

# **ISAM 2**

## **Course Catalogue**

### **Advanced courses**

  

### **(Semester 1)**

# Presentation of the Amiens Undergraduate Business School (ISAM)

The ISAM runs the Bachelor programme for the Amiens School of Management.

Founded in 1988, it offers middle management level training for students from the Picardie region and also provides training courses for small and medium-sized businesses. The school Diploma is recognized by the State, which renewed its endorsement of the qualification in 2004.

In 2007 there were more than 1000 ISAM alumni.

The ISAM trains generalists in Administration and Management and aims to give students the technical skills they need whilst at the same helping them develop professional behaviour.

The subjects taught are divided into four groups:

1. Mastering Languages
2. Understanding environments
3. Professional behaviour
4. Mastering management techniques

Students must get at least 10/20 in each group to validate a semester.

The first year studies concentrate on discovering the techniques, the tools and the languages used in companies. Students learn the fundamentals: introduction to financial reasoning, general accounting, computing, the basic concepts of marketing and human resource management, techniques for international trade, statistics and probabilities, mathematics for finance, basic production management techniques, sales techniques and managing the product/pricing policy.

The second year concentrates on the main functions in a company:

- marketing/sales,
- finance/management control,
- human resources,
- production,
- general policy,
- international business,

and the continual pursuit of acquiring technical skills.

In the third year students gain a more in-depth knowledge of company functions and they also have the opportunity to specialize. They can follow courses in French and in English.

Two types of specialization are offered : specializing in company functions - 3 choices:

- marketing,
- finance
- and international business (in English),

and specializing in specific business sectors in partnership with companies – 4 choices:

- Management and Customer Relations (with the Association Française de la Relation Clients),
- The hotel industry, hospitality and tourism (with the ACCOR group),
- Banking (with the Caisse d'Epargne),
- The supermarket or specialist superstore sector (with Mr Bricolage).

The groups 1 (languages), 2 (environment) and 3 (professional behaviour), are cross-disciplinary and concern the 5 main functions of the company (6 if one includes international relations as it also has a cross-departmental function within a company).

On the other hand, the courses in group 4 (management techniques), may be concerned more specifically with one of the company functions. The table below shows the general organisation of group 4 and indicates the period when the training is given.

	General company policy			
	Marketing	Finance	HRM	Production
Introduction to financial reasoning		I1 S1		
General accounting 1		I1 S1		
Computing	I1 S1	I1 S1	I1 S1	I1 S1
Marketing : the basic concepts	I1 S1			
Human resource management			I1 S1	
International commerce techniques	I1 S1	I1 S1	I1 S1	I1 S1
Statistics and probabilities	I1 S2	I1 S2	I1 S2	I1 S2
General accounting (2)		I1 S2		
Advanced computing	I1 S2	I1 S2	I1 S2	I1 S2
Mathematics applied to finance		I1 S2		
Production management techniques				I1 S2
Sales techniques	I1 S2			
Product/pricing policy management	I1 S2			
Laws and probabilities	I2 S1	I2 S1	I2 S1	I2 S1
Modelling of Information systems	I2 S1	I2 S1	I2 S1	I2 S1
Cost accounting 1		I2 S1		
Company accounting		I2 S1		
Personnel management			I2 S1	
Tax		I2 S1		
Marketing : Studies and research	I2 S1			
Sampling and statistics	I2 S2	I2 S2	I2 S2	I2 S2
Databases	I2 S2	I2 S2	I2 S2	I2 S2
Cost accounting 2		I2 S2		
Company cash management		I2 S2		
Financial analysis		I2 S2		
Advertising and communication	I2 S2			
Distribution	I2 S2			
Cross disciplinary case study	I2 S2	I2 S2	I2 S2	I2 S2
Information systems for company management	I3 S1	I3 S1	I3 S1	I3 S1
Management control 1		I3 S1		
Management simulation	I3 S1	I3 S1	I3 S1	I3 S1
Financial decision-making		I3 S1		
Marketing : case study	I3 S1			
Production management				I3 S1
Human resource management policy			I3 S1	
Budgetary control		I3 S2		
Managing company finances		I3 S2		
International business	I3 S2	I3 S2	I3 S2	I3 S2
Running a project	I3 S2	I3 S2	I3 S2	I3 S2
Specialized Option	I3 S2	I3 S2	I3 S2	I3 S2

# ISAM 2 - Semester 1

	ECTS	Coef.	Hours
<b>HUMAN SCIENCES</b>			
ML1 English (Semester 1)	1	2	30
Second Modern Language (Semester 1)	1	1	20
Professional Writing Skills	1	1	18
<b>Modern languages 2</b>			
<b>MASTERING MANAGEMENT CONCEPTS</b>			
Company Law	2	1	18
The Economy And Business Organisation	2	1	18
Organisation Of The Economy	2	1	18
Business Information Systems	2	1	18
<b>MASTERING MANAGEMENT TECHNIQUES</b>			
Cost Accounting 1	2	1	18
Business Accounting	2	1	18
Taxation	2	1	18
Laws Of Probability	2	1	18
Modelling Information Systems	2	1	18
Personnel Management	2	1	18
Market Studies And Research	2	1	18
<b>PROFESSIONAL BEHAVIOUR</b>			
Supervised In-Company Mission (ATE) 3	2	3	24
Collective Negotiation 2	1	1	16
Negotiation 2	1	1	4
Personal Efficiency Elective 3	1	1	9

**20LCE2001**  
**ML1 English (Semester 1)**

<u>DEPARTMENT :</u> <b>Foreign languages and cultures</b>		
<u>Department coordinator :</u> <b>Brigitte BAUMGARTEN</b>		
<u>LEVEL :</u> <b>ISAM 2</b>	<u>PERIOD :</u> <b>1st Semester</b>	<u>CREDITS :</u> <b>1 ECTS</b>
<u>Language :</u> <b>English</b>	<u>Nb of hours :</u> <b>30 hours</b> lecture : <b>30h</b> tutorial : <b>0h</b> practical work : <b>0h</b>	<u>Personal work :</u> <b>12 hours mini</b>

### Context / Overview

For a student of business studies, a good level of linguistic ability in English is needed to succeed in business, due to globalisation and the frequent international dimension. Work in ISAM 2 English lessons is a continuation and progression of the same requirements and objectives as in ISAM 1.

### Pedagogical Objectives

At the end of the ISAM 2 English course, students should be able to:

- Achieve a minimum score of 650/990 on the TOEIC (B2: Common European Framework of Reference)
- Explain longer conferences and speeches and follow more complex arguments and explanations
- Understand and relate most standard-language films
- Understand and take part in telephone conversations
- Understand press articles and technical manuals (with or without a dictionary)
- Talk clearly and in detail about a wide variety of routine personal and business topics
- Give short presentations (20-30 min) which develop a point of view explaining advantages and drawbacks of various possibilities
- Write clearly and in detail about a wide variety of topics giving arguments and points of view
- With the help of a dictionary, write a letter applying for a given job
- Communicate with a native speaker more spontaneously and naturally
- Take part in an every day conversation and defend their opinions
- Answer multiple choice questions relating to life and current world events
- Compare and comment on cultural differences

### Teaching Methods / Learning Experiences

Regular use of a grammar book and dictionary as well as a preparation guide book for the TOEIC is essential to reach, consolidate and improve performance in English

- Same-ability groups and customised teaching plans
- Work on TOEIC : listening and written comprehension, grammar exercises, presentations.
- Conferences, films, debates, presentations
- Press review
- Writing letters and texts

Any students below the minimum standard will be given help setting up personal learning plans.

## Content

- Texts, films documentaries and exercises about the culture and life in business and an English-speaking environment
- Communication role-plays in a business context (negotiation, meetings, telephone etc)
- Job application and sales correspondence
- Presentations on current events and civilisation
- Films and debates
- TOEIC training exercises

## Assessment

- Continuous assessment
  - Regular grammar and vocabulary tests
  - Text and letter writing
  - Oral and written comprehension tests
  - Written and oral presentation
  - Civilisation multiple choice test
- Participation / presence in activities given by the teacher
- Institutional assessment : TOEIC

## Bibliography

- Britain. The country and its people, Oxford University Press, 1995
- Oxford Practice Grammar, Oxford University Press, 1995
- Target score
- 600 words for the TOEIC
- L'Anglais d'A à Z

## Short Presentation of Teachers

The teachers are native speakers and / or have a French qualification which entitles them to teach at a graduate level (CAPES or Maître de Conférences).

## Second Modern Language (Semester 1)

<i>DEPARTMENT :</i> <b>Foreign languages and cultures</b>		
<i>Department coordinator :</i> <b>Brigitte BAUMGARTEN</b>		
<i>LEVEL :</i> <b>ISAM 2</b>	<i>PERIOD :</i> <b>1st Semester</b>	<i>CREDITS :</i> <b>1 ECTS</b>
<i>Language :</i> <b>French</b>	<i>Nb of hours :</i> <b>20 hours</b> lecture : <b>20h</b> tutorial : <b>0h</b> practical work : <b>0h</b>	<i>Personal work :</i> <b>12 hours mini</b>

### Context / Overview

**Spanish:** The language and culture of Spanish speakers have a considerable place in European history. They were exported to South America and Asia throughout history, where they were blended with other civilisations. The Spanish language is increasingly spoken throughout the world (there are 40 million Spanish speakers in the USA). Spanish therefore opens a door to new horizons and global markets.

**German:** Germany is a prominent partner in the construction of Europe and France's primary business partner. A majority of students are unaware of many aspects of contemporary culture in Germany. Although the language used during encounters between French and German nationals is often English, knowledge of the language and socio-cultural specificities of our partner is a mark of respect and open-mindedness, and a real asset for a future European manager.

Work in ISAM 2 is a continuation and progression of the same demands and objectives as in ISAM 1.

### Pedagogical Objectives

**Spanish:** The goal for all students is to reach B1 (Common European Framework of Reference) and to get as close to B2 as possible. Each ISAM 2 student must take the BULATS to chart progress made and to include achievements in Spanish on the Diploma certificate.

**German:** Depending on the entry level of the student, the planned outcome of the German course will vary between level A2 (exceptionally also A1) and level B2. The aim for most students is to reach and consolidate a linguistic level of B1 (Common European Framework of Reference) at the end of ISAM 2.

Students should be able to:

- Understand and explain films, conferences, authentic messages and to follow the main part of a discussion
- Read and explain adverts, messages, articles and texts on contemporary issues.
- Talk clearly and in detail about a wide variety of personal and newsworthy subjects (giving their advantages and disadvantages)
- Write a report giving information and presenting the arguments for or against a point of view
- Write letters and messages to describe a project, an experience and an impression (e.g. letter of application)
- Communicate spontaneously and naturally on every day topics
- Communicate naturally with a native speaker, present and defend their opinions
- Quote names, events and traditions which make up the hispanic or germanic civilisations

### Teaching Methods / Learning Experiences

As everyone has different requirements, work is organised in same-ability groups and customised teaching plans are possible (e-learning and supervision).

- Preparation and personal work:
  - Vocabulary research, using a dictionary
  - Customised teaching plans (e-learning films, TV)
  - Work with grammar and exercise books
  - Preparation and work on subjects seen in class
  - Individual preparation and presentation of a chosen subject (depending on level)
- Class work :
  - Study and analysis of texts
  - Practise exercises (oral and written)
  - Enquiries, interviews
  - Films, cassettes
  - Individual reading
  - Sketches
  - Translation
  - Conferences
  - BULATS
  - Simulation and role play
  - Presenting current events (depending on level)
  - Writing letters - from instructions
  - Meeting foreign students

## Content

### Spanish

#### Themes:

- The business world and employment: recruitment and business communication
- Media and new technology
- Events, politics and business news
- Hispanic culture and tradition
- Language skills:
  - Improvement of tenses and methods
  - Conjunctions
  - Prepositions
  - Subjunctive
  - Past (imperfect, simple past, past perfect)

### German

#### Themes:

##### Beginner/intermediate

- Introducing oneself (family, town, leisure, plans)
- Tourism (German counties, simple tourist projects)
- Travel (plane, train, car, hotel, restaurant)
- Further education
- Business experience (placements, summer jobs)
- Business
- Correspondence (request for information, simple job application)
- Current events (articles, TV)

- Films (sub-titled)
- BULATS (written and oral comprehension, structure and general vocabulary)

### Intermediate/advanced

- Personal and business projects
- Tourism (regions, tourism projects, role play)
- Topical and intercultural subjects
- In the workplace (business, telephoning, ordering)
- Business correspondence and job applications
- Conferences and presentations
- BULATS (structure and business vocabulary, oral and written comprehension)

## Assessment

### Spanish

- **Written:**
  - Exercises in class
  - Multiple choice questions
  - Summary and commentary
  - Institutional assessments
- **Oral:**
  - Presentations
  - Participation and involvement
  - Presence

### German

- **Continuous assessment**
  - Tests (vocabulary, grammar, BULATS)
  - Homework (letters, summaries, etc.)
  - Presentation reports
  - Oral presentation
  - Presence and participation in class
- **Institutional assessment**
  - Written comprehension
  - Written expression
  - Structure and vocabulary

## Bibliography

### Spanish

- Press Articles (El Pais, El Mundo')
- Various texts
- Films
- Cassettes

- Pictures and cartoons

## German

- Press Articles (Vocable, Focus, etc.)
- Audio-visuel equipment TV (Arte, ARD, ZDF, etc.)
- Unternehmen Deutsch. Chancerel, 2000.
- Alltag in Deutschland. Klett, 2006.
- Orientierungskurs Deutsch. Geschichte, Kultur, Institutionen. Langenscheidt, 2007.
- Das Testbuch Wirtschaftsdeutsch. Langenscheidt, 2000.
- Klipp und klar. Übungsgrammatik Grundstufe Deutsch. Klett, 2004.

### *Short Presentation of Teachers*

The teachers are native speakers and / or have a French qualification which entitles them to teach at a graduate level (CAPES or Maître de Conférences).

# 20DCP2005 **Professional Writing Skills**

<u>DEPARTMENT:</u> <b>Professional Behaviour</b>		
<u>Department coordinator:</u> <b>Roger DAVIS</b>		
<u>LEVEL:</u> <b>ISAM 2</b>	<u>PERIOD:</u> <b>1st Semester</b>	<u>CREDITS:</u> <b>1 ECTS</b>
<u>Language:</u> <b>French</b>	<u>Nb of hours:</u> <b>18 hours</b> lecture : <b>18h</b> tutorial : <b>0h</b> practical work : <b>0h</b>	<u>Personal work:</u> <b>10 hours mini</b>

## Teachers

1. **G rard ALBERTIN**
2. **Eddy HANQUIER**

## Context / Overview

The module enables students to understand vocabulary specific to business writing and speaking. It enables them to develop an analytical mind capable of synthesis, essential to future managers.

## Pedagogical Objectives

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

- Draft the minutes of a meeting
- Give a business presentation
- Apply the basic rules of business correspondence
- Understand the importance of writing strategies (how to attract attention)
- Improve note-taking skills

## Teaching Methods / Learning Experiences

- Practical exercises such as doing summaries and drafting minutes of different meetings.
- Presentations

## Content

- Minutes of a local government meeting
- Summary of company annual statistics
- Practical exercises / learning presentation skills, presenting in groups thus learning teamwork.

## Assessment

- Continuous assessment : summaries and presentation
- Institutional assessment: summary

## *Bibliography*

- Manuel d'A. Trouvé « le résumé et la synthèse »
- Le petit Robert (A. Rey) éditions Robert
- Le bon usage (J. Gevisse) chez Duculot
- Le français correct (J. Gevisse) chez Duculot
- La note de synthèse (M. Deyrat) chez Galipo Editeurs
- Synthèse : mode d'emploi (M. Faget) chez Dunod
- Comment réussir un mémoire (J.P. Gragnière) chez Dunod

## *Short Presentation of Teachers*

**Gérard ALBERTIN:** Teacher of modern literature in preparatory classes for the Grandes Ecoles at Branly Lycée in Amiens. Associate professor of general culture at the ESIEE, Amiens. Marker at the Ecole Centrale, Paris and Examiner at the Ecole de l'Air.

**Eddy HANQUIER:** Teacher of modern literature in preparatory classes for the Grandes Ecoles at Thuillier Lycée in Amiens. PhD in Literature. Marker at the Ecole Centrale, Paris and Examiner at the Ecole de l'Air.

# 20ENV2001 Company Law

<u>DEPARTMENT:</u> <b>Environment</b>		
<u>Department coordinator:</u> <b>Roger NLEND</b>		
<u>LEVEL:</u> <b>ISAM 2</b>	<u>PERIOD:</u> <b>1st Semester</b>	<u>CREDITS:</u> <b>2 ECTS</b>
<u>Language:</u> <b>French</b>	<u>Nb of hours:</u> <b>18 hours</b> lecture : <b>18h</b> tutorial : <b>0h</b> practical work : <b>0h</b>	<u>Personal work:</u> <b>10 hours mini</b>

Teacher: **Marc RICHEVAUX**

## Context / Overview

This course is important for those who want to be a leader or to set up, sooner or later, their own business. It should help them identify what legal status each type of company has so that they can go on and make their own choice.

## Pedagogical Objectives

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

- Chose the best structure for a situation or for a business project outline the advantages
- Disadvantages, or the limitations
- Quote the different legal entities

## Teaching Methods / Learning Experiences

- Lectures
- Case studies

## Content

- Elements common to all companies
- Companies without a legal entity: why use this statue and conditions of recognition
- Joint-stock companies
- Partnerships
- Limited liability companies
- End of a corporate life/winding up a company

## Assessment

- Continuous assessment

- Institutional assessment

## ***Bibliography***

- <http://www.legifrance.gouv.fr/>
- <http://www.apce.com/index.php>
- <http://www.juridix.net/dsoc/>
- <http://www.aesplus.net/-Droit-des-societes-.html>
- [http://www.juris.freesurf.fr/droit\\_des\\_affaires/index.html](http://www.juris.freesurf.fr/droit_des_affaires/index.html)

## ***Short Presentation of Teacher***

Teachers currently being recruited

# **The Economy And Business Organisation**

<u>DEPARTMENT :</u> <b>Environment</b>		
<u>Department coordinator :</u> <b>Roger NLEND</b>		
<u>LEVEL :</u> <b>ISAM 2</b>	<u>PERIOD :</u> <b>1st Semester</b>	<u>CREDITS :</u> <b>2 ECTS</b>
<u>Language :</u> <b>French</b>	<u>Nb of hours :</u> <b>18 hours</b> lecture : <b>18h</b> tutorial : <b>0h</b> practical work : <b>0h</b>	<u>Personal work :</u> <b>6 hours mini</b>
<u>Key words :</u> <b>Organisation, system, hierarchy, decision, power, conflict</b>		

Teacher : **Christophe CHAUVET**

## **Context / Overview**

There are a multitude of very different institutions in today's society economy which can be identified from their organisation. Businesses are a great example because they never cease growing and adapting to the demands of the market which are always becoming more and more demanding from fear of disappearing. This constraint obliges them to have a specific kind of organisation in order to differentiate themselves and survive. The objective of this course is to examine these differentiating factors / specificities.

## **Pedagogical Objectives**

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

- Explain the importance of the organisational dimension in the business world
- Master the traditional theories and the economists' contributions which are at the root of the organisational theory
- Use key tools to understand the essential problems caused by such a perspective

## **Teaching Methods / Learning Experiences**

The course will mainly be taught by lectures and presentations where the students will be encouraged to participate in discussions on the elaborated theories and concepts. Self-evaluation exercises in the form of multiple choice questions will also be given.

## **Content**

The notion of organisation will be defined and a classification of possible approaches to this subject will be established. The course will then be split up into two major parts.

1) The first will examine traditional theories (Taylor, Ford, Fayol, Weber) and the economists' contributions to the organisational theory (Classiques, néoclassiques, Coase, Williamson, Jensen, Meckling). The

contributions to these theories will be examined as well as the limits of their analysis.

2) In the second part, students will study three themes and essential problems of the organisational theory:

- Decision theory
- Power
- Conflict

The solutions proposed by organisational theorists in order to manage and resolve the difficulties that arise in all organisations including private businesses will be examined.

### Assessment

- Continuous assessment: Essay on a chosen theme or set of questions. Possible exam on the previous lesson at the beginning of each class (oral or written).
- Institutional assessment: Essay on a set theme or based on a given document.

### Bibliography

- C. Ménard, L'économie des organisations, Paris, La découverte, 2004
- M. Plane, Théorie des organisations, Paris : Dunod, 2000
- Desreumaux, Théorie des organisations, 2e édition, Paris, ems, 2005
- Rojot, Théorie des organisations, 2e édition, Paris édition Eska, 2005

### Short Presentation of Teacher

**Christophe CHAUVET** : a permanent teacher and researcher at the Groupe Sup de co Amiens. He has a PhD in Economics in collaboration with CRIISEA (Université de Picardie) and Centre Bentham (Université Paris X).

# Organisation Of The Economy

<u>DEPARTMENT :</u> <b>Environment</b>		
<u>Department coordinator :</u> <b>Roger NLEND</b>		
<u>LEVEL :</u> <b>ISAM 2</b>	<u>PERIOD :</u> <b>1st Semester</b>	<u>CREDITS :</u> <b>2 ECTS</b>
<u>Language :</u> <b>French</b>	<u>Nb of hours :</u> <b>18 hours</b> lecture : <b>18h</b> tutorial : <b>0h</b> practical work : <b>0h</b>	<u>Personal work :</u> <b>10 hours mini</b>

Teacher : **Jean-Pierre GIRARD**

## Context / Overview

This module looks at the market economy as a system organised within a framework of rules.

## Pedagogical Objectives

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

- Explain the rules of the economic framework within which they hope to work
- Understand the existence of the EU and of the WTO and explain their roles

## Teaching Methods / Learning Experiences

- Lectures
- Presentations
- Case studies

## Content

Part 1 : World Reorganisation

- NATO
- The Bretton Woods monetary agreement
- GATT/WTO

Part 2 : Regional reorganisation : the example of the EU

- History
- Institutions
- Economy and common policy

## Assessment

- Continuous assessment
- Institutional assessment

## Bibliography

- Nouvelle histoire économique ' J.A. LESOURD et C. GERAUD ' Tome 2 COLIN 1992
- La revue du CPII, Problèmes économiques, alternatives économiques, les cahiers de l'OCDE, Europa.Com.

## Short Presentation of Teacher

**Jean-Pierre GIRARD** : Has a PhD in Economics, he is Dean of the Economics Faculty and is a researcher at the CRIISEA/CenTOrin at the Jules Verne Picardy University.

# **Business Information Systems**

<u>DEPARTMENT :</u> <b>Environment</b>		
<u>Department coordinator :</u> <b>Roger NLEND</b>		
<u>LEVEL :</u> <b>ISAM 2</b>	<u>PERIOD :</u> <b>1st Semester</b>	<u>CREDITS :</u> <b>2 ECTS</b>
<u>Language :</u> <b>French</b>	<u>Nb of hours :</u> <b>18 hours</b> lecture : <b>18h</b> tutorial : <b>0h</b> practical work : <b>0h</b>	<u>Personal work :</u> <b>6 hours mini</b>

Teacher : **Denis PRUDHOMME**

## **Context / Overview**

It is essential nowadays that leaders know how to use various information systems. This course helps decode some of the information present in companies.

## **Pedagogical Objectives**

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

- Explain the role of information within a business environment
- Master information in order to analyse strategies carried out

## **Teaching Methods / Learning Experiences**

- Lessons with practise exercises
- Company case study in groups
- Oral presentation on strategy

## **Content**

- Marketing information system
- Analysing and dealing with information
- Forecasting and demand
- Sales strategy
- International marketing

## **Assessment**

- Institutional assessment ' dealing with information relating to a particular market
- continuous assessment ' creation a dossier on a company, tracking its organisational development

## *Bibliography*

- Stratégie de vente Miller (Robert B.) EO 1986
- Guide du management des systèmes d'infos par A Berdago Lavoisier 2005
- Assistance et intelligence à la recherche d'info Lavoisier, Gaussier 2004
- Mercator Théorie et pratique du marketing, collectif, Dunod 2004/2007

## *Short Presentation of Teacher*

**Denis PRUDHOMME** : Lecturer at the Université Catholique in Lille, teacher at EDHEC (Business School) and at the Université Catholique in Lille since 1987.

# 20FIN2001 **Cost Accounting 1**

<u>DEPARTMENT :</u> <b>Finance</b>		
<u>Department coordinator :</u> <b>Jean-Luc PAGNON</b>		
<u>LEVEL :</u> <b>ISAM 2</b>	<u>PERIOD :</u> <b>1st Semester</b>	<u>CREDITS :</u> <b>2 ECTS</b>
<u>Language :</u> <b>French</b>	<u>Nb of hours :</u> <b>18 hours</b> lecture : <b>18h</b> tutorial : <b>0h</b> practical work : <b>0h</b>	<u>Personal work :</u> <b>12 hours mini</b>

Teacher :    **Alex CORAIN**

## **Context / Overview**

Analysis and measurement of costs is routine for managers of any level. This course aims to present cost accounting as an information system, built with a view to helping people to make business decisions.

## **Pedagogical Objectives**

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

- Define the notion of relevant cost
- Distinguish average and marginal costs
- Distinguish fixed and variable costs
- Distinguish direct and indirect costs
- Calculate the total cost in a multi-product environment and present the limitations of the method

## **Teaching Methods / Learning Experiences**

- Class work: exercises to do both in groups and individually
- Personal work throughout the course: exercises to do both in groups and individually.
- Teacher's method: the lesson is organised around lectures interspersed with practise exercises

## **Content**

- Cost accounting objectives
- Imputed costs and non direct costs
- Direct and indirect costs
- fixed and variable costs
- Cost architecture :
  - Purchase price
  - Production costs
  - Costs except for production costs
  - Cost price
  - Margins and result

- Talling up with general accounts
- Total cost
  - Technical plan
  - Responsibility centres
  - Stock accounts
  - The method for calculating total costs
- Stock appreciation : weighted average unit cost, FIFO and LIFO

## Assessment

- Continuous assessment: case study in groups
- Institutional assessment: case study

## Bibliography

- « Comptabilité de gestion » par A.Burlaud et C.Simon, Vuibert gestion
- « Comptabilité de gestion » par H.Bouquin, éditions Sirey

## Short Presentation of Teacher

**Alex CORAIN** has a D.E.A. in Economy and a D.U.T. in financial management for companies and public administration, (finance and accounts option). He is a certified economics and financial management teacher.

# 20FIN2002 **Business Accounting**

<u>DEPARTMENT :</u> <b>Finance</b>		
<u>Department coordinator :</u> <b>Jean-Luc PAGNON</b>		
<u>LEVEL :</u> <b>ISAM 2</b>	<u>PERIOD :</u> <b>1st Semester</b>	<u>CREDITS :</u> <b>2 ECTS</b>
<u>Language :</u> <b>French</b>	<u>Nb of hours :</u> <b>18 hours</b> lecture : <b>12h</b> tutorial : <b>6h</b> practical work : <b>0h</b>	<u>Personal work :</u> <b>6 hours mini</b>

Teacher :   **Philippe DEMILLY**

## **Context / Overview**

Like any living being or entity, companies are born, grow and die. This course teaches how the information system, which is accounting, records the importance of these decisive stages in the life-cycle of a company.

## **Pedagogical Objectives**

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

- Post entries to set up a company
- Post entries allocating profit
- Explain the difference between a capital increase in cash and a capital increase out of reserves
- Explain what a share premium is
- Explain what a share or stock right or allotment right is and calculate its value
- Explain the rudiments of company mergers

## **Teaching Methods / Learning Experiences**

- Class work : exercises to do both in groups and individually
- Personal work throughout the course: exercises to do both in groups and individually.
- Teacher's method : the lesson is organised around lectures interspersed with practise exercises

## **Content**

- Setting up a company
- Profit allocation
- Share (price) valuation
- Capital increase
- Capital decrease
- Company mergers

## **Assessment**

- Continuous assessment: case study in groups
- Institutional assessment: case study

## *Bibliography*

- « Comptabilité des sociétés », collection « Plein Pot », Editions Fouche
- « Comptabilité approfondie et révision » par M.Lacroix, Vuibert

## *Short Presentation of Teacher*

**Philippe DEMILLY:** 18-year banking career as a customer advisor, department head and then power of attorney in a market bank.

10 years of practical teaching at the Centre de Formation de la Profession Bancaire (Banking profession training centre), at l'Ecole de la Bourse (Stock exchange school), in University and in Business schools

Graduated from l'Institut des Techniques de Marché (level 1) (Institute for market techniques).

Graduated from Gestion de Patrimoine du Centre d'Etudes Supérieures de Banque (Investment management at an institute for banking studies).

# 20FIN2003

## Taxation

<u>DEPARTMENT :</u> <b>Finance</b>		
<u>Department coordinator :</u> <b>Jean-Luc PAGNON</b>		
<u>LEVEL :</u> <b>ISAM 2</b>	<u>PERIOD :</u> <b>1st Semester</b>	<u>CREDITS :</u> <b>2 ECTS</b>
<u>Language :</u> <b>French</b>	<u>Nb of hours :</u> <b>18 hours</b> lecture : <b>9h</b> tutorial : <b>9h</b> practical work : <b>0h</b>	<u>Personal work :</u> <b>6 hours mini</b>

Teacher : **Roger HERNU**

### Context / Overview

Managers are often confronted with tax questions/queries. Knowledge in the area can help managers to avoid problems. The course aims to initiate students into taxation and fiscal law. However studies will be limited to income tax, companies tax and VAT.

### Pedagogical Objectives

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

- Explain the need for and the role of tax
- Present the basics of income tax
- Explain the main fiscal restatements from accounting income
- Explain the VAT system and do a simple VAT return

### Teaching Methods / Learning Experiences

- The module is divided between lessons and seminars
- Lesson materials and exercises are available to students on the Outlook kiosk
- Lesson materials must be studied before each session. The sessions are in question-answer format.
- Exercises must be done before the seminars which are dedicated to correction and comments
- Real fiscal documents are available for students. They therefore have practical insight on how to declare a taxable amount and its assessment.

### Content

- Introduction presenting state taxation and local taxation, current regulations, the Finance Act, the (State) Budget.
- Studying income tax
- Studying a company's fiscal profit (establishment, tax band depending on the type of company : BIC-IR et BIC-IS)
- Studying VAT

## Assessment

- Continuous assessment: case study in groups
- Institutional assessment: case study

## Bibliography

- « Mémento fiscal » Editions Francis Lefebvre
- « Droit fiscal » by Charles Aimé and Marc Rochedy, Collection Aide Mémoire

## Short Presentation of Teacher

**Roger HERNU:** BA Economics, Graduate of l'Ecole Nationale des Impôts (National school of taxation) in Clermont Ferrand, Fiscal Law Tutor in Masters 1 at the faculty of law at the Jules Verne University of Picardy. He has extensive professional experience in tax and company inspection, as a tax inspector.

# 20FIN2008 **Laws Of Probability**

<u>DEPARTMENT :</u> <b>Finance</b>		
<u>Department coordinator :</u> <b>Jean-Luc PAGNON</b>		
<u>LEVEL :</u> <b>ISAM 2</b>	<u>PERIOD :</u> <b>1st Semester</b>	<u>CREDITS :</u> <b>2 ECTS</b>
<u>Language :</u> <b>French</b>	<u>Nb of hours :</u> <b>18 hours</b> lecture : <b>12h</b> tutorial : <b>6h</b> practical work : <b>0h</b>	<u>Personal work :</u> <b>6 hours mini</b>

## Teachers

1. **Nathalie CHALARD**
2. **Isabelle ETEVE**

## Context / Overview

Unforeseeable futures, changeable markets'it is useful for a manager to know how to estimate probability. This course aims to provide students with the tools of probability applicable to management, finance, marketing etc.

## Pedagogical Objectives

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

- Describe the binomial law
- Describe Poisson's law
- Use Normal distribution (Laplace-Gauss' law) to approach a binomial or Poisson's law

## Teaching Methods / Learning Experiences

- Class work : exercises to do both in groups and individually
- Personal work throughout the course: exercises to do both in groups and individually.
- Teacher's method : the lesson is organised around lectures interspersed with practise exercises

## Content

- Binomial law
- Poisson's law and approaching binomial law by Poisson's law
- Benford's law and Normal distribution (Laplace-Gauss' law); to approach binomial or Poisson's law by Normal distribution
- Sum of independent random variables following normal distribution (Laplace-Gauss' law) or Poisson's law
- Distribution and sampling of averages and percentages

## Assessment

- Continuous assessment : case study in groups
- Institutional assessment : case study

## Bibliography

« Statistique et probabilités tome 2 BTS tertiaires » by Bernard Verlant and Geneviève Saint-Pierre, Editions Foucher

## 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.

**Nathalie CHALARD**: Capes in Maths (University degree for maths teachers). High School Maths teacher and Maths tutor in various institutions.

# Modelling Information Systems

<u>DEPARTMENT :</u> <b>Computer Science and Information Systems</b>		
<u>Department coordinator :</u> <b>Nathalie BERTIN BOUSSU</b>		
<u>LEVEL :</u> <b>ISAM 2</b>	<u>PERIOD :</u> <b>1st Semester</b>	<u>CREDITS :</u> <b>2 ECTS</b>
<u>Language :</u> <b>French</b>	<u>Nb of hours :</u> <b>18 hours</b> lecture : <b>3h</b> tutorial : <b>15h</b> practical work : <b>0h</b>	<u>Personal work :</u> <b>10 hours mini</b>

## Teachers

1. **Sabine BRUAUX**
2. **Sébastien POLLEUX**
3. **Inès SAAD**

## Context / Overview

This module provides students with the theoretical knowledge needed to better understand data bases and relational data base management systems.

## Pedagogical Objectives

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

- To design and develop data bases modelling techniques
- Communicate with IT specialists

## Teaching Methods / Learning Experiences

- Preparatory or prerequisite work : none
- Class work : classes on the theory of IT
- Personal work throughout the course : photocopied exercises, case studies
- Teacher's methods : seminars, group activities

## Content

- Data modelling
- Entity-Relationship Model
- relational database model

## Assessment

- Students will prepare a dossier on modelling an information system
- Written test (questions on course work and exercises)

## *Bibliography*

- Comprendre MERISE : Outils conceptuels et organisationnels, J-P. Matheron, Eyrolles, 2005.
- Merise et UML pour la modélisation des systèmes d'information, J. Gabay, Dunod, 2001.
- Ingénierie des systèmes d'information, D. Nancy et B. Espinasse, Vuibert, 2001.

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

**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.

## 20LRH2001

# Personnel Management

<u>DEPARTMENT :</u> <b>Leadership and Human Resources</b>		
<u>Department coordinator :</u> <b>Sana HENDA</b>		
<u>LEVEL :</u> <b>ISAM 2</b>	<u>PERIOD :</u> <b>1st Semester</b>	<u>CREDITS :</u> <b>2 ECTS</b>
<u>Language :</u> <b>French</b>	<u>Nb of hours :</u> <b>18 hours</b> lecture : <b>18h</b> tutorial : <b>0h</b> practical work : <b>0h</b>	<u>Personal work :</u> <b>10 hours mini</b>

Teacher :    **Eric BRIZON**

### Context / Overview

Future managers could be required to carry out recruitment (job definition, job interviews) which is why they must be able to understand the recruitment procedure in place within their company. They might also be called upon to assess the team's training requirements and to carry out annual job appraisal interviews.

### Pedagogical Objectives

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

- Measure the long and short term effects of forward planning in Human resources management
- Explain recruitment procedures
- Match employee training needs with the challenges faced by the business
- Present the challenges of an appraisal interview and how it should be carried out
- Explain how a pay slip is made up

### Teaching Methods / Learning Experiences

- Preparatory or prerequisites: to have assimilated the HR concepts studied in ISAM 1
- Class work: case studies
- Personal work throughout the course: progressive assimilation of the lessons
- Teacher's methods: lectures, case studies in sub-groups

### Content

- Forward planning in Human Resource Management: measures in line with variable activity in the short term, internal promotion and professional mobility, measures in line with job redeployment, job saving scheme (out placement)
- Recruitment: challenges faced by the company and by the applicant, the funnel procedure (from job definition to interview) : job profile, pre-selection letter and CV, pre-selection by telephone, test and assessment centers, job interviews, induction
- Training : development of the role of training in companies since 1970, the regulations, the training plan, how employee needs fit company's HR strategy, assessment of the training course

- Personnel appraisal: purpose of the appraisal interview, criteria and assessment grid, interview preparation (manager & subordinate), progression and follow-up of the appraisal interview . Career management and importance of internal mobility.
- The salary: how it is made up: basic pay, overtime, various bonuses, perks. Taxation and contributions. How to draft a simplified pay slip (for companies employing less than 20 people)

## Assessment

- Continuous assessment: multiple choice questions, questions in class
- Institutional assessment: HR business issue (case study), questions based on the fundamental areas covered in class

## Bibliography

- « Ressources Humaines et Gestion des Personnes »- J.M. PERETTI- Educapôle Gestion
- « Gestion Prévisionnelle des Emplois et des Compétences »- F. KERLAN- Editions d'Organisation
- « Maîtriser ses recrutements »- H. de FALCO- DUNOD
- « Courrier Cadres »- Mensuel de l'Association de l'Emploi des Cadres (APEC)

## Short Presentation of Teacher

**Eric BRIZON:** graduate of the ESLSCA Graduate School of Business, Paris and holder of a DESA (applied post-graduate diploma) in Occupational Psychology from the Conservatoire National des Arts et Metiers. Professional in the field of human resources for over fifteen years. He has been called upon to conduct recruitment operations in the industrial field (Exxon, STILL Saxby). Today he works as a consultant specialised in skills assessments and the redeployment of international managerial staff.

**Market Studies And Research**

<u>DEPARTMENT :</u> <b>Marketing</b>		
<u>Department coordinator :</u> <b>Bernd PHILIPP</b>		
<u>LEVEL :</u> <b>ISAM 2</b>	<u>PERIOD :</u> <b>1st Semester</b>	<u>CREDITS :</u> <b>2 ECTS</b>
<u>Language :</u> <b>French</b>	<u>Nb of hours :</u> <b>18 hours</b> lecture : <b>18h</b> tutorial : <b>0h</b> practical work : <b>0h</b>	<u>Personal work :</u> <b>10 hours mini</b>

*Teachers*

1. **Pascal ANDRE**
2. **Carole NUTTENS**

**Context / Overview**

To make any reasoned decision, it is fundamental to have information. Market feedback operations require specific research techniques; this ensures that the correct subject is, in fact, being explored and it avoids any operational misunderstanding (in other words that the right information gets to the right people). This module is part of the marketing approach. It is designed to demonstrate what systems are deployed to help make a marketing decision and to develop skills in data interpretation and presentation of findings.

**Pedagogical Objectives**

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

- Master both quantitative and qualitative survey methods
- Follow procedures to develop a data collecting plan
- Draw up a marketing brief
- Chose the appropriate plan for a given job
- Process the data, analyse the panels
- Make up a questionnaire : from drafting to interpretation
- Select the strategic priorities

**Teaching Methods / Learning Experiences**

- Preparatory or prerequisite work : none
- Class work : case studies and simulation
- Personal work throughout the course : Lessons and exercises
- Teacher's methods: Lessons and student interaction, 'real-life' situations to be experienced through case studies.

**Content**

- Documentary research
- Interview role-play and group co-ordination
- Drawing up a marketing brief, questionnaires
- Panel analysis

## Assessment

- Case study in class
- Continuous assessment on course content and exercises (drafting a questionnaire)
- Institutional assessment
- Participation

## Bibliography

- Mercator : Théorie et pratique du Marketing (2003) 7ème édition, Dunod de Jacques Lendrevie, Julien Levie, Denis Lindon
- Marketing Management (2006), 12ème édition Pearson Education Philip Kotler, Kevin Keller, Bernard Dubois, Delphine Manceau

## Short Presentation of Teachers

**Pascal ANDRE:** DESS (specialised post-graduate diploma) in Organisation Consultancy Masters in Economics and Management. DUT (undergraduate diploma) in Marketing Techniques.  
Help Desk Manager - customer relations.

**Carole NUTTENS:** graduate of the INSEEC Paris Business School, Marketing option.  
DUT (undergraduate diploma) Sales force.  
12 years experience in operational Marketing, (for example Innovation UNILEVER Mexico, LVMH, Guerlain, TIFANY).

**Supervised In-Company Mission (ATE) 3**

<u>DEPARTMENT :</u> <b>Professional Behaviour</b>		
<u>Department coordinator :</u> <b>Roger DAVIS</b>		
<u>LEVEL :</u> <b>ISAM 2</b>	<u>PERIOD :</u> <b>1st Semester</b>	<u>CREDITS :</u> <b>2 ECTS</b>
<u>Language :</u> <b>French</b>	<u>Nb of hours :</u> <b>24 hours</b> lecture : <b>0h</b> tutorial : <b>0h</b> practical work : <b>24h</b>	<u>Personal work :</u> unknown

Teacher : **Alain QUIGNON****Context / Overview**

Before starting out on a career, it is important to have as much contact with business as possible. The object of the exercise is to help students evolve towards adopting appropriate professional behaviour, through their direct contact with companies and by looking for and carrying out group activity.

**Pedagogical Objectives**

At the end of this second Supervised in-company mission, students should be beginning to manage issues such as:

- Negotiating the content and work load of a mission carried out for a customer
- Efficient teamwork
- Practical use of concepts studied in class (theoretical, human, organisational)
- Behaviour fitting to a work environment
- Professionally presented work, both orally and written

**Teaching Methods / Learning Experiences**

- Mission carried out by a group of 8 to 10 students for an external client (a company, an association'). The group can obtain advice and guidance from their school tutor and their company advisor
- The work is spread over approximately 8 weeks; 4-hour time slots are provided in the weekly timetable
- Objectives are defined with the school supervisor
- Tasks are shared out among team members (leader, assistant ...)
- Students must find their own external client and define the mission with them
- Coherence and parameters of the mission are validated by the tutor (3 meetings)

Examples of missions: surveys, audits, organisation of events...

**Content**

Variable depending on the teams

## Assessment

- A 30-page written report including annexes to be submitted
- oral examination with the group of students, the school supervisor and company advisor.

Assessment is carried out using a grid including the following:

- Customer satisfaction
- Teamwork
- Use of concept tools
- Presentation of work
- Professional behaviour (MACCCI grid)

## Bibliography

Documentary research by students depending on the mission entrusted by the external client (teachers can give advice for specific requests)

## Short Presentation of Teacher

**Alain QUIGNON:** Consultant - Company founder and director from 1974 to 1993 - Institut de Contrôle de Gestion 1976.

**School supervisors:** professionals or teachers for the Group Sup de Co.

## 20DCP2002 **Collective Negotiation 2**

<u>DEPARTMENT :</u> <b>Professional Behaviour</b>		
<u>Department coordinator :</u> <b>Roger DAVIS</b>		
<u>LEVEL :</u> <b>ISAM 2</b>	<u>PERIOD :</u> <b>1st Semester</b>	<u>CREDITS :</u> <b>1 ECTS</b>
<u>Language :</u> <b>French</b>	<u>Nb of hours :</u> <b>16 hours</b> lecture : <b>0h</b> tutorial : <b>0h</b> practical work : <b>16h</b>	<u>Personal work :</u> unknown

### **Context / Overview**

Not only must students know how to work in a team, negotiate and get good results, they must also be able help others do the same. For second-year students this will be the second time they have done this module. This time, they have to coach first-year students, advising, interacting and achieving the goal together.

### **Pedagogical Objectives**

Students should be able to show that they are able to:

- Imagine, create and innovate
- Work within boundaries (budget, regulations)
- Work efficiently in a team
- Present the project to its advantage both physically (the model of the town) and during the oral exam

### **Teaching Methods / Learning Experiences**

Group seminars: producing a model of a town as a team.

### **Content**

- Simulation of the creation of a town by a team combining ISAM 1 and 2 students (eight to ten students).
- This project takes place over 2 ½ consecutive days.
- Creation of a town model
- Presence of the teacher to observe and advise
- The students are provided with:  
Rules of the game/Ground plan/Materials for the model

### **Assessment**

Assessment is carried out by a panel of specialists (town councillors, architects, police commissioners, parents, etc.)

It is based on the following points:

- Budget
- Creativity, Originality

- Layout and Town Planning
- Transport, Traffic and Logistics
- Security
- Industry and Trade
- Health
- Environment and Ecology
- Culture and Leisure Activities
- Sporting and Youth Activities
- Medium- and long-term development
- Coherence

## *Bibliography*

Documentary research by the student according to the role chosen within the town council (the teacher can give advice on specific requests).

## *Short Presentation of Teachers*

**Alain Quignon** ' Consultant ' Company Founder and Director from 1974 to 1993 ' ICG (Institut de Contrôle de Gestion) 1976.

## 20DCP2003 **Negotiation 2**

<u>DEPARTMENT:</u> <b>Professional Behaviour</b>		
<u>Department coordinator:</u> <b>Roger DAVIS</b>		
<u>LEVEL:</u> <b>ISAM 2</b>	<u>PERIOD:</u> <b>1st Semester</b>	<u>CREDITS:</u> <b>1 ECTS</b>
<u>Language:</u> <b>French</b>	<u>Nb of hours:</u> <b>4 hours</b> lecture : <b>0h</b> tutorial : <b>0h</b> practical work : <b>4h</b>	<u>Personal work:</u> unknown

### **Context / Overview**

A good grasp of negotiating techniques is fundamental to business practise, ISAM has 4 negotiation modules, this is the second.

### **Pedagogical Objectives**

The object of this exercise is for students to show they have:

- Improved their negotiation techniques
- Improved their ability speak at the right time
- Improved in their ability to develop good arguments
- Improved their listening skills and are able to come to a conclusion for both parties

### **Teaching Methods / Learning Experiences**

Role plays between groups of 4 or 5 students or between a group of students and a panel. The negotiation, on a labour-relations case, given out beforehand, is assessed by a business person.

### **Content**

The negotiation is on a labour-relations subject. Students must :

- Master management and negotiation skills as well as professional behaviour
- Familiarize themselves with the case under negotiation
- Define the objectives of negotiation
- Decide on a strategy and share out the roles within the team
- The negotiation is filmed over 40 minutes

### **Assessment**

- Assessment panels are made up of a teacher and a business person
- Case to be negotiated / evaluation grid / negotiation module (program and organisation)
- Individual assessment based on MACCCI criteria
- Collective assessment on areas of knowledge, affectivity, interpersonal relations and personal development

- Feedback given to students from the assessment panel

**Personal Efficiency Elective 3**

<u>DEPARTMENT :</u> <b>Professional Behaviour</b>		
<u>Department coordinator :</u> <b>Roger DAVIS</b>		
<u>LEVEL :</u> <b>ISAM 2</b>	<u>PERIOD :</u> <b>1st Semester</b>	<u>CREDITS :</u> <b>1 ECTS</b>
<u>Language :</u> <b>French</b>	<u>Nb of hours :</u> <b>9 hours</b> lecture : <b>0h</b> tutorial : <b>0h</b> practical work : <b>9h</b>	<u>Personal work :</u> unknown

Teacher : **Alain QUIGNON****Context / Overview**

Time has become a rare resource in business : thinking about time and developing skills in personal efficiency/time management in line with a business project are becoming fundamental. Students must learn to consider 'others' as well as the constraints that exist.

**Pedagogical Objectives**

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

- Identify basic cultural information about time
- Organise a large quantity of tasks
- Explain how to organise a team, the basic principles of delegation
- Apply these principles at least within associative activities
- Manage constraints, arbitrate, optimise, test, challenge and improve their organisational system in various environments.

**Teaching Methods / Learning Experiences**

Lectures giving rise to debates / presentations / tests / roleplay

**Content**

- Thinking about time
- Culture and philosophical time
- History of time
- Philosophical; psychological and biological time
- Measurement of time and science
- Sense of time : past / present / future
- Getting to know oneself better and self definition in relation to time
- Define kinds of time management : monochromic / polychromic
- Relationship with time : me and myself / Myself and others / others and me
- Identify and know one's personal qualities in terms of 'time' (sleeping/awake, attention, fatigue etc.)
- Why do we have to be efficient?

Each student establishes their personal definition of efficiency and their own answer to the following questions

- Why do we have to be organised? Is there a need to be organised? What is the point? Is it an end in itself? What connection is there with personal learning methods (combined oral and visual, the role of note-taking in memorisation). Personal organisation and choice of tools.
- Knowing how to say no and managing environmental issues ' check points and corrective action, the place that leisure has and 'time wasting'
- Rank importance and rank urgency / Using Eisenhower's Matrix and ITU
- Delegate and check (Can we delegate responsibility?)
- Knowledge and use of tools:  
Diary, project management, check-lists, contact management, resource catalogues
- Organisers : paper/pencil, IT, PIM ; PDA ; Palm, Pocket PC, mobile telephones, degrees of mobility, from gadgets to utility.

## Assessment

Setting up a simple project in a group, drafting of a GANT or PERT schedule and oral presentation. The assessment is carried out by the teacher along with an expert on time/man-management and on task ranking.

## Bibliography

- "Briser la dictature du temps" - Bruno Jarrosson
- "Le nouvel art du temps" - Jean-Louis Servan-Schreiber
- "Avoir du temps ça s'apprend" - M. Deye
- "L'apologie de la paresse" - Clément Pansaers
- "Le temps des Cadres" - Time System

## Short Presentation of Teacher

**Alain Quignon** ' Consultant - Company founder and director from 1974 to 1993 - Institut de Contrôle de Gestion 1976.

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