

ICN

BUSINESS SCHOOL

PROGRAMME GRANDE ÉCOLE

LIVRET DE L'ÉTUDIANT PGE 3 STUDENT HANDBOOK PGE 3

2020-2021

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Master in Management
Ranking 2019



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

Les informations contenues dans ce document sont susceptibles d'évoluer. Des mises à jour seront faites ultérieurement, pensez à vérifier régulièrement le contenu de ce livret.

En cas de crise sanitaire ou toute autre condition exceptionnelle qui ne permettrait pas d'assurer les cours en présentiel, l'école assurera la continuité pédagogique et le suivi des étudiants en mettant en place l'enseignement à distance (synchrone et asynchrone) et un système d'évaluation approprié.

WARNING

The contents of this document may evolve Updates will be made later on; don't forget to check this handbook on a regular basis.

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.

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Programme

Version française :

S5			S6		
Module	ECTS	Vol. H	Module	ECTS	Vol. H
Gouvernance et leadership responsable	4	30	Stage	13	-
Analyse de données	4	30	Séminaire 3A	2	15
Défi stratégique d'entreprise	4	30	Mémoire de Fin d'Etudes	15	30
Electif	2	15			-
Principale 4	4	30			-
Principale 5	4	30			
Principale 6	4	30			
Principale 7	4	30			

English version :

S5			S6		
Module	ECTS	Vol. H	Module	ECTS	Vol. H
Governance, 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		0	-
Specialisation 3	4	30		0	-
Specialisation 4	4	30			
Specialisation 5	4	30			
Specialisation 6	4	30			

Programme Grande Ecole - 3ème année

2020		2021													
AOÛT	SEPTEMBRE	OCTOBRE	NOVEMBRE	DÉCEMBRE	JANVIER	FÉVRIER	MARS	AVRIL	MAI	JUN	JUILLET	AOÛT	SEPTEMBRE	OCTOBRE	NOVEMBRE
S 1	M 1	J 1	D 1	FERIE	M 1	J 1	L 1	J 1	S 1	M 1	J 1	D 1	M 1	V 1	L 1
D 2	M 2	V 2	L 2	ARTEM image PGE 3Y ALT + minis/ENSAD + «66 stratégique» (PGE 3)	M 2	S 2	M 2	V 2	D 2	M 2	V 2	L 2	J 2	S 2	M 2
L 3	J 3	S 3	M 3	Forum international (20h - 8h)	J 3	D 3	M 3	S 3	L 3	J 3	S 3	M 3	V 3	D 3	M 3
M 4	V 4	D 4	M 4	Forum international (20h - 8h)	V 4	L 4	J 4	D 4	FERIE	V 4	D 4	M 4	S 4	L 4	J 4
M 5	S 5	J 5	M 5	Défi stratégique* (PGE 3)	S 5	V 5	J 5	L 5	FERIE	S 5	L 5	J 5	D 5	M 5	V 5
J 6	D 6	M 6	V 6	Forum international (20h - 8h)	D 6	M 6	S 6	M 6	FERIE	D 6	M 6	V 6	L 6	M 6	S 6
V 7	L 7	S 7	M 7	Forum international (20h - 8h)	V 7	D 7	J 7	V 7	FERIE	L 7	M 7	V 7	M 7	J 7	D 7
S 8	M 8	J 8	D 8	Forum international (20h - 8h)	S 8	L 8	M 8	J 8	FERIE	M 8	J 8	D 8	M 8	V 8	L 8
D 9	M 9	V 9	L 9	Forum international (20h - 8h)	D 9	M 9	S 9	V 9	FERIE	D 9	M 9	V 9	J 9	S 9	M 9
L 10	J 10	S 10	M 10	Forum international (20h - 8h)	L 10	D 10	M 10	S 10	FERIE	L 10	S 10	M 10	V 10	D 10	M 10
M 11	V 11	D 11	M 11	Forum international (20h - 8h)	M 11	L 11	J 11	D 11	FERIE	M 11	V 11	L 11	S 11	L 11	J 11
M 12	S 12	J 12	D 12	Forum international (20h - 8h)	M 12	M 12	V 12	L 12	FERIE	M 12	J 12	D 12	M 12	V 12	L 12
J 13	D 13	M 13	V 13	Forum international (20h - 8h)	J 13	M 13	S 13	M 13	FERIE	J 13	M 13	L 13	L 13	M 13	S 13
V 14	L 14	S 14	M 14	Forum international (20h - 8h)	V 14	D 14	J 14	D 14	FERIE	V 14	M 14	M 14	J 14	D 14	M 14
S 15	M 15	J 15	D 15	Forum international (20h - 8h)	S 15	L 15	M 15	J 15	FERIE	S 15	M 15	D 15	M 15	V 15	L 15
D 16	M 16	V 16	L 16	Forum international (20h - 8h)	D 16	M 16	S 16	V 16	FERIE	D 16	M 16	V 16	J 16	S 16	M 16
L 17	J 17	S 17	M 17	Forum international (20h - 8h)	L 17	D 17	M 17	S 17	FERIE	L 17	J 17	D 17	M 17	V 17	L 17
M 18	V 18	D 18	M 18	Forum international (20h - 8h)	M 18	L 18	J 18	D 18	FERIE	M 18	V 18	M 18	S 18	L 18	J 18
S 19	M 19	J 19	D 19	Forum international (20h - 8h)	S 19	M 19	V 19	L 19	FERIE	S 19	L 19	J 19	D 19	M 19	V 19
J 20	D 20	M 20	V 20	Forum international (20h - 8h)	J 20	M 20	S 20	M 20	FERIE	D 20	M 20	V 20	L 20	M 20	S 20
V 21	L 21	S 21	M 21	Forum international (20h - 8h)	V 21	D 21	J 21	V 21	FERIE	L 21	M 21	V 21	M 21	J 21	D 21
S 22	M 22	J 22	D 22	Forum international (20h - 8h)	S 22	L 22	M 22	J 22	FERIE	S 22	M 22	D 22	M 22	V 22	L 22
D 23	M 23	V 23	L 23	Forum international (20h - 8h)	D 23	M 23	S 23	V 23	FERIE	D 23	M 23	V 23	J 23	S 23	M 23
L 24	J 24	S 24	M 24	Forum international (20h - 8h)	L 24	D 24	M 24	S 24	FERIE	L 24	J 24	M 24	V 24	D 24	M 24
M 25	V 25	D 25	M 25	Forum international (20h - 8h)	M 25	L 25	J 25	D 25	FERIE	M 25	V 25	M 25	S 25	L 25	J 25
J 26	D 26	M 26	V 26	Forum international (20h - 8h)	J 26	M 26	S 26	V 26	FERIE	J 26	M 26	D 26	M 26	V 26	L 26
S 27	L 27	S 27	M 27	Forum international (20h - 8h)	S 27	D 27	J 27	S 27	FERIE	L 27	M 27	V 27	L 27	M 27	S 27
V 28	M 28	J 28	D 28	Forum international (20h - 8h)	V 28	L 28	M 28	D 28	FERIE	M 28	J 28	M 28	J 28	V 28	L 28
S 29	M 29	V 29	L 29	Forum international (20h - 8h)	S 29	M 29	S 29	L 29	FERIE	S 29	M 29	D 29	M 29	V 29	L 29
D 30	M 30	J 30	D 30	Forum international (20h - 8h)	D 30	M 30	V 30	M 30	FERIE	D 30	M 30	V 30	J 30	S 30	M 30
L 31	J 31	S 31	M 31	Forum international (20h - 8h)	L 31	D 31	M 31	J 31	FERIE	L 31	M 31	D 31	M 31	V 31	L 31

Extrait du règlement pédagogique 2020-2021

2 - Organisation des études

2.1 Projet pédagogique

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 :

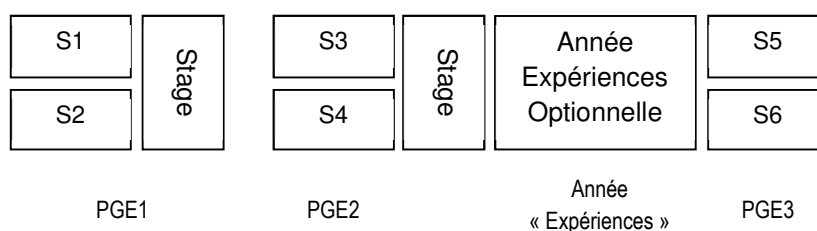
- Une spécialisation dès la 2^{ème} année : il s'agit de spécialisations fonctionnelles qui peuvent être approfondie par la poursuite d'études, par exemple dans le cadre d'un double-diplôme ;
- Une ouverture pluridisciplinaire : elle est encouragée par la spécialisation complémentaire en 2^{ème} année, l'alliance ARTEM et par les activités pédagogiques liées, en particulier l'atelier 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 :

- Analyser une situation complexe et en faire la synthèse pertinente ;
- Résoudre des problèmes complexes en élaborant une solution adaptée et innovante ;
- Décider en collaborateur responsable et dans le respect des règles d'éthique ;
- Communiquer efficacement, aussi bien à l'écrit qu'à l'oral ;
- S'adapter et s'intégrer avec aisance dans un environnement pluridisciplinaire et multiculturel ;
- Mettre à jour et d'étendre en permanence leurs connaissances et leurs compétences, y compris à d'autres domaines que la gestion ;
- Contribuer significativement aux travaux en groupe et gérer leurs équipes en mode projet.

2.2 Forme générale du programme

Le programme ICN Grande Ecole se déroule sur trois années (pour un accès en 1^{ère} année). Une année optionnelle, dite « expériences », peut s'insérer à la demande de l'étudiant entre la 2^{ème} et la 3^{ème} année du programme. Le parcours minimal est de deux ans (accès en 2^{ème} année) à trois ans (accès en 1^{ère} 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 Présentation 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	Outils numériques	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 et gouvernance de projet	4	30	Pilotage de projet	4	30

Expérience professionnelle ou séjour linguistique : une expérience courte obligatoire de dix semaines minimum est à réaliser à l'issue de la 1^{ère} 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 anglaise¹, 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 route de spécialisation. Elle introduit la multidisciplinarité par le choix d'une spécialisation complémentaire, ainsi que d'un atelier ARTEM en partenariat avec d'autres écoles.

S3			S4		
Module	ECTS	Vol. H	Module	ECTS	Vol. H
Décision financière	4	30	Management interculturel	4	30
Contrôle de gestion	4	30	Management organisationnel	4	30
Marketing Stratégique et planification	4	30	Stratégie	4	30
Management des systèmes d'information	4	30	Gestion des risques financiers	4	30
Atelier Artem	5	45	Atelier Artem	5	45
Principale 1	4	30	Principale 3	4	30
Principale 2	4	30	Complémentaire	4	30
Langue vivante	1	15	Electif	1	15

Expérience académique internationale : le second semestre de la 2^{ème} 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 2^{ème} 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 anglaise¹, 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).

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 principale durant le premier semestre, pour un total de 60 heures. Au second semestre, les cours de spécialisation se poursuivent et l'étudiant est invité à choisir une spécialisation complémentaire (30h + 30h). 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) :

- Finance, and Risk Management (Berlin, en anglais)
- Marketing and Brand Management (Berlin, en anglais)
- Digital Transformation Management (Berlin, en anglais, PGE3 seulement)
- Audit (Nancy, en anglais)
- Finance d'entreprise (Nancy, en français)
- Pilotage de la performance (Nancy, en français)
- Distribution et e-commerce (Nancy, en français)
- Design de l'offre et innovation (Nancy, en français)
- International Business Development (Nancy, en anglais)
- Talent management in organisations (à Nancy, en anglais)
- Creative and Cultural Industries Management (à Nancy, en anglais)
- Management de la Supply Chain et des achats (à Nancy, en français)
- Banque et Services Financiers (à Nancy, en français)
- Marketing et ingénierie d'affaires (à Nancy, en français)
- Capital marketing (à Paris, en français)
- Innovation et technologie financière (à Paris, en français)
- Luxury et design management (à Nancy, en français pour PGE2, puis à Nancy et Paris en anglais pour PGE3)

L'atelier d'ouverture multidisciplinaire

Il représente 90h d'enseignements qui peuvent être suivis à ICN ou dans un établissement partenaire, et notamment à Mines Nancy ou à l'ENSAD.

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 2^{ème} 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 3A	2	15
Défi stratégique d'entreprise	4	30	Mémoire de fin d'études	15	30
Electif	2	15			
Principale 4	4	30			
Principale 5	4	30			
Principale 6	4	30			
Principale 7	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 2^{ème} année, pour un total de 240 heures. Les spécialisations sont programmées sur l'un des 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 ateliers ARTEM) 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 et 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 3^{ème} 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'études 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 - Contrôle des aptitudes et des connaissances

3.1 Dispositions générales

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 a l'obligation de valider un quitus international. Pour cela, il doit au 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 département Langues et Cultures Etrangères. 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 2^{ème} session sont prises en compte, même si elles sont inférieures à celles obtenues en 1^{ère} 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 2^{ème} session, si celle-ci est prévue. Toute absence à une épreuve terminale de 2^{ème} session à laquelle l'étudiant est inscrit doit être justifiée auprès de la scolarité. Si l'absence est reconnue justifiée, la note de 1^{ère} 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,
- 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 par une liste d'émargement. 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 année supérieurs

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 1^{ère} ou de la 2^{ème} 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 délivrance du diplôme

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 2020-2021

2 - Organization of Study

2.1 Academic objectives

The ICN Master 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:

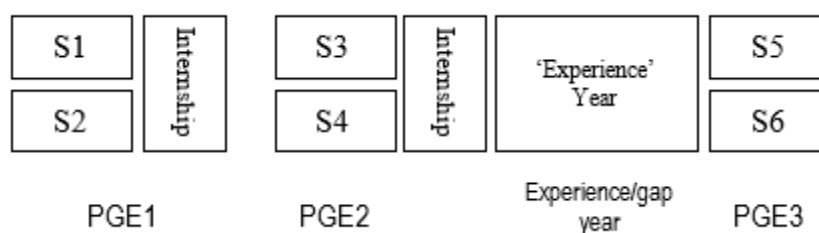
- A special study/major in year 2: this is a study of a specialist function within the organization, and may be extended with further study, for example by following a double degree program,
- A multi-disciplinary dimension: this is provided by complementary specialization in the 2nd year, and the ARTEM alliance, in particular the learning activities associated with the ARTEM workshops,
- 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:

- Analyze a complex business situation and perform an appropriate assessment,
- Resolve complex problems with an appropriate and in many cases innovative solution,
- Make decisions as socially responsible managers, in accordance with the rules of ethics,
- Communicate efficiently, in both written and oral modes,
- Adapt to and become part of a multi-disciplinary and multi-cultural team and environment, with ease and confidence,
- Update and extend their knowledge and skills, including in areas other than management, and
- Show competence and skill in team working and project management.

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 and governance processes	4	30	Project management and running	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 language², 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 a complementary specialization and an ARTEM Workshop, in partnership with students from other Schools.

S3			S4		
Module	ECTS	Vol. H	Module	ECTS	Vol. H
Financial decisions	4	30	Intercultural management	4	30
Management control	4	30	Management of organisations	4	30
Strategic Marketing and planning	4	30	Strategy	4	30
Information Systems Management	4	30	Financial risk management	4	30
ARTEM Workshop	5	45	ARTEM Workshop	5	45
Specialisation 1	4	30	Specialisation 3	4	30
Specialisation 2	4	30	Complementary	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).

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 during the first semester, for a total of 60 hours. In the second semester, the specialization courses continue and the student is invited to choose a complementary specialization (30h + 30h). 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):

- Finance, and Risk Management (Berlin, in English)
- Marketing and Brand Management (Berlin, in English)
- Digital Transformation Management (Berlin, in English, PGE3 only)
- Audit (Nancy, in English)
- Corporate finance (Nancy, in English)
- Performance management (Nancy, in English)
- Distribution and online trade (Nancy, in English)
- Design de l'offre et innovation (Nancy, in French)
- International Business Development (Nancy, in English)
- Talent management in organisations (Nancy, in English)
- Creative and Cultural Industries Management (Nancy, in English)
- Management de la Supply Chain et des achats (Nancy, in French)
- Banque et Services Financiers (Nancy, in French)
- Marketing et ingénierie d'affaires (Nancy, in French)
- Capital marketing (Paris, in French)
- Innovation et technologie financière (Paris, in French)
- Luxury et design management (Nancy, in French for PGE2, then Nancy and Paris in English for PGE3)

ARTEM 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 in the ARTEM Alliance, particularly the Engineering School (*Mines Nancy*) or at the Art School (*ENSAD*).

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.

2.3.5 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 3	4	30			
Principale 4	4	30			
Principale 5	4	30			
Principale 6	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, and the ARTEM courses 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 Department of Foreign Languages and Cultures. 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'),
- 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.

3.3.5 Appeal procedure

Appeals are dealt with by an Appeal Board summoned by the director of the program, and composed of two members of the Faculty, two members of the general direction of the School, and one student representative.

Decisions of the Appeal Board are taken by a simple majority of those voting and are sovereign. In case of a tie, the President has a casting vote.

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 D

Contacts utiles / Useful contacts

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Informations utiles My ICN / Useful informations My ICN

Vous retrouverez toutes les informations utiles sur My ICN 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 My ICN 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](#)

myicn



[/ Rentrées \(dates et vidéos de présentation des services\)](#)

Dernière mise à jour : 07/09/2020

Les dates des rentrées 2020-2021 sont disponibles ICI

Pour consulter le guide d'accueil des nouveaux étudiants c'est par ici !

Pour consulter les vidéos et Power-Point de présentation des différents cliquez ci-dessous :

[Service carrières et stages](#)

[Service PEPS](#)

[Service PEPS \(informations pour les apprentis\)](#)

[Knowledge Hub](#)

[ICN Alumni FR](#)

[ICN Alumni GB](#)

[Service des relations internationales](#)

[Association PGE 1](#)

Les spécialisations / Specialisations

PGE2				PGE3				
(Principale 1) 30h P1	(Principale 2) 30h P2	(Principale 3) 30h P3	(Compl. associée) 30h P4	(Principale 4) 30h P5	(Principale 5) 30h P6	(Principale 6) 30h P7	(Principale 7) 30h P8	
Comptes annuels et Consolidés <i>(mutualisé)</i>	Evaluation et diagnostic financiers	Business Plan et Gestion de Trésorerie		Advanced IFRS Standards <i>(mutualisé)</i>	Analyse financière fondamentale	Droit fiscal et des sociétés	Ingénierie financière	Nancy
Innovation et éthique dans le financement de l'entreprise	L'industrie de la FinTech	Business Plan et Gestion de Trésorerie	Innovation processes	21-22	21-22	21-22	21-22	Paris
Comptes annuels et Consolidés <i>(mutualisé)</i>	Contrôle de gestion opérationnel	Contrôle de gestion stratégique		Advanced IFRS Standards <i>(mutualisé)</i>	Diagnostic de performance	Diagnostic de performance avancé	Diagnostic Financier	Nancy
Group accounts in an international setting	Audit, governance, and internal control	External and Internal Auditing (basics)	Industrial Economy	Advanced IFRS Standards <i>(mutualisé)</i>	External and Internal Auditing (advanced)	Advanced Law and Management Accounting	Audit, frauds, and cyber threats	Nancy
Introduction to the Finance Industry	Law and Finance	Risk Management for Financial Institutions	Behavioral Finance and Marketing of Financial Products	Asset and Fund Management	Behavioral Finance and the Architecture of Finance	International Market Microstructure	Geopolitics of Finance	Berlin
Marketing d'enseigne et de point de vente	Panels et environnement juridique	Category Management et management des PGC		MSc				
Management de l'Offre	Etude de marché	Design Produit et Packaging	Nouvelles technologies et comportement client	E-Commerce & Marketing Distribution Omnicanal	Stratégie & Management des Achats	Marketing B2B et Management Grands Comptes	Négociation commerciale & Business Development	Nancy
Marketing digital et médias sociaux <i>(mutualisé)</i>	E-commerce et M-marketing <i>(mutualisé)</i>	Gestion de la publicité numérique <i>(mutualisé)</i>	Culture luxe	Marketing de l'Innovation	Creativité et Design Thinking	Gestion et lancement produit	Innovation responsable et protection juridique	Nancy
Marketing digital et médias sociaux <i>(mutualisé)</i>	E-commerce et M-marketing <i>(mutualisé)</i>	Gestion de la publicité numérique <i>(mutualisé)</i>	Culture luxe	MSc Management numérique				Paris
Histoire du luxe et du design <i>(mutualisé)</i>	Techniques de vente appliquées au luxe	Mapping du luxe à Paris	Luxury Brand Management and Trademark Law <i>(mutualisé)</i>	MSc Luxury and Design Management				Paris
Branding	Digital Strategy and Brand Analytics	Consumer & Society	Marketing Intelligence	MSc Luxury and Design Management				Nancy
Cultural and Creative Industry Management	Digital Marketing in CCI	Cultural sustainability		Event planning and sponsorship	Luxury and Fashion Brands	Startup development for Innovative Brands	Sustainable brands and ethics	Berlin
HR Administration and Labour Law	Advanced Organisation Behaviour	Talent Management		MSc				
International Geopolitics	International Business Environment	International commerce	International Practice	Consumption & Branding in Cultural & Creative Industries	Art and entertainment event management	Creative Industries Management 2	The Art and Entertainment Management Seminar	Nancy
				The Dark Side of HRM	Organisational Restructuring	Sustainable HRM	HR Auditing	Nancy
				International Sourcing & Logistics	Advanced Negotiation	Developing Business	Export Project and Strategy	Nancy
				MSc				
				Digital transformation & Digital Project (Phase 1)	Disruptive technologies	Technical skills and data analytics	Digital Marketing	Berlin
SPECIALISATIONS EN APPRENTISSAGE								
Pilotage de la production et qualité	Fonction achats et négociation	Politique de distribution et externalisation	Marketing achats et relations fournisseur	Supply Chain Strategy	Logistique Internationale	Conception et Pilotage des Flux	Achats Hors Production	Nancy
Gestion, négociation bancaire et AMF	Jeu de simulation Hélics	Contrôle de gestion et IFRS pour les banques	Innovation et éthique dans le financement de l'entreprise	Gestion de portefeuille et banque privée	Business plan et gestion de crédits corporate	Banque et assurance	La banque face à l'évolution digitale	Nancy
Management des canaux de distribution	Marketing B2B et digital	Pilotage de la performance commerciale		Négociation des solutions complexes	Management des projets et des équipes	Case studies in International Business Development	Marketing relationnel et de la marque	Nancy

Les électifs / Electives

Modules	Module linéaire *	Site(s)	En anglais / English
Analyse Financière II (IRE)	Oui	Nancy	
Assistance à la recherche ICN		Nancy, Apprentis, Berlin	
Behavioral Corporate Finance		Berlin	Oui
Business Aesthetics and Artful Communications		Berlin	Oui
Certification ASLOG		Nancy (réservé aux apprentis)	
Certification BMC (bloomberg)		Nancy, Berlin	Oui
Geopolitics of finance		Nancy	Oui
Design d'espaces commerciaux		Nancy	
Devenir gestionnaire d'un fonds éthique		Nancy (réservé aux apprentis)	
Digital issues and Creative Thinking		Berlin	Oui
Eco-conception globale		Nancy (réservé aux apprentis)	
La diversité comme facteur de performance en entreprise		Nancy	
La voix du manager		Nancy	
Le digital dans la communication publicitaire		Nancy	
Programmation VBA	Oui	Nancy	
Projet entrepreneurial		Nancy, Apprentis, Berlin	
Sport management		Nancy (réservé aux apprentis)	
Website design		Nancy	

* ces modules se déroulent tout au long du semestre (et non en période bloquée comme les autres modules d'électifs). Les cours débutent les 15 et 16 septembre, les syllabus sont disponibles ci-après.

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 Berlin : selon les horaires du campus
- K'Hub Paris : selon les horaires du campus

Les services

L'équipe ICN library est composée de :

- Séverine Koehl, responsable du service - Nancy, bureau 204 - +33 (0)3 54 50 25 09
- Saliha Doriac, documentaliste - Nancy, médiathèque du campus ARTEM - +33 (03) 72 74 09 69
- Virginie Richard, chargée de médiation documentaire - Nancy, médiathèque du campus ARTEM - +33(0)3 54 50 25 34

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.

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 Berlin : see campus hours
- K’Hub Paris : see campus hours

Services

The ICN Library Services team is :

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- Virginie Richard, Librarian – Nancy, ARTEM library - +33(0)3 54 50 25 34

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 curriculum

Promotion	Titre du module / Course Title	
PGE 3 Nancy	FR Analyse de données	
Programme	ECTS	Code Module / Course Code
PGE	4	MPGE310SIB_20
Responsable de module / Module leader	Langue d'enseignement / Language of tuition	Volume horaire / Class contact hours
MAVOORI HAREESH	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
METHODOLOGIE 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)
Contrôle continu	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
Evaluation finale	Evaluation Individuelle	Epreuve écrite	60	2	ILO1, ILO2, ILO3

ASSURANCE OF LEARNING / OBJECTIFS D'APPRENTISSAGE

LEARNING 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.	
LEARNING 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
LEARNING 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
LEARNING 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 entraînent 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/CSR, ARTEM & INTERNATIONAL

% DDRSE	% ARTEM	% INTERNATIONAL
50	20	30

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 Nancy	FR Gouvernance & Leadership Responsable	
Programme	ECTS	Code Module / Course Code
PGE	4	MPGE310SEB_20
Responsable de module / Module leader	Langue d'enseignement / Language of tuition	Volume horaire / Class contact hours
GUIMARAES DA COSTA NUNO	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. <i>Management Decision</i> , 46(3), 433-448.
CM2 - Contexte : les défis de la gouvernance	Elkington, J. (2006). Governance for sustainability. <i>Corporate Governance: An International Review</i> , 14(6), 522-529. Heineman, B. W. (2010). A ?Stewardship Code? for institutional investors. <i>Harvard Business Review</i> January, 18
CM3 - Acteurs : Vers une compréhension du leadership responsable	Waldman, D. A. (2011). Moving forward with the concept of responsible leadership: Three caveats to guide theory and research. In <i>Responsible leadership</i> (pp. 75-83). Springer, Dordrecht. Pless, N. M. (2007). Understanding responsible leadership: Role identity and motivational drivers. <i>Journal of Business Ethics</i> , 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. <i>Academy of Management Perspectives</i> , 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. <i>Journal of Business Ethics</i> , 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 :

2 sessions immédiatement après les sessions théoriques

2 sessions après les premiers groupes de sessions pratiques

1 session après le deuxième groupe de sessions pratiques

1 session après la dernière session pratique. Cette dernière session servira de conclusion et sera organisée par les trois facultés.

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)
Contrôle continu	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	(...)
Contrôle final	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	(...)
(...)	(...)	(...)	0	0	(...)
(...)	(...)	(...)	0	0	(...)
(...)	(...)	(...)	0	0	(...)

ASSURANCE OF LEARNING / OBJECTIFS D'APPRENTISSAGE

LEARNING 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
LEARNING 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
LEARNING 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
LEARNING 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 entraînent 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/CSR, ARTEM & INTERNATIONAL

% DDRSE	% ARTEM	% INTERNATIONAL
100	0	100

COMMENT

Le module fait référence à un leadership responsable dans un contexte de la gouvernance durable, c'est-à-dire qu'il est à le coeur de la durabilité. La voie est tracée dans un l'environnement international.

Promotion	Titre du module / Course Title	
PGE 3 Nancy	FR Défi stratégique d'entreprise	
Programme	ECTS	Code Module / Course Code
PGE	4	MPGE310SEC_20
Responsable de module / Module leader	Langue d'enseignement / Language of tuition	Volume horaire / Class contact hours
BIGA DIAMBEIDOU MAHAMADOU	FR	30

PRESENTATION DU COURS / MODULE DESCRIPTION

This course is a Transdisciplinary Capstone Project, an integrative based approach of collective learning, active stakeholder engagement and collaborative research. The educational programme have been developed to integrate disciplinary knowledge through practice-based and problem-focused learning at graduate level. It will also bring insight on a better understanding of why the persistent global problems such as the current health issues, climate change impacts, social inequality and economic crises that plague nations around the world today will not be solved through siloed disciplinary thinking alone. Further, the fast-changing dynamics of industries caused by pressures of globalization have made it essential for companies/ change agents to adapt quickly. As a result of the intensification of those pressures, it is important that the next generation of leaders/managers understand how they can relate local, national and global perspective, apprehend the macro environment, prioritize their actions for facing environmental changes and uncertainties, and adjust the organizational structure of their companies accordingly. The course aims to provide learners with a better understanding on the way companies or change agents can create and sustain competitive advantages from local to the international scene. To this end, theoretical tools and frameworks are introduced and applied to real-world situations. The centrality of transdisciplinary approach to future skill development and problem solving for society, adopted in this course, will help learners to gain real life experience in terms of how an educational ecosystem of Students, practitioners and academics can jointly navigate intervening spaces of traditional scientific knowledge and societal knowledge as a levers to more effectively deal with our world most pressing issues.

CONNAISSANCES ET COMPETENCES VISEES / LEARNING OUTCOMES (ILO)

Students successfully completing this module should be able to:

1. Develop their entrepreneurial management skills based on an integrated perspective of the entire business operation.
2. Recommend innovative actions that exploit an entrepreneurial opportunity, coping with the liability.
3. Analyze with a critical eye and possibly reformulate a real business demand
4. Synthesize in a constructive dialogue the various expertise of a group of students from different schools in order to build a tailor-made solution
5. Reflect on the skillsets required for transdisciplinary project work

CONTENU / MODULE OUTLINE

TOPIC	ASSIGNMENTS & READINGS
Bootcamp- Artem Insight / Early Growth Acceleration - Day 1	See the Bootcamp: Artem Insight / Early Growth Acceleration Notice for more information
Bootcamp- Artem Insight / Early Growth Acceleration - Day 1	See the Bootcamp: Artem Insight / Early Growth Acceleration Notice for more information
Bootcamp- Artem Insight / Early Growth Acceleration - Day 3	See the Bootcamp: Artem Insight / Early Growth Acceleration Notice for more information
Bootcamp- Artem Insight / Early Growth Acceleration - Day 4	See the Bootcamp: Artem Insight / Early Growth Acceleration Notice for more information
Bootcamp- Artem Insight / Early Growth Acceleration - Day 5	See the Bootcamp: Artem Insight / Early Growth Acceleration Notice for more information
Fast Track -Day 1	Prior consideration of information on the organization of the challenge, (formulation of the problem and first action plan).
Fast Track -Day 2	Speed dating with entrepreneurs and economic development agencies (in search of change)
Fast Track -Day 3	Preparation and delivery of deliverables
Workshop Day 1 - Grand Jury	Report to the Board of the Directors Presentation
Workshop Day 1 - Poster Session	Strategic Challenge Awards

METHODOLOGIE / TEACHING

STRATEGIC CHALLENGE takes place over a blocked 2 weeks, punctuated by regular delivery of deliverables around 3 mean blocs: BLOC I- Bootcamp ARTEM Insight/Early Growth Acceleration, BLOC II Fast Track and BLOC III Workshops.

BLOC I - Bootcamp ARTEM Insight/EGA is a 5-day Bootcamp with an integrative based approach of two unique programs namely ARTEM Insight and Early Growth Acceleration. The 5-day Bootcamp provide a foundation for navigating uncertainty and complexity.

ARTEM Insight: Students work in groups of 5 to 8 students from the different ARTEM alliance schools in a TD approach. Artem Insight takes place over a blocked week, punctuated by regular delivery of deliverables. Students benefit from a real autonomy in order to define, with the company manager and the tutor professor, the action plan. The company's problems and the composition of the group are discovered "live" on the first day of the week, in order to encourage the expression of adaptability and open-mindedness skills. The tutor professor is defined according to his expertise in the problems proposed by the companies but will behave above all as a guarantor of the module's specifications (timing, delivery of deliverables). It may, if necessary, provide methodological advice but will not influence the students' diagnoses and recommendations.

EARLY GROWTH ACCELERATION (EGA). Through computer simulation, we will place you into a very realistic international business setting where you will run a company for two years in compressed time (eight rounds of decision-making). You will work closely with a team of fellow students to manage a highly complex and integrated business. Personal leadership and strong interpersonal skills will be necessary to succeed. Throughout the exercise, you will receive guidance and feedback from the instructor. He will challenge your business thinking and help you to become a good team player and business manager. The collaboration and team spirit are at the center of the pedagogic approach and provide a strong proximity to the reality of small business, start-ups and family businesses. Multi-cultural and pluri-disciplinary, mixing complementary personalities and young talents. Interacting with the professors, coaches and experts brought together around the various activities. Next, the attention to the sustainability of business models discussion, embarking not only environmental sustainability, but also consideration about responsible innovation, sustainable finance and governance, and an alignment to Sustainable Development Goals outcomes as a key opportunity to develop next generation leadership for sustainability.

BLOC II Fast is a 3-day speed dating work sessions with entrepreneurs and economic development agencies in search of change.

Integrating disciplinary knowledge through practice-based and problem-focused perspective, Bloc II provides a framework that will help collaborative team to quickly gain high-level understanding of why the persistent global problems such as the current health issues (e.g. COVID), climate change impacts, social inequality and economic crises that plague nations around the world today will not be solved through siloed disciplinary thinking alone. Using case-based approach and focusing on a particular world most pressing issues, Bloc II Fast Track will also help collaborative team of students to identify opportunity that can make a real difference to their bottom line.

BLOC III Workshops combining Grand Jury and Poster sessions is designed to help you reflect on skillsets required on topics of interest in this transdisciplinary project. Focus will also be on the ability to communicate findings to lay audiences.

BIBLIOGRAPHIE / TEXTBOOK AND OTHER MATERIAL

Course Material: A course pack containing the minimum required readings for each session, Marketplace platform licences and the cases are provided.

Optional Material:

The Innovator's Guide to Growth: Putting Disruptive Innovation to Work, Scott D. Anthony, Mark W. Johnson, Joseph V. Sinfield, Elizabeth J. Altman

Navigating Innovation: How to identify, Prioritize & Capture Opportunities for Strategic Success, Benoit Gailly, Palgrave 2018

Entrepreneurship Successfully Launching New Ventures, 3rd edition, B.R. Barringer & R. Duane Ireland, Pearson, 2010.

When Firms Change Direction, Anne Sigismund Huff, James Oran Huff with Pamela S. Barr, Oxford University Press, 2000

The Entrepreneurial Venture, W. Sahlman & H. Stevenson, The Practice of Management Series, Harvard Business School.

An Empirical Taxonomy of Early Growth Trajectories, M. Biga Diameidou, Série thèse ESPO n° 555, Université catholique de Louvain, 2008.

Bildung - Keep Growing, Lene Rachel Andersen & Nordic Bildung, 2020 www.nordicbildung.org (ISBN: 978-87-93791-08-4, E-book ISBN: 978-87-93791-10-7)

Transformation is feasible: How to achieve the Sustainable Development Goals within Planetary Boundaries. A report to the Club of Rome, for its 50 years anniversary 17 October 2018, by: Jorgen Randers, Johan Rockström, Per Espen Stoknes, Ulrich Golücke, David Collste and Sarah Cornell.

EVALUATION / ASSESSMENT

ASSESSMENT COMPONENT	ASSESSMENT TYPE	METHOD	WEIGHTING	DURATION	LEARNING OUTCOMES (ILO)
Continuous assessment	Written (Bootcamp ARTEM Insight/EGA)	Delivery of deliverables for each day	20		ILO1, ILO2, ILO3, ILO5
Continuous assessment	Oral (Bootcamp ARTEM Insight/EGA)	Oral defenses (Executives Briefings/Simulation)	20		ILO3, ILO4
Final assessment	Written	Report to the Board	25		ILO2, ILO3, ILO4, ILO5
Final assessment	Oral	Grand Jury - Presentation	25	1.5	ILO1, ILO2, ILO3, ILO5
Final assessment	Participation	Poster Sessions	10	1	ILO3, ILO5

ASSURANCE OF LEARNING / OBJECTIFS D'APPRENTISSAGE

LEARNING 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
LEARNING 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
LEARNING 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
LEARNING 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.

RSE/CSR, ARTEM & INTERNATIONAL

% DDRSE	% ARTEM	% INTERNATIONAL
70	70	70

COMMENT

(...)

Promotion	Titre du module / Course Title	
PGE 3 Nancy/ Berlin	GB Data Analysis	
Programme	ECTS	Code Module / Course Code
PGE	4	MPGE310SIA_20
Responsable de module / Module leader	Langue d'enseignement / Language of tuition	Volume horaire / Class contact hours
MAVOORI HAREESH	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 evaluation	Team work	Several team assignments (written and oral presentations) throughout the semester culminating in a written project report similar to a Master's thesis (MFE)	40	20	ILO2, ILO3, ILO4
Final evaluation	Individual	Written exam	60	2	ILO1, ILO2, ILO3

ASSURANCE OF LEARNING / OBJECTIFS D'APPRENTISSAGE

LEARNING 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.	
LEARNING 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 X
LEARNING 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
LEARNING 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.

RSE/CSR, ARTEM & INTERNATIONAL

% DDRSE	% ARTEM	% INTERNATIONAL
50	20	30

COMMENT

Projects vary from year to year depending on current topics in research. E.g. of past projects include Climatic change behaviors, firm diversity, learning success factors, etc.

Promotion	Titre du module / Course Title	
PGE 3 Nancy / Berlin	GB Governance & Responsible Leadership	
Programme	ECTS	Code Module / Course Code
PGE	4	MPGE310SEA_20
Responsable de module / Module leader	Langue d'enseignement / Language of tuition	Volume horaire / Class contact hours
GUIMARAES DA COSTA NUNO	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)

- Analyse the institutional context of a given organisation, as well as the complex web of interactions between the former and the latter,
- 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,
- Demonstrate a critical understanding of responsible leadership
- Analyse organisational situations which are often complex, Identify and critically discuss leadership strategies to ensure the implementation of sustainability strategy development.
- Understand the nature of risk and risk management in different types of organization and leadership structures.
- Identify and assess risks
- Propose strategies and subsequent course of action to deal with risk
- 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. <i>Management Decision</i> , 46(3), 433-448.
CM2 - Context: challenges to governance	Elkington, J. (2006). Governance for sustainability. <i>Corporate Governance: An International Review</i> , 14(6), 522-529.Heineman, B. W. (2010). A ?Stewardship Code? for institutional investors. <i>Harvard Business Review</i> January, 18.Hussain, N., Rigoni, U., & Orij, R. P. (2018). Corporate governance and sustainability performance: Analysis of triple bottom line performance. <i>Journal of Business Ethics</i> , 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 <i>Responsible leadership</i> (pp. 75-83). Springer, Dordrecht.Pless, N. M. (2007). Understanding responsible leadership: Role identity and motivational drivers. <i>Journal of Business Ethics</i> , 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. <i>Academy of Management Perspectives</i> , 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. <i>Journal of Business Ethics</i> , 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 least one of the professors of the team will be available to exchange with students.

These are scheduled as follows:

2 sessions immediately after the theoretical sessions

2 sessions after the first groups of practical sessions

1 session after the second group of practical sessions

1 session after the last practical session. This last session will serve as a wrap up session and will be hosted by the three faculty.

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.soqlaw.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 (LO)
Continuous assessment	Written/Oral	submit a 30-minute video presentation answering the project-related questions AND a 3-page introduction to the project, including peer-review assessment[assessment criteria: understanding of material, apply theory to practice, critical thinking, originality]	40	0	(...)
Final assessment	Written	submit a 2-pages individual reflective report on a specific question concerning the project. [assessment criteria: understanding of material, apply theory to practice, critical thinking, originality]	60	0	(...)

ASSURANCE OF LEARNING / OBJECTIFS D'APPRENTISSAGE

LEARNING 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
LEARNING 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
LEARNING 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
LEARNING 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.

RSE/CSR, ARTEM & INTERNATIONAL

% DDRSE	% ARTEM	% INTERNATIONAL
100	0	100

COMMENT

The module refers to responsible leadership in a context of sustainable governance, i.e., it is at the crux of sustainability. The course is set in an international environment.

Promotion	Titre du module / Course Title	
PGE 3 Nancy / Berlin	GB Strategic Challenge	
Programme	ECTS	Code Module / Course Code
PGE	4	MPGE310SEC_20
Responsable de module / Module leader	Langue d'enseignement / Language of tuition	Volume horaire / Class contact hours
BIGA DIAMBEIDOU MAHAMADOU	EN	30

PRESENTATION DU COURS / MODULE DESCRIPTION

This course is a Transdisciplinary Capstone Project, an integrative based approach of collective learning, active stakeholder engagement and collaborative research. The educational programme have been developed to integrate disciplinary knowledge through practice-based and problem-focused learning at graduate level. It will also bring insight on a better understanding of why the persistent global problems such as the current health issues, climate change impacts, social inequality and economic crises that plague nations around the world today will not be solved through siloed disciplinary thinking alone. Further, the fast-changing dynamics of industries caused by pressures of globalization have made it essential for companies/ change agents to adapt quickly. As a result of the intensification of those pressures, it is important that the next generation of leaders/managers understand how they can relate local, national and global perspective, apprehend the macro environment, prioritize their actions for facing environmental changes and uncertainties, and adjust the organizational structure of their companies accordingly. The course aims to provide learners with a better understanding on the way companies or change agents can create and sustain competitive advantages from local to the international scene. To this end, theoretical tools and frameworks are introduced and applied to real-world situations. The centrality of transdisciplinary approach to future skill development and problem solving for society, adopted in this course, will help learners to gain real life experience in terms of how an educational ecosystem of Students, practitioners and academics can jointly navigate intervening spaces of traditional scientific knowledge and societal knowledge as a levers to more effectively deal with our world most pressing issues.

CONNAISSANCES ET COMPETENCES VISEES / LEARNING OUTCOMES (ILO)

Students successfully completing this module should be able to:

1. Develop their entrepreneurial management skills based on an integrated perspective of the entire business operation.
2. Recommend innovative actions that exploit an entrepreneurial opportunity, coping with the liability.
3. Analyze with a critical eye and possibly reformulate a real business demand
4. Synthesize in a constructive dialogue the various expertise of a group of students from different schools in order to build a tailor-made solution
5. Reflect on the skillsets required for transdisciplinary project work

CONTENU / MODULE OUTLINE

TOPIC	ASSIGNMENTS & READINGS
Bootcamp- Artem Insight / Early Growth Acceleration - Day 1	See the Bootcamp: Artem Insight / Early Growth Acceleration Notice for more information
Bootcamp- Artem Insight / Early Growth Acceleration - Day 1	See the Bootcamp: Artem Insight / Early Growth Acceleration Notice for more information
Bootcamp- Artem Insight / Early Growth Acceleration - Day 3	See the Bootcamp: Artem Insight / Early Growth Acceleration Notice for more information
Bootcamp- Artem Insight / Early Growth Acceleration - Day 4	See the Bootcamp: Artem Insight / Early Growth Acceleration Notice for more information
Bootcamp- Artem Insight / Early Growth Acceleration - Day 5	See the Bootcamp: Artem Insight / Early Growth Acceleration Notice for more information
Fast Track -Day 1	Prior consideration of information on the organization of the challenge, (formulation of the problem and first action plan).
Fast Track -Day 2	Speed dating with entrepreneurs and economic development agencies (in search of change)
Fast Track -Day 3	Preparation and delivery of deliverables
Workshop Day 1 - Grand Jury	Report to the Board of the Directors Presentation
Workshop Day 1 - Poster Session	Strategic Challenge Awards

METHODOLOGIE / TEACHING

STRATEGIC CHALLENGE takes place over a blocked 2 weeks, punctuated by regular delivery of deliverables around 3 mean blocs: BLOC I- Bootcamp ARTEM Insight/Early Growth Acceleration, BLOC II Fast Track and BLOC III Workshops.

BLOC I - Bootcamp ARTEM Insight/EGA is a 5-day Bootcamp with an integrative based approach of two unique programs namely ARTEM Insight and Early Growth Acceleration. The 5-day Bootcamp provide a foundation for navigating uncertainty and complexity.

ARTEM Insight: Students work in groups of 5 to 8 students from the different ARTEM alliance schools in a TD approach. Artem Insight takes place over a blocked week, punctuated by regular delivery of deliverables. Students benefit from a real autonomy in order to define, with the company manager and the tutor professor, the action plan. The company's problems and the composition of the group are discovered "live" on the first day of the week, in order to encourage the expression of adaptability and open-mindedness skills. The tutor professor is defined according to his expertise in the problems proposed by the companies but will behave above all as a guarantor of the module's specifications (timing, delivery of deliverables). It may, if necessary, provide methodological advice but will not influence the students' diagnoses and recommendations.

EARLY GROWTH ACCELERATION (EGA). Through computer simulation, we will place you into a very realistic international business setting where you will run a company for two years in compressed time (eight rounds of decision-making). You will work closely with a team of fellow students to manage a highly complex and integrated business. Personal leadership and strong interpersonal skills will be necessary to succeed. Throughout the exercise, you will receive guidance and feedback from the instructor. He will challenge your business thinking and help you to become a good team player and business manager. The collaboration and team spirit are at the center of the pedagogic approach and provide a strong proximity to the reality of small business, start-ups and family businesses. Multi-cultural and pluri-disciplinary, mixing complementary personalities and young talents. Interacting with the professors, coaches and experts brought together around the various activities. Next, the attention to the sustainability of business models discussion, embarking not only environmental sustainability, but also consideration about responsible innovation, sustainable finance and governance, and an alignment to Sustainable Development Goals outcomes as a key opportunity to develop next generation leadership for sustainability.

BLOC II Fast is a 3-day speed dating work sessions with entrepreneurs and economic development agencies in search of change.

Integrating disciplinary knowledge through practice-based and problem-focused perspective, Bloc II provides a framework that will help collaborative team to quickly gain high-level understanding of why the persistent global problems such as the current health issues (e.g. COVID), climate change impacts, social inequality and economic crises that plague nations around the world today will not be solved through siloed disciplinary thinking alone. Using case-based approach and focusing on a particular world most pressing issues, Bloc II Fast Track will also help collaborative team of students to identify opportunity that can make a real difference to their bottom line.

BLOC III Workshops combining Grand Jury and Poster sessions is designed to help you reflect on skillsets required on topics of interest in this transdisciplinary project. Focus will also be on the ability to communicate findings to lay audiences.

BIBLIOGRAPHIE / TEXTBOOK AND OTHER MATERIAL

Course Material: A course pack containing the minimum required readings for each session, Marketplace platform licences and the cases are provided.

Optional Material:

The Innovator's Guide to Growth: Putting Disruptive Innovation to Work, Scott D. Anthony, Mark W. Johnson, Joseph V. Sinfield, Elizabeth J. Altman

Navigating Innovation: How to identify, Prioritize & Capture Opportunities for Strategic Success, Benoit Gailly, Palgrave 2018

Entrepreneurship Successfully Launching New Ventures, 3rd edition, B.R. Barringer & R. Duane Ireland, Pearson, 2010.

When Firms Change Direction, Anne Sigismund Huff, James Oran Huff with Pamela S. Barr, Oxford University Press, 2000

The Entrepreneurial Venture, W. Sahlman & H. Stevenson, The Practice of Management Series, Harvard Business School.

An Empirical Taxonomy of Early Growth Trajectories, M. Biga Diameidou, Série thèse ESPO n° 555, Université catholique de Louvain, 2008.

Bildung - Keep Growing, Lene Rachel Andersen & Nordic Bildung, 2020 www.nordicbildung.org (ISBN: 978-87-93791-08-4, E-book ISBN: 978-87-93791-10-7)

Transformation is feasible: How to achieve the Sustainable Development Goals within Planetary Boundaries. A report to the Club of Rome, for its 50 years anniversary 17 October 2018, by: Jorgen Randers, Johan Rockström, Per Espen Stoknes, Ulrich Golücke, David Collste and Sarah Cornell.

EVALUATION / ASSESSMENT

ASSESSMENT COMPONENT	ASSESSMENT TYPE	METHOD	WEIGHTING	DURATION	LEARNING OUTCOMES (ILO)
Continuous assessment	Written (Bootcamp ARTEM Insight/EGA)	Delivery of deliverables for each day	20		ILO1, ILO2, ILO3, ILO5
Continuous assessment	Oral (Bootcamp ARTEM Insight/EGA)	Oral defenses (Executives Briefings/Simulation)	20		ILO3, ILO4
Final assessment	Written	Report to the Board	25		ILO2, ILO3, ILO4, ILO5
Final assessment	Oral	Grand Jury - Presentation	25	1.5	ILO1, ILO2, ILO3, ILO5
Final assessment	Participation	Poster Sessions	10	1	ILO3, ILO5

ASSURANCE OF LEARNING / OBJECTIFS D'APPRENTISSAGE

LEARNING 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
LEARNING 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
LEARNING 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
LEARNING 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.

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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.

RSE/CSR, ARTEM & INTERNATIONAL

% DDRSE	% ARTEM	% INTERNATIONAL
70	70	70

COMMENT

(...)

Syllabus – Semestre 5 – Electifs / Electives

Promotion	Titre du module / Course Title	
PGE 3 Alternance Nancy	ELE-Certification ASLOG	
Programme	ECTS	Code Module / Course Code
PGE	2	APGE310SCE_20
Responsable de module / Module leader	Langue d'enseignement / Language of tuition	Volume horaire / Class contact hours
HOUE THIERRY	FR	15

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.	(...)
Examen pour la certification : oral (discussion sur plan de progrès)	(...)

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.

Wajnsztock, 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	Oral	Oral avec une mise en situation d'audit.	40	0.5	ILO 4,5
Final assessment	Written	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

LEARNING 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
LEARNING 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
LEARNING 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
LEARNING 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 entraînent 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/CSR, ARTEM & INTERNATIONAL

% DDRSE	% ARTEM	% INTERNATIONAL
10	10	10

COMMENT

(...)

Promotion	Titre du module / Course Title	
PGE 3 Alternance Nancy	ELE-Devenir gestionnaire d'un fonds éthique	
Programme	ECTS	Code Module / Course Code
PGE	2	APGE310FAE_20
Responsable de module / Module leader	Langue d'enseignement / Language of tuition	Volume horaire / Class contact hours
PAULET ELISABETH	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. Maîtriser 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 titres 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., & Québec, R. P. (2017). FINANCE RESPONSABLE.

EVALUATION / ASSESSMENT

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

ASSURANCE OF LEARNING / OBJECTIFS D'APPRENTISSAGE

LEARNING 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
LEARNING 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
LEARNING 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
LEARNING 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 entraînent 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/CSR, ARTEM & INTERNATIONAL

% DDRSE	% ARTEM	% INTERNATIONAL
90	20	0

COMMENT

(...)

Promotion	Titre du module / Course Title	
PGE 3 Alternance Nancy	ELE-Eco-conception globale	
Programme	ECTS	Code Module / Course Code
PGE	2	APGE310SCF_20
Responsable de module / Module leader	Langue d'enseignement / Language of tuition	Volume horaire / Class contact hours
MURPHY EILEEN	FR	15

PRESENTATION DU COURS / MODULE DESCRIPTION

Cet électif est à suivre obligatoirement pour les étudiants inscrits à la spécialisation Supply Chain Management. 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)

Students successfully completing this module should be able to:

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 et 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: Expertises Description: 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.
HENSLEY 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)
Conti. assessment	Oral	Presentation	40	0.5	ILO 3
Final assessment	Written	QCM avec questions d'analyse	60	1	ILO 1,2,3,4

ASSURANCE OF LEARNING / OBJECTIFS D'APPRENTISSAGE

LEARNING 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
LEARNING 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
LEARNING 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
LEARNING 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.

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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.

RSE/CSR, ARTEM & INTERNATIONAL

% DDRSE	% ARTEM	% INTERNATIONAL
100		

COMMENT

(...)

Promotion	Titre du module / Course Title	
PGE 3 Berlin	ELE-Certification BMC (Bloomberg)	
Programme	ECTS	Code Module / Course Code
PGE	2	MPGE313FAB_20
Responsable de module / Module leader	Langue d'enseignement / Language of tuition	Volume horaire / Class contact hours
KOEHL JACKY	EN	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 Appréhender les mesures de performances des obligations Appréhender l'impact des marchés obligataires sur l'ensemble de Appréhender 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

BIBLIOGRAPHIE / TEXTBOOK AND OTHER MATERIAL

Documentation Bloomberg en ligne

EVALUATION / ASSESSMENT

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

ASSURANCE OF LEARNING / OBJECTIFS D'APPRENTISSAGE

LEARNING 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
LEARNING 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
LEARNING 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
LEARNING 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.

RSE/CSR, ARTEM & INTERNATIONAL

% DDRSE	% ARTEM	% INTERNATIONAL
20	20	0

COMMENT

(...)

Promotion	Titre du module / Course Title	
PGE 3 Berlin	ELE-Behavioral Corporate Finance	
Programme	ECTS	Code Module / Course Code
PGE	2	MPGE313FAA_20
Responsable de module / Module leader	Langue d'enseignement / Language of tuition	Volume horaire / Class contact hours
VERLAINE MICHEL	EN	15

PRESENTATION DU COURS / MODULE DESCRIPTION

Behavioral Corporate Finance provides new and testable explanations for long-standing corporate-finance puzzles by applying insights from psychology to the behavior of investors, managers, and third parties (e. g., analysts or bankers). After a perspective on standard Corporate Finance versus Behavioral Corporate Finance, we analyze the biases of the different parties involved in corporate finance decisions, namely, investors, managers and other third parties. We then illustrate the impact of biases through the Mergers and Acquisitions observations. Finally, we provide an overview of the recent research on the topics of corporate responses to investor biases and the impact of managerial biases.

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
Introduction	Malmendier (2018) Part1
Three perspectives on biases: Investors, Managers and Third Parties.	Malmendier (2018) Part 2
An illustration in Mergers and Acquisitions	Malmendier (2018) Part 3
Corporate Response to Biased Investors and Analysts	Malmendier (2018) Part 4.1
Biased Managers	Malmendier (2018) Part 4.2
Open questions in the literature	Malmendier (2018) Part 5

METHODOLOGIE / TEACHING

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

BIBLIOGRAPHIE / TEXTBOOK AND OTHER MATERIAL

Malmendier, U. (2018) Behavioral Corporate Finance, NBER Working Paper Series.

EVALUATION / ASSESSMENT

ASSESSMENT COMPONENT	ASSESSMENT TYPE	METHOD	WEIGHTING	DURATION	LEARNING OUTCOMES (ILO)
Final assessment	Written	Exercise with simulated data	100	1.5	ILO1, ILO2, ILO3, ILO4, ILO5, ILO6

ASSURANCE OF LEARNING / OBJECTIFS D'APPRENTISSAGE

LEARNING 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
LEARNING 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 X
LEARNING 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
LEARNING 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.

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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.

RSE/CSR, ARTEM & INTERNATIONAL

% DDRSE	% ARTEM	% INTERNATIONAL

COMMENT

(...)

Promotion	Titre du module / Course Title	
PGE 3 Berlin	ELE-Business Aesthetics and Artful Communications	
Programme	ECTS	Code Module / Course Code
PGE	2	MPGE313ARA_20
Responsable de module / Module leader	Langue d'enseignement / Language of tuition	Volume horaire / Class contact hours
FLORES ZAMORA JAVIER	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

Due to the current situation (COVID19), expect online courses with Skype or Zoom. Participation and interaction with the lecturer is MANDATORY. Have your webcam and microphone ready.

The class begins as the students share objects or exper

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)
Conti. assessment	Written	Quality of Presentations for Exercises	20	0	ILO 1,2,3,5
Conti. assessment	Oral	Quality of Presentations for Exercises	20	0	ILO 1,2,3,5
Conti. assessment	Participation	(...)	10	0	(...)
Final assessment	Written	Final Visual Presentation	25	0	ILO 1,2,3,5
Final assessment	Oral	Final Oral Presentation	25	0	ILO 1,2,3,5

ASSURANCE OF LEARNING / OBJECTIFS D'APPRENTISSAGE

LEARNING 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
LEARNING 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
LEARNING 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
LEARNING 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.

RSE/CSR, ARTEM & INTERNATIONAL

% DDRSE	% ARTEM	% INTERNATIONAL
20	90	

COMMENT

(...)

Promotion	Titre du module / Course Title	
PGE 3 Berlin	ELE-Entrepreneurial project	
Programme	ECTS	Code Module / Course Code
PGE	2	MPGE313SEC_20
Responsable de module / Module leader	Langue d'enseignement / Language of tuition	Volume horaire / Class contact hours
GEGONNE DAVID	EN	15

PRESENTATION DU COURS / MODULE DESCRIPTION

Students invested in a personal entrepreneurial project can leverage electives to work on the project. For a first application, a file describing the entrepreneurial project must be prepared and submitted to the program director. An assessment board then studies the file and determines what accommodations can be considered to accompany the student in the realization of his project.

Among the proposed solutions, the electives can be chosen and, in this case, a mission sheet will be drawn up. It will describe the objectives to be achieved in order to validate the mission, in connection with the progress of the entrepreneurial project. The mission sheet is signed by the applicant, a referring professor, and the program director. It is recorded by the registrar.

CONNAISSANCES ET COMPETENCES VISEES / LEARNING OUTCOMES (ILO)

Students successfully completing this module should be able to:

1. Present their entrepreneurial project clearly.
2. Convince the evaluator of the interest and feasibility of the project, using relevant evidence.
3. Critically analyze the project, through an internal and external study (SWOT type, among others).
4. Implement an action plan to effectively launch the described project (for ?entrepreneurial project? only).
5. Prepare financial documents to defend the feasibility of the project (for ?entrepreneurial project? only).

CONTENU / MODULE OUTLINE

TOPIC	ASSIGNMENTS & READINGS
There are no associated courses, time is dedicated to the planned mission.	Interviews or summary notes may be requested from the student by the module manager. The latter can also provide reading advice. These elements are specific to each project.

METHODOLOGIE / TEACHING

This module provides personalized assistance to student entrepreneurs, through tutoring. No courses are scheduled. The designated tutor of the project accompanies the student entrepreneur and provides useful advice. It advises him, for example, on an indicative bibliography, invites him to make the contacts he deems useful, asks him for clarification in the form of interviews or summary notes, etc.

Other programme modules will bring any useful knowledge useful Student's personal research is also valued.

BIBLIOGRAPHIE / TEXTBOOK AND OTHER MATERIAL

Depends on project.

EVALUATION / ASSESSMENT

ASSESSMENT COMPONENT	ASSESSMENT TYPE	METHOD	WEIGHTING	DURATION	LEARNING OUTCOMES (ILO)
Final assessment	Individual	Report. The referring professor assesses the quality of the work provided, based on the mission sheet and the specifications of expected elements. The report content depends on the stage of the project (entrepreneurial ?idea?, or ?project?), which is determined by the referring professor.	100	0	1,2,3 (4,5)

ASSURANCE OF LEARNING / OBJECTIFS D'APPRENTISSAGE

LEARNING 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
LEARNING 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
LEARNING 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
LEARNING 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.

RSE/CSR, ARTEM & INTERNATIONAL

% DDRSE	% ARTEM	% INTERNATIONAL

COMMENT

(...)

Promotion	Titre du module / Course Title	
PGE 3 Berlin	ELE-Research assistance	
Programme	ECTS	Code Module / Course Code
PGE	2	MPGE313SIC_20
Responsable de module / Module leader	Langue d'enseignement / Language of tuition	Volume horaire / Class contact hours
DUFFING GERALD	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

Note: these objectives are indicative, and depend on the mission defined by the supervisor.

CONTENU / MODULE OUTLINE

TOPIC	ASSIGNMENTS & READINGS
There is no class-contact hours. Time is spent on the mission.	(...)

METHODOLOGIE / TEACHING

There is no class-contact hours. Time is spent on the mission.

BIBLIOGRAPHIE / TEXTBOOK AND OTHER MATERIAL

(...)

EVALUATION / ASSESSMENT

ASSESSMENT COMPONENT	ASSESSMENT TYPE	METHOD	WEIGHTING	DURATION	LEARNING OUTCOMES (ILO)
Final assessment	Written	Student report, corresponding to the proposed mission.	100	0	ILO 1,2,3,4

ASSURANCE OF LEARNING / OBJECTIFS D'APPRENTISSAGE

LEARNING GOAL	LEARNING OBJECTIVES	ASSESSMENT TYPE	WEIGHTING	DURATION	LEARNING OUTCOMES (ILO)
LEARNING 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
LEARNING 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
LEARNING 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
LEARNING 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.

RSE/CSR, ARTEM & INTERNATIONAL

% DDRSE	% ARTEM	% INTERNATIONAL
20	20	0

COMMENT

(...)

Promotion	Titre du module / Course Title	
PGE 3 Nancy	ELE- Analyse Financière II (IRE)	
Programme	ECTS	Code Module / Course Code
PGE	2	MPGE310FAM_20
Responsable de module / Module leader	Langue d'enseignement / Language of tuition	Volume horaire / Class contact hours
GARSAA AZIZA	FR	15

PRESENTATION DU COURS / MODULE DESCRIPTION

Ce cours est la suite du cours de tronc commun analyse financière(PGE1) et du module électif analyse financière 1qui l'approfondit. Il propose un approfondissement et un élargissement des notions abordées dans ces deux cours, dont il suit la même logique : la mise en avant de la signification concrète des notions abordées (le tableau de financement, le tableau des flux de trésorerie). Sur la base des documents que l'étudiant a préalablement travaillés, chaque séance a pour but d'assurer la bonne compréhension des notions rencontrées par des explications complémentaires du cours et la correction précise et approfondie des exercices proposés.

CONNAISSANCES ET COMPETENCES VISEES / LEARNING OUTCOMES (ILO)

1. Acquérir le vocabulaire nécessaire à l'analyse financière
2. passer de la lecture des documents comptables de synthèse à une représentation financière de la structure et du fonctionnement de l'entreprise
3. S'initier au diagnostic en abordant les calculs préparatoires

CONTENU / MODULE OUTLINE

TOPIC	ASSIGNMENTS & READINGS
Révision générale et rappel des notions clés de l'analyse financière	Le Tableau de Financement-Cours
Le Tableau de Financement applications	(...)
Le Tableau des Flux de TrésorerieCours et Applications	(...)
Le tableau des flux de TrésorerieApplications	Cas de Synthèse
Cas de Synthèse (Suite)	Epreuve sur table

METHODOLOGIE / TEACHING

Un support de cours sera communiqué au début du semestre. Avant chaque séance, chaque étudiant doit : avoir lu et préparé dans le support de cours la partie sur laquelle portera la séance, s'il s'agit d'un CM avoir préparé et fait les exercices relatifs à la séance, s'il s'agit d'un TD
Les séances de cours reprendront les points les plus importants du polycopié. La majeure partie des séances sera consacrée à la correction interactive des exercices.

BIBLIOGRAPHIE / TEXTBOOK AND OTHER MATERIAL

Référence non obligatoire :
Béatrice et Francis Grandguillot, Analyse financière, Editions Gualino.
CABY J et KOEHLJ, Analyse financière, Pearson, 2003.

EVALUATION / ASSESSMENT

ASSESSMENT COMPONENT	ASSESSMENT TYPE	METHOD	WEIGHTING	DURATION	LEARNING OUTCOMES (ILO)
Final assessment	Written	Epreuve sur table	100	2	ILO 1,2,3

ASSURANCE OF LEARNING / OBJECTIFS D'APPRENTISSAGE

LEARNING 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
LEARNING 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
LEARNING 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.	
LEARNING 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 entraînent 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/CSR, ARTEM & INTERNATIONAL

% DDRSE	% ARTEM	% INTERNATIONAL
0	0	0

COMMENT

(...)

Promotion	Titre du module / Course Title	
PGE 3 Nancy	ELE-Assistance à la recherche ICN	
Programme	ECTS	Code Module / Course Code
PGE	2	MPGE310SIE_20
Responsable de module / Module leader	Langue d'enseignement / Language of tuition	Volume horaire / Class contact hours
DUFFING GERALD	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.	(...)

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.

BIBLIOGRAPHIE / TEXTBOOK AND OTHER MATERIAL

(...)

EVALUATION / ASSESSMENT

ASSESSMENT COMPONENT	ASSESSMENT TYPE	METHOD	WEIGHTING	DURATION	LEARNING OUTCOMES (ILO)
Contrôle terminal	Written	Rapport de l'étudiant, répondant à la mission validée par le professeur.	100	0	ILO 1,2,3,4

ASSURANCE OF LEARNING / OBJECTIFS D'APPRENTISSAGE

LEARNING 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
LEARNING 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
LEARNING 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
LEARNING 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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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 entraînent 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/CSR, ARTEM & INTERNATIONAL

% DDRSE	% ARTEM	% INTERNATIONAL
20	20	0

COMMENT

(...)

Promotion	Titre du module / Course Title	
PGE 3 Nancy	ELE-Certification BMC (Bloomberg)	
Programme	ECTS	Code Module / Course Code
PGE	2	MPGE310FAC_20
Responsable de module / Module leader	Langue d'enseignement / Language of tuition	Volume horaire / Class contact hours
KOEHL JACKY	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

BIBLIOGRAPHIE / TEXTBOOK AND OTHER MATERIAL

Documentation Bloomberg en ligne

EVALUATION / ASSESSMENT

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

ASSURANCE OF LEARNING / OBJECTIFS D'APPRENTISSAGE

LEARNING 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
LEARNING 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
LEARNING 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
LEARNING 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 entraînent 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/CSR, ARTEM & INTERNATIONAL

% DDRSE	% ARTEM	% INTERNATIONAL
20	20	0

COMMENT

(...)

Promotion	Titre du module / Course Title	
PGE 3 Nancy	ELE-Design d'espaces commerciaux	
Programme	ECTS	Code Module / Course Code
PGE	2	MPGE310MKB_20
Responsable de module / Module leader	Langue d'enseignement / Language of tuition	Volume horaire / Class contact hours
FILALI BOISSY DOUNIAZED	FR	15

PRESENTATION DU COURS / MODULE DESCRIPTION

Ce cours de Design d'espaces commerciaux propose 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 expérientiel et sensoriel du point de vente	Cours 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 conseillées Visite terrain Workshop et coaching Présentation 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	Oral	Présentation du travail de groupe à la dernière séance complété par un rapport envoyé une semaine ap	100	2	ILO 1,2,3,4

ASSURANCE OF LEARNING / OBJECTIFS D'APPRENTISSAGE

LEARNING 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
LEARNING 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
LEARNING 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
LEARNING 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 entraînent 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/CSR, ARTEM & INTERNATIONAL

% DDRSE	% ARTEM	% INTERNATIONAL
20	30	0

COMMENT

(...)

Promotion	Titre du module / Course Title	
PGE 3 Nancy	ELE-Diversité, facteur de perf. de l'entreprise	
Programme	ECTS	Code Module / Course Code
PGE	2	MPGE310SEF_20
Responsable de module / Module leader	Langue d'enseignement / Language of tuition	Volume horaire / Class contact hours
FINSTAD-MILION KRISTA	FR	15

PRESENTATION DU COURS / MODULE DESCRIPTION

Ce cours s'attachera 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 Responsabilité Sociale 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 du genre et la responsabilité des écoles de management.

CONNAISSANCES ET COMPETENCES VISEES / LEARNING OUTCOMES (ILO)

A la fin de ce module les étudiants doivent être capable de:

1. Argumenter l'intérêt de la diversité aujourd'hui pour la performance des organisations
2. Reconnaître la discrimination sur le lieu de travail et les réponses managériales et organisationnelles efficaces
3. Identifier les entreprises qui se démarquent en matière d'efforts de combattre la discrimination dans l'entreprise
4. Analyser les opportunités et les limites des organisations pour mettre en place une politique de diversité/inclusion.

CONTENU / MODULE OUTLINE

TOPIC	ASSIGNMENTS & READINGS
Avec Dr. Krista Finstad-Milion Introduction au module	Explications sur l'examen final = projet individuel sur un sujet choisi à partir d'une liste Vidéo 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 TV Vidéo : La leçon de la discrimination (2006) Partie I Quiz
Avec Dr. Krista Finstad-Milion Mixité f/h au service de la performance organisationnelle Etudes de cas pratiques Politique Diversité RH Exercise B: Access to equality at ICTC Explications sur l'examen final = projet individuel	Politique Diversité RH Exercise: Perfume Inc. Accroître le nombre de femmes dans les postes de responsabilité en entreprises Vidéo avec Pierrick Blancard, alumni ICN, cadre RH chez le Commissariat à l'Energie Atomique et aux énergies alternatives (CEA), mission égalité f/h Vidéo avec Thierry Poulet directeur de FACE Vosges : l'inclusion sociale Vidéo avec Conseillère départementale Ghislaine Jeandel-Jeanpierre l'insertion des immigrants : Cas du département des Vosges
Avec Dr. Agnes Ceccarelli 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	PPT Analyse des processus de discrimination : exercices de sensibilisation sur les biais cognitifs Identification des instances de diversité en France : charte de la diversité, défenseur des droits Ratio de diagnostic diversité et performance des organisations
Avec Dr. Agnès Ceccarelli Diversité et Communication	Analyse et diagnostic des campagnes de communication sur la diversité : Cas ADECCO Vidéo : La leçon de discrimination (2006) Partie II
Avec Dr. Krista Finstad-Milion 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). Un prix sera attribué pour la meilleure présentation réalisée.

METHODOLOGIE / TEACHING

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

BIBLIOGRAPHIE / TEXTBOOK AND OTHER MATERIAL

Barth I., & Falcoz, C. (2012). Le Management de la Diversité. Enjeux, fondements et pratiques. Paris: L'Harmattan.

Barrington L., & Troske, K. (2001). " Workforce diversity and productivity: an analysis of employers-employee matched data ", working paper, The conference board and University of Missouri - Colombia.

Bruna, M.G (2011). " Diversité dans l'entreprise : d'impératif éthique à levier de créativité ", Management & Avenir, 43, 203-226.

Garner-Moyer H. (2006). " Gestion de la diversité et enjeux de GRH ", Management et Avenir, 7, 23-42.

IMS Entreprendre pour la Cité (2010). Diversité du Capital Humain et Performance Economique, pp. 19.

Navarro P. (1988). "Why do corporations give to charity? ", Journal of Business, vol.61, pp.65-83.

Sources utiles pour la recherche des entreprises engagées envers la diversité et l'inclusion :
<https://start.lesechos.fr/emploi-stages/classements/diversite-10-entreprises-exemplaires-recompensees-10252.php>
<https://www.economie.gouv.fr/direct-video-ceremonie-trophees-top-10-recruteurs-diversite#>

Dry, Jude (2020) 'Doc McStuffins' Changed Disney, Now Her Creator Is Coming for All of Kids TV
<https://www.indiewire.com/2020/07/doc-mcstuffins-disney-chris-nee-netflix-kids-tv-1234572600/>

EVALUATION / ASSESSMENT

ASSESSMENT COMPONENT	ASSESSMENT TYPE	METHOD	WEIGHTING	DURATION	LEARNING OUTCOMES (ILO)
Final assessment	Written	Présentation ppt/prez sur un sujet choisi à partir d'une liste proposée par la professeure	40	2	LG 1.1.1.2, 2.1., 2.2., 3.1.4.1
Final assessment	Oral	Présentation individuelle orale sur un sujet choisi à partir d'une liste proposée par la professeure	40	2	LG 1.1.1.2, 2.1., 2.2., 3.1. 4.1
Final assessment	Participation	Evaluation des travaux des pairs	20	0	LG 1.1.1.2, 2.1., 2.2., 3.1., 4.1

ASSURANCE OF LEARNING / OBJECTIFS D'APPRENTISSAGE

LEARNING 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
LEARNING 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
LEARNING 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
LEARNING 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 entraînent 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/CSR, ARTEM & INTERNATIONAL

% DDRSE	% ARTEM	% INTERNATIONAL
100	20	25

COMMENT

Ce module est 100% RSE (responsabilité sociale des entreprises), 20% ARTEM par l'utilisation d'un documentaire pour sensibiliser sur les stéréotypes et 25% compte tenu des cas et exemples internationaux utilisés.

Promotion	Titre du module / Course Title	
PGE 3 Nancy	ELE-Geopolitics of Finance	
Programme	ECTS	Code Module / Course Code
PGE	2	MPGE310FAE_20
Responsable de module / Module leader	Langue d'enseignement / Language of tuition	Volume horaire / Class contact hours
VERLAINE MICHEL	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:

- ILO 1. To identify the relevant geopolitical 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
A New Financial Geopolitics	Foreign Affairs(2018), Crashed (2018)
Regulation and localization strategies	Karolyi and Babaola (2015), Gennaioli et al (2013), Houston et al. (2012)
Geopolitical analyzes of the Financial Architecture	Ayadi et al. 2019), Verlaïne(2019)

METHODOLOGIE / TEACHING

The course consists of interactive lectures followed by tailor-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 Houston, Chen Li and Yue Ma (2012) ? Regulatory Arbitrage and International Bank Flows?, The Journal of Finance, No 5.
 Verlaïne, 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	Written	Solving a short case study with simulated data.	100	1.5	ILO1, ILO2, ILO3, ILO4, ILO5, ILO6

ASSURANCE OF LEARNING / OBJECTIFS D'APPRENTISSAGE

LEARNING GOAL	Graduates will be able to develop thorough knowledge in management fields and demonstrate their specific skills.
Knowledge & Adaptability	
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.
LEARNING GOAL 2	Graduates will be able to demonstrate independent thinking into business issues and propose informed solutions.
Critical Thinking & Innovation	
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.
LEARNING GOAL 3	Graduates will be able to manage decisions making process respecting CSR and sustainable standards.
Responsible Management & Sustainability	
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.
LEARNING GOAL 4	Graduates will be able to use and share transdisciplinary insight and integrate multicultural environments.
Open-Mindedness & Transdisciplinarity	
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.

RSE/CSR, ARTEM & INTERNATIONAL

% DDRSE	% ARTEM	% INTERNATIONAL
20	70	100

COMMENT

(...)

Promotion	Titre du module / Course Title	
PGE 3 Nancy	ELE-La voix du manager	
Programme	ECTS	Code Module / Course Code
PGE	2	MPGE310SIG_20
Responsable de module / Module leader	Langue d'enseignement / Language of tuition	Volume horaire / Class contact hours
DUFFING GERALD	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	Participation	Evaluation des productions	100	2	ILO 1,2

ASSURANCE OF LEARNING / OBJECTIFS D'APPRENTISSAGE

LEARNING 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
LEARNING 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
LEARNING 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
LEARNING 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'Étudiant 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 entraînent systématiquement la convocation de l'étudiant devant le conseil de discipline de l'École 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/CSR, ARTEM & INTERNATIONAL

% DDRSE	% ARTEM	% INTERNATIONAL
20	90	0

COMMENT

(...)

Promotion	Titre du module / Course Title	
PGE 3 Nancy	ELE-Le digital dans la communication publicitaire	
Programme	ECTS	Code Module / Course Code
PGE	2	MPGE310MKG_20
Responsable de module / Module leader	Langue d'enseignement / Language of tuition	Volume horaire / Class contact hours
LE ROUVILLOIS NICOLE	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'accroît 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 bases de la publicité digitale et des médias 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, Nivea, Burger King, Volvo, Milka and others
 Millennial survey 2019 Deloitte
 Cannes Lions 2019 Bilan 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	Written	Synthèse (groupe)	30	2	ILO 3,4,5
Final assessment	Oral	Présentation du travail (groupe)	50	2	ILO 3,4,5
Final assessment	Participation	Participation active (individuelle)	20	0	ILO 1,2

ASSURANCE OF LEARNING / OBJECTIFS D'APPRENTISSAGE

LEARNING GOAL	LEARNING OBJECTIVES	LEARNING OUTCOMES (ILO)
LEARNING 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
LEARNING 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
LEARNING 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
LEARNING 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 entraînent 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/CSR, ARTEM & INTERNATIONAL

% DDRSE	% ARTEM	% INTERNATIONAL
30	50	20

COMMENT

(...)

Promotion	Titre du module / Course Title	
PGE 3 Nancy	ELE-Projet entrepreneurial	
Programme	ECTS	Code Module / Course Code
PGE	2	MPGE310SEH_20
Responsable de module / Module leader	Langue d'enseignement / Language of tuition	Volume horaire / Class contact hours
GEGONNE DAVID	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 signée 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)

Students successfully completing this module should be able to:

1. Présenter leur projet entrepreneurial de façon claire.
2. Convaincre l'évaluateur de l'intérêt et de la faisabilité de son projet, grâce à des éléments factuels pertinents.
3. Analyser de façon critique son projet, grâce à une étude interne et externe (type SWOT, notamment).
4. Mettre en place un plan d'action permettant de lancer effectivement le projet décrit (pour " projet entrepreneurial ", seulement).
5. Elaborer les documents financiers prévisionnels permettant de défendre la faisabilité du projet (pour " projet entrepreneurial ", seulement).

CONTENU / MODULE OUTLINE

TOPIC	ASSIGNMENTS & READINGS
Il n'y a aucun cours associé, ce temps est consacré au travail sur la mission prévue.	Des entretiens ou des notes de synthèses peuvent être demandées à l'étudiant par le responsable de module. Ce dernier peut également apporter des conseils de lecture. Ces éléments sont propres à chaque projet.

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	Individuel	Rapport	100	2	1,2,3 (4,5)

ASSURANCE OF LEARNING / OBJECTIFS D'APPRENTISSAGE

LEARNING GOAL	LEARNING OBJECTIVES	GRADUATES WILL BE ABLE TO DEVELOP THOROUGH KNOWLEDGE IN MANAGEMENT FIELDS AND DEMONSTRATE THEIR SPECIFIC SKILLS.	LEARNING OBJECTIVES
LEARNING GOAL 1 Knowledge & Adaptability	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
LEARNING GOAL 2 Critical Thinking & Innovation	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
LEARNING GOAL 3 Responsible Management & Sustainability	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 X
LEARNING GOAL 4 Open-Mindedness & Transdisciplinarity	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 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 entraînent 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/CSR, ARTEM & INTERNATIONAL

% DDRSE	% ARTEM	% INTERNATIONAL
2		

COMMENT

(...)

Promotion	Titre du module / Course Title	
PGE 3 Nancy	ELE-Sportmanagement	
Programme	ECTS	Code Module / Course Code
PGE	2	MPGE310SEI_20
Responsable de module / Module leader	Langue d'enseignement / Language of tuition	Volume horaire / Class contact hours
STENGELHOFEN THEO	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	Guttman, 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. 157-179 Stotlar, 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 edition 2006

EVALUATION / ASSESSMENT

ASSESSMENT COMPONENT	ASSESSMENT TYPE	METHOD	WEIGHTING	DURATION	LEARNING OUTCOMES (ILO)
Conti. assessment	Written	Groupwork powerpoint	20	0	ILO 1,2,3
Conti. assessment	Oral	Groupwork presentation	20	2	ILO 1,2,3
Final assessment	Written	Individual paper	60	0	ILO 3,4,5
Presence in the cour	(...)	(...)	0	0	(...)

ASSURANCE OF LEARNING / OBJECTIFS D'APPRENTISSAGE

LEARNING 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
LEARNING 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
LEARNING 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
LEARNING 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.

RSE/CSR, ARTEM & INTERNATIONAL

% DDRSE	% ARTEM	% INTERNATIONAL
30	30	0

COMMENT

(...)

Promotion	Titre du module / Course Title	
PGE 3 Nancy	ELE Programmation VBA (IRE)	
Programme	ECTS	Code Module / Course Code
PGE	2	MPGE310SIC_20
Responsable de module / Module leader	Langue d'enseignement / Language of tuition	Volume horaire / Class contact hours
TRABELSI WAJDI	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	Written	Réalisation d'un projet VBA sous Excel	100	2	ILO 1,2,3

ASSURANCE OF LEARNING / OBJECTIFS D'APPRENTISSAGE

LEARNING GOAL	LEARNING OBJECTIVES	LEARNING OBJECTIVES	LEARNING OBJECTIVES
LEARNING 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.		
LEARNING 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
LEARNING 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.		
LEARNING 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 entraînent 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/CSR, ARTEM & INTERNATIONAL

% DDRSE	% ARTEM	% INTERNATIONAL
20	40	0

COMMENT

(...)

Syllabus – Semestre 5 – Specialisation / Specializations

Banque et services financiers

Promotion	Titre du module / Course Title	
PGE 3 Alternance Nancy	BSF-Banque & assurance	
Programme	ECTS	Code Module / Course Code
PGE	4	APGE310FAC_20
Responsable de module / Module leader	Langue d'enseignement / Language of tuition	Volume horaire / Class contact hours
PAULET ELISABETH	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 diffusés 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)
Group assessment Conti.	Oral	Présentation de documents fournis. Travail effectué en sous-groupe de 3 étudiants max.	40	0	ILO 2,4
Individual assessment Final	Written	Examen sur table	60	2	ILO 2,3,

ASSURANCE OF LEARNING / OBJECTIFS D'APPRENTISSAGE

LEARNING 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
LEARNING 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.	
LEARNING 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.	
LEARNING 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 entraînent 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/CSR, ARTEM & INTERNATIONAL

% DDRSE	% ARTEM	% INTERNATIONAL
90	90	0

COMMENT

(...)

Promotion	Titre du module / Course Title	
PGE 3 Alternance Nancy	BSF-Business plan & gestion de crédits corporate	
Programme	ECTS	Code Module / Course Code
PGE	4	APGE310FAB_20
Responsable de module / Module leader	Langue d'enseignement / Language of tuition	Volume horaire / Class contact hours
PAULET ELISABETH	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)
Group assessment Conti.	Written	Etude de cas de groupe	40	0	ILO 2, 4
Individual assessment Final	Written	Individual exam	60	2	ILO 1,3

ASSURANCE OF LEARNING / OBJECTIFS D'APPRENTISSAGE

LEARNING 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
LEARNING 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.	
LEARNING 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.	
LEARNING 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 entraînent 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/CSR, ARTEM & INTERNATIONAL

% DDRSE	% ARTEM	% INTERNATIONAL
20	20	0

COMMENT

(...)

Promotion	Titre du module / Course Title	
PGE 3 Alternance Nancy	BSF-Gestion de portefeuille & banque privée	
Programme	ECTS	Code Module / Course Code
PGE	4	APGE310FAA_20
Responsable de module / Module leader	Langue d'enseignement / Language of tuition	Volume horaire / Class contact hours
PAULET ELISABETH	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)
Group assessment	Conti. Written	Projet	40	0	ILO 1,2,4
Individual assessment	Final Written	e-learning	60	0	ILO 1

ASSURANCE OF LEARNING / OBJECTIFS D'APPRENTISSAGE

LEARNING 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
LEARNING 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.	
LEARNING 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.	
LEARNING 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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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/CSR, ARTEM & INTERNATIONAL

% DDRSE	% ARTEM	% INTERNATIONAL
20	20	0

COMMENT

(...)

Promotion	Titre du module / Course Title	
PGE 3 Alternance Nancy	BSF-La banque face à l'évolution digitale	
Programme	ECTS	Code Module / Course Code
PGE	4	APGE310FAD_20
Responsable de module / Module leader	Langue d'enseignement / Language of tuition	Volume horaire / Class contact hours
PAULET ELISABETH	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 côté ICN et professionnel du côté 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 accroître 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	Written	Présentation PowerPoint	40	2	ILO 1,2
Final assessment	Oral	Soutenance	40	0	ILO 3,4
Peer to peer evaluation	Based on the contribution on the project	Individual evaluation made by each member team	20	0	ILO 3,4

ASSURANCE OF LEARNING / OBJECTIFS D'APPRENTISSAGE

LEARNING 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
LEARNING 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
LEARNING 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.	
LEARNING 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.

RSE/CSR, ARTEM & INTERNATIONAL

% DDRSE	% ARTEM	% INTERNATIONAL
20	20	0

COMMENT

(...)

Marketing et ingénierie d'affaires

Promotion	Titre du module / Course Title	
PGE 3 Alternance Nancy	MIA-Case studies in international business develop	
Programme	ECTS	Code Module / Course Code
PGE	4	APGE310SEC_20
Responsable de module / Module leader	Langue d'enseignement / Language of tuition	Volume horaire / Class contact hours
BRAUN OLIVIER	EN	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 projetTD 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 projetTD 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)
Contrôle continu	Ecrit	Constitution du portefeuille de fiches projet (dossier écrit)	40	0	ILO 1,2,3,4,5
Examen final	Oral	Présentation orale du projet (contributions individuelles + questions)	60	0	ILO 1,2,3,4,5

ASSURANCE OF LEARNING / OBJECTIFS D'APPRENTISSAGE

LEARNING 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
LEARNING 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
LEARNING 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
LEARNING 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.

RSE/CSR, ARTEM & INTERNATIONAL

% DDRSE	% ARTEM	% INTERNATIONAL
0	0	20

COMMENT

Le rapport peut être rédigé en anglais et donner lieu à une soutenance orale. Les projets se réalisent à l'international

Promotion	Titre du module / Course Title	
PGE 3 Alternance Nancy	MIA-Management des projets et des équipes	
Programme	ECTS	Code Module / Course Code
PGE	4	APGE310MKC_20
Responsable de module / Module leader	Langue d'enseignement / Language of tuition	Volume horaire / Class contact hours
MESLY OLIVIER	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 :

- Connaître les outils de la gestion de projet en marketing
- Comprendre les rôles des parties prenantes et la nature du projet
- Analyser les caractéristiques du projet et déterminer des solutions pour la réalisation du projet
- Synthétiser et autoévaluer 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 grands 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\[1\]](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)
Contrôle continu	Contrôle de connaissances des chapitres de cours	Q.C.M, individuel	40	1	LO 1,2,3
Evaluation finale	Examen écrit, mises en situation	Mini-études de cas	60	1.5	ILO 1, 2, 3,4
(...)	(...)	(...)	0	0	(...)
(...)	(...)	(...)	0	0	(...)

ASSURANCE OF LEARNING / OBJECTIFS D'APPRENTISSAGE

LEARNING 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
LEARNING 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.	
LEARNING 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.	
LEARNING 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 entraînent 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/CSR, ARTEM & INTERNATIONAL

% DDRSE	% ARTEM	% INTERNATIONAL

COMMENT

% DDRSE : 0 à 20 % % ARTEM : 0 à 20 %

Promotion	Titre du module / Course Title	
PGE 3 Alternance Nancy	MIA-Marketing relationnel et de la marque	
Programme	ECTS	Code Module / Course Code
PGE	4	APGE310MKA_20
Responsable de module / Module leader	Langue d'enseignement / Language of tuition	Volume horaire / Class contact hours
BRAUN OLIVIER	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 & 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)
Contrôle continu	fiche de lecture et éléments de réflexion	dossier individuel	40	5	ILO 1,2,3
Evaluation finale	Simulation	Etude de cas, en binôme	60	5	ILO 1,2,3,4

ASSURANCE OF LEARNING / OBJECTIFS D'APPRENTISSAGE

LEARNING 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
LEARNING 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
LEARNING 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
LEARNING 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.

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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.

RSE/CSR, ARTEM & INTERNATIONAL

% DDRSE	% ARTEM	% INTERNATIONAL

COMMENT

(...)

Promotion	Titre du module / Course Title	
PGE 3 Alternance Nancy	MIA-Négociation des solutions complexes	
Programme	ECTS	Code Module / Course Code
PGE	4	APGE310MKB_20
Responsable de module / Module leader	Langue d'enseignement / Language of tuition	Volume horaire / Class contact hours
REBIERE PHILIPPE	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 manoeuvre
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 l
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 (reconnaisse
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 Kyrianiou La négociation d'influence, développez votre pouvoir et déjouez la manipulation

EVALUATION / ASSESSMENT

ASSESSMENT COMPONENT	ASSESSMENT TYPE	METHOD	WEIGHTING	DURATION	LEARNING OUTCOMES (ILO)
Evaluation finale	jeu de rôle acteur & vendeur	Etude de cas en binôme	60		1,2,3,4
Contrôle continu	Q.C.M	Individuel	40	0	1,2,3

ASSURANCE OF LEARNING / OBJECTIFS D'APPRENTISSAGE

LEARNING 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
LEARNING 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.	
LEARNING 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.	
LEARNING 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 entraînent 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/CSR, ARTEM & INTERNATIONAL

% DDRSE	% ARTEM	% INTERNATIONAL

COMMENT

(...)

Management de la Supply Chain et des Achats

Promotion	Titre du module / Course Title	
PGE 3 Alternance Nancy	SCM : Achats hors production	
Programme	ECTS	Code Module / Course Code
PGE	4	APGE310SCD_20
Responsable de module / Module leader	Langue d'enseignement / Language of tuition	Volume horaire / Class contact hours
HOUE THIERRY	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
Éléments techniques, contractuels et financiers : techniques de négociation.	Support de cours
Éléments techniques, contractuels et financiers : gestion des contrats.	Support de cours
Éléments 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).	(...)
Examen final : écrit individuel basée sur une étude de cas.	(...)

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)
Contrôle continu	Oral	Restitution orale d'un travail en groupe sur une situation de problème.	40	0.3	ILO 1,2
Contrôle final	Ecrit	Epreuve individuelle fondée sur une étude de cas.	60	2	ILO 3,4,5.

ASSURANCE OF LEARNING / OBJECTIFS D'APPRENTISSAGE

LEARNING 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
LEARNING 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.	
LEARNING 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.	
LEARNING 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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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/CSR, ARTEM & INTERNATIONAL

% DDRSE	% ARTEM	% INTERNATIONAL
20	0	20

COMMENT

(...)

Promotion	Titre du module / Course Title	
PGE 3 Alternance Nancy	SCM : Conception et Pilotage de flux	
Programme	ECTS	Code Module / Course Code
PGE	4	APGE310SCC_20
Responsable de module / Module leader	Langue d'enseignement / Language of tuition	Volume horaire / Class contact hours
GUIMARAES RENATO	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

BIBLIOGRAPHIE / TEXTBOOK AND OTHER MATERIAL

Ragsdale, C.T. Spreadsheet Modeling & Decision Analysis A practical Introduction to Business Analytics Cengage Learning, ISBN-13 : 978-1-285-41868-1

Arnold, J.R.T. Introduction to Materials Management Pearson, ISBN : 0-130123045-X

Chopra, S. and Meindl, P. Supply Chain Management: Strategy, Planning, and Operation , Pearson, ISBN-13 : 978-1-292-09356-7

EVALUATION / ASSESSMENT

ASSESSMENT COMPONENT	ASSESSMENT TYPE	METHOD	WEIGHTING	DURATION	LEARNING OUTCOMES (ILO)
Conti. assessment	Oral	Soutenance par groupe de 6 étudiants	40	0	ILO 2
Final assessment	Written	Examen en salle informatique	60	0	ILO 1,3

ASSURANCE OF LEARNING / OBJECTIFS D'APPRENTISSAGE

LEARNING 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
LEARNING 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.	
LEARNING 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.	
LEARNING 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 entraînent 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/CSR, ARTEM & INTERNATIONAL

% DDRSE	% ARTEM	% INTERNATIONAL
10	10	0

COMMENT

(...)

Promotion	Titre du module / Course Title	
PGE 3 Alternance Nancy	SCM : Logistique Internationale	
Programme	ECTS	Code Module / Course Code
PGE	4	APGE310SCB_20
Responsable de module / Module leader	Langue d'enseignement / Language of tuition	Volume horaire / Class contact hours
MURPHY EILEEN	FR	30

PRESENTATION DU COURS / MODULE DESCRIPTION

Ce cours est divisé en deux modules, le premier concerne principalement la logistique du commerce international et le second portera sur le fret aérien international. Le cours permettra aux étudiants d'acquérir les connaissances et les compétences nécessaires pour être en mesure d'assumer le rôle administratif d'organisation du transport international de marchandises et de comprendre l'importance des documents requis. Le cours couvrira le rôle des Incoterms, ainsi que l'entreposage et les méthodes de transport du fret dans la logistique internationale.

CONNAISSANCES ET COMPETENCES VISEES / LEARNING OUTCOMES (ILO)

Les étudiants qui réussissent ce cours doivent être en mesure de le faire :

1. analyser un dossier commercial de logistique d'exportation au regard des exigences réglementaires pertinentes
2. Appliquer les procédures pour créer un cahier des charges et un appel d'offres
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 aérien international
5. Evaluer le meilleur fournisseur de services logistiques

CONTENU / MODULE OUTLINE

TOPIC	ASSIGNMENTS & READINGS
(La globalisation et la distribution international 4h...)	Gestion Logistique intégrée de la DPI par Alberto Ruibal HandabakaL
(Le commerce international et les Incoterms 4h...)	Incoterms 2020
Transport international de marchandises (risques, documentation et assurance) 4h	Gestion Logistique intégrée de la DPI par Alberto Ruibal Handabaka
Transport, entreposage et consolidation 4h	Gestion Logistique intégrée de la DPI par Alberto Ruibal Handabaka
Compagnies maritimes internationales et services offerts 4h	Le transport combiné de Fret par Gauss Younossi
(Caractéristiques du marché du fret aérien/ Transporteurs 5h...)	Le fret Aérien pratique 2020 par Pratic Export et gestion du fret par Michel Salvy
Logistique aérienne valeur et positionnement par rapport aux autres modes 5h	.Le Fret Aérien pratique 2020 par Practic Export et gestion de fret par Michel Salvy.

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

REUVID J., SHERLOCK J. (2011), International Trade: Essential Guide to the Principles and Practice of Export, ICC.DESCAMPS A. (2008), Le fret aérien pratique, Paris, Pratic Export.
 IATA (2006), The Air Cargo Tariff (TACT) 2007, IATA.
 LEGRAND G. et MARTINI H. (2007), Management des Opérations Internationales, Paris, Dunod.
 Guide des Incoterms Editions Chambre de Commerce Internationale.
 Guide des opérations de crédit documentaire Editions Chambre de Commerce Internationale

EVALUATION / ASSESSMENT

ASSESSMENT COMPONENT	ASSESSMENT TYPE	METHOD	WEIGHTING	DURATION	LEARNING OUTCOMES (ILO)
Conti. assessment	Ecrit	Etude de cas (individual in-class assessment).	40	0.5	ILO 1,4
Final assessment	Oral	Analyse et presentation d'une etude de cas	60	2	ILO 2,3

ASSURANCE OF LEARNING / OBJECTIFS D'APPRENTISSAGE

LEARNING 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
LEARNING 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.	
LEARNING 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.	
LEARNING 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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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/CSR, ARTEM & INTERNATIONAL

% DDRSE	% ARTEM	% INTERNATIONAL
20	20	100

COMMENT

(...)

Promotion	Titre du module / Course Title	
PGE 3 Alternance Nancy	SCM : Supply Chain Strategy	
Programme	ECTS	Code Module / Course Code
PGE	4	APGE310SCA_20
Responsable de module / Module leader	Langue d'enseignement / Language of tuition	Volume horaire / Class contact hours
HOUE THIERRY	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, 2000Marche 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.	(...)
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	(...)

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)
Contrôle continu	Oral	Restitution orale d'un travail de groupe fondé sur un cas.	40	0.3	ILO 1,2,3
Contrôle final	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

LEARNING 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
LEARNING 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.	
LEARNING 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.	
LEARNING 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 entraînent 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/CSR, ARTEM & INTERNATIONAL

% DDRSE	% ARTEM	% INTERNATIONAL
20	0	20

COMMENT

(...)

Finance and risk management

Promotion	Titre du module / Course Title	
PGE 3 Berlin	FRM-Asset and Fund Management	
Programme	ECTS	Code Module / Course Code
PGE	4	MFRM313FAA_20
Responsable de module / Module leader	Langue d'enseignement / Language of tuition	Volume horaire / Class contact hours
VERLAINE MICHEL	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 tailor-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 Verlain (2016) The Economics of the Asset Management Industry: A Behavioural Economics Approach, Editions UNiversitaires Européennes.

Other academic references:

Das, S., Markowitz, H., Scheid, J. and Statman, M. (2010) Portfolio Optimization with Mental Accounts, Journal of Financial and Quantitative Analysis, Vol. 45.

Gordon, J.A. and Baptista, A. M. (2011) Portfolio selection with mental accounts and delegation, Journal of Banking and Finance, Vol. 35, p. 2637-2656.

Shefrin, H. and Statman, M. (2000) Behavioural Portfolio Theory, Journal of Financial and Quantitative Analysis, Vol. 35., P. 127-151.

Given the development 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	Written	Case study with randomized data to be submitted in Word or PDF	40	9	ILO1, ILO2, ILO3, ILO4, ILO5, ILO6
Final Exam	Written	In-Class Exam	60	1.5	ILO1, ILO2, ILO3, ILO4, ILO5, ILO6

ASSURANCE OF LEARNING / OBJECTIFS D'APPRENTISSAGE

LEARNING 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
LEARNING 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.	
LEARNING 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.	
LEARNING 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.

RSE/CSR, ARTEM & INTERNATIONAL

% DDRSE	% ARTEM	% INTERNATIONAL
0	0	0

COMMENT

(...)

Promotion	Titre du module / Course Title	
PGE 3 Berlin	FRM-Behavioral Finance and the Architecture of Fin	
Programme	ECTS	Code Module / Course Code
PGE	4	MFRM313FAB_20
Responsable de module / Module leader	Langue d'enseignement / Language of tuition	Volume horaire / Class contact hours
VERLAINE MICHEL	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 Management	Ferreira et al. (2018)

METHODOLOGIE / TEACHING

The course consists of interactive lectures followed by tailor-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 Verlaïne (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 development 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)
Conti. assessment	written	Solving a behavioral decision making exercise with simulated and individualized data	40	9	ILO1, ILO2, ILO3, ILO4, ILO5, ILO6
Final assessment	Written	in class exam	60	1.5	ILO1, ILO2, ILO3, ILO4, ILO5, ILO6

ASSURANCE OF LEARNING / OBJECTIFS D'APPRENTISSAGE

LEARNING 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
LEARNING 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.	
LEARNING 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.	
LEARNING 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.	

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RSE/CSR, ARTEM & INTERNATIONAL

% DDRSE	% ARTEM	% INTERNATIONAL
0	0	0

COMMENT

(...)

Promotion	Titre du module / Course Title	
PGE 3 Berlin	FRM-Geopolitics of Finance	
Programme	ECTS	Code Module / Course Code
PGE	4	MFRM313FAD_20
Responsable de module / Module leader	Langue d'enseignement / Language of tuition	Volume horaire / Class contact hours
VERLAINE MICHEL	EN	30

PRESENTATION DU COURS / MODULE DESCRIPTION

The module aims at developing an understanding of 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. Recent developments in Cyber Finance are also addressed. It is shown how financial vehicles and products can be used to elicit information about geopolitical risks. The course starts by introducing the major Geopolitical issues and how different states implement their strategies and take influence through economic policies. We then move on to analyze the major standard public financial institutions are used to gain influence. The next building blocs analyze how investment funds, different credit institutions and trading platforms can be influence by Geopolitics and can themselves influence geopolitical changes. Finally, the course focusses on how financial markets and structured products can be used to elicit information about risks such as cyber risks.

CONNAISSANCES ET COMPETENCES VISEES / LEARNING OUTCOMES (ILO)

Students successfully completing this course should be able to:

- ILO 1. To identify the relevant geopolitical theories
- ILO 2. To reformulate and explain the different theories
- ILO 3. To apply the different theories in practice
- ILO 4. To critically analyze and compare different geopolitical approaches
- ILO 5. To provide a synthesis of a broad geopolitical financial problem
- ILO 6. To critically analyze the synthesis of a problem in light of recent research

CONTENU / MODULE OUTLINE

TOPIC	ASSIGNMENTS & READINGS
The Grand Chessboard	Brzezinski (2016)
Geopolitics and International Relations	Fukuyama (1989), , Huntington (1993)
A New Financial Geopolitics	Foreign Affairs(2018), ,Blackwell&Harris (2013)
Regulation and localization strategies	Karolyi and Babaola (2015), Gennaioli et al (2013), Houston et al. (2012)
Geopolitical analyzes of the Financial Architecture	Verlaine(2019), CGFS-FSB (2017),
Cyber Finance, Fintech and Geopolitical implications	Kashyap and Wetheritit (2019), Verlaine (2020)

METHODOLOGIE / TEACHING

The course consists in interactive sessions followed by exercises and a broad cast/study.

BIBLIOGRAPHIE / TEXTBOOK AND OTHER MATERIAL

Andrew Karolyi and Alvaro Baboada (2015) ?Regulatory Arbitrage and Cross-Border Bank Acquisitions?

Foreign Affairs Magazine (2018) ?A New Financial Geopolitics?.

Gennaioli, N., Shlaifer, A. and Vishny, R. (2013) ?A Model of Shadow Banking? , The Journal of Finance,

Joel Hosten, 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.

Verlaine (2020) ?On the extraction of Cyber Risks using Structured Products?, SSRN Working Paper Series.

Robert Blackwill and Jennifer Harris (2016) ?War by Other Means: Geoeconomics and Statecraft?, Harvard University Press.

Zbigniew Brzezinski (2016) ?The Grand Chessboard: American Primacy and Its Geostrategic Imperatives?, Basic Books, 2nd edition.

Stulz, R. (2019) Fintech, Bigtech and the future of Banks, NBER Working Paper Series

Committee on the Global Financial System and Financial Stability Board (2017) Fintech Credit: Market Structure, Business Models and Financial Stability Implications

Kashyap, A. and Wetherilt, A. (2019) Some Principles for Regulating Cyber Risks, Amercian Economic Review.

Fukuyama Francis The End of History?The National Interest. Summer 1989. (18 p.)

Huntington, Samuel The clash of civilizations? // Foreign Affairs, Summer 1993(28 p.)

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	Written	Case study submitted in Word or PDF.	40	9	ILO1, ILO2, ILO3, ILO4, ILO5, ILO6
Final assessment	Written	Final Exam	60	1.5	ILO1, ILO2, ILO3, ILO,4 ILO5, ILO6

ASSURANCE OF LEARNING / OBJECTIFS D'APPRENTISSAGE

LEARNING 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
LEARNING 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
LEARNING 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
LEARNING 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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RSE/CSR, ARTEM & INTERNATIONAL

% DDRSE	% ARTEM	% INTERNATIONAL
20	20	100

COMMENT

(...)

Promotion	Titre du module / Course Title	
PGE 3 Berlin	FRM-International Market Microstructure	
Programme	ECTS	Code Module / Course Code
PGE	4	MFRM313FAC_20
Responsable de module / Module leader	Langue d'enseignement / Language of tuition	Volume horaire / Class contact hours
VERLAINE MICHEL	EN	30

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	Lecture notes The Economics of Market Microstructure
Price formation and the role of information	Madhaven Part 3
European Market Structure and Design	Madhaven Part 4 + Lecture notes
High Frequency trading	Menkveldt (2013) and Cochrane (2013)
High Frequency Market Microstructure	O'Hara (2015)
Algorithmic Trading	Kirilenko and LO (2013)

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

Lecture notes The Economics of Market Microstructure, Michel Verlaïne
Cochrane, J. Finance: Function Matters, Not Size, Journal of Economic Perspectives, Volume 27, No 2, Pages 29-50.
Madhaven , A. (2000) Market microstructure: A survey, Journal of Financial Markets, Vol. 3, p. 205-258.
Menkveldt (2013) High Frequency Trading and the New Market makers, Journal of Financial Markets, 16, 712-740.
O'Hara, M. (2015) High Frequency Market Microstructure, Journal of Financial Economics 116, 257-270.
Kirilenko, A. and Lo, A. (2013) Moore's Law versus Murphy's Law: Algorithmic Trading and its Discontents, Journal of Economic Perspectives, Volume 27, No 2, Pages 51-72.

Given the development 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)
Conti. assessment	written	Going through the steps of a Market Microstructure model with simulated and/or individualized data	40	9	ILO1, ILO2, ILO3, ILO4, ILO5, ILO6
Final assessment	written	in class exam	60	1.5	ILO1, ILO2, ILO3, ILO4, ILO5, ILO6

ASSURANCE OF LEARNING / OBJECTIFS D'APPRENTISSAGE

LEARNING 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
LEARNING 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
LEARNING 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.	
LEARNING 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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RSE/CSR, ARTEM & INTERNATIONAL

% DDRSE	% ARTEM	% INTERNATIONAL
0	0	0

COMMENT

(...)

Marketing and brand management

Promotion	Titre du module / Course Title	
PGE 3 Berlin	MBM-Event planning and sponsorship	
Programme	ECTS	Code Module / Course Code
PGE	4	MMBM313MKA_20
Responsable de module / Module leader	Langue d'enseignement / Language of tuition	Volume horaire / Class contact hours
FLORES ZAMORA JAVIER	EN	30

PRESENTATION DU COURS / MODULE DESCRIPTION

Event Management and Sponsoring is a highly active and hands-on experience driven course. The course will cover the basics of event management and concept design as well as the development of integrated live-campaigns.

CONNAISSANCES ET COMPETENCES VISEES / LEARNING OUTCOMES (ILO)

Students successfully completing this module should be able to:

1. Understand the role of live communication in the marketing mix
2. Design creative event concepts
3. Understand how to access events and their ROI
4. Develop sponsoring and marketing plans for events
5. Use several creative working methods

CONTENU / MODULE OUTLINE

TOPIC	ASSIGNMENTS & READINGS
Introduction on Event Management and Sponsoring	Short Essay, Online Test,
Live-Campaigns and event success factors	Online Test, Single Course Work
Concept Design How to find the Big Idea	Group Work, Online Test
Sponsoring and Marketing Plans	Online Test, Individual Sponsoring Concept
Creative Working Methods	Online Test
Event Concept Design	Development of an Event Concept

METHODOLOGIE / TEACHING

---Participation and interaction with the lecturer is MANDATORY. ---

The course will mainly be held in workshop style / practical training sessions. Lectures will give the students a first insight in specific topics, while group work will enable

BIBLIOGRAPHIE / TEXTBOOK AND OTHER MATERIAL

(...)

EVALUATION / ASSESSMENT

ASSESSMENT COMPONENT	ASSESSMENT TYPE	METHOD	WEIGHTING	DURATION	LEARNING OUTCOMES (ILO)
Continuous Assessment	Written	Daily individual tests	10	0	ILO 1, 2, 3, 4, 5
Continuous Assessment	Participation	Assessment of In class participation	30	0	ILO 1, 2, 3, 4, 5
Final assessment	Written	Essay	30	0	ILO 1, 3,
Final assessment	Oral	Presentation	30	30	ILO 2,5

ASSURANCE OF LEARNING / OBJECTIFS D'APPRENTISSAGE

LEARNING GOAL	Graduates will be able to develop thorough knowledge in management fields and demonstrate their specific skills.
Knowledge & Adaptability	
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
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.
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.
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

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RSE/CSR, ARTEM & INTERNATIONAL

% DDRSE	% ARTEM	% INTERNATIONAL
20	20	80

COMMENT

(...)

Promotion	Titre du module / Course Title	
PGE 3 Berlin	MBM-Luxury and Fashion Brands	
Programme	ECTS	Code Module / Course Code
PGE	4	MMBM313MKB_20
Responsable de module / Module leader	Langue d'enseignement / Language of tuition	Volume horaire / Class contact hours
SONNENBURG STEPHAN	EN	30

PRESENTATION DU COURS / MODULE DESCRIPTION

This course deals with the ingredients to understand luxury and fashion brands in the context of regional and international requirements. The main brand approaches - identity, culture and community - are introduced to understand luxury and fashion brands in general and to approach, analyze, develop and reflect selected brands. The teaching method is primarily based on case studies of luxury and fashion brands from various industries like Prada, Louis Vuitton, Mercedes, KaDeWe, Hotel de Rome or Andreas Murkudis Berlin. As it is essential to experience luxury and fashion, field trips and expert talks are essential elements of the teaching method.

Disclaimer: Students are expected to complete all the readings before class and are expected to participate in all class activities, discussions and field trips.

30 hrs (5 x 6 hrs) of interactive lectures including project work.

CONNAISSANCES ET COMPETENCES VISEES / LEARNING OUTCOMES (ILO)

1. understand the principles of luxury and fashion brands especially in the context of social arenas like economy, politics, and culture.
2. describe the difference between brand management as a trivial cause-and-effect relationship and brand management as the art of navigation.
3. diagnose the narrative structure (stories) of luxury and fashion brands and integrate them in the brand navigation.
4. develop luxury and fashion brand strategies on the basis of a deep understanding of the consumers' needs and the company's identity.
5. critically reflect the role of luxury and fashion brands in a global world.

CONTENU / MODULE OUTLINE

TOPIC	ASSIGNMENTS & READINGS
Principles of luxury and fashion brands.	Extracts from the bibliography, plus further reading, case study.
Brand identity, brands as icons, customer needs, value proposition, market segmentation, authenticity in luxury branding.	Extracts from the bibliography, plus further reading, case study, in-class presentation.
Brand storytelling and brand narratives, formal framework and components of a story, brands and media.	Extracts from the bibliography, plus further reading, case study, field trip.
Co-creative branding, brand communities, transmedia storytelling, branded spaces, aesthetics and atmosphere.	Extracts from the bibliography, plus further reading, case study, field trip.
Critical reflection of luxury and fashion brands, morality issues.	Extracts from the bibliography, plus further reading, case study, final presentation, final exam two weeks after the last session.

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 luxury and fashion brand cases. Field trips help the students to get a deeper understanding for luxury and fashion. Students are expected to prepare for each session.

BIBLIOGRAPHIE / TEXTBOOK AND OTHER MATERIAL

Hancock, J. H. (2016). Brand/story: Cases and explorations in fashion branding. New York: Fairchild Books.
Heding, T., Knudtzen, C. F., & Bjerre, M. (2020). Brand management: Mastering research, theory and practice. Abingdon: Routledge.
Kapferer, J.-N. (2015). Kapferer on luxury: How luxury brands can grow yet remain rare. London: Kogan Page.
Morhart, F., Wilcox, K., & Czellar, S. (2020). Research handbook on luxury branding. Cheltenham: Edward Elgar Publishing.
Schaefer, W., & Kuehlwein, J. P. (2015). Rethinking prestige branding: Secrets of the uber-brands. London: Kogan Page.
Further reading is announced in due time before a session.

EVALUATION / ASSESSMENT

ASSESSMENT COMPONENT	ASSESSMENT TYPE	METHOD	WEIGHTING	DURATION	LEARNING OUTCOMES (ILO)
Continuous assessment	Oral	In-class presentation	20	0.25	1, 2
Continuous assessment	Participation	Exercises	20	0	1, 2
Final Assessment	Written	Final exam	30	1.5	4, 5
Final Assessment	Oral	Final presentation	30	0.5	3, 4

ASSURANCE OF LEARNING / OBJECTIFS D'APPRENTISSAGE

LEARNING 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
LEARNING 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.	
LEARNING 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
LEARNING 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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RSE/CSR, ARTEM & INTERNATIONAL

% DDRSE	% ARTEM	% INTERNATIONAL
10	50	

COMMENT

(...)

Promotion	Titre du module / Course Title	
PGE 3 Berlin	MBM-Startup development for Innovative Brands	
Programme	ECTS	Code Module / Course Code
PGE	4	MMBM313MKC_20
Responsable de module / Module leader	Langue d'enseignement / Language of tuition	Volume horaire / Class contact hours
SONNENBURG STEPHAN	EN	30

PRESENTATION DU COURS / MODULE DESCRIPTION

This course deals with startups and the startup process, matching the philosophy of innovative brands with customer needs and values across different industries. Starting a small business or inventing new products within bigger companies requires creative and disruptive thinking which has an impact on marketing and branding. The overall objective of this course is to help students to approach startup thinking and startup acting as well as to rethink new ways to perceive customers of innovative brands.

Disclaimer: Students are expected to complete all the readings before 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)

1. understand current businesses as well as product, marketing and branding trends.
2. understand the reasons and variations of the current startup booming worldwide.
3. discuss differences between traditional and innovative startup dynamics.
4. explain in a practical manner the steps from understanding a business problem to realize ideas and prototypes.

CONTENU / MODULE OUTLINE

TOPIC	ASSIGNMENTS & READINGS
Understanding startups and product innovation. What is a startup? Success stories (some failures) of innovative brands. Innovation: new markets or new products?	In-class participation.
Startups today. Opportunities and risks. Structural differences between corporations vs. startups (case studies). Introduction to Design Thinking. Design Thinking phases: understand, observe, point of view.	In-class participation and presentation.
Design Thinking phases: ideate, prototype, test.	In-class participation and presentation.
Strategic planning. The business plan. Pitching investors, idea implementation.	In-class participation, final presentation, written report submitted two weeks after the final session.

METHODOLOGIE / TEACHING

Students should have a solid interest in how to develop ideas and products. Attendance and participation are compulsory. Students have continuous evaluation and assignments. Although some theoretical concepts are explained, the course is intended to be more pragmatic. Examples from real based companies are provided to illustrate startup thinking and startup acting. In-class exercises and projects are assigned.

BIBLIOGRAPHIE / TEXTBOOK AND OTHER MATERIAL

Brown, T. (2019). Change by design, revised and updated: How design thinking transforms organizations and inspires innovation. New York: Harper Business.

Gray, D., Brown, S. & Mananufu, J. (2010). Gamestorming. A playbook for innovators, rulebreakers, and changemakers. Sebastopol: O'Reilly.

Reis, E. (2011). The lean startup. New York: Crown Business.

Thiel, P. A., & Masters, B. (2014). Zero to one: notes on startups, or how to build the future. New York: Crown Pub.

Osterwalder, A., & Pigneur, Y. (2010). Business model generation: A handbook for visionaries, game changers, and challengers. John Wiley & Sons.

Further readings and videos are announced in due time before a session.

EVALUATION / ASSESSMENT

ASSESSMENT COMPONENT	ASSESSMENT TYPE	METHOD	WEIGHTING	DURATION	LEARNING OUTCOMES (ILO)
Continuous assessment	Oral	In-class presentation	20	0.25	1, 2, 3
Continuous assessment	Participation	Exercices	20	0	1, 2, 3, 4
Final Assessment	Written	Written report	30	0	1, 2, 4
Final Assessment	Oral	Final presentation	30	0.5	4

ASSURANCE OF LEARNING / OBJECTIFS D'APPRENTISSAGE

LEARNING 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
LEARNING 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
LEARNING 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.	
LEARNING 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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RSE/CSR, ARTEM & INTERNATIONAL

% DDRSE	% ARTEM	% INTERNATIONAL
20	60	

COMMENT

(...)

Promotion	Titre du module / Course Title	
PGE 3 Berlin	MBM-Sustainable brands and ethics	
Programme	ECTS	Code Module / Course Code
PGE	4	MMBM313MKD_20
Responsable de module / Module leader	Langue d'enseignement / Language of tuition	Volume horaire / Class contact hours
FLORES ZAMORA JAVIER	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 assign

BIBLIOGRAPHIE / TEXTBOOK AND OTHER MATERIAL

Kopnina, H. & Shoreman-Ouimet, E. (Eds.). (2015). Sustainability: key issues. New York, NY : Routledge

Biagi, S. (2017). Media/Impact: An Introduction to Mass Media. 12th. Ed. Boston, MA : Cengage Learning.

Miles, S. (2006). Consumerism. London, UK : Sage Publications. (Original work published 1998).

Klein, N. (2009). No Logo : 10th Anniversary Edition. 10th Ed. Picador.

Klein, N. (2015). This changes everything : Capitalism vs. the Climate. Simon & Schuster.

EVALUATION / ASSESSMENT

ASSESSMENT COMPONENT	ASSESSMENT TYPE	METHOD	WEIGHTING	DURATION	LEARNING OUTCOMES (ILO)
Continuous Assessment	Written	Assignments	20	0	ILO 1, 2, 3, 4
Continuous Assessment	Oral	In class presentations	10	0	ILO 1, 2, 3, 4
Continuous Assessment	Participation	In class participation	10	0	ILO 1, 2, 3, 4
Final exam	Written	Written report(...)	40	0	ILO 5
Final exam	Oral	Final presentation	20	0	ILO 5

ASSURANCE OF LEARNING / OBJECTIFS D'APPRENTISSAGE

LEARNING 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
LEARNING 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.	
LEARNING 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
LEARNING 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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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.

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RSE/CSR, ARTEM & INTERNATIONAL

% DDRSE	% ARTEM	% INTERNATIONAL
100	20	50

COMMENT

(...)

Audit

Promotion	Titre du module / Course Title	
PGE 3 Nancy	AUD-Advanced IFRS Standards	
Programme	ECTS	Code Module / Course Code
PGE	4	MAUD310FAA_20
Responsable de module / Module leader	Langue d'enseignement / Language of tuition	Volume horaire / Class contact hours
THIERY STEPHANIE	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

BIBLIOGRAPHIE / TEXTBOOK AND OTHER MATERIAL

All relevant materials will be posted on myicn

Melville A., International Financial Reporting, A practical guide, Ed : Prentice Hall, 7th ed, 2019

IASB siteweb: <http://www.ifrs.org/IFRSs/Pages/IFRS.aspx>

EVALUATION / ASSESSMENT

ASSESSMENT COMPONENT	ASSESSMENT TYPE	METHOD	WEIGHTING	DURATION	LEARNING OUTCOMES (ILO)
Conti. assessment	Participation	Exercises solution and correction in class	40	0	ILO1, ILO2, ILO3, ILO4, ILO5
Final assessment	MCQ+ Written exam or Essay or Literature Review or Final Report or Oral	20% MCQ and 80% other assignments	60	2	ILO1, ILO2, ILO3, ILO4, ILO5

ASSURANCE OF LEARNING / OBJECTIFS D'APPRENTISSAGE

LEARNING GOAL	Graduates will be able to develop thorough knowledge in management fields and demonstrate their specific skills.
LEARNING 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
LEARNING 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
LEARNING 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
LEARNING 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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RSE/CSR, ARTEM & INTERNATIONAL

% DDRSE	% ARTEM	% INTERNATIONAL
0	10	90

COMMENT

(...)

Promotion	Titre du module / Course Title	
PGE 3 Nancy	AUD-Advanced Law and Management Accounting	
Programme	ECTS	Code Module / Course Code
PGE	4	MAUD310FAC_20
Responsable de module / Module leader	Langue d'enseignement / Language of tuition	Volume horaire / Class contact hours
THIERY STEPHANIE	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.

BIBLIOGRAPHIE / TEXTBOOK AND OTHER MATERIAL

Relevant material will be posted on MyICN.

AMA:

- Bhimani A. 2006. Contemporary Issues in management accounting. Oxford U Press
 Horngren, Foster and Datar (2014). Cost accounting: a managerial emphasis. Prentice Hall.
 Bouquin and Thiéry-Dubuisson (2010). Comptabilité de gestion, exercices et études de cas. Economica

ABL: Most references (if not all) on Luxemburg bankruptcy law are available in French only. However, students can usefully read (all the following references are available on the Knowledge Hub):

- Westbrook, J. (2010). A global view of business insolvency systems, Washington DC: Brill.
 Pannen, K. (2007). European Insolvency Regulation, Berlin: De Gruyter.
 Walker G. & L. Clarke (2012). The Lehman Brothers Bankruptcy, New York: Nova Science Publishers.

EVALUATION / ASSESSMENT

ASSESSMENT COMPONENT	ASSESSMENT TYPE	METHOD	WEIGHTING	DURATION	LEARNING OUTCOMES (ILO)
Conti. assessment	Participation and Oral	Exercices and case studies in class (AMA), Report + defence (ABL)	40	0	ILO1 to ILO8
Final assessment	MCQ + Written exam or Essay or Literature review or Oral or Final report	MCQ (20%) and 80% other assignments	60	0	ILO1 to ILO8

ASSURANCE OF LEARNING / OBJECTIFS D'APPRENTISSAGE

LEARNING 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
LEARNING 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.	
LEARNING 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.	
LEARNING 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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RSE/CSR, ARTEM & INTERNATIONAL

% DDRSE	% ARTEM	% INTERNATIONAL
0	20	80

COMMENT

(...)

Promotion	Titre du module / Course Title	
PGE 3 Nancy	AUD-Audit, Frauds and Cyber Threats	
Programme	ECTS	Code Module / Course Code
PGE	4	MAUD310FAD_20
Responsable de module / Module leader	Langue d'enseignement / Language of tuition	Volume horaire / Class contact hours
THIERY STEPHANIE	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 responsibilities 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

BIBLIOGRAPHIE / TEXTBOOK AND OTHER MATERIAL

All relevant materials and fraud cases will be posted on myicn

Vona L. (2008), Fraud Risk assessment, Building a Fraud audit program

NACD (2017), Cyber-Risk Oversight, ed. Larry Clinton, Director's Handbook Series, National Association of Corporate Directors, Washington DC, USA

EVALUATION / ASSESSMENT

ASSESSMENT COMPONENT	ASSESSMENT TYPE	METHOD	WEIGHTING	DURATION	LEARNING OUTCOMES (ILO)
Conti. assessment	Participation	Exercises solutions and correction in class, Presentation of Case studies	40	0	ILO1, ILO2, ILO3, ILO4
Final assessment	MCQ + Essay or Written exam or Literature review or Final report or Oral	MCQ (20%) and other assignments (80%)	60	2	ILO1, ILO2, ILO3, ILO4

ASSURANCE OF LEARNING / OBJECTIFS D'APPRENTISSAGE

LEARNING 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
LEARNING 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.	
LEARNING 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.	
LEARNING 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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RSE/CSR, ARTEM & INTERNATIONAL

% DDRSE	% ARTEM	% INTERNATIONAL
20	30	50

COMMENT

(...)

Promotion	Titre du module / Course Title	
PGE 3 Nancy	AUD-External & Internal Auditing (advanced)	
Programme	ECTS	Code Module / Course Code
PGE	4	MAUD310FAB_20
Responsable de module / Module leader	Langue d'enseignement / Language of tuition	Volume horaire / Class contact hours
THIERY STEPHANIE	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

BIBLIOGRAPHIE / TEXTBOOK AND OTHER MATERIAL

All relevant materials will be posted on myicn

Hayes R., Wallage P. & Görtemaker H. (2014), Principles of auditing, an introduction to international standards on auditing, Pearson, 3rd ed

Ronen J. and Yaari V. (2008), EARNINGS MANAGEMENT : Emerging Insights in Theory, Practice, and Research, Springer

Whittington O. Ray and Pany Kurt (2019), Principles of auditing and other assurance services, 21st ed, MacGraw Hill

EVALUATION / ASSESSMENT

ASSESSMENT COMPONENT	ASSESSMENT TYPE	METHOD	WEIGHTING	DURATION	LEARNING OUTCOMES (ILO)
Conti. assessment	Participation	Exercises solutions and correction in class, Presentation of Case studies	40	0	ILO1, ILO2, ILO3, ILO4, ILO5
Final assessment	MCQ + Written exam of Essay or Final Report or Literature review or Oral	MCQ (20%) and other assignments (80%)	60	2	ILO1, ILO2, ILO3, ILO4, ILO5

ASSURANCE OF LEARNING / OBJECTIFS D'APPRENTISSAGE

LEARNING 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
LEARNING 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.	
LEARNING 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.	
LEARNING 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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RSE/CSR, ARTEM & INTERNATIONAL

% DDRSE	% ARTEM	% INTERNATIONAL
10	0	90

COMMENT

(...)

Creative and Cultural Industries Management

Promotion	Titre du module / Course Title	
PGE 3 Nancy	CCI- Consumption & Branding in Cultural & CI	
Programme	ECTS	Code Module / Course Code
PGE	4	MCCI310MKA_20
Responsable de module / Module leader	Langue d'enseignement / Language of tuition	Volume horaire / Class contact hours
SORIO ROSSELLA	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 business models for the CCI.

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. Identify potential target markets and understand the importance of value proposition and authentic brand story
3. Understand the specificities of cultural products' diffusion and distribution
4. Assess the challenges of a new venture in the CCI' industry and identify ways to overcome them
5. Develop and formulate a new business model in the CCI context

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
Business models for the CCI(...)	Group project

METHODOLOGIE / TEACHING

Group report. Students will be divided into teams. Each team will have to come up with an idea for a new venture in the CCI. Students then will be asked to elaborate on it and prepare a 30-minute presentation in order to explain the business model of their company to their classmates. . The class votes for the best venture.
Individual assignment: reflection on course content. Students will be asked to reflect on the topics presented in class in a form of a personal learning diary by answering questions on the course content.

BIBLIOGRAPHIE / TEXTBOOK AND OTHER MATERIAL

Becker, Howard S. 1982. "Art worlds." University of California Press.
Brown, A. (2006). "An architecture of value." Grantmakers in the Arts Reader 17 (1): 18-25.McCarthy, K., Ondaatje E., Zakaras, L. and Brooks, A. "Gifts of the Muse. Reframing the debate about benefits of the Arts." Rand Corporation.
Harlow, Bob. (2014). "The Road to Results: Effective Practices for Building Arts Audiences." Wallace Studies in Building Arts Audiences. The Wallace Foundation.
Staines, Judith, Sophie Travers, and MJ Chung. 2011. "International Co-Production Manual-The journey which is full of surprises." Bruxelles: IETM, KAMS.
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)
Conti. assessment	Written	Individual assignment : reflection on course content	20	0	ILO 1,2,3
Continuous assessment	Oral	Group project	20	0	ILO3, 4,5
Final assessment	Written	Final individual exam	60	2	1,2,3

ASSURANCE OF LEARNING / OBJECTIFS D'APPRENTISSAGE

LEARNING 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
LEARNING 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.	
LEARNING 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.	
LEARNING 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.

RSE/CSR, ARTEM & INTERNATIONAL

% DDRSE	% ARTEM	% INTERNATIONAL
50	50	100

COMMENT

(...)

Promotion	Titre du module / Course Title	
PGE 3 Nancy	CCI-Art & Entertainment event management	
Programme	ECTS	Code Module / Course Code
PGE	4	MCCI310MKB_20
Responsable de module / Module leader	Langue d'enseignement / Language of tuition	Volume horaire / Class contact hours
SORIO ROSSELLA	EN	30

PRESENTATION DU COURS / MODULE DESCRIPTION

This course is focused on cultural event management. This course has been conceptualized to address the need of skills and techniques to help professionals and managers in successfully carrying out art and cultural events, all while keeping focused on the values tied to these events.

Strategy and logistics play an essential role in cultural event management in that they identify the practical elements of an event or festival and the necessary actions to implement them.

CONNAISSANCES ET COMPETENCES VISEES / LEARNING OUTCOMES (ILO)

Students successfully completing this course should be able to:

- 1) Analyze the historical context and the concept of cultural events in a holistic way.
- 2) Analyze the needs of the event with the client: the event creator, artist(s), and management team.
- 3) Carry out a feasibility study and establish the logistical issues with a specific venue in mind.
- 4) Identify all event participants and establishing appropriate channels of communication.
- 5) Plan the entire event carry out its successful execution.

CONTENU / MODULE OUTLINE

TOPIC	ASSIGNMENTS & READINGS
Understanding the values of a cultural event and identifying the key players	In-class assignments and follow-up group discussions plus research assignments as homework.
Learning how to create a strategic plan for a specific cultural event	Analysis of real case studies on the management of various cultural events. In-class assignments and follow-up group discussions plus team project assignment as homework.
Creating a feasibility study to work out the logistics needed to overcome the constraints of a cultural event.	Selecting and working on real logistics problems in cultural event management. More in-depth class assignments and application of findings to the team project.
Planning the entire event and successfully carrying it out.	While continuing to apply the findings to the team project, and establishing an action plan, occasional holistic assessments will be made to see if the project works as a whole.
Presenting a proposal to a client	Team work presentation on a cultural event project and its organization to a client.

METHODOLOGIE / TEACHING

You will work as a team using the experiential learning approach (learning through doing). This involves working on the A-to-Z organization of a real life cultural event project dealing involving real-life challenges (logistics, budget, communications?). You will evaluate the overall situation, identify its strengths and weaknesses, develop a feasibility study, create the concept, set up the strategy, and come up with an action plan of action for the client.

As this class is for students who wish to be part of participative atmosphere, your active involvement in class exercises and discussions will be part of your grade.

BIBLIOGRAPHIE / TEXTBOOK AND OTHER MATERIAL

Festival and Events Management - Yeoman, Ian Robertson, Martin Ali-Knight, Jane - Taylor & Francis (2004)
 Events Management - Bowdin, Glenn, Allen, Johnny, O'Toole, William - Taylor & Francis (2006)
 Negotiating values in the Creative Industries - Fairs, Festivals and Competitive Events - Brian Moeran and Jesper Strandgaard Pedersen - Cambridge University Press (2011)
 Ancuta-Mihaela ZETIU, & Patricia BERTEA. (2015). How a Tourist Destination May Become a Brand by Means of Events - a Case Study on Iasi as a Candidate for European Cultural Capital 2021. EURINT, 2, 387-403.

EVALUATION / ASSESSMENT

ASSESSMENT COMPONENT	ASSESSMENT TYPE	METHOD	WEIGHTING	DURATION	LEARNING OUTCOMES (ILO)
Continuous assessment	Written	In-class assignments	20	0	(...)
Continuous assessment	Oral	Group presentations	20	0	(...)
Final assessment	Written	Individual written proposal	20	0	(...)
Final assessment	Oral	Individual final project presentation	30	15	(...)
Final assessment	Participation	Personal implication in class discussions	10	0	(...)

ASSURANCE OF LEARNING / OBJECTIFS D'APPRENTISSAGE

LEARNING 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
LEARNING 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.	
LEARNING 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.	
LEARNING 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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RSE/CSR, ARTEM & INTERNATIONAL

% DDRSE	% ARTEM	% INTERNATIONAL
20	20	100

COMMENT

(...)

Promotion	Titre du module / Course Title	
PGE 3 Nancy	CCI-Cultural & Creative Industries Management 2	
Programme	ECTS	Code Module / Course Code
PGE	4	MCCI310MKC_20
Responsable de module / Module leader	Langue d'enseignement / Language of tuition	Volume horaire / Class contact hours
SORIO ROSSELLA	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.

BIBLIOGRAPHIE / TEXTBOOK AND OTHER MATERIAL

- Yves Evrard et Alain Busson (2013) " Les industries culturelles et créatives ", Vuibert.
- Yves Evrard et al. (2015) " Management des entreprises culturelles et créatives ", Vuibert.
- Bob Harlow (2014) ?The Road to Results: Effective Practic

EVALUATION / ASSESSMENT

ASSESSMENT COMPONENT	ASSESSMENT TYPE	METHOD	WEIGHTING	DURATION	LEARNING OUTCOMES (ILO)
Continous assessment	Oral	Solve a managerial question (group work)	30	0	ILO1, ILO2
Continous assessment	Oral	Group présentation	10	0	ILO3, ILO4, ILO5
Final assessment	Written	Individual report based on a case study	60	0	ILO3, ILO4, ILO5

ASSURANCE OF LEARNING / OBJECTIFS D'APPRENTISSAGE

LEARNING GOAL	LEARNING OBJECTIVES	ASSESSMENT
LEARNING 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
LEARNING 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.	
LEARNING 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.	
LEARNING 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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RSE/CSR, ARTEM & INTERNATIONAL

% DDRSE	% ARTEM	% INTERNATIONAL
20	20	100

COMMENT

(...)

Promotion	Titre du module / Course Title	
PGE 3 Nancy	CCI-The Art & entertainment management seminar	
Programme	ECTS	Code Module / Course Code
PGE	4	MCCI310MKD_20
Responsable de module / Module leader	Langue d'enseignement / Language of tuition	Volume horaire / Class contact hours
SORIO ROSSELLA	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 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.

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.

BIBLIOGRAPHIE / TEXTBOOK AND OTHER MATERIAL

March, V. (2019). Comment développer votre activité grâce aux médias sociaux-3e éd.: Facebook, Twitter, LinkedIn, Instagram et les autres plateformes sociales. Dunod.

Creative Industries and Innovation in Europe: Concepts, Measures and Comparative Case Studies, by Luciana Lazzeretti (2016)
Panorama des Industries culturelles et créatives by Y.Evrard et A. Buisson (2015), Vuibert

EVALUATION / ASSESSMENT

ASSESSMENT COMPONENT	ASSESSMENT TYPE	METHOD	WEIGHTING	DURATION	LEARNING OUTCOMES (ILO)
Conti. assessment	written	Workgroup Checkpoints	30	0	ILO1, ILO2
Conti. assessment	participation	in-class and in group participation	10	0	ILO 1,2
Final assessment	written	Dossier	30	0	ILO3, ILO4, ILO5
Final assessment	oral	Presentation and feedback	30	10	ILO3, ILO4, ILO5

ASSURANCE OF LEARNING / OBJECTIFS D'APPRENTISSAGE

LEARNING 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
LEARNING 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.	
LEARNING 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.	
LEARNING 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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RSE/CSR, ARTEM & INTERNATIONAL

% DDRSE	% ARTEM	% INTERNATIONAL
20	50	100

COMMENT

(...)

Distribution et e-commerce

Promotion	Titre du module / Course Title	
PGE 3 Nancy	DEC-E-Commerce & Marketing Distribution Omnicanal	
Programme	ECTS	Code Module / Course Code
PGE	4	MDEC310MKA_20
Responsable de module / Module leader	Langue d'enseignement / Language of tuition	Volume horaire / Class contact hours
MAKIELA MICHEL	FR	30

PRESENTATION DU COURS / MODULE DESCRIPTION

Ce cours permet aux étudiants :

- dans un 1er temps de maîtriser l'utilisation de la matrice Business Model Canvas pour modéliser l'activité d'une entreprise avec ses différentes composantes (proposition de valeur, modèle de revenus, architecture de valeur..).
- dans un deuxième temps d'étudier et comparer les Business Model des entreprises emblématiques de la vente en ligne de produits de grande consommation (Amazon,..)
- d'analyser ensuite le processus de transformation des entreprises historiques de la grande distribution vers un mode de distribution omnicanal.

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 et apprécier de manière critique les principaux éléments et défis dans l'élaboration d'une stratégie marketing omnicanal adaptée au contexte de l'entreprise

CONTENU / MODULE OUTLINE

TOPIC	ASSIGNMENTS & READINGS
Introduction au Business Model Canvas	(...)
Analyse du Business Model Vente en Ligne, ex : Amazon	Réussir stratégie cross & omnicanal ch 0
Etude de cas avec comparaison BM	Réussir stratégie cross & omnicanal ch 1
Etude de cas avec comparaison BM	Réussir stratégie cross & omnicanal ch 3...
Analyse des offres de services de publicité numériques (ex: Google, Solocal)	Revue documentaire et BMC de l'entreprise étudiée
Analyse transformation digitale d'une entreprise face aux mutations du secteur (ex : Sony Music)	Revue documentaire et BMC de l'entreprise étudiée
Examen individuel final...	(...)

METHODOLOGIE / TEACHING

Enseignement magistral (rappels théoriques). 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

Required/obligatoire:

Réussir sa stratégie cross et omni-canal, Régine Vanheems , éditions EMS, 2015

Recommended/conseillé:

Business Model Nouvelle génération,Alexander Osterwalder et Yves Pigneur, éditions Pearson, 2011

EVALUATION / ASSESSMENT

ASSESSMENT COMPONENT	ASSESSMENT TYPE	METHOD	WEIGHTING	DURATION	LEARNING OUTCOMES (ILO)
Conti. assessment	oral	Restitution orale d'un travail en groupe avec remise d'un support PWT détaillé	40	0	ILO1, ILO2
Conti. assessment	(...)	(...)	0	0	(...)
Final assessment	écrit	Epreuve écrite individuelle portant sur une étude de cas et des questions ouvertes	60	0	ILO1, ILO2, ILO3

ASSURANCE OF LEARNING / OBJECTIFS D'APPRENTISSAGE

LEARNING 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
LEARNING 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.	
LEARNING 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.	
LEARNING 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 entraînent 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/CSR, ARTEM & INTERNATIONAL

% DDRSE	% ARTEM	% INTERNATIONAL
20	20	20

COMMENT

(...)

Promotion	Titre du module / Course Title	
PGE 3 Nancy	DEC-Marketing B2B et Management Grands Comptes	
Programme	ECTS	Code Module / Course Code
PGE	4	MDEC310MKC_20
Responsable de module / Module leader	Langue d'enseignement / Language of tuition	Volume horaire / Class contact hours
MAKIELA MICHEL	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.

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 B2B3.
2. Identifier les différents leviers de la vente dans un contexte B2B
3. Comprendre l'organisation des canaux de distribution B2B et le management de la vente aux grands comptes

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
Leviers de la vente dans un contexte B2B Etudes de cas - 1ere partie	Préparer études de cas Optis
Leviers de la vente dans un contexte B2B Etudes de cas - 2eme partie commerciale B2B - équipementier automobile	Préparer études de cas Optis Soutenance
Analyse organisation commerciale B2B - Services d'ingénierie	Revue documentaire & BM canvas entreprise étudiée
Examen individuel sur table	(...)

METHODOLOGIE / TEACHING

Enseignement magistral (rappel théoriques). 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

Obligatoire :
 LENDREVIE J. & LEVY J. (2018), Mercator, Dunod, 12^e Edition, 1040 pages (disponible sur Scholarvox)
 Recommandé
 Business Model Nouvelle génération, 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)
Conti. assessment	oral	restitution orale d'un travail de groupe avec remise d'un rapport à l'enseignant	40	0	ILO2
Final assessment	écrit	Epreuve écrite individuelle portant sur des questions ouvertes	60	0	ILO1, ILO3

ASSURANCE OF LEARNING / OBJECTIFS D'APPRENTISSAGE

LEARNING 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
LEARNING 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.	
LEARNING 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
LEARNING 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'Étudiant 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 entraînent systématiquement la convocation de l'étudiant devant le conseil de discipline de l'École 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/CSR, ARTEM & INTERNATIONAL

% DDRSE	% ARTEM	% INTERNATIONAL
20	0	0

COMMENT

(...)

Promotion	Titre du module / Course Title	
PGE 3 Nancy	DEC-Négociation commerciale & Business Development	
Programme	ECTS	Code Module / Course Code
PGE	4	MDEC310MKD_20
Responsable de module / Module leader	Langue d'enseignement / Language of tuition	Volume horaire / Class contact hours
BRAUN OLIVIER	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. Adapter et 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 KAEPPÉLIN

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 boîte 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)
Conti. assessment	written	Examen individuel sur un cas de Business Development	40	0	ILO5
Final assessment	Written	Etudes de cas Négociation en binôme	60	0	ILO1, ILO2, ILO3, ILO4
Final assessment	oral	(...)	0	0	(...)

ASSURANCE OF LEARNING / OBJECTIFS D'APPRENTISSAGE

LEARNING 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
LEARNING 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
LEARNING 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
LEARNING 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

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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.

RSE/CSR, ARTEM & INTERNATIONAL

% DDRSE	% ARTEM	% INTERNATIONAL
0	0	0

COMMENT

(...)

Promotion	Titre du module / Course Title	
PGE 3 Nancy	DEC-Stratégie & Management des Achats	
Programme	ECTS	Code Module / Course Code
PGE	4	MDEC310MKB_20
Responsable de module / Module leader	Langue d'enseignement / Language of tuition	Volume horaire / Class contact hours
MAKIELA MICHEL	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. Cette approche permet de segmenter le portefeuille achats via une analyse stratégique sur 3 dimensions : 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.

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

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)
Conti. assessment	oral	Restitution à l'oral d'un travail de groupe avec remise d'un rapport à l'enseignant	40	0	ILO1, ILO2, ILO3
Final examination	écrit	QCM	20	0	ILO2
Final examination	écrit	Epreuve écrite individuelle portant sur des questions ouvertes	40	1.5	ILO1, ILO2, ILO3

ASSURANCE OF LEARNING / OBJECTIFS D'APPRENTISSAGE

LEARNING 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
LEARNING 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
LEARNING 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
LEARNING 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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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/CSR, ARTEM & INTERNATIONAL

% DDRSE	% ARTEM	% INTERNATIONAL
20	0	0

COMMENT

(...)

Design de l'offre et innovation

Promotion	Titre du module / Course Title	
PGE 3 Nancy	DOI-Créativité & Design Thinking	
Programme	ECTS	Code Module / Course Code
PGE	4	MDOI310MKB_20
Responsable de module / Module leader	Langue d'enseignement / Language of tuition	Volume horaire / Class contact hours
FILALI BOISSY DOUNIAZED	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 de vrais 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 oeuvre	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
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.

BIBLIOGRAPHIE / TEXTBOOK AND OTHER MATERIAL

Change by Design: How Design Thinking Transforms Organizations and Inspires Innovation, Tim Brown (Harper et Collins, 2009)
 Design Thinking: Integrating Innovation, Customer Experience, and Brand Value, Thomas Lockwood (Allworth Press, 2009)

EVALUATION / ASSESSMENT

ASSESSMENT COMPONENT	ASSESSMENT TYPE	METHOD	WEIGHTING	DURATION	LEARNING OUTCOMES (ILO)
Conti. assessment	Written	QCM	20	0.5	ILO1, ILO2, ILO3
Conti. assessment	oral	Présentation du travail de groupe complété par un rapport envoyé à l'enseignante	20	0	ILO1, ILO2, ILO3
Final assessment	Written	Rapport	30	0	ILO3, ILO4
Final assessment	oral	Présentation du travail de groupe complété par un rapport envoyé à l'enseignante	30	0	ILO3, ILO4

ASSURANCE OF LEARNING / OBJECTIFS D'APPRENTISSAGE

LEARNING 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
LEARNING 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.	
LEARNING 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.	
LEARNING 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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RSE/CSR, ARTEM & INTERNATIONAL

% DDRSE	% ARTEM	% INTERNATIONAL
20	10	10

COMMENT

(...)

Promotion	Titre du module / Course Title	
PGE 3 Nancy	DOI-Gestion et lancement produit	
Programme	ECTS	Code Module / Course Code
PGE	4	MDO310MKC_20
Responsable de module / Module leader	Langue d'enseignement / Language of tuition	Volume horaire / Class contact hours
FILALI BOISSY DOUNIAZED	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.

BIBLIOGRAPHIE / TEXTBOOK AND OTHER MATERIAL

J. Lendrevie et J. LevyMercator 1^e édition, Dunod
 Kotler P. and Keller K.L. Marketing Management 14^{ème} Pearson
 Le Nagard-Assayag et D. Manceau Le marketing de l'innovation 2^e édition, Dunod

EVALUATION / ASSESSMENT

ASSESSMENT COMPONENT	ASSESSMENT TYPE	METHOD	WEIGHTING	DURATION	LEARNING OUTCOMES (ILO)
Conti. assessment	oral	Présentation du travail de groupe complété par un rapport	40	0	ILO1, ILO2, ILO3
Final assessment	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

LEARNING 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
LEARNING 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
LEARNING 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
LEARNING 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 entraînent 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/CSR, ARTEM & INTERNATIONAL

% DDRSE	% ARTEM	% INTERNATIONAL
20	10	10

COMMENT

(...)

Promotion	Titre du module / Course Title	
PGE 3 Nancy	DOI-Innovation responsable & protection juridique	
Programme	ECTS	Code Module / Course Code
PGE	4	MDOI310MKD_20
Responsable de module / Module leader	Langue d'enseignement / Language of tuition	Volume horaire / Class contact hours
FILALI BOISSY DOUNIAZED	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 trait 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. Reconnaître 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.

BIBLIOGRAPHIE / TEXTBOOK AND OTHER MATERIAL

Droit de l'entreprise, L'essentiel pour comprendre , ouvrage collectif annuel
Piotraut J.-L. Droit de la Propriété Intellectuelle , Ellipses collection, dernière édition.
Pastore-Reiss E. (2012)Les 7 clés du marketing durable , Eyrolles.

EVALUATION / ASSESSMENT

ASSESSMENT COMPONENT	ASSESSMENT TYPE	METHOD	WEIGHTING	DURATION	LEARNING OUTCOMES (ILO)
Conti. assessment	Written	Examen individuel	40	1	ILO1
Final assessment	Written	examen individuel	60	2	ILO2, ILO3

ASSURANCE OF LEARNING / OBJECTIFS D'APPRENTISSAGE

LEARNING GOAL	LEARNING OBJECTIVES	ASSESSMENT
LEARNING GOAL 1 Knowledge & Adaptability		Graduates will be able to develop thorough knowledge in management fields and demonstrate their specific skills.
	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
LEARNING GOAL 2 Critical Thinking & Innovation		Graduates will be able to demonstrate independent thinking into business issues and propose informed solutions.
	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.	
LEARNING GOAL 3 Responsible Management & Sustainability		Graduates will be able to manage decisions making process respecting CSR and sustainable standards.
	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.	
LEARNING GOAL 4 Open-Mindedness & Transdisciplinarity		Graduates will be able to use and share transdisciplinary insight and integrate multicultural environments.
	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 entraînent 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/CSR, ARTEM & INTERNATIONAL

% DDRSE	% ARTEM	% INTERNATIONAL
20	10	10

COMMENT

(...)

Promotion	Titre du module / Course Title	
PGE 3 Nancy	DOI-Marketing de l'Innovation	
Programme	ECTS	Code Module / Course Code
PGE	4	MDOI310MKA_20
Responsable de module / Module leader	Langue d'enseignement / Language of tuition	Volume horaire / Class contact hours
FILALI BOISSY DOUNIAZED	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 oeuvre 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 oeuvre 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 développement d'une innovation (génération et identification de meilleures idées, prototypage, élaboration et mise en oeuvre 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.

BIBLIOGRAPHIE / TEXTBOOK AND OTHER MATERIAL

P. Kotler and K .L. Keller / Marketing Management 14e, Pearson Education.
 Gaurav Bhalla : Collaboration and Co-creation: New Platforms for Marketing and Innovation, 2010, Springer.
 Richard M. Locke and Rachel Wellhausen, Production in innovation economy, 2014.
 Richard K. Lester and David M. Hart, Unlocking Energy Innovation, 2011.
 Erik Brynjolfsson, Wired for innovation, 2009.

EVALUATION / ASSESSMENT

ASSESSMENT COMPONENT	ASSESSMENT TYPE	METHOD	WEIGHTING	DURATION	LEARNING OUTCOMES (ILO)
Conti. assessment	Written	Examen individuel	40	2	ILO1, ILO2, ILO3
Final assessment	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

LEARNING 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
LEARNING 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
LEARNING 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
LEARNING 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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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/CSR, ARTEM & INTERNATIONAL

% DDRSE	% ARTEM	% INTERNATIONAL
20	10	10

COMMENT

(...)

Finance d'entreprise

Promotion	Titre du module / Course Title	
PGE 3 Nancy	FIN-Advanced IFRS Standards	
Programme	ECTS	Code Module / Course Code
PGE	4	MFIN310FAA_20
Responsable de module / Module leader	Langue d'enseignement / Language of tuition	Volume horaire / Class contact hours
BENETTI CRISTIANE	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, Presentation of Financial Statements and Segmental Analysis	Exercises and IFRS website
IFRS Plants, Property, Equipment, Inventories, Leases, Intangibles, Impairment of Assets	Exercises and IFRS website
IFRS Revenue	Exercises and IFRS website
Provisions and Events after the Reporting period, Employee Benefits	Exercises and IFRS website
Financial Instruments	Exercises and IFRS website Or personal Student work (depending on the specialization chosen)

METHODOLOGIE / TEACHING

Lectures, participation, exercises and directed work

BIBLIOGRAPHIE / TEXTBOOK AND OTHER MATERIAL

Pierce A. & Brennan N. (2010), Principles and Practice of Group accounts, a european perspective, Cengage learning
 Melville A., International Financial Reporting, A practical guide, Ed : Prentice Hall, 3rd ed, 2011
 IASB siteweb: <http://www.ifrs.org/IFRSs/Pages/IFRS.aspx>

EVALUATION / ASSESSMENT

ASSESSMENT COMPONENT	ASSESSMENT TYPE	METHOD	WEIGHTING	DURATION	LEARNING OUTCOMES (ILO)
Conti. assessment	Participation	Exercises solution and correction in class	40	0	ILO1, ILO2, ILO3, ILO4, ILO5
Final assessment	Written, essay, report, oral, MCQ	Individual exam. The final assessment is composed by 20 questions	60	2	ILO1, ILO2, ILO3, ILO4, ILO5

ASSURANCE OF LEARNING / OBJECTIFS D'APPRENTISSAGE

LEARNING 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
LEARNING 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.	
LEARNING 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.	
LEARNING 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.

RSE/CSR, ARTEM & INTERNATIONAL

% DDRSE	% ARTEM	% INTERNATIONAL
5	5	90

COMMENT

(...)

Promotion	Titre du module / Course Title	
PGE 3 Nancy	FIN-Analyse financière fondamentale	
Programme	ECTS	Code Module / Course Code
PGE	4	MFIN310FAB_20
Responsable de module / Module leader	Langue d'enseignement / Language of tuition	Volume horaire / Class contact hours
GARSAA AZIZA	EN	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)

ILO1. Connaissance: Réaliser une note de broker

ILO2. Compréhension: Savoir faire des prévisions

ILO3. Application Replacer l'entreprise dans son contexte concurrentiel

ILO4. Analyse Faire une évaluation

ILO5. Synthèse Savoir communiquer et convaincre du bien-fondé de sa recommandation

ILO5. Evaluation

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.

BIBLIOGRAPHIE / TEXTBOOK AND OTHER MATERIAL

Porter M. E. (2003), L'avantage concurrentiel. Dunod.
 Caby J., Koehl J. (2012), Analyse financière. Pearson.
 Vernimmen P. (2018) Finance d'entreprise. Dalloz.
 Vieille J.-N. (2012), Valorisation des entreprises en temps de crise. Economica.
 Orlean A. (1999), Le pouvoir de la finance. Odile Jacob.
 Orlean A. (2011), L'empire de la valeur. Le seuil.

EVALUATION / ASSESSMENT

ASSESSMENT COMPONENT	ASSESSMENT TYPE	METHOD	WEIGHTING	DURATION	LEARNING OUTCOMES (ILO)
Conti. assessment	Written	Dossier à rendre (étude de cas) + soutenance et exposé oral de 15 minutes	40	0.25	ILO1, ILO2, ILO3, ILO4
Final assessment	Written	Examen final (questions de cours + étude de cas)	60	2	ILO1, ILO5

ASSURANCE OF LEARNING / OBJECTIFS D'APPRENTISSAGE

LEARNING 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
LEARNING 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
LEARNING 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.	
LEARNING 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.

RSE/CSR, ARTEM & INTERNATIONAL

% DDRSE	% ARTEM	% INTERNATIONAL
0	0	0

COMMENT

(...)

Promotion	Titre du module / Course Title	
PGE 3 Nancy	FIN-Droit fiscal et des sociétés	
Programme	ECTS	Code Module / Course Code
PGE	4	MFIN310FAC_20
Responsable de module / Module leader	Langue d'enseignement / Language of tuition	Volume horaire / Class contact hours
GARSAA AZIZA	EN	30

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. Reconnaître 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 événements 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.

BIBLIOGRAPHIE / TEXTBOOK AND OTHER MATERIAL

Meyer, G. (2019). Droit fiscal . FontainePicard. ISBN: 978-2-7446-3102-3 Merle, P. et Fauchon, A. (2018). Droit commercial. Sociétés commerciales Dalloz, Edition 2018-2019. ISBN: 978-2-247-17880-3.

EVALUATION / ASSESSMENT

ASSESSMENT COMPONENT	ASSESSMENT TYPE	METHOD	WEIGHTING	DURATION	LEARNING OUTCOMES (ILO)
Conti. assessment	oral	Cas pratique à réaliser par groupe de 2 ou 3 étudiants	40	0.5	ILO1==> ILO4
Final assessment	written	Cas pratique individuel	60	2	ILO1==> ILO5

ASSURANCE OF LEARNING / OBJECTIFS D'APPRENTISSAGE

LEARNING 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
LEARNING 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.	
LEARNING 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
LEARNING 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.

RSE/CSR, ARTEM & INTERNATIONAL

% DDRSE	% ARTEM	% INTERNATIONAL
0	0	0

COMMENT

(...)

Promotion	Titre du module / Course Title	
PGE 3 Nancy	FIN-Ingénierie financière	
Programme	ECTS	Code Module / Course Code
PGE	4	MFIN310FAD_20
Responsable de module / Module leader	Langue d'enseignement / Language of tuition	Volume horaire / Class contact hours
GARSAA AZIZA	EN	30

PRESENTATION DU COURS / MODULE DESCRIPTION

This module aims at providing the students with key concepts and techniques relating to the financing of a business, within a competitive environment, and ensuring the right mix of value creation per portion of risk embedded in the business. The financing questions will be treated from the point of view of either the banker or the equity (or quasi-equity) holder. A particular focus will be made on private equity structuring, encompassing growth capital financing and leveraged financing in particular. The module will be articulated around a case study which will be the support during all the duration of the module. Some concepts about Sustainable Finance will be spread during the class.

CONNAISSANCES ET COMPETENCES VISEES / LEARNING OUTCOMES (ILO)

Students successfully completing this module should be able to:

1. Have a clear view of the various ways of financing of SMEs businesses
2. Master the basis of the private equity financing, knowing in which situation to use the various types of financing
3. Mix both financial and strategic concepts in order to choose which financing solution is more likely to help businesses creating value
4. Have a sound understanding of the governance issues pertaining to the various type of financing

CONTENU / MODULE OUTLINE

TOPIC	ASSIGNMENTS & READINGS
Financial Engineering: introduction	Power Point Presentation
Value creation and Valuation	Power Point Presentation
The various types of Financing	Power Point Presentation
Private Equity Financing	Power Point Presentation
Case Study	Ad-hoc documentation
Case Study	Ad-hoc documentation

METHODOLOGIE / TEACHING

The main teaching methods in use will be the case-study method. All the concept and theories will be taught to the student while doing the case study.

BIBLIOGRAPHIE / TEXTBOOK AND OTHER MATERIAL

M. BOIZARD M., RAIMBOURG P. (2016), Ingénierie financière, Daloz.
 CABY J., HIRIGOYEN G. (2005), Création de valeur et gouvernance de l'entreprise, Economica.
 MOUGENOT G. (2014), Tout savoir sur le capital investissement, Gualino.
 SAYET P., DE BENTZMANN G. (2013), Les 100 mots du capital investissement, PUF.

EVALUATION / ASSESSMENT

ASSESSMENT COMPONENT	ASSESSMENT TYPE	METHOD	WEIGHTING	DURATION	LEARNING OUTCOMES (ILO)
Conti. assessment	written and oral	Dossier à rendre (étude de cas)	40	0	ILO1, ILO2, ILO3, ILO4
Final assessment	Written and oral	Présentation orale (étude de cas)	60	0	ILO1, ILO2, ILO3, ILO4

ASSURANCE OF LEARNING / OBJECTIFS D'APPRENTISSAGE

LEARNING 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
LEARNING 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
LEARNING 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
LEARNING 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

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RSE/CSR, ARTEM & INTERNATIONAL

% DDRSE	% ARTEM	% INTERNATIONAL
0	0	0

COMMENT

(...)

International Business Development

Promotion	Titre du module / Course Title	
PGE 3 Nancy	IBD-Advanced Negotiation	
Programme	ECTS	Code Module / Course Code
PGE	4	MIBD310MKB_20
Responsable de module / Module leader	Langue d'enseignement / Language of tuition	Volume horaire / Class contact hours
STALLA-BOURDILLON CHRISTOPHE	FR	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 & tricky strategies in business negotiations.

It is divided into two parts :

- Part 1 : Dirty tricks, conflicts & stratagems
- Part 2 : Influence, counter-influence & lobbying.

CONNAISSANCES ET COMPETENCES VISEES / LEARNING OUTCOMES (ILO)

LEARNING GOALS :

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. 387-404.

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 Network.

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	Written presentation (PPT)	Collective presentation	20	30	ILO3+ILO4
Continuous assessment	Oral case study (game + presentations)	Collective game	20	30	ILO1 +ILO2+ILO4
Final assessment	Oral negotiation (purchasing & selling)	Individual exercise	60	1	ILO1 to ILO5

ASSURANCE OF LEARNING / OBJECTIFS D'APPRENTISSAGE

LEARNING GOAL	LEARNING OBJECTIVES	GRADUATE OUTCOMES	ASSESSMENT
LEARNING GOAL 1 Knowledge & Adaptability		Graduates will be able to develop thorough knowledge in management fields and demonstrate their specific skills.	
	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
LEARNING GOAL 2 Critical Thinking & Innovation		Graduates will be able to demonstrate independent thinking into business issues and propose informed solutions.	
	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.		
LEARNING GOAL 3 Responsible Management & Sustainability		Graduates will be able to manage decisions making process respecting CSR and sustainable standards.	
	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
LEARNING GOAL 4 Open-Mindedness & Transdisciplinarity		Graduates will be able to use and share transdisciplinary insight and integrate multicultural environments.	
	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 entraînent 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/CSR, ARTEM & INTERNATIONAL

% DDRSE	% ARTEM	% INTERNATIONAL
100	100	100

COMMENT

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Promotion	Titre du module / Course Title	
PGE 3 Nancy	IBD-Developing Business	
Programme	ECTS	Code Module / Course Code
PGE	4	MIBD310SEA_20
Responsable de module / Module leader	Langue d'enseignement / Language of tuition	Volume horaire / Class contact hours
STALLA-BOURDILLON CHRISTOPHE	FR	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)

LEARNING GOALS :

1. RELATING ---> 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 ---> 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 ---> 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 ---> The course provides a deep understanding of the interrelatedness of the different functional fields of business, and the impact on decisionmaking. (ILO4)
5. EXPLAINING ---> 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 & 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	Written exam individual	Synthesis of 5 lectures	100	2	ILO1 to ILO5

ASSURANCE OF LEARNING / OBJECTIFS D'APPRENTISSAGE

LEARNING 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
LEARNING 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
LEARNING 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.	
LEARNING 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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RSE/CSR, ARTEM & INTERNATIONAL

% DDRSE	% ARTEM	% INTERNATIONAL
100	100	100

COMMENT

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Promotion	Titre du module / Course Title	
PGE 3 Nancy	IBD-Export Project and Strategy	
Programme	ECTS	Code Module / Course Code
PGE	4	MIBD310MKD_20
Responsable de module / Module leader	Langue d'enseignement / Language of tuition	Volume horaire / Class contact hours
RETHORE CHRISTOPHE	FR	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 & Sustainability in Globalization Era.

EVALUATION / ASSESSMENT

ASSESSMENT COMPONENT	ASSESSMENT TYPE	METHOD	WEIGHTING	DURATION	LEARNING OUTCOMES (ILO)
Continuous assessment	Written	Project report(s) progress	30	0	1,2,3,4
Continuous assessment	Oral	Project report(s) progress	10	0	1,2,3,4
Final assessment	Written	Term project (export plan/strategy)	40	0	1,2,3,4
Final assessment	Oral	Term project (export plan/strategy)	20	0	1,2,3,4
Reminder (course objectives): 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)	(...)	(...)	0	0	(...)
3) Assess the effectiveness of companies' export strategies in different industries					
4) Assess specific export markets					

ASSURANCE OF LEARNING / OBJECTIFS D'APPRENTISSAGE

LEARNING 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.	
LEARNING 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.	
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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.	
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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.	

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RSE/CSR, ARTEM & INTERNATIONAL

% DDRSE	% ARTEM	% INTERNATIONAL
20	20	100

COMMENT

(...)

Promotion	Titre du module / Course Title	
PGE 3 Nancy	IBD-International Sourcing & Logistics	
Programme	ECTS	Code Module / Course Code
PGE	4	MIBD310SCA_20
Responsable de module / Module leader	Langue d'enseignement / Language of tuition	Volume horaire / Class contact hours
MURPHY EILEEN	FR	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. Managing 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 12h of 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 strategy 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	(Presentation of Sustainable Development Goals and the links between sustainable logistics, sourcing and Circular Economy practices and examples from industry.)
(Sourcing strategy, Cost Reduction, Supplier Risk Management and Selection Criteria...)	(Cases from Industry and Issues of critical resources.. Decision support tools for supplier selection, presentation of models to analyse supplier risk management from economic, environmental and social perspectives..) This section of the course will provide essential knowledge for contracting, and negotiation, supplier relationships,
(Logistics Management .Warehousing, Distribution and Transportation, and new technologies.)	(.Product design and packaging examples from industry and links to logistics. Students will be asked to study Brexit and its effects on importation and export of goods The transport sector will also be discussed in this context. Introduction to new technologies i.e Blockchain and supply chain clouds in the next generation of supply chain collaboration.

METHODOLOGIE / TEACHING

Teaching methods will include a combination of lectures, short readings, videos and mini case studies in groups.

BIBLIOGRAPHIE / TEXTBOOK AND OTHER MATERIAL

MENA, C., HOEK, R. I. van, CHRISTOPHER, M. Leading Procurement Strategy?: Driving Value Through the Supply Chain. London: Kogan Page, 2014. ISBN 9780749470333. Disponible em: <http://search.ebscohost.com/thebe.icn-nancy.fr/login.aspx?direct=true&db=nlebk&AN=836460&site=eds-live&scope=site>. Acesso em: 30 jun. 2020.

GRANT, D. B., TRAUTRIMS, A., WONG, C. Y. Sustainable Logistics and Supply Chain Management?: Principles and Practices for Sustainable Operations and Management. London: Kogan Page, 2017. v. Second edition ISBN 9780749478278. Disponible em: <http://search.ebscohost.com/login.aspx?direct=true&db=nlebk&AN=1494544&lang=fr&site=eds-live&scope=site>. Acesso em: 30 jun. 2020.

EVALUATION / ASSESSMENT

ASSESSMENT COMPONENT	ASSESSMENT TYPE	METHOD	WEIGHTING	DURATION	LEARNING OUTCOMES (ILO)
Final Examination(...)	(.Written..)	(Written exam, short essay type questions with analysis of business case...)	60	2	(.3,4 ,1.)
(.In class assesment ..)	(Presentation...)	(.Powerpoint Presentation of a solution of a specific logistics/sourcing issue.)	40	0.5	(2 .5..)

ASSURANCE OF LEARNING / OBJECTIFS D'APPRENTISSAGE

LEARNING 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
LEARNING 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.	
LEARNING 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
LEARNING 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'Étudiant 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 entraînent systématiquement la convocation de l'étudiant devant le conseil de discipline de l'École 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/CSR, ARTEM & INTERNATIONAL

% DDRSE	% ARTEM	% INTERNATIONAL
80	0	100

COMMENT

(...)

Pilotage de la performance

Promotion	Titre du module / Course Title	
PGE 3 Nancy	PIL-Advanced IFRS Standards	
Programme	ECTS	Code Module / Course Code
PGE	4	MPIL310FAA_20
Responsable de module / Module leader	Langue d'enseignement / Language of tuition	Volume horaire / Class contact hours
BENETTI CRISTIANE	FR	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, Presentation of Financial Statements and Segmental Analysis	Exercises and IFRS website
IFRS Plants, Property, Equipment, Inventories, Leases, Intangibles, Impairment of Assets	Exercises and IFRS website
IFRS Revenue	Exercises and IFRS website
IFRS Provisions and Events after the Reporting period, Employee Benefits	Exercises and IFRS website
Financial Instruments	Exercises and IFRS website Or personal Student work (depending on the specialization chosen)

METHODOLOGIE / TEACHING

Lectures, participation, exercises and directed work

BIBLIOGRAPHIE / TEXTBOOK AND OTHER MATERIAL

Pierce A. & Brennan N. (2010), Principles and Practice of Group accounts, a european perspective, Cengage learning
 Melville A., International Financial Reporting, A practical guide, Ed : Prentice Hall, 3rd ed, 2011
 IASB siteweb: <http://www.ifrs.org/IFRSs/Pages/IFRS.aspx>

EVALUATION / ASSESSMENT

ASSESSMENT COMPONENT	ASSESSMENT TYPE	METHOD	WEIGHTING	DURATION	LEARNING OUTCOMES (ILO)
Conti. assessment	participation	Exercises solution and correction in class	40	0	ILO1, ILO2, ILO3, ILO4, ILO5
Final assessment	Written, essay, report, oral, MCQ	Individual exam. The final assessment is composed by 20 questions	60	2	ILO1, ILO2, ILO3, ILO4, ILO5

ASSURANCE OF LEARNING / OBJECTIFS D'APPRENTISSAGE

LEARNING GOAL	LEARNING OBJECTIVES	LEARNING GOAL	LEARNING OBJECTIVES
Knowledge & Adaptability	Graduates will be able to develop thorough knowledge in management fields and demonstrate their specific skills.	Critical Thinking & Innovation	Graduates will be able to demonstrate independent thinking into business issues and propose informed solutions.
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.	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.
	Demonstrate their flexibility in dealing with unexpected management issues/challenges in a global and evolving environment.		Design an appropriate and informed creative recommendation to a given issue.
Responsible Management & Sustainability	Graduates will be able to manage decisions making process respecting CSR and sustainable standards.	Open-Mindedness & Transdisciplinarity	Graduates will be able to use and share transdisciplinary insight and integrate multicultural environments.
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.	LEARNING OBJECTIVES 4.1 & 4.2 Students will be able to...	Demonstrate their ability to work in a multicultural environment.
	Contribute as productive members to a project and demonstrate team management and leadership skills.		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 entraînent 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/CSR, ARTEM & INTERNATIONAL

% DDRSE	% ARTEM	% INTERNATIONAL
5	5	90

COMMENT

(...)

Promotion	Titre du module / Course Title	
PGE 3 Nancy	PIL-Diagnostic de Performance	
Programme	ECTS	Code Module / Course Code
PGE	4	MPIL310FAB_20
Responsable de module / Module leader	Langue d'enseignement / Language of tuition	Volume horaire / Class contact hours
HABRAN YVES	FR	30

PRESENTATION DU COURS / MODULE DESCRIPTION

Le module a pour objectif d'amener les étudiants à se professionnaliser dans la conduite de diagnostics de performance. Ces diagnostics se feront tant sur base de données qualitatives que quantitatives. Qualitativement, le diagnostic portera sur 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'un rapport et d'une présentation orale, avec les entreprises concernées. Les sessions

Quantitativement, le diagnostic portera 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 portera sur deux univers différents concernant la demande et les stocks. Pour chaque univers, les étudiants utilisent 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.

CONNAISSANCES ET COMPETENCES VISEES / LEARNING OUTCOMES (ILO)

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 (qualitatives et quantitatives) et en extraire des enjeux et problématiques pertinentes
3. Synthétiser les points clefs d'une analyse
4. Communiquer efficacement l'intérêt des études menées, les résultats obtenus et les recommandations relatives

CONTENU / MODULE OUTLINE

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
Présentation des entreprises et constitution de binômes entreprises - groupes d'étudiants	(...)
Accès et 1ère analyse des données des entreprises (business model, enjeux de performance clef, outils de suivi existant?)	(...)
Collecte de données utiles complémentaires via entretiens, sources documentaires complémentaires? et continuation de l'analyse	(...)
Restitution intermédiaire aux entreprises : Diagnostic des enjeux de performance, des outils existants et des besoins non ou mal couverts	Support de présentation orale et rapport écrit complémentaire

METHODOLOGIE / TEACHING

Le cours se présente plus comme un accompagnement méthodologique sur :

1. La recherche et l'analyse des données qualitatives et quantitatives.
2. La construction de propositions (d'actions et d'outils) en lien avec des problématiques et enjeux de performance.
3. La présentation convaincante des diagnostics / recommandations.

A noter que pour la partie qualitative du diagnostic, le module 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 utiles et pertinentes. Pour favoriser cette pédagogie, les étudiants disposent à la fois d'un accès à des entreprises et à des données aux entreprises et à leurs données et d'un encadrement fort des enseignants visant à 'professionnaliser' leur attitudes, leur manière de conduire un projet et leur analyse.

La pédagogie repose donc sur les interactions fréquentes entre les étudiants et 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 / TEXTBOOK AND OTHER MATERIAL

Sur la partie quantitative, deux bases de données servent de support aux diagnostics et recommandations. Sur la partie qualitative, les données seront fournies par les entreprises parties prenantes du dispositif.

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 & Sons.

EVALUATION / ASSESSMENT

ASSESSMENT COMPONENT	ASSESSMENT TYPE	METHOD	WEIGHTING	DURATION	LEARNING OUTCOMES (ILO)
Continuous assessment	Oral	Présentation du diagnostic quantitatif et des recommandations sur les deux univers	40	0.25	ILO1, ILO2, ILO3, ILO4
Final	Written	Rapport sur enjeux de performance	30	0	ILO2, ILO3, ILO4
Final	Oral	Présentation du diagnostic de performance aux entreprises concernées	30	0.33	ILO2, ILO3, ILO4
(...)	(...)	(...)	0	0	(...)
(...)	(...)	(...)	0	0	(...)

ASSURANCE OF LEARNING / OBJECTIFS D'APPRENTISSAGE

LEARNING 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.	
LEARNING 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
LEARNING 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.	
LEARNING 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'Étudiant 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 entraînent systématiquement la convocation de l'étudiant devant le conseil de discipline de l'École 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/CSR, ARTEM & INTERNATIONAL

% DDRSE	% ARTEM	% INTERNATIONAL
20	40	

COMMENT

(...)

Promotion	Titre du module / Course Title	
PGE 3 Nancy	PIL-Diagnostic de Performance - Avancé	
Programme	ECTS	Code Module / Course Code
PGE	4	MPIL310FAC_20
Responsable de module / Module leader	Langue d'enseignement / Language of tuition	Volume horaire / Class contact hours
HABRAN YVES	FR	30

PRESENTATION DU COURS / MODULE DESCRIPTION

Ce module est un approfondissement du module Diagnostic de Performance. Il a toujours pour objectif d'amener les étudiants à se professionnaliser dans la conduite de diagnostics de performance, diagnostics qui se feront tant sur base de données qualitatives que quantitatives.

Qualitativement, l'analyse des enjeux de performance (actuels et futurs) de sociétés jeunes et en phase de croissance proposé à la fin du module diagnostic de performance servira 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 clés de performance). Ils devront aussi évaluer la faisabilité et les implications concrètes de leurs recommandations. 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. Les propositions des étudiants feront l'objet d'un rapport et d'une présentation orale, avec les entreprises concernées. Les sessions relatives à cette partie sont renseignées ci-dessous sous DQL.

Quantitativement, le diagnostic portera 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 portera sur un univers complémentaire, l'univers fournisseurs, par rapport au module Diagnostic de Performance. 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 supportés par les données analysées et leur pertinence doit être démontrée. Ils devront aller plus loin que dans le module Diagnostic de performance sur deux plans. D'une part, les étudiants devront faire une analyse croisée des 3 univers analysés. D'autre part, ils devront prioriser leurs recommandations et choisir des critères pour prioriser, sachant que toutes les recommandations antérieures ne pourront être retenues. Les sessions relatives à cette partie sont renseignées ci-dessous sous DQT.

CONNAISSANCES ET COMPETENCES VISEES / LEARNING OUTCOMES (ILO)

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 (qualitatives et quantitatives) et en extraire des enjeux et problématiques pertinentes
3. Synthétiser les points clés d'une analyse
4. Communiquer efficacement l'intérêt des études menées, les résultats obtenus et les recommandations relatives

CONTENU / MODULE OUTLINE

TOPIC	ASSIGNMENTS & READINGS
Développement collaboratif de propositions d'outils de suivi de performance permettant de mieux suivre les enjeux clés de performance	(...)
Restitution finale aux entreprises mettant en rapport enjeux de performance clés et outil de suivi et incluant une réflexion sur les implications des développements proposés	Support de présentation orale et rapport écrit complémentaire
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 / TEACHING

Le cours se présente plus comme un accompagnement méthodologique sur :

1. La recherche et l'analyse des données qualitatives et quantitatives
2. La construction de propositions (d'actions et d'outils) en lien avec des problématiques et enjeux de performance
3. La présentation convaincante des diagnostics / recommandations

A noter que pour la partie qualitative du diagnostic, le module 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 utiles et pertinentes. Pour favoriser cette pédagogie, les étudiants disposent à la fois d'un accès à des entreprises et à des données aux entreprises et à leurs données et d'un encadrement fort des enseignants visant à 'professionnaliser' leur attitudes, leur manière de conduire un projet et leur analyse.

La pédagogie repose donc sur les interactions fréquentes entre les étudiants et 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 / TEXTBOOK AND OTHER MATERIAL

Sur la partie quantitative, une base de données sert de support aux diagnostics et recommandations. Sur la partie qualitative, les données seront fournies par les entreprises parties prenantes du dispositif.

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 & Sons.

EVALUATION / ASSESSMENT

ASSESSMENT COMPONENT	ASSESSMENT TYPE	METHOD	WEIGHTING	DURATION	LEARNING OUTCOMES (ILO)
Conti. assessment	oral	Présentation orale - Q/R	40	0.25	ILO1, ILO2, ILO3, ILO4
Final assessment	oral	Présentation orale sur croisement des univers - Q/R - univers	15	0.33	ILO1, ILO2, ILO3, ILO4
Final assessment	oral	Restitution orale des propositions de développement aux entreprises	15	0.33	ILO2, ILO3, ILO4
Final assessment	Written	Rapport par groupe sur propositions de développement aux entreprises	30	0	ILO2, ILO3, ILO4
(...)	(...)	(...)	0	0	(...)

ASSURANCE OF LEARNING / OBJECTIFS D'APPRENTISSAGE

LEARNING 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.	
LEARNING 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
LEARNING 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.	
LEARNING 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 entraînent 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/CSR, ARTEM & INTERNATIONAL

% DDRSE	% ARTEM	% INTERNATIONAL
20	40	

COMMENT

(...)

Promotion	Titre du module / Course Title	
PGE 3 Nancy	PIL-Diagnostic financier	
Programme	ECTS	Code Module / Course Code
PGE	4	MPIL310FAD_20
Responsable de module / Module leader	Langue d'enseignement / Language of tuition	Volume horaire / Class contact hours
KOEHL JACKY	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 rentabilité, 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 simplifiée	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 destemplatesprofessionnels
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 rentabilité
- 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.

BIBLIOGRAPHIE / TEXTBOOK AND OTHER MATERIAL

Références non obligatoires :

- Pierre VERNIMMEN : Finance d'entreprise de P. Quiry et Y. Le Fur, Dalloz 2010.
- J. Caby et J. Koehl Analyse financière Dareios 2016 (3^e édition)
- C. Thibierge, J. Koehl et alii Finance Vuibert 2018
- J.N VIEILLE "Valorisation des entreprises en temps de crise" Economica 2012

EVALUATION / ASSESSMENT

ASSESSMENT COMPONENT	ASSESSMENT TYPE	METHOD	WEIGHTING	DURATION	LEARNING OUTCOMES (ILO)
Conti. assessment	Written	Les étudiants produisent des notes individuelles et collectives à chaque étape	40	0	ILO1 à ILO4
Conti. assessment	participation	(...)	0	0	(...)
Final assessment	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

LEARNING 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
LEARNING 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
LEARNING 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
LEARNING 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 entraînent 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/CSR, ARTEM & INTERNATIONAL

% DDRSE	% ARTEM	% INTERNATIONAL
40	25	50

COMMENT

(...)

Talent management in organisations

Promotion	Titre du module / Course Title	
PGE 3 Nancy	TMO-HR Auditing	
Programme	ECTS	Code Module / Course Code
PGE	4	MTMO310RHD_20
Responsable de module / Module leader	Langue d'enseignement / Language of tuition	Volume horaire / Class contact hours
CANHILAL KUBRA	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., & 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)
Conti. assessment	Written	group report	25	0	ILO1, ILO3, ILO5
Conti. assessment	oral	group presentation	15	0	ILO1, ILO3, ILO5
Final assessment	written	Individual examMCQ + development questions	60	1.5	ILO1 to ILO 6
The group assignment	(...)	(...)	0	0	(...)

ASSURANCE OF LEARNING / OBJECTIFS D'APPRENTISSAGE

LEARNING 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
LEARNING 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.	
LEARNING 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.	
LEARNING 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.

RSE/CSR, ARTEM & INTERNATIONAL

% DDRSE	% ARTEM	% INTERNATIONAL

COMMENT

(...)

Promotion	Titre du module / Course Title	
PGE 3 Nancy	TMO-Organisational Restructuring	
Programme	ECTS	Code Module / Course Code
PGE	4	MTMO310RHA_20
Responsable de module / Module leader	Langue d'enseignement / Language of tuition	Volume horaire / Class contact hours
FINSTAD-MILION KRISTA	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 it 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:

1. Explain key managerial and people issues associated with organisational restructuring,
2. Demonstrate conceptual, critical and analytical abilities in the examination of organisational restructuring issues,
3. Identify organisational restructuring practices and tools with their respective consequences for the functioning and performance of organisations,
4. Compare organisational restructuring practices within the same sector of activity,
5. Highlight and discuss current issues and challenges when implementing organisational restructuring,
6. 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 approachIntroduction to change management (what and why an organisation has to change)Introduction to Cynefin Model	IcebreakerGroup exercise:Brainstorming on what is behind each concept and each cause of transformationCynefin Model Video from Dave Snowden
Introduction to forces, drivers and levers 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 programReview of organisational transformation typologies Concept dropping activities	Concept dropping activities
Understand types of change vs organisational challengesReview of postures during the change phases	Group exercises to identify one's own personality during a change management project
Consequences of a transformation programme. Downsizing: What is it and how to manage it by developing a neutral posture	Concept droppingGroup Exercise : Business Case DT on a HR transformation
Presentation of a transformation project Organisation: roles & responsibilities, phase's team, phases, frameworks. Dos & Don'ts during a transformation project to manage resistance	Group Brainstorming: individual ethics during downsizing empathy vs. organisational rationality 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 Exercise: 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 Exercise: 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)
Conti. assessment	Written	Effective powerpoint design	5	0	ILO1, ILO2, ILO3, ILO4, ILO5, ILO6
Conti. assessment	oral	Effective oral presentations in pairs	30	0	ILO1, ILO2, ILO3, ILO4, ILO5, ILO6
Conti. assessment	participation	Peer assessment	5	0	ILO1, ILO2, ILO3, ILO4, ILO5, ILO6
Final assessment	written	case analysis	60	2	ILO1, ILO2, ILO3, ILO4, ILO5, ILO6

ASSURANCE OF LEARNING / OBJECTIFS D'APPRENTISSAGE

LEARNING 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
LEARNING 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
LEARNING 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
LEARNING 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.

RSE/CSR, ARTEM & INTERNATIONAL

% DDRSE	% ARTEM	% INTERNATIONAL
20	10	15

COMMENT

Responsible management approaches help minimise the high human cost of restructuring (CSR dimension). The Artem dimension comes out in the use of games and art of drama through role-playing. International examples are used throughout the module to illustrate efficient and counter-productive effects of managing organisational restructuring.

Promotion	Titre du module / Course Title	
PGE 3 Nancy	TMO-Sustainable HRM	
Programme	ECTS	Code Module / Course Code
PGE	4	MTMO310RHC_20
Responsable de module / Module leader	Langue d'enseignement / Language of tuition	Volume horaire / Class contact hours
FINSTAD-MILION KRISTA	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 UNESCO's Social Development Goals d) Legal aspects of HR and sustainable practices e) The importance of HR in organisations focused on sustainability (eg. Social entrepreneurship, collaborative economy).

CONNAISSANCES ET COMPETENCES VISEES / LEARNING OUTCOMES (ILO)

Students successfully completing this module should be able to:

1. Explain how HR practices affect society and ways to integrate social, economic, and environmental considerations into HR processes which contribute to sustainable development,
2. Analyse sustainable development from a HR theoretical point of view,
3. Identify, map and prioritise stakeholders in HRM issues,
4. Identify core skills for managers committed to sustainability,
5. 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 & 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 its 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 & 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 LinkedIn profile. Final Individual cv and LinkedIn profile will be assessed (15% of final grade). If you do not have sufficient 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 organisation 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 article co-written by Krista Finstad-Milion and Alexia Hetzel (to be published in autumn 2020). Role playing and quiz.
The 2030 Agenda for Sustainable Development Guest Session Leader: Camille Malherbet, ICN TMO 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 exercises.
Manpower live case study: New sustainability challenges for temporary work agencies Guest Speakers: Christine Rolland and Lionel Atlan Motivation and Employee Engagement Building Organisational Culture and Sustainability Values Territorial development Social inclusion	Required reading and note-taking: Make a summary of your selected book from the knowledge hub and upload this before the class. Estimated reading and note-taking : 90 minutes
Manpower live case study: New sustainability challenges for temporary work agencies Guest Speakers: Christine Rolland and Lionel Atlan Motivation and Employee Engagement Building Organisational Culture and Sustainability Values Territorial development Social inclusion	Use of e-data base to find relevant articles. Final Group Exam: Group presentations of case study analysis and solutions (50% of final grade).

METHODOLOGIE / TEACHING

The module is based on powerpoint presentations, lively discussions based on readings, role-playing, live case study analysis, 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., & Crowther, D. (2011) Human Dignity and Managerial Responsibility: Diversity, Rights and Sustainability. Routledge.

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Video: Les modèles de Gestion de l'employabilité durable

<https://fnege-medias.fr/les-modeles-de-gestion-de-lemployabilite-durable/> (for French students)

EVALUATION / ASSESSMENT

ASSESSMENT COMPONENT	ASSESSMENT TYPE	METHOD	WEIGHTING	DURATION	LEARNING OUTCOMES (ILO)	
Continuous Assessment	Individual	written	Designing Personal Citizen CV (Following Jeune Chambre Economique /Junior Chamber International Model)	15	60	ILO4
Continuous Assessment	Individual	participation	On-going engagement in class discussions - questions and answers, quizzes, etc.	5	0	ILO1, ILO2, ILO3
Group Assessment		written	Choice of relevant references from research and module reading list and designing powerful visuals (ppt or prezzi)	20	15	ILO1, ILO2, ILO3, ILO5
Group Assessment		oral	Delivery of effective and captivating group oral presentations	20	15	ILO 1, ILO2, ILO3, ILO5
Final Assessment	Individual	written	Questions based on Manpower case study	40	1.5	ILO 1, ILO2, ILO3, ILO4, ILO5

ASSURANCE OF LEARNING / OBJECTIFS D'APPRENTISSAGE

LEARNING GOAL	Graduates will be able to develop thorough knowledge in management fields and demonstrate their specific skills.
LEARNING GOAL 1 Knowledge & Adaptability	
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
LEARNING 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
LEARNING 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
LEARNING 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.

RSE/CSR, ARTEM & INTERNATIONAL

% DDRSE	% ARTEM	% INTERNATIONAL
100	20	50

COMMENT

This module by its very nature is 100 % CSR. The sessions on links with the United Nations (UN) and the Principles of Responsible Management Education (PRME) make it international in dimension. The ARTEM dimension is brought in by the use of the art of drama and role-playing to better apprehend effective and ineffective employee and managerial behaviour.

Promotion	Titre du module / Course Title	
PGE 3 Nancy	TMO-The Dark Side of HRM	
Programme	ECTS	Code Module / Course Code
PGE	4	MTMO310RHB_20
Responsable de module / Module leader	Langue d'enseignement / Language of tuition	Volume horaire / Class contact hours
FINSTAD-MILION KRISTA	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
- 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:

1. Explain the causes and the processes behind destructive HRM practices,
2. Design responsible and effective answers to destructive HRM practices,
3. Debate the role creativity, positive psychology and spirituality play in addressing the dark side of HRM,
4. Demonstrate information literacy skills,
5. 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 & 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 & 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: Racism Business 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
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-playing Pair 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: Von Stolk, Staetsky, Hassan & Woo Kim (2012) Estimated 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 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., & 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., & Brewster, C. (2015). Chapter 1 Work Organization, Human Resource Management and Economic Crisis, in Machado (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.

Von Stolk, C., Staetsky, L., Hassan, E., & Woo Kim, C. (2012). Management of Psychosocial Risks at Work, European Risk Observatory Report, 14-28.

Recommended reading:

Burgat, P.-M. (2016). Manager avec l'Intelligence Emotionnelle, Malakoff: InterEditions.

EVALUATION / ASSESSMENT

ASSESSMENT COMPONENT	ASSESSMENT TYPE	METHOD	WEIGHTING	DURATION	LEARNING OUTCOMES (ILO)
Continuous assessment	group written	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	group oral	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	participation	Students are to demonstrate capacity to assess their peers in a constructive and critical way. Instructive feedback is a HR management skill.	10	0	ILO 5
Final assessment	written	Current events issue analysis and recommendations	60	2	ILO1, ILO2, ILO3, ILO4

ASSURANCE OF LEARNING / OBJECTIFS D'APPRENTISSAGE

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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
LEARNING 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
LEARNING 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
LEARNING 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.	
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RSE/CSR, ARTEM & INTERNATIONAL

% DDRSE	% ARTEM	% INTERNATIONAL
60	25	30

COMMENT

CSR issues are critical to this module notably ethics, and sustainable development goals such as gender equality, good health and well-being, decent work and justice. The ARTEM dimension is manifest in the use of drawing, music and dramatic arts as innovative approaches to deal with Human Resource Management challenges today. International videos and case studies offer windows into dealing with common HR challenges in appropriate ways.

