

ISAM 3

Course Catalogue

Professionalisation

(Semester 1)

Presentation of the Amiens Undergraduate Business School (ISAM)

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

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

In 2007 there were more than 1000 ISAM alumni.

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

The subjects taught are divided into four groups:

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

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

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

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

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

and the continual pursuit of acquiring technical skills.

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

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

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

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

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

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

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

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

ISAM 3 - Semester 1

| | ECTS | Coef. | Hours |
|---|------|-------|-------|
| HUMAN SCIENCES | | | |
| Abstracting And Summarizing Documents 1 | 1 | 1 | 18 |
| ML1 English (Semester 1) | 1 | 2 | 30 |
| Modern languages 2 | | | |
| Second Modern Language (Semester 1) | 1 | 1 | 20 |
| MASTERING MANAGEMENT CONCEPTS | | | |
| Consumer Law | 2 | 1 | 18 |
| Contemporary Economics | 2 | 1 | 18 |
| Diagnostics And Strategic Choices | 2 | 1 | 18 |
| MASTERING MANAGEMENT TECHNIQUES | | | |
| IT Systems For Managing Companies | 2 | 1 | 18 |
| Management Control | 2 | 1 | 18 |
| Management Simulation | 2 | 1 | 18 |
| Financial Decision-Making | 2 | 1 | 18 |
| Marketing Strategy | 2 | 1 | 18 |
| Production Management | 2 | 1 | 18 |
| Human Resource Management Policies | 2 | 1 | 18 |
| PROFESSIONAL BEHAVIOUR | | | |
| Business Communication Study | 3 | 2 | 36 |
| Negotiation 4 | 1 | 1 | 4 |
| Trophy Project | 1,5 | 1 | 20 |
| Career Plan Management Elective 5 | 1 | 1 | 10 |
| International Development | 0,5 | 1 | 10 |

Abstracting And Summarizing Documents 1

| | | |
|--|--|--|
| <u>DEPARTMENT :</u> Professional Behaviour | | |
| <u>Department coordinator :</u> Roger DAVIS | | |
| <u>LEVEL :</u> ISAM 3 | <u>PERIOD :</u> 1st Semester | <u>CREDITS :</u> 1 ECTS |
| <u>Language :</u> French | <u>Nb of hours :</u> 18 hours lecture : 18h tutorial : 0h practical work : 0h | <u>Personal work :</u> 10 hours mini |
| <u>Key words :</u> Comprehension, analysis/interpretation | | |

Teachers

1. **Gérard ALBERTIN**
2. **Eddy HANQUIER**

Context / Overview

This module enables students to understand professional written and oral vocabulary. It helps them develop their data interpretation and presentation skills, essential for future managers.

Pedagogical Objectives

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

- Make an excellent presentation
- Interpret and summarize a set of complex documents.

Teaching Methods / Learning Experiences

- Work in groups on press articles
- Presentations, using Information, taken from relevant documents and text books

Content

- Highlighting and presenting issues based on articles from the press
- Ranking and organising information, writing a coherent, concise and balanced text
- Abstracting and summarizing presentations on foreign countries

Assessment

Presentations on various issues

Assessment is based on students' ability to:

- Define the issue they intend to present
- Collect relevant documents
- Find the best way to put the information together
- Convey the information that they are presenting in the best possible way

Abstracting and summarising documents

Assessment is based on the student's ability to produce a coherent text that demonstrates:

- A concise and accurate introduction
- Structured thought processes (ranking and prioritising information in each part)
- The texts should contain three linked parts that produce a reasoned argument

Bibliography

Méthodologie: Alain Trouvé, Résumés et synthèses de textes, PUF, collection Major.

Culture générale:

- Frédéric Laupies, Dictionnaire de culture générale, PUF, collection Major.
- Réflexion sur les systèmes économiques: Alain Minc, Les prophètes du bonheur (livre de poche)
- Sur les systèmes sociologiques: Un livre de Bourdieu, au choix
- Sur les Arts: André Malraux, La métamorphose des dieux. Un livre de peinture dans la collection Découvertes Gallimard

Une question de philosophie et/ou de littérature: La recherche du bonheur. (Le chercheur d'or, de Le Clézio)

Short Presentation of Teachers

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

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

ML1 English (Semester 1)

| | | |
|---|---|---|
| <u>DEPARTMENT:</u> Foreign languages and cultures | | |
| <u>Department coordinator:</u> Brigitte BAUMGARTEN | | |
| <u>LEVEL:</u> ISAM 3 | <u>PERIOD:</u> 1st Semester | <u>CREDITS:</u> 1 ECTS |
| <u>Language:</u> English | <u>Nb of hours:</u> 30 hours lecture : 30h tutorial : 0h practical work : 0h | <u>Personal work:</u> 18 hours mini |

Context / Overview

Future managers must have the ability to communicate with people at an international level. They will need a good knowledge of the English language. They must be able to manage not only staff but also projects, and to understand the subtle cultural differences in an international context. A good knowledge of culture and current affairs enriches cultural exchange.

Pedagogical Objectives

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

- Describe and present clearly, to methodically develop arguments on a wide range of topics
- Write clear and detailed texts on various topics in their particular field of work
- Grasp the main points in current affairs and business related articles and reports
- Interpret current spoken English, not only for subjects they are familiar with but also ones they know little about
- Work in a group and to express themselves

Teaching Methods / Learning Experiences

- Class work :
 - Presentations
 - Exercises on current affairs and the business world
 - Roleplays on current affairs and the business world.
 - Discussions
 - Case Studies
- Same-ability groups and customised teaching plans
- Method : Individual and group work
- Personal work : research, preparation work, vocabulary and grammar

Content

Content can be based on the following topics:

- CV and letters
- The world of work

NON-BINDING - SUBJECT TO CHANGE

- The press and current affairs
- Written and oral presentations
- The teachers may be required to change the lesson content slightly depending on groups needs

Assessment

- Continuous assessment: presentations
- Institutional assessment : TOEIC

Bibliography

Vocable

www.guardian.co.uk www.timesonline.co.uk www.granddictionnaire.com www.bbc.com

lexisnexis

Short Presentation of Teachers

The teachers are either English-speaking and/or have a Higher education French qualification (BEd or qualified teacher).

Second Modern Language (Semester 1)

| | | |
|---|--|---|
| <u>DEPARTMENT :</u> Foreign languages and cultures | | |
| <u>Department coordinator :</u> Brigitte BAUMGARTEN | | |
| <u>LEVEL :</u> ISAM 3 | <u>PERIOD :</u> 1st Semester | <u>CREDITS :</u> 1 ECTS |
| <u>Language :</u> French | <u>Nb of hours :</u> 20 hours lecture : 20h tutorial : 0h practical work : 0h | <u>Personal work :</u> 18 hours mini |

Context / Overview

Spanish beginners: Spanish is spoken all over the world, and is an important language that will open up the European and American markets. Spanish is quite similar to French, and so it is relatively easy to quickly reach levels A1/A2.

Intermediate Spanish: It is vital to learn about and have a good command of Spanish speaking markets, of their culture and way of life, to see through and further international exchanges. The work is organised in groups of the same level by sorting the mixed level group from the beginning (from A1/2 elementary and B2/C1 intermediate advanced/ to competent).

German: Germany is a prominent partner in the construction of Europe and France's primary business partner.

Although the language used during encounters between French and German nationals is often English, knowledge of German and socio-cultural specificities of our partner is a mark of respect, open-mindedness, and a real asset for communication. The mix of levels in the group (between levels A2-B2 or C1) is a problem and requires a certain amount of flexibility (a common group program and specific programs for the weaker and for the stronger students).

Pedagogical Objectives

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

Spanish beginners:

- Use expressions and relevant (to the student) everyday vocabulary, eg.
- Introduce themselves and other people, to find their around a town, to describe somebody or somewhere, to talk about their daily routine (in the present tense), of the future and their future plans, of their experiences and what they have done (in the past tense)
- Use some technical business vocabulary in order to present a company, the departments, and the work
- Know about some features of the Spanish/Latin-American culture.

Intermediate Spanish:

- Communicate efficiently in various situations of daily life as well as within a company
- Use sales and financial vocabulary correctly
- Understand television documentaries and films in their original version.
- See through negotiations and interview with the various socio-economic players
- Implement clear sales related activities (advertising campaigns, writing advertisements, seeking out people and companies to work with etc)

German (depending on the level):

- Communicate, unprepared, with a native speaker in various situations in business or daily life.
- Introduce themselves, clearly explaining their education, experience, interests and aims
- Apply for a job in a company or a study period in a University in Austria/Germany/Switzerland
- Present a company using the current terminology within a business context
- Understand and explain films, conferences, authentic messages and to follow the main part of a discussion
- Understand the main points in a film, a news program or socio-cultural/economic matters in order to take an active part in exchanges and discussions
- Understand the differences between the cultures compared to France and other countries
- Express ideas and defend opinions

Teaching Methods / Learning Experiences

Spanish beginners

- Class work: Explanations and learning work, oral expression and active participation
- Personal Work: Cloze tests, shorts essays on each topic dealt with
- Teaching method: group work preparing short dialogues
Short conversations designed to apply the structures acquired
- Individual essays and presentations

Intermediate Spanish

- Preparatory work and pre-requisites :
grammar and vocabulary documents, research into current news, preparing business and the socio-economic Hispanic world.
- Class work : presenting companies, commenting on current affairs topics, simulations from real case studies (job interviews, sales negotiations, making up advertisements, a product launch, etc.)
- Personal work : working on abstracting and summarizing, taking a stance during classroom debates
- Teaching methods: group work, preparing dialogues, discussions on various topics
- Personal work: writing a CV, a cover letter, preparing individual presentation

German

Preparatory work and pre-requisites :

- Students are urged to use grammar and vocabulary books from previous lessons, to read the press and listen to the radio and the television (eg. Satellite TV)
- Class work : Theme based work
- Personal work : It is vital to review the lessons and to do homework.
- The weaker students will be directed and given homework to catch up (conjugation, basic vocabulary, etc.). The stronger students will be given additional homework adapted to their level such as role-plays, presentations, summaries of press articles and films. If they ask for it, the students can prepare for external exams (eg. WiDaF)
- Teaching methods: Theme based documents, vocabulary and grammar exercises, oral comprehension exercises, BULATS exercises, Television documentaries, films, role-plays, discussions.

Spanish beginners

- Presentation in the first and third person
- Descriptions of places, reading town maps (During trips)
- Describing people and objects, asking for information, prices, directions to the airport etc.
- Introduction to technical vocabulary: trade, business, the office, the diary, the IT tools
- Learning and using all the indicative tenses
- Using the imperative and the present subjunctive in commons situations
- Prepositions, qualitative adjectives, positional adverbs etc

Intermediate Spanish

General review of the main grammar points (agreement of tenses, prepositions, adverbial phrases, review of critical issues)

- Writing CVs, cover letters, advertisements, product launches, marketing campaigns etc.
- Looking for a job and preparing job interviews
- A widespread look at Spanish companies (reading and analysing press articles)
- The Hispanic business world and current socio-economic matters.

German

- The job market and job applications
- Application letter and CVs
- The business world
- German companies
- Current affairs, the socio-cultural/economic environment
- Cultural differences (studies, training and business)
- Business communication orally and in writing (requests, orders, claims, telephone, etc)

Assessment

Spanish beginners

Class participation, group work, tests, role-plays, debates all through the year as well as homework and level tests after some units.

Intermediate Spanish

Oral continuous assessment: 50%

Class participation, group work, presentations and tests.

Written assessments: 50%

German

Presence, involvement and participation

Homework

Tests in the lessons

External level test BULATS

Bibliography

Débutants Espagnol

Nuevo Ven 1 Libro del alumno. Editorial Edelsa. Autores : Castro, Marin, Morales, Rosa
Livre d'exercices et CD Nuevo Ven 1.
Extraits d'autres livres et BD

Intermédiaires Espagnol

Articles de presse extraits de différents journaux hispanophones, tels que : El Pais, El Mundo, Clarin, Vanguardia,
Projections des films et du journal télévisé espagnol (TVE España)

Allemand

Unternehmen Deutsch. Chancerel, 2000.
Articles tirés de la presse allemande: Focus, Vocabel, Sterne, Spiegel...
Reportages télévisés.
Deutsch als Fremdsprache in der Wirtschaft. Das Testbuch Wirtschaftsdeutsch. Training WIDAF.
Langenscheidt, 2000.

Short Presentation of Teachers

The teachers are either English-speaking and/or have a Higher education French qualification (BEd or qualified teacher).

20ENV3002 **Consumer Law**

| | | |
|--|--|--|
| <u>DEPARTMENT :</u> Environment | | |
| <u>Department coordinator :</u> Roger NLEND | | |
| <u>LEVEL :</u> ISAM 3 | <u>PERIOD :</u> 1st Semester | <u>CREDITS :</u> 2 ECTS |
| <u>Language :</u> French English | <u>Nb of hours :</u> 18 hours lecture : 18h tutorial : 0h practical work : 0h | <u>Personal work :</u> 10 hours mini |
| <u>Key words :</u> consumer, sale, clause | | |

Teacher : **Craig MACDONALD**

Context / Overview

This course is useful for any consumer dealing with business professionals on a daily basis. Managers must know whether the clauses in a contract (which they have drawn up themselves or which they are about to sign) are abusive or not. They must also be aware of how consumer law protects customers.

Pedagogical Objectives

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

- Define consumer law and understand the rules governing the sale of goods and services.
- Describe consumer rights to information
- Explain an abusive clause
- Describe what protection consumers have when faced with certain trade (mal-) practices

Teaching Methods / Learning Experiences

- Lectures
- Documentation supplied
- Internet research

Content

- A professional's obligation to inform
- Abusive clauses
- Regulation or banning certain types of trade
- How a consumer can take action

Assessment

- Continuous assessment
- Institutional assessment

Bibliography

<http://www.legifrance.gouv.fr/>

<http://sos-net.eu.org/conso/pageaccu.htm>

<http://www.droitonline.com/matieres/consommation.html>

Short Presentation of Teacher

Craig MACDONALD : two Masters degrees, one from the USA, the second from IAE in Amiens. PhD in strategy and project management, he has worked for several companies in the USA, the UK and France.

20ENV3003
Contemporary Economics

| | | |
|---|--|--|
| <u>DEPARTMENT :</u> Environment | | |
| <u>Department coordinator :</u> Roger NLEND | | |
| <u>LEVEL :</u> ISAM 3 | <u>PERIOD :</u> 1st Semester | <u>CREDITS :</u> 2 ECTS |
| <u>Language :</u> French English | <u>Nb of hours :</u> 18 hours lecture : 18h tutorial : 0h practical work : 0h | <u>Personal work :</u> 10 hours mini |
| <u>Key words :</u> society, functioning, operation | | |

Teachers

1. **Jean-Pierre GIRARD**
2. **Craig MACDONALD**

Context / Overview

This module aims to encourage students to think about what works and what doesn't work in our current economic society/community.

Pedagogical Objectives

At the end of the course, the students should be able to highlight dysfunctional areas of society through systemic analysis.

Teaching Methods / Learning Experiences

- Lectures
- Presentations
- Case studies

Content

Part 1

Presentation of systemic analysis

- What is it and how is it made up?
- The principles of systemic analysis
- Its scope of application
- Society

Part 2

Highlighting the issue of social cohesion

- The role of cohesion
- Working cohesion models
- Solidarity economy, the way forward?

Part 3

Highlighting the problem of when the environment is not taken into account

- The history of the relationship between the economy and the environment
- Necessary accounting
- The different methods of how to take the environment into account

Assessment

- Continuous assessment
- Institutional assessment

Bibliography

- L'Analyse des Systèmes, JW Lapierre Syros 92
- La nouvelle sociologie économique, Lesveque et Bourde, Desclee D Brouwer, 2001
- Economie et Politiques de l'environnement, JP Barde Puf 1992
- Problèmes économiques.

Short Presentation of Teachers

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

Craig MACDONALD has two Masters degrees, one from the USA, the second from IAE in Amiens. He has worked for several companies in the USA, the UK and France.

Diagnostics And Strategic Choices

| | | |
|---|--|---|
| <u>DEPARTMENT :</u> Environment | | |
| <u>Department coordinator :</u> Roger NLEND | | |
| <u>LEVEL :</u> ISAM 3 | <u>PERIOD :</u> 1st Semester | <u>CREDITS :</u> 2 ECTS |
| <u>Language :</u> French English | <u>Nb of hours :</u> 18 hours lecture : 18h tutorial : 0h practical work : 0h | <u>Personal work :</u> 6 hours mini |
| <u>Key words :</u> choice, diagnostics, competitive position | | |

Teacher : **Denis PRUDHOMME**

Context / Overview

Leaders and managers, at all levels, must be happy that the decisions they make are in line with company strategy. The objective of this class is to give students a global approach to strategy which will allow them to reflect upon possible strategic choices and to draft an action plan.

Pedagogical Objectives

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

- Prepare a diagnosis
- Define segmentation
- Develop a strategy

Teaching Methods / Learning Experiences

- Lectures
- Case study

Content

- Systems analysis
- Classic diagnosis methods
- Strategic choices

Assessment

- Continuous assessment : abstracting and summarizing documents
- Institutional assessment : Business case study

Bibliography

- Stratégie d'entreprise et diversification, J. C. Detrie, Nathan, 2003
- Structure et dynamique des organisations, Mintzberg, E.O., 2003

Short Presentation of Teacher

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

IT Systems For Managing Companies

| | | |
|--|--|--|
| <u>DEPARTMENT :</u> Computer Science and Information Systems | | |
| <u>Department coordinator :</u> Nathalie BERTIN BOUSSU | | |
| <u>LEVEL :</u> ISAM 3 | <u>PERIOD :</u> 1st Semester | <u>CREDITS :</u> 2 ECTS |
| <u>Language :</u> French | <u>Nb of hours :</u> 18 hours lecture : 3h tutorial : 15h practical work : 0h | <u>Personal work :</u> 10 hours mini |
| <u>Key words :</u> ERP, CRM, Business intelligence, benchmarking, network | | |

Teachers

1. **Stéphane CARPENTIER**
2. **Christian CORMIER**
3. **Edward RODGERS**
4. **Inès SAAD**
5. **Marc TILLOY**

Context / Overview

Even if leaders or managers are not responsible for an IT system, they must understand how information travels round the company and how to process it in the best possible way.

Pedagogical Objectives

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

- Hold a technical conversation with IT experts
- Explain basic IT terminology

Teaching Methods / Learning Experiences

- Preparatory or prerequisites : none
- Class work : classes
- Personal work throughout the course : research into the concepts raised
- Teacher's methods : theory, presentation of cases and exercises

Content

- ERP Enterprise resource planning
- Introduction to Business Intelligence
- Customer Relations Management
- E-business

- Referencing
- Introduction to networks

Assessment

- Both open and multiple choice questions on class work

Bibliography

- <http://www.wikipedia.fr>
- <http://www.erpfans.com/>
- <http://erp.ittoolbox.com/>
- <http://www.apics.org/>
- <http://www.cxp.fr/>
- Management Systèmes d'Information 9ème édition - Laudon et Fimbel - Pearson Education France
- ERP et Progiciels intégrés - Jean-Louis Thomas - Dunod
- Piloter un projet ERP - Jean-Louis Deixtonne - Dunod
- La gestion de la relation client, S. Brown, village mondial, 2006.
- Gestion de la relation client, R. Lefébure et G. Venturi, Eyrolles, 2000.
- Fidélisez vos clients : stratégies, outils CRM et e-CRM, P. Morgat, Ed. d'Organisation, 2005.
- CRM at the speed of light : essential customer strategies for the 21st century, P. Greenberg, McGraw-Hill/Osborne, 2004.
- Business intelligence et portails, A. Corbillé et V. Dumas, Dunod, 2006.
- E-Business intelligence, B. Liautaud, Maxima, 2001.
- Le système d'information décisionnel, E. Serres, Thèse professionnelle, 2004.
- <http://www.journaldunet.com>
- <http://abc-netmarketing.com>
- <http://www.abondance.com>
- <http://www.webrankinfo.com/>

Short Presentation of Teachers

Edward RODGERS : Ph.D. Associate Professor, Department of Computer Science - University of West Florida

20FIN3001 **Management Control**

| | | |
|--|--|---|
| <u>DEPARTMENT :</u> Finance | | |
| <u>Department coordinator :</u> Jean-Luc PAGNON | | |
| <u>LEVEL :</u> ISAM 3 | <u>PERIOD :</u> 1st Semester | <u>CREDITS :</u> 2 ECTS |
| <u>Language :</u> French English | <u>Nb of hours :</u> 18 hours lecture : 12h tutorial : 6h practical work : 0h | <u>Personal work :</u> 6 hours mini |

Teachers

1. **Wael LOUHICHI**
2. **Jean-Luc PAGNON**

Context / Overview

Organisations cannot be successful without objectives, forecasts, follow up of results and performance measurement. This course aims to introduce the students to management control processes. They will probably not work in finance but will of course have to work with accounts departments in companies.

The majority of the students will no necessarily become specialists in this area but they will most certainly have to work with management control or accounts departments in companies.

Pedagogical Objectives

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

- determine relevant costs for daily decision-making
- explain how financial management helps pilot a company
- calculate and analyse discrepancies on previously established costs
- explain sales price issues

Teaching Methods / Learning Experiences

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

Content

- Introducing management control
- Critique of traditional methods used to calculate costs
- Pre-established costs and the analysis of discrepancies on pre-established costs
- Transfer pricing
- Performance assessment

Assessment

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

Bibliography

- « Les fondements du contrôle de gestion » par Henri Bouquin, Collection Que sais-je ? PUF
- « Comptabilité de gestion » par A.Burlaud et C.Simon, Vuibert gestion
- « Comptabilité analytique et contrôle de gestion » par C.Goujet et C.Raulet, Dunod
- « Contrôle de gestion » par M.Gervais, Economica

Short Presentation of Teachers

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.

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

20LRH3001 **Management Simulation**

| | | |
|---|--|-----------------------------------|
| <u>DEPARTMENT :</u> Leadership and Human Resources | | |
| <u>Department coordinator :</u> Sana HENDA | | |
| <u>LEVEL :</u> ISAM 3 | <u>PERIOD :</u> 1st Semester | <u>CREDITS :</u> 2 ECTS |
| <u>Language :</u> French English | <u>Nb of hours :</u> 18 hours lecture : 2h tutorial : 16h practical work : 0h | <u>Personal work :</u> unknown |
| <u>Key words :</u> Business game, scenario | | |

Teachers

1. **Frédéric DEBUIRE**
2. **Craig MACDONALD**

Context / Overview

This business game, allows students to operate in real-life managerial situations. Through different scenarios, students consolidate knowledge acquired from different subjects. This module enables them to act in a more entrepreneurial way and to understand just how complex business management is. Expert level scenarios are used.

Pedagogical Objectives

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

- Work efficiently in groups
- Understand just how complex business management decisions are
- Master the fundamentals of business management, which are:
 - Managing the connection between sales and production forecasts
 - Managing the connection between production and procurement forecasts
 - Managing stock and cash flow
 - Deciding if staffing levels are adequate for production capacity
 - Deciding if the marketing strategy is in line with sales

Teaching Methods / Learning Experiences

- Work is done in groups of 4 or 5 students
- 8 decisions are to be taken per semester
- Groups are assessed on several areas by the computer programme:
 - Sales performance
 - Cash flow management
- Mini-conferences or 'flash techniques' highlight the basics of business management (cash flow management, stock management, demand forecasting') and a closing session enables critical feedback on progress made in the 'game' as well as a reminder on key points in company management.

Content

Know-how is gained:

- In Marketing
 - The role of each part of the marketing mix
 - Fixing the price
- In Accounting
 - Using a tax return
- In Finance
 - Cash flow statements, working capital, cash requirements
 - Investment ' financing cycle
 - Advertising budget management
- In Production management
 - The connection between production targets and production tools
 - Stock management with two opposing objectives : avoid stock-outs, avoid over-stocking
 - Managing hiring / firing
- In Company Strategies
 - Define and defend a strategy, take decisions fitting to the strategy and be sure to have the wherewithal to carry it out.

Assessment

Although the final mark given is for the whole group, an individual bonus/penalty system is in force and the group CEO decides who deserves what.

The group mark is made up of several marks given on :

- Sales performance
- Business performance
- Production management
- Cash flow management
- Communication plan
- Management tools
- The average of final marks given for each decision made during the semester

Short Presentation of Teachers

Frédéric DEBUIRE: Masters degree in Management from Reims Management School, majored in Company Finance and Financial Markets.

Craig MACDONALD : two Masters degrees, one from the USA, the second from IAE in Amiens. He has worked for several companies in the USA, the UK and France.

20FIN3002 **Financial Decision-Making**

| | | |
|--|--|---|
| <u>DEPARTMENT :</u> Finance | | |
| <u>Department coordinator :</u> Jean-Luc PAGNON | | |
| <u>LEVEL :</u> ISAM 3 | <u>PERIOD :</u> 1st Semester | <u>CREDITS :</u> 2 ECTS |
| <u>Language :</u> French English | <u>Nb of hours :</u> 18 hours lecture : 12h tutorial : 6h practical work : 0h | <u>Personal work :</u> 6 hours mini |

Teacher : **Frédéric DEBUIRE**

Context / Overview

How are financial decisions taken within a corporation? This course highlights strategic financial decisions which commit the company long term. It deals mainly with the techniques used to decide what investments to make and how to finance them.

Pedagogical Objectives

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

- explain the nature and importance of investment decision-making
- apply the most currently used methods
- explain the advantages and disadvantages of investment risk-assessment methods
- identify the different types of finance are available and explain the advantages and disadvantages of each

Teaching Methods / Learning Experiences

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

Content

- The notion of investment
- Revision on DCF (discounted cash flow), depreciation, cash flow and cash requirements
- How to choose investments :
 - Return on investment (ROI)
 - Current Net Value (CNV)
 - Internal rate of return (IRR)
- Means of financing
 - Cash flow
 - Investment subsidies
 - Capital increases

- Shared loans
- Bullet repayment
- Constant depreciation repayment
- Constant annuity repayment
- With deferred depreciation
 - Lease financing

Assessment

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

Bibliography

- « Gestion financière » par A.M.Keiser, Editions ESKA
- « Finance d'entreprise » par P.Vernimmen, P.Quiry et F.Ceddaha, Dunod (Dalloz Gestion)

Short Presentation of Teacher

Frédéric DEBUIRE: Masters degree in Management from Reims Management School, majored in Company Finance and Financial Markets.

20MKG3001 **Marketing Strategy**

| | | |
|---|--|--|
| <u>DEPARTMENT :</u> Marketing | | |
| <u>Department coordinator :</u> Bernd PHILIPP | | |
| <u>LEVEL :</u> ISAM 3 | <u>PERIOD :</u> 1st Semester | <u>CREDITS :</u> 2 ECTS |
| <u>Language :</u> French English | <u>Nb of hours :</u> 18 hours lecture : 15h tutorial : 3h practical work : 0h | <u>Personal work :</u> 10 hours mini |
| <u>Key words :</u> strategy, marketing, growth | | |

Teacher : **Jean-Lou POIGNOT**

Context / Overview

This is the final part of Strategic Features in Marketing taught at Amiens Undergraduate Business School. Strategic Marketing is on a higher level than marketing operations in the company. The marketing strategy determines different areas for development. This course allows the students to put their existing skills and knowledge into practice.

Pedagogical Objectives

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

- analyse and interpret a market environment
- make strategic recommendations

Teaching Methods / Learning Experiences

- Preparatory or prerequisites: none
- Class work: class work and case studies
- Personal work throughout the course: Lessons and case studies
- Teacher's methods: Lectures using power point slide shows and concrete examples of company strategies

Content

- Introduction
- Strategic diagnosis
- Basic strategies
 - Cost domination
 - Specialisation
 - Differentiation
 - Innovation

- Growth strategy
 - Integration
 - Diversification
 - Acquisition
 - Alliances
- Fast response strategies to the market lifecycle
 - Growth
 - Maturity
 - Decline
- Competitive positioning
 - Leaders
 - Challengers
 - Followers

Assessment

- Continuous assessment : case studies 50%
- Institutional assessment : case studies or abstracting and summarising exercises 50%

Bibliography

Marketing Stratégique, J. J. LAMBIN, Collection Gestion sup, 2005

Strategor, J.P. Detrie, DUNOD, 2005

Short Presentation of Teacher

Jean-Lou POIGNOT : Doctor of Pharmacy, gradate 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.

Production Management

| | | |
|--|--|---|
| <u>DEPARTMENT :</u> Finance | | |
| <u>Department coordinator :</u> Jean-Luc PAGNON | | |
| <u>LEVEL :</u> ISAM 3 | <u>PERIOD :</u> 1st Semester | <u>CREDITS :</u> 2 ECTS |
| <u>Language :</u> French English | <u>Nb of hours :</u> 18 hours lecture : 12h tutorial : 6h practical work : 0h | <u>Personal work :</u> 6 hours mini |

Teacher : **Jean-Luc PAGNON**

Context / Overview

A major competitive element is the performance of a company's industrial and logistic systems in place. This course aims to build on the first year course : 'Introduction to production management', through developing its organisational perspective.

Pedagogical Objectives

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

- Express production issues (production such as planning, stock management, project planning, capacity management) as mathematical models
- Use the most suitable tools to solve these problems

Teaching Methods / Learning Experiences

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

Content

- Revision of the basics
- Operational decisions
 - Planning
 - Stock management
 - Production planning
- Strategic decisions
 - Project planning
 - Capacity management

Assessment

- Continuous assessment: multiple choice and exercises
- Institutional assessment: case study requiring a good understanding of the fundamental concepts

Bibliography

- « Gestion de la Production » par Vincent Giard, Economica
- « Gestion de Production » par Alain Courtois, Maurice Pillet et Chantal Martin-Bonnefous, Les éditions d'organisation

Short Presentation of Teacher

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.

Human Resource Management Policies

| | | |
|--|--|---|
| <u>DEPARTMENT :</u> Leadership and Human Resources | | |
| <u>Department coordinator :</u> Sana HENDA | | |
| <u>LEVEL :</u> ISAM 3 | <u>PERIOD :</u> 1st Semester | <u>CREDITS :</u> 2 ECTS |
| <u>Language :</u> French English | <u>Nb of hours :</u> 18 hours lecture : 18h tutorial : 0h practical work : 0h | <u>Personal work :</u> 10 hours mini |
| <u>Key words :</u> Payroll, Labour relations, HR Audit | | |

Teacher : Eric BRIZON

Context / Overview

Executives who are required to manage a team must have a good understanding of company remuneration policy and how it can be used as an incentive for their team. They have to feel at ease interpreting certain data which relates to company working conditions. Finally, designing a human resource management chart will enable them to assess the quality of the their department's Human Resources policy: e.g. reducing the rate of absenteeism, increasing 'the training drive'.

Pedagogical Objectives

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

- identify the company remuneration policy
- describe the respective roles of staff representatives
- explain working time regulations
- identify the internal communication tools
- interpret the human resources data from management charts in various areas such as : recruitment, training, working conditions, health and safety.

Teaching Methods / Learning Experiences

- Preparatory or prerequisites: to have assimilated the HR concepts studied in ISAM 2: most importantly recruitment, training, and staff appraisal
- Class work: case studies
- Personal work throughout the course: assimilation of the lessons done during the module
- Teacher's methods: Presentations and group work (3-day seminar)

Content

- The Payroll: definition, individual and collective pay vises, arbitration on fixed and variable remuneration.

Presentation of the different elements regarding deferred remuneration (profit sharing scheme, Company Savings Plan, Stock Options')

- Staff relations : introduction to the different staff representative procedures (staff representatives, Works Council, Trade Union representative) ; their roles and the means at their disposal.
- Working time : the 35 hours working week, night shift, overtime, lieu time
- Health and Safety in the workplace : what role the Health, Safety and Working Conditions Committee plays, in case of accident or professional illness what is the scope of an employer's responsibility
- Internal communication : tools used for internal communication (the movement of information ' upwards, downwards and sideways), setting up an internal communication project.
- Human resource data from management charts: presentation and interpretation of data from the social audit, requirements of Top Management, and of the hierarchy (management indicators), how to assess the quality of the Human Resources operation within a company.

Assessment

- HR issues expressed through a case study (continuous assessment)
- Case study and basic class questions about the laws governing working time or those governing health and safety (Institutional assessment)

Bibliography

- « Ressources Humaines et Gestion des Personnes »- J.M. Peretti- Educapôle Gestion
- « Les tableaux de bord de la Gestion Sociale »- J.P. TAIEB- DUNOD
- « La communication interne dans l' entreprise »- N. d'ALMEIDA / T. LIBAERT- DUNOD
- « Courrier Cadres » - mensuel de l'Association pour l'Emploi des Cadres (APEC)

Short Presentation of Teacher

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

Business Communication Study

| | | |
|--|--|-----------------------------------|
| <u>DEPARTMENT :</u> Professional Behaviour | | |
| <u>Department coordinator :</u> Roger DAVIS | | |
| <u>LEVEL :</u> ISAM 3 | <u>PERIOD :</u> 1st Semester | <u>CREDITS :</u> 3 ECTS |
| <u>Language :</u> French English | <u>Nb of hours :</u> 36 hours lecture : 0h tutorial : 0h practical work : 36h | <u>Personal work :</u> unknown |

Teachers

1. **Craig MACDONALD**
2. **Alain QUIGNON**

Context / Overview

No matter what job or position a business person might hold, they must, be able to rapidly assess and understand a company, that they didn't previously know.

Pedagogical Objectives

At the end of the module, the students should know how to:

- Behave in a way fitting to a work environment
- Work efficiently in a team
- Use various methods to look for information on companies
- Interpret company documentation and summarize the information obtained
- Rank the company within it's sector
- Present everything in a written report then make an oral presentation in front of an assessment panel

Teaching Methods / Learning Experiences

- Carried out in groups of 8 to 10 students, over three consecutive weeks; their mission is to analyse a company using data which is accessible from sources outside of that company.
- The teachers, are present throughout the study in order to guide and advise the students.

Content

- A choice of companies with at least one subsidiary in Picardie
- Research
- Interpretation of financial documents
- Analysis of press articles and internet files

Assessment

Oral examinations are managed by the module coordinators.

Assessment panels are made up of two business people and, a company representative if they want to participate.

Assessment is based both on how relevant the information is and on how well it is presented (orally and in writing)

Once the oral examination is over, students are given feedback by the assessment panel.

Bibliography

Research in the press and on the Internet directed by the teachers.

Short Presentation of Teachers

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

Craig MACDONALD: two Masters degrees, one from the USA, the second from IAE in Amiens. PhD student in strategy and project management, he has worked for several companies in the USA, the UK and France.

20DCP3002 **Negotiation 4**

| | | |
|---|---|----------------------------------|
| <u>DEPARTMENT:</u> Professional Behaviour | | |
| <u>Department coordinator:</u> Roger DAVIS | | |
| <u>LEVEL:</u> ISAM 3 | <u>PERIOD:</u> 2nd Semester | <u>CREDITS:</u> 1 ECTS |
| <u>Language:</u> French | <u>Nb of hours:</u> 4 hours lecture : 0h tutorial : 0h practical work : 4h | <u>Personal work:</u> unknown |

Teacher: **Alain QUIGNON**

Context / Overview

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

Pedagogical Objectives

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

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

Teaching Methods / Learning Experiences

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

Content

The negotiation is on a finance-related subject. Students must:

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

Assessment

- Assessment panels are made up of a teacher or a part-time lecturer and a business person
- Case under negotiation / negotiation assessment grid / negotiation module (program and organisation)

- Individual assessment based on MACCCI criteria
- Collective assessment on areas of knowledge, affectivity, interpersonal relations and personal development
- Feedback given to students from the assessment panel

Short Presentation of Teacher

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

School supervisors: Staff or teachers at the Amiens School of Management.

20DCP3004

Trophy Project

| | | |
|--|--|-----------------------------------|
| <u>DEPARTMENT :</u> Professional Behaviour | | |
| <u>Department coordinator :</u> Roger DAVIS | | |
| <u>LEVEL :</u> ISAM 3 | <u>PERIOD :</u> 1st Semester | <u>CREDITS :</u> 1,5 ECTS |
| <u>Language :</u> French | <u>Nb of hours :</u> 20 hours lecture : 0h tutorial : 0h practical work : 20h | <u>Personal work :</u> unknown |

Teacher : **Alain QUIGNON**

Context / Overview

This module puts students in direct contact with the group to advise, act and carry out a creative project along with students who are new to the school.

Pedagogical Objectives

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

- Design a draft pilot plan, so that it is as complete as possible, within a short timeframe and learn how to confirm choices through relevant questionnaires.
- Manage creativity and organise a group so that it is as efficient as possible

Teaching Methods / Learning Experiences

Creativity seminar

Group activity : creation, organisation, analysis and brainstorming creation of sub-groups with specific responsibilities

Design and draft questionnaires to confirm choices

Field study supervision and advice from teachers (advice session for the short tutorials')

Content

A written group dossier, on the chosen project.

As well as a team presentation, the dossier must contain details of the organisation, technical features, commercial elements (results of the survey), legal information, along with industrial and financial aspects of the project;

The project could be on a product, a concept or any other creative or original idea.

Assessment

Students must sell the project to an assessment panel made up of business people.

They perform a public presentation in front of the panel : a mark is given out of 20; this is the average of all the marks given by each panel member. The individual mark is the sum of 5 criteria each with a mark out of 4

making a total out of 20. The criteria are as follows:

- Creativity
- Questionnaire
- Technical and financial aspects
- Commercial aspects
- Presentation and negotiation

At the end of the three days a global mark and a rank are given to each student.

Bibliography

Internet Research, directed by the teacher

Short Presentation of Teacher

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

Career Plan Management Elective 5

| | | |
|---|---|----------------------------------|
| <u>DEPARTMENT:</u> Professional Behaviour | | |
| <u>Department coordinator:</u> Roger DAVIS | | |
| <u>LEVEL:</u> ISAM 3 | <u>PERIOD:</u> 1st Semester | <u>CREDITS:</u> 1 ECTS |
| <u>Language:</u> French English | <u>Nb of hours:</u> 10 hours lecture : 0h tutorial : 0h practical work : 10h | <u>Personal work:</u> unknown |

Teachers

1. **Craig MACDONALD**
2. **Alain QUIGNON**

Context / Overview

Looking for a job is always a difficult task, this module gives students further elements to help them reflect upon their career plan especially in terms of skills and behaviour.

Pedagogical Objectives

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

- Identify their strengths and weaknesses in job interview techniques
- Present appropriate documents (CV and application letter)
- Analyse a job advert
- Adapt their behaviour

Teaching Methods / Learning Experiences

- Lectures
- Job interview simulations
 - In groups of six, students watch and take turns in front of a panel of recruitment experts
 - Each student has a job advert, a memo on the requirements of the job along with a CV and application letter which have been adapted to the job
 - Groups of six students at a time are called up in front of a panel of recruitment experts, they also have the opportunity to watch other groups.

Content

- Revision on recruitment
- Plan / Review of skills and abilities
- Recruitment techniques used in business
- CV and application letter
- Interview simulations

Assessment

A panel made up of professional recruitment experts, assesses both the documents submitted and the interview technique based on how professional they are. Students are given feedback on the strong points of their performance and the areas to improve upon are indicated.

Short Presentation of Teachers

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

Craig MACDONALD: two Masters degrees, one from the USA, the second from IAE in Amiens. PhD in strategy and project management, he has worked for several companies in the USA, the UK and France.

International Development

| | | |
|---|--|-----------------------------------|
| <u>DEPARTMENT :</u> Professional Behaviour | | |
| <u>Department coordinator :</u> Roger DAVIS | | |
| <u>LEVEL :</u> ISAM 3 | <u>PERIOD :</u> 1st Semester | <u>CREDITS :</u> 0,5 ECTS |
| <u>Language :</u> French English | <u>Nb of hours :</u> 10 hours lecture : 0h tutorial : 0h practical work : 10h | <u>Personal work :</u> unknown |

Teacher : Craig MACDONALD

Context / Overview

No company can ignore globalisation or the international perspective on today's market place. Decision-making must include an international dimension.

Pedagogical Objectives

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

- Explain the international features of a company, whatever its size or line of business
- Carry out research on an international subject
- Create dossier on a given subject
- Present their work to a panel of teachers

Teaching Methods / Learning Experiences

- Group dossier on an international topic
- Distribution of topics at the beginning of the semester
- Research work supervised by a teacher
- Minimum of 3 meetings with the school supervisor

Content

Varies from group to group

Assessment

A written report
Oral presentation, assessed by a panel of teachers and business people

Bibliography

Research directed by the teacher

Short Presentation of Teacher

Craig MACDONALD : two Masters degrees, one from the USA, the second from IAE in Amiens. PhD in strategy and project management, he has worked for several companies in the USA, the UK and France.

TABLE OF CONTENTS

HUMAN SCIENCES

20DCP3005 : Abstracting And Summarizing Documents 1 4

20LCE3002 : ML1 English (Semester 1) 6

Modern languages 2

20LCE3003 : Second Modern Language (Semester 1) 8

MASTERING MANAGEMENT CONCEPTS

20ENV3002 : Consumer Law 12

20ENV3003 : Contemporary Economics 14

20ENV3001 : Diagnostics And Strategic Choices 16

MASTERING MANAGEMENT TECHNIQUES

20ISI3001 : IT Systems For Managing Companies 18

20FIN3001 : Management Control 20

20LRH3001 : Management Simulation 22

20FIN3002 : Financial Decision-Making 24

20MKG3001 : Marketing Strategy 26

20FIN3003 : Production Management 28

20LRH3002 : Human Resource Management Policies 30

PROFESSIONAL BEHAVIOUR

20DCP3001 : Business Communication Study 32

20DCP3002 : Negotiation 4 34

20DCP3004 : Trophy Project 36

20DCP3011 : Career Plan Management Elective 5 38

20DCP3006 : International Development 40