



Course catalogue

ESC1 - First semester

2008/2009

The Programme and Mission at Amiens Graduate Business School (ESC)

Teaching Mission

The school's teaching mission can be summed up in three phrases: business orientated, generalist and development of potential.

Business Orientated

Our courses are designed to train people for a wide range of jobs in business organisations, particularly in areas involving people relations and management. This principle provides the guidelines for the choice of disciplines taught in the school.

Generalists

The school does not train students for a specific profession or a specific type of business organisation. The courses aim to prepare the students for careers in all commercial and management sectors and facilitate a change of career at a later date. This principle determines the basis for the core courses and the balance between the different disciplines included in the programme.

Development of Potential

The programme aims to reveal the personal talents of each student and to fulfil their potential both at school and in their later career. This principle determines the teaching style and methods used.

The specific nature of Amiens Graduate Business School is largely due to its teaching faculty, the ongoing search for the best balance between the acquisition of technical skills and the development of interpersonal skills, and teaching innovation that is carefully designed to meet its objectives.

The Teaching Faculty

Knowledge and skills are not only learnt in the classroom or the lecture theatre. The creation of a learning community is a conscious process achieved through uniting students, teachers, administrative staff, and representatives from the business world around collective teaching projects. This is possible thanks to the human scale of the school and a strong cultural identity.

Balanced Programme of Study

Knowledge is obviously essential in skills development within a business organisation, as is behaviour and social skills. The interweaving between these elements is complex and gives rise to a number of lessons. Practical projects developed by the school provide additional sources of motivation and understanding in these areas.

Teaching Innovation

The school has a long history and culture of teaching innovation and both the teaching faculty and the administrative staff continually strive to find new ways to reach the school's teaching objectives.

Aims

After the first year, students will have acquired the necessary foundations in three areas:

- Technological and management tools (e.g. languages and IT fundamentals)
- Management techniques (e.g. Environment, finance, leadership and human resources and marketing)
- Professional behaviour and soft skills

On successful completion of their second year, the students will understand the links between the various management disciplines (cross-discipline approach) and the importance of the international context. They will begin to integrate the concepts of uncertainty and questioning linked to management and strategy, and will know how to analyse the firm where their work placement takes place.

After the third year, the students will have acquired in-depth insight of their chosen specialisation. They will be able to work alone with rigour and a critical mindset, and be able to use their analysis, research and

summarising skills to benefit a business organisation.

The students will continue to improve their knowledge and skills as well as their autonomy and their capacity to learn and reflect. At the end of their course, they will have considerable international and professional experience and will have developed a tailored career plan.

First year

Foundation

Acquire or consolidate the basic know-how

SEMESTERS 1 TO 4	2-year foundation course
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SEMESTER 5	<p>Integration week</p> <p>Management techniques (foundation courses) 16 ECTS</p> <p>Technological and management tools 9 ECTS</p> <p>Professional behaviour * 6 ECTS</p>
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SEMESTER 6	<p>Management techniques (foundation courses) 15 ECTS</p> <p>Technological and management tools 9 ECTS</p> <p>Professional behaviour * 6 ECTS</p> <p>Application work placement 1 month</p>
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TOEIC - E-learning (computing courses)- TOEFL

Second year

Cross-discipline and International

Introduction to strategy and management

SEMESTER 7	<p>Integration week</p> <p>Management techniques 9 ECTS</p> <p>Cultural openings 4 ECTS</p> <p>Business start-up project 12 ECTS</p> <p>Professional behaviour * 5 ECTS</p>
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or	<p>Foreign university 30 ECTS</p>
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SEMESTER 8	<p>Management Programme Electives Amiens or Shanghai 16 ECTS</p> <p>Research Module 2 ECTS</p> <p>Foreign university 18 ECTS</p>
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<p>General work placement 13 weeks minimum 12 ECTS</p>
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Third year

Specialisation

To kickstart your professional career

SEMESTER 9	<p>Specialisation Electives 8 specialisation options possible 30 ECTS</p> <p>Research modules 9 ECTS</p>
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<p>Foreign university 30 ECTS</p>

<p>Apprenticeship + Specialisation Electives + Methodology Research Modules 48 ECTS</p>

<p>Apprenticeship from the second year (2 years) + second and third year courses + research dissertation 108 ECTS</p>

<p>Foreign University and double diploma + Specialisation work placement: 16 weeks minimum 48 ECTS</p>
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<p>Applied Research dissertation 12 ECTS</p>
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SEMESTER 10

<p>Specialisation work placement 16 weeks minimum 12 ECTS</p>

<p>Final Seminar</p>

TOEIC : Test of English of International Communication - score of 750 points required for entry to the second year

TOEFL : Test of English as a Foreign Language - test recommended for travel outside Europe in the second year

*Activities linked to professional behaviour include

- in the first and second year: AER (in-company professional mission) OP (Professional opportunities) DAC (Dynamic Assessment Center)
- in the first year only: Sales and group negotiations
- in the second year only: Debates - PCE (Create a Company Project)

Professional Behaviour

ACTIVITIES TO DEVELOP PROFESSIONAL BEHAVIOUR

What is Professional Behaviour?

Corporate life often entails individuals working together. This means that companies have some of the same characteristics as societies in that they are social entities. All social entities are governed by a set of values and rules to which all the members share. Together these factors create a culture which is often specific. The culture differs from the culture of society in general and also from that of other companies.

- For an individual to be accepted in a new culture, he must know the standard values and rules which apply and, to some extent, conform to them.
- For an individual to be able to accomplish things in such a culture, he must adopt a behaviour which is effective so that his interactions with the others brings about progress rather than hold-ups.
- For an individual to be able to contribute to the development of the company he joins, he will need to really understand others (empathy) and to master certain managerial techniques of communication.

However, the training in professional behaviour doesn't restrict itself to a session on communication techniques. On the contrary, the sales function and the managerial function are essentially human. The objective is therefore for the student to develop a real ability to communicate based on a vision of business and management where good sense and values have their place. This can't really be taught in the traditional way in a classroom, but the School has nevertheless an important and often decisive role in helping the student develop his own conception of business and management, to get to know himself and to know others better.

The training in Professional Behaviour is founded on the idea that this process of adaptation and progressive control of one's behaviour is part of the educational process and can usefully be learnt at school. The main principles on which the training is based are:

- understanding and respect for others
- the ability to adapt (to know oneself and to know one's project)
- the will to achieve and act correctly in a context where one is not alone (For the student this means being able to behave in a way that is adapted to his professional environment in order to give the best of himself and to achieve his own objectives)
- the reputation of the school

Objectives

The main objective is the integration and success of the student in the business world. To do this:

- the student must better understand the expectations and the culture of the world of work in all its diversity.
- the student must get to know himself better, know his strengths and weaknesses but also his desires and personal values
- the student should be able to identify and control the effect provoked by his own behaviour. He must control and perfect the image that he gives of himself (as and when he wants) in a variety of situations such as during negotiation or group work.
- The student must learn to improve his behaviour in the following situations:
 - negotiations
 - job interviews
 - relations with a customer
 - relations with a superior
 - group work
 - when it is necessary to explain
 - when it is necessary to convince
 - when it is necessary to manage a team

- when it is necessary to represent an institution
- relations with people from different cultures
- when it is necessary to show innovation or make a proposal

Method of study

For the students, the transition from the educational system to company life represents a break, sometimes difficult to cope with and always carrying with it risks and opportunities, for example :

As a normal citizen the student is used to being, treated as a consumer, the customer who is always right. On leaving the school, he will be providing the services.

The world of education exists to help students make progress. Companies have other priorities than the individual who works there.

The school system puts emphasis on individual performance. The professional world often requires team work.

Too often the student must show his skills to memorize, analyse or conform. Too infrequently he is asked to show his creativity and awareness.

ESC Amiens has chosen to make the period of schooling a period of transition. The student is supported and encouraged to experiment so that they can use this time as an opportunity to make progress without having to suffer completely the risks and the consequences.

The teaching method is therefore pro-active, inductive and transparent. It follows the following steps:

- Students are put in numerous situations in which they have to liaise with many different people
 - Students learn professional behaviour essentially through actively responding to a given situation
 - The multiplicity of situations and interlocutors is important
 - To increase their ability to adapt
 - To diminish any subjective effect (if one person finds you irritable they may be too sensitive, but if seven people say the same thing, there may be some truth in it)
- Using a subjective assessment grid which is common to many different activities

- The MACCCI grid

M orale – your ability to inspire confidence

A ffectivity – your ability to please

C haracter – your will and determination

C reativity – your ability to see things differently

C uriosity – your ability to interest yourself in things and to question

I ntelligence – your ability to understand (people, situations...)

is used to assess each activity, in parallel with the assessment grid linked to specific objectives.

Subjectivity is important. In the business world, decisions such as whether to buy, to sell, to get involved, to communicate are often influenced by subjective reactions. Nevertheless, one person's subjective view alone is not very useful. However it does make sense when several opinions are in agreement. This allows the student to see what effect his behaviour has produced, whether voluntarily or involuntarily.

Feedback - transparent and rapid

Each activity receives immediate feedback from the interlocutor. It's a moment for a frank and open discussion about how the activity went.

The support

Each student has one or more contacts who accompany them during the activities to develop professional behaviour and, in a more general context, to support them throughout their studies. These are people who follow the student, steer their progress or act as tutors. They are available if the student needs to discuss something or to give him advice.

A minimum requirement imposed.

This is of course normative but the purpose of this minimum requirement is to clearly indicate the rare cases where, according to the teaching staff, a student shows a repeated inability to adapt himself to the professional world. Over and above this minimum, normalization is purely conditional on the wishes of the student. A minimum grade in all the professional behaviour activities is needed to obtain the qualification. Above the minimum mark, the grade reflects the balance between the expectations and hopes of the student and his ability to adapt. There is no normative mould but a wide diversity of behaviours which are more or less efficient in reaching diverse aims and objectives.

10DCP1005

Commercial Negotiation

<u>DEPARTMENT :</u> Professional Behaviour		
<u>Department coordinator :</u> Roger DAVIS		
<u>LEVEL :</u> ESC 1	<u>PERIOD :</u> 1st Semester	<u>CREDITS :</u> 1 ECTS
<u>Language :</u> French	<u>Nb of hours :</u> 15 hours	
<u>Key words :</u> convince, communication, group negotiation, adapting behaviour.		

Context / Overview

Negotiation and in particular group negotiation is, for the student, one of the most efficient and effective ways to express himself, be confronted by the others' reactions, measure the impact of their behaviour and to adapt it accordingly. Negotiation is indispensable in any professional career and is as important in one's private life. The skills and qualities relative to this exercise, are highly demanded by companies

Pedagogical Objectives

After completing this activity, the student should be able to:

- Listen, question, understand others, create a feeling of confidence
- Put into practice their objectives and their strategies, and adapt them if necessary
- Develop convincing arguments, adapt their behaviour
- Achieve the set objectives, redefine the discussion, resolve possible problems
- Close the discussion, obtaining a result which is acceptable to both parties.

Teaching Methods / Learning Experiences

- Preparatory work or prerequisites :
Course on commercial negotiation
- Personal work / group work :
Research on aspects which are specific to the study
Allocation of roles
Work on strategies and different scenarios
- Method :
Role play from practical cases
Group work for 4 to 5 students
Negotiation in front of a panel of examiners made up of a teacher and one or several professionals

Content

This exercise includes the following tasks:

- Preparation of the negotiation
- Understanding what the objectives are
- Identification of the skills to be acquired

NON BINDING - SUBJECT TO CHANGE

- Understanding the nature and reason for the negotiation
- Preparation of different stages (allocating roles, analysis of documents, searching for information, organization of group work, formalizing and ranking objectives in order of importance, drawing up the strategies and scenarios)
- Self-assessment and on-going adaptation
- Group work and how to measure what the student contributes to group
- Self-assessment at end of negotiation
- Questioning
- Being able analyse a given situation
- Analysis of student's behaviour within a group
- Measure what a student contributed.
- Debriefing with panel of examiners and tutor.

Assessment

- Group mark based on each teaching objective specific to the exercise (with the possibility of up to 2 bonus or minus points limited to two points)
- Mark based upon the professional behaviour of each student: based on the MACCCI criteria, (common to all the professional behaviour activities)

This assessment is made by the panel of examiners (teachers and professionals) after the exercise

10DCP1006

Dynamic Assessment Centre

<u>DEPARTMENT :</u> Professional Behaviour		
<u>Department coordinator :</u> Roger DAVIS		
<u>LEVEL :</u> ESC 1	<u>PERIOD :</u> 1st Semester	<u>CREDITS :</u> 4 ECTS
<u>Language :</u> French	<u>Nb of hours :</u> 15 hours	
<u>Key words :</u> Professional behaviour, Skills, professional project.		

Context / Overview

Companies are looking for executives who can be operational immediately, who are able to adapt to different changes and situations in the company. Therefore, over and above the basic skills in management and administration, The school places great importance on professional behaviour, with an overall view to understanding organisations. Moreover, professional behaviour is an important differentiating factor.

At the very start, and throughout their studies, the student will carry out activities which will allow them to identify the skills and diverse and complementary qualities which they should develop. Equally, they will learn to analyse and measure to what extent they have been acquired. The student adopt a pro-active approach to progress and will be able to apply the same methods whether within a business or personal context throughout their lives.

Pedagogical Objectives

The Dynamic Assessment centre includes individual interviews and group role plays.

After an individual interview, the student should be able to:

Progress of their studies

- Present their progress with conviction
- Demonstrate or detail the skills and qualities which they have developed (particularly their diversity and their complementary nature) during the activities carried out during the past semester
- Prove that they have adopted a pro-active approach to self-progress

Professional and personal plans

- Present a realistic and relevant project
- Convince the panel of examiners of their involvement in carrying out their own personal and professional project

Progress Contract

- Analyse their progress during the past semester
- Fix realistic and relevant objectives for the following semester.

After the role play exercise, the student is able to analyse and adapt his behaviour within a given context.

Teaching Methods / Learning Experiences

Preparatory work and prerequisites:

Individual interview
Up-to-date CV
A validated a progress Contract
Regular work on experience files as the experience is gained
Regular work on their Professional and Personal Project

Personal work :

Individual interview
Complete a logbook of experience, in particular the Progress Contract

Method :

Individual interview
Individual interview in front of a panel of examiners made up of a teacher or a tutor and several professionals
Role play
Role-play in a group on a practical case
Panel of examiners made up of 2 people including a teacher or tutor from the school.

Content

The following factors make up an important part of the activity:

Individual interview

- Preparation
- Understanding of what the objectives are
- Identification of skills and qualities to be developed
- Preparation of a logbook of experience
- Preparation of the oral presentation
- Self-assessment and adaptation
- Interview
- Self-assessment
- Questioning
- Being able to stand back from a given situation
- Analysis of behaviour
- Debriefing with panel of examiners and tutor

Role Play

- Preparation
- Understanding what the objectives are
- Identification of skills and qualities to be developed
- Development of the situation scenario
- Self-assessment at the end of the situation scenario
- Questioning
- Analysis of behaviour
- Debriefing in the group with the panel of examiners and with the tutor.

Assessment

Individual Interview

- Based on the quality of the students answers and presentations on the professional and personal project and the progress contract.
- Based on the student's professional behaviour using the MACCCI criteria (common to all the professional

behaviour activities).

Role Play

Skills and qualities implemented. This assessment is scored by adding or subtraction points to the individual interview grade (limited to three points).

10DCP1007

Practical project

<u>DEPARTMENT :</u> Professional Behaviour		
<u>Department coordinator :</u> Roger DAVIS		
<u>LEVEL :</u> ESC 1	<u>PERIOD :</u> Annual	<u>CREDITS :</u> 3 ECTS
<u>Language :</u> French	<u>Nb of hours :</u> 105 hours	
<u>Key words :</u> Group work, customer satisfaction, prospecting, professional behaviour, professional skills		

Context / Overview

An individual can only, fully integrate and help develop a company, which, as a social entity, has its own standards and specific rules, if he manages to identify the factors which make up the corporate culture and adapt his behaviour accordingly.

They have to put to use different skills and social dimensions which are diversified or complementary. In the following case the student is in direct contact with a customer. Students are given the opportunity to work in different situations, in different contexts and with different people. This allow them to measure the impact of their behaviour and also to improve on it.

Pedagogical Objectives

At the end of this exercise the student should be able to :

- Satisfy the customer's needs
- Work effectively in a group
- Put into practice the concepts and use the tools studied
- Adapt their behaviour to the professional environment and show motivation, dynamism and curiosity
- Give a written and oral presentation of the work accomplished

Teaching Methods / Learning Experiences

- Preparatory work

Up-to-date CV

Progress contract with objectives

Lessons on project management

- Personal and group work:

Research on technical aspects for the mission

Use of 'advice cheques' (research, questioning, valorization')

- Method:

Students work in real-life situations in groups of 5 or 6 students

They receive support from their tutor in the form of tutorial meetings (minimum 3 per semester) and individual meetings if required.

Work with client company supervisor (regularity of meetings defined in the agreement drawn up between the company, the school and the students).

Content

The practical experience in a real-life situation (Action en Environnement Réel - AER) mainly targets the fields of marketing, communication or event organisation

The following factors make up the main part of the practical experience:

- Meeting with the tutor to define the objectives and the plan of action
- Preparation and prospecting
- Preparation of interviews with prospective clients
- Negotiating elements to be included in the agreement to be drawn up with the company and the school
- Formalizing, signing and follow up of the agreement

- Carrying out work in accordance with the expectations of the client
- Attending meetings validate the technical aspects using the advice cheques
- writing the report
- Preparation of the oral exam
- Participation in de-briefing with tutor.

Assessment

Method of assessment :

- Written report and oral exam

Assessment :

- Of the group on each teaching objective specific to the practical experience
- Of each student's professional behaviour based on the MACCCI criteria (common to all the practical exercises relating to professional behaviour)

This assessment is carried out by the tutor and the company monitor, during the oral exercise.

10DCP1008

Professional Opportunities

<u>DEPARTMENT :</u> Professional Behaviour		
<u>Department coordinator :</u> Roger DAVIS		
<u>LEVEL :</u> ESC 1	<u>PERIOD :</u> Annual	<u>CREDITS :</u> 1 ECTS
<u>Language :</u> French	<u>Nb of hours :</u> 15 hours	
<u>Key words :</u> Prospecting, professional skills, adopting behaviour.		

Context / Overview

Recruiters are looking for managers with multiple skills that can adapt easily to different situations. Not long after starting at the school, students must start working how to improve their skills, and how to make progress on a permanent basis.

Pedagogical Objectives

At the end of this exercise students should be able to:

- Talk about and prove the different skills that they have developed
- Adapt their behaviour to the professional context
- Show that they are motivated, dynamic and curious

Teaching Methods / Learning Experiences

Preparatory work or prerequisites :

Up to date CV

Progress contract with objectives

Personal or group work

Research, questioning, professional work, knowing how to sell themselves

Work in a real life context

A minimum of 3 tutor meetings throughout the semester and individual meetings if required

Content

Meeting with the tutor to define the objectives

Preparation and prospecting

Preparing interviews

Completion of the authorisation form (with details of the skills and qualities to develop, the mission ads the objectives)

Assessment

The student will be evaluated on the following points

- Motivation

- Progress
- Analysis of the exercise

N.B. This exercise is an obligatory part of the Dynamic Assessment Centre (DAC). Students must complete this activity in order to be awarded a mark for the DAC.

Environment

LEARNING ABOUT ECONOMIC, LEGAL AND TAX ENVIRONMENTS

The logic behind teaching company environments:

This section mainly concerns Economics and Law.

The aim of the course is to improve students' general culture to a level which befits a future executive and to make them aware of the necessity of solid reasoning processes. The students should be able to:

- interpret information about the economy which is widely available and forecast its effect on corporate life,
- identify, understand and interpret legal clauses which apply directly to their environment in order to communicate effectively with legal experts.

As the students come from a variety of backgrounds the level in classes are often quite mixed. Nevertheless this diversity tends to concern only superficial knowledge gained from rote learning at school. Therefore, the teacher's key role is to help students understand the importance of the subjects and to give them a taste for reading and finding things out for themselves. It also aims to improve their level of understanding of the mechanics and processes of reasoning.

Students are assessed less on the knowledge acquired than on the understanding and awareness of the methods required.

10ENV1001

Introduction To Law And Fiscal Issues

<u>DEPARTMENT :</u> Environment		
<u>Department coordinator :</u> Roger NLEND		
<u>LEVEL :</u> ESC 1	<u>PERIOD :</u> 1st Semester	<u>CREDITS :</u> 1,5 ECTS
<u>Language :</u> French	<u>Nb of hours :</u> 21 hours	
<u>Key words :</u> Law, Taxation		

Teacher : **Marc RICHEVAUX**

Context / Overview

In addition to learning the basic mechanisms of law in general and civil law in particular, general law theory is the understanding of the legal phenomenon through the study of its raison d'être and purpose, its implementation and its methods.

Pedagogical Objectives

At the end of this course the student should be able to:

- Describe, explain and assimilate the fundamental concepts of law in general (in particular fiscal issues)
- Identify the elements which will help them understand the different legal subjects which will be covered throughout the rest of their schooling
- Consider the place of law in society

Teaching Methods / Learning Experiences

The lessons alternate between theoretical and practical work. The students work individually or in groups which allows for case study work and further study relating to the lessons.

Content

- Introduction to the legal phenomenon as a whole and insight into how it relates to companies, especially the legal framework of economic activity and also the foundations and sources of law.
- The judiciary system as a means of implementing law: evidence, contracts, third party liability ' both contractual and tort liability.
- The key concepts: Law, rights, objective law, subjective law, general principles of law, courts and tribunals.

Assessment

- 50% continuous assessment
- 50% Institutional assessment

Questions from lessons, reflection and practical examples on:

- The fundamental concepts of law
- Juridical subjects
- the place of law in society

Bibliography

J.-L. Bergel, *Méthodologie juridique*, PUF, coll. Thémis, 1ère éd. 2001.

Civil Law

Introduction to law

J. Carbonnier, *Droit civil. Introduction*, PUF, coll. Thémis, 27e éd. 2002.

F. Terré, *Introduction générale au droit français*, Précis Dalloz, 5e éd. 2000.

Contract law

P. Delebecque et F.-J. Pansier, *Droit des obligations*, Litec, coll. Objectif droit, vol. 1 : Le contrat et le quasi-contrat, 3ème éd. 2003, vol. 2. Le délit et le quasi-délit, 2ème éd. 2003, vol. 3 Le régime de l'obligation, 2ème éd. 2002.

J. Flour, J.-L. Aubert et E. Savaux, *Les obligations*, Armand Colin : vol. 1. L'acte juridique, 10e éd. 2002 ; vol. 2. Le fait juridique, 8e éd. 2002 ; vol. 3 Le régime (avec Y. Flour), 1ère éd. 2001.

F. Terré, Y. Lequette, Ph. Simler, *Les obligations*, Précis Dalloz, 8e éd. 2002.

To learn more

J. Carbonnier, flexible droit Igdj

Short Presentation of Teacher

Marc Richevaux is a Magistrate and lecturer at Lille II, the University of the Opal Coast and Bucarest. He writes and publishes papers. His research interests are in General Theory of Law and Social Law.

10ENV1002 **Political Economy**

<u>DEPARTMENT :</u> Environment		
<u>Department coordinator :</u> Roger NLEND		
<u>LEVEL :</u> ESC 1	<u>PERIOD :</u> 1st Semester	<u>CREDITS :</u> 1,5 ECTS
<u>Language :</u> French	<u>Nb of hours :</u> 21 hours	
<u>Key words :</u> Economics		

Teachers

1. **Patrick FAY**
2. **Fredj JAWADI**

Context / Overview

The behaviour of someone who supplies a product or a service and that of someone who wants a product or a service corresponds to specific ways of reasoning. In a market economy, when the two converge, a situation is reached which becomes increasingly optimal the nearer it gets to the ideal market of pure and perfect competition. However, due to current developments in the system of production today, imperfect competition prevails. This calls for providing more elaborate strategies of behaviour in order to encompass the aims of economic partners within a framework of monopolies, duopolies, oligopolies or monopolistic competition, for example. The basic rules of the micro-economy, with a few adaptations, can explain these markets which have imperfect competition. These rules can help strengthen the links between a theoretical view and the pragmatic approach of consumers and producers. Moreover, the new micro-economy (game theory , information economy) gives us new elements for analysing the behaviour of agents placed 'in situation'. Finally, the market economy receives a certain amount of intervention from the State to correct certain market failings.

Pedagogical Objectives

After this course, the students should know how to explain the following concepts: consumer, producer, utility, profit, demand, supply, revenue, cost, pure and perfect competition, imperfect competition, monopoly, duopoly, oligopoly, monopolistic competition, partial equilibrium, general equilibrium, pilot enterprise, satellite company, game theory, information economy, communal assets, tutelary assets, free rider, externality, short run, long run.

Teaching Methods / Learning Experiences

Lectures

Content

Introduction: field of study, components, typology
Households and consumption
Companies and production

Pure and perfect competition

Imperfect competitive markets: monopoly, duopoly, oligopoly, monopolistic competition

Market failings

The new micro-economy: game theory, information economy

Assessment

Continuous assessment (50 %) : a test based on the topics covered in class

Institutional assessment (50 %)

Bibliography

Initiation à la microéconomie de Gérard Duthil et Dominique Vanhaecke, - Editions Ellipses Collections Universités, Paris (1995)

Economie industrielle appliquée de Godefroy Daug-Nguyen, Editions Vuibert, Paris (1995)

La nouvelle microéconomie de Pierre Cahuc, Editions La Découverte, Collection Repères, Paris (1998)

Short Presentation of Teachers

Fredj JAWADI is a full time researcher and lecturer in finance at the Amiens School of Management. He has a PhD in Economics.

10ENV1003

Corporate Law

<u>DEPARTMENT :</u> Environment		
<u>Department coordinator :</u> Roger NLEND		
<u>LEVEL :</u> ESC 1	<u>PERIOD :</u> 1st Semester	<u>CREDITS :</u> 1,5 ECTS
<u>Language :</u> French	<u>Nb of hours :</u> 21 hours	
<u>Key words :</u> Commercial Law, legal and judicial methodology, consumer rights.		

Teachers

1. **José LEFEBVRE**
2. **Hassan MSIKEN**

Context / Overview

By using a theme-based approach this course covers the fundamentals of business law. The course takes a practical and pragmatic approach to the teaching of law without limiting itself to makeshift functionalism.

Pedagogical Objectives

Legal and judicial methodology

At the end of the course, students should be able to:

- read a legal ruling
- analyse a legal ruling
- resolve a practical case

The business

At the end of the course, students should be able to:

- define the notion of the business in commercial law
- distinguish the notion of the business from similar notions : establishment, Social and Economic units
- define the business and distinguish it from sole proprietorship
- identify the different social forms and to choose a form adapted to the businessman's obligations

The company

At the end of the course students should be able to:

- analyse factors which make up the deed of partnership
- identify the problems posed by executives exercising their power
- analyse the means by which partners can oversee the exercise of power by the executive

Consumer rights

At the end of the course the students should be able to:

- distinguish the professional from the consumer
- identify the main obligations which a professional must respect

- identify unfair terms

Teaching Methods / Learning Experiences

- Lectures
- Reading material
- Practical cases
- Textbook
- Analysis of meeting

Content

Legal and judicial methodology

The business

The business does not possess rights

- The absence of juridical personality of the business
- The emergence of juridical status of the business
- The business and connected notions

The company

- What is a company?
- The different forms of commercial companies

The company

Deed of partnership

- The assets
- The contribution to operating results
- Affectio societatis

Power in companies

- Executives exercising their power
- The role of partners

Consumer protection

Consumer protection when drawing up the contract

- The obligation to provide information
- The obligation to not make a mistake
- The obligation to not force the consumer
- The obligation to contract

The protection of the consumer when carrying out the contract

- Unreasonable clauses
- The obligation of a guarantee

Assessment

The aim of the continuous assessment is to check that the students have understood the lesson. Therefore,

the chosen method is a multiple choice test.

For the institutional assessment, the expectations are greater. Students must show coherent reasoning based on their lessons. Consequently, there is generally a practical case or questions which call for, not only an effort to learn and regurgitate, but also an ability to show a reasoned response to the subject

Short Presentation of Teachers

Roger Nlend is a Magistrate and also a permanent teacher at the school. He has a PhD in law (specializing in private law) and has 10 years experience in post-graduate teaching and extensive practical experience gained while working in international law firms.

Finance

LEARNING ABOUT FINANCE

Students learn the “fundamentals” in the field of Finance throughout the first three semesters (in the first and second years).

Some of our students will perhaps manage profit centres, many will have to manage budgets and all will, at some time during their professional careers, work with companies' administration management services. That is why it is essential that they all know how to use accounting information systems, learn to read financial statements and are aware of the company's major financial obligations. This is essential to good decision-making.

Accuracy and method are two of the main qualities required of a financier, but today, that is no longer enough. One must show curiosity, open-mindedness, creativity and above all, good communication and inter-personal skills.

In the near future, all financiers must be fluent in English. All specialists in a particular field must master the IT tools specific to that field: software for computer aided audit techniques (CAAT) for chartered accountants or auditors, software packages for management (such as advanced manufacturing systems (AMS or Oracle) for management controllers and even for the auditor, software for traders, etc.

The changes

Since the 80s many factors have contributed to the development of financial activities and management. Offhand, one can quote the intensification of competitiveness, the internationalisation of business, the multiplication of mergers or transfers, the diversification of financial instruments, the expansion of “popular” shareholding and venture capitalism, without forgetting the spectacular development of integrated management software packages and NICTs.

All these factors have broken up the traditional finance sectors, which have diversified widely and have created or developed new professions: controllers, financial communications managers, financial engineers, financial analysts, asset managers, portfolio managers, traders and so on.

Our method of study and lesson contents are inspired by these factors.

10FIN1001 **General Accounting**

<u>DEPARTMENT :</u> Finance		
<u>Department coordinator :</u> Jean-Luc PAGNON		
<u>LEVEL :</u> ESC 1	<u>PERIOD :</u> 1st Semester	<u>CREDITS :</u> 1,5 ECTS
<u>Language :</u> French	<u>Nb of hours :</u> 21 hours	
<u>Key words :</u> Balance sheet, Profit and loss account, Accounting entries		

Teachers

1. **Frédéric DEBUIRE**
2. **Nabila JAWADI**

Context / Overview

Financial Accounting is an essential information system to companies. This course aims to help students understand the logic and mechanics of accounting and to be able to situate the techniques within the larger framework of drafting and understanding financial statements.

Pedagogical Objectives

At the end of this course the student should be able to:

- Explain the basic principles of double entry accounting
- Enter simple operations in the books or journal
- Work out a balance of accounts and explain its usefulness
- Draw up a balance sheet and a profit and loss account from the general balance of accounts

Teaching Methods / Learning Experiences

- Class work: exercises to be done individually or in a group
- Practical work in class: individually or in a group
- Teaching method : The lesson is organised around lectures interspersed with numerous practical exercises

Content

The basic concepts of accounting

- the notion of assets / the balance sheet
- the notion of expense and proceeds / the income statement
- the notion cash inflow and cash outflow / company cash

The accounting process

- The account
- The book of original entry

- The balance

The general chart of accounts

- Accounting normalization
- Accounting principles
- Classification of accounts
- Statements

Purchases and sales

Capital assets

- Acquisitions
- Amortization
- Transfer

VAT

Labour costs

Adjustment of management accounts

Provisions

Closing of accounts

Assessment

Continuous assessment: case study carried out in a group

Institutional assessment: individual case study

Bibliography

« Comptabilité générale » J.J. Friedrich, (2005), Hachette supérieur (H.U. économie)

« Comptabilité générale de l'entreprise » J.P.Casimir, B.Caspar et M.Cozian, DPECF Litec

« Gestion comptable de l'entreprise » Jean-Yves Cadic, edited by the author

Short Presentation of Teachers

10FIN1002 **Analytical Accounting**

<u>DEPARTMENT :</u> Finance		
<u>Department coordinator :</u> Jean-Luc PAGNON		
<u>LEVEL :</u> ESC 1	<u>PERIOD :</u> 1st Semester	<u>CREDITS :</u> 1,5 ECTS
<u>Language :</u> French	<u>Nb of hours :</u> 21 hours	
<u>Key words :</u> Cost analysis, Methods of full costing, Methods of partial costing		

Teachers

1. **Hager JEMEL**
2. **Jean-Claude LOYER**

Context / Overview

Calculating and analysing costs is part of the everyday life of managers at all levels of the company. This course aims to present cost accounting as an information system to help in cost-saving decision-making.

Pedagogical Objectives

At the end of this course the student should be able to:

- Define the notion of relevant cost
- Distinguish between average and marginal costs
- Distinguish between fixed and variable costs
- Calculate a profitability threshold
- Distinguish between direct and indirect costs
- Calculate a full cost in a multi-product environment and show the limitations of the method

Teaching Methods / Learning Experiences

- Practical work : exercises to be done individually or in a group
- Teaching method: The lesson is organised around lectures interspersed with numerous practical exercises

Content

Objectives of cost accounting
Additional expenses and expenses which cannot be incorporated
Direct and indirect expenses
Variable and fixed charges
Structure of costs:

- Cost of purchase
- Production overheads
- Non-production overheads

- Cost of production
 - Profit margin and income
 - Reconciliation with the result of financial accounting
 - The technical schema
 - Centres of analysis
 - Stock accounts
 - The full cost calculation approach
- Valorization of stocks : weighted average unit cost, FIFO and LIFO methods
Variable cost (simple direct costing) and specific cost (developed direct costing)

Assessment

Continuous assessment: case study carried out in a group
Institutional assessment: case study

Bibliography

- « Comptabilité de gestion » A.Burlaud and C.Simon, (2003), Vuibert gestion
- « Comptabilité de gestion » H.Bouquin, (2006) éditions Sirey

Short Presentation of Teachers

10FIN1009

Quantitative Management Techniques

<u>DEPARTMENT :</u> Finance		
<u>Department coordinator :</u> Jean-Luc PAGNON		
<u>LEVEL :</u> ESC 1	<u>PERIOD :</u> 1st Semester	<u>CREDITS :</u> 1,5 ECTS
<u>Language :</u> French	<u>Nb of hours :</u> 21 hours	
<u>Key words :</u> Statistics, Econometrics, Forecasting		

Teacher : **Fredj JAWADI**

Context / Overview

This course aims to provide the student with the necessary tools for calculating statistics of probability which can be used for creating models, forecasting or decision-making.

Pedagogical Objectives

At the end of this course the student should be able to:

- Explain the model building approach
- Recognize the techniques to use when problem-solving
- Interpret the results of a model

Teaching Methods / Learning Experiences

- Practical: case studies to solve individually or in a group.
- Teaching method: The course is organized around lectures interspersed with numerous practical exercises.

Content

- Analysis of data
- Laws of probability
- Estimations ' selectively timed when confident of result
- Statistical tests
- Forecasting methods by linear regression
- Surveys

Assessment

Continuous assessment: case studies carried out in groups

Institutional assessment: case study: choice of a model and analysis of results

Bibliography

« Statistique Appliquée à la Gestion » Vincent Giard, (2003) Economica, Collection Gestion

Short Presentation of Teacher

Fredj Jawadi is a full time researcher and lecturer in Finance at the Amiens School of Management. He has a PhD in Economics

Computer Science and Information Systems

COMPUTER SCIENCE AND INFORMATION SYSTEMS

The courses run by the ISI department (Computer Science and Information Systems) are aimed at studying the overall problems linked to information systems by gaining an insight into the fundamental aspects and those which are essentially managerial or strategic. Many can be classed as cross-disciplinary in that they are profession linked (finance, marketing, management, customer management...). This widens the scope of their relevance in other lessons in the catalogue and allows the students to see how they can be put into practice in other disciplines.

During the first year, students increase their technical skills through use of an e learning training platform. This allows the students to master the everyday computer tools and software such as Internet, Explorer, Outlook, Word, Excel, Powerpoint and Access.

Project Management is included in the first semester and is followed up by an introduction to Knowledge Management and a module on collaborative work in the second semester.

10ISI1002 **Project Management**

<u>DEPARTMENT :</u> Computer Science and Information Systems		
<u>Department coordinator :</u> Nathalie BERTIN BOUSSU		
<u>LEVEL :</u> ESC 1	<u>PERIOD :</u> 1st Semester	<u>CREDITS :</u> 1,5 ECTS
<u>Language :</u> French	<u>Nb of hours :</u> 21 hours	
<u>Key words :</u> Project management, organisation models, software.		

Teachers

1. **Nathalie BERTIN BOUSSU**
2. **Sabine BRUAUX**
3. **Sébastien HAUDOIRE**
4. **Dominique LECLET**
5. **Inès SAAD**
6. **Hélène TROUILLET**

Context / Overview

Managers must know how to manage teams and the projects that they are involved in. It is therefore useful to understand the methodology of project management and its terminology. This module provides a framework for carrying out projects with an aim to making students more professional (AER, PCE, Stage!).

Pedagogical Objectives

At the end of this course the student should be able to:

- Understand and know how to put into practice the basic principles of project management
- Understand and master the terminology of project management
- Explain the importance of model making for work organization
- Use a software tool for project management.

Teaching Methods / Learning Experiences

- Face to face (1/4 of the class) ' workshop on technical aspects (theme-based) ' Team work ' mini-project.
- Work documents ' technical files (case studies) ' web sites for reference (see work documents).
- Simulation Game : SimulTrain

Content

- The definition of a project and problem (those involved, resources, limitations, objectives, strategy)
- Examples and typology of projects (industry, services, administration, etc.)

- Basic principles and logic of project management (quality, documentation, etc.)
- Software Tool : MS-Project

Assessment

- Continuous assessment
- Institutional assessment

Bibliography

La méthode pédagogique MAETIC – Dominique LECLET et Bénédicte TALON – IVL Edition – ISBN : 978-2-35209-161-5

Gestion de projets ' R. Buttick ' Pearson Education ' 2002 (les échos éditions)

Système Lean ' J. Womack, D. Jones ' Pearson Education ' 2005 (Village mondial)

Systèmes d'Information et Management des organisations ' Robert REIX ' 2002 Vuibert

Short Presentation of Teachers

Sabine BRUAUX : Ph.D in Science, Masters Degree in Computer Science and Bachelors Degree in Mathematics. Assistant Professor at the Graduate School Of Management Sup de Co in Amiens (France) and Researcher at the MIS (Modelisation, Information and System) laboratory of the Picardie Jules Verne University in Amiens (France).

Sébastien HAUDOIRE : an IT developer. He is in charge of the IT development team at the Amiens School of Management. He has a Masters MIAGE from the Jules Verne University of Picardie.

Dominique LECLET : a University lecturer, authorised to run research projects, Qualified CNU (National Committee of Universities), In charge of the theme EIAH (IT environments for Human Learning) for the Knowledge Team (MIS Laboratory : Modelisation, Information and System) - University lecturer at the Jules Verne University of Picardie.

Inès SAAD : a full time researcher and lecturer in Information systems at the Amiens School of Management and has a PhD in Computer Science. She is a member of the IC (Ingénierie des Connaissances) MIS research Lab (Modelisation, Information and System) at the Jules Verne University of Picardie.

10ISI1006 **Computing Level 1**

<u>DEPARTMENT :</u> Computer Science and Information Systems		
<u>Department coordinator :</u> Nathalie BERTIN BOUSSU		
<u>LEVEL :</u> ESC 1	<u>PERIOD :</u> 1st Semester	<u>CREDITS :</u> 1,5 ECTS
<u>Language :</u> French	<u>Nb of hours :</u> 21 hours	
<u>Key words :</u> Computer Science, Office Automation, Software		

Teachers

1. **Marion FLAUTRE**
2. **Hélène TROUILLET**

Context / Overview

This module teaches students how to use the appropriate tools. Its inter-disciplinary nature means it can be easily applied to numerous other subjects. It aims to develop the students' ability to work independently.

Pedagogical Objectives

At the end of this course the student should be able to:

- Use word processing software and spreadsheets
- Create a professional-looking slide show using PowerPoint
- Work independently on the computer as if in the workplace

Teaching Methods / Learning Experiences

- Class work : e-learning lessons
- Practical work during the course: lessons and exercises
- Teaching method: e-learning with regular individual tutorials

Content

- Software from the Office 2007' Word, Excel, Outlook, PowerPoint.

Assessment

On-line test using a training platform.

Bibliography

- Office pour les Nuls ' Sybex ' Collection : Pour Les Nuls
- <http://www.wikipedia.fr>

Short Presentation of Teachers

Marion FLAUTRE : University Diploma for net-trainers from the University of Toulouse. She has been teaching computing at the Amiens school of management for 2002 (graduate training and life-long learning).

Hélène TROUILLET : PhD in Education Sciences - Jules Verne University of Picardie

Foreign languages and cultures

FOREIGN LANGUAGES AND CULTURE

Learning foreign languages widens students' horizons creating opportunities in life, improving their contact with others and opening the door to the world. That is why training in **foreign languages and culture** not only develops the students' knowledge and know-how but also their inter-personal skills. It can help in character building.

English:

As students and future managers it is necessary to be prepared to work within the global market, in multinational companies, on cross-cultural projects and in multicultural teams. Globalisation is a reality and English is incontestably the chosen language for international communication.

The main aim of the language courses in the first year is to ensure that students have a level of English which is sufficient for them to be operational within a company (possibly as early as the second year for those who opt to alternate between vocational training and studies) and to be able to follow courses taught in English (or to take part in an international exchange). The minimum level has been set at a TOEIC score of 750/990 points (which is considered to be the basic operational level = B2 on the European scale of reference). This is the required minimum to be able to enrol in the second year.

Due to the diversity of students' levels when they arrive, individual study paths can be created so that students follow their personal course of study. This makes the student responsible for his/her own progress and sets objectives and deadlines. By using e-learning methods and different study material available, students can prepare and practise for the TOEIC even outside lesson times. Extra lessons can be provided on the request of the student who makes a personal commitment to full participation.

Other foreign languages and cultures:

Concerning other foreign languages, the school has adapted to the diversity of students' profiles and personal projects by expanding the number of languages on offer. Allowing students to choose their language learning profile (which language, what level) making them pro-active in defining their own study path and is adapted to a truly international and multicultural outlook.

Within the European economic and cultural perspective, European languages: German, Spanish, Italian still hold an important role. Lessons in Chinese, Japanese or Arabic open doors to other cultures, ways of thinking and business opportunities.

The courses in Languages and Associated Cultures which are offered in the first year aim to give students new viewpoints, and a better understanding of current affairs and cultural characteristics, to help them further their knowledge of professional subjects and techniques.

From the beginning of the 2007 academic year students studying German and Spanish will be able to validate their level through a BULATS assessment test.

10LCE1036

<u>DEPARTMENT:</u> Foreign languages and cultures		
<u>Department coordinator:</u> Brigitte BAUMGARTEN		
<u>LEVEL:</u> ESC 1	<u>PERIOD:</u> 1st Semester	<u>CREDITS:</u> 0 ECTS
<u>Language:</u> French	<u>Nb of hours:</u> 12 hours	

Teacher: **Pascale LANDRY**

10LCE1044

<u>DEPARTMENT:</u> Foreign languages and cultures		
<u>Department coordinator:</u> Brigitte BAUMGARTEN		
<u>LEVEL:</u> ESC 1	<u>PERIOD:</u> Annual	<u>CREDITS:</u> 2 ECTS
<u>Language:</u> Chinese	<u>Nb of hours:</u> 12 hours	

Teacher: **Cécile WU**

10LCE1046

<u>DEPARTMENT:</u> Foreign languages and cultures		
<u>Department coordinator:</u> Brigitte BAUMGARTEN		
<u>LEVEL:</u> ESC 1	<u>PERIOD:</u> 1st Semester	<u>CREDITS:</u> 0 ECTS
<u>Language:</u> French	<u>Nb of hours:</u> 9 hours	

Teacher: **Barbara SAVELSKI**

10LCE1050
HISPANOAMERICA: MUNDO ECONOMICO

<u>DEPARTMENT:</u> Foreign languages and cultures		
<u>Department coordinator:</u> Brigitte BAUMGARTEN		
<u>LEVEL:</u> ESC 1	<u>PERIOD:</u> 1st Semester	<u>CREDITS:</u> 0 ECTS
<u>Language:</u> French	<u>Nb of hours:</u> 12 hours	

Teacher: **Estela Maris MAQUENHEM**

10LCE1051
EL MUNDO EMPRESARIAL

<u>DEPARTMENT:</u> Foreign languages and cultures		
<u>Department coordinator:</u> Brigitte BAUMGARTEN		
<u>LEVEL:</u> ESC 1	<u>PERIOD:</u> 1st Semester	<u>CREDITS:</u> 0 ECTS
<u>Language:</u> French	<u>Nb of hours:</u> 12 hours	

Teacher: **Estela Maris MAQUENHEM**

10LCE1061

<u>DEPARTMENT:</u> Foreign languages and cultures		
<u>Department coordinator:</u> Brigitte BAUMGARTEN		
<u>LEVEL:</u> ESC 1	<u>PERIOD:</u> Annual	<u>CREDITS:</u> 2 ECTS
<u>Language:</u> Italian	<u>Nb of hours:</u> 12 hours	

Teacher: **Alain LECLERC**

10LCE1080
UNDERSTANDING AND USING BUSINESS ENGLISH

<u>DEPARTMENT:</u> Foreign languages and cultures		
<u>Department coordinator:</u> Brigitte BAUMGARTEN		
<u>LEVEL:</u> ESC 1	<u>PERIOD:</u> Annual	<u>CREDITS:</u> 2 ECTS
<u>Language:</u> English	<u>Nb of hours:</u> 15 hours	

Teacher: **Rebecca CHARBONNIER**

10LCE1089

<u>DEPARTMENT:</u> Foreign languages and cultures		
<u>Department coordinator:</u> Brigitte BAUMGARTEN		
<u>LEVEL:</u> ESC 1	<u>PERIOD:</u> Annual	<u>CREDITS:</u> 2 ECTS
<u>Language:</u> English	<u>Nb of hours:</u> 12 hours	

Teacher: **Cécile WU**

10LCE1096

<u>DEPARTMENT:</u> Foreign languages and cultures		
<u>Department coordinator:</u> Brigitte BAUMGARTEN		
<u>LEVEL:</u> ESC 1	<u>PERIOD:</u> Annual	<u>CREDITS:</u> 2 ECTS
<u>Language:</u> German	<u>Nb of hours:</u> 12 hours	

Teacher: **Christine BOSSART**

10LCE1099
ESTAR AL DIA EN ESPANOL

<u>DEPARTMENT:</u> Foreign languages and cultures		
<u>Department coordinator:</u> Brigitte BAUMGARTEN		
<u>LEVEL:</u> ESC 1	<u>PERIOD:</u> 1st Semester	<u>CREDITS:</u> 0 ECTS
<u>Language:</u> German	<u>Nb of hours:</u> 12 hours	

Teacher: **Pascale LANDRY**

10LCE1116

<u>DEPARTMENT:</u> Foreign languages and cultures		
<u>Department coordinator:</u> Brigitte BAUMGARTEN		
<u>LEVEL:</u> ESC 1	<u>PERIOD:</u> Annual	<u>CREDITS:</u> 2 ECTS
<u>Language:</u> German	<u>Nb of hours:</u> 12 hours	

Teacher: **Brigitte BAUMGARTEN**

10LCE1118

<u>DEPARTMENT:</u> Foreign languages and cultures		
<u>Department coordinator:</u> Brigitte BAUMGARTEN		
<u>LEVEL:</u> ESC 1	<u>PERIOD:</u> 1st Semester	<u>CREDITS:</u> 0 ECTS
<u>Language:</u> Spanish	<u>Nb of hours:</u> 9 hours	

Teacher: **Ruben HENAO**

10LCE1120

<u>DEPARTMENT:</u> Foreign languages and cultures		
<u>Department coordinator:</u> Brigitte BAUMGARTEN		
<u>LEVEL:</u> ESC 1	<u>PERIOD:</u> Annual	<u>CREDITS:</u> 2 ECTS
<u>Language:</u> French	<u>Nb of hours:</u> 12 hours	

Teacher: **Elissar SABA**

10LCE1121
WAS IST LOS, IN DEUTSCHLAND?

<i>DEPARTMENT:</i> Foreign languages and cultures		
<i>Department coordinator:</i> Brigitte BAUMGARTEN		
<i>LEVEL:</i> ESC 1	<i>PERIOD:</i> 1st Semester	<i>CREDITS:</i> 0 ECTS
<i>Language:</i> French	<i>Nb of hours:</i> 9 hours	

Teacher: **Brigitte BAUMGARTEN**

Leadership and Human Resources

LEARNING ABOUT LEADERSHIP & HUMAN RESOURCES

One of the aims of Management Training is make the students understand that people are central to any company, and that financial and technical know-how is never enough to ensure the success of a company if the human factor is mismanaged. On the contrary, people are an essential resource and it is the management's obligation to fulfil this potential.

In answer to this, the course is organized in such a way that students discover that if management is built on a search for excellence when dealing with others, this does not exempt them from having exemplary personal behaviour.

In the first year there are three modules on management. They can be seen as a "fundamental approach" in that their aim, each within their own context, is to teach the minimum of fundamentals and concepts essential to the understanding of corporate social life.

10LRH1001

Theory Of Organisations

<u>DEPARTMENT :</u> Leadership and Human Resources		
<u>Department coordinator :</u> Sana HENDA		
<u>LEVEL :</u> ESC 1	<u>PERIOD :</u> 1st Semester	<u>CREDITS :</u> 1,5 ECTS
<u>Language :</u> French	<u>Nb of hours :</u> 21 hours	
<u>Key words :</u> Organizational structures and theory, Power		

Teachers

1. **Samuel NYOCK ILOUGA**
2. **Béatrice ROMÉY**

Context / Overview

Theoretical and practical knowledge of the organization, organizational structures and the concept of power is essential to the quality and sustainability of the student's integration in complex corporate life.

Pedagogical Objectives

At the end of this course the student should be able to :

- Master the fundamental theories of organizations using contemporary theories
- Understand that all companies must organize and know how to recognize the different forms of structures
- Analyse and explain the essential role of the environment in corporate life
- Identify and analyse the mechanics of power

Teaching Methods / Learning Experiences

- Lectures.
- In-class work: group work, case studies, presentations prepared from research carried out on the Internet, and the reading list.

Content

- Classical economics.
- Human Relations approach.
- Management theories.
- The socio-technical approach.
- Decision-making theories.
- Power.
- Organizational structures.

Assessment

- Continuous assessment.
 - Institutional assessment :
-
- to test whether the student has assimilated the theories and can apply them in a given situation,
 - to test the student's ability to analyse the impact of their application.

Bibliography

- BOURNONVILLE, C. (1998). Introduction aux théories des organisations. Editions Foucher collection AES Plus
- BOYER, L (2005). 50 ans de... management des organisations. Editions d'Organisation Notabene
- CABIN, P. & CHOC, B. (2005). Les organisations ' Etat des savoirs. Sciences humaines Editions Sciences humaines
- PLANE, J.M. (2003). Théorie des organisations 2ème édition. Editions Dunod
- ROJOT, J. (2005). Théorie des organisations. 2ème édition. Editions ESKA

Short Presentation of Teachers

Laure GUILBERT is a full time researcher and lecturer at the Amiens School of Management. She has a PhD in vocational psychology from the Jules Verne University of Picardie (UPJV) and a DESS (advanced graduate diploma) in vocational psychology from the University of Toulouse ' Le Mirail. She is an active member of the ECCHAT research laboratory contacts team at the Jules Verne University of Picardie. Since 2000 she has carried out research projects in partnership with companies and different institutional partners on a regional and national level.

Béatrice ROMÉY is a full time researcher and lecturer at the Amiens School of Management. She worked for two years at the French Institute for Work and Vocational Guidance (INETOP), Paris and then at the Jules Verne University of Picardie (UPJV), Amiens. She is an active member of the ECCHAT research laboratory contacts team at the Jules Verne University of Picardie.

Marketing

LEARNING ABOUT MARKETING

The main objective of the first year is to gain a basic knowledge of marketing. The aim is to allow the student to have a general vision of the main variables which come into play when marketing a product on domestic or foreign markets. The subjects covered are basic marketing, sales, marketing research and the techniques of international marketing.

Within the framework of basic marketing, the fields studied are the marketing approach, the market survey, consumer behaviour and the main variables of the marketing mix.

The study and the practice of sales techniques help the students to place this activity within the company's sales strategy and to understand the techniques used to prepare and carry out a sales negotiation. Marketing research will provide the student with the first tools of gathering and handling information, aware that without the latter, the manager will not be able to make a rational decision.

International marketing is an introduction to foreign markets and the customs, trade and contractual specificities involved when exporting.

The first year regroups students who have come from different educational backgrounds; so during the year, the aim is to harmonize the students' knowledge. Therefore, all subjects studied during the first year are essentially theoretical. They will be put into practice during Practical Professional Experience (AER) or during projects carried out during the three years of study.

10MKG1001

Introduction To Marketing

<u>DEPARTMENT :</u> Marketing		
<u>Department coordinator :</u> Bernd PHILIPP		
<u>LEVEL :</u> ESC 1	<u>PERIOD :</u> 1st Semester	<u>CREDITS :</u> 1,5 ECTS
<u>Language :</u> French	<u>Nb of hours :</u> 21 hours	
<u>Key words :</u> Marketing		

Teacher : **Dorin MILITARU**

Context / Overview

Marketing, whether it is considered a science or an art, is central to the strategic objectives of the company. Marketing activities be adapted to the different environments they are used in order to ensure a competitive advantage. This module is an approach to and a justification of the marketing concept. A full understanding of these fundamentals is essential to be able to analyse the company's marketing strategies effectively.

Pedagogical Objectives

At the end of the course the student will be able to:

- study markets
- apply marketing methods
- demonstrate they have a general view of marketing strategy

Teaching Methods / Learning Experiences

- Personal work during the course: active participation in class, gaining a deeper understanding of the concepts by consulting the reading list outside lesson time
- Teaching method: lectures, case studies

Content

- market research (the notion of the market, description and analysis of a market, ')
- Marketing tools (the marketing mix, diagnosis, decisions, implementation, checking')
- Consumer behaviour (modelling and influence variables, decision making process)
- Analysis of marketing strategies (analysis of Porter, BCG, McKinsey)

Assessment

Continuous assessment: Multiple choice test / Test at the end of 2nd, 4th and 6th lessons

Institutional assessment: Multiple choice test / Test on all the themes covered

Bibliography

Lendrevie, Lévy et Lindon, Le Mercator, Dalloz (2003)

Kotler et Keller, Marketing Management 12e, Pearson Education (2005)

Vernette, L'essentiel du marketing, Editions d'Organisation (1998)

Short Presentation of Teacher

Dorin MILITARU is a full time lecturer and researcher at the Amiens Management School. He has a PhD in Management Science. Dorin Militaru is a former student of the Ecole Normale Supérieure, where he obtained his DEA in decision theory. His research work is centred on consumer behaviour and perceived risk and especially e-commerce. He is particularly interested in recommender systems, cooperative filtering, and intelligent agents.

10MKG1002

Sales Techniques

<u>DEPARTMENT :</u> Marketing		
<u>Department coordinator :</u> Bernd PHILIPP		
<u>LEVEL :</u> ESC 1	<u>PERIOD :</u> 1st Semester	<u>CREDITS :</u> 1,5 ECTS
<u>Language :</u> French	<u>Nb of hours :</u> 21 hours	
<u>Key words :</u> Marketing, Sales		

Teacher : **Eric HOCHART**

Context / Overview

The art of selling is one of the key variables of the marketing policy. Sales staff are in effect an interface between the company and the consumer. They are thus as much a distribution tool as a communication tool. To know and understand the role of the salesperson allows the future manager to run his sales force better and thus fulfil company objectives.

Pedagogical Objectives

At the end of this module the student should be able to:

- situate the selling interview within the world of communication and the world of economics
- acquire the necessary selling methods and tools
- recognize their potential as a salesperson
- show that he/she has developed authentic interpersonal skills

Teaching Methods / Learning Experiences

Lectures, discussions, role-play scenarios

Content

- The place of the marketing function in company strategies
- The rules of good marketing communication
- The preparation of a selling interview
- Making contact
- Finding out the customer's needs
- The sales proposal and sales pitch
- Responding to objections
- Presenting the price
- Closing techniques

Assessment

- continuous assessment : practical questions on factors already studied in class (preparation for final test)

- Institutional assessment: case study on all elements of the course.

Bibliography

Marc CORCOS : « Les techniques de vente ' qui font vendre » (2003), Dunod, Paris.

Short Presentation of Teacher

Eric Hochart graduated from the ESC Montpellier in 1973 he has 12 years professional experience in Finance, sales, marketing and communication in companies such as 3M France, BSN Gervais and Danone. Since 1984 he has been carrying out consultancy missions in sales (advice, implementation and training).

10MKG1003 **Marketing Studies**

<u>DEPARTMENT :</u> Marketing		
<u>Department coordinator :</u> Bernd PHILIPP		
<u>LEVEL :</u> ESC 1	<u>PERIOD :</u> 1st Semester	<u>CREDITS :</u> 1,5 ECTS
<u>Language :</u> French	<u>Nb of hours :</u> 21 hours	
<u>Key words :</u> Decision marketing, market research, qualitative and quantitative approach.		

Teacher : **Philippe CORREIA**

Context / Overview

Information is indispensable when making a reasoned decision. Gathering information about the market requires special techniques in order to correctly target the information required and to avoid operational bias

Pedagogical Objectives

At the end of this module the student should be able to:

- Explain why the research is focussed on decision-making.
- Define the research objectives and distinguish them from the client's operational objectives. Write specifications.
- Select the tools best adapted to gathering the information
- Implement the three tools : desk research, qualitative research and quantitative research
- Write a complete research methodology.

This module gives a comprehensive overview of market research. With the emphasis on decision making, it starts by taking real-life managerial issues, the student then draws up specifications and carries out field research using relevant techniques. It will enable the students, among other things, to approach research from an ethical and rigorous standpoint.

Teaching Methods / Learning Experiences

Lectures and practical exercises

Content

- The aim and range of market research
- The nature of the research and its implementation
- Documentary, qualitative and quantitative approaches and their main techniques

Assessment

Continuous assessment (research work in group) and final test (questions from lessons and mini case

studies)

The students must show that:

- They know the basic concepts of the discipline: the usefulness of research, typology of research objectives, the purpose of different research tools and in particular the differences between qualitative and quantitative, primary and secondary sources, interview and questionnaire
- They are able to write specifications
- They are able to carry out and write up desk research, make working suppositions for field research
- They are able to write an interview guide, a questionnaire, an observation grid, a survey protocol for the test

Bibliography

- Audigier G. (1995), « Les études marketing », Dunod
- Gauthy-Sinéchal et Vandercammen (1997), « Etudes de marché Méthodes et outils », De Boeck
- Ladwein R. (1995), « Etudes marketing », Economica
- Vernet et Giannelloni (1995), « Etudes de marché », Vuibert
- Articles on studies from the magazine « Décision marketing »

Short Presentation of Teacher

Anne-Marie CANDELIER graduated from ESCP in 1983 where she majored in marketing

She has been working as a freelance consultant since 1993 (location studies for large retailers, supermarkets or developers; merchandising; positioning studies). Recent clients include: Ed, PICWIC, INTERMARCHE, SUPER U, INTERSPORT, ATAC, POINT VERT