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Audencia

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# SUMMER TERM 2019

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# Audencia Summer Term –2019 Edition

*This intensive program is designed for students who need additional credits or want to experience studying at Audencia before committing to a full-time schedule. Our summer term is ideal for students who want to broaden their knowledge and deepen their understanding of the European market and management practices. The program is based on a combination of course work, company visits, and city tours. Students may complete the entire 8-week program or select weeks that fit their needs and interests. Each week, students may choose one of the courses being offered. French courses are also provided for students who wish to participate, and accommodation with a French host family can be arranged upon request.*

*Students are welcome to go on regular field trips with us, where we will take them on tours of companies such as Airbus and Cointreau.*

## Course schedule

| WEEK | DATES | COURSES AT AUDENCIA |
|---|---|---|
| **1** | May 20 – May 24 | Branding & Advertising Strategies (4 ECTS credits, 24 hours)<br>Cross-Cultural Management (4 ECTS credits, 24 hours) |
| **2** | May 27 – May 31 | Social Media and global impact (4 ECTS credits, 24 hours)<br>Global Sales (4 ECTS credits, 24 hours) |
| **3** | June 3 – June 7 | Digital Marketing – NEW ! (4 ECTS credits, 24 hours)<br>Leadership (4 ECTS credits, 24 hours)<br>European Union: History, Institutions & International Relations (4 ECTS credits, 24 hours) |
| **4** | June 10 – June 14 | International Marketing and Communications (4 ECTS credits, 24 hours)<br>European Economics (4 ECTS credits, 24 hours) |
| **5** | June 17 – June 21 | Psychology of Money and Consumer Behavior– NEW ! (4 ECTS credits, 24 hours)<br>Europe’s Productivity Challenge – NEW ! (4 ECTS credits, 24 hours) |
| **6** | June 24 – June 28 | European Finance (4 ECTS credits, 24 hours)<br>Big Data, IT and Marketing (4 ECTS credits, 24 hours) |
| **7** | July 1 – July 5 | Sport Business Management: From Traditional to E-Sports – NEW ! (4 ECTS credits, 24 hours)<br>International Business (4 ECTS credits, 24 hours) |
| **8** | July 8 – July 12 | Study Trip to Brussels (2 ECTS credits, 18 hours) |

## Sample week schedule

| | MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY |
|---|---|---|---|---|---|
| *9:00am – 11:00 am* | Lectures or tutorials | Lectures or tutorials | Lectures or tutorials | Lectures or tutorials | Exam |
| *11:00 am – noon* | Tutorials or group work | Tutorials or group work | Tutorials or group work | Tutorials or group work | |
| *1:00pm – 4:00 pm* | Lectures or tutorials | Lectures or tutorials | Lectures or tutorials | Optional Company visits | |
| *5:00pm – 6:00 pm* | Optional French | Optional French | Optional French | | |

## Course description

| SCM2_ELE01 | BRANDING AND ADVERTISING STRATEGIES |
|---|---|
| Course leader | Michael Vasseur, Marketing consultant, CEO at F&F Beverages |
| Course description | First part: The aim of this course is to provide students with a complete review of the most recent and effective trends in terms of consumer behavior, design and communication in the era of a digital oriented marketing.<br><br>Second part: This course aims at giving students a specific insight on how to build & manage brand equity, & optimise the brand's contact points throughout consumer's experience.<br>This class addresses brand personality, values and culture, branding, communication strategies, brand experience through case studies of famous European brands. |
| Course objectives | First part: Understand how the new trends in consumer behaviour have strongly modified the classic perception of marketing, and influenced its field turning it into creative forms of advertisement.<br><br>Second part: The objective is to understand the idea of branding, and to have the working knowledge on how to conceive, build and maintain brand equity or brand value for the consumer over time.<br>It will provide the student with the tools, insights, examples to approach marketing problematics such as brand identify, brand building, & brand activation |
| Course topics | . Emarketing<br>. Ebranding<br>. Guerilla marketing<br>. Viral marketing<br>. Definition & History of Branding<br>. Brand identity<br>. Building Equity – the art of managing and building functional and emotional value for the consumers<br>. Brand Activation – Bringing your brand to life to interact with your target audience: IMC, Communication platforms & touchpoint planning. |
| Learning methods / Teaching procedures | Classes will be supported by examples from sports, fashion, consumer goods, social networks, etc. and will be animated by workshops, case studies, review of commercials and many others. |
| Assignments | Participation in group work and case studies |
| Evaluation | Group project: 100% |
| Bibliography / Course material | R. BLAKEMAN, Integrated Marketing Communication: Creative Strategy to Implementation 2007, Rowman & Littlefield Publishers<br><br>T. CALKINS e.a: Kellog On Branding: The Marketing Faculty of the Kellog School of Management, 2005, Wiley<br><br>W. CHAN KIM: Blue Ocean Strategy: How to Create Uncontested Market Space and Make Competition Irrelevant, 2005, Harvard Business Review Press<br><br>Clayton M. CHRISTENSEN: The Innovator's Dilemma: The Revolutionary Book That Will Change the Way You Do Business, 2011, HarperBusiness<br><br>Seth GODIN: Purple Cow, New Edition: Transform Your Business by Being Remarkable, 2009, Portfolio<br><br>Seth GODIN: Tribes: We Need You to Lead Us, 2008, Portfolio<br><br>Seth GODIN: All Marketers are Liars, 2009, Portfolio<br><br>Seth GODIN: Permission Marketing : Turning Strangers Into Friends And Friends Into Customers, 1999, Simon & Schuster<br><br>Malcolm GLADWELL: Outliers: The Story of Success, 2011, Back Bay Books |

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|---|---|
| | Malcolm GLADWELL: The Tipping Point: How Little Things Can Make a Big Difference, 2002, Back Bay Books<br>Malcolm GLADWELL: Blink: The Power of Thinking Without Thinking, 2007, Back Bay Books<br>B. HOLT, How Brands Become Icons: The Principles Of Cultural Branding, 2004, Harvard Business Review Press<br>P. KOTLER, K. KELLER: Marketing Management, $14^{th}$ edition, 2012, Pearson Education<br>Geoffrey A. MOORE: Crossing the Chasm: Marketing and Selling Disruptive Products to Mainstream Customers, 2002, HarperBusiness<br>Geoffrey A. MOORE: Inside the Tornado: Strategies for Developing, Leveraging, and Surviving Hypergrowth Markets, 2004, HarperBusiness<br>M. NEUMEIER: The Brand Gap – How To Build The Bridge Between Business Strategy & Design - Revised Edition, 2005, New Riders |
| Number of credits | 4 ECTS, 2 US |
| Course schedule | 6 sessions * 4 hours |

| *Session* | *Description* |
|---|---|
| **1.** | Introduction. Summary of great marketing definitions and theories: 'new' marketing concepts and their authors: Seth Godin, Malcolm Gladwell, Geoffrey A. Moore… |
| **2.** | E-marketing and e-branding: review of the most effective trends in terms of digital marketing. |
| **3.** | -How to build an effective and creative viral marketing campaign. Examples chosen amongst fashion, cosmetics and mass market goods.<br>- Description and examples of various 'guerilla' marketing techniques & tools, such as street, ambient, ambush, stealth, etc. Creativity at its height |
| **4.** | A complete overview of the key principles and tools to build successful brands |
| **5.** | Application of the principles and tools discussed previously on a real life case study to be approached in group work sessions. |
| **6.** | Oral presentations of the group work and conclusion. |

| SCM2_ELE10 | SOCIAL MEDIA AND GLOBAL IMPACT |
|---|---|
| Course leader | Clare Cook, visiting professor from University of Central Lancashire, UK |
| Course description | This course focuses on core theoretical principles in the social media landscape. |
| Course objectives | Upon successful completion of this course, students will be able to:<br>. Explore and master practical social media skills.<br>. Analyse a media organisation in terms of its economic, political, social, cultural, and competitive environments.<br>. Master the key concepts of media marketing.<br>. Understand the stakes of social media for the media ecosystem.<br>. Elaborate and practice a content production strategy via social media.<br>. Promote information using the appropriate communication channels. |
| Course topics | . Core terminology and theory of social media<br>. Challenges and issues for legacy media<br>. New media ecology<br>. Audiences and user-generated content<br>. Tips and tools for social media<br>. Distribution of media in a social landscape<br>. Legal, copyright, and ethics considerations<br>. New economy of journalism and start-ups |
| Learning methods / Teaching procedures | A series of lectures, workshops, discussions, and a conference |
| Assignments | Class participation, case study preparation, and practical exercises |
| Evaluation | Continuous assessment: 50% / Final exam: 50% |
| Bibliography / Course material | Bradshaw, P. and Rohumaa, L. (2011) “The online journalism handbook: skills to survive and thrive in the digital age,” Harlow, New York, Longman<br><br>Bradshaw, P. (2007) “A model for the 21st century newsroom: pt1 – the news diamond,” Online Journalism Blog, available at: onlinejournalismblog.com/2007/09/17/a-model-for-the-21st-century-newsroom-pt1-the-news-diamond/<br><br>Knight, Megan and Cook, Clare (2013) “Social Media for Journalists: Principles and Practice,” SAGE Edition. |
| Number of credits | 4 ECTS; 2 US |
| Course schedule | 4-day seminar |

| *Session* | *Description* |
|---|---|
| **1.** | Social Media: Definitions and Consumption |
| **2.** | The New Media Ecology |
| **3.** | Distribution and Audiences |
| **4.** | Nuts and Bolts: from Checking to Making Money |

| CLE STE10 | LEADERSHIP |
|---|---|
| Course leader | Arthur Rubens, visiting professor from Florida Gulf Coast University, United States |
| Course description | This course will introduce the student to the study of leadership and the concept of achieving excellence in their organizations by engaging the students in a variety of activities designed to enhance their understanding of the challenges, which confront today's business professionals. The course will focus on how a true leader can create new ways of thinking and behaving -- ways that not only will result in more productive and satisfied employees, but will also help employees achieve their organizational goals and objectives. First, the student will learn about themselves, leadership styles and the differences between management skills and leadership skills and the role of leadership in a global market. Following this the course will present the student with specific skills and tools that can enhance their role as leaders in their organizations; e.g., cross cultural leadership, leadership acumen, understanding change and change management, and strategic management. The skills and theories presented will be synthesized by the student to better understand their role as leaders of organizations in a global market. |
| Course objectives | Upon successful completion of this course, students will be able to:<br>• Understand the differences and concepts behind the role of leaders and managers of organizations and the process of organizational change;<br>• Identify personal management/leadership style and recognize its influence on leading organizational change;<br>• Identify their organizations culture and characteristics and its potential to change;<br>• Understand the complexity of managing a company in the global business environment<br>• Synthesize and understand the role of being a leader and business professionals in a global market |
| Tackled concepts | Self-Awareness; Emotional Intelligence; Leadership theories; Difference between Leaders and Managers; Intercultural Leadership; Strategic Leadership; Quality Leadership; Ethics; and understanding how to go from good to great. |
| Learning methods / Teaching procedures | Lectures, case studies; class exercises; individual and group presentations |
| Assignments | Class participation, class exercises; and final exam |
| Evaluation | Class participation (class exercises and contribution to in-class discussion of readings and case studies): 30%<br>Final exam: 70% |
| Bibliography / Course material | Readings:<br>- Bennis, W. and Thomas, R. (2002). Crucibles of Leadership. Harvard Business Review. September 2002; pp 39-45.<br>- Collins, J. (2005). Level 5 Leadership: The Triumph of Humility and Fierce Resolve, Harvard Business Review, 83, (7/8) 136-146 (Reprint R0507M)<br>- Friedman, Thomas (2005). It's a Flat World, After All. New York Times, April 3, 2005.<br>- Goldman, Daniel, Boyatzis, Richard, and McKee, Annie. (2002). Primal Leadership. Harvard Business Review, March 2002. pp 42-51.<br>- Goleman, D (2004). What Makes a Leader? Harvard Business Review, January 2004; pp 1-12 (Reprint R04001H)<br>- Kim, W.C., and Mauborgne, R (2004). Blue Ocean Strategy. Harvard Business Review, October 2004. pp 1-12 (Reprint R0410D)<br>- Kotter, J.P. (2001). What Leaders Really Do, Harvard Business Review, 79 (11), 85-96 (Reprint R0111F)<br>- O'Toole, J. and Bennis, W. (2009). Culture of Candor. Harvard Business Review, June 2009. pp 1-9 (Reprint R0906F).<br>- Useem, M. (2001). The Leadership Lessons of Mount Everest. Harvard Business Review, October 2001 (Reprint RO109B).<br>- Zaleznik, A. (1992). Managers vs. Leaders: Are they Different. Harvard Business Review. March-April; pp 2-11 (Reprint 92211).<br>**Cases**:<br>Leading Across Cultures at Michelin (A). Instead Case: 409-008-1<br>Voyage of the Endurance (HBS 9-803-127)<br>Bobby Knight: Will to Win (9-406-043) and Coach K: A Matter of Heart (9-406-044) |
| Number of credits | 4ECTS; 2US |
| Schedule | 8 sessions of 3 hours (lecture and cases discussed in afternoon) |

| *Session* | *Description* |
|---|---|

| | |
|---|---|
| **1. Introduction to Leadership and MBTI** | Overview of class and leadership development and introduction to the Myers Briggs Type Indicator |
| **2. Self-Awareness and Critical Thinking** | Introduction to self-awareness, and varied self-assessment tools including emotional intelligence. |
| **3. Managers vs. Leaders** | Discussion of what leaders do and the differences between managers and leaders. (Case: Difference between Bobby Knight and Coach K) |
| **4. Leadership theories** | Introduction to varied leadership theories |
| **5. Intercultural Leadership** | Introduction and discussion of global leadership and leading across cultures *(Case: Leading across culture at Michelin)* |
| **6. Strategic Management** | Introduction and discussion of strategic management |
| **7. Quality leadership and Good to Great** | Discussion of leading for quality and moving from good to great (Case: Voyage of the Endurance) |
| **8. Leadership Ethics** | Discussion of ethics in leadership and review for final exam (Case: Voyage of the Endurance continued) |

| CLE ST8 | EUROPEAN FINANCE |
|---|---|
| Course leader | Shelton Weeks, visiting professor from Florida Gulf Coast University, United States |
| Course description | This course offers an overview of European finance, including the budget of the European Union, European fiscal and tax policies, the European monetary policy, the Euro zone enlargement, tax evasion in the European Union, and comparative aspects between the European and U.S. financial systems.<br><br>We strongly recommend that students taking this course attend the presentation at the National Bank of Belgium scheduled in Brussels at the end of the program as it will provide them with an overview of European finance, including the budget of the European Union, European fiscal and tax policies, the European monetary policy and the Euro zone enlargement. |
| Course objectives | Upon completion of the module, you should have:<br>- specialist knowledge of the different types of cash instruments in the money markets<br>- advanced knowledge and critical understanding in currency exchange rates with an appreciation of international trade and capital flows |
| Tackled concepts | . Currency markets<br>. Currency swaps<br>. Exchange rate regimes<br>. International capital flows |
| Learning methods / Teaching procedures | Lectures, case studies and an exam |
| Assignments | Final Exam |
| Evaluation | Final exam: 100% |
| Bibliography / Course material | Audencia will provide a handout. |
| Number of credits | 4ECTS; 2US |
| Schedule | 4 lectures in the morning and case studies in the afternoon |

| *Session* | *Description* |
|---|---|
| **1. Course** | Finance in the EU (budget taxes, revenues, spending) |
| **2. Course** | The Eurozone vs the EU, and the role of the ECB |
| **3. Course** | Contemporary Issues in Financial Europe |
| **4. Course** | European Finance and the World |

| CLE STE11 | EUROPEAN ECONOMICS |
|---|---|
| Course leader | Dónal Palcic, visiting professor from University of Limeric, Ireland |
| Course description | This course provides a rigorous analysis of the economic rationale for the European Union and the central theoretical and empirical issues raised by the process of European integration. It provides a comprehensive analysis of the theories of economic integration, European monetary and fiscal policy, while also presenting a detailed discussion of the causes of the recent crisis in the Euro area and the uncertainty surrounding Brexit. |
| Course objectives | Upon completion of the module you should be able to:<br>• Describe the various stages of European economic integration<br>• Understand some basic trade theory and concepts<br>• Analyse monetary and fiscal policy in Europe<br>• Understand the concept of optimum currency areas |
| Tackled concepts | • Economic integration<br>• Trade theory and policy<br>• Monetary and fiscal policy<br>• Optimum currency areas |
| Learning methods / Teaching procedures | Lectures and an exam |
| Evaluation | Final exam (100%) |
| Bibliography / Course material | **Books**<br>De Grauwe, P. (2016) Economics of Monetary Union, Oxford University Press, Chapters, 2, 8-10.<br>Salvatore, D. (2012) Introduction to International Economics, Wiley, Chapters 2, 5 and 7.<br><br>**Web**<br>De Grauwe and Ji, "Panic-driven austerity in the Eurozone and its implications", http://www.voxeu.org/article/panic-driven-austerity-eurozone-and-its-implications<br>De Grauwe and Ji, "The Legacy of Austerity in the Eurozone", Centre for European Policy Studies, http://www.ceps.be/book/legacy-austerity-eurozone |
| Number of credits | 4ECTS; 2US |
| Schedule | 6 sessions of 4 hours |

| *Session* | *Description* |
|---|---|
| **1.Introduction and context** | • Brief history of European economic integration and description of topics to follow<br>• Review of essential microeconomic and macroeconomic tools |
| **2.Economic integration** | • Types of economic integration<br>• Trade creation and trade diversion<br>• Evolution of the EU as an economic entity<br>• Institutions and economic policy making in the EU |
| **3.Trade theory and trade policy** | • Concept of comparative advantage<br>• Simple model of trade<br>• Tariffs and non-tariff barriers to trade |
| **4.Europe's exchange rate question** | • Types of exchange rate regimes<br>• The impossible trinity<br>• What did Europe do?<br>• Optimum Currency Area (OCA) theory |
| **5. EU monetary policy** | • The ECB's monetary policy strategies<br>• The instruments of Eurozone monetary policy<br>• The ECB's response to the Eurozone crisis |
| **6. EU fiscal policy and the sovereign debt crisis** | • Fiscal policies and the theory of optimum currency areas<br>• The sustainability of government budget deficits and the argument for fiscal rules<br>• The Stability & Growth Pact: origins, performance and recent reform<br>• The Eurozone sovereign debt crisis and the response to date |

| CLE ST16 | DIGITAL MARKETING & CRM |
|---|---|
| Course leader | Jens Haarmann, visiting professor from ZHAW University Winterthur, Switzerland |
| Course description | This course enables students to develop a basic digital marketing strategy for a company and understand how to use key tools such as search engine advertisements, social media campaigns, content marketing etc.<br><br>This class is not recommended for students taking the branding and/or social media module |
| Course objectives | . Upon completion of the module the students should be able to:<br>. Define goals and target groups of a digital marketing strategy<br>. Know the advantages and disadvantages of the most important digital marketing and CRM tools<br>. Apply digital marketing tools and CRM through hands-on experience |
| Course topics | . Digital Marketing Goals & Strategy<br>. Target Groups and Personas<br>. Website Design Principles<br>. Search Engine Optimization & Advertisement<br>. Social Media Strategy<br>. Email-Campaigns<br>. Digital Customer Relationship Tools<br>. Content / Inbound Marketing<br>. Trends and Technologies in Marketing Automation |
| Learning methods / Teaching procedures | The course time is split into approx. 50% of lectures & discussions and 50% individual and group exercises, reviews of corporate websites and the use of Analytics/Adwords tools. |
| Assignments | Participation in case studies and group work |
| Evaluation | Continuous assessment of group work (50%) and exam (50%) |
| Bibliography / Course material | Audencia will provide students with pre-readings and hand-outs. Students should plan on reading approx. 80 - 100 pages of book chapters, articles and cases before and during the course. |
| Number of credits | 4 ECTS; 2 US |
| Course schedule | 4 sessions |

| *Session* | *Description* |
|---|---|
| **1.** | Introduction / Digital Marketing Strategy / Target Groups and Personas / Overview of key marketing tools / Website principles / Cases and exercises |
| **2.** | Search engine optimization / advertisement / Social Media Strategy / Overview of key social media platforms |
| **3.** | Website analytics / Email campaigns / Content / Marketing |
| **4.** | Digital CRM Tools / Trends and Technologies in Marketing Automation / Presentation of Group Works / Exam |

| CLEST12 | GLOBAL SALES |
|---|---|
| Course leader | Scott Friend, visiting professor from Miami University, USA |
| Course description | Selling is a fundamental part of business. As business is becoming more global and the customer marketplace is expanding beyond borders, the dynamics of buyer-seller relationships are becoming more complex and increasingly influenced by culture. This course is designed to teach you about professional sales and creating customer value in a global market. Potential buyer-seller interactions that are influenced and altered in an international context will be the focus of the course. |
| Course objectives | • Foster a customer-oriented and ethical approach to professional and global selling<br>• Develop critical thinking skills and decision making abilities as it pertains to relevant global sales topics<br>• Via experiential learning, demonstrate an understanding and application of the sales process<br>• Improve your communication skills: verbal and listening |
| Course topics | Sales Processes. Team selling processes. Sales technology enabling selling across borders. Cross-functional and -cultural interfaces and integration devices. Cross-cultural ethical considerations specific to the sales function. |
| Learning methods / Teaching procedures | The course will utilize a variety of learning approaches including, but not limited to: (1) lectures, (2) open discussion about various sales-related issues, (3) role-plays, and (4) observational learning. |
| Assignments | Role-plays. Participation. Case work. |
| Evaluation | Based on role play and case study |
| Bibliography / Course material | TBD |
| Number of credits | 4 ECTS, 2 US |
| Course schedule | 4 sessions * 6 hours |

| *Session* | *Description* |
|---|---|
| **1.** | Selling Process: Rapport, Needs Identification, Presentation, Overcoming Objections, Closing<br>• Role-Play 1 : Individual Sales Role-Play |
| **2.** | Team Selling Process: Cross-functional Teams, Cross-cultural teams, Selling and Buying Centers<br>• Role-Play 2 : Team Sales Role-Play |
| **3.** | Global Sales Practicum: Sales Ethics, Sales Technology, Global Virtual Selling Teams, Buyer Behavior and Buying Process, Adaptive Selling and Social Styles<br>• Role-Play 3 : Virtual Sales Role-Play |
| **4.** | Global Sales Capstone: Case Studies, Sales Discussions, Sales Assessment Module |

| CLE ST15 | SPORT BUSINESS MANAGEMENT: FROM TRADITIONAL TO E-SPORTS |
|---|---|
| Course leader | Joey Gawrysiak, visiting professor from Shenandoah University, US |
| Course description | Sports around the world continue to become more commercialized as their popularity grows. It is important to understand how these organization run as a business in order for them to maximize their profits and thrive in today's global economy. This course is designed to teach students how to manage various aspects of the sport industry, including marketing, event management, governance, revenue generation, and collegiate sports in the U.S. Beyond these traditional models of sport management, this course will introduce students to the burgeoning industry of competitive video gaming, or esports. Concepts will be introduced such as defining esports as sport, event management, and unique aspects of the esport industry that makes it different from traditional sports. |
| Course objectives | Upon successful completion of this course, students will be able to:<br>. Explore and master practical sport management skills.<br>. Analyze and critique contemporary sport management issues.<br>. Compare and contrast various sport competition formats around the world and understand why they are successful<br>. Design new forms of revenue generation<br>. Explore and present a solution to a contemporary sport management issue.<br>. Understand how technology and esports impact traditional sport business management |
| Course topics | . Core terminology and theory of sport management<br>. Challenges and issues in contemporary sport management<br>. Revenue generation<br>. Competitive formats around the world<br>. The Olympics<br>. The impact of media on sport<br>. Technology and esports |
| Learning methods / Teaching procedures | A series of lectures, presentations and discussions, |
| Assignments | In class assignments, final presentation, and exam |
| Evaluation | In class assignments: 50%, final presentation 25% Final exam: 25% |
| Bibliography / Course material | Street & Smith's *Sport Business Journal* student subscription |
| Number of credits | 4 ECTS; 2 US |
| Course schedule | 5-day seminar |

| *Session* | *Description* |
|---|---|
| **1.** | Sport Management: Definitions and Theories |
| **2.** | The Business of Sport and Revenue Generation |
| **3.** | International Sport Leagues |
| **4.** | The Olympics |
| **5.** | Sport Marketing |
| **6.** | The Impact of the Media |
| **7.** | Esports |
| **8.** | Presentations and final exam |

| CLE ST1 | EUROPEAN UNION: HISTORY, INSTITUTIONS AND INTERNATIONAL RELATIONS |
|---|---|
| Course leader | Christopher Griffin, adjunct professor at the Institut Catholique de Rennes |
| Course description | This course analyses different aspects of the European Union. It provides deeper understanding of the United States and Europe's long-term relationship, especially in terms of economic issues following World War II and the implementation of the Marshall Plan. We strongly recommend that students taking this course participate in the trip to Brussels at the end of the program |
| Course objectives | Upon successful completion of this course, students will understand what the EU is, how it works, and the major internal and external challenges it faces. |
| Tackled concepts | European Union Geopolitics European History |
| Learning methods / Teaching procedures | Lectures and tutorials |
| Assignments | Students will have a final exam and will be expected to work on key speeches, documents or cases. |
| Evaluation | Final exam: 100% |
| Bibliography / Course material | Audencia will provide a handout. |
| Number of credits | 4ECTS; 2US |
| Schedule | 6 sessions of 4 hours each, and a 1-hour final exam |

| *Session* | *Description* |
|---|---|
| **1.The European Union – An American Perspective** | This class provides an overview of the history of the EU, including the geopolitical reasons for its formation. It examines the main historical steps toward integration with the dates and descriptions of key agreements and treaties. The class also examines the function of the EU as a preferential trade agreement, and puts in into the context of other PTAs that already exist or that are currently being negotiated. The final part examines the particular British role in the EU and how the UK's integration into the trade bloc affects the operations and strategies of American companies operating in Britain. Added this year will be we the potential effects of Brexit and the ongoing terrorist problems in Europe (including the Brussels attacks targeted directly against the EU institutions), |
| **2. EU Decision-Making Process** | This class examines the EU institutions in Brussels in some detail to show how regulations and directives are decided in the EU. Institutions covered include the European Commission, the Council of the European Union, the European Parliament, the European Council & the European Court of Justice. The final part is a short introduction to lobbying in the EU. |
| **3.EU-US Relations** | This class will first look at the political relations between the EU and the US, highlighting the difference between relations with member states and with the EU as a whole. It will take students through recent developments, including the reconciliation after the problems over Iraq, the reaction to Obama's election and policies in Europe, the increased military cooperation between France and the US, and the divisions over the Syrian crisis. The second part will look at economic relations, highlighting the T-TIP negotiations, the volume and nature of trade between the two areas, and some brief notes on differences in antitrust policies.<br>Added this year will be the potential effects of Donald Trump's election. |
| **4.EU Economic and Monetary Union** | This class will examine how the Single Market functions (as well as challenges posed to the system in 2015 due to the refugee and Greek crises), looking at the free movement of goods, services, people, and capital. It will then consider at the process of the adoption of the euro and the conditions for joining the currency bloc. At the end, this class will look in detail at the Greek crisis since 2009, and will examine how disaster was avoided in summer 2015 and what it means for businesses operating in Greece as well as in the Eurozone as a whole |
| **5. EU 2020 strategy** | This class will examine the provisions of the EU 2020 Strategy, which aims at guiding Europe's economy out of the economic recession by making the EU the world leading knowledge economy, based also on a sustainable and inclusive growth. The case study of the Digital Single Market agenda will be presented and discussed, and will serve as a practical example of how the EU works, what it decides, how the EU 2020 Strategy is implemented and with which results so far. The implementation and results of the two other pillars of the strategy, sustainable and inclusive growth, will be presented as well, with a special focus on the current efforts to lay the grounds to a EU energy policy. |

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| **6. What is (the future of) the EU?** | In this final session, the various attempts of enlarging and deepening the European integration process in the last 6 decades, as seen throughout the course, will be reviewed to answer the question of the shape and future of the EU. How can the EU be best defined? What are the next integration steps to be forecasted? To what extent will the recent divisions between Member States over the management of the Euro crisis or the migrants' crisis, and the people's EU-scepticism as expressed in the last European Parliament's elections, affect, question or on the contrary strengthen the course of integration? |

| CLE ST4 | CROSS CULTURAL MANAGEMENT |
|---|---|
| Course leader | Benoît Chalifoux, visiting professor from UQAM University, Canada |
| Course description | The globalization of business has brought about a demand for leader and managers who are able to accomplish their objectives by working effectively outside the boundaries of nation, function, profession, and organization, and as well as their cultural and ethnic reference groups. |
| Course objectives | At the end of this module, participants will be able to:<br>. To consider the importance of intercultural communication;<br>. To learn to think across cultural differences;<br>. To be aware of issues and challenges involved in global business;<br>. Skills, expertise and work required toward personnal and professional growth;<br>. Negotiation across different cultures;<br>. Emphasise on the opportunities of doing business with different cultures.<br>. |
| Course topics | Introduction to the global business environment and cross cultural management;<br>Developing your Soft Skills for Today and Tomorrow in a Global World;<br>Understanding cultural differences;<br>The importance of communication in negotiation across boundaries;<br>Doing business in the Middle East, Latin America, Asia, Europe, Africa, and North America;<br>How to succeed working overseas: Building great leaders;<br>Business case studies: The international sucess of McDonald's Corporation, the «Starbucks» revolution, the failure of Wal-Mart in Germany, etc. |
| Learning methods / Teaching procedures | Lecturing by professor; Analysis of cross-cultural cases (incident and success story); Workshops, group debates and exchanges to favor further knowledge on the topic. |
| Assignments | Class participation, case study preparation, and practical exercises |
| Evaluation | Continuous assessment: 20% / Group case study: 40% / Final exam: 40% |
| Bibliography / Course material | Ibarra, H. and Lee Hunter, M. (2007). How Leaders Create and Use Networks. Harvard Business Review.<br>Adler, N.J. 1991. Communicating across Cultural Barriers in International Dimensions of Oganizational Behavior (2nd ed.). Boston, MA: PWS-KENT Publishing Company. pp. 63-91.<br>Hofstede, G. (1994), Management Scientists Are Human. Management Science, 40(1) p. 4-13.<br>Günter K. Stahl, Building Cross-Cultural Leadership Competence: An Interview With Carlos Ghosn, Academy of Management Learning & Education; Sep 2013, Vol. 12 Issue 3, p 494-502<br>Hofstede, G. 1994. The business of international business is culture. International Business Review, 3(1): 1–14.<br>Søderberg, A.-M., & Holden, N. 2002. Rethinking cross cultural management in a globalizing business world. International Journal of Cross Cultural Management, 2(1): 103–121. |
| Number of credits | 4 ECTS; 2US |
| Course schedule | 6 sessions of 4 hours |

| *Session* | *Description* |
|---|---|
| **1.** | Part 1: An Introduction to the Global World<br>- Introduction to the course and the participants<br>- Course objectives and requirements<br>- Form the teams |

| | |
|---|---|
| | - Developing your soft skills in a global world<br>- Challenges in today global world<br>- Nation, culture, and identity |
| **2.** | Part 2: The intercultural analysis in management<br>- Hofstede model<br>- Iribarne & Trompennaars models |
| **3.** | Part 3: Industrial and organizational culture<br>- The radical change<br>- Industrial and organizational components<br>- Ecosystem component |
| **4.** | Part 4: Culture, business ethics & International negotiations<br>- Multicultural personnel management<br>- Doing Business in Africa<br>- Doing business in Asia<br>- Doing business in Europe<br>- Doing business in Latin America<br>- Doing business in North America<br>- Doing business in the Middle East |

| CLE ST18 | **EUROPE'S PRODUCTIVITY CHALLENGE** |
|---|---|
| Course leader | Amelia M. Biehl, Visiting Professor, Florida Gulf Coast University |
| Course description | This course offers an in-depth look at productivity in several European countries. The course will first introduce various measures of productivity, including gross domestic product and per capita gross domestic product. These measures will be used to compare and contrast economic well-being amongst European countries as well as analyze the numerous causes and consequences of variation in economic well-being. |
| Course objectives | Upon successful completion of this course, students will:<br>• understand various measures of economic well-being, including gross domestic product (GDP) and per capita GDP<br>• be able to interpret and analyze country-specific GDP data<br>• understand the causes of economic growth<br>understand why some European countries have higher economic growth rates than others |
| Course topics | Gross domestic product (GDP), per capita GDP, economic growth (causes and consequences), compare/contrast country-specific data |
| Learning methods / Teaching procedures | Lecture and discussion of course readings |
| Assignments | In-class Assignments, Presentation, and Exam |
| Bibliography / Course material | • Macroeconomics Principles for a Changing World by Eric P. Chiang (Worth Publishers).<br>• Microeconomics, by David Colander. (McGraw-Hill/Irwin).<br>• Modern Labor Economics Theory and Public Policy, by Ronald G. Ehrenberg and Robert S. Smith. (11th Edition. ISBN: 0-13-254064-9)<br>• Industrial Organziation Theory and Practice by Don E. Waldman and Elizabeth J. Jensen. (3rd Edition. 2007)<br><br>Public Finance and Public Policy. Fifth Edition (2016) by Jonathan Gruber |
| Number of credits | 4 ECTS; 2 US |
| Course schedule | 4 sessions, 6 hours each |
| *Session* | *Description* |
| **1.** | Introduction, Gross Domestic Product, Production Possibility Frontiers, analysis of European countries |
| **2.** | International Trade, Economic Growth, Human Capital Accumulation, analysis of European countries |
| **3.** | Economic Systems, Market Structures, Social Welfare, Income Inequality, analysis of European countries |
| **4.** | Exam and Student Presentations |

| CLE ST5 | STUDY TRIP TO BRUSSELS |
|---|---|
| Course leader | Guillaume Blaess, associate Professor at Audencia Nantes |
| Course description | Students will travel to Brussels in the heart of the EU to visit the main European institutions. They will attend lectures and will role-play as members of the European Parliament. They will also write a full report on the visits, putting them in perspective. |
| Course objectives | Upon successful completion of this course, students will be able to gain a deep knowledge of the EU institutions and everyday operational activities. |
| Course topics | Nations<br>. Supranational/Cross-national<br>. Nation state/country<br>. MEPs<br>. Commissioner/Commission/European Council/Council of Europe<br>. Heads of States<br>These are the notions that students will master and learn to differentiate. |
| Learning methods / Teaching procedures | Visits, lectures and a written report |
| Assignments | Students will have to hand out a report on the different visits |
| Evaluation | Role play: 30% / Report: 70% |
| Bibliography / Course material | None |
| Number of credits | 2ECTS; 1US |
| Schedule | 3 days in Brussels |

| *Session* | *Description* |
|---|---|
| **1. Visit** | European Commission |
| **2. Visit** | European Parliament |
| **3. Visit** | European Council |
| **4. Visit** | Audi |
| **5. Case study + Role Play** | Parlamentarium |
| **6. Visit** | National Bank of Belgium |

| CLE ST3 | INTERNATIONAL MARKETING AND COMMUNICATIONS |
|---|---|
| Course leader | Philip Holden, visiting professor from Greenwich University, UK |
| Course description | This course focuses on the creation of effective communications across differing cultures. How do advertisers then develop communications that will work across differing cultures? How can they be sure that a message to young mothers in Germany will mean the same in Southern Italy? Are children, or car drivers or grandmothers the same all over Europe? Or is every culture, sub-culture or segment unique?<br>Should multi-national enterprises standardize or adapt? Is adaptation, and therefore, fragmentation of the brand image inevitable? Or does standardization rule, killing creativity...and effectiveness?<br>This class will take students through the process of developing effective communications that speak to universal human experiences through an understanding of the values, attitudes and beliefs of consumers. We will analyze examples of advertising and the strategies that support them, look at models that help plan communications and learn how to develop insight into the needs and wants of target consumers. |
| Course objectives | Upon completion of this course, students will be able to<br>. Understand the complexity of international communications<br>. Refer to several models of advertising/communications planning<br>. Understand the basic definitions of values, attitudes, beliefs and behavior<br>. Investigate and utilize consumer core values to develop insightful creative propositions<br>. Present a creative response to an industry brief |
| Tackled concepts | . Globalization and the Marketing Challenge<br>. Group work introduction and team formation<br>. Standardization v Adaptation<br>. Models of Communication<br>. Understanding Culture<br>. Values, Attitudes, Beliefs and Behavior<br>. Research techniques to explore values<br>. Brand myths and their value<br>. Group project<br>. Group work presentations |
| Learning methods / Teaching procedures | Whole class lectures, workshops, group exercises/case studies, presentation. |
| Assignments | Exam and case study group task |
| Evaluation | Continuous assessment: 25% / Exam: 25% / Group case study presentation: 50% |
| Bibliography / Course material | No text book is compulsory but familiarity with marketing and reference to a book such as Patrick De Pelsmacker, Maggie Geuens and Joeri van den Bergh (2017) *Marketing Communications: A European Perspective* Pearson Education (or similar) is useful.<br>Papers and case studies will be provided. |
| Number of credits | 4ECTS; 2US |
| Schedule | 6 sessions of 4 hours each |

| *Session* | *Description* |
|---|---|
| **1.** | Globalization and the Marketing Challenge<br>Group work introduction and team formation |
| **2.** | Standardization v Adaptation<br>Models of Communication |
| **3.** | Exam<br>Understanding Culture |
| **4.** | Values, Attitudes, Beliefs and Behavior |
| **5.** | Group project |
| **6.** | Group work presentations |

| CLEST16 | PSYCHOLOGY OF MONEY & CONSUMER BEHAVIOR |
|---|---|
| Course leader | Marcin Matyja, visiting professor from Kozminski University, Poland |
| Course description | ***Money isn't everything: usually it isn't enough.*** [Anon.]<br>Despite the fact that business is all about money, the psychology of money is one of the most neglected topics in the whole world of business education.<br>The purpose of this course is to provide a comprehensive perspective on money, what it means to people, and how it is perceived when different aspects of everyday life are taken into consideration. From money and currency perception, through price interpretation, up to psychological dilemmas of financial motivators – this course will provide students with an overview of psychology of money-related concepts. It will be supplemented with consumer behavior package that will help students to identify consumers' needs and values. Moreover, they will get familiar with CB tools (i.e. Needscope). Students will also be able to evaluate consumers' decision-making processes and learn how companies can benefit from knowing their customers better. |
| Course objectives | - Analyze and interpret money perception represented by individuals<br>- Evaluate how perception of currency determines financial decisions<br>- Predict people's financial decisions by applying theories and tools discussed in class<br>- Analyze how different pricing policies influence consumers' decisions<br>- Evaluate financial motivators and choose optimal solutions in different business settings<br>- Analyze consumer decisions made to show status and social power<br>- Identify areas where consumers are not sensitive to prices and understand its consequences<br>- Identify marketing tricks that make people spend more while shopping<br>- Understand the relationship between consumer behavior and customer value, satisfaction, trust, and retention<br>- Understands how culture sets standards for what satisfies consumers' needs |
| Course topics | This course combines psychology of money topics with consumer behavior concepts. Topics include but are not limited to the following: attitudes to money, currency perception, psychological aspects of saving and investing, price interpretation, perception of promotions, discounts and free items, role and effectiveness of financial motivators. Furthermore, the following consumer behavior topics will be discussed: consumer motivation, consumer learning, communication with consumers, customer research, customer decision-making process. |
| Learning methods / Teaching procedures | The course is designed to provide real-life examples and practical applications of psychology of money and consumer behavior theories in a highly interactive setting. A combination of case studies, workshops, role-plays and team activities will be used to make the learning experience stimulating and challenging, yet – at the same time – interesting and enjoyable. |
| Assignments | In-class cases, discussions, and problem-solving exercises |
| Evaluation | Continuous Assessment:<br>In-class Participation - Individual – 30%<br>Final Assessment:<br>Multiple choice test – Individual – 40%<br>Group presentation on a topic provided by the lecturer – Group – 30% |
| Bibliography / Course material | Research papers provided by lecturer.<br><br>Further possible reading:<br><br>Furnham A., (2014) The Psychology of Money, Routledge<br><br>Solomon M., (2017) Consumer Behavior: Buying, Having, and Being, Global Edition, Pearson<br><br>Ariely, D. (2010) Predictably Irrational, Harper Perennial<br><br>Akerlof, G, Shiller R. (2010) Animal Spirits, Princeton University Press<br><br>Shiller R., (2016) Irrational Exuberance: Revised and Expanded Third Edition, Princeton University Press |
| Number of credits | 4 ECTS; 2 US |

| | |
|---|---|
| Course schedule | 4-day Seminar + 1-day Assessment |

| *Session* | *Description* |
|---|---|
| **1.** | Psychology of Money – Introduction<br>Attitudes to Money – Understanding What You Have in Your Wallet |
| **2.** | Currency Perception – Would You Take a Loan in Moroccan Dirhams?<br>Money in Everyday Life: Saving |
| **3.** | Money in Everyday Life: Investment & Gambling |
| **4.** | Money in Every Day Life – The Power of Price<br>When Zero Does Not Mean Free – Why Do We Overpay Paying Nothing |
| **5.** | Consumer Behavior - Introduction |
| **6.** | Consumer Communication |
| **7.** | Societal Marketing |
| **8.** | Consumer Research |

| CLEST17 | INTERNATIONAL BUSINESS |
|---|---|
| Course leader | Dr. Erich Spencer, visiting professor from Universidad de Chile |
| Course description | This course is designed to introduce the students to a theoretical and a practical dimension of international business management both in the developed and in the emerging country world. It will cover an analytical framework for enhancing student's competence in order to understand and to deal with some critical international business problems, including the identification of opportunities for internationalizing a company, assessing the influence of a global and diverse environment in international business management, selecting strategies for running an international firm on a regional or a global scale, evaluating foreign market entry alternatives and to increase their sensibility to the influence of cultural factors when engaging in international business. |
| Course objectives | To provide an appropriate analytical framework for enhancing student's competence in understanding International Business in different scenarios and to be able to make decisions about some critical subjects in this area. |
| Course topics | 1. Going International: variables and main approaches.<br>2. Looking for markets abroad.<br>3. The strategic context for international business<br>4. Dealing with foreign business practices<br>5. International business strategies.<br>6. IB Strategy Implementation |
| Learning methods / Teaching procedures | This course will be taught through a combination of lectures, cases (written and video analysis ), student research and presentations. |
| Assignments | Business Cases (not replaceable if absent or else ) : 50%<br><br>Class participation (attendance required ) : 20%<br><br>Written assignment (group) : 30% |
| Bibliography / Course material | "International Business, Environments and Operations." John Daniels, Lee Radebaugh & Daniel Sullivan . Pearson Ed. Inc., 16th Edition, 2018.<br><br>Papers and articles are added according to activities undertaking such as, "Distance Still Matters – The Hard Reality of Global Expansion", Pankaj Ghemawat,"The Multinational Enterprise of the future: leading scenarios", Daniels et al. , "Building an Effective Global Business Team", Vijay Govindarajan and Anil K. Gupta and "The Globalization of Markets ", Theodore Levitt, among others. |
| Number of credits | 4 ECTS; 2 US |
| Course schedule | 5-day seminar |

| *Session* | *Description* |
|---|---|
| **1.** | Internationalizing the company: main approaches and global entrepreneurship. |
| **2.** | Finding opportunities: Country assessment and market evaluation. |
| **3.** | Working on the strategic context for international business: The political and sociocultural framework. |
| **4.** | Dealing with foreign business practices. Corruption and Ethical problems. |
| **5.** | Formulating International business strategies. The local versus global dilemma. |

| | |
|---|---|
| **6.** | Entering Markets: export strategies (direct/indirect) |
| **7.** | Entering Markets: strategic alliances and FDI (wholly own subsidiaries) |
| **8.** | Managing Multinational Companies: from developed to emerging countries. |

| CLE ST9 | BIG DATA, IT & MARKETING |
|---|---|
| Course leader | Dong-Gil Ko, visiting professor from University of Cincinnati, United States |
| Course description | This course examines the interplay among Big Data, IT and Marketing that is shaking firms by the storm. It presents conceptual frameworks and models for understanding how firms leverage technologies and big data for shaping (social media) marketing strategies. |
| Course objectives | Through the use of a case study, students will detect multi-country trends with social media and develop an international, regional, and/or country-specific marketing plan for a trend. They will also apply the techniques learned in a different industry for understanding the effectiveness of social media strategies. |
| Tackled concepts | . Frameworks and models: Big data, IT & marketing<br>. Terminologies, internet marketing, social media<br>. Trend analysis<br>. Social media "listening"<br>. Case study – big data, IT & marketing |
| Learning methods / Teaching procedures | Lectures, discussions, exercises, team project |
| Assignments | Case study preparation, contribution, exercises |
| Evaluation | 2 Exercises (50%), team project (25%), 2 mini-exams (25%) |
| Bibliography / Course material | Bens, Katrina & Dubois, David, *Ombre, Tie-Dye, Splat Hair: Trends or Fads? "Pull" and "Push" Social Media Strategies at L'Oréal Paris*, Case Study (2015).<br><br>Edelman, David C., *Branding in the Digital Age*, Harvard Business Review, December 2010. PDF freely available by **CLICKING HERE**<br><br>*Additional reading materials will be provided on the first day of classes*. |
| Number of credits | 4ECTS; 2US |
| Schedule | 6 sessions. Lectures and case studies |

| *Session* | *Description* |
|---|---|
| **1.** | Big Data, IT & Marketing: An introduction<br>Big data & analytics |
| **2.** | IT: Internet and online marketing |
| **3.** | Marketing: Social media<br>L'Oréal Paris case study - Introduction |
| **4.** | L'Oréal Paris – Social media |
| **5.** | L'Oréal Paris – Launching a new product |
| **6.** | L'Oréal Paris – Building a marketing (social media) strategy<br>Wrap-up |

| S3CLE400 | FRENCH AS A FOREIGN LANGUAGE |
|---|---|
| Course leader | Sarah Jaoui, adjunct professor at Audencia Business School |
| Course description | This course is designed to help students develop oral and written skills in French, and includes listening and reading in French. Some cultural information about French-speaking countries will be included.<br>The class is taught at three levels: beginner, intermediate and advanced. During orientation week, students will be tested to evaluate their level and will be assigned to the most appropriate group.<br>Students can arrange to stay with a French host family to guarantee a full and permanent immersion during their studies in Nantes, France. |
| Course objectives | Upon successful completion of this course, students will be able to:<br>. Understand grammatical structure of the French language.<br>. Communicate in diverse practical situations at the student's level of proficiency.<br>. Display a grasp of French pronunciation, being able to recognise words from sound cues only & reproduce words with correct pronunciation, especially at beginning level.<br>. Demonstrate an awareness of aspects of French culture that are different from other cultures.<br>. Show command of the four communicative language skills: listening, speaking, reading, and writing. |
| Tackled concepts | . Language skills . French culture . Francophone nations |
| Learning methods / Teaching procedures | To improve their grasp of the French language, students will constantly be asked to:<br>. Read texts.<br>. Watch video materials.<br>. Complete formal writing assignments.<br>. Listen to online audio materials.<br>. Complete recurrent written exercises.<br>. Complete oral assignments. |
| Assignments | Class participation and final exam |
| Evaluation | Continuous assessment: 50% / Final exam: 50% |
| Bibliography / Course material | Audencia will provide a handout. |
| Number of credits | 4ECTS; 2US |
| Schedule | 10 sessions of 2 hours each |

| *Session* | *Description* |
|---|---|
| **1. Beginner level** | . Days of the week, months, greetings<br>. Formal vs. informal greetings, basic vocabulary, the French-speaking world (intro), basic expressions<br>. Greetings, ordering food and drink, indefinite articles (un, une, des)<br>. -er verbs, subject pronouns, asking questions, talking about likes and dislikes, definite articles, saying "no"<br>. The verb "to be," basic adjectives, simple conversations, food and drink vocabulary<br>. Common vocabulary, asking what something is, the verb "to have"<br>. Asking questions (who, what, when, where, why), talking about activities, the verb "faire"<br>. Talking about personal characteristics, numbers, possessive adjectives |
| **2. Intermediate level** | . Identify most grammatical terminology<br>. Understand and use sentences and frequently used expressions related to areas of most immediate relevance (e.g. personal and family information, shopping, local geography, employment)<br>. Use necessary skills to communicate during routine tasks requiring a direct exchange of information on familiar and simple matters<br>. Describe in simple terms aspects of one's background, immediate environment, and matters of immediate needs |
| **3. Advanced level (in French)** | . Compréhension orale.<br>▪ Comprendre un long discours même s'il n'est pas clairement structuré.<br>▪ Comprendre des dialogues d'actualité sans le soutien d'une traduction<br>. Expression orale.<br>▪ Présenter des descriptions d'objets complexes, à l'usage d'une langue claire et enrichie<br>▪ Communiquer couramment, de façon spontanée.<br>▪ Exprimer ses idées avec précision, de manière souple et efficace.<br>. Expression écrite.<br>▪ Rédiger un texte clair et bien structuré pour développer son point de vue.<br>▪ Exprimer des idées complexes, à l'usage d'un vocabulaire enrichi et dans une langue de bonne tenue grammaticale, de niveau C1 (CECRL).<br>. Culture.<br>▪ Comprendre et faire des recherches sur des cultures francophones. |

| CLE ST12 | COMPANY VISITS |
|---|---|
| Course leader | Cécile Steyer, Summer Term manager |
| Course description | Students can decide to register for onsite company visits. The visits are to complement the teaching. Directors or senior managers are to talk to students about the strategy during the visits. An Audencia faculty accompanies the group. |
| Course objectives | Upon successful completion of this course, students will be able to understand effectively how French companies work and implement strategies |
| Learning methods / Teaching procedures | On-site visits |
| Assignments | A report or debriefing session at the end of the visits |
| Evaluation | Participation during visits: 50% / Written reports: 50% |
| Bibliography / Course material | None |
| Number of credits | 2ECTS; 1US |
| Schedule | Regular visits are organized. Students have to register for at least one visit to be eligible to credits. |

# CONTACT

Cécile STEYER

Summer Term Manager

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never stop daring