



Course catalogue

ESC1 - Second 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

BAC
2-year foundation course

SEMESTER 5

Integration week
Management techniques (foundation courses) 16 ECTS
Technological and management tools 9 ECTS
Professional behaviour * 6 ECTS

SEMESTER 6

Management techniques (foundation courses) 15 ECTS
Technological and management tools 9 ECTS
Professional behaviour * 6 ECTS
Application work placement 1 month

SEMESTER 7

Integration week
Management techniques 9 ECTS
Cultural openings 4 ECTS
Business start-up project 12 ECTS
Professional behaviour * 5 ECTS

SEMESTER 8

Management Programme Electives Amiens or Shanghai 16 ECTS
Research Module 2 ECTS
Foreign university 18 ECTS

Second year

Cross-discipline and International

Introduction to strategy and management

SEMESTER 9

Specialisation Electives 8 specialisation options possible 30 ECTS
Research modules 9 ECTS

SEMESTER 10

Specialisation work placement 16 weeks minimum 12 ECTS

Third year

Specialisation

To kickstart your professional career

SEMESTER 9

Specialisation Electives 8 specialisation options possible 30 ECTS
Research modules 9 ECTS

SEMESTER 10

Specialisation work placement 16 weeks minimum 12 ECTS

TOEIC - E-learning (computing courses)- TOEFL

Foreign university 30 ECTS
or
Foreign university 18 ECTS

General work placement 13 weeks minimum 12 ECTS
Foreign university 30 ECTS

Political Science double degree (in 2 years)

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

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)

Final Seminar
Final Oral

Foreign University and double diploma + Specialisation work placement: 16 weeks minimum 48 ECTS

Applied Research dissertation 12 ECTS

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.

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.

10DCP1009

Trade Union Negotiation

<u>DEPARTMENT :</u> Professional Behaviour		
<u>Department coordinator :</u> Roger DAVIS		
<u>LEVEL :</u> ESC 1	<u>PERIOD :</u> 2nd Semester	<u>CREDITS :</u> 1 ECTS
<u>Language :</u> French	<u>Nb of hours :</u> 15 hours	
<u>Key words :</u> Group negotiation, convince, communication.		

Context / Overview

The environment within which companies function is being disrupted by economic changes (globalisation, increased competition, market stagnation and decline in activity...) technological changes (information and communication, logistics..) political changes (change in government, new trends emerging..) and social changes (unemployment, immigration...). All these changes have a direct influence on how relations with social partners develop. At the same time, management models and interpersonal relations develop, as do mentalities...

All these elements put trade union negotiations into new perspectives. It is indispensable for a future manager to understand the changes and consequences.

Pedagogical Objectives

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

- Listen to, question and understand others, install confidence
- Put their objectives and strategies to use and adapt them when required- Develop convincing arguments, adapt their behaviour
- Reach fixed objectives, redefine the debate, resolve possible problems
- Close the discussion, obtaining a result which is acceptable for both parties
- Show the ability to take initiatives in the preparation

Teaching Methods / Learning Experiences

- Preparatory work or prerequisite work :
Read lesson or handbook on trade union negotiation
- Personal work :
Research into aspects which relate specifically to the study
Allocating roles
Work on strategies and different scenarios.
- Method :
Role play on a practical case
Group work ' 4 to 5 students
Negotiation before a panel of examiners made up of a teacher and one or more trade unionists

Content

The following elements are a major part of the exercise:

- Preparation of the negotiation
- Understanding what the objectives are
- Identification of skills to be acquired
- Understanding the nature of and the 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, determining strategies, drawing up the scenarios)
- Self assessment and ability to adapt
- Group work and how to measure what student contributes to the group
- Self assessment at end of the negotiation
- Questioning
- Analysis of student's behaviour within a group
- Measure of what student contributed to the group
- Debriefing with jury and tutor

Assessment

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

10DCP1010 **Creativity seminar**

<u>DEPARTMENT :</u> Professional Behaviour		
<u>Department coordinator :</u> Roger DAVIS		
<u>LEVEL :</u> ESC 1	<u>PERIOD :</u> 2nd Semester	<u>CREDITS :</u> 1 ECTS
<u>Language :</u> French	<u>Nb of hours :</u> 35 hours	
<u>Key words :</u> Creation, sharing ideas, team work, construction		

Context / Overview

Managers today need to be reactive and creative in order to survive in the competitive environment that they work in. They need to use their imagination in order to gain the support and the confidence of their employees and colleagues. This seminar explores the parallels between the construction of the cathedral and business. Students learn together about thinking differently, understanding the role and the importance of creativity and its place in the workplace. This seminar is therefore an obligatory part of each first year student's programme.

Pedagogical Objectives

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

- Manipulate a complex metaphor
- Share their thoughts and ideas about what companies could be like
- Work and express themselves in a group in a creative manner
- integrate the bigger picture
- Produce a piece of work (or artwork) in a limited space of time. The work produced must reflect the best they can do and must also be able to fit into the bigger picture.

Teaching Methods / Learning Experiences

Personal work:

Students must hand in one of the following exercises :

- A written presentation (half a page) on the yearly theme (in 2006/7: How do you interpret Ethics and Aesthetics?) with the help of the documents provided.
- An outline of a business person

The students participate in one of several workshops (each with about 20 students) organised. They are held by different performers or artists (writers, actors, scupters, musicians, producers etc.).

Content

The content will depend on each workshop and on each performer or artist. Each year a theme is chosen for the seminar and the workshops are based upon this theme (2006/7 Ethics and Aesthetics);

Interaction between the work produced by each workshop and each different topic in order to produce a joint piece of work.

Assessment

An individual mark based on how well the student fulfils the pedagogical objectives will be awarded by each of the different artists and performers.

This is based on two points:

The workshop

Each student must show that they have an open minded approach, put a great deal of effort into each task and participate fully in all of the activities during the seminar. The students must not only fulfil the objectives of their individual workshop but also the objectives of the seminar as a whole.

The final presentation

The students present the work that they have done during the seminar on the Friday afternoon in front of their year group and members of staff (including tutors, administrative staff and teachers).

Students must attend the workshops in order to be awarded a mark.

Bibliography

The Bibliography will depend on the theme proposed each year.

2006/7

www.france-republique.org blog par Anthony Hamelle

Le monde comme volonté et comme représentation, livre 4 Schopenhauer

Ethique et Esthétique par Katell Pouliquen article de l'Express du 20 avril 2006

Ethique et Esthétique dans la pensée d'Emmanuel Levinas, Daniel Charles

Short Presentation of Teachers

Workshop leaders are professional artists and performers.

10DCP1011

Dynamic Assessment Centre

<u>DEPARTMENT :</u> Professional Behaviour		
<u>Department coordinator :</u> Roger DAVIS		
<u>LEVEL :</u> ESC 1	<u>PERIOD :</u> 2nd Semester	<u>CREDITS :</u> 1 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

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).

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.

10ENV1004

Economics

<i>DEPARTMENT :</i> Environment		
<i>Department coordinator :</i> Roger NLEND		
<i>LEVEL :</i> ESC 1	<i>PERIOD :</i> 2nd Semester	<i>CREDITS :</i> 1,5 ECTS
<i>Language :</i> French	<i>Nb of hours :</i> 21 hours	
<i>Key words :</i> Economy		

Teachers

1. **Christophe DEPARROIS**
2. **Patrick FAY**

Context / Overview

The behaviour of someone who supplies a product or a service and that of someone who demands 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 and strengthen the links between a theoretical view and a 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 will 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 to check knowledge
Institutional test (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.

10ENV1005

Law

<u>DEPARTMENT :</u> Environment		
<u>Department coordinator :</u> Roger NLEND		
<u>LEVEL :</u> ESC 1	<u>PERIOD :</u> 2nd Semester	<u>CREDITS :</u> 1,5 ECTS
<u>Language :</u> French	<u>Nb of hours :</u> 21 hours	
<u>Key words :</u> Corporate laws		

Teachers

1. **Marie Laure DERIVERY**
2. **Guillaume DUMONT**

Context / Overview

Future managers should be able to discuss matters clearly with experts (in this case, lawyers). They should be able to understand and respond to legal notions used by the expert they are speaking to.

Pedagogical Objectives

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

- Distinguish a sole proprietorship from a company
- Distinguish the different types of commercial companies
- Explain the responsibilities held by partners depending on the type of commercial company which they form
- Set out his rights as a consumer

Teaching Methods / Learning Experiences

Preparatory work

Students are not expected to read specialized legal reviews (Dalloz, J.C.P., Les Petites Affiches, R.T.D.C, etc.), but they should look out for examples which relate to their lessons, especially when reading about current affairs. The only stipulated requirement (concerning personal study) is to read « Les Echos » newspaper and find articles which are a concrete illustration of what they have learnt in class. When this occurs they should show the article to the teacher so he can give an opinion.

Regularly, students will be given documents to read. The following lesson, two or three students will be chosen at random to give a summary, thereby checking if the document has been read and understood.

Teaching method

1/3 lectures 2/3 practical work

For the lectures, the lessons aim to be as instructive and interactive as possible:

- The course combines theory and practice (gathered from international legal firms).
- It is illustrated with numerous examples taken from current legal ' judicial affaires.
- Photocopies of articles relating to the questions covered or towards which the lesson is leading are provided so that students can extend their knowledge of those points (they are to be summarized for the following

lesson).

- The lectures are nothing like those given at the faculty of law. They are interactive lessons, where students are regularly invited to ask and answer questions.
- The methodology for the exercises are written and given to the students. Preparatory exercises are done at the end of some lessons in order to check that the students have understood the lesson and to prepare for tests which will be graded.

Content

Chapter 1: Corporate law

It introduces students to the mechanisms, both general and specific, of corporate law, particularly :

- The different types of commercial company (public limited company (plc), public limited partnership, simplified joint- stock company, general partnership, limited partnership, private limited company (Ltd), European company). The terms and conditions are not the same for all these companies
- Responsibility held by partners. It differs depending on the type of company structure which has been chosen. Partners who are shopkeepers are not subjected to the same regulations as non-shopkeepers.
- The way companies function. This aspect allows students to understand that the company generally has two types of system ' decision-making systems and control systems

Chapter 2: Consumer rights

It allows students to understand consumer rights (and the ways of implementing them) and their consequences, in other words the professionals' contractual obligations

Chapter 3 : Business concerns

This is the logical continuation of chapter 1 about commercial companies. Some partners, just as someone who has a sole proprietorship, can a shopkeeper's statute. Since the shopkeeper can manage a business concern, it is logical to imagine what a business concern is and the operations which usually concern it (lease management, business lease')

Assessment

Continuous assessment to check that the students have understood their lessons and to allow them to start preparation for their institutional assessment.

Institutional assessment based on work covered in class.

Bibliography

- M-A. Frison ' Roche, Le Dolloz, Cahier de droit des affaires, Le droit de la régulation ' 2001
- Cass.Com. 1993
- Cass soc, Jolivet c/SA Prévoir vie, 2000
- Cass. Com, Sté RNPO c/ Sté Valence presse, 2001
- Code de Commerce.
- Sites juridiques sur internet. Exemples :
- Légifrance, la porte du droit net-iris lexinter service-public.fr
- Droit.org e-droit adminet europa

Short Presentation of Teachers

Roger Nlend is a full time teacher at the school. He has a PhD in law (specializing in private law) and has 10 years of experience in post-graduate teaching and extensive practical experience gained while working in

international law firms.

NON BINDING - SUBJECT TO CHANGE

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.

10FIN1003

Financial Analysis

<u>DEPARTMENT :</u> Finance		
<u>Department coordinator :</u> Jean-Luc PAGNON		
<u>LEVEL :</u> ESC 1	<u>PERIOD :</u> 2nd Semester	<u>CREDITS :</u> 1,5 ECTS
<u>Language :</u> French	<u>Nb of hours :</u> 21 hours	
<u>Key words :</u> Accounting and Financial information, performance, indicators.		

Teachers

1. **Hager JEMEL**
2. **Eric VERNIER**

Context / Overview

Accounting and financial information is the main source of information about companies. Knowing how to read and interpret a balance sheet / report is a basic skill which all executives, whatever their function, should possess.

Pedagogical Objectives

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

- Calculate all indicators which help understand the performance and financial structure of a company
- Explain the significance of the calculated indicators
- Show limits and ratios as tools of financial analysis
- Explain how using the right indicators can help to forecast financial difficulties

Teaching Methods / Learning Experiences

- Practical: case studies to be worked on individually or in a group
- Teaching method : The course is organised around lectures interspersed with numerous practical exercises

Content

- Analysis of company results
- Financial equilibrium, working capital, working capital requirements
- Ratios and risk analysis
- Flow charts
- Financial analysis

Assessment

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

Bibliography

- « Gestion financière » G.Charreaux, (2000) Litec
- « Analyse financière » E.Cohen, (2006) Economica
- « Gestion financière » A.M.Keiser, (2004), Editions ESKA
- « Finance d'entreprise » P.Vernimmen, P.Quiry and F.Ceddaha, (2005) Dunod (Dalloz Gestion)

Short Presentation of Teachers

Eric VERNIER is a doctor in finance entitled to supervise and lead research projects (HDR), lecturer at the Université du Littoral côte d'Opale, director of the CERME research centre and of the Master administration des entreprises. He participates in many national and international conferences relating to banking and finance. Partner of the 'Revue Banque', winner of the "Lille money market" prize, he is an administrator of the Caisse d'Epargne Northern France and Europe and is a consultant for questions relating to money laundering.

10FIN1004 **Financial Management**

<u>DEPARTMENT :</u> Finance		
<u>Department coordinator :</u> Jean-Luc PAGNON		
<u>LEVEL :</u> ESC 1	<u>PERIOD :</u> 2nd Semester	<u>CREDITS :</u> 1,5 ECTS
<u>Language :</u> French	<u>Nb of hours :</u> 21 hours	
<u>Key words :</u> Finance, Management, Administration		

Teachers

1. **Frédéric DEBUIRE**
2. **Jean-Luc PAGNON**
3. **Jean-Michel SAHUT**

Context / Overview

How are financial decisions made within a company ? This course concentrates on the type of strategic financial decisions which call for long-term company commitment. It deals mainly with the techniques of investment choice and introduces the question of financing options.

Pedagogical Objectives

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

- Explain the nature and the importance of investment decisions
- Apply methods which are widely used in companies
- Explain the advantages and disadvantages linked to different methods of risk evaluation concerning investment
- Explain the different types of financing possible and explain the advantages and disadvantages

Teaching Methods / Learning Experiences

- Practical: case studies to be worked on individually or in a group
- Teaching method : The course is organised around lectures interspersed with numerous practical exercises

Content

The notion of investment

Revision of updating, amortization, self-financing ability , and working capital requirements

Criteria for choice of investment:

- The « DRC »
- The « NPV »
- The « IRR »

The different means of investment

- Self-financing
- Investment subsidies
- Capital gain
- Joint loans

With 'in fine' repayments

With 'fixed amortization' repayments

With 'fixed annuity ' payments

With deferred amortization

- Bonded debt
- Leasing

Assessment

Continuous assessment : case study carried out in a group

Institutional assessment : case study

Bibliography

« Gestion financière » A.M.Keiser, (2004) Editions ESKA

« Finance d'entreprise » P.Vernimmen, P.Quiry and F.Ceddaha, (2005) Dunod (Dalloz Gestion)

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

Waël Louhichi is a full time researcher and lecturer at the Amiens School of Management. He has a PhD in Management Science and is a member of the GEREM (Groupe d'Etudes et de recherche en Economie Mathématique) research lab at Perpignan University.

10FIN1005 **Management Control**

<u>DEPARTMENT :</u> Finance		
<u>Department coordinator :</u> Jean-Luc PAGNON		
<u>LEVEL :</u> ESC 1	<u>PERIOD :</u> 2nd Semester	<u>CREDITS :</u> 1,5 ECTS
<u>Language :</u> French	<u>Nb of hours :</u> 21 hours	
<u>Key words :</u> Finance, Investment, Management		

Teachers

1. **Frédéric DEBUIRE**
2. **Jean-Luc PAGNON**

Context / Overview

No organisation can be successful without setting objectives, without adequate provisions, without following the outcomes and without measuring performance. This course is an introduction to the management control process for future managers who, for the most part, will not specialise in this function but will certainly be called to work closely with the management control departments in companies.

Pedagogical Objectives

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

- Decide which costs are relevant to every-day decision-making
- Explain how management control can help in the running of the company
- Establish a budget for the company cash flow and estimated accounts
- Calculate and analyse the variance between turnover, costs and results

Teaching Methods / Learning Experiences

- Practical: case studies to be worked on individually or in a group
- Teaching method : the course is organised around lectures interspersed with numerous practical exercises.

Content

- Introduction to management control
- Study of traditional methods of cost calculation
- Predetermined costs and analysis of variance of predetermined costs
- Budget management
- Forecast summaries
- Management charts
- Quantitative forecasting techniques and optimisation techniques

Assessment

Continuous assessment : case study carried out in a group

Institutional assessment : case study

Bibliography

« Les fondements du contrôle de gestion » Henri Bouquin, (2005) Collection Que sais-je ? PUF

« Comptabilité de gestion » A.Burlaud et C.Simon, (2006) Vuibert gestion,

« Comptabilité analytique et contrôle de gestion » C.Goujet and C.Raulet, (2001) Dunod

« Contrôle de gestion » M.Gervais, (2005) Economica

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.

Waël Louhichi is a full time researcher and lecturer at the Amiens School of Management. He has a PhD in Management Science and is a member of the GEREM (Groupe d'Etudes et de recherche en Economie Mathématique) research lab at Perpignan University.

10FIN1014

Taxation

<u>DEPARTMENT :</u> Finance		
<u>Department coordinator :</u> Jean-Luc PAGNON		
<u>LEVEL :</u> ESC 1	<u>PERIOD :</u> 2nd Semester	<u>CREDITS :</u> 1,5 ECTS
<u>Language :</u> French	<u>Nb of hours :</u> 21 hours	
<u>Key words :</u> Taxation		

Teacher : **Roger HERNU**

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 the course the student should be able to:

- Master the technique of the 3 main State taxes which are income tax, corporate tax and VAT
- Measure the impact of the three main State taxes on individuals and companies

Teaching Methods / Learning Experiences

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

Content

The course acts as an introduction to the legal phenomenon generally and in relation to the company, particularly law in the juridical sense of economic activity. It also deals with the foundations and sources of law.

Judicial organisation is the means of implementing law : proof, contracts, third party liability ' contractual and torious.

The key-concepts : Law, rights, subjective laq, general principles of law, courts and tribunals.

Assessment

Continuous assessment (50 %) and Institutional assessment (50 %)

The objective of the course on taxation is for the student to master the technique of the 3 main State taxes which are income tax, corporate tax and VAT and to measure the impact of the three main State taxes on individuals and companies.

Through continuous assessment and in the institutional assessment they are required to resolve specific

cases concerning the 3 taxes.

Bibliography

- Théorie générale du droit , Bergel, 2003, Dalloz
- L'essentiel du droit fiscal, Béatrice et François Granguillot, collection Les carrés, 2007
- Mémento fiscal ; Edition Francis Lefebvre, 2007
- Presse quotidienne recommandée : Les Echos, La Tribune, Le Monde

Short Presentation of Teacher

Roger Hernu is an alumni of the Ecole Nationale des Impôts (National school of taxation) He has extensive experience in tax control and also teaches at the University of Picardy in the law faculty.

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.

10ISI1007 **Co-operative Work**

<u>DEPARTMENT :</u> Computer Science and Information Systems		
<u>Department coordinator :</u> Nathalie BERTIN BOUSSU		
<u>LEVEL :</u> ESC 1	<u>PERIOD :</u> 2nd Semester	<u>CREDITS :</u> 0,5 ECTS
<u>Language :</u> French	<u>Nb of hours :</u> 9 hours	
<u>Key words :</u> Cooperative platform, Community, Multi-user calendar, Shared folders		

Teachers

1. **Sabine BRUAUX**
2. **Marion FLAUTRE**
3. **Dominique LECLET**

Context / Overview

Information and Communication Technologies (ICT) have transformed organisations considerably and have changed the way people work by helping them to make decisions and to carry out work in teams. The aim of the course is for students to work in groups on a common project using a cooperative work platform.

Pedagogical Objectives

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

- Use tools for multi-users
- Carry out a team project

Teaching Methods / Learning Experiences

- Prerequisites: the basic principles of computing
- Work in class: use of OnlineFormaPro platform
- Practical work during the lesson : to discuss, share work and carry out work in a team
- Teaching method: distance learning with each community of students

Content

- The multi-user platform OnlineFormaPro
- Responding to a call for tenders (logo, graphic charter, mini-specifications, quote, slide show)

Assessment

- The first part of the assessment will be based on the team project and on the contribution of each team

member to the project's outcome (via the platform). The second part will assess the work carried out as a team.

Bibliography

- OnlineFormaPro platform user's guide
- e-learning lessons on Access using OnlineFormaPro

Short Presentation of Teachers

Nathalie BERTIN BOUSSU : DEA (Master's) in Computer Science ' DESS CAAE ' She has been a full time teacher at the Amiens School of Management since 1990 ' She is Manager of Information Systems of the Amiens School of Management.

Sabine BRUAUX : DEA (Master's) in Computer Science and PhD in Computer Science. She has been a full-time teacher-researcher at the Groupe Sup de Co since 2002.

Marion FLAUTRE: Currently enroled at the University in Toulouse working towards a network teaching diploma- Computing teacher at Amiens School of Management (initial and lifelong training) for the past 5 years.

Dominique LECLET : Is 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 (LARIA Laboratory) - Director of Studies for the Vocational Degree ATC (Communication Activities and Techniques), University lecturer at the University of Picardy (UPJV)

10ISI1008

Introduction To Knowledge Management

<u>DEPARTMENT :</u> Computer Science and Information Systems		
<u>Department coordinator :</u> Nathalie BERTIN BOUSSU		
<u>LEVEL :</u> ESC 1	<u>PERIOD :</u> 2nd Semester	<u>CREDITS :</u> 1 ECTS
<u>Language :</u> French	<u>Nb of hours :</u> 9 hours	
<u>Key words :</u> Interpreting schema, Knowledge, Community of practice		

Teacher : **Inès SAAD**

Context / Overview

Faced with an increasing need for companies to preserve and share the knowledge of their work force, Knowledge Management has, occupied an increasingly important role within organizations since the 90s.

The main aim of the course is to define the issues surrounding the capitalization of knowledge in companies.

Pedagogical Objectives

At the end of this module the students will be able to:

- Explain the difference between data, information and knowledge
- Identify the issues surrounding Knowledge Management
- Explain the concept of community of practice

Teaching Methods / Learning Experiences

- Lessons in theory
- Case studies : group work during the lesson
- Lessons illustrated with real-life examples drawn from the teacher's experience at PSA Peugeot Citroën vehicle manufacturers

Content

- The fundamentals of Knowledge Management
- The issues surrounding the capitalization of knowledge
- Communities of practice
- Corporate memory
- Feedback on experience of knowledge management (PSA Peugeot Citroën case)

Assessment

- Continuous assessment : the assessment is based on a case study, to be carried out in a group of no more than 5 students

Bibliography

- T.H Davenport & L. Prusak, Working Knowledge: How organizations manage what they know 2000 Harvard Business School Press, Boston, Massachusetts, 1998.
- J.L, Ermine, La gestion des connaissances, Hermes science, 2003.
- I.Nonaka & H. Takeuchi, The knowledge creating company, Oxford University Press 1995.
- M. Polanyi, The tacit dimension, London, Routledge & Kegan Paul Ltd, 1966.
- E. Wenger, R. Mc.Demott et W. Snyder, Cultivating communities of practice: a guide to managing knowledge, Boston: Harvard Business School Press, 2002.

Short Presentation of Teacher

Inès Saad is a full time researcher and lecturer at the Amiens School of Management. She is an active member of the LARIA research laboratory at the Jules Verne University of Picardie. She has a DEA (Master's) in Decision-making/Operational Research and has a PhD in Computer Science (Information systems and Knowledge management) from Paris Dauphine University.

10ISI1009 **Computing Level 2**

<u>DEPARTMENT :</u> Computer Science and Information Systems		
<u>Department coordinator :</u> Nathalie BERTIN BOUSSU		
<u>LEVEL :</u> ESC 1	<u>PERIOD :</u> 2nd 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 Animation, Software		

Teachers

1. **Marion FLAUTRE**
2. **Sébastien HAUDOIRE**

Context / Overview

The aim of this module is for students to further improve their ability to use and close the appropriate it tools. The inter-disciplinary nature of this topic means it can be easily applied to numerous other disciplines. 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 processus and ospread sheets shuch us Word or Excel
- Perfect his skills at using a work processing tool (Word) and a spreadsheet tool (Excel)
- Use a database (Access)
- Create a professional slide show for presentations using PowerPoint
- Work independently at a computer as if in the workplace

Teaching Methods / Learning Experiences

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

Content

- Software from the Office package ' Word, Excel, Outlook, PowerPoint Access
- Windows 2000 operating system

Assessment

On-line test using 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).

Sébastien POLLEUX has a bachelors degree in Computer Science from the Jules Verne University of Picardie. He is a member of the IT development team and teaches computing at the Amiens School of Management.

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.

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**

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**

10LCE1067

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

Teacher: **Shizuko NAKAHARA**

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**

10LCE1085
SPEAK BUSINESS 1

<i>DEPARTMENT :</i> Foreign languages and cultures		
<i>Department coordinator :</i> Brigitte BAUMGARTEN		
<i>LEVEL :</i> ESC 1	<i>PERIOD :</i> 2nd Semester	<i>CREDITS :</i> 2 ECTS
<i>Language :</i> English	<i>Nb of hours :</i> 9 hours	

Teachers

1. **Janet CHARPENTIER**
2. **Wendy DECKER**

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**

10LCE1091

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

Teacher: **Barbara SAVELSKI**

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**

10LCE1098

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

Teacher: **Estela Maris MAQUENHEM**

10LCE1100

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

Teacher: **Pascale LANDRY**

10LCE1111
NEWS DESK

<u>DEPARTMENT:</u> Foreign languages and cultures		
<u>Department coordinator:</u> Brigitte BAUMGARTEN		
<u>LEVEL:</u> ESC 1	<u>PERIOD:</u> 2nd Semester	<u>CREDITS:</u> 2 ECTS
<u>Language:</u> English	<u>Nb of hours:</u> 9 hours	

Teacher: **Pierre BEREZIG**

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**

10LCE1119

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

Teacher: **Shizuko NAKAHARA**

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**

10LCE1122

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

Teacher: **Estela Maris MAQUENHEM**

10LCE1127
DEUTSCH IM BERUF

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

Teacher: **Brigitte BAUMGARTEN**

10LCE1128

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

Teacher: **Ruben HENAO**

10LCE1129

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

Teacher: **Ruben HENAO**

10LCE1130

<u>DEPARTMENT:</u> Foreign languages and cultures		
<u>Department coordinator:</u> Brigitte BAUMGARTEN		
<u>LEVEL:</u> ESC 1	<u>PERIOD:</u> 2nd Semester	<u>CREDITS:</u> 2 ECTS
<u>Language:</u> English	<u>Nb of hours:</u> 9 hours	

Teacher: **Elizabeth BERGEZ**

10LCE1131

<u>DEPARTMENT:</u> Foreign languages and cultures		
<u>Department coordinator:</u> Brigitte BAUMGARTEN		
<u>LEVEL:</u> ESC 1	<u>PERIOD:</u> 2nd Semester	<u>CREDITS:</u> 2 ECTS
<u>Language:</u> English	<u>Nb of hours:</u> 9 hours	

Teachers

1. **Janet CHARPENTIER**
2. **Wendy DECKER**

10LCE1132

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

Teacher: **Wendy DECKER**

10LCE1133

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

Teacher: **Elizabeth BERGEZ**

10LCE1134

<u>DEPARTMENT:</u> Foreign languages and cultures		
<u>Department coordinator:</u> Brigitte BAUMGARTEN		
<u>LEVEL:</u> ESC 1	<u>PERIOD:</u> 2nd Semester	<u>CREDITS:</u> 2 ECTS
<u>Language:</u> English	<u>Nb of hours:</u> 6 hours	

Teachers

1. **Janet CHARPENTIER**
2. **Wendy DECKER**
3. **Mary JONES**

10LCE1135

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

Teacher: **Janet CHARPENTIER**

10LCE1136

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

Teacher: **Brigitte BAUMGARTEN**

10LCE1137

<u>DEPARTMENT:</u> Foreign languages and cultures		
<u>Department coordinator:</u> Brigitte BAUMGARTEN		
<u>LEVEL:</u> ESC 1	<u>PERIOD:</u> 2nd Semester	<u>CREDITS:</u> 2 ECTS
<u>Language:</u> English	<u>Nb of hours:</u> 6 hours	

Teachers

1. **Wendy DECKER**
2. **Mary JONES**

10LCE1138

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

Teacher: **Wendy DECKER**

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.

10LRH1002 **Human Resources Management**

<u>DEPARTMENT :</u> Leadership and Human Resources		
<u>Department coordinator :</u> Sana HENDA		
<u>LEVEL :</u> ESC 1	<u>PERIOD :</u> 2nd Semester	<u>CREDITS :</u> 1,5 ECTS
<u>Language :</u> French	<u>Nb of hours :</u> 21 hours	
<u>Key words :</u> Human Resources, evolution of HRM, environment.		

Teacher : **Sana HENDA**

Context / Overview

It is important for a future manager to understand the importance of human resources management as well as how it functions and its development.

Pedagogical Objectives

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

- Explain the place of Human Resources Management in the overall functioning of the company and within its environment
- Explain the current developments and the stakes.

Teaching Methods / Learning Experiences

- Lectures
- In-class work : case studies

Content

General introduction :

- Globalisation and sophistication : the new business environment.
- From the Taylorized company to the cyber corporation : towards « the intelligent company ».
- From transactional to relational.
- How to cope with the changes?

Background to the personnel function :

- Changes in the relation between man and work.
- A new approach to the function.
- Who are Human Resources Managers?

The Human Resources department and its environment

- Political.
- Economic.
- Legal.
- Authorities that monitor and regulate.

Assessment

- Continuous assessment : 50 % of the final grade
- Institutional assessment : 50 % of the final grade

Bibliography

- Cadin L., Guerin F., Pigeyre F., Gestion des ressources humaines, pratique et éléments de théorie, Ed. Dunod, 2006.
- Martory et Crozet, Gestion des Ressources Humaines, Manuel de Pilotage Social, Dunod, Paris, 2003
- Peretti J.M., Gestion des Ressources Humaines, Vuibert, Paris, 11ème édition, 2003

Short Presentation of Teacher

Sana Henda is a full time researcher and lecturer at the the Amiens School of Management. She is an active member of the ECCHAT research laboratory contacts team at the Jules Verne University of Picardie. She has a PhD in Management Science.

10LRH1003 **Social Psychology Of Organisations**

<u>DEPARTMENT :</u> Leadership and Human Resources		
<u>Department coordinator :</u> Sana HENDA		
<u>LEVEL :</u> ESC 1	<u>PERIOD :</u> 2nd Semester	<u>CREDITS :</u> 1,5 ECTS
<u>Language :</u> French	<u>Nb of hours :</u> 21 hours	
<u>Key words :</u> Motivation, Culture and Organisational Change, Work Groups		

Teacher : **Samuel NYOCK ILOUGA**

Context / Overview

Companies are complex organisms within which individuals and members of teams have certain attitudes and patterns of behaviour. Future managers must know how to understand and analyse them.

Pedagogical Objectives

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

- Master the complexities of the main concepts which explain the behaviour of individuals and groups within organisations.
- Make the link between the theoretical and practical aspects of the different themes taught.
- Reply to specific questions such as: How? How to take cultural aspects into account? How to introduce change in an organisation ? What is the link between the characteristics of a group and its performance, etc.

Teaching Methods / Learning Experiences

- Lectures.
- In-class work : discussions on ethical debates and dilemmas, doing press reviews, interviews and/or measurement scales, case studies, documentary research, study of texts.

Content

- The individual with the organisation : motivation, involvement, and job satisfaction.
- The culture of organisations, cross-cultural management.
- Organisational change.
- Groups and teams within the organisation.

Assessment

Continuous assessment.
Institutional assessment to test whether the student :

- has grasped the main concepts,

- is able to apply them,
- is able to predict or analyse the consequences of their application.

Bibliography

Brangier, E., Lancry, A., Louche, C. (2004). Les dimensions humaines du travail. Théories et pratiques de la psychologie du travail et des organisations. Presses Universitaires de Nancy.

Dolan, S.L., Lamoureux, G., Gosselin, E. (1996). Psychologie sociale du travail et des organisations. Gaëtan Morin éditeur.

Lévy-Leboyer, C. (1998). La motivation dans l'entreprise. Modèles et stratégies. Editions d'Organisation.

Lévy-Leboyer, C., Huteau, M., Louche, C., Rolland (2006). RH les apports de la psychologie du travail. Tome 2 : Management des organisations. Editions d'Organisation.

Louche, C. (2003). Psychologie Sociale des Organisations. Armand Colin.

Lectures complémentaires

Cabin, P., Choc, B. (2005). Les organisations, théories des savoirs. Editions Sciences Humaines.

Lévy-Leboyer, C., Huteau, M., Louche, C., Rolland (2006). RH les apports de la psychologie du travail. Tome 1 : Motivation des personnes. Editions d'Organisation.

Petit, F., Dubois, M. (1998). Introduction à la psychosociologie des organisations. Dunod.

Short Presentation of Teacher

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 Picardy (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 Romey 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 University of Picardy (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.

10MKG1004

International Commercialisation Techniques

<i>DEPARTMENT :</i> Marketing		
<i>Department coordinator :</i> Bernd PHILIPP		
<i>LEVEL :</i> ESC 1	<i>PERIOD :</i> 2nd Semester	<i>CREDITS :</i> 1,5 ECTS
<i>Language :</i> French	<i>Nb of hours :</i> 21 hours	
<i>Key words :</i> Marketing, International trade		

Teachers

1. **Philippe CORREIA**
2. **Gilbert CUDENNEC**

Context / Overview

Export sales are not just a question of « clinching » a sales contract. Once sold, the merchandise must then be sent to the foreign customer. This operation is not without risk or difficulties when the country that it is being shipped to has customs controls and different business practices. The company must therefore integrate this new dimension into its sales approach and cover its operations with specific insurance.

Pedagogical Objectives

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

- Explain and apply the tools specific to international trade
- Identify and use the techniques and procedures

Teaching Methods / Learning Experiences

Lectures and in-class work

Content

- International sales contracts
- Incoterms 2000
- Customs and Excise
- Transport
- Documentary credit
- Insurance (Coface)

Assessment

Continuous assessment and final exam.

Explain and apply the tools specific to international trading.
Identify and use the techniques and procedures.

Bibliography

Croué C., « Le marketing international: Un consommateur local dans un monde global », (2006) De Boeck Université.

J Paveau, F Duphil, Collectif « Exporter-Pratique du commerce international », (2005) Foucher

Short Presentation of Teachers

Philippe Correia is a Marketing teacher in various institutions. He passed the 'agrégation' (the highest qualification for secondary teachers available) in the year 2000. He has a Masters 2 from the IAE at the Jules Verne University Picardy.

10MKG1005 **Operational Marketing**

<u>DEPARTMENT :</u> Marketing		
<u>Department coordinator :</u> Bernd PHILIPP		
<u>LEVEL :</u> ESC 1	<u>PERIOD :</u> 2nd Semester	<u>CREDITS :</u> 1,5 ECTS
<u>Language :</u> French	<u>Nb of hours :</u> 21 hours	
<u>Key words :</u> Operational Marketing		

Teachers

1. **Luc DRAPIER**
2. **Stéphanie SOULIER**

Context / Overview

In order for a marketing strategy to be effective it must be carefully implemented.

To ensure that the marketing strategy is adapted to the company, the manager must master not only the basic concepts of operational marketing but he must also be able to ensure coherence of the marketing mix.

Pedagogical Objectives

At the end of this module the students must be able to :

- Describe and apply marketing concepts
- Implement and chose suitable marketing techniques

Teaching Methods / Learning Experiences

Short presentations, discussion about experience, exercises and practical cases

Content

- Points on the fundamentals of marketing
- Method of how to work on a practical case
- Theoretical and practical input based on observations concerning previous points

Assessment

Marketing case study (individual exercise)

Bibliography

- L'avantage concurrentiel (2003), Michael Porter, Dunod, Paris.
- Mercator : Théorie et pratique du Marketing (2003), Dalloz, Paris
- Marketing Management, Kotler et Dubois (2000) Publi Union, Paris
- Stratégies Publicitaires, Marcenal, Milon et Saint Michel (2000), Breal, Paris
- Marketing stratégique, Y. Chirouze, 1998, Ellipses, Paris
- La fidélisation Clients, Lehu, (1999) Editions d'Organisation, Paris

Short Presentation of Teachers

Luc Drapier is a lecturer at the IAE of Valenciennes. His research work centres on the analysis of marketing policies in the distribution sector. He regularly holds training sessions and carries out consultation for major companies such as large retailers, supermarkets and companies in the telecommunications sector.