Course Offer

Undergraduate Level

Bachelor in International Business year 3

Program overview only for Semester and Full year NON Degree seeking students
Bachelor in International Business year 3

<table>
<thead>
<tr>
<th>COURSES</th>
<th>Class hours</th>
<th>ECTS credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>International Perspectives in Marketing</td>
<td>30</td>
<td>5</td>
</tr>
<tr>
<td><strong>NEW!</strong></td>
<td></td>
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</tr>
<tr>
<td>Global Strategy</td>
<td>30</td>
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</tr>
<tr>
<td>Social Responsability in International Business</td>
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<td>5</td>
</tr>
<tr>
<td><strong>NEW!</strong></td>
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<tr>
<td>Innovation Management</td>
<td>30</td>
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</tr>
<tr>
<td>Geopolitics <strong>NEW!</strong></td>
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</tr>
<tr>
<td>French Language</td>
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</tr>
<tr>
<td>Social Media Marketing*</td>
<td>30</td>
<td>5</td>
</tr>
</tbody>
</table>

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

Syllabus for **NEW modules will be available soon.**

In accordance with the Bologna Agreement students are required to validate 30 ECTS credits per semester.

Grenoble Ecole de Management reserves the right to modify courses in the interest of academic developments.
Bachelor in International Business year 3

<table>
<thead>
<tr>
<th>COURSES</th>
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<tbody>
<tr>
<td>French Business and Culture</td>
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<tr>
<td>Small and Family Business*</td>
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</tbody>
</table>

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

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

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

<table>
<thead>
<tr>
<th>Global Management</th>
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<tbody>
<tr>
<td>(Prerequisite: Corporate Finance or Finance Fundamentals)</td>
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<tr>
<td>- International Finance (30h-5ECTS)</td>
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<td>- European Business Environment (30h-5ECTS)</td>
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<td>- Contemporary International Issues (15h-2.5 ECTS)</td>
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<td>- Business Development in Emerging Economies (15h-2.5 ECTS)</td>
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<td>- International Business Law (30h-5 ECTS)</td>
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<td>- International Finance (30h-5ECTS)</td>
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<td>- Financial Markets and Instruments (30h-5 ECTS)</td>
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<td>- Financial Statement Analysis (15h-2.5 ECTS)</td>
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<td>- Budgeting and Reporting (15h-2.5 ECTS)</td>
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<td>- International Business Law (30h-5 ECTS)</td>
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<th>Marketing and Advertising</th>
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<tr>
<td>(Prerequisite: Principles of Marketing &amp; International Marketing)</td>
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<tr>
<td>- International Advertising &amp; Public Relations (15h-2.5 ECTS)</td>
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<td>- Brand Management (30h-5 ECTS)</td>
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<td>- Digital Marketing (30h-5 ECTS)</td>
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<tr>
<td>- Sports Marketing &amp; Events Management (30h-5 ECTS)</td>
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<tr>
<td>- Sustainable Marketing (15h-2.5 ECTS)</td>
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<table>
<thead>
<tr>
<th>Management of Fashion and Design Industry</th>
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<td>(Prerequisite: Principles of Marketing &amp; International Marketing)</td>
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<tr>
<td>- Fashion Management (30h-5 ECTS)</td>
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<td>- Brand Management (30h-5 ECTS)</td>
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<tr>
<td>- Sustainable Development (15h-2.5 ECTS)</td>
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<tr>
<td>- Design Management (15h-2.5 ECTS)</td>
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<tr>
<td>- Legal Context of Fashion and Design Industry (15h-2.5 ECTS)</td>
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<tr>
<td>- Retail Management (15h-2.5 ECTS)</td>
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<td>(Prerequisite: Corporate Finance or Finance Fundamentals &amp; Entrepreneurship module or MOOC)</td>
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<tr>
<td>- Business Planning (30h-5 ECTS)</td>
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<tr>
<td>- Entrepreneurial Finance (30h-5 ECTS)</td>
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<td>- Entrepreneurial Opportunities (30h-5 ECTS)</td>
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<td>- Entrepreneurship in Hi-Tech Sector (15h-2.5 ECTS)</td>
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<tr>
<td>- Sustainable and Social Entrepreneurship (15h-2.5 ECTS)</td>
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</table>
Please note that not all specializations courses may run in every year. Their opening is subject to level of student demand and professor availability.

In accordance with the Bologna Agreement students are required to validate 30 ECTS credits per semester.

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**Syllabus**

<table>
<thead>
<tr>
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<th>Academic Year</th>
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<tbody>
<tr>
<td>Module Supervisor</td>
<td>Grover David</td>
<td>Department</td>
<td>MTS</td>
</tr>
</tbody>
</table>

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

**Module Description**

Strategy is about big-picture thinking in the success of organizations. It is about anticipating what is coming, and where you want to go, to achieve some goal. This course covers basic approaches to organizational strategy, from concepts to implementation. It covers how to identify an organization's competitive position in its industry, how to identify its main resources and capabilities, and ways to develop and evaluate new strategy. Organizational strategy in the private sector is the focus but examples from public and non-profit organizations will also be covered.

**Module Learning Outcomes**

The learning objective of the course is that students appreciate the role that strategy plays in organizational success. By the end of the course student should be able to:

- Use different conceptual models to analyze an organization's position in its environment
- Identify how competitive strategies differ across organizations
- Critically evaluate how well a competitive strategy is working for an organization
- Come up with evidence-based options and remedies that address problematic strategy
- Appreciate the issues involved in planning and implementing strategy in an organization
- Present analytical results in an effective way
- Improve individual aptitude in group work
- Improve individual aptitude in critical thinking
- Improve written and oral communication skills.

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

**Learning goal 1**: Has acquired general business knowledge, tools and concepts

- Demonstrates an understanding of the fundamentals in accounting, finance and law, marketing, operations, strategy, HR and project management and the capacity to apply them

**Learning goal 2**: Is able to adapt, evolve and cooperate in an international and/or culturally diverse environment

- Demonstrates comprehension of economic differences and the global business environment
- Has developed a sense of intercultural awareness, tolerance and respect
- Has developed the ability to work effectively as part of a multi-cultural team

**Learning goal 2**: Has developed effective communication skills

- Demonstrates clear and concise oral communication

**Learning goal 2**: Has developed critical thinking and problem-solving skills

- Is able to collect, in a relevant, organized and non-biased way, the necessary information and data

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

- Is able to work effectively and constructively in a group
**Teaching Method**
The learning aims are achieved through interactive online lectures, individual readings, case study analysis, a group project, and other activities. The teaching approach emphasizes theories and concepts for appreciating strategy and also the application of strategy to real challenges and opportunities in organizations. Participation is promoted throughout the course. The plan is to prioritize face-to-face as the delivery mode, but students need to be prepared for online delivery when necessary. To that end, all students need to have, by the start of the first session:

- A working computer with Microsoft Teams installed
- A strong, stable internet connection
- A working microphone, speaker and camera

Students who do not have these in place may not be able to participate if sessions when delivery is online and so risk being marked absent. Attendance at all sessions is required, attendance will be taken at each session, and sessions when online will not generally be recorded.

**Evaluation**

<table>
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<tr>
<th>Component</th>
<th>Weight (%)</th>
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<tbody>
<tr>
<td>Examination</td>
<td>60</td>
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<tr>
<td>Continuous Assessment</td>
<td>40</td>
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</table>

The course is assessed as follows:

- 60% a final written exam
- 40% a group strategy project

The group project will be described in class. The final exam will happen around mid-December. The date will be announced several weeks before. The exam will be two hours long. You will be provided with a case study two weeks before the exam date and with another copy of the same case study during the exam itself. During the exam you will need to answer open-ended questions about the case study in short essay format. Approaches to answering exam questions will be reviewed towards the end of the course. The exam questions from past years are posted on the course Moodle page so that you can get a sense of the kinds of questions that may be asked.

**Textbook**
The core and required text for the course is 'Exploring Corporate Strategy, by Gerry Johnson (lead author). The 11th edition has been used in past and the 12th edition is currently being reviewed by the course professors. It will be possible to access the text in several ways: 1) via the GEM library, 2) ordering a copy off Amazon (about 80 EUR), 3) finding an electronic version of the book via another source. Note that the chapter readings will correspond to the specified edition and different editions might have different page numbers and/or material.

**Bibliography**
Other materials will be posted on the course Moodle page or access otherwise explained in class.

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# International Programs

## Innovation Management

<table>
<thead>
<tr>
<th>Program/Intake</th>
<th>Bachelor in International Business - English Track - 2019-2022</th>
<th>Academic Year</th>
<th>2021-2022</th>
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<tbody>
<tr>
<td>Module Supervisor</td>
<td>Gotzsch Josiena</td>
<td>Department</td>
<td>MTS</td>
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<tr>
<td>Contact Hours</td>
<td>30.0 hours</td>
<td>Total Study Hours</td>
<td>90.0 hours</td>
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</table>

### Module Description

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

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

### Module Learning Outcomes

The objective is to make participants:

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

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

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

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

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

Is able to work effectively and constructively in a group

### Teaching Method

The teaching of this course is interactive and will require participatory learning, one where student and teacher interact in the classroom with the use of case studies, preparatory readings, projects and assignments to structure the exchanges. Students may be required to apply models and concepts to develop concepts of new products and services.
| Evaluation          | • Examination : 40 %  
                    | • Continuous Assessment : 60 %  
                    | Closed book exam |
|---------------------|--------------------------|
| Textbook            | Recommended readings     |
| Bibliography        | MOOCs from the FutureLearn Campus Pack: |
|                     | Using Creative Problem Solving – National Chiao Tung University - 4 weeks / 3 hours |
|                     | Managing Innovation: Learning to Prototype for Business - St George's University of London – 3 weeks / 3 hours |
|                     | Innovation Management: Winning in the Age of Disruption – University of Leeds 2 weeks / 4 hours |
|                     | Innovation and Technology Management |
|                     | Christensen C. (2013), *The Innovator's Dilemma, When New Technologies Cause Great Firms to Fall*, Harpers Business Essentials |
|                     | Design Thinking |
|                     | Wulfsen G. (2022) |

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# Social Media Marketing

**Program/Intake**
Bachelor in International Business - English Track - 2020-2023

**Academic Year**
2021-2022

**Module Supervisor**
Balbo Laurie

**Department**
MKT

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

**Module Learning Outcomes**
At the end of this module students should be able to:
- Understand & interpret the social media strategy of a brand, product or service.
- Assess the value of social media to the business.
- Implement a social media marketing plan.

**Teaching Method**
Lectures, class discussion, case study analysis, group work, group presentations

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

**Textbook**

**Bibliography**

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# International Programs
## French Level A1.1 - Autumn

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<th>Program/Intake</th>
<th>Bachelor in International Business - English Track - 2021-2024</th>
<th>Academic Year</th>
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<td>LVE</td>
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<td>90.0 hours</td>
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### Module Description
This course is designed for complete beginners. Students will learn the basics in French in order to allow them to deal with everyday situations. Additionally the course will give students a broader understanding of the French social and cultural context.

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

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

### Evaluation
- Continuous Assessment : 100 %

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

### Textbook
There is no text book

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

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# French Level A1.2 - Autumn

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<th>ECTS Credits</th>
<th>5.0</th>
<th>US Credits</th>
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</table>

## Module Description

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

## Module Learning Outcomes

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

## Teaching Method

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

## Evaluation

- Continuous Assessment: 100 %

## Textbook

- Rond Point 1 », Barcelone (2005 )
- Panorama 1 », Clé international, Paris (2000)

## Bibliography

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

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

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

## Evaluation
- Continuous Assessment: 100 %

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

## Bibliography
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### International Programs

**French Level A2.2 - Autumn**

<table>
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<th>Program/Intake</th>
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</tbody>
</table>

**Module Description**

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

**Module Learning Outcomes**

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

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

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

**Learning goal 1:** Is able to adapt, evolve and cooperate in an international and/or culturally diverse environment
- Demonstrates comprehension of economic differences and the global business environment
- Has developed a sense of intercultural awareness, tolerance and respect

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

**Teaching Method**

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

**Evaluation**

- Continuous Assessment: 100%
  
Both oral and written exams will test the students' ability to put into practice all he/she has learned during the year, either through individual or group testing.

**Textbook**

Pas de manuel spécifique.

Ressources authentiques / semi-authentiques variées: reportages TV, radio, articles, photos.
<table>
<thead>
<tr>
<th>Bibliography</th>
<th>Divers manuels utilisés : Edito A2, Alter Ego A2, la grammaire progressive...</th>
</tr>
</thead>
</table>

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**International Programs**

**French Level A2.3 - Autumn**

<table>
<thead>
<tr>
<th>Program/Intake</th>
<th>Bachelor in International Business - English Track - 2021-2024</th>
<th>Academic Year</th>
<th>2021-2022</th>
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<tbody>
<tr>
<td>Module Supervisor</td>
<td>Perque Catherine</td>
<td>Department</td>
<td>LVE</td>
</tr>
<tr>
<td>Contact Hours</td>
<td>30.0 hours</td>
<td>Total Study Hours</td>
<td>90.0 hours</td>
</tr>
<tr>
<td>Module Description</td>
<td>Students will be able to improve speaking and writing skills. Grammar will be also taught. We will use primary documents: press articles, movies, television programs, etc.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| Module Learning Outcomes | Following this course, students will be able to:  
- Express their opinion  
- Report an event/protest and reproach  
- Make an appointment/invitation and refuse an appointment/invitation  
- Understand levels of language (colloquial, slang,...)  
- Cultural mannerisms  
- etc.  
Grammar skills:  
Revision of pronouns « Y » and « En »  
Revision of past tense: “Imparfait” and “Passé Composé”  
Future tense: “futur progressif” and “futur simple”  
Conditional tense  
Time (date/length/frequency) |

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

**Learning goal 1:** Is able to adapt, evolve and cooperate in an international and/or culturally diverse environment  
Has developed a sense of intercultural awareness, tolerance and respect  
Has developed the ability to work effectively as part of a multi-cultural team

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

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

**Evaluation**  
- Continuous Assessment: 100%

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

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

**French Level B1.1 - Autumn**

<table>
<thead>
<tr>
<th>Program/Intake</th>
<th>Bachelor in International Business - English Track - 2021-2024</th>
<th>Academic Year</th>
<th>2021-2022</th>
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<td>Module Supervisor</td>
<td>Perque Catherine</td>
<td>Department</td>
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<tr>
<th>Contact Hours</th>
<th>Total Study Hours</th>
<th>Coefficient</th>
<th>ECTS Credits</th>
<th>US Credits</th>
</tr>
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<tbody>
<tr>
<td>30.0 hours</td>
<td>90.0 hours</td>
<td>0.0</td>
<td>5.0</td>
<td>2.50</td>
</tr>
</tbody>
</table>

**Module Description**

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

**Module Learning Outcomes**

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

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

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

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

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

**Teaching Method**

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

**Evaluation**

- Continuous Assessment : 100 %

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

**Textbook**

Pas de manuel spécifique.
Documents authentiques variés (vidéos, chansons, reportages, articles de presse, photos etc.) + diverses méthodes : Alter Ego 2 +, Entre nous 3, Edito 3, Le Grammaire Essentielle

**Bibliography**

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# International Programs

## French Level B1.2 - Autumn

<table>
<thead>
<tr>
<th>Program/Intake</th>
<th>Bachelor in International Business - English Track - 2021-2024</th>
<th>Academic Year</th>
<th>2021-2022</th>
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<tbody>
<tr>
<td>Module Supervisor</td>
<td>Perque Catherine</td>
<td>Department</td>
<td>LVE</td>
</tr>
</tbody>
</table>

### Contact Hours
- 30.0 hours
- 90.0 hours
- Coefficient: 0.0
- ECTS Credits: 5.0
- US Credits: 2.50

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

### Module Learning Outcomes
Following this course, students will be able to:
- Communicate and be able to respond to a diverse range of social and professional contexts.
- Confidently express their opinion or point of view.
- Understand the French cultural environment and its evolution.

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

### Evaluation
- Continuous Assessment: 100%

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

### Bibliography
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<tr>
<th>Program/Intake</th>
<th>Bachelor in International Business - English Track - 2021-2024</th>
<th>Academic Year</th>
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<td>Module Supervisor</td>
<td>Perque Catherine</td>
<td>Department</td>
<td>LVE</td>
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<tr>
<td>Contact Hours</td>
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<tr>
<td>Module Description</td>
<td>Oral et écrit</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Module Learning Outcomes</td>
<td>S'exprimer avec aisance, à l'oral et à l'écrit, dans un registre de langue soutenu. Être capable de synthétiser des informations, de rédiger un compte-rendu, de faire une présentation orale, d'argumenter et de défendre un point de vue.</td>
<td></td>
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</tr>
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</table>

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

Learning goal 1: **Is able to adapt, evolve and cooperate in an international and/or culturally diverse environment**
- Has developed a sense of intercultural awareness, tolerance and respect
- Has developed the ability to work effectively as part of a multi-cultural team

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

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

**Teaching Method**

**Evaluation**
- Continuous Assessment: 100%

**Textbook**
- Grammaire progressive du français
- Vocabulaire progressif du français

**Bibliography**

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# International Programs
## French Level B1.3/B2 - Autumn

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<tr>
<th>Program/Intake</th>
<th>Bachelor in International Business - English Track - 2021-2024</th>
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<td>Perque Catherine</td>
<td>Department</td>
<td>LVE</td>
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<th>Contact Hours</th>
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<th>Total Study Hours</th>
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<th>ECTS Credits</th>
<th>5.0</th>
<th>US Credits</th>
<th>2.50</th>
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</table>

### Module Description

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

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

### Module Learning Outcomes

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

### Teaching Method

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

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

### Evaluation

- Continuous Assessment: 100%

### Textbook

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

### Bibliography

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International Programs

French Level B2 - Autumn

<table>
<thead>
<tr>
<th>Program/Intake</th>
<th>Bachelor in International Business - English Track - 2021-2024</th>
<th>Academic Year</th>
<th>2021-2022</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module Supervisor</td>
<td>Perque Catherine</td>
<td>Department</td>
<td>LVE</td>
</tr>
</tbody>
</table>

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

Module Description

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

Module Learning Outcomes

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

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

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

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

Teaching Method

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

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

Evaluation

Continuous Assessment: 100 %

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

Textbook

Grammaire progressive du français / Compréhension orale et écrite CLE

Bibliography

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### Program/Intake
- **Bachelor in International Business - English Track - 2021-2024**

### Academic Year
- **2021-2022**

### Module Supervisor
- **Perque Catherine**

### Department
- **LVE**

### Contact Hours
- **30.0 hours**

### Total Study Hours
- **30.0 hours**

### Module Description
Le cours est orienté sur le français professionnel. Son objectif principal est d'aider les étudiants à s'exprimer, tant à l'oral qu'à l'écrit, dans des situations professionnelles telles que l'entretien d'embauche, la rédaction d'e-mails de motivation, la rédaction d'e-mails professionnel (à destination de clients ou de fournisseurs par exemple). Il est également orienté sur les spécificités du monde de l'entreprise en France et la gestion de l'interculturel.

### Module Learning Outcomes
S'exprimer avec aisance, à l'oral et à l'écrit, dans un registre de langue soutenu. Être capable de synthétiser des informations, de rédiger un compte-rendu, de faire une présentation orale, d'argumenter et de défendre un point de vue.

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

**Learning goal 1:** Is able to adapt, evolve and cooperate in an international and/or culturally diverse environment
- Has developed a sense of intercultural awareness, tolerance and respect
- Has developed the ability to work effectively as part of a multi-cultural team

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

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

### Teaching Method

### Evaluation
- Continuous Assessment : 100 %

### Textbook

### Bibliography

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# International Programs

## French Level C1 - Autumn

<table>
<thead>
<tr>
<th>Program/Intake</th>
<th>Bachelor in International Business - English Track - 2021-2024</th>
<th>Academic Year</th>
<th>2021-2022</th>
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<td>Module Supervisor</td>
<td>Perque Catherine</td>
<td>Department</td>
<td>LVE</td>
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</table>

<table>
<thead>
<tr>
<th>Contact Hours</th>
<th>Total Study Hours</th>
<th>Coefficient</th>
<th>ECTS Credits</th>
<th>US Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>30.0 hours</td>
<td>90.0 hours</td>
<td>0.0</td>
<td>5.0</td>
<td>2.50</td>
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</table>

<table>
<thead>
<tr>
<th>Module Description</th>
<th>Classes in French, about culture and civilization, with a special attention to local, national and international news.</th>
</tr>
</thead>
</table>

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

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

<table>
<thead>
<tr>
<th>Evaluation</th>
<th>• Continuous Assessment : 100 % Both oral and written exams will test the students' ability to put into practice all he/she has learned during the year, either through individual or group testing.</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Textbook</th>
<th>No textbook for this class. Primary sources, radio and TV programs, press articles, songs, etc.</th>
</tr>
</thead>
</table>

| Bibliography             | 08/02/2022 - Copyright © Grenoble Ecole de Management. This syllabus is the property of Grenoble Ecole de Management. Prior permission must be obtained from Grenoble Ecole de Management for use in any other training or management program |

# French Business and Culture

## Program/Intake
- Bachelor in International Business - English Track - 2020-2023
- Academic Year: 2021-2022

## Module Supervisor
- Gally Carole
- Department: LVE

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

### Module Description
This course will be taught in English and will focus on French society and business environment. Various topics connected to French culture and French business & economy will be studied. The course will offer an in-depth analysis of the French society through its social organization, territory, political system, educational system, immigration policies, economy and business. This course will also examine the daily life of French people through their environment, their work, their small and large companies and their leisure activities. Grenoble local economic and cultural environment will also be studied, analyse and experiences by students. Students will be asked to compare their experience and their country with France and to share their experience here in France as international students. They will also prepare several oral presentations on the identified topics to analyse the French society.

### Module Learning Outcomes
By the end of the course students will have acquired a French perspective of the society they have integrated. They will be able to explain the environment they are living in and have the knowledge of how:
- French society works
- French create social links
- French do business

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

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

#### Teaching Method
The module will consist of a mixture of lectures, class discussions and presentations.

#### Evaluation
- Continuous Assessment: 100%
  - Individual assessment (presentations) 40%
  - Group assessment (presentations) 40%
  - Final test: 20%

#### Textbook

#### Bibliography
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# International Programs

## Small & Family Business

<table>
<thead>
<tr>
<th>Program/Intake</th>
<th>Bachelor in International Business - English Track - 2020-2023</th>
<th>Academic Year</th>
<th>2021-2022</th>
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<tbody>
<tr>
<td>Module Supervisor</td>
<td>Stadtler Lea</td>
<td>Department</td>
<td>MTS</td>
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<tr>
<td>Contact Hours</td>
<td>30.0 hours</td>
<td>Total Study Hours</td>
<td>90.0 hours</td>
</tr>
<tr>
<td>Module Description</td>
<td>The objective of this module is to provide an introduction to three interrelated entrepreneurial topics, namely new venture creation, new/small business growth, and family business. After completing the module participants understand how to model entrepreneurial opportunities in comprehensive and structured manner, and how to apply this entrepreneurial approach in the context of growing new/small business and family businesses.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| Module Learning Outcomes | In the new venture creation section participants will address the new venture design process including how to generate and evaluate business opportunities, how to identify the central building blocks of the intended future business, and how to validate those central building blocks.  

In the new/small business growth section participants will address continued entrepreneurship, i.e. the various challenges new/small businesses face when they move beyond the initial founding success to address small business survival and growth. The participants will address internal and external growth strategies and the various ways to obtain resources to support such growth strategies.  

In the family business section, participants will address the basic characteristics of family businesses, and apply the entrepreneurial ideas to this context. |
| Teaching Method | The teaching in this module is based on a mixture of lectures, written and live cases, and participants’ own new business ideas. |
| Evaluation | • Continuous Assessment : 100 %  

Continuous assessment including presentations, two individual assignments (New business idea; Opportunity analysis), and two team assignments (Final report; Growth strategy) |
<p>| Textbook | Supporting documentation and papers will be given out during sessions. |</p>
<table>
<thead>
<tr>
<th>Bibliography</th>
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International Programs

French Level A1.1 - Spring

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<tr>
<th>Program/Intake</th>
<th>Bachelor in International Business - English Track - 2021-2024</th>
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<td>Perque Catherine</td>
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<td>Academic Year</td>
<td>2021-2022</td>
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<td>Department</td>
<td>LVE</td>
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<th>Total Study Hours</th>
<th>Coefficient</th>
<th>ECTS Credits</th>
<th>US Credits</th>
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<tbody>
<tr>
<td>30.0 hours</td>
<td>90.0 hours</td>
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<td>5.0</td>
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Module Description
This course is designed for complete beginners. Students will learn the basics in French in order to allow them to deal with everyday situations. Additionally the course will give students a broader understanding of the French social and cultural context.

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

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

Evaluation
- Continuous Assessment : 100 %

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

Textbook
There is no text book

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

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## Description du cours

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

## Acquis à l’issue du module

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

## Méthode d'enseignement

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

## Evaluation

- Contrôle continu : 100 %

## Manuel de référence

- "Rond Point 1 », Barcelone (2005 )
- "Panorama 1 », Clé international, Paris (2000)

## Ouvrages complémentaires

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## International Programs

### French Level A2.1 - Spring

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<th>Program/Intake</th>
<th>Bachelor in International Business - English Track - 2021-2024</th>
<th>Academic Year</th>
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### Module Description
This is a refresher course aimed at students who have studied French in high school or at university level. The course also aims to allow the false beginner to reinforce the basics already learned and to improve the student's oral and written expression.

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

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

### Evaluation
- Continuous Assessment : 100 %

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

### Bibliography
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<table>
<thead>
<tr>
<th>Bibliography</th>
<th>Divers manuels utilisés : Edito A2, Alter Ego A2, la grammaire progressive...</th>
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# International Programs

## French Level A2.2 - Spring

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### Module Description

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

### Module Learning Outcomes

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

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

### Teaching Method

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

### Evaluation

- Continuous Assessment: 100%

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

### Textbook

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

### Bibliography

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# International Programs

## French Level A2.3 - Spring

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### Module Description

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

### Module Learning Outcomes

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

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

### Teaching Method

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

### Evaluation

- Continuous Assessment: 100%

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

### Textbook

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

### Bibliography

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# International Programs

## French Level B1.1 - Spring

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## Module Description

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

## Module Learning Outcomes

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

## Teaching Method

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

## Evaluation

- Continuous Assessment : 100 %

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

## Textbook


## Bibliography

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# Syllabus

## Program/Intake

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## Module Description

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

## Module Learning Outcomes

- Communicate and be able to respond to a diverse range of social and professional contexts.
- Confidently express their opinion or point of view.
- Understand the French cultural environment and its evolution.

## Teaching Method

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

## Evaluation

- Continuous Assessment: 100%

## Textbook

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

## Bibliography

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

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

**Teaching Method**
Classes will be made up of 20 or so students. There will be 10 classes of 3 hours, once a week, each lesson will be divided into three parts:-
- part one: French language with four specific grammar points and possible reviewing of past grammar if necessary.
- part two: Debating.
- part three: Culture and sociology.
The course teacher will use a mixture of traditional teaching methods, as well as work in pairs and group work. Additionally, prepared debates as well as group discussions relating to current affairs or newspaper articles will make up one part of the lesson. Whenever possible the course teacher will use practical documents such as; newspaper articles, magazines advertisements, etc. in the aim of helping the student's assimilation of what is an alien culture to him/her (i.e. the French culture).

**Evaluation**
- Continuous Assessment : 100 %

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

**Bibliography**
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# French Level B2 - Spring

## Program/Intake
Bachelor in International Business - English Track - 2021-2024

## Academic Year
2021-2022

## Module Supervisor
Perque Catherine

## Department
LVE

## Contact Hours
30.0 hours

## Total Study Hours
90.0 hours

## Coefficient
0.0

## ECTS Credits
5.0

## US Credits
2.50

## Module Description
The course aims to improve the student's oral and written communication skills whilst enabling them to confidently express an opinion and to debate in both an everyday and a professional setting.

Students will learn to distinguish the different types of registers and discover sociological aspects of life in France.

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

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

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

## Evaluation
• Continuous Assessment : 100 %

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

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

## Bibliography

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<td>Module Description</td>
<td>Classes in French, about culture and civilization, with a special attention to local, national and international news.</td>
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<td>Module Learning Outcomes</td>
<td>At the end of the class, students will have identified and worked on their linguistic individual needs. They will also get to develop a more fluent and confident capacity of speaking and writing communication in a private, public or professional environment with french speakers. They will have studied argumentation techniques, improved their speaking capacity (debate, presentation) and also their writing skills particular by using different communication tools used in companies. They will be able to develop a better global understanding of contemporary French society (specialy economic and social aspects). In addition, they will experience intercultural teamwork.</td>
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<td>Teaching Method</td>
<td>Classes will be made up of 15 or so international students. There will be 11 classes of 3 hours, once a week. Classes will include the following: - French society and current events - cultural exchange around the different nationalities in the classroom - grammar adapted to the level of the group and the requests of the group Classes will alternate between group and individual work, role playing and debates, presentations by students (about their countries, as well as a theme concerning France and our contemporary society, the economy and culture) Additionally the course teacher will use practical documents and audio-video material.</td>
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<td>Evaluation</td>
<td>• Continuous Assessment : 100 % Both oral and written exams will test the students' ability to put into practice all he/she has learned during the year, either through individual or group testing.</td>
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<tr>
<td>Textbook</td>
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# International Programs

## International Finance

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

**Module Supervisor**  
Kermiche Lamya

**Academic Year**  
2021-2022

**Department**  
GDF

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

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

The topics covered are:

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

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

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

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

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

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<td>Eyre Phil</td>
<td>Department</td>
<td>HOS</td>
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| Contact Hours | 30.0 hours | Total Study Hours | 90.0 hours | Coefficient | 1.0 | ECTS Credits | 5.0 | US Credits | 2.50 |

## Module Description
This course focuses on the European Union, the complex European business environment, European integration more generally and current issues facing all Europeans. The course is taught by two specialists in European economics with doctoral qualifications in this field. Recent research on the EU from Europe and the US is part of the content delivery.

It is designed for those who are new to European studies, but also includes in later sessions material that focuses on current economic and political issues in the EU. For example: Can the eurozone survive? Can the euro be saved? Should the EU expand further? How complete is the single market? Brexit and its consequences. The rise of nationalism and the refugee/immigration crisis. The covid epidemic crisis. The impact of the EU especially its international regulatory power will be covered.

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

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

## Teaching Method
Interactive sessions: lecture, debate, cases studies and video documents

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

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

## Textbook
John McCormick, Understanding The European Union: A Concise Introduction, recent edition
ISBN 9781137362322
Publication Date March 2014

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

<table>
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<tr>
<th>Program/Intake</th>
<th>Bachelor in International Business - English Track - 2019-2022</th>
<th>Academic Year</th>
<th>2021-2022</th>
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<tr>
<td>Module Supervisor</td>
<td>Sebi Carine</td>
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<td>HOS</td>
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<tr>
<td>Contact Hours</td>
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</table>

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

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

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

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

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

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

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

Individual : Post-module essay on one of the proposed topics in the course outline by the instructor, with the target of 1000-2000 words per student.

## Textbook
ISBN13: 9781292027623
ISBN10: 1292027622
<table>
<thead>
<tr>
<th>Bibliography</th>
</tr>
</thead>
</table>
Scott Sernau, 2013,  
ISBN13: 9781292040769  
ISBN10: 1292040769 |

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# International Programs

## Business Development in Emerging Economies

<table>
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<tr>
<th>Program/Intake</th>
<th>Bachelor in International Business - English Track - 2019-2022</th>
<th>Academic Year</th>
<th>2021-2022</th>
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<td>Module Supervisor</td>
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## Module Description

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

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

## Module Learning Outcomes

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

## Teaching Method

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

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

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

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

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

## Evaluation

- Continuous Assessment : 100 %

Two different types of assessment tasks will be used to evaluate students’ learning and progress.
1) In-class group presentation (30%)
2) Individual written coursework (70%)

## Textbook

<table>
<thead>
<tr>
<th>Bibliography</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pattnaik, C., Kumar, V., 2014, Emerging market firms a</td>
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# International Business Law

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

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

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

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

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

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

4. Developed an awareness of the special legal problems facing Multinational corporations that are trading, licensing and investing in foreign countries.

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

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

**Learning goal 2 : Is able to work effectively and constructively in a group**
Is able to work effectively and constructively in a group
### Teaching Method
Pre class preparation of chapter readings and case study and in-class discussion of the material. Case studies, problems, students’ oral presentations

### Evaluation
- Examination : 50 %
- Continuous Assessment : 50 %
Closed book exam

### Textbook

### Bibliography

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## International Finance

<table>
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<tr>
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### Module Description

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

This course is, therefore, intended to expose students to the concepts, techniques and instruments of international financial management. Its objectives are threefold, namely:

- To understand the international financial environment and its evolution
- To apprehend the influences of international business on financial management
- To master the basic techniques of solving international financial problems

The topics covered are:

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

### Module Learning Outcomes

By the end of this course, the students will:

- Understand the international financial environment and its evolution
- Apprehend the influences of international business on financial management
- Master the basic techniques of solving international financial problems

### Teaching Method

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

### Evaluation

- Examination : 60 %
- Continuous Assessment : 40 %

### Textbook

David Eiteman, Arthur Stonehill, Michael Moffert, Multinational Business Finance, Addison-Wesley, 11th or 12th edition (basic textbook)
**Bibliography**

Recommended texts:
Adrian Buckley, Multinational Finance, Philip Allen

Madura J. International Financial Management

A.C. Shapiro Multinational Financial Management

Bruce Solnik, Dennis McLeavey, Global Investments, Addison-Wesley
# Financial Markets and Instruments

<table>
<thead>
<tr>
<th>Program/Intake</th>
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<td>Dupuy Philippe</td>
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<td>Module Description</td>
<td>Financial markets are an important part of modern day economies. They serve as the means of mobilising financial resources for potentially profitable investment projects, facilitate financial transactions and ensure that the interests of the participants are safeguarded. This module aims to familiarise students with their modes of organisation and functioning.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Module Learning Outcomes</td>
<td>To enable students to: Understand the functions, roles and organisation of banking systems and financial markets Know the different principal instruments and products used in financial transactions Understand how financial securities are issued and traded Master the basic methods and techniques of evaluating financial securities and products</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teaching Method</td>
<td>Lectures, exercises, class work</td>
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<td></td>
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</tbody>
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| Evaluation | • Examination : 70 %  
• Continuous Assessment : 30 %  
Closed book exam |
| Textbook | Glen Arnold: Modern Financial Markets & Institutions: a practical perspective, Pearson |

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# Financial Statement Analysis

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<td>GDF</td>
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<tr>
<td>Mchawrab Safwan</td>
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<table>
<thead>
<tr>
<th>Module Description</th>
<th>This module aims to deliver the fundamentals of Financial Analysis. These concepts will be illustrated with carefully chosen examples from real companies’ financial statements.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module Learning Outcomes</td>
<td>To enable students to read and interpret a real company's financial statements: balance sheet, income statement and statement of cash flows. To make students aware of the role of financial information in the decision-making process and of some of the difficulties they may face in using financial information</td>
</tr>
</tbody>
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<table>
<thead>
<tr>
<th>Teaching Method</th>
<th>Lectures, class/group work and exercises</th>
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<table>
<thead>
<tr>
<th>Textbook</th>
<th>Peter Atrill &amp; Eddie McLaney, Accounting and Finance for Non-Specialists, Pearson, 8th edition</th>
</tr>
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# Budgeting and Reporting

<table>
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<th>Program/Intake</th>
<th>Bachelor in International Business - English Track - 2019-2022</th>
<th>Academic Year</th>
<th>2021-2022</th>
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<td>Module Supervisor</td>
<td>Poissonnier Hugues</td>
<td>Department</td>
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<tr>
<td>Contact Hours</td>
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<td>Total Study Hours</td>
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</table>

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

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

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

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

## Textbook


### International Business Law

**Program/Intake**: Bachelor in International Business - English Track - 2019-2022  
**Academic Year**: 2021-2022

**Module Supervisor**: Gleason Ted  
**Department**: GDF

<table>
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<td>1.0</td>
<td>5.0</td>
<td>2.50</td>
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</tbody>
</table>

**Module Description**

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

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

**Module Learning Outcomes**

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

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

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

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

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## International Advertising and Public Relations

<table>
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<tr>
<th>Program/Intake</th>
<th>Bachelor in International Business - English Track - 2019-2022</th>
<th>Academic Year</th>
<th>2021-2022</th>
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<td>Module Supervisor</td>
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<th>ECTS Credits</th>
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<th>US Credits</th>
<th>1.25</th>
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</table>

### Module Description

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

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

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

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

### Module Learning Outcomes

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

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

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

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

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

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

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

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**Teaching Method**

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

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

**Evaluation**

- Continuous Assessment: 100%

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

**Textbook**

<table>
<thead>
<tr>
<th><strong>Bibliography</strong></th>
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</thead>
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Bespoke materials and handbooks with exercises will be provided for this course

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# Brand Management

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

**Academic Year**  
2021-2022

**Module Supervisor**  
Balbo Laurie

**Department**  
MKT

<table>
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<tr>
<th>Contact Hours</th>
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</table>

**Module Description**

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

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

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

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

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

**Module Learning Outcomes**

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

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

**Teaching Method**

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

### Textbook

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

---

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# Module Description

Digital or Electronic Marketing is a critical and rapidly evolving area of marketing management. This module will demonstrate how digital resources, and specifically the Web, can be used to market directly and interactively to customers, and how these activities can contribute to effective and efficient marketing strategies. It includes strong practical and research-based components, including use of ‘live’ business web analytics data and research-based principles related to online behavior. It is strongly based on evidenced-based analysis. It includes practical learning on the main digital marketing channels and tactics, including: organic search marketing, paid search advertising, display advertising, linking/referrals, social media marketing, digital design/UX, and the use of web analytics and data.

This module starts from the premise that the technologies that comprise the Web and related digital technologies are impacting traditional marketing and business relationships in fundamental ways. We will critically examine the ways in which marketers can leverage digital technology to achieve functional efficiencies and to devise effective marketing strategies. The World Wide Web is the fastest growing communications medium in history, expanding far more rapidly that the introduction of other mass media such as print, radio, TV and cinema. It impacts on marketing in 3 ways: It is in some areas replacing traditional marketing channels, in others providing alternative channels which need to be aligned to existing ones. It also offers completely new ways of marketing, involving employees, supply chain partners, existing and potential customers. There are many characteristics of the WWW as a marketing medium that are unique, and offer significant benefits to organisations. The correct understanding of these leveraging factors, and the ability to critically assess the extent to which an organisation is exploiting them now and in the future, is the focus of the Digital Marketing Module. This requires potential managers to objectively assess the effectiveness of a corporate web presence, understand the relevance and applicability of existing and digital business models, and make strategic recommendations for ongoing improvements not just in web site design but in marketing strategy and objectives, in an increasingly digital business and social environment. This module allows an understanding of the ‘traditional’ themes of digital marketing, but also a critical understanding of how these are changing.
<table>
<thead>
<tr>
<th>Module Learning Outcomes</th>
<th>Module Aims</th>
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|                          | • To provide a critical review of the approaches, tools, and techniques available when marketing in a digital environment, with specific reference to the web  
• To develop practical skills and knowledge in developing an effective digital marketing plan for an organisation, using the Chaffey and Smith SOSTAC model  
• To develop a critically objective and strategic approach to digital marketing, based on the developing Web 2.0/Web 3.0 environment, and the idiosyncrasies of the medium  
• To provide a basic understanding of digital marketing mix, search engine optimisation, search engine marketing, web advertising (old and new), web design and usability, ‘off-site’ channels and social media marketing  
• To introduce the critical application of UX principles and tools to website effectiveness  
• Understand the increasing and significant role of data in marketing, and the potential to analyse it using web analytics tools  
• To understand, and critically apply, key theoretical frameworks of practical relevance to digital marketing, including: 8 Ps’ Marketing Mix; 5Is’ for Interactive Media; 5Ss’ for digital marketing objectives; etc.  
• To introduce students to practical and ‘live’ client web analytics data and tools  
• To introduce students to the growing research insights and business cases related to digital marketing and online consumer behavior |

Learning Outcomes  
• Have practical experience of designing, and presenting a proposal for a paid digital advertising campaign  
• Input critically to an organisations’ web site and web advertising design from a marketing perspective, and identify usability issues related to customer digital experience  
• Develop practical experience of developing strategic marketing approaches via the production of a digital marketing plan, and what should be included in it  
• Be able to converse with managers, marketers and web technical staff on marketing issues related to web design, Search Engine Optimisation (SEO) and Paid Search Engine Marketing (SEM)  
• Understand how web analytics can be used to measure the effectiveness of digital marketing strategies  
• Have a practical understanding of the limits, benefits and opportunities of marketing in virtual environments, through cases and examples  
• Have a critical understanding of the developing Web 2.0 paradigm, and the implications for digital marketing  
• Have an understanding of the range of promotional and advertising tools for digital marketing strategies  
• Be able to translate, interpret and apply relevant marketing theory in digital environments and online consumer behavior  
• Create awareness of the research and business cases related to digital marketing and online consumer behavior

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

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

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

| Learning goal 2 : Has acquired relevant operational IT skills for business |
| Is able to use the principal business IT tools effectively and efficiently |

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

| Learning goal 2 : Is able to work effectively and constructively in a group |
| Is able to work effectively and constructively in a group |
| **Teaching Method** | The Module consists of a mixture of lectures, online tutorial completion, project workshops, tutor review meetings, and independent reading/research. Students are expected to make extensive use of the course e-text, Moodle site, online resources, information databases and academic sources to prepare for the assessment exercises. Students are expected to participate actively in online sessions via discussion, regular tutor review meetings, questions and group work. Students work on 'live' business cases, using secure 'client' website data and other online tools, to develop practical experience and awareness of the subject, tools, data and challenges.

Sessions include three facilitated group workshops, of three hours each, which require the use of web sites, web analytics tools and online resources. Workshop preparation includes undertaking the specified pre-class readings and online tutorials from Google Digital Garage). Students use these dedicated sessions to work on the group project tasks, ask questions, seek clarification, and develop effective team work to meet the group and individual project assessment requirements (provided in detailed Assessment Brief documents on Moodle). The module is supported by a detailed Moodle site, and regular tutor announcements/support via this platform, tutor meetings and email. |
| **Evaluation** | • Continuous Assessment : 100 %

Assessment overview:

- Group Project: Client Website Review & Google Ads Campaign Proposal - Presentation (20 minutes) - Group Presentation 40% - In final class sessions:
- Individual Report: Client Digital Marketing Review/Plan - Client Digital Marketing Review & Plan, using SOSTAC (2,500 words) - Individual Report 50% - To Moodle
- Individual: Collect 15 Google Digital Garage Badges Completion of relevant online training topics & badges - Google Online Training 10% - Personal Dashboard confirmation to be included as an appendix in Individual Report submission

Assessment activities explained in two detailed Assessment Brief documents, and supported in all class lectures, Moodle resources and group work activities.

Explanation:

Assessment is based on developing practical skills and awareness to equip students for the workplace. 90% of the assessment involves practical use and exposure to 'live' client business cases, involving secure access to real data, tools and metrics. 10% relates to acquiring online certifications, for the other assessment activities, independent learning, and CV enhancement. The assessments require the critical application of theory, research, concepts and principles (introduced in class) to real businesses engaged in digital marketing, and the development of evidence and research-based insights and recommendations for these businesses. The assessments also are aimed at enhancing employment opportunities, including evidencing practical experience and exposure to data, tools and analysis. The 60:40 split in individual:group assessment is used to develop team work, project and communication skills.

| **Textbook** | • Course e-Text: Chaffey, D (2019) eMarketing eXcellence. Available as an e-book via a PDF on Moodle. An e-copy is also available via the GEM library catalogue. Hard and soft copies of both are in the GEM Library. Students are expected to read this during the module. It includes key chapters relevant to both assessment exercises, and is closely linked to most module class sessions. There is a related web site at: http://www.smartinsights.com/

- Online Learning Modules: Students are required to evidence the completion of the Google Digital Garage online learning modules on the specific 15 topics: Google Digital Garage: https://learndigital.withgoogle.com/digitalgarage

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<tbody>
<tr>
<td>Evans, D. 2010 Social Media Marketing, Sybex</td>
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<tr>
<td>O'Reilly, T. What is Web 2.0: Design Patterns and Business Models for the next generation of software. Tim O'Reilly, September, 2005. Available at: <a href="http://www.oreillynet.com/lp/a/6228">http://www.oreillynet.com/lp/a/6228</a></td>
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Internation Programs

Sport Marketing and Events Management

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**Module Description**

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

**Module Learning Outcomes**

At the end of this course, students should be able to:

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

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

**Learning goal 1:** Has acquired general business knowledge, tools and concepts

Demonstrates an understanding of the fundamentals in accounting, finance and law, marketing, operations, strategy, HR and project management and the capacity to apply them

**Teaching Method**

- Class lectures
- Group case studies
- Readings
- Powerpoint presentations

**Evaluation**

- Examination : 60 %
- Continuous Assessment : 40 %

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

Closed book exam

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

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

## Academic Year
2021-2022

## Module Supervisor
Patel Chirag

## Department
MKT

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

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

## Teaching Method
- Lectures, serious game and working sessions
- Group project

## Evaluation
- Continuous Assessment : 100 %

## Textbook

## Bibliography
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| Total Study Hours | 90.0 hours |
| Coefficient | 1.0 |
| ECTS Credits | 5.0 |
| US Credits | 2.50 |

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<tr>
<td>Fashion does not mean clothing design, production, marketing and distribution. Fashion is intended as a system of institutions that produces the concept as well as the phenomenon/practice of Fashion. As clearly stated by Kawamura in 2005, clothing and dress are only the raw material from which Fashion is formed.</td>
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<td>Therefore, managing Fashion companies deals with a knowledge that is specific to this institutional system which represent a real “milieu” responsible for the transformation of almost every sort of product into “Fashion”.</td>
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<td>The course will develop a deep understanding of the:</td>
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<tr>
<td>- Organization of the Fashion System and of the Fashion companies (family business, craftsmanship etc.);</td>
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<td>- Creative aspects of Fashion and of the management of creative individuals;</td>
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<td>- The different Fashion circuits: Fast Fashion/Industrial Fashion, Ready to wear and Haute Couture; Luxury Fashion Design, Street Styles;</td>
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<td>- Supply Chain Distribution in the different Fashion circuits;</td>
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<td>- Specific aspects of a Fashion Company Strategy and Strategic Marketing;</td>
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<td>At the end of this module, students will be able to:</td>
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<tr>
<td>- Understand the specific aspects of the Fashion System, in design, production, marketing and distribution</td>
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<td>- Critically assess the implications related to the changing categories of Fashion consumers</td>
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<td>- Acquire the business and management tools required to implement a successful Strategy in the Fashion System</td>
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<thead>
<tr>
<th>Teaching Method</th>
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<tbody>
<tr>
<td>Lecture, Case-studies, group work</td>
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<td>- Continuous Assessment : 40 %</td>
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### International Programs

#### Brand Management

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**Module Description**

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

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

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

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

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

**Module Learning Outcomes**

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

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

**Teaching Method**

Lectures, class discussion, case study analysis, group work and group presentations
| Evaluation                     | • Examination : 60 %                  |
|                               | • Continuous Assessment : 40 %          |
|                               | Closed book exam                        |
|                               | Chevalier M. and Mazzalovo G.(2008), Luxury Brand Management: A World of Privilege. John Wiley & Sons Ltd |

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# Sustainable Development

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| Module Description | “The design profession can no longer claim excellence in design unless we have considered the concept of responsibility as a central part of the design problem”. (Roux, IDSA) |
| Industries such as the fashion, luxury, or design industries are typically perceived as industries that are accelerating consumption and therefore are not compatible with sustainability. Yet, many companies in these industries claim to be leaders in sustainability. This course explores the dimensions of sustainability for these industries and especially focuses on main challenges and best practices in this area. Recent research insights will be shared to deepen the analysis where appropriate. |

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

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

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

| Teaching Method | Case studies, class discussions, and group projects |
| Evaluation | • Continuous Assessment : 100 % |
Charter M. and Tischner U. (2001), Sustainable Solutions: Developing Products and Services for the Future, Greenleaf limited publishing |

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International Programs

Design Management

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Module Description

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

Managers (and students like you) working in this innovative field, do not always feel confident in their own creativity. Using guided Design Thinking steps will help to become more creative (again). For these two reasons, this module is set up to give you a good understanding of the desirability of a product or a service, and at the same time to develop your inner creative self.

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

We will specifically focus on:
- In depth understanding of the Design Thinking process and creative mindset
- Development of a skill set to enhance your creative solution capacity
- The design of products and services and the reasons for their desirability, from the user's viewpoint
- Understanding the value of design and a design attitude for a company

Module Learning Outcomes

- Developing your personal creativity
- Enhanced knowledge of design thinking process
- Awareness of design's vital impact design on business results
- Recognising the link between the creative design approach and creative management

Teaching Method

Possible projects as part of this course:
- The Getting Creative Journal with a focus on 3 themes: such as Improving life in the Covid context, greener, a touch of luxury (topics of 2020-2021). Other past topics, GEM community, fashionable
  The Getting Creative Journal is an individual assignment, but there will be a lot of peer to peer support in this module - to help you make your work really good.

- Creative Festival - this is a team presentations, which is linked to all your work on the Getting Creative Journal

Alternatively
- Exercise to enhance visual thinking
- Design animations based on short design oriented articles or other sources.
- Exercise: "Designed to be loved ... or not?"
  Individually identify and analyse a product that you truly adore or hate. During classes you will present a part of this work with your team of students (who might or might not agree with you).
**Evaluation**

- Continuous Assessment : 100 %

**Textbook**

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

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

**Bibliography**

MOOCs from the FutureLearn Campus Pack:
Using Creative Problem Solving – National Chiao Tung University - 4 weeks / 3 hours
Creative Problem Solving: Design Thinking in Health and Social Care St George University of London & Howdu– 2 weeks / 4 hours
Managing Innovation: Learning to Prototype for Business - St George's University of London – 3 weeks / 3 hours

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

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

Design - sustainability and ethics

Product Charisma - Semantics
GOTZSCH, J. (2003), Designed to be Loved, European Business Forum, n°13, spring
NORMAN, D. (2004), Emotional Design, Why we love (or hate) everyday things, Perseus Book Group
# Legal Context of Fashion and Design Industry

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## Module Description
- Introduction to Fashion and Design / Definitions /Industry characteristics.
- Scope of Intellectual Property applicable to the industry of Fashion & Design.
- Licensing of the IPRs in the industry of Fashion & Design.
- Imports and Customs issues in Fashion (brief introduction).

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

## Teaching Method
- A combination of lectures, case studies, problem solving, contract analysis.

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

Continuous assessment: composed of in-class work on specific assignments: legal case analysis; problem solving based on legal issues of the Fashion & Design Industry. To test the students’ mastery of the subject-matter as applied to practical situations and problems.

Final examination: A two hour exam covering the totality of the course to assess the student's mastery of the legal context of the Fashion & Design Industry both on a theoretical and a practical standpoint, enabling him/her to gain a working knowledge in his/her specific business environment (legal protection of fashion products or services; contract negotiating; counterfeitis combatting, etc.).

## Textbook
# Retail Management

<table>
<thead>
<tr>
<th>Program/Intake</th>
<th>Bachelor in International Business - English Track - 2019-2022</th>
<th>Academic Year</th>
<th>2021-2022</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module Supervisor</td>
<td>Garnier Marion</td>
<td>Department</td>
<td>MKT</td>
</tr>
<tr>
<td>Contact Hours</td>
<td>15.0 hours</td>
<td>Total Study Hours</td>
<td>45.0 hours</td>
</tr>
</tbody>
</table>

## Module Description
Retail Managers are in charge of implementing a retail brand’s commercial policies with the ultimate aim of maximizing profit, while at the same time, reducing costs. Retail Management covers many fields of business management including Human Resources, Operations Management, Supply Chain Management and Information Technologies.

The 15 hour course of the BIB program will therefore cover only areas of Retail Management that are not covered in other foundation modules of the program.

## Module Learning Outcomes
The course will focus on the following topics as specifically applied to the Fashion and Design industry, to enable participants to learn how to:
- Manage and motivate sales teams in a retail environment
- Monitor the market and take initiatives to offset competitor activities
- Implement point of sale & store merchandizing and planography strategies
- Deploy retail events and store promotions
- Handle customer service and aftersales relations / customer complaints

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

## Evaluation
- Continuous Assessment : 100 %

## Textbook

## Bibliography

Further reading and articles will be announced at the beginning of class or on Moodle.
# Business Planning

<table>
<thead>
<tr>
<th>Program/Intake</th>
<th>Bachelor in International Business - English Track - 2019-2022</th>
<th>Academic Year</th>
<th>2021-2022</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module Supervisor</td>
<td>Battisti Martina</td>
<td>Department</td>
<td>GDF</td>
</tr>
</tbody>
</table>

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

## Module Description

Together with the other modules in this specialisation, we will take you on an experiential journey through which you will learn the key tools to identify and develop business opportunities. In this module we build on relevant research and current entrepreneurial practice to introduce you to essential issues in planning in the context of new and growing ventures. From an entrepreneurial perspective, planning is a process of envisioning the future for your venture, including what you plan to do and how you plan to do it. This module has been developed to meet the needs of entrepreneurial individuals who want to garner the attention of outside stakeholders in the context of their new and growing ventures.

Topics covered in the lectures:
- Process of planning and different types of plans
- Failure, learning and resilience
- Entrepreneurial growth
- Resources, revenue and costs
- Team and entrepreneurial leadership
- Risk and the wider institutional environment
- Entrepreneurial exit

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

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

## Module Learning Outcomes

By the end of the module, participants should be able to:
- Understand different types of plans and critically reflect on the value of planning
- Identify the key issues related to planning in the context of new and growing ventures
- Appreciate how entrepreneurial leadership, team members and external stakeholders can contribute to the development of the venture
- Identify key risk factors and understand the relevance of the external environment
This module has a high level of contribution to the following learning goals for the program

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

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

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

| Teaching Method |
| Theory and case discussions will put students in situations where they have to analyse and discuss solutions to entrepreneurial issues. Preparation, written reports and discussions will also be used to explore understanding and application of core concepts. The most effective way to understand the entrepreneurial process, and to answer some of the above questions, is to take a hands-on approach. In this course students are expected to work in teams, and be active participants in classroom discussions. |

| Evaluation |
| • Continuous Assessment : 100 % |
| The overall grade is based on Individual work (60%) and group work (40%). |

| Textbook |
| There is no set textbook, readings and additional resources will be provided on moodle. |

| Bibliography |
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# Entrepreneurial Finance

<table>
<thead>
<tr>
<th>Program/Intake</th>
<th>Bachelor in International Business - English Track - 2019-2022</th>
<th>Academic Year</th>
<th>2021-2022</th>
</tr>
</thead>
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<tr>
<td>Module Supervisor</td>
<td>Bonnet Christophe</td>
<td>Department</td>
<td>GDF</td>
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<tr>
<td>Total Study Hours</td>
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<td>ECTS Credits</td>
<td>5.0</td>
</tr>
<tr>
<td>Study Hours</td>
<td>90.0 hours</td>
<td>US Credits</td>
<td>2.50</td>
</tr>
</tbody>
</table>

### Module Description

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

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

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

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

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

### Module Learning Outcomes

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

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

<table>
<thead>
<tr>
<th>Learning goal 1</th>
<th>Has acquired general business knowledge, tools and concepts</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Demonstrates an understanding of the fundamentals in accounting, finance and law, marketing, operations, strategy, HR and project management and the capacity to apply them</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Learning goal 2</th>
<th>Considers the human, social and environmental consequences of business decisions and practices</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Is able to identify and evaluate different alternatives on the basis of the consequences for the different stakeholders</td>
</tr>
<tr>
<td>Teaching Method</td>
<td>The sessions consist of lectures, discussions and work on actual cases and exercises. Financial models will be designed and used to address forecasting and valuation issues.</td>
</tr>
<tr>
<td>----------------</td>
<td>--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
</tbody>
</table>
| Evaluation     | • Examination : 60 %  
• Continuous Assessment : 40 %  

The evaluation aims at checking that the students master the concepts and techniques taught in the module and are able to apply them to actual business issues. It is based on continuous assessment and a final exam.  
Closed book exam |
| Textbook       | Leach J. and Melicher R., Entrepreneurial Finance, Cengage Learning  
| Bibliography   |  
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### International Programs

#### Entrepreneurial Opportunities

<table>
<thead>
<tr>
<th>Program/Intake</th>
<th>Bachelor in International Business - English Track - 2019-2022</th>
<th>Academic Year</th>
<th>Syllabus</th>
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<tbody>
<tr>
<td>Module Supervisor</td>
<td>Liouka Ioanna</td>
<td></td>
<td>MTS</td>
</tr>
<tr>
<td>Contact Hours</td>
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<td>Total Study Hours</td>
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<tr>
<td>Coefficient</td>
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<td>ECTS Credits</td>
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</tr>
<tr>
<td>US Credits</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Module Description</td>
<td>One of the most exciting and satisfying activities in business is to start a new venture. The essence of entrepreneurial behaviour is identifying innovative ideas, transforming them into business opportunities, and putting them into practice. Entrepreneurship is the process by which individuals pursue opportunities without regard to resources they currently control. In this module, participants will focus on transforming innovative ideas into business opportunities. They will learn how to identify and validate innovative ideas before actually committing a lot of resources for the preparation of a comprehensive business plan. For entrepreneurs, a combination of analytical and creative thinking is important, both for the phase of need finding and the subsequent idea development. This module will help participants advance their analytical and creativity skills by identifying clear problem zones, defining customer segments and value propositions, testing and validating entrepreneurial ideas.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Module Learning Outcomes</td>
<td>Upon completion of this module, participants will:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Learn how to identify and evaluate entrepreneurial ideas</td>
<td></td>
<td></td>
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<tr>
<td>- Learn the basic steps to transform ideas into business opportunities using minimum resources</td>
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<td></td>
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<tr>
<td>- Learn how to validate customer pain points and solutions</td>
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<tr>
<td>- Learn how to design, innovate and validate the Business Model</td>
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<td></td>
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<tr>
<td>- Know how to present innovative business ideas in a compelling and concise manner</td>
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</tbody>
</table>

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

**Learning goal 1:** Is able to adapt, evolve and cooperate in an international and/or culturally diverse environment
- Has developed the ability to work effectively as part of a multi-cultural team

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

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

**Teaching Method**

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

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

A project will be part of this major and it will be possible to work on project topics of your preference.
## Evaluation

- Continuous Assessment : 100%

  100% Continuous assessment
  1. Individual learning report (60%)
  2. Team group report (40%)

## Textbook


## Bibliography

- The Bootcamp Bootleg, Hasso Plattner Institute of Design, Stanford (www.dschool.stanford.edu)

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

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

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

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

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

- Understand the nature of technology entrepreneurship;
- Develop specific skills, competencies, research and analysis methods, and perspectives of high-technology venture success factors;
- Learn to identify and pair talents with others who have complimentary skills;
- Build confidence in students’ personal talents and develop an entrepreneurial skill set for planning, launching, and managing a technology start-up venture.

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

<table>
<thead>
<tr>
<th>Learning goal 1</th>
<th>Has developed knowledge and skills for managing technology, innovation and related organisational changes</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Understands and anticipates the impact of innovation and technology on organizational performance</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Teaching Method</th>
<th>Lecture + Case + Project</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evaluation</td>
<td>Continuous Assessment : 100 %</td>
</tr>
</tbody>
</table>

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# International Programs

## Sustainable and Social Entrepreneurship

<table>
<thead>
<tr>
<th>Program/Intake</th>
<th>Bachelor in International Business - English Track - 2019-2022</th>
<th>Academic Year</th>
<th>2021-2022</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module Supervisor</td>
<td>Liouka Ioanna</td>
<td>Department</td>
<td>MTS</td>
</tr>
</tbody>
</table>

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

### Module Description

Social problems (unemployment, poverty, illiteracy, etc.) and sustainability issues (fresh water supply, biodiversity, degradation, deforestation, food) represent some of the most significant societal challenges of the century. This module builds on relevant research and current entrepreneurial practice to explore new businesses opportunities with social and environmental impact. The course outline is as follows:

- **Session 1 – Sustainable & social entrepreneurship:** definition, importance in the economy, geographic perspective
- **Session 2 – Building and Measuring Impact - Part 1 (Theory of Change, Impact Business Model Canvas)**
- **Session 3 – Building and Measuring Impact - Part 2 (Tools for Sustainable/Social Entrepreneurship, Monitoring and Evaluation)**
- **Session 4 – Funding Experimentation**
- **Session 5 – Leading Collaboratively**

### Module Learning Outcomes

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

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

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

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

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

- Is able to work effectively and constructively in a group

### Teaching Method

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

### Evaluation

- **Continuous Assessment:** 100 %
- Written individual assignment: 60 %
- Group work assignment: 40 %

### Textbook

- Global Entrepreneurship Monitor - 2015 Report on Social Entrepreneurship
<table>
<thead>
<tr>
<th>Bibliography</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dees - The Meaning of Social Entrepreneurship</td>
</tr>
<tr>
<td>Zahra et al. (2009). A typology of social entrepreneurs - Motives, search processes and ethical challenges</td>
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</table>

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