

ISAM 3

Course Catalogue Professionalisation

(Semester 2)

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 2

	ECTS	Coef.	Hours
HUMAN SCIENCES			
Abstracting And Summarizing Documents 2	1	1	18
ML1 : English (Semester 2)	1	2	30
Second Modern Language (Semester 2)	1	1	20
Modern languages 2			
MASTERING MANAGEMENT CONCEPTS			
Competition Law	2	1	18
Contemporary Economics 2	2	1	18
General Company Policy	2	1	18
MASTERING MANAGEMENT TECHNIQUES			
Budgetary Control	2	1	18
Project Management	2	1	18
International Affairs	2	1	18
Financial Management In Companies	2	1	18
Optional Specialized Modules: Finance	8	3	72
Optional Specialized Modules: Marketing	8	3	72
Optional Specialized Modules: International Affairs	8	3	72
Optional Specialisation Modules: Customer Relations	8	3	72
Optional Specialized Modules: Tourism	8	3	72
Optional Specialized Modules: Banking	8	3	72
	8	3	18
PROFESSIONAL BEHAVIOUR			
Careers Presentation	1	1	20
Viva 3	0	3	0
Conflict Resolution Elective 6	1	1	10
Pre-Career Placement	3	3	320

Abstracting And Summarizing Documents 2

<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> 18 hours lecture : 18h tutorial : 0h practical work : 0h	<u>Personal work:</u> 10 hours mini

Teachers

1. Gérard ALBERTIN
2. Eddy HANQUIER

Context / Overview

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

Pedagogical Objectives

At the end of the course, 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

Continuous assessment and institutional assessment: abstracting and summarizing

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

Eddy HANQUIER: Lecturer 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 2)

<u>DEPARTMENT :</u> Foreign languages and cultures		
<u>Department coordinator :</u> Brigitte BAUMGARTEN		
<u>LEVEL :</u> ISAM 3	<u>PERIOD :</u> 2nd 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 a good 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 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

- 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 2)

<u>DEPARTMENT :</u> Foreign languages and cultures		
<u>Department coordinator :</u> Brigitte BAUMGARTEN		
<u>LEVEL :</u> ISAM 3	<u>PERIOD :</u> 2nd 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.
 - to 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

Participation en classe, travail en groupe, tests, jeux de rôle, débats pendant toute l'année ainsi que des devoirs à la maison et des contrôles de niveau après certaines unités.

Intermédiaires Espagnol

Contrôles continus oraux: 50 %

Participation en classe, travail par groupes, présentation des exposés et des tests.

Contrôles écrits : 50%

Allemand

Assiduité, implication et participation

Devoirs à la maison

Tests en cours

Certification de niveau en externe par le BULATS

Short Presentation of Teachers

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

20ENV3004 **Competition Law**

<u>DEPARTMENT :</u> Environment		
<u>Department coordinator :</u> Roger NLEND		
<u>LEVEL :</u> ISAM 3	<u>PERIOD :</u> 2nd 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

Teacher : **Roger NLEND**

Context / Overview

This course informs students that even in a free economy, the notion of freedom is not absolute. Once students become self-employed business people, or are given jobs with responsibility, they will find out what they can and cannot do to get a business deal. They will discover the value of a restricted practises clause included in their work contract.

Pedagogical Objectives

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

- Explain a market economy, why the principle of free enterprise is limited
- Explain contract law

Teaching Methods / Learning Experiences

- Lectures
- Exercises in class (practical care studies)
- Documentation

Content

- Individual anti-competitive practices
- Collective anti-competitive practices
- Competition and contract law

Assessment

- Continuous assessment
- Institutional assessment

Bibliography

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

<http://www.reds.msh-paris.fr/communication/textes/brunetti.htm>

<http://www.unice.fr/DROIT/courboy-M1prive.pdf>

Short Presentation of Teacher

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

Contemporary Economics 2

<u>DEPARTMENT :</u> Environment		
<u>Department coordinator :</u> Roger NLEND		
<u>LEVEL :</u> ISAM 3	<u>PERIOD :</u> 2nd 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

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 community.

Pedagogical Objectives

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

Teaching Methods / Learning Experiences

- Lectures
- Presentations
- Case study

Content

Part 1

Presentation of systematic analysis

- What is it and how is it made up
- Its theories
- Its scope of application
- Human 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 issue of not taking the environment into account

- A question of the 'financial' relationship between our economy and our environment
- The all-important accounts
- How to take it into account (different methods)

Assessment

- Continuous assessment
- Institutional assessment

Bibliography

- L'Analyse des Systèmes - JW Lapierre Syros 92
- La nouvelle sociologie économique - Levesque 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.

General Company Policy

<u>DEPARTMENT :</u> Environment		
<u>Department coordinator :</u> Roger NLEND		
<u>LEVEL :</u> ISAM 3	<u>PERIOD :</u> 2nd 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

Teacher : **Denis PRUDHOMME****Context / Overview**

Today, companies are one of the main places where value and wealth are created in our society. However, they are also essential social areas in each individual's life. Ignorance towards the business world can hinder our understanding of how the economy functions as well as our perception of its evolution. The objective of this course is to identify the key elements to understanding what a business is and to appreciate its role in the economy.

Pedagogical Objectives

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

- Master the basic vocabulary and concepts of the business economy
- Define what a business is
- Explain the main functions of the different systems that exist in these businesses which allow them to function and obtain the objectives that they have given themselves

Teaching Methods / Learning Experiences

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

Content

The course will be split up into three major parts.

The first will be dedicated to the general presentation of the term: business. After having defined what a business is and after having presented the major existing types of businesses, the major structures used at the heart of a company's strategy will be examined.

The second will be dedicated more specifically to the presentation and the examination of the different functions of a business. Seven major categories can be identified: sales, production, purchasing-logistics,

research and development, human resources, administrative-accounting-finance, and management. Finally, the objective of the third part will be to study the major systems that are at the heart of the businesses (computing, communication and decision making system).

Assessment

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

Bibliography

- Gilles Bressy and Christian Konkuyt, *Economie d'entreprise*, Paris, édition Sirey, 2000.
- Rudolf Brennemann and Sabine Sépari, *Economie d'entreprise*, Paris, Dunod, 2001.

Short Presentation of Teacher

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

20FIN3004 **Budgetary Control**

<u>DEPARTMENT :</u> Finance		
<u>Department coordinator :</u> Jean-Luc PAGNON		
<u>LEVEL :</u> ISAM 3	<u>PERIOD :</u> 2nd 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 complements the Financial Management course in the first semester. It aims to introduce the students to budgetary processes. The majority of the students will not necessarily become specialists in the area but they will most certainly have to manage budgets and communicate with financial controllers.

Pedagogical Objectives

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

- explain the role of budgets
- use the main sales forecasting models/methods
- draw up sales, procurement, overheads and VAT forecasts
- draw up a cash requirements plan and a set of provisional accounts
- calculate and analyse discrepancies on turnover, costs and profit

Teaching Methods / Learning Experiences

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

Content

- Budget management
- Master Budget Sequence
- Producing forecast summaries
- Business indicators
- Forecasting and optimisation techniques

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.

20LRH3004 **Project Management**

<u>DEPARTMENT :</u> Leadership and Human Resources		
<u>Department coordinator :</u> Sana HENDA		
<u>LEVEL :</u> ISAM 3	<u>PERIOD :</u> 2nd 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

Teacher : **Denis PRUDHOMME**

Context / Overview

Before graduating, the students must give some thought to their career and draw up a skills assessment report.

Pedagogical Objectives

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

:

- Follow guidelines to construct their professional and personal projects
- Study and explain how the job market works, in partnership with APEC ' job centre for managers and executives
- Explain a skills assessment report

Teaching Methods / Learning Experiences

- Compiling a study dossier
- Looking at various models / Method symposium
- Test

Content

- Self-knowledge
- Assessment of achievements whilst on placement

Assessment

- Analysis of documents

- Personal reflection

Bibliography

Dossier APEC

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.

20MKG3005 **International Affairs**

<u>DEPARTMENT :</u> Marketing		
<u>Department coordinator :</u> Bernd PHILIPP		
<u>LEVEL :</u> ISAM 3	<u>PERIOD :</u> 2nd 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

Teacher : **Thierry ZOBEL**

Context / Overview

Understanding international business has become vital for companies and it is an important foundation for anyone with managerial or commercial responsibilities.

Pedagogical Objectives

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

- Present the basics of the EU and what it does
- Understand and present the challenges of globalisation, regional integration and world trade.

Teaching Methods / Learning Experiences

A practical model, using case study, articles and presentations.

Content

- The European environment
 - The EU, how it works
 - Practical aspects of EU law
 - Knowledge of European business law
- The international environment (market-place?)
 - Geo-political and strategic issues
 - Introduction to international business law

Assessment

- Continuous assessment : (50%)
- Institutional assessment : (50%)

Bibliography

- Ifri. L'Europe et le monde. Ramses. 2007
- Dominique Brault. Droit et politique de la concurrence. Economica. 2006
- Stéphane Chatillon. Droit des affaires internationales. Vuibert. 2006

Short Presentation of Teacher

Thierry ZOBEL : Legal teacher since 1996, university lecturer, trainer and instructor.

Financial Management In Companies

<u>DEPARTMENT :</u> Finance		
<u>Department coordinator :</u> Jean-Luc PAGNON		
<u>LEVEL :</u> ISAM 3	<u>PERIOD :</u> 2nd 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. **Frédéric DEBUIRE**
2. **Jean-Luc PAGNON**

Context / Overview

Following on from last semester's Financial decision-making (choice of investment), this module it looks at the question of financing investments made. It investigates issues such as optimal financial structure and company valuation.

Pedagogical Objectives

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

- Explain how the financial markets work
- Calculate the cost of financing
- Explain leveraging (gearing) and the backlash effect
- Draw up a balanced financing plan

Teaching Methods / Learning Experiences

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

Content

- Financial markets
 - stocks and shares
 - bonds and debentures
 - money markets
- Cost of financing
 - Cost of equity capital
 - Cost of borrowing
 - Cost of hire purchase

- Financing plan
- Capital operations and dividends policy
- How to find an optimal financial structure
- Cost of capital and the creation of value

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)
- « Principes de gestion financière » par R.Brealey et S.Myers, Pearson Education

Short Presentation of Teachers

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

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.

Optional Specialized Modules: Finance

<u>DEPARTMENT :</u> Finance		
<u>Department coordinator :</u> Jean-Luc PAGNON		
<u>LEVEL :</u> ISAM 3	<u>PERIOD :</u> 2nd Semester	<u>CREDITS :</u> 8 ECTS
<u>Language :</u> French	<u>Nb of hours :</u> 72 hours lecture : 72h tutorial : 0h practical work : 0h	<u>Personal work :</u> 24 hours mini

Teachers

1. **Philippe DEMILLY**
2. **Roger HERNU**
3. **Nolwenn L'HERRANT**

Context / Overview

This option is for students wanting to specialise in finance. The modules are designed to help students appreciate :

- ' The importance and limitations of finance for companies
- ' What jobs exist in finance - to help students in their choice of career.

Pedagogical Objectives

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

- Define and present the basics rules of internal audit
- Present the general principles of carrying out an audit
- Apply the procedures of financial auditing
- Explain why it is advantageous for a company to be quoted on the stock exchange
- Explain how the stock exchange works
- Explain how to work with spot, forward and financial risk management markets
- Explain the notion of relevant cost and apply it to ordinary decision-making
- Apply the uncertain-environment investment valuation method
- Business plan risk assessment
- Explain how to get from financial result to fiscal result
- Explain how to calculate company tax
- Explain how to calculate professional tax
- Explain the different VAT categories

Teaching Methods / Learning Experiences

- Class work : case study
- Personal work throughout the course: information search, exercises and case study.
- Teacher's method : lectures, illustrated with industry-related examples and case study

Content

Internal and external company audit

- Definition and objectives of internal audit
- Definition and objectives of audit
- Audit techniques
- Case study

Companies and the financial markets

- Companies and the stock exchange
- 3 big financial risks : interest rate, exchange rate, monetary exchange
- 4 possible strategies to manage financial risks

Risk and decision-making

- Panorama/Overview of company risks
- Decision-making process
- Relevant information for decision-making
- Investment decision-making in an uncertain-environment
- Business plan risk assessment

Companies and Tax

- Company tax
- Professional tax and local taxes
- VAT categories

Assessment

- Continuous assessment : case study

Bibliography

- « L'audit interne : pourquoi ? comment ? » par E.Barbier, Editions d'Organisation
- « Révision et Certification des comptes » par R.Obert, Editions Dunod
- « Gestion financière » par A.M.Keiser, Editions ESKA
- « La Bourse » par Josette Peyrard, Editions Vuibert Entreprise
- « Management Accounting for Business Decisions » by C.Drury, International Thomson Business Press
- « Mémento fiscal » Editions Francis Lefebvre

Short Presentation of Teachers

Nolwenn L'HERRANT : Is a member of the Amiens Graduate Business School alumni. Her professional experience includes being an Auditor for PricewaterhouseCoopers Paris and working as a Project manager for computer migration in the banking sector in Paris.

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

Philippe DEMILLY : 18-year banking career in a market bank. 10 years of practical teaching experience at the Centre de Formation de la Profession Bancaire (Banking profession training centre), at l'Ecole de la Bourse (Stock exchange school), in University and in Business schools Graduated from l'Institut des Techniques de Marché (level 1) (Institute for market techniques).
Graduated from Gestion de Patrimoine du Centre d'Etudes Supérieures de Banque (Investment management at an institute for banking studies).

Optional Specialized Modules: Marketing

<u>DEPARTMENT :</u> Marketing		
<u>Department coordinator :</u> Bernd PHILIPP		
<u>LEVEL :</u> ISAM 3	<u>PERIOD :</u> 2nd Semester	<u>CREDITS :</u> 8 ECTS
<u>Language :</u> French	<u>Nb of hours :</u> 72 hours lecture : 72h tutorial : 0h practical work : 0h	<u>Personal work :</u> 24 hours mini

Teachers

1. **Georges GELEBART**
2. **Jean-Lou POIGNOT**

Context / Overview

This module is for students interested in a Marketing career. It looks at specific aspects of B to B sales and marketing, the process of launching new products (from the design stage to the marketing launch). It also investigates the subtleties of marketing services which are intangible.

Pedagogical Objectives

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

- Explain specific aspects of B to B trade
- Draw up a coherent B to B marketing plan.
- Draw up a coherent marketing plan for a given service in the tertiary sector
- Describe the challenges faced by innovation
- Organise and master the development process in order to draw up an efficient and coherent marketing launch plan
- Negotiate complex trade deals

Teaching Methods / Learning Experiences

- Lectures using Power Point slide shows, case study in sub-groups. Group activities, Case study (ISL/L'Oréal). Oral examination.

Content

Marketing B to B

- Definition and specific aspects of industrial marketing
- Industrial purchasing processes (from a buyer's point of view)
- Industrial sales (from a supplier's point of view)
- Product policy

- Access to markets
- Communication
- Pricing policy

Developing and launching new products

- Innovation
- New product development
 - Strategy and risk management
 - Product management ' the 3 main models
 - The sequential, non-linear model
- Pricing policies
- Communication and sales promotions
- New product marketing management
- Various players

Marketing in the service industry

- Introduction
 - Marketing of services and logical diagram ' the basic notions
- The different purposes of services
 - Tangible purposes
 - Intangible purposes
- The types of service
 - Services linked to sales
 - Cascading services
 - Vocational services
- Features and differentiation
 - Immateriality
 - Overlapping
 - Inseparability
 - Customer participation
- Quality and customer satisfaction
 - General aspects
 - Service-specific aspects
- Marketing a company's applied services
- The different types of services provided

Negotiating complex business deals

- Introduction: definition of a complex deal, of a business deal, of the role of business engineers, Key Accounts
- Business engineer's perspective :Finding projects, analysis, negotiation, follow up, developing customer loyalty
- Interpreting a customer's purchasing process, deciphering the decision-making process
- Synchronising AI (artificial intelligence) with the 8/12 steps of a customer's purchasing procedure
- Designing a sales offer
- How to negotiate a complex business deal, how to get short-listed and then win
- Conclusion: a business engineer's profile and what skills are required/their leadership skills

- Continuous assessment: Case study in seminars, in sub-groups
- Institutional assessment: case study
- Continuous assessment: oral examination on the ISR/L'Oréal case

Bibliography

- Marketing B to B - Ph. MALAVAL - Editions d'Organisation.
- Marketing Industriel - D. MICHEL - Economica.
- Vendre aux entreprises - J. LEPELTIER - Dunod.
- Les coulisses des nouveaux produits - Nathalie JOULIN - Editions d'Organisation
- Marketing des Services - Ch. Lovelock et D. Lapert - Publi Union.
- Marketing et stratégie des services - P. Eiglier et J. Barraux - Economica.
- Marketing B to B - Philippe MALAVAL - Publi Union.
- La vente en Grands COMPTES de René MOULINIER
- Le manuel de l'ingénieur d'affaires de Henri FRAISSE

Short Presentation of Teachers

Georges GELEBART: ESCP (Paris Graduate Business School) - 20 years in sales management in the IT sector. Consultant and teacher for 15 years. Teacher on various Masters courses and in business schools.

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.

Optional Specialized Modules: International Affairs

<u>DEPARTMENT :</u> Marketing		
<u>Department coordinator :</u> Bernd PHILIPP		
<u>LEVEL :</u> ISAM 3	<u>PERIOD :</u> 2nd Semester	<u>CREDITS :</u> 8 ECTS
<u>Language :</u> French	<u>Nb of hours :</u> 72 hours lecture : 72h tutorial : 0h practical work : 0h	<u>Personal work :</u> 24 hours mini

Teacher : **Thierry ZOBEL**

Context / Overview

For students looking to go into international business, this module investigates the European geo-political environment, in a bid to master important current issues.

Pedagogical Objectives

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

- Present the basics of the EU and what it does
- Understand and present the challenges of globalisation, regional integration and world trade.

Teaching Methods / Learning Experiences

A practical module, using case study, exercises, discussion, articles and presentations. Alternating theory and practice.

Content

- Introduction
- EU institutions: The Commission, The Council and the Parliament
 - The Treaty of Nice
 - How the institutions work
 - Community decision-making
- European Constitutional Treaty (ECT)
 - How ECT works
 - Consequences of the referendum 'no'-vote
 - What is the future of ECT?
- Expansion of Europe
 - European anatomy with 25 member-states : what changes will occur?
 - How to make sure that the expansion will be a success?
 - The future of European expansion
- 'Foreign' policy / External relationships
 - Defence in Europe
 - Development aid policy

- External trade policy
- Interior affairs, Justice and free-movement of people
 - The Schengen area
 - European citizenship
 - Visas, immigration and asylum
- Europe ' a world player?
 - Results and forecast
 - Europe and its neighbours
 - Europe: a gentle giant

Assessment

- Continuous assessment : (50%)
- Institutional assessment : (50%)

Bibliography

- Ifri. L'Europe et le monde. Ramses. 2007
- Dominique Brault. Droit et politique de la concurrence. Economica. 2006
- Stéphane Chatillon. Droit des affaires internationales. Vuibert. 2006

Short Presentation of Teacher

Thierry ZOBEL: Legal teacher since 1996, university lecturer, trainer and instructor.

Optional Specialisation Modules: Customer Relations

<u>DEPARTMENT :</u> Marketing		
<u>Department coordinator :</u> Bernd PHILIPP		
<u>LEVEL :</u> ISAM 3	<u>PERIOD :</u> 2nd Semester	<u>CREDITS :</u> 8 ECTS
<u>Language :</u> French	<u>Nb of hours :</u> 72 hours lecture : 72h tutorial : 0h practical work : 0h	<u>Personal work :</u> 24 hours mini

Teachers

1. **Etienne DEVANTOY**
2. **Alain QUIGNON**
3. **Patrice TOTO**

Context / Overview

To rise to the challenged of globalisation, many companies have opted for customer-based capital strategy in favour of product-based capital strategy.

Pedagogical Objectives

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

- Participate in setting up an evolution strategy of product-based capital to customer-based capital
- Understand customer relations concepts and challenges
- Identify jobs in customer relations and their skills base, including management
- Master the techniques used in a customer relations centre

Teaching Methods / Learning Experiences

- Lectures
- Case study
- Seminars
- Visit and sessions with professionals from the sector

Content

- Customer Relations Centres
- Jobs in Customer Relations
- Managing and leading teams
- Technology used to manage Customer Relations
- Techniques for working on the phone
- Computer networks

- Telephone networks

Assessment

- Continuous assessment
- Institutional assessment

Bibliography

- "Gestion de la Relation Client, panorama des produits et conduite de projets" de René VENTURI et Gilles LEFEGURE, Vallaud, Paris, France, Oct 2001
- "CRM. La Gestion de la Relation Client" de Stanley Brown et Marie-Christine GUYON
- "Les Centres d'Appels" de Bernard CAÏAZZO chez Dunod
- "La Stratégie de la Relation Client" de Pierre ALARD et Damien DIRRINGER
- "La Conduite Humaine du Changement" de Thierry CHAVEL

Short Presentation of Teachers

Etienne DEVANTOY: Consultant Teacher in life long training at the Amiens School of Management since 1999. Intra and Inter company customer service, PR and Management training. Process pilot in the the Quality Management System (ISO 9001).

Patrice TOTO: DESS (Master 2 level University diploma) in social data processing for company, local government and organisations. Project manager for training sessions in remote customer support: advisors supervisors in Amiens School of Management.

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

Optional Specialized Modules: Tourism

<u>DEPARTMENT :</u> Leadership and Human Resources		
<u>Department coordinator :</u> Sana HENDA		
<u>LEVEL :</u> ISAM 3	<u>PERIOD :</u> 2nd Semester	<u>CREDITS :</u> 8 ECTS
<u>Language :</u> French	<u>Nb of hours :</u> 72 hours lecture : 72h tutorial : 0h practical work : 0h	<u>Personal work :</u> 24 hours mini

Teachers

1. **Anne DAMBREVILLE**
2. **Frédéric DEBUIRE**
3. **Etienne DEVANTOY**
4. **Rodolphe FAUQUETTE**
5. **Jean-Louis MUTTE**
6. **Denis PRUDHOMME**

Context / Overview

This module is for students interested in a career in tourism. It looks at the tourist industry's economy, as well as financial analysis and accounting systems used specifically in the tourist industry. It also measures the impact of marketing in tourism.

Pedagogical Objectives

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

- read and interpret financial documents specific to hotel and catering
- describe and summarize tourism economy and make informed recommendations
- manage different communication issues with customers, colleagues and partner-companies
- describe the legal and commercial aspects of marketing within the tourist industry

Teaching Methods / Learning Experiences

- Preparatory work : none
- Class work : lessons and seminars, role play
- Personal work : case study
- Teacher's method : the lesson is organised around lectures illustrated by industry examples and interspersed case study, role play, and conferences with industry experts

Content

Financial Management and analysis in the hotel and tourist industry

- Analysis and synopsis
- Strategic & financial decision-making
- Management control and supervision

Tourism : its policy and its economy

- How tourism is organised in France
- Politics and tourism in France
- Economic impact of tourism
- Factors influencing tourist activity
- Conference by an industry specialist

Interpersonal communication

- Communication and public speaking
- Communicating with customers
 - Socio-professional group
 - Customer knowledge and expectations
 - Complaint and conflict management
- HRM
 - Job interview and recruitment
 - People management
 - Conflict management

Marketing and the tourist sector

- International and domestic tourist industry
- Segmentation and typology
- Marketing in the service sector
- Pricing policy
- Distribution channels
- Commercial communication
- Applied marketing strategy

Assessment

- Continuous assessment : 50% case study
- Institutional assessment : 50 % case study
- Role play

Bibliography

- Plan comptable hôtelier - BPI
- Techniques et moyens de gestion - Tome 2 - 2ème année - J.C OULE - BPI
- Maîtriser la gestion en hôtellerie restauration - Ph CALLOT - BPI
- Introduction à l'économie de tourisme - J. RABOTEUR - Edition L'ARMATTAN
- Economie de tourisme - B. de la ROCHEFOUCAULT - Edition BREAL

- Economie et Politique du tourisme international - F. VELLAS - Edition Economica
- Géographie de tourisme - JC. DINETY et E. PROUST - BPI
- Techniques de communication interpersonnel - M. JOSIEN - Editions d'Organisation
- La communication interpersonnelle - J.I GALLARDON - PubliBook
- Relation et communication interpersonnel - E. MARC - Dunod
- Marketing du Tourisme - V. TAURAN JAMELIN - Edition Bréal
- Marketing du Tourisme - M. BALFET- Edition Ellipse
- Marketing pratique du Tourisme réceptif européen - A. PARENTEAU - Edition LANOR
- Dictionnaire du marketing Hôtelier - B. BERTRAND - Edition ESHOTEL

Short Presentation of Teachers

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

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

Etienne DEVANTOY :Consultant Teacher in life long training at the Amiens School of Management since 1999. Intra and Inter company customer service, PR and Management training. Process pilot in the the Quality Management System (ISO 9001).

Jean-Louis MUTTE : <http://eportfolio.supco-amiens.fr/jean-louis-mutte>

Anne DAMBREVILLE : Specialist in Marketing the Hotel and Catering Industry. Teacher at ESHOTEL.

Rodolphe FAUQUETTE : Speacialist in Marketing for Tourism. Teacher at ESHOTEL.

Optional Specialized Modules: Banking

<u>DEPARTMENT :</u> Finance		
<u>Department coordinator :</u> Jean-Luc PAGNON		
<u>LEVEL :</u> ISAM 3	<u>PERIOD :</u> 2nd Semester	<u>CREDITS :</u> 8 ECTS
<u>Language :</u> French	<u>Nb of hours :</u> 72 hours lecture : 72h tutorial : 0h practical work : 0h	<u>Personal work :</u> 24 hours mini

Teachers

1. **Jean-Jacques BERNARD**
2. **André CAPRON**
3. **Michel CARLIER**
4. **Patrick COLLAS**
5. **Pascal LEFORT**
6. **Marie-Hélène MERCIER**
7. **Jean-Louis MICHEL**
8. **Cédric MIGNON**

Context / Overview

Rather than just train operators, our ambition, here through these modules, is to widen the horizon of students wanting to pursue a career in banking. It first looks at the subject from an economic and financial point of view then goes on to develop the marketing, sales and product aspects.

Pedagogical Objectives

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

- Explain the economic and financial environment of banking and the role of banks
- Explain how the banking sector has evolved and strategic positioning
- Link life in a branch office to the dynamic of the Caisse d'Epargne network and in particular within the evolution/growth in banking
- Explain how the different activities in a branch Caisse d'Epargne network fit into the bigger picture (with regards to changes in the banking sector in particular)
- Explain the marketing mix in banking terms
- State and explain the main marketing strategies in banking
- Explain customer behaviour in the banking sector
- Apply an efficient sales model
- Use telecommunications as a tool
- List products and services on offer in high-street banks

Teaching Methods / Learning Experiences

- Class work : case study, simulation and role play
- Personal work throughout the course: Understanding and learning class notes and technical sheets

provided by teachers.

- Teacher's method : the lesson is organised around lectures illustrated by industry examples and interspersed with case studies, role play, workshops and conferences with industry experts.

Content

Products and services for the public and for professionals

- Retail Banking, the private banking market, banking products and services for the public
 - Bankarization
 - Cash savings accounts
 - Personal loans
 - Real Estate loans
 - Life Insurance Securities
 - Trading Account
 - General Insurance
 - Private Banking Services
- Retail Banking, the professional banking market, banking products and services for professionals
 - Risks and opportunities of the professional banking market
 - Loans
 - Service delivery

Assessment

- Continuous assessment : 1/3 case study 1/3 multiple choice and short answer questions 1/3 role play

Bibliography

- « L'argent, la finance et le risque » par Olivier Lévy-Lang, Odile Jacob, 2006
- « La nouvelle économie bancaire » par Olivier Pastré, Hans Blommestien, Esther Jeffers et Gaël de Pontbriand, Economica, 2005
- « Gestion de la banque? Du diagnostic à la stratégie », par S. de Coussergues, Dalloz, 2002
- « Banque et marchés financiers » par Caudamine et Montier, Economica, 1998

Short Presentation of Teachers

Patrick COLLAS : Director of Financial Management at the Caisse d'Epargne.

Jean-Jacques BERNARD : Director of Account Management at the Caisse d'Epargne.

Marie-Hélène MERCIER : Manager of Sales Efficiency at the Caisse d'Epargne.

André CAPRON : Manager of Operational Training and HR Communication at the Caisse d'Epargne.

Michel CARLIER : Director of the LAON group at the Caisse d'Epargne.

NON BINDING - SUBJECT TO CHANGE

20LCE3006

<i>DEPARTMENT:</i> Foreign languages and cultures		
<i>Department coordinator:</i> Brigitte BAUMGARTEN		
<i>LEVEL:</i> ISAM 3	<i>PERIOD:</i> 2nd Semester	<i>CREDITS:</i> 8 ECTS
<i>Language:</i> English	<i>Nb of hours:</i> 18 hours lecture : 18h tutorial : 0h practical work : 0h	<i>Personal work:</i> unknown

20DCP3003 **Careers Presentation**

<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> 20 hours lecture : 0h tutorial : 0h practical work : 20h	<u>Personal work :</u> unknown

Teacher : **Alain QUIGNON**

Context / Overview

Any information focused on career development is precious, particularly when students hesitate between the business world or further education.

Pedagogical Objectives

The object of the exercise is for students to:

- Improve and adjust their career plan : for example their career path , ambition, remuneration and leisure.
- Look for and find an alumni, who is willing to participate in the exercise
- Take responsibility for organising part of the event
- Appoint a leader and an assistant within the group

Teaching Methods / Learning Experiences

Prepare and organise an event.

Content

- Organise a debate with alumni about the future after the ISAM
- Students are grouped into six teams, each appoints a leader and an assistant
- The leaders and assistants form a Board of Directors who, in the presence of the module coordinator, have Board Meetings to decide on the details of the project and to record its progress
- Debates

Assessment

All the details of how the project was carried out are assessed; both the presentation and the content are taken into consideration.

Assessment is individual but other students' are invited to contribute to the feedback given.

Bibliography

Amiens Management School Alumni directories

Short Presentation of Teacher

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

<u>DEPARTMENT :</u> Professional Behaviour		
<u>Department coordinator :</u> Roger DAVIS		
<u>LEVEL :</u> ISAM 3	<u>PERIOD :</u> 2nd Semester	<u>CREDITS :</u> 0 ECTS
<u>Language :</u> French	<u>Nb of hours :</u> 0 hours lecture : 0h tutorial : 0h practical work : 0h	<u>Personal work :</u> 6 hours mini

Teachers

1. **Lucie MAILLARD**
2. **Alain QUIGNON**

Context / Overview

The key to success in business is a person's ability to get involved in and to sign up to a company's goals and objectives. Likewise being able to represent a company, in its own environment, is also crucial for success.

Pedagogical Objectives

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

- Work towards goals to be met and show that they have understand the importance of their involvement
- Create a written report explaining the degree to which these goals have been achieved
- Explain the importance of this report and respecting commitments

Teaching Methods / Learning Experiences

At the beginning of the year, students, commit themselves, in writing, to play an active part in either one of the societies in the ISAM Undergraduate Business School or the Amiens School of Management or in one of the societies outside the School to enhance its image.

Content

Open days, Promoting the School in lycées, Trade fairs, Amiens School of Management societies :Student's Union, the EDHEC race, Sports Society'

Partner companies, Graduation Ceremonies, Sponsoring, Parents' Open Day, ISAMIENNE (Canoeing + mountain biking + matches), welcoming committee at the entrance exams

Assessment

Students are asked to write a report, on how successful they have been in achieving the objectives they committed themselves to at the beginning of the year.

An assessment panel gives them a mark which reflects the success rate of their ambitions.

Short Presentation of Teachers

Lucie MAILLARD : Un ISAM Undergraduate Business School alumni, she is charge of canvassing for the school.

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.

Conflict Resolution Elective 6

<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 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

When in a company, in particular as part of a team, conflicts can arise. Being able to suggest solutions or to establish a dialogue is a determining factor in managerial skills.

Pedagogical Objectives

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

- Adopt a neutral approach to conflict resolution and come up with a number of solutions
- Adopt the right attitude in the circumstances

Teaching Methods / Learning Experiences

- Lectures.
- Case studies carried out in groups of 5 or 6

Content

This 6th module, in the business skills series, looks in detail at conflict resolution techniques.

- Theoretical elements needed for conflict resolution in business

Assessment

Students are asked to resolve 10 theoretical cases.

Bibliography

Internet-based research 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 in strategy and project management, he has worked for several companies in the USA, the UK and France.

20DCP3010 Pre-Career Placement

<u>DEPARTMENT :</u> Professional Behaviour		
<u>Department coordinator :</u> Roger DAVIS		
<u>LEVEL :</u> ISAM 3	<u>PERIOD :</u> 2nd Semester	<u>CREDITS :</u> 3 ECTS
<u>Language :</u> French	<u>Nb of hours :</u> 320 hours lecture : 0h tutorial : 0h practical work : 320h	<u>Personal work :</u> unknown

Teacher : **Alain QUIGNON**

Context / Overview

Essential to the development of professional behaviour, this third opportunity to fully integrate company life enables the student to finalise their career plan : choosing to work or pursuing their education.

Pedagogical Objectives

At the end of the placement, the student should know how to:

- Analyse and understand the company as a whole: its strengths, its weaknesses etc
- Explain the different jobs and levels within an organisation
- Integrate a company department

Teaching Methods / Learning Experiences

The student has a real job for a minimum eight-week period. They will have three meetings with their school supervisor, who will guide and advise them.

Content

Each case is different and so it can vary:
Students are required to draft a report, after the placement, in line with their career plan.

Assessment

Placement report is to be written and submitted both to the company advisor and the school supervisor. Oral examination, lasting an hour, with the school supervisor, the company advisor and a group of students. The student will be assessed on the following criteria:

- Understanding of the company
- Personality
- The company supervisor's suggested mark counts for 40%, the school supervisor's mark counts for 60% of the total. The school supervisor.

Bibliography

Recherche documentaire sur l'entreprise et son environnement guidée par le suiveur école.

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

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