | Graduates will be able to develop thorough knowledge in management fields and demonstrate their specific skills. | |
|---|---|---|
| LEARNING OBJECTIVES 1.1 & 1.2 Students will be able to… | Demonstrate context-specific knowledge of business and communicate this effectively in written and oral form. | X |
| | Demonstrate their flexibility in dealing with unexpected management issues/challenges in a global and evolving environment. | X |
| **COMPETENCY GOAL 2 Critical Thinking & Innovation** | **Graduates will be able to demonstrate independent thinking into business issues and propose informed solutions.** | |
| LEARNING OBJECTIVES 2.1 & 2.2 Students will be able to… | Identify, analyze and prioritize core issues and evaluate alternatives in a complex business situation, making appropriate use of relevant knowledge/tools/models/approaches. | X |
| | Design an appropriate and informed creative recommendation to a given issue. | X |
| **COMPETENCY GOAL 3 Responsible Management & Sustainability** | **Graduates will be able to manage decisions making process respecting CSR and sustainable standards.** | |
| LEARNING OBJECTIVES 3.1 & 3.2 Students will be able to… | Construct well thought-out decisions, fully aware of their impact on the organization, people, and environment. | X |
| | Contribute as productive members to a project and demonstrate team management and leadership skills. | X |
| **COMPETENCY GOAL 4 Open-Mindedness & Transdisciplinarity** | **Graduates will be able to use and share transdisciplinary insight and integrate multicultural environments.** | |
| LEARNING OBJECTIVES 4.1 & 4.2 Students will be able to… | Demonstrate their ability to work in a multicultural environment. | X |
| | Use and share transdisciplinary insights when engaging in real world projects. | |

## ENGAGEMENT / ETHICAL BEHAVIOUR

During the module, students are expected to respect the programme regulations outlined in the student handbook. The following statement applies to all students taking ICN courses, on and off campus.

Cheating on in-class tests or take-home examinations or homework is, of course, illegal and immoral. A Disciplinary Committee exists to investigate academic improprieties, conduct hearings, and determine any necessary actions. The term 'academic impropriety' is meant to include, but is not limited to, cheating on homework, during in-class or take-home examinations, and plagiarism.

Consequences of academic impropriety are severe, ranging from receiving a "0" in a course, to a warning from which becomes a part of the permanent student record, to expulsion.

## SD, CSR - ART, TECHNOLOGY & MANAGEMENT - INTERNATIONAL

| SD, CSR | ART, TECHNOLOGY & MANAGEMENT | INTERNATIONAL |
|---|---|---|
| Extensively incorporated into this module and central to learning outcomes | Moderately incorporated into this module and linked to learning outcomes | Moderately incorporated into this module and linked to learning outcomes |

| Promotion | Titre / Title | |
|---|---|---|
| **PGE 3 Nancy** | **Analyse de données** | |
| **Programme** | **ECTS** | **Code** |
| PGE | 4 | QUAN5001 |
| **Responsable de module / Module leader** | **Langue d'enseignement / Language of tuition** | **Volume horaire / Class contact hours** |
| MAVOORI HAREESH | FR | *Syllabus: FR* | 30 |

## PRESENTATION DU COURS / MODULE DESCRIPTION

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

## CONNAISSANCES ET COMPETENCES VISEES / LEARNING OUTCOMES (ILO)

ILO1. Comprendre et évaluer les méthodologies de recherche en gestion du cycle complet, de l'idée à la publication.
ILO2. Planifier, développer et produire une publication de projet de recherche axée sur une question de recherche du monde réel
ILO3. Comparer et évaluer l'utilité et l'application des principales techniques de collecte et d'analyse de données qualitatives et quantitatives.
ILO4. Construire un mémoire de fin d'étude (MFE) de haute qualité scientifique

## CONTENU / MODULE OUTLINE

| TOPIC | ASSIGNMENTS & READINGS |
|---|---|
| METHODOLOLOGIE DE LA RECHERCHE SCIENTIFIQUE Introduction à l'épistémologie des sciences de gestion, structuration d'un travail de recherche | Fourni à la fin de chaque séance |
| ANALYSE DES DONNEES QUALITATIVES Introduction à l'analyse qualitative, | Fourni à la fin de chaque séance |
| ANALYSE DES DONNES QUANTITATIVES Données et variables, Corrélation, Régression simple et multiple, Analyse factorielle en composantes principales (ACP), tableaux croisés, analyse factorielle des correspondances (AFC), analyse des correspondances multiples (ACM), ANOVA, classification hiérarchique et non hiérarchique | Fourni à la fin de chaque séance |

## METHODOLOGIE / TEACHING

La méthode d'enseignement comprend des cours théoriques et des travaux pratiques pour fournir un aperçu du processus de recherche complet de la conception à la publication, y compris les méthodes d'analyse quantitative et qualitative. Pour y parvenir de manière immersive, le cours est accompagné d'un projet de recherche, à travers lequel les étudiants se familiariseront avec différentes étapes et outils de recherche.

## BIBLIOGRAPHIE / TEXTBOOK AND OTHER MATERIAL

Le matériel de cours sera fourni par le professeur

## EVALUATION / ASSESSMENT

| ASSESSMENT COMPONENT | ASSESSMENT TYPE | METHOD | WEIGHTING | DURATION | LEARNING OUTCOMES (ILO) |
|---|---|---|---|---|---|
| Continuous assessment (CC) | Travail en équipe | Plusieurs travaux d'équipe (présentations écrites et orales) tout au long du semestre aboutissant à un rapport de projet écrit similaire à un MFE. | 40 | 20 | ILO2, ILO3, ILO4 |
| Final assessment (CF) | Evaluation Individuelle | Epreuve écrite | 60 | 2 | ILO1, ILO2, ILO3 |

## ASSURANCE OF LEARNING / OBJECTIFS D'APPRENTISSAGE

| COMPETENCY GOAL 1 Knowledge & Adaptability | Graduates will be able to develop thorough knowledge in management fields and demonstrate their specific skills. | |
|---|---|---|
| LEARNING OBJECTIVES 1.1 & 1.2 Students will be able to… | Demonstrate context-specific knowledge of business and communicate this effectively in written and oral form. | X |
| | Demonstrate their flexibility in dealing with unexpected management issues/challenges in a global and evolving environment. | X |
| COMPETENCY GOAL 2 Critical Thinking & Innovation | Graduates will be able to demonstrate independent thinking into business issues and propose informed solutions. | |
| LEARNING OBJECTIVES 2.1 & 2.2 Students will be able to… | Identify, analyze and prioritize core issues and evaluate alternatives in a complex business situation, making appropriate use of relevant knowledge/tools/models/approaches. | X |
| | Design an appropriate and informed creative recommendation to a given issue. | X |
| COMPETENCY GOAL 3 Responsible Management & Sustainability | Graduates will be able to manage decisions making process respecting CSR and sustainable standards. | |
| LEARNING OBJECTIVES 3.1 & 3.2 Students will be able to… | Construct well thought-out decisions, fully aware of their impact on the organization, people, and environment. | |
| | Contribute as productive members to a project and demonstrate team management and leadership skills. | |
| COMPETENCY GOAL 4 Open-Mindedness & Transdisciplinarity | Graduates will be able to use and share transdisciplinary insight and integrate multicultural environments. | |
| LEARNING OBJECTIVES 4.1 & 4.2 Students will be able to… | Demonstrate their ability to work in a multicultural environment. | X |
| | Use and share transdisciplinary insights when engaging in real world projects. | X |

## ENGAGEMENT / ETHICAL BEHAVIOUR

Les étudiants sont tenus de respecter les règles du programme décrites dans le livret de l'Etudiant et ce, pour chaque module. La déclaration suivante s'applique à tous les étudiants ICN, pour les cours sur site ou chez les partenaires.
Toute tentative de fraude constatée durant un contrôle de connaissances, le contrôle continu ou un examen ou tout manquement aux règles élémentaires de comportement et d'éthique entrainent systématiquement la convocation de l'étudiant devant le conseil de discipline de l'Ecole qui examinera les irrégularités académiques. Le terme « irrégularité académique » est censé inclure, sans toutefois s'y limiter, la fraude lors du contrôle continu, rapports de stages, mémoires, thèses, et le plagiat.
Le conseil de discipline est compétent pour prononcer à l'encontre des élèves l'ensemble des sanctions prévues inscrites au règlement pédagogique de leur programme pouvant aller d'une note de « 0 » pour le module concerné jusqu'à l'exclusion définitive de l'étudiant.

## SD, CSR - ART, TECHNOLOGY & MANAGEMENT - INTERNATIONAL

| SD, CSR | ART, TECHNOLOGY & MANAGEMENT | INTERNATIONAL |
|---|---|---|
| Moderately incorporated into this module and linked to learning outcomes | Lightly incorporated into this module but not linked to a learning outcome | Lightly incorporated into this module but not linked to a learning outcome |

## COMMENT

Les projets varient d'année en année selon les sujets d'actualité de la recherche. Des exemples de projets antérieurs incluent les comportements de changement climatique, la diversité des entreprises, les facteurs de réussite d'apprentissage, etc.

| Promotion | Titre / Title | |
|---|---|---|
| **PGE 3 Nancy** | **Data Analysis** | |
| Programme | ECTS | Code |
| **PGE** | **4** | **QUAN5001** |
| Responsable de module / Module leader | Langue d'enseignement / Language of tuition | Volume horaire / Class contact hours |
| **ROGER TRISTAN** | **EN** *Syllabus: EN* | **30** |

## PRESENTATION DU COURS / MODULE DESCRIPTION

Introduction to scientific research in management, qualitative and quantitative analysis using a real life project. The main techniques of data analysis will be presented and applied on the basis of real case studies. A particular attention will be paid to managerial conclusions that can be drawn from the results. This course is intended to serve as preparation for the MFE (Master's thesis).

## CONNAISSANCES ET COMPETENCES VISEES / LEARNING OUTCOMES (ILO)

ILO1. To comprehend and appraise full-cycle management research methodologies from idea to publication.
ILO2. To plan, develop, and produce a research project publication driven by a real-world research question
ILO3. To compare and evaluate the utility and application of the main techniques for qualitative and quantitative data collection and analytics.
ILO4. To construct a Masters thesis (MFE) of high scientific quality

## CONTENU / MODULE OUTLINE

| TOPIC | ASSIGNMENTS & READINGS |
|---|---|
| SCIENTIFIC RESEARCH METHODOLOGY IN MANAGEMENT: Introduction to epistemology of management science, structuring a research | Furnished at the end of every session |
| QUALITATIVE ANALYSIS Introduction to qualitative analysis, | Furnished at the end of every session |
| QUANTITATIVE ANALYSIS Introduction to quantitative analysis, Data and variables, correlation, simple and multiple regression, principal component factor analysis, cross tabulations, simple factorial correspondence analysis (FCA), multiple correspondence analysis (MCA), ANOVA. | Furnished at the end of every session |

## METHODOLOGIE / TEACHING

The teaching method includes lectures and hands-on practice to provide an overview of the full-cycle research process from conception to publication including quantitative and qualitative analysis methods. To accomplish this in an immersive manner, the course is accompanied by a research project, through which the students will familiarize themselves with different steps and tools of research.

## BIBLIOGRAPHIE / TEXTBOOK AND OTHER MATERIAL

Course materials will be furnished by the professor

## EVALUATION / ASSESSMENT

| ASSESSMENT COMPONENT | ASSESSMENT TYPE | METHOD | WEIGHTING | DURATION | LEARNING OUTCOMES (ILO) |
|---|---|---|---|---|---|
| Continuous assessment (CC) | Work group | Several teamwork (written and oral presentations) throughout the semester resulting in a written project report similar to an MFE. | 40 | 20 | ILO2, ILO3, ILO4 |
| Final assessment (CF) | Individual | Written | 60 | 2 | ILO1, ILO2, ILO3 |

## ASSURANCE OF LEARNING / OBJECTIFS D'APPRENTISSAGE

| COMPETENCY GOAL 1<br>Knowledge & Adaptability | Graduates will be able to develop thorough knowledge in management fields and demonstrate their specific skills. | |
|---|---|---|
| LEARNING OBJECTIVES 1.1 & 1.2<br>Students will be able to… | Demonstrate context-specific knowledge of business and communicate this effectively in written and oral form. | X |
| | Demonstrate their flexibility in dealing with unexpected management issues/challenges in a global and evolving environment. | X |
| COMPETENCY GOAL 2<br>Critical Thinking & Innovation | Graduates will be able to demonstrate independent thinking into business issues and propose informed solutions. | |
| LEARNING OBJECTIVES 2.1 & 2.2<br>Students will be able to… | Identify, analyze and prioritize core issues and evaluate alternatives in a complex business situation, making appropriate use of relevant knowledge/tools/models/approaches. | X |
| | Design an appropriate and informed creative recommendation to a given issue. | X |
| COMPETENCY GOAL 3<br>Responsible Management & Sustainability | Graduates will be able to manage decisions making process respecting CSR and sustainable standards. | |
| LEARNING OBJECTIVES 3.1 & 3.2<br>Students will be able to… | Construct well thought-out decisions, fully aware of their impact on the organization, people, and environment. | |
| | Contribute as productive members to a project and demonstrate team management and leadership skills. | |
| COMPETENCY GOAL 4<br>Open-Mindedness & Transdisciplinarity | Graduates will be able to use and share transdisciplinary insight and integrate multicultural environments. | |
| LEARNING OBJECTIVES 4.1 & 4.2<br>Students will be able to… | Demonstrate their ability to work in a multicultural environment. | X |
| | Use and share transdisciplinary insights when engaging in real world projects. | X |

## ENGAGEMENT / ETHICAL BEHAVIOUR

During the module, students are expected to respect the programme regulations outlined in the student handbook. The following statement applies to all students taking ICN courses, on and off campus.

Cheating on in-class tests or take-home examinations or homework is, of course, illegal and immoral. A Disciplinary Committee exists to investigate academic improprieties, conduct hearings, and determine any necessary actions. The term 'academic impropriety' is meant to include, but is not limited to, cheating on homework, during in-class or take-home examinations, and plagiarism.

Consequences of academic impropriety are severe, ranging from receiving a "0" in a course, to a warning from which becomes a part of the permanent student record, to expulsion.

## SD, CSR - ART, TECHNOLOGY & MANAGEMENT - INTERNATIONAL

| SD, CSR | ART, TECHNOLOGY & MANAGEMENT | INTERNATIONAL |
|---|---|---|
| Moderately incorporated into this module and linked to learning outcomes | Lightly incorporated into this module but not linked to a learning outcome | Lightly incorporated into this module but not linked to a learning outcome |

## COMMENT

Les projets varient d'année en année selon les sujets d'actualité de la recherche. Des exemples de projets antérieurs incluent les comportements de changement climatique, la diversité des entreprises, les facteurs de réussite d'apprentissage, etc.

| Promotion | Titre du module / Course Title | |
|---|---|---|
| **PGE 3** | **Défi stratégique d'entreprise** | |
| **Programme** | **ECTS** | **Code** |
| PGE | 4 | MGMT5005 |
| **Responsable de module / Module leader** | **Langue d'enseignement / Language of tuition** | **Volume horaire / Class contact hours** |
| DUCHAMP DAVID | FR | 30 |

## PRESENTATION DU COURS / MODULE DESCRIPTION

Ce module, qui intervient en fin de parcours du PGE se présente comme une synthèse devant permettre aux étudiants de prouver qu'ils maitrisent les fondamentaux pour se confronter à différentes situations d'études organisationnelles dans une perspective transdisciplinaire. Les deux composantes du défi stratégique visent à expérimenter les savoirs et compétences clés d'abord dans le cadre d'un travail individuel sur une étude de cas puis dans le cadre d'un travail de groupe en lien avec une problématique réelle proposée par une entreprise.

## CONNAISSANCES ET COMPETENCES VISEES / LEARNING OUTCOMES (ILO)

Les étudiants qui valident ce cours avec succès doivent être capables de:
ILO1.    Développer leurs compétences en gestion sur la base d'une perspective systémique.
ILO2.    Analyser d'un œil critique et éventuellement reformuler une vraie demande métier.
ILO3.    Recommander des actions, potentiellement innovantes, tout en prenant en compte l'impact des dimensions SD/CSR.
ILO4.    Synthétiser dans un dialogue constructif différentes expertises transdisciplinaires.

## CONTENU / MODULE OUTLINE

| TOPIC | ASSIGNMENTS & READINGS |
|---|---|
| **Phase I : appropriation et application d'un guide d'analyses organisationnelles. Une étude de cas pédagogique spécifique** | |
| séance 1 (DS) : présentation générale de l'ensemble du module et du guide d'analyses organisationnelles | Focus sur la posture consulting by ICN<br>Lecture première partie du guide d'analyse organisationnelles by ICN |
| Séance 2 (DA n°1) : découverte de l'étude de cas et premières réflexions | Lecture et travail / énoncé de l'Etude cas |
| Séance 3 (DA n°2) : travail sur la deuxième partie du guide d'analyses organisationnelles et application à l'étude de cas | Lectures et exercices / Guide d'analyses organisationnelles by ICN partie 2 (Elaborer un diagnostic) |
| Séance 4 (DA n°3) : travail sur la troisième partie du guide d'analyses organisationnelles et application à l'étude de cas | Lecture et exercices / Guide d'analyses organisationnelles by ICN partie 3 (formuler des recommandations. |
| Séance 5 (Accompagnement planifié puis DS) : Echanges / avancées des travaux et briefing avant remise des livrables | Remise des livrables individuels (rapport de diagnostic et recommandations / étude de cas) sur une plateforme spécifique (Myicn). |
| **Phase II : Cas réel de consulting en groupe sur une semaine bloquée. (Artem Insight)** | |
| Jour 1 : découverte de la demande entreprise et premières réflexions | Voir modalités précises des demandes entreprises<br>Prise en compte du planning spécifique et des livrables attendus (cf document de présentation spécifique aux expériences de type Artem Insight) |
| Jour 2 : travail sur les analyses | Voir modalités précises des demandes entreprises<br>Prise en compte du planning spécifique et des livrables attendus (cf document de présentation spécifique aux expériences de type Artem Insight) |
| Jour 3 : travail sur le diagnostic et recommandation | Voir modalités précises des demandes entreprises<br>Prise en compte du planning spécifique et des livrables attendus (cf document de présentation spécifique aux expériences de type Artem Insight) |
| Jour 4 : synthèse du travail et préparation des livrables | Voir modalités précises des demandes entreprises<br>Prise en compte du planning spécifique et des livrables attendus (cf document de présentation spécifique aux expériences de type Artem Insight) |
| Jour 5 : soutenances devant les représentants entreprises et professeurs | Voir modalités précises des demandes entreprises<br>Prise en compte du planning spécifique et des livrables attendus (cf document de présentation spécifique aux expériences de type Artem Insight) |

## METHODOLOGIE / TEACHING

Le module repose sur deux phases distinctes mais complémentaires, associées à des défis différents, faisant l'objet de dispositifs pédagogiques, de livrables et de modalités d'évaluation spécifiques :

Phase I : appropriation et application d'un **guide d'analyses organisationnelles by ICN** à une étude de cas pédagogique spécifique. Etalée sur plusieurs semaines, cette phase se compose de de séances de type DS, de DA et d'accompagnement planifié visant à la fois l'appropriation du guide méthodologique « analyses organisationnelles By ICN » puis l'application à une étude de cas spécifique. Cette phase fait l'objet d'une évaluation individuelle via la remise d'un rapport écrit de de diagnostic et recommandations. L'ensemble des livrables devra être déposé sur une plate-forme spécifique avant le démarrage de la phase II.

Phase II : **Cas réel de consulting**.(Artem Insight expériences)
Pendant une semaine bloquée les étudiants, en groupes, appréhendent des problématiques réelles, à visée transdisciplinaires, proposées par des entreprises partenaires. Le challenge consiste à remettre aux demandeurs entreprises un rapport écrit complet comprenant (re)formulation de la problématique, élaboration de diagnostic et formulation de recommandations. Une soutenance orale est aussi prévue. La posture privilégiée est celle du consulting. Tout au long du challenge, les groupes d'étudiants peuvent compter sur une équipe de professeurs-référents qui structurent le suivi pédagogique de l'opération ainsi que d'éventuelles interventions d'autres experts renforçant ainsi potentiellement la perspective transdisciplinaire. Des livrables spécifiques sont attendus chaque jour.

## BIBLIOGRAPHIE / TEXTBOOK AND OTHER MATERIAL

Guide d'analyses organisationnelles by ICN (Marie France Clerc-Girard & David Duchamp &Jacky Koehl).
Etude de cas
Consignes et ressources via plateforme spécifique.

## EVALUATION / ASSESSMENT

| ASSESSMENT COMPONENT | ASSESSMENT TYPE | METHOD | WEIGHTING | DURATION | LEARNING OUTCOMES (ILO) |
|---|---|---|---|---|---|
| Final assessment (CF) | Live case Rapport écrit et soutenances orales (en groupes) | Analyse et recommandations / demande réelle d'une entreprise | 40 | Travail sur une semaine bloquée | ILO2, ILO3, ILO4, |
| Final assessment (CF) | Cas Pédagogique Rapport écrit individuel | Analyse et recommandations / Etude de cas | 60 | Avancée régulière pendant la partie 1 du module | ILO1, ILO2, ILO3 |

## ASSURANCE OF LEARNING / OBJECTIFS D'APPRENTISSAGE

| COMPETENCY GOAL 1 Knowledge & Adaptability | Graduates will be able to develop thorough knowledge in management fields and demonstrate their specific skills. | |
|---|---|---|
| LEARNING OBJECTIVES 1.1 & 1.2 Students will be able to… | Demonstrate context-specific knowledge of business and communicate this effectively in written and oral form. | X |
| | Demonstrate their flexibility in dealing with unexpected management issues/challenges in a global and evolving environment. | X |
| COMPETENCY GOAL 2 Critical Thinking, Entrepreneurship & Innovation | Graduates will be able to demonstrate independent thinking into business issues and propose informed solutions. | |
| LEARNING OBJECTIVES 2.1 & 2.2 Students will be able to… | Identify, analyze and prioritize core issues and evaluate alternatives in a complex business situation, making appropriate use of relevant knowledge/tools/models/approaches. | X |
| | Design an appropriate and informed creative recommendation to a given issue. | X |
| COMPETENCY GOAL 3 Responsible Management & Sustainability | Graduates will be able to manage decisions making process respecting CSR and sustainable standards. | |
| LEARNING OBJECTIVES 3.1 & 3.2 Students will be able to… | Construct well thought-out decisions, fully aware of their impact on the organization, people, and environment. | X |
| | Contribute as productive members to a project and demonstrate team management and Sustainable leadership skills. | X |
| COMPETENCY GOAL 4 Open-Mindedness & Transdisciplinarity | Graduates will be able to use and share transdisciplinary insight and integrate multicultural environments. | |
| LEARNING OBJECTIVES 4.1 & 4.2 Students will be able to… | Demonstrate their ability to work in a multicultural environment. | X |
| | Use and share transdisciplinary insights when engaging in real world projects. | X |

## ENGAGEMENT / ETHICAL BEHAVIOUR

Les étudiants sont tenus de respecter les règles du programme décrites dans le livret de l'Etudiant et ce, pour chaque module. La déclaration suivante s'applique à tous les étudiants ICN, pour les cours sur site ou chez les partenaires.
Toute tentative de fraude constatée durant un contrôle de connaissances, le contrôle continu ou un examen ou tout manquement aux règles élémentaires de comportement et d'éthique entrainent systématiquement la convocation de l'étudiant devant le conseil de discipline de l'Ecole qui examinera les irrégularités académiques. Le terme « irrégularité académique » est censé inclure, sans toutefois s'y limiter, la fraude lors du contrôle continu, rapports de stages, mémoires, thèses, et le plagiat.
Le conseil de discipline est compétent pour prononcer à l'encontre des élèves l'ensemble des sanctions prévues inscrites au règlement pédagogique de leur programme pouvant aller d'une note de « 0 » pour le module concerné jusqu'à l'exclusion définitive de l'étudiant.

## SD, CSR - ART, TECHNOLOGY & MANAGEMENT - INTERNATIONAL

| % DDRSE | % ARTEM | % INTERNATIONAL |
|---|---|---|
| Moderately incorporated into this module and linked to learning outcomes | Extensively incorporated into this module and central to learning outcomes | Lightly incorporated into this module but not linked to a learning outcome |

| Promotion | Titre du module / Course Title | |
|---|---|---|
| **PGE 3** | **Strategic Challenge** | |
| **Programme** | **ECTS** | **Code** |
| **PGE** | **4** | **MGMT5005** |
| **Responsable de module / Module leader** | **Langue d'enseignement / Language of tuition** | **Volume horaire / Class contact hours** |
| **DUCHAMP DAVID** | **EN** | **30** |

## PRESENTATION DU COURS / MODULE DESCRIPTION

This module, which comes at the end of the PGE course, is presented as a synthesis that should allow students to prove that they have mastered the fundamentals in order to confront different organizational study situations from a transdisciplinary perspective. The two components of the strategic challenge aim to experiment with key knowledge and skills, first in the context of individual work on a case study, then in the context of group work in connection with a real problem proposed by a company.

## CONNAISSANCES ET COMPETENCES VISEES / LEARNING OUTCOMES (ILO)

Students successfully completing this module should be able to:
ILO1.    Develop their management skills from a systemic perspective
ILO2.    Analyze with a critical eye and possibly reformulate a real business demand.
ILO3.    Recommend potentially innovative actions while taking into account the impact of SD / CSR dimensions
ILO4.    Synthesize in a constructive dialogue different transdisciplinary expertise

## CONTENU / MODULE OUTLINE

| TOPIC | ASSIGNMENTS & READINGS |
|---|---|
| **Phase I: appropriation and application of an organizational analysis guide. A specific pedagogical case study** | |
| Session 1 (DS): general presentation of the entire module and the organizational analysis guide | Focus on the consulting posture by ICN |
| Session 2 (DA n°1): discovery of the case study and initial reflections | Reading the first part of the organizational analysis guide by ICN Reading and work / Case study statement |
| Session 3 (DA n°2): work on the second part of the organizational analysis guide and application to the case study | Reading and exercises / Organizational Analysis Guide by ICN part 2 (Developing a diagnosis) |
| Session 4 (DA n°3): work on the third part of the organizational analysis guide and application to the case study | Readings and exercises / Organizational Analysis Guide by ICN Part 3 (Making recommendations) |
| Session 5 (Planned coaching then DS): Exchanges / work progress and briefing before delivery of deliverables | Submission of individual deliverables (diagnostic report and recommendations / case study) on a specific platform (Myicn). |
| **Phase II: Real case of consulting in group during a blocked week. (Artem Insight)** | |
| Day 1: discovery of the company's request and first thoughts | See specific terms and conditions of the requests undertaken Taking into account the specific schedule and expected deliverables (see presentation document specific to Artem Insight type experiences) |
| Day 2: work on the analyses | See precise modalities of the companies' requests Taking into account the specific planning and the expected deliverables (see specific presentation document for Artem Insight type experiments) |
| Day 3: work on the diagnosis and recommendations | See precise modalities of the undertaken requests Taking into account the specific planning and the expected deliverables (see specific presentation document for Artem Insight type experiments) |
| Day 4: synthesis of the work and preparation of deliverables | See precise modalities of the undertaken requests Taking into account the specific planning and the expected deliverables (see specific presentation document for Artem Insight type experiments) |
| Day 5: report and oral defense to company representatives and professors | See precise modalities of the undertaken requests Taking into account the specific planning and the expected deliverables (see specific presentation document for Artem Insight type experiments) |

## METHODOLOGIE / TEACHING

The module is based on two distinct but complementary phases, associated with different challenges, with specific pedagogical devices, deliverables and evaluation methods:

**Phase I: appropriation and application of an organizational analysis guide by ICN to a specific pedagogical case study.**
Spread out over several weeks, this phase consists of DS-type sessions, DAs and planned coaching aimed at both the appropriation of the "Organizational Analyses by ICN" methodological guide and its application to a specific case study. This phase is subject to an individual evaluation via the submission of a written report of diagnosis and recommendations accompanied by a video presentation (3 min).
All deliverables must be submitted on a specific platform before the start of Phase II.

**Phase II: Live Case/Real consulting case (via Artem Insight experiences)**
During one week, the students, in groups, apprehend real problems, with transdisciplinary aims, proposed by partner companies. The challenge is to submit a complete written report including (re)formulation of the problem, elaboration of a diagnosis and formulation of recommendations to the company applicants. An oral presentation is also planned. The preferred approach is that of consulting. Throughout the challenge, the groups of students can count on a team of professors who structure the pedagogical follow-up of the

operation as well as possible interventions of other experts thus potentially reinforcing the transdisciplinary perspective. Specific deliverables are expected each day.

## BIBLIOGRAPHIE / TEXTBOOK AND OTHER MATERIAL

Organizational Analysis Guide by ICN (Marie France Clerc-Girard & David Duchamp &Jacky Koehl)
Case study
Instructions and resources via specific platform.

## EVALUATION / ASSESSMENT

| ASSESSMENT COMPONENT | ASSESSMENT TYPE | METHOD | WEIGHTING | DURATION | LEARNING OUTCOMES (ILO) |
|---|---|---|---|---|---|
| Final assessment (CF) | Live case Oral presentation and written report (in group) | Analysis and recommendations / actual request from a company | 40 | Work during one week | ILO2, ILO3, ILO4, |
| Final assessment (CF) | Pedagogical case study Individual written report | Analysis and recommendations / Case study | 60 | Regular progress during part 1 of the module | ILO1, ILO2, ILO3 |

## ASSURANCE OF LEARNING / OBJECTIFS D'APPRENTISSAGE

| COMPETENCY GOAL 1 Knowledge & Adaptability | Graduates will be able to develop thorough knowledge in management fields and demonstrate their specific skills. | |
|---|---|---|
| LEARNING OBJECTIVES 1.1 & 1.2 Students will be able to… | Demonstrate context-specific knowledge of business and communicate this effectively in written and oral form. | X |
| | Demonstrate their flexibility in dealing with unexpected management issues/challenges in a global and evolving environment. | X |
| COMPETENCY GOAL 2 Critical Thinking, Entrepreneurship & Innovation | Graduates will be able to demonstrate independent thinking into business issues and propose informed solutions. | |
| LEARNING OBJECTIVES 2.1 & 2.2 Students will be able to… | Identify, analyze and prioritize core issues and evaluate alternatives in a complex business situation, making appropriate use of relevant knowledge/tools/models/approaches. | X |
| | Design an appropriate and informed creative recommendation to a given issue. | X |
| COMPETENCY GOAL 3 Responsible Management & Sustainability | Graduates will be able to manage decisions making process respecting CSR and sustainable standards. | |
| LEARNING OBJECTIVES 3.1 & 3.2 Students will be able to… | Construct well thought-out decisions, fully aware of their impact on the organization, people, and environment. | X |
| | Contribute as productive members to a project and demonstrate team management and Sustainable leadership skills. | X |
| COMPETENCY GOAL 4 Open-Mindedness & Transdisciplinarity | Graduates will be able to use and share transdisciplinary insight and integrate multicultural environments. | |
| LEARNING OBJECTIVES 4.1 & 4.2 Students will be able to… | Demonstrate their ability to work in a multicultural environment. | X |
| | Use and share transdisciplinary insights when engaging in real world projects. | X |

## ENGAGEMENT / ETHICAL BEHAVIOUR

During the module, students are expected to respect the programme regulations outlined in the student handbook. The following statement applies to all students taking ICN courses, on and off campus.
Cheating on in-class tests or take-home examinations or homework is, of course, illegal and immoral. A Disciplinary Committee exists to investigate academic improprieties, conduct hearings, and determine any necessary actions. The term 'academic impropriety' is meant to include, but is not limited to, cheating on homework, during in-class or take-home examinations, and plagiarism. Consequences of academic impropriety are severe, ranging from receiving a "0" in a course, to a warning from which becomes a part of the permanent student record, to expulsion.

## SD, CSR - ART, TECHNOLOGY & MANAGEMENT - INTERNATIONAL

| % DDRSE | % ARTEM | % INTERNATIONAL |
|---|---|---|
| Moderately incorporated into this module and linked to learning outcomes | Extensively incorporated into this module and central to learning outcomes | Lightly incorporated into this module but not linked to a learning outcome |

# ELECTIFS / ELECTIVES

| Promotion | Titre / Title | |
|---|---|---|
| **PGE 3 Nancy** | **Assistance à la recherche ICN** | |
| **Programme** | **ECTS** | **Code** |
| PGE | 2 | MGMT5998 |
| **Responsable de module / Module leader** | **Langue d'enseignement / Language of tuition** | **Volume horaire / Class contact hours** |
| DUFFING GERALD | FR · *Syllabus: FR* | 15 |

## PRESENTATION DU COURS / MODULE DESCRIPTION

Dans le cadre de leurs activités de recherche, les enseignants d'ICN Business School peuvent avoir besoin d'aide pour réaliser des revues de littérature, recueillir des données, les traiter, etc. Les étudiants intéressés par des thématiques précises, ou simplement par la démarche de la recherche scientifique, peuvent participer à ces tâches. Elles constituent un excellent entraînement au travail de mémoire de fin d'études qui s'imposera à tous les étudiants à l'aube de leur dernière année.

Les étudiants intéressés peuvent contacter le professeur de leur choix pour convenir d'une fiche de mission, qui précisera la nature des tâches prévues et les objectifs à atteindre. Cette fiche est signée par le professeur, l'étudiant, et la direction du programme. Une copie est transmise à la scolarité pour enregistrement.

Ces travaux peuvent déboucher sur une publication scientifique dont l'étudiant sera co-auteur. Ceci est à préciser avec le professeur.

## CONNAISSANCES ET COMPETENCES VISEES / LEARNING OUTCOMES (ILO)

Students successfully completing this module should be able to:
1. Contribuer à un projet de recherche scientifique.
2. Analyser un article de recherche
3. Synthétiser des articles de recherche
4. Concevoir une démarche de recherche bibliographie adaptée au problème posé
Note : ces objectifs sont indicatifs et dépendent du travail confié par le professeur.

## CONTENU / MODULE OUTLINE

| TOPIC | ASSIGNMENTS & READINGS |
|---|---|
| Il n'y a aucun cours associé, le temps est consacré au travail sur la mission prévue. | Selon les instructions du tuteur |

## METHODOLOGIE / TEACHING

Ce module repose sur un travail en collaboration entre un étudiant et un professeur, autour d'une mission de recherche. Le professeur établira la méthode de travail en fonction de la nature des travaux demandés.

## EVALUATION / ASSESSMENT

| ASSESSMENT COMPONENT | ASSESSMENT TYPE | METHOD | WEIGHTING | DURATION | LEARNING OUTCOMES (ILO) |
|---|---|---|---|---|---|
| Final assessment (CF) | Written | Rapport de l'étudiant, répondant à la mission validée par le professeur.Student report, corresponding to the proposed mission. | 100 | 0 | ILO 1,2,3,4 |

## ASSURANCE OF LEARNING / OBJECTIFS D'APPRENTISSAGE

| COMPETENCY GOAL 1 Knowledge & Adaptability | Graduates will be able to develop thorough knowledge in management fields and demonstrate their specific skills. | |
|---|---|---|
| LEARNING OBJECTIVES 1.1 & 1.2 Students will be able to… | Demonstrate context-specific knowledge of business and communicate this effectively in written and oral form. | |
| | Demonstrate their flexibility in dealing with unexpected management issues/challenges in a global and evolving environment. | X |
| **COMPETENCY GOAL 2 Critical Thinking & Innovation** | **Graduates will be able to demonstrate independent thinking into business issues and propose informed solutions.** | |
| LEARNING OBJECTIVES 2.1 & 2.2 Students will be able to… | Identify, analyze and prioritize core issues and evaluate alternatives in a complex business situation, making appropriate use of relevant knowledge/tools/models/approaches. | |
| | Design an appropriate and informed creative recommendation to a given issue. | X |
| **COMPETENCY GOAL 3 Responsible Management & Sustainability** | **Graduates will be able to manage decisions making process respecting CSR and sustainable standards.** | |
| LEARNING OBJECTIVES 3.1 & 3.2 Students will be able to… | Construct well thought-out decisions, fully aware of their impact on the organization, people, and environment. | X |
| | Contribute as productive members to a project and demonstrate team management and leadership skills. | X |
| **COMPETENCY GOAL 4 Open-Mindedness & Transdisciplinarity** | **Graduates will be able to use and share transdisciplinary insight and integrate multicultural environments.** | |
| LEARNING OBJECTIVES 4.1 & 4.2 Students will be able to… | Demonstrate their ability to work in a multicultural environment. | X |
| | Use and share transdisciplinary insights when engaging in real world projects. | X |

## ENGAGEMENT / ETHICAL BEHAVIOUR

Les étudiants sont tenus de respecter les règles du programme décrites dans le livret de l'Etudiant et ce, pour chaque module. La déclaration suivante s'applique à tous les étudiants ICN, pour les cours sur site ou chez les partenaires.

Toute tentative de fraude constatée durant un contrôle de connaissances, le contrôle continu ou un examen ou tout manquement aux règles élémentaires de comportement et d'éthique entrainent systématiquement la convocation de l'étudiant devant le conseil de discipline de l'Ecole qui examinera les irrégularités académiques. Le terme « irrégularité académique » est censé inclure, sans toutefois s'y limiter, la fraude lors du contrôle continu, rapports de stages, mémoires, thèses, et le plagiat.

Le conseil de discipline est compétent pour prononcer à l'encontre des élèves l'ensemble des sanctions prévues inscrites au règlement pédagogique de leur programme pouvant aller d'une note de « 0 » pour le module concerné jusqu'à l'exclusion définitive de l'étudiant.

## SD, CSR - ART, TECHNOLOGY & MANAGEMENT - INTERNATIONAL

| SD, CSR | ART, TECHNOLOGY & MANAGEMENT | INTERNATIONAL |
|---|---|---|
| Not appropriate for this module | Not appropriate for this module | Not appropriate for this module |

| Promotion | Titre / Title | |
|---|---|---|
| **PGE 3 Nancy** | **Big Data** | |
| Programme | ECTS | Code |
| PGE | 2 | ISMT5002 |
| Responsable de module / Module leader | Langue d'enseignement / Language of tuition | Volume horaire / Class contact hours |
| BAWACK RANSOME | EN / Syllabus: EN | 15 |

## PRESENTATION DU COURS / MODULE DESCRIPTION

The aim of this course is to provide students with managerial perspectives and insights related to big data management, applications, technologies, and emerging trends. The overview spans across current big data suppliers and key players, market sector evolution, business intelligence, tools used for big data storage, mining, analysis, and visualization with real-world examples.

## CONNAISSANCES ET COMPETENCES VISEES / LEARNING OUTCOMES (ILO)

ILO1. Appraise and plan for key challenges related to scaling up to big data
ILO2. Summarize the diverse issues and perspectives of big data management
ILO3. Evaluate the different technologies that support big data storage and processing
ILO4. Compare the various big data architectures and solutions for diverse business applications
ILO5. Weigh the technical, strategic, economic, organizational, and legal aspects of big data business integration

## CONTENU / MODULE OUTLINE

| TOPIC | ASSIGNMENTS & READINGS |
|---|---|
| (..Business Intelligence and Emergence of big data.) | (...) |
| (...Big data applications and projects) | (...) |
| (...Practical examples) | (...) |
| (..Tools and technologies.) | (...) |
| (...Big data markets and key players) | (...) |
| (...Key data issues and security) | (...) |
| (...Technical and strategic challenges) | (...) |
| (...Economic and organizational change aspects) | (...) |
| (..Ethical and judicial dimensions.) | (...) |
| (..Big Data Architectures.) | (...) |
| (...Big Data Management) | (...) |

## METHODOLOGIE / TEACHING

Course lectures and interactive discussions based on readings and student-driven research on specific big data topics of interest.

## BIBLIOGRAPHIE / TEXTBOOK AND OTHER MATERIAL

Course materials will be built by students based on their undestanding of the professor's presentation slides.

## EVALUATION / ASSESSMENT

| ASSESSMENT COMPONENT | ASSESSMENT TYPE | METHOD | WEIGHTING | DURATION | LEARNING OUTCOMES (ILO) |
|---|---|---|---|---|---|
| Continuous assessment (CC) | Individual | Class participation | 40 | 15 | ILO1, ILO2 |
| Final assessment (CF) | Individual | Written report: training's content | 60 | 1 | ILO2, ILO3, ILO4, ILO5 |

## ASSURANCE OF LEARNING / OBJECTIFS D'APPRENTISSAGE

| COMPETENCY GOAL 1 Knowledge & Adaptability | Graduates will be able to develop thorough knowledge in management fields and demonstrate their specific skills. | |
|---|---|---|
| LEARNING OBJECTIVES 1.1 & 1.2 Students will be able to… | Demonstrate context-specific knowledge of business and communicate this effectively in written and oral form. | X |
| | Demonstrate their flexibility in dealing with unexpected management issues/challenges in a global and evolving environment. | X |
| **COMPETENCY GOAL 2 Critical Thinking & Innovation** | **Graduates will be able to demonstrate independent thinking into business issues and propose informed solutions.** | |
| LEARNING OBJECTIVES 2.1 & 2.2 Students will be able to… | Identify, analyze and prioritize core issues and evaluate alternatives in a complex business situation, making appropriate use of relevant knowledge/tools/models/approaches. | X |
| | Design an appropriate and informed creative recommendation to a given issue. | X |
| **COMPETENCY GOAL 3 Responsible Management & Sustainability** | **Graduates will be able to manage decisions making process respecting CSR and sustainable standards.** | |
| LEARNING OBJECTIVES 3.1 & 3.2 Students will be able to… | Construct well thought-out decisions, fully aware of their impact on the organization, people, and environment. | X |
| | Contribute as productive members to a project and demonstrate team management and leadership skills. | X |
| **COMPETENCY GOAL 4 Open-Mindedness & Transdisciplinarity** | **Graduates will be able to use and share transdisciplinary insight and integrate multicultural environments.** | |
| LEARNING OBJECTIVES 4.1 & 4.2 Students will be able to… | Demonstrate their ability to work in a multicultural environment. | X |
| | Use and share transdisciplinary insights when engaging in real world projects. | X |

## ENGAGEMENT / ETHICAL BEHAVIOUR

During the module, students are expected to respect the programme regulations outlined in the student handbook. The following statement applies to all students taking ICN courses, on and off campus.

Cheating on in-class tests or take-home examinations or homework is, of course, illegal and immoral. A Disciplinary Committee exists to investigate academic improprieties, conduct hearings, and determine any necessary actions. The term 'academic impropriety' is meant to include, but is not limited to, cheating on homework, during in-class or take-home examinations, and plagiarism.

Consequences of academic impropriety are severe, ranging from receiving a "0" in a course, to a warning from which becomes a part of the permanent student record, to expulsion.

## SD, CSR - ART, TECHNOLOGY & MANAGEMENT - INTERNATIONAL

| SD, CSR | ART, TECHNOLOGY & MANAGEMENT | INTERNATIONAL |
|---|---|---|
| Not appropriate for this module | Moderately incorporated into this module and linked to learning outcomes | Lightly incorporated into this module but not linked to a learning outcome |

| Promotion | Titre / Title | |
|---|---|---|
| **PGE 3 Nancy** | **BMC preparation (Bloomberg)** | |
| Programme | ECTS | Code |
| **PGE** | **2** | **PPDF0001** |
| Responsable de module / Module leader | Langue d'enseignement / Language of tuition | Volume horaire / Class contact hours |
| **KOEHL JACKY** | **FR** / *Syllabus: FR* | **15** |

## PRESENTATION DU COURS / MODULE DESCRIPTION

Enseignement en ligne d'une durée de 8h permettant aux étudiants une première approche opérationnelle des marchés financiers et de l'utilisation des terminaux Bloomberg.
Cet enseignement offre la possibilité aux étudiants d'obtenir le BMC (Bloomberg Market Concept), un certificat professionnel qui garantit un socle minimum de connaissances sur le fonctionnement des marchés financiers et témoigne de leur capacité à utiliser les terminaux bloomberg

## CONNAISSANCES ET COMPETENCES VISEES / LEARNING OUTCOMES (ILO)

Students successfully completing this course should be able to:
1. Connaître les fondamentaux sur le fonctionnement des marchés financiers
2. Appréhender les mécanismes d'évolution des marchés et les outils d'analyse des titres financiers
3. Découvrir les principales fonctionnalités des terminaux Bloomberg

## CONTENU / MODULE OUTLINE

| TOPIC | ASSIGNMENTS & READINGS |
|---|---|
| Introduction générale | (...) |
| Connaissance des indicateurs économiques : Découvrir les modalités de publication des principaux indicateurs économiques. Appréhender l'intégration des principaux indicateurs dans l'analyse macroéconomique. Analyser la conjoncture économique à partir des indicateurs | (...) |
| Marché des changes : Rappel sur les marchés des changes. Identifier les principaux facteurs d'évolution des devises. Découvrir le rôle des banques centrales. Appréhender la gestion du risque de change par les investisseurs. | (...) |
| Marché obligataire : Découvrir le marché obligataire et son importance dans les économies modernes. Apprécier les mesures de performances des obligations. Appréhender l'impact des marchés obligataires sur l'ensemble de. Apprécier l'impact des banques centrales. Appréhender l'évaluation des obligations et la courbe de taux. | (...) |
| Marché des actions | (...) |

## METHODOLOGIE / TEACHING

Cet enseignement se déroule dans la salle de marché d'ICN Business School. Cette salle est équipée de 9 postes de travail Bloomberg.
Le programme BMC est réalisable à partir d'un poste Bloomberg de la salle de marché. Pour visionner les différents modules il est nécessaire de prévoir des écouteurs ou un casque audio.
Un identifiant de cours sera indiqué aux étudiants qui suivent ce module. Il est impératif de réaliser le BMC à partir de cet identifiant pour qu'il soit pris en compte.

Le BMC se présente sous la forme de 5 modules, soit au total 8h :
1. Une introduction qui doit impérativement être visionnée avant d'accéder aux autres parties du BMC
2. Un module sur les indicateurs macroéconomiques constitué de 3 séquences d'une durée totale d'1 heure
3. Un module sur le marché des devises constitué de 4 séquences d'une durée totale de 1h25
4. Un module sur le marché des obligations constitué de 5 séquences d'une durée totale de 2h15
5. Un module sur le marché des actions constitué de 5 séquences d'une durée totale de 3h20

## EVALUATION / ASSESSMENT

| ASSESSMENT COMPONENT | ASSESSMENT TYPE | METHOD | WEIGHTING | DURATION | LEARNING OUTCOMES (ILO) |
|---|---|---|---|---|---|
| Final assessment (CF) | Written | QCM | 100 | 2 | ILO 1,2,3 |

## ASSURANCE OF LEARNING / OBJECTIFS D'APPRENTISSAGE

| COMPETENCY GOAL 1 Knowledge & Adaptability | Graduates will be able to develop thorough knowledge in management fields and demonstrate their specific skills. | |
|---|---|---|
| LEARNING OBJECTIVES 1.1 & 1.2 Students will be able to… | Demonstrate context-specific knowledge of business and communicate this effectively in written and oral form. | |
| | Demonstrate their flexibility in dealing with unexpected management issues/challenges in a global and evolving environment. | X |
| COMPETENCY GOAL 2 Critical Thinking & Innovation | Graduates will be able to demonstrate independent thinking into business issues and propose informed solutions. | |
| LEARNING OBJECTIVES 2.1 & 2.2 Students will be able to… | Identify, analyze and prioritize core issues and evaluate alternatives in a complex business situation, making appropriate use of relevant knowledge/tools/models/approaches. | X |
| | Design an appropriate and informed creative recommendation to a given issue. | X |
| COMPETENCY GOAL 3 Responsible Management & Sustainability | Graduates will be able to manage decisions making process respecting CSR and sustainable standards. | |
| LEARNING OBJECTIVES 3.1 & 3.2 Students will be able to… | Construct well thought-out decisions, fully aware of their impact on the organization, people, and environment. | X |
| | Contribute as productive members to a project and demonstrate team management and leadership skills. | |
| COMPETENCY GOAL 4 Open-Mindedness & Transdisciplinarity | Graduates will be able to use and share transdisciplinary insight and integrate multicultural environments. | |
| LEARNING OBJECTIVES 4.1 & 4.2 Students will be able to… | Demonstrate their ability to work in a multicultural environment. | |
| | Use and share transdisciplinary insights when engaging in real world projects. | |

## ENGAGEMENT / ETHICAL BEHAVIOUR

Les étudiants sont tenus de respecter les règles du programme décrites dans le livret de l'Etudiant et ce, pour chaque module. La déclaration suivante s'applique à tous les étudiants ICN, pour les cours sur site ou chez les partenaires.

Toute tentative de fraude constatée durant un contrôle de connaissances, le contrôle continu ou un examen ou tout manquement aux règles élémentaires de comportement et d'éthique entrainent systématiquement la convocation de l'étudiant devant le conseil de discipline de l'Ecole qui examinera les irrégularités académiques. Le terme « irrégularité académique » est censé inclure, sans toutefois s'y limiter, la fraude lors du contrôle continu, rapports de stages, mémoires, thèses, et le plagiat.

Le conseil de discipline est compétent pour prononcer à l'encontre des élèves l'ensemble des sanctions prévues inscrites au règlement pédagogique de leur programme pouvant aller d'une note de « 0 » pour le module concerné jusqu'à l'exclusion définitive de l'étudiant.

## SD, CSR - ART, TECHNOLOGY & MANAGEMENT - INTERNATIONAL

| SD, CSR | ART, TECHNOLOGY & MANAGEMENT | INTERNATIONAL |
|---|---|---|
| Not appropriate for this module | Not appropriate for this module | Not appropriate for this module |

| Promotion | Titre / Title | |
|---|---|---|
| **PGE 3 Berlin** | **Business Aesthetics and Artful Communications** | |
| Programme | ECTS | Code |
| PGE | 2 | ADST5001 |
| Responsable de module / Module leader | Langue d'enseignement / Language of tuition | Volume horaire / Class contact hours |
| FLORES ZAMORA JAVIER | EN | Syllabus: EN | 15 |

## PRESENTATION DU COURS / MODULE DESCRIPTION

You need to consider not just what arguments you can make—or what words you can use to persuade shoppers to buy your product or service — but what you can do to connect with them on a human level. (Pauline Brown)

A fundamental tension lies at the heart of most companies: As businesses they essentially aim at economic profits, but often the value they add to their customers' (and some employees') life has little to do with money and is of a more immaterial kind. Aesthetics plays a key role in constituting and conveying this value not only to customers, but also within the organization. In this class, we will discuss the contribution of aesthetics to how companies, their brands, products and services are perceived by employees and clients. Among other things and depending on the interest of the group we will talk about workspaces, corporate dress codes as well as the design of products and services. As artists have dealt in conveying immaterial value since long before the first companies existed, their expertise will be important throughout our course. In the sense relevant to this class, aesthetics and art are not primarily concerned with beauty. Rather, aesthetics is here conceived as a way to convey meaning and design experiences beyond explicit verbal communication or denotation. After the teacher has introduced relevant concepts and presented artistic and non-artistic examples of successful aesthetic decisions, the students will form groups to think about aesthetic aspects of their future work.

## CONNAISSANCES ET COMPETENCES VISEES / LEARNING OUTCOMES (ILO)

Students successfully completing this course should be able to:
1. Distinguish relevant types of aesthetic decisions in business
2. Analyse and situate the aesthetics of specific businesses within visual culture at large
3. Identify artistic and non-artistic sources for corporate identities (verbal and visual)
4. Recommend specific aesthetic decisions in business or assess proposals (by agencies, communications or design departments…) and argue for or against them
5. Gain broader knowledge of modern and contemporary art and design and understand how they can be used resources in business

## CONTENU / MODULE OUTLINE

| TOPIC | ASSIGNMENTS & READINGS |
|---|---|
| Aesthetics, Art and Business. Introduction. | Chytry (2008), Dobson (2006) |
| Designing Aesthetic Experiences | Lidwell at al. (2010), Postrel (2003) |

## METHODOLOGIE / TEACHING

_Participation and interaction with the lecturer is MANDATORY._

The class begins as the students share objects or experiences which they consider to have aesthetic value. The professor provides students with conceptual input and examples of aesthetic experiences and artworks. Overall, presentations in which the instructor introduces methods and examples will alternate with exercises where the students apply the learnings. As a final exercise, students will develop an aesthetic experience themselves in a group.

## BIBLIOGRAPHIE / TEXTBOOK AND OTHER MATERIAL

R. Austin L. Devin: Artful Making: what managers need to know about how artists work, Pearson. 2003
Jerome Bruner, Making Stories: Law, Literature, Life, Farrar/Straus/Giroux, New York, 2002
William Lidwell, Kritina Holden, Jill Butler: Universal Principles of Design, Rockport Publishers, 2010
Josef Chytry, Organizational Aesthetics: The Artful Firm and the Aesthetic Moment in Organization and Management Theory, Aesthesis: International Journal of Art and Aesthetics in Management and Organizational Life, Volume 2, Issue 2, 2008
Arthur Danto, The Transfiguration of Commonplace, Harvard University Press, 1983
John Dobson, Aesthetics as a Foundation for Business Activity, Journal of Business Ethics, 2006
Nelson Goodman, Ways of Worldmaking, Hackett Pub Co, 1978
Sean Hall, This Means This, This Means That: A User's Guide to Semiotics, Laurence King Publishing, London, 2012
Scott McCloud, Understanding Comics, HarperCollins, New York, 2004
Christian Mikunda, Hypnoästhetik, Econ, 2018
Richard Osborne/Dan Sturgis: Art theory for beginners. Zidane Press, 2006
Virginia Postrel, The Economics of Aesthetics, strategy+business, Fall 2003/Issue 32.
Clotaire Rapaille, The Culture Code, Broadway Books, New York, 2008

## EVALUATION / ASSESSMENT

| ASSESSMENT COMPONENT | ASSESSMENT TYPE | METHOD | WEIGHTING | DURATION | LEARNING OUTCOMES (ILO) |
|---|---|---|---|---|---|
| Final assessment (CF) | Individual Written, oral and presentations | Quality of Presentations for Exercises | 60 | 0 | ILO1, ILO2, ILO3, ILO4, ILO5 |
| Continuous assessment (CC) | Group Written, oral and presentations | Final Visual Presentation | 40 | 0 | ILO1, ILO2, ILO3, ILO4, ILO5 |

## ASSURANCE OF LEARNING / OBJECTIFS D'APPRENTISSAGE

| COMPETENCY GOAL 1 Knowledge & Adaptability | Graduates will be able to develop thorough knowledge in management fields and demonstrate their specific skills. | |
|---|---|---|
| LEARNING OBJECTIVES 1.1 & 1.2 Students will be able to… | Demonstrate context-specific knowledge of business and communicate this effectively in written and oral form. | |
| | Demonstrate their flexibility in dealing with unexpected management issues/challenges in a global and evolving environment. | X |
| COMPETENCY GOAL 2 Critical Thinking & Innovation | Graduates will be able to demonstrate independent thinking into business issues and propose informed solutions. | |
| LEARNING OBJECTIVES 2.1 & 2.2 Students will be able to… | Identify, analyze and prioritize core issues and evaluate alternatives in a complex business situation, making appropriate use of relevant knowledge/tools/models/approaches. | |
| | Design an appropriate and informed creative recommendation to a given issue. | X |
| COMPETENCY GOAL 3 Responsible Management & Sustainability | Graduates will be able to manage decisions making process respecting CSR and sustainable standards. | |
| LEARNING OBJECTIVES 3.1 & 3.2 Students will be able to… | Construct well thought-out decisions, fully aware of their impact on the organization, people, and environment. | X |
| | Contribute as productive members to a project and demonstrate team management and leadership skills. | X |
| COMPETENCY GOAL 4 Open-Mindedness & Transdisciplinarity | Graduates will be able to use and share transdisciplinary insight and integrate multicultural environments. | |
| LEARNING OBJECTIVES 4.1 & 4.2 Students will be able to… | Demonstrate their ability to work in a multicultural environment. | X |
| | Use and share transdisciplinary insights when engaging in real world projects. | X |

## ENGAGEMENT / ETHICAL BEHAVIOUR

During the module, students are expected to respect the programme regulations outlined in the student handbook. The following statement applies to all students taking ICN courses, on and off campus.

Cheating on in-class tests or take-home examinations or homework is, of course, illegal and immoral. A Disciplinary Committee exists to investigate academic improprieties, conduct hearings, and determine any necessary actions. The term 'academic impropriety' is meant to include, but is not limited to, cheating on homework, during in-class or take-home examinations, and plagiarism.

Consequences of academic impropriety are severe, ranging from receiving a "0" in a course, to a warning from which becomes a part of the permanent student record, to expulsion.

## SD, CSR - ART, TECHNOLOGY & MANAGEMENT - INTERNATIONAL

| SD, CSR | ART, TECHNOLOGY & MANAGEMENT | INTERNATIONAL |
|---|---|---|
| Lightly incorporated into this module but not linked to a learning outcome | Extensively incorporated into this module and central to learning outcomes | Extensively incorporated into this module and central to learning outcomes |

| Promotion | Titre / Title | |
|---|---|---|
| **PGE 3 Alternance Nancy** | **Certification ASLOG** | |
| Programme | ECTS | Code |
| PGE | 2 | PPDS0001 |
| Responsable de module / Module leader | Langue d'enseignement / Language of tuition | Volume horaire / Class contact hours |
| HOUE THIERRY | FR | Syllabus: FR | 35 |

## PRESENTATION DU COURS / MODULE DESCRIPTION

Sur la base du Référentiel d'audit de l'ASLOG, ce module a pour objectif de former un corps d'auditeurs spécialisés, qui, en fonction de leur expérience et de leur niveau d'expertise, contribueront à améliorer la performance logistique dans les entreprises (PME/PMI et grands groupes). C'est une véritable démarche d'audit global de la supply chain que vont pouvoir mettre en pratique les étudiants suivant ce module. C'est aussi une formation apportant des compétences aux apprenants pour construire un véritable plan de progrès SCM. La formation se déroule en plusieurs étapes essentielles à la démarche d'audit : 4 jours de formation et 1 jour d'examen pour le Certificat d'Aptitude Théorique à l'Evaluation de la Performance Logistique, mention Junior.

## CONNAISSANCES ET COMPETENCES VISEES / LEARNING OUTCOMES (ILO)

Les étudiants qui réussissent ce module devraient être capables de :
1. Appliquer le Référentiel de l'ASLOG et se tenir informé de son évolution.
2. Analyser les flux à travers une méthodologie d'audit spécifique.
3. Evaluer objectivement la situation de l'entreprise en termes de flux pour établir un rapport d'audit et une synthèse.
4. Suite à cet audit, construire un plan de progrès qui sera proposé à l'entreprise (ou à l'entité concernée) pour atteindre un niveau d'excellence logistique.
5. Convaincre l'entreprise (ou l'entité concernée) de la pertinence de ce plan de progrès et l'accompagner dans sa mise en oeuvre effective.

## CONTENU / MODULE OUTLINE

| TOPIC | ASSIGNMENTS & READINGS |
|---|---|
| Remise du Référentiel ASLOG et du support de cours. | Support de cours |
| Modes de questionnement utilisés dans les audits et leurs origines. | Support de cours |
| Modes d'utilisation du Référentiel d'audit ASLOG. | Support de cours |
| Notation et principes particuliers pour l'audit fondé sur le Référentiel de l'ASLOG. | Support de cours |
| Déroulement d'un audit et difficultés potentielles. | Support de cours |
| Etude détaillée des questions du référentiel ASLOG d'audit. | Support de cours |
| Etude d'un cas écrit à travers un audit réalisé en entreprise. | Support de cours (étude de cas) |
| Examen des questions principales et secondaires. | Support de cours |
| Méthodologie indirecte de détermination de la note à attribuer à l'entreprise. | Support de cours |
| Mises en situation, jeux de rôles, exercices. | Support de cours |
| Construire un plan de progrès en partant du rapport d'audit. | Support de cours |
| Méthodologie d'arbitrage selon les priorités et les ressources de l'entreprise. | Support de cours |
| Examen pour la certification : questionnaire et étude de cas. | 0 |
| Examen pour la certification : oral (discussion sur plan de progrès) | 0 |

## METHODOLOGIE / TEACHING

Il s'agit d'une formation au diagnostic et à l'audit logistique fondée sur le référentiel de l'ASLOG. La pédagogie mise en œuvre est une pédagogie active. Une participation des apprenants est impérative. A l'exception des parties purement magistrales, le travail en équipe est privilégié. L'enseignement est assuré par des formateurs reconnus par l'ASLOG, eux-mêmes diplômés de cette formation, mention Senior.

## BIBLIOGRAPHIE / TEXTBOOK AND OTHER MATERIAL

Requis :
Support de cours de l'ASLOG.
Recommandé :
Baglin G., Bruel, O., Kerbache, L.., Nehme, J., Van Delft, C. (2013), Management industriel et logistique. 6ème édition, Paris Economica.
Fender M., Pimor Y. (2016), Logistique et Supply Chain, 7ème édition, Paris, Dunod.
Wajnsztok, O., Royal, I. (2014), Stratégie achats : l'essentiel des bonnes pratiques, Paris, Eyrolles.

## EVALUATION / ASSESSMENT

| ASSESSMENT COMPONENT | ASSESSMENT TYPE | METHOD | WEIGHTING | DURATION | LEARNING OUTCOMES (ILO) |
|---|---|---|---|---|---|
| Continuous assessment (CC) | Oral | Oral avec une mise en situation d'audit. | 40 | 0.5 | ILO 4,5 |
| Final assessment (CF) | Ecrit | Questionnaire de contrôle général des connaissances en logistique + étude de cas de mise en situation d'audit. | 60 | 2 | ILO 1,2,3,4 |

## ASSURANCE OF LEARNING / OBJECTIFS D'APPRENTISSAGE

| COMPETENCY GOAL 1 Knowledge & Adaptability | Graduates will be able to develop thorough knowledge in management fields and demonstrate their specific skills. | |
|---|---|---|
| LEARNING OBJECTIVES 1.1 & 1.2 Students will be able to… | Demonstrate context-specific knowledge of business and communicate this effectively in written and oral form. | |
| | Demonstrate their flexibility in dealing with unexpected management issues/challenges in a global and evolving environment. | X |
| **COMPETENCY GOAL 2 Critical Thinking & Innovation** | **Graduates will be able to demonstrate independent thinking into business issues and propose informed solutions.** | |
| LEARNING OBJECTIVES 2.1 & 2.2 Students will be able to… | Identify, analyze and prioritize core issues and evaluate alternatives in a complex business situation, making appropriate use of relevant knowledge/tools/models/approaches. | |
| | Design an appropriate and informed creative recommendation to a given issue. | X |
| **COMPETENCY GOAL 3 Responsible Management & Sustainability** | **Graduates will be able to manage decisions making process respecting CSR and sustainable standards.** | |
| LEARNING OBJECTIVES 3.1 & 3.2 Students will be able to… | Construct well thought-out decisions, fully aware of their impact on the organization, people, and environment. | X |
| | Contribute as productive members to a project and demonstrate team management and leadership skills. | X |
| **COMPETENCY GOAL 4 Open-Mindedness & Transdisciplinarity** | **Graduates will be able to use and share transdisciplinary insight and integrate multicultural environments.** | |
| LEARNING OBJECTIVES 4.1 & 4.2 Students will be able to… | Demonstrate their ability to work in a multicultural environment. | X |
| | Use and share transdisciplinary insights when engaging in real world projects. | X |

## ENGAGEMENT / ETHICAL BEHAVIOUR

Les étudiants sont tenus de respecter les règles du programme décrites dans le livret de l'Etudiant et ce, pour chaque module. La déclaration suivante s'applique à tous les étudiants ICN, pour les cours sur site ou chez les partenaires.

Toute tentative de fraude constatée durant un contrôle de connaissances, le contrôle continu ou un examen ou tout manquement aux règles élémentaires de comportement et d'éthique entrainent systématiquement la convocation de l'étudiant devant le conseil de discipline de l'Ecole qui examinera les irrégularités académiques. Le terme « irrégularité académique » est censé inclure, sans toutefois s'y limiter, la fraude lors du contrôle continu, rapports de stages, mémoires, thèses, et le plagiat.

Le conseil de discipline est compétent pour prononcer à l'encontre des élèves l'ensemble des sanctions prévues inscrites au règlement pédagogique de leur programme pouvant aller d'une note de « 0 » pour le module concerné jusqu'à l'exclusion définitive de l'étudiant.

## SD, CSR - ART, TECHNOLOGY & MANAGEMENT - INTERNATIONAL

| SD, CSR | ART, TECHNOLOGY & MANAGEMENT | INTERNATIONAL |
|---|---|---|
| Not appropriate for this module | Not appropriate for this module | Not appropriate for this module |

| Promotion | Titre / Title | |
|---|---|---|
| **PGE 3 Alternance Nancy** | **Certification ASLOG** | |
| Programme | ECTS | Code |
| PGE | 2 | PPDS0001 |
| Responsable de module / Module leader | Langue d'enseignement / Language of tuition | Volume horaire / Class contact hours |
| HOUE THIERRY | FR | *Syllabus: EN* | 35 |

## PRESENTATION DU COURS / MODULE DESCRIPTION

Based on the ASLOG Auditing Standards, the objective of this module is to train a body of specialized auditors who, founded on their experience and level of expertise, will contribute to improving logistics performance in companies (SMEs and large groups). It is a real global audit approach of the supply chain that the students will be able to put into practice. It is also a module that provides skills to learners to build a real SCM progress plan. The module is divided into several essential steps in the audit process: 4 days of training and 1 day of examination for the Certificate of Theoretical Aptitude for the Evaluation of Logistics Performance, Junior grade.

## CONNAISSANCES ET COMPETENCES VISEES / LEARNING OUTCOMES (ILO)

Students who successfully complete this module should be able to:
1. Apply the ASLOG Auditing Standards and keep abreast of its progress.
2. Analyze the flows through a specific audit methodology.
3. Objectively evaluate the company's situation in terms of flows to establish an audit report and a synthesis.
4. Following this audit, build a progress plan that will be proposed to the company (or to the entity concerned) to reach a level of logistics excellence.
5. Convince the company (or the entity concerned) of the relevance of this progress plan and following its effective implementation.

## CONTENU / MODULE OUTLINE

| TOPIC | ASSIGNMENTS & READINGS |
|---|---|
| Delivery of the ASLOG Toolkit and pedagogical material. | Pedagogical material. |
| Modes of audit questioning used and their origins. | Pedagogical material. |
| How to use the ASLOG Auditing Standards | Pedagogical material. |
| Grading and special principles for audit based on the ASLOG Auditing Standards | Pedagogical material. |
| Audit and potential difficulties | Pedagogical material. |
| Detailed study of the ASLOG Auditing Standards questions | Pedagogical material. |
| Case study written through an audit carried out in a company. | Pedagogical material.(case study) |
| Examination of the main and secondary issues. | Pedagogical material. |
| Indirect methodology for determining the score to be awarded. | Pedagogical material. |
| Situations, role plays, exercises. | Pedagogical material. |
| Building a progress plan based on the audit report. | Pedagogical material. |
| Arbitration methodology according to the company's priorities and resources. | Pedagogical material. |
| Certification exam: questionnaire and case study. | 0 |
| Certification exam: defense (progress plan discussion). | 0 |

## METHODOLOGIE / TEACHING

This is a training in diagnosis and logistics auditing based on the ASLOG standards. The pedagogy implemented is an active pedagogy. Learner participation is imperative. With the exception of the purely lecture parts, teamwork is privileged. Teaching is provided by trainers recognized by the ASLOG, who are themselves graduates of this training, with a senior grade.

## BIBLIOGRAPHIE / TEXTBOOK AND OTHER MATERIAL

Required:
Pedagogical material from ASLOG.
Recommended:
Baglin G., Bruel, O., Kerbache, L.., Nehme, J., Van Delft, C. (2013), Management industriel et logistique. 6ème édition, Paris Economica.
Fender M., Pimor Y. (2016), Logistique et Supply Chain, 7ème édition, Paris, Dunod.
Wajnsztok, O., Royal, I. (2014), Stratégie achats : l'essentiel des bonnes pratiques, Paris, Eyrolles.

## EVALUATION / ASSESSMENT

| ASSESSMENT COMPONENT | ASSESSMENT TYPE | METHOD | WEIGHTING | DURATION | LEARNING OUTCOMES (ILO) |
|---|---|---|---|---|---|
| Continuous assessment (CC) | Oral | Oral defense with an audit situation. | 40 | 0.5 | ILO 4,5 |
| Final assessment (CF) | Written | General control of knowledge in logistics based on a questionnaire + case study of audit situation. | 60 | 2 | ILO 1,2,3,4 |

## ASSURANCE OF LEARNING / OBJECTIFS D'APPRENTISSAGE

| COMPETENCY GOAL 1 Knowledge & Adaptability | Graduates will be able to develop thorough knowledge in management fields and demonstrate their specific skills. | |
|---|---|---|
| LEARNING OBJECTIVES 1.1 & 1.2 Students will be able to… | Demonstrate context-specific knowledge of business and communicate this effectively in written and oral form. | |
| | Demonstrate their flexibility in dealing with unexpected management issues/challenges in a global and evolving environment. | X |
| COMPETENCY GOAL 2 Critical Thinking & Innovation | Graduates will be able to demonstrate independent thinking into business issues and propose informed solutions. | |
| LEARNING OBJECTIVES 2.1 & 2.2 Students will be able to… | Identify, analyze and prioritize core issues and evaluate alternatives in a complex business situation, making appropriate use of relevant knowledge/tools/models/approaches. | |
| | Design an appropriate and informed creative recommendation to a given issue. | X |
| COMPETENCY GOAL 3 Responsible Management & Sustainability | Graduates will be able to manage decisions making process respecting CSR and sustainable standards. | |
| LEARNING OBJECTIVES 3.1 & 3.2 Students will be able to… | Construct well thought-out decisions, fully aware of their impact on the organization, people, and environment. | X |
| | Contribute as productive members to a project and demonstrate team management and leadership skills. | X |
| COMPETENCY GOAL 4 Open-Mindedness & Transdisciplinarity | Graduates will be able to use and share transdisciplinary insight and integrate multicultural environments. | |
| LEARNING OBJECTIVES 4.1 & 4.2 Students will be able to… | Demonstrate their ability to work in a multicultural environment. | X |
| | Use and share transdisciplinary insights when engaging in real world projects. | X |

## ENGAGEMENT / ETHICAL BEHAVIOUR

Les étudiants sont tenus de respecter les règles du programme décrites dans le livret de l'Etudiant et ce, pour chaque module. La déclaration suivante s'applique à tous les étudiants ICN, pour les cours sur site ou chez les partenaires.

Toute tentative de fraude constatée durant un contrôle de connaissances, le contrôle continu ou un examen ou tout manquement aux règles élémentaires de comportement et d'éthique entrainent systématiquement la convocation de l'étudiant devant le conseil de discipline de l'Ecole qui examinera les irrégularités académiques. Le terme « irrégularité académique » est censé inclure, sans toutefois s'y limiter, la fraude lors du contrôle continu, rapports de stages, mémoires, thèses, et le plagiat.

Le conseil de discipline est compétent pour prononcer à l'encontre des élèves l'ensemble des sanctions prévues inscrites au règlement pédagogique de leur programme pouvant aller d'une note de « 0 » pour le module concerné jusqu'à l'exclusion définitive de l'étudiant.

## SD, CSR - ART, TECHNOLOGY & MANAGEMENT - INTERNATIONAL

| SD, CSR | ART, TECHNOLOGY & MANAGEMENT | INTERNATIONAL |
|---|---|---|
| Not appropriate for this module | Not appropriate for this module | Not appropriate for this module |

| Promotion | Titre / Title | |
|---|---|---|
| **PGE 3 Nancy** | **Consumer culture** | |
| Programme | ECTS | Code |
| PGE | 2 | MKTG5014 |
| Responsable de module / Module leader | Langue d'enseignement / Language of tuition | Volume horaire / Class contact hours |
| ROME ALEXANDRA | EN     *Syllabus: EN* | 15 |

## PRESENTATION DU COURS / MODULE DESCRIPTION

The aim of this course is to introduce students to Consumer Culture Theory (CCT), a family of theoretical perspectives that address the dynamic relationships between consumer actions, the marketplace, and cultural meanings. Drawing from theories grounded in philosophy, sociology, anthropology, and feminist studies, students will develop deeper understandings as to why consumers do what they do and uncover the cultural dimensions shaping (and shaped by) consumption.

The course will focus on four main subsets of CCT: (1) consumption and identity, (2) marketplace cultures, (3) the socio-historic patterning of consumption, and (4) Mass-mediated marketplace ideologies. This course is for advanced students specializing in marketing. The course is largely discussion based and will engage with theoretically rich and complex material, students are expected to complete all readings before attending class and are expected to critically engage with these readings as well as reflect on their own consumption and interactions with consumer culture.

## CONNAISSANCES ET COMPETENCES VISEES / LEARNING OUTCOMES (ILO)

Students successfully completing this module should be able to:
ILO1. Synthesize and critically evaluate marketing texts relevant to a specific research topic (i.e. related to the MFE).
ILO2. Uncover the constitutive ways consumers work with marketer-generated materials to forge a coherent if diversified and often fragmented sense of self.
ILO3. Describe subcultures of consumption, that is, how consumers forge feelings of social solidarity and create distinctive, fragmentary, self-selected, and sometimes transient culture worlds through the pursuit of common consumption interests.
ILO4. Explore what consumer society it is and how it is sustained and shaped by social class hierarchies, gender, ethnicity, families, households, and other formal groups.
ILO5. Understand how cultural production systems (like marketing communications or the fashion industry) systematically predispose consumers towards certain kinds of identity projects.

## CONTENU / MODULE OUTLINE

| TOPIC | ASSIGNMENTS & READINGS |
|---|---|
| Introduction to CCT | Read: Arnould, Eric and Craig Thompson (2005), Consumer Culture Theory (CCT): Twenty Years of Research, Journal of Consumer Research, 31 (4), 868-882.Özça?lar-Toulouse, Nil and Bernard Cova (2010), ?A History of French CCT: Pathways and Key Concepts,? Recherche et Applications en Marketing, 25 (2), 69-90.In-class assignments to be given in-class (or on Zoom), students must be in attendance (or have an excused absence) to complete these assignments |
| Identity Projects | Read: Jafari, Aliakbar and Christina Goulding (2008), ?'We are not terrorists!' UK-based Iranians, consumption practices and the 'torn self,'? Consumption, Markets and Culture, 11(2), 73-91.In-class assignments to be given in-class (or on Zoom), students must be in attendance (or have an excused absence) to complete these assignments |
| Marketplace cultures and subcultures | Read: Kozinets, Robert V. (2001), ?Utopian enterprise: Articulating the meanings of Star Trek's culture of consumption,? Journal of Consumer Research 28 (1), 67-88.In-class assignments to be given in-class (or on Zoom), students must be in attendance (or have an excused absence) to complete these assignments |
| The socio-historic patterning of consumption | Read: Üstüner, Tuba and Douglas B. Holt (2010), ?Toward a theory of status consumption in less industrialized countries,? Journal of Consumer Research, 37 (1), 37-56.In-class assignments to be given in-class (or on Zoom), students must be in attendance (or have an excused absence) to complete these assignments |
| Mass-mediated marketplace ideologies + Neoliberalism(when time permits) | Read: Elias and Gill (2018), ?Beauty surveillance: The digital self-monitoring cultures of neoliberalism,? European Journal of Cultural Studies, 21(1), p. 59-77.Harari, Yuval Noah (2020), ?The World after Coronavirus,? Financial Times, March 20, available at: https://www.ft.com/content/19d90308-6858-11ea-a3c9-1fe6fedcca75. In-class assignments to be given in-class (or on Zoom), students must be in attendance (or have an excused absence) to complete these assignments |

## METHODOLOGIE / TEACHING

Class Philosophies: Learning by doing and critical thinking are the key motifs that will guide this course. We will focus our attention to understanding and developing processes rather than memorizing fleeting facts. The main takeaways from this class should be the experience you get in actively problem solving and thinking quickly, critically, and outside-the-box.

Attendance: You are responsible for completing all assigned readings on your own time. In addition, you are expected to attend and participate in in-class and/or virtual meetings (via Zoom) and in discussions (on Perusall). Attendance will be monitored and reflected in your grade.

Late Work: Unless changed by the instructor, deadlines noted in the course schedule and subsequent documents are firm. Late work is NOT accepted unless there are extenuating circumstances. Late is considered any time after the time indicated.

Excused absences: In order to qualify for a make-up assignment, you must have an excused absence with documentation (e.g. doctor's note). You will not be permitted to make-up any assignments without this documentation. All absences must be cleared and approved by the lecturer and students must notify the lecturer of any absences before or within 24-hours of the missed class (less extenuating circumstances).

Classroom/ E-learning Policies: Classroom professionalism (also online) is expected to be maintained at all times. Disrespectful and/or disruptive behavior can lower your course grade. You are expected to:

Submit your own work, complete their own tests, quizzes, and assignments given online

Regularly attend and participate in the course and actively contribute to on/offline class discussions

Complete all course work by the required deadlines

Structure all emails and correspondence in a professional manner. As a member of this class, you are invited to think, talk, question, disagree, and offer alternatives. However, my expectation is that you will participate in a courteous manner. Failure to do so may result in disenrollment from the class.

Written Assignments: All written assignment should use Times New Roman, 12pt font, and 1.5 spacing.

Referencing: All written documents must follow Chicago Manual Style in-citation and reference guidelines (visit: https://owl.english.purdue.edu/owl/resource/717/02/ for more information and to see a sample bibliography).

Academic dishonesty and plagiarism: Plagiarism in this course results in one or more of the following consequences: Failure of the assignment, failure of the course, and/or disciplinary action by the University.

Ancillary information to be provided

## BIBLIOGRAPHIE / TEXTBOOK AND OTHER MATERIAL

Needed: Regular access to a computing device and the internet. It might be helpful to bring your laptops/tablets with you to class, as we will be using these to conduct research and work on projects and case studies

Readings (also listed in module outline) will be uploaded on Perusall and  need to be completed BEFORE we come together as a class:

Arnould, Eric and Craig Thompson (2005), Consumer Culture Theory (CCT): Twenty Years of Research, Journal of Consumer Research, 31 (4), 868-882.

Bryman, Alan and Emma Bell (2003), Getting started: Reviewing the literature, in Business Research Methods, Oxford: Oxford University Press, 71-89.

Elias and Gill (2018), ?Beauty surveillance: The digital self-monitoring cultures of neoliberalism,? European Journal of Cultural Studies, 21(1), p. 59-77.

Harari, Yuval Noah (2020), ?The World after Coronavirus,? Financial Times, March 20, available at: https://www.ft.com/content/19d90308-6858-11ea-a3c9-1fe6fedcca75.

Jafari, Aliakbar and Christina Goulding (2008), ?'We are not terrorists!' UK-based Iranians, consumption practices and the 'torn self,'? Consumption, Markets and Culture, 11(2), 73-91.

Kozinets, Robert V.  (2001), ?Utopian enterprise: Articulating the meanings of Star Trek's culture of consumption,? Journal of Consumer Research 28 (1), 67-88.

Üstüner, Tuba and Douglas B. Holt (2010), ?Toward a theory of status consumption in less industrialized countries,? Journal of Consumer Research, 37 (1), 37-56.Supplementary reading:

Arnould, Eric J. and Craig J. Thompson (2018), Consumer Culture Theory, London: Sage Publications.

Schouten, John W. and James H. McAlexander (1995), Subcultures of consumption: An ethnography of the new bikers, Journal of Consumer Research, 22 (1), 43-61.

## EVALUATION / ASSESSMENT

| ASSESSMENT COMPONENT | ASSESSMENT TYPE | METHOD | WEIGHTING | DURATION | LEARNING OUTCOMES (ILO) |
|---|---|---|---|---|---|
| Continuous assessment (CC) | Written, participation | Course reading and reading essays:Students will be expected to set up an account with Perusall (https://perusall.com) with the course code (to be provided). Readings will be listed on the site and students will be expected to actively engage (read, highlight, annotate, pose questions and comments) with the readings. Students will receive a grade based on how much and how well they engage with the text. Additionally, at the start of each class, students will be expected to answer a series of open-ended questions in relation to the reading that will guide the course discussions for that day. | 40 | 0 | ILO2, ILO4, ILO5 |
| Continuous assessment (CC) | Participation, written, oral | In-class participation and discussion:Students will be graded for their active participation in (online and/or offline) class discussions. Additional in-class assignments - a mix between individual and group assignments - will consist of case studies, group projects, and group presentations. | 30 | 0 | ILO1, ILO3 |
| Final assessment (CF) | Written | Written exam-Annotated bibliography: The final for this class consists of a take-home written exam in the form of an annotated bibliography. Students will need to select a CCT topic of interest to them based on one of the four themes presented in the Arnould and Thompson (2005) paper. For example, students may choose to look at a particular identity (e.g. rock climbing, ballet dancing, boyfriend, girlfriend, student, French, etc.) to understand how that identity is constructed, performed, or experienced via consumption. To do this, students must identify and analyze at least 6 relevant academic sources from the list of pre-approved journals and write summaries for each article (approximately 150-200 words per article). A concluding summary section that | 30 | 0 | ILO1, ILO2, ILO3, ILO4, ILO5 |

| | | identifies the 'research gap' and three possible research questions should be presented at the end of the bibliography (approximately 200-350 words). A separate assignment sheet will be provided.The retake be a written exam, | | | |
|---|---|---|---|---|---|

## ASSURANCE OF LEARNING / OBJECTIFS D'APPRENTISSAGE

| COMPETENCY GOAL 1 Knowledge & Adaptability | Graduates will be able to develop thorough knowledge in management fields and demonstrate their specific skills. | |
|---|---|---|
| LEARNING OBJECTIVES 1.1 & 1.2 Students will be able to… | Demonstrate context-specific knowledge of business and communicate this effectively in written and oral form. | |
| | Demonstrate their flexibility in dealing with unexpected management issues/challenges in a global and evolving environment. | X |
| COMPETENCY GOAL 2 Critical Thinking & Innovation | Graduates will be able to demonstrate independent thinking into business issues and propose informed solutions. | |
| LEARNING OBJECTIVES 2.1 & 2.2 Students will be able to… | Identify, analyze and prioritize core issues and evaluate alternatives in a complex business situation, making appropriate use of relevant knowledge/tools/models/approaches. | |
| | Design an appropriate and informed creative recommendation to a given issue. | X |
| COMPETENCY GOAL 3 Responsible Management & Sustainability | Graduates will be able to manage decisions making process respecting CSR and sustainable standards. | |
| LEARNING OBJECTIVES 3.1 & 3.2 Students will be able to… | Construct well thought-out decisions, fully aware of their impact on the organization, people, and environment. | X |
| | Contribute as productive members to a project and demonstrate team management and leadership skills. | X |
| COMPETENCY GOAL 4 Open-Mindedness & Transdisciplinarity | Graduates will be able to use and share transdisciplinary insight and integrate multicultural environments. | |
| LEARNING OBJECTIVES 4.1 & 4.2 Students will be able to… | Demonstrate their ability to work in a multicultural environment. | X |
| | Use and share transdisciplinary insights when engaging in real world projects. | X |

## ENGAGEMENT / ETHICAL BEHAVIOUR

During the module, students are expected to respect the programme regulations outlined in the student handbook. The following statement applies to all students taking ICN courses, on and off campus.
Cheating on in-class tests or take-home examinations or homework is, of course, illegal and immoral. A Disciplinary Committee exists to investigate academic improprieties, conduct hearings, and determine any necessary actions. The term 'academic impropriety' is meant to include, but is not limited to, cheating on homework, during in-class or take-home examinations, and plagiarism.
Consequences of academic impropriety are severe, ranging from receiving a "0" in a course, to a warning from which becomes a part of the permanent student record, to expulsion.

## SD, CSR - ART, TECHNOLOGY & MANAGEMENT - INTERNATIONAL

| SD, CSR | ART, TECHNOLOGY & MANAGEMENT | INTERNATIONAL |
|---|---|---|
| Lightly incorporated into this module but not linked to a learning outcome | Lightly incorporated into this module but not linked to a learning outcome | Lightly incorporated into this module but not linked to a learning outcome |

| Promotion | Titre / Title | |
|---|---|---|
| **PGE 3 Nancy** | **Créativité & conduite du Changement** | |
| **Programme** | **ECTS** | **Code** |
| PGE | 2 | MGMT5006 |
| **Responsable de module / Module leader** | **Langue d'enseignement / Language of tuition** | **Volume horaire / Class contact hours** |
| MAKIELA MICHEL | FR | *Syllabus: FR* | 15 |

## PRESENTATION DU COURS / MODULE DESCRIPTION

Ce module permet :
- d'examiner les processus clés pour opérer la conduite du changement qu'elle concerne l'appropriation d'une innovation, l'adaptation à un événement ou une transformation sociale, un changement de comportement.
- de découvrir et d'expérimenter les modalités pratiques d'un processus de créativité pour la production d'idées en 4 étapes clés
: préparation, imprégnation et purge, production divergente et convergente, évaluation du projet concept produit.

## CONNAISSANCES ET COMPETENCES VISEES / LEARNING OUTCOMES (ILO)

Students successfully completing this module should be able to:
1. Examiner les processus de base d'une démarche de conduite du changement qu'elle concerne l'appropriation d'une innovation, l'adaptation à un événement ou une transformation sociale, un changement de comportement
2. Différencier Management adaptatif et Management d'exécution du changement
3. Identifier les résistances et mécanismes de défense face au changement
4. Expérimenter les modalités pratiques d'un processus de créativité pour la production d'idées .

## CONTENU / MODULE OUTLINE

| TOPIC | ASSIGNMENTS & READINGS |
|---|---|
| Principes et outils de la conduite du changement : ? Changement de comportement : théorie de l'utilité, biais cognitifs et nudges? Management adaptatif et management d'exécution du changement | Support de cours Exercices pratiques |
| ? Paradoxe du changement? Résistances et mécanismes de défense? Le courage d'informer? Les postures d'écoute | Support de cours Exercices pratiquesRapport étonnement individuel |
| Modalités pratiques d'un processus de créativité pour la production d'idées :? Le processus créatif? Les règles de créativité? La dynamique de groupe par la délégation des rôles? Problématisation et focalisation? L'échauffement par les techniques d'assertivité, de stimulation cognitive et artistique? L'incubation par l'imprégnation, la purge et la pause créative : techniques de divergence et de convergence | Support de cours Exercices pratiques |
| ? Techniques divergentes et convergentes de production d'idées nouvelles? Structuration des productions? Pitch d'un concept? Evaluation du concept | Travail de groupe sur élaboration d'un concept |

## METHODOLOGIE / TEACHING

Conférences interactives et exercices pratiques.
Séquences de créativité en réel avec production d'un concept.

## BIBLIOGRAPHIE / TEXTBOOK AND OTHER MATERIAL

Recommended/conseillé:
1. AUTISSIER, David, MOUTOT, Jean-Michel, La boîte à outils de la conduite du changement, Paris, Editions Dunod, 2013.
2. TONNELE, Arnaud, 65 outils pour accompagner le changement individuel et collectif, Paris, Eyrolles, Editions d'Organisation, 2013
3. COLLERETTE, Pierre, DELISLE, Gilles, PERRON, Richard, Le changement organisationnel : théorie et pratique, Québec, Editions Presses de l'Université du Québec, 2011
4. AZNAR, Guy, Idées : 100 techniques de créativité pour les produire et les gérer, Paris, Editions d'Organisation, 2005
5. GAVRILOFF, Ivan, JARROSSON, Bruno, Une fourmi de 18 mètres... ça n'existe pas, Paris, Editions Dunod, 2006..

## EVALUATION / ASSESSMENT

| ASSESSMENT COMPONENT | ASSESSMENT TYPE | METHOD | WEIGHTING | DURATION | LEARNING OUTCOMES (ILO) |
|---|---|---|---|---|---|
| Continuous assessment (CC) | Oral | Soutenance orale d'un concept J2 évaluation collective | 40 | 0 | ILO4 |
| Final assessment (CF) | Oral | Soutenance d'un rapport d'étonnement individuel J1 évaluation individuelle | 40 | 0 | ILO1, ILO2, ILO3 |
| Final assessment (CF) | Oral | Participation active aux échanges et exercices sur J1 & J2 | 20 | 0 | ILO1, ILO2, ILO3, ILO4 |

## ASSURANCE OF LEARNING / OBJECTIFS D'APPRENTISSAGE

| | | |
|---|---|---|
| **COMPETENCY GOAL 1**<br>**Knowledge & Adaptability** | **Graduates will be able to develop thorough knowledge in management fields and demonstrate their specific skills.** | |
| LEARNING OBJECTIVES 1.1 & 1.2<br>Students will be able to… | Demonstrate context-specific knowledge of business and communicate this effectively in written and oral form. | |
| | Demonstrate their flexibility in dealing with unexpected management issues/challenges in a global and evolving environment. | X |
| **COMPETENCY GOAL 2**<br>**Critical Thinking & Innovation** | **Graduates will be able to demonstrate independent thinking into business issues and propose informed solutions.** | |
| LEARNING OBJECTIVES 2.1 & 2.2<br>Students will be able to… | Identify, analyze and prioritize core issues and evaluate alternatives in a complex business situation, making appropriate use of relevant knowledge/tools/models/approaches. | |
| | Design an appropriate and informed creative recommendation to a given issue. | X |
| **COMPETENCY GOAL 3**<br>**Responsible Management & Sustainability** | **Graduates will be able to manage decisions making process respecting CSR and sustainable standards.** | |
| LEARNING OBJECTIVES 3.1 & 3.2<br>Students will be able to… | Construct well thought-out decisions, fully aware of their impact on the organization, people, and environment. | X |
| | Contribute as productive members to a project and demonstrate team management and leadership skills. | X |
| **COMPETENCY GOAL 4**<br>**Open-Mindedness & Transdisciplinarity** | **Graduates will be able to use and share transdisciplinary insight and integrate multicultural environments.** | |
| LEARNING OBJECTIVES 4.1 & 4.2<br>Students will be able to… | Demonstrate their ability to work in a multicultural environment. | X |
| | Use and share transdisciplinary insights when engaging in real world projects. | X |

## ENGAGEMENT / ETHICAL BEHAVIOUR

Les étudiants sont tenus de respecter les règles du programme décrites dans le livret de l'Etudiant et ce, pour chaque module. La déclaration suivante s'applique à tous les étudiants ICN, pour les cours sur site ou chez les partenaires.

Toute tentative de fraude constatée durant un contrôle de connaissances, le contrôle continu ou un examen ou tout manquement aux règles élémentaires de comportement et d'éthique entrainent systématiquement la convocation de l'étudiant devant le conseil de discipline de l'Ecole qui examinera les irrégularités académiques. Le terme « irrégularité académique » est censé inclure, sans toutefois s'y limiter, la fraude lors du contrôle continu, rapports de stages, mémoires, thèses, et le plagiat.

Le conseil de discipline est compétent pour prononcer à l'encontre des élèves l'ensemble des sanctions prévues inscrites au règlement pédagogique de leur programme pouvant aller d'une note de « 0 » pour le module concerné jusqu'à l'exclusion définitive de l'étudiant.

## SD, CSR - ART, TECHNOLOGY & MANAGEMENT - INTERNATIONAL

| SD, CSR | ART, TECHNOLOGY & MANAGEMENT | INTERNATIONAL |
|---|---|---|
| Lightly incorporated into this module but not linked to a learning outcome | Lightly incorporated into this module but not linked to a learning outcome | Not appropriate for this module |

| Promotion | Titre / Title | |
|---|---|---|
| **PGE 3 Nancy** | **Design d'espaces commerciaux** | |
| Programme | ECTS | Code |
| PGE | 2 | MKTG5005 |
| Responsable de module / Module leader | Langue d'enseignement / Language of tuition | Volume horaire / Class contact hours |
| FILALI BOISSY DOUNIAZED | FR    *Syllabus: FR* | 15 |

## PRESENTATION DU COURS / MODULE DESCRIPTION

Ce cours deDesign d'espaces commerciauxpropose une gestion de projet type quant à la création et la conception d'un nouveau format de magasin. Il offre une vision complète sur les méthodes employées en termes de design d'espaces commerciaux (thématisation de l'offre, théâtralisation des lieux… etc.).

Une combinaison de définitions théoriques, d'illustrations pratiques reflétant des exemples réels, et de petits travaux de groupes, est appliquée. Un travail sur le terrain (magasins) fera l'objet d'un rapport d'évaluation final.

## CONNAISSANCES ET COMPETENCES VISEES / LEARNING OUTCOMES (ILO)

A l'issue de ce module, les étudiants seront capables de :
1. Maîtriser les fondamentaux en matière d'architecture commerciale (vocabulaire, concepts-clés).
2. Appréhender plusieurs méthodes d'innovation en matière de design d'espace commercial.
3. Développer une démarche prospective : imaginer des axes d'innovation pour les magasins du futur.
4. Comprendre les bases du marketing expérientiel et du marketing sensoriel.

## CONTENU / MODULE OUTLINE

| TOPIC | ASSIGNMENTS & READINGS |
|---|---|
| Concepts-clés du design d'environnement et de l'architecture commerciale | Cours théorique, brief du travail à venir, désignation des équipes puis workshop par équipe. |
| Visite terrain | Visite de terrain avec cahiers charges à remplir par les étudiants et à rendre à la suite de la visite. |
| Marketing experiential et sensorial du point de vente | ours théorique puis workshop par équipe. |
| Méthodes d'innovation en design des espaces commerciaux et impact d'un nouveau design sur le commerce | Cours théorique puis workshop par équipe |
| Présentation orale | Les étudiants présentent par groupe l'ensemble du travail des sessions précédentes. |

## METHODOLOGIE / TEACHING

Cours théorique et lectures conseilléesVisite terrainWorkshop et coachingPrésentation orale.

## BIBLIOGRAPHIE / TEXTBOOK AND OTHER MATERIAL

Minvielle N. et J.-P. (2010), Design d'expérience : un outil de valorisation des biens et services, De Boeck.
Richard J.-P. et Sanchez S., (2009), Créer un point de vente, Eyrolles, Editions d'Organisation.
Borja de Mozota (2001), Design Management, Editions d'Organisation.
Mostaedi A. (2006), Shop Design, Links.
Rieunier S. (2013),Marketing sensoriel du point de vente , Dunod.

## EVALUATION / ASSESSMENT

| ASSESSMENT COMPONENT | ASSESSMENT TYPE | METHOD | WEIGHTING | DURATION | LEARNING OUTCOMES (ILO) |
|---|---|---|---|---|---|
| Final assessment (CF) | Oral | Présentation du travail de groupe à la dernière séance complété par un rapport envoyé une semaine ap | 100 | 2 | ILO1, ILO2, ILO3, ILO4 |

## ASSURANCE OF LEARNING / OBJECTIFS D'APPRENTISSAGE

| COMPETENCY GOAL 1 Knowledge & Adaptability | Graduates will be able to develop thorough knowledge in management fields and demonstrate their specific skills. | |
|---|---|---|
| LEARNING OBJECTIVES 1.1 & 1.2 Students will be able to… | Demonstrate context-specific knowledge of business and communicate this effectively in written and oral form. | |
| | Demonstrate their flexibility in dealing with unexpected management issues/challenges in a global and evolving environment. | X |
| COMPETENCY GOAL 2 Critical Thinking & Innovation | Graduates will be able to demonstrate independent thinking into business issues and propose informed solutions. | |
| LEARNING OBJECTIVES 2.1 & 2.2 Students will be able to… | Identify, analyze and prioritize core issues and evaluate alternatives in a complex business situation, making appropriate use of relevant knowledge/tools/models/approaches. | |
| | Design an appropriate and informed creative recommendation to a given issue. | X |
| COMPETENCY GOAL 3 Responsible Management & Sustainability | Graduates will be able to manage decisions making process respecting CSR and sustainable standards. | |
| LEARNING OBJECTIVES 3.1 & 3.2 Students will be able to… | Construct well thought-out decisions, fully aware of their impact on the organization, people, and environment. | X |
| | Contribute as productive members to a project and demonstrate team management and leadership skills. | X |
| COMPETENCY GOAL 4 Open-Mindedness & Transdisciplinarity | Graduates will be able to use and share transdisciplinary insight and integrate multicultural environments. | |
| LEARNING OBJECTIVES 4.1 & 4.2 Students will be able to… | Demonstrate their ability to work in a multicultural environment. | X |
| | Use and share transdisciplinary insights when engaging in real world projects. | X |

## ENGAGEMENT / ETHICAL BEHAVIOUR

Les étudiants sont tenus de respecter les règles du programme décrites dans le livret de l'Etudiant et ce, pour chaque module. La déclaration suivante s'applique à tous les étudiants ICN, pour les cours sur site ou chez les partenaires.

Toute tentative de fraude constatée durant un contrôle de connaissances, le contrôle continu ou un examen ou tout manquement aux règles élémentaires de comportement et d'éthique entrainent systématiquement la convocation de l'étudiant devant le conseil de discipline de l'Ecole qui examinera les irrégularités académiques. Le terme « irrégularité académique » est censé inclure, sans toutefois s'y limiter, la fraude lors du contrôle continu, rapports de stages, mémoires, thèses, et le plagiat.

Le conseil de discipline est compétent pour prononcer à l'encontre des élèves l'ensemble des sanctions prévues inscrites au règlement pédagogique de leur programme pouvant aller d'une note de « 0 » pour le module concerné jusqu'à l'exclusion définitive de l'étudiant.

## SD, CSR - ART, TECHNOLOGY & MANAGEMENT - INTERNATIONAL

| SD, CSR | ART, TECHNOLOGY & MANAGEMENT | INTERNATIONAL |
|---|---|---|
| Lightly incorporated into this module but not linked to a learning outcome | Lightly incorporated into this module but not linked to a learning outcome | Not appropriate for this module |

| Promotion | Titre / Title | |
|---|---|---|
| **PGE 3 Alternance Nancy** | **Devenir gestionnaire d'un fonds éthique** | |
| Programme | ECTS | Code |
| PGE | 2 | FIMT5010 |
| Responsable de module / Module leader | Langue d'enseignement / Language of tuition | Volume horaire / Class contact hours |
| PAULET ELISABETH | FR — Syllabus: FR | 15 |

## PRESENTATION DU COURS / MODULE DESCRIPTION

Ce cours est à la fois une continuation et une application du cours Gestion de Portefeuille et banque privée. Il s'agit d'apprendre à gérer un portefeuille à caractère éthique. Une attention particulière sera donnée à la logique d'investissement et aux critères de sélection de nature extra-financière.

## CONNAISSANCES ET COMPETENCES VISEES / LEARNING OUTCOMES (ILO)

A l'issue de ce cours les étudiants seront capables de :
1.Etablir une stratégie de gestion de portefeuille éthique
2.Construire un portefeuille sélectionnant des critères et instruments d'investissement éthiques
3.Combiner la logique financière et extra-financière dans la gestion du portefeuille
4.Analyser la cohérence entre la stratégie éthique annoncée et la pratique de gestion réalisée
5.Maitriser les outils de gestion de portefeuille dans Bloomberg

## CONTENU / MODULE OUTLINE

| TOPIC | ASSIGNMENTS & READINGS |
|---|---|
| Fondements théoriques de la gestion éthique de portefeuille | Finance, C., & Québec, R. P. (2017). FINANCE RESPONSABLE. |
| L'investissement socialement responsable (ISR) | Bernard-Royer, M. (2018). L'investissement socialement responsable: vers une nouvelle éthique Arnaud Franel Editions |
| Fixer une stratégie éthique d'investissement | Construction d'une grille justifiant le choix d'une stratégie éthique pour le portefeuille |
| Comment identifier des titre éthiques introduction à Bloomberg | Elaboration d'exercices pratique en salle information |
| Construire un portefeuille éthique | Sélection des titres constituant le portefeuille |
| Ethique et performance | Calcul de la performance globale du portefeuille |

## METHODOLOGIE / TEACHING

Cours magistral, point d'avancement, tutorat, simulation de portefeuille.
Il est demandé aux étudiants sur la base des concepts développés en cours et à l'aide du logiciel Bloomberg de sélectionner un ensemble de titres constituant un portefeuille éthique. Un document écrit et une soutenance orale permettra aux étudiants de justifier leur choix

## BIBLIOGRAPHIE / TEXTBOOK AND OTHER MATERIAL

Bernard-Royer, M. (2018). L'investissement socialement responsable: vers une nouvelle éthique. Arnaud Franel éditions.
Finance, C., &amp, Québec, R. P. (2017). FINANCE RESPONSABLE.

## EVALUATION / ASSESSMENT

| ASSESSMENT COMPONENT | ASSESSMENT TYPE | METHOD | WEIGHTING | DURATION | LEARNING OUTCOMES (ILO) |
|---|---|---|---|---|---|
| Continuous assessment (CC) | Oral | Group presentation | 40 | 0 | ILO 1 |
| Final assessment (CF) | Oral | Group presentation and peer to peer evaluation | 60 | 0 | ILO 2,3,4,5 |

## ASSURANCE OF LEARNING / OBJECTIFS D'APPRENTISSAGE

| COMPETENCY GOAL 1 Knowledge & Adaptability | Graduates will be able to develop thorough knowledge in management fields and demonstrate their specific skills. | |
|---|---|---|
| LEARNING OBJECTIVES 1.1 & 1.2 Students will be able to… | Demonstrate context-specific knowledge of business and communicate this effectively in written and oral form. | |
| | Demonstrate their flexibility in dealing with unexpected management issues/challenges in a global and evolving environment. | X |
| **COMPETENCY GOAL 2 Critical Thinking & Innovation** | **Graduates will be able to demonstrate independent thinking into business issues and propose informed solutions.** | |
| LEARNING OBJECTIVES 2.1 & 2.2 Students will be able to… | Identify, analyze and prioritize core issues and evaluate alternatives in a complex business situation, making appropriate use of relevant knowledge/tools/models/approaches. | |
| | Design an appropriate and informed creative recommendation to a given issue. | X |
| **COMPETENCY GOAL 3 Responsible Management & Sustainability** | **Graduates will be able to manage decisions making process respecting CSR and sustainable standards.** | |
| LEARNING OBJECTIVES 3.1 & 3.2 Students will be able to… | Construct well thought-out decisions, fully aware of their impact on the organization, people, and environment. | X |
| | Contribute as productive members to a project and demonstrate team management and leadership skills. | X |
| **COMPETENCY GOAL 4 Open-Mindedness & Transdisciplinarity** | **Graduates will be able to use and share transdisciplinary insight and integrate multicultural environments.** | |
| LEARNING OBJECTIVES 4.1 & 4.2 Students will be able to… | Demonstrate their ability to work in a multicultural environment. | X |
| | Use and share transdisciplinary insights when engaging in real world projects. | X |

## ENGAGEMENT / ETHICAL BEHAVIOUR

Les étudiants sont tenus de respecter les règles du programme décrites dans le livret de l'Etudiant et ce, pour chaque module. La déclaration suivante s'applique à tous les étudiants ICN, pour les cours sur site ou chez les partenaires.

Toute tentative de fraude constatée durant un contrôle de connaissances, le contrôle continu ou un examen ou tout manquement aux règles élémentaires de comportement et d'éthique entrainent systématiquement la convocation de l'étudiant devant le conseil de discipline de l'Ecole qui examinera les irrégularités académiques. Le terme « irrégularité académique » est censé inclure, sans toutefois s'y limiter, la fraude lors du contrôle continu, rapports de stages, mémoires, thèses, et le plagiat.

Le conseil de discipline est compétent pour prononcer à l'encontre des élèves l'ensemble des sanctions prévues inscrites au règlement pédagogique de leur programme pouvant aller d'une note de « 0 » pour le module concerné jusqu'à l'exclusion définitive de l'étudiant.

## SD, CSR - ART, TECHNOLOGY & MANAGEMENT - INTERNATIONAL

| SD, CSR | ART, TECHNOLOGY & MANAGEMENT | INTERNATIONAL |
|---|---|---|
| Extensively incorporated into this module and central to learning outcomes | Lightly incorporated into this module but not linked to a learning outcome | Not appropriate for this module |

| Promotion | Titre / Title | |
|---|---|---|
| **PGE 3 Alternance Nancy** | **Eco-conception globale** | |
| Programme | ECTS | Code |
| PGE | 2 | SCMT5006 |
| Responsable de module / Module leader | Langue d'enseignement / Language of tuition | Volume horaire / Class contact hours |
| BISTORIN OLIVIER | FR | *Syllabus: FR* | 15 |

## PRESENTATION DU COURS / MODULE DESCRIPTION

Cours traitant des problématiques de l'intégration systématique des aspects environnementaux dès la conception et le développement de produits (biens et services, systèmes) avec pour objectif la réduction des impacts environnementaux négatifs tout au long de leur cycle de vie à service rendu équivalent ou supérieur. Ce cours traite également les processus de conception qui vise à trouver le meilleur équilibre entre les exigences environnementales, sociales, techniques et économiques dans la conception et le développement de produits.

## CONNAISSANCES ET COMPETENCES VISEES / LEARNING OUTCOMES (ILO)

Les étudiants qui réussissent ce module devraient être capables de :
1. Evaluer les enjeux économiques, sociaux et environnementaux dans le cadre d'une approche globale
2. Appliquer les principes de l'écoconception et d'une analyse de cycle de vie
3. Analyser des cas concrets selon les grands principes
4. Evaluer les principes de l'économie circulaire et de la fonctionnalité.
5. Appliquer les principes de l'économie circulaire et de la fonctionnalité.

## CONTENU / MODULE OUTLINE

| TOPIC | ASSIGNMENTS & READINGS |
|---|---|
| Introduction chiffrée au développement durable (sens et place d'une démarche d'éco-conception) : 2 h | (.L'économie circulaire en 10 questions, Vers un modèle plus vertueux pour l'homme et la planète          Collection: Clés pour agir Description: décembre 2019 - 24 p. -          Réf. 010822 ADEME..) |
| Les principes de base de l'éco-conception : 4 h | (.Guide pratique de l'éco-conception     Vers de nouveaux modèles Description: mars 2016 - 74 p. -          Réf. 8745 ADEME..) |
| Les processus d'éco-conception, les outils au service de l'éco-conception : 6 h | (.Pratique opérationnelle de l'ACV bâtiment en éco conception et aide à la décision. Retour d'expérience de la communauté francilienne d'expérimentation septembre 2012 - septembre 2016 juin 2018 - 60 p. - Réf. 010609  ADEME..)Analyse des bénéfices économiques et financiers de l'éco conception pour les entreprises Collection: ExpertisesDescription: novembre 2017 - 55 p. ADEME |
| Une présentation détaillée du CNIDEP : 1h | (www.batiment-cnidep.eu...) |
| Quelques cas concrets servant de base au contrôle continu : 2 h | (Evaluation environnementale comparée de sacs emballant des fruits et légumes hors sacs de caisses                    Description: octobre 2019 - 37 p          Réf. 010968  ADEME...) |

## METHODOLOGIE / TEACHING

Ce cours comprend des présentations, des travaux de groupe et l'analyse d'études de cas.

## BIBLIOGRAPHIE / TEXTBOOK AND OTHER MATERIAL

Références non obligatoires :
GHERRA S. (2005) Développement durable, supply chain management et stratégie : les cas de l'éco-conception. Logistique et Management, Vol. 13, n° 1, pp. 37-48.
HENSLER D.A., EDGEMAN R.L. (2001) Business excellence and sustainable development: BEST Integration. Quality Australia, Vol. 16, n° 1, pp. 27-30.
SCHMIDHEINY S. (1992) Changer de cap. Réconcilier le développement de l'entreprise et la protection de l'environnement. Paris, Dunod, 392 p.

## EVALUATION / ASSESSMENT

| ASSESSMENT COMPONENT | ASSESSMENT TYPE | METHOD | WEIGHTING | DURATION | LEARNING OUTCOMES (ILO) |
|---|---|---|---|---|---|
| Continuous assessment (CC) | Oral | Presentation | 40 | 0.5 | ILO 3 |
| Final assessment (CF) | Written | QCM avec questions d`analyse | 60 | 1 | ILO 1,2,3,4,5. |

## ASSURANCE OF LEARNING / OBJECTIFS D'APPRENTISSAGE

| COMPETENCY GOAL 1 Knowledge & Adaptability | Graduates will be able to develop thorough knowledge in management fields and demonstrate their specific skills. | |
|---|---|---|
| LEARNING OBJECTIVES 1.1 & 1.2 Students will be able to… | Demonstrate context-specific knowledge of business and communicate this effectively in written and oral form. | X |
| | Demonstrate their flexibility in dealing with unexpected management issues/challenges in a global and evolving environment. | X |
| COMPETENCY GOAL 2 Critical Thinking & Innovation | Graduates will be able to demonstrate independent thinking into business issues and propose informed solutions. | |
| LEARNING OBJECTIVES 2.1 & 2.2 Students will be able to… | Identify, analyze and prioritize core issues and evaluate alternatives in a complex business situation, making appropriate use of relevant knowledge/tools/models/approaches. | |
| | Design an appropriate and informed creative recommendation to a given issue. | X |
| COMPETENCY GOAL 3 Responsible Management & Sustainability | Graduates will be able to manage decisions making process respecting CSR and sustainable standards. | |
| LEARNING OBJECTIVES 3.1 & 3.2 Students will be able to… | Construct well thought-out decisions, fully aware of their impact on the organization, people, and environment. | X |
| | Contribute as productive members to a project and demonstrate team management and leadership skills. | X |
| COMPETENCY GOAL 4 Open-Mindedness & Transdisciplinarity | Graduates will be able to use and share transdisciplinary insight and integrate multicultural environments. | |
| LEARNING OBJECTIVES 4.1 & 4.2 Students will be able to… | Demonstrate their ability to work in a multicultural environment. | X |
| | Use and share transdisciplinary insights when engaging in real world projects. | |

## ENGAGEMENT / ETHICAL BEHAVIOUR

Les étudiants sont tenus de respecter les règles du programme décrites dans le livret de l'Etudiant et ce, pour chaque module. La déclaration suivante s'applique à tous les étudiants ICN, pour les cours sur site ou chez les partenaires.

Toute tentative de fraude constatée durant un contrôle de connaissances, le contrôle continu ou un examen ou tout manquement aux règles élémentaires de comportement et d'éthique entrainent systématiquement la convocation de l'étudiant devant le conseil de discipline de l'Ecole qui examinera les irrégularités académiques. Le terme « irrégularité académique » est censé inclure, sans toutefois s'y limiter, la fraude lors du contrôle continu, rapports de stages, mémoires, thèses, et le plagiat.

Le conseil de discipline est compétent pour prononcer à l'encontre des élèves l'ensemble des sanctions prévues inscrites au règlement pédagogique de leur programme pouvant aller d'une note de « 0 » pour le module concerné jusqu'à l'exclusion définitive de l'étudiant.

## SD, CSR - ART, TECHNOLOGY & MANAGEMENT - INTERNATIONAL

| SD, CSR | ART, TECHNOLOGY & MANAGEMENT | INTERNATIONAL |
|---|---|---|
| Extensively incorporated into this module and central to learning outcomes | Not appropriate for this module | Not appropriate for this module |

| Promotion | Titre / Title | |
|---|---|---|
| **PGE 3 Nancy** | **Entreprise, Environnement & Développement Dura** | |
| Programme | ECTS | Code |
| PGE | 2 | ADST4041 |
| Responsable de module / Module leader | Langue d'enseignement / Language of tuition | Volume horaire / Class contact hours |
| GUIMARAES DA COSTA NUNO | FR    *Syllabus: FR* | 15 |

## PRESENTATION DU COURS / MODULE DESCRIPTION

Les entreprises sont à la fois sujets et acteurs du changement sociétal. Les hypothèses néoclassiques communément admises décrivent les entreprises comme des organisations axées sur la maximisation du profit, dirigées par des gestionnaires agissant dans leur propre intérêt, contraints de coopérer dans un contexte de forte concurrence. Cependant, les récents développements en matière d'organisation ont révélé d'autres possibilités, dans un contexte plus large de systèmes planétaires tendus. C'est ce que nous allons explorer dans ce module. Après une brève analyse critique des hypothèses actuelles du paradigme néoclassique, nous explorerons des approches alternatives de l'organisation et la manière dont elles peuvent s'adapter aux modèles émergents issus de concepts tels que l'économie circulaire, les frontières planétaires, les ODD et du "doughnut economy".
Nous utiliserons un exemple concret pour explorer ces possibilités dans le but d'imaginer l'entreprise du futur.

## CONNAISSANCES ET COMPETENCES VISEES / LEARNING OUTCOMES (ILO)

Les étudiants qui terminent ce module avec succès devraient être capables de :
1. analyser de manière critique les hypothèses du modèle économique actuel
2. appliquer des concepts émergents - tels que les frontières planétaires, l'anthropocène ou l'économie circulaire - à un cas spécifique.
3. utiliser les concepts discutés en classe pour proposer des possibilités alternatives d'organisation.

## CONTENU / MODULE OUTLINE

| TOPIC | ASSIGNMENTS & READINGS |
|---|---|
| Introduction au modulePressions actuelles liées à l'anthropocèneRemise en question du paradigme néoclassiqueNouveaux concepts émergents | Apports théoriques, échanges, discussions |
| Imaginer l'entreprise du futur 1: identifier les domaines d'intervention , revisiter l'objectif, la mission et la vision.Approche initiale au business model canvas | échanges, discussions |
| Imaginer l'entreprise du futur 2: exploiter le business model canvas - partie 1 | échanges, discussions |
| Imaginer l'entreprise du futur 3: exploiter le business model canvas - partie 2 | échanges, discussions |
| Imaginer l'entreprise du futur 4: restituer la nouvelle entreprise , répondre aux contraintes imposées par les frontières planétaires, les ODD et l'économie du Doughnut.Principaux défis et comment les surmonter | échanges, discussions |

## METHODOLOGIE / TEACHING

Le module commence par une analyse critique du modèle économique actuel, ainsi que par la discussion de certaines alternatives. Il est suivi de discussions de groupe et de débats visant à co-développer des idées et des propositions sur la manière de faire évoluer une entreprise mondiale existante vers un modèle économique plus environnemental et durable. L'objectif est de co-construire des alternatives et des possibilités qui pourraient être mises en oeuvre par l'entreprise.

## BIBLIOGRAPHIE / TEXTBOOK AND OTHER MATERIAL

Orlitzky, M., Siegel, D. S., & Waldman, D. A. (2011). Strategic corporate social responsibility and environmental sustainability. Business & society, 50(1), 6-27.
Unruh, G., & Ettenson, R. (2010). Winning in the green frenzy. Harvard Business Review, 88(11).

## EVALUATION / ASSESSMENT

| ASSESSMENT COMPONENT | ASSESSMENT TYPE | METHOD | WEIGHTING | DURATION | LEARNING OUTCOMES (ILO) |
|---|---|---|---|---|---|
| Continuous assessment (CC) | Oral | Participation en classe | 40 | 0 | ILO1, ILO2, ILO3 |
| Final assessment (CF) | Essai écrit | Analyse critique de la solution proposée | 60 | 0 | ILO1, ILO2, ILO3, ILO4 |

## ASSURANCE OF LEARNING / OBJECTIFS D'APPRENTISSAGE

| COMPETENCY GOAL 1 Knowledge & Adaptability | Graduates will be able to develop thorough knowledge in management fields and demonstrate their specific skills. | |
|---|---|---|
| LEARNING OBJECTIVES 1.1 & 1.2 Students will be able to… | Demonstrate context-specific knowledge of business and communicate this effectively in written and oral form. | |
| | Demonstrate their flexibility in dealing with unexpected management issues/challenges in a global and evolving environment. | X |
| COMPETENCY GOAL 2 Critical Thinking & Innovation | Graduates will be able to demonstrate independent thinking into business issues and propose informed solutions. | |
| LEARNING OBJECTIVES 2.1 & 2.2 Students will be able to… | Identify, analyze and prioritize core issues and evaluate alternatives in a complex business situation, making appropriate use of relevant knowledge/tools/models/approaches. | |
| | Design an appropriate and informed creative recommendation to a given issue. | X |
| COMPETENCY GOAL 3 Responsible Management & Sustainability | Graduates will be able to manage decisions making process respecting CSR and sustainable standards. | |
| LEARNING OBJECTIVES 3.1 & 3.2 Students will be able to… | Construct well thought-out decisions, fully aware of their impact on the organization, people, and environment. | X |
| | Contribute as productive members to a project and demonstrate team management and leadership skills. | X |
| COMPETENCY GOAL 4 Open-Mindedness & Transdisciplinarity | Graduates will be able to use and share transdisciplinary insight and integrate multicultural environments. | |
| LEARNING OBJECTIVES 4.1 & 4.2 Students will be able to… | Demonstrate their ability to work in a multicultural environment. | X |
| | Use and share transdisciplinary insights when engaging in real world projects. | X |

## ENGAGEMENT / ETHICAL BEHAVIOUR

Les étudiants sont tenus de respecter les règles du programme décrites dans le livret de l'Etudiant et ce, pour chaque module. La déclaration suivante s'applique à tous les étudiants ICN, pour les cours sur site ou chez les partenaires.

Toute tentative de fraude constatée durant un contrôle de connaissances, le contrôle continu ou un examen ou tout manquement aux règles élémentaires de comportement et d'éthique entrainent systématiquement la convocation de l'étudiant devant le conseil de discipline de l'Ecole qui examinera les irrégularités académiques. Le terme « irrégularité académique » est censé inclure, sans toutefois s'y limiter, la fraude lors du contrôle continu, rapports de stages, mémoires, thèses, et le plagiat.

Le conseil de discipline est compétent pour prononcer à l'encontre des élèves l'ensemble des sanctions prévues inscrites au règlement pédagogique de leur programme pouvant aller d'une note de « 0 » pour le module concerné jusqu'à l'exclusion définitive de l'étudiant.

## SD, CSR - ART, TECHNOLOGY & MANAGEMENT - INTERNATIONAL

| SD, CSR | ART, TECHNOLOGY & MANAGEMENT | INTERNATIONAL |
|---|---|---|
| Extensively incorporated into this module and central to learning outcomes | Lightly incorporated into this module but not linked to a learning outcome | Lightly incorporated into this module but not linked to a learning outcome |

| Promotion | Titre / Title | |
|---|---|---|
| **PGE 3 Nancy** | **Global events and leadership** | |
| Programme | ECTS | Code |
| PGE | 2 | HRMT5003 |
| Responsable de module / Module leader | Langue d'enseignement / Language of tuition | Volume horaire / Class contact hours |
| MNISRI KAMEL | EN — *Syllabus: EN* | 15 |

## PRESENTATION DU COURS / MODULE DESCRIPTION

Dear participants,

I am looking forward to working with you during this Global Events and Leadership (GEL) elective.

As you know, in today's business environment, world-class business requires world-class leadership. Without the appropriate leadership skills, it would be challenging for organisations to respond effectively to change and therefore acquire and sustain a competitive advantage. Considering the personal attributes of such leaders the course provides the possibility to discuss and reflect on the tools and techniques required for leadership to move forward in the global business world. It takes in the issues of strategic leadership, international and cultural awareness, and the ability to derive solutions from an imperfect world of information.

The course introduces principles and practice of analysing and engaging with business with particular reference to contemporary global issues and personal leadership challenges. It provides a chance to assess the multi-dimensional nature of complex business issues. It also suggests the kind of approach which helps you as future manager to arrive at a well-grounded analysis of such issues. Rather than supply a 'do this then do that' approach, you will be invited to tackle an issue applying the undoubted experience and skills you already have to an issue.

Of particular importance is the book/movie resource activity, which will take place in the first session. To prepare this activity, I ask that you reflect on a book you have read or a movie or TV documentary you have watched, which has made a substantial impact on your thinking about leadership. You will be asked to share and discuss this information with other colleagues in the classroom.

I hope that you will find the elective an enjoyable and valuable contribution to you in your future professional life.

## CONNAISSANCES ET COMPETENCES VISEES / LEARNING OUTCOMES (ILO)

ILO 1. Analyse organisational situations which are often complex, identify and critically discuss leadership challenges to get meaningful and robust results in practice.

ILO 2. Design strategic business actions through connecting theory to practice contingent on the context.

ILO 3. Develop appraisal and judgments about the value of studied material and learned methods for given purposes and build own leadership map.

ILO 4. Participate effectively as project team member and leader.

## CONTENU / MODULE OUTLINE

| TOPIC | ASSIGNMENTS & READINGS |
|---|---|
| Towards and understanding of Leadership and its importance: In this part we will consider the nature of leadership through the book/movie resource activity. You will be introduced to the Mapping Metaphor: map reading, map testing and map making as an innovative approach to assessing and dealing with complex business issues. This part will also cover a mixture of disciplines and problem situations which might help you in becoming more effective leaders. | Bryman, A. (1996). Leadership in organizations. Handbook of organization studies, 276, 292. Rooke, D., & Torbert, W. R. (2005). Seven transformations of leadership. Harvard Business Review, 83(4), 66-76. Siqueira, A. C. O., Ramos, D. P., Kelly, L., Mnisri, K., & Kassouf, P. (2015). Responsible management education: active learning approaches emphasising sustainability and social entrepreneurship. International Journal of Innovation and Sustainable Development, 9(2), 188-202. |
| Practical views on dilemmas associated with the exercise of LeadershipIn this part you will work in groups following an approach of experiential learning (learning by doing). This involves working on a 'live case' dealing with various ambiguities. Your task is to examine and evaluate the case, identify dilemmas associated with the exercise of leadership and prepare a presentation to an audience composed of two examiners. A full briefing concerning this group work will be provided in class. | https://leaderswedeserve.blog/ |
| Presentation and feedbackIn part 3 each group will present its work to an audience of two examiners, a faculty member from ICN Business School and a client. The presentations will be followed by an experiential learning exercise on group work. Review group presentations and feedback on group projects will be provided. | (...) |

## METHODOLOGIE / TEACHING

To accomplish the course learning objectives, exercises and cases will be used to create favorable and interactive working environment. This gives you the opportunity to think, ask questions and discuss.

## BIBLIOGRAPHIE / TEXTBOOK AND OTHER MATERIAL

Rickards, T. (2012). Dilemmas of leadership. Routledge. 2nd Edition (Ebook)
Other useful references:
The Economist and the Financial Times
https://leaderswedeserve.blog/
http://www.businessballs.com/index.htm
http://www.mindtools.com/
http://www.meettheboss.tv/
http://www.bbc.com/capital

## EVALUATION / ASSESSMENT

| ASSESSMENT COMPONENT | ASSESSMENT TYPE | METHOD | WEIGHTING | DURATION | LEARNING OUTCOMES (ILO) |
|---|---|---|---|---|---|
| Continuous assessment (CC) | Group activity | You will work as a team following an approach of experiential learning (learning by doing). This involves working on live case dealing with various ambiguities and dilemmas. Your group task is to evaluate the case and identify leadership dilemmas and report your findings to an audience composed of a faculty member from ICN Business School and a client. A detailed briefing will be provided | 40 | 0 | ILOs 1, 2 and 5 |
| Final assessment (CF) | Written individual reflexive report | This assignment is intended to examine your understanding of the themes you are studying within the GEL elective and beyond. Select a current leadership issue (story) with global dimension and global implications that interests you. The leadership could be in business, sports management or politics. Write 1000 words maximum (references not included) to analyse and discuss particular leadership theories, concepts and dilemmas associated to your chosen story. Assessment will be based on one hand, on the quality of your understanding and evaluation of the story and on the other hand, the quality of your contribution to the understanding of the story. Be aware that a biography of a leader is unlikely to be enough.Credit will be given for evidence that you have knowledge of the course material and that you are able to use this knowledge when connecting theory to practice. Credit will also be given for illustration with examples from your own leadership experience and evidence of critic | 60 | 0 | ILOs 1, 2, and 3 |

## ASSURANCE OF LEARNING / OBJECTIFS D'APPRENTISSAGE

| COMPETENCY GOAL 1 Knowledge & Adaptability | Graduates will be able to develop thorough knowledge in management fields and demonstrate their specific skills. | |
|---|---|---|
| LEARNING OBJECTIVES 1.1 & 1.2 Students will be able to… | Demonstrate context-specific knowledge of business and communicate this effectively in written and oral form. | X |
| | Demonstrate their flexibility in dealing with unexpected management issues/challenges in a global and evolving environment. | |
| COMPETENCY GOAL 2 Critical Thinking & Innovation | Graduates will be able to demonstrate independent thinking into business issues and propose informed solutions. | |
| LEARNING OBJECTIVES 2.1 & 2.2 Students will be able to… | Identify, analyze and prioritize core issues and evaluate alternatives in a complex business situation, making appropriate use of relevant knowledge/tools/models/approaches. | X |
| | Design an appropriate and informed creative recommendation to a given issue. | X |
| COMPETENCY GOAL 3 Responsible Management & Sustainability | Graduates will be able to manage decisions making process respecting CSR and sustainable standards. | |
| LEARNING OBJECTIVES 3.1 & 3.2 Students will be able to… | Construct well thought-out decisions, fully aware of their impact on the organization, people, and environment. | |
| | Contribute as productive members to a project and demonstrate team management and leadership skills. | X |
| COMPETENCY GOAL 4 Open-Mindedness & Transdisciplinarity | Graduates will be able to use and share transdisciplinary insight and integrate multicultural environments. | |
| LEARNING OBJECTIVES 4.1 & 4.2 Students will be able to… | Demonstrate their ability to work in a multicultural environment. | |
| | Use and share transdisciplinary insights when engaging in real world projects. | |

## ENGAGEMENT / ETHICAL BEHAVIOUR

During the module, students are expected to respect the programme regulations outlined in the student handbook. The following statement applies to all students taking ICN courses, on and off campus.

Cheating on in-class tests or take-home examinations or homework is, of course, illegal and immoral. A Disciplinary Committee exists to investigate academic improprieties, conduct hearings, and determine any necessary actions. The term 'academic impropriety' is meant to include, but is not limited to, cheating on homework, during in-class or take-home examinations, and plagiarism.

Consequences of academic impropriety are severe, ranging from receiving a "0" in a course, to a warning from which becomes a part of the permanent student record, to expulsion.

## SD, CSR - ART, TECHNOLOGY & MANAGEMENT - INTERNATIONAL

| SD, CSR | ART, TECHNOLOGY & MANAGEMENT | INTERNATIONAL |
|---|---|---|
| Moderately incorporated into this module and linked to learning outcomes | Moderately incorporated into this module and linked to learning outcomes | Extensively incorporated into this module and central to learning outcomes |

| Promotion | Titre / Title | |
|---|---|---|
| **PGE 3 Nancy** | **Introduction to Geopolitics of finance** | |
| Programme | ECTS | Code |
| PGE | 2 | FIMT5015 |
| Responsable de module / Module leader | Langue d'enseignement / Language of tuition | Volume horaire / Class contact hours |
| VERLAINE MICHEL | EN | *Syllabus: EN* | 15 |

## PRESENTATION DU COURS / MODULE DESCRIPTION

The module is a first introduction to how Geopolitics interacts with location strategies of financial vehicles as well as the potential use as a strategic tool for countries policies. The originality of the module is its focus, not only on public institutions such as the World Bank and the IMF, but different types of private institution such as Banks, Funds and
Trading Platforms.

## CONNAISSANCES ET COMPETENCES VISEES / LEARNING OUTCOMES (ILO)

Students successfully completing this course should be able to:
ILO1. To identify the relevant gepopolitical models
ILO2. To reformulate and explain the different models
ILO3. To applythe different models in practice
ILO4. To critically analyze and compare different models
ILO5. To provide a synthesis of a broad financial problem
ILO6. To critically analyze the synthesis of a problem in light of recent research

## CONTENU / MODULE OUTLINE

| TOPIC | ASSIGNMENTS & READINGS |
|---|---|
| A New Financial Geopolitics | Foreign Affairs(2018), Crashed (2018) |
| Regulation and localization strategiess | Karolyi and Babaola (2015), Gennaioli et al (2013), Houston et al. (2012) |
| Geopolitical analyzes of the FinancialArchitecture | Ayadi et al. 2019), Verlaine(2019) |

## METHODOLOGIE / TEACHING

The course consists of interactive lectures followed by taylor-made exercises that illustrate the theories and the concepts learned in class.

## BIBLIOGRAPHIE / TEXTBOOK AND OTHER MATERIAL

Adam Tooze (2018) ?Crashed: How a Decade of Financial Crises changed the World?. Penguin.
Andrew Karolyi and Alvaro Baboada (2015) ?Regulatory Arbitrage and Cross-Border Bank Acquisitions?
Ayadi, R. , Cuccinelli, D. and DE GRoen, W. P.(2019)   Bank Business Models : Performance, Risk, Response to REgulation and Resolution: 2015-2017?.
Foreign Affairs Magazine (2018) ?A New Financial Geopolitics?.  August 2013
Gennaioli, N., Shlaifer, A. and Vishny, R. (2013) ?A Model of Shadow Banking? , The Journal of Finance,
Joel Housten, Chen Li and Yue Ma (2012) ? Regulatory Arbitrage and Internatioal Bank Flows?, The Journal of Finance, No 5.
Verlaine, M.  (2019) ?Behavioral Finance and the Architecture of the Asset Management Industry?, Proceedings of the Annual Decision Sciences Meeting, New Orleans.

## EVALUATION / ASSESSMENT

| ASSESSMENT COMPONENT | ASSESSMENT TYPE | METHOD | WEIGHTING | DURATION | LEARNING OUTCOMES (ILO) |
|---|---|---|---|---|---|
| Final assessment (CF) | Written | Solving a short case study with simulated data. | 100 | 1.5 | ILO1, ILO2, ILO3, ILO4, ILO5, ILO6 |

## ASSURANCE OF LEARNING / OBJECTIFS D'APPRENTISSAGE

| COMPETENCY GOAL 1 Knowledge & Adaptability | Graduates will be able to develop thorough knowledge in management fields and demonstrate their specific skills. | |
|---|---|---|
| LEARNING OBJECTIVES 1.1 & 1.2 Students will be able to… | Demonstrate context-specific knowledge of business and communicate this effectively in written and oral form. | |
| | Demonstrate their flexibility in dealing with unexpected management issues/challenges in a global and evolving environment. | X |
| COMPETENCY GOAL 2 Critical Thinking & Innovation | Graduates will be able to demonstrate independent thinking into business issues and propose informed solutions. | |
| LEARNING OBJECTIVES 2.1 & 2.2 Students will be able to… | Identify, analyze and prioritize core issues and evaluate alternatives in a complex business situation, making appropriate use of relevant knowledge/tools/models/approaches. | X |
| | Design an appropriate and informed creative recommendation to a given issue. | X |
| COMPETENCY GOAL 3 Responsible Management & Sustainability | Graduates will be able to manage decisions making process respecting CSR and sustainable standards. | |
| LEARNING OBJECTIVES 3.1 & 3.2 Students will be able to… | Construct well thought-out decisions, fully aware of their impact on the organization, people, and environment. | X |
| | Contribute as productive members to a project and demonstrate team management and leadership skills. | X |
| COMPETENCY GOAL 4 Open-Mindedness & Transdisciplinarity | Graduates will be able to use and share transdisciplinary insight and integrate multicultural environments. | |
| LEARNING OBJECTIVES 4.1 & 4.2 Students will be able to… | Demonstrate their ability to work in a multicultural environment. | |
| | Use and share transdisciplinary insights when engaging in real world projects. | |

## ENGAGEMENT / ETHICAL BEHAVIOUR

During the module, students are expected to respect the programme regulations outlined in the student handbook. The following statement applies to all students taking ICN courses, on and off campus.

Cheating on in-class tests or take-home examinations or homework is, of course, illegal and immoral. A Disciplinary Committee exists to investigate academic improprieties, conduct hearings, and determine any necessary actions. The term 'academic impropriety' is meant to include, but is not limited to, cheating on homework, during in-class or take-home examinations, and plagiarism.

Consequences of academic impropriety are severe, ranging from receiving a "0" in a course, to a warning from which becomes a part of the permanent student record, to expulsion.

## SD, CSR - ART, TECHNOLOGY & MANAGEMENT - INTERNATIONAL

| SD, CSR | ART, TECHNOLOGY & MANAGEMENT | INTERNATIONAL |
|---|---|---|
| Lightly incorporated into this module but not linked to a learning outcome | Moderately incorporated into this module and linked to learning outcomes | Extensively incorporated into this module and central to learning outcomes |

| Promotion | Titre / Title | |
|---|---|---|
| **PGE 3 Nancy** | **Diversité, facteur de perf. de l'entreprise** | |
| **Programme** | **ECTS** | **Code** |
| PGE | 2 | HRMT5007 |
| **Responsable de module / Module leader** | **Langue d'enseignement / Language of tuition** | **Volume horaire / Class contact hours** |
| FINSTAD-MILION KRISTA | FR    *Syllabus: FR* | 15 |

## PRESENTATION DU COURS / MODULE DESCRIPTION

Cet électif s'attache à mettre en évidence la corrélation entre la diversité des profils des femmes et des hommes en entreprise et la performance que cette diversité engendre dans le cadre du fonctionnement même de la structure.

Ce module intègre de nombreux éléments de Développement Durable et de la Responsabilité Sociétale de l'Entreprise.

1) Qu'est-ce que la diversité? Aspects juridiques (non-discrimination), aspects éthiques, question de l'âge, du sexe, du handicap, des origines sociales, LGBT, de l'appartenance religieuse, etc.

2) Pourquoi développer la diversité en entreprise? responsabilité de tous, respect de chacun, valeurs d'ouverture et d'engagement, performance économique et humaine de l'entreprise

3) Comment développer la diversité en entreprise? La Charte et le Label Diversité, la contrainte législative, exemples d'entreprises et de collectivités qui s'engagent en faveur de la diversité.

4) La prise en compte de la diversité et la responsabilité des écoles de management y compris de leurs étudiants (vie associative, PRME Global Students.)

## CONNAISSANCES ET COMPETENCES VISEES / LEARNING OUTCOMES (ILO)

A la fin de ce module, l'étudiant doit être capable de:

ILO1. Argumenter avec les faits et les chiffres, l'intérêt de la diversité aujourd'hui pour la performance des organisations y compris les écoles de management,

ILO2. Reconnaître la discrimination sur le lieu de travail et les réponses managériales et organisationnelles efficaces,

ILO3. Identifier les entreprises qui se démarquent en matière d'efforts pour combattre la discrimination dans l'entreprise, et au-delà,

ILO4. Analyser les opportunités et les limites des organisations pour mettre en place une politique de diversité/inclusion.

## CONTENU / MODULE OUTLINE

| TOPIC | ASSIGNMENTS & READINGS |
|---|---|
| Introduction au module | Explications sur l'examen final = projet individuel sur un sujet choisi à partir d'une listeVidéo avec Carrie Bernard Talent Director, Michelin North America, Caroline de Sud sur la réponse de Michelin au racisme Lecture: 'Doc McStuffins' Changed Disney, Now Her Creator Is Coming for All of Kids TVVidéo : La leçon de la discrimination (2006) Partie IQuiz |
| Mixité f/h au service de la performance organisationnelle Etudes de cas pratiques                Explications sur l'examen final = projet individuel | Politique Diversité RH Témoignages des partie-prenantes sur l'intérêt de la diversité dans les organisations et initiatives pour favorises la mise en place d'une politique et pratiques en faveur de la diversité. |
| Diversité facteur de performance de l'entreprise : Pourquoi ? La communication au service de la diversité.  Approche critique de la diversité sur la performance des entreprises.     Outils de la diversité sur la performance des entreprises | PPTAnalyse des processus de discrimination : exercices de sensibilisation sur les biais cognitifsIdentification des instances de diversité en France : charte de la diversité, défenseur des droitsRatio de diagnostic diversité et performance des organisations |
| Diversité et Communication | Analyse et diagnostic des campagnes de communication sur la diversité : Cas ADECCO    Vidéo : La leçon de discrimination (2006) Partie II |
| Examen final: présentations individuelles orales avec ppt | Afin d'évaluer les présentations individuelles, la professeure et les étudiants et un.e expert.e externe vont constituer un jury. Les critères d'évaluation correspondront aux livrables d'apprentissage attendus (learning outcomes) et aux objectifs pédagogiques (learning goals).  Des prix seront attribués pour les meilleures présentations réalisées. |

## METHODOLOGIE / TEACHING

Les méthodes d'apprentissage comprennent: discussions interactives en cours, lecture et analyse de vidéos, études de cas réelle, recherche à partir des banques de données (knowledge hub), sites web, et entretiens afin de préparer une présentation individuelle sur les démarches originales et efficaces en matière d'inclusion.

## BIBLIOGRAPHIE / TEXTBOOK AND OTHER MATERIAL

https://www.unprme.org/prme-global-students

## EVALUATION / ASSESSMENT

| ASSESSMENT COMPONENT | ASSESSMENT TYPE | METHOD | WEIGHTING | DURATION | LEARNING OUTCOMES (ILO) |
|---|---|---|---|---|---|
| Final assessment (CF) | Ecrit (Individuel) | Présentation ppt sur un sujet choisi à partir d'une liste proposée par la professeure | 40 | 2 | ILO1, ILO2, ILO3, ILO4 |
| Final assessment (CF) | Oral (individuel) | Présentation orale sur un sujet choisi à partir d'une liste proposée par la professeure | 40 | 2 | ILO1, ILO2, ILO3, ILO4 |
| Final assessment (CF) | Participation (individuelle) | Evaluation des travaux par des pairs | 20 | 0 | ILO1, ILO2, ILO3, ILO4 |

## ASSURANCE OF LEARNING / OBJECTIFS D'APPRENTISSAGE

| COMPETENCY GOAL 1 Knowledge & Adaptability | Graduates will be able to develop thorough knowledge in management fields and demonstrate their specific skills. | |
|---|---|---|
| LEARNING OBJECTIVES 1.1 & 1.2 Students will be able to… | Demonstrate context-specific knowledge of business and communicate this effectively in written and oral form. | X |
| | Demonstrate their flexibility in dealing with unexpected management issues/challenges in a global and evolving environment. | X |
| COMPETENCY GOAL 2 Critical Thinking & Innovation | Graduates will be able to demonstrate independent thinking into business issues and propose informed solutions. | |
| LEARNING OBJECTIVES 2.1 & 2.2 Students will be able to… | Identify, analyze and prioritize core issues and evaluate alternatives in a complex business situation, making appropriate use of relevant knowledge/tools/models/approaches. | X |
| | Design an appropriate and informed creative recommendation to a given issue. | X |
| COMPETENCY GOAL 3 Responsible Management & Sustainability | Graduates will be able to manage decisions making process respecting CSR and sustainable standards. | |
| LEARNING OBJECTIVES 3.1 & 3.2 Students will be able to… | Construct well thought-out decisions, fully aware of their impact on the organization, people, and environment. | X |
| | Contribute as productive members to a project and demonstrate team management and leadership skills. | |
| COMPETENCY GOAL 4 Open-Mindedness & Transdisciplinarity | Graduates will be able to use and share transdisciplinary insight and integrate multicultural environments. | |
| LEARNING OBJECTIVES 4.1 & 4.2 Students will be able to… | Demonstrate their ability to work in a multicultural environment. | |
| | Use and share transdisciplinary insights when engaging in real world projects. | |

## ENGAGEMENT / ETHICAL BEHAVIOUR

Les étudiants sont tenus de respecter les règles du programme décrites dans le livret de l'Etudiant et ce, pour chaque module. La déclaration suivante s'applique à tous les étudiants ICN, pour les cours sur site ou chez les partenaires.

Toute tentative de fraude constatée durant un contrôle de connaissances, le contrôle continu ou un examen ou tout manquement aux règles élémentaires de comportement et d'éthique entrainent systématiquement la convocation de l'étudiant devant le conseil de discipline de l'Ecole qui examinera les irrégularités académiques. Le terme « irrégularité académique » est censé inclure, sans toutefois s'y limiter, la fraude lors du contrôle continu, rapports de stages, mémoires, thèses, et le plagiat.

Le conseil de discipline est compétent pour prononcer à l'encontre des élèves l'ensemble des sanctions prévues inscrites au règlement pédagogique de leur programme pouvant aller d'une note de « 0 » pour le module concerné jusqu'à l'exclusion définitive de l'étudiant.

## SD, CSR - ART, TECHNOLOGY & MANAGEMENT - INTERNATIONAL

| SD, CSR | ART, TECHNOLOGY & MANAGEMENT | INTERNATIONAL |
|---|---|---|
| Extensively incorporated into this module and central to learning outcomes | Lightly incorporated into this module but not linked to a learning outcome | Lightly incorporated into this module but not linked to a learning outcome |

| Promotion | Titre / Title | |
|---|---|---|
| **PGE 3 Nancy** | **La voix du manager** | |
| Programme | ECTS | Code |
| PGE | 2 | ADST5003 |
| Responsable de module / Module leader | Langue d'enseignement / Language of tuition | Volume horaire / Class contact hours |
| DUFFING GERALD | FR | *Syllabus: FR* | 15 |

## PRESENTATION DU COURS / MODULE DESCRIPTION

La voix instaure une relation avec les autres. Elle touche tous les aspects de notre existence. Elle est le lien essentiel entre les émotions, l'imaginaire et la raison. Elle nous permet à la fois d'être au monde et d'y évoluer...

Beaucoup pensent encore que la prise de parole est réservée à une élite douée d'un talent naturel. Pas de mystère, parler en public s'apprend et s'appuie sur des techniques simples et efficaces pour qui sait les mettre en pratique. Cependant, ce module propose une approche artistique du thème de la voix et ne saurait se résumer à des exercices de prise de parole. L'ensemble du module est animé par Françoise Klein, diplômée de l'école nationale des Beaux-arts de Nancy, comédienne, metteur en scène et spécialiste du travail sur la voix.

## CONNAISSANCES ET COMPETENCES VISEES / LEARNING OUTCOMES (ILO)

Students successfully completing this module should be able to:
1. S'initier à la création artistique centrée sur le travail de la voix.
2. Savoir convaincre dans le cadre de présentations orales de tous types.

## CONTENU / MODULE OUTLINE

| TOPIC | ASSIGNMENTS & READINGS |
|---|---|
| Séances d'écriture. | (...) |
| Séances de préparation. | (...) |
| Participation à une performance finale, faisant office d'évaluation du module. | (...) |

## METHODOLOGIE / TEACHING

Ce module propose une partition où il est question, de Chœur, d'échange et d'écoute, du corps parlant, de l'image de soi et des autres, d'échauffement vocal, avec au final une prise de parole individuelle enregistrée.

La méthode pédagogique alterne des travaux individuels et en groupe en portant une attention constante aux propres perceptions corporelles et à la relation aux autres, au public, avec des exercices autour de la voix et du souffle, discours et extraits de scènes.

## BIBLIOGRAPHIE / TEXTBOOK AND OTHER MATERIAL

Le guide de la voix, Dr Yves Ormezzano Ed. Odile Jacob, 2000

## EVALUATION / ASSESSMENT

| ASSESSMENT COMPONENT | ASSESSMENT TYPE | METHOD | WEIGHTING | DURATION | LEARNING OUTCOMES (ILO) |
|---|---|---|---|---|---|
| Final assessment (CF) | Participation | Evaluation des productions | 100 | 2 | ILO1, ILO2 |

## ASSURANCE OF LEARNING / OBJECTIFS D'APPRENTISSAGE

| | | |
|---|---|---|
| **COMPETENCY GOAL 1**<br>**Knowledge & Adaptability** | **Graduates will be able to develop thorough knowledge in management fields and demonstrate their specific skills.** | |
| LEARNING OBJECTIVES 1.1 & 1.2<br>Students will be able to… | Demonstrate context-specific knowledge of business and communicate this effectively in written and oral form. | |
| | Demonstrate their flexibility in dealing with unexpected management issues/challenges in a global and evolving environment. | X |
| **COMPETENCY GOAL 2**<br>**Critical Thinking & Innovation** | **Graduates will be able to demonstrate independent thinking into business issues and propose informed solutions.** | |
| LEARNING OBJECTIVES 2.1 & 2.2<br>Students will be able to… | Identify, analyze and prioritize core issues and evaluate alternatives in a complex business situation, making appropriate use of relevant knowledge/tools/models/approaches. | |
| | Design an appropriate and informed creative recommendation to a given issue. | X |
| **COMPETENCY GOAL 3**<br>**Responsible Management & Sustainability** | **Graduates will be able to manage decisions making process respecting CSR and sustainable standards.** | |
| LEARNING OBJECTIVES 3.1 & 3.2<br>Students will be able to… | Construct well thought-out decisions, fully aware of their impact on the organization, people, and environment. | X |
| | Contribute as productive members to a project and demonstrate team management and leadership skills. | X |
| **COMPETENCY GOAL 4**<br>**Open-Mindedness & Transdisciplinarity** | **Graduates will be able to use and share transdisciplinary insight and integrate multicultural environments.** | |
| LEARNING OBJECTIVES 4.1 & 4.2<br>Students will be able to… | Demonstrate their ability to work in a multicultural environment. | X |
| | Use and share transdisciplinary insights when engaging in real world projects. | X |

## ENGAGEMENT / ETHICAL BEHAVIOUR

Les étudiants sont tenus de respecter les règles du programme décrites dans le livret de l'Etudiant et ce, pour chaque module. La déclaration suivante s'applique à tous les étudiants ICN, pour les cours sur site ou chez les partenaires.

Toute tentative de fraude constatée durant un contrôle de connaissances, le contrôle continu ou un examen ou tout manquement aux règles élémentaires de comportement et d'éthique entrainent systématiquement la convocation de l'étudiant devant le conseil de discipline de l'Ecole qui examinera les irrégularités académiques. Le terme « irrégularité académique » est censé inclure, sans toutefois s'y limiter, la fraude lors du contrôle continu, rapports de stages, mémoires, thèses, et le plagiat.

Le conseil de discipline est compétent pour prononcer à l'encontre des élèves l'ensemble des sanctions prévues inscrites au règlement pédagogique de leur programme pouvant aller d'une note de « 0 » pour le module concerné jusqu'à l'exclusion définitive de l'étudiant.

## SD, CSR - ART, TECHNOLOGY & MANAGEMENT - INTERNATIONAL

| SD, CSR | ART, TECHNOLOGY & MANAGEMENT | INTERNATIONAL |
|---|---|---|
| Lightly incorporated into this module but not linked to a learning outcome | Extensively incorporated into this module and central to learning outcomes | Not appropriate for this module |

| Promotion | Titre / Title |
|---|---|
| **PGE 3 Nancy** | **Le digital dans la communication publicitaire** |
| Programme | ECTS | Code |
| PGE | 2 | MKTG5007 |
| Responsable de module / Module leader | Langue d'enseignement / Language of tuition | Volume horaire / Class contact hours |
| LE ROUVILLOIS NICOLE | FR | *Syllabus: FR* | 15 |

## PRESENTATION DU COURS / MODULE DESCRIPTION

Plongée dans l'univers de la publicité, fonctionnement, évolutions et impact du digital dans les stratégies marketing/communication des marques et institutions.
Le digital a totalement révolutionné la manière de communiquer depuis les années 2000 et son poids dans les investissements marketing s'accentue chaque année : interactivité, expérience, fragmentation des audiences, contenus, technologie, ciblage, data… La transformation est complexe et permet à la fois un potentiel de créativité incroyable, une efficacité traçable et aussi une perte de pouvoir des marques et des institutions vs leurs publics cibles. Comprendre les enjeux et les techniques, s'adapter à cette nouvelle donne et travailler sur des cas concrets, tels sont les objectifs du cours.

## CONNAISSANCES ET COMPETENCES VISEES / LEARNING OUTCOMES (ILO)

Students successfully completing this module should be able to:
1. Comprendre un écosystème global de communication
2. Comprendre le potentiel créatif de la communication digitale
3. Décoder le mécanisme de la publicité interactive
4. Utiliser les basiques de la publicité digitale et des médiaux sociaux
5. Maîtriser les problèmes liés au respect de la vie privée et la sécurité de la marque

## CONTENU / MODULE OUTLINE

| TOPIC | ASSIGNMENTS & READINGS |
|---|---|
| Advertising culture & figures | (…) |
| Dramatic shift in advertising: the digital revolution | (…) |
| Inspiring brand stories: how digital changed the game | (…) |
| Workshop: let's make it real | (…) |
| Engagement & Social Media | (…) |

## METHODOLOGIE / TEACHING

Cours théorique, partage de cas réels et travail de groupe

## BIBLIOGRAPHIE / TEXTBOOK AND OTHER MATERIAL

Brand stories from Evian, Uber, Nescafé, Nivéa, Burger King, Volvo, Milka and others
Millenial survey 2019Deloitte
Cannes Lions 2019Bilan et tendances de la créativité publicitaire mondiale
AACCAssociation des Agences Conseil en Communication
Dentsu Aegis Network ressources & studies
Groupe Gyro International et agence Gyro Paris

## EVALUATION / ASSESSMENT

| ASSESSMENT COMPONENT | ASSESSMENT TYPE | METHOD | WEIGHTING | DURATION | LEARNING OUTCOMES (ILO) |
|---|---|---|---|---|---|
| Final assessment (CF) | Written | Synthèse (groupe) | 30 | 2 | ILO3, ILO4, ILO5 |
| Final assessment (CF) | Oral | Présentation du travail (groupe) | 50 | 2 | ILO3, ILO4, ILO5 |
| Final assessment (CF) | Participation | Participation active (individuel) | 20 | 0 | ILO1, ILO2 |

## ASSURANCE OF LEARNING / OBJECTIFS D'APPRENTISSAGE

| COMPETENCY GOAL 1 Knowledge & Adaptability | Graduates will be able to develop thorough knowledge in management fields and demonstrate their specific skills. | |
|---|---|---|
| LEARNING OBJECTIVES 1.1 & 1.2 Students will be able to… | Demonstrate context-specific knowledge of business and communicate this effectively in written and oral form. | X |
| | Demonstrate their flexibility in dealing with unexpected management issues/challenges in a global and evolving environment. | X |
| COMPETENCY GOAL 2 Critical Thinking & Innovation | Graduates will be able to demonstrate independent thinking into business issues and propose informed solutions. | |
| LEARNING OBJECTIVES 2.1 & 2.2 Students will be able to… | Identify, analyze and prioritize core issues and evaluate alternatives in a complex business situation, making appropriate use of relevant knowledge/tools/models/approaches. | X |
| | Design an appropriate and informed creative recommendation to a given issue. | X |
| COMPETENCY GOAL 3 Responsible Management & Sustainability | Graduates will be able to manage decisions making process respecting CSR and sustainable standards. | |
| LEARNING OBJECTIVES 3.1 & 3.2 Students will be able to… | Construct well thought-out decisions, fully aware of their impact on the organization, people, and environment. | X |
| | Contribute as productive members to a project and demonstrate team management and leadership skills. | X |
| COMPETENCY GOAL 4 Open-Mindedness & Transdisciplinarity | Graduates will be able to use and share transdisciplinary insight and integrate multicultural environments. | |
| LEARNING OBJECTIVES 4.1 & 4.2 Students will be able to… | Demonstrate their ability to work in a multicultural environment. | X |
| | Use and share transdisciplinary insights when engaging in real world projects. | X |

## ENGAGEMENT / ETHICAL BEHAVIOUR

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Le conseil de discipline est compétent pour prononcer à l'encontre des élèves l'ensemble des sanctions prévues inscrites au règlement pédagogique de leur programme pouvant aller d'une note de « 0 » pour le module concerné jusqu'à l'exclusion définitive de l'étudiant.

## SD, CSR - ART, TECHNOLOGY & MANAGEMENT - INTERNATIONAL

| SD, CSR | ART, TECHNOLOGY & MANAGEMENT | INTERNATIONAL |
|---|---|---|
| Lightly incorporated into this module but not linked to a learning outcome | Moderately incorporated into this module and linked to learning outcomes | Lightly incorporated into this module but not linked to a learning outcome |

| Promotion | Titre / Title | |
|---|---|---|
| **PGE 3 Nancy** | **Legal and Business Ethics** | |
| Programme | ECTS | Code |
| PGE | 2 | MGMT5001 |
| Responsable de module / Module leader | Langue d'enseignement / Language of tuition | Volume horaire / Class contact hours |
| FIORI-KHAYAT CORALIE | EN — *Syllabus: EN* | 15 |

## PRESENTATION DU COURS / MODULE DESCRIPTION

Today's business world is hence complex and hence based on global worldwide exchanges.
The rules of law, the growing regulatory frameworks and the social order are essential to successful and smooth good trade. It becomes a priority to have a clear understanding of the legal systems, the legal rules and the ethical constraints pertaining to international business.
In the recent period, new texts have been enacted and those apply in full to the aerospace manager.
The class will cover those rules in several sectors ranging from intellectual property protection to applied communication rules and privacy regulations.

## CONNAISSANCES ET COMPETENCES VISEES / LEARNING OUTCOMES (ILO)

1. Get acquainted with the mail legal and business ethic rules of aerospace business
2. Learn the main IP protection rules in terms of patents and trade marks on the international level
3. Apply regulatory protective communication rules in the company.
4. Use managerial tools in airport environment that include the above rules and regulations.

## CONTENU / MODULE OUTLINE

| TOPIC | ASSIGNMENTS & READINGS |
|---|---|
| Choice and role of legal counsel Fee structure Express and implied mandate to act Practical case study review of conflicts between client and legal counsel | (...) |
| Deontology and enforcement means Open discussion on the case study Business ethics contract protective measures reviewThe partners : how to identify them ? | (...) |
| The jurisdiction clauses Dispute resolution means : a full review Case study review | (...) |
| Public order requirements - a full analysis in the world Defamation Court and Police orders Presentation of the final exam | (...) |

## METHODOLOGIE / TEACHING

Blended learning (online and face to face)
Collaborative learning
Learning by doing
Problem based

## BIBLIOGRAPHIE / TEXTBOOK AND OTHER MATERIAL

Integrity Management: A Guide to Managing Legal and Ethical Issues in the Workplace, Debbie Thorne LeClair, University of Tampa Press (1998)
A Better Way to Think About Business: How Values Become Virtues, Robert C. Solomon, Oup Usa (1999)
Managing Corporate Ethics: Learning From America's Ethical Companies How to Supercharge Business Performance, Francis J. Aguilar, Oxford University Press (1994)

## EVALUATION / ASSESSMENT

| ASSESSMENT COMPONENT | ASSESSMENT TYPE | METHOD | WEIGHTING | DURATION | LEARNING OUTCOMES (ILO) |
|---|---|---|---|---|---|
| Continuous assessment (CC) | Group assigment | Case-Study | 40 | 1 | ILO 1, 2, 3 & 4 |
| Final assessment (CF) | Individual, written | Case study | 60 | 2 | ILO 1, 2, 3, 4 |

## ASSURANCE OF LEARNING / OBJECTIFS D'APPRENTISSAGE

| COMPETENCY GOAL 1 Knowledge & Adaptability | Graduates will be able to develop thorough knowledge in management fields and demonstrate their specific skills. | |
|---|---|---|
| LEARNING OBJECTIVES 1.1 & 1.2 Students will be able to… | Demonstrate context-specific knowledge of business and communicate this effectively in written and oral form. | X |
| | Demonstrate their flexibility in dealing with unexpected management issues/challenges in a global and evolving environment. | X |
| COMPETENCY GOAL 2 Critical Thinking & Innovation | Graduates will be able to demonstrate independent thinking into business issues and propose informed solutions. | |
| LEARNING OBJECTIVES 2.1 & 2.2 Students will be able to… | Identify, analyze and prioritize core issues and evaluate alternatives in a complex business situation, making appropriate use of relevant knowledge/tools/models/approaches. | X |
| | Design an appropriate and informed creative recommendation to a given issue. | X |
| COMPETENCY GOAL 3 Responsible Management & Sustainability | Graduates will be able to manage decisions making process respecting CSR and sustainable standards. | |
| LEARNING OBJECTIVES 3.1 & 3.2 Students will be able to… | Construct well thought-out decisions, fully aware of their impact on the organization, people, and environment. | X |
| | Contribute as productive members to a project and demonstrate team management and leadership skills. | X |
| COMPETENCY GOAL 4 Open-Mindedness & Transdisciplinarity | Graduates will be able to use and share transdisciplinary insight and integrate multicultural environments. | |
| LEARNING OBJECTIVES 4.1 & 4.2 Students will be able to… | Demonstrate their ability to work in a multicultural environment. | X |
| | Use and share transdisciplinary insights when engaging in real world projects. | X |

## ENGAGEMENT / ETHICAL BEHAVIOUR

During the module, students are expected to respect the programme regulations outlined in the student handbook. The following statement applies to all students taking ICN courses, on and off campus.

Cheating on in-class tests or take-home examinations or homework is, of course, illegal and immoral. A Disciplinary Committee exists to investigate academic improprieties, conduct hearings, and determine any necessary actions. The term 'academic impropriety' is meant to include, but is not limited to, cheating on homework, during in-class or take-home examinations, and plagiarism.

Consequences of academic impropriety are severe, ranging from receiving a "0" in a course, to a warning from which becomes a part of the permanent student record, to expulsion.

## SD, CSR - ART, TECHNOLOGY & MANAGEMENT - INTERNATIONAL

| SD, CSR | ART, TECHNOLOGY & MANAGEMENT | INTERNATIONAL |
|---|---|---|
| Extensively incorporated into this module and central to learning outcomes | Not appropriate for this module | Not appropriate for this module |

| Promotion | Titre / Title | |
|---|---|---|
| **PGE 3 Nancy** | **Lobbying** | |
| Programme | ECTS | Code |
| PGE | 2 | MGMT4017 |
| Responsable de module / Module leader | Langue d'enseignement / Language of tuition | Volume horaire / Class contact hours |
| SONNTAG CARINE | FR | *Syllabus: FR* | 15 |

## PRESENTATION DU COURS / MODULE DESCRIPTION

Les normes et les lois régissent notre société et façonnent notre manière de vivre. Le lobbying est une technique d'influence qui permet d'infléchir une norme, en créer une nouvelle ou de supprimer des dispositions existantes (Gilles Lamarque). Ce module d'initiation aux techniques d'influence vise à comprendre ces interactions entre les règles, ceux qui les énoncent et nos activités économiques et sociales. Sans à priori sur les causes que vous voulez défendre ou que vous défendrez à l'avenir, il s'agit de comprendre les rouages de notre système pour pouvoir devenir influent soi-même.

## CONNAISSANCES ET COMPETENCES VISEES / LEARNING OUTCOMES (ILO)

Les étudiants qui terminent avec succès ce cours doivent être capables de :
ILO1. Identifier et proposer des actions pour influencer les décideurs
ILO2. Recueillir et organiser les informations pertinentes nécessaires pour influencer
ILO3. Organiser les informations pour formuler un document écrit convaincant

## CONTENU / MODULE OUTLINE

| TOPIC | ASSIGNMENTS & READINGS |
|---|---|
| Découvrir l'interaction entre nos institutions, les règles et les activités économiques et sociales | Exercices, cours et étude de cas |
| Comprendre l'organisation législative locale, nationale, européenne | Exercices, cours et étude de cas |
| Etude de cas et tutorat de travail | Exercices, cours et étude de cas |
| Etude de cas et tutorat de travail | Exercices, cours et étude de cas |
| Restitution et feedback | Exercices, cours et étude de cas |

## METHODOLOGIE / TEACHING

Cours magistraux et travaux dirigés sur des cas d'influence actuels.
Travail continu pour développer un dossier de lobbying sur une problématique actuelle.

## BIBLIOGRAPHIE / TEXTBOOK AND OTHER MATERIAL

Bulinge Franck, Maîtriser l'information stratégique. Méthodes et techniques d'analyse, Louvain-la-Neuve, De Boeck, collectionInformation & stratégie, 2014
Clamen Michel, Le lobbying et ses secrets. Guide des techniques d'influence, Paris, Dunod, 2000
Clamen Michel, Pratique du lobbying. 17 cas analysés et commentés, Paris, Dunod, 2002
Clamen Michel, Manuel du lobbying, Paris, Dunod, 2005
De Beaufort Viviane, Hacque-Cosson Françoise, Lobbying : cadre, outils & stratégies, Bruxelles, Larcier, collectionDroit, Management & Stratégies , 2015

## EVALUATION / ASSESSMENT

| ASSESSMENT COMPONENT | ASSESSMENT TYPE | METHOD | WEIGHTING | DURATION | LEARNING OUTCOMES (ILO) |
|---|---|---|---|---|---|
| Final assessment (CF) | Written | Dossier de groupe | 40 | 2 | ILO1, ILO2, ILO3 |
| Final assessment (CF) | Oral | Oral individuel | 60 | 0 | ILO1, ILO2 |

## ASSURANCE OF LEARNING / OBJECTIFS D'APPRENTISSAGE

| | | |
|---|---|---|
| **COMPETENCY GOAL 1**<br>**Knowledge & Adaptability** | **Graduates will be able to develop thorough knowledge in management fields and demonstrate their specific skills.** | |
| LEARNING OBJECTIVES 1.1 & 1.2<br>Students will be able to… | Demonstrate context-specific knowledge of business and communicate this effectively in written and oral form. | |
| | Demonstrate their flexibility in dealing with unexpected management issues/challenges in a global and evolving environment. | X |
| **COMPETENCY GOAL 2**<br>**Critical Thinking & Innovation** | **Graduates will be able to demonstrate independent thinking into business issues and propose informed solutions.** | |
| LEARNING OBJECTIVES 2.1 & 2.2<br>Students will be able to… | Identify, analyze and prioritize core issues and evaluate alternatives in a complex business situation, making appropriate use of relevant knowledge/tools/models/approaches. | |
| | Design an appropriate and informed creative recommendation to a given issue. | X |
| **COMPETENCY GOAL 3**<br>**Responsible Management & Sustainability** | **Graduates will be able to manage decisions making process respecting CSR and sustainable standards.** | |
| LEARNING OBJECTIVES 3.1 & 3.2<br>Students will be able to… | Construct well thought-out decisions, fully aware of their impact on the organization, people, and environment. | X |
| | Contribute as productive members to a project and demonstrate team management and leadership skills. | X |
| **COMPETENCY GOAL 4**<br>**Open-Mindedness & Transdisciplinarity** | **Graduates will be able to use and share transdisciplinary insight and integrate multicultural environments.** | |
| LEARNING OBJECTIVES 4.1 & 4.2<br>Students will be able to… | Demonstrate their ability to work in a multicultural environment. | X |
| | Use and share transdisciplinary insights when engaging in real world projects. | X |

## ENGAGEMENT / ETHICAL BEHAVIOUR

Les étudiants sont tenus de respecter les règles du programme décrites dans le livret de l'Etudiant et ce, pour chaque module. La déclaration suivante s'applique à tous les étudiants ICN, pour les cours sur site ou chez les partenaires.

Toute tentative de fraude constatée durant un contrôle de connaissances, le contrôle continu ou un examen ou tout manquement aux règles élémentaires de comportement et d'éthique entrainent systématiquement la convocation de l'étudiant devant le conseil de discipline de l'Ecole qui examinera les irrégularités académiques. Le terme « irrégularité académique » est censé inclure, sans toutefois s'y limiter, la fraude lors du contrôle continu, rapports de stages, mémoires, thèses, et le plagiat.

Le conseil de discipline est compétent pour prononcer à l'encontre des élèves l'ensemble des sanctions prévues inscrites au règlement pédagogique de leur programme pouvant aller d'une note de « 0 » pour le module concerné jusqu'à l'exclusion définitive de l'étudiant.

## SD, CSR - ART, TECHNOLOGY & MANAGEMENT - INTERNATIONAL

| SD, CSR | ART, TECHNOLOGY & MANAGEMENT | INTERNATIONAL |
|---|---|---|
| Lightly incorporated into this module but not linked to a learning outcome | Lightly incorporated into this module but not linked to a learning outcome | Lightly incorporated into this module but not linked to a learning outcome |

| Promotion | Titre / Title | |
|---|---|---|
| **PGE 3 Nancy** | **Programmation VBA** | |
| Programme | ECTS | Code |
| PGE | 2 | COMP4001 |
| Responsable de module / Module leader | Langue d'enseignement / Language of tuition | Volume horaire / Class contact hours |
| TRABELSI WAJDI | FR *Syllabus: FR* | 15 |

## PRESENTATION DU COURS / MODULE DESCRIPTION

Ce cours permet de maîtriser le langage Visual Basic for Applications qui est un atout pour les étudiants et, dans certains secteurs professionnels, une nécessité. Il vise à acquérir une connaissance approfondie du langage de développement d'applications dans l'environnement produit Microsoft Office (Excel...) et, plus généralement, se familiariser avec l'approche orienté Objet. Les principaux principes d'algorithmiques sont abordés au travers d'exemples concrets, mis en oeuvre avec le langage étudié.

## CONNAISSANCES ET COMPETENCES VISEES / LEARNING OUTCOMES (ILO)

A l'issue de ce cours, l'étudiant sera capable de :
1. Automatiser des tâches lourdes et répétitives
2. Manipuler des données à l'aide d'un langage de programmation
3. Construire un algorithme et l'implanter avec un langage de programmation

## CONTENU / MODULE OUTLINE

| TOPIC | ASSIGNMENTS & READINGS |
|---|---|
| Rappel sur les notions importantes d'Excel | Documents Cours sur MyICN et Scholarvox.Cas pratiques sur ordinateur. |
| Macros : enregistrement, exécution et modification | Documents Cours sur MyICN et Scholarvox.Cas pratiques sur ordinateur. |
| Découvrir Visual Basic Editor | Documents Cours sur MyICN et Scholarvox.Cas pratiques sur ordinateur. |
| Eléments du langage et environnement de développement | Documents Cours sur MyICN et Scholarvox.Cas pratiques sur ordinateur. |
| Gestion des procédures | Documents Cours sur MyICN et Scholarvox.Cas pratiques sur ordinateur. |
| Réalisation et mise en oeuvre d'applications | Documents Cours sur MyICN et Scholarvox.Cas pratiques sur ordinateur. |

## METHODOLOGIE / TEACHING

Cours magistraux, exercices et Travaux Pratiques sur machine sur des séances de 1h30.

## BIBLIOGRAPHIE / TEXTBOOK AND OTHER MATERIAL

Programmation Excel avec VBA : Compatible avec toutes les versions d'Excel Ed. 2 Mikaël Bidault Editeur Eyrolles, 2019. Database : ScholarVox http://www.scholarvox.com.thebe.icn-nancy.fr/reader/docid/88869990
An Introduction to Excel VBA Programming: with Applications in Finance and Insurance Guojun Gan Editeur Chapman and Hall/CRC avril 2017.
Macros et langage VBA Apprendre à programmer sous Excel Frédéric LE GUEN Editeur : Editions ENI septembre 2017.

## EVALUATION / ASSESSMENT

| ASSESSMENT COMPONENT | ASSESSMENT TYPE | METHOD | WEIGHTING | DURATION | LEARNING OUTCOMES (ILO) |
|---|---|---|---|---|---|
| Final assessment (CF) | Written | Réalisation d'un projet VBA sous Excel | 100 | 2 | ILO 1,2,3 |

## ASSURANCE OF LEARNING / OBJECTIFS D'APPRENTISSAGE

| | | |
|---|---|---|
| **COMPETENCY GOAL 1** **Knowledge & Adaptability** | **Graduates will be able to develop thorough knowledge in management fields and demonstrate their specific skills.** | |
| LEARNING OBJECTIVES 1.1 & 1.2 Students will be able to... | Demonstrate context-specific knowledge of business and communicate this effectively in written and oral form. | X |
| | Demonstrate their flexibility in dealing with unexpected management issues/challenges in a global and evolving environment. | X |
| **COMPETENCY GOAL 2** **Critical Thinking & Innovation** | **Graduates will be able to demonstrate independent thinking into business issues and propose informed solutions.** | |
| LEARNING OBJECTIVES 2.1 & 2.2 Students will be able to... | Identify, analyze and prioritize core issues and evaluate alternatives in a complex business situation, making appropriate use of relevant knowledge/tools/models/approaches. | X |
| | Design an appropriate and informed creative recommendation to a given issue. | X |
| **COMPETENCY GOAL 3** **Responsible Management & Sustainability** | **Graduates will be able to manage decisions making process respecting CSR and sustainable standards.** | |
| LEARNING OBJECTIVES 3.1 & 3.2 Students will be able to... | Construct well thought-out decisions, fully aware of their impact on the organization, people, and environment. | |
| | Contribute as productive members to a project and demonstrate team management and leadership skills. | |
| **COMPETENCY GOAL 4** **Open-Mindedness & Transdisciplinarity** | **Graduates will be able to use and share transdisciplinary insight and integrate multicultural environments.** | |
| LEARNING OBJECTIVES 4.1 & 4.2 Students will be able to... | Demonstrate their ability to work in a multicultural environment. | |
| | Use and share transdisciplinary insights when engaging in real world projects. | X |

## ENGAGEMENT / ETHICAL BEHAVIOUR

Les étudiants sont tenus de respecter les règles du programme décrites dans le livret de l'Etudiant et ce, pour chaque module. La déclaration suivante s'applique à tous les étudiants ICN, pour les cours sur site ou chez les partenaires.

Toute tentative de fraude constatée durant un contrôle de connaissances, le contrôle continu ou un examen ou tout manquement aux règles élémentaires de comportement et d'éthique entrainent systématiquement la convocation de l'étudiant devant le conseil de discipline de l'Ecole qui examinera les irrégularités académiques. Le terme « irrégularité académique » est censé inclure, sans toutefois s'y limiter, la fraude lors du contrôle continu, rapports de stages, mémoires, thèses, et le plagiat.

Le conseil de discipline est compétent pour prononcer à l'encontre des élèves l'ensemble des sanctions prévues inscrites au règlement pédagogique de leur programme pouvant aller d'une note de « 0 » pour le module concerné jusqu'à l'exclusion définitive de l'étudiant.

## SD, CSR - ART, TECHNOLOGY & MANAGEMENT - INTERNATIONAL

| SD, CSR | ART, TECHNOLOGY & MANAGEMENT | INTERNATIONAL |
|---|---|---|
| Not appropriate for this module | Not appropriate for this module | Not appropriate for this module |

| Promotion | Titre / Title | |
|---|---|---|
| **PGE 3 Nancy** | **VBA Programming** | |
| Programme | ECTS | Code |
| PGE | 2 | COMP4001 |
| Responsable de module / Module leader | Langue d'enseignement / Language of tuition | Volume horaire / Class contact hours |
| TRABELSI WAJDI | EN *Syllabus: FR* | 15 |

## PRESENTATION DU COURS / MODULE DESCRIPTION

Ce cours permet de maîtriser le langage Visual Basic for Applications qui est un atout pour les étudiants et, dans certains secteurs professionnels, une nécessité. Il vise à acquérir une connaissance approfondie du langage de développement d'applications dans l'environnement produit Microsoft Office (Excel...) et, plus généralement, se familiariser avec l'approche orienté Objet. Les principaux principes d'algorithmiques sont abordés au travers d'exemples concrets, mis en oeuvre avec le langage étudié.

## CONNAISSANCES ET COMPETENCES VISEES / LEARNING OUTCOMES (ILO)

A l'issue de ce cours, l'étudiant sera capable de :
1. Automatiser des tâches lourdes et répétitives
2. Manipuler des données à l'aide d'un langage de programmation
3. Construire un algorithme et l'implanter avec un langage de programmation

## CONTENU / MODULE OUTLINE

| TOPIC | ASSIGNMENTS & READINGS |
|---|---|
| Rappel sur les notions importantes d'Excel | Documents Cours sur MyICN et Scholarvox.Cas pratiques sur ordinateur. |
| Macros : enregistrement, exécution et modification | Documents Cours sur MyICN et Scholarvox.Cas pratiques sur ordinateur. |
| Découvrir Visual Basic Editor | Documents Cours sur MyICN et Scholarvox.Cas pratiques sur ordinateur. |
| Eléments du langage et environnement de développement | Documents Cours sur MyICN et Scholarvox.Cas pratiques sur ordinateur. |
| Gestion des procédures | Documents Cours sur MyICN et Scholarvox.Cas pratiques sur ordinateur. |
| Réalisation et mise en oeuvre d'applications | Documents Cours sur MyICN et Scholarvox.Cas pratiques sur ordinateur. |

## METHODOLOGIE / TEACHING

Cours magistraux, exercices et Travaux Pratiques sur machine sur des séances de 1h30.

## BIBLIOGRAPHIE / TEXTBOOK AND OTHER MATERIAL

Programmation Excel avec VBA : Compatible avec toutes les versions d'Excel Ed. 2 Mikaël Bidault Editeur Eyrolles, 2019. Database : ScholarVox http://www.scholarvox.com.thebe.icn-nancy.fr/reader/docid/88869990
An Introduction to Excel VBA Programming: with Applications in Finance and Insurance Guojun Gan Editeur Chapman and Hall/CRC avril 2017.
Macros et langage VBA Apprendre à programmer sous Excel Frédéric LE GUEN Editeur : Editions ENI septembre 2017.

## EVALUATION / ASSESSMENT

| ASSESSMENT COMPONENT | ASSESSMENT TYPE | METHOD | WEIGHTING | DURATION | LEARNING OUTCOMES (ILO) |
|---|---|---|---|---|---|
| Final assessment (CF) | Written | Réalisation d'un projet VBA sous Excel | 100 | 2 | ILO 1,2,3 |

## ASSURANCE OF LEARNING / OBJECTIFS D'APPRENTISSAGE

| COMPETENCY GOAL 1 Knowledge & Adaptability | Graduates will be able to develop thorough knowledge in management fields and demonstrate their specific skills. | |
|---|---|---|
| LEARNING OBJECTIVES 1.1 & 1.2 Students will be able to... | Demonstrate context-specific knowledge of business and communicate this effectively in written and oral form. | X |
| | Demonstrate their flexibility in dealing with unexpected management issues/challenges in a global and evolving environment. | X |
| **COMPETENCY GOAL 2 Critical Thinking & Innovation** | **Graduates will be able to demonstrate independent thinking into business issues and propose informed solutions.** | |
| LEARNING OBJECTIVES 2.1 & 2.2 Students will be able to... | Identify, analyze and prioritize core issues and evaluate alternatives in a complex business situation, making appropriate use of relevant knowledge/tools/models/approaches. | X |
| | Design an appropriate and informed creative recommendation to a given issue. | X |
| **COMPETENCY GOAL 3 Responsible Management & Sustainability** | **Graduates will be able to manage decisions making process respecting CSR and sustainable standards.** | |
| LEARNING OBJECTIVES 3.1 & 3.2 Students will be able to... | Construct well thought-out decisions, fully aware of their impact on the organization, people, and environment. | |
| | Contribute as productive members to a project and demonstrate team management and leadership skills. | |
| **COMPETENCY GOAL 4 Open-Mindedness & Transdisciplinarity** | **Graduates will be able to use and share transdisciplinary insight and integrate multicultural environments.** | |
| LEARNING OBJECTIVES 4.1 & 4.2 Students will be able to... | Demonstrate their ability to work in a multicultural environment. | |
| | Use and share transdisciplinary insights when engaging in real world projects. | X |

## ENGAGEMENT / ETHICAL BEHAVIOUR

During the module, students are expected to respect the programme regulations outlined in the student handbook. The following statement applies to all students taking ICN courses, on and off campus.

Cheating on in-class tests or take-home examinations or homework is, of course, illegal and immoral. A Disciplinary Committee exists to investigate academic improprieties, conduct hearings, and determine any necessary actions. The term 'academic impropriety' is meant to include, but is not limited to, cheating on homework, during in-class or take-home examinations, and plagiarism.

Consequences of academic impropriety are severe, ranging from receiving a "0" in a course, to a warning from which becomes a part of the permanent student record, to expulsion.

## SD, CSR - ART, TECHNOLOGY & MANAGEMENT - INTERNATIONAL

| SD, CSR | ART, TECHNOLOGY & MANAGEMENT | INTERNATIONAL |
|---|---|---|
| Not appropriate for this module | Not appropriate for this module | Not appropriate for this module |

| Promotion | Titre / Title | |
|---|---|---|
| **PGE 3 Nancy** | **Projet entrepreneurial** | |
| **Programme** | **ECTS** | **Code** |
| PGE | 2 | MGMT4021 |
| **Responsable de module / Module leader** | **Langue d'enseignement / Language of tuition** | **Volume horaire / Class contact hours** |
| GEGONNE DAVID | FR | *Syllabus: FR* | 15 |

## PRESENTATION DU COURS / MODULE DESCRIPTION

Les étudiants investis dans un projet personnel entrepreneurial peuvent mettre à profit les électifs travailler sur le projet. Pour une première demande, il faut préparer un dossier décrivant le projet entrepreneurial et le remettre à la direction du programme. Une commission d'évaluation étudie alors le dossier et détermine quels aménagements peuvent être envisagés pour accompagner l'étudiant dans la réalisation de son projet.
Parmi les solutions proposées, les électifs peuvent être retenus et, dans ce cas, une fiche de mission sera établie. Elle décrira les objectifs à réaliser afin de valider la mission, en lien avec l'avancement du projet entrepreneurial. La fiche de mission est signé par l'étudiant demandeur, un professeur référent, et la direction du programme. Elle est transmise à la scolarité pour enregistrement.

## CONNAISSANCES ET COMPETENCES VISEES / LEARNING OUTCOMES (ILO)

Outcomes depend on student's project.

## CONTENU / MODULE OUTLINE

| TOPIC | ASSIGNMENTS & READINGS |
|---|---|
| Il n'y a aucun cours associé le temps est consacré au travail sur la mission prévue. | (...) |

## METHODOLOGIE / TEACHING

L'étudiant sera accompagné à la fois par un professeur de l'école et par un professionnel. L'objectif est de lui apporter une aide personnalisée, adaptée à la spécificité de son projet. La mise en relation avec d'autres spécialistes peut être envisagée.

## BIBLIOGRAPHIE / TEXTBOOK AND OTHER MATERIAL

En fonction du projet.

## EVALUATION / ASSESSMENT

| ASSESSMENT COMPONENT | ASSESSMENT TYPE | METHOD | WEIGHTING | DURATION | LEARNING OUTCOMES (ILO) |
|---|---|---|---|---|---|
| Final assessment (CF) | Written | Rapport individuel | 100 | 2 | ILO |

## ASSURANCE OF LEARNING / OBJECTIFS D'APPRENTISSAGE

| COMPETENCY GOAL 1<br>Knowledge & Adaptability | Graduates will be able to develop thorough knowledge in management fields and demonstrate their specific skills. | |
|---|---|---|
| LEARNING OBJECTIVES 1.1 & 1.2<br>Students will be able to… | Demonstrate context-specific knowledge of business and communicate this effectively in written and oral form. | |
| | Demonstrate their flexibility in dealing with unexpected management issues/challenges in a global and evolving environment. | X |
| **COMPETENCY GOAL 2**<br>**Critical Thinking & Innovation** | **Graduates will be able to demonstrate independent thinking into business issues and propose informed solutions.** | |
| LEARNING OBJECTIVES 2.1 & 2.2<br>Students will be able to… | Identify, analyze and prioritize core issues and evaluate alternatives in a complex business situation, making appropriate use of relevant knowledge/tools/models/approaches. | |
| | Design an appropriate and informed creative recommendation to a given issue. | X |
| **COMPETENCY GOAL 3**<br>**Responsible Management & Sustainability** | **Graduates will be able to manage decisions making process respecting CSR and sustainable standards.** | |
| LEARNING OBJECTIVES 3.1 & 3.2<br>Students will be able to… | Construct well thought-out decisions, fully aware of their impact on the organization, people, and environment. | X |
| | Contribute as productive members to a project and demonstrate team management and leadership skills. | X |
| **COMPETENCY GOAL 4**<br>**Open-Mindedness & Transdisciplinarity** | **Graduates will be able to use and share transdisciplinary insight and integrate multicultural environments.** | |
| LEARNING OBJECTIVES 4.1 & 4.2<br>Students will be able to… | Demonstrate their ability to work in a multicultural environment. | X |
| | Use and share transdisciplinary insights when engaging in real world projects. | X |

## ENGAGEMENT / ETHICAL BEHAVIOUR

Les étudiants sont tenus de respecter les règles du programme décrites dans le livret de l'Etudiant et ce, pour chaque module. La déclaration suivante s'applique à tous les étudiants ICN, pour les cours sur site ou chez les partenaires.

Toute tentative de fraude constatée durant un contrôle de connaissances, le contrôle continu ou un examen ou tout manquement aux règles élémentaires de comportement et d'éthique entrainent systématiquement la convocation de l'étudiant devant le conseil de discipline de l'Ecole qui examinera les irrégularités académiques. Le terme « irrégularité académique » est censé inclure, sans toutefois s'y limiter, la fraude lors du contrôle continu, rapports de stages, mémoires, thèses, et le plagiat.

Le conseil de discipline est compétent pour prononcer à l'encontre des élèves l'ensemble des sanctions prévues inscrites au règlement pédagogique de leur programme pouvant aller d'une note de « 0 » pour le module concerné jusqu'à l'exclusion définitive de l'étudiant.

## SD, CSR - ART, TECHNOLOGY & MANAGEMENT - INTERNATIONAL

| SD, CSR | ART, TECHNOLOGY & MANAGEMENT | INTERNATIONAL |
|---|---|---|
| Not appropriate for this module | Not appropriate for this module | Not appropriate for this module |

| Promotion | Titre / Title | |
|---|---|---|
| **PGE 3 Nancy** | **Research assistance** | |
| Programme | ECTS | Code |
| PGE | 2 | MGMT5998 |
| Responsable de module / Module leader | Langue d'enseignement / Language of tuition | Volume horaire / Class contact hours |
| DUFFING GERALD | FR | Syllabus: EN | 15 |

## PRESENTATION DU COURS / MODULE DESCRIPTION

As part of their research activities, ICN Business School teachers may need help in conducting literature reviews, collecting data, processing them, and so on. Students interested in specific topics, or simply through the process of scientific research, can participate in these tasks. They are an excellent training in the work of master thesis.

Students can contact the teacher of their choice to set up a mission, which will specify the nature of the tasks planned and the objectives to be achieved. This form is signed by the teacher, the student, and the program director. A copy is sent to school for registration.

This work can lead to a scientific publication of which the student will be co-author, this is to be specified with the teacher.

## CONNAISSANCES ET COMPETENCES VISEES / LEARNING OUTCOMES (ILO)

Students successfully completing this module should be able to:
1. Contribute to a research project.
2. Analyse a research paper
3. Synthetise research papers
4. Design a litterature review plan, according to the proposed question

## CONTENU / MODULE OUTLINE

| TOPIC | ASSIGNMENTS & READINGS |
|---|---|
| There is no class-contact hours. Time is spent on the mission. | Depending of supervisor's instructions. |

## METHODOLOGIE / TEACHING

This module is based on a collaborative work between a student and a professor, around a research mission. The teacher will establish the working method according to the nature of the requested work.

## EVALUATION / ASSESSMENT

| ASSESSMENT COMPONENT | ASSESSMENT TYPE | METHOD | WEIGHTING | DURATION | LEARNING OUTCOMES (ILO) |
|---|---|---|---|---|---|
| Final assessment (CF) | Written | Rapport de l'étudiant, répondant à la mission validée par le professeur.Student report, corresponding to the proposed mission. | 100 | 0 | ILO 1,2,3,4 |

## ASSURANCE OF LEARNING / OBJECTIFS D'APPRENTISSAGE

| COMPETENCY GOAL 1<br>Knowledge & Adaptability | Graduates will be able to develop thorough knowledge in management fields and demonstrate their specific skills. | |
|---|---|---|
| LEARNING OBJECTIVES 1.1 & 1.2<br>Students will be able to… | Demonstrate context-specific knowledge of business and communicate this effectively in written and oral form. | |
| | Demonstrate their flexibility in dealing with unexpected management issues/challenges in a global and evolving environment. | X |
| **COMPETENCY GOAL 2**<br>**Critical Thinking & Innovation** | **Graduates will be able to demonstrate independent thinking into business issues and propose informed solutions.** | |
| LEARNING OBJECTIVES 2.1 & 2.2<br>Students will be able to… | Identify, analyze and prioritize core issues and evaluate alternatives in a complex business situation, making appropriate use of relevant knowledge/tools/models/approaches. | |
| | Design an appropriate and informed creative recommendation to a given issue. | X |
| **COMPETENCY GOAL 3**<br>**Responsible Management & Sustainability** | **Graduates will be able to manage decisions making process respecting CSR and sustainable standards.** | |
| LEARNING OBJECTIVES 3.1 & 3.2<br>Students will be able to… | Construct well thought-out decisions, fully aware of their impact on the organization, people, and environment. | X |
| | Contribute as productive members to a project and demonstrate team management and leadership skills. | X |
| **COMPETENCY GOAL 4**<br>**Open-Mindedness & Transdisciplinarity** | **Graduates will be able to use and share transdisciplinary insight and integrate multicultural environments.** | |
| LEARNING OBJECTIVES 4.1 & 4.2<br>Students will be able to… | Demonstrate their ability to work in a multicultural environment. | X |
| | Use and share transdisciplinary insights when engaging in real world projects. | X |

## ENGAGEMENT / ETHICAL BEHAVIOUR

Les étudiants sont tenus de respecter les règles du programme décrites dans le livret de l'Etudiant et ce, pour chaque module. La déclaration suivante s'applique à tous les étudiants ICN, pour les cours sur site ou chez les partenaires.

Toute tentative de fraude constatée durant un contrôle de connaissances, le contrôle continu ou un examen ou tout manquement aux règles élémentaires de comportement et d'éthique entrainent systématiquement la convocation de l'étudiant devant le conseil de discipline de l'Ecole qui examinera les irrégularités académiques. Le terme « irrégularité académique » est censé inclure, sans toutefois s'y limiter, la fraude lors du contrôle continu, rapports de stages, mémoires, thèses, et le plagiat.

Le conseil de discipline est compétent pour prononcer à l'encontre des élèves l'ensemble des sanctions prévues inscrites au règlement pédagogique de leur programme pouvant aller d'une note de « 0 » pour le module concerné jusqu'à l'exclusion définitive de l'étudiant.

## SD, CSR - ART, TECHNOLOGY & MANAGEMENT - INTERNATIONAL

| SD, CSR | ART, TECHNOLOGY & MANAGEMENT | INTERNATIONAL |
|---|---|---|
| Not appropriate for this module | Not appropriate for this module | Not appropriate for this module |

| Promotion | Titre / Title | |
|---|---|---|
| **PGE 3 Nancy** | **Sportmanagement** | |
| Programme | ECTS | Code |
| PGE | 2 | MGMT5013 |
| Responsable de module / Module leader | Langue d'enseignement / Language of tuition | Volume horaire / Class contact hours |
| STENGELHOFEN THEO | EN · *Syllabus: EN* | 15 |

## PRESENTATION DU COURS / MODULE DESCRIPTION

Sport has become an important part of nearly everybody's life. But today it is no longer a leisure activity, it became a business in the moment teams started to sell tickets and to pay athletes to compete for them. As more and more resources (money) are used by this industry, professional management knowledge is highly demanded. The Sport Industry has, on the other hand, less markets restrictions to overcome. The application of management, economics and sociology knowledge in the field of sport can be used to either check the validity of business theories and concepts, or to solve the increasing number of various managerial problems in sport organisations, which have moved in the recent past from voluntary non-profit organisations to profit maximising companies.

## CONNAISSANCES ET COMPETENCES VISEES / LEARNING OUTCOMES (ILO)

Students successfully completing this course should be able to:
1. recall structure and functioning of sport organisations, if they are private, public or voluntary
2. explain underlying political, economic and historic factors that shape the organisation of sport in general but also in different countries
3. examine current and future sport management problems
4. compare the professional sport systems of the US and Europe
5. create ideas/solutions for current sport management issues

## CONTENU / MODULE OUTLINE

| TOPIC | ASSIGNMENTS & READINGS |
|---|---|
| Introduction: Issues, Sport Products and Markets | Guttmann, A.: The Development of Modern Sports, in: Oakley, J. Dunning, E.: (Eds.): Handbook of Sports Studies, London: Sage 2000, pp. 248-25 Downward, P. Dawson, A.: The Economics of Professional Team Sports, London: Routledge: 2000, Chap. 3: The market structure of professional team sports leagues, pp. 27-41 |
| Organisation and Financing of Sport | Barr, C. A. Hums, M. A. (Eds.): Principles and Practice of Sport Management, Gaithersburg: Aspen, 1st edition 1998, pp. 195-207 Regan, T. H.: Financing Sport, in: Parkhouse, B. L. (Ed.): The Management of Sport, St. Louis: Mosby 1996, pp. 363373 |
| Sport Marketing I: Spectators and Tickets | Sandy, R. Sloan, P. J. Rosentraub, M. S.: The Economics of Sports, Houndmills: Palgrave 2004, Chap. 3: Demand and pricing, pp. 28-63 |
| Sport Marketing II: Selling Property Rights | Downward, P. Dawson, A.: The Economics of Professional Team Sports, London: Routledge: 2000, Chap. 8: Broadcast demand and the impact of television, pp. 157-179Stotlar, D.: Sponsorship, in: Parkhouse, B. L. (Ed.): The Management of Sport, St. Louis: Mosby 1996, pp. 290305 |
| Labour Markets for Athletes and a Team´s HRM | Downward, P. Dawson, A.: The Economics of Professional Team Sports, London: Routledge: 2000, Chap.10: Recent developments, pp. 203-234 |
| Presentation of Student Groupwork Summary: Management of Sport Businesses and Leagues | Beech, J. Chadwick, L.: The Business of Sport Management, London: Prentice Hall 2004, Chap.19: The future for sport businesses, pp. 452-473 |

## METHODOLOGIE / TEACHING

Teaching will include interactive lectures, accompanied by PowerPoint presentations, short in class exercises and discussions. Students will work in small groups on an in class case study, including presentation and discussion of their findings with the whole class.

## BIBLIOGRAPHIE / TEXTBOOK AND OTHER MATERIAL

Li, M. MacIntosh, E.W. Bravo, G.A. (Eds.): International Sport Management, Champaign: Human Kinetics 2012
Masteralexis, L. P. Barr, C. A. Hums, M. A. (Eds.): Principles and Practice of Sport Management, Gaithersburg: Aspen, 3rd edition 2008
Tribou, G. Augé, B.: Management du sport, Paris: Dunod, 2nd edition2006

## EVALUATION / ASSESSMENT

| ASSESSMENT COMPONENT | ASSESSMENT TYPE | METHOD | WEIGHTING | DURATION | LEARNING OUTCOMES (ILO) |
|---|---|---|---|---|---|
| Continuous assessment (CC) | Written | Groupwork powerpoint | 20 | 0 | ILO 1,2,3 |
| Continuous assessment (CC) | Oral | Groupwork presentation | 20 | 2 | ILO 1,2,3 |
| Final assessment (CF) | Written | Individual paper | 60 | 0 | ILO 3,4,5 |

## ASSURANCE OF LEARNING / OBJECTIFS D'APPRENTISSAGE

| COMPETENCY GOAL 1<br>Knowledge & Adaptability | Graduates will be able to develop thorough knowledge in management fields and demonstrate their specific skills. | |
|---|---|---|
| LEARNING OBJECTIVES 1.1 & 1.2<br>Students will be able to… | Demonstrate context-specific knowledge of business and communicate this effectively in written and oral form. | |
| | Demonstrate their flexibility in dealing with unexpected management issues/challenges in a global and evolving environment. | X |
| COMPETENCY GOAL 2<br>Critical Thinking & Innovation | Graduates will be able to demonstrate independent thinking into business issues and propose informed solutions. | |
| LEARNING OBJECTIVES 2.1 & 2.2<br>Students will be able to… | Identify, analyze and prioritize core issues and evaluate alternatives in a complex business situation, making appropriate use of relevant knowledge/tools/models/approaches. | |
| | Design an appropriate and informed creative recommendation to a given issue. | X |
| COMPETENCY GOAL 3<br>Responsible Management & Sustainability | Graduates will be able to manage decisions making process respecting CSR and sustainable standards. | |
| LEARNING OBJECTIVES 3.1 & 3.2<br>Students will be able to… | Construct well thought-out decisions, fully aware of their impact on the organization, people, and environment. | X |
| | Contribute as productive members to a project and demonstrate team management and leadership skills. | X |
| COMPETENCY GOAL 4<br>Open-Mindedness & Transdisciplinarity | Graduates will be able to use and share transdisciplinary insight and integrate multicultural environments. | |
| LEARNING OBJECTIVES 4.1 & 4.2<br>Students will be able to… | Demonstrate their ability to work in a multicultural environment. | X |
| | Use and share transdisciplinary insights when engaging in real world projects. | X |

## ENGAGEMENT / ETHICAL BEHAVIOUR

During the module, students are expected to respect the programme regulations outlined in the student handbook. The following statement applies to all students taking ICN courses, on and off campus.

Cheating on in-class tests or take-home examinations or homework is, of course, illegal and immoral. A Disciplinary Committee exists to investigate academic improprieties, conduct hearings, and determine any necessary actions. The term 'academic impropriety' is meant to include, but is not limited to, cheating on homework, during in-class or take-home examinations, and plagiarism.

Consequences of academic impropriety are severe, ranging from receiving a "0" in a course, to a warning from which becomes a part of the permanent student record, to expulsion.

## SD, CSR - ART, TECHNOLOGY & MANAGEMENT - INTERNATIONAL

| SD, CSR | ART, TECHNOLOGY & MANAGEMENT | INTERNATIONAL |
|---|---|---|
| Not appropriate for this module | Not appropriate for this module | Not appropriate for this module |

| Promotion | Titre / Title | |
|---|---|---|
| **PGE 3 Nancy** | **Vous avez dit durable ?** | |
| Programme | ECTS | Code |
| PGE | 2 | ADST5005 |
| Responsable de module / Module leader | Langue d'enseignement / Language of tuition | Volume horaire / Class contact hours |
| BISTORIN OLIVIER | FR | *Syllabus: FR* | 15 |

## PRESENTATION DU COURS / MODULE DESCRIPTION

Sur la base d'une problématique réelle fournie par une entreprise, les élèves devront analyser une situation existante, identifier les causes racines de la problématique puis proposer des solutions innovantes pour accroître la performance de l'entreprise cliente. Idéalement, un plan d'actions sera proposé permettant d'apporter de la visibilité sur la faisabilité des solutions retenues (coût, délai, degré de qualité attendu ?). Ces travaux seront réalisés par groupes réunissant des élèves aux horizons divers afin de prendre en compte le caractère transdisciplinaire de la problématique et appréhender concrètement le facteur de durabilité (équitable, vivable et viable sur les plans économique, environnemental et sociétal). Des visites sur le(s) site(s) de l'entreprise sont à prévoir pour la collecte d'information.

## CONNAISSANCES ET COMPETENCES VISEES / LEARNING OUTCOMES (ILO)

ILO1 : Analyser les différents aspects d'une problématique d'entreprise
ILO2 : Construire une ou plusieurs solutions pour répondre à la problématique
ILO3 : Evaluer l'ipact des solutions prescrites sous l'angle de la durabilité
ILO4 : Démontrer sa contribution personnel au sein du collectif

## CONTENU / MODULE OUTLINE

| TOPIC | ASSIGNMENTS & READINGS |
|---|---|
| Présentation de la problématique entreprise | |
| Collecte d'informations et de données issues de l'entreprise | |
| Idéation | Recherche sur le processus d'idéation |
| Elaboration d'une solution durable | Maîtrise du concept de durabilité |
| Déclinaison sous forme de plan d'actions de la solution retenue | Eléments de chiffrage et estimation des durées de tâches |
| Restitution à l'entreprise écrit/oral | Maîtrise des techniques de communication écrites et orales |

## METHODOLOGIE / TEACHING

Cet électif mettra l'accent sur un travail collaboratif nécessaire pour étudier la problématique sous ses différents aspects et tirer avantage de l'expertise que chacun pourra apporter selon sa sensibilité. L'objectif principal reste d'apporter des solutions répondant aux critères de durabilité. La qualité globale des solutions proposées sera évaluée par l'entreprise et le(s) enseignant(s) tandis que l'implication et la contribution de chacun sera évaluée par le groupe lui-même.

## BIBLIOGRAPHIE / TEXTBOOK AND OTHER MATERIAL

La boîte à outils du Développement durable et de la RSE, Vincent Maymo et Geoffroy Murat, Collection BàO La Boîte à Outils, Dunod, 2020
L'essentiel de la gestion de projet, Roger Aïm, éditions Gualino, 2020
Le développement durable: Approche globale, Yvette Veyret, éditions Uppr, 20217

## EVALUATION / ASSESSMENT

| ASSESSMENT COMPONENT | ASSESSMENT TYPE | METHOD | WEIGHTING | DURATION | LEARNING OUTCOMES (ILO) |
|---|---|---|---|---|---|
| Continuous assessment (CC) | Ecrit : Dossier plan d'actions. | Dossier de groupe | 30 | | ILO2, ILO3 |
| Continuous assessment (CC) | Oral : Soutenance plan d'actions | Oral de groupe | 10 | | ILO2, ILO3 |
| Final assessment (CF) | Ecrit : Dossier d'analyse de la problématique | Dossier individuel | 40 | | ILO1 |
| Final assessment (CF) | Ecrit : Dossier de contribution individuelle | Dossier individuel | 20 | | ILO4 |

## ASSURANCE OF LEARNING / OBJECTIFS D'APPRENTISSAGE

| | | |
|---|---|---|
| **COMPETENCY GOAL 1**<br>**Knowledge & Adaptability** | **Graduates will be able to develop thorough knowledge in management fields and demonstrate their specific skills.** | |
| LEARNING OBJECTIVES 1.1 & 1.2<br>Students will be able to… | Demonstrate context-specific knowledge of business and communicate this effectively in written and oral form. | X |
| | Demonstrate their flexibility in dealing with unexpected management issues/challenges in a global and evolving environment. | X |
| **COMPETENCY GOAL 2**<br>**Critical Thinking & Innovation** | **Graduates will be able to demonstrate independent thinking into business issues and propose informed solutions.** | |
| LEARNING OBJECTIVES 2.1 & 2.2<br>Students will be able to… | Identify, analyze and prioritize core issues and evaluate alternatives in a complex business situation, making appropriate use of relevant knowledge/tools/models/approaches. | X |
| | Design an appropriate and informed creative recommendation to a given issue. | X |
| **COMPETENCY GOAL 3**<br>**Responsible Management & Sustainability** | **Graduates will be able to manage decisions making process respecting CSR and sustainable standards.** | |
| LEARNING OBJECTIVES 3.1 & 3.2<br>Students will be able to… | Construct well thought-out decisions, fully aware of their impact on the organization, people, and environment. | X |
| | Contribute as productive members to a project and demonstrate team management and leadership skills. | X |
| **COMPETENCY GOAL 4**<br>**Open-Mindedness & Transdisciplinarity** | **Graduates will be able to use and share transdisciplinary insight and integrate multicultural environments.** | |
| LEARNING OBJECTIVES 4.1 & 4.2<br>Students will be able to… | Demonstrate their ability to work in a multicultural environment. | |
| | Use and share transdisciplinary insights when engaging in real world projects. | X |

## ENGAGEMENT / ETHICAL BEHAVIOUR

Les étudiants sont tenus de respecter les règles du programme décrites dans le livret de l'Etudiant et ce, pour chaque module. La déclaration suivante s'applique à tous les étudiants ICN, pour les cours sur site ou chez les partenaires.

Toute tentative de fraude constatée durant un contrôle de connaissances, le contrôle continu ou un examen ou tout manquement aux règles élémentaires de comportement et d'éthique entrainent systématiquement la convocation de l'étudiant devant le conseil de discipline de l'Ecole qui examinera les irrégularités académiques. Le terme « irrégularité académique » est censé inclure, sans toutefois s'y limiter, la fraude lors du contrôle continu, rapports de stages, mémoires, thèses, et le plagiat.

Le conseil de discipline est compétent pour prononcer à l'encontre des élèves l'ensemble des sanctions prévues inscrites au règlement pédagogique de leur programme pouvant aller d'une note de « 0 » pour le module concerné jusqu'à l'exclusion définitive de l'étudiant.

## SD, CSR - ART, TECHNOLOGY & MANAGEMENT - INTERNATIONAL

| SD, CSR | ART, TECHNOLOGY & MANAGEMENT | INTERNATIONAL |
|---|---|---|
| Moderately incorporated into this module and linked to learning outcomes | Moderately incorporated into this module and linked to learning outcomes | Not appropriate for this module |

| Promotion | Titre / Title | |
|---|---|---|
| **PGE 3 Nancy** | **Website design** | |
| Programme | ECTS | Code |
| PGE | 2 | ADST4043 |
| Responsable de module / Module leader | Langue d'enseignement / Language of tuition | Volume horaire / Class contact hours |
| CLERC-GIRARD MARIE-FRANCE | EN | *Syllabus: FR* | 15 |

## PRESENTATION DU COURS / MODULE DESCRIPTION

Dans ce cours de conception Web, les étudiants utilisent une variété de logiciels de conception pour organiser, créer, publier et gérer un site Web. Les étudiants acquièrent une expérience pratique sur les questions de conception spécifiques aux présentations sur le Web, apprennent la mise en page Web, la navigation efficace et se plongent dans le processus de conception. Ce cours présentera aux étudiants une variété de méthodes pour créer des sites Web, y compris le HTML de base, et le CSS de base. Ce cours a pour but d'enseigner aux étudiants les utilisations techniques, esthétiques, rhétoriques et marketing des techniques de conception de sites Web. Le cours n'est pas principalement axé sur les outils techniques et il est conçu en supposant que les étudiants n'ont aucune connaissance préalable de la conception Web.

## CONNAISSANCES ET COMPETENCES VISEES / LEARNING OUTCOMES (ILO)

Les étudiants qui terminent ce cours avec succès devraient être capables de :
1. Appliquer les concepts de base de la conception et les principes de la diffusion sur le Web dans un contexte commercial.
2. Démontrer une compréhension de base des composants et du fonctionnement d'un site Web d'entreprise. 3.
3. Développer un contenu convaincant pour des publics spécifiques d'entreprises multiculturelles et internationales.
4. Appliquer une variété de logiciels pour créer des documents de communication d'entreprise destinés à être diffusés sur Internet.
5. Concevoir un portfolio professionnel sur Internet
6. Mettre en oeuvre des outils de référencement et d'analyse sur un site Web d'entreprise.

## CONTENU / MODULE OUTLINE

| TOPIC | ASSIGNMENTS & READINGS |
|---|---|
| Evolution of Web Design Web Design and its Components Website-Designing Workflow | MyICN : Download the slides and the materials availabledecide on a company for portfolio |
| 2 Technical tools, HTML, CSS, | MyICN : Download the slides and the materials availableportfolio milestone 1portfolio discussions and presentations 1 |
| DIY web design tools | MyICN : Download the slides and the materials availableportfolio milestone 2portfolio discussions and presentations 2 |
| Content Creation and Content Marketing | MyICN : Download the slides and the materials availableportfolio milestone 3portfolio discussions and presentations 3 |
| Dynamic Content and Mobile | MyICN : Download the slides and the materials availableportfolio milestone 4portfolio discussions and presentations 4 |
| Web Analytics | MyICN : Download the slides and the materials availablefinal portfolio milestone and portfolio presentations, final exam |

## METHODOLOGIE / TEACHING

Ce cours est organisé comme un cours d'apprentissage pratique et expérimental, basé sur des projets et des exercices, combinés à une série de lectures stratégiques et critiques. Nous aurons des projets et des exercices en équipe en classe, ainsi qu'un projet/portfolio semestriel qui demandera aux étudiants de créer un site web professionnel ou un site pour présenter leur propre entreprise. La participation active des étudiants pendant les projets et la présentation est essentielle pour le succès du cours.

## BIBLIOGRAPHIE / TEXTBOOK AND OTHER MATERIAL

Practical Web Design
Author(s): Hong, Philippe
Packt Publishing
Pub. Date: 2018
pages: 359
ISBN: 978-1-78839-503-8
http://www.scholarvox.com.thebe.icn-nancy.fr/catalog/book/docid/88856867?searchterm=Hong,%20Philippe
Google Analytics Academy (free)
https://analytics.google.com/analytics/academy/
https://www.wix.com/
https://wordpress.com/
https://www.awwwards.com/
Saura, J. R., Palos-Sánchez, P., & Cerdá Suárez, L. M. (2017). Understanding the Digital Marketing Environment with KPIs and Web Analytics. Future Internet, 9(4), 76.
Wedel, M., & Kannan, P. K. (2016). Marketing Analytics for Data-Rich Environments. Journal of Marketing, 80(6), 97121.

## EVALUATION / ASSESSMENT

| ASSESSMENT COMPONENT | ASSESSMENT TYPE | METHOD | WEIGHTING | DURATION | LEARNING OUTCOMES (ILO) |
|---|---|---|---|---|---|
| Continuous assessment (CC) | Written | Group web projects and exercises. | 40 | 0 | ILO1, ILO2, ILO3, ILO4 |
| Final assessment (CF) | Written and Participation | Individual final project in class. Individual Class participation | 60 | 0 | ILO1, ILO2, ILO3, ILO4, ILO5, ILO6 |

## ASSURANCE OF LEARNING / OBJECTIFS D'APPRENTISSAGE

| COMPETENCY GOAL 1 Knowledge & Adaptability | Graduates will be able to develop thorough knowledge in management fields and demonstrate their specific skills. | |
|---|---|---|
| LEARNING OBJECTIVES 1.1 & 1.2 Students will be able to… | Demonstrate context-specific knowledge of business and communicate this effectively in written and oral form. | |
| | Demonstrate their flexibility in dealing with unexpected management issues/challenges in a global and evolving environment. | X |
| **COMPETENCY GOAL 2 Critical Thinking & Innovation** | **Graduates will be able to demonstrate independent thinking into business issues and propose informed solutions.** | |
| LEARNING OBJECTIVES 2.1 & 2.2 Students will be able to… | Identify, analyze and prioritize core issues and evaluate alternatives in a complex business situation, making appropriate use of relevant knowledge/tools/models/approaches. | |
| | Design an appropriate and informed creative recommendation to a given issue. | X |
| **COMPETENCY GOAL 3 Responsible Management & Sustainability** | **Graduates will be able to manage decisions making process respecting CSR and sustainable standards.** | |
| LEARNING OBJECTIVES 3.1 & 3.2 Students will be able to… | Construct well thought-out decisions, fully aware of their impact on the organization, people, and environment. | X |
| | Contribute as productive members to a project and demonstrate team management and leadership skills. | X |
| **COMPETENCY GOAL 4 Open-Mindedness & Transdisciplinarity** | **Graduates will be able to use and share transdisciplinary insight and integrate multicultural environments.** | |
| LEARNING OBJECTIVES 4.1 & 4.2 Students will be able to… | Demonstrate their ability to work in a multicultural environment. | X |
| | Use and share transdisciplinary insights when engaging in real world projects. | X |

## ENGAGEMENT / ETHICAL BEHAVIOUR

During the module, students are expected to respect the programme regulations outlined in the student handbook. The following statement applies to all students taking ICN courses, on and off campus.

Cheating on in-class tests or take-home examinations or homework is, of course, illegal and immoral. A Disciplinary Committee exists to investigate academic improprieties, conduct hearings, and determine any necessary actions. The term 'academic impropriety' is meant to include, but is not limited to, cheating on homework, during in-class or take-home examinations, and plagiarism.

Consequences of academic impropriety are severe, ranging from receiving a "0" in a course, to a warning from which becomes a part of the permanent student record, to expulsion.

## SD, CSR - ART, TECHNOLOGY & MANAGEMENT - INTERNATIONAL

| SD, CSR | ART, TECHNOLOGY & MANAGEMENT | INTERNATIONAL |
|---|---|---|
| Not appropriate for this module | Not appropriate for this module | Not appropriate for this module |

| Promotion | Titre / Title | |
|---|---|---|
| **PGE 3 Nancy** | **Website design** | |
| Programme | ECTS | Code |
| PGE | 2 | ADST4043 |
| Responsable de module / Module leader | Langue d'enseignement / Language of tuition | Volume horaire / Class contact hours |
| CLERC-GIRARD MARIE-FRANCE | EN | *Syllabus: EN* | 15 |

## PRESENTATION DU COURS / MODULE DESCRIPTION

In this Web Design course, students will use a variety of design software to organize, create, publish, and manage a web site. Students gain hands-on experience on design issues specific to Web based presentations, learn web page layout, effective navigation and delve into the design process. This course will introduce students to a variety of methods for creating websites, including basic HTML, and basic CSS. This class is intended to teach students the technical, the aesthetic, rhetorical, and marketing uses of Web-design techniques. The class is not primarily focused on technical tools and it is designed assuming that students have no prior knowledge of Web design.

## CONNAISSANCES ET COMPETENCES VISEES / LEARNING OUTCOMES (ILO)

Students successfully completing this course should be able to:
1. Apply basic design concepts and principles of web delivery in a business context
2. Demonstrate a basic understanding of the components and functioning of a business website
3. Develop compelling content for specific multicultural and international business audiences
4. Apply a variety of software to create business communication documents for delivery via the Internet
5. Design a professional business web portfolio
6. Implement web SEO and analytics tools on a business website

## CONTENU / MODULE OUTLINE

| TOPIC | ASSIGNMENTS & READINGS |
|---|---|
| Evolution of Web Design Web Design and its Components Website-Designing Workflow | MyICN : Download the slides and the materials availabledecide on a company for portfolio |
| 2 Technical tools, HTML, CSS, | MyICN : Download the slides and the materials availableportfolio milestone 1portfolio discussions and presentations 1 |
| DIY web design tools | MyICN : Download the slides and the materials availableportfolio milestone 2portfolio discussions and presentations 2 |
| Content Creation and Content Marketing | MyICN : Download the slides and the materials availableportfolio milestone 3portfolio discussions and presentations 3 |
| Dynamic Content and Mobile | MyICN : Download the slides and the materials availableportfolio milestone 4portfolio discussions and presentations 4 |
| Web Analytics | MyICN : Download the slides and the materials availablefinal portfolio milestone and portfolio presentations, final exam |

## METHODOLOGIE / TEACHING

This course is organized as a set hands-on, experiential learning class, based on projects and exercises, combined with a series of strategic and critical readings. We will have class team projects and exercises, as well as a semester project/portfolio that will require students to create a professional portfolio website or one to present their own company. Student active participation during projects and presentation is critical for the success of the course.

## BIBLIOGRAPHIE / TEXTBOOK AND OTHER MATERIAL

Practical Web Design
Author(s): Hong, Philippe
Packt Publishing
Pub. Date: 2018
pages: 359
ISBN: 978-1-78839-503-8
http://www.scholarvox.com.thebe.icn-nancy.fr/catalog/book/docid/88856867?searchterm=Hong,%20Philippe
Google Analytics Academy (free)
https://analytics.google.com/analytics/academy/
https://www.wix.com/
https://wordpress.com/
https://www.awwwards.com/
Saura, J. R., Palos-Sánchez, P., & Cerdá Suárez, L. M. (2017). Understanding the Digital Marketing Environment with KPIs and Web Analytics. Future Internet, 9(4), 76.
Wedel, M., & Kannan, P. K. (2016). Marketing Analytics for Data-Rich Environments. Journal of Marketing, 80(6), 97121.

## EVALUATION / ASSESSMENT

| ASSESSMENT COMPONENT | ASSESSMENT TYPE | METHOD | WEIGHTING | DURATION | LEARNING OUTCOMES (ILO) |
|---|---|---|---|---|---|
| Continuous assessment (CC) | Written | Group web projects and exercises | 40 | 0 | ILO1, ILO2, ILO3, ILO4 |
| Final assessment (CF) | Written and Participation | Individual final project in class. Individual Class participation | 60 | 0 | ILO1, ILO2, ILO3, ILO4, ILO5, ILO6 |

## ASSURANCE OF LEARNING / OBJECTIFS D'APPRENTISSAGE

| COMPETENCY GOAL 1 Knowledge & Adaptability | Graduates will be able to develop thorough knowledge in management fields and demonstrate their specific skills. | |
|---|---|---|
| LEARNING OBJECTIVES 1.1 & 1.2 Students will be able to… | Demonstrate context-specific knowledge of business and communicate this effectively in written and oral form. | |
| | Demonstrate their flexibility in dealing with unexpected management issues/challenges in a global and evolving environment. | X |
| COMPETENCY GOAL 2 Critical Thinking & Innovation | Graduates will be able to demonstrate independent thinking into business issues and propose informed solutions. | |
| LEARNING OBJECTIVES 2.1 & 2.2 Students will be able to… | Identify, analyze and prioritize core issues and evaluate alternatives in a complex business situation, making appropriate use of relevant knowledge/tools/models/approaches. | |
| | Design an appropriate and informed creative recommendation to a given issue. | X |
| COMPETENCY GOAL 3 Responsible Management & Sustainability | Graduates will be able to manage decisions making process respecting CSR and sustainable standards. | |
| LEARNING OBJECTIVES 3.1 & 3.2 Students will be able to… | Construct well thought-out decisions, fully aware of their impact on the organization, people, and environment. | X |
| | Contribute as productive members to a project and demonstrate team management and leadership skills. | X |
| COMPETENCY GOAL 4 Open-Mindedness & Transdisciplinarity | Graduates will be able to use and share transdisciplinary insight and integrate multicultural environments. | |
| LEARNING OBJECTIVES 4.1 & 4.2 Students will be able to… | Demonstrate their ability to work in a multicultural environment. | X |
| | Use and share transdisciplinary insights when engaging in real world projects. | X |

## ENGAGEMENT / ETHICAL BEHAVIOUR

During the module, students are expected to respect the programme regulations outlined in the student handbook. The following statement applies to all students taking ICN courses, on and off campus.

Cheating on in-class tests or take-home examinations or homework is, of course, illegal and immoral. A Disciplinary Committee exists to investigate academic improprieties, conduct hearings, and determine any necessary actions. The term 'academic impropriety' is meant to include, but is not limited to, cheating on homework, during in-class or take-home examinations, and plagiarism.

Consequences of academic impropriety are severe, ranging from receiving a "0" in a course, to a warning from which becomes a part of the permanent student record, to expulsion.

## SD, CSR - ART, TECHNOLOGY & MANAGEMENT - INTERNATIONAL

| SD, CSR | ART, TECHNOLOGY & MANAGEMENT | INTERNATIONAL |
|---|---|---|
| Not appropriate for this module | Not appropriate for this module | Not appropriate for this module |

# SYLLABUS SPECIALIZATIONS (SEMESTRE 5)

# FINANCE D'ENTREPRISE

| Promotion | Titre / Title | |
|---|---|---|
| **PGE 3 Nancy** | **Advanced IFRS Standards** | |
| **Programme** | **ECTS** | **Code** |
| **PGE** | **4** | **ACCT5003** |
| **Responsable de module / Module leader** | **Langue d'enseignement / Language of tuition** | **Volume horaire / Class contact hours** |
| **THIERY STEPHANIE** | **EN** *Syllabus: EN* | **30** |

## PRESENTATION DU COURS / MODULE DESCRIPTION

The aim is to explain International Financial Reporting Standards (IFRSs and IASs) which govern the preparation of financial statements.
Students will have a general overview about IFRS dealing, and an understanding in applying and interpreting existing IFRS to real world accounting problems. The goal of the course is to enhance student understanding of the links between the underlying transactions, the application of reporting standards for those transactions, and the financial reports obtained from a global/international perspective. At the end of the course, the students will be able to interpret the critical role of international accounting - International Financial Accounting Standards (IFRS).

## CONNAISSANCES ET COMPETENCES VISEES / LEARNING OUTCOMES (ILO)

Students successfully completing this module should be able to:
1. Explain the need for regulation
2. Distinguish rule-based and principle-based frameworks
3. Explain the main features of IFRS related to the preparation of financial statements
4. Illustrate accounting methods and accounting estimates
5. Interpret the main features of IFRS related to assets, liabilities and financial instruments

## CONTENU / MODULE OUTLINE

| TOPIC | ASSIGNMENTS & READINGS |
|---|---|
| The Regulatory Framework, The IASB Conceptual Framework, First Time Adoption | Exercises and IFRS website and academic articles |
| IFRS : Presentation of financial statements: SFP, SCI, SCF, Accounting Estimates | Exercises and IFRS website and academic articles |
| IFRS: PPE, Intangibles, Impairment of Assets, Inventories | Exercises and IFRS website and academic articles |
| IFRS: Provisions, Revenue, Employee benefits | Exercises and IFRS website and academic articles |
| IFRS: Financial Instruments | Exercises and IFRS website and academic articles |

## METHODOLOGIE / TEACHING

Lectures, participation, exercises and directed work

## EVALUATION / ASSESSMENT

| ASSESSMENT COMPONENT | ASSESSMENT TYPE | METHOD | WEIGHTING | DURATION | LEARNING OUTCOMES (ILO) |
|---|---|---|---|---|---|
| Continuous assessment (CC) | MCQ and in class assessments | MCQ, Exercises solutions and corrections in class | 40 | 0 | ILO1, ILO2, ILO3, ILO4, ILO5 |
| Final assessment (CF) | Written exam or Essay or Literature Review or Final Report or Oral | Final exam | 60 | 2 | ILO1, ILO2, ILO3, ILO4, ILO5 |

## ASSURANCE OF LEARNING / OBJECTIFS D'APPRENTISSAGE

| **COMPETENCY GOAL 1**<br>**Knowledge & Adaptability** | **Graduates will be able to develop thorough knowledge in management fields and demonstrate their specific skills.** | |
|---|---|---|
| LEARNING OBJECTIVES 1.1 & 1.2<br>Students will be able to… | Demonstrate context-specific knowledge of business and communicate this effectively in written and oral form. | X |
| | Demonstrate their flexibility in dealing with unexpected management issues/challenges in a global and evolving environment. | X |
| **COMPETENCY GOAL 2**<br>**Critical Thinking & Innovation** | **Graduates will be able to demonstrate independent thinking into business issues and propose informed solutions.** | |
| LEARNING OBJECTIVES 2.1 & 2.2<br>Students will be able to… | Identify, analyze and prioritize core issues and evaluate alternatives in a complex business situation, making appropriate use of relevant knowledge/tools/models/approaches. | X |
| | Design an appropriate and informed creative recommendation to a given issue. | X |
| **COMPETENCY GOAL 3**<br>**Responsible Management & Sustainability** | **Graduates will be able to manage decisions making process respecting CSR and sustainable standards.** | |
| LEARNING OBJECTIVES 3.1 & 3.2<br>Students will be able to… | Construct well thought-out decisions, fully aware of their impact on the organization, people, and environment. | X |
| | Contribute as productive members to a project and demonstrate team management and leadership skills. | X |
| **COMPETENCY GOAL 4**<br>**Open-Mindedness & Transdisciplinarity** | **Graduates will be able to use and share transdisciplinary insight and integrate multicultural environments.** | |
| LEARNING OBJECTIVES 4.1 & 4.2<br>Students will be able to… | Demonstrate their ability to work in a multicultural environment. | |
| | Use and share transdisciplinary insights when engaging in real world projects. | |

## ENGAGEMENT / ETHICAL BEHAVIOUR

During the module, students are expected to respect the programme regulations outlined in the student handbook. The following statement applies to all students taking ICN courses, on and off campus.

Cheating on in-class tests or take-home examinations or homework is, of course, illegal and immoral. A Disciplinary Committee exists to investigate academic improprieties, conduct hearings, and determine any necessary actions. The term 'academic impropriety' is meant to include, but is not limited to, cheating on homework, during in-class or take-home examinations, and plagiarism.

Consequences of academic impropriety are severe, ranging from receiving a "0" in a course, to a warning from which becomes a part of the permanent student record, to expulsion.

## SD, CSR - ART, TECHNOLOGY & MANAGEMENT - INTERNATIONAL

| SD, CSR | ART, TECHNOLOGY & MANAGEMENT | INTERNATIONAL |
|---|---|---|
| Not appropriate for this module | Not appropriate for this module | Not appropriate for this module |

| Promotion | Titre / Title | |
|---|---|---|
| **PGE 3 Nancy** | **Analyse financière fondamentale** | |
| Programme | ECTS | Code |
| PGE | 4 | FIMT5014 |
| Responsable de module / Module leader | Langue d'enseignement / Language of tuition | Volume horaire / Class contact hours |
| GARSAA AZIZA | EN — *Syllabus: FR* | 30 |

## PRESENTATION DU COURS / MODULE DESCRIPTION

Objectifs : Réaliser une note de broker en intégrant l'ensemble des compétences requises en analyse financière : analyse stratégique, analyse financière, prévisions et analyse boursière. Approche à la fois théorique mais surtout pratique puisque le travail se fait sur des cas réels.
Approfondissement des méthodes d'analyse financière, pertinence de l'analyse des flux financiers
Méthode d'analyse stratégique
Construction de prévisions financières
Méthode d'évaluation des entreprises
Réalisation de note de brokers, recommandations en matière d'investissement

## CONNAISSANCES ET COMPETENCES VISEES / LEARNING OUTCOMES (ILO)

1. Acquérir les connaissances nécessaires à la réalisation d'une note de broker
2. Savoir faire des prévisions
3. Situer l'entreprise dans son contexte concurrentiel
4. Réaliser une évaluation
5. Argumenter sa recommandation

## CONTENU / MODULE OUTLINE

| TOPIC | ASSIGNMENTS & READINGS |
|---|---|
| Présentation de l'environnement du broker, source d'informations, rôle de l'AMF, site des entreprises. Mise en place du diagnostic stratégique | Porter (2003) |
| Méthode d'analyse financière, présentation des données comptables, présentation de l'analyse par les flux financiers, analyse des principaux ratios | Caby & Koehl (2012) |
| Mise en place des prévisions sur un compte de résultat, un bilan et un tableau de financement, contrôle de cohérence | Vernimmen (2018) |
| Description des principales méthodes de valorisation des entreprises, DCF, PER, comparables, EVA, actif net. Limites des différentes méthodes. | Vieille (2012) |
| Analyse boursière, prise en compte de l'environnement des marchés, vie et rationalité des marchés financiers | Orlean (1999)Orlean (2011) |
| Rédaction de la note de broker, soutenance, recommandation d'investissement | Chercher note de brokers, voir site de brokers |

## METHODOLOGIE / TEACHING

Cours magistral et travail par groupe sur des cas d'entreprises, encadrement accompagnement du travail, méthode interactive.

## EVALUATION / ASSESSMENT

| ASSESSMENT COMPONENT | ASSESSMENT TYPE | METHOD | WEIGHTING | DURATION | LEARNING OUTCOMES (ILO) |
|---|---|---|---|---|---|
| Continuous assessment (CC) | Written | Dossier à rendre (étude de cas) + soutenance et exposé oral de 15 minutes | 40 | 0.25 | ILO1, ILO2, ILO3, ILO4 |
| Final assessment (CF) | Written | Examen final (questions de cours + étude de cas) | 60 | 2 | ILO1, ILO5 |

## ASSURANCE OF LEARNING / OBJECTIFS D'APPRENTISSAGE

| COMPETENCY GOAL 1 Knowledge & Adaptability | Graduates will be able to develop thorough knowledge in management fields and demonstrate their specific skills. | |
|---|---|---|
| LEARNING OBJECTIVES 1.1 & 1.2 Students will be able to… | Demonstrate context-specific knowledge of business and communicate this effectively in written and oral form. | X |
| | Demonstrate their flexibility in dealing with unexpected management issues/challenges in a global and evolving environment. | X |
| COMPETENCY GOAL 2 Critical Thinking & Innovation | Graduates will be able to demonstrate independent thinking into business issues and propose informed solutions. | |
| LEARNING OBJECTIVES 2.1 & 2.2 Students will be able to… | Identify, analyze and prioritize core issues and evaluate alternatives in a complex business situation, making appropriate use of relevant knowledge/tools/models/approaches. | X |
| | Design an appropriate and informed creative recommendation to a given issue. | X |
| COMPETENCY GOAL 3 Responsible Management & Sustainability | Graduates will be able to manage decisions making process respecting CSR and sustainable standards. | |
| LEARNING OBJECTIVES 3.1 & 3.2 Students will be able to… | Construct well thought-out decisions, fully aware of their impact on the organization, people, and environment. | |
| | Contribute as productive members to a project and demonstrate team management and leadership skills. | |
| COMPETENCY GOAL 4 Open-Mindedness & Transdisciplinarity | Graduates will be able to use and share transdisciplinary insight and integrate multicultural environments. | |
| LEARNING OBJECTIVES 4.1 & 4.2 Students will be able to… | Demonstrate their ability to work in a multicultural environment. | |
| | Use and share transdisciplinary insights when engaging in real world projects. | |

## ENGAGEMENT / ETHICAL BEHAVIOUR

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Consequences of academic impropriety are severe, ranging from receiving a "0" in a course, to a warning from which becomes a part of the permanent student record, to expulsion.

## SD, CSR - ART, TECHNOLOGY & MANAGEMENT - INTERNATIONAL

| SD, CSR | ART, TECHNOLOGY & MANAGEMENT | INTERNATIONAL |
|---|---|---|
| Not appropriate for this module | Not appropriate for this module | Not appropriate for this module |

| Promotion | Titre / Title | |
|---|---|---|
| **PGE 3 Nancy** | **Droit fiscal et des sociétés** | |
| Programme | ECTS | Code |
| **PGE** | **2** | **BLAW5002** |
| Responsable de module / Module leader | Langue d'enseignement / Language of tuition | Volume horaire / Class contact hours |
| **GARSAA AZIZA** | **FR** / *Syllabus: FR* | **15** |

## PRESENTATION DU COURS / MODULE DESCRIPTION

Le cours conduit à envisager les principales règles encadrant le fonctionnement des sociétés commerciales ainsi que celles gouvernant l'imposition des bénéfices des sociétés commerciales. Il aborde également le régime juridique et fiscal de certaines opérations de restructuration (fusion, scission, apport partiel d'actif…).

## CONNAISSANCES ET COMPETENCES VISEES / LEARNING OUTCOMES (ILO)

1. Acquérir une connaissance générale du cadre juridique des sociétés commerciales.
2. Reconnaitre le mode de fonctionnement des sociétés commerciales.
3. Connaissance de la territorialité de l'impôt sur les sociétés et de l'impôt sur le revenu.
4. Identifier les modalités d'imposition des résultats des sociétés commerciales.
5. Illustrer le cadre juridique des opérations de restructuration (fusion, scission et apport partiel d'actif).

## CONTENU / MODULE OUTLINE

| TOPIC | ASSIGNMENTS & READINGS |
|---|---|
| Sur le fonctionnement des sociétés commerciales :éléments constitutifs du contrat de société organismes de direction et de contrôle principaux évènements affectant la vie de la société | Documentation Ad-hoc |
| Sur l'imposition des bénéfices :champ d'application de l'impôt sur les sociétés et de l'impôt sur le revenu territorialité de l'impôt sur les sociétés et de l'impôt sur le revenu détermination de l'assiette imposable modalités d'imposition | Documentation Ad-hoc |
| Sur les opérations de restructuration :traitement juridique et fiscal de la fusion, scission, apport partiel d'actif. | Documentation Ad-hoc |

## METHODOLOGIE / TEACHING

Le cours prendra la forme d'un cours magistral et d'exercices pratiques.

## EVALUATION / ASSESSMENT

| ASSESSMENT COMPONENT | ASSESSMENT TYPE | METHOD | WEIGHTING | DURATION | LEARNING OUTCOMES (ILO) |
|---|---|---|---|---|---|
| Continuous assessment (CC) | oral | Cas pratique à réaliser par groupe de 2 ou 3 étudiants | 40 | 0.5 | ILO1, ILO2, ILO3, ILO4 |
| Final assessment (CF) | written | Cas pratique individuel | 60 | 2 | ILO1, ILO2, ILO3, ILO4, ILO5 |

## ASSURANCE OF LEARNING / OBJECTIFS D'APPRENTISSAGE

| COMPETENCY GOAL 1 Knowledge & Adaptability | Graduates will be able to develop thorough knowledge in management fields and demonstrate their specific skills. | |
|---|---|---|
| LEARNING OBJECTIVES 1.1 & 1.2 Students will be able to… | Demonstrate context-specific knowledge of business and communicate this effectively in written and oral form. | X |
| | Demonstrate their flexibility in dealing with unexpected management issues/challenges in a global and evolving environment. | X |
| COMPETENCY GOAL 2 Critical Thinking & Innovation | Graduates will be able to demonstrate independent thinking into business issues and propose informed solutions. | |
| LEARNING OBJECTIVES 2.1 & 2.2 Students will be able to… | Identify, analyze and prioritize core issues and evaluate alternatives in a complex business situation, making appropriate use of relevant knowledge/tools/models/approaches. | X |
| | Design an appropriate and informed creative recommendation to a given issue. | X |
| COMPETENCY GOAL 3 Responsible Management & Sustainability | Graduates will be able to manage decisions making process respecting CSR and sustainable standards. | |
| LEARNING OBJECTIVES 3.1 & 3.2 Students will be able to… | Construct well thought-out decisions, fully aware of their impact on the organization, people, and environment. | X |
| | Contribute as productive members to a project and demonstrate team management and leadership skills. | X |
| COMPETENCY GOAL 4 Open-Mindedness & Transdisciplinarity | Graduates will be able to use and share transdisciplinary insight and integrate multicultural environments. | |
| LEARNING OBJECTIVES 4.1 & 4.2 Students will be able to… | Demonstrate their ability to work in a multicultural environment. | |
| | Use and share transdisciplinary insights when engaging in real world projects. | |

## ENGAGEMENT / ETHICAL BEHAVIOUR

Les étudiants sont tenus de respecter les règles du programme décrites dans le livret de l'Etudiant et ce, pour chaque module. La déclaration suivante s'applique à tous les étudiants ICN, pour les cours sur site ou chez les partenaires.

Toute tentative de fraude constatée durant un contrôle de connaissances, le contrôle continu ou un examen ou tout manquement aux règles élémentaires de comportement et d'éthique entrainent systématiquement la convocation de l'étudiant devant le conseil de discipline de l'Ecole qui examinera les irrégularités académiques. Le terme « irrégularité académique » est censé inclure, sans toutefois s'y limiter, la fraude lors du contrôle continu, rapports de stages, mémoires, thèses, et le plagiat.

Le conseil de discipline est compétent pour prononcer à l'encontre des élèves l'ensemble des sanctions prévues inscrites au règlement pédagogique de leur programme pouvant aller d'une note de « 0 » pour le module concerné jusqu'à l'exclusion définitive de l'étudiant.

## SD, CSR - ART, TECHNOLOGY & MANAGEMENT - INTERNATIONAL

| SD, CSR | ART, TECHNOLOGY & MANAGEMENT | INTERNATIONAL |
|---|---|---|
| Not appropriate for this module | Not appropriate for this module | Not appropriate for this module |

| Promotion | Titre / Title | |
|---|---|---|
| **PGE 3 Nancy** | **Ingénierie financière** | |
| Programme | ECTS | Code |
| **PGE** | **4** | **FIMT5008** |
| Responsable de module / Module leader | Langue d'enseignement / Language of tuition | Volume horaire / Class contact hours |
| **GARSAA AZIZA** | **EN** *Syllabus: FR* | **30** |

## PRESENTATION DU COURS / MODULE DESCRIPTION

Ce module vise à fournir aux étudiants les concepts clés et techniques associés au financement d'une entreprise, dans un environnement concurrentiel, et à assurer la bonne combinaison de création de valeur par portion de risque incorporé dans l'entreprise.
Les questions de financement seront traitées du point de vue soit du banquier, soit du détenteur du capital (ou quasi-capital).
Un accent particulier sera mis sur la structuration du private equity, englobant en particulier le financement du growth capital et le financement de l'effet de levier.
Le module s'articulera autour d'une étude de cas qui fera guise de support de cours et ce, pendant toute la durée du module.
Certains concepts sur la finance durable seront diffusés pendant le cours.

## CONNAISSANCES ET COMPETENCES VISEES / LEARNING OUTCOMES (ILO)

1. Identifier les différents modes de financement des PME
2. Maîtriser les bases du financement par private equity, savoir dans quelle situation utiliser les différents types de financement
3. Mélanger les concepts financiers et stratégiques afin de choisir la solution de financement la plus susceptible d'aider les entreprises à créer de la valeur
4. Avoir une bonne compréhension des problèmes de gouvernance liés aux différents types de financement

## CONTENU / MODULE OUTLINE

| TOPIC | ASSIGNMENTS & READINGS |
|---|---|
| Introduction à l'ingénierie financière | Présentation Power Point |
| Création de valeur et valorisation | Présentation Power Point |
| Les différents types de financement | Présentation Power Point |
| Le financement par private equity | Présentation Power Point |
| Etude de cas | Documentation Ah-hoc |
| Etude de cas | Documentation Ah-hoc |

## METHODOLOGIE / TEACHING

Les concepts et théories clés seront enseignés à travers un cas pratique.

## EVALUATION / ASSESSMENT

| ASSESSMENT COMPONENT | ASSESSMENT TYPE | METHOD | WEIGHTING | DURATION | LEARNING OUTCOMES (ILO) |
|---|---|---|---|---|---|
| Continuous assessment (CC) | Written and oral | Dossier à rendre (étude de cas | 40 | 0 | ILO1, ILO2, ILO3, ILO4 |
| Final assessment (CF) | Written and oral | Présentation orale (étude de cas) | 60 | 0 | ILO1, ILO2, ILO3, ILO4 |

## ASSURANCE OF LEARNING / OBJECTIFS D'APPRENTISSAGE

| COMPETENCY GOAL 1 Knowledge & Adaptability | Graduates will be able to develop thorough knowledge in management fields and demonstrate their specific skills. | |
|---|---|---|
| LEARNING OBJECTIVES 1.1 & 1.2 Students will be able to… | Demonstrate context-specific knowledge of business and communicate this effectively in written and oral form. | X |
| | Demonstrate their flexibility in dealing with unexpected management issues/challenges in a global and evolving environment. | X |
| COMPETENCY GOAL 2 Critical Thinking & Innovation | Graduates will be able to demonstrate independent thinking into business issues and propose informed solutions. | |
| LEARNING OBJECTIVES 2.1 & 2.2 Students will be able to… | Identify, analyze and prioritize core issues and evaluate alternatives in a complex business situation, making appropriate use of relevant knowledge/tools/models/approaches. | X |
| | Design an appropriate and informed creative recommendation to a given issue. | X |
| COMPETENCY GOAL 3 Responsible Management & Sustainability | Graduates will be able to manage decisions making process respecting CSR and sustainable standards. | |
| LEARNING OBJECTIVES 3.1 & 3.2 Students will be able to… | Construct well thought-out decisions, fully aware of their impact on the organization, people, and environment. | X |
| | Contribute as productive members to a project and demonstrate team management and leadership skills. | X |
| COMPETENCY GOAL 4 Open-Mindedness & Transdisciplinarity | Graduates will be able to use and share transdisciplinary insight and integrate multicultural environments. | |
| LEARNING OBJECTIVES 4.1 & 4.2 Students will be able to… | Demonstrate their ability to work in a multicultural environment. | |
| | Use and share transdisciplinary insights when engaging in real world projects. | |

## ENGAGEMENT / ETHICAL BEHAVIOUR

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## SD, CSR - ART, TECHNOLOGY & MANAGEMENT - INTERNATIONAL

| SD, CSR | ART, TECHNOLOGY & MANAGEMENT | INTERNATIONAL |
|---|---|---|
| Not appropriate for this module | Not appropriate for this module | Not appropriate for this module |

# AUDIT AND COMPLIANCE

| Promotion | Titre / Title | |
|---|---|---|
| **PGE 3 Nancy** | **Advanced IFRS Standards** | |
| **Programme** | **ECTS** | **Code** |
| PGE | 4 | ACCT5003 |
| **Responsable de module / Module leader** | **Langue d'enseignement / Language of tuition** | **Volume horaire / Class contact hours** |
| THIERY STEPHANIE | EN   *Syllabus: EN* | 30 |

## PRESENTATION DU COURS / MODULE DESCRIPTION

The aim is to explain International Financial Reporting Standards (IFRSs and IASs) which govern the preparation of financial statements.
Students will have a general overview about IFRS dealing, and an understanding in applying and interpreting existing IFRS to real world accounting problems. The goal of the course is to enhance student understanding of the links between the underlying transactions, the application of reporting standards for those transactions, and the financial reports obtained from a global/international perspective. At the end of the course, the students will be able to interpret the critical role of international accounting - International Financial Accounting Standards (IFRS).

## CONNAISSANCES ET COMPETENCES VISEES / LEARNING OUTCOMES (ILO)

Students successfully completing this module should be able to:
1. Explain the need for regulation
2. Distinguish rule-based and principle-based frameworks
3. Explain the main features of IFRS related to the preparation of financial statements
4. Illustrate accounting methods and accounting estimates
5. Interpret the main features of IFRS related to assets, liabilities and financial instruments

## CONTENU / MODULE OUTLINE

| TOPIC | ASSIGNMENTS & READINGS |
|---|---|
| The Regulatory Framework, The IASB Conceptual Framework, First Time Adoption | Exercises and IFRS website and academic articles |
| IFRS : Presentation of financial statements: SFP, SCI, SCF, Accounting Estimates | Exercises and IFRS website and academic articles |
| IFRS: PPE, Intangibles, Impairment of Assets, Inventories | Exercises and IFRS website and academic articles |
| IFRS: Provisions, Revenue, Employee benefits | Exercises and IFRS website and academic articles |
| IFRS: Financial Instruments | Exercises and IFRS website and academic articles |

## METHODOLOGIE / TEACHING

Lectures, participation, exercises and directed work

## EVALUATION / ASSESSMENT

| ASSESSMENT COMPONENT | ASSESSMENT TYPE | METHOD | WEIGHTING | DURATION | LEARNING OUTCOMES (ILO) |
|---|---|---|---|---|---|
| Continuous assessment (CC) | MCQ and in class assessments | MCQ, Exercises solutions and corrections in class | 40 | 0 | ILO1, ILO2, ILO3, ILO4, ILO5 |
| Final assessment (CF) | Written exam or Essay or Literature Review or Final Report or Oral | Final exam | 60 | 2 | ILO1, ILO2, ILO3, ILO4, ILO5 |

## ASSURANCE OF LEARNING / OBJECTIFS D'APPRENTISSAGE

| COMPETENCY GOAL 1 Knowledge & Adaptability | Graduates will be able to develop thorough knowledge in management fields and demonstrate their specific skills. | |
|---|---|---|
| LEARNING OBJECTIVES 1.1 & 1.2 Students will be able to… | Demonstrate context-specific knowledge of business and communicate this effectively in written and oral form. | X |
| | Demonstrate their flexibility in dealing with unexpected management issues/challenges in a global and evolving environment. | X |
| **COMPETENCY GOAL 2 Critical Thinking & Innovation** | **Graduates will be able to demonstrate independent thinking into business issues and propose informed solutions.** | |
| LEARNING OBJECTIVES 2.1 & 2.2 Students will be able to… | Identify, analyze and prioritize core issues and evaluate alternatives in a complex business situation, making appropriate use of relevant knowledge/tools/models/approaches. | X |
| | Design an appropriate and informed creative recommendation to a given issue. | X |
| **COMPETENCY GOAL 3 Responsible Management & Sustainability** | **Graduates will be able to manage decisions making process respecting CSR and sustainable standards.** | |
| LEARNING OBJECTIVES 3.1 & 3.2 Students will be able to… | Construct well thought-out decisions, fully aware of their impact on the organization, people, and environment. | X |
| | Contribute as productive members to a project and demonstrate team management and leadership skills. | X |
| **COMPETENCY GOAL 4 Open-Mindedness & Transdisciplinarity** | **Graduates will be able to use and share transdisciplinary insight and integrate multicultural environments.** | |
| LEARNING OBJECTIVES 4.1 & 4.2 Students will be able to… | Demonstrate their ability to work in a multicultural environment. | |
| | Use and share transdisciplinary insights when engaging in real world projects. | |

## ENGAGEMENT / ETHICAL BEHAVIOUR

During the module, students are expected to respect the programme regulations outlined in the student handbook. The following statement applies to all students taking ICN courses, on and off campus.

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Consequences of academic impropriety are severe, ranging from receiving a "0" in a course, to a warning from which becomes a part of the permanent student record, to expulsion.

## SD, CSR - ART, TECHNOLOGY & MANAGEMENT - INTERNATIONAL

| SD, CSR | ART, TECHNOLOGY & MANAGEMENT | INTERNATIONAL |
|---|---|---|
| Not appropriate for this module | Not appropriate for this module | Not appropriate for this module |

| Promotion | Titre / Title | |
|---|---|---|
| **PGE 3 Nancy** | **External & Internal Auditing (advanced)** | |
| Programme | ECTS | Code |
| **PGE** | **4** | **ACCT5004** |
| Responsable de module / Module leader | Langue d'enseignement / Language of tuition | Volume horaire / Class contact hours |
| **THIERY STEPHANIE** | **EN** _Syllabus: EN_ | **30** |

## PRESENTATION DU COURS / MODULE DESCRIPTION

With a set of international auditing standards adopted for the world, international investors can be more confident in financial statements prepared in another country. So, as international accounting standards acquired more authority worldwide, logic dictated a set of international auditing standards collateral to them. Auditing standards are required by multinational corporations that want consistent auditing throughout the world

This course aims to present the audit mission through the use of their professional auditing standards and pursues the second year module of basics in external and internal audit.

## CONNAISSANCES ET COMPETENCES VISEES / LEARNING OUTCOMES (ILO)

Students successfully completing this module should be able to:
1. Define the conceptual and regulatory framework of the IAASB and interpret the international audit market
2. Master the main international auditing standards related to corporate governance and the role of the auditor
3. Formulate the main international auditing standards related to client acceptance, planning , internal control and risks
4. Design the main international auditing standards related to audit evidence
5. Justify the main international auditing standards related to audit reports and communication

## CONTENU / MODULE OUTLINE

| TOPIC | ASSIGNMENTS & READINGS |
|---|---|
| General Overview of International Auditing Standards and of professional Ethics | Exercises, Case Studies and academic articles |
| General Principles of an Audit : ISA 200 to 265, ISA 610 and Planning the Audit and assessing risks: ISA 300 to 330 | Exercises, Case Studies and academic articles |
| Materiality and Audit Evidence : ISA 320-500 to 580 | Exercises, Case Studies and academic articles |
| Testing account balances: accounts receivables, inventories and PPE | Exercises, Case Studies and academic articles |
| Audit Reports : ISA 700 to 706 | Exercises, Case Studies and academic articles |

## METHODOLOGIE / TEACHING

Lectures, participation and directed work

## EVALUATION / ASSESSMENT

| ASSESSMENT COMPONENT | ASSESSMENT TYPE | METHOD | WEIGHTING | DURATION | LEARNING OUTCOMES (ILO) |
|---|---|---|---|---|---|
| Continuous assessment (CC) | MCQ and in-class assessments | MCQ, Exercises solutions and corrections in class, Presentation of Case studies | 40 | 0 | ILO1, ILO2, ILO3, ILO4, ILO5 |
| Final assessment (CF) | Written exam of Essay or Final Report or Literature review or Oral | Final exam | 60 | 2 | ILO1, ILO2, ILO3, ILO4, ILO5 |

## ASSURANCE OF LEARNING / OBJECTIFS D'APPRENTISSAGE

| | | |
|---|---|---|
| **COMPETENCY GOAL 1**<br>**Knowledge & Adaptability** | **Graduates will be able to develop thorough knowledge in management fields and demonstrate their specific skills.** | |
| LEARNING OBJECTIVES 1.1 & 1.2<br>Students will be able to… | Demonstrate context-specific knowledge of business and communicate this effectively in written and oral form. | X |
| | Demonstrate their flexibility in dealing with unexpected management issues/challenges in a global and evolving environment. | X |
| **COMPETENCY GOAL 2**<br>**Critical Thinking & Innovation** | **Graduates will be able to demonstrate independent thinking into business issues and propose informed solutions.** | |
| LEARNING OBJECTIVES 2.1 & 2.2<br>Students will be able to… | Identify, analyze and prioritize core issues and evaluate alternatives in a complex business situation, making appropriate use of relevant knowledge/tools/models/approaches. | X |
| | Design an appropriate and informed creative recommendation to a given issue. | X |
| **COMPETENCY GOAL 3**<br>**Responsible Management & Sustainability** | **Graduates will be able to manage decisions making process respecting CSR and sustainable standards.** | |
| LEARNING OBJECTIVES 3.1 & 3.2<br>Students will be able to… | Construct well thought-out decisions, fully aware of their impact on the organization, people, and environment. | X |
| | Contribute as productive members to a project and demonstrate team management and leadership skills. | X |
| **COMPETENCY GOAL 4**<br>**Open-Mindedness & Transdisciplinarity** | **Graduates will be able to use and share transdisciplinary insight and integrate multicultural environments.** | |
| LEARNING OBJECTIVES 4.1 & 4.2<br>Students will be able to… | Demonstrate their ability to work in a multicultural environment. | |
| | Use and share transdisciplinary insights when engaging in real world projects. | |

## ENGAGEMENT / ETHICAL BEHAVIOUR

During the module, students are expected to respect the programme regulations outlined in the student handbook. The following statement applies to all students taking ICN courses, on and off campus.

Cheating on in-class tests or take-home examinations or homework is, of course, illegal and immoral. A Disciplinary Committee exists to investigate academic improprieties, conduct hearings, and determine any necessary actions. The term 'academic impropriety' is meant to include, but is not limited to, cheating on homework, during in-class or take-home examinations, and plagiarism.

Consequences of academic impropriety are severe, ranging from receiving a "0" in a course, to a warning from which becomes a part of the permanent student record, to expulsion.

## SD, CSR - ART, TECHNOLOGY & MANAGEMENT - INTERNATIONAL

| SD, CSR | ART, TECHNOLOGY & MANAGEMENT | INTERNATIONAL |
|---|---|---|
| Not appropriate for this module | Not appropriate for this module | Not appropriate for this module |

| Promotion | Titre / Title | |
|---|---|---|
| **PGE 3 Nancy** | **Advanced Law and Management Accounting** | |
| Programme | ECTS | Code |
| **PGE** | **4** | **ACCT5001** |
| Responsable de module / Module leader | Langue d'enseignement / Language of tuition | Volume horaire / Class contact hours |
| **THIERY STEPHANIE** | **EN** *Syllabus: EN* | **30** |

## PRESENTATION DU COURS / MODULE DESCRIPTION

This course aims at providing students with two advanced insights, both on Management accounting applied to the audit field and on Bankruptcy law, focused on law of Luxembourg. Students should be aware:
1) of the main contemporary issues in management accounting relevant during the audit engagement
2) of the main specificities and of the variety of bankruptcy procedures, so as to make them able to advise their clients in an appropriate manner

## CONNAISSANCES ET COMPETENCES VISEES / LEARNING OUTCOMES (ILO)

Students successfully completing this course should be able to:
In advanced management accounting:
1. Appraise the main contemporary issues in management accounting relevant for the audit field
2. Evaluate the specificities of the audit of inventories
3. Plan and organize a strategic balanced scorecard applied to the audit engagement
In advanced bankruptcy law:
4. Analyze the key legal risks that are likely to lead to bankruptcy
5. Differentiate the possible bankruptcy situations and consequences, based on objective elements
6. Develop efficient legal strategies to avoid bankruptcy every time it is possible and, when it's not, to mitigate its consequences.
7. Plan and organize relevant schemes when a company goes bankrupt, depending on objective elements.
8. Appraise the possible strategies to select the most relevant one(s).

## CONTENU / MODULE OUTLINE

| TOPIC | ASSIGNMENTS & READINGS |
|---|---|
| Relevant issues for audit engagement and management accounting | Lectures, exercises, case studies and academic articles |
| Audit of inventories | Lectures, exercises, case studies and academic articles |
| Strategic BSC applied to audit engagement | Lectures, exercises, case studies and academic articles |
| Global overview on bankruptcy situations | Lectures, exercises, case studies and academic articles |
| Non judicial winding up and its consequences | Lectures, exercises, case studies and academic articles |
| Bankruptcy in Luxembourg | Lectures, exercises, case studies and academic articles |
| European law developments on bankruptcy | Lectures, exercises, case studies and academic articles |

## METHODOLOGIE / TEACHING

The course intends to be highly interactive. Students will work in groups on projects and cases. A detailed PowerPoint document will be posted beforehand. The students are kindly required to read it thoroughly. In-class sessions are divided as follows: (i) main points of the course are explained if needed (the students are supposed to have read the documents before the session) and the students are supposed to debate on them, to critically appraise the relevance of current legal tools as for bankruptcy (ii) students then practice in groups on exercises.

## EVALUATION / ASSESSMENT

| ASSESSMENT COMPONENT | ASSESSMENT TYPE | METHOD | WEIGHTING | DURATION | LEARNING OUTCOMES (ILO) |
|---|---|---|---|---|---|
| Continuous assessment (CC) | In-class assessments, reports and defense | Exercices and case studies in class (AMA), Report + defense (ABL) | 40 | 0 | ILO1 to ILO8 |
| Final assessment (CF) | Written exam or Essay or Literature review or Oral or Final report | Final exam | 60 | 0 | ILO1 to ILO8 |

## ASSURANCE OF LEARNING / OBJECTIFS D'APPRENTISSAGE

| | | |
|---|---|---|
| **COMPETENCY GOAL 1**<br>**Knowledge & Adaptability** | **Graduates will be able to develop thorough knowledge in management fields and demonstrate their specific skills.** | |
| LEARNING OBJECTIVES 1.1 & 1.2<br>Students will be able to… | Demonstrate context-specific knowledge of business and communicate this effectively in written and oral form. | X |
| | Demonstrate their flexibility in dealing with unexpected management issues/challenges in a global and evolving environment. | X |
| **COMPETENCY GOAL 2**<br>**Critical Thinking & Innovation** | **Graduates will be able to demonstrate independent thinking into business issues and propose informed solutions.** | |
| LEARNING OBJECTIVES 2.1 & 2.2<br>Students will be able to… | Identify, analyze and prioritize core issues and evaluate alternatives in a complex business situation, making appropriate use of relevant knowledge/tools/models/approaches. | X |
| | Design an appropriate and informed creative recommendation to a given issue. | X |
| **COMPETENCY GOAL 3**<br>**Responsible Management & Sustainability** | **Graduates will be able to manage decisions making process respecting CSR and sustainable standards.** | |
| LEARNING OBJECTIVES 3.1 & 3.2<br>Students will be able to… | Construct well thought-out decisions, fully aware of their impact on the organization, people, and environment. | X |
| | Contribute as productive members to a project and demonstrate team management and leadership skills. | X |
| **COMPETENCY GOAL 4**<br>**Open-Mindedness & Transdisciplinarity** | **Graduates will be able to use and share transdisciplinary insight and integrate multicultural environments.** | |
| LEARNING OBJECTIVES 4.1 & 4.2<br>Students will be able to… | Demonstrate their ability to work in a multicultural environment. | |
| | Use and share transdisciplinary insights when engaging in real world projects. | |

## ENGAGEMENT / ETHICAL BEHAVIOUR

During the module, students are expected to respect the programme regulations outlined in the student handbook. The following statement applies to all students taking ICN courses, on and off campus.
Cheating on in-class tests or take-home examinations or homework is, of course, illegal and immoral. A Disciplinary Committee exists to investigate academic improprieties, conduct hearings, and determine any necessary actions. The term 'academic impropriety' is meant to include, but is not limited to, cheating on homework, during in-class or take-home examinations, and plagiarism.
Consequences of academic impropriety are severe, ranging from receiving a "0" in a course, to a warning from which becomes a part of the permanent student record, to expulsion.

## SD, CSR - ART, TECHNOLOGY & MANAGEMENT - INTERNATIONAL

| SD, CSR | ART, TECHNOLOGY & MANAGEMENT | INTERNATIONAL |
|---|---|---|
| Not appropriate for this module | Not appropriate for this module | Not appropriate for this module |

| Promotion | Titre / Title | |
|---|---|---|
| **PGE 3 Nancy** | **Audit, Frauds and Cyber Threats** | |
| Programme | ECTS | Code |
| **PGE** | **4** | **ACCT5005** |
| Responsable de module / Module leader | Langue d'enseignement / Language of tuition | Volume horaire / Class contact hours |
| **THIERY STEPHANIE** | **EN** — *Syllabus: EN* | **30** |

## PRESENTATION DU COURS / MODULE DESCRIPTION

Fraud is a major problem. Further, the existence of fraudulent financial reporting not only leads to significant losses by shareholders and other stakeholders, but it jeopardizes the credibility of the auditing profession. Cyber Threats and Cyber Attacks are also new challenges for auditors. This course aims to provide a comprehensive framework of what is fraud and why is it so important for companies to build a fraud audit program.

## CONNAISSANCES ET COMPETENCES VISEES / LEARNING OUTCOMES (ILO)

Students successfully completing this module should be able to:
1. Discuss the prevalence of fraudulent behavior in general and describe users' expectations of auditors' fraud related responsibilities, the magnitude of frauds and the various type of frauds
2. Define audit standards and procedures to detect fraud
3. Analyze significant risk factors
4. Value Cybersecurity topics related to audit and governance

## CONTENU / MODULE OUTLINE

| TOPIC | ASSIGNMENTS & READINGS |
|---|---|
| Basics of fraud, Fraud triangle, Roles and responsibilities of governance mechanisms: overview | Exercises, Case Studies and academic articles |
| The core: Internal control weaknesses and deficiencies | Exercises, Case Studies and academic articles |
| Auditing for fraud (auditors'roles and responsibilites against fraud, financial statements fraud, forensic investigations). Synopsis of fraud schemes | Exercises, Case Studies and academic articles |
| Cybersecurity and Internal control in an IT environment: basics and challenges for the audit profession | Exercises, Case Studies and academic articles |
| Sum up of practical case studies | Exercises, Case Studies and academic articles |

## METHODOLOGIE / TEACHING

Lectures, participation, directed work, cases

## EVALUATION / ASSESSMENT

| ASSESSMENT COMPONENT | ASSESSMENT TYPE | METHOD | WEIGHTING | DURATION | LEARNING OUTCOMES (ILO) |
|---|---|---|---|---|---|
| Continuous assessment (CC) | MCQ and in-class assessments | Exercises solutions and correction in class, Presentation of Case studies | 40 | 0 | ILO1, ILO2, ILO3, ILO 4 |
| Final assessment (CF) | Essay or Written exam or Literature review or Final report or Oral | Final exam | 60 | 2 | ILO1, ILO2, ILO3, ILO4 |

## ASSURANCE OF LEARNING / OBJECTIFS D'APPRENTISSAGE

| COMPETENCY GOAL 1 Knowledge & Adaptability | Graduates will be able to develop thorough knowledge in management fields and demonstrate their specific skills. | |
|---|---|---|
| LEARNING OBJECTIVES 1.1 & 1.2 Students will be able to… | Demonstrate context-specific knowledge of business and communicate this effectively in written and oral form. | X |
| | Demonstrate their flexibility in dealing with unexpected management issues/challenges in a global and evolving environment. | X |
| **COMPETENCY GOAL 2 Critical Thinking & Innovation** | **Graduates will be able to demonstrate independent thinking into business issues and propose informed solutions.** | |
| LEARNING OBJECTIVES 2.1 & 2.2 Students will be able to… | Identify, analyze and prioritize core issues and evaluate alternatives in a complex business situation, making appropriate use of relevant knowledge/tools/models/approaches. | X |
| | Design an appropriate and informed creative recommendation to a given issue. | X |
| **COMPETENCY GOAL 3 Responsible Management & Sustainability** | **Graduates will be able to manage decisions making process respecting CSR and sustainable standards.** | |
| LEARNING OBJECTIVES 3.1 & 3.2 Students will be able to… | Construct well thought-out decisions, fully aware of their impact on the organization, people, and environment. | X |
| | Contribute as productive members to a project and demonstrate team management and leadership skills. | X |
| **COMPETENCY GOAL 4 Open-Mindedness & Transdisciplinarity** | **Graduates will be able to use and share transdisciplinary insight and integrate multicultural environments.** | |
| LEARNING OBJECTIVES 4.1 & 4.2 Students will be able to… | Demonstrate their ability to work in a multicultural environment. | |
| | Use and share transdisciplinary insights when engaging in real world projects. | |

## ENGAGEMENT / ETHICAL BEHAVIOUR

During the module, students are expected to respect the programme regulations outlined in the student handbook. The following statement applies to all students taking ICN courses, on and off campus.

Cheating on in-class tests or take-home examinations or homework is, of course, illegal and immoral. A Disciplinary Committee exists to investigate academic improprieties, conduct hearings, and determine any necessary actions. The term 'academic impropriety' is meant to include, but is not limited to, cheating on homework, during in-class or take-home examinations, and plagiarism.

Consequences of academic impropriety are severe, ranging from receiving a "0" in a course, to a warning from which becomes a part of the permanent student record, to expulsion.

## SD, CSR - ART, TECHNOLOGY & MANAGEMENT - INTERNATIONAL

| SD, CSR | ART, TECHNOLOGY & MANAGEMENT | INTERNATIONAL |
|---|---|---|
| Not appropriate for this module | Not appropriate for this module | Not appropriate for this module |

# CONTROLE DE GESTION

| Promotion | Titre / Title | |
|---|---|---|
| **PGE 3 Nancy** | **Advanced IFRS Standards** | |
| **Programme** | **ECTS** | **Code** |
| PGE | 4 | ACCT5003 |
| **Responsable de module / Module leader** | **Langue d'enseignement / Language of tuition** | **Volume horaire / Class contact hours** |
| THIERY STEPHANIE | EN | Syllabus: EN | 30 |

## PRESENTATION DU COURS / MODULE DESCRIPTION

The aim is to explain International Financial Reporting Standards (IFRSs and IASs) which govern the preparation of financial statements.

Students will have a general overview about IFRS dealing, and an understanding in applying and interpreting existing IFRS to real world accounting problems. The goal of the course is to enhance student understanding of the links between the underlying transactions, the application of reporting standards for those transactions, and the financial reports obtained from a global/international perspective. At the end of the course, the students will be able to interpret the critical role of international accounting - International Financial Accounting Standards (IFRS).

## CONNAISSANCES ET COMPETENCES VISEES / LEARNING OUTCOMES (ILO)

Students successfully completing this module should be able to:
1. Explain the need for regulation
2. Distinguish rule-based and principle-based frameworks
3. Explain the main features of IFRS related to the preparation of financial statements
4. Illustrate accounting methods and accounting estimates
5. Interpret the main features of IFRS related to assets, liabilities and financial instruments

## CONTENU / MODULE OUTLINE

| TOPIC | ASSIGNMENTS & READINGS |
|---|---|
| The Regulatory Framework, The IASB Conceptual Framework, First Time Adoption | Exercises and IFRS website and academic articles |
| IFRS : Presentation of financial statements: SFP, SCI, SCF, Accounting Estimates | Exercises and IFRS website and academic articles |
| IFRS: PPE, Intangibles, Impairment of Assets, Inventories | Exercises and IFRS website and academic articles |
| IFRS: Provisions, Revenue, Employee benefits | Exercises and IFRS website and academic articles |
| IFRS: Financial Instruments | Exercises and IFRS website and academic articles |

## METHODOLOGIE / TEACHING

Lectures, participation, exercises and directed work

## EVALUATION / ASSESSMENT

| ASSESSMENT COMPONENT | ASSESSMENT TYPE | METHOD | WEIGHTING | DURATION | LEARNING OUTCOMES (ILO) |
|---|---|---|---|---|---|
| Continuous assessment (CC) | MCQ and in class assessments | MCQ, Exercises solutions and corrections in class | 40 | 0 | ILO1, ILO2, ILO3, ILO4, ILO5 |
| Final assessment (CF) | Written exam or Essay or Literature Review or Final Report or Oral | Final exam | 60 | 2 | ILO1, ILO2, ILO3, ILO4, ILO5 |

## ASSURANCE OF LEARNING / OBJECTIFS D'APPRENTISSAGE

| COMPETENCY GOAL 1 Knowledge & Adaptability | Graduates will be able to develop thorough knowledge in management fields and demonstrate their specific skills. | |
|---|---|---|
| LEARNING OBJECTIVES 1.1 & 1.2 Students will be able to… | Demonstrate context-specific knowledge of business and communicate this effectively in written and oral form. | X |
| | Demonstrate their flexibility in dealing with unexpected management issues/challenges in a global and evolving environment. | X |
| COMPETENCY GOAL 2 Critical Thinking & Innovation | Graduates will be able to demonstrate independent thinking into business issues and propose informed solutions. | |
| LEARNING OBJECTIVES 2.1 & 2.2 Students will be able to… | Identify, analyze and prioritize core issues and evaluate alternatives in a complex business situation, making appropriate use of relevant knowledge/tools/models/approaches. | X |
| | Design an appropriate and informed creative recommendation to a given issue. | X |
| COMPETENCY GOAL 3 Responsible Management & Sustainability | Graduates will be able to manage decisions making process respecting CSR and sustainable standards. | |
| LEARNING OBJECTIVES 3.1 & 3.2 Students will be able to… | Construct well thought-out decisions, fully aware of their impact on the organization, people, and environment. | X |
| | Contribute as productive members to a project and demonstrate team management and leadership skills. | X |
| COMPETENCY GOAL 4 Open-Mindedness & Transdisciplinarity | Graduates will be able to use and share transdisciplinary insight and integrate multicultural environments. | |
| LEARNING OBJECTIVES 4.1 & 4.2 Students will be able to… | Demonstrate their ability to work in a multicultural environment. | |
| | Use and share transdisciplinary insights when engaging in real world projects. | |

## ENGAGEMENT / ETHICAL BEHAVIOUR

During the module, students are expected to respect the programme regulations outlined in the student handbook. The following statement applies to all students taking ICN courses, on and off campus.

Cheating on in-class tests or take-home examinations or homework is, of course, illegal and immoral. A Disciplinary Committee exists to investigate academic improprieties, conduct hearings, and determine any necessary actions. The term 'academic impropriety' is meant to include, but is not limited to, cheating on homework, during in-class or take-home examinations, and plagiarism.

Consequences of academic impropriety are severe, ranging from receiving a "0" in a course, to a warning from which becomes a part of the permanent student record, to expulsion.

## SD, CSR - ART, TECHNOLOGY & MANAGEMENT - INTERNATIONAL

| SD, CSR | ART, TECHNOLOGY & MANAGEMENT | INTERNATIONAL |
|---|---|---|
| Not appropriate for this module | Not appropriate for this module | Not appropriate for this module |

| Promotion | Titre / Title | |
|---|---|---|
| **PGE 3 Nancy** | **Diagnostic de Performance et Systèmes d'Informatio** | |
| Programme | ECTS | Code |
| PGE | 4 | ACCT5006 |
| Responsable de module / Module leader | Langue d'enseignement / Language of tuition | Volume horaire / Class contact hours |
| HABRAN YVES | FR | *Syllabus: FR* | 30 |

## PRESENTATION DU COURS

Le module a pour objectif d'amener les étudiants à se professionnaliser dans la conduite de diagnostics de performance et à communiquer efficacement sur ceux-ci.
Ces diagnostics se font sur base de données quantitatives. Ils portent sur des analyses de base de données informatiques brutes sur une société. Les étudiants doivent analyser des données de nature différente (financière, qualité, productivité...) pour en tirer un diagnostic de performance. Cette analyse porte sur trois univers différents et complémentaires concernant la demande, les stocks et les fournisseurs. Les étudiants utiliseront Excel, notamment les Tableaux Croisés Dynamiques, pour évaluer les principaux problèmes de performance. Ils doivent aussi proposer et prioriser des suggestions d'amélioration, ainsi qu'en évaluer les bénéfices. Les diagnostics et recommandations doivent être supportées par les données analysées et leur pertinence doit être démontrée. Ils devront aussi, dans une analyse finale, faire une analyse croisée des 3 univers analysés. Ils devront ainsi prioriser leurs recommandations et choisir des critères pour prioriser, sachant que toutes les recommandations antérieures ne pourront être retenues.

## CONNAISSANCES ET COMPETENCES VISEES

A la fin de ce module, les étudiants devraient être capable de:
1. Maîtriser des fonctions avancées d'Excel, notamment les Tableaux Croisés Dynamiques
2. Analyser des masses importantes d'information et en extraire des enjeux et problématiques pertinentes
3. Communiquer efficacement l'intérêt des études menées, les résultats obtenus et les recommandations relatives
4. Contribuer efficacement au travail de groupe

## CONTENU

| TOPIC | ASSIGNMENTS & READINGS |
|---|---|
| Séance introductive sur le cas d'entreprise, son organisation et les données à disposition. Introduction sur l'analyse des données et des techniques d'interrogations de la base de données | - |
| Diagnostic de performance - Univers demande | Analyse de performance et propositions de recommandations sous format powerpoint |
| Diagnostic de performance - Univers stocks | Analyse de performance et propositions de recommandations sous format powerpoint |
| Diagnostic de performance - Univers fournisseurs | Analyse de performance et propositions de recommandations sous format powerpoint |
| Diagnostic de performance global | Choix des axes d'améliorations sur l'ensemble des univers et recommandations sous format powerpoint |

## METHODOLOGIE

Le cours se présente plus comme un accompagnement méthodologique sur :
- La recherche et l'analyse des données quantitatives
- La présentation convaincante des diagnostics / recommandations
La pédagogie d'ensemble est une pédagogie de projet, liée à la production à la fois d'un diagnostic et de recommandations utiles et pertinentes. Pour favoriser cette pédagogie, les étudiants disposent à la fois d'un accès à des données maquillées d'une entreprise réelle (reproduisant les conditions d'une immersion expérientielle) et d'un encadrement fort des enseignants visant à 'professionnaliser' leurs attitudes et leur manière de conduire un projet et leur analyse.
La pédagogie repose donc sur les interactions nourries entre les étudiants et les enseignants ; interactions qui leur permettent de prendre du recul et de questionner tant leur diagnostic que leurs propositions. Ces interactions sont formelles mais aussi informelles.

## BIBLIOGRAPHIE

Une base de données sert de support aux diagnostics et recommandations.
Les étudiants désireux d'aller plus loin peuvent se référer aux ouvrages suivants :
FRAZELLE, E. H.; (2017), Supply Chain Strategy. New York, McGraw Hill
GIRARDOT, J.P., (2015), Business Intelligence - avec Excel, Power BI et Office 365. ENI
KNAFLIC, C. N. (2015). Storytelling with data: A data visualization guide for business professionals. John Wiley &amp; Sons.

## EVALUATION

| ASSESSMENT COMPONENT | ASSESSMENT TYPE | METHOD | WEIGHT. | DURAT. | LEARNING OUTCOMES (ILO) |
|---|---|---|---|---|---|
| Continuous assessment (CC) | Oral + écrit | 3 présentations orales et analyses, respectivement sur les univers "demande", "stock" et "fournisseurs " ; Q/R - Les notes seront individualisées via une peer evaluation | 30 | 0.2 | ILO1, ILO2, ILO3, ILO4 |
| Final assessment (CF) | Oral + écrit | Présentation orale sur croisement des univers ; Q/R - Les notes seront individualisées via une peer evaluation | 40 | - | ILO1, ILO2, ILO3, ILO4 |
| Final assessment (CF) | Ecrit | Examen sur analyse de données dans excel | 30 | 1 | ILO1, ILO2 |

## OBJECTIFS D'APPRENTISSAGE

| | |
|---|---|
| **LG1** **Knowledge & Adaptability** | Graduates will be able to develop thorough knowledge in management fields and demonstrate their specific skills. |
| X LO11 Student will be able to... | Demonstrate context-specific knowledge of business and communicate this effectively in written and oral form. |
| X LO12 Student will be able to... | Demonstrate their flexibility in dealing with unexpected management issues/challenges in a global and evolving environment. |
| **LG2** **Critical Thinking & Innovation** | Graduates will be able to demonstrate independent thinking into business issues and propose informed solutions. |
| X LO21 Student will be able to... | Identify, analyze and prioritize core issues and evaluate alternatives in a complex business situation, making appropriate use of relevant knowledge/tools/models/approaches. |
| X LO22 Student will be able to... | Design an appropriate and informed creative recommendation to a given issue. |
| **LG3** **Responsible Management & Sustainability** | Graduates will be able to manage decisions making process respecting CSR and sustainable standards. |
| X LO31 Student will be able to... | Construct well thought-out decisions, fully aware of their impact on the organization, people, and environment. |
| X LO32 Student will be able to... | Contribute as productive members to a project and demonstrate team management and leadership skills. |
| **LG4** **Open-Mindedness & Transdisciplinarity** | Graduates will be able to use and share transdisciplinary insight and integrate multicultural environments. |
| LO41 Student will be able to... | Demonstrate their ability to work in a multicultural environment. |
| X LO42 Student will be able to... | Use and share transdisciplinary insights when engaging in real world projects. |

## ENGAGEMENT

Les étudiants sont tenus de respecter les règles du programme décrites dans le livret de l'Etudiant et ce, pour chaque module. La déclaration suivante s'applique à tous les étudiants ICN, pour les cours sur site ou chez les partenaires.

Toute tentative de fraude constatée durant un contrôle de connaissances, le contrôle continu ou un examen ou tout manquement aux règles élémentaires de comportement et d'éthique entrainent systématiquement la convocation de l'étudiant devant le conseil de discipline de l'Ecole qui examinera les irrégularités académiques. Le terme « irrégularité académique » est censé inclure, sans toutefois s'y limiter, la fraude lors du contrôle continu, rapports de stages, mémoires, thèses, et le plagiat.

Le conseil de discipline est compétent pour prononcer à l'encontre des élèves l'ensemble des sanctions prévues inscrites au règlement pédagogique de leur programme pouvant aller d'une note de « 0 » pour le module concerné jusqu'à l'exclusion définitive de l'étudiant.

## RSE, ARTEM & INTERNATIONAL

| **% DDRSE** |
|---|
| Lightly incorporated into this module but not linked to a learning outcome |
| **% ARTEM** |
| Lightly incorporated into this module but not linked to a learning outcome |
| **% INTERNATIONAL** |
| Not appropriate for this module |

| Promotion | Titre / Title | |
|---|---|---|
| **PGE 3 Nancy** | **Diagnostic de Performance et Développement** | |
| **Programme** | **ECTS** | **Code** |
| PGE | 4 | ACCT5002 |
| **Responsable de module / Module leader** | **Langue d'enseignement / Language of tuition** | **Volume horaire / Class contact hours** |
| HABRAN YVES | FR | *Syllabus: FR* | 30 |

## PRESENTATION DU COURS

Le module a pour objectif d'amener les étudiants à comprendre les enjeux de performance d'une start-up en développement et de construire des outils de suivi de la performance adaptés (simulateur financier, tableau de bord).

Les étudiants devront donc tout d'abord faire une analyse visant à aider des sociétés jeunes et en phase de croissance à identifier leurs principaux enjeux de performance (actuels et futurs) afin de proposer des outils de suivi de la performance pertinents. Pour ce faire, ils auront à la fois de nombreuses interactions / itérations tant avec les professionnels et un enseignant / accompagnateur ainsi qu'accès aux données des entreprises considérées. Le diagnostic des étudiants fera l'objet d'une présentation orale, avec les entreprises concernées.

L'analyse des enjeux de performance (actuels et futurs) servira ensuite de base pour proposer des outils de suivi de la performance pertinents à ces jeunes entreprises. Les étudiants devront donc analyser les informations chiffrées disponibles ou manquantes et proposer le développement d'outils qu'ils jugent utiles et pertinents (en rapport avec les enjeux clefs de performance). Ils devront aussi évaluer la faisabilité et les implications concrètes de leurs recommandations. Les outils développés seront ensuite présentés aux entreprises dans une soutenance finale qui en évalueront la pertinence et l'utilité. Ces outils leurs seront aussi mis à disposition.

## CONNAISSANCES ET COMPETENCES VISEES

A la fin de ce module, les étudiants devraient être capable de:
1. Analyser des masses importantes d'information (qualitatives et quantitatives) et en extraire des enjeux et problématiques pertinentes
2. Communiquer efficacement l'intérêt des études menées, les résultats obtenus et les recommandations relatives
3. Proposer et construire des outils de suivi de performance pertinents et adaptés
4. Contribuer efficacement au travail de groupe

## CONTENU

| TOPIC | ASSIGNMENTS & READINGS |
|---|---|
| Présentation des entreprises, collecte de données et constitution de binômes entreprises - groupes d'étudiants | Collecte données entreprise |
| Accès et 1ère analyse des données des entreprises (business model, enjeux de performance clef, outils de suivi existant...) | Travail sur données entreprise |
| Diagnostic de performance - Univers fournisseurs | Travail sur données entreprise |
| Restitution intermédiaire aux entreprises : Diagnostic des enjeux de performance, des outils existants et des besoins non ou mal couverts | Support de présentation orale |
| Développement collaboratif de propositions d'outils de suivi de performance permettant de mieux suivre les enjeux clefs de performance | Fichier excel avec demandes d'informations et de données chiffrées complémentaires |
| Restitution finale aux entreprise mettant en rapport enjeux de performance clefs et outil de suivi et incluant une réflexion sur les implications des développements proposés | Support de présentation orale - Fourniture des outils aux entreprises (notamment simulateur financier) |

## METHODOLOGIE

Le cours se présente plus comme un accompagnement méthodologique sur :
- La recherche et l'analyse des données qualitatives et quantitatives
- La construction de propositions d'outils en lien avec des problématiques et enjeux de performance
- La présentation convaincante des diagnostics / recommandations

A noter que le module, de nature très expérientielle, est organisé en partenariat avec Grand Nancy Innovation. Les sociétés cibles font notamment partie du dispositif Speed me up. Les propositions des groupes d'étudiants, encadrés par deux enseignants ICN, ont pour objectif d'offrir à ces sociétés à la fois un regard extérieur et des solutions concrètes pour développer leur système de suivi de la performance.

La pédagogie d'ensemble est une pédagogie de projet, liée à la production à la fois d'un diagnostic et de recommandations créatives, utiles et pertinentes. Pour favoriser cette pédagogie, les étudiants disposent à la fois d'un accès à des entreprises et à leurs données et d'un encadrement fort des enseignants visant à 'professionnaliser' leurs attitudes, leur manière de conduire un projet et leur analyse.

La pédagogie repose donc sur les interactions fréquentes entre les étudiants, les professionnels et les enseignants ; interactions qui leur permettent de prendre du recul et de questionner tant leur diagnostic que leurs propositions. Ces interactions sont formelles mais aussi informelles.

## BIBLIOGRAPHIE

Les données (orales, écrites, chiffrées) seront fournies par les entreprises parties prenantes du dispositif.
En fonction des besoins de l'analyse et de la construction d'outils les enseignants fournissent aux étudiants des références et outils utiles, par exemple sur l'analyse stratégique ou sur la construction d'outils de suivi de performance.

## EVALUATION

| ASSESSMENT COMPONENT | ASSESSMENT TYPE | METHOD | WEIGHT. | DURAT. | LEARNING OUTCOMES (ILO) |
|---|---|---|---|---|---|
| Continuous assessment (CC) | Oral + support | Présentation orale - Q/R | 40 | 0.25 | ILO1, ILO2, ILO4 |
| Final assessment (CF) | Oral + support écrit + outil à développer | Présentation et transmission des outils de suivi de performance aux entreprises concernées - Les notes seront individualisées via une peer evaluation | 60 | 0.33 | ILO2, ILO3, ILO3, ILO4 |

## OBJECTIFS D'APPRENTISSAGE

| LG1 Knowledge & Adaptability | Graduates will be able to develop thorough knowledge in management fields and demonstrate their specific skills. |
|---|---|
| X LO11 Student will be able to... | Demonstrate context-specific knowledge of business and communicate this effectively in written and oral form. |
| X LO12 Student will be able to... | Demonstrate their flexibility in dealing with unexpected management issues/challenges in a global and evolving environment. |
| **LG2 Critical Thinking & Innovation** | **Graduates will be able to demonstrate independent thinking into business issues and propose informed solutions.** |
| X LO21 Student will be able to... | Identify, analyze and prioritize core issues and evaluate alternatives in a complex business situation, making appropriate use of relevant knowledge/tools/models/approaches. |
| X LO22 Student will be able to... | Design an appropriate and informed creative recommendation to a given issue. |
| **LG3 Responsible Management & Sustainability** | **Graduates will be able to manage decisions making process respecting CSR and sustainable standards.** |
| X LO31 Student will be able to... | Construct well thought-out decisions, fully aware of their impact on the organization, people, and environment. |
| X LO32 Student will be able to... | Contribute as productive members to a project and demonstrate team management and leadership skills. |
| **LG4 Open-Mindedness & Transdisciplinarity** | **Graduates will be able to use and share transdisciplinary insight and integrate multicultural environments.** |
| LO41 Student will be able to... | Demonstrate their ability to work in a multicultural environment. |
| X LO42 Student will be able to... | Use and share transdisciplinary insights when engaging in real world projects. |

## ENGAGEMENT

Les étudiants sont tenus de respecter les règles du programme décrites dans le livret de l'Etudiant et ce, pour chaque module. La déclaration suivante s'applique à tous les étudiants ICN, pour les cours sur site ou chez les partenaires.

Toute tentative de fraude constatée durant un contrôle de connaissances, le contrôle continu ou un examen ou tout manquement aux règles élémentaires de comportement et d'éthique entrainent systématiquement la convocation de l'étudiant devant le conseil de discipline de l'Ecole qui examinera les irrégularités académiques. Le terme « irrégularité académique » est censé inclure, sans toutefois s'y limiter, la fraude lors du contrôle continu, rapports de stages, mémoires, thèses, et le plagiat.

Le conseil de discipline est compétent pour prononcer à l'encontre des élèves l'ensemble des sanctions prévues inscrites au règlement pédagogique de leur programme pouvant aller d'une note de « 0 » pour le module concerné jusqu'à l'exclusion définitive de l'étudiant.

## RSE, ARTEM & INTERNATIONAL

| % DD/RSE |
|---|
| Lightly incorporated into this module but not linked to a learning outcome |
| **% ARTEM** |
| Lightly incorporated into this module but not linked to a learning outcome |
| **% INTERNATIONAL** |
| Not appropriate for this module |

| Promotion | Titre / Title | |
|---|---|---|
| **PGE 3 Nancy** | **Diagnostic financier** | |
| Programme | ECTS | Code |
| **PGE** | **4** | **FIMT5003** |
| Responsable de module / Module leader | Langue d'enseignement / Language of tuition | Volume horaire / Class contact hours |
| **KOEHL JACKY** | **FR** | *Syllabus: FR* | **30** |

## PRESENTATION DU COURS / MODULE DESCRIPTION

Le but du module est de permettre aux étudiants la production d'un diagnostic financier professionnel concernant une PME réelle. Les séances alternent cours et encadrement-accompagnement du travail des groupes d'étudiants (simulation du travail d'un Junior en Cabinet). A partir du rapport d'activité et des comptes sociaux de l'entreprise, les étudiants sont invités à porter un jugement sur l'activité, la profitabilité, la rentabilité et sur les politiques d'investissement et de financement. Ils confronteront les principaux résultats de l'entreprise avec un échantillon élaboré à partir des bases de données (Diane) et des centrales de bilan (Insee et Eurostat). Ils insisteront tout particulièrement sur les liens entre l'analyse financière et l'analyse stratégique.

## CONNAISSANCES ET COMPETENCES VISEES / LEARNING OUTCOMES (ILO)

Students successfully completing this course should be able to:
1. Interpréter les documents financiers d'une entreprise ou d'un groupe
2. Elaborer les documents nécessaires à un diagnostic financier
3. Réaliser le diagnostic financier
4. Articuler les éléments financiers, l'analyse stratégique et la RSE
5. Rédiger et présenter un diagnostic financier

## CONTENU / MODULE OUTLINE

| TOPIC | ASSIGNMENTS & READINGS |
|---|---|
| Apprentissage de la démarche du diagnostic sur la base d'une étude de cas simplifié | Vernimmen Titre I |
| Travail sur le cas réel | Utilisation des bases de données |
| Production des documents financiers sur la base des dernières liasses fiscales | Utilisation des templates professionnels |
| Pré-diagnostic portant sur les performances commerciales, les moyens mis en œuvre, la rentabilité et la structure financière à l'aide d'une batterie de ratios. Comparaisons sectorielles. | Titre III Vernimmen |
| Séance de questions-réponses avec la direction de l'entreprise | Finalisation du diagnostic, mise en perspective et formulation des recommandations. |

## METHODOLOGIE / TEACHING

A partir des documents financiers de l'entreprise (documents comptables) les étudiants sont amenés à envisager la construction du Financial Kit: Compte de résultat, bilan financier et tableau de flux. A partir de ces documents retraités, ils envisageront successivement :
Analyse de l'activité et de la profitabilité
Analyse des moyens (politique d'investissement et gestion du BFR)
Analyse du financement (politique d'endettement et de distribution des résultats)
Analyse de la rentabilité économique et de la rentabilité financière.
Analyse de la solvabilité et de la liquidité
Le cours alterne les présentations avec l'utilisation d'un cas fil rouge et les séances de mise en œuvre en utilisant les ressources de la salle de marché ICN BS.

## EVALUATION / ASSESSMENT

| ASSESSMENT COMPONENT | ASSESSMENT TYPE | METHOD | WEIGHTING | DURATION | LEARNING OUTCOMES (ILO) |
|---|---|---|---|---|---|
| Continuous assessment (CC) | Written | Les étudiants produisent des notes individuelles et collectives à chaque étape | 40 | 0 | ILO1 à ILO4 |
| Continuous assessment (CC) | participation | 0 | 0 | 0 | (...) |
| Final assessment (CF) | oral | Les étudiants présentent le diagnostic financier et l'évaluation d'un groupe coté. Ils apprécient la contribution individuelle de chacun des membres | 60 | 0 | ILO1 à ILO5 |

## ASSURANCE OF LEARNING / OBJECTIFS D'APPRENTISSAGE

| | | |
|---|---|---|
| **COMPETENCY GOAL 1**<br>**Knowledge & Adaptability** | **Graduates will be able to develop thorough knowledge in management fields and demonstrate their specific skills.** | |
| LEARNING OBJECTIVES 1.1 & 1.2<br>Students will be able to… | Demonstrate context-specific knowledge of business and communicate this effectively in written and oral form. | X |
| | Demonstrate their flexibility in dealing with unexpected management issues/challenges in a global and evolving environment. | X |
| **COMPETENCY GOAL 2**<br>**Critical Thinking & Innovation** | **Graduates will be able to demonstrate independent thinking into business issues and propose informed solutions.** | |
| LEARNING OBJECTIVES 2.1 & 2.2<br>Students will be able to… | Identify, analyze and prioritize core issues and evaluate alternatives in a complex business situation, making appropriate use of relevant knowledge/tools/models/approaches. | X |
| | Design an appropriate and informed creative recommendation to a given issue. | X |
| **COMPETENCY GOAL 3**<br>**Responsible Management & Sustainability** | **Graduates will be able to manage decisions making process respecting CSR and sustainable standards.** | |
| LEARNING OBJECTIVES 3.1 & 3.2<br>Students will be able to… | Construct well thought-out decisions, fully aware of their impact on the organization, people, and environment. | |
| | Contribute as productive members to a project and demonstrate team management and leadership skills. | |
| **COMPETENCY GOAL 4**<br>**Open-Mindedness & Transdisciplinarity** | **Graduates will be able to use and share transdisciplinary insight and integrate multicultural environments.** | |
| LEARNING OBJECTIVES 4.1 & 4.2<br>Students will be able to… | Demonstrate their ability to work in a multicultural environment. | |
| | Use and share transdisciplinary insights when engaging in real world projects. | |

## ENGAGEMENT / ETHICAL BEHAVIOUR

Les étudiants sont tenus de respecter les règles du programme décrites dans le livret de l'Etudiant et ce, pour chaque module. La déclaration suivante s'applique à tous les étudiants ICN, pour les cours sur site ou chez les partenaires.

Toute tentative de fraude constatée durant un contrôle de connaissances, le contrôle continu ou un examen ou tout manquement aux règles élémentaires de comportement et d'éthique entrainent systématiquement la convocation de l'étudiant devant le conseil de discipline de l'Ecole qui examinera les irrégularités académiques. Le terme « irrégularité académique » est censé inclure, sans toutefois s'y limiter, la fraude lors du contrôle continu, rapports de stages, mémoires, thèses, et le plagiat.

Le conseil de discipline est compétent pour prononcer à l'encontre des élèves l'ensemble des sanctions prévues inscrites au règlement pédagogique de leur programme pouvant aller d'une note de « 0 » pour le module concerné jusqu'à l'exclusion définitive de l'étudiant.

## SD, CSR - ART, TECHNOLOGY & MANAGEMENT - INTERNATIONAL

| SD, CSR | ART, TECHNOLOGY & MANAGEMENT | INTERNATIONAL |
|---|---|---|
| Moderately incorporated into this module and linked to learning outcomes | Not appropriate for this module | Not appropriate for this module |

# FINANCE & RISK MANAGEMENT

| Promotion | Titre / Title | |
|---|---|---|
| **PGE 3 Berlin** | **Asset and Fund Management** | |
| **Programme** | **ECTS** | **Code** |
| **PGE** | **4** | **FIMT5007** |
| **Responsable de module / Module leader** | **Langue d'enseignement / Language of tuition** | **Volume horaire / Class contact hours** |
| **VERLAINE MICHEL** | **EN** — *Syllabus: EN* | **30** |

## PRESENTATION DU COURS / MODULE DESCRIPTION

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

## CONNAISSANCES ET COMPETENCES VISEES / LEARNING OUTCOMES (ILO)

Students successfully completing this course should be able to:
ILO 1. To identify the relevant financial models
ILO 2. To reformulate and explain the different models
ILO 3. To apply the different models in practice
ILO 4. To critically analyze and compare different models
ILO 5. To provide a synthesis of a broad financial problem
ILO 6. To critically analyze the synthesis of a problem in light of recent research

## CONTENU / MODULE OUTLINE

| TOPIC | ASSIGNMENTS & READINGS |
|---|---|
| Modelling Uncertainty and Preferences | CHAP I.I of reference book |
| Standard Portfolio Theory | CHAP I.II of reference book |
| Fund Separation and the AAP | CHAP I.III of reference book |
| Equilibrium Asset Pricing | CHAP I.IV of reference book |
| Strategic Asset Allocation | CHAP I.VI of reference book |
| Behavioral Portfolio Theory | CHAP I. VII of reference book |

## METHODOLOGIE / TEACHING

The course consists of interactive lectures followed by taylor-made exercises that illustrate the theories and the concepts learned in class. The students then work on a project with simulated data.

## EVALUATION / ASSESSMENT

| ASSESSMENT COMPONENT | ASSESSMENT TYPE | METHOD | WEIGHTING | DURATION | LEARNING OUTCOMES (ILO) |
|---|---|---|---|---|---|
| Continuous assessment (CC) | Written | Case study with randomized data to be submitted in Word or PDF | 40 | 9 | ILO1, ILO2, ILO3, ILO4, ILO5,ILO6 |
| Final assessment (CF) | Written | In-Class Exam | 60 | 1.5 | ILO1, ILO2, ILO3, ILO4, ILO5,ILO6 |

## ASSURANCE OF LEARNING / OBJECTIFS D'APPRENTISSAGE

| COMPETENCY GOAL 1 Knowledge & Adaptability | Graduates will be able to develop thorough knowledge in management fields and demonstrate their specific skills. | |
|---|---|---|
| LEARNING OBJECTIVES 1.1 & 1.2 Students will be able to… | Demonstrate context-specific knowledge of business and communicate this effectively in written and oral form. | X |
| | Demonstrate their flexibility in dealing with unexpected management issues/challenges in a global and evolving environment. | X |
| **COMPETENCY GOAL 2 Critical Thinking & Innovation** | **Graduates will be able to demonstrate independent thinking into business issues and propose informed solutions.** | |
| LEARNING OBJECTIVES 2.1 & 2.2 Students will be able to… | Identify, analyze and prioritize core issues and evaluate alternatives in a complex business situation, making appropriate use of relevant knowledge/tools/models/approaches. | X |
| | Design an appropriate and informed creative recommendation to a given issue. | X |
| **COMPETENCY GOAL 3 Responsible Management & Sustainability** | **Graduates will be able to manage decisions making process respecting CSR and sustainable standards.** | |
| LEARNING OBJECTIVES 3.1 & 3.2 Students will be able to… | Construct well thought-out decisions, fully aware of their impact on the organization, people, and environment. | |
| | Contribute as productive members to a project and demonstrate team management and leadership skills. | |
| **COMPETENCY GOAL 4 Open-Mindedness & Transdisciplinarity** | **Graduates will be able to use and share transdisciplinary insight and integrate multicultural environments.** | |
| LEARNING OBJECTIVES 4.1 & 4.2 Students will be able to… | Demonstrate their ability to work in a multicultural environment. | |
| | Use and share transdisciplinary insights when engaging in real world projects. | |

## ENGAGEMENT / ETHICAL BEHAVIOUR

During the module, students are expected to respect the programme regulations outlined in the student handbook. The following statement applies to all students taking ICN courses, on and off campus.

Cheating on in-class tests or take-home examinations or homework is, of course, illegal and immoral. A Disciplinary Committee exists to investigate academic improprieties, conduct hearings, and determine any necessary actions. The term 'academic impropriety' is meant to include, but is not limited to, cheating on homework, during in-class or take-home examinations, and plagiarism.

Consequences of academic impropriety are severe, ranging from receiving a "0" in a course, to a warning from which becomes a part of the permanent student record, to expulsion.

## SD, CSR - ART, TECHNOLOGY & MANAGEMENT - INTERNATIONAL

| SD, CSR | ART, TECHNOLOGY & MANAGEMENT | INTERNATIONAL |
|---|---|---|
| Lightly incorporated into this module but not linked to a learning outcome | Lightly incorporated into this module but not linked to a learning outcome | Lightly incorporated into this module but not linked to a learning outcome |

| Promotion | Titre / Title | |
|---|---|---|
| **PGE 3 Berlin** | **Behavioral Finance and the Architecture of Fi** | |
| Programme | ECTS | Code |
| **PGE** | **4** | **FIMT4026** |
| Responsable de module / Module leader | Langue d'enseignement / Language of tuition | Volume horaire / Class contact hours |
| **VERLAINE MICHEL** | **EN** | *Syllabus: EN* | **30** |

## PRESENTATION DU COURS / MODULE DESCRIPTION

The recent sub-prime crisis has shed light on the insufficient understanding of the international financial system as well as flaws in the efficient market hypothesis. A proper understanding of the international financial architecture presumes a detailed understanding of the political, legal and financial environments as well as their interconnectedness. Moreover, the standard paradigm of rationality in economics and finance is difficult to reconcile with the complexity of the financial industry. This course draws on different fields of research to develop a consistent and broad understanding of the Financial Architecture. We analyze the optimality of the Financial Sector through with case studies and through the lens of rational decision making.

## CONNAISSANCES ET COMPETENCES VISEES / LEARNING OUTCOMES (ILO)

Students successfully completing this course should be able to:
ILO 1. To identify the relevant financial models
ILO 2. To reformulate and explain the different models
ILO 3. To apply the different models in practice
ILO 4. To critically analyze and compare different models
ILO 5. To provide a synthesis of a broad financial problem
ILO 6. To critically analyze the synthesis of a problem in light of recent research

## CONTENU / MODULE OUTLINE

| TOPIC | ASSIGNMENTS & READINGS |
|---|---|
| Alternative Theories of Behavior under uncertainty | CHAP I.V of reference book |
| Behavioral Portfolio Theory | CHAP I.VII of reference book |
| Portfolio Delegation issues | CHAP I.IX of reference book |
| The Architecture of the Fund Industry | CHAP IV.II of reference book+ Malkiel (2013) |
| The Growth of Finance | Greenwood and Scharfstein (2013), Philippon and Reshef (2013) |
| Interaction between Banking and Asset Managament | Ferreira et al. (2018) |

## METHODOLOGIE / TEACHING

The course consists of interactive lectures followed by taylor-made exercises that illustrate the theories and the concepts learned in class. The students then work on a project with simulated data.

## BIBLIOGRAPHIE / TEXTBOOK AND OTHER MATERIAL

Main Reference: Michel Verlaine (2016) The Economics of the Asset Management Industry: A Behavioural Economics Approach, Editions Universitaires Européennes.
Greenwood, R. and Scharfstein, D. (2013) The Growth of Finance, Journal of Economic Perspectives, Vol. 27, No. 2, page 3-28
Philippon, T. and Reshef, A. (2013) An International Look at the Growth of International Finance, Journal of Economic Perspectives, Vol. 27, No. 2, page 73-69
Malkiel, B. (2013) Asset Management Fees and the Growth of Finance, Journal of Economic Perspectives, Vol. 27, No. 2, page 97-108
Ferreira, M., Matos, P. and Pires, P. (2018) Asset Management within Commercial Banking Groups: International evidence, The Journal of Finance, Vol LXXIII, No 5.
Given the devlopment of the field, more recent articles might be indicated in due course and can be covered for questions in the exam. Those references will be uploaded on MYICN.

## EVALUATION / ASSESSMENT

| ASSESSMENT COMPONENT | ASSESSMENT TYPE | METHOD | WEIGHTING | DURATION | LEARNING OUTCOMES (ILO) |
|---|---|---|---|---|---|
| Continuous assessment (CC) | Written | Solving a behavioral decision making exercise with simulated and individualized data | 40 | 0 | ILO1, ILO2, ILO3, ILO4, ILO5, ILO6 |
| Final assessment (CF) | Written | in class exam | 60 | 0 | ILO1, ILO2, ILO3,ILO4, ILO5, ILO6 |

## ASSURANCE OF LEARNING / OBJECTIFS D'APPRENTISSAGE

| | | |
|---|---|---|
| **COMPETENCY GOAL 1**<br>**Knowledge & Adaptability** | **Graduates will be able to develop thorough knowledge in management fields and demonstrate their specific skills.** | |
| LEARNING OBJECTIVES 1.1 & 1.2<br>Students will be able to… | Demonstrate context-specific knowledge of business and communicate this effectively in written and oral form. | X |
| | Demonstrate their flexibility in dealing with unexpected management issues/challenges in a global and evolving environment. | X |
| **COMPETENCY GOAL 2**<br>**Critical Thinking & Innovation** | **Graduates will be able to demonstrate independent thinking into business issues and propose informed solutions.** | |
| LEARNING OBJECTIVES 2.1 & 2.2<br>Students will be able to… | Identify, analyze and prioritize core issues and evaluate alternatives in a complex business situation, making appropriate use of relevant knowledge/tools/models/approaches. | X |
| | Design an appropriate and informed creative recommendation to a given issue. | X |
| **COMPETENCY GOAL 3**<br>**Responsible Management & Sustainability** | **Graduates will be able to manage decisions making process respecting CSR and sustainable standards.** | |
| LEARNING OBJECTIVES 3.1 & 3.2<br>Students will be able to… | Construct well thought-out decisions, fully aware of their impact on the organization, people, and environment. | |
| | Contribute as productive members to a project and demonstrate team management and leadership skills. | |
| **COMPETENCY GOAL 4**<br>**Open-Mindedness & Transdisciplinarity** | **Graduates will be able to use and share transdisciplinary insight and integrate multicultural environments.** | |
| LEARNING OBJECTIVES 4.1 & 4.2<br>Students will be able to… | Demonstrate their ability to work in a multicultural environment. | |
| | Use and share transdisciplinary insights when engaging in real world projects. | |

## ENGAGEMENT / ETHICAL BEHAVIOUR

During the module, students are expected to respect the programme regulations outlined in the student handbook. The following statement applies to all students taking ICN courses, on and off campus.

Cheating on in-class tests or take-home examinations or homework is, of course, illegal and immoral. A Disciplinary Committee exists to investigate academic improprieties, conduct hearings, and determine any necessary actions. The term 'academic impropriety' is meant to include, but is not limited to, cheating on homework, during in-class or take-home examinations, and plagiarism.

Consequences of academic impropriety are severe, ranging from receiving a "0" in a course, to a warning from which becomes a part of the permanent student record, to expulsion.

## SD, CSR - ART, TECHNOLOGY & MANAGEMENT - INTERNATIONAL

| SD, CSR | ART, TECHNOLOGY & MANAGEMENT | INTERNATIONAL |
|---|---|---|
| Moderately incorporated into this module and linked to learning outcomes | Lightly incorporated into this module but not linked to a learning outcome | Moderately incorporated into this module and linked to learning outcomes |

| Promotion | Titre / Title | |
|---|---|---|
| **PGE 3 Berlin** | **International Market Microstructure** | |
| Programme | ECTS | Code |
| **PGE** | **4** | **FIMT5011** |
| Responsable de module / Module leader | Langue d'enseignement / Language of tuition | Volume horaire / Class contact hours |
| **VERLAINE MICHEL** | **EN** | **30** |

*(Syllabus: EN appears in the Langue d'enseignement row)*

## PRESENTATION DU COURS / MODULE DESCRIPTION

The course starts by analyzing financial markets and the market making process. The market makers typically need to keep a certain inventory that they can offer to potential buyers. This leads us to consider Inventory models and their role in the determination of the bid-ask spread. Still, any trade done with counterparty exposes the dealer to asymmetry of information as the seller or buyer might have better information than the dealer. We thus analyse Information-based models and how they impact the price formation process. We then move by analyzing the strategic trade models in the face of informed as well as uninformed traders. The synthesis of all those models helps us grasp the relationship between information and the trading process. Finally, we analyse the relationship between liquidity and markets. .

## CONNAISSANCES ET COMPETENCES VISEES / LEARNING OUTCOMES (ILO)

Students successfully completing this course should be able to:
ILO 1. To identify the relevant financial models
ILO 2. To reformulate and explain the different models
ILO 3. To apply the different models in practice
ILO 4. To critically analyze and compare different models
ILO 5. To provide a synthesis of a broad financial problem
ILO 6. To critically analyze the synthesis of a problem in light of recent research

## CONTENU / MODULE OUTLINE

| TOPIC | ASSIGNMENTS & READINGS |
|---|---|
| The Economics of Market Microstructure | Madhaven Part 1 +2 |
| Price formation and the role of information | Madhaven Part 3 |
| Market Structure and Design | Madhaven Part 4 + Lecture notes |
| Information and Disclosure | Madhaven Part5 |
| Interface with other areas of finance | Madhaven Part6 |
| Highfrequency Market Microstructure | O'Hara (2015) |

## METHODOLOGIE / TEACHING

The course consists of interactive lectures followed by taylor-made exercises that illustrate the theories and the concepts learned in class. The students then work on a project with simulated data.

## BIBLIOGRAPHIE / TEXTBOOK AND OTHER MATERIAL

Madhavan (2000) "Market Microstructure: A survey", Journal of Financial Markets, 205-258.
O'Hara (2015) " Highfrequency Market Microstructure", Journal of Financial Economics 116, 257-270.
Other reference
O'Hara (1998) Market Microstructure Theory, (Blackwell Publishers, Cambridge, Mass.: 1995).

## EVALUATION / ASSESSMENT

| ASSESSMENT COMPONENT | ASSESSMENT TYPE | METHOD | WEIGHTING | DURATION | LEARNING OUTCOMES (ILO) |
|---|---|---|---|---|---|
| Continuous assessment (CC) | written | Going through the steps of a Market Microstructure model | 40 | 9 | ILO1, ILO2, ILO3, ILO4, ILO5, ILO6 |
| Final assessment (CF) | written | in class exam | 60 | 1.5 | ILO1, ILO2, ILO3, ILO4, ILO5, ILO6 |

## ASSURANCE OF LEARNING / OBJECTIFS D'APPRENTISSAGE

| | | |
|---|---|---|
| **COMPETENCY GOAL 1**<br>**Knowledge & Adaptability** | **Graduates will be able to develop thorough knowledge in management fields and demonstrate their specific skills.** | |
| LEARNING OBJECTIVES 1.1 & 1.2<br>Students will be able to… | Demonstrate context-specific knowledge of business and communicate this effectively in written and oral form. | X |
| | Demonstrate their flexibility in dealing with unexpected management issues/challenges in a global and evolving environment. | X |
| **COMPETENCY GOAL 2**<br>**Critical Thinking & Innovation** | **Graduates will be able to demonstrate independent thinking into business issues and propose informed solutions.** | |
| LEARNING OBJECTIVES 2.1 & 2.2<br>Students will be able to… | Identify, analyze and prioritize core issues and evaluate alternatives in a complex business situation, making appropriate use of relevant knowledge/tools/models/approaches. | X |
| | Design an appropriate and informed creative recommendation to a given issue. | X |
| **COMPETENCY GOAL 3**<br>**Responsible Management & Sustainability** | **Graduates will be able to manage decisions making process respecting CSR and sustainable standards.** | |
| LEARNING OBJECTIVES 3.1 & 3.2<br>Students will be able to… | Construct well thought-out decisions, fully aware of their impact on the organization, people, and environment. | |
| | Contribute as productive members to a project and demonstrate team management and leadership skills. | |
| **COMPETENCY GOAL 4**<br>**Open-Mindedness & Transdisciplinarity** | **Graduates will be able to use and share transdisciplinary insight and integrate multicultural environments.** | |
| LEARNING OBJECTIVES 4.1 & 4.2<br>Students will be able to… | Demonstrate their ability to work in a multicultural environment. | |
| | Use and share transdisciplinary insights when engaging in real world projects. | |

## ENGAGEMENT / ETHICAL BEHAVIOUR

During the module, students are expected to respect the programme regulations outlined in the student handbook. The following statement applies to all students taking ICN courses, on and off campus.

Cheating on in-class tests or take-home examinations or homework is, of course, illegal and immoral. A Disciplinary Committee exists to investigate academic improprieties, conduct hearings, and determine any necessary actions. The term 'academic impropriety' is meant to include, but is not limited to, cheating on homework, during in-class or take-home examinations, and plagiarism.

Consequences of academic impropriety are severe, ranging from receiving a "0" in a course, to a warning from which becomes a part of the permanent student record, to expulsion.

## SD, CSR - ART, TECHNOLOGY & MANAGEMENT - INTERNATIONAL

| SD, CSR | ART, TECHNOLOGY & MANAGEMENT | INTERNATIONAL |
|---|---|---|
| Not currently incorporated into this module | Lightly incorporated into this module but not linked to a learning outcome | Lightly incorporated into this module but not linked to a learning outcome |

| Promotion | Titre / Title | |
|---|---|---|
| **PGE 3 Berlin** | **Geopolitics of Finance** | |
| **Programme** | **ECTS** | **Code** |
| PGE | 4 | FIMT5005 |
| **Responsable de module / Module leader** | **Langue d'enseignement / Language of tuition** | **Volume horaire / Class contact hours** |
| VERLAINE MICHEL | EN          *Syllabus: EN* | 30 |

## PRESENTATION DU COURS / MODULE DESCRIPTION

The module is a first introduction to how Geopolitics interacts with location strategies of financial vehicles as well as the potential use as a strategic tool for countries policies. The originality of the module is its focus, not only on
public institutions such as the World Bank and the IMF, but different types of private institution such as Banks, Funds and Trading Platforms.

## CONNAISSANCES ET COMPETENCES VISEES / LEARNING OUTCOMES (ILO)

Students successfully completing this course should be able to:
ILO 1. To identify the relevant gepopolitical models
ILO 2. To reformulate and explain the different models
ILO 3. To applythe different models in practice
ILO 4. To critically analyze and compare different models
ILO 5. To provide a synthesis of a broad financial problem
ILO 6. To critically analyze the synthesis of a problem in light of recent research

## CONTENU / MODULE OUTLINE

| TOPIC | ASSIGNMENTS & READINGS |
|---|---|
| A New Financial Geopolitics | Foreign Affairs(2018), Crashed (2018) |
| Regulation and localization strategiess | Karolyi and Babaola (2015), Gennaioli et al (2013), Houston et al. (2012) |
| Geopolitical analyzes of the FinancialArchitecture | Ayadi et al. 2019), Verlaine(2019) |

## METHODOLOGIE / TEACHING

The course consists of interactive lectures followed by taylor-made exercises that illustrate the theories and the concepts learned in class.

## BIBLIOGRAPHIE / TEXTBOOK AND OTHER MATERIAL

Adam Tooze (2018) ?Crashed: How a Decade of Financial Crises changed the World?. Penguin.
Andrew Karolyi and Alvaro Baboada (2015) ?Regulatory Arbitrage and Cross-Border Bank Acquisitions?
Ayadi, R. , Cuccinelli, D. and DE GRoen, W. P.(2019)   Bank Business Models : Performance, Risk, Response to REgulation and Resolution: 2015-2017?.
Foreign Affairs Magazine (2018) ?A New Financial Geopolitics?.  August 2013
Gennaioli, N., Shlaifer, A. and Vishny, R. (2013) ?A Model of Shadow Banking? , The Journal of Finance,
Joel Housten, Chen Li and Yue Ma (2012) ? Regulatory Arbitrage and Internatioal Bank Flows?, The Journal of Finance, No 5.
Verlaine, M.  (2019) ?Behavioral Finance and the Architecture of the Asset Management Industry?, Proceedings of the Annual Decision Sciences Meeting, New Orleans.

## EVALUATION / ASSESSMENT

| ASSESSMENT COMPONENT | ASSESSMENT TYPE | METHOD | WEIGHTING | DURATION | LEARNING OUTCOMES (ILO) |
|---|---|---|---|---|---|
| Final assessment (CF) | Written | Solving a short case study with simulated data. | 100 | 1.5 | ILO1, ILO2, ILO3, ILO4, ILO5, ILO6 |

## ASSURANCE OF LEARNING / OBJECTIFS D'APPRENTISSAGE

| COMPETENCY GOAL 1 Knowledge & Adaptability | Graduates will be able to develop thorough knowledge in management fields and demonstrate their specific skills. | |
|---|---|---|
| LEARNING OBJECTIVES 1.1 & 1.2 Students will be able to… | Demonstrate context-specific knowledge of business and communicate this effectively in written and oral form. | |
| | Demonstrate their flexibility in dealing with unexpected management issues/challenges in a global and evolving environment. | X |
| **COMPETENCY GOAL 2 Critical Thinking & Innovation** | **Graduates will be able to demonstrate independent thinking into business issues and propose informed solutions.** | |
| LEARNING OBJECTIVES 2.1 & 2.2 Students will be able to… | Identify, analyze and prioritize core issues and evaluate alternatives in a complex business situation, making appropriate use of relevant knowledge/tools/models/approaches. | |
| | Design an appropriate and informed creative recommendation to a given issue. | X |
| **COMPETENCY GOAL 3 Responsible Management & Sustainability** | **Graduates will be able to manage decisions making process respecting CSR and sustainable standards.** | |
| LEARNING OBJECTIVES 3.1 & 3.2 Students will be able to… | Construct well thought-out decisions, fully aware of their impact on the organization, people, and environment. | X |
| | Contribute as productive members to a project and demonstrate team management and leadership skills. | X |
| **COMPETENCY GOAL 4 Open-Mindedness & Transdisciplinarity** | **Graduates will be able to use and share transdisciplinary insight and integrate multicultural environments.** | |
| LEARNING OBJECTIVES 4.1 & 4.2 Students will be able to… | Demonstrate their ability to work in a multicultural environment. | X |
| | Use and share transdisciplinary insights when engaging in real world projects. | X |

## ENGAGEMENT / ETHICAL BEHAVIOUR

During the module, students are expected to respect the programme regulations outlined in the student handbook. The following statement applies to all students taking ICN courses, on and off campus.

Cheating on in-class tests or take-home examinations or homework is, of course, illegal and immoral. A Disciplinary Committee exists to investigate academic improprieties, conduct hearings, and determine any necessary actions. The term 'academic impropriety' is meant to include, but is not limited to, cheating on homework, during in-class or take-home examinations, and plagiarism.

Consequences of academic impropriety are severe, ranging from receiving a "0" in a course, to a warning from which becomes a part of the permanent student record, to expulsion.

## SD, CSR - ART, TECHNOLOGY & MANAGEMENT - INTERNATIONAL

| SD, CSR | ART, TECHNOLOGY & MANAGEMENT | INTERNATIONAL |
|---|---|---|
| Not currently incorporated into this module | Lightly incorporated into this module but not linked to a learning outcome | Extensively incorporated into this module and central to learning outcomes |

# BANQUE ET SERVICES FINANCIERS

| Promotion | Titre / Title | |
|---|---|---|
| **PGE 3 Alternance Nancy** | **Gestion de portefeuille & banque privée** | |
| Programme | ECTS | Code |
| **PGE** | **4** | **FIMT5004** |
| Responsable de module / Module leader | Langue d'enseignement / Language of tuition | Volume horaire / Class contact hours |
| **PAULET ELISABETH** | **FR** *Syllabus: FR* | **30** |

## PRESENTATION DU COURS / MODULE DESCRIPTION

L'élément central de ce module est de développer chez nos étudiants le rôle de conseil que développent les banques pour accompagner leurs clients. Ce cours de Gestion de Patrimoine est construit pour répondre aux besoins exprimés par les banques et s'appuie sur la polyvalence, la maîtrise des techniques et surtout une appétence commerciale de nos étudiants. La gestion de patrimoine recouvre le choix et la gestion de placements financiers. L'objectif de ce cours est donc de donner aux étudiants les éléments pour proposer à leurs clients des produits répondant à leurs attentes de rendement financier.

## CONNAISSANCES ET COMPETENCES VISEES / LEARNING OUTCOMES (ILO)

Les étudiants seront capables à l'issue de ce module de:
1. Répondre aux besoins d'investissement des clients de la banque
2. Analyser la situation patrimoniale des clients et de leur proposer des solutions adaptées
3. Simuler des opérations financières (placement, épargne, prêt, investissement) et patrimoniales (capitalisation, emprunt, retraite).
4. Formuler des recommandations en fonction des résultats de la simulation.

## CONTENU / MODULE OUTLINE

| TOPIC | ASSIGNMENTS & READINGS |
|---|---|
| Construire un portefeuille avec des titres : exercices d'application | (...) |
| Cas Markoland | (...) |
| Cas Lambert | (...) |
| Travail étudiant sur un projet de gestion de patrimoine | (...) |
| Soutenance | (...) |

## METHODOLOGIE / TEACHING

Les cours alternent théorie et cas pratique. Un e-learning renforce les connaissances en matière de droit patrimonial, fiscalité des entreprises et des particuliers, présente les produits et leurs avantages (et inconvénients) en terme de rendement et /ou d'optimisation fiscale. Les soutenances orales finales du module (qui complètent le rapport écrit) sont l'occasion de justifier les solutions proposées au client.
Un e-learning est mis en place pour la partie fiscalité et juridique

## BIBLIOGRAPHIE / TEXTBOOK AND OTHER MATERIAL

Dosik, W. (2019). Le conseil en gestion de Patrimoine. Tous savoir sur la méthode de l'approche globale. Gualino
Duménil, J. (2018). La gestion de Patrimoine : 200 questions pour développer et gérer l'ensemble de ses biens. 4ème Ed. le Mans Gereso
Jacquillat, B., Solnik, B., & Pérignon, C. (2014). Marchés financiers-6e éd: Gestion de portefeuille et des risques. Dunod.

## EVALUATION / ASSESSMENT

| ASSESSMENT COMPONENT | ASSESSMENT TYPE | METHOD | WEIGHTING | DURATION | LEARNING OUTCOMES (ILO) |
|---|---|---|---|---|---|
| Continuous assessment (CC) | Written (Group) | Projet | 40 | 0 | ILO 1,2,4 |
| Final assessment (CF) | Written (Individual) | e-learning | 60 | 0 | ILO 1 |

## ASSURANCE OF LEARNING / OBJECTIFS D'APPRENTISSAGE

| | | |
|---|---|---|
| **COMPETENCY GOAL 1**<br>**Knowledge & Adaptability** | **Graduates will be able to develop thorough knowledge in management fields and demonstrate their specific skills.** | |
| LEARNING OBJECTIVES 1.1 & 1.2<br>Students will be able to… | Demonstrate context-specific knowledge of business and communicate this effectively in written and oral form. | X |
| | Demonstrate their flexibility in dealing with unexpected management issues/challenges in a global and evolving environment. | X |
| **COMPETENCY GOAL 2**<br>**Critical Thinking & Innovation** | **Graduates will be able to demonstrate independent thinking into business issues and propose informed solutions.** | |
| LEARNING OBJECTIVES 2.1 & 2.2<br>Students will be able to… | Identify, analyze and prioritize core issues and evaluate alternatives in a complex business situation, making appropriate use of relevant knowledge/tools/models/approaches. | |
| | Design an appropriate and informed creative recommendation to a given issue. | |
| **COMPETENCY GOAL 3**<br>**Responsible Management & Sustainability** | **Graduates will be able to manage decisions making process respecting CSR and sustainable standards.** | |
| LEARNING OBJECTIVES 3.1 & 3.2<br>Students will be able to… | Construct well thought-out decisions, fully aware of their impact on the organization, people, and environment. | |
| | Contribute as productive members to a project and demonstrate team management and leadership skills. | |
| **COMPETENCY GOAL 4**<br>**Open-Mindedness & Transdisciplinarity** | **Graduates will be able to use and share transdisciplinary insight and integrate multicultural environments.** | |
| LEARNING OBJECTIVES 4.1 & 4.2<br>Students will be able to… | Demonstrate their ability to work in a multicultural environment. | |
| | Use and share transdisciplinary insights when engaging in real world projects. | |

## ENGAGEMENT / ETHICAL BEHAVIOUR

Les étudiants sont tenus de respecter les règles du programme décrites dans le livret de l'Etudiant et ce, pour chaque module. La déclaration suivante s'applique à tous les étudiants ICN, pour les cours sur site ou chez les partenaires.

Toute tentative de fraude constatée durant un contrôle de connaissances, le contrôle continu ou un examen ou tout manquement aux règles élémentaires de comportement et d'éthique entrainent systématiquement la convocation de l'étudiant devant le conseil de discipline de l'Ecole qui examinera les irrégularités académiques. Le terme « irrégularité académique » est censé inclure, sans toutefois s'y limiter, la fraude lors du contrôle continu, rapports de stages, mémoires, thèses, et le plagiat.

Le conseil de discipline est compétent pour prononcer à l'encontre des élèves l'ensemble des sanctions prévues inscrites au règlement pédagogique de leur programme pouvant aller d'une note de « 0 » pour le module concerné jusqu'à l'exclusion définitive de l'étudiant.

## SD, CSR - ART, TECHNOLOGY & MANAGEMENT - INTERNATIONAL

| SD, CSR | ART, TECHNOLOGY & MANAGEMENT | INTERNATIONAL |
|---|---|---|
| Lightly incorporated into this module but not linked to a learning outcome | Lightly incorporated into this module but not linked to a learning outcome | Not appropriate for this module |

| Promotion | Titre / Title | |
|---|---|---|
| **PGE 3 Alternance Nancy** | **Business plan & gestion de crédits corporate** | |
| Programme | ECTS | Code |
| **PGE** | **4** | **FIMT5001** |
| Responsable de module / Module leader | Langue d'enseignement / Language of tuition | Volume horaire / Class contact hours |
| **PAULET ELISABETH** | **FR** *Syllabus: FR* | **30** |

## PRESENTATION DU COURS / MODULE DESCRIPTION

L'objectif de ce cours est d'apporter aux étudiants une méthodologie claire, simple et efficace permettant de mener à bien des analyses financières de à évaluer les crédits corporate des clients des banques et de porter des diagnostics pertinents sur leur situation financière. Il sera alors en mesure de proposer des solutions adéquates aux projets d'investissements productifs des entreprises en fonction de leur secteur d'activité, de leur taille et de leur situation géographique. Ces éléments de diagnostics amélioreront leurs performances et créeront de la valeur pour leurs parties prenantes.

## CONNAISSANCES ET COMPETENCES VISEES / LEARNING OUTCOMES (ILO)

A l'issue de ce module, les étudiants devraient être capables de :
1. Porter un diagnostic pertinent sur la capacité de l'entreprise à rembourser ses dettes
2. Créer de la valeur pour leurs parties prenantes
3. Evaluer la création de valeur pour l'entreprise à l'issue de leur politique d'investissement

## CONTENU / MODULE OUTLINE

| TOPIC | ASSIGNMENTS & READINGS |
|---|---|
| Introduction à l'analyse financière : pourquoi procéder à des analyses financières ? Quelles sont les erreurs à éviter ? Quels sont les critères retenus par le banquier ? | (...) |
| L'analyse des financements | (...) |
| L'analyse des rentabilités économique et financière | (...) |
| Etudes de cas | (...) |
| Etudes de cas | (...) |
| Le financement des starts up | (...) |
| Le financement des starts up | (...) |
| Les OPA, OPE | (...) |
| Les OPA, OPE | (...) |

## METHODOLOGIE / TEACHING

Exercices, études de cas sur les OPA

## BIBLIOGRAPHIE / TEXTBOOK AND OTHER MATERIAL

Vernimmen (2014). Finance d'Entreprise. Dalloz.
Sion, M., and Brault D. (2016). Réussir son business plan-4e éd.: Méthodes, outils et astuces. Dunod.
Legros, G. (2016). Ingénierie financière-2e éd.: Fusions, acquisitions et autres restructurations des capitaux. Dunod.

## EVALUATION / ASSESSMENT

| ASSESSMENT COMPONENT | ASSESSMENT TYPE | METHOD | WEIGHTING | DURATION | LEARNING OUTCOMES (ILO) |
|---|---|---|---|---|---|
| Continuous assessment (CC) | Written (Group) | Etude de cas de groupe | 40 | 0 | ILO2, ILO3 |
| Final assessment (CF) | Written (Individual) | Individual exam | 60 | 2 | ILO1, ILO3 |

## ASSURANCE OF LEARNING / OBJECTIFS D'APPRENTISSAGE

| COMPETENCY GOAL 1 Knowledge & Adaptability | Graduates will be able to develop thorough knowledge in management fields and demonstrate their specific skills. | |
|---|---|---|
| LEARNING OBJECTIVES 1.1 & 1.2 Students will be able to… | Demonstrate context-specific knowledge of business and communicate this effectively in written and oral form. | X |
| | Demonstrate their flexibility in dealing with unexpected management issues/challenges in a global and evolving environment. | X |
| COMPETENCY GOAL 2 Critical Thinking & Innovation | Graduates will be able to demonstrate independent thinking into business issues and propose informed solutions. | |
| LEARNING OBJECTIVES 2.1 & 2.2 Students will be able to… | Identify, analyze and prioritize core issues and evaluate alternatives in a complex business situation, making appropriate use of relevant knowledge/tools/models/approaches. | |
| | Design an appropriate and informed creative recommendation to a given issue. | |
| COMPETENCY GOAL 3 Responsible Management & Sustainability | Graduates will be able to manage decisions making process respecting CSR and sustainable standards. | |
| LEARNING OBJECTIVES 3.1 & 3.2 Students will be able to… | Construct well thought-out decisions, fully aware of their impact on the organization, people, and environment. | |
| | Contribute as productive members to a project and demonstrate team management and leadership skills. | |
| COMPETENCY GOAL 4 Open-Mindedness & Transdisciplinarity | Graduates will be able to use and share transdisciplinary insight and integrate multicultural environments. | |
| LEARNING OBJECTIVES 4.1 & 4.2 | Demonstrate their ability to work in a multicultural environment. | |

| Students will be able to… | Use and share transdisciplinary insights when engaging in real world projects. | |
|---|---|---|

## ENGAGEMENT / ETHICAL BEHAVIOUR

Les étudiants sont tenus de respecter les règles du programme décrites dans le livret de l'Etudiant et ce, pour chaque module. La déclaration suivante s'applique à tous les étudiants ICN, pour les cours sur site ou chez les partenaires.

Toute tentative de fraude constatée durant un contrôle de connaissances, le contrôle continu ou un examen ou tout manquement aux règles élémentaires de comportement et d'éthique entrainent systématiquement la convocation de l'étudiant devant le conseil de discipline de l'Ecole qui examinera les irrégularités académiques. Le terme « irrégularité académique » est censé inclure, sans toutefois s'y limiter, la fraude lors du contrôle continu, rapports de stages, mémoires, thèses, et le plagiat.

Le conseil de discipline est compétent pour prononcer à l'encontre des élèves l'ensemble des sanctions prévues inscrites au règlement pédagogique de leur programme pouvant aller d'une note de « 0 » pour le module concerné jusqu'à l'exclusion définitive de l'étudiant.

## SD, CSR - ART, TECHNOLOGY & MANAGEMENT - INTERNATIONAL

| SD, CSR | ART, TECHNOLOGY & MANAGEMENT | INTERNATIONAL |
|---|---|---|
| Lightly incorporated into this module but not linked to a learning outcome | Lightly incorporated into this module but not linked to a learning outcome | Not appropriate for this module |

| Promotion | Titre / Title | |
|---|---|---|
| **PGE 3 Alternance Nancy** | **Banque & assurance** | |
| **Programme** | **ECTS** | **Code** |
| **PGE** | **4** | **FIMT5013** |
| **Responsable de module / Module leader** | **Langue d'enseignement / Language of tuition** | **Volume horaire / Class contact hours** |
| **AVOUYI-DOVI SANVI** | **FR** / *Syllabus: FR* | **30** |

## PRESENTATION DU COURS / MODULE DESCRIPTION

Description des systèmes bancaire et assurantiels en se fondant sur les exemples français et européens.
Présentation des rôles des autorités de régulation, de supervision et de contrôle.
Point sur les ratios prudentiels et de solvabilité. Analyse des risques encourus par les systèmes bancaire et assurantiels.
Analyse de l'interdépendance entre les banques, les assurances et les marchés financiers.
Point sur la politique macro prudentielle dans les économies développées. Est-elle un rempart contre les crises ?

## CONNAISSANCES ET COMPETENCES VISEES / LEARNING OUTCOMES (ILO)

Students successfully completing this course should be able to:
1. Comprendre les systèmes bancaire et assurantiels ayant cours dans les économies avancées
2. Identifier et évaluer les mécanismes sous-jacents dans l'évolution des systèmes des banques et des assurances
3. Comprendre et être en mesure d'appliquer les règles prudentielles qui régissent l'activité dans les banques et les assurances
4. Prendre conscience des risques encourus par les Banques et les assurances et être capable de les analyser
5. Comprendre l'importance de la politique macro prudentielle dans la prévention des crises

## CONTENU / MODULE OUTLINE

| TOPIC | ASSIGNMENTS & READINGS |
|---|---|
| Système bancaire / Système des assurances | Supports de cours + documents officiels (ACPR, MSU, etc.) |
| Autorité de contrôle, de supervision, et de régulation | Supports de cours + documents officiels (ACPR, MSU, etc.) |
| Banques, assurances et marchés financiers | Supports de cours + documents officiels (ACPR, MSU, etc.) |
| Risques bancaires et assurantiels | Supports de cours + documents officiels (ACPR, MSU, etc.) |
| Politique macro prudentielle et les crises | Supports de cours + documents officiels (ACPR, MSU, etc.) |

## METHODOLOGIE / TEACHING

Cours magistral couple avec des exercices et des applications fondés sur les chiffres officiels diffuses par les établissements de crédit, les assurances et leurs organismes de contrôle et de régulation.

## BIBLIOGRAPHIE / TEXTBOOK AND OTHER MATERIAL

La bibliographie sera adaptée à chaque chapitre et fournie en début de chaque chapitre ou partie.

## EVALUATION / ASSESSMENT

| ASSESSMENT COMPONENT | ASSESSMENT TYPE | METHOD | WEIGHTING | DURATION | LEARNING OUTCOMES (ILO) |
|---|---|---|---|---|---|
| Continuous assessment (CC) | Oral (Group) | Présentation de documents fournis. Travail effectué en sous-groupe de 3 étudiants max. | 40 | 0 | ILO1, ILO2, ILO3, ILO4, ILO5 |
| Final assessment (CF) | Written (Individual) | Examen sur table | 60 | 2 | ILO1, ILO2, ILO3, ILO4, ILO5 |

## ASSURANCE OF LEARNING / OBJECTIFS D'APPRENTISSAGE

| COMPETENCY GOAL 1 Knowledge & Adaptability | Graduates will be able to develop thorough knowledge in management fields and demonstrate their specific skills. | |
|---|---|---|
| LEARNING OBJECTIVES 1.1 & 1.2 Students will be able to… | Demonstrate context-specific knowledge of business and communicate this effectively in written and oral form. | X |
| | Demonstrate their flexibility in dealing with unexpected management issues/challenges in a global and evolving environment. | X |
| **COMPETENCY GOAL 2 Critical Thinking & Innovation** | **Graduates will be able to demonstrate independent thinking into business issues and propose informed solutions.** | |
| LEARNING OBJECTIVES 2.1 & 2.2 Students will be able to… | Identify, analyze and prioritize core issues and evaluate alternatives in a complex business situation, making appropriate use of relevant knowledge/tools/models/approaches. | |
| | Design an appropriate and informed creative recommendation to a given issue. | |
| **COMPETENCY GOAL 3 Responsible Management & Sustainability** | **Graduates will be able to manage decisions making process respecting CSR and sustainable standards.** | |
| LEARNING OBJECTIVES 3.1 & 3.2 Students will be able to… | Construct well thought-out decisions, fully aware of their impact on the organization, people, and environment. | |
| | Contribute as productive members to a project and demonstrate team management and leadership skills. | |
| **COMPETENCY GOAL 4 Open-Mindedness & Transdisciplinarity** | **Graduates will be able to use and share transdisciplinary insight and integrate multicultural environments.** | |
| LEARNING OBJECTIVES 4.1 & 4.2 Students will be able to… | Demonstrate their ability to work in a multicultural environment. | |
| | Use and share transdisciplinary insights when engaging in real world projects. | |

## ENGAGEMENT / ETHICAL BEHAVIOUR

Les étudiants sont tenus de respecter les règles du programme décrites dans le livret de l'Etudiant et ce, pour chaque module. La déclaration suivante s'applique à tous les étudiants ICN, pour les cours sur site ou chez les partenaires.

Toute tentative de fraude constatée durant un contrôle de connaissances, le contrôle continu ou un examen ou tout manquement aux règles élémentaires de comportement et d'éthique entrainent systématiquement la convocation de l'étudiant devant le conseil de discipline de l'Ecole qui examinera les irrégularités académiques. Le terme « irrégularité académique » est censé inclure, sans toutefois s'y limiter, la fraude lors du contrôle continu, rapports de stages, mémoires, thèses, et le plagiat.

Le conseil de discipline est compétent pour prononcer à l'encontre des élèves l'ensemble des sanctions prévues inscrites au règlement pédagogique de leur programme pouvant aller d'une note de « 0 » pour le module concerné jusqu'à l'exclusion définitive de l'étudiant.

## SD, CSR - ART, TECHNOLOGY & MANAGEMENT - INTERNATIONAL

| SD, CSR | ART, TECHNOLOGY & MANAGEMENT | INTERNATIONAL |
|---|---|---|
| Extensively incorporated into this module and central to learning outcomes | Extensively incorporated into this module and central to learning outcomes | Not appropriate for this module |

| Promotion | Titre / Title | |
|---|---|---|
| **PGE 3 Alternance Nancy** | **La banque face à l'évolution digitale** | |
| Programme | ECTS | Code |
| **PGE** | **4** | **FIMT5012** |
| Responsable de module / Module leader | Langue d'enseignement / Language of tuition | Volume horaire / Class contact hours |
| **PAULET ELISABETH** | **FR** — *Syllabus: FR* | **30** |

## PRESENTATION DU COURS / MODULE DESCRIPTION

Dans le cadre de ce module, les étudiants apportent une contribution sur le processus de digitalisation engendré par les banques. Ils envisageront des scénarios quant à la conception de la banque du futur, en lien avec les évolutions en cours (montée en puissance du digital, nouveaux modes de consommation des prestations bancaires, etc…).
Les méthodes d'enseignement s'appuient sur une démarche d'accompagnement des étudiants et sur une pédagogie de la découverte au service d'un apprentissage de type learning by doing. Les étudiants, répartis en petits groupes, bénéficieront d'un double accompagnement pédagogique du coté ICN et professionnel du coté de leur terrain de stage.

## CONNAISSANCES ET COMPETENCES VISEES / LEARNING OUTCOMES (ILO)

Les étudiants seront capables à l'issue de ce module de:
1. concevoir une solution adaptée et créative à un problème donné
2. communiquer efficacement au moyen de présentations écrites et orales convaincantes
3. apporter une contribution impliquée et positive aux projets concernés
4. développer un esprit de leadership d'équipe et accroitre les compétences comportementales de chaque membre

## CONTENU / MODULE OUTLINE

| TOPIC | ASSIGNMENTS & READINGS |
|---|---|
| Introduction à la digitalisation | (...) |
| Digitalisation et marketing des service | (...) |
| Digitalisation et marketing des service | (...) |
| Méthodologie et gestion de projet digital | (...) |
| Travail étudiant et point d'étape | (...) |
| Soutenance | Un document écrit et un support digital sera demandé pour l'évaluation finale |

## METHODOLOGIE / TEACHING

Les étudiants proposent une réponse créative à une problématique proposée par un professionnel d'une banque Ils produisent un document écrit étayant leur choix qui sera défendu en présence du professionnel ayant proposé le sujet.
Les soutenances orales finales du module (qui complètent le rapport écrit) sont l'occasion d'innover sur le fond (en lien avec l'orientation générale du module) mais aussi sur la forme (modes de présentation). Aucun examen de rattrapage ne sera fourni compte tenu de l'aspect spécifique du projet.

## BIBLIOGRAPHIE / TEXTBOOK AND OTHER MATERIAL

Michel Badoc et Elodie Trouillard (2012) Le marketing bancaire et de l'assurance Nouvelles tendances
Revue Banque (2013) Les essentiels de la banque Revue Banque 2013
Skinner, C. (2014). Digital bank: Strategies to launch or become a digital bank. Marshall Cavendish International Asia Pte Ltd.
Baxter, M., & Vater, D. (2014). Building the retail bank of the future. Bain & Company.

## EVALUATION / ASSESSMENT

| ASSESSMENT COMPONENT | ASSESSMENT TYPE | METHOD | WEIGHTING | DURATION | LEARNING OUTCOMES (ILO) |
|---|---|---|---|---|---|
| Final assessment (CF) | Written | Présentation PowerPoint | 40 | 2 | ILO1, ILO2 |
| Final assessment (CF) | Oral | Soutenance | 40 | 0 | ILO3, ILO4 |
| Final assessment (CF) | Peer to peer evaluation. Based on the contribution on the project | Individual evaluation made by each member team | 20 | 0 | ILO3, ILO4 |

## ASSURANCE OF LEARNING / OBJECTIFS D'APPRENTISSAGE

| | | |
|---|---|---|
| **COMPETENCY GOAL 1**<br>**Knowledge & Adaptability** | **Graduates will be able to develop thorough knowledge in management fields and demonstrate their specific skills.** | |
| LEARNING OBJECTIVES 1.1 & 1.2<br>Students will be able to… | Demonstrate context-specific knowledge of business and communicate this effectively in written and oral form. | X |
| | Demonstrate their flexibility in dealing with unexpected management issues/challenges in a global and evolving environment. | X |
| **COMPETENCY GOAL 2**<br>**Critical Thinking & Innovation** | **Graduates will be able to demonstrate independent thinking into business issues and propose informed solutions.** | |
| LEARNING OBJECTIVES 2.1 & 2.2<br>Students will be able to… | Identify, analyze and prioritize core issues and evaluate alternatives in a complex business situation, making appropriate use of relevant knowledge/tools/models/approaches. | X |
| | Design an appropriate and informed creative recommendation to a given issue. | X |
| **COMPETENCY GOAL 3**<br>**Responsible Management & Sustainability** | **Graduates will be able to manage decisions making process respecting CSR and sustainable standards.** | |
| LEARNING OBJECTIVES 3.1 & 3.2<br>Students will be able to… | Construct well thought-out decisions, fully aware of their impact on the organization, people, and environment. | X |
| | Contribute as productive members to a project and demonstrate team management and leadership skills. | |
| **COMPETENCY GOAL 4**<br>**Open-Mindedness & Transdisciplinarity** | **Graduates will be able to use and share transdisciplinary insight and integrate multicultural environments.** | |
| LEARNING OBJECTIVES 4.1 & 4.2<br>Students will be able to… | Demonstrate their ability to work in a multicultural environment. | X |
| | Use and share transdisciplinary insights when engaging in real world projects. | X |

## ENGAGEMENT / ETHICAL BEHAVIOUR

Les étudiants sont tenus de respecter les règles du programme décrites dans le livret de l'Etudiant et ce, pour chaque module. La déclaration suivante s'applique à tous les étudiants ICN, pour les cours sur site ou chez les partenaires.

Toute tentative de fraude constatée durant un contrôle de connaissances, le contrôle continu ou un examen ou tout manquement aux règles élémentaires de comportement et d'éthique entrainent systématiquement la convocation de l'étudiant devant le conseil de discipline de l'Ecole qui examinera les irrégularités académiques. Le terme « irrégularité académique » est censé inclure, sans toutefois s'y limiter, la fraude lors du contrôle continu, rapports de stages, mémoires, thèses, et le plagiat.

Le conseil de discipline est compétent pour prononcer à l'encontre des élèves l'ensemble des sanctions prévues inscrites au règlement pédagogique de leur programme pouvant aller d'une note de « 0 » pour le module concerné jusqu'à l'exclusion définitive de l'étudiant.

## SD, CSR - ART, TECHNOLOGY & MANAGEMENT - INTERNATIONAL

| SD, CSR | ART, TECHNOLOGY & MANAGEMENT | INTERNATIONAL |
|---|---|---|
| Lightly incorporated into this module but not linked to a learning outcome | Lightly incorporated into this module but not linked to a learning outcome | Not appropriate for this module |

# CULTURAL AND CREATIVE INDUSTRIES MANAGEMENT

| Promotion | Titre / Title | |
|---|---|---|
| **PGE 3 Nancy** | **Consumption & Branding in Cultural & CI** | |
| Programme | ECTS | Code |
| **PGE** | **4** | **MKTG5008** |
| Responsable de module / Module leader | Langue d'enseignement / Language of tuition | Volume horaire / Class contact hours |
| **IVANOVA RUFFO OLGA** | **EN**    *Syllabus: EN* | **30** |

## PRESENTATION DU COURS / MODULE DESCRIPTION

This course introduces students to the specificities of the market of cultural and creative products and it emphasizes the changes and new developments, such as the digitalization and internationalization of cultural production. The course also presents the customer value creation in the CCI context where the identification of target markets and building a successful value proposition is discussed. A particular attention is paid to the branding of the cultural and creative production where the emphasis is placed on the importance of stories in building authentic brands. The course also deals with the customer value delivery, or in other words the promotion and diffusion of cultural products. The course ends with the presentation of a group project on the geneology of a selected iconic brand.

## CONNAISSANCES ET COMPETENCES VISEES / LEARNING OUTCOMES (ILO)

Students successfully completing this module should be able to:
1. Analyze the market and recognize opportunities in the CCI context
2. Understand the specificities of cultural products' value creation and consumption
3. Understand the importance of value proposition and authentic brand story
4. Understand the principles of cultural branding
5. Learn how to build and apply the method of brand genealogy.

## CONTENU / MODULE OUTLINE

| TOPIC | ASSIGNMENTS & READINGS |
|---|---|
| Specificities of the market of cultural and creative products | Individual assignment: reflection on course content |
| The consumption of cultural and creative production: new developments | Individual assignment: reflection on course content. Thomson, Kristin, Kristen Purcell, and Lee Rainie. 2013. "Arts organizations and digital technologies." Pew Research Center 4. |
| Customer value creation: target markets and value proposition | Individual assignment: reflection on course content. Troilo, Gabriele. 2015. ?Marketing in creative industries: Value, Experience and Creativity.? Macmillan Education: Palgrave |
| Customer value creation: branding | Individual assignment: reflection on course content. Troilo, Gabriele. 2015. ?Marketing in creative industries: Value, Experience and Creativity.? Macmillan Education: Palgrave |
| Customer value delivery | Individual assignment: reflection on course content. Troilo, Gabriele. 2015. ?Marketing in creative industries: Value, Experience and Creativity.? Macmillan Education: Palgrave |

## METHODOLOGIE / TEACHING

Group report. Students will be divided into teams. Each team will have to choose an iconic brand and study its brand genealogy. Students then will be asked to elaborate on it and prepare a 30-minute presentation in order to explain its branding strategies to the class.

## BIBLIOGRAPHIE / TEXTBOOK AND OTHER MATERIAL

Holt, Douglas, B. (2004). How brands become icons: The principles of cultural branding. Harvard Business Review Press. Thomson, Kristin, Kristen Purcell, and Lee Rainie. 2013. "Arts organizations and digital technologies." Pew Research Center 4. Troilo, Gabriele. 2015. ?Marketing in creative industries: Value, experience and creativity.? Macmillan Education: Palgrave.

## EVALUATION / ASSESSMENT

| ASSESSMENT COMPONENT | ASSESSMENT TYPE | METHOD | WEIGHTING | DURATION | LEARNING OUTCOMES (ILO) |
|---|---|---|---|---|---|
| Continuous assessment (CC) | Written | Individual assignment : reflection on course content | 20 | 0 | ILO1, ILO2, ILO3 |
| Continuous assessment (CC) | Oral | Group project | 20 | 0 | ILO3, ILO4, ILO5 |
| Final assessment (CF) | Written | Final individual exam | 60 | 2 | ILO1, ILO2, ILO3 |

## ASSURANCE OF LEARNING / OBJECTIFS D'APPRENTISSAGE

| COMPETENCY GOAL 1 Knowledge & Adaptability | Graduates will be able to develop thorough knowledge in management fields and demonstrate their specific skills. | |
|---|---|---|
| LEARNING OBJECTIVES 1.1 & 1.2 Students will be able to… | Demonstrate context-specific knowledge of business and communicate this effectively in written and oral form. | X |
| | Demonstrate their flexibility in dealing with unexpected management issues/challenges in a global and evolving environment. | X |
| COMPETENCY GOAL 2 Critical Thinking & Innovation | Graduates will be able to demonstrate independent thinking into business issues and propose informed solutions. | |
| LEARNING OBJECTIVES 2.1 & 2.2 Students will be able to… | Identify, analyze and prioritize core issues and evaluate alternatives in a complex business situation, making appropriate use of relevant knowledge/tools/models/approaches. | X |
| | Design an appropriate and informed creative recommendation to a given issue. | X |
| COMPETENCY GOAL 3 Responsible Management & Sustainability | Graduates will be able to manage decisions making process respecting CSR and sustainable standards. | |
| LEARNING OBJECTIVES 3.1 & 3.2 Students will be able to… | Construct well thought-out decisions, fully aware of their impact on the organization, people, and environment. | X |
| | Contribute as productive members to a project and demonstrate team management and leadership skills. | |
| COMPETENCY GOAL 4 Open-Mindedness & Transdisciplinarity | Graduates will be able to use and share transdisciplinary insight and integrate multicultural environments. | |
| LEARNING OBJECTIVES 4.1 & 4.2 Students will be able to… | Demonstrate their ability to work in a multicultural environment. | X |
| | Use and share transdisciplinary insights when engaging in real world projects. | X |

## ENGAGEMENT / ETHICAL BEHAVIOUR

During the module, students are expected to respect the programme regulations outlined in the student handbook. The following statement applies to all students taking ICN courses, on and off campus.
Cheating on in-class tests or take-home examinations or homework is, of course, illegal and immoral. A Disciplinary Committee exists to investigate academic improprieties, conduct hearings, and determine any necessary actions. The term 'academic impropriety' is meant to include, but is not limited to, cheating on homework, during in-class or take-home examinations, and plagiarism.
Consequences of academic impropriety are severe, ranging from receiving a "0" in a course, to a warning from which becomes a part of the permanent student record, to expulsion.

## SD, CSR - ART, TECHNOLOGY & MANAGEMENT - INTERNATIONAL

| SD, CSR | ART, TECHNOLOGY & MANAGEMENT | INTERNATIONAL |
|---|---|---|
| Lightly incorporated into this module but not linked to a learning outcome | Extensively incorporated into this module and central to learning outcomes | Moderately incorporated into this module and linked to learning outcomes |

| Promotion | Titre / Title | |
|---|---|---|
| **PGE 3 Nancy** | **Art & Entertainment event management** | |
| Programme | ECTS | Code |
| PGE | 4 | MGMT5015 |
| Responsable de module / Module leader | Langue d'enseignement / Language of tuition | Volume horaire / Class contact hours |
| SORIO ROSSELLA | EN · *Syllabus: EN* | 30 |

## MODULE DESCRIPTION

This seminar is a project-based approach to learning where students have the opportunity to work on real life project. This is an interactive, labor-intensive course.

This year's project is based on the following theme: how to become an influencer in the cultural field?
The growing place of social networks in one's career development in the field of cultural activities, places Instagram in particular at the heart of strategic thinking for companies and for individual professionnal strategies. In this project, students will also have to target a cultural institution with which they will establish a partnership; through publications on Instagram, they will highlight this cultural institution

## LEARNING OUTCOMES (ILO)

Students successfully completing this course should be able to:
1) Apply theoretical concepts and knowledge appropriately and effectively in specific organisational contexts
2) Develop understanding and critical appreciation of today's business challenges of an organisation within the Art and Entertainment Industry
3) Evaluate non-conventional tools ties to social media to promote an offer through consumer experience
4) Produce new and original proposal on the brand concept and a communication campaign
5) Assess how a sustainability based cultural project translates in concrete policies and practices

## MODULE OUTLINE

| TOPIC | ASSIGNMENTS & READINGS |
|---|---|
| Phase 1. Project presentation and assignment brief | The project this year is based on the following theme: how to become an influencer in the cultural field? Students will have to target a cultural institution with which they will establish a partnership; through publications on Instagram, they will highlight this cultural institution. A detailed brief about your project assignment will be delivered. |
| Phase 2. Project development | During this phase each team will work autonomously under the responsibility of a supervisor. The role of the supervisor is to provide the needed help and ensure the best progress of the project. There will be personal time slots in your planning dedicated to the project and two mandatory project checkpoints. At each checkpoint each team submits by email a 1 page progress report covering following points: What has been completed Problems encountered Next steps |
| Phase 3.Project development | Teamwork information. Each checkpoint will be supported by a meeting with the supervisor to discuss and debrief the progress report. These meetings are mandatory for all the team members. |
| Phase 4. Project finalization | Teamwork information. Each checkpoint will be supported by a meeting with the supervisor to discuss and debrief the progress report. These meetings are mandatory for all the team members. |
| Phase 5. Presentation and feedback | At this stage each team will present their work to (an) examiner(s). On presentation day, each group must hand in a 3 pages report to the jury, detailing the teams work methodology, recommendations and a plan of actions. |

## TEACHING

You will work as a team following an approach of experiential learning (learning through doing). This involves working on a real life project dealing with various difficulties. Student's task is to evaluate the issue, identify its significant features, and come up with creative recommendations and a plan of actions to the sponsor.

## TEXTBOOK AND OTHER MATERIAL

*No translation yet*

## ASSESSMENT

| ASSESSMENT COMPONENT | ASSESSMENT TYPE | METHOD | WEIGHT. | DURAT. | LEARNING OUTCOMES (ILO) |
|---|---|---|---|---|---|
| Continuous assessment (CC) | written | Workgroup Checkpoints | 40 | - | ILO1, ILO2 |
| Final assessment (CF) | written | Dossier | 30 | - | ILO3, ILO4, ILO5 |
| Final assessment (CF) | oral | Presentation and feedback | 30 | 0.17 | ILO3, ILO4, ILO5 |
| - | - | - | - | - | - |
| - | - | - | - | - | - |

## ASSURANCE OF LEARNING

| LG1 Knowledge & Adaptability | Graduates will be able to develop thorough knowledge in management fields and demonstrate their specific skills. |
|---|---|
| X LO11 Student will be able to... | Demonstrate context-specific knowledge of business and communicate this effectively in written and oral form. |
| X LO12 Student will be able to... | Demonstrate their flexibility in dealing with unexpected management issues/challenges in a global and evolving environment. |
| LG2 Critical Thinking & Innovation | Graduates will be able to demonstrate independent thinking into business issues and propose informed solutions. |
| LO21 Student will be able to... | Identify, analyze and prioritize core issues and evaluate alternatives in a complex business situation, making appropriate use of relevant knowledge/tools/models/approaches. |
| LO22 Student will be able to... | Design an appropriate and informed creative recommendation to a given issue. |
| LG3 Responsible Management & Sustainability | Graduates will be able to manage decisions making process respecting CSR and sustainable standards. |
| X LO31 Student will be able to... | Construct well thought-out decisions, fully aware of their impact on the organization, people, and environment. |
| X LO32 Student will be able to... | Contribute as productive members to a project and demonstrate team management and leadership skills. |
| LG4 Open-Mindedness & Transdisciplinarity | Graduates will be able to use and share transdisciplinary insight and integrate multicultural environments. |
| X LO41 Student will be able to... | Demonstrate their ability to work in a multicultural environment. |
| X LO42 Student will be able to... | Use and share transdisciplinary insights when engaging in real world projects. |

## ETHICAL BEHAVIOUR

During the module, students are expected to respect the programme regulations outlined in the student handbook. The following statement applies to all students taking ICN courses, on and off campus.
Cheating on in-class tests or take-home examinations or homework is, of course, illegal and immoral. A Disciplinary Committee exists to investigate academic improprieties, conduct hearings, and determine any necessary actions. The term « academic impropriety » is meant to include, but is not limited to, cheating on homework, during in-class or take-home examinations, and plagiarism.
Consequences of academic impropriety are severe, ranging from receiving a « 0 » in a course, to a warning from which becomes a part of the permanent student record, to expulsion.

## RSE, ARTEM & INTERNATIONAL

| % DDRSE |
|---|
| Not appropriate for this module |
| **% ARTEM** |
| Not appropriate for this module |
| **% INTERNATIONAL** |
| Not appropriate for this module |

| Promotion | Titre / Title | |
|---|---|---|
| **PGE 3 Nancy** | **Cultural & Creative Industries Management 2** | |
| Programme | ECTS | Code |
| **PGE** | **4** | **MGMT5004** |
| Responsable de module / Module leader | Langue d'enseignement / Language of tuition | Volume horaire / Class contact hours |
| **SORIO ROSSELLA** | **EN** · *Syllabus: EN* | **30** |

## PRESENTATION DU COURS / MODULE DESCRIPTION

This course is focused on management of art institutions. The art managers works every day to connect artists with audiences, vision with reality, and money with a mission. They play an essential role in transforming the minds, lives, and communities through creative expression. This course has been conceptualized to address the need of skills and techniques to help professionals and managers in running art and cultural institutions. This course is led by professionals of the CCI, p.e. the director of American Center in Paris.

## CONNAISSANCES ET COMPETENCES VISEES / LEARNING OUTCOMES (ILO)

Students successfully completing this module should be able to:
1. Analyze what it means to manage a cultural institution and what cultural managers should expect and be able to face.
2. Analyze the specificity of communication and brand management in the ICC sector.
3. Manage a project in the CCI sector
4. Design and implement appropriate courses of action to satisfy customers (visitors and audiences) and build an advantage over the competition.
5. Assess how a museum contribute to cross fertilization of ideas and can fulfil a function for development of new cultural and creative industries

## CONTENU / MODULE OUTLINE

| TOPIC | ASSIGNMENTS & READINGS |
|---|---|
| Cultural sector - the major strategic challenges of cultural institutions. Focus on cultural communication. The cultural sector facing the COVID crisis 19 | Case study: From the Mona Bismarck Foundation to the American Center for Art and Culture |
| Branding and culture: a happy marriage? Transmission of the subject for group work. | Case study: Maison Matisse + Workshop with students Transmission of the subject for group work |
| Presentation by student Conclusion of the seminar | Continuous assessment |
| How digital offerings can operate as complements to physical offerings to build a profitable CRM | Case study : The Tate's Digital Transformation Group work : Answer the questions |
| Group Presentation Individual assessment based on a case study | Final exam |

## METHODOLOGIE / TEACHING

Each session offers theoretical instruction and presentation of practical tools. The group work is half of the course during it students can apply the tools seen during class.

## EVALUATION / ASSESSMENT

| ASSESSMENT COMPONENT | ASSESSMENT TYPE | METHOD | WEIGHTING | DURATION | LEARNING OUTCOMES (ILO) |
|---|---|---|---|---|---|
| Continuous assessment (CC) | Oral | Solve a managerial question (group work) | 30 | 0 | ILO1, ILO2 |
| Continuous assessment (CC) | Oral | Group présentation | 10 | 0 | ILO3, ILO4, ILO5 |
| Final assessment (CF) | Written | Individual report based on a case study | 60 | 0 | ILO3, ILO4, ILO5 |

## ASSURANCE OF LEARNING / OBJECTIFS D'APPRENTISSAGE

| COMPETENCY GOAL 1 Knowledge & Adaptability | Graduates will be able to develop thorough knowledge in management fields and demonstrate their specific skills. | |
|---|---|---|
| LEARNING OBJECTIVES 1.1 & 1.2 Students will be able to… | Demonstrate context-specific knowledge of business and communicate this effectively in written and oral form. | X |
| | Demonstrate their flexibility in dealing with unexpected management issues/challenges in a global and evolving environment. | X |
| COMPETENCY GOAL 2 Critical Thinking & Innovation | Graduates will be able to demonstrate independent thinking into business issues and propose informed solutions. | |
| LEARNING OBJECTIVES 2.1 & 2.2 Students will be able to… | Identify, analyze and prioritize core issues and evaluate alternatives in a complex business situation, making appropriate use of relevant knowledge/tools/models/approaches. | X |
| | Design an appropriate and informed creative recommendation to a given issue. | X |
| COMPETENCY GOAL 3 Responsible Management & Sustainability | Graduates will be able to manage decisions making process respecting CSR and sustainable standards. | |
| LEARNING OBJECTIVES 3.1 & 3.2 Students will be able to… | Construct well thought-out decisions, fully aware of their impact on the organization, people, and environment. | X |
| | Contribute as productive members to a project and demonstrate team management and leadership skills. | X |
| COMPETENCY GOAL 4 Open-Mindedness & Transdisciplinarity | Graduates will be able to use and share transdisciplinary insight and integrate multicultural environments. | |
| LEARNING OBJECTIVES 4.1 & 4.2 Students will be able to… | Demonstrate their ability to work in a multicultural environment. | X |
| | Use and share transdisciplinary insights when engaging in real world projects. | |

## ENGAGEMENT / ETHICAL BEHAVIOUR

During the module, students are expected to respect the programme regulations outlined in the student handbook. The following statement applies to all students taking ICN courses, on and off campus.

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Consequences of academic impropriety are severe, ranging from receiving a "0" in a course, to a warning from which becomes a part of the permanent student record, to expulsion.

## SD, CSR - ART, TECHNOLOGY & MANAGEMENT - INTERNATIONAL

| SD, CSR | ART, TECHNOLOGY & MANAGEMENT | INTERNATIONAL |
|---|---|---|
| Not appropriate for this module | Not appropriate for this module | Not appropriate for this module |

| Promotion | Titre / Title | |
|---|---|---|
| **PGE 3 Nancy** | **The Art & entertainment management seminar** | |
| Programme | ECTS | Code |
| **PGE** | **4** | **MGMT5015** |
| Responsable de module / Module leader | Langue d'enseignement / Language of tuition | Volume horaire / Class contact hours |
| **SORIO ROSSELLA** | **EN** *Syllabus: EN* | **30** |

## PRESENTATION DU COURS / MODULE DESCRIPTION

This seminar is a project-based approach to learning where students have the opportunity to work on real life project. This is an interactive, labor-intensive course.
This year's project is based on the following theme: how to become an influencer in the cultural field?
The growing place of social networks in one's career development in the field of cultural activities, places Instagram in particular at the heart of strategic thinking for companies and for individual professional strategies. In this project, students will also have to target a cultural institution with which they will establish a partnership, through publications on Instagram, they will highlight this cultural institution

## CONNAISSANCES ET COMPETENCES VISEES / LEARNING OUTCOMES (ILO)

Students successfully completing this course should be able to:
1) Apply theoretical concepts and knowledge appropriately and effectively in specific organisational contexts
2) Develop understanding and critical appreciation of today's business challenges of an organisation within the Art and Entertainment Industry
3) Evaluate non-conventional tools ties to social media to promote an offer through consumer experience
4) Produce new and original proposal on the brand concept and a communication campaign
5) Assess how a sustainability based cultural project translates in concrete policies and practices

## CONTENU / MODULE OUTLINE

| TOPIC | ASSIGNMENTS & READINGS |
|---|---|
| Phase 1. Project presentation and assignment brief | The project this year is based on the following theme: how to become an influencer in the cultural field? Students will have to target a cultural institution with which they will establish a partnership, through publications on Instagram, they will highlight this cultural institution. A detailed brief about your project assignment will be delivered. |
| Phase 2. Project development | During this phase each team will work autonomously under the responsibility of a supervisor. The role of the supervisor is to provide the needed help and ensure the best progress of the project. There will be personal time slots in your planning dedicated to the project and two mandatory project checkpoints. At each checkpoint each team submits by email a 1 page progress report covering following points:What has been completedProblems encounteredNext steps |
| Phase 3.Project development | Teamwork information. Each checkpoint will be supported by a meeting with the supervisor to discuss and debrief the progress report. These meetings are mandatory for all the team members. |
| Phase 4. Project finalization | Teamwork information. Each checkpoint will be supported by a meeting with the supervisor to discuss and debrief the progress report. These meetings are mandatory for all the team members. |
| Phase 5. Presentation and feedback | At this stage each team will present their work to (an) examiner(s). On presentation day, each group must hand in a 3 pages report to the jury, detailing the teams work methodology, recommendations and a plan of actions. |

## METHODOLOGIE / TEACHING

You will work as a team following an approach of experiential learning (learning through doing). This involves working on a real life project dealing with various difficulties. Student's task is to evaluate the issue, identify its significant features, and come up with creative recommendations and a plan of actions to the sponsor.

## EVALUATION / ASSESSMENT

| ASSESSMENT COMPONENT | ASSESSMENT TYPE | METHOD | WEIGHTING | DURATION | LEARNING OUTCOMES (ILO) |
|---|---|---|---|---|---|
| Continuous assessment (CC) | written | Workgroup Checkpoints | 40 | 0 | ILO1, ILO2 |
| Final assessment (CF) | written | Dossier | 30 | 0 | ILO3, ILO4, ILO5 |
| Final assessment (CF) | oral | Presentation and feedback | 30 | 0.17000000178813934 | ILO3, ILO4, ILO5 |

## ASSURANCE OF LEARNING / OBJECTIFS D'APPRENTISSAGE

| COMPETENCY GOAL 1 Knowledge & Adaptability | Graduates will be able to develop thorough knowledge in management fields and demonstrate their specific skills. | |
|---|---|---|
| LEARNING OBJECTIVES 1.1 & 1.2 Students will be able to… | Demonstrate context-specific knowledge of business and communicate this effectively in written and oral form. | X |
| | Demonstrate their flexibility in dealing with unexpected management issues/challenges in a global and evolving environment. | X |
| COMPETENCY GOAL 2 Critical Thinking & Innovation | Graduates will be able to demonstrate independent thinking into business issues and propose informed solutions. | |
| LEARNING OBJECTIVES 2.1 & 2.2 Students will be able to… | Identify, analyze and prioritize core issues and evaluate alternatives in a complex business situation, making appropriate use of relevant knowledge/tools/models/approaches. | |
| | Design an appropriate and informed creative recommendation to a given issue. | |
| COMPETENCY GOAL 3 Responsible Management & Sustainability | Graduates will be able to manage decisions making process respecting CSR and sustainable standards. | |
| LEARNING OBJECTIVES 3.1 & 3.2 Students will be able to… | Construct well thought-out decisions, fully aware of their impact on the organization, people, and environment. | X |
| | Contribute as productive members to a project and demonstrate team management and leadership skills. | X |
| COMPETENCY GOAL 4 Open-Mindedness & Transdisciplinarity | Graduates will be able to use and share transdisciplinary insight and integrate multicultural environments. | |
| LEARNING OBJECTIVES 4.1 & 4.2 Students will be able to… | Demonstrate their ability to work in a multicultural environment. | X |
| | Use and share transdisciplinary insights when engaging in real world projects. | X |

## ENGAGEMENT / ETHICAL BEHAVIOUR

During the module, students are expected to respect the programme regulations outlined in the student handbook. The following statement applies to all students taking ICN courses, on and off campus.
Cheating on in-class tests or take-home examinations or homework is, of course, illegal and immoral. A Disciplinary Committee exists to investigate academic improprieties, conduct hearings, and determine any necessary actions. The term 'academic impropriety' is meant to include, but is not limited to, cheating on homework, during in-class or take-home examinations, and plagiarism.
Consequences of academic impropriety are severe, ranging from receiving a "0" in a course, to a warning from which becomes a part of the permanent student record, to expulsion.

## SD, CSR - ART, TECHNOLOGY & MANAGEMENT - INTERNATIONAL

| SD, CSR | ART, TECHNOLOGY & MANAGEMENT | INTERNATIONAL |
|---|---|---|
| Not appropriate for this module | Not appropriate for this module | Not appropriate for this module |

# MARKETING ET INNOVATION PRODUIT

| Promotion | Titre / Title | |
|---|---|---|
| **PGE 3 Nancy** | **Marketing de l'Innovation** | |
| Programme | ECTS | Code |
| PGE | 4 | MKTG5010 |
| Responsable de module / Module leader | Langue d'enseignement / Language of tuition | Volume horaire / Class contact hours |
| FILALI BOISSY DOUNIAZED | FR *Syllabus: FR* | 30 |

## PRESENTATION DU COURS / MODULE DESCRIPTION

Ce cours de Marketing de l'innovation présente une analyse détaillée du processus de développement d'un nouveau produit et se focalise sur le rôle clé que les marketeurs jouent dans l'élaboration et la mise en œuvre d'une innovation.
Les étudiants découvriront le processus d'innovation dans ses différents aspects (de l'évaluation de nouvelles idées à la validation du concept, en passant par la mise en œuvre opérationnelle y compris les aspects budgétaires et financiers).

## CONNAISSANCES ET COMPETENCES VISEES / LEARNING OUTCOMES (ILO)

A l'issue de ce module, les étudiants seront capables de :
1.Comprendre le challenge entrepreneurial du développement d'un nouveau produit
2.Identifier les stratégies adéquates pour réussir le processus de développement d'un nouveau produit
3.Analyser les facteurs qui influencent la diffusion et l'adoption d'une innovation
4.Appliquer les différents procédés liés au développent d'une innovation (génération et identification de meilleures idées, prototypage, élaboration et mise en œuvre opérationnel du mix, construction budgétaire et évaluation financière)

## CONTENU / MODULE OUTLINE

| TOPIC | ASSIGNMENTS & READINGS |
|---|---|
| La démarche du marketing de l'innovation | MyICN : télécharger les slides |
| La démarche du marketing de l'innovation | MyICN : télécharger les slides |
| La démarche du marketing de l'innovation | Lecture et préparation d'un cas d'application |
| La démarche du marketing de l'innovation | Contrôle continu |
| Prévision des ventes | MyICN : télécharger les slides |
| Travail de groupe sur le projet du CF | Première application sur le projet du Contrôle Final |
| Estimation des coûts | MyICN : télécharger les slides |
| Travail de groupe sur le projet du CF | Peaufiner le projet du Contrôle Final |
| Finance pour les marketeurs de l'innovation | MyICN : télécharger les slides |
| Travail de groupe sur le projet du CF | Peaufiner le projet du Contrôle Final |

## METHODOLOGIE / TEACHING

Chaque séance propose un cadre conceptuel suivi de la présentation d'outils pratiques. Dans plusieurs séances, il sera réalisé un workshop où les outils pourront être appliqués.

## EVALUATION / ASSESSMENT

| ASSESSMENT COMPONENT | ASSESSMENT TYPE | METHOD | WEIGHTING | DURATION | LEARNING OUTCOMES (ILO) |
|---|---|---|---|---|---|
| Continuous assessment (CC) | Written | Examen individuel | 40 | 2 | ILO1, ILO2, ILO3 |
| Final assessment (CF) | Written | Travail de groupe complété par un rapport envoyé à l'enseignante une semaine après le dernier cours | 60 | 0 | ILO2, ILO3, ILO4 |

## ASSURANCE OF LEARNING / OBJECTIFS D'APPRENTISSAGE

| | | |
|---|---|---|
| **COMPETENCY GOAL 1**<br>**Knowledge & Adaptability** | **Graduates will be able to develop thorough knowledge in management fields and demonstrate their specific skills.** | |
| LEARNING OBJECTIVES 1.1 & 1.2<br>Students will be able to… | Demonstrate context-specific knowledge of business and communicate this effectively in written and oral form. | X |
| | Demonstrate their flexibility in dealing with unexpected management issues/challenges in a global and evolving environment. | X |
| **COMPETENCY GOAL 2**<br>**Critical Thinking & Innovation** | **Graduates will be able to demonstrate independent thinking into business issues and propose informed solutions.** | |
| LEARNING OBJECTIVES 2.1 & 2.2<br>Students will be able to… | Identify, analyze and prioritize core issues and evaluate alternatives in a complex business situation, making appropriate use of relevant knowledge/tools/models/approaches. | X |
| | Design an appropriate and informed creative recommendation to a given issue. | X |
| **COMPETENCY GOAL 3**<br>**Responsible Management & Sustainability** | **Graduates will be able to manage decisions making process respecting CSR and sustainable standards.** | |
| LEARNING OBJECTIVES 3.1 & 3.2<br>Students will be able to… | Construct well thought-out decisions, fully aware of their impact on the organization, people, and environment. | X |
| | Contribute as productive members to a project and demonstrate team management and leadership skills. | |
| **COMPETENCY GOAL 4**<br>**Open-Mindedness & Transdisciplinarity** | **Graduates will be able to use and share transdisciplinary insight and integrate multicultural environments.** | |
| LEARNING OBJECTIVES 4.1 & 4.2<br>Students will be able to… | Demonstrate their ability to work in a multicultural environment. | |
| | Use and share transdisciplinary insights when engaging in real world projects. | |

## ENGAGEMENT / ETHICAL BEHAVIOUR

Les étudiants sont tenus de respecter les règles du programme décrites dans le livret de l'Etudiant et ce, pour chaque module. La déclaration suivante s'applique à tous les étudiants ICN, pour les cours sur site ou chez les partenaires.

Toute tentative de fraude constatée durant un contrôle de connaissances, le contrôle continu ou un examen ou tout manquement aux règles élémentaires de comportement et d'éthique entrainent systématiquement la convocation de l'étudiant devant le conseil de discipline de l'Ecole qui examinera les irrégularités académiques. Le terme « irrégularité académique » est censé inclure, sans toutefois s'y limiter, la fraude lors du contrôle continu, rapports de stages, mémoires, thèses, et le plagiat.

Le conseil de discipline est compétent pour prononcer à l'encontre des élèves l'ensemble des sanctions prévues inscrites au règlement pédagogique de leur programme pouvant aller d'une note de « 0 » pour le module concerné jusqu'à l'exclusion définitive de l'étudiant.

## SD, CSR - ART, TECHNOLOGY & MANAGEMENT - INTERNATIONAL

| SD, CSR | ART, TECHNOLOGY & MANAGEMENT | INTERNATIONAL |
|---|---|---|
| Not appropriate for this module | Not appropriate for this module | Not appropriate for this module |

| Promotion | Titre / Title |
|---|---|
| **PGE 3 Nancy** | **Créativité & Design Thinking** |

| Programme | ECTS | Code |
|---|---|---|
| **PGE** | **4** | **ADST5002** |

| Responsable de module / Module leader | Langue d'enseignement / Language of tuition | | Volume horaire / Class contact hours |
|---|---|---|---|
| **FILALI BOISSY DOUNIAZED** | **FR** | **Syllabus: FR** | **30** |

## PRESENTATION DU COURS / MODULE DESCRIPTION

Ce cours de Créativité et Design Thinking vise à présenter aux étudiants les étapes d'application de la démarche d'un designer pour répondre à une problématique de projet d'innovation. Le Design Thinking a pour objectif de transformer les idées et les projets en actions réelles et en prototypes tangibles.

## CONNAISSANCES ET COMPETENCES VISEES / LEARNING OUTCOMES (ILO)

A l'issue de ce module, les étudiants seront capables de :
1.Identifier les enjeux du Design Thinking pour l'entreprise
2.Employer la méthodologie du Design Thinking
3.Appliquer le processus de concrétisation d'une innovation à travers l'identification des problèmes à régler, la collecte des exemples d'échecs, la génération d'idées, la création de prototype, le test auprès devrais utilisateurs, et l'identification des sources d'amélioration.
4.Situer les nouveaux espaces stratégiques en identifiant les océans bleus de l'activité de l'entreprise

## CONTENU / MODULE OUTLINE

| TOPIC | ASSIGNMENTS & READINGS |
|---|---|
| Le concept Design Thinking et sa mise en œuvre | MyICN : télécharger les slides |
| Travail de groupe | Premières réflexions sur le prototypage de l'innovation à présenter en CC |
| Les approches du Design | Peaufiner le prototype de l'innovation |
| Les approches du Design | Peaufiner le prototype de l'innovation |
| Application des étapes de test du prototype d'une innovation | Peaufiner le prototype de l'innovation |
| Travail de groupe et présentation CC | Finaliser le prototype et le présenter Contrôle Continu |
| La Stratégie Océan Blue | MyICN : Télécharger les slides du cours et s'en approprier |
| La Stratégie Océan Blue | MyICN : Télécharger les slides du cours et le cas d'application |
| Cas d'application Stratégie Océan bleu | Répondre aux questions du cas d'application (travail de groupe) |
| Cas d'application Stratégie Océan bleu CF | Présentation oral du cas (travail de groupe - Examen Final) |

## METHODOLOGIE / TEACHING

Chaque séance propose un cadre conceptuel suivi de la présentation d'outils pratiques. Le travail en groupe constitue la moitié du cours. Un exercice d'application des concepts étudiés sera développé pendant le cours.

## EVALUATION / ASSESSMENT

| ASSESSMENT COMPONENT | ASSESSMENT TYPE | METHOD | WEIGHTING | DURATION | LEARNING OUTCOMES (ILO) |
|---|---|---|---|---|---|
| Continuous assessment (CC) | Written | QCM | 20 | 0.5 | ILO1, ILO2, ILO3 |
| Continuous assessment (CC) | oral | Présentation du travail de groupe complété par un rapport envoyé à l'enseignante | 20 | 0 | ILO1, ILO2, ILO3 |
| Final assessment (CF) | Written | Rapport | 30 | 0 | ILO3, ILO4 |
| Final assessment (CF) | oral | Présentation du travail de groupe complété par un rapport envoyé à l'enseignante | 30 | 0 | ILO3, ILO4 |

## ASSURANCE OF LEARNING / OBJECTIFS D'APPRENTISSAGE

| | | |
|---|---|---|
| **COMPETENCY GOAL 1**<br>**Knowledge & Adaptability** | **Graduates will be able to develop thorough knowledge in management fields and demonstrate their specific skills.** | |
| LEARNING OBJECTIVES 1.1 & 1.2<br>Students will be able to… | Demonstrate context-specific knowledge of business and communicate this effectively in written and oral form. | X |
| | Demonstrate their flexibility in dealing with unexpected management issues/challenges in a global and evolving environment. | X |
| **COMPETENCY GOAL 2**<br>**Critical Thinking & Innovation** | **Graduates will be able to demonstrate independent thinking into business issues and propose informed solutions.** | |
| LEARNING OBJECTIVES 2.1 & 2.2<br>Students will be able to… | Identify, analyze and prioritize core issues and evaluate alternatives in a complex business situation, making appropriate use of relevant knowledge/tools/models/approaches. | X |
| | Design an appropriate and informed creative recommendation to a given issue. | X |
| **COMPETENCY GOAL 3**<br>**Responsible Management & Sustainability** | **Graduates will be able to manage decisions making process respecting CSR and sustainable standards.** | |
| LEARNING OBJECTIVES 3.1 & 3.2<br>Students will be able to… | Construct well thought-out decisions, fully aware of their impact on the organization, people, and environment. | |
| | Contribute as productive members to a project and demonstrate team management and leadership skills. | |
| **COMPETENCY GOAL 4**<br>**Open-Mindedness & Transdisciplinarity** | **Graduates will be able to use and share transdisciplinary insight and integrate multicultural environments.** | |
| LEARNING OBJECTIVES 4.1 & 4.2<br>Students will be able to… | Demonstrate their ability to work in a multicultural environment. | X |
| | Use and share transdisciplinary insights when engaging in real world projects. | X |

## ENGAGEMENT / ETHICAL BEHAVIOUR

Les étudiants sont tenus de respecter les règles du programme décrites dans le livret de l'Etudiant et ce, pour chaque module. La déclaration suivante s'applique à tous les étudiants ICN, pour les cours sur site ou chez les partenaires.

Toute tentative de fraude constatée durant un contrôle de connaissances, le contrôle continu ou un examen ou tout manquement aux règles élémentaires de comportement et d'éthique entrainent systématiquement la convocation de l'étudiant devant le conseil de discipline de l'Ecole qui examinera les irrégularités académiques. Le terme « irrégularité académique » est censé inclure, sans toutefois s'y limiter, la fraude lors du contrôle continu, rapports de stages, mémoires, thèses, et le plagiat.

Le conseil de discipline est compétent pour prononcer à l'encontre des élèves l'ensemble des sanctions prévues inscrites au règlement pédagogique de leur programme pouvant aller d'une note de « 0 » pour le module concerné jusqu'à l'exclusion définitive de l'étudiant.

## SD, CSR - ART, TECHNOLOGY & MANAGEMENT - INTERNATIONAL

| SD, CSR | ART, TECHNOLOGY & MANAGEMENT | INTERNATIONAL |
|---|---|---|
| Not appropriate for this module | Not appropriate for this module | Not appropriate for this module |

| Promotion | Titre / Title | |
|---|---|---|
| **PGE 3 Nancy** | **Gestion et lancement produit** | |
| Programme | ECTS | Code |
| **PGE** | **4** | **MKTG5011** |
| Responsable de module / Module leader | Langue d'enseignement / Language of tuition | Volume horaire / Class contact hours |
| **FILALI BOISSY DOUNIAZED** | **FR** *Syllabus: FR* | **30** |

## PRESENTATION DU COURS / MODULE DESCRIPTION

Ce cours de Gestion et lancement produit vise à amener l'étudiants à apprécier les opportunités les plus favorables en ce qui concerne les produits/domaines que l'entreprise exploite ou s'apprête à lancer, ainsi qu'à évaluer les stratégies et les plans opérationnels les plus favorables à la réussite d'un lancement.

## CONNAISSANCES ET COMPETENCES VISEES / LEARNING OUTCOMES (ILO)

A l'issue de ce module, les étudiants seront capables de :
1.Appliquer les techniques et outils marketing associés aux différentes phases du lancement de produit
2.Identifier les outils fondamentaux de la gestion de projet pour organiser et piloter son lancement
3.Opérer et communiquer en tant que chef de projet

## CONTENU / MODULE OUTLINE

| TOPIC | ASSIGNMENTS & READINGS |
|---|---|
| La démarche générale du lancement de produit | MyICN : Télécharger les slides |
| Elaborer les étapes du lancement d'un nouveau produit (cas réel en partenariat avec une entreprise) | Contrôle Continu |
| De la définition de la stratégie marketing au lancement opérationnel dans le secteur des vins et spiritueux. | MyICN : Télécharger les slides |
| Les spécificités de l'industrie du marketing du luxe par rapport aux produits mass-market. Les caractéristiques des clients ainsi que les enjeux sont analysés.. | Le cas des collaborations de marques pour lancer de nouveaux produits fait l'objet d'une étude de cas à travailler en groupe |
| Etude de cas sur la définition du potentiel commercial et de la viabilité d'un lancement produit. Elle sera l'occasion d'appliquer les différents acquis du module (gestion de portefeuille produit éléments de diagnostic stratégie de développement de la gamme dont le licensing) lors d'un cas d'examen final. | Cas d'examen |

## METHODOLOGIE / TEACHING

L'enseignement du module se focalise sur l'analyse de la démarche générale de gestion et lancement d'un produit jusqu'à la connaissance des techniques, les procédures et les structures qui permettent de mettre sur le marché un nouveau produit avec les plus grandes chances de réussite
La méthode pédagogique s'appuie sur de nombreux cas d'entreprises et exercices en groupe de travail.

## EVALUATION / ASSESSMENT

| ASSESSMENT COMPONENT | ASSESSMENT TYPE | METHOD | WEIGHTING | DURATION | LEARNING OUTCOMES (ILO) |
|---|---|---|---|---|---|
| Continuous assessment (CC) | oral | Présentation du travail de groupe complété par un rapport | 40 | 0 | ILO1, ILO2, ILO3 |
| Final assessment (CF) | oral | Présentation du travail de groupe complété par un rapport envoyé à l'enseignante | 60 | 0 | ILO1, ILO2, ILO3 |

## ASSURANCE OF LEARNING / OBJECTIFS D'APPRENTISSAGE

| | | |
|---|---|---|
| **COMPETENCY GOAL 1**<br>**Knowledge & Adaptability** | **Graduates will be able to develop thorough knowledge in management fields and demonstrate their specific skills.** | |
| LEARNING OBJECTIVES 1.1 & 1.2<br>Students will be able to… | Demonstrate context-specific knowledge of business and communicate this effectively in written and oral form. | X |
| | Demonstrate their flexibility in dealing with unexpected management issues/challenges in a global and evolving environment. | X |
| **COMPETENCY GOAL 2**<br>**Critical Thinking & Innovation** | **Graduates will be able to demonstrate independent thinking into business issues and propose informed solutions.** | |
| LEARNING OBJECTIVES 2.1 & 2.2<br>Students will be able to… | Identify, analyze and prioritize core issues and evaluate alternatives in a complex business situation, making appropriate use of relevant knowledge/tools/models/approaches. | X |
| | Design an appropriate and informed creative recommendation to a given issue. | X |
| **COMPETENCY GOAL 3**<br>**Responsible Management & Sustainability** | **Graduates will be able to manage decisions making process respecting CSR and sustainable standards.** | |
| LEARNING OBJECTIVES 3.1 & 3.2<br>Students will be able to… | Construct well thought-out decisions, fully aware of their impact on the organization, people, and environment. | X |
| | Contribute as productive members to a project and demonstrate team management and leadership skills. | |
| **COMPETENCY GOAL 4**<br>**Open-Mindedness & Transdisciplinarity** | **Graduates will be able to use and share transdisciplinary insight and integrate multicultural environments.** | |
| LEARNING OBJECTIVES 4.1 & 4.2<br>Students will be able to… | Demonstrate their ability to work in a multicultural environment. | |
| | Use and share transdisciplinary insights when engaging in real world projects. | |

## ENGAGEMENT / ETHICAL BEHAVIOUR

Les étudiants sont tenus de respecter les règles du programme décrites dans le livret de l'Etudiant et ce, pour chaque module. La déclaration suivante s'applique à tous les étudiants ICN, pour les cours sur site ou chez les partenaires.

Toute tentative de fraude constatée durant un contrôle de connaissances, le contrôle continu ou un examen ou tout manquement aux règles élémentaires de comportement et d'éthique entrainent systématiquement la convocation de l'étudiant devant le conseil de discipline de l'Ecole qui examinera les irrégularités académiques. Le terme « irrégularité académique » est censé inclure, sans toutefois s'y limiter, la fraude lors du contrôle continu, rapports de stages, mémoires, thèses, et le plagiat.

Le conseil de discipline est compétent pour prononcer à l'encontre des élèves l'ensemble des sanctions prévues inscrites au règlement pédagogique de leur programme pouvant aller d'une note de « 0 » pour le module concerné jusqu'à l'exclusion définitive de l'étudiant.

## SD, CSR - ART, TECHNOLOGY & MANAGEMENT - INTERNATIONAL

| SD, CSR | ART, TECHNOLOGY & MANAGEMENT | INTERNATIONAL |
|---|---|---|
| Not appropriate for this module | Not appropriate for this module | Not appropriate for this module |

| Promotion | Titre / Title | |
|---|---|---|
| **PGE 3 Nancy** | **Innovation responsable & protection juridique** | |
| Programme | ECTS | Code |
| PGE | 4 | BLAW5001 |
| Responsable de module / Module leader | Langue d'enseignement / Language of tuition | Volume horaire / Class contact hours |
| FILALI BOISSY DOUNIAZED | FR _Syllabus: FR_ | 30 |

## PRESENTATION DU COURS / MODULE DESCRIPTION

Dans un premier temps, ce cours permettra d'appréhender les concepts de développement durable et de RSE et les enjeux du développement durable appliqué au marketing de l'innovation.
Puis, ce cours fera connaître aux étudiants le droit applicable à la propriété intellectuelle et à l'innovation, ils maîtriseront les outils juridiques ayant attrait à la protection de biens immatériels. La propriété intellectuelle sera appréhendée sous deux aspects, la propriété industrielle d'une part et la propriété littéraire et artistique d'autre part. Seront aussi développées les moyens de protéger, au niveau national et international les créations de l'esprit, de connaître et comprendre les rôles des organismes aidant à la protection des biens immatériels. La spécificité du domaine agro-alimentaire sera aussi appréhendée ici.

## CONNAISSANCES ET COMPETENCES VISEES / LEARNING OUTCOMES (ILO)

A l'issue de ce module, les étudiants seront capables de :
1. Identifier l'enjeu de la dimension marketing durable de l'innovation.
2. Reconnaitre le domaine très spécifique du droit de l'innovation afin d'appliquer une démarche juridique de reconnaissance et de protection de ses droits.
3. Appliquer les bonnes décisions et faire les bons choix juridiques en adéquation avec la stratégie suivie.

## CONTENU / MODULE OUTLINE

| TOPIC | ASSIGNMENTS & READINGS |
|---|---|
| Du développement durable à la RSE | MyICN : Télécharger les slides |
| L'éco-conception: vecteur d'innovation | MyICN : Télécharger les slides |
| Marketing durable de l'innovation | MyICN : Télécharger les slides - Contrôle Continu |
| Les différents droits et contrats de propriété intellectuelle | (...) |
| La propriété industrielle et la propriété littéraire et artistique | (...) |
| La stratégie des marques dans le domaine agro-alimentaire | Examen final |

## METHODOLOGIE / TEACHING

Cours-conférences
Lectures et applications.

## EVALUATION / ASSESSMENT

| ASSESSMENT COMPONENT | ASSESSMENT TYPE | METHOD | WEIGHTING | DURATION | LEARNING OUTCOMES (ILO) |
|---|---|---|---|---|---|
| Continuous assessment (CC) | Written | Examen individue | 40 | 1 | ILO1 |
| Final assessment (CF) | Written | examen individuel | 60 | 2 | ILO2, ILO3 |

## ASSURANCE OF LEARNING / OBJECTIFS D'APPRENTISSAGE

| COMPETENCY GOAL 1 Knowledge & Adaptability | Graduates will be able to develop thorough knowledge in management fields and demonstrate their specific skills. | |
|---|---|---|
| LEARNING OBJECTIVES 1.1 & 1.2 Students will be able to… | Demonstrate context-specific knowledge of business and communicate this effectively in written and oral form. | X |
| | Demonstrate their flexibility in dealing with unexpected management issues/challenges in a global and evolving environment. | X |
| **COMPETENCY GOAL 2 Critical Thinking & Innovation** | **Graduates will be able to demonstrate independent thinking into business issues and propose informed solutions.** | |
| LEARNING OBJECTIVES 2.1 & 2.2 Students will be able to… | Identify, analyze and prioritize core issues and evaluate alternatives in a complex business situation, making appropriate use of relevant knowledge/tools/models/approaches. | X |
| | Design an appropriate and informed creative recommendation to a given issue. | X |
| **COMPETENCY GOAL 3 Responsible Management & Sustainability** | **Graduates will be able to manage decisions making process respecting CSR and sustainable standards.** | |
| LEARNING OBJECTIVES 3.1 & 3.2 Students will be able to… | Construct well thought-out decisions, fully aware of their impact on the organization, people, and environment. | X |
| | Contribute as productive members to a project and demonstrate team management and leadership skills. | X |
| **COMPETENCY GOAL 4 Open-Mindedness & Transdisciplinarity** | **Graduates will be able to use and share transdisciplinary insight and integrate multicultural environments.** | |
| LEARNING OBJECTIVES 4.1 & 4.2 Students will be able to… | Demonstrate their ability to work in a multicultural environment. | |
| | Use and share transdisciplinary insights when engaging in real world projects. | |

## ENGAGEMENT / ETHICAL BEHAVIOUR

Les étudiants sont tenus de respecter les règles du programme décrites dans le livret de l'Etudiant et ce, pour chaque module. La déclaration suivante s'applique à tous les étudiants ICN, pour les cours sur site ou chez les partenaires.

Toute tentative de fraude constatée durant un contrôle de connaissances, le contrôle continu ou un examen ou tout manquement aux règles élémentaires de comportement et d'éthique entrainent systématiquement la convocation de l'étudiant devant le conseil de discipline de l'Ecole qui examinera les irrégularités académiques. Le terme « irrégularité académique » est censé inclure, sans toutefois s'y limiter, la fraude lors du contrôle continu, rapports de stages, mémoires, thèses, et le plagiat.

Le conseil de discipline est compétent pour prononcer à l'encontre des élèves l'ensemble des sanctions prévues inscrites au règlement pédagogique de leur programme pouvant aller d'une note de « 0 » pour le module concerné jusqu'à l'exclusion définitive de l'étudiant.

## SD, CSR - ART, TECHNOLOGY & MANAGEMENT - INTERNATIONAL

| SD, CSR | ART, TECHNOLOGY & MANAGEMENT | INTERNATIONAL |
|---|---|---|
| Moderately incorporated into this module and linked to learning outcomes | Not appropriate for this module | Not appropriate for this module |

# BRAND AND MARKETING MANAGEMENT

| Promotion | Titre / Title | |
|---|---|---|
| **PGE 3 Berlin** | **Strategic brand management** | |
| **Programme** | **ECTS** | **Code** |
| **PGE** | **4** | **MKTG5016** |
| **Responsable de module / Module leader** | **Langue d'enseignement / Language of tuition** | **Volume horaire / Class contact hours** |
| **SONNENBURG STEPHAN** | **EN**      *Syllabus: EN* | **30** |

## PRESENTATION DU COURS / MODULE DESCRIPTION

This module deals with the ingredients to understand strategic brand management in the context of regional and international requirements. The main brand approaches - identity, culture and community - are deepened to analyse and develop brand strategies. The teaching method is primarily based on case studies from various industries (big players and SMEs).
Disclaimer: Students are expected to complete all the readings in class and are expected to participate in all class activities and discussions.
30 hrs (5 x 6 hrs) of interactive lectures including project work.

## CONNAISSANCES ET COMPETENCES VISEES / LEARNING OUTCOMES (ILO)

Students successfully completing this module should be able to:
1. understand that brands need to win themselves a place in the society, in the awareness of consumers and in the competition with other brands.
2. analyse the dimensions of brands and create key insights.
3. develop brand strategies on the basis of analytical insights.
4. illustrate brand strategies in the form of presentations.

## CONTENU / MODULE OUTLINE

| TOPIC | ASSIGNMENTS & READINGS |
|---|---|
| Principles of brands and brand strategies | Reading plus case study |
| Brand identity, brands as icons, customer needs, value proposition, market segmentation | Reading plus case study |
| Brand storytelling and brand narratives, formal framework and components of a story, brands and media | Reading plus case study |
| Co-creative branding, brand communities, transmedia storytelling | Reading plus case study. |
| Presentation in class plus critical reflection | Reading plus case study |

## METHODOLOGIE / TEACHING

The course follows the teaching mantras? learning by doing and critical thinking? and? nothing is as practical as a good theory?. Based on theoretical approaches and concepts, the students work continuously during the sessions on brand strategies. Students are expected to prepare for each session.

## BIBLIOGRAPHIE / TEXTBOOK AND OTHER MATERIAL

Reading is announced in due time before a session.
Optional reading:
Hammond, K.L. (2017): Branding: Brand identity, brand strategy and brand development, Scotts Valley: CreateSpace.
Heding, T., Knudtzen, C. F., Bjerre, M. (2020: Brand management: Mastering research, theory and practice. London: Routlege.
Spies, M. (2015): Branded interactions: Creating the digital experience. London: Thames &amp, Hudson.

## EVALUATION / ASSESSMENT

| ASSESSMENT COMPONENT | ASSESSMENT TYPE | METHOD | WEIGHTING | DURATION | LEARNING OUTCOMES (ILO) |
|---|---|---|---|---|---|
| Continuous assessment (CC) | Oral | In-class presentations | 40 | 0 | ILO 1, 2 |
| Final assessment (CF) | Oral | Final presentation plus handout, individually graded | 60 | 0 | ILO 1, 2, 3, 4, 5 |

## ASSURANCE OF LEARNING / OBJECTIFS D'APPRENTISSAGE

| COMPETENCY GOAL 1<br>Knowledge & Adaptability | Graduates will be able to develop thorough knowledge in management fields and demonstrate their specific skills. | |
|---|---|---|
| LEARNING OBJECTIVES 1.1 & 1.2<br>Students will be able to… | Demonstrate context-specific knowledge of business and communicate this effectively in written and oral form. | X |
| | Demonstrate their flexibility in dealing with unexpected management issues/challenges in a global and evolving environment. | X |
| COMPETENCY GOAL 2<br>Critical Thinking & Innovation | Graduates will be able to demonstrate independent thinking into business issues and propose informed solutions. | |
| LEARNING OBJECTIVES 2.1 & 2.2<br>Students will be able to… | Identify, analyze and prioritize core issues and evaluate alternatives in a complex business situation, making appropriate use of relevant knowledge/tools/models/approaches. | X |
| | Design an appropriate and informed creative recommendation to a given issue. | X |
| COMPETENCY GOAL 3<br>Responsible Management & Sustainability | Graduates will be able to manage decisions making process respecting CSR and sustainable standards. | |
| LEARNING OBJECTIVES 3.1 & 3.2<br>Students will be able to… | Construct well thought-out decisions, fully aware of their impact on the organization, people, and environment. | X |
| | Contribute as productive members to a project and demonstrate team management and leadership skills. | |
| COMPETENCY GOAL 4<br>Open-Mindedness & Transdisciplinarity | Graduates will be able to use and share transdisciplinary insight and integrate multicultural environments. | |
| LEARNING OBJECTIVES 4.1 & 4.2<br>Students will be able to… | Demonstrate their ability to work in a multicultural environment. | |
| | Use and share transdisciplinary insights when engaging in real world projects. | |

## ENGAGEMENT / ETHICAL BEHAVIOUR

During the module, students are expected to respect the programme regulations outlined in the student handbook. The following statement applies to all students taking ICN courses, on and off campus.

Cheating on in-class tests or take-home examinations or homework is, of course, illegal and immoral. A Disciplinary Committee exists to investigate academic improprieties, conduct hearings, and determine any necessary actions. The term 'academic impropriety' is meant to include, but is not limited to, cheating on homework, during in-class or take-home examinations, and plagiarism.

Consequences of academic impropriety are severe, ranging from receiving a "0" in a course, to a warning from which becomes a part of the permanent student record, to expulsion.

## SD, CSR - ART, TECHNOLOGY & MANAGEMENT - INTERNATIONAL

| SD, CSR | ART, TECHNOLOGY & MANAGEMENT | INTERNATIONAL |
|---|---|---|
| Lightly incorporated into this module but not linked to a learning outcome | Extensively incorporated into this module and central to learning outcomes | Lightly incorporated into this module but not linked to a learning outcome |

| Promotion | Titre / Title | |
|---|---|---|
| **PGE 3 Berlin** | **Current issues in branding and marketing** | |
| Programme | ECTS | Code |
| **PGE** | **4** | **LUXE5001** |
| Responsable de module / Module leader | Langue d'enseignement / Language of tuition | Volume horaire / Class contact hours |
| **SONNENBURG STEPHAN** | **EN**    *Syllabus: EN* | **30** |

## PRESENTATION DU COURS / MODULE DESCRIPTION

Branding and marketing are disciplines which need to adapt to current trends in society. During this module, we approach recent topics in marketing and branding from a theoretical perspective (e.g. brand-to-brand relations, gamification, content marketing, digital branding). Articles from leading academic journals are the foundation for the course. One important aim of the module is to familiarize students with potential master thesis topics.

## CONNAISSANCES ET COMPETENCES VISEES / LEARNING OUTCOMES (ILO)

1. understand current issues in branding and marketing.
2. discuss current issues in branding and marketing.
3. critique current issues in branding and marketing.

## CONTENU / MODULE OUTLINE

| TOPIC | ASSIGNMENTS & READINGS |
|---|---|
| Current isssues | In-class participation and in-class presentation. |
| Current isssues | In-class participation and in-class presentation. |
| Current isssues | In-class participation and in-class presentation. |
| Current isssues | In-class participation and in-class presentation. |
| Current isssues | In-class participation and in-class presentation, written assignment submitted four weeks after the last session. |

## METHODOLOGIE / TEACHING

Based on current issues in branding and marketing, the students work continuously during the sessions on "hot" topics. Students are expected to prepare for each session.

## BIBLIOGRAPHIE / TEXTBOOK AND OTHER MATERIAL

Reading is announced in due time before a session.
Optional reading:
Recent articles from the following journals: Journal of Marketing, Journal of the Academy of Marketing Science, European Journal of Marketing, Journal of Advertising, Journal of Interactive Marketing, Journal of Brand Management

## EVALUATION / ASSESSMENT

| ASSESSMENT COMPONENT | ASSESSMENT TYPE | METHOD | WEIGHTING | DURATION | LEARNING OUTCOMES (ILO) |
|---|---|---|---|---|---|
| Continuous assessment (CC) | oral | In-class presentation | 40 | 0 | ILO 1, 2, 3 |
| Final assessment (CF) | written | Written assignment concerning a current issue (5 pages without references) | 60 | 0 | ILO 1, 2, 3 |

## ASSURANCE OF LEARNING / OBJECTIFS D'APPRENTISSAGE

| COMPETENCY GOAL 1 Knowledge & Adaptability | Graduates will be able to develop thorough knowledge in management fields and demonstrate their specific skills. | |
|---|---|---|
| LEARNING OBJECTIVES 1.1 & 1.2 Students will be able to… | Demonstrate context-specific knowledge of business and communicate this effectively in written and oral form. | X |
| | Demonstrate their flexibility in dealing with unexpected management issues/challenges in a global and evolving environment. | X |
| **COMPETENCY GOAL 2 Critical Thinking & Innovation** | **Graduates will be able to demonstrate independent thinking into business issues and propose informed solutions.** | |
| LEARNING OBJECTIVES 2.1 & 2.2 Students will be able to… | Identify, analyze and prioritize core issues and evaluate alternatives in a complex business situation, making appropriate use of relevant knowledge/tools/models/approaches. | X |
| | Design an appropriate and informed creative recommendation to a given issue. | X |
| **COMPETENCY GOAL 3 Responsible Management & Sustainability** | **Graduates will be able to manage decisions making process respecting CSR and sustainable standards.** | |
| LEARNING OBJECTIVES 3.1 & 3.2 Students will be able to… | Construct well thought-out decisions, fully aware of their impact on the organization, people, and environment. | X |
| | Contribute as productive members to a project and demonstrate team management and leadership skills. | X |
| **COMPETENCY GOAL 4 Open-Mindedness & Transdisciplinarity** | **Graduates will be able to use and share transdisciplinary insight and integrate multicultural environments.** | |
| LEARNING OBJECTIVES 4.1 & 4.2 Students will be able to… | Demonstrate their ability to work in a multicultural environment. | |
| | Use and share transdisciplinary insights when engaging in real world projects. | |

## ENGAGEMENT / ETHICAL BEHAVIOUR

During the module, students are expected to respect the programme regulations outlined in the student handbook. The following statement applies to all students taking ICN courses, on and off campus.

Cheating on in-class tests or take-home examinations or homework is, of course, illegal and immoral. A Disciplinary Committee exists to investigate academic improprieties, conduct hearings, and determine any necessary actions. The term 'academic impropriety' is meant to include, but is not limited to, cheating on homework, during in-class or take-home examinations, and plagiarism.

Consequences of academic impropriety are severe, ranging from receiving a "0" in a course, to a warning from which becomes a part of the permanent student record, to expulsion.

## SD, CSR - ART, TECHNOLOGY & MANAGEMENT - INTERNATIONAL

| SD, CSR | ART, TECHNOLOGY & MANAGEMENT | INTERNATIONAL |
|---|---|---|
| Extensively incorporated into this module and central to learning outcomes | Extensively incorporated into this module and central to learning outcomes | Moderately incorporated into this module and linked to learning outcomes |

| Promotion | Titre / Title | |
|---|---|---|
| **PGE 3 Berlin** | **Sustainable brands and ethics** | |
| Programme | ECTS | Code |
| **PGE** | **4** | **MKTG5013** |
| Responsable de module / Module leader | Langue d'enseignement / Language of tuition | Volume horaire / Class contact hours |
| **FLORES ZAMORA JAVIER** | **EN** *Syllabus: EN* | **30** |

## PRESENTATION DU COURS / MODULE DESCRIPTION

This course analyzes, from a critical view, key ideas related to sustainability and ethics among consumers and brands. It questions an organization's brand development process and its societal implications. This course promotes students' reflection on current sociocultural inequalities. The lecturer will act as a facilitator through activities and assignments during class. Students should expect case studies, documentaries, and discussion of relevant topics.

## CONNAISSANCES ET COMPETENCES VISEES / LEARNING OUTCOMES (ILO)

Students successfully completing this module should be able to:
1. Explain the role ethics play on sustainability and sustainable development in today's society
2. Describe the impact of the current economic system, and the emergence of globalization and consumerism
3. Understand how the mass media industry is influenced by advertising from corporations
4. Identify the ethical implications between targeting social minorities and mass markets
5. Suggest alternatives to increase sustainability across millennials

## CONTENU / MODULE OUTLINE

| TOPIC | ASSIGNMENTS & READINGS |
|---|---|
| Conceptual framework to sustainability, sustainable development and ethics | Reading approach to capitalism |
| Economic growth, globalization, and consumerism. Neoliberalism in the 21st Century | Reading Consumption of anticonsumption. Documentary the corporation discussion. |
| Mass media and corporate brands as profit-centered organizations | Documentary The story of stuff. |
| Communicating brand value to mainstream culture vs. minorities. Are minorities misrepresented in a free market economy? | Reading marketing shaping stereotypes. Examples of controversial ads |
| Organic products and green brands | Examples of companies manufacturing organic products |
| Sustainable consumption. Mindfulness. Towards a green consumer? | Alternatives to green consumption. Film discussion |

## METHODOLOGIE / TEACHING

_ Participation and interaction with the lecturer is MANDATORY _
Students should have a solid basis on marketing and communication strategies. Participation and attendance are compulsory. Students will have continuous evaluation, and assignments.

## EVALUATION / ASSESSMENT

| ASSESSMENT COMPONENT | ASSESSMENT TYPE | METHOD | WEIGHTING | DURATION | LEARNING OUTCOMES (ILO) |
|---|---|---|---|---|---|
| Continuous assessment (CC) | Written | Assignments | 20 | 0 | ILO 1, 2, 3, 4 |
| Continuous assessment (CC) | Oral | In class presentations | 10 | 0 | ILO 1, 2, 3, 4 |
| Continuous assessment (CC) | Participation | In class participation | 10 | 0 | ILO 1, 2, 3, 4 |
| Final assessment (CF) | Written | Written report | 40 | 0 | ILO 5 |
| Final assessment (CF) | Oral | Final presentation | 20 | 0 | ILO 5 |

## ASSURANCE OF LEARNING / OBJECTIFS D'APPRENTISSAGE

| COMPETENCY GOAL 1 Knowledge & Adaptability | Graduates will be able to develop thorough knowledge in management fields and demonstrate their specific skills. | |
|---|---|---|
| LEARNING OBJECTIVES 1.1 & 1.2 Students will be able to… | Demonstrate context-specific knowledge of business and communicate this effectively in written and oral form. | X |
| | Demonstrate their flexibility in dealing with unexpected management issues/challenges in a global and evolving environment. | X |
| COMPETENCY GOAL 2 Critical Thinking & Innovation | Graduates will be able to demonstrate independent thinking into business issues and propose informed solutions. | |
| LEARNING OBJECTIVES 2.1 & 2.2 Students will be able to… | Identify, analyze and prioritize core issues and evaluate alternatives in a complex business situation, making appropriate use of relevant knowledge/tools/models/approaches. | X |
| | Design an appropriate and informed creative recommendation to a given issue. | X |
| COMPETENCY GOAL 3 Responsible Management & Sustainability | Graduates will be able to manage decisions making process respecting CSR and sustainable standards. | |
| LEARNING OBJECTIVES 3.1 & 3.2 Students will be able to… | Construct well thought-out decisions, fully aware of their impact on the organization, people, and environment. | X |
| | Contribute as productive members to a project and demonstrate team management and leadership skills. | X |
| COMPETENCY GOAL 4 Open-Mindedness & Transdisciplinarity | Graduates will be able to use and share transdisciplinary insight and integrate multicultural environments. | |
| LEARNING OBJECTIVES 4.1 & 4.2 Students will be able to… | Demonstrate their ability to work in a multicultural environment. | X |
| | Use and share transdisciplinary insights when engaging in real world projects. | |

## ENGAGEMENT / ETHICAL BEHAVIOUR

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Consequences of academic impropriety are severe, ranging from receiving a "0" in a course, to a warning from which becomes a part of the permanent student record, to expulsion.

## SD, CSR - ART, TECHNOLOGY & MANAGEMENT - INTERNATIONAL

| SD, CSR | ART, TECHNOLOGY & MANAGEMENT | INTERNATIONAL |
|---|---|---|
| Not appropriate for this module | Not appropriate for this module | Not appropriate for this module |

| Promotion | Titre / Title | |
|---|---|---|
| **PGE 3 Berlin** | **Brand design and campaigns** | |
| Programme | ECTS | Code |
| **PGE** | **4** | **MKTG5017** |
| Responsable de module / Module leader | Langue d'enseignement / Language of tuition | Volume horaire / Class contact hours |
| **SONNENBURG STEPHAN** | **EN**          *Syllabus: EN* | **30** |

## PRESENTATION DU COURS / MODULE DESCRIPTION

This module deals with the fundamental principles of brand design and campaigning. Students do not only learn about these principles in theory but also practice visual and verbal communication to develop brand campaigns. The main objective is to build up an expertise to reflect brand design as well as support designers in developing brand campaigns. Talks with creative professionals help the students to strengthen their designer eye.
Disclaimer: Students are expected to complete all the readings and are expected to participate in all class activities and discussions.
30 hrs (5 x 6 hrs) of interactive lectures and creative exercises.

## CONNAISSANCES ET COMPETENCES VISEES / LEARNING OUTCOMES (ILO)

1. recognize the visual and verbal principles to develop a brand campaign.
2. create skills how to design with colors and type.
3. create skills how to play with words and text.
4. memorize experience to see and think like a professional designer.
5. apply elements of visual and verbal communication.

## CONTENU / MODULE OUTLINE

| TOPIC | ASSIGNMENTS & READINGS |
|---|---|
| Fundamental principles of visual communication. | Creative exercises in class. |
| Fundamental principles of verbal communication. | Creative exercises in class plus insights from creative experts. |
| Brand identity and brand design I | Creative exercises in class plus insights from creative experts, in class presentation |
| Brand identity and brand design II | Creative exercises in class plus insights from creative experts. |
| Communication and design workshop. | Final design task in class plus preparation |

## METHODOLOGIE / TEACHING

The module follows the teaching mantra? learning by doing?. Based on design theory and design cases, the students practice visual and verbal communication skills. They work continuously during the sessions to improve their knowledge and expertise in brand campagning. Expert talks help the students to get a deeper understanding for visual and verbal communication and its development. Students are expected to prepare for each session.

## BIBLIOGRAPHIE / TEXTBOOK AND OTHER MATERIAL

Reading is announced in due time before a session.
Optional reading:
Seddon, T., & Waterhouse, J. (2009): Graphic design for non-designers, San Francisco: Chronicle Books.
Spies, M. (2015): Branded interactions: Creating the digital experience, London: Thames & Hudson.
Wheeler, A., & Millman, D. (2017): Designing brand identity: An essential guide for the whole branding team. Hoboken: Wiley.
Williams, R. (2014): The non-designer's design book. Berkeley: Peachpit Press.

## EVALUATION / ASSESSMENT

| ASSESSMENT COMPONENT | ASSESSMENT TYPE | METHOD | WEIGHTING | DURATION | LEARNING OUTCOMES (ILO) |
|---|---|---|---|---|---|
| Continuous assessment (CC) | Oral | In-class presentation | 40 | 0 | ILO 1, 2, 3 |
| Final assessment (CF) | Participation | Final design task in class plus preparation | 60 | 2 | ILO 3, 4, 5 |

## ASSURANCE OF LEARNING / OBJECTIFS D'APPRENTISSAGE

| COMPETENCY GOAL 1<br>Knowledge & Adaptability | Graduates will be able to develop thorough knowledge in management fields and demonstrate their specific skills. | |
|---|---|---|
| LEARNING OBJECTIVES 1.1 & 1.2<br>Students will be able to… | Demonstrate context-specific knowledge of business and communicate this effectively in written and oral form. | X |
| | Demonstrate their flexibility in dealing with unexpected management issues/challenges in a global and evolving environment. | X |
| COMPETENCY GOAL 2<br>Critical Thinking & Innovation | Graduates will be able to demonstrate independent thinking into business issues and propose informed solutions. | |
| LEARNING OBJECTIVES 2.1 & 2.2<br>Students will be able to… | Identify, analyze and prioritize core issues and evaluate alternatives in a complex business situation, making appropriate use of relevant knowledge/tools/models/approaches. | X |
| | Design an appropriate and informed creative recommendation to a given issue. | X |
| COMPETENCY GOAL 3<br>Responsible Management & Sustainability | Graduates will be able to manage decisions making process respecting CSR and sustainable standards. | |
| LEARNING OBJECTIVES 3.1 & 3.2<br>Students will be able to… | Construct well thought-out decisions, fully aware of their impact on the organization, people, and environment. | |
| | Contribute as productive members to a project and demonstrate team management and leadership skills. | |
| COMPETENCY GOAL 4<br>Open-Mindedness & Transdisciplinarity | Graduates will be able to use and share transdisciplinary insight and integrate multicultural environments. | |
| LEARNING OBJECTIVES 4.1 & 4.2<br>Students will be able to… | Demonstrate their ability to work in a multicultural environment. | X |
| | Use and share transdisciplinary insights when engaging in real world projects. | X |

## ENGAGEMENT / ETHICAL BEHAVIOUR

During the module, students are expected to respect the programme regulations outlined in the student handbook. The following statement applies to all students taking ICN courses, on and off campus.

Cheating on in-class tests or take-home examinations or homework is, of course, illegal and immoral. A Disciplinary Committee exists to investigate academic improprieties, conduct hearings, and determine any necessary actions. The term 'academic impropriety' is meant to include, but is not limited to, cheating on homework, during in-class or take-home examinations, and plagiarism.

Consequences of academic impropriety are severe, ranging from receiving a "0" in a course, to a warning from which becomes a part of the permanent student record, to expulsion.

## SD, CSR - ART, TECHNOLOGY & MANAGEMENT - INTERNATIONAL

| SD, CSR | ART, TECHNOLOGY & MANAGEMENT | INTERNATIONAL |
|---|---|---|
| Lightly incorporated into this module but not linked to a learning outcome | Extensively incorporated into this module and central to learning outcomes | Not appropriate for this module |

# LUXURY AND DESIGN MANAGEMENT

| Promotion | Titre / Title | |
|---|---|---|
| **PGE 3 Nancy** | **Product and Pricing Policy** | |
| Programme | ECTS | Code |
| **PGE** | **4** | **MKTG4016** |
| Responsable de module / Module leader | Langue d'enseignement / Language of tuition | Volume horaire / Class contact hours |
| **KOROMYSLOV MAXIME** | **EN**    *Syllabus: EN* | **30** |

## PRESENTATION DU COURS / MODULE DESCRIPTION

The objective of this course is to provide students with knowledge about the development of the commercial offering, especially in terms of the product and pricing policy.
This module is structured in three parts:
1. Product policy: Introduction to product development: the case of fashion collections. Analysis of some criteria which contribute to make a product luxury. How to adapt to the customers' needs of constant newness
2. Luxury pricing - how is it different from the Fast Moving Consumer Goods one. The symbolic meaning in luxury pricing. A sector with outstanding margins
3. The role of packaging within the framework of product policy

## CONNAISSANCES ET COMPETENCES VISEES / LEARNING OUTCOMES (ILO)

Students successfully completing this course should be able to:
1. Distinguish the specificities of luxury products compared to the fast moving consumer goods
2. Analyze the pricing policy for luxury brands
3. Create a packaging as a part of a commercial offering with luxury positioning

## CONTENU / MODULE OUTLINE

| TOPIC | ASSIGNMENTS & READINGS |
|---|---|
| 1. Product policy : What makes a product a luxury one )The product development as a combination of the brand DNA, designer's inspirations and market trendsThe new strategy in luxury: the drops collection | Before the session, please read: Chapters 4 and 8 of 'Luxury strategy : break the rules of marketing to build luxury brands' and Chapters 3 and 4 of 'Kapferer on luxury : how luxury brands can grow yet remain rare' |
| 2. Pricing policy in luxury: Brief reminder of some pricing issues and strategies The specificity of the luxury pricing The price sensitivity in luxury The impact of Internet on pricing. The current pricing strategies from the luxury brands | Before the session, please read: Chapter 9 of 'Luxury strategy: break the rules of marketing to build luxury brands' and Chapter 7 of '?Kapferer on luxury- How luxury brands can grow yet remain rare? |
| 3. The role of packaging within the framework of product policy | First session, each participant is asked to choose a product packaging of its choice he considers to be a luxury one and proceed with a visual analysis and prepare a synthetic written analysis (including picture of choosen packaging) covering the following (all points to be argued):1- What does the packaging tell about the brand image, product positioning and product proposition:> brand and product message conveyed to the consumer through the packaging> consumers targeted through the packaging> perceived product value and brand positioning (mass/prestige/luxury) and why> functional & emotional benefits through the product/packaging and tentative consumer projected image (" I feel like?.. when buying this product ") 2- Packaging critical analysis:> strengths and/or weaknesses of this pack in terms of- messaging (clarity of brand/product proposition)- ability to address the assumed target- coherence between perceived value vs product pricing- ergonomy and usage> r |
| 4. The strategic and creative thinking of packaging design. Practical case. | Second session, evaluation based on practical response to product-brand packaging brief. Presentation and discussion of real agency thinking, process and outcome. Discussion of real product launched vs brief. |

## METHODOLOGIE / TEACHING

Interactive lecture
Statistics and graphics provided by teachers
Case studies

## EVALUATION / ASSESSMENT

| ASSESSMENT COMPONENT | ASSESSMENT TYPE | METHOD | WEIGHTING | DURATION | LEARNING OUTCOMES (ILO) |
|---|---|---|---|---|---|
| Continuous assessment (CC) | Written and Oral | Moodboard to be created and introduced in an oral form (for packaging) : teamwork | 40 | 0.5 | ILO3 |
| Final assessment (CF) | Written | MCQ and reflection questions (for the Product and Pricing Policy part) : individually | 60 | 0.75 | ILO1, ILO2 |

## ASSURANCE OF LEARNING / OBJECTIFS D'APPRENTISSAGE

| COMPETENCY GOAL 1 Knowledge & Adaptability | Graduates will be able to develop thorough knowledge in management fields and demonstrate their specific skills. | |
|---|---|---|
| LEARNING OBJECTIVES 1.1 & 1.2 Students will be able to… | Demonstrate context-specific knowledge of business and communicate this effectively in written and oral form. | X |
| | Demonstrate their flexibility in dealing with unexpected management issues/challenges in a global and evolving environment. | X |
| COMPETENCY GOAL 2 Critical Thinking & Innovation | Graduates will be able to demonstrate independent thinking into business issues and propose informed solutions. | |
| LEARNING OBJECTIVES 2.1 & 2.2 Students will be able to… | Identify, analyze and prioritize core issues and evaluate alternatives in a complex business situation, making appropriate use of relevant knowledge/tools/models/approaches. | X |
| | Design an appropriate and informed creative recommendation to a given issue. | X |
| COMPETENCY GOAL 3 Responsible Management & Sustainability | Graduates will be able to manage decisions making process respecting CSR and sustainable standards. | |
| LEARNING OBJECTIVES 3.1 & 3.2 Students will be able to… | Construct well thought-out decisions, fully aware of their impact on the organization, people, and environment. | X |
| | Contribute as productive members to a project and demonstrate team management and leadership skills. | X |
| COMPETENCY GOAL 4 Open-Mindedness & Transdisciplinarity | Graduates will be able to use and share transdisciplinary insight and integrate multicultural environments. | |
| LEARNING OBJECTIVES 4.1 & 4.2 Students will be able to… | Demonstrate their ability to work in a multicultural environment. | |
| | Use and share transdisciplinary insights when engaging in real world projects. | X |

## ENGAGEMENT / ETHICAL BEHAVIOUR

During the module, students are expected to respect the programme regulations outlined in the student handbook. The following statement applies to all students taking ICN courses, on and off campus.
Cheating on in-class tests or take-home examinations or homework is, of course, illegal and immoral. A Disciplinary Committee exists to investigate academic improprieties, conduct hearings, and determine any necessary actions. The term 'academic impropriety' is meant to include, but is not limited to, cheating on homework, during in-class or take-home examinations, and plagiarism.
Consequences of academic impropriety are severe, ranging from receiving a "0" in a course, to a warning from which becomes a part of the permanent student record, to expulsion.

## SD, CSR - ART, TECHNOLOGY & MANAGEMENT - INTERNATIONAL

| SD, CSR | ART, TECHNOLOGY & MANAGEMENT | INTERNATIONAL |
|---|---|---|
| Not appropriate for this module | Not appropriate for this module | Not appropriate for this module |

| Promotion | Titre / Title | |
|---|---|---|
| **PGE 3 Nancy** | **Perfumes and Cosmetics** | |
| Programme | ECTS | Code |
| **PGE** | **4** | **LUXE5005** |
| Responsable de module / Module leader | Langue d'enseignement / Language of tuition | Volume horaire / Class contact hours |
| **KOROMYSLOV MAXIME** | **EN** *Syllabus: EN* | **30** |

## PRESENTATION DU COURS / MODULE DESCRIPTION

The goal of this 3-day seminar is to have a comprehensive knowledge of the Perfumes & Cosmetics industry in terms of creation and business.
How each actor differentiates itself in terms of marketing and positioning. You will be challenged with your participation into all marketing & business aspects of the presentation before doing a case study.
The first part of this course will be dedicated to introduce the creation and manufacturing process in this sector.
The second part is aimed at introducing marketing & business aspects for P&C industry and a case study for practice.
The last part of this course is organized around a company encounter as well as a retail tour (major retail boutiques).

## CONNAISSANCES ET COMPETENCES VISEES / LEARNING OUTCOMES (ILO)

Students successfully completing this course should be able to:
1. Identify Key stakeholders and key players
2. Classify different types of fragrances based on ingredients approach, master different kind of manufacturing processes and perfumes creative process.
3. Differentiate different kind of business models
4. Illustrate various aspects of sales & marketing in the industry and major actors (being historical or new comers).
5. Break down value chains of this industry and evaluate pros & cons of each model
6. Use the module knoweldge to co-create a startup business model in the perfume & cosmetics industry
7. Define different scenari for the future of the industry

## CONTENU / MODULE OUTLINE

| TOPIC | ASSIGNMENTS & READINGS |
|---|---|
| Fragrances: ingredients, creation and manufacturing process | Find on internet the different ways of creating a perfume to discuss in class Discover the main classifications of perfumes on internet or suggested readings or discovery set |
| Marketing & business strategy: Group strategies and mapping (value chain, distribution strategies, best practices in communication and PR…). Business models and Future of industry | Shorts videos can be seen on youtube on key companies Mapping to be structured according to teacher's indications from the morning to the afternoon Readings articles on Journal du luxe, fashionnetwork.com |
| Focus on Hermès and Case study | Find information on Hermes.com or you tube If possible, visit an Hermès store and ask for Le Monde d'Hermès Magazine |
| Company visit: retail tour | A group assignment based on short questions to be answered during the visits based on what was shared the 2 previous days |

## METHODOLOGIE / TEACHING

Conference
Case study
Data Generation, NPD, IRI, Nilsen: professional access
Data from P&C distributors and operators

## EVALUATION / ASSESSMENT

| ASSESSMENT COMPONENT | ASSESSMENT TYPE | METHOD | WEIGHTING | DURATION | LEARNING OUTCOMES (ILO) |
|---|---|---|---|---|---|
| Continuous assessment (CC) | Written | MCQ on creation MCQ on marketing & business (individual)Questionnaire on retail (group) | 40 | 0.25 | ILO1, ILO2, ILO3, ILO4, ILO5, ILO6 |
| Final assessment (CF) | Written | Group report on a case study with business model (3 pages) | 60 | 0 | ILO7 |

## ASSURANCE OF LEARNING / OBJECTIFS D'APPRENTISSAGE

| COMPETENCY GOAL 1 Knowledge & Adaptability | Graduates will be able to develop thorough knowledge in management fields and demonstrate their specific skills. | |
|---|---|---|
| LEARNING OBJECTIVES 1.1 & 1.2 Students will be able to… | Demonstrate context-specific knowledge of business and communicate this effectively in written and oral form. | X |
| | Demonstrate their flexibility in dealing with unexpected management issues/challenges in a global and evolving environment. | X |
| COMPETENCY GOAL 2 Critical Thinking & Innovation | Graduates will be able to demonstrate independent thinking into business issues and propose informed solutions. | |
| LEARNING OBJECTIVES 2.1 & 2.2 Students will be able to… | Identify, analyze and prioritize core issues and evaluate alternatives in a complex business situation, making appropriate use of relevant knowledge/tools/models/approaches. | X |
| | Design an appropriate and informed creative recommendation to a given issue. | X |
| COMPETENCY GOAL 3 Responsible Management & Sustainability | Graduates will be able to manage decisions making process respecting CSR and sustainable standards. | |
| LEARNING OBJECTIVES 3.1 & 3.2 Students will be able to… | Construct well thought-out decisions, fully aware of their impact on the organization, people, and environment. | X |
| | Contribute as productive members to a project and demonstrate team management and leadership skills. | X |
| COMPETENCY GOAL 4 Open-Mindedness & Transdisciplinarity | Graduates will be able to use and share transdisciplinary insight and integrate multicultural environments. | |
| LEARNING OBJECTIVES 4.1 & 4.2 Students will be able to… | Demonstrate their ability to work in a multicultural environment. | |
| | Use and share transdisciplinary insights when engaging in real world projects. | |

## ENGAGEMENT / ETHICAL BEHAVIOUR

During the module, students are expected to respect the programme regulations outlined in the student handbook. The following statement applies to all students taking ICN courses, on and off campus.

Cheating on in-class tests or take-home examinations or homework is, of course, illegal and immoral. A Disciplinary Committee exists to investigate academic improprieties, conduct hearings, and determine any necessary actions. The term 'academic impropriety' is meant to include, but is not limited to, cheating on homework, during in-class or take-home examinations, and plagiarism.

Consequences of academic impropriety are severe, ranging from receiving a "0" in a course, to a warning from which becomes a part of the permanent student record, to expulsion.

## SD, CSR - ART, TECHNOLOGY & MANAGEMENT - INTERNATIONAL

| SD, CSR | ART, TECHNOLOGY & MANAGEMENT | INTERNATIONAL |
|---|---|---|
| Not appropriate for this module | Not appropriate for this module | Not appropriate for this module |

| Promotion | Titre / Title | |
|---|---|---|
| **PGE 3 Nancy** | **Product Conception, Materials & Workshop** | |
| Programme | ECTS | Code |
| **PGE** | **4** | **LUXE5003** |
| Responsable de module / Module leader | Langue d'enseignement / Language of tuition | Volume horaire / Class contact hours |
| **KOROMYSLOV MAXIME** | **EN** / *Syllabus: EN* | **30** |

## PRESENTATION DU COURS / MODULE DESCRIPTION

Design is everywhere. There's nothing that you use that isn't design in some way. A design isn't just what it looks like in a given moment. It has to do with the entire experience of using a particular product or service.
This class will give you an overview of the role of design in our everyday life and its process of creation. Through theoretical presentation and a workshop, you will discover, understand and imagine a complete process for a design project.

## CONNAISSANCES ET COMPETENCES VISEES / LEARNING OUTCOMES (ILO)

Students successfully completing this course should be able to:
1- Explain simply what is the role of design and in the process of making a product
2- Understand a brief and constraints in order to generate product ideas
3- Analyze a giving context and the particularities implement with it
4- Formulate a storytelling around a product through the comprehension of a use case
5- Generate elements to communicate about a product (sketches, text, images, model?)
6- Make a clear presentation of a product and to evaluate ideas from other team in a constructive exchange.

## CONTENU / MODULE OUTLINE

| TOPIC | ASSIGNMENTS & READINGS |
|---|---|
| Presentation of organization of the module | Read the syllabus |
| Personal presentation of the lecturer | Presentation in class |
| Introduction to Design and process | Presentation in class |
| Introduction to workshop methodology | Presentation in class |
| Workshop : Context (analysis) | Create a rapport of this investigation on the class platform |
| Workshop : Use case (comprehension) | Create a video (storytelling) introducing the use case |
| Workshop : Research process and material (knowledge) | Create a rapport of this investigation on the class platform |
| Workshop : Object or service (application) | Create elements to communicate about a product (sketches, text, images, model?) and document it on the class platform |
| Workshop : Cross feedback (evaluation) | Discussion in class |

## METHODOLOGIE / TEACHING

This module will follow a design product methodology. Students will learn how to brainstorm and find ideas through a series of constraints and a specific context. They will discover tools to implement their product with use case and storytelling. And finally, one of the most important part is to be able to communicate about their product and make a clear pitch about it.
All these steps are here to define and understand the process of creation for a new product and how for example they interact with other departments in a company.

## EVALUATION / ASSESSMENT

| ASSESSMENT COMPONENT | ASSESSMENT TYPE | METHOD | WEIGHTING | DURATION | LEARNING OUTCOMES (ILO) |
|---|---|---|---|---|---|
| Final assessment (CF) | Written | Different elements ask through the methodology of creation. Text and documentation on a dedicated website. | 60 | 0 | ILO 1 to 6 |
| Continuous assessment (CC) | Oral | Every step has a moment of presentation in front of the class. | 30 | 0 | ILO 1 to 6 |
| Continuous assessment (CC) | Participation | Interaction during different presentation of students with a constructive exchange. | 10 | 0 | ILO 1 to 6 |

## ASSURANCE OF LEARNING / OBJECTIFS D'APPRENTISSAGE

| COMPETENCY GOAL 1 Knowledge & Adaptability | Graduates will be able to develop thorough knowledge in management fields and demonstrate their specific skills. | |
|---|---|---|
| LEARNING OBJECTIVES 1.1 & 1.2 Students will be able to… | Demonstrate context-specific knowledge of business and communicate this effectively in written and oral form. | X |
| | Demonstrate their flexibility in dealing with unexpected management issues/challenges in a global and evolving environment. | X |
| COMPETENCY GOAL 2 Critical Thinking & Innovation | Graduates will be able to demonstrate independent thinking into business issues and propose informed solutions. | |
| LEARNING OBJECTIVES 2.1 & 2.2 Students will be able to… | Identify, analyze and prioritize core issues and evaluate alternatives in a complex business situation, making appropriate use of relevant knowledge/tools/models/approaches. | X |
| | Design an appropriate and informed creative recommendation to a given issue. | X |
| COMPETENCY GOAL 3 Responsible Management & Sustainability | Graduates will be able to manage decisions making process respecting CSR and sustainable standards. | |
| LEARNING OBJECTIVES 3.1 & 3.2 Students will be able to… | Construct well thought-out decisions, fully aware of their impact on the organization, people, and environment. | X |
| | Contribute as productive members to a project and demonstrate team management and leadership skills. | X |
| COMPETENCY GOAL 4 Open-Mindedness & Transdisciplinarity | Graduates will be able to use and share transdisciplinary insight and integrate multicultural environments. | |
| LEARNING OBJECTIVES 4.1 & 4.2 Students will be able to… | Demonstrate their ability to work in a multicultural environment. | |
| | Use and share transdisciplinary insights when engaging in real world projects. | |

## ENGAGEMENT / ETHICAL BEHAVIOUR

During the module, students are expected to respect the programme regulations outlined in the student handbook. The following statement applies to all students taking ICN courses, on and off campus.

Cheating on in-class tests or take-home examinations or homework is, of course, illegal and immoral. A Disciplinary Committee exists to investigate academic improprieties, conduct hearings, and determine any necessary actions. The term 'academic impropriety' is meant to include, but is not limited to, cheating on homework, during in-class or take-home examinations, and plagiarism.

Consequences of academic impropriety are severe, ranging from receiving a "0" in a course, to a warning from which becomes a part of the permanent student record, to expulsion.

## SD, CSR - ART, TECHNOLOGY & MANAGEMENT - INTERNATIONAL

| SD, CSR | ART, TECHNOLOGY & MANAGEMENT | INTERNATIONAL |
|---|---|---|
| Not appropriate for this module | Not appropriate for this module | Not appropriate for this module |

| Promotion | Titre / Title | |
|---|---|---|
| **PGE 3 Nancy** | **Wine & Spirits** | |
| Programme | ECTS | Code |
| PGE | 4 | LUXE5006 |
| Responsable de module / Module leader | Langue d'enseignement / Language of tuition | Volume horaire / Class contact hours |
| **KOROMYSLOV MAXIME** | **EN** *Syllabus: EN* | **30** |

## PRESENTATION DU COURS / MODULE DESCRIPTION

The aim of this course is to adapt marketing concepts to specific wine marketing. Wine professionals are constantly faced with new requirements: globalization, climate change impact, accelerating technological developments in both viticulture and oenology, constant innovation, consumer needs changing, fluctuating markets, wine consumers increasingly difficult to identify and retain, distribution networks evolving?. all these changes involve updating knowledge and skills.

This course enables students to gain a structural training and a development devoted to the acquisition of concepts required to master managerial skills.

A structuring training (for each module 50% of the time is devoted to the acquisition of concepts and techniques) that supports the achievement of knowledge required to master technical or managerial skills and development training focused on new approaches. Training is provided by specialists in the field and in the wine and spirits.

Particular attention is paid to specific tools such as hospitality, public relations, entertainment networks and wine.

## CONNAISSANCES ET COMPETENCES VISEES / LEARNING OUTCOMES (ILO)

Students successfully completing this course should be able to:
1. Describe in a detailed way the current strategic forces shaping the wine and spirits world
2. Explain how the competing market forces determine current wine styles
3. Describe the challenges and priorities the industry will face in the future
4. Express the specific character of the wine consumer
5. Through the Champagne, produce a study showing how the Champagne region can benefit from the best wine tourism practices of other French regions. This document will explain in a detailed manner how the Champagne region can apply those best practices to attract new visitors and enhance its image among consumers around the world.
Example, make a clear assessment of how the industry is adapting to the current societal and environmental challenges

## CONTENU / MODULE OUTLINE

| TOPIC | ASSIGNMENTS & READINGS |
|---|---|
| Wine Market Fundamentals: global wine market overview, production system and organization, the traditional models of former producing countries, the new models of recent producing countries, the wine market leaders. Climate change and sustainability: how wineries are currently facing the problem. Global strategies: Old World versus New World strategies. Market operations: pricing strategies of great French wines (Bordeaux, Burgundy, Champagne...), major elements of the business buying process (en primeur, the auctions...), the counterfeit market, the gray market. Mergers and acquisitions in wine sector, financial investments. | (...) |
| Consumer markets and Customer-Driven Strategy and Mix: market structure and demand, consumer buying behaviors in French market and international markets. Influence of country of origin, labels and price on consumer perception. Wine branding strategies: brand equity, building and managing strong brands. Supply Chain in the wine industry: direct sales, wholesalers, traders, retail, bottling in the consumer markets. Wine marketing communication mix: wine specific language, advertising practices, social networks, wine communication mix in emerging economies (China, India, Brazil...). The growing importance of social media in the wine industry how social media have transformed the relation with clients and customers alike.The growing impact of counterfeiting on the wine industry. Examples and consequences. French and international laws on wines and spirits advertisings. Responsible drinking. Binge drinking advertising campaigns. | (...) |
| The Spirits Market: market structure and organization: production system, market organization and demand, consumer markets and consumer buyer behavior, business buyer behavior, company and marketing strategies, the spirits market leaders (Diageo, Pernod Ricard, Beam, Brown-Forman, Bacardi ...), brands strategies, pricing strategies, retailing trends and developments in spirits market, marketing communication, focus on emerging markets (China, India, Brazil ..). | (...) |
| Wine as a cultural and luxury product linked to tourism practices: organizing a study trip to visit two different Champagne houses. | https://winetutor.tv/regional-reports/ Watch regional report on Champagne. NB: Registration needed. |
| Organization of an official wine body : presentation of the CIVC (Comité Interprofessionnel du Champagne) , the CIVC is the official body regulating trade relations between growers and Champagne houses, with a technical role aimed at improving viticulture and Champagne production. Moreover, the CIVC defends and protects the Champagne name all across the globe. | (...) |
| Comparing Old World wines and New world wines in the glass : through a tasting of 8 wines representing 4 different grape varieties, the students will have a clear idea of the difference in style of the different wines and understand why they are so different. The will clearly understand the economic challenges behind wine styles. | Movie to watch: Mondovino, from Jonathan Nossiter (2003). |

## METHODOLOGIE / TEACHING

Courses, lectures and case studies. Training is provided by specialists in the wine and spirits fields.
Pedagogy has been adapted to the public with a goal of rapid integration of knowledge in the practice of business.

## EVALUATION / ASSESSMENT

| ASSESSMENT COMPONENT | ASSESSMENT TYPE | METHOD | WEIGHTING | DURATION | LEARNING OUTCOMES (ILO) |
|---|---|---|---|---|---|
| Continuous assessment (CC) | Written | Participation in classMultiple choice questions on the main topics seen in class. This questionnaire will take the form of an exam in class.After the end of the class, students will receive al the teaching material they need. A 1 hours quesitonnaire will be submitted in class and supervised by a member of ICN teaching team. | 40 | 30 | ILO1, ILO2, ILO3, ILO4, ILO5 |
| Final assessment (CF) | Written | Report on best wine tourism practices of a French specific region. Each group will prepare a 20 pages report on these best practices and how to apply them to the Champagne region. | 60 | 1 | ILO5 |

## ASSURANCE OF LEARNING / OBJECTIFS D'APPRENTISSAGE

| COMPETENCY GOAL 1 Knowledge & Adaptability | Graduates will be able to develop thorough knowledge in management fields and demonstrate their specific skills. | |
|---|---|---|
| LEARNING OBJECTIVES 1.1 & 1.2 Students will be able to… | Demonstrate context-specific knowledge of business and communicate this effectively in written and oral form. | X |
| | Demonstrate their flexibility in dealing with unexpected management issues/challenges in a global and evolving environment. | X |
| COMPETENCY GOAL 2 Critical Thinking & Innovation | Graduates will be able to demonstrate independent thinking into business issues and propose informed solutions. | |
| LEARNING OBJECTIVES 2.1 & 2.2 Students will be able to… | Identify, analyze and prioritize core issues and evaluate alternatives in a complex business situation, making appropriate use of relevant knowledge/tools/models/approaches. | X |
| | Design an appropriate and informed creative recommendation to a given issue. | X |
| COMPETENCY GOAL 3 Responsible Management & Sustainability | Graduates will be able to manage decisions making process respecting CSR and sustainable standards. | |
| LEARNING OBJECTIVES 3.1 & 3.2 Students will be able to… | Construct well thought-out decisions, fully aware of their impact on the organization, people, and environment. | X |
| | Contribute as productive members to a project and demonstrate team management and leadership skills. | X |
| COMPETENCY GOAL 4 Open-Mindedness & Transdisciplinarity | Graduates will be able to use and share transdisciplinary insight and integrate multicultural environments. | |
| LEARNING OBJECTIVES 4.1 & 4.2 Students will be able to… | Demonstrate their ability to work in a multicultural environment. | |
| | Use and share transdisciplinary insights when engaging in real world projects. | |

## ENGAGEMENT / ETHICAL BEHAVIOUR

During the module, students are expected to respect the programme regulations outlined in the student handbook. The following statement applies to all students taking ICN courses, on and off campus.
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Consequences of academic impropriety are severe, ranging from receiving a "0" in a course, to a warning from which becomes a part of the permanent student record, to expulsion.

## SD, CSR - ART, TECHNOLOGY & MANAGEMENT - INTERNATIONAL

| SD, CSR | ART, TECHNOLOGY & MANAGEMENT | INTERNATIONAL |
|---|---|---|
| Not appropriate for this module | Not appropriate for this module | Not appropriate for this module |

# DISTRIBUTION ET E-COMMERCE

| Promotion | Titre / Title | |
|---|---|---|
| **PGE 3 Nancy** | **e-Commerce & Marketing Distribution Omnicanal** | |
| Programme | ECTS | Code |
| **PGE** | **4** | **MKTG5009** |
| Responsable de module / Module leader | Langue d'enseignement / Language of tuition | Volume horaire / Class contact hours |
| **MAKIELA MICHEL** | **FR** · *Syllabus: FR* | **30** |

## PRESENTATION DU COURS / MODULE DESCRIPTION

L'objectif de ce module est de développer une compréhension approfondie du marketing omnicanal du point de vue du consommateur et des enseignes en étudiant les Business Models des plateformes e-commerce et en analysant les interelations entre les différents canaux de distribution. Les étudiants pourront mettre en pratique ces concepts à travers l'étude de cas de l'enseigne Castorama.

## CONNAISSANCES ET COMPETENCES VISEES / LEARNING OUTCOMES (ILO)

Les étudiants qui réussissent ce module devraient être capables de :
1.Analyser les différentes composantes du BM d'un acteur e-commerce à l'aide du BM Canvas
2. Catégoriser les différents BMs utilisés par les acteurs de la vente en ligne (plateformes multifaces, marketplace,?)
3.  comprendre l'évolution des stratégies de distribution passant d'une logique monocanal à une logique de canaux multiples
4. établir une distinction claire entre multi-canal, cross-canal et omnicanal.
5. cerner les attentes du consommateur, notamment comprendre et faire le distingo entre comportement de showrooming et comportement de webrooming
6. Evaluer le gap entre la théorie et la réalité du terrain

## CONTENU / MODULE OUTLINE

| TOPIC | ASSIGNMENTS & READINGS |
|---|---|
| Introduction au Business Model Canvas | Support de cours |
| Analyse du Business Model Vente en Ligne, ex : Amazon | Revue documentaire et BMC de l'entreprise étudiée |
| Etude de cas BM d'une plateforme digitale | (...) |
| Evolution des stratégies de distribution | Support de cours |
| Evolution des attentes du consommateur | Préparation étude de cas Castorama |
| Etude de cas Castorama : présentations & débriefing | (...) |
| Analyse transformation digitale d'une entreprise face aux mutations du secteur (ex : Sony Music) | (...) |
| Examen individuel final | (...) |

## METHODOLOGIE / TEACHING

L'enseignement comprendra des exposés interactifs, une présentation PowerPoint, une étude de cas (Castorama), des séances de résolution d'exercices, des discussions et des présentations de groupe. Au cours de l'étude de cas et des études de Business Model de plateformes, les étudiants travailleront en petits groupes sur des problèmes conçus pour améliorer leur compréhension des sujets en e-commerce &amp, distribution omnicanal décrits ci-dessus, y compris l'apprentissage par la pratique et l'utilisation d'exemples réels.

## BIBLIOGRAPHIE / TEXTBOOK AND OTHER MATERIAL

Required/obligatoire:
Réussir sa stratégie cross et omni-canal, Régine Vanheems, éditions EMS, 2015
Recommended/conseillé:
Collin-Lachaud, I., & Vanheems, R. (2011). Comment le parcours cross-canal du consommateur transformet-il son expérience de shopping. Paper presented at the Actes du 14ème Colloque Etienne.
Collin-Lachaud, I., & Vanheems, R. (2016). Naviguer entre espaces virtuel et réel pour faire ses achats : exploration de l'expérience de shopping hybride. Recherche et Applications en Marketing, 31 (2).
Gensler, S., Neslin, S. A., & Verhoef, P. C. (2017). The showrooming phenomenon: it's more than just about price. Journal of Interactive Marketing, 38, 29-43.
Heitz-Spahn, S., Belaud, L., & Yildiz, H. (2018). Le point de vente physique, entre espace de showrooming et espace d'achat. Décisions Marketing, 91(Octobre), 27-44.
Picot-Coupey, K., Huré, E., & Piveteau, L. (2016). Channel design to enrich customers' shopping experiences: synchronizing clicks with bricks in an omni-channel perspective-the Direct Optic case. INTERNATIONAL JOURNAL OF RETAIL &amp, DISTRIBUTION MANAGEMENT.
Rapp, A., Baker, T. L., Bachrach, D. G., Ogilvie, J., & Beitelspacher, L. S. (2015). Perceived customer showrooming behavior and the effect on retail salesperson self-efficacy and performance. Journal of Retailing, 91(2), 358-369.
Verhoef, P. C., Kannan, P. K., & Inman, J. J. (2015). From multi-channel retailing to omni-channel retailing: introduction to the special issue on multi-channel retailing. Journal of Retailing, 91(2), 174-181.
Business Model Nouvelle géneration,Alexander Osterwalder et Yves Pigneur, éditions Pearson, 2011

## EVALUATION / ASSESSMENT

| ASSESSMENT COMPONENT | ASSESSMENT TYPE | METHOD | WEIGHTING | DURATION | LEARNING OUTCOMES (ILO) |
|---|---|---|---|---|---|
| Continuous assessment (CC) | oral | Restitution orale d'un travail en groupe sur étude BMC avec remise d'un support PWT détaillé | 20 | 0.30000001192092896 | ILOs 1,2 |
| Continuous assessment (CC) | oral | Restitution orale d'un travail en groupe sur étude de cas Castorama avec remise d'un support PWT détaillé | 20 | 0.30000001192092896 | ILOs 3,4,5,6 |
| Final assessment (CF) | écrit | Epreuve écrite individuelle portant sur une étude de cas et des questions ouvertes | 60 | 0 | ILOs 1,3,6 |

## ASSURANCE OF LEARNING / OBJECTIFS D'APPRENTISSAGE

| COMPETENCY GOAL 1 Knowledge & Adaptability | Graduates will be able to develop thorough knowledge in management fields and demonstrate their specific skills. | |
|---|---|---|
| LEARNING OBJECTIVES 1.1 & 1.2 Students will be able to… | Demonstrate context-specific knowledge of business and communicate this effectively in written and oral form. | X |
| | Demonstrate their flexibility in dealing with unexpected management issues/challenges in a global and evolving environment. | X |
| COMPETENCY GOAL 2 Critical Thinking & Innovation | Graduates will be able to demonstrate independent thinking into business issues and propose informed solutions. | |
| LEARNING OBJECTIVES 2.1 & 2.2 Students will be able to… | Identify, analyze and prioritize core issues and evaluate alternatives in a complex business situation, making appropriate use of relevant knowledge/tools/models/approaches. | |
| | Design an appropriate and informed creative recommendation to a given issue. | |
| COMPETENCY GOAL 3 Responsible Management & Sustainability | Graduates will be able to manage decisions making process respecting CSR and sustainable standards. | |
| LEARNING OBJECTIVES 3.1 & 3.2 Students will be able to… | Construct well thought-out decisions, fully aware of their impact on the organization, people, and environment. | |
| | Contribute as productive members to a project and demonstrate team management and leadership skills. | |
| COMPETENCY GOAL 4 Open-Mindedness & Transdisciplinarity | Graduates will be able to use and share transdisciplinary insight and integrate multicultural environments. | |
| LEARNING OBJECTIVES 4.1 & 4.2 Students will be able to… | Demonstrate their ability to work in a multicultural environment. | |
| | Use and share transdisciplinary insights when engaging in real world projects. | |

## ENGAGEMENT / ETHICAL BEHAVIOUR

Les étudiants sont tenus de respecter les règles du programme décrites dans le livret de l'Etudiant et ce, pour chaque module. La déclaration suivante s'applique à tous les étudiants ICN, pour les cours sur site ou chez les partenaires.

Toute tentative de fraude constatée durant un contrôle de connaissances, le contrôle continu ou un examen ou tout manquement aux règles élémentaires de comportement et d'éthique entrainent systématiquement la convocation de l'étudiant devant le conseil de discipline de l'Ecole qui examinera les irrégularités académiques. Le terme « irrégularité académique » est censé inclure, sans toutefois s'y limiter, la fraude lors du contrôle continu, rapports de stages, mémoires, thèses, et le plagiat.

Le conseil de discipline est compétent pour prononcer à l'encontre des élèves l'ensemble des sanctions prévues inscrites au règlement pédagogique de leur programme pouvant aller d'une note de « 0 » pour le module concerné jusqu'à l'exclusion définitive de l'étudiant.

## SD, CSR - ART, TECHNOLOGY & MANAGEMENT - INTERNATIONAL

| SD, CSR | ART, TECHNOLOGY & MANAGEMENT | INTERNATIONAL |
|---|---|---|
| Lightly incorporated into this module but not linked to a learning outcome | Lightly incorporated into this module but not linked to a learning outcome | Lightly incorporated into this module but not linked to a learning outcome |

| Promotion | Titre / Title | |
|---|---|---|
| **PGE 3 Nancy** | **Stratégie & Management des Achats** | |
| **Programme** | **ECTS** | **Code** |
| PGE | 4 | SCMT5007 |
| **Responsable de module / Module leader** | **Langue d'enseignement / Language of tuition** | **Volume horaire / Class contact hours** |
| MAKIELA MICHEL | FR | Syllabus: FR | 30 |

## PRESENTATION DU COURS / MODULE DESCRIPTION

Ce cours permet d'appréhender dans un premier temps le rôle stratégique de la fonction Achats dans une entreprise à travers une présentation des concepts fondamentaux du marketing Achat dans la gestion des fournisseurs via la hiérarchisation des achats, l'analyse des risques internes et l'analyse des caractéristiques des marchés fournisseurs.

Dans un deuxième temps, les étudiants s'exerceront à identifier les éléments à prendre en compte pour bâtir une proposition commerciale qui réponde aux attentes de l'acheteur.

Dans un 3ème temps, les étudiants approfondiront le rôle pivot des acheteurs dans la distribution pour acquérir les outils et méthodes utilisés dans ce secteur d'activité où le cadre réglementaire est de plus en plus contraignant.

## CONNAISSANCES ET COMPETENCES VISEES / LEARNING OUTCOMES (ILO)

Students successfully completing this module should be able to:
1. Analyser le marché des fournisseurs d'une entreprise pour une famille d'Achats
2. Identifier les leviers d'achat pertinents et les attentes de l'acheteur
3. Formuler une réponse adaptée dans le cadre d'une négociation commerciale
4. Comprendre les différentes formes de distribution et analyser leur influence sur le rôle des acheteurs
5. Maitriser la construction des prix et la gestion des contrats dans le cadre législatif contraignant la distribution sur le marché français

## CONTENU / MODULE OUTLINE

| TOPIC | ASSIGNMENTS & READINGS |
|---|---|
| Rôle de la fonction Achats | MyICN - support de cours |
| Coût Total d'Exploitation | MyICN - support de cours |
| Fondamentaux du marketing Achats | MyICN - support de cours |
| Négociation avec prise en compte des attentes d'un acheteur | MyICN - support de cours |
| Organisation des achats dans la grande distribution | MyICN - support de cours |
| Leviers de négociation des acheteurs dans la grande distribution | MyICN - support de cours |

## METHODOLOGIE / TEACHING

Enseignement magistral : fondamentaux du marketing Achats
Etudes de cas et exercices en cours/hors des cours, afin que les étudiants développent des aptitudes en :
- communication écrite
- conceptualisation et organisation claires des idées et concepts
- recherche et analyse de données pertinentes
- présentation orales de type professionnel
- collaboration active et respectueuse avec des tiers lors d'exercices en classe
- mémorisation, synthèse et application pratique des concepts théoriques.

## BIBLIOGRAPHIE / TEXTBOOK AND OTHER MATERIAL

1. Le guide de l'acheteur, Patrick CAVERIVIERE, éditions Demos, 2007
2. Optimiser vos achats, Guy HERVIER, éditions d'Organisation, 2003
3. Supply chain Management : Logistique globale, André MARCHAL et Jean-Paul Gaerner, éditions Ellipses, 2018
4. Vendeur, Acheteur, à chacun son style, Franck M. SCHEELEN et Marc LEVITTE,éditions d'Organisation, 2001

## EVALUATION / ASSESSMENT

| ASSESSMENT COMPONENT | ASSESSMENT TYPE | METHOD | WEIGHTING | DURATION | LEARNING OUTCOMES (ILO) |
|---|---|---|---|---|---|
| Continuous assessment (CC) | écrit | Remise d'un dossier réalisé en groupe | 20 | 0 | ILOs 4,5 |
| Continuous assessment (CC) | écrit | QCM | 20 | 0 | ILOs 4,5 |
| Final assessment (CF) | écrit | Epreuve écrite individuelle portant sur des questions ouvertes | 60 | 2 | ILOs 1,2,3 |

## ASSURANCE OF LEARNING / OBJECTIFS D'APPRENTISSAGE

| COMPETENCY GOAL 1 Knowledge & Adaptability | Graduates will be able to develop thorough knowledge in management fields and demonstrate their specific skills. | |
|---|---|---|
| LEARNING OBJECTIVES 1.1 & 1.2 Students will be able to… | Demonstrate context-specific knowledge of business and communicate this effectively in written and oral form. | X |
| | Demonstrate their flexibility in dealing with unexpected management issues/challenges in a global and evolving environment. | X |
| COMPETENCY GOAL 2 Critical Thinking & Innovation | Graduates will be able to demonstrate independent thinking into business issues and propose informed solutions. | |
| LEARNING OBJECTIVES 2.1 & 2.2 Students will be able to… | Identify, analyze and prioritize core issues and evaluate alternatives in a complex business situation, making appropriate use of relevant knowledge/tools/models/approaches. | X |
| | Design an appropriate and informed creative recommendation to a given issue. | X |
| COMPETENCY GOAL 3 Responsible Management & Sustainability | Graduates will be able to manage decisions making process respecting CSR and sustainable standards. | |
| LEARNING OBJECTIVES 3.1 & 3.2 Students will be able to… | Construct well thought-out decisions, fully aware of their impact on the organization, people, and environment. | X |
| | Contribute as productive members to a project and demonstrate team management and leadership skills. | X |
| COMPETENCY GOAL 4 Open-Mindedness & Transdisciplinarity | Graduates will be able to use and share transdisciplinary insight and integrate multicultural environments. | |
| LEARNING OBJECTIVES 4.1 & 4.2 Students will be able to… | Demonstrate their ability to work in a multicultural environment. | |
| | Use and share transdisciplinary insights when engaging in real world projects. | |

## ENGAGEMENT / ETHICAL BEHAVIOUR

Les étudiants sont tenus de respecter les règles du programme décrites dans le livret de l'Etudiant et ce, pour chaque module. La déclaration suivante s'applique à tous les étudiants ICN, pour les cours sur site ou chez les partenaires.

Toute tentative de fraude constatée durant un contrôle de connaissances, le contrôle continu ou un examen ou tout manquement aux règles élémentaires de comportement et d'éthique entrainent systématiquement la convocation de l'étudiant devant le conseil de discipline de l'Ecole qui examinera les irrégularités académiques. Le terme « irrégularité académique » est censé inclure, sans toutefois s'y limiter, la fraude lors du contrôle continu, rapports de stages, mémoires, thèses, et le plagiat.

Le conseil de discipline est compétent pour prononcer à l'encontre des élèves l'ensemble des sanctions prévues inscrites au règlement pédagogique de leur programme pouvant aller d'une note de « 0 » pour le module concerné jusqu'à l'exclusion définitive de l'étudiant.

## SD, CSR - ART, TECHNOLOGY & MANAGEMENT - INTERNATIONAL

| SD, CSR | ART, TECHNOLOGY & MANAGEMENT | INTERNATIONAL |
|---|---|---|
| Lightly incorporated into this module but not linked to a learning outcome | Not appropriate for this module | Not appropriate for this module |

| Promotion | Titre / Title | |
|---|---|---|
| **PGE 3 Nancy** | **Marketing B2B et Management Grands Comptes** | |
| Programme | ECTS | Code |
| **PGE** | **4** | **MKTG5012** |
| Responsable de module / Module leader | Langue d'enseignement / Language of tuition | Volume horaire / Class contact hours |
| **MAKIELA MICHEL** | **FR** — *Syllabus: FR* | **30** |

## PRESENTATION DU COURS / MODULE DESCRIPTION

Ce cours rappelle dans un premier temps les concepts fondamentaux du marketing dans un environnement Business to Business. Dans un deuxième temps, le cours met l'accent sur les processus de commercialisation mis en œuvre en fonction du contexte, notamment dans la gestion des grands comptes (comptes clés) à travers l'analyse d'exemples issus des secteurs de l'industrie automobile, de l'ingénierie informatique ou du financement d'équipements. Dans un 3eme temps, le cours permet de développer, d'un point de vue managérial, une compréhension approfondie de l'environnement juridique de la distribution et d'acquérir des réflexes opérationnels dans la contractualisation des relations commerciales.

## CONNAISSANCES ET COMPETENCES VISEES / LEARNING OUTCOMES (ILO)

Students successfully completing this module should be able to:
1. Analyser le Business Model d'une entreprise évoluant dans un environnement B2B.
2. Identifier les différents leviers de la vente dans un contexte B2B
3. Analyser l'organisation des canaux de distribution B2B et le management de la vente aux grands comptes dans une industrie donnée
4. Appréhender les clauses essentielles dans la négociation d'un contrat commercial dans un contexte B2B

## CONTENU / MODULE OUTLINE

| TOPIC | ASSIGNMENTS & READINGS |
|---|---|
| Spécificités du marketing B2B | Mercator ch 17 "Marketing B2B" |
| Analyse organisation commerciale B2B - Services de Financement | Revue documentaire & BM canvas entreprise étudiée |
| Analyse organisation commerciale B2B Equipementier automobile | Revue documentaire & BM canvas entreprise étudiée |
| Analyse organisation commerciale B2B - Services d'ingénierie | Revue documentaire & BM canvas entreprise étudiée |
| Analyse organisation commerciale B2B -Produits pharmaceutiques | Revue documentaire & BM canvas entreprise étudiée |
| Règles de formalisation des relations commerciales en B2B | Support de cours |
| Protection des droits de propriété intellectuelle & règles d'utilisation des données personnelles | Support de cours |
| Examen individuel sur table | (...) |

## METHODOLOGIE / TEACHING

L'enseignement comprendra des exposés interactifs, une présentation PowerPoint, l'étude de la stratégie de distribution d'entreprises issus de secteurs différents, des séances de résolution d'exercices, des discussions et des présentations de groupe. Au cours des études d'entreprises, les étudiants travailleront en petits groupes sur des problèmes conçus pour améliorer leur compréhension du marketing B2B et du management des grands comptes décrits ci-dessus, y compris l'apprentissage par la pratique et l'utilisation d'exemples réels.

## BIBLIOGRAPHIE / TEXTBOOK AND OTHER MATERIAL

Obligatoire :
LENDREVIE J. & LEVY J. (2018), Mercator, Dunod, 12è Edition, 1040 pages (disponible sur Scholarvox)
Recommandé
Business Model Nouvelle géneration, Alexander Osterwalder et Yves Pigneur, éditions Pearson, 2011
Marketing Business To Business, Philippe Malaval et al, éditions Pearson, 2017

## EVALUATION / ASSESSMENT

| ASSESSMENT COMPONENT | ASSESSMENT TYPE | METHOD | WEIGHTING | DURATION | LEARNING OUTCOMES (ILO) |
|---|---|---|---|---|---|
| Continuous assessment (CC) | écrit | Travail de groupe avec remise d'un rapport à l'enseignant sur analyse entreprise | 40 | 0 | ILO 1,2,3 |
| Final assessment (CF) | écrit | Epreuve écrite individuelle portant sur des questions ouvertes | 60 | 0 | ILO 2,4 |

## ASSURANCE OF LEARNING / OBJECTIFS D'APPRENTISSAGE

| COMPETENCY GOAL 1 Knowledge & Adaptability | Graduates will be able to develop thorough knowledge in management fields and demonstrate their specific skills. | |
|---|---|---|
| LEARNING OBJECTIVES 1.1 & 1.2 Students will be able to… | Demonstrate context-specific knowledge of business and communicate this effectively in written and oral form. | X |
| | Demonstrate their flexibility in dealing with unexpected management issues/challenges in a global and evolving environment. | X |
| COMPETENCY GOAL 2 Critical Thinking & Innovation | Graduates will be able to demonstrate independent thinking into business issues and propose informed solutions. | |
| LEARNING OBJECTIVES 2.1 & 2.2 Students will be able to… | Identify, analyze and prioritize core issues and evaluate alternatives in a complex business situation, making appropriate use of relevant knowledge/tools/models/approaches. | X |
| | Design an appropriate and informed creative recommendation to a given issue. | |
| COMPETENCY GOAL 3 Responsible Management & Sustainability | Graduates will be able to manage decisions making process respecting CSR and sustainable standards. | |
| LEARNING OBJECTIVES 3.1 & 3.2 Students will be able to… | Construct well thought-out decisions, fully aware of their impact on the organization, people, and environment. | X |
| | Contribute as productive members to a project and demonstrate team management and leadership skills. | X |
| COMPETENCY GOAL 4 Open-Mindedness & Transdisciplinarity | Graduates will be able to use and share transdisciplinary insight and integrate multicultural environments. | |
| LEARNING OBJECTIVES 4.1 & 4.2 Students will be able to… | Demonstrate their ability to work in a multicultural environment. | |
| | Use and share transdisciplinary insights when engaging in real world projects. | |

## ENGAGEMENT / ETHICAL BEHAVIOUR

Les étudiants sont tenus de respecter les règles du programme décrites dans le livret de l'Etudiant et ce, pour chaque module. La déclaration suivante s'applique à tous les étudiants ICN, pour les cours sur site ou chez les partenaires.

Toute tentative de fraude constatée durant un contrôle de connaissances, le contrôle continu ou un examen ou tout manquement aux règles élémentaires de comportement et d'éthique entrainent systématiquement la convocation de l'étudiant devant le conseil de discipline de l'Ecole qui examinera les irrégularités académiques. Le terme « irrégularité académique » est censé inclure, sans toutefois s'y limiter, la fraude lors du contrôle continu, rapports de stages, mémoires, thèses, et le plagiat.

Le conseil de discipline est compétent pour prononcer à l'encontre des élèves l'ensemble des sanctions prévues inscrites au règlement pédagogique de leur programme pouvant aller d'une note de « 0 » pour le module concerné jusqu'à l'exclusion définitive de l'étudiant.

## SD, CSR - ART, TECHNOLOGY & MANAGEMENT - INTERNATIONAL

| SD, CSR | ART, TECHNOLOGY & MANAGEMENT | INTERNATIONAL |
|---|---|---|
| Lightly incorporated into this module but not linked to a learning outcome | Not appropriate for this module | Not appropriate for this module |

| Promotion | Titre / Title | |
|---|---|---|
| **PGE 3 Nancy** | **Négociation commerciale & Business Development** | |
| Programme | ECTS | Code |
| **PGE** | **4** | **MKTG5015** |
| Responsable de module / Module leader | Langue d'enseignement / Language of tuition | Volume horaire / Class contact hours |
| **BRAUN OLIVIER** | **FR** *Syllabus: FR* | **30** |

## PRESENTATION DU COURS / MODULE DESCRIPTION

Ce cours comprend 2 volets :
- Une première partie consacrée aux techniques de négociation avec une mise en application sur une étude de cas fournie par une entreprise partenaire (Hilti)
- Une deuxième partie avec l'analyse de situations de business development présentées par des entreprises partenaires.
Le 1er volet dédié à la négociation commerciale est un approfondissement des techniques de ventes qui doit faciliter la consolidation des savoir-faire pratiques des étudiants par la reprise des fondamentaux de la vente mais appliquée dans un contexte de vente de solutions en B2B: la préparation de la vente, la description et la compréhension du contexte, l'argumentation et le traitement des objections avant la conclusion.

## CONNAISSANCES ET COMPETENCES VISEES / LEARNING OUTCOMES (ILO)

Les étudiants qui ont complété avec succès ce module devraient être en mesure de:
1. Connaître: Préparer la vente
2. Comprendre: Mettre en avant les solutions adaptées au client
3. Analyser: Déterminer les bénéfices pour le client de la solution
4. Adapteret évaluer: Conclure la négociation

## CONTENU / MODULE OUTLINE

| TOPIC | ASSIGNMENTS & READINGS |
|---|---|
| La préparation de la négociation en B2B | (...) |
| Les étapes de la vente | (...) |
| La construction de la solution | (...) |
| Argumenter et traiter les objections | (...) |
| Analyse situation Business Development 1 | (...) |
| Analyse situation Business Development 2 | (...) |

## METHODOLOGIE / TEACHING

Négociation :
Enseignement magistral (rappels théoriques) et exercices en cours, afin que les étudiants développent leurs aptitudes en entretien de négociation.
Mise en situation sur une étude de cas présentée par une entreprise partenaire avec soutenance face à un jury de professionnels.
Business Development
Une entreprise viendra exposer un cas de développement d'une nouvelle offre. Les étudiants devront faire un diagnostic stratégique à partir du Business Model Canvas et identifier les enjeux majeurs de ce développement.

## BIBLIOGRAPHIE / TEXTBOOK AND OTHER MATERIAL

L'écoute Philippe KAEPPELIN
Savoir Définir et gérer ses objectifs, Chantal SELVA et Guy MISSOUM, éditions ESF, 1997
Le jeu de rôle, Anne ANCELIN-SCHUTZENBERGER, éditions ESF, 1999
La négociation commerciale, Alain JOLIBERT et Maud TIXIER, éditions ESF, 1988
La boite à outils du négociateur, Lionel BELLINGER, éditions ESF, 2007
Les 7 styles de vente et d'achat, Patrick KALASON, éditions CELSE, 2005
Les techniques de la vente, René MOULINIER, éditions Eyrolle, 2009

## EVALUATION / ASSESSMENT

| ASSESSMENT COMPONENT | ASSESSMENT TYPE | METHOD | WEIGHTING | DURATION | LEARNING OUTCOMES (ILO) |
|---|---|---|---|---|---|
| Continuous assessment (CC) | written | Examen individuel sur un cas de Business Development | 40 | 0 | ILO5 |
| Final assessment (CF) | Written | Etudes de cas Négociation en binôme | 60 | 0 | ILO1, ILO2, ILO3, ILO4 |
| Final assessment (CF) | oral | 0 | 0 | 0 | (...) |

## ASSURANCE OF LEARNING / OBJECTIFS D'APPRENTISSAGE

| | | |
|---|---|---|
| **COMPETENCY GOAL 1**<br>**Knowledge & Adaptability** | **Graduates will be able to develop thorough knowledge in management fields and demonstrate their specific skills.** | |
| LEARNING OBJECTIVES 1.1 & 1.2<br>Students will be able to… | Demonstrate context-specific knowledge of business and communicate this effectively in written and oral form. | X |
| | Demonstrate their flexibility in dealing with unexpected management issues/challenges in a global and evolving environment. | X |
| **COMPETENCY GOAL 2**<br>**Critical Thinking & Innovation** | **Graduates will be able to demonstrate independent thinking into business issues and propose informed solutions.** | |
| LEARNING OBJECTIVES 2.1 & 2.2<br>Students will be able to… | Identify, analyze and prioritize core issues and evaluate alternatives in a complex business situation, making appropriate use of relevant knowledge/tools/models/approaches. | X |
| | Design an appropriate and informed creative recommendation to a given issue. | X |
| **COMPETENCY GOAL 3**<br>**Responsible Management & Sustainability** | **Graduates will be able to manage decisions making process respecting CSR and sustainable standards.** | |
| LEARNING OBJECTIVES 3.1 & 3.2<br>Students will be able to… | Construct well thought-out decisions, fully aware of their impact on the organization, people, and environment. | |
| | Contribute as productive members to a project and demonstrate team management and leadership skills. | X |
| **COMPETENCY GOAL 4**<br>**Open-Mindedness & Transdisciplinarity** | **Graduates will be able to use and share transdisciplinary insight and integrate multicultural environments.** | |
| LEARNING OBJECTIVES 4.1 & 4.2<br>Students will be able to… | Demonstrate their ability to work in a multicultural environment. | |
| | Use and share transdisciplinary insights when engaging in real world projects. | X |

## ENGAGEMENT / ETHICAL BEHAVIOUR

Les étudiants sont tenus de respecter les règles du programme décrites dans le livret de l'Etudiant et ce, pour chaque module. La déclaration suivante s'applique à tous les étudiants ICN, pour les cours sur site ou chez les partenaires.

Toute tentative de fraude constatée durant un contrôle de connaissances, le contrôle continu ou un examen ou tout manquement aux règles élémentaires de comportement et d'éthique entrainent systématiquement la convocation de l'étudiant devant le conseil de discipline de l'Ecole qui examinera les irrégularités académiques. Le terme « irrégularité académique » est censé inclure, sans toutefois s'y limiter, la fraude lors du contrôle continu, rapports de stages, mémoires, thèses, et le plagiat.

Le conseil de discipline est compétent pour prononcer à l'encontre des élèves l'ensemble des sanctions prévues inscrites au règlement pédagogique de leur programme pouvant aller d'une note de « 0 » pour le module concerné jusqu'à l'exclusion définitive de l'étudiant.

## SD, CSR - ART, TECHNOLOGY & MANAGEMENT - INTERNATIONAL

| SD, CSR | ART, TECHNOLOGY & MANAGEMENT | INTERNATIONAL |
|---|---|---|
| Not appropriate for this module | Not appropriate for this module | Not appropriate for this module |

**INTERNATIONAL BUSINESS DEVELOPMENT**

| Promotion | Titre / Title | |
|---|---|---|
| **PGE 3 Nancy** | **Developing Business** | |
| Programme | ECTS | Code |
| **PGE** | **4** | **MGMT5007** |
| Responsable de module / Module leader | Langue d'enseignement / Language of tuition | Volume horaire / Class contact hours |
| **STALLA-BOURDILLON CHRISTOPHE** | **EN** *Syllabus: EN* | **30** |

## PRESENTATION DU COURS / MODULE DESCRIPTION

DEVELOPING BUSINESS (30 hours / Language of tuition : English)
The purpose of this course is to show to the students how business with China, India, the Middle East, Russia and Western Europe can be developed in a truly professional way.
China, India, the Middle East, Russia and Western Europe are lands which carry many stereotypes and myths. Before doing business in China, India, the Middle East, Russia and Western Europe, it is imperative to learn about areas such as history, geography, culture overview, key concepts and values, business culture, working practices, business etiquette (Do's and Don'ts), meeting protocols, negotiation techniques and best business practices. Through such knowledge, stereotypes are broken and barriers to communication and business reduced.
Of course, when doing business in China, India, the Middle East, Russia and Western Europe, it is wise to bear in mind the great diversity within these regions.

## CONNAISSANCES ET COMPETENCES VISEES / LEARNING OUTCOMES (ILO)

1.   RELATING ---&gt, The course provides insights into the broad societal context of business, and the ability to take these into account for the analysis of business-oriented problems. (ILO1)
2.   INTERPRETING ---&gt,The students are able to interpret and to understand the complex social and political issues, the diverse traditions and the cultural environment necessary for doing business. (ILO2)
3.   SOLVING ---&gt, The students learn to identify the international dimension in business-related problems and know how to handle these problems in an effective way. (ILO3)
4.   EXAMINING ---&gt, The course provides a deep understanding of the interrelatedness of the different functional fields of business, and the impact on decisionmaking.
(ILO4)
5.   EXPLAINING ---&gt, The students are able to explain and to communicate clearly, fluently and accurately, both in a written report as well as in an oral presentation. (ILO5)

## CONTENU / MODULE OUTLINE

| TOPIC | ASSIGNMENTS & READINGS |
|---|---|
| Session 1 (6h00): Doing business in the Middle East | Lecture slides and reading materials posted on MyICN platform |
| Session 2 (6h00): Doing business in India | Lecture slides and reading materials posted on MyICN platform |
| Session 3 (6h00): Doing business in Western Europe | Lecture slides and reading materials posted on MyICN platform |
| Session 4 (6h00): Doing business in China | Lecture slides and reading materials posted on MyICN platform |
| Session 5 (6h00): Doing business in Russia | Lecture slides and reading materials posted on MyICN platform |

## METHODOLOGIE / TEACHING

Lectures + case studies + debates + video materials
Lectures with both a deductive approach (top-down) and an inductive approach (bottom-up), always accompanied with personal lessons learned.
Prerequisites: Open-mindedness, Good level in general knowledge, Analysis capabilities, Ability to see the overall picture, Anticipation abilities, Proficiency in English (reading, writing, spoken), Overcoming the World Wide Web "www", Good morality and "actual-experience" ethic sense.

## BIBLIOGRAPHIE / TEXTBOOK AND OTHER MATERIAL

_ CHINA
BOUEE, C.-E. "China's Management Revolution: Spirit, Land, Energy". Palgrave MacMillan, 2011
_ INDIA
KATHERINE C.ZUBKO &amp,RAJ.R.SAHAY. "Inside the Indian Business Mind". Praeger,2010
DR.RAJESH KUMAR ANAND SETHI. " Doing business in India: a guide for Western managers". Palgrave Macmillian, December 2012
BECKY STEPHEN. "India: Culture Smart!! Kuperard, September 2010 Available at ARTEM Library via Inter-library loan
_ MIDDLE EAST
PETE W. MOORE. " Doing business in the Middle East", Cambridge University Press, 2009
_ RUSSIA
ANATOLY ZHUPLEV. " Doing Business in Russia : A Concise Guide ", Business Expert Press, 2016
_ WESTERN EUROPE
GABRIELE SUDER. " Doing Business in Europe", Sage Publications Ltd, 2018

## EVALUATION / ASSESSMENT

| ASSESSMENT COMPONENT | ASSESSMENT TYPE | METHOD | WEIGHTING | DURATION | LEARNING OUTCOMES (ILO) |
|---|---|---|---|---|---|
| Final assessment (CF) | Written individual exam | Synthesis of 5 lectures | 100 | 2 | ILO1 to ILO5 |

## ASSURANCE OF LEARNING / OBJECTIFS D'APPRENTISSAGE

| | | |
|---|---|---|
| **COMPETENCY GOAL 1**<br>**Knowledge & Adaptability** | **Graduates will be able to develop thorough knowledge in management fields and demonstrate their specific skills.** | |
| LEARNING OBJECTIVES 1.1 & 1.2<br>Students will be able to… | Demonstrate context-specific knowledge of business and communicate this effectively in written and oral form. | X |
| | Demonstrate their flexibility in dealing with unexpected management issues/challenges in a global and evolving environment. | X |
| **COMPETENCY GOAL 2**<br>**Critical Thinking & Innovation** | **Graduates will be able to demonstrate independent thinking into business issues and propose informed solutions.** | |
| LEARNING OBJECTIVES 2.1 & 2.2<br>Students will be able to… | Identify, analyze and prioritize core issues and evaluate alternatives in a complex business situation, making appropriate use of relevant knowledge/tools/models/approaches. | X |
| | Design an appropriate and informed creative recommendation to a given issue. | X |
| **COMPETENCY GOAL 3**<br>**Responsible Management & Sustainability** | **Graduates will be able to manage decisions making process respecting CSR and sustainable standards.** | |
| LEARNING OBJECTIVES 3.1 & 3.2<br>Students will be able to… | Construct well thought-out decisions, fully aware of their impact on the organization, people, and environment. | X |
| | Contribute as productive members to a project and demonstrate team management and leadership skills. | X |
| **COMPETENCY GOAL 4**<br>**Open-Mindedness & Transdisciplinarity** | **Graduates will be able to use and share transdisciplinary insight and integrate multicultural environments.** | |
| LEARNING OBJECTIVES 4.1 & 4.2<br>Students will be able to… | Demonstrate their ability to work in a multicultural environment. | X |
| | Use and share transdisciplinary insights when engaging in real world projects. | X |

## ENGAGEMENT / ETHICAL BEHAVIOUR

During the module, students are expected to respect the programme regulations outlined in the student handbook. The following statement applies to all students taking ICN courses, on and off campus.

Cheating on in-class tests or take-home examinations or homework is, of course, illegal and immoral. A Disciplinary Committee exists to investigate academic improprieties, conduct hearings, and determine any necessary actions. The term 'academic impropriety' is meant to include, but is not limited to, cheating on homework, during in-class or take-home examinations, and plagiarism.

Consequences of academic impropriety are severe, ranging from receiving a "0" in a course, to a warning from which becomes a part of the permanent student record, to expulsion.

## SD, CSR - ART, TECHNOLOGY & MANAGEMENT - INTERNATIONAL

| SD, CSR | ART, TECHNOLOGY & MANAGEMENT | INTERNATIONAL |
|---|---|---|
| Extensively incorporated into this module and central to learning outcomes | Extensively incorporated into this module and central to learning outcomes | Extensively incorporated into this module and central to learning outcomes |

| Promotion | Titre / Title | |
|---|---|---|
| **PGE 3 Nancy** | **Advanced Negotiation** | |
| Programme | ECTS | Code |
| PGE | 4 | MKTG5018 |
| Responsable de module / Module leader | Langue d'enseignement / Language of tuition | Volume horaire / Class contact hours |
| STALLA-BOURDILLON CHRISTOPHE | EN     *Syllabus: EN* | 30 |

## PRESENTATION DU COURS / MODULE DESCRIPTION

ADVANCED NEGOTIATION (30 hours / Language of tuition : English)
What happens when international business negotiations are complex, become difficult or tough ? This course is aimed at developing high level analytical and communication skills that are necessary for successful business negotiations.
The negotiation is described as a complex three-stage process which consists of preparation, negotiating, and post-negotiation implementation and evaluation.
The course combines both theoretical knowledge of leading negotiation scholars and practical experience through learning by doing.
The students will be engaged in business games, trainings, group discussions and creative tasks.
This course builds upon and assumes familiarity with the negotiation concepts covered in the prerequisite for this course: Negotiation Techniques. We will assume that students have a basic foundation of core negotiation concepts.
This course is designed to go beyond negotiation principles and to enable student to develop their negotiation skills. It is also designed to present and analyze complex &amp, tricky strategies in business negotiations.
It is divided into two parts :
- Part 1 : Dirty tricks, conflicts &amp, stratagems
- Part 2 : Influence, counter-influence &amp, lobbying.

## CONNAISSANCES ET COMPETENCES VISEES / LEARNING OUTCOMES (ILO)

Students successfully completing this course should be able to:
1. Learn how to react to dirty tricks, manipulation and negotiation stratagems (ILO1)
2. Explore, critically evaluate models about difficult situations of negotiation (ILO2)
3. Formulate objective and subjective trust-building factors apply trust-building methods in negotiations techniques (ILO3)
4. Perform persuasive speech (ILO4)
5. Use the methods and algorithms of revealing and countering manipulation (ILO5)

## CONTENU / MODULE OUTLINE

| TOPIC | ASSIGNMENTS & READINGS |
|---|---|
| Influence / Counter-influence & Lobbying | Lecture slides and reading materials posted on MyICN platform |
| Dirty tricks | Lecture slides and reading materials posted on MyICN platform |
| Influence / Counter-influence & Lobbying | Lecture slides and reading materials posted on MyICN platform |
| Dirty tricks | Lecture slides and reading materials posted on MyICN platform |
| Influence / Counter-influence & Lobbying | Lecture slides and reading materials posted on MyICN platform |
| Dirty tricks | Lecture slides and reading materials posted on MyICN platform |

## METHODOLOGIE / TEACHING

1. Explaining the negotiation principles, being more specific about its boundaries and ethic limits
2. Providing students with a method, key tools, frames of reference to put negotiation principles into practice
3. Putting students in situation through real, sometimes borderline scenarios, always close to actual experience.
4. Improving students' overall awareness and maturity level without decreasing their deep motivation to have a job in firms.
5. Bringing through cases and discussions students to understand and evaluate the boundaries between clean and dirty strategies and tactics in business.
6. Bring the students to identify, react to, and control unethical strategic behaviors in business talks.

## BIBLIOGRAPHIE / TEXTBOOK AND OTHER MATERIAL

a. Required
Berghoff, E. A. et al. (2007). The International Negotiations Handbook. Success through Preparation, Strategy, and Planning. PILPG and Baker & McKenzie.
Fisher, R. Ury, W. Patton, B. (1981-91): Getting to Yes, Bantam Books, New York.
Jensen, K. (2013). The Trust Factor: Negotiating in SMARTnership. Palgrave Macmillan.
Lax, D. A., and Sebenius, J. K. (2006). 3-D Negotiation: Powerful Tools to Change the Game in Your Most Important Deals. Harvard Business Press.
Lewis, R. D. (2006). When Cultures Collide: Leading Across Cultures. Boston: Nicholas Brealey International.
Lyons, C. (2009). I Win, You Win: The Essential Guide to Principled Negotiation. A&C Black Business Information and Development.
Mastenbroek, W. (1999). Negotiating as Emotion Management // Theory, Culture & Society. Vol. 16 (4). P. 49-73.
b. Recommended:
Adair, W. L. & Brett, J. M. (2005). The Negotiation Dance: Time, Culture and Behavioral Sequence in Negotiation // Organization Science, 16 (1).
Barge, J. K. (2009). Negotiation Theory. In: Littlejohn, S. W., and Foss, K. A. (eds.). Encyclopedia of Communication Theory. SAGE Publications.
Berne, E. (1961). Transactional Analysis in Psychotherapy: A Systematic Individual and Social Psychiatry. New York: Grove Press
Boven, L. van and Thompson, L. (2003). Look into the Mind of the Negotiator: Mental Models in Negotiation // Group Processes & Intergroup Relations, Vol. 6 (4), p. 387404.
Carr, A. (1969). Business as a Game. Signet.
Cohen, S. (2002). Negotiating Skills for Managers. McGraw-Hill.

Craver, C. B. (2012). The Benefits to Be Derived from Post-Negotiation Assessments. GW Law Faculty Publications & Other Works. Paper 464.
Fisher, R. and Shapiro, D. (2005). Beyond Reason. Penguin Books.
Gelfand, M. J., and Brett, J. M., eds. (2004). The Handbook of Negotiation and Culture. Stanford University Press.
Gilboa, E. (2001). Diplomacy in the Media Age: Three Models of Uses and Effects // Diplomacy and Statecraft, Vol. 12, No. 2. P. 1-28.
Hall E. (1976) : Beyond Culture. N. Y.: Anchor Books, 1976.
MACHIAVEL : L'art de la guerre, Flammarion GF 615, Paris, 1991.
Mastenbroek, W. (1989). Negotiate. Oxford: Blackwell Publishing
RINGER, Robert : Réussir par l'intimidation, First inc, Paris, 1987.
Mastenbroek, W. (2012). Negotiating as Emotion Management. ManagementSite Netwerk.
Rosenthal, U., 't Hart, P. and Kouzmin, A. (1991). The Bureaupolitics of Crisis Management // Public Administration, No. 69, p. 211-233.
Sally, D., and O'Connor, K. (2004). Team Negotiations // Marquette Law Review, Vol. 87, Issue 4. P. 883-892.
Shostrom, E. (1979). Man, the Manipulator: The Inner Journey from Manipulation to Actualization. New York: Bantam Books
Starkey, B., Boyer, M. A. and Wilkenfeld, J. (2010). International Negotiation in a Com

## EVALUATION / ASSESSMENT

| ASSESSMENT COMPONENT | ASSESSMENT TYPE | METHOD | WEIGHTING | DURATION | LEARNING OUTCOMES (ILO) |
|---|---|---|---|---|---|
| Continuous assessment (CC) | Written presentation (PPT) | Collective presentation | 20 | 30 | ILO3, ILO4 |
| Continuous assessment (CC) | Oral case study (game + presentations) | Collective game | 20 | 30 | ILO1, ILO2, ILO4 |
| Final assessment (CF) | Oral negotiation (purchasing & selling) | Individual exercise | 60 | 1 | ILO1, ILO2, ILO3, ILO4, ILO5 |

## ASSURANCE OF LEARNING / OBJECTIFS D'APPRENTISSAGE

| COMPETENCY GOAL 1 Knowledge & Adaptability | Graduates will be able to develop thorough knowledge in management fields and demonstrate their specific skills. | |
|---|---|---|
| LEARNING OBJECTIVES 1.1 & 1.2 Students will be able to… | Demonstrate context-specific knowledge of business and communicate this effectively in written and oral form. | X |
| | Demonstrate their flexibility in dealing with unexpected management issues/challenges in a global and evolving environment. | X |
| COMPETENCY GOAL 2 Critical Thinking & Innovation | Graduates will be able to demonstrate independent thinking into business issues and propose informed solutions. | |
| LEARNING OBJECTIVES 2.1 & 2.2 Students will be able to… | Identify, analyze and prioritize core issues and evaluate alternatives in a complex business situation, making appropriate use of relevant knowledge/tools/models/approaches. | X |
| | Design an appropriate and informed creative recommendation to a given issue. | X |
| COMPETENCY GOAL 3 Responsible Management & Sustainability | Graduates will be able to manage decisions making process respecting CSR and sustainable standards. | |
| LEARNING OBJECTIVES 3.1 & 3.2 Students will be able to… | Construct well thought-out decisions, fully aware of their impact on the organization, people, and environment. | X |
| | Contribute as productive members to a project and demonstrate team management and leadership skills. | X |
| COMPETENCY GOAL 4 Open-Mindedness & Transdisciplinarity | Graduates will be able to use and share transdisciplinary insight and integrate multicultural environments. | |
| LEARNING OBJECTIVES 4.1 & 4.2 Students will be able to… | Demonstrate their ability to work in a multicultural environment. | X |
| | Use and share transdisciplinary insights when engaging in real world projects. | X |

## ENGAGEMENT / ETHICAL BEHAVIOUR

During the module, students are expected to respect the programme regulations outlined in the student handbook. The following statement applies to all students taking ICN courses, on and off campus.

Cheating on in-class tests or take-home examinations or homework is, of course, illegal and immoral. A Disciplinary Committee exists to investigate academic improprieties, conduct hearings, and determine any necessary actions. The term 'academic impropriety' is meant to include, but is not limited to, cheating on homework, during in-class or take-home examinations, and plagiarism.

Consequences of academic impropriety are severe, ranging from receiving a "0" in a course, to a warning from which becomes a part of the permanent student record, to expulsion.

## SD, CSR - ART, TECHNOLOGY & MANAGEMENT - INTERNATIONAL

| SD, CSR | ART, TECHNOLOGY & MANAGEMENT | INTERNATIONAL |
|---|---|---|
| Extensively incorporated into this module and central to learning outcomes | Extensively incorporated into this module and central to learning outcomes | Extensively incorporated into this module and central to learning outcomes |

| Promotion | Titre / Title | |
|---|---|---|
| **PGE 3 Nancy** | **International Sourcing & Logistics** | |
| Programme | ECTS | Code |
| PGE | 4 | SCMT5005 |
| Responsable de module / Module leader | Langue d'enseignement / Language of tuition | Volume horaire / Class contact hours |
| HOUE THIERRY | EN · *Syllabus: EN* | 30 |

## PRESENTATION DU COURS / MODULE DESCRIPTION

International Sourcing and Logistics are both growing in importance within the business management field. Although buying and logistics have been considered tactical functions within the firm both have become strategic activities. Managaing supplier relationships, network innovation and managing transport costs can all mitigate the impact of the business on society and the environment. Thus, this module will provide the student with the tools and techniques used by purchasing and logistics managers, including classes specifically focused on Incoterms 2020.

## CONNAISSANCES ET COMPETENCES VISEES / LEARNING OUTCOMES (ILO)

1. Discuss the evolution of sourcing and logistics from tactical to strategic.
2. Discuss the significance of sourcing stragegy in relation to logistics and transportation operations, including the choice of Incoterms 2020.
3. Evaluate supplier selection criteria.
4. Demonstrate knowledge of and apply basic principles and rules to manage the international flow of goods.
5. Critically evaluate the role of innovative approaches such as the use of new technology in transport management.

## CONTENU / MODULE OUTLINE

| TOPIC | ASSIGNMENTS & READINGS |
|---|---|
| Introduction to Sourcing and Logistics Management, their role in Supply Chain Management. Background, origins and future developments. | Pedagocial material. |
| (Sourcing strategy, Cost Reduction, Supplier Risk Management and Selection Criteria...). | Pedagocial material. |
| (Logistics Management .Warehousing, Distribution and Transportation, and new technologies). | Pedagocial material. |

## METHODOLOGIE / TEACHING

Teaching methods will include a combination of lectures, short readings, and mini case studies in groups.

## BIBLIOGRAPHIE / TEXTBOOK AND OTHER MATERIAL

Required:
Pedagogical material
Recommended:
CHRISTOPHER, M. (2016). Logistics and supply chain management. 5th edition. London: FT-Publishing.
DAVID P.A. (2017), International Logistics: the Management of International Trade Operations, 5th edition, Cicero Books.
GRANT, D. B., TRAUTRIMS, A., WONG, C. Y. (2017), Sustainable Logistics and Supply Chain Management?: Principles and Practices for Sustainable Operations and Management. London: Kogan Page.
ICC, Incoterms 2020, International Chamber of Commerce.
MENA, C., HOEK, R. I. van, CHRISTOPHER, M. (2014), Leading Procurement Strategy?: Driving Value Through the Supply Chain. London: Kogan Page.

## EVALUATION / ASSESSMENT

| ASSESSMENT COMPONENT | ASSESSMENT TYPE | METHOD | WEIGHTING | DURATION | LEARNING OUTCOMES (ILO) |
|---|---|---|---|---|---|
| Continuous assessment (CC) | Oral. | Oral with a Powerpoint presentation of a solution of a specific logistics/sourcing issue. | 40 | 0.30000001192092896 | ILOs 2,5. |
| Final assessment (CF) | Written. | Individual written exam based on questions and exercices. | 60 | 2 | ILOs 3,4,1. |

## ASSURANCE OF LEARNING / OBJECTIFS D'APPRENTISSAGE

| COMPETENCY GOAL 1 Knowledge & Adaptability | Graduates will be able to develop thorough knowledge in management fields and demonstrate their specific skills. | |
|---|---|---|
| LEARNING OBJECTIVES 1.1 & 1.2 Students will be able to… | Demonstrate context-specific knowledge of business and communicate this effectively in written and oral form. | X |
| | Demonstrate their flexibility in dealing with unexpected management issues/challenges in a global and evolving environment. | X |
| COMPETENCY GOAL 2 Critical Thinking & Innovation | Graduates will be able to demonstrate independent thinking into business issues and propose informed solutions. | |
| LEARNING OBJECTIVES 2.1 & 2.2 Students will be able to… | Identify, analyze and prioritize core issues and evaluate alternatives in a complex business situation, making appropriate use of relevant knowledge/tools/models/approaches. | |
| | Design an appropriate and informed creative recommendation to a given issue. | |
| COMPETENCY GOAL 3 Responsible Management & Sustainability | Graduates will be able to manage decisions making process respecting CSR and sustainable standards. | |
| LEARNING OBJECTIVES 3.1 & 3.2 Students will be able to… | Construct well thought-out decisions, fully aware of their impact on the organization, people, and environment. | X |
| | Contribute as productive members to a project and demonstrate team management and leadership skills. | X |
| COMPETENCY GOAL 4 Open-Mindedness & Transdisciplinarity | Graduates will be able to use and share transdisciplinary insight and integrate multicultural environments. | |
| LEARNING OBJECTIVES 4.1 & 4.2 Students will be able to… | Demonstrate their ability to work in a multicultural environment. | X |
| | Use and share transdisciplinary insights when engaging in real world projects. | X |

## ENGAGEMENT / ETHICAL BEHAVIOUR

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Consequences of academic impropriety are severe, ranging from receiving a "0" in a course, to a warning from which becomes a part of the permanent student record, to expulsion.

## SD, CSR - ART, TECHNOLOGY & MANAGEMENT - INTERNATIONAL

| SD, CSR | ART, TECHNOLOGY & MANAGEMENT | INTERNATIONAL |
|---|---|---|
| Lightly incorporated into this module but not linked to a learning outcome | Not appropriate for this module | Extensively incorporated into this module and central to learning outcomes |

| Promotion | Titre / Title | |
|---|---|---|
| **PGE 3 Nancy** | **Export Project and Strategy** | |
| Programme | ECTS | Code |
| **PGE** | **4** | **MKTG5019** |
| Responsable de module / Module leader | Langue d'enseignement / Language of tuition | Volume horaire / Class contact hours |
| **RETHORE CHRISTOPHE** | **EN** | *Syllabus: EN* | **30** |

## PRESENTATION DU COURS / MODULE DESCRIPTION

Overview of strategic and operational aspects of exporting activities

## CONNAISSANCES ET COMPETENCES VISEES / LEARNING OUTCOMES (ILO)

Upon completion of this course, students should be able to
1) Understand companies' export strategies : how they are crafted and implemented
2) Understand and apply the technical aspects of export activities (e.g., incoterms)
3) Assess the effectiveness of companies' export strategies in different industries
4) Assess specific export markets

## CONTENU / MODULE OUTLINE

| TOPIC | ASSIGNMENTS & READINGS |
|---|---|
| Introduction: choosing an exportable product and potential markets + resources | See references on MyICN |
| Market entry and market research: market entry methods and types of exporting + cultural factors | See references on MyICN |
| Non-tariff barriers, pricing and payment, and international contracts | See references on MyICN |
| Exporting risks and shipping: INCOTERMS + brand piracy and global intellectual property | See references on MyICN |
| Export Plan/Export strategies | See references on MyICN |

## METHODOLOGIE / TEACHING

Lectures, readings + discussions, case studies, term project prepared under instructor's supervision

## BIBLIOGRAPHIE / TEXTBOOK AND OTHER MATERIAL

Kotler, P. and Keller, K. 2016. Marketing Management (chapter 8), 15th ed., Pearson
Usunier, J.-C. and Lee, J.A. 2013. Marketing Across Cultures,6th ed, Pearson
Prime, Nathalie et Usunier, J-C. 2015. Marketing international. Marchés, cultures et organisations, 2e édition
Sumangil, C.A. 2018. Tools and Strategies for Exports, CreateSpace Independent Publishing
Baskar, M.B. and Shanmugavelu, PhD. 2019. Market Entry Strategies, E-business, Logistic Constraints, Law &amp, Sustainability in Globalization Era.

## EVALUATION / ASSESSMENT

| ASSESSMENT COMPONENT | ASSESSMENT TYPE | METHOD | WEIGHTING | DURATION | LEARNING OUTCOMES (ILO) |
|---|---|---|---|---|---|
| Continuous assessment (CC) | Written/ Oral | Project progress report(s) | 40 | 0 | ILO1, ILO2, ILO3, ILO4 |
| Final assessment (CF) | Written / Oral (individual) | Term project (export plan/strategy) | 60 | 0 | ILO1, ILO2, ILO3, ILO4 |

## ASSURANCE OF LEARNING / OBJECTIFS D'APPRENTISSAGE

| COMPETENCY GOAL 1 Knowledge & Adaptability | Graduates will be able to develop thorough knowledge in management fields and demonstrate their specific skills. | |
|---|---|---|
| LEARNING OBJECTIVES 1.1 & 1.2 Students will be able to… | Demonstrate context-specific knowledge of business and communicate this effectively in written and oral form. | X |
| | Demonstrate their flexibility in dealing with unexpected management issues/challenges in a global and evolving environment. | X |
| COMPETENCY GOAL 2 Critical Thinking & Innovation | Graduates will be able to demonstrate independent thinking into business issues and propose informed solutions. | |
| LEARNING OBJECTIVES 2.1 & 2.2 Students will be able to… | Identify, analyze and prioritize core issues and evaluate alternatives in a complex business situation, making appropriate use of relevant knowledge/tools/models/approaches. | X |
| | Design an appropriate and informed creative recommendation to a given issue. | X |
| COMPETENCY GOAL 3 Responsible Management & Sustainability | Graduates will be able to manage decisions making process respecting CSR and sustainable standards. | |
| LEARNING OBJECTIVES 3.1 & 3.2 Students will be able to… | Construct well thought-out decisions, fully aware of their impact on the organization, people, and environment. | X |
| | Contribute as productive members to a project and demonstrate team management and leadership skills. | X |
| COMPETENCY GOAL 4 Open-Mindedness & Transdisciplinarity | Graduates will be able to use and share transdisciplinary insight and integrate multicultural environments. | |
| LEARNING OBJECTIVES 4.1 & 4.2 Students will be able to… | Demonstrate their ability to work in a multicultural environment. | X |
| | Use and share transdisciplinary insights when engaging in real world projects. | X |

## ENGAGEMENT / ETHICAL BEHAVIOUR

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Consequences of academic impropriety are severe, ranging from receiving a "0" in a course, to a warning from which becomes a part of the permanent student record, to expulsion.

## SD, CSR - ART, TECHNOLOGY & MANAGEMENT - INTERNATIONAL

| SD, CSR | ART, TECHNOLOGY & MANAGEMENT | INTERNATIONAL |
|---|---|---|
| Lightly incorporated into this module but not linked to a learning outcome | Lightly incorporated into this module but not linked to a learning outcome | Extensively incorporated into this module and central to learning outcomes |

# MARKETING ET INGENIERIE DES AFFAIRES

| Promotion | Titre / Title | |
|---|---|---|
| **PGE 3 Alternance Nancy** | **Négociation des solutions complexes** | |
| Programme | ECTS | Code |
| **PGE** | **4** | **MKTG5003** |
| Responsable de module / Module leader | Langue d'enseignement / Language of tuition | Volume horaire / Class contact hours |
| **PROF -** | **FR**   *Syllabus: FR* | **30** |

## PRESENTATION DU COURS / MODULE DESCRIPTION

Le cours s'adresse à des étudiants connaissant les bases des techniques de ventes. Il a pour objet de faire monter les étudiants en compétence afin de gérer des situations de négociation commerciale dans les domaines faisant appel à plusieurs acteurs et une offre de service et de produits. La négociation est fragmentée dans le temps et nécessite un repérage des décideurs, une connaissance de son marché et du fonctionnement de sa propre entreprise.

## CONNAISSANCES ET COMPETENCES VISEES / LEARNING OUTCOMES (ILO)

1 Acquérir de nouvelles connaissances en négociation
2 Appliquer : repérer les outils, comportements professionnels pour mener à bien la négociation
3 Comprendre les enjeux et les contraintes des négociations contextualisées
4 Synthétiser ou Auto-évaluer la proposition commerciale

## CONTENU / MODULE OUTLINE

| TOPIC | ASSIGNMENTS & READINGS |
|---|---|
| Scénariser la négociation | Mes objectifs, mes moyens, mes arguments, ma marge de manœuvre |
| Renforcer son argumentation | Mes avantages et les bénéfices pour le client. Pitch de présentation de l'entreprise et de son offre |
| Préparer la vente par un groupe de projet | Recueillir les besoins du client, identifier ses objectifs et repérer les membres du groupe d'achat de l'entreprise (statuts, fonctions, compétences, rôles, pouvoirs, objectifs, contraintes, questions clés), négociation par des échanges construits avec le client dans le temps (comprendre la stratégie gagnant- gagnant (considérer son interlocuteur comme un allié) comprendre la notion de de cycle de vente mobilisant des compétences en interne et du temps (notion de projet). Réaliser le projet d'un client |
| Identifier le pouvoir des acteurs | Les objectifs de l'interlocuteur, comprendre les styles de négociation et savoir s'y adapter , la légitimité de l'acheteur - le mécanisme des attentes réciproques entre les miennes et celles de l'acheteur - les attentes d'ordre psychologique (reconnaissance statutaire), valeur (économique, gain de productivité et satisfaction à l'usage), confort (facilité de commande, proximité, sécurité, expérience de la relation) |
| Conclure - | Verrouiller les solutions (vérifier les points d'accord), conforter (rappel des bénéfices pour le client) et conclure (propose une date de signature du contrat, une date de livraison?)---L'entonnoir de la conclusion--- |
| Vendre avec patience | Estimer ses chances de réussite-quelle produit ou service intéresse mon client -" rentrer par la petite porte " et grappiller dans le temps de nouvelles vente. Mécanisme de marge compensée |

## METHODOLOGIE / TEACHING

Le cours de négociation s'appuie sur des fondements théoriques et des mises en pratique. Une étude de cas sur plusieurs séances peut être envisagée pour travailler une mise en situation complète.

## BIBLIOGRAPHIE / TEXTBOOK AND OTHER MATERIAL

La négociation commerciale éditions Dunod de julien Viau et al. Négocier et défendre ses marges éditions Dunod de Philippe Korda La bible de la négociation : 75 fiches pour utiliser et contrer les techniques des meilleurs négociateurs éditions Eyrolles d'Alexis Kyprianou La négociation d'influence, développez votre pouvoir et déjouez la manipulation

## EVALUATION / ASSESSMENT

| ASSESSMENT COMPONENT | ASSESSMENT TYPE | METHOD | WEIGHTING | DURATION | LEARNING OUTCOMES (ILO) |
|---|---|---|---|---|---|
| Final assessment (CF) | Jeu de rôle acteur & vendeur | Etude de cas en binôme | 60 | 0 | ILO 1,2,3,4 |
| Continuous assessment (CC) | Written | Individuel | 40 | 0 | ILO 1,2,3 |

## ASSURANCE OF LEARNING / OBJECTIFS D'APPRENTISSAGE

| | | |
|---|---|---|
| **COMPETENCY GOAL 1**<br>**Knowledge & Adaptability** | **Graduates will be able to develop thorough knowledge in management fields and demonstrate their specific skills.** | |
| LEARNING OBJECTIVES 1.1 & 1.2<br>Students will be able to… | Demonstrate context-specific knowledge of business and communicate this effectively in written and oral form. | X |
| | Demonstrate their flexibility in dealing with unexpected management issues/challenges in a global and evolving environment. | X |
| **COMPETENCY GOAL 2**<br>**Critical Thinking & Innovation** | **Graduates will be able to demonstrate independent thinking into business issues and propose informed solutions.** | |
| LEARNING OBJECTIVES 2.1 & 2.2<br>Students will be able to… | Identify, analyze and prioritize core issues and evaluate alternatives in a complex business situation, making appropriate use of relevant knowledge/tools/models/approaches. | |
| | Design an appropriate and informed creative recommendation to a given issue. | |
| **COMPETENCY GOAL 3**<br>**Responsible Management & Sustainability** | **Graduates will be able to manage decisions making process respecting CSR and sustainable standards.** | |
| LEARNING OBJECTIVES 3.1 & 3.2<br>Students will be able to… | Construct well thought-out decisions, fully aware of their impact on the organization, people, and environment. | |
| | Contribute as productive members to a project and demonstrate team management and leadership skills. | |
| **COMPETENCY GOAL 4**<br>**Open-Mindedness & Transdisciplinarity** | **Graduates will be able to use and share transdisciplinary insight and integrate multicultural environments.** | |
| LEARNING OBJECTIVES 4.1 & 4.2<br>Students will be able to… | Demonstrate their ability to work in a multicultural environment. | |
| | Use and share transdisciplinary insights when engaging in real world projects. | |

## ENGAGEMENT / ETHICAL BEHAVIOUR

Les étudiants sont tenus de respecter les règles du programme décrites dans le livret de l'Etudiant et ce, pour chaque module. La déclaration suivante s'applique à tous les étudiants ICN, pour les cours sur site ou chez les partenaires.

Toute tentative de fraude constatée durant un contrôle de connaissances, le contrôle continu ou un examen ou tout manquement aux règles élémentaires de comportement et d'éthique entrainent systématiquement la convocation de l'étudiant devant le conseil de discipline de l'Ecole qui examinera les irrégularités académiques. Le terme « irrégularité académique » est censé inclure, sans toutefois s'y limiter, la fraude lors du contrôle continu, rapports de stages, mémoires, thèses, et le plagiat.

Le conseil de discipline est compétent pour prononcer à l'encontre des élèves l'ensemble des sanctions prévues inscrites au règlement pédagogique de leur programme pouvant aller d'une note de « 0 » pour le module concerné jusqu'à l'exclusion définitive de l'étudiant.

## SD, CSR - ART, TECHNOLOGY & MANAGEMENT - INTERNATIONAL

| SD, CSR | ART, TECHNOLOGY & MANAGEMENT | INTERNATIONAL |
|---|---|---|
| Not appropriate for this module | Not appropriate for this module | Not appropriate for this module |

| Promotion | Titre / Title | |
|---|---|---|
| **PGE 3 Alternance Nancy** | **Management des projets et des équipes** | |
| Programme | ECTS | Code |
| **PGE** | **4** | **HRMT5006** |
| Responsable de module / Module leader | Langue d'enseignement / Language of tuition | Volume horaire / Class contact hours |
| **BRAUN OLIVIER** | **FR**     *Syllabus: FR* | **30** |

## PRESENTATION DU COURS / MODULE DESCRIPTION

Ce cours présente les concepts fondamentaux liés à la gestion de projet en marketing. La notion de projet incite les membres de ce groupe à définir en commun des objectifs, des plans d'action et à se coordonner. La gestion du projet implique aussi la présence d'un leader représentant le groupe vis-à-vis de la direction générale. Les connaissances se concentrent sur les spécificités de la gestion d'un projet c'est-à-dire sur celles de la gestion du groupe et celles du projet en marketing.

## CONNAISSANCES ET COMPETENCES VISEES / LEARNING OUTCOMES (ILO)

Les étudiants, au terme de ce cours, pourront :
ILO1. Connaître les outils de la gestion de projet en marketing
ILO2. Comprendre les rôles des parties prenantes et la nature du projet
ILO3. Analyser les caractéristiques du projet et déterminer des solutions pour la réalisation du projet
ILO4. Synthétiser et auto-évaluer le projet afin de mener les actions correctives et rechercher de nouvelles ressources
Aptitudes techniques recherchées et testées, en outre, dans les contrôles :
1. Communication écrite (et/ou orale) de qualité
2. Conceptualisation et application judicieuse des concepts
3. Recherche et analyse de donnée

## CONTENU / MODULE OUTLINE

| TOPIC | ASSIGNMENTS & READINGS |
|---|---|
| Introduction générale et explication des grand thèmes. | (...) |
| Le marketing au sein des projets en équipe | (...) |
| La gestion marketing au sein des projets | (...) |
| Contrôle continu et par la suite, la gestion de projets | (...) |
| La faisabilité de projets | (...) |
| Liens entre marketing et projets en équipes | (...) |

## METHODOLOGIE / TEACHING

Cours magistraux et séances pratiques avec études de cas/exercices divers alternent. Apprentissage continu.
Engagement pédagogique des étudiant-e-s :
L'enseignement est construit sur la base d'un contrat pédagogique (le syllabus) requérant des étudiant-e-s une présence active et respectueuse aux différents cours, l'engagement à remettre les travaux demandés selon les critères établis, et une préparation aux prérequis et aux examens afin de maximiser la compréhension des enseignements et les chances de succès.
Sources bibliographiques :
·       Les étudiant-e-s doivent citer leurs sources correctement
·       Le format APA (ou équivalent) est exigé dans la référencement bibliographique
·       Wikipédia n'est pas une source valide
·       Le copié-collé n'est pas un travail représentatif
·       Les articles et livres doivent être référés non selon un site Web mais selon la publication
Format de travail (PPoint et/ou Word):
·       Page titre complète
·       Police unique : Times Roman 12
·       Marges : 2,5 cm
·       Interligne : 1,5
·       Pas de couleurs inutiles
·       Figures et tableaux numérotés et annotés
·       Texte aligné à gauche et à droite
·       Pages numérotées
·       Table des matières pour tout travail de 10 pages et plus
·       Bibliographie en format APA ou équivalent, si attendue

## BIBLIOGRAPHIE / TEXTBOOK AND OTHER MATERIAL

Obligatoire :
Mesly, O. (2020). Marketing Projects. USA: CRC' Taylor and Francis.
Autre matériel didactique fourni par le professeur et cas (tous droits réservés). Leur lecture est un atout de réussite dans ce cours.
Recommandé :
PMBOK (6e édition, 2017) en format e-book ou en format livre, disponible à la bibliothèque (https://www.pmi.org/pmbok-guide-standards/foundational/pmbok[1]).

Sources bibliographiques :
·       Les étudiant-e-s doivent citer leurs sources correctement
·       Le format APA (ou équivalent) est exigé dans la référencement bibliographique
·       Wikipédia n'est pas une source valide
·       Le copié-collé n'est pas un travail représentatif
·       Les articles et livres doivent être référés non selon un site Web mais selon la publication

## EVALUATION / ASSESSMENT

| ASSESSMENT COMPONENT | ASSESSMENT TYPE | METHOD | WEIGHTING | DURATION | LEARNING OUTCOMES (ILO) |
|---|---|---|---|---|---|
| Continuous assessment (CC) | Contrôle de connaissances des chapitres de cours | Q.C.M, individuel | 40 | 1 | ILO1, ILO2, ILO3 |
| Final assessment (CF) | Examen écrit, mises en situation | Mini-études de cas | 60 | 1.5 | ILO1, ILO2, ILO3, ILO4 |

## ASSURANCE OF LEARNING / OBJECTIFS D'APPRENTISSAGE

| | | |
|---|---|---|
| **COMPETENCY GOAL 1**<br>**Knowledge & Adaptability** | **Graduates will be able to develop thorough knowledge in management fields and demonstrate their specific skills.** | |
| LEARNING OBJECTIVES 1.1 & 1.2<br>Students will be able to… | Demonstrate context-specific knowledge of business and communicate this effectively in written and oral form. | X |
| | Demonstrate their flexibility in dealing with unexpected management issues/challenges in a global and evolving environment. | X |
| **COMPETENCY GOAL 2**<br>**Critical Thinking & Innovation** | **Graduates will be able to demonstrate independent thinking into business issues and propose informed solutions.** | |
| LEARNING OBJECTIVES 2.1 & 2.2<br>Students will be able to… | Identify, analyze and prioritize core issues and evaluate alternatives in a complex business situation, making appropriate use of relevant knowledge/tools/models/approaches. | |
| | Design an appropriate and informed creative recommendation to a given issue. | |
| **COMPETENCY GOAL 3**<br>**Responsible Management & Sustainability** | **Graduates will be able to manage decisions making process respecting CSR and sustainable standards.** | |
| LEARNING OBJECTIVES 3.1 & 3.2<br>Students will be able to… | Construct well thought-out decisions, fully aware of their impact on the organization, people, and environment. | |
| | Contribute as productive members to a project and demonstrate team management and leadership skills. | |
| **COMPETENCY GOAL 4**<br>**Open-Mindedness & Transdisciplinarity** | **Graduates will be able to use and share transdisciplinary insight and integrate multicultural environments.** | |
| LEARNING OBJECTIVES 4.1 & 4.2<br>Students will be able to… | Demonstrate their ability to work in a multicultural environment. | |
| | Use and share transdisciplinary insights when engaging in real world projects. | |

## ENGAGEMENT / ETHICAL BEHAVIOUR

Les étudiants sont tenus de respecter les règles du programme décrites dans le livret de l'Etudiant et ce, pour chaque module. La déclaration suivante s'applique à tous les étudiants ICN, pour les cours sur site ou chez les partenaires.

Toute tentative de fraude constatée durant un contrôle de connaissances, le contrôle continu ou un examen ou tout manquement aux règles élémentaires de comportement et d'éthique entrainent systématiquement la convocation de l'étudiant devant le conseil de discipline de l'Ecole qui examinera les irrégularités académiques. Le terme « irrégularité académique » est censé inclure, sans toutefois s'y limiter, la fraude lors du contrôle continu, rapports de stages, mémoires, thèses, et le plagiat.

Le conseil de discipline est compétent pour prononcer à l'encontre des élèves l'ensemble des sanctions prévues inscrites au règlement pédagogique de leur programme pouvant aller d'une note de « 0 » pour le module concerné jusqu'à l'exclusion définitive de l'étudiant.

## SD, CSR - ART, TECHNOLOGY & MANAGEMENT - INTERNATIONAL

| SD, CSR | ART, TECHNOLOGY & MANAGEMENT | INTERNATIONAL |
|---|---|---|
| Not appropriate for this module | Not appropriate for this module | Not appropriate for this module |

| Promotion | Titre / Title | |
|---|---|---|
| **PGE 3 Alternance Nancy** | **Case studies in international business develop** | |
| **Programme** | **ECTS** | **Code** |
| PGE | 4 | MGMT5014 |
| **Responsable de module / Module leader** | **Langue d'enseignement / Language of tuition** | **Volume horaire / Class contact hours** |
| BRAUN OLIVIER | EN *Syllabus: FR* | 30 |

## PRESENTATION DU COURS / MODULE DESCRIPTION

Développer un projet avec succès nécessite de passer par plusieurs étapes, de la définition initiale à la livraison/mise sur le marché final, en passant par le financement, la gestion des délais et des risques, la réalisation, etc.
Sur la base d'idées de projets apportées par les étudiants (par exemple, la création d'un produit, d'une entreprise, son internationalisation?), ce module apporte un accompagnement sur mesure pour transformer ces idées innovantes et prometteuses en opportunités de réalisations.
Le projet invite les participants à utiliser divers outils spécifiques à chaque étape du processus de développement du projet.

## CONNAISSANCES ET COMPETENCES VISEES / LEARNING OUTCOMES (ILO)

Les connaissances et compétences attendues des étudiants à l'issue de ce module sont:
1. Repérer les connaissances en gestion de projet nécessaires au développement du projet
2. Appliquer ces connaissances à un projet/contexte spécifiques
3. Choisir les outils pertinents à utiliser pour chaque étape du projet
4. Construire une proposition cohérente intégrant les différentes réflexions menées
5. Auto-évaluer le projet formulé

## CONTENU / MODULE OUTLINE

| TOPIC | ASSIGNMENTS & READINGS |
|---|---|
| CM Introduction gestion de projet, définition, domaine...TD L'initialisation du projet | Maes (2019) |
| CM Méthodologie et organisation du projet TD Le cadrage du projet | Maes (2019) |
| CM Maîtrise du projet (A)TD La prévision des coûts, délais et risques du projet | Maes (2019) |
| CM Maîtrise du projet (B)TD La réalisation du projet | Maes (2019) |
| CM Pilotage du projet TD La clôture du projet | Maes (2019) |

## METHODOLOGIE / TEACHING

Dans ce module, le professeur transmet (ou rappelle) les connaissances de base nécessaires aux étudiants. Ces connaissances sont ensuite appliquées par les étudiants (idéalement en binôme) à une situation ou un projet concret de leur choix. Pour chaque étape du développement du projet, les étudiants devront construire une fiche descriptive en utilisant au moins un outil spécifique --l'ouvrage de Maes (2019) présentant 74 outils avec des vidéos explicatives, consultable sur le Knowledge Hub ICN, sera utilisé comme support. A la fin du module, l'étudiant disposera ainsi d'un portefeuille de fiches lui permettant de mener à bien l'ensemble de son projet.

## BIBLIOGRAPHIE / TEXTBOOK AND OTHER MATERIAL

Ouvrage support disponible sur le Knowledge Hub ICN :
-      MAES, J. (2019), La boîte à outils du Chef de projet : 74 outils clés en main + 12 vidéos d'approfondissement, 2e édition, Dunod, Paris.

Lectures complémentaires conseillées (non obligatoires) -ouvrages consultables également sur le Knowledge Hub ICN :
-      AIM (2018), L'essentiel de la gestion de projet, 12e édition, collection Les Carrés, Gualino, Paris.
-      AIM (2018), La gestion de projet, 6e édition, collection Mémentos LMD, Gualino, Paris.
-      PMI (2018), A Guide to the Project Management Body of Knowledge (PMBOK) Guide-Sixth Edition / Agile Practice Guide Bundle (FRENCH), 6e édition, Project Management Institute, Pennsylvania.

## EVALUATION / ASSESSMENT

| ASSESSMENT COMPONENT | ASSESSMENT TYPE | METHOD | WEIGHTING | DURATION | LEARNING OUTCOMES (ILO) |
|---|---|---|---|---|---|
| Continuous assessment (CC) | Ecrit | Constitution du portefeuille de fiches projet (dossier écrit) | 40 | 0 | ILO 1,2,3,4,5 |
| Final assessment (CF) | Oral | Présentation orale du projet (contributions individuelles + questions) | 60 | 0 | ILO 1,2,3,4,5 |

## ASSURANCE OF LEARNING / OBJECTIFS D'APPRENTISSAGE

| | | |
|---|---|---|
| **COMPETENCY GOAL 1**<br>**Knowledge & Adaptability** | **Graduates will be able to develop thorough knowledge in management fields and demonstrate their specific skills.** | |
| LEARNING OBJECTIVES 1.1 & 1.2<br>Students will be able to… | Demonstrate context-specific knowledge of business and communicate this effectively in written and oral form. | X |
| | Demonstrate their flexibility in dealing with unexpected management issues/challenges in a global and evolving environment. | X |
| **COMPETENCY GOAL 2**<br>**Critical Thinking & Innovation** | **Graduates will be able to demonstrate independent thinking into business issues and propose informed solutions.** | |
| LEARNING OBJECTIVES 2.1 & 2.2<br>Students will be able to… | Identify, analyze and prioritize core issues and evaluate alternatives in a complex business situation, making appropriate use of relevant knowledge/tools/models/approaches. | X |
| | Design an appropriate and informed creative recommendation to a given issue. | X |
| **COMPETENCY GOAL 3**<br>**Responsible Management & Sustainability** | **Graduates will be able to manage decisions making process respecting CSR and sustainable standards.** | |
| LEARNING OBJECTIVES 3.1 & 3.2<br>Students will be able to… | Construct well thought-out decisions, fully aware of their impact on the organization, people, and environment. | X |
| | Contribute as productive members to a project and demonstrate team management and leadership skills. | X |
| **COMPETENCY GOAL 4**<br>**Open-Mindedness & Transdisciplinarity** | **Graduates will be able to use and share transdisciplinary insight and integrate multicultural environments.** | |
| LEARNING OBJECTIVES 4.1 & 4.2<br>Students will be able to… | Demonstrate their ability to work in a multicultural environment. | X |
| | Use and share transdisciplinary insights when engaging in real world projects. | X |

## ENGAGEMENT / ETHICAL BEHAVIOUR

During the module, students are expected to respect the programme regulations outlined in the student handbook. The following statement applies to all students taking ICN courses, on and off campus.
Cheating on in-class tests or take-home examinations or homework is, of course, illegal and immoral. A Disciplinary Committee exists to investigate academic improprieties, conduct hearings, and determine any necessary actions. The term 'academic impropriety' is meant to include, but is not limited to, cheating on homework, during in-class or take-home examinations, and plagiarism.
Consequences of academic impropriety are severe, ranging from receiving a "0" in a course, to a warning from which becomes a part of the permanent student record, to expulsion.

## SD, CSR - ART, TECHNOLOGY & MANAGEMENT - INTERNATIONAL

| SD, CSR | ART, TECHNOLOGY & MANAGEMENT | INTERNATIONAL |
|---|---|---|
| Not appropriate for this module | Not appropriate for this module | Lightly incorporated into this module but not linked to a learning outcome |

| Promotion | Titre / Title | |
|---|---|---|
| **PGE 3 Alternance Nancy** | **Marketing relationnel et de la marque** | |
| Programme | ECTS | Code |
| **PGE** | **4** | **MKTG5001** |
| Responsable de module / Module leader | Langue d'enseignement / Language of tuition | Volume horaire / Class contact hours |
| **BRAUN OLIVIER** | **FR** | *Syllabus: FR* | **30** |

## PRESENTATION DU COURS / MODULE DESCRIPTION

Le cours s'adresse à des étudiants ayant des connaissances au sujet du marketing direct et du marketing stratégique.
L'objectif de ce cours est de savoir mener une démarche marketing de l'analyse du marché au plan d'actions opérationnel.
L'étudiant aborde ce processus en intégrant la notion de la gestion de la marque et celle de l'expérience client.

## CONNAISSANCES ET COMPETENCES VISEES / LEARNING OUTCOMES (ILO)

1. Identifier les spécificités de la gestion de la marque en marketing
2. Adapter le marketing-mix en fonction de l'intégration de la relation client
3. Intégrer les données relevant de l'étude du marché et de la relation client dans l'opérationnalisation
4. Construire et évaluer (causes-conséquences et pertinence) le plan d'action marketing opérationnel combinant, l'identité de la marque, les données du marché et les techniques de communication afin d'acquérir de nouveaux clients.

## CONTENU / MODULE OUTLINE

| TOPIC | ASSIGNMENTS & READINGS |
|---|---|
| La marque et sa gestion - La création de valeur - la pensée stratégique intégrant le paradigme de la marque - le pitch en marketing | (...) |
| Mises en application - Le contenu de la marque & les difficultés d'opérationnalisation | Dossier d'évaluation individuelle  1) Identifier les caractéristiques d'une marque 2) Identifier les différences entre l'identité de la marque, l'image de marque et la satisfaction des consommateurs 3) Repérer les moyens de protéger sa marque 4) Créer le storytelling marketing d'une marque |
| Le marketing mix revisité - générer une expérience client constructive : les techniques et les outils | Interviewer une personne et déterminer les facteurs clefs de succès de l'expérience client |
| Etude de cas : de la stratégie à l'opérationnalisation | (...) |
| Etude de cas : Gestion de la marque | (...) |

## METHODOLOGIE / TEACHING

Le cours s'appuie sur un apprentissage des connaissances fines des spécificités de la création de valeur grâce à la gestion la marque. La pédagogie intègre les concepts, les outils professionnels et l'analyse des situations. Des textes de recherche et des textes relatant des exemples d'entreprise sont à disposition des étudiants. Le module doit faciliter la mise en pratique au travers un cas afin d'évaluer leurs compétences pratiques. Le module fait appel à des connaissances acquises les années antérieures , techniques d'étude de marché et la démarche managériale invoquée au travers du modèle L.C.A.G.

## BIBLIOGRAPHIE / TEXTBOOK AND OTHER MATERIAL

Igniting the brand: Strategies that have shot brands to success? de Johnatan Cahill, éditions Marshall Cavendish system
http://www.scholarvox.com.thebe.icn-nancy.fr/reader/docid/45003853/page/6
Creating wonderful brand? de Chernatony de Leslie, ed Taylor &amp, Francis
http://www.scholarvox.com.thebe.icn-nancy.fr/catalog/book/10116807
Management de la fidélisation? de Lars Meyer Waarden, éditions Vuibert
http://www.scholarvox.com.thebe.icn-nancy.fr/catalog/book/88808294

## EVALUATION / ASSESSMENT

| ASSESSMENT COMPONENT | ASSESSMENT TYPE | METHOD | WEIGHTING | DURATION | LEARNING OUTCOMES (ILO) |
|---|---|---|---|---|---|
| Continuous assessment (CC) | fiche de lecture et éléments de réflexion | dossier individuel | 40 | 5 | ILO 1,2,3 |
| Final assessment (CF) | Simulation | Etude de cas, en binôme | 60 | 5 | ILO 1,2,3,4 |

## ASSURANCE OF LEARNING / OBJECTIFS D'APPRENTISSAGE

| COMPETENCY GOAL 1<br>Knowledge & Adaptability | Graduates will be able to develop thorough knowledge in management fields and demonstrate their specific skills. | |
|---|---|---|
| LEARNING OBJECTIVES 1.1 & 1.2<br>Students will be able to… | Demonstrate context-specific knowledge of business and communicate this effectively in written and oral form. | X |
| | Demonstrate their flexibility in dealing with unexpected management issues/challenges in a global and evolving environment. | X |
| COMPETENCY GOAL 2<br>Critical Thinking & Innovation | Graduates will be able to demonstrate independent thinking into business issues and propose informed solutions. | |
| LEARNING OBJECTIVES 2.1 & 2.2<br>Students will be able to… | Identify, analyze and prioritize core issues and evaluate alternatives in a complex business situation, making appropriate use of relevant knowledge/tools/models/approaches. | X |
| | Design an appropriate and informed creative recommendation to a given issue. | X |
| COMPETENCY GOAL 3<br>Responsible Management & Sustainability | Graduates will be able to manage decisions making process respecting CSR and sustainable standards. | |
| LEARNING OBJECTIVES 3.1 & 3.2<br>Students will be able to… | Construct well thought-out decisions, fully aware of their impact on the organization, people, and environment. | X |
| | Contribute as productive members to a project and demonstrate team management and leadership skills. | X |
| COMPETENCY GOAL 4<br>Open-Mindedness & Transdisciplinarity | Graduates will be able to use and share transdisciplinary insight and integrate multicultural environments. | |
| LEARNING OBJECTIVES 4.1 & 4.2<br>Students will be able to… | Demonstrate their ability to work in a multicultural environment. | X |
| | Use and share transdisciplinary insights when engaging in real world projects. | X |

## ENGAGEMENT / ETHICAL BEHAVIOUR

Les étudiants sont tenus de respecter les règles du programme décrites dans le livret de l'Etudiant et ce, pour chaque module. La déclaration suivante s'applique à tous les étudiants ICN, pour les cours sur site ou chez les partenaires.
Toute tentative de fraude constatée durant un contrôle de connaissances, le contrôle continu ou un examen ou tout manquement aux règles élémentaires de comportement et d'éthique entrainent systématiquement la convocation de l'étudiant devant le conseil de discipline de l'Ecole qui examinera les irrégularités académiques. Le terme « irrégularité académique » est censé inclure, sans toutefois s'y limiter, la fraude lors du contrôle continu, rapports de stages, mémoires, thèses, et le plagiat.
Le conseil de discipline est compétent pour prononcer à l'encontre des élèves l'ensemble des sanctions prévues inscrites au règlement pédagogique de leur programme pouvant aller d'une note de « 0 » pour le module concerné jusqu'à l'exclusion définitive de l'étudiant.

## SD, CSR - ART, TECHNOLOGY & MANAGEMENT - INTERNATIONAL

| SD, CSR | ART, TECHNOLOGY & MANAGEMENT | INTERNATIONAL |
|---|---|---|
| Not appropriate for this module | Not appropriate for this module | Not appropriate for this module |

# MANAGEMENT DE LA SUPPLY CHAIN ET DES ACHATS

| Promotion | Titre / Title | |
|---|---|---|
| **PGE 3 Alternance Nancy** | **Stratégie Supply Chain** | |
| **Programme** | **ECTS** | **Code** |
| PGE | 4 | SCMT5001 |
| **Responsable de module / Module leader** | **Langue d'enseignement / Language of tuition** | **Volume horaire / Class contact hours** |
| HOUE THIERRY | FR | Syllabus: FR | 30 |

## PRESENTATION DU COURS / MODULE DESCRIPTION

Ce module traite du choix des orientations stratégiques en Supply Chain Management et des problématiques douanières et fiscales sous-jacentes. Une première partie de 15 heures est dédiée à l'élaboration et à la mise en place d'une stratégie supply chain cohérente par rapport au contexte interne de la firme et à son environnement (concurrence, secteur, …). Les problèmes de collaboration entre les parties prenantes et la gestion des risques y sont également traités. Une seconde partie de 15 heures également traite quant à elle des problématiques douanières et fiscales qui résultent des stratégies d'internationalisation des supply chains (support en anglais pour cette partie).

## CONNAISSANCES ET COMPETENCES VISEES / LEARNING OUTCOMES (ILO)

Les étudiants qui réussissent ce module devraient être capables de :
1. Proposer une organisation de la supply chain en lien avec la stratégie de l'entreprise.
2. Concevoir une stratégie supply chain adaptée au contexte de l'entreprise.
3. Développer une collaboration efficace avec les parties prenantes en amont et aval de la SC.
4. Mesurer les impacts des stratégies supply chains internationales en matière de TVA et de tax compliance et faire des choix rationnels dans ce domaine.
5. Concevoir une stratégie douanière adaptée à la structure de la supply chain.

## CONTENU / MODULE OUTLINE

| TOPIC | ASSIGNMENTS & READINGS |
|---|---|
| Introduction et concepts clés. | Support de cours partie 1 + Christopher, 2000 + Marche et al., 2019 |
| Les outils au service de la stratégie supply chain. | Support de cours partie 1 |
| Les outils au service de la stratégie supply chain. | Support de cours partie 1 |
| Définir une stratégie supply chain adaptée. | Support de cours partie 1 |
| Définir une stratégie supply chain adaptée. | Support de cours partie 1 |
| Challenges stratégiques futurs pour la SC. | Support de cours partie 1 |
| Etude de cas : lancement et explication. | Support de cours partie 1 |
| Etude de cas : travail en équipe sur le cas. | Support de cours partie 1 |
| Etude de cas : travail en équipe sur le cas. | Support de cours partie 1 |
| Contrôle continu : présentations des groupes. | 0 |
| Principes généraux des douanes et de la TVA. | Support de cours partie 2 |
| Opérations douanières: formalités et opportunités. | Support de cours partie 2 |
| Contrôle final | 0 |

## METHODOLOGIE / TEACHING

Après une présentation (Powerpoint) des éléments conceptuels et légaux (règles fiscales et douanières, etc.) et des outils, les étudiants mettront en application via de petits exercices, un cas et des situations de problèmes concrètes, les compétences acquises.

## BIBLIOGRAPHIE / TEXTBOOK AND OTHER MATERIAL

Requis :
Christopher, M. (2000), The agile supply chain: competing in volatile markets, Industrial Marketing Management, Vol. 29, Issue 1, pp. 37-44.
Marche, B., Boly, V., Morel, L., Mayer, F., Ortt, R. (2019), Agility and product supply chain design: the case of the Swatch, Journal of Innovation Economics & Management, Vol. 28, Issue 1, pp. 79-109.
Support pédagogique partie 1 et partie 2.
Recommandés :
Christopher M. (2016), Logistics and supply chain management, 5th edition, FT Press, London.
Pimor Y., Fender M. (2016), Logistique et supply chain, 7e édition, Dunod, Paris.
Legrand G, Martin H. (2007), Management des opérations internationales, Paris, Dunod.

## EVALUATION / ASSESSMENT

| ASSESSMENT COMPONENT | ASSESSMENT TYPE | METHOD | WEIGHTING | DURATION | LEARNING OUTCOMES (ILO) |
|---|---|---|---|---|---|
| Continuous assessment (CC) | Oral | Restitution orale d'un travail de groupe fondé sur un cas. | 40 | 0.30000001192092896 | ILO 1,2,3 |
| Final assessment (CF) | Ecrit | Epreuve individuelle : série de questions basées sur des situations de problèmes. | 60 | 2 | ILO 1,2,3,4,5 |

## ASSURANCE OF LEARNING / OBJECTIFS D'APPRENTISSAGE

| COMPETENCY GOAL 1 Knowledge & Adaptability | Graduates will be able to develop thorough knowledge in management fields and demonstrate their specific skills. | |
|---|---|---|
| LEARNING OBJECTIVES 1.1 & 1.2 Students will be able to… | Demonstrate context-specific knowledge of business and communicate this effectively in written and oral form. | X |
| | Demonstrate their flexibility in dealing with unexpected management issues/challenges in a global and evolving environment. | X |
| COMPETENCY GOAL 2 Critical Thinking & Innovation | Graduates will be able to demonstrate independent thinking into business issues and propose informed solutions. | |
| LEARNING OBJECTIVES 2.1 & 2.2 Students will be able to… | Identify, analyze and prioritize core issues and evaluate alternatives in a complex business situation, making appropriate use of relevant knowledge/tools/models/approaches. | X |
| | Design an appropriate and informed creative recommendation to a given issue. | X |
| COMPETENCY GOAL 3 Responsible Management & Sustainability | Graduates will be able to manage decisions making process respecting CSR and sustainable standards. | |
| LEARNING OBJECTIVES 3.1 & 3.2 Students will be able to… | Construct well thought-out decisions, fully aware of their impact on the organization, people, and environment. | X |
| | Contribute as productive members to a project and demonstrate team management and leadership skills. | X |
| COMPETENCY GOAL 4 Open-Mindedness & Transdisciplinarity | Graduates will be able to use and share transdisciplinary insight and integrate multicultural environments. | |
| LEARNING OBJECTIVES 4.1 & 4.2 Students will be able to… | Demonstrate their ability to work in a multicultural environment. | |
| | Use and share transdisciplinary insights when engaging in real world projects. | |

## ENGAGEMENT / ETHICAL BEHAVIOUR

Les étudiants sont tenus de respecter les règles du programme décrites dans le livret de l'Etudiant et ce, pour chaque module. La déclaration suivante s'applique à tous les étudiants ICN, pour les cours sur site ou chez les partenaires.
Toute tentative de fraude constatée durant un contrôle de connaissances, le contrôle continu ou un examen ou tout manquement aux règles élémentaires de comportement et d'éthique entrainent systématiquement la convocation de l'étudiant devant le conseil de discipline de l'Ecole qui examinera les irrégularités académiques. Le terme « irrégularité académique » est censé inclure, sans toutefois s'y limiter, la fraude lors du contrôle continu, rapports de stages, mémoires, thèses, et le plagiat.
Le conseil de discipline est compétent pour prononcer à l'encontre des élèves l'ensemble des sanctions prévues inscrites au règlement pédagogique de leur programme pouvant aller d'une note de « 0 » pour le module concerné jusqu'à l'exclusion définitive de l'étudiant.

## SD, CSR - ART, TECHNOLOGY & MANAGEMENT - INTERNATIONAL

| SD, CSR | ART, TECHNOLOGY & MANAGEMENT | INTERNATIONAL |
|---|---|---|
| Lightly incorporated into this module but not linked to a learning outcome | Not appropriate for this module | Lightly incorporated into this module but not linked to a learning outcome |

| Promotion | Titre / Title | |
|---|---|---|
| **PGE 3 Alternance Nancy** | **Logistique Internationale** | |
| Programme | ECTS | Code |
| PGE | 4 | SCMT5002 |
| Responsable de module / Module leader | Langue d'enseignement / Language of tuition | Volume horaire / Class contact hours |
| HOUE THIERRY | FR — *Syllabus: FR* | 30 |

## PRESENTATION DU COURS / MODULE DESCRIPTION

Dédié au déploiement des opérations logistiques internationales des entreprises, ce module permettra aux étudiants d'assurer leur pilotage au travers des connaissances et des compétences nécessaires permettant d'assumer le rôle administratif d'organisation du transport international de fret (documents requis, etc.). Le cours reviendra aussi sur le rôle des Incoterms, ainsi que celui de l'entreposage et des méthodes de transport de fret dans le cadre des opérations logistiques internationales.

## CONNAISSANCES ET COMPETENCES VISEES / LEARNING OUTCOMES (ILO)

Les étudiants qui réussissent ce module devraient être capables de :
1. Analyser de façon pertinente un dossier commercial de logistique d'exportation au regard des exigences réglementaires.
2. Analyser les procédures pour créer un cahier des charges et un appel d'offres concernant des opérations logistiques internationales.
3. Evaluer et maîtriser les principaux risques logistiques liés aux opérations de commerce international.
4. Analyser les critères et les normes qui régissent le fret international.
5. Evaluer le meilleur fournisseur de services logistiques pour ce type d'opération.

## CONTENU / MODULE OUTLINE

| TOPIC | ASSIGNMENTS & READINGS |
|---|---|
| La globalisation et la distribution international. | PPT + Gestion Logistique intégrée de la DPI par Alberto Ruibal HandabakaL |
| Le commerce international et les Incoterms | PPT + Incoterms 2020, CCI. |
| Transport international de marchandises (risques, documentation et assurance). | PPT + Gestion Logistique intégrée de la DPI par Alberto Ruibal Handabaka |
| Transport, entreposage et consolidation. | PPT + Gestion Logistique intégrée de la DPI par Alberto Ruibal Handabaka |
| Compagnies maritimes internationales et services offerts. | PPT + Le transport combiné de Fret par Gauss Younossi |
| Contrôle continu. | 0 |
| Caractéristiques du marché du fret aérien. | .Le fret Aérien pratique 2020 par Pratic Export + Le transport de marchandises : économie du fret, management logistique, politique des transports de Michel Savy. |
| Logistique aérienne : valeur et positionnement par rapport aux autres modes. | Le fret Aérien pratique 2020 par Pratic Export + Le transport de marchandises : économie du fret, management logistique, politique des transports de Michel Savy. |
| Contrôle final. | 0 |

## METHODOLOGIE / TEACHING

Ce cours est dispensé par le biais de présentations de diapositives, d'exercices pratiques avec calculs, de simulations et de dialogues avec les étudiants afin d'évaluer leur capacité d'analyse. Le cours comprend également des travaux de groupe où les étudiants doivent organiser les différentes tâches pour créer un document écrit et une présentation.

## BIBLIOGRAPHIE / TEXTBOOK AND OTHER MATERIAL

CCI (2020), Incoterms 2020, CCI.
Legrand G., Martin, H. (2021), Le petit Export 2021, DUNOD.
Pratic Export (2020), Le fret aérien pratique, SMECI.
Ruibal Handabaka, A. (1997), Gestion intégrée de la DPI, Editions CELSE.
Savy M. (2007), Economie et gestion du fret, Editions CELSE.
Savy M. (2017), Le transport de marchandises : économie du fret, management logistique, politique des transports, PPUR.
Younossi G. (2009), Le transport combiné de fret: La construction d'un système de transport, Editions CELSE.

## EVALUATION / ASSESSMENT

| ASSESSMENT COMPONENT | ASSESSMENT TYPE | METHOD | WEIGHTING | DURATION | LEARNING OUTCOMES (ILO) |
|---|---|---|---|---|---|
| Continuous assessment (CC) | Oral | Etude de cas en groupe avec restitution orale (travail en groupe). | 40 | 0.30000001192092896 | ILO 2,3,5 |
| Final assessment (CF) | Ecrit | Evaluation individuelle fondée sur une situation de problème avec des questions. | 60 | 2 | ILO 1,4 |

## ASSURANCE OF LEARNING / OBJECTIFS D'APPRENTISSAGE

| | | |
|---|---|---|
| **COMPETENCY GOAL 1**<br>**Knowledge & Adaptability** | **Graduates will be able to develop thorough knowledge in management fields and demonstrate their specific skills.** | |
| LEARNING OBJECTIVES 1.1 & 1.2<br>Students will be able to… | Demonstrate context-specific knowledge of business and communicate this effectively in written and oral form. | X |
| | Demonstrate their flexibility in dealing with unexpected management issues/challenges in a global and evolving environment. | X |
| **COMPETENCY GOAL 2**<br>**Critical Thinking & Innovation** | **Graduates will be able to demonstrate independent thinking into business issues and propose informed solutions.** | |
| LEARNING OBJECTIVES 2.1 & 2.2<br>Students will be able to… | Identify, analyze and prioritize core issues and evaluate alternatives in a complex business situation, making appropriate use of relevant knowledge/tools/models/approaches. | X |
| | Design an appropriate and informed creative recommendation to a given issue. | X |
| **COMPETENCY GOAL 3**<br>**Responsible Management & Sustainability** | **Graduates will be able to manage decisions making process respecting CSR and sustainable standards.** | |
| LEARNING OBJECTIVES 3.1 & 3.2<br>Students will be able to… | Construct well thought-out decisions, fully aware of their impact on the organization, people, and environment. | X |
| | Contribute as productive members to a project and demonstrate team management and leadership skills. | X |
| **COMPETENCY GOAL 4**<br>**Open-Mindedness & Transdisciplinarity** | **Graduates will be able to use and share transdisciplinary insight and integrate multicultural environments.** | |
| LEARNING OBJECTIVES 4.1 & 4.2<br>Students will be able to… | Demonstrate their ability to work in a multicultural environment. | X |
| | Use and share transdisciplinary insights when engaging in real world projects. | |

## ENGAGEMENT / ETHICAL BEHAVIOUR

Les étudiants sont tenus de respecter les règles du programme décrites dans le livret de l'Etudiant et ce, pour chaque module. La déclaration suivante s'applique à tous les étudiants ICN, pour les cours sur site ou chez les partenaires.

Toute tentative de fraude constatée durant un contrôle de connaissances, le contrôle continu ou un examen ou tout manquement aux règles élémentaires de comportement et d'éthique entrainent systématiquement la convocation de l'étudiant devant le conseil de discipline de l'Ecole qui examinera les irrégularités académiques. Le terme « irrégularité académique » est censé inclure, sans toutefois s'y limiter, la fraude lors du contrôle continu, rapports de stages, mémoires, thèses, et le plagiat.

Le conseil de discipline est compétent pour prononcer à l'encontre des élèves l'ensemble des sanctions prévues inscrites au règlement pédagogique de leur programme pouvant aller d'une note de « 0 » pour le module concerné jusqu'à l'exclusion définitive de l'étudiant.

## SD, CSR - ART, TECHNOLOGY & MANAGEMENT - INTERNATIONAL

| SD, CSR | ART, TECHNOLOGY & MANAGEMENT | INTERNATIONAL |
|---|---|---|
| Not appropriate for this module | Not appropriate for this module | Extensively incorporated into this module and central to learning outcomes |

| Promotion | Titre / Title | |
|---|---|---|
| **PGE 3 Alternance Nancy** | **Conception et Pilotage de flux** | |
| Programme | ECTS | Code |
| **PGE** | **4** | **SCMT5003** |
| Responsable de module / Module leader | Langue d'enseignement / Language of tuition | Volume horaire / Class contact hours |
| **GUIMARAES RENATO** | **FR**     *Syllabus: FR* | **30** |

## PRESENTATION DU COURS / MODULE DESCRIPTION

Le cours est structuré en deux parties :
1. Conception du système de pilotage 21 heures
2. Jeu du Lean 9 heures
Dans la première partie, sont vus différentes méthodes d'implantation en fonction du type de production (continue, atelier ou ilots). Ensuite, en utilisant comme fil conducteur un cas d'une entreprise industrielle organisée en atelier, sont vus, sous Excel, comment réaliser le Plan Commercial et Industriel. Pour cette planification, une prévision de la demande est effectuée sur base d'historiques de ventes. La planification à capacité infinie est effectuée. Puis, la planification à capacité finie permet de déterminer le nombre d'équipes à planifier pour l'horizon de planification.
Le Jeu du Lean met les étudiants en situation de cadres d'une entreprise qui applique les principes du Lean dans différents services. Il s'agit d'un travail en groupe où les participants étudient, mesurent et présentent des projets d'amélioration. Il est à noter que pour les 2 parties, des indicateurs sont étudiés et utilisés pour mesurer la performance des différents services et ressources de l'entreprise.

## CONNAISSANCES ET COMPETENCES VISEES / LEARNING OUTCOMES (ILO)

Students successfully completing this module should be able to:
1. Concevoir des solutions contribuant au pilotage des flux physiques et d'information des entreprises industrielles
2. Planifier les opérations en utilisant un tableur
3. Pratiquer les concepts du " Lean Management " (cartographier les processus, repérer les gaspillages, différencier la valeur ajoutée de la valeur non ajoutée)

## CONTENU / MODULE OUTLINE

| TOPIC | ASSIGNMENTS & READINGS |
|---|---|
| Introduction Générale | Matériels sur MY ICN |
| Implantation des moyens de production | Matériels sur MY ICN |
| Etude de Cas : Le Plan Industriel et Commercial | Matériels sur MY ICN |
| Techniques Excel et VBA pour traiter le cas | Matériels sur MY ICN |
| Le Taux de Rendement Synthétique | Matériels sur MY ICN |
| Techniques Excel et VBA pour traiter le cas | Matériels sur MY ICN |
| Techniques Excel et VBA pour traiter le cas | Matériels sur MY ICN |
| Jeu du Lean | Matériels sur MY ICN |

## METHODOLOGIE / TEACHING

Pour la partie 1 : Cours théoriques alternés d'exercices et travaux pratiques lors de sessions de 3 heures
Pour la partie 2 : Travail en groupe sous forme de jeu ( Jeu du Lean ) lors de 3 sessions de 3 heures

## EVALUATION / ASSESSMENT

| ASSESSMENT COMPONENT | ASSESSMENT TYPE | METHOD | WEIGHTING | DURATION | LEARNING OUTCOMES (ILO) |
|---|---|---|---|---|---|
| Continuous assessment (CC) | Oral | Soutenance par groupe de 6 étudiants | 40 | 0 | ILO 2 |
| Final assessment (CF) | Written | Examen en salle informatique | 60 | 0 | ILO 1,3 |

## ASSURANCE OF LEARNING / OBJECTIFS D'APPRENTISSAGE

| COMPETENCY GOAL 1 Knowledge & Adaptability | Graduates will be able to develop thorough knowledge in management fields and demonstrate their specific skills. | |
|---|---|---|
| LEARNING OBJECTIVES 1.1 & 1.2 Students will be able to… | Demonstrate context-specific knowledge of business and communicate this effectively in written and oral form. | X |
| | Demonstrate their flexibility in dealing with unexpected management issues/challenges in a global and evolving environment. | X |
| COMPETENCY GOAL 2 Critical Thinking & Innovation | Graduates will be able to demonstrate independent thinking into business issues and propose informed solutions. | |
| LEARNING OBJECTIVES 2.1 & 2.2 Students will be able to… | Identify, analyze and prioritize core issues and evaluate alternatives in a complex business situation, making appropriate use of relevant knowledge/tools/models/approaches. | X |
| | Design an appropriate and informed creative recommendation to a given issue. | X |
| COMPETENCY GOAL 3 Responsible Management & Sustainability | Graduates will be able to manage decisions making process respecting CSR and sustainable standards. | |
| LEARNING OBJECTIVES 3.1 & 3.2 Students will be able to… | Construct well thought-out decisions, fully aware of their impact on the organization, people, and environment. | X |
| | Contribute as productive members to a project and demonstrate team management and leadership skills. | X |
| COMPETENCY GOAL 4 Open-Mindedness & Transdisciplinarity | Graduates will be able to use and share transdisciplinary insight and integrate multicultural environments. | |
| LEARNING OBJECTIVES 4.1 & 4.2 Students will be able to… | Demonstrate their ability to work in a multicultural environment. | |
| | Use and share transdisciplinary insights when engaging in real world projects. | |

## ENGAGEMENT / ETHICAL BEHAVIOUR

Les étudiants sont tenus de respecter les règles du programme décrites dans le livret de l'Etudiant et ce, pour chaque module. La déclaration suivante s'applique à tous les étudiants ICN, pour les cours sur site ou chez les partenaires.

Toute tentative de fraude constatée durant un contrôle de connaissances, le contrôle continu ou un examen ou tout manquement aux règles élémentaires de comportement et d'éthique entrainent systématiquement la convocation de l'étudiant devant le conseil de discipline de l'Ecole qui examinera les irrégularités académiques. Le terme « irrégularité académique » est censé inclure, sans toutefois s'y limiter, la fraude lors du contrôle continu, rapports de stages, mémoires, thèses, et le plagiat.

Le conseil de discipline est compétent pour prononcer à l'encontre des élèves l'ensemble des sanctions prévues inscrites au règlement pédagogique de leur programme pouvant aller d'une note de « 0 » pour le module concerné jusqu'à l'exclusion définitive de l'étudiant.

## SD, CSR - ART, TECHNOLOGY & MANAGEMENT - INTERNATIONAL

| SD, CSR | ART, TECHNOLOGY & MANAGEMENT | INTERNATIONAL |
|---|---|---|
| Not appropriate for this module | Not appropriate for this module | Not appropriate for this module |

| Promotion | Titre / Title | |
|---|---|---|
| **PGE 3 Alternance Nancy** | **Achats hors production** | |
| **Programme** | **ECTS** | **Code** |
| **PGE** | **4** | **SCMT5004** |
| **Responsable de module / Module leader** | **Langue d'enseignement / Language of tuition** | **Volume horaire / Class contact hours** |
| **HOUE THIERRY** | **FR** / *Syllabus: FR* | **30** |

## PRESENTATION DU COURS / MODULE DESCRIPTION

Ce module traite des spécificités des achats hors production en entreprise. Leur grande diversité (de nombreuses familles d'achats) ainsi que les nombreuses commandes et factures dont ils font l'objet, rendent ce type d'achats particulièrement complexe à gérer. Le module revient sur la segmentation des achats hors production avant de définir les modalités techniques, contractuelles et financières de leur gestion (négociation, types de contrats, digitalisation, etc.). La gestion des risques liés aux achats hors production y est aussi traitée sans oublier la mesure de la performance concernant ce type d'achats (indicateurs, plan de réduction des coûts, etc.)

## CONNAISSANCES ET COMPETENCES VISEES / LEARNING OUTCOMES (ILO)

Les étudiants qui réussissent ce module devraient être capables de :
1. Catégoriser les achats hors production (ou achats indirects).
2. Négocier avec les fournisseurs hors production.
3. Concevoir un contrat d'achats hors production.
4. Evaluer les risques liés aux achats hors production.
5. Mesurer la performance quantitative et qualitative des achats hors production et en déduire une politique d'achats indirects efficace.

## CONTENU / MODULE OUTLINE

| TOPIC | ASSIGNMENTS & READINGS |
|---|---|
| Segmentation des achats hors production : définitions et périmètre. | Support de cours |
| Segmentation des achats hors production : principaux postes de dépenses et leviers achats. | Support de cours |
| Eléments techniques, contractuels et financiers : techniques de négociation. | Support de cours |
| Eléments techniques, contractuels et financiers : gestion des contrats. | Support de cours |
| Eléments techniques, contractuels et financiers : essor de la digitalisation. | Support de cours |
| Risques juridiques liés à ce type d'achats : obligation de moyen vs obligation de résultat | Support de cours |
| Risques juridiques liés à ce type d'achats : délit de marchandage et prêt de main d'œuvre illicite. | Support de cours |
| Risques juridiques liés à ce type d'achats : l'apport de la RSE. | Support de cours |
| Outils de mesure qualitative et quantitative : mesure des objectifs, plan de progrès et de réduction des coûts. | Support de cours |
| Etude en groupe d'une situation de problème. | Support de cours |
| Restitution orale liée la situation de problème (contrôle continu en groupe). | 0 |
| Examen final : écrit individuel basée sur une étude de cas. | 0 |

## METHODOLOGIE / TEACHING

A l'aide du support de cours, d'exemples concrets, de petits exercices fait en classe et d'une étude de cas, ce module permet aux étudiants de comprendre les spécificités des achats hors production. Il fournit aux apprenants les outils permettant de les gérer efficacement et de concevoir une politique d'achats indirects adaptée à l'entreprise.

## BIBLIOGRAPHIE / TEXTBOOK AND OTHER MATERIAL

Requis :
Support de cours.
Recommandé :
Boghos R. (2012), La fonction achats hors production, Paris, Eyrolles.
Bruel O. (2019), Politique d'achat et gestion des approvisionnements, 5e édition, Paris, Dunod.
Doriol D., Sauvage T. (2012), Management des achats et de la supply chain, Paris, Vuibert.
Perrotin R., Soulet de Brugiere F., Pasero J.J. (2007). Management des achats : décisions stratégiques, structurelles et opérationnelles, Paris, Eyrolles.

## EVALUATION / ASSESSMENT

| ASSESSMENT COMPONENT | ASSESSMENT TYPE | METHOD | WEIGHTING | DURATION | LEARNING OUTCOMES (ILO) |
|---|---|---|---|---|---|
| Continuous assessment (CC) | Oral | Restitution orale d'un travail en groupe sur une situation de problème. | 40 | 0.30000001192092896 | ILO 1,2 |
| Final assessment (CF) | Ecrit | Epreuve individuelle fondée sur une étude de cas. | 60 | 2 | ILO 3,4,5 |

## ASSURANCE OF LEARNING / OBJECTIFS D'APPRENTISSAGE

| | | |
|---|---|---|
| **COMPETENCY GOAL 1**<br>**Knowledge & Adaptability** | **Graduates will be able to develop thorough knowledge in management fields and demonstrate their specific skills.** | |
| LEARNING OBJECTIVES 1.1 & 1.2<br>Students will be able to… | Demonstrate context-specific knowledge of business and communicate this effectively in written and oral form. | X |
| | Demonstrate their flexibility in dealing with unexpected management issues/challenges in a global and evolving environment. | X |
| **COMPETENCY GOAL 2**<br>**Critical Thinking & Innovation** | **Graduates will be able to demonstrate independent thinking into business issues and propose informed solutions.** | |
| LEARNING OBJECTIVES 2.1 & 2.2<br>Students will be able to… | Identify, analyze and prioritize core issues and evaluate alternatives in a complex business situation, making appropriate use of relevant knowledge/tools/models/approaches. | X |
| | Design an appropriate and informed creative recommendation to a given issue. | X |
| **COMPETENCY GOAL 3**<br>**Responsible Management & Sustainability** | **Graduates will be able to manage decisions making process respecting CSR and sustainable standards.** | |
| LEARNING OBJECTIVES 3.1 & 3.2<br>Students will be able to… | Construct well thought-out decisions, fully aware of their impact on the organization, people, and environment. | X |
| | Contribute as productive members to a project and demonstrate team management and leadership skills. | X |
| **COMPETENCY GOAL 4**<br>**Open-Mindedness & Transdisciplinarity** | **Graduates will be able to use and share transdisciplinary insight and integrate multicultural environments.** | |
| LEARNING OBJECTIVES 4.1 & 4.2<br>Students will be able to… | Demonstrate their ability to work in a multicultural environment. | |
| | Use and share transdisciplinary insights when engaging in real world projects. | |

## ENGAGEMENT / ETHICAL BEHAVIOUR

Les étudiants sont tenus de respecter les règles du programme décrites dans le livret de l'Etudiant et ce, pour chaque module. La déclaration suivante s'applique à tous les étudiants ICN, pour les cours sur site ou chez les partenaires.
Toute tentative de fraude constatée durant un contrôle de connaissances, le contrôle continu ou un examen ou tout manquement aux règles élémentaires de comportement et d'éthique entrainent systématiquement la convocation de l'étudiant devant le conseil de discipline de l'Ecole qui examinera les irrégularités académiques. Le terme « irrégularité académique » est censé inclure, sans toutefois s'y limiter, la fraude lors du contrôle continu, rapports de stages, mémoires, thèses, et le plagiat.
Le conseil de discipline est compétent pour prononcer à l'encontre des élèves l'ensemble des sanctions prévues inscrites au règlement pédagogique de leur programme pouvant aller d'une note de « 0 » pour le module concerné jusqu'à l'exclusion définitive de l'étudiant.

## SD, CSR - ART, TECHNOLOGY & MANAGEMENT - INTERNATIONAL

| SD, CSR | ART, TECHNOLOGY & MANAGEMENT | INTERNATIONAL |
|---|---|---|
| Not appropriate for this module | Not appropriate for this module | Not appropriate for this module |

# TALENT MANAGEMENT IN ORGANISATION

| Promotion | Titre / Title | |
|---|---|---|
| **PGE 3 Nancy** | **The Dark Side of HRM** | |
| **Programme** | **ECTS** | **Code** |
| PGE | 4 | HRMT5004 |
| **Responsable de module / Module leader** | **Langue d'enseignement / Language of tuition** | **Volume horaire / Class contact hours** |
| FINSTAD-MILION KRISTA | EN  *Syllabus: EN* | 30 |

## PRESENTATION DU COURS / MODULE DESCRIPTION

Many human resource management courses cover ideal or best practices when managing people, and address issues which are perceived as positive or contributing to HRM. Far less deal with the darker or down side of managing people and the destructive consequences on people and organisations. This module aims at providing an answer to this observation, inviting students to critically think and debate the causes, processes and consequences of HRM that have a negative effect on organisations and people within them. Innovative ways of looking at situations typically perceived as dark are investigated, as well as solutions, to mitigate the potentially destructive consequences.

This module is organised around common dark HR challenges faced by small and large, private and public organisations operating both locally and internationally:
- Conflict of Interest and Distrust
- Discrimination and Stereotypes
- Harassment, Office bullying and Stress
- Spirituality and Positive Psychology
- Sense-making, Shirking work, Presentism and Absenteeism
- Personality Dysfunctions and Incompetence
- Psychosocial Risks and Non-violent Communication

## CONNAISSANCES ET COMPETENCES VISEES / LEARNING OUTCOMES (ILO)

Students successfully completing this course should be able to:
ILO1. Explain the causes and the processes behind destructive HRM practices,
ILO2. Design responsible and effective answers to destructive HRM practices,
ILO3. Debate the role sense-making, creativity, positive psychology and spirituality play in addressing the dark side of HRM,
ILO4. Demonstrate information literacy skills,
ILO5. Demonstrate instructive peer feedback skills.

## CONTENU / MODULE OUTLINE

| TOPIC | ASSIGNMENTS & READINGS |
|---|---|
| Introduction to the Dark Side of HRM: The Roles of HR and Managers, Business Research Methodology and Information literacy with Knowledge Hub expert: Virginie Richard | Required reading: Psychogios, Szamosi and Brewster, Chapter 1 (pp. 1-20) and Collins (2014) Estimated reading and note-taking time prior to session: 70 minutes. Information Treasure Hunt Exercise:Forming pairs and choosing a research subject from the list provided. |
| Harassment and Discrimination challenges for HR Managers today I: Sexism, F/M Equality and LGBT Guest speaker: Pierrick Blancard, junior HR manager Commissariat à l'Energie Atomique et énergies alternatives (CEA), ICN TMO graduate | Required reading: Neider and Schriesheim (2012), Chapter 1 (pp. 1-28), Chapter 7 (pp. 165-180) Estimated reading and note-taking time: 90 minutes. Instructive feedback exercise. |
| Addressing Conflict of Interest and Distrust in the Workplace Live case study with HR and Finance Director. Thérèse Charberet, ICN Executive MBA graduate | Case study learning material to be provided. |
| Harassment and discrimination challenges for HR and Managers today II: RacismBusiness Research Methodology and Information literacy with Knowledge Hub expert: Virginie Richard | Various videos and articles. Real case studies of how leading companies around the world are dealing with racism in the corporate world. |
| Psychosocial Risks and Non-violent Communication Session guest leader: Anne Leduc | Required reading: England (2018), pp. 9-47. EFQM Chapter 9 Under pressure: Stress in the Workplace, pp. 145-157. Estimated reading and note-taking time: 90 minutes |
| Sense-making Spirituality in the Workplace Job enrichment Positive Psychology Guest speaker: Katarina Malingrey | Required reading: EFQM (2006), pp. 174-189. Videos Exercises: Break-out sessions |
| Identifying and Dealing with Personality Dysfunctions and Incompetence Pair presentations and instructive peer feedback | Required reading: Osif (2005) and Tyrer (2014) Estimated reading and note-taking time:70 minutes Role-playingPair presentations and peer evaluation |
| Coping with unplanned absenteeism and work shirking. Pair presentations and instructive peer feedback | Required reading: Cook (2010), Chapters 1 (pp. 9-20) and 3 (pp. 27-33). Estimated reading and note-taking time: 60 minutes Pair presentations and peer evaluation |
| Bullying and stress. Coaching vs Mediation Guest speaker: Catherine Kerviel Pair presentations and instructive peer feedback | Required Reading: https://www.eurofound.europa.eu/topic/psychosocial-risksEstimated rereading and note-taking: 45 minutes Exercises: Problem-based learning |
| Summary of key learning points of the module. Final Exam | Exam:Current events issue analysis and recommendation |

## METHODOLOGIE / TEACHING

The module is based on a variety of teaching approaches ranging from student-led presentations, interactive discussions, local and international guest speakers, role-playing, videos, news article analysis and e-data bank research. Such a variety of teaching approaches are aimed at building awareness of different approaches to learning while developing critical HR manager skills and thinking in real time.

## BIBLIOGRAPHIE / TEXTBOOK AND OTHER MATERIAL

Required reading:
Collins, A. (2014). The unpleasant dark side of HR that you must absolutely embrace if you want to be successful. LinkedIn, August 29.
Cook, S. (2010). Coping with unplanned absenteeism. A Pocket Guide. IT Governance Publishing. Chapters 1 (pp. 9-20) and 3 (pp. 27-33).
EFQM (2006). Above the Clouds: A Guide to Trends Changing the Way we Work, Greenleaf Publishing. Chapter 6 (pp. 145-157), Chapter 11 (pp. 174-189).
England, D. (2018). Essential Guide to Handling Workplace Harassment and Discrimination, Nolo Publishing.
Neider, L. and Schriesheim, C. (2012). Perspectives on Justice and Trust in Organizations, IAP Publishing. Chapter 1 (pp. 1-28) Chapter 7 (pp. 165-180).
Osif, B. (2005). Personality and the workplace. Difficult Employees. Library Administration and Management (19)4, 212-217.
Psychogios, A., Szamosi, L. and Brewster, C. (2015). Chapter 1 Work Organization, Human Resource Management and Economic Crisis, in Marchado (Ed.) Human Resource Management Challenges and Changes, Hauppauge, New York: Nova Science, 1-20.
Tyrer, P. (2014). Personality disorders in the workplace, Occupational Medicine, (64) 8, 566-568.
https://www.eurofound.europa.eu/topic/psychosocial-risks
Recommended reading:
Burgat, P.-M. (2016). Manager avec l'Intelligence Emotionnelle, Malakoff: Inter Editions.

## EVALUATION / ASSESSMENT

| ASSESSMENT COMPONENT | ASSESSMENT TYPE | METHOD | WEIGHTING | DURATION | LEARNING OUTCOMES (ILO) |
|---|---|---|---|---|---|
| Continuous assessment (CC) | written (group) | Students are to choose, in pairs, a research topic from a list provided and carry out research using the knowledge hub data banks respecting instructions given. Effective powerpoint design. | 15 | 15 | ILO1, ILO2, ILO4 |
| Continuous assessment (CC) | oral (group) | Students are to choose, in pairs, a research topic from a list provided and carry out research using the knowledge hub data banks respecting instructions given. Effective powerpoint oral presentation delivery.. | 15 | 15 | ILO1, ILO2, ILO4. |
| Continuous assessment (CC) | participation (individual) | Students are to demonstrate capacity to assess their peers in a constructive and critical way. Listening, observation and giving instructive feedback are key HR management skills. | 10 | 0 | ILO 5 |
| Final assessment (CF) | written (individual) | Current events issue analysis and recommendations | 60 | 2 | ILO1, ILO2, ILO3, ILO4 |

## ASSURANCE OF LEARNING / OBJECTIFS D'APPRENTISSAGE

| COMPETENCY GOAL 1 Knowledge & Adaptability | Graduates will be able to develop thorough knowledge in management fields and demonstrate their specific skills. | |
|---|---|---|
| LEARNING OBJECTIVES 1.1 & 1.2 Students will be able to… | Demonstrate context-specific knowledge of business and communicate this effectively in written and oral form. | X |
| | Demonstrate their flexibility in dealing with unexpected management issues/challenges in a global and evolving environment. | X |
| COMPETENCY GOAL 2 Critical Thinking & Innovation | Graduates will be able to demonstrate independent thinking into business issues and propose informed solutions. | |
| LEARNING OBJECTIVES 2.1 & 2.2 Students will be able to… | Identify, analyze and prioritize core issues and evaluate alternatives in a complex business situation, making appropriate use of relevant knowledge/tools/models/approaches. | X |
| | Design an appropriate and informed creative recommendation to a given issue. | X |
| COMPETENCY GOAL 3 Responsible Management & Sustainability | Graduates will be able to manage decisions making process respecting CSR and sustainable standards. | |
| LEARNING OBJECTIVES 3.1 & 3.2 Students will be able to… | Construct well thought-out decisions, fully aware of their impact on the organization, people, and environment. | X |
| | Contribute as productive members to a project and demonstrate team management and leadership skills. | X |
| COMPETENCY GOAL 4 Open-Mindedness & Transdisciplinarity | Graduates will be able to use and share transdisciplinary insight and integrate multicultural environments. | |
| LEARNING OBJECTIVES 4.1 & 4.2 Students will be able to… | Demonstrate their ability to work in a multicultural environment. | |
| | Use and share transdisciplinary insights when engaging in real world projects. | |

## ENGAGEMENT / ETHICAL BEHAVIOUR

During the module, students are expected to respect the programme regulations outlined in the student handbook. The following statement applies to all students taking ICN courses, on and off campus.

Cheating on in-class tests or take-home examinations or homework is, of course, illegal and immoral. A Disciplinary Committee exists to investigate academic improprieties, conduct hearings, and determine any necessary actions. The term 'academic impropriety' is meant to include, but is not limited to, cheating on homework, during in-class or take-home examinations, and plagiarism.

Consequences of academic impropriety are severe, ranging from receiving a "0" in a course, to a warning from which becomes a part of the permanent student record, to expulsion.

## SD, CSR - ART, TECHNOLOGY & MANAGEMENT - INTERNATIONAL

| SD, CSR | ART, TECHNOLOGY & MANAGEMENT | INTERNATIONAL |
|---|---|---|
| Extensively incorporated into this module and central to learning outcomes | Moderately incorporated into this module and linked to learning outcomes | Lightly incorporated into this module but not linked to a learning outcome |

| Promotion | Titre / Title | |
|---|---|---|
| **PGE 3 Nancy** | **Organisational Restructuring** | |
| Programme | ECTS | Code |
| **PGE** | **4** | **HRMT5002** |
| Responsable de module / Module leader | Langue d'enseignement / Language of tuition | Volume horaire / Class contact hours |
| **FINSTAD-MILION KRISTA** | **EN** / *Syllabus: EN* | **30** |

## PRESENTATION DU COURS / MODULE DESCRIPTION

Restructuring is a commonplace occurrence in organisations today.
Reorganising is not only necessary to overcome inertia, but it is also a natural response to multiple internal and external pressures. Although restructuring is commonplace, it raises very specific human resource management challenges. Going through restructuring requires managerial competencies and sensitivity to change practice challenges to avoid the potentially high human costs restructuring tends to bring about.
This course is designed to equip the students with guiding principles and tools to successfully contribute to restructuring change management challenges in their future workplaces.

## CONNAISSANCES ET COMPETENCES VISEES / LEARNING OUTCOMES (ILO)

Students successfully completing this course should be able to:
ILO1. Explain key managerial and people issues associated with organisational restructuring,
ILO2. Demonstrate conceptual, critical and analytical abilities in the examination of organisational restructuring issues,
ILO3. Identify organisational restructuring practices and tools with their respective consequences for the functioning and performance of organisations,
ILO4. Compare organisational restructuring practices within the same sector of activity,
ILO5. Highlight and discuss current issues and challenges when implementing organisational restructuring,
ILO6. Design appropriate and creative solutions to organisational restructuring challenges.

## CONTENU / MODULE OUTLINE

| TOPIC | ASSIGNMENTS & READINGS |
|---|---|
| Introduction to Organisational Restructuring topics. Presentation of context and history of corporate transformation approach Introduction to change management (what and why an organisation has to change)Introduction to Cynefin Model | Icebreaker Group exercise: Brainstorming on what is behind each concept and each cause of transformation Cynefin Model Video from Dave Snowden |
| Introduction to forces, drivers and leverages in a transformation program | Group exercise: Brainstorming to make students think about what could be the forces and drivers of a transformation programme |
| Understand rationalities & challenges during a transformation program Review of organisational transformation typologies | Concept dropping activities |
| Concept dropping activities | Group exercises to identify one's own personality during a change management project |
| Understand types of change vs organisational challenges Review of postures during the change phases | Concept dropping Group Exercise : Business Case DT on a HR transformation |
| Consequences of a transformation programme. Downsizing: What is it and how to manage it by developing a neutral posture | Group Brainstorming: individual ethics during downsizing empathy vs. organisational rationality |
| Presentation of a transformation project Organisation: roles & responsibilities, phases team, phases, frameworks. Dos & Don'ts during a transformation project to manage resistance | Group brainstorming and ambassador exercises to share and spread the thinking of each group |
| Presentation of pragmatic diagnostic frameworks and tools to support the transformation | Mondo based on Q&A session between the lecturer and students |
| How to develop and present a change management plan. Learning by doing: pedagogical approach | Group Exercice: Prepare the transformation plan for the Phenix CorpBusiness Case has been sent the week before (transformation strategy and tools + slide deck to present during the role playing game). Role-playing game: Each group of students present are in a competition as consulting firms to support the transformation of Phenix Corp.Some other students are members of the steerco and play roles of excom members with different goals. |
| Group Exercice: Prepare the transformation plan for the Phenix CorpBusiness Case has been sent the week before (transformation strategy and tools + slide deck to present during the role playing game). Role-playing game: Each group of students are in a competition as consulting firms to support the transformation of Phenix Corp.Some other students are members of the steerco and play roles of excom members with different goals. | Written exam on an analysis of 3 business cases |

## METHODOLOGIE / TEACHING

The class format is a mix of lectures, presentations, discussions and role-playing games. Students are expected to participate actively in the discussions and to read the assigned material for each topic after class (material is made available on the MyICN platform after each session).
The course includes presentation, group work, discussion and brainstorming on change topics. Student presentations on specific issues are organised during the course.

## BIBLIOGRAPHIE / TEXTBOOK AND OTHER MATERIAL

Required reading :
Palmer, I., Dunford, R. & Buchanan, D. (2016). Managing Organizational Change: A Multiple Perspectives Approach, McGraw-Hill.
Recommended reading:
Garvey Berger, J. & Johnston, K. (2016). Simple Habits for Complex Times: Powerful Practices for Leaders, Stanford Business Books.
Johnson, S. (1999). Who Moved My Cheese? An A-Mazing Way to Deal with Change in Your Work and in Your Life, Vermilion.
Kotter, J-P. (2012). Leading Change, Harvard Business Review.
Meyer, E. (2014). The Culture Map, Public Affairs.
Watson, T. (2017). Sociology, Work and Organisation, Routledge.
Various case studies and articles from HBR
Videos:
Snowden D., Cynefin Framework, Video: https://www.youtube.com/watch?v=N7oz366X0-8
Stagl H., How to Deal with Resistance to Change, Video: https://www.youtube.com/watch?v=79LI2fkNZ2k
Thijs Homan, The Inner side of Organizational Change, Video: https://www.youtube.com/watch?v=3n-c6iAKFgg

## EVALUATION / ASSESSMENT

| ASSESSMENT COMPONENT | ASSESSMENT TYPE | METHOD | WEIGHTING | DURATION | LEARNING OUTCOMES (ILO) |
|---|---|---|---|---|---|
| Continuous assessment (CC) | Written | Effective powerpoint design | 5 | 0 | ILO1, ILO2, ILO3, ILO4, ILO5, ILO6 |
| Continuous assessment (CC) | Oral | Effective oral presentations in pairs | 30 | 0 | ILO1, ILO2, ILO3, ILO4, ILO5, ILO6 |
| Continuous assessment (CC) | Participation | Peer assessment | 5 | 0 | ILO1, ILO2, ILO3, ILO4, ILO5, ILO6 |
| Final assessment (CF) | Written (individual) | case analysis | 60 | 2 | ILO1, ILO2, ILO3, ILO4, ILO5, ILO6 |

## ASSURANCE OF LEARNING / OBJECTIFS D'APPRENTISSAGE

| COMPETENCY GOAL 1 Knowledge & Adaptability | Graduates will be able to develop thorough knowledge in management fields and demonstrate their specific skills. | |
|---|---|---|
| LEARNING OBJECTIVES 1.1 & 1.2 Students will be able to… | Demonstrate context-specific knowledge of business and communicate this effectively in written and oral form. | X |
| | Demonstrate their flexibility in dealing with unexpected management issues/challenges in a global and evolving environment. | X |
| COMPETENCY GOAL 2 Critical Thinking & Innovation | Graduates will be able to demonstrate independent thinking into business issues and propose informed solutions. | |
| LEARNING OBJECTIVES 2.1 & 2.2 Students will be able to… | Identify, analyze and prioritize core issues and evaluate alternatives in a complex business situation, making appropriate use of relevant knowledge/tools/models/approaches. | X |
| | Design an appropriate and informed creative recommendation to a given issue. | X |
| COMPETENCY GOAL 3 Responsible Management & Sustainability | Graduates will be able to manage decisions making process respecting CSR and sustainable standards. | |
| LEARNING OBJECTIVES 3.1 & 3.2 Students will be able to… | Construct well thought-out decisions, fully aware of their impact on the organization, people, and environment. | |
| | Contribute as productive members to a project and demonstrate team management and leadership skills. | X |
| COMPETENCY GOAL 4 Open-Mindedness & Transdisciplinarity | Graduates will be able to use and share transdisciplinary insight and integrate multicultural environments. | |
| LEARNING OBJECTIVES 4.1 & 4.2 Students will be able to… | Demonstrate their ability to work in a multicultural environment. | |
| | Use and share transdisciplinary insights when engaging in real world projects. | X |

## ENGAGEMENT / ETHICAL BEHAVIOUR

During the module, students are expected to respect the programme regulations outlined in the student handbook. The following statement applies to all students taking ICN courses, on and off campus.
Cheating on in-class tests or take-home examinations or homework is, of course, illegal and immoral. A Disciplinary Committee exists to investigate academic improprieties, conduct hearings, and determine any necessary actions. The term 'academic impropriety' is meant to include, but is not limited to, cheating on homework, during in-class or take-home examinations, and plagiarism.
Consequences of academic impropriety are severe, ranging from receiving a "0" in a course, to a warning from which becomes a part of the permanent student record, to expulsion.

## SD, CSR - ART, TECHNOLOGY & MANAGEMENT - INTERNATIONAL

| SD, CSR | ART, TECHNOLOGY & MANAGEMENT | INTERNATIONAL |
|---|---|---|
| Lightly incorporated into this module but not linked to a learning outcome | Lightly incorporated into this module but not linked to a learning outcome | Lightly incorporated into this module but not linked to a learning outcome |

| Promotion | Titre / Title | |
|---|---|---|
| **PGE 3 Nancy** | **Sustainable HRM** | |
| Programme | ECTS | Code |
| PGE | 4 | HRMT5005 |
| Responsable de module / Module leader | Langue d'enseignement / Language of tuition | Volume horaire / Class contact hours |
| FINSTAD-MILION KRISTA | EN *Syllabus: EN* | 30 |

## PRESENTATION DU COURS / MODULE DESCRIPTION

A brief introduction to the sustainability factors exerting pressures on organisations today, illustrated by real case studies, allows the students to gain awareness of the different ways organisations behave with respect to sustainable practices. As organisations are by nature composed of people, HRM must be at the core of the organisation's commitment to sustainability, be it financial, environmental or social. This module is organised around key sustainable organisational performance and HR issues facing companies and sectors of activity today:
a) Financial, environmental and social factors exerting pressure on organisations today to embrace sustainable practices,
b) The role of HR in supporting sustainable practices,
c) Measuring HR performance using annual Global Gender Gap Reports, UNESCO's Social Development Goals and Global Compact and Principles of Responsible Management Education (PRME) guidelines
d) Legal aspects of HR and sustainable practices
e) The importance of HR in organisations focused on sustainability (eg. inclusiveness, employability, citizenship, social entrepreneurship, collaborative economy).

## CONNAISSANCES ET COMPETENCES VISEES / LEARNING OUTCOMES (ILO)

Students successfully completing this module should be able to:
ILO1. Explain how HR practices affect society and ways to integrate social, economic, and environmental considerations into HR processes that contribute to sustainable development,
ILO2. Analyse sustainable development from a HR theoretical point of view,
ILO3. Identify, map and prioritise stakeholders in HRM issues,
ILO4. Identify core skills for managers committed to sustainability,
ILO5. Demonstrate information literacy skills in both creative and rational ways.

## CONTENU / MODULE OUTLINE

| TOPIC | ASSIGNMENTS & READINGS |
|---|---|
| Introduction to Sustainable HRM Classical Paradigm vs. Sustainability Paradigm Triple bottom line Stakeholder approach Principles of Responsible Management Education (PRME) | Required reading: Davila Gomez and Crowther (2011) Introduction pp. 1-5, 11-12.Estimated reading and note-taking time prior to session: 60 minutes. Group exercise: Pick a company you would like to know more about and analyse the company's 3BL based on it's corporate website. |
| Citizenship : You and Your Peers Employability: You and Your Peers Guest partners: Jeune Chambre Economique de France Metz & Nancy | Required reading: Davila Gomez and Crowther (2011) Chapter 4 Caring, Sharing and Collective Solidarity in Management, pp. 57-72.Estimated reading time: 90 minutes Exercise A: Transferable Skills Exercise Exercise B: Citizen CV workshop Write your own citizen cv, and in small groups assess and improve each other's citizen cv. Based on findings, update your Linked In profile. Final Individual cv and LinkedIn profile will be assessed (15% of final grade). If you do not have sufficent CSR experience you may draft the Citizen CV you would like to have in 5 years. |
| Challenges for Sustainable HRM New tasks for sustainability New jobs in CSR Green Jobs New tasks for sustainable HRM Sustainable HR Activities | Required reading and note-taking: The New CSR Competency Framework Estimated reading and note-taking time:60 minutes Exercise A: Identify Skills and Responsibilities of a Chief Sustainability Manager |
| New Tasks in Old Jobs and New Jobs : Challenges for Today's Organisations and Workers Transferable Skills, Employability, Adaptability, Personality Traits, Soft Skills, Hard Skills Guest Session leader: Dr. Sophie Baudoin | Independent article search in e-data bases or in on-line library on one of the session's key concepts and note-taking Estimated reading time and note-taking: 60 minutes Case study in groups: moving into a new job and creating that job. 2 groups will be randomly chosen to present their work. |
| How HR Can Foster Sustainable Organisational Behavior Social Enterprise and Social Entrepreneurship Governance and examples of multi-stakeholder structures Sustainable Structures HRM in Social Businesses | Required reading: Cohen (2010), Chapter 7, pp. 148-169.Individual Exercise A: Health Risk Assessment Group Exercise B: Choose an organisation and carry out an investigation to understand how the type of organization has an impact on Sustainable HRM opportunities and issues |
| Managing Atypical Employees: The Case of ADHD Employees. Guest Session Leader: Alexia Hetzel | Required reading, The Conversation: Finstad-Milion and Hetzel (2020). Role playing and quiz. |
| The 2030 Agenda for Sustainable Development Guest Session Leader: Camille Malherbet, ICN TM0 graduate | Required reading and note-taking: UNESCO Transforming Our World: The 2030 Agenda for Sustainable Development Estimated reading time:60 minutes Training simulation on UNESCO's Social Development Goals, Social Performance and Climate Scoring |
| CSR and HR issues in Developing Countries: The case of Tajikistan Guest Session Leader: Agathe Simon, ICN TMO graduate, valedictorian of graduating class | Obligatory reading prior to the class: Simon, A. (2014), Gender training's contribution to developing microfinance support staff's awareness: opportunities and limitations, ICN Business School thesis, p. 34. Estimated reading and note-taking time: 60 minutes Additional reading if interested: Gordon, S. (2017) Closing the gender gap needs support from the boss, Financial Times, April 9. Meurs, M. and Giddings, L. (2012) Maternal health care in Tajikistan: A Bargaining Framework, Feminist Economics, 18(3), July, pp. 109-140.Case study: Raising gender awareness in a microfinance organisation in a developing country and exercices. |
| Live case study (topic and organisational partner to be announced) | Documents to be provided |
| Live case study debriefing followed by individual exam | (...) |

## METHODOLOGIE / TEACHING

The module is based on powerpoint presentations, lively discussions based on readings, role-playing, live case study analysis and recommendations, and interacting with guest-speakers professionally engaged with sustainability HRM issues.

## BIBLIOGRAPHIE / TEXTBOOK AND OTHER MATERIAL

Required readings: See course outline table for chapter and page readings
Cohen, E. (2010). CSR for HR: A necessary partnership for advancing responsible business practices. Greenleaf Publishing.
Davila Gomez, A.M. and Crowther, D. (2011). Human Dignity and Managerial Responsibility: Diversity, Rights and Sustainability. Routledge.
Department of Trade and Industry (2004). The New CSR Competency Framework, London, UK.
http://www.nmiconsulting.co.uk/docs/Competency_Framework_FINAL.pdf
PRME Retrieved July 1 2021:
https://d30mzt1bxg5llt.cloudfront.net/public/uploads/PDFs/BusinessContributiontotheSDGsAStudentAssessment.pdf
UNESCO (2020). Transforming Our World: The 2030 Agenda for Sustainable Development, Retrieved July 1 2021:
https://sustainabledevelopment.un.org/content/documents/21252030%20Agenda%20for%20Sustainable%20Development%20web.pdf
Noel, F. and Schmidt, G. (2019). L'employabilité durable: une question de mise en capacité, Liaisons sociales magazine, 204, avril.
Video: Les modèles de Gestion de l'employabilité durable
https://fnege-medias.fr/les-modeles-de-gestion-de-lemployabilite-durable/

## EVALUATION / ASSESSMENT

| ASSESSMENT COMPONENT | ASSESSMENT TYPE | METHOD | WEIGHTING | DURATION | LEARNING OUTCOMES (ILO) |
|---|---|---|---|---|---|
| Continuous assessment (CC) | written (individual) | Designing Personal Citizen CV (Following Jeune Chambre Economique /Junior Chamber International Model) | 15 | 0 | ILO4 |
| Continuous assessment (CC) | participation (individual) | On-going engagement in class discussions - questions and answers, quizzes, etc. | 5 | 0 | ILO1, ILO2, ILO3 |
| Continuous assessment (CC) | written (group) | Choice of relevant references from research and module reading list and designing powerful visuals (ppt or prezzi) | 10 | 0 | ILO1, ILO2, ILO3, ILO5 |
| Continuous assessment (CC) | oral (group) | Delivery of effective and captivating group oral présentations | 10 | 0 | ILO1, ILO2, ILO3, ILO5 |
| Final assessment (CF) | written (individual) | Questions based on case study | 60 | 1.5 | ILO1, ILO2, ILO3, ILO4, ILO5 |

## ASSURANCE OF LEARNING / OBJECTIFS D'APPRENTISSAGE

| COMPETENCY GOAL 1 Knowledge & Adaptability | Graduates will be able to develop thorough knowledge in management fields and demonstrate their specific skills. | |
|---|---|---|
| LEARNING OBJECTIVES 1.1 & 1.2 Students will be able to… | Demonstrate context-specific knowledge of business and communicate this effectively in written and oral form. | X |
| | Demonstrate their flexibility in dealing with unexpected management issues/challenges in a global and evolving environment. | X |
| COMPETENCY GOAL 2 Critical Thinking & Innovation | Graduates will be able to demonstrate independent thinking into business issues and propose informed solutions. | |
| LEARNING OBJECTIVES 2.1 & 2.2 Students will be able to… | Identify, analyze and prioritize core issues and evaluate alternatives in a complex business situation, making appropriate use of relevant knowledge/tools/models/approaches. | X |
| | Design an appropriate and informed creative recommendation to a given issue. | X |
| COMPETENCY GOAL 3 Responsible Management & Sustainability | Graduates will be able to manage decisions making process respecting CSR and sustainable standards. | |
| LEARNING OBJECTIVES 3.1 & 3.2 Students will be able to… | Construct well thought-out decisions, fully aware of their impact on the organization, people, and environment. | X |
| | Contribute as productive members to a project and demonstrate team management and leadership skills. | X |
| COMPETENCY GOAL 4 Open-Mindeness & Transdisciplinarity | Graduates will be able to use and share transdisciplinary insight and integrate multicultural environments. | |
| LEARNING OBJECTIVES 4.1 & 4.2 Students will be able to… | Demonstrate their ability to work in a multicultural environment. | |
| | Use and share transdisciplinary insights when engaging in real world projects. | X |

## ENGAGEMENT / ETHICAL BEHAVIOUR

During the module, students are expected to respect the programme regulations outlined in the student handbook. The following statement applies to all students taking ICN courses, on and off campus.

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Consequences of academic impropriety are severe, ranging from receiving a "0" in a course, to a warning from which becomes a part of the permanent student record, to expulsion.

## SD, CSR - ART, TECHNOLOGY & MANAGEMENT - INTERNATIONAL

| SD, CSR | ART, TECHNOLOGY & MANAGEMENT | INTERNATIONAL |
|---|---|---|
| Extensively incorporated into this module and central to learning outcomes | Lightly incorporated into this module but not linked to a learning outcome | Extensively incorporated into this module and central to learning outcomes |

| Promotion | Titre / Title | |
|---|---|---|
| **PGE 3 Nancy** | **HR Auditing** | |
| Programme | ECTS | Code |
| PGE | 4 | HRMT5001 |
| Responsable de module / Module leader | Langue d'enseignement / Language of tuition | | Volume horaire / Class contact hours |
| CANHILAL KUBRA | EN | *Syllabus: EN* | 30 |

## PRESENTATION DU COURS / MODULE DESCRIPTION

A formal HR audit is typically the starting point to launch new HR projects in an organisation or to adapt and improve existing initiatives. It enables companies to assess risks and ensure compliance. Performing an audit of an HR function or part thereof is not a one-fits-all exercise. Both the type of audit and approach taken varies according to the part of the function that is being looked at and the expected outcome.
Programme
1. Why audit HR?
　　1.1. The importance of good HR practices
　　1.2. The need for HR audit
2. What to audit.
　　2.1. HR strategy
　　2.2. Culture and values
　　2.3. HR systems
　　2.4. HR competencies
3. Audit methodologies
　　3.1. Interviews
　　3.2. Observation
　　3.3. Questionnaires
4. Writing the report
The module is highly interactive and mixes interactive discussions, concrete examples and role-playing, group work and concrete examples.

## CONNAISSANCES ET COMPETENCES VISEES / LEARNING OUTCOMES (ILO)

Students successfully completing this module should be able to:
1. Understand what an audit is and how it applies to HR Management
2. Make the difference between an internal audit, an external audit, controlling and counselling
3. Demonstrate an appropriate attitude of an auditor
4. Outline key steps of an audit
5. Understand the role of Reporting
6. Identify objectives of a formal audit and the different kinds of risks that have an impact on the HR function

## CONTENU / MODULE OUTLINE

| TOPIC | ASSIGNMENTS & READINGS |
|---|---|
| Introduction Syllabus presentation Group formation Why audit HR? The importance of good HR practice | Readings: Ulrich, D. (1998). A new mandate for human resources. HBR.Ulrich, D., & Dulebohn, J. H. (2015). Are we there yet? What's next for HR?. HRMR. Rao, T. V. (2014). HRD audit: Evaluating the human resource function for business improvement (Chapters 1 and 2) |
| The need for HR audit Case study: The tyranny of success | Readings: Rao, T. V. (2014). HRD audit: Evaluating the human resource function for business improvement (Chapter 3)Case study: The tyranny of success |
| What to audit HR strategy Culture and values | Readings: Rao, T. V. (2014). HRD audit: Evaluating the human resource function for business improvement (Chapters 4 and 5) |
| HR systems Paper analysis: The human resource audit HR competencies | Readings: Rao, T. V. (2014). HRD audit: Evaluating the human resource function for business improvement (Chapters 7 and 8)Paper: The human resource audit |
| Audit methodologies Interviews Observation | Readings: Rao, T. V. (2014). HRD audit: Evaluating the human resource function for business improvement (Chapters 9 and 10) |
| Questionnaires Paper analysis: Auditing your HR department Writing the report | Readings: Rao, T. V. (2014). HRD audit: Evaluating the human resource function for business improvement (Chapters 11 and 13).Paper: Auditing your HR department |
| Group presentations | (...) |
| Group presentations | (...) |

## METHODOLOGIE / TEACHING

Teaching will include interactive lectures, accompanied by PowerPoint presentations, case studies, paper analysis, discussions, group presentations. In class case studies and paper analysis, students will work in small groups through problems designed to increase their understanding of the core HR audit topics outlined above.

## BIBLIOGRAPHIE / TEXTBOOK AND OTHER MATERIAL

Required:
Rao, T. V. (2014). HRD audit: Evaluating the human resource function for business improvement. SAGE Publications India.
Recommended:
McConnell, J. H. (2011). Auditing Your Human Resources Department: A Step-by-step Guide to Assessing the Key Areas of Your Program. Amacom Books.
Ulrich, D. (1998). A new mandate for human resources. Harvard Business Review, 76, 124-135.
Ulrich, D., &amp, Dulebohn, J. H. (2015). Are we there yet? What's next for HR?. Human Resource Management Review, 25(2), 188-204.

## EVALUATION / ASSESSMENT

| ASSESSMENT COMPONENT | ASSESSMENT TYPE | METHOD | WEIGHTING | DURATION | LEARNING OUTCOMES (ILO) |
|---|---|---|---|---|---|
| Continuous assessment (CC) | Written | group report | 25 | 0 | ILO1, ILO3, ILO5 |
| Continuous assessment (CC) | Oral | group presentation | 15 | 0 | ILO1, ILO3, ILO5 |
| Final assessment (CF) | Written | Individual examMCQ + development questions | 60 | 1.5 | ILO1 to ILO6 |

## ASSURANCE OF LEARNING / OBJECTIFS D'APPRENTISSAGE

| COMPETENCY GOAL 1 Knowledge & Adaptability | Graduates will be able to develop thorough knowledge in management fields and demonstrate their specific skills. | |
|---|---|---|
| LEARNING OBJECTIVES 1.1 & 1.2 Students will be able to… | Demonstrate context-specific knowledge of business and communicate this effectively in written and oral form. | X |
| | Demonstrate their flexibility in dealing with unexpected management issues/challenges in a global and evolving environment. | X |
| COMPETENCY GOAL 2 Critical Thinking & Innovation | Graduates will be able to demonstrate independent thinking into business issues and propose informed solutions. | |
| LEARNING OBJECTIVES 2.1 & 2.2 Students will be able to… | Identify, analyze and prioritize core issues and evaluate alternatives in a complex business situation, making appropriate use of relevant knowledge/tools/models/approaches. | X |
| | Design an appropriate and informed creative recommendation to a given issue. | |
| COMPETENCY GOAL 3 Responsible Management & Sustainability | Graduates will be able to manage decisions making process respecting CSR and sustainable standards. | |
| LEARNING OBJECTIVES 3.1 & 3.2 Students will be able to… | Construct well thought-out decisions, fully aware of their impact on the organization, people, and environment. | X |
| | Contribute as productive members to a project and demonstrate team management and leadership skills. | |
| COMPETENCY GOAL 4 Open-Mindedness & Transdisciplinarity | Graduates will be able to use and share transdisciplinary insight and integrate multicultural environments. | |
| LEARNING OBJECTIVES 4.1 & 4.2 Students will be able to… | Demonstrate their ability to work in a multicultural environment. | X |
| | Use and share transdisciplinary insights when engaging in real world projects. | X |

## ENGAGEMENT / ETHICAL BEHAVIOUR

During the module, students are expected to respect the programme regulations outlined in the student handbook. The following statement applies to all students taking ICN courses, on and off campus.

Cheating on in-class tests or take-home examinations or homework is, of course, illegal and immoral. A Disciplinary Committee exists to investigate academic improprieties, conduct hearings, and determine any necessary actions. The term 'academic impropriety' is meant to include, but is not limited to, cheating on homework, during in-class or take-home examinations, and plagiarism.

Consequences of academic impropriety are severe, ranging from receiving a "0" in a course, to a warning from which becomes a part of the permanent student record, to expulsion.

## SD, CSR - ART, TECHNOLOGY & MANAGEMENT - INTERNATIONAL

| SD, CSR | ART, TECHNOLOGY & MANAGEMENT | INTERNATIONAL |
|---|---|---|
| Lightly incorporated into this module but not linked to a learning outcome | Not appropriate for this module | Not appropriate for this module |

# MANAGEMENT NUMERIQUE

| Promotion | Titre / Title | |
|---|---|---|
| **PGE 3 Paris** | **Numérique et approches sectorielles** | |
| Programme | ECTS | Code |
| PGE | 4 | DIIN5008 |
| Responsable de module / Module leader | Langue d'enseignement / Language of tuition | Volume horaire / Class contact hours |
| ROUX DOMINIQUE | FR — *Syllabus: FR* | 30 |

## PRESENTATION DU COURS / MODULE DESCRIPTION

Vue d'ensemble des stratégies de communication digitale des entreprises de divers secteurs et/ou des institutions publiques.

## CONNAISSANCES ET COMPETENCES VISEES / LEARNING OUTCOMES (ILO)

Objectifs :
1) Evaluer comment les entreprises de divers secteurs et les institutions publiques mettent en place et développent leurs stratégies de communication numérique, et comment ces stratégies s'intègrent dans le mix de communication.
2) Evaluer l'efficacité des stratégies de communication digitale des entreprises de divers secteurs et des institutions publiques.
3) Evaluer l'efficacité des nouveaux outils de communication digitale via une approche sectorielle

## CONTENU / MODULE OUTLINE

| TOPIC | ASSIGNMENTS & READINGS |
|---|---|
| Numérique et PGC | Lectures données par l'enseignant + étude de cas |
| Numérique et audio-visuel | Lectures données par l'enseignant + étude de cas |
| Numérique et immobilier | Lectures données par l'enseignant + étude de cas |
| Numérique et marketing sportif (ou autre thème connexe) | Lectures données par l'enseignant + étude de cas |
| Numérique et musées / numérique et marketing politique ou territorial (varie en fonction des années) | Lectures données par l'enseignant + étude de cas. Synthèse générale |

## METHODOLOGIE / TEACHING

Méthodes d'enseignement : conférences/cours magistraux, lectures, discussions, études de cas

## BIBLIOGRAPHIE / TEXTBOOK AND OTHER MATERIAL

Références bibliographiques ad hoc données par les conférenciers pour chaque secteur

## EVALUATION / ASSESSMENT

| ASSESSMENT COMPONENT | ASSESSMENT TYPE | METHOD | WEIGHTING | DURATION | LEARNING OUTCOMES (ILO) |
|---|---|---|---|---|---|
| Continuous assessment (CC) | Written / Oral | Dossier | 40 | 0 | ILO1, ILO2, ILO3 |
| Final assessment (CF) | Written | Etude de cas ou question(s) de réflexion | 60 | 0 | ILO1, ILO2, ILO3 |

## ASSURANCE OF LEARNING / OBJECTIFS D'APPRENTISSAGE

| COMPETENCY GOAL 1 Knowledge & Adaptability | Graduates will be able to develop thorough knowledge in management fields and demonstrate their specific skills. | |
|---|---|---|
| LEARNING OBJECTIVES 1.1 & 1.2 Students will be able to… | Demonstrate context-specific knowledge of business and communicate this effectively in written and oral form. | X |
| | Demonstrate their flexibility in dealing with unexpected management issues/challenges in a global and evolving environment. | X |
| COMPETENCY GOAL 2 Critical Thinking & Innovation | Graduates will be able to demonstrate independent thinking into business issues and propose informed solutions. | |
| LEARNING OBJECTIVES 2.1 & 2.2 Students will be able to… | Identify, analyze and prioritize core issues and evaluate alternatives in a complex business situation, making appropriate use of relevant knowledge/tools/models/approaches. | X |
| | Design an appropriate and informed creative recommendation to a given issue. | X |
| COMPETENCY GOAL 3 Responsible Management & Sustainability | Graduates will be able to manage decisions making process respecting CSR and sustainable standards. | |
| LEARNING OBJECTIVES 3.1 & 3.2 Students will be able to… | Construct well thought-out decisions, fully aware of their impact on the organization, people, and environment. | X |
| | Contribute as productive members to a project and demonstrate team management and leadership skills. | X |
| COMPETENCY GOAL 4 Open-Mindedness & Transdisciplinarity | Graduates will be able to use and share transdisciplinary insight and integrate multicultural environments. | |
| LEARNING OBJECTIVES 4.1 & 4.2 Students will be able to… | Demonstrate their ability to work in a multicultural environment. | X |
| | Use and share transdisciplinary insights when engaging in real world projects. | X |

## ENGAGEMENT / ETHICAL BEHAVIOUR

Les étudiants sont tenus de respecter les règles du programme décrites dans le livret de l'Etudiant et ce, pour chaque module. La déclaration suivante s'applique à tous les étudiants ICN, pour les cours sur site ou chez les partenaires.

Toute tentative de fraude constatée durant un contrôle de connaissances, le contrôle continu ou un examen ou tout manquement aux règles élémentaires de comportement et d'éthique entrainent systématiquement la convocation de l'étudiant devant le conseil de discipline de l'Ecole qui examinera les irrégularités académiques. Le terme « irrégularité académique » est censé inclure, sans toutefois s'y limiter, la fraude lors du contrôle continu, rapports de stages, mémoires, thèses, et le plagiat.

Le conseil de discipline est compétent pour prononcer à l'encontre des élèves l'ensemble des sanctions prévues inscrites au règlement pédagogique de leur programme pouvant aller d'une note de « 0 » pour le module concerné jusqu'à l'exclusion définitive de l'étudiant.

## SD, CSR - ART, TECHNOLOGY & MANAGEMENT - INTERNATIONAL

| SD, CSR | ART, TECHNOLOGY & MANAGEMENT | INTERNATIONAL |
|---|---|---|
| Lightly incorporated into this module but not linked to a learning outcome | Lightly incorporated into this module but not linked to a learning outcome | Lightly incorporated into this module but not linked to a learning outcome |

| Titre / Title | |
|---|---|
| **Souveraineté numérique** | |

| ECTS | Code |
|---|---|
| 4 | MGMT5016 |

| Responsable de module / Module leader | Langue d'enseignement / Language of tuition | | Volume horaire / Class contact hours |
|---|---|---|---|
| ROUX DOMINIQUE | FR | *Syllabus: FR* | 30 |

## PRESENTATION DU COURS / MODULE DESCRIPTION

La souveraineté est bousculée par le numérique qui s'affranchit des frontières. Apparue au début des années 2000, la notion de souveraineté numérique, si elle est bien établie, demeure un concept aux contours flous. Elle est définie par la capacité de l'Etat à agir dans le cyberspace, mais aussi comme la capacité à maîtriser l'ensemble des technologies, tant du point de vue économique, social ou politique. Ce cours a pour vocation de donner un aperçu complet des notions de souveraineté dans cette ère du numérique.

## CONNAISSANCES ET COMPETENCES VISEES / LEARNING OUTCOMES (ILO)

A l'issue de ce module, les étudiants seront capables de :
1. Expliquer les principaux axes clefs de la souveraineté numérique.
2. Identifier les différents acteurs liés au contexte de souveraineté numérique.
3. Analyser les stratégies mises en œuvre dans les marchés du numérique.
4. Evaluer les enjeux du numérique du point de vue économique, social ou politique.

## CONTENU / MODULE OUTLINE

| TOPIC | ASSIGNMENTS & READINGS |
|---|---|
| 1. Code is Law; <br> 2. La société post-westphalienne | Lectures données par l'enseignant + étude de cas |
| 3. Le retard; <br> 4. Les 4 axes clefs | Lectures données par l'enseignant + étude de cas |
| 5. Etat des lieux et contexte; <br> 6. Les chiffres clefs | Lectures données par l'enseignant + étude de cas |
| 7. La montée en puissance ; <br> 8. Une approche duale | Lectures données par l'enseignant + étude de cas |
| 9. Capacité à réagir; <br> 10. Géométrie variable | Lectures données par l'enseignant + étude de cas |
| 11. Leaders mondiaux; <br> 12. Les marchés numériques | Lectures données par l'enseignant + étude de cas |
| 13. Utilisation du numérique; <br> 14. L'automobile | Lectures données par l'enseignant + étude de cas |
| 15. Technologie en 2030; <br> 16.Protéger l'Europe | Lectures données par l'enseignant + étude de cas |
| 17.Leaders européens | Lectures données par l'enseignant + étude de cas |

## METHODOLOGIE / TEACHING

Méthodes d'enseignement : conférences/cours magistraux, lectures, discussions, études de cas

## EVALUATION / ASSESSMENT

| ASSESSMENT COMPONENT | ASSESSMENT TYPE | METHOD | WEIGHTING | DURATION | LEARNING OUTCOMES (ILO) |
|---|---|---|---|---|---|
| Final assessment (CF) | Written | Etude de cas ou question(s) de réflexion | 100 | | ILO1, ILO2, ILO3, ILO4 |

## ASSURANCE OF LEARNING / OBJECTIFS D'APPRENTISSAGE

| COMPETENCY GOAL 1 Knowledge & Adaptability | Graduates will be able to develop thorough knowledge in management fields and demonstrate their specific skills. | |
|---|---|---|
| LEARNING OBJECTIVES 1.1 & 1.2 Students will be able to… | Demonstrate context-specific knowledge of business and communicate this effectively in written and oral form. | X |
| | Demonstrate their flexibility in dealing with unexpected management issues/challenges in a global and evolving environment. | X |
| COMPETENCY GOAL 2 Critical Thinking & Innovation | Graduates will be able to demonstrate independent thinking into business issues and propose informed solutions. | |
| LEARNING OBJECTIVES 2.1 & 2.2 Students will be able to… | Identify, analyze and prioritize core issues and evaluate alternatives in a complex business situation, making appropriate use of relevant knowledge/tools/models/approaches. | |
| | Design an appropriate and informed creative recommendation to a given issue. | |
| COMPETENCY GOAL 3 Responsible Management & Sustainability | Graduates will be able to manage decisions making process respecting CSR and sustainable standards. | |
| LEARNING OBJECTIVES 3.1 & 3.2 Students will be able to… | Construct well thought-out decisions, fully aware of their impact on the organization, people, and environment. | X |
| | Contribute as productive members to a project and demonstrate team management and leadership skills. | X |
| COMPETENCY GOAL 4 Open-Mindedness & Transdisciplinarity | Graduates will be able to use and share transdisciplinary insight and integrate multicultural environments. | |
| LEARNING OBJECTIVES 4.1 & 4.2 Students will be able to… | Demonstrate their ability to work in a multicultural environment. | |
| | Use and share transdisciplinary insights when engaging in real world projects. | X |

## ENGAGEMENT / ETHICAL BEHAVIOUR

Les étudiants sont tenus de respecter les règles du programme décrites dans le livret de l'Etudiant et ce, pour chaque module. La déclaration suivante s'applique à tous les étudiants ICN, pour les cours sur site ou chez les partenaires.

Toute tentative de fraude constatée durant un contrôle de connaissances, le contrôle continu ou un examen ou tout manquement aux règles élémentaires de comportement et d'éthique entrainent systématiquement la convocation de l'étudiant devant le conseil de discipline de l'Ecole qui examinera les irrégularités académiques. Le terme « irrégularité académique » est censé inclure, sans toutefois s'y limiter, la fraude lors du contrôle continu, rapports de stages, mémoires, thèses, et le plagiat.

Le conseil de discipline est compétent pour prononcer à l'encontre des élèves l'ensemble des sanctions prévues inscrites au règlement pédagogique de leur programme pouvant aller d'une note de « 0 » pour le module concerné jusqu'à l'exclusion définitive de l'étudiant.

| SD, CSR - ART, TECHNOLOGY & MANAGEMENT - INTERNATIONAL | | |
|---|---|---|
| **SD, CSR** | **ART, TECHNOLOGY & MANAGEMENT** | **INTERNATIONAL** |
| Lightly incorporated into this module but not linked to a learning outcome | Lightly incorporated into this module but not linked to a learning outcome | Lightly incorporated into this module but not linked to a learning outcome |

| Promotion | Titre / Title | |
|---|---|---|
| **PGE 3 Paris** | **Modèles économiques en ligne** | |
| Programme | ECTS | Code |
| **PGE** | **4** | **MGMT5012** |
| Responsable de module / Module leader | Langue d'enseignement / Language of tuition | Volume horaire / Class contact hours |
| **ROUX DOMINIQUE** | **FR** *Syllabus: FR* | **30** |

## PRESENTATION DU COURS / MODULE DESCRIPTION

Cours magistral ayant vocation à analyser du point de vue d'une entreprise les divers modèles économiques en ligne et stratégies marketing exploitant les leviers digitaux. Les étudiants produisent une étude de cas d'entreprise à délivrer sous forme d'exposé oral.

## CONNAISSANCES ET COMPETENCES VISEES / LEARNING OUTCOMES (ILO)

A l'issue de ce module, les étudiants seront capables de :
1. Distinguer les tendances et les modèles économiques du digital porteurs d'avenir.
2. Comparer les différentes stratégies des acteurs du digital (réseaux sociaux, ?).
3. Evaluer les enjeux du commerce digital pour les entreprises.
4. Evaluer le potentiel de développement digital lié aux activités de l'entreprise.
5. Choisir une stratégie digitale cohérente en fonction du contexte de l'entreprise (environnement, ressources, ?).

## CONTENU / MODULE OUTLINE

| TOPIC | ASSIGNMENTS & READINGS |
|---|---|
| Tendances et modèles en ligne Connaître les principales tendances internet et identifier les différents modèles de business en ligne | (...) |
| Publicité en ligne Comprendre la structure du marché, ses principaux acteurs et les enjeux des parties prenantes: éditeurs, annonceurs, utilisateurs. Connaître les principaux indicateurs de pilotage d'une campagne | (...) |
| Modèles d'abonnement Identifier les stratégies d'abonnement et les principaux enjeux de ces modèles | (...) |
| Modèles freemium Comprendre la logique freemium et les leviers d'une stratégie à succès | (...) |
| Economie des apps Comprendre les spécificités de l'économie florissante des applications mobile | (...) |
| E-business et retail Saisir les enjeux et opportunités du commerce digital ainsi que les principaux indicateurs de succès pilotés. | (...) |
| Les acteurs de la martech / adtech Présentations des entreprises spécialisées et leur proposition de valeur | (...) |
| Stratégie d'acquisition et rétention Identifier les leviers et canaux. Savoir mettre en place un plan marketing. Savoir optimiser ses plateformes pour favoriser la rétention / conversion | (...) |
| Réseaux sociaux Comprendre comment les entreprises appréhendent ces plateformes et les opportunités qu'elles présentent | (...) |
| Marketing d'influence Appréhender les opportunités et défis du marketing d'influence | (...) |
| Création de contenus Savoir mettre en place et piloter une stratégie de contenus | (...) |

## METHODOLOGIE / TEACHING

Exposé et étude de cas

## EVALUATION / ASSESSMENT

| ASSESSMENT COMPONENT | ASSESSMENT TYPE | METHOD | WEIGHTING | DURATION | LEARNING OUTCOMES (ILO) |
|---|---|---|---|---|---|
| Continuous assessment (CC) | Oral | 0 | 20 | 0 | ILO1, ILO2 |
| Continuous assessment (CC) | Participation | 0 | 20 | 0 | ILO1, ILO2 |
| Final assessment (CF) | Written | 0 | 30 | 0 | ILO3, ILO4, ILO5 |
| Final assessment (CF) | Oral | 0 | 20 | 0 | ILO3, ILO4, ILO5 |
| Final assessment (CF) | Participation | 0 | 10 | 0 | ILO3, ILO4, ILO5 |

## ASSURANCE OF LEARNING / OBJECTIFS D'APPRENTISSAGE

| | | |
|---|---|---|
| **COMPETENCY GOAL 1**<br>**Knowledge & Adaptability** | **Graduates will be able to develop thorough knowledge in management fields and demonstrate their specific skills.** | |
| LEARNING OBJECTIVES 1.1 & 1.2<br>Students will be able to… | Demonstrate context-specific knowledge of business and communicate this effectively in written and oral form. | X |
| | Demonstrate their flexibility in dealing with unexpected management issues/challenges in a global and evolving environment. | X |
| **COMPETENCY GOAL 2**<br>**Critical Thinking & Innovation** | **Graduates will be able to demonstrate independent thinking into business issues and propose informed solutions.** | |
| LEARNING OBJECTIVES 2.1 & 2.2<br>Students will be able to… | Identify, analyze and prioritize core issues and evaluate alternatives in a complex business situation, making appropriate use of relevant knowledge/tools/models/approaches. | X |
| | Design an appropriate and informed creative recommendation to a given issue. | X |
| **COMPETENCY GOAL 3**<br>**Responsible Management & Sustainability** | **Graduates will be able to manage decisions making process respecting CSR and sustainable standards.** | |
| LEARNING OBJECTIVES 3.1 & 3.2<br>Students will be able to… | Construct well thought-out decisions, fully aware of their impact on the organization, people, and environment. | |
| | Contribute as productive members to a project and demonstrate team management and leadership skills. | |
| **COMPETENCY GOAL 4**<br>**Open-Mindedness & Transdisciplinarity** | **Graduates will be able to use and share transdisciplinary insight and integrate multicultural environments.** | |
| LEARNING OBJECTIVES 4.1 & 4.2<br>Students will be able to… | Demonstrate their ability to work in a multicultural environment. | |
| | Use and share transdisciplinary insights when engaging in real world projects. | X |

## ENGAGEMENT / ETHICAL BEHAVIOUR

Les étudiants sont tenus de respecter les règles du programme décrites dans le livret de l'Etudiant et ce, pour chaque module. La déclaration suivante s'applique à tous les étudiants ICN, pour les cours sur site ou chez les partenaires.

Toute tentative de fraude constatée durant un contrôle de connaissances, le contrôle continu ou un examen ou tout manquement aux règles élémentaires de comportement et d'éthique entrainent systématiquement la convocation de l'étudiant devant le conseil de discipline de l'Ecole qui examinera les irrégularités académiques. Le terme « irrégularité académique » est censé inclure, sans toutefois s'y limiter, la fraude lors du contrôle continu, rapports de stages, mémoires, thèses, et le plagiat.

Le conseil de discipline est compétent pour prononcer à l'encontre des élèves l'ensemble des sanctions prévues inscrites au règlement pédagogique de leur programme pouvant aller d'une note de « 0 » pour le module concerné jusqu'à l'exclusion définitive de l'étudiant.

## SD, CSR - ART, TECHNOLOGY & MANAGEMENT - INTERNATIONAL

| SD, CSR | ART, TECHNOLOGY & MANAGEMENT | INTERNATIONAL |
|---|---|---|
| Not appropriate for this module | Not appropriate for this module | Not appropriate for this module |

| Promotion | Titre / Title | |
|---|---|---|
| **PGE 3 Paris** | **Pratique du numérique (codage et projet digital** | |
| Programme | ECTS | Code |
| **PGE** | **4** | **ISMT5003** |
| Responsable de module / Module leader | Langue d'enseignement / Language of tuition | Volume horaire / Class contact hours |
| **BISTORIN OLIVIER** | **FR** *Syllabus: FR* | **30** |

## PRESENTATION DU COURS / MODULE DESCRIPTION

Ce module vise à permettre aux élèves d'appréhender de façon concrète la pratique du numérique. Il comporte deux activités distinctes :
- une partie "projet digital" pour permettre aux élèves d'identifier le lien entre management et numérique et produire une contribution selon une problématique soumise par un ou plusieurs entreprises du secteur du numérique.
- une partie "codage" pour permettre aux élèves de comprendre ce qu'est la programmation informatique et son usage dans un environnement logiciel ou web. Les élèves découvriront ainsi de quelle manière le codage est utile pour transcrire des données selon un besoin bien précis mais aussi comment le codage peut servir à décrire un processus logique et ainsi contribuer à l'automatisation de certaines tâches, rapprochant ainsi les sciences de gestion du numérique.

## CONNAISSANCES ET COMPETENCES VISEES / LEARNING OUTCOMES (ILO)

1. Identifier le positionnement d'une entreprise face à une problématique numérique
2. Analyser le lien entre numérique et management pour une problématique d'entreprise
3. Proposer des pistes de progrès ou des éléments d'analyse structurés
4. Restituer et savoir organiser une présentation pour convaincre un jury
5. Identifier les différents types de codes utilisés, particulièrement en informatique
6. Expérimenter le langage processoral pour créer tout ou partie d'un programme
7. Expérimenter le langage transcriptif pour représenter des objets
8. Créer dans un environnement Web un site faisant appel aux langages transcriptif et processoral

## CONTENU / MODULE OUTLINE

| TOPIC | ASSIGNMENTS & READINGS |
|---|---|
| Cycle de conférences organisé en partenariat avec une entreprise du secteur du numérique afin d'identifier des problématiques alliant management et numérique. | 0 |
| Proposition de problématique(s) afin de permettre aux élèves d'en choisir une ou plusieurs comme thème de réflexion | 0 |
| Travail de production d'un manuscrit traitant la problématique en s'appuyant sur des échanges questions/réponses organisés avec l'entreprise partenaire. | Rédaction du manuscrit |
| Restitution du manuscrit à l'oral devant un jury composé de professionnels de l'entreprise partenaire et d'enseignants ICN | Préparation du support oral de présentation |
| Présentation des concepts généraux autour du codage. Découverte des bases du langage transcriptif et du langage processoral. Applications du langage processoral (VBA et/ou Python) | Lectures préparatoires du module (cf biblio) |
| Poursuite des exercices du langage processoral (VBA et/ou Python). Applications du langage transcriptif (HTML) | Exercices en séance |
| Applications du langage transcriptif (HTML et CSS) | Exercices en séance |
| Applications du langage transcriptif (CSS) | Exercices en séance |
| Applications du langage processoral en environnement Web (PHP & JS) | Exercices en séance |
| Applications du langage processoral en environnement Web (PHP & JS) | Réalisation du début du projet en groupes. Exercices en séance et réalisation du projet |

## METHODOLOGIE / TEACHING

Pour la partie "projet digital", les élèves travailleront en groupe autour de thématiques soumises par une entreprise partenaire qui aura préalablement fourni de la matière pour alimenter la réflexion. Une restitution de ces travaux sera réalisée par la rédaction d'un mémoire et une présentation orale face à un jury hybridant académiques et professionnels du secteur du numérique.
Pour la partie "codage", les élèves découvriront puis mettront en œuvre les bases de la programmation informatique sur la base d'une articulation théorie/pratique. La contextualisation sera faite à travers l'usage d'un langage processoral dans un environnement logiciel (VBA sous Office et/ou Python) ainsi que l'usage de langages transcriptifs dans un environnement Web (HTML 5.0 et CSS 3.0). Au-delà d'exercices en séance un projet de groupe de création de site Web sera à réaliser.

## BIBLIOGRAPHIE / TEXTBOOK AND OTHER MATERIAL

- Le manager digital, 2016, Olivier Zara, éditions Axiopole
- Gagner avec le digital: Comment les technologies numériques transforment les entreprises, 2016, Andrew McAfee, Georges Westermann, Didier Bonnet, éditions Diateino
- Métamorphose des

## EVALUATION / ASSESSMENT

| ASSESSMENT COMPONENT | ASSESSMENT TYPE | METHOD | WEIGHTING | DURATION | LEARNING OUTCOMES (ILO) |
|---|---|---|---|---|---|
| Continuous assessment (CC) | Written | Production d'un manuscrit par groupe d'élèves sur le thème retenu pour le projet digital | 10 | 0 | ILO2, ILO3 |
| Continuous assessment (CC) | Oral | Restitution orale devant un jury du travail de groupe pour le projet digital | 10 | 0 | ILO2, ILO3, ILO4 |
| Continuous assessment (CC) | Writen | Réalisation d'un projet de création de site Web par groupes d'élèves | 20 | 0 | ILO5, ILO6, ILO7 |
| Final assessment (CF) | Writen | QCM et questions ouvertes | 60 | 0 | ILO1, ILO6, ILO7, ILO8 |

## ASSURANCE OF LEARNING / OBJECTIFS D'APPRENTISSAGE

| COMPETENCY GOAL 1 Knowledge & Adaptability | Graduates will be able to develop thorough knowledge in management fields and demonstrate their specific skills. | |
|---|---|---|
| LEARNING OBJECTIVES 1.1 & 1.2 Students will be able to… | Demonstrate context-specific knowledge of business and communicate this effectively in written and oral form. | X |
| | Demonstrate their flexibility in dealing with unexpected management issues/challenges in a global and evolving environment. | |
| **COMPETENCY GOAL 2 Critical Thinking & Innovation** | **Graduates will be able to demonstrate independent thinking into business issues and propose informed solutions.** | |
| LEARNING OBJECTIVES 2.1 & 2.2 Students will be able to… | Identify, analyze and prioritize core issues and evaluate alternatives in a complex business situation, making appropriate use of relevant knowledge/tools/models/approaches. | |
| | Design an appropriate and informed creative recommendation to a given issue. | |
| **COMPETENCY GOAL 3 Responsible Management & Sustainability** | **Graduates will be able to manage decisions making process respecting CSR and sustainable standards.** | |
| LEARNING OBJECTIVES 3.1 & 3.2 Students will be able to… | Construct well thought-out decisions, fully aware of their impact on the organization, people, and environment. | |
| | Contribute as productive members to a project and demonstrate team management and leadership skills. | |
| **COMPETENCY GOAL 4 Open-Mindedness & Transdisciplinarity** | **Graduates will be able to use and share transdisciplinary insight and integrate multicultural environments.** | |
| LEARNING OBJECTIVES 4.1 & 4.2 Students will be able to… | Demonstrate their ability to work in a multicultural environment. | X |
| | Use and share transdisciplinary insights when engaging in real world projects. | |

## ENGAGEMENT / ETHICAL BEHAVIOUR

Les étudiants sont tenus de respecter les règles du programme décrites dans le livret de l'Etudiant et ce, pour chaque module. La déclaration suivante s'applique à tous les étudiants ICN, pour les cours sur site ou chez les partenaires.

Toute tentative de fraude constatée durant un contrôle de connaissances, le contrôle continu ou un examen ou tout manquement aux règles élémentaires de comportement et d'éthique entrainent systématiquement la convocation de l'étudiant devant le conseil de discipline de l'Ecole qui examinera les irrégularités académiques. Le terme « irrégularité académique » est censé inclure, sans toutefois s'y limiter, la fraude lors du contrôle continu, rapports de stages, mémoires, thèses, et le plagiat.

Le conseil de discipline est compétent pour prononcer à l'encontre des élèves l'ensemble des sanctions prévues inscrites au règlement pédagogique de leur programme pouvant aller d'une note de « 0 » pour le module concerné jusqu'à l'exclusion définitive de l'étudiant.

## SD, CSR - ART, TECHNOLOGY & MANAGEMENT - INTERNATIONAL

| SD, CSR | ART, TECHNOLOGY & MANAGEMENT | INTERNATIONAL |
|---|---|---|
| Lightly incorporated into this module but not linked to a learning outcome | Lightly incorporated into this module but not linked to a learning outcome | Not appropriate for this module |