





Nancy/Metz, December 5th, 2016

Dear participants,

I am looking forward to meeting and working with you during the Summer Program 2017. 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 Head of Summer Program



PART 1: SUMMER PROGRAM in 2017

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PRESENTATION OF THE 2017 SUMMER PROGRAM

THE STAFF 2017:

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	Head of International Recruitment

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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 Nürnberg 4th week: on ICN Campus in Nancy + excursions in Paris

End of the program: July 2nd



ICN BUSINESS SCHOOL SUMMER PROGRAM COURSE LIST*

Course	Duration (Hours)
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
Creativity and Design Thinking Workshop	2
Leadership in Europe	2
French Civilization	2

Module 3: 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	
Company Visit	



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

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

Module 4 - 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	
Company Visit	

Educational visits + Report - 2 ECTS

*This schedule may be modified should circumstances require so.



DETAILED PRESENTATION OF EACH COURSE

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



M1 - EUROPEAN CULTURE AND IDENTITY		
Length of module:	4 Hours	
Student learning objectives:	Attending successfully to this lecture students should be able 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.	
Course/module content:	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)	
Teaching methods:	interactive lecture	
Assessment:	Multiple Choice Questionnaire	
Bibliography:	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.	



M1 - HISTORY OF FRANCE	
Length of module:	3 Hours
Student learning objectives:	Concepts of time and situation; principal actors ; effects of global events
Course/module content:	Personalities through quotations: Pre 1789 Post 1789 Geographical advantage Royal Families European Rivalries
	Economics: Colonies Philosophers Political insecurity
	European Project: Power balance Culture clash
Teaching methods:	Test on existing knowledge. Picture slides - identify personalities and dates/periods
Assessment:	MCQ - 15 questions
Bibliography:	Teacher notes



M1 - GEOPOLITICS	
Length of module:	4 Hours
Student learning objectives:	to present a global panorama of the key geopolitical challenges of the XXI century
Course/module content:	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
Teaching methods:	method of synthesis, interactivity, self-motivation, general culture
Assessment:	QUIZ
Bibliography:	Francis Fukuyama The End of the History ; Samuel Huntington "The Clash of Civilizations" ; Thomas Friedman "The World is Flat"



M1 - GEOGRAPHY OF EUROPE	
Length of module:	2 Hours
Student learning objectives:	Terminology; Map reading; Human impact.
Course/module content:	Physical Geography
	Time perspective Space perspective Resources Population centres Human impact
	Human Geography Environmental perspective Social Geography Migrations
	Spain vs Greece
	Bayer video Turks in Germany
Teaching methods:	Test on existing knowledge. Picture slides - identify regions and peoples
Assessment:	MCQ - 15 questions
Bibliography:	Teacher notes



M1 - THE UK AND THE EU	
Length of module:	2 Hours
Student learning objectives:	Concepts of time and situation; principal actors ; effects of global events
Course/module content:	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
Teaching methods:	Test on existing knowledge. Picture slides - identify personalities and dates/periods
Assessment:	MCQ - 15 questions
Bibliography:	Francis Fukuyama The End of the History ; Samuel Huntington "The Clash of Civilizations" ; Thomas Friedman "The World is Flat"



M1 - EUROPEAN UNION INSTITUTIONS	
Length of module:	2 Hours
Student learning objectives:	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.
Course/module content:	relation: economy -politics
	distinction between "European institutions" and "EU- institutions"
	distinction between a federal and an intergovernmental approach
	presentation of the EU-institutions combined with a balance of power analysis
	short description of the EU-legislature procedure
Teaching methods:	interactive lecture
Assessment:	Multiple Choice Questionnaire
Bibliography:	non-compulsory: Gownland, D., Dunphy,R., Lythe, Ch.; THE EUROPEAN MOSAIC,(Part 3), Prentice Hall/FT, 3rd edition 2006



M 1 - FRENCH FOOD AND TABLE TRADITION	
Length of module:	2 Hours
Student learning objectives:	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.
Course/module content:	The regional diversity
	 Comparison between French cuisine abroad and inland French cuisine: the divisions of French cuisine: cuisine bourgeoise, cuisine du terroir, cuisine nouvelle wine: the main labels and the famous areas: Burgundy, Bordeaux, Loire
	The sacralization of food in France
Teaching methods:	Lecture Discussions on the difference of perspectives on food
Assessment:	Exam: multiple choice question
Bibliography:	-



M2 - DOING BUSINESS IN FRANCE	
Length of module:	2 Hours
Student learning objectives:	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
Course/module content:	A few facts about France:
	Culture Time Process Relationship Achievement Status Work Customer Service Negotiation Communication and Behavior
Teaching methods:	Theory and class interaction
Assessment:	final exam 100% based on class topics
Bibliography:	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.



M2 - DOING BUSINESS IN SOUTHERN EUROPE	
Length of module:	2 Hours
Student learning objectives:	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.
Course/module content:	What is Southern Europe Why it is different Southern Europe in some numbers Cultural aspects Institutional framework Business environment
Teaching methods:	Lecture Discussion of live case-studies
Assessment:	exam
Bibliography:	-



M2 - DOING BUSINESS IN EASTERN EUROPE	
Length of module:	2 Hours
Student learning objectives:	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.
Course/module content:	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
Teaching methods:	Lecture, game
Assessment:	exam
Bibliography:	-



M2 - SUSTAINABILITY	
Length of module:	4 Hours
Student learning objectives:	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
Course/module content:	Classical vs. sustainability paradigm Stakeholders Triple bottom line: Environmental issues Social issues Shared value
Teaching methods:	Lecture Discussion of live case-studies
Assessment:	exam
Bibliography:	-



Length of module:	2 Hours
Student learning objectives:	Understand the fundamentals of creativity Apply creativity techniques, Design thinking and LEGO® SERIOUS PLAY® methods Develop creative solving skills and the ability to work constructively with peers.
Course/module content:	This course has been designed to introduce you to the concepts of creativity and its importance within organisation. In addition the course places emphasis on design thinking and LEGO [®] SERIOUS PLAY [®] methods and how these methods help the ideation process through unleashing individual and collective creativity. In this course you will have the opportunity to apply these methods and tools to work on a practical challenge and generate ideas with simple- to-use toolkits.
Teaching methods:	Design thinking LEGO® SERIOUS PLAY®
Assessment:	Individual assignment
Bibliography:	-



M2 - LEADERSHIP IN EUROPE	
Length of module:	2 Hours
Student learning objectives:	Explore and explain the concept of leadership and critically evaluate its impact on the well-being of the organization. Contrast European leadership with other regional leadership style
Course/module content:	The concept of Leadership over time
	Improving creativity in the workplace
	Situational leadership
Teaching methods:	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.
Assessment:	Individual assignment
Bibliography:	Leadership in organization (Parry and Bryman, 2006)



M2 - FRENCH CIVILIZATION	
Length of module:	2 Hours
Student learning objectives:	Upon completion of the class, students should be aware of what the basic French institutions are and how modern France works.
Course/module content:	French Institutions: the president, the government, the parliament, the legal system, defense
	French society: Demography, Structure of household, religion, education, labor force, trade unions, social welfare, health.
Teaching methods:	Class interaction
Assessment:	final exam (100%) based on topics covered in class
Bibliography:	Nadeau, Jean-Benoît and Barlow, Julie. Sixty Million Frenchmen Can't be Wrong. Naperville, Illinois: Sourcebooks, 2003
	Caroll, Raymonde. Cultural Misunderstandings: The French-American Experience. Chicago, U of Chicago P, 1988.
	The Cambridge Companion to Modern French Culture. Ed. Nicholas Hewitt. Cambridge: Cambridge UP, 2003.



M3	M3 - NEW HISTORY OF GERMANY	
Length of module:	4 Hours	
Student learning objectives:	Explore and explain the historical evolution of Germany with emphasis on the post WW2 era	
Course/module content:	The emergence of democracy in central Europe	
	The appearance of Germany as a state in Europe	
	The century of global wars – the three competing cousins	
	The post WW2 position of Germany in Europe	
	The development of two states and systems	
	The economic rise in the west	
	The political change and reunification I Germany as a sovereign state	
Teaching methods:	Examples, exercises and videos will be used.	
Assessment:	Individual assignment	
Bibliography:	-	



M3 - INNOVATION MANAGEMENT IN EUROPE	
Length of module:	4 Hours
Student learning objectives:	Explore and explain the current situation of innovativeness and developmental capabilities in Europe
Course/module content:	Who are the innovation drivers and laggards - the blue banana?
	What are the driving factors?
	What role does national policy, education, location and the EU as a whole play?
	Examples of corporations
Teaching methods:	Examples, exercises and videos will be used.
Assessment:	Individual assignment
Bibliography:	-



M3 - EAST EUROPEAN MANAGEMENT STUDIES	
Length of module:	4 Hours
Student learning objectives:	Explore and explain the evolution of the management studies in East Europe
Course/module content:	The development of Eastern Europe after the wall came down
	Challenges and opportunities
	The cultural aspect - intercultural leadership
	The best in class and why
	Current situation and proposed developments
Teaching methods:	Examples, exercises and videos will be used.
Assessment:	Individual assignment
Bibliography:	-

M3 - EAST EUROPEAN MANAGEMENT STUDIES



M3 - SMEs AND FAMILY BUSINESS IN GERMANY	
Length of module:	4 Hours
Student learning objectives:	Explore and explain the structure and the importance of SMEs and family business in Germany
Course/module content:	Different structures
	Family business and SME as innovation drivers
	Why are German family businesses and SME strong in innovation?
	Max Weber and the protestant ethics
	"Mittelstand" going global - current and future challenges
Teaching methods:	Examples, exercises and videos will be used.
Assessment:	Individual assignment
Bibliography:	-



M4 – Management Track - ORGANIZATIONAL BEHAVIOR	
Length of module:	4 Hours
Student learning objectives:	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
Teaching methods:	Lecture
	Discussion of live case-studies
Assessment:	exam
Bibliography:	-



M4 – Management Trac	k - HUMAN RESOURCE MANAGEMENT IN EUROPE
Length of module:	2 Hours
Student learning objectives:	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
Course/module content:	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?
Teaching methods:	Guest HRM speaker, videos, short group presentations based on readings to bridge theory and practice
Assessment:	Multiple Choice Question exam
Bibliography:	Brewster, C. (2007), "A European Perspective of Human Resource Management", European Journal of International Management, vol. 1, no. 3, pp. 239-259.



M4 – Management Track - MANAGING SMEs IN EUROPE		
Length of module:	4 Hours	
Student learning objectives:	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.	
Course/module content:	Morning Session: actual problems of sport history of sport participant sport vs. spectator sport characteristics of the sport product sport related markets	
	Afternoon Session: sport systems league structures and competitions organization and governance financial issues labor market and human resource management	
Teaching methods:	Lecture and Discussion	
Assessment:	Multiple Choice Test	
Bibliography:	Masteralexis, L. P.; Barr, C. A.; Hums, M. A. (Eds.): Principles and Practice of Sport Management, Gaithersburg: Aspen, 3rd edition 2008	



M4 – Management Track - INTERNATIONAL NEGOTIATION

Length of module:	4 Hours
Student learning objectives:	Know models & concepts in International Negotiation, understand the main issues in international business negotiations.
Course/module content:	Models & concepts in negotiation
	 Main issues in international negotiation specific aspects : tactics in contract negotiation specific aspects : the price in negotiation specific aspects : dirty tricks in negotiation
Teaching methods:	Cases, case studies, presentations
Assessment:	Exam: presentations are evaluated, a written exam completes the process (with questions about the module)
Bibliography:	Coltri, L. (2004) : Conflict Diagnosis and Alternative Dispute Resolution, Pearson Prentice Hall, Upper Saddle River. Fisher, R. ; Ury, W. (1981) : Getting to Yes, Houghton Mifflin Company, Boston, MA (1981-1991). Fisher, R. ; Ury, W. (1982) : Comment réussir une négociation, Seuil, Paris. Hall, L. (1993) : Negotiation, Strategies for Mutual Gain, Sage, Newbury Park. Moran, Robert T. ; Stripp, William G. (1991) : Successful International Business Negotiations, Gulf publishing, Houston. Ury, W. (1991) : Getting past No : Negotiating with difficult people, Bantam Books.



M4 – Marketing Track -	COMMUNICATION AND ADVERTISING IN EUROPE
Length of module:	4 Hours
Student learning objectives:	 Student should learn: (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
Course/module content:	Sales promotions in international markets
	International Public relations
	International Advertising. Strategy and goals
	The message: creative challenges. Legal constraints, linguistic limitations, cultural diversity
Teaching methods:	Creativity and Innovation in today's world is a MUST. I expect original ideas. Students are encouraged to meaningfully contribute to in-class discussions.
	Respect, participation, and interaction with other students will be a major component of class instruction.
	Activities will be based on students' interests, current events, and classroom dynamics.
Assessment:	Two case studies + Participation
Bibliography:	• ARMSTRONG G. & KOTLER Ph. (2012), Principles of Marketing, 14e. Pearson.
	Articles from Business and Advertising Magazines.



M4 – Marketing Track - PRODUCT DEVELOPMENT AND INNOVATION	
Length of module:	2 Hours
Student learning objectives:	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.
Course/module content:	Challenge of New Product Development
	Product Design Process
	Practical Steps to Help Innovation and New Product Development
	Entrepreneurial process and value creation
Teaching methods:	Lecture Discussion of live case-studies
Assessment:	Exam
Bibliography:	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).



M4 – Marketing Track - INTERNATIONAL PRICING AND DISTRIBUTION	
Length of module:	4 Hours
Student learning objectives:	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.
Course/module content:	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
Teaching methods:	Lecture and case studies (group work). Discussion with students.
Assessment:	Group case study (please turn in a MS Word or Powerpoint synthesis with your answers to the case study presented and discussed in class)
Bibliography:	Kotler, P. and Keller, K. Marketing Management, 15th edition, Pearson.



M4 – Marketing Track - MANAGING LUXURY BRANDS	
Length of module:	2 Hours
Student learning objectives:	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.
Course/module content:	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 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.
Teaching methods:	Lecture and case studies
Assessment:	exam
Bibliography:	-



M4 – Marketing Track - INTERACTIVE MODELLING					
Length of module:	4 Hours				
Student learning objectives:	Learning about an emergent and participatory approach towards innovation				
	Learning about co-design and co-creation processes				
	Experience how diverse stakeholder can be integrated in early stages of innovation processes				
Course/module content:	Emergent understanding of innovation Diffusion and communication of innovation Co-creation and co-design processes Tool-kit based modeling and "serious play" Interactive workshop experience Reflection of process and effects Assessment on how the methodology can be applied				
Teaching methods:	Introduction lecture;				
	Interactive workshop with toolkits (e.g. LEGO [®])				
Assessment:	In class evaluation				
Bibliography:	Rogers, E. (2003): Diffusion of Innovation (Fifth edition), Free Press, New York. 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. Sanders, E and Stappers, P. (2008), "Co-creation and the new landscapes of design", CoDesign Vol. 4 No. 1, pp. 5-18. 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.				



M4 – Luxury Track	- INTRODUCTION TO LUXURY MANAGEMENT
Length of module:	4 Hours
Student learning objectives:	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?
<i>Course/module content:</i>	Definition of Luxury Global trends and prospects Regional insights Europe: France and Italy North-America Future outlook
Teaching methods:	Lecture Discussion of live case-studies
Assessment:	exam
Bibliography:	-



M4 – Luxury Track - LUXURY BRANDS MANAGEMENT					
Length of module:	4 Hours				
Student learning objectives:	This course focuses on methods and techniques for organizing and managing the unique factors impacting the luxury industry. Themes: Overview of the luxury industry; diversity of luxury products; luxury goods consumers; the 4Ps of luxury brands marketing.				
Course/module content:	 Part 1 - DEFINING LUXURY 1.1 = Premium is not luxury (what is luxury?) 1.2 = Anti-laws of (luxury) marketing Video: Definition and classification of the luxury goods market + Current trends for luxury brands (Kitty Maisonrouge interview) Part 2 - LUXURY, CUSTOMERS and BRAND MANAGEMENT 2.1 = Customer attitudes vis-à-vis luxury 2.2 = Developing brand equity 2.3 = Luxury brand stretching (brand extensions) Part 3 - The 4Ps of LUXURY 3.1 = (P1) Qualifying a product as luxury 3.2 = (P2) Pricing luxury 3.3 = (P3) Distribution and luxury (offline and online) 3.4 = (P4) Communicating luxury 				
Teaching methods:	Case studies: (1) Armani; (2) Pierre Cardin				
Assessment:	exam				
Bibliography:	textbook recommended by instructor + various articles/papers given in class Kapferer, J.N. and Bastien, V. <i>The Luxury Strategy</i> . 2009				



M4 – Luxury Track - SUSTAINABLE LUXURY					
Length of module:	4 Hours				
Student learning objectives:	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.				
Course/module content:	Sustainability and business management in luxury goods companies The paradox of sustainable luxury The role of consumption Luxury and entrepreneurship				
Teaching methods:	Lecture, game, case study				
Assessment:	exam				
Bibliography:	Beard, Nathaniel Dafydd (2008). The branding of ethical fashion and the consumer: A luxury niche or mass-market reality? Fashion Theory: The Journal of Dress, Body & Culture(12), 4, pp. 447-468. Roaf, S. (2007). Ecohouse: A design guide (3rd				
	edition). Architectural Press.				
	Ryan, C. and Stewart, M. (2009). Eco-tourism and luxury: The case of Al Maha, Dubai. Journal of Sustainable Tourism (17), 3, pp. 287-301.				



M4 – Luxury Track - SOURCING FOR LUXURY MARKET				
Length of module:	4 Hours			
Student learning objectives:	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			
Course/module content:	Production organization: many options 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?			
	Focus on luxury players production strategies: case studies o Trade-offs & choice criteria o Typologies of practices (brands/sectors) o New trends: towards relocation?			
Teaching methods:	Lecture Discussion of live case-studies			
Assessment:	exam			
Bibliography:	-			



PRE-DEPARTURE INFORMATION

ARRIVAL

You can arrive on Sunday June 4th or Monday 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!



NOTES
