

# Course Offer

## Undergraduate Level

Bachelor in International Business Year 2



**GRENOBLE  
ECOLE DE  
MANAGEMENT**



## Bachelor in International Business year 2

<b>Autumn – Semester 1</b>	<b>Sept-Dec</b>	
<b>COURSES</b> Choice up to 30 ECTS	<b>Classes hours</b>	<b>ECTS credits</b>
Managerial & Financial Accounting	30	5
Consumer Behaviour	30	5
Micro & Macro Economics	30	5
Introduction to Technology Management	15	2.5
Operations & Supply Chain Management	15	2.5
Sales Management	15	2.5
Purchasing	15	2.5
Foreign Language (FLE mandatory for non-French speakers)	30	5

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 2

<b>Spring – Semester 2</b>	<b>Jan-May</b>	
Courses Choice up to 30 ECTS	Classes hours	ECTS credits
Introduction to Human Resource Management	30	5
Market Research	30	5
Corporate Finance	30	5
Geopolitics	30	5
Introduction to Negotiation	15	2.5
French Society (for exchange & semester students only)	15	2.5
Foreign Language (FLE mandatory for non-French speakers)	30	5

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

 <b>GRENOBLE ÉCOLE DE MANAGEMENT</b>	Grenoble Graduate School of Business  <b>Managerial and Financial Accounting</b>	<b>Syllabus</b>
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<b>Program/ Intake</b>	Bachelor in International Business - English Track - 2016-2019	<b>Academic Year</b>	2017-2018
<b>Module Supervisor</b>	Boyer Stephanie	<b>Department</b>	GDF

<b>Contact Hours</b>	30.0 hours	<b>Total Study Hours</b>	90.0 hours	<b>Coefficient</b>	1.0	<b>ECTS Credits</b>	5.0	<b>US Credits</b>	2.50
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<b>Module Description</b>	<p>This module is composed of two parts, as follows:</p> <ol style="list-style-type: none"> <li>1. Financial accounting: This section starts by reviewing basic concepts of Financial accounting (as seen in year 1): the principles and concepts used to prepare the basic financial statements (balance sheet and income statement). It then covers more advanced financial accounting concepts: the cash flow statement, accruals and deferrals, inventory valuation methodologies.</li> <li>2. Product costing and managerial accounting: This section of the course introduces the fundamentals of product costing, an introduction to cost behaviour, and costing systems and analysis.</li> </ol> <p>Pedagogy will consist of lectures on the key concepts followed by practical exercises to apply these concepts.</p>
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<b>Module Learning Outcomes</b>	<p>On completing this module, the students should be aware of the basic accounting principles/tools and be able to use them to make simple business decisions i.e:</p> <p>Financial accounting</p> <ol style="list-style-type: none"> <li>1. Understand the role of financial accounting</li> <li>2. Understand the basic accounting concepts and practices (including the double entry book keeping) used in preparing financial statements</li> <li>3. Be able to record and summarise accounting data, and prepare basic financial statements</li> </ol> <p>Product costing and managerial accounting</p> <ol style="list-style-type: none"> <li>1. Understand the use of accounting information to assist in the management decision making process</li> <li>2. Understand the various characteristics of cost</li> <li>3. Understand how costs are assigned to products to be able to compute the full cost/marginal cost of a product</li> <li>4. Understand the fundamentals of the Cost/Volume/Profit model to be able to compute the breakeven point</li> </ol>
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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 : Has developed effective communication skills**

Demonstrates clear and concise written communication

<b>Teaching Method</b>	Lectures, exercises and mini-case studies
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<b>Evaluation</b>	<ul style="list-style-type: none"> <li>• Examination : 70 %</li> <li>• Continuous Assessment : 30 %</li> </ul> <p>A combination of continuous assessment (30%) and 2 hours closed book exam (70%)</p>
<b>Textbook</b>	
<b>Bibliography</b>	<p>Accounting and Finance for Non-Specialists, 10th edition  Peter Atrill, Eddie McLaney  ISBN: 9781292135601  2017 • Pearson •</p>
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 <b>GRENOBLE ECOLE DE MANAGEMENT</b>	Grenoble Graduate School of Business  <b>Consumer Behaviour</b>	<b>Syllabus</b>
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<b>Program/ Intake</b>	Bachelor in International Business - English Track - 2016-2019	<b>Academic Year</b>	2017-2018
<b>Module Supervisor</b>	Werle Carolina	<b>Department</b>	MKT

<b>Contact Hours</b>	30.0 hours	<b>Total Study Hours</b>	90.0 hours	<b>Coefficient</b>	1.0	<b>ECTS Credits</b>	5.0	<b>US Credits</b>	2.50
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<b>Module Description</b>	<p>In an increasingly fluid &amp; rapidly changing international market place, organisations need to be able to gain an effective understanding of the current &amp; future needs of the market place &amp; behavioural factors that influence them.</p> <p>Organisations need to be able to swiftly, cost effectively &amp; accurately assess their customers' needs to assist their strategists &amp; marketing planners in effective decision making on what markets to target &amp; what products/services to offer to them.</p> <p>By developing an understanding of the core issues of consumer behaviour (an understanding of how consumer psychological processes interact with both social and situational influences to shape consumer perceptions, decision making processes and behaviour) and how through marketing research, these behaviours can be studied, understood &amp; learned from, students will develop an understanding of the importance of these topics, how to apply them in a commercial environment &amp; their place within the broader marketing &amp; strategic planning framework.</p>
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<b>Module Learning Outcomes</b>	<p>On completion of the subject students should have an understanding of the key concepts of consumer behaviour, and how through marketing research, this behaviour, once understood, impacts marketing decision making, helping organisations become more customer focused, and marketing oriented.</p>
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<b>This module has a high level of contribution to the following learning goals for the program</b>
<p><b>Learning goal 1 : Has acquired general business knowledge, tools and concepts</b>  Demonstrates an understanding of the fundamentals in accounting, finance and law, marketing, operations, strategy, HR and project management and the capacity to apply them</p> <p><b>Learning goal 2 : Is able to adapt, evolve and cooperate in an international and/or culturally diverse environment</b>  Has developed the ability to work effectively as part of a multi-cultural team</p>

<b>Teaching Method</b>	<p>Material for the class will be available on Moodle, and students will be asked to read it before each class.</p> <p>Readings: In order to enhance the learning of the concepts and applications presented during the class, scientific and business articles will have to be read before the class.</p> <p>Learning through observation and / or experimentation will be asked between classes or during the class to improve the understanding of theoretical concepts and their applications in everyday business life.</p> <p>Students will be asked to observe and analyze consumer behaviors through a product-observation and a shop-along activity.</p>
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<b>Evaluation</b>	<ul style="list-style-type: none"> <li>• Examination : 60 %</li> <li>• Continuous Assessment : 40 %</li> </ul> <ul style="list-style-type: none"> <li>• Examination : 60 % Final exam (90 mins, closed book) Details of the examination process will be given in class</li> <li>• Continuous Assessment : 40 % Large CB Project (35%) Breakdown :  -Presentation: 10% -Product usage: 5% -Shop along: 5% -Report: 15%  Plus Quizzes, Short Reports, In-class activities (5%)</li> </ul>
<b>Textbook</b>	<p>Compulsory. Solomon M.R. (2014), "Consumer Behavior: Buying, Having, and Being," Global Edition, Pearson International Edition (11th ed) ISBN-10: 1292017414 • ISBN-13: 9781292017419.</p>
<b>Bibliography</b>	<p>Kotler P., Keller K.L., Brady M., Goodman M. And Hansen T. 2009. Marketing Management. Pearson Education Limited. ISBN: 9780273718567 Schiffman &amp; Kanuk (2012). Consumer Behavior: Global Edition, 10/E. ISBN-10: 0137006705 ISBN-13: 9780137006700</p>
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 <b>GRENOBLE ÉCOLE DE MANAGEMENT</b>	Grenoble Graduate School of Business  <b>Micro and Macro Economics</b>	<b>Syllabus</b>
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<b>Program/ Intake</b>	Bachelor in International Business - English Track - 2016-2019	<b>Academic Year</b>	2017-2018
<b>Module Supervisor</b>	Vanel Gregory	<b>Department</b>	HOS

<b>Contact Hours</b>	30.0 hours	<b>Total Study Hours</b>	90.0 hours	<b>Coefficient</b>	1.0	<b>ECTS Credits</b>	5.0	<b>US Credits</b>	2.50
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<b>Module Description</b>	<p>This course teaches the fundamental of micro and macroeconomics, and is divided into theory and applied topics.</p> <p>The primary goal of the course is to introduce the key concepts of economic theory and enable students to use them to understand business policy and competitiveness questions. A secondary goal is to provide the students with information about the recent economic trends that impact on business strategic issues. Finally, the course will prepare students to understand macroeconomic implications on other courses, such as finance, international business or strategy.</p> <p>In addition, this course gives students the necessary background to understand the movements in the global economy. Key topics will include economic growth, inflation, unemployment, interest rates, monetary and fiscal policy, international trade, and exchange rates. By the end of the course, students should be able to read and understand the discussions of economic issues in The Economist, the Financial Times, or the Research Bulletin published by the European Central Bank. The course will be self-contained, so any student who has not had any prior exposure to micro or macroeconomics should be able to complete the course successfully.</p>
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<b>Module Learning Outcomes</b>	<p>Although both microeconomics and macroeconomics relations have influence on managerial decision making, our module concentrates first on microeconomic topics, such as demand and supply, production theory and cost analysis as means for understanding the allocation of resources and employment in economics. Afterwards, we then turn our attention the external economic environment at large, including market structure, competitive strategy and the role of the government in a market economy. In this context, the course will help to analyse business policies and their consequences using the framework of macroeconomics. There are no prerequisites and the course does not use quantitative methodologies beyond high school algebra.</p> <p>The course develops a conceptual framework that will enable students to critically understand the following concepts:</p> <ol style="list-style-type: none"> <li>1. Demand/supply function and revenue/cost/profit relations.</li> <li>2. Monopoly and oligopoly.</li> <li>3. Pricing, growth and strategy.</li> <li>4. Strategy, multinationals and the global economy.</li> <li>5. Theory of labour and employment.</li> <li>6. The macroeconomic environment.</li> <li>7. The national macroeconomic policy.</li> <li>8. The global trading and financial environment.</li> </ol> <p>After completing this module, students will be able to have an integrated view and analyse the importance of the macroeconomic environment in the success of individual business and show how economic policies can influence the confidence and choices of both consumers and firms, which can be crucial for economic growth.</p>
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**This module has a high level of contribution to the following learning goals for the program**

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

Demonstrates comprehension of economic differences and the global business environment

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

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

<b>Teaching Method</b>	A variety of learning methodologies are used. Lectures are used to provide information and knowledge. Group case studies and Group exercises are used for student discussion of practical situations. DVDs are used to provide real life scenarios. A simulation is used to give appreciation of the complexity of economic decision making
<b>Evaluation</b>	<ul style="list-style-type: none"><li>• Examination : 60 %</li><li>• Continuous Assessment : 40 %</li></ul> <p>Closed book exam.</p>
<b>Textbook</b>	Compulsory. Sloman J., The Economics and the Business Environment, 2nd edition, FT Prentice Hall (Pearson Education), 2008
<b>Bibliography</b>	Peter Earl and Tim Wakeley, Economics a contemporary approach, Mc Graw Hill 2005

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 <b>GRENOBLE ÉCOLE DE MANAGEMENT</b>	Grenoble Graduate School of Business  <b>Introduction to Technology Management</b>	<b>Syllabus</b>
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<b>Program/ Intake</b>	Bachelor in International Business - English Track - 2016-2019	<b>Academic Year</b>	2017-2018
<b>Module Supervisor</b>	Gotzsch Jose	<b>Department</b>	MTS

<b>Contact Hours</b>	15.0 hours	<b>Total Study Hours</b>	45.0 hours	<b>Coefficient</b>	0.5	<b>ECTS Credits</b>	2.5	<b>US Credits</b>	1.25
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<b>Module Description</b>	<p>This module emphasises the importance of using technology in business for competitive advantage. iPhones, computer chips and nanotech cancer treatments are all technologies, but so are "low tech" crayons and the way McDonalds makes its hamburgers. Technological innovations influence our way of living, our society and our natural environment. For companies, these technologies allow to offer improvements and breakthrough solutions in products, services and production processes.</p> <p>Specifically intriguing are the opportunities created by new technologies. Their implications and their link with users' needs can be complex to understand and forecast. Hence, this demands a mixture of openness towards technological innovation, empathy for users and creative, entrepreneurial thinking.</p> <p>In this module, the goal is to expose you to the key concepts behind most of biggest technological successes and failures in modern business. Technological innovation is affected by different ideas, circumstances and visionary decisions. This field features many approaches, different forces, circumstances, cultural influences, organisational structures and human decisions. It is important to understand how this works, and how to develop a technological innovations and bring it to the market.</p> <p>There are no "right answers" on how to manage technology that work in every situation. There are no universal formulas to memorise. The aim is to inspire you to discover how this works and its usefulness in the real world. As such, the teacher will serve as your "guide on the side" rather than a "sage on the classroom stage."</p> <p>Companies can obtain a decisive competitive advantage by successfully identifying and exploiting new technologies. Alternatively, companies can develop a new technology or adapt an existing one that responds to an unmet need. To be successful, companies must know how to manage their technologies in key arenas:</p> <ol style="list-style-type: none"> <li>1) How to create new innovations using new technologies</li> <li>2) How to develop new technology for an identified need</li> <li>3) How to produce, deliver and bring technological innovation to the market.</li> <li>4) How to capture value from new technologies and make sure that the company profits from the innovation and not (new) competitors</li> <li>5) How to defend and evolve a technology in the face of imitators, competitors, and other innovations.</li> </ol>
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<b>Module Learning Outcomes</b>	<p>The objective of this module is to</p> <ul style="list-style-type: none"> <li>- Make you understand the business opportunities (and threats) created by scientific and technological innovations</li> <li>- Make you aware of the impact caused by technological innovations with a critical view on the impact on the overall economy and society</li> <li>- Allow you to understand the basic theoretical concepts of technology management</li> <li>- Allow you to understand the dynamic process of technological innovation, that allow firms to adapt to their environment and to create, deliver and defend technological innovation</li> <li>- Bring knowledge on success and failures, linking it with economic growth</li> </ul> <p>And also</p> <ul style="list-style-type: none"> <li>- Stimulate your innovative thinking</li> <li>- Aim for a creative mind-set, allowing to exploit the potential of upcoming technologies</li> <li>- Show you how you can apply the principles of technology management within your career</li> </ul>
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<b>This module has a high level of contribution to the following learning goals for the program</b>
<p>Learning goal 1 : <b>Has developed knowledge and skills for managing technology, innovation and related organisational changes</b>  Understands and anticipates the impact of innovation and technology on organizational performance</p> <p>Learning goal 2 : <b>Is able to work effectively and constructively in a group</b>  Is able to work effectively and constructively in a group</p>

<b>Teaching Method</b>	Courses, case studies, presentations, exercises during classes Prepare presentations, cases and projects before participating in the classes.
<b>Evaluation</b>	• Continuous Assessment : 100 %
<b>Textbook</b>	A collection of articles, case studies, videos will be used. These will be presented in class and/or on the course Moodle site. No compulsory textbook is used for this class. Instead,  Recommended books Schilling, M. (2016), Strategic Management of Technological Innovation, 5th edition, Mc Graw Hill Oswalder A., Pigneur Y., Bernarda, G. and Smith, A. (2014), Value Proposition Design: How to create products and services customers want, John Wiley & Sons Ltd

<b>Bibliography</b>	<p>Additional Books</p> <p>Tidd, J. and Bessant, J. (2015), <i>Managing Innovation: Integrating Technological, Market and Organisational Change</i>, 5th edition, John Wiley &amp; Sons Ltd</p> <p>Christensen C. (2011), <i>The Innovator's Dilemma</i>, Harpers Business Essentials</p> <p>Ries, E (2011), <i>The Lean Startup: How Today's Entrepreneurs Use Continuous Innovation to Create Radically Successful Businesses</i>, Crown Business</p> <p>Burgelman R., Christensen C. and Wheelwright S. (2008), <i>Strategic Management of Technology and Innovation</i>, 5th edition, McGraw Hill Higher Education</p> <p>Articles</p> <p>Traipses M. and Gavotte G. (2000), <i>Capabilities, Cognition, and Inertia: Evidence from Digital Imaging</i>, <i>Strategic Management Journal</i></p> <p>Coffee D. and Kwak M. (2006), <i>With Friends Like These: The Art of Managing Complementors</i>, <i>Harvard Business Review</i></p> <p>Amedeo R. (2013), <i>Google's Iron grip on Android: Controlling open source by any means necessary</i>, <i>Ars Technica</i> (<a href="http://arstechnica.com">http://arstechnica.com</a>)</p> <p>Eichenwald K.(2012), <i>Microsoft's Lost Decade</i>, <i>Vanity Fair</i> (<a href="http://www.vanityfair.com">www.vanityfair.com</a>)</p> <p>Ian Boost (2013), <i>The iPhones of Fall</i>, <i>The Atlantic</i> (<a href="http://www.theatlantic.com">http://www.theatlantic.com</a>)</p> <p>Gary, P. and Pisano P. (2015), <i>You need an Innovation Strategy</i>, <i>Harvard Business Review</i></p> <p>McAfee A. and Brynjolfsson E. (2012), <i>Big Data: The Management Revolution</i>, <i>Harvard Business Review</i></p> <p>Richard D'Aveni (2015), <i>The 3D-Printing Revolution</i>, <i>Harvard Business Review</i></p>
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 <b>GRENOBLE ÉCOLE DE MANAGEMENT</b>	Grenoble Graduate School of Business  <b>Operations and Supply Chain Management</b>	<b>Syllabus</b>
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<b>Program/ Intake</b>	Bachelor in International Business - English Track - 2016-2019	<b>Academic Year</b>	2017-2018
<b>Module Supervisor</b>	Bollen Jean-Pierre	<b>Department</b>	MTS

<b>Contact Hours</b>	15.0 hours	<b>Total Study Hours</b>	45.0 hours	<b>Coefficient</b>	0.5	<b>ECTS Credits</b>	2.5	<b>US Credits</b>	1.25
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<b>Module Description</b>	<p>The Production and Operations Management course seeks to develop students' understanding of the fundamental role of operations management in domestic and international service and manufacturing organizations. The course concerns both strategic and tactical choices to be made by anyone in a managerial position; either at the beginning of one's career, when responsible for a small unit, or at the pinnacle of a career as a general manager.</p> <p>This module will cover:</p> <ul style="list-style-type: none"> <li>- Operations as a Competitive Weapon</li> <li>- Operations Strategy</li> <li>- Process Management</li> <li>- Capacity, Location and Layout</li> <li>- Inventory Management</li> <li>- Resource Planning</li> <li>- Lean Systems</li> </ul>
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<b>Module Learning Outcomes</b>	<p>Upon completion of the course, students should be able to:</p> <ol style="list-style-type: none"> <li>1. Use key concepts to identify, analyze and solve operations problems as they occur across the organization.</li> <li>2. Solve selected operations problems.</li> <li>3. Feel far more comfortable when stepping into a company or association, in order to understand basics like performance indicators, bottlenecks etc.</li> </ol>
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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

<b>Teaching Method</b>	A variety of teaching methods will be used as is appropriate to developing understanding of concepts and techniques. This will include lectures, simulations, problem discussions and case analysis. Students need to complete all assigned homework for class discussion.
<b>Evaluation</b>	<ul style="list-style-type: none"> <li>• Examination : 40 %</li> <li>• Continuous Assessment : 60 %</li> </ul> <p>Closed book exam</p>
<b>Textbook</b>	Krajewski, Lee and Ritzman, Larry (2015), Operations Management 11th edition, Prentice-Hall
<b>Bibliography</b>	Womack, James and others (2007), The Machine that changed the World, Simon & Schuster, London

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 <b>GRENOBLE ECOLE DE MANAGEMENT</b>	Grenoble Graduate School of Business  <b>Sales Management</b>	<b>Syllabus</b>
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<b>Program/ Intake</b>	Bachelor in International Business - English Track - 2016-2019	<b>Academic Year</b>	2017-2018
<b>Module Supervisor</b>	Zanda Remi	<b>Department</b>	MKT

<b>Contact Hours</b>	15.0 hours	<b>Total Study Hours</b>	45.0 hours	<b>Coefficient</b>	0.5	<b>ECTS Credits</b>	2.5	<b>US Credits</b>	1.25
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<b>Module Description</b>	The Sales Management module will essentially examine the formulation and implementation of a Sales Management program. It will examine the evolution of the sales function and the factors that have impacted a shift in focus, both in terms of the sales process as the techniques used therein.
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<b>Module Learning Outcomes</b>	<p>The objectives of the Sales Management module are to develop the understanding of the main concepts related to sales and selling. At the end of this module, participants will have understood:</p> <ul style="list-style-type: none"> <li>- Why the sales functions is important and how it's evolving</li> <li>- The specifics of the B2B environment (how it's organized and how businesses buy) and its differences with B2C</li> <li>- The basic of B2B marketing and how it relates to sales.</li> <li>- The different sales processes a sales manager can implement</li> <li>- How to set up objectives and how to use levers such as the structure of the sales force and sales force motivation in order to reach such objectives.</li> </ul>
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**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

<b>Teaching Method</b>	Mix of readings, lectures, exercises & case studies
<b>Evaluation</b>	• Continuous Assessment : 100 %
<b>Textbook</b>	JOHNSTON M. W. , MARSHALL G. W., Sales force Management, 8th Edition, McGraw-Hill, 2006. ISBN 007296183X
<b>Bibliography</b>	<p>FUTRELL C., Fundamentals of Selling, 9th edition, McGraw-Hill, 2005. ISBN 0071117911</p> <p>KING G., The Secrets of Selling: How to win in any sales situation? Financial Times Press, 2007. ISBN-13: 9780273713005</p> <p>LAMBERT D., DUGDALE K., Smarter Selling: Next generation sales strategies to meet your buyer's needs - every time Financial Times Press, 2007 ISBN-13: 9780273712466</p>

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 <b>GRENOBLE ÉCOLE DE MANAGEMENT</b>	Grenoble Graduate School of Business  <b>Purchasing</b>	<b>Syllabus</b>
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<b>Program/ Intake</b>	Bachelor in International Business - English Track - 2016-2019	<b>Academic Year</b>	2017-2018
<b>Module Supervisor</b>	Sanders Nick	<b>Department</b>	MTS

<b>Contact Hours</b>	15.0 hours	<b>Total Study Hours</b>	45.0 hours	<b>Coefficient</b>	0.5	<b>ECTS Credits</b>	2.5	<b>US Credits</b>	1.25
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<b>Module Description</b>	<p>The Course aim is to familiarize students as to what the position and value contributions effective and efficient purchasing contributes to organisational success both financially and operationally. Students learn and experience the function from the supply and demand side and from the organisational management aspect.</p> <p>The following themes will be part of the "Purchasing" course:</p> <ol style="list-style-type: none"> <li>1. The Purchasing function within supply chains and networks and the organisational environment</li> <li>2. The Purchasing process - stages and operations of the purchasing function</li> <li>3. Managing, monitoring and evaluating the Purchaser - Supplier Relationship</li> <li>4. Cost and pricing strategies from the purchasing perspective</li> <li>5. E- procurement and Global Supply</li> </ol>
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<b>Module Learning Outcomes</b>	<p>The learning objectives are as follows:</p> <ol style="list-style-type: none"> <li>1. Quantify and qualify purchase and supply decisions into the organisational value chain</li> <li>2. Rationalise decisions on 'Make or Buy' and 'Centralized or Decentralized' procurement decisions</li> <li>3. Justify supplier selection and perform basic Supplier Evaluation procedures</li> <li>4. Negotiate pricing and operational contracts based upon organisational best practice</li> <li>5. Run and participate in auction purchases</li> <li>6. Rationalize decisions made within 'Ethical Supply Chain' guidelines</li> </ol>
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**This module has a high level of contribution to the following learning goals for the program**

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

<b>Teaching Method</b>	A variety of teaching methods will be used as is appropriate to developing understanding of concepts and techniques. This will include lectures and business case analysis. Students need to complete all assigned homework for class discussion.
<b>Evaluation</b>	<ul style="list-style-type: none"> <li>• Examination : 60 %</li> <li>• Continuous Assessment : 40 %</li> </ul> <p>The Assessment metric is 40% Groupwork: A session by session Learning Diary and 60% Individual Formal Examination</p> <p>The final exam will be closed book with a duration of 2 hours</p>
<b>Textbook</b>	Leenders, Johnson et al (2006) 'Purchasing and Supply Management 13th Edition' McGraw Hill Van Weele (2005) Purchasing and Supply Chain Management 4th Ed Thomson

<b>Bibliography</b>	Reverse marketing, the new supplier-buyer relationship, LEENDERS L.R. et BLENKHORN D.L., The Free Press, 1988 Global Supply Management, A guide to international purchasing LOCKE D., 1996 Procurement Marketing, a strategic concept, KOPPELMANN U., Springer, Berlin, 1998
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 <b>GRENoble</b> <b>ÉCOLE DE</b> <b>MANAGEMENT</b>	Grenoble Graduate School of Business  <b>Introduction to Human Resource Management</b>	<b>Syllabus</b>
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<b>Program/ Intake</b>	Bachelor in International Business - English Track - 2016-2019	<b>Academic Year</b>	2017-2018
<b>Module Supervisor</b>	Barres Hélène	<b>Department</b>	HOS

<b>Contact Hours</b>	30.0 hours	<b>Total Study Hours</b>	90.0 hours	<b>Coefficient</b>	1.0	<b>ECTS Credits</b>	5.0	<b>US Credits</b>	2.50
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<b>Module Description</b>	<p>People are at the heart of organisations and are often one of the most important resources available to management. However, managers have traditionally regarded human resource management (HRM) as a necessary evil, rather than a source of value to an organization. Recent research challenges this view: HR practices are likely to be an organization's source of competitive advantage. Indeed, decisions such as whom to hire, how much to pay, what training to offer, and how to evaluate employees - this all affects employees' ability to provide goods and / or services to clients. Hence, one of our objectives is to learn about these various policies and practices. Through case studies and problem-solving exercises, you will be better prepared to identify critical problems, evaluate various courses of action, and defend your own decisions.</p>
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<b>Module Learning Outcomes</b>	<p>The objectives of this course are to</p> <ul style="list-style-type: none"> <li>- provide an introduction to Human Resource Management and the factors that affect the management of human resources</li> <li>- understand the various functions HR departments carry out in organisations as well as the resources and competencies necessary to fulfil these functions</li> <li>- understand conceptual and analytical frameworks which help organisations to decide upon approaches and strategies in the management of their workforce</li> <li>- understand key challenges HRM departments are facing today</li> <li>- develop managerial competences to recruit, retain and motivate employees</li> </ul>
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<b>This module has a high level of contribution to the following learning goals for the program</b>
<p><b>Learning goal 1 : Is able to adapt, evolve and cooperate in an international and/or culturally diverse environment</b>  Demonstrates comprehension of economic differences and the global business environment  Has developed a sense of intercultural awareness, tolerance and respect</p> <p><b>Learning goal 2 : Has developed effective communication skills</b>  Demonstrates clear and concise written communication</p> <p><b>Learning goal 2 : Has developed critical thinking and problem-solving skills</b>  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</p> <p><b>Learning goal 2 : Is able to work effectively and constructively in a group</b>  Is able to work effectively and constructively in a group</p>

<b>Teaching Method</b>	<p>The course will be primarily discussion oriented. It is important that the students bear in mind that at this level, learning is a “two-way process”. The success of the class depends on students' contributions in the form of comments, questions, and real-life examples. Readings will be assigned to supplement the in-class material. Teaching methods include:</p> <ul style="list-style-type: none"> <li>• Presentations</li> <li>• Discussions of case studies, articles, and handouts</li> <li>• In-class exercises and questionnaires</li> <li>• Case study over two days</li> </ul>
<b>Evaluation</b>	<ul style="list-style-type: none"> <li>• Examination : 60 %</li> <li>• Continuous Assessment : 40 %</li> </ul> <p>Each student will be evaluated on their individual and group performances in each of the following components:</p> <ol style="list-style-type: none"> <li>1. Individual exam at the end of the semester 60%</li> <li>2. Group work (total 30%): group work on case study</li> <li>3. group presentation (10%)</li> </ol>
<b>Textbook</b>	<p>There is no text book. This course is article based. Articles will be provided on moodle. Students are encouraged to use the existing HRM books in the library for additional readings.</p>
<b>Bibliography</b>	
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 <b>GRENOBLE ÉCOLE DE MANAGEMENT</b>	Grenoble Graduate School of Business  <b>Market Research</b>	<b>Syllabus</b>
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<b>Program/ Intake</b>	Bachelor in International Business - English Track - 2016-2019	<b>Academic Year</b>	2017-2018
<b>Module Supervisor</b>	Trendel Olivier	<b>Department</b>	MKT

<b>Contact Hours</b>	30.0 hours	<b>Total Study Hours</b>	90.0 hours	<b>Coefficient</b>	1.0	<b>ECTS Credits</b>	5.0	<b>US Credits</b>	2.50
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<b>Module Description</b>	<p>In an increasingly fluid &amp; rapidly changing international market place, organisations need to be able to gain an effective understanding of the current &amp; future needs of the market place &amp; behavioural factors that influence them.</p> <p>Organisations need to be able to swiftly, cost effectively &amp; accurately assess these needs to assist their strategists &amp; marketing planners in effective decision making on what markets to target &amp; what products/services to offer to them. They also need to understand what current attitudes &amp; perceptions are towards them, their competitors and the products &amp; services currently offered.</p> <p>By developing an understanding of how through marketing research, these issues can be studied, understood &amp; learned from, students will develop an understanding of the importance of these topics, how to apply them in a commercial environment &amp; their place within the broader marketing &amp; strategic planning framework.</p>
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<b>Module Learning Outcomes</b>	<p>On completion of the subject students should:</p> <ol style="list-style-type: none"> <li>1. Understand the major principles of marketing research, its scope, challenges and benefits, and how it impacts on the marketing decisions.</li> <li>2. Be familiar with the main methods of conducting marketing research, and be able to make informed choices to the most suitable ones for particular types of research problem.</li> <li>3. Have practical experience of developing, executing, evaluating &amp; reporting on, a marketing research project to address a specific research problem, related to consumer behaviour issues.</li> <li>4. Have an understanding of how through marketing research, organisations can effectively impact marketing decision making, become more customer focussed, marketing oriented and ultimately achieve greater profitability.</li> </ol>
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<b>This module has a high level of contribution to the following learning goals for the program</b>
<p>Learning goal 1 : <b>Has developed effective communication skills</b>  Demonstrates clear and concise written communication</p> <p>Learning goal 2 : <b>Has developed critical thinking and problem-solving skills</b>  Is able to collect, in a relevant, organized and non-biased way, the necessary information and data</p> <p>Learning goal 2 : <b>Is able to work effectively and constructively in a group</b>  Is able to work effectively and constructively in a group</p>

<p><b>Teaching Method</b></p>	<p>The module will consist of lecture inputs, seminars, role playing, investigative research, class discussions and student led workshops.</p> <p>Case study material, academic journal articles, and video case studies relating to marketing research &amp; consumer behaviour will be provided to enhance the learning experience.</p> <p>Case study examples will be linked to academic theory where students will be able to gain practical insights into marketing research &amp; consumer behaviour.</p> <p>It is expected that students will complete the required case study reading material in advance and through the learning environment be able to make a full contribution to class discussions on a variety of marketing research &amp; consumer behaviour related issues.</p> <p>Students will be encouraged to do their own research &amp; bring in topical examples of effective marketing research &amp; consumer behaviour, to develop not only their own research skills, but to build classroom knowledge.</p>
<p><b>Evaluation</b></p>	<ul style="list-style-type: none"> <li>• Examination : 60 %</li> <li>• Continuous Assessment : 40 %</li> </ul> <p>The module is assessed in two parts:</p> <p>Continuous assessment: 40% Written group report + oral presentation</p> <p>Individual assessment: 60%  <ul style="list-style-type: none"> <li>• Final exam: 60% (2 hours, closed book)</li> </ul> </p> <p>Assessment Criteria:</p> <p>Presentation :</p> <p>(A copy of the slides &amp; supporting material shall be submitted at the presentation)</p> <ol style="list-style-type: none"> <li>1. Content</li> <li>2. Structure</li> <li>3. Verbal communications &amp; body language</li> <li>4. Use of visual aids</li> <li>5. Effective team working &amp; preparation</li> </ol> <p>Report :</p> <p>(a bound copy of the report &amp; an electronic copy are to be submitted)</p> <ol style="list-style-type: none"> <li>1. Appropriateness of the answer (content and scope).</li> <li>2. Appropriateness of the theoretical framework and concepts.</li> <li>3. Ability to apply theory and concepts to practice.</li> <li>4. Utilisation of examples and illustrations.</li> <li>5. Evidence of relevant in depth reading and research.</li> <li>6. Quality of structure and presentation of the answer.</li> </ol> <p>Examination:</p> <p>(2 hours closed book, several questions typically in short essay format)</p> <ol style="list-style-type: none"> <li>1. Appropriateness of the answer (content and scope).</li> <li>2. Appropriateness of the theoretical framework and concepts.</li> <li>3. Ability to apply theory and concepts to practice.</li> <li>4. Utilisation of examples and illustrations.</li> <li>5. Quality of structure and presentation of the answers.</li> </ol>
<p><b>Textbook</b></p>	<p>Malhotra K. (2012) Basic Marketing Research. 4th Edition. Pearson Prentice Hall. ISBN: 9780132544481 (Recommended)</p>

<b>Bibliography</b>	<p>Malhotra N.K. &amp; Birks D.F. Marketing Research; an applied approach, 3rd European edition, FT Prentice Hall; ISBN: 0273706896. 2007</p> <p>Kotler P. (2002) Marketing Management, 11th edition, Prentice Hall ISBN: 0130497150</p> <p>Birn R.J., The handbook of International Market Research Techniques, 2nd ed., Kogan Page, 2000</p> <p>Students are expected to familiarise themselves with the principles of marketing research &amp; basic consumer behavior by background reading of related texts. In addition students will also be expected to read any set readings supplied prior to attendance of the teaching sessions.</p>
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 <b>GRENOBLE ECOLE DE MANAGEMENT</b>	Grenoble Graduate School of Business  <b>Corporate Finance</b>	<b>Syllabus</b>
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<b>Program/ Intake</b>	Bachelor in International Business - English Track - 2016-2019	<b>Academic Year</b>	2017-2018
<b>Module Supervisor</b>	Jaballah Jamil	<b>Department</b>	GDF

<b>Contact Hours</b>	30.0 hours	<b>Total Study Hours</b>	90.0 hours	<b>Coefficient</b>	1.0	<b>ECTS Credits</b>	5.0	<b>US Credits</b>	2.50
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<b>Module Description</b>	<p>The course is based on selected chapters of the text book by Berk and DeMarzo "Corporate Finance", covering the following:</p> <ol style="list-style-type: none"> <li>1. Time value, Interest rates and Investment decisions</li> <li>2. Fundamentals of capital budgeting and Valuing bonds</li> <li>3. Capital Budgeting and Valuation with leverage</li> <li>4. Leasing</li> </ol>
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<b>Module Learning Outcomes</b>	<ol style="list-style-type: none"> <li>1. Understand the principles underlying investment decisions</li> <li>2. Master the main tools of capital budgeting</li> <li>3. Be capable of comparing the costs of different sources of financing</li> </ol>
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<b>This module has a high level of contribution to the following learning goals for the program</b>
<p>Learning goal 1 : <b>Has acquired general business knowledge, tools and concepts</b>  Demonstrates an understanding of the fundamentals in accounting, finance and law, marketing, operations, strategy, HR and project management and the capacity to apply them</p> <p>Learning goal 2 : <b>Has developed critical thinking and problem-solving skills</b>  Is able to identify root causes of a problem</p>

<b>Teaching Method</b>	<p>Lecture and exercises. Students are expected to read the suggested chapters of the basic text book regularly (before and after classes). The reading of the relevant chapters of the other suggested text books is highly recommended as complementary study. Students are also expected to be active in class.</p> <p>Students are advised to go through the following modules of "Cross Knowledge":</p> <ol style="list-style-type: none"> <li>1. Fundamentals of Finance, parts 1, 2 and 3</li> <li>2. Understanding Financial instruments, all parts except that on options</li> <li>3. Value creation, parts 1 and 5</li> </ol>
<b>Evaluation</b>	<ul style="list-style-type: none"> <li>• Examination : 60 %</li> <li>• Continuous Assessment : 40 %</li> </ul> <p>Group homework and final exam. Each assessment will be on all the covered concepts and tools. For the final exam, students are allowed to come with a 4 page self written summary of the course.</p>
<b>Textbook</b>	Jonathan Berk and Peter DeMarzo: Corporate Finance (Pearson International, Addison-Wesley), Global Edition, Third Edition

<b>Bibliography</b>	BREALEY & MYERS: "Principles of Corporate Finance", Mac Graw Hill, Inc. CHARREAUX: "Finance d'Entreprise", Litec 1994 ROSS, WESTERFIELD & JAFFE: "Finance Corporate" SOLNIK: "Gestion Financière", Nathan VERNIMMEN, P: "Finance d'Entreprise" Any other Corporate Finance textbook
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 <b>GRENOBLE ÉCOLE DE MANAGEMENT</b>	Grenoble Graduate School of Business  <b>Geopolitics</b>	<b>Syllabus</b>
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<b>Program/ Intake</b>	Bachelor in International Business - English Track - 2016-2019	<b>Academic Year</b>	2017-2018
<b>Module Supervisor</b>	Belkheiri Abdelkrim	<b>Department</b>	HOS

<b>Contact Hours</b>	30.0 hours	<b>Total Study Hours</b>	90.0 hours	<b>Coefficient</b>	1.0	<b>ECTS Credits</b>	5.0	<b>US Credits</b>	2.50
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<b>Module Description</b>	<p>This course is an introductory survey of fundamental issues in international relations, and the interaction among politics, the economy, geography and culture. It will inevitably deal with concepts such as the nation-state, national sovereignty, power, and the nature and origins of conflict. A special emphasis will be put on what Gerard Toal calls 'the axes of power and conflict' and students will be given the conceptual framework to help them understand that what is called global politics is essentially parochial.</p>
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<b>Module Learning Outcomes</b>	<p>Students will be introduced to research methods by giving them homework assignments in which they are expected to show their autonomy, research skills, and communication abilities. They will also be encouraged to maintain an exploratory mind-set. The right conditions will be created to enable them to have their own understanding of events and to think up their own ideas about the issues that we will cover in this course.</p>
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<b>This module has a high level of contribution to the following learning goals for the program</b>
<p>Learning goal 1 : <b>Is able to adapt, evolve and cooperate in an international and/or culturally diverse environment</b>  Has developed a sense of intercultural awareness, tolerance and respect</p> <p>Learning goal 2 : <b>Has developed critical thinking and problem-solving skills</b>  Is able to identify root causes of a problem</p>

<b>Teaching Method</b>	The course will comprise lectures, presentations, seminars and debates based on readings of fundamental texts by essential thinkers and major specialists.
<b>Evaluation</b>	<ul style="list-style-type: none"> <li>• Continuous Assessment : 100 %</li> <li>• Continuous Assessment : 100 %</li> </ul> <p>Students' work will be evaluated in the following way:</p> <ol style="list-style-type: none"> <li>1) Knowledge of assigned readings demonstrated through participation in class discussions and attendance: 10%</li> <li>2) Research Essay: 30%</li> <li>3) Preparation and moderation of a debate: 20%</li> <li>4) Presentation 1: 10%</li> <li>5) Presentation 2: 10%</li> <li>6) Final Quiz: 20%</li> </ol>
<b>Textbook</b>	

<b>Bibliography</b>	<p>All these books are available in our library.</p> <p>Brzezinski, Zbigniew. <i>Strategic Vision: America and the Crisis of Global Power</i>. New York: Basic Books, 2012.</p> <p>Ehteshami, Anoushiravan. <i>Globalization and Geopolitics in the Middle East</i>. London: Routledge, 2007.</p> <p>Halliday, Fred. <i>The Making of the Second Cold War</i>. London: Verso, 1983.</p> <p>Halliday, Fred. <i>Nation and Religion in the Middle East</i>. London: Al Saqi Books, 2000.</p> <p>Kissinger, Henry. <i>On China</i>. Penguin Press, 2012</p> <p>Nye, Joseph S. <i>Understanding International Conflicts: An Introduction to Theory and History</i>. New York: Pearson Longman, 2009.</p> <p>Nye, Joseph S. <i>The Future of Power</i>. New York: Public Affairs, 2011.</p> <p>O Tuathaigh, Gearoid, ed. <i>The Geopolitics Reader</i>. New York: Routledge, 2006.</p> <p>Smith, Joseph. <i>The Cold War, 1945-1991</i>. Oxford: Basil Blackwell, 1998.</p>
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 <b>GRENOBLE ÉCOLE DE MANAGEMENT</b>	Grenoble Graduate School of Business  <b>Introduction to Negotiation</b>	<b>Syllabus</b>
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<b>Program/ Intake</b>	Bachelor in International Business - English Track - 2016-2019	<b>Academic Year</b>	2017-2018
<b>Module Supervisor</b>	Foss Celine	<b>Department</b>	HOS

<b>Contact Hours</b>	15.0 hours	<b>Total Study Hours</b>	45.0 hours	<b>Coefficient</b>	0.5	<b>ECTS Credits</b>	2.5	<b>US Credits</b>	1.25
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<b>Module Description</b>	<p>This course is designed to introduce students to the fundamentals of successful negotiation. The main topics that will be covered are:</p> <ul style="list-style-type: none"> <li>- Introduction to Negotiation Theory</li> <li>- Negotiation Vocabulary and Key Concepts</li> <li>- Types of Negotiation</li> <li>- Individual vs. Team Negotiations</li> <li>- Intercultural Negotiation</li> </ul>
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<b>Module Learning Outcomes</b>	<p>At the end of this module, participants should be able to:</p> <ul style="list-style-type: none"> <li>- Give a thorough and accurate definition of what it means to NEGOTIATE</li> <li>- Define key vocabulary terms related to negotiation</li> <li>- Recognize key negotiation elements in a simple case study</li> <li>- Enumerate the four possible outcomes of a negotiation</li> <li>- Identify potential challenges specific to intercultural negotiation</li> <li>- Thoroughly and accurately complete a Pre and Post Negotiation Worksheet</li> <li>- Conduct a negotiation simulation, individually or as part of a team, using information from their Pre Negotiation Worksheets</li> <li>- Integrate basic cultural variables into a simple, trans-national negotiation</li> </ul>
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<b>This module has a high level of contribution to the following learning goals for the program</b>
<p><b>Learning goal 1 : Is able to adapt, evolve and cooperate in an international and/or culturally diverse environment</b>  Has developed a sense of intercultural awareness, tolerance and respect</p> <p><b>Learning goal 2 : Is able to work effectively and constructively in a group</b>  Is able to work effectively and constructively in a group</p>

<b>Teaching Method</b>	<p>This module is highly interactive. The following teaching/learning methods will be used:</p> <ul style="list-style-type: none"> <li>- Short lectures by instructor to introduce new theory</li> <li>- Group discussions and negotiation debriefings</li> <li>- Case Studies</li> <li>- Negotiation simulations</li> <li>- Readings</li> </ul>
<b>Evaluation</b>	<ul style="list-style-type: none"> <li>• Continuous Assessment : 100 %</li> </ul> <p>100% Continuous Assessment : group case, individual exercises, quizzes, cases</p>
<b>Textbook</b>	DeMarr, B. J., & De Janasz, S. C. (2013). Negotiation and Dispute Resolution. Pearson.

<b>Bibliography</b>	<p>CONFLICT MANAGEMENT: A Practical Guide to Developing Negotiation Strategies. Author: Barbara A. Budjac Corvette, J.D., Ph.D. Publisher: Pearson Prentice Hall, ISBN: 0-13-119323-6</p> <p>ADLER N., International Dimensions of Organizational Behavior, 4th edition, 2002, South-Western</p> <p>BARRY B., LEWICKI R., MINTON J., SAUNDERS D., Essentials of Negotiation, 3rd Edition, McGraw-Hill, 2003. ISBN 0071232540</p> <p>BAZERMAN, M., and NEALE, M.A., Negotiating Rationally. 1992, The Free Press</p> <p>BRETT, J.M., Negotiating Globally: How to Negotiate Deals, Resolve Disputes, and Make Decisions Across Cultural Boundaries, 2001, Jossey-Bass</p> <p>FAURE G.O., RUBIN J.Z., Culture and Negotiation, 1993, Sage</p> <p>FISCHER R., URY W., PATTON B., Getting to Yes (2nd edition), 1991, Penguin</p> <p>HAMMOND J., RAIFFA H., KEENEY H., Smart Choices, 1999, Harvard Business School Press</p> <p>HILTROP J.M., UDALL S., The Essence of Negotiation, 1995, Prentice Hall</p> <p>KENNEDY G., The New Negotiating Edge, 1998, Nicholas Brealey Publishing</p> <p>LANE W.L., DI STEFANO J.J., MAZNEVSKI M.L., International Management Behavior: Text, Readings &amp; Cases, 2000, 4th ed. Blackwell</p> <p>LAX D., SEBENIUS J., The Manager as Negotiator: Bargaining for Cooperation and Competitive Gain. 1986, Free Press</p> <p>LEWIS, R., When Cultures Collide: Managing Successfully Across Cultures, 1999 (3rd edition), Nicholas Brealey</p> <p>MNOOKIN R., PEPPEY S., TULUMELLO A., Beyond Winning: Negotiating to Create Value in Deals and Disputes, 2000, Harvard University Press</p> <p>RAIFFA H., The Art and Science of Negotiation, 1982, Harvard University Press</p> <p>SALACUSE, Making Global Deals, 1991, Houghton-Mifflin</p> <p>TROMPENAARS, F., Riding the Waves of Culture, Understanding Cultural Diversity in Business, McGraw-Hill, 2nd Edition</p> <p>THOMPSON. L., The Mind &amp; Heart of the Negotiator, 5th Edition, 2005, Pearson Prentice Hall ISBN-10: 0132543869 ISBN-13: 978-0132543866</p>
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 <b>GRENOBLE ECOLE DE MANAGEMENT</b>	Grenoble Graduate School of Business  <b>French Society</b>	<b>Syllabus</b>
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<b>Program/ Intake</b>	Bachelor in International Business - English Track - 2016-2019	<b>Academic Year</b>	2017-2018
<b>Module Supervisor</b>	Gally Carole	<b>Department</b>	HOS

<b>Contact Hours</b>	15.0 hours	<b>Total Study Hours</b>	45.0 hours	<b>Coefficient</b>	0.5	<b>ECTS Credits</b>	2.5	<b>US Credits</b>	1.25
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<b>Module Description</b>	<p>This course will be taught in English and will study topics connected to the French society such as composition and social organisation, territory - Immigration - the Young people - education - leisure and spare time. Students will be asked to share their experience here in France as international students, they will also be asked to participate as much as possible in class and compare their experience and their country with France. They will also prepare an oral presentation of 20 minutes on a given topic connected to French society. They will also have to prepare a written analysis based on the book "60 million frenchmen can't be wrong" J.B Nadeau.</p>
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<b>Module Learning Outcomes</b>	<p>This course will help students understand the society they are living in, by offering an in-depth analysis of the organisation of French society through its social classes, political system, educational system, and immigration policies.</p> <p>This course will also examine the daily life of French people through their environment, their work, their companies and also their leisure activities.</p> <p>By the end of the course students will have acquired a French perspective of the society they have integrated. Moreover, they will be able to explain the environment they are living in, how the French live, what fears they have, how they create social links, what their work represents for them, what the role of the family is in France.</p>
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<b>Teaching Method</b>	The teacher will use movies, press articles, books. The course will combine both the analysis of the teacher and the oral presentations of students done either individually or in group.
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<b>Evaluation</b>	<ul style="list-style-type: none"> <li>• Continuous Assessment : 100 %</li> </ul> <p>Students will do an individual presentation in class that they will have to prepare in advance, they will also do various team work in class. They will have to hand in several written analyses and they will do a written test in the last session.</p> <p>Oral presentation : 40% Written work: 40% Quiz : 20%</p>
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<b>Textbook</b>	Sixty Million Frenchmen Can't Be Wrong - Jean-Benoit Nadeau et Julie Barlow
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<b>Bibliography</b>	<ul style="list-style-type: none"> <li>- Atlas des français aujourd'hui - Dynamiques, modes de vie et valeurs - Laurence Duboys Fresney</li> <li>- Sommes-nous des paresseux ? Et 30 autres questions sur la France et les français - Guillaume Duval</li> <li>Francoscopie - Gérard Mermet</li> </ul>
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