# STUDENT HANDBOOK

# BA in International Business

## 2007-2008

# SUMMARY

# Chapter 1

# INTRODUCTION

## ➢➢ 1.1. SCOPE

This handbook contains guidelines for students at The Ecole Supérieure de Commerce in Rennes registered in the BA in International Business (BAIB), validated by The Open University (Great Britain).

French students registered in the second year of the PGE programme have two options:

**Option 1:** Study abroad in the second semester of second year and third year in Rennes.

**Option 2:** Second year in Rennes and study abroad in third year.

Only students in Option 2 may be registered in the BAIB programmeand they must follow the programme requirements shown in this handbook, within the overall context of the PGE Regulations. They should note that some foreign universities will require them to have graduated with the BAIB in order for them to enrol in postgraduate degree programmes.

Students opting to register for the BAIB are committing themselves to an additional module of study - the BA graduating project, which students complete on an individual basis during the year and submit in either June or July. It represents approximately 250 hours of work.

## ➢➢ 1.2. RELATED DOCUMENTS

This handbook should be read in conjunction with :

1. The guidelines available from the International Office (foreign students only)
2. The « Livret de l'étudiant PGE 2 » (students simultaneously enrolled on an OU programme and the PGE only)
3. OU Programmes rules and regulations (all students)

## ➢➢ 1.3. PROGRAMME OBJECTIVES

The objective of this programme is to give students, who have already acquired the basics of business studies, an education in the core concepts of international business.

ESC Rennes has endeavoured to respect the objectives for general business and management honours degree programmes, presented in the form of benchmark standards, as developed by the U.K. Business and Management Benchmarking group and the QAA, taking into account elements specific to a programme in international business.

Particular emphasis is placed on preparation for and development of a career in business and management, in line with the Mission Statement for ESC Rennes-School of Business, and the enhancement of personal development.

More specifically, graduates are expected to demonstrate knowledge and understanding of:

➢ how organisations in general, and businesses in particular, function; their purpose, structures, operations, governance and management, adaptation to change, the learning organisation.
➢ the environment, and more specifically the international environment, in which these organisations operate: economic, political, strategic, legal, technological and ethical considerations.
➢ the processes and practices of management, in large and small organisations: the application of theory and concepts, analytical methods and processes of decision-making.
➢ information systems and NT applied to business fields.

They are also expected to demonstrate that they have acquired the intellectual and cognitive skills appropriate to a career in international business, including:

- ➢ the ability to analyse critically,
- ➢ relevant numerical and literacy skills,
- ➢ the ability to identify and solve problems,
- ➢ effective communication and interpersonal skills
- ➢ the ability to work independently or as part of a team,
- ➢ leadership qualities,
- ➢ the ability to conduct an independent study involving the application of research techniques,
- ➢ intercultural awareness and sensitivity, the ability to work in a multicultural environment,
- ➢ time management and organisational skills,
- ➢ the ability to relate theory to practice.

In developing its assessment scheme and marking scales for the BA, ESC Rennes-School of Business recognises the need to classify student achievement in such a way as to accord with the notion of 'threshold', 'modal' and 'top' levels.

## ➢➢ 1.4. BACKGROUND INFORMATION

### 1.4.1. OPEN UNIVERSITY, GREAT BRITAIN

The Open University (OU) was set up over forty years ago in Britain to make higher education accessible to adults by distance learning. By means of investment in distance learning methods and materials, imaginative use of radio, television, video and cassettes, their production of books to support courses, and more recently online support, they have established a reputation for quality. The Open University is now a major higher education institution with links in many parts of the world.

### 1.4.2. OPEN UNIVERSITY VALIDATION SERVICES

ESC Rennes is validated by Open University Validation Services. OUVS only validates institutions and programmes which have been subject to close scrutiny before receiving approval. Subsequently, the role of OUVS is to monitor and maintain the quality of the programmes at approved institutions. Undergraduate programmes were validated for the first time in 1994 and the School obtained re-accreditation in May 2000, and again in January 2005.

**Chapter 2**

# CALENDAR

# CALENDAR 2007/2008
## BA in International Business
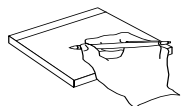
**2007**

| WEEK | DATE | EVENT |
|---|---|---|
| 37 | 11 September | International Students welcome day |
| 38 | 17 September | Classes start |
| 38 | 21 September | Final deadline for choice of electives |
| 44 | 29 – 3 November | No classes |
| 49-50-51 | 6 – 22 December | Examinations Semester 1 |
| 52-1 | 24 – 6 January | Christmas vacation |
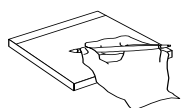
**2008**

| 2 | 7 January | Start of Semester 2 |
|---|---|---|
| 8 | 18 - 23 February | No classes - vacation |
| 13 | 24 March | No classes – Easter Monday |
| 15 | 12 April | Teaching ends |
| 16 | 14 – 19 April | Vacation |
| 17-18-19 | 21 April – 10 May | Semester 2 examinations |
| 18 | 1 May | Public holiday |
| 19 | 8 May | Public holiday |
| 25 | 21 June | BA project deadline for pre-summer exam board |
| 34 | 18 August | Final BA project deadline |

**Chapter 3**

# TEACHING AND LEARNING STRATEGIES

## ➢➢ 3.1. LEARNING STRATEGIES

The Rennes International School of Business has established teaching methods which are appropriate to its mission. Three major factors have contributed to the choice of these methods:

◆ the need to adapt teaching to the realities of business and the world today, and hence the desire to implement dynamic and efficient methods;

◆ the internationalisation of the curriculum and the preparation of students for their study-abroad programme;

◆ the diversity of learning approaches inherent in a multinational, multicultural body of students

Hence the programme is designed so as to leave sufficient time, wherever possible, for the use of active teaching methods such as case studies, in-company projects and business simulation games. Instruction is carried out by permanent faculty members and by part-time professionals, guaranteeing strong links with the real world of business and ensuring academic quality. The full-time faculty members are involved in appropriate research which enables them to support their teaching.

The pedagogical approach is learner-centred, the role of the teacher being seen as that of a guide/instructor, pointing students in the direction to be followed, offering advice, answering queries and assessing student performance. Assessment is frequently "formative", giving feedback to students and helping them to improve.

As students progress through the programme, they are expected to become more autonomous, self-directed learners.  Just as the proportion of courses taught in English rises with each year, so too does the approach become more typical of that used in Anglo-Saxon higher education.

Most of the student body has been educated using the **approach typical of the classic French system** where the students expect to acquire the knowledge by listening to lectures and taking notes without prior preparation. There is not much class discussion and the student studies after the lecture by reading or revising.
In this context note-taking is essential, class hours are longer and there is less individual follow-up.

At ESC Rennes, however, there is a combination of       **the approach of a classic British university and that developed in the USA and Canada** which is identified as the pure case-study method, pioneered by Harvard and Western-Ontario. The former consists of a limited number of lectures, followed by individual and small group tutorials. The course requires the student to undertake prior work on course readings, books and articles which may or may not have been assigned by the teacher.
The session in class is then more likely to be a discussion between the faculty member and the student on the key points which have been studied by the students beforehand.
**The typical North American approach requires** students to read and analyse cases prior to the class. They must also read the required texts and apply the theory to the case study. The class period is devoted to solutions to the case study presented by the students. The students must defend their solutions in the face of questions asked by both the faculty member and other students. The class session is a discussion in which the teacher is a facilitator.

ESC Rennes encourages an environment where these three methods, and variations of them, coexist. This is necessary for cultural reasons (French and Anglo-Saxon contexts) and to prepare students for the study-abroad programme. An individual course may use one method or some hybrid version. Other methods, such as experiential learning within class settings, are also encouraged.

It is important to note that the Anglo-Saxon system generally places a high degree of **responsibility** and **autonomy** on the student. It is clear that for the French students, particularly those coming from the preparatory classes, the first contact with Anglo-Saxon methods is often very disturbing. If the preparation for a class or a case study has not been completed by the student, because he/she has not been used to such a method, then the class may appear to lack content and the discussion with the professor is cut short.

In any event, most students will encounter these methods in their study-abroad programme and their adaptation to this system will determine their success. It is therefore essential that study habits change in the first year of the programme.

In order to assist this transition, French methods of teaching are more common in the first year. Face-to-face teaching is completed by online information (e-learning) that must be read for a good understanding of the course. Moreover, this approach helps students to become more autonomous. Anglo-Saxon methods will predominate in the second and particularly

in the third year (whether at Rennes or abroad). In addition, this evolution corresponds logically to the increased instruction in English over the three years of the programme.

The process of developing self-directed learning and student autonomy is assisted by the School's DIDAGORA learning platform, which is under constant development. This provides online access to learning resources such as links to the Library databases, further reading, discussion points, answers to FAQ, exercises and other facilities which have been developed by the teaching faculty. It is accessible from both inside and outside the school building and adds an important additional dimension to teaching and learning processes.

## ➢➢ 3.2. LANGUAGE OF INSTRUCTION AND EXAMINATION

All core courses are taught in English, some electives are taught in French.

## ➢➢ 3.3. COMMON TEACHING BETWEEN PROGRAMMES

The BA taught courses and the second year PGE programme courses are basically the same. However, it is to be noted that the requirements to complete the two programmes are different.

**Chapter 4**

# CURRICULUM DESIGN

## ➤➤ 4.1. INTRODUCTION

The curriculum has been designed on the basis that all students will have completed a prior programme in the core areas of business and management, so that they have the appropriate knowledge and skills to provide the foundation for this course of study.

The programme provides the student with the opportunity to study the core topics of international business and to take some electives in business studies.

## ➤➤ 4.2. REQUIRED COURSES

Each semester students take 5 core courses and 1 elective.

Core courses, Semester 1:
- **FIN 42011 E**      Fundamentals of Finance
- **SAM 44011 E**      International Economics and Legal Environment
- **MKV 40011 E**      Marketing in Action
- **SAM 40011 E**      Organizational Behaviour
- **SID 43051 E**      Operations Management

Core courses, Semester 2:

- **FIN 42022 E**      Corporate Finance
- **SAM 43012 E**      International Business Strategy
- **MKV 40022 E**      International Marketing Management
- **SAM 42012 E**      International Human Resource Management
- **SID 47012 E**      Electronic Business Systems

**SID 41322 E – BUSINESS RESEARCH METHODS**

The Graduating project (see chapter 7)

## ➤➤ 4.3. ELECTIVES

The elective courses provide students with the opportunity to add additional knowledge and expertise to their core studies in international business and to develop a limited degree of specialization. Students enrolled in the BAIB programme must take 1 elective each semester.

Short detailed descriptions of the courses are provided in appendix 1.

Detailed course outlines, which contain more detailed information about each course, objectives, content and methods of assessment, are available either online on Didagora and/or are given out by the professor(s) concerned, usually during the first session.
Some of the courses have prerequisites. Further advice or information on courses or choosing courses may be obtained from professors or from the Programme Manager.

Selection of courses is made on a form that MUST BE RETURNED before the beginning of the semester. This is used for preparing attendance lists for professors, planning of examinations and preparation of semester results.  The final deadline for any subsequent changes is indicated in the calendar.

Foreign students are strongly advised to choose courses which complement their previous experience and which do not duplicate it. Clarification about the level of prerequisite knowledge expected may be obtained during the first session of the course or by seeing the professor during the first week of the semester.

Once registration has been completed (normally by the beginning of the second week of the semester) no changes will be possible.

## ➤➤ 4.4. REQUIRED COURSES IN LANGUAGES AND CULTURE

All students must enrol for one language course and one cultural activity. Non-French speaking students take French Language and French Culture, enabling them to improve their language skills and to take advantage of the local environment and to learn about France.

PGE B.A.I.B students are required to take one foreign language other than English plus one cultural activity of relevance to the international business environment. This enables them to perfect their language skills and to learn more about the cultural environment of international business.

Students from French-speaking countries are required to take one language (other than English in which they are already fluent) and either an additional language course or a culture course related to the international environment. This enables students to perfect their language skills and to learn more about the cultural environment of international business.

## ➤➤ 4.5. REQUIRED PARTICIPATION IN PEI

All students are required to participate in the pedagogy of experience and initiative (PEI). This is designed to contribute their personal development (see Chapter 6).

**Chapter 5**

# ASSESSMENT AND GRADUATION

## ➤➤ 5.1. METHODS OF ASSESSMENT

A variety of methods of assessment are currently being used in the BA programme. For example:

| |
|---|
| • Participation and case discussion |
| • Mid-term examinations |
| • Individual assignments and presentations |
| • Group assignments and presentations |
| • Final examinations |

Full details of the assessment for each course are given in the detailed course outlines.

## ➤➤ 5.2. GRADING SYSTEM

The ECTS grading systems is used in the BAIB Programme. Individual assignments are marked as a percentage, while the grading scale for the final mark is as follows:

| DEFINITION | % range | ECTS GRADE | GPA* |
|---|---|---|---|
| **Excellent Performance**<br>Outstanding performance with minor errors | 70-100 | A | 6 |
| **Very Good Performance**<br>Above the average standard but with some errors | 65-69 | B | 5 |
| **Good Performance**<br>Generally sound work with a number of notable errors | 58-64 | C | 4 |
| **Satisfactory Performance**<br>Fair but with significant shortcomings | 50-57 | D | 3 |
| **Sufficient**<br>Performance meets the minimum criteria | 40-49 | E | 2 |
| **Fail**<br>Some more work may be required by the Exam Board before the credits can be awarded | 30-39 | FX | 1 |
| **Fail**<br>Considerable further work is required | 0-29 | F | 0 |

∗  *For internal use only (point equivalent for computing annual average).*

## ➤➤ 5.3. GRADUATION

### 5.3.1. TABLE OF PROGRAMME CREDITS

N.B: The following are **OUVS credits**. These are generally 2 x ECTS credits.
Students are only admitted to the BAIB programme if they have accumulated at least 240 credits for prior studies in Business.  In order to graduate with the BAIB, student must obtain at least 120 credits in Rennes as follows:

- Credits for prior learning          240
- 12 business courses of 8 credits     96
- Language                              8
- Cultural activities                   8
- PEI                                   8
- Graduating Project                   16

**TOTAL Credits in BA final Year        136**

**REQUIRED CREDITS for BA final year    120**

**TOTAL required Credits        360**

Credits are acquired when the grade for a course is E or above. The annual average must be at least equal to 3.0.

### 5.3.2. CRITERIA FOR THE AWARD OF THE B.A.I.B

The Programme Assessment Committee will make recommendations to the Examinations Board about graduation.
Students are eligible to graduate with the BA in International Business provided that:

(1)  They have obtained at least 96 credits for business,  language and culture courses;
(2)  They have an annual average of  at least 3.0
(3)  They have at least E in the Pedagogy of Experience and Initiative;
(4)  They have at least D in the graduating project.
(5)  They have no F grades in any courses.


### 5.3.3. STUDENTS NOT MEETING THE CRITERIA

There is no provision for re-sit examinations. The Programme Manager may give permission for students to take make-up examinations for special circumstances (e.g. illness).

A student who obtains the grade of F in any course, including the graduating project, is referred. He/she cannot graduate and has to successfully repeat the module, normally during the following year, in order to graduate with the BA.

The minimum grade to obtain the credits for the Graduating Project is 'D'. A student who obtains and 'Fx' will be asked to re-work and re-submit his/her project by a deadline decided by the Exam Board. A student who obtains an 'F' for the project will be deemed to have failed the programme.

Where a student obtains an F in an elective course, she/he can opt to study an additional elective the following semester to replace the elective failed.

A student who obtains grades of FX in more than 2 courses will either have to repeat the year or only the classes that he/she failed, depending on his/her overall performance. In such a case, unless otherwise decided by the Examination Board, a student with an average of less than 3.0 will have to repeat the programme, whereas a student with an average of 3.0 or more will have to repeat only the modules that he/she has failed.

## ➤➤ 5.4. HONOURS

Honours classification will be awarded based upon the average for the modules taken at ESC Rennes during the programme and is weighted in line with the credits per course. The average mark is calculated from all components of the programme. The classification is as follows:

| GPA | CLASSIFICATION | |
|---|---|---|
| $\geq 5.2$ | FIRST | BA HONOURS |
| $4.3 \leq GPA < 5.2$ | 2.1 (upper second) | |
| $3.8 \leq GPA < 4.3$ | 2.2 (lower second) | |
| $3.2 \leq GPA < 3.8$ | THIRD | |
| $3.0 \leq GPA < 3.2$ | PASS | UNCLASSIFIED |
| $< 3.0$ | FAIL | - |

## ➤➤ 5.5. STUDY TIME AND EFFORT

As a guideline each second year module is expected to require approximately 100 hours of effort. This study time includes:
- preparation for classes
- class contact hours
- assignments
- preparation for examination
- examinations
- etc.

## ➤➤ 5.6. LATENESS

### 5.6.1. COURSEWORK

The penalties for late submission of coursework and projects are normally:

Minus 20% up to 24 hours of lateness
Minus 50% between 24 and 48 hours
After 48 hours the grade will automatically be 0 (zero)

### 5.6.2. PROJECTS/INTERNSHIP REPORTS

The BA project must be submitted by the dates indicated in the calendar. Any extension to the final (August) date must be approved by the Programme Manager; such approval is normally only given in exceptional circumstances.

Students who fail to meet agreed submission dates will be subject to penalties. The penalty is normally 1 grades off for projects submitted up to a week late and 1 further grade off for each additional week.

Where, for reasons beyond the student's control, a project cannot be completed, then the student may be given permission by the Programme Manager to undertake a different, new project. In this case a new timetable will be agreed by the Programme Manager and supervisor.

## ➤➤ 5.7. ACADEMIC INTEGRITY

All students are expected to read the ESC guidelines on academic integrity (available on the Intranet in the downloading files section) and to sign the declaration agreeing to respect the associated rules and regulations.

Failure to do so will result in results being withheld and possible non-attribution of the degree

## ➤➤ 5.8. EXTENUATING CIRCUMSTANCES

Special circumstances, such as illness, may result in lateness and in failure to attend specific assessments such as course examinations.

Provided that proper written justification is produced, normally within 12 working days of the date announced for the submission of work/exam session, the Programme Manager may approve re-sit examinations or alternative means of assessment.

Circumstances which influence the overall performance of student are subject to the approval of the Examinations Board.

**Chapter 6**

# THE PEDAGOGY OF EXPERIENCE AND INITIATIVE

**Students who are registered for both PGE and the BA program should refer to chapter 6 in the PGE 2 handbook. The following concerns non-PGE students only.**

## ➤➤ 6.1. OBJECTIVES

The PEI's objective is to make use of the process of acquiring experience and taking initiative as a means to complete and enlarge the academic knowledge the students acquire at the School. It aims to prepare graduates for the distinctive and fundamental aspects of his/her function as a manager:

- organisation
- chairing meetings
- team work
- creativity
- motivation
- leadership
- communication
- flexibility, adaptability

This pedagogy gives students experience of real situations. It encourages students to think about what they have done and learnt from their experiences. These experiences are not static; they allow the students to grow intellectually, both individually and in groups, with guidance and are assessed.

## ➤➤ 6.2. ELEMENTS of the PEI

PEI students are assessed on the basis of 3 elements:

Tutorials: Students have a tutor with whom they define an annual PEI plan and to whom they report on their activities

Sport: Each student must practice at least one sport for which participation, performance and analysis will be assessed

Individual project: Each student has one project to carry out during the year. This is defined together with the tutor. For students who have already done their DipHE year at ESC Rennes, the project is replaced by participation in an association.

**Chapter 7**

# GRADUATING PROJECT

## ➢➢ 7.1. BA GRADUATING PROJECT

### *A major individual project, this is a mandatory component of the BA in International Business.*

#### 7.1.1. PURPOSE

Successful completion of the project demonstrates that a student is capable of planning, executing, analysing and reporting a significant individual work package.

The project must be carried out in a company, or in the School, or in an associated business school which is a partner of ESC Rennes-School of Business. The topic can be a real-life problem in a business, an application of research findings, a market study report, or a placement report. It is not necessary to demonstrate that the body of knowledge has been extended, and the work does not have to be wholly original. Project topics must be approved by the project co-ordinator and/or programme manager.

#### 7.1.2. CHOOSING A PROJECT TOPIC

Project topics arise from:

1) List of proposals collected from academic staff reflecting their research interests and current issues in their specialist fields;

2) The student - from his/her experience, desire to pursue a topic from a course, personal connections etc;

3) Companies who may have mentioned a problem to a student or academic during a meeting e.g. tutorat-entreprise;

4) Projects related to internships (placements) defined by companies; and,

5) Market studies.

#### 7.1.3. EFFORT

The project represents approximately 250 hours of work in total (probably 6-8 weeks full-time).

#### 7.1.4 PREPARATION

Students registered on the BAIB are required to attend the Research Methods workshops (part of SID 41013) , work for which provides 20% of the final mark for the project.

#### 7.1.5. SUPERVISION

Each student is appointed a supervisor who is available to discuss the academic requirements of the project.

The academic supervisor is a member of the teaching staff at ESC Rennes.

Sometimes, for students who are in other countries, the academic supervisor can be an approved member of the academic staff of an approved academic institution, familiar with the project requirements for ESC Rennes.

In all cases, students are briefed on the requirements of the project by attending the Research Methods workshops at the start of semester 2.

### 7.1.6. ASSESSMENT

The graduating project, which should be approximately 7000 words and certainly no more than 10 000 words, is examined by an internal examiner at ESC Rennes using a framework of criteria with a breakdown of marks available in each category. An internal moderator reviews all reports to maintain consistency of marking. The external examiners review a sample of reports to check integrity of marking standards.

The final mark for **SID 41322 E** is made up of 20% for the methodology exercises and 80% for the final project. It is expressed as a letter grade. To obtain the 16 credits, the minimum grade is a D.

### 7.1.6. LANGUAGE

The project can be written in French or in English. **Where it is written in French a 5-600 word abstract in English must be included.**

### 7.1.7. NUMBER OF COPIES

Two copies of the project and one electronic version must be handed in to the administration no later than the due date. The electronic copy will be checked for plagiarism using appropriate software.  The projects are not to be handed in directly to the supervisor. Projects must be bound and presented in the approved format (see 8.2)

### 7.1.8. PREPARATION

The student must follow the mandatory module in methodology. This contributes 20% of the final mark and is an essential component of the graduating project.

## ➢➢ 7.2. PROJECTS RESULTING FROM INTERNSHIP EXPERIENCES

### 7.2.1. BA PROJECT AND INTERNSHIP REPORTS

If based on an internship, It is important to realize that a BA Project must be much more than a simple report of activities. It is important that it relates theory to practice.

Internships are valuable because they enable you to experience professional life in an organization and - more importantly from an academic point of view - they enable you to relate theory to practice and to learn from experience.


## LEARNING FROM EXPERIENCE: REQUIRED ABILITIES AND POSSIBLE BARRIERS


| Step of the Learning Cycle | Ability required to successfully complete the step (based on Gold, 1994) | Learning barriers which might impede successful completion of the step (based on Temporal, 1978) |
|---|---|---|
| Observing | Ability to be involved fully, openly and without bias in new experiences | Perceptional barriers: Learner is unable to see what the problem is. |
| Reflecting on Observations | Ability to reflect on experiences from different perspectives | Cultural barriers: learner is unable to see what the problem is. |

| | | |
|---|---|---|
| **Forming of Abstract Concepts** | Ability to create concepts that integrate reflection and observation into logical theories | Intellectual barriers: the learner does not possess the learning skills which are required to approach a problem correctly and resolve it. |
| **Testing Concepts** | Ability to use theories to make plans and implement action. | |

The above model is useful because it shows the intellectual steps you should go through whilst you are doing your internship and writing your graduating project. It also points out some of the barriers which may prevent you from learning from your experience.

Ability to reflect on experiences, ability to create concepts, ability to use theory to generate plans (see table above), as well as the quality of the written report are all taken into consideration in grading the project.

## ➢➢ 7.3. PROJECTS NOT RESULTING FROM INTERNSHIP EXPERIENCES

The objective of the BA project is to enable students to experience individual academic study and so to extend their personal skills and awareness of their own abilities, interests and motivation.

The student must select, apply and integrate concepts and skills studied in the programme to a new subject area or new application field. The project should go beyond the existing knowledge of the student and deepen his/her knowledge of a given area of study. It should involve the student in the gathering of primary and/or secondary data and its interpretation. Ideally the project will involve the application of theory from several subject areas and should enable the student to integrate theory with the project topic.

The project should be chosen so that it considers matters of importance today or likely to be of importance in the future.

**Chapter 8**

# PROJECT WRITING UP

## ➤➤ 8.1. INTRODUCTION AND OBJECTIVES

The purpose of the BA graduating project at ESC Rennes is to demonstrate understanding of some aspect of international business by undertaking a significant piece of individual work. Carrying out a project demonstrates the ability to plan, execute and report an individual word package, such as may be required in working life later. However, the style of the report must conform to certain requirements, which are unlikely to be required in working life. In addition, it is important that the report writer demonstrates rigour and clarity, which are essential aspects of good communication.

The graduating project report should constitute a « well-structured and convincing account of a study, the resolution of a problem, or the outcome of an experiment » (Howard et al, 1983). The nature of the project has already been discussed and will therefore not be covered here. The key points for this report are « well-structured » and « convincing ». It is hoped that these notes will help you write a good project report.

Most project reports are assessed on 3 main elements, form, structure and content. This section briefly describes the nature of each of these elements. A separate section is devoted afterwards to each of them in order to describe their requirements in detail.

### 8.1 1. STRUCTURE

Having a good structure is critical. The structure can make or break a project. A good supervisor, with experience of project writing, can determine from your project structure whether the report will be good or not, and will help you find the most logical structure.

Structure refers to the elements of the report such as summary, main body of work, references etc., and also to the order in which you introduce your points in the main body. These aspects are discussed in more detail in section 8.3.

### 8.1 2. CONTENT

Clearly the content of the report is the most critical element. There are ways of presenting information which make it clearer to the reader and these aspects will be discussed in section 8.4. In short, this means explaining points and conclusions to your reader, in order to show that you understand what you have done and why you did it.

### 8.1 3. FINAL ASSESSMENT

Form and structure are minimum requirements. Having perfect form and structure but poor content will not achieve a good mark. However, even if the content is good, it will not be apparent if the form and structure are poor. Hence all 3 elements are required for a good mark.

## ➤➤ 8.2. ELEMENTS OF FORM

### 8.2.1. TYPING, PAGE SIZE AND LENGTH

The report must be typed on A4 (29,7 cm x 21 cm) paper and be 1.5cm spaced. Leave a minimum 2.5cm margin on the left and 2cm margin on the top bottom margins. Pages should be typed on one side only. A good quality printer should be used, preferably laser or high quality inkjet, but near letter quality dot matrix is acceptable if used with a new ribbon. Generally, the main text should be in 10 point or 12 point type and headings should be larger. Try to avoid using too many different fonts since this can be annoying for the reader.

The report should be 7,000-10,000 words long. You will find that 10,000 words is not very much. If you get about 250 words to a page, this will be about 40 pages maximum. We are strict about not exceeding the maximum length since organising your material and expressing your ideas concisely is one of the main purposes of project writing.

### 8.2.2. SUB-SECTIONS AND NUMBERING

At ESC Rennes, we have adopted the decimal numbering system, as used in this report. This system has major advantages. Firstly, it can be used for all the types of project reports written at the School. Secondly, when marking coursework or reports, specific reference may be made to a particular section. Thirdly, the reader always knows his or her exact position. Fourthly, a reader wishing to access a particular point knows precisely where the point can be found from the table of contents.

As a general rule, you should have 1 or 2 sub-sections per page on average. Even 2 pages is rather long. Sub-sections should have some distinguishable sort of heading. This report uses bold type. This is just one method of many.
Make sure that sub-section headings do not occur at the very bottom of a page. Use « page break » commands to avoid this.

### 8.2.3. TYPOGRAPHICAL ERRORS

Avoid typographical errors! They are extremely annoying for the reader. You must re-read and re-read until you get it, rigth or right! It is a good idea to ask a friend to read your report to find errors that you missed.

### 8.2.4. LANGUAGE

The project can be written in French or in English. If it is written in another language than the student's native tongue, the quality of English (or French) in a report is less important than quality content. However, a minimum level of English (or French) is required to allow the reader to understand what you are trying to say. If the reader does not understand, you will be awarded a lower grade.
Assuming you use MS Word, do not forget to use the spell check and grammar check!

### 8.2.5. FOOTNOTES

Footnotes are generally to be avoided. If the point is worth making, then it should be made in the text. If the footnote is a reference, then the work should be referenced in the normal way, described later. If you decide that a footnote is absolutely necessary, then it should be indexed by a small number in bold and bracketed, and appear at the bottom of the page, marked by the same number in bold and bracketed. The footnote itself is normally written in a smaller font and not bold.

### 8.2.6. PAGE NUMBERS

Page numbers before the main body of the text, i.e. before chapter 1 begins, are in lower case roman numerals, i.e. i, ii, iii, iv, v, etc. The main body of the text should use normal arabic numerals, i.e. 1,2,3,4,etc., starting at chapter 1. Appendices may continue the main body numbering, or use a different numbering system perhaps distinguished by a prefix, such as A1, A2, A3.

### 8.2.7. TABLES AND ILLUSTRATIONS

Photographs should be mounted on good quality paper or colour photocopied. Photographs, maps, graphs, tables and other illustrations should be placed as close as possible to where they are referenced or described in the text. Each table and illustration should have a unique reference number and be referred to in the text. You should include a list of all such tables and figures at the front of your report.

### 8.2.8. PROJECT TITLE

The title should describe the content of the project accurately and concisely. This should be possible in one short sentence.

### 8.2.9. STYLE

The style of writing should be passive and indirect. For example, instead of writing « I visited company X on November 27 », you should say « Company X was visited on November 27 ». In order to distinguish therefore what YOU have done, and what OTHERS have done, you need to use references.

### 8.2.10. TITLE PAGE

The title page (see appendix 2) gives the following information in the order listed:

- Full project title and sub-title, if any
- Full name of the author
- The qualification for which the report is submitted
- Name of the institution to which the report is submitted
- Month and year of submission
- 

**A standard ESC Rennes cover page must be used**. They are available at the front desk.

### 8.2.11. TABLE OF CONTENTS

The table of contents immediately follows the title page. The table of contents lists in sequence all the relevant subdivisions of the report and their page numbers, including:

- Summary
- List of abbreviations (if necessary)
- Title of chapters, sections and subsections of the report as appropriate
- List of references
- List of bibliography
- Appendices

It should be followed, where appropriate, by a list of figures and tables, and any abbreviations used frequently.

### 8.2.12. SUMMARY

The summary must be no longer than one side and should not exceed 300 words. Because this should be one a single page, the summary may be single-spaced if necessary. The summary should contain the main points of the project, i.e. scope, objectives, approach, findings, major arguments and conclusions.

### 8.2.13. LIST OF ABBREVIATIONS

For an abbreviation in common use, the term should be stated in full in the first instance followed by the abbreviation in brackets. Thereafter the abbreviation may be used. If there are a large number of abbreviations, a list of abbreviations should be included (see above 8.2.11).

### 8.2.14. THE MAIN TEXT

The main text should be arranged in logical sections and sub-sections, allowing the reader to follow the development of what you have done. This is described in section 8.3.
New chapters should start on a new page.

### 8.2.15. REFERENCES

Remember that it is essential to reference any work, ideas, diagrams etc that are not your own work, whether quoted directly of paraphrased. Failure to do so is plagiarism (see ESC Rennes rules on Academic Integrity)

References are very powerful and can be used to great advantage.

If there is more than one author, there is no need to list them all when making a reference. You can simply say « et al ». For example, for the production book by Laverty and Demeestère, you can refer to Laverty et al, 1990.

The list of references appears immediately after the main text. All authors (regardless of whether a book or an article is being referenced) appear in alphabetical order, with author's name in full, for example:

Laverty J., Demeestère R. (1990), "Les nouvelles règles du contrôle de gestion industrielle", Dunod
Wild R. (1991), "Production and Operations Management", Cassell, Fourth Edition

In a BA graduating project, it is not essential to show that you have read all the relevant literature. Nevertheless, you should demonstrate that you have read some of it and the best way of doing this is by using references.

The data items that you need to describe a book, whether as a reference or part of the bibliography, are the following and in order:

Author's surname
Author's first names or initials
Year of publication
Title (underlined)
Publisher
Edition (if any)

The data items that you need to describe an article, whether as a reference or as part of the bibliography are as follows and in order:

Author's surname
Author's first names or initials
Year of publication
Title of article
Name of journal (underlined)
Volume number
Part number
Month(s) (if any)
Page numbers (start to finish of article)

It is only necessary to state the page number if you have quoted from the work.
References should be listed on a separate page after the main body of the text. This should be in alphabetical order, by surname. You can mix your references or separate them into books, journals, web pages etc.

You may quote statements from other authors directly in your text, but you should avoid doing this more than a few times. The best way is to paraphrase the main points from the work, in your own words.
You may also reference company brochures and handbooks.

**Internet sources** – the full link (www.etc) should be given, as well as the author (where possible), the date of publication (if known) or, failing that, the date the page was accessed by you.

### 8.2.16. BIBLIOGRAPHY

Bibliography refers to any other literature that you found useful and relevant but did not actually reference from the text. Bibliography should be listed in alphabetical order of author name and described in exactly the same way as reference above.

Bibliography should be listed on a new page after the references.

### 8.2.17. APPENDICES

Appendices contain further data or information which are useful but not directly necessary to understand the main text. It should be possible to read the main body of the text without the appendices and still understand the project. For example, the main body of the text may contain a summary of the main findings of a survey, but the raw data would be an appendix.

All appendices should be referenced from the main body. Each appendix should start on a new page.

## ➢➢ 8.3. ELEMENTS OF STRUCTURE

The order of the elements of the report has been described in section 8.2. This section deals with the structure of the main body of the text.

The structure of the report is critical and determines whether your reader is able to follow what you have done or not.

### 8.3.1. BASIC OUTLINE

The general approach is as follows:

- Introduction to scope and nature of the project
- Objectives of the project
- Background information required to understand the project work
- Description of your approach
- Statement or summary of your results or findings
- Conclusions
- Recommendations for further work

Note that the above headings are only used for the purpose of explaining their content and are unlikely to be used as chapter headings in the report.

The sections which have the least obvious content are those concerning background information, analysis of results and recommendations for further work. These sections will be considered in more detail.

### 8.3.2. BACKGROUND INFORMATION

In a research project, this section would summarise current knowledge on the topic from the literature. Therefore, it is usually entitled « literature survey » and contains the main points from books and articles in the topic area, which are referenced.

The purpose of such a chapter is to bring the reader up to your level of knowledge and to allow you to show where your work fits into the overall picture.

Even if a project takes place in a company, it is always useful to show an external view of the company or the sector, which demonstrates external critique and to discuss the background to the particular problem chosen for study.

Furthermore, this section should also describe any approaches or methodologies that could have been used for your project, with an explanation of why you have chosen to follow your particular sequence of steps. In the next chapter, you will describe what you actually did.

The general style of these reports is that your report should read like a logical series of steps when, in fact, project work is rarely logical in that way. The process of writing the report allows you (or forces you) to explain how and why you proceeded, in a logical manner, in order that a reader who did not do the project with you can understand what happened.

### 8.3.3. ANALYSIS AND DISCUSSION

The purpose of analysis and discussion is to show that you understand what you have done, as well as the significance of what you have done. You should be able to carry out a « self-criticism », highlighting the weak points and strong points of your work, how general or specific it might be, and what its implications are.

An example will be used to demonstrate the point.

A third year student carried out a project which involved application of a procedure to evaluate whether or not funds should be given to companies. The final report, after 3 months work, consisted of 5 pages describing the organisation, its structure, purpose and activities, and 5 pages describing the procedure, plus 5 pages of appendices of the forms which had to be

completed by companies applying for funds. There was also a one page summary of what the student had gained from the project.

Therefore, the project contained no analysis whatsoever. The Programme Manager used the following ideas to counsel the student about how to provide analysis. It is not suggested that these guidelines are exhaustive or always appropriate. They simply demonstrate questions that occur to a reader, and hence will occur to an examiner. It is better that you answer them in the report, rather than leave the reader/examiner believing that you did not know.

- Who designed the procedure?
- Was the purpose of the project to design the procedure?
- What was the procedure trying to establish?
- Did the procedure meet this objective?
- What problems were encountered in applying it?
- Was the data assessed by hand or by computer?
- How long did it take to analyse an application?
- How long did it take a company to prepare an application?
- Was it really necessary to demand such detailed data from companies?
- What was the minimum amount of data required to evaluate whether funds should be given or not?
- What other data (if any) should be requested?

The purpose of these questions is to elicit from the student an understanding of the task being undertaken, and to allow the student to demonstrate understanding and application of the courses that have been taken at ESC Rennes. A project of this nature is a very good measure of the ability of a student to integrate and apply what he or she has learned.

### 8.3.4. RECOMMENDATIONS FOR FURTHER WORK

Nobody ever completes a perfect project in a limited period. There will always be unanswered questions and this is healthy. It means that the work is capable of being developed. Even if you have a mission in a company that you largely fulfill, you are most unlikely to have done a « perfect » job, and there will still be other tasks to be completed. This section may be one or two pages long and will have a short paragraph on each idea that you think should be pursued.

These ideas for further work may come, for example, from objectives that you have not been able to meet, from developments that occurred during the project that you had not foreseen, or from strange results during the project that are difficult to explain and which need more data.

During the analysis of your results, you will find that many questions arise. For example, you may find that a survey has focused on a particular age group. Clearly, you will not have time to complete the survey on all age groups, so you recognise in your discussion that your results are valid only for this limited age group. In the section on recommendations for further work, you might suggest that, if you had more time, the survey should be extended to certain other age groups.

## ➢➢ 8.4. ELEMENTS OF CONTENT

Most of the main points about a graduating report have already been covered. This final chapter of the main body aims to help you to organise your material and get down to writing.

The key point to bear in mind is « tell a good story ».

### 8.4.1. KEEP A DIARY OR PROJECT FILE

You know now that you are going to write a project report so keep a record of anything you do that might be useful in your report. This could take the form of a « diary » of what you did and when, or a file which records all your activities according to the appropriate section of the future report.

### 8.4.2. STARTING TO WRITE

Some people find it useful to plan chapter contents and the main points to be included in each chapter and then use this outline to start writing up.

Others may use a chronological record of their work, such as a diary.

One technique that you may find useful is to construct a mind map (Buzan & Buzan 2003). The purpose here is to arrange your thoughts and how they link and then decide how best to divide up the whole field of your project ontological chapters.

### 8.4.3. FORWARDS OR BACKWARDS ?

Some people prefer to write the main body of the text in the order in which it appears in the table contents.

Others prefer to work backwards, starting with the conclusions, then the analysis which leads to these conclusions, then the results which are needed for this analysis, and so on. This method is good for scientific work and should be used with great care for a graduating project.

## ➢➢ 8.6. RECOMMENDATIONS FOR FURTHER WORK

After presenting the findings of your work, it will be necessary to analyze what these tell you, in other words what answers have you found in relation to the question(s) you initially posed? In particular, what contribution has your work made in terms of advancing our knowledge and understanding of business?
This final section should summarize the work your have done, establish your conclusions and make recommendations for further work.

Recommendations for further work normally summarise what the writer would do if there was more time for project work. For the purposes of this report, these recommendations concern what YOU would do.

**Chapter 9**

# COUNSELLING

## ➢➢ 9.1. ACADEMIC ADVICE

Students who are in need of academic counselling can consult:

- ♦ The Associate Dean (Teaching) & Director of O.U Programmes (Michael Ward)
- ♦ The Programme Manager
- ♦ The appropriate Head of Department, and
- ♦ Any faculty member on the programme team.

Initial enquiries should normally be addressed to the Programme Manager who will direct them to the appropriate advisor.

Wherever possible, please try to make an appointment and respect times for consultation posted by teaching and administrative staff.

## ➢➢ 9.2. CAREER COUNSELLING

The School provides career counselling through the services of the External Relations which is in constant contact with companies, job fairs and consultants.

Students may also seek advice from faculty members where this is appropriate.

## ➢➢ 9.3. STAFF-STUDENT LIAISON COMMITTEE (PGE 2 and BAIB)

The role of the staff-student liaison committee (SSLC) is to discuss any matters of general interest or concern to students taking courses in the BA. It does not discuss matters relating to individuals.

The SSLC is made up of the Programme Manager, the Heads of teaching departments or their representatives and elected student representatives. The number of student representatives is determined by the general internal regulations, which state that there will be 2 student representatives per group. Representatives are elected by both French and foreign students. Elections are organised in the first month of the first semester.

The SSLC meets once or twice per semester.

The role of the student representative is to communicate with the student body, presenting students' concerns to the SSLC, and reporting back the discussion from the SSLC.

The SSLC is a valuable means of communication for students and staff and is the occasion for a full exchange of views. Wherever practical, students' requests and viewpoints are accommodated. On rare occasions, the staff may have to impose a solution, but will be willing to discuss their reasons with the SSLC.

The minutes of each meeting are approved by those present and available for consultation of the Intranet

**Chapter 10**

# RESOURCES OF THE SCHOOL

**Please note that the School is closed on Sundays and on certain bank holidays (please check your weekly timetables).  It is also closed for one week at Christmas and for three weeks in summer (check notice boards for exact dates).**

## ➤➤ 10.1. MEDIATHEQUE (Resources Center)

**Membership**

The Centre is available to the teachers, students, and partner companies of the school.

The facilities may be used for reading, researching and studying. The staff of the Centre are available to provide assistance to all users.

Each user must be registered with the Centre and must have his personal student card to borrow materials. This registration gives students access to:
- borrowing facilities
- inter-library loans
- remote access to the e-resources after authentication and until the final examination.

The Centre has an open access policy in which nearly all the materials on the shelves are freely available.

The Centre is fully computerized with all acquisitions entered into the system. Computers for consultation allow users to search by subject, title, author etc.

**Opening Hours**

- **during school semesters**
  - From Monday to Friday: from 8:45am to 8:00pm
  - ⇒ On Saturdays: from 9:30am to 16:30pm.

- **during intermediate periods**
  - ⇒ From Monday to Friday: from 9:00am to 18:00pm and closed on Saturdays

- **during School  holidays**
  - ⇒ Specific opening times are to be found on the door of the mediatheque or on the intranet

**For the exact opening times, please check the mediatheque website.**

### ➤➤ Resources

**Books**

Currently ESC Rennes has 18,300 books[1] on management and related topics (economy, finance, marketing, computing, etc.). The School is continuing to invest in new acquisitions, a list of which can be consulted on line.  Suggestions from students for new acquisitions are always welcome.
Borrowing conditions are explained in a separate section.

**Reference Books**

Numerous multilingual dictionaries, encyclopaedia, company directories, lists of companies located in France and foreign countries (USA, GB, Germany, Spain, Japan etc.) and other useful guides are available.

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[1] 1 book out of 2 is in English and even more for some subject areas.

**Periodicals**

About 200 specialized journals (English, American, German, Spanish...) published in France and abroad are on display with a range of newspapers including the Financial Times, Herald Tribune,Le Monde, etc. Files, arranged by topic, are compiled by the library staff on relevant events, subjects, companies and countries. A large range of journals (dailies, business magazines, academic journals…) is also available on full-text or pdf format on the International databases (See below)

**Annual reports of firms**

A range of about 300 annual reports of French and foreign firms, over several years, are stored and can be borrowed.

**Research and working papers**

The working papers and research papers of the Faculty, the students and of the main Business Schools are being compiled. These may be consulted within the library.

**International Databases**

The Resource Centre is linked to the main business databases (Business Source Complete / Ebsco, Science Direct / Elsevier, Emerald, Lexis Nexis, Kompass International, etc.). These can be consulted on line from the library, or on all PCs linked to the school's network, in and outside the School. Full details of such external resources (company information, bibliographic reference databases, access to full-text periodicals, etc.,) are listed on the computer screen. The Mediatheque Staff offers regularly training sessions to the best use of these academic databases.

**Please note that, according to the terms of our contracts with each publisher, only students and staff members of the School have the right to use this service, and this for their personal use only. In no circumstances must data/information be given to third parties.**

➢➢ **Functioning of the Library**

**Finding information**

The Centre is completely computerized. All documents received by the Médiathèque are analysed on arrival and entered in the Mediatheque's catalogue.
Access to this and to the databases and a selection of internet sites is freely accessible via several PCs connected to a printer in the Mediatheque. If you need help with this, ask the Centre's staff.
The Centre's resources (catalogue + databases) can also be consulted from outside the library, 24h/24h, using any terminal linked to the School's intranet (under "Médiathèque. Do Not forget to log in, using your password.
Training workshops are regularly organized.

**Interlibrary Loans**

We have strong links with other Business Schools and will borrow any items needed by the faculty and students which are not in our stock. Our Librarian is a member of an association of Learning Centres in major business schools in France. Our school has signed agreements with the British Library Document Supply Centre and INIST (CNRS), which offers us an international photocopying service and an International Loan Service.

The Mediatheque has an agreement with local school libraries which allows students from ESC Rennes to consult on site (please see the Mediatheque staff if you want to borrow documents from this source).

## ➢➢ 10.2. COMPUTING FACILITIES

### 10.2.1 ESC RENNES POLICY

The School's equipment is to be used solely for teaching purposes.

Access to the School's information system is by means of a wireless LAN. PGE students have to have a laptop computer on a general basis with a WIFI 802.11B/G wireless card. **Non-PGE students (including BA students) are strongly recommended to have the same**. However, there are also fixed-installation PCs in the self-service computer rooms which are connected to the LAN by cable.
Any other type of connection is strictly forbidden.

All students have to sign the user's agreement concerning the rules governing access to the School's computing facilities before commencing their use.

### Exchange and short-stay students

If you have a laptop you can either be connected directly to the wireless LAN using a 802.11B standard card (type PC Card) or a USB socket.

If you are in the School for one semester only, the School may lend you a wireless card for the duration of your stay in Rennes, provided you leave a cheque for 150€ as security. Since the School needs to know how many cards to order, you will be contacted by e-mail to be asked if you have a laptop and are interested in a wireless card. Students failing to respond to this mail cannot be guaranteed a card. Cards can be obtained from the Computing Department at the times announced.

### Computing Rooms

For the moment there are 2 self-service computing rooms (one with 40 PCs each + one with 10) available for student use; these are located in C block on the first floor. In addition students have use of the nearby Open Space.

Access to these rooms is exclusively reserved for ESCR students equipped with their swipe cards. Priority in using these rooms is nevertheless given to teaching classes.

### Use of PCs, Printers and Software

Students must respect the rules and regulations for the use of computing facilities which are posted in the rooms.

Only authorised software can be installed and used. Use of unauthorised software will be dealt with severely.

In addition, students must use the equipment with the greatest possible care and commit themselves to:
- Using only authorised software
- Not disconnect, move or open computers, printers and other equipment
- Not smoke, drink or eat anything in the computing rooms
- Tidy up the work station after use
- Switch off all equipment once they have finished working
- Leave mobile telephones switched off at all times

### 10.2.2 Information Systems

### Internet Access
### How to Access Information Services

### Log-In/Password

These are needed to access all the services – e-mail, student intranet, and printing account.

N.B. Passwords may include small letters, capital letters and numbers. Make sure you take account of these.

Students are given a student card together with their code on arrival at the School. This code should be used when you log in for the first time. You will be asked to enter personal details and to accept the conditions of use before being given your personal log-in and password.

The School's system, which with an output of 10 megabits per second is more than adequate to meet current demands, is shared between students, teachers and administrative staff. Nevertheless, downloading certain software and files is in certain cases forbidden (when there are risks to the system or it might be slowed down unnecessarily).

The navigator used by the School is Mozilla.

### E-Mail

Each student has his own address on the ESCR server; this can be accessed from any internet access point. The address is communicated to you at the same time as you register (see above) and is generally of the form firstname.name@esc-rennes.fr

e-Mails can be accessed from any internet connection using your navigator and the following address : http://webmail.esc-rennes.fr

**The administration of the School will communicate with you only via your esc-rennes address.**

### Student Intranet

This is used for:
- Communication : news, forums etc for information from the administration, teachers, associations and other students
- Printing : as mentioned above, to print a document its is necessary to use your account on the intranet
- On-line documents : certain documents for student use are supplied online for consultation and downloading

The intranet is not accessible from outside the School. From inside the school it can be accessed using the following address: http://escouade.esc-rennes.fr

The home page includes a user's guide, which can be consulted and downloaded without being connected. There is also a description of how to use the printing services.

Please note: the intranet is constantly being improved. Any suggestions you may have are welcome.

### Printing

Students are given an account for printing which is proportional to the length of time at the school – 200 pages per year in black and white. Additional pages can be purchased (€15 per 500). Colour printing is available on request.

In the unlikely event the quota has not been used by the end of the year, the account will be carried forward.

Details on how to use the printing services are available on the student intranet and can be downloaded. To print, follow the procedures for printing used under Word, Excel, Netscape etc. The file is then registered but not printed out. To do this it is necessary to use your account on the student intranet.

There are 6 black & white printers for student use located at the ground, 1st and 2nd floor.

- Paper is supplied by ESC Rennes.

### Operating Systems and Software

All computers are equipped with Windows XP pro and Office XP pro.

### Computing Services

The Computing Services Department is responsible for the administration and use of all information systems at ESCR. It aims to provide students with the best possible facilities, within reasonable limits.

The services and back-up provided are for teaching and learning only.

Beyond initially configuring laptops for student use (wireless card installation, internet navigator, printing services) Computing Services do not provide maintenance services and will not guarantee any reconfiguration resulting from modifications made by students.

There is a Help Desk for students in room 142. Hours of opening are posted on the door.

**How to Access Information Services**

**Log-In/Password**

These are needed to access all the services – e-mail, student intranet, and printing account.

N.B. Passwords may include small letters, capital letters and numbers. Make sure you take account of these.

Students are given a student card together with their code on arrival at the School. This code should be used when you log in for the first time. You will be asked to enter personal details and to accept the conditions of use before being given your personal log-in and password.

## ➢➢ 10.3. AUDIO-VISUAL FACILITIES

**Access to the Audiovisual Editing Room ("Salle de Montage")**

This is in room 117 on the first floor. Access is restricted to School opening hours and after reservation with either the Audiovisual Technician or Monitors.
- Monday through Friday, 9.00 am to 6 pm
- Evenings, from 6 pm to 10 pm, after authorisation from the Audiovisual Technician and the School caretakers

Please book editing facilities at least 48h before use.

**Borrowing Equipment**

The video equipment is available for educational use. Other uses can however be considered individually. It is advisable to reserve the equipment a week in advance. You have the responsibility for the equipment during its loan; a borrowing form is supplied, liable to be asked for by any member of staff. The School's Audio-visual technician can give you information on the use of this equipment. When associations use the School's equipment, the consumables are their responsibility. In the case of "intensive experiences", it is not possible to lend cameras but the technicians are available. The video standards used by the School are:
- 8 mm
- Hi8 mm
- VHS
- DV
- DV-Cam.

**Video-projectors**

Students may wish to use video projectors for class presentations, in which case they should book one out from Room 316. *Please note that there is a heavy demand for this facility and that priority will be accorded to ESCR Staff.*

**Classroom Equipment**

Classrooms are equipped with audio-visual equipment. They all include:

- a television
- a video recorder (VHS PAL/SECAM/NTSC)
- overhead projectors
- video projectors.

This equipment is for class use, and can **under no circumstances** leave the rooms.


**The Lecture Halls (150 and 400)**

These two lecture halls are equipped with audio-visual facilities, and are available to you for your use after authorisation by the relevant departments – DPP and the Maintenance Department.  All reservations can only be made on agreement with the External Relations Department, the Audio-visual Department and the Facilities Management Department and on condition that safety instructions are respected. The presence of the audio-visual technician is required for amphi 400.


➤➤ **10.4. LANGUAGE CENTRE (C.E.L.)**

The laboratory is situated on the 1st floor and is managed by the Language Centre (CEL).

There are 2 rooms consisting of interactive audio-visual equipment, which is intended to be used for self-instruction by Continuing Education, LV1 & LV2 students.
Students are requested to reserve this equipment at least 2 weeks beforehand in *office 138 – Laurent CHAIX.*


**Teaching resources**

24      work stations in the language laboratory (CEL)
11      CD-ROM stations
        Audio and video for everyday and business language-learning
        Dictionaries
        Library

Students are requested to respect the equipment at their disposal as it is a high quality tool, which merits the utmost care when in use.

# Appendices

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## Appendix 1 : BAIB Course Catalogue 2006/2007

# BAIB COURSE CATALOGUE
# COURSE DESCRIPTIONS BY DEPARTMENT

➤➤  This course catalogue lists all courses which may be offered in the BA in International Business during the academic year 2006/2007 only.

The course code contains the following elements :

- A Department code :

    FIN      ➤     Finance and Accounting
    MKV  ➤  Marketing and Sales
    SAM  ➤  Strategy and Management
    SID      ➤     Decision Sciences and Information Systems
    LAN     ➤     Languages
    DPP      ➤     Personal and Professional Development

- A level code:  4XXXX : level 4 =  BA / Second year PGE course
- A three digits subject code within the Department
- A  semester code : last digit

IMPORTANT: The language of instruction follows the course code  (E or F - English or French).

All business courses consist of 30 hours of teaching.
Every business class is worth 8 OUVS credits / 5 ECTS credits
*Please note*: some electives may not run if there is not enough students registered in it

*\* OUVS: Open University Validation Services*
*\* ECTS: European Credit Transfer System*

# DEPARTMENT OF
# ACCOUNTING AND FINANCE

➤➤ **FIN 41011 E – FINANCIAL STATEMENTS ANALYSIS**                    *Semester 1*

This course is intended to provide students with the basic concepts of financial analysis, and should get them acquainted with the tools associated. This will be achieved mainly through studying company's annual reports.
By the end of the module, students should:
1. Understand a company's annual report
2. Be able to conduct a fundamental financial analysis
3. Be able to determine whether or not they agree to work for, invest in, or trade with, a particular company.

*Pre-requisite: A basic financial accounting course.*


➤➤ **FIN 41032 E – WORKING CAPITAL DECISIONS**                    *Semester 2*

This course is focused on short-term financial management. Several exercises and case studies illustrate the issues related to daily financial management, and should enable the students to:
- analyse the working capital cycle and detect the potential risks implied,
- determine what can be done to optimize the cash conversion cycle,
- understand the links between long term and short term financing decisions,
- select the appropriate financing means according to the company's situation,
- negotiate with a bank on services and loans.

*Pre-requisite: it is assumed that the students have a prior basic knowledge in financial accounting*


➤➤ **FIN 42011 E – FUNDAMENTALS OF FINANCE**                    *Semester 1*

The objective of this course is to introduce the students to the basic principles of finance. The students will become familiar with some of the fundamental problems that modern financial managers face and will examine the techniques which can be employed to solve such problems and assist in the decision making process. Topics include:
- The corporate structure and a brief overview of the methods of financing a business.
- Basic discounted cash-flow techniques and their applications to the valuation of securities, such as bond or shares, or the evaluation of projects which the firm may consider investing in.
- Capital budgeting techniques (including DCF) used for the valuation of projects.
- The importance of risk, its definition, measurement and possible reduction by means of diversification.


➤➤ **FIN 42022 E – CORPORATE FINANCE**                    *Semester 2*

The aim of this course is to extend students' basic knowledge of Finance principles. The students will become more familiar with the main business environment issues which affect the Financing decisions of the firm whatever its stage of growth. They will be able to understand and analyze a company's financing position, and to address main financial management issues in a global and international environment. Throughout the sessions the financial needs and means of corporations are discussed, along different stages: new-born, developing, mature companies and also in the event of restructuring (merger, acquisition, split…).
Main topics: financial analysis, venture capitalism, financial markets, capital structure (debt vs. Equity), dividend policy, mergers and restructuring.

*Pre-requisite : a basic Corporate Finance course.*


➤➤ **FIN 47011 F –   COMPRENDRE ET UTILISER LA BOURSE**                    *Semester 1*

Ce cours vise à introduire les étudiants au monde boursier et à les former à l'analyse au travers de connaissances techniques, mais aussi grâce à la pratique d'un logiciel. A la fin du module, ils seront capables de suivre un portefeuille boursier et d'en optimiser les rendements. Le nombre d'étudiants est limité à 15 en raison du besoin en matériel informatique.

*Pré-Requis : Cours d'introduction à la finance, et un intérêt pour le monde boursier.*

➤➤ **FIN 47022 E – FINANCIAL MARKETS & PORTFOLIO MANAGEMENT** _**Semester 2**_

This course provides the students with an overview of capital markets organization and their participants. It is an introduction to the concepts of modern portfolio management, and is aimed at extending students' knowledge of main financial instruments (stock, bonds and derivatives). Different approaches to security selection are examined, to bring the students towards a discussion on meaning and consequences of market efficiency.

The students will learn how to define an investment strategy and practise over a virtual portfolio they will manage along the sessions.

_Pre-requisite : a basic Corporate Finance course._

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# DEPARTMENT OF
# MARKETING AND SALES

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## ➤➤ MKV 40011 E – MARKETING IN ACTION                                       *Semester 1*

This course builds on the knowledge gained in Marketing Fundamentals and focuses on why an understanding of consumer behaviour is essential to a firms marketing performance. Managers need to know how consumers think, react and behave, in order to design new products, modify existing ones and decide on product policy. In this course we will explore a variety of ways in which understanding consumer's leads to successful marketing strategies. There is a heavy emphasis on the use of 'real-world' scenarios to explore the theoretical material introduced. Topics include:

- Marketing decision making, complexity & types of decisions for variable marketing contexts
- Researching contemporary market environments
- Consumer learning & brand loyalty
- Segmenting contemporary markets: Personality & Lifestyle inventories
- The role of stereotyping in marketing
- Analysing global markets: using and evaluating sources of data

## ➤➤ MKV 40022 E - INTERNATIONAL MARKETING AND TRADE                        *Semester 2*

The course is designed to introduce the student to the nature and practice of international marketing management. The course presupposes prior knowledge of general marketing management and builds on this base to develop an awareness and understanding of the peculiarities encountered in international and multinational marketing. Therefore the subject matter is concerned with analysing marketing across national boundaries and also within foreign national boundaries. The course covers the full range of international marketing operations from the exporter to the multinational firm. Three main portions of the course are as follows:

1  Introduction to the International Environment,
2  Marketing Principles and Practices as Applied Internationally and Multinationally,
3  Principles of international trade.

## ➤➤ MKV 40031 E & MKV 40032 E –                                           *Semester 1 and Semester 2*
### BUSINESS TO BUSINESS MARKETING AND PURCHASING FOR COMPANIES

The objectives of the course are to develop in the student :

- An understanding of the differences between "Organizational Marketing" and "Consumer Marketing".
- A theoretical and practical knowledge and understanding of Industrial (Organization) Buyers, their purchasing problems, their behaviour as buyers and of buyer-seller relationship in the organizational context with particular reference to the "Interaction Approach".
- An appreciation of the requirements for effectiveness in Industrial Marketing strategy through an understanding of the strategic areas of marketing management - product, price, distribution roles and relationships - as they apply in an organisational context. Particular emphasis is placed on the development of inter-organizational (Buyer-Seller) relationships in strategy evaluation and development.

## ➤➤  MKV 4004 1F – DISTRIBUTION                                             *Semester 1*

Ce cours a pour objectif de sensibiliser les étudiants à la grande distribution et au management d'enseigne à l'international. Son but est également de briser les idées reçues - et de 'revaloriser' - la diversité des métiers dans les différentes catégories d'enseigne. La démarche pédagogique sera la suivante :

- témoignages d'intervenants extérieurs
- visites d'entreprises
- présentation des différents métiers (magasin, achats, gestion, logistique, marketing...)

➤➤ **MKV 41011 E and MKV 41012 E – ADVERTISING** *Semester 1 et Semester 2*

This course examines a variety of the different types of strategies used by advertisers to sell and promote goods and services. We will be examining print, poster, television and direct mail advertising. Much of the course will be spent analysing examples of actual advertising campaigns and students are required to make extensive and analytically informed contributions in class.

Each session involves analysing a different type of advertising strategy, a different type of advertising medium or a particular problem that advertisers face. Towards the end of this course, a variety of theoretical issues relating to this subject area will be analysed in greater detail.

➤➤ **MKV 42012 E - INTERNATIONAL SALES** *Semester 2*

This course is concerned with a global overview tasks and the acquisition of the tools and knowledge required to accomplish them. It is essentially a practical course and students are expected to participate in a pro-active manner.

Apart from the traditional features found in a course of this type, the new challenges created by the development of the worldwide web will be dealt with at length.

## DEPARTMENT OF
## STRATEGY AND MANAGEMENT

➤➤ **SAM 40011 E – ORGANIZATIONAL BEHAVIOUR**     *Semester 1*

This course studies behaviour in firms on an individual, group and organizational level. It emphasizes the practical application of concepts related to subjects such as personality, communication, teamwork, motivation, conflict management, leadership, and decision making, and analyzes their impact on four key variables: job satisfaction, productivity, turnover, and absenteeism. At the end of this course, each student will 1) be better equipped to predict and understand why and how individuals, groups, and organizations behave in different work situations; 2) be able to participate more effectively in and analyze the dynamics of a work group; 3) better understand his / her behaviour and be able to more effectively optimize personal strengths in a given situation.

➤➤ **SAM 41011 E – ENTREPRENEURSHIP & SMALL BUSINESS MANAGEMENT**     *Semester 1*

The course covers all aspects of entrepreneurship related to both new start-ups and in-company "corporate" entrepreneurship. With a strong focus on creativity / innovation techniques, the primary activity is the preparation of a Business Plan, where teams have the chance to explore the potential viability of their own business idea. The course also covers methods of managing and developing the small firm internally or externally via purchase, succession, etc.

➤➤ **SAM 41022 F – PME : CREATION ET DEVELOPPEMENT**     *Semester 2*

Ce cours est conçu pour les étudiants qui souhaiteraient travailler :
a) pour des organisations telles que les banques, les cabinets de consultants, les Chambres de Commerce, qui sont en relation avec les PME.
b) au sein d'une PME

Le cours est conçu pour donner aux étudiants une vue d'ensemble du monde de la PME et de ses spécificités.

L'objectif de ce cours est de permettre aux étudiants d'appréhender l'environnement et les méthodes de gestion des PME .

Par ailleurs, après les séances d'innovation/création, le cours est basé en partie sur des séances par atelier où, comme exemple pratique, les étudiants forment des équipes de 4 à 6 personnes pour préparer un plan d'entreprise depuis sa création.

➤➤ **SAM 41032 F – GESTION DE PROJETS**     *Semester 2*

La gestion de projet fait partie des activités professionnelles et associatives au quotidien.

Pour y faire face et donner aux étudiants les outils professionnels du management de projet, les objectifs de ce cours sont :
1. Présenter les spécificités de la gestion de projet,
2. Fournir les outils et la méthodologie spécifiques à la gestion de projet pour assurer un bon développement des compétences dans des activités de plus en plus recherchées.

Les thèmes principaux abordés seront :
- L'analyse de faisabilité,
- Les cahiers des charges,
- La gestion des ressources,
- La structuration, la programmation et l'estimation des coûts,
- La planification et l'argumentation,
- La gestion des équipes et projets.

Le cours se fera pour une partie autour de cas concrets afin de permettre la mise en situation.

➤➤ **SAM 42012 E –INTERNATIONAL HUMAN RESOURCES MANAGEMENT**     *Semester 2*

This introductory course is designed to give students an overview of the HRM function from an international perspective. More specifically, each student by the end of this course should be able to:
- assess the HRM-strategy link and make appropriate recommendations.
- critically assess the effectiveness of the primary functions of HRM in an international context such as recruitment and selection, evaluation, training & development, and compensation management
- understand how to manage expatriates through the IHRM cycle: selection, training, assignment, repatriation
- advise firms regarding HRM's role in international alliances and mergers & acquisitions
- understand the key issues in international labour relations

### ➤➤ SAM 42022 F - GESTION DES RESSOURCES HUMAINES EN FRANCE          *Semester 2*

Il s'agit de proposer aux étudiants généralistes une compréhension des thèmes et problèmes de management des ressources humaines. Il faut ainsi les préparer à intégrer leur parcours et leur logique dans la politique ressources humaines de l'entreprise qui se transforme elle-même avec les mutations de l'environnement de l'entreprise. Les principaux thèmes abordés sont les suivants :

- Les relations sociales
- Le recrutement
- La gestion prévisionnelle des emplois et des compétences
- La formation professionnelle et l'évaluation
- Les politiques de rémunération
- La gestion de carrière


### ➤➤ SAM 43012 E –INTRODUCTION TO INTERNATIONAL BUSINESS STRATEGY          *Semester 2*

This course presents an overview of the strategic management process and the implementation of international strategic decisions. It relies heavily on the case study approach and when students have completed the course, they will be able to:

- Make appropriate use of analytical tools to assess firms' strategies within their competitive environments;
- Identify the critical strategic issues facing the organization;
- Recommend and defend appropriate strategic choices based on the above analysis;
- Critically assess the process of strategy implementation - structure, leadership, and organizational culture

Graduates will be able to use knowledge and skills acquired in this course as :

- General managers of internationally-oriented SMEs in which they carry out the entire strategic management process: environmental analysis, strategy recommendation and decision-making, implementation.
- Functional managers and specialists in large corporations, in which their role will especially be one of analysis and strategy recommendation.


### ➤➤ SAM 44011 E – THE INTERNATIONAL ECONOMICS AND LEGAL ENVIRONMENT  *Semester 1*

International Economics will examine the influence of economics on the strategies and day-to-day decisions made by firms operating in the international arena. The course will illuminate the role that national governments play in shaping the world of international business, through their choices and ideals on such subjects as foreign direct investment, monetary policy, and political economy. Through the course, students should become able to explain the relations between such prime economic measures as interest rates, employment, foreign exchange, and government policy. This course should take the mystery out of these often heard terms.

Law, as a strategic tool for the firm, includes an assessment of comparative legal environment for the firm. A special focus will be placed on drafting joint venture and licensing agreements to match specific objectives with legal requirements.


### ➤➤ SAM 44021 E – MANAGERIAL ECONOMICS          *Semester 1*

This course takes the firm's standpoint on assessing how economic issues influence management decisions.

It is divided between microeconomics and macroeconomics, and the main theories are reviewed in each of these fields. The ways to gather economic information, and to decipher economic papers are explained. Then course focuses on how the firm can adapt to microeconomic forces and how it can interpret macroeconomic indicators. The purpose is to show how economic information is converted into managerial decisions, and it is clarified through case studies and group discussions on current events.


### ➤➤ SAM 45011 F  and SAM 45012 F – INTEGRATION EUROPEENNNE  *Semester 1 and Semester 2*

Ce cours est conçu pour permettre aux étudiants :
a) de connaître les institutions européennes et leur fonctionnement
b) de mesurer les enjeux de l'élargissement de l'Union Européenne à l'Est
c) de connaître les droits des entreprises et des citoyens dans l'Union Européenne
d) de comprendre le fonctionnement du marché intérieur (libre circulation des marchandises, personnes, services et capitaux) et  les règles de concurrence au sein de ce marché

**➢➢ SAM 46011 E/F - INTRODUCTION TO CFHT (Catering-Food-Hospitality-Tourism)** *Semester 1*

Ce cours est le premier des cours spécialisés en Restauration, Agro-alimentaire, Hôtellerie et Tourisme offerts aux étudiants de ESC Rennes inscrits en filière ainsi qu'aux autres étudiants intéressés par ces secteurs d'activités. Il comporte un élément théorique ainsi qu'un élément pratique. Le cours présente en détail les 4 domaines en termes de poids économique, acteurs, marché et environnement concurrentiel, évolutions, tendances lourdes et sujets d'actualités. Il explique également les interactions entre ces secteurs «partenaires». Chaque secteur fait l'objet d'une présentation théorique, suivi d'une visite guidée / témoignage d'une entreprise représentative. Les étudiants auront l'occasion d'observer concrètement sur le terrain les concepts abordés et les problèmes traités. L'apport d'intervenants professionnels est important. Les étudiants réaliseront et présenteront un projet pour le compte d'une entreprise de leur choix, afin de se familiariser avec son secteur d'activité.

**➢➢ SAM 46021 F - INTRODUCTION AU MANAGEMENT DES NOUVELLES TECHNOLOGIES** *Semester 1*

Les technologies ont un impact direct sur l'environnement économique et le monde des affaires.
Les managers d'aujourd'hui ne peuvent pas ignorer les changements et les adaptations que supposent les innovations technologiques, tant dans le domaine industriel qu'auprès des consommateurs finaux.
Ce cours vise à permettre aux étudiants de connaître et de comprendre le domaine des hautes technologies et tous les secteurs guidés par l'innovation technologique. L'approche pédagogique inclura:
1. Des interventions de représentants du secteur des hautes technologies;
2. Des visites d'entreprises dans le domaine des hautes technologies;
3. Des projets et des présentations liés au domaine des hautes technologies.
Le cours est conçu pour aider les étudiants à intégrer les principes fondamentaux du management dans le domaine des hautes technologies et également pour leur donner une vision concrète des secteurs fortement technologiques et innovants.

**➢➢ SAM 46031 F – ENVIRONNEMENT SLC (Sports, Loisirs et Culture)** *Semester 1*

En première partie, le cours abordera les différents thèmes relatifs à la structure et à l'organisation des activités des marchés sports, loisirs et culture. Il mettra en évidence les liens entre les puissances publiques et le secteur privé.
En deuxième partie, l'approche de l'événementiel permettra aux étudiants un contact direct avec le management et le marketing des grands événements culturels et sportifs en France.
Le cours apporte aux étudiants les connaissances nécessaires pour se reconnaître dans des systèmes complexes comme ceux du sport, des loisirs et de la culture. Ils auront acquis les savoir et savoir-faire pour créer, gérer et manager des structures culturelles et sportives.

En dehors de ces connaissances globales liées au sport et à la culture (v. descriptif détaillé), l'étudiant doit être en mesure d'analyser :

> La pratique et la consommation des biens et des services sportifs
> Le financement du mouvement sportif
> Les groupes de consommateurs de la culture
> *La consommation culturelle*
> L'évolution du service public
> Les différents types de projets de collaboration avec le privé ;
> Le mouvement fédéral
> La structuration du sport : le système d'organisation du sport en France et en Europe (Fédérations etc.)

⇨ d'intégrer ses réflexions dans la maîtrise de l'événementiel et du sponsoring.

*La formation SLC comprend également un travail de recherche appliquée en collaboration avec les entreprises.*

➢➢ **SID 41322 E – BUSINESS RESEARCH METHODS (no credits)** _**Semester 2**_

The main purpose of this course is to familiarize students with research methodologies and to allow them to identify the appropriate analysis tools (range of techniques for data collection and analysis). Expectations regarding the form and structure of a report are also addressed. Students should have, by the end of semester:

- identified, stated, and started a manageable BA research project on a subject approved by the programme manager;
- obtained a number of appropriate literature references on the topic;
- identified the appropriate techniques for data collection and analysis;
- developped report writing capabilities.

➢➢ **SID 42041 F - MARKETING PREDICTIF** _**Semester 1**_

Le cours permet aux étudiants de bien maîtriser les outils de l'analyse des données et de les appliquer dans le domaine du management en général et plus particulièrement en Marketing.
Le cours est organisé en deux parties :

- La première a pour but de présenter et de compléter les méthodes déjà vues en première année en Recherche Marketing (études de satisfaction et de marché).
- La seconde partie du cours est consacrée à la présentation des méthodes d'analyse des données et à l'utilisation de logiciels de traitement des données comme SPAD ou SPSS.

➢➢ **SID 43051 E - OPERATIONS MANAGEMENT** _**Semester 1**_

This course introduces students to the area and techniques of Operations Management (O.M.) and presents a state-of the-art view of the activities of the operations function. It covers such topics as forecasting, process selection, capacity decisions, facility location and layout, aggregate planning, just-in-time, inventory and quality.
The main goal of this course is to provide students with a sound conceptual understanding of O.M., its strategic importance, and its links with other business functions. The course emphasizes O.M. applications by using problem situations, so that students may apply their acquired knowledge to real business problems.

➢➢ **SID 43062 E - SUPPLY CHAIN MANAGEMENT** _**Semester 2**_

This course considers the role and context of supply chain management in the business and its impact on other functions, particularly in supporting operations management and achieving marketing objectives. The course will cover the key topics of :

- Relating supply chain performance to business performance, in particular the achievement of customer service objectives
- Inventory management and related storage issues
- Transport and related issues such as routing
- Location of facilities such as warehouses

➢➢ **SID 47012 E – ELECTRONIC BUSINESS SYSTEMS** _**Semester 2**_

The course is designed to acquaint students with the components of electronic business systems and the underlying issues involved in their management
This course will present the foundations of electronic business systems from both an organizational and technical viewpoints, and will present issues of management relevant to current and future technologies. The student will become familiar with the terminology, concepts, and underlying issues with the management of electronic business systems within organisations.

# LANGUAGE

### LAN 42021 - GERMAN
The objective of this course is to get a deeper and systematic knowledge of:
1   Vocabulary: to expand students specialized vocabulary in several contexts.
2   Grammar: from the sentence to the text.
Problems analysis: semantic problems and different stylistic effects.
Topics covered include:
- Trading exchanges,
- Corporate life,
- Social problems within the firm,
- International transactions,
- International environment.

### ➤➤ LAN 43021 - SPANISH
The objective of this course is to examine in some depth students stylistic skills and knowledge.
Topics covered include:
- International economic environment,
- Trading exchanges,
- Human resources,
- Spanish and Latino-American civilisation.

### ➤➤ LAN 0901X - FRENCH
These courses are designed to cover a range of levels from beginner to advanced level.
They will cover the following topics:
1   Vocabulary,
2   French grammar,
3   Everyday language use,
4   Business French.
The contents will be adjusted to suit the level of students enrolled in the programme.

# DISSERTATIONS AND THESES

### ➢➢ SID 41013 - BA GRADUATING PROJECT

The objective of the graduating project is to allow students to demonstrate their ability to plan, execute, analyse and report on a significant individual work package.

The topic must be a live problem in a business, an application of research findings, a market study report.

The graduating project is a required component of the BA in International Business.

# DEPARTMENT OF PERSONAL AND PROFESSIONAL DEVELOPMENT

➤➤ **DPP 0492X - FRENCH CULTURE**

The objective of this course is to introduce the main elements of French culture and civilisation to foreign students.

The major topics to be covered are:

1   France and its people.
2   The history of France.
3   Art and literature.
4   Contemporary France.

This class is mandatory for foreign students and replaces Cultural Activities taken by French student.

➤➤ **DPP 04XX3 - CULTURAL ACTIVITIES**

The objective of these courses is to provide students with the opportunity to explore cultural topics.

Each course will be taught by a separate professor.

The specific content of each course will be described by each professor at the initial session.

➤➤ **DPP 41013 E - THE PEDAGOGY OF EXPERIENCE AND INITIATIVE (PEI)**                    _**Annual**_

The aim of this course is to enable students to participate actively in their education by learning more about themselves and developing a professional manner and managerial competences. The different stages of the PEI will aid students in formulating their future career and prepare them for the job market.

Students are required to involve themselves throughout the school year in a variety of activities. Each student must practice at least one sport and undertake an individual project. This project may be within an association or a personally defined challenge.

S/he is attributed a personal tutor with whom s/he meets frequently and his/her progress will also be monitored by the Department of Personal and Professional Development.

For students who spent the DipHE year in Rennes, the PEI at BA level is the continuation of the previous year.

At the end of the 3 semester PEI programme each student meets with a potential employer who studies his/her CV and career project and gives an assessment of his/her potential and abilities.

_This course is only open to students who are registered in the BA in International Business at ESC Rennes.._