

## SEDI

Business Strategies & International Development

Course descriptive for :

Master's 1 (Master's Degree, First year),

Issues in Global Economics and Business:

Sustainable Development Strategies in Organizations

2017-2018

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**Course Name : *Issues in Global Economics M1 : Sustainable Development Strategies in Organizations, (Master's degree, First year)***

**Instructor: Jean-Philippe CHAILLET**

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**Instructor's Status and Academic Expertise : French 'PRCE' Professor in English, University of Nice / 'CLES II' Examiner in English (*Certification en Langues de l'Enseignement Supérieur*) / TOEIC Examiner/ English Teachings Methods Certified Instructor in English with Student-Teacher Trainees, University of Nice / English Course Contents Designer, Jury Member in French Competitive Exam Recruitment sessions for English teaching with Primary School teachers, or '*Concours de recrutement de Professeurs des Ecoles*', University of Nice.**

**Beyond SEDI: Instructor's other Course teachings, by topic:**

English for:

- \_ Bank and Finance
- \_ Clinical Psychology (Undergraduate courses only)
- \_ Economics and management
- \_ Industrial and Organizational Psychology (or I/O Psychology)
- \_ Management of Tourism, and E-Tourism

**Course Descriptive:**

As is the case for many of my courses, this course rests mostly on 2 main sources of documents: professional articles and paper reviews on the one hand, and video documents on the other. The 2 sources of base documents we work from offer pedagogical variety, and at the same time enable the student to form a true opinion based on different aspects of a given topic.

The obvious goal is to trigger and develop as much as possible of the student's ability to analyze, synthesize and thus reflect upon the various angles of approach provided within the course.

*A. During the unfolding of the course, the students will be trained to – and evaluated on – their*

capacities to:

1. apprehend the facts connected to the topic via the media mentioned above in the target language,
2. draw and itemize the main information, along a set of given criteria (importance, relevance, potential impact etc...)
3. synthesize the information gathered in the documents,
4. keep a critical approach in the light of the knowledge and analytical skills they will have developed along the course, and the previous year if part of the B's course (French 'L3'),
5. confront their points of view with that of their peers, and be capable of justifying their choices/orientations down to details with strong argumentation,
6. report and restate the information's highlights while being careful to not rehash the general common ideas/notions and thus not fall in the cliché of a given topic,
7. suggest a series of structured recommendations pertaining to the topic solutions and open up on wider rationales re the topics dealt with,
8. bear in mind the topic syntheses and be capable of crossing some of their aspects with those provided in the more recent subjects, so as to gradually build a global yet sharp view of the different tenets of the world of int'l business, which will become part of the students' daily environments when they become full-fledged professionals.

B. Major topic categories dealt with within the coursework in Master's 1 (M's French First year):

- \_ Organizations' sustainable approaches and strategies :
- \_ The interest businesses have to switch over to sustainable practices: the pros and cons of such changes in small-scale organizations as well as in larger organizations:
- \_ The changes to the global business environments caused by such strategies, and the potential impacts of such orientations for companies in terms of communication, talent pool recruitment, bottom line and overall directions for the short and long-term future.

**Bibliographical / document sources :**

Due to the constant and fast-paced changes occurring in today's global business environments, the document predominantly used will be drawn from the Int'l online news scene; and will be mostly extracted from the most recent online platforms, be they references (such as 'The Economist', 'the New York Times' or 'The Wall Street Journal' and 'The Financial Times') or more controversial, so as to develop the student's abilities to develop critical opinions and not take for granted and a general truth everything that comes their way. Needless to mention it, the sources will always be cross-checked and will this bring different p.o.v. to the students, for the same reason.

\_ Other more conventional yet highly useful online sources will be used as daily tools, such as Linguee and Wordreference for example.

**Overall skills gained after the course :**

\_ Increased understanding and linguistic comprehension –through vocab acquisition - of the notions tackled and linked to the global business and economic environments,

\_ Significant improvement in levels of understanding of deciphering of economic argumentations pertaining to international businesses and their operating systems, managerial decision-making and

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short-term orientations,

\_ Growing ease in establishing correlations between the different economic and business topics suggested (and beyond), and increased habit of exerting synthesis skills from various (and varied) sources and business orientations,

\_ Enhanced capability of shaping, developing and expressing core topic questions and/or statements on a given business or economic theme. Gradual habit of communicating in a straightforward yet accurate manner these statements - along with their developments - via presentations, with and without IT tools.

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**Language used:** English

**Pedagogical strategies at play in the course (some specific to this instructor):**

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1. Among others, frequent usage of video documents as information source, be they from professional and highly specialized origins, or from Int'l news platforms,
2. Information cross-check among various sources from different media, media types, political, geo-political, economic or business origins,
3. Confronting different perspectives and points of view on a given topic, with openings onto debate topics, to which the students will be strongly encouraged to expressed to develop structured argumentation,
4. Regarding personal presentation work (1/2): one-on-one presentation outline guidance, via emails or brief F2F discussions before or after classes in order to guide and possibly re-direct the students on the appropriate development of a pre-agreed core statement.
5. Regarding personal presentation work (2/2): one-on-one personal presentation de-briefs, with instructor's presentation sheet as base for feedback; the idea being to provide the student with tangible evidence of his/her performance, then allow him/her to improve his/her performance for the following presentation (usually the following semester). Please note that presentations are assessed both in terms of form and contents from one semester to another.
6. A great deal of the course is devoted to improving one's personal verbal communication performance: without going back to all general and usually known verbal communication strategies, the course aims at reinforcing the skills the students already possess, and thus making them much more comfortable with speaking before an audience. The ultimate goal is to embed verbal communication reflexes in the students' minds.