



SUMMER PROGRAM STUDENT HANDBOOK 2016







INTRODUCTION

Nancy/Metz, December 9th, 2015

Dear participants,

*I am looking forward to meeting and working with you during the Summer Program 2016. The program has been designed to **support your learning and understanding** of business. You will meet lecturers who are passionate about their domain of expertise and have the opportunity to visit companies, heritage sites and European Union institutions. As you work through the different sessions you will be asked to **reflect on the concepts**, and how these might **influence your personal and professional development**.*

*Our Summer Program offers you unique experience as **you will be working in multinational and multicultural European environment during 4 weeks**. By choosing our program you will have the opportunity to explore and learn about 4 different countries: in addition to the 2 weeks that will take place in France, you will have the opportunity to visit Luxembourg, Belgium and Germany.*

I hope that you will find our program an enjoyable and valuable contribution to you in your future professional life.

Dr. Kamel Mnisri - ICN Business School
Summer Program Director



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PRESENTATION OF THE 2016 SUMMER PROGRAM

THE STAFF 2016:

Kamel MNISRI	Head of Summer Program
Frédérique BOUTIN	Head of International Office
Candi DEBLAY	International Coordinator
Eve DEMANGE	Administrative Assistant
Lucy ALCARAZ	Administrative Assistant
Stéphanie GUGLIELMINA	International Assistant

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Start of the program: June 6th

Arrival dates: June 4th-5th in Metz

First 2 weeks on ICN Campus in Metz

3rd week on ICN Campus in Nancy

4th week: on ICN Campus in Nurnberg + excursions in Strasbourg and Paris

End of the program: July 3rd



ICN BUSINESS SCHOOL SUMMER PROGRAM COURSE LIST*

Course	Duration (Hours)
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Module 1: European Institutions - 2 ECTS	
European Culture and Identity	4
History of France	4
Geopolitics	4
Geography of Europe	2
The UK and the EU	2
European Union Institutions	2
French Food and Table Tradition	2

Module 2: Management and Business in Europe - 2 ECTS	
Doing Business in France	4
Doing Business in Southern Europe	2
Doing Business in Eastern Europe	2
Sustainability	4
Managing for Creativity	2
Leadership in Europe	2
French Civilization	2

*This schedule may be modified should circumstances require so.

Module 3 - Track 1: Management Concentration - 2 ECTS	
Organizational Behavior	4
International HRM	2
HRM in Europe	2
Managing SMEs in Europe	4
International Negotiation	4
<i>Company Visit</i>	

Module 3 - Track 2: Marketing Concentration - 2 ECTS	
Communication and Advertising in Europe	4
Product Development and Innovation	4
International Pricing and Distribution	4
Managing Luxury Brands	2
Interactive Modelling	4
<i>Company Visit</i>	

Module 3 - Track 3: Management of Luxury Concentration - 2 ECTS	
Introduction to Luxury Management	4
Luxury Brands Management	4
Sustainable Luxury	4
Sourcing for Luxury Market	4
<i>Company Visit</i>	

Module 4: German Economy - 2 ECTS	
SMEs and Family Business in Germany	4
Innovation Management in Europe: German Perspective	4
East European Management Studies	4
New History of Germany	4
<i>Company Visit</i>	

Educational visits + Report - 2 ECTS	
French (elective) - 2 ECTS	



DETAILED PRESENTATION OF EACH COURSE

- **Module 1: European Institutions**
- **Module 2: Management and Business in Europe**
- **Module 3 - Track 1: Management Concentration**
- **Module 3 - Track 2: Marketing Concentration**
- **Module 3 - Track 3: Management of Luxury Concentration**
- **Module 4 - German Economy**

EUROPEAN CULTURE AND IDENTITY

<i>Length of module:</i>	4 Hours
<i>Student learning objectives:</i>	<p>Attending successfully to this lecture students should be able</p> <ol style="list-style-type: none"> 1) to develop an idea of a European culture as shared culture of the different European countries, 2) to manage the different definitions of "European", 3) to understand the links between the questions of religion, language, history, economy, politics and values on one hand, and the question of an collective European "identity" on the other hand, including its political implications for the future.
<i>Course/module content:</i>	definitions of "Europe"
	definitions of "identity"
	the concept of "culture" (W. Goodenough)
	the relation between politics and economy
	a short overview of the history of the EU
	a historical analysis of the European Continent since the Greeks presenting shared values and concepts of Europeans
	the EU and the question of religion
	the EU and the question of "European values" (Treaty of Lisbon)
<i>Teaching methods:</i>	interactive lecture
<i>Assessment:</i>	Multiple Choice Questionnaire
<i>Bibliography:</i>	<p>non-compulsory: a) Davies, N., EUROPE, A history, Pimlico 1997; b) Gownland, D., Dunphy, R., Lythe, Ch.; THE EUROPEAN MOSAIC, Prentice Hall/FT, 3rd edition 2006.</p>

HISTORY OF FRANCE

<i>Length of module:</i>	3 Hours
<i>Student learning objectives:</i>	Concepts of time and situation; principal actors ; effects of global events
<i>Course/module content:</i>	<p>Personalities through quotations: Pre 1789 Post 1789 Geographical advantage Royal Families European Rivalries</p> <p>Economics: Colonies Philosophers Political insecurity</p> <p>European Project: Power balance Culture clash</p>
<i>Teaching methods:</i>	Test on existing knowledge. Picture slides - identify personalities and dates/periods
<i>Assessment:</i>	MCQ - 15 questions
<i>Bibliography:</i>	Teacher notes

GEOPOLITICS	
<i>Length of module:</i>	4 Hours
<i>Student learning objectives:</i>	to present a global panorama of the key geopolitical challenges of the XXI century
<i>Course/module content:</i>	I. Theory glossary of key terms of geopolitics genesis and evolution of the previous globalizations in the Global History key references of the globalization of the XXI century
	II. Focus on the new Global Stakeholders (BRIC) - strong points vs. weak points
	III. Winning approach for a future Global decision Maker
<i>Teaching methods:</i>	method of synthesis, interactivity, self-motivation, general culture
<i>Assessment:</i>	QUIZ
<i>Bibliography:</i>	Francis Fukuyama The End of the History ; Samuel Huntington "The Clash of Civilizations" ; Thomas Friedman "The World is Flat"

GEOGRAPHY OF EUROPE

<i>Length of module:</i>	2 Hours
<i>Student learning objectives:</i>	Terminology; Map reading; Human impact.
<i>Course/module content:</i>	<p>Physical Geography</p> <p>Time perspective</p> <p>Space perspective</p> <p>Resources</p> <p>Population centres</p> <p>Human impact</p> <hr/> <p>Human Geography</p> <p>Environmental perspective</p> <p>Social Geography</p> <p>Migrations</p> <hr/> <p>Spain vs Greece</p> <p>Bayer video</p> <p>Turks in Germany</p>
<i>Teaching methods:</i>	Test on existing knowledge. Picture slides - identify regions and peoples
<i>Assessment:</i>	MCQ - 15 questions
<i>Bibliography:</i>	Teacher notes

THE UK AND THE EU

<i>Length of module:</i>	2 Hours
<i>Student learning objectives:</i>	Concepts of time and situation; principal actors ; effects of global events
<i>Course/module content:</i>	The British Attitude: Colonial and Industrial Power Philosophy of diplomacy Origins of the EU Domestic concerns Alliances and Enmities
	Religion: Law Political System Economics
	Suez: Unsatisfactory conditions Culture clash
<i>Teaching methods:</i>	Test on existing knowledge. Picture slides - identify personalities and dates/periods
<i>Assessment:</i>	MCQ - 15 questions
<i>Bibliography:</i>	Francis Fukuyama The End of the History ; Samuel Huntington "The Clash of Civilizations" ; Thomas Friedman "The World is Flat"

EUROPEAN UNION INSTITUTIONS

<i>Length of module:</i>	2 Hours
<i>Student learning objectives:</i>	At the end of this course the students should be able to understand which conflicting political concepts (federalism and intergovernmental approach) are structuring the hybrid EU-institutional system and how this becomes visible in the EU balance of power and the decision making process.
<i>Course/module content:</i>	relation: economy -politics
<i>Course/module content:</i>	distinction between "European institutions" and "EU-institutions"
<i>Course/module content:</i>	distinction between a federal and an intergovernmental approach
<i>Course/module content:</i>	presentation of the EU-institutions combined with a balance of power analysis
<i>Course/module content:</i>	short description of the EU-legislature procedure
<i>Teaching methods:</i>	interactive lecture
<i>Assessment:</i>	Multiple Choice Questionnaire
<i>Bibliography:</i>	non-compulsory: Gownland, D., Dunphy,R., Lythe, Ch.; THE EUROPEAN MOSAIC,(Part 3), Prentice Hall/FT, 3rd edition 2006

FRENCH FOOD AND TABLE TRADITION

<i>Length of module:</i>	2 Hours
<i>Student learning objectives:</i>	The course aims at initiating the students to the main French regional cooking characteristics / wine production as well as the traditional and cultural aspect of the behavior and timing in the professional and personal environments.
<i>Course/module content:</i>	<p>The regional diversity</p> <p>Comparison between French cuisine abroad and inland French cuisine:</p> <ul style="list-style-type: none"> - the divisions of French cuisine: <i>cuisine bourgeoise, cuisine du terroir, cuisine nouvelle....</i> - wine : the main labels and the famous areas: Burgundy, Bordeaux, Loire.... <p>The sacralization of food in France</p>
<i>Teaching methods:</i>	Lecture Discussions on the difference of perspectives on food
<i>Assessment:</i>	Exam: multiple choice question
<i>Bibliography:</i>	-

DOING BUSINESS IN FRANCE

<i>Length of module:</i>	2 Hours
<i>Student learning objectives:</i>	Upon completion of the class, students should have acquired the basics of Cross-cultural theory and should be aware of the dos and donts when doing business in France
<i>Course/module content:</i>	<p>A few facts about France:</p> <ul style="list-style-type: none"> Culture Time Process Relationship Achievement Status Work Customer Service Negotiation Communication and Behavior
<i>Teaching methods:</i>	Theory and class interaction
<i>Assessment:</i>	final exam 100% based on class topics
<i>Bibliography:</i>	Jon P. Alston, Sylvie Saillet, A Practical Guide to French Business, iUniverse inc., 2003. Peggy Kenna, Sondra Lacy, Business France, McGraw Hill Professional, 1994. Edward Twitchell Hall, Mildred Reed Hall, Understanding Cultural Differences, Consortium Book Sales & Dist, 1990.

DOING BUSINESS IN SOUTHERN EUROPE

<i>Length of module:</i>	2 Hours
<i>Student learning objectives:</i>	The course aims at exploring the specificities of a particular business-cultural context: that of Southern European countries such as Italy, Spain, and Portugal. Students are expected, at the end of the course, to be able to identify such practices and how they differ from those of their own countries. Students are also expected to be able to identify business opportunities in this region.
<i>Course/module content:</i>	<p>What is Southern Europe</p> <p>Why it is different</p> <p>Southern Europe in some numbers</p> <p>Cultural aspects</p> <p>Institutional framework</p> <p>Business environment</p>
<i>Teaching methods:</i>	<p>Lecture</p> <p>Discussion of live case-studies</p>
<i>Assessment:</i>	exam
<i>Bibliography:</i>	-

DOING BUSINESS IN EASTERN EUROPE

<i>Length of module:</i>	2 Hours
<i>Student learning objectives:</i>	The objective of the course is to introduce students to the cultural, economic and political specificities of the Eastern European countries as an example of economies in transition. The course also emphasizes the business opportunities, which exist in this region. The case of Bulgaria is used as a concrete illustration.
<i>Course/module content:</i>	Cultural, economic and political specificities of the Eastern-European countries Transition economies Macroeconomic and business environment Eastern Europe - opportunities for growth The case of Bulgaria
<i>Teaching methods:</i>	Lecture, game
<i>Assessment:</i>	exam
<i>Bibliography:</i>	-

SUSTAINABILITY	
<i>Length of module:</i>	4 Hours
<i>Student learning objectives:</i>	The course aims at exploring the new sustainability paradigm from an European perspective. At the end of the course, students are supposed to distinguish between the classical and the sustainability paradigm; they are also expected to be able to identify the pressures for sustainable practices in business as well as the main change drivers towards sustainability
<i>Course/module content:</i>	Classical vs. sustainability paradigm Stakeholders Triple bottom line: Environmental issues Social issues Shared value
<i>Teaching methods:</i>	Lecture Discussion of live case-studies
<i>Assessment:</i>	exam
<i>Bibliography:</i>	-

MANAGING FOR CREATIVITY

<i>Length of module:</i>	2 Hours
<i>Student learning objectives:</i>	Provides understanding of the fundamentals of creativity Provides opportunities for the application of creativity techniques.
<i>Course/module content:</i>	Development views and definition of creativity
	Improving creativity in the workplace
	Introduction to creative solving models
<i>Teaching methods:</i>	Examples, exercises and videos will be used to create favorable and interactive working environment for successful learning. This gives students the opportunity to think, ask questions and discuss.
<i>Assessment:</i>	Individual assignment
<i>Bibliography:</i>	The Routledge companion to creativity (Ricakrds, Runco and Moger, 2008)

LEADERSHIP IN EUROPE

<i>Length of module:</i>	2 Hours
<i>Student learning objectives:</i>	<p>Explore and explain the concept of leadership and critically evaluate its impact on the well-being of the organization.</p> <p>Contrast European leadership with other regional leadership style</p>
<i>Course/module content:</i>	<p>The concept of Leadership over time</p> <hr/> <p>Improving creativity in the workplace</p> <hr/> <p>Situational leadership</p>
<i>Teaching methods:</i>	<p>Examples, exercises and videos will be used to create favorable and interactive working environment for successful learning. This gives students the opportunity to think, ask questions and discuss.</p>
<i>Assessment:</i>	Individual assignment
<i>Bibliography:</i>	Leadership in organization (Parry and Bryman, 2006)

FRENCH CIVILIZATION

<i>Length of module:</i>	2 Hours
<i>Student learning objectives:</i>	Upon completion of the class, students should be aware of what the basic French institutions are and how modern France works.
<i>Course/module content:</i>	<p>French Institutions: the president, the government, the parliament, the legal system, defense</p> <p>French society: Demography, Structure of household, religion, education, labor force, trade unions, social welfare, health.</p>
<i>Teaching methods:</i>	Class interaction
<i>Assessment:</i>	final exam (100%) based on topics covered in class
<i>Bibliography:</i>	<p>Nadeau, Jean-Benoît and Barlow, Julie. <i>Sixty Million Frenchmen Can't be Wrong</i>. Naperville, Illinois: Sourcebooks, 2003</p> <p>Caroll, Raymonde. <i>Cultural Misunderstandings: The French-American Experience</i>. Chicago, U of Chicago P, 1988.</p> <p><i>The Cambridge Companion to Modern French Culture</i>. Ed. Nicholas Hewitt. Cambridge: Cambridge UP, 2003.</p>

ORGANIZATIONAL BEHAVIOR

<i>Length of module:</i>	4 Hours
<i>Student learning objectives:</i>	The course aims to analyze and discuss the causes and consequences of functional and dysfunctional organizational behaviors. The course presents the major topics of work psychology in a managerial approach clustered around three main topics: the individual, the group, and the organization.
<i>Course/module content:</i>	Historical overview
	The individual: Emotions Motivation & satisfaction
	The organization: Culture
<i>Teaching methods:</i>	Lecture Discussion of live case-studies
<i>Assessment:</i>	exam
<i>Bibliography:</i>	-

INTERNATIONAL HUMAN RESOURCE MANAGEMENT	
<i>Length of module:</i>	2 Hours
<i>Student learning objectives:</i>	<p>Upon completion of this course the students will be able to:</p> <p>understand the relationship between HRM and the internationalization of business, explain what a global HR system is, identify ways to improve international assignments through selection, understand needs to train and maintain international employees</p>
<i>Course/module content:</i>	<p>What is a global HR system?</p> <p>Why do international assignments fail and what is the role of selection?</p> <p>What is international staffing and what are the current trends and challenges?</p> <p>What is the role of training and development in international assignments?</p>
<i>Teaching methods:</i>	Videos, short presentations based on readings, role-playing
<i>Assessment:</i>	Multiple Choice Question exam
<i>Bibliography:</i>	Dessler, G. (2006) "Managing HR globally" in a Framework for Human Resource Management, Pearson: New Jersey.

HUMAN RESOURCE MANAGEMENT IN EUROPE

<i>Length of module:</i>	2 Hours
<i>Student learning objectives:</i>	Upon completion of this course the students will be able to:
	Define HRM, explain the existence of different approaches to HRM within Europe and notably in France, explain what is distinct about a European approach to HRM
<i>Course/module content:</i>	Managing people effectively is a key success factor contributing to organizational performance. History, culture, and labor legislation contribute to understanding differences in the way people are managed in companies in different European countries. Being aware of such differences helps a manager decode such phenomena as the French labor movements, generous work holidays in Europe, pay practices, and male/female workplace equality policies.
	What is Human Resource Management?
	What differences exist between European countries?
	What is specific about HRM in France?
	What is the European perspective of Human Resource Management?
<i>Teaching methods:</i>	Guest HRM speaker, videos, short group presentations based on readings to bridge theory and practice
<i>Assessment:</i>	Multiple Choice Question exam
<i>Bibliography:</i>	Brewster, C. (2007), "A European Perspective of Human Resource Management", <i>European Journal of International Management</i> , vol. 1, no. 3, pp. 239-259.

MANAGING SMEs IN EUROPE

<i>Length of module:</i>	4 Hours
<i>Student learning objectives:</i>	At the end of the course, students should be able to understand the fundamental characteristics of sport and sport business, demanding specific management practice. In addition, students will get to know the differences of sport organization and management between Europe and the USA.
<i>Course/module content:</i>	<p>Morning Session:</p> <ul style="list-style-type: none"> actual problems of sport history of sport participant sport vs. spectator sport characteristics of the sport product sport related markets
	<p>Afternoon Session:</p> <ul style="list-style-type: none"> sport systems league structures and competitions organization and governance financial issues labor market and human resource management
<i>Teaching methods:</i>	Lecture and Discussion
<i>Assessment:</i>	Multiple Choice Test
<i>Bibliography:</i>	Masteralexis, L. P.; Barr, C. A.; Hums, M. A. (Eds.): Principles and Practice of Sport Management, Gaithersburg: Aspen, 3rd edition 2008

INTERNATIONAL NEGOTIATION

<i>Length of module:</i>	4 Hours
<i>Student learning objectives:</i>	Know models & concepts in International Negotiation, understand the main issues in international business negotiations.
<i>Course/module content:</i>	Models & concepts in negotiation
	Main issues in international negotiation <ul style="list-style-type: none"> - specific aspects : tactics in contract negotiation - specific aspects : the price in negotiation - specific aspects : dirty tricks in negotiation
<i>Teaching methods:</i>	Cases, case studies, presentations
<i>Assessment:</i>	Exam: presentations are evaluated, a written exam completes the process (with questions about the module)
<i>Bibliography:</i>	<p>Coltri, L. (2004) : Conflict Diagnosis and Alternative Dispute Resolution, Pearson Prentice Hall, Upper Saddle River.</p> <p>Fisher, R. ; Ury, W. (1981) : Getting to Yes, Houghton Mifflin Company, Boston, MA (1981-1991).</p> <p>Fisher, R. ; Ury, W. (1982) : Comment réussir une négociation, Seuil, Paris.</p> <p>Hall, L. (1993) : Negotiation, Strategies for Mutual Gain, Sage, Newbury Park.</p> <p>Moran, Robert T. ; Stripp, William G. (1991) : Successful International Business Negotiations, Gulf publishing, Houston.</p> <p>Ury, W. (1991) : Getting past No : Negotiating with difficult people, Bantam Books.</p>

COMMUNICATION AND ADVERTISING IN EUROPE

<i>Length of module:</i>	4 Hours
<i>Student learning objectives:</i>	<p>Student should learn:</p> <ol style="list-style-type: none"> (1) European market characteristics that affect the advertising and promotion of products (2) Strengths and weaknesses of sales promotion and public relations globally. (3) Global advertising vs. Modified local advertising. (4) Effects of a single European market on advertising (5) Special topics in advertising
<i>Course/module content:</i>	Sales promotions in international markets
	International Public relations
	International Advertising. Strategy and goals
	The message: creative challenges. Legal constraints, linguistic limitations, cultural diversity
<i>Teaching methods:</i>	<p>Creativity and Innovation in today's world is a MUST. I expect original ideas. Students are encouraged to meaningfully contribute to in-class discussions.</p> <p>Respect, participation, and interaction with other students will be a major component of class instruction.</p> <p>Activities will be based on students' interests, current events, and classroom dynamics.</p>
<i>Assessment:</i>	Two case studies + Participation
<i>Bibliography:</i>	<ul style="list-style-type: none"> • ARMSTRONG G. & KOTLER Ph. (2012), Principles of Marketing, 14e. Pearson. • Articles from Business and Advertising Magazines.

PRODUCT DEVELOPMENT AND INNOVATION

<i>Length of module:</i>	2 Hours
<i>Student learning objectives:</i>	The courses aims to give some insight into the problems faced by firms as they try to develop innovative products that will help them survive and prosper. This course introduces new product development. Topics include Design thinking; Innovation Management and Entrepreneurship process.
<i>Course/module content:</i>	Challenge of New Product Development
	Product Design Process
	Practical Steps to Help Innovation and New Product Development
	Entrepreneurial process and value creation
<i>Teaching methods:</i>	Lecture Discussion of live case-studies
<i>Assessment:</i>	Exam
<i>Bibliography:</i>	Paul Trott (2011) Innovation Management and New Product Development, 5th Edition, Pearson Ed. Dorothy Leonard-Barton (2007). Core capabilities and core rigidities: A paradox in managing new product development. Strategic Management Journal, Vol 13, 111-125 (92).

INTERNATIONAL PRICING AND DISTRIBUTION

<i>Length of module:</i>	4 Hours
<i>Student learning objectives:</i>	Investigate pricing and place (distribution) from a European perspective, based on European case studies. Link these two Ps with the other two Ps (product and promotion) of the marketing mix.
<i>Course/module content:</i>	<ol style="list-style-type: none"> 1. Managing customer value in relation with the other components of the marketing mix/marketing strategy 2. Review of pricing methods / strategies (value, cost, competition) 3. Overview of the French/European distribution system (comparison with US/Canada) 4. Case study
<i>Teaching methods:</i>	Lecture and case studies (group work). Discussion with students.
<i>Assessment:</i>	Group case study (please turn in a MS Word or Powerpoint synthesis with your answers to the case study presented and discussed in class)
<i>Bibliography:</i>	Kotler, P. and Keller, K. Marketing Management, 15th edition, Pearson.

MANAGING LUXURY BRANDS

<i>Length of module:</i>	2 Hours
<i>Student learning objectives:</i>	<p>Endow students with the most important skills and understanding necessary to develop and manage luxury brands. Deep into the culture of luxury in order to grasp the essence of its marketing. Make students able to take the right and relevant strategic decisions related to the marketing of luxury brands. Understand luxury in depth.</p>
<i>Course/module content:</i>	<p>DELINEATING LUXURY Delineating luxury: a multicultural approach. What is a luxury strategy? How is it different from a premium strategy? Or fashion? The gap between premium and luxury Luxury marketing is specific: the major anti-laws of marketing Segmenting the luxury market and positioning brands Workshop: business case : Gucci</p>
	<p>BUILDING THE LUXURY BRAND Implementing a Luxury Strategy Can we implement in Luxury the Usual Marketing Strategies? Mass, Premium, Luxury: Classical Marketing Approach The gap between differentiated and luxury The heart of luxury: creation. How does it differ from classical communication? Retail management: location, merchandising, The main challenges of tomorrow: Internet, sustainable development, building synergies between brands within groups.</p>
<i>Teaching methods:</i>	Lecture and case studies
<i>Assessment:</i>	exam
<i>Bibliography:</i>	-

INTERACTIVE MODELLING

<i>Length of module:</i>	4 Hours
<i>Student learning objectives:</i>	<p>Learning about an emergent and participatory approach towards innovation</p> <p>Learning about co-design and co-creation processes</p> <p>Experience how diverse stakeholder can be integrated in early stages of innovation processes</p>
<i>Course/module content:</i>	<p>Emergent understanding of innovation</p> <p>Diffusion and communication of innovation</p> <p>Co-creation and co-design processes</p> <p>Tool-kit based modeling and "serious play"</p> <p>Interactive workshop experience</p> <p>Reflection of process and effects</p> <p>Assessment on how the methodology can be applied</p>
<i>Teaching methods:</i>	<p>Introduction lecture;</p> <p>Interactive workshop with toolkits (e.g. LEGO®)</p>
<i>Assessment:</i>	In class evaluation
<i>Bibliography:</i>	<p>Rogers, E. (2003): Diffusion of Innovation (Fifth edition), Free Press, New York.</p> <p>Roos, J. & B. Victor (1999): Towards a New Model of Strategy-Making as Serious Play. European Management Journal, Vol. 17, No. 4, pp. 348-355.</p> <p>Sanders, E and Stappers, P. (2008), "Co-creation and the new landscapes of design", CoDesign Vol. 4 No. 1, pp. 5-18.</p> <p>Statler, M. , Roos J. & B. Victor (2009): Ain't Misbehavin': Taking Play Seriously in Organizations Journal of Change Management Vol. 9, No. 1, pp. 87–107.</p>

INTRODUCTION TO LUXURY MANAGEMENT

<i>Length of module:</i>	4 Hours
<i>Student learning objectives:</i>	<p>The purpose of this course is to help the students better understand what is the luxury industry, what it represents, which challenges it is facing worldwide and how this industry adapts itself to the Millennials. What are the stakes? What is the role of France and Italy, the two largest European luxury markets? Which are the strongest luxury brands and how do they manage to continue on growing despite the economic crisis that affects this industry? Why are the USA still the world largest luxury market?</p>
<i>Course/module content:</i>	<p>Definition of Luxury Global trends and prospects Regional insights Europe: France and Italy North-America Future outlook</p>
<i>Teaching methods:</i>	<p>Lecture Discussion of live case-studies</p>
<i>Assessment:</i>	exam
<i>Bibliography:</i>	-

LUXURY BRANDS MANAGEMENT

<i>Length of module:</i>	4 Hours
<i>Student learning objectives:</i>	<p>This course focuses on methods and techniques for organizing and managing the unique factors impacting the luxury industry.</p> <p>Themes: Overview of the luxury industry; diversity of luxury products; luxury goods consumers; the 4Ps of luxury brands marketing.</p>
<i>Course/module content:</i>	<p>Part 1 - DEFINING LUXURY</p> <p>1.1 = Premium is not luxury (what is luxury?)</p> <p>1.2 = Anti-laws of (luxury) marketing</p> <ul style="list-style-type: none"> • Video: Definition and classification of the luxury goods market + Current trends for luxury brands (Kitty Maisonrouge interview) <p>Part 2 - LUXURY, CUSTOMERS and BRAND MANAGEMENT</p> <p>2.1 = Customer attitudes vis-à-vis luxury</p> <p>2.2 = Developing brand equity</p> <p>2.3 = Luxury brand stretching (brand extensions)</p> <p>Part 3 - The 4Ps of LUXURY</p> <p>3.1 = (P1) Qualifying a product as luxury</p> <p>3.2 = (P2) Pricing luxury</p> <p>3.3 = (P3) Distribution and luxury (offline and online)</p> <p>3.4 = (P4) Communicating luxury</p>
<i>Teaching methods:</i>	Case studies: (1) Armani; (2) Pierre Cardin
<i>Assessment:</i>	exam
<i>Bibliography:</i>	<p>textbook recommended by instructor + various articles/papers given in class</p> <p>Kapferer, J.N. and Bastien, V. <i>The Luxury Strategy</i>. 2009</p>

SUSTAINABLE LUXURY

<i>Length of module:</i>	4 Hours
<i>Student learning objectives:</i>	The objective of the course is to introduce the students to the main issues related to sustainable luxury – changing consumer preferences, searching for new meanings and the paradox of combining ‘luxury’ and ‘sustainability.’ Students will be encouraged to analyze case studies, articles and publications on sustainable luxury, develop their own reflections on the subject and adopt a critical thinking approach regarding the issues discussed.
<i>Course/module content:</i>	Sustainability and business management in luxury goods companies The paradox of sustainable luxury The role of consumption Luxury and entrepreneurship
<i>Teaching methods:</i>	Lecture, game, case study
<i>Assessment:</i>	exam
<i>Bibliography:</i>	Beard, Nathaniel Dafydd (2008). The branding of ethical fashion and the consumer: A luxury niche or mass-market reality? <i>Fashion Theory: The Journal of Dress, Body & Culture</i> (12), 4, pp. 447-468. Roaf, S. (2007). <i>Ecohouse: A design guide</i> (3rd edition). Architectural Press. Ryan, C. and Stewart, M. (2009). Eco-tourism and luxury: The case of Al Maha, Dubai. <i>Journal of Sustainable Tourism</i> (17), 3, pp. 287-301.

SOURCING FOR LUXURY MARKET

<i>Length of module:</i>	4 Hours
<i>Student learning objectives:</i>	Identify the particular characteristics of luxury markets in terms of supply chain; capacity to participate in the discussion of strategic issues such as location and production decisions
<i>Course/module content:</i>	<p>Production organization: many options</p> <ul style="list-style-type: none"> o Production method : integration, outsourcing, licensing - Comparative advantages - The issue of the skilled workforce resources o Location : historical area vs low-costs production areas - Worldwide overview of production areas (Pros & Cons) - What about Made in France? <p>Focus on luxury players production strategies: case studies</p> <ul style="list-style-type: none"> o Trade-offs & choice criteria o Typologies of practices (brands/sectors) o New trends: towards relocation?
<i>Teaching methods:</i>	Lecture Discussion of live case-studies
<i>Assessment:</i>	exam
<i>Bibliography:</i>	-

NEW HISTORY OF GERMANY

<i>Length of module:</i>	4 Hours
<i>Student learning objectives:</i>	Explore and explain the historical evolution of Germany with emphasis on the post WW2 era
<i>Course/module content:</i>	<p>The emergence of democracy in central Europe</p> <p>The appearance of Germany as a state in Europe</p> <p>The century of global wars – the three competing cousins</p> <p>The post WW2 position of Germany in Europe</p> <p>The development of two states and systems</p> <p>The economic rise in the west</p> <p>The political change and reunification ☐ Germany as a sovereign state</p>
<i>Teaching methods:</i>	Examples, exercises and videos will be used.
<i>Assessment:</i>	Individual assignment
<i>Bibliography:</i>	-

INNOVATION MANAGEMENT IN EUROPE

<i>Length of module:</i>	4 Hours
<i>Student learning objectives:</i>	Explore and explain the current situation of innovativeness and developmental capabilities in Europe
<i>Course/module content:</i>	<p>Who are the innovation drivers and laggards - the blue banana?</p> <p>What are the driving factors?</p> <p>What role does national policy, education, location and the EU as a whole play?</p> <p>Examples of corporations</p>
<i>Teaching methods:</i>	Examples, exercises and videos will be used.
<i>Assessment:</i>	Individual assignment
<i>Bibliography:</i>	-

EAST EUROPEAN MANAGEMENT STUDIES

<i>Length of module:</i>	4 Hours
<i>Student learning objectives:</i>	Explore and explain the evolution of the management studies in East Europe
<i>Course/module content:</i>	<p>The development of Eastern Europe after the wall came down</p> <p>Challenges and opportunities</p> <p>The cultural aspect - intercultural leadership</p> <p>The best in class and why</p> <p>Current situation and proposed developments</p>
<i>Teaching methods:</i>	Examples, exercises and videos will be used.
<i>Assessment:</i>	Individual assignment
<i>Bibliography:</i>	-

SMEs AND FAMILY BUSINESS IN GERMANY

<i>Length of module:</i>	4 Hours
<i>Student learning objectives:</i>	Explore and explain the structure and the importance of SMEs and family business in Germany
<i>Course/module content:</i>	<p>Different structures</p> <p>Family business and SME as innovation drivers</p> <p>Why are German family businesses and SME strong in innovation?</p> <p>Max Weber and the protestant ethics</p> <p>“Mittelstand” going global - current and future challenges</p>
<i>Teaching methods:</i>	Examples, exercises and videos will be used.
<i>Assessment:</i>	Individual assignment
<i>Bibliography:</i>	-

FRENCH ELECTIVE

<i>Student learning objectives:</i>	<p>Students will learn and practice French for real contexts which they will encounter during their stay in France. This course will enable students to develop their linguistic skills in 4 key areas:</p> <p>Listening - aural comprehension Speaking- speech delivery, greeting, expressing needs, ask questions, responding to questions Reading - reading comprehension Writing- write sentences and dialogues</p> <p>This content will be adapted to the students' level: beginners – intermediate – advanced.</p>
<i>Course/module content:</i>	<p>Introducing yourself and others Numbers Food and drink - eating out, likes and dislikes Weather Shopping Making travel arrangements Time At the Tourist Office - asking for information Directions Grammar: articles, nouns, quantities, prepositions, present tense</p>
<i>Teaching methods:</i>	<p>Audio and video media used in class various types of documents to practice vocabulary in context such as authentic conversations recordings, music , games and quizzes to create an interactive and communicative environment</p>



PRE-DEPARTURE INFORMATION

ARRIVAL

You can arrive on Saturday June 4th or Sunday June 5th in **Metz City**

You have 2 options for arriving in Metz:

1. You can take the TGV (high-speed train) directly from the Charles de Gaulle airport to the Lorraine TGV station, **then take the shuttle bus to Metz.**
2. You can go into the center of Paris (by taxi or by metro) to the Paris Est train station, where you can take the train directly to Metz.

DON'T FORGET TO BRING WITH YOU

- copy of your admission letter or e-mail
- important documents (passport, travel or health insurance, copy of birth certificate)
- medical records, special prescription or medicine (if any)
- adaptor (the plugs in France conform to European standards)
- umbrella
- sunglasses
- spare glasses or contact lenses
- camera
- towels
- other necessities like wristwatch, alarm clock, school bag, dictionary

We look forward to welcoming you!

