



**GIE-6022**  
**International Marketing Management**  
**Section A - Fall 2011**  
**Wednesday, 3:30 pm – 6:20 pm**  
**3 credits**

Course site on ENA: <http://www.portaildescours.ulaval.ca>

**Professor:**

Whereabouts:  
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**SECTIONS**

I	Course description.....	1
II	Course objectives .....	2
III	Pedagogical approach.....	3
IV	Evaluation and scale of grading.....	4
V	Bibliography.....	8
VI	Course outline .....	10
VII	Assessment grid for term project .....	13
VIII	Team work evaluation .....	16
	Appendix 1 .....	17
	Appendix 2 .....	19

**I. COURSE DESCRIPTION**

International Marketing Management is a mandatory course in the MBA International Business program (“MBA GIE”). As such, it is mainly designed for i) MBA International Management students, ii) those who wish to pursue a career in international marketing and iii) students who have a strong interest in that domain. This course examines the main elements related to the marketing of a product or service on foreign markets, namely those to consider when establishing an international marketing plan.

Throughout this course, students will develop analytical and practical skills in international marketing. Students will be exposed to concepts and models on which they will be required to comment, in an

objective manner. They will also give their opinion with regard to their significance and relevance in management. Furthermore, students will be asked to reflect on the ethical aspect of international marketing.

As a prerequisite, every student must have taken at least one introductory course in marketing prior to enrolling in the International Marketing Management course. This applies to students signed up at Université Laval and international students or students participating in exchange programs.

## II. COURSE OBJECTIVES

The topics that will be covered throughout this course, together with the skills that students will be brought to develop, are as follows:

1. Current international issues:
  - Recognize current international issues and establish links between them in order to understand what kind of challenges these issues pose to businesses.
2. Culture:
  - Identify and discuss the subtleties of different cultures in an international setting, namely self-reference criteria and the issue of ethics, in order to transpose the potential repercussions of these subtleties in a real international marketing situation.
  - Evaluate the relevance of the “glocalization” concept.
3. International marketing management:
  - Define international marketing and explain the modes of internationalization and organizational structures, in order to apply them to existing international marketing situations.
  - Be able to recommend modes of internationalization depending on the situation in which the business finds itself.
4. Information retrieval and research:
  - Understand the information retrieval process in international marketing and put it into practice.
  - Analyse and evaluate the relevance of new media and social networks in collecting data at the international level.
5. Product and brand management, promotion and sales, pricing and channels of distribution (4 Ps):
  - Analyze the potential benefits and restrictions of the 4 Ps in an ever-changing international environment.
  - Evaluate the relevance of brand management and apply it to international marketing.
  - Apply the 4 Ps in real international marketing situations, considering both the internationalisation and “glocalization” approaches.
6. Additionally, students will work on developing:

- Oral and written communications skills, which are fundamental in a world of trade and interdependence.
- Interpersonal skills and team work, which are required on the job market.
- A reflection on their career path and their personal growth.

The first two skills mentioned above will be used during oral presentations/term project. For the third one, the students will be challenged with a self-evaluation formative exercise at the end of the semester (November 23).

Please, see Appendix 1, where we underline which objectives of the MBA program are achieved with this course.

### **III. PEDAGOGICAL APPROACH**

The course will examine the 4 Ps of international marketing, in an international setting. In fact, students will have a major role to play throughout the course.

Based on the weekly readings, we will articulate the main international marketing concepts and establish links with the practical world. Cases, exercises, debates and other pedagogical surprises will complement the professor's performances. The objectives of this approach are three-fold:

- Develop critical thinking;
- Encourage the participation of a large number of students, even the introverts, in a context where risk is minimal;
- Help students analyze the relevance of international marketing theories by way of constructive criticism and real examples.

The intent is to make this course a seminar. Truly, no matter the group size, students will strongly be encouraged to participate in order to better take possession of their learnings.

Furthermore, students will do synthesizing exercises and resolve practical cases. These methods will help enhance the learning process and help students develop specific skills related to international marketing. These skills, backed by a theoretical framework, will become of use in the real world, as mentioned above.

We may also hold presentations by speakers from the public and private sectors. This will depend on the topics discussed, types of in-class discussions, time available for such presentations and the availability of speakers.

#### IV. EVALUATION AND SCALE OF GRADING

Students will be marked on:

1. A case presentation (**starting September 21, 2011**): 15%
2. A term project (**November 30**): 30%
3. A presentation of the term project (**November 30**): 10%
4. A final exam (**December 7**): 35%
5. An active presence and participation in class (**throughout the semester**): 10%

**Case presentation** (15%). **Starting September 21, 2011**, students will take the stage!

*What does the work involve.* In teams of three, four or five, depending on the number of students signed up for the course, students will have 20 minutes to solve a case study, chosen among those listed under “VI. Course outline” (first come, first served).

*Evaluation criteria.* The mark for the resolution of the case study will be based on the following five elements:

- The relevance of the proposed solution(s) (2 points).
- The coherence of the presentation and the ability to convey a convincing message (6 points).
- The quality of the material used throughout the presentation (2 points).
- The communication skills of the group members, including the respect of the time allocated for the presentation (2 points).
- The managerial implications you can draw from the case and your ability to launch a discussion with the audience via a relevant debate question (3 points).

*What to hand in to the professor.* In addition to the oral presentation, students will be asked to hand in a paper document that will include:

- A copy of their slides (a black and white copy will do);
- A list of references used to prepare the written document and the presentation.

Students will also hand in their presentation on a storage medium (CD-ROM or USB flash port) in Power Point format to allow the professor to display the slides on the course website. The written document and the electronic copy of the presentation will be handed in to the professor the day of the presentation.

*Group dynamics and logistics.* All members of a team will obtain the same mark unless unexpected circumstances arise. These should be brought to the professor’s attention quickly and honestly by the team members. The teams and the order in which the presentations will be carried out must be finalized by September 14, 2011, at the latest.

**Term project (30%).**

*What does the work involve.* In teams of three, four or five, depending on the number of students signed up for the course, students will be asked to look at the internationalization of an industry and analyse the international strategy of one company (organization or individual) in that industry.

Some examples could be the following:

- The internationalization of the music industry and the rise of Lady Gaga as a world icon;
- The internationalization of the fashion industry and the global branding of Zara;
- The internationalization of the retail industry and the internationalization of Wal Mart;
- The internationalization of the food industry and the internationalization of Kentucky Fried Chicken;
- Etc.

Depending on the task at hand, students may focus on one specific region in their analysis. The project will be real. No two teams could use the same company (organization or individual). All teams will have to be made up by September 21, 2011, at the latest. A list of all teams and their respective members will be handed in to the professor at that time.

*Content and evaluation criteria.* Using class material, books and the Internet, as well as primary data (interviews), students will prepare the report, which will include the following information:

- An executive summary underlining the main points of the report, as well as conclusions and recommendations.
- A table of contents.
- An introduction which presents the topic and the outline of the report.
- A presentation of the selected industry, together with the characteristics of its internationalization.
- A concise but precise presentation of the company, organization or individual you have selected.
- An analysis of the international strategy of the company, organization or individual you have selected. In this regard, you might look at i) the modes of internationalization (export and other, if any), as well as the selected organizational structure (if applicable); ii) the marketing plan in which the 4 Ps will be discussed.
- A conclusion that summarizes the main points and recommendations, and includes a realistic evaluation of the chances of success and future prospects for the company, organization or individual you have selected.
- A bibliography, which presents the references quoted in the report.
- Appendixes, if required.

The evaluation criteria take into consideration the skills that students are expected to develop during the preparation of the term project. The content of the report, its format and group dynamics are also included. Please refer to the assessment grid at the end of this course outline.

*Format and due date.* The report will contain a maximum of 30 pages (12 font, 1.5 spacing). This includes the executive summary, the table of contents, the body of the paper, the bibliography and appendixes, if necessary. In order for students to have enough time to prepare for the final exam, the project must be submitted to the professor by **November 30, 2011**, at the latest, during class. The report will be prepared as if it were being submitted by external consultants hired by the company, organization or individual. Late work will simply not be evaluated.

*Guidance for students.* I will formally meet each team once throughout the term. This meeting will be held outside classroom hours and will allow students to hand in an outline and preliminary version of their work on which I will be able to comment as a formative evaluation. Students will also be able to ask questions. A preliminary calendar will be created during the seventh week of class (October, 19, 2011).

*Group dynamics.* Since the term project has a considerable impact on the final mark, I ask all students to evaluate the quality of the contribution and effort of each team member on a sheet attached to this course outline. Unexpected circumstances must be reported to the professor with diligence and honesty in order to quickly bring corrective measures to the situation.

However, I expect students to try to deal with their problems on their own. Students are allowed to exclude another student from their group if, despite repeated remarks from other team members, he/she does not put any effort into the term project. However, do not use this evaluation to resolve personal issues! Evaluation sheets can be completed individually by each member or collectively by the whole team. Please note that the evaluation of your team members will serve to adjust the grades accordingly, if need be, and after a double check by the professor.

Please, see Appendix 2 for plagiarism issues.

***Presentation of the term project*** (10%).

*What does the work involve.* In addition to the written document, each team will illustrate the main conclusions and recommendations of their semester project during a presentation which will take place on **November 30, 2011**.

Each presentation will last 10 minutes maximum. Each team will build its presentation on a poster, which will serve as the only visual.

*Content and evaluation criteria.* The presentation and the poster will be graded on these four criteria:

- The content of the presentation: The clarity of the main ideas and recommendations you bring forward in the oral presentation; the structure of your presentation (3 points).
- The format of the presentation: The oral abilities of the team members; the respect of the time allocated to you (2 points).
- The content of the poster: The illustration of the main ideas and recommendations on the poster; the presence of a clear link between ideas on the poster (3 points).
- The format of the poster: The originality in the creation of the poster; the efforts made to have an aesthetic poster (creative and polished work; 2 points).

*Format and due date.* Teams can buy their poster at Zone. Teams are invited to illustrate what best represents the results and recommendations of their semester project. Express yourselves! Be creative! Examples will be shown by the professor.

***Final exam (cumulative)*** (35%).

*Content and format.* The final exam will be held on **December 7, 2011**, during class hours<sup>2</sup>. The final exam will cover all material presented in class from the beginning of the term, including all presentations. The exam will evaluate whether the course objectives were met and whether students were able to develop the skills that are related to the topics covered in class. The final exam will mostly be made up of essay-type questions. Through the essay-type questions, I will assess the students' knowledge and understanding of fundamental concepts underlined in class and their ability to apply these concepts to international marketing cases.

*Exam logistics.* The final exam will, first and foremost, evaluate comprehension. Consequently, students will be allowed to bring a 21.5 x 27.9 cm "cheat sheet" with notes on both sides of the page. The final exam will be 2h30 long. No make-up exams will be allowed, unless in case of a documented emergency (illness or death in the family).

***Active presence and participation in class*** (10%).

*What am I looking for?* As we intend to make this class a true seminar, students' participation is instrumental in the dynamics of the course and their learning process. This means that students are expected to be physically and psychologically present in class and participate in a constructive way. In this regard, I will take into account the attendance, as well as the frequency and quality of interventions. The self-evaluation exercise scheduled at the end of the seminar is part of this. Lack of discipline and *savoir-vivre* will be penalised in the grade for oral participation.

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<sup>2</sup> Unless noted otherwise.

Also, please note that students who cannot attend classes, for whatever reason, should refrain from registering to this course.

### **Scale of grading**

<u>88+:</u>	A+	<u>76 - 79,99:</u>	B+	<u>64 - 67,99:</u>	C+
<u>84 - 87,99:</u>	A	<u>72 - 75,99:</u>	B	<u>60 - 63,99:</u>	C
<u>80 - 83,99:</u>	A-	<u>68 - 71,99:</u>	B-	<u>&lt; 60:</u>	E

## **V. BIBLIOGRAPHY**

### **Mandatory book:**

Hollensen, S. (2011). *Global Marketing*, 5<sup>th</sup> Edition. Harlow, Essex, England: Pearson Education.

### **Course site on ENA:**

The course site on ENA can be accessed at [www.portaildescours.ulaval.ca](http://www.portaildescours.ulaval.ca). I invite all students to visit the site regularly for the course slides, updates, information, weekly surveys and pedagogical surprises! Please, note that even though I will monitor the forum, I will not intervene personally.

### **Other references:**

Students may consult the business press as well as academic journals in order to find references that may be useful for the preparation of their work and for personal enrichment.

With this in mind, *The Globe & Mail* ([www.globeandmail.com](http://www.globeandmail.com)), namely Saturday's edition, as well as *The Economist* ([www.economist.com](http://www.economist.com)) contains many articles that address international trade issues among others. Additionally, the Export Development Canada web site (EDC, [www.edc.ca](http://www.edc.ca)), has concrete examples related to exports and analyses on different countries. You may also find articles about marketing in *Canadian Business* ([www.canadianbusiness.com](http://www.canadianbusiness.com)).

Among the more academic journals, *Harvard Business Review*, *Journal of International Marketing*, *International Journal of Commerce and Management*, *Journal of Global Marketing*, *The Academy of Management Journal*, *The Academy of Management Review*, *The Academy of Management Executive* and the *Journal of International Business Studies* are good examples. Most of these journals could be found at the Université Laval library or on Ebsco and Proquest, on the Ariane website <http://arianeweb.ulaval.ca/> (click on "banques de données", then click on the letter "B" or "P"; select *Business Source premier* or *Proquest ABI/INFORM Global*).

Readings for upgrading in marketing:

- Kotler, P., P. Filiatrault and R. E. Turner. 2000. *Le management du marketing*, 2<sup>nd</sup> Edition, Boucherville: Gaëtan Morin éditeur.
- Lambin, J.-J. 1998. *Le Marketing Stratégique*, 4<sup>th</sup> Edition, Paris: Ediscience International.

I also recommend (available at the professor's office):

- Prigent, R. 1990. "Quelques habiletés de communication" and "La formation des étudiants au travail en équipe", in *La préparation d'un cours*, Montréal: Éditions de l'École Polytechnique de Montréal, p. 196-202, p. 205-245.
- Kathleen Howard & Associates Inc. 1997. *Effective Presentation Skills*, Frédéricton, Nouveau-Brunswick.
- Dialogue Strategies Inc. 2003. *The ABC's of effective business communication*, Toronto.

## VI. COURSE OUTLINE<sup>1</sup>

Date	Content	Preliminary reading	Task
Week 1 September 7, 2011	Welcome to the Dingy Dingy Show!  Introduction  Teaching philosophy  Course logistics and some rules of conduct  Current international issues <ul style="list-style-type: none"> <li>- The "globalization tornado"</li> <li>- Significance of international trade</li> <li>- Impact of current international issues on international marketing</li> <li>- Synthesis of syntheses.</li> </ul>	Hollensen, Chapters 1, 2.	<ul style="list-style-type: none"> <li>▪ Team formation for case presentations.</li> <li>▪ Selection of cases.</li> </ul>
Week 2 September 14	Culture <ul style="list-style-type: none"> <li>- Definition of culture</li> <li>- Elements of culture</li> <li>- Self-reference criteria (SRC)</li> <li>- Challenges posed by cultural differences</li> <li>- Ethics: respect it or accept it?</li> <li>- To which extent must we adapt?</li> <li>- The concept of "glocalization"</li> <li>- Synthesis of syntheses.</li> </ul>	Hollensen, Chapters 7, 18.	<ul style="list-style-type: none"> <li>▪ Last day for team formation, selection of cases and order of presentations.</li> <li>▪ <b>Prepare case study on Ikea, Hollensen, pp. 256-257 + Dunkin Donuts, p. 682.</b></li> </ul>
Week 3 September 21	International marketing management (Part I) <ul style="list-style-type: none"> <li>- Definition of international marketing</li> <li>- The internationalization process</li> <li>- Modes of internationalization.</li> </ul>	Hollensen, Chapters 3, 4, 9 (focus on Chapters 3 and 4).	<ul style="list-style-type: none"> <li>▪ <b>Case: Postman Pat, pp. 99-100.</b></li> <li>▪ <b>Case: Nintendo, pp. 132-136.</b></li> <li>▪ <b>Case: Nike, p. 143.</b></li> <li>▪ Names of team members, choice of industry and organization for the term project to be submitted to the professor.</li> </ul>

<sup>1</sup> For information purposes only. We may elaborate on certain elements depending on the level of interest of students or difficulty of the topic. However, all material will be covered.

Week 4 September 28	International marketing management (Part II) <ul style="list-style-type: none"> <li>- Sequential model</li> <li>- Leapfrog model</li> <li>- Institutional piggybacking</li> <li>- Organizational structures</li> <li>- Synthesis of syntheses.</li> </ul>	Hollensen, Chapters 10, 11, 12, 13 (focus on Chapters 10 and 11).	<ul style="list-style-type: none"> <li>▪ <b>Case: Hello Kitty, pp. 379-381.</b></li> <li>▪ <b>Case: Mariott, p. 383.</b></li> <li>▪ <b>Case: Polo Ralph Lauren, pp. 399-402.</b></li> <li>▪ Formative evaluation of the professor.</li> </ul>
Week 5 October 5	Information retrieval <ul style="list-style-type: none"> <li>- The process of information retrieval in international marketing</li> <li>- Secondary data: availability and credibility</li> <li>- Secondary data sources</li> <li>- Research of primary data: feasibility and relevance</li> <li>- Relevance of new media and social networks</li> <li>- Analysis and interpretation of results from research in international marketing</li> <li>- Apply information to the international marketing plan</li> <li>- Synthesis of syntheses.</li> </ul>	Hollensen, Chapter 5.	<ul style="list-style-type: none"> <li>▪ <b>Case: Teepack, p. 199.</b></li> <li>▪ <b>Case: Tchibo, pp. 200-201.</b></li> <li>▪ <b>Case: Ziba, p. 201.</b></li> <li>▪ Feedback with regard to the formative evaluation of the professor.</li> </ul>
Week 6 October 12	Preparation for next week: <ul style="list-style-type: none"> <li>- Product and brand management</li> <li>- Semester projects.</li> </ul>		<ul style="list-style-type: none"> <li>▪ Submit your choice for the time slot for the meeting with your professor (semester projects).</li> </ul>
Week 7 October 19	Product and brand management <ul style="list-style-type: none"> <li>- National vs. global product</li> <li>- The core product</li> <li>- Auxiliary characteristics</li> <li>- Innovation and product adaptation</li> <li>- Life cycle of products on the international level</li> <li>- Brand management</li> <li>- Synthesis of syntheses.</li> </ul>	Hollensen, Chapter 14.	<ul style="list-style-type: none"> <li>▪ <b>Case: Danish Klassic, pp. 508-511.</b></li> <li>▪ <b>Case: Zippo, pp. 512-513.</b></li> <li>▪ <b>Case: Swiss Army, p. 513.</b></li> <li>▪ Calendar of meetings for the semester project finalized.</li> </ul>
Week 8 October 26	Pricing <ul style="list-style-type: none"> <li>- National vs. global pricing policy</li> <li>- Export pricing issues (escalating prices)</li> <li>- Pricing on foreign markets</li> <li>- International tenders</li> <li>- Synthesis of syntheses.</li> </ul>	Hollensen, Chapter 15.	<ul style="list-style-type: none"> <li>▪ <b>Case: Harley-Davidson, p. 545.</b></li> <li>▪ <b>Case: Gillett, p. 546.</b></li> <li>▪ <b>Case: Vaseline, pp. 546-548.</b></li> </ul>
Week 9 November 2	Reading week.		

Week 10 November 9	Channels of distribution - National vs. global distribution - Challenges surrounding international distribution - Channels of distribution - Identify, select and manage an international channel of distribution - Distribution - Incoterms - Synthesis of syntheses.	Hollensen, Chapter 16.	<ul style="list-style-type: none"> <li>▪ <b>Case: De Beers, pp. 577-579.</b></li> <li>▪ <b>Case: Nokia, pp. 580-582.</b></li> <li>▪ <b>Case: DHL, p. 583.</b></li> </ul>
Week 11 November 16	Promotion and sales - Promotional mix - National vs. global promotion - Challenges? - Promotion vs. export and licensing.	Hollensen, Chapter 17.	<ul style="list-style-type: none"> <li>▪ <b>Helly Hansen, pp. 619-620.</b></li> <li>▪ <b>Morgan Motor Company, pp. 621-624.</b></li> <li>▪ <b>Case: BMW Motorcycles, p. 624.</b></li> </ul>
Week 12 November 23	Course (content) wrap-up and synthesis - International marketing in the future - International job offers - Synthesizing exercises: What have I learned? How have I improved? What skills could I offer an international marketing firm?	Hollensen, Chapter 19.	<ul style="list-style-type: none"> <li>▪ <b>Formative self-evaluation of your learnings to be finalised for the November 23 class.</b></li> <li>▪ Students will share their experience with other students following their self-evaluation.</li> </ul>
Week 13 November 30	Presentations and preparation for the final exam - Q&A - Concluding remarks.		<ul style="list-style-type: none"> <li>▪ <b>Poster session.</b></li> <li>▪ <b>Term project due date.</b></li> <li>▪ Questions.</li> </ul>
Week 14 December 7 (3:30 - 6:00 p.m.; to be confirmed as soon as possible)	<b>Final exam</b>		

***BEST OF LUCK!***

**VII. Assessment grid for the term project  
International Marketing Management (GIE-6022 A)**

Category	Criteria	%	Details	Excellent	Very good	Good	Fair	Poor	Mark out of 10	Mark
Content	Executive summary (synopsis).	5%	The executive summary underlines the main conclusions and recommendations of the report. The executive summary is structured and clearly written. The report must be brief but specific (approx. one page).	10	9-8	7-6	5-4-3	2-1-0		
Content	Presentation of the selected industry	10%	This section shows a good grasp of the industry you have selected. You highlight the main characteristics of the internationalization of the industry throughout the years (focus on recent years) and the reasons of this internationalization.							
Content	Presentation of the company, organization or individual chosen.	10%	You introduce the subject under study (company, organization or individual). You give a precise but concise profile of the company, organization or individual. The strengths and weaknesses of the company, organization or individual are identified (SWOT).							
Content	International strategy of the company, organization or individual: Entry modes.	15%	The preferred mode(s) of internationalization for the company, organization or individual are justified in a complete and concise manner. Same for the organizational structure, if applicable.	10	9-8	7-6	5-4-3	2-1-0		

<b>Content</b>	International strategy of the company, organization or individual: The “4 Ps”.	30%	All relevant aspects of the “4 Ps” must be closely examined. Integrated analysis of the “4 Ps”: the analysis must be coherent. The “4 Ps” are in line with the proposed mode(s) of internationalization for the company, organization or individual. The analysis of the “4 Ps” must be critical and original. The limitations of the international marketing mix must be described and overcome in an original manner.	10	9-8	7-6	5-4-3	2-1-0		
<b>Content</b>	Cultural subtleties pinpointed and elaborated on in the report.	10%	The report discusses cultural subtleties that may have an impact on the internationalization of the company, organization or individual. The scope of these subtleties must be used to evaluate the feasibility of the internationalization of the company, organization or individual.	10	9-8	7-6	5-4-3	2-1-0		
<u>Format</u>	Structured and articulated report.	10%	The report has a beginning and an end. It must be coherent and represent a whole. The plan must be respected. Ideas must be well articulated. The text must flow nicely. The report is pleasant to read. The report contains no more than 30 pages (including appendixes). The report is written using good English and proper style.	10	9-8	7-6	5-4-3	2-1-0		
<u>Format</u>	Detailed references and bibliography.	10%	The report gives credit to <u>all</u> the authors for their ideas and quotations. Excessive use of quotations should be avoided. Each reference is found in the bibliography at the end of the report. References and bibliography must be presented in one of the formats provided in class.	10	9-8	7-6	5-4-3	2-1-0		

Total	100%		
Total	30%		

## **VIII. TEAM WORK EVALUATION<sup>2</sup>**

STUDENT NAME: \_\_\_\_\_

**Instructions:** The student is asked to evaluate the quality of the contribution and effort of each team member toward the project (comments and mark out of 100 for each team member). This will allow the professor to assess the activity of the team, and to change, in exceptional cases, the students' marks accordingly.

1. Contribution of the team members to the smooth running of the meetings: the members have ensured that the team meetings were carried out in an effective and productive manner.
2. Work outside the classroom: students have fulfilled the tasks that were assigned to them between each meeting.
3. Writing the report: students have contributed equally in the writing of the report.
4. Contribution to the working environment of the team: the students have helped in establishing a healthy working environment for the team.

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<sup>2</sup> Based on course notes from the La pratique de l'enseignement supérieur, course given by Ms. Huguette Bernard and Mr. Richard Prigent, Université de Montréal, Fall 1999.

## Appendix 1

### Buts et objectifs de programme de MBA

#### 1. Résoudre des problèmes complexes en contexte d'incertitude.

Démontrer la capacité de résoudre des problèmes complexes en faisant appel à ses habiletés d'analyse, de synthèse et de prise de décision dans le cadre de la gestion de l'organisation dans une perspective multidisciplinaire.

##### Objectifs :

- Identifier et tenir compte des sources d'incertitude.
- Évaluer les outils et les modèles de prise de décision.
- Structurer et analyser l'information.
- Évaluer et critiquer une décision.
- Développer une pensée critique et créative afin d'identifier les problèmes de l'organisation et de recommander des solutions réalisables répondant aux objectifs.

Should be achieved with the case studies, the term project and the final exam.

#### 2. Communiquer efficacement.

Développer l'habileté de communiquer efficacement en français et en anglais, par écrit et à l'oral, des idées, des analyses, des synthèses, des décisions dans différents contextes professionnels, et ce, en utilisant le vocabulaire adapté à son auditoire.

##### Objectifs :

- Colliger et synthétiser l'information selon sa pertinence.
- Structurer une présentation orale, un essai, un document.
- Présenter clairement des idées et des propositions de façon convaincante et efficace.

Should be achieved with the oral presentations, the participation in class, the term project and the final exam.

#### 3. Gérer des équipes de travail.

Développer la capacité de gérer des équipes de travail tout en adoptant des comportements favorisant la coopération et le respect en vue de créer une cohésion entre les membres de l'équipe et de promouvoir la vision de l'équipe.

##### Objectifs :

- Savoir reconnaître les réalisations des autres.
- Gérer les conflits et les relations interpersonnelles.
- Travailler en équipe diversifiées sur les plans culturel, disciplinaire et générationnel.
- Réconcilier les points de vue divergents dans la réalisation de l'objectif commun.

Should be achieved with the case studies and the term project.

#### 4. Reconnaître les principaux enjeux sur les scènes locales et internationales.

Démontrer, dans le diagnostic, l'analyse et la résolution de problèmes une connaissance du contexte local et mondial et de leurs enjeux respectifs.

##### Objectifs :

- Être ouvert aux autres cultures.

- Identifier et comprendre les impacts des enjeux sur les activités de l'organisation.
- Incorporer les enjeux locaux et mondiaux dans la prise de décision.

Should be achieved with the students' active participation in class, case studies, the term project and the final exam.

### **5. Démontrer des aptitudes de leadership.**

Manifester du leadership en développant l'habileté de mobiliser les autres autour d'une vision commune et partagée et la mettre en œuvre dans différents contextes organisationnels dynamiques.

#### Objectifs :

- Mobiliser, motiver et rallier différents acteurs.
- Être à l'écoute et avoir de l'empathie.
- Savoir déléguer les responsabilités
- Instaurer un climat de confiance et de respect mutuel.
- Se connaître en tant que leader avec ses forces et ses faiblesses.
- Reconnaître les effets de la gestion d'un changement de l'environnement économique, politique, culturel et démographique.
- Être capable de faire des recommandations appropriées.

Should be achieved with the case studies and the term project.

### **6. Utiliser les technologies de l'information et de la communication dans la conception, le design, le développement et la gestion des organisations.**

Utiliser les technologies de l'information et des communications pour chercher, traiter, organiser, produire et communiquer des contenus professionnels reliés à différentes tâches de gestion.

#### Objectifs :

- Tirer avantage des technologies de l'information et de la communication pour le développement de sa fonction au sein de l'entreprise dans une perspective de création de la valeur.
- Collaborer à la mise en œuvre des technologies de l'information et de la communication.

Should be achieved with the oral presentations.

### **7. Favoriser l'adoption d'un comportement socialement responsable.**

Manifester une attitude responsable à l'égard de la société en privilégiant un comportement éthique dans le traitement de cas ou de problèmes.

#### Objectifs :

- Comprendre les enjeux éthiques de l'organisation.
- Intégrer l'éthique dans la prise de décision.
- Évaluer si une décision est acceptable.
- Manifester l'esprit de responsabilité à l'égard de la société.

Should be achieved with the discussions in class, case studies, the term project and the final exam.

## Appendix 2

### **Règles disciplinaires**

Tout étudiant qui commet une infraction au *Règlement disciplinaire à l'intention des étudiants de l'Université Laval* dans le cadre du présent cours, notamment en matière de plagiat, est passible des sanctions qui sont prévues dans ce règlement. Il est très important pour tout étudiant de prendre connaissance des articles 28 à 32 du Règlement disciplinaire. Celui-ci peut être consulté à l'adresse suivante :

[http://www.ulaval.ca/sg/reg/Reglements/Reglement\\_disciplinaire.pdf](http://www.ulaval.ca/sg/reg/Reglements/Reglement_disciplinaire.pdf).

### **Plagiat**

La FSA ne tolère pas les comportements non-conformes à l'éthique. Le [Règlement disciplinaire à l'intention des étudiants de l'Université Laval](#) fait état de près d'une vingtaine d'infractions relatives aux études passibles de sanctions. Vous connaissez sûrement les fautes les plus courantes, mais saviez-vous que copier des phrases d'un ouvrage papier ou d'un site web sans mettre les guillemets ou sans mentionner la source constituent deux de ces infractions passibles de sanctions? Ou encore qu'il est interdit de résumer l'idée originale d'un auteur en l'exprimant dans ses propres mots sans en mentionner la source ou traduire partiellement ou totalement un texte sans en mentionner la provenance. Afin d'éviter de vous exposer à des conséquences allant de l'attribution d'un échec dans un cours au congédiement de l'Université, consultez le site Web suivant : [www.fsa.ulaval.ca/plagiat](http://www.fsa.ulaval.ca/plagiat). Vous y trouverez toutes les informations utiles pour prévenir le plagiat.