



Catalogue of specialisation modules

ESC3 - First semester

2008/2009

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

Teaching Mission

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

Business Orientated

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

Generalists

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

Development of Potential

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

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

The Teaching Faculty

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

Balanced Programme of Study

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

Teaching Innovation

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

Aims

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

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

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

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

summarising skills to benefit a business organisation.

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

First year

Foundation

Acquire or consolidate the basic know-how

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

Second year

Cross-discipline and International

Introduction to strategy and management

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

General work placement 13 weeks minimum 12 ECTS

Third year

Specialisation

To kickstart your professional career

SEMESTER 9	<p>Specialisation Electives 8 specialisation options possible 30 ECTS</p> <p>Research modules 9 ECTS</p>
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SEMESTER 10	<p>Specialisation work placement 16 weeks minimum 12 ECTS</p>
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Foreign university 30 ECTS

Apprenticeship + Specialisation Electives + Methodology Research Modules 48 ECTS
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Apprenticeship from the second year (2 years) + second and third year courses + research dissertation 108 ECTS
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Foreign University and double diploma + Specialisation work placement: 16 weeks minimum 48 ECTS

Applied Research dissertation 12 ECTS

Final Seminar

Final Oral

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)

Contents

Options

General Calendar

Marketing modules

Finance modules

Leadership and Human Resource modules

Options

3 main options:

Marketing

Finance

Leadership and Human Resources

Specialised options:

MO	Operational Marketing
CP	Communications-Advertising
CV	Sales channel management
DI	Development of international markets
FE	Corporate Finance
MF	Financial Markets
AC	Audit-Control
GRH	Social and Human Resource Management
MGT	Management of organisations

List of modules by main option

Semester 1

56 Modules in the Marketing major option (MKG)

Week 40 :

- | | |
|---|---------------|
| 1) 10MKG3015 - Website Traffic Creation Techniques | S. CARPENTIER |
| 2) 10MKG3080 - Large-Scale Distribution And Banking | P. MOSCA |

Week 41 :

- | | |
|---|---------------------|
| 1) 10MKG3022 - E-Mail And Viral Marketing | S. CARPENTIER |
| 2) 10MKG3097 - | D. BARRACO-ROCAFULL |
| 3) 10MKG3024 - Marketing Plan | L. DRAPIER |

Week 42 :

- | | |
|--|--------------|
| 1) 10MKG3018 - Luxury Product Marketing | J. BOURIENNE |
| 2) 10MKG3028 - International Business Strategy | J. JANORAY |
| 3) 10MKG3010 - Internet Strategies | D. MILITARU |

Week 43 :

- | | |
|---|------------|
| 1) 10MKG3051 - Case Studies | J. POIGNOT |
| 2) 10MKG3107 - Bottom of the Pyramid - Marketing strategies | G. LINDSAY |

Week 44 :

- | | |
|--|-------------|
| 1) 10MKG3011 - Introduction To Sociology | M. BOURICHE |
| 2) 10MKG3105 - Project Management in Marketing | E. RODGERS |

Week 45 :

- | | |
|---|-------------|
| 1) 10MKG3052 - Consumer Behaviour | D. MILITARU |
| 2) 10MKG3110 - Quantitative Methods for Marketing | E. RODGERS |

Week 48 :

- | | |
|--|---------------|
| 1) 10MKG3038 - Web-Based Customer Recruitment, Loyalty Development And Manage... | S. CARPENTIER |
| 2) 10MKG3100 - | F. DOSQUET |

Week 49 :

- | | |
|---|------------|
| 1) 10MKG3072 - Marketing Of Wine | J. CAYLAR |
| 2) 10MKG3108 - | J. SAHUT |
| 3) 10MKG3001 - Logistics And Distribution | B. PHILIPP |

Week 50 :

- | | |
|----------------|------------|
| 1) 10MKG3109 - | G. LINDSAY |
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Week 51 :

1) 10MKG3053 - Marketing Related To Packaging	C. GELLERT
2) 10MKG3098 - Marketing at the Entrepreneurship Interfaces	R. TEACH
Week 2 :	
1) 10MKG3083 - Service Marketing	M. BOURICHE
2) 10MKG3099 - B2B Marketing	R. TEACH
Week 3 :	
1) 10MKG3111 - International Marketing Entry Strategies	G. LINDSAY
2) 10MKG3102 -	T. HENRIQUEZ
Week 4 :	
1) 10MKG3013 - Sustainable Development And Marketing Strategy	B. PHILIPP
2) 10MKG3014 - Globalisation And International Development Strategy	G. FINCK
1) 10MKG3002 - International Strategy	G. CUDENNEC
2) 10MKG3005 - Strategies Of Persuasive Advertising	F. DOSQUET
3) 10MKG3007 - Marketing Of Packaging	C. GELLERT
4) 10MKG3009 - International Marketing	S. BAELDE
5) 10MKG3012 - New technology: policies and laws	L. MASSON
6) 10MKG3016 - Setting Up Effective Customer Contact	B. DE LUCA
7) 10MKG3017 - Supply Chain Management	J. JANORAY
8) 10MKG3020 - Network And Point Of Sale Location Strategy	P. MADRY
9) 10MKG3023 - Advertising And Promotional Techniques	S. SAINT POL
10) 10MKG3029 - Optimising Distribution	B. DE LUCA
11) 10MKG3033 - Product Innovation	J. SALLIS
12) 10MKG3048 - Marketing Strategy And Communication In The Automobile Industry	O. LE FLOCH
13) 10MKG3049 - The Impact Of The Business Environment On Purchasing Decisions	N. CHISS
14) 10MKG3050 - Introductory Module To The ECC Chair	B. DE LUCA
15) 10MKG3069 - Industrial Marketing	V. DIEP
16) 10MKG3070 - Asset Management	E. DUBUS
17) 10MKG3071 - Introductory Module	- . -
18) 10MKG3073 - International Marketing Segmentation	S. BAELDE
19) 10MKG3075 - Techniques For Attracting Customers And Developing Their Loyalty	S. CARPENTIER
20) 10MKG3076 - Trade Missions : Planning For Success	S. LAKHAL
21) 10MKG3077 - Marketing Of Large-Scale Retail And Financial Products	P. MOSCA
22) 10MKG3079 - Management Of Customer Satisfaction	M. TISSOT
23) 10MKG3084 - International Marketing Strategy	M. CARPENTIER

24) 10MKG3088 - Business To Business Marketing	E. REDONDO
25) 10MKG3094 -	J. BOURIENNE
26) 10MKG3095 -	N. SELMI
27) 10MKG3101 -	T. SAINT MARTIN
28) 10MKG3103 -	B. BOUBAKER

57 Modules in the Leadership and Human Resources major option (LRH)

Week 40 :

1) 10LRH3082 -	H. NEKKA
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Week 41 :

1) 10LRH3088 -	B. ROMEY
2) 10LRH3107 - Contemporary Leadership theories and practice	A. CHELTE

Week 42 :

1) 10LRH3090 - Management of change	P. STOKES
2) 10LRH3108 -	I. SAAD

Week 43 :

1) 10LRH3063 - Career Management	S. HENDA
2) 10LRH3072 - Managing Provisional Employment And Skills	D. WANNENMACHER

Week 44 :

1) 10LRH3038 - Management Of Organisations	C. ZAHARIA
2) 10LRH3079 - International Business	M. DJEDDOUR
3) 10LRH3109 -	S. PONNELLE

Week 45 :

1) 10LRH3087 -	J. GARIN
2) 10LRH3099 -	N. HMIMDA

Week 48 :

1) 10LRH3066 - Appreciation Of Collaborators	H. CHAVAS
2) 10LRH3100 -	G. LE BOULCH

Week 49 :

1) 10LRH3102 - Family Business	T. MENZIES
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Week 50 :

1) 10LRH3111 - Managing new venture planning and creation	T. MENZIES
2) 10LRH3064 - Career Plan And Skills Assessment	L. GUILBERT

Week 51 :

1) 10LRH3027 - Self-Awareness And Developing A Career Plan	C. VINCENT
2) 10LRH3091 - Strategic approach to organisational change	S. KEWLEY
3) 10LRH3095 -	H. CHAVAS
Week 2 :	
1) 10LRH3068 - Ethics And Social And Environmental Responsibility	R. MULLER
2) 10LRH3110 - Performance management	C. O'CONNOR
Week 3 :	
1) 10LRH3113 -	S. NYOCK ILOUGA
Week 4 :	
1) 10LRH3101 - Coaching and Performance Development	B. ABRAHAM
2) 10LRH3097 -	G. VARKEY
1) 10LRH3001 - Employment Contracts And Working Hours	D. BONIFACE
2) 10LRH3007 - Managing Employment Forecasts	N. SIRVENT
3) 10LRH3008 - Team Management And Communication	C. BLIMER
4) 10LRH3009 - Continuing Professional Development	N. ALLEKI
5) 10LRH3017 - Project Management	J. GARIN
6) 10LRH3019 - Successful Recruiting	C. VINCENT
7) 10LRH3034 - Leadership And Management	R. CHAIGNEAU
8) 10LRH3035 - The Strategic Approach To Organisational Change	R. SOPARNOT
9) 10LRH3036 - Learning To Conduct A Recruitment Interview	E. BRIZON
10) 10LRH3037 - Human Resource Management : Career Management	S. HENDA
11) 10LRH3039 - Participative Management	C. TURCAT
12) 10LRH3051 - Knowledge Management	S. BRUAUX
13) 10LRH3057 - Management By Values	J. GHARBI
14) 10LRH3060 - Motivation	I. MARECAT
15) 10LRH3062 - Knowledge Management And IT Systems	I. SAAD
16) 10LRH3065 - Pay systems	A. FRAISSE
17) 10LRH3067 - Organisational Approach To Change	R. SOPARNOT
18) 10LRH3069 - Training Practices In Firms	N. ALLEKI
19) 10LRH3070 - Human Resources And Project Management	D. ZINNI
20) 10LRH3076 - Ergonomy	G. VALLERY
21) 10LRH3080 - Managing and rewarding skills	E. OIRY
22) 10LRH3083 -	N. ALLEKI
23) 10LRH3084 - Cultural Dimensions of International Business	K. HARROLD

24) 10LRH3085 - Managing Operational Improvement	K. HARROLD
25) 10LRH3089 - Recrutement and selection	D. ZINNI
26) 10LRH3092 -	A. FRAISSE
27) 10LRH3093 -	L. GUILBERT
28) 10LRH3094 - Leadership	D. BALKIN
29) 10LRH3096 -	E. OIRY
30) 10LRH3098 -	N. HMIMDA
31) 10LRH3106 -	D. DUBROVSKI
32) 10LRH3112 - Knowledge and organization	L. PAROLLIN

40 Modules in the Finance major option (FIN)

Week 40 :

1) 10FIN3049 - Efficiency Of Financial Markets	F. JAWADI
2) 10FIN3076 -	R. HERNU

Week 41 :

1) 10FIN3072 -	V. CARPENTIER
2) 10FIN3077 -	D. MALOIGNE

Week 42 :

1) 10FIN3005 - Consolidation, Techniques And Procedures	J. PAGNON
2) 10FIN3040 - Budgetary Control Evaluation Of Performance	J. SARGEANT

Week 43 :

1) 10FIN3078 -	J. LOYER
2) 10FIN3079 - Foreign Exchange and Interest Risk Management	J. MAKOWICZ
3) 10FIN3066 -	E. SEVERIN

Week 44 :

1) 10FIN3002 - Banking And Corporate Finance	P. BLANCHARD
2) 10FIN3006 - From Costing To Optimising Costs	A. LOISEAU

Week 45 :

1) 10FIN3067 -	J. SAHUT
2) 10FIN3034 - Investment Funds	L. FEDRIGO

Week 48 :

1) 10FIN3012 - International Money Laundering Circuits	E. VERNIER
2) 10FIN3017 - Optimisation Of Cash Flow Management	M. DUBOIS

Week 49 :

1) 10FIN3046 - Advanced Corporate Finance	R. HOOPER
2) 10FIN3062 - Business Valuation	A. KLINGENHAGEN
Week 50 :	
1) 10FIN3033 - Management Chart And Balanced Scorecard	A. LOISEAU
2) 10FIN3043 - The French Financial Market	P. DEMILLY
3) 10FIN3082 - The interface between marketing and finance	P. MCDONAGH
Week 51 :	
1) 10FIN3015 - Management Of International Engineering And Construction Projects	R. HARVEY
Week 2 :	
1) 10FIN3080 -	E. SEVERIN
2) 10FIN3022 - International Financial Markets	H. HAAF
Week 3 :	
1) 10FIN3068 - Financial Econometrics	F. JAWADI
2) 10FIN3081 -	H. JEMEL
Week 4 :	
1) 10FIN3055 - Private Asset Management - Exploitation Of specialized Tax Mar...	P. DEMILLY
2) 10FIN3065 -	A. SALLA
1) 10FIN3007 - Financial Engineering	J. LOYER
2) 10FIN3008 - What Is An Audit?	N. PLAT
3) 10FIN3018 - Financial Accounting Techniques, Principles And Practices	J. PAGNON
4) 10FIN3035 - Company Evaluation And Development Plan	P. BLUMA
5) 10FIN3036 - IFRS And Financial Communication	J. PAGNON
6) 10FIN3037 - Financial Engineering - Take Over Plans With Leverage Effect	J. LOYER
7) 10FIN3039 - Optimisation Of Cashflow Management	M. DUBOIS
8) 10FIN3051 - Risk Management	D. MILITARU, J. PAGNON
9) 10FIN3052 - Company Evaluation And Development Plan	P. BLUMA
10) 10FIN3060 - Mergers and Acquisitions, The case of banking industry	H. DAHER
11) 10FIN3061 -	A. CELLIER
12) 10FIN3063 - Tools and Instruments of Project Management	R. HARVEY
13) 10FIN3064 - The Investment Fund Industry	L. FEDRIGO

List of modules by major

Semester 1

Operational Marketing (MO)

10MKG3007	Marketing Of Packaging
10MKG3009	International Marketing
10MKG3010	Internet Strategies
10MKG3011	Introduction To Sociology
10MKG3012	New technology: policies and laws
10MKG3013	Sustainable Development And Marketing Strategy
10MKG3015	Website Traffic Creation Techniques
10MKG3016	Setting Up Effective Customer Contact
10MKG3018	Luxury Product Marketing
10MKG3020	Network And Point Of Sale Location Strategy
10MKG3024	Marketing Plan
10MKG3029	Optimising Distribution
10MKG3033	Product Innovation
10MKG3038	Web-Based Customer Recruitment, Loyalty Development And Management Techniques
10MKG3049	The Impact Of The Business Environment On Purchasing Decisions
10MKG3050	Introductory Module To The ECC Chair
10MKG3051	Case Studies
10MKG3052	Consumer Behaviour
10MKG3053	Marketing Related To Packaging
10MKG3069	Industrial Marketing
10MKG3070	Asset Management
10MKG3071	Introductory Module
10MKG3072	Marketing Of Wine
10MKG3073	International Marketing Segmentation
10MKG3075	Techniques For Attracting Customers And Developing Their Loyalty
10MKG3076	Trade Missions : Planning For Success
10MKG3079	Management Of Customer Satisfaction
10MKG3083	Service Marketing
10MKG3084	International Marketing Strategy
10MKG3088	Business To Business Marketing
10MKG3094	
10MKG3095	
10MKG3097	
10MKG3098	Marketing at the Entrepreneurship Interfaces
10MKG3099	B2B Marketing
10MKG3101	
10MKG3102	
10MKG3103	
10MKG3105	Project Management in Marketing
10MKG3107	Bottom of the Pyramid - Marketing strategies
10MKG3108	
10MKG3109	
10MKG3110	Quantitative Methods for Marketing

Communications-Advertising (CP)

10MKG3005	Strategies Of Persuasive Advertising
10MKG3007	Marketing Of Packaging
10MKG3010	Internet Strategies
10MKG3015	Website Traffic Creation Techniques
10MKG3018	Luxury Product Marketing
10MKG3022	E-Mail And Viral Marketing
10MKG3023	Advertising And Promotional Techniques
10MKG3038	Web-Based Customer Recruitment, Loyalty Development And Management Techniques
10MKG3048	Marketing Strategy And Communication In The Automobile Industry
10MKG3049	The Impact Of The Business Environment On Purchasing Decisions
10MKG3053	Marketing Related To Packaging
10MKG3072	Marketing Of Wine
10MKG3075	Techniques For Attracting Customers And Developing Their Loyalty
10MKG3076	Trade Missions : Planning For Success
10MKG3100	
10MKG3101	

Sales channel management (CV)

10MKG3001	Logistics And Distribution
10MKG3009	International Marketing
10MKG3016	Setting Up Effective Customer Contact
10MKG3017	Supply Chain Management
10MKG3020	Network And Point Of Sale Location Strategy
10MKG3029	Optimising Distribution
10MKG3049	The Impact Of The Business Environment On Purchasing Decisions
10MKG3050	Introductory Module To The ECC Chair
10MKG3051	Case Studies
10MKG3071	Introductory Module
10MKG3073	International Marketing Segmentation
10MKG3075	Techniques For Attracting Customers And Developing Their Loyalty
10MKG3077	Marketing Of Large-Scale Retail And Financial Products
10MKG3079	Management Of Customer Satisfaction
10MKG3080	Large-Scale Distribution And Banking
10MKG3083	Service Marketing
10MKG3101	
10MKG3102	

Development of international markets (DI)

10MKG3001	Logistics And Distribution
10MKG3002	International Strategy
10MKG3009	International Marketing
10MKG3012	New technology: policies and laws
10MKG3014	Globalisation And International Development Strategy
10MKG3017	Supply Chain Management
10MKG3028	International Business Strategy
10MKG3073	International Marketing Segmentation
10MKG3100	
10MKG3109	
10MKG3111	International Marketing Entry Strategies

Corporate Finance (FE)

10FIN3002	Banking And Corporate Finance
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10FIN3006	From Costing To Optimising Costs
10FIN3007	Financial Engineering
10FIN3015	Management Of International Engineering And Construction Projects
10FIN3017	Optimisation Of Cash Flow Management
10FIN3018	Financial Accounting Techniques, Principles And Practices
10FIN3022	International Financial Markets
10FIN3033	Management Chart And Balanced Scorecard
10FIN3036	IFRS And Financial Communication
10FIN3037	Financial Engineering - Take Over Plans With Leverage Effect
10FIN3039	Optimisation Of Cashflow Management
10FIN3040	Budgetary Control Evaluation Of Performance
10FIN3046	Advanced Corporate Finance
10FIN3049	Efficiency Of Financial Markets
10FIN3051	Risk Management
10FIN3060	Mergers and Acquisitions, The case of banking industry
10FIN3061	
10FIN3062	Business Valuation
10FIN3063	Tools and Instruments of Project Management
10FIN3064	The Investment Fund Industry
10FIN3065	
10FIN3066	
10FIN3067	
10FIN3068	Financial Econometrics
10FIN3076	
10FIN3077	
10FIN3079	Foreign Exchange and Interest Risk Management
10FIN3080	
10FIN3082	The interface between marketing and finance
10MKG3070	Asset Management

Financial Markets (MF)

10FIN3002	Banking And Corporate Finance
10FIN3005	Consolidation, Techniques And Procedures
10FIN3007	Financial Engineering
10FIN3012	International Money Laundering Circuits
10FIN3015	Management Of International Engineering And Construction Projects
10FIN3018	Financial Accounting Techniques, Principles And Practices
10FIN3022	International Financial Markets
10FIN3034	Investment Funds
10FIN3035	Company Evaluation And Development Plan
10FIN3036	IFRS And Financial Communication
10FIN3037	Financial Engineering - Take Over Plans With Leverage Effect
10FIN3043	The French Financial Market
10FIN3046	Advanced Corporate Finance
10FIN3051	Risk Management
10FIN3052	Company Evaluation And Development Plan
10FIN3055	Private Asset Management - Exploitation Of specialized Tax Markets
10FIN3060	Mergers and Acquisitions, The case of banking industry
10FIN3061	
10FIN3062	Business Valuation
10FIN3063	Tools and Instruments of Project Management
10FIN3064	The Investment Fund Industry
10FIN3067	
10FIN3072	

10FIN3078	
10FIN3079	Foreign Exchange and Interest Risk Management
10FIN3080	
10FIN3081	
10FIN3082	The interface between marketing and finance

Audit-Control (AC)

10FIN3005	Consolidation, Techniques And Procedures
10FIN3006	From Costing To Optimising Costs
10FIN3008	What Is An Audit?
10FIN3012	International Money Laundering Circuits
10FIN3015	Management Of International Engineering And Construction Projects
10FIN3018	Financial Accounting Techniques, Principles And Practices
10FIN3022	International Financial Markets
10FIN3034	Investment Funds
10FIN3035	Company Evaluation And Development Plan
10FIN3036	IFRS And Financial Communication
10FIN3046	Advanced Corporate Finance
10FIN3049	Efficiency Of Financial Markets
10FIN3051	Risk Management
10FIN3052	Company Evaluation And Development Plan
10FIN3060	Mergers and Acquisitions, The case of banking industry
10FIN3061	
10FIN3062	Business Valuation
10FIN3063	Tools and Instruments of Project Management
10FIN3064	The Investment Fund Industry
10FIN3065	
10FIN3066	
10FIN3076	
10FIN3079	Foreign Exchange and Interest Risk Management
10FIN3080	
10FIN3081	
10FIN3082	The interface between marketing and finance

Social and Human Resource Management (GRH)

10LRH3001	Employment Contracts And Working Hours
10LRH3007	Managing Employment Forecasts
10LRH3009	Continuing Professional Development
10LRH3019	Successful Recruiting
10LRH3027	Self-Awareness And Developing A Career Plan
10LRH3034	Leadership And Management
10LRH3035	The Strategic Approach To Organisational Change
10LRH3036	Learning To Conduct A Recruitment Interview
10LRH3037	Human Resource Management : Career Management
10LRH3038	Management Of Organisations
10LRH3057	Management By Values
10LRH3060	Motivation
10LRH3063	Career Management
10LRH3064	Career Plan And Skills Assessment
10LRH3065	Pay systems
10LRH3066	Appreciation Of Collaborators
10LRH3068	Ethics And Social And Environmental Responsibility
10LRH3069	Training Practices In Firms

10LRH3070	Human Resources And Project Management
10LRH3072	Managing Provisional Employment And Skills
10LRH3076	Ergonomy
10LRH3079	International Business
10LRH3080	Managing and rewarding skills
10LRH3082	
10LRH3083	
10LRH3084	Cultural Dimensions of International Business
10LRH3085	Managing Operational Improvement
10LRH3087	
10LRH3088	
10LRH3089	Recruitment and selection
10LRH3091	Strategic approach to organisational change
10LRH3092	
10LRH3093	
10LRH3094	Leadership
10LRH3095	
10LRH3096	
10LRH3099	
10LRH3100	
10LRH3101	Coaching and Performance Development
10LRH3106	
10LRH3107	Contemporary Leadership theories and practice
10LRH3109	
10LRH3110	Performance management
10MKG3011	Introduction To Sociology

Management of organisations (MGT)

10LRH3008	Team Management And Communication
10LRH3009	Continuing Professional Development
10LRH3017	Project Management
10LRH3027	Self-Awareness And Developing A Career Plan
10LRH3038	Management Of Organisations
10LRH3039	Participative Management
10LRH3051	Knowledge Management
10LRH3062	Knowledge Management And IT Systems
10LRH3063	Career Management
10LRH3064	Career Plan And Skills Assessment
10LRH3065	Pay systems
10LRH3066	Appreciation Of Collaborators
10LRH3067	Organisational Approach To Change
10LRH3070	Human Resources And Project Management
10LRH3082	
10LRH3087	
10LRH3088	
10LRH3089	Recruitment and selection
10LRH3090	Management of change
10LRH3091	Strategic approach to organisational change
10LRH3093	
10LRH3094	Leadership
10LRH3097	
10LRH3098	
10LRH3099	
10LRH3100	

10LRH3102 Family Business
10LRH3106
10LRH3107 Contemporary Leadership theories and practice
10LRH3108
10LRH3111 Managing new venture planning and creation
10LRH3112 Knowledge and organization
10LRH3113
10MKG3103

Finance

10FIN3002
Banking And Corporate Finance

<u>DEPARTMENT :</u> Finance		
<u>Department coordinator :</u> Jean-Luc PAGNON		
<u>LEVEL :</u> ESC 3	<u>PERIOD :</u> 1st Semester	<u>CREDITS :</u> 2 ECTS
<u>Language :</u> French	<u>Nb of hours :</u> 18 to 24 hours	
<u>Key words :</u> Bank ; Funding ; Negotiation		

Teacher : **Philippe BLANCHARD**

Context / Overview

The aim of this module is to show that the bank is an important partner in a company's development.

Pedagogical Objectives

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

- Analyse the creditworthiness of a company
- Inform a company on the different funding options available and help the compagny select the best option for their situation.
- Negotiate the most adapted banking options.

Teaching Methods / Learning Experiences

- Class work: case studies
- Individual work during the class: reading of class notes and exercises
- Teacher's method: lectures and case studies

Content

- Funding investment
- Loans
- Leasing
- Funding operations
- Overdraft facilities
- Treasury credit
- Currency advance
- Mobilization of debts
- Global Credit of exploitation
- Factoring
- Bank ' company relations

Assessment

Bibliography

« Gestion financière » by A.M.Keiser, Editions ESKA

« Les crédits bancaires aux entreprises » by J.Masson, Revue Banque Editeur

Short Presentation of Teacher

A graduate from the Institut Technique de Banque (ITB), Philippe Blanchard has 20 years experience in banking in the CIC Group. He is currently a consultant in international and banking relations and a teacher.

10FIN3005

Consolidation, Techniques And Procedures

<u>DEPARTMENT :</u> Finance		
<u>Department coordinator :</u> Jean-Luc PAGNON		
<u>LEVEL :</u> ESC 3	<u>PERIOD :</u> 1st Semester	<u>CREDITS :</u> 2 ECTS
<u>Language :</u> English	<u>Nb of hours :</u> 18 to 24 hours	
<u>Key words :</u> Business combination ; Consolidated statements ; Full consolidation		

Teacher : **Jean-Luc PAGNON**

Context / Overview

This module covers the preparation and analysis of group accounts under the International Accounting Standards, accounting for associated companies and the treatment of mergers and acquisitions.

Pedagogical Objectives

Upon successful completion of the module students should be able to:

- Describe a simple group structure,
- Give reasons for preparing consolidated accounts,
- Give reasons for the different accounting treatments of subsidiary and associated companies and the reasons for the differences,
- Prepare a simple consolidated balance sheet,
- Prepare a simple consolidated profit and loss account,
- Explain and compute goodwill on consolidation,
- Explain and compute minority interest,
- Account for revaluation,
- Explain pre-acquisition and post-acquisition reserves,
- Account for inter-company sales and unrealised profit,
- Account for unrealised profit in beginning inventory,
- Account for inter-company sales of fixed assets,
- Account for inter-company dividends,
- Appreciate some of the more obvious limitations of financial accounts.

Teaching Methods / Learning Experiences

- Prerequisite: The course assumes students have a basic knowledge of financial accounting and have a good working level of English.
- This module will be delivered via lectures and tutorials.

Content

- Why do firms combine and what are consolidated statements?
- Methods of combining businesses and investing in other entities
- The use of consolidated financial statements

- The limitations of consolidated accounts
- Scope of consolidation and consolidation methods
- Interest vs. Control
- (Full) Control, joint control, significant influence
- (Full) consolidation, proportionate consolidation, equity method
- Consolidation at the date of acquisition
- Goodwill, Minority Interest and Revaluation of subsidiary assets
- Consolidation after the date of acquisition
- Pre-acquisition and post-acquisition reserves
- Inter-company sales
- Unrealised profit in closing stock and unrealised profit in beginning inventory
- Inter-company sales of non-depreciable fixed assets
- Inter-company sale of depreciable assets
- Inter-company dividends

Assessment

Multiple Choice Test
Case study

Bibliography

Essential Reading:

Lecture notes by Jean-Luc Pagnon

'Accounting: An Introduction' by Eddie McLaney and Peter Atrill, FT Prentice Hall

'Corporate Finance, Theory and Practice' by Pierre Vernimmen, Wiley

'IFRS Pocket Guide' by PricewaterhouseCoopers

Indicative Bibliography:

'Financial Accounting, Reporting and Analysis' by B.Elliot and J.Elliot, FT Prentice Hall

« Comptabilité approfondie et révision » by M.Lacroix, Vuibert

« Manuel de consolidation : principes et pratiques » by J.M.Palou, Revue fiduciaire

Short Presentation of Teacher

Jean-Luc Pagnon, holds a D.E.S.C.A.F. For over 20 years he held positions of responsibility in administration in decentralised units of international groups before turning to teaching activities. He is a permanent teacher at the Amiens School of Management.

10FIN3006

From Costing To Optimising Costs

<u>DEPARTMENT :</u> Finance		
<u>Department coordinator :</u> Jean-Luc PAGNON		
<u>LEVEL :</u> ESC 3	<u>PERIOD :</u> 1st Semester	<u>CREDITS :</u> 2 ECTS
<u>Language :</u> French	<u>Nb of hours :</u> 18 to 24 hours	
<u>Key words :</u> Prospective performance indicators ; Balance Scorecard ; Collaborative planning		

Teacher : **Alain LOISEAU**

Context / Overview

This module examines the indications and the limits of cost analysis models. It also enables the students to discover the UVA method.

Pedagogical Objectives

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

- Explain the indications and limits of classic models
- Explain the advantages of ABC/ABM
- Apply the ABC method
- Explain the advantages of the UVA method
- Set up an operating report

Teaching Methods / Learning Experiences

- Class work: exercises
- Individual work during the course: case studies
- Teacher's method: lectures and group case studies

Content

- Cost calculation : for what purpose?
- Traceability of charges and resources
- Methodologies and classic models
- ABC/ABM
- The UVA method
- Operating reports: from the logic of allocation to the logic of piloting

Assessment

Case studies

Bibliography

- « Contrôle de gestion » by M.Gervais, Economica.
- « Contrôle de gestion et pilotage » by R.Demeestère, P.Lorino and N.Mottis, Nathan.
- « Le nouveau tableau de bord des décideurs » by A.Fernandez, Editions d'organisation.
- « Le contrôle de gestion, pour un pilotage intégrant stratégie et finance » by R.Teller, Editions management société.

Short Presentation of Teacher

Alain Loiseau, is a former student of the Ecole Normale Supérieure of Cachan. He has the aggregation (high level competitive examination for teachers in France) in economics and administration. He teaches at the Jules Verne university Picardie.

10FIN3007 **Financial Engineering**

<u>DEPARTMENT :</u> Finance		
<u>Department coordinator :</u> Jean-Luc PAGNON		
<u>LEVEL :</u> ESC 3	<u>PERIOD :</u> 1st Semester	<u>CREDITS :</u> 2 ECTS
<u>Language :</u> French	<u>Nb of hours :</u> 18 to 24 hours	

Teacher : **Jean-Claude LOYER**

Context / Overview

This module presents the strategic, legal and fiscal financial elements on which acquisition and financial engineering operations are based.

Pedagogical Objectives

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

- appreciate the components of a situation (power, taxation, financing...)
- explain some financial arrangements and their importance
- show that they have acquired a better knowledge of the stock exchange world

Teaching Methods / Learning Experiences

- Ø Class work: exercises
- Ø Individual work during the class: case studies
- Ø Teacher's method: lectures and case studies

Content

- Understand the situation
 - . the company and its potential (diagnostic, evaluation')
 - . its shareholding and strategy (ambitions and horizons')
 - . the 'tool box' of the high financial assessment financier haut de bilan
- The tools
 - . financial instruments (shares, bonds, convertibles', options')
 - . legal instrument (holding, shareholder agreements')
 - . fiscal instruments (parent company regime, fiscal integration, donations ')
- Organisation without change of control (opening of capital)
- Organisations with change of control (purchase and handover)
 - . negotiation
 - . funding (LBO, merges')

Assessment

Mini-case studies

Bibliography

« Finance d'entreprise » by Vernimmen, Editions Dalloz
'Introduction à l'ingénierie financière', Alain CHOINEL, Revue Banque Editeur, 3rd edition, 2000

Short Presentation of Teacher

Jean-Claude LOYER is a graduate of the Institut d'Etudes Politiques of Paris ' Ecofi, former student of the Institut de Droit des Affaires of Paris II, Public Accountant and Auditor

10FIN3008 **What Is An Audit?**

<u>DEPARTMENT :</u> Finance		
<u>Department coordinator :</u> Jean-Luc PAGNON		
<u>LEVEL :</u> ESC 3	<u>PERIOD :</u> 1st Semester	<u>CREDITS :</u> 2 ECTS
<u>Language :</u> French	<u>Nb of hours :</u> 18 to 24 hours	
<u>Key words :</u> Internal Control ; Audit ; Statutory Auditors		

Teacher : **Noël PLAT**

Context / Overview

The aim of this module is to explore contractual or mandatory financial audits. It is an excellent information base for students wishing to do work experience in audit.

Pedagogical Objectives

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

- Explain the concept of internal audit, its objectives and implications
- Explain the implications of the auditor's missions
- Explain the main activities to carry out during an audit.
- Carry out an audit and prepare for an audit of the accounts.

Teaching Methods / Learning Experiences

- Teacher's method: Lectures, discussion and debate

Content

- Overview of auditing techniques
 - . General characteristics of the auditor's mission
 - . Auditing techniques
 - . Organisation of the mission
 - . Auditor's opinion
- Statutory Auditors
 - . The statutory Auditor status
 - . Their mission
 - . Their role in the prevention of difficulties
 - . Their responsibility

Assessment

- Multiple Choice test

Bibliography

- « Comptabilité approfondie et révision », M. LACROIX , Vuibert
- « Mémento pratique comptable », Editions Francis LEFEBVRE

Short Presentation of Teacher

Jean-Claude Grand is a public accountant, statutory auditor and associate at Pricewaterhouse Coopers.

10FIN3012

International Money Laundering Circuits

<u>DEPARTMENT :</u> Finance		
<u>Department coordinator :</u> Jean-Luc PAGNON		
<u>LEVEL :</u> ESC 3	<u>PERIOD :</u> 1st Semester	<u>CREDITS :</u> 2 ECTS
<u>Language :</u> French	<u>Nb of hours :</u> 18 to 24 hours	
<u>Key words :</u> Financial channels ; Laundering ; Ethics		

Teacher : **Eric VERNIER**

Context / Overview

Financial training often presents this discipline as totally rational, regulated and supervised. The reality is becoming less and less like this angelic image. This seminar will provide future financiers with the information necessary in terms of dysfunctions provoked by international finance.

Pedagogical Objectives

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

- Describe the principal techniques of money laundering.
- Describe the national and international means of fighting money laundering.
- Beware of funds of doubtful unds of doubtful origins .
- Exercice when dealing with funds doubtful origins.

Teaching Methods / Learning Experiences

- Group research for example encouraging the students to think about the methods for combating money laundering.
- Lectures
- Discussion

Content

- International crises: SME 1992, dollar 1995, Barings.
- Laundering: history and techniques, French realities, difficulties of the legal system, methods available for fighting the phenomenon.
- International business as opposed to ethics.

Assessment

Each group of students will put together a research dossier on their chosen theme. This document will be evaluated on the amount of work done, the relevance of the information gathered and the overall quality of the project.

Bibliography

- « Défaillances des marchés et risque systémique » AGLIETTA M. (1996) - Revue d'économie financière - Eté
- « Le management des risques internationaux », CLARK E., B. MAROIS & J. CERNES (2001), Paris - Economica
- « La finance d'entreprise face à l'environnement international » FONTAINE P . (1993)
- « Gestion financière internationale », PEYRARD J. (1999) - Paris ' Vuibert ' 5th edition
- « On going abroad : The firm's initial foreign investment decision », RICHARDSON J.D. (1971) - Quarterly Review of Economics and Business - Winter

Short Presentation of Teacher

Eric VERNIER is a doctor in management 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.

10FIN3015

Management Of International Engineering And Construction Projects

<u>DEPARTMENT :</u> Finance		
<u>Department coordinator :</u> Jean-Luc PAGNON		
<u>LEVEL :</u> ESC 3	<u>PERIOD :</u> 1st Semester	<u>CREDITS :</u> 2 ECTS
<u>Language :</u> English	<u>Nb of hours :</u> 18 to 24 hours	
<u>Key words :</u> International projects ; International contracts ; Project management		

Teacher : **Richard HARVEY**

Context / Overview

This course provides a focused coverage of the different aspects to be considered when planning and executing major engineering and construction projects. The different stages of a project, from prequalification and tendering up to completion and handing over. Organisational, financial and basic legal issues will be covered.

Pedagogical Objectives

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

- identify the interdisciplinary knowledge that technical and commercial project managers must have
- describe the different stages of a given project
- manage a project in a given situation.

Teaching Methods / Learning Experiences

- Teacher's method: The course consists of lectures, accompanying exercises, case studies, homework, and discussions.

Content

- International Engineering and Construction Business
- . Economic Figures: Engineering and Plant Construction Business
- . Classification of Projects and Contracts
- Organisation of Companies and Projects
- . Company Organisation
- . Project Organisation
- Prequalification, Tender, and Contract
- . Methods of Tendering
- . Designing the Appropriate Macro-Organisation
- . Procedures During the Tender Period
- . Contract Types and Contract Documents
- Financing and Commercial Issues
- . Financial Engineering and Financing Institutions
- . Means and Terms of Payment

- . Cost - and Project-Cash-Management
- Contract Analysis and Project Kick-Off
- . Contract Analysis and Risk Management
- . Project Procedures
- . Kick-Off - Meeting
- Procurement and Subcontracting
- . Procurement Function and Organisational Setup
- . Supply Management
- . Logistics
- Management of Claims
- . International Contract Law
- . Claims Management
- . ADR and Arbitration

Assessment

Multiple Choice test

Bibliography

- Gower Handbook of Projects Management ; J.R. TURNER and ST. J. SIMISTER, Gower ; 1994
- The commercial project manager ; TURNER, J. RODNEY ; Mc GRAW-HILL ; 1995

Short Presentation of Teacher

Dr Richard Harvey is the Director of Llwydd Ltd, Project and Technology Management and a Lecturer in International Project Engineering at the University of Siegen (Germany). His education includes a PhD in Structural Engineering from the University of Cardiff.

10FIN3017

Optimisation Of Cash Flow Management

<u>DEPARTMENT :</u> Finance		
<u>Department coordinator :</u> Jean-Luc PAGNON		
<u>LEVEL :</u> ESC 3	<u>PERIOD :</u> 1st Semester	<u>CREDITS :</u> 2 ECTS
<u>Language :</u> French	<u>Nb of hours :</u> 18 to 24 hours	

Teacher : **Michel DUBOIS**

Context / Overview

'Cash is King'. The principal cause of bankruptcy is not lack of viability; it is more often lack of treasury. The aim of this module is to improve the students' knowledge of cash management.

Pedagogical Objectives

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

- Put together and analyse a treasury budget,
- Explain the advantages/disadvantages of the most common short term methods of funding,
- Calculate the real cost of a funding operation,
- Carry out trade-offs between discounts/deficits
- Carry out trade-offs between investment/deficits
- Use foreign currency advances judiciously and mobilise short term foreign debts
- Manage a foreign currency treasury.

Teaching Methods / Learning Experiences

- Ø Class work: practical case studies to be resolved individually and in groups.
- Ø Individual work during the class: practical case studies.
- Ø Teacher's method: the class is organised around lectures and numerous practical case studies.

Content

- The role of the treasurer and notions of treasury
- Domestic and international payment tools
- Management on value date and banks earning methods
- Interest rates and the real costs of funding
- Optimisation of cash management
- Funding
- Placements
- Groups' treasury: cash pooling and netting

Assessment

- MC test and practical tests

Bibliography

- « Gestion financière » by A.M.Keiser, Editions ESKA
- « Finance d'entreprise » by P.Vernimmen, P.Quiry and F.Ceddaha, Dunod (Dalloz Gestion)
- « Principals of financial management » by R.Brealey and S.Myers, Pearson Education

Short Presentation of Teacher

Michel DUBOIS, has a doctorate in economic science. He worked in the BFCE before becoming Director of Market Activities at NATEXIS BANQUES POPULAIRES.

He is a member of the Association of Company Treasurers and teaches treasury management in the Master of company Finance at the University of Evry.

10FIN3018

Financial Accounting Techniques, Principles And Practices

<u>DEPARTMENT :</u> Finance		
<u>Department coordinator :</u> Jean-Luc PAGNON		
<u>LEVEL :</u> ESC 3	<u>PERIOD :</u> 1st Semester	<u>CREDITS :</u> 2 ECTS
<u>Language :</u> English	<u>Nb of hours :</u> 18 to 24 hours	
<u>Key words :</u> GAAP ; IFRS ; Financial statements		

Teacher : **Jean-Luc PAGNON**

Context / Overview

This module examines the basic (as well as more complex) techniques, principles and concepts involved in the construction and interpretation of financial reports prepared for external users. Students will also develop understanding and knowledge of financial statements by following the preparation of a set of financial statements - from the first entries in the accounting books through to the final preparation of the annual accounts.

Pedagogical Objectives

Upon successful completion of the module students should be able to:

- understand and use accounting language in English
- understand and explain accounting concepts/terminology
- apply the principles of elementary book keeping to a variety of situations
- understand and be able to apply the adjustments which are required for accounts to comply with generally accepted accounting practice
- prepare basic financial statements
- calculate basic accounting ratios/numbers
- analyse and interpret financial statements by using ratios
- critically evaluate the limitations of traditional accounting models
- consider accounting from an international context

Teaching Methods / Learning Experiences

- Preparation or pre-requisites: The course assumes students have a basic knowledge of accounting and have a good working level of English.
- Class and individual work : exercises
- Teacher's method: This module will be delivered via lectures and tutorials. Lectures are used to introduce the key concepts and theories. Tutorials provide an opportunity to clarify and reinforce students' understanding of the subject and give them more practice in solving accounting problems.

Content

- Overview of International Monetary Systems and Recent Developments in International Financial Markets
- Foreign Exchange Markets

- Determination of Spot Exchange Rates
- Offshore Financial Markets
- Derivative Security Markets: Futures, Options and Swaps
- International Asset Portfolios
- Bond Portfolios
- Equity Portfolios
- Financial Risk Management

Assessment

Case study

Bibliography

Essential Reading:

'Accounting: An Introduction' by Eddie McLaney and Peter Atrill, FT Prentice Hall

Useful Online Sources:

<http://www.nrbarton.co.uk/Bookkeeping/index.html> (Site provided by N.R.Barton & Co. Chartered Accountants)

<http://www.tutor2u.net>

Short Presentation of Teacher

Jean-Luc Pagnon, holds a D.E.S.C.A.F. For over 20 years he held positions of responsibility in administration in decentralised units of international groups before turning to teaching activities. He is a permanent teacher at the Amiens School of Management.

10FIN3022

International Financial Markets

<u>DEPARTMENT :</u> Finance		
<u>Department coordinator :</u> Jean-Luc PAGNON		
<u>LEVEL :</u> ESC 3	<u>PERIOD :</u> 1st Semester	<u>CREDITS :</u> 2 ECTS
<u>Language :</u> English	<u>Nb of hours :</u> 18 to 24 hours	
<u>Key words :</u> International Financial Markets ; Derivatives ; Financial Risk Management		

Teacher : **Holger HAAF**

Context / Overview

This course should help students to develop an understanding of the environment surrounding international finance and investment including the international monetary system and foreign exchange markets. Global investment opportunities for European investors will be explored and students will have the opportunity to work on the objectives, operations, and the role of multilateral financial organizations.

Pedagogical Objectives

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

- Explain the behaviour of financial markets and analyse the effect of market movements in the bond, stock and foreign exchange markets on the real economy.
- Compare and contrast the respective roles of domestic and international financial institutions.
- Explain what financial techniques are available to control/manage financial risks

Teaching Methods / Learning Experiences

- Lectures
- Case studies

Content

- Overview of International Monetary Systems and Recent Developments in International Financial Markets
- Foreign Exchange Markets
- Determination of Spot Exchange Rates
- Offshore Financial Markets
- Derivative Security Markets: Futures, Options and Swaps
- International Asset Portfolios
- Bond Portfolios
- Equity Portfolios
- Financial Risk Management

Assessment

Bibliography

'International Financial Markets: Prices and Policies', Richard M. Levich, McGraw-Hill/Irwin

'Multinational Business Finance', Eitman, Stonehill, Moffett, Ed. Addison-Wesley Publishing Company

Short Presentation of Teacher

Holger Haaf is a teacher at the Faculty of Economics and Business Administration at the University of Trier (Germany). His education includes a Master's degree in economics and a Doctorate in finance, both from the University of Trier.

10FIN3033

Management Chart And Balanced Scorecard

<u>DEPARTMENT :</u> Finance		
<u>Department coordinator :</u> Jean-Luc PAGNON		
<u>LEVEL :</u> ESC 3	<u>PERIOD :</u> 1st Semester	<u>CREDITS :</u> 2 ECTS
<u>Language :</u> French	<u>Nb of hours :</u> 18 to 24 hours	
<u>Key words :</u> Prospective performance indicators ; Balance Scorecard ; Collaborative planning		

Teacher : **Alain LOISEAU**

Context / Overview

The Balanced Scorecard (BSC), or prospective performance indicators, is not very widespread in France yet. It is however very likely to become the perfect system for any leader which will help them in their decision making.

Pedagogical Objectives

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

- describe Balanced Scorecards BSC and management charts
- build a perfectly articulated indicator model, allowing a precise estimation of the performance levels and their causes
- explain the different choices to make when using BSC or performance indicators.

Teaching Methods / Learning Experiences

- Class work: exercises
- Individual work during the class: case studies
- Teacher method: lectures, exercises and case studies

Content

- Control tools (cannot be put in place without the technical data)
- Data traceability
- Technical choices depending on financial measures and their impact on performance
- Context and typology of the process
- Characteristic tools of industrial audits
- Production planning
- Budget control
- Functional architecture of budgets
- Responsibility centres

Assessment

Group work to be handed in at the end of the module

Bibliography

« Le tableau de bord prospectif » by R. Kaplan et D. Norton - Les Éditions d'Organisation, 1998.

« Tableaux de bord et balanced scorecards » by C. Mendoza, M-H. Delmond, F. Giraud, H. Löning - Groupe Revue Fiduciaire, 2002.

Short Presentation of Teacher

Alain Loiseau, a former student of the Ecole Normal Supérieure in Cachan. He has the aggregation (high level competitive examination for teachers in France) in economics and administration. He teaches at the Jules Verne University Picardie.

10FIN3034 **Investment Funds**

<u>DEPARTMENT :</u> Finance		
<u>Department coordinator :</u> Jean-Luc PAGNON		
<u>LEVEL :</u> ESC 3	<u>PERIOD :</u> 1st Semester	<u>CREDITS :</u> 2 ECTS
<u>Language :</u> French	<u>Nb of hours :</u> 18 to 24 hours	
<u>Key words :</u> Investment fund ; UCITS ; GIPS		

Teacher : **Laurent FEDRIGO**

Context / Overview

Investment funds are a key part of the world economy and impact on the everyday life of millions, either directly through savings and investment or through the effect on world stock markets and economies. It is important to understand the basics of how they work and how they are valued and controlled.

Pedagogical Objectives

By the end of the module, the student should be able to:

- Analyse, select and evaluate investment funds.
- Explain the basic auditing techniques specific to this industry.

Teaching Methods / Learning Experiences

- Lecture notes should be read in advance of the lectures
- This module will be delivered via lectures and tutorials.

Content

- What is an investment fund?
- Types of investment funds
- UCITS Funds
- Hedge Funds, Funds of Hedge Funds
- Real Estate Funds
- Pooled Funds
- Master/Feeder structures
- Guaranteed Funds
- The Investment Fund Industry.
- Economic weight
- The Luxembourg Financial Place
- The regulatory framework
- The European Framework (CESR, IMF Report, Long Form Report, etc.)
- The Global Investment Performance Standard (GIPS)
- Introduction to the auditing of investment funds
- Methodology / Specific risks

- Practical case study
- Fraud

Assessment

Case study

Bibliography

"Mesure de performance des fonds d'investissement" Pascal Grandin, Economica (1998)

Short Presentation of Teacher

Laurent Fedrigo, is an associate at Pricewaterhouse Coopers Luxembourg and a member of the commission for measuring performance of ALGAFI (Luxembourg association of financial administrators and analysts); he is also president of the ALFI commission (Luxembourg association of Investment Funds). He represents Luxembourg in the European Investment Performance Committee (EIPC) and was the driving force behind Luxembourg's adoption of the Global Investment Performance Standards.

10FIN3035

Company Evaluation And Development Plan

<u>DEPARTMENT :</u> Finance		
<u>Department coordinator :</u> Jean-Luc PAGNON		
<u>LEVEL :</u> ESC 3	<u>PERIOD :</u> 1st Semester	<u>CREDITS :</u> 2 ECTS
<u>Language :</u> French	<u>Nb of hours :</u> 18 to 24 hours	
<u>Key words :</u> Diagnostic ; Development plan ; Evaluation		

Teacher : **Pierre BLUMA**

Context / Overview

The aim of this module is to underline the link between the development plan and a company's value.

Pedagogical Objectives

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

- Carry out the diagnosis of a company
- Apply the principal methods of evaluation and explain their limits

Teaching Methods / Learning Experiences

- Class work: Case studies
- Individual work during the class: Reading of class notes and exercises
- Teacher's method: lectures and numerous case studies

Content

- The problems of the evaluation
- Getting to know the company
- Documents to be obtained
- The financial diagnosis
- The sales diagnosis
- The evaluation methods
- Property value
- Productivity value
- Profitability value
- Value obtained by available cash flow methods
- Value obtained by methods of comparison
- Other approaches to value

Assessment

- Case studies

Bibliography

« Comptabilité approfondie et révision » by M.Lacroix, Vuibert

Short Presentation of Teacher

Pierre BLUMA is a public accountant for the Court of Appeal of Paris and an auditor. He teaches in several universities and business schools.

10FIN3036

IFRS And Financial Communication

<u>DEPARTMENT :</u> Finance		
<u>Department coordinator :</u> Jean-Luc PAGNON		
<u>LEVEL :</u> ESC 3	<u>PERIOD :</u> 1st Semester	<u>CREDITS :</u> 2 ECTS
<u>Language :</u> English	<u>Nb of hours :</u> 18 to 24 hours	
<u>Key words :</u> Financial communication ; IFRS ; Financial analysis		

Teacher : **Jean-Luc PAGNON**

Context / Overview

This course will not make you a financial expert. However, it will help you be able to pick up an Annual Report, make sense of the contents and discuss it in English. In addition to examining the basic techniques of Financial Analysis (e.g. ratio analysis) the course will put financial statements into the wider context of financial communication.

Pedagogical Objectives

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

- Describe financial developments in a company
- Discuss corporate developments in an informal setting
- Present and discuss a company's financial statements at a formal meeting
- Talk about financial needs of companies and the role of financial markets
- Describe the basic concepts of shareholder value and how it is measured
- Describe the conceptual framework of financial statements specified in IFRS.

Teaching Methods / Learning Experiences

The two objectives of this course ' understanding the basics of financial statements, and being able to discuss them with ease in English ' means that there is a very high language input in this seminar. On the one hand, a great deal of terminology and specialist language is involved. On the other, participants need a great deal of practice in employing the newly learned skills. This will take the form of discussions and presentations, with intensive feedback playing a particularly important role.

Content

- What is financial communication?
- Users of financial information
- Transparency and credibility of financial information
- Annual report (AR)
- Financial Statements
- Conceptual framework of financial statements specified in IFRS
- Financial Statements Analysis
- Non-financial aspects of performance evaluation

- Capital structure and financial markets
- Shareholder value

Assessment

Financial Analysis test (50%).

Presentation (50%). At the end of the module, groups of students will make a presentation of a company of their choice based on the company's communication.

Each group will present for 15 minutes.

The objective of each group will be to analyze the company's activities, performance and prospects and to explain why a potential investor should or should not invest in the company.

Bibliography

Essential Reading:

'Accounting: An Introduction' by Eddie McLaney and Peter Atrill, FT Prentice Hall

'Financial Ratio Analysis' (by Dr. P. Peterson,

<http://garnet.acns.fsu.edu/~ppeters/fin3403/readings/basics/ratios.html>)

'Tips for Reading an Annual Report' (<http://www.zpub.com/sf/ar/arl-read.html>)

'IFRS Pocket Guide' by PricewaterhouseCoopers

Indicative Bibliography:

'Company Image and Reality. A Critique of Corporate Communication' by David Bernstein, Holt, Rinehart and Winston Ltd, London

Short Presentation of Teacher

Jean-Luc Pagnon, holds a D.E.S.C.A.F. For over 20 years he held positions of responsibility in administration in decentralised units of international groups before turning to teaching activities. He is a permanent teacher at the Amiens School of Management.

10FIN3037

Financial Engineering - Take Over Plans With Leverage Effect

<u>DEPARTMENT:</u> Finance		
<u>Department coordinator:</u> Jean-Luc PAGNON		
<u>LEVEL:</u> ESC 3	<u>PERIOD:</u> 1st Semester	<u>CREDITS:</u> 2 ECTS
<u>Language:</u> French	<u>Nb of hours:</u> 18 to 24 hours	

Teacher: **Jean-Claude LOYER**

10FIN3039
Optimisation Of Cashflow Management

<u>DEPARTMENT:</u> Finance		
<u>Department coordinator:</u> Jean-Luc PAGNON		
<u>LEVEL:</u> ESC 3	<u>PERIOD:</u> 1st Semester	<u>CREDITS:</u> 2 ECTS
<u>Language:</u> French	<u>Nb of hours:</u> 18 to 24 hours	

Teacher: **Michel DUBOIS**

10FIN3040

Budgetary Control Evaluation Of Performance

<u>DEPARTMENT :</u> Finance		
<u>Department coordinator :</u> Jean-Luc PAGNON		
<u>LEVEL :</u> ESC 3	<u>PERIOD :</u> 1st Semester	<u>CREDITS :</u> 2 ECTS
<u>Language :</u> English	<u>Nb of hours :</u> 18 to 24 hours	
<u>Key words :</u> Budgeting, control		

Teacher : **John SARGEANT**

Context / Overview

'A manager's responsibility is not to forecast the future, it is to contribute to its creation. To do so means continuously mobilizing all resources in the organization to adapt to and exploit the opportunities that appear. Budgets and budgeting are processes and procedures that aim to contribute to such a mission....' (Michel Lebas, Professor of Management Accounting and Management Control at HEC Graduate School of Management, Paris.)

The course provides a comprehensive approach to budgeting; from how to prepare the many schedules that make up a master budget to the fundamental managerial issues affected by the profit planning and control process.

Pedagogical Objectives

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

- Create a budget and carry out budgeting
- Give definitions for the main budgetary terms
- Identify the benefits of budgeting:
- Analyse the Budgetary Process
- Describe the differences between Functional Budgets and Master Budgets
- Explain what responsibility centres and responsibility accounting are
- Integrate organisational and behavioural issues into the procedures
- Choose between Fixed and Flexible Budgets in a given situation
- Explain Cash Budgets
- Carry out variance analysis and Management Control
- Interpret variances
- Create effective Control Reports
- Analyse the Limits of Budgetary Control

Teaching Methods / Learning Experiences

The course is based on lectures and tutorials, and will encourage student participation.

Content

Budgeting

- Budgetary terms
- The benefits of budgeting
- The Budgetary Process
- Functional Budgets and Master Budgets
- Fixed and Flexible Budgets
- Cash Budgets

Responsibility centres and responsibility accounting

Organisational and behavioural issues

Variance analysis and Management Control

Control Report

The Limits of Budgetary Control

Assessment

One multiple-choice test or one written assignment

Bibliography

« Management Accounting for Business Decisions » by C. Drury, International Thomson Business Press

Short Presentation of Teacher

John SARGEANT has experience in senior financial and general management posts with multinational companies in Europe, capitalising on professional Chartered Accountant qualification (FCA) and audit training in the UK and France.

10FIN3043

The French Financial Market

<u>DEPARTMENT :</u> Finance		
<u>Department coordinator :</u> Jean-Luc PAGNON		
<u>LEVEL :</u> ESC 3	<u>PERIOD :</u> 1st Semester	<u>CREDITS :</u> 2 ECTS
<u>Language :</u> French	<u>Nb of hours :</u> 18 to 24 hours	
<u>Key words :</u> Stock exchange ; Financial risk		

Teacher : **Philippe DEMILLY**

Context / Overview

This module studies the possibilities of funding companies through public savings. It helps the student to be aware of the risks connected to the markets and of the possible strategies to avoid these risks.

Pedagogical Objectives

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

- Explain the advantages of being listed on the stock exchange
- Explain how the stock market works
- Place a market order
- Explain what a bi-product is
- Understand financial information in specialised press
- Explain the basis of the technical analysis
- Explain the basis of the graphic analysis
- Explain the types and magnitude of the financial risks facing companies
- Explain how to intervene in the cash market, futures market and spin-off markets in order to control financial risks

Teaching Methods / Learning Experiences

- Class work: exercises
- Individual work during the course: research of financial information
- Teacher's method: lectures and seminars

Content

- The financial market and its property values
- Capital bonds / debt securities
- Primary market / Secondary market
- Cash market / Futures market / Options market
- The workings of the stock market
- Trading in securities
- Listing procedure
- The money market

- The exchange market
- The 3 major financial risks: rate risks, exchange risks, price risks
- The 4 possible strategies for managing financial risk

Assessment

Multiple choice test

Bibliography

- « Gestion financière » by A.M.Keiser, Editions ESKA
- « Histoire de la Bourse de Paris » by P.J.Lehmann, PUF
- « La Bourse » by Josette Peyrard, Editions Vuibert Entreprise
- « Les produits dérivés » by P.Chabardes and F.Delclaux, Gualino

Short Presentation of Teacher

Philippe DEMILLY: 18 years banking experience in a free market bank. 10 years practical teaching at the training centre for the Banking profession (Centre de Formation de la Profession Bancaire) at the Ecole de la Bourse, in Universities and Management Schools. Graduate from the Insitut des Techniques de Marché (level 1). Holder of a certificate in the property management from the Centre d'Etudes Supérieures de Banque.

10FIN3046

Advanced Corporate Finance

<u>DEPARTMENT :</u> Finance		
<u>Department coordinator :</u> Jean-Luc PAGNON		
<u>LEVEL :</u> ESC 3	<u>PERIOD :</u> 1st Semester	<u>CREDITS :</u> 2 ECTS
<u>Language :</u> French	<u>Nb of hours :</u> 18 to 24 hours	
<u>Key words :</u> Debt ; Financial Policy ; Options		

Teacher : **Rebecca HOOPER**

Context / Overview

This module aims to provide a treatment of a selection of advanced theoretical and applied topics in corporate finance, including the valuation of firms' assets and liabilities in cases where they contain embedded contingent claims (options), reconciling these option prices of assets and liabilities with the Capital Asset Pricing Model (CAPM).

Pedagogical Objectives

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

- determine the expected return on holding options
- value firm components using option sharing rules
- discuss the determinants of a firm's cost of capital
- discuss the determinants of a firm's capital structure
- discuss firm restructuring and the relevance of Agency Theory
- discuss why traditional NPV rules are deficient and evaluate simple Real Option examples

Teaching Methods / Learning Experiences

Ø Teacher's method: 18 contact hours split between lectures and tutorials (typically 12 hours lectures, 6 hours classes).

Content

- Corporate financial policy,
- Dividend policy,
- Agency theory,
- Capital structure strategies,
- Mergers and acquisitions,
- Option pricing fundamentals,
- Convertible debt,
- Callable debt,
- Warrants,
- Financial distress and bankruptcy,
- Corporate restructuring,

Assessment

The exam will consist of a mix of questions, some more discursive and aimed at evaluating students' depth of knowledge of a given topic and others more technical and mathematical aimed at testing students' ability to derive and extend the analysis developed in the module.

Bibliography

- M. Grinblatt and S. Titman (2002), Financial Markets and Corporate Strategy, 2nd Edition, McGraw-Hill
- Selected readings from finance academic journals

Short Presentation of Teacher

Rebecca Hooper graduate in Economics from Cambridge University and has a MBA from the INSEAD Business School. She has worked in foreign exchange, the money markets, Eurobonds, government bonds and derivatives and currently teaches finance in English at ESC Rouen.

10FIN3049

Efficiency Of Financial Markets

<u>DEPARTMENT :</u> Finance		
<u>Department coordinator :</u> Jean-Luc PAGNON		
<u>LEVEL :</u> ESC 3	<u>PERIOD :</u> 1st Semester	<u>CREDITS :</u> 2 ECTS
<u>Language :</u> French	<u>Nb of hours :</u> 18 to 24 hours	
<u>Key words :</u> Performance ; Blueprint ; Questionnaire		

Teacher : **Fredj JAWADI**

Context / Overview

As well as providing more information on the concept of market efficiency, this module provides the student with a methodology which will help them in the development of their research dissertation.

Pedagogical Objectives

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

- model financial batches to answer economic and financial questions
- master the statistical tools
- build a questionnaire and make the statistical analysis of its results
- use software of statistical analysis and econometrics
- learn a certain number of tracks from industrial research

Teaching Methods / Learning Experiences

- Teacher's method: theoretical reminders, existing application and examples and exercises on software

Content

- Theoretical reminders on performance theory
- Tests the performance hypothesis in the weak sense and the strong sense
- Study the integration hypothesis of financial markets
- Study the tests of the speculative bubbles
- Study the forecast of stock exchange profitability
- Analyse the effects of transmission and mimetic behaviour
- Study the dynamics of stock exchange rates adjustment as opposed to fundamentals
- Study market crashes
- Study the excessive volatility of stock exchange profitability.

Assessment

Multiples choice test
Open ended questions.

Bibliography

« L'efficience informationnelle des marchés financiers », Valérie Mignon and Sandrine Lardic, La découverte, 31/08/2006.

Short Presentation of Teacher

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

10FIN3051

Risk Management

<u>DEPARTMENT :</u> Finance		
<u>Department coordinator :</u> Jean-Luc PAGNON		
<u>LEVEL :</u> ESC 3	<u>PERIOD :</u> 1st Semester	<u>CREDITS :</u> 2 ECTS
<u>Language :</u> English	<u>Nb of hours :</u> 18 to 24 hours	
<u>Key words :</u> Risk ; Value at risk ; Basle II		

Teachers

1. **Dorin MILITARU**
2. **Jean-Luc PAGNON**

Context / Overview

The purpose of this course is to provide the students with a good understanding of the theory and practice of risk management methodology which will assist them to formulate, analyse, develop and implement strategies for effective risk management.

Pedagogical Objectives

By the end of the programme, the students should be able to:

- Identify risks associated with operating a business
- Explain the pricing models used by financial firms
- Describe risk transfer programmes and hedging
- Describe credit and operational risk models
- Explain VaR models
- Evaluate the key aspects of financial regulation such as Basel II

Teaching Methods / Learning Experiences

- This module will be delivered via lectures and tutorials.

Content

- Why Risk Management?
- Typology of financial risks
 - Market risk
 - Credit risk
 - Liquidity risk
 - Operational risk
 - Legal and regulatory risk
- Risk and return
- Derivative products
- Value-at-risk and other risk measures

- Interest rate risk
- Credit risk
 - Default risk
 - Recovery risk
- Credit derivatives
- Portfolio credit models
- Regulation of financial institutions
- The Basel Accord

Assessment

Case study

Bibliography

Essential reading:

Pierre Vernimmen, Pascal Quiry, Maurizio Dallocchio, Yann Le Fur, Antonio Salvi (2005): Corporate Finance, Theory and Practice. Dalloz

Supplementary reading :

1. Basel Committee on Banking Supervision (2003): 'The New Basel Capital Accord ' Consultative Document', Bank of International settlement (<http://www.bis.org>).
2. Christoffersen, Peter F. (2003): Elements of Financial Risk Management. Academic Press, San Diego.
3. Crouhy, Michel, Dan Galai, and Robert Mark (2001): Risk Management. McGraw-Hill, New York.
4. Duffie, Darrel, and Jun Pan (1997): 'An Overview of Value-at-Risk', Journal of Derivatives, 4, 7-49 (<http://stuff.mit.edu/people/junpan/>).
5. Duffie, Darrell, and Kenneth J. Singleton (2003): Credit Risk: Pricing, Measurement, and Management. Princeton University Press.
6. Jorion, Philippe (1997): Value at Risk. Irwin. Burr Ridge. IL.
7. Jorion, Philippe (2005): Financial Risk Manager Handbook. Wiley, Hoboken, New Jersey, third edition.
8. Szego, Giorgio (2004): Risk Measures for the 21st Century. Wiley, Hoboken, New Jersey.

Short Presentation of Teachers

Dorin MILITARU is a permanent lecturer and researcher at the Amiens School of Management. He has a PhD in Management Science and graduated from the Ecole Normale Supérieure of Amiens with a Master's degree in the Theory of Decision-making. His research deals with consumer behaviour and perceived risk with a focus on e-commerce. His main interests concern recommendation systems, cooperative filtering, and intelligent agents.

Jean Luc PAGNON is a permanent teacher at the Amiens School of management. He has the D.E.S.C.A.F. qualification and is a member of the Amiens Graduate Business School alumni. He worked for 20 years in financial management in decentralised units for multinational groups before going into higher education.

10FIN3052
Company Evaluation And Development Plan

<u>DEPARTMENT:</u> Finance		
<u>Department coordinator:</u> Jean-Luc PAGNON		
<u>LEVEL:</u> ESC 3	<u>PERIOD:</u> 1st Semester	<u>CREDITS:</u> 2 ECTS
<u>Language:</u> French	<u>Nb of hours:</u> 18 to 24 hours	

Teacher: **Pierre BLUMA**

10FIN3055

Private Asset Management - Exploitation Of specialized Tax Markets

<u>DEPARTMENT:</u> Finance		
<u>Department coordinator:</u> Jean-Luc PAGNON		
<u>LEVEL:</u> ESC 3	<u>PERIOD:</u> 1st Semester	<u>CREDITS:</u> 2 ECTS
<u>Language:</u> French	<u>Nb of hours:</u> 18 to 24 hours	

Teacher: **Philippe DEMILLY**

10FIN3060

Mergers and Acquisitions, The case of banking industry

<u>DEPARTMENT :</u> Finance		
<u>Department coordinator :</u> Jean-Luc PAGNON		
<u>LEVEL :</u> ESC 3	<u>PERIOD :</u> 1st Semester	<u>CREDITS :</u> 2 ECTS
<u>Language :</u> English	<u>Nb of hours :</u> 18 to 24 hours	

Teacher : **Hicham DAHER**

Context / Overview

This course enables the students to understand the rational of mergers and acquisitions. The different aspects of the takeover process are presented. Practical examples from the banking industry in the US and Europe are checked to give a realistic dimension to the theory.

Pedagogical Objectives

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

- Have a clear vision on the banking industry
- Understand the motivation of financial intermediaries
- Conduct an Event study
- Evaluate the wealth creation of M&A deals
- Understand the corporate governance issue

Teaching Methods / Learning Experiences

Travail préparatoire ou pré-requis : Knowledge in hypothesis test techniques

Travail en classe : Some sessions will be conducted on some case studies

Travail personnel pendant la durée du cours :

Méthode de l'intervenant : Professor presentations and group work

Content

- Financial Intermediaries
- Different sort of banks : US and European case
- The mergers and acquisitions process
- Synergy and efficiency
- The free Cash-Flow proposition
- CEO entrenchment and the hubris hypothesis
- Market for corporate Control
- Information asymmetry and Risk sharing rational
- Event studies

Assessment

A case study of an M&A deal valuation is asked at the end of the course. This work should be done by a group of 2 students (depending in the number of students).

Bibliography

Takeovers, Restructuring, and Corporate Governance (5th Edition) (Hardcover)
by Fred J. Weston, J. Harold Mulherin, Mark Mitchell

Additional Readings:

Fama, E., Fisher, L. Jensen, M.C. and Roll, R. The Adjustment of Stock Prices to New Information. International Economic Review 10 : 1-21, 1969.

Hansen, R., 1987, A Theory for the Choice of Exchange Medium in Mergers and Acquisitions. The Journal of Business 60, 75-95.

Brown, S., Warner, J. Measuring Security Price Performance. Journal of Financial Economics 8, 1980

Brown, S., Warner, J. Using Daily Returns. The Case of Event Studies. Journal of Financial Economics 14, 1985.

Short Presentation of Teacher

Hicham Daher is a researcher in Finance and preparing a PhD on Banking Mergers and Acquisitions at the ESA-Université de Lille2. As an assistant professor, he taught some courses covering Econometrics, Corporate Finance, Portfolio Management and Financial Analysis

10FIN3061

<u>DEPARTMENT:</u> Finance		
<u>Department coordinator:</u> Jean-Luc PAGNON		
<u>LEVEL:</u> ESC 3	<u>PERIOD:</u> 1st Semester	<u>CREDITS:</u> 2 ECTS
<u>Language:</u> French	<u>Nb of hours:</u> 18 to 24 hours	

Teacher: **Alexis CELLIER**

10FIN3062 **Business Valuation**

<u>DEPARTMENT:</u> Finance		
<u>Department coordinator:</u> Jean-Luc PAGNON		
<u>LEVEL:</u> ESC 3	<u>PERIOD:</u> 1st Semester	<u>CREDITS:</u> 2 ECTS
<u>Language:</u> English	<u>Nb of hours:</u> 18 to 24 hours	

Teacher: **Ann Marie KLINGENHAGEN**

Context / Overview

Private equity and venture capital firms acquire companies to manage them better and increase their value. Companies merge with and acquire other companies to grow and increase value to their shareholders. Thus the need to value a firm appropriately, both in its components and its enterprise value, is critical to the process of economic growth.

Pedagogical Objectives

Students will acquire the financial tools necessary to analyze companies using different approaches. By the end of the course students should be able to apply these tools to a decision point.

Teaching Methods / Learning Experiences

Work in class: case studies and exercises in groups
Personal Work: preparatory reading and review of cases
Teaching Methods in class: Lecture/Discussion, group work

Content

- Concepts of value creation and how they are used
- Review financial statements, types of cash flows, discounting cash flows
- Valuation Methodologies and how to apply them
 - o Discounted Cash Flow
 - o Market Multiples
 - o Comparable Transactions
- Applications to corporate decision-making
- Applications to Case Studies

Assessment

- Case studies
- Group contributions
- Individual contributions in class

Bibliography

- Brealey, R.A. & Myers, S.C.: "Principles of Corporate Finance", Mc-Graw-Hill, 7th or 8th edition ' selected chapters to be assigned
- Case Studies to be assigned

Short Presentation of Teacher

Ann Marie KLINGENHAGEN, MBA, MA [Economics] is an Instructor at DePaul University Finance Department in Chicago, IL, USA. She has twenty years of experience in business and financial services including banking, corporate and strategic planning, and investment advising. She is a Certified Financial Planner™.

10FIN3063

Tools and Instruments of Project Management

<u>DEPARTMENT :</u> Finance		
<u>Department coordinator :</u> Jean-Luc PAGNON		
<u>LEVEL :</u> ESC 3	<u>PERIOD :</u> 1st Semester	<u>CREDITS :</u> 2 ECTS
<u>Language :</u> English	<u>Nb of hours :</u> 18 to 24 hours	

Teacher : **Richard HARVEY**

Context / Overview

This course provides a focused coverage of the different aspects to be considered when planning and executing major engineering and construction projects. Along the stages of a project, starting with prequalification and tendering up to completion and handing over, organisational, financial and to some extent legal issues will be covered.

Pedagogical Objectives

Attending the course will give the students an overview of the interdisciplinary knowledge technical and a commercial project managers must have.

Teaching Methods / Learning Experiences

Méthode de l'intervenant : The course consists of lectures, accompanying exercises, cases, homework, and discussions.

Content

- International Engineering and Construction Business
 - o Economic Figures: Engineering and Plant Construction Business
 - o Classification of Projects and Contracts
- Organisation of Companies and Projects
 - o Company Organisation
 - o Project Organisation
- Prequalification, Tender, and Contract
 - o Methods of Tendering
 - o Designing the Appropriate Macro-Organisation
 - o Procedures During the Tender Period
 - o Contract Types and Contract Documents
- Financing and Commercial Issues
 - o Financial Engineering and Financing Institutions
 - o Means and Terms of Payment
 - o Cost - and Project-Cash-Management
- Contract Analysis and Project Kick-Off
 - o Contract Analysis and Risk Management
 - o Project Procedures

- o Kick-Off - Meeting
- Procurement and Subcontracting
- o Procurement Function and Organisational Setup
- o Supply Management
- o Logistics
- Management of Claims
- o International Contract Law
- o Claims Management
- o ADR and Arbitration

Assessment

Multiple Choice Quiz

Bibliography

- Gower Handbook of Projects Management ; J.R. TURNER and ST. J. SIMISTER, Gower ; 1994
- The commercial project manager ; TURNER, J. RODNEY ; Mc GRAW-HILL ; 1995

Short Presentation of Teacher

Dr Richard Harvey is the Director of Llwydd Ltd, Project and Technology Management and a Lecturer in International Project Engineering at the University of Siegen (Germany). His education includes a PhD in Structural Engineering from the University of Cardiff.

10FIN3064

The Investment Fund Industry

<u>DEPARTMENT:</u> Finance		
<u>Department coordinator:</u> Jean-Luc PAGNON		
<u>LEVEL:</u> ESC 3	<u>PERIOD:</u> 1st Semester	<u>CREDITS:</u> 2 ECTS
<u>Language:</u> English	<u>Nb of hours:</u> 18 to 24 hours	

Teacher: **Laurent FEDRIGO**

Context / Overview

The module objective is to enable the students to understand the basics of the Investment Fund Industry.

Pedagogical Objectives

By the end of the module, the student should be able to:

- Analyze, select and evaluate investment funds.
- Explain the basic auditing techniques specific to this industry.

Teaching Methods / Learning Experiences

lecture notes should be read in advance of the lectures
This module will be delivered via lectures and tutorials.

Content

- What is an investment fund ?
- Types of investment funds
- UCITS Funds
- Hedge Funds, Funds of Hedge Funds
- Real Estate Funds
- Pooled Funds
- Master/Feeder structures
- Guaranteed Funds
- The Investment Fund Industry.
- Economic weight
- The Luxembourg Financial Place
- The regulatory framework
- The European Framework (CESR, IMF Report, Long Form Report, etc.)
- The Global Investment Performance Standard (GIPS)
- Introduction to the auditing of investment funds
- Methodology / Specific risks
- Practical case study
- Fraud

Assessment

Case study

Bibliography

Teaching material provided by Laurent Fedrigo

Short Presentation of Teacher

Laurent Fedrigo, associé de Pricewaterhouse Coopers Luxembourg, est membre de la commission mesure de performance de l'ALGAFI (association luxembourgeoise des gestionnaires et analystes financiers) ; il préside également celle de l'ALFI (Association Luxembourgeoise des Fonds d'Investissement). A ce titre, il représente Luxembourg au sein de l'European Investment Performance Committee (EIPC) et il a dirigé l'adoption, par le Luxembourg, des normes GIPS (Global Investment Performance Standards).

10FIN3065

<u>DEPARTMENT:</u> Finance		
<u>Department coordinator:</u> Jean-Luc PAGNON		
<u>LEVEL:</u> ESC 3	<u>PERIOD:</u> 1st Semester	<u>CREDITS:</u> 2 ECTS
<u>Language:</u> French	<u>Nb of hours:</u> 18 to 24 hours	

Teacher: **Arnaud SALLA**

10FIN3066

<u>DEPARTMENT:</u> Finance		
<u>Department coordinator:</u> Jean-Luc PAGNON		
<u>LEVEL:</u> ESC 3	<u>PERIOD:</u> 1st Semester	<u>CREDITS:</u> 2 ECTS
<u>Language:</u> French	<u>Nb of hours:</u> 18 to 24 hours	

Teacher: **Eric SEVERIN**

10FIN3067

<u>DEPARTMENT:</u> Finance		
<u>Department coordinator:</u> Jean-Luc PAGNON		
<u>LEVEL:</u> ESC 3	<u>PERIOD:</u> 1st Semester	<u>CREDITS:</u> 2 ECTS
<u>Language:</u> French	<u>Nb of hours:</u> 18 to 24 hours	

Teacher: **Jean-Michel SAHUT**

10FIN3068
Financial Econometrics

<u>DEPARTMENT:</u> Finance		
<u>Department coordinator:</u> Jean-Luc PAGNON		
<u>LEVEL:</u> ESC 3	<u>PERIOD:</u> 1st Semester	<u>CREDITS:</u> 2 ECTS
<u>Language:</u> English	<u>Nb of hours:</u> 18 to 24 hours	

Teacher: **Fredj JAWADI**

10FIN3072

<u>DEPARTMENT:</u> Finance		
<u>Department coordinator:</u> Jean-Luc PAGNON		
<u>LEVEL:</u> ESC 3	<u>PERIOD:</u> 1st Semester	<u>CREDITS:</u> 2 ECTS
<u>Language:</u> French	<u>Nb of hours:</u> 18 to 24 hours	

Teacher: **Vincent CARPENTIER**

10FIN3076

<u>DEPARTMENT:</u> Finance		
<u>Department coordinator:</u> Jean-Luc PAGNON		
<u>LEVEL:</u> ESC 3	<u>PERIOD:</u> 1st Semester	<u>CREDITS:</u> 2 ECTS
<u>Language:</u> French	<u>Nb of hours:</u> 18 to 24 hours	

Teacher: **Roger HERNU**

10FIN3077

<u>DEPARTMENT:</u> Finance		
<u>Department coordinator:</u> Jean-Luc PAGNON		
<u>LEVEL:</u> ESC 3	<u>PERIOD:</u> 1st Semester	<u>CREDITS:</u> 2 ECTS
<u>Language:</u> French	<u>Nb of hours:</u> 18 to 24 hours	

Teacher: **Dominique MALOIGNE**

10FIN3078

<u>DEPARTMENT:</u> Finance		
<u>Department coordinator:</u> Jean-Luc PAGNON		
<u>LEVEL:</u> ESC 3	<u>PERIOD:</u> 1st Semester	<u>CREDITS:</u> 2 ECTS
<u>Language:</u> French	<u>Nb of hours:</u> 18 to 24 hours	

Teacher: **Jean-Claude LOYER**

10FIN3079

Foreign Exchange and Interest Risk Management

<u>DEPARTMENT:</u> Finance		
<u>Department coordinator:</u> Jean-Luc PAGNON		
<u>LEVEL:</u> ESC 3	<u>PERIOD:</u> 1st Semester	<u>CREDITS:</u> 2 ECTS
<u>Language:</u> English	<u>Nb of hours:</u> 18 to 24 hours	

Teacher: **Jacques MAKOWICZ**

Context / Overview

In an international context, aside from asset risk, firms face the additional component of exchange rate and interest rate risk management to its global investment and financing decisions.

Pedagogical Objectives

The course objectives are to achieve the following learning outcomes:

- Gain practical knowledge of various currency instruments (forwards, futures, and options), and their applications in hedging exchange rate risk.
- Gain practical knowledge of various derivative instruments (futures, swaps and options), and their applications in managing interest rate risk.

Teaching Methods / Learning Experiences

The course consists of lectures, accompanying exercises, and cases.

Content

- The foreign exchange market
- The forward exchange market
- Foreign currency options
- The interest rate curve
- Forward rate agreements (FRA)
- Interest rate swaps (IRS)
- Interest rate options
- Risk management strategies

Assessment

Case study

Bibliography

- D. Van Deventer, K. Imai, M. Mesler (2005): "Advanced financial risk management", Wiley
- Charles de La Baume, André Rousset et Charles-Henri Taufflieb (1999): « Couverture des Risques de Change et de Taux dans l'Entreprise », Economica, Paris
- Philippe d'Arvisenet (2004): « Finance Internationale », Dunod, Paris

Short Presentation of Teacher

Après une longue expérience en salle des marchés, Jacques Markowicz a occupé la position de Bank Relations & Education Manager au sein du département Financial Markets de ING Belgique et anime depuis 1993 un très grand nombre de séminaires en Belgique et à l'étranger destinés au personnel et aux stagiaires universitaires de ING Belgique, aux étudiants d'universités belges, françaises, américaines ainsi qu'à 7 sociétés multinationales établies en Belgique.

10FIN3080

<u>DEPARTMENT:</u> Finance		
<u>Department coordinator:</u> Jean-Luc PAGNON		
<u>LEVEL:</u> ESC 3	<u>PERIOD:</u> 1st Semester	<u>CREDITS:</u> 2 ECTS
<u>Language:</u> French	<u>Nb of hours:</u> 18 to 24 hours	

Teacher: **Eric SEVERIN**

10FIN3081

<u>DEPARTMENT:</u> Finance		
<u>Department coordinator:</u> Jean-Luc PAGNON		
<u>LEVEL:</u> ESC 3	<u>PERIOD:</u> 1st Semester	<u>CREDITS:</u> 2 ECTS
<u>Language:</u> French	<u>Nb of hours:</u> 18 to 24 hours	

Teacher: **Hager JEMEL**

10FIN3082

The interface between marketing and finance

<i>DEPARTMENT :</i> Finance		
<i>Department coordinator :</i> Jean-Luc PAGNON		
<i>LEVEL :</i> ESC 3	<i>PERIOD :</i> 1st Semester	<i>CREDITS :</i> 2 ECTS
<i>Language :</i> English	<i>Nb of hours :</i> 18 to 24 hours	

Teacher : **Paul MCDONAGH**

Context / Overview

This course will examine the interface between marketing and finance with particular emphasis on developing an understanding of the financial implications of marketing decisions.

Pedagogical Objectives

The course objectives are to achieve the following learning outcomes:

- Gain practical working knowledge of how finance and marketing – and their interrelation – contribute to the organisation's bottom line.
- Discover how market leaders are using the impact of marketing decisions on financial performance to build corporate value.
- Assess the costs and benefits of various marketing strategies,
- Understand how creating value for customers can build shareholder value.

Teaching Methods / Learning Experiences

The course consists of lectures, accompanying cases.

Content

The scope of strategic marketing decisions.

- Implementing marketing strategies.
- Cost implications of marketing decision.
- ROMI (Return On Marketing Investment).
- Marketing and production.
- Marketing and the creation of shareholder value.
- Marketing and cash flow management.

Assessment

Case study

Bibliography

- “The Interface between marketing and finance: integrated management in an unstable world” by Zinkhan, George M., Zinkhan, F. Christian, Managerial Finance 1997, Publisher: Barmarick Publications (UK)
- « Performance marketing et performance financière : débats et enjeux », Batteau P., Changeur S., Atelier AFM de Recherche Appliquée La performance du marketing : de l'efficacité du mix au retour sur investissement, Paris, 26 avril 2006
- “The Marketing-Finance Interface: A relational Exchange Perspective”, De Ruyter K, Wetzels M. (2000), Journal of Business Research, 50, 2, 209-215
- “The Marketing/Finance Interface - Two Divergent and Complementary Views of the Firm” by Zinkhan G.M, Verbrugge J.A., Journal of Business Research, Volume 50, Number 2, November 2000 , pp. 143-148(6), Publisher: Elsevier
- « Le ROI est-il Roi? », Boudreault L. (2004) for Propage Propulsion, bulletin trimestriel, Automne 2004, Québec, Montreal

Short Presentation of Teacher

Paul McDonagh has multi-functional management experience and his consultancy work has encompassed: international communications, commercial negotiations, market analysis and development of entry strategies, and performance improvement.

Native English speaker, he has travelled extensively and lived/worked in the UK, Finland and France.

Leadership and Human Resources

10LRH3001
Employment Contracts And Working Hours

<u>DEPARTMENT:</u> Leadership and Human Resources		
<u>Department coordinator:</u> Sana HENDA		
<u>LEVEL:</u> ESC 3	<u>PERIOD:</u> 1st Semester	<u>CREDITS:</u> 2 ECTS
<u>Language:</u> French	<u>Nb of hours:</u> 18 to 24 hours	

Teacher: **Denis BONIFACE**

10LRH3007
Managing Employment Forecasts

<i>DEPARTMENT :</i> Leadership and Human Resources		
<i>Department coordinator :</i> Sana HENDA		
<i>LEVEL :</i> ESC 3	<i>PERIOD :</i> 1st Semester	<i>CREDITS :</i> 2 ECTS
<i>Language :</i> French	<i>Nb of hours :</i> 18 to 24 hours	

Teacher : **Nathalie SIRVENT**

10LRH3008
Team Management And Communication

<u>DEPARTMENT:</u> Leadership and Human Resources		
<u>Department coordinator:</u> Sana HENDA		
<u>LEVEL:</u> ESC 3	<u>PERIOD:</u> 1st Semester	<u>CREDITS:</u> 2 ECTS
<u>Language:</u> French	<u>Nb of hours:</u> 18 to 24 hours	

Teacher: **Christine BLIMER**

10LRH3009

Continuing Professional Development

<u>DEPARTMENT :</u> Leadership and Human Resources		
<u>Department coordinator :</u> Sana HENDA		
<u>LEVEL :</u> ESC 3	<u>PERIOD :</u> 1st Semester	<u>CREDITS :</u> 2 ECTS
<u>Language :</u> French	<u>Nb of hours :</u> 18 to 24 hours	
<u>Key words :</u> Professional development, vocational training, HRM		

Teacher : **Nora ALLEKI**

Context / Overview

In the current change of the economic systems towards an economy of knowledge, the management of skills within a firm has become a performance tool. The system of continuous vocational training participates in this evolution. This system was institutionalized in France in 1971 and has been modified several times. In order to manage training within a company and to understand the different strategies, you must be aware of the how ongoing vocational training works.

Pedagogical Objectives

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

- Understand and explain the changes and different policies of ongoing vocational training
- Identify the specifics of training policies abroad
- Understand and explain the importance of ongoing training in HR management
- Make decisions about employee training and elaborating training programmes
- Apply a training policy by using the ongoing training tools
- Put in place tools and systems to evaluate training
- Work in a group and take initiatives

Teaching Methods / Learning Experiences

Preparation or pre-requisites: knowledge of labour laws (role of the IRP, fair labour standards act and look through book IX of the fair labour standards act)

Work in class: by group, to carry out a 3 hour case study

Personal work during class time: 3 to 4 hours

Teachers method: seminars, group and individual work... both are associated. Combining theory and experience, the student will also have to find illustrations in the press for each topic studied.

Role play: in groups of 5 maximum, setting-up a training plan based on a case study.

Content

Materiel, topics, questions raised...

The course will be organised around 3 themes

- In France, ongoing training is an institutionalised system in which the State plays an important role.

Therefore, in order to understand the system and a company's obligations, it is necessary to study the legal constraints for ongoing training and how it is financed (role of the neutral appointed collector organism).

- Over the past few years a company's training actions have become a vital part of the HR policy. The aim of this part is to present the key elements of a successful training policy: how it fits into the HR policy, how to make it accessible to employees, contacts with training organisations and methods for evaluating training actions within the company.

- The policy for ongoing training is part of an approach to managing HR through skills which also relate to other European countries, particularly in today's context of globalisation. It is therefore useful to know and understand the vocational training systems of 2 other EU countries. This will enable the student to identify specific elements of HR management which can be transposed from a company in one country to another.

Assessment

The participation and ground work are marked based on knowledge and professional attitude.

Bibliography

- Dany F., Livian YF., La nouvelle gestion des cadres : employabilité, individualisation et vie au travail, Ed. Vuibert, 2002

- Cadin L., Guerin F., Pigeyre F., Gestion des ressources humaines, pratique et éléments de théorie, Ed. Dunod, 2004

- Gilbert P., Schmidt G., Evaluation des compétences et situations de gestion, Ed. Economica, 1999

- Guyot JL., Mainguet C., La formation professionnelle continue : l'individu au c'ur des dispositifs, Ed. de Boeck, 2003

- Meignant A., Manager La formation, Ed. Liaisons, 2003

- Pemartin D, La compétence au c'ur de la GRH, Ed. EMS, 2005

Daily press (Les Echos and Le Monde)

Magazines and Reviews : Liaisons Sociales, Revue du Personnel, Revue gestion des ressources

Short Presentation of Teacher

Nora Alleki has a PhD in economic science. She is a project manager for employment related issues (training, salaries, working hours) within the French administration. She also teaches in various business schools (HR management, business economy, organisation theories).

10LRH3017 **Project Management**

<u>DEPARTMENT :</u> Leadership and Human Resources		
<u>Department coordinator :</u> Sana HENDA		
<u>LEVEL :</u> ESC 3	<u>PERIOD :</u> 1st Semester	<u>CREDITS :</u> 2 ECTS
<u>Language :</u> French	<u>Nb of hours :</u> 18 to 24 hours	
<u>Key words :</u> Project ; Management ; Planning		

Teacher : **Jean-Yves GARIN**

Context / Overview

Company managers are being given transversal development missions which are changing old hierarchical habits. The manager becomes an intra-preneur, a project manager.

Pedagogical Objectives

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

- use their practical and theoretical skills to set up an operational and strategic project, to manage it and see it through to its conclusion.

Teaching Methods / Learning Experiences

Preparation or pre-requisites: it is preferable that students have already used planning software (the teacher provides internet addresses on which free software can be found)

Class work: Group work on projects

Individual work during the class: Note taking, response to questions

Teacher's method: theoretical contribution, demonstrations, group work (in small groups)

Content

- . Projects today
- . Managing a project
 - Different management for different projects: procedures and rules
 - Launching a project
 - Operational supervision
 - Managing teams
- . The key points to project supervision
 - Risk limitation
 - Managing demands and changes
 - Managing project information
- . Basic management techniques
 - Estimation
 - Planning
 - Launch and follow-up

Assessment

Creation of a project start report

Bibliography

- Collective project led by R. MARCINIAK et M. PAGERIE, « Conduite de projet », Collection Management de projet-Editions Weka 2000
- Collective project AFITEP, « Management de projet, principes et pratiques », Afnor Gestion 2ème édition 1998
- H. COURTOT, « La gestion des risques dans les projets », Economica, 1998
- J. LEWIS, 'Project Leadership', Mc Graw Hill 2002
- C. MIDLER, « L'Auto qui n'existait pas, Management des projets et transformation de l'entreprise », Dunod 1998
- J. LE BISSONNAIS and G. CAUPIN, « Initier des projets réalistes », Afnor 2003

Short Presentation of Teacher

Jean-Yves Garin has been a Consultant-Trainer since 1987. He is a Member of the Consultant Trainers Union and the European network of advice and assistance. He teaches in a number of different institutions such as the CNAM, ESSCA, IPAG and ENACT. Jean-Yves Garin has a Diploma in legal counselling (D.J.C.E.) and a master II (D.E.S.S.) in Administration.

10LRH3019 **Successful Recruiting**

<u>DEPARTMENT :</u> Leadership and Human Resources		
<u>Department coordinator :</u> Sana HENDA		
<u>LEVEL :</u> ESC 3	<u>PERIOD :</u> 1st Semester	<u>CREDITS :</u> 2 ECTS
<u>Language :</u> French	<u>Nb of hours :</u> 18 to 24 hours	
<u>Key words :</u> Analysing requirements ; People / jobs ratio ; Pyramid of knowledge ; Skills		

Teacher : **Claude-Pierre VINCENT**

Context / Overview

This module should help students consider recruitment as a strategic dimension of organisations. They will look at how to facilitate the integration of new employees and the principal notions to be found in management: skills ' capability ' aptitudes. During the course they will also analyse the reliability of operational and strategic recruitment.

Pedagogical Objectives

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

- Analyse the necessity to carry out a specific recruitment.
- Evaluate the strategic coherency between a particular recruitment and the medium term vision of the organisation.
- Handle the principal recruitment methods and related tools.
- Put in place an integration process for new employees.

Teaching Methods / Learning Experiences

Individual work during the course on a personalised project completed by the students

Teacher's method: Theoretical and practical contribution, then work in small groups on the different recruitment methods

Content

Strategic approach to recruitment / Analysing requirements / Writing a job offer / Tools / The first stage of selection: C.V. ' Others / The second stage of selection: tests and inventories ' The interview ' The profiles / The third stage of selection: Case studies ' Forced choice / Other methods: Assessment Centre ' test in basket'etc. / The integration process.

Assessment

C . I on different academic contributions.

Work in small groups on the different ways of looking at recruitment

Individual bonus report based on an individual project.

Bibliography

Students will be provided with a bibliographic file, regrouping the acquired knowledge, elaborated interactively during the course depending on the students questions and the gaps to be filled.

Short Presentation of Teacher

Claude-Pierre VINCENT has a PhD in Psychology and a Masters in Psycho-sociology. He is a consultant and researcher. He teaches in various Graduate Management Schools.

10LRH3027

Self-Awareness And Developing A Career Plan

<u>DEPARTMENT :</u> Leadership and Human Resources		
<u>Department coordinator :</u> Sana HENDA		
<u>LEVEL :</u> ESC 3	<u>PERIOD :</u> 1st Semester	<u>CREDITS :</u> 2 ECTS
<u>Language :</u> French	<u>Nb of hours :</u> 18 to 24 hours	

Teacher : **Claude-Pierre VINCENT**

Pedagogical Objectives

Carry out a self evaluation, and for this:

- 1- Understand your psychological profile in three complementary dimensions,
- 2- Equip yourself theoretically in order to better handle inter-individual relationships, daily stress and social connections
- 3- Think about the conditions required to optimise management, decision making, relationships and team leading in situ.

Teaching Methods / Learning Experiences

Group work ' Individual work on tests and inventories ' Lectures.

Content

Personal approach:

- How you perceive yourself ' The image others have of you and you have of them ' Psychological profile and Professional profile through inventories.

Mankind and relationships:

- Mankind individually: the main components of the personality.
- Mankind in a group: ∝ individual expression and the group ∝ speech and its analysis ∝ management and its psychological operating attitudes ∝ the profile of the manager and the impact on his management style, relationships and decision making.
- Group work, team work and managing problems in situation.
- Behavioural evolution.
- Reflexive conclusion

Assessment

Individual Report based on the content of the course.

Bibliography

Le développement psychologique de l'enfant ' Deldime . R ' De Boeck Université.

Short Presentation of Teacher

Claude-Pierre VINCENT has a PhD in Psychology and a Masters in Psycho-sociology. He is a consultant and researcher. He teaches in various Graduate Management Schools.

10LRH3034
Leadership And Management

<u>DEPARTMENT:</u> Leadership and Human Resources		
<u>Department coordinator:</u> Sana HENDA		
<u>LEVEL:</u> ESC 3	<u>PERIOD:</u> 1st Semester	<u>CREDITS:</u> 2 ECTS
<u>Language:</u> French	<u>Nb of hours:</u> 18 to 24 hours	

Teacher: **Richard CHAIGNEAU**

10LRH3035

The Strategic Approach To Organisational Change

<u>DEPARTMENT:</u> Leadership and Human Resources		
<u>Department coordinator:</u> Sana HENDA		
<u>LEVEL:</u> ESC 3	<u>PERIOD:</u> 1st Semester	<u>CREDITS:</u> 2 ECTS
<u>Language:</u> French	<u>Nb of hours:</u> 18 to 24 hours	

Teacher: **Richard SOPARNOT**

10LRH3036

Learning To Conduct A Recruitment Interview

<u>DEPARTMENT:</u> Leadership and Human Resources		
<u>Department coordinator:</u> Sana HENDA		
<u>LEVEL:</u> ESC 3	<u>PERIOD:</u> 1st Semester	<u>CREDITS:</u> 2 ECTS
<u>Language:</u> French	<u>Nb of hours:</u> 18 to 24 hours	

Teacher: **Eric BRIZON**

10LRH3037

Human Resource Management : Career Management

<u>DEPARTMENT :</u> Leadership and Human Resources		
<u>Department coordinator :</u> Sana HENDA		
<u>LEVEL :</u> ESC 3	<u>PERIOD :</u> 1st Semester	<u>CREDITS :</u> 2 ECTS
<u>Language :</u> French	<u>Nb of hours :</u> 18 to 24 hours	

Teacher : **Sana HENDA**

10LRH3038

Management Of Organisations

<u>DEPARTMENT :</u> Leadership and Human Resources		
<u>Department coordinator :</u> Sana HENDA		
<u>LEVEL :</u> ESC 3	<u>PERIOD :</u> 1st Semester	<u>CREDITS :</u> 2 ECTS
<u>Language :</u> French	<u>Nb of hours :</u> 18 to 24 hours	
<u>Key words :</u> Theory of Games ; Equilibrium ; Decision-making		

Teacher : **Costin ZAHARIA**

Context / Overview

When strategic decisions need to be taken, the modern business leader has to take the enmeshed interdependence that may exist between a firm and its national or international environment into account. This type of decision may be modelled on fundamental concepts of the theory of games, enabling the decision-maker to take into account how rational other players present on the market are. This course is designed to give the students (as future executives and deciders in firms) an introduction to complex decision-making techniques that characterise the strategic environments represented by our globalised markets today.

Pedagogical Objectives

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

- Explain the principal concepts in the theory of games and know how to identify a well-balanced situation in a context that has defined strategic interdependence.
- Identify and analyse strategic interdependence.
- Make the right decisions, taking into account the rationality of the other players present in a market.

Teaching Methods / Learning Experiences

- Preparatory work or prerequisites: management and economics courses
- In-class work: case studies to resolve
- Personal work during the course of the programme: assimilate the theoretical concepts presented in the required reading list
- Course structure The course aims to familiarise participants with the key concepts of the theory of games presented from a highly theoretical perspective (through lectures), focusing on learning through simple and concrete examples (in small class groups).

Content

The course provides a description of corporate issues and their role. It looks at these issues from a decision-making perspective in contexts characterised by strategic interdependence. The students thus gain

insight into the key concepts of the theory of games applied to corporate management.

Assessment

There will be three written in-class tests in the form of multiple choice questions and/or resolving similar case studies (but certainly not identical!) arising from the cases examined in class. The two best grades obtained by the students will be taken into account for the final work.

Bibliography

DEMANGE, G., J.P. PONSSARD, « Theorie des jeux et Analyse économique », PUF, 1994.
STIGLITZ, J.E., « Principes d'économie moderne », De Boeck, 2000.

Short Presentation of Teacher

Doctor Costin ZAHARIA holds a PhD in Economics and Management from the Ecole Normale Supérieure de Cachan, and is a lecturer at Mans University and an assistant researcher at GRID (ENSAM Paris). For more information, visit: <http://www.grid.ensam.estp.fr/membres/membres/zaharia/>

10LRH3039
Participative Management

<u>DEPARTMENT:</u> Leadership and Human Resources		
<u>Department coordinator:</u> Sana HENDA		
<u>LEVEL:</u> ESC 3	<u>PERIOD:</u> 1st Semester	<u>CREDITS:</u> 2 ECTS
<u>Language:</u> French	<u>Nb of hours:</u> 18 to 24 hours	

Teacher: **Charlotte TURCAT**

10LRH3051
Knowledge Management

<u>DEPARTMENT:</u> Leadership and Human Resources		
<u>Department coordinator:</u> Sana HENDA		
<u>LEVEL:</u> ESC 3	<u>PERIOD:</u> 1st Semester	<u>CREDITS:</u> 2 ECTS
<u>Language:</u> English	<u>Nb of hours:</u> 18 to 24 hours	

Teacher: **Sabine BRUAUX**

10LRH3057
Management By Values

<u>DEPARTMENT:</u> Leadership and Human Resources		
<u>Department coordinator:</u> Sana HENDA		
<u>LEVEL:</u> ESC 3	<u>PERIOD:</u> 1st Semester	<u>CREDITS:</u> 2 ECTS
<u>Language:</u> French	<u>Nb of hours:</u> 18 to 24 hours	

Teacher: **Jamel GHARBI**

10LRH3060
Motivation

<u>DEPARTMENT:</u> Leadership and Human Resources		
<u>Department coordinator:</u> Sana HENDA		
<u>LEVEL:</u> ESC 3	<u>PERIOD:</u> 1st Semester	<u>CREDITS:</u> 2 ECTS
<u>Language:</u> French	<u>Nb of hours:</u> 18 to 24 hours	

Teacher: **Irène MARECAT**

10LRH3062

Knowledge Management And IT Systems

<u>DEPARTMENT :</u> Leadership and Human Resources		
<u>Department coordinator :</u> Sana HENDA		
<u>LEVEL :</u> ESC 3	<u>PERIOD :</u> 1st Semester	<u>CREDITS :</u> 2 ECTS
<u>Language :</u> French	<u>Nb of hours :</u> 18 to 24 hours	
<u>Key words :</u> Immaterial capital ; Capitalisation of skills ; Competency ; Organisation		

Teacher : **Inès SAAD**

Context / Overview

Since the beginning of the 90s, Knowledge Management has occupied an increasingly important place within companies. Its aim is to enhance the improvement, the transmission and the conservation of knowledge.

Knowledge management is a productive field of research which can be approached in various ways: Human resources, strategic management, marketing, data processing.

The course aims to present the students with a variety of view points which will allow them to better understand the problems of knowledge management, and the strategic importance of this element in a company

Pedagogical Objectives

- Explain the problems related to knowledge management
- Understand the concept : community of practice
- Use the methods available to preserve company knowledge
- Know how to evaluate company knowledge

Teaching Methods / Learning Experiences

Theory
Case work in groups

Content

- Fundamental concepts of knowledge management
- Problems related to the capitalization of company knowledge
- Cartography of company knowledge
- The economy of knowledge

Assessment

- Continuous assessment (50%)

Bibliography

- T.H Davenport & L. Prusak, Working Knowledge: How organizations manage what they know? Harvard Business School Press, Boston, Massachusetts, 1998.
- M.Grundstein, From capitalizing on Company Knowledge to Knowledge Management. In: Knowledge Management, Classic and Contemporary Works (Morey, D., M. Maybury and B. Thuraingham, Ed.), Chap. 12, pp. 261-287. The MIT Press, Massachusetts, 2000.
- I.Nonaka & H. Takeuchi, The knowledge creating company, Oxford University Press 1995.
- M. Polanyi, The tacit dimension, London, Routledge & Kegan Paul Ltd, 1966.
- S. Tsuchiya, Improving Knowledge Creation Ability through Organizational Learning. Proceedings of International Symposium on the Management of Industrial and Corporate Knowledge (ISMICK'93), UTC, Compiègne, October 27-28, 1993.
- 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 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) LARIA research Lab at the Jules Verne University of Picardie.

10LRH3063 **Career Management**

<u>DEPARTMENT :</u> Leadership and Human Resources		
<u>Department coordinator :</u> Sana HENDA		
<u>LEVEL :</u> ESC 3	<u>PERIOD :</u> 1st Semester	<u>CREDITS :</u> 2 ECTS
<u>Language :</u> French	<u>Nb of hours :</u> 18 to 24 hours	
<u>Key words :</u> Career management ; Management of high potentials ; Expatriation		

Teacher : **Sana HENDA**

Context / Overview

Companies are facing an increasingly difficult situation. They recognize the importance of satisfying the needs of qualified employees by creating conditions enabling them to accomplish their professional objectives within the company. However they are also aware of the lack of opportunities for promotion due to new organisational structures, of the constant search for greater flexibility, and sometimes, limited chances to advance within the company. Despite this, career management remains one of the key elements of HR management.

Pedagogical Objectives

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

- Explain the importance of Career Management (for individuals and the company)
- Reconsider the steps and tools available to control careers and professional evolution.
- Evaluate the strategic importance in today's environment of companies wishing to remain competitive.

Teaching Methods / Learning Experiences

Seminars

Group project on one of the problems covered and presentations

Work on case studies

Content

The importance of the career and career management for the individual and for the company

Career management methods

The different stages in a career

Assessment

- an individual mark for assiduity and participation
- a group mark for a project based on ground work within a company on the different problems covered during the course.

Bibliography

- BAILLY F., CADIN L., de SAINT GINIEZ V. (1998), "Les « carrières nomades » : recherche empirique et apports pour la GRH éclatée", in Ressources Humaines, une gestion éclatée, Edition Economica, Paris, 1998, pp.109-133.
- CERDIN J-L., PERETTI J-M., « La fidélisation des salariés par l'entreprise à la carte », Revue de gestion des Ressources Humaines, Janvier-Février-Mars 2005, n°55
- GUERIN G et al., « Démobilisation chez les professionnels salariés : Une mise à l'épreuve du modèles des attentes insatisfaites », Revue de gestion des Ressources Humaines, Avril-Mai-Juin 2002, n°44
- MEYSSONIER R., « Les sources d'attachement à l'entreprise du point de vue du salarié : l'exemple des ingénieurs », Revue de gestion des Ressources Humaines, Avril-Mai-Juin 2006, n°60.
- PAILLE P., La fidélisation des Ressources Humaines, Connaissance de la gestion, Editions Econimca 2004

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.

10LRH3064

Career Plan And Skills Assessment

<u>DEPARTMENT :</u> Leadership and Human Resources		
<u>Department coordinator :</u> Sana HENDA		
<u>LEVEL :</u> ESC 3	<u>PERIOD :</u> 1st Semester	<u>CREDITS :</u> 2 ECTS
<u>Language :</u> French	<u>Nb of hours :</u> 18 to 24 hours	
<u>Key words :</u> Project, professional and personal overview ; skills ; personality		

Teacher : **Laure GUILBERT**

Context / Overview

Making a progress report on your professional and personal project, and assessing your experience, skills, capacities and personality are important (at any stage in professional life) in order to pin point your vocation and to better sell yourself for a job.

Pedagogical Objectives

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

- Present their personal and professional project clearly and in detail.
- Set up realistic obtainable objectives in order to accomplish this life project.
- Prepare all the necessary arguments for the next job application thanks to the overview of their experience, skills and personality.
- Re-use these tools at any moment of their career

Teaching Methods / Learning Experiences

Presentation of the different steps of an appraisal, illustrated by real examples.

Practical exercises.

Work in small groups.

Progressive building of an overview of the profile.

Content

- Presentation of skills assessment, the rules and the right way to carry it out.
- Putting together the career plan
- Setting down personal and professional experience by over viewing knowledge, skills and personal qualities acquired at each stage.
- Exercises and tests for better self knowledge.
- Close study of at the career plan in order to set up an action plan to make it happen.
- Use of the above elements to prepare a job interview

Assessment

Written summary of experience and profile.
Plan of action for a successful professional and personal career project.
Work on a recruitment situation.

Bibliography

Bayard, Y. (1993). Le bilan de compétences. Pour qui ? Pourquoi ? Comment ? Les éditions Demos.
Joras, M. (2002). Le bilan de compétences. PUF.
Mortier, E. (2006). Réussir sa carrière et sa vie. InterEditions.

<http://www.travail.gouv.fr/informations-pratiques/fiches-pratiques/formation-professionnelle/bilan-competences-1073>,
(consultation of fact sheets on appraisals).
<http://rome.anpe.net/candidat/> (consultation of ROME, Répertoire Opérationnel des Métiers et des Emplois).
Documents and tests produced by Appraisal Centres

Short Presentation of Teacher

Laure GUILBERT is a permanent teacher-researcher at the Amiens School of Management. She has a doctorat in Psychology in the workplace from the University of Picardie Jules Verne (UPJV), and a DESS in Psychologie in the workplace from the University of Toulouse-Le Mirail. After an initial experience in a HR Agency, she has been teaching since 1999 in various French universities (Amiens, Rouen, Lille 2, Toulouse). She is a member of the ConTAct team at the ECCHAT laboratory in the UPJV, and has been carrying out research projects in partnership with companies and regional and national institutional partners since 2000.

10LRH3065
Pay systems

<u>DEPARTMENT:</u> Leadership and Human Resources		
<u>Department coordinator:</u> Sana HENDA		
<u>LEVEL:</u> ESC 3	<u>PERIOD:</u> 1st Semester	<u>CREDITS:</u> 2 ECTS
<u>Language:</u> French	<u>Nb of hours:</u> 18 to 24 hours	

Teacher: **Anne-Sophie FRAISSE**

10LRH3066
Appreciation Of Collaborators

<u>DEPARTMENT:</u> Leadership and Human Resources		
<u>Department coordinator:</u> Sana HENDA		
<u>LEVEL:</u> ESC 3	<u>PERIOD:</u> 1st Semester	<u>CREDITS:</u> 2 ECTS
<u>Language:</u> French	<u>Nb of hours:</u> 18 to 24 hours	

Teacher: **Hervé CHAVAS**

10LRH3067
Organisational Approach To Change

<u>DEPARTMENT:</u> Leadership and Human Resources		
<u>Department coordinator:</u> Sana HENDA		
<u>LEVEL:</u> ESC 3	<u>PERIOD:</u> 1st Semester	<u>CREDITS:</u> 2 ECTS
<u>Language:</u> French	<u>Nb of hours:</u> 18 to 24 hours	

Teacher: **Richard SOPARNOT**

10LRH3068

Ethics And Social And Environmental Responsibility

<u>DEPARTMENT :</u> Leadership and Human Resources		
<u>Department coordinator :</u> Sana HENDA		
<u>LEVEL :</u> ESC 3	<u>PERIOD :</u> 1st Semester	<u>CREDITS :</u> 2 ECTS
<u>Language :</u> French	<u>Nb of hours :</u> 18 to 24 hours	
<u>Key words :</u> Business Ethics, Socio-economic influence.		

Teacher : **Renaud MULLER**

Context / Overview

References to ethic and responsibility have become unavoidable in management (specification certification standards, governance, evaluation of pay levels with reference to values and standards...). It is useful for a future manager to understand the psycho sociological, philosophical and practical stakes in the evolution, and their impact on his future missions.

Pedagogical Objectives

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

- Understand and explain the main philosophical references
- Understand and explain the notions of responsibility, ethic, legitimacy and subsidiary concepts
- Understand and explain the psychosocial dynamics of conventions (moral, deontological or professional, legal)
- Distinguish between choice (ethic) and obligation (social responsibility, substantial)
- Establish a diagnosis of the relevant bodies and how to take them into account
- Combine sensitivity and rational logic

Teaching Methods / Learning Experiences

Work in class: discussion based on role play, Nokia's ethical strategy (e.g. pressure using « ethical funds », supplier auditing)

Individual work during class time: analysis of recruitment methods and candidate behaviour based on the film 'The Grönhom method'

Lecturer's method: interactive classes, role play and discussions based on behaviour and strategic choices, group work on a documentary

Content

- business ethics: the cultural context of this idea and of management methods
- the influence of the evolution of the socioeconomic context on social conventions in individual and group behaviour (laws, professional and deontological standards, morals)
- the psychosocial conditions in moral autonomy (social organisation, psychological development stages)
- the concept of « stakeholder »: practical and theoretical examples, limitations

Assessment

Case studies management behaviour when faced with common dilemmas

- causes of dilemma in the given situation
- managers' choice of behaviour
- managers' references to justify their choices
- the consequences of the behaviour and choices made.

Bibliography

Essential reading:

- Pesqueux and Biefnot (2002), L'éthique des affaires, Management par les valeurs et la responsabilité sociale, Edition d'Organisation, Paris.

Recommended reading:

- Cazal and Dietrich, (2005). RSE : parties prenantes et parties pris, Septième Université de Printemps de IAS, Mai.
- Grima F., Muller R. (2005), Responsabiliser sans manipuler: délimitation du transfert de la responsabilité sociale de l'entreprise sur le manager. 3ème congrès de l'ADERSE, Lyon, ISEOR, Université Jean Moulin Lyon 3, 18-19 oct. 2005.
- Mercier S. (1999), L'éthique dans les entreprises, Ed. La découverte, Coll. Repères.
- Pesqueux Y. (2002), Organisations modèles et représentations, Gestion, PUF
- Ricoeur P. (1994), Le concept de responsabilité, Essai d'analyse sémantique, Esprit N°206, p.43-44

Complementary reading:

- *Dejours C. (1998), La souffrance en France, Points, Seuil.
- *Dunham L., Freeman R.E., Liedtka J. (2006), Enhancing stakeholder practice: a particularized exploration of community, Business Ethics Quarterly, Vol. 16 n°1, pp. 23-42.
- *Freeman, R. E (1984). Strategic Management: A Stakeholder Approach, Pitman Publishing Inc, Boston.
- *Freeman, R. E. (1994). "The Politics of Stakeholder Theory." Business Ethics Quarterly, Vol. 4, pp. 409-21.
- *Levinas E. (1992). Ethique comme philosophie première, Rivages Poche, Petite Bibliothèque, édition de 1998.
- *Mitchell, R., B. Agle, and D. Wood. (1997). "Toward a Theory of Stakeholder Identification and Salience: Defining the Principle of Who and What Really Counts." Academy of Management Review, vol 22, pp. 853-886.

Short Presentation of Teacher

Renaud Muller has a PhD in management Science. He is a lecturer at the University Blaise Pascal in Clermont-Ferrand. His particular teaching and research subjects are HR Management and business ethics.

10LRH3069
Training Practices In Firms

<u>DEPARTMENT:</u> Leadership and Human Resources		
<u>Department coordinator:</u> Sana HENDA		
<u>LEVEL:</u> ESC 3	<u>PERIOD:</u> 1st Semester	<u>CREDITS:</u> 2 ECTS
<u>Language:</u> French	<u>Nb of hours:</u> 18 to 24 hours	

Teacher: **Nora ALLEKI**

10LRH3070

Human Resources And Project Management

<u>DEPARTMENT :</u> Leadership and Human Resources		
<u>Department coordinator :</u> Sana HENDA		
<u>LEVEL :</u> ESC 3	<u>PERIOD :</u> 1st Semester	<u>CREDITS :</u> 2 ECTS
<u>Language :</u> English	<u>Nb of hours :</u> 18 to 24 hours	
<u>Key words :</u> development projects, project management, organisation		

Teacher : **Deborah ZINNI**

Context / Overview

Project management has become increasingly important in a number of industries and firms. This module gives an overview of some of the important aspects of project management, including the role and practice of project management in complex development projects. The module begins with two introductory lectures, which discuss the rationale for organising by projects, and what drives industries and firms to organise by projects. The consequences of the way a firm is organised and the role of organisational members are also examined.

Pedagogical Objectives

At the end of this course, students will be able to:

- learn about the basic research literature within the area of project management.
- improve their capacity to analyse the role and practice of project management.

Teaching Methods / Learning Experiences

- Teaching Methods in class: the students will study some of the leading articles and other excerpts from books: They will carry out a case study during the module. The module ends and is summarized with a case session where students prepare a hand-in report and a PowerPoint presentation.

Content

- Lecture I: What is "projectification"? What drives "projectification"? What are the consequences of "projectification"? Models for analyzing "projectification". Management tools in a projectified organisation.
- Lecture II. Organisational challenges in a project driven world, organisational structures in project settings, management tools and management practice for projects.
- Case assignment: the role of deadlines, organisational structures in projects, learning and knowledge integration issues.

Assessment

Case report will be assessed.

Bibliography

Clark & Wheelwright (1992) Organizing and leading project teams, California Management Review.

Midler, R. (1995) The projectification of Renault, Scandinavian Journal of Management.

Lindkvist, Söderlund & Tell (1998): Managing product development projects: on the significance of deadlines and fountains, Organization Studies.

Gersick (1995): Everything new under the gun, book chapter.

Additional literature may be distributed.

Short Presentation of Teacher

Jonas Söderlund, PhD, is Associate Professor at the School of Management, Linköping University. He has been responsible for a number of courses in the field of project management and human resource management. He has published in a number of academic journals, including Organization Studies and Human Resource Management.

10LRH3072

Managing Provisional Employment And Skills

<u>DEPARTMENT :</u> Leadership and Human Resources		
<u>Department coordinator :</u> Sana HENDA		
<u>LEVEL :</u> ESC 3	<u>PERIOD :</u> 1st Semester	<u>CREDITS :</u> 2 ECTS
<u>Language :</u> French	<u>Nb of hours :</u> 18 to 24 hours	
<u>Key words :</u> Job and skills planning and management ; Production process skills ; Crystal glass manufacturing		

Teacher : **Delphine WANNENMACHER**

Context / Overview

Firms today are increasingly interested in managing their employees' skills and competencies, yet at the same time, they need to respect their staffing needs in the medium and long term. Future managers interested in this area need to be aware of the issues and expectations involved and be able to apply their knowledge to get the best out of their teams.

Pedagogical Objectives

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

- understand and explain the tenets and outcomes in skills and career planning
- extract and summarise information
- collate the information and present it orally
- analyse a real skills and career planning case study
- offer skills and career planning solutions.

Teaching Methods / Learning Experiences

- Preparatory work or prerequisites: HRM concepts (recruitment, training, etc.).
- In-class work: summarising / work on case study / oral presentation.
- Course structure; group work with 2 or 3 people, class discussion, research, tutorials.

Content

- HR management: skills and career planning (quantitative and qualitative aspects, recruitment, training, age management, key skills management, staff departure management, etc.)
- Assimilate the complexities of organisations (in terms of HR management and skills and career planning

in particular) through analysis of a real case study (monograph of a firm written for a Management Science thesis).

- Qualitative methodology (analysis of research interviews).
- Theme: skills and career planning (the context used will be crystal glass manufacturing).

Assessment

- Written assessment:

- . Written assessment of the concepts assimilated from the required reading (multiple choice questions)
- . Written report on information arising from research interviews (coef 1).
- . Proposals for solutions to the skills and career planning case proposed (coef 3).

- Oral assessment:

- . Oral presentation of information arising from research interviews (coef 1).
- . Oral presentation of solutions proposed to skills and career planning case GPEC (coef 3).

Bibliography

Required reading

- Gilbert P. (2006), *La Gestion Prévisionnelle des Ressources Humaines*, Paris, La Découverte.
- Jalbert F. (1989), *Les ressources humaines, atout stratégique*, L'Harmattan, Paris, 157p.
- Mallet L. (1991), *Gestion prévisionnelle de l'emploi*, Ed. Liaisons, 200p.
- Meignant A. (1995), *Les compétences de la fonction Ressources Humaines, Diagnostic et action*, Ed. Liaisons, Paris, 151p.
- Pichault F. et Nizet J. (2000), *Les pratiques de gestion des ressources humaines*, Editions du Seuil, Paris, 333p.
- Thierry D. et Sauret C. (1993), *La gestion prévisionnelle et préventive des emplois et des compétences*, L'Harmattan, 268p.

Recommended reading

- Ballery E. et al. (2005), *Gestion prévisionnelle des emplois et des compétences : développer les PME et les territoires*, Lyon, Chronique sociale.
- Beyou C. (2003), *Manager les connaissances*, Ed. Liaisons, 206p.
- Dupuich-Rabasse F. (2002), *Gestion des compétences et Knowledge Management*, Ed. Liaisons, 196p.
- Igalens J. (2000), *Audit des Ressources Humaines*, Ed. Liaisons, 169p.
- Le Boterf G. (2001), *Construire les compétences individuelles et collectives*, Ed. d'Organisation, 218p.

Short Presentation of Teacher

Delphine Wannemacher has a PhD in Management Science. She also has a Research Masters degree course in psychology. She is a lecturer-researcher at Nancy 2 University.

10LRH3076

Ergonomy

<u>DEPARTMENT :</u> Leadership and Human Resources		
<u>Department coordinator :</u> Sana HENDA		
<u>LEVEL :</u> ESC 3	<u>PERIOD :</u> 1st Semester	<u>CREDITS :</u> 2 ECTS
<u>Language :</u> French	<u>Nb of hours :</u> 18 to 24 hours	
<u>Key words :</u> Analysis of work ; Organisation ; Skills		

Teacher : **G rard VALLERY**

Context / Overview

This course will present the conceptual and methodological frameworks of intervention vis   vis working conditions (e.g. studies conducted in the service sector, health at work, skills and organisation analysis linked to corporate projects). This should help students improve their awareness of work related psychological awareness, ergonomics and working conditions in general.

Pedagogical Objectives

At the end of this course, students will be able to:

- Identify the issues and areas for analysis in working condition studies
- Draw up a first level of analysis and avenues for recommendations in terms of working conditions

Teaching Methods / Learning Experiences

- Preparatory work or prerequisites:
- In-class work: yes
- Personal work during the course of the programme: yes
- Course outline: Tutorial classes, group and individual work'

Content

- Vocational and organisations psychology
- Cognitive and organisational ergonomics
- Case studies

Assessment

Bibliography

- Brangier, E., Lancry, A., & Louche, C. (2004). Les dimensions humaines du travail : Théories et pratiques de la Psychologie du Travail et des Organisations. 645 pages. Presses Universitaires de Nancy.
- Karnas, G, (2002), Psychologie du travail, Paris : PUF
- Darses F., Montmollin , M. de (2006), L'ergonomie, Paris : La découverte.

Short Presentation of Teacher

Doctor Gérard VALLERY holds a PhD in Ergonomics and gives courses on ergonomics and organisation. He is a university lecturer, and is the coordinator for a Master programme in Ergonomics and Vocational Psychology (Picardie Jules Verne University). He is also director of a research team in partnership with several leading business organisation.

10LRH3079 **International Business**

<u>DEPARTMENT :</u> Leadership and Human Resources		
<u>Department coordinator :</u> Sana HENDA		
<u>LEVEL :</u> ESC 3	<u>PERIOD :</u> 1st Semester	<u>CREDITS :</u> 2 ECTS
<u>Language :</u> English	<u>Nb of hours :</u> 18 to 24 hours	
<u>Key words :</u> International competition ; European business strategies		

Teacher : **Mohamed DJEDDOUR**

Context / Overview

Over the last few decades, international competition on the global business scene has increased, affecting both companies which operate at an international level and those which mainly focus on domestic markets. Managers at all levels need to understand the factors behind this growing and irreversible trend. The main thing that they need to understand is the key driving forces behind internationalisation: increasing performance of the production process through outsourcing, licensing, subcontracting and other cooperative efforts based on an efficient international division of labour; the impact of the new regulatory environments and the lowering of institutional and other barriers to trade and flow of capital; the impact of the rapid technological changes which have reduced the costs and complexities of internationalisation.

Pedagogical Objectives

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

- Explain the terminology of international business
- Examine the influence of forces such as culture, economics, politics, and geography on business and markets.
- Analyse the needs for organisations to engage or develop their international activities
- Identify the challenges and opportunities facing European business and provides a framework for analysing European Business
- Formulate European business strategies, appreciate the various methods to finance a European business, explore how to access European markets and evaluate alternative models of the European business organisation.

Teaching Methods / Learning Experiences

Students are required to read the specific chapters of the course textbooks and to work on the exercise or case given for class discussion

During the session, students will work on examples given in class.

Preparatory work or prerequisite(s): reading and team work for case studies

Work in class: lectures, discussions, presentations of cases, short exercises

Personal work: reading, individual contribution to case study preparation

Teaching methods in class: tutorials, group work, individual work

Content

Part 1

The nature of international business

Trading and investing in international business

International business economy theories

The environment and the dynamics of international business

International strategy, organisation design and control

Assessing and analysing markets

Import and export practices

International Marketing

Human resources, financial management and global operations management

Part 2

The European business environment

The single market and EMU

European business organisations

Creating European Business Strategies

Changing European environment and the strategic implications

Financing European business

Accessing European markets

Alternative models to the European business organisation

Assessment

Continuous assessment case study and exercises: 50%

Exam: closed book exam 50%

Bibliography

Donald A. Ball, Wendell H. McCulloch, Jr. Paul L. Frantz and Michael S. Minor (2004): International Business, The Challenge of Global Competition, McGraw Hill, 9th Edition

Neil Harris (1999): European Business, Macmillan Business, 2nd Edition

Franck McDonald & Fred Burton, International Business, Thomson 2002

Alan M Rugman, International Business ' FT Prentice Hall 2003

Janet Morrison, The International Business Environment ' Palgrave 2002 Ed

P Buckley, Pervez Ghauri, The Internationalisation of the Firm, Thomson 2nd Ed

R Whitley, Divergent Capitalisms, Oxford University Press 2000 Ed

Short Presentation of Teacher

Dr Mohamed Djeddour has been a full time member of staff at Manchester Business School since 1988. He has designed and taught a large number of courses at this institution as well as at several others, in particular in the USA, Europe, China, Russia and North Africa. He holds visiting lectureships in various other business schools including Grenoble Ecole de Management, the University of Vienna in Austria, EOI in Madrid and Seville among others. His main subjects are Strategy, International/European Business, Supply Chain Mgt and Logistics, Venture Capital/Entrepreneurship. Before joining MBS, Dr Djeddour was head of the Strategy Department of a local government organisation and has also widely consulted on strategic issues, particularly for an oil company and for the European Commission, particularly for DG11, on Strategic Environmental Assessment (SEA). He holds a degree in Economics and Finance, a French Doctorate in Strategic Planning, and a PhD from the University of Manchester.

10LRH3080

Managing and rewarding skills

<u>DEPARTMENT :</u> Leadership and Human Resources		
<u>Department coordinator :</u> Sana HENDA		
<u>LEVEL :</u> ESC 3	<u>PERIOD :</u> 1st Semester	<u>CREDITS :</u> 2 ECTS
<u>Language :</u> French	<u>Nb of hours :</u> 18 to 24 hours	
<u>Key words :</u> Skills ; Reward ; Strategy		

Teacher : **Ewan OIRY**

Context / Overview

Companies are going through a crisis in terms of motivation tools for their employees. Seniority and performance related pay levels are no longer enough to ensure that employees have and use the skills and know-how required to produce high quality results and therefore to meet the strategic objectives of a company. This module presents skill related reward systems as a remedy to some of these difficulties.

Pedagogical Objectives

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

- Explain the principal skill definitions.
- Understand and explain how skill related reward systems work, their effects and limitations.
- Apply the various steps required to get them set up and running in an organisation.

Teaching Methods / Learning Experiences

Pre-requisite knowledge of HR Management (in particular: basic knowledge of pay policies).
Group case studies during the classes.

Content

Detailed course contents

- Chapter 1. Skill related reward systems: discussion and ideologies
- Chapter 2. Skill related reward systems: context
- Chapter 3. Theoretical definitions of skills
- Chapter 4. Putting in place real skill related rewards

Assessment

Creation of a collective project on managing skills.

Bibliography

Anger M., Roy B. (1999), Développement des compétences: la position des partenaires sociaux, Ed. du réseau Anact, Lyon.

Aubret J., Gilbert P., Pigeyre F. (2002), Management des compétences. Réalisations, concepts, analyses, Paris, Dunod.

Cadin L., Guérin F., Pigeyre F. (1999), Gestion des Ressources Humaines. Pratique et éléments de théorie, Paris, Dunod.

Du Roy O., Lemay J., Paulino C. (2003), La gestion par les compétences. Expériences d'entreprises et enseignements, Ed. du réseau Anact, Lyon.

Gilbert, Bouteiller (2005), « Réflexions croisées sur la gestion des compétences en France et en Amérique du Nord », Relations industrielles/Industrial Relations, vol.60, n° 1, pp.3-28.

Masson A., Parlier M. (2004), Agir sur « Les démarches compétence », Ed. du réseau Anact, Lyon.

Oiry E. (2004), De la Qualification à la Compétence : rupture ou continuité ?, Editions de l'Harmattan, Paris.
Peretti J.M. (1998), Ressources Humaines, Paris, Vuibert, 5th Ed..

Short Presentation of Teacher

Ewan Oiry has a PhD in the science of Administration. He is a lecturer in Administration at the Université de la Méditerranée (Aix-Marseille II) and a researcher in Human Resources Management at the Laboratory of Economy and Sociology in the work place (LEST ' CNRS 6123 mixed research unit). He is currently co-coordinator (with Alain Klarsfeld and Christian Defélix) of the thematic group 'instrumentation of management through skills' in the French language association for Human Resources Management (AGRH). He heads up research on the use of TIC (e-learning, groupware, etc.). He has published books on managing through skills and on employee recognition. He is currently focusing on the set up and use of management tools.

10LRH3082

<u>DEPARTMENT:</u> Leadership and Human Resources		
<u>Department coordinator:</u> Sana HENDA		
<u>LEVEL:</u> ESC 3	<u>PERIOD:</u> 1st Semester	<u>CREDITS:</u> 2 ECTS
<u>Language:</u> French	<u>Nb of hours:</u> 18 to 24 hours	

Teacher: **Hadj NEKKA**

10LRH3083

<u>DEPARTMENT:</u> Leadership and Human Resources		
<u>Department coordinator:</u> Sana HENDA		
<u>LEVEL:</u> ESC 3	<u>PERIOD:</u> 1st Semester	<u>CREDITS:</u> 2 ECTS
<u>Language:</u> French	<u>Nb of hours:</u> 18 to 24 hours	

Teacher: **Nora ALLEKI**

10LRH3084
Cultural Dimensions of International Business

<i>DEPARTMENT :</i> Leadership and Human Resources		
<i>Department coordinator :</i> Sana HENDA		
<i>LEVEL :</i> ESC 3	<i>PERIOD :</i> 1st Semester	<i>CREDITS :</i> 2 ECTS
<i>Language :</i> English	<i>Nb of hours :</i> 18 to 24 hours	

Teacher : **Kaye HARROLD**

Context / Overview

TO BE ABLE TO FACILITATE AND LEVERAGE THE RICHNESS IN CULTURAL DIVERSITY, LEADERS AND MANAGERS NEED TO BE CULTURALLY COMPETENT: UNDERSTANDING THEIR OWN CULTURE AND THAT OF OTHERS; RECOGNIZING CULTURE'S ROLE, AND HAVE AN ACUTE APPRECIATION FOR THE CULTURE-STRATEGY DICHOTOMY. TO DEVELOP CULTURAL COMPETENCY, LEADERS NEED TO KNOW: THEMSELVES, THE RELEVANT ISSUES, AND HAVE AN APPRECIATION FOR WORKING WITH OTHERS.

EXPLORING CROSS-CULTURAL COMMUNICATION OFFERS TWO IMPORTANT LEARNING EXPERIENCES. THE FIRST LEARNING EXPERIENCE CONCERNS THE LIFE AND CULTURE IN THE COUNTRY BEING EXAMINED. THE SECOND LEARNING EXPERIENCE INVOLVES UNDERSTANDING THE 'CULTURAL BAGGAGE' THAT YOU INEVITABLY BRING TO THIS EXAMINATION AND THE IMPLICIT ASSUMPTIONS THAT YOU USE IN UNDERSTANDING ANOTHER CULTURE. THE JUNCTURE OF THESE TWO LEARNING EXPERIENCES IS THE FOCUS OF THIS COURSE.

Pedagogical Objectives

THE STUDENT WILL BE ABLE TO:

- UNDERSTAND THE CROSS-CULTURAL DIMENSIONS OF INTERNATIONAL BUSINESS;
- UNDERSTAND THE ROLE OF CULTURE IN FACE-TO-FACE AND VIRTUAL BUSINESS COMMUNICATIONS, NEGOTIATIONS, TEAM-WORK, CONFLICT MANAGEMENT, DOMESTIC DIVERSITY AND COACHING;
- APPLY INTERCULTURAL KNOWLEDGE AND SKILLS IN A CLASS PROJECT.

THE COURSE IS DIVIDED INTO TO SECTIONS:

- USING THEORETICAL FRAMEWORKS TO UNDERSTAND DIFFERENT CULTURES.
- APPLICATION OF CULTURAL FRAMEWORKS IN BUSINESS SETTINGS.

Teaching Methods / Learning Experiences

NO PREREQUISITES ARE REQUIRED FOR THIS COURSE.

- PERSONAL WORK: 15% OF PERSONAL TIME ON READING AND CLASS PREPARATION
- TEACHING METHODS IN CLASS:
 - SEMINAR SESSIONS THAT CONSIST OF LECTURE AND TUTORIAL WORK CONDUCTED IN A FORUM OF OPEN DISCUSSION. STUDENTS ARE EXPECTED TO CONTRIBUTE THEIR OWN EXPERIENCES IN THE SESSIONS.

Content

- GLOBAL REVOLUTION ' THE CONTEXT FOR CHANGE
- CUSTOMER FOCUS AND SATISFACTION
- BUSINESS EXCELLENCE AND QUALITY FRAMEWORKS
- ORGANISATIONAL SYSTEMS AND PROCESSES
- MANAGING AND IMPROVING ORGANISATIONAL PERFORMANCE
- LEADING AND MANAGING CHANGE
- BUILDING A 'LEARNING ORGANISATION'.

Assessment

THE ASSIGNMENT WILL BE CONDUCTED IN TEAMS OF THREE. EACH MEMBER OF THE TEAM MUST PARTICIPATE IN THE FINAL PRESENTATION.

STUDENTS ARE REQUIRED TO CHOOSE, OR BE ALLOCATED, A COUNTRY/CULTURE IN A REGION OTHER THAN THEIR NATIVE COUNTRY/CULTURE. A 15-20 MINUTE PRESENTATION WILL BE PREPARED FOR FELLOW CLASS STUDENTS WHO TAKE THE ROLE OF SEMINAR PARTICIPANTS. THE PRESENTATION WILL TAKE THE FORM OF A 'COMMUNICATION SEMINAR FOR PEOPLE DOING BUSINESS IN AN INTERNATIONAL FORUM' AND SHOULD:

- DESCRIBE THE CULTURAL COMMUNICATION EXPERIENCES LIKELY TO BE ENCOUNTERED WHEN DOING BUSINESS IN THE CHOSEN REGION;
- DISCUSS THE REASONS FOR THE COMMUNICATION EXPERIENCES AS DESCRIBED BY THE 'CULTURAL DIFFERENCES' THEORY IN THE LITERATURE;
- OFFER SUGGESTIONS FOR PREPARING TO ENCOUNTER THOSE COMMUNICATION DIFFICULTIES BY DESCRIBING A SERIES OF 'BACKSTAGE' STRATEGIES FOR COMMUNICATING IN THE CHOSEN REGION;
- INCLUDE A COMPARATIVE ANALYSIS BETWEEN YOUR LOCAL ENVIRONMENT (EUROPEAN) AND THAT WHICH EXISTS IN YOUR CHOSEN COUNTRY. THE COMPARISON IS TO ADDRESS HIGH-CONTEXT VS LOW-CONTEXT COMMUNICATION AND OTHER SPECIFIC DIMENSIONS WITHIN EACH REGION;
- INTRODUCE YOUR AUDIENCE TO THE TRADITIONAL AND FORMAL GREETINGS AND FORMS OF ADDRESS FOR THE CHOSEN REGION.

Bibliography

- ABDULLAH, A. (1996). GOING GLOCAL: CULTURAL DIMENSIONS IN MALAYSIAN MANAGEMENT. MALAYSIAN INSTITUTE OF MANAGEMENT. KUALA LUMPUR.
- ADLER, P. S. (1998). BEYOND CULTURAL IDENTITY: REFLECTIONS ON MULTICULTURALISM. IN M. BENNETT (ED.), BASIC CONCEPTS OF INTERCULTURAL COMMUNICATION: SELECTED READINGS. YARMOUTH, ME: INTERCULTURAL PRESS.
- DERESKY, H., (2002). INTERNATIONAL MANAGEMENT: MANAGING ACROSS BORDERS AND CULTURES. PRENTICE HALL, NEW JERSEY.
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- GANNON, M. (2001). UNDERSTANDING GLOBAL CULTURES: METAPHORICAL JOURNEYS THROUGH 23 NATIONS. (2ND ED). SAGE PUBLICATIONS. LONDON.
- GANNON, M. (ED) (2001). CULTURAL METAPHORS: READINGS, RESEARCH TRANSLATIONS, AND

COMMENTARY. SAGE PUBLICATIONS, LONDON.

GRAHAM, D. (2004). THE PEOPLE NEXT DOOR: UNDERSTANDING INDONESIA. UWA PRESS.

HALL, E. T. (1959). THE SILENT LANGUAGE. NEW YORK, NY: DOUBLEDAY.

HALL, E. T. (1966). THE HIDDEN DIMENSION. NEW YORK, NY: DOUBLEDAY.

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VARNER, I., & BEAMER, L. (2005). INTERCULTURAL COMMUNICATION IN THE GLOBAL WORKPLACE. 3RD ED. MCGRAW-HILL IRWIN.

Short Presentation of Teacher

KAYE HARROLD HAS A MASTER OF COMMERCE FROM CURTIN UNIVERSITY OF TECHNOLOGY IN WESTERN AUSTRALIA. SHE HAS HAD A 27-YEAR CAREER AS AN ACADEMIC LECTURING IN CROSS-CULTURAL COMMUNICATION, CROSS-CULTURAL MANAGEMENT, MANAGEMENT INFORMATION SYSTEMS AND SMALL BUSINESS. THIS EXPERIENCE MEANS MS HARROLD'S COURSES ARE RELEVANT, INTERESTING AND DIVERSE AND REFLECT THE NECESSITY FOR KNOWLEDGE AND SKILLS IN THESE AREAS IN TODAY'S GLOBAL BUSINESS COMMUNITY. MS HARROLD'S EDUCATIONAL OBJECTIVE IS TO HELP PEOPLE IN SMALL BUSINESS BUILD A FOUNDATION OF SKILLS AND KNOWLEDGE WHILE THEY SIMULTANEOUSLY USE THEIR CREATIVE AND INTELLECTUAL ABILITIES TO SOLVE REAL PROBLEMS. SHE LIKES TO CHALLENGE PEOPLE TO THINK AND REASON LOGICALLY AND CREATIVELY AND TO ACQUIRE RELEVANT BUSINESS SKILLS FOR A FUTURE ROLE IN THE GLOBAL COMMUNITY.

10LRH3085
Managing Operational Improvement

<i>DEPARTMENT :</i> Leadership and Human Resources		
<i>Department coordinator :</i> Sana HENDA		
<i>LEVEL :</i> ESC 3	<i>PERIOD :</i> 1st Semester	<i>CREDITS :</i> 2 ECTS
<i>Language :</i> English	<i>Nb of hours :</i> 18 to 24 hours	

Teacher : **Kaye HARROLD**

Context / Overview

COMPANIES IN THE NEW MILLENNIUM MUST ACCEPT THE GLOBAL CHALLENGE TO BECOME WORLD COMPETITIVE. THIS COURSE INTRODUCES STUDENTS TO THE CONTEMPORARY MANAGEMENT THEORIES THAT MUST BE APPLIED ACROSS ORGANISATIONS ' PUBLIC AND PRIVATE, MANUFACTURING AND SERVICE ' TO OBTAIN THE HIGHEST VALUE OUTCOMES FOR STAKEHOLDERS AT THE LOWEST POSSIBLE COSTS, WHILST MAXIMIZING ORGANISATIONAL RESOURCES.

ORGANISATIONAL EXCELLENCE REQUIRES THE COMMITMENT AND SUPPORT OF ALL STAFF; AN UNFAILING FOCUS ON CUSTOMERS (BOTH EXTERNAL AND INTERNAL); THE APPLICATION OF EFFECTIVE STRATEGY, POLICY AND PLANNING; THE SYNERGY OF ITS PEOPLE; AND THE CONTINUOUS IMPROVEMENT OF THE ORGANISATION'S SYSTEMS.

Pedagogical Objectives

THE STUDENT WILL BE ABLE TO:

- o VIEW ORGANISATIONS IN TERMS OF SYSTEMS, PROCESSES, AND ACTIVITIES;
- o UNDERSTAND AND APPLY A HOLISTIC MANAGEMENT FRAMEWORK FOR SUSTAINABLE ORGANISATIONAL EXCELLENCE;
- o UNDERSTAND AND APPLY A FRAMEWORK OF CONTINUAL IMPROVEMENT IN THE 'QUALITY OF MANAGEMENT' AS WELL AS THE 'MANAGEMENT OF QUALITY';
- o APPLY METHODOLOGIES TO IMPLEMENT EMPOWERMENT OF PEOPLE AND A CUSTOMER FOCUS; AND
- o APPLY BEST PRACTICE TECHNIQUES TO DEVELOP LEARNING ORGANISATIONS.

Teaching Methods / Learning Experiences

PREVIOUS STUDY IN MANAGEMENT THEORIES AT UNDERGRADUATE OR GRADUATE LEVEL.

- o PERSONAL WORK: 15% OF PERSONAL TIME ON READING AND CLASS PREPARATION
- o TEACHING METHODS IN CLASS:
 - o SEMINAR SESSIONS THAT CONSIST OF LECTURE AND TUTORIAL WORK CONDUCTED IN A FORUM OF OPEN DISCUSSION. STUDENTS ARE EXPECTED TO CONTRIBUTE THEIR OWN EXPERIENCES IN THE SESSIONS.

Content

- o GLOBAL REVOLUTION ' THE CONTEXT FOR CHANGE

- o CUSTOMER FOCUS AND SATISFACTION
- o BUSINESS EXCELLENCE AND QUALITY FRAMEWORKS
- o ORGANISATIONAL SYSTEMS AND PROCESSES
- o MANAGING AND IMPROVING ORGANISATIONAL PERFORMANCE
- o LEADING AND MANAGING CHANGE
- o BUILDING A 'LEARNING ORGANISATION'.

Assessment

ASSESSMENT WILL BE IN THE FORM OF THE ANALYSIS OF A CASE STUDY UNDERTAKEN IN THE FINAL TWO-HOUR SESSION. STUDENTS WILL DEMONSTRATE THEIR UNDERSTANDING OF THE CONCEPTS COVERED IN THE MODULE.

Bibliography

- EVANS, J. R., (2005). TOTAL QUALITY: MANAGEMENT, ORGANISATION & STRATEGY, MASON, OHIO, THOMSON/SOUTHWESTERN.
- QUINN, R. E., FAERMAN, S., THOMPSON, P., & MCGRATH, M. (2003). BECOMING A MASTER MANAGER: A COMPETENCY FRAMEWORK. NEW YORK: WILEY.
- SENG, P. M. (1990). THE LEADER'S NEW WORK: BUILDING LEARNING ORGANIZATIONS. SLOAN MANAGEMENT REVIEW. VOLUME 32, ISSUE 1. PP 7 ' 23.
- MUNA, F. A. (2006). SEVEN LEADERSHIP ROLES. INTERNATIONAL JOURNAL OF COMMERCE & MANAGEMENT. VOLUME 16, ISSUE 1. PP 51.
- TOWNSEND, P, & CAIRNS, L. (2003). DEVELOPING THE GLOBAL MANAGER USING A CAPABILITY FRAMEWORK. MANAGEMENT LEARNING. VOLUME 34, ISSUE 3. PP 313-327.
- LAMOND, D. (2004). A MATTER OF STYLE: RECONCILING HENRI AND HENRY. MANAGEMENT DECISION, VOLUME 42, ISSUE 1/2. PP 330-356.
- SOWER, V. E., & FAIR, F. K. (2005). THERE IS MORE TO QUALITY THAN CONTINUOUS IMPROVEMENT: LISTENING TO PLATO. THE QUALITY MANAGEMENT JOURNAL, VOLUME 12, ISSUE 1, PP 8-20.

Short Presentation of Teacher

KAYE HARROLD HAS A MASTER OF COMMERCE FROM CURTIN UNIVERSITY OF TECHNOLOGY IN WESTERN AUSTRALIA. SHE HAS HAD A 27-YEAR CAREER AS AN ACADEMIC LECTURING IN CROSS-CULTURAL COMMUNICATION, CROSS-CULTURAL MANAGEMENT, MANAGEMENT INFORMATION SYSTEMS AND SMALL BUSINESS. THIS EXPERIENCE MEANS MS HARROLD'S COURSES ARE RELEVANT, INTERESTING AND DIVERSE AND REFLECT THE NECESSITY FOR KNOWLEDGE AND SKILLS IN THESE AREAS IN TODAY'S GLOBAL BUSINESS COMMUNITY. MS HARROLD'S EDUCATIONAL OBJECTIVE IS TO HELP PEOPLE IN SMALL BUSINESS BUILD A FOUNDATION OF SKILLS AND KNOWLEDGE WHILE THEY SIMULTANEOUSLY USE THEIR CREATIVE AND INTELLECTUAL ABILITIES TO SOLVE REAL PROBLEMS. SHE LIKES TO CHALLENGE PEOPLE TO THINK AND REASON LOGICALLY AND CREATIVELY AND TO ACQUIRE RELEVANT BUSINESS SKILLS FOR A FUTURE ROLE IN THE GLOBAL COMMUNITY.

10LRH3087

<u>DEPARTMENT:</u> Leadership and Human Resources		
<u>Department coordinator:</u> Sana HENDA		
<u>LEVEL:</u> ESC 3	<u>PERIOD:</u> 1st Semester	<u>CREDITS:</u> 2 ECTS
<u>Language:</u> French	<u>Nb of hours:</u> 18 to 24 hours	

Teacher: **Jean-Yves GARIN**

10LRH3088

<u>DEPARTMENT:</u> Leadership and Human Resources		
<u>Department coordinator:</u> Sana HENDA		
<u>LEVEL:</u> ESC 3	<u>PERIOD:</u> 1st Semester	<u>CREDITS:</u> 2 ECTS
<u>Language:</u> French	<u>Nb of hours:</u> 18 to 24 hours	

Teacher: **Béatrice ROMÉY**

10LRH3089

Recruitment and selection

<u>DEPARTMENT :</u> Leadership and Human Resources		
<u>Department coordinator :</u> Sana HENDA		
<u>LEVEL :</u> ESC 3	<u>PERIOD :</u> 1st Semester	<u>CREDITS :</u> 2 ECTS
<u>Language :</u> English	<u>Nb of hours :</u> 18 to 24 hours	

Teacher : **Deborah ZINNI**

Context / Overview

As the population continues to age at exponentially unprecedented rates, employers are being faced with labour shortages, particularly in positions requiring the adequate knowledge, skills and abilities to complete tasks. This phenomenon is a global issue regardless if you are in major centres like Paris, Berlin, or Toronto. Therefore, the recruitment and selection of employees has become a major issue for employers as they try to attract and retain talent that is in high demand. Therefore, recruitment and selection of employees is fast becoming one of the most important, and one of the most difficult human resources functions that managers will face. This course will equip future managers (our students) with the basic understanding of the function, and what to do to attract and retain talent.

Teaching Methods / Learning Experiences

Ø Preparatory Work or Prerequisite(s)

Student should access the following website and review its contents. It will provide some context to the subject matter, and its importance.

<http://www.hrmguide.co.uk/hrm/chap8/ch8-links.html>

Ø Work in class:

Ø Personal Work

Students will be required to work in groups of 4-5 on a major assignment which will require approximately 8-10 hours additional time outside the classroom.

Ø Teaching Methods in class: Tutorial, group work, individual work

Group Work ' as discussed above, students will participate in groups of 4-5 on a major assignment. During class, students will break into groups to work on in class exercises.

Individual Work ' students will be graded on class participation and on two individual assignments

Content

Subjects, themes, questions raised

The concepts to be introduced are :

Job Analysis and preparation of a job description
Methods of recruitment ' internal/external
Advantages/disadvantages of each of the methods
Preparation of a recruitment ad
How to screen resumes of candidates
Selection Interview and type of interviews
Reliability and validity of selection methods
Designing questions
How to conduct an interview
Interviewer errors/bias
Selection of best candidate
North American Illegal concerns

Assessment

Elements to be evaluated ' linked to the pedagogical objectives
Preparation of recruitment ad
Design of interview questions
Group project
Participation

Methods of Assessment

Preparation of recruitment ad ' Level of creativity, follow formula presented, grammar/spelling, presentation of material.

Design of Interview questions ' appropriateness of questions designed; avoidance of closed ended vs. open ended; type of questions designed; legality of questions asked.

Group Project ' in groups of 4-5 students will be posed with a recruitment and selection question. Students will be required to prepare a recruitment and selection plan based a particular question posed for a certain position. This project will be a culmination of all material presented to the class. Papers will range from 6-10 pages in length, and will include a presentation by groups to last 5-7 minutes.

Participation ' will be based on the level of participation a student demonstrates in class

Bibliography

<http://www.hrsguide.co.uk/hrm/chap8/ch8-links.html>

Mathis, R. L., Jackson, J. H., and Deborah M. Zinni, 'Human Resource Management', 1st Canadian Edition, Thomson Nelson, ISBN 0-17-625144-8. 2008.

Catano, V.M., S.F., Wiesner, W.H., Hackett, R.D., and Methot, L.L. 2003, Recruitment and Selection in Canada, 3rd Edition, ITP Nelson, Toronto; ISBN: 0-17-641580-7.

Short Presentation of Teacher

Dr. Deborah M. Zinni, MBA, PhD, CHRP

DEBORAH ZINNI IS AN ASSISTANT PROFESSOR IN THE FACULTY OF BUSINESS AT BROCK UNIVERSITY IN ST. CATHARINES, ONTARIO. PRIOR TO JOINING THE FACULTY AT BROCK, DEBORAH WORKED FOR OVER 20 YEARS IN SENIOR HUMAN RESOURCES MANAGEMENT FOR COMPANIES SUCH AS FALCONBRIDGE NICKEL MINES LIMITED, NISSAN CANADA, AND NEC CANADA INC. SHE HAS WORKED IN ALL FACETS OF HUMAN RESOURCES MANAGEMENT AND THOROUGHLY ENJOYS COMPENSATION MANAGEMENT, AND HEALTH AND SAFETY. SHE HAS RECENTLY CO-AUTHORED A FIRST CANADIAN EDITION HUMAN RESOURCES MANAGEMENT TEXTBOOK ENTITLED MANAGING HUMAN RESOURCES, WHICH WILL BE RELEASED IN FEBRUARY 2007.

10LRH3090 **Management of change**

<u>DEPARTMENT :</u> Leadership and Human Resources		
<u>Department coordinator :</u> Sana HENDA		
<u>LEVEL :</u> ESC 3	<u>PERIOD :</u> 1st Semester	<u>CREDITS :</u> 2 ECTS
<u>Language :</u> English	<u>Nb of hours :</u> 18 to 24 hours	

Teacher : **Peter STOKES**

Context / Overview

The management of change has become viewed as so much as an integral aspect of contemporary corporate life that it is in danger of crystallising into merely a rhetorical or clichéd debate. There is a large amount of literature, theory and models available and this provides a degree of insight and assistance. However, this course examines the perspectives that underpin much of that body of writing and seeks to show how complementary and alternative approaches may be constructed. This provides aspirant managers with rich theoretical insights balanced against a development of the operational realities of living and leading in change environments.

Pedagogical Objectives

The student will be able to demonstrate a knowledge and understanding of the key theories and models invoked in change management commentary.

The student will be able to demonstrate an understanding of the difficulties that managers face in coping with complex and ambiguous managerial situations that arise during the management of change.

The students will be able to demonstrate a need to address the ambiguity of change management and an appreciation that there is often no one answer to the problems of planning and managing change.

Teaching Methods / Learning Experiences

- Preparatory Work or Prerequisite(s)

The are no particular pre-requisites/preparations for this course beyond the level it is delivered.

- Work in class :

The course will involve interactive and group work in class.

- Personal Work

The course will require reading outside of the course.

- Teaching Methods in class: lecture, tutorial, group work, individual work

Content

Review and critique of orthodox change management approaches

An examination and discussion of underpinning paradigms involved in change management

A discussion of the historical developments/progression of approaches to change management, for example, linear approaches to chaos theory.

The role of corporate culture in change management situations
Training and human resources development approaches as a means to managing culture and change
Assessment, management and leadership in relation to change management.

Assessment

The course will be assessed by a 3000 essay assignment question.

Bibliography

- BALOGUN, J. and HOPE HAILY, V. «Exploring Strategic Change» London, Financial Times/Prentice Hall, 2004.
- BUCHANAN D. and BADHAM, R. «Power, Politics and Organizational Change» London, Sage Publications, 2004.
- BURNES, B «Managing Change» London, Financial Times/Prentice Hall, 2004.
- CARNALL, C .«Managing Change in Organizations» Financial Times/Prentice Hall, 2007.
- CLEGG, S, KORNBERGER, M and PITSIS, T.«Managing and Organization: An Introduction to Theory and Practice» London. Sage Publications, 2005.
- DARWIN, J, JOHNSON, P and McAULAY J «Developing Strategies for Change» London, Financial Times/Prentice Hall, 2002.
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Short Presentation of Teacher

Dr Peter STOKES PhD MBA, BA(Hons) PGCertTLHE PGCertRDS

Nationality: British

Academic and Professional Experience.

Dr Peter STOKES is Principal Lecturer/Division Leader at Lancashire Business School, UCLAN, (UK). His presentations draw on extensive international managerial experience. He is an active researcher and a member of several academic journal boards.

10LRH3091

Strategic approach to organisational change

<u>DEPARTMENT:</u> Leadership and Human Resources		
<u>Department coordinator:</u> Sana HENDA		
<u>LEVEL:</u> ESC 3	<u>PERIOD:</u> 1st Semester	<u>CREDITS:</u> 2 ECTS
<u>Language:</u> English	<u>Nb of hours:</u> 18 to 24 hours	

Teacher: **Stuart KEWLEY**

Context / Overview

This module aims to give the student an understanding of the nature and scope of organisational change in relation to the complexities of organisational life in a globalising market place. It will ensure that the student is capable of recognising the range of threats inherent in the process of managing and implementing organizational change, understands the range of different change interventions, can assess their outcomes, and can take appropriate action to deal with change in an appropriate manner. It will also assist the student to recognize why change occurs and how organisations develop strategies to cope with changing environments

Pedagogical Objectives

The module aims:

- To develop an understanding of a range of concepts and theories associated with the organisational change.
- To develop a critical perspective about the concept of globalisation and its impact on markets, organisations and people.
- To provide students with a set of resources for independent thinking about the changing global environment, its effect on organisations and how organisations develop strategies to cope with change

Teaching Methods / Learning Experiences

A range of teaching and learning methods will be employed in this module. Each class will involve formal information input from the teacher. There will be some elements of formal lecturing, but students will be expected to participate by answering questions and contributing their own experience in class discussion. Each class will also involve some student-centred activity. This may involve a case-study, a film, a short presentation or discussion and feedback in small groups.

Content

22 Contact hours.

INDICATIVE CONTENT (IC):

- The significance and definitions of organisations and change management
- The changing nature of markets and its effect on organisations
- The changing context of management and the design of strategies to compete in a global environment.
- Management strategies for different cultures
- The changing nature of organisational structures

- Perspectives and limitations of leadership

Assessment

The assessment in this taught module allows students to develop their research skills and also report writing skills.

Individual report ' This report is based on a critical reflection of the impact of change on a named individual firm in a specific market. The students should

A: Identify a firm

B: Identify themselves as the agent of change in that firm

C: Analyse the firm's current market

D: Design a strategy for break into new markets or to diversify into a new sector

E: Identify the model / vehicle the firm will adopt to make the change

F: Assess the changes both internal and external the firm may face in attempting to expand / diversify.

The report should be no longer than 2,500 words

Bibliography

Books - Required Reading:

Burnes, Bernard *Managing Change: A Strategic Approach to Organisational Dynamics*

Financial Times/ Prentice Hall; 4 edition (2004)

ISBN-10: 0273683365 ISBN-13: 978-0273683360

Recommended Reading: * Highly recommended

a) Ghosn Carlos and Philippe Ries, *Shift Currency / Double Day* 2005 ISBN 0-385-51291-0 (French version also available)*

b) Magee, David *Turnaround* Harper Collins 2003 ISBN 0-06-051485-X

c) Carnall, C *Managing Change in Organisations* Prentice-Hall; 2Rev Ed edition 1995 ISBN-10: 0131509543 ISBN-13: 978-0131509542

d) Schneider, C. and Barsoux Jean Louis *Managing Across Cultures* Person 2003 ISBN 0-273-64663-X

e) Vlasic Bill and Stertz Bradley, *Taken for a Ride* William Morrow & Company 2000 ISBN-10: 0688173055

ISBN-13: 978-0688173050 0

Journals

- Harvard Business Review
- Organisation Studies
- Leadership

10LRH3092

<u>DEPARTMENT:</u> Leadership and Human Resources		
<u>Department coordinator:</u> Sana HENDA		
<u>LEVEL:</u> ESC 3	<u>PERIOD:</u> 1st Semester	<u>CREDITS:</u> 2 ECTS
<u>Language:</u> French	<u>Nb of hours:</u> 18 to 24 hours	

Teacher: **Anne-Sophie FRAISSE**

10LRH3093

<u>DEPARTMENT:</u> Leadership and Human Resources		
<u>Department coordinator:</u> Sana HENDA		
<u>LEVEL:</u> ESC 3	<u>PERIOD:</u> 1st Semester	<u>CREDITS:</u> 2 ECTS
<u>Language:</u> French	<u>Nb of hours:</u> 18 to 24 hours	

Teacher: **Laure GUILBERT**

10LRH3094 **Leadership**

<u>DEPARTMENT :</u> Leadership and Human Resources		
<u>Department coordinator :</u> Sana HENDA		
<u>LEVEL :</u> ESC 3	<u>PERIOD :</u> 1st Semester	<u>CREDITS :</u> 2 ECTS
<u>Language :</u> English	<u>Nb of hours :</u> 18 to 24 hours	

Teacher : **David BALKIN**

Context / Overview

The course will present an executive perspective on leadership and presents the concepts of strategic vision, power and influence tactics used by executives, ethical leadership, executive leadership styles, top management teams and boards of directors. The course will examine the dynamics of how top executives interact with various constituencies including the top management team, the board of directors, employees and external stakeholders. Implications of how effective executive leadership can positively influence organizational outcomes are shown.

Pedagogical Objectives

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

- Understand and recognize how executives obtain and exercise power and use it to empower others.
- Develop a process for articulating a strategic vision that provides a perspective for formulating a mission and strategy for an organization.
- Recognize how executives accomplish their work through working with a team of top executives and interacting with a board of directors that represent the interests of shareholders and other stakeholders.
- Develop a capacity to match appropriate executive leadership styles to situations where they can be most successfully applied.

Teaching Methods / Learning Experiences

The course will combine short lectures with discussions of assigned readings and course concepts. Students will also be given some cases to analyze the leadership of some top executives and then will be expected to present their analysis to the class.

Assessment

Participation 30%
Exam 70%
Total 100%

Bibliography

Readings will consist of articles taken from the Harvard Business Review, and cases will come from the Harvard Business School.

Short Presentation of Teacher

David B. Balkin is professor of management at the Leeds School of Business at the University of Colorado-Boulder USA where he has served as chairman of the Management Department. He received his PhD at the University of Minnesota. He has taught in France in the MBA program at Audencia, and in Masters programs at University of Grenoble, IAE Aix-en-Provence, and University of Toulouse I.

10LRH3095

<u>DEPARTMENT:</u> Leadership and Human Resources		
<u>Department coordinator:</u> Sana HENDA		
<u>LEVEL:</u> ESC 3	<u>PERIOD:</u> 1st Semester	<u>CREDITS:</u> 2 ECTS
<u>Language:</u> French	<u>Nb of hours:</u> 18 to 24 hours	

Teacher: **Hervé CHAVAS**

10LRH3096

<u>DEPARTMENT:</u> Leadership and Human Resources		
<u>Department coordinator:</u> Sana HENDA		
<u>LEVEL:</u> ESC 3	<u>PERIOD:</u> 1st Semester	<u>CREDITS:</u> 2 ECTS
<u>Language:</u> French	<u>Nb of hours:</u> 18 to 24 hours	

Teacher: **Ewan OIRY**

10LRH3097

<u>DEPARTMENT:</u> Leadership and Human Resources		
<u>Department coordinator:</u> Sana HENDA		
<u>LEVEL:</u> ESC 3	<u>PERIOD:</u> 1st Semester	<u>CREDITS:</u> 2 ECTS
<u>Language:</u> English	<u>Nb of hours:</u> 18 to 24 hours	

Teacher: **George VARKEY**

Context / Overview

The world is just beginning to recognize and value the role of the 'social entrepreneur'. Social Entrepreneurs are being recognized in many parts of the world for the work they do in alleviating poverty and finding unique solutions to problems of poverty faced by the world. Social entrepreneurs work as individuals, in non profit organizations, in public and in private sector entities. The modern manager is being called upon, not only to derive maximum profits in their businesses but also to satisfy the triple bottom line- social responsibility, environmental consciousness and financial sustainability. The next generation of managers should be able to take decisions and be responsible for the above three factors. He / She should also be able to identify products and marketing strategies for the large number of poor people in the world. In fact, the modern manager must be able to identify profit making ventures that address these issues.

Pedagogical Objectives

- 3.1. The student must be able to track the evolution of society in regards to the market economy from the time of the industrial revolution to the post capitalist society.
- 3.2. The student must be able to define "social responsibility, social entrepreneurship and environmental consciousness" in their own words.
- 3.3. The student must be able to demonstrate an understanding of the roles of the three sectors operating in an economy, namely the private, public and the social sectors. The student must be able to explain the need of the social sector.
- 3.4. The student must be able to demonstrate understanding of and appreciation for the need for, the importance of and the profit making opportunity available when providing goods and services tailored for under-privileged people.

Teaching Methods / Learning Experiences

4.1. Preparatory work

Students must have read about the two leading organizations that identify and reward social entrepreneurs, namely Ashoka Foundation:

www.ashoka.org/social_entrepreneur

and Schwab Foundation:

www.schwabfound.org/index.htm

It is essential that a book entitled, "The fortune at the bottom of the pyramid" by C, K. Prahalad, Wharton School Publishing, be read by students before the course.

4.2. Work in class

- 4.2.1. Group discussions on topics at the end of every thirty minute session.
- 4.2.2. Written work on social entrepreneurship
- 4.2.3. Essay to be written on why we call ourselves to be in a post capitalist society.
- 4.2.4. Written work on analyzing a case study of a company.
- 4.2.5. Individual presentation to the class on each student's opinion on social entrepreneurship.

4.3. Teaching methods

- 4.3.1. Lecture (Power point presentations over three days)
- 4.3.3. Watching a video on success stories of social enterprise.
- 4.3.2. Group work (group discussions on entrepreneurship, social entrepreneurship and how current business practices treat the masses of poor people.
- 4.3.3. Individual students make oral presentations on their understanding of how companies can respond to needs of the poor people.
- 4.3.4. Students define social entrepreneurship and also write solutions to a scenario question.

Content

History of development.

What is the role of public, private and the social sectors in an economy?

What is the role of each of these sectors in eradicating poverty?

What is Social entrepreneurship?

What is the role of the manager in modern business? Is it only the generation of profit?

How can the private sector assist in alleviating poverty and make it profitable?

Assessment

- 5.1. participation in group discussions: 20
- 5.2. Essay on the post capitalist society and where is the world going next. 20
- 5.2. definition of social entrepreneur in own words 20
- 5.3. Oral presentation 20
- 5.4. Talk on social responsibility if you are appointed as CEO of a petroleum company. 20
- Total 100

Bibliography

Ashoka Foundation, What is a Social Entrepreneur? www.shwabfound.org/definition.htm?p=101

Cawthra, et al, "The Voluntary Sector and Development in South Africa", Quarterly journal of the South African National NGO Coalition and INTERFUND, Volume 3, 2001.

Drucker P F, "Post-capitalist Society", Butterworth-Heinemann Ltd, Oxford, 1993.

Drucker P F, "Managing the Non Profit Organisation", Butterworth-Heinemann Ltd, Oxford, 1993.

Prahalad C, "The fortune at the end of the pyramid-eradicating poverty through profits", Wharton School Publishing, 2006.

Robbins S P, "Organisational Behaviour", Prentice Hall, New Jersey, 1996.

Schwab Foundation: What is a Social Entrepreneur?

www.ashoka.org/social_entrepreneur

Short Presentation of Teacher

Name: Varkey George

B.Com (Cost accounting), Higher Education Diploma, M.Phil in Value Analysis and Policy Formulation.

Nationality: South African

Summary of experience: Director of the University of Witwatersrand's Rural Facility, Director of the of University of Cape Town's 'Students' Health and Welfare Centres Organisation' in South Africa. Tasked to turn both organisations around from the brink of closure. Chairman of Unesco's Kruger to Canyons Biosphere Reserve.

10LRH3098

<u>DEPARTMENT:</u> Leadership and Human Resources		
<u>Department coordinator:</u> Sana HENDA		
<u>LEVEL:</u> ESC 3	<u>PERIOD:</u> 1st Semester	<u>CREDITS:</u> 2 ECTS
<u>Language:</u> French	<u>Nb of hours:</u> 18 to 24 hours	

Teacher: **Nassef HMIMDA**

10LRH3099

<u>DEPARTMENT:</u> Leadership and Human Resources		
<u>Department coordinator:</u> Sana HENDA		
<u>LEVEL:</u> ESC 3	<u>PERIOD:</u> 1st Semester	<u>CREDITS:</u> 2 ECTS
<u>Language:</u> French	<u>Nb of hours:</u> 18 to 24 hours	

Teacher: **Nassef HMIMDA**

10LRH3100

<u>DEPARTMENT:</u> Leadership and Human Resources		
<u>Department coordinator:</u> Sana HENDA		
<u>LEVEL:</u> ESC 3	<u>PERIOD:</u> 1st Semester	<u>CREDITS:</u> 2 ECTS
<u>Language:</u> French	<u>Nb of hours:</u> 18 to 24 hours	

Teacher: **Gaël LE BOULCH**

10LRH3101
Coaching and Performance Development

<u>DEPARTMENT:</u> Leadership and Human Resources		
<u>Department coordinator:</u> Sana HENDA		
<u>LEVEL:</u> ESC 3	<u>PERIOD:</u> 1st Semester	<u>CREDITS:</u> 2 ECTS
<u>Language:</u> English	<u>Nb of hours:</u> 18 to 24 hours	

Teacher: **Babu ABRAHAM**

10LRH3102 **Family Business**

<u>DEPARTMENT :</u> Leadership and Human Resources		
<u>Department coordinator :</u> Sana HENDA		
<u>LEVEL :</u> ESC 3	<u>PERIOD :</u> 1st Semester	<u>CREDITS :</u> 2 ECTS
<u>Language :</u> English	<u>Nb of hours :</u> 18 to 24 hours	

Teacher : **Teresa MENZIES**

Context / Overview

This course provides students with a solid understanding of both the theoretical and practical aspects of family business. This is an extremely important area of business knowledge. A large percentage of businesses are family owned and managed. Students will likely work for a family business, as a non family member, or work in their family's business. For either of these contexts, a thorough knowledge of major issues like, what constitutes a family business, intergenerational succession, going outside the family, managing conflict, and strategic management of the family business, are increasingly important within the current global business environment. Business today must leverage, among other things, competitive advantages and reduced agency costs, both of which are different within family vs non family businesses.

Pedagogical Objectives

This course aims to develop a student's conceptual, evaluative and diagnostic skills in relation to concepts and issues relating to family business. By the conclusion of the course, the student must have acquired and be able to apply in written and oral case analysis, an understanding of the theoretical concepts and practical issues relating to family business. The student must also be able to apply his/her knowledge to develop solution strategies for problem situations presented in cases. These problems will concern managing conflict in the family business, and dealing with succession issues, non family employees, and estate planning.

Teaching Methods / Learning Experiences

Ø Preparatory Work or Prerequisite(s): Students should read the academic papers from the list in the bibliography (See website) Reading are recommended prior to the first class, however, this work can also be done during the duration of the course.

Ø Work in class: Students will be required to read short case studies, provided by the instructor, and to prepare a written analysis.

Ø Students will research via the Internet one famous family business. This business can be headquartered in any country, but the language of the research material must be English to allow instructor verification. All work submitted should be in English. The definition of a family business, to be discussed in class, will determine the choice of business. Students will also complete a template, provided by the instructor, with key information on the family business they have chosen. The report on the chosen family business will include a general history of the family, including a genogram which the student must develop from information on the web, and the history of the business, and will take as a particular focus the topic of succession. Instances of successful or unsuccessful succession in the famous family chosen, must be discussed in relation to material from the course. This project includes a written report and a Powerpoint presentation.

Ø Teaching Methods in class:

Students are introduced to key areas through lectures, readings, case analysis, group and individual exercises and assignments, discussions, videos and reports of relevant material in the popular press. Course assignments will also be used to enhance practical skills and theoretical knowledge.

Content

The Nature, Importance and Uniqueness of Family Business, Definition of Family Business, Genograms, Building Trust and Commitment, Ownership, Theories in the literature on Family Business, Succession & Transfer of Power, Strategy, Planning the Estate, Non family Management, Governance, Family Communication, Change and Adaptation.

Assessment

Elements to be evaluated – linked to the pedagogical objectives

All areas of course material will be evaluated through carefully designed assignments that demand a comprehensive knowledge of course material. Higher level learning, including comprehension, analysis, synthesis and evaluation will be applied to the theoretical and practical knowledge gained within the course period.

Students will be evaluated as follows:

Journal on famous family businesses 10%

Group Paper + Group Presentation 40%

Class leadership 10%

Case presentations 4 @ 10% 40%

Bibliography

ALL COURSE MATERIALS/READINGS CAN BE ACCESSED AT THE FOLLOWING WEBSITE:

<http://www.menzies.brocku.ca/>

All readings are considered mandatory.

Short Presentation of Teacher

Teresa Menzies is a Professor in the Faculty of Business, Brock University, St. Catharines, Ontario, and teaches courses in entrepreneurship and family business. She received her Ph.D. from the University of Toronto. She has been educated in Scotland and in Canada and has Canadian and European citizenship. In 2006, she received the prestigious Faculty of Business Award for Excellence in Teaching. She has published numerous academic papers in a wide range of journals and has presented at conferences in many countries. Her publications concern entrepreneurship education, ethnic and minority entrepreneurship, and the process of new firm creation.

10LRH3106

<u>DEPARTMENT :</u> Leadership and Human Resources		
<u>Department coordinator :</u> Sana HENDA		
<u>LEVEL :</u> ESC 3	<u>PERIOD :</u> 1st Semester	<u>CREDITS :</u> 2 ECTS
<u>Language :</u> English	<u>Nb of hours :</u> 18 to 24 hours	

Teacher : **Drago DUBROVSKI**

Context / Overview

Should the company adaptation to the conditions changed in the environment be planned, smooth and correct, they shall be considered as progressive or evolutionary changes. However, should the company be rapidly, radically and dramatically changed, these changes shall be subject to revolutionary changes. The revolutionary changes (wide-oriented, dramatic, radical, and periodical) are needed when progressive (permanent, narrow-oriented, evolutionary) delayed or insufficient in terms of changed conditions. In the methods of revolutionary changes, the following should be included: restructuring (emphasis to be on structure changes), and reengineering (emphasis to be on transformation processes). If a particular structure in a corporation or one of its individual components or correlations among the latter does not correspond to circumstances demanded by the (altered) environment, then the existing structure is to be transformed and a new one is to be set up. This radical process that represents a transition from the existing structure into a new one, and does enable greater effectiveness and efficiency of a corporation, is denominated restructuring. The course includes the procedures, methods and models, used in the framework of radical (revolutionary) changes to restructure a corporate organisation.

Pedagogical Objectives

The student must be able to understand that in modern corporate environment radical changes are inevitable. However, restructuring projects are extremely risky, therefore the right approach in planning and execution is necessary.

This objective can be measured through analysing the real case studies in different branches in order to find practical solutions.

The students must also understand that there is no general solution valid for every company because of their idiosyncrasy, however, some common rules can be applied.

This objective can be measured by using the most appropriate combination of possible measures in practical exercise.

Teaching Methods / Learning Experiences

- Ø Preparatory Work or Prerequisite(s)
- Ø Work in class:
- Ø Personal Work
- Ø Teaching Methods in class: Tutorial, group work, individual work

Content

- characteristics of modern environment and modern company
- changes, development and company renewal
- evolutionary and revolutionary changes
- the meaning and role of restructuring
- areas involved in restructuring projects
- programme-market, marketing, human resource, organizational, technological, production, developmental and other restructurings
- guidelines for successful restructuring in practice

Assessment

- active participation in lectures (20%)
- written exam (60%)
- active teamwork in case studies (20%)

Bibliography

- Burke, W. Warner. 2002. Organization Change. Theory and Practice. Thousand Oaks: Sage Publications
- Dubrovski, Drago. 2008. Company restructuring and crisis management. Amiens: Studying material
- Dubrovski, Drago. 2005. Restructuring and business reengineering in integrative processes. Managing global transitions, vol. 3, no. 1, [71]-93
- Pearson, C.M., C. Roux-Dufort in J.A. Clair. 2007. International Handbook of Organizational Crisis Management. Los Angeles: SAGE

Short Presentation of Teacher

DRAGO DUBROVSKI, PHD

He took the doctor's degree at Economics-Business Faculty in Maribor (Slovenia), field International Business. He is part-time Associate Professor at Faculty of Management in Koper and managing director in a private consulting company, focused on restructuring projects. He worked also as sales manager in international industrial company and crisis management in several Slovenian companies. He is verified expert of Slovene Economist's Association and judicial expert, member of several Supervisory Boards and has a licence for managing the insolvency procedures. His research areas are crisis management and corporate renewal, strategic alliances and international business. He published several textbooks and more than 60 articles in domestic and international journals.

10LRH3107

Contemporary Leadership theories and practice

<u>DEPARTMENT :</u> Leadership and Human Resources		
<u>Department coordinator :</u> Sana HENDA		
<u>LEVEL :</u> ESC 3	<u>PERIOD :</u> 1st Semester	<u>CREDITS :</u> 2 ECTS
<u>Language :</u> English	<u>Nb of hours :</u> 18 to 24 hours	

Teacher : **Anthony CHELTE**

Context / Overview

Leadership skills are critical and transformative aspects of organizational success and sustainability. This seminar presents contemporary leadership theories and best practices. Discussion of cultural issues, barriers, and enhancements to leadership and motivation will be explored. Cases developed to identify and apply transformative leadership processes will be analyzed in teams during the seminar. Each team will present its analysis of the case and recommendations for implementation leading to organizational success and sustainability.

Pedagogical Objectives

Identify and evaluate contemporary leadership theories
Analyze and evaluate leadership practices
Apply transformational leadership practices in case situation
Identify cultural aspects of leadership and motivation

Teaching Methods / Learning Experiences

Ø Preparatory Work or Prerequisite(s) reading to be assigned
Ø Work in class: lecture and team discussion and problem analysis; presentation
Ø Personal Work
Ø Teaching Methods in class: Tutorial, group work, individual work : lecture, group/team case work, presentations

Content

Subjects, themes, questions raised
Can leadership skills be learned ?
Are leadership theories universal or culture-bound ?
What role does culture play in motivation ?
What are current leadership practices ?
Transformational leadership lessons

Assessment

Elements to be evaluated – linked to the pedagogical objectives

Methods of Assessment

Team case analysis and presentation

Individual discussions, questions, and in-class analysis

Bibliography

Selected cases from HBR. Will distribute during class

Selected video cases. To be shown in class

Selected leadership experiential exercises. To be distributed in class

Short Presentation of Teacher

Dr. Anthony F. Chelte is Dean of the Dillard College of Business Administration at Midwestern State University, Wichita Falls, Texas, USA. He is academically and professionally qualified according to AACSB standards. Dr. Chelte has written extensively in the area of leadership and teams; he has served as consultant to many U.S. based businesses, and is a frequent presenter at AACSB seminars and conferences.

10LRH3108

<u>DEPARTMENT:</u> Leadership and Human Resources		
<u>Department coordinator:</u> Sana HENDA		
<u>LEVEL:</u> ESC 3	<u>PERIOD:</u> 1st Semester	<u>CREDITS:</u> 2 ECTS
<u>Language:</u> French	<u>Nb of hours:</u> 18 to 24 hours	

Teacher: **Inès SAAD**

10LRH3109

<u>DEPARTMENT:</u> Leadership and Human Resources		
<u>Department coordinator:</u> Sana HENDA		
<u>LEVEL:</u> ESC 3	<u>PERIOD:</u> 1st Semester	<u>CREDITS:</u> 2 ECTS
<u>Language:</u> French	<u>Nb of hours:</u> 18 to 24 hours	

Teacher: **Sandrine PONNELLE**

10LRH3110

Performance management

<u>DEPARTMENT :</u> Leadership and Human Resources		
<u>Department coordinator :</u> Sana HENDA		
<u>LEVEL :</u> ESC 3	<u>PERIOD :</u> 1st Semester	<u>CREDITS :</u> 2 ECTS
<u>Language :</u> English	<u>Nb of hours :</u> 18 to 24 hours	

Teacher : **Christine O'CONNOR**

Context / Overview

This subject is designed for students to learn the theory and practice of performance management in a workplace and the role of performance management in contributing to the long-term performance and viability of organisations. The subject will be taught with the focus on application and will include theoretical aspects as well as practical skills development.

Pedagogical Objectives

Knowledge

- Recognise implications for management of issues around work and organisation
- Describe the theoretical aspect of performance management in a diverse environment
- Discuss the major types of performance appraisal and performance counselling systems
- Understand the need for counselling in an HRM context

Skills

- Conduct performance appraisal and career planning interviews
- Engage in conflict management and mediation
- Counsel staff relative to professional issues and concerns

Values/attitudes

- Value the need for HRM strategies to maximise the potential of all staff
- Appreciate the need for and benefits of counselling staff for performance, careers and to cope at work

Teaching Methods / Learning Experiences

Ø Preparatory Work or Prerequisite(s) – understanding of Human Resource Management

Ø Teaching Methods in class: Tutorial, group work, individual work

The teaching method will be a combination of interactive workshops, assigned reading and group work over an intensive delivery period. Classes are designed to introduce the principles and practices of performance management.

Each topic covered will include the theoretical background as well as practical application in organisations. Generally classes will be conducted as workshops and will provide opportunity to practice the skills involved in performance appraisal. This will involve discussions of the topic area and activities such as case studies and conducting interview sessions.

Content

- Define performance and performance management;
- Understand the essential building blocks of the performance management process;
- Understand performance appraisal as part of the performance management process;
- Understand conventional and contemporary methods of performance appraisal and the potential implications.
- What makes a performance appraisal fair?
- Methods of performance appraisal; out-come based methods, absolute standards methods and relative comparison methods
- Errors in performance appraisal
- Conduct an effective performance feedback session (positive, discipline, change behaviour etc)

Assessment

Group Presentation 40%

Exam 60%

Bibliography

Arnold, J., Silvester, J., Patterson, F., Robertson, I., Cooper, C. and Burnes, B. (2005). Work psychology: understanding human behaviour in the workplace. Essex:

Prentice Hall.

Murray, K. & Cleveland, J.(2006). Performance Management. Essex: Prentice Hall.

Short Presentation of Teacher

Christine is a Senior Lecturer at the University of Ballarat, Australia. She is a psychologist by profession. Christine came into academia after work at senior management level in the private sector. Research interests revolve around the issues of self-managed work teams and leadership. A special interest is in leader-member-exchange theory or the interaction leaders have with subordinates. She holds undergraduate and graduate degrees in organisational psychology. Christine is responsible for the Master of Business Administration degree as well as partnership programs with organisations such as Mars Confectionary Australia. Membership of American Academy of Management, American Psychological Society, Australian Psychological Society and HRM Professional Body.

10LRH3111

Managing new venture planning and creation

<u>DEPARTMENT :</u> Leadership and Human Resources		
<u>Department coordinator :</u> Sana HENDA		
<u>LEVEL :</u> ESC 3	<u>PERIOD :</u> 1st Semester	<u>CREDITS :</u> 2 ECTS
<u>Language :</u> English	<u>Nb of hours :</u> 18 to 24 hours	

Teacher : **Teresa MENZIES**

Context / Overview

The theoretical and practical aspects of managing new venture planning and creation are explored in this course. This course is important from three standpoints: Established businesses, in today's fast paced global environment, continually need to implement enterprising strategies and thus Intrapreneurship/innovation mindset is increasingly becoming an integral part of modern business. New business creation is also a part of established organizations or can be viewed from a personal perspective of a start-up situation. In the working world, students will be involved with either working in a large organization, a smaller business, starting their own business, or working with an organization that in some way services small and new businesses (e.g. financial or government organizations). To equip students for any of these instances, this course provides, in depth, practical and theoretical knowledge in relation to managing the new venture planning and creation process.

Pedagogical Objectives

Students' conceptual, evaluative and diagnostic skills will be developed in this course in relation to concepts and issues relating to managing new venture planning and creation. At the end of the course, the student must have acquired and be able to apply in written and oral case analysis, an understanding of the theoretical concepts and practical issues relating to managing new venture planning and creation. The student must also be able to apply his/her knowledge to discern the difference between ideas and opportunities and to gauge the feasibility of new venture creation, according to instances presented in cases. By the end of this course, students will be expected to have a sound knowledge of new business planning tools and be able to apply these to specific industry and niche opportunities.

Teaching Methods / Learning Experiences

Ø Preparatory Work or Prerequisite(s): Students should read the five academic papers which will be on the course website. These readings are recommended prior to the first class, however, this work can also be done during the duration of the course.

Ø Work in class: Students will be required to read short case studies, provided by the instructor, and to prepare a written analysis. In small groups, students will then develop and present a short Powerpoint presentation which summarizes the analysis of their group and suggest strategies for planning and creation of the new business.

Ø Personal Work: Outside class time, each student will research the feasibility of implementing a new business venture. They will write this up in the form of a short feasibility report. Then in small groups, students will evaluate each of the potential ventures and then choose one to work on collaboratively. The

students will then plan the creation of this venture and present with a Powerpoint the results of their analysis, evaluation and research. All work submitted should be in English. Both the individual feasibility report and the group power point, will be graded.

Ø Teaching Methods in class:

Students are introduced to key areas through lectures, readings, case analysis, group and individual exercises and assignments, discussions, videos and reports of relevant material in the popular press. Course assignments will also be used to enhance practical skills and theoretical knowledge.

Content

Subjects, themes, questions raised

New venture creation with an international perspective. Opportunity recognition, shaping, reshaping and assessment. Resource assessment, and development of strategy based on competitive advantage.

Examination of the functional areas relating to planning new venture creation: e.g. marketing, operations, financing. Building the right team. Preparing a formal business plan. Debt and other forms of financing, including angel and venture capital. Intellectual property issues and strategies for growth.

Assessment

Elements to be evaluated – linked to the pedagogical objectives

All areas of course material will be evaluated through carefully designed assignments that demand a comprehensive knowledge of course material. Higher level learning, including comprehension, analysis, synthesis and evaluation will be applied to the theoretical and practical knowledge gained within the course period.

Students will be evaluated as follows:

New Venture Feasibility Paper 15%
Group Paper + Group Presentation 35%
Class leadership 10%
Case presentations 4 @ 10% 40%

Bibliography

ALL COURSE MATERIALS/READINGS CAN BE ACCESSED AT THE FOLLOWING WEBSITE:

<http://www.menzies.brocku.ca/>

All readings are considered mandatory.

Short Presentation of Teacher

Teresa Menzies is a Professor in the Faculty of Business, Brock University, St. Catharines, Ontario, and teaches courses in entrepreneurship and family business. She received her Ph.D. from the University of Toronto. She has been educated in Scotland and in Canada and has Canadian and European citizenship. In 2006, she received the prestigious Faculty of Business Award for Excellence in Teaching. She has published numerous academic papers in a wide range of journals and has presented at conferences in many countries. Her publications concern entrepreneurship education, ethnic and minority entrepreneurship, and the process of new firm creation.

10LRH3112

Knowledge and organization

<u>DEPARTMENT :</u> Leadership and Human Resources		
<u>Department coordinator :</u> Sana HENDA		
<u>LEVEL :</u> ESC 3	<u>PERIOD :</u> 1st Semester	<u>CREDITS :</u> 2 ECTS
<u>Language :</u> English	<u>Nb of hours :</u> 18 to 24 hours	

Teacher : **Laura Lucia PAROLLIN**

Context / Overview

In social sciences there is nowadays a big attention on knowledge and learning. Some authors suggest the label knowledge society to describe the recent transformations. Some orders underline the tendency in to take into account intangible goods in markets and economic transitions. Inside the organizational debate this attention on knowledge means a focus on organizational learning and knowledge workers. The literature point out the problem of transmit and conservation of knowledge inside and between the organizations. The debate is concentrate in new form of post-burocratical form of organization like the net-organization. Inside of this debate some authors underline the value of situated activity of knowledge creation and propose to analyze work as knowing activity. Starting from communities of practices literature and social studies of science and technology they consider the work activities as something emergent from the material and social context that could be studied and analyzed.

Pedagogical Objectives

The aim of the course is to manage the theoretical tools in order to analyze work activity as knowledge mobilisation. It implies to consider and to evaluate the network of different elements and actors implicate in workplace activity.

The aim is to consider the knowing organization made by different level of knowledge embedded in rules and procedure as well as in organizational roles, artefacts and in expert's interaction. The main objective of this course is to reconstruct the network of knowledge and to catch the process of emergence of object of work.

Teaching Methods / Learning Experiences

- Ø Preparatory Work or Prerequisite(s)
- Ø It is not necessary specific prerequisites even if some bases of organizational theory can be useful.
- Ø Work in class:
- Ø Some theoretical presentation made by the teacher
- Ø Case studies in small groups (3 or 4 students)
- Ø Personal Work
- Ø Teaching Methods in class: Tutorial, group work, individual work

Content

Subjects, themes, questions raised

The theme of the course concern knowledge inside the organizational life and work activity. As pointed out by literature this theme is the core issue in post-bureaucratic forms of organization. If it is by and large recognized as core issue less attention is give at concrete analysis of its processes. One of the main questions raised by organizational and economic literature concerns the process of creation and circulation of knowledge inside the organizational life. But if some scholars looking for knowledge as form of goods or cognitive personal attribute, we are interested at knowledge - or better knowing - as an emergent activity by the situate context. The focus is on object of work and the network – made by subjects, material objects as instruments and the physical environment – that are at the base of the activity.

The object of work can be seen as emergent and not a preordination activity. One of the main subjects is to recognize the mobilisation of knowledge inside the network that allows the emergence of object of work. In so doing we can analyse work as expert knowledge activity as the literature of knowledge workers indicate. We can consider expert knowledge as collective and socially recognized activity inside a material and social world (ecology of relations). The objective is to reconstruct the processes of - pragmatic oriented – expert mobilisation of knowledge that shapes work practices.

Assessment

Elements to be evaluated – linked to the pedagogical objectives

Methods of Assessment

In order to reach the pedagogical objective of the course the classes will be oriented to some case studies analysis. The aim is to understand work activity as knowledge mobilisation. The student have to recognize the network of knowledge implicated, the role of different actors, the mediation role of artefacts and symbols and the hole process that give the emergence of object of work. The student's skills in analysing work as knowledge mobilisation in workplace context will be tested using a case study related to ones used during the classes.

Bibliography

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- Bruni, A., Gherardi, S., Parolin, L.L., (2007), Knowing in a System of Fragmented Knowledge, "Mind, Culture and Activity" 14 (1-2) pp. 1-20.
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- Gherardi S., (2000), Practice-based Theorizing on Learning and Knowing in Organizations "Organization" 7, p. 211-24.
- Gherardi S., (2006), Organizational Knowledge: The Texture of Workplace Learning, Blackwell Publishers Ltd, Oxford.
- Heath C., Button G., (2002), Editorial Introduction. Special Issue on Workplace Studies, "British Journal of Sociology", 53 (2), pp.157-61.
- Heath, C., Hindmarsh J., Luff P., (2000), (eds), Workplace Studies: Recovering Work Practice and Informing Design, Cambridge University Press, Cambridge, (MA).
- Parolin L. L., (2008) I Workplace Studies: tecnologia ed interazione sociale nei contesti di lavoro, "Studi Organizzativi", Vol 1. pp. 145-164.
- Star S.L., (1996), Working together: symbolic interactionism, activity theory, and information systems, in Engeström Y., Middleton D., (eds), Cognition and Communication at Work, Cambridge University Press, Cambridge.

Short Presentation of Teacher

Laura Lucia Parolin have a Ph.D in "Information Systems and Organisation" at the Department of Social

Research - Trento University. She is actually post-doc at Milano-Bicocca University and she teach "Organization and ICT" to the "Organizational Sciences" MA at Milano-Bicocca University. She also conducts at Milano-Bicocca University several laboratory classes in "Organizational Analysis" (based and advanced level). Her research interests are focused on organizational learning, collective knowing activity, technology-dense workplace, language-based theoretical approaches to work studies and Organizational Practice Based Studies.

Actually she is doing an ethnographic work focused in a collective (between designers, firms and suppliers) construction of a new object in design-commodity industry.

10LRH3113

<u>DEPARTMENT:</u> Leadership and Human Resources		
<u>Department coordinator:</u> Sana HENDA		
<u>LEVEL:</u> ESC 3	<u>PERIOD:</u> 1st Semester	<u>CREDITS:</u> 2 ECTS
<u>Language:</u> French	<u>Nb of hours:</u> 18 to 24 hours	

Teacher: **Samuel NYOCK ILOUGA**

Marketing

10MKG3001

Logistics And Distribution

<u>DEPARTMENT :</u> Marketing		
<u>Department coordinator :</u> Bernd PHILIPP		
<u>LEVEL :</u> ESC 3	<u>PERIOD :</u> 1st Semester	<u>CREDITS :</u> 2 ECTS
<u>Language :</u> English	<u>Nb of hours :</u> 18 to 24 hours	
<u>Key words :</u> Marketing ; Retail ; Logistics		

Teacher : **Bernd PHILIPP**

Context / Overview

Behavioural aspects are vital for overall marketing channel performance and play a major role in our Business School's teaching concept. Relationship marketing refers notably to inter-company cooperation, enabling elaboration and implementation of efficient and effective marketing strategies. In fact, all players focus ultimately on the end customer, but interest conflicts between channel members often represent an important barrier to success. How can cooperation between channel members be achieved? What are the benefits of forms of cooperation within the marketing channel? How can conflict be avoided (or managed)?

Pedagogical Objectives

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

- Identify the different sources and factors that provide cooperation in a marketing channel
- Distinguish the different forms of cooperation
- Integrate cooperation into a company's performance indicators
- Model and measure cooperation
- Characterize conflict types; develop effective conflict strategies.

Teaching Methods / Learning Experiences

Interactive lectures and small group work.

Content

- Vertical and horizontal forms of cooperation
- Co-ordination vs. cooperation
- Cooperation, strategic alliances, integrated vertical marketing
- Cooperation vs. conflict
- Power, opportunistic behaviour, trust, commitment and incentives in marketing channels
- Cooperation and supply chain management.

Assessment

Group work, participation in the workshops, presentations (50% of final grade), written exam (50%).

Bibliography

- Baudry B. (1995), L'économie des relations interentreprises, La Découverte, Paris.
- Jarillo J.C. (1988), On strategic networks, Strategic Management Journal, vol. 9, pp. 31-41.
- Lusch R. (1976), Channel conflict: its impact on retailer operating performance, Journal of Retailing, vol. 52, n° 2, pp. 3-12.
- Magrath A. and K. Hardy (1988), A strategic framework for diagnosing manufacturer-reseller conflict, MSI Report n° 88-101, Marketing Science Institute, Cambridge (MA).
- Morgan R. and Hunt S. (1994), The Commitment-Trust Theory of Relationship Marketing, Journal of Marketing, vol. 58, n° 3, pp. 20-38.
- Williamson O. (1985), The economic institutions of capitalism, Free Press, New York.
- Williamson O. (1975), Markets and hierarchies: analysis and anti-trust implications, Free Press, New York.

Short Presentation of Teacher

Bernd PHILIPP is a full time researcher and lecturer at the Amiens Graduate School of Management, he also co-ordinates teaching within the marketing department.

He has a Phd environmental management and his areas of research are located at the interface of sustainable development and 'channel directed issues' (logistics, supply chain management, marketing-distribution).

10MKG3002
International Strategy

<u>DEPARTMENT:</u> Marketing		
<u>Department coordinator:</u> Bernd PHILIPP		
<u>LEVEL:</u> ESC 3	<u>PERIOD:</u> 1st Semester	<u>CREDITS:</u> 2 ECTS
<u>Language:</u> English	<u>Nb of hours:</u> 18 to 24 hours	

Teacher: **Gilbert CUDENNEC**

10MKG3005 **Strategies Of Persuasive Advertising**

<u>DEPARTMENT :</u> Marketing		
<u>Department coordinator :</u> Bernd PHILIPP		
<u>LEVEL :</u> ESC 3	<u>PERIOD :</u> 1st Semester	<u>CREDITS :</u> 2 ECTS
<u>Language :</u> French	<u>Nb of hours :</u> 18 to 24 hours	
<u>Key words :</u> Marketing ; Strategy ; Advertising		

Teacher : **Frédéric DOSQUET**

Context / Overview

Each company has its own tactics for increasing sales and clinching deals. This module looks at the different theories related to persuasion in this domain and allows students to gain a better understanding of how theory can be put into practice.

Pedagogical Objectives

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

- *Explain the theories and practical tricks of the trade developed from work on sales persuasion methods.
- *Show that they can keep their goals in mind despite a hostile environment
- * Demonstrate self-awareness by identifying the strengths/weaknesses of their offer and those of their interlocutor.

Teaching Methods / Learning Experiences

Courses illustrated by numerous practical examples

Content

Sales related persuasion theories
Persuasion techniques
How to fulfil one's objectives
Analysing one's offer (products or services)

Assessment

Individual presentation or report depending on number of students enrolled.

Bibliography

- * La société de consommation, Baudrillard ' Gallimard, Folio essais

- * Le système des objets, Baudrillard - Gallimard
- * Le marketing guerrier, Ries et Trout
- * Le positionnement, Ries et Trout
- * Les 22 lois du marketing, Ries et Trout - Dunod

Short Presentation of Teacher

Frédéric Dosquet is a consultant and Associate Director for a consulting agency, the author of 3 books, and a part-time university lecturer in business schools in France and abroad. He manages an audio-visual production company and is a researcher in communication science.

10MKG3007 **Marketing Of Packaging**

<u>DEPARTMENT :</u> Marketing		
<u>Department coordinator :</u> Bernd PHILIPP		
<u>LEVEL :</u> ESC 3	<u>PERIOD :</u> 1st Semester	<u>CREDITS :</u> 2 ECTS
<u>Language :</u> French	<u>Nb of hours :</u> 18 to 24 hours	
<u>Key words :</u> Marketing ; Packaging		

Teacher : **Christophe GELLERT**

Context / Overview

Packaging is a major element in product marketing today.

In addition to its technical functions (i.e. protection, conservation, transport, safety and respect of the environment) which must be fully taken into account, packaging must also meet essential marketing requirements.

How can packaging be used to attract consumers who are faced with over 30,000 references to choose from? How can a product be instantaneously attributed to its brand references or positioning in terms of target, quality and price?

What role does the marketing manager or the product manager play in the design and development of product packaging? Which strategy and methodology is needed to optimise the choices (materials, shapes, colours, messages etc.)?

Pedagogical Objectives

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

- Explain the parameters of the 'packaging chain'
- Explain manage a packaging design and development project
- Use the necessary data to make the best choices in terms of colours, materials, messages and shapes during the packaging launch
- Monitor and follow through the graphic packaging chain
- Understand and control the packaging development costs
- Carry through a complete packaging development process (practical work)

Teaching Methods / Learning Experiences

. In-class work:

- students fill out numerous questionnaires and exercises during the course (key figures, colours and psychology, consumer research surveys etc.)
- group studies of 'packaging copies'
- brand recognition from small pieces of materials and packaging
- product price ranking according to packaging designs

. Practical work:

- individual groups design the packaging for a new food product
- work in small groups (1 day + preliminary preparation)
- preliminary study: analysis of the product's shelf positioning in a hypermarket (study of the rival products, consumer interviews)
- development of the packaging

Content

- The packaging sector
- Jobs in the packaging sector
- Packaging development strategy
- Consumers and packaging
- The different signs on the packaging
- Packaging and the environment

Assessment

Case studies

Bibliography

- DEVISMES Philippe (2005), « packaging mode d'emploi: de la conception à la distribution », Dunod, Paris.
- KAZAZIAN Thierry (1997) Le cycle de l'emballage : le conditionnement de qualité environnementale, Dunod, Paris.

Short Presentation of Teacher

Christophe Gellert is a specialist in packaging. He has a Master II in Packaging Techniques and Science and varied professional experience in packaging. He has the Packaging Purchaser for Jacquet (a bread company) and the creator of Esepac, a packaging school which in part of the Blaise Pascal University Clermont Ferrand. In 2002, he created a Packaging Production firm abroad of which he is the manager.

10MKG3009
International Marketing

<u>DEPARTMENT:</u> Marketing		
<u>Department coordinator:</u> Bernd PHILIPP		
<u>LEVEL:</u> ESC 3	<u>PERIOD:</u> 1st Semester	<u>CREDITS:</u> 2 ECTS
<u>Language:</u> French	<u>Nb of hours:</u> 18 to 24 hours	

Teacher: **Sabine BAELDE**

10MKG3010

Internet Strategies

<u>DEPARTMENT :</u> Marketing		
<u>Department coordinator :</u> Bernd PHILIPP		
<u>LEVEL :</u> ESC 3	<u>PERIOD :</u> 1st Semester	<u>CREDITS :</u> 2 ECTS
<u>Language :</u> French	<u>Nb of hours :</u> 18 to 24 hours	
<u>Key words :</u> Marketing, Internet, strategy, communication.		

Teacher : **Dorin MILITARU**

Context / Overview

This module explores the marketing techniques used by Internet and e-commerce. Examples and case studies will be illustrate use to theory.

Pedagogical Objectives

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

- Identify and explain the strategies and operational practices in the branches of industry the most commonly found on Internet.

Teaching Methods / Learning Experiences

- Analysis of strategic and operational practices.
- Online visualisation of the examples mentioned.

Content

- .Multi-sector approach to Internet Marketing and Communication strategies
 - Traffic creation in points of sales and concessions
 - Direct sales
 - Multi-channel policies and demands
 - The search for brand impact
 - Developing relational marketing
- .Sector-specific approaches
 - FMCG brand strategies
- .Services and Internet
 - Travel / tourism
 - Banking and finance
- .The luxury sector on the Internet
- .Challenges and practices in the automotive sector

Assessment

Test based on themes covered in class.

Bibliography

Brenda Kienan, E-commerce : Stratégies et solutions, Dunod (2001)

Martin Jaglin, Les 10 commandements du Marketing Interactif : Ou comment augmenter son chiffre d'affaires grâce au marketing sur Internet et sur mobile ? , Elenbi Editeur (2005)

Philip Kotler, Les Clés du marketing, Éditeur : Village Mondial (2003)

www.manageris.com

Short Presentation of Teacher

Dorin MILITARU is a permanent lecturer and researcher at the Amiens School of Management. He has a PhD in Management Science and graduated from the Ecole Normale Supérieure of Amiens with a Master's degree in the Theory of Decision-making. His research deals with consumer behaviour and perceived risk with a focus on e-commerce. His main interests concern recommendation systems, cooperative filtering, and intelligent agents.

10MKG3011

Introduction To Sociology

<u>DEPARTMENT :</u> Marketing		
<u>Department coordinator :</u> Bernd PHILIPP		
<u>LEVEL :</u> ESC 3	<u>PERIOD :</u> 1st Semester	<u>CREDITS :</u> 2 ECTS
<u>Language :</u> French	<u>Nb of hours :</u> 18 to 24 hours	
<u>Key words :</u> Contemporary Sociology, Contradictory concept, mankind		

Teacher : **Mustapha BOURICHE**

Context / Overview

This module aims to introduce students to sociology: its emergence, the principal founders and its methods. The last day is devoted to the practical application of the theories studied.

Pedagogical Objectives

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

- Use the mechanisms of sociology in order to manage the marketing variables

Teaching Methods / Learning Experiences

Lecturers
Case studies
Discussion
Practical Exercises

Content

An analysis of the fundamentals.

The study of contemporary sociology: contradictory concepts of sociology and the study of mankind.

Assessment

- Report to be handed in
- Participation in class

Bibliography

- « Les sociologies contemporaines » ; P. ANSART (1990); Seuil
- « Questions de sociologie » ; P. BORDIEU (2002), Ed. Minuit
- « Sociologie de la consommation » ; N. HERPIN (2004); La Découverte ' Repères ' Sciences Humaines

Short Presentation of Teacher

Hervé CAZENEUVE is working on a PhD at the "Mondes et Dynamiques des Sociétés" (ISH Lyon) laboratory, supervised by Jean-Claude RABIER MODYS (UMR 5264 GLYSI-SAFA).

10MKG3012
New technology: policies and laws

<i>DEPARTMENT :</i> Marketing		
<i>Department coordinator :</i> Bernd PHILIPP		
<i>LEVEL :</i> ESC 3	<i>PERIOD :</i> 1st Semester	<i>CREDITS :</i> 2 ECTS
<i>Language :</i> French	<i>Nb of hours :</i> 18 to 24 hours	
<i>Key words :</i> Consumer Law, Internet		

Teacher : **Luc MASSON**

Context / Overview

Managers increasingly need a sound legal grounding, notably regarding new technologies such as Internet.

Pedagogical Objectives

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

- Explain the conditions and legal consequences related to the creation of an Internet site
- Resolve concrete cases of litigation related to B to B and B to C relations
- Identify the sources of legal problems in e-commerce practices and conduct legal monitoring

Teaching Methods / Learning Experiences

- Lectures
- Tutorials

Content

- Students will be introduced to the identifying elements of Internet and patent rights
 - . main identifying elements
 - . legal disputes over brands, trade names etc.
 - . resolving disputes
- The internet and internet users
 - . extra-contractual protection of internet users
 - . contractual protection of internet users in B to C and B to B
- Communicating on the internet
 - . advertising and the internet
 - . media and website creation

Assessment

Continuous assessment and final exam

Bibliography

J. Calais-Auloy et F.Steinmetz (2006), Droit de la consommation, Dalloz-Sirey.

Short Presentation of Teacher

Luc MASSON is preparing a thesis in public law on the respect of human life. He holds a Master's degree in legal theory and judicial science. He teaches Labour law, Civil obligations law and Marketing law at the IAE in Lille.

10MKG3013

Sustainable Development And Marketing Strategy

<u>DEPARTMENT :</u> Marketing		
<u>Department coordinator :</u> Bernd PHILIPP		
<u>LEVEL :</u> ESC 3	<u>PERIOD :</u> 1st Semester	<u>CREDITS :</u> 2 ECTS
<u>Language :</u> English	<u>Nb of hours :</u> 18 to 24 hours	
<u>Key words :</u> Sustainable development ; Eco-marketing ; Social marketing		

Teacher : **Bernd PHILIPP**

Context / Overview

Nowadays, sustainable development has reached management spheres and is now understood not only as a (regulatory) constraint, but also as a differentiation factor providing competitive advantage. Marketing managers begin to understand that combining economic with ecological and societal stakes is no longer a contradictory enterprise, but may result in synergetic benefits. The company's goals are no longer just limited to performance indicators such as profits and market shares. They are beginning to integrate concepts like credibility and legitimacy - indispensable in order to survive in today's market-place.

Pedagogical Objectives

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

- identify new opportunities arising from sustainable development
- apply (regulatory) constraints related to sustainable development
- design a sustainable marketing mix
- integrate sustainable objectives within marketing strategy and overall corporate strategy
- integrate ecological and social matters into a company's environmental analysis (e.g. SWOT, PEST)

Teaching Methods / Learning Experiences

interactive lectures and small group work

Content

- the sustainable development concept: a brief overview
- application of the sustainable development concept in marketing
- sustainable development: marketing opportunity or (regulatory) constraint?
- marketing and green consumerism
- aligning the marketing mix to sustainable development considerations

Assessment

Group work
Presentations

Bibliography

' A. Henriques and J. Richardson (eds, 2004), The Triple Bottom Line: Does It All Add Up?: Assessing the Sustainability of Business and CSR: Does It All Add Up? - Assessing the Sustainability of Business and CSR, Earthscan Publications Ltd.

Short Presentation of Teacher

Bernd PHILIPP is a full time researcher and lecturer at the Amiens Graduate School of Management, he also co-ordinates teaching within the marketing department.

He has a Phd environmental management and his areas of research are located at the interface of sustainable development and 'channel directed issues' (logistics, supply chain management, marketing-distribution).

10MKG3014

Globalisation And International Development Strategy

<u>DEPARTMENT :</u> Marketing		
<u>Department coordinator :</u> Bernd PHILIPP		
<u>LEVEL :</u> ESC 3	<u>PERIOD :</u> 1st Semester	<u>CREDITS :</u> 2 ECTS
<u>Language :</u> French	<u>Nb of hours :</u> 18 to 24 hours	

Teacher : **Guillaume FINCK**

Context / Overview

The international dimension is a crucial aspect of ESC Graduate Business School's programme. This module takes a close look at the globalisation of marketing (and of management more generally).

Pedagogical Objectives

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

Speak about the global and international economy.

Use the appropriate vocabulary and concepts.

Use international activity analysis and management tools.

Explain how to select the best analysis and strategic decision-making tools according to the situation

Teaching Methods / Learning Experiences

1 ' Teaching methods

· Teacher-based presentations (presentation, knowledge input, facilitation..)

The subjects are dealt with in a highly concrete and practical way.

· Students work in groups and individually

· Case study per group

2 ' Teaching methods

· Teacher-led PowerPoint presentations

3 ' Material resources

will include:

· a video projector

· a paperboard

Content

Stage 1: New global strategic context

Stage 2: International diagnostics

Stage 3: The business organisation's strategic situation

Stage 4: Choice of strategic scenario

Stage 5: Implementing the chosen strategy

Assessment

Group grade for case study

Bibliography

NB: the teacher will advise you which books are the most important.

1.1 General background reading

- Gagner la compétition mondiale, M. Brilmann, Ed. Organisation ' 1991
- Le nouveau monde, P. Lellouche, Ed. Grasset ' 1992
- Géopolitique et stratégies d'entreprises, A. Simon, Ed. Interfaces ' 1993
- Les échanges commerciaux dans la nouvelle économie mondiale, F. David, Ed. P.U.F. (collection Major) ' 1994
- Le futur était presque parfait, A. Lederman, Ed. Le cherche midi ' 2002
- Le journal du basculement du monde, Michel Beaud, Ed. La découverte ' 2001
- Les nouvelles relations internationales, M.C. Smouts, Ed. Presses de FNSP ' 1998
- L'art de la guerre, Sun Tzu, Ed. Flammarion
- Les 1000 entiers de l'avenir, J. Lesourne, Ed ; Seghers, 1980
- L'entreprise au 21ème siècle, CJD, Ed. Flammarion

1.2 Specialised reading

- Les différences culturelles dans le management, D.Bollinger, G.Hofstede, Ed. Organisation ' 1997
- Les alliances stratégiques, T.M. Collind et T.L. Doorey, Ed. Inter Editions d'Organisation ' 1992
- Le marketing opérationnel international, E. De Fontgalland, Ed. ESF ' 1993
- Les ombres japonaises, M. Manceau et J.B. Piantes, Ed. Denoël ' 1993
- Intelligence économique et stratégies d'entreprises, Commissariat Général au Plan, La documentation française ' 1994
- Le financement de l'innovation technologique, M.C.Adams, A.Farber, Ed. P.U.F. (gestion) ' 1994
- La tyrannie des marchés, H. Bourguinat, Ed. Economica ' 1995
- Le choc des civilisations, S.P. Huntington, Ed. Odile Jacob, 1997
- Dictionnaire de la géopolitique, Y. Lacoste, Ed. Flammarion, 1997
- Les stratégies de rupture, C. Bijon, Ed. du Seuil, 1991
- Un monde privé de sens, L. Zaki, Ed. Fayard
- Strategor, Ed. Interéditions
- Missions stratégiques de l'équipe dirigeante, F. Paris, Ed. Dunod Entreprise, 1980

2. Foreign authors

- - Marketing International, C. Croue, Ed. De Boeck Université ' 1993 (Belgique)
- - Globalisation, making sense of an integrating world, The Economist Books in Hardback ' 2003 (UK)
- - L'avantage concurrentiel des nations, M. Porter, Ed. Inter Editions ' 1993 (USA)
- - Ecu, naissance d'une monnaie, Ph. Jurgenssen, Ed. Lattes.
- - L'Europe contre le capitalisme, C. St-Etienne
- - L'Europe au pluriel, J. Nonon et M. Clamen, Ed. Dunod ' 1993

3. Journals

- - Courrier International
- - Alternatives économiques
- - Problèmes économiques, La documentation française

- - Documents available from the official EU Publications Office
- - World Bank, annual report

Short Presentation of Teacher

Guillaume Finck is the MD of the ITC Group, which specialises in three spheres:

- Imports and distribution in Europe of decoration products
- Strategic consulting and support of SMEs
- Adult education

Guillaume Finck is 35 years old. He lived and worked in the United States for 7 years, and worked in international trade for a French SME for over 10 years.

He is an IFG graduate in company management strategy.

10MKG3015

Website Traffic Creation Techniques

<u>DEPARTMENT :</u> Marketing		
<u>Department coordinator :</u> Bernd PHILIPP		
<u>LEVEL :</u> ESC 3	<u>PERIOD :</u> 1st Semester	<u>CREDITS :</u> 2 ECTS
<u>Language :</u> French	<u>Nb of hours :</u> 18 to 24 hours	
<u>Key words :</u> Internet, Website, creation of traffic		

Teacher : **Stéphane CARPENTIER**

Context / Overview

A website does not profit from natural flows of visits like a traditional point of sale. The controlled actions of creation of traffic are thus essential to the success of an Internet site , whether it be natural or paid referencng, affiliation or other techniques which are examined in this module.

Pedagogical Objectives

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

- Identify and locate the relative challenges in the different traffic creation techniques.
- Demonstrate a certain level of understanding of the techniques introduced.

Teaching Methods / Learning Experiences

An analysis of operational practices is backed up through the presentation of online examples, back office applications offered by specialised service providers, and various case studies.

Content

Challenges and context of traffic creation

In pairs: domain brand / name

- The naming framework
- Qualities of a domain name
- Registration procedures
- Legal framework and cybersquatting

Web positioning

- Search engine and database behaviour
- Real issues in web positioning
- Approaches and techniques in optimising web positioning
- Web positioning and paid positioning

Online promotional techniques

- Online competitions
- E-couponing

Setting up and managing an affiliation programme

- Principles of affiliation
- Characteristics of the contract
- The technical aspect
- Managing and coordinating the network

Using traditional media

Mobilising points of contact offline

Alternative techniques

Going into favourites

Home default pages

Assessment

Test at the end of the module

Bibliography

Recommended reading

« Créer du trafic sur son site web » Olivier Andrieu Eyrolles

Short Presentation of Teacher

Stéphane CARPENTIER is a graduate of Amiens Graduate Business School and a permanent teacher at Amiens School of Management. He is also the manager of ABC Netmarketing, Consultant Démos. He teaches in several other specialised Master programmes (Paris 8, Angers, Grenoble, Casablanca etc).

10MKG3016
Setting Up Effective Customer Contact

<u>DEPARTMENT:</u> Marketing		
<u>Department coordinator:</u> Bernd PHILIPP		
<u>LEVEL:</u> ESC 3	<u>PERIOD:</u> 1st Semester	<u>CREDITS:</u> 2 ECTS
<u>Language:</u> French	<u>Nb of hours:</u> 18 to 24 hours	

Teacher: **Bruno DE LUCA**

10MKG3017 **Supply Chain Management**

<u>DEPARTMENT :</u> Marketing		
<u>Department coordinator :</u> Bernd PHILIPP		
<u>LEVEL :</u> ESC 3	<u>PERIOD :</u> 1st Semester	<u>CREDITS :</u> 2 ECTS
<u>Language :</u> French	<u>Nb of hours :</u> 18 to 24 hours	
<u>Key words :</u> Supply Chain, logistics		

Teacher : **Jean-Paul JANORAY**

Context / Overview

Supply Chain management is central to the smooth running of business organisations. Financially-speaking, it is crucial to productivity, and in marketing terms it contributes to improving customer service and, consequently, customer satisfaction.

Pedagogical Objectives

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

- Apply for jobs as 'Supply Chain Managers'
- Prepare a recruitment interview in the field of logistics
- Explain and identify the key concepts in supply chain management.

Teaching Methods / Learning Experiences

Case studies and discussion
Practical exercises
Lectures

Content

- The supply chain concept
- Elements of a logistics system
- Intermodal transport and containerization
- The role of the Traffic Manager
- Warehouse location ' retail centres - factories
- Warehouse and distribution centre management
- International logistics
- Reorganising a logistics system
- How to check a logistics system
- Managing the supply chain
- The future of logistics

Assessment

- Test on key words in English ' French
- Test on key concepts in English
- Oral presentations

Bibliography

J.C. Johnson and F. Wood (1993), Contemporary Logistics, Macmillan.

D.J. Bloomberg and S.B. Lemay (2002), Logistics, Prentice Hall

J.R. Stock and D.M. Lambert (1993), Strategic Logistics Management, Irwin.

P. Dornier et al. (2003): Global Operations and Logistics: Text and Cases, John Wiley.

Short Presentation of Teacher

Jean-Paul JANORAY was Chairman of EUROTAINER, world leader in cistern container rentals, then took over as General Manager of FRIGOSCANDIA France, the largest European logistics network for frozen foods.

10MKG3018

Luxury Product Marketing

<u>DEPARTMENT :</u> Marketing		
<u>Department coordinator :</u> Bernd PHILIPP		
<u>LEVEL :</u> ESC 3	<u>PERIOD :</u> 1st Semester	<u>CREDITS :</u> 2 ECTS
<u>Language :</u> French	<u>Nb of hours :</u> 18 to 24 hours	
<u>Key words :</u> Luxury, International Market, Strategy		

Teacher : **Joël BOURIENNE**

Context / Overview

The luxury goods and cosmetics sector plays a preponderant role when it comes to marketing. This is the case as evidenced by the export rate and profitability in the sector, which are both largely superior to those of consumer goods as a whole. This course examines marketing through sector specificities such as publicity, consumer behaviour (dreams and imagination; attachment and social positioning).

Pedagogical Objectives

- At the end of this module the students should be able to:
- Analyse the international luxury market
 - Use the main tools to understand the sector specificities
 - Explain the strategic multinational choices

Teaching Methods / Learning Experiences

- Lecturers
- Group work
- Collaborative corrections of group work
- Audiovisual resources (video and professional slides)

Content

- Luxury marketing
- Needs and luxury
- Global purchasing behaviour
- Analysis of the international market
- Luxury and marketing strategies
- The properties of luxury products
- Brand management
- Creation management
- Exclusive and selective retailing
- Multi-functional spaces
- Luxury store merchandising
- The '4i's' communication policy

Bibliography

- « Le journal du textile » ; weekly sector journal
- « Les leçons du modèle italien » (1998); B. Ampelio; Ed. DUNOD
- « Luxe, un management spécifique » (1999); D. Allérès ; Ed. ECONOMICA
- « Luxe' : stratégies, marketing » (2005); D. Allérès ; Ed. ECONOMICA
- « Fashion Daily News » ; weekly sector journal

Short Presentation of Teacher

Joël BOURIENNE has an MBA in international commerce. He is responsible for the International Luxury Master at ISTEK and manages 3 ready-to-wear companies. He also works with Vendôme, the world's second largest luxury group. He has published numerous articles in business and professional journals.

10MKG3020

Network And Point Of Sale Location Strategy

<u>DEPARTMENT :</u> Marketing		
<u>Department coordinator :</u> Bernd PHILIPP		
<u>LEVEL :</u> ESC 3	<u>PERIOD :</u> 1st Semester	<u>CREDITS :</u> 2 ECTS
<u>Language :</u> French	<u>Nb of hours :</u> 18 to 24 hours	

Teacher : **Pascal MADRY**

Context / Overview

First introduced in France just 40 years ago, the mass retail sector today accounts for over 2/3 of all consumer household spending.

Despite steady development, its future is far from certain. Faced with the changes in our consumer society and the relative saturation of the domestic market, it is now looking for new ways to grow.

Pedagogical Objectives

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

Present a retail network's different point-of-sale location strategies.

Explain the new strategies employed from the perspective of internationalisation and differentiation in sales concepts (opportunities related to markets in developing countries, sales themes such as leisure, transit points, e-commerce etc.).

Teaching Methods / Learning Experiences

- The retail sector (presentation of concepts, stakeholders, background)
- Retail market studies (presentation of techniques, case studies)
- Retail network location strategies (presentation of strategies, application to the case of Amiens town centre)
- Marketing applied to points-of-sale (presentation of techniques)

Content

Background theory

Case studies

Field study (Amiens town centre)

Assessment

Exercises based on case study

Bibliography

- * N. Brudey, C. Ducrocq, "La distribution", Ed. Vuibert, 2000
- * M. Filser, V. des Garets, G. Paché, "La distribution, organisation et stratégie", Eyrolles, 2001
- * S. Moati, "L'avenir de la grande distribution", O. Jacob, 2001
- * R.-P. Desse, "Le nouveau commerce urbain", P.U.R., 2001

Short Presentation of Teacher

Pascal MADRY is a town planning consultant for the Bérénice agency.
Associate lecturer at ESSEC and Paris X University (Teaching and research unit in urban geography)

10MKG3022

E-Mail And Viral Marketing

<u>DEPARTMENT :</u> Marketing		
<u>Department coordinator :</u> Bernd PHILIPP		
<u>LEVEL :</u> ESC 3	<u>PERIOD :</u> 1st Semester	<u>CREDITS :</u> 2 ECTS
<u>Language :</u> French	<u>Nb of hours :</u> 18 to 24 hours	
<u>Key words :</u> Viral Marketing ; E-mail		

Teacher : **Stéphane CARPENTIER**

Context / Overview

The ability to manage the issues and techniques involved in e-mail marketing has become a strategic challenge for all the present-day players. This is particularly the case in the framework of customer relationship and acquisition policies.

Pedagogical Objectives

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

- Understand and control the new challenges of e-mail marketing
- Set up operational campaigns
- Evaluate the effectiveness of the campaigns
- Integrate e-mail marketing in the overall marketing policy.

Teaching Methods / Learning Experiences

The analysis of operational practices is backed up with online examples and the study of the back office applications offered by specialised service providers.

Content

Email marketing

A new CRM and MD reflection framework

- A specific cost structure
- New uses
- A specific ethical framework

The use of email in customer acquisition

- The issue of source files
- Types of data-gathering
- Typology of rental firms and brokers
- The selection criteria
- Processing addresses
- Alternative sponsoring

Email marketing and viral marketing

- Typology of uses
- Merchandising of lists
- Management of subscriptions and subscription withdrawals
- Processing addresses
- Writing techniques
- Positioning landing pages
- Implementing campaigns (timing, tests, segmentation)
- Tracking and analysis
- Players and market solutions
- The legal framework

Integrating email in multi-channel management

Viral phenomena on the Internet

- Typology of viral phenomena on the Internet
- The e-grapevine
- Factors explaining the power of the phenomenon
- Viral marketing techniques
- The campaign strategy
- Key success and failure factors
- Case study

Assessment

Test at the end of the module

Bibliography

"Les clés de l'e-mail marketing" - Claude Palanque - Cyril Esnault - Matthieu Guinard, Maxima

"L'e-mail marketing- Concevoir et lancer une campagne de marketing direct via le mail" Yann Claeysen, Dunod

Short Presentation of Teacher

Stéphane CARPENTIER is a graduate of Amiens Graduate Business School and a permanent teacher at Amiens School of Management. He is also the manager of ABC Netmarketing, Consultant Démos. He teaches in several other specialised Master programmes (Paris 8, Angers, Grenoble, Casablanca etc).

10MKG3023
Advertising And Promotional Techniques

<u>DEPARTMENT :</u> Marketing		
<u>Department coordinator :</u> Bernd PHILIPP		
<u>LEVEL :</u> ESC 3	<u>PERIOD :</u> 1st Semester	<u>CREDITS :</u> 2 ECTS
<u>Language :</u> French	<u>Nb of hours :</u> 18 to 24 hours	

Teacher : **Stéphane SAINT POL**

10MKG3024 **Marketing Plan**

<u>DEPARTMENT :</u> Marketing		
<u>Department coordinator :</u> Bernd PHILIPP		
<u>LEVEL :</u> ESC 3	<u>PERIOD :</u> 1st Semester	<u>CREDITS :</u> 2 ECTS
<u>Language :</u> French	<u>Nb of hours :</u> 18 to 24 hours	
<u>Key words :</u> Marketing Plan, diagnosis, strategy		

Teacher : **Luc DRAPIER**

Context / Overview

Marketing activities, just like all other activities in a company, require planning in order to ensure that they are efficient. This class allows the students to gain a better understanding of the key issues related to marketing and the importance of creating a marketing plan.

Pedagogical Objectives

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

- Give a definition of the marketing plan
- Create a strategic marketing plan
- Analyse how efficient the strategic marketing plan is in a given situation or for a specific company.

Teaching Methods / Learning Experiences

Presentations, exercices and case studies

Content

- The diagnosis and prospects of the company
- The definition of the marketing plan
- The strategic formulation
- Drawing up of the strategic plan
- Operational marketing
- Control
- The Smodac
- The marketing plans: long term, medium term, annual, and recommendations

Assessment

Group presentation on a cross-sector case study.

Bibliography

- « Choix stratégiques et concurrence », Porter M. (1982), Economica.
- « Basic marketing : a managerial approach », Mc Carthy (1981), 9th edition, Homewood, Ill. : Richard D. Irwin, Inc.

Short Presentation of Teacher

Luc Drapier holds a PhD in Marketing and is a Lecturer at Valenciennes University. His research topics include the development and analyses of methods of exploitation of the new distribution networks.

10MKG3028

International Business Strategy

<u>DEPARTMENT :</u> Marketing		
<u>Department coordinator :</u> Bernd PHILIPP		
<u>LEVEL :</u> ESC 3	<u>PERIOD :</u> 1st Semester	<u>CREDITS :</u> 2 ECTS
<u>Language :</u> English	<u>Nb of hours :</u> 18 to 24 hours	

Teacher : **Jean-Paul JANORAY**

Context / Overview

Firms use a number of different approaches in their international development, but the outcome is often crucial to their survival.

With the extended Europe, the phenomena has also been gaining pace.

Pedagogical Objectives

At the end of this module, students will be able to apply for 'Country Manager' jobs in firms that aim to develop their international expansion, particularly in the new EU Member States.

Teaching Methods / Learning Experiences

Lectures, exercises based on case studies with oral presentation (in English).

Content

- Impact of globalisation on corporate strategies
- Different corporate approaches in the face of international development
- The international focus: a constraint or a differentiation factor?
- The emergence of the new European countries and the consequences for the economic players
- New international careers

Bibliography

- J.D. Daniels and L.H. Radebaugh (2006), International Business, Prentice Hall.
- S. Segal-Horn and D. Faulkner (1999), The dynamics of international strategy, International Thomson Business Press
- N. Harris (1999), European Business EUROPEAN BUSINESS, Mac Millan Business.
- F. Bradley (2004), International Marketing Strategy, Pearson Education.

Short Presentation of Teacher

Jean-Paul JANORAY has worked in General management positions in American, Australian, and Swedish

groups. This has given him first-hand experience of the strategies developed by multinational firms.

NON BINDING - SUBJECT TO CHANGE

10MKG3029
Optimising Distribution

<u>DEPARTMENT:</u> Marketing		
<u>Department coordinator:</u> Bernd PHILIPP		
<u>LEVEL:</u> ESC 3	<u>PERIOD:</u> 1st Semester	<u>CREDITS:</u> 2 ECTS
<u>Language:</u> French	<u>Nb of hours:</u> 18 to 24 hours	

Teacher: **Bruno DE LUCA**

10MKG3033

Product Innovation

<u>DEPARTMENT:</u> Marketing		
<u>Department coordinator:</u> Bernd PHILIPP		
<u>LEVEL:</u> ESC 3	<u>PERIOD:</u> 1st Semester	<u>CREDITS:</u> 2 ECTS
<u>Language:</u> English	<u>Nb of hours:</u> 18 to 24 hours	

Teacher: **James SALLIS**

Context / Overview

We have all heard the phrase, 'The customer is always right!' In this course we explore product and service innovation through being customer oriented. We learn who to listen to, how to listen, when not to listen, and how to act. Listening to customer's expressed needs usually impacts short-term innovation, whereas discovering their latent needs impacts more radical long-term innovation. We consider this in product and service settings.

Pedagogical Objectives

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

- Understand basic ethical issues surrounding innovation.
- Evaluate and contrast perspectives on innovation.
- Explain alternative ways to uncover explicit and latent customer needs.
- Conduct a feasibility analysis of potential innovations.

Teaching Methods / Learning Experiences

The course combines a number of teaching approaches:

- 5 lectures on core topics.
- 1 innovation assignment.
- 2 case discussions led by the teacher.
- 1 case presented in small groups to class.
- 1 article presented in small groups to class.

Content

The broad goal of the course is to develop the student's understanding of the key aspects of product and service innovation. This includes enhancing their analytical skills with respect to developing products and services through lectures and discussions based on case analyses.

Assessment

Students receive a single final grade. Performance is evaluated by:

- Innovation assignment (weight 25%).
- Active participation in discussions (weight 25%).
- Case presentation & hand-in analysis (weight 25%).
- Article presentation & hand-in analysis (weight 25%).

Bibliography

All cases will be supplied by the teacher.

Discussion Cases:

- Vitango: Product Development in Fortified Food
- Best Buy, Co., Inc.: An Innovator's Journey

Presentation cases:

- The Hollywood film industry and the role of knowledge network organizations
- Developing corporate success through successful R&D at Guinness plc
- Sony-Ericsson mobile phone joint venture dependent on technology transfer
- An analysis of 3M, the innovation company
- Dyson, Hoover and the bagless vacuum cleaner
- The use of cross-functional teams in new product development

Articles for group presentations:

- Adams, M.E., Day, G.S., and Dougherty, D. (1998) 'Enhancing New Product Development Performance: An Organizational Learning Perspective', *Journal of Product Innovation Management*, 15(5): 403-422.
- Berthon, P., Hulbert, J.M., and Pitt, L.F. (1999), "To Serve or Create? Strategic Orientations Toward Customers and Innovation", *California Management Review*, Vol. 42 No. 1, Fall, pp. 37-58.
- Matear, S., Osborne, P., Garrett, T., and Gray, B.J. (2002), "How Does Market Orientation Contribute to Service Firm Performance? An Examination of Alternative Mechanisms", *European Journal of Marketing*, Vol. 36 No. 9/10, September, pp. 1058-75.
- Selnes, F., and Sallis, J. (2003), "Promoting Relationship Learning", *Journal of Marketing*, Vol. 67 No. 3, July, pp. 80-95.
- Vandermerwe, S. (2004), "Achieving Deep Customer Focus", *MIT Sloan Management Review*, Vol. 45, No. 3, pp. 26-34.
- Veflen Olsen, N. and Sallis, J. (2006), "Market Scanning for New Service Development", *European Journal of Marketing*, Vol. Forthcoming, No.

Short Presentation of Teacher

Dr. James Sallis is an Associate Professor in the Department of Business Studies, Uppsala University, Sweden. He teaches marketing, international business, and Statistics in Master, Graduate, and MBA programmes in Sweden, France, and Russia.

10MKG3038

Web-Based Customer Recruitment, Loyalty Development And Management Techniques

<u>DEPARTMENT:</u> Marketing		
<u>Department coordinator:</u> Bernd PHILIPP		
<u>LEVEL:</u> ESC 3	<u>PERIOD:</u> 1st Semester	<u>CREDITS:</u> 2 ECTS
<u>Language:</u> French	<u>Nb of hours:</u> 18 to 24 hours	

Teacher: **Stéphane CARPENTIER**

10MKG3048

Marketing Strategy And Communication In The Automobile Industry

<u>DEPARTMENT:</u> Marketing		
<u>Department coordinator:</u> Bernd PHILIPP		
<u>LEVEL:</u> ESC 3	<u>PERIOD:</u> 1st Semester	<u>CREDITS:</u> 2 ECTS
<u>Language:</u> French	<u>Nb of hours:</u> 18 to 24 hours	

Teacher: **Olivier LE FLOCH**

10MKG3049

The Impact Of The Business Environment On Purchasing Decisions

<u>DEPARTMENT :</u> Marketing		
<u>Department coordinator :</u> Bernd PHILIPP		
<u>LEVEL :</u> ESC 3	<u>PERIOD :</u> 1st Semester	<u>CREDITS :</u> 2 ECTS
<u>Language :</u> French	<u>Nb of hours :</u> 18 to 24 hours	
<u>Key words :</u> Decision-making, marketing action plans, business environment.		

Teacher : **Nathalie CHISS**

Context / Overview

This module aims to improve student's understanding of consumers' decision-making behaviour. When examining consumer decision-making behaviour it is important to take contextual factors related to the commercial environment, such as the presentation of information, creating a specific atmosphere etc. (elements related to merchandising) into account.

Pedagogical Objectives

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

- Analyse consumers' day to day reactions (studying the psychological mechanisms which come into play during the decision-making process) in order to develop marketing action plans which will satisfy the consumers as much as possible.
- Develop marketing action plans (based on the above analysis) which will maximise the consumer's satisfaction.

Teaching Methods / Learning Experiences

Revision of the fundamentals related to the topic.
Case studies
Group exercises ' managing case applications

Content

Consumer behaviour - Decision-making process

Psychological mechanisms ' Presentation of information (elements related to communication)

Elements related to merchandising

Assessment

Continuous assessment practical case application and participation.

Bibliography

Comportement du consommateur et décision marketing, P. Volle, Dunod, (2001)

Le Marketing Qualitatif : Perspective psychoscopique, P. Pellemans, De Boeck Université, (1998)

Consumer Behavior and Marketing Action, H. Assael, New York University, (1998)

100 petites expériences en psychologie du consommateur pour mieux comprendre comment on vous influence, N. Guéguen, Dunod, (2005)

Les activités mentales : comprendre, raisonner, trouver des solutions, J.-F. Richard, Armand Colin, (1990)

Short Presentation of Teacher

Nathalie ARTS-CHISS is an Associate Professor at the Amiens School of Management and a lecturer in Management Science at Jules Verne University of Picardie. She is a member of the CRIISEA research laboratory (Industry, Institutions and Economic Systems research) and a founder member of the research Institute for research into the Marketing of the Health Food (IREMAS). Her research focuses mainly on consumer behaviour and decision-making.

10MKG3050
Introductory Module To The ECC Chair

<u>DEPARTMENT:</u> Marketing		
<u>Department coordinator:</u> Bernd PHILIPP		
<u>LEVEL:</u> ESC 3	<u>PERIOD:</u> 1st Semester	<u>CREDITS:</u> 2 ECTS
<u>Language:</u> French	<u>Nb of hours:</u> 18 to 24 hours	

Teacher: **Bruno DE LUCA**

10MKG3051

Case Studies

<u>DEPARTMENT :</u> Marketing		
<u>Department coordinator :</u> Bernd PHILIPP		
<u>LEVEL :</u> ESC 3	<u>PERIOD :</u> 1st Semester	<u>CREDITS :</u> 2 ECTS
<u>Language :</u> French	<u>Nb of hours :</u> 18 to 24 hours	
<u>Key words :</u> Case study, putting theory into practice, analysis.		

Teacher : **Jean-Lou POIGNOT**

Context / Overview

This module gives students the opportunity to understand fundamental business concepts through a variety of real-life business situations.

Pedagogical Objectives

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

- Analyse the challenges confronting business organisations through various case studies
- Identify the different issues at stake
- Draw up concrete and realistic action plans or recommendations.

Teaching Methods / Learning Experiences

Lectures, in-class case discussion.

Students are expected to:

- write and hand in a case study at the end of the module.

Individual research is expected using all possible sources (Internet, articles in reviews or newspapers, interviews, books etc.).

Content

1st day: Marketing launch of new products ' Cafés CIGOGNE case

2nd day: B to B communication ' NEXANS case

3rd day: Specificities of service marketing ' FUTUROSCOPE case

Assessment

Continuous assessment each case study will be given a mark.

Bibliography

- * Marketing des services (2004) ' Ch. Lovelock, D. Lapert et J. Wirz ' Pearson Education.
- * Les coulisses des nouveaux produits (2002) ' N. Joulin ' Edition d'Organisation
- * Marketing B to B (2001) ' Ph. Malaval ' Pearson Education

Short Presentation of Teacher

Jean-Lou POIGNOT : Doctor of Pharmacy, graduate from IMD-ISSEC (ESSEC Business School). 20 years experience in sales and marketing, in poste such as Product Manager and Divisional Director. Consultant 'independent teacher. Permanent teacher at Amiens School of Management.

10MKG3052

Consumer Behaviour

<u>DEPARTMENT :</u> Marketing		
<u>Department coordinator :</u> Bernd PHILIPP		
<u>LEVEL :</u> ESC 3	<u>PERIOD :</u> 1st Semester	<u>CREDITS :</u> 2 ECTS
<u>Language :</u> French	<u>Nb of hours :</u> 18 to 24 hours	
<u>Key words :</u> Consumer behaviour, marketing techniques, strategy.		

Teacher : **Dorin MILITARU**

Context / Overview

This course focusus on marketing techniques used to analyse consumer behaviour. The theory is illustrated by numerous examples and case studies.

Pedagogical Objectives

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

- Define marketing strategies for goods and services
- Use the appropriate marketing techniques to analyse consumer behaviour.

Teaching Methods / Learning Experiences

Students will prepare an oral presentation and a written report in groups. Individual research should be conducted using all possible sources (Internet, articles in reviews or newspapers, interviews, books etc.).

Assessment

Oral exam during the final session (presentation of a case study).

Bibliography

- Bree J., Le comportement du consommateur, Dunod (2004)
- Dussart C., Comportement du consommateur et stratégie marketing, Mc Graw Hill (1983)
- Kotler et Keller, Marketing Management 12e, Pearson Education (2005)

Short Presentation of Teacher

Dorin MILITARU is a permanent lecturer and researcher et the Amiens School of Management. He has a PhD in Management Science and graduated from the Ecole Normale Supérieure of Amiens with a Master's degree in the Theory of Decision-making. His research deals with consumer behaviour and perceived risk with a focus on e-commerce. His main interests concern recommendation systems, cooperative filtering, and

intelligent agents.

NON BINDING - SUBJECT TO CHANGE

10MKG3053

Marketing Related To Packaging

<u>DEPARTMENT :</u> Marketing		
<u>Department coordinator :</u> Bernd PHILIPP		
<u>LEVEL :</u> ESC 3	<u>PERIOD :</u> 1st Semester	<u>CREDITS :</u> 2 ECTS
<u>Language :</u> English	<u>Nb of hours :</u> 18 to 24 hours	
<u>Key words :</u> Marketing ; Packaging ; Managerial approach		

Teacher : **Christophe GELLERT**

Context / Overview

Packaging not only represents an important industry with many career perspectives, but can also be considered as a transversal and cross functional medium enabling the material flow in any industry: in fact, almost all goods (finished, semi-finished, raw material,') are packaged. Any actor within the marketing channel (supplier, manufacturer, wholesaler, logistician, retailer, consumer) has to solve specific packaging problems or seize packaging opportunities. This course chooses a marketing (management) approach as opposed to alternative engineering perspectives carried out by dedicated engineering schools. Packaging is put into the context of the marketing mix, life cycle considerations and logistics.

Pedagogical Objectives

- At the end of this module the students should be able to:
- Put the packaging in a marketing / management approach
 - Distinguish the different packaging functions
 - Know the different packaging typologies

Teaching Methods / Learning Experiences

interactive lectures and small group work

Content

- packaging functions
- packaging types
- packaging within the marketing-mix
- packaging logistics
- the role of packaging within the marketing channel
- the packaging industry
- packaging and life cycle

Assessment

Group work, presentations, Multiple Choice test,'

Bibliography

DEVISMES Philippe (2005), « packaging mode d'emploi: de la conception à la distribution », Dunod, Paris.
KAZAZIAN Thierry (1997) Le cycle de l'emballage : le conditionnement de qualité environnementale, Dunod, Paris.

Short Presentation of Teacher

Bernd PHILIPP is a full time researcher and lecturer at the Amiens Graduate School of Management, he also co-ordinates teaching within the marketing department.

He has a Phd environmental management and his areas of research are located at the interface of sustainable development and 'channel directed issues' (logistics, supply chain management, marketing-distribution).

10MKG3069
Industrial Marketing

<u>DEPARTMENT:</u> Marketing		
<u>Department coordinator:</u> Bernd PHILIPP		
<u>LEVEL:</u> ESC 3	<u>PERIOD:</u> 1st Semester	<u>CREDITS:</u> 2 ECTS
<u>Language:</u> French	<u>Nb of hours:</u> 18 to 24 hours	

Teacher: **Van Vinh DIEP**

10MKG3070

Asset Management

<u>DEPARTMENT :</u> Marketing		
<u>Department coordinator :</u> Bernd PHILIPP		
<u>LEVEL :</u> ESC 3	<u>PERIOD :</u> 1st Semester	<u>CREDITS :</u> 2 ECTS
<u>Language :</u> French	<u>Nb of hours :</u> 18 to 24 hours	
<u>Key words :</u> Inheritance, Tax advantages, Asset Management		

Teacher : **Eric DUBUS**

Context / Overview

This module introduces the participants to the fundamental concepts regarding personal asset management.

Pedagogical Objectives

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

- Analyse personal assets taking into consideration events such as death, marriage, settlements, the constitution personal assets, savings accounts and other financial products
- Identify the most-commonly held products and elements (real, estate, life insurance, shares).
- Analyse these elements in order to define solutions and adjustments that will result in asset, tax and inheritance advantages.

Teaching Methods / Learning Experiences

Lectures, discussion and various exercices

Content

- marriage contracts
- settlements
- inheritance
- dividing up property
- components of an estate
- real estate
- bank savings
- financial assets (shares, bonds, UCIT)
- life insurance
- share option schemes etc.

Assessment

A 2-hour written exam during the last course (based on covered in class and case studies)

Bibliography

Isabelle Depardieu (2006), Gestion de patrimoine, Sefi.

Short Presentation of Teacher

Eric DUBUS is the Manager of the Crédit du Nord Bank (Amiens Jacobin branch). He is an asset manager and teacher of various courses in this domain (at the Jules Verne University of Picardie, adult education, ...)

10MKG3071
Introductory Module

<u>DEPARTMENT:</u> Marketing		
<u>Department coordinator:</u> Bernd PHILIPP		
<u>LEVEL:</u> ESC 3	<u>PERIOD:</u> 1st Semester	<u>CREDITS:</u> 2 ECTS
<u>Language:</u> French	<u>Nb of hours:</u> 18 to 24 hours	

Teacher: --

10MKG3072

Marketing Of Wine

<u>DEPARTMENT :</u> Marketing		
<u>Department coordinator :</u> Bernd PHILIPP		
<u>LEVEL :</u> ESC 3	<u>PERIOD :</u> 1st Semester	<u>CREDITS :</u> 2 ECTS
<u>Language :</u> French	<u>Nb of hours :</u> 18 to 24 hours	
<u>Key words :</u> Marketing, wine, sales techniques.		

Teacher : **Julien CAYLAR**

Context / Overview

In the context of globalisation and increased international competition, the French wine market is facing a major upheaval. Today, marketing is at the heart of French wine sales strategies. This module looks at the current logic and state of the national and international wine market, and explores the marketing techniques used to tackle the consumer issues specific to the sector.

Pedagogical Objectives

- At the end of the course the student should be able to:
- Analyse the logic behind the French wine production network
 - Analyse strategic marketing of wine sales techniques
 - Propose ways to improve the economic situation of wine growers.

Teaching Methods / Learning Experiences

- Theoretical and practical courses
- Case studies

Content

- the wine growing industry
- the impact of globalization
- wine sales strategies
- marketing techniques to boost sales.

Assessment

Oral exam during the final session (presentation of a case study).

Bibliography

Rouzet E., Le marketing du vin : savoir vendre le vin, Ed. La Vigne, Dunod (2006)

Castaing Y., Bonnes pratiques en marketing du vin : 20 études de cas de vin du monde, Ed. La Vigne, Dunod (2006)

D'Hauteville F., Couderc Jean-Pierre, Bacchus 2006 : Enjeux, stratégies et pratiques dans la filière viticole, Ed. La Vigne, Dunod (2006)

Short Presentation of Teacher

Julien CAYLAR is a graduate of Audencia School of Management (specialised in product marketing management). He is the Manager of CARTH'AVINS a wine marketing agency in Montpellier.

10MKG3073
International Marketing Segmentation

<u>DEPARTMENT:</u> Marketing		
<u>Department coordinator:</u> Bernd PHILIPP		
<u>LEVEL:</u> ESC 3	<u>PERIOD:</u> 1st Semester	<u>CREDITS:</u> 2 ECTS
<u>Language:</u> French	<u>Nb of hours:</u> 18 to 24 hours	

Teacher: **Sabine BAELDE**

10MKG3075

Techniques For Attracting Customers And Developing Their Loyalty

<u>DEPARTMENT :</u> Marketing		
<u>Department coordinator :</u> Bernd PHILIPP		
<u>LEVEL :</u> ESC 3	<u>PERIOD :</u> 1st Semester	<u>CREDITS :</u> 2 ECTS
<u>Language :</u> French	<u>Nb of hours :</u> 18 to 24 hours	
<u>Key words :</u> Marketing, customer loyalty, Internet		

Teacher : **Stéphane CARPENTIER**

Context / Overview

A website does not profit from natural flows of visits like a traditional point of sale. The ability to create traffic is a key element in successful Internet presence.

Pedagogical Objectives

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

- Identify and locate the relative challenges in the different traffic creation techniques.
- Demonstrate a certain level of understanding of the techniques introduced.

Teaching Methods / Learning Experiences

An analysis of operational practices is backed up through the presentation of online examples, back office applications offered by specialised service providers, and various case studies.

Content

Challenges and context of traffic creation

Domain brand / name

- The naming framework
- Qualities of a domain name
- Registration procedures
- Legal framework and cybersquatting

Web positioning

- Understanding how databases and search engines work
- The real challenges in web positioning
- Approaches and techniques in optimising web positioning
- Web positioning and paid positioning paid
- Online promotional techniques
- Online competitions
- E-couponing

Setting up and managing an affiliation programme

- Principles of affiliation
- Characteristics of the contract
- The technical aspect
- Managing and coordinating the network

Using traditional media

Mobilising points of contact offline

Alternative techniques

- Getting people to save addresses in "their favourites"
- Getting people to save pages for their start page.

Assessment

Test based on the themes covered during the module.

Bibliography

Don Peppers - Martha Rogers - Bob Dorf (2004), Le one to one en pratique, Organisation Editions.

Olivier Andrieu (2000), Creer du trafic sur son site web, Eyrolles.

Short Presentation of Teacher

Stéphane CARPENTIER is a graduate of Amiens Graduate Business School and a permanent teacher at Amiens School of Management. He is also the manager of ABC Netmarketing, Consultant Démos. He teaches in several other specialised Master programmes (Paris 8, Angers, Grenoble, Casablanca etc).

10MKG3076
Trade Missions : Planning For Success

<u>DEPARTMENT :</u> Marketing		
<u>Department coordinator :</u> Bernd PHILIPP		
<u>LEVEL :</u> ESC 3	<u>PERIOD :</u> 1st Semester	<u>CREDITS :</u> 2 ECTS
<u>Language :</u> French	<u>Nb of hours :</u> 18 to 24 hours	

Teacher : **Souad H'Mida LAKHAL**

10MKG3077

Marketing Of Large-Scale Retail And Financial Products

<u>DEPARTMENT :</u> Marketing		
<u>Department coordinator :</u> Bernd PHILIPP		
<u>LEVEL :</u> ESC 3	<u>PERIOD :</u> 1st Semester	<u>CREDITS :</u> 2 ECTS
<u>Language :</u> French	<u>Nb of hours :</u> 18 to 24 hours	
<u>Key words :</u> Retail marketing, financial products, consumer behaviour		

Teacher : **Philippe MOSCA**

Context / Overview

Due to legal and economic charges, retailers can no longer increase their turnover by simply increasing their product range. Merchandising is an effective marketing tool that helps optimise the turnover and profitability of existing sales outlets. It is essential for managers to understand modern sales techniques and to make choices and understand the challenges that impact on a store's and a department's organisation.

Pedagogical Objectives

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

- Assess the merchandising strategy of major retailers,
- Use mass market product marketing tools (panels, ad hoc studies etc.) to develop merchandising recommendations,
- Design the marketing rollout that will lead to appropriate merchandising segmentation.

Teaching Methods / Learning Experiences

- Preparatory work or prerequisites: review the courses on the Large-Scale Retail sector.
- In-class work: proactive attitude that promotes communication and open debate with the teacher
- Course outline: case studies and practical examples dealing with real business case studies in which the teacher was involved.
- Contents:
 - Real-life case studies
 - Presentation of merchandising cases, winner of the 'Mètre d'Or du merchandising' awards.
 - Discussion of experience of La Poste, Panzani-William Saurin and Sodépac International.
 - Specialised professional documentation.

Content

- The environment and the limitations of commerce today
- The different stages of merchandising
- In-store consumer behaviour
- The different components of merchandising (ratios etc.)
- The development of merchandising segmentation (studies, scenarios and test)

Assessment

Mutiple choice and open-ended questions on basic theories and concepts studied during the course.

Bibliography

Mosca Ph, « Initiation au Merchandising », Editions d'Organisation, May 1999.

Welhoff A, Masson J.E « Le merchandising ». Editions Dunod, (March 2000).

Mouton, Paris G « Pratique du merchandising ». Editions Dunod, (March 2004).

Short Presentation of Teacher

Philippe MOSCA is the External Networks Manager and Patnerships manager in a Center of Expertise in Lille. He has worked for large business organisations (La Poste, Panzani-William Saurin (Danone Group)) occupying posts such as Merchandising Manager.

10MKG3079

Management Of Customer Satisfaction

<u>DEPARTMENT :</u> Marketing		
<u>Department coordinator :</u> Bernd PHILIPP		
<u>LEVEL :</u> ESC 3	<u>PERIOD :</u> 1st Semester	<u>CREDITS :</u> 2 ECTS
<u>Language :</u> French	<u>Nb of hours :</u> 18 to 24 hours	
<u>Key words :</u> customer satisfaction, quality, customer service		

Teacher : **Marion TISSOT**

Context / Overview

This module aims to provide students with a good grounding in customer satisfaction : quality of service provided, satisfaction and the marketing techniques dedicated to the management of satisfaction which are used in the different departments. Examples and case studies are used to illustrate the teoretical aspects.

Pedagogical Objectives

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

- Explain the importance of quality in a service experience
- Analyse the consequences of non quality on unsatisfied consumers' behaviour.
- Design marketing strategies to counteract service experiences that have generated consumer dissatisfaction.

Teaching Methods / Learning Experiences

Case studies

Oral presentations

Each team will prepare both an oral presentation and a written report.

Practical exercises on complaints.

Content

- Customer satisfaction
- Quality of service, non quality
- Marketing techniques for managing quality
- Effects of quality on consumers
- Customer services

Assessment

Oral exam during the final session (presentation of a case study).

Bibliography

Reichheld Frederick F., L'effet loyauté : Réussir en fidélisant ses clients, ses salariés et ses actionnaires, Broché 20 avril 1999.

Dussart C., Comportement du consommateur et stratégie marketing, Mc Graw Hill (1983)

Further reading will be supplied by the teacher before the course begins.

Short Presentation of Teacher

Marion TISSOT gained her PhD in management science from the IAE in Aix-en-Provence in December 2003. She has taught in several business administration institutes and business schools. Her research deals in particular with service marketing, value and customer relationships ('the effects of inheriting poor service incidents on customer behaviour in a service encounter: an application in the mobile telephone industry').

10MKG3080
Large-Scale Distribution And Banking

<u>DEPARTMENT:</u> Marketing		
<u>Department coordinator:</u> Bernd PHILIPP		
<u>LEVEL:</u> ESC 3	<u>PERIOD:</u> 1st Semester	<u>CREDITS:</u> 2 ECTS
<u>Language:</u> French	<u>Nb of hours:</u> 18 to 24 hours	

Teacher: **Philippe MOSCA**

10MKG3083
Service Marketing

<u>DEPARTMENT:</u> Marketing		
<u>Department coordinator:</u> Bernd PHILIPP		
<u>LEVEL:</u> ESC 3	<u>PERIOD:</u> 1st Semester	<u>CREDITS:</u> 2 ECTS
<u>Language:</u> French	<u>Nb of hours:</u> 18 to 24 hours	

Teacher: **Mustapha BOURICHE**

10MKG3084
International Marketing Strategy

<u>DEPARTMENT :</u> Marketing		
<u>Department coordinator :</u> Bernd PHILIPP		
<u>LEVEL :</u> ESC 3	<u>PERIOD :</u> 1st Semester	<u>CREDITS :</u> 2 ECTS
<u>Language :</u> English	<u>Nb of hours :</u> 18 to 24 hours	

Teacher : **Marc CARPENTIER**

10MKG3088

Business To Business Marketing

<u>DEPARTMENT :</u> Marketing		
<u>Department coordinator :</u> Bernd PHILIPP		
<u>LEVEL :</u> ESC 3	<u>PERIOD :</u> 1st Semester	<u>CREDITS :</u> 2 ECTS
<u>Language :</u> English	<u>Nb of hours :</u> 18 to 24 hours	
<u>Key words :</u> Business markets, relationships,		

Teacher : **E. REDONDO**

Context / Overview

Business marketing refers to activities that are directed toward businesses, governments, and not-for-profit organizations - as opposed to consumers.

For a number of reasons, business markets are different from consumer markets. This course will highlight and analyze this distinction and elaborate on how that distinction matters for firms acting on those markets.

Pedagogical Objectives

The objectives of the course include an understanding of specific issues and problems faced by firms having organizations as customers;

At the end of this course, students will be able to:

- know some tools and concepts with which firms analyze;
- answer to these challenges;
- acquire the ability to identify;
- analyze some underlying mechanisms of the challenges on business markets.

An important aspect of this is how it can best handle its relationships with other firms (its customers). These objectives will lead to acquaintance with analytical thinking about business-to-business marketing that will be beneficial both for theoretical and practical purposes.

Teaching Methods / Learning Experiences

A variety of methods will be used to accomplish the above objectives including lectures, case discussions, exams, video, group presentations and papers, and most importantly class discussion. The course is designed to clarify textbook and outside material, stimulate your thinking about key issues related to marketing, and relate the covered material to real world situations. Emphasis will be placed on active participation and discussions. You are expected to come to class prepared to discuss the relevant issues. Ideally, there should be an open atmosphere in which we can creatively and imaginatively analyze ideas and concepts. In the process we will add to our intellectual skills and become more analytical in our thinking about daily events.

Content

This course explores decision-making and activities involving business-to-business (i.e., industrial, organizational, institutional, or governmental) transactions. Business-to-business marketing transactions occur when organizations acquire goods and services from (or sell them to) other businesses. Business-to-business activities are examined within the context of a framework that views business market management as the process of understanding, creating, and delivering value to customers.

- Introduction
- Business Market: Guiding Principles
- Market Sensing
- Understanding Firms as Customers
- Crafting Market Strategy
- Managing Market Offerings
- New Offering Realization
- Business Channel Management
- Gaining Customers
- Sustaining Reseller Partnerships and Customer Relationships
- eMarketplaces

Assessment

Class participation 25%

-discussion of cases and readings

-exercises/quizzes and evaluating peer comments and presentation

Exam 50%

Team project (75% paper; 25% presentation) 25%

TOTAL 100%

Bibliography

- Anderson, James C. and Narus, James A. (2004) Business Market Management: Understanding, Creating, and Delivering Value, Upper Saddle River, NJ: Prentice Hall.
- Dwyer, Robert and Tanner, John (2005) Business Marketing: Connecting Strategy, Relationships, and Learning, McGraw-Hill/Irwin.

Short Presentation of Teacher

Born and raised in Portugal, Eduardo completed his studies at Universidade de Coimbra, one of Europe's oldest Universities. He has consulted with several industries (plastic mould-making, automotive, and pulp and paper) and for Portuguese government agencies, also being engaged in professional training programmes. Eduardo currently holds a position as an Assistant Professor at the Universidade Católica Portuguesa and at the Universidade Lusófona de Humanidades e Tecnologias in Portugal. PhD Management (Cranfield Univ.); MSc Management Sciences (Univ. Coimbra); MSc (Hons) Economics (Univ. Coimbra); Mechanical Engineer (Univ. Coimbra)

10MKG3094

<u>DEPARTMENT :</u> Marketing		
<u>Department coordinator :</u> Bernd PHILIPP		
<u>LEVEL :</u> ESC 3	<u>PERIOD :</u> 1st Semester	<u>CREDITS :</u> 2 ECTS
<u>Language :</u> French	<u>Nb of hours :</u> 18 to 24 hours	

Teacher : **Joël BOURIENNE**

10MKG3095

<u>DEPARTMENT:</u> Marketing		
<u>Department coordinator:</u> Bernd PHILIPP		
<u>LEVEL:</u> ESC 3	<u>PERIOD:</u> 1st Semester	<u>CREDITS:</u> 2 ECTS
<u>Language:</u> French	<u>Nb of hours:</u> 18 to 24 hours	

Teacher: **Noureddine SELMI**

10MKG3097

<u>DEPARTMENT:</u> Marketing		
<u>Department coordinator:</u> Bernd PHILIPP		
<u>LEVEL:</u> ESC 3	<u>PERIOD:</u> 1st Semester	<u>CREDITS:</u> 2 ECTS
<u>Language:</u> French	<u>Nb of hours:</u> 18 to 24 hours	

Teacher: **Dominique BARRACO-ROCAFULL**

10MKG3098

Marketing at the Entrepreneurship Interfaces

<u>DEPARTMENT :</u> Marketing		
<u>Department coordinator :</u> Bernd PHILIPP		
<u>LEVEL :</u> ESC 3	<u>PERIOD :</u> 1st Semester	<u>CREDITS :</u> 2 ECTS
<u>Language :</u> English	<u>Nb of hours :</u> 18 to 24 hours	

Teacher : **Richard TEACH**

Context / Overview

The lectures will be from a Textbook: Entrepreneurial Marketing by Bjorn Bjerke and Claes Hultman and published by Edward Elgar in 2002.

Pedagogical Objectives

The objectives are to have the students understand that Entrepreneurial businesses do not use the same fundamental marketing methods as big businesses. The traditional marketing approach was derived from the study of primarily US, large businesses and the models used for large business are not appropriate for small entrepreneurial endeavors.

Teaching Methods / Learning Experiences

Preparatory Work or Prerequisite(s): Prior class-work in marketing
Work in class: There will be some reading of cases, We will play a game called CONGRUNCE
Personal Work
Teaching Methods in class: Tutorial, group work, individual work :
Lecture, some tutorial effort and didactic efforts within the class
We will play at least one Entrepreneurial oriented simulation
We will analyze 2 of more cases
I will show several video clips

Content

Subjects, themes, questions raised
What is entrepreneurship ??
How and why marketing is different in an entrepreneurial organization than in large organizations.

Assessment

Elements to be evaluated ' linked to the pedagogical objectives
Methods of Assessment
Class participation
Essay style written exam at the end of the class

Bibliography

Bjerke Bjorn & Claes Hultman (2002), *Entrepreneurial Marketing*, Edward Elgar, Cheltenham, UK

Various editors (2004, 2005, 2006) *Research at the Marketing / Entrepreneurship Interface*

3 CDs published by the University of Illinois at Chicago

I will bring these CDs with me.

Short Presentation of Teacher

Richard Teach is a professor Emeritus at Georgia Institute of Technology in the College of Management. He has been on the Boards of Directors / Advisors of several software firms, a computer game start-up a computer training publishing house, a toy company, and a financial services start-up. He was on the founding-board of the Southeastern Software Association in Atlanta and he was the Executive Director to the Atlanta Technology Executive Roundtable. In 2003 he was an advisor to two Luxemburg-based technology start-ups. He was on the Board of OMICRON, an educational organization for large firm CIOs from 1996 until 2006 and he is on the Board of Advisors for a sports oriented start-up firm called Landsurf, Inc. He has presented numerous invited and competitive papers and lectures throughout the US, and in over 20 other countries. He has held eight International Visiting Professorships in France; he was a Visiting Research Scholar in England, a Visiting Professor at ICN, University of Nancy and at the University of Rochester. He taught for three summers in Metz, France at Georgia Tech Lorraine, the European platform for Georgia Institute of Technology. In October, 1997 Professor Teach presented two invited papers on simulation to Interested Faculty, University of Tokyo, in September 1999, he presented an invited paper on university-based technology transfer and university related start-ups and to the Judge Institute of Management, Cambridge University and in October 2001, he presented an invited paper on Entrepreneurship to Faculty, Students and Friends of Monash University, Melbourne, Australia. He presented a set of lectures to students in the European Studies Program at Jagiellonian University, Krakow, Poland in April 2006 and again in April 2007. He presented an invited lecture to the faculty at Queens University in Belfast, Northern Ireland and a lecture to all income PhD students at the University of Ulster in Northern Ireland in January 2007. He presented an invited lecture at the Simulation Summer School at University Institute of Architecture of Venice - I.U.A.V in July August 2007 and taught in the 10 day summer school. He held an Adjunct Professorship Deed at the University, of South Australia from 2003 through 2006 and he serves as an advisor to the School of Marketing at the University of South Australia, Adelaide AU. Dr. Teach has published over 100 peer-reviewed articles.

Richard.teach@mgt.gatech.edu

10MKG3099 **B2B Marketing**

<i>DEPARTMENT :</i> Marketing		
<i>Department coordinator :</i> Bernd PHILIPP		
<i>LEVEL :</i> ESC 3	<i>PERIOD :</i> 1st Semester	<i>CREDITS :</i> 2 ECTS
<i>Language :</i> English	<i>Nb of hours :</i> 18 to 24 hours	

Teacher : **Richard TEACH**

Context / Overview

I will base my lectures on Business to Business Marketing by Vitale and Giglierano and published by Southwestern, Mason, Ohio USA

Pedagogical Objectives

To have the students understand that B2B marketing is substantially different than Consumer driven marketing.

Teaching Methods / Learning Experiences

Preparatory Work or Prerequisite(s) : A previous course in marketing

Work in class:

Personal Work

Teaching Methods in class: Tutorial, group work, individual work

I will use a mixture of techniques including the playing of a small business simulation and an experiential game called the MIT BER GAME. The class will also do some case analysis

Content

Subjects, themes, questions raised

Why do business customers purchase from a particular supplier ?

Supply chain leads and lags, Derived demand, The nature of oligopolistic competition, classifying customers, B2B market segmentation.

Assessment

Elements to be evaluated ' linked to the pedagogical objectives

Methods of Assessment

Cass participation and an essay type of exam at the end of the class.

Bibliography

Short Presentation of Teacher

Richard Teach is a professor Emeritus at Georgia Institute of Technology in the College of Management. He has been on the Boards of Directors / Advisors of several software firms, a computer game start-up a computer training publishing house, a toy company, and a financial services start-up. He was on the founding-board of the Southeastern Software Association in Atlanta and he was the Executive Director to the Atlanta Technology Executive Roundtable. In 2003 he was an advisor to two Luxemburg-based technology start-ups. He was on the Board of OMICRON, an educational organization for large firm CIOs from 1996 until 2006 and he is on the Board of Advisors for a sports oriented start-up firm called Landsurf, Inc. He has presented numerous invited and competitive papers and lectures throughout the US, and in over 20 other countries. He has held eight International Visiting Professorships in France; he was a Visiting Research Scholar in England, a Visiting Professor at ICN, University of Nancy and at the University of Rochester. He taught for three summers in Metz, France at Georgia Tech Lorraine, the European platform for Georgia Institute of Technology. In October, 1997 Professor Teach presented two invited papers on simulation to Interested Faculty, University of Tokyo, in September 1999, he presented an invited paper on university-based technology transfer and university related start-ups and to the Judge Institute of Management, Cambridge University and in October 2001, he presented an invited paper on Entrepreneurship to Faculty, Students and Friends of Monash University, Melbourne, Australia. He presented a set of lectures to students in the European Studies Program at Jagiellonian University, Krakow, Poland in April 2006 and again in April 2007. He presented an invited lecture to the faculty at Queens University in Belfast, Northern Ireland and a lecture to all income PhD students at the University of Ulster in Northern Ireland in January 2007. He presented an invited lecture at the Simulation Summer School at University Institute of Architecture of Venice - I.U.A.V in July August 2007 and taught in the 10 day summer school. He held an Adjunct Professorship Deed at the University, of South Australia from 2003 through 2006 and he serves as an advisor to the School of Marketing at the University of South Australia, Adelaide AU. Dr. Teach has published over 100 peer-reviewed articles.

richard.teach@mgt.gatech.edu

10MKG3100

<u>DEPARTMENT:</u> Marketing		
<u>Department coordinator:</u> Bernd PHILIPP		
<u>LEVEL:</u> ESC 3	<u>PERIOD:</u> 1st Semester	<u>CREDITS:</u> 2 ECTS
<u>Language:</u> French	<u>Nb of hours:</u> 18 to 24 hours	

Teacher: **Frédéric DOSQUET**

10MKG3101

<u>DEPARTMENT :</u> Marketing		
<u>Department coordinator :</u> Bernd PHILIPP		
<u>LEVEL :</u> ESC 3	<u>PERIOD :</u> 1st Semester	<u>CREDITS :</u> 2 ECTS
<u>Language :</u> French	<u>Nb of hours :</u> 18 to 24 hours	

Teacher : **Thierry SAINT MARTIN**

10MKG3102

<u>DEPARTMENT:</u> Marketing		
<u>Department coordinator:</u> Bernd PHILIPP		
<u>LEVEL:</u> ESC 3	<u>PERIOD:</u> 1st Semester	<u>CREDITS:</u> 2 ECTS
<u>Language:</u> French	<u>Nb of hours:</u> 18 to 24 hours	

Teacher: **Tatiana HENRIQUEZ**

10MKG3103

<u>DEPARTMENT:</u> Marketing		
<u>Department coordinator:</u> Bernd PHILIPP		
<u>LEVEL:</u> ESC 3	<u>PERIOD:</u> 1st Semester	<u>CREDITS:</u> 2 ECTS
<u>Language:</u> French	<u>Nb of hours:</u> 18 to 24 hours	

Teacher: **Bessem BOUBAKER**

10MKG3105

Project Management in Marketing

<u>DEPARTMENT :</u> Marketing		
<u>Department coordinator :</u> Bernd PHILIPP		
<u>LEVEL :</u> ESC 3	<u>PERIOD :</u> 1st Semester	<u>CREDITS :</u> 2 ECTS
<u>Language :</u> English	<u>Nb of hours :</u> 18 to 24 hours	

Teacher : **Edward RODGERS**

Context / Overview

The purpose of the Project Management in Marketing course is to present ideas to effectively organize and control a marketing project in order to complete it on time, within budget, and with expected outcomes. Students will be exposed to a variety of techniques to plan and manage the budget, schedule, and quality of projects for which they are responsible.

Pedagogical Objectives

Students will learn about

qualities of an effective project manager
typical responsibilities of a project manager
project selection, acquisition, and development
developing and following a detailed work plan
developing and managing a project schedule and budget
controlling projects for quality
communicating effectively with all project constituents
team building
anticipating and avoiding potential problems.

Teaching Methods / Learning Experiences

- Ø Preparatory Work or Prerequisite(s) none
- Ø Work in class: to be assigned
- Ø Personal Work: read Project Management Guidebook – Pay close attention to the Glossary of Terms----matching questions will be on the exam. Be sure to read all of the Guidebook. The exam (true-false and multiple-choice questions) will cover basic concepts covered in the Guidebook and some basic ideas from some of the readings or tutorials.
- Ø Teaching Methods in class: Tutorial, group work, individual work
- Ø Internet Research: review Max Wideman's Website on Project Management

Content

Subjects, themes, questions raised :The subject of project management is universal in nature, and its principles apply to all aspects of marketing projects---including selection, planning, budgeting, staffing,

controlling, motivating, implementing, and evaluation.

Assessment

Elements to be evaluated – linked to the pedagogical objectives

Methods of Assessment: case analyses, short assignments, and a comprehensive exam

Bibliography

Some possible sources of information include the following:

Project Management Simply Explained Project Management: Simple Questions and Simple Answers Basic Questions and Answers PORTFOLIO MANAGEMENT Managing the Project Environment Role of the Project Life Cycle Matching Management Style to Project Type Project Cost Control: The Way it Works PowerPoints for Project Management Review Selling into Project Success Virtual Teams Ideas on Managing Teams Ideas from IBM Part 1 Ideas from IBM Part 2

Short Presentation of Teacher

Dr. Rodgers is a professor at the University of West Florida. He earned the B.S. and M.S. degrees in Industrial and Systems Engineering at Georgia Tech and the Ph.D. in Business Administration (Management and Marketing) at Georgia State University. Post-Doctoral work in international business and economics/international relations led to the award of the M.S. degree in international relations through a cooperative program between the University of the Saarlands, Germany and TSU/European Division. He was the first graduate of an innovative software engineering graduate program offered by TSU in cooperation with the University of Kaiserslautern, Germany, in which he earned the M.S. degree in computer information systems. He has served as a professor at Georgia State University, the University of Toledo and Troy State University/European Division. He served as a professor for Boston University/Europe, the University of Southern California/Europe, and presented lectures at the South China University of Technology in Guangzhou, China, the Human Resources Center in Shenzhen, China, the School of Management of Xi'an University in Xi'an, China, the Mikkeli Polytechnic Institute in Mikkeli, Finland, and taught the Summer in Japan Program in Fukuoka, Osaka, and Tokyo, Japan.

Dr. Rodgers has published articles and made presentations at a variety of professional meetings in the U.S., Europe, the Middle East, Australia, and Asia in the fields of business administration, operations research and computer science. His practical experience includes positions in operations research and systems engineering with the IBM, Armor and Milliken corporations. He has also served as a consultant and an expert witness in the fields of systems and operations research. He has been active in professional organizations such as ACM, TIMS, ORSA and DSI. He earned the CDP and CSP professional certifications from the Institute for the Certification of Computer Professionals and is a member of several academic honor societies.

10MKG3107

Bottom of the Pyramid - Marketing strategies

<u>DEPARTMENT:</u> Marketing		
<u>Department coordinator:</u> Bernd PHILIPP		
<u>LEVEL:</u> ESC 3	<u>PERIOD:</u> 1st Semester	<u>CREDITS:</u> 2 ECTS
<u>Language:</u> English	<u>Nb of hours:</u> 18 to 24 hours	

Teacher: **Graeme LINDSAY**

Context / Overview

The aim of the course is to present business models aimed at marketing products to those at the bottom of the economic pyramid; the world's poor, that are both profitable and add-value. The course will challenge the conventional view on poverty alleviation and advance the belief that only by accepting the world's poor as economic partners, rather than beneficiaries of charity, will their economic circumstances improve. An aspect of the course will be to critique traditional models of poverty alleviation and present economic growth at the bottom of the pyramid as the only sustainable solution to world-wide poverty. Central to the course is to explain the part that MNC have to play in this process, and the commercial advantages that are available to them. Finally the opportunities and risks of adopting BOP strategies in home markets will be discussed.

Pedagogical Objectives

By the end of the course the participants will:

- § Developed and understanding of the nature of the market at the Bottom of the Pyramid
- § Understand the link between economic activity and poverty alleviation
- § Appreciate that business solutions are potentially more effective at alleviating poverty than traditional funded models
- § Understand the business opportunities within these markets
- § Produced their own evaluation of their organisation's potential involvement with the Bottom of the Pyramid
- § Understand how Bottom of the Pyramid Strategies could be transposed to Western Markets

Teaching Methods / Learning Experiences

Introduction – Fortune at the Bottom of the Pyramid
The Market
Market Development
Private Sector Solutions
Products and Services for the Bottom of the Pyramid
Developing Products
Twelve Principles
The Global Opportunity at the Bottom of the Pyramid
Engaging the Bottom of the Pyramid
Local Growth Opportunities
Local Innovation
MNCs and the Bottom of the Pyramid
The Ecosystem of Wealth Creation
Market Orientation

Ecosystem for Wealth Creation
Learning the Sanctity of Contracts
Reducing Inequality
Building Governance Capabilities

Reducing Corruption
Transaction Governance Capacity
Building TGC
Impediments to TGC
Development as Social Transformation
Communication Barriers
Consumer Upgrade
Gaining Access to Knowledge
Identity for the Individual
The Role of Women
Financing the Poor
Micro-Finance
Finance Networks
Infrastructures of Reliance

§ Lectures
§ Case-Studies
§ Videos
§ Classroom Debates

10MKG3108

<u>DEPARTMENT :</u> Marketing		
<u>Department coordinator :</u> Bernd PHILIPP		
<u>LEVEL :</u> ESC 3	<u>PERIOD :</u> 1st Semester	<u>CREDITS :</u> 2 ECTS
<u>Language :</u> French	<u>Nb of hours :</u> 18 to 24 hours	

Teacher : **Jean-Michel SAHUT**

10MKG3109

<i>DEPARTMENT :</i> Marketing		
<i>Department coordinator :</i> Bernd PHILIPP		
<i>LEVEL :</i> ESC 3	<i>PERIOD :</i> 1st Semester	<i>CREDITS :</i> 2 ECTS
<i>Language :</i> English	<i>Nb of hours :</i> 18 to 24 hours	

Teacher : **Graeme LINDSAY**

Context / Overview

International marketing is proving to be of ever-increasing importance to companies of all sizes which are now selling to, buying from, or competing with products and services from other nations. If the rapid global changes and innovations which have taken place over the last twenty years have created opportunities for companies they also given rise to new threats. To benefit from the former and play down the latter, businesses need people who can understand and respond to a complex and volatile international environment and who can design and implement international strategies accordingly.

Pedagogical Objectives

- To provide students with a thorough understanding of international marketing theory and key concepts
- To enable students to fully appreciate the complexities of international and global marketing
- To raise the awareness of processes, context and influences associated with the design of international and global marketing strategies
- To develop students' appreciation of the design and impact of international marketing strategies

Teaching Methods / Learning Experiences

- The module will be delivered in English
- The teaching strategy adopted will encourage students to adopt a critical and reflective approach to course content. This will be achieved through the use of a variety of resources including lectures, videos, exercises and discussions.
- Lectures are designed to introduce concepts, techniques and frameworks.
- Seminar type discussions will provide students with an opportunity to critically discuss a range of material from a variety of sources.
- Case studies are designed to illustrate practical applications of international marketing concepts. They will be used as the basis for class discussions.
- The emphasis will be on relating the course content to the students' own experience

Students are expected to undertake substantial reading throughout the course, and to make use of the following resources:

- textbooks, academic journals and professional publications
- exercise and case material
- library databases and the internet
- prior and current organisational experience

Content

- Introduction to international and global marketing
- The internationalisation process
- The international environment
- The international market research
- Market Entry Strategies
- International distribution channels
- International Product
- International price management
- International Communications

Assessment

The module assessment is set to test knowledge of the subject areas and to reward ability to apply appropriate analysis and planning techniques to a given marketing situation. Assessment will be by means of and a group assignment (50 % of total coursework and 50% an exam);

Exam

Exam will last two hours and consist of a case study with three questions relating to the academic content of the three sessions and the

Bibliography

Doole I, Lowe R, International Marketing Strategy, Thomson Learning, 4/e, 2004

Albaum G., Strandskov J., Duerr E, International marketing and export management, Prentice Hall, 2002

Bradley, F., International marketing strategy, Prentice Hall, 2002

Bruce, M., Moore, C., Birtwistle, G., International retail marketing, Elsevier, BH, 2004

Cateora, P., Graham, International marketing, McGraw Hill, 2004, 12/e

Czinkota, M. and Ronkainen I., International Marketing 2002 update, Harcourt, 2002

De Burca, S., Fletcher R., Brown L., International Marketing, An SME perspective, Prentice Hall, 2004

Fletcher, R., Bell, J., McNaughton, International E-Business Marketing, Thomson, 2004

Ghauri & Cateora, International Marketing, 2/e, McGraw Hill, 2006

Hall, E.T. Beyond culture, NY, Anchor press, 1976

Hofstede, G., Cultures and organisations: software of the mind, NY, McGraw Hill, 1991

Jeannet JP, Hennessey HD, Global marketing strategies, 6/e Houghton Mifflin, 2004

Johansson, JK., Global Marketing, Foreign Entry, Local Marketing, and Global management, McGraw Hill, 2006

Keegan, W., Green M., Global marketing , Prentice Hall, 2005

Malhotra, N., Marketing Research, An applied orientation, 1999

Scholes, K., and Johnson, G., Exploring corporate strategy, Prentice Hall, 2002

Terpstra, V.,and Sarathy, R., International Marketing 8/e, South-Western, 2000,

Trompenaars, F., and Hampden Turner, C., Riding the waves of culture, NY, Irwin, 2001

Usunier JC, Lee JA., Marketing Across Cultures, Prentice Hall, 2005

Recommended journals and periodicals available on Business Source Premier

- European Journal of Marketing
- Financial Times
- Harvard Business Review
- International Journal of Management
- International Journal of Market Research
- International Journal of Research in Marketing
- International Marketing Review
- Journal of International Marketing
- Journal of Marketing Management

Other references

- www.mckinsey.com
- www.datamonitor.com
- www.euromonitor.com
- http://www.lesechos.fr/formations/entreprise_globale/art_entreprise_globale.htm
- Les Echos, Série L'art du management, Globalisation et internationalisation, 1/10, Supplément, jeudi 16 septembre 2004
- Companies' Annual Reports and other published company literature

10MKG3110
Quantitative Methods for Marketing

<u>DEPARTMENT:</u> Marketing		
<u>Department coordinator:</u> Bernd PHILIPP		
<u>LEVEL:</u> ESC 3	<u>PERIOD:</u> 1st Semester	<u>CREDITS:</u> 2 ECTS
<u>Language:</u> English	<u>Nb of hours:</u> 18 to 24 hours	

Teacher: **Edward RODGERS**

Pedagogical Objectives

“This course covers project management from an applications viewpoint. Students read about and complete exercises about project management, including available software and techniques to aid in the project management process. A case analysis on some aspect of data security will be required. Prerequisite: no prior knowledge required.”

10MKG3111
International Marketing Entry Strategies

<u>DEPARTMENT :</u> Marketing		
<u>Department coordinator :</u> Bernd PHILIPP		
<u>LEVEL :</u> ESC 3	<u>PERIOD :</u> 1st Semester	<u>CREDITS :</u> 2 ECTS
<u>Language :</u> English	<u>Nb of hours :</u> 18 to 24 hours	

Teacher : **Graeme LINDSAY**

<i>Pedagogical Objectives</i>

The aim of the course is to provide students with the understanding of the following issues:

- Traditional and contemporary frameworks of global retailing;
- Ways for an international retailing company to plan for and adapt to a complex, changing environment;
- Principles of strategic retail management, which the international retailing companies should implement in building their retail strategy on the global market.