



SUMMER TERM 2018



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Audencia Summer Term – 2018 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 Cartier, Louis Vuitton, EDF, and Cointreau.

Course schedule

WEEK	DATES	COURSES AT AUDENCIA
1	May 22 – May 25	Innovation, Creativity & Design (4 ECTS credits, 24 hours) Cross-Cultural Management (4 ECTS credits, 24 hours)
2	May 28 – June 1	Branding & Advertising Strategies (4 ECTS credits, 24 hours) Social Media and global impact (4 ECTS credits, 24 hours)
3	June 4 – June 8	Marketing to Europe (4 ECTS credits, 24 hours) Crisis Communication (4 ECTS credits, 24 hours)
4	June 11 – June 15	International Marketing and Communications (4 ECTS credits, 24 hours) Leadership (4 ECTS credits, 24 hours) – NEW !
5	June 18 – June 22	European Union: History, Institutions & International Relations (4 ECTS credits, 24 hours) Global Sales (4 ECTS credits, 24 hours) – NEW !
6	June 25 – June 29	European Finance (4 ECTS credits, 24 hours) Big Data, IT and Marketing (4 ECTS credits, 24 hours)
7	July 2 – July 6	European Economics (4 ECTS credits, 24 hours) – NEW ! International Trade (4 ECTS credits, 24 hours)
8	July 9 – July 13	Study Trip to Brussels (2 ECTS credits, 18 hours) Entrepreneurship (4 ECTS credits, 24 hours) – NEW !

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_CEI02	CRISIS COMMUNICATION
Course leader	Isabella Bourillon, head of editorial communications, Air Liquide Group - Crisis management and communication specialist
Course description	Issue Management is about preserving company's reputation. Organizations are more and more exposed to public opinion and therefore to image risks. They are more careful, monitor their exposure, implement new processes and allocate resources in order to anticipate and to manage crisis situations. Listening to the environment and the stakeholders is the heart of good issue management and crisis communications.
Course objectives	Understand the impact of reputational risks on organizations and brands. Assess reputation risks related to company's activities. Understand how a crisis situation bursts and evolves. Acquire issue management and crisis communication good practices.
Course topics	Crisis communication. Issue management. Risk management. Stress management
Learning methods / Teaching procedures	Mix of theory and practice. Case studies. Crisis simulation "in real time" with role play.
Assignments	Participation in group work and case studies
Evaluation	Final exam: 60% / Continuous assessment: 40%
Bibliography / Course material	Robert L. Heath, H. Dan O'Hair, 2010, Handbook of Risk and Crisis Communication, Routledge Communication Series Louis Capozzi, Susan Rucci, 2013, Crisis Management in the Age of Social Media, business expert press
Number of credits	4 ECTS, 2 US
Course schedule	4 sessions * 6 hours

Session	Description
1.	Basics of issue management, risk management, crisis management and communication. Understanding stakes and environment. The crisis life-cycle. Cases studies and exercises.
2.	Anticipation methodology : company's processes and organization to face crisis situations (risk mapping, stakeholders mapping) Case studies and exercises
3.	Crisis management and communication methodology (crisis team, spokesperson, golden rules, « first aid » kit...) Case studies and exercises
4.	Crisis simulation: « in real time » crisis exercise, debriefing, lessons-learned Manage after-crisis communication: look back on experience, capitalise for future events, and keep communicating...

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	<p>Upon successful completion of this course, students will be able to:</p> <ul style="list-style-type: none"> · Explore and master practical social media skills. · Analyse a media organisation in terms of its economic, political, social, cultural, and competitive environments. · Master the key concepts of media marketing. · Understand the stakes of social media for the media ecosystem. · Elaborate and practice a content production strategy via social media. · Promote information using the appropriate communication channels.
Course topics	<ul style="list-style-type: none"> · Core terminology and theory of social media · Challenges and issues for legacy media · New media ecology · Audiences and user-generated content · Tips and tools for social media · Distribution of media in a social landscape · Legal, copyright, and ethics considerations · 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	<p>Bradshaw, P. and Rohumaa, L. (2011) "The online journalism handbook: skills to survive and thrive in the digital age," Harlow, New York, Longman</p> <p>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/</p> <p>Knight, Megan and Cook, Clare (2013) "Social Media for Journalists: Principles and Practice," SAGE Edition.</p>
Number of credits	4 ECTS; 2 US
Course schedule	4-day seminar

<i>Session</i>	<i>Description</i>
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	<p>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.</p>
Course objectives	<p>Upon successful completion of this course, students will be able to:</p> <ul style="list-style-type: none"> • Understand the differences and concepts behind the role of leaders and managers of organizations and the process of organizational change; • Identify personal management/leadership style and recognize its influence on leading organizational change; • Identify their organizations culture and characteristics and its potential to change; • Understand the complexity of managing a company in the global business environment • 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	<p>Class participation (class exercises and contribution to in-class discussion of readings and case studies): 30%</p> <p>Final exam: 70%</p>
Bibliography / Course material	<p><u>Readings:</u></p> <ul style="list-style-type: none"> - Bennis, W. and Thomas, R. (2002). Crucibles of Leadership. <i>Harvard Business Review</i>. September 2002; pp 39-45. - Collins, J. (2005). Level 5 Leadership: The Triumph of Humility and Fierce Resolve, <i>Harvard Business Review</i>, 83, (7/8) 136-146 (Reprint R0507M) - Friedman, Thomas (2005). It's a Flat World, After All. <i>New York Times</i>, April 3, 2005. - Goldman, Daniel, Boyatzis, Richard, and McKee, Annie. (2002). Primal Leadership. <i>Harvard Business Review</i>, March 2002. pp 42-51. - Goleman, D (2004). What Makes a Leader? <i>Harvard Business Review</i>, January 2004; pp 1-12 (Reprint R04001H) - Kim, W.C., and Mauborgne, R (2004). Blue Ocean Strategy. <i>Harvard Business Review</i>, October 2004. pp 1-12 (Reprint R0410D) - Kotter, J.P. (2001). What Leaders Really Do, <i>Harvard Business Review</i>, 79 (11), 85-96 (Reprint R0111F) - O'Toole, J. and Bennis, W. (2009). Culture of Candor. <i>Harvard Business Review</i>, June 2009. pp 1-9 (Reprint R0906F). - Useem, M. (2001). The Leadership Lessons of Mount Everest. <i>Harvard Business Review</i>, October 2001 (Reprint R0109B). - Zaleznik, A. (1992). Managers vs. Leaders: Are they Different. <i>Harvard Business Review</i>. March-April; pp 2-11 (Reprint 92211). <p><u>Cases:</u></p> <ul style="list-style-type: none"> - Leading Across Cultures at Michelin (A). Instead Case: 409-008-1 - Voyage of the Endurance (HBS 9-803-127) - 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)

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: <i>Leading across culture at Michelin</i>)
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 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: <ul style="list-style-type: none"> • Describe the various stages of European economic integration • Understand some basic trade theory and concepts • Analyse monetary and fiscal policy in Europe • Understand the concept of optimum currency areas
Tackled concepts	<ul style="list-style-type: none"> • Economic integration • Trade theory and policy • Monetary and fiscal policy • Optimum currency areas
Learning methods / Teaching procedures	Lectures and an exam
Evaluation	Final exam (100%)
Bibliography / Course material	<p>Books</p> <p>De Grauwe, P. (2016) Economics of Monetary Union, Oxford University Press, Chapters, 2, 8-10.</p> <p>Salvatore, D. (2012) Introduction to International Economics, Wiley, Chapters 2, 5 and 7.</p> <p>Web</p> <p>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</p> <p>De Grauwe and Ji, "The Legacy of Austerity in the Eurozone", Centre for European Policy Studies, http://www.ceps.be/book/legacy-austerity-eurozone</p>
Number of credits	4ECTS; 2US
Schedule	6 sessions of 4 hours

Session	Description
1.Introduction and context	<ul style="list-style-type: none"> • Brief history of European economic integration and description of topics to follow • Review of essential microeconomic and macroeconomic tools
2.Economic integration	<ul style="list-style-type: none"> • Types of economic integration • Trade creation and trade diversion • Evolution of the EU as an economic entity • Institutions and economic policy making in the EU
3.Trade theory and trade policy	<ul style="list-style-type: none"> • Concept of comparative advantage • Simple model of trade • Tariffs and non-tariff barriers to trade
4.Europe's exchange rate question	<ul style="list-style-type: none"> • Types of exchange rate regimes • The impossible trinity • What did Europe do? • Optimum Currency Area (OCA) theory
5. EU monetary policy	<ul style="list-style-type: none"> • The ECB's monetary policy strategies • The instruments of Eurozone monetary policy • The ECB's response to the Eurozone crisis
6. EU fiscal policy and the sovereign debt crisis	<ul style="list-style-type: none"> • Fiscal policies and the theory of optimum currency areas • The sustainability of government budget deficits and the argument for fiscal rules • The Stability & Growth Pact: origins, performance and recent reform • The Eurozone sovereign debt crisis and the response to date

SCM2_13_ELE	INNOVATION CREATIVITY AND DESIGN
Course leader	Martin Lauquin, adjunct professor at Audencia Nantes, business innovation consultant
Course description	This course trains students to understand the challenges related to innovation and creativity for both established companies and start-ups, and how innovation and creativity can enhance an organization's performance. The course also focuses on teaching participants techniques to unlock individual and group creativity, solve problems, and become more innovative.
Course objectives	Upon successful completion of this course, students will be able to: <ul style="list-style-type: none"> Understand the innovation context of an organisation. Develop and implement an innovative strategy. Understand and apply the creativity concepts. Apply the design thinking framework. Build on diverse areas of expertise.
Tackled concepts	<ul style="list-style-type: none"> Key concepts of the economics of innovation Challenges of innovation in companies Sourcing of innovation and the increasing role of open innovation Strategies for developing new products and managing creativity Design thinking
Learning methods / Teaching procedures	Lectures, case studies and a group project.
Assignments	Field study
Evaluation	Continuous assessment: 50% / Final exam: 50%
Bibliography / Course material	<ul style="list-style-type: none"> Tim Brown (2009) <i>"Change by Design: How Design Thinking Transforms Organizations and Inspires Innovation,"</i> HarperBusiness Tom Kelley, Jonathan Littman and Tom Peters (2001) <i>"The Art of Innovation: Lessons in Creativity from IDEO, America's Leading Design Firm,"</i> Crown Business Melissa Schilling (2012) <i>"Strategic Management of Technological Innovation,"</i> McGraw-Hill/Irwin, 3rd edition C. K. Prahalad and M.S. Krishnan (2008) <i>"The New Age of Innovation: Driving Concreted Value Through Global Networks"</i> Allan Afuah (2009) <i>"Strategic Innovation: New Game Strategies for Competitive Advantage,"</i> Routledge, 1st edition Joe Tidd and John Bessant (2009) <i>"Managing Innovation: Integrating Technological, Market and Organizational Change"</i> Jon Kolko (2015) <i>"Design Thinking Comes of Age,"</i> HBR Jakob Schneider & Marc Stickdorn (2012) <i>"This is service design thinking,"</i> Wiley Readings from the Sloan Management Review, Harvard Business Review, and California Management Review
Number of credits	4ECTS; 2US
Schedule	4-day seminar; 24 hours of classes and a project

Session	Description
1. Lecture and case study	Innovation and creativity : Basics, Tools, Cases
2. Lecture and case study	Design Thinking – Part 1
3. Lecture and case study	Design Thinking – Part 2
4. Group project	Group project: exam

SCM2_ELE01	BRANDING AND ADVERTISING STRATEGIES
Course leader	Michael Vasseur, Marketing consultant, CEO at F&F Beverages
Course description	<p>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.</p> <p>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. This class addresses brand personality, values and culture, branding, communication strategies, brand experience through case studies of famous European brands.</p>
Course objectives	<p>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.</p> <p>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.</p> <p>It will provide the student with the tools, insights, examples to approach marketing problematics such as brand identify, brand building, & brand activation</p>
Course topics	<ul style="list-style-type: none"> . Emarketing . Ebranding . Guerilla marketing . Viral marketing . Definition & History of Branding . Brand identity . Building Equity – the art of managing and building functional and emotional value for the consumers . 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
	T. CALKINS e.a: Kellog On Branding: The Marketing Faculty of the Kellog School of Management, 2005, Wiley
	W. CHAN KIM: Blue Ocean Strategy: How to Create Uncontested Market Space and Make Competition Irrelevant, 2005, Harvard Business Review Press
	Clayton M. CHRISTENSEN: The Innovator's Dilemma: The Revolutionary Book That Will Change the Way You Do Business, 2011, HarperBusiness
	Seth GODIN: Purple Cow, New Edition: Transform Your Business by Being Remarkable, 2009, Portfolio
	Seth GODIN: Tribes: We Need You to Lead Us, 2008, Portfolio
	Seth GODIN: All Marketers are Liars, 2009, Portfolio
	Seth GODIN: Permission Marketing : Turning Strangers Into Friends And Friends Into Customers, 1999, Simon & Schuster
	Malcolm GLADWELL: Outliers: The Story of Success, 2011, Back Bay Books
	Malcolm GLADWELL: The Tipping Point: How Little Things Can Make a Big Difference, 2002, Back Bay Books
	Malcolm GLADWELL: Blink: The Power of Thinking Without Thinking, 2007, Back Bay Books
	B. HOLT, How Brands Become Icons: The Principles Of Cultural Branding, 2004, Harvard Business Review Press
	P. KOTLER, K. KELLER: Marketing Management, 14 th edition, 2012, Pearson Education
	Geoffrey A. MOORE: Crossing the Chasm: Marketing and Selling Disruptive Products to Mainstream Customers, 2002, HarperBusiness
	Geoffrey A. MOORE: Inside the Tornado: Strategies for Developing, Leveraging, and Surviving Hypergrowth Markets, 2004, HarperBusiness
	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

<i>Session</i>	<i>Description</i>
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. - 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.

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	<ul style="list-style-type: none"> • Foster a customer-oriented and ethical approach to professional and global selling • Develop critical thinking skills and decision making abilities as it pertains to relevant global sales topics • Via experiential learning, demonstrate an understanding and application of the sales process • 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.	<u>Selling Process</u> : Rapport, Needs Identification, Presentation, Overcoming Objections, Closing <ul style="list-style-type: none"> • Role-Play 1 : Individual Sales Role-Play
2.	<u>Team Selling Process</u> : Cross-functional Teams, Cross-cultural teams, Selling and Buying Centers <ul style="list-style-type: none"> • Role-Play 2 : Team Sales Role-Play
3.	<u>Global Sales Practicum</u> : Sales Ethics, Sales Technology, Global Virtual Selling Teams, Buyer Behavior and Buying Process, Adaptive Selling and Social Styles <ul style="list-style-type: none"> • Role-Play 3 : Virtual Sales Role-Play
4.	<u>Global Sales Capstone</u> : Case Studies, Sales Discussions, Sales Assessment Module

CLE ST2	MARKETING TO EUROPE
Course leader	Gregory Rich, visiting professor from Bowling Green State University, USA Heidi Reed, assistant professor, Audencia Business School
Course description	This seminar will introduce students to the European market and cultural issues in Europe. It will focus on main trends in European Union, the impacts of EU decisions on the marketing mix, and the social and cultural environment.
Course objectives	Upon successful completion of this course, students will be able to: <ul style="list-style-type: none"> · Become familiar with the marketing environment of the EU · Effectively market a product in that commercial area · Write a marketing plan for introducing a new product in Europe
Course topics	<ul style="list-style-type: none"> · Global and local marketing strategy in the European market · Case studies · Strategic alternatives in global marketing · Extend, Adapt, Create · American vs. French strategy
Learning methods / Teaching procedures	Lectures
Assignments	Students will create and present a marketing plan. There will also be a final exam and will be expected to work on documents and cases.
Evaluation	Continuous assessment: 50% / Final exam: 50%
Bibliography / Course material	Audencia will provide students with a handout
Number of credits	4 ECTS; 2US
Course schedule	4 sessions * 6 hours

Session	Description
1.	Part 1 Marketing to Europe: Advertising and Retailing in the EU Part 2 Marketing to Europe: from global to local strategy This module focuses on the advertising strategy for the European market (global or local advertising?) with some examples and exercises in class. Trends in retailing in Europe will be described through the growth of Hard Discount retailers, the declining trend of hypermarkets, European leaders (Lidl and Aldi), growth of concept stores and specialist retailers, and the growing power of E-commerce.
2.	Consumer behavior and marketing research This module will offer students an overview of consumption behavior in Europe, as well as various marketing research methods to study this behavior
3.	Professional selling and distribution This module covers the professional selling function, which is the key promotional element in business-to-business marketing across the EU. The discussion will also cover distribution issues.
4.	Pricing and marketing strategy This module covers pricing issues, and then integrates concepts from all elements of the marketing mix for the purpose of learning how to write a marketing plan.

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

<i>Session</i>	<i>Description</i>
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. 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.
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	<p>At the end of this module, participants will be able to:</p> <ul style="list-style-type: none"> . To consider the importance of intercultural communication; . To learn to think across cultural differences; . To be aware of issues and challenges involved in global business; . Skills, expertise and work required toward personal and professional growth; . Negotiation across different cultures; . Emphasise on the opportunities of doing business with different cultures.
Course topics	<p>Introduction to the global business environment and cross cultural management; Developing your Soft Skills for Today and Tomorrow in a Global World; Understanding cultural differences; The importance of communication in negotiation across boundaries; Doing business in the Middle East, Latin America, Asia, Europe, Africa, and North America; How to succeed working overseas: Building great leaders; Business case studies: The international success of McDonald's Corporation, the «Starbucks» revolution, the failure of Wal-Mart in Germany, etc.</p>
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	<p>Ibarra, H. and Lee Hunter, M. (2007). How Leaders Create and Use Networks. Harvard Business Review.</p> <p>Adler, N.J. 1991. Communicating across Cultural Barriers in International Dimensions of Organizational Behavior (2nd ed.). Boston, MA: PWS-KENT Publishing Company. pp. 63-91.</p> <p>Hofstede, G. (1994), Management Scientists Are Human. Management Science, 40(1) p. 4-13.</p> <p>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</p> <p>Hofstede, G. 1994. The business of international business is culture. International Business Review, 3(1): 1-14.</p> <p>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.</p>
Number of credits	4 ECTS; 2US
Course schedule	6 sessions of 4 hours

Session	Description
1.	<p>Part 1: An Introduction to the Global World</p> <ul style="list-style-type: none"> - Introduction to the course and the participants - Course objectives and requirements - Form the teams - Developing your soft skills in a global world - Challenges in today global world - Nation, culture, and identity
2.	<p>Part 2: The intercultural analysis in management</p> <ul style="list-style-type: none"> - Hofstede model - Iribarne & Trompenaars models
3.	

	<p>Part 3: Industrial and organizational culture</p> <ul style="list-style-type: none">- The radical change- Industrial and organizational components- Ecosystem component
4.	<p>Part 4: Culture, business ethics & International negotiations</p> <ul style="list-style-type: none">- Multicultural personnel management- Doing Business in Africa- Doing business in Asia- Doing business in Europe- Doing business in Latin America- Doing business in North America- Doing business in the Middle East

CLE ST13	ENTREPRENEURSHIP
Course leader	Mariella Olivos-Rossini, visiting professor from ESAN, Peru
Course description	<p>The course aims to promote an entrepreneurial culture among the students and the development of the individuals' potential. It will help the participants: first, to identify and evaluate business opportunities; second, to evolve from a business idea to a business concept.</p> <p>The teaching style will mix theory and academic concepts with practical applications in a collaborative team environment. Challenges for relating entrepreneurship, and sustainability in a Globalized environment will be presented, as well it be discussed opportunities and complexities in emerging markets as the Peruvian and others in the Latin American region.</p>
Course objectives	At the end of this module, participants will be able to identify and to develop a business idea through the conceptualization of entrepreneurship. Organized in in teams they will present their business idea under the components of the CANVAS model. Will learn the characteristics of the Feasibly analysis and how to apply it in his future projects.
Tackled concepts	<p>The canvas model: Customer Segments and Value Proposition. Channels and Customer Relationships Revenue Streams & Key Resources, Key Activities, Key Partners & Cost Structure.</p> <p>The process of a Feasibility Study</p> <p>Latin American and Peruvian Markets complexities and opportunities for entrepreneurs.</p>
Learning methods / Teaching procedures	Lecturing by professor, work in teams and problem based learning method (PBL)
Assignments	<p>Students will create and present a business idea using the CANVAS model and should respond:</p> <ul style="list-style-type: none"> • What is the problem your idea is solving? • Assess the market (customers, competition, industry trends) for your new business idea; • Describe your basic revenue model: Who will be paying to you? Why are they willing to pay? What are they paying for? Where do you expect to find the initial capital need to launch the business? • Evaluate whether you and your management team possess the characteristics required for entrepreneurial success. How would you complete the competences and skills your team needs?
Evaluation	Team Project Presentation: 100%
Bibliography / Course material	<p>Osterwalder, A. & Pigneur, Y. (2010) Business Model Generation. John Wiley and Son, New Jersey.</p> <p>Overton, R (2007) Feasibility Studies Made Simple. Martin Books Success in Business</p>
Number of credits	4ECTS; 2US
Schedule	6 sessions of 4 hours each

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	<p>Nations</p> <ul style="list-style-type: none"> . Supranational/Cross-national . Nation state/country . MEPs . Commissioner/Commission/European Council/Council of Europe . Heads of States <p>These are the notions that students will master and learn to differentiate.</p>
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

<i>Session</i>	<i>Description</i>
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	<p><i>Syllabus as an indication: class subject to slight changes</i></p> <p>This module is divided into two parts: the first part focuses on European business environment, and the second on effective communications.</p> <p>Part 1: This part focuses on the background and current position of Europe - in the aftermath of economic and ongoing euro crisis, a rising insecurities from globalization, and geopolitical threats facing the continent - to help students understand the factors and influences at work in the European business environment.</p> <p>Part 2: This part focuses on the creation of effective communications across differing cultures.</p>
Course objectives	<p><i>Syllabus as an indication: class subject to slight changes</i></p> <p>Upon completion of this course, students will be able to</p> <ul style="list-style-type: none"> Refer to several models of advertising/communications planning Utilise consumer core values to develop insightful creative propositions Present a creative response to an industry brief
Tackled concepts	<ul style="list-style-type: none"> Strategic analysis European Union European policies Adaptation versus standardisation of communications across Europe Effectiveness and creativity Analysis of European advertising Models of advertising planning Developing a creative proposition and the role of insight. Understanding consumer values, attitudes and behaviour Researching the consumer
Learning methods / Teaching procedures	Whole class lectures, workshops, group exercises/case studies, presentation.
Assignments	Case studies and exam
Evaluation	Continuous assessment: 25% / Group case study: 25% / Final exam: 50%
Bibliography / Course material	Understanding The EU: A concise Introduction by John McCormick, 2005, 3rd edition
Number of credits	4ECTS; 2US
Schedule	6 sessions of 4 hours each

Session	Description
1.	Globalisation and the Marketing Challenge Group work introduction and team formation
2.	Standardisation v Adaptation Models of Communication
3.	Exam Understanding Culture
4.	Values, Attitudes, Beliefs and Behaviour
5.	Group project
6.	Group work presentations

CLE ST6	INTERNATIONAL TRADE AND NEGOTIATION
Course leader	Marie-Sophie Saffre, affiliate professor at Audencia Nantes
Course description	<p>This course is designed to provide students with a clear understanding of the processes and practicalities of international trade.</p> <p>The course is business oriented. It will combine lectures, practical cases and application on export activities such as distribution channel, international logistics, customs compliance and international payment strategy.</p> <p>In small teams, students will have to deal with a successful completion of an international trade offer. Each team will be assigned a French company and a targeted country. They will be free to choose the product. Tutorials will provide with a complete understanding of core elements to include in an international export offer. Finally, each team will be required to present an offer and be ready to negotiate.</p> <p>A final business game will give the students the opportunity to practice a working situation while using international negotiating tools.</p>
Course objectives	<p>Upon successful completion of this course, students will be able to:</p> <ul style="list-style-type: none"> · Become an efficient international businessperson · Use daily language of international trade · Understand rules and drivers of international trade · Identify main trade constraints for import/export <p>Negotiate contracts and trade efficiently for an import/export company</p>
Tackled concepts	Incoterms®, Insurance, Tariffs and non tariff barriers, International physical flow, logistics, customs clearance, International payment strategy, International bonds, international negotiating tools.
Learning methods / Teaching procedures	Lectures, case studies, workshop, negotiation, teamwork and a business game
Assignments	Class participation, export offer presentation and business game involvement
Evaluation	<p>Class participation (contribution to in-class case studies & negotiation): 10 %</p> <p>Teamwork report (international trade offer & its presentation): 40%</p> <p>Individual quiz: 40%</p> <p>Role play (final business game negotiation): 10 %</p>
Bibliography / Course material	<p>Books:</p> <ul style="list-style-type: none"> - BRANCH A., Export Practice & Management, Fifth ed. Thomson, 2006 - ICC Guide to Incoterms® 2010, ICC Publication No. 720, Edition 2011 <p>Magazines:</p> <ul style="list-style-type: none"> - Le Moci - Classe Export magazine <p>Internet Web Sites:</p> <ul style="list-style-type: none"> - European Union Customs, http://ec.europa.eu/taxation_customs/customs/policy_issues/index_en.htm - COFACE country risk management <http://www.coface.com/Economic-Studies-and-Country-Risks> - International Chamber of Commerce, <http://www.iccwbo.org/> - Market Access Database, <http://mkacddb.eu.int/> - Export companies directory, <http://www.wlv.ch/fr> - International Trade law, <http://www.lexmercatoria.com>
Number of credits	4ECTS; 2US
Schedule	8 sessions of 3 hours

Session	Description
2. Export Process & distribution channel to choose	<p>International Trade overview</p> <p>International trade offer core elements</p> <p>International physical flow organization and structure</p> <p>Workshop on pricing structure</p> <p>Distribution channel to prospect</p> <p>Negotiation role play to select the efficient partner</p> <p>Teamwork submission to prepare the international offer</p>
2. International Terms of sale to offer	<p>Rules in international sales transactions</p> <p>How choice of Incoterms® impacts export efficiency?</p> <p>Case study on price calculation</p> <p>Quiz on Incoterms®</p>

3. Logistics to provide	<p>Characteristics of International transport mode</p> <p>Containers, freight forwarders & freight rates negotiation</p> <p>Case study on freight calculation</p> <p>Negotiation role play to select efficient freight forwarder</p>
4. Customs compliance as a competitive advantage	<p>Customs Union and Free trade Agreements</p> <p>Customs policy in the European Union</p> <p>International trade Customs compliance</p> <p>3 Key elements for customs clearance</p> <p>Workshop on tariff band identification & origin definition</p> <p>Case study on customs duties calculation</p>
5. Terms of payment to negotiate	<p>International financial management</p> <p>Tools & means of payment to negotiate</p> <p>Letters of Credit, Stand-By-Letter-of-Credit & International Bonds</p> <p>Case study on Letter of credit</p> <p>Workshop on financial negotiating elements</p>
6. Workshop on a Professional Export Offer	<p>Wrap up on international negotiation drivers</p> <p>By team, students will build an international offer for a French company on a given targeted market. This offer will integrate customer identification, price calculation, customs compliance and financial proposal.</p>
7. Export Offer presentation & negotiation	<p>International offer oral presentation by group & negotiation</p> <p>Quiz test</p>
8. Role play Export sales negotiation	<p>Business game on an International Trade negotiation</p>

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.

CLE ST8	EUROPEAN FINANCE
Course leader	Shelton Weeks, visiting professor from Florida Gulf Coast University, United States
Course description	<p>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.</p> <p>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.</p>
Course objectives	<p>Upon completion of the module, you should have:</p> <ul style="list-style-type: none"> - specialist knowledge of the different types of cash instruments in the money markets - advanced knowledge and critical understanding in currency exchange rates with an appreciation of international trade and capital flows
Tackled concepts	<ul style="list-style-type: none"> . Currency markets . Currency swaps . Exchange rate regimes . 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

<i>Session</i>	<i>Description</i>
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 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	<ul style="list-style-type: none"> Frameworks and models: Big data, IT & marketing Terminologies, internet marketing, social media Trend analysis Social media "listening" 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	<p>Bens, Katrina & Dubois, David, <i>Ombre, Tie-Dye, Splat Hair: Trends or Fads? "Pull" and "Push" Social Media Strategies at L'Oréal Paris</i>, Case Study (2015).</p> <p>Edelman, David C., <i>Branding in the Digital Age</i>, Harvard Business Review, December 2010. PDF freely available by CLICKING HERE</p> <p><i>Additional reading materials will be provided on the first day of classes.</i></p>
Number of credits	4ECTS; 2US
Schedule	6 sessions. Lectures and case studies

Session	Description
1.	Big Data, IT & Marketing: An introduction Big data & analytics
2.	IT: Internet and online marketing
3.	Marketing: Social media 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 Wrap-up

S3CLE400	FRENCH AS A FOREIGN LANGUAGE
Course leader	Sarah Jaoui, adjunct professor at Audencia Business School
Course description	<p>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.</p> <p>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.</p> <p>Students can arrange to stay with a French host family to guarantee a full and permanent immersion during their studies in Nantes, France.</p>
Course objectives	<p>Upon successful completion of this course, students will be able to:</p> <ul style="list-style-type: none"> Understand grammatical structure of the French language. Communicate in diverse practical situations at the student's level of proficiency. Display a grasp of French pronunciation, being able to recognise words from sound cues only & reproduce words with correct pronunciation, especially at beginning level. Demonstrate an awareness of aspects of French culture that are different from other cultures. Show command of the four communicative language skills: listening, speaking, reading, and writing.
Tackled concepts	<ul style="list-style-type: none"> Language skills French culture Francophone nations
Learning methods / Teaching procedures	<p>To improve their grasp of the French language, students will constantly be asked to:</p> <ul style="list-style-type: none"> Read texts. Listen to online audio materials. Watch video materials. Complete recurrent written exercises. Complete formal writing assignments. 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
<i>Session</i>	<i>Description</i>
1. Beginner level	<ul style="list-style-type: none"> Days of the week, months, greetings Formal vs. informal greetings, basic vocabulary, the French-speaking world (intro), basic expressions Greetings, ordering food and drink, indefinite articles (un, une, des) -er verbs, subject pronouns, asking questions, talking about likes and dislikes, definite articles, saying "no" The verb "to be," basic adjectives, simple conversations, food and drink vocabulary Common vocabulary, asking what something is, the verb "to have" Asking questions (who, what, when, where, why), talking about activities, the verb "faire" Talking about personal characteristics, numbers, possessive adjectives
2. Intermediate level	<ul style="list-style-type: none"> Identify most grammatical terminology 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) Use necessary skills to communicate during routine tasks requiring a direct exchange of information on familiar and simple matters Describe in simple terms aspects of one's background, immediate environment, and matters of immediate needs
3. Advanced level (in French)	<ul style="list-style-type: none"> Compréhension orale. <ul style="list-style-type: none"> Comprendre un long discours même s'il n'est pas clairement structuré. Comprendre des dialogues d'actualité sans le soutien d'une traduction Expression orale. <ul style="list-style-type: none"> Présenter des descriptions d'objets complexes, à l'usage d'une langue claire et enrichie Communiquer couramment, de façon spontanée. Exprimer ses idées avec précision, de manière souple et efficace. Expression écrite. <ul style="list-style-type: none"> Rédiger un texte clair et bien structuré pour développer son point de vue. Exprimer des idées complexes, à l'usage d'un vocabulaire enrichi et dans une langue de bonne tenue grammaticale, de niveau C1 (CECRL). Culture. <ul style="list-style-type: none"> Comprendre et faire des recherches sur des cultures francophones.