

	<b>Courses taught in English for foreign students 2025 - 2026</b>	ECTS credits
<b>Autumn Semester</b>	Course	
S1	Introduction to management and strategic analysis of the environment	5
S1	Business English 1	3
S3	Sales techniques	3
S3	Business English 3	4
S5	Business English 5	4
	+ French for foreign learners	3

	<b>Courses taught in English for foreign students 2025 - 2026</b>	ECTS credits
<b>Spring Semester</b>	Course	
S2	Human resources management	5
S2	Business English 2	3
S2	Organization theory	3
S4	Strategic diagnosis of business activities	4
S4	Business English 4	4
S4	Business Game	4
S6	International Business Strategy	4
S6	International Entrepreneurship	4
	International Economics and Trade	4
S6	Financial Markets	3
S6	Corporate Social Responsibility	4
S6	Creativity and Innovation management	4
S6	Advanced Business English 6	4
	+ French for foreign learners	3

**Semester : 1**

**Teaching unit: UE1**

**Title of the course: Introduction to Management & Strategic Analysis of the Environment**

## 1. Teaching Objectives

### a) Pedagogical objectives

This teaching aims to

- Understand the notion of management and its different components.
- Discover a first approach to the management and organization of a company
- To know the different disciplines of management sciences
- Introducing the discipline of strategy: history, context, and definitions
- Study the overall business environment
- Know and implement strategic analysis tools
- Carry out an external strategic diagnosis

### b) Skills developed

At the end of this course, the student will be able to:

- Identify and understand the organization of a company
- Develop an analysis of how it works
- Structuring and formalizing an environmental analysis
- Know and implement strategic analysis tools

### c) Practical Modalities & Pedagogical Method

Number of hours CM: 12h

Number of hours TD: 12h

The lectures will aim to introduce key notions of organizational management and strategic analysis of the environment. The sessions will be facilitated around illustrations and the analysis of business cases.

## 2. Course outline

### *Part 1: Introduction to Management (3hrs)*

#### 1. What is management?

- a. Definitions and history
- b. Management and organization
- c. Performance
- d. Management activities

#### 3. The management environment

- a. The role of the manager
- b. Stakeholders and countervailing powers

c. Culture

4. Management in the face of current issues

- a. Globalization
- b. Ethics and CSR
- c. Digital transformation

*Part 2: Strategic Environmental Analysis (9hrs)*

1 . What is strategy?

- a. Historical
- b. Definitions
- b. The purpose of the strategy
- c. The levels of strategy and the strategic management process

2. Macro-environment analysis

- a. The notion of industry and market
- b. The PESTEL analysis

3. Microenvironment Analysis

- a. Needs and demand
- b. The different types of competition
- c. The notion of a sector
  - b. Strategic groups
  - c. FCS

4. Analysis tools

- a. The SWOT approach
- b. Porter's strengths
- c. Strategic cards

**References:**

Reference works

- Robbins S., Coulter M., Decenzo D., (2020), Management – L'essentiel des concepts et pratiques, Pearson, 11th edition
- Babin-Touba L., Pinault, (2019), Le management, Foucher
- Garrette B., Durand R., Dussauge P., Lehmann-Ortega L., Leroy (2019), Stratégor, Dunod, 8th edition
- Johnson G. Whittington R., Scholes K., Angwin D., Regner P. Frery F, (2017), Stratégique, 11th Edition
- Helfer J.P., Kalina M., Orsoni J., Chabaud D., (2019), Strategie 11th edition

**3. Evaluation methods**

Two evaluations are planned on introductory management interventions:

- an evaluation in the form of multiple choice questions and course questions that will mainly focus on the content of the lectures (50%)
- an evaluation on the application of the concepts developed to the case of a company (case study) (50%)

**Semester: 1 - Teaching unit: Personal and professional development**
**Course title: Business English**
**1. Teaching Objectives**

 a) Pedagogical objectives

- The aim of this course is to broaden the vocabulary related to the world of work and to use a variety of grammatical structures in order to improve fluency and communication skills in the English language, both orally and in writing, in different professional contexts.
- Teaching presupposes a B1 level in the Common European Framework of Reference for Languages. The student will have the opportunity to practice and will be encouraged to validate his knowledge by a certification in the English language in the 2nd or 3rd year: the University of Cambridge BEC/ LINGUASKILL.

 b) Skills developed

At the end of this course, the student will be able to:

- read an article in the Anglo-Saxon press and talk about it,
- to understand and write a professional letter or a simple report,
- make oral presentations,
- Understand authentic audio/video materials.

 c) Practical Modalities & Pedagogical Method

Number of hours of tutorials: 27 hours of tutorials in the whole class.

The teaching, which lasts a total of 26 hours, takes place in 13 sessions of 2 hours of lessons. The course is largely inspired by current economic events and uses authentic multimedia materials. It is also based on published educational materials. The pedagogy is interactive; Students work in small groups and in pairs. Since participation is essential, activities that encourage speaking are preferred, such as role-playing

**2. Course outline**
**Detailed plan**

50% of the content of the teaching consists of themes that are exploited by audio, written and video sequences, in order to teach grammatical, lexical and cultural content. 50% consists of the preparation of the BEC / LINGUASKILL level B1 /B2 certification.

- Discover the university in France, Great Britain, the USA and Germany. Going on ERASMUS.
- Discover the world of work and the concept of "making a career"
- BEC / LINGUASKILL preparation level B1.
- How to make a video to present the Jean Monnet University of St Etienne abroad.

**References**

- Market Leader Preliminary, David Cotton, Pearson & FT publishing.
- International Express Post Intermediate, Rachel & Frances Watkins, OUP
- Pass Cambridge BEC Pre 2nd Edition, Wood, Summer Publishing
- *Business Partner*, Pearson & FT Publishing by Iwonna Dubicka <http://www.economist.com/>

**3. Evaluation methods: continuous assessment**

- A mid-semester test counting on 50 pts
- An end-of-semester test on 90 pts
- A score of oral participation out of 20 pts.
- the UJM presentation video on 20 pts.

**Semester:**

**Teaching unit:** .....

**Course title:** Sales techniques

**Languages:** English

## 1. Teaching Objectives

### a) Educational objectives

- Learn about commercial negotiation via communication tools and according to communication channels
- Know how to optimize the approach and discovery phase of the prospect/customer in a B to C and B to B context
- Know the commercial objectives, the stages of a sales interview, and know how to deal with objections to negotiate with a clientele of individuals and professionals
- Know how to close and follow up on a sales/purchase interview through sales techniques.
- Discover and improve your own negotiation skills through buy/sell simulation workshops

### b) Skills developed

At the end of this course, the student will be able to:

- Applying the rules of communication in the workplace
- Define your objectives and your commercial strategy
- Negotiate (buy and sell) products and services to a professional clientele
- Develop sales pitches (sales supports for the customer and the sales force)
- Achieve sales targets and follow up with customers

### c) Practical details and teaching method

Number of hours CM: 9H

/ Number of hours TD: 12H

## 2. Course outline

### a) Detailed plan

- Section 1. Introduction to Selling
- Section 2. Communication in a sales situation
- Section 3. The sales process – sales prospecting
- Section 4. Preparation for the visit
- Section 5. Customer discovery
- Section 6. Convincing your customer
- Section 7. Handling objections

- Section 8. The price objection
- Section 9. Conclusion and customer follow-up

**b) Bibliographical references (2 minimum)**

- Le grand livre de la vente : éditions Dunod, Nicolas Caron, Frédéric Venduvre,
- L'essentiel pour négociier, Harvard Business Essentials, Editions les Echos

### 3. Evaluation methods

- *Mid-term assessment: MCQ (individual mark - theoretical knowledge): 40% of the final mark*
- *Evaluation in TD:*
  - *Sales prospecting simulations (group score - oral): 30% of the final mark*
  - *Commercial negotiation simulations: 30% of the final grade*

**Semester: 3 - Teaching unit: Personal and professional development**

**Course title: Business English**

**1. Teaching Objectives**

a) Pedagogical objectives

- The aim of this course is to broaden the vocabulary related to the world of work and to use a variety of grammatical structures in order to improve fluency and communication skills in the English language, both orally and in writing, in different professional contexts.
- Teaching presupposes a B1 level in the Common European Framework of Reference for Languages. The student will have the opportunity to practice and will be encouraged to validate their knowledge through an English language certification: the University of Cambridge BEC/ LINGUASKILL.

b) Skills developed

At the end of this course, the student will be able to:

- read an article in the Anglo-Saxon press and talk about it,
- to understand and write a professional letter or a simple report,
- make oral presentations,
- Understand authentic audio/video materials.

c) Practical Modalities & Pedagogical Method

Number of hours of tutorials: 26 hours of tutorials in the whole class + 6 hours of oral tutorials.

The teaching, which lasts a total of 26 hours, takes place in 13 sessions of 2 hours of lessons, plus one hour of oral training every two weeks on the S3. The course is largely inspired by current economic events and uses authentic multimedia materials. It is also based on published educational materials. The pedagogy is interactive; Students work in small groups and in pairs. Since participation is essential, activities that encourage speaking are preferred, such as role-playing

**2. Course outline**

**Detailed plan**

50% of the content of the teaching consists of themes that are exploited by sound documents, written documents and video sequences, in order to teach grammatical, lexical and cultural content. 50% consists of the preparation of the BEC/LINGUASKILL certification level B1 / B2.

- o ESG: Environmental Social Governance (CSR)
- o The job market – cover letter / CV / video.
- o BEC / LINGUASKILL preparation level B1 for certain groups / level B2 "Fast-Track groups"
- o The world of finance: pricing strategy, investing in the stock market.

**References**

- Intelligent Business Intermediate, Trppet and Tullis, Pearson
- International Express Post Intermediate, Rachel & Frances Watkins, OUP
- Pass Cambridge BEC Vantage 2nd Edition, Wood, Summer Publishing
- *Business Partner*, Pearson & FT Publishing by Iwonna Dubicka <http://www.economist.com/>

**3. Evaluation methods: continuous assessment**

- A mid-semester test counting on 50 pts
- An end-of-semester test on 90 pts
- An oral test of BEC B1 / LINGUASKILL on 30 pts
- A score of oral participation out of 20 pts.

**Semester: 5**

**Teaching unit: Personal and professional development**

**Course title: English**

## 1. Teaching Objectives

### a) Pedagogical objectives

- The aim of this course is to broaden the vocabulary related to the world of work and to use a variety of grammatical structures in order to improve fluency and communication skills in the English language, both orally and in writing, in different professional contexts.
- Teaching presupposes a B2 level in the Common European Framework of Reference for Languages. The student will have the opportunity to practice and will be encouraged to validate his knowledge by a certification in the English language.

### b) Skills developed

At the end of this course, the student will be able to:

- read an article in the Anglo-Saxon press and talk about it,
- to understand and write a professional letter or a report
- make oral presentations
- Understand authentic audio/video materials

### c) Practical Modalities & Pedagogical Method

Number of hours CM: 0 / Number of hours TD:36h

- The teaching, which lasts a total of 36 hours, takes place in 13 sessions of 2 hours of lessons plus one hour of oral training every two weeks on the S5. The course is largely inspired by current economic events and uses authentic multimedia materials. It is also based on published educational materials. The pedagogy is interactive; Students work in small groups and in pairs. Since participation is essential, activities that encourage speaking are preferred, such as role-playing

## 2. Course outline

### Detailed plan

The content of the teaching consists of themes that are exploited by audio, written and video sequences in order to teach grammatical, lexical and cultural content.

Semester 5:

- Social networks in the context of job search, create a video CV
- The world of work and current HR trends
- Work-life balance
- Certification preparation

### References

- Intelligent Business Intermediate, Trppet and Tullis, Pearson
- International Express Post Intermediate, Rachel and Frances Watkins, OUP
- Pass Cambridge BEC Vantage 2nd Edition, Wood, Summer Publishinga
- Market Leader, Upper Intermediate, Cotton, Falvey and Kent, Pearson Longman

## 3. Evaluation methods

The evaluation is in continuous assessment. For each semester:

- A mid-semester test counting for about 30%
- An end-of-semester test including an oral part counting for about 50%
- An oral participation score of approximately 20%

## 1. Teaching Objectives

### a) Pedagogical objectives

This course aims to:

- To trace the historical emergence of the "Human Resources" function
- Define Human Resources Management (HRM) and identify the main objectives
- Identify the multiple activities that can be related to HRM
- Know the various roles and responsibilities of HRM in the organization
- Analyze the current challenges of HRM
- Approach the recruitment activity through its foundations, process, main techniques and sources.

### b) Skills developed

At the end of this course, the student will be able to:

- Situate and understand the role of the HR function in the organization
- Identify the roles of HR professionals as strategic partners and agents of change in the organization
- Setting up a comprehensive recruitment process in an organization

### c) Practical Modalities & Pedagogical Method

Number of hours CM: 12 / Number of hours tutorial: 9

The lectures will aim to introduce the foundations of human resources management in organizations and to address a first activity, which is recruitment. The tutorial sessions will be organized around the analysis of business cases.

## 2. Course outline

### Detailed plan

#### Chapter 1 – The "Human Resources" function

##### I. How has the HR function developed?

- A. The regulatory framework
- B. Economic dynamics
- C. Internationalization
- D. The evolution of the social partners
- E. Modes in Management

##### II. What is the role of the HR function?

- A. Administer efficiently
- B. Developing employee engagement

- C. Driving change
- D. Implement the strategy

III. What activities does the HR function offer?

A – Basic activities

- Employment management
- Remuneration
- Recruitment
- Training
- Career management
- Skills management

B – Other activities

- Communication
- Developing employee satisfaction
- Industrial relations and social dialogue
- Improving working conditions
- International development
- External relations

IV. How is the HR function structured in organizations?

A – The organizational chart of the HR function

- a) The specificities of VSEs/SMEs
- b) The HR function in large companies
- c) The HR function in the subsidiaries of multinationals

B – L'externalisation

- a) Definition
- b) Advantages and risks of outsourcing
- c) Outsourcing the HR function in practice

V. How can the HR function help create added value for the organization?

A - Analyze your "market"

B - Segment your "market"

The expectations of "internal customers"

A – Employees' expectations

- 1) Fairness
- 2) Employability

3) Ethics

4) Recognition

B – Management expectations

1) Sharing the "vision"

2) Sharing knowledge

3) The division of powers

4) "HR that understands business"

C – The expectations of the social partners

1) Listening

2) Compliance with the rules

3) Social dynamics

D – The expectations of the general management

1) Safety

2) Competitiveness

3) Value creation

## Chapter 2. The recruitment process

A – Recruitment strategy

1) Define the recruitment strategy

2) Become an attractive employer

B – Preparation for recruitment

1) Expression of the request

2) Analysis of the demand

3) The definition of the position and the competency framework

C – The search for applications

1) Internal prospecting

2) The search for external candidates has. Means of prospecting

b. Sources of external recruitment

- Internet

- Unsolicited applications

- Classified ads

- Other sources

D – Selection of candidates

1) The first sorting

2) Interviews

3) Tests

- Physical or mental aptitude tests
- Personality tests
- Les tests de situations (« assessment centers »)
- The limits of testing

#### E – Reception and integration

- 1) The Decision
- 2) The proposal
- 3) Reception
- 4) Integration

#### **Bibliographical references (2 minimum)**

##### Reference works

- Peretti J.M. (2021), *Fast & Curious RH*, Vuibert.
- Peretti J.M. (2019), *Ressources Humaines*, Vuibert, 17<sup>ème</sup> édition.
- Thévenet M., Dejoux C., Marbot E. & Bender A.-F. (2007), *Fonctions RH : politiques, métiers et outils des ressources humaines*, Pearson Education.
- Peretti J.M. (2012), *Tous DRH : Les meilleures pratiques par 51 professionnels*, Editions d'Organisation; 4e édition.
- Cadin L., Guérin F. & Pigeyre F. (2007), *Gestion des ressources humaines : pratiques et éléments de théorie*, Dunod, Paris, 3<sup>ème</sup> édition.
- Guerrero G. (2004), *Les outils de la GRH, six savoir-faire essentiels en GRH*, Dunod.
- Martory B. & Crozet D. (2005), *La gestion des ressources humaines*, Dunod, Paris.

##### Example of research articles

- Robert-Huot G. & Cloutier J (2020), Human Resources Management in SMEs: A Systematic Analysis of the Literature, *P.M.E. International Review*, 33 (1), p.101–146.
- Guérin F., Pigeyre F. & Gilbert P. (2009), The professionalization of the HR function: Myth and limits, *Revue Française de Gestion*, n°194, p.105-121.

### 3. Evaluation methods

Two evaluations are planned:

- An evaluation in the form of multiple choice questions that will focus mainly on the content of the lectures
- An evaluation on an application of the concepts developed to the case of a real company (case study)

**Semester : 1**

**Teaching unit: UE1**

**Title of the course: Theory of Organizations**

## 1. Teaching Objectives

a) Pedagogical objectives

Organizational theory has been the subject of different approaches developed over many years.

This course leads to the presentation of these different approaches and shows their articulation according to the history and history of companies.

b) Skills developed

At the end of this course, the student will be able to:

- Know the different approaches
- Understanding evolution across different approaches
- Have a reading grid of organizations - Analyze organizations according to the context

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c) Practical Modalities & Pedagogical Method

Number of hours CM: 12h

Number of hours TD: 12h

## 2. Course outline

### *General Introduction*

1. The classic school of organizations
  - a. Taylor, Taylorism, OST
  - b. Fayol and the administrative organization of work
  - c. Weber and bureaucratic theory
2. The School of Human Relations
  - a. The foundations of the school of human relations
  - b. Leadership styles and group management
  - c. Theories of motivation
3. The systemic approach to organizations
  - a. The systemic approach
  - b. The socio-technical approach

4. Organization and structure
  - a. Characteristics of the structures
  - b. Mintzberg's structural configurations
  - c. Theories of contingency
5. Theories of decision
  - a. Rationality
  - b. The decision-making process
6. The theory of the firm
  - a. Agency theory
  - b. Transaction costs

#### **References:**

##### Reference works:

- DESREUMAUX A. (2015), Théorie des organisations, Collection les essentiels de la gestion, Editions EMS.
- LANDRIEUX-KARTOCHIAN S., (2020), Théorie des organisations, Gualino.
- Mintzberg H., (1982), Structure et dynamique des organisations, Editions d'Organisation .
- Mintzberg H., (1990) Management. Voyage au the centre of organisations, Editions d'Organisation. -  
PLANE J-M., (2019), Management des organisations, Dunod, 5th edition.

### **3. Evaluation methods**

Two evaluations are planned on introductory management interventions:

- an evaluation in the form of multiple choice questions and course questions that will mainly focus on the content of the lectures (60%)
- an evaluation on the application of the concepts developed to the case of a company (case study) (40%)

**Semester: 3**

**Teaching unit: UE 3-1**

**Course title: Strategic diagnosis of the organization's activities**

## 1. Teaching Objectives

### a) Pedagogical objectives

This teaching aims to

- Understand the usefulness of different strategic analysis matrices and models.
- To know the different stages of the implementation of a strategic diagnosis.
- Identify an organization's competitive advantage.

### b) Skills developed

At the end of this course, the student will be able to:

- Correctly use the different matrices and models of strategic analysis.
- Differentiate and define the notions of positioning, intention and strategic objectives.
- Establish a strategic diagnosis appropriate to the organizational context studied.
- Formalize and analyze a value chain.

### c) Practical Modalities & Pedagogical Method

Number of hours CM: 9h

Number of TD hours: 9h

The lectures will aim to present key concepts of strategic diagnosis and analysis of the organization's activities. The facilitation of the tutorial sessions will be organized around the analysis of business cases. The first sessions, which are not evaluated, will allow students to practice the application of concepts, tools, models and matrices. Oral exams will gradually correct common errors. The last case study will be evaluated.

## 2. Course outline

### 1. **Intention, positioning and strategic objectives**

- has. The strategic intent
- b. Strategic positioning
- c. Strategic objectives
- d. The resource-based approach

### 2. **Matrices and models**

- has. The BCG Matrix
- b. The McKinsey Matrix
- c. The ADL matrix
- d. The TOWS matrix
- e. The LCAG model

### 3. **Strategic diagnosis**

- has. Strategic diagnosis
- b. Competitive advantage
- c. The SAR Approach
- d. The value chain

### References:

#### Reference works

- Johnson G., Whittington R., Scholes K., Angwin D. et Regner P. (2017), *Stratégie*, Dunod, 10<sup>ème</sup> édition.
- Porter M. (2003 [1985]), *L'avantage concurrentiel*, Dunod.
- Thietart R.A., Xuereb J.M., Barthélemy J., Donada C., van Wijk G. (2015), *Stratégies - Des concepts à leur mise en œuvre*, Dunod, 3<sup>ème</sup> édition
- Faulkner D. et Campbell A. (2003), *Oxford Handbook of Strategy: A strategy overview and competitive strategy*. OUP Oxford.
- Dumoulin R., Guieu G., Meschi P.-X. et Tannery F. (2010), *La stratégie de A à Z*. Dunod.

## **3. Evaluation methods**

Two evaluations are planned:

- an evaluation in the form of commentary(s) on text(s) which will mainly focus on the content of the lectures.
- a group assessment in tutorials on a case study.

**Semester: 4**

**Teaching unit: UE4-3 Tools and methodology**

**Course title: Business game**

## 1. Teaching Objectives

a) Pedagogical objectives

- Apply knowledge of how the market and businesses work
- Reflect on the decision-making process within a company and its implications
- Learn to organize as a team

b) Skills developed

At the end of this course, the student will be able to:

- Make strategic and operational choices based on the analysis of summary documents and the environment
- Analyze and defend management decisions orally and in writing

c) Practical Modalities & Pedagogical Method

24 hours TD / Shift work over a week

## 2. Course outline

### Detailed plan

- Five decision sheets to be submitted during the week: accounting, finance, production, human resources, communication, price, quality, etc.
- Four documents written during the week: positioning, projected income statement and balance sheet, analysis of their variances and retrospective analysis of strategic choices.
- Two oral exams: defense at the end of the week in front of the board of directors and debriefing the following week.

### References

Shadow Manager Game

## 3. Evaluation methods

Oral presentation before the board of directors (coefficient 2) and all other work (coefficient 1).

**Semestre : 6 – L3 Management & International Business**  
**Unité d'enseignement : UE International Management**  
**Intitulé de l'enseignement : International Business Strategy**

## 1. Teaching objectives

### a) Pedagogical objectives

This course introduces the main trends and concepts of business policy and strategy via an international perspective. It aims to make students aware of the challenges, opportunities and threats linked to local and foreign markets. This course aims to :

- Understand the dynamics of the local and global environment in which firms operate.
- Present the different types of international strategies.
- Know how to assess an organisations' strategic positioning and strategic choices, while integrating the international context into the strategic management process.

### b) Skills developed

Upon completion of this course, the student will be able to:

- Use analytical tools to understand an international context.
- Use analytical tools to select the right foreign country(ies) and entry mode(s).
- Formulate strategic recommendations for the international development of a company.
- Guide strategic decisions according to the new trends of international business.

### c) Practicalities & Teaching method

Number of lecture session hours (CM): 12h

Number of practical class hours (TD): 9h.

The lecture sessions will aim at presenting key notions of strategic management in an international context. The practical classes will be organized around the analysis of articles and business cases.

## 2. Course outline

### 1) **Concepts and context of international business**

- a) Key definitions
- b) Opportunities and reasons for opening up to other markets
- c) Mechanism of internationalization

### 2) **Internationalization process and strategies**

- a) Theoretical frameworks (Uppsala Model, Network Model, Accelerated internationalization)
- b) Types of international strategies (Export strategy, Multinational strategy, Transnational strategy, Global strategy)
- c) Framework for an international strategic management process

### 3) **Tools and devices for conducting an international strategy**

- a) CAGE distance framework
- b) Scoring model to assess risks
- c) Export performance indicators approach
- d) Entry modes selection
- e) Export Support Programs

### 4) **New trends of international business**

- a) Internationalization and the Grand Challenges
- b) Decarbonated internationalization
- c) Digitalization and internationalization

**Bibliographic references :**

Books :

- *Management international* (2017), by Hanane Beddi and Sophie Nivoix, edition Vuibert, 224 pages
- *Fundamentals of Global Strategy* (2012), by Cornelis A. de Kluyver,  
<https://open.umn.edu/opentextbooks/textbooks/130>
- *Foundations of Strategy* (2015), by R. Grant and J. Jordan, ed. Wiley, 2nd edition, 528 pages

Articles :

- *From internationalization to evolution: The Uppsala model at 40 years* (2017), by Vahlne J. and Johanson J., Journal of International Business Studies
- *Internationalization strategy, firm resources and the survival of SMEs in the export market* (2014), by Suis S. and Baum M., Journal of International Business Studies
- *Export promotion programs, export capabilities, and risk management practices of internationalized SMEs* (2020), by Catanzaro A. and Teyssier C., Small Business Economics

### 3. Methods of evaluation

Two assessments are planned:

- An evaluation in the form of text commentary(s) that will focus on the content of the lectures.
- An oral presentation on a case study, per group, during TD

**Semestre : 6 – L3 Management & International Business**  
**Unité d'enseignement : UE International Management**  
**Intitulé de l'enseignement : International Entrepreneurship**

## 1. Teaching objectives

### a) Pedagogical objectives

Starting and operating a new venture in one's own country involves considerable risk and energy to overcome all the obstacles involved. These are significantly compounded when one crosses national borders - the fate of the global entrepreneur. This course is designed to help understanding all these international obstacles and to assist in starting and growing a successful international venture.

### b) Skills developed

At the end of the current course, students will be able to develop:

- 1- A clear understanding of the key aspects of being a global entrepreneur and identifying global opportunities.
- 2- A set of useful ideas for elaborating a successful global business plan.
- 3- The ability to use and carry out several frameworks employed to manage a global entrepreneurial enterprise.

### c) Practicalities & Teaching method

Number of lecture session hours (CM): 11h

Number of practical class hours (TD): 10h.

The lecture sessions will aim at presenting key notions of entrepreneurship in an international context. The practical classes will be organized around the analysis of business cases. Teamwork exercises and activities will complete the suggested pedagogical tools.

In summary, the course will be based on different tools: PPT presentation, illustrations, videos, teamwork, case studies.

## 2. Course outline

### **Session 1 (3h) - Selecting International Business opportunities**

- Foreign market selection model
- Developing foreign market indicators

### **Session 2 (3h) - Developing the global business Plan (Target market)**

- Opportunity assessment plan
- Purpose of a global business plan
- Aspects of a global business plan

### **Session 3 (3h) - Developing the global business Plan (Local foreign competition)**

- Do's and Don'ts of the global business plan
- Sample global business plan

### **Session 4 (3h) - Global Marketing Strategy**

- Technological environment
- Developing and implementing the best marketing strategy

### **Session 5 (3h) - Finding the resources in an international context**

- Types of resources
- International strategic alliance

**Session 6 (3h) - Implementing and managing a global entrepreneurial strategy**

- Global strategic planning
- Global organizational structure

**Session 7 (3h) – Final Summary & Oral presentations**

- Global case study
- Final students' presentations

**Bibliographic references :**

Barringer BR & Ireland RD (2010) Entrepreneurship: Successfully launching new ventures. 3rd edition.  
Eren, A-A (2019) Dynamics of Globalization at the Crossroads of Economics, Edition: Peter Lang.  
Grant RM & Jordna J (2015) Foundations of strategy. 2nd Edition  
Hisrich R (2016), International Entrepreneurship: Starting, developing, and managing a global venture. 3rd Edition,

<b>3. Methods of evaluation</b>
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Course grades will be determined as follows:

**Continuous assessment (50%):** Classroom activities; Teamwork (Written documents); Class participation.

**Final exam (50%):** Oral presentations

# ECONOMICS AND INTERNATIONAL TRADE

## LECTURES OVERVIEW

### Learning outcomes:

The aim of the lectures is to give students a solid understanding of economic fundamentals.

#### 1. Understanding the nature of economics

- Distinguish between microeconomics and macroeconomics
- Identify and explain the nine central concepts in economics
- Explain the meaning of scarcity in relation to sustainability
- Identify and explain the four factors of production
- Explain the meaning of opportunity costs and its relationship to choice and free goods

#### 2. The three basic economic questions: resource allocation and output/income distribution

- Identify and explain the three basic economic questions
- Distinguish between the role of markets and government intervention in designing and proposing solutions to the basic economic questions

#### 3. Understanding the world by use of models

- Identify and explain the relationships illustrated in the **P**roduction **P**ossibilities **C**urve
- Use the PPC model to explain opportunity cost, scarcity, choice, unemployment, efficiency, actual growth and growth in production possibilities
- Be able to draw a diagram to explain all the above concepts in the PPC model
- Distinguish between increasing versus constant opportunity cost in the PPC model

#### 4. The method of economics

- Explain the use of logic, hypotheses, models and theories in positive economics
- Explain the role of the *ceteris paribus* assumption

#### 5. A brief history of economics thought

- Explain the major schools of thought from the 18<sup>th</sup> century to the present
- 18<sup>th</sup> Century: Adam Smith and laissez-faire
- 19<sup>th</sup> Century: utility theory in classical microeconomics, the concept of the margin, Say's law in classical macroeconomics
- 20<sup>th</sup> century: the Keynesian revolution, the emergence of macroeconomic policy, the monetarism and new classical counter revolution
- 21<sup>st</sup> century: behavioural economics, growing awareness of the interdependence between the economy, society, the environment and the need to move toward a circular economy

## **ASSESSMENT:**

The **1:30 hours** long assessment will cover the topics seen mainly in the lectures and some in the seminars. It will take the form of **MCQs** along with some **open questions** and will come as **an addition** to your **oral presentation** in which you will reinvest, whenever necessary, topics seen in both lectures and seminars (see details below).

## **INTERNATIONAL TRADE SEMINARS**

### **1. Learning outcomes**

The aim of the seminars is to give students the opportunity to apply their knowledge of international trade theory and policy to real-world cases.

### **2. Topics covered in the seminars**

- The benefits of trade: the comparative advantage.
- Trade protectionism and restrictions: quotas, tariffs, export subsidies and production subsidies.
- Economic integration: custom unions and free trade areas.
- Exchange rates and the balance of payments (if time allows)

### **3. Resources**

- Videos, articles, problem-solving worksheets and MCQs.
- Websites (among others): **tradingeconomics.org**  
**oecd.org**  
**imf.org**

### **4. End of seminar project**

The project involves the study of the trade patterns, protectionism and economic issues related to a specific commodity or product. Whether a primary commodity or manufactured good, it must be something in which there is significant international trade. This project will take the form of an oral presentation done in pairs.



	<b>Syllabus</b>	
	<b>Licence MCF + Licence MIB</b>	

**Semestre : 6**

**Unité d'enseignement : « UE 6-1 - Maitrise des outils et de l'environnement (L3CCAF) » / « UE 6-2 : General Management » (L3MIB)**

**Intitulé de l'enseignement : Financial Markets**

## 1. Objectifs de l'enseignement

### a) Objectifs pédagogiques

This course aims to give you a basic understanding of the financial markets, how they work, the financial products that are traded in these markets and their fundamental role for companies: stocks markets, bonds markets, foreign exchange markets, derivatives markets, regulated and non-regulated markets...

### b) Compétences développées

À l'issue de ce cours, l'étudiant sera capable de :

Understand how each segment of the financial markets responds to specific issues from a corporate perspective.

Understand the fundamental concepts in finance (risks and their management; yield, capital gain and return...)

Understand the fundamental relationships between these concepts in corporate finance (risk and return, risk hedging).

### c) Modalités pratiques & Méthode pédagogique

Nombre d'heures CM : 12H

/

Nombre d'heures TD : 6H

## 2. Plan du cours

### a) Plan détaillé

1) INTRODUCTION : What "are" financial markets...or what do they do?

2) THE MAIN FINANCIAL PRODUCTS AND THEIR MARKET

2.1 The stock market(s)

What is a stock?

Risk and return

2.2 The bond market

What is a bond?

Interest rate and bond value

2.3 FX market

2.4 The derivative markets

Definition of a derivative

A closer look at options and stock options

3) MARKETS USEFULLNESS FROM THE CORPORATE POINT OF VIEW.

**b) Références bibliographiques (2 minimum)**

- Guide to Financial Markets: Why They Exist and How They Work Broché – 24 juillet 2018; Édition en Anglais de The Economist (Auteur), Marc Levinson (Auteur)
- Corporate Finance: Theory and Practice Paperback – 17 Feb. 2022, by Pascal Quiry (Author), Yann Le Fur (Author), Pierre Vernimmen (Author)

**3. Modalités d'évaluation**

- *Contrôle continu : 1 QCM + 1 écrit*

# Syllabus

**Module Title: Corporate Social Responsibility**

Duration of the module:

9 CM  
12 TD

**COMPETENCIES AND OBJECTIVES TARGETED IN THE MODULE (expected abilities):**

- Making the link between sustainable development and economic development in companies
- Master the key concepts of CSR
- Understand the strategic and operational deployment stages of CSR
- Identify the levers of responsible communication
- Arming yourself against greenwashing

**PEDAGOGICAL PROGRESSION**

N° Pedagogical session  CM + TD	Duration (in h)	Course Title (theme)	Summary description of the sequence (associated knowledge addressed, content,...)	Pedagogical modality (lectures, Simulation through case studies collective or individual, MCQ training, exercises...)	Independent work required
1  Week of 10/02/25	CM 1h30  TD 1h30	Introduction to CSR and DD	Diving into SD and the CSR  Components of CSR Pillars of SD and SDGs  The 2030 Agenda: A Look Back 40 years of progress	Collective intelligence workshop: collective mapping on a whiteboard  Lecture	CSR scan case study and HR issues
2  Week of 24/02/25	CM 1h30  TD 1h30	CSR, Strategic reality of companies	Understanding the legal framework and CSR Volunteer  European VS global approach	Collective debate  Lecture	Oral presentation Case Study

<p>3</p> <p><b>Week of 10/03/25</b></p>	<p>CM 1h30</p> <p>TD 1h30</p>	<p>Deployment of the strategy CSR in Company and communities</p>	<p>Carrolls Pyramid and ISO 26 000</p> <p>CSR diagnosis</p> <p>Materiality Matrix</p>	<p>Lecture</p> <p>Collective case study preparation</p>	<p>Case study: CSR scan of a company in the sector Industrial Issues, Communication Challenges and Issues</p>
<p>4</p> <p><b>Week of 17/03/25</b></p>	<p>CM 1h30</p> <p>TD 1h30</p>	<p>Deployment of the strategy CSR in Company and communities</p>	<p>Strategic Framing</p> <p>Action plan</p> <p>Performance measurement CSR</p>	<p>Lecture</p> <p>Oral presentation Case Study</p>	<p>Plan Case Study of shares</p>
<p>5</p> <p><b>Week of 24/03/25</b></p>	<p>CM 1h30</p> <p>TD 1h30</p>	<p>Communicates R responsibly</p>	<p>The tools of a communication campaign responsible</p> <p>How to avoid the pitfalls of greenwashing?</p>	<p>MCQ: CM</p> <p>Lecture</p>	<p>Communication case study</p>
<p>6</p> <p><b>Week of 31/03/25</b></p>	<p>TD 2x 1h30</p>	<p>Diagnosis of the level of maturity of an SME</p>	<p>Maturity analysis tool ISO 26,000 CSR</p>	<p>Collective intelligence</p>	<p>Case Study: Collaborative Work</p>
<p>7</p> <p><b>Week of 31/03/25</b></p>	<p>TD 2x 1h30</p>	<p>Prioritise the impact on its stakeholders according to the major CSR issues of The organization</p>	<p>Realization of a materiality matrix</p>	<p>Working in groups</p>	<p>Stakeholder Group Case Study</p>
<p>8</p> <p><b>Week of 07/04/25</b></p>	<p>TD 1h30</p>	<p>Addressing your target in a Efficient and responsible</p>	<p>Creating a communication adapted to the CSR</p>	<p>Collective intelligence</p>	<p>Development of communication plan responsible</p> <p>Collective feedback and self-assessment of learning</p>
<p>9</p> <p><b>Week of 24/03/25</b></p>	<p style="text-align: center;"><b>TEST</b></p> <p style="text-align: center;">1h30</p>				



## CREATIVITY & INNOVATION WORKSHOP

Course	Management de l'innovation & créativité / <i>Creativity &amp; Innovation Workshop</i>
Program	Licence 3
Schedule	12hCM + 9hTD

### LEARNING OBJECTIVE

This workshop proposes a *learning-by-doing* approach inspired by hackathons and startups weekend. The theoretical roots of the workshop come from the *Creative Problem Solving* (CPS) method (Osborn, 1963). And we develop and adapt tools for entrepreneurs, practitioners, and students.

The learning objective of the workshop “Innovation Game” is to initiate participants to creativity and innovation management. More specifically, the learning objectives of this workshop are:

1. understanding the fundamental principles of creativity and innovation management;
2. providing tools for creative thinking and innovation that are used in business settings;
3. developing creative abilities and finding creative solutions to problems;
4. experiencing a process of innovation *via* the resolution of a challenge.

### TEACHING APPROACH

During Licence 3 (Semester 2), participants experience the “Creativity & Innovation Workshop”, in team, to answer a challenge. Each team is composed of people from various backgrounds, experiences, and personalities. Team diversity is great asset for innovation. The final version of the proposed concept is presented during a pitching session. An *Innovation Game Manual* will be provided to guide the participants during all their learning process. The objective of the challenge is to propose an original, feasible, and useful concept. The teams are in competition to develop a unique solution to meet the challenge.

To provide the most complete teaching approach, the learning process is based on both (1) teamwork and individual work; (2) oral presentation and written paper; (3) theoretical foundation and practical experience.

### COURSE DESCRIPTION

The challenge: “Provide an original, useful, and feasible solution to redesign a brand”

Part 1 – Problem Framing (6h)

Part 2 – Inspiration Seeking (6h)

Part 3 – Creative Thinking (6h)

Part 4 – Solution Pitching (3h)

### **COURSE EVALUATION**

- 50% Pitch & Team Cohesion
- 50% Report & Deliverables

### **COURSE MATERIAL**

- Innovation Manual
- Post-it / Modelling clay / Lego / Magazine / Scotch tape / Scissors / Paper

### **REFERENCES**

- Isaksen, S. G., Dorval, K. B., & Treffinger, D. J. (2000). *Creative approaches to problem solving: A framework for change*. Kendall Hunt Publishing Company.
- Isen, A. M., Daubman, K. A., & Nowicki, G. P. (1987). Positive affect facilitates creative problem solving. *Journal of Personality & Social Psychology*, 52(6), 1122.
- Lumsdaine, E., & Lumsdaine, M. (1994). *Creative problem solving*. IEEE Potentials, 13(5), 4-9.
- Osborn, A. F. (1963). *Applied imagination; principles and procedures of creative problem-solving: principles and procedures of creative problem-solving*. Scribner.

**Semester: 6****Teaching unit: Personal and professional development****Course title: Advanced Business English**

## 1. Teaching Objectives

### a) Pedagogical objectives

- The aim of this course is to broaden the vocabulary related to the world of work and to use a variety of grammatical structures in order to improve fluency and communication skills in the English language, both orally and in writing, in different professional contexts.
- Teaching presupposes a B2 level in the Common European Framework of Reference for Languages. The student will have the opportunity to practice and will be encouraged to validate his knowledge by a certification in the English language.

### b) Skills developed

At the end of this course, the student will be able to:

- read an article in the Anglo-Saxon press and talk about it,
- to understand and write a professional letter or a report
- make oral presentations
- Understand authentic audio/video materials

### c) Practical Modalities & Pedagogical Method

Number of hours CM: 0 / Number of TD hours:48h

- The teaching, which lasts a total of 48 hours, is divided into 39 hours of lessons in the whole class and 4.5 hours of oral training in half groups on the S6. The course is largely inspired by economic and international news and follows the themes covered in the other courses of the L3 MIB using authentic multimedia documents. It is also based on published educational materials. The pedagogy is interactive; Students work in small groups and in pairs. Since participation is essential, activities that encourage speaking are preferred, such as role-playing

## 2. Course outline

### Detailed plan

The content of the teaching consists of themes that are exploited by audio, written and video sequences in order to teach grammatical, lexical and cultural content.

1. Travelling for business
2. Customer service
3. The product cycle and manufacturing processes, producing abroad and CSR issues
4. Global Marketing
5. Internationalization: Export markets and international strategies
6. Working across cultures

### References

- Intelligent Business Intermediate, Trppet and Tullis, Pearson
- International Express Post Intermediate, Rachel and Frances Watkins, OUP
- Pass Cambridge BEC Vantage 2nd Edition, Wood, Summer Publishinga
- Market Leader, Upper Intermediate, Cotton, Falvey and Kent, Pearson Longman

### 3. Evaluation methods

The evaluation is in continuous assessment.

- A mid-semester test counting for about 30%
- An end-of-semester test including an oral part counting for about 50%
- An oral participation score of approximately 20%